



School Engagement

Pathway & Bikeway Network Program 2024 Youth Insights

**Prepared by:
The City of Calgary
Engage Resource
Unit**





Project Overview

The City met with students at several schools in Calgary to share information and hear student perspectives about public engagement and The City's pathway and bikeway project.

Ward 5 Connections

- 60 Grade 6 students from Falconridge School visited City Hall School in Spring 2024
- Visited 70 Grade 6 students (three classes) at Falconridge School - Dec. 2024
- Upcoming - Will visit 5 classes of Grade 4 students at Taradale School in Feb. 2025

Ward 10 Connections

- Visited 220 Grade 9 students at Dr. Gordon Higgins School in Rundle Sept-Nov 2024
- Visited 60 Grade 6 students at St. Wilfrid School in Whitehorn in Nov. 2024

SW Neighbourhood Bikeway

- Visited 66 Grade 5/6 students at Haysboro School in Nov. 2024
- Visited 52 Grade 6 students at Elboya School in Nov. 2024

Ward 9 Connections

- Visited 30 Grade 5/6 students at Patrick Airlie School in Forest Lawn in Dec. 2024
- Visited 28 students at Chris Ackerman School in Marlborough with Ever Active Schools program/organization in Dec. 2024

Centre for Newcomers

- Visited the Centre for Newcomers and connected with 54 youth ages 14-19 from primarily NE Calgary



Activity Overview

Students were involved in activities about pathway and bikeway design to foster:

- understanding of the role of municipal government
- understanding of how The City makes decisions about projects
- understanding of public participation in City decision-making
- learning about project planning at The City
- understanding of travel needs in their community
- learning about civil engineering and design
- participation in City projects
- sharing of their diverse perspectives and needs

HAVE YOUR SAY!

1. Decisions are made at City Hall every day!
2. How can we include the public to make better decisions? Who is left out?
3. Youth voices are powerful

Calgary

- We discussed with students how decisions are made at The City and why youth voices matter.
- We discussed with students about citizen's different needs and how The City hears their ideas. We taught that there is a "why" behind viewpoints and how public engagement is important to help make City decisions.

PEOPLE HAVE DIFFERNT NEEDS AND IDEAS

I like it!

This doesn't meet my needs

This need to change because....

Calgary



Haysboro School



We worked with three classes of Grade 5/6 students at Haysboro School. Students learned about the role of public engagement and gave us feedback on how they travel in their neighbourhood. They drew pictures to share their dream streets.

Haysboro 5/6 students Dotmocracy Activity:**Students placed dots to answer the following questions:**

- How do you travel as a family?
- Ways you travel by yourself
- What would make you feel safer to travel?
- Places we go as a family
- Where do you go by yourself or with a friend?
- What weather is fun for you?

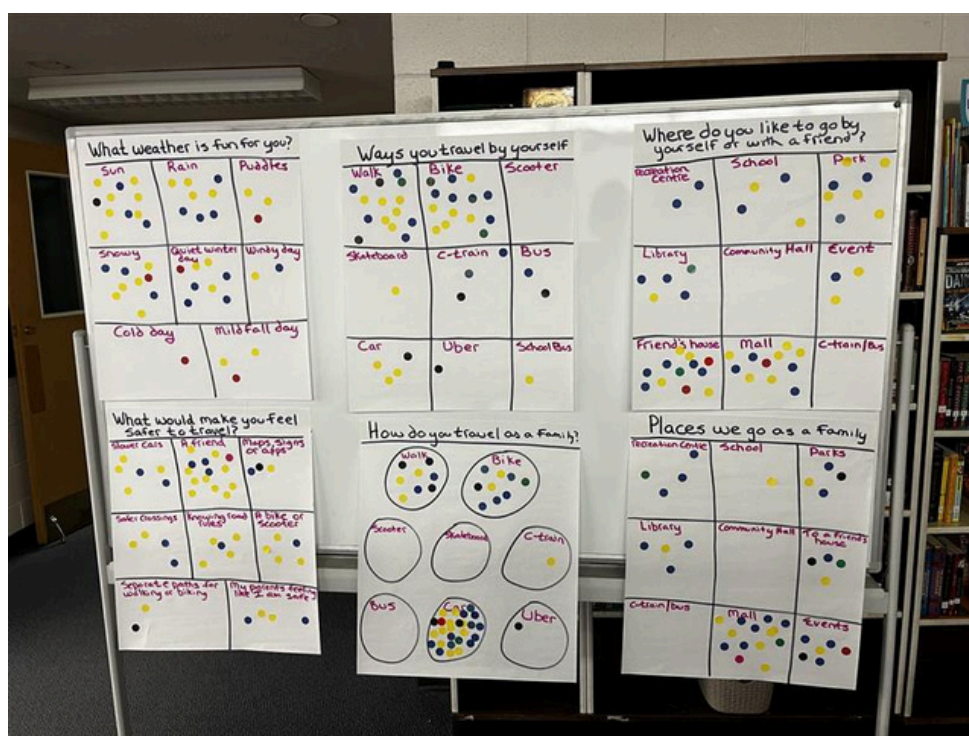


Image above of the results on the dotmocracy board from Haysboro School Class #1

Results from the first Grade 5/6 class showed:

- Students mostly travel by car when they were with their family.
- When alone or with a friend, students travel by Calgary Transit, walking, biking or scooter.
- Students would feel safer when travelling if they had a friend to go with, if cars drove slower, if they knew road rules, if they had a bike or scooter, and if there were safer crossings.
- When with their families, students travel to the mall, and events most often.
- When alone students travel to friends' houses, the mall, and parks.
- Students find many different weather conditions fun to travel in.

Haysboro Class #2 Dotmocracy Activity

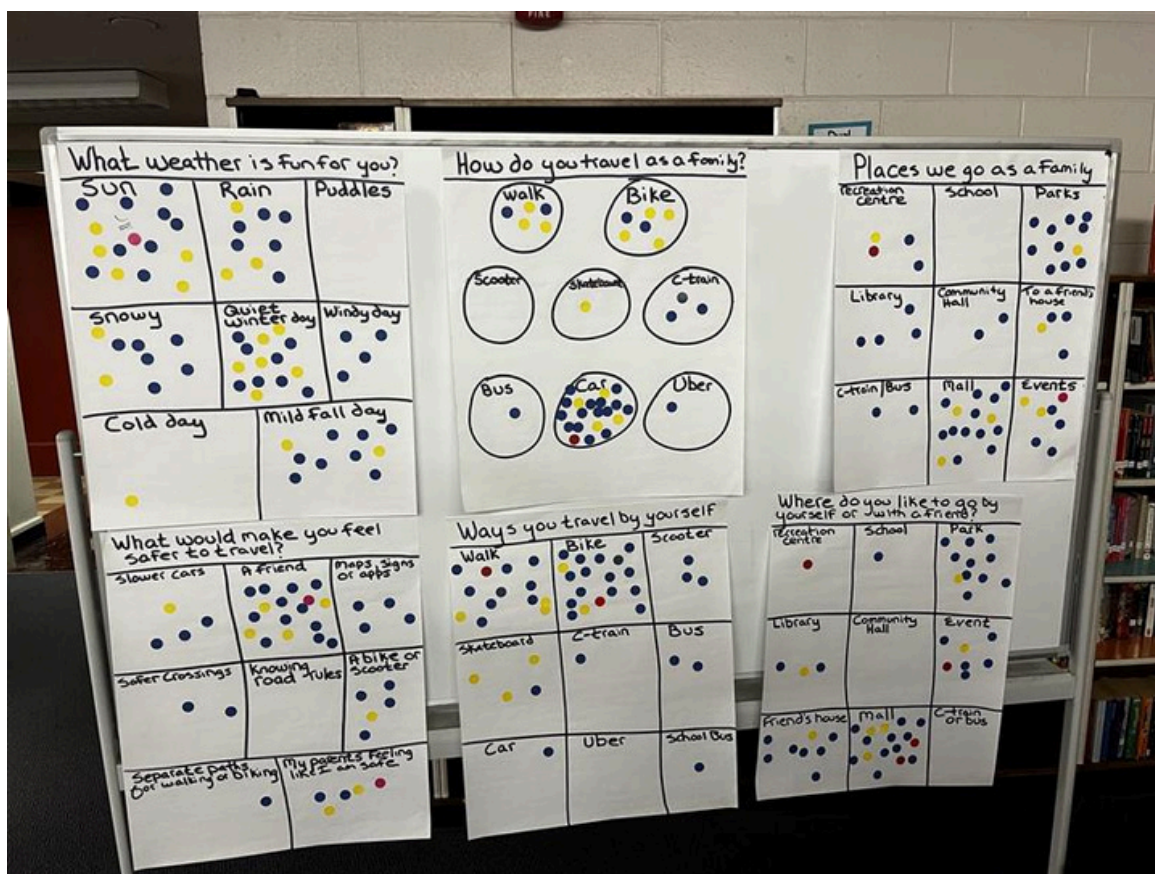


Image above of the results on the dotmocracy board from Haysboro School Class #2

Results from Class #2 showed students mostly travel by car when with their family and mostly walk or bike when alone or with a friend. Students told us they feel safer travelling with a friend or their parents. When with their families, students travel most often to the mall, events, and parks. When alone students travel to friends' houses, the park and the mall. Students find many different weather conditions fun.

