



HOW TO ENGAGE HIGH SCHOOLERS IN SAFE ROUTES TO SCHOOL



TABLE OF CONTENTS

INTRODUCTION 1

GETTING STARTED 3

ACTIVITIES 5

PUTTING IT IN ACTION: CASE STUDIES & RESOURCES..... 1

INTRODUCTION

WHY ENCOURAGE CIVIC ENGAGEMENT AMONGST YOUTH?

Youth civic engagement is a unique opportunity for young people to build critical leadership skills and be agents for change within their own communities. Young people who are authentically engaged gain valuable insights into decision making processes, issues within their own communities, and opportunities to affect change.

WHAT IS THIS TOOLKIT

This toolkit contains resources and case studies for encouraging youth participation in civic engagement opportunities. This is not intended to be a prescriptive approach but is meant to be a starting point that offers support, suggestions and best practices. By exploring elements detailed in this toolkit, school administrators, parents, and/or teachers are empowered to develop meaningful and authentic opportunities for youth throughout the school year and beyond.

HOW TO USE THIS TOOLKIT

This toolkit is organized by key themes that provide a framework for effectively engaging youth¹ and a number of activities that can be implemented in both educational and extra-curricular settings. Different leaders may be comfortable with picking different levels of involvement and activities to begin their youth engagement initiative, and this guide provides a number of opportunities that can be adapted to fit a variety of programs. For example: A school administrator involved in extra-curricular settings may prefer activities like a photo voice project which happens before or after school, where a teacher may be better suited to facilitate in-class activities.

AKNOWLEDGEMENT

¹ The framework for effectively engaging youth presented in this toolkit have been adapted from the Annie E. Casey Foundation's guide titled "A Framework for Effectively Partnering with Young People." You can access the guide here: <https://www.aecf.org/resources/a-framework-for-effectively-partnering-with-young-people>



Figure 1 River City High School Students use Legos to design their vision for a sustainable West Sacramento.

This guide was created by WALKSacramento's Safe Routes to School team. WALKSacramento is a nonprofit planning and advocacy organization that improves quality of life and health equity through community-centered policy and systems change in land use, transportation, and community development. WALKSacramento is a leading organizer of Safe Routes to School programs throughout the 6-county Sacramento region.

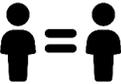
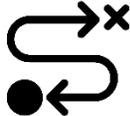
A special thank you to the Sacramento Area Council of Governments and City of West Sacramento's Innovating Safe Routes to School: Transcending K-8 Curriculum program for funding the development of this guide for River City High School.

GETTING STARTED

WHAT IS YOUTH ENGAGEMENT?

According to the James Casey Youth Opportunities Initiative, youth engagement has been defined as “young people who are actively and authentically involved, motivated, and excited about an issue, process, event or program.” As you may have noticed, authentic youth engagement is easier said than done and can be difficult to apply in a real-life setting. However, beginning with these basic building blocks will help create an inclusive process that facilitates equitable outcomes and engages youth in meaningful ways.

The Four Key Themes of Authentic Youth Engagement

 YOUTH ADULT PARTNERSHIPS Co-Creating with youth as equal partners provides opportunities to develop critical leadership and problem-solving skills.	 PREPARATION Effective preparation that strengthens understanding of a specific issue helps empower youth to make informed decisions.
 OPPORTUNITY Explore avenues that promote personal growth and are relevant to the interests and concerns of young people.	 SUPPORT Physical, emotional, and financial support strategies that breed authentic and trusting relationships.

TIPS FOR DEVELOPING YOUR PROGRAM

- Tailor curriculum to be student led, allowing for more opportunities for students to lead the direction of courses, based on their current and future interests.
- Develop incentives including resume building opportunities and resume language about the work accomplished during the course.
- Address “Zoom fatigue” by encouraging multiple avenues of participation (i.e. using the chat box) and breaking up presentation content with activities and discussion.
- Keep it simple. Virtual tools are great but they can take valuable time out of the lesson to make sure everyone is on the same page (literally and figuratively).
- Meet students where they’re at. Not all students are active transportation enthusiasts. Understanding their interests and values is key to making curriculum feel more relevant to

students' everyday lives and passions. The more relevant content feels, the more likely you are to inspire advocacy and creativity among students.

- Bring in opportunities for multi-media art as much as possible. Finding creative outlets can be a great way for students to synthesize educational content, add their own voice to the conversation, and connect with their peers.
- Relationship building and trust with High School administration takes time, especially as high school safe routes to school programs are new. Meet high school administration and educators where they are. Prepare to tailor program expectations to what the school is willing and able to support. Start small and look for non-traditional engagement methods such as afterschool programs to partner with.



