

Pedestrian and Bicycle Safety Activities



Facilitator's Guide

FACILITATOR'S GUIDE

Introduction:

This Facilitator's Guide was developed as part of a Cooperative Agreement with the National Highway Safety Transportation Administration (NHSTA). This guide and the associated modules will assist the facilitator in communicating basic information to youth regarding pedestrian and bicycle safety issues, and aid in the knowledge application phase.

Overall Goal:

The goal of this program is to engage Hispanic youth in culturally and developmentally appropriate activities so they will adopt safe pedestrian and bicycle safety behaviors. This project seeks to identify messages and activities, developed and delivered by youth, which are likely to positively influence peer safety behaviors. Additionally, by providing safety materials, discussion points, and activities for youth to share with their families, it is hoped that the adults, may also be reached. Through a greater understanding and application of safe pedestrian and bicyclist behaviors, Hispanic immigrants will have a reduced rate of fatalities and injuries on our highways and roadways.

Overall Objectives:

The primary objectives are:

- To get youth to learn, create and inspire one another regarding pedestrian and bicycle safety
- To develop activities for Hispanic children and youth regarding pedestrian and bicycle safety

Program Participation

Prior to the students' participation in the program, parents or guardians should be asked to sign a parent consent form giving permission for their child to participate in the program activities. It is important to ensure that signed forms are kept in all participants' files in case of emergency. A sample parent consent form in English and Spanish is provided in Appendix A.

Facilitator's Role

In implementing the pedestrian and bicycle safety countermeasure, the facilitator plays a very important role. The facilitator is encouraged to express enthusiasm while facilitating the workshops and attend to the participants' learning and developmental levels. For example, if a participant does not know how to ride a bicycle, he or she should walk with the group and observe other bicyclists. The facilitator will need to review the activities prior to the sessions in order to obtain all materials and handouts needed. Note that in the bicycle module one the brochure "Easy Steps to Properly Fit a Bicycle Helmet" can be downloaded either in English or Spanish from the NHTSA website at:

www.nhtsa.dot.gov/people/injury/pedbimot/bicycle/EasyStepsWeb/index.htm

www.nhtsa.dot.gov/people/injury/pedbimot/bicycle/EasyStepsSpan/index.htm.

Program Structure

The pedestrian and bicycle safety countermeasures were designed for two age groups, grades 3-5 and grades 6-8. Participants will begin the program by learning the key concepts for pedestrian and bicycle safety. Once all activities are covered, participants will engage in the development of a final project to promote pedestrian and bicycle safety in their school and community. This will allow participants to put into practice what they have learned about pedestrian and bicycle safety. It will also build on their leadership skills by teaching others the safety messages they have learned. These projects can be presented through a variety of

creative mediums such as, art, videos, songs, posters, skits, etc and they can be presented either in school, ASPIRA Clubs or during specific events. Please refer to Appendix C for a number of final project examples. Groups are encouraged to come up with their own ideas for their projects. Review the samples with the participants and provide a copy of the handout, which includes an introduction (Appendix B). Remember to explain to participants that if they wish to take pictures while carrying out their projects, they would need to obtain permission from their parents or guardians. Appendix G and H contains a sample of a photo release form. Parents or guardians can decide whether they want the photographs to be used only by ASPIRA and the local community or NHTSA at a national level. However, they should be informed that these photographs are for educational purposes only. Additionally, when taking pictures, avoid including the numbers on a license plate or model of a bike or helmet.

Program Time Frame

The program is expected to last a total of 3-4 months.

Evaluation

In implementing the pedestrian and bicycle safety countermeasures, evaluation is a very important aspect of the program. Upon conclusion of each workshop, facilitators should ask participants to fill out a feedback form. The facilitator should also provide feedback about the effectiveness and adequacy of the activities in serving youth. The feedback form is included in Appendix D, E, and F. The feedback gathered from these tools will allow for making necessary improvements on the individual modules.

APPENDIX A: Parental/Guardian Permission for Student Participation in ASPIRA's Pedestrian and Bicycle Safety Program

Dear Parent or Guardian:

We are asking your permission for your child or adolescent to be part of an ASPIRA program designed to promote pedestrian and bicycle safety among Hispanic youth and families.

