



# Active and Safe Routes to School in Manitoba

Program Handbook  
and Resource Guide  
for After School Programs

Designed to help after school  
communities encourage  
active transportation in youth.

green  
**ACTION**  
centre

# ACTIVE AND SAFE ROUTES TO SCHOOL IN MANITOBA

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Program Handbook and Resource Guide  
for After School Programs



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## Acknowledgements:

Active and Safe Routes to School in Manitoba is a program of Green Action Centre, a non-profit non-governmental organizations.

We gratefully acknowledge the support of Recreation Connections Manitoba, the Public Health Agency of Canada\*, and the Province of Manitoba for their financial support towards the production of this Resource Guide and Handbook.

Development of this Resource Guide and Handbook would not have been possible without the generous contribution of time and resources from members of the Canadian Active and Safe Routes to School Partnership and many others including:

- Green Communities Canada
- Way to Go! School Program
- HASTE BC
- Active and Safe Routes to School Nova Scotia
- SHAPE Alberta
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- Teachers, parents, community partners from around Manitoba who participated in focus groups and read and provided feedback.
- Green Action Centre staff and board members.



We would also 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 views expressed herein do not necessarily represent the views of the Public Health Agency of Canada

## Contents:

<b>Acknowledgements:</b> .....	3
<b>1. How to Use This Guide</b> .....	5
<b>2. Introduction</b> .....	6
2.1 Active and Safe Routes to School + After School! .....	6
2.2 After the School Bell Rings Manitoba.....	6
<b>3. Overview on Active Travel</b> .....	7
<b>4. Activities for After School Programs</b> .....	10
4.1 Special Events .....	10
4.2 Walking Wednesdays Club .....	10
4.3 Walking School Buses .....	11
4.4 Walking Buddies .....	12
4.5 Neighbourhood Walkabouts and Walkability Surveys.....	12
<b>5. Barriers and Solutions</b> .....	14
<b>6. Resources and Worksheets</b> .....	16
6.1 Colouring Sheets .....	16
6.2 How we travel – Survey .....	21
6.3 Walkability Audit.....	22
6.4 Walkability Survey for Youth.....	27
6.5 Walking School Buses, Walking Wednesdays and more!.....	29

# 1. How to Use This Guide

The Program Handbook and Resource Guide for After School Programs in Manitoba has been produced for use by Manitoba after-school programs, community groups, volunteers, and parents to help develop programs, strategies, and activities that encourage and support students to use active transportation. 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.

The guide is separated into 5 sections. The **Introduction** and **Overview of Active Transportation** set the foundations and provide facts, information, and valuable resources to demonstrate the need for increased promotion.

The **Programs for After School** and **Worksheets** sections describes various program components and provides resources to start implementing best practices on establishing initiatives in your community. The worksheets provide a few extras for inspiration and fun activities!

The **Barriers and Solutions** section helps to address common barriers your program or families that attend might face to incorporating active travel and some solutions to help address these.

Throughout the guide, you'll note a number of quotes and additional information that highlights key ideas, relevant facts and resources, along with some interesting quotes. We hope you find its contents useful, and invite you to get in touch with questions, stories and ideas of your own!

Find information and links on the Active and Safe Routes to School website at [www.greenactioncentre.ca](http://www.greenactioncentre.ca) under programs.

## History of Active and Safe Routes to School

Around the world, concerns for children's health and safety has 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, Québec, Manitoba and Alberta in subsequent years. In 2009, these programs formed the Canadian Active and Safe Routes to School Partnership – joining communities across Europe, the United Kingdom, the United States, New Zealand, Japan, and Australia in promoting safe and active travel to and from school.

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

## 2. Introduction

Welcome! You are entering a world where children walk and cycle in a fun and safe environment. Fresh air. Laughter. Friends. Connecting with nature and their community. This is the Active and Safe Routes to School program.

### 2.1 Active and Safe Routes to School + After 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 as part of daily transportation. This includes traveling to after school programs, community centres, parks and more! Active travel in youth results in a number of personal and community benefits including increased physical activity levels and a healthier lifestyle for the entire family; reduced traffic congestion around the program site; safer, calmer streets and neighbourhoods; and improved air quality and fewer greenhouse gas emissions.

“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

Our program offers many tools after-school programs can use. 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.

### 2.2 After the School Bell Rings Manitoba

After The School Bell Rings: A Manitoba After School Recreation Project is a provincial initiative focusing on promoting and supporting increased access and opportunities for children and youth, ages 6-12 years, to engage in physical activity and healthy living practices in the critical after school time period.



