Safe Routes to School and Student Leaders: Facilitator's Guide to Engaging Middle School Youth

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Project Administrators

Lisa A. Cirill, MS, PAPHS Chief
California Active Communities,
California Department of Public Health

Nora Cody, MA
Safe Routes to School Director,
TransForm

Stacy Alamo Mixon, MPH Chief
State and Local Injury Control Section
Safe and Active Communities Branch
California Department of Public Health

Project Coordinators

Lisa E. Rawson, MA
Project Coordinator (Former),
California Active Communities,
California Department of Public Health

Dave Cowan, BA
Program Manager,
Safe Routes to School National Partnership

Michelle Lieberman, MURP
Technical Assistance Project Manager,
Safe Routes to School National Partnership

Developer

Arthur Orsini, MA
Author and Youth Engagement Facilitator,
Urbanthinkers

Reviewers and Pilot Site Facilitators:

Kendra Bridges, Project Coordinator (Former)
Safe Routes to School Technical Assistance Resource Center,
California Department of Public Health

Victoria Custodio, Project Coordinator
Safe Routes to School Technical Assistance Resource Center,
California Department of Public Health

Kristin Haukom, Project Coordinator,
Safe Routes to School Technical Assistance Resource Center,
California Department of Public Health

Tina Panza, Safe Routes to School Director,
Sonoma County Bicycle Coalition

Danielle Pearl, Safe Routes to School Educator,
Sonoma County Bicycle Coalition

Wendi Kallins, Program Director,
Marin County Bicycle Coalition

Gwen Froh, Safe Routes to School Teen Coordinator,
Marin County Bicycle Coalition

Jim Shanman, Founder,
Walk 'n Rollers

Jon Pearson, Principal,
Culver City Middle School

Matthew Christen, Facilitator,
Ynot Bicycle

Daina Lujan, Safe Routes to School Coordinator,
San Mateo County

Amy Jolly, ECO2school Program Manager,
Climate Protection Campaign

Chart of Local Contacts for Project Implementation

Use this handy reference guide for contact information of local partners in the safe promotion of walking and bicycling to school.

Position	Name(s) and Contact Information
School Administrators Key decision makers who will need to be kept up-to-date. Important liaisons to the school district.	
Facilities Managers Important partners for improving bicycling facilities and addressing on-site bicycle parking issues.	
Traffic Safety Officers Essential partners in ensuring safety for students walking and bicycling to and from school.	
School Resource Officers Officers based in the schools to help with community resources and promote positive relations between youth and law enforcement.	
Local Health Department Partners to help identify and address community needs, provide a public health perspective, provide pedestrian and bicycle injury and fatality data, connect to SNAP-Ed Implementing Agency contacts and make connections with local stakeholders.	
City Engineers and Planners Partners in discussions about the school zone. Their early involvement is an asset.	
City Council Members Potential allies or supporters interested in long-term changes for pedestrian- and bicycle-friendly communities.	
Bicycle Shop Owners and Mechanics Local champions and keen allies.	
Pedestrian and Bicycle Advocacy Organizations Local champions and allies with access to an extensive network of resources.	
Regional Safe Routes to School Coordinators Valuable partners for linking with student groups in other communities.	

Chart of Youth Group Member Contact Information

Use this handy reference guide for your student leaders' contact information.

Name	Contact Information (E-mail, home, or cell phone number)	Parental Permission to Text or E-mail Student Directly (Yes or No)

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Introduction

Safe Routes to School and Student Leaders: Facilitator's Guide to Engaging Middle School Youth (the Guide) offers practical tools for adult facilitators to support middle school students in the promotion of safe walking, bicycling, and public transit use to and from school. Student-led campaigns can generate enthusiasm and improve the social conditions for a Safe Routes to School program. As your youth group develops into a cohesive team of leaders taking on new skills, they will plan events and activities to engage their peers in safely walking and bicycling to school.

The three main objectives of the Guide are as follows:

- Increase awareness of the Safe Routes to School program among California middle school students, teachers, adult facilitators, and partners.
- Provide practical tools, resources, and strategic activities to support student leadership in the implementation of the Safe Routes to School program in middle schools.
- Engage middle school student leaders in planning and hosting activities that will increase the number of students safely walking and bicycling to school while contributing to more pedestrian- and bicycle-friendly policies within schools and communities.

Primarily, the Guide is designed to aid adult facilitators in leading a Safe Routes to School student leadership project as a part of an after-school program. However, it can be adapted to a student leadership club or classroom project during school hours. In either case, the program is designed for a recommended maximum of six to ten student participants. This small-group atmosphere will allow each student the opportunity to express independent views and take a leadership role on various activities and plans. If more than ten students wish to be involved, they might be considered "reserves" who come to assist the core group of student leaders during events or community-wide activities.

> The recommended number of student participants is six to ten. This is the ideal group size to give student participants the opportunity to express their views and take a leadership role.

Safety Reminder

Walking and bicycling near traffic carries inherent safety risks in any neighborhood or community. Ensure student leaders exercise caution in the manner in which they promote these forms of active transportation. No matter how mature middle school students might seem, they are still learning about the best ways to care for their own safety and well-being. Do not hesitate to invite local pedestrian and bicycle advocacy groups, school resource officers, traffic safety officers, or injury prevention specialists into your conversations and planning sessions.

Depending on where students have been raised (e.g., city, suburb, or rural area) and the degree of car-chauffeuring they have experienced, some might be relatively unfamiliar with traffic safety best practices for walking and bicycling. Students may have received pedestrian and bicycle safety skills training in the younger grades or not at all.

When leaving school or community center grounds for any activity, treat the outing as a school field trip and ensure safety is a top priority. Please check with the school administrators and/or the school district staff about the rules for such activities. Explain the intentions and the scope of the student leader group, and ask if you need a waiver or permission slip that indemnifies the school and district for the students joining this group. Other possible questions include if the students need a permission slip for a walk audit or if they need to wear retro reflective vests to increase students' visibility and safety.

In all cases, never assume that pedestrian and bicycle safety is common knowledge. Look for ways to include basic elements of assessment and training into your Safe Routes to School activities. Tap local experts who can help by providing resources and/or education to increase your own awareness of pedestrian and bicycle safety.

Enjoy the walk or ride safely.

How to Use the Guide

Consider printing this entire document so that you have easier access to all of the templates, handouts, and resources in the appendices while you are preparing and implementing the project.

Safe Routes to School and Student Leaders: Facilitator's Guide to Engaging Middle School Youth includes six sections:

1. How to Use the Guide
2. Safe Routes to School Program: An Introduction for Adult Facilitators
3. Youth Leadership and Safe Routes to School
4. Preparation Phase: Three 90-minute lesson plans for establishing a Safe Routes to School Student Leader Group
5. Campaign Phase: Three independent campaign options for student action within the community (Each campaign is implemented through seven 90-minute lesson plans)
6. Appendix A: Delivery Tools and Handouts

The Guide leads an adult facilitator through two phases of project implementation in ten sessions:

1. A Preparation Phase to establish a foundation for a Safe Routes to School student leader group in Sessions 1, 2, and 3.
2. A Campaign Phase to prepare one of three campaign options, which include events and activities for a Safe Routes to School program, in Sessions 4 through 10.

At every step, the adult facilitator is encouraged to adapt the content and delivery of these resources to suit the character, conditions, and circumstances of their community, level of familiarity with the Safe Routes to School program, and the maturity of the student leader group. When making decisions about how to implement this project, keep in mind the overall goal is to facilitate conditions for more students and families to safely walk and bicycle to school more often. Choices should reflect options that increase community-wide goodwill, partnership, and sustaining commitment to the Safe Routes to School program. If your project timelines ever seem to be jeopardizing that goodwill and support, envision the big picture and adjust your plans. For example, if in your first year of promoting Bike to School Week, some teachers are reluctant to complete all of the activities requested of them, it might be more strategic to build a relationship that allows teachers to recognize the value of the project for future years rather than focusing on a stressful urgency to complete every last assignment in the first year.

The Preparation Phase includes three 90-minute sessions to prepare a student leader group to begin a Safe Routes to School campaign. This portion of the program is about forming the youth group, getting students to know one another, and beginning to work like a team.

After completing the Preparation Phase, the student group will choose one campaign to pursue. Campaign planning is organized into seven 90-minute sessions that are run with your guidance. You will help students plan, but the actual events (such as Bike to School Week) and activities (such as Walk and Win!) will be implemented by the student leaders (with perhaps some involvement from you) outside of these planning and preparation meetings. (Note: The final two sessions are designed to engage the students in thinking about higher level policy changes that could encourage increased safe walking and bicycling within the school and community.)

Scheduling 90-minute sessions allows for a healthy mix of social connections and fun activities along with productive work time. If meetings are held every two weeks, student leaders will have adequate time to complete the follow-up activities between sessions without becoming overloaded with project tasks.

Each lesson plan generally follows the format listed below:

Goal	A clear outline of the goal for each session
Materials and Preparations	• Items needed from earlier sessions • Pre-reading for adult facilitator • Communications with partners • Handouts, templates, and tools
Warm-up and Check-in	10 minutes–to allow for latecomers
1st Exercise	20 min
2nd Exercise	20 min
Refresher	5 min–to revive the energy level and get students up and moving
3rd Exercise	20 min
Wrap-up and Debrief	10 min
Closing	5 min
Follow-up Tasks	A closing review of tasks that will need to be completed before the next session
Total	90 min

90-minute sessions are recommended as they eliminate time spent organizing the group and transitioning, and allows for three 20 minute exercises, which is three times what you could cover in a 45 minute session. If you need to arrange for shorter sessions, simply adjust the schedule to allow for 20-minute exercises within your introductory and closing activities.

45-Minute Versus 90-Minute Session

Time	45 Minute Session	90 Minute Session
Start	Set-up Complete	Set-up Complete
5	Late Space	Late Space
10	Warm-up	Warm-up
15	20 Minute Exercise	20 Minute Exercise
20		
25		
30		
35	Wrap-up (take notes, planning)	20 Minute Exercise
40		
45	Closing	
50		
55		Refresher
60		20 Minute Exercise
65		
70		
75		
80		Wrap-up (take notes, planning)
85		
90		Closing

As a leader of sharp-minded and inquisitive young people, you should allow yourself adequate preparation time to read through this entire guide before beginning the project. Give yourself four to five hours to read the Introductory and Preparation Sections at the start and briefly review the rest of the Guide. During the project, please allow for an hour or two of review and planning in advance of each session.

> Allow yourself four to five hours of prep time to review the Introductory and Preparation Sections before beginning instruction.

Meeting Tips

Not only will it be beneficial for you to get into a routine of reviewing the Guide content prior to each student leader meeting, it will help students focus and increase productivity if your meetings follow a routine.

- To avoid confusion and delays at the start of each meeting, try to hold each meeting on the same day of the week, and at the same time of the day, in the same room (e.g., every second and fourth Tuesday at 2:45 p.m. in Room 152).
- Bring some popular healthy snacks (e.g., fruit, vegetables, energy bars) to your meetings. Not only will it help to alleviate distraction from hunger, but a tasty snack will encourage students to arrive on time!
- Arrive early and prepared. Your organized approach and preparation will help set the tone for achieving the required goals of each session.
- Understand the goals of each meeting. Familiarity with the content of each session and its relationship with other sessions will help you to remain clear on expected outcomes. Articulate these intentions at the onset of each meeting so your student leaders can help the entire group accomplish those goals.

Preparing Student Handouts

Handouts are located in Appendix A. Templates located within the Guide can be filled in as you work through your project. From year to year, you might choose to staple a clean photocopy or printout on top of your previous version so that you can compare notes with earlier efforts.

Icons Used in the Guide

Throughout the Guide you will find a series of icons to help you navigate content and flow. These icons identify exercises and notes under the following topic areas:

Symbol	Relates to	Signifies a Tool
	New Group	• to help a new group of students to begin to work together as a team.
	Established Group	• for existing groups to strengthen their capacity and to direct their awareness to Safe Routes to School program ideas.
	Enhanced Exercise	• components that can be skipped when time is limited.
	Decision Making	• for discussions and tools around collaboration, priorities, and choices.
	Gathering New Information	• to obtain input, advice, and research.
	Reflection	• to allow individuals and groups to consider their efforts and perspectives before moving forward.
	Information Sharing	• to communicate the group's intentions through media, posters, letters, events, and activities.

The Project at a Glance

The graphic below shows that once your student leader group is established, the next step is to choose one of three campaigns (More Walk, More Roll; Safety First; or For Earth's Sake), each of which has a slightly different focus. Your job is to help students work effectively as a group and to help with preparation, planning, kick-off, and implementation.

Preparation: Establish a foundation for your student leader group.	Session 1		A) Building Group Context	
	Session 2		B) Our Diverse Points of View	
	Session 3		C) Getting Ready to Begin	
Choose your campaign and agree on your goal.		A: More Walk, More Roll	B: Safety First	C: For the Earth's Sake
Gather information.	Session 4	4 (A) How Students Get to School	4 (B) Traffic Safety Concerns in our Neighborhood	4 (C) Traffic Congestion at the School
	Session 5	5 (A) Preparing to Tally and Survey the Students	5 (B) Preparing to Conduct a Walk/Bicycle Audit	5 (C) Preparing to Conduct a Vehicle Count
Local experts can improve your chance of success.	Session 6	6 (A) Adding Knowledge from Local Experts	6 (B) Adding Knowledge from Local Experts	6 (C) Adding Knowledge from Local Experts
Plan to hold events and activities to engage other students.	Session 7	7 (A) Our Draft Plans for Promoting Safe Walking and Bicycling	7 (B) Our Draft Plans for Creating a Safer School Area	7 (C) Our Draft Plans for Reducing the Number of Cars at School
	Session 8	8 (A) Our Final Plans for Promoting Safe Walking and Bicycling	8 (B) Our Final Plans for Creating a Safer School Area	8 (C) Our Final Plans for Reducing the Number of Cars at School
Work towards policy change.	Session 9	9 (A) Recognition and Next Steps	9 (B) Recognition and Next Steps	9 (C) Recognition and Next Steps
	Session 10	10 (A) Changing the Rules	10 (B) Changing the Rules	10 (C) Changing the Rules

Timeline

The flow and timing of your project will be shaped by various factors within your community. The most significant will be the frequency of your student leader meetings and the time students have to dedicate to completing their follow-up tasks. In addition, you will probably want to tie in your student group's efforts to local campaigns and other walking and bicycling initiatives such as International Walk to School Day, Bike to School Week, and Earth Day.

If the group meets every other week, the project can be completed in about four months; however, it could be completed sooner if a shorter time frame is necessary. If your students already know each other, you may be able to move through some of the group-building activities more quickly. Regardless of how you plan the project, keep in mind the overall goal is to facilitate conditions for more students and their families to safely walk and bicycle to school more often.

Schedule a timeline that cultivates allies and supporters for long-term progress. The following are three sample timelines that show how the project might unfold. The bold numbers and letters represent the sessions that would be scheduled for each month and week.

Program over 19 weeks

	Month				Month				Month				Month				Month		
Week #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Student leader session: preparation	1		2		3														
Student leader sessions: planning and implementation							4A 4B 4C		5A 5B 5C		6A 6B 6C		7A 7B 7C		8A 8B 8C		9A 9B 9C		10A 10B 10C
Community-wide events and activities										X		X	X	X	X	X			

Program over 16 weeks

	Month				Month				Month				Month		
Week #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Student leader session: preparation	1	2	3												
Student leader sessions: planning and implementation				4A 4B 4C		5A 5B 5C		6A 6B 6C		7A 7B 7C		8A 8B 8C		9A 9B 9C	10A 10B 10C
Community-wide events and activities							X		X	X	X	X	X		

Program over 13 weeks

	Month				Month				Month				Month
Week #	1	2	3	4	5	6	7	8	9	10	11	12	13
Student leader session: preparation	1	2	3										
Student leader sessions: planning and implementation				4A 4B 4C	5A 5B 5C		6A 6B 6C	7A 7B 7C		8A 8B 8C		9A 9B 9C	10A 10B 10C
Community-wide events and activities						X		X	X	X	X		

As you plan your project, invite the student leaders to review your draft schedule so that other items within the calendar–such as exams, holidays, school plays, camping trips, sports days, and community events–can be considered.

How will you design your project?

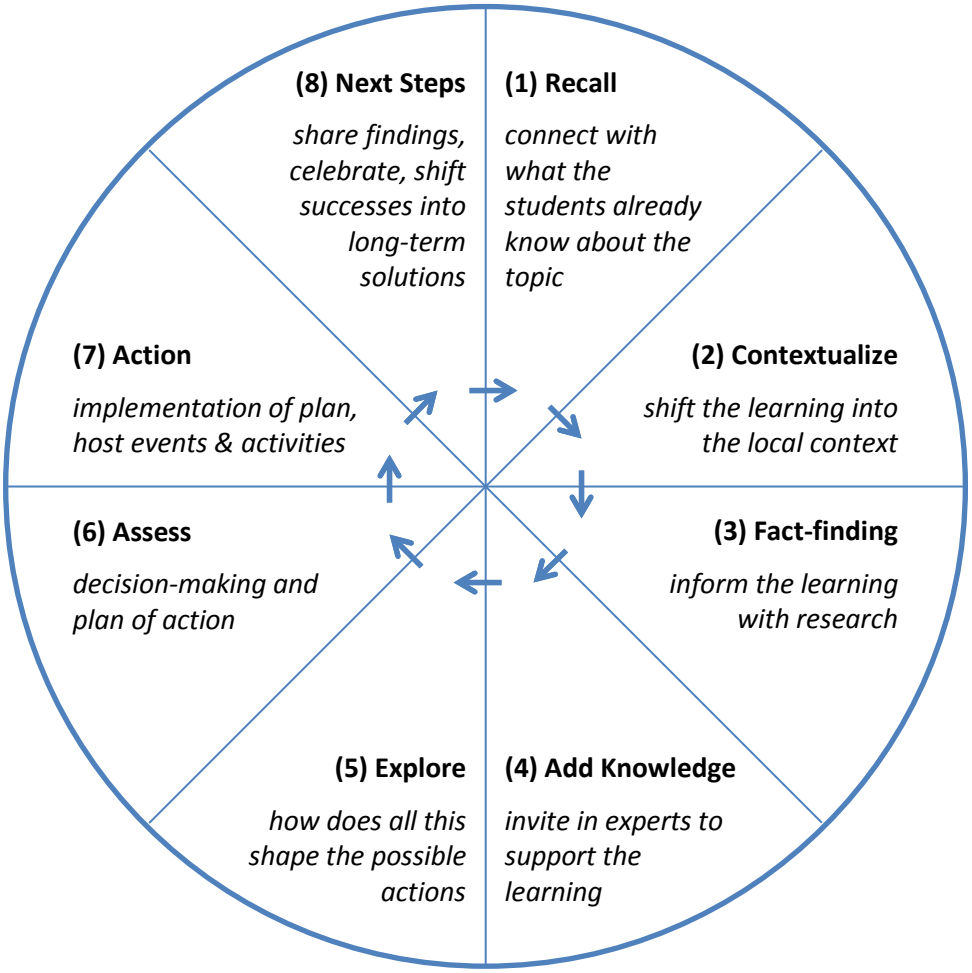
Week #	1	2	3	4	5	6	7	8	9	10
Exams, holidays, etc.										
Student leader session: preparation										
Student leader sessions: planning and implementation										
Community-wide events and activities										

Week #	11	12	13	14	15	16	17	18	19	20
Exams, holidays, etc.										
Student leader session: preparation										
Student leader sessions: planning and implementation										
Community-wide events and activities										

Educational Foundation of the Facilitator Guide

The campaign plans follow the 4MAT educational model,[i] which is a cyclical learning approach that begins with what the learner already knows and then goes through processes of observation, conceptualization, and experimentation. The learning process moves through eight stages from problem identification towards problem solving. The final stage–"next steps"–encourages the student participants to share their findings with the community.

You might wish to identify a public (or school) display space where your youth group can publicize their investigations, findings, upcoming campaigns, and successes.



4MAT Educational Model

Another component of "next steps" springs from the results of the youth leadership activities and investigations: further action and policy change. Within each campaign, a community has the opportunity to benefit from the new skills, empowerment, and confidence of the youth leaders.

True to the cyclical nature of this educational model, the end of one campaign can be the start of the next campaign, or a departure point for the students to become more involved in pedestrian- and bicycle-friendly rules or guidelines at the school and community levels. Engaging youth leaders in relevant actions around policy change is an intended result of the Guide.

Safe Routes to School Program: An Introduction for Adult Facilitators

Safe Routes to School is a national and international movement to increase the number of children who safely walk and bicycle to school.[ii]

Not long ago, most children traveled through their neighborhoods on foot or by bicycle, and that was how they usually got to school. In 1969, almost half of all students walked or biked to school. Today, that is no longer the case–only about one in every nine students walk to school. Youth are missing this important piece of physical activity in their day: in general, youth are less physically fit and more are obese today than a generation ago. Safe Routes to School, a program that aims to get more students safely walking and bicycling to school, has grown in popularity in response to these issues. Safe Routes to School has many benefits. Walking and bicycling to school can:

- Provide students an opportunity to be physically active before sitting down to a day of learning.
- Help students arrive at school ready to learn, have better focus, and enhance academic performance.
- Increase students' overall well-being and self-confidence and reduce feelings of depression and anxiety.
- Decrease the risk of pedestrian and bicycle injuries and fatalities.
- Help students maintain a healthy weight and reduce the risks of developing obesity and chronic disease.
- Enable students and families to become more familiar with their neighborhood and build community cohesion.
- Help improve environmental conditions by decreasing vehicle emissions, air pollution, and traffic congestion.
- Teach students there are multiple modes of transportation.
- Provide students with quality time to be with friends and family before and after school.
- Support efforts to reduce greenhouse gas emissions by reducing driving.

In 1969, 48 percent of students walked or bicycled to school. By 2011, only 13 percent of students walked and bicycled to school.

In California, 38 percent of public school students in grades five, seven, and nine were overweight or obese in 2010.[iii]

In California, there were 3,210 children ages 5-17 years sent to the emergency room for pedestrian-related injuries in 2013. Also in 2013, there was a 40 percent increase in the number of child pedestrian deaths ages 5-17 as compared to 2011.[iv]

A 2012 Danish study of 20,000 students showed that children who actively commute to school perform measurably better on classroom tasks demanding concentration than children who do not actively commute to school.[v]

A 2012 study of Safe Routes to School projects in New York City found that census tracts with infrastructure improvements made with SAFETEA-LU Safe Routes to School funding saw a 44 percent decline in school-aged pedestrian injury during school travel hours while locations without infrastructure improvements under the program stayed the same.[vi]

As much as 10 to 14 percent of morning traffic is generated by parents driving their children to school.[vii]

The United States spends $17.5 billion per year on school bus transportation at an average cost of $692 per student transported.[viii]

Five E's of the Safe Routes to School Program

Safe Routes to School programs use many strategies to help make walking and bicycling safer, easier, and more accessible for students. These strategies, known as the Five E's of Safe Routes to School, include **Education**, **Encouragement**, **Enforcement**, **Engineering**, and **Evaluation**. Successful Safe Routes to School programs involve the whole community including student leaders, parents, neighborhood groups, schools, local elected officials, emergency services, local businesses, law enforcement, community leaders, land use and transportation staff, and public health professionals. As you continue to work on a Safe Routes to School Youth Leadership project, you will become more familiar with the Five E's of the program. Successful Safe Routes to School programs include each of the 5 E's: Education, Encouragement, Enforcement, Engineering, and Evaluation.[ix]

Each community adapts the Safe Routes to School model to address local barriers and concerns preventing or restricting children's safety and access to walking and bicycling to school. Each school program starts from a unique standpoint and strives to benefit all children and adolescents, including those with physical and cognitive disabilities. In addition, the Guide can help to engage a small team of student leaders in opportunities to implement Safe Routes to School solutions.

California has a long and outstanding tradition of successful Safe Routes to School programs. In fact, some of the most successful Safe Routes to School programs in the country have been implemented in California.[x] For example, grants funded by the California Department of Public Health to Marin County in 1998 established the model for the national Safe Routes to School program (follow this link to find more information about this program: www.saferoutestoschools.org). Now California supports Safe Routes to School Programs within the Active Transportation Program (follow this link to find more information about funding in California: http://www.dot.ca.gov/hq/LocalPrograms/atp/index.html). Today, Safe Routes to School has grown across the country and generated a wide network of professionals and resources, including:

Five E's of Safe Routes to School

Education–Teach children about the broad range of transportation choices, instruct them in important lifelong walking and bicycling safety skills, and launch driver safety campaigns in the vicinity of schools.

Encouragement–Use events and activities to promote safe walking and bicycling and to generate enthusiasm for the program with students, parents, staff, and the surrounding community.

Enforcement–Partner with local law enforcement to ensure that traffic laws are obeyed in the vicinity of schools (including enforcement of speeds; yielding to pedestrians in crosswalks; and proper walking, bicycling, and driving behaviors) and initiate community enforcement such as crossing guard programs and student safety patrols.

Engineering–Create operational and physical improvements to the infrastructure surrounding schools to reduce speeds and potential conflicts with motor vehicle traffic, and establish safer and fully accessible crossings, walkways, trails, and bikeways.

Evaluation–Monitor and document outcomes, attitudes, and trends through the collection of data before and after Safe Routes to School interventions.

California Safe Routes to School Technical Assistance Resource Center
www.casaferoutestoschool.org

The California Safe Routes to School Technical Assistance Resource Center (TARC) assists local communities with creating Safe Routes to School programs by providing training, technical assistance, and resources (including the Guide) to implement Safe Routes to School strategies throughout California. TARC is a program administered by the California Department of Public Health. TARC is funded by the Federal Highway Administration through a Safe Routes to School Non-Infrastructure award from the California Department of Transportation (Caltrans).

Safe Routes to School National Partnership
www.saferoutespartnership.org

The Safe Routes to School National Partnership (National Partnership), founded in 2005, is a nonprofit organization that improves the quality of life for children and communities by promoting active, healthy lifestyles, and safe infrastructure that supports walking and bicycling. The National Partnership works to advance policy change; catalyze support for safe, active, and healthy communities with a network of more than 660 partner organizations, and shares their expertise at national, state, and local levels with those who are helping propel the Safe Routes to School mission forward.

National Center for Safe Routes to School

www.saferoutesinfo.org

The National Center for Safe Routes to School (National Center) serves as an information clearinghouse for the federal Safe Routes to School program. The National Center is part of the University of North Carolina Highway Safety Research Center and provides technical support, resources, and data, coordinates online registration efforts for United States Walk to School Day, and facilitates worldwide Safe Routes to School promotion and participation.

Safe Routes to School is a community-centered program that requires outreach and interaction with many different stakeholders. As an adult facilitator of a Safe Routes to School middle school project, you should make time to get to know potential partners who may be available to provide advice, support, and resources that will guarantee a successful project. Compile a list of your community contacts (see the helpful chart inside front cover of the Guide) so that you can refer to these partners during the project.

As your student leaders begin to plan events and activities, you may need to remind them of upcoming tasks and deadlines. If recording the contact information of your student leaders is allowed, it will be a good idea to have ready access for e-mail, text, or telephone reminders.

> It is a good idea to have a way of contacting the student leaders outside of your regular meeting times as you get closer to hosting your events and activities.

Youth Leadership and Safe Routes to School

Training and supporting groups of student leaders is an exciting and effective way of engaging schools in safe walking and bicycling promotion.[xi] Child and youth engagement through student leaders has proven effective in the promotion of healthy transportation with grades four to twelve. Authentic collaboration with student leaders will ensure that your strategies and activities are 'cool-proofed' and fun.

Children's and youth's abilities and contributions can sometimes be undervalued within our busy school structure. Sometimes adults perceive that children or youth are capable of only limited contributions, but those perceptions can be overturned by actual results. Children and youth are capable, competent, responsible, and able to contribute to decisions.[xii] It is your role as an adult facilitator to ensure the opportunity to maximize these abilities.

Safe Routes to School and Student Leaders: Facilitator's Guide to Engaging Middle School Youth is designed to empower student leaders as competent contributors to their schools and communities. Investing time to support and build student leaders can shape a team of confident and skilled Safe Routes to School advocates ready to adapt the program to suit their peers.[xiii xiv] As an adult facilitator supporting youth leadership, you will benefit from an ethical, pragmatic, time-efficient, and motivating approach.[xv xvi]

Ethical: It is respectful to authentically engage representatives from your target audience in any outreach project. If middle school students are your target audience, then middle school student leaders should play a role in delivering that project.

Pragmatic: A small team of youth leaders will understand their peers better than a teacher, principal, parent, or youth worker.

Time-efficient: There is no better communication tool than word-of-mouth. In addition to word of mouth, the use of technology such as social media ensures that the right message and the most appropriate wording for those messages get disseminated from one student to another.

Motivating: Working with middle school student leaders can make a Safe Routes to School program more creative, innovative, and fun. This can make the adult facilitator's job more rewarding.

Youth engagement in Safe Routes to School requires a simple shift in thinking. Instead of delivering the project to students, we plan and deliver the project with students[xvii] in a manner that builds on the social cues that youth take from each other about what is cool and what is socially acceptable.

This means that the adult facilitator has a different role than a traditional classroom teacher.[xviii] Throughout this project, the facilitator's role is not to teach the participants, but to guide them towards shared goals, such as more students safely walking and bicycling to school, safer school zones, and fewer cars arriving at school.

Authentic Youth Engagement

Part of the adventure of delivering a project with students is the uncertainty that goes with active engagement. Authentic youth engagement ensures that youth participants themselves shape the process along the way. An adult facilitator cannot exactly predict the flow of a youth leadership project but will shape the project in response to a variety of factors,[xix] including:

- the character and motivations of participating student leaders;
- the timing and circumstances around the group's role and meeting schedule; and,
- the conditions for walking and bicycling within the community.

This type of learning is referred to as constructivist or service learning where learning becomes a new discovery that is "constructed" as each individual learner combines new information with existing knowledge and experiences.[xx]

Further, the opportunities for out-of-classroom learning can encompass a wide range of learning styles and strengths such as think-out-loud learners; tactile learners; the "only know what they've learned when they have taught it back to someone else" learners; and those who learn through role playing, simulation, games, or case studies. For more information, see Howard Gardiner's Multiple Intelligences.[xxi]

As a result, learners can take this action outward to become advocates and leaders of change in their community. As an added bonus, this project might provide an invitation to join a leadership program for youths who might not otherwise find that opportunity.[xxii]

Authentic youth engagement follows when a group of young people:

- are respected, valued, trusted, appreciated, listened-to, safe, and comfortable;
- feel they are working in a sincere and credible environment;
- supported in gaining leadership skills and decision-making that results in seeing their ideas realized;
- enjoy the process and the camaraderie while sharing ownership and control; and,
- witness the seeds of change, progress, and imagination.[xxiii]

Dealing with Discipline

The best discipline is prevention, where behavior ground rules and expectations are provided early and reinforced. As the adult facilitator, you should strive for a cooperative spirit and group self-maintenance, so that each participant shares responsibility for maintaining group respect and balance.

At the same time, you should never ignore behavior that is outside of the agreed-upon group guidelines established in the first session. Sometimes dealing with small issues can involve little more than prolonged eye contact. Do not ignore bad behavior, as this can imply you are giving permission for the whole group to disregard basic respect of group guidelines. In other words, be consistent while remembering that a student leader group of fewer than a dozen young people will require a different dynamic than a classroom of 25-30 students.

Your agreed-upon expectation of how the group and individuals will behave is your foundation for a growing relationship with each student. Disruptive behavior is a sign that the relationship needs added attention. Depending on the degree of discipline required, you might want to begin by speaking privately with the student to hear from him/her about behavior you are beginning to see that is posing a problem for the group's ability to perform. Some points to remember:

- Aim to have facial and body language that convey curiosity and concern–not anger or frustration.
- Do not stand over a student–sit in such a way that you are at the same level.
- Speak no more than a couple of sentences before asking him/her to describe what might be causing this behavior.
- Be patient and do not be put off by 15-20 seconds of silent thinking.
- If necessary (and only after attempting other approaches), offer possible suggestions. You might ask: "Do you feel you are not being heard? Are you feeling you need to impress others by being silly? Is anyone else provoking you to be disruptive? Did I miss something going on that bothered you?"
- If the student latches onto one of your propositions, ask him/her to tell you more. Encourage him/her to name the cause.
- Encourage the student to propose a solution.
- Ask him/her to confirm a voluntary interest to participate in the project.
- Ask him/her to help you: "How do you think I could have handled this situation better?"
- Be truthful, if you feel that this is beyond your capacity, admit that you might need to seek help from a teacher or the principal in dealing with this behavior.

If the issue seems more serious, seek input from teachers or administrators at the school.

Levels of Youth Participation

In order to rank or identify ways in which young people are involved in projects, Roger Hart defined eight levels of youth participation. This is referred to as Hart's Ladder of Children's Participation.[xxiv] (Note: the lowest three rungs–manipulation, decoration and tokenism–do not actually represent authentic participation.)

Although a ladder might imply a hierarchy of participation where the top rung is always the goal, there will be times in a Safe Routes to School program when any of the higher five levels will suit a particular activity.[xxv]

	Level of Participation	Safe Routes to School Activity Example
Rung 8	Youth/Adult Equity Youth-initiated; shared decisions with adults.	Walking Groups Student-led activity with support and resources from parents and school administrators.
Rung 7	Completely Youth Driven Youth-initiated and directed; adults in support role.	Starting a School Bicycle Club Students identify a need and response to address it.
Rung 6	Youth/Adult Equality Adult-initiated; shared decision-making between youth and adults.	Safe Routes to School Program Committee Students are invited to participate and are offered training and support. Their decisions are respectfully considered within the program.
Rung 5	Youth Consulted Youth are consulted and aware of how their input will be used.	Bicycle Rack Placement Students are consulted about the "best" location for new bicycle racks. Their suggestions will include a brief account of the factors influencing their decisions.
Rung 4	Youth Informed Youth are assigned a role and informed about why they are involved and how their findings will be used.	Walk Audit Students are given a task to assess the traffic and safety conditions around their school. Their findings will be included in the report to the city engineer, school district, and school.
Rung 3	Youth are tokenized.	Not Empowering.
Rung 2	Youth are decoration.	
Rung 1	Youth are manipulated.	

Creating a Physical and Emotional Space for Youth Leadership

As an adult facilitator entrusted with the care and learning of youth, you will already have skills and experience with creating an emotionally comfortable space to meet and work together. The following is a list of reminders to complement those skills in maintaining a healthy emotional atmosphere:[xxvii xxviii]

- Create an open learning environment where everyone feels welcome to contribute. This may mean finding an alternative to the typical classroom set-up. As a general rule, do not seat yourself at the teacher's desk, but as part of a circle of chairs.
- Make use of simple, time-appropriate warm-ups at each meeting. Even if everyone knows each other, a warm-up helps to create a transition time for working together.
- Remain alert to indications of deep and strong personal feelings as they may be brewing. Address issues promptly.
- Make physical safety a top priority. Be sure to know where you can quickly find a first aid kit if the office is closed after-school hours. Be sure you are in a secured room.
- Assist student participants in uncovering their own motivations for significant learning.
- Know that students will each have different levels of engagement. Some students are outgoing while others are shy and reserved. Vary the project delivery between full group, small group, pairs, individual reflection, and research so as to engage all participants. Mix things up so that participants do not build or remain in cliques or small groups.
- Collaboratively develop group norms for meetings (see "Group Guidelines and Respect" in Session 1).

Facilitation Style

As the adult facilitator, you have a fair amount of latitude in how you deliver the material and manage the newly-forming group. Students will expect you to be the expert, but you can demonstrate an open mindedness that shows you expect student contributions and perspectives to help add to the conversation and inform you as well.

As you communicate with students, vary your approach and use language that does not rely on idioms, jargon, or cultural filters that may not be understood by all. You can get creative with your delivery methods, too. Use drama, art, or singing. You could even try a "tableau," which is created when an individual or a group poses in a freeze-frame image that resembles a photograph describing a thought or idea they are trying to convey.

Additionally, begin with what participants already know on a topic before introducing new information. Pose questions to clarify inaccuracies or misconceptions allowing the students to re-state information in their own words, use what has been learned in a new context, develop upon those ideas, and evaluate if asked to make a reasoned judgment call. Finally, conclude meetings and discussions with a "debrief" to ensure that students understood what was communicated, which is essential both for the student participants and for the adult facilitator.

Recruiting Participants

The best scenario is to work with a small group of student leaders where attendance is voluntary. You will then ensure your group's commitment to walking, bicycling, active transportation, leadership, health and safety, or the environment. Once students sign-up, your task as the adult facilitator is to demonstrate a process that values each participant's input while offering skill-building, fun, and tangible actions.

If students have not already been identified through an after-school program or a leadership club, you might begin recruiting participants a few weeks beforehand with posters, announcements, and by word of mouth. The placement and timing of the following communication devices can help you target your outreach:

- To attract student walkers, post an intriguing poster at an entry point that students are less likely to see if they arrive by car.
- To attract bicyclists, post flyers near the bicycle racks or on each bicycle. (Note: Avoid taping notices to bicycle. Instead, roll up the small sheet over the handlebar and use a rubber band to hold it in place.)
- To find students who take public transit, post a creative announcement, or announce it in person at the bus stop as students disembark.

- If you want leadership students, ask the school staff or administrators to recommend a few students to help get your group started.

As a volunteer group, it would be a welcome gesture to bring healthy snacks–and if you are planning to bring healthy snacks, it would be worth mentioning that in the poster, flyer, or announcement! Also, because this is a volunteer activity that is taking up some of the students' afternoon "free" time, it is important to give evidence of the project's benefits: have fun, build leadership skills, get involved in local activism, learn new skills, and develop camaraderie with other students. Remember, if the participants want to be there, you've got a great start. And as a final suggestion, aim for diversity. A group of very similar students or one made up with "existing best friends" might have a difficult time engaging the wider school community, so aim for a broad outreach of your recruits across gender, race, age, and social status.

Parent/Guardian Permission Form

As you build your student leader group, you should rely on school administrators or lead teachers to ensure that you are working within school regulations and policies. You will want to ensure students and parents/guardians sign a permission form indicating their understanding of participation in this optional non-school project.

