

Expand Your SRTS Toolbox:
A New, National Pedestrian Safety Education Curriculum
Swiss Education Safety Strategies
Baltimore's Safety City

August 19, 2009



Thank you to our generous webinar
underwriters

Innovators (\$1000)



Kit Keller, J.D.

Trendsetters (\$500)



Overview of today's webinar

- > 3:00 p.m. Introduction
- > 3:05 p.m. Feature presentations
 - NHTSA Child Pedestrian Safety Curriculum
 - Winterthur, Switzerland, Traffic Garden
 - Baltimore Safety City
- > 3:45 p.m. Questions



Today's webinar presenters:

NHTSA Child Pedestrian Safety Curriculum
❖ R.J. Eldridge, Toole Design Group

Winterthur Traffic Garden
❖ Philippe Aemisegger, City of Winterthur
❖ Daniela Gantner, City of Winterthur
❖ Beat Kammerman, City of Winterthur

Baltimore Safety City
❖ Wanda Harris, Baltimore City DOT
❖ Jewel Johnson, Baltimore City DOT



NHTSA's Child Pedestrian Safety Curriculum



BACKGROUND

- 18% of kids (5-9) killed in traffic accidents were pedestrians (2005)
- Increasing demand for child pedestrian safety programs
- Changing school environment
- NHTSA's Willy Whistle program outdated
- Better understanding of how kids learn



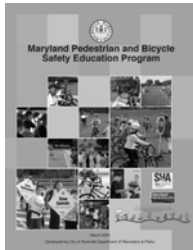
PROJECT TASKS

- Literature review
- Organize teacher workgroup
- Develop draft curriculum
- Pilot test
- Revise curriculum based on pilot results
- Develop marketing program



LITERATURE REVIEW

- Started with on-going NHTSA study
- Reviewed research on ways to teach child pedestrian safety principles
- Reviewed existing pedestrian safety training and curriculum programs
 - Florida Traffic and Bicycle Safety Education Program
 - Maryland Pedestrian and Bicycle Safety Education
 - I'm Safe Walk with Me
 - WalkSafe



FINDINGS

- Emphasize skills in addition to knowledge
- Skills should be learned in context– “encoding specificity”
- Positive reinforcement
- Technology can be useful
 - Social interaction with peers and adults
- Parent involvement
- Pre- and post- tests



TAKEAWAYS

- Video instruction good if coupled with skills training
- Importance of age-appropriate instruction
- Need to provide detailed lesson plans, activity sheets, and handouts
- Gaps in existing programs
 - More skills training needed for long-term behavior change
 - No roadside simulation
 - Parent involvement minimal
 - Social interaction and opportunities to re-evaluate decisions minimal



CURRICULUM- STRUCTURE

- 3 levels
 - K-1
 - 2-3
 - 4-5
- 5 lessons (20-40 minutes)
 - Lesson 1: Walking Safely Near Traffic
 - Lesson 2: Crossing Streets Safely
 - Lesson 3: Crossing Intersections Safely
 - Lesson 4: Parking Lot Safety
 - Lesson 5: Bus Safety
- Teachers Guide
- Pre and Post Test



CURRICULUM DRAFT—LESSON STRUCTURE

- Lesson objectives
- Applicable standards of learning
- Suggested materials
- Guidance for preparation
- Lesson Outline and Sample Script
 - Introduction
 - Teacher modeling
 - Activity options
- Suggested cross-curricular connection:
- Materials
 - Parent/caregiver tip sheets
 - Vocabulary cards
 - Situation graphics



LESSON OBJECTIVES

Lesson Objectives:

The objective of this lesson is to teach students the basic concepts of crossing a street safely. At this age, it is important to emphasize that students should never cross the street without an adult or older sibling.

The students will be able to

- Use care and caution when crossing streets
- Recognize that they should only cross the street with an adult
- Identify and demonstrate the five steps to crossing a street

STANDARDS OF LEARNING

Applicable National Standards of Learning:

- Physical Education Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Physical Education Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Health Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Health Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

- Other Standards
 - Math
 - Reading/language arts standards
 - Social studies
 - Fine arts
 - Theater

PREPARATION GUIDANCE

Materials:

Masking Tape, Rope, or Other Material to create street lines & Tall trash can or box
Poster-sized chart of "Crossing the Street" song
Parent/Caregiver Tip Sheet

Preparation: Using the above listed materials, create a model street.