Figure 2 High school students attend a Youth Climate Summit to inform the Mayors' Commission on Climate Change, recommendations to achieve carbon zero by 2045 in Sacramento and West Sacramento

ACTIVITIES

IDEAS FOR LAUNCHING

Now that you are familiar with the four key themes of authentic youth engagement, it's time to dive into how you can activate the youth and, most importantly, how you can keep them engaged in Safe Routes to School and active transportation focused projects. Below you will find program ideas, case studies, key takeaways, and resources to help guide your process.

HELPFUL TIP FOR GETTING STARTED

Remember, when implementing any one of these activities it will be important to ensure that they are guided by the four key themes of authentic youth engagement.

EVENTS AND COMPETITIONS

Events and competitions are a great first step in building momentum for active transportation and Safe Routes to School with High School students. These types of events can be implemented by educators, youth leaders, urban planners, community advocates, or anyone else who is interested in generating momentum.

Walk and Bike to School Day

Walk and Bike to School Day events encourage students to walk, bike, or roll instead of drive to school, and celebrates students who already do so. Events can be as simple as providing prizes to students who walk or bike, or can incorporate other fun elements such as class competitions, parades, and participation from mascots, elected officials, or other local celebrities. High School students can organize an event for their own school or help organize an event for a nearby elementary or middle school for community service and leadership experience.



Figure 3 High School Students Celebrate Bike to School Day.
Credit: Minnesota DOT Safe Routes to School

Helpful Resources and Inspiration:

- Walk and Bike to School: <http://www.walkbiketoschool.org/>
- WALKtober Competition: <https://www.walksacramento.org/portfolio/walktober2020/>

Walk, Roll, or Carpool to School Trip Tracking Competition

This school-wide competition can help build awareness about the benefits of walking, rolling, or carpooling to school and create healthy competition to do so. Students track how they get to and from school for each day during the competition duration. Prizes for the winning students may include a trophy, food party, or other desirable incentives. Incorporate CO2 emission reduction calculations with High School students for an added bonus. This competition is ideal to be planned and led by an environmental club or other related interest group.

Helpful Resources and Inspiration:

- WALKtober Competition: <https://www.walksacramento.org/portfolio/walktober2020/>
- Sacramento Region May is Bike Month Trip Tracker: <https://mayisbikemonth.com/>

CIVIC ENGAGEMENT PROJECTS

Civic engagement projects can be included as in-class projects, clubs activities, or as events to support real-world advocacy and inform initiatives within student's community or city. These types of projects provide great professional development skills for students. Consider inviting guest speakers or guest teachers to help deliver projects.

Video or Photo Voice Project

Video and Photo Voice is a project where students write, film, and edit a video or develop a photo journal to highlight an issue in the community. A Video or Photo Voice project may include data to frame the issue, photos or videos to demonstrate the issue, interviews and quotes from other students, and examples of possible solutions.

Helpful Resources and Inspiration:

- How to Conduct a Community-led Walk/Bike Audit: <https://www.walksacramento.org/resources/>
- STAY Video Guidebook by Spare the Air Youth Program:

https://sparetheyouth.org/sites/default/files/2019-11/STAY_Video_Guidebook_Final.pdf

- Learn how to Make your own video, tutorials provided by Watershed School: <https://sites.google.com/watershedschool.org/watershedfilmfestival/learn?authuser=0>

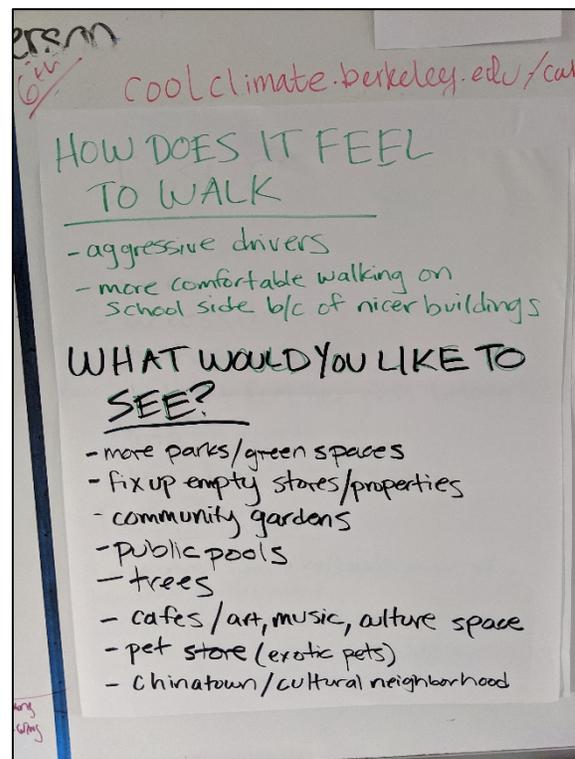


Figure 4 High Students discuss their current walking environments during a workshop hosted by WALKSacramento.