A *Sample Permission Form* has been included in Appendix A. The message accompanying the permission form should reflect the main languages used in the school community, should be printed on school letterhead (if allowed) or your organization's, and include the following components:[xxix]

- Date.
- Greeting line both to student leaders and parents/guardians.
- Text indicating the following:
  - An invitation to participate in an optional/non-compulsory project with no-cost for participation.
  - That the project intends to focus on student leadership in the delivery of Safe Routes to School activities, which is about increasing the number of students safely walking and bicycling to school.
  - The number of students invited to participate as well as the intended age or grade range.
  - Who will lead the sessions, including name, role, and contact information.
  - The duration of the project, indicating both the approximate length of the sessions and the timeframe of the project (e.g., "*We will be working together over the next four months. Our meetings will take place on Tuesdays from 2:30 to 4 p.m., every second and fourth week of the month.*"). Include the location of the meetings.
  - The goal will be to increase the number of students safely walking and bicycling to school, which means that the planning of events and activities will require additional effort by the student leaders beyond the meeting times.
  - That as a youth leadership project, the project will be shaped by the interests, characteristics, and motivations of the participating students.
  - That you are willing to answer questions or comments from student leaders or parents and guardians.
- Closing signature by school official and adult facilitator.
- Action statement to student: If you wish to participate, please complete the statement below and return this signed form to the school office before (date).
- Information gathering question: Yes! I want to join the Safe Routes to School Student Leadership group because: _____
- Fill-in-the-blank section for:
  - Student: printed name, grade, and age.
  - Student signature.
  - Parent/Guardian: printed name and emergency contact information.
  - Parent/Guardian signature.
  - Date of signature.

Photograph/Video Release Form

As you work with your student leader group, you may want to document and share images and project results that may feature some or all of the students in the group. In order to do so, you will need to collect signed photograph/video release forms from your participants that give permission for the use of their photographs or images for specific purposes. This sheet can be distributed with the permission form or handed out after the second or third session when you have already secured the commitment of your participants.

A sample release form has been included in Appendix A. Your photograph/video release form should reflect the main languages within the school community. If possible, print the form on the letterhead of the school (if given permission) or of your own organization.

Preparation Phase: Establishing a Safe Routes to School Student Leader Group

Middle school students look to their peers to determine what is cool and what is not. With that in mind, a campaign to promote safe walking and bicycling to school will be much more successful when students themselves are involved in creating and implementing the campaign. As you begin to form your student leadership group, you will want to start with sessions that help create a cohesive team, and not just a room of interested students. To that end, this section includes three sessions with a total of nine exercises to help you establish a team of engaged, confident, and skilled student advocates.

> Please allow yourself one to two hours to review the entire Preparation Phase before you conduct a student session.

The following three sessions will cover group-building skills, communication, visioning, action planning, and campaigning tools. Beyond training and skill-building, this time will also help establish group cohesion and personal commitment to the Safe Routes to School program.

At the end of the Preparation Phase your group will shift into one of three campaigns:

- **More Walk, More Roll**–a campaign focused on increasing the number of students who safely walk and bicycle to and from school.
- **Safety First**–a campaign focused on making it safer for students to walk and bicycle to and from school.
- **For Earth's Sake**–a campaign focused on improving air quality, lowering the school's carbon footprint, and making the school area safer by reducing the number of vehicles arriving at school.

Depending on the circumstances of your school community, and the interests of your student leaders, you can choose your campaign any time by the end of the third session. Due to the structure of the projects, it takes time to build skills and competency to ensure a successful outcome. Although middle school student leaders might initially be surprised at the time required to plan and prepare a successful campaign, they will soon realize that their planning of events and activities will benefit from a thorough and structured approach.

	Session 1: Building Group Context	Session 2: Our Diverse Points of View	Session 3: Getting Ready to Begin
Exercises	*Action Planning and Campaigning* What is "Safe Routes to School?"	*Group-building* Owl/Peacock/Eagle/Dove	*Visioning* How I'd Like Our Safe Routes to School Program to Look
	Group-building Group Guidelines and Respect	*Action Planning and Campaigning* That was Cool: Remembering	*Group-building* Dealing with Conflict
	Visioning What I value in Safe Routes to School	*Group-building* Agreeing to Listen	*Action Planning and Campaigning* Choosing the Campaign

Preparation Session 1: Building Group Context

GOALS

- Agree on a list of Group Guidelines.
- Understand the project's three campaign options so the group can begin thinking about the one they will focus on for Sessions 4 through 10.
- Record the participants' motivations for choosing to be in a Safe Routes to School student leader group.

Icebreakers–At the first meeting, come prepared with several five-minute icebreakers and refresher activities, or become familiar with the suggestions in this lesson plan. Information on icebreakers and warm-ups can be found in Appendix A.

MATERIALS AND PREPARATION

Handouts, Templates, and Tools:

- *Safe Routes to School: An Introduction for Student Leaders* handout, in Appendix A–one copy per student.
- *What I Value in Safe Routes to School* handout, in Appendix A–one copy per student.
- A ball or similar object to toss back and forth for a Name Game icebreaker.
- A whiteboard or large sheet of paper to record the suggested Group Guidelines.
- Group Guidelines notes–the nine categories of guidelines (listed within this session) on a whiteboard or projected onto a screen for individuals or pairs of students to read and discuss.

Warm-Up: Names (10 min)

Choose a name game that helps everyone remember each other's name. One example is "Toss-The-Ball."

Toss-The-Ball: In its simplest version, everyone stands in a circle and shares their name. Then, one person is given a ball and is instructed to call out the name of the person he/she will toss the ball to next. This is repeated until everyone has had the ball. To create more of a challenge, you can add a second ball after a minute or two.

If everyone already knows each other's name, ask each person to share something unique about themselves before passing the ball.

EXERCISES

What is "Safe Routes to School"? (20 min)

The *Safe Routes to School: An introduction for Student Leaders* handout provides some background on the significant decreases in the number of students walking to school over the past few decades. In addition to the introductory section at the beginning of the Guide, this handout will enable you to give a brief overview of the program.

Before you distribute the handout, ask the students what they already know about the Safe Routes to School program. What do they remember about it in their elementary school? What examples of program events and activities can they describe? (Be attentive to inaccuracies. If there are any items that you are unsure about, make a note of them and forward your questions or concerns to a local Safe Routes to School Coordinator or local pedestrian or bicycle advocacy group.)

Then either read or distribute the handout. Be sure to point out that one of the group's first actions, by the completion of the third session, will be to select one of three campaigns. Unless you or your school administration has a strong need to make that decision, initiate a discussion around the similarities and differences between the three campaign options:

A) **More Walk/More Roll** has a goal of increasing the number of students who safely walk and bicycle to and from school.

B) **Safety First** has a goal of making it safer for students to walk and bicycle to and from school.

C) **For Earth's Sake** has a goal of improving air quality, lowering the school's carbon footprint, and making the school area safer by reducing the number of vehicles arriving at school.

It might be useful to ask a few questions to gauge the students' initial thoughts about choosing a campaign before voting or making a final decision. You might choose to open up the discussion by asking:

- How many of you would find it easy to immediately choose our campaign?
- How many of you would have it narrowed down to two choices pretty quickly?
- How many of you would be equally happy with any of the three campaigns?
- Can you think of people within our school community who would have a very definite preference for which campaign we should choose? (For example, a physical education teacher may wish to increase the number of students safely walking and bicycling, a traffic safety officer might prefer to focus on a safer school zone, and an environmental club might want to reduce the school's carbon footprint.)

Remember, your group can choose to complete all three of the campaigns over the course of a school year–just select a second campaign once you have completed the first and begin again starting with Session 4, skipping the Preparation Phase (Sessions 1-3). Repeat for the third campaign.

Once the group has had some time to start thinking about which campaign they would like to do, remind them that they'll be discussing it further and making a decision by the completion of the third session, then move on to the next exercise.

Group Guidelines and Respect (20 min)

Both new and established groups will benefit from a discussion about group guidelines and how they will work together on this project. Use this exercise to discuss relevant topics around appropriate behavior and respect. At the end of 20 minutes, you should have a complete list of Group Guidelines.

Begin by clearly stating that ALL SCHOOL RULES APPLY within this group (this should cover elements of respect, non-violence, and basic conduct). With this understood, you can focus on guidelines that address the nine categories below. Show these categories on a whiteboard or project onto a screen and consider assigning one or two categories to individual students or pairs, asking the students to define the term and create a guideline statement within that category.

1. Collaboration
2. Constructive feedback
3. Non-judgment
4. Encouragement
5. Creative approach
6. Polite disagreement
7. Follow-through on commitment
8. Inclusivity
9. Being open to taking on new roles within a group[xxx]

Record the suggestions as they are given on a whiteboard or a large sheet of paper and, if appropriate, ask others for ways to simplify the descriptions in clear, concise, positive language. Short, memorable statements are easier to remember. Once everyone has reported back, ask for suggestions on combining similar guidelines. Once you've compiled a good list, copy the list (by typing it out or by taking a photograph of the list) so that you can distribute the Group Guidelines to each person. Be sure to have each member of the group agree to your collective guidelines. You may also choose to keep a larger version posted in your meeting room.

Before you complete this exercise, your group might want to discuss some consequences that would seem appropriate if any of these guidelines are ignored or broken. This is ideal if you suspect the group may have behavior issues in the long-term. Return to these guidelines with the group on a regular basis to remind the students of their commitment and foster a respectful environment.

Refresher: Dramatizing the Group Guidelines (5 min)

Have students create a short skit or a "tableau" (see Facilitation Style on page 23) of one of the Group Guidelines being broken. Then have them 'rewind' and either re-enact or narrate how that action could be prevented or corrected.

What I Value in Safe Routes to School (20 min)

There are many ways that the Safe Routes to School program benefits individuals and communities and it is worth knowing how these benefits are valued by your student leaders. The relative values they place on the program will help to shape how your group invests its time and energy into this work.

Distribute the *What I Value in Safe Routes to School* handout to the students. You may choose to have the students complete their copy anonymously. Although this information is not confidential, public voting (such as raising one's hand) can sometimes cause a person to second-guess their honest response to align with a more expected response. As you will be returning the sheets to each person, the students might choose to write an identifier–such as the name of their imaginary pet dragon instead of their own name–on the blank line at the top.

Collect the sheets and randomly redistribute the sheets and tally the scores. Each person can read out the responses on the sheet they randomly received (for example a student could read: "Someone here wrote 'increase students' sense of independence' as their first choice," etc.).

To account for the added significance of each person's ranking, you may choose to allot three or five points for the 1st choice, two points for the 2nd choice, and one point for the 3rd choice. Use the chart below to record your notes. Once the results have been compiled, return the sheets to their owners so that they can see how their own choices compare with the overall group.

I want to participate in our local Safe Routes to School program because I want to... (number your first, second, and third priorities)

_____	Reduce the number of cars around school in the morning and afternoon.
_____	Improve the safety (road safety and personal safety) for students and families.
_____	Offer bicycling skills courses (bicycle repair and on-road training).
_____	Improve the health and fitness of students.
_____	Reduce greenhouse gas emissions and the school's carbon footprint.
_____	Increase the number of students safely walking and bicycling.
_____	Increase students' sense of independence.
_____	Make it cool for students to get to school without a car.
_____	Save money on gas.
_____	Improve my leadership skills by leading the Safe Routes to School program.

Wrap-up/Debrief: Safe Routes to School–Hollywood Style (10 min)

Ask the students to speculate how their favorite musicians, movie stars, or super-heroes would have ranked their top value in the "What I Value in Safe Routes to School" exercise. Ask for some "proof" of that choice from a song lyric, movie line, or character trait. For example, the students can Google a musician who has a passion for being environmentally friendly and review some of their song lyrics. Others may know of one off hand!

Closing: Benefits of Safely Walking and Bicycling to School (5 min)

Ask the students how many benefits to safely walking and bicycling to school they can name. You may want to refer to the "How Safe Routes to School Programs Benefit Our Communities" infographic for ideas (http://www.casaferoutestoschool.org/wp-content/uploads/2013/06/WalkToSchool-Infographic-FINAL-730131.pdf).

Preparation Session 2: Our Diverse Points of View

GOALS

- Identify how diverse qualities, skills, and experiences of members of a group can be a sign of a healthy team. When a diverse group of people comes together, there are often unique challenges in teambuilding. People have different opinions, likes and dislikes, and ways of accomplishing tasks.

MATERIALS AND PREPARATION

Handouts, Templates, and Tools:

- Photograph/Video Release Forms (one copy per student)–create your own or use the sample in Appendix A.
- *Owl/Peacock/Eagle/Dove* handout, Appendix A–one copy per student.
- A ball or similar object to toss back and forth for Refresher activity.
- Music (recorded or ask someone to sing) for Refresher activity.
- *That Was Cool: Remembering* handout, in Appendix A–one copy per student.

Warm-Up: Diversity (10 min)

Choose a game that asks students to recognize both their uniqueness and diversity. One example is "Unique/Unique/Same."

Unique/Unique/Same: This activity begins with everyone standing in a circle. One person stands in the middle and calls out something they believe is unique to them (for example, "I am unique because I have three sisters"). Those that have that same characteristic quickly move into the center of the circle and then stand in a new spot (a spot left open by someone else who just moved). The person who was in the middle must also find an empty spot in the circle. A new person will now be in the center (the person who didn't find an empty spot) and will start the process again by saying something unique about themselves. The object of the game is to call out two unique characteristics (that no one else has, so no one moves from their standing position) before mentioning a "same" item (for example, "many of us are the same because we are in middle school") that will get almost everyone moving. Allow students to continue until time is up or energy for the game diminishes.

EXERCISES

Photograph/Video Release Forms and Owl/Peacock/Eagle/Dove (20 min)

As a school project, it will be valuable to record images and comments from your student leaders. Distribute the *Photograph/Video Release Form* and explain that this is an optional component of the project. If students tell you that they have already completed a form for the school, remind them that this is an extracurricular or non-school project and, this additional form is necessary for you to use images, comments, and video footage.

In a large group, discuss some times, places, and items that you might expect to document the process. Ask if the students may want to have their potential successes featured in the local media. Ask the students to discuss how they might be documenting the process themselves with their own smart phone or camera. With this in mind, ask whether your Group Guidelines might need to be updated to determine a respectful way of sharing or posting images.

Owl/Peacock/Eagle/Dove

An established or high-functioning group might be interested in further group development. Personal reflection exercises such as "Owl/Peacock/Eagle/Dove" can help.

Begin discussing personal traits by mentioning that sometimes people label one another based on a single trait or characteristic. For example, someone might say "she is a perfectionist," or "he is a team player," or "they are super grumpy when they don't get their way." However, it's important to recognize that everyone is much more complicated than that. Depending on where we are and who we are with, we can display different traits at different times. One way to explain these various traits is by associating them with familiar items. The "Owl/Peacock/Eagle/Dove" activity compares various human traits with the qualities of the four birds.[xxxi]

Distribute the *Owl/Peacock/Eagle/Dove* handout and ask the students to consider the ways in which they have characteristics of owls, peacocks, eagles, and doves.

Afterward, ask the students to pair up and discuss the similarities and differences of their responses. After a few minutes call the group together and ask the following questions:

- Were you surprised by what you discovered about yourselves? About other people in the group?
- In what areas do you think you might become stronger over the next few months?
- How could this group benefit from characteristics of all four birds?

A group development exercise such as this does not need to be completed in one session. As time permits, you might wish to return to it to either complete the exercise or to reflect on the changing perspectives throughout this student leadership project.

That Was Cool: Remembering (20 min)

Before your group starts to plan events and activities, it can be beneficial for them to think about other school events and activities that went well or didn't go well and how they can learn from these. Distribute the *That Was Cool: Remembering* handout and ask students to think back to a school event or activity that they attended and enjoyed. Ask students to share, ensuring that there are a variety of responses and some contrasting opinions about past events.

The point of this activity is twofold: first, to recall things that worked really well, and second, to reflect upon the fact that people may remember the same event differently and may have varying opinions.

Refresher: Fun! (5 min)

Find a playful way for students to share their ideas on making a school event or activity more fun, while connecting them to the goals of the Safe Routes to School program. One example is "Hot Ball Toss."

Hot Ball Toss: This activity begins with everyone standing in a circle. Music is needed, so the adult facilitator can plan to have recorded music available or can inquire if any students have music they could share or if someone would be willing to sing. A ball is presented, and it's explained that everyone should imagine that it's "hot" and needs to be passed from person to person quickly while the music is playing. When the music stops the person holding the ball shares an idea on how to make a school event or activity more fun, while connecting the idea to the goals of the Safe Routes to School program. Allow students to continue until time is up or energy for the game diminishes.

Agree to Listen (20 min)

A healthy team doesn't always agree, but it will agree to listen.

This exercise provides a few options for discussing active and respectful listening. It's helpful to remind the group that they all have and will offer a diverse array of ideas and perspectives, and that diversity is good for a group. It is important to remember that people have different ways of thinking and express different reactions as topics arise.

> **From Sonoma Safe Routes to School and Student Leaders pilot group**
>
> I think the students really learned a lot from this exercise. It was hard for some to talk for three minutes straight and hard for others to listen without interrupting or asking questions. Students also came away with an understanding of how hard it is to pay attention to another speaker or how it feels when someone's attention "wanders" (or daydreams) when you are speaking to them. One student learned that when her mind wanders from a conversation she needs to ask more questions because she missed what the speaker was saying the first time.

More important than focusing on agreeing with each other are the strategies for how a group handles the disagreements or conflicts that might come up. Of all the communication skills, listening is probably the most important.[xxxii] Our ability to listen determines whether or not communication actually takes place. Listening is an active process that is an important part of respectful disagreement. And listening is a skill that can be improved.

To improve your listening skills, remember "P.O.SEE:"

- Am I Paying attention?
- Am I listening with an Open mind?
- Can they SEE that I'm paying attention and listening with an open mind?

A++ Consider playing an Active Listening game called Wandering.

This exercise gives students a chance to "see" how easy it is to become distracted during one-way communication.

Wandering: Pairs of students stand facing each other. One student begins as Person A, and the other student as Person B.

Person B is shown how to make a "W" by holding up both hands with the ends of their thumbs touching. This is the "wandering sign."

Person A is given three minutes to describe the last time they went on a long walk or bicycle ride. Person B is to listen silently, nodding their head and paying full attention to what the other person is saying. But if they feel their attention is beginning to wander, they make the "wandering" hand signal to let the other person know that their mind had temporarily wandered. The conversation continues.

After three minutes, Persons A and B should switch roles. This time Person B talks and Person A listens. But this time, the listener is invited to verbally agree, disagree, or ask questions.

Stop after three minutes. Remain in pairs, and ask each pair to discuss with one another what they observed in the first half of the exercise.

You might lead off with a few questions for Person A such as: How did it feel to have to come up with a three-minute uninterrupted speech? How did it feel to see the other person hold up the "W" sign?

You can continue with questions for Person B such as: Was it difficult to focus and listen attentively for three full minutes? How many times did you hold up the "W" sign?

Bring the whole group back together to debrief the second half. Ask for comments about this activity by asking the following questions: How did the people in the role of "Person A" feel to be listening with the permission to speak, comment, or ask questions? Did "Person B" wish they were given that permission? How did it affect the flow of conversation? How did it affect the listener's perspective?

After debriefing the activity, ask the following conclusion questions: Is permission to agree or disagree necessary within a group? Could someone describe what this exercise demonstrated and how it will contribute to a healthy group dynamic?

Wrap-up/Debrief: Healthy Disagreement (10 min)

In small groups, ask students to create a quick skit showing an example of how an argument was avoided through healthy disagreement. For example, if only one person in a group project on "The History of Sport" is a huge basketball fan, that person's enthusiasm might start to sway the whole assignment. It might be healthy if the group politely opens the conversation towards expanding the conversation to other sports.

Suggest that students choose a scenario from their own personal experience as the basis of the skit. Encourage them to be humorous.

Closing: Appreciation (5 min)

In a closing circle, ask each person to articulate some quality that he or she is beginning to appreciate about this collective group–not individuals, but the group as a whole. Give a moment or two for quiet thinking before going around the circle. Remind the students to make their comments in general and to not point out specific people. For example: "I like that people are sharing and everyone is participating."

From Marin County Safe Routes to School and Student Leaders pilot group

As a closing activity, the Girl Scouts troop stood in a circle and everyone crossed their arms and joined their hands with the person beside them. Each person said what they liked about the session, and then everyone unwound, ending-up facing outward.

Preparation Session 3: Getting Ready to Begin

GOALS

- To get a sense of how the student leaders would like this group to be perceived by their peers outside the group.
- To identify communication skills that will help the group deal with conflict.
- To select one of the three campaigns for the upcoming sessions.

MATERIALS AND PREPARATION

Communication with Partners

Invite a school administrator to attend the first half of the meeting. The administrator will hear about the way that the student leader group would like to be perceived and can help start the conversation about communication skills to deal with conflict. Be sure to inform the administrator of the purpose of the meeting, the students involved and size of the group, the work done in the previous two sessions, what is expected in this third session, and how you would like the administrator to participate.

Handouts, Templates, and Tools:

- *How I'd Like Our Safe Routes to School Program to Look* handout, in Appendix A–one copy per student.
- "**How I'd Like Our Safe Routes to School Program to Look**" table and graph, in Appendix A—graph to be prepared on a whiteboard or a large piece of paper to record student responses from handout.
- *Decision Making Tool*, in Appendix A.
- Several sheets of blank paper.
- Pens or pencils.

Warm-Up and Check-in (10 min): Drama

Ask students to dramatize some of the characteristics written on the index cards that each have from the handout *How I'd Like Our Safe Routes to School Program to Look*. Call out terms such as adventurous, cool, creative, healthy, and innovative.

Begin by asking the students to use facial expressions to represent these traits. Then shift into full body language. If all goes well, encourage them to move around the room and interact with each other while displaying that characteristic.

Check-in from Last Session: Diversity

Ask for examples of diverse qualities that the students recall within the group that they feel grateful about (e.g., "I'm really nervous about speaking in front of my class, so I was really glad to know that there are people in this group who love to do that.").

EXERCISES

How I'd Like Our Safe Routes to School Program to Look (20 min)

Explain that the way that we are seen or identified is important in our society. Every other youth group that has led this type of project has been concerned with how they've been perceived by other youth in their school and community. Of course we cannot aim to please everybody–nor do we want to! Start by identifying what's important for this group. Later, when planning your Safe Routes to School program, you can begin to shape your campaign to reflect these perceptions.

Distribute the *How I'd Like Our Safe Routes to School Program to Look* handout and ask students to place a (check mark) beside the top four characteristics that describe the way that they'd like this group to be "seen" by their peers. You might wish to give the students the option to respond anonymously. After they mark the four characteristics, ask them to circle or highlight their top choice of those four selected characteristics. Collect the handouts and tally and chart the responses using the "How I'd Like Our Safe Routes to School Program to Look" table and graph templates (on a whiteboard or projected onto a screen) in Appendix A (see example filled-in graph in Appendix A as well). In the right column of the graph list the number of times each was selected as the top choice.

This will illustrate the desired perceptions of your group as they begin the Safe Routes to School program. It might be interesting to repeat this activity in a few months. As with the "What I Value in Safe Routes to School" activity, there are no wrong answers. It's not necessary that all students agree on the way the team is perceived, but it is important that they understand where the similarities and differences are so that the team can work together.

Dealing with Conflict (20 min)

A++

From Culver City Safe Routes to School and Student Leaders pilot group

"Instead of using random people, we used two students who were having a conflict and agreed to have their conflict shared and explored with the group. The students really responded to this exercise and I felt they got a lot out of it as far as seeing how to deal with conflict as opposed to escalating it or ignoring it."

Whenever team members encounter conflict that they expect will escalate, encourage them to ask for help. Of course they could ask an adult for help, but others within the group might be able to help too.

When a person is called upon to help deal with conflict, it is worth demonstrating active listening skills from the previous session.

When listening, give both sides an opportunity to express their feelings[xxxiii] because sometimes the facts of a conflict won't be expressed until after a person has had the chance to air out some of their strong feelings.

Listen without judgment, taking sides, or commenting.

Seek to identify the cause of the conflict by determining the basic need each person has rather than the position they are expressing.

Example scenario:

Let's say Person A is angry that her poster was thrown out. She might be angry–or take this position because she is feeling insulted, criticized, or insecure. Her need might be to have others empathize with her position of frustration. Maybe she also feels she deserves an apology from whoever threw out the poster.

But let's also say another person–Person B–was asked to stay late and clean up. In haste, he recycled Person A's poster because it was mixed up with all of the other drafts left behind. Person B's position might be that he is insulted by the accusation or that he feels criticized and unappreciated for doing his job. His need might be acknowledgment for working hard and staying late. He might also feel he is owed an apology because throwing away the poster was just an honest mistake.

For discussion, begin in pairs or small groups.

You might want to pose a few starting questions:

- Who is right in the above example?
- Who is wrong?
- Share a personal example.
- Can you remember a time when you did a good job of dealing with or diffusing conflict? What did you do to successfully deal with conflict?
- Can you remember a time when you could have done a better job in dealing with conflict or in avoiding it altogether? Specifically, what might you have done differently to achieve a better outcome?

Wrap up the discussion as a large group. In the example scenario above, how would your Group Guidelines "guide" you through that conflict?

Following this discussion, ask the group if you need to add to or change the Group Guidelines.

Refresher: Physical Activity (5 min)

Choose a physical activity that is individual and appropriate to do after the "Dealing with Conflict" exercise. One activity option is do a "Dance Wave."

"Dance Wave:" Have the students stand in a circle. Ask the first student to do a dance move. Each successive student should copy the dance move, creating a wave around the circle. Continue around the circle so that each student has a turn to initiate a dance move and create a wave.

For a more challenging activity, ask each successive student to add on their own move after the previous move. By the end of the activity the last student should do a complete routine of all the dance moves.

Choosing the Campaign (20 min)

Now is the time to direct your group toward action. Each of the three campaigns in this project builds a process for strengthening youth leadership through initiatives to increase the safety, and number, of students walking and bicycling to school.

A) More Walk/More Roll-focuses on increasing the number of students who safely walk and bicycle to and from school.

B) Safety First–focuses on making it safer for students to walk and bicycle to and from school.

C) For Earth's Sake –focuses on improving air quality, lowering the school's carbon footprint, and making the school area safer by reducing the number of vehicles arriving at school.

Depending on the circumstances that brought this project to your school, the campaign choice might be easy. If the decision needs more discussion, a decision-making or prioritization tool can be used. See Appendix A for suggested prioritization tools.

Wrap-up/Debrief: Who Loves Ya Baby!? (10 min)

The theme of this closing discussion is "You cannot please all the people all the time, but who will we please?" Ask students to go around a circle mentioning a person or organization that will love or admire this group for making the school community a better place by the campaign that has been chosen.

Or:

Reflecting on the first exercise within this session ("How I'd Like our Safe Routes to School Program to Look,") by inviting students to share any comments they have about the way that this group may be perceived. Ask if students have any ideas or suggestions for differentiating between the need to be perceived as something, versus the desire to be perceived that way.

Closing: Group Identity (5 min)

After this 3rd Preparation session, the group should now be ready to move on to a Safe Routes to School Campaign. Congratulations! If you haven't already, ask students to suggest a few names for the group. If a T-shirt were to describe this group and its goals, what color would it be? What would be the main image? What would it say?

Campaign A: More Walk, More Roll

Summary

This campaign focuses on increasing the number of students who safely walk and bicycle to and from school.

Here is how it works. After surveying their school peers to determine existing travel behaviors and attitudes about walking and bicycling, student leaders host events or activities to encourage "More Walk, More Roll." The purpose of this campaign is to develop strategic activities and events highlighting the advantages and addressing some of the barriers to safely walking and bicycling to and from school.

> As the adult facilitator, please spend an hour or two reviewing all seven sessions of this campaign before you begin student planning sessions.

Campaign A at a Glance

	90-Minute Sessions	Exercises	Follow-up Tasks
Session 4	How Students Get to School	If Our Group Were a Bicycle	
		Making or Analyzing Posters	
		Student Travel Choices	
Session 5	Preparing to Tally and Survey the Students	Planning for Action	
		Travel Tallies and Student Surveys	Travel Tallies and Student Surveys
		Public Speaking/Assemblies	
Session 6	Adding Knowledge from Local Experts	Review Results	
		Preparing to Contact Experts	Contact Local Experts
Session 7	Our Draft Plans for Promoting Safe Walking and Bicycling	Explore Options	
		Campaigns, Events, and Activities	
		Shaping the Activities	Planning Events and Activities
Session 8	Our Final Plans for Promoting Safe Walking and Bicycling	Six Thinking Hats	
		Final Preparations	Hosting Events and Activities
Session 9	Recognition and Next Steps	Hindsight	
		Thinking about Policy Change	Changing the Rules! (Investigation)
Session 10	Changing the Rules	NOT Changing the Rule!	
		We Need to Be Heard	

School Outreach

Informing and Involving Key Partners: School Administrators, Traffic Safety Officers, and Others

This campaign will require that the students understand existing travel behaviors and attitudes about walking and bicycling to and from school. To do this, the student leaders will conduct travel tallies and student surveys in the classrooms. It is important to engage the school administrators and traffic safety officers early on to let them know what the student leaders are planning. Invite them to attend the fifth session of this campaign when the student leaders will plan the travel tally and student survey activities. Involving these partners early encourages ongoing participation and support.

Consider inviting other partners such as city or county staff and elected officials, traffic engineers, and community planners to contribute to your research and activities as well.

Travel Tally and Student Survey

The student leaders will need to implement two assessment tools: a travel tally and a student survey. Initially, the travel tally will be conducted on two consecutive days to record students' existing travel behaviors. These will require a student leader to interrupt each class for less than ten minutes. Later on in the campaign, each subsequent travel tally will help to give an indication of future–and hopefully, changing–travel behaviors.

A survey of students' travel behaviors and attitudes will also need to be conducted from a sample of students on the first day of the travel tally. As little as a quarter of the school population needs to complete the student survey. A random sampling might be made by selecting an equal number of classes in each grade. It will require less than five minutes for students to complete the one-page survey.

Staff Meeting Presentation

As the travel tally and student survey will be conducted within a few weeks of the start of the campaign, arrange with the school principal or administrator a time and date when you can present at a staff meeting to announce the project and introduce the student leaders. This will give teachers advance notice of the need for these classroom interruptions while establishing the students' credibility. The introduction should be done at least one week before the travel tally and student survey date.

An effective communication method for keeping teachers informed is to assign a student leader to each classroom teacher. Rather than post flyers in teacher mailboxes or send them e-mails, student leaders can benefit from face-to-face communication to gauge the interest and support of each teacher at the outset of the project. This method also ensures that each student effectively involves potential partners. The first staff meeting presentation is an excellent time to introduce each teacher to their assigned student leader "ambassador."

Events and Activities

As a leadership project, the student leaders will be expected to plan a series of events and activities around the school outside of your group meeting times. The scope and volume of these activities will depend upon the interest and support of your school administration and teachers, as well as the creative energy of your student leaders!

As you plan your events and activities, identify whether you will need to have access to any funds. If necessary, start thinking creatively about resources or prizes that cost little or no money. There are many great resources and ideas for incentivizing students with prizes or rewards. For instance, a "free" prize for the contest winners could be a "Front of the Line" cafeteria pass or lunch hour in the gym. This is something you could easily arrange with the school administrator. Many schools already have reward systems built in, so talk with the school administration about ways that you might plug into existing rewards systems. However, begin early if you plan to raise funds or seek donations from businesses, organizations, or individuals from within the community. (See the *Sample Donation Letter* in Appendix A.)

If your school administrators or traffic safety officers have any reasons to deter your group from promoting bicycling, please encourage that decision to be delivered directly to the student leaders. The student leaders might then decide to direct some of their energy to policies and guidelines that can improve local conditions for bicycling.

Outside Partners

In addressing some of the local barriers to safe walking and bicycling, the student leaders might need to seek feedback from local experts who may want to collaborate, including police officers, traffic safety officers, pedestrian and bicycle advocacy organization staff, and bicycle mechanics. You can record the names and contact information of local partners inside the front cover of the Guide. They can provide valuable advice and support for walking and bicycling events and opportunities across your community. Consider inviting them to speak with the students.

Session 4 (A): How Students Get To School

GOALS

- To recognize the various "parts" that each person brings to the entire group–as if they were the component parts of a bicycle.
- To create a poster that announces this group to the school; or, to discuss and critique professionally-designed posters.
- To reflect on what the students in this group already know about the ways their peers get to school.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- Tabulated findings from "**What I Value in Safe Routes to School**" and "**How I'd Like Our Safe Routes to School Program to Look**" activities (pages 29 and 35).

Pre-reading for Facilitator:

- *If Our Group Were a Bicycle* delivery tool, in Appendix A.
- *Making and Analyzing Posters* delivery tool, in Appendix A.

Handouts, Templates, and Tools:

- *If Our Group Were a Bicycle* handout, in Appendix A.
- "**Making Posters**" (Option 1)– *Making/Analyzing Posters* delivery tool, in Appendix A, and 8.5x11 or 11x17 sheets of paper and color markers.
- "**Analyzing Posters**" (Option 2)– *Making/Analyzing Posters* delivery tool, in Appendix A, and examples of two posters–one from popular culture and one relating to walking or bicycling promotion.
- "**Category of Commuting**" table in this lesson plan to be displayed on a whiteboard or projected onto a screen.
- *Safe Routes to School Two-Day Travel Tally* handout, in Appendix A–one copy for you to take a tally of the group.
- Clock or stopwatch to keep track of how long it takes to conduct the travel tally.
- *Safe Routes to School Student Survey* handout, in Appendix A–one copy for each student leader.

Warm-Up and Check-in: Similarities and Differences (10 min)

Have the students stand in a circle and explain that you are going to call out specific attributes and that the students need to form pairs or groups of three according to "same" or "different." For example, you could call out "stand beside someone with the same (or different) color socks." Other example phrases include the same color of eyes, different length of hair, etc. After a few "easy" rounds, shift away from visual similarities and differences towards other categories such as the same favorite academic subject, the same last initial, a different zip code, etc.

Check-in from Last Session: Preparation

Invite students to comment on how they are feeling as they shift from the Preparation Phase into a Campaign. Have the Preparation sessions helped them get ready for action? How are they feeling or thinking differently about student leadership and walking and bicycling to school than they did at the very start of the project? If they are eager to get started, ask them to consider the value of thoughtful preparation before launching a campaign.

EXERCISES

If Our Group Were a Bicycle (20 min)

A bicycle is made up of many visible parts that work together to help the bicycle move forward. This activity aims to describe these parts as a metaphor for the group, with each part representing skills or characteristics of the people within the group.

Instructions for this exercise are listed in Appendix A.

Handout for the students is in Appendix A.

Making or Analyzing Posters (20 min)

This exercise gets the group thinking about publicity through posters. Two options give you an opportunity to get straight to making a poster (Option 1) or to dedicate some time to analyzing a couple of professionally designed posters (Option 2). Either way, your group will have the opportunity to create promotional posters later in the campaign when they are ready to launch their events and activities.

Option 1: Making Posters

Assign student pairs to create 8.5x11 or 11x17 posters that will announce this new group to the school. Encourage the students to incorporate the collective responses to the "What I Value in Safe Routes to School" and "How I'd Like Our Safe Routes to School Program to Look" exercises. Instructions for this option are listed in Appendix A.

or

Option 2: Analyzing Posters

For this campaign, choose a school or online poster as a second example that relates to promoting safe walking or bicycling, such as one for International Walk to School Day or Bike to School Day. Instructions for this option are listed in Appendix A.

Refresher: Drama (5 min)

Invite the students to create human versions of the posters they saw or created in the last exercise as a "tableau" (see Facilitation Style, page 23).

Student Travel Choices (20 min)

How do peers commute to school? This activity gets the group thinking about–and guessing how— their friends and other students get to school.

Consider an opening line such as: "From what you instinctively know, what are the different ways that students used to get to school today?" On a whiteboard or large piece of paper, generate a list of the options including: walk, bicycle, school bus, public transit, private vehicle, and carpool.

Assign six areas in the room to represent the six categories of commuting from the table below and ask the students to guess which they believe represents the most common mode for their peers' commute to school by moving to that area. Discuss the level of agreement or difference while the students remain in place. Record these numbers in the center column of the table.

Shift the conversation towards how the student leaders themselves get to school.

Ask the student leaders to then move to the area representing how they themselves got to school today. Record these new numbers in the right-hand column. Discuss the degree of movement that just took place. (Little or no movement suggests that they believe they commute the same as the majority of their peers.)

If necessary, you might want to discuss how a "typical" day might differ from an average day. (For example, was today's commute the same as yesterday's? Will tomorrow's commute be the same? What if there is a field trip and you need to arrive early? What if you are bringing in a large science fair project? What factors affect a person's routine or habitual commute to school?)

Category of Commuting	Number of student leaders who guess this is the most common mode for their peers' commute to school.	Number of student leaders who use this mode of transportation to get to school.
Walk		
Bicycle		
School bus		
Public transit		
Private vehicle		
Carpool with at least one other student		

Shift from speculation to fact-finding.

Now, turn the discussion away from guessing.

How would they find out how students in this school actually commute? Have the student leaders ever noticed this research (tallies or surveys) being done before at this school (or in their elementary school)? If so, how was this research done and who led the task?

Use the travel tally sheet (*Safe Routes to School Two-Day Travel Tally* handout) to conduct a practice run of tallying within your student leader group. To do so, take on the role of a student leader arriving at a classroom. Ask if you can have their attention to explain and conduct the travel tally. Record the responses. Keep track of exactly how long it takes for you to complete the task.

When you finish this practice travel tally, invite the students to look over the completed sheet. Ask how long they believe it took to conduct the travel tally. Was it a simple process or did they find it confusing? Would they feel confident in conducting a travel tally themselves? Ensure that all the student leaders feel comfortable explaining and conducting a travel tally before moving on to a practice survey.

Distribute a student survey sheet to each student leader to complete. Explain that they will distribute this survey to about a quarter of the students at the school (not all), to be discussed further at the next session. After they have completed the survey, ask if they have any questions.

Wrap-up/Debrief: Guessing versus Measuring (10 min)

Ask the students to share their perspectives on the travel tally exercise. Do they know why it is necessary to accurately assess the number of students who get to school by each of the travel modes?

After the students share their thoughts, you can share the following information, as necessary: An accurate tally of students' travel modes will help to direct the actions of a Safe Routes to School program. It will also serve as a benchmark to compare with later travel tallies after this group actively promotes walking and bicycling. As this will be an evaluation tool, you can remind the students of the need to be accurate in their tallying.

Ask if there will be any specific days when they should NOT conduct the travel tally (for instance, on the day of a science fair many students who might normally walk might ask for a ride in the car to carry a large or heavy project).

Have the students discuss how it felt to be on the receiving end of the travel tally: Was it clear or confusing when they heard the instructions for the first time? Reflecting upon and remembering these first perceptions will help the student leaders when it comes to conducting the travel tally in classrooms.

Closing: Clarity in Directions (5 min)

Play a game of "Mischievous Simon Says."

Begin by calling out clear instructions.

Clear instructions could be:

- "If you walked to school today, stand on one foot."
- "If you own a bicycle, raise both hands."

Then slip into confusing mumbles and unclear instructions.

Unclear instructions could be:

- "Close your eyes and tell me how many fingers I'm holding up."
- "Take a step back if you… (make a very big yawn) mumble, mumble, mumble."
- "Spin around if you were in a bus three weeks ago Tuesday."