The project is oriented around identifying and developing resources to assist providers of after school programs to increase physical activity, healthy eating and active transportation within their programs. The project works to create opportunities for providers of after school programs to communicate with each other, to share ideas and seek resolutions to issues and to look at ways to work together to provide effective after school programs.

Learn more about this project at: [www.afterschoolmanitoba.ca](http://www.afterschoolmanitoba.ca)

### 3. Overview on Active Travel

#### What is Active Travel?

In general, active travel is any kind of self-propelled journey that a person may do to get from one point to another.

Typically, this would include walking, biking, rolling and taking public transit – since public transit journeys typically involve a walk to the bus stop.

For an after-school program or community group, active transportation is something that can seem far out of reach of your control. However there are many things you can do to help foster a supportive environment for active travel. This guide provides you with a starting point to encourage a culture where walking, cycling, scooting, or skateboarding can become the norm. Start to think about:

- How you can help and encourage your students/youth?
- Your barriers and opportunities?
- Opportunities to talk about safe cycling, walking practices?
- Courses you could offer on safety education?
- How you could engage and work with parents?

Lots to think about, hopefully this guidebook will help you get started on the right foot!

#### Why are we driving so much?

There is not a lot of data on the number of students driven to after school programs, but we can look at school data to get an idea. In 2010, it was estimated that 41 per cent of children across Canada were driven to school (CanadaWalks, 2010). Many parents cite traffic safety as the number one reason they drive their children. Other reasons include distance, convenience, and stranger danger.

Some barriers also are due in large part to challenges resulting from the design of modern neighbourhoods, which are not

#### 10 Great Reasons to Walk Together:

1. It's fun!
2. It's healthy.
3. It's non-polluting.
4. It's a great way to meet new friends.
5. It reduces stress.
6. It's a chance to teach and learn road safety skills.
7. It's considerate.
8. It's educational.
9. It's economical.
10. It's a way to make streets safer.

The 2013 Physical Activity Report Card produced by Active Healthy Kids Canada states:

“In Canada, a recent survey found that although 58% of parents walked to school when they were kids, only 28% of their children walk to school today”

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 – and for many, after school activities!

Driving so much causes concern when we think about how sedentary time compounds for youth: hours spent sitting at school, doing homework after school, watching TV and playing video games. On average, children and youth (6-19) spend 62% of their free time (outside of school) sedentary (2007-2009 CHMS).

With so few kids being active in their journeys to and from school – and this peak in sedentary time for kids during free time, between 3-6pm – it is all the more pressing to consider Active Travel programming as part of after-school programming.

## Great Reasons to Use Active Travel

- **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.”
- **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 and from school and after school activities is a great way to increase the daily physical activity level - 15 or 30 minutes makes a great difference when you sit most of the day!

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 & 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.



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

- **Better concentration**

Kids who cycle or walk, rather than traveling by car or public transportation, better concentrate on tasks and activities according to a recent study in Denmark in 2012 that looked at nearly 20,000 Danish kids between the ages of 5 and 19. Most parents would also strongly agree that physical activity helps their children’s growth and development, builds self-esteem, and improves learning.

- **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.



It is important for everyone to take time to learn proper safety on the roadways whether you are walking or cycling.

## 4. Activities for After School Programs

For an after-school program or community group, active transportation is something that can seem far out of reach of your control. However there are many activities and programs you can start that will help foster a supportive environment for active travel. This section provides you with a starting point on activities you can implement or adapt. For more inspiration, please visit section 6 for resources to help you along the way or view our full program handbook: [www.greenactioncentre.ca/handbook](http://www.greenactioncentre.ca/handbook)

### 4.1 Special Events

Special events are cornerstones of our program and can really help to become an important piece around celebrating successes and promoting active travel.

Think about celebrating **International Walk to School Month** in October and **Clean Air Day** in June...or invent your own! These events are generally focused on schools, but can be great to adapt as part of an after school program. If you would like to see examples of activities and more information on these events, please contact us or see our full program handbook.

**Activity Idea:** Take a walk as a group, but get everyone to count their steps. See how many kilometres you can travel in one month together! It is 7428km to get from St. John's, Newfoundland to Vancouver, British Columbia!

### 4.2 Walking Wednesdays Club

Starting a Walking Wednesdays Club can be a great place to start with families as it is just one day per week. If you want to start off slowly, consider only doing this for the Wednesdays of one month per year at first. You can also get creative and choose to do Footloose Fridays or Moonwalk Mondays if that works better for scheduling.

Starting with one day per week is a great way to build energy and momentum, and starts forming those positive habits that can continue into summer, and hopefully for a lifetime!