Haysboro Class #3 Dotmocracy Activity

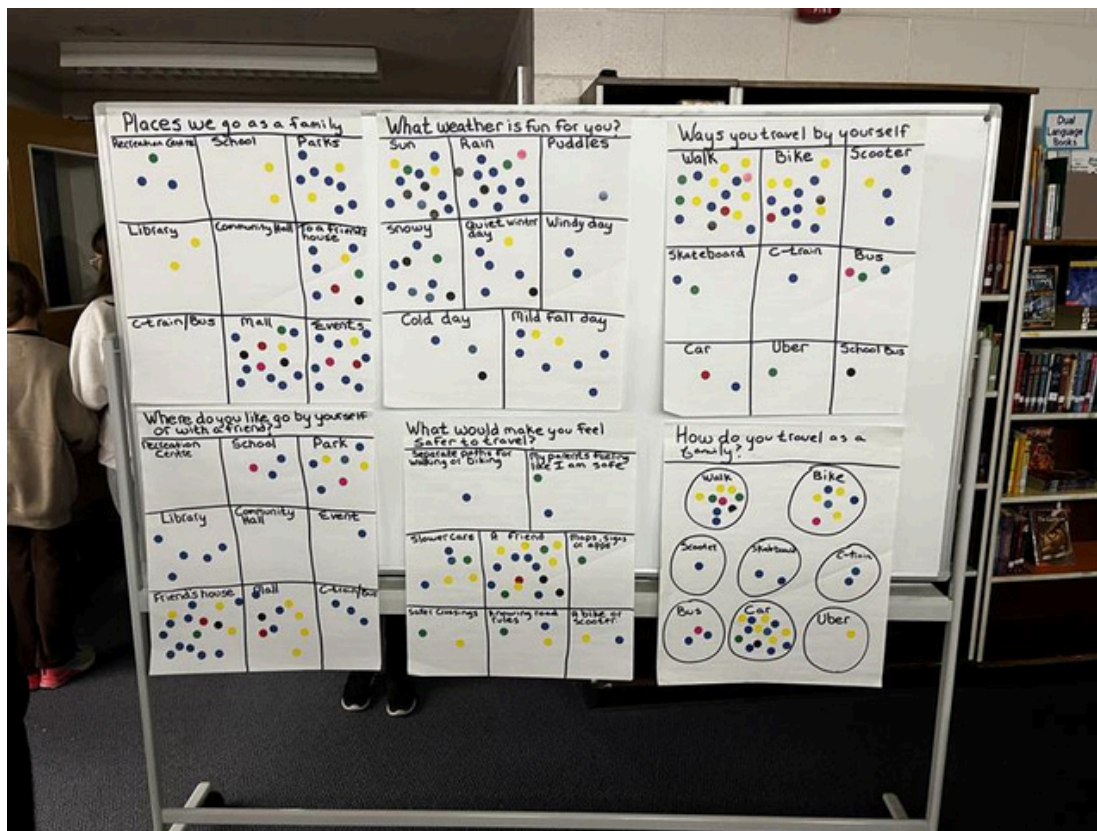
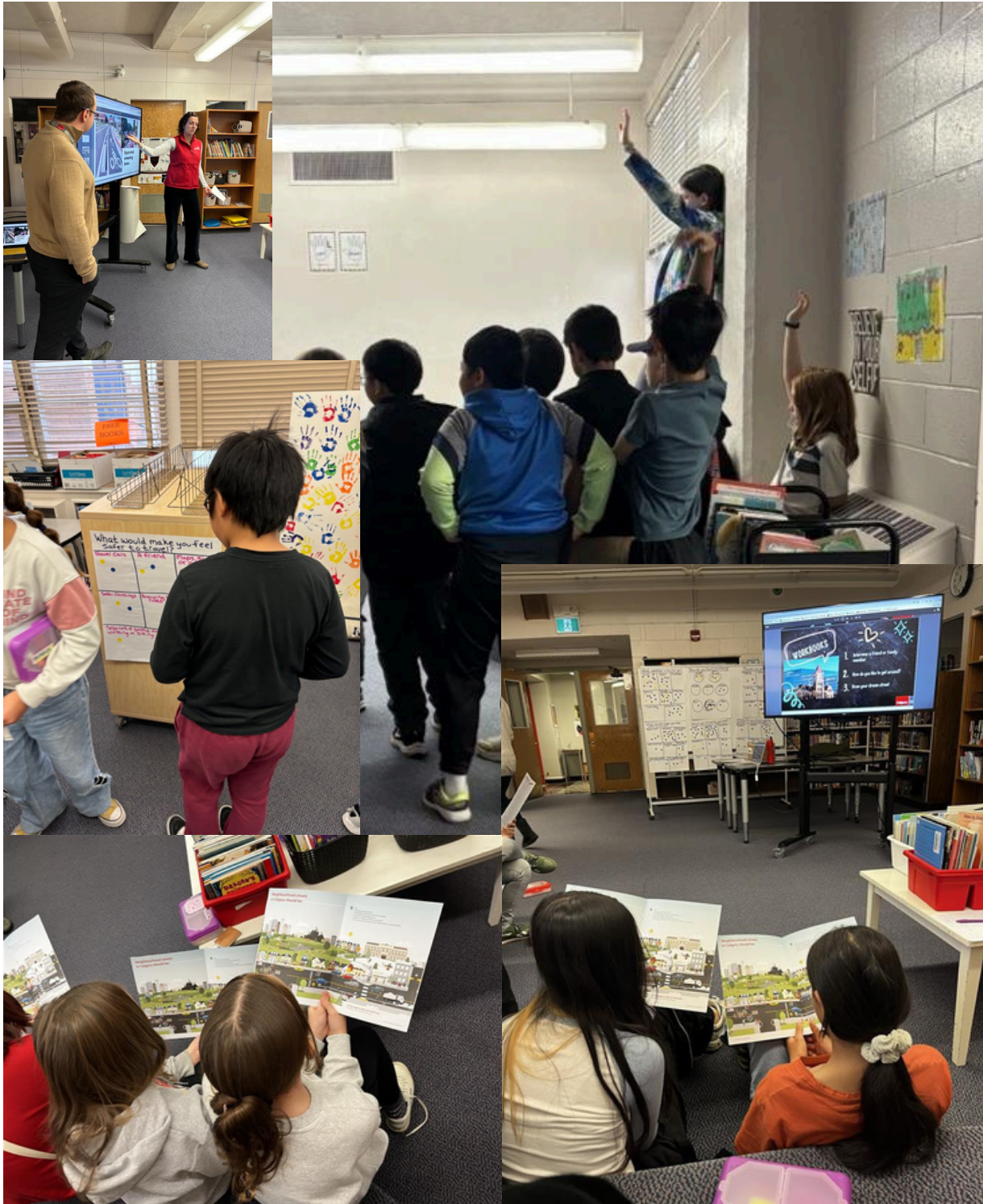


Image above of the results on the dotmocracy board from Haysboro School Class #3

Results from Class #3 showed students mostly travel by car when with their family and mostly walk or bike when alone or with a friend. Students told us they feel safer travelling with a friend or when cars are driving slower. When with their families, students travel to the mall, events, parks and friend's houses most often. When alone students travel to friends' houses, the park and the mall. Students find many different weather conditions fun.

Haysboro School Grade 5/6

Students shared their views, looked at different street types and learned about street design elements that can make pathways and bikeways safer and offer ways for people to travel walking and biking. Students also designed their own streets, as if they were engineers.



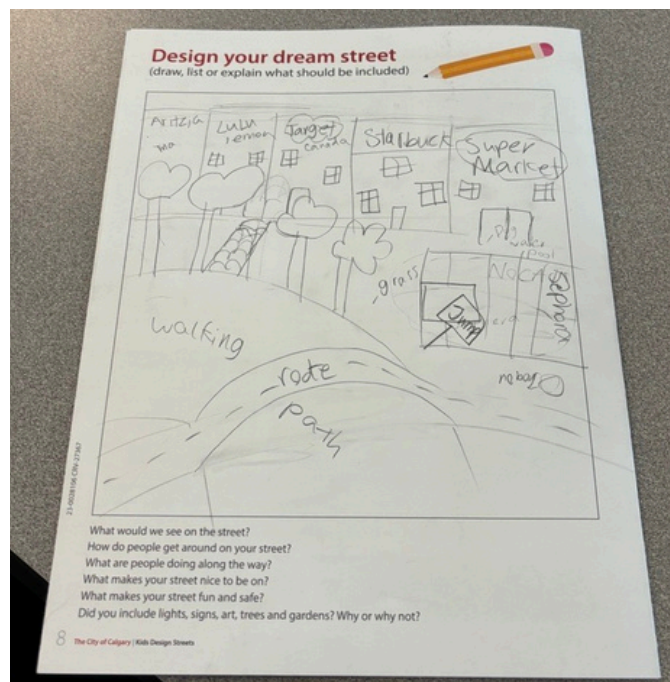
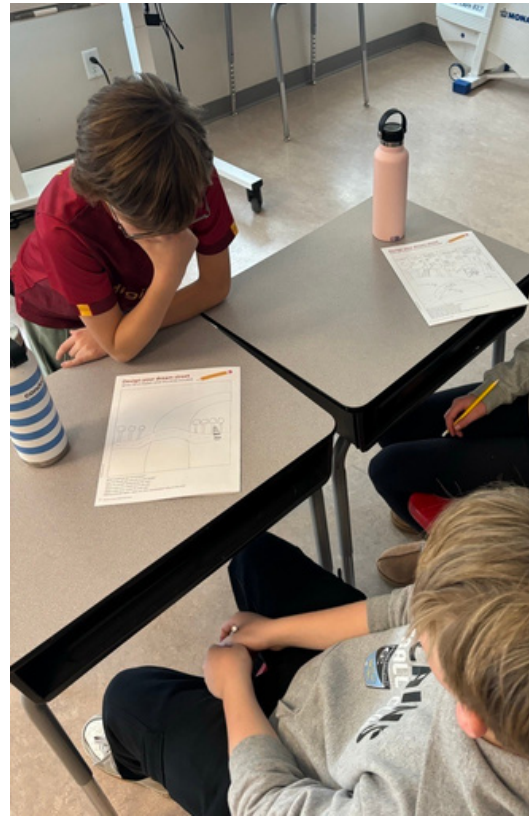


Elboya School

We worked with 52 Grade 6 students. We shared information about public engagement and listened to their ideas about the SW Neighbourhood Bikeway Project. Students shared important destinations for them and how they move through their community.

We provided every student with a Kids Design Streets Workbook to complete at a later date, and they were able to draw their dream street.

Elboya School Activities



Elboya School Dotmocracy Activity:**Students placed dots to answer the following questions:**

- How do you travel as a family?
- Ways you travel by yourself
- What would make you feel safer to travel?
- Places we go as a family
- Where do you go by yourself or with a friend?
- What weather is fun for you?



Image above of the results on the dotmocracy board from Elboya School Class #1

Results from Class #1 showed students mostly travel by car when with their family and walk and bike together. When alone, or with a friend, students use active transportation such as walking and biking. Students told us they feel safer travelling with their parents or a friend, or if with maps, apps or signage, or safer crossings. When with their families, students travel to the mall, events, recreation centers and parks most often. When alone students travel to friends' houses, recreation centers and the mall. Students find many different weather conditions fun.

Elboya School Class #2 Dotmocracy Activity

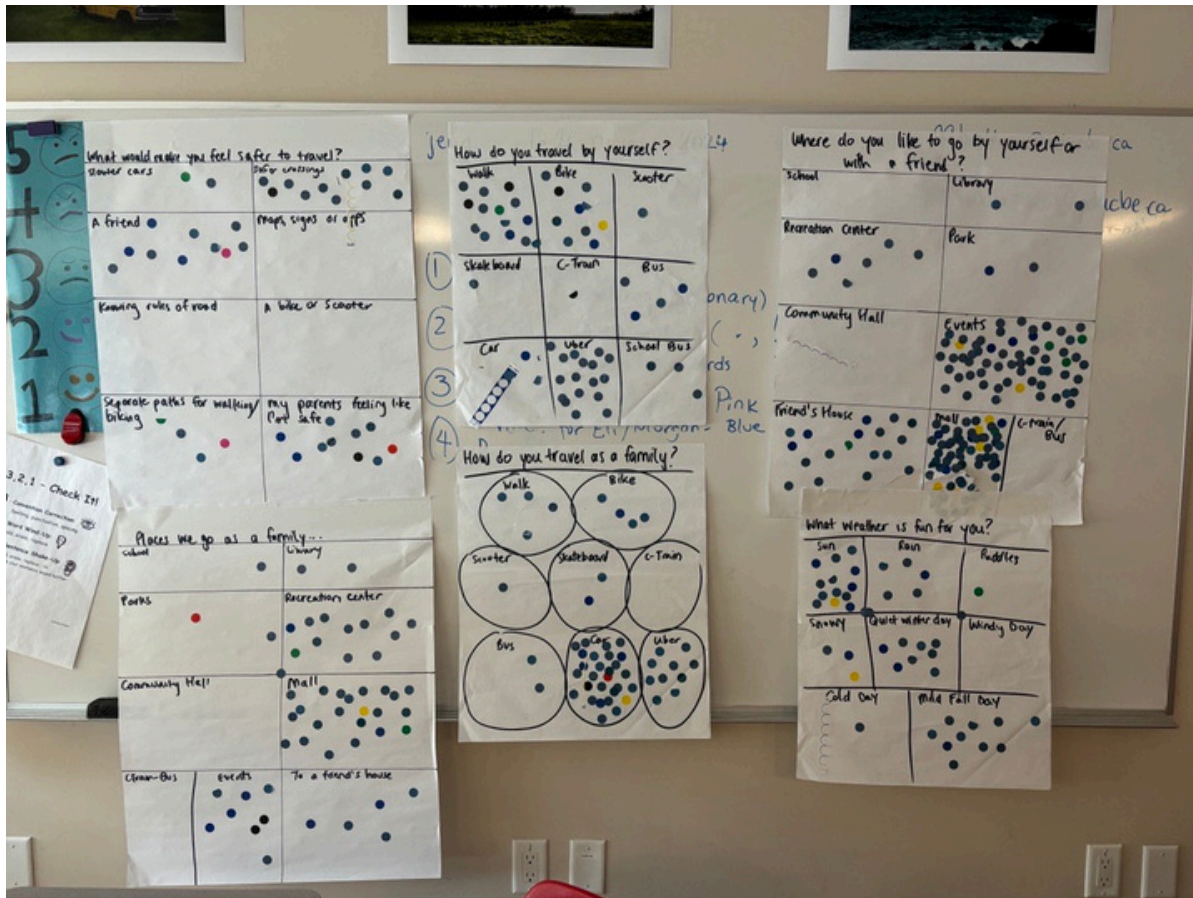


Image above of the results on the dotmocracy board from Elboya School Class #2

Results from Class #2 showed students mostly travel by car or Uber when with their family and walk or bike but also use Uber, when alone or with a friend. Students told us they feel safer travelling if their parents felt they were safe, there were safer crossings, or they had a friend to go with. When with their families, students travel to the mall and rec centers most often. When alone, students travel to events and the mall. Students find many different weather conditions fun.