Your child's or adolescent's participation in the program is voluntary. Your decision about whether or not your child or adolescent should participate will not affect you or your child's relationship with ASPIRA in any way. Please note that if your child or adolescent decides not to participate, they can withdraw at any time with no consequences.

We ask that you read this form and decide if your child or adolescent can participate.

Permission for Child to Participate in the Program

Some of the program's activities include a group walk and or bicycle ride with a responsible adult of a selected neighborhood. Please have your child return the signed form to his/her school and to the attention of the ASPIRA representative. We will inform your child about the time and location of the program.

PARENT OR GUARDIAN SIGNATURE: I agree to allow my child to participate in this traffic safety program. I understand that my child may elect not to participate in the program after I have granted this permission. I understand that my child will return a copy of this consent form by the date requested.

Signature of parent or guardian

Date form signed by parent or guardian

Printed name of parent or guardian

Best daytime phone number to reach you

If you have any questions please contact: _____ at (_____) _____
ASPIRA's Staff name Phone number

APÉNDICE A: Permiso de Padre/Tutor para la participación del estudiante en el Programa de Seguridad Peatonal y de Bicicleta de ASPIRA

Estimado Padre o Tutor:

Estamos pidiendo su permiso para que su niño o adolescente sea parte de un programa de ASPIRA, diseñado para promover la seguridad peatonal y de ciclismo entre la juventud y las familias Hispánas.

La participación del niño o del adolescente en el programa es voluntaria. Su decisión sobre si su niño o adolescente debe participar o no, no afectará la relación de usted o de su hijo(a) con la escuela de ninguna manera. Si usted y su niño o adolescente deciden no participar, se pueden retirar en cualquier momento sin consecuencias.

Le pedimos lea esta forma y decida si su niño o adolescente puede participar.

Permiso para que el niño o adolescente pueda participar en el programa

Algunas de las actividades incluidas en el programa son un paseo en un vecindario cercano y o un paseo en bicicleta. Si usted desea permitir que su niño participe en este programa, por favor firme e imprima su nombre y fecha en la línea proporcionada para el "padre o tutor".

Por favor notifíquelo a su niño que devuelva la forma firmada a su escuela y a la atención del representante de ASPIRA. Informaremos a su niño sobre la fecha y localización del programa.

FIRMA DEL PADRE O TUTOR: Permiso que mi hijo(a) participe en el programa de seguridad de tránsito. Entiendo que mi hijo(a) puede elegir si desea o no participar en el programa, después de que haya concedido este permiso. Entiendo que mi hijo(a) devolverá una copia de éste permiso de consentimiento en la fecha solicitada.

Firma del padre o tutor

Fecha

Nombre impreso del padre o tutor

El mejor día y número de teléfono en que se le puede localizar

Si tiene cualquier pregunta, comuníquese con: _____ al (_____) _____
Personal de ASPIRA Número de teléfono



APPENDIX B: Final Project

Congratulations on completing the ASPIRA Pedestrian and Bicycle Safety Workshops!

Overview: Now that you have completed the workshops to increase your basic knowledge of pedestrian and bicycle safety, it is time for you to use your imagination and develop a group project to educate your peers, friends, and families about safety behaviors that can help save lives in your community. We have included a few examples of possible youth activities in Appendix C, but we would like to see what creative ideas you can come up with.

The project will need to include the following:

1. What messages do you want to get across?

2. What title would you want to give your project to attract the audience's attention?

3. What is the project's format? For example, are you doing a piece of drawing, paint, a video, a song, a poster? Or are you presenting a skit, a radio announcement or a letter to elected officials etc.?

4. Once the project is developed, what forum will you use to deliver it? For example, will you display it in your school's cafeteria during lunch time? Or will you present during an event? Who will the intended audience be (ex: students, parents, teachers)? When do you plan to present it?

5. How will you evaluate the success of your project?
Some examples include:
 - a. A petition signed by peers and members of the community? for some kind of action?
 - b. Feedback forms from the people present in the activity
 - c. Photos of the activity

APPENDIX C: Final Project Examples

Below are some samples of final projects used to promote pedestrian and bicycle safety:

1. Raise Awareness About Pedestrian and Bicycle Safety

Each year about 5,000 pedestrians are killed and 69,000 are injured in motor vehicular crashes¹. In 2007, there were 698 deaths involving crashes and 43,000 injuries.² This project addresses the need for reducing pedestrian and bicycle related crashes.