While nine in ten 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."



Start by discussing the idea with parents, and remember to send home reminders when parents pick-up their children the day before.

**Activity Idea:** You can encourage students by awarding a “golden shoe” award to the group for all of their efforts to participate.

See section 6.4 or [click here](#) for a few great handouts to help you run this initiative.

### 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 parent community in dealing with the issues of getting children safely to and from their programs. 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 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.



Walking School Bus at Ruth Hooker School

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:

<http://www.mpi.mb.ca/en/About-Us/Community/Safety-on-Wheels/Pages/safetyonwheels.aspx>

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.gov.mb.ca/healthyschools/lcbh.html#.UUZdOTck58E>

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

Safe and secure bicycle parking is also very important. Install bike racks, or move your school's existing rack to a visible location – like in front of a busy entrance or an office.

When you go out to determine safe cycling routes in the area, it's a good idea to try to get a wide variety of people out on their bikes, including parents, city officials, and local representatives – it's easier to notice safety concerns and specific cycling-related issues when you are engaged in the activity.

#### 4.4 Walking Buddies

Friends from the neighbourhood or friends from the same after school program arrange to walk together to or from the program. This is particularly effective for older students, or students with older siblings/family as they can support each other in making the decision to walk and they enjoy the trip home. 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.

Thanks to the Active and Safe Routes to School program in Alberta for this great idea of Walking Buddies.

#### 4.5 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 travel.

A walkabout should be organized to coincide with pick-up or drop-off times. Many stakeholders should be identified and present to participate in the walkabout. Determine the scope before you begin (ie if you will only look at the area immediately surrounding your location, or walk further away). Look for safety and accessibility issues such as traffic congestion, speed, and availability of sidewalks and bike parking. At the end of the walkabout, be sure to document the problems, with area maps and photos. For detailed handouts on how to conduct a survey, please see section 6: 'Resources and Worksheets', found at the end of this document.

## Getting Started

Ultimately, incorporating active transportation into after school programs on a regular basis will benefit the entire community. By starting off small with a group walk or walkabouts and then building into integrating an idea such as a Walking School Bus in your program, active travel is very manageable for after school programs to do. Also, by involving the school, parents and the community in jumping on board with walking and biking in the program, their support will help expand the idea of active transportation through the whole community and continue these ideas into the future. Please use these resources as a guide and adapt them to fit your program, but always remember that active travel is fun!



Young girls excited for their walk at École Howden in Winnipeg

## 5. Barriers and Solutions

There are many reasons why families will feel they cannot travel actively with their children. Some of these barriers cannot be addressed by your program, but if you can offer parents some solutions to barriers than can be overcome – you will get some kids moving! Below is a list of common barriers we hear from parents, and some potential solutions to address these issues.

Barrier	Potential Solution
Concerns over <b>road safety</b> including high volumes of traffic, traffic travelling too fast and difficulties with biking and walking to/from after school programs	<ul style="list-style-type: none"> <li>• Encourage and help children and parents to identify routes to/from the program that provide infrastructure that improves safety (ie – crosswalks, stop signs). Make a map of routes with the children and their parents and encourage them to walk it together.</li> <li>• Remind all parents to adhere to safe driving behaviours including measures to increase safety of children e.g. a maximum speed limit of 30 km/h in the vicinity of the program area and no ‘double parking’.</li> <li>• Discuss safety tips for travelling to and from the program with the children and send these tips home to parents.</li> </ul>
Unpleasant <b>weather conditions</b>	<ul style="list-style-type: none"> <li>• Make sure children wear appropriate clothing and that there is adequate room for them to hang up wet coats and store wet shoes.</li> <li>• Provide shelter for parents who walk to school with their children so that they have somewhere dry to sit and wait as well as meet their children at the end of the day.</li> </ul>
<b>Lack of time/convenience</b> – many parents pick up children on their way from work/other commitments and feel that they don’t have time to walk	<ul style="list-style-type: none"> <li>• Encourage parents within walking distance (1.6 km) to allot more time after the program to walk or cycle home or meet their children partway.</li> <li>• Highlight the health benefits of walking or cycling to school to parents and staff.</li> <li>• Provide parents with cycle and pedestrian training to encourage and give them the confidence to walk/cycle with their children.</li> </ul>

<p>Fear of <b>'stranger danger'</b></p>	<ul style="list-style-type: none"> <li>• Set up a walking bus with convenient drop off and pick up points to encourage kids to walk part of the way with supervision.</li> <li>• Encourage parents to make their children streetwise by talking through potential problems with them and how they should react.</li> <li>• Promote a walking buddies idea and make sure kids walk with friends and that younger children are accompanied by adults or older children.</li> <li>• Identify safe places and people along frequently used routes. Make a map of these routes.</li> </ul>
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Identify some common barriers and solutions that are specific to your program

	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

## 6. Resources and Worksheets

In the pages that follow you will find a collection of activity sheets, handouts and resources that will help you implement the programs discussed in this guidebook.