Letter-Writing Campaign

A letter-writing campaign focuses on sending letters to elected officials to highlight a concern and advocate for a solution. A successful letter should include data to frame the issue, personal examples of how the issue impacts students, and how the issue can be addressed.

Helpful Resources and Inspiration:

- Letter Writing Template, see page 8 for template.
- Data Collection, UC Berkeley Traffic Injury Mapping System: <https://tims.berkeley.edu/>
- UC Berkeley Street Story: A Platform for Community Engagement, <https://safetrec.berkeley.edu/tools/street-story-platform-community-engagement>

City Council Presentation

Similar to a Video Voice, Photo Voice, or letter-writing campaign, a presentation to City Council aims to share an issue and advocate for a solution. This project also provides an opportunity to practice public speaking.

Art and Placemaking Project

“Placemaking” is a term for making public spaces fun, comfortable, and safe. An art or placemaking project could include a colorful crosswalk, wall mural, or other creative activity in a public space. Poster contests with active transportation or safety themes are also great activities to do during winter months.

Social Media Campaign

A social media campaigns are a powerful and simple way to educate students about the benefits of walking, biking, carpooling, or conduct engagement and feedback about an important transportation initiative. Sample theme ideas:

- Walk, roll, or carpool to school for your health and the environment
- How to walk and roll to school safely
- How to use the bus or other public transit
- Anti-idling campaign
- Student engagement and feedback about community design and transportation

CLUBS AND ACTIVITIES

Bike/Skate Club

A bike or skate club creates a space for students to learn and practice safe biking and rolling skills as well as proper bike maintenance. A club could include guest speakers, biking or skating field trips and STEM education.

Helpful Resources and Inspiration:

- Norcal Interscholastic Cycling League: <https://www.norcalmtb.org/>
- Bike Tech at Inderkum High School, North Natomas Jibe: <https://jibe.org/school/bike-tech>

PUTTING IT IN ACTION: CASE STUDIES & RESOURCES

CIVIC ENGAGEMENT CASE STUDY: HEALTH AND CLIMATE CHAMPION PROGRAM

EXECUTIVE SUMMARY

Through a partnership with Safe Routes to School: South Sacramento, and Building Healthy Communities, WALKSacramento launched a four-month Health & Climate Champion Program during Spring 2021 designed to develop and empower young leaders to advocate for health and wellbeing in their communities. Students from Luther Burbank High School and West Campus High School dedicated roughly 10-hours per month and received \$1,000 stipend for their time and effort. Overall, the program engaged eight students to develop encouragement campaigns, participate in ongoing planning efforts and build professional development skills.

GOALS

The main goals of the program were to develop and empower young leaders to advocate for health and wellbeing in their communities by inviting students to learn more about active transportation and its relation to overall health and the climate. Furthermore, the program intended to empower students to advocate for better health and climate outcomes amongst their peers through the development of student-led encouragement campaigns and incentives. Lastly, the program encouraged participation in planning processes that youth are typically not engaged in and provided an opportunity to familiarize youth with decision-making processes and build professional development skills.

PROJECT OVERVIEW

WALKSacramento embedded professional development within the program by requiring that each student complete a W9, a work permit and agreement letter in order to be eligible to receive the stipend payment. Participants were added to payroll and as employees of the organization, were given an intern title. To ensure participation throughout the length of the course, WALKSacramento broke down the \$1,000 stipends into three payments that were subject to State and Federal Taxes and mailed to their home addresses on a monthly basis.

The Curriculum built on WALKSacramento's perpetual work encouraging rolling, walking, and biking as viable modes of transportation and opportunity to lead a healthy lifestyle. WALKSacramento's work on the Sacramento County Active Transportation Plan provided a natural foundation for engaging students in planning processes, an opportunity for youth to join in the decision-making process, and witness first-hand how the public input process works. After providing students with an introduction to active transportation benefits and Sacramento County's Active Transportation Plan, students split into teams and developed their own action plans to guide them through the course and build out their campaigns. Additionally, students were given a \$500 budget to manage and support their campaigns with materials and incentives for participation.

IMPLEMENTATION

Students had roughly four weeks to develop their campaigns, begin promotion and purchase prizes for participating peers. Both teams developed unique campaigns and strategies to encourage health and wellbeing in their communities.

