



Acknowledgements

This Active and Safe Routes to School Manual was produced by:

Together 4 Health, October 2004

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Together 4 Health (T4H) is a group of community agencies and individuals working together to promote healthy living.

We work with schools, families and workplaces to encourage and support people to: *Eat for Health, Get Active, Live Smoke-Free and Take Time Out.*

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For more information about:

Together 4 Health (T4H)

- Visit our website at www.together4health.ca or
- Contact Shelley Bolden, Together 4 Health Coordinator at 883-2008, ext. 5299 or coordinator@together4health.ca

Active Transportation to Schools Work Group of T4H

- Contact Colleen Cooper, Chair at 883-2008 ext. 5324 or ccolleen@region.waterloo.on.ca

We want to know what you think about this manual!

Your feedback will help us with revisions of the manual. We will contact you before the end of the school year to hear your thoughts about this manual.

Please feel free to e-mail your comments to us anytime at

coordinator@together4health.ca





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Introduction

The **Active and Safe Routes To School (ASRTS)** program came to Waterloo in 2002 for the purpose of improving the health and well being of students and staff at area schools. Thus, this ASRTS manual has been developed for grades 7 & 8 teachers to support them with the Active Transportation To School Pilot project. The purpose is not to create more work for you to do, but rather provide a quality resource that will assist you with the easy implementation of this pilot project.

The manual consists of the following components:

- simple to use classroom activities,
- homework assignment sheets,
- cross-curricular lesson plans that meets specific learning expectations,
- community resource information,
- easy to search websites.

Why should you use this manual?

The proof is in the pudding when it comes to showing the benefits of implementing a healthy lifestyle program such as ASRTS. By implementing this program you will notice the following positive effects it can have on students in your class, which are:

- improved student performance,
- academic achievement in terms of memory, observation, problems-solving and decision-making,
- significant improvements in attitudes, discipline, behaviours and creativity (Keays & Allison, 1995).



Generally, it has been confirmed "children lacking in early motor experiences encounter difficulty in learning as measured by achievement and intelligence tests." Daily physical activity has been linked to improved academic performance, particularly in mathematics, with elementary school children (Centre for Disease Control, 1997).



Key Messages

These four messages are the essence of the program and should be used whenever possible.

Walking is **FUN**.
Walking is **CLEAN**.
Walking is **SAFE**.
Walking is **HEALTHY**.



Below are just a few steps to incorporate these messages into your pilot project.

- Make every attempt to incorporate these messages into your lesson plans and not just your health curriculum but also other subjects such as language arts, mathematics, science and technology, and drama.
- Encourage and support your class participation in the school wide activities.
- Implement classroom activities as addressed in this manual.
- Encourage the students by role modeling the behaviour; participate with your class as much as you can. You may just find out that you will start to feel better.
- Collect data from your students three times a year about their transportation to school. Refer to the "Find it Out" Sheet provided within.
- HAVE FUN!






Find it Out!

Note to Teachers: Ask the students how they got to school today and complete the chart below. Don't forget to describe the weather. It is requested that you collect the information three times a year, in the fall from October 27-29, in the winter from January 26-28 and in the spring from May 25-27. We would greatly appreciate that you adhere to these specific timeframes, as it would help in our evaluation process.

Once you have completed the survey, we request that you fax the information to **Together 4 Health at 883-2226.** (*after every survey*)

School : _____

Teacher: _____ Grade: _____ Room : _____

Date survey taken	# of students who walked	# of students who biked	# of students who rode the bus	# of students who were driven	# of students who carpooled	Other	Briefly describe the weather on survey date
Fall Date: 							
Winter Date: 							
Spring Date: 							

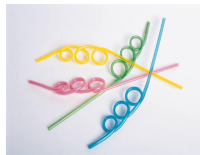


Get Your Students Walking: Classroom Activities



Cross Canada Walk:

Get your students to stay active and healthy by walking across Canada. Yes, across Canada. Post a map of Canada in your classroom and chart out a distance either in your schoolyard and/or neighbourhood. The recommended distance is 1 km. Get your students together at least twice a week to walk or run the perimeter of the school. Whatever the distance is, students can collectively make their way across each province. Post the weekly results on the map in your classroom to show the students their successes.



The Stick Walk:

This is a great way to motivate your students to have fun while walking. In the gym or schoolyard or hall, set up a square course and put a pylon to mark out the square. Inform students that they are going to walk around the square and that is one lap. As a student completes a lap, he is given a stick (or straw). The students will do laps for 10-20 minutes, and then record their number of sticks in their Active and Safe Routes to Schools journal.