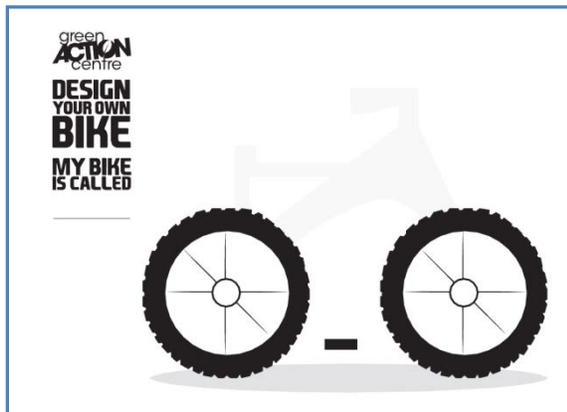
Please feel free to adapt them as necessary, as some were originally created based on our work with schools.

You can also visit our full program handbook for many more helpful resources and handouts you can use. The handbook is located at [www.greenactioncentre.ca/handbook](http://www.greenactioncentre.ca/handbook) or you can contact us to request a hard copy.

### 6.1 Colouring Sheets

The next four pages include four colouring sheets that encourage youth to be creative and enjoy some artistic freedom in thinking about active travel. We have left the full pages so that you can photocopy or print as many as you need to. We always enjoy seeing what young people have created so feel free to e-mail or mail us completed artwork!

Enjoy!



Examples – Design your own bike!

Thank you to Mikaela for the beautiful artwork!