The West Campus team developed two campaigns: a scavenger hunt activity and a "School Day Outside" challenge, where they encouraged students to do their schoolwork outside and submit a photo of themselves doing so. To help spread the word and encourage participation in the campaigns, the West Campus team coordinated with their leadership teacher to share the campaigns with other students and worked with the principal to make school announcements, on their behalf. Prizes for participants included a pair of Apple AirPods and a mix of Starbucks and Visa Gift Cards.

The Luther Burbank team developed a social media challenge where they encouraged their peers to submit a photo or video of themselves being active outside. To promote their campaign and encourage participation the Luther Burbank created a flyer and coordinated with WALKSacramento on printing assistance. The students distributed the flyer online and in person and worked with their respective teachers to help spread the word through their classes. Participant prizes included a BMX bike and a mix of sports themed items including basketballs, soccer balls, and footballs.

The Luther Burbank Health & Climate Champions Invite you to be active and be healthy

Submit a video of you being active for a chance to win!

Submission steps:

- Take a photo/ video of you being active
- Tag @hcwalksac on Instagram
- Or send it via Email hcwalksac@gmail.com

Prizes:

- BMX bike
- soccer setup
- Visa Gift Card
- Sports Gear

The activity's date starts on: May 14 th

for additional information DM us! or send us an email - hcwalksac@gmail.com

Deadline for submission: June 4 th

This program is supported by WALKSacramento

Logos: HUB (Healthy Youth Connection), WALKSACRAMENTO, SAFE ROUTES TO SCHOOL (South Sacramento)

Figure 5 Luther Burbank Social Media Flyer

SAMPLE CURRICULUM

Session	Planning Curriculum	Professional Development
1	<ul style="list-style-type: none"> • Program overview • Expectations and logistics (agreement letters, work permits) 	N/A
2	<ul style="list-style-type: none"> • Intro to Active Transportation • Intro to MIBM • Developing action plans + assign teams 	Public Speaking
3	<ul style="list-style-type: none"> • Action plan update • Intro to the ATP – train students on how to interview community members to add to public input map 	Communications (Canva, Hootsuite, etc)
4	<ul style="list-style-type: none"> • Public input map debrief • Action plan updates (group shareout from each student) and work time 	Problem Solving and Critical Thinking
5	<ul style="list-style-type: none"> • Action plan updates and work time • Walk audit workshop 	Linkedin and Informational Interviews
6	<ul style="list-style-type: none"> • Action plan shareback – successes, how to continue the work moving forward • Walk audit debrief – quick presentations • Connecting walk audit observations to advocacy/action 	Resume and Cover Letters
7	<ul style="list-style-type: none"> • Celebration/Debrief 	Career Panel

OUTCOME AND KEY TAKEAWAYS

Through the student-led campaigns, the Luther Burbank team had only 5 participants while the West Campus team was able to engage nearly 20 of their peers. Although both teams had anticipated greater participation, we acknowledge that nearly every aspect of life as we know it, including in-person learning, socializing, and staying active, has been impacted by COVID-19.

Overall, the program was highly successful at empowering young leaders to advocate for health and wellbeing in their communities. The introduction to active transportation and planning process provided youth with a baseline understanding of the decision-making processes and strengthened their knowledge around public participation and active transportation as whole. After learning how to assess the built environment and conducting walk audits in their own neighborhoods, the students shared that they viewed the built environment differently now and could identify where infrastructure such as stop signs, wider bike lanes, and crosswalks would help improve walk- and bike-ability.

By providing students the flexibility to build their own campaigns the students developed critical leadership and problem-solving skills and gained the opportunity to explore avenues that were relevant to themselves, their peers, and their own lived experience. Additionally, paying students for their time not only provided financial support and literacy to help them reach their goals but more importantly elevated the notion that students are experts in their own lived experience and helped breed authentic and trusting relationships. Seven of the eight students participated in a post-program evaluation, where they rated their overall experience with the program highly (two rated the program a 4 out of 5 and five rated the program a 5 out of 5, where 5 was really positive). Particular tools and information that they would carry with them after the program included learning how to work together in teams, create budgets, and use LinkedIn for job research and informational interviews.

CIVIC ENGAGEMENT CASE STUDY:

River City High School Green Tech Class

EXECUTIVE SUMMARY

The Innovating Safe Routes to School: Transcending K-8 Curriculum program leveraged over 5 years of K-8 Safe Routes to School programming to implement an innovative 2-Year High School SRTS curriculum geared towards fostering a continuous culture of active transportation among High School Students attending River City High School (RCHS) in West Sacramento, CA. Beginning in fall 2019, WALKSacramento worked with River City High School staff to identify student leadership opportunities to develop a culture of active transportation. The program was led by WALKSacramento with funding provided by the City of West Sacramento and Sacramento Area Council of Governments (SACOG).

