

ACTIVE AND SAFE ROUTES TO SCHOOL IN MANITOBA

Program Handbook
and Resource Guide

**Designed to help school communities encourage
active and safe travel to and from school**



ACKNOWLEDGEMENTS

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The Canadian Active & Safe Routes to School Partnership



We would like to recognize the generous contribution of Green Communities Canada, who permitted us full rights to adapt and revise their program resource guide to create this one. Thank you.



The Active and Safe Routes to School Program Handbook and Resource Guide has been prepared for community organizations and schools that wish to develop programs and strategies that encourage active transportation to and from school, thereby reducing reliance on the personal automobile for short, local trips. This handbook and resource guide is intended to suggest courses of action to help the user imagine, create and implement their own ASRTS program to suit their unique circumstances. Green Action Centre and its funders are not responsible for outcomes and consequences that result from the use of this guide.

TABLE OF CONTENTS

1. How to Use This Guide	5
2. Introduction	7
2.1 Active and Safe Routes to School.....	7
2.2 School Travel Planning.....	10
2.3 Community-Based Social Marketing.....	12
3. Making the Case	13
4. Implementation	17
4.1 Special Events	17
4.1.1 International Walk to School Month (IWALK).....	17
4.1.2 Clean Air Day	34
4.2 Walking Wednesdays Club	34
4.3 Walking School Bus.....	51
4.4 Walking Buddies.....	63
4.5 Walk-a-Block Zones	64
4.6 Neighbourhood Walkabouts and Walkability Surveys	65
4.7 Best Routes to School Maps and Mapping Activities.....	74
4.8 Idle-Free Zones	79
5. Evaluation.....	81
5.1 Parent Survey.....	82
5.2 Student Survey.....	85
6. Curriculum Integration	91
6.1 Kindergarten	92
6.2 Grade 1.....	95
6.3 Grade 2.....	99
6.4 Grade 3.....	102
6.5 Grade 4.....	105
6.6 Grade 5.....	107
6.7 Grade 6.....	109
6.8 Grade 7.....	112
6.9 Grade 8.....	114
7.Fun and Games	115
8.New Materials.....	122
6.10-6.13 Grade 9-12.....	122



1. HOW TO USE THIS GUIDE

The Active and Safe Routes to School Program Handbook and Resource Guide has been produced for use by Manitoba parents, teachers, school and division officials, and municipal staff to help them develop programs and strategies that encourage and support students to use active transportation to get to and from school. This includes walking, cycling, skateboarding, scootering and other active forms of travel.

The program is inherently flexible and users are encouraged to adopt components and modify them to meet their particular needs and situations.

All materials herein are free for reproduction and modification as needed.

The guide is separated into six sections. The **Introduction** and **Making the Case** sections set the foundation for Active and Safe Routes to School and provide facts, information and valuable resources to demonstrate the urgent need for increased promotion and use of active transportation to and from school.

The **Implementation** section describes the various program components in Manitoba, with details on best practices towards their establishment in school communities.

The **Evaluation** section provides sample surveys and evaluation forms, along with additional resource links to aid in the evaluation of new or established programs.

The **Curriculum Integration** section outlines how the Active and Safe Routes to School program can be used to meet specific General Learning Outcomes of the Manitoba Curriculum at the Elementary level.



Look for this icon! These items can be downloaded from www.greenactioncentre.ca.

10 Good Reasons to Walk
to School Together:

- It's fun!
 - It's healthy
 - It's non-polluting
 - It's a great way to meet new friends
 - It reduces stress
 - It's a chance to teach and learn road safety skills
 - It's considerate
 - It's educational
 - It's economical
 - It's a way to make streets safer
-

Finally, the **Fun and Games** section provides a few extra ideas for inspiration.

Find information and links on the Active and Safe Routes to School website in Manitoba at www.greenactioncentre.ca under programs.

WHO SHOULD USE THIS GUIDE

This guide will be useful for all individuals and groups wishing to encourage healthier and safer lifestyles for children and their communities by reducing car traffic in their neighbourhoods through the implementation of Active and Safe Routes to School programming. Typically these stakeholders include:

- School divisions
- School administration and support staff
- Parent advisory councils
- Teachers
- Students
- Elected officials and municipal councils
- Municipal transportation engineering and planning staff
- Police departments
- Public Health professionals
- Neighbourhood associations
- Other community organizations that have a stake in the safe travel of children to and from school.



2. INTRODUCTION

Welcome! You are entering a world where children walk and cycle to school in a fun and safe environment. There is fresh air. Laughter. Friends. People are connecting with nature and their community. This is Active and Safe Routes to School.

“Independence should be a cause for celebration.... Kids are competent. Kids are capable. Kids deserve freedom, responsibility and a chance to be part of this world” —Lenore Skenazy, Free Range Kids

2.1 ACTIVE AND SAFE ROUTES TO SCHOOL

The Active and Safe Routes to School program’s goal is to increase the number of students walking, cycling and using other active modes of transportation for the trip to and from school. This results in a number of personal and community benefits, including increased physical activity levels for children and a healthier lifestyle for the entire family; reduced traffic congestion around schools; safer, calmer streets and neighbourhoods; and improved air quality and fewer greenhouse gas emissions.

Active and Safe Routes to School offers many tools for schools to use, all of which draw upon the principles of Community-Based Social Marketing (section 2.3). These components fall in the area of education, community mobilization and encouragement. They can be used as stand-alone efforts or combined to create a larger initiative.

History of Active and Safe Routes to School

Around the world, concerns for children’s health and safety have led to many communities adopting Active and Safe Routes to School programs in an effort to ensure their children are encouraged to be safe and active at least twice a day when travelling to and from school. Many European programs have been in place since the 1970s and have led to an 85% reduction in traffic-related injuries in children.

In Canada, the program was pioneered in Ontario and British Columbia in the late 1990s, with programs established in Nova Scotia, Quebec, Manitoba and Alberta in subsequent years. In 2009, these programs formed the Canadian Active and Safe Routes to School Partnership, which joined communities across Europe, the United Kingdom, the United States, New Zealand, Japan and Australia in promoting safe and active travel to and from school.

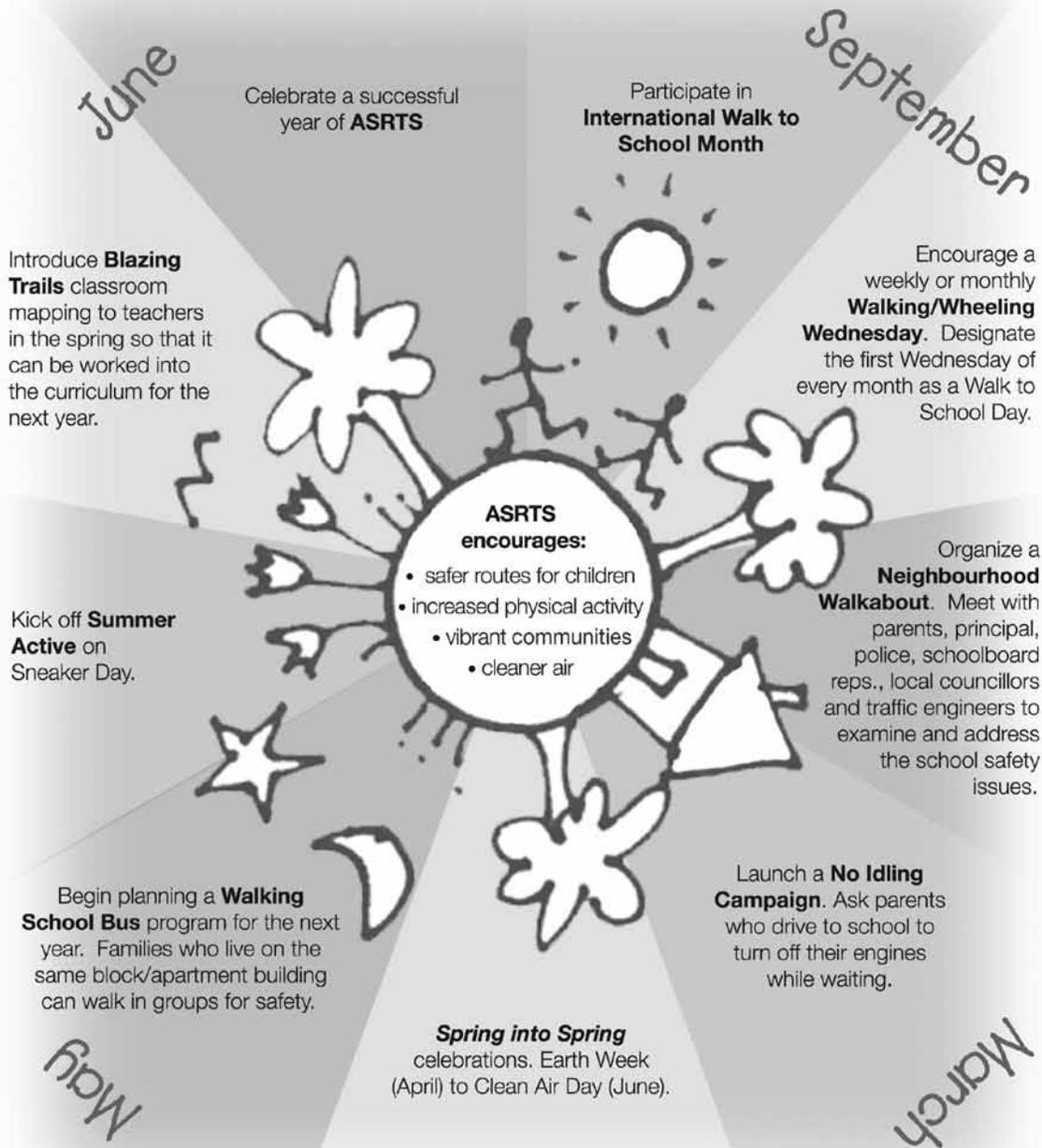
A School Travel Plan is both a policy document and a process. It addresses the issues of sustainability, safety and health associated with 'the school run' using a collaborative, community-based approach.

The eight distinct social marketing components of the Active and Safe Routes to School program include:

1. Special Events:
 - International Walk to School Month – IWALK (October)
 - Clean Air Day (first Wednesday in June)
2. Walking/Wheeling Wednesdays Club
3. Walking School Buses
4. Walking Buddies
5. Walk-a-Block Zones
6. Neighbourhood Walkabouts and Walkability Surveys
7. Best Routes to School Maps and Mapping Activities (Blazing Trails)
8. Idle-Free Zones

This handbook and resource guide provides detailed materials and ideas, and tools to help you initiate some or all of these components in your school or community, with suggested timelines throughout the year. Use the components as a toolkit and select those that are right for your school or community.

Active and Safe Routes to School Through the Year



Green Communities
CANADA

www.saferoutestoschool.ca



—Ruth Hooker School (Selkirk)

2.2 SCHOOL TRAVEL PLANNING

Recently, the Active and Safe Routes to School program has gone one step further than simply providing tools – School Travel Planning.

School Travel Planning addresses the issues of sustainability, safety and health associated with ‘the school run’ using a collaborative, community-based approach. Key community stakeholders (school divisions, municipalities, police, public health professionals, parents, educators, and children) work together to address challenges and improve opportunities for active transportation to and from school.

The physical and attitudinal barriers to walking, cycling and other environmentally friendly and healthy modes of travel are each addressed. As well, all aspects of how children travel to and from the school are investigated and documented. A key emphasis is placed on determining the extent to which a community allows for the independent mobility of children. Each school writes a School Travel Plan, which includes a section describing the actions they plan to implement, such as:

- **Introduction of school infrastructure** – e.g. bike shelters, bike racks, lockers
- **Education** – e.g. safety training for walking and cycling, awareness raising
- **Community mobilization** – e.g. walking school buses, walking buddies, ride sharing
- **Encouragement** – celebrations of physical activity and the environment such as International Walk to School Month (October) and Clean Air Day (June) along with events such as Car Free Day (September 22nd) and recognition and rewards for walking/cycling
- **Engineering improvements at or near school sites** – e.g. pedestrian crossings, adult crossing guards, repairs and upgrades to sidewalks, and signage

School Travel Planning complements the social marketing components of the Active and Safe Routes to School program, such as the Walking School Bus, Walking Wednesdays Club, and Best Routes to School mapping activities. The School Travel Plan serves to formalize the process to ensure these initiatives are built into the school plan and thus become an ongoing, integral part of how the school operates.

The School Travel Planning process involves **five mandatory steps**:

1. Program Set-up
2. Data Collection and Problem Identification
3. Action Planning
4. Implementation
5. Ongoing Monitoring

For more information on School Travel Planning, see the following documents from Green Communities Canada:

- Review of International School Travel Planning Best Practices:
www.saferoutestoschool.ca/downloads/STP-Best-Practice-Final.pdf
- School Travel Planning Review & Recommendations:
www.saferoutestoschool.ca/downloads/STP-Review-Recommendations-Final.pdf

If your school is interested in developing a School Travel Plan, contact Active and Safe Routes to School in Manitoba at (204) 925-3773, asrts@greenactioncentre.ca

From September 2007 to March 2009, Green Communities Canada and selected provincial partners conducted a School Travel Planning pilot project. More information on the pilot and its case studies can be obtained from www.saferoutestoschool.ca. Active and Safe Routes to School in Manitoba ran a similar pilot project in 2009-2010. For more information, visit www.greenactioncentre.ca – under programs!

Behaviour change rarely occurs as a result of simply providing information.



—Stevenson School (Winnipeg)

2.3 COMMUNITY-BASED SOCIAL MARKETING

Community-Based Social Marketing is based upon research in the social sciences that demonstrates behaviour change is most effectively achieved through initiatives that are delivered at the community level and that focus on removing barriers to an activity while simultaneously enhancing and promoting the activity's benefits.

To promote behaviour change, Community-Based Social Marketing uses a variety of effective “tools,” including:

- Seeking **commitment** to an initial small request
- Using **prompts** as gentle reminders to their commitment
- Developing community **norms** that support people engaging in sustainable behaviour by observing other members of the community behaving in a similar way
- Effective **communication** strategies that are captivating, credible, well-framed and easy to remember
- Creating **incentives** that motivate people to adopt the sustainable behaviour
- Removing **external barriers** that impede the sustainable behaviour

This information was drawn from the book “Fostering Sustainable Behaviour: An Introduction to Community-Based Social Marketing,” written by Doug McKenzie-Mohr and William Smith (1999). For more information on Community-Based Social Marketing, visit Doug McKenzie-Mohr’s website at: www.cbtm.com.



3. MAKING THE CASE

WHY DO WE NEED ACTIVE AND SAFE ROUTES TO SCHOOL?

Walking and cycling as a means of transportation are on the decline in Canada, as part of a decades-long international trend toward more sedentary lifestyles and increased dependence on automobiles. This directly affects children attending elementary schools, as they have little choice about how they get around. If the parents drive to work, the children are likely driven to school. Over the past 30 years, the habit of walking to school has seen a steep decline. In fact, studies have shown that almost 80% of children used to walk to school, compared to 35% today.

At the same time, dramatic increases in childhood obesity rates combined with low physical activity levels are resulting in dire health consequences and an urgent need to reverse these trends. Increasing the number of children who walk and bike to school can play a significant role in achieving this. Walking or biking between home and school builds physical activity into the day, helping children meet the recommended amount of daily physical activity. It also sets up an active lifestyle that can carry on into adulthood.

The increasing number of children being driven to school has negative environmental consequences as well. Greenhouse gas emissions from cars contribute to climate change. Idling (running your car for 10 seconds or longer) in school zones increases air pollution in an area where children spend a lot of time.

This trend has also led to extreme traffic congestion around schools. Stand outside most elementary schools at drop-off and pick-up times and you are likely to witness complete chaos, with parents and caregivers converging in their vehicles around the school. Children and adults who have to walk through this area are at significant risk of injury.

The 2009 Physical Activity Report Card produced by Active Healthy Kids Canada states: "Although nearly two-thirds of Canadian families indicate that they live within a reasonable distance to walk or cycle to school, just over one-third of children report having walked to school, and 80% report never having cycled to school, according to parent reports."

If current trends continue, we may no longer have a generation that will remember walking to school.

Traffic congestion contributes to air pollution around schools. Air quality has been shown to be worse on streets where schools are located.

.....
"Fifty percent of kids hit by cars near schools are hit by cars driven by other parents dropping **their** kids off because they're afraid of **them** getting hit by cars." —Lenore Skenazy, Free Range Kids.
.....

Less freedom for our children

Parents' fear can be a powerful barrier, with many of today's children not allowed to move about their neighbourhoods on their own. But are we doing our kids any favours by keeping them under close watch at home? For many children, unstructured play outdoors has been replaced with watching TV or playing video games. Current national data indicates that only 10% of Canadian youth are meeting the recommended guideline for screen time of less than 2 hours per day, and many spend closer to 6 hours per day.

.....
"The world is no less safe than it was 20-30 years ago. What has changed is our perception." —Lenore Skenazy, Free Range Kids
.....

WHY ARE PARENTS DRIVING THEIR KIDS TO SCHOOL?

Many parents cite traffic safety as the number one reason they drive their children to school. "There's too much traffic" is a familiar phrase, yet they do not make the connection that they are adding one more car to the chaos around the school. Some cite a fear of "stranger danger" or "white van syndrome," while others feel the distance is too far for their children to walk.

Some of these barriers are due in part to challenges resulting from the design of modern neighbourhoods, which are not conducive to walking and biking. Cul-de-sacs create much longer walking and biking distances than the traditional grid-style of streets in older neighbourhoods. In addition, many newer neighbourhoods do not have sidewalks. The consolidation of smaller schools into larger, central schools has increased the distance between home and school. For some students, these factors have made it difficult to walk or bike.

Regardless of the parents' reasons for driving, their children's travel habits are shaped in great part by their choices. If the parents typically drive everywhere, they will also drive their child to and from school.

THE CAR DILEMMA

While cars have become our main mode of transportation due to their perceived convenience and safety, they are actually proving to be a threat to children's overall well-being. Every parent who drives their child to school adds one more vehicle to already congested roads, while removing their eyes from the street. This creates a downward spiral – the emptier the sidewalks become, the more parents may view them as unsafe.

And with fewer parents monitoring their neighbourhood sidewalks, there's a concern that children who walk to school alone can become more vulnerable to the dangers of traffic, bullying, harassment or abduction. Most parents say they would let their children walk to school if there were ways to ensure they were safe. Many of them don't realize that the solution is in their hands.

WHAT ARE THE BENEFITS OF WALKING AND BIKING TO SCHOOL?

Meaningful, active family time

Walking or biking with your children provides time to simply chat about the day or have a meaningful conversation while being active together. According to the *Healthy Kids Healthy Futures* Task Force Report produced by the Province of Manitoba in 2004, "Only 43% of parents are, on average, regularly active with their children. The number of parents who are active with their children drops by 25% once children reach the age of five and drops a further 30% once children reach 13."

Learning "road sense"

Younger children who walk to school with a parent or caregiver have the chance to build up their road sense over time, making them better prepared for independent journeys as they age.

Taking action on climate change

Reducing car use has positive environmental impacts. In Manitoba, transportation accounts for over 30% of greenhouse gas emissions overall and almost 50% of individual household emissions. Walking or biking instead of driving for one or two short trips per week can make a difference.

"A British study found that children are as dependent on cars as their parents, with 90% of girls and 75% of boys saying they would find it difficult to adjust their lifestyles without a car." —Sina Arnold and Domenica Settle, "Hooked on Cars: Driving as Addiction," *Car Busters Magazine*, no. 7, Winter 1999-2000.

The best protection from obesity comes from unorganized play. This includes going for a walk, running, riding bikes, playing on the playgrounds and playing ball hockey on the street. Children who do this are about 50% less likely to be fat compared to those who don't.

Chassity McIntyre, a parent at École Riverbend School in Winnipeg, says that walking her son home from school is like the "carrot at the end of the stick" that gets her through each day. "I find out what the teacher was wearing, what the other kids had for lunch, and what is going on at the school every day, and it's great. I feel more connected to my son and what's going on in his life."

Polar Bears Do Not Like Cars

Walking to school can help save polar bears! How? Walking instead of driving helps reduce climate change, so that the Arctic ice floes from which the bears hunt and feed do not melt and disappear.

Physical Activity and Health Facts

Over the past 25 years, the overweight/obesity rate of youth aged 12-17 has more than doubled from 14% to 29% (and the obesity rate has tripled from 3%-9%).

Manitoba children (ages 2-17 years old) are more overweight and obese than Canadian children in general. 31% of Manitoban children are overweight/obese compared to 26% of Canadian children.

In Manitoba, 59% of youth aged 12-19 years old are not active enough for optimal growth and development. (www.gov.mb.ca/healthyschools/issues/physical.html)

Staying healthy by being active

Daily physical activity can help to build and maintain healthy bones and muscles, boost cardiovascular fitness, maintain a healthy weight and lead to more energy. Walking or biking to school is a great way to increase children's physical activity level.

Better performance in school

High grades and performance on cognitive measures are consistently associated with children who are more active. Most parents would strongly agree that physical activity helps their children's growth and development, builds self-esteem, helps with concentration and improves learning. The 2009 Active Healthy Kids Canada Report Card states that academic performance is improved by engagement in regular physical activity. There are also direct links made to a reduction in depression and anxiety and fatigue, and improved interpersonal relationships.



Poster from North Memorial School Clean Air Day Celebration, Portage la Prairie



4. IMPLEMENTATION

This section lays out the implementation of the Active and Safe Routes to School program with information and resources about each individual component:

- 4.1 Special Events (International Walk to School Month, Clean Air Day)
- 4.2 Walking/Wheeling Wednesdays Club
- 4.3 Walking School Bus
- 4.4 Walking Buddies
- 4.5 Walk-a-Block Zones
- 4.6 Neighbourhood Walkabouts and Walkability Surveys
- 4.7 Best Routes to School Maps and Mapping Activities
- 4.8 Idle-Free Zones

4.1 SPECIAL EVENTS – FROM INTERNATIONAL WALK TO SCHOOL MONTH (IWALK) TO CLEAN AIR DAY

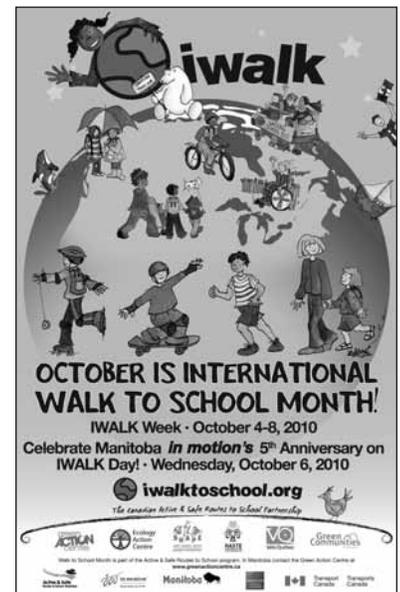
Special events are the cornerstones of the Active and Safe Routes to School Program, and an important part of celebrating school successes and promoting active transportation.