green  
**ACTION**  
centre

**RIDING  
A BIKE  
IS FUN!**

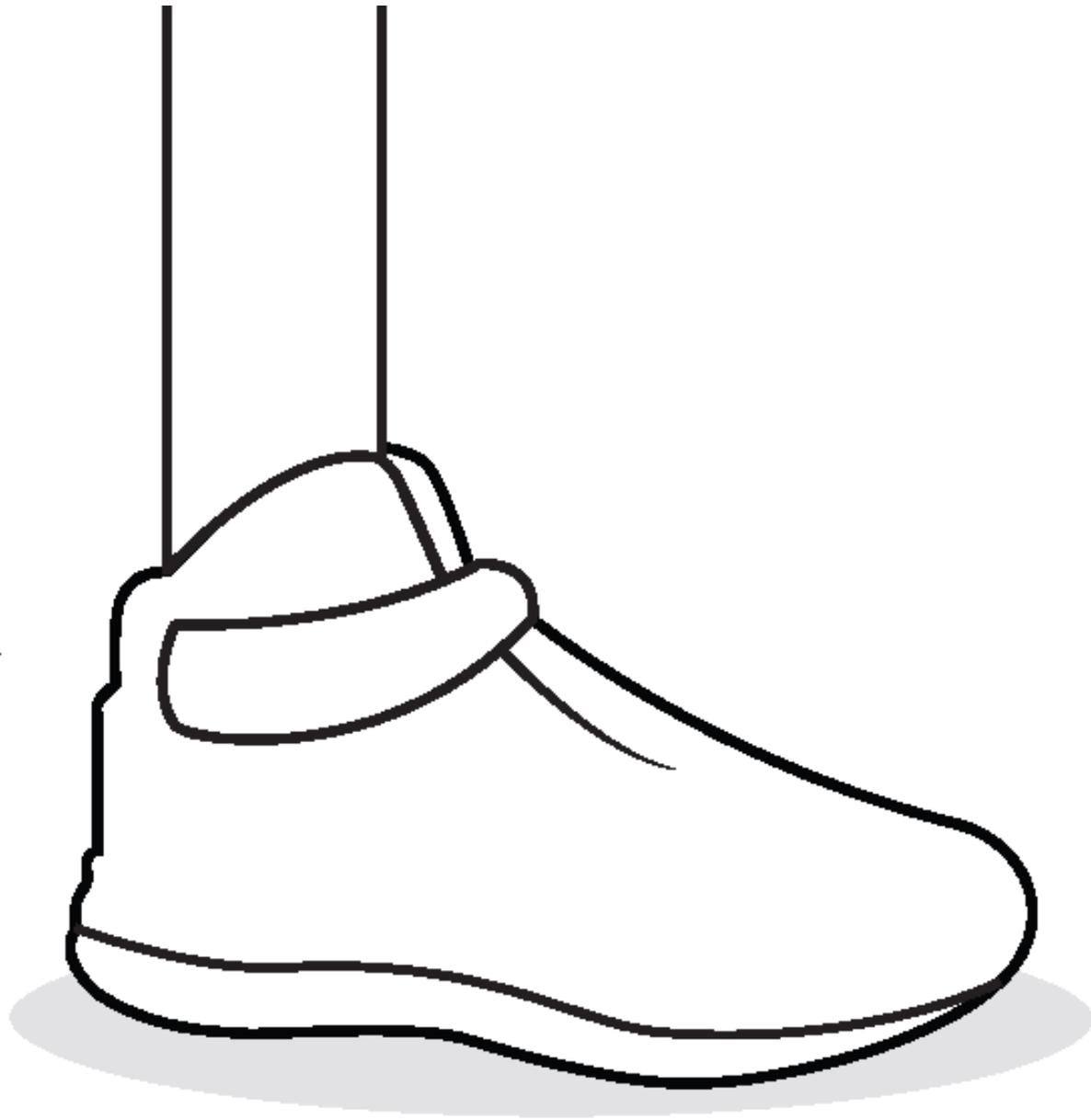


green  
**ACTION**  
centre

**DESIGN  
YOUR OWN  
SHOE**

**MY SHOE  
IS CALLED**

---

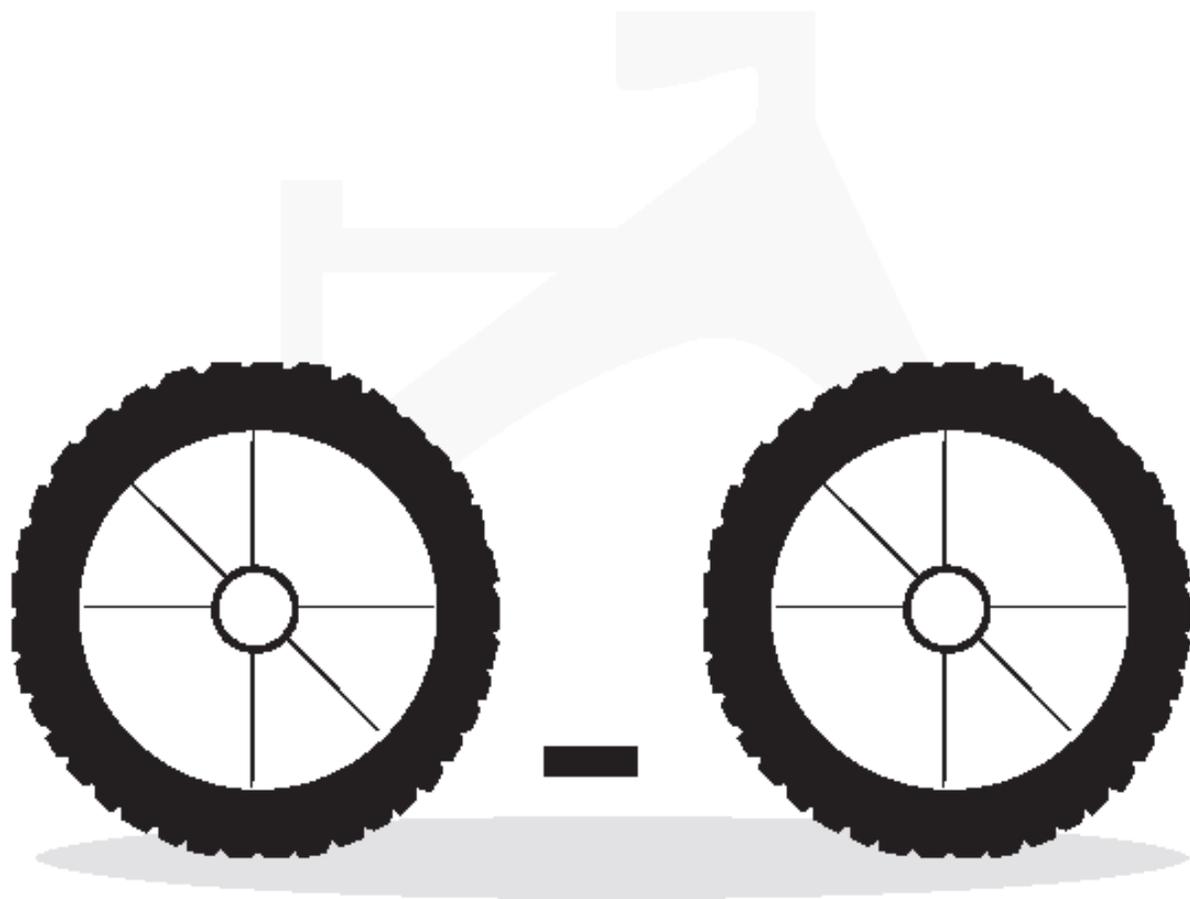