Patrick Airlie School

We worked with 25 Grade 6 students with Ever Active Schools, a national charitable organization that supports healthy school communities. Together, we shared information about how public engagement supports City decision-making and heard their ideas about pathway and bikeway design in their community. They shared their important destinations and how they move through their community. We shared information about pathways, bikeways and street speed limits (using radar guns). We provided students with wheelchairs and other adaptive travel devices, so they could learn more about the needs of people with disabilities. All students were given a Kids Design Streets Workbook to complete at a later date.



Chris Ackerman School

We worked with 28 Grade 6 students with Ever Active Schools at Chris Ackerman School. Students learned about public engagement and had input into the Marlborough Park and Ward 9 Connections Project by sharing important destinations and how they move through their community. Students participated in being transportation engineers, making street improvements with lego. Students were given the Kids Design Streets Workbooks to complete their dream street drawings at a later date.

Chris Ackerman School Dotmocracy Activity: Students placed dots to answer the following questions:

- How do you travel as a family?
- Ways you travel by yourself
- What would make you feel safer to travel?
- Places we go as a family
- Where do you go by yourself or with a friend?
- What weather is fun for you?

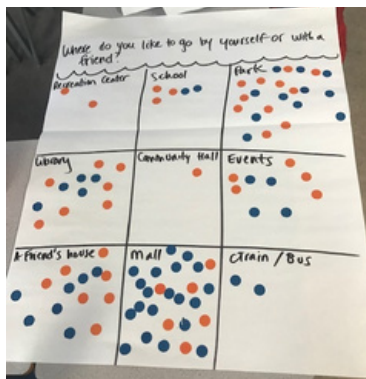
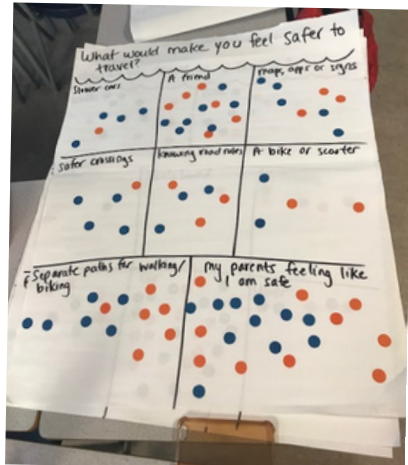
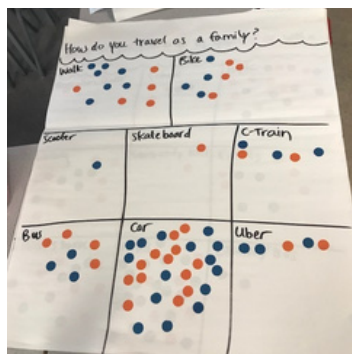
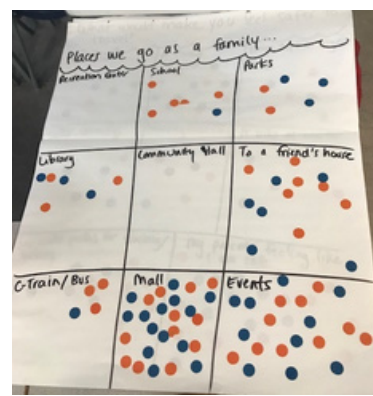
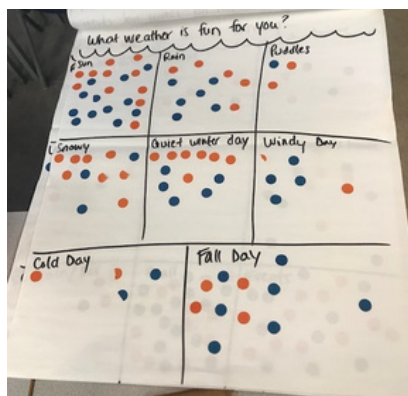
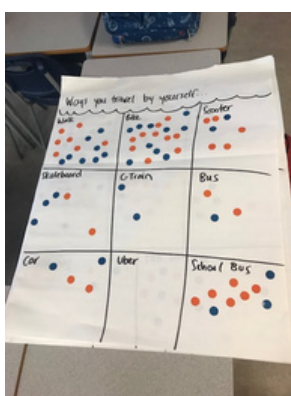
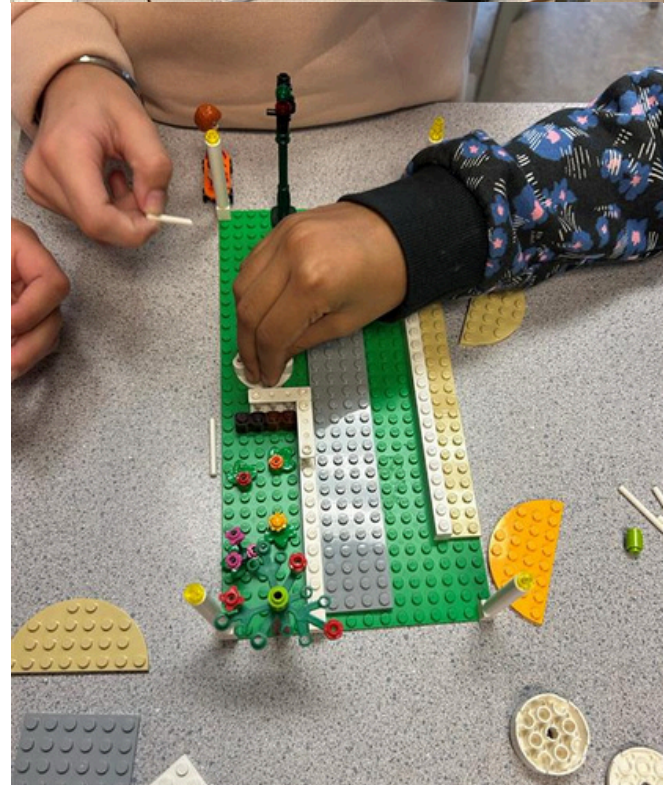
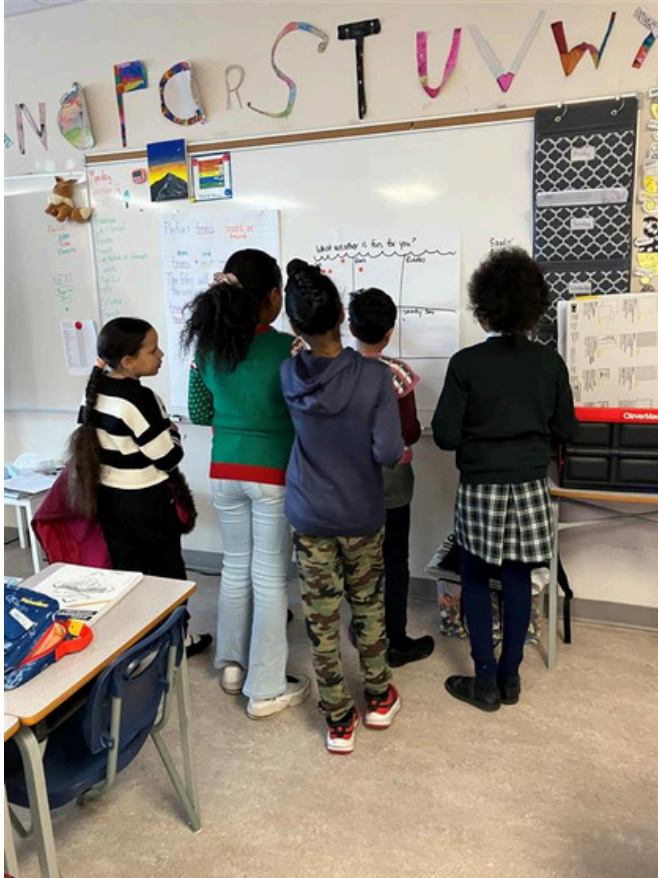
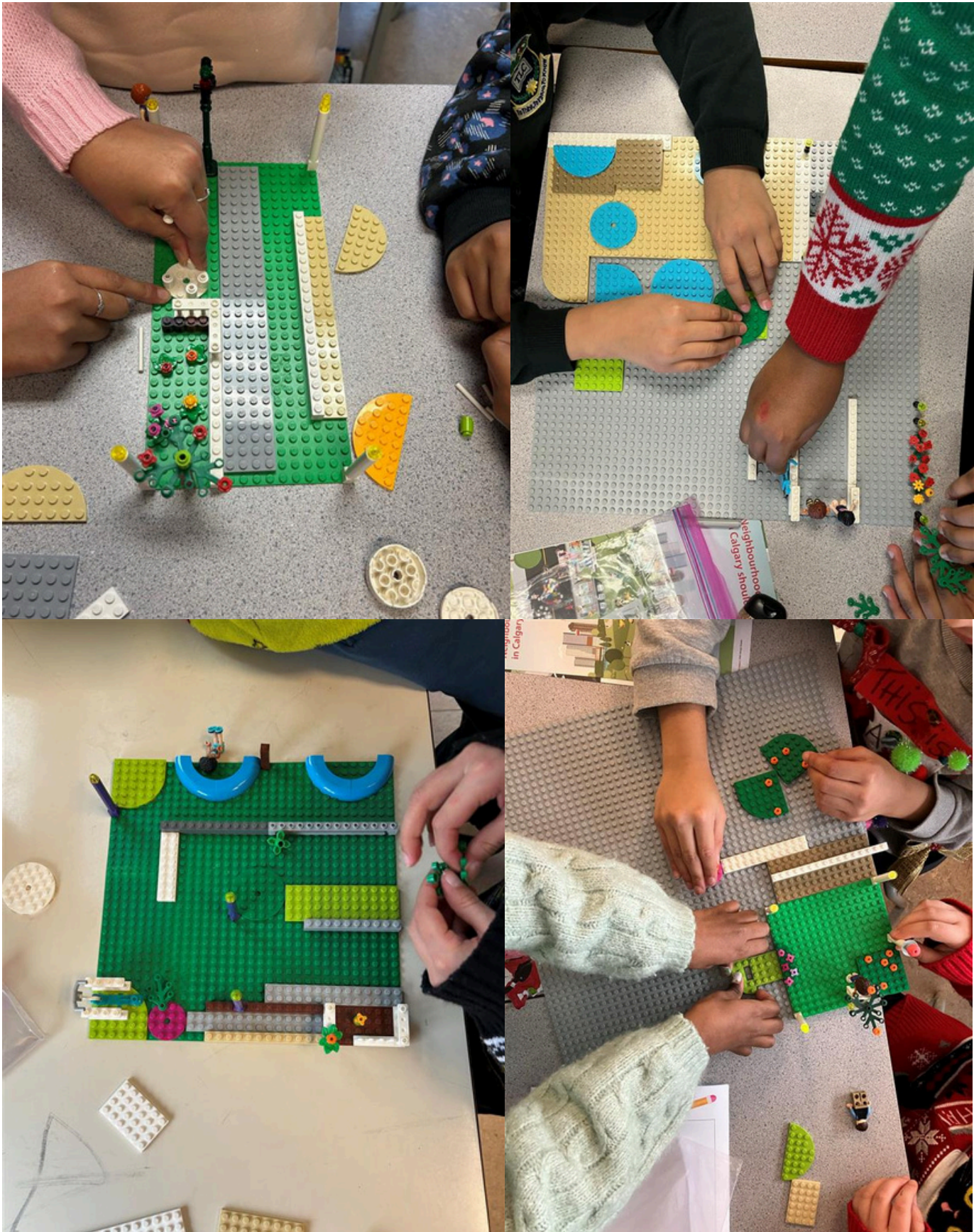


Image above of the results on the dotmocracy boards from the Chris Ackerman Class

Results from this class showed that when with family, students mostly travel by car, with some walking and biking as well. However, when travelling alone or with a friend students use active transportation methods such as walking, biking or scootering. Students told us they feel safer travelling with a friend or if their parents felt they were safe or if there were separate paths for walking and biking and maps, apps or signs to help navigate. When with their families, students travel to the mall, events and friend's houses most often. When alone, students travel to the mall, the park and friend's houses. Students find many different weather conditions fun.