International Walk to School Day, Week and Month in October and the Clean Air Day Walk to School in June bookend the school year, providing schools that are working on a School Travel Plan with a launch pad and wrap up for their program.

4.1.1 INTERNATIONAL WALK TO SCHOOL MONTH (IWALK)

International Walk to School Month (IWALK) is the annual, premier event of the Active and Safe Routes to School program in Canada and around the world. It is a multi-national celebration of walking, biking and other active modes of transportation, and it provides an opportunity to introduce communities to the Active and Safe Routes to School program.

“Active and safe walking and biking routes to school are important to Stonewall Centennial because it keeps our air clean and provides good exercise for our students. Healthy students are more successful in school.” —Bonnie Davies, Guidance Counsellor, Stonewall Centennial School





—Tyndall Park Community School (Winnipeg)

Why an International Month?

An international month creates a higher level of awareness of the issues surrounding the journey to and from school, and at the same time provides an opportunity to share expertise and promote best practices around the world.

For many parents, the car has become the main means of transporting children to and from school. Convenience, work commitments, safety concerns, a more sedentary lifestyle and land use patterns are just some of the factors influencing their choice of travel mode.

The proportion of journeys to school made by car has increased dramatically in the last several years, with one side effect being a steady decline in the numbers of children walking to and from school on a regular basis.

The general themes that are promoted during IWALK MONTH include:

- Increasing daily physical activity
- Improving safety
- Enhancing the environment
- Reducing levels of crime
- Developing community
- Promoting social interaction
- Reducing traffic congestion, pollution and speed near schools

IWALK Month is hosted internationally by www.iwalktoschool.org and in Canada by the Canadian Active and Safe Routes to School Partnership. For more information about the program in Canada, please visit www.greenactioncentre.ca under programs.

Safety Issues

IWALK Month provides a creative way to teach about safety issues in your school community. It can be a great opportunity to do a Neighbourhood Walkabout and Walkability Survey (section 4.6) and to start the process of developing a School Travel Plan. Use the month to look at traffic safety issues in the area and to provide students with safe pedestrian and cycling tools. Combine this with regular school bus safety and public transit safety.

- Learn about Elmer the Safety Elephant at www.elmer.ca and find out what he has to say about safety.
- Paint or chalk footsteps along the safest routes to school.
- Invite speakers to talk to the students about traffic issues, street safety, physical health and the environment, e.g. your local police, bike safety groups, Public Health Nurses and Manitoba Public Insurance representatives.
- Order publications about safety for distribution to walking students, cyclists, skateboarders and inline skaters prior to the event. Contact your local police division and public health department for appropriate materials for your community. Manitoba Public Insurance also produces cycling and pedestrian safety materials for communities and schools.
- Use Best Routes to School Mapping (section 4.7) to educate children and their families about the safest way to walk or bike to school and identify any challenges as well as how to overcome them.
- Give students digital cameras and have them take pictures of the hazards that students and their families face on the way to school. These can then be used to initiate community discussions about how to make the route to school safer. (Active and Safe Routes to School in Manitoba is always expanding our photo library, so please consider sending your photos to asrts@greenactioncentre.ca)
- Invite community police officers to provide extra safe eyes on the street during your IWALK MONTH event. See if they can provide officers on bikes or on horses!



—Waverly Park School
(Winnipeg)



- Invite a transportation engineer or a municipal planner to join students and parents in a walk around the school prior to the event to identify pedestrian safety issues.
- With permission and assistance from local police, block off traffic at the front of your school and have a car-free street festival!

A STEP-BY-STEP GUIDE ON HOW TO ORGANIZE AN IWALK MONTH EVENT IN YOUR COMMUNITY

The following pages contain proven ideas and suggestions to help you organize a fun and interesting event in your community. This material may be customized to suit your unique needs.



—Stevenson Britannia School
(Winnipeg)

Step 1: Organize an IWALK Month Event at Your School

A successful event requires good organization. Get students, parents and teachers involved in planning your IWALK Month event. Here are some ideas to help you get started:

- Register for IWALK Month on the Active and Safe Routes to School Manitoba website at www.greenactioncentre.ca. You will receive a confirmation e-mail with information about how to access the online kit, and a package with posters to put up around your school and community.
- Display the provided posters around the school, on the parents' bulletin board, and in the staff room. You can also have students at your school design a school-specific poster for promotion of the day.
- Make IWALK MONTH announcements at your September Parent Advisory Committee meeting and in the school newsletter. Make special note of it during school orientation and have the students brainstorm ideas at any type of student leadership meetings at your school. Continue to bring awareness to the event throughout the entire month.
- Plan a creative launch for the month and don't forget to plan a celebration at the end!

- Have students create announcements and read them each day on the school PA system.
- Approach local businesses for prize donations, juice, snacks, and treats.

Step 2: Ideas for a Successful Event

Here are some ideas that have been submitted by other schools that have proven successful for them. Feel free to use the ideas as they are or adapt them for your school.

The ideas below are just that, ideas – if you come up with something innovative and new, or if you elaborate on any of the ideas, please share your thoughts and fun pictures of your event with us! Contact Active and Safe Routes to School in Manitoba at (204) 925-3773 or email details to asrts@greenactioncentre.ca.

Cool Contests

Make your event fun and memorable by getting everyone engaged and building a sense of friendly competition and collaboration among students and classrooms at your school. Consider partnering with a sister school in the same school division, elsewhere in Manitoba, Canada, or in another country to see who can get the most kids walking.

- Hold a school contest to get the “Best Ideas For Getting Your Parents To Walk to School With You.”
- Walk across Canada by adding up the kilometres from walking to and from school, starting at the beginning of October. Use a map of Canada and learn about the different regions, provinces and cities along the way.
- Pair up with another school anywhere in the world that you already may be in contact with and challenge them to walk to school. If you would like help finding a partner school, contact Active and Safe Routes to School in Manitoba at (204) 925-3773 or asrts@greenactioncentre.ca.



—Woodlawn School (Woodlawn)

Photos: Rod Kehler



—Dufferin School (Winnipeg)

- Ask one or two parents or older student volunteers to organize an IWALK Month contest for the school.
- Have a Golden Sneaker Award where you spray paint an old shoe gold and present it weekly or daily to the winning class.
- Give the winning class a free recess or an extra gym class.
- Reward students who walk to school every day by allowing them to be first in line for gym, the cafeteria, or to go out for recess.
- Pair up with a partner school in another part of Canada. Set up a Skype chat between classes to celebrate walking to school. Contact Active and Safe Routes to School in Manitoba at (204) 925-3773 or asrts@greenactioncentre.ca to help you make this connection.
- Hold a school contest to see which grade or class had the highest participation throughout IWALK Month and find a fun way to recognize them.

Other Fun and Creative IWALK Month Activity Ideas

- Have students make banners and posters announcing IWALK Month and hang them around the school and/or have them carry their banners and posters to school during IWALK Month from a local community centre, library or park.
- Create works of art that portray the people, plants, animals and interesting buildings in the neighbourhood that can be seen on the walk to school.
- Design colourful badges, scarves, headbands, or crazy hats to wear on the walk to school.
- Organize a sneaker parade or a rubber boot parade if it rains.
- Have a sneaker decoration station set up at the school for children, parents and community members.
- Hold a community clean-up combined with the walk to school.
- Have children write about the importance of walking to school or about observations and experiences along the route to school (e.g. poems, songs, stories or skits) for a special edition of the school newsletter.

- Invite local media to your walk and talk about the importance of the event in the school and for the community. Or take photographs and videos of the walkers and submit them to local newspapers and TV stations. Make sure you have proper photo release forms for the students.
- Organize a bike rodeo through Manitoba Public Insurance or start a school bike club.
- Use IWALK Month to launch an ongoing monthly or weekly Walk to School Day to keep up the momentum throughout the year.
- Check out www.iwalktoschool.org for more ideas!

How to Include Children Who Require Bussing or Private Transportation

It is important to include students who have to be bussed or driven to school. Here are some ideas on how to include them in your IWALK Month activities:

- If the Parent Council and Principal approve, consider organizing an alternative drop-off point close to the school for school buses and driving parents. This allows all students to participate, especially those who live far away. Invite parents, teachers, community members and other responsible adults to help with supervision on the day. Find more information in section 4.5 – Walk-a-Block Zones.
- Alternatively, have bussed students walk two laps around the school grounds before school begins or at lunchtime.
- Some schools hold their annual Terry Fox run as part of their IWALK Month celebration. This is a good way to get bussed students and teachers active too.

Examples from Manitoba Schools

Here are some of the ways that Manitoba schools have celebrated IWALK Month:

- We talked about the key reasons for the IWALK, conducted a walk on the morning of October 8, submitted a newspaper article to our local newspaper (The Carillon) and next year plan on incorporating a walking club.



—École Golden Gate
Middle School (Winnipeg)



—Balmoral Hall School (Winnipeg)

- We participated in the Walking School Bus every Monday, Wednesday and Friday for three weeks. Students, staff and parents parked their vehicles at a location on the opposite side of the river and then together, rain or shine, we walked the 30-minute route over the bridge and through the neighbourhood to school. It was a lovely way to start the day.
- We sent home an October Calendar with a variety of events on it. October 1-3 we had an afternoon recess walking club, and all students received a walking ticket to enter a draw for a healthy snack. We had over 200 walkers during the three days – many kids walked all three days. Next was “Walk to School Week” – all kids who walked to school filled in a shoe puzzle and we put on display in the hall.... On Thursday, October 16 we celebrated World Food Day with a walk to school and then came into the gym for a community breakfast. We had over 80 students and parents join in for this event. On Tuesday, October 22 it was “apple day” – all kids who walked to school received an apple to colour and cut out to put on our huge apple tree in the hallway. Next we had a “Buddy Poster Assignment” where kids needed to create a poster in pairs, signifying how they “Love to Be Active”; prizes were handed out for top posters. Finally, on October 31 we invited parents and community members to join in our “Halloween Walk Around Parade.”
- We had “Footloose and Fancy Free” Walking Club every Monday and Friday. We promoted it and counted who walked to school on October 8 and handed out the Golden Shoe Award to the winning Grade 1 students.
- We sent out a newsletter with all students about the day and asked them to make an effort to walk or bike to school.
- We met as a school (staff, students and families) at a park that is half a km from school and walked to school together. We had bus students dropped off there as well to walk with us. Students who normally get a ride or take the bus were encouraged to walk to school instead for the month of October.

- We integrated the Phys. Ed fitness unit with the environmental and health benefits of walking to school. We promoted the walk with eligibility to enter a draw for prizes related to activity and walking to school safely.
- We walked to school from a nearby building each day for a week as a whole school.
- We made announcements on the PA encouraging activity and clean air. Students walked the track if they rode the bus to school. Posters encouraging fitness were posted in the halls.
- At our school, classes kept track of the number of students who walked all month.
- We had Walk to School Wednesdays each and every week in October. We had parent volunteers out along Wolseley Avenue ensuring there was a safe corridor for students. We encouraged students to walk everyday. However, we provided the support with volunteers only on Wednesdays.
- We started a Wednesday Walking Club. We invited parents to join us for the start-up of the Wednesday walking club. We had healthy snacks a few times after walking.
- We participated in Walking Wednesday all month, walked to school each day, tallied laps around the colony (1 lap = 0.6 km) and kept track on a graph entitled Kilometre Club; older students kept activity logs. We promoted it in our school newspaper and hung posters.
- We went on a school-wide walk with the patrol team and encouraged students to walk to school.
- We had a poster contest and picture taking. We put up a sign outside the school and played music outside as students arrived at school. All students in the school wore the stickers on the day.



—Kent Road School (Winnipeg)



—Ruth Hooker School (Selkirk)

Step 3: Promote IWALK Month in Your Community

- (i) Create a media release for your local newspaper, radio and cable TV stations.
- Ask your city or town council to proclaim October as International Walk to School (IWALK) Month.
 - Invite your Mayor, councillor, MLA or other local dignitaries and community leaders to your launch or wrap-up celebrations.
 - Invite your school trustees and superintendent to walk with you as part of IWALK Month.
 - Send the media release by fax or email to local media outlets one or two days before the event.

The following sample media release is available electronically on our website at www.greenactioncentre.ca under programs and as part of the electronic registration kit you'll receive when you register for IWALK Month.



SAMPLE MEDIA RELEASE FOR INTERNATIONAL WALK TO SCHOOL MONTH

(insert local contact information here)

(Name of City or Town)

Students Walk to School for Fun, Fitness, Safety and Sustainability

(insert date here) – Schools from **(insert name of City/Town)**

will join millions of children today, in many nations around the globe, participating in International Walk to School Month events.

IWALK MONTH is an annual event designed to address the issues of physical activity, safer communities, and environmental health.

(Add quotation from a representative of your community or school about the reasons for participating here).

(List all dignitaries and guests) will be on hand at **(insert name of school)** to meet the media, and we invite you to get out

your walking shoes and join us in the celebration. **(Enter location and event details here.)**

Each year, millions of children, parents and community leaders around the world join together to celebrate the simple yet healthy, community-building, environmentally sound practice of walking to school.

BACKGROUND

In Manitoba, the IWALK MONTH event is part of a larger active transportation initiative called Active and Safe Routes to School (ASRTS), a program of Green Action Centre. ASRTS engages young students in active transportation such as walking, biking and in-line skating as a healthy, sustainable way to get around. This program has followed on the success of similar programs in Canada, as well as international programs in the UK, Australia and the United States. It has been very successful in addressing the issue of school-based active transportation and has helped to create a healthy way for families to start their day as part of a healthy community.

The ASRTS program and International Walk to School Month address province-wide concerns about the health of our children, as well as climate change issues through the reduction of greenhouse gas emissions. These include:

- Obesity and physical inactivity, particularly among children, is on the rise.
- Physical activity improves self-esteem, enhances psychological well-being and academic performance, overcomes boredom and provides positive leisure pursuits, yet two-thirds of Canadian children don't get the 90 minutes of daily physical activity required for healthy development and fewer than 50% of Canadian children walk to school.
- Passenger transportation accounts for almost half of greenhouse gas emissions produced by the average Canadian family. By reducing the number of short car trips, such as the ride to school, Canadian families can take personal action to slow climate change.



—Stevenson Britannia School
(Winnipeg)



—Ruth Hooker School (Selkirk)

IWALK Month provides families and communities with the chance to discover the simple joy of walking to school together. **(Insert a quotation from a participant about the benefits of IWALK here.)**

Throughout the month of October, students from around Manitoba and across Canada will be walking and wheeling to school to start their day in a healthy way. Studies have repeatedly demonstrated the positive effects that daily physical activity has on improving self-esteem and academic achievement. With reports of obesity among Canadians on the rise, it is crucial that we help our children establish healthy habits that will last a lifetime, such as walking to school.

(Name of school/community) hopes that you can join us in demonstrating our commitment to active modes of transportation throughout the month of October!

(Name and phone number of available spokesperson who can answer media questions) is available for interviews. Please also refer to **(school website link if applicable)** and www.greenactioncentre.ca for more information about this event, the participants and the organization behind it.

(ii) Create a Public Service Announcement (PSA) for your local radio and TV stations.

Feel free to edit and enhance the sample PSAs below. They are available electronically on our website at www.greenactioncentre.ca under programs and as part of the electronic registration kit you'll receive when you register for IWALK Month.



SAMPLE RADIO PUBLIC SERVICE ANNOUNCEMENT #1 (45 SECONDS)

When was the last time you felt happy and energized in the morning? Was it after some exercise? Exercise causes the brain to release endorphins that give us happy moods and boost our self-esteem and psychological well-being. Despite the many benefits, however, our children have fewer opportunities for physical activity and are increasingly becoming overweight. This is why walking to school is so important.

By walking regularly to and from school, children can spend quality time with their parents or older siblings while also learning to be healthy and fit. During International Walk to School Month, join millions of parents, students and school staff across Canada and around the world. Plan to get your children to school during the month of October through ACTIVE transportation!

Visit www.greenactioncentre.ca under programs for more information or to register.



—Stevenson School (Winnipeg)

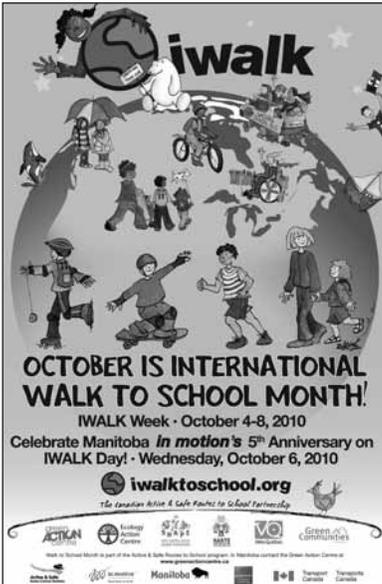


SAMPLE RADIO PUBLIC SERVICE ANNOUNCEMENT #2 (35 SECONDS)

Morning traffic congestion around school zones is an unpleasant but common sight in Manitoba cities. Not only does it create dangerous situations for nearby pedestrians and cyclists, it is also bad for the environment and air quality. Cars are one of the largest sources of greenhouse gas emissions contributing to climate change and smog in our cities.

Every weekday, millions of Canadian children are DRIVEN short, walkable distances to their neighbourhood schools. Don't become a statistic! During the month of October, join millions of parents, students and school staff across Canada and around the world celebrating International Walk to School Month. Clear the air by walking there!

Visit www.greenactioncentre.ca under programs for more information or to register.



(iii) Display IWALK Month posters and banners.

Promote your event in the wider community by displaying posters in your local libraries, community centres and other public places. Distribute handbills to local homes asking that residents take extra care driving around the school as you expect more pedestrian traffic. Have students design their own poster to keep on their fridge for the month of October to act as a reminder of the month-long event. Consider displaying these posters around the community too.

Have classes work together to design banners that can be displayed prominently outside your school.

(iv) Talk it Up, Write it Down and Sing It Out!

Encourage students to talk about their event at home with their families. Help them to do this by having a class or school assembly on safety or on neighbourhood mapping. Invite the parents too! Many schools find Walk to School events can be great ways to get parents involved with the school.

Encourage students to write poems and songs about walking to school and perform them on the school's PA system or at an assembly.



—Stevenson Britannia students

Step 4: Keep track of participation and results

It is important to track the success of your event, from fewer vehicles around the school during pick-up and drop-off times to more positive attitudes of students, parents and school staff. This will help you make future events even better.

We also keep track at the Active and Safe Routes to School program to ensure that we can help schools plan better and better events. As part of your IWALK Month event, please take note of the number of students and staff using active transportation and email your results to asrts@greenactioncentre.ca.



—Stevenson Britannia students participate in IWALK (Winnipeg)

Send us your feedback, too. We always love to receive any art, photos or media clips related to IWALK Month, so don't be shy – brag about your success! Please provide photo credits and photo use permission for any images you share.



See the following pages for a sample feedback form and classroom tally sheet from our 2010 IWALK Month.

Current versions of these documents can always be found in the International Walk to School Month Coordinator's Kit available online at www.greenactioncentre.ca under programs.



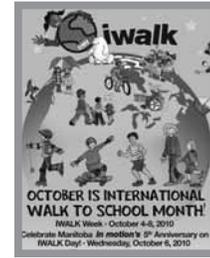
Sample School Tally Sheet

International Walk to School Month 2010 Tally Sheet

Submit your tally sheets via e-mail, fax or phone by **November 13th** to be entered to win one of the Provincial Prize Packages

e: asrts@greenactioncentre.ca

f: (204) 942-4207 p: (204) 925-3773



Contact name and position: _____

School name: _____ **Number of students:** _____

Address: _____ **Postal Code:** _____

Phone: _____ **Fax:** _____ **E-mail:** _____

What did you do to celebrate International Walk to School Month? Please list all events and activities and be as detailed as possible.

What did you do to promote IWALK Month? Please check all that apply.

Posters Newsletter articles PA announcements Classroom announcements

Take home letters Outdoor school sign Community newsletters Media releases

Community event Other (please specify) _____

No. student participants: _____ **Number of adult (parent/teacher) participants:** _____

Estimate the percentage of students that regularly use active transportation (walking, cycling, scootering, inline skating, etc.) to get to and from school: _____

Do you have any photos we can use for our newsletter and other publications?

Yes / No (please include them if possible – we will contact you for usage restrictions and/or detailed permission)

Are you interested in more detailed information on Active and Safe Routes to School for your school community? Please check all that apply. (All resources listed are free of charge.)

New ASRTS Resource Guide and Handbook Clean Air Day – June 1st, 2011

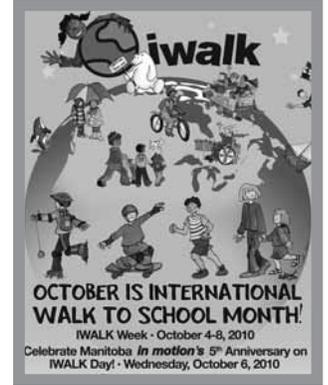
Walking Wednesday Club Walking School Bus Walking Buddies Walk-a-Block Zones

Neighbourhood Walkabouts Best Routes Mapping Idle Free Zones Other _____

Are you interested in creating a School Travel Plan for your school? (A School Travel Plan is a written action plan created with the support of community stakeholders to identify barriers to walking and cycling for your school.) Yes / No

How does your school promote active and safe transportation throughout the school year?

OCTOBER 2010 IS INTERNATIONAL WALK TO SCHOOL MONTH



Dear Homeroom Teacher:

International Walk to School Month is the month when children, parents and schools take part in a worldwide event to celebrate their environment, their health, and the many benefits of walking! Last year, over 118 Manitoba schools, along with parents and community members representing over 35 000 Manitobans participated in International Walk to School Month, and this year promises to be even bigger!

Walk to School Month encourages physical fitness and personal safety. It is a chance to celebrate our environment and clean air, to share walking safety skills with children, to bring safety to our neighbourhoods and reduce crime, to address traffic congestion, pollution and speed around schools, and to spend valuable time with one another. All great reasons to get involved!