green  
**ACTION**  
centre

**DESIGN  
YOUR OWN  
BIKE**

**MY BIKE  
IS CALLED**

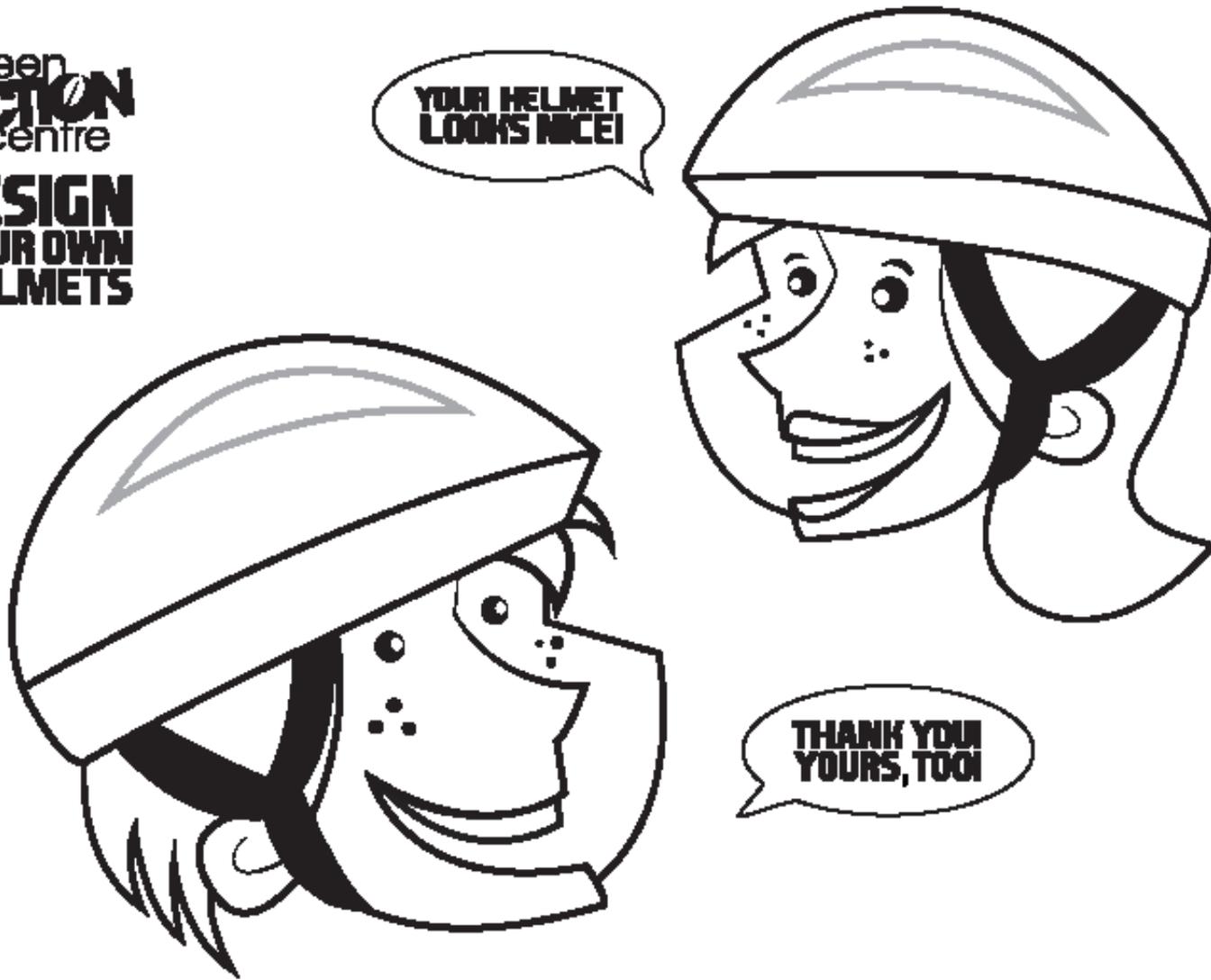
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green  
**ACTION**  
centre