GOALS

The course aimed to expose how the design of a community influences how people travel and how those transportation decisions are connected to transportation demand management, climate, and health. The course aligned with an existing Air Quality unit and the overall curriculum for a Green Tech class offered at RCHS.

PROJECT OVERVIEW

As students returned to virtual learning in the Fall of 2020 and Spring 2021 due to COVID-19, WALKSacramento identified new avenues to support students and teachers. Through a partnership with Phyllis Cruz, a Science Teacher at River City High School, WALKSacramento guest taught a 5-day virtual course focused on Transportation, Air Quality, and the Built Environment.

Throughout the course, students identified connections between transportation mode choice, air quality, and barriers and opportunities to choosing active transportation and conducted walk audits in their own neighborhoods, further exploring what it means to travel by walking, biking, or rolling. The course concluded with an interactive workshop hosted by the City of West Sacramento to gather student feedback on the City's Mobility Action Plan in the Fall semester and a career panel in the Spring semester.

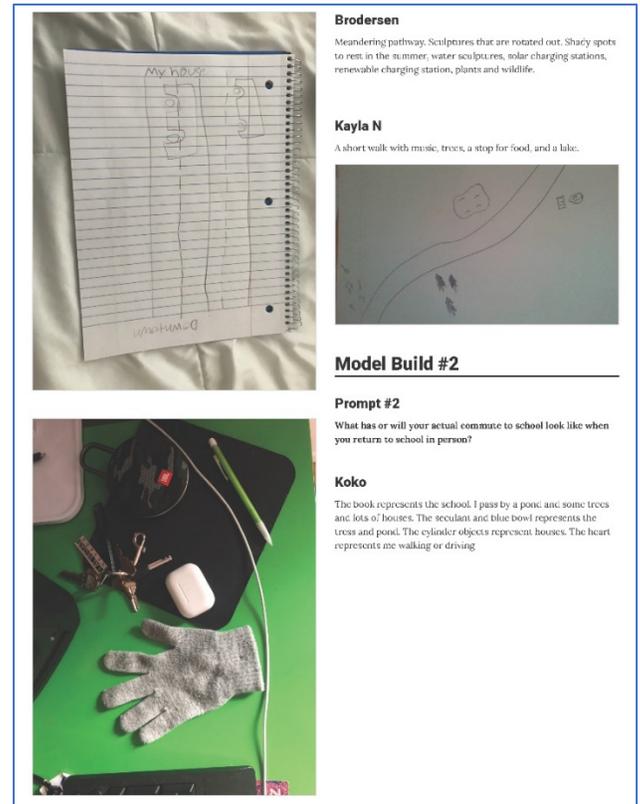


Figure 2 Students explore ideal vs reality of commutes to school through creative model building.

Sample Curriculum

Date	Session	Objectives
Day 1	Introduction to Transportation, The Environment, and Walk Audits	<ul style="list-style-type: none"> • Introduction to the WALKSacramento Safe Routes to School Team • Interactive Activity exploring Community Design/Transportation • Introduction to Walk Audits
Day 2	Preparing for a Walk Audit (Working Day)	<ul style="list-style-type: none"> • Introduction to Walk Audits Continued • Conduct walk audits during class
Day 3	Conducting a Walk Audit (Working Day)	<ul style="list-style-type: none"> • Conduct walk audits during class • Assess conditions in the community around the school • Identify opportunities for improving access to school and other community destinations
Day 4 (Fall)	Mobility Action Plan Workshop	<ul style="list-style-type: none"> • Special Guests from the City of West Sacramento conduct a Mobility Action Plan Workshop with students to share their version for the future of transportation in West Sacramento.
Day 4 (Spring)	Advocating for Change/Examples of Professions	<ul style="list-style-type: none"> • City of West Sacramento Young and Emerging Professionals share their unique paths to public service and civic engagement. Speakers included staff from the City's Transportation, Economic Development, and Housing departments and featured RCHS alumni.
Spring Midterm Assignment (See Page 10 for Assignment template)	Introduction to Policy White Papers and Video Voice as Advocacy Tools	<ul style="list-style-type: none"> • Understand Policy White Papers and Video Voice as tools for change • Use walk audit observations to inform recommendations for improving active transportation

OUTCOME AND KEY TAKAWAYS

Despite the challenges of COVID-19, the WALKSacramento team, in partnership with teachers, found creative ways to continue to educate, engage, and empower high school youth to take part in advocating for active transportation in their communities.