- Select a target school or ASPIRA Club
- Provide an orientation about the dangers of unsafe behaviors (jay walking, riding without a helmet, or riding on roadway facing traffic instead of with traffic)
- Develop posters to be displayed at a site likely to reach your desired audience, at schools, ASPIRA offices and/or other community facilities
- Invite ASPIRA Club leaders to read facts and other important messages during announcements in school
- Develop and disseminate assessment forms that can be used to collect data related to pedestrian and bicycle safety, which will include questions about the individual's behaviors
- Develop a project to be presented at church or other community facility
- Document the project activities (ex: pictures)
- Compile data gathered from the surveys

2. Acting for Change

Present a skit at your school or ASPIRA Club demonstrating safe and unsafe behaviors of pedestrians or bicyclists.

3. Pedestrian Distracted walking

ASPIRA Club leaders can establish check points at key intersections to record how many adults and youth are crossing the street while talking on the cell phone or distracted talking to others.

- A public awareness campaign can also be developed as a follow up. Then a re-check should take place, and to compare the results to earlier checks
- The results can be shared with ASPIRA clubs, ASPIRA staff or the larger community
- Document the project activities (ex: pictures)

¹ Statistics taken from: <http://safety.fhwa.dot.gov/media/crossadvce.htm> (Publication No. FHWA-SA-01-001 HSA-1/3-01 (10M)E)

² Statistics taken from: http://www.bicyclinginfo.org/facts/docs/BikeTSF_2007.pdf

4. *Poster Board: Scientific Investigation*

Follow these guidelines for developing this project. See page 10 for an example of a completed scientific project.

Problem/ Purpose:

What is the problem that you wan to focus on? (Ex: Pedestrian's not using crosswalks)

Target Audience

- ✓ What are the specific behaviors that seem to be a problem at the intersections? (talking on cell phones, etc.)
- ✓ What types of drivers (if any) do not stop at stop signs and stop lights?
- ✓ Are pedestrians part of the problem?
- ✓ Are bicyclists part of the problem?

Hypotheses/Research Questions:

What are your key research questions? (Ex: How many pedestrians will cross at a given crosswalk?)

Procedures:

What procedure did you use to carry out this project? (Ex: observed at intersections)

Results/Key Findings:

What did you find out from your data? Finalize the key finding or findings for each of the research questions.

Conclusions/Recommendations:

Based on your research, what are the key problems? What recommendations do you have for your community regarding traffic safety? Discuss and finalize several key recommendations.

