Your Health Matters: Growing Active Communities

PARTICIPANT HANDBOOK

Free and reproducible materials for Community Health Workers to implement in local community education programs
Your Health Matters: Growing Active Communities

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Your Health Matters: Growing Active Communities
Knowledge Questionnaire

1. The Centers for Disease Control states that ___ out of 5 individuals are not physically active enough to achieve health benefits.
   a. 1
   b. 2
   c. 3
   d. 4
   e. I don’t know.

2. House cleaning is an example of which level of activity?
   a. Light
   b. Moderate
   c. Vigorous
   d. House cleaning does not count as being active.
   e. I don’t know.

3. Posting mile markers on trails and other areas for physical activity is an example of ____.
   a. Policy improvement
   b. Environmental change
   c. Systems change
   d. Nature change
   e. I don’t know.

4. “Evidence-based strategies” are recommended because:
   a. They are shown to work in scientific studies.
   b. They are trendy.
   c. They are less expensive.
   d. All of the above.
   e. I don’t know.

5. Which of the following assessment tools best allows community members to take an active role in determining the safety of a route in their neighborhood?
   a. Observations.
   b. Discussion groups.
   c. Walkability survey.
   d. PhotoVoice.
   e. I don’t know.
6. Which of the following are important partners to consider having in a coalition?
   a. Business and faith communities
   b. Clinics and health care centers
   c. Schools and community members
   d. All of the above.
   e. I don’t know.

7. An effective coalition is made up of representatives who all share the same background.
   a. True
   b. False
   c. I don’t know.

8. For policy improvements, systems and environmental change, I should prioritize changes that are:
   a. Important and doable.
   b. Inexpensive and easy.
   c. Important and easy.
   d. Doable and inexpensive.
   e. I don’t know.

9. Which of the following statements is true?
   a. Evaluation is something to do once and you can be done with it.
   b. Evaluation is a whole new set of activities that we do not have time or resources for.
   c. Evaluation is not important because I have asked my community and they have told me what works.
   d. None of the above.
   e. I don’t know.

10. Which of these is NOT an example of policy improvements, systems or environmental change?
    a. Increasing safety with better crosswalks, traffic speed reduction measures, and street lighting.
    b. Agreements between schools and the community that let the community use school grounds after school hours.
    c. A health fair focused on healthy eating and physical activity.
    d. Posting mile markers on trails and other areas for physical activity.
    e. I don’t know.
Your Health Matters: Growing Active Communities

Why is this training different?

• Attention on policy improvements, systems and environmental change to promote physical activity.
• Beyond an individual focus.
• Working with partners to create system changes.

Growing Active Communities Curriculum Sections

• 1: The Issue
• 2: Communities Can Change
• 3: Consider What Works
• 4: Community Assessments
• 5: Partners
• 6: Prioritize Strategies
• 7: Take Action
• 8: Conclusion

Special Features in this Training

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>📝</td>
<td>Worksheet associated with this slide.</td>
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<tr>
<td>🎓</td>
<td>A continuing activity focusing on different aspects from different sections.</td>
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<tr>
<td>🌟</td>
<td>Fictitious city used in activity.</td>
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<tr>
<td>⏰</td>
<td>10-minute activity breaks to keep us moving throughout the day.</td>
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Curriculum Materials

• Binders
  – PowerPoint slides
  – Evaluations
  – Pre/post tests
  – Activity sheets
  – Assessment tools
• CD
  – PowerPoints
  – Activity sheets
  – Assessment tools
  – Videos
Knowledge Questionnaire

- What is your name?
- Head, Hands, and Heart
  - What knowledge do you have? (Head)
  - What skills do you have? (Hands)
  - What passions do you have? (Heart)

Example: My name is _____, and as a community health worker I have knowledge of _____, I am skilled at _____, and one of my passions is _______.

Community Health Workers are…

- Connected to the community
- Understand strengths, needs, and resources
- Respected in the community
- Known as a source of good information

A Strong Leader is able to:

- Direct
- Encourage
- Engage
- Guide
- Shape
- Focus
- Connect

Lead or Partner?

- Select your role.
- Who do you need to compliment your strengths and weakness?

The Issue: Learning Objectives

- Discuss the causes and health consequences of inactivity and the growing obesity epidemic in the United States.
- Communicate current physical activity recommendations.
Energy Balance

**CALORIES IN**
- Food
- Beverages

**CALORIES OUT**
- Body functions
- Physical Activity

**Weight Gain**

**Weight Loss**

**What is Physical Activity?**
Physical activity is any body movement. There are different levels of physical activity.

**Levels of Intensity**
- **Light...**
  - Walking slowly; you’re not in a rush and don’t work up a sweat
- **Moderate...**
  - Walking quickly; your heart rate beats faster than normal and you sweat; can maintain a conversation
- **Vigorous...**
  - Running; your heart beats strongly and you sweat; difficult to talk

**Examples of Activities**
To gain health benefits, activities should last for continuous periods of at least 10 minutes.

- **Light Exercise**: slow walk, light gardening, house cleaning, caring for children, etc.
- **Moderate Exercise**: walking quickly, riding a bike, dancing, etc.
- **Vigorous Exercise**: aerobics, Zumba®, playing soccer, running, swimming laps, etc.

**How much physical activity do you need?**

**Children and adolescents**
- Children and adolescents should do 60 minutes (1 hour) or more of physical activity daily.
- Don’t just think that children do 1 hour of physical activity in school.

**Adults 18-64 years old**
- At least 150 minutes a week at a moderate intensity—or— at least 75 minutes a week at a vigorous intensity—or— a combination
- At least 10 minutes of activity at a time, adding up to 30 minutes, 5 days a week

**Activity at work is usually not sustained for 10 minutes at a moderate level of intensity.**

**How much physical activity do you need?**

**Older Adults 65 and above**
- Same main recommendations as adults 18-64
- Do activity that enhances balance and prevents falls three or more days per week
- Older adults should be physically active according to their abilities
4 out of 5 Americans are not physically active enough

Economic Costs of Inactivity
• Billions of dollars every year to the government and costs you too:
  – loss of productivity at work,
  – more doctors visits and medications
    • obesity and related conditions
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The Issue

Obesity Trends Among U.S. Adults
BRFSS, 1989

Obesity Trends Among U.S. Adults
BRFSS, 1990

Obesity Trends Among U.S. Adults
BRFSS, 1991

Obesity Trends Among U.S. Adults
BRFSS, 1992

Obesity Trends Among U.S. Adults
BRFSS, 1993

Obesity Trends Among U.S. Adults
BRFSS, 1994
The Issue

Obesity Trends Among U.S. Adults
BRFSS, 1995

Obesity Trends Among U.S. Adults
BRFSS, 1996

Obesity Trends Among U.S. Adults
BRFSS, 1997

Obesity Trends Among U.S. Adults
BRFSS, 1998

Obesity Trends Among U.S. Adults
BRFSS, 1999

Obesity Trends Among U.S. Adults
BRFSS, 2000

Centers for Disease Control and Prevention
Obesity Trends Among U.S. Adults
BRFSS, 2001

Obesity Trends Among U.S. Adults
BRFSS, 2002

Obesity Trends Among U.S. Adults
BRFSS, 2003

Obesity Trends Among U.S. Adults
BRFSS, 2004

Obesity Trends Among U.S. Adults
BRFSS, 2005

Obesity Trends Among U.S. Adults
BRFSS, 2006
The Issue

Obesity Trends Among U.S. Adults

BRFSS, 2007

BRFSS, 2008

BRFSS, 2009

BRFSS, 2010

What limits physically activity in a community?

Traffic, sidewalks leading to nowhere, underused playgrounds

Toxic Environment: Environmental Limitations
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The Issue

**Toxic Environment: Safety Concerns**
No safe place to walk or play

**Toxic Environment:**
Less Physical Education (P.E.) in Schools

If physical activity is so important, why are people not doing it?

Not important to community leaders
Not enough time
Our community isn’t designed for it
Not safe
Can’t afford a gym
No motivation
It’s not convenient
No parks or sidewalks
Fear of injury

VIDEO

Switch to
*Communities Can Change* PowerPoint
**Communities Can Change: Learning Objectives**

- Discuss why it is important to listen to members of your local community.
- Determine what defines a community i.e. culture, language, geography.
- Define policy improvement, systems and environmental change as it relates to physical activity.

**Healthy Communities**

- A healthy community means more than just the absence of disease.

**Healthy Communities**

- A healthy community has sidewalks, schools, and playgrounds.

