A Case Study

High School Youth Video Voice for Transportation Equity Engagement

California WALKS
2011
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with

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Introduction

California WALKS was invited to work with youth in a 9th grade Ethnic Studies class at Mission High School (MHS) in San Francisco. The class was studying a unit on civic engagement and social movements and California WALKS was brought in as an example of an advocacy organization working to improve the physical and social community environment through civic engagement and social action. California WALKS specializes in creating healthy, safe and vibrant communities through walking and pedestrian safety.

Documenting the work that we and other organizations are doing with youth in relation to pedestrian safety and healthy communities is critical to the integration of these subjects in future curricula. There is currently no standardized curriculum for pedestrian safety, walkability or healthy communities in our schools. We saw this opportunity as a wonderful way to educate and engage youth on the issues impacting community public health and safety. The goal of this project was to educate and engage youth in pedestrian safety transportation justice and equity and simultaneously document the process for future replication.

Background and Context of the Project

Unique characteristics of the learning environment

This project was paired with the MHS Ethnic Studies Department to engage youth in creating healthy, walkable, and safe communities through social action and civic engagement. Embedded in the Ethnic Studies standardized curriculum, students first learned about social movements and civic engagement using the framework of transformational resistance. After this introduction, California WALKS was invited to work with students as an example of an advocacy organization working for social justice and equity.

Transformational resistance: is a form of action for change that blends a student’s critique of oppression and a desire for social justice. In this case, students were given a framework of transformational resistance through the following three questions:

1. What is the oppression?
2. Who and/or what is responsible?
3. What are the solutions? What can we do to create positive change?

**Social movements:** is defined as a group action in response to a social or political issue that participants perceive as unjust. Students were provided background information on key elements, processes, and types of social movements. They explored types of change, targets, methods, and range/scope of the issue.

**Civic engagement:** examples of how to become involved in and involve others for community change. Youth learned about civic engagement through interviewing community activists and leaders in the community for the Civic Voices component of this curriculum (see below for more details).

**Student neighborhoods and demographics**
The students in this class came from many neighborhoods across the City of San Francisco, and are a very racially and ethnically diverse group.

**Neighborhood of origin in relation to MHS:** San Francisco Unified School District (SFUSD) does not use a neighborhood school assignment system, meaning that students from all over the city attend schools throughout the city (as of 2011). In practice, this means that students at any given school, in any given class, may come from very different neighborhoods. In this particular class, students lived in the Mission, Treasure Island, Bay View Hunter’s Point, Chinatown, Tenderloin, Sunset and other districts.¹ Depending on distance and transportation availability, students in this class walked, biked, rode public transit and were driven to school. This provided a wealth of knowledge and diversity regarding the existing transportation systems, availability and limitations within San Francisco. Students mapped their routes and modes to school as part of this project.

**Race and Ethnicity:** The race/ethnicity of class membership was approximately 50% Latino American, 30% Asian American, 10% African American and 10% Caucasian American, well representing the diversity of San Francisco. In addition, several of the students were recent immigrants (in the US less than a year). A variety of first languages in addition to English, including Spanish, Chinese, Arabic and Mongolian, were spoken by the students.

**In context with local, regional and statewide transportation planning**

Pedestrian safety and walkability is a critical element for safe, healthy, active and vibrant communities. Pedestrian safety certainly encompasses safety from vehicle collisions, but in urban environments pedestrian safety is also much more. Pedestrian safety and walkability also includes safety from real and perceived crime and gang violence, walkable spaces free of defacement, blight and trash, healthy destinations such as clean, maintained public parks and recreational areas, libraries and schools, access to public transportation and essential services, access to healthy and fresh foods (more than just the neighborhood liquor store), and so on. The safer and more comfortable a neighborhood is to walk in, the more people will walk for transportation, health and social activities. Without safe and walkable communities, neighborhood areas wither in a downward cycle.

**Pedestrian safety in San Francisco:** Pedestrian safety in San Francisco is a paramount issue attracting growing attention from residents, advocates, professionals, local government (with health department leadership) and elected officials. An average of over 800 pedestrians are hit by motor vehicles in San Francisco each year, many resulting in fatalities. In 2009, San Francisco was ranked the worst in the state for pedestrian injuries and fatalities (total 739). The North (or inner) Mission neighborhood, where MHS is located, is especially dangerous and was ranked in the top seven neighborhoods for pedestrian risk in a 2003 study. More recently, several adjacent streets to Mission High have been identified by the San Francisco Department of Public Health as high risk street corridors.

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3 Ragland, D., Markowitz, F., and K.E. MacLeod. 2003. An Intensive Pedestrian Safety Engineering Study Using Computerized Crash Analysis. Available at: [http://escholarship.org/uc/item/871767fh](http://escholarship.org/uc/item/871767fh)
San Francisco’s recent Mayor signed an Executive Directive prioritizing pedestrian safety with a new multi-agency and citizen Pedestrian Safety Task Force and additionally has an active Pedestrian Advisory Committee, as well as several pedestrian/walkability advocacy groups and a committed Public Health Department.

Community and youth engagement in pedestrian safety education, policy and prioritization is recognized in San Francisco. This project is working to educate and build youth capacity to become involved in pedestrian safety.

**Active and healthy transportation to reduce regional greenhouse gas emissions:** In 2008, California passed SB 375. The goal of this legislation is to reduce transportation related greenhouse gasses through sustainable communities. SB 375 is an implementation step in response to AB 32, otherwise known as the Global Warming Solutions Act of 2006, to reduce California’s greenhouse gas emissions (GHGs). Each region in California is now responsible to identify and incorporate a sustainable community strategy (SCS) in updating its regional transportation plan, with special emphasis on improving equity. Likely strategies should include increasing walking and biking travel and building walkable, safe communities. There is a great need for youth and community engagement in the community prioritization and public participation processes. Youth-identified concerns, priorities and strategies are invaluable for local and regional healthy and equitable transportation systems. Public participation and equity are both essential and necessary to successful outcomes.

**Curriculum development and implementation**
Curriculum development for this project was integral to its success. California WALKS staff and the MHS Ethnic Studies Teacher met on a regular basis in development of the pilot as well as throughout the
implementation phase. It is estimated that a total of 200 person hours\(^4\) were committed to the development, implementation and evaluation of this project. This program is a pilot project, and as with anything, practice makes perfect so we conclude that replication using this project’s developed curriculum and available materials would be less time intensive. In order to have the greatest safety education, youth engagement or community change impacts, it is necessary to be as relevant to students and their worlds as possible and careful consideration and incorporation must be given to the social and environmental context, in which the students live, attend school, travel and play. Utilizing this local context is integral to the effectiveness of the curricula, requiring an extra investment of educator time in course development (this is not a cookie cutter curriculum). For example, a California WALKS educator together with the MHS Teacher spent several hours photographing the streets and pedestrian environments in neighborhoods students live in or frequent. This ‘local recognition’ aids student identification with the subject matter, communicates credibility and relevance from the student perspective and immediately connects students with some of the issues as they recognize photographed locations, amplifying learning.

Great care was taken to ensure that students were introduced to issues of pedestrian safety and walkability using a variety of teaching and learning methods. Methods included interactive lessons, sharing personal experiences, small and large group identification of issues and development of ideas, individual study, small group classroom assignments and field explorations, group preparation and presentation of interim and final projects. Visual, graphic, written, verbal, teaching and learning methods were all employed to maximize the learning potential for all students,

The student curriculum consisted of four components all building on one another over a 5 week unit. The four components included social movements, improved walkability and pedestrian safety equity as a social movement, Video Voice as a tool for community change, and Civic Voices as a documentary record. The curriculum schedule was as follows:

- **Week One**: Background on social movements  
  - History of social movements  
  - Elements of social movements
- **Week Two**: California WALKS as an example organization working within a social movement seeking improved community health and walking safety  
  - Introduction of students to California WALKS educators and healthy neighborhood icebreaker  
  - Background education on walkability, pedestrian safety and transportation equity  
  - Introduction to and practice Video Voice methodology
- **Week Three**: Application of knowledge and skills

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\(^4\) Person hours being total hours invested in by each of the two California WALKS educators plus one high school teacher (excludes 4 additional community leader volunteer with hours estimated at about 8 hours each and supplemental teacher for walkability assessments, at 2 hours). Project planning time is estimated at 90 hours, project implementation at 57 hours, and project evaluation with report at estimated at 50 hours, for a total of just less than 200 person hours.
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- Apply social movement framework to plan an education and community mobilization plan around an issue (students provided with scenarios)
- Students meet community leaders and refine social movement action plans
- Students practice Video Voice camera operation, filming, interview and public speaking skills
- Student practice filming an issue on campus
- Students walk, led by California WALKS with signed parental permission and supervised by school teachers, collecting video data on issues they see and identify in the surrounding community streets

- **Week Four**: Civic Voices and your own Voice!
  - Students review Video Voice data and issues
  - Student introduction to Civic Voices
  - Students interview and record community leaders, then transcribe interviews

- **Week Five**: Development of final projects
  - Students complete Civic Voice video transcription
  - Students edit Video Voice and Civic Voice raw video footage
  - Students develop a plan of action for their chosen issue (using Video Voice data)
  - Students prepare final PowerPoint presentation, incorporating video and interview

*See Appendix A for completed lesson plans, scenarios and other accompanying materials.*

**Learning and Evaluation**

**Student learning**

California WALKS’ educational goal was to introduce students to healthy, safe transportation and walkability while developing advocacy skills for future civic engagement. This project succeeded in educating students in a classroom setting on pedestrian safety and the importance of healthy transportation and walkability, something not currently part of student curriculum at any age⁵. Student learning was measured in several different ways, as there were several components to the project.

**Learning content on healthy transportation and walkability**

Throughout the program, California WALKS captured notes of student discussions evidencing thoughtful and knowledgeable questions. As one of the first activities to build rapport and familiarity between students and California WALKS educators, the class played a name-game. Each person was asked to say their name and one thing each likes about their neighborhood as well as repeating all those who had gone before them. This introductory exercise was integral to building a relationship with the students early on as well as helping them to see that they already have a level of basic knowledge of what makes

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⁵ Other than the most basic look, see, wait, and hold hands pedestrian safety preschool or elementary school basic instructions.
a healthy and safe community as shown by their identification of likeable elements of in their neighborhoods.

* See Appendix A for a full list of elements students liked about their neighborhood

In another early activity, students were each asked to draw a rough map of their individual routes to school including the mode(s) of transportation used. This exercise provided an introduction on how transportation affects our everyday lives and the disparate impacts experienced. It was noteworthy that many of these students have complex travel patterns, requiring transfers between several modes and multiple, differing types of pedestrian safety interactions. Students often travel more than an hour to reach school in time for 8:10 am class (this class was first period, thus it started at 8:10 am).

* See Appendix A for student maps

There were many opportunities for student-adult/teacher discussions during the initial lesson on walkable communities. California WALKS educators lead students through a guided discussion of walkability while looking at photos of the pedestrian environment in San Francisco.