Through the walk audit assignments, students made astute observations and developed strong arguments for a wide range of pedestrian and cyclist improvements. Their passion for their communities' health and safety were highly evident in their reports, citing a number of justifications for improvements, including the influx of young families and rapid development in West Sacramento and a rise in popularity of cycling and walking. Their projects have been shared with City staff to help inform future active transportation improvements throughout the City of West Sacramento.

CIVIC ENGAGEMENT CASE STUDY: Boulder's Teen Friendly City Map, Growing Up Boulder

Growing Up Boulder, a nonprofit focused on providing young people opportunities to contribute to city decisions and planning efforts partnered with University of Colorado, Boulder's Masters of the Environment graduate students to create a Teen-Friendly City Map of Boulder, CO². Graduate students worked with teens across the City from varying socio-economic backgrounds to understand what makes a place teen-friendly, how they would change Boulder to create more teen-friendly places based on current challenges, and places they like to go such as restaurants, outdoor spaces, and shopping. The research team created a Teen-Friendly Digital map available for free based on the teen's input using Google My Maps (<https://www.google.com/maps/about/mymaps/>).

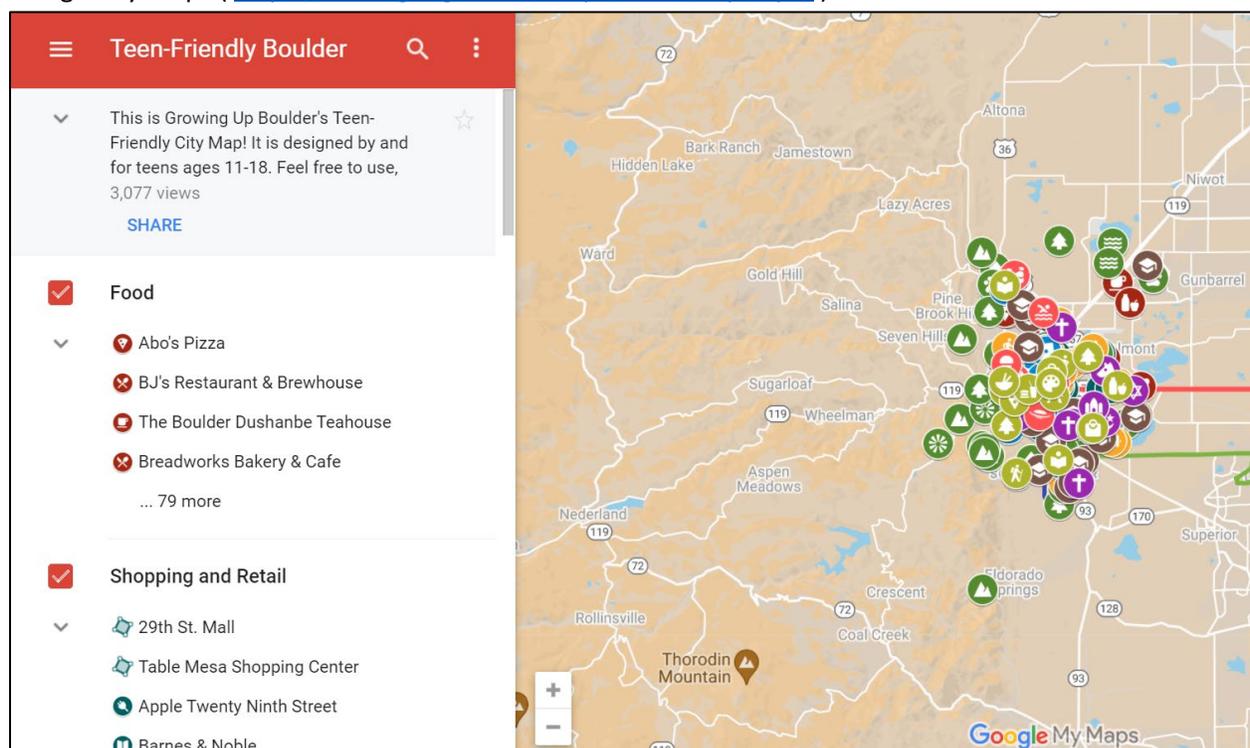


Figure 6 Teen-Friendly Boulder Map

Learn more: <http://www.growingupboulder.org/teenmap.html>

² Boulder's Teen-Friendly City Map Report, http://www.growingupboulder.org/uploads/1/3/3/5/13350974/menv_gub_teen-friendly_city_map_report_2019.pdf

RESOURCE:

Letter Writing Template Example 1

Your Name
Your School
Address

Insert the date you are writing the letter

Your Councilmember's name and title
City Hall
Address

Dear Councilmember,

A part of the Safe Routes to School program at my school I have learned about how to improve walking and biking in my community. I think it is important for you to help my school get a better crosswalk in front of my school. In the last 4 years there have been 23 bike and walker collisions by my school. That does not make me feel safe and I think it is important for all students to feel safe in their community. I think a better crosswalk in front of the school would help reduce collisions and also make the students feel safer. I think you should support a better crosswalk because it would make it easier for students to cross the street and get to school. My school is important to me and I think we should have safe streets because 35% of students already walk to school. I would like to see a colorful crosswalk that makes crossing the street fun and I would be more ready to learn if there was a really safe way to cross the street in front of my school. Thank you for your time, I hope you will help my school and help put in a better crosswalk in front of my school.