End with a quick debrief asking how it feels when instructions are unclear or confusing. Ensure that the students recognize the value in speaking clearly and loudly when giving instructions. It is important to prevent confusion when conducting the travel tallies in the classrooms in order to get accurate results.

Session 5 (A): Preparing to Tally and Survey the Students

GOALS

- To become familiar with the action planning tool.
- To plan and practice a short public speaking exercise.
- To allocate tasks for delivering the travel tallies and student surveys.

MATERIALS AND PREPARATION

Communication with Partners:

- Plan ahead—it is a good idea to give invitees a week's notice!
- Invite school administrators and/or traffic safety officers to your session.
- Determine the two consecutive dates when students can conduct the travel tallies. Ensure that classroom teachers know the dates student leaders will be conducting the travel tallies. Also ensure the student leaders' teachers are aware their students will be missing some class time to conduct the travel tallies.

Pre-reading for Facilitator:

- *Public Speaking/Assemblies* delivery tool, in Appendix A.
- *Planning for Action* delivery tool, in Appendix A.

Handouts, Templates, and Tools:

- *Planning for Action* handout, in Appendix A, to display on a whiteboard or project onto a screen.
- *Public Speaking/Assemblies* handout, in Appendix A–one copy per student pair.
- School list of teachers with corresponding grades and room numbers.
- *Safe Routes to School Two-Day Travel Tally* handout, in Appendix A–one copy per class.
- *Safe Routes to School Student Survey* handout, in Appendix A–amount for your school sample size.
- *Data Collection Sheet for Travel Tallies* handout, in Appendix A–two copies (one for morning travel tally and one for afternoon travel tally).
- *Optional*: Parent Survey, in English and Spanish, in Appendix A–amount for your school sample size.

Warm-Up: Silent Agreement (10 min)

Play a game without talking, such as "Arrange-Yourselves."

Arrange-Yourselves: In this activity the students arrange themselves in order according to a named category such as height or hair color (easiest), birthday or first initial (not difficult), or favorite color (hardest).

EXERCISES

Planning for Action (20 min)

Students often underestimate the level of detail, planning, and preparation required to host an event or activity. The *Planning for Action* handout is an organizational tool to help students generate planning checklists for each of the activities they lead.

Instructions for this exercise are listed in Appendix A.

Travel Tallies and Student Surveys (20 min)

The travel tally and student survey results are important in setting the direction of the campaign for the student group. This exercise introduces them to conducting the travel tallies and student surveys and the importance of the results. Explain how the travel tally and student survey activities will occur and how student leaders will run these activities.

Review what the students recall from the travel tally conducted in the previous session.

Explain that they–the student leaders–will be conducting a travel tally of each classroom in the school and student surveys in some classrooms. Although some schools might wish to have the teachers conduct the travel tally, having capable student leaders conduct the travel tallies can simplify the process. With a student leader group coordinating the travel tally, teachers need only expect a five to ten minute interruption from their assigned student leader "ambassador." In addition, teachers do not need to be trained in conducting the travel tally, nor do they need to be reminded to complete and return the travel tally sheets.

In the classrooms where they will be conducted, the student surveys can be distributed immediately after the first travel tally.

If your school is quite large, or if you would like to simplify the process for your student leaders, you may choose to tally a smaller sample than the entire school.

The Travel Tally: Coordinating a travel tally in each class in the school

Pair up the students so that two students will be in each classroom to conduct the travel tally–the "ambassador" (the student leader designated to the classroom) conducting the travel tally, and the other student recording the responses.

From your conversations with school administrators, you should be able to schedule a single timeslot (or classroom period such as homeroom) for conducting the travel tally on two consecutive days—preferably on Tuesday, Wednesday, or Thursday as they are a better representation of normal travel than Monday and Friday.

Distribute enough travel tally sheets to each pair of student leaders and use the school list to complete the top portion of each page with the teacher name, grade, and room number. Have each pair staple their sheets together with their names clearly identified on the front page. Encourage students to remind their teachers on the Monday of the week of the travel tally that the activity will be taking place.

The Student Survey: Coordinating delivery

Unlike the travel tally, not all students in a school need to complete a survey: one quarter of the students is a reasonable goal. Be sure to make an effort to select a random distribution of classes. One way to select the classes that will receive the student surveys is to ask each pair of student leaders to choose the class of the teacher with the most letters in their last name.

The student surveys can be completed in one of two ways: allot ten minutes of class time to complete the student survey immediately after the travel tally, or distribute the student surveys during the first day of the travel tally and collect them on the following day prior to the second travel tally. (The first option is preferable due to the much higher rate of return and lower odds of having sheets forgotten at home or in a locker.)

If the student surveys are to be completed during class time, then each student leader pair can introduce and distribute the student surveys and ask if anyone has any immediate questions. Then, while the class is completing the student surveys, the student leaders can move on to conduct the travel tally in another room and then return to collect the student surveys. Hand out a survey to each of the student leaders to review. Ask if they have any questions about the survey, as they will be expected to explain and field questions about the survey as necessary.

Refresher: Improvisation (5 min)

Invite students to practice their public speaking. Ask each student to speak for 30 seconds on their favorite after-school activity or something in which they have expertise.

Public Speaking/Assemblies (20 min)

Regardless of the events and activities that your group chooses to implement, there will usually be a need for strong public speaking skills. This exercise will help students prepare a quick presentation to practice public speaking.

Instructions for this exercise are listed in Appendix A.

Wrap-up/Debrief: Practice (15 min)

Ensure that each student leader pair has a clear understanding of the classes where they will deliver the travel tallies, as well as the exact dates and times.

Ask if any of the students are nervous about going into another classroom and conducting the travel tallies and student surveys. Explain that being a little bit nervous is natural and a sign that they are taking this responsibility seriously! Ask students if the "Public Speaking/Assemblies" exercise was helpful and what ideas from that exercise might help them.

Before the end of this session

1. Hand out the *Data Collection Sheet for Safe Routes to School Two-Day Travel Tally* handout and the *Data Collection Sheet for Student Survey* handout. Remember to make two copies of the travel tally data collection sheet (morning and afternoon).
2. In pairs or groups of three, have students practice delivering the travel tally and introducing the student survey. It is very important that the students practice their presentations.
3. Ask the students what they would do if they expected to be absent on one of the travel tally days.
4. Recruit three or four student leaders to compile the travel tally and student survey results before your next meeting.
5. Compiling the travel tallies should be a quick and easy task for the students, although this part of the task could take a couple of hours, depending on the number of travel tally sheets. Ask them to illustrate the results on a bar graph on a large sheet of paper (11x17 or larger).

Follow-Up Tasks:

Ensure that each student leader pair has a clear understanding of the classes where they will deliver the travel tallies, as well as the exact dates and times.

- Student leaders should remind their own classroom teachers and the teachers to whom they are "ambassador" about the date and times they will be conducting the travel tallies and student surveys.
- As back-up, you, the adult facilitator, should be prepared to remind school administrators and teachers as well.
- The student surveys are to be conducted once–on the first travel tally day–and delivered to some, not all, classes.
- The travel tallies are to be conducted two days in a row, beginning either Tuesday or Wednesday.
- Extension: Consider conducting a Parent Survey (English and Spanish versions in Appendix A).

Session 6 (A): Adding Knowledge from Local Experts

GOALS

- To review the travel tally and student survey results.
- To use the information from the travel tally and student survey to generate ideas for promoting safe walking and bicycling to school.
- To identify local experts who might contribute to the planning process.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- Travel tally and student survey results compiled by a few students and summarized for display to the rest of the group.
- "Bicycle Shop" items from the "If Our Group Were a Bicycle" exercise.

Communication with Partners:

- Plan ahead–it is a good idea to give invitees a week's notice!
- Invite school administrators and/or the traffic safety officers to your session so that they can hear and comment on the findings from the travel tally and student survey.
- Invite one or two "local experts" who might be consulted regarding suggestions or ideas for safe walking and bicycling promotion. Consult your list inside the front cover of the Guide.

Handouts, Templates, and Tools:

- Results of the travel tally and student survey tabulation for display and discussion–either as handouts or project onto a screen.
- A whiteboard or large piece of paper to compile the barriers under the three categories described below.
- *Telephone Talking Notes* handout, in Appendix A–one per student pair.

Warm-Up and Check-in: Teamwork and Cooperation (10 min)

Play a teamwork game such as the "Human Knot."

Human Knot: Everyone gathers together in a tight group and reaches out to grab the hands of two different people. Once everyone is holding hands with two different people, a human knot should be formed. The human knot must now collaborate to untangle itself without anyone letting go of the hands they are grabbing.

Check-in from Last Session: The Travel Tally and the Student Survey.

This is a good time to check-in with the group on what they accomplished.

- Did everyone complete the travel tallies and student surveys for their assigned classes?
- Were there any unforeseen problems?
- Have all the classes completed the travel tally twice?
- If not, do we have enough information to evaluate, or do you need more time to complete the process in every class?

EXERCISES

Review Results (40 min)

If you haven't had the chance to compile the student survey data, distribute a few completed student survey sheets to the students and give them five minutes to scan through the results and identify what they see as interesting or recurring trends. Then ask them to focus on Question 9–"Which barriers seem most significant?"–so that the entire group can list the real and perceived barriers to walking and bicycling to school.

Preliminary Analysis

Discuss any interesting trends or patterns from the morning and afternoon travel tally graphs. Ask the students to identify any factors that will help them come up with ideas and activities to promote safe walking and bicycling.

- What is the most common travel mode to and from school?
- Is there a small or large gap between the first and second most common travel mode?
- Are there noticeable differences between the morning and afternoon commutes?
- If one of those commutes shows a higher proportion of walking and bicycling, what might be a couple of ways to bring the lower one up to the higher ratio?

Discuss similar trends or patterns with the student survey results. Allow for a general conversation before narrowing down to the results of Question 9: "Which barriers seem most significant?" As these barriers are discussed, list them under the following three categories:

- Traffic and Personal Safety–speed of traffic, amount of traffic, violence, crime.
- Neighborhood Conditions and Preparedness–distance, time, convenience, after-school activities, weather, and climate.
- Infrastructure–safety of crossings, sidewalks, and bicycle paths.

Based on the information that the students have gathered, ask them to begin coming up with ideas to promote safe walking and bicycling to school. This may be done as a large group or in pairs.

For instance, noting that a lot of people have bicycles in need of repair might be listed as a personal safety issue. Once identified, students might suggest having a bicycle mechanic come to the school to either repair the bicycles, or (even better) to hold lunch-time workshops to teach students how to fix their own bicycles.

Collect these preliminary activity and event ideas either on a whiteboard or a large piece of paper. Document them in writing or take a photograph for the next session.

Walking AND Bicycling, or simply Walking: Based on the information discussed above, are the students well enough informed at this point to decide whether or not walking and bicycling will both be included within their campaign? What are some indicators that bicycling is NOT a realistic option for families in this neighborhood? Some warning signs might be as obvious as a ban on bicycling to school. Other, less obvious indicators might include that virtually no one rides a bicycle to school or that there are no bicycle racks at the school.

If very few students own a bicycle, will you still choose to promote bicycling?

Turning Your Attention Outwards to Local Experts

Safety is always a significant issue when promoting walking and bicycling. Be sure to invite comments from school administrators and law enforcement or traffic safety officers. If they cannot be present at this meeting, assign a pair of students with the task of joining you (the adult facilitator) when you share the results of your data collection and listen to observations and suggestions from school administrators and law enforcement or traffic safety officers.

Depending on your scheduling, you might be preparing to host your events and activities after the 8th session–three or four weeks from now. Encourage the students to invite some of the local experts to your school activities at that time. For instance, can the local bicycle shop owner send a mechanic to your school for a lunch hour session within the next few weeks? It will take some further coordination with the school administration to arrange a date, time, and room, and to advertise this with students.

If you feel that you need some additional ideas, consider asking one pair of students to search the internet. Ask these students to spend 30 or 60 minutes to make a list of a half-dozen Safe Routes to School activities that seem both interesting and workable for your school. If they are able to print out these activities, have them bring the sheets to the next session. (For example, see the California Safe Routes to School Technical Assistance Resource Center Web site: http://www.casaferoutestoschool.org/ and the California "Fire Up Your Feet" Web site: http://ca.fireupyourfeet.org/.)

Refresher: Clap it Out (5 min)

Working in a circle, choose a student to start a clapping rhythm. Whoever starts the clap should then make eye contact with someone else in the circle, who should then mimic the clap. This person then makes eye contact with the next "clapper" who repeats.

Preparing to Contact Experts (20 min)

Before setting off to create a plan of action, it would be worthwhile for the student leaders to seek the opinion of others. There are many experts within a community who can contribute valuable suggestions or ideas to the students' plan of action. Ask the students who they can identify when it comes to the promotion of safe walking and bicycling to school. You may have noted many of these people already inside the front cover of the Guide, such as bicycle shop owners and mechanics, pedestrian and bicycle advocacy organization staff, and regional Safe Routes to School coordinators.

- From this list, who do the students think they should contact?
- Who might be contacted for ideas and suggestions, or who might be contacted for support when your group hosts activities?
- Will it be easy to reach these people over the telephone? If so, consider assigning a pair of student leaders to each expert you would like to involve.

Before the students contact a local expert, they will need to be able to properly introduce themselves and the topic of their request. As a group, discuss the talking points listed in the *Telephone Talking Notes* handout to make sure that everyone in the group understands the various segments.

By crafting and practicing these messages, all the student leaders will become better spokespeople for the Safe Routes to School program. However, before taking time to complete the sheets, invite one or two pairs to practice unrehearsed. Ask them to stand up and 'make the call' to a local expert (with you playing the local expert role). Afterward, ask the other students to comment on what the 'callers' did well. What could they do better?

In pairs, have the students complete their handouts and role-play calls to a local expert. At the next session, each pair should be ready to present their completed handout to the rest of the group.

This exercise could be adapted for sending e-mail messages; however, with the amount of e-mails that people receive every day, a telephone call made by a youth might be more likely to capture that person's attention.

Discuss what the students should do if they receive the person's voice mail. List viable options. For instance, leaving the school's number might sound like a good option, but school receptionists may not appreciate receiving calls they cannot easily redirect to a student (although they may be more willing if they have been asked in advance). On the other hand, depending on school rules, is it appropriate for a student to give their own cell or home number?

Wrap-up/Debrief: Pacing (5 min)

Check-in with students and ask for comments regarding the pacing of the exercises in the campaign. Do the students feel that things are moving too slowly? Are they eager to get into action, or are they wanting more time to practice? What might the group consider doing to adjust to the perception of pace, especially if they think it's going too slow? Explore why they think that the project is structured with ample time for preparation and practice.

Closing: Networks (10 min)

Gather around in a circle. Pose some "who knows someone who" questions (see below for examples). Each person who can respond with a "Yes, I do" takes one step into the circle for a moment before taking a step back.

The purpose of this exercise is to demonstrate how valuable a group's network can be. For instance, if "I" do not speak Spanish, that doesn't mean that "we" do not know someone who does. After a few easy rounds, ask the students to recall some of the "missing components" from the Bicycle Shop (from the "If Our Group Were a Bicycle" exercise) and have them pose a "who knows someone who" question that might address a need within the group.

Example questions could include:

- Who knows someone who can speak three or more languages?
- Who knows someone who can change a bicycle tire?
- Who knows someone who can make a video?
- Who knows someone who loves to speak in front of the entire school at an assembly?

Follow-Up Tasks:

- Arrange a meeting for two student volunteers and you, the adult facilitator, with school administrators and traffic safety officers (or school resource officers) if these key partners were not able to attend this session. This meeting should be held at a follow-up meeting before the next group meeting so you can report a summary.
- Internet search. At least two students should investigate some possible events and activities that seem both interesting and workable for your school.
- Students should contact local experts. Students will make short telephone calls using their *Telephone Talking Notes* handout. A summary of their notes should be reported back to the rest of the group at the next session.

Session 7 (A): Our Draft Plans for Promoting Walking and Bicycling

GOALS

- To finalize the plan of events and activities to promote safe walking and bicycling.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- List of preliminary activities and events from the previous session–to be displayed on a whiteboard or projected onto a screen.

Pre-reading for Facilitator:

- *Campaigns*, *Events*, *Activities* sample sheet and notes, in Appendix A.
  Print several copies for the students or projected onto a screen.
- *Planning for Action* delivery tool, in Appendix A.
- Decision-making tools, in Appendix A (Silent Thumbs-Up/Thumbs-Down" exercise, the "Consensus Decision Making" activity, and the "Fist to Five" activity).

Handouts, Templates, and Tools:

- *Campaigns, Events, Activities*–sample sheet, in Appendix A–a few copies.
- *Campaigns, Events, Activities* handout, in Appendix A–one copy per student.
- *Planning for Action* handout, in Appendix A–one copy per student.
- A whiteboard or large sheets of paper to record activity ideas.
- To help choose which activities from your list on the whiteboard to pursue, consider using the "**Silent Thumbs-Up/Thumbs-Down**" exercise, the "**Consensus Decision Making**" activity, or the "**Fist to Five**" activity (in Appendix A).
- Sheets of letter-size paper for follow-up list of activity ideas.
- *(Optional)* Video camera to record the "commercials" at the end of the session.

Warm-Up: What's My Name? (10 min)

Going around the circle, each student demonstrates a simple action (e.g., stand on one foot or put your finger on your nose). While these actions are being performed, everyone else shouts/whispers the person's name. (Note: Shouting is only encouraged if there are no classes taking place next door.) On the next go-round, each person must demonstrate three actions: the action of the person to the left, their own action, and the action of the person to the right–while saying the name of the person who made up the action. Let the students know at the beginning of the activity that each of them will have to demonstrate the three actions so that they are paying attention and are prepared.

When that becomes easy, then on the next turn re-arrange the circle and continue. One by one, each person performs the action of the person to their left, their own action, and the action of the person to the right.

EXERCISES

Explore Options (20 min)

Begin by listing the preliminary activities and events raised at the previous session that are written on the whiteboard.

Local Experts

Have the students share the findings from their conversations with local experts, including the experts' suggestions for events or activities. Add these to the whiteboard.

Invite the students to share some thoughts about calling the local experts. Were they nervous to make the call? Did the local expert answer the questions? Was there any confusion on either end of the phone? Did having the *Telephone Talking Notes* handout help? If not, how might the students have better prepared for the call to go more smoothly? What were the students' impressions of the experience?

Internet Search

Have the students present their findings from the internet search. How many of these activity ideas are the same as the ones already identified? Add any new ideas to the whiteboard.

From the preliminary list on the whiteboard, ask the students to group these activities and ideas according to whatever similarities they can identify. (Do not erase this board as you will refer to it again later.)

Categories of Incentives and Barriers

Take a closer look at the three categories of barriers from the last session. Ask the students to assess which of the barriers on the whiteboard are within reach as far as the events and activities that they can put together to overcome them. Use the examples below to help guide your discussion. (Note: You will be adding a fourth category to the table.)

Aiming to Overturn Barriers

Category of Barrier	Examples of Barrier	Process of Overturning Barrier	Capacity for Student-Led Solutions
Neighborhood Conditions and Preparedness	weather, convenience, distance	reshape social and personal beliefs	High-host fun activities, competitions, and raise awareness
Traffic and Personal Safety	speeding traffic, unsafe driver behavior	requires involvement of school administrators, traffic safety officers	Medium-students can assist in the development of events and activities
Infrastructure	building, sidewalks, pedestrian crossings, traffic signs	requires involvement of school administrators, municipal engineer	Low-requires long-term policy change

Now add another category: Highlighting the incentives for safe walking and bicycling through fun activities and competitions.

Now have three categories of potential student-led activities:

- Highlight the incentives, (e.g., "Walking School Buses are a great time to spend with friends!")
- Promote fun activities and competitions to alter perceptions, (e.g., Walk to School Day, Bike Trains, or Safety Patrol training).
- Host educational activities to overturn traffic and personal safety barriers, (e.g., teaching safe walking and bicycling classes during physical education, or hosting a bicycle skills course at an event).

It is very likely that a student leadership project will find greater success if students are realistic about what they can achieve and they avoid reconstructing streets or sidewalks, which are longer term or require policy change–which is addressed in sessions 9 and 10.

Campaigns, Events, and Activities (20 min)

This activity first shows an example of a previous group's work, and then asks the students to begin working on their own *Campaigns, Events, Activities* worksheet.

Distribute, display on a whiteboard, or project onto a screen the sample copy of the *Campaigns, Events, Activities* sheet, which shows a full listing of events and activities for a similar project. Choose a student to read the information out loud, and once it has been read, ask the students what they understand about the incentives, perceptions, and safety barriers that are driving the group's campaign. The group might see, for example, that bicycle repair is a significant issue, and that competition between grades seems to be a strong motivator at this example school.

When compared to this example, how similar or different are the categories that your group is dealing with?

You might want to circle the activities on the whiteboard according to the three categories.

- Draw a solid line around activities that incentivize walking and bicycling to school;
- Draw a dotted line around activities that address perceptual barriers; and,
- Draw a dashed line around those activities that address safety barriers.

At this point, you will need to decide on the number of activities the group wants to plan. To help choose which activities from your list on the whiteboard to pursue, consider using the "Silent Thumbs-Up/ Thumbs-Down" exercise, the "Consensus Decision Making" activity, or the "Fist to Five" activity (in Appendix A).

Refresher: Favorite Things (5 min)

Students take turns acting out or miming their favorite thing about safe walking and bicycling and the other students try to guess what "favorite thing" is being mimed.

Shaping the Activities (20 min)

Write the name of each activity the group has selected across the top of separate sheets of blank paper. Lay out the sheets of paper on a table and ask each student to choose one activity to lead. Multiple students may choose the same activity, but in the end, one person will need to be chosen as the leader. Rely on the group's teamwork skills and mutual respect to finally agree on one student's name as "Activity Captain" per activity.

Discuss ways to put these activities in chronological order. Ask some planning questions:

- Should a few of the activities be coordinated to happen on the same day as an "event day" such as Earth Day or Walk to School Day?
- Do we need to have some activities precede certain others? For example, educational and safety-awareness activities are commonly delivered before encouragement activities or competitions. So, if you are going to have a bicycling safety quiz or a bicycle tune-up activity, they should take place before a bicycle rodeo or a bicycle tally.

When you are ready, distribute the blank *Campaigns, Events, Activities* handouts and fill-in the sheets together as a large group, so that each student will have a copy of the proposed plan.

Is there a logical split between the early and later activities to make two or three events? If so, it might be worthwhile to nominate two students with the added duty of "event coordinator." One way of "electing" the event coordinator is to give willing candidates the chance to describe the overall event that they might want to put together. This could include the broad theme or purpose and some of the activities that they might like to include.

Distribute the *Planning for Action* handout and allow a few minutes for the Activity Captains to begin filling out their sheets.

Wrap-up/Debrief: TV Commercial (10 min)

Ask pairs or small groups to create a 30-second commercial (a presentation skit) announcing one or more of their activities. (Yes, it feels soon to be describing it, but if the students have the seed of their idea, a quick improvisational skit can help to move some of the details along!)

Video-record these skits, and consider using the video (or an improved re-take) as part of the upcoming promotions.

Closing: Remembering "Cool" (5 min)

Go around the circle and ask each person to describe how their activity might capture some of the "cool" that they described back in Session 2: "That was Cool: Remembering."

Follow-Up Tasks:

- Each Activity Captain should complete the assigned activity's *Planning for Action* sheet.
- Make sure each Activity Captain gathers feedback from at least two other students about their plan before the next session. Ambitious students might look online for pointers and suggestions as to how their activity idea has already been implemented elsewhere!
- Based on the activities being suggested, discuss the potential need for fundraising. (See Introduction and the sample letter in Appendix A).

Session 8 (A): Our Final Plans for Promoting Walking and Bicycling

GOALS

- To gain a clear understanding of the group's plans for the upcoming events.
- To offer constructive feedback and support across the student leader group.
- To create a detailed checklist and timeline for tasks still remaining to be completed.

At this point in time, try to steer clear of inviting new ideas. This is a time for solidifying existing plans.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- *Campaigns, Events, Activities* notes from your last session.

Pre-reading for Facilitator:

- *Six Thinking Hats* delivery tool, in Appendix A.

Communication with Partners:

- Consider inviting the school administrators and traffic safety officers to this final preparation session so that they can participate in the "Six Thinking Hats" review of the action plans.

Handouts, Templates, and Tools:

- *Six Thinking Hats* handout, in Appendix A–one sheet for each activity that you have planned. Cut the sheet into color-coded strips.

Warm-Up and Check-in: Admiration (10 min)

Have students think of a quality or attribute that they admire in someone else within the group. Going around the circle, invite these comments to be shared in a way that is not identifiable with any one person. For example, someone could say:

- Someone here always follows through on what they promise to do. I really admire that.
- Someone here was really supportive when I felt a bit overwhelmed and it made a big difference to me.

If time permits, ask the students how it felt to be hearing these examples of admiration anonymously. How might it have been different if people's names had been identified?

Check-in from Last Session: Feedback from their Peers

Invite the Activity Captains to share the feedback they gathered from other students on the proposed activities. By discussing the early plans for an activity with other students and hearing suggestions, they can become more confident in the planning of their activity.

EXERCISES

Six Thinking Hats (20 minutes)

Six Thinking Hats

"Six Thinking Hats" can be a valuable tool for fine-tuning your event and activity preparations. It gives the students a chance to hear a wide array of constructive feedback about their activity while they still have time to adjust their planning. However, the tool does take some time, so if you need the full session time for planning, this activity can be skipped. Instructions for this exercise are listed in Appendix A.

> If you do not use "Six Thinking Hats," use the full session to continue planning your events and activities.

Final Preparations (40 min)

At this point, the students will probably still have a list of tasks remaining on their *Planning for Action* sheet. This might include making posters, writing and practicing announcements, or preparing notices to promote the events and activities. It may also include gathering items for events (e.g., tables and balloons) or even talking to supportive teachers about participation.

If any students are not busy, suggest they write e-mails or make telephone calls to invite the media and the local experts who were consulted earlier in the process.

Feedback

Be sure to use a variety of strategies to document feedback about participation in the event, including at least one travel tally on an event day and another on a random day shortly after the event(s). You can also consider counting the number of participants at your activities, documenting with photographs, or holding a fill-in-the-ballot prize draw asking a question about attitudes or behaviors toward walking or bicycling.

Refresher: We are Awesome! (5 min) (*to be inserted as needed within the 2nd exercise*)

Go around the circle and ask each person to describe one or two ways in which they have come to realize just how awesome this group of student leaders has become.

Wrap-up/Debrief: Hopes and Worries (10 min)

Ask each student to identify two thoughts: what successes they hope to gain from their activity and their greatest worry. Invite others to offer specific support or comments to help lessen those worries.

For example, if one person says, "I'm worried that if it rains, no one will attend my activity," another person might offer support by saying, "If that happens, you can move it to _____, and I'll hang out at the old location with a big sign telling people where it has been moved."

Allow time at the end for each person to make notes based on the comments of support and help.

Closing: Fair Warning (5 min)

As a final debrief before your events and activities it would be valuable to remind the student leaders that there might be some students who will not appreciate these efforts. For any number of reasons, some students might choose not to participate in events, and instead, be critical or mean.

Ask the students how they might feel under these circumstances, or if they feel bullied. Who can they turn to for emotional support? Refer to the school's procedures for any form of emotional or physical intimidation or bullying.

Follow-Up Tasks:

This will probably be a busy week….or two!

- Students should remember to conduct a follow-up travel tally on one or more days of the activities or events to gauge their success.
- If the group uses activities to collect feedback, such as a fill-in-the-ballot prize drawing, ensure that the results are tabulated before the next meeting, even if that means the student leaders need to ask a friend to help. How many people participated? As the facilitator, you should be ready to make notes when you hear any feedback or comments from staff, administrators, and local partners during the students' events and activities.
- Ask your students to bring their *Planning for Action* sheets to the next meeting.

Session 9 (A): Recognition and Next Steps

GOALS

- To recognize accomplishments and successes.
- To document the insights gained and suggestions for improvement (for next year) from activities and events.
- To begin to identify local and school policies affecting safe walking and bicycling to school that might need to be revisited.
- To take the first steps in acting upon this policy change.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- The students' *Planning for Action* sheets from the activities they implemented.

Pre-reading for Facilitator:

- Front Page News delivery tool, in Appendix A.
- *Safe Routes to School National Partnership Local Policy Guide*
  http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf
- *Bridging the Gap: Using Local Land Use Laws to Facilitate Physical Activity*
  http://www.casaferoutestoschool.org/wp-content/uploads/2011/06/btg_land_use_pa_FINAL_03-09-12.pdf

Communication with Partners:

- Your feedback notes and comments from staff, administrators, and local partners during the students' events and activities.

Handouts, Templates, and Tools:

- Blank cards, envelopes, and stamps for thank you cards–one per student.
- *Front Page News* handout, in Appendix A–one per student.
- Slips of paper for students to anonymously describe any emotions that they experienced.
- *Changing the Rules!* handout, in Appendix A.
- Blank sheets of paper–for additional notes that will assist next year's student leaders with the *Planning for Action* sheets.
- A "talking stick/magic wand" for the Refresher activity: Magic-Wand-Go-Round.

Warm-Up and Check-in: Reflection (10 min)

Going around the circle, ask each student to identify three noteworthy elements of the recent events and activities:

- One thing that they really admired;
- One thing that offered a pleasant surprise; and
- One indication that the events and activities have planted a seed for future success.

Check-in from Last Session: Emotions

Create a calm space for students to present, and hear, any emotions that were generated as part of the events and activities. Were people critical, or unresponsive, or rude? To do this anonymously, hand out slips of paper for the students to write out a word or phrase about how they felt. (They should not include details or names.)

Collect and read the sheets out loud anonymously. Begin by saying, "Someone here says that they felt…" and then read the slip of paper.

> If anything mentioned seems serious enough for follow-up, encourage the author of that note to speak out or to speak with you privately later in the day. However, as an anonymous exercise, if that person does not come forward you may be able to do little more than relay your concern to an administrator.

EXERCISES

Front Page News (20 min)

In this activity the student leaders pretend that they are responding to the interview questions of a reporter. This activity can be used either as a visioning exercise, where the students envision a wonderful finish to their campaign that is to be reported on the front page of the local newspaper, or a reflection exercise, where the students consider their efforts and contributions as if they were going to be documented in the local media.

Instructions for this exercise are listed in Appendix A.

Hindsight (10 min)

As a large group, ask students to describe one resource or skill that they wish they had when planning their activities and have now acquired. Discuss how these new resources and skills have made this group more capable and better able to deliver components of a Safe Routes to School program.

Reflect on how these resources and skills would have been useful earlier in the planning of the campaign, and ask the students to complete the section of their *Planning for Action* sheet with the goal of supporting future student leaders in revising and adapting this project for next year.

Ask the students, "If someone were to run this activity next year, what is the best advice you would give to them?"

As each person, or pair, reads out what they have written, invite other students to offer their own observations of what they had noticed regarding newly acquired knowledge or skills of the students who are sharing. Give the students a chance to add these comments to their notes. (Have additional sheets of paper on-hand if necessary.)

Refresher: Magic-Wand-Go-Round (5 min)

In a circle, students pass along a "talking stick/magic wand" and start each comment with, "If I could use this magic wand to make more students walk or bicycle to school, then I would _____." Take notes on their ideas and responses.

Adult Facilitator Notes on Magic-Wand-go-Round

Thinking About Policy Change (30 minutes)

Now is the time that your students are best prepared to start talking about policy change! Through their recent work promoting safe walking and bicycling, did they notice any rules or situations that seemed to limit their ability to implement what they sought to do? What did they discover that they might want to change? Did the "Magic-Wand-Go-Round" exercise refer to any rules or policies that deserve more attention?

Open up a discussion to hear the students' opinions. Are there any rules or policies within the school or community that the students might be interested in changing to better support pedestrians and bicyclists? Are there conditions or situations that restrict the comfort, safety, or access of pedestrians or bicyclists?

> Example:
>
> Some schools might have a rule stating "No bicycling on school property." As a result, a bicyclist living on the far side of the field must get off and walk their bicycle all the way across the grass–or ride the long way around the school campus to the front entrance. That bicyclist might describe this rule as "pointless and annoying."
>
> However, it is very likely that the rule came into being for a reason. Maybe it was created at a time when bicyclists were damaging the newly seeded field. Perhaps there were a few close calls with vehicles at a side entrance. Whatever valid reason might have caused the rule, perhaps there is a need to review that rule in favor of a well-considered alternative other than a non-negotiable ban on bicycling. In such a case, an '"annoyed" student might investigate what caused the rule before proposing a few alternate solutions that are more bicycle-friendly. We might describe that student as being engaged in policy change within the school.

Once your group has identified one or two policies about which they might like to express their opinions, distribute the *Changing the Rules!* handout. (If you will be working on two policies, assign a policy to each half of the group.) Ask students to begin working through the sheet for ten minutes. Be sure to ask each group to be able to identify WHY this policy needs to be changed and what ideas they might have to get started. Ask them to be thinking about how they would like to proceed and what they will want to prepare at the next session. For example, they may want to write a letter or presentation script to a key power holder such as a school administrator or to city council.

Infrastructure barriers (e.g., sidewalks, traffic signals) might not have been addressed within the students' activities within the project, but now the students' informed involvement in discussions around potential infrastructure changes could be very beneficial. Their insight and their input could assist supportive engineers or planners.

Wrap-up/Debrief: Thank You (15 min)

Have each student identify one person who supported their efforts. Ask them to articulate what that support was and what it helped or enabled the student to do.

Distribute the blank cards and ask each student to articulate these thoughts into a thank you card. If the intended person is not at the school, ensure that the envelope is sealed, correctly addressed, stamped, and posted to that person.

Follow-Up Tasks:

- Invite a local influential partner or "power person" to the next session. Send them a copy of *The Seven P's of Policy Change* handout so guests are aware of the questions the students may be asking.

Session 10 (A): Changing the Rules

GOALS

- To identify informed, student-based recommendations for policy change at either the school or community level.
- To take the first steps in acting upon this policy change.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- The students' *Changing the Rules!* handout from Session 9.

Pre-reading for Facilitator:

- Choose a section of the Safe Routes to School National Partnership's Safe Routes to School Local Policy Guide to read that seems most relevant to your students' concerns.
  http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf
- Bridging the Gap: Using Local Land Use Laws to Facilitate Physical Activity.
  http://www.casaferoutestoschool.org/wp-content/uploads/2011/06/btg_land_use_pa_FINAL_03-09-12.pdf

Communication with Partners:

- Consider inviting your local experts or partners who have shown the most interest to join in this discussion.

Handouts, Templates, and Tools:

- A whiteboard or a large piece of paper to record the students' rationale for changing the rules.

Warm-Up: How Rules Can Support Collaboration (10 min)

Ask the group to try and invent a game without any rules.

Or, play the game "Rule-less."[xxxiv]

Explain that "Rule-less," as a game without any rules, no two people can be doing the same action or routine. Invite each of them to be looking out for anyone else who might be 'copying' someone else as that would imply the invention of a rule in the game.

After playing the game, discuss how a lack of rules can hinder the spirit of collaboration. Discuss how rules and laws enable different groups and professions to get things done within society. Also, mention that the more we know about the rules and policies, the more we can participate in an informed discussion about them.

EXERCISES

NOT Changing that Rule! (20 min)

Before reviewing the students' ideas for changing the rules from the last session, it would be valuable for them to consider why these rules are actually in place. List the one or two policies that the group would like to change and ask for volunteers to make a short, unrehearsed persuasive argument as to why these policies exist, and why they should remain in place!

Not only should this be fun, but for the group to benefit from this exercise ensure that real arguments are constructed in support of the existing policies.

> The purpose of this exercise is not to dissuade the students from the policies that they believe need to be changed, but to add rigor to their investigation.

We Need to Be Heard (40 min)

Option 1) If you have a guest, such as a local partner or "power person" at your meeting, allow the students to discuss their thoughts regarding the *The Seven P's of Policy Change* handout.

Option 2) If you do not have a guest, such as a local partner or "power person" at your meeting, have the students prepare a communication piece to attract the attention of a local partner or "power person."

After arguing for the opposite position in the first exercise, ask the students if the persuasive arguments have broadened their perspective. Have each group return to their *Changing the Rules!* handout and discuss any new issues or ideas they now have for this recommended policy change. Use the handout to understand the Seven P's for preparing an effective policy campaign.

Now that the students are an informed group with a recommendation to make, it is time to create an action plan.[xxxv] This includes the following:

- A description of what your goals include, such as a letter to the mayor, a presentation to the school district trustees, a video presentation for city council, or a site visit for the transportation engineer.
- A list of tasks needed to complete each identified goal, identifying the person (from the student leader group or from within the community) who will work on each task, and a due date for completion.
- A back-up plan for any added steps that might be discovered along the way. (Policy change is not a quick-fix!)

Use the rest of the time in this exercise to write the letter(s) and/or script(s). Ask students to discuss the necessary timelines for delivering the letter or presentation.

From Marin County Safe Routes to School and Student Leaders pilot group

Success story! The Girl Scouts troop made a presentation to the city council urging its support for a grant application submitted by the public works department to make improvements around the school. The city council lauded the troop for its hard work and the mayor pledged to write a letter of support. In addition, the troop succeeded in getting the school to develop a drop-off/pick-up policy for the rear entrance to the school and getting the local police department to provide enforcement.

Refresher: Rules of the Game [xxxvi] (10 min)

The group sits in a circle and one person leaves the room. The rest of the group makes up one rule to follow. For example, answer questions in only three words, or in the form of the question.

When the person returns to the room, they ask questions and try to guess the rule based on the way that people respond.

The objective of the game is to demonstrate how difficult it can be for a person who does not know or understand rules that have been agreed upon by others. End with a discussion asking for comments from both the "insiders" and the person who had to guess the rules.

Wrap-up/Closing: Our Effects (10 min)

Just as your group plans to put the policy change tasks into action, it is time to close this campaign. Discuss some of the practicalities for continuing the policy change outside of this student leader group, and determine if you will reconvene to work on another campaign!

Decide if you will choose to apply this as a "reflective and enclosing" exercise that focuses on the campaign the group just completed or as a "forward-thinking and expanding" exercise that projects into the policy change action plan.

Sitting in a circle, ask each person to describe a positive contribution they believe they have made to the group, school, or community. If you are using this as an expanding exercise, each person could be asked to describe how this contribution can also help with the plan to change policy. If there is awkward silence because students do not wish to "brag," consider asking them to describe a positive contribution made by someone else–but have them do so in a way that does not actually identify the person they are describing.

Campaign B: Safety First

Summary

This campaign focuses on making it safer for students to walk and bicycle to and from school.

Here's how it works. Youth leaders assess local conditions for walking and/or bicycling within the school area and then investigate short- and long-term changes to make active transportation safer and more accessible to students. The purpose of this campaign is to develop a familiarity with traffic safety concerns around the school and create a prioritized list of improvements, educational program ideas, and/or policy changes that students can present to decision makers.

> As the adult facilitator, please allow an hour or two to review all seven sessions of this campaign before you begin student planning sessions.