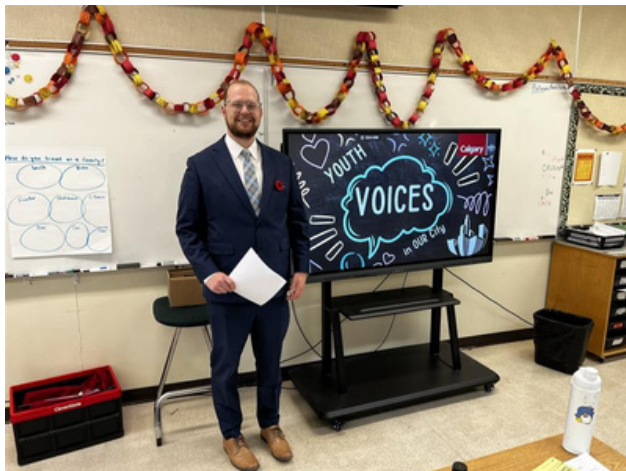


Images above and on the next page of the Chris Ackerman Class participating in dotmocracy and lego street design





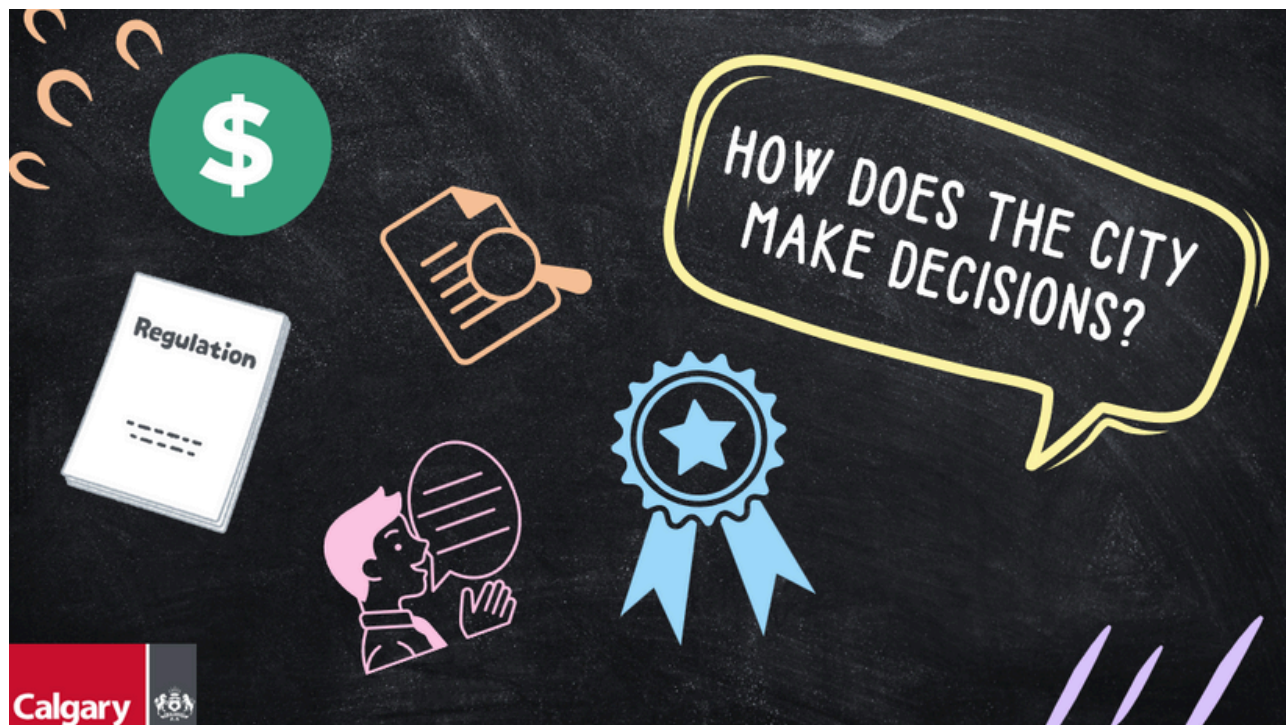
St. Wilfrid School



We worked with 60 Grade 6 students at St. Wilfrid School in Whitehorn. Students participated in several sessions to learn about municipal government, public participation and how The City makes decisions. Students shared their feedback with the Ward 10 Connections project team.

Youth Voices

Students learned about public engagement at The City and how youth input can help shape decisions along with other considerations such as budget, research, best practices, existing rules and laws.



St. Wilfrid Class #1 Dotmocracy Activity:**Students to use dots to answer the following questions:**

- How do you travel as a family?
- Ways you travel by yourself
- What would make you feel safer to travel?
- Places we go as a family
- Where do you go by yourself or with a friend?
- What weather is fun for you?



Image above of the results on the dotmocracy board from St. Wilfrid School Class #1

Results from Class #1 showed that when with family, students mostly travel by car, but when alone or with a friend they use active transportation methods. Students told us they feel safer travelling with a friend or if their parents felt they were safe. When with their families, students travel to the mall, events and parks most often. When alone students travel to friends' houses, the park and the mall. Students find many different weather conditions fun.

St. Wilfrid Class #2 Dotmocracy Activity:**Students used dots to answer the following questions:**

- How do you travel as a family?
- Ways you travel by yourself
- What would make you feel safer to travel?
- Places we go as a family
- Where do you go by yourself or with a friend?
- What weather is fun for you?



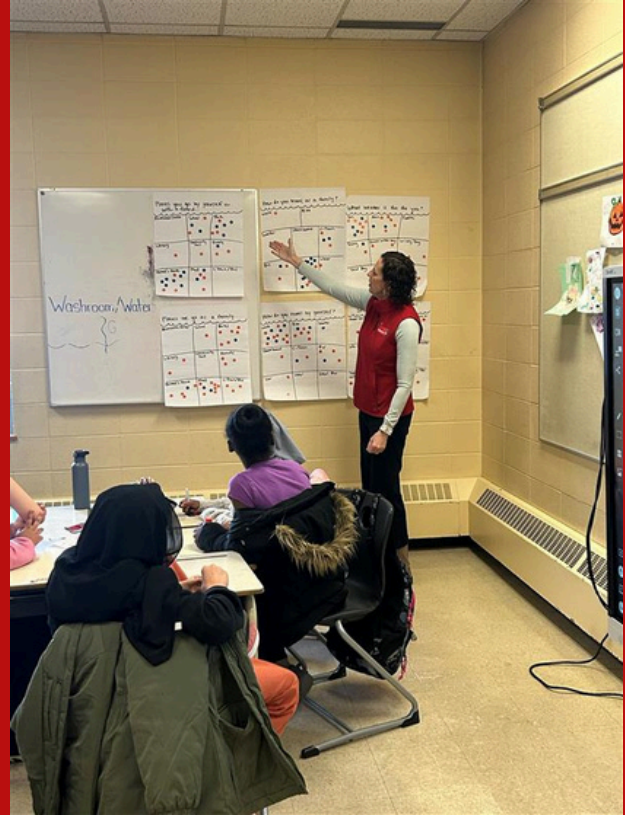
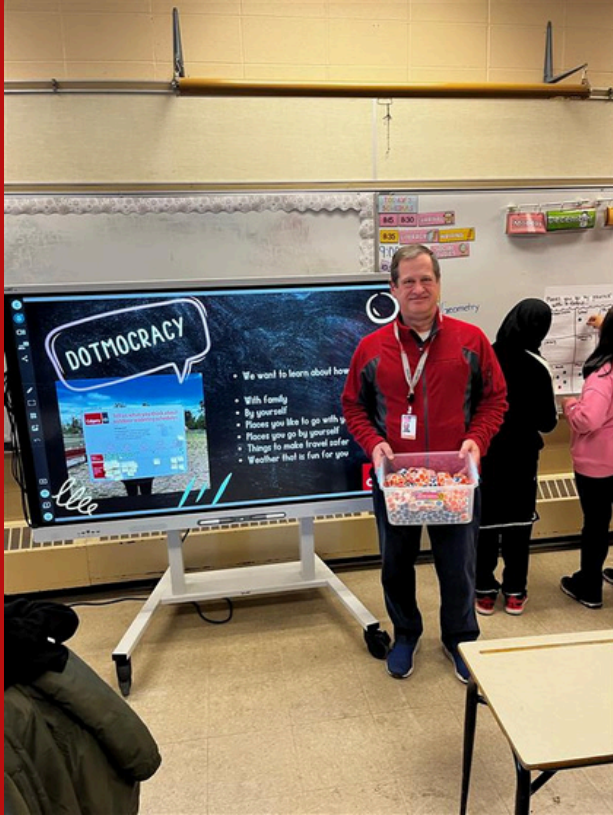
Image above of the results on the dotmocracy boards from St. Wilfrid School Class #2

Results from Class #2 showed that a friend, safer crossings and maps, apps or signs would help students feel safer to travel. Most students found many weather conditions fun. Travelling as a family they often go by car, with some walking but when alone, they walk, bike, or bus mostly. When with their family, students mostly travel to the mall, friends' houses, parks or events. When alone or with a friend, students travel to friends' houses, parks, school and the mall.

Kids Design Streets workbook

We created a workbook to help students learn about how pathways, bikeways and streets are designed in our city. The book, along with the activities we shared during school visits, compare examples of different streets. Students learn about design options such as separated bike lanes, street murals, and curb bump outs. After they learn about street design options, the workbook includes pages for students to design their own dream street.





Falconridge School

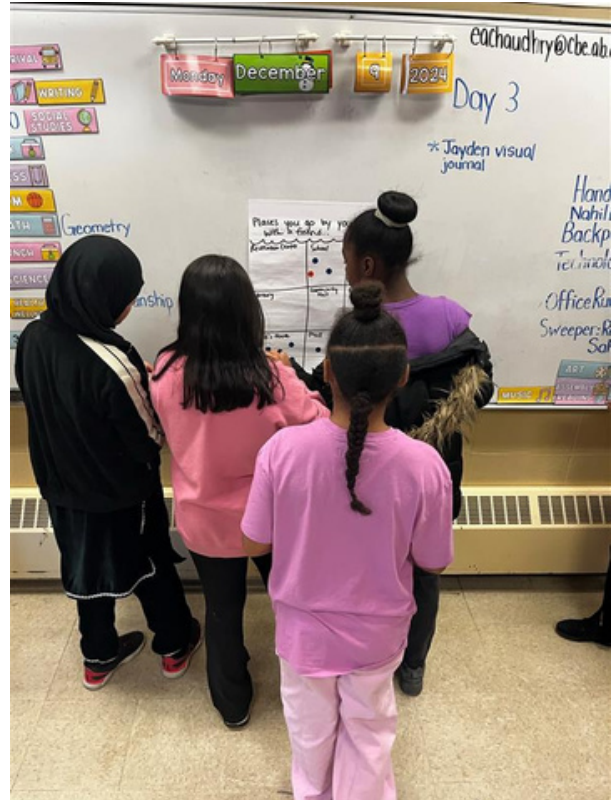
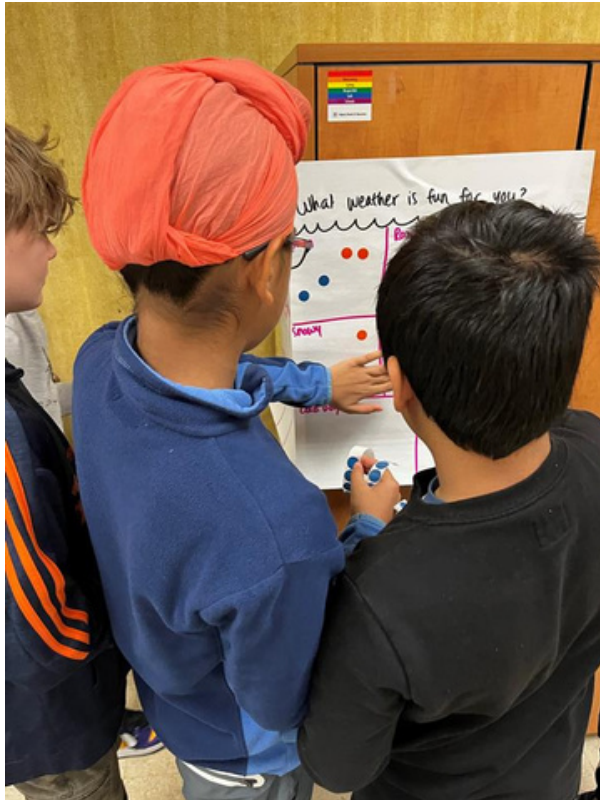
We visited three Grade 6 classes at Falconridge School on Dec. 9, 2024. When asked how they get to school, many students shared that they walk or bike from the local area.