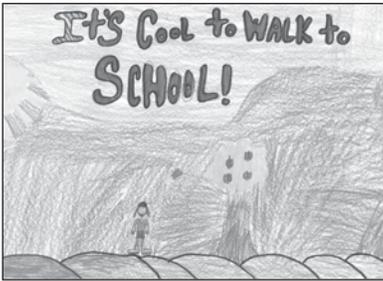
To help make this year's Walk to School Month a success, please take a moment to count the number of students that arrived at school by their own steam (i.e.: walking, scootering, cycling, in-line skating, etc...) and keep track on the table below. At the end of October the school coordinator will pick up your sheets and pass on the information to the local organizer, Green Action Centre, for entry in the contest to win some great prizes!

School: _____ Teacher: _____



Monday	Tuesday	Wednesday	Thursday	Friday
October 2010				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29





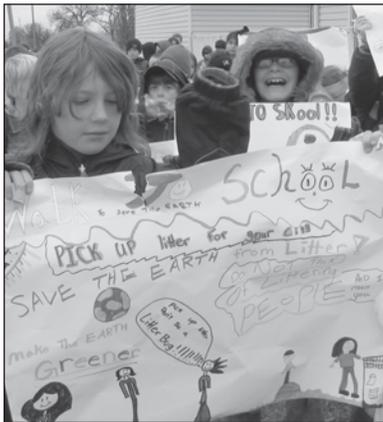
4.1.2 CLEAN AIR DAY

Clean Air Day – the first Wednesday in June – can be an event on its own or used as a celebration of your school’s walking successes throughout the year.

It’s also a special day to celebrate the environment and the positive impact that using active transportation has not only for us as individuals, but for the whole community and the world. Many of the ideas suggested in the previous pages related to IWALK Month – from planning a successful event to keeping track of participation – can be modified and used for Clean Air Day celebrations. See more ideas below on specific environment-related activities you can use to celebrate Clean Air Day.



For more information on Clean Air Day in Manitoba, visit www.greenactioncentre.ca under programs.



CLEAN AIR DAY POSTER COMPETITION

Each year, the Active and Safe Routes to School program in Manitoba coordinates a Clean Air Day poster competition and asks students to submit their visions of clean air communities related to walking and wheeling to school. See the information below – have your images submitted by the last Friday in February to be included in the competition!



4.2 WALKING WEDNESDAYS CLUB

Starting a Walking Wednesdays Club follows naturally from International Walk to School Month, especially if your IWALK Month event promotes walking on one day a week. Promoting walking to school once a week throughout the entire year can be a great way to keep up the energy and momentum, and help form positive habits that continue into the summer, the following school year and maybe even for a lifetime!

After IWALK Month is over, set aside one day a week or one day a month to walk to school. Students can create posters to take home

with them or display around the school to act as reminders. Morning or end-of-day announcements can also be used as reminders of the day and friendly classroom competitions can keep the energy pumping. For example, the class with the highest participation can win the “golden shoe award,” an old sneaker spray-painted gold by a parent or teacher. Keep track of participation each month and have an awards ceremony on Clean Air Day in June for the classes with consistently high participation.

Walking Wednesdays Clubs can also engage those students who travel to school by bus, or live too far to walk or bike, by having them walk at school.

In the pages below, you’ll find the following information and ideas:

- Walking Wednesdays Club brochure
- Walking Wednesdays Club poster
- Pick your theme day
- 23 quick ideas for your Walking Wednesdays Club
- Walk Across Canada and Kilometre Club
- Sample materials and articles from École New Era School (Brandon)

You can also find more information in the sections on Walking School Buses (section 4.3) and Walk-a-Block Zones (section 4.5) that can be useful tools to build community and address some of the barriers to walking alone to school.

What about biking?

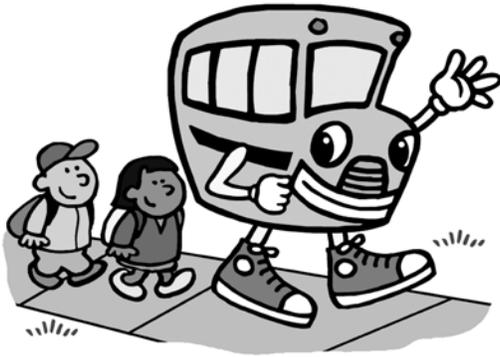
Expand your program to include biking with a Walking / Wheeling Wednesdays Club. The idea is the same – designate one day a month or one day a week as a walk / bike to school day. Families do not need to make a commitment to walk or bike every day, just on that one day per month or per week, giving them an opportunity to adjust their schedules and get into the habit of active travel.



Walking School Bus – I feel so invigorated!

Since less than 10% of the school population lives close enough to walk to school, Balmoral Hall School arranged for the option of dropping students off at a designated location. They walked the rest of the way to school as a group, which takes about 20 minutes. This has proven to be an excellent way to start the day, as one grade 2 student commented, “I feel so invigorated!”

WALKING WEDNESDAYS CLUB!



Did you know that...

- **31%** of Canadian children do not get the physical activity they need to develop cardiovascular fitness, muscle strength and flexibility and over **25%** of Canadian children are considered overweight?
- According to a recent **Environics** survey, **68%** of Canadian children have a walk to school of 30 minutes or less and that **only 36%** walk as a rule?
- Approximately **25%** of morning rush hour trips are parents ferrying children to school? The sheer volume of traffic in school zones creates an unhealthy and unsafe atmosphere for children.

Source: www.tc.gc.ca/TCExpress/20020910/en/fa09_e.htm

Make each Wednesday a walking one by becoming a member of the Walking Wednesdays Club!

What are the benefits of your school participating in the Walking Wednesdays Club?

- Promote healthier lifestyle choices for students and their families
- Reduce car trips to school
- Encourage walking and other active travel
- Reduce pollution and climate change emissions

How does it work?

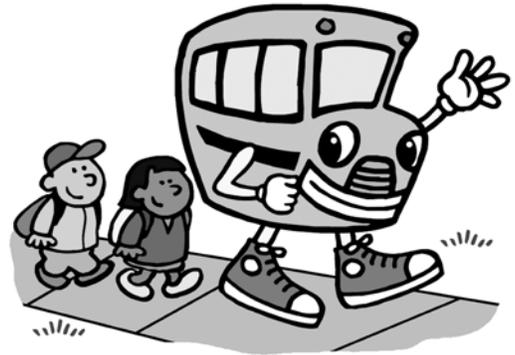
Keep track of the number of students who walk to school on Wednesdays by using the Walking Wednesdays Club Calendar. Record class walkers by using the water-soluble marker. You can calculate the class totals at the end of each month by adding the total of participating students who walked (or biked, bladed, hopped or skipped) during the month to school. If your class wants to track the number of kilometres travelled by the students who walk to school you can do this by approximating that 1km is equivalent to a 20-minute walk.

As an alternative, it may be easier to incorporate the walking club into one of your classes. You can organize a 20-minute walk during class time. The importance of this club is that children have the opportunity to walk and this doesn't necessarily have to be before school hours. Another important

point about the club is that it is flexible and adaptable to your classroom needs. Please feel free to adapt the program to your educational framework and...

WALKING WEDNESDAYS CLUB!

Make sure to have fun!



The Walking Wednesdays Club is a great way to introduce the concept of walking to school. Students can prepare posters that they can take home with them or display around the school to build excitement around the event. Classes can even have a friendly competition to encourage walking.

Examples of how to use the program in your school:

1. PA announcements remind students each Tuesday morning that Walking Wednesday is the following day. They are encouraged to walk for healthy bodies, cleaner air and safer streets.
2. The few students that are unable to walk to school are encouraged to walk or jog a half kilometre circuit of the school playground.
3. The number of walkers could be tracked by the class and displayed on the school's Walking Wall in the lobby for all to see.

Personal Benefits of Walking:

- Walking refreshes the mind, reduces fatigue and increases energy.
- More than half the body's muscles are designed for walking; it is a natural movement that is virtually injury-free.
- Walking provides an enjoyable time for sharing and socializing with friends and family.
- Regular brisk walking can reduce elevated blood fats or blood pressure and improve digestion and elimination.
- Walking strengthens bones and relieves stress and tension.
- Brisk walking is an aerobic activity that trains your heart, lungs and muscles to work efficiently.

3rd Floor, 303 Portage Avenue, Winnipeg, Manitoba, R3B 2B4 Ph: (204) 925-3773 Fax: (204) 942-4207
E-mail: asrts@greenactioncentre.ca Website: www.greenactioncentre.ca

The Walking Wednesdays Club

SCHOOL

CLASSROOM

Gus
the Walking School Bus
has some fun tips to incorporate the Walking Wednesdays Club into your class!

English
Why not write a short story about your walk to school? Include the things you see along the way and how walking to school makes you feel.

Art
Create signs to use on your walk. Use your creativity to create a name for your Walking Wednesdays Club!

Social Studies
Map your route to school! Get a map of your school community and have students map out their route on Walking Wednesdays.

Math
Have students add up the number of walkers on Walking Wednesdays and the total kms students travelled.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

DATE:

NUMBER OF WALKERS:

MINUTES WALKED:

DISTANCE WALKED:

TOTALS FOR THE MONTH

NUMBER OF WALKERS:

MINUTES WALKED:

DISTANCE WALKED:

MUSIC
Compose a theme song for your Walking Wednesdays Club! Your song could be used at assemblies or over the P.A. system.

Science
Explore lesson topics on the greenhouse effect, smog, climate change and air pollution! Make the connections between the cause and effect of carbon dioxide emissions from vehicles.

Phys.Ed.
Have your Walking Wednesdays Club incorporated into your Phys. Ed. class. Celebrate when the class reaches the 10km, 20 km or 50 km mark! Use your classes' km to take the Walk Across Canada Challenge!



MONTH:

TOTAL KMS WALKED:

THE CONVERSION FACTOR
A 20 minute walk is roughly equal to 1 km

green ACTION Centre

The Walking Wednesdays Club is a component of the Active and Safe Routes to School Program. For more information on the Active and Safe Routes to School Program in Manitoba, contact Green Action Centre at 204-952-5773 or ar@greenactioncentre.ca. For more great ideas to encourage walking at your school, visit: www.resourceconservation.mb.ca



Walking Wednesdays club poster

The Walking Wednesdays Club poster can be used as a helpful classroom incentive and a great way to track your class and school increase in active transportation.

The posters measure 46 cm X 61 cm and are laminated so you can keep track every month, or every day!

The posters have helpful tips for curriculum integration and fun activities.

To request a copy of the Walking Wednesdays Club poster, please contact asrts@greenactioncentre.ca. You can receive up to one per class, plus a master copy for the school.

And remember, just because it says Walking Wednesday doesn't mean you can't plan another day – see below for more ideas on other theme days.

Pick your theme day!

You don't have to stick with Wednesdays – pick any day of the week for students to walk to and from school. It could be a **Trekking Tuesday**, a **Walking/ Wheeling Wednesday** or even a **Phys. Ed. Friday!**

Keep track of the number of students who walk on this day by using your Walking Wednesdays poster. To calculate the school total, add all participating classes to get the total number of students who walked (or biked, bladed, hopped or skipped) to school. If your school wants an additional poster to track the number of kilometres travelled by the students who walk to school, let us know.

“Every Wednesday is Walking Wednesday at Beaumont School. Green team members remind the school population about walking every week, collect data and announce the results on Thursdays.”

—Nina Logan, Teacher,
Beaumont School, Winnipeg

“For École Robert H. Smith School, participating in Friday walks is a way to clear our minds and celebrate a great week of learning by exercising together and putting into practice that ‘a Healthy Body means a Healthy Mind.’” —Claudette Warnke, Vice-Principal, École Robert H. Smith School, Winnipeg

“Deloraine School has had walk to school days where the rural students are dropped off at one stop and all students walk to their respective schools. We have done this in conjunction with a proclaimed walk to work day for businesses. This day was originated by a school class.” —Dale McKinnon, Teacher, Deloraine School, Deloraine

23 QUICK IDEAS FOR YOUR WALKING WEDNESDAYS CLUB



Contact Green Action Centre if you would like any help with starting a Walking Wednesdays Club or a full-time Walking School Bus at your school. We can help you organize traffic audits and safety workshops for your school, and provide help with safety training for students and adult volunteers, as well as with route planning for your Walking School Bus.

Call on us at 925-3773 or asrts@greenactioncentre.ca for more information or more resources.

Here are some fun ideas to help you implement a Walking Wednesdays Club, or a daily Walking School Bus at your school. It's up to your school to tailor the day's activities to suit your own needs and schedule! If you cannot walk on Wednesday choose another day of the week. If you want to celebrate cycling, running, rollerblading or skateboarding you can do that too. Be flexible and have fun!

1. Strike a "Walk to School Committee" of older students at your school. Ask them to calculate, post and announce your weekly "walk to school" results every week.
2. On the first Wednesday of every month, have 5 parent volunteers become "Walking School Bus Drivers." They would meet students at various predetermined locations in the community and walk safely and happily to school together.
3. On the first Walking Wednesday of each month, invite parents and grandparents into the school for refreshments. This would encourage more family members to walk to school and help to develop a sense of community.
4. Have a monthly draw for the students who walk or choose another form of active transportation (ie: bike, scooter or roller blade) to get to school. Each day the homeroom teachers ask who has walked to school and give the walking students a ballot to fill out. Students drop off their ballot at a centralized draw box placed in a school common area. Once a month have a draw for a prize like a book, shoelaces, reflective strips for backpacks or something else. At the end of the year put all the names of the walking students in a big draw box for a major prize – like a new pair or running shoes or a bicycle!

5. Have a drop off location approximately one kilometre away from school for those students who have to be bussed or driven by their parents. Have parents, teachers or school volunteers meet the dropped off students and walk with them to school. This 10-minute walk puts the whole school off on the right foot!
6. Have a mapping exercise where students identify their own safe route to and from school. Kids will learn landmarks, street names and be able to identify potential traffic dangers in your neighbourhood and community. They can then grab their crayons and map out their best way of getting to school. An activity like this will fit with existing curriculum – math, science, social studies and art.
7. Have a theme for each day of the week, or if your walking school bus only walks once a week have a theme for each week of the month. (Theme ideas could include: Walking/Wheeling Wednesdays, Tobogganing Tuesdays, Fun shoe Friday [students wear fun and decorated shoes on this day], etc...)
8. Make a “Golden Shoe” trophy and have it as a prize for the classroom that walks the most. The award could be made each week, month, term or year.
9. Write a theme song for your Walking School Bus to sing as you walk to school. Brainstorm other songs about walking that could be sung, like: “These Boots Were Made for Walking” – Nancy Sinatra; “I’m Walkin’” – Fats Domino; etc...
10. Get kids to design a banner for the school to hang outside proclaiming that the school is a walking school.
11. Have kids design posters and signs to carry on their walking days.
12. Get students to write letters to the Mayor, their city councillors, MLAs and MPs indicating that they walk to school and they would like to have safe areas designated in their communities. This can be a powerful tool for getting much-needed crosswalks, stop signs, speed bumps and street signage installed in the area.
13. Do a traffic audit with students at the school. Have the principal, councillor, local community police or RCMP officer, city planners and administration from other schools in the area present at the audit. Observe and brainstorm things that can be implemented in the area to make students’ walk to school safer.

Take the next steps to have some of this change implemented in the neighbourhood.

14. Have alternative “park and walk” areas for those who drive to school. Ask a local business if they will allow parking in a small area of their lot for one day per week.

15. Have a celebration tree planting!

16. Have students write in “walk to school diaries” each time they walk. What did they see or hear as the walked to school? What was the weather like? How did this differ from the last time they walked to school? What changes did they notice in their community? Who did they meet along the way?

17. Encourage school staff to set an example for the students by walking or cycling to school themselves.

18. Have the students who cannot walk to school do laps of the playground for their walking credit.

19. Post information that your school has a Walking Wednesdays Club or Walking School Bus on the school website. Have photos of walking days and examples of what your school does to promote a healthy lifestyle with the students. Put a notice in the newsletter and posters up around in libraries, community centres and local businesses in your area.

20. Twin with another school in the area that has a Walking School Bus or Walking Wednesdays Club and share ideas, resources and even community volunteers. Students could have pen pals at the other school to share ideas, observations and enthusiasm!

21. Partner with a seniors’ centre and have able-bodied seniors lead your school’s Walking School Bus.

22. Have a “Walk-pool program” for students who live close together. Parents share in the responsibility of walking the students on alternating days.

23. Have a card or “passport” stamped each time the students walk to school. After a certain number of stamps, students could be eligible for a prize.

The **Walking Wednesdays Club** is part of **Green Action Centre’s Active and Safe Routes to School Program**. Please see www.greenactioncentre.ca for more information on the **Walking Wednesdays Club** or starting a **Walking School Bus** at your school.

Walk across Canada

Use a road map of Canada to learn about Canadian geography, history and culture by walking from city to city!

- Do a neighbourhood mapping activity with your students to help them estimate how far it is for them to walk to and from school. Use a handy tool like Google Maps (<http://maps.google.com/>) to help calculate the distance.
- For students who live too far away from school to use active transportation, or for those who'd like to walk more to earn more kilometres, why not start a **Kilometre Club** (information below) to help travel further and further across Canada!

.....
 "At Stevenson School, Active and Safe Routes to School means that students, families and staff are continually exploring ways to get to and from school that are safe and help us be active and more responsible for our environment." —Tracey Walker, Vice-Principal, Stevenson-Britannia School, Winnipeg

Here are the official highway distances between major Canadian cities:

FROM	TO	DISTANCE IN KM
St. John's, Newfoundland	Charlottetown, P.E.I.	1294
Charlottetown, P.E.I.	Halifax, Nova Scotia	232
Halifax, Nova Scotia	Fredericton, New Brunswick	346
Fredericton, New Brunswick	Quebec City, P.Q.	586
Quebec City, P.Q.	Montreal, P.Q.	270
Montreal, P.Q.	Toronto, Ontario	539
Toronto, Ontario	Thunder Bay, Ontario	1384
Thunder Bay, Ontario	Winnipeg, Manitoba	715
Winnipeg, Manitoba	Saskatoon, Saskatchewan	829
Saskatoon, Saskatchewan	Regina, Saskatchewan	257
Regina, Saskatchewan	Calgary, Alberta	764
Calgary, Alberta	Edmonton, Alberta	299
Edmonton, Alberta	Vancouver, British Columbia	1244
Vancouver, British Columbia	Victoria, British Columbia	66
Victoria, British Columbia	Whitehorse, Yukon Territory	2763
Whitehorse, Yukon Territory	Yellowknife, Northwest Territories	2704
Yellowknife, Northwest Territories	Iqaluit, Nunavut	2200

**It's 7428 kilometres from St. John's, Newfoundland, to Vancouver, British Columbia.*

“At Darwin School we have a Walking School Bus because it promotes a healthy lifestyle for our students and their families. And, besides being environmentally-conscious, there is less traffic around the school on Walking Wednesdays, which in turn contributes to a safer commute for our students.” —Jennifer Kennedy, Darwin School, Winnipeg

Kilometre Club

Before school and during recess or lunch, students walk or jog around the schoolyard or neighbourhood. The school needs to determine the distance of one lap of the route so students know how far they need to travel to complete one kilometre. Students should be encouraged to complete as many kilometres as they are physically able to do or have time for. Popsicle sticks or other small tokens can be used as a method to track the number of kilometres completed by students. Each student receives one token for every kilometre completed. Back in the classroom, students count the tokens collected by the entire class to get the total kilometres travelled. This can then be marked on your classroom or school Walking Wednesdays poster.

École New Era School, Brandon Manitoba

The following pages provide sample materials and articles from École New Era School in Brandon, Manitoba. École New Era School in Brandon partnered with the Brandon Regional Health Authority to promote a Walking School Bus on a weekly basis in their inner-city neighbourhood. Their goals were to get the students more active, and to make the busy intersections around the school safer, decrease bullying and increase community safety by putting more eyes on the street. It was also recognized as an environmental initiative to reduce greenhouse gas emissions and improve air quality in the school zone. Kids having more fun, and arriving at school happy and alert, is a delightful bonus for the students and teachers alike.

In conjunction with the Government of Manitoba's **GO FOR GREEN!** campaign to promote **HEALTHY, ACTIVE and ENVIRONMENT FRIENDLY** initiatives, we would like to encourage families in our school community to walk to school on a more regular basis. We know some of you are already doing this and we thank-you for setting a great example for the rest of us! We are also aware that for others, distance and safety issues make it impossible to walk to school on any regular basis. To this end, the New Era Parent Council is promoting **WALKING SCHOOL BUS CLUBS!**

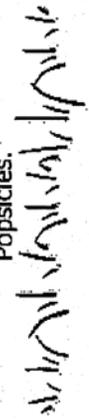


WALKING WEDNESDAYS CLUB

We will be meeting on Wednesdays at 3:35 p.m. (on the front steps of the school) to "HOP ON THE WALKING SCHOOL BUS!". We will follow a designated route that will take us once around the perimeter of New Era School (duration of the walk will be approximately 30 minutes). Children who take part in this club can choose to enjoy the full walk around the school or choose to "hop off the bus" at any of our designated "bus stops" as marked on the attached map.

Parents/caregivers are encouraged to join us on our Wednesday walks or wait to pick up their children at the "bus stop" closest to home. To share in the fun we will feature a New Era faculty/parent council member and/or an honoured parent representative as our "Featured Wednesday Walker(s) of the Week!".

"THESE BOOTS ARE MADE FOR WALKING CLUB" start day is **Wednesday, May 18th** at will be celebrated with Del Monte Fruit Popsicles.



PRIME TIME WALKING CLUB

This club is for students who live inside the catchment area and are already walking/biking to school. Goals of this club are to **GO FOR GREEN! AND BE ON TIME!** for school's first bell at 8:50 a.m. Teachers will have PrimeTime Walker Attendance Sheets in their homerooms and will mark timely arrivals with a Gold Star (PrimeTime walkers who are absent from school and whose parents/caregivers call in to report their absence will still receive a Gold Star). Participants whose attendance sheets maintain a 100% Gold Star Status (on time, every day until the end of June!) will be entered into our grand prize draw for a summer fun gift pack! Those interested in participating can fill out the form on the flip side of this sheet.

"GET UP AND GO CLUB" start day is **Monday, May 16th**



FOOTLOOSE FRIDAYS CLUB

This club is for students that live outside the catchment area (and are being driven to school) and who would like to participate in the **GO FOR GREEN!** Initiative.

Students will be dropped off by 8:25 a.m. at 354 - 16th Street (Parent Council Member, Annette Patton's home) on Friday mornings for a 10 block walk to school (children who already live in this vicinity can choose to "hop on the bus" at any of our designated "bus stops" as marked on the attached map). Parents are encouraged to park their vehicles and walk with us! Lets **GO FOR GREEN!** together!

"EVERYBODY GET FOOTLOOSE CLUB" start day is scheduled for **Friday, May 27th** and will be celebrated with yummy Yoplait's!