You will need four long strips of material to make the street and two associated sidewalks, as well as several shorter strips to create a center line for the street.
Place a tall trash can or box in the street.
This will act as a visual barrier to emphasize the "second edge." **Example:** _____

INTRODUCTION & TEACHER MODELING

LESSON PLAN: Lesson 2
Second - Third Grade

| Lesson Outline | Sample Script |
|--|---|
| <p>Introduction (5 minutes)</p> <p>The teacher will</p> <ul style="list-style-type: none"> Identify reasons for using the street. Explain the importance of students crossing the street with an adult or with a child under 10 years, with permission. <p>Discussion & Teacher Modeling (10 minutes)</p> <p>The teacher will</p> <ul style="list-style-type: none"> Discuss and simultaneously model the steps to crossing the street safely. <p>1. Identify a Safe Place to Cross the Street</p> <ul style="list-style-type: none"> Define and explain types of "street forward" | <p>Today we are going to review the steps to crossing the street safely.</p> <p>Have your hand if you have ever crossed the street.</p> <p>Why did you cross the street?</p> <ul style="list-style-type: none"> To get to school, a friend's house, to find a lost toy, etc. Are there other reasons that people cross the street? get to the store, work, etc. <p>Ask your student about the street where you walk as an adult.</p> <ul style="list-style-type: none"> Always with an adult or responsible child over 10 years of age. Do you ever get hurt or injured if they do not cross safely? <p>Let's go! (Teacher models on the ground as a street line changes.) They "walked" when on the activity page. This again reinforces the "look left to the street and the right in the street" directions. (Teacher models crossing the street.) We are going to demonstrate how to "walk forward" safely. Then, it will be your turn to practice.</p> <p>Before you can cross the street you need to find a safe place to cross.</p> <p>How do you know where it's safe to cross?</p> <ul style="list-style-type: none"> A safe place should be where you can see well to cross the street. |

NHTSA Traffic Design Group
www.nhtsa.gov

ACTIVITY OPTIONS

LESSON PLAN: Lesson 2
Second - Third Grade

| Lesson Outline | Sample Script |
|--|---|
| <p>Activity Options:</p> <p>The students could...</p> <ol style="list-style-type: none"> Practice the five steps with teacher guidance; sing and dramatize the "Crossing the Street" song (20 minutes, see sample script). Practice crossing the street on school grounds or on a near road to reinforce appropriate behavior (10-20 minutes). Take a supervised walk in a nearby neighborhood with parent volunteers to practice and reinforce proper behaviors when crossing the street (20-30 minutes). | <p>ACTIVITY OPTION A:</p> <p>It's your turn! Each of you is going to get the chance to show how to cross the street correctly.</p> <p>To make it a little easier to remember all of the rules, we are going to sing the "Crossing the Street" song. Some of you may remember it from kindergarten and first grade. (Teacher displays song and sings to-mem-to-ber.)</p> <p>Great work! We will practice crossing the street altogether while we sing our song. Help lead students sing the song as they simultaneously cross the street.</p> |

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CROSS-CURRICULAR CONNECTIONS

Suggested Cross-Curricular Connections:
These optional activities are included to extend the lesson into other areas of learning. Most activities presented may be completed within a 20-minute time period.

Art

- Students can draw pictures of the safe and unsafe scenarios they acted out in the "Activity" portion of the lesson above. For an added challenge, the students should fix any unsafe scenario by also drawing another safer option on the back.

Writing

- Directions
 - Students will write directions for a pedestrian walking to or from a place near their home or school.
 - Students should include time order words (first, second, then, after that, last, etc.).
 - Students should also include tips for staying safe while walking within their directions. (Example: "Next, turn left onto Main Street. Remember to stay on the sidewalk or on the left side of the street!")

Dramatic Play & Art

- Students create pedestrian and traffic stick puppets from cardstock paper and Popsicle sticks. They will also create a backdrop scene of a street with or without sidewalks and driveways.
- Students will demonstrate safety rules by putting on a Puppet Show that dramatizes being safe while walking near traffic.