We shared our presentation on public engagement at The City and how it factors in decision making. Students participated in a dotmocracy exercise to share their viewpoints.

Transportation engineers from The City shared with students about different types of streets and traffic calming design options. Students then designed their own dream street in the Kids Design Streets Workbooks.

Falconridge School

Students learned about public engagement and how to give their feedback. We introduced our pathway and bikeway improvement projects and they shared how they get around in their daily lives.



Falconridge School Class #1 Dotmocracy Activity: Students used dots to answer the following questions:

- How do you travel as a family?
- Ways you travel by yourself
- What would make you feel safer to travel?
- Places we go as a family
- Where do you go by yourself or with a friend?
- What weather is fun for you?

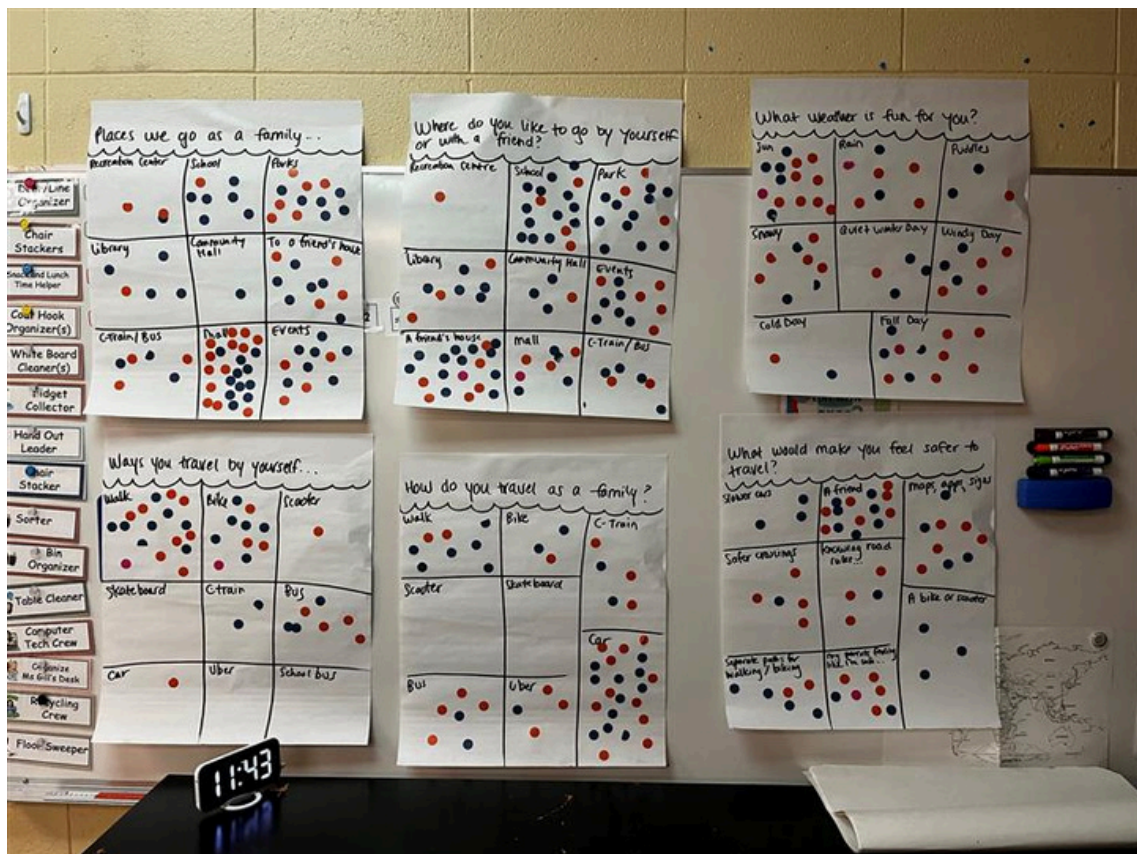


Image above of the results on the dotmocracy boards from Falconridge School Class #1

Results from Class #1 showed that a friend, maps, apps or signs, parents feeling like they are safe and separate paths for walking/ biking would help students feel safer to travel. Most students found multiple weather conditions fun. Travelling as a family, students mostly go by car, with some walking and taking transit but alone they walk, bike, or bus mostly. Destinations students travel to as a family are mostly the mall, a friends house, parks or events. When alone or with a friend, students travel to school, friends' houses, parks, school and events.

Falconridge School Class #2 Dotmocracy Activity Results



Image above of the results on the dotmocracy boards from Falconridge School Class #2

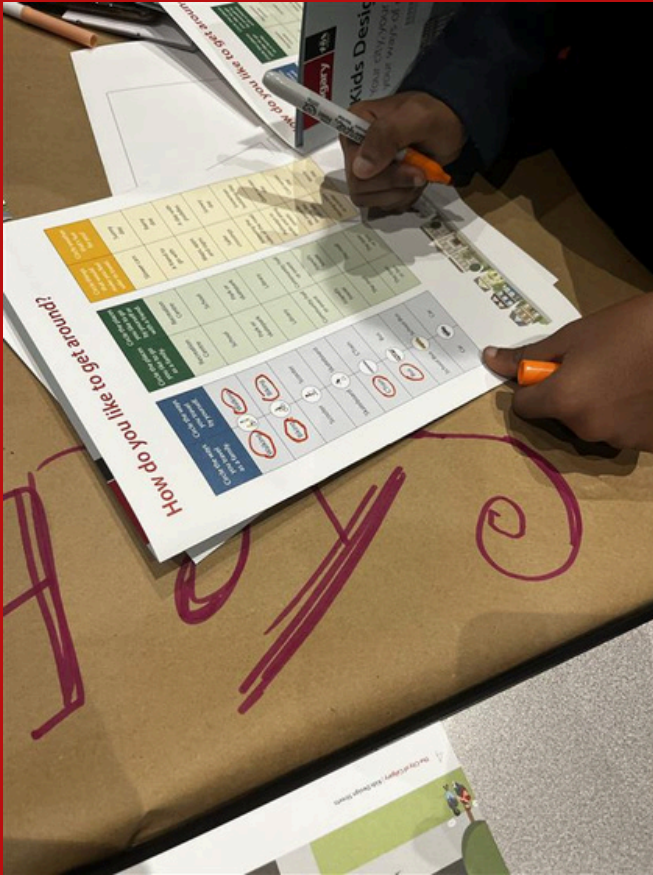
Results from Class #2 showed that a friend, knowing the road rules, slower cars and having a bike or scooter would help students feel safer to travel. Most students found multiple weather conditions fun. Travelling as a family they mostly go by car, with some walking or taking transit but alone students walk, bike, or bus mostly. Destinations students travel to as a family are mostly the mall, events or parks. When alone or with a friend students mostly travel to school, parks, a friend's house or the mall.

Falconridge School Class #3 Dotmocracy Activity Results

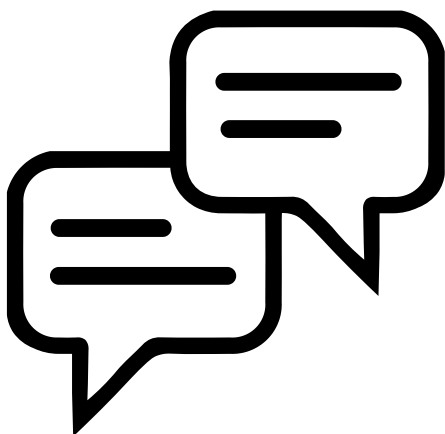


Image above of the results on the dotmocracy boards from Falconridge School Class #3

Results from Class #3 showed that a friend, separate paths for walking and biking and parents feeling they are safe would help students feel safer to travel. Most students found multiple weather conditions fun. Travelling as a family they mostly go by car with some using transit as well but when alone students walk, bike, or bus mostly. Destinations students travel to as a family are mostly the mall, friends' houses, and parks. When alone or with a friend students travel to friends' houses, parks, school and the mall.



Center for Newcomers

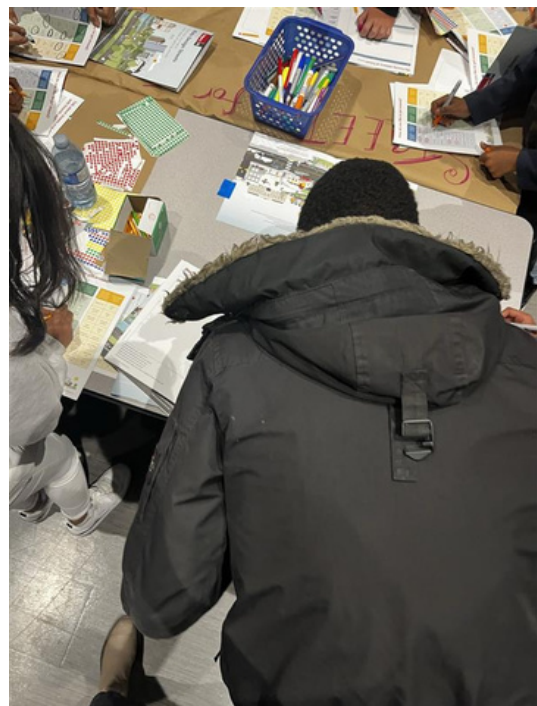
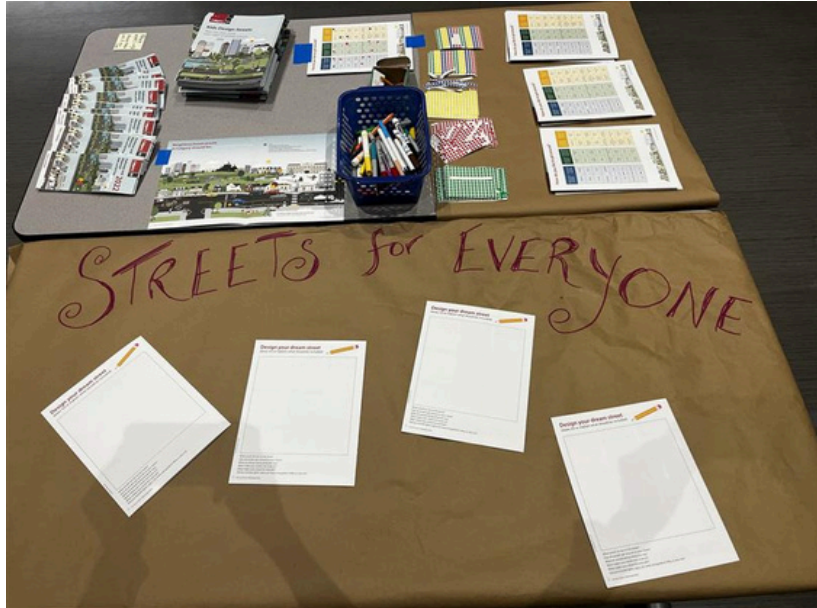


We visited The Centre for Newcomers, which is a charitable organization that offers resources for immigrants and refugees of all nationalities located in the community of Marlborough. We attended during youth night and were able to connect with 52 newcomers. Participants were between the ages of 14 and 19, from ten different countries of origin, spoke 11 different languages and lived in 14 different Calgary neighbourhoods.