Sincerely,

Your Name (add your signature above if you are able to)

Color Key (remove highlights and this color key when you add your own information above)

Intro and Conclusion to introduce and summarize your argument

Use data and facts to support your argument

Use your personal opinion to support your argument

RESOURCE:

Letter Writing Template Example 2

[Your Name]
[Your School]
[Address]

[Date]

Dear [Councilmember/Supervisor] [Last Name],

I am writing to request improvements to [Street Name] that would create a safer walking and biking environment in my community. As a Health and Climate Champion at [School Name], I believe that making [Street Name] a safer and more comfortable place to walk and bike will help encourage more students to use active transportation for health, wellbeing, and the environment.

Walking and biking not only helps reduce traffic congestion around the school, but also improves health, reduces greenhouse gas emissions, and creates more travel options for people of all ages and abilities. While there are many benefits of using active transportation, we need to make sure that the roads are safe to do so.

Currently, it is difficult for me to walk or bike to [School Name or Other Destination] because [list specific reasons, such as lack of sidewalks, bike lanes, crosswalks, etc]. I feel that [list the types of improvements you want to see, such as crosswalks, lighting, new bike lanes, etc] will help improve the safety and comfort of walking and biking for myself, my friends, and my neighbors.

[Add additional facts, observations from your walk audit, or personal experiences.]

Thank you for your time, and I appreciate any support that you can provide to make walking and biking safer and easier in [Neighborhood Name].

Sincerely,

[Your Name]

RESOURCE:

High School White Paper and Video Voice Assignment

Developed for River City High School Green Tech Class, Spring 2021

Mid-Term Assignment Overview:

The purpose of this assignment is to: (1) engage students with issues related to health and the built environment (2) expose students to various built environment professions/fields (3) provide students with tools to promote change in their communities. With these goals in mind, students will learn how to transform their walk audit observations into policy white papers and videos as tools to advocate for active transportation improvements in the City of West Sacramento.

MID-TERM OPTION 1: Policy White Paper

Description:

As you learned in class, policy white papers are a specific type of research paper aimed at influencing decisions. You will use the observations from your walk audit to select a particular issue related to active transportation you feel strongly about (i.e. sidewalk gaps, improvements to a bus stop, speeding cars, lack of bike lanes, etc.). Using a combination of research and your first-hand observations, you will then develop solutions and recommendations to improve this issue.

Paper Structure:¹

I. Executive Summary (250 words)

A brief overview of the paper. What is the issue at hand? What are the proposed solutions?

II. Background/Problems (400 words)

Start with a hook. Provide readers with the general background information on the issue at hand and why it is important to you as a member of the community. Help the reader make their decision based on the understanding of the research. Include walk audit observations and takeaways here. This section may also include defining key terms.

III. Solutions/Recommendations (500 words)

After explaining the background and problems, propose your solution or recommendations—this could be a program, infrastructure improvements, a policy amendment, etc. Think about a few short-term (1-6) months recommendations and/or long-term (1-3 years) recommendations you can propose. For the purposes of this assignment, don't worry about funding or budgets. However, please consider the timeline for your solutions/recommendations and who might be involved (i.e. schools, state agencies, city planning department).

IV. Conclusion (500 words)

Your conclusion should appear as a result of the logical argument and information you have presented. Effective White Paper conclusions should have a strong call to action. The conclusion should briefly restate the main findings, and show readers why the goals and/or solutions

presented in the previous section are in their interests. What makes white paper conclusions different than other conclusion is the emphasis on what the reader can do as a next step.

V. **Works Cited**

Include a few sources to strengthen your paper and proposed solutions. To practice your research and academic writing skills, you will use MLA format for in-text citations and the works cited.

Tips

- Know Your Audience
White Papers are most effective when the reader considers the target audience’s perspective. Depending on your proposed solution, your target audience could be City of West Sacramento officials, River City High School or Washington Unified School District officials, or others. What is their perspective? What might their top concerns and priorities be? How could they help you achieve your vision?
- Choose a Catchy Title²
A good title is essential. It should clearly indicate what the reader will learn from the white paper. It should also be enticing.