**Healthy Communities**

- A healthy community is safe.

**Your Community**

- What makes your community healthy?
- What makes your community unique?
Your Health Matters: Growing Active Communities

Communities Can Change

Each Community is Unique

- Culture
- Language
- Local flavor
- Community spirit
- Collaborative leadership style

Definition of Community

- COMMUNITY is:
a united group of people who share common interests. Examples of communities may be where you live, work, or go to school. Community may be based on relationships rather than geography.

Communities

- What communities do you belong to?
- Why do you belong to these communities?

Policy improvements, systems and environmental changes play a big role in creating a healthier community.

Policy Change

Definition:
Policies are laws, regulations, and rules (both formal and informal) that reflect a point of view. These policies can be altered to support healthy lifestyles.
Policy Examples

• Setting standards for cafeterias or meetings that include healthy food options and cooking methods (nutrition policy)

Policy Example

• Zoning regulation improvements that allow communities to have grocery stores within neighborhoods (reducing food deserts and making communities more walkable)

Environmental Changes

Definition:
Environmental interventions are modifications to the economic, social, or physical environments.

Environmental Example

• Extending park trails to increase access to physical activity and make communities more walkable and/or bike friendly.

Environmental Example

• Starting farmers markets or a community garden to improve access to fresh fruits and vegetables.
Environmental Example

- Posting signs in school cafeterias to promote healthy and locally grown food options

19 http://planhealthytexas.org

Definition of System Change

- Changes to the formal and informal components of a system to alter the way it provides a service or product.
- Types of systems:
  - Schools, transportation, parks and recreation

21 http://planhealthytexas.org

System Change Example

- Agreements between schools and the community that let the community use school grounds after school hours

22 http://planhealthytexas.org

System Change Example

- Worksite Wellness programs that encourage employees to be active, by providing rewards for employee physical activity, such as paid time for non-work-related exercise, onsite fitness areas at work, and reduced fees for health club memberships

23 http://planhealthytexas.org

On a scale of 0-10, how confident are you that you can reduce obesity in your community by making policy improvements, systems and environmental changes that increase physical activity?

HOW CONFIDENT ARE YOU?

Not confident at all  Some what confident  Very confident

0 1 2 3 4 5 6 7 8 9 10

http://planhealthytexas.org
Pedestrian Fatalities

Can you think of a child or adult in your community that was injured or killed by an automobile while being physically active?

“Few pedestrians have ever injured a motorist in an accident. We need streets and spaces to be safe for all.”

These deaths could NOT have been prevented by:

- Health screenings
- Health education
- Doctor’s visits
- Counseling

These deaths COULD have been prevented by:

- Policies that support physical activity.
- Environmental changes that support physical activity.

Defining Problems: Individual and Policy/Systems/Environmental

Individual Level

- I don’t feel safe walking in my neighborhood with the stray dogs.
- I’m afraid I’ll get hit by a car because there are no sidewalks.
- There is no place close to my house for my family to be active.

Policy, Systems, and Environmental Level

- Animal policies do not exist in my community or they are too lenient.
- City planners and other stakeholders need to create ordinances requiring sidewalks on new streets as well as adding sidewalks to the old streets.
- The school systems have policies that lock up the playgrounds after school hours.

Welcome to Unhealthy, Texas USA

ACTIVITY
Your Health Matters: Growing Active Communities
Communities Can Change

Welcome to Unhealthy, Texas USA

Picturing the Community

• What are the community’s current resources that promote physical activity?
• Who might have access to these resources?
• What do the communities have in common and what are the differences?

Welcome to Unhealthy, Texas USA

Next Steps
Who
When
Measure

Our Priority:

Communities Can Change:

Key Point Recap

• A community’s unique cultural features should influence how change happens.
• A community’s environment can be modified.
• Policy, systems, and environmental approaches create long-term change toward healthier communities.

MY PLAN
Communities Can Change

What are your community’s current resources that promote physical activity?

What policy, system, or environmental change can be made in your community to improve physical activity?

Let’s move!

Instant Recess:
http://youtu.be/mO1GJOCq6E

For free tools to get started:
www.instantrecess.com

More sample videos:
http://recess.keenfootwear.com/recess-at-work/

10-minute Activity Break
Switch to
*Consider What Works*
PowerPoint
Your Health Matters: Growing Active Communities

Consider What Works: Learning Objectives

- Identify evidenced-based strategies to support increased physical activity in your community.

Why look at past examples?

- Evidence-based strategies have been shown to work in scientific studies.

Use evidence-based strategies instead of:

- Trendy
- Cost effective
- Quick fixes
- “We’ve always done it this way”

What is the Community Guide?

Welcome to Healthy, Texas!

http://www.thecommunityguide.org/pa/index.html

http://planhealthytexas.org
Examples of Evidence-Based Strategies

Strategy #1: Expand Opportunities to be Physically Active at Existing Locations
- Increase access to existing public facilities and spaces year round for physical activity at free or low-cost.
- Increase programs for physical activity.
- Close streets at certain times to provide a community space for recreation and fun.
- Provide year-round access to physical activity facilities such as parks, trails, recreation areas, and bike share programs.

Example 1: Free Exercise Classes in Brownsville, TX
- Using existing facilities around the city, including schools, churches, and community buildings to offer exercise classes.

Example 2: Cedar Brook Elementary School in Spring Branch, Texas
SPARK helps public schools develop their playgrounds into community parks. The park is used by the elementary school during school hours, but then is open to the public during after school hours and on the weekends.

Example 3: San Antonio Síclovía (Open Streets)

The difference between a Block Party and Open Streets is that Open Streets is a regular occurrence.

Discuss how you would make this happen?
Strategy #2: Create streets that are safe and accessible every day

- Get your community to provide street access for all users, including pedestrians (wheelchairs, strollers), bicycles, buses, and cars.
- Connectivity, visually pleasing, and connected to places people want to go

Example 1: Improve sidewalks, crosswalks, bicycle paths
Make walking, biking, and using mass transit the easy thing to do.

Example 2: South Dallas Better Block Project

BEFORE

AFTER

The Better Block

http://betterblock.org/?p=599

Safe Routes to School

http://guide.saferoutesinfo.org/introduction/the_decline_of_walking_and_bicycling.cfm

Example 3: Houston Bikeway Program

Unprotected Path

Protected Path

Discuss where some places are in your community that could benefit from improved sidewalks, crosswalks, and/or bicycle paths?

How?

Strategy #3: Increase awareness to encourage physical activity in places where people make decisions

- Place posters encouraging stair usage, signs that mark distance, and maps of walking routes to help people decide to be more physically active.
- Create awareness of parks by adding signs that tell the activities the park has to offer, for example swimming, biking, camping, or fishing.
Example 1: Sunrise Mall “Learn to Love It!” and other point of decision prompts

Welcome to Unhealthy, Texas USA

Consider What Works: Key Point Recap
- PlanHealthyTexas.org is a great resource to identify evidence-based strategies.
- There are many more evidence-based strategies.
- All should be considered with partners in your community.

Switch to Community Assessments PowerPoint
Community Assessments: Learning Objectives

• Identify ways to determine gaps and assets which influence physical activity in your community.

Power of a Community Assessment

• Assessments provide evidence to:
  – Improve a policy
  – Change a system
  – Enhance the environment
• Multiple assessments can better examine an issue and involve the community in:
  – Helping to collect data
  – Helping to generate meaning
  – Helping to share findings and create action plans
• Assessments can be targeted to specific "problem areas."

Lack of physical activity in communities

• We know our own perception but we need to look and listen for others’ perceptions.

Observations

• Allows you to gather clues and generate conclusions about specific places or experiences.

Observations

Advantages
• Relatively inexpensive
• Efficient
• Can be conducted on foot

Disadvantages
• Provide only an overview of community
• Require closer observation to identify previously unrecognized assets/issues
**PhotoVoice**

- Combines photography with grassroots social action.
- Youth and adults represent their community or point of view by taking photographs and adding text to describe their photographs.
- A showcase of the best photos happens where community members can talk and decide to start making positive community change.

**Physical activity in your community is...**

"Exercise can be fun. This park is all the way downtown and is locked up most of the time. I want there to be a fun park like this that isn’t locked up by my house."

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**Walkability/Bikeability Assessment**

- Designed to assess pedestrian facilities, destinations, and surroundings along or near a walking or biking route and identify improvements to make the route more attractive or useful.