A primary measurement of successful student learning was the final PowerPoint presentation including their group Video Voice on their chosen issue. Each group chose the issue they wanted to explore and elaborated on that subject, applying their learning in a final product. The presentations consisted of presenting an articulated issue, worthiness of that issue, an end goal (what outcome(s) the students would like to see), identification of the selected target audience, the scope of their proposed action (geographic, political, etc.), strategies they would employ to build their social movement, and the initial actions they would take to start the community change. Each group completed a final issue development presentation (PowerPoint) with well-articulated goals and actions. The group issues included:

- **Group 1** Stop Sign Crisis: identifying the need for a safer pedestrian crossing less than a block from Mission High School

“[This] makes me feel unsafe.” – Student

“We should lengthen the crossing time to one minute.” – Student

“I like it, but it may make others feel unsafe.” – Student
• **Group 2** What is Art: identifying the need for less tagging and graffiti removal, replaced by more artwork and murals as a violence prevention and street safety strategy

• **Group 3** Noticing Differences in Neighborhoods: identifying the disparities between Mission and Valencia streets in terms of street beautification and safety upgrades (Valencia St. catering to young hipsters has benefited from far more investments, with many more street trees, wider sidewalks and bike facilities compared to the neighboring Mission St. which has not, despite far greater numbers of travelers (pedestrians, bicyclists, transit riders and vehicle drivers.)

• **Group 4** Transportation Access for Persons with Disabilities: identifying disparities in equal access to transportation and crash injury/fatality rates for persons with disabilities and older adults.

• **Group 5** Lack of Bus Stops and Accessibility Features: identifying the need for more strategically placed bus stops for persons with disabilities to access necessary goods and community services

*See Appendix A for final student group PowerPoint presentations and transcription of the final Video Voice clips.*

In addition to developing written, oral and graphic presentations, all the youth present on the final day were asked to complete a brief exit interview with California WALKS. During exit interviews, 100% of the students expressed new learning comprehension on issues related to healthy transportation, walkability, pedestrian safety and/or social movements. Examples of student learning include:

• “I never really noticed that some places don’t have a [marked] crosswalk. No matter where you go, there is always traffic. You got to watch out, no matter how busy the traffic is. You’ll never know who’s driving the car. Now that I’m in this class, I now look both ways more than once, because I usually don’t do that. I’ve learned to be more cautious around busy streets, because there are more cars. There are a lot of bicyclists; there are other things in the street that can hurt you too.”

• “I’ve learned that not a lot of people like to walk in the city, because it’s very hazardous. We don’t have enough stop signs; we don’t have enough stop lights. Where I live – Bayview Hunter’s Point, there’s like a whole mile without stop signs, and [cars] just keep going.”

• “I’ve learned that there are a lot of people you really don’t know, until you meet them – those that help the community, but you don’t know them. They actually make a difference; they help clean the streets, but people don’t really don’t know who they are.”

• “There’s a lot of accidents going on. We have the power to change that.”

• “People can get hurt, and everybody walks at one point in time.”

**Learning new skills in data collection for social action**

Through this project, youth also learned new skills for social action. This program focused on Video Voice data collection. While many of the youth have previously had experience filming and capturing video data, capturing video data on a social issue was new for all of them. 75% (12 of 16) of the students were present the day the class went on a walkability assessment field exploration to collect Video data of existing conditions in the Mission High neighborhood self-identified by the youth as important and of
interest to capture by video. Of these 12, 100% participated actively in collecting Video Voice data. The three primary roles for students during filming are: reporter, videographer, and prompter/assistant. Two teachers were available to supervise the off campus expeditions, so students divided into 2 groups. Students in both groups rotated roles, thus learning new skills in Video Voice data collection, creating a total of five useable raw data footage Video Voice clips.

After the youth collected the raw video footage, students themselves, again working as a team edit the videos and translate the data into a form that can be shared with others in order to convey the importance and relevance of the chosen issue. Each of the five groups, 100% of the students, participated in editing their raw Video Voice data, creating a complete and final Video Voice piece presenting their chosen safe streets, environmental justice or transportation equity issue.

*See Appendix A for transcriptions of the final student group Video Voice clips.*

**Becoming motivated through a shared experience with community leaders**

A primary component of this program was to show real life applicability in creating walkable communities and improving pedestrian safety through community leader advocacy. Community leader experience was integrated into the programming to provide additional one-on-one experiential learning and mentoring for students and to inspire students to become involved in improving community resident conditions. 100% of students met and had educational discussions with their assigned community leader. All of the community leaders came to two or more class periods:

- **Panel and group scenario work:** 5 community leaders
- **Video Voice data collection walk:** 3 community leaders
- **Civic Voices Interviews:** 5 community leaders participated in Civic Voices interviews where students documented the community leader’s work, challenges and successes, using this information to inform their final presentation.
- **Attendance at final presentation:** 2 of the 5 community leaders attended the students’ final presentations. Unfortunately, the school finals schedule was published only two weeks prior so many of the community leaders were unable to attend the presentations during the final class due to scheduling conflicts.

*More specific information on community leaders in next section.*

At the end of the unit, during the final presentation, a pledge was circulated to both students and attending community leaders. Students and community leaders were asked to sign the pledge if they committed to carrying the youth-identified priorities forward in their lives and/or work by sharing with others the knowledge and information learned about pedestrian safety and walkability. 100% of the students and attending community leaders signed the pledge to carry the youth voice and priorities forward in their lives and professions to help grow the pedestrian safety and walkable communities movement.

*See Appendix A for a sample pledge.*
Civic engagement at a young age

As a final learning component, California WALKS offered a continuation extracurricular opportunity to learn about and become involved in real-life local civic engagement. During the last few weeks of the program, California WALKS identified three upcoming public meetings where the youth could present their community priorities while learning about the civic process. Six (out of 16, or 38%) of the students expressed active interest in participating in one or more of the public meetings. Within one month from the date of their final presentations, students were provided the opportunity to attend four public meetings. Three students maintained engagement, despite summer recess and continue to move their prioritized issues forward through partnerships with other community-based organizations and political leaders. Students who maintained continued engagement in the post-school year program have shared their enthusiasm with California WALKS’ staff in sentiments including: “Can we go take a video of the crossing at 9th and Market I was telling you about on my way over here?” (after a presentation to the SF Pedestrian Safety Advisory Committee), “I love politics”, and “I want to come to more of these meetings with California WALKS so I can work on my public speaking” (after Youth Commission), etc.

Partnership with community advocate leaders

Prior to meeting the community activists and leaders, students were reviewed their biosas part of a homework assignment. This helped students become acquainted with their group’s community member and the leader’s related social and civic engagement. We had five community activists and leaders from a range of fields including transportation and environmental justice and equity, safety research and policy, and older adult health advocacy:

1. Wendy Alfsen Executive Director California WALKS
2. Bob Planthold Board Member of California WALKS, CalPED co-Chair and SF Pedestrian Safety Task Force member
3. Dahiana Lopez Prevention Director, University of California San Francisco, and CCSF Pedestrian Safety Advisory Committee Secretary
4. Adam Garcia Policy Researcher, Greenbelt Alliance
5. Karen Smulevitz Walk Group Leader, United Seniors of Oakland and Alameda County, and Oakland Pedestrian Safety task Force

Community leader engagement in the student learning process

Community leaders were engaged in two parts of the project. The first was to help teams of students learn and mentor them about issues related to pedestrian safety and walkability as students developed an action based plan on an assigned scenario. Community leaders guided students through a discussion of social and environmental injustice safety issues and provided technical assistance to students to develop a plan for action and civic engagement.

The second phase of community leader involvement was participation in the worldwide Civic Voices program.6 Civic Voices is a project where students around the world are recording the stories of activists in their communities who participated in movements for human rights, social and economic justice and

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democracy. This collection of narratives contains transcripts of each interview submitted to the Democracy Memory Bank, as well as excerpts from selected videos.

The MHS Teacher working on this project, had recently been a fellow of the Civic Voices project and saw an opportunity for the Video Voice and Civic Voices projects to come together and advance student learning. Students interviewed the community leaders applying the Civic Voices model to gain personal connections with community activists and leaders and see first-hand how civic engagement contributes to social movements for healthier, safer communities and societies.

* See Appendix A for the sample interview form used by students in the interviews

Community leader experience evaluation

Community leaders were asked to comment on their experiences participating in this project. Project staff was interested in capturing successes, challenges and lessons learned. Community leaders involved in this project reported positive experiences. When asked about project successes, leaders provided examples such as engaging students in learning through conversations and real-life exploration as well as seeing the students work as a team for a shared success. All of the community leaders have committed to carrying the youth voice and experience from this work forward in their professional and activist roles. Specifically, experiences from this work will be used in working with other youth in the SF Bay Area region as well as in campaigns involving safe youth transportation options to and from school around the state of California.

When asked about lessons learned and future improvements, several community leaders described the benefit of learning a technique providing more visual aids to students to help convey complex concepts as well as curriculum flow and more time for curriculum implementation.

Community leaders also learned new
things through project participation, including how complex curriculum development is, how preparation and timeliness impact goals and outcomes, as well as how relatively easy it is to be involved in such a powerful youth-driven process.

*See Appendix A for community leader communications and evaluation responses.*

**Teacher Experience**

Throughout the program, the MHS Teacher gave very positive feedback. California WALKS staff and the MHS Teacher worked very closely in preparation, implementation and evaluation of the program. As mentioned in the “Curriculum Development and Implementation” section of this report, many person hours contributed to the success of this program. After each class period, California WALKS and the MHS Teacher took care to de-brief the day’s lesson and student responsiveness, making adjustments to the timeline based on achievements during each class period.

At the end of the program, California WALKS staff interviewed the teacher about her experiences with and evaluation of the program (process and learning outcomes). During this interview, the Teacher described how elements of the program were beneficial to student learning. For example: “In and around Mission High School, we addressed issues of walkability, environmental safety, and comfort around the school, and their environment – the day to day basis, mainly from Monday to Friday, was to look at an issue the students see in the community, and to try to address that issue, and campaign to address that issues. For example, some of the students saw issues of graffiti, but also a lack of art work that is celebrated in the community as being an issue...Students learned how to create a campaign: how to address the overall underlying problems that these issues derived from.”

In reflecting on the process, the Teacher stated that she “[enjoyed] the great sense of community that developed within the class. It worked out really wonderfully – the kids had a great time doing it, and some particular kids really turned around their academic progress because of the project. It was really successful, in that after it was done, the class as a whole came together. It was just a perfect way to end the year.”

When asked to identify main keys to success, the Teacher responded: “Always, extra adults in the room is a success. One of the keys to ethnic studies is that it needs to have an active component. To not partner with CBOs is a detriment. The fact that I am able to utilize the programs and resources is really important. As a helpful partner with outside activists to improve walkability for underrepresented people in San Francisco is a huge success.”

*See Appendix A for the full interview.*

**California WALKS (as CBO) and Teacher Collaboration in Pilot Project**

California WALKS works with youth and community members in a variety of settings, but this was the first time that we worked directly within a high school classroom school-based setting. Classroom education was uniquely different than after-school and community-based youth engagement. This was a very new and exciting experience for California WALKS, with both benefits and challenges.
Benefits to working in the classroom included 1) an existing structure in which to work with and engage youth on the issues of walkability and pedestrian safety, 2) time to build relationships with the youth in a 5-week educational program, 3) an in-depth educational opportunity developing a variety of educational student skills and 4) ongoing support and curriculum development with the Teacher.

Challenges to working in the classroom included 1) existing classroom dynamics, 2) youth assigned, rather than “choosing” to participate based on a pre-existing special interest in walkability or healthy communities and 3) class schedule time restrictions and limitations.

Lessons learned
Many lessons were learned during this pilot project. Some speak to challenges CBOs may find when working in a school classroom setting while others raise questions about the social movement of pedestrian safety and its future.

