

# **Bicycle Safety Peer Program**

*Post-Secondary 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 Helpers, also referred to as Peer Leaders, are in the context of this program, upper college classmen (typically 20-22 years old), trained and supervised by professionals, who adhere to the National Association of Peer Programs (formerly National Peer Helpers Association) Programmatic Standards and Ethics. Peer Helpers often become preventative agents who identify problems and encourage others to seek the necessary help from appropriate professionals. They provide their younger peers (typically 17-19 years old), 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.

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. The intent is to enhance knowledge and practice of bicycle safety among a student\* population by using an older peer as "teacher/facilitator."

\* Student refers generally to freshmen on campus but could be any new student to the campus.

## **Background**

This pilot project was supported collaboratively by: the National Highway Traffic Safety Administration, the National Association of Peer Programs (formerly National Peer Helpers Association), the International Association of Campus Law Enforcement, the National Organization for Youth Safety, and the National Safety Council. It was initiated as a countermeasure to bicycle injuries and fatalities and was piloted at the University of Virginia at Charlottesville (see **Appendix H** for more information on the pilot test results).

# Chapter 1

## Overview

### 1.1 Program Description

This manual is designed for the 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
- Actual training for the BSPP
- Evaluation forms

This manual is designed with the Program Coordinator in mind. It will enable the Program Coordinator to teach upper classmen Peer Leaders to deliver messages about bicycle safety to students new to campus. The teaching and delivery strategies are based on the principles of adult learning, with specific handouts for the Peer Leaders and the students who attend the bicycle safety session.

The post-secondary Bicycle Safety Peer Program (BSPP) enables trained upperclassmen to lead a single 45-minute session for new college students to promote the principles of bicycle safety practices. An optional two-hour bike tour is offered to compliment the course. It is suggested that the session be held as part of the new student orientation; dormitory Resident Advisors (RAs) or Student Union representatives are ideal resources to deliver this important message. Concurrent small group meetings in the dormitory lounges or student union lounges provide an ideal format to promote interaction, processing, and high impact learning.

The program educates college students in safety guidelines to be practiced when riding bicycles to impact and minimize bicycle related fatalities and injuries. It is not only informative, but the BSPP intends to promote positive attitudes about the importance of safety. The program uses selected older Peer Leaders as role models to impact new students to campus. BSPP follows guidelines and standards deemed most effective by research results and compatible with the Programmatic Standards produced by the National Association of Peer Programs (formerly National Peer Helpers Association) (**Appendix A-3**).

The approach is designed to be entertaining and lively.

Upperclassmen are trained in basic peer leadership skills to take on roles as Peer Leaders. They are specifically trained in bicycle safety utilizing the format as provided in this manual for the BSPP program. The selected upperclassmen, hereafter referred to as “Peer Leaders,” are supervised by an adult professional, hereafter referred to as the “Program Coordinator” (see definition of terms in 1.4.

This manual was developed from the experiences at the University of Virginia; with an interest generated due to a recent student fatality on campus. Through the cooperative efforts of the Charlottesville Area Bicycling Association and the local Chiefs of Police, joint bicycle safety policies were developed. All activities for this program were provided by the Campus Police Department with the exception of the bicycle ride. (See **Appendix H.**)

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

- Certified Peer Program Educators (CPPE)
- Campus Police Chiefs
- Physical Education Department Chairpersons
- Campus Health Administrators
- Presidents or officers of the BACCHUS and GAMMA Peer Education Network
- Local bicycle clubs
- Community service organizations

It is recommended that individuals suitable to be Program Coordinators should be peer educators certified by NAPP. NAPP Certified Peer Program Educators are required to take basic courses in peer helping education, program management, and training.



## 1.2 Goals and Objectives

### **Program Goal:**

The overall goal of the Post-Secondary Bicycle Safety Peer Program is to utilize an existing professional network as a delivery mechanism for providing bicycle safety awareness and education for both potential bicycle riders and drivers of vehicles on college campuses. Ultimately the program intends to increase safe bicycle riding practices and decrease injuries and fatalities among incoming students, while riding and/or driving on and off campus.

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

### **The Program Coordinator will:**

1. Organize an infrastructure to support peer delivered bicycle safety messages.
2. Train Peer Leaders to deliver safety messages to new students.
3. Evaluate the program, Peer Leaders, and new students.

### **The Peer Leaders will:**

1. Develop group leadership skills.
2. Serve as role models on an on-going basis.
3. Assess students' baseline and post- training knowledge and attitudes about bicycle safety.
4. Learn facts, myths, and information about bicycle safety measure and their effects.
5. Solicit current bicycle fatality and injury data from National Highway Traffic Safety Administration's National Center for Statistics and Analysis (NCSA), including the Fatality Analysis Reporting System (FARS) and General Estimates System (GES) and share with students as appropriate.
6. Teach and reinforce bicycle safety strategies that, when implemented by each bicycle rider and motorized vehicle will minimize or obliterate traffic related bicycle injuries and/or fatalities among students on/off campus. This includes learning the consequences of embarking upon high-risk behaviors while on a bicycle and high-risk behaviors when operating a motorized vehicle around bicycles.