**Advantages**

- Examination of the walking/biking environment
- Can also be performed at different stages of development including planning and designing, construction, and on completed or established facilities or walking/biking environments

**Disadvantages**

- Inexperience in conducting walkability/bikeability audits
- Can be time-consuming

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**Tools for Walkability/Bikeability Assessment**

- Walkability Checklist
- Bikeability Checklist

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**Community Health Assessment and Group Evaluation (CHANGE) Action Guide.**

http://www.cdc.gov/healthycommunitiesprogram/tools/change/downloads.htm
Discussion Groups

- These small groups of 8-10 people gather information and opinions of the participants and are guided by a trained facilitator.

Postal Survey

- Mailing self-completion questionnaires to a selected group of people.

Telephone Survey

- Collecting information from a group of the community with a standardized questionnaire by telephone.

Advantages
- Can assess body language
- Observers can be present without distracting participants
- Can be recorded to share with others who couldn’t attend through quotes
- Can be done at natural gathering places for example churches and schools

Disadvantages
- Responders are not anonymous
- Logistical challenge in rural areas or small towns

Advantages
- Relatively inexpensive
- No interviewer training required

Disadvantages
- Suitable for short and straightforward questions
- Data collection takes a long time
- Relatively low response rates
- Moderate literacy level required

Advantages
- Minimizes missing data
- Can use open-ended questions and more complex interviewing schedules
- Quick and inexpensive
- Does not require a high level of literacy

Disadvantages
- Can be hard to prevent interference from others
- Need to keep questions few and short
- Unable to ask questions requiring visual cues
Face-to-face Survey

- The interviewer travels to the respondent’s location to conduct a personal interview.

Advantages
- Minimizes missing data
- Allows physical measurements and direct observations
- Minimizes literacy level issues

Disadvantages
- High likelihood of socially desirable responses
- Time-consuming

Web-based Surveys

- A group of individuals are invited to participate in completing an online survey, their responses are submitted and tracked electronically on the Internet.
- Social media (Facebook, twitter, blogs, etc.) can be a great way to get web-based surveys out.

Advantages
- Can be relatively inexpensive
- Relatively quick method of data collection
- Lets people participate from where they are on their own time

Disadvantages
- Basic computer skills required
- No information on people who do not participate

Tools for Web-based Surveys

- www.SurveyMonkey.com allows you to create your own surveys for free and email the link to participants or post them on a webpage or social media site.

Where to look for tools?

- University of Kansas Community Toolbox (http://ctb.ku.edu/en/default.aspx)
  - Creating and Maintaining Coalitions and Partnerships
  - Analyzing Problems
  - Developing Action Plans
  - Advocating for Change
  - Influencing Policy Development
  - Evaluating the Initiative
  - Sustaining the Work

- www.activeLivingResearch.org
  - Walkability/Bikeability Assessment
  - Park Observation Forms
  - Physical Activity Assessments
  - Urban and Rural Physical Activity Assessments
Where can I find local data?

• Texas Department of State Health Services  
  http://www.dshs.state.tx.us/  
  (Go to “Health Data”)
• County and City Health Departments
• Local Universities  
  (Nursing/Public Health/Kinesiology/Education/Policy departments)
• Hospitals and Clinics
• United Way
• Community/non-profit Organizations  
  (Individuals who write grants and may have local data)

Statistics and Stories

• Results can be presented simply.
• Highlight comparisons to national and state findings,  
  ask these questions when looking at the data:  
  – What is the obesity level in my community compared to the  
    rest of the state or nation?
  – What percentage of my community are meeting the  
    physical activity recommendations?
• Combine the data with your own stories.
  – Your personal stories are very important.
  – They have a huge impact on their own, but with a few  
    simple statistics they can have an even larger impact.

Use Maps to Show Statistics

County-level Estimates of Leisure-time Physical Inactivity among Adults aged ≥ 20 years: United States 2009  

A person is considered physically inactive if during the past month, other than a regular job, he or she did not participate in any physical activities or exercises such as running, calisthenics, golf, gardening, or walking for exercise.  

http://www.cdc.gov/diabetes

Draw Maps of Your Community

• Now that you’ve seen an example of a fictitious community, think about your own community, whether it is the city as a whole or a smaller neighborhood and draw it to the best of your knowledge.
• Think about the following:  
  – Schools, parks, playgrounds
  – Sidewalks, crosswalks, street lights
  – Bus stops
  – Grocery stores
  – Churches
  – Major roads
  – Housing (apartments, condos, houses on larger lots, vacant lots)

Community Assessments: Key Point Recap

• Use any or all of the previous ways to look at your community.
• Think about what methods will work best for your community, all methods have positives and negatives.
• Don’t forget to ask your community what they want!
• Have community members help lead the assessment.
• Specific, local stories and evidence can help to make the case.

Let’s move!

10-minute Activity Break
Switch to
*Partners*
PowerPoint
Your Health Matters: Growing Active Communities

Partners: Learning Objectives
- Identify potential community partners to work with to create an active community.
- Practice techniques to increase confidence in and ability to engage community partners and grow active communities.

What is a coalition?
- A coalition is a group of people taking action together to reach a common goal.

What coalitions already exist in your community that are focused on health?
- Are community health workers already a part of these?

Why would you have a coalition?
- Sets priorities based on multiple perspectives
- Has subcommittees allowing for lots of work to be done
- Decisions are shared by more people
- Decisions made in coalitions can reach broader networks

Diverse Representation
- Coalitions should represent:
  - Different neighborhoods
  - Cultural groups
  - Faith-based organizations
  - A mix of ages
  - All genders
  - All abilities
Diverse partnership makes for diverse skill sets

Health and medical care communities
Elected officials
Local businesses and worksites
Parks and recreation departments
And many more...

Always Changing

- Coalitions change:
  - Depending on the task at hand.
  - As priorities change.
  - As the project grows.

Businesses

- What they contribute:
  - Advertising.
  - Awareness in the community.
  - Aligning their products to physical activity.

- Interests in common:
  - Increasing employee wellness.
  - Reducing health insurance costs and increasing employee productivity.

Faith Communities

- What they contribute:
  - Space.
  - Access to congregation.
  - Desire for mind, body, and soul wellness.

- Interests in common:
  - Belonging and connection.
  - Building character.
  - Enhancing opportunities for service.

Decision Makers

- What they contribute:
  - Power to create solutions.
  - Understanding of the policy process.
  - Connections between economic development and planning.

- Interests in common:
  - Interest in a vibrant community.
  - Enhancing community connections.

Health Care

- What they contribute:
  - Facilities.
  - Trained people with a passion for health, expertise in measuring improvement, access to local statistics about the community.

- Interests in common:
  - Improving health outcomes.
  - Connecting the community to services during patient visits.
**Schools**

- **What they contribute:**
  - Facilities and a functioning system of personnel with expertise on reaching children and their families
    - School nurses
    - PE teachers
    - Health teachers
    - Human Resources
    - Policy making power

- **Interests in common:**
  - Producing whole, healthy individuals.
  - Implementing physical education as a part of curriculum.
  - Using neighborhood facilities (athletic fields, gyms, swimming pools, playgrounds).

**City and County Governments**

- **What they contribute:**
  - Highly functioning system of employees and services already dedicated to aspects of physical activity
    - Parks and Recreation
    - Planning
    - Health Departments
    - Policy making power

- **Interests in common:**
  - Attracting new employers and residents to increase tax base.
  - Increasing employee wellness.

**Community Members**

- **What they contribute:**
  - Community members have voting power.
  - Volunteer base.
  - Different areas of expertise.
  - Valuable opinions about what should be done and how to sustain it.

- **Interests in common:**
  - Creating a trust and connection in communities.
  - Building a safer, desirable community.

**Guess Who? Game**

**Physical Activity Coalition**

- **Background:**
  - Community members have complained about a lack of safe play spaces for children and families to be physically active.
  - Your city has experienced budget cuts and does not have plans to build more parks. However, the schools have beautiful athletic fields and playgrounds that are currently locked up and inaccessible after school hours.

- **Purpose of coalition:** To push for increased access to existing school play areas, gyms, and athletic fields for use by the entire community.

**Guess Who? Questions**

- Why am I, as a coalition member, interested in improving physical activity?
- What type of power do I, as a coalition member, have in the community?
- How would I, as a coalition member, benefit from participating in your physical activity coalition?
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Partners

**Person 1: Student**

- You would get the most use out of the increased school play area and gyms. You live near the school.
- You don’t have voting power yet, but you can talk to your friends, parents, and teachers and share your ideas with them.
- You would benefit from seeing how changes in your community are made and also would greatly benefit from a safe place to play with your friends.