Campaign B at a Glance

	90-Minute Sessions	Exercises	Follow-up Tasks
Session 4	Traffic Safety Concerns in Our Neighborhood	If Our Group Were a Bicycle	
		Making or Analyzing Posters	
		What We Already Know About the Neighborhood	
Session 5	Preparing to Conduct a Walk/ Bicycle Audit	Planning for Action	
		Preparing to Observe Unsafe Behaviors	
		Public Speaking/Assemblies	Observations/Audit
Session 6	Adding Knowledge from Local Experts	Compile and Review Data	
		Prepare to Contact Local Experts	Contact Local Experts
Session 7	Our Draft Plans for Creating a Safer School Area	Explore Options	
		Campaigns, Events, Activities	
		Shaping the Activities	Planning Events and Activities
Session 8	Our Final Plans for Creating a Safer School Area	Six Thinking Hats	
		Final Preparations	Hosting Events and Activities
Session 9	Recognition and Next Steps	Front Page News	
		Hindsight	
		Thinking About Policy Change	Changing the Rules! (Investigation)
Session 10	Changing the Rules	NOT Changing That Rule!	
		We Need to Be Heard	

School Outreach

Informing and Involving Key Partners: School Administrators, Traffic Safety Officers, and Others

This campaign will require that the student leaders observe the traffic flow, unsafe driving practices, and movement of pedestrians and bicyclists around the school entrances. These will be carried out in one or more walk or bicycle audits and observational exercises. It will be important to engage school administrators and traffic safety officers early on to let them know what student leaders are planning. Invite them to attend the fifth session of this campaign when the student leaders will plan their observation activities. Involving these partners early in the campaign encourages ongoing participation and support.

Consider inviting other partners such as city or county staff and elected officials, traffic engineers, and community planners to contribute to your research and activities as well.

Observation Exercises

The student leaders will need to conduct observations of unsafe behaviors of pedestrians, bicyclists, and drivers. They will also be conducting a walk and/or bicycle audit. Much of this work can be done while the students remain on school property; however, if you want to conduct a walk and/or bicycle audit further into the neighborhood, you should check with a school administrator about the need for permission slips. (For instance, in most schools, any exercise that takes students off of the school property is considered a field trip and requires the necessary documentation. However, if the principal is accompanying the group, this step might not be needed.)

Staff Meeting Presentation

As the Walk/Bicycle Audit will be conducted within a few weeks of the start of the campaign, arrange with the school principal or administrator a time and date when you can present at a staff meeting to announce the project and introduce the students. This will give teachers advance notice of the need for these classroom interruptions while establishing the students' credibility. The introduction should be done at least one week before the Walk/Bicycle Audit date.

An effective communication method for keeping teachers informed is to assign a student leader to each classroom teacher. Rather than post flyers in teacher mailboxes or send them e-mails, student leaders can benefit from face-to-face communication to gauge the interest and support of each teacher at the onset of the project. This method also ensures that each student effectively involves potential partners. The first staff meeting presentation is an excellent time to introduce each teacher to their assigned student leader "ambassador."

Events and Activities

As an leadership project, the student leaders will be expected to plan a series of events and activities around the school outside of your group meeting times. The scope and volume of these activities will depend upon the interest and support of your school administration and teachers, as well as the creative energy of your student leaders!

As you plan your events and activities, identify whether you will need to have access to any funds. If necessary, start thinking creatively about resources or prizes that cost little or no money. There are many great resources and ideas for incentivizing students with prizes or rewards. For instance, a "free" prize for the contest winners could be a "Front of the Line" cafeteria pass or lunch hour in the gym. This is something you could easily arrange with the school administrator. Many schools already have reward systems built in, so talk with the school administration about ways that you might plug into existing rewards systems. However, begin early if you plan to raise funds or seek donations from businesses, organizations or individuals from within the community. (See the Sample Donation Letter in Appendix A.)

If your school administrators or traffic safety officers have any reasons to deter your group from promoting bicycling, please encourage that decision to be delivered directly to the student leaders. The student leaders might then decide to direct some of their energy to policies and guidelines that can improve local conditions for bicycling.

Outside Partners

In assessing some of the local barriers to walking and bicycling, the student leaders may need to seek feedback from local experts such as transportation engineers, urban planners, police officers, traffic safety officers, pedestrian and/or bicycle advocacy organization staff, and other community group members. You can record the names and contact information of local partners inside the front cover of the Guide. They can provide valuable advice and support for walking, bicycling, and road safety events and opportunities across your community. Consider inviting them to speak with the students.

Session 4 (B): Traffic Safety Concerns in our Neighborhood

GOALS

- To recognize the various "parts" that each person brings to the entire group–as if they were the component parts of a bicycle.
- To create a poster that announces this group to the school; or, to discuss and critique professionally-designed posters.
- To reflect on what the students already know about unsafe behaviors of pedestrians, bicyclists, and drivers within the school area.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- Tabulated findings from "**What I Value in Safe Routes to School**" and "**How I'd Like Our Safe Routes to School Program to Look**" activities (pages 29 and 35).

Pre-reading for Facilitator:

- *If Our Group Were a Bicycle* delivery tool, in Appendix A.
- *Making and Analyzing Posters* delivery tool, in Appendix A.
- Transportation Injury Mapping System (TIMS)–a Safe Routes to School resource for California.[xxxvii] Print out a copy for your city or county showing the pedestrian and bicycle collisions near schools http://tims.berkeley.edu/resources/srts/main.php.
- If possible, collect pedestrian, bicycle, and vehicle crash data.

Handouts, Templates, and Tools:

- If *Our Group Were a Bicycle* handout, in Appendix A.
- "**Making Posters**" (Option 1)– *Making/Analyzing Posters* delivery tool, in Appendix A, and 8.5x11 or 11x17 sheets of paper and color markers.
- "**Analyzing Posters**" (Option 2)– *Making/Analyzing Posters* delivery tool, in Appendix A, and examples of two posters–one from popular culture and one relating to walking or bicycling promotion.
- Large pieces of paper and markers for the 3rd Exercise, "What We Already Know About the Neighborhood."
- A whiteboard or large piece of paper for recording students' responses.
- A copy of the school's drop-off and pick-up procedures from the principal or student handbook, if available.
- *Observations for Unsafe Behaviors* handout, in Appendix A--one per student.

Warm-Up and Check-in: Local Geography (10 min)

Play a game where students test their memory of the local streets. Beginning at the school's front door, one person identifies a recognizable place in the community and gives directions to get there. From that place, each student gives the next set of instructions (e.g., continue __ blocks, or turn left/right) with the goal of getting back to the school.

It might sound something like this:

- "Step out onto Jefferson Avenue and go right two blocks until you get to Carl's Bicycle Shop."
- "Continue to the corner and then turn right at Fraser Street."
- "Go along Fraser Street until you get to Liberty Park."
- "Walk through the park until you get to the corner of Jefferson and Main."
- "Turn left on Jefferson."
- "Continue one block until you get to the school."

Ask students to raise their hands if it was easy to picture the directions in their mind. If all goes well, ask them to repeat the instructions but use the cardinal directions (north, south, west, east) instead of left and right.

Check-in from Last Session: Preparation

Invite students to comment on how they are feeling as they shift from the Preparation Phase into a Campaign. Have the Preparation sessions helped them get ready for action? How are they feeling or thinking differently about student leadership and walking and bicycling to school than they did at the very start of the project? If they are eager to get started, ask them to consider the value of thoughtful preparation before launching a campaign.

EXERCISES

If Our Group Were a Bicycle (20 min)

A bicycle is made up of many visible parts that work together to help the bicycle move forward. This activity aims to describe these parts as a metaphor for the group, with each part representing skills or characteristics of the people within the group.

Instructions for this exercise are listed in Appendix A.

Handout for the students is in Appendix A.

Making or Analyzing Posters (20 min)

This exercise gets the group thinking about publicity through posters. Two options give you an opportunity to get straight to making a poster (Option 1) or to dedicate some time to analyzing a couple of professionally designed posters (Option 2). Either way, your group will have the opportunity to create promotional posters later in the campaign when they are ready to launch their events and activities.

Option 1: Making Posters

Assign student pairs to create 8.5x11 or 11x17 posters that will announce this new group to the school. Encourage the students to incorporate the collective responses to the "What I Value in Safe Routes to School" and "How I'd Like Our Safe Routes to School Program to Look" exercises. Instructions for this option are listed in Appendix A.

or

Option 2: Analyzing Posters

For this campaign, choose a school or online poster as a second example that relates to promoting safe walking or bicycling, such as one for International Walk to School Day or Bike to School Day. Instructions for this option are listed in Appendix A.

Refresher: Drama (5 min)

Invite the students to dramatize some policies regarding the school's drop-off and pick-up procedures. If the students are not already familiar with these procedures, form small groups of two or three students and give each group one policy to dramatize in front of the larger group. If your school does not have any specific policies, ask the students to dramatize some common sense procedures that make the drop-off and pick-up zone safer, such as using crosswalks, not riding your bicycle on campus, or not parking your car in the drop-off lane.

What We Already Know About the Neighborhood (20 min)

Conduct a memory mapping exercise to investigate what the students already know about the community. Divide the students into three groups and distribute the large sheets of blank paper and markers.

Ask the three groups to draw from memory the streets surrounding the school. (Depending on the complexity of the street system, you could ask them to expand that map to include more streets radiating outward from the school.)

After they have finished mapping out the streets around the school, students should discuss the areas of concern around the school for pedestrians, bicyclists, and drivers. Assign one of these user groups to each student group and have them brainstorm a list of unsafe conditions for their audience. Ask each group to associate these conditions with specific locations on their map.

Bring the whole group back together to look at all three maps. Discuss the similarities and differences. Pose the following questions to the group:

- How do we know if the items we have drawn are FACTS or OPINIONS?
- Why would we not want to plan our work based on our "opinions," which might be untrue, or a misrepresentation of the larger "facts?"
- How can we assess the facts and confirm the validity of our opinions?

Collect and save the maps for the next session.

Shift from speculation to fact-finding.

Ask the students what research they could do to find out about the actual unsafe behaviors around the school. (For example, students might consult state data about collisions around the school area or observe behaviors of pedestrians, bicyclists, and drivers.)

Display your local TIMS map to the students that shows the pedestrian and bicycle collisions near your school. Although this resource does not identify what behavior(s) caused the collisions, it will show the locations and frequency of collisions.

Ask the students: Does this information confirm where the most "dangerous" locations are around the school? Does it offer new information or insight?

Introduce the "Observations Sheet for Unsafe Behaviors"

Distribute the *Observations Sheet for Unsafe Behaviors* handout, but be sure the students do not put their names on it. Ask if all the unsafe behaviors listed on the sheet are understood and review as necessary. Discuss the level of difficulty that the students might have in assessing different behaviors on the sheet:

Examples:

Easy to assess: Cars that are parked or stopped in the crosswalks, people not crossing in the crosswalks, or bicyclists not wearing helmets.

Harder to assess: Drivers who are violating school drop-off and pick-up procedures. (Do the students know the school's official policy and procedures?)

Hardest to assess: If bicyclists are dressed for visibility at night (this is hard to assess if observations are taken during school hours).

Be sure to ask for several examples of the harder and hardest-to-assess categories so that all the students feel capable of completing an observation sheet.

Ask students to conduct brief interviews with safety professionals (e.g., public health professionals, local police officers, etc.) to find out about efforts to keep neighborhoods safe. Questions could include: What type of data or information do you use to measure safety near schools? Who is responsible for analyzing and interpreting that information? Is the data you collect available for our school?

Wrap-up/Debrief: Owning Up to Unsafe Behaviors (10 min)

Ask the students to anonymously complete the *Observations Sheet for Unsafe Behaviors* handout listing the unsafe behaviors that they have committed within the past week, month, or year. Collect the sheets and give a quick scan to assess the degree of unsafe practices within the group. Then facilitate a conversation using the following questions as a guide:

- Do the students believe that it is important for them, as leaders in a Safe Routes to School group, to act as role models by demonstrating safe practices at all times? (Yes.)
- Do safety rules only apply to young children? (No.)
- Is there an age when a person outgrows the need to follow safety rules? (No.)
- Will the students' credibility as Safe Routes to School student leaders be jeopardized if they are not modeling safe/proper behavior? (Yes.)

If necessary, consider asking the students to pledge their intention to follow the road safety rules. Publicly stating their willingness might help to increase the likelihood of following through. Ask how they can deal with peer pressure to not follow road safety rules, such as pressure to jay-walk with a friend?

Is it important for the student leaders to be familiar with school policies around safe drop-off and pick-up procedures? If these policies are not readily accessible, it might be a good idea for a student-friendly version to be produced. This could be an added assignment for two or three student leaders.

Closing: Improvements (5 min)

In a circle, ask students to identify one of their own behaviors that they can personally improve on to be a better role model of safer practices.

Session 5 (B): Preparing to Conduct a Walk/Bicycle Audit

GOALS

- To become familiar with the action planning tool.
- To plan and practice a short public speaking exercise.
- To prepare for two research exercises that will be implemented within two weeks of this session: the "Unsafe Behavior Observation" exercise and a "Walk and/or Bicycle Audit."

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- Notes from last session on unsafe behaviors that are easy-harder-hardest to classify.
- TIMS data and/or local pedestrian/bicycle crash data.
- The three student-drawn maps from the last session.
- The school's drop-off and pick-up procedures.

Communication with Partners:

- Plan ahead–it is a good idea to give invitees a weeks notice!
- Invite school administrators and traffic safety officers to your session. Request a day and time within the next week or two that you can schedule an hour and a half for the walk or bicycle audit with them. Confirm whether the walk or bicycle audit will require a parental permission slip and/or neon vests for the students to wear when they leave school property. If so, prepare the forms and secure the neon vests.
- Determine the date for conducting the "Unsafe Behavior Observation" exercise and consider inviting people who have a role or an interest in safe walking and bicycling to school, such as the school nurse, Parent Teacher Association (PTA) representatives, the Safe Routes to School regional coordinator, pedestrian/bicycling advocates, transportation engineers, urban planners, local government officials, bicycling safety skills instructors, neighbors, student transportation department representatives, city or county staff, and elected officials. Ensure that your student leaders have permission from the principal to miss the first and last 15-20 minutes of class on that day, and have students communicate this to their teachers.

Pre-reading for Facilitator:

- Walk Audit Guidebook from Sonoma County Bicycle Coalition, http://sonomasaferoutes.org/sites/default/files/walkability-walkabout-guide.pdf.
- *Public Speaking/Assemblies* delivery tool, in Appendix A.
- *Planning for Action* delivery tool, in Appendix A.

Handouts, Templates, and Tools:

- *Planning for Action* handout, in Appendix A, to display on a whiteboard or project onto a screen.
- *Public Speaking/Assemblies* handout, in Appendix A--one copy per student pair.
- Computer access to Google maps and the capability to print a labeled map of the immediate school area–at least 11x17 or larger.
- *Observations Sheet for Unsafe Behaviors* handout, in Appendix A—one copy per student.
- *Walkability Checklist for Students and Adults*, in Appendix A—one copy per student.
- *How Bikeable is your Community?*, in Appendix A—one copy per student.

- Camera to photograph problem areas or "hot spots."
- Recording device to document comments along the route when conducting the Walk or Bicycle Audit.
- Clipboards and pens—one for each student pair.
- Optional: Computer with Google Map to pin-point student observation points.

Warm-Up: Silent Agreement(10 min)

Play a game where no one speaks (after the instructions are given). One option would be a version of Rock/Paper/Scissors[xxxviii] played by the entire group.

Rock/Paper/Scissors. Divide the students into two groups. Each group huddles on opposite sides of the room and, without talking, decides if they will show rock or paper or scissors at the next face-off. Once decided, both groups face off in the middle. The only talking now allowed is the traditional calling out of Rock/Paper/Scissors and each group performs the agreed-upon signal. Repeat for a few rounds and tally up the score.

EXERCISES

Planning for Action (20 min)

Students often underestimate the level of detail, planning, and preparation required to host an event or activity. The *Planning for Action* handout is an organizational tool to help students generate planning checklists for each of the activities they lead.

Instructions for this exercise are listed in Appendix A.

Preparing to Observe Unsafe Behaviors (25 min)

The Unsafe Behavior Observations and walk/bicycle audit are important in setting the direction of the campaign for the student group. This exercise introduces them to conducting the Unsafe Behavior Observations and the Walk/Bicycle Audit and the importance of the results.

Review what the students recall about the unsafe behaviors sheet from the last session. Looking at the Google map of the school, ask students to identify locations where the observations should take place. This can include the drop-off zone, parking lot, and nearby intersections or crosswalks. (Explain that any of the necessary locations that are beyond school property will be addressed separately–during the Walk and/or Bicycle Audit.)

Schedule and Prepare for the Unsafe Behavior Observation

Distribute the *Observations Sheet for Unsafe Behaviors* handout for the student leaders to review (then collect the handout the morning of the observation activity). For each location identified on school property, assign a pair of student leaders. Remind students that they are to conduct their observations from a safe location on school property that will not block pedestrians, bicycles, or vehicles. Have each pair note their specific location on their handout. (Note: "In front of the school" is not specific enough.)

Be sure to confirm that each pair of students knows their assigned location either by checking that it has been written on the handouts or by going around the circle and asking everyone to state both where they will be standing and where they will be observing. (If possible, arrange to have access to a computer so that you can pin-point these locations on a Google map with the names of each student pair.)

Determine a date for this activity and a meeting location (see optional note below). Have the *Observations Sheet for Unsafe Behaviors* handout, clipboards, and pens to hand out to each student pair. Begin the morning observation 20 minutes before school starts and continue until 5 minutes after the morning bell. Begin the afternoon observation 10 minutes before the afternoon bell and continue until 15 minutes after school ends. Have each student record the date and times. (Consider completing the *Planning for Action* handout as a sample of that tool in preparing your observation activity.)

(*Optional*) Plan to meet an extra 15 minutes earlier on that day in the staff room with a nutritious treat.

Schedule and Prepare for the Walk/Bicycle Audit

The key locations you have identified beyond school property will need to be observed in a slightly different manner than watching pedestrians, bicycles, and vehicles from one fixed location. A Walk/Bicycle Audit will require the participation of either school administrators or traffic safety officers, so they should be asked when they are available. Once these dates are determined, tell the students the preferred dates suggested by the school administrators or traffic safety officers, confirm the students' participation, and decide on the time and location to meet.

In planning for the Walk/Bicycle Audit, first identify the areas on a map where students will stand while observing. Next, draw a walking or bicycling route connecting the observation areas. Include locations of sidewalks, paths, crosswalks, traffic signals, traffic calming areas, and convenience stores (i.e., places where students might be tempted to jay-walk). Plan for a one-hour walk or bicycle ride followed by another half hour for further discussion. The purpose is to have the students find/identify the problem areas. The experts will determine the appropriate engineering solutions. Once your date and time is set, invite other local partners (listed under "Communication with Partners" in the opening pages of this session) to join in on the Walk/Bicycle Audit.

Distribute the *Walkability Checklist for Students and Adults* or the *How Bikeable is Your Community?* handout to the students for review. Depending on the amount of time left in the session, ask for comments on any part of the sheets that might be unclear. If required, distribute the parental permission forms for the Walk/Bicycle Audit.

Refresher: Mayor's Speech(5 min)

One after another, students are asked to deliver two lines of a speech or announcement to an imaginary Mayor outlining safety improvements around the school area. As an improvisational game, the students' speaking order is random, but they need to keep listening so that the message and presentation style are seamless.

The adult facilitator takes notes of the topics raised.

Public Speaking/Assemblies (20 min)

Regardless of the events and activities that your group chooses to implement, there will usually be a need for strong public speaking skills. This exercise will help students prepare a quick presentation to practice public speaking.

Instructions for this exercise are listed in Appendix A.

Wrap-up/Debrief: Explanation (10 min)

Ask students to imagine that the Walk/Bicycle Audit is taking place and a string of people approach to ask your group what they are doing. The student leaders should speak for the group, so one by one have a student answer the question "What are you doing?" from people such as the following:

- a 7 year-old
- another middle school student
- someone walking a dog
- a jogger
- a bicyclist
- a parent in a car who has just dropped a child off at school

Does the audience affect the way you explain the project? Why or why not?

Ask each student to say the date, time, and place where you will meet to Observe Unsafe Behaviors. (Yes, they might think it is silly to have seven people say, "8:15 a.m. on October 17th at the main entrance of the school," but repetition is good for emphasis!)

> If time permits, ask the students how they have explained their involvement in this Safe Routes to School group to their own parents.

Follow-Up Tasks:

- Conduct your Observations of Unsafe Behaviors.

Reminders for Conducting the Observation of Unsafe Behaviors

Remember, students are to remain on school property. Be sure to visit each of the student pairs during the observation by using the points you recorded on the map when they were checking in and see how they are doing. Take photographs of the students, which will both record the event and confirm the safety of their chosen locations. Keep the completed "Unsafe Behaviors Observations" sheets so that you can refer back to them in Session 8.

- Conduct your Walk/Bicycle Audit.

Reminders for the Walk/Bicycle Audit

Gather at the agreed-upon location before the start time with your camera and a recording device ready so that comments can be captured word-for-word at the stops you make. Have one student welcome your guests and invite everyone to introduce themselves. As a reminder, ask the students to show the planned route and describe in detail where you will be walking or bicycling. Be sure you collaborate with school administrators and have all necessary completed permission slips from students. Note: Students and guests should be provided water prior to the audit.

Ask people to identify any expected problem areas or "hot spots" and ensure that these places are visited first (where practical) because some people might need to leave the audit early. If appropriate, remind everyone that they will meet afterward for a short wrap-up and a nutritious treat in the staff room.

Travel the mapped-out route. Label each location on the map where the group stops to make a comment.

Take note of the following:

- Quality/availability of sidewalks and crosswalks.
- Curb let-downs at corners for wheelchair accessibility.
- Relative sidewalk widths along the route.
- Parked cars that block sidewalks.
- Traffic volumes and speeds (a comparative measurement can be made by counting the number of cars passing your group in a 30-second window).
- Signage–including stop signs, school crossing, school speed limits, no left turns, and no parking.
- Drivers who did not yield to pedestrians at crosswalks or traffic lights.
- People loitering or engaging in threatening of unsafe behaviors.
- Empty lots
- Scary dogs (leashed and/or unleashed)
- Vegetation that blocks sidewalks/paths.
- Timing of pedestrian crossing signals–is there adequate time for students/children/parents/grandparents/persons with disabilities to cross safely?

Encourage the student leaders to spread out and take the opportunity to chat with their guests during the walk as opposed to clinging to their friends.

Once you've returned to the school, open a discussion in the staff room to encourage everyone to share one or two key discoveries they noticed about the built environment and how it might be hindering students' ability and safety to walk or bicycle within the neighborhood.

Session 6 (B): Adding Knowledge from Local Experts

GOALS

- To review the observations of the physical environment around the school.
- To use the information from the observations to shape ideas for making the school area a safer and more comfortable place for walking and bicycling.
- To identify local experts who might contribute to the planning process.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- The comments typed up from the "Unsafe Behavior Observations" and the "Walk and/or Bicycle Audit."
- Maps from the last session.

Communication with Partners:

- Plan ahead–it is a good idea to give invitees a week's notice!
- Invite the school administrators and/or the traffic safety officers to your session so that they can hear and comment on the findings from the travel tally and student survey.
- Invite one or two "local experts" who might be consulted regarding suggestions or ideas for improving safety in the school area. Consult your list inside the front cover of the Guide.

Pre-reading for Facilitator:

- Become familiar with some of the more common activities and policy changes used in Safe Routes to School programs that are listed within this session, and if possible have a copy of the Safe Routes to School activities and policy changes that can be projected on a screen.

Handouts, Templates, and Tools:

- Color stickers: two colors of dots or stars.
- *Telephone Talking Notes* handout, in Appendix A--one per student pair.
- Sticky notes to temporarily paste onto the maps so that you can identify the areas the students wish to address.

Warm-Up: The Observation and Audit (10 min)

Ask the student leaders if they have begun to see the school area differently after having completed the observation and audit. Are they more attuned to the traffic safety behaviors of others? Of themselves? Has anyone found themselves in a position where they saw someone acting unsafely? Did they speak up?

EXERCISES

Compile and Review Data (40 min)

Lay out all of your collected data including maps, notes, and comments from the Observations of Unsafe Behaviors and the Walk/Bicycle Audit. Ask for initial comments. If the goal is to make the school area safer and more comfortable for walking and bicycling, ask the students what they think needs to be done.

Depending on the flow of the conversation, aim to categorize the ideas and suggestions as either:

A) General concerns: yellow star or dot stickers.

B) Urgent concerns: red star or dot stickers.

- Ask the students to consider a scenario where a new student (and their parent) asks for information about how they might safely get to school. What would you tell them?
- Which school entry point would be the WORST if they walked to school?
- Which school entry point would be the WORST for them to use if that person bicycled to school?

(Note: Do not include delivery areas or emergency vehicle lane ways within this conversation as these will not be a priority for the student leader events and activities.)

- Ask why these locations have been identified as the WORST for walking and bicycling. As these reasons are being articulated, ask the students to begin thinking about remedies for these problems.

As a separate task following the meeting, ask if a couple of students would graphically compare the data from the "Observations of Unsafe Behaviors" completed handouts. They might decide to create a bar graph or a pie chart that will indicate which of the three possible target audiences tallied the most unsafe behaviors (unsafe pedestrian behaviors, unsafe bicyclist behaviors, or unsafe driver behaviors). Or they might find it more interesting to focus on one of the audiences and show which unsafe behavior(s) was (were) most common for that audience.

My Entrance

Lay out your largest map on a table. Ask the students to stand at the edge of the table (relative to the map) where they enter the school area on their commute to school. Are students equally spread out around the table? If so, then you could form pairs of students according to the direction from which they arrive at school.

Ask the student pairs to choose one of the "problem" locations based on the number of yellow and red stickers and to brainstorm a few ideas for how the issues around their particular location might be addressed. Return to the larger group in a few minutes to check in and share ideas to improve the safety and comfort of pedestrians and bicyclists within the school area.

As a large group, have each pair choose one idea to continue to develop. This discussion can serve as a draft plan.

Before proceeding further, share with the students a few of the more common activities and policy changes (listed below) that are used in Safe Routes to School programs. These are further explained throughout the Safe Routes to School Local Policy Guide:[xxxix]

- Crossing Guards–Often trained and/or hired by the local police department, crossing guards also can be part-time employees, volunteers of the school district, or older students. To get started with developing a crossing guard policy, first check with your local police, the transportation department, and the school district to see if there is already a crossing guard or student safety patrol program or policy in place.
- Law Enforcement Involvement–A school resource officer (SRO) is a local influential partner or "power person" who can help shape policies regarding school walking, bicycling, and pick-up and drop-off routines, and can serve as a liaison to other police departments.
- Pedestrian/Bicycle Safety–A comprehensive Safe Routes to School program should include pedestrian and bicycle safety education curricula. These are often through Physical Education programs but can be a part of any classroom's curriculum.

- School Walking and Bicycling Policies–There are two kinds of walking and bicycling policies typically instituted at schools: supportive policies and barrier policies. Some schools unintentionally discourage walking and bicycling with barrier policies, for example requiring older students to walk with a guardian or disallowing bicycling all together because of roads the school considers unsafe. Supportive policies, on the other hand, foster walking and bicycling by educating parents and students on safe pedestrian and bicycle behaviors, prioritizing walkers and bicyclists with a safe approach and entry to the school, and providing secure and reliable storage of bicycles during the school day.
- School Wellness Policies–These are similar to school walking and bicycling policies but can connect Safe Routes to School initiatives with other wellness efforts going on at the school.
- Arrival/Departure Policies–Instituted at the school- or district-level, policies regarding arrival and departure times and procedures can improve often chaotic and unsafe practices to make the school area safer for pedestrians and bicyclists. To improve arrival and departure, the flow of traffic can be altered to reduce driver error and congestion. For example, sections of a street can be blocked off with traffic cones during arrival and dismissal times.
- Remote Drop-Off–This can help to reduce chaos and congestion at the school by requiring parents and/or school buses to use a drop-off location that is a few blocks away from the school. School bus drivers and their managers may resist this at first, so you may need to get the school principal or superintendent's office to support or require this change.
- Complete Streets Policies–These policies work to reverse the trend of automotive "ease and freedom," ensuring that roads are "designed to be safe for drivers, bicyclists, transit vehicles and users, and pedestrians of all ages and abilities." [xl]
- School Siting Policies–Decisions about where schools are sited, their size, construction, and design have significant impacts on the travel mode options for student and parents.

Do any of these Safe Routes to School activities or policies connect with the ideas that the student pairs have selected? Or are there any pairs of students who might prefer to revise their draft plan with one of the ideas on this list?

Now, turn your attention outward by asking how the students might gather more information about refining and implementing these ideas. Many experts within a community will support a safer school area for walking and bicycling. Who else in the community–including those who participated in the walk or bicycle audit–might be asked for suggestions or help? Have each pair identify at least one community expert they will contact to seek advice.

If you feel that you need some additional ideas, consider asking a pair of students to search the internet for the seven activities and policy changes listed above. Ask these students to spend no more than 30 to 60 minutes gathering examples of the activities most relevant to your program. Have them take notes or, if possible, print out these activities and bring to the next session.

Refresher: The King/Queen[xli] (5 min)

This game is an example of the opposite of teamwork, so be sure to debrief!

One person is assigned the role of King/Queen and sits on a "throne" while all the others begin by sitting on the far side of the room. The objective is for the King/Queen to gather a full court of willing subjects sitting on the floor around her/him. The King/Queen is dethroned if he/she has no one sitting with him or her "in court" for three interactions.

One by one, each person stands up to propose something (anything!) that they think the King/Queen will like. (For example, "If you invite me to court, I'll loan you my very favorite pen.") If the King/Queen likes what is said, then the person is invited to sit at court. If not, the player stays at the back. With the snap of his/her fingers, the King/Queen can summon anyone into, or out of, their court. The King/Queen does not have to justify his/her actions.

For example: "I like your highness' shirt!" might generate a royal response of, "Why thank you, please come sit at court." Or if the King/Queen senses sarcasm, they might respond with, "This old thing! Methinks you jest: stay where you are!"

Debrief: What is unfair about this system? Why is it not the model for this student leader group? How can we work better as a team?

Preparing to Contact Experts (20 min)

Before setting off to create a plan of action, it would be worthwhile for the student leaders to seek the opinion of others. There are many experts within a community who can contribute valuable suggestions or ideas to the students' plan of action. Ask the students who they can identify when it comes to improving conditions around the school area for safe walking and bicycling. You may have noted many of these people already inside the front cover of the Guide, such as bicycle shop owners and mechanics, pedestrian and bicycle advocacy organization staff, and regional Safe Routes to School coordinators.

- From this list, who do the students think they should contact?
- Who might be contacted for ideas and suggestions, or who might be contacted for support when your group hosts activities?
- Will it be easy to reach these people over the telephone? If so, consider assigning a pair of student leaders to each expert you would like to involve.

Before the students contact a local expert, they will need to be able to properly introduce themselves and the topic of their request. As a group, discuss the talking points listed in the *Telephone Talking Notes* handout to make sure that everyone in the group understands the various segments.

By crafting and practicing these messages, all the student leaders will become better spokespeople for the Safe Routes to School program. However, before taking time to complete the sheets, invite one or two pairs to practice unrehearsed. Ask them to stand up and 'make the call' to a local expert (with you playing the local expert role). Afterward, ask the other students to comment on what the 'callers' did well. What could they do better?

In pairs, have the students complete their handouts and role-play calls to a local expert. At the next session, each pair should be ready to present their completed handout to the rest of the group.

> This exercise could be adapted for sending e-mail messages; however, with the amount of e-mails that people receive every day, a telephone call made by a youth might be more likely to capture that person's attention.

Discuss what the students should do if they receive the person's voice mail. List viable options. For instance, leaving the school's number might sound like a good option, but school receptionists may not appreciate receiving calls they cannot easily redirect to a student (although they may be more willing if they have been asked in advance). On the other hand, depending on school rules, is it appropriate for a student to give their own cell or home number?

Wrap-up/Debrief: Pacing (5 min)

Check in with students and ask for comments regarding the pacing of the exercises in the campaign. Do the students feel that things are moving too slowly? Are they eager to get into action, or are they wanting more time to practice? What might the group consider doing to adjust to the perception of pace, especially if they think it's going too slow? Explore why they think that the project is structured with ample time for preparation and practice.

Closing: Networks (10 min)

Gather around in a circle. Pose some "who knows someone who" questions (see below for examples). Each person who can respond with a "Yes, I do." takes one step into the circle for a moment before taking a step back.

The purpose of this exercise is to demonstrate how valuable a group's network can be. For instance, if "I" do not speak Spanish, that doesn't mean that "we" do not know someone who does. After a few easy rounds, ask the students to recall some of the "missing components" from the Bicycle Shop (from the "If Our Group Was a Bicycle" exercise) and have them pose a "who knows someone who" question that might address a need within the group.

Ask:

- Who knows someone who can speak three or more languages?
- Who knows someone who can change a bicycle tire?
- Who knows someone who can make a video?
- Who knows someone who loves to speak in front of the entire school at an assembly?

Follow-Up Tasks

- Arrange a meeting for two student volunteers and you, the adult facilitator, with school administrators and traffic safety officers (or school resource officers) if these key partners were not able to attend this session. This meeting should be held at a follow-up meeting before the next group meeting so you can report a summary.
- Internet search. At least two students should investigate some possible events and activities that seem both interesting and workable for your school.
- Students should contact local experts. Students will make short telephone calls using their *Telephone Talking Notes* handout. A summary of their notes should be reported back to the rest of the group at the next session.

A small group of students will be compiling and graphically depicting the observations of unsafe behavior.

Session 7 (B): Our Draft Plans for Creating a Safer School Area

GOALS

- To finalize the plan of events and activities for making the school area a safer and more comfortable place for walking and bicycling.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- List of preliminary activities and events from previous session–to be displayed on a whiteboard or projected onto a screen.
- Maps from the previous sessions.

Pre-reading for Facilitator:

- *Campaigns*, *Events*, *Activities* sample sheet and notes, in Appendix A--print several copies for the students or project onto a screen.
- *Planning for Action* delivery tool, in Appendix A.

Handouts, Templates, and Tools:

- *Campaigns, Events, Activities*—sample sheet, in Appendix A—a few copies.
- *Campaigns, Events, Activities* handout, in Appendix A–one copy per student.
- *Planning for Action* handout, in Appendix A¬–one copy per student.
- A whiteboard or large sheets of paper to record activity ideas.
- Five E's table, prepare on a whiteboard or a large piece of paper.
- Sheets of letter-size paper for follow-up list of activity ideas.
- (*Optional*) Video camera to record the "commercials" at the end of the session.

Warm-Up: What's My Name? (10 min)

Going around the circle, each student demonstrates a simple action (e.g., stand on one foot or put your finger on your nose). While these actions are being performed, everyone else shouts/whispers the person's name. (Note: Shouting is only encouraged if there are no classes taking place next door.) On the next go-round, each person must demonstrate three actions: the action of the person to the left, their own action, and the action of the person to the right–while saying the name of the person who made up the action. Let the students know at the beginning of the activity that each of them will have to demonstrate the three actions so they are paying attend and are prepared.

When that becomes easy, then on the next turn re-arrange the circle and continue. One by one, each person performs the action of the person to their left, their own action, and the action of the person to the right.

EXERCISE

Explore Options (20 min)

Begin with the graphic representation of the "unsafe behaviors observed" that students prepared from last session. Ask the students if this information sparks any new ideas or responses for ways to achieve your goal of a safer school area.

List the preliminary activities and events raised at the previous session on the whiteboard.

Local Expert

Have the students pairs share the findings from their conversations with local experts, including the expert's

suggestions for events or activities. Add these to the whiteboard or paper.

Invite the students to share some thoughts about calling the local experts. Were they nervous to make the call? Did the local expert answer the questions? Was there any confusion on either end of the phone? Did having the *Telephone Talking Notes* handout help? If not, how might the students have better prepared for the call to go more smoothly? What were the students' impressions of the experience?

Internet Search

Have the students present their findings from the internet search. How many of these activity ideas are the same as the ones already identified? Add these new ideas to the whiteboard or paper.

Categorize Ideas and Options

Display the Five E's chart on the whiteboard or large sheet of paper (note that students have already done evaluation through the Unsafe Behavior Observation activity and Walk/Bicycle Audit) and ask how the list of ideas and options would be categorized according to the three target audiences:

- Pedestrians.
- Bicyclists.
- Drivers.

Target Audience	Education: Altering perceptions--strategies to teach, remind, plan.	Encouragement: Highlighting incentives--strategies to generate interest and excitement around safe behaviors	Enforcement: Aiming to reinforce good behaviors and strategies to deter unsafe behaviors.	Engineering: Implementing longer-term physical change: construction renovation of roads and/or signs.	Evaluation: Evaluating the current and future conditions
Pedestrians					
Bicyclists					
Drivers					

If you choose to focus on education, encouragement, and enforcement, you can return to the engineering comments in the final session when the focus turns to follow-up or longer-term actions.

(Do not erase this board as you will refer to it later in this session.)

Campaigns, Events, and Activities (20 min)

This activity first shows an example of a previous group's work, and then asks the students to begin working on their own Campaigns, Events, and Activities worksheet.

Using a whiteboard or projecting the image on a screen, display and/or distribute the sample copy of the Campaigns, Events, Activities sheet, which shows a full listing of events and activities for a similar project. Have a student begin reading out loud, and once it's been read, ask the students what they understand about the incentives, perceptions, and safety barriers of the group's campaign. The group might see, for example, that bicycle repair is a significant issue, and that competition between grades seems to be a strong motivator at this example school.

When compared to this example, how similar or different are the categories that your group is dealing with?

You might want to circle the activities on the whiteboard according to the three categories:

- Draw a solid line for activities that incentivize walking and bicycling to school.
- Draw a dotted line around activities that address perceptual barriers.

Draw a dashed line around those activities that address safety barriers.

At this point, you will need to decide on the number of activities the group wants to plan. To help choose which activities from your list on the whiteboard to pursue, consider using the "Silent Thumbs-Up/Thumbs-Down" exercise, the "Consensus Decision Making" activity, or the "Fist to Five" activity (in Appendix A).

Refresher: Movement (5 min)

This activity gets students up and moving for a few minutes.

Have them act out "My greatest concern around traffic safety at this school."

Students take turns acting out or miming to demonstrate their greatest concern around traffic safety at this school while the other students try to guess what concern is being mimed.

Shaping the Activities (20 min)

Write the name of each activity the group has selected across the top of separate sheets of blank paper. Lay out the sheets of paper on a table and ask each student to choose one activity to lead. Multiple students may choose the same activity, but in the end, one person will need to be chosen as the leader. Rely on the group's teamwork skills and mutual respect to finally agree on one student's name as "Activity Captain" per activity.