If you are interested in having your children participate in any of the clubs please complete this form and send it back to your child's teacher.

*** All forms MUST be returned by Wednesday, May 11th ***

Child's Name (oldest first)	Grade	PrimeTime	Walking Wednesdays	Footloose Fridays
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Forms for the PrimeTime Walking Club returned by **May 11th** will be entered in a draw to win 1 of 5 **PrimeTime Prize Packages** consisting of a personal alarm clock, beauty kit, flashing safety light for backpack and a **HEAP** of healthy treats!

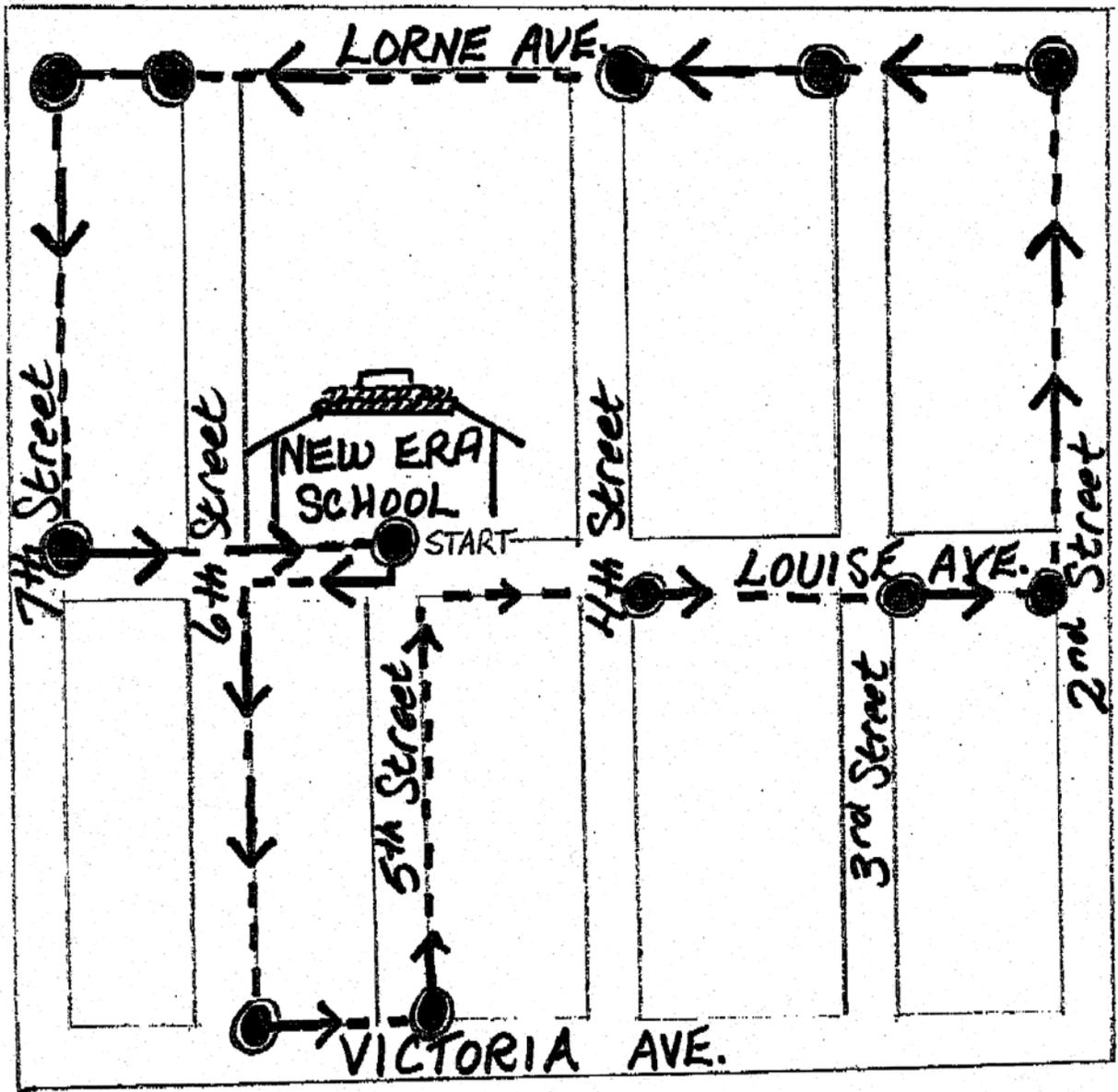
Your Name _____ Phone # _____



Our Walking Clubs are set to go ON TIME, RAIN OR SHINE
(SLEET or SNOW—you never know!)

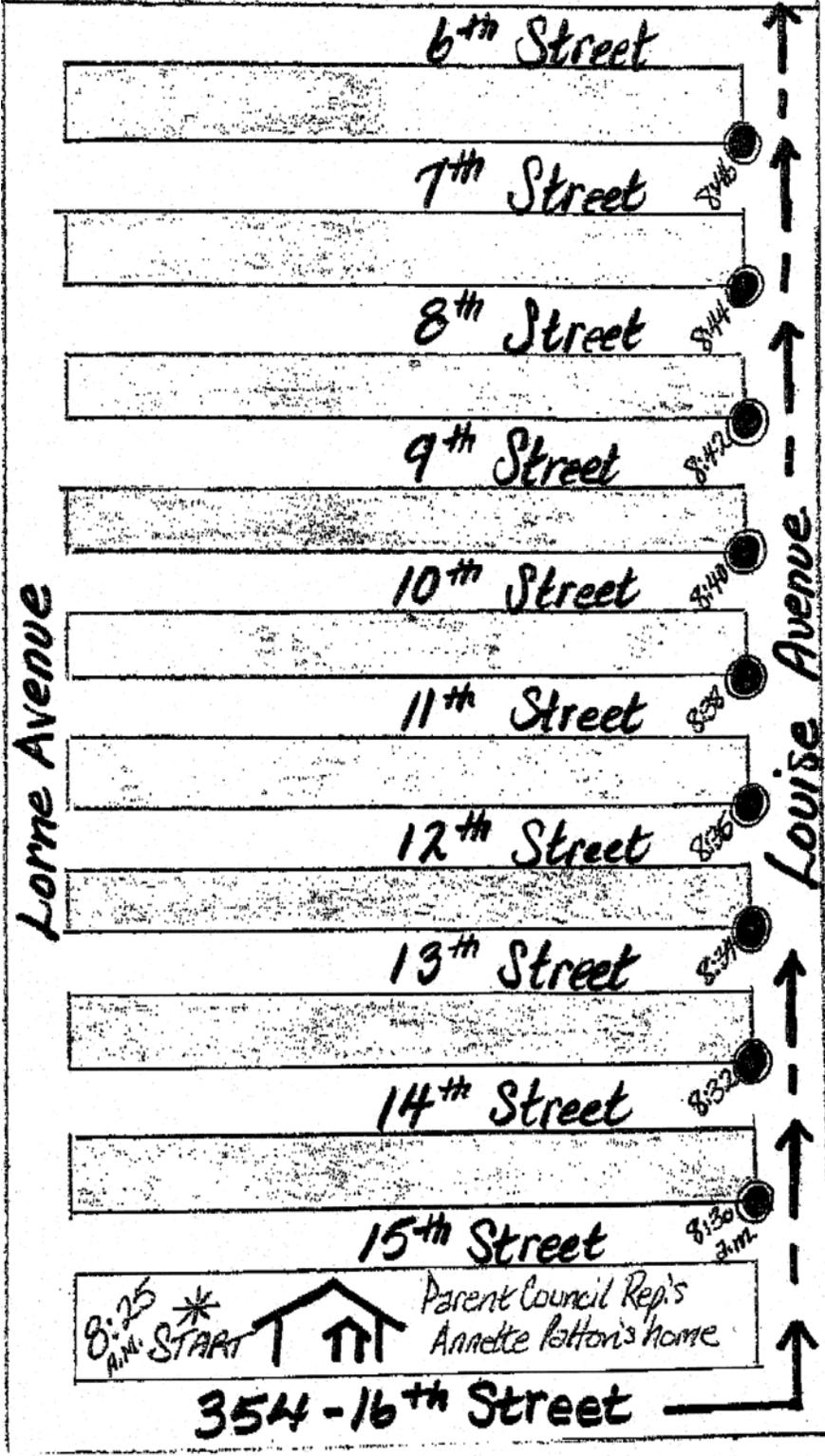


WALKING WEDNESDAYS SCHOOL BUS ROUTE



● "BUS STOPS"

* FINISH  New Era School



"FOOTLOOSE FRIDAYS" WALKING
SCHOOL BUS ROUTE

Walking school bus drives kids to fitness

BY JILLIAN AUSTIN

New Era school kicks off National Safe Kids Week today with Brandon's first-ever walking school bus.

The focus of the project is for kids to get healthy and to stay safe.

"It's a great initiative environmentally and it's good for helping children to get active," said Annette Patton, member of New Era's parent council. She added that it's also fun for the kids.

The idea of the walking school bus is that children walk as a group with at least two parent or teacher volunteers, Patton explained. One parent "bus driver" is at the front, leading the group, and the other parent "conductor" at the back helping



SUBMITTED PHOTO

New Era students will be part of a "walking school bus," in which children walk as a group with at least two parent or teacher volunteers. A parent "bus driver" leads the group, while another parent at the back ensure kids cross safely and there aren't any stragglers.

children cross the streets safely and ensuring there are no stragglers. The school has three walking clubs: Prime Time Mondays, for students in the catchment area already walking or biking to school; Walking Wednesdays, for students walking home after school; and Footloose Fridays, for students living outside of the catchment area who want to participate in the walking club.

The New Era parent council partnered with the Brandon Safe Kids Week Coalition and the Go For Green campaign to organize the initiative.

"It's a really fun way to give the younger kids a chance to build road safety," Patton said.

New Era school will continue

jiaustin@brandonsonline.com

Brandon RHA hopes 'walking school buses' catch on

By KYLA DUNCAN
STAFF REPORTER

The Brandon Regional Health Authority is hoping walking school buses catch on in the city.

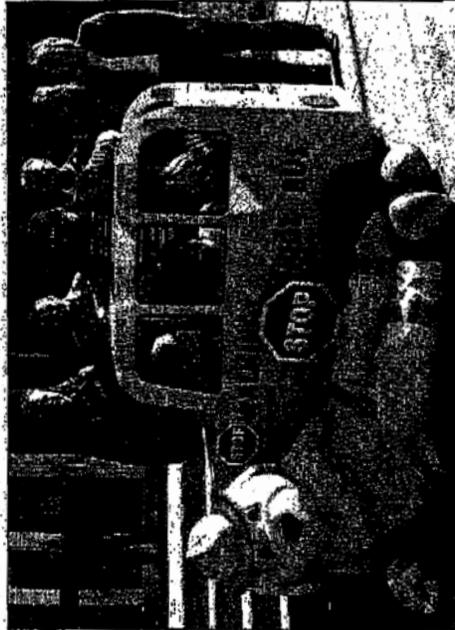
The Brandon Regional Health Authority and the New Era School parent council, in conjunction with Safe Kids Canada week earlier this month, have launched the walking school bus program.

Sharon Young, health promotion/education specialist with the Brandon RHA, said the RHA approached four core-area schools to start a walking school bus program.

"Of all the schools we visited, there were concerns about the busier intersections that kids have to cross," Young said.

Young said with funding from Safe Kids Canada, the Brandon RHA provided each of the four schools with reflective vests and encouraged them to start a walking school bus.

"Each school bus consists of a conductor and a driver and you have a set route to pick up the children every day," Young said. "You're encouraged them to start a walking school bus."



WALKING TO SCHOOL: Sparky the fire dog during a press event earlier this month to promote walking school buses at core-area schools.

Submitted photo

together in a group, you have more eyes on the street. And it's not just about crossing the street safely, it's also about preventing bullying. Parents offer another set of eyes on the street."

New Era School parent council already had a similar program in place when

the Brandon RHA approached them about the program, but parents were pleased to be able to promote the program.

"This is just a chance to give parents at our school and the public an idea of what the walking school bus really is," said Annette Patton, member of the New Era parent council.

Patton said New Era has already experimented with three different walking clubs this year, including a "prime time club" for kids within the catchment area who are already walking and biking to school, which encourages them to get to school on time;

"Walking Wednesdays" for kids who are in the catchment area, who are walking home after school; and "Foodlose Fridays," which are geared to those who live outside of the catchment area.

"A lot of that is to build

community too, so we have featured Wednesday walkers, which will be either a parent from the community, a teacher, faculty member or parent council member," Patton said.

Patton said New Era started the programs as an environmental initiative and to build community. She said many parents

now meet their children at the "bus" stops and walk the rest of the way home with them.

"We really wanted to support an environmental initiative. It's also a French immersion school, so it's a good way for parents and students to get to know each other," Patton said. For more information, visit www.goforgreen.ca.



4.3 WALKING SCHOOL BUSES

What do you have when you combine healthy exercise with hands-on street-proofing lessons and reduced air pollution emissions? A Walking School Bus! Don't believe us? Why not try organizing and participating in a Walking School Bus for one week and then decide.

A Walking (or Cycling) School Bus is two or more families travelling together for safety and socializing.

Walking School Buses involve the entire school community in dealing with the issues of getting children safely to and from school. Volunteer parents who live on the same block or in the same apartment building can start out walking together, sharing responsibility and building social networks along the way. Later, as trust is built and schedules are organized, taking turns can save time.

Routes are developed around a network of streets, by individual block or by apartment building. Many participants in the Walking School Buses are identified by wearing bright yellow scarves in winter, baseball caps in summer, backpack or zipper tags, or reflective vests.

Where Walking School Buses are implemented, safety becomes a community issue, not just an individual parental concern.

Cycling school buses

Riding with your children, ensuring the use of helmets and bike locks, working with your school, local police and community cycling organization to promote safe cycling, and requesting safe bicycling routes to school through your elected officials are all ways to get children back on bikes. Cycling School Buses can be set up in the same manner as Walking School Buses.

Nearly 9 out of 10 parents who walk their children to school see it as an ideal way to meet new people, socialize at the school and get some daily exercise, concludes a study by the Department of Transport, Local Government and the Regions in the UK (www.dtlr.gov.uk).

While 9 in 10 Canadian children own a bike, only 5% use a bicycle for transportation most of the time and only 2.5% of children who live within 3 kilometres of their school ride a bike to school.

A recent article from the Canadian Medical Journal stated that "Among Canadian children, 50% never walk to school... Three quarters have never ridden a bicycle to school."

Locating bike racks in front of the school close to classroom windows helps to deter theft. It also shows that cycling to school is part of the school's culture.



Why not provide some cycling safety training for the students? Manitoba Public Insurance conducts Bike Rodeos at schools free of charge through their Safety on Wheels Program. Find an online request form and more information at: www.mpi.mb.ca/english/community/SafetyOnWheels.html#.

You can also hold a bicycle helmet sale at the school, or see if a local business will donate some helmets.

Over the past few years, the Government of Manitoba has run a low-cost bicycle helmet campaign called "Protect Your Noggin!" Information can be found at <http://www.manitoba.ca/healthyliving/bikehelmet.html>.

Safe and secure bicycle parking is also very important. Install bike racks, or move your school's existing rack to a visible location – in front of a busy classroom or the principal's office. Many schools build enclosed bike cages that provide additional security.

When you go out to determine safe cycling routes in the area, it's a good idea to try to get all the stakeholders out on their bikes – it's easier to notice safety concerns and specific cycling-related issues when you are engaged in the activity.

How to organize a Walking School Bus program

SCHOOL CHECKLIST • WHAT TO DO

1. Map the routes to school to create a **School Map**. You will need a clear map of your school catchment area. **www.mapquest.com** or **http://maps.google.com/** might be useful for you to get a map of your school area.
2. Determine interest in participating in a Walking School Bus (WSB) Week. Modify the **Sample Parent Letter** (follows) and send home with the **WSB flyer** (follows) to your families. Include a copy of the school area map so parents can indicate the approximate location of their homes.
3. Mark the locations on the school area map to identify which routes have enough families to participate in a WSB, using the completed WSB flyers returned from the families.
4. Arrange to have a “meet-and-greet” event where interested parents get to meet each other, cultivate trust, and get the initiative rolling.
5. Notify your local police division about the WSB week project at your school. Show your local police your **School Map** so they can help you better. Tell them which routes families will be walking and request extra police eyes on these routes if possible. Invite them to the “meet-and-greet” event.
6. Ask the police to assist with a school assembly to remind students of pedestrian safety rules.
7. Show your local municipal councillor and traffic engineer your **School Map**. Ask if they are aware of any areas that could pose conflicts between pedestrians and vehicles. If so, ask if they can assist to make these routes safer for the pedestrians.
8. Distribute a WSB tool kit to each family who intends to participate.

NOTE: Ask your local school or school division if there are any special requirements for parent volunteers.



It's real cool
To walk to school
Join the bus
And walk with us
Every Wednesday
Please we say
Be real cool
And walk to school !

The students at H.S. Paul School in Winnipeg wrote this great walk to school day song.

ON THE WALK TO SCHOOL

1. Children do not go inside people's houses – they are picked up on the street outside their house or at a safe designated “bus stop” agreed upon by the group.
2. Escort all children right into the schoolyard. Kindergarten students should be taken to, and picked up from, their classrooms or entry doorway.
3. Ensure you and your children are dressed appropriately for the weather. Check the forecast the night before to save time in the morning.

Other useful tips:

Bring along a wagon to transport really heavy bags or bulky musical instruments.

Be sure to have FUN. Have a theme day on at least one day. For example, include a crazy hat day or decorated sneaker day. Have the children come up with a name for your Walking School Bus. Create a rhyme, song or rap for your Walking School Bus and sing it along the way.

Guidelines for behaviour for children participating in a Walking School Bus:

Before you start your walking school bus, you might want to set some guidelines for behaviour so that everyone stays safe and respectful of each other and the neighbourhood. Below are some suggestions to modify as needed and discuss with the Walking School Bus participants.

- Listen to the adult “bus drivers” at all times.
- Be on time.
- Obey all traffic rules and signs.
- Be very careful when crossing streets.

- Stay with the group, no lagging behind or running ahead.
- No pushing or fooling around while walking or waiting.
- Look out for each other.
- No littering. Help keep our neighbourhood clean.
- Respect neighbourhood property.
- HAVE FUN!



Here is a sample luggage tag you can modify for your school's Walking School Bus participants:

(your school name) **Walking School Bus**

Family Name: _____

School: _____

WSB Route: _____



Your School
Logo Here!



Self-directed “buses”

The Westvale Public School parent council in Waterloo, Ontario, has created an innovative Walking School Bus that is “driven” by children from upper grades. Students called Trailblazers are trained and supplied with vests and whistles by the parent council. Parents, initially hesitant, now fully support the fresh air, exercise and self-directed responsibility the students are assuming.



—Westvale Trailblazers, Westvale Public School, Waterloo, Ontario



SAMPLE LETTER FOR SCHOOLS TO PROMOTE WALKING SCHOOL BUSES

(This letter is also available electronically on our website at www.greenactioncentre.ca under programs.)

Dear Parents,

As you know, we have been working for some time to reduce the traffic congestion around our school and promote safer and healthier alternatives. We have participated in International Walk to School Month and hold regular Walking Wednesdays. Our students and parents are to be congratulated for their efforts in supporting these important initiatives.

We would like to encourage families to walk to school on a more regular basis, rather than just on Wednesdays. We know some of you are already doing this and we thank you for setting a great example for the rest of us.

To this end we are promoting Walking School Bus Week at our school, to be held **(fill in dates here)**. The attached flyer will give you more details on this program. If you are interested in participating in Walking School Bus Week please complete the form on the back of the flyer and send it back to the school with your child.

It may not be possible for your family to walk every day, but if you can do it even two or three days a week that would be great. If we all do a little, we'll achieve a lot!

Participating families will receive a kit that includes useful information on organizing a Walking School Bus, as well as ideas on how to make your daily walk safe and enjoyable.

Walking School Bus Week is an initiative of Green Action Centre's Active and Safe Routes to School program. Green Action Centre coordinates this project across Manitoba and you can visit their website at www.greenactioncentre.ca to learn more.

Signed by Principal



“It’s a fun and active way to safely start your day”

THE WALKING SCHOOL BUS



“For 15 minutes we slow down the really fast pace of our modern lives and we can actually have a conversation with our children. It’s also a chance to take notice of the changes in weather and seasons. It really feels healthier all around.”

—Parent Volunteer, Walking School Bus, Winnipeg.

So, what is a Walking School Bus?

- Actually, there is no bus. Parents walking children to and from school become the **Walking School Bus**.

How does it work?

- Families who live on the same block, or in the same apartment building, walk children to and from school. Initially everybody walks, sharing responsibility and conversation and building social networks along the way. Later, as trust is built and schedules get organized, taking turns can save time.

WHAT ARE THE BENEFITS?

Reduced...

- Traffic around the school and in your neighbourhood
- Parking Hassles
- Chance of children being hit by a car

Increased...

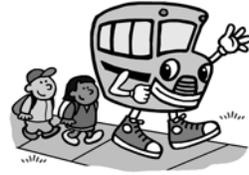
- Clean, healthy air for growing lungs
- Physical activity for parents and kids
- Community Safety
- “Time-off” for parents sharing walking school bus duties
- Knowledge about community gained by children who walk regularly

So, how do I get on a WALKING SCHOOL BUS?

- Fill out the attached sheet and send it back to your child’s teacher.
- Please be sure to indicate your address on the sheet so we can see how many other interested families live close to you.
- Please also indicate the approximate location of your house on the school area map on the reverse side of the attached sheet.
- Someone from the school will be in touch with you soon.



Your School
Logo Here!



If you are interested in trying a Walking School Bus for one week, complete the questions below and send this back to your child's teacher.

Your Name: _____

Your Phone #: _____

Children's Names and Grades (list them with the oldest first):

Street you live on: _____

Nearest intersection to your house: _____

Using a marker or dark pen, please indicate your route to school on the map provided on the back of this survey.

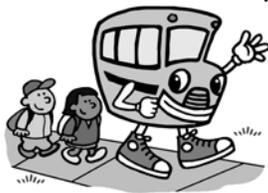
Here are some resource examples from Darwin School in Winnipeg for their Walking School Bus:

SCHOOL HANDBILLS

DARWIN SCHOOL IS PROUD TO WALK!

The Darwin School Staff is concerned about the volume of traffic in front of the school at pick-up and drop-off times.

In an attempt to find safe and healthy alternatives to this traffic, Darwin School is re-instating a Walking School Bus! Each Wednesday, WSB's will be departing from the corners of Avalon or Riel and Minnetonka to chauffeur your child to school so you don't have to!



What IS a Walking School Bus?