**Person 2: School Principal**

- You care a great amount about the safety and wellbeing of the students here at this school.
- You have connections with school board members.
- You would benefit from this coalition because it’s a great way for you to get the school more involved in providing physical activity opportunities to the students here.

**Person 3: PTA/Parent Volunteer Group President**

- You care about the health and wellbeing of your child and of the other children at this school.
- You are connected with other parents who have children at this school and they all want their children to have a safe place to play after school hours.
- You would benefit from being involved in this coalition because it would give you a place to meet with other people who are interested in improving your community.

**Person 4: City Parks Department Representative**

- You are not from this neighborhood, but having safe places for children to play is important to you.
- Part of your job is to provide programming and spaces for children.
- You can help to encourage other city officials to move forward on community changes.
- You would benefit from hearing what community members want in their city. Having a school playground open after school hours would allow your department to put some of its resources into action at this school and in parks throughout the city.

**Guess Who?**

Add another coalition member

- My coalition member is ____________, and this person should be involved in my coalition because:

  _______________________________________________________

  _______________________________________________________

  _______________________________________________________

  _______________________________________________________

**Who in your community would be critical members of a coalition to increase physical activity?**

- What existing groups?
- Which individuals?
- What organizations?
Who else…

- Community members who would benefit from improvements in policies, systems or environmental changes.
- Examples?

Partners:

**Key Point Recap**

- Coalitions consist of individuals who have a variety of skills and backgrounds.

- Remember to include:
  - Community members
  - Businesses
  - Faith communities
  - Health care
  - Decision makers
  - Schools
  - City and county governments

Switch to

*Prioritize Strategies*

PowerPoint
Your Health Matters: Growing Active Communities

Prioritize Strategies

1. Prioritize evidenced-based strategies to support increased physical activity in your community.

2. Moving from Individual to Policy Improvements, Systems and Environmental Changes
   - Remember, policy improvements, systems and environmental changes reach more people and can have a longer impact.

Welcome to Unhealthy, Texas USA

Individual Problem
- I don’t feel safe walking on the south side. There’s just so much traffic.
- The trails are nice in the northwest part of the city, but they don’t connect anywhere.
- I don’t like my kids to play outside, I’m afraid they’ll get into trouble.

Policy, Systems, and Environmental Solution
- Encourage the city to install crosswalks with traffic signals.
- Create a city-wide network of walk and bike trails.
- Talk with school officials to keep school playgrounds and gyms open after hours.

How do we decide what is priority?

Important
- Is it a strategy that has been proven to work?
- Is it something the community really wants?
- Will it reach people who most need it?

Doable
- Do you have partners and resources to make this happen?
- Is it likely to continue on its own?
- Will it work within the culture of your community?
- Is it dependent on any larger change?
- Are there any deadlines we need to be aware of?
Your Health Matters: Growing Active Communities
Prioritize Strategies

Welcome to Unhealthy, Texas USA

Action Plans are Important...
• They tell you what to do next.
• They keep you on schedule.
• Tells you who is going to take the lead.
• Tells you how to measure success.

PLANNING
Prioritize Strategies:

**Key Point Recap**

- Prioritize strategies that are important and feasible.
- An action plan helps guide your team and helps them stay on schedule.
Your Health Matters: Growing Active Communities

Take Action

Roles of Decision Makers

- Encourage environments that facilitate walking, running and biking.
- Promote access to trails, parks and recreational facilities that support active living.
- Encourage the provision of nutritionally balanced meals in schools.
- Increase the amount of school time dedicated to high-quality physical education.
- Increase access to fresh fruits and vegetables in neighborhoods with few resources.
- Reduce healthcare costs by focusing on preventative measures.

What do local community decision makers do?

City Councils and Commissioners
- Enforce local regulations that promote physical activity
- Support policies for safe walking and biking
- Increase funding for active transportation

School Boards
- Improve policies regarding physical activity for school-age children (K-12)
- Provide access to physical activity options

Parks and Recreation Departments
- Implement and maintain recreational facilities
- Promote access to facilities that promote physical activity

Law Enforcement
- Promote and support public safety
- Ensure that safety, or a lack of, is not a barrier to individuals and families being physically active

City and Urban Planning Departments
- Shape the development of new built environments
- Build sidewalks with all new roads
- Ensure access to parks and open space

What do local community decision makers do?

Neighbors Unite to Promote a Healthier Community Video Discussion

- What role did the community members of Brownsville play in stopping the toll road?
- What would be your first step to start a change like this in your community?
**How do we communicate what our community needs?**

Communicate needs by...

- Connecting
- Educating
- Building long-term relationships

**Who do you need to talk to?**

How would you communicate this information?

- Communicate in a variety of ways.
- Prepare.
- Be concise.

**What do you need to say?**

Prepared statements, commonly known as elevator speeches, are previously written and practiced presentations in which you communicate what is important for your community.

1. **Hook: About You**
   - Smile and open with a statement or question that grabs attention: a hook that prompts your listener to ask questions.
   - Tell who you are: describe yourself and your company.
   - Tell why you matter.

   __________________________
   __________________________
   __________________________
   __________________________

Your Health Matters: Growing Active Communities Participant Materials ~ October 2013
Let's Practice!

- Design your elevator talk and share it with a partner.
- Give feedback to your partner:
  - What is one thing they need to improve?
  - What was one thing they did really well?

The Right Time

- In some cultures it might be uncomfortable to say this right away.
- How could we make the switch to this conversations?

Barriers and Myths: Evaluation

- Evaluation is...
  - Too complex.
  - Something to do once and you can be done with it.
  - A whole new set of activities that we do not have time or resources for.
  - Not important because I know what is good for my community.
Measuring Our Success:
Evaluation

- Here are a variety of measures:
  - Pre- and post-tests examining change
  - Changes in minutes of physical activity and blood pressure
  - Observational strategies for environmental changes
- Use the initial assessment of need as baseline and then repeat to assess the change.

What do you do when it doesn't go as planned?

- Pitfalls will happen, it’s better to expect them than to be surprised by them.

Take Action

Key Point Recap

- Decision makers are community leaders who hold multiple roles in the community and each one is able to make different changes.
- It is important to engage decision makers by creating ongoing, positive relationships.
- Do not forget to make sure your project is successful!

Switch to Conclusion
PowerPoint
Your Health Matters: Growing Active Communities

Conclusion

Window of Opportunity

External elements

Problem
A problem is identified and recognized as important and something should be done about it.

Solution
The policy options are considered doable and reasonable in cost and an appealing option is found.

Decision Maker
A decision maker is able and passionate and puts the policy up for a vote.

Time to act
A window of opportunity opens

Example Leading to a Window of Opportunity

Problem
There are high rates of obesity and few places to be active. The community wants a change, plus other communities are already improving.

Solution
There is increased funding available for sidewalks and parks. Decision makers support the sidewalks.

Decision Maker
A public official is willing to propose budget changes for increased funding for sidewalks knowing that other decision makers also support it.

Recognizing “Windows of Opportunity”

Windows open and close frequently

Open Windows
• Time to take action

Closed Windows
• Keep working on identifying the problems, finding feasible solutions, and engaging decision maker

Apply what you have learned about policy improvements, systems and environmental changes to your local community

Bringing Policy, Systems, and Environmental Changes Home

• Think of your community for this final activity.
• Work with others to develop your MY PLAN worksheet!
**Conclusion**

*MY PLAN worksheet*

Have you seen any of these initiatives in your community?

Which of these examples do you think will work in your community?

**MY PLAN**

*Consider What Works*

What method of community assessment will you use in your community?

**MY PLAN**

*Community Assessments*

Who are you going to partner with?

Examples: transportation, faith-based, school

**MY PLAN**

*Partners*

How will you prioritize issues in your community?

What might make it difficult to prioritize and plan in your community?

**MY PLAN**

*Prioritize Strategies*

What actions can you take in your community?

Who can share your story and plan with?
Conclusion

Next steps to accomplish it:

<table>
<thead>
<tr>
<th>Role of person heading up this step</th>
<th>Start and end dates of step</th>
<th>Measurement of success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

MY Action PLAN!

Take-Home Learning Activity

- Identify two policy improvements, systems or environmental changes that are currently in place in your community that promote physical activity and identify two policy improvements, systems or environmental changes that should be introduced to further enhance physical activity in your community.
- Talk to a community leader or decision maker about the needed policy improvements, systems and environmental changes to improve physical activity in your community.