Discuss ways to put these activities in chronological order. Ask some planning questions:

- Should a few of the activities be coordinated to happen on the same day as an "event day" such as Earth Day or Walk to School Day?
- Do we need to have some activities precede certain others? For example, educational and safety-awareness activities are commonly delivered before encouragement activities or competitions. So, if you are going to have a bicycling safety quiz or a bicycle tune-up activity, they should take place before a bicycle rodeo or a bicycle tally.

When you are ready, distribute the blank *Campaigns, Events, Activities* handouts and fill in the sheets together as a large group, so that each student will have a copy of the proposed plan.

Is there a logical split between the early and later activities to make two or three events? If so, it might be worthwhile to nominate two students with the added duty of "event coordinator." One way of "electing" the event coordinator is to give willing candidates the chance to describe the overall event that they might want to put together. This could include the broad theme or purpose and some of the activities that they might like to include.

Distribute the *Planning for Action* handout and allow a few minutes for the Activity Captains to begin filling out their sheets.

Wrap-up/Debrief: TV Commercial (10 min)

Ask pairs or small groups to create a 30-second presentation skit (commercial) announcing one or more of their activities. (Yes, it is very soon to be describing it, but if the students have the seed of their idea, a quick improvisational skit can help to move some of the details along!).

Video-record these skits, and consider using the video (or an improved re-take) as part of the upcoming activity promotions.

Closing: Remembering "Cool" (5 min)

Go around the circle and ask each person to describe how their activity might capture some of the "cool" that they described back in Session 2: "That was Cool: Remembering".

Follow-Up Tasks

- Each Activity Captain should complete the assigned activity's Planning for Action sheet.
-

  Make sure each Activity Captain gathers feedback from at least two other students about their plan before the next session. Ambitious students might look online for pointers and suggestions as to how their activity idea has already been implemented elsewhere!
- Based on the activities being suggested, discuss the potential need for fundraising. (See note in the Introduction and the sample letter in Appendix A).

Session 8 (B): Our Final Plans for Creating a Safer School Area

GOALS

- To gain a clear understanding of each group's plans for the upcoming activities and events.
- To offer constructive criticism and support across the student leader group.
- To create a detailed checklist and timeline for tasks still remaining to be completed.

At this point in time steer clear of inviting new ideas; this is a time for solidifying existing plans.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- *Campaigns, Events, Activities* notes from your last session.
- *Unsafe Behaviors Observations* sheet from Session 5.

Pre-reading for Facilitator:

- *Six Thinking Hats* delivery tool, in Appendix A.

Communication with Partners:

- Consider inviting the school administrators and traffic safety officers to this final preparation session so that they can participate in the "Six Thinking Hats" review of the action plans.

Handouts, Templates, and Tools:

- *Six Thinking Hats* handout, in Appendix A–one sheet for each activity that you have planned. Cut the sheet into color-coded strips.
- *Observation Sheet for Unsafe Behaviors*, in Appendix A–two or three fresh copies per student pair for follow-up observations during/after your activities.

Warm-Up and Check-in: Admiration (10 min)

Have students think of a quality or attribute that they admire in someone else within the group. Going around the circle, invite these comments to be shared in a way that is not identifiable with any one person.

For instance, someone would say:

- Someone here always follows through on what they promise to do. I really admire that.
- Someone here was really supportive when I felt a bit overwhelmed and it made a big difference to me.

If time permits, ask the students how it felt to be hearing these examples of admiration anonymously. How might it have been different if people's names had been identified?

Check-in from Last Session: Feedback from their Peers

Invite the Activity Captains to share the feedback they gathered from other students on the proposed activities. By discussing the early plans for an activity with other students and hearing suggestions, they can become more confident in the planning of their activity.

EXERCISES

Six Thinking Hats (20 min)

Six Thinking Hats

"Six Thinking Hats" can be a valuable tool for fine-tuning your event and activity preparations. It gives the students a chance to hear a wide array of constructive feedback about their activity while they still have time to adjust their planning. However, the tool does take some time, so if you need the full session time for planning, this activity can be skipped.

Instructions for this exercise are listed in Appendix A.

> If you do not use "Six Thinking Hats," use the full session to continue planning your events and activities.

Final Preparations (40 min)

At this point, the students will probably still have a list of tasks remaining on their Planning for Action sheet. This might include making posters, writing and practicing announcements, or preparing notices to promote the events and activities. It may also include gathering items for events (e.g., tables and balloons) or even talking to supportive teachers about participation.

If any students are not busy, suggest they write e-mails or make telephone calls to invite the media and the local experts who were consulted earlier in the process.

Feedback

Be sure to use a variety of strategies to document and record feedback. This might require that you schedule another date to observe the behaviors of pedestrians, bicyclists, and/or drivers at the SAME locations where the previous observations were conducted. If necessary, distribute additional "Observation Sheets for Unsafe Behaviors" sheets.

Another way to document the process is photographing or videotaping unsafe areas. Taking photographs of the same place over time is a great way to see what's happening. This kind of photography can help to illustrate the overall dynamic of pedestrian, bicycle, and traffic flow over the course of a morning drop-off or afternoon pick-up segment. (Note: Ensure that the school administrators are aware–and preferably present–if and when you are using cameras or video equipment on school grounds. People can become suspicious when they, their children, and/or their license plates are being photographed. Any concerns should be directed to the school administrators.)

Refresher: Applause (5 min)

Use as needed over the course of the session as people need a chance to move around and refresh.

Sitting or standing in a circle, have each person say a word or phrase to describe the growth, development, or contribution of each student (for example, "Jane did a great job keeping focused, even when we were all being silly"). After each person speaks (other than the person being honored) punctuate it with hearty applause. (Unless you are inside and classes are going on in the next room and you need to be quieter.)

Or, go around the circle and ask each person to describe one or two ways in which the group has become awesome. At the very end, punctuate that with hearty applause.

Wrap-up/Debrief: Hopes and Worries (10 min)

Ask each student to identify two thoughts: what successes they hope to gain from their activity and their greatest worry. Invite others to offer specific support or comments to help lessen those worries.

For example, if one person says, "I'm worried that the traffic engineer thinks we're wasting her time, and she's just being polite to me," another person might offer a suggestion based on Green Hat thinking: "What if you called the engineer again and asked, 'If we could turn back the clock and we were just about to start, what would you suggest we do?'"

Allow time at the end for each person to make notes based on the comments of support and help.

Closing: Fair Warning (5 min)

As a final debrief before your events and activities it would be valuable to remind the student leaders that there might be some students who will not appreciate their efforts. For any number of reasons, some students might choose to not participate in events, and instead, be critical or mean.

Ask the students how they might feel under these circumstances, or if they feel bullied. Who can they turn to for emotional support? Refer to the school's procedures for any form of emotional or physical intimidation or bullying.

Follow-Up Tasks

This will probably be a busy week…. or two!

- Remember to have students return to their unsafe behaviors observation points to collect fresh data so that you can measure the success of your events and activities.
- If the group uses activities to collect feedback, such as a fill-in-the-ballot prize drawing, ensure that the results are tabulated before the next meeting, even if that means the student leaders need to ask a friend to help. How many people participated? As the facilitator, you should be ready to make notes when you hear any feedback or comments from staff, administrators, and local partners during the students' events and activities.
- Ask your students to bring their Planning for Action sheets to the next meeting.

Session 9 (B): Recognition and Next Steps

GOALS

- To recognize accomplishments and successes.
- To document the insights gained and suggestions for improvement (for next year) from activities and events.
- To begin to identify local and school policies affecting safe walking and bicycling to school that might need to be revisited.
- To take the first steps in acting upon this policy change.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- The students' *Planning for Action* sheets from the activities they implemented.

Pre-reading for Facilitator:

- Front Page News delivery tool, in Appendix A.
- *Safe Routes to School National Partnership Local Policy Guide*
  http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf
- *Bridging the Gap: Using Local Land Use Laws to Facilitate Physical Activity*
  http://www.casaferoutestoschool.org/wp-content/uploads/2011/06/btg_land_use_pa_FINAL_03-09-12.pdf

Communication with Partners:

- Your feedback notes and comments from staff, administrators, and local partners during the students' events and activities.

Handouts, Templates, and Tools:

- Blank cards, envelopes, and stamps for thank you cards–one per student.
- *Front Page News* handout, in Appendix A–one per student.
- Slips of paper for students to anonymously describe any emotions that they experienced.
- *Changing the Rules!* handout, in Appendix A.
- Blank sheets of paper–for additional notes that will assist next year's student leaders with the *Planning for Action* sheets.
- A "talking stick/magic wand" for the Refresher activity: Magic-Wand-Go-Round.

Warm-Up and Check-in: Reflection (10 min)

Going around the circle, ask each student to identify three noteworthy elements of the recent events and activities:

- One thing that they really admired,
- One thing that offered a pleasant surprise, and
- One indication that the events and activities have planted a seed for future success.

Check-in from Last Session: Emotions

Create a calm space for students to present, and hear, any emotions that were generated as part of the events and activities. Were people critical, or unresponsive, or rude? To do this anonymously, hand out slips of paper for the students to write out a word or phrase about how they felt. (They should not include details or names.)

Collect and randomly redistribute the sheets so that they can be read out loud anonymously. Each student might begin by saying, "Someone here says that they felt…" and then read the slip of paper.

EXERCISES

> If anything mentioned seems serious enough for follow-up, encourage the author of that note to speak out or to speak with you privately later in the day. However, as an anonymous exercise, if that person does not come forward you may be able to do little more than relay your concern to an administrator.

Front Page News (20 min)

In this activity the student leaders pretend that they are responding to the interview questions of a reporter. This activity can be used either as a visioning exercise, where the students envision a wonderful finish to their campaign that is to be reported on the front page of the local newspaper, or a reflection exercise, where the students consider their efforts and contributions as if they were going to be documented in the local media.

Instructions for this exercise are listed in Appendix A.

Hindsight (20 min)

As a large group, ask students to describe one resource or skill that they wish they had when planning their activities and have now acquired. Discuss how these new resources and skills have made this group more capable and better able to deliver components of a Safe Routes to School program.

Reflect on how these resources and skills would have been useful earlier in the planning of the campaign, and ask the students to complete the section of their Planning for Action sheet with the goal of supporting future student leaders in revising and adapting this project for next year.

Ask the students, "If someone were to run this activity next year, what is the best advice you would give to them?"

As each person, or pair, reads out what they have written, invite other students to offer their own observations of what they had noticed regarding newly acquired knowledge or skills of the students who are sharing. Give the students a chance to add these comments to their notes. (Have additional sheets of paper on-hand if necessary.)

Refresher: Magic-Wand-Go-Round (5 min)

In a circle, students pass along a "talking stick/magic wand" and start each comment with, "If I could use this magic wand to make more students walk or bicycle to school, then I would _____." Take notes on their ideas and responses.

Adult Facilitator Notes on Magic-Wand-go-Round

Thinking About Policy Change (20 minutes)

Now is the time that your students are best prepared to start talking about policy change! Through their recent work improving safety for walking and bicycling to school, did they notice any rules or situations that seemed to limit their

ability to implement what they sought to do? What did they discover that they might want to change? Did the "Magic-Wand-Go-Round" exercise refer to any rules or policies that deserve more attention?

Once your group has identified one or two policies about which they might like to express their opinions, distribute the *Changing the Rules!* handout. (If you will be working on two policies, assign a policy to each half of the group.) Ask students to begin working through the sheet for ten minutes. Be sure to ask each group to be able to identify WHY this policy needs to be changed and what ideas they might have to get started. Ask them to be thinking about how they would like to proceed and what they will want to prepare at the next session.

> Example:
>
> Consider a magic wand comment suggesting that the pedestrian crossing signal change faster (i.e., immediately), whenever a pedestrian pressed the button. In this example, the specific complaint might be that the movement of pedestrians is a lower priority than the movement of vehicles.
>
> A solution might be to have the traffic engineer alter the traffic signals (during school hours) to give a higher priority to pedestrians at this crossing that happens to be adjacent to a middle school.

Wrap up the discussion by identifying the most appropriate "power person" to address this/these policy change(s). If appropriate, ask one or two students to invite that person, or someone from their department, to your next session to discuss the intended policy change and the potential options for addressing the rationale behind the request. (Although it might not be easy to schedule a visit from someone like the city engineer, with a week or two notice, there might be a junior engineer from the department who could visit your school.)

> Infrastructure barriers (e.g., sidewalks, traffic signals) might not have been addressed within the students' activities within the project, but now the students' informed involvement in discussions around potential infrastructure changes could be very beneficial. Their insight and their input could assist supportive engineers or planners.

Wrap-up/Debrief: Thank You (15 min)

Have each student identify one person who supported their efforts. Ask them to articulate what that support was and what it helped or enabled the student to do.

Distribute the blank cards and ask each student to articulate these thoughts into a thank you card. If the intended person is not at the school, ensure that the envelope is sealed, correctly addressed, stamped, and posted to that person.

Follow-Up Tasks:

- Invite a local influential partner or "power person" to the next session. Send them a copy of *The Seven P's of Policy Change* handout so guests are aware of the questions the students may be asking.

Session 10 (B): Changing the Rules

GOALS

- To identify informed, student-based recommendations for policy change at either the school or community level.
- To take the first steps in acting upon this policy change.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- The students' *Changing the Rules!* handout from Session 9.

Pre-reading for Facilitator:

- Choose a section of the Safe Routes to School National Partnership's Safe Routes to School Local Policy Guide to read that seems most relevant to your students' concerns.
  http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf
- Bridging the Gap: Using Local Land Use Laws to Facilitate Physical Activity.
  http://www.casaferoutestoschool.org/wp-content/uploads/2011/06/btg_land_use_pa_FINAL_03-09-12.pdf

Communication with Partners:

- Consider inviting your local experts or partners who have shown the most interest to join in this discussion.

Handouts, Templates, and Tools:

- A whiteboard or a large piece of paper to record the students' rationale for changing the rules.

Warm-Up: How Rules Can Support Collaboration (10 min)

Ask the group to try and invent a game without any rules.

Or, play the game "Rule-less." [xlii]

Explain that "Rule-less," as a game without any rules, no two people can be doing the same action or routine. Invite each of them to be looking out for anyone else who might be 'copying' someone else as that would imply the invention of a rule in the game.

After playing the game, discuss how a lack of rules can hinder the spirit of collaboration. Discuss how rules and laws enable different groups and professions to get things done within society. Also, mention that the more we know about the rules and policies, the more we can participate in an informed discussion about them.

EXERCISES

NOT Changing that Rule! (20 min)

Before reviewing the students' ideas for changing the rules from the last session, it would be valuable for them to consider why these rules are actually in place. List the one or two policies that the group would like to change and ask for volunteers to make a short, unrehearsed persuasive argument as to why these policies exist, and why they should remain in place!

Not only should this be fun, but for the group to benefit from this exercise ensure that real arguments are constructed in support of the existing policies.

> The purpose of this exercise is not to dissuade the students from the policies that they believe need to be changed, but to add rigor to their investigation.

We Need to Be Heard (40 min)

Option 1) If you have a guest, such as a local partner or "power person" at your meeting, allow the students to discuss their thoughts regarding the *The Seven P's of Policy Change* handout.

Option 2) If you do not have a guest, such as a local partner or "power person" at your meeting, have the students prepare a communication piece to attract the attention of a local partner or "power person."

After arguing for the opposite position in the first exercise, ask the students if the persuasive arguments have broadened their perspective. Have each group return to their *Changing the Rules!* handout and discuss any new issues or ideas they now have for this recommended policy change. Use the handout to understand the Seven P's for preparing an effective policy campaign.

Now that the students are an informed group with a recommendation to make, it is time to create an action plan.[xliii] This includes the following:

- A description of what your goals include, such as a letter to the mayor, a presentation to the school district trustees, a video presentation for city council, or a site visit for the transportation engineer.
- A list of tasks needed to complete each identified goal, identifying the person (from the student leader group or from within the community) who will work on each task, and a due date for completion.
- A back-up plan for any added steps that might be discovered along the way. (Policy change is not a quick-fix!)

Use the rest of the time in this exercise to write the letter(s) and/or script(s). Ask students to discuss the necessary timelines for delivering the letter or presentation.

From Marin County Safe Routes to School and Student Leaders pilot group

Success story! The Girl Scouts troop made a presentation to the city council urging its support for a grant application submitted by the public works department to make improvements around the school. The city council lauded the troop for its hard work and the mayor pledged to write a letter of support. In addition, the troop succeeded in getting the school to develop a drop-off/pick-up policy for the rear entrance to the school and getting the local police department to provide enforcement.

Refresher: Good Question-to be inserted as needed within second exercise![xliv] (10 min)

Play a game where one student sits at the front of the room as the communications spokesperson at a press conference. This person has just completed a brief announcement either for or against a proposed change in the policy for walking and/or bicycling within the school or community. The members of the community and the media are not very happy with this decision, and now they get their turn to ask questions.

The objective of the game is for the communications spokesperson to evade each question in the most skillful manner possible and use some element of the question to re-state their position. Some possible responses might include:

- "Good question! I'm glad you brought up the need for..."
- "Yes, I was hoping that someone would bring this up because I forgot to mention..."
- "And that is just my point! We MUST..."

If you have a guest at your meeting, it might be more appropriate to play the Rules of the Game refresher from Campaign A on page 60.

Wrap-up/Closing: Our Effects (10 min)

Just as your group plans to put the policy change tasks into action, it is time to close this campaign. Discuss some of the practicalities for continuing the policy change outside of this student leader group, and determine if you will reconvene to work on another campaign!

Decide if you will choose to apply this as a "reflective and enclosing" exercise that focuses on the campaign the group just completed or as a "forward-thinking and expanding" exercise that projects into the policy change action plan.

Sitting in a circle, ask each person to describe a positive contribution they believe they have made to the group, school, or community. If you are using this as an expanding exercise, each person could be asked to describe how this contribution can also help with the plan to change policy. If there is awkward silence because students do not wish to "brag," consider asking them to describe a positive contribution made by someone else–but have them do so in a way that does not actually identify the person they are describing.

Campaign C: For Earth's Sake

Summary

This campaign focuses on improving air quality, lowering the school's carbon footprint, and making the school area safer by reducing the number of vehicles traveling to and from school.

Here's how it works. Student leaders observe and measure the level of vehicle use within the school area before developing a campaign to reduce the number of vehicles driving to and from the school. The purpose of this campaign is to reduce the school's environmental impact, improve students' health, and make the school area safer by reducing the number of vehicles traveling to and from school.

As the adult facilitator, please allow an hour or two to review all seven sessions of this campaign before you begin student planning sessions.

- Children exposed to traffic pollution are more likely to have asthma, permanent lung deficits, and a higher risk of heart and lung problems as adults.
- Over the last 25 years, among children ages 5 to 14, there has been a 74 percent increase in asthma cases. In addition, 14 million days of school are missed every year due to asthma.
- One-third of schools are in "air pollution danger zones."
- Schools that are designed so children can walk and bicycle have measurably better air quality.
- A 5 percent increase in a neighborhood's "walkability" reduces vehicle miles traveled by 6 percent.
- Returning to 1969 levels of walking and bicycling to school would save 3.2 billion vehicle miles, 1.5 million tons of carbon dioxide, and 89,000 tons of other pollutants—equal to keeping more than 250,000 cars off the road for a year.

Reference: http://saferoutespartnership.org/resourcecenter/quick-facts

Campaign C at a Glance

	90-Minute Sessions	Exercises	Follow-up Tasks
Session 4	Traffic Congestion at the School	What are the Pros and Cons of the Automobile?	
		Making or Analyzing Posters	
		If Our Group Was a Bicycle	
Session 5	Preparing to Conduct a Vehicle Count	Planning for Action	
		Public Speaking/Assemblies	
		Preparing for the Vehicle Count	Vehicle Count
Session 6	Adding Knowledge from Local Experts	Compiling Our Findings	
		Preparing to Contact Experts	Contact Local Experts
Session 7	Our Draft Plans for Reducing the Number of Cars at School	Campaigns, Events, and Activities	Planning Events and Activities
		Shaping the Activities	
Session 8	Our Final Plans for Reducing the Number of Cars at School	Six Thinking Hats	
		Final Preparations	Hosting Events and Activities
Session 9	Recognition and Next Steps	Front Page News	
		Hindsight	
		Thinking About Policy Change	Changing the Rules! (Investigation)
Session 10	Changing the Rules	NOT Changing That Rule!	
		We Need to Be Heard	

School Outreach

Informing and Involving Key Partners: School Administrators, Traffic Safety Officers, and Others

This campaign will require the student leaders to observe the number of vehicles arriving and departing around school entrances. These vehicle counts will be carried out in one or more observational exercises. It will be important to engage the school administrators and traffic safety officers early on to let them know what student leaders are planning. Invite them to attend the fifth session of this campaign when the student leaders will plan their observation activities. Involving these partners early encourages ongoing participation and support.

Consider inviting other partners such as city or county staff and elected officials, traffic engineers, and community planners to contribute to your research and activities as well.

Vehicle Counts

The student leaders will need to conduct a series of vehicle counts at school entrances and drop-off locations. The initial findings will provide a baseline measurement of the number of vehicles entering into the school area and the number of students arriving by vehicle. Subsequent vehicle counts, during and after Safe Routes to School events, will help to measure the success of the student group's efforts.

Inform school administrators about the need to conduct the vehicle counts. Although most can be conducted while on school property, being stationed at a remote drop-off location might require a parent/guardian permission form. It may also require an accompanying adult.

Staff Meeting Presentation

As the vehicle count will be conducted within a few weeks of the start of the campaign, arrange with the school principal or administrator an appropriate time and date to present at a staff meeting to announce the project and introduce the student leaders. This will give teachers advance notice of the need for these classroom interruptions while establishing the students' credibility. The introduction should be done at least one week before the vehicle count date.

An effective communication method for keeping teachers informed is to assign a student leader to each classroom teacher. Rather than post flyers in teacher mailboxes or send them e-mails, student leaders can benefit from face-to-face communication to gauge the interest and support of each teacher at the outset of the project. This method also ensures that each student effectively involves potential partners. The first staff meeting presentation is an excellent time to introduce each teacher to their assigned student leader "ambassador."

Events and Activities

As an leadership project, the student leaders will be expected to plan a series of events and activities around the school outside of your group meeting times. The scope and volume of these activities will depend upon the interest and support of your school administration and teachers, as well as the creative energy of your student leaders.

As you plan your events and activities, identify whether you will need to have access to any funds. If necessary, start thinking creatively about resources or prizes that cost little or no money. There are many great resources and ideas for incentivizing students with prizes or rewards. For instance, a "free" prize could be a "Front of the Line" cafeteria pass or lunch hour in the gym. This is something you could easily arrange with the school administrator. Many schools already have reward systems built in, so talk with the school administration about ways that you might plug into existing rewards systems. However, begin early if you plan to raise funds or seek donations from businesses, organizations, or individuals from the community. (See the Sample Donation Letter in Appendix A.)

If your school administrators or traffic safety officers have any reasons to deter your group from promoting bicycling, please encourage that decision to be delivered directly to the student leaders. The student leaders may then decide to direct some of their energy to policies and guidelines that can improve local conditions for bicycling.

Outside Partners

In assessing the level of car-use within the school area, the student leaders may want to seek feedback from local experts such as crossing guards (either at the middle school, or at nearby elementary schools), police officers, traffic safety officers, pedestrian and/or bicycle advocacy organization staff, and other community group members. You can record the names and contact information of these local partners inside the front cover of the Guide. They can provide valuable advice and support for walking, bicycling, and environmental events and opportunities across your community. Consider inviting them to speak with the students.

Session 4 (C): Traffic Congestion at the School

GOALS

- To recognize the various "parts" that each person brings to the entire group–as if they were the component parts of a bicycle.
- To create a poster that announces this group to the school; or, to discuss and critique professionally-designed posters.
- To reflect on what the students in this group already know about the ways their peers get to school.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- Tabulated findings from "**What I Value in Safe Routes to School**" and "**How I'd Like Our Safe Routes to School Program to Look**" activities (pages 29 and 35).

Pre-reading for Facilitator:

- *If Our Group Were a Bicycle* delivery tool, in Appendix A.
- *Making and Analyzing Posters* delivery tool, in Appendix A.
- Review videos that you may want to show the student leaders. If you have access to the internet during your session, some possible videos include:
  - "If I Ride," a video by People For Bikes, that celebrates the beauty and multiple benefits of bicycle riding through a video set to a poem entitled "If I Ride:" http://www.peopleforbikes.org/resources/entry/if-i-ride.
  - "Things Parents Say," a very clever four-minute parody video from New Jersey Safe Routes to School compiled from survey responses and conversations with parents at meetings and informal discussions, that conveys common answers when parents are asked why they do not let their children walk and bicycle to school. These comments are followed by what children say they like about walking and bicycling to school: http://www.saferoutesnj.org/check-out-the-nj-srts-video/.

Handouts, Templates, and Tools:

- If *Our Group Were a Bicycle* handout, in Appendix A.
- "**Making Posters**" (Option 1)– *Making/Analyzing Posters* delivery tool, in Appendix A, and 8.5x11 or 11x17 sheets of paper and color markers.
- "**Analyzing Posters**" (Option 2)– *Making/Analyzing Posters* delivery tool, in Appendix A, and examples of two posters–one from popular culture and one relating to walking or bicycling promotion.
- A whiteboard or large piece of paper for recording students' responses.
- *Vehicle Count* handout, in Appendix A–one per student pair.
- Large scale map of the school area, printed using Google maps (maps.google.com).
- A whiteboard or a slide projector to display some pros and cons of the personal automobile.

Warm-Up and Check-in: Similarities and Differences (10 min)

Have the students stand in a circle and explain that you are going to call out specific attributes and that the students need to form pairs or groups of three according to "same" or "different." For example, you could call out "stand beside someone with the same (or different) color socks." Other example phrases include the same color of eyes, different length of hair, etc. After a few "easy" rounds, shift away from visual similarities and differences towards other categories such as the same favorite academic subject, the same last initial, a different zip code, etc.

Check-in from Last Session: Preparation

Invite students to comment on how they are feeling as they shift from the preparation phase into a campaign. Have the preparation sessions helped them get ready for action? How are they feeling or thinking differently about student leadership and walking and bicycling to school than they did at the very start of the project? If they are eager to get started, ask them to consider the value of thoughtful preparation before launching a campaign.

EXERCISES

What are the Pros and Cons of the Automobile? (30 min)

Open a discussion about the students' capacity to reduce their vehicle trips to school.

How much control do middle school students have in their travel choices? What factors affect whether or not they get a ride from their parents (or their friends' parents)? Are they limited by safety concerns or distances that are too long to cover on foot or by bicycle? Is public transit a reasonable option in this community? What are their parents' concerns? How might the students address these concerns while reducing the number of times they get to and from school by car?

Proceed in one of two options for the remainder of this exercise:

1. Discuss pros and cons of the personal automobile, or
2. Pose a scenario where the personal automobile does not exist.

1) Discussion I: Pros and Cons

Begin with a discussion on what the students already know about the benefits and consequences of the "personal automobile." Ask the students to organize their comments in a "pros" and "cons list.

Examples:

Pros of the Personal Automobile: convenience, independence, status, speed, can listen to music in the car.

Cons of the Personal Automobile: air pollution, traffic congestion, fewer walking and bicycling trips, collisions/injuries/death, manufacturing, need for oil, run-off of oils and fluids onto pavement and into streams, personal debt, urban sprawl, paving over farmland, road rage, decreased street safety, reduced public space.[xlv]

Discuss: How many of these pros and cons do the students experience on a daily basis? How would the community benefit from a reduction in the number of vehicles arriving at the school?

2) Discussion 2: There are No Personal Automobiles

What vehicles do we have in our community that are not personal automobiles (e.g., buses, subways, ferries, taxis, police cars, ambulances, delivery trucks)? Do the students consider bicycles, skateboards, scooters, and roller skates/blades to be vehicles?

What might our community look like if the city planners had not needed to plan for our personal automobiles? Remind the students that this is a different scenario from having all cars suddenly disappear. For example, you might read the following sentences:

"If all personal cars just 'vanished' from our community, then the streets would look abandoned and vacant. However, if our community had not been planned around the movement of the personal automobile, then things would look quite different."

Ask if the students can describe some of these differences: narrower streets, shorter distances between local destinations, fewer parking lots, and fewer gas stations.

Can the students imagine a place like this? Have they ever been in a place like this? (Many California communities began to develop after car ownership became common. However, many of the older city centers along the United States East Coast and in Europe, Africa, and Asia developed alongside different transportation options including walking, trains/trams, buses, horse-drawn carriages, and bicycles.)

Consider showing your students the video "If I Ride," a video from People For Bikes (http://www.peopleforbikes.org/resources/entry/if-i-ride) inspired by and set to a bicycle rider's poem expressing the belief that life is far more enjoyable when its experienced on two wheels. Ask the students how they imagine a "better future for biking," as described in the video.

Discuss: What can the students do to reduce their environmental impact from travelling to and from school by car? How would the community benefit?

Reducing vehicle trips to and from school

Direct and short-term benefits:

- Safer streets with reduced congestion, road rage, injury, and air pollution.
- More opportunities for physical activity; greater student independence.
- More time with friends and family while walking or bicycling to school.

Indirect or long-term benefits:

- Smaller parking lots.
- Lower government spending on roads.
- A reduced need for oil.[xlvi]
- A more active community with improved health and lower obesity rates.

Making or Analyzing Posters (15 min)

Use the *Making or Analyzing Posters* delivery tool from Appendix A.

This exercise gets the group thinking about publicity through posters. Two options give you an opportunity to get straight to making a poster (Option 1) or to dedicate some time to analyzing a couple of professionally designed posters (Option 2). Either way, your group will have the opportunity to create promotional posters later in the campaign when they are ready to launch their events and activities.

Option 1: Making Posters

Instructions for this option are listed in Appendix A. Assign student pairs to create 8.5x11 or 11x17 posters that will announce this new group to the school. Encourage the students to incorporate the collective responses to the "What I Value in Safe Routes to School" and "How I'd Like Our Safe Routes to School Program to Look" exercises.

or

Option 2: Analyzing Posters

Instructions for this option are listed in Appendix A. For this campaign, choose a school or online poster for your second example that relates to environmental issues or action.

Refresher: Step-Out (5 min)

Invite students to create a very short skit where the posters you just discussed serve as the starting-point of the skit. If the students did not make a poster, invite one or more of them to re-create the pose of a person in the poster and then generate a short scene that demonstrates what might happen next.

If Our Group Were a Bicycle (15 min)

A bicycle is made up of many visible parts that work together to help the bicycle move forward. This activity aims to describe these parts as a metaphor for the group, with each part representing skills or characteristics of the people within the group.

Instructions for this exercise are listed in Appendix A.

The handout for the students is in Appendix A.

Wrap-up/Debrief: Traffic Visualization (10 min)

If it will be convenient and timely, take a short walk to the front of the school to see the comparative level of traffic when it's not drop-off or pick-up time.

Owning Up to the Speed of the Car

Facilitate a conversation with the youth group using the following points and questions.

- Around many schools, the nearby streets are very quiet and calm other than at the start and end of the school day.
- Ask the students to think about the times when they might have arrived at school before or after regular drop-off hours. For example, maybe they arrived at 10:00 a.m. after a dentist appointment or they had to be at school really early one morning before a field trip.
- What was the traffic like at the school entrance(s) and/or at the drop-off zone(s)?
- Sometimes families and students are only at the school entrances at peak arrival and departure periods. To see just how quiet these same areas can be at other times of the day can be quite a surprise.
- If school started during such a low-traffic scenario, how "safe" would students feel arriving among less traffic? How might the reduced congestion affect the way that a pedestrian or bicyclist feels arriving at the school? Would it be possible to extend this 'traffic calmed' environment at the start/end of the school day by reducing the number of cars coming to the school?

Closing: Parental Perception (5 min)

Begin showing the four minute video from the "Things that Parents Say Short Version" from New Jersey Safe Routes to School: http://www.youtube.com/watch?v=0WZPnFaz7jAandfeature=youtu.be. Stop the video when the students show signs of understanding the 'parody' nature of the video. Discuss. You might want to ask how this same video might be seen differently by parents and students. Then show the completion of the video, which includes "What Children Say" about walking and bicycling to school. What lessons can they take away from the content of this video?

Invite students to create their own video to suit the particular character and conditions of your school.

Session 5 (C): Preparing to Conduct a Vehicle Count

GOALS

- To become familiar with the action planning tool.
- To plan and practice a short public speaking exercise.
- To prepare for a vehicle count exercise.

MATERIALS AND PREPARATION

Communication with Partners:

- Plan ahead—it is a good idea to give invitees a week's notice!
- Invite the school administrators to your session to help guide the discussion for the process and locations of the vehicle counts.
- Confirm with the school administrators whether a remote drop-off location will be a part of the vehicle count. That will determine whether parental permission slips and/or neon vests are required for the students to leave school property. If so, prepare the forms and secure the neon vests.
- Invite the traffic safety officer to your vehicle count–ask for possible dates they would be available.

Pre-reading for Facilitator:

- *Public Speaking/Assemblies* delivery tool, in Appendix A.
- *Planning for Action* delivery tool, in Appendix A.

Handouts, Templates, and Tools:

- *Planning for Action* handout, in Appendix A, to display on a whiteboard or project onto a screen.
- *Public Speaking/Assemblies* handout, in Appendix A--one copy per student pair.
- *Vehicle Count* handout, in Appendix A–one copy per student.
- Large scale map of the school vicinity (11x17 or larger).
- Computer access to Google maps, and the capability of printing a labeled map of the immediate school area–at least 11x17, or larger.
- Camera to photograph the students at their vehicle count locations.
- *Safe Routes to School Two-Day Travel Tally* handout, in Appendix A–if you believe that your school's drop-off zones are too complicated for assessment.
- *Optional*: Computer with Google Map to pin-point student observation points.

Warm-Up and Check-in: Silent Agreement (15 min)

Play a game without talking, such as "Arrange-Yourselves."

Arrange-Yourselves: In this activity the students arrange themselves in order according to a named category such as height or hair color (easiest), birthday or first initial (not difficult), or favorite color (hardest).

Check-in from Last Session: Reflect

Either in pairs or small groups, ask students to share comments on the following: How easy or difficult it would be for you to reduce your use of the car? You might also ask how their parents would feel about reducing car-use and about their children walking or bicycling to school.

Ask each person to rate their ease of reducing car use on a scale of one (very easy) to five (very difficult). Ask each pair or small group to average their results and share that with the larger group. Is anyone surprised by these results? How do the students believe that their peers outside of this group would respond to this same question?

EXERCISES

Planning for Action (20 min)

Students often underestimate the level of detail, planning, and preparation required to host an event or activity. The *Planning for Action* handout is an organizational tool to help students generate planning checklists for each of the activities they lead.

Instructions for this exercise are listed in Appendix A.

Public Speaking/Assemblies (20 min)

Regardless of the events and activities that your group chooses to implement, there will usually be a need for strong public speaking skills. This exercise will help students prepare a quick presentation to practice public speaking.

Instructions for this exercise are listed in Appendix A.

Refresher: Improvisation (5 min)

> **From Sonoma study pilot group**
>
> "This activity was easy and got the student leaders laughing. It was nice to have something silly to break up the seriousness of the class."

Invite students to take turns becoming a radio disk jockey and to give a (comical) morning traffic report for a community without personal automobiles. For example, you might describe the congestion at the #99 bus stop, or the steady ringing of bicycle bells along the Greenbelt Bikeway.

Preparing for the Vehicle Count (25 min)

The vehicle count results are important in setting the direction of the campaign for the student group. This exercise introduces them to conducting the vehicle count and the importance of the results.

Determine the Locations and Days for the Vehicle Count, and Prepare for the Activity

In order to determine how many cars arrive at the school each day, lay out the map of the school area and distribute the Vehicle Count template.

> If you expect that an accurate vehicle count might prove too difficult or complicated due to a high number of drop-off points, consider doing a classroom travel tally [see Session 5(A)] to count how many students walked, bicycled, and were driven to school. In this case, a vehicle count could be carried out at one or two drop-off points to add another level of data to your research.

Ask the students to determine how many locations–on school grounds–you will need to observe traffic arriving and departing the school. Points to decide:

- If your school has any remote drop-off (or Park'n'Walk) locations not on school property, discuss whether or not you will need to include them in the vehicle count. If you do, inform the school administrators of this intention. Make sure that you have enough student leaders to send a pair of students to each location.
- Choose a mid-week day for your count: Tuesday, Wednesday, or Thursday.
- In advance, decide if you will conduct your vehicle counts whether rain or shine. (Pencils work better than ink pens on sheets with raindrops.)

Counting Students and Cars

You will notice the Vehicle Count sheet asks for the number of students getting out of the vehicle in the morning but not in the afternoon. This is because usually all of the student passengers get out of the vehicle at the same drop-off point, but all of the student passengers do not necessarily get into a vehicle at the same time at afternoon pick-up.

By counting all of the students getting out of the cars in the morning, you will be able to calculate the average number of students per car. It is less complicated than it seems. For example, a string of cars has the following number of students being dropped-off: 1-3-3-1-2-2-1-1-1-2-1-1. There are 12 numbers in this list, so we know that these 19 students arrived in 12 vehicles which equates to a ratio (19 divided by 12) of 1.58 students per car.

Assign each location to pairs of student leaders–one person counting and the other tallying. Remind all students that they are to remain in a safe location on school property that will not block pedestrians, bicycles, or vehicles. Have each pair write their specific location on their Vehicle Count sheet with the date and start time (which should be 15 minutes before school starts).

On your map, ask everyone to very clearly identify the location where they will be observing and the very specific location to safely stand in order to make these observations. For example, one pair of students might be observing the Maple Avenue drop-off from the base of the flagpole.

If possible, pin-point these locations on a Google map and label the names of each student pair.

Wrap-up/Debrief: Two Things at Once (10 min)

Play a game that requires students to try and pay attention to two things at the same time.

Going around the circle, ask each student to demonstrate a move, such as reaching with your left hand or kicking back your right leg. Once everyone has had a turn, continue to do the physical actions while adding another dynamic. For instance, have people count aloud, but replace any number containing a seven or a multiple of seven with the word green. Depending on how well things work out, you might wish to start again to give everyone another chance.

Ask the students how easy it was to concentrate on two things at the same time. Use this as a reminder to the students that it will be important for them to remain focused during the vehicle count. Depending on the rate of cars arriving, it might be more confusing than they expected, so they should not get into a conversation if a friend stops by to chat.

Follow-Up Tasks

- Conduct your vehicle counts. The vehicle counts are to be conducted in both the morning and afternoon. Students are to remain on school property unless they have proper permission to be at a remote drop-off location. If possible, the facilitator should join the group to serve as a resource.
- Remind the students' teachers that the group will miss about 10-15 minutes of class time at both the start and end of the day when they are conducting the vehicle count.
- Be sure to visit each of the student pairs during the vehicle count to check-in with them, take photographs of the students, and confirm the safety of their chosen locations.