CURRICULUM PILOT- PROCESS

- Teacher workgroup
 - Contributed to curriculum content
 - Pilot tested curriculum
 - Provided post-pilot feedback

- Pilot included in-classroom observation

- Not a full-scale study to determine effectiveness



TEACHER WORKGROUP / PILOT LOCATIONS

- Diversity of school locations
 - Regional
 - Urban, suburban, rural
- Different teaching specializations

| City and State | School | Specialization |
|--------------------|--------------------------|--|
| Albuquerque, NM | MacArthur ES | Physical Education |
| Alexandria, VA | Polk ES | Physical Education |
| Batesville, AR | Eagle Mountain Magnet | Physical Education |
| Big Stone City, SD | Big Stone City ES | Physical Education |
| Bluc Island, IL | Paul Rovece ES | 2 nd Grade ELL |
| | | Kindergarten |
| | Paul Rovece Intermediate | 4 th Grade 5 th Grade |
| Nashua, NH | New Searles ES | Physical Education |
| Nashua, NH | New Searles ES | Registered Nurse |
| Scottie, WA | Orca ES | Physical Education |
| Spartanburg, SC | Pine Street ES | Physical Education |

CURRICULUM PILOT--FINDINGS




- Positive reviews from teachers
- Teachers offered a variety of suggested improvements
- Most suggestions centered on clarifying text and graphics




NEXT STEPS

- Expected availability- winter 2009
- Distributed electronically – CD / website


4. Look for Traffic Signal
White Walking Pedestrian Signal





Department Sicherheit und Umwelt
 Verkehrlenkung

 Department Bau
 Amt für Stadtbau

Stadt Winterthur


Traffic Garden/Instruction in Winterthur
Wednesday, 19th August 2009

Beat Kammermann, Head of Traffic Control,
 City Police Winterthur
 Philippe Aemisegger, Project Assistant, Geographer
 Daniela Gantner, Management Assistant, Economist

Traffic Garden/Instruction Winterthur 08/19/2009 - gad

Content

- Milestones Traffic Garden
- Traffic Garden
- Traffic Instruction
- Conclusions

08/19/2009 - gad Traffic Garden/Instruction in Winterthur Stadt Winterthur

Milestones Traffic Garden

- Built in 1977/78 by the city of Winterthur (not first of its kind in Winterthur; first sophisticated infrastructure)
- Generous patronage of several private donators
- Reason: To increase children's road safety
- Advantage: Learning safe cycling in a protected environment with real situations
- Result: Decline in traffic accidents
- Approx. 35'000 children have used it over the last 32 years
- Worth: CHF 2.0m (without land)

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Traffic Garden/Instruction in Winterthur

Stadt Winterthur 

Traffic Garden



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Traffic Garden/Instruction in Winterthur

Stadt Winterthur 

Traffic Garden - Overview



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Traffic Garden/Instruction in Winterthur

Stadt Winterthur 

Traffic Garden - Elements

The following elements are included:

- Roundabout
- Pedestrian Zone
- Pedestrian Crossing
- One Way / No Entry Road
- Traffic Light
- Bicycle Route / Lane
- Give Way / Stop

Traffic Garden

- Approx. 1'000 pupils exercise annually
- Approx. 1'000 pupils take bicycle test each year
- Open to the public every Tuesday and Thursday evening
- Further private use by arrangement

Traffic Instruction

- The municipal area is divided into 4 parts where every part has its own full-time traffic instructor (police officer)
- Visit of approx. 560 kindergarten/schools classes every year
- Advantage: every child knows her/his "own" traffic instructor from kindergarten until secondary school
- Every child receives during her/his "school career" 2 hours of traffic instructions every year

Traffic Instruction

- Kindergarten:** pedestrian rules
- Elementary School:** pedestrian rules
bicycle equipment / road signals
gymkhana / left turn
bicycle driving school
right of way / blind spot
bicycle driving test
(Test preparation: www.velopruefung.ch)
- Secondary School:** passive traffic safety / traffic accident
perception of traffic

Traffic Instruction

- Professional School:** what if...
(speeding, alcohol, drugs)
- Elderly people:** security in road traffic
- Bicycle Association:** assisting of bicycle courses

Conclusions

The Traffic Garden is an important part of the traffic instruction program:

- Reconstruction of all major situations of Winterthur's dense cycling infrastructure
- Safe environment to learn appropriate behaviour for cycling
- Flat topography and social acceptance of bicycle boost the acknowledgement towards the importance of a compulsory and integral cycling instruction, in which the Traffic Garden is only one element

Contacts

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Traffic Garden/Instruction in Winterthur

Stadt Winterthur 

Safety City



Mrs. Wanda Harris, Safety City Supervisor

Ms. Jewel Johnson, Baltimore's Traffic Safety Program Director

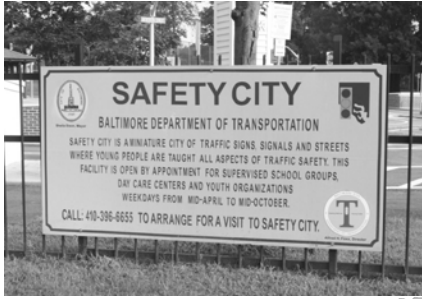
Safety City



Located within Baltimore City's
Druid Hill Park.
3100 Swann Drive
Baltimore, Maryland 21217

Ms. Wanda Harris, Supervisor

Safety City



Safety City

- ◆ A miniature city of streets, signs, and traffic safety signals.
- ◆ Students are taught to:
 - Obey traffic signals, signs, and markings.
 - How to use hand signals.
- ◆ Students also ride through a special bike course to test their newly learned skills.

Safety City Months of Operation

- ◆ April through October
- ◆ Safety City programs are taught on weekdays from 8:30 until 2:30
 - ◆ No fee to attend
- ◆ Schools provide transportation

Safety City School Presentations

- ◆ Scheduled in advance.
- ◆ Are utilized primarily by schools that cannot provide transportation to Safety City.

Safety City School Presentations

- ◆ Conducted for pre. K to 5th grade students.
- ◆ Traffic Safety educational materials and incentive items are provided by...
BDOT, SHA, AAA, and
SAFE KIDS Baltimore

Safety City Photos



Safety City Photos



Safety City Photos



Safety City Photos



Safety City Photos



Safety City Photos



Safety City Photos



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Safety City

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International Ped Bike Scan
Education for Children

Denmark
Children's Traffic Club
• Sponsored by Danish Road Safety Council
• Mandatory in elementary & middle school

See <http://www.sikkertrafik.dk/10a20029>

This program is cited in the Int'l Scan final report

United Kingdom
Children's Traffic Club
• Modeled after programs in Norway & Sweden

See <http://www.trafficclub.co.uk/>

This program is cited in the Int'l Scan final report



Children's Traffic Club Website (United Kingdom)
 (Source: <http://www.trafficclub.co.uk>)

Bristol's Cycling City (national demonstration)

Bikeability bicycle safety program (all ages)

- Government-approved & nationally-recognized
- Standardized and is maintained by the Cycle Training Safety Board

See <http://www.bikeability.org.uk>

Bike It program (children)

- Developed by Sustrans
- Creates a pro-cycling culture in schools

These programs are cited in the Int'l Scan final report



Pedal-less cycles in Winterthur

Children are introduced to cycling very early in their lives. Young children can learn to balance by walk-riding their bicycle.

More on the Int'l Scan

Visit the APBP International Practices group on APBP's Web site

<http://www.apbp.org/members/group.asp?id=44561>

APBP's International Practices group is currently open to non-members

A summary report appears in the group library

The final report is being prepared

Coming Attractions

- **September 16: Pedestrian Safety Assessments: Sharing Lessons Learned from California's New Program**
- **October 21: MUTCD**
- **November 18: How to Build Political Will for Strong Bike/Walk Programs Using the 3-Legged Stool Model**
- **December 16: Connecting with Public Health Professionals on Bike/Ped Issues**

Visit the event calendar at www.apbp.org for more information and to register



Association of Pedestrian and Bicycle Professionals
Experts for sustainable transportation



Thanks for attending this webinar!

Please take a short survey to tell us what you think about today's webinar:

http://www.apbp.org/surveys/default.asp?id=Webinar_Evaluation_8-19-09

A live link to the survey has already been e-mailed to you. Please forward the link anyone who participated in the webinar at your site.



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