

Bicycle Safety Peer Program

Elementary Edition

**Program Coordinator's
Manual**



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Preface

The concept of peer programs is based upon the belief that peers represent a powerful human resource that can be mobilized and supported through training and supervision to address social problems. As a result of quality training and experiences, positive and productive peer relationships can develop which equip youth with the necessary coping skills needed to handle their lives in a developmentally healthy way.

Peer-led programs are present in an estimated 90 percent of school systems. These programs and Peer Helpers go by various names, including Peer Helping, Leaders, Mediation, Mentoring, Service Learning, Tutoring, Health Educators, and other appropriate names. The peer-led programs that follow National Association of Peer Programs (NAPP) Programmatic Standards should include planning, selecting appropriate Peer Helpers, training, supervision, service delivery, and evaluation. Certified Peer Program Educators (CPPE), certified by NAPP, should manage those Peer Helpers.

Peer Helpers typically are young people, trained and supervised by professionals, who adhere to the NAPP Programmatic Standards and Ethics. Peer Leaders (term utilized for this project) often become preventative agents who identify problems and encourage others to seek the necessary help from appropriate professionals. They provide their peers with opportunities for learning, guidance, emotional support, and growth, which translates to such things as reduced drug and alcohol involvement, reduced underage driving and driving, higher academic skills, reduced HIV/AIDS exposure, unwanted pregnancy, reduced conflict, increased understanding of differences, and increased service to others.

Background

This manual is the result of a first-time effort between the National Highway Traffic Safety Administration (NHTSA) and the National Association of Peer Programs (NAPP) (formerly National Peer Helpers Association) to apply the principles and established successes of the Peer Helping concept to the development of a bicycle safety education program for Peer Leaders to deliver to third- and fourth-grade students. The intent is to enhance knowledge and practice of bicycle safety among an elementary student population* by using older middle school peers as Peer Leaders.

The Bicycle Safety Peer Program (BSPP) was initiated as a countermeasure to bicycle injuries and fatalities and was developed in two editions: (1) the elementary edition (for third and fourth grade students) and (2) the post- secondary edition (for new college students). Both editions were piloted in the associated educational environments that they were designed for. This elementary edition was piloted in the Hoover City Schools, Birmingham, Alabama. (See **Appendix H** for more information on pilot test experience and results.) The manual is designed to assist the Program Coordinator with planning and implementing a BSPP in their organization, including the training of the BSPP Peer Leaders upon whom the program relies.

For more information on Peer Helping programs, including a description, historical perspective, efficacy of peer impact, peer program design guidelines, pilot testing, and results of the BSPP initiative, see **Appendix A, B, and H**.

* Student population can refer to a typical school environment as an elementary school as was the intent of the original manual. However, a student also may be any identified classroom opportunity that children or young adults may learn from their peers about bicycle safety, i.e., 4H Clubs, Boys and/or Girls Clubs, Camps, etc.

Chapter 1

OVERVIEW

1.1 Program Description

This manual is designed for a Program Coordinator and includes:

- Description of the program
- Steps a Program Coordinator needs to take for a successful program
- Training guide for the Program Coordinator to train Peer Leaders
- Bicycle Safety Peer Program training
- Evaluation forms

This manual and training are designed for the Program Coordinator to teach middle school Peer Leaders to deliver messages about bicycle safety to third- and fourth-grade elementary school students. The teaching and delivery strategies are age appropriate with specific handouts for the Peer Leaders and the third- and fourth-grade elementary school students. This manual assumes that one person is serving the role of both Program Administrative Coordinator and Peer Leader Coordinator. We are aware that some facilities are afforded the opportunity to have a separate person function in each role. If this is your case, make sure both persons are very clear on who will do what. In the pilot program, the Program Coordinator was the Safe and Drug Free Schools and Community Coordinator (K-12), and the Peer Leader Coordinator was the middle school professional that conducted the training. In most situations, one person will serve all functions.