Please submit the take-home assignment identifying the various policy improvements, systems and environmental changes you see in your community and outlining your experience meeting with a community leader or decision maker, which will demonstrate completion of the two objectives above.

Thinking about policy improvements, systems and environmental change to promote physical activity:

- What will you do…
  - In the next 7 days?
  - In the next 30 days?
  - In the next 60 days?

Don’t forget…

- This same process can work for creating policy improvements, systems and environmental changes for improved nutrition:
  - Setting standards for cafeterias or meetings that include healthy food options and cooking methods (nutrition policy)
  - Building farmers market stands or starting a community garden to improve access to fresh fruits and vegetables
  - Labeling menus with calorie information in restaurants

Remember…

- Creating changes in your community is hard work, you may have to talk to TEN different people to find the ONE person who can join you in making that change!

On a scale of 0-10, how confident are you that you can reduce obesity in your community by making policy improvements, systems and environmental changes that increase physical activity?

HOW CONFIDENT ARE YOU?

Not confident at all | Some what confident | Very confident
Knowledge Questionnaire

THANK YOU!
Communities

• What communities do you belong to?

___________________________________
___________________________________
___________________________________

• Why do you belong to these communities?

___________________________________
___________________________________
___________________________________
Welcome to
Unhealthy, Texas USA

COMMUNITY INPUT

Barriers to Physical Activity

What Works

Establish Priorities: Important and/or Doable

Take Action

Next Steps

Who

When

Measure

Our Priority: __________________
Walkability Checklist

How walkable is your community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.

Getting started:

First, you’ll need to pick a place to walk, like the route to school, a friend’s house or just somewhere fun to go. The second step involves the checklist. Read over the checklist before you go, and as you walk, note the locations of things you would like to change. At the end of your walk, give each question a rating. Then add up the numbers to see how you rated your walk overall. After you’ve rated your walk and identified any problem areas, the next step is to figure out what you can do to improve your community’s score. You’ll find both immediate answers and long-term solutions under “Improving Your Community’s Score...” on the third page.
Take a walk and use this checklist to rate your neighborhood’s walkability.

How walkable is your community?

Location of walk

Rating Scale: 1 2 3 4 5 6
   awful   many problems  some problems  good  very good  excellent

1. Did you have room to walk?
   ☐ Yes ☐ Some problems:
   ☐ Sidewalks or paths started and stopped
   ☐ Sidewalks were broken or cracked
   ☐ Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.
   ☐ No sidewalks, paths, or shoulders
   ☐ Too much traffic
   ☐ Something else ____________________________

   Rating: (circle one) 1 2 3 4 5 6

   Locations of problems: ____________________________________________

2. Was it easy to cross streets?
   ☐ Yes ☐ Some problems:
   ☐ Road was too wide
   ☐ Traffic signals made us wait too long or did not give us enough time to cross
   ☐ Needed striped crosswalks or traffic signals
   ☐ Parked cars blocked our view of traffic
   ☐ Trees or plants blocked our view of traffic
   ☐ Needed curb ramps or ramps needed repair
   ☐ Something else ____________________________

   Rating: (circle one) 1 2 3 4 5 6

   Locations of problems: ____________________________________________

3. Did drivers behave well?
   ☐ Yes ☐ Some problems: Drivers ...
   ☐ Backed out of driveways without looking
   ☐ Did not yield to people crossing the street
   ☐ Turned into people crossing the street
   ☐ Drove too fast
   ☐ Sped up to make it through traffic lights or drove through traffic lights?
   ☐ Something else ____________________________

   Rating: (circle one) 1 2 3 4 5 6

   Locations of problems: ____________________________________________

4. Was it easy to follow safety rules?
   Could you and your child...
   ☐ Yes ☐ No Cross at crosswalks or where you could see and be seen by drivers?
   ☐ Yes ☐ No Stop and look left, right and then left again before crossing streets?
   ☐ Yes ☐ No Walk on sidewalks or shoulders facing traffic where there were no sidewalks?
   ☐ Yes ☐ No Cross with the light?

   Rating: (circle one) 1 2 3 4 5 6

   Locations of problems: ____________________________________________

5. Was your walk pleasant?
   ☐ Yes ☐ Some problems:
   ☐ Needed more grass, flowers, or trees
   ☐ Scary dogs
   ☐ Scary people
   ☐ Not well lighted
   ☐ Dirty, lots of litter or trash
   ☐ Dirty air due to automobile exhaust
   ☐ Something else ____________________________

   Rating: (circle one) 1 2 3 4 5 6

   Locations of problems: ____________________________________________

How does your neighborhood stack up?
Add up your ratings and decide.

1. ______ 26–30 Celebrate! You have a great neighborhood for walking.
2. ______ 21–25 Celebrate a little. Your neighborhood is pretty good.
3. ______ 16–20 Okay, but it needs work.
4. ______ 11–15 It needs lots of work. You deserve better than that.
5. ______ 5–10 It's a disaster for walking!

Now that you’ve identified the problems, go to the next page to find out how to fix them.
Now that you know the problems, you can find the answers.

## Improving your community's score

### 1. Did you have room to walk?

<table>
<thead>
<tr>
<th>Issue</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidewalks or paths started and stopped</td>
<td>• pick another route for now</td>
<td>• speak up at board meetings</td>
</tr>
<tr>
<td>Sidewalks broken or cracked</td>
<td>• tell local traffic engineering or public works department about specific problems and provide a copy of the checklist</td>
<td>• write or petition city for walkways and gather neighborhood signatures</td>
</tr>
<tr>
<td>Sidewalks blocked</td>
<td>• leave nice notes on problem cars asking owners not to park there</td>
<td>• make media aware of problem</td>
</tr>
<tr>
<td>No sidewalks, paths or shoulders</td>
<td>• trim your trees or bushes that block the street and ask your neighbors to do the same</td>
<td>• work with a local transportation engineer to develop a plan for a safe walking route</td>
</tr>
<tr>
<td>Too much traffic</td>
<td>• make media aware of problem</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Was it easy to cross streets?

<table>
<thead>
<tr>
<th>Issue</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Road too wide</td>
<td>• pick another route for now</td>
<td>• push for crosswalks/signals/parking changes/curb ramps at city meetings</td>
</tr>
<tr>
<td>Traffic signals made us wait too long or did not give us enough time to cross</td>
<td>• share problems and checklist with local traffic engineering or public works department</td>
<td>• report to traffic engineer where parked cars are safety hazards</td>
</tr>
<tr>
<td>Crosswalks/traffic signals needed</td>
<td>• trim your trees or bushes that block the street and ask your neighbors to do the same</td>
<td>• report illegally parked cars to the police</td>
</tr>
<tr>
<td>View of traffic blocked by parked cars, trees, or plants</td>
<td>• leave nice notes on problem cars asking owners not to park there</td>
<td>• request that the public works department trim trees or plants</td>
</tr>
<tr>
<td>Needed curb ramps or ramps needed repair</td>
<td>• make media aware of problem</td>
<td>• make media aware of problem</td>
</tr>
</tbody>
</table>

### 3. Did drivers behave well?

<table>
<thead>
<tr>
<th>Issue</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backed without looking</td>
<td>• pick another route for now</td>
<td>• petition for more enforcement</td>
</tr>
<tr>
<td>Did not yield</td>
<td>• set an example: slow down and be considerate of others</td>
<td>• request protected turns</td>
</tr>
<tr>
<td>Turned into walkers</td>
<td>• encourage your neighbors to do the same</td>
<td>• ask city planners and traffic engineers for traffic calming ideas</td>
</tr>
<tr>
<td>Drove too fast</td>
<td>• report unsafe driving to the police</td>
<td>• ask schools about getting crossing guards at key locations</td>
</tr>
<tr>
<td>Sped up to make traffic lights or drove through red lights</td>
<td>• report to traffic engineer where parked cars are safety hazards</td>
<td>• organize a neighborhood speed watch program</td>
</tr>
</tbody>
</table>

### 4. Could you follow safety rules?

<table>
<thead>
<tr>
<th>Issue</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross at crosswalks or where you could see and be seen</td>
<td>• educate yourself and your child about safe walking</td>
<td>• encourage schools to teach walking safely</td>
</tr>
<tr>
<td>Stop and look left, right, left before crossing</td>
<td>• organize parents in your neighborhood to walk children to school</td>
<td>• help schools start safe walking programs</td>
</tr>
<tr>
<td>Walk on sidewalks or shoulders facing traffic Cross with the light</td>
<td>• select alternative route with less traffic</td>
<td>• encourage corporate support for flex schedules so parents can walk children to school</td>
</tr>
</tbody>
</table>