A Walking School Bus is an adult-escorted group of students that gets larger as it picks up more and more kids at predetermined stops along a designated route!

WE ARE LOOKING FOR VOLUNTEERS!

To make our Walking School Bus a success, we need the support of the Darwin School Community. We are looking for parents or other caregivers who are able to take time one Wednesday per month to help our Walking School Bus get to school safely and on time. If you are interested in helping out, please contact your child's teacher.



THE TOP 10 REASONS TO HAVE A WALKING SCHOOL BUS

1. Increased physical activity for children and youth
2. Reduced traffic congestion around the school and in the community
3. Improved air quality and a healthier environment for everyone
4. Safer, calmer streets and neighbourhoods
5. A healthier lifestyle for the whole family
6. Cost savings on fuel
7. Students improve and practice traffic safety skills
8. Parents have more time to themselves in the morning
9. The commuting choice is often not the child's choice
10. It's an opportunity to create a better community

The Walking School Bus is a component of Green Action Centre's Active and Safe Routes to School Program.
For more information please visit our website at www.greenactioncentre.ca



Join Darwin's Walking School Bus!



When: Every Wednesday morning for the rest of the school year!

Where: There are two "bus routes." The first starts at Riel and Minnetonka at 8:30am. They travel to Riel and Metz for 8:35am. The next stop is Riel and Darwin for 8:40am, and then on to Darwin School. The second route has the same times and cross-streets, but runs along Avalon instead of Riel.



In an effort to reduce potentially dangerous traffic congestion around Darwin School during busy pick-up and drop-off times, the Darwin School Climate Committee is looking for parents who are interested in exploring the creation of an Active and Safe Routes to School (ASRTS) Program at Darwin School. The focus of this program is to reduce car dependence on the journey to and from school while encouraging and facilitating safe routes for students to walk and/or bike to and from school each day. The program is coordinated by Green Action Centre – a non-profit community organization in Winnipeg. More information can be found at www.greenactioncentre.ca under programs.

One of the main components of the ASRTS program is the development of a network of Walking School Buses in Darwin's school neighbourhood. The Walking School Bus concept was developed in Australia by David Engwicht (now an internationally recognized authority on environmental transportation issues). Like a regular transit bus, a walking bus has designated bus stops along the various routes to school and scheduled times for the bus to arrive. However, in this case, the bus is simply a parent-escorted group of students which gets progressively larger as it picks up more and more kids and gets closer to the school.

The ASRTS program has many benefits including:

- **Increased physical activity for children and youth**

More than one-half of Canadian children and youth are not active enough for optimal growth and development. With time spent sitting and inactive in front of the television, computer, video games and at school, youth are spending an average of 56 hours per week idle. Walking, cycling or other forms of active transportation (i.e.: skateboarding or scootering) to school are ideal ways for children to get regular exercise and to establish healthier lifelong travel habits. Regular physical activity develops cardiovascular fitness, strength, flexibility, and also nurtures confidence and builds self-esteem.

- **Less traffic congestion around schools**

Many parents say that the most dangerous part of their children's journey to school are the roads surrounding the school. Parents drive their children to school in order to ensure their safety, and, at the same time, their driving behaviour often endangers their own and other children when they come to or leave school. When more students walk or cycle to school, traffic volume and congestion decrease during peak pick-up and drop-off times, making the trip much more pedestrian and cyclist friendly.

- **Safer, calmer streets and neighbourhoods**

A physically active commute to and from school can be a fun social time for children and youth. It is a chance for them to spend time with their families, friends, neighbours and peers while learning about their communities. When parents walk with their children, they have the opportunity to teach their children about road safety skills and how to move safely through their neighbourhood. They get the chance to check their child's judgement and reinforce safe decisions. It is also a wonderful community building opportunity for children as they explore their world and become aware of their neighbours and neighbourhood.

- **Improved air quality and a clean environment**

About one quarter of all vehicle trips made during peak morning and afternoon rush hours are trips transporting children to and from school. These trips are often less than 2 kilometres in distance and contribute a significant amount of air pollution because they typically occur when the engine's pollution control system is cold and ineffective. Vehicle emissions erode human health due to the effects of the particulates and gases that are a by-product of burning fossil fuels. This pollution particularly affects children's respiratory systems, as they breathe more rapidly than adults, and pollutants have an impact on the development of their lung function. By reducing the number of short vehicle trips, the air quality in a school's neighbourhood will be reduced, and the amount of greenhouse gases that contribute to climate change will also decrease.

- **A healthier lifestyle for the whole family**

Parents who walk with their children gain positive health benefits from participating in regular physical activity, and having their children participate in planned walking groups such as Walking School Buses provides them with the opportunity to meet and get to know their peers and their peers' parents. The Walking School Buses concept also provides parents with more flexibility and reduces the time required each day for them to chauffeur their children to school.

Never before has the issue of children's health and physical activity been addressed as broadly as it is being dealt with today; and never before have the traffic conditions around public schools been so dangerous due to the number of students that are being unnecessarily driven to school. Issues such as chronic disease prevention, climate change, loss of a sense of community and automobile safety are other topics at the forefront of people's minds. The Active and Safe Routes to School Program is an initiative which seeks to comprehensively address these issues, and which takes a proactive approach to finding long-term, sustainable solutions to the challenges and issues facing child and youth transportation today.

4.4 WALKING BUDDIES

This is a great way for older students (Grade 5 and up) to walk to school in safety with their friends. Students who walk together look out for each other and enjoy the responsibility this entails. We recommend that parents review traffic and personal safety with participants regularly and make sure there is a system in place to ensure that the participants stay safe if their buddy is not available on a scheduled day. For example, if there is an active walking school bus in the neighbourhood, the student can join in if she has no one else to walk with, or if a parent arrives for an unexpected reason to pick the students up, have a code word that must be said to allow the other participant to take the ride home.

The Active and Safe Routes to School program in Alberta offers the following great ideas for Walking Buddies. (Reproduced with permission from their Resource Manual available at www.shapeab.com.)

Big Buddies

Establish a buddy walking system. Older students take on the responsibility of picking up younger students on their way to school as they walk along the designated safest routes. At the end of the school day, the older students wait at a specified place inside or outside of the school. This can be designated as the Walking Bus or Walking Group stop or meeting area and can include pictures or posters from the various walking groups with their names or their slogans. The older students then walk home with the younger students. Once again, provisions must be made for situations where the older buddy is unable to escort the younger students to or from school. Substitute older buddies, or parents, should be available to make sure that each young child has a safe walk to and from school.



—Balmoral Hall School
(Winnipeg)



Walking Buddies

Friends from the neighbourhood or friends from the same class arrange to walk together to school. This is particularly effective for older students, as they support each other in making the decision to walk and they enjoy the trip to school. Parents need to make sure their children manage their time well and are ready to meet their friends at the assigned time. Children can sign a pledge form and be rewarded for participating at a year-end celebration.



4.5 WALK-A-BLOCK ZONES

This strategy works well for families who live too far from their school to make walking all the way feasible, or for working parents who drop their children off at school on their way to work. Work with local municipal traffic staff to identify safe and legal parking spaces a few blocks from the school. This will encourage driving parents to park their car in these spots and walk the remaining blocks with their children, or allow their child to join an active Walking School Bus or meet their Walking Buddy.

Photos: Nick Gaudin, Teacher,
École Howden (Winnipeg)

Children and parents will enjoy the short walk, and traffic congestion will be reduced in the immediate school area where it is important to be clear for school buses and other walking or cycling students. Some schools even barricade the street in front of the school to prevent cars from driving and parking there.

Walk-a-Block Zones help to diffuse the traffic throughout the school neighbourhood, making the immediate area around the school safer. However, because they also impact the traffic in the broader community, it is a good idea when deciding where to set up your drop-off zones to consult with the immediate neighbours and other community members who might be affected when they are leaving home in the morning or returning at the end of the day.

Why not ask a local store, church, community centre or other neighbourhood hub for permission to use their parking lots for drop-offs?

École Howden in Winnipeg made arrangements with the local CanadInns to use their parking lot adjacent to the school yard for this purpose. It's a win-win situation – the hotel contributes to the broader community, the parents and school buses have a safe place to drop off their children and the students get to run and play in the school yard for the rest of their trip to school.

4.6 NEIGHBOURHOOD WALKABOUTS AND WALKABILITY SURVEYS

Conducting a Neighbourhood Walkabout and doing a Walkability Survey can be a useful tool to understand the barriers and best routes for children to walk or bike to school. The tools below will guide you in this process.

The Neighbourhood Walkabout should be organized to coincide with pick-up or drop-off at the school. All stakeholders should be identified and present to participate in the walkabout. Determine the scope of the walkabout before you begin; i.e., decide if you will look only at the area immediately surrounding the school, or if you also need to look at safety concerns further away.

Doing the walkabout and survey helps to identify and understand the safety issues around the school through direct observations of the problems. Some common issues include traffic congestion around the school and excessive speeds.

At the end of your Neighbourhood Walkabout, you want to end up with a written description of the problem(s), aided visually with area maps. Maps can be obtained through the school division or from your local municipal transportation engineer.



Photo: Nick Gaudin, Teacher, École Howden (Winnipeg)

Walkabouts are an integral component of the School Travel Planning process, involving members of the school community, local municipality, elected officials and the police service. If you are developing a School Travel Plan, please follow the specific instructions for a Neighbourhood Walkabout from your School Travel Planning Facilitator.

Landscape Architecture Magazine reports: "If you pine for the days when kids walked or rode their bikes to school, try fixing the sidewalks. In areas where municipalities installed curb cuts, traffic lights and other pedestrian-friendly changes, researchers saw a 15% increase in walking or biking among school children."

Through this process you'll find out what the current parking allowances and restrictions are, where the conflict between pedestrians/cyclists and vehicles happens and why. Out of this process, an agreed upon action plan can be developed. Be sure to document who will do what and when. Agree to timelines and schedule follow-up meetings to keep everyone on track.

Who to include

Neighbourhood Walkabout stakeholders could include:

- School administration and staff (teachers, principal and/or vice-principal)
- Parents
- Students
- Local police
- School trustee for the area
- Local city or town councillor
- Municipal traffic engineer
- School division staff involved in transportation coordination
- Local interested residents
- Representation from other schools in the area, especially if schools are back-to-back or in close proximity

Start by having the principal or parent representative give an overview of the issues and update the group on relevant information such as recent 24 hour traffic/volume counts, results of previous traffic studies, collision statistics, what's been tried in the past, etc. (This information can be obtained through your municipal transportation department.) Be sure to allow a few minutes for introductions of stakeholders.

Ask attendees of the walkabout to sign in and provide contact information for future reference and distribution of minutes. Before you begin, designate someone to take minutes of the

discussion, and encourage everyone to write down their observations to help later with the discussion.

Create your checklist

In the pages that follow, you'll find a checklist and other information that has been created by the Active and Safe Routes to School Program in Manitoba. There are also a variety of other checklists that have been prepared by other Safe Routes to School programs in Canada and internationally. We have provided the names of a few below. They might help you adapt our Neighbourhood Walkabout questionnaire so that it captures all of the issues present in your community.

- Walkable America Checklist – available at www.walkableamerica.org/checklist-walkability.pdf. An excellent resource available in hardcopy by order or electronically by download from their website. It provides information for a parent or teacher to take a walk with a child and assess together the walkability of their neighbourhood. It also contains a walkability rating scale and provides advice on how to resolve identified problems.
- The Safe Routes to School program in California, organized by the California Dept. of Health Services, has prepared a Walkability Checklist designed specifically for students to complete. It is available in four languages – Chinese, Spanish, Vietnamese and Hmong. Copies can be obtained through California's Walk a Child to School Day Headquarters, toll-free at 877-4-Safe-Rt or email SafeRt@jba-cht.com.
- The Safe Routes to School program in the United Kingdom, organized by Sustrans, has excellent student walkability questionnaires. These have been designed for students of all ages, including high school. Refer to Frequently Asked Questions at www.sustrans.org.uk/about-sustrans/faqs.

Document findings and report back

Add your findings from the walkabout to a map obtained from your school division or municipal traffic engineer. It may also be useful to provide photographs and a short report along with the map that outlines the problems identified and the proposed solutions. Decide who will create this report and when it will be ready. Distribute a copy of the report, photos and map to all the walkabout participants.

The report can be used to make a case for infrastructure changes in the school community or help to prioritize fundraising projects at the school. For example, perhaps a crosswalk needs to be added or moved, which would be a municipal responsibility, and a bike rack needs to be added, which could be a fundraising project for the school.

Once these infrastructure changes are made, be sure to follow up with another walkabout a month or two later to see if they've made any difference. Continue to monitor traffic and safety to continually improve on the safe routes to school.

Create a Best Routes to School Map

Once the Neighbourhood Walkabout has been conducted and the infrastructure has been improved, you can create a Best Routes to School Map to distribute to parents and students at the beginning of the school year. Section 4.7 will give you some ideas and tools to create your map.



TRAFFIC SURVEY AND NEIGHBOURHOOD WALKABOUT QUESTIONNAIRE

Prepared by Active and Safe Routes to School Manitoba
A program of Green Action Centre

Identifying specific transportation and safety issues at school sites and preparing a plan of action to deal with the identified issues is paramount to the success of any Active and Safe Routes to School Program (ASRTS).

Why conduct a neighbourhood walkabout?

As you begin to develop your ASRTS program, it is a good idea to have a clear understanding of the issues you are attempting to address. The most common reasons cited for schools wanting to implement an ASRTS program are:

- Traffic congestion around the school that makes it an unsafe environment for pedestrians and cyclists.
- Heavy traffic volumes and/or excessive speeds by motorists on streets around or near the school, making the journey to school unsafe.
- Children who are walking alone and may be victims of bullying or harassment, and are vulnerable to abduction.

Ultimately, what you want to end up with is a good written description of the problem(s) that you face at your school, aided visually with area maps indicating problem areas and ideal safe routes to school. School Boards or local Transportation Engineers can provide schools with maps, and will often be valuable contacts and allies in helping make positive changes in the community. Before conducting your survey, determine the scope of your walkabout – will you focus only on the immediate area around the school, or do you also need to investigate safety concerns further away?

Things that you want to consider initially when conducting a traffic survey around your school include:

- What are the current parking allowances and restrictions?
- Where do the conflicts between pedestrians/cyclists and vehicles occur and why are they happening?
- Where are the areas along routes surrounding the school where pedestrians/cyclists are most at risk from motor vehicle traffic?
- What are areas where pedestrian/cyclist traffic and vehicle traffic co-exist well? Why does traffic function well in these particular areas?
- What changes can be made to problem areas that will help to improve the interactions between pedestrians/cyclists and motor vehicles?

Out of these questions and answers an action plan can be formulated that everyone agrees to – be sure to document who will take care of what and when. Agreed-to timelines and follow-up meetings help to keep everyone on track.

Through this all, it is important to remember that plans and situations change, and it is good to be flexible and open to new information throughout the development of your program.



I want to do a traffic survey around my school. Who should I involve and when should I conduct the survey?

Plan your traffic survey and neighbourhood walkabout for before or after school during peak pick-up and drop-off times – when the problems you are hoping to address through your Active and Safe Routes to School Program are most evident. It is equally important to involve people who have the capacity to make change in the community or who have particular expertise that you think is important to the success of your program. These people include, but are not exclusive to:

- School administration (Principal, Vice-Principal)
- Superintendent or School Division personnel
- Concerned parents and caregivers
- Local police (many schools have liaison officers)
- School Trustees
- Representative from the local health unit
- Students (especially student patrols)
- Local residents' groups
- The Parent Advisory Council of the school
- Local transportation engineers
- Mayor
- City Councillor
- If you are hoping to include a school bus drop-off zone away from the school as part of your ASRTS program, you may also want to invite a school bus driver or the transportation coordinator for your school division

Start your neighbourhood walkabout and traffic survey with an introduction by the Principal or parent representative so they can share new updates with the participants (i.e.: recent information about traffic volumes, what's been tried in the past, results of previous traffic surveys, etc...). Introductions should then be conducted and participants should sign in with their names and contact information for future reference and for distribution of minutes, etc.

Neighbourhood Walkabout and Traffic Survey Report

Add your findings from your walkabout and survey to your community map and provide a written report of the findings. Request that the Transportation Engineer include these findings in the master map for your area. Include photographs in your report of problem areas and areas with positive things you would like to see implemented elsewhere. Distribute a copy of the report to all participants from the walkabout and use it to lobby for positive changes in the community to help make it safer for children walking to and from school.

Other considerations:

There are many other things to consider when implementing your ASRTS program. Conducting take-home surveys for school parents is an important and valuable way to get information about their travel habits to and from school as well as their concerns related to letting their children walk or bike to school.

Specific considerations when conducting a traffic survey and neighbourhood walkabout:

School site:

- The number of arrival and dismissal times at school
- School entrances for kindergarten students
- Teacher parking area/available visitor parking
 - Potential for vehicle and pedestrian conflict
 - Size and design of parking lot. Is traffic flow clearly signed?
 - Pavement markings on the parking lot
 - Parking and driving behaviour of driving parents
- Walking paths to the school
 - Where are the access points for students?
 - Potential for conflict with vehicles
 - Lighting along walkways
 - Maintenance of walkways, i.e. snow and ice removal
 - Alternate school grounds access routes
- Bicycle facilities
 - Bike racks
 - Bike paths or lanes
 - Potential for conflict with vehicles
- Location of School Bus Loading Zone, if applicable
 - Where do students wait for the buses; what type of supervision is employed
- Number of buses, vans and handicapped vehicles employed
- Location of garbage dumpsters and other school maintenance equipment
- Emergency vehicle access

Areas surrounding the school site:

- Volume and speed of traffic on surrounding streets – perceived and real – obtain latest 24 hour counts
- Are there sidewalks? How far do they extend around the school and the surrounding community?

- Pedestrian crossing devices present and utilized
- Number and position of bus/student patrollers (if any – are they needed?)
- Sight distances of school crossings to road curves and bus zones
- Number and position of adult crossing guards (if any – are they needed?)
- Placement of school crossings in relation to driveways and bus loading zones
- Timing of traffic lights
- On-street signs
- Providing a “hand-to-hand” area where parents of kindergarten students can take their children into the school

Non-traffic items to consider:

- Types of buildings surrounding school: residential, commercial, industrial, vacant/rundown
- Location of other public spaces near school: parks, community centres, libraries, churches
- Number of shade trees on streets
- Green space vs. concrete space
- Graffiti on buildings
- Physical state of the sidewalks
- Size of the sidewalks
- Garbage along the routes to school
- Snow piles at intersections or along route that may be climbing/sliding hazards
- Obstructions on the sidewalks (i.e. branches extending into walking space, broken concrete and tripping hazards, etc.)
- Block Parent or Neighbourhood Watch community – if so, where are Block Parents located?

(This list has been used with permission from the Green Communities Canada Association ASRTS Resource Guide, 2nd Edition; Page 44.)

Walkable Routes to School Survey

Take a walk through your neighbourhood and see how safe and easy it is to be a pedestrian. Place an “X” next to any items that you found to be a problem on the route to and from school and record the location of the problem after the item. Use this form to help you identify the safest route to and from school and identify and prioritize the problems in your neighbourhood that need to be made more safe.

Route taken: _____

1. SIDEWALKS LOCATION	LOCATION
<input type="checkbox"/> There are no sidewalks	
<input type="checkbox"/> There are sidewalks, but they are not continuous	
<input type="checkbox"/> Sidewalks are broken or cracked, making them unsafe or difficult to walk on	
<input type="checkbox"/> Sidewalks are blocked with poles, signs, shrubbery, dumpsters, etc.	
<input type="checkbox"/> Sidewalks are too close to fast-moving traffic	
<input type="checkbox"/> There is not enough room for two people to walk side by side	
<input type="checkbox"/> Sidewalks do not have ramps (curb cuts) for wheelchairs, strollers, and wagons	
<input type="checkbox"/> Cars or trucks are blocking the sidewalk	
<input type="checkbox"/> Other, please specify _____	
Overall rating of sidewalks: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
2. STREET CROSSINGS LOCATION	LOCATION
<input type="checkbox"/> Road is too wide to cross safely	
<input type="checkbox"/> Need traffic signals	
<input type="checkbox"/> Traffic signals make pedestrians wait too long before crossing	
<input type="checkbox"/> Need pedestrian crossing signals/audible signals	
<input type="checkbox"/> Pedestrian crossing signals are not long enough for pedestrians to reach the other side of the street	
<input type="checkbox"/> Need marked pedestrian crosswalks	
<input type="checkbox"/> Parked cars on the street or utility poles are blocking the view of traffic	
<input type="checkbox"/> Trees or plants are blocking the view of traffic	
<input type="checkbox"/> Other, please specify _____	
Overall rating of street crossings: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	

3. TRAFFIC AND DRIVER BEHAVIOUR	LOCATION
<input type="checkbox"/> Drivers do not stop at stop signs	
<input type="checkbox"/> Drivers do not obey traffic signs	
<input type="checkbox"/> Drivers seem to be going too fast	
<input type="checkbox"/> Drivers do not yield to pedestrians	
<input type="checkbox"/> Drivers do not look before backing out of driveways	
<input type="checkbox"/> Other, please specify _____	
Overall rating of traffic and driver behaviour: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
4. SAFETY	LOCATION
<input type="checkbox"/> Do not feel safe because of the amount of traffic	
<input type="checkbox"/> Do not feel safe because of the behaviour of drivers	
<input type="checkbox"/> Streets do not have enough lighting for walking when it's dark	
<input type="checkbox"/> People are loitering along the route	
<input type="checkbox"/> Unleashed dogs are along the route	
<input type="checkbox"/> Vacant buildings and run-down property are along the route	
<input type="checkbox"/> Other, please specify _____	
Overall rating of safety: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
5. APPEAL	LOCATION
<input type="checkbox"/> Locations need more grass, flowers, trees, etc.	
<input type="checkbox"/> There is garbage along the route	
<input type="checkbox"/> Other, please specify _____	
Overall rating of appeal: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	
6. OVERALL RATING OF SCHOOL ROUTE WALKABILITY	LOCATION
<input type="checkbox"/> Excellent: Walking to school is easy, pleasant and safe	
<input type="checkbox"/> Good: There are a few problems with walking to school, but children can do it safely	
<input type="checkbox"/> Fair: Walking is difficult; safety is a concern on many of the routes to school	
<input type="checkbox"/> Poor: The routes to school are unsafe for children to walk	
What would you like to change most about the walk to school? _____ _____ _____	

4.7 BEST ROUTE TO SCHOOL MAPS AND MAPPING

A school route map informs families of the safest and most convenient walking and bicycling routes to school. These are often created after a Neighbourhood Walkabout so that problem areas are addressed or improved.