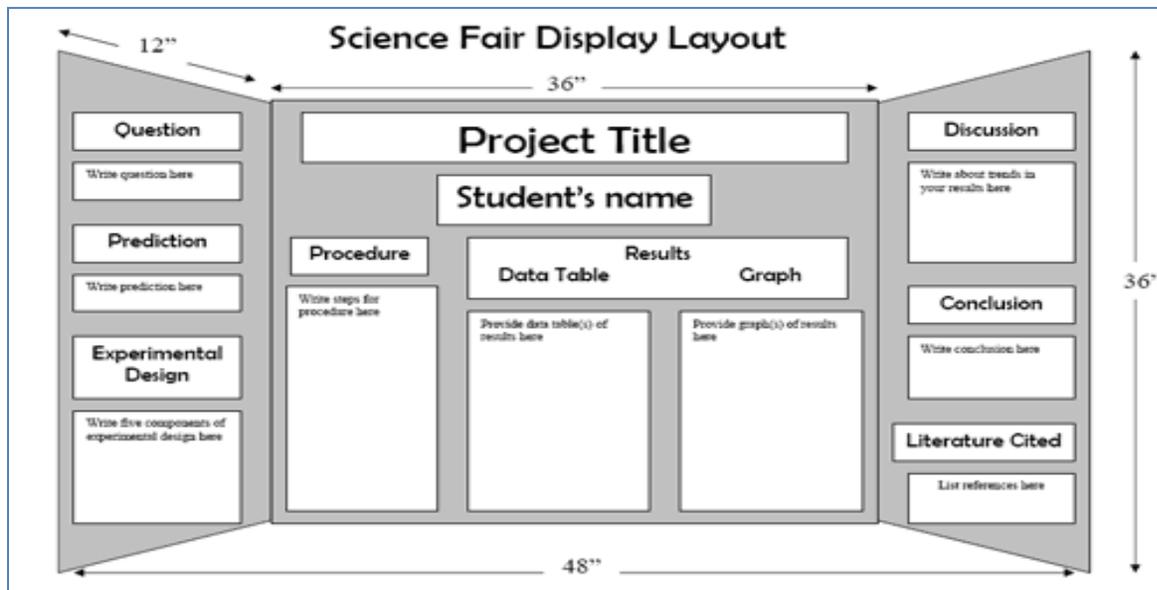
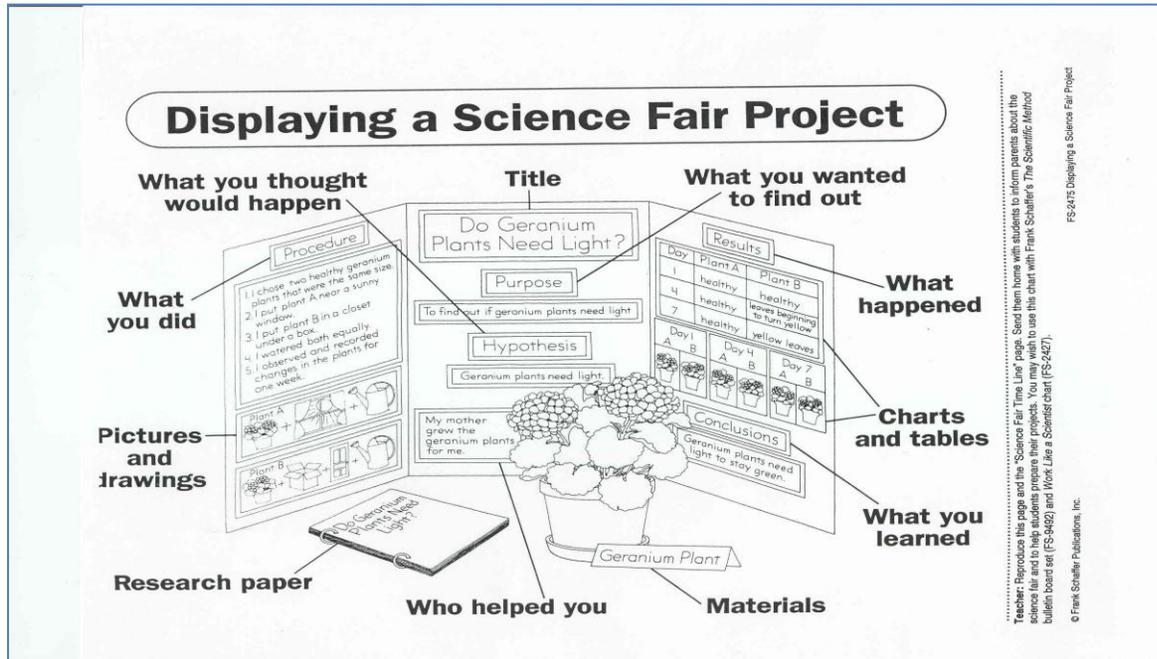
Materials needed:

Science Fair Board: The presentation is displayed on a Science Fair Board, which can be purchased for less than \$10 at office supply stores. However, it is not necessary to purchase a Science Fair board for a display. The display can be mounted on a bulletin board or as a freestanding display on large pieces of cardboard. For example, a furniture store may be able to donate a large box that was used for a refrigerator. The brown cardboard can be covered with white butcher paper to create an attractive display surface.

Art Materials: The group will need a yardstick, colored and white paper, rubber cement for mounting pages on the display board (or scotch tape, white glue, or spray), markers, scissors, and any other materials the group identifies as important for its presentation.

Digital Photos: If the group has taken digital photos of the intersections where the research was conducted, these photos can be printed out and used as part of the display.

Here are two examples of science fair projects:



APPENDIX D: Student Pedestrian Session Feedback

Age: _____ Gender: Male Female

I. Where do you walk? (Circle all that apply)

Going to school Going to store Going to visit friends For fun Other

If Other (please be specific) _____

II. What were today's walking activities about?

a. _____

b. _____

III. Write down at least two things you learned today?

a. _____

b. _____

IV. Whether it was new information to you or not, what do you think are the most important points from today's session for you and your friends to take away with you?