Sample Rubric:

Section	Points	Comments
Executive Summary		
Background/Problems		
Solutions/Recommendations		
Conclusion		
Works Cited		

White Paper Background Resources:

[How to Write a Policy White Paper](#)

[White Paper: Purpose and Audience](#)

[How to Write and Format a White Paper: The Definitive Guide](#)

[2020 Ultimate Guide: How to Write and Format a White Paper](#)

Research Resources

[MLA Formatting and Style Guide](#)

[How to Write an Abstract](#)

Data Collection & Tools Resources

[Street Story: A Platform for Community Engagement](#)

[Transportation Injury Mapping System](#)

[2019 River City High School Student Travel Survey](#)

[Community Commons: Data Tools, and Resources to Help You Learn](#)

[about Health, Economy, Education, Transportation, and More in Your Community](#)

Example White Papers:

[Building a Healthy, Vibrant, and Joyful Sacramento \(Hiram Johnson Health and Medical Science Academy\)](#)

[Y-Plan, Leap, and the Future: The Transformation of Our Bus Stops \(Healthy Richmond + Y-Plan\)](#)
[Serving all Young People in Richmond, CA \(Kennedy High School, IT Academy\)](#)
[Regional Transportation Initiative White Paper \(Monterey Bay Economic Partnership, Alta Planning\)](#)
[Pedestrian Injuries and Fatalities on America's Roads - A National Epidemic \(Impact Recovery Systems\)](#)
[The E-Bike Potential: Estimating the Effect of E-Bikes on Person Miles Travelled and Greenhouse Gas Emissions](#)

MID-TERM OPTION 2: Video Voice

Description:

Video Voice is another advocacy tool that uses visual methods (photos and videos) to document and communicate an issue. For this project, you will produce and direct your own Video Voice video to capture your walk audit observations and share your ideas on how a particular dangerous intersection or street can be improved. For an example, check out this video students from The Thomas Edison Language Institute located in Arden Arcade in Sacramento created to raise awareness about safety issues facing students who walk and bike to their school: <https://vimeo.com/99355701>

Video Logistics:

- Length: Aim for 2 to 2 and a half minutes for total video length.
- Content: You can use a combination of photos, live footage, and Zoom recordings (given interviewee permission) to shoot your videos. Your video must include all of the elements in the video structure outlined below.
- Editing: Feel free to use whatever video editing software you have access to or feel most comfortable with.
- Uploading: Upload your videos to YouTube. Be sure to adjust your sharing settings to “unlisted” and include the private link in your assignment submission.³ If you don’t have an account, you can create one for free here: <https://support.google.com/youtube/answer/161805?co=GENIE.Platform%3DDesktop&hl=en>
- Creativity: Have fun with it! Feel free to add your own personal style through music, effects, etc.

Video Structure:

- I. *Introduction: Active Transportation Overview*
Describe the issue. What is active transportation? Why is it important to have safe streets and sidewalks for students to walk, bike, and roll?
- II. *Interviews: Student Perceptions of Safety*
Conduct virtual or socially distanced interviews with fellow students. Do they feel safe walking and biking to, from, and around school? Why or why not? What are some personal experiences they can share about walking, biking, and rolling to/from school?
- III. *Existing Conditions: Select a Site*
Select one location (i.e. a particular street or intersection) that you feel (or have heard from other students) to be dangerous. Why did you select this location? Why is it important that this particular location be targeted for safety improvements? What are the characteristics or conditions of this location that are dangerous?

IV. *Solutions/Recommendations*

What solutions or recommendations do you have to improve student safety in this location? This could be an infrastructural improvement (i.e. installing a new sidewalk or more speed bumps), program, an education campaign, a policy recommendation, etc.

V. *Video Description: Your Artist Statement (100-150 words)*

An artist’s statement is “a not-too-long series of sentences that describe what you make and why you make it. It’s a stand-in for you, the artist, talking to someone about your work in a way that adds to their experience of viewing that work.”⁴ This will serve as your video’s description when you upload it to YouTube.

Tips

- Know Your Audience
Strengthen your video by identifying who your target audience is and framing your content and message accordingly. Your target audience could be anyone who is impacted by active transportation issues (i.e. teachers, students, parents, community members) or could influence active transportation issues (i.e. city planners, city officials, the school district, etc.)

Artist Statement Resources

- [How to write an artist statement](#)
- [8 Artist Statements We Love](#) (scroll to the bottom for more tips and resources)

Sample Grading Rubric:

Section	Points	Comments
Introduction		
Interviews		
Existing Conditions		
Solutions/Recommendations		
Artist Statement		