The Elementary BSPP is intended to educate students in grades three and four about safety guidelines for riding bicycles. The program uses selected middle school Peer Leaders as role models who enter elementary school classes and deliver three sessions on bicycle safety. For ideal results, it is important to have at least six Peer Leaders (three male and three female) in each elementary classroom. If the elementary school students are all female or all male, then it is important to have the same sex Peer Leader. BSPP enables trained middle school Peer Leaders to meet with younger elementary school students in groups to

promote safety conscious attitudes and assist them in learning bicycle safety practices.

Ideal candidates to serve as a Program Coordinator for a BSPP include the following:

- Certified Peer Program Educators (CPPE)
- School administrators/teachers
- Guidance/pupil personnel directors
- Physical education department chairs or teachers
- Driver education teachers
- Health educators, school nurses
- School/community service coordinators
- Safe and Drug Free School Coordinators or student assistant coordinators
- School Resource Officers
- Youth group leaders, such as Boy and Girl Scout troop leaders

1.2 Goals and Objectives

Overall Program Goal:

The overall goal of the Elementary Bicycle Safety Peer Program is to utilize an existing professional network (the National Association of Peer Programs (formerly National Peer Helpers Association) as a delivery mechanism for providing bicycle safety awareness and education for current and potential bicycle riders. Ultimately the program intends to increase the number of students incorporating bicycling into their daily exercise routine. In biking more we promote health; biking safely increases safe bicycle riding behaviors that will decrease injuries and fatalities.

The following are objectives for the various key players in the process:

Overall Program Objectives:

1. To promote bicycle safety conscious attitudes and behaviors to assist middle school Peer Leaders and elementary school students in learning bicycle safety practices.
2. The secondary goal is to prevent early patterns of high-risk behavior in students in grades three and four by enlisting older Peer Leaders to lead sessions promoting bicycle safety procedures.

The following are goals for the key players in the process.

Program Coordinators:

1. Organize an infrastructure to support peer delivered bicycle safety messages.
2. Train Peer Leaders to deliver bicycle safety messages to elementary school students.
3. Ensure that Peer Leaders and elementary school students are taught lessons in an age appropriate delivery system.
4. Evaluate the effectiveness of the program, Peer Leaders, and third- and fourth-grade students through use of provided surveys included in this program.

Peer Leaders:

1. Develop classroom leadership skills.
2. Assess students' baseline knowledge and attitudes about bicycle safety.

3. Know bicycle injury data.
4. Review the facts, myths, and information about bicycle safety measures and their effects.
5. Assist elementary school students in learning the consequences of embarking upon high-risk behaviors on bicycles.
6. Teach and reinforce strategies to promote bicycle safety.
7. Educate students in effective ways of resisting peer influence, which may precipitate high-risk behavior.
8. Create a student support system, which encourages cooperation and communication about safety measures.
9. Serve as role models regarding bicycle safety.

Students:

1. Assess baseline and post knowledge and attitudes about bicycle safety procedures through verbal and written form.
2. Learn facts, myths, and information about bicycle safety measures and their effects.
3. Learn consequences of embarking upon high-risk behaviors on bicycles.
4. Know and explain strategies to promote bicycle safety.
5. Learn effective ways of resisting peer influence that may precipitate high-risk behavior.
6. Develop a student support system that encourages cooperation and communication about bicycle safety measures.

1.3 Program Evaluation Design

The evaluation design for the BSPP has been set up to evaluate Peer Leader training, students receiving training, and incorporate feedback from classroom teachers regarding the structure of the program. The evaluation questionnaires are set up for pre-, post- and follow-up testing of the Peer Leaders and the third- and fourth-grade students. (See **Appendix F** for the student questionnaires and **Appendix G** for the adult professionals' evaluations).

1.4 Glossary of Terms

Throughout this manual, several terms are used that require an accurate definition to implement a successful program utilizing Peer Leaders.

Peer Helping Program

Peer Helping Programs refer to any program in which Peer Helpers are trained and supervised by professionals (Certified Peer Program Educators). A Peer Helping Program can address a myriad of social and educational issues.