Lesson 1: The right amount of information: How much information is the right amount of content was continuously a question we asked over the duration of this project. Many of the pedestrian safety and walkable neighborhoods issues we addressed are complex social equity issues involving transportation impacts and burdens, public health risks, community redevelopment and densification, gentrification, and low-income community access to jobs and services. In retrospect, while it was great to include this program as a unit in an ethnic studies course, it can also be incorporated in a number of courses, including government, health or civics. In a class focusing on environmental justice or environmental health issues, students would have time to learn in depth about the underlying and complex issues which produce widespread pedestrian safety and walkable neighborhood risk.

Specifically, when this course is next given, it may be beneficial to add:

- More background information given to students on levels of government (i.e. Identification of root causes and case study examples of actions and solutions)
- A definition sheet with key terms and concepts
- More time for students to talk through and explore some of the more complex issues and scenarios with community leaders
- Perhaps a class wide project where each group takes one component of an issue and together the class develops a comprehensive plan, such as a pedestrian safety action plan. A follow up could be a class wide civic action, based on the action plan.

Lesson 2: Making pedestrian safety and walkable communities “cool”. There is nothing like working with High School students to create the opportunity for self-reflection on presentation methods and teaching skills. When working with youth, and other audiences as well, the materials and issues presented need to resonate so the audience becomes interested, engaged and excited about the subject. This is what we call the cool-factor. During the course of this project, we worked very closely with the Teacher to ensure that the students were able to connect with the materials and content and make it their own. This was a very critical piece to the educational work that we did, because as mentioned above, this was not a group of students already interested in walkability and pedestrian
safety. It was our job to introduce these concepts and engage students through active learning. While not every student left the program with a passion for pedestrian safety, many did (as seen through continued engagement in civic action). We had great success in that the students as a class were thoroughly engaged in and expressed active interest in the safety issues throughout the unit.

For future success in offering similar educational programs, it is important to learn enough about the intended audience beforehand to gain an understanding of the issues of current importance to them. This background research enables an educational engagement programs have real meaning and gain momentum with the selected audience.

**Lesson 3: Students and the learning environment.** Every group has its dynamics, and this class was no exception. Students in this class were very smart, diverse youth, but challenges to student learning arose due to disruptions in attendance and maturity level (9th grade students). It was also evident that the presence of additional adults in the classroom environment increased individual student and group learning. When students were given one-on-one attention and mentoring, better results were achieved and more students engaged in the more difficult aspects of the process. For example, during question development for community leader interviews, it the question articulation clearly evidenced which small groups had had more one-on-one time with the Teacher and/or California WALKS staff.

**Lesson 4: There is never enough time.** Even though the educational unit spanned a 4 week period, 3 days a week, for a total of twelve class periods or 15 hours, only two classes or 3 hours were heavy on substantive new pedestrian safety/walkable communities subject matter content. The remainder of the class hours were spent applying those principles, reinforcing the safety content, and utilizing a variety of hands on learning methods (particularly the Video Voice and video editing) to convey a greater understanding of that subject matter content. Multi-level, self-reinforcing academic skills development focused on interviewing, issue identification, analysis and articulation, writing, editing and creating a video and a power point presentation, public speaking, social cohesion and group learning processes. The educational process focuses on youth teaching others while learning themselves.

Allowing for student information processing and sharing learning with one another and with the adults is a critical part of every class hour. As always, if there had been more time to devote to learning new content specific to walkability, safety and healthy communities, more of the suggestions outlined in “Lesson 1: The right amount of information” above, could have been achieved. However, as this project

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7 In recognition of this educational reality, most courses are year-long or semester-long. This pilot was a 4 week unit in a yearlong course. Even at the university graduate level, there are no yearlong or semester long courses on pedestrian safety and few focus solely on walkable communities. At the high school level, given ‘No Child Left Behind’ testing requirements, it is very difficult to add any subject matter curriculum to the mandatory high school curriculum schedule. A four week unit is realistically the maximum time which will be allocated to this subject within a four year high school curriculum. In order to convey the subject matter in a way that it will be best retained by students, it is necessary to teach it in a variety of hands-on interactive modalities. This is the beauty of Video Voice – a number of observational, analytical, oral, visual, written, interview, transcription, photographic and video production, video editing, multi-media, and experiential learning modalities are employed, each self-reinforcing of the pedestrian safety and walkable community education, far more effectively and longer-lasting than rote memorization could ever be.
was used as their culmination project for the school year (the ‘final’), the Teacher’s learning goals and objectives were met in terms of the background curriculum and student application of that content in real life learning (“Is the neighborhood around the school safe and healthy? If not, what needs to be done and what can we do about it?”).

Our goals and objectives in terms of pedestrian safety and walkable community education as well as student engagement in community safety improvement were met. Such young teenagers have a working knowledge of their day-to-day environment and had a surprisingly in depth knowledge of the workings of the transportation system which nearly all utilized independently. This project was very successful in effectively teaching general education pedestrian safety and walkable communities skills and content.

Lesson 5: Working with partner organizations and community leaders. Working with community leaders in this project created a wonderful addition to the student learning. All the community leaders also had wonderful experiences but a few lessons were learned. First, communicating as much information as possible to the community leaders as early as possible was critical to an understanding of what the class experience would be like as well as of where the students were in their learning processes. Working with the community leaders required extra time in the development, implementation as well as in post-processes phases.

When working with community leaders, it is important to find those who will work well with the intended audience, in this case a diverse group of youth. Care was given to identifying diversity in our group of community leaders (in respect to age, race/ethnicity, ability/disabilities and professional backgrounds). Through feedback on this process, some community leaders felt somewhat underprepared for classroom dynamics and behaviors. Many also provided additions to the curriculum content which will be useful in future programming but were not necessarily an original project component.

Applying this Model to Your Work
There are many unique characteristics to this project which contributed to its overall resounding success. Every program will have its assets and challenges as every learning environment is unique. Despite its unique characteristics, there are many project elements that are universally applicable to other youth education and engagement programming. Key elements include:

- Working in the classroom
- Creating and developing curriculum
- Using Video Voice as a youth engagement, communication and community engagement tool
- Learning from and building ties with community activists and leaders
- Developing youth-led social action plans
When applying a model such as this to your organization’s work, take great care to examine the context in which you are working. For examples, research the intended audience’s baseline level of knowledge of the subject matter and understand the parameters in the learning environment.

Capitalizing on audience assets and skills adds wonderful value to the meaning and significance of the project. In the case of working with modern-day youth, using video technology comes naturally to them. They live in a multi-media world of cell phone, TV, music, video and movie film and photograph. It is a fun and natural way they explore both the physical and academic environments, merging in school and external realities Video Voice provides in addition an end product memorializing their experience and learning that they both have ownership over and can share in their community, in turn teaching others.

**Acknowledgements**

California WALKS is very grateful to have been able to complete this pilot program with Mission High School in the San Francisco Unified School District and particularly thank Aimee Riechel, 9th grade Ethnic Studies Teacher. We further wish to acknowledge and thank, for their funding support for this educational pilot) the California Active Communities Branch (Healthy Transportation Network) of the California Department of Public Health and The California Endowment. We have all confidence that you will succeed in replicating or adapting to provide a program such as this with your youth and community members.

We are available for and happy to provide technical assistance regarding use of Video Voice with youth as a tool for transportation equity engagement.8

---

8 California WALKS has also had great success in educating seniors, community residents and public health and transportation professionals using Video Voice and Video Voice Mapping tools and are available to provide technical assistance for other applications of Video Voice Mapping and community engagement for pedestrian safety and walkable communities.
Appendix A: Resources and Materials from the Pilot Project

Week One – Background on Social Movements
Week Two – Background and Introduction to Walkability and Video Voice
Week Three - Advocate Leader Interviews and Video Voice Data Collection
Week Four – Civic Voices and Creating Youth Voice
Week Five – Final Project Work
Communication with Community Advocate Leaders
Interview with Teacher
Blank Lesson Plan
What is a Social Movement?

According to Charles Tilly, an important American Sociologist (a person who studies social interactions and groupings between people), there are three major elements to a social movement:

**Key Elements:**
1. **Campaigns:** a sustained, organized public effort making collective (group) claims on target authorities;
2. **Social movement methods:** employment of combinations from among the following forms of political action (action aimed at changing the rules of a society):
   A. Creation of special-purpose associations and coalitions (groups of people and organizations who work together for a common purpose),
   B. Public meetings, solemn processions, vigils, rallies, demonstrations, petition drives, statements to and in public media, and pamphleteering; and
3. **WUNC displays:** participants' concerted public representation of Worthiness, Unity, Numbers, and Commitments on the part of themselves and/or their members or people they represent.

**Key Processes**
Several key processes lie behind the history of social movements. The process of urbanization (when people moved from the countryside to the city), which created large cities, facilitated social interaction between scores of people. It was in cities, where people of similar goals could find each other, gather and organize, that those early social movements first appeared. Similarly, the process of industrialization (when workers transitioned from farm work to factory work), which gathered large masses of workers in the same area, was responsible for the fact that many of those early social movements addressed matters important to that social class (the ranking of people based on their wealth AND customs). Finally, the spread of democracy (a form of government where everyone has an equal say) and political rights like the freedom of speech made the creation and functioning of social movements much easier.

**Types of Social Movements:**

**Reform Movements** - movements dedicated to changing some norms (what is seen and thought of as normal), usually legal ones. Examples of such a movement would include a trade union (An organized group of workers with a goal of increasing workers rights, The nature of such movements is not just related to the issue but also to the methods used.

**Radical Movements** - movements dedicated to changing value systems (the way people think about the world and where certain groups belong in it). Examples would include the American Civil Rights Movement.
Type of Change:

**Progressive Change** – movements that seek to bring about an expansion of rights, that actively seek out change.

**Innovation Access** – movements which want to enable the spread particular norms or values. The movement to allow everyone to have free high-speed internet or the movement to make access to alternative energy for larger numbers of people.

**Conservative/Protection** - Movements which want to preserve existing norms, values, etc. For example, anti-immigration groups.

Targets:

**Group-focus movements** - focused on affecting groups or society in general, for example, advocating the change of the political system.

**Individual-focused movements** - focused on affecting individuals. Most religious movements would fall under this category.

Methods:

**Peaceful movements** - which are seen to stand in contrast to 'violent' movements. They do not rely on violence or the threat of violence to achieve their goals. Mentioned American Civil Rights movement, Polish Solidarity movement or Mahatma Gandhi civil disobedience movements would fall into this category.

**Violent movements** - These groups are willing to kill or use force to achieve their goals. Often seen as terrorist organizations by those that they fight against, but do not usually target civilians or non-governmental people.

**Terrorist Movements** - armed, violent, movements that are willing to attack non-combatants, in order to achieve their goals. Al Qaeda is an example.

Range/Scope:

**Local movements** - most of the social movements have a local scope. They are based on local or regional objectives, such as protecting a specific natural area, lobbying for the lowering of tolls in a certain motorway, or squatting a building about to be demolished for gentrification and turning it into a social center.

**National** - movements that want to change something within a particular nation. Larger than local movements, they try to change something regardless of local or regional conditions.

**Global movements** - social movements with global objectives and goals. The anti-sweatshop movement, the anti-globalization movement, the movement against modern human slavery.
### What is a Social Movement Graphic Organizer

**NAME** ____________________________

Use this when with the *What is a Social Movement* reading to define key terms and take notes.