We discussed building streets for everyone and asked youth to share information about travel patterns and design their dream street.

Center for Newcomers Youth Group

Students learned about public engagement and how to give feedback. We introduced our pathway and bikeway projects and they shared how they get around in their daily lives.



Center for Newcomers Youth Group

Youth shared how they like to get around using dots. Results showed that walking, biking and connections to transit are important. Some examples of participants' dream street drawings are represented below.

How do you like to get around?

Circle the ways you travel as a family.	Circle the ways you travel by yourself.	Circle the places you like to go as a family.	Circle the places you like to go by yourself or with a friend.	Circle things that would make you feel safer to travel.	Circle weather that's fun for you.
Walking	Biking	Recreation Centre	Recreation Centre	Slower cars	Sunny day
Biking	Biking	School	School	A friend to go with	Rainy day
Scooter	Scooter	Park or skatepark	Park skatepark	Maps, apps and signs	A day with puddles
Skateboard	Skateboard	Library	Library	Safe crossings	Snowy day
CTrain	CTrain	Community hall or event	Community hall or event	Knowing the rules of the road	Snowman building day
Bus	Bus	Friend's house	Friend's house	Pathways in parks and along streets	Quiet winter day
School Bus	School Bus	Train hall	Train hall	My parents know like I am safe	Cold winter day
Car	Car	The train or bus	The train or bus	Having a bike or scooter	Windy day

The City of Calgary / Urban Design Strategy

Design your dream street
(draw, list or explain what should be included)

What would we see on the street?
How do people get around on your street?
What are people doing along the way?
What makes your street nice to be on?
What makes your street fun and safe?
Did you include lights, signs, art, trees and gardens? Why or why not?

The City of Calgary / Urban Design Strategy

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(draw, list or explain what should be included)

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What are people doing along the way?
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The City of Calgary / Urban Design Strategy

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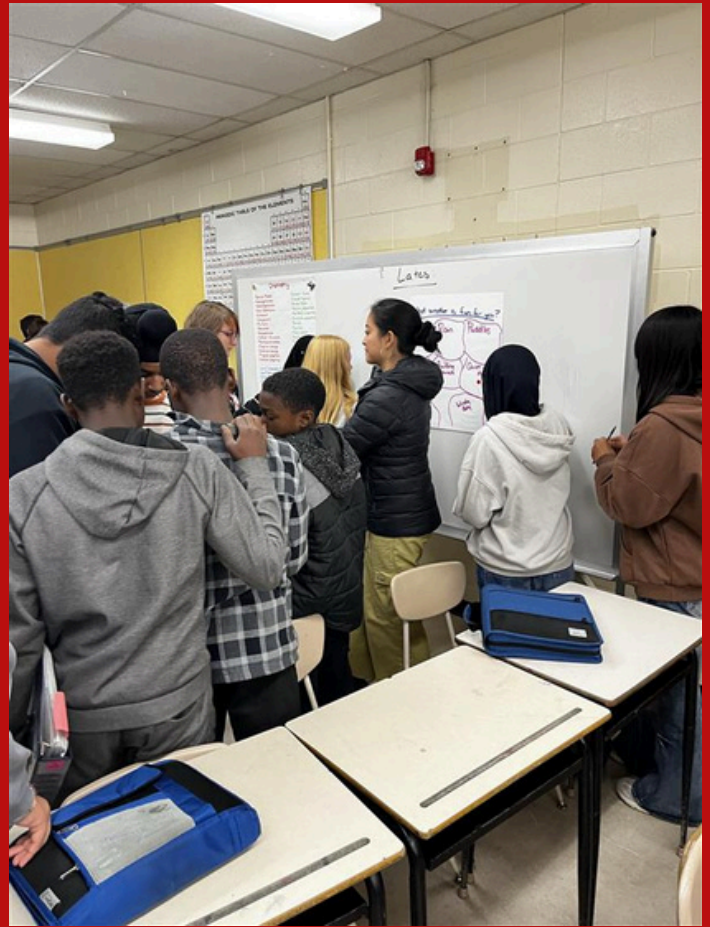
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The City of Calgary / Urban Design Strategy

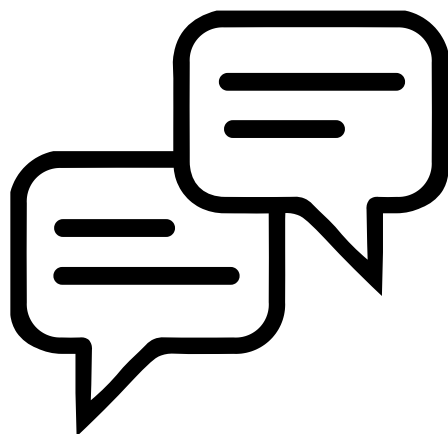
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The City of Calgary / Urban Design Strategy



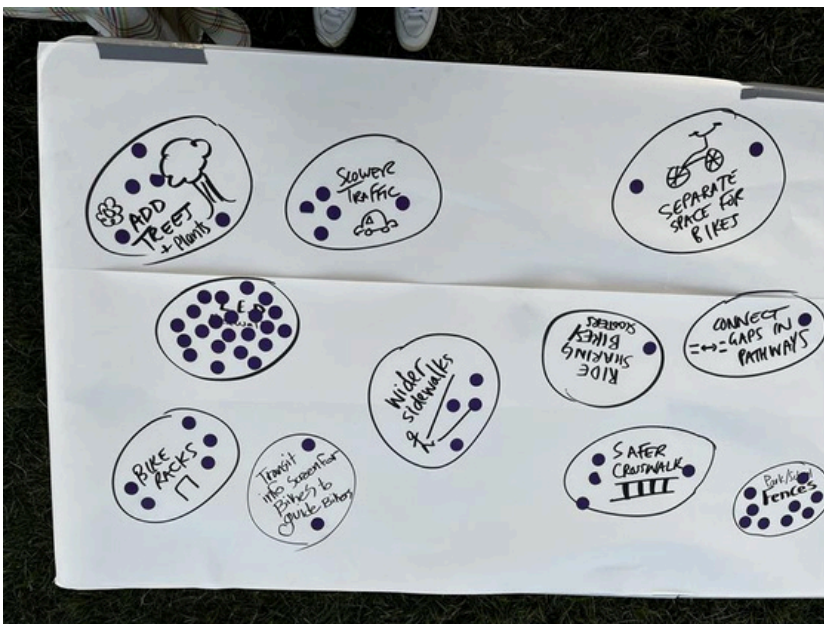
Dr. Gordon Higgins



We worked with 220 Grade 9 students in Rundle over several sessions. Students participated in a variety of stations to increase their understanding of the Ward 10 Connections Project, gain knowledge about the factors involved in street design and participate in giving feedback to the project team.

Basketball Court Opening Pop-Up

The Project Team held a pop-up at Dr. Gordon Higgins Basketball Court Opening in September 2024. We learned how and where kids travel in their community as well as their thoughts on desired improvements including their innovative idea for LED sidewalks! Leadership students at the school volunteered to help facilitate interviewing other students for their input.



Empathy Station

Students explored the different needs people have when using streets and pathways. Students drew a role out of a hat and then participated as that person - from blind walks, to using wheelchairs or walkers, to being a parent with a toddler. Students then discussed these questions:

- What issues would be important to that character? Why?
- What on the street helped your character?
- What were the obstacles and problems on the street for your character?
- What could be added to the street to make it better for your persona?



Today, I am pretending to be a Wheelchair User

Become your character and consider...

- Why is your persona out walking today? What might be important for them on a street?

Ramps, Enough space, smooth surfaces!

STEP 1: DO THE CHECKLIST

Does it feel safe to cross the street?	☒ yes	☐ no
Do you think people driving can see you?	☒ yes	☐ no
Do you think people driving are travelling at a safe speed?	☒ yes	☐ no
Is there enough space to walk or wheel side by side?	☐ yes	☒ no
Can you have a conversation with the person next to you and hear them?	☐ yes	☒ no
Is it accessible for everyone? Think about a kid walking on their own. Think about someone who uses a wheelchair, walker, cane, or pushes a stroller. Think about someone who has vision or hearing loss.	☐ yes	☒ no
Do you see any benches or places to sit?	☐ yes	☒ no

STEP 2: FILL OUT THE TABLE

Things on the street that help me	Obstacles or problems on street for me
Wheelchair Ramps	Not enough space wheel side by side.
Pedestrian Signs	Hills
Zebra Crossing	No places to sit
Some smooth surfaces	Rough Surfaces (Gravel)

Be prepared to share back what you would add to the street to make it better for your persona? Consider elements such as lighting, seating, smoother sidewalks, wider sidewalks, benches, trees, crosswalks, etc

Smoother sidewalks to move wheel chair smoothly + Wider sidewalks to wheel side by side.



"I liked the empathy station because in the beginning I didn't have much of an opinion on that stuff, but after looking through their lenses it helped me shape my perspective better"



Radar Gun Station

Students explored speed limits and learned about traffic enforcement.

Students discussed:

- How speed limits affect driving behavior.
- The speed limits in the area (school zone).
- How speed limits changed in residential areas to 40 km/hr.
- Other factors that affect speeds – geometric changes to the road, enforcement, etc.

Street Vibes

Your leader has a radar gun to measure how fast cars are travelling. For the next 10 cars that pass, guess their travel speed, draw an expression (like a happy or sad face) of how that car made the street feel and then compare with the true speed.

Guessed Speed	Street Vibes	Actual Speed
27 km/h	😊	20 km/h
25 km/h	😊	19 km/h
30 km/h	😊	34 km/h
20 km/h	😊	27 km/h
19 km/h	😊	27 km/h
25 km/h	😊	39 km/h
17 km/h	😊	27 km/h
20 km/h	😊	30 km/h
15 km/h	😊	28 km/h
30 km/h	😊	43 km/h

What patterns do you notice?
They were faster than I expected.