Repeat this activity at least two times a week. By the end of the year the students should have increased the number of sticks they collected in the 10-minute time frame.

OPTIONAL: Challenge other classes in the school to do this walk and make a chart, which has all the classes on it and a total of how many miles each class walked throughout the year. Give an award to the class who walked the most miles.



The Collage:

Create a bulletin board using the 4 key messages: Walking is healthy, walking is safe, walking is clean and walking is fun. Ask students to review newspapers and magazines and cut out a picture that reflects all or any of the four messages. Have the student paste their clipping under the appropriate heading. Encourage students to bring in pictures of themselves with friends and family. Leave the collage in an area where students can be reminded of the ASRTS message throughout the year.



The Buddy System:

Have your students align with the Kindergarten and/or Grade one children in your school. Once or twice a week have your students take them for a walk around your schoolyard. Each time they walk with the children they can do something different. For example, they can:

- Help them to count how many times around the schoolyard they had to walk in order to reach a half of a kilometre.
- Talk to them about the 4 key messages with the ASRTS initiative and why they are important.
- Talk to them about safety rules when crossing the street or walking to school.
- Create their own schoolyard scavenger hunt and participate with the younger children.
- Create their own activities that promote the ASRTS initiative.



Visioning Exercise:

Have the student's vision and draw a map of their ideal neighbourhood and/or school. Ask them what it would have (i.e. safe play equipment, trees, skateboard equipment, lots of grass, etc.). Post their fantasy maps on the hall outside of the classroom for everyone to see.



Lesson Plan: Understanding Injury Prevention

Grade: 7

Specific Expectations:

Healthy Living:

1. Students will apply decision-making and problem-solving skills in identifying the causes of injury and possible methods of prevention.

Learning Strategies/Activities:

1. Ask each class member to write on a piece of paper what he/she thinks is the main cause of death for children their age. Assign several students to collect the answers & mark them on a flipchart/board.

The number one cause of death for all children in Canada is injury. Some of your students are likely to write down other causes. This is a good lead-in to a discussion that people tend to think of the dangers of disease and other issues before they think of injuries. Yet injuries claim more children's lives than *all diseases combined*.

2. Ask students to give examples of mishaps that they have heard about, either through personal knowledge (self/friends/family/neighbours) or through the news. List as many examples as possible on the flipchart/board.
3. Lead a discussion about the meaning of the word "accident". It implies that the incident occurred because of fate. But talking about the correct safety measures actually can prevent most "accidents" or mishaps. Pick some examples from the flipchart and ask students to brainstorm how the "accident" might have been prevented. (Use sensitivity to avoid selecting any examples that might reflect badly on a child's parent or cause a child to be uncomfortable.) One high profile injury death is that of hockey player, Dan Snyder, whose hometown was Elmira. He was killed in a high-speed car crash. The crash was preventable. Neither Dan nor the driver was wearing a seatbelt.
4. Lead a discussion about how we prevent injuries in our society. Have students brainstorm their ideas and write them on the board. Be sure to cover the following areas with your students.

Education: People need to know what to do to protect themselves from injury. Encourage students to think of examples, such as: use a seat belt in a car, pay attention to the rules of the road when you're riding your bike or crossing the





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street, follow the rules of the game when you're playing sports, don't take foolish risks (e.g. climbing too high on a roof or tree, jumping from a place that's too high, etc.)

Safety features in products, and safety devices: Products can help to protect us. New ones are being developed all the time, while improvements are made to existing products. Guide students through a discussion of examples of safety products, such as: smoke detectors, bike helmets, car seats for younger kids, sports equipment, improvements in safety features in cars (e.g. anti-lock brakes which prevent skidding, buzzers or lights which tell you to put on your seatbelt).

Regulations: The government can make rules about products to make sure that they are built to be safe. The company must follow those safety rules if it wants to sell its product in Canada. For example, children's cribs have to be built in such a way that a baby's head won't get caught between the bars. Another example is the game of lawn darts: in Canada it is now against the law to sell lawn darts with pointed tips. The new lawn darts have ball shaped ends. This change was made to protect children from injury.

Laws: Sometimes people might not want to follow a safety rule, but they will follow it if it is the law. The government makes laws about safety to make sure everyone follows the rules. One example is the use of seat belts for everyone in a car. Another is the law requiring all small children to be in car seats, not on their parents' laps. In both cases the laws help save lives.