<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Important Terms/Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
<td>Power</td>
</tr>
<tr>
<td></td>
<td>Politics/Political</td>
</tr>
<tr>
<td></td>
<td>Collective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Processes</th>
<th>Important Terms/Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
<td>Urbanization (give your own example)</td>
</tr>
<tr>
<td></td>
<td>Industrialization (give your own example)</td>
</tr>
<tr>
<td>Notes</td>
<td>Social Class (give your own example)</td>
</tr>
<tr>
<td></td>
<td>Democracy (give your own example)</td>
</tr>
</tbody>
</table>
**Daily Lesson Title: Introduction Lesson to California Walks and walkability**

April 26th, 2011

**SET UP**

1. **Daily Guiding questions:**
   1. What is Walkability?
   2. Why do we walk? Who is walking? What makes us safe or inhibits us from being safe? What does walkable community?
   3. How does an un-walkable environment oppress community members and decrease opportunity, health and safety?
   4. Who is responsible for the money allocation of services?

2. **Aim:**
   1. Students understand what walkability is
   2. Students explore the reasons why they walk
   3. Students are able to identify how an un-walkable environment oppresses a community

3. **Material:**
   - Computer
   - Paper for students to respond to the lecture
   - pens

4. **Vocabulary:**

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
<th>CONNECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Movement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walkability</td>
<td>How comfortable, safe, and healthy our environment is.</td>
<td>What is a social movement? Environmental Justice as a Social Movement.</td>
</tr>
<tr>
<td>Un-walkability</td>
<td>How uncomfortable</td>
<td></td>
</tr>
<tr>
<td>Pedestrian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LESSON**

1. **Cultural Energizer.** (How does today’s class connect to them and to what they did yesterday in class?)

<table>
<thead>
<tr>
<th>STEP</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Students watch a PowerPoint with pictures of San Francisco and neighborhood walkability</td>
<td>5</td>
</tr>
<tr>
<td>Step 2</td>
<td>Students lead a discussion on what they saw</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>What two pictures stand out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What they saw</td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td>Students draw a map of their route to school</td>
<td>20</td>
</tr>
</tbody>
</table>

2. **In Class**

<table>
<thead>
<tr>
<th>STEP</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Rhianna leads a interactive lesson on walkability</td>
<td>20-25 min</td>
</tr>
<tr>
<td>Step 2</td>
<td>Students discuss each lecture question</td>
<td>20</td>
</tr>
<tr>
<td>Step 3</td>
<td>Students assess how walkable neighborhoods in San Francisco are by reassessing their route to school and how walkable their route its.</td>
<td>10</td>
</tr>
</tbody>
</table>
3: **Connection.** (Connect today with their own lives or past content covered in Ethnic Studies Class or something they experienced outside of class or to the larger unit objectives.)

<table>
<thead>
<tr>
<th>STEP</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Students revise &amp; highlight new connections connect how their walkable route connects to their environment and how equitable their environment is.</td>
<td>10 HW</td>
</tr>
<tr>
<td>Step 2</td>
<td>Reflection piece on what they saw on the way home.</td>
<td>HW</td>
</tr>
<tr>
<td>Step 3</td>
<td>Share the learning with someone in your family.</td>
<td></td>
</tr>
</tbody>
</table>
Introduction slides for cultural energizer activity.
HEALTHY COMMUNITIES AND WALKING SAFETY

Walking for Health and Equity!

California WALKS
April 26th, 2011

Using Video Voice with High School Youth for Transportation Equity Engagement: A Case Study
Week Two

Appendix A - 17
California WALKS
Why do we walk?
Who is walking?

In the Bay Area, residents of low-income neighborhoods make 18% of their trips on foot or bike, DOUBLE that of residents from higher income neighborhoods.\(^{(1)}\)
SF is the worst in the state for pedestrian injuries and fatalities!
Disproportionate risk!

- Pedestrian crashes are $4x$ more frequent in lower income neighborhoods. (1)
What does Walkability mean?

Walkability is defined as how comfortable, safe, and healthy our walking environment is.

Does your neighborhood or community:

- Have places designated for walking? (sidewalks)
- Destinations to walk to? (stores, parks, art)
- Connections to public transportation (MUNI/BART)
- Feel safe to walk in? (traffic speed, signal, covering, crime, etc.)
- Signaling and engineering (stop sign)
- Physical activity (fresh air and exercise)
What makes us feel safe or inhibits us from feeling safe?
What do you see?
What do you see?
What do you see?
What do you see?
What do you see?
What do you see?
What do you see?

Litter me not!
How does a *Walkable* community promote opportunity, health & safety?
Historical and CURRENT transportation and land use decisions and investments have oppressed communities, limiting access to opportunities and negatively impacting human health and safety.
Who is responsible for $ allocation?
Our Voices Count!

Group 1

- On 38th & Slauson there are adequate crosswalks.
- Traffic lights waiting to happen.
- There should be Flashing Yield signs for traffic for pedestrians.

Stop

Appendix A - 34
California WALKS
This project is generously funded by the Healthy Transportation Network, a project of the Safe and Active Communities Branch within the California Department of Public Health with funding from the California Department of Transportation.
What students like about their neighborhoods – Name Game

1. The parks
2. It is friendly
3. It is noisy
4. Near center city
5. The park
6. I know a lot of people
7. It is downtown
8. There are stores nearby
9. It is friendly and I can walk places
10. Quite and my friends live there
11. The park
12. The pan handle (park)
13. Near an all-boys school
14. It is central
At the beginning of going to school, I will get off at Van Ness and transfer to JC church to school.

Bus stop 22.

Corner store.

Walking.

Get off.

School.
Using Video Voice with High School Youth for Transportation Equity Engagement: A Case Study
Week Two

Appendix A - 44
California WALKS
**Who is responsible?**

<table>
<thead>
<tr>
<th>Role</th>
<th>Definition relating to pedestrian safety and walkability:</th>
<th>Examples of transformational resistance:</th>
</tr>
</thead>
</table>
| City Engineering department       | The built environment is our human-made environment. The built environment (such as roads and sidewalks) is influential in creating and maintaining safe pedestrian spaces. The physical built environment can be modified to increase pedestrian safety and accessibility. | • Places for pedestrians and bikes (such as sidewalks and paths)  
• Grid-style streets (rather than cul-de-sacs with no pedestrian connections)  
• Store fronts near sidewalks (with parking lots in back or under)  
• Trees, plants, parked cars or street furniture between sidewalks and traffic provide a safety buffer |
| Urban Planners                    |                                                          |                                          |
| Developers                        |                                                          |                                          |
| City Public Works department      | Engineering is the science of building structures and systems. Engineering is a primary factor that helps shape the built environment, our public spaces, streets and roads. Engineering can offer solutions for greater pedestrian safety. | • Marked crosswalks  
• Sidewalks (continuous and maintained)  
• Curb ramps  
• Street design (eg: wide streets encourage higher speeds)  
• Calm traffic (lower speeds and street design)  
• Pedestrian signals (countdown and hand) and signs  
• Pedestrian level street lighting |
| City                              | Data evaluation can be used to identify areas where there are high rates of pedestrian collisions. Data can also be used to validate the effectiveness of an intervention or program. Evaluating pedestrian safety before and after a pedestrian program or project (such as installing a new pedestrian crossing signal) is useful for future program or project implementation. | • Collect videos of the current pedestrian environment  
• Map pedestrian/auto crashes so you can identify “hot spots”  
• Count how many pedestrians use a sidewalk to justify an upgrade or maintenance program |
| Community members                 | Enforcement is important to maintaining pedestrian safety. Both community groups and law enforcement work together to ensure that safety is maintained. | • Neighborhood watch programs  
• Crossing guards  
• Tickets for speeding  
• Increased traffic violation fines near school zones to protect children and youth walking to school  
• Portable speed monitors (tell drivers their speed and speed limit) |
| City/County Police departments    |                                                          |                                          |
| California Highway Patrol         |                                                          |                                          |

**A Fact Sheet**

**Safe Streets for Pedestrian Safety and Walkability**

**The 8 E’s**

- Environment
- Engineering
- Evaluation
- Enforcement

---

1 California WALKS
<table>
<thead>
<tr>
<th>Who is responsible?</th>
<th>Definition relating to pedestrian safety and walkability:</th>
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</thead>
<tbody>
<tr>
<td>Paramedics/ambulances</td>
<td>Emergency response is critical the safety of pedestrians in the event of a pedestrian collision. Emergency response occurs in reaction to a collision event and the quicker and more skilled the responders are in dealing with pedestrian collisions, the better the outcome of the victims involved.</td>
<td>• Paramedics and ambulances ability to get to the scene of a crash</td>
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<tr>
<td>Public Health departments</td>
<td>Educating and training communities on pedestrian safety best practices can be an important first step in improving pedestrian safety in a given location. Education can be focused in a variety of ways. Education can go in many directions from many people.</td>
<td>• Educating people to be safe pedestrians and drivers</td>
</tr>
<tr>
<td>Community-based organizations</td>
<td></td>
<td>• Awareness campaigns such as Walk to school days</td>
</tr>
<tr>
<td>Community leaders and members</td>
<td></td>
<td>• Educating community leaders and policy makers on the issues in your community</td>
</tr>
<tr>
<td></td>
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<tr>
<td><strong>Emergency response</strong></td>
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<td><strong>Education</strong></td>
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<td><strong>Engagement</strong></td>
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California WALKS
Daily Lesson Title: Introduction to VideoVoice as a change tool with California Walks and interviewing skills

April 28th, 2011

### SET UP

1. **Daily Guiding questions:**
   1. What is VideoVoice?
   2. How can VideoVoice be used as a change tool?
   3. What are common mistakes people make when interviewing/asking questions?

2. **Aim:**
   1. Students understand what VideoVoice is
   2. Students explore the VideoVoice technique using flip cameras around MHS
   3. Students are able to identify how VideoVoice can be most effective and how to improve video skills and speaking
   4. To prepare thoroughly for the panel, students will both practice good questioning/interview techniques and learn how to identify and avoid common mistakes as they simulate the real interview process.

3. **Material:**
   - Computer
   - Paper for students to respond to the cultural energizer
   - Flip cameras

4. **Vocabulary:**

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
<th>CONNECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Movement</td>
<td></td>
<td>Where have they seen this before? Past lessons /their own lives/other classes?</td>
</tr>
<tr>
<td>Walkability</td>
<td>How comfortable, safe, and healthy our environment is.</td>
<td>What is a social movement? Environmental Justice as a Social Movement.</td>
</tr>
<tr>
<td>Pedestrian</td>
<td></td>
<td>Using media as a tool for social change, advocacy and education.</td>
</tr>
<tr>
<td>VideoVoice</td>
<td>A tool for social change: a way of gathering data on an issue from the users/community perspective (students perspective)</td>
<td></td>
</tr>
</tbody>
</table>

### LESSON

1. **Cultural Energizer.** (How does today’s class connect to them and to what they did yesterday in class?)

<table>
<thead>
<tr>
<th>STEP</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Students watch a couple of sample VideoVoice videos</td>
<td>5 Minutes</td>
</tr>
<tr>
<td>Step 2</td>
<td>Students lead a discussion on what they saw</td>
<td>5 Minutes</td>
</tr>
</tbody>
</table>

2. **In Class**

<table>
<thead>
<tr>
<th>STEP</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Rhianna leads a interactive lesson on VideoVoice as a tool for social change and how to create a VideoVoice project</td>
<td>10 min</td>
</tr>
</tbody>
</table>
### Step 2
Students practice video skills by creating a VideoVoice piece in groups around MHS

**TIME:** 20-30 Min

### Step 3
Students review videos and share what worked and what didn’t work – how they would improve the process for ‘real’ field exploration.