Session 6 (C): Adding Knowledge from Local Experts

GOALS

- To compile the vehicle count results.
- To generate ideas for reducing car-trips to school from the gathered information.
- To identify local experts who might contribute to the planning process.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- Vehicle count results and maps.
- "Bicycle Shop" items from the "If Our Group Was a Bicycle" exercise.

Communication with Partners:

- Plan ahead–it is a good idea to give invitees a week's notice!
- Invite school administrators and/or the traffic safety officers to your session so that they can hear and comment on the findings from the travel tally and student survey.
- Develop a list of local experts who might be consulted regarding suggestions or ideas for walking and bicycling promotion. The list inside the front cover of the Guide is a good starting point.
- Invite one or two "local experts" who might be consulted regarding suggestions or ideas for walking and bicycling promotion. Consult your list inside the front cover of the Guide.

Handouts, Templates, and Tools:

- Preparations for "Status" exercise: quarter-sheets of paper or sticky notes (one per student), felt markers, masking tape.
- *Telephone Talking Notes* handout, in Appendix A–one per student pair.
- A whiteboard or large piece of paper available for students to create a bar graph of the travel tally results.
- Blank paper for student pairs/groups to take notes about their activity ideas.

Warm-Up and Check-in: Status (10 min)

Instruct students to write the name of a famous person on a small piece of paper or sticky note without letting other students see it. Ask that each student place that paper or sticky note on the forehead of the person to the right of them. Start the game by selecting a student to ask a yes or no question that will help them identify the name of the person written on the paper or sticky note on their forehead (e.g., Is this person a musician?). After this person receives an answer, the next person in the circle asks a yes or no question about the famous person written on the paper or sticky note on their forehead. Keep going around the circle until every student can guess the name of person written on the paper or sticky note on their forehead.

Check-in from Last Session: The Vehicle Count

This is a good time to check in with the group on what they accomplished.

- How did the vehicle count go?
- Does anyone have any interesting stories that they want to share?

EXERCISES

Compiling Our Findings (40 min)

Lay out all of the sheets and maps on a table. Ask the students to comment on the number of vehicles and the number of students per vehicle.

- Did the act of conducting the vehicle count give them any ideas for reducing the number of cars? For instance, sometimes the simple act of stopping to take notice of a routine occurrence gives us a fresh perspective.
- Given the goal of reducing the number of cars coming to school, what ideas and options exist for students in this community?
- Are walking, bicycling, school bus, transit, and carpooling all equally viable strategies within this community?
- Remote Drop-Off: Are there areas within a 5-, 10-, or 15-minute walk to school where vehicles could stop to safely let out students? A remote drop-off location offers a strategy to encourage participation from students living too far to walk the entire journey. It also promotes daily physical activity while reducing the number of vehicles arriving at the school. (Note: This activity is sometimes referred to as Park'n'Walk to avoid using the word "remote.")
- Which transportation option(s) might generate your best chance(s) for success under the conditions and circumstances at your school?

In pairs or small groups, ask the students to come up with a goal for the reduced number (or percentage) of cars that you believe your Safe Routes to School student leader team could achieve over the next few weeks. It might be stated as follows: In April and May, we will aim to reduce the number of cars coming to our school by __ percent. This equates to a reduction of _____ vehicles per day.

If the students are working in pairs, ask for a report-back after a few minutes, so that each of the groups can hear each other's preliminary goal. Record the range of responses on the whiteboard.

> **From Sonoma study pilot group**
>
> "It was great having the students come up with a goal for how much car reduction they wanted to see–we also made a goal for the amount of students walking/rolling to school."

Activities to Achieve These Goals

For the rest of this exercise, your group will identify activity ideas that they can implement at the school to raise environmental awareness and reduce vehicle-trips to school. The students might be familiar with activities from elementary school, so encourage them to brainstorm these ideas while you record them on the whiteboard. (Note: Let them know that they will have a chance to adapt these ideas to better suit a middle school audience.) If the students are having trouble coming up with ideas, you might list a few examples of activities such as a Walk'n'Win day (explained below), a Golden Sneaker competition between classes, a bicycle safety rodeo, shoe/bicycle decorating contest, or an environmental poster competition. Aim to come up with more ideas than students in your group. Circle the ideas that might need further clarification or adaptation for a middle school.

Now ask each pair or group to choose an idea that is circled and begin to add some details on how it may be carried out at this school. This is a quick brainstorming activity to stimulate the development of new activities or inventive adaptations. If you give the students three minutes to prepare, they should be able to create a short TV commercial giving an overall impression of an activity idea to reduce car-trips to school.

Make sure that there is at least one idea that will be inclusive of students who might live too far to walk or bicycle the entire journey to school–such as a remote drop-off location.

This list can represent your draft plan. Do not erase the whiteboard! If possible, take a photograph of it or at least write everything down on paper.

> If you already have an idea of activities and events that your students are familiar with, you can simplify this process by using and/or revising those activities and begin working on the event planning and organizing process much sooner.

Expanding Our Thinking

Play an expansion game where the activity ideas are built-upon as you move around the circle: "What's more!"

What's more! One by one, each pair or group gives a short verbal explanation of their activity and then gets ready to take notes. Invite three or four other students to come up with a detail that they can add to that activity. As an example, one might say that their Walk'n'Win idea will involve a prize drawing at lunch on Friday for students who have walked to school during the week, and that these two students will be standing near the drop-off zone handing out prize ballots to pedestrians who approach along the sidewalk. Another student might add: "What's more, you could have an Earth poster with you so that the students (and parents) in the cars might realize that they weren't going to get a prize ballot today because they didn't walk, which might encourage them to walk tomorrow." The next person might say: "What's more, you might give those who did walk a green hand stamp so that all day long everyone else will know that they walked."

The end result is that each pair or group gets a few more new ideas to help make their activity a success.

Repeat this exercise for the next pair or group of students. When everyone has had a chance, allow a few more minutes for students to add any other thoughts to their notes.

(Optional) If you feel that you need some additional ideas for reducing car-trips to school, you may give the students a homework assignment to search the internet for activities. Ask them to spend no more than 30 minutes gathering examples that they believe to be most relevant to your program. If they are able to print out these activities, have them bring the sheets to the next session. (For example, see the California Safe Routes to School Technical Assistance Resource Center Web site: http://www.casaferoutestoschool.org/ and the California "Fire Up Your Feet" Web site: http://ca.fireupyourfeet.org/.)

Refresher: True or False? (5 min)

> **From Sonoma pilot study group**
>
> "So glad that all these 'refresher' activities are included in this Guide! They really help break up the exercises and remind the adult facilitator that these are students who need a bit of exercise and a change of pace every few minutes."

Ask each student to think up two true and one false "fact" about themselves (e.g., I have a black belt, my mother is a zoologist, I always have grapes for lunch). Quickly moving around the circle, have students take turns naming the three things and asking the other students to guess the false "fact."

Preparing to Contact Experts (20 min)

Before setting off to create a plan of action, it would be worthwhile for the student leaders to seek the opinion of others. There are many experts within a community who can contribute valuable suggestions or ideas to the students' plan of action. Ask the students who they can identify when it comes to environmental programs that reduce car-trips to and from the school. You may have noted many of these people already inside the front cover of the Guide, such as bicycle shop owners and mechanics, pedestrian and bicycle advocacy organization staff, and regional Safe Routes to School coordinators.

- From this list, who do the students think they should contact?
- Who might be contacted for ideas and suggestions, or who might be contacted for support when your group hosts activities?
- Will it be easy to reach these people via telephone? If so, consider assigning a pair of student leaders to each expert you would like to involve.

Before the students contact a local expert, they will need to be able to properly introduce themselves and the topic of their request. As a group, discuss the talking points listed in the *Telephone Talking Notes* handout to make sure that everyone in the group understands the various segments.

By crafting and practicing these messages, all the student leaders will become better spokespeople for the Safe Routes to School program. However, before taking time to complete the sheets, invite one or two pairs to practice unrehearsed. Ask them to stand up and 'make the call' to a local expert (with you playing the local expert role). Afterward, ask the other students to comment on what the 'callers' did well. What could they do better?

In pairs, have the students complete their handouts and role-play calls to a local expert. At the next session, each pair should be ready to present their completed handout to the rest of the group.

> This exercise could be adapted for sending e-mail messages; however, with the amount of e-mails that people receive every day, a telephone call made by a youth might be more likely to capture that person's attention.

Discuss what the students should do if they receive the person's voice mail. List viable options. For instance, leaving the school's number might sound like a good option, but school receptionists may not appreciate receiving calls they cannot easily redirect to a student (although they may be more willing if they have been asked in advance). On the other hand, depending on school rules, is it appropriate for a student to give their own cell or home number?

Wrap-up/Debrief: Pacing (15 min)

Check in with students and ask for comments regarding the pacing of the exercises in the campaign. Do the students feel that things are moving too slowly? Are they eager to get into action, or are they wanting more time to practice? What might the group consider doing to adjust to the perception of pace, especially if they think it's going too slow? Explore why they think that the project is structured with ample time for preparation and practice.

Closing: Networks (10 min)

Gather around in a circle. Pose some "who knows someone who" questions (see below for examples). Each person who can respond with a "Yes, I do" takes one step into the circle for a moment before taking a step back.

The purpose of this exercise is to demonstrate how valuable a group's network can be. For instance, if "I" do not speak Spanish, that doesn't mean that "we" do not know someone who does. After a few easy rounds, ask the students to recall some of the "missing components" from the Bicycle Shop (from the "If Our Group Was a Bicycle" exercise) and have them pose a "who knows someone who" question that might address a need within the group.

Example questions could include:

- Who knows someone who can speak three or more languages?
- Who knows someone who can change a bicycle tire?
- Who knows someone who can make a video?
- Who knows someone who loves to speak in front of the entire school at an assembly?

Follow-Up Tasks

- Arrange a meeting for two student volunteers and you, the adult facilitator, with school administrators and traffic safety officers (or school resource officers) if these key partners were not able to attend this session. This meeting should be held at a follow-up meeting before the next group meeting so you can report a summary.
- Internet search. At least two students should investigate some possible events and activities that seem both interesting and workable for your school.
- Students should contact local experts. Students will make short telephone calls using their *Telephone Talking Notes* handout. A summary of their notes should be reported back to the rest of the group at the next session.

Session 7 (C): Our Draft Plans for Reducing the Number of Cars at School

GOALS

- To finalize the plan of events and activities to reduce the number of cars arriving at school.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- List of preliminary activities and events from previous session–to be displayed on a whiteboard or projected onto a screen.

Pre-reading for Facilitator:

- *Campaigns*, *Events*, *Activities* sample sheet and notes, in Appendix A--print several copies for the students or project onto a screen.
- *Planning for Action* delivery tool, in Appendix A.

Handouts, Templates, and Tools:

- *Campaigns, Events, Activities*—sample sheet, in Appendix A—a few copies.
- *Campaigns, Events, Activities* handout, in Appendix A–one copy per student.
- *Planning for Action* handout, in Appendix A¬–one copy per student.
- A whiteboard or large sheets of paper to record activity ideas.
- Sheets of letter-size paper for follow-up list of activity ideas.
- *(Optional)* Video camera to record the "commercials" at the end of the session.

Warm-Up: Adjectives (10 min)

Going around the circle, each student adds an adjective to describe "Our Earth." Each person repeats the adjectives already named, and then adds another. Example: Our Earth. Our green Earth. Our green and beautiful Earth. Our green, beautiful, and large Earth.

If you wish to complicate matters, after going around the circle once or twice, you could reverse the order tracing back down to the singular: Our Earth.

Explore Options (40 min)

Begin by listing the preliminary activities and events raised at the previous session that are written on the whiteboard.

Local Experts

Have the pairs of students share the findings from their conversations with local experts, including the experts' suggestions for events or activities. Add these to the whiteboard.

Invite the students to share some thoughts about calling the local experts. Were they nervous to make the call? Did the local expert answer the questions? Was there any confusion on either end of the phone? Did having the *Telephone Talking Notes* handout help? If not, how might the students have better prepared for the call to go more smoothly?

What were the students' impressions of the experience?

Internet Search

Have the students present their findings from the internet search. How many of these activity ideas are the same as the ones already identified? Add any new ideas to the whiteboard.

Refining Options

Discuss the following to reassess the intentions of the group:

- Goals: What did the local experts think of the proposed goal for reducing vehicle trips to school? Did anyone suggest a higher or lower target goal?
- Modes: Were there any suggestions of transportation modes to avoid? For example, you may learn the traffic engineer told a student about upcoming construction near the school, which will make bicycling a bit less convenient for the next few months.
- Timeline: Was any feedback discussed regarding the timing of your campaign? For example, if a big school event is coming up, school administrators might suggest delaying the campaign until after this event.

After combining this new information into the discussion, shift the students' attention towards a sample plan of events and activities.

Campaigns, Events, and Activities (20 min)

This activity first shows an example of a previous group's work, and then asks the students to begin working on their own Campaigns, Events, Activities worksheet.

Distribute, display on a whiteboard, or project onto a screen the sample copy of the Campaigns, Events, Activities worksheet, which shows a full listing of events and activities for a similar project. Choose a student to read the information out loud, and once it has been read, ask the students what they understand about the incentives, perceptions, and safety barriers that are driving the group's campaign. The group might see, for example, that bicycle repair is a significant issue, and that competition between grades seems to be a strong motivator at this example school.

When compared to this example, how similar or different are the categories that your group is dealing with?

You may want to circle the activities on the whiteboard according to the three categories.

- Draw a solid line around activities that incentivize walking and bicycling to school;
- Draw a dotted line around activities that address perceptual barriers; and,
- Draw a dashed line around those activities that address safety barriers.

At this point, you will need to decide on the number of activities the group wants to plan. To help choose which activities from your list on the whiteboard to pursue, consider using the "Silent Thumbs-Up/ Thumbs-Down" exercise, the "Consensus Decision Making" activity, or the "Fist to Five" activity (in Appendix A).

From Sonoma study pilot group

"Using the 'Fist to Five' in decisions was imperative and helped keep anyone from getting upset that their idea wasn't chosen since it wasn't just a yes or no decision. We were also able to have students say what they liked about the ideas before they decided on another idea or dropped the idea altogether."

Refresher: Why Environmentalism? (5 min)

Students take turns acting out or miming the top reason for being in an environmental action group, while other students try to guess what concern is being mimed.

Shaping the Activities (20 min)

Write the name of each activity the group has selected across the top of separate sheets of blank paper. Lay out the sheets of paper on a table and ask each student to choose one activity to lead. Multiple students may choose the same activity, but in the end, one person will need to be chosen as the leader. Rely on the group's teamwork skills and mutual respect to finally agree on one student's name as "Activity Captain" per activity.

Discuss ways to put these activities in chronological order. Ask some planning questions:

- Should a few of the activities be coordinated to happen on the same day as an "event day" such as Earth Day or Walk to School Day?
- Do we need to have some activities precede certain others? For example, educational and safety-awareness activities are commonly delivered before encouragement activities or competitions. So, if you are going to have a bicycling safety quiz or a bicycle tune-up activity, they should take place before a bicycle rodeo or a bicycle tally.

When you are ready, distribute the blank *Campaigns, Events, Activities* handouts and fill in the sheets together as a large group, so that each student will have a copy of the proposed plan.

Is there a logical split between the early and later activities to make two or three events? If so, it might be worthwhile to nominate two students with the added duty of "event coordinator." One way of "electing" the event coordinator is to give willing candidates the chance to describe the overall event that they might want to put together. This could include the broad theme or purpose and some of the activities that they might like to include.

Distribute the *Planning for Action* handout and allow a few minutes for the Activity Captains to begin filling out their sheets.

Wrap-up/Debrief: TV Commercial (10 min)

Ask pairs or small groups to create a 30-second presentation skit (commercial) announcing one or more of their activities. (Yes, it is very soon to be describing it, but if the students have the seed of their idea, a quick improvisational skit can help to move some of the details along!)

Video-record these skits and consider using the video (or an improved re-take) as part of the upcoming activity promotions.

Closing: Remembering "Cool" (5 min)

Go around the circle and ask each person to describe how their activity might capture some of the "cool" that they described back in Session 2: "That was Cool: Remembering."

Follow-Up Tasks

- Each Activity Captain should complete the assigned activity's Planning for Action sheet.
-

  Make sure each Activity Captain gathers feedback from at least two other students about their plan before the next session. Ambitious students might look online for pointers and suggestions as to how their activity idea has already been implemented elsewhere!
- Based on the activities being suggested, discuss the potential need for fundraising. (See note in the Introduction and the sample letter in Appendix A.)

Session 8 (C): Our Final Plans for Reducing the Number of Cars at School

GOALS

- To gain a clear understanding of the group's plans for the upcoming events.
- To offer constructive criticism and support across the student leader group.
- To create a detailed checklist and timeline for tasks still remaining to be completed.

At this point in time, try to steer clear of inviting new ideas. This is a time for solidifying existing plans.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- *Campaigns, Events, Activities* notes from your last session.

Pre-reading for Facilitator:

- *Six Thinking Hats* delivery tool, in Appendix A.

Communication with Partners:

- Consider inviting the school administrators and traffic safety officers to this final preparation session so that they can participate in the "Six Thinking Hats" review of the action plans.

Handouts, Templates, and Tools:

- *Six Thinking Hats* handout, in Appendix A–one sheet for each activity that you have planned. Cut the sheet into color-coded strips.
- *Vehicle Count* template, in Appendix A–two or three copies per student pair.
- Large number of similar objects (50+) such as pencils, markers, rulers, a deck of cards, etc.

Warm-Up and Check-in: Admiration (10 min)

Have students think of a quality or attribute that they admire in someone else within the group. Going around the circle, invite these comments to be shared in a way that is not identifiable with any one person. For example, someone could say:

- Someone here always follows through on what they promise to do. I really admire that.
- Someone here was really supportive when I felt a bit overwhelmed and it made a big difference to me.

If time permits, ask the students how it felt to be hearing these examples of admiration anonymously. How might it have been different if people's names had been identified?

Check-in from Last Session: Feedback from their Peers

Invite the Activity Captains to share the feedback they gathered from other students on the proposed activities. By discussing the early plans for an activity with other students and hearing suggestions, they can become more confident in the planning of their activity.

EXERCISES

Six Thinking Hats (20 minutes)

Six Thinking Hats

"Six Thinking Hats" can be a valuable tool for fine-tuning your event and activity preparations. It gives the students a chance to hear a wide array of constructive feedback about their activity while they still have time to adjust their planning. However, the tool does take some time, so if you need the full session time for planning, this activity can be skipped. Instructions for this exercise are listed in Appendix A.

> If you do not use "Six Thinking Hats," use the full session to continue planning your events and activities.

Final Preparations (40 min)

At this point, the students will probably still have a list of tasks remaining on their Planning for Action sheet. This might include making posters, writing and practicing announcements, or preparing notices to promote the events and activities. It may also include gathering items for events (e.g., tables and balloons) or even talking to supportive teachers about participation.

If any students are not busy, suggest they write e-mails or make telephone calls to invite the media and the local experts who were consulted earlier in the process.

Feedback

Be sure to use a variety of strategies to document and record feedback. This will include two or more additional vehicle counts at the same locations where the previous vehicle counts were conducted– preferably on an activity day and on a random day soon afterward. Another way to document the process is photographing or video-taping drop-off zones. Taking photographs of the same place over time is a great way to see what's happening. This kind of time-lapse video can help to compare the change in traffic flow before and after your events and activities. (Note: Ensure that school administrators are aware–and preferably present–if and when you are using cameras or video equipment on school grounds. People can become suspicious when they, their children, and/or their license plates are being photographed. Any concerns should be directed to the school administrators.)

Refresher: LOVE is a No-Letter Word (5 min)

Divide the students into two groups. Distribute half of the 50+ "similar objects" (such as pencils, pens, markers, cards, etc.) and assign each group the task of creating an image on the floor with those items that depicts "I love the Earth" without using words or letters.

Wrap-up/Debrief: Hopes and Worries (10 min)

Ask each student to identify two thoughts: what successes they hope to gain from their activity and their greatest worry. Invite others to offer specific support or comments to help lessen those worries.

For example, if one person says: "I'm worried that people will think our bicycle station might seem a little bit boring and uninteresting," another person might offer a suggestion that they include something surprising or outlandish to have at or beside the bicycle station–such as a music box, ringing bicycle bells, someone doing bicycle tricks.

Allow time at the end for each person to make notes based on the comments of support and help.

Closing: Fair Warning (5 min)

As a final debrief before your events and activities it would be valuable to remind the student leaders that there might be some students who will not appreciate these efforts. For any number of reasons, some students might choose not to participate in events, and instead, be critical or mean.

Ask the students how they might feel under these circumstances, or if they feel bullied. Who can they turn to for emotional support? Refer to the school's procedures for any form of emotional or physical intimidation or bullying.

Follow-Up Tasks

This will probably be a busy week…. or two!

- Remember to have students return to their vehicle count observation points to collect data so that you can measure the success of your events and activities.
- If the group uses activities to collect feedback, such as a fill-in-the-ballot prize drawing, ensure that the results are tabulated before the next meeting, even if that means the student leaders need to ask a friend to help. How many people participated? As the facilitator, you should be ready to make notes when you hear any feedback or comments from staff, administrators, and local partners during the students' events and activities.
- Ask your students to bring their Planning for Action sheets to the next meeting.

Session 9 (C): Recognition and Next Steps

GOALS

- To recognize accomplishments and successes.
- To document the insights gained and suggestions for improvement (for next year) from activities and events.
- To identify informed, student-based recommendations for policy change at either the school or community level.
- To take the first steps in acting upon this policy change.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- The students' *Planning for Action* sheets from the activities they implemented.

Pre-reading for Facilitator:

- Front Page News delivery tool, in Appendix A.
- *Safe Routes to School National Partnership Local Policy Guide*
  http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf
- *Bridging the Gap: Using Local Land Use Laws to Facilitate Physical Activity*
  http://www.casaferoutestoschool.org/wp-content/uploads/2011/06/btg_land_use_pa_FINAL_03-09-12.pdf

Communication with Partners:

- Your feedback notes and comments from staff, administrators, and local partners during the students' events and activities.

Handouts, Templates, and Tools:

- Blank cards, envelopes, and stamps for thank you cards–one per student.
- *Front Page News* handout, in Appendix A–one per student.
- Slips of paper for students to anonymously describe any emotions that they experienced.
- *Changing the Rules!* handout, in Appendix A.
- Blank sheets of paper–for additional notes that will assist next year's student leaders with the *Planning for Action* sheets.
- A "talking stick/magic wand" for the Refresher activity: Magic-Wand-Go-Round.

Warm-Up and Check-in: Reflection (10 min)

Going around the circle, ask each student to identify three noteworthy elements of the recent events and activities:

- One thing that they really admired,
- One thing that offered a pleasant surprise, and
- One indication that the events and activities have planted a seed for future success.

Check-in from Last Session: Emotions

Create a calm space for students to present, and hear, any emotions that were generated as part of the events and activities. Were people critical, or unresponsive, or rude? To do this anonymously, hand out slips of paper for the students to write out a word or phrase about how they felt. (They should not include details or names.)

Collect and randomly redistribute the sheets so that they can be read out loud anonymously. Each student might begin by saying, "Someone here says that they felt…" and then read the slip of paper.

EXERCISES

> If anything mentioned seems serious enough for follow-up, encourage the author of that note to speak out or to speak with you privately later in the day. However, as an anonymous exercise, if that person does not come forward you may be able to do little more than relay your concern to an administrator.

Front Page News (20 min)

In this activity the student leaders pretend that they are responding to the interview questions of a reporter. This activity can be used either as a visioning exercise, where the students envision a wonderful finish to their campaign that is to be reported on the front page of the local newspaper, or a reflection exercise, where the students consider their efforts and contributions as if they were going to be documented in the local media.

Instructions for this exercise are listed in Appendix A.

Hindsight (20 min)

As a large group, ask students to describe one resource or skill that they wish they had when planning their activities and have now acquired. Discuss how these new resources and skills have made this group more capable and better able to deliver components of a Safe Routes to School program.

Reflect on how these resources and skills would have been useful earlier in the planning of the campaign, and ask the students to complete the section of their Planning for Action sheet with the goal of supporting future student leaders in revising and adapting this project for next year.

Ask the students, "If someone were to run this activity next year, what is the best advice you would give to them?"

As each person, or pair, reads out what they have written, invite other students to offer their own observations of what they had noticed regarding newly acquired knowledge or skills of the students who are sharing. Give the students a chance to add these comments to their notes. (Have additional sheets of paper on-hand if necessary.)

Refresher: Magic-Wand-Go-Round (5 min)

In a circle, students pass along a "talking stick/magic wand" and start each comment with, "If I could use this magic wand to make more students walk or bicycle to school, then I would _____." Take notes on their ideas and responses.

Adult Facilitator Notes on Magic-Wand-go-Round

Thinking About Policy Change (20 minutes)

Now is the time that your students are best prepared to start talking about policy change! Through their recent work promoting safe walking and bicycling, did they notice any rules or situations that seemed to limit their ability to implement what they sought to do? What did they discover that they might want to change? Did the "Magic-Wand-Go-Round" exercise refer to any rules or policies that deserve more attention?

Open up a discussion to hear the students' opinions. Are there any rules or policies within the school or community that the students might be interested in changing to better support pedestrians and bicyclists? Are there conditions or situations that restrict the comfort, safety, or access of pedestrians or bicyclists?

> Example:
>
> A student might have said: If I could use this magic wand to make students at our school more concerned about the environment, then I would award bonus marks in Social Studies or Physical Education for their environmental actions. From this starting point, the conversation might shift to the pros-and-cons of such a proposal.

Once your group has identified one or two policies about which they might like to express their opinions, distribute the *Changing the Rules!* handout. (If you will be working on two policies, assign a policy to each half of the group.) Ask students to begin working through the sheet for ten minutes. Be sure to ask each group to be able to identify WHY this policy needs to be changed and what ideas they might have to get started. Ask them to be thinking about how they would like to proceed and what they will want to prepare at the next session. For example, they may want to write a letter or presentation script to a key power holder such as a school administrator or to city council.

Infrastructure barriers (e.g., sidewalks, traffic signals) might not have been addressed within the students' activities for the project, but now the students' informed involvement in discussions around potential infrastructure changes could be very beneficial. Their insight and their input could assist supportive engineers or planners.

Wrap-up/Debrief: Thank You (15 min)

Have each student identify one person who supported their efforts. Ask them to articulate what that support was and what it helped or enabled the student to do.

Distribute the blank cards and ask each student to articulate these thoughts into a thank you card. If the intended person is not at the school, ensure that the envelope is sealed, correctly addressed, stamped, and posted to that person.

Follow-Up Tasks:

- Invite a local influential partner or "power person" to the next session. Send them a copy of *The Seven P's of Policy Change* handout so guests are aware of the questions the students may be asking.

Session 10 (C): Changing the Rules

GOALS

- To identify informed, student-based recommendations for policy change at either the school or community level.
- To take the first steps in acting upon this policy change.

MATERIALS AND PREPARATION

Items Needed from Earlier Sessions:

- The students' *Changing the Rules!* handout from Session 9.

Pre-reading for Facilitator:

- Choose a section of the Safe Routes to School National Partnership's Safe Routes to School Local Policy Guide to read that seems most relevant to your students' concerns.
  http://www.saferoutespartnership.org/sites/default/files/pdf/Local_Policy_Guide_2011.pdf
- Bridging the Gap: Using Local Land Use Laws to Facilitate Physical Activity.
  http://www.casaferoutestoschool.org/wp-content/uploads/2011/06/btg_land_use_pa_FINAL_03-09-12.pdf

Communication with Partners:

- Consider inviting your local experts or partners who have shown the most interest to join in this discussion.

Handouts, Templates, and Tools:

- A whiteboard or a large piece of paper to record the students' rationale for changing the rules.

Warm-Up: How Rules Can Support Collaboration (10 min)

Ask the group to try and invent a game without any rules.

Or, play the game "Rule-less." [xlvii]

Explain that "Rule-less," as a game without any rules, no two people can be doing the same action or routine. Invite each of them to be looking out for anyone else who might be 'copying' someone else as that would imply the invention of a rule in the game.

After playing the game, discuss how a lack of rules can hinder the spirit of collaboration. Discuss how rules and laws enable different groups and professions to get things done within society. Also, mention that the more we know about the rules and policies, the more we can participate in an informed discussion about them.

EXERCISES

NOT Changing that Rule! (20 min)

Before reviewing the students' ideas for changing the rules from the last session, it would be valuable for them to consider why these rules are actually in place. List the one or two policies that the group would like to change and ask for volunteers to make a short, unrehearsed persuasive argument as to why these policies exist, and why they should remain in place!

Not only should this be fun, but for the group to benefit from this exercise ensure that real arguments are constructed in support of the existing policies.

> The purpose of this exercise is not to dissuade the students from the policies that they believe need to be changed, but to add rigor to their investigation.

We Need to Be Heard (40 min)

Option 1) If you have a guest, such as a local partner or "power person" at your meeting, allow the students to discuss their thoughts regarding the *The Seven P's of Policy Change* handout.

Option 2) If you do not have a guest, such as a local partner or "power person" at your meeting, have the students prepare a communication piece to attract the attention of a local partner or "power person."

After arguing for the opposite position in the first exercise, ask the students if the persuasive arguments have broadened their perspective. Have each group return to their *Changing the Rules!* handout and discuss any new issues or ideas they now have for this recommended policy change. Use the handout to understand the Seven P's for preparing an effective policy campaign.

Now that the students are an informed group with a recommendation to make, it is time to create an action plan.[xlviii] This includes the following:

- A description of what your goals include, such as a letter to the mayor, a presentation to the school district trustees, a video presentation for city council, or a site visit for the transportation engineer.
- A list of tasks needed to complete each identified goal, identifying the person (from the student leader group or from within the community) who will work on each task, and a due date for completion.
- A back-up plan for any added steps that might be discovered along the way. (Policy change is not a quick-fix!)

Use the rest of the time in this exercise to write the letter(s) and/or script(s). Ask students to discuss the necessary timelines for delivering the letter or presentation.

From Marin County Safe Routes to School and Student Leaders pilot group

Success story! Empowered by their Safe Routes to School Youth Leadership Pilot Program experience, the students in the Teens Go Green club in Sonoma County organized a springtime Walk and Roll to School Day in which over half of the school participated! When asked if they felt they made a difference, one student said, "I think that I have made a difference because if our small group can get 235 people to walk then imagine what a whole bunch of little groups or a lot of big groups can do." Together with the adult facilitator of the pilot program and parents, the students who participated in the pilot program also helped with International Walk and Roll to School Day the following October. While the original group of student leaders has now moved on to high school, the participating parents are planning to continue efforts through monthly Walk and Roll events.

Refresher: Rules of the Game [xliv] (10 min)

The group sits in a circle and one person leaves the room. The rest of the group makes up one rule to follow. For example, answer questions in only three words, or in the form of the question.

When the person returns to the room, they ask questions and try to guess the rule based on the way that people respond.

The objective of the game is to demonstrate how difficult it can be for a person who does not know or understand rules that have been agreed upon by others. End with a discussion asking for comments from both the "insiders" and the person who had to guess the rules.

Wrap-up/Closing: Our Effects (10 min)

Just as your group plans to put the policy change tasks into action, it is time to close this campaign. Discuss some of the practicalities for continuing the policy change outside of this student leader group, and determine if you will reconvene to work on another campaign!

Decide if you will choose to apply this as a "reflective and enclosing" exercise that focuses on the campaign the group just completed or as a "forward-thinking and expanding" exercise that projects into the policy change action plan.

Sitting in a circle, ask each person to describe a positive contribution they believe they have made to the group, school, or community. If you are using this as an expanding exercise, each person could be asked to describe how this contribution can also help with the plan to change policy. If there is awkward silence because students do not wish to "brag," consider asking them to describe a positive contribution made by someone else–but have them do so in a way that does not actually identify the person they are describing.

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Appendix A: Delivery Tools and Handouts

1. SAMPLE PERMISSION FORM

Safe Routes to School Youth Leadership Project

[February 4, 2016]

To student leaders and parents/guardians at [Kowhai Middle School],

You are invited to join a student leadership project to deliver our **Safe Routes to School Program**. Our goal will be to increase the number of students walking and bicycling to school. This student leader group will plan events and activities over ten 90-minute training and support sessions.

These sessions will be led by [Arthur Orsini, Youth Leadership Facilitator]. Our first three sessions will focus on **Preparation** to help establish a strong, enthusiastic, and skilled student-leader group. The next seven sessions will focus on the delivery of a **Student-Led Campaign** to increase the number of students walking and bicycling to school.

As a youth leadership project, we expect the project to take shape as we work together. ***The characteristics and motivations of the students will determine what form it takes at this school!***

As these training sessions will take place during classroom time [(Thursdays from 8:45 am to 10:15 am)], it might be necessary for the student leaders to catch up on any lessons or homework missed. In addition, there is no-cost to students for their participation.

If you want to participate, please complete the statement below and return this signed form to the school office before [Wednesday, February 11, 2016].

If you have any questions, feel free to contact the school or [Arthur Orsini, Youth Leadership Facilitator] at [Urbanthinkers], telephone: [_____] e-mail:[_____].

Yes! I want to be a student leader in our school's Safe Routes to School program because:

_____

_____

_____

Student name_____ Grade____ Student Signature_____

Parent/guardian signature_____Date_____

2. SAFE ROUTES TO SCHOOL: AN INTRODUCTION FOR STUDENT LEADERS

Safe Routes to School is a national and international movement to increase the number of students who safely walk and bicycle to school.

In 1969, almost everyone who lived less than a mile from school walked or rode their bicycle to school eight out of nine people. Now, about a third of students in kindergarten through eighth grade who live less than a mile walk or ride their bicycle to school–three out of nine people.

Too many families are missing this important opportunity for physical activity in their day. This comes at a time when there are alarming statistics about the health and weight of children and adolescents. Safe Routes to School works to get more students safely walking and bicycling to school again. Safe Routes to School has grown in popularity for many reasons, including that more people walking and bicycling to school can mean:

- Safer streets with fewer cars, slower traffic, and a reduced number of people injured.
- More fit and active people.
- Healthier people breathing cleaner air.
- Friendlier neighborhoods where people know each other.
- Greater independence and personal responsibility of children and young people.
- More games on the playground because students arrive earlier since they did not have to wait for their parents to get ready to take them to school.
- Students who walk or bicycle to school know that it is fun to have time at the start or the end of the day with their friends and family.

3. SAFE ROUTES TO SCHOOL: AN INTRODUCTION FOR STUDENT LEADERS

The list below identifies ten benefits of the Safe Routes to School program. Read them over and choose your 1st, 2nd, and 3rd reasons for joining in the project.	
List your 1st, 2nd, and 3rd priorities:	**I want to lead our local Safe Routes to School program because I want to…**
	Reduce the number of cars around school in the morning and afternoon.
	Improve the safety (road safety and personal safety) for students and families.
	Offer bicycling skills courses (e.g., bicycle repair and on-road training).
	Improve the health and fitness of students.
	Reduce greenhouse gas emissions and the school's carbon footprint.
	Increase the number of students safely walking and bicycling.
	Increase students' sense of independence.
	Make it cool for students to get to school without a car.
	Save money on gas.
	Improve my leadership skills by leading the Safe Routes to School program.
	Spend more time with friends while getting to and from school.

The list below identifies ten benefits of the Safe Routes to School program. Read them over and choose your 1st, 2nd, and 3rd reasons for joining in the project.	
List your 1st, 2nd, and 3rd priorities:	**I want to lead our local Safe Routes to School program because I want to…**
	Reduce the number of cars around school in the morning and afternoon.
	Improve the safety (road safety and personal safety) for students and families.
	Offer bicycling skills courses (e.g., bicycle repair and on-road training).
	Improve the health and fitness of students.
	Reduce greenhouse gas emissions and the school's carbon footprint.
	Increase the number of students safely walking and bicycling.
	Increase students' sense of independence.
	Make it cool for students to get to school without a car.
	Save money on gas.
	Improve my leadership skills by leading the Safe Routes to School program.
	Spend more time with friends while getting to and from school.

4. WARM-UPS AND ICE BREAKERS

Athletes and musicians typically "warm up" before they play. A warm-up lets your body know that it is about to be used in a slightly different way than it had been just a short time before. For groups, warming up can help shape the mindset for a slightly different mood and space than it had been just a short time before coming together.

When a group meets for the first time, these warm-ups might be called "**icebreakers.**" After participants become familiar with one another, these exercises are referred to as **warm-ups** as it is less necessary to "break-the-ice" than it is to check in and see how things are going.

A++ Once your youth leaders become familiar with a few warm-ups and the purposes behind them, they will find it easy to think up new activities to try. **Inviting students to create new warm-up exercises or adapt previous versions is a way to encourage them to integrate previous learning into new situations**. Listed below you will find five components to help make them as ***QUECK*** (Quick, Up and-At-It, Easy, Creative, Kinesthetic) as possible!

Introduce this list when you are ready for the students to start generating new warm-ups/activities.

QUECK = Quick, Up-and-at-it, Easy, Creative, Kinesthetic

QUECK is an acronym used to help remind facilitators of the best way to insert ice breakers, activity breaks or other quick, easy, and engaging activities into the flow of larger activities.

Q-U-E-C-K	Description	Example
Quick	Can be completed in under 5 minutes.	**Who has it?** Set a time-frame: today, this week, since our last meeting, etc. One person starts with a ball and asks, "Who has felt happy today?""Who has ridden a bicycle today?" etc. Everyone silently answers: No = hands by their side. Yes= hold up hands to catch the ball. The ball gets tossed to someone who said yes, and the that person asks, "Who has...?" Continue until everyone has received the ball.
Up-and-At-It	Gets people up and out of their seat	**The Line up Game** Separate everyone into two teams. One person is the caller and calls out " Everyone please now line up..." and fills in the blank with a statement such as the suggestion below. All the players race to find the right order and shout when they are finished. Suggestions: in order of age, oldest at the front, youngest at the back in first name alphabet order by height, shortest first according to your birthdays - first in the year goes first according to hair length, most hair at the back, least hair at the front Make the game more challenging by having players only communicate with gestures.
Easy	Requires few, clear, easy instruction; sometimes one example can be enough to explain.	**Mime Tug-of-War...**without the rope Start with one person per side. Add people per side until everyone is involved. Ends when one team "wins."
Creative	Encourages people to respond faster than they can think	**Next Sentence or And Then...** Someone starts a story with one sentence and then gestures (not points) to someone by saying, " and then..."
Kinesthetic	Movement without speaking	**Never-Ending-Mound-of-Clay** One person starts with an invisible mound of clay. Silently, he or she forms it into an object and then tosses it to someone else. The next person uses it as it was meant to be used (e.g., if someone receives an ice cream cone that had been scooped-up, they would give it a couple of licks) then that person mashes the "clay" into something else before throwing it to someone else, etc. Game ends when every person has had a turn.