A school walking and bicycling route map not only provides way-finding for the safest routes for students to walk and bike to and from school, but also where the adult school crossing guards and traffic control devices, such as signs, crosswalks and traffic signals, are provided. The map provides an assessment of the physical environment surrounding the school so that everyone knows the safest and most ideal route to school.

The maps should be reviewed on an annual basis to make any necessary changes to attendance boundaries as well as mapped walking routes and bike routes that may have been improved in the previous year. If your school has a School Travel Plan, this would be part of the annual review. New developments in the neighbourhood such as summer construction, new housing or commercial properties and changes in traffic control devices such as lights and crosswalks can be noted. Even improvements at the school, like new bike racks, can be added.

Mapping gives a visual overview of the school site and catchment area and provides a valuable reference for your traffic committee's strategic planning and discussions with traffic safety experts.

A map is a “picture” of where students and volunteers live; the routes taken by local and out-of-catchment families in vehicles; the location of laneways, crosswalks and parks; current and potential pedestrian or bike hazards and possible improvements. A map is the easiest way to show the logic of relocating a crosswalk, for instance, or identifying a hedge that needs trimming to improve visibility.

Mapping is an effective and time efficient method of collecting and presenting data to families and officials, and will help expedite decision-making.

A map of your school catchment area and neighbourhoods will identify:

- The location of your school site within the community
- Streets and entrances to school grounds
- The routes children bike and/or walk to school
- Locations where cars and/or school buses drop-off or collect children
- Where individual children and volunteers live
- Safety hazards and safety concerns (traffic and personal such as bullying, deserted buildings)
- Existing bike paths, best routes, crosswalks
- Traffic patterns of school traffic and regular traffic
- Conflict points between vehicles and pedestrians and/or cyclists

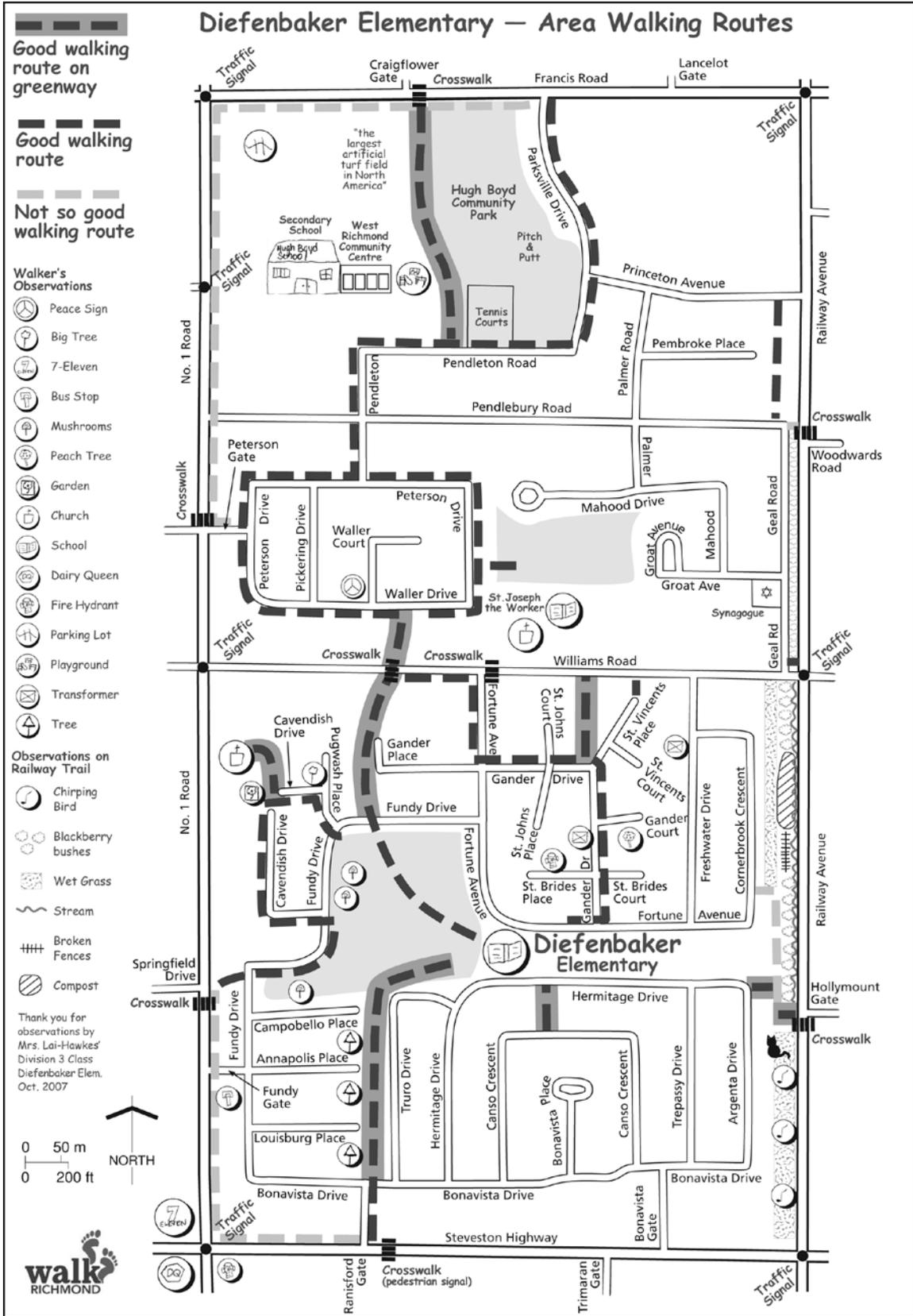
This information will help you to identify the measures that need to be taken to create a safer school site. You will also be able to identify the best routes for cyclists and pedestrians to travel to school and how to effectively coordinate school traffic in the area. There are a number of mapping activities that will help you collect the information you need.

Blazing Trails

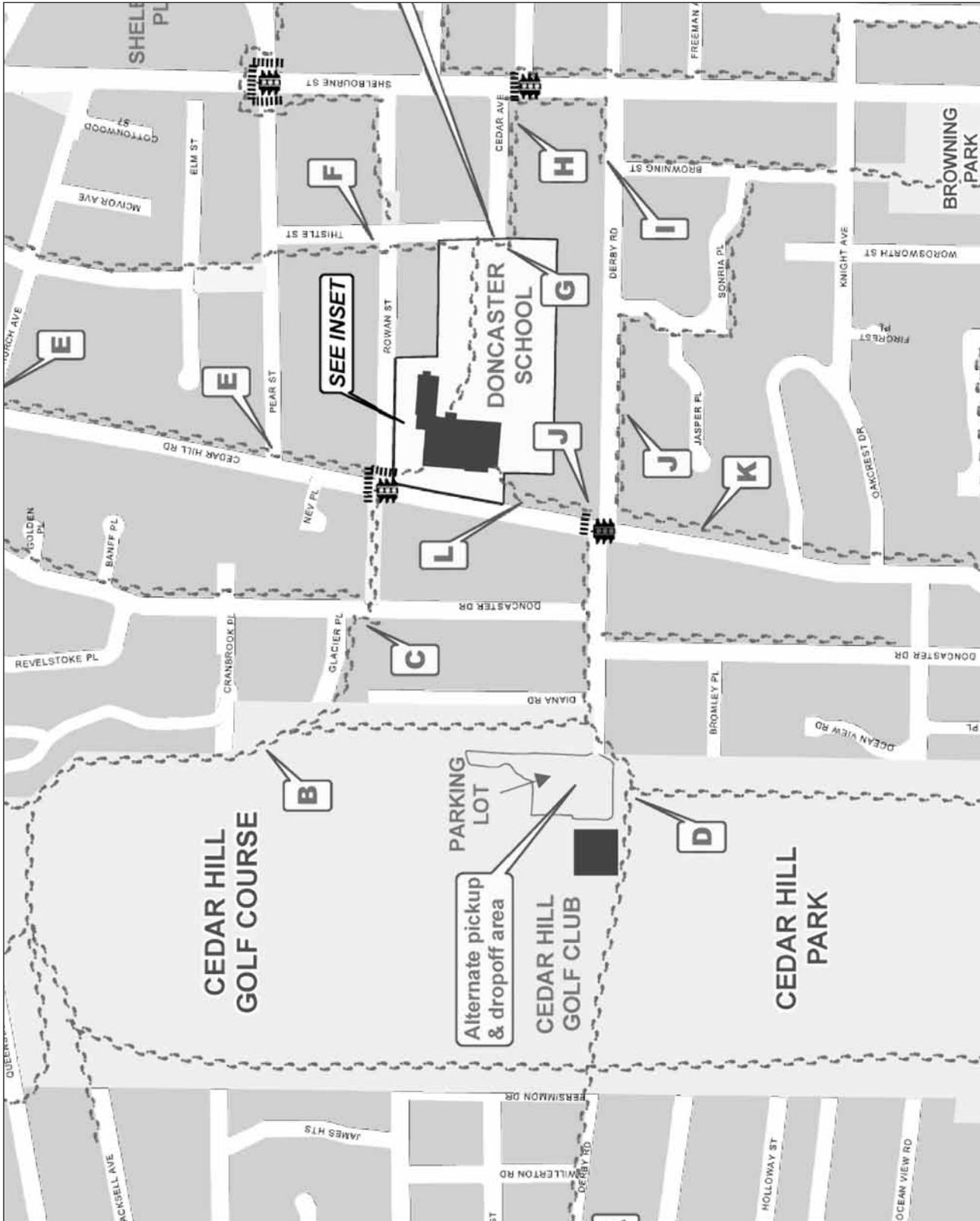
Blazing Trails is a mapping activity designed for students. This resource is available online through the Ontario Active and Safe Routes to School Program at www.saferoutestoschool.ca/classroommapping.asp. The package includes a teacher's guide and handbook for students that can be downloaded and printed. The exercise makes an excellent class activity or take-home project to be completed with parents.

There are guidelines and mapping exercises that will help to determine the best route for children and families planning to walk or cycle to school. Routes are ideally established for travel from the various neighbourhoods where families live to the school. Use Blazing Trails to have each student identify their best-route to school, and use the most ideal and popular ones to help create Walking School Bus and Walking Buddy routes. Be sure to note that the route for children and families walking to the school may vary from a bike route. If that is the case for your school, clearly identify the best walking as well as the best bike routes for your community.

Here is a sample map from Diefenbaker Elementary School in Richmond, BC:



Here is a sample map from École Doncaster School in Victoria, BC:



4.8 IDLE FREE ZONES

Children are particularly vulnerable to air pollution because they breathe faster than adults and inhale more air per pound of body weight. Smog levels tend to be worse in the late afternoon, precisely when driving parents accumulate around the school. A glut of idling engines lowers air quality directly around school access points, enveloping the excited and active children leaving the building.

Creating an Idle Free Zone around your school can help reduce the number of idling vehicles. By putting up Idle Free Zone signs around the school, and educating students and parents, you can improve air quality in the school zone.

Active and Safe Routes to School in Manitoba has partnered with Climate Change Connection to deliver the Idle Free Zone program to schools. Sample activities include Idle Free Zone Days where students hand out flyers and talk to drivers about the importance of turning off their engines.

Schools can also conduct Idle Free surveys, with students collecting data. This is a great way to engage students and gather data that can be used for classroom learning.

To book a free classroom presentation or request an Idle Free Zone kit, including sample surveys and Idle Free signs for your school grounds, contact asrts@greenactioncentre.ca or (204) 925-3773.

Here's what Manitoba students and teachers had to say about the Idle Free Zone presentations:

"Many thanks for coming to our school and giving us such a great presentation on the value of being 'Idle Free.' I know my students learned many things from your visit." —Linda Breakey, William S. Patterson School

"Thank you Susie and Jackie for coming to our school and talking to us about idling and the fun game we had." —Carter

"Thank you for coming I had a fun time. I learned that you can idle but it's bad. THANK YOU for coming." —Braydon

"Thank you Susie and Jackie I think it is great that people should not idle. I think I don't want to idle when I'm older thanks." —Sam

"Thank you Susie and Jackie for teaching us why it's bad to idle. I had a lot of fun in the game we played. Thank you." —Matt



—Bairdmore School (Winnipeg)



5. EVALUATION

The following section has been designed to help make it easier for you to analyze the impacts of your Active and Safe Routes to School initiative.

Measuring success is likely the most difficult and possibly the least interesting part of any project, but it is important to know if what you are doing is working, identify any changes that may need to be made, help justify time and money spent on the initiative and boast about successes.

To determine the impact of your initiative, you need to establish a baseline at the start of the project against which you can compare results. This can be accomplished through surveys of parents and students before and after your project, as outlined below.

Refer also to the Neighbourhood Walkabout information in section 4.6, as results from a walkabout can provide valuable baseline information on traffic and safety issues around the school site. Conducting another walkabout after improvements and changes are made will help you continually ensure safe routes to school.

Evaluation is an integral component of a School Travel Plan and the process is more in-depth than what is suggested in this section. If you are developing a School Travel Plan, please follow the specific instructions for evaluation provided by your School Travel Planning Facilitator.

5.1 PARENT SURVEY

As part of establishing your baseline, it is important to determine why parents are driving their children to school. Finding out why will help you plan your project and will also help in your follow-up survey to evaluate whether you have been successful in changing that behaviour.

Some school divisions have rules about surveying families. If you are an administrator, talk to your division contact to find out what you need to know. If you are a teacher or parent, talk to the principal or vice principal at the school to find out what steps need to be taken to distribute the survey to parents.

PARENT TRANSPORTATION SURVEY



Dear Parent, as part of our traffic safety program at XXX Public School we are trying to determine how children travel to and from the school today. We would ask that you take five minutes of your time to complete the following questionnaire. Your feedback is important to us.

(PLEASE PRINT)

Your Address: _____ Apt. # _____

1. How far away from the school do you live?

- Less than 3 blocks 3-6 blocks 0.5 to 1 km 1-3 km Over 3 km

2. How many children do you have that attend XXX School? _____

What grades are they in? _____

3. How do your children get to and from school:

To School

- Walk
 Car (parent/caregiver)
 School Bus
 Carpool
 Transit
 Bicycle
 Other (explain) _____

Home from School

- Walk
 Car (parent/caregiver)
 School Bus
 Carpool
 Transit
 Bicycle
 Other (explain) _____

4. How many trips per day do you or your caregiver make to take your child(ren) to school and home?

Trips per day: _____

5. If your children walk or cycle to and from school, do they walk:

- With parent/caregiver With friends
 With brothers or sisters Alone
 Other _____

6. Which of the following issues present safety concerns around getting your children to and from school?

- Traffic Bullying Elevator in your building Abduction Harassment
 No adult to accompany children Other (explain) _____

7. What would make it easier for your children to walk to school? _____

8. Would you be interested in helping to organize walking groups in your neighbourhood to make it easier and safer for children to walk to school? _____

May we contact you for additional information? _____

Name: _____ Phone: _____

THANK YOU FOR YOUR TIME. YOUR COMMENTS ARE APPRECIATED.

Why not get the students involved? The survey calculations are a great way to practice applied math and communicate survey results to peers, teachers and parents. This also gives the students ownership of the process and program, and makes them feel involved! Contact Active and Safe Routes to School in Manitoba to ask them for a survey tabulation and graphing tool that can be used with your students.

TABULATING THE PARENT SURVEY RESULTS

When the completed surveys are returned to the school, set yourself up to do the evaluation in a methodical way. Here are some tips:

- Sort the surveys into two piles:
 - those that have expressed an interest in the program
 - those that are not interested.
- Sort the interested ones by address.
- Plot the address on a school catchment map.
- For both sets of surveys, take note of the responses to the following questions:
 - Distance from school – calculate the average distance
 - Average number of children per family attending the school and average ages
 - Method of travel to and from school – calculate percentages
 - The average number of trips to the school per day
 - How children travel to and from school – calculate percentages
 - Safety issues – many families will indicate more than one so calculate the percentages and rank them by most serious issue to least serious issue.
- Take note of written comments.
- Take note of phone numbers of potential volunteers and interested families.

Use incentives such as a free recess, pizza party or last class to come inside in the morning for the classroom with the highest number of completed surveys.

5.2 STUDENT SURVEY

Student surveys are recommended for children in Grade 3 and up. Whatever kind of survey you decide to use, it is a good idea to do it over a period of one week so that you can account for weather and other factors.

We recommend schools complete the survey in the fall, winter and again in the spring. This will allow you to compare results to see if more students are using active travel over time, if the weather impacts whether they choose to walk, and whether your promotion of walking and biking to school is working to get more kids active.

As with the parent surveys, the completion and analysis of student surveys can be nicely accommodated in the class curriculum in a number of areas, including:

- **Math:** Data Management and Probability
- **Science and Technology:** Energy in Our Lives; Conservation of Energy; Energy and Control; Weather; Interactions within Ecosystems
- **Health and Physical Activity:** Healthy Living; Personal Safety and Injury Prevention; Active Participation
- **Language:** Writing

(See section 6 for specific curriculum links.)

Once the results of student surveys have been tabulated and analyzed they can be displayed and used throughout the school. This helps to build interest and can help students see how their travel habits have changed over time.

Here are some ideas:

- Plot graphs for classes, grades or the entire school.
 - Make them creative through the use of colour and include student artwork.
- Display results in the school hallway.
 - Many schools now have “Walking Walls of Fame.”



Photo from Ruth Hooker School, Selkirk, Manitoba – IWALK 2007.
Photo credit: Penny Hunter

Make comparisons to other schools in your division that are also involved in Active and Safe Routes to School or with provincial, national or international initiatives.

Inform parents about these results through articles written by students in the school newsletter. Refer to the Walking Wednesdays Club in section 4.2, where you can find examples of tracking progress of a school project and use these results to compare against baseline data.



HOW WE TRAVELLED TO SCHOOL TODAY

School Name: _____

Grade: _____ Class #: _____

Teacher: _____ Date: _____

Adapted from Way to Go School Program 2001

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WALKED					
WALKED PART-WAY*					
SCHOOL BUS					
CAME BY CAR					
CARPOOL					
BICYCLE					
OTHER?					
TOTAL					

*Walked more than one block

Walk To School Day



Walkability Survey

1. Your home postal code - - 2. Name of your school _____
3. What grade are you in? (Please circle).
JK SK 1 2 3 4 5 6 7 8
- b. Are you a girl or boy?
4. a. How do you usually get to school?
 walk (by myself) ride a bicycle school bus
 walk (with friends and a parent or other adult) city bus
 driven by adult be in a car pool
- b. If you travel by car, is the driver usually
 going only to school travelling somewhere else as well
5. If you had any choice, how would you most like to get to school each day?
 walk ride a bicycle school bus
 be in a car pool city bus driven by adult
6. On your walk today did you see ...
 parks empty fields houses shops
 factories gas stations construction areas parking lots
 other (please explain) _____
7. On your walk today ...
a. Did you have enough room to walk safely?
 Yes Not always, because:
 sidewalks or paths started and stopped
 sidewalks were broken or cracked
 sidewalks were blocked with poles, signs, dumpsters, etc.
 sidewalks were blocked with parked cars



From Green Communities Canada

wait, there's more...



- no sidewalks, paths or shoulders
- something else? _____

Location of the problem(s) _____

b. Was it easy to cross streets?

- Yes
- Not always, because:
 - road was too wide
 - parked cars blocked our view of traffic
 - need striped crosswalks or traffic signals
 - traffic signals made us wait too long or did not give us enough time to cross
 - need curb ramps or ramps need repair
 - too much traffic
 - something else? _____

Location of the problem(s) _____

c. Did drivers behave well?

- Yes
- Not always, because:
 - backed out of driveways without looking
 - did not yield to people crossing the street
 - drove too fast
 - sped up to make it through yellow lights
 - drove through red lights / stop signs
 - something else? _____

Location of the problem(s) _____

d. Was your walk pleasant?

- Yes
- Not always, because:
 - litter and trash on the street
 - steep hills
 - unfriendly dogs
 - too much noise
 - bad smells in the air
 - scary people
 - something else? _____

Location of the problem(s) _____

8. Do you plan to walk regularly in the future?

- Yes
- Not always, because: _____

Please return this survey to your teacher. Thank you for helping us with this survey.

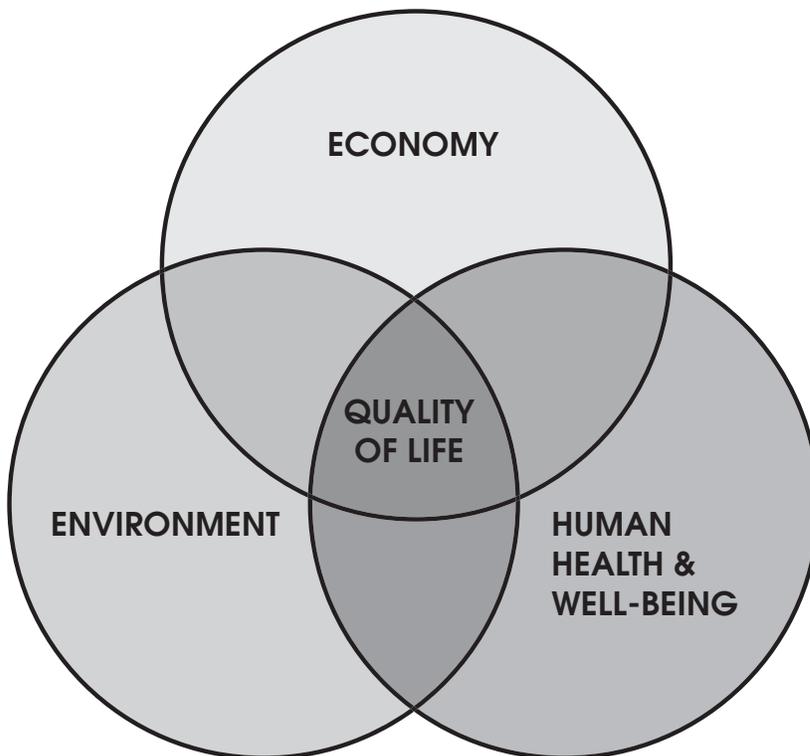




6. CURRICULUM INTEGRATION

Due to the multi-disciplinary aspects of the Active and Safe Routes to School program, there are many ways in which it can be integrated into the Manitoba Curriculum. On the following pages, you will find the General Learning Outcomes we believe the program meets, organized by grade and subject.

We are grateful for the support and time that the provincial curriculum consultants contributed to making this section as complete as possible. Thank you.