**TIME:** 20

### Step 4
Ms. R. leads interactive lesson on interviewing skills by introducing interviewing Do’s and Don’ts

**TIME:** 5

### Step 5
Students break into groups and practice interview skills with Mock interview scenarios.

**TIME:** 10

---

**3: Connection.** (Connect today with their own lives or past content covered in Ethnic Studies Class or something they experienced outside of class or to the larger unit objectives.)

<table>
<thead>
<tr>
<th>STEP</th>
<th>DESCRIPTION</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Students interview one another (in pairs) on what they are learning with walkability, VideoVoice and their experience thus far.</td>
<td>10</td>
</tr>
</tbody>
</table>
Greenfield youth at park
(Example Video 1)
Watsonville crossing near schools
(Example Video 2)
VideoVoice

Using our voice to create the change we want to see!
South Kern County & LA Crenshaw HS Football Team “Cougars”
San Diego raw video
(Example Video 3)
Salinas final video
Greenfield youth at Stern Park
(Example Video 4)
VideoVoice Guiding Questions

1. Where are we?
2. What do we see?
3. What are the issues? (What oppressive situation is present?)
4. What would we like to see? (What can we do to transform this situation?)
Group roles:

- Videographer
- Speaker
- Prompter
- Note taker
- Photographer
Things to remember when using the flip camera:

- Push the red button to start.
- If you see red seconds counting, you are rolling!
- Push the red button to stop.
- Hold the camera still.
- Stand about 4’ away from your subject.
- Pan around your surroundings when your subject is NOT talking (we can edit later).
This project is generously funded by the Healthy Transportation Network, a project of the Safe and Active Communities Branch within the California Department of Public Health with funding from the California Department of Transportation.
VideoVoice Walk Audit Roles and Responsibilities:

Each group shall have 4-5 team members and there are 5 different roles with different responsibilities. Team members will rotate roles and responsibilities so everyone gets a chance to do each of the tasks.

**Role 1: Videographer**

*Responsibilities:* This persons is responsible for taking the video

*Tips:* remember to hold the camera still, move the camera slowly, pan around only when the Speaker is not talks (we can edit later), stand no more than 4 ft. from the subject.

**Role 2: Speaker**

*Responsibilities:* This person(s) is in front of the video camera, the face of the view. The responsibility of this role is to answer the questions the Prompter is holding.

*Tips:* Remember to stand relatively still, speak loudly, slowly and clearly so the camera can easily focus on and hear you.

**Role 3: Prompter**

*Responsibilities:* this person is responsible for holding the questions (not in camera view)

*Tips:* Hold the paper steady so the Speaker can easily view the questions and prompt the speaker, as needed, by pointing to the question they are on. The questions are:

1. Where are we?
2. What so we see?
3. What are the issues?
4. What would we like to see?/What can we do?

**Role 4: Walk audit checklist and note taker**

*Responsibilities:* to take notes of what you see on the streets that may impact (good or bad) pedestrian safety and health. Use the paper and checklist provided.

*Tips:* Be both specific and general. Take notes on the places where you stop for the video and also notice if there are concerns you see multiple times (eg: lots of cracked sidewalks throughout the walk). Note if there are any unusual car or other pedestrian behavior in response to you and your group.

**Role 5: Photographer**

*Responsibilities:* Take photos! We will provide disposable cameras for you.

*Tips:* Pace yourself, you will have one camera per group. Take photos of the pedestrian environment and of the group while you are on the walk.
Agenda Tuesday May 3rd

8:10-8:30 Panel Presentation of Dahianna Lopez, Adam Garcia, Karen Smulevitz, Bob Planthold, Wendy Alfsen

8:30-9:10 Students break into groups. Groups should complete the following:
   1. Introductions
   2. Individuals should choose people to fill the following roles:
   3. A representative should be chosen to read the scenario to the community activist (Name:________________________)
   4. A representative/s should be chosen to read the group plan of action (Name/s:________________________, ________________________)
   5. The community activist should give feedback and the recorder who should make corrections/additions to the group paper (Name:________________________)
   6. Group should create a visual that demonstrates their plan

9:10-9:40 Students present their issue and their plan of action. Everyone must participate in the group

Today’s class is worth 20 Points. Your points today are based on class/group participation.
**Scenario 1: Park Access & Revitalization**

Parks provide access to recreation, physical activity and social interaction. There is currently only one park in your neighborhood, but it is on the other side of an eight-lane high speed street and from your street corner, you have to walk 4 blocks either way to get to a traffic signal with a crosswalk. Your family and many of your neighbors have talked about wanting to use the park but not feeling safe walking across such a wide busy street to get to the park. You know someone who was hit while trying to cross this wide, busy street to get to the park from your corner (and the hospital bills cost a lot) So, most people don’t go to the park. One block away from most of the housing in your neighborhood is an empty lot with a fence around it telling people to stay out. Develop a plan (including park/street crossing improvements and how they will be paid for) to improve access to the existing park and/or make the unused lot into a park so you and your neighbors can play, be healthy and enjoy leisure time in a park.

**Scenario 2: SF Chinatown Redevelopment**
(Chinatown Redevelopment Corporation)

Like other core urban neighborhoods, Chinatown already embodies many principles of sustainability – livability, walkability, public transit reliance/access, and most of all accessibility for low-income immigrant residents and businesses. But Chinatown faces significant and increasing gentrification (residents being forced to leave because costs go up replaced by new people with more money moving into the neighborhood). These pressures grow as the city and region move towards a sustainable community model that aims to curb suburban sprawl by concentrating population growth around “transit-oriented development” in core cities like San Francisco. For example, a current issue of community concern and interest is the planned Central Subway to extend the MUNI T line to Chinatown. Some community members see this transit line as a good thing to decrease traffic congestion and bring more money into the community from tourists riding the T line. Other community members are very concerned that Chinatown already attracts enough tourism and more tourists and people moving in will displace (force out) existing residents and retail/business. Develop a community-driven plan to preserve existing neighborhood characteristics, small businesses, jobs, affordable housing and safe streets in the Chinatown area after the new subway line is installed.

**Scenario 3: Transportation Strategies to Reduce Air Pollution and Increase Social Equity**
(Public Advocates)

The regional Metropolitan Transportation Commission (MTC) is currently updating a long range transportation plan (from now until 2035) for San Francisco and the surrounding Bay Area. Under recent legislation (state law) automobile greenhouse gas emissions (air pollution from car exhaust) must be reduced in the Bay Area. Air pollution is known to be harmful to people and cause illnesses such as
Using Video Voice with High School Youth for Transportation Equity Engagement: A Case Study
Week Three

asthma, especially in communities near freeways and busy streets. The MTC is currently brainstorming ways to reduce automobile greenhouse gases to reduce air pollution in the SF Bay Area. Some commonly discussed ideas include raising the price of gas, encouraging people to purchase low-emission hybrid cars, and charging cars to drive on certain streets (such as into the downtown area from outside of SF). The community and environmental justice community organizations are concerned that some of these strategies are putting a band-aid on the issue of air pollution rather than solving the issue of an unsustainable car-dependent transportation system. Legal organizations such as Public Advocates are working hard to ensure that transportation plans are made through a fair, inclusive and transparent public process and deliver increased benefits for low income communities of color. Develop a strategy to reduce greenhouse gasses in the SF Bay Area and an accompanying communications plan to ensure that decision makers at MTC listen to your ideas and include them in the 2035 transportation plan.

Scenario 4: Transportation to School
(Genesis & Public Advocates)

You are a Middle School student with the San Francisco Unified School District. Due to recent state budget cuts, many schools have had to lay off teachers and even close schools. Your neighborhood Middle School was one of these schools and had to close. Now, rather than walking 3 blocks to your school, your school is now across town and you and your friends have to ride MUNI. A one way bus ride is $0.75 and a month pass is $20. Economically, it is cheaper overall to get a $20 monthly bus pass but many of your friends’ parents can’t afford to pay $20 at the beginning of each month with all the other household bills. Instead, they have to pay for individual rides to get to and from school. By the end of the month many of your friends’ families can’t afford $0.75 -$1.50 a day so your friends don’t come to school. Develop a plan to overcome financial barriers so everyone can get to school.

Scenario 5: pollution remediation projects

You are a resident of Bayview-Hunters Point. The Navy closed the shipyard and Naval base in your neighborhood in 1994 as part of the Base Realignement and Closure (BRAC). As in most industrial zones of the era, Hunter’s Point has had a succession of coal and oil fired power generation facilities, and these have left a legacy of pollution, both from smokestack effluvium and leftover byproducts that were dumped in the area. Because the areas around the former Naval Yard, factories, and power plant were not fully de-contaminated following their closure, many of your neighbors suffer from diseases such as Asthma, Cancer, and high infant mortality rate.
Group 1 – worked with Dahianna Lopez to articulate the issue and identify a plan of action based on Scenario 1
Group 2 – worked with Adam Garcia to articulate the issue and identify a plan of action based on Scenario 2
Group 3 – worked with Karen Smulevitz to articulate the issue and identify a plan of action based on Scenario 3
Group 4 – worked with Bob Planthold to articulate the issue and identify a plan of action based on Scenario 4
Group 5 – worked with Wendy Alfsen to articulate the issue and identify a plan of action based on Scenario 5
As an ethnically identifiable neighborhood such as Chinatown or Mission in San Francisco considers how it will build more housing for a growing population, it must also consider how this growth will change the existing character of the community. Below are a list of questions a community can use to reflect upon and evaluate its ability to handle more people living, working, playing, shopping in their neighborhood.

Pedestrian, Transit & Bicycle Mobility & Access

- **Regional Transit Accessibility**
  - Is there a transit stop within a 12 min walk that can take you on a subway (BART) or regional bus to quickly cross a large metropolitan area?

- **Proximity to Transit**
  - How many local buses or light rail trains pass through the neighborhood?

- **Access to Community Resources**
  - Are there a mix of community services and shops in the area to provide most of your regular needs?
    - Grocery store, park, restaurants, convenience store, etc.

- **Potential Village Shuttle Route**
  - Is there a large community with people moving mostly within its borders? Are there enough people that it would be worthwhile and cost-effective to run a circulating shuttle that could connect large schools, major employment/retail centers, regional transit stops, attractions and neighborhoods where people live?

- **Potential Bicycle Routes**
  - Are there bicycle lanes separated by a stripe from car traffic that run through the community to other parts of the city?

- **Priority Intersections for Pedestrian Improvements**
  - Enhanced crosswalk that is noticeably distinct from the pavement to drivers
  - Street mural to reflect local culture
Crossing island to let pedestrians stand safely in between a wide street

Bulb-out with curb ramps to shorten the distance pedestrians walk on the street and reduce the speed at which drivers can turn the corner

---

**Safe & Healthy Communities**

- **Transit & Sidewalk Crimes**
  - Are there areas that have more frequent criminal activity? Can they be made a more friendly place by planting trees, adding benches and tables, or other ways?

- **Pedestrian and Bicycle Collisions**
  - Are there areas where pedestrian and bicycle collisions occur more often? Can these be made safer through improved signs, bulb-outs, sidewalk, or other ways?

- **Sidewalk Widening**
  - Are there streets with so many pedestrians that it’s too crowded to walk comfortably? Are there narrow streets with minimal car traffic that could be blocked from automobiles to create a pedestrian-only street?