### 5. Was your walk pleasant?

<table>
<thead>
<tr>
<th>Issue</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs grass, flowers, trees</td>
<td>• point out areas to avoid to your child; agree on safe routes</td>
<td>• request increased police enforcement</td>
</tr>
<tr>
<td>Scary dogs</td>
<td>• ask neighbors to keep dogs leashed or fenced</td>
<td>• start a crime watch program in your neighborhood</td>
</tr>
<tr>
<td>Scary people</td>
<td>• report scary dogs to the animal control department</td>
<td>• organize a community clean-up day</td>
</tr>
<tr>
<td>Not well lit</td>
<td>• report scary people to the police</td>
<td>• sponsor a neighborhood beautification or tree-planting day</td>
</tr>
<tr>
<td>Dirty, litter</td>
<td>• report lighting needs to the police or appropriate public works department</td>
<td>• begin an adopt-a-street program</td>
</tr>
<tr>
<td>Lots of traffic</td>
<td>• take a walk with a trash bag</td>
<td>• initiate support to provide routes with less traffic to schools in your community</td>
</tr>
<tr>
<td></td>
<td>• plant trees, flowers in your yard</td>
<td>(reduced traffic during am and pm school commute times)</td>
</tr>
</tbody>
</table>

### A Quick Health Check

<table>
<thead>
<tr>
<th>Issue</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could not go as far or as fast as we wanted</td>
<td>• start with short walks and work up to 30 minutes of walking most days</td>
<td>• get media to do a story about the health benefits of walking</td>
</tr>
<tr>
<td>Were tired, short of breath or had sore feet or muscles</td>
<td>• invite a friend or child along</td>
<td>• call parks and recreation department about community walks</td>
</tr>
<tr>
<td>Was the sun really hot?</td>
<td>• walk along shaded routes where possible</td>
<td>• encourage corporate support for employee walking programs</td>
</tr>
<tr>
<td>Was it hot and hazy?</td>
<td>• use sunscreen of SPF 15 or higher, wear a hat and sunglasses</td>
<td>• plant shade trees along routes</td>
</tr>
<tr>
<td></td>
<td>• try not to walk during the hottest time of day</td>
<td>• have a sun safety seminar for kids</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• have kids learn about unhealthy ozone days and the Air Quality Index (AQI)</td>
</tr>
</tbody>
</table>

Your Health Matters: Growing Active Communities Participant Materials ~ October 2013
Need some guidance? These resources might help...

Great Resources

WALKING INFORMATION

Pedestrian and Bicycle Information Center (PBIC)
UNC Highway Safety Research Center
Chapel Hill, NC
www.pedbikeinfo.org
www.walkinginfo.org

National Center for Safe Routes to School
Chapel Hill, NC
www.saferoutesinfo.org

For More Information about Who Can Help Address Community Problems
www.walkinginfo.org/problems/help.cfm

State Bicycle & Pedestrian Coordinators
http://www.walkinginfo.org/assistance/contacts.cfm

PEDESTRIAN SAFETY

Federal Highway Administration
Pedestrian and Bicycle Safety Team
Office Of Safety
Washington, DC
http://safety.fhwa.dot.gov/ped_bike/

National Highway Traffic Safety Administration
Traffic Safety Programs
Washington, DC
www.nhtsa.dot.gov/people/injury/pedbimot/pedSAFE

SIDEWALK ACCESSIBILITY INFORMATION

US Access Board
Washington, DC
Phone: (800) 872-2253; (800) 993-2822 (TTY)
www.access-board.gov

FEDERAL POLICY, GUIDANCE AND FUNDING SOURCES FOR WALKING FACILITIES

Federal Highway Administration
Bicycle and Pedestrian Program
Office of Natural and Human Environment
Washington, DC
www fhwa dot gov/environment/bikeped/index htm
Bikeability Checklist

How bikeable is your community?

Riding a bike is fun!
Bicycling is a great way to get around and to get your daily dose of physical activity. It’s good for the environment, and it can save you money. No wonder many communities are encouraging people to ride their bikes more often!

Can you get to where you want to go by bike?
Some communities are more bikeable than others: how does yours rate? Read over the questions in this checklist and then take a ride in your community, perhaps to the local shops, to visit a friend, or even to work. See if you can get where you want to go by bicycle, even if you are just riding around the neighborhood to get some exercise.

At the end of your ride, answer each question and, based on your opinion, circle an overall rating for each question. You can also note any problems you encountered by checking the appropriate box(es). Be sure to make a careful note of any specific locations that need improvement.

Add up the numbers to see how you rated your ride. Then, turn to the pages that show you how to begin to improve those areas where you gave your community a low score. Before you ride, make sure your bike is in good working order, put on a helmet, and be sure you can manage the ride.
Go for a ride and use this checklist to rate your neighborhood's bikeability.

How bikeable is your community?

Location of bike ride (be specific):  
Rating Scale:  

1. Did you have a place to bicycle safely?

a) On the road, sharing the road with motor vehicles?

☐ Yes  ☐ Some problems (please note locations):
☐ No space for bicyclists to ride
☐ Bicycle lane or paved shoulder disappeared
☐ Heavy and/or fast-moving traffic
☐ Too many trucks or buses
☐ No space for bicyclists on bridges or in tunnels
☐ Poorly lighted roadways

Other problems:

b) On an off-road path or trail, where motor vehicles were not allowed?

☐ Yes  ☐ Some problems:
☐ Path ended abruptly
☐ Path didn't go where I wanted to go
☐ Path intersected with roads that were difficult to cross
☐ Path was crowded
☐ Path was unsafe because of sharp turns or dangerous downhills
☐ Path was uncomfortable because of too many hills
☐ Path was poorly lighted

Other problems:

Overall "Safe Place To Ride" Rating: (circle one)  
1 2 3 4 5 6

2. How was the surface that you rode on?

☐ Good  ☐ Some problems, the road or path had:
☐ Potholes
☐ Cracked or broken pavement
☐ Debris (e.g. broken glass, sand, gravel, etc.)
☐ Dangerous drain grates, utility covers, or metal plates
☐ Uneven surface or gaps
☐ Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)
☐ Bumpy or angled railroad tracks
☐ Rumble strips

Other problems:

Overall Surface Rating: (circle one)  
1 2 3 4 5 6

3. How were the intersections you rode through?

☐ Good  ☐ Some problems:
☐ Had to wait too long to cross intersection
☐ Couldn't see crossing traffic
☐ Signal didn't give me enough time to cross the road
☐ Signal didn't change for a bicycle
☐ Unsure where or how to ride through intersection

Other problems:

Overall Intersection Rating: (circle one)  
1 2 3 4 5 6

Continue the checklist on the next page...
4. Did drivers behave well?

☐ Good  ☐ Some problems, drivers:
☐ Drove too fast
☐ Passed me too close
☐ Did not signal
☐ Harassed me
☐ Cut me off
☐ Ran red lights or stop sign
☐ Other problems:

Overall Driver Rating: (circle one) 1 2 3 4 5 6

5. Was it easy for you to use your bike?

☐ Good  ☐ Some problems:
☐ No maps, signs, or road markings to help me find my way
☐ No safe or secure place to leave my bicycle at my destination
☐ No way to take my bicycle with me on the bus or train
☐ Scary dogs
☐ Hard to find a direct route I liked
☐ Route was too hilly
☐ Other problems:

Overall Intersection Rating: (circle one) 1 2 3 4 5 6

6. What did you do to make your ride safer?

Your behavior contributes to the bikeability of your community. Check all that apply:

☐ Wore a bicycle helmet
☐ Obeyed traffic signal and signs
☐ Rode in a straight line (didn't weave)
☐ Signaled my turns
☐ Rode with (not against) traffic
☐ Used lights, if riding at night
☐ Wore reflective and/or retroreflective materials and bright clothing
☐ Was courteous to other travelers (motorist, skaters, pedestrians, etc.)

7. Tell us a little about yourself.

In good weather months, about how many days a month do you ride your bike?

☐ Never
☐ Occasionally (one or two)
☐ Frequently (5-10)
☐ Most (more than 15)
☐ Every day

Which of these phrases best describes you?