A word about Education for Sustainable Development — Anne MacDermaid, ESD Curriculum Consultant:

Manitoba Education Citizenship and Youth (MECY) and Manitoba schools have made Education for Sustainable Development (ESD) a priority. Manitoba educators continue to be proactive and innovative as they implement ESD in their classrooms and schools, based on a shared vision, an action plan and conscious collaborative decision-making. The principles of sustainability require us to critically examine our priorities, habits, beliefs, values and practices and strive to balance the needs of society, the environment and the economy. Through ESD initiatives in schools and integration of ESD with curriculum, Manitoba students are acquiring knowledge of the interdependency of the three pillars of sustainability:

Continued next page...

Continued from previous page...

human health and well-being, environment and economy. Students develop values that reflect the importance of continued balance and harmony among the pillars, refine the skills required to make equitable decisions and commit to life practices that show personal responsibility for a sustainable future.

6.1 CURRICULUM INTEGRATION – KINDERGARTEN

SOCIAL STUDIES

Knowledge

Cluster 1 – Me

- VP-006 Respect the rules of the classroom, playground, and school.
- VE-007 Respect their own and others' property.
- KC-002 Recognize that their actions affect others.

Cluster 2 – The People Around Me

- KC-003 Identify people who are responsible for helping and caring for them at home, at school and in the community.
- KI-010 Identify different ways people communicate.
- VC-001 Be willing to contribute to their groups and communities.
- KH-017 Give examples of repeating patterns and events in their lives.

Cluster 3 – The World Around Me

- KL-014 Describe the location of their home in relation to familiar landmarks.
- KL-015 Identify familiar places and landmarks.
- KL-012 Describe characteristics of the local physical environment.
- KL-013 Give examples of how the natural environment influences daily life.
- VL-003 Appreciate the beauty and importance of the natural environment.
- KL-016 Recognize globes, maps and models as representations of actual places.

Skills

Cluster 1 – Me

- K-S-102 Interact fairly and respectfully with others.
- K-S-103 Make decisions that reflect care, concern and responsibility for the environment.

SCIENCE

Cluster 2 – Colours

- K-2-07 Explore to identify and describe colours found in their environment. Examples: rocks, flowers, shells, blocks, crayons.

PHYSICAL EDUCATION

Movement

- K.1.K.C.1 Follow the fundamental rules (e.g., boundaries, roles, actions, verbal cues for stop, go, switch) used in simple games and activities (e.g., cooperative tag games).
- K.1.K.C.4 Discuss ways to play cooperatively and safely (e.g., share equipment, follow directions, help others, be considerate).
- S.1.K.A.1 Travel safely using the basic transport skills (i.e., running, hopping, galloping, jumping) in general space (e.g., gallop freely without bumping into others or falling).

Fitness Management

- K.2.K.A.1 Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles).

Safety

- K.3.K.A.5a Discuss common safety rules for physical activity on the playground and school play areas (e.g., climbing equipment, play fields, baseball backstops, fences, hard surfaces, sandpits).
- K.3.K.B.1 Identify safety symbols, hazards, and risks in everyday living (i.e., traffic, school bus ridership, waterfront, poisons, chemicals, stoves/ovens, sharp utensils, bathtubs).
- K.3.K.B.2 Identify unsafe situations related to the environment (i.e., forest fires, floods, tornadoes, lightning) and safety rules for own protection.
- K.3.K.B.4 Recognize safety helpers in the community (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, block parent, lifeguard).
- K.3.K.B.6a Identify unsafe situations (e.g., sexual exploitation, unsafe persons, unsafe Internet sites) and safety rules for child protection (e.g., follow parents' advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements).

6.2 CURRICULUM INTEGRATION – GRADE 1

SOCIAL STUDIES

Knowledge

Cluster 2 – My Environment

- KL-013 Identify their address or describe the relative location of their home in their community, town or city.
- KI-008 Identify characteristics of communities.
- KL-016 Identify and locate landmarks and significant places.
- KL-016A Identify local Aboriginal landmarks and significant places.
- KL-016F Identify local francophone landmarks and significant places.
- VL-008 Respect neighbourhood and community places and landmarks.
- VL-007 Appreciate the beauty and benefits that the natural environment brings to their lives.
- VL-007A Value the special relationships Aboriginal people have with the natural environment.

Cluster 3 – Connecting With Others

- KE-030 Recognize the need to care for personal property.
- VC-001 Respect the needs and rights of others.
- VE-014 Respect their own and others' property.
- VI-004 Appreciate the importance of relationships and connections to others.
- KP-024 Explain purposes of rules and laws in the school and community.
- VP-011 Respect the rules and laws in their school and community.
- VP-011A Respect the traditional laws of their Aboriginal community.

- KP-025 Give examples of causes of conflict and solutions to conflict in the school and community.
- KP-026 Identify ways to deal with bullying.
- VP-012 Be willing to help resolve conflicts peacefully.

Skills

Cluster 2 – My Environment

- 1-S-207 Use relative terms to describe familiar locations.

Cluster 3 – Connecting With Others

- 1-S-301 Identify consequences of decisions and actions.
- 1-S-302 Use information or observation to form opinions.

SCIENCE

Cluster 1 – Characteristics and Needs of Living Things

- 1-1-13 Develop, implement and evaluate personal and group action plans that contribute to a healthy environment for themselves and for other living things. Examples: wash hands before eating, reduce amount of waste produced by the class.

PHYSICAL EDUCATION

Movement

- S.1.1.A.1 Demonstrate the basic transport skills (i.e., running, hopping, galloping, jumping) in a variety of movement experiences (e.g., run/hop around a hoop, jump consecutively in a forward direction).

Fitness Management

- K.2.1.A.1 Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles).

- K.2.1.C.2 Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring) affecting personal fitness development.

Safety

- K.3.1.A.1 Recognize safe and controlled movement while participating in physical activity (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner, land softly).
- K.3.1.A.2 Identify how weather conditions may affect safe exercising (e.g., ice/rain makes a running surface slippery, hot weather requires fluid replacement, cold weather brings danger of frostbite).
- K.3.1.B.1 Identify potential safety risks in community related to toys, clothing, road and vehicles, bus ridership, unsupervised situations, fire/burns (e.g., lack of smoke detectors, matches, lighters, candles, cigarettes), and holidays (e.g., Halloween, Christmas, Hanukkah), and ways to avoid injury.
- K.3.1.B.2 Identify unsafe situations related to the environment (i.e., forest fires, floods, tornadoes, lightning) and safety rules for own protection.
- K.3.1.B.3 Identify practices (i.e., follow rules and instructions, play in supervised areas, dress appropriately) to prevent injuries related to indoor and outdoor play (e.g., sunburn, frostbite, burns, bruises, bumps, cuts).
- K.3.1.B.4 Recognize community helpers (e.g., safe adult, police officer, bus driver, teacher, block parent, babysitter) and how to seek help (e.g., know emergency telephone numbers, ask a safe adult or teenager for help, use a telephone, dial emergency telephone number, report what happened).
- K.3.1.B.5a Identify types of physical and verbal violence (e.g., hitting, bullying, biting, kicking, name calling).

Healthy Lifestyle Practices

- K.5.1.A.1 Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices).
- K.5.2.B.1 Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity).

Personal and Social Management

- S.4.1.A.3 Demonstrate behaviours that show social responsibility (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others) in daily routines.

6.3 CURRICULUM INTEGRATION – GRADE 2

SOCIAL STUDIES

Knowledge

Cluster 1 – Our Local Community

- KL-018 Locate their local community on a map of Canada.
- KL-005 Describe characteristics of their local communities.
- KL-016 Name natural resources in their local community.
- KP-035 Identify possible sources of conflict in groups and communities.
- VP-012 Value peaceful, non-violent ways of resolving conflicts.

Skills

Cluster 1 – Our Local Community

- 2-S-101 Resolve conflicts peacefully and fairly.
- 2-S-102 Interact fairly and respectfully with others.
- 2-S-103 Make decisions that reflect care, concern, and responsibility for the environment.
- 2-S-104 Consider the rights and opinions of others during interactions.

Cluster 2 – Communities In Canada

- 2-S-206 Interpret maps that include a title, legend and symbols.
- 2-S-207 Use cardinal directions to describe location.

Science

Cluster 4 – Air & Water in the Environment

- 2-4-03 Observe and identify evidence of moving air in indoor and outdoor environments. Examples: leaves blowing, drapes moving.

- 2-4-04 Identify positive and negative effects of changes in air temperature and movement in indoor and outdoor environments.
- 2-4-12 Identify substances that pollute air and water, and describe ways of reducing such pollution. Examples: car exhaust, smoke, carbon monoxide, oil, house paints, and sewage.

PHYSICAL EDUCATION

Movement

- S.1.2.A.1 Demonstrate competency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping), moving in different directions (e.g., hop consecutively in a forward direction on the right and on the left foot; jump and land using a two-foot take-off and a two-foot landing).

Fitness Management

- K.2.2.A.1 Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles).
- K.2.2.C.2 Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring) affecting personal fitness development.

Safety

- K.3.2.A.5b Identify safety rules, signals, and practices to follow when riding a bicycle (e.g., obeying traffic signs, right/left/stop signals, helmet use, mechanical workings).

- K.3.2.B.1 Identify safety rules to be followed related to the home, school and community (i.e., road, vehicles such as tractors and boats, bus ridership, electricity, weather, seasons, stairs/balconies, tools, Internet use).
- K.3.2.B.4 Recognize community helpers (e.g., safe adult, police officer, bus driver, teacher, block parent, babysitter) and how to seek help (e.g., know emergency telephone numbers, ask a safe adult or teenager for help, use a telephone, dial emergency telephone number, report what happened).

Healthy Lifestyle Practices

- K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life (e.g., self-regulation relative to practicing daily health routines for cleanliness, rest, healthy eating, good posture).
- K.5.2.B.1 Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity).
- K.5.2.B.2 Identify opportunities (e.g., during physical education class, recess, lunch hour, before/after school, on weekends) to be active daily, alone or with family and others.

Personal and Social Management

- K.4.2.A.2a Identify examples of simple, realistic goals for healthy living that are short term (e.g., bringing a healthy snack, helping a friend, playing actively as a group at recess) and long term (e.g., running faster, increasing strength, developing a healthy heart, having no cavities).

6.4 CURRICULUM INTEGRATION – GRADE 3

SOCIAL STUDIES

Knowledge

Cluster 1 – Connecting with Canadians

KP-033 Identify ways of resolving conflict in groups and communities.

KP-034 Identify ways to deal with bullying.

Cluster 2 – Exploring the World

VC-003 Respect the equality of all human beings.

KC-006 Explain the importance of fairness and sharing in groups and communities.

KG-027 Give examples of concerns common to communities around the world.

VC-001 Support fairness in social interactions.

Cluster 3 – Communities of the World

VL-006 Value the land for what it provides for communities.

Skills

Cluster 1 – Connecting with Canadians

3-S-101 Resolve conflicts peacefully and fairly.

3-S-102 Interact fairly and respectfully with others.

3-S-103 Make decisions that reflect care, concern and responsibility for the environment.

3-S-104 Consider the rights and opinions of others during interactions.

Cluster 2 – Exploring the World

3-S-206 Interpret maps that include a title, legend and compass rose.

3-S-207 Use cardinal directions to describe the relative locations of places on maps and globes.

PHYSICAL EDUCATION

Movement

- K.1.3.B.1 Show an understanding that personal attitudes (e.g., willingness to try, level of involvement, desire to learn) affect skill development and success.
- S.1.3.A.1 Demonstrate proficiency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping).

Fitness Management

- K.2.3.A.1 Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles).
- K.2.3.B.1 Recognize that the body needs sustained or intermittent vigorous physical activity to improve the strength of the heart and lungs (e.g., running, skipping, cycling, swimming, soccer for at least 10 to 15 minutes of vigorous activity each day).
- K.2.3.C.4 Identify personal factors (e.g., interests, personal success, previous experiences, type of activities, developmental rates) that influence physical activity participation and build self-confidence.
- S.2.3.A.3a Record participation in daily physical activities (e.g., at home, at school, in the community) over a period of time (e.g., a week, a day) to determine level of physical activity participation.

Safety

- K.3.3.A.5b Identify safety rules, signals, and practices to follow when riding a bicycle (e.g., obeying traffic signs, right/left/stop signals, helmet use, mechanical workings).

- K.3.3.B.1 Identify general safety procedures related to safety in the community (i.e., fire drills, stop/drop/roll, bus loading and evacuating, crosswalk procedures, wearing seatbelts, railway crossings, train tracks, firearms, wearing floatation devices).
- K.3.3.B.4 Recognize roles of individuals in school and community who provide safety services (e.g., school staff, cross-walk patrols, police officers, block parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards).

Healthy Lifestyle Practices

- K.5.3.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life (e.g., self-regulation relative to practicing daily health routines for cleanliness, rest, healthy eating, good posture).
- K.5.3.B.1 Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., completing more than 60 minutes and up to several hours a day of physical activity).

Personal and Social Management

- K.4.3.A.2b Discuss how attributes (i.e., determination, being responsible, staying on task) and desires (i.e., willingness to help, motivation to participate or contribute) affect personal progress and achievement.
- S.4.3.A.1 Set simple short-term goals and participate in strategies for goal attainment (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task).

6.5 CURRICULUM INTEGRATION – GRADE 4

SOCIAL STUDIES

Knowledge

Cluster 2 – Living in Canada

- KE-047 Use examples to distinguish between public and private property.
- VE-012 Respect public and private property.
- KP-045 Give examples of formal and informal power and authority in their lives.
- KP-046 Identify positive ways of dealing with conflict or the misuse of power and authority.
- VP-011 Respect the rights of others when using personal power or authority.

Cluster 3 – Living in Manitoba

- KL-020 Locate on a map and describe geographic features of Manitoba.
- VL-006 Appreciate Manitoba’s natural environment.

Skills

Cluster 1 – Geography of Canada

- 4-S-101 Resolve conflicts peacefully and fairly.
- 4-S-102 Interact fairly and respectfully with others.
- 4-S-103 Make decisions that reflect care, concern and responsibility for the environment.

PHYSICAL EDUCATION

Movement

- K.1.4.B.1 Demonstrate an understanding that rate, method and extent of learning movement skills are unique to each person (e.g., accept own and others’ different developmental processes).

Fitness Management

- K.2.4.C.4 Discuss how setting realistic goals and developing strategies (e.g., positive thinking, regular practice, participating with others) can contribute to personal achievement (e.g., sense of enjoyment, self-confidence).

Safety

- K.3.4.B.1 Identify responsibilities for prevention, protection and persuasion in the areas of fire safety, bus ridership and road and vehicle safety (e.g., autos, boats, snowmobiles, farm equipment).
- K.3.3.B.4 Recognize roles of individuals in school and community who provide safety services (e.g., school staff, cross-walk patrols, police officers, block parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards).

Healthy Lifestyle Practices

- K.5.4.B.2 Identify ways (e.g., play time, joining local teams/clubs, family events, community events) to be physically active indoors and outdoors in own community on a daily and/or regular basis.

Personal and Social Management

- S.4.4.A.1 Set goals (e.g., improve fitness score, improve dietary intake, increase participation in daily physical activity, improve academic achievement) to enhance health and physical well-being.

6.6 CURRICULUM INTEGRATION – GRADE 5

SCIENCE

Cluster 3 – Forces and Simple Machines

- 5-3-13 Compare devices that use variations of simple machines to accomplish similar tasks. Examples: a short- or long-handled pump, a racing or mountain bicycle.

PHYSICAL EDUCATION

Movement

- S.1.5.C.1 Demonstrate functional use of basic movement skills (e.g., striking a ball with the hand and/or an implement, balancing) in outdoor activities on the school grounds and/or special events (e.g., four-square ball, T-ball, skating, snowshoeing, tabloids, mini-Olympics, multicultural games).

Fitness Management

- S.2.5.A.3b Compare own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year) to check and revise personal goals.

Safety

- K.3.5.B.1 Investigate safety concerns in the community and/or the media related to roads, traffic, bus transportation, recreational vehicles and unsupervised areas.
- K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (e.g., floods, fires, extreme weather conditions, icy conditions, lightning) relevant to self and others.
- K.3.5.B.4 Identify available community supports that promote safety and community health (e.g., help lines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, Block Parents).
- K.3.5.B.5a Describe examples of problems (e.g., schoolyard/ street fight, sibling conflicts, bullying, harassment, ridiculing, excessive teasing, baby shaking) related to physical and verbal abuse with regard to safety of others.
- K.3.5.B.5b Describe safety guidelines (e.g., play in supervised areas, follow code of conduct) and the use of strategies (i.e., conflict-resolution skills) to deal with bullies and harassment in a variety of situations (e.g., classroom, sports, playground).

Personal and Social Management

- S.4.5.A.2 Demonstrate the ability to set priorities for possible solutions that show responsible decision-making for physically active and healthy living choices.

6.7 CURRICULUM INTEGRATION – GRADE 6

SOCIAL STUDIES

Knowledge

Cluster 4 – Canada Today: Democracy, Diversity and the Influence of the Past

KL-026 Describe the influence of the natural environment on life in Canada.

VL-011 Value the natural environment.

SCIENCE

Cluster 1 – Diversity of Living Things

6-1-08 Observe and describe the diversity of living things within the local environment.

PHYSICAL EDUCATION

Movement

S.1.6.C.1 Apply functional use of selected movement skills and variations (i.e., transport and balance skills), using various equipment and in a variety of environments (e.g., skating, swimming, cross-country skiing, snow soccer).

Fitness Management

K.2.6.C.2 Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring) affecting personal fitness development.

- K.2.6.C.4 Review behaviours (e.g., make positive remarks, cheer for others, make encouraging gestures) that encourage effort and participation of others.
- S.2.6.A.3b Compare own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year) to check and revise personal goals.

Safety

- K.3.6.A.2 Determine how environmental conditions can influence safety while exercising outdoors (e.g., effects of ultraviolet rays, hot sunny weather can lead to heat exhaustion and sunburn, cold weather and high wind-chill factors increase risk of hypothermia and frostbite).
- K.3.6.A.5b Outline the emergency steps (e.g., stay clear of traffic, seek help, apply basic first aid) related to bicycle incidents or accidents.
- K.3.6.B.1 Describe safe and unsafe situations at home, at school and in the community while caring for self and others (i.e., playgrounds, babysitting, Internet use, shaken baby syndrome).
- K.3.6.B.3 Show an understanding of basic injuries/conditions (i.e., bleeding, heat exhaustion, heatstroke, frostbite, hyperthermia, hypothermia) and basic first-aid procedures (i.e., seek adult help, rest, apply compression, avoid touching/handling body fluids).
- K.3.6.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting).

- S.3.6.A.2 Demonstrate basic first-aid procedures (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids) for common injuries/conditions (e.g., nosebleeds, cuts, bumps, asthma attacks).

Healthy Lifestyle Practices

- K.5.6.B.2 Identify responsible decisions (e.g., play outside rather than watch television or sit at a computer, invite friends to play, play safely, participate fully in physical education class, play community sports) that promote daily physical activity.

Personal and Social Management

- K.4.6.A.3 Describe how personal factors (e.g., emotions, time, previous experience, prior knowledge, personal goals, abilities, religion) and social factors (e.g., peers, friends, trends, society, culture, media, advertising) influence making responsible and health-enhancing decisions (e.g., participating in daily physical activity).

6.8 CURRICULUM INTEGRATION – GRADE 7

PHYSICAL EDUCATION

Movement

- S.1.7.C.1 Apply functional use of selected activity-specific skills (e.g., care and carrying of equipment, compass and map reading, star turn, snowplough) in alternative pursuits (e.g., orienteering, hiking, skiing).

Fitness Management

- K.2.7.C.4 Identify personal factors and preferences for choosing physical activities (e.g., personal interests, influence of friends, appreciation of the outdoors, affiliation, competition, cooperation, fun) for fitness and health.
- S.2.7.A.3a Demonstrate the use of assessment strategies (e.g., activity log, activity calendar, stopwatch, computer database program, heart-rate monitor) to determine, organize and record fitness results and physical activity participation.
- S.2.7.A.3b Chart own fitness results (e.g., using information technology) throughout the year to determine effects of activity participation and/or specific training on personal progress.

Safety

- K.3.7.A.1 Determine safety rules, routines, and procedures related to selected activities, including territory/invasion-type and striking/fielding-type activities (e.g., no blocking or tackling in flag football).
- K.3.7.B.1 Describe ways to respond to dangerous situations in the community (i.e., school intruders, home invasion, hazing, Internet use).

- K.3.7.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting).

Personal and Social Management

- S.4.7.A.1 Assess and revise personal health and academic goals (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health-practice goal, academic goal) to enhance health and well-being.

6.9 CURRICULUM INTEGRATION – GRADE 8

PHYSICAL EDUCATION

Movement

S.1.8.C.1 Apply functional use of selected activity-specific skills (e.g., care and carrying of equipment, compass and map reading, star turn, snow plough) in alternative pursuits (e.g., orienteering, hiking, skiing).

Fitness Management

S.2.8.A.3b Chart own fitness results (e.g., using information technology) throughout the year to determine effects of activity participation and/or specific training on personal progress.

Safety

K.3.8.A.5b Determine safe areas and opportunities for cycling and/or other similar activities in the community (e.g., in-line skating, skateboarding, walking).

K.3.8.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome).

Healthy Lifestyle Practices

K.5.8.B.2 Investigate different ways to increase physical activity in daily living as it relates to sustainable development (e.g., using stairs, cycling/ walking to school to help the environment and to contribute to the health of society).



7. FUN AND GAMES

IDEAS TO LEARN MORE ABOUT WALKING TO SCHOOL AND YOUR HEALTH

Here are some ideas to help your students learn how walking and exercise can be good for their bodies and minds. These ideas can be adapted to the Manitoba Curriculum (see section 6).

Biology

Trace an outline of a student's body using Kraft paper and have the class identify parts of the body that walking helps to improve (e.g., healthy heart, strong bones, alert mind) by drawing them on the paper.

Alternatively, **students can draw different parts of the body** that walking helps to strengthen. They can then display their artwork during International Walk to School Month (see section 4.1.1).

General

Memory game with cards – have each student draw two copies of a picture about walking (e.g., a shoe, a sidewalk, a bicycle, a rollerblade, a pet) on thick paper cut like cards in a deck. Then, use the cards to play the memory game by turning them all over and having students take turns to get as many pairs as possible.

Safety

The Blazing Trails Through the Urban Jungle Mapping Booklet can be used to educate Grades 4 to 6 students about the transportation hazards on their way to school, and how to overcome them. Contact asrts@greenactioncentre.ca for copies of the booklet. See section 4.7 for more information on mapping.