- **Sidewalk Enhancement**
  - Can popular sidewalks be improved by planting trees, adding benches and tables, creating public art, or other ways?

- **Schools & Student’s Major Routes**
  - Where are the schools in the community and which are the blocks with the most students walking? Are the sidewalks wide enough to allow free movement of kids without being crowded into the street?

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**Strategic Planning, Policy and Proposals to Promote Affordable Housing and Jobs**

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➢ **Housing Availability**
  - Normally, people that live closer to frequent public transit service with numerous local and regional options, like the Mission, will be less likely to need a car. What is the distribution of multi-family apartment buildings in the community?

❯ **Affordable Housing**
  - For a working family to have a fair and affordable rental price for their apartment, they should not pay more than 30% of their income on rent per month, or no more than 45% when including transportation costs. Is there a fair match between people’s rental price and the amount they earn? Is there subsidized (when the government helps pay the cost) housing available to people who don’t make enough money to afford an apartment unit in this neighborhood?

❯ **Projected Housing Construction**
  - Is there new housing being planned to be constructed in the neighborhood? Does the new housing serve a specific population (elderly, low-income renters, homeowners, homeless, etc?)

❯ **Additional Potential Housing**
  - Can the major public transit corridors and regional transit stops accommodate taller apartments? If new taller apartment buildings replace older housing, what happens to the people that lived there in the first place? Will the new housing serve a specific population? What impact does this have on the existing community?

❯ **Job Density & Major Employers**
  - Large office buildings, major retail centers and popular tourist destinations, like Chinatown, can bring a great amount of traffic to an area, by foot or by car. Understanding the flow of people in and around an area can help inform people where to improve public transportation bus routes, public spaces
Community Activists and Leaders

Bios and Current Work

1. Dahianna Lopez
Dahianna Lopez is the Prevention Director of the San Francisco Injury Center (SFIC). She is interested in the link between transportation policies and injury outcomes and using research and data as a tool for social change and advocacy with community partners. At SFIC, she has been involved in calculating the cost of pedestrian injury for San Francisco, identifying underreported bicycle injuries, and conducting a cost-benefit analysis of an engineering countermeasure versus injury treatment costs. Her work in partnership with community leaders is helping to prioritize walking and safe streets for San Francisco. She has served on the SF Board of Supervisor's Pedestrian Safety Advisory Committee as Secretary and Vice Chair.

2. Adam Garcia:
Adam Garcia currently works with Greenbelt Alliance, a nonprofit organization advocating open spaces and vibrant places to promote healthy and equitable communities. In his current position he is responsible for implementing Greenbelt Alliance’s agenda-setting research projects, as well as conducting research, public policy analysis, and mapping services to support Greenbelt Alliance’s land-use advocacy campaigns. Adam is very familiar with issues around land use, as they relate to social justice, energy efficiency, pollution or greenhouse gas emissions, traffic congestion, affordable housing, and healthy urban design.

3. Karen Smulevitz
Karen Smulevitz is a community activist at large. She is closely affiliated with United Seniors of Oakland and Alameda County, California Alliance of Retired Americans, TransForm, Greenbelt Alliance and California WALKS. Karen is currently a walk group leader for two walking groups in East Oakland and is committed to safe streets through environmental and social justice. She was recently appointed by the Oakland Mayor to sit on a Pedestrian Advisory Council, where she will carry forward her advocacy and commitment to equitable, safe and healthy streets for all. Karen regularly attends lobby days and actions in Sacramento.

4. Bob Planthold:
Bob Planthold is a disabled single parent who got involved in promoting pedestrian safety back in 1987, out of concern for the difficulties his two sons and other kids would face when going to and from school. In the early 1990s, Bob helped SF’s Senior Action Network (SAN) develop an ongoing advocacy effort on pedestrian safety, the first in the city. Through SAN, we got the city to increase the walking time for crossing streets, install countdown signals, mark more crosswalks with highly visible striping, and engage in enforcement efforts with the SFPD to get motorists to respect the right-of-way of pedestrians. Due to those successful efforts, Bob was chair of MTC’s Regional Pedestrian Committee and then became head of the policy-oriented California Pedestrian Advisory Committee, as well as heading the board of directors of the advocacy- and research-oriented California Walks. Bob is on the executive advisory committee to Caltrans on making all their highway intersections have accessible walkways so pedestrians can safely cross state roads. Bob has also helped in San Francisco's efforts to get FREE transit for San Francisco's youth, through the advocacy of M.O.R.E. P.O.W.E.R., and other advocacy groups.
5. Wendy Alfsen

Wendy Alfsen is the Executive Director of California WALKS. She is a prominent member of the pedestrian safety advocacy community on local, state and national levels, serving on many statewide and national committees. California WALKS provides pedestrian safety training for communities and professionals, walkability assessments, and policy development for safe walking transportation. Wendy Alfsen also worked for more than 20 years as a California lawyer on the personal toll on human lives from traffic crashes.
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<th>Category</th>
<th>Questions</th>
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<td><strong>Background</strong> – establishes the historical and biographical context of interviewees’ experiences</td>
<td>How did your early years influence your later years of civic activism? (final background question)</td>
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<td><strong>Civic awareness</strong> – helps interviewees explain what led to their increased awareness of the challenges and issues facing their community and the world around them; explores specific events that lead to their civic awareness and shaped their values</td>
<td>Can you tell us when and how you became politically aware?</td>
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<td><strong>Engagement</strong> – helps interviewees explain initial action that led them to civic involvement and how that involvement progressed; explores what types of actions they took and what lasting impressions remain from their time as an activist</td>
<td>Who or what inspired you to take action?</td>
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<td><strong>Outcomes</strong> – helps interviewees assess the results and impact of their actions on the course of events in their life and in society at large</td>
<td>What did you accomplish through your activism?</td>
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<td><strong>Reflection</strong> – helps interviewees reflect on the larger meaning of their activism and the state of the world today</td>
<td>Looking back on your engagement, what principles would you say you were fighting for?</td>
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<td>How do you measure or define success in your civic engagement?</td>
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<td>How has your choice to become engaged changed your life?</td>
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<td>What advice would you give to young people regarding civic engagement?</td>
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Let’s take the work that you have done in this class forward and begin our own Civic Engagement process! Sign up to participate in public actions with California WALKS.

****If you come to 2 out of 3 of these events with us, you will receive a $50 stipend!****

1. **SF Youth Commission**
   - Date: Monday May 16th, 2011
   - Time: 5:15pm
   - Location: SF City Hall, room 416

2. **SF Bay Area Metropolitan Transportation Commission (MTC) Public Workshop**
   - Date: Tuesday May 24th, 2011
   - Time: 5:30-8:30 p.m.
   - Location: Metropolitan Transportation Commission Auditorium, 101 Eighth Street, Oakland, CA

3. **SF Pedestrian Safety Advisory Committee (PSAC)**
   - Date: Tuesday June 14th, 2011
   - Time: 5:30pm
   - Location: SF City Hall, room 408

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California WALKS . . . advocating walkable communities for everyone

P. O. Box 13143
Berkeley, CA 94712
510-883-9725
Fax 510-845-6396
www.californiawalks.org

May 11th, 2011

Dear XX,

California WALKS and the Mission High School Ethnic Studies Department cordially invite you to attend the final presentations of Ms. Richel’s 9th grade Ethnic Studies class on May 23rd from 8:10 am – 10:10 am in Rm. 216, Mission High School.

California WALKS and the Mission High School Ethnic Studies Departments’ teacher Ms. Richel have partnered to develop curriculum on healthy communities and transportation planning as a form of civic engagement and social movements. Ms. Richel’s class first learned about civic engagement and social movements using a transformational resistance model. Ms. Richel then invited California WALKS to engage and share with the students on our work pertaining to the larger social movement focusing on healthy, safe and walkable communities.

This programming highlighted the importance of pedestrian safety and walkability in our communities to create healthy, safe and vibrant neighborhoods. Through this partnership students identified positive attributes about their neighborhoods that make them want to walk, learned about elements of pedestrian safety (including engineering, social, commercial and recreational components), collected video data on the walking environment, and interviewed community activists and leaders working to improve pedestrian safety, walkability and transportation justice throughout the Bay Area. Students have identified issues and assets in the walking environment as well as a plan of action to address their concerns. They will be conducting a final presentation on their work, and we would greatly appreciate your attendance at this youth-led presentation.

If you have any questions or would like to confirm your attendance please contact Rhianna Babka at (510) 684.3399 or Rhianna@californiawalks.org.

Sincerely,

Wendy Alfsen
Executive Director
California WALKS
(510) 684.5705
wendy@californiawalks.org
www.californiawalks.org
Issue

What issue do you see?

Busy streets with no stop signs is an issue because it is unsafe for pedestrians to cross the street.
Video Voice

Plan

- Worthiness/larger hegemonic problem: Everybody walks so everybody should care. The government doesn’t value pedestrian safety.
- GOALS/DEMANDS: A goal would be to get stop signs placed in that intersection and our demands are that somebody does something about our problem.
- TARGET: The government is being targeted because they fund the city to make stop signs.
- SCOPE: It is City Wide.
- STRATEGIES: Have meetings with students then student council then we go to the teachers then we go to the school district and so on.
- ACTION/TACTICS: Show people our videos and persuade them to help us.
Civic Voices

- What have community activists done to address these issues?

Video Interview with Adam Garcia
Thank You
The issue in the streets is the graffiti because a lot of kids are vandalizing the walls. It makes the neighborhood look bad because then people wouldn’t want to walk in the neighborhood.

Also it doesn’t look safe because they might think there are gangs by there.

Another issue is that the streets won’t be safe from cars because there would be more if the people don’t feel safe to just walk there.
Worthiness/larger hegemonic problem:
That graffiti would spread more to other cities &
that its bad. People believe that if there's graffiti
there's gangs so it makes the neighborhood look
dangerous.

GOALS/DEMANDS:
That we have to get more murals because its going
to make the streets look nicer & artistic & safe.

TARGET:
Individuals that are writing on the wall by giving
them government funds to have art classes &
make murals on the streets.
PLAN #2

- **SCOPE:**
  This project plan should go national because other places may have the same issue.

- **STRATEGIES:**
  Get the neighborhood to make murals to combine all together & put them on the walls.

- **ACTION/TACTICS:**
  talking to policy makers, build a group of activist, media campaign, and ask foundations for money to support us.

CIVIC VOICES

- “I think I was fighting for the principle of justice. In pedestrian and bicycle safety, what ends up happening is that there are a lot of ideals about which road users are more important and what we’re seeing is really a lot of the things that are being designed, have been mostly designed for car users and we call that auto centric; it’s very focused on cars. In addition, people who tend not to have a car and tend to walk and tend to use a more active way of transportation tend to be people of color. We know the funding that gets funneled down into improving the roads really mostly goes to car centered initiatives. In terms of principle of justice, I think it’s important to think about the equality of different travelers and different transportation users as well as the equality of underserved communities that may not have access to other forms of transportation and just making sure that their commute to places are also safe.” - Dihanna Lopez
THANK YOU

- We would like to thank:
  - Dahianna Lopez
  - Rhianna Babka
  - Aimee Riechel
  - And many more.
Title: noticing differences in neighborhoods

Issue

- When we are walking on Mission st. we didn’t see any trees then we went to Valencia and there were more trees
- When there is more trees we see more green and it looks better and people are going to walk because they are going to have more shade.
- They should put more money into Mission like they do on Valencia
Plan

- **Worthiness:** It is important to have a cleaner and safer communities because communities make up the World as a whole
- **GOALS/DEMANDS:** cleaner communities and safe communities
- **TARGET:** the communities
- **SCOPE:** Local Bay Area
- **STRATEGIES:** Take video of the problems so we can address a good image of our cause.
- **ACTION/TACTICS:** communities organization and the SF Board of Supervisors
Civic Voices

- What have community activists done to address these issues? Adam Garcia is an activist that tries to help the world and the environment.