V. What do you think would be important for you to share with your family? Why?

VI. How interesting did you find the activities?

Boring
1

OK
2

Really interesting
3

VII. Do you have any suggestions for making the activities more fun AND still give you ideas about safe walking?

VIII. How would you make this session more culturally relevant to youth and more specifically to Hispanic youth? _____

APPENDIX E: Student Feedback Bicycling Session

Age: _____

Gender : Male Female

I. Do you have your own bike? Yes No

II. How often do you bike? (circle the best answer)

Never

Only a few
times a year

Every month

Every week

Every day

III. When do you bike?

Going to school

Going to store

Going to visit friends

For fun

IV. What were today's bike activities about?

1. _____

2. _____

3. _____

V. Can you write down one or more new things you learned?

1. _____

2. _____

3. _____

VI. How interesting did you find the activities?

Boring

OK

Really interesting

1

2

3

VII. Do you have any suggestions for making the activities more fun AND still give you ideas about riding bikes safely?

VIII. How would you make this session more culturally relevant?

APPENDIX F: Facilitator Feedback Pedestrian and Bicycle Sessions

Circle your role today: Facilitator Observer

Organization: _____

I. What do you recall as the most important concepts presented today?

a. _____

b. _____

II. What aspects of today's session were the most effective for the children? Why?

3-5th grade:

6-8th grade:

III. What aspects of today's session were the least effective for the children? Why?

3-5th grade:

6-8th grade:

IV. If you were a facilitator, was the facilitator's guide easy to use? YES NO
Please explain how the guide could be improved?

V. If you were an observer, please offer feedback on either the activities or other general information _____

VI. Do you think the session and activities were culturally appropriate for the participants? YES NO
Please explain how they can or should be modified? _____

VII. Do you think it would be helpful to have the activities available in Spanish? YES NO
Comments: _____

VIII. Do you think the activities were age appropriate? YES NO If no, please indicate how they can be improved _____

IX. What visuals would you add? _____

X. Any other comments or suggestions? _____

G. Model Release Form

I, _____ hereby grant to the National Highway Traffic Safety Administration (NHTSA), U.S. Department of Transportation, and others authorized by NHTSA, the permission to use, reproduce, publish, and distribute the images of myself, the minor for whom I am granting permission, and/or my personal property in the following photographs:

NHTSA Photo # Description of Photograph(s)

_____	_____
_____	_____
_____	_____

I understand that NHTSA may use and authorize to use these images without restriction.

I understand that NHTSA, and others authorized by NHTSA, may include these images in public education products, including print and electronic publications.

I understand that NHTSA may store these images in the "NHTSA Image Collection Library," which may be accessed and used by the public on the NHTSA website (<http://www.nhtsa.dot.gov/nhtsa/ImageLibrary/>).

I am of full age and have the right to give consent on behalf of myself and/or the minor for whom I am granting permission. I have read the foregoing and fully understand the contents thereof.

Print Name of Adult Model

Signature of Adult/Date

Print Name of Child Model

Print Name of Parent/Guardian

Signature/Date

H. Photographer Release Form

_____ hereby agrees that the National Highway Traffic Safety Administration (NHTSA), U.S. Department of Transportation has unlimited rights in the following property:

NHTSA #	Description of Images/Photograph(s)
_____	_____
_____	_____
_____	_____

“Unlimited rights” in the property described above means the right of NHTSA to use, disclose, prepare derivative works, distribute copies to the public, and perform publicly and display publicly, in any manner and for any purpose, and to have or authorize others to do so.

_____ hereby grants to the Government, and others acting on its behalf, a paid-up, non-exclusive, irrevocable worldwide license in the property to reproduce, prepare derivative works, distribute copies to the public, and perform publicly and display publicly, by or on behalf of the Government.

_____ warrants and represents that it has the right to grant all rights granted herein and that NHTSA’s use of the property as permitted herein will not infringe on the rights of any third party.

_____ will indemnify and hold harmless from and against any and all claims, damages, liabilities, costs and expenses arising out of any breach of the foregoing warranty.

_____ hereby agrees not to assert any claim of any nature whatsoever against anyone relating to the exercise of the rights described herein.

AGREED AND ACCEPTED:

FOR _____
_____/_____
NAME DATE

FOR NHTSA _____
_____/_____
NAME DATE

Signature

Signature