7. Review and prioritize the bicycle safety practices and campus rules of the road.
8. Encourage non-cyclists to use bikes on campus and/or for transportation and recreation.
9. Create a network of students, which encourages cooperation and communication about bicycle safety measures on/off campus including sharing the roads (bicycles and motor vehicles).

**The Students will:**

1. Demonstrate baseline and post level of knowledge and attitude about bicycle safety procedures through open discussions and pre-test/post-test.
2. Learn bicycle safety strategies.
3. Express and prioritize the bicycle safety practices and campus rules of the road.
4. Learn effective ways of resisting negative peer influences that may precipitate high-risk behavior while biking and/or driving a motorized vehicle around bicyclists.
5. Develop an interest in, or at least a respect for, an individual's right to safe bicycling for transportation and recreational use on/off campus.

## 1.3 Program Evaluation Design

The evaluation design for the BSPP Post-Secondary Edition has been set up to evaluate the Peer Leader training and the students that receive the lesson. It also is designed to conduct process evaluation of the program. The evaluation questionnaires are set up for pre-, post- and follow-up assessment for the Peer Leaders and for students who receive the training and lesson. (See **Appendix F** for student questionnaires and **Appendix G** for professional evaluations.)

## 1.4 Glossary of Terms

Throughout this manual, several terms are used that require an accurate definition to implement a successful Bicycle Safety Peer Program.

### **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 at colleges and universities, communities, hospitals, work places, schools, and youth organizations. “Peer Helpers” is an umbrella term and the service activities (i.e. the roles the peer helpers are providing) defines their local name—the name which their campus refers to them (i.e. peer educators, peer mediators, peer leaders, peer facilitators, etc. 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 actual bicycle safety lessons that will be presented to new students by Peer Leaders.

### **Program Administrative Coordinator**

Program Administrative Coordinators are in charge of the Peer Leaders and their projects. He/she serves in the following roles: coordinator of the program, trainer, supervisor, teacher, grant writer (if needed), administrator, and/or facilitator; or any role that involves being in charge of Peer Leaders and their projects.

### **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.

### **Program Coordinator**

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

**Peer Leaders**

Peer Leaders, are upperclassmen 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**

Students are the participants in the bicycle safety session. They can be first-year or transfer students.

## **1.5 Program Planning**

The Program Coordinator is responsible for planning and implementing a successful BSPP within the higher education institution. 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**

Peers Leaders are trained to facilitate the BSPP session. Their training includes a brief review of previously learned skills: how to be an effective group leader; the role of empathy and ethics in the learning environment; and public speaking.

The BSPP culminates in one 45-minute session presented by Peer Leaders. The session discusses key bicycle safety information. A brief synopsis of the session follows in 1.7 (Session Summary).

## 1.7 Session Summary

### **Introduction:**

- Peer Leaders introduce themselves, their roles, and give a brief overview of their peer program organization and its activities.
- Student pre-questionnaires, which assess baseline knowledge, are collected (see **Appendix F-1**). Ideally these questionnaires will have been distributed and collected at new student orientation; if they were not, or are lost, this activity must be done before the onset of the actual session.
- The goals of this bicycle safety session are presented.

### **Ice Breaker:**

- Ask participants to share memorable biking experiences

### **Information:**

- Peer Leaders give a commercial about scenic bike routes on or about the campus.
- Peer Leaders announce that a guided scenic bicycle tour (optional) will be scheduled for those interested (sign-up).

### **Learning Activity: Bicycle Safety Campus Rules**

- Bicycle safety brochures are distributed. These brochures are standard college or university issue. They can be obtained from the campus police offices at most colleges and universities.
- Peer Leaders divide the participants into breakout groups to review the bicycle safety rules and set priorities. A specific topic is assigned to each of four group to cover the following areas:
  1. Personal Protection (Examples: gloves, helmet, proper clothing)
  2. Road Rules (Example: same laws as motor vehicles)
  3. Equipment Safety (Example: white headlight, reflector, functioning brakes)
  4. Bicycle Etiquette (Example: stay in right lane, hand signals)



### **Breakout Group Activity—Campus Bike Safety Rules:**

1. Prioritize the rules in order of importance.
2. State reasons for their rankings.
3. Identify the rules that might be the most difficult to follow and why.

### **Process:**

1. A spokesperson from each breakout group gives a short presentation highlighting their group's findings.
2. Peer Leaders assist the groups by asking relevant questions and processing the event by comparing and contrasting ideas and priorities set by breakout groups.
3. Peer Leaders elicit audience input on key aspects of bicycle safety. They emphasize the importance of making responsible decisions before and while riding their bikes.

### **Bicycle Tour:**

Tour announcements with the time and date of the bicycle tour will be distributed during the class. Other handouts provided are: (1) Local Resources for Cyclists (**Appendix E-3**) and (2) Cyclists' Network Sheet (**Appendix E-4**) which serve to create a way for cyclists or potential cyclists to keep in touch.