Thank You

- Thank you Adam
The transportation problems of the disabilities

Issue

- There are not enough accessible bus stops for the people with disabilities. This is a problem because those people do not have equal access for transportation.
- If the people have to go to the bus stop, then they have to across the road and it will be dangerous.
Video Voice

Plan

- **Worthiness**: It is important for people with ability/disabilities to be able to walk and access transportation safely.
- **GOALS**: We hope that the rate of accidents will decrease, specifically for the people with disabilities.
- **TARGET**: engineers and policy makers.
- **SCOPE**: Global movements
- **STRATEGIES**: Community with our target
- **ACTION**: 1. Try to get the students involved
               2. going to do the movement
Civic Voices

- What have community activists done to address these issues?

Thank You
The issue is about transportation and pedestrian safety, because it is a busy street, it makes it harder for wheelchair users to get from one side of the street to the other. There are not enough bus stops, and you have to walk a long distance, to reach the bus stops, the thrift store and other stores between that block.
Plan

- **Worthiness/larger hegemonic problem:** Everyone believes that disability people are inferior from people who can walk, but they are just humans like us. They deserve to have the same rights as us, that’s why this problem has to be solved.
- **GOALS/DEMANDS:** To make the streets more safer for pedestrians and have more bus stops, because pedestrians need easy accessibility to stores. We demand more busses and bus stops and more stop signs.
- **Target:** Our target is to help pedestrians go to the bus stops and stores easier and make a safer neighborhood for all the people.
- **SCOPE:** It is going to be local, because we wanted all the people in San Francisco to get involved, so we can make a faster change.
- **Strategies:** Use the media, so everyone can see what we are doing and do meetings, flyers and speeches, so people can get motivate to help us.
- **ACTION/TACTICS:** Create posters and flyers, do meetings and contact the local news so everyone can see us.
Civic Voices

I’ve always walked, and the group I belong to in Oakland, it’s called United Seniors and we were trying to inspire people to live healthy lives, so we started a lot of walk clubs to get people out and walking and get some good healthy exercise so we started walk clubs all over Alameda County and I was a leader of several walk clubs and then I started, I joined Green Belt Alliance and I would go on hikes with Green Belt or with the Sierra Club on a weekend so, I’m always promoting walking and somewhere along the line I met those good folks from California Walks. I think we did a project together a few years ago so, I just became more involved with them and we’ll continue to promote walking for all ages because one of my favorite people to walk with is my grandson. I took him on a walk last weekend.

Thank You for your attention
Stop Sign Crisis:

Where are we?

- Right now we're on Dolores and 19th streets.

What do we see?

- We see a big street, a lot of walkers as you see, and joggers. And we have a crosswalk with no stop sign and people like to speed down this street a lot. Cuz, I mean, they gotta get where they gotta get.

What is the issue?

- The issue is that people can get hurt in this situation. It is a real dangerous situation.

What you would like to see?

- You know what I would really like to see? I would like to see a stop sign or a light or something. Or just less cars.

What is Art?

Where are we?

- We are at Mission and 20th Streets.

What do we see?

- We see graffiti and tagging.

What is the issue?

- Is issue is that this doesn’t look good to the community. It makes the neighborhood look scary for people.

What you would like to see?

- We would like to see cleaner walls. And by doing that people could volunteer to put nice murals instead.
- Here we see a mural that has Mission High School soccer team and other stuff. It looks pretty cool. What we like about this is it is really artistic and it lightens up the area. There are actually people who do this by volunteering and stuff. I would like to see more murals because it makes the place more pretty and happy I guess. It is pretty cool.
Noticing difference in neighborhoods:

*Where are we?*

- We are on Valencia

*What do we see?*

- I see like right here there are a lot of trees that we don’t have on Mission st.

*What is the issue?*

- Why don’t we see things on Mission that we see on Valencia?

*What you would like to see?*

- Something that we can do is to plant trees on Mission to make it look like Valencia: nice and not that dirty.

**Persons with Disabilities & Transportation in San Francisco** (two groups used the same video footage due to larger group size)

*Where are we?*

- We are at Mission and 17th Streets.

*What do we see?*

- We see a lot of cars and traffic and people walking around.

*What is the issue?*

- The issues are that we need more bus stops here because there are a lot of stores like the markets and the thrift stores and sometimes it is hard for people who use wheelchairs.

*What you would like to see?*

- We would like to see more bus stops so it is not as hard for people with wheelchairs to reach the bus stop.
Pledge to Continue Working Towards Healthy, Safe, and Accessible Communities
Ms. Riechel’s 9th Grade Ethnic Studies Class, 2011

in partnership with

California WALKS

Students: I pledge to take what I have learned on walkability, pedestrian safety and healthy and safe communities forward with me in my life. I have learned that I can make a difference in my community by taking social action and that this starts with me. I make the commitment to talk to my friends and family about healthy, safe, and walkable communities to spread the work and grow the movement.

Adults: I pledge to take the youth-identified issues in this class forward with me in my so that their voices may be heard beyond today. Wherever possible I will share the youth issues and voices in my work for local, regional and statewide actions to improve community and neighborhood health, safety and walkability.

1. ________________________________ 11. ________________________________

2. ________________________________ 12. ________________________________

3. ________________________________ 13. ________________________________

4. ________________________________ 14. ________________________________

5. ________________________________ 15. ________________________________

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7. ________________________________ 17. ________________________________

8. ________________________________ 18. ________________________________

9. ________________________________ 19. ________________________________

10. ________________________________ 20. ________________________________
Outreach email to community advocates and leaders:

Dear ____________,

I am hoping you will be interested in working with us with youth from Mission High School (MHS) to on a Community activism project. California WALKS Video Voice project centers around walkability and safe streets in sustainable communities. The class involves several community advocates to illustrate civic advocacy in action and provide consultation "expertise" for the students and aid their learning process. The class is a 9th grade Ethnic Studies course and the few weeks prior to our partnership the students will be learning about social movements and environmental justice using a transformational resistance model (identify oppression, identify who/what is responsible, and identify what you can do).

We have both 1) identified the stages of participation for our partner community advocates (that's you!) and 2) refined our time-line with the MHS teacher. Ideally, you would be able to participate in all three stages, but we know that everyone is very busy, so the most important steps for you to participate are step 1, and 3 below.

1. **Tuesday May 3rd** (8:10am - 9:50 am): Participate in a mini-panel and technical assistance for student groups. This will include a brief (5 min) explanation of you and your work, followed by working with a group of students (3-5 students) to refine a successful transformation plan and action scenario based on role-play work they would have started the prior day related to an transportation EJ/equity issue.

2. **Thursday May 5th** (8:10 - 9:50 am): Participate in a field VideoVoice project. We are still deciding on the locations, but the general idea is to go out into the community with flip cameras and capture data on current walking, transit and street conditions. Students will rotate primary roles/responsibilities community leaders (us) would provide support to them and help engage them in critical discussions and answer questions they may have.

3. **Tuesday May 10th (preferred) OR Thursday May 12** (both from 8:10 - 9:50 am): The youth with interview you. This interview will contribute to not only the students learning but will become part of Civic Voices (http://www.civicvoices.org/). The teacher we are working with is part of this international group and has a fellowship to contribute to the project which creates records of community activism.

Please let us know if you are available and interested in participating in this project with us, I think that you would be a perfect fit. We are hoping to have 5-6 community advocates and we have a list of several people we are reaching out to, and let us know if you have anyone you would like to suggest to us as a potential participant in this project.

It is likely that I have forgotten something in this email, so let me now if you have any questions.

Thank you so much and let me know how you would like to be involved!
Reflection questions for Community Activists/Leaders in the MHS project

Thank you for being part of the Mission High Healthy Communities Walkability Video and Civic Voices project! Your contribution to this project was invaluable in helping shape the students understanding of social movements and activism. The students learned a lot from your involvement and your work has inspired them to become socially active themselves and we are working to engage the youth in some of our on-going activities.

I would like to invite you to attend the final presentation by students from this class. The students will present out on the community issue they have chosen using the social action model. The final class is scheduled for May 23 8:10am – 10:10am at Mission High, Rm. 216 (unless otherwise notified). Please let me know if you plan on coming, we would love to have your participation.

This project is a pilot project integrating healthy communities and transportation justice concepts into HS curriculum as a way to engage youth in transportation equity planning and policymaking. Please take a few minutes to answer the following questions, so we can capture your experience and improve the project for next time.

1. Reflecting on your involvement in this project, please describe your experience and what you liked about this project.
2. Please describe a success that you saw in working with the students at MHS.
3. Please indicate how you will carry youth questions, concerns and issues forward in your work.
4. What did you learn by being a part of this project?
5. Reflecting on your involvement in this project, please identify improvement that could benefit future programming such as this.

Please send me an email with your responses to the questions (and any other questions/comments you may have) and let me know if you would like to attend the student’s final presentations.

Thank you again for your generous contribution to this project, we are very grateful that you have helped inspire young people to become interested and engaged in healthy communities and walkability. I will keep in touch with you as the program comes to a close and we make some of the videos and photos available.

Sincerely,
Community Leader Feedback:

1. Reflecting on your involvement in this project, please describe your experience and what you liked about this project.

Adam: This project was a great way to connect with an audience that I’ve worked with previously in other educational endeavors, but never in my most recent profession as a land use planner. I was very happy to hear about the project, and even more so when I found my topic of discussion on gentrification so relevant for the group of Latino boys I was assigned. It was enjoyable getting the kids to think about demographic changes, what it means to be an ethnic community, and have them think outside of themselves as Chinese planning aficionados in SF’s Chinatown redevelopment.

Dahiana: My experience was a very positive one. I had a chance to talk about some of my public health involvement in pedestrian safety in the city and county of San Francisco. The MHS students were very attentive and asked intriguing and relevant questions about urban planning concepts, health, the nature of political involvement, and about more personal matters like the trajectory of my career.

What I liked about the project was the idea that young people of color were exposed to other young professionals in an intimate setting. I also loved that they learned about a set of topics that are normally not covered in high school curricula.

Karen: not available.

Wendy: I very much enjoyed participating in this project. It was extremely gratifying to observe how strongly all of the 9th grade class members were engaged in the Safe, Walkable Communities project -- in mapping their routes to school, in designing a safety strategy to improve a community condition, in preparing questions and interviewing safety activists/professionals on film, in practicing use of a flip video camera, interview and filming techniques, in community walkability assessment of safe walking conditions, identifying both assets and challenges, contrasting and articulating solutions to safety challenges -- all on film. The students then 'packaged' their projects by preparing and delivering PowerPoint presentations, including their community safety assessment video, safety interview and personal articulation of the project. In this project students learned about pedestrian safety and the 'rules of the road', the 8E's for improving safety, the change process for improving health outcomes, and teamwork. In addition, the curriculum unit required research, writing, classroom participation, analytic, interview, public speaking, computer and presentation skills.