☐ An advanced, confident rider who is comfortable riding in most traffic situations
☐ An intermediate rider who is not really comfortable riding in most traffic situations
☐ A beginner rider who prefers to stick to the bike path or trail

How does your community rate?

Add up your ratings and decide.
(Questions 6 and 7 do not contribute to your community's score)

2. _____ 21–25 Your community is pretty good, but there's always room for improvement.
3. _____ 16–20 Conditions for riding are okay, but not ideal. Plenty of opportunity for improvements.
4. _____ 11–15 Conditions are poor and you deserve better than this! Call the mayor and the newspaper right away.
5. _____ 5–10 Oh dear. Consider wearing body armor and Christmas tree lights before venturing out again.

Total:

Did you find something that needs to be changed?

On the next page, you'll find suggestions for improving the bikeability of your community based on the problems you identified. Take a look at both the short- and long-term solutions and commit to seeing at least one of each through to the end. If you don't, then who will?

During your bike ride, how did you feel physically? Could you go as far or as fast as you wanted to? Were you short of breath, tired, or were your muscles sore? The next page also has some suggestions to improve the enjoyment of your ride.

Bicycling, whether for transportation or recreation, is a great way to get 30 minutes of physical activity into your day. Riding, just like any other activity, should be something you enjoy doing. The more you enjoy it, the more likely you'll stick with it. Choose routes that match your skill level and physical activities. If a route is too long or hilly, find a new one. Start slowly and work up to your potential.
Now that you know the problems, you can find the answers.

Improving your community's score

1. Did you have a place to bicycle safely?

<table>
<thead>
<tr>
<th>a) On the road?</th>
<th>What you and your child can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>No space for bicyclists to ride (e.g. no bike lane or shoulder; narrow lanes)</td>
<td>• pick another route for now</td>
<td>• participate in local planning meetings</td>
</tr>
<tr>
<td>Bicycle lane or paved shoulder disappeared</td>
<td>• tell local transportation engineers or public works department about specific problems; provide a copy of your checklist</td>
<td>• encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads</td>
</tr>
<tr>
<td>Heavy and/or fast-moving traffic</td>
<td>• find a class to boost your confidence about riding in traffic</td>
<td>• ask your public works department to consider “Share the Road” signs at specific locations</td>
</tr>
<tr>
<td>Too many trucks or buses</td>
<td></td>
<td>• ask your state department of transportation to include paved shoulders on all their rural highways</td>
</tr>
<tr>
<td>No space for bicyclists on bridges or in tunnels</td>
<td></td>
<td>• establish or join a local bicycle advocacy group</td>
</tr>
<tr>
<td>Poorly lighted roadways</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| b) On an off-road path or trail? | | |
| Path ended abruptly | • slow down and take care when using the path | • ask the trail manager or agency to improve directional and warning signs |
| Path didn't go where I wanted to go | • find an on-street route | • petition your local transportation agency to improve path/roadway crossings |
| Path intersected with roads that were difficult to cross | • use the path at less crowded times | • ask for more trails in your community |
| Path was crowded | • tell the trail manager or agency about specific problems | • establish or join a “Friends of the Trail” advocacy group |
| Path was unsafe because of sharp turns or dangerous downhills | | |
| Path was uncomfortable because of too many hills | | |
| Path was poorly lighted | | |

2. How was the surface you rode on?

<table>
<thead>
<tr>
<th></th>
<th>What you can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potholes</td>
<td>• report problems immediately to public works department or appropriate agency</td>
<td>• participate in local planning meetings</td>
</tr>
<tr>
<td>Cracked or broken pavement</td>
<td>• keep your eye on the road/path</td>
<td>• encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads</td>
</tr>
<tr>
<td>Debris (e.g. broken glass, sand, gravel, etc.)</td>
<td>• pick another route until the problem is fixed (and check to see that the problems are fixed)</td>
<td>• ask your public works department to consider “Share the Road” signs at specific locations</td>
</tr>
<tr>
<td>Dangerous drain grates, utility covers, or metal plates</td>
<td>• organize a community effort to clean up the path</td>
<td>• ask your state department of transportation to include paved shoulders on all their rural highways</td>
</tr>
<tr>
<td>Uneven surface or gaps</td>
<td></td>
<td>• establish or join a local bicycle advocacy group</td>
</tr>
<tr>
<td>Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)</td>
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<td></td>
</tr>
<tr>
<td>Bumpy or angled railroad tracks</td>
<td></td>
<td></td>
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<tr>
<td>Rumble strips</td>
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</tr>
</tbody>
</table>

3. How were the intersections you rode through?

<table>
<thead>
<tr>
<th></th>
<th>What you can do immediately</th>
<th>What you and your community can do with more time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had to wait too long to cross intersection</td>
<td>• pick another route for now</td>
<td>• ask the public works department to look at the timing of the specific traffic signals</td>
</tr>
<tr>
<td>Couldn't see crossing traffic</td>
<td>• tell local transportation engineers or public works department about specific problems</td>
<td>• ask the public works department to install loop-detectors that detect bicyclists</td>
</tr>
<tr>
<td>Signal didn't give me enough time to cross the road</td>
<td>• take a class to improve your riding confidence and skills</td>
<td>• suggest improvements to sightlines that include cutting back vegetation; building out the path crossing; and moving parked cars that obstruct your view</td>
</tr>
<tr>
<td>The signal didn't change for a bicycle</td>
<td></td>
<td>• organize community-wide, on-bike training on how to safely ride through intersections</td>
</tr>
<tr>
<td>Unsure where or how to ride through intersection</td>
<td></td>
<td></td>
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</tbody>
</table>
4. Did drivers behave well?

Drivers:
- Drove too fast
- Passed me too close
- Did not signal
- Harassed me
- Cut me off
- Ran red lights or stop signs

What you and your child can do immediately
- report unsafe drivers to the police
- set an example by riding responsibly; obey traffic laws; don’t antagonize drivers
- always expect the unexpected
- work with your community to raise awareness to share the road

What you and your community can do with more time
- ask the police department to enforce speed limits and safe driving
- encourage your department of motor vehicles to include “Share the Road” messages in driver tests and correspondence with drivers
- ask city planners and traffic engineers for traffic calming ideas
- encourage your community to use cameras to catch speeders and red light runners

5. Was it easy for you to use your bike?

No maps, signs, or road markings to help me find my way
- No safe or secure place to leave my bicycle at my destination
- No way to take my bicycle with me on the bus or train
- Scary dogs
- Hard to find a direct route I liked
- Route was too hilly

What you can do immediately
- plan your route ahead of time
- find somewhere close by to lock your bike; never leave it unlocked
- report scary dogs to the animal control department
- learn to use all of your gears!

What you can do with more time
- ask your community to publish a local bike map
- ask your public works department to install bike parking racks at key destinations; work with them to identify locations
- petition your transit agency to install bike racks on all their buses
- plan your local route network to minimize the impact of steep hills
- establish or join a bicycle user group (BUG) at your workplace

6. What did you do to make your ride safer?

Wore a bicycle helmet
- Obeyed traffic signals and signs
- Rode in a straight line (didn’t weave)
- Signaled my turns
- Rode with (not against) traffic
- Used lights, if riding at night
- Wore reflective materials and bright clothing
- Was courteous to other travelers (motorists, skaters, pedestrians, etc.)