**DESIGN  
YOUR OWN  
HELMETS**

**YOUR HELMET  
LOOKS NICE!**



**THANK YOU  
YOURS, TOO!**

## 6.2 How we travel – Survey



# HOW WE TRAVELLED TODAY

Program Name: \_\_\_\_\_ Program Leader: \_\_\_\_\_

Number of Participants: \_\_\_\_\_ Date: \_\_\_\_\_

Adapted from Way to Go School Program 2001

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

\*Walked more than one block

### 6.3 Walkability Audit

Feel free to edit this front page of the form to suit your needs. Invite a wide variety of community representatives (parents, community centre, police, planners, active and safe routes to school) to join you for the planned walking route. This exercise works best if it is held during peak drop-off/pick-up times.

Ask participants to take notes and assign someone to take photos. Be sure to take the time to type out a summary of what you saw!

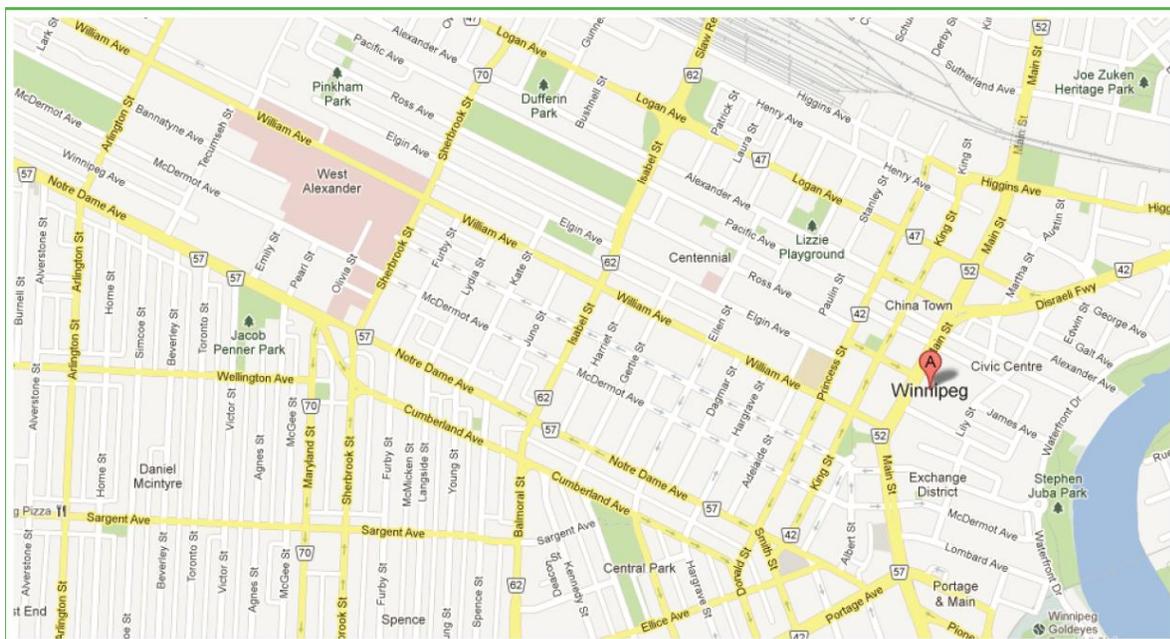


### Walkability Audit Exercise

Site Location:

Date:

Map and Route:



## WALKABOUT CHECKLIST



COMMON  
ARRIVAL/DISMISSAL  
TIMES FROM SCHOOL

Blank area for notes related to common arrival/dismissal times.



STAFF  
PARKING/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 behaviours

Blank area for notes related to staff parking/available visitor parking.

## SCHOOL SITE

LOCATION OF  
ENTRANCES AND  
EXITS



Blank area for notes related to location of entrances and exits.

WALKING  
PATHS TO THE  
SCHOOL



- Where are the access points for staff/visitors/students?
- Potential for conflict with vehicles
- Lighting along walkways
- Maintenance of walkways, i.e. snow and ice removed; mud, puddles need filling
- Alternate access routes, i.e. from back fields, from adjacent park

Blank area for notes related to walking paths to the school.



**BICYCLE FACILITIES**

- Bike Racks:
  - Secure
  - Sheltered
- Bike paths/lanes
- Best cycle routes identified
- Potential for conflict with vehicles



**LOCATION OF DUMPSTERS/SCHOOL MAINTENANCE EQUIPMENT**



**ARE THERE SIDEWALKS? DO THEY EXTEND AROUND THE SCHOOL AND SURROUNDING COMMUNITY?**



**UNIVERSAL ACCESS**

- Ramps
- Any special entrances or accommodations for differently-abled visitors



**EMERGENCY VEHICLE ACCESS**

**AREA SURROUNDING SCHOOL SITE**



VOLUME AND SPEED OF TRAFFIC ON SURROUNDING STREETS

Empty light blue rectangular box for notes.