"I liked the radar station
because it was fun to see
wether people do the
speed limit"

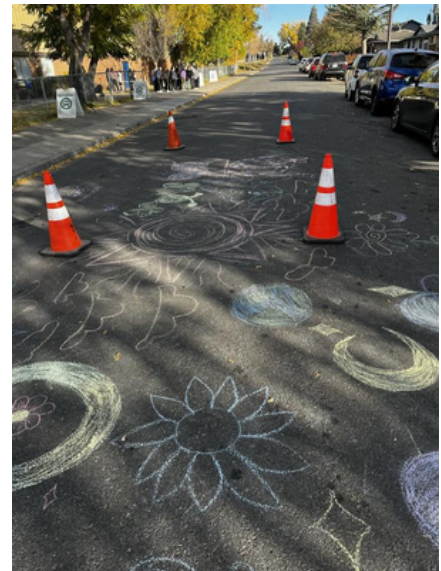


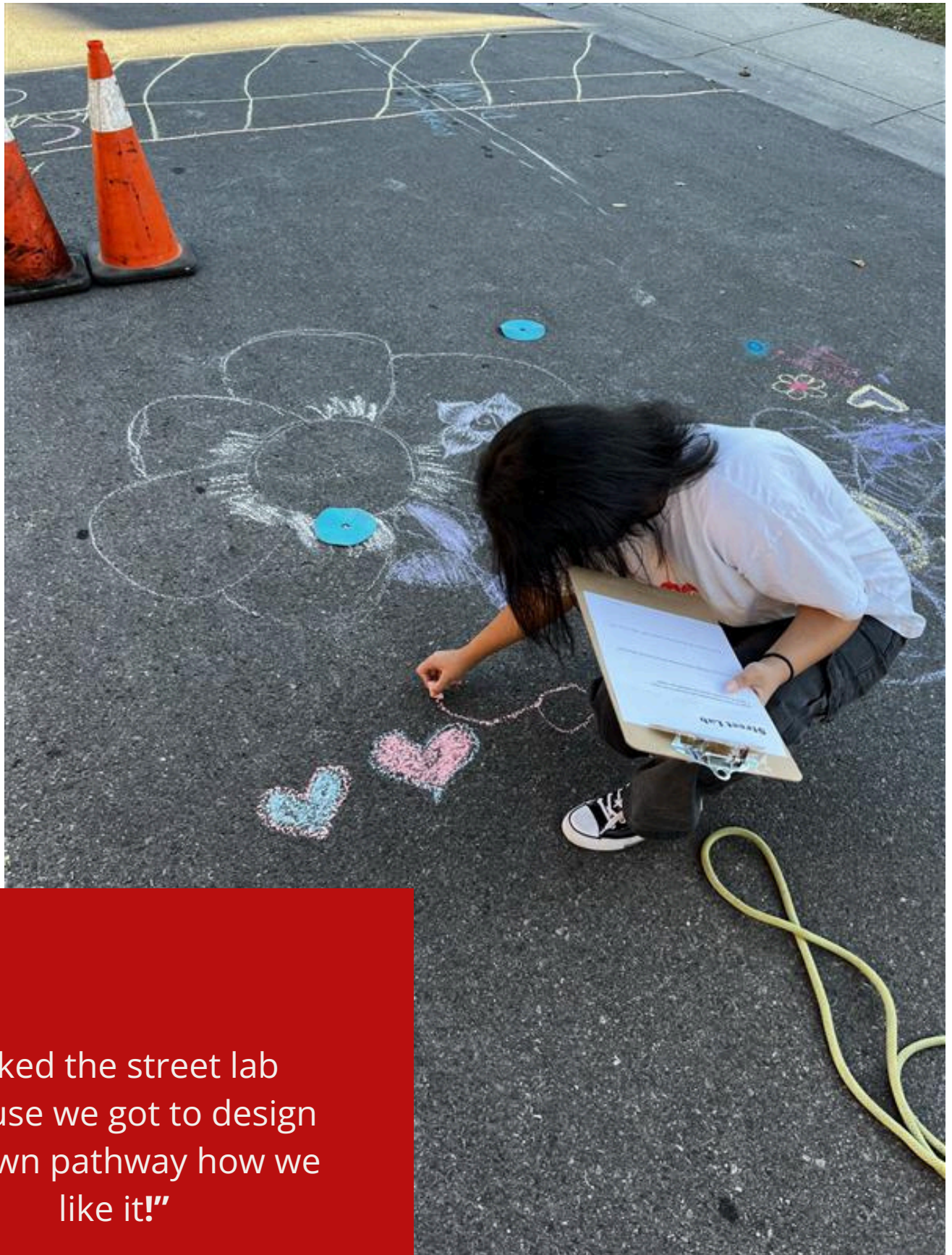
Street Lab Station

Students were able to play “Transportation Engineer” for a day. They learned about tools that can change streets to slow traffic and make it safer. Students examined the existing road – how wide is it? What conditions exist? Narrow sidewalks, parking lanes, street trees, etc? They then used cones, chalk and ropes to explore measurements of vehicles, bike lanes and other traffic calming objects and then built them on the street to see how the road conditions changed. In good weather we did this outside, when it was cold we used a Lego table indoors.

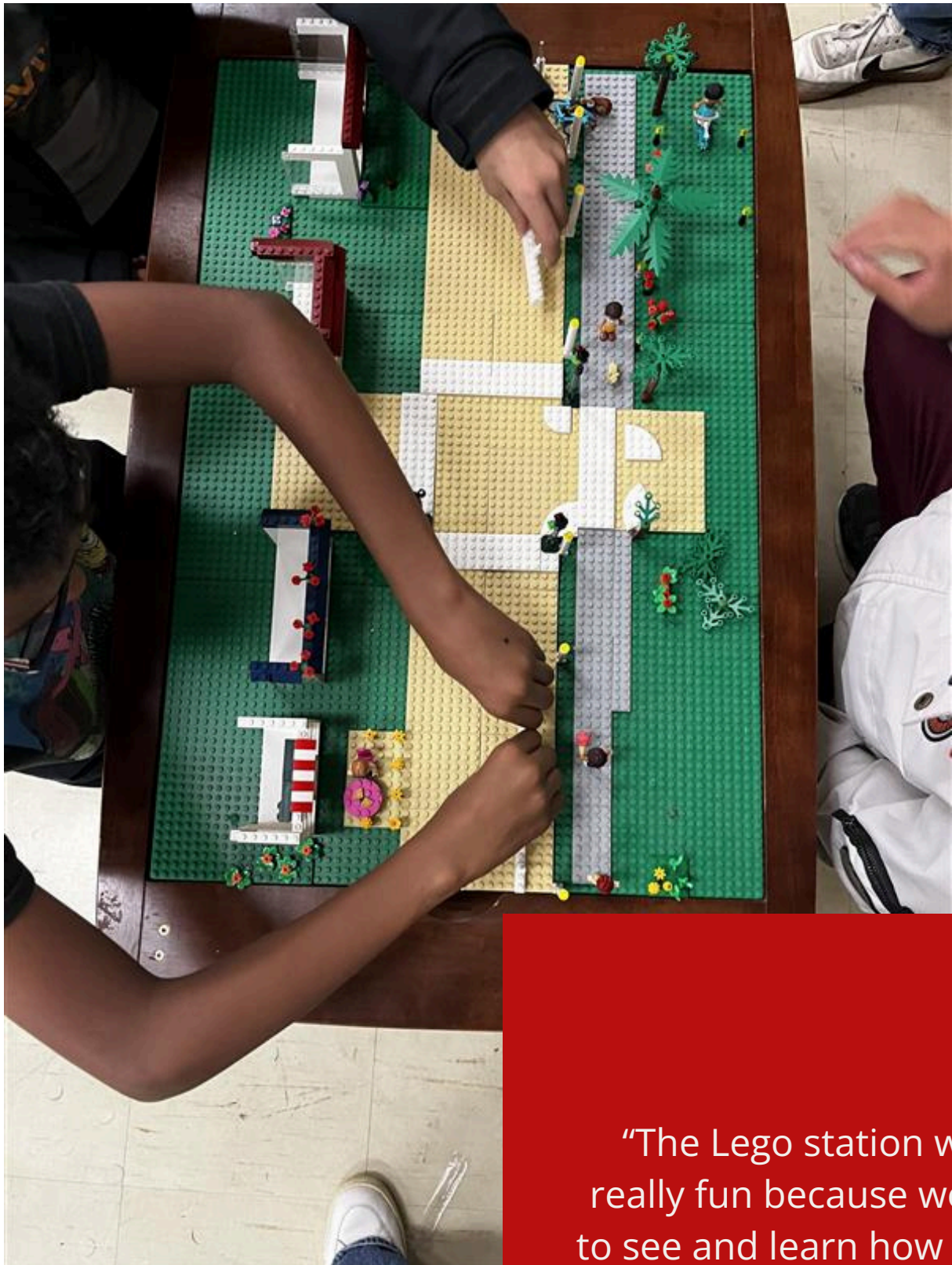
Students discussed:

- What do you notice about the changes we made?
- How do our changes make the street feel and function differently?
- Is this a solution we should try for a longer time? Why or why not?





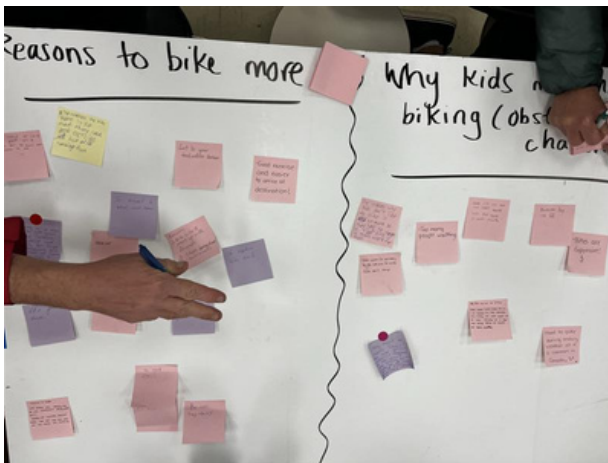
"I liked the street lab because we got to design our own pathway how we like it!"



"The Lego station was really fun because we got to see and learn how fixing and reworking roads do"

Youth En Route Bike Station

Students got to work with Youth En Route, a non-profit organization who supports youth education around active travel. Students learned about bike parts, and how to change a tire as well as gave feedback around why youth in their area may choose to bike or challenges/ obstacles to biking.





"I liked the bike tire, also
choosing parts"