Injury prevention

Visit the Elmer the Safety Elephant website (www.elmer.ca) for ideas on how to teach children traffic safety. Click on the *Parents and Teachers* icon for materials to teach traffic safety when walking to school. There are also games and activities for kids to do online or by downloading worksheets. Enjoy!

Safe Kids Canada (www.safekidscanada.ca) also has resources on pedestrian and cycling safety.

Music

Change the lyrics of a popular children's song by relating it to walking and being healthy. Students can sing this as they walk to school during IWALK Month or as part of their Walking School Bus or Walking Buddies. Check out <http://www.theteachersguide.com/ChildrensSongs.htm> for children's song ideas!

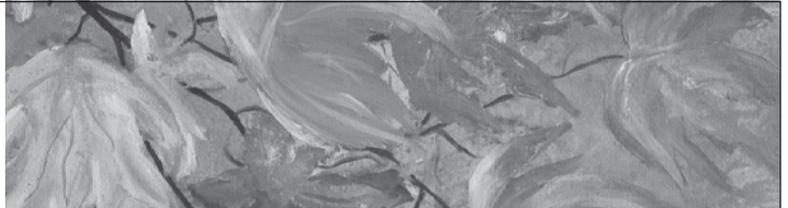
Here's one to try:

WALK WALK WALK YOUR FEET (SUNG TO THE TUNE OF "ROW, ROW, ROW YOUR BOAT")

Walk, walk, walk your feet
Gently down the street
Merrily, merrily, merrily, merrily
Walking's such a treat!

Have students read a poem for inspiration and then create their own poem. Here are some examples that follow walking through the seasons!

CAN YOU SPY THE SIGNS OF FALL?



By Miesje Taylor & Suzanne (Shoshana) Kort Litman

When I walk to school I spy the signs of Fall:

Flowers dried on stems so tall.

Red berries catch my eye.

Maple seeds like helicopters fly.

Blackberries wither on the vine.

Trees no longer green: that's Fall's sure sign.

Leaves turn orange to red to brown,

Blown by big winds to the ground.

When I walk on crispy leaves

They make a crunching sound.

I spy rose hips on branches bare.

Spider webs glisten in the air.

If I rode in a car instead, I would miss it all.

A blur through my window would be the signs of fall.

That's why I'm glad I walk and spy

Fall with my little open eye.

✓ When you walk to school in the Fall, can you spy__

_____ dried flowers

_____ berries

_____ seeds

_____ vines

_____ leaves on trees

_____ wind

_____ leaves on the ground

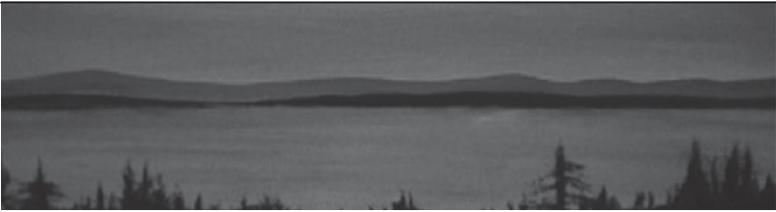
_____ rose hips

_____ bare branches

_____ spider webs

Art by Miesje Taylor email: miesje1@shaw.ca

CAN YOU SPY THE SIGNS OF WINTER?



By Miesje Taylor & Suzanne (Shoshana) Kort Litman

When I walk to school I spy the signs of Winter:

Frozen puddles I step on splinter.

Snowflakes catch my eye.

Wind in my face, feels as if I can fly!

Snow covers every bush and vine,

Each tree wears white: that's Winter's sure sign.

I make snow angels, snowballs, slide down hills.

Hold mittened hands to stop chilly spills.

I spy icicles like glass,

Snow men's roly polly mass,

Holly berries dressed in greens and reds.

Wollen hats warm frosty heads.

If I didn't walk like this,

Winter's signs I'd surely miss.

That's why I'm glad I walk and spy

Winter with my little open eye.

✓ When you walk to school
in Winter, can you spy__

_____ frozen puddles

_____ snowflakes

_____ snow angels

_____ snowballs

_____ hills

_____ mittens

_____ icicles

_____ snow men

_____ holly berries

_____ hats

Art by Miesje Taylor email: miesje1@shaw.ca

CAN YOU SPY THE SIGNS OF SPRING?



By Miesje Taylor & Suzanne (Shoshana) Kort Litman

When we walk to school we spy the signs of Spring:

Chickadees play and sing.

Nothing's frozen, now there's dew.

Everything smells fresh and new.

Young shoots burst from earth and vine,

Each tree wears green: that's Spring's sure sign.

Bluebells dance, daffodil bends.

We talk a lot when we walk to school with friends.

We spy pussy willows, soft to touch.

It's early Spring we love so much,

Crocuses purple, bright yellow, white.

Dainty snowdrops dance in sight.

If we rode in cars instead we'd miss everything.

A blur through our windows would be the signs of Spring.

So three cheers for everyone who walks and spies

Spring with bright and open eyes!

✓ When you walk to school in Spring, can you spy__

_____ birds

_____ young shoots

_____ earth (soil)

_____ green leaves

_____ bluebells

_____ daffodils

_____ friends

_____ pussy willows

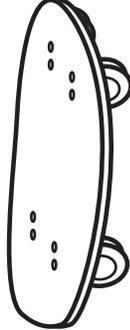
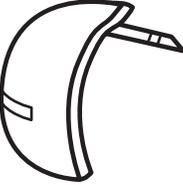
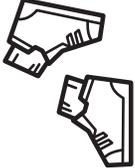
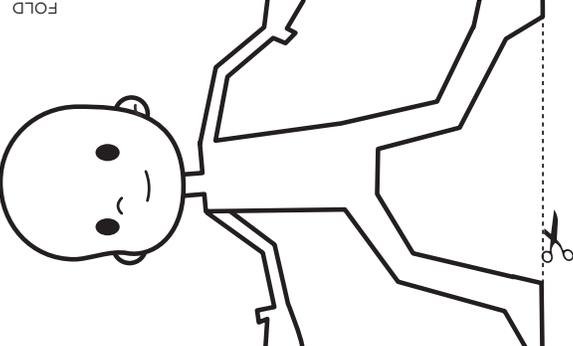
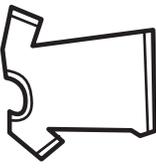
_____ crocuses

_____ snowdrops

Art by Miesje Taylor email: miesje1@shaw.ca



You can also do some paper art – paper dolls are a fun way to decorate a classroom or hallways to celebrate active transportation!

	 WATER BOTTLE	 SKATEBOARD
FOLD	 HELMET	 ELBOW PADS KNEE PADS
FOLD	 WRIST GUARDS	 SUNGLASSES
FOLD	 SNEAKERS	 SKIRT
 A simple line drawing of a person's body with arms and legs, intended to be cut out and attached to the clothing pieces. A pair of scissors icon is at the bottom right corner of the body.	 T-SHIRT [GIRL]	 SHORTS
 T-SHIRT [BOY]		



Adapt a classic childhood fortune teller to predict the future!

Created by Way to Go Seattle as part of their fun activities for kids and families.

Fortune Teller

Follow these steps to learn your future:

- Pick a color - spell out that word
- Pick a mode of transportation - spell out that word
- Pick another mode of transportation - lift the flap
- Reveal your personality type. Does it fit?
(see back for assembly instructions)

For tools and incentive programs to drive less visit:
www.seattle.gov/waytogo

Cut a Couple Car Trips and win great prizes

Commuter Cash Cut solo commuting and earn cash

One Less Car Challenge Sell a car and earn hundreds in incentives

Master of the Universe

You have lots of time to read instead of driving. You become so incredibly smart that everyone does whatever you tell them.

www.seattle.gov/waytogo

GREEN

Streetcar

PINK

Car Pool

LINK

Car Share

ORANGE

Bike

BLUE

Walk

Sounder

Millionaire

Bus

Rock star

As you glide along the rails, a music promoter overhears you singing to yourself. Suddenly you have a TV show, a concert tour and a stage name - Haska Nebraska.

www.seattle.gov/waytogo

Car Pool

Your family gets around fine with one car, so you sell your second car. You save \$7,000 a year and invest it. In 25 years you have a million bucks!

www.seattle.gov/waytogo

Car Share

Millionaire

Your family gets around fine with one car, so you sell your second car. You save \$7,000 a year and invest it. In 25 years you have a million bucks!

www.seattle.gov/waytogo

Sounder

The next Lance Armstrong

After years of biking and walking, you're in such great shape that you decide to enter the Tour de France bike race. And win!

www.seattle.gov/waytogo

Car Pool

Millionaire

Your family gets around fine with one car, so you sell your second car. You save \$7,000 a year and invest it. In 25 years you have a million bucks!

www.seattle.gov/waytogo

Car Share

Millionaire

Your family gets around fine with one car, so you sell your second car. You save \$7,000 a year and invest it. In 25 years you have a million bucks!

www.seattle.gov/waytogo

6.10 CURRICULUM INTEGRATION – GRADE 9 / SENIOR 1

SOCIAL STUDIES

Cluster 1 – Diversity and Pluralism in Canada

KI-020 Evaluate the influence of mass media and pop culture on individuals, groups, and communities.

Cluster 3 – Canada in the Global Context

KE-048 Describe characteristics of Canada as an industrialized nation.

KE-049 Evaluate implications of living in a consumer-based economy. Examples: social, political, environmental...

KE-051 Analyze possible consequences of their consumer choices.

VE-017 Be willing to consider the impact of their consumer choices.

Cluster 4: Canada: Opportunities and Challenges

KH-033 Give examples of social and technological changes that continue to influence quality of life in Canada.

VH-010 Appreciate that knowledge of the past helps to understand the present and prepare for the future.

KL-028 Evaluate Canadian concerns and commitments regarding environmental stewardship and sustainability.

VL-007 Be willing to make personal choices to sustain the environment.

SCIENCE

Cluster 0 – Overall Skills and Attitudes

S1-0-7e Reflect on prior knowledge and experiences to develop new understanding. GLO: C2, C3, C4 (ELA: S1: 4.2.1)

- S1-0-8g Discuss social and environmental effects of past scientific and technological endeavours. Include: major shifts in scientific world views, unintended consequences. GLO: B1
- S1-0-9e Be sensitive and responsible in maintaining a balance between the needs of humans and a sustainable environment. GLO: B5, C4

PHYSICAL EDUCATION

Movement

- S.1.S1.A.1 Select and refine transport skills, applying mechanical principles (i.e., force, motion, balance) related to activity specific physical activity skills

Fitness Management

- K.2.S1.A.1 Identify the skill related fitness components (e.g., balance, agility, power, reaction time, speed, coordination) and relate their importance to sport/physical activity performance (e.g., reaction time in goal keeping...)
- K.2.S1.B.1 Differentiate between the benefits of active living and physical fitness development, based on a health and fitness continuum (e.g., mild activity for health benefits, moderate to vigorous activity for fitness benefits...)
- K.2.S1.C.4 Identify the factors related to health and fitness development(e.g., health benefit, physical attributes, interpersonal interaction, influence of family, availability of facilities/equipment, competition, cooperation, personal success, time management...) that affect choices of physical activities for self and others
- S.2.S1.A.1b Participate in planned and self-directed activities that maintain heartrate levels in various zones (e.g., general health, basic fitness, healthy heart...)

Safety

- K.3.S1.A.1 Review safety rules, routines, and procedures prior to participating in each physical activity (e.g., allow space for full back swing and follow through in golf...)
- K.3.S1.A.3 Explain the reasons (e.g., maintaining proper body temperature in rain, heat, cold, humidity...) for appropriate dress for selected indoor and outdoor activities (e.g., light and comfortable clothing for squash, layers and headwear for cross-country skiing...)
- K.3.S1.A.4 Identify safety and risk factors for selected activities (e.g., cross-country skiing...) related to people (e.g., right of way, adaptations for persons with a disability...), facilities (e.g., snow conditions...), and equipment (e.g., appropriate clothing...)
- K.3.S1.A.5b Relate the importance of making wise choices to prevent injury in selected land-based (e.g., cycling, jogging...) and/or water-based activities (e.g., aquatics, diving, canoeing...)
- S.3.S1.A.1 Apply rules and procedures for safe and responsible participation and use of equipment in selected, specific physical activities and environments (e.g., self-regulation, teamwork, promotion of fair play and inclusion...)

Personal and Social Management

- K.4.S1.A.3 Examine factors (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs...) that affect making decisions by self and/or others for active healthy lifestyles and/or career-building
- K.4.S1.B.1b Reflect on the factors (e.g., interest, multiple intelligences, access...) that influence choice of physical activities or sport pursuits for self and others
- S.4.S1.A.1 Apply a goal-setting process as part of designing a short term plan for a realistic personal goal related to academic and/or healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety...)

S.4.S1.A.2 Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety...)

6.11 CURRICULUM INTEGRATION – GRADE 10 / SENIOR 2

SOCIAL STUDIES

Cluster 1 – Geographic Literacy

- KL-018 Explain the importance of stewardship in the preservation of the Earth's complex environment.
- VL-005 Respect the Earth as a complex environment in which humans have important responsibilities.
- S-100 Collaborate with others to achieve group goals and responsibilities.
- S-103 Promote actions that reflect principles of sustainability.

Cluster 2 – Natural Resources

- VP-009 Be willing to consider the implications of personal choices regarding natural resources.
- S-303 Reconsider personal assumptions based on new information and ideas.
- S-307 Propose and defend innovative options or solutions to address issues and problems.
- KH-033 Identify factors that influence the changing use of natural resources over time. Examples: technology, culture...

Cluster 4 – Industry and Trade

- VG-008 Be willing to consider the social and environmental impacts of their consumer choices.

Cluster 5 – Urban Places

- KE-050 Use Canadian examples to describe the major functions of urban places. Examples: administration, service, tourism, transportation...

- KL-029 Describe the impact of urbanization on Canadian ways of life.
- KL-030 Describe urban environmental and economic issues. Examples: land use, relationship to hinterland, infrastructure...
- KE-051 Identify issues related to urban growth and decline.
- KL-031 Describe the role of urban planning and use examples to illustrate its importance.

SCIENCE

Cluster 1 – Dynamics of Ecosystems

- S2-1-10 Investigate how human activities affect an ecosystem and use the decision-making process to propose a course of action to enhance its sustainability. Include: impact on biogeochemical cycling, population dynamics, and biodiversity. GLO: B5, C4, C5, C8

Cluster 2 – Chemistry in Action

- S2-2-12 Investigate technologies that are used to reduce emissions of potential air pollutants. Examples: catalytic converters in automobiles, smokestack scrubbers, regulation of vehicle emissions, disposal of PCBs from electrical transformers, elimination of CFCs from refrigerants and aerosol propellants... GLO: A5, B5, C8, E2

Cluster 4 – Weather Dynamics

- S2-4-07 Investigate and evaluate evidence that climate change occurs naturally and can be influenced by human activities. Include: the use of technology in gathering and interpreting current and historical data. GLO: A1, A4, D5, E3
- S2-4-08 Discuss potential consequences of climate change. Examples: changes in ocean temperature may affect aquatic populations, higher frequency of severe weather events influencing social and economic activities, scientific debate over nature and degree of change... GLO: A1, A2, C5, C8

PHYSICAL EDUCATION

Movement

- K.1.S2.B.3 Analyze movement concepts related to strategies for individual physical activities (e.g., body awareness in weight training for strength, body awareness in going up an incline in cross-country skiing...)
- K.1.S2.C.1 Demonstrate an understanding of rules (i.e., safety rules, game rules, etiquette, officiating signals) associated with selected sports while participating and/or officiating
- S.1.S2.B.1 Apply and refine selected activity specific movement skills and variations (e.g., running for long distance, dynamic balancing, double-polling, lunging, chipping, putting...) in physical activities, including individual/dual type activities (e.g., cross-country skiing, golf, cycling...)

Fitness Management

- K.2.S2.A.1 Evaluate the contribution (i.e., associated fitness component, muscle/muscle groups, type of benefit) of selected physical activities and/or exercises to physical fitness (e.g., push-ups can develop muscular strength of arm muscles which contributes to health-related fitness...)
- K.2.S2.B.1 Investigate the contribution (e.g., strength, endurance, energy expenditure, elasticity, longevity, healthy weight...) of exercise/physical activity to optimal health and the prevention of disease (e.g., cardiovascular disease, breast cancer, type II diabetes, osteoporosis...)
- K.2.S2.C.4 Examine factors (e.g., enjoyment, previous experiences, values and attitude, social benefits, financial commitment, medical, incentives, stages of change...) that have an impact on adherence to a personal fitness plan

Healthy Lifestyle Practices

- K.5.S2.A.2 Demonstrate a knowledge of healthy lifestyles practices that contribute to disease/illness prevention, including mental illness/disorders
- K.5.S2.B.1 Determine different ways to promote active living (e.g., display “Canada’s Physical Activity Guide to Healthy Active Living” poster...) for different age groups (i.e., infants, children, youth, adults, seniors)
- K.5.S2.B.2 Explain the concept of active living, and the factors (i.e., benefits of physical activity, experiences, interests, abilities; financial, cultural, demographic, safety issues; personal circumstances) that may affect making personal choices
- S.5.S2.A.2 Design an action plan for active living on a daily basis for self and/or others (e.g., friend, sibling, senior citizen...)

Safety

- K.3.S2.A.5 Determine the safety considerations in selected alternative pursuits (e.g., wear protective equipment, use reflective tape for night time visibility, have first-aid kit available, watch for extreme weather conditions...)
- K.3.S2.B.1 Determine strategies to manage identified hazards related to community facilities and areas (e.g., playground areas, bicycle routes, roads bordering schools, fitness and recreational facilities, safe workplace...)
- K.3.S2.B.4 Investigate the contributions self and/or others can make to community/ global health and sustainable development (i.e., safe and healthy lifestyle practices, volunteering, reducing, reusing, recycling)

Personal and Social Management

- K.4.S2.A.2a Examine the effectiveness of using a goal-setting process for setting and achieving personal goals and/or for changing a

behavior (e.g., evaluate application of goal-setting process to improving cardiovascular fitness, career plan...)

- K.4.S2.A.2b Evaluate how various internal and external factors (e.g., availability of particular jobs versus ability to do the job, making a team, improving a grade, improving fitness...) may have an impact on the achievement of personal and/or career goals (e.g. improving a grade, improving fitness, getting a job...)
- K.4.S2.A.3 Analyze factors (i.e., values, beliefs, peer influence, media influence, environmental influence, financial influence) that influence personal and/or group decisions for active, healthy lifestyles
- K.4.S2.C.4a Examine the stress management strategies (e.g., deep breathing, relaxation exercises, guided imagery, exercising...) and defense mechanisms (e.g., denial, compensation, rationalization, daydreaming, regression...) that can be healthy or unhealthy ways of managing stress
- S.4.S2.A.1 Apply goal-setting strategies as part of designing long-term personal plans for healthy lifestyle practices (e.g., physical activity and/ or fitness plan, nutritional plan...)
- S.4.S2.A.2 Design, implement, evaluate, and revise an action plan for making a personal and/or group decision based on values and beliefs

6.12 CURRICULUM INTEGRATION – GRADE 11 / SENIOR 3

SCIENCE

General Learning Outcome B – Science, Technology, Society, and the Environment

SLO B1 Describe scientific and technological developments, past and present, and appreciate their impact on individuals, societies, and the environment, both locally and globally.

SLO B3 Identify the factors that affect health and explain the relationships of personal habits, lifestyle choices, and human health, both individual and social.

SLO B5 Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.

General Learning Outcome C – Scientific and Technological Skills and Attitudes

SLO C3 Demonstrate appropriate critical thinking and decision-making skills and attitudes when choosing a course of action based on scientific and technological information

BIOLOGY

Cluster 0 – Skills and Attitudes

B11-0-P2 Demonstrate a willingness to reflect on personal wellness.
(GLO: B3)

B11-0-P3 Appreciate the impact of personal lifestyle choices on general health and make decisions that support a healthy lifestyle.
(GLOs: B3, C4)

B11-0-D3 Recognize that decisions reflect values and consider personal values and those of others when making a decision. (GLOs: C4, C5)

B11-0-D5 Propose a course of action related to an issue. (GLOs: C4, C5, C8)

B11-0-G1 Collaborate with others to achieve group goals and responsibilities. (GLOs: C2, C4, C7)

Unit 1 – Wellness and Homeostasis

B11-1-02 Develop a personal wellness plan. (GLOs: B3, B5)

B11-1-03 Recognize how individual wellness choices affect others. (GLOs: B3, B5) Examples: community, family...

Unit 3 – Transportation and Respiration

B11-3-17 Identify personal lifestyle choices that contribute to cardiovascular and respiratory wellness. (GLOs: B3, C4, D1)

6.13 CURRICULUM INTEGRATION – GRADE 12 / SENIOR 4

SCIENCE

General Learning Outcome B – Science, Technology, Society, and the Environment (STSE)

SLO B1 Describe scientific and technological developments, past and present, and appreciate their impact on individuals, societies, and the environment, both locally and globally.

SLO B3 Identify the factors that affect health and explain the relationships of personal habits, lifestyle choices, and human health, both individual and social.

SLO B5 Identify and demonstrate actions that promote a sustainable environment, society, and economy, both locally and globally.

General Learning Outcome C – Scientific and Technological Skills and Attitudes

SLO C4 Demonstrate appropriate critical thinking and decision-making skills and attitudes when choosing a course of action based on scientific and technological information

General Learning Outcome E – Unifying Concepts

SLO E2 Describe and appreciate how the natural and constructed world is made up of systems and how interactions take place within and among these systems.

BIOLOGY

Unit 5 – Conservation of Biodiversity

B12-0-P4 Recognize that humans have had and continue to have an impact on the environment. (GLOs: B1, B2)

- B12-0-D1 Identify and explore a current issue. (GLOs: C4, C8) *Examples: clarify the issue, identify different viewpoints and/or stakeholders, research existing data/information . . .*
- B12-0-D2 Evaluate implications of possible alternatives or positions related to an issue. (GLOs: B1, C4, C5, C6, C7) *Examples: positive and negative consequences of a decision, strengths and weaknesses of a position, ethical dilemmas . . .*
- B12-0-D3 Recognize that decisions reflect values, and consider own and others' values when making a decision. (GLOs: C4, C5)
- B12-0-D4 Recommend an alternative or identify a position, and provide justification for it. (GLO:C4)
- B12-0-D5 Propose a course of action related to an issue. (GLOs: C4, C5, C8)
- B12-0-I4 Communicate information in a variety of forms appropriate to the audience, purpose, and context. (GLOs: C5, C6)
- B12-0-G1 Collaborate with others to achieve group goals and responsibilities. (GLOs: C2, C4, C7)
- B12-0-G2 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions. (GLOs: C2, C4, C7)