5. DECISION-MAKING

Many times, groups must prioritize ideas or make choices due to limits in time or budget or other constraints. This requires some special skills in decision-making. Two exercises from the Preparation Sessions ("**What I Value in Safe Routes to School" and "How I Would Like our Safe Routes to School Program to Look"**) show how the priorities of an individual can be compared so that the entire group can get a snapshot of each other's views. Other ways to identify priorities include public votes with a show of hands, anonymous votes with individual slips of paper, keeping count of votes with stickers, beans, pennies, or by having voters stand in certain areas of the room (e.g., If you believe the answer is "Yes," stand by the wall with the windows, if you believe the answer is "No," stand by the wall with the door).

Consensus decision-making refers to a process for coming to a decision where everyone agrees. Some groups find consensus very difficult to achieve. Without consensus decision-making, a majority-rules format can cause resentment, insult, or polarity. These "social" cracks in a group's fabric can lead to a reduction in the level of engagement over time

The first step in achieving consensus decision-making is to agree that the group will abide by consensus decision-making ground rules, which include:

- Participants all agree to reach an agreement.
- Each participant in the group has the right to disagree, but will accept and respect the final outcome.
- A person must speak out if he or she wishes to be heard.
- All opinions are of the same value and are valuable to the group.
- Creative energy and creative solutions are encouraged.
- Participants will aim to be clear and to the point when speaking.
- If the issue does not directly affect the entire group, group members can leave the decision to those who are affected by it.

It can also be a good idea to establish a non-verbal sign for agreement within your student leadership group. Nodding heads and giving a thumbs-up are popular signs of agreement, but your group might want to suggest an element of their own. "Fist-to-Five" is another tool that can be used:

Fist-to-Five

Fist-to-Five is an easy-to-use tool to build consensus by allowing each person to 'see' the level of agreement among one another. According to the FreeChild Project, an organization aimed at improving the leadership skills of youth and adults, the team leader starts by stating a decision the group needs to make. Everyone is asked to show a level of support by showing a fist or a number of fingers that corresponds to his or her opinion.

FIST	A no vote - a way to block consensus. I need to talk more on the proposal and require changes for it to pass.
One Finger	I still need to discuss certain issues and suggest changes that should be made.
Two Finger	I am more comfortable with the proposal but would like to discuss some minor issues.
Three Finger	I'm not in total agreement, but feel comfortable to let this decision or a proposal pass without further discussion.
Four Finger	I think it's a good idea/decision and will work for it.
Five Finger	It's a great idea and I will be one of the leaders in implementing it.

If people hold up fewer than three fingers, they should be given an opportunity to state their objections and the team should address their concerns. The process continues until the group achieves consensus (a minimum of three fingers or higher) or determines they must move on to the next issue.

6. HOW I'D LIKE OUR SAFE ROUTES TO SCHOOL PROGRAM TO LOOK

Use the table template on the next page to tally the responses from your group to the "How I'd Like Our Safe Routes to School Program to Look" activity. Then use the graph template to chart the results on a whiteboard or to project onto a screen (see example filled-in graph below), including a tally of the number of times each was selected as the top choice in the right-hand column (see Graph Example below). Take this opportunity to explore with students the themes that have developed in their answers. Take a photograph of the results on the board.

Graph Example (based on responses from ten students)

	Number of Votes										Number who chose this as top choice.
	1	2	3	4	5	6	7	8	9	10	
adventurous (3)	■	■	■								2
committed (1)	■										0
cool (0)											1
creative (2)	■	■									0
environmental (6)	■	■	■	■	■	■					1
fit (0)											0
friendly (1)	■										0
fun (3)	■	■	■								1
green/earthy (1)	■										4
healthy (2)	■	■									0
innovative (5)	■	■	■	■	■						0
knowledgeable (3)	■	■	■								0
leaders (7)	■	■	■	■	■	■	■				0
sporty (3)	■	■	■								1
successful (2)	■	■									0
welcoming (1)	■										0

Table Template

How would you like this Safe Routes to School Youth Leader Group to be perceived by the other students in the school?

	adventurous		environmental		green/earthy		leaders		
	committed		fit		healthy		sporty		
	cool		friendly		innovative		successful		
	creative		fun		knowledgeable		welcoming		

Graph Template

	Number of Votes										Number who chose this as top choice.
	1	2	3	4	5	6	7	8	9	10	
adventurous ( )											
committed ( )											
cool ( )											
creative ( )											
environmental ( )											
fit ( )											
friendly ( )											
fun ( )											
green/earthy ( )											
healthy ( )											
innovative ( )											
knowledgeable ( )											
leaders ( )											
sporty ( )											
successful ( )											
welcoming ( )											
_____( )											
_____( )											

7. SAMPLE DONATION LETTER

SAFE ROUTES TO SCHOOL: MARIN COUNTY

[DATE]

To Whom It May Concern at [business name here]

(About the event for which you are requesting donations.)

Our Safe Routes to School program is preparing for International Walk and Roll to School Day, which is coming up on [DATE]. Thousands of children worldwide are planning to travel to school by walking, bicycling, or rolling on that day. We would greatly appreciate your help in making this a memorable day in our town and are hoping your business can provide a gift card or food donation so that we can offer refreshments to students who walk, bicycle, or roll to school that day. All donations are fully tax deductible. Our tax I.D. # is [00-0000000.]

(About your program or organization/school.)

The Safe Routes to Schools program at [SCHOOL NAME] is setting the example for increasing the amount of youth walking, bicycling, and rolling to school. Our program is dedicated to changing the way this generation of school children travels to and from school and encouraging children and youth to be more active.

(Call to action.)

Please let me know if [BUSINESS NAME] will make a donation to help make [MONTH_DAY] a day our students will never forget! I look forward to hearing back from you soon.

_____

[Type the name(s) of the student leaders in charge of donations here and sign above]

Student Leader Group for Safe Routes to Schools at [SCHOOL NAME] Middle School

[School Name]

[School Address]

[School Phone Number]

ol's Safe Routes to School program because:

_____

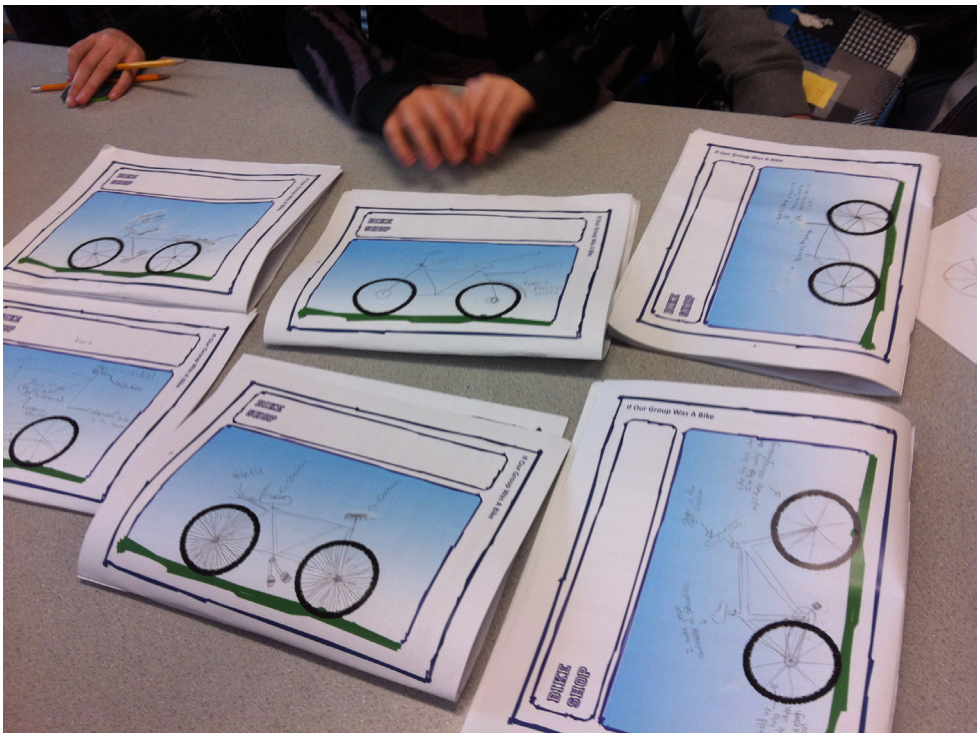
_____

_____

Student name_____ Grade____ Student Signature_____

Parent/guardian signature_____Date_____

8. IF OUR GROUP WERE A BICYCLE - A GROUP BUILDING EXERCISE



(photo credit: Urbanthinkers)

A bicycle is made up of many visible parts that work together to help the bicycle move. This activity aims to describe these parts as a metaphor for the group, with each part representing skills or characteristics of the people within the group. For instance, the handlebars might represent steering around obstacles (as in the group leader). Sometimes a bicycle bell helps to sound out warning signs for hazards up ahead (this might describe a strategic thinker). At other times, a rider might be looking for more flair with a stylish or cool bell (perhaps like an enthusiastic person who feels very comfortable talking at assemblies). The spokes of a wheel can represent the cooperative nature of many people working together. And, some spokes take on added duties, such as carrying a side reflector (as in students who quickly accept additional tasks).

Distribute the "If Our Group Were a Bicycle" handout, and ask the students to draw the various parts of a bicycle. You might choose to have a bicycle in the room or a photo of a bicycle to help the students with their drawing. Remember, photo-realism is not the focus of the exercise. The main point is to get students thinking about how the many components of a group contribute to its success using the bicycle as a metaphor.

After considering a first few components of the bicycle, have the group label these parts with what they think it can represent within a Safe Routes to School group. Allow some time for individual work before inviting the students to share with the group. As a group, list names of people in the group who fit these parts (e.g., Tina is like the chain because she is great at getting people to work together.).

Depending on the amount of time you have, be sure to identify at least one role and an associated bicycle part for each person.

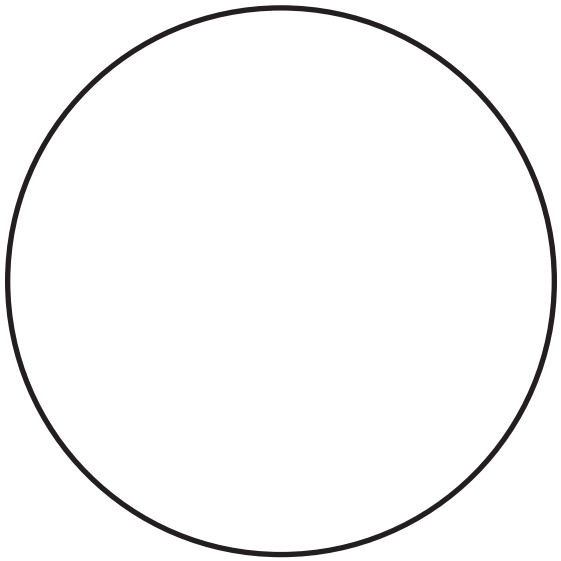
Missing Parts: The Bicycle Shop

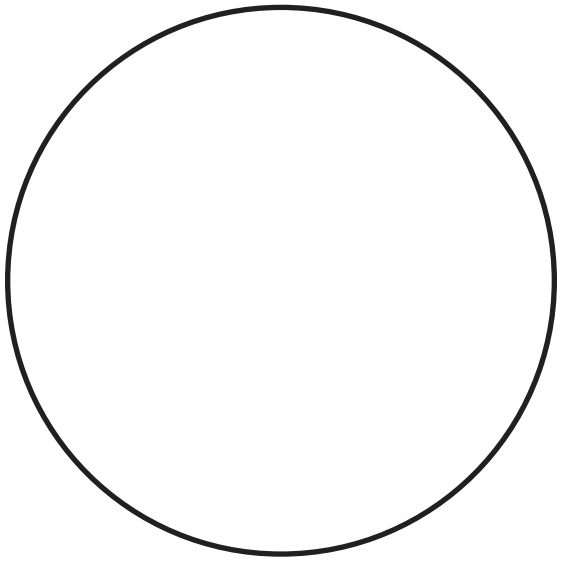
You might find that your group has some bicycle parts that cannot yet be "claimed" by anyone within your group. If that is the case, list these items in the Bicycle Shop. For example, if no one's name has been "connected" to the bicycle bell and its characteristic of being a fearless public speaker that is a role the group might be missing. Listing it in the Bicycle Shop can be a reminder for your group to be looking to either strengthen from within or seek help from other students.

IF OUR GROUP WERE A BICYCLE

Use this sheet to draw a bicycle. Label the different components of a single bicycle (e.g., the tires, the handlebars, the gears, etc.). How can each part be compared to the many roles that students contribute to a group?

BICYCLE SHOP





9. MAKING OR ANALYZING POSTERS

In addition to talking and presenting, posters can be a valuable tool to publicize your campaign. However, posters need to be eye-catching and interesting in order to capture the attention of students. Use the experience and awareness of your student leaders to create successful poster campaigns.

Materials

- Two sample posters: one from popular culture and another that is related to your campaign.

Procedure

Hold up the popular culture poster for a moment so that they can see it. Then, remove it from view and ask a few questions to discuss what is remembered about the poster.

- Is this poster recognizable? Have you seen it before? Or, is it reminiscent of an earlier version?

For example, the iconography and formatting of posters promoting The Hobbit echo back to The Lord of the Rings movies. Similarly, current International Walk to School Day posters typically have some visual cues connecting back to previous International Walk to School Day posters.

- What do the students believe is the purpose of this poster?
    1. Is it to inform the viewer of new information?
    2. Is it to motivate the viewer into a new way of thinking?
    3. Does it encourage action?
- What do the students like about the poster?

You may want to hold up the sample poster again as you wrap up this discussion.

What is the viewer expected to do (i.e., what action are they expected to take)? Go watch the movie? Download or buy the album? Shop at this store? Buy this brand of juice?

- How likely are your students to do what the poster advocates? Why?

Repeat this procedure for the second poster. You can decide whether or not it will be worth it to display the poster during the entire discussion.

Branding a Poster

Your students' posters should aim to 1) inform, 2) motivate, and 3) encourage actions that support the Safe Routes to School program. Previous student leader groups have developed posters that offer a unique "look" or "feel" that still links back to previous posters and announcements. In other words, once a student group gets active, there should be no mistaking that their posters are Safe Routes to School posters because the same color, format, theme, clues, or feeling flows through each poster.

Concluding Thoughts on Posters

As your student leaders create posters for their project, here are some added questions to consider:

- Will it feature text or an image?
- What is the eye catching title--The ten or fewer words to attract viewers? Will it be created on a computer or on poster board? Original artwork or a collage?
- What colors will you use? The same as your previous posters or new colors?
- How will it be "read" from far away?
- What added features will be only seen up-close?

Hidden message: Include some "added" information in small print that will entice or reward loyal supporters. For example: Come prepared to see more of Mr. D's antics from the finish line of the one mile walk. Or, the secret answer at the Bicycle Rodeo will be "the Arctic Circle."

10. PLANNING FOR ACTION

Students often underestimate the level of detail, planning, and preparation required to host an event or activity. The Planning for Action handout is an organizational tool to help students generate planning checklists for each of the activities they lead. In each case, an Activity Captain will be responsible for completing the sheet. To assist them, they might choose to nominate an Assistant Captain who can give an outside perspective on their ideas, problems, concerns, and successes. The Assistant Captain can be someone from the group or a friend who is not in the leadership group.

Display the handout below on a whiteboard or projected onto a screen and spend a few moments reviewing the document before directing the students' attention to the section entitled "Resources." This section prompts the students to identify what they may need, including any food or donations that they might want to request from local businesses. The location of their event(s) and activities may require them to seek the cooperation (or permission) of a caretaker or administrator. These planning sheets can help the group become organized and communicate plans among one another and to other key partners who might become involved.

Review this handout together as a large group in the second exercise when you discuss your upcoming event or activity.

PLANNING FOR ACTION

Activity Name: _____

Short Description: _____

Activity Captain: _____ Assistant Captain: _____

Overview
What is the **goal** of this activity? What do we want to achieve? Why are we doing this?
How will you know if you are **prepared** for this activity?
How will you know if it was a **success**?
Planning
When will it take place?
Where at the school will it happen?
What **steps** do you need in order to run this activity? 1. 2. 3. 4.
Resources
What **materials** will you need?
Where/How will you **get** them?
Whose **cooperation** (or permission) will you need?

Volunteers
Whose **help** do you need? What will they be doing? When will they be needed?
Review - several days (or a week) before activity
Have the goals **changed**? How?
What **new steps** became necessary?
Hindsight: If someone was to run this activity next year, what's the best advice you would give them?
Notes

11. PUBLIC SPEAKING/ASSEMBLIES

Regardless of the events and activities that your group chooses to implement, there will usually be a need for strong public speaking skills. However, students should not feel pressured into using traditional communication methods. Sometimes traditional communication in e-mails or newsletters will suffice, and sometimes messages are best delivered face to face, such as a presentation in front of a live audience. In any case, students should try to re-think how any communication tool can be used with creativity and innovation!

This exercise will help students prepare a quick presentation to practice public speaking. (It is not necessary that they actually make the presentations to the larger school community, only that they become familiar with the purpose behind the data collection in case they are asked by students, teachers or parents.) Begin by asking pairs of students to prepare a 30-second announcement informing the school about the data collection exercises they are about to implement. Ask the students if they have enough information to actually make a presentation on the topic.

What questions do they have that would better prepare them to make such a presentation? Do they know the purpose of the data collection? Distribute the Public Speaking/Assemblies handout, a worksheet for preparing youth for a presentation or speech. Ask which items are and are not relevant in this case. Give the groups three minutes to prepare and invite them to present. Be sure to allow some time to give feedback.

Don't forget the 5-Ps of great presentations:

Prepare your script. Even if you don't follow it word-for-word, preparation helps.

Practice! At least four times on your own before practicing once more in front of someone.

Have **patience** for the people who give their time to listen and provide feedback.

Produce a story-board. Make a series of quick sketches outlining how the introduction, main body, and conclusion of a talk or video are going to unfold.

Or, **pick** someone else. Sometimes your group just might need or want a person who is super fantastic at speaking in front of a crowd. If you don't feel like that person, don't be afraid to ask for help from time to time.

PUBLIC SPEAKING/ASSEMBLIES

Use this chart to prepare your notes for making a presentation

Item	Shaded boxes for preparation notes. Clear boxes for presentation notes.
YOUR TOPIC What are you presenting about? Explain your topic clearly and simply.	
YOUR AUDIENCE Who will be there and why should they care about this topic?	
YOU How are you presenting in a why that is unique to your personality and passions?	
THEME One phrase to summarize your reason for speaking.	
VISUAL AIDS Is there anything that you can bring to emphasize your point?	
OPENING Hook the audience in, then tell them what you are going to say.	
BODY Establish credibility. Give them a reason to either believe you, or pay attention to what you have to say. How will they benefit from your speech?	
SUMMARY Re-phrase your opening.	
CLOSING What do you want them to do now?	
FOLLOW UP What is your next role in making it happen?	

12. CAMPAIGNS, EVENTS, ACTIVITIES

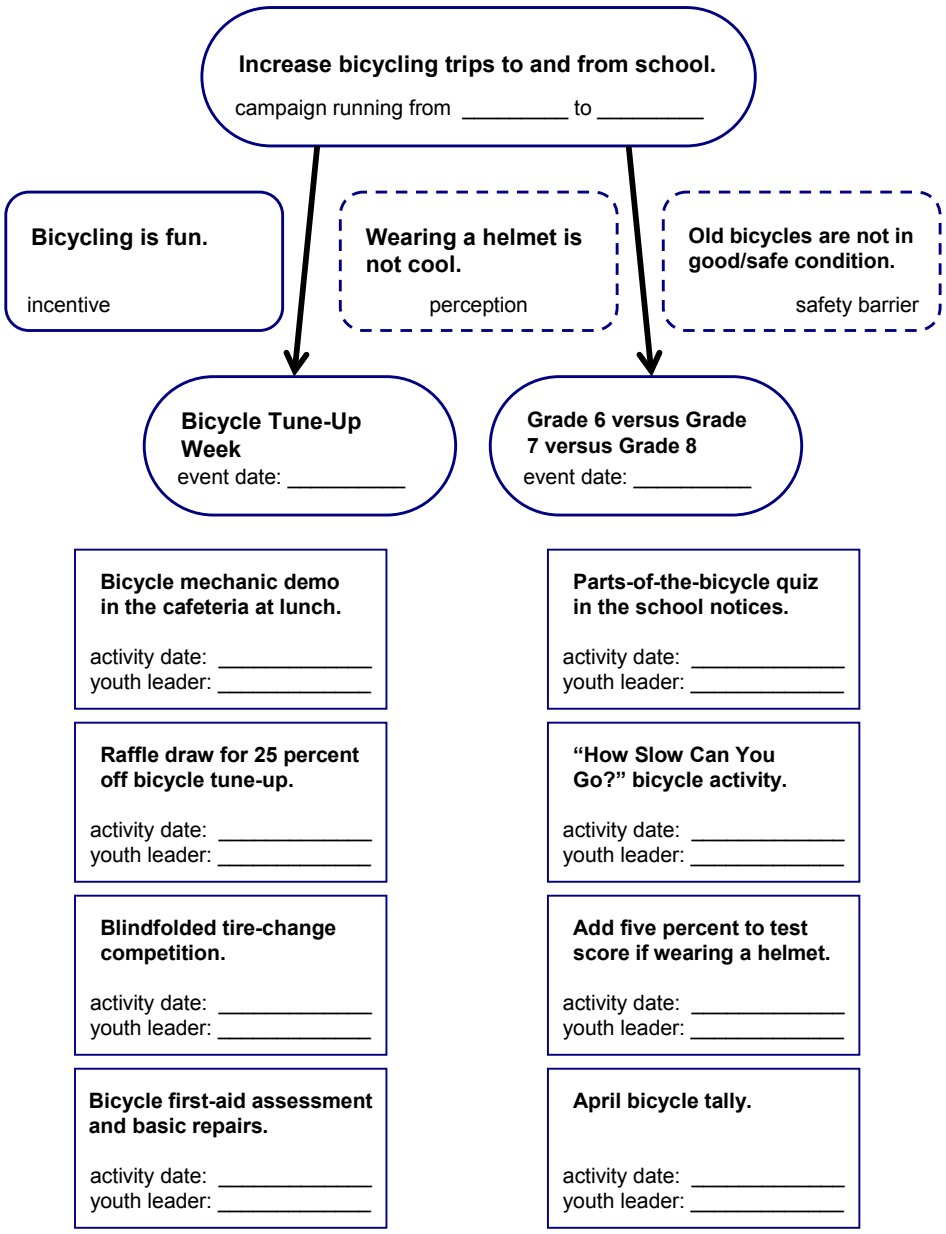
A **campaign** is a series of events, activities, and messages focused toward a goal. Increasing bicycling trips to school is an example of a campaign goal.

An **event** brings together several related activities in support of a campaign. Bike to School Week is an example of an event.

An **activity** is a celebration, competition, or presentation planned to take place at a specific time and place. Activities might lead-up to an event, or take place on an event day. Examples of activities include bicycle maintenance workshops and poster contests.

Within your events, try to hold an activity that incorporates feedback from participants. For example, if you are going to hold a prize raffle, why not add a question that asks for specific input from participants, such as: "What did you like about this activity?" or "Are you more likely to walk/bicycle after attending this activity: Yes or No, and why?"

Organizing a campaign and its events and activities can get complicated. A thinking map (sometimes called a "mind map" or a planning sheet) can help students organize events and activities that will be part of a campaign. The chart below shows an example of how to use this flowchart for the More Walk, More Roll activity. A blank version is included on the next page.



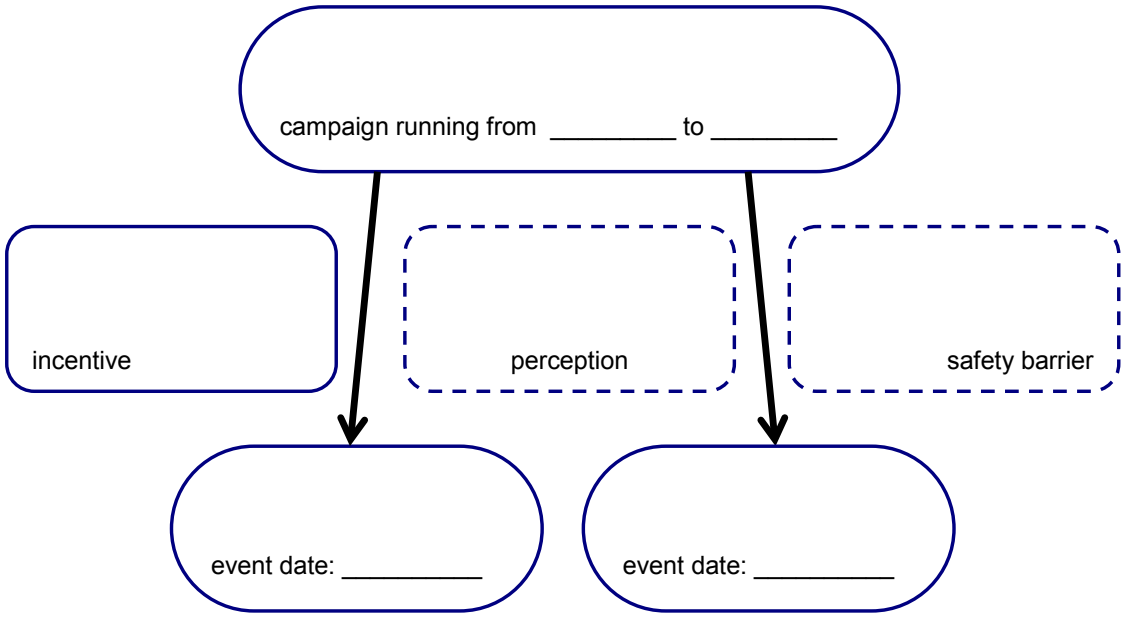
CAMPAIGNS, EVENTS, AND ACTIVITIES

This planning sheet can help you to organize several events and activities to carry out your walking and bicycling campaigns.

A **campaign** is a series of events, activities, and messages focused toward a goal. Increasing bicycling trips to school is an example of a campaign goal.

An **event** brings together several related activities in support of a campaign. Bike to School Week is an example of an event.

An **activity** is a celebration, competition, or presentation planned to take place at a specific time and place. Activities are usually focused on either highlighting an incentive (solid-line rectangle), altering perceptions (dotted-line rectangle), or aiming to overturn a safety barrier (dashed-line rectangle).



activity date: _____
youth leader: _____

activity date: _____
youth leader: _____

activity date: _____
youth leader: _____

activity date: _____
youth leader: _____

activity date: _____
youth leader: _____

activity date: _____
youth leader: _____

activity date: _____
youth leader: _____

activity date: _____
youth leader: _____

13. SIX THINKING HATS ASSESSMENT

Dr. Edward DeBono's "Six Thinking Hats" is a valuable tool to review learning. In a student leader program, it can be even more useful in helping a group prepare for an event or activity. This activity allows one student to present an idea and then solicit feedback from the six different thinking styles. The students' questions can help to expand their thinking around the last stages of preparation for their activities.

Materials:

- Copy the "**Six Thinking Hats Assessment**" handout on the next page–one copy for each activity that will be presented.
- Cut the slips of paper according to the colors.

Procedure

To get the most out of the activity, assign one "thinking hat color" to each person for the entire exercise by distributing the slips of paper that dictate this perspective. Allow some time for each person to read the questions from the perspective of their hat color (included on handouts) and become familiar with the perspective from which they are being asked to listen. Discuss the various questions on the slips of paper so that the students understand what they will be listening for as the events and activities are described. Each student is to write down any questions or ideas that come to mind during each presentation.

For example: "Green Hat thinking" is listening for alternatives and creative ideas, in other words, Green Hats are "What If?" thinkers. A student with a "Green Hat" on might listen to the explanation of the Bike Rodeo and identify any alternatives that come to mind, for example: "You say that you are going to be hosting a Walk to School Day: What if everyone had to form groups? What if those groups had to come dressed up as their favorite music band? What if every group had to have someone with a grandparent from each of the five continents?"

Once the Activity Captains have finished, have them collect all the slips of paper relating to their activity before the next presentation.

Remember, this is the time to collect the questions, not the time for answering them. The questions written on the slips of paper will help the Activity Captains to review and/or rethink their respective plans.

This exercise takes time, but creates enormous value for the Activity Captain, offering them valuable feedback and added ideas. Further, if your student leaders run this exercise with an entire class in the school, then the activity doubles as great promotion of the event and activities!

SIX THINKING HATS ASSESSMENT

RED HAT Imagine that you just heard about this for the very first time–*which might be the case...* What are your **feelings and gut reation** about what you just heard/saw?	*feelings and intuition*
YELLOW HAT What are the **benefits–the best and most optimistic parts**–about what you just heard or saw? What will be the most **fun**?	*benefits and fun*
BLACK HAT What **flaws or risks** do you see with what was just presented to you? How do you think they can deal with these **weak points**?	*caution and assessment*
WHITE HAT After hearing/seeing what was just presented, **what questions do you still have**? Is anything missing? What other **facts** do you need?	*facts and information*
GREEN HAT You just heard some ideas presented, but **what if they completely changed the way they went about this**? If this was just a starting point for a new approach, what might that look like? **What other ideas do you have**?	*alternatives and creative ideas*
BLUE HAT Looking at the BIG picture: **what do you think they are trying to achieve**? What do you think about **the way they have chosen** to go about it?	*thinking about the thinking process*

14. FRONT PAGE NEWS

This exercise can be used in one of two ways:

1. As a **visioning** exercise in the early stages of a program. The exercise asks students to envision an awesome finish to their campaign–so wonderful that the local newspaper has come by to put their story on the front page!
2. As a **reflection** exercise after an event or activity. The exercise asks students to consider their efforts and contributions as if they were going to be documented in the local media.

Pick one approach, and then, as the leader, ask students to consider that they are responding to the interview questions of a reporter.

Procedure

Distribute the "**Front Page News**" handout on the next page and discuss the components of the page. Once you are ready to begin, give students time to begin this exercise on their own before sharing their work in pairs or small groups.

Date: Use today's date if it is a reflection exercise, or the date of your event (e.g., Bike to School Day, Earth Day, International Walk to School Day) if it is a visioning exercise.

Front page photograph–Top Right Corner: Instruct the students to draw, sketch, or describe an image that shows the energy and success of their Safe Routes to School campaign. Note: A group photograph will not tell enough of the story unless something very specific or creative is depicted such as an empty (car-free) drop-off zone or perhaps jam-packed bicycle racks.

Caption–Below the Photograph: Ask students to write a description of what the picture is saying about the group to add meaning that the photograph might not be able to convey.

How this was accomplished–Top Left Corner: Ask the student to identify one or two of the key steps that put them on the path for success.

Our Youth Leader Group–Below the Caption: Highlight one great task that the entire student leader group accomplished together.

One Youth Leader in Particular–Lower Right Corner: Being a bit bold, ask each student leader to describe how **their awesomeness** contributed to the group's great success.

What is next?–Lower Left Corner: Ask the students to extrapolate as to where this success will lead to in the coming months or year.

Be sure to have time for students to share their stories–either in pairs, small groups, or as a large group. Use this space to take notes about the activities and characteristics of the students' visions, or take notes within your own copy of the "**Front Page News**."

FRONT PAGE NEWS

your local newspaper

_____

date

h e a d l i n e

How this was accomplished...

describe or draw the front page image

caption for the photo covering the what/when/where/who

Where this is headed...*next steps*, or *how this group is Changing the Rules!*

Our youth leader group did a great job of...

One youth leader in particular did a great job of...

15. OWL/PEACOCK/EAGLE/DOVE

Read through each of the four descriptions below and write down your thoughts about when you show the traits associated with each bird category.

When and where are you like the wise owl? The owl is logical, mathematically minded, methodical, and is sometimes seen as a perfectionist. The owl can be slow to make decisions and inflexible if rules and logic says otherwise. Owls are not big risk takers but love detail.	**When and where are you like the showy peacock?** The peacock loves talking, being the center of attention, is passionate and enthusiastic, and is happy and optimistic. Peacocks can be accused of talking too much and are not good with detail or time-control.
When and where are you like the peaceful dove? The dove is people-oriented, loyal, friendly, hard-working, and a great team player. Doves tend to avoid change, confrontation, risk-taking, and assertiveness.	**When and where are you like the bold eagle?** Eagles are dominant, stimulated by challenge, decisive, and direct. Eagles can be blunt and stubborn, can lose sight of the big-picture, and can be insensitive to other people's needs. Eagles are natural achievers.

1. Draw your version of what each of these birds looks like.
2. Arrange them in order beginning with the one that you are most like.
3. Comparing with the responses of the others in the group, whom are you most like? Who has a very different ordering of the birds than you?
4. List four people and what you can learn from each of them.

1st 2nd 3rd 4th

16. SAFE ROUTES TO SCHOOL TWO-DAY TRAVEL TALLY

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: **Teacher's First Name:** **Teacher's Last Name:**

Grade: (PK,K,1,2,3...) **Monday's Date** (Week count was conducted) **Number of Students Enrolled in Class:**

0 2 M M D D Y Y Y Y 1 5

- Please conduct these counts **on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)**
- **Please do not conduct these counts on Mondays or Fridays.**
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
- Ask your students as a group the question "**How did you arrive at school today?**"
- Then, reread each answer choice and record the number of students that raised their hands for each. **Place just one character or number in each box.**
- Follow the same procedure for the question **"How do you plan to leave for home after school?"**
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in each class

Step 2.
AM – "**How did you arrive at school today?**" Record the number of hands for each answer.
PM – "**How do you plan to leave for home after school?**" Record the number of hands for each answer.

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Wed. AM									
Wed. PM									
Thurs. AM									
Thurs. PM									

Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

+ **+**

(copied from http://www.saferoutesinfo.org/sites/default/files/resources/SRTS_Two_Day_Tally.pdf)

17. SAFE ROUTES TO SCHOOL STUDENT SURVEY

We are participating in a Safe Routes to School program that is being hosted by _____

In order for us to plan our events, we would like to hear how you, the students, feel about walking and bicycling to school. This survey will take less than five (5) minutes to complete. Thank you for your help.

Gender: F M Age: _____ Grade: _____

How far do you live from school? (approximately): _____ miles

Where is the nearest major intersection to your home: (provide the name of the two intersecting streets closest to your home) _____ and _____

1) How do you usually travel to/ from school? *check only one per column*	1a) morning ❑ *walk* ❑ *bicycle* ❑ *school bus* ❑ *family car* ❑ *carpool* ❑ *public transit (e.g., city bus or train)* ❑ *other*	1b) afternoon ❑ *walk* ❑ *bicycle* ❑ *school bus* ❑ *family car* ❑ *carpool* ❑ *public transit (e.g., city bus or train)* ❑ *other*
2) Do you own a bicycle?	❑ Yes ❑ Yes , but needs repairs before I can ride it to school ❑ No ❑ No, but there is one I can borrow	
3) How did you get to school today?		
4) For me, to walk to/from school would be	Very easy 1 / Not easy or difficult 2 / Very difficult 3	
5) For me, to bicycle to/from school would be	Very easy 1 / Not easy or difficult 2 / Very difficult 3	
6) Walking to school is fun.	Very fun 1 / Don't know 2 / Not fun at all 3	
7) I have at least one friend living near me with whom I can walk or bicycle to/from school.	Yes 1 / Don't know 2 / No 3	
8) Bicycling to school is fun.	Very fun 1 / Don't know 2 / Not fun at all 3	
9) Some of the barriers that make walking and bicycling to school difficult for me include: *check all that apply*	9a) walking ❑ *distance* ❑ *convenience* ❑ *time* ❑ *activities before or after school* ❑ *speed or traffic* ❑ *amount of traffic* ❑ *sidewalks* ❑ *safety or crossings* ❑ *violence or crime* ❑ *weather/climate* ❑ *too much to carry (e.g., large instrument)* ❑ *parents won't allow me* ❑ *other*	9b) bicycling ❑ *distance* ❑ *convenience* ❑ *time* ❑ *activities before or after school* ❑ *speed or traffic* ❑ *amount of traffic* ❑ *bicycle paths* ❑ *safety or crossings* ❑ *violence or crime* ❑ *weather/climate* ❑ *too much to carry (e.g., large instrument)* ❑ *parents won't allow me* ❑ *my bicycle is broken* ❑ *I don't have a bicycle lock* ❑ *no safe bicycle racks at school* ❑ *other*

18. OBSERVATION SHEET FOR UNSAFE BEHAVIORS

Consider inviting a law enforcement officer or a school administrator to join you in making observations of unsafe behaviors. Use this sheet to record your notes and help determine the issues that need "awareness-raising."

Date: _____ Time: _____ Location: _____

Unsafe Behaviors	NOT MUCH of a Problem	A PRETTY BIG Problem	Not Applicable
Unsafe PEDESTRIAN Behaviors			
Not following the directions of the crossing guard or traffic signals.			
Not looking left, right, left again before crossing the street.			
Crossing a street at an unsafe location (e.g., jaywalking, not waiting for the walk signal, not using crosswalk).			
Darting out between parked cars.			
Wearing dark clothes when there is poor lighting.			
Groups of students spilling out into the street.			
Other:			
Other:			
Unsafe BICYCLIST Behaviors			
Riding into traffic without looking left, right, left again.			
Riding against traffic instead of with the traffic flow.			
Turning left without looking and signaling.			
Not obeying traffic signs and signals.			
Riding out from driveway or between parked cars.			
Not wearing bike helmet.			
Not being visible at night when riding in road.			
Other:			
Other:			
Unsafe DRIVER Behaviors at or Near the School			
Speeding.			
Not yielding to students walking or bicycling, especially in crosswalks.			
Running red lights or stop signs, passing stopped school buses.			
Parking or stopping in crosswalks or bus zones.			
Dropping off students in the street rather than at the curb.			
Letting students walk between parked cars and buses.			
Violating school drop-off and pick-up procedures.			
Distracted driving.			
Other:			

19. WALKABILITY CHECKLIST FOR STUDENTS AND ADULTS

October Walk to School Month

Walkability Checklist

Dear Parents:

Our school is hosting Walk to School Month this **October.** Walk to School is a time for students, parents, families, and school staff to wlak or bike to school throughout October. This helps teach our children safe walking and biking skills, reduce traffic and air pollution near our school, and helps children get more physical activity.

The attached **Walkability Checklist** is a tool that can be used to improve the safety of your child's route to school. Please use the Walkability Checklist with your child on a day while walking to or from school. Younger children will need an adult's help to complete the Walkability Checklist. Older children may be able to complete the checklist on their own if they can read at or above a 4th grade reading level.

The more Walkability Checklists we get back, the more likely we are to improve the quality and safety of your child's route to school. Thank you for your help and support to make our school and community a safer place to walk!

