

Spring 2012

Better Health through Walking and Bicycling

Purpose: *To give children the skills necessary to become competent, predictable, and comfortable on the route to school.*

To give parents the confidence to allow children to travel freely in their community.

How: *A comprehensive education program:*

- *is research based*
- *provides developmentally appropriate activities*
- *touches every child, every year*
- *delivers information year after year in a progressive spiral*
- *evolves to meet the needs of the population it serves*
- *is sustainable*



When a school-based comprehensive curriculum is in place, and “resident teachers” have opportunity to work with the students year after year, a school wide dynamic shift to **independent travel** takes place.

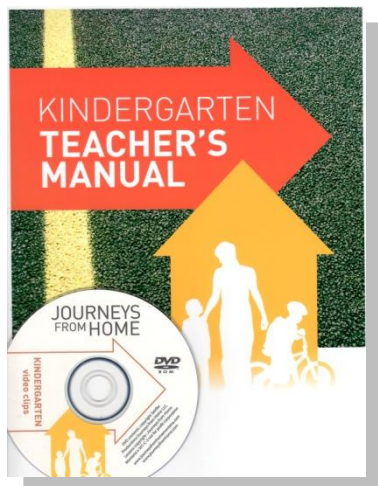
OVERVIEW

The “K-5: *Journeys From Home, Walking and Bicycling*” education materials accentuate the positive, focus on perception, decision making and mastering skills. These materials support what children like to do best; explore new places and experience new things. Each developmentally appropriate skill activity is classified by grade level. Every grade level has its own teacher’s manual and series of video vignettes.

There are at least seven lessons provided for each grade level. Kindergarten through second grade lessons focus on pedestrian education; third through fifth grade lessons focus on bicycle education.

Specific learner outcomes are established; the teaching objectives can be measured and met.

HIGHLIGHTS



These materials are unique in their approach to teaching traffic education.

Specifically:

- is research based and uses established countermeasures
 - focuses on attainable behavior changes that can reduce children's risk
 - contains lessons that are developmentally appropriate and grow with the children
 - presents positive images that focus on decision making and predictable, responsible actions
- offers repetitive practice under close supervision
 - takes children outside, on foot, on bike, on the playground and in the neighborhood street
 - is taught in schools by trained, certified teachers who know the children and their developmental abilities
 - is integrated into the Health Enhancement school district curriculum, rather than depending on grants and funding each year
 - is fun for both children and teachers



Register for this workshop on: www.cspd.net

**Eight hours of on-line work are required prior to the 12 hour on-site training
20 CEU or OPI renewal units are available**

1 College Credit (Graduate or Undergraduate) is available (\$150 to MSU-Northern)

**Workshop Fee is covered by
"Montana Safe Routes to School"
Funded through the Montana Department of Transportation**

- ◆ Participants do not need extensive bicycle riding experience
- ◆ Participants are asked to bring tennis shoes, a bicycle and helmet
 - ◆ Please bring your own water bottle
- ◆ Participants qualify to receive all curriculum materials

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Who Should Attend a Journeys From Home Training and Why?

Building a “Healthy Community” requires a diverse group of concerned citizens. This workshop allows participants to spend time together with a focus on the transportation needs of children and other members of the community.

Elementary Classroom Teachers	The workshop is based on curriculum materials that target K-5.
Physical Education K-8 Health Enhancement Teachers	To understand the physical skills and procedures for on-bike activities.
Drivers Education Instructors	To better understand child behaviors related to traffic skills.
Afterschool Program Staff	The knowledge to use walking and bicycling for field trips and other activities safely with youth.
Summer Youth Program Staff	To build a lifetime activity link with children and parents promoting cycling.
Bicycle Enthusiasts	To understand the developmental differences between adult and child bicyclists.
Parents	To Reinforce the child’s walking and bicycling skills using developmentally appropriate instructions and cues.
Law Enforcement	To understanding child development and the skills necessary for children to be part of traffic.
SRTS Committee members	Provide vision for the built environment and understanding the developmental needs of children in traffic.
Health Professionals	Injury prevention is possible through education, engineering and the use of protective gear.
Community Advocates	To provide resources to develop a community Active Transportation plan that promotes walking and bicycling.
Engineers	To understand how children learn and develop is critical to child safe design.
School Administrators	Become key partners to encourage and educate walking and bicycling.

journeysfromhomemontana.org/
[facebook: Journeys From Home Montana](#)



Workshop objectives and outcomes

Health Enhancement/Physical Education is a discipline with a sophisticated structure and an organized scope and sequence which attempts to accommodate individual needs. State and federal law requires that the needs of all students be met. In an effort to meet these regulations and to provide the best possible program for all students, physical educators have found that student-centered curriculums result in effective programs and positive attitudes on the part of all participants. Walking and bicycling are effective tools to combat diabetes and obesity which are the two most common diseases threatening children today. Acquiring traffic skills allows children to make healthy transportation choices.

The purpose of this online class and face to face workshop is to familiarize participants with the *Journeys From Home* curriculum materials and a community comprehensive plan. This curriculum is directed toward the education of children during the school day or in a recreation setting. The workshop will clarify what skills can be taught, when they should be taught, and in what ways they might be taught.

Specific objectives:

To clarify for students, staff, and community, the mission of the local school district's Health Enhancement curriculum.

To identify learner outcomes or objectives teachers have a responsibility to cover and will be held accountable for.

To be familiar with the knowledge base for students at each grade level.

To observe how this particular curriculum is organized in an effort to maximize efficient use of time and implement important content variations.

To maintain reasonable consistency within a School District's offerings so that students receive similar content.

To establish a common base from which local educators individually, and in a group, can plan for instruction.

To pinpoint resources that teachers may use to meet specific outcomes and thus enhance the quality of instruction and reduce preparation time.

At the completion of the Workshop the participant will be able to:

Administrative skills

Distinguish between child friendly and non-friendly areas around the school.

Know and understand the principles that guide the movement of traffic.

Recognize developmentally appropriate activities related to traffic education.

List the most common child behaviors or characteristics that lead to injury.

List the most common crash types on or near the street.

List countermeasures, to eliminate or reduce the incident of conflict and injury.

Identify treatments in education, engineering, environment, and enforcement.

Implement a comprehensive traffic education program.

Develop a Community Action Plan.

Physical skills

Stop at the edge and look before crossing.

Select and fit a bicycle helmet. Identify a properly sized bicycle.

Demonstrate proficiency while riding in a defined area. Display proper braking techniques. Explain the proper technique for dodging rocks and potholes. Scan to the rear without losing control of the bicycle. Look back, signal, quick look, change lanes.

Demonstrate ride-through, right and left turns in traffic at an intersection.

Work with a small group of individuals on the street.