Certified Peer Program Educator (CPPE)

These are adults who have a Bachelor's Degree or higher from an accredited institution, are a member of the National Association of Peer Programs (formerly National Peer Helpers Association), have taken the Introductory Peer Helping Course for Adults or its equivalent, and pledge to adhere to the NAPP Programmatic Standards and Code of Ethics.

Peer Helpers

Peer Helpers provide services individually or in groups in colleges and universities, communities, hospitals, work places, schools, and youth organizations. "Peer Helpers" is an umbrella term and the service activities of the Peer Helpers define their local name. The Peer Helpers serve in such capacities as helpers, mediators, mentors, leaders, and educators. Peer Helpers are not professionals and do not replace certified teachers or licensed or certified counselors, but often serve to extend professional services.

Bicycle Safety Peer Program (BSPP)

The BSPP refers to the entire program (lessons one, two, and three) that will be delivered to the third and fourth-grade students by the Peer Leaders.

Program Administrative Coordinator

Program Administrative Coordinators serve in an administrative role, coordinating all formal and informal agreements, any logistics or financial responsibilities that will allow the program between the school system providing the training and the school receiving the training to actually happen. This person also will coordinate all efforts to evaluate the program and report to all officials requiring a summary report. (Note: during the pilot testing of this project, the Safe and Drug Free Schools and Community Coordinator served in this role; however, in many circumstances, the Program Coordinator and the Peer Leader Coordinator may be the same person).

Peer Leader Coordinator

Peer Leader Coordinators are formally trained as a Peer Helping professional and is responsible for all efforts with the Peer Leaders and their projects. Typically, this person is already working within the school system where the Peer Leaders go to school, i.e., a teacher, administrator, or school resource officer. This person also could be an identified

parent who wishes to volunteer services to the school. (Note: In the pilot testing of this project, this role was served by the middle school Peer Helping Professional).

Program Coordinator

Program Coordinators serve the function of both Program Administrative Coordinator and Peer Leader Coordinator.

Peer Leaders

Peer Leaders are middle school students that have either received peer helping training or have had basic leadership training before taking on the role of delivering the BSPP. In the capacity of running the BSPP, they will be referred to throughout this document as Peer Leaders.

Students

These are elementary school students in third or fourth grade that receive the three bicycle safety sessions. This program also may be adapted in an alternative environment, i.e., clubs, camps, etc. The term student will apply to any child of the same defined age (third or fourth grader) who is being educated about bicycle safety.

1.5 Program Planning

The Program Coordinator is responsible for planning and implementing a successful BSPP. As with any successful program, careful planning is key. The Program Coordinator manages program logistics (such as garnering community support, institutional support, selecting trainees, obtaining a location, etc.), peer training, session delivery, and program evaluation.

1.6 Program Format/Session Descriptions

The BSPP for elementary school students consists of three sessions on bicycle safety, approximately 30-45 minutes in length for each session. Six Peer Leaders will deliver an effective safety message each session, preferably three male and three female in a co-ed classroom situation, per a standard elementary school size class of between 18-28 students. BSPP Peer Leaders are trained to understand their role, apply communication skills in group leadership, communication, ethics, and public speaking. They are then trained specifically to present bicycle safety information to younger peers.

A brief synopsis of each session follows.

Session 1

- Introduction of Peer Leaders, brief overview of the BSPP goals and activities
- Demonstration: Crash test demonstration of helmet safety (hammer and nail bed demonstration) to show how helmets absorb energy and protect the wearers
- Group Activity: “Where Do You Stand?” assesses class' current habits, attitudes, and influences regarding bicycle safety
- Small Group Activity: Poster design based on a selected safety point from the “10 Smart Routes to Bicycle Safety” from the U.S. Department of Transportation, National Highway Traffic Safety Administration (**Appendix C-2**)

Session 2

- Group Poster Presentations
- Activity: Peer Pressure and Resistance Skills
- Role-Play: Peer Pressure

Session 3

- Group Activity: Facts and Myths about Bike Safety using Family Feud Game format (**Appendix C-5, E-5**)
- Bicycle Safety Strategies: Review and reinforce
- BSPP summary