For more information please contact:

_____

Sincerely,

http://www.caactivecommunities.org/wp-content/uploads/2011/09/Walkability-Checklist-for-Students-and-Adults.pdf

Name: _____

Teacher: _____

School: _____ Grade: _____

Walkability Checklist for Students and Adults

1. Did you have room to walk the whole trip?

❑ Yes No

- ❑ A sidewalk or path was missing.
- ❑ A sidewalk or path was blocked.
- ❑ A sidewalk or path was broken or cracked.
- ❑ Something else: _____

Place of problems: _____

_____

_____

2. Was it easy to cross streets?

❑ Yes No

- ❑ The road was too wide.
- ❑ Cars were going too fast.
- ❑ I needed crosswalks or a crossing guard.
- ❑ I needed traffic lights.
- ❑ I could not see cars coming because they were blocked by parked cars or trees.
- ❑ The traffic lights did not give me enough time to cross, or made me wait too long.
- ❑ Something else: _____

Place of problems:_____

_____

_____

3. Did drivers behave well?

❑ Yes No

- ❑ Drivers backed out of driveways without looking.
- ❑ Cars went too fast.
- ❑ Drivers did not wait for me to cross safely.
- ❑ Something else: _____

Place of problems: _____

_____

_____

4. How was your walk?

❑ Good Bad

- ❑ There were scary dogs.
- ❑ There were scary adults
- ❑ Bigger kids bothered me.
- ❑ The cars went too fast.
- ❑ There was too much trash.
- ❑ Something else: _____

Place of problems: _____

_____

_____

5. Were cars or buses dropping off kids in your way, making it hard to get to school?

❑ No Yes

- ❑ Cars were in my way.
- ❑ Buses were in my way.

6. What would help you to walk to and from school more often?

- ❑ If parents or other adults walked with me.
- ❑ If friends walked with me.
- ❑ If I had help crossing at these streets: _____

_____

- ❑ If I had a sidewalk or path at these streets: _____

_____

- ❑ If cars went slower.
- ❑ If I was dropped off close to school so that I could walk part of the way.
- ❑ Nothing. I do not walk to school because:
  - ❑ It is not safe.
  - ❑ It is too far.
  - ❑ It is easier to get a ride.
  - ❑ Other: _____

_____

Please use the back of this sheet to list any problems you had that weren't listed above.
Thank you!

http://www.caactivecommunities.org/wp-content/uploads/2011/09/Walkability-Checklist-for-Students-and-Adults.pdf

Take a walk and use this checklist to rate your neighborhood's walkability.

How walkable is your community?

Location of walk

Rating Scale:

1 awful · 2 many problems · 3 some problems · 4 good · 5 very good · 6 excellent

1. Did you have room to walk?

☐ Yes ☐ Some problems:

- ☐ Sidewalks or paths started and stopped
- ☐ Sidewalks were broken or cracked
- ☐ Sidewalks were blocked with poles, signs,shrubbery, dumpsters, etc.
- ☐ No sidewalks, paths, or shoulders
- ☐ Too much traffic
- ☐ Something else _____

Rating: (circle one)
1 2 3 4 5 6

Locations of problems: _____

2. Was it easy to cross streets?

☐ Yes ☐ Some problems:

- ☐ Road was too wide
- ☐ Traffic signals made us wait too long or did not give us enough time to cross
- ☐ Needed striped crosswalks or traffic signals
- ☐ Parked cars blocked our view of traffic
- ☐ Trees or plants blocked our view of traffic
- ☐ Needed curb ramps or ramps needed repair

Something else _____

Rating: (circle one)
1 2 3 4 5 6

Locations of problems: _____

3. Did drivers behave well?

☐ Yes ☐ Some problems: Drivers ...

- ☐ Backed out of driveways without looking
- ☐ Did not yield to people crossing the street
- ☐ Turned into people crossing the street
- ☐ Drove too fastp
- ☐ Sped up to make it through traffic lights or drove through traffic lights?
- ☐ Something else _____

Rating: (circle one)
1 2 3 4 5 6

Locations of problems: _____

4. Was it easy to follow safety rules? Could you and your child...

☐ Yes	☐ No	Cross at crosswalks or where you could see and be seen by drivers?
☐ Yes	☐ No	Stop and look left, right and then left again before crossing streets?
☐ Yes	☐ No	Walk on sidewalks or shoulders facing traffic where there were no sidewalks?
☐ Yes	☐ No	Cross with the light?

Rating: (circle one)
1 2 3 4 5 6

Locations of problems: _____

5. Was your walk pleasant?

☐ Yes ☐ Some problems:

- ☐ Needed more grass, flowers, or trees
- ☐ Scary dogs
- ☐ Scary people
- ☐ Not well lighted
- ☐ Dirty, lots of litter or trash
- ☐ Dirty air due to automobile exhaust
- ☐ Something else _____

Rating: (circle one)
1 2 3 4 5 6

Locations of problems: _____

How does your neighborhood stack up? Add up your ratings and decide.

1. _____
2. _____
3. _____
4. _____
5. _____

Total: _____

26–30	Celebrate! You have a great neighborhood for walking.
21–25	Celebrate a little. Your neighborhood is pretty good.
16–20	Okay, but it needs work.
11–15	It needs lots of work. You deserve better than that.
5–10	It's a disaster for walking!

Now that you've identified the problems, go to the next page to find out how to fix them.

http://www.pedbikeinfo.org/pdf/community_walkability_checklist.pdf

Now that you know the problems, you can find the answers.

Improving your community's score

1. Did you have room to walk?	What you and your child can do immediately	What you and your community can do with more time
Sidewalks or paths started and stopped Sidewalks broken or cracked Sidewalks blocked No sidewalks, paths or shoulders Too much traffic	• pick another route for now • tell local traffic engineering or public works department about specific problems and provide a copy of the checklist	• speak up at board meetings • write or petition city for walkways and gather neighborhood signatures • make media aware of problem • work with a local transportation engineer to develop a plan for a safe walking route
2. Was it easy to cross streets?		
Road too wide Traffic signals made us wait too long or did not give us enough time to cross Crosswalks/traffic signals needed View of traffic blocked by parked cars, trees, or plants Needed curb ramps or ramps needed repair	• pick another route for now • share problems and checklist with local traffic engineering or public works department • trim your trees or bushes that block the street and ask your neighbors to do the same • leave nice notes on problem cars asking owners not to park there	• push for crosswalks/signals/ parking changes/curb ramps at city meetings • report to traffic engineer where parked cars are safety hazards • report illegally parked cars to the police • request that the public works department trim trees or plants • make media aware of problem
3. Did drivers behave well?		
Backed without looking Did not yield Turned into walkers Drove too fast Sped up to make traffic lights or drove through red lights	• pick another route for now • set an example: slow down and be considerate of others • encourage your neighbors to do the same • report unsafe driving to the police	• petition for more enforcement • request protected turns • ask city planners and traffic engineers for traffic calming ideas • ask schools about getting crossing guards at key locations • organize a neighborhood speed watch program
4. Could you follow safety rules?		
Cross at crosswalks or where you could see and be seen Stop and look left, right, left before crossing Walk on sidewalks or shoulders facing traffic Cross with the light	• educate yourself and your child about safe walking • organize parents in your neighborhood to walk children to school	• encourage schools to teach walking safely • help schools start safe walking programs • encourage corporate support for flex schedules so parents can walk children to school
5. Was your walk pleasant?		
Needs grass, flowers, trees Scary dogs Scary people Not well lit Dirty, litter Lots of traffic	• point out areas to avoid to your child; agree on safe routes • ask neighbors to keep dogs leashed or fenced • report scary dogs to the animal control department • report scary people to the police • report lighting needs to the police or appropriate public works department • take a walk wih a trash bag • plant trees, flowers in your yard • select alternative route with less traffic	• request increased police enforcement • start a crime watch program in your neighborhood • organize a community clean-up day • sponsor a neighborhood beautification or tree-planting day • begin an adopt-a-street program • initiate support to provide routes with less traffic to schools in your community (reduced traffic during am and pm school commute times)
A Quick Health Check		
Could not go as far or as fast as we wanted Were tired, short of breath or had sore feet or muscles Was the sun really hot? Was it hot and hazy?	• start with short walks and work up to 30 minutes of walking most days • invite a friend or child along • walk along shaded routes where possible • use sunscreen of SPF 15 or higher, wear a hat and sunglasses • try not to walk during the hottest time of day	• get media to do a story about the health benefits of walking • call parks and recreation department about community walks • encourage corporate support for employee walking programs • plant shade trees along routes • have a sun safety seminar for kids • have kids learn about unhealthy ozone days and the Air Quality Index (AQI)

http://www.pedbikeinfo.org/pdf/community_walkability_checklist.pdf

20. HOW BIKEABLE IS YOUR COMMUNITY?

Go for a ride and use this checklist to rate your neighborhood's bikeability.

How bikeable is your community?

Location of bike ride (be specific):

Rating Scale:

1	2	3	4	5	6
awful	many problems	some problems	good	very good	excellent

1. Did you have a place to bicycle safely?

a) On the road, sharing the road with motor vehicles?

- ☐ Yes
- ☐ Some problems (please note locations):
  - ☐ No space for bicyclists to ride
  - ☐ Bicycle lane or paved shoulder disappeared
  - ☐ Heavy and/or fast-moving traffic
  - ☐ Too many trucks or buses
  - ☐ No space for bicyclists on bridges or in tunnels
  - ☐ Poorly lighted roadways

Other problems:

_____

_____

b) On an off-road path or trail, where motor vehicles were not allowed?

- ☐ Yes
- ☐ Some problems:
  - ☐ Path ended abruptly
  - ☐ Path didn't go where I wanted to go
  - ☐ Path intersected with roads that were difficult to cross
  - ☐ Path was crowded
  - ☐ Path was unsafe because of sharp turns or dangerous downhills
  - ☐ Path was uncomfortable because of too many hills
  - ☐ Path was poorly lighted

Other problems:

_____

_____

Overall "Safe Place To Ride" Rating: (circle one)

1 2 3 4 5 6

2. How was the surface that you rode on?

- ☐ Good
- ☐ Some problems, the road or path had:
  - ☐ Potholes
  - ☐ Cracked or broken pavement
  - ☐ Debris (e.g. broken glass, sand, gravel, etc.)
  - ☐ Dangerous drain grates, utility covers, or metal plates
  - ☐ Uneven surface or gaps
  - ☐ Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)
  - ☐ Bumpy or angled railroad tracks
  - ☐ Rumble strips

Other problems:

_____

_____

Overall Surface Rating: (circle one)

1 2 3 4 5 6

3. How were the intersections you rode through?

- ☐ Good
- ☐ Some problems:
  - ☐ Had to wait too long to cross intersection
  - ☐ Couldn't see crossing traffic
  - ☐ Signal didn't give me enough time to cross the road
  - ☐ Signal didn't change for a bicycle
  - ☐ Unsure where or how to ride through intersection

Other problems:

_____

_____

Overall Intersection Rating: (circle one)

1 2 3 4 5 6

Continue the checklist on the next page...

http://www.pedbikeinfo.org/pdf/community_bikeability_checklist.pdf

4. Did drivers behave well?

☐ Good ☐ Some problems, drivers:

- ☐ Drove too fast
- ☐ Passed me too close
- ☐ Did not signal
- ☐ Harassed me
- ☐ Cut me off
- ☐ Ran red lights or stop sign

Other problems:

_____

_____

Overall Driver Rating: (circle one)

1 2 3 4 5 6

5. Was it easy for you to use your bike?

☐ Good ☐ Some problems:

- ☐ No maps, signs, or road markings to help me find my way
- ☐ No safe or secure place to leave my bicycle at my destination
- ☐ No way to take my bicycle with me on the bus or train
- ☐ Scary dogs
- ☐ Hard to find a direct route I liked
- ☐ Route was too hilly

Other problems:

_____

_____

Overall Intersection Rating: (circle one)

1 2 3 4 5 6

6. What did you do to make your ride safer?

Your behavior contributes to the bikeability of your community. Check all that apply:

- ☐ Wore a bicycle helmet
- ☐ Obeyed traffic signal and signs
- ☐ Rode in a straight line (didn't weave)
- ☐ Signaled my turns
- ☐ Rode with (not against) traffic
- ☐ Used lights, if riding at night
- ☐ Wore reflective and/or retroreflective materials and bright clothing
- ☐ Was courteous to other travelers (motorist, skaters, pedestrians, etc.)

7. Tell us a little about yourself.

In good weather months, about how many days a month do you ride your bike?

- ☐ Never
- ☐ Occasionally (one or two)
- ☐ Frequently (5-10)
- ☐ Most (more than 15)
- ☐ Every day

Which of these phrases best describes you?

- ☐ An advanced, confident rider who is comfortable riding in most traffic situations
- ☐ An intermediate rider who is not really comfortable riding in most traffic situations
- ☐ A beginner rider who prefers to stick to the bike path or trail

How does your community rate?

Add up your ratings and decide.

(Questions 6 and 7 do not contribute to your community's score)

1. _____
2. _____
3. _____
4. _____
5. _____

Total: _____

26–30	Celebrate! You live in a bicycle-friendly community.
21–25	Your community is pretty good, but there's always room for improvement.
16–20	Conditions for riding are okay, but not ideal. Plenty of opportunity for improvements.
11–15	Conditions are poor and you deserve better than this! Call the mayor and the newspaper right away.
5–10	Oh dear. Consider wearing body armor and Christmas tree lights before venturing out again.

Did you find something that needs to be changed?

On the next page, you'll find suggestions for improving the bikeability of your community based on the problems you identified. Take a look at both the short- and long-term solutions and commit to seeing at least one of each through to the end. If you don't, then who will?

During your bike ride, how did you feel physically? Could you go as far or as fast as you wanted to? Were you short of breath, tired, or were your muscles sore? The next page also has some suggestions to improve the enjoyment of your ride.

Bicycling, whether for transportation or recreation, is a great way to get 30 minutes of physical activity into your day. Riding, just like any other activity, should be something you enjoy doing. The more you enjoy it, the more likely you'll stick with it. Choose routes that match your skill level and physical activities. If a route is too long or hilly, find a new one. Start slowly and work up to your potential.

http://www.pedbikeinfo.org/pdf/community_bikeability_checklist.pdf

Now that you know the problems, you can find the answers.

Improving your community's score

1. Did you have a place to bicycle safely?	What you and your child can do immediately	What you and your community can do with more time
a) On the road?		
No space for bicyclists to ride (e.g. no bike lane or shoulder; narrow lanes) Bicycle lane or paved shoulder disappeared Heavy and/or fast-moving traffic Too many trucks or buses No space for bicyclists on bridges or in tunnels Poorly lighted roadways	• pick another route for now • tell local transportation engineers or public works department about specific problems; provide a copy of your checklist • find a class to boost your confidence about riding in traffic	• participate in local planning meetings • encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads • ask your public works department to consider "Share the Road" signs at specific locations • ask your state department of transportation to include paved shoulders on all their rural highways • establish or join a local bicycle advocacy group
b) On an off-road path or trail?		
Path ended abruptly Path didn't go where I wanted to go Path intersected with roads that were difficult to cross Path was crowded Path was unsafe because of sharp turns or dangerous downhills Path was uncomfortable because of too many hills Path was poorly lighted	• slow down and take care when using the path • find an on-street route • use the path at less crowded times • tell the trail manager or agency about specific problems	• ask the trail manager or agency to improve directional and warning signs • petition your local transportation agency to improve path/roadway crossings • ask for more trails in your community • establish or join a "Friends of the Trail" advocacy group
2. How was the surface you rode on?		
Potholes Cracked or broken pavement Debris (e.g. broken glass, sand, gravel, etc.) Dangerous drain grates, utility covers, or metal plates Uneven surface or gaps Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings) Bumpy or angled railroad tracks Rumble strips	• report problems immediately to public works department or appropriate agency • keep your eye on the road/path • pick another route until the problem is fixed (and check to see that the problems are fixed) • organize a community effort to clean up the path	• participate in local planning meetings • encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads • ask your public works department to consider "Share the Road" signs at specific locations • ask your state department of transportation to include paved shoulders on all their rural highways • establish or join a local bicycle advocacy group
3. How were the intersections you rode through?		
Had to wait too long to cross intersection Couldn't see crossing traffic Signal didn't give me enough time to cross the road The signal didn't change for a bicycle Unsure where or how to ride through intersection	• pick another route for now • tell local transportation engineers or public works department about specific problems • take a class to improve your riding confidence and skills	• ask the public works department to look at the timing of the specific traffic signals • ask the public works department to install loop-detectors that detect bicyclists • suggest improvements to sightlines that include cutting back vegetation; building out the path crossing; and moving parked cars that obstruct your view • organize community-wide, on-bike training on how to safely ride through intersections

http://www.pedbikeinfo.org/pdf/community_bikeability_checklist.pdf

Improving your community's score

(continued)

4. Did drivers behave well?	What you and your child can do immediately	What you and your community can do with more time
Drivers: Drove too fast Passed me too close Did not signal Harassed me Cut me off Ran red lights or stop signs	• report unsafe drivers to the police • set an example by riding responsibly; obey traffic laws; don't antagonize drivers • always expect the unexpected • work with your community to raise awareness to share the road	• ask the police department to enforce speed limits and safe driving • encourage your department of motor vehicles to include "Share the Road" messages in driver tests and correspondence with drivers • ask city planners and traffic engineers for traffic calming ideas • encourage your community to use cameras to catch speeders and red light runners

5. Was it easy for you to use your bike?		
No maps, signs, or road markings to help me find my way No safe or secure place to leave my bicycle at my destination No way to take my bicycle with me on the bus or train Scary dogs Hard to find a direct route I liked Route was too hilly	• plan your route ahead of time • find somewhere close by to lock your bike; never leave it unlocked • report scary dogs to the animal control department • learn to use all of your gears!	• ask your community to publish a local bike map • ask your public works department to install bike parking racks at key destinations; work with them to identify locations • petition your transit agency to install bike racks on all their buses • plan your local route network to minimize the impact of steep hills • establish or join a bicycle user group (BUG) at your workplace

6. What did you do to make your ride safer?		
Wore a bicycle helmet Obeyed traffic signals and signs Rode in a straight line (didn't weave) Signaled my turns Rode with (not against) traffic Used lights, if riding at night Wore reflective materials and bright clothing Was courteous to other travelers (motorists, skaters, pedestrians, etc.)	• go to your local bike shop and buy a helmet; get lights and reflectors if you are expecting to ride at night • always follow the rules of the road and set a good example • take a class to improve your riding skills and knowledge	• ask the police to enforce bicycle laws • encourage your school or youth agencies to teach bicycle safety (on-bike) • start or join a local bicycle club • become a bicycle safety instructor

http://www.pedbikeinfo.org/pdf/community_bikeability_checklist.pdf

21. VEHICLE COUNT

Student name of person counting: _____	**Our location:** _____
Student name of person tallying: _____	**Date:** _____
Attach map of school zone listing vehicle entrances and drop-off points (A, B, C, D, etc.)	

MORNING: Record the number of students getting out of each vehicle:

From 15 minutes to 5 minutes before the bell _____:_____ to _____:_____	**For the last 5 minutes before the bell** _____:_____ to _____:_____	**Up to 5 minutes after the bell** _____:_____ to _____:_____

Total number of students _____ divided by total number of cars _____.

Gives a ratio of _____ students per car.

AFTERNOON: In the afternoon, simply record the number of cars.

Up to 5 minutes before the bell _____:_____ to _____:_____	**In the first 5 minutes after the bell** _____:_____ to _____:_____	**From 5 minutes to 15 minutes after the bell** _____:_____ to _____:_____

22. DATA COLLECTION SHEET FOR TRAVEL TALLIES

(A digital version of this is available for download at
http://www.casaferoutestoschool.org/wp-content/uploads/2011/05/Student-Tally-Data-Collection-Sheet.xlsx)

Safe Routes to School Student Arrival and Departure Data

Date tally was taken: _____

Enter each individual tally result below, using the tabs to enter different days and times of day. The totals will add up in the "TOTALS" box below.

Teacher Last Name	Grade	Weather	Number in Class When Count Made	Walk	Bicycle	School Bus	Family Vehicle	Carpool	Transit	Other

			Number in Class	Walk	Bicycle	School Bus	Family Vehicle	Carpool	Transit	Other
TOTALS			0	0	0	0	0	0	0	0

23. PARENT SURVEY (ENGLISH AND SPANISH)

Parent Survey About Walking and Biking to School

Dear Parent or Caregiver,
Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results.
Thank you for participating in this survey!

CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY

School Name:

1. What is the grade of the child who brought home this survey? ☐☐ Grade (PK,K,1,2,3…)

2. Is the child who brought home this survey male or female? ☐ Male ☐ Female

3. How many children do you have in Kindergarten through 8th grade? ☐☐

4. What is the street intersection nearest your home? (Provide the names of two intersecting streets)

and

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box.

5. How far does your child live from school?

☐ Less than ¼ mile ☐ ½ mile up to 1 mile ☐ More than 2 miles
☐ ¼ mile up to ½ mile ☐ 1 mile up to 2 miles ☐ Don't know

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box.

6. On most days, how does your child arrive and leave for school? (Select one choice per column, mark box with X)

Arrive at school	Leave from school
☐ Walk	☐ Walk
☐ Bike	☐ Bike
☐ School Bus	☐ School Bus
☐ Family vehicle (only children in your family)	☐ Family vehicle (only children in your family)
☐ Carpool (Children from other families)	☐ Carpool (Children from other families)
☐ Transit (city bus, subway, etc.)	☐ Transit (city bus, subway, etc.)
☐ Other (skateboard, scooter, inline skates, etc.)	☐ Other (skateboard, scooter, inline skates, etc.)

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

7. How long does it normally take your child to get to/from school? (Select one choice per column, mark box with X)

Travel time to school	Travel time from school
☐ Less than 5 minutes	☐ Less than 5 minutes
☐ 5 – 10 minutes	☐ 5 – 10 minutes
☐ 11 – 20 minutes	☐ 11 – 20 minutes
☐ More than 20 minutes	☐ More than 20 minutes
☐ Don't know / Not sure	☐ Don't know / Not sure

http://www.saferoutesinfo.org/sites/default/files/resources/Parent_Survey_English.pdf

8. Has your child asked you for permission to walk or bike to/from school in the last year? ☐ Yes ☐ No

9. At what grade would you allow your child to walk or bike to/from school without an adult?

(Select a grade between PK,K,1,2,3…) ☐☐ grade **(or)** ☐ I would not feel comfortable at any grade

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)

	My child already walks or bikes to/from school		
☐ Distance	☐ Yes	☐ No	☐ Not Sure
☐ Convenience of driving	☐ Yes	☐ No	☐ Not Sure
☐ Time	☐ Yes	☐ No	☐ Not Sure
☐ Child's before or after-school activities	☐ Yes	☐ No	☐ Not Sure
☐ Speed of traffic along route	☐ Yes	☐ No	☐ Not Sure
☐ Amount of traffic along route	☐ Yes	☐ No	☐ Not Sure
☐ Adults to walk or bike with	☐ Yes	☐ No	☐ Not Sure
☐ Sidewalks or pathways	☐ Yes	☐ No	☐ Not Sure
☐ Safety of intersections and crossings	☐ Yes	☐ No	☐ Not Sure
☐ Crossing guards	☐ Yes	☐ No	☐ Not Sure
☐ Violence or crime	☐ Yes	☐ No	☐ Not Sure
☐ Weather or climate	☐ Yes	☐ No	☐ Not Sure

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

☐ Strongly Encourages ☐ Encourages ☐ Neither ☐ Discourages ☐ Strongly Discourages

13. How much fun is walking or biking to/from school for your child?

☐ Very Fun ☐ Fun ☐ Neutral ☐ Boring ☐ Very Boring

14. How healthy is walking or biking to/from school for your child?

☐ Very Healthy ☐ Healthy ☐ Neutral ☐ Unhealthy ☐ Very Unhealthy

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

15. What is the highest grade or year of school you completed?

☐ Grades 1 through 8 (Elementary)
☐ Grades 9 through 11 (Some high school)
☐ Grade 12 or GED (High school graduate)
☐ College 1 to 3 years (Some college or technical school)
☐ College 4 years or more (College graduate)
☐ Prefer not to answer

16. Please provide any additional comments below.

http://www.saferoutesinfo.org/sites/default/files/resources/Parent_Survey_English.pdf

Encuesta sobre ir caminando o andando en bicicleta a la escuela
- PARA PADRES -

Estimado Padre o Encargado,
La escuela donde su hijo/hija asiste desea saber sus opiniones sobre niños caminando y andando en bicicleta a la escuela. Esta encuesta tomará entre 5 y 10 minutos para completar. Le pedimos a las familias que completen sólo una encuesta por escuela a la que asisten sus niños. Si recibe más de un formulario de la misma escuela, por favor complete solo una encuesta, la del niño que cumpla años en la fecha más próxima al día de hoy.

Después de completar esta encuesta, devuélvala a la escuela a través de su hijo o entréguesela a la maestra. Sus respuestas se mantendrán confidencial y no se asociará su nombre ni el de su hijo a ningún resultado.

¡Gracias por participar en esta encuesta!

LETRA MAYUSCULA SOLAMENTE USE TINTA AZUL O NEGRA

Nombre de la Escuela:

1. **¿En qué grado esta el niño que trajo esta encuesta al hogar?** ☐☐ Grado (PK,K,1,2,3…)
2. **¿El niño que trajo a casa la encuesta es niño o niña?** ☐ Niño ☐ Niña
3. **¿Cuántos niños tiene usted entre Kindergarten y el 8vo grado?** ☐☐
4. **¿Cuál es la intersección más cerca de su casa? (el cruce de las dos calles)**

Y

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

5. **¿A qué distancia vive su niño de la escuela?**
   - ☐ Menos de 1/4 milla
   - ☐ media milla hasta 1 milla
   - ☐ Más de 2 millas
   - ☐ Entre 1/4 y ½ milla
   - ☐ Entre 1 y 2 millas
   - ☐ No lo sé

6. **La mayoría de los días, ¿cómo va su niño a la escuela y cómo regresa a la casa después de la escuela?**

Llega a la escuela	Regresa a casa
☐ Caminando	☐ Caminando
☐ Bicicleta	☐ Bicicleta
☐ Autobús escolar	☐ Autobús escolar
☐ Vehículo de la familia (solo con niños de la familia)	☐ Vehículo de la familia (solo con niños de la familia)
☐ Compartiendo el viaje en auto con niños de otras familias	☐ Compartiendo el viaje en auto con niños de otras familias
☐ Tránsito (autobús de la ciudad, subterráneo, etc.)	☐ Tránsito (autobús de la ciudad, subterráneo, etc.)
☐ Otro (patineta, monopatín, patines, etc.)	☐ Otro (patineta, monopatín, patines, etc.)

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

7. **¿Cuánto tiempo le toma a su niño para ir y regresar de la escuela?** (una respuesta por columna con una "X" en la caja)

Tiempo del recorrido a la escuela	Tiempo del recorrido para llegar a casa
☐ Menos de 5 minutos	☐ Menos de 5 minutos
☐ 5 a 10 minutos	☐ 5 a 10 minutos
☐ 11 a 20 minutos	☐ 11 a 20 minutos
☐ Más de 20 minutos	☐ Más de 20 minutos
☐ No lo sé / No estoy seguro/a	☐ No lo sé / No estoy seguro/a

http://www.saferoutesinfo.org/sites/default/files/resources/Parent_Survey_Spanish.pdf

8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta hacia o desde la escuela? ☐ Sí ☐ No

`9. ¿En qué grado permitiría que su hijo camine o ande en bicicleta solo a/o de la escuela?

(seleccione un grado entre PK,K,1,2,3…) ☐☐ grado **o** ☐ No me sentiría cómodo/a en ningún grado

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

10. ¿Cuáles de las siguientes situaciones afectaron su decisión de permitir, o no permitir, que su niño camine o ande en bicicleta hacia o desde la escuela? (marque todas las que correspondan)

11. ¿Probablemente dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema cambiara o mejorara? (elija una respuesta por línea)

☐ Mi hijo(a) ya viaja a pié o en bicicleta a/desde la escuela

☐ Distancia	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Conveniencia de manejar	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Tiempo	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Actividades antes o después de la escuela	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Velocidad del tránsito en la ruta	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Cantidad de tránsito en la ruta	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Adultos que acompañen a su niño	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Aceras o caminos	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Seguridad de las intersecciones y cruces	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Guardias de cruce peatonal	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Violencia o crimen	☐ Sí	☐ No	☐ No estoy seguro/a
☐ Tiempo o clima	☐ Sí	☐ No	☐ No estoy seguro/a

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

12. En su opinión, ¿cuánto apoyo provée la escuela de su hijo a caminar y usar la bicicleta para ir o regresar de la escuela?

☐ Anima Fuertemente ☐ Anima ☐ Ni uno ni otro ☐ Desalienta ☐ Desalienta Fuertemente

13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?

☐ Muy Divertido ☐ Divertido ☐ Neutral ☐ Aburrido ☐ Muy Aburrido

14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?

☐ Muy Sano ☐ Sano ☐ Neutral ☐ Malsano ☐ Muy Malsano

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"

15. ¿Cuál es el grado o el año más alto de educación que usted terminó?

☐ Grados 1 a 8 (Escuela primaria)
☐ Grados 9 a 11 (alguna High School/secundaria)
☐ Grado 12 o GED (graduado High School/secundaria)
☐ Universidad 1 a 3 años (alguna universidad o escuela técnica)
☐ Universidad 4 años o más (graduado de la universidad)
☐ Prefiero no contestar

16. Por favor proporcione comentarios adicionales:

http://www.saferoutesinfo.org/sites/default/files/resources/Parent_Survey_Spanish.pdf

24. TELEPHONE TALKING NOTES

Use this handout to help prepare for making a telephone call to ask advice from a local expert, such as a city planner or bicycle shop owner.

Name the contact information of the person you will be calling:

What work do they do?

Why, or how, do you believe that they might be interested in a Middle School Safe Routes to School Program?

Segment	Example	Your notes
Introduction and request permission to have a conversation	Hello, my name is _____, I'm a student leader at _____ school. Do you have five to ten minues to discuss our Safe Routes to School program? If not now, then is there another time I can call?	
Purpose of call	I'd like to ask your thoughts and suggestions about our goal to _____ _____	
Existing conditions	Our initial research shows _____ _____ _____	
Local barriers	We have come to think that we need to work on _____ _____	
Seeking ideas and suggestions	In your role as a _____, what ideas or suggestions can you offer us as we plan our activities?	
Seeking support	Do you have any tools or resources that might help us?	
Closing	Thank you for taking the time to discuss this with me. Woult you be interested in helping us out in any way? (This is an opportunity to have a specivic ask for this partner, think about this in advance so you can ask them directly for something specific– such as help with a walking audit.)	

25. CHANGING THE RULES!

Rules and laws shape the way the world works. Identifying key rules or laws that will create supportive environments for walking and bicycling is an important step toward the long term success of your Safe Routes to School program. The Seven P's of Policy Change can help you to craft an effective policy campaign.

Student Leader Names:

Issue we are trying to address:

Solution we are aiming for (e.g., a supportive bicycle and walking policy, more crosswalks, crossing guards, etc.):

POWER Who are the key power holders for this solution? Who makes the decisions on this topic?	
PHILOSOPHY What are our vision and values around this solution? Why is this important for us to discuss?	
POLICY Is there an existing policy, rule, or law that needs to be changed to make it easier to walk and bicycle to school?	
PROCEDURE What processes can support your group in working to find a solution?	
PROJECT What activities and actions could be planned so that people will see the effects of the policy, law, or rule changes?	
PARTNERSHIPS Who NEEDS to be involved in this solution? Who might want to help?	
PROMOTION Promote your goals and celebrate the small steps that you achieve along the way such as favorable decisions at meetings, public opinion polls that support your efforts, and small successes.	

26. THAT WAS COOL: REMEMBERING

As your group starts to work together, it is worth remembering some events and activities that were planned by other groups to get good ideas that can be used during your own project.

In this exercise, you're being asked to think back to an event or activity that you attended in your community or school–something that you liked or enjoyed. Think back to that event or activity and answer the following questions to get a better sense of what the organizers had planned.

Name of event/activity: _____

When it was held: (approximately) _____

Hosted by: _____ ❑ school ❑ youth group ❑ community

<table>
<tr><td colspan="2">Description–what was going on?</td></tr>
<tr><td>Memorable–what made it memorable for you?</td><td>Like–what did you like about it? What was fun or exciting?</td></tr>
<tr><td colspan="2">Objective–what do you think they were trying to achieve?</td></tr>
<tr><td>Can you make a list of the tasks that people were doing to help run the event?</td><td>Roles: how many people do you think were involved in hosting this event?
_____
Note: It's probably higher!</td></tr>
<tr><td colspan="2">What might have been some of the tasks that had been carried out "behind the scenes" or before you arrived at the event or activity?</td></tr>
<tr><td colspan="2">Ask around. How have other people remembered this same event differently?</td></tr>
<tr><td colspan="2">What do you think could have been done to improve the activity or make it more fun?</td></tr>
</table>

27. SAMPLE PHOTOGRAPH/VIDEO RELEASE

English Photograph/Video Release

VIDEO/PHOTOGRAPHY CONSENT
PERSONAL RELEASE AGREEMENT for Adult (non-minor) Participants

I hereby grant the [Sonoma County Department of Health Services, a public agency of the County of Sonoma, the Sonoma County Bicycle Coalition, Sonoma County Transportation and Public Works, and all local, state, and national partners of the Sonoma County Safe Routes to School program], all rights and consent to copyright, use, or re-use, publish, or re-publish, copy, exhibit or distribute all photographs, videotapes, motion picture films and or audio tapes involving the use of my voice or image, by the Program for internal use, educational use, advertising or promotion without restriction as to frequency or duration of usage and without compensation to me.

Scope of Consent. The Participants may use my name and such photographs, recordings and/or images for any and all purposes including art, advertising, promotional, educational, and web, and in all media, including electronic, digital, broadcast, and print media, without further compensation to me.

This agreement may only be modified in writing signed by the parties.

I hereby certify that I am at least 18 years of age and have full right and authority to grant the consent and rights in my own name in this agreement. I have read the above consent and agreement, prior to its execution, and I am fully familiar with the contents thereof. I hereby grant my permission and consent to all the foregoing.

Signed: _____

Name: _____

Address: _____

_____

Date & Time: _____

Witness: _____

PROJECT/VIDEO TITLE: _____

PROJECT NUMBER: _____

Adult consent without compensation.

VIDEO/PHOTOGRAPHY CONSENT
PERSONAL RELEASE AGREEMENT for Minors

I hereby grant the [Sonoma County Department of Health Services, a public agency of the County of Sonoma, the Sonoma County Bicycle Coalition, Sonoma County Transportation and Public Works, and all local, state, and national partners of the Sonoma County Safe Routes to School program], all rights and consent to copyright, use, or re-use, publish, or re-publish, copy, exhibit or distribute all photographs, videotapes, motion picture films and or audio tapes involving the use of my child's voice or image, by the Program for internal use, educational use, advertising or promotion without restriction as to frequency or duration of usage and without compensation to me.

Scope of Consent. The Participants may use my name and such photographs, recordings and/or images for any and all purposes including art, advertising, promotional, educational, and web, and in all media, including electronic, digital, broadcast, and print media, without further compensation to me.

This agreement may only be modified in writing signed by the parties.

I hereby certify that I am the parent or legal guardian of _____ (name) and have full right and authority to grant the consent and rights in this agreement. I have read the above consent and agreement, prior to its execution, and I am fully familiar with the contents thereof. On behalf of _____ I hereby grant my permission and consent to all the foregoing.

Signed: _____

Name of Parent or Legal Guardian: _____

Address: _____

_____

Date & Time: _____

Witness: _____

PROJECT/VIDEO TITLE: _____

PROJECT NUMBER: _____

Child consent without compensation.

Spanish Photograph/Video Release

AUTORIZACION PARA SER FOTOGRAFIADO/GRABADO
CONTRATO PERSONAL DE DESCARGA

Por éste conducto otorgo al [Departamento de Servicios de Salud del Condado de Sonoma una agencia pública del Condado de Sonoma, la Coalición de Bicicletas del Condado de Sonoma, el Departamento de Transportación y Trabajos Público del Condado de Sonoma, y todos los compañeros locales, del estado, y nacionales del programa Rutas Seguras a La Escuela del Condado de Sonoma], todos los derechos y autorización para la propiedad de registro, uso, o re-uso, publicación, re-publicación, copia, exhibición o distribución de todas las fotografías, videocintas, películas cinematográficas y/o cintas audibles involucrando el uso de mi voz o imagen por el Programa para uso interno, uso educacional, propaganda o promoción sin restricción así como la frecuencia o duración de uso y sin compensación para mi.

Este acuerdo solamente puede ser modificado por escrito y firmado por ambas partes.

Por éste conducto certifico que tengo por lo menos 18 años de edad y que tengo todo el derecho y la autoridad para otorgar el consentimiento y los derechos en mi propio nombre en éste contrato. He leído la autorización y contrato descritos arriba antes de su ejecución y estoy completamente enterado de sus contenidos. Por éste conducto otorgo mi permiso y mi autorización a todo lo renunciado.

Firmado: _____

Nombre: _____

Dirección: _____

_____

Fecha y Hora: _____

Testigo: _____

Titulo del Proyecto/Video: _____

Número del Proyecto: _____

Autorización de adulto sin compensación.

Spanish Photograph/Video Release

AUTORIZACION PARA SER FOTOGRAFIADO/GRABADO
CONTRATO PERSONAL DE DESCARGA

Por éste conducto otorgo al [Departamento de Servicios de Salud del Condado de Sonoma una agencia pública del Condado de Sonoma, la Coalición de Bicicletas del Condado de Sonoma, el Departamento de Transportación y Trabajos Público del Condado de Sonoma, y todos los compañeros locales, del estado, y nacionales del programa Rutas Seguras a La Escuela del Condado de Sonoma], todos los derechos y autorización para la propiedad de registro, uso, o re-uso, publicación, re-publicación, copia, exhibición o distribución de todas las fotografías, videocintas, películas cinematográficas y/o cintas audibles involucrando el uso de la voz o imagen de mi hijo(a) por el Programa para uso interno, uso educacional, propaganda o promoción sin restricción así como la frecuencia o duración de uso y sin compensación para mi.

Este acuerdo solamente puede ser modificado por escrito y firmado por ambas partes.

Por éste conducto certifico que soy el padre/madre o guardian legal de (nombre) _____ _____ y que tengo todo el derecho y la autoridad para otorgar el consentimiento y los derechos en éste contrato. He leído la autorización y contrato descritos arriba antes de su ejecución y estoy completamente enterado de sus contenidos. A nombre de _____ y por éste conducto otorgo mi permiso y mi autorización a todo lo renunciado.

Firmado: _____

Nombre del padre/madre o Guardian Legal: _____

Dirección: _____

_____

Fecha y Hora: _____

Testigo: _____

Titulo del Proyecto/Video: _____

Número del Proyecto: _____

Autorización de niño(a) sin compensación .