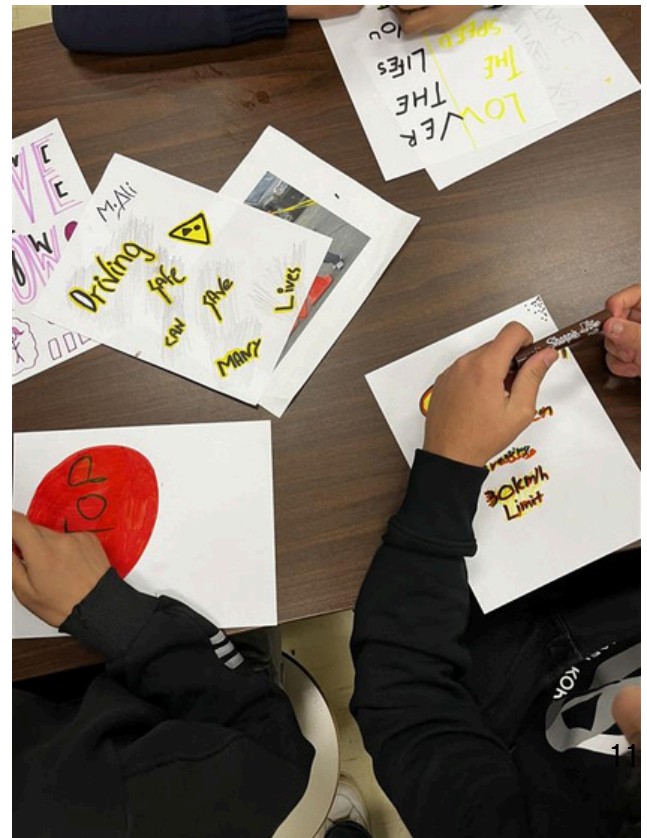
Street Sign Station

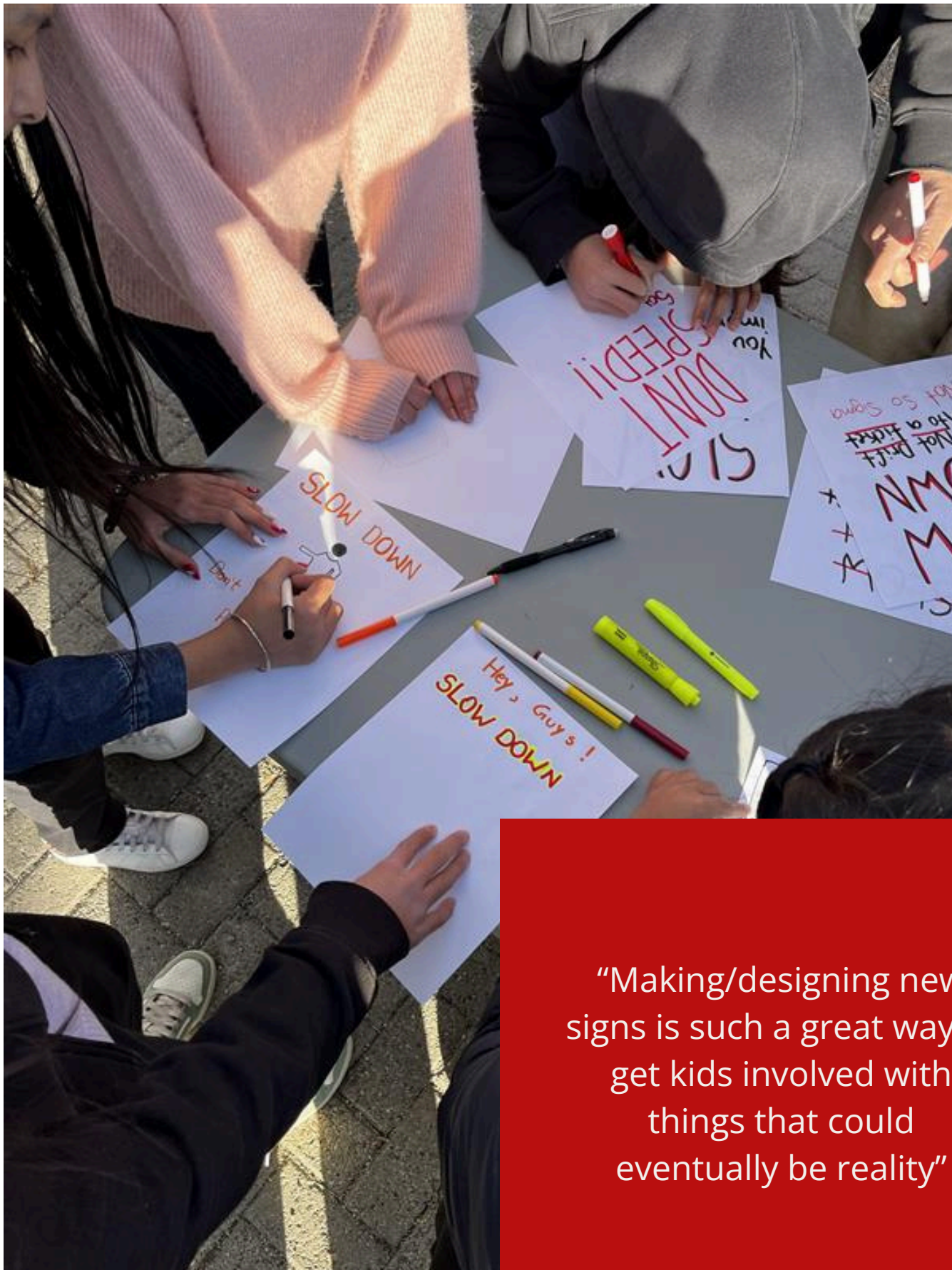
Students were able to think about communicating to others about street safety. Students took a street tour to observe existing street signs and discussed:

- What makes them effective or not?
- What message are they sending?
- Who is the audience?
- Why features does the sign have?

Students discussed how to make signs for teens and designed signs.

- What would motivate teens around traffic safety?
- What do teens care about? Do they care about safety?
- What will capture their attention? (Consider types of words or images)
- What is the action you want them to do or behavior you want to change?



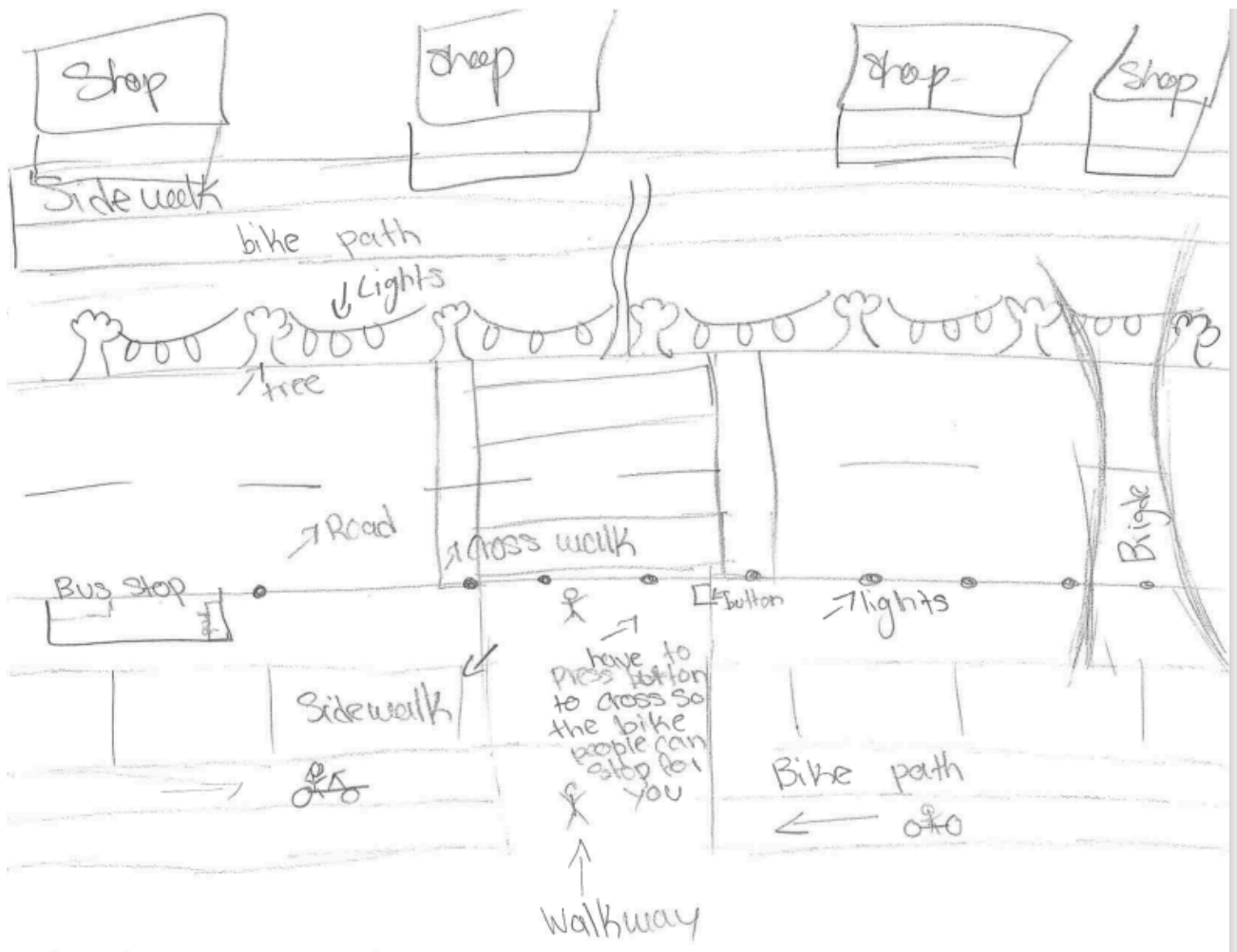


“Making/designing new signs is such a great way to get kids involved with things that could eventually be reality”

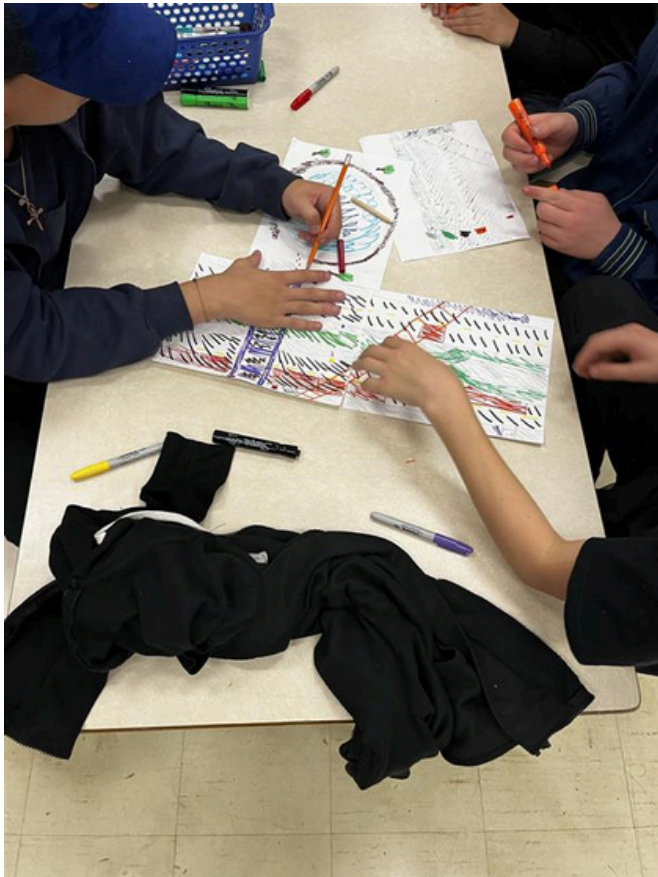
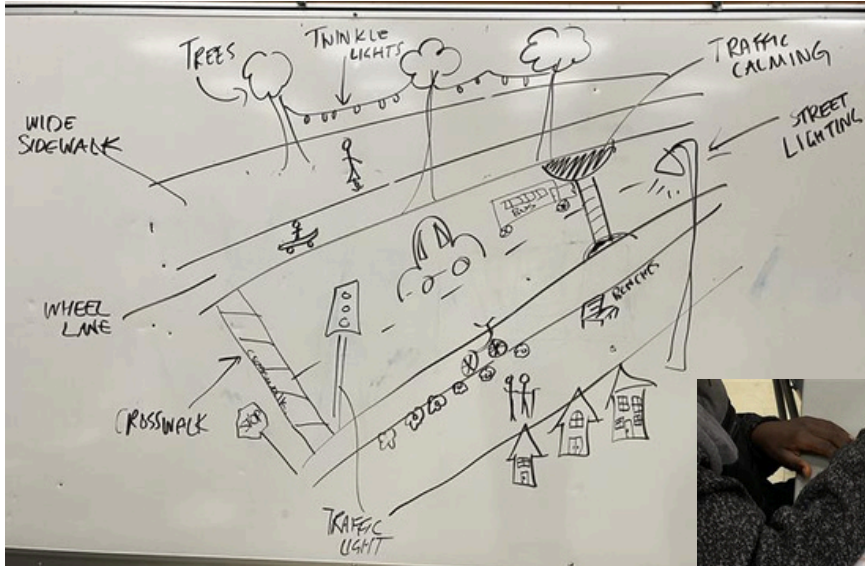
Design Your Dream Street

After learning about street design, and experiencing the stations, students were able to put it all together to design their dream streets. Students were asked to consider:

- What would we see on the street?
- How do people get around on your street?
- What are people doing along the way?
- What makes your street nice to be on?
- What makes your street fun and safe?
- Did you include lights, signs, art, trees and gardens? Why or why not



Design Your Dream Street





Dr. Gordon Higgins Dotmocracy

We did a dotmocracy activity with all of the classes of Grade 9 students. Students used dots to answer the following questions:

- **How do you travel as a family?** Most responded "car", followed by "C-Train or bus"
- **Ways you travel by yourself?** Most responded "walk", "train or bus"
- **What would make you feel safer to travel?** Most selected "a friend to go with" followed by "My parents feeling like I am safe"
- **Places we go as a family?** Most responded "mall" or "events"
- **Where do you go by yourself or with a friend?** Most responded "Friends' House" or "Mall"
- **What weather is fun for you?** Results showed most students prefer sun but also selected rain and other types of weather.

Dr. Gordon Higgins Dotmocracy





Next Steps

Youth feedback will be shared with the project team to inform Phase 2 design options in development.

Youth perspectives helped our project team to understand where and how students prefer to get around their communities.

We will return to schools in Phase 2 of Public Engagement to get more feedback on proposed options as the projects progress.