PLACEMENT OF CROSSWALKS IN RELATION TO DRIVEWAYS AND LOADING ZONES

Empty light green rectangular box for notes.



TIMING OF TRAFFIC LIGHTS

Empty light blue rectangular box for notes.

ARE PEDESTRIAN CROSSING DEVICES PRESENT AND UTILIZED?



Empty light blue rectangular box for notes.

WHERE MIGHT SIGHT BECOME AND ISSUE?



- Look at crosswalks, road
- Curves, blind corners, or transit bus zones

Empty grey rectangular box for notes.

NON-TRAFFIC RELATED ITEMS TO CONSIDER

Horizontal line with a downward-pointing arrowhead at the right end.



### LOCATION OF OTHER PUBLIC SPACES NEAR THE SCHOOL

- Parks
- Community centres
- Libraries
- Churches



### GREEN SPACES VS. CONCRETE SPACES



### PHYSICAL STATE/SIZE OF SIDEWALKS

### NUMBER OF SHADE TREES ON STREETS



### GRAFFITI ON BUILDINGS



- Look at crosswalks, road
- curves, blind corners, or transit bus zones

### GARBAGE/OBSTRUCTION ON SIDEWALKS



## 6.4 Walkability Survey for Youth

This is a useful survey that can be completed during programming. Again, it was originally created for a school but can be helpful in assessing how individuals feel about traveling to any location. If you want you can just use it as a guide to help you make your own survey.

# 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?

<input type="radio"/> walk (by myself)	<input type="radio"/> ride a bicycle	<input type="radio"/> school bus
<input type="radio"/> walk (with friends and a parent or other adult)	<input type="radio"/> city bus	
<input type="radio"/> driven by adult	<input type="radio"/> be in a car pool	

b. If you travel by car, is the driver usually

<input type="radio"/> going only to school	<input type="radio"/> travelling somewhere else as well
--	---

5. If you had any choice, how would you most like to get to school each day?

<input type="radio"/> walk	<input type="radio"/> ride a bicycle	<input type="radio"/> school bus
<input type="radio"/> be in a car pool	<input type="radio"/> city bus	<input type="radio"/> driven by adult

6. On your walk today did you see ...

<input type="radio"/> parks	<input type="radio"/> empty fields	<input type="radio"/> houses	<input type="radio"/> shops
<input type="radio"/> factories	<input type="radio"/> gas stations	<input type="radio"/> construction areas	<input type="radio"/> parking lots
<input type="radio"/> other (please explain) _____			

7. On your walk today ...

a. Did you have enough room to walk safely?

<input type="radio"/> Yes	<input type="radio"/> Not always, because:
	<input type="radio"/> sidewalks or paths started and stopped
	<input type="radio"/> sidewalks were broken or cracked
	<input type="radio"/> sidewalks were blocked with poles, signs, dumpsters, etc.
	<input type="radio"/> sidewalks were blocked with parked cars



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.



## 6.5 Walking School Buses, Walking Wednesdays and more!

Our Active and Safe Routes to School Program Handbook has a wide range of resources if you are interested to get started setting up any type of initiative from walking events, to the Walking School Bus programs.

To access these resources, please click the links below or visit our handbook online located at:

[www.greenactioncentre.ca/handbook](http://www.greenactioncentre.ca/handbook)

You can also [contact us to request a hard copy of the program handbook](#).

### **Special Events (IWALK Month, Clean Air Day)**

- [Sample media release and backgrounder](#)
- [Sample radio public service announcements](#)
- [Sample feedback form](#)
- [Sample tally sheet](#)
- [Clean Air Day – Walk to School 2010 poster competition notice](#)

### **Walking/Wheeling Wednesdays Club**

- [Walking Wednesdays Club flyer](#)
- [Sample Walking Wednesdays Club poster](#)
- [23 quick ideas for your Walking Wednesdays Club](#)

### **Walking School Bus**

- [Luggage tag for Walking School Bus participants](#)
- [Letter, flyer and sign-up sheet The Top 10 reasons to Have a Walking School Bus](#)
- [Sample newsletter article](#)

### **Walking Buddies**

### **Walk-a-Block Zones**

### **Best Routes to School Maps and Mapping Activities**

### **Idle-Free Zones**