What you can do immediately
- go to your local bike shop and buy a helmet; get lights and reflectors if you are expecting to ride at night
- always follow the rules of the road and set a good example
- take a class to improve your riding skills and knowledge

What you can do with more time
- ask the police to enforce bicycle laws
- encourage your school or youth agencies to teach bicycle safety (on-bike)
- start or join a local bicycle club
- become a bicycle safety instructor
Great Resources

BICYCLING INFORMATION
Pedestrian and Bicycle Information Center (PBIC)
UNC Highway Safety Research Center
Chapel Hill, NC
http://www.pedbikeinfo.org
http://www.bikinginfo.org

National Center for Safe Routes to School (NCSRTS)
UNC Highway Safety Research Center
Chapel Hill, NC
http://www.saferoutesinfo.org

EDUCATION AND SAFETY
National Highway Traffic Safety Administration (NHTSA)
Bicycle Safety Program, Office of Safety Programs
Washington, DC
http://www.nhtsa.gov/portal/site/nhtsa/
menuitem.810acaee50c651189ca8e410dba046a0/

Federal Highway Administration (FHWA)
Pedestrian and Bicycle Safety Team, Office of Safety
Washington, DC
http://safety.fhwa.dot.gov/ped_bike/

SafeKids World-wide
Washington, D.C.
http://www.safekids.org

HEALTH
Centers for Disease Control and Prevention (CDC)
Division of Nutrition and Physical Activity
Atlanta, GA
http://www.dcd.gov/nccdphp/dnпа

Centers for Disease Control and Prevention (CDC)
Childhood Injury Prevention
Atlanta, GA
http://www.dcd.gov/ncipc

ADVOCACY GROUPS
Alliance for Biking and Walking
http://www.peoplepoweredmovement.org

League of American Bicyclists (LAB)
http://www.bikeleague.org

National Center for Bicycling and Walking (NCBW)
http://www.bikewalk.org

PATHS AND TRAILS
Rails to Trails Conservancy
Washington, DC
http://www.railtrails.org

National Park Service (NPS)
Washington, DC
http://www.nps.gov/index.htm

FUNDING SOURCES
Transportation Enhancement Activities:
http://www.fhwa.dot.gov/environment/te/

Safe Routes to School Program:
http://safety.fhwa.dot.gov/saferoutes/

Recreational Trails Program:
http://www.fhwa.dot.gov/environment/rectrails/

National Scenic Byways Program:
http://www.bywaysonline.org/

Federal Lands Highway Program:
http://flh.fhwa.dot.gov/
Draw Your Community

• Now that you’ve seen an example of a fictitious community, think about your own community, whether it is the city as a whole or a smaller neighborhood and draw it to the best of your knowledge.

• Think about the following:
  – Schools, parks, playgrounds
  – Sidewalks, crosswalks, street lights
  – Bus stops
  – Grocery stores
  – Churches
  – Major roads
  – Housing (apartments, condos, houses on larger lots, vacant lots)
Guess Who? Questions

• Why am I, as a coalition member, interested in improving physical activity?
• What type of power do I, as a coalition member, have in the community?
• How would I, as a coalition member, benefit from participating in your physical activity coalition?
Guess Who?
Add another coalition member

• My coalition member is ________________, and this person should be involved in my coalition because:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Your Health Matters: Growing Active Communities Participant Materials ~ October 2013
Welcome to Unhealthy, Texas USA

<table>
<thead>
<tr>
<th>Next steps to accomplish it:</th>
<th>Role of person heading up this step:</th>
<th>Start and end dates of step:</th>
<th>Measurement of success:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Meet with</td>
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<td>___________________________</td>
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<tr>
<td>Example: Find city layouts</td>
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<tr>
<td>Example: Find funding</td>
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</table>
## What do local community decision makers do?

<table>
<thead>
<tr>
<th><strong>City Councils and Commissioners</strong></th>
<th><strong>Mayor’s Offices</strong></th>
<th><strong>School Boards</strong></th>
<th><strong>Parks and Recreation Departments</strong></th>
<th><strong>Law Enforcement</strong></th>
<th><strong>City and Urban Planning Departments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry out policy improvements that promote increased physical activity</td>
<td>Organize and lead forces to promote fitness and health</td>
<td>Improve policies regarding physical activity for school-age children (K-12)</td>
<td>Implement and maintain built environment</td>
<td>Promote and support security</td>
<td>Shape the development of new built environments</td>
</tr>
<tr>
<td>Uphold zoning regulations</td>
<td>Attend community events focused on health</td>
<td>Regulate the use of playground areas after school hours</td>
<td>Promote access to facilities that promote physical activity</td>
<td></td>
<td>Build sidewalks with all new roads</td>
</tr>
<tr>
<td>Determine the allocation of funding</td>
<td>Designate city resources and priorities toward health initiatives</td>
<td>Provide physical activity opportunities for all ages and abilities</td>
<td></td>
<td></td>
<td>Create parks in areas without them</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Create ordinances for healthy growth and development</td>
</tr>
</tbody>
</table>
WHO ARE THE DECISION MAKERS IN MY AREA?

Local Level (County and City)
• Elected Officials: City and County Commissioners, Mayors, County Judges, City Planners

• Parks and Recreation Departments (Parks Board)

• City and County Health Departments

• Transportation Officials

• Department of Public Works

Organizations
• Local businesses (especially those with wellness programs)

• School Board Members

• Local law enforcement

Resources to find other decision makers:
http://www.fyi.legis.state.tx.us/Zip.aspx
http://www.dshs.state.tx.us/regions/default.shtm
What do you need to say?

1. HOOK: ABOUT YOU
   - Smile and open with a statement or question that grabs attention: a *hook* that prompts your listener to ask questions.
   - Tell who you are: describe yourself and your company.
   - Tell why you matter.

2. LINE: WHAT IS THE ISSUE?
   - Why does the issue matter?
   - Explain why this issue is important to your community.
   - Provide local data/comparisons to others.
   - Tell your story.

3. SINKER: ASK FOR COMMITMENT
   - What do you want from the person?
   - Ask them to support your issue, introduce a bill, etc.
   - You should always find out how you will be able to follow up. You will likely want an appointment with the decision maker or staff after the speech.
MY PLAN: POLICY, SYSTEMS, AND ENVIRONMENTAL CHANGE IN MY COMMUNITY

**Communities Can Change**
- What are your community’s current resources that promote physical activity?
- What policy, system, or environmental change can be made in your community to improve physical activity?

**Consider What Works**
- What policy, systems, or environmental strategy will you consider?

**Community Assessments**
- Of the assessment options we talked about, what method of community assessment will you use in your community?

**Prioritize Strategies**
- How will you prioritize issues in your community?
- What might make it difficult to prioritize and plan in your community?

**Take Action**
- What actions can you take in your community?
- Who can you share your story and plan with?

**Partners**
- Who are you going to partner with?
### MY Action PLAN!

<table>
<thead>
<tr>
<th>Next steps to accomplish it:</th>
<th>Role of person heading up this step:</th>
<th>Start and end dates of step:</th>
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</tbody>
</table>
Thinking about policy improvements, systems and environmental change to promote physical activity:

• What will you do…
  – In the next 7 days?
  ______________________________________
  – In the next 30 days?
  ______________________________________
  – In the next 60 days?
  ______________________________________
Resources/Recursos

**Disponible en español**

**The Issue/El Problema**

Energy Balance
www.cdc.gov

10 Facts on Physical Activity
www.who.int

Obesity Trends Among U.S. Adults Maps
http://www.cdc.gov/obesity/data/adult.html

Shape of the Nation: Status of Physical Education in the USA 2012 Report

Growing Community Designed for Movement: Increasing Physical Activity Video
http://planhealthytexas.org/English/Success-Stories/Videos.aspx

**Communities Can Change/Las comunidades pueden cambiar**

Healthy People in Healthy Communities: A Community Planning Guide Using Health People 2010

**Plan Healthy Texas: Welcome to Healthy Texas/Bienvenido a Sano, Texas**
http://planhealthytexas.org

Active Texas 2020: Taking Action to Improve Health by Promoting Physical Activity

Instant Recess:
www.instantrecess.com
http://youtu.be/m01GJIQg6E
http://recess.keenfootwear.com/recess-at-work/

**Consider What Works/Consideren que funciona**

The Community Guide
www.thecommunityguide.org/pa/index.html

SPARK: School Park Program
www.sparkpark.org
Communities Putting Prevention to Work
http://www.cdc.gov/communitiesputtingpreventiontowork/

Safe Routes to School
http://guide.saferoutesinfo.org/introduction/the_decline_of_walking_and_bicycling.cfm

Better Block Project
http://betterblock.org

**Community Assessments/Evaluaciones comunitarias**

Community Health Assessment aND Group Evaluation (CHANGE) Action Guide
www.cdc.gov/healthycommunitiesprogram/tools/change/downloads.htm

International Physical Activity Questionnaire: Sample physical activity surveys
http://sites.google.com/site/theipaq

Survey Monkey: Online survey tool
www.surveymonkey.com

**University of Kansas Community Toolbox/La Universidad de Kansas caja de herramientas comunitarias**

Active Living Research
www.activelivingresearch.org

**Texas Department of State Health Services/El Departamento Estatal de Servicios de Salud de Texas**
www.dshs.state.tx.us / www.dshs.state.tx.us/Spanish.aspx

**Partners/Socios**

ACT for Youth: Engaging Partners
http://www.actforyouth.net/youth_development/communities/partners/business.cfm

**Take Action/Actúen**

Leadership for Health Communities PowerPoint
www.leadershipforhealthycommunities.org/index.php?option=com_content&task=view&id=173

Evaluation Presentation by the Kansas Department of Health and Environment