I was very gratified to see community safety and injury prevention incorporated as a unit within 9th grade ethnic studies curriculum. It is a unit which is adaptable and appropriate to use in many different courses because both the subject matter and the skill acquisition is interdisciplinary and broadly applicable.
I had the privilege as a young adult to advocate for the inclusion of ethnic studies in college curriculum and enjoyed both that 40 years later it is mainstreamed and extended to 9th grade.

In light of the facts that pedestrian injury and death are disproportionately suffered by communities of color, particularly low income communities, which are also the communities most disparately impacted by transportation-generated air pollution and toxics, and are targets of displacement by gentrification, walkable community safety is a community priority which belongs in an ethnic studies curriculum. It is entirely appropriate in health, in civics.

**Bob:** I felt under-prepared for what the class was like. Students talking over the teacher, to each other, walking in late, walking around the classroom. NOT any classroom environment I ever knew. That was very distracting.

What I liked was that the organization of the topics and the sessions had a logical and consistent flow.

2. Please describe a success that you saw in working with the students at MHS.

**Adam:** I think there was a breakthrough in talking with the kids about how the built environment around them can affect the way people live and interact with each other. We discussed a wide range of issues, including what makes a neighborhood walkable and bikable, affordable housing and real estate market, public transportation and how communities can work to maintain their ethnic identity.

**Dahianna:** The two young women with whom I primarily worked were successful at thinking outside of the box with a very little nudging. I think their success was a result not only of their own intelligence but also of the relatively feasible and clear curriculum that California Walks presented to them.

**Karen:** not available.

**Wendy:** It was encouraging to watch as teen students learn to problem solve human differences in order to work as a team. The fact that all of these were team, instead of individual, projects was one of the powerful aspects of the curriculum.

As a team, individual difficulties could be overcome by cooperation and sharing roles (videographer, computer ppt operator, video asst., reporter) and when required to stay in the assigned team, work through common issues.

**Bob:** Success? The students got interested in the immediate environs around MHS, once out on the walk around. Once prompted, they articulated what they noticed.

3. Please indicate how you will carry youth questions, concerns and issues forward in your work.
Adam: At Greenbelt Alliance, we are working on a youth outreach initiative to engage high school students and other youth into the city planning process around general plan updates. This work is currently scheduled for San Jose, and thus my work with this project has helped me prepare the appropriate materials and approach to rather complicated urban issues.

Dahianna: I helped to set up a time and place for the students to present their work to a formal policy committee. In the future, I plan to do more outreach to this group to encourage them to become more involved in policy making and public health. In retrospect, I would have liked to have someone talk to us about his or her policy work when I was in high school.

Karen: not available.

Wendy: I will continue to carry youth questions, concerns and issues forward in my work through youth pedestrian safety engagement programming in communities across California. Youth, especially those too young to drive but old enough for some street independence, have an intimate knowledge of street safety in their neighborhoods. This expertise is needed in advancing pedestrian safety. When this knowledge is tapped, and youth are given an opportunity to express themselves and report on this knowledge, their interest in learning more is engaged and they become apt students of pedestrian safety. They also often become apt teachers of others, youth and adult. Youth want to live in a safer world and to improve their own communities and, knowing this, encourages me to continue to develop opportunities for youth voices to engage in pedestrian safety education and walkable community advocacy.

Bob: I was involved in youth questions, prior to this project. I am part of a group trying to get free or reduce cost Youth Fast Passes for SF youth. And, I got into the specific advocacy about pedestrian safety out of concern for my boys, when they were pre-schoolers/ toddlers. Since then, I always mention the vulnerability of young kids when talking about the dangers of crossing streets safely.

4. What did you learn by being a part of this project?

Adam: I learned some valuable insight into preparing lesson plans for high school youth, in particular the building of complex ideas, providing down-to-earth examples for them to relate to, and providing helpful graphics to better convey complex land use issues.

Dahianna: learned that it is easy to become involved with this very important population. I also learned that it could be very rewarding to talk about one’s career with people who are excited about the future and not bogged down by the vicissitudes of adult life.

Karen: not available

Wendy: I learned that youth engagement in pedestrian safety education via video voice mapping is a powerful education strategy that works well in the classroom integrated as a unit in a course.
Youth in the Mission High School face unique challenges, travelling across the City to get to school, many for at least an hour, transferring between Muni buses or streetcar lines and BART, combined with walking or bicycling. They came from a variety of ethnicities and backgrounds, some recently emigrated from Mongolia and Hong Kong and others native San Franciscans. It was great to see such a diverse group -- African-American, Asian-American, Latino-American, Middle Eastern, Caucasian -- integrate, work together, and learn to work in teams.

**Bob:** I learned how much I try to prepare, and how much others don't feel a need for preparation. I also sensed a "shyness" about many of the students -- uncomfortable about speaking to adults but okay with side conversations with each other.

5. **Reflecting on your involvement in this project, please identify improvement that could benefit future programming such as this.**

**Adam:** One thing that could have been more helpful would be to have some additional time between receiving the topic and the first lesson plan. Allowing for enough time to prepare an effective lesson plan can be a challenge and the project could benefit better planning by presenter to ensure the time is maximized with the youth. Additionally, stressing the importance of having a follow up session with the students I found to be something very valuable that I chose not to do, but in hindsight would have been more effective to providing the kids with a more complete lesson.

**Dahianna:** I think I would have liked to have a team-building exercise at the beginning to gain the trust of the students prior to starting to work on the project. Also, I would have liked to receive a description of the students prior to meeting them. I think having me film the kids talking about the project and the activities after they filmed me would have helps to solidify the lessons learned throughout the project.

**Karen:** not available.

**Wendy:** It would be useful, when the project is replicated, to try a six week module (3 x a week) as the interview transcription, power point preparation, video editing computer time was very intensive. My involvement, of course, would have been improved by timeliness as I found a class beginning at 8:10am with an hour commute to be difficult and I was tardy as many times as any other student.

**Bob:** Maybe provide any adult participants with a flow-chart--of what is tentatively planned for each session, and what is expected of us. The hesitation of the students made it seem like we were having to draw them into the assignment, but we didn't know what they had addressed in previous sessions.

This flow-chart also might give the students enough of a preview to make it more appealing for the students to know what to expect--and so show up on time.
Exit interview with Ms. Aimee Riechel

1. What is your name and occupation?
   a. My name is Aimee Riechel and I am a Teacher at Mission High School.

2. Do you consent for California WALKS to use this video as an educational tool?
   a. I do.

3. Can you briefly explain what this program was about with California WALKS; the safe walkable neighborhood program that we did in the classroom?
   a. I teach ethnic studies at Mission High school, um, for 9th grade students. And every year at the end of the course I have my students do a final project that has to do with community outreach and addressing a particular issue that they see within the community. And our particular project this year working with California WALKS was a partnership with an outside community organization looking at broader environmental issues that face students within their community. So um, California WALKS helped support me in my curriculum in that they were or are an organization that is trying to address issues that my students already see within their community. And so they stood as an example of an organization who is trying to address those issues and also um, have developed plans as examples for my students.

4. How does this work fit in with the other work you are doing in ethnic studies?
   a. Um, so, particularly looking at communities that are underserved um, communities that are mainly comprised of students, um excuse me, people of color within San Francisco who don’t necessarily have a voice within our democratic process and a voice within the decisions that are made politically, economically. Those affect my students and so those are also issues that we discussed in ethnic studies. Peoples histories that aren’t necessarily added into the meta-narrative. So it is very similar to what we are trying to do in ethnic studies; be advocates for people whose voice is not historically heard or historically documented.

5. What did the students achieve and learn during this program?
   a. Um, so the overall goal for the students was to have um, an analysis of an issue that they saw within their community. So in and around mission High School that is mainly addressing issues of walkability and environmental safety and um, comfort within their general walk around school and their environment on a day to day basis, Monday through Friday. Um, was to look at issues that they see within this environment and try and address that issue through a plan and a campaign to try and change that issue. So some of the students for example saw issues of graffiti but also a lack of artwork that is um, that is, celebrated within their community - as being an issue. So students were then learned on how to create a campaign, how to address the overall the problems, underlying problems that these issues derive from. For example, economic issues, being kind of the factor not having enough art programs for people within the neighborhood to actually produce murals. Instead they produce graffiti, and how that is actually viewed within the community and is viewed as being something that is bad. So the students actually looked at these broader problems, the causes of some of these issues
they see, and then how do you address those issues within a campaign, who are your targets going to be, what is the scope of your campaign going to be. How are you going, going to campaign in terms of tactics and um, what were their goals for their overall campaign. To develop a program to actually change these issues is what they learned.

6. What did you learn during the program?
   a. I always learn great things from my students. I learned a lot actually about walkability and the issues of um public transportation and safety and how important it is to our students and to people who are underrepresented and people who are unable to access to public transportation because of some disability and so forth. And how much of a struggle that is for them to be heard politically.

7. In your opinion what was the greatest success of this program?
   a. The great sense of community I developed within the class. I chose this class to work with um, with the project because I felt they could rise to the occasion developing a sense of community maybe kind of something extra in the class. And it worked out really wonderfully. Um, the kids had a great time doing it and um, um you know some particular kids really um, turned around their academic um, progress because of the project. So it was really successful in that, and you know, I think after it was done I feel like the class as a whole just came together at the end of the year. It was just a perfect way to end the year for them.

8. In thinking about replicating a program, what were the key successful “ingredients” to this that were necessary for the program to be successful?
   a. Always extra people, extra adults in the room is a success. And one of the keys to ethnic studies is that it does need to have an active component to it. Ethnic studies is not just history class, it is an inner-disciplinary course that really stresses the key action piece at its core center. So to not partner with CBOs outside organizations, is a detriment to our students who are taking the course. So, the fact that we are able to utilize the programs or resources is very important. Um, and also as a um, as a helpful partner with other outside activists. So it was very important to be able to connect with people who’d been active and had experience in struggling to improve walkability within San Francisco for underrepresented people and groups was a huge success. And um, and could be easily reproduced in other schools or areas.

9. Is there one or two things that you might change or expand on if you were to do this program again?
   a. Just to start from the beginning of the year. So there would be more time to develop curriculum that infiltrated the rest of my lessons.

10. Do you think there is anything that could have been done better from the perspective of California WALKS?
   a. Actually, no. Everything was very organized and very well planned and really well structured. For me, it was a really great experience.

11. Do you have one or two lessons learned that stand out to you from this program, other than what you have already touched on, either successes or challenges?
a. I don’t think I really learned a new lesson. Just that it is really important to, I think, for teachers to reach out to the community and other outside organizations sometimes can be really difficult. I think that um, I’ve worked with CBO’s before and so, I am very comfortable and open with having other people in my classroom. Um, and this particular structure was much more fluid than some of the other experiences that I have had, so.

12. Would you recommend this program or a program like it to other schools, classes, groups?
   a. Yes, very highly. I would recommend the program very highly to any other school or program.

13. Thank you!
   a. Thank you!
### Daily Lesson Title:

#### April 28th, 2011

**SET UP**

1. **Daily Guiding questions:**
   
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   3. 

2. **Aim:**

   
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3. **Material:**

4. **Vocabulary:**

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**LESSON**

1. **Cultural Energizer.** (How does today's class connect to them and to what they did yesterday in class?)

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2. **In Class**

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3. **Connection.** (Connect today with their own lives or past content covered in Ethnic Studies Class or something they experienced outside of class or to the larger unit objectives.)

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