5. **Assessment Activity:** Have students write in detail in their journal about one of the above ways to help prevent injuries.

Notes to Teacher:

Additional information on injury prevention tips that can help you to stimulate discussions can be found on the Safe Kids Canada Web site under Safety Tips to Keep Kids Safe.

If you have been given a printed copy of this lesson plan, please note that it has been downloaded from a Web Site.

This version produced October 2000. Please check to see if an updated version exists.

Visit the Teachers' Resource Centre at the Safe Kids Canada Web site:

www.safekidscanada.ca





Lesson Plan: Understanding Healthy Bodies

Grade: 8

Specific Expectations:

Healthy Living:

1. Students will identify ways to maintain a healthy body weight.
2. Analyse situations that are potentially dangerous to personal safety.

Drama:

1. Students will interpret and present scripts, paying attention to the subtext, characters, and setting.

Learning Strategies/Activities:

1. Using chart paper, ask students to list ways that they can maintain a healthy body weight. List their answers on the chart. Provide any suggestions they may be missing such as eating healthy, daily physical activity, no dieting, learning to cope with stress, etc.
2. Review with students the 4 key messages in the ASRTS initiative and place those on the chart paper as a heading.
3. Ask students to identify any barriers/obstacles that they think surrounds these messages and place them under each heading.
4. Ask students to identify solutions to removing these obstacles. For example, walking is clean. Obstacle: Air pollution, Solution: Walk where pollution is very limited such as a park away from noise and traffic.
5. Review with students the pedestrian safety tips listed within this document.
6. Paying particular attention to the Walking is Safe heading, explain to the students that walking, cycling or skateboarding can be safe if we analyse and practice safety procedures. Have students provide some safety methods that can be used when walking, cycling or skateboarding around the streets.
7. Have students form groups of 4 - 6 people and assign an appropriate case study from the next page to each group. You may choose to have students write their own scenarios. Give the group some time to assign roles, decide on the dialogue and rehearse.
8. Have students perform their skits for the class. After each skit you may question the audience to see if they were able to identify the strategy used in making a healthy decision.
9. Evaluate each group with the help of the Role Play Rubric.
10. **Journals:** In their journals, students can write a brief description of the types of influences that exist and different strategies that can be used to be safe while walking, cycling, or skateboarding. They can also describe what messages were being conveyed in the skits or invent another scenario that they feel would be realistic in their present lives.





Case Studies:

1. You want to walk to school each day but you are afraid that you might get bullied again from the kids that go to another school.
2. You live in a neighbourhood that has no lighting at night. Your friend wants you to walk to his/her house to stay over night. What should you do?
3. Your friends always go to the railway tracks to play chicken with the trains? You are having a hard time deciding what to do.
4. Your friends are going for a bike ride and they want you to come. They never wear helmets because they think they aren't cool. What do you do?
5. All your friends are going skateboarding at the park where a sign has been posted "Under repair, Dangerous, stay off". You really want to go but can't decide. What should you do?
6. A friend of yours is always hitching a ride on the back of a car. You know it is dangerous. What do you do?





Safety Rules

For Walking:

- Walk on the inside edge of your sidewalk away from the curb or roadway so you are less exposed to vehicles.
- If there is no sidewalk, walk facing traffic so that oncoming vehicles are visible.
- Wear bright clothing in order to be better visible to drivers. When walking at dusk, night or in poor weather, wear reflective material on your shoes, hat or coat.
- Don't wear headphones when crossing the streets, as you may not hear signs of danger.
- Don't jaywalk. Cross at corners or crosswalks.
- Parked vehicles can be dangerous. Stop; look left-right-left around the parked car before crossing.
- Parking lots require special attention. Vehicles can move without warning.

For Playing:

- Don't play around railway crossings.
- Trains have the right of way. They do not slow down if you are on the track.
- Wait until the train passes completely before crossing the tracks.
- Use scooter, skateboard or in-line skates only where it is safe and legal, on designated roadways, in parks, and on bicycle paths.
- Don't scooter, skateboard or in-line skate after dark.
- Always wear a helmet that fits properly.
- Avoid rough or slippery surfaces.
- Pass pedestrians, cyclists, and other skaters on the left.
- Never hitch a ride holding onto a vehicle, bus or bicycle.
- Use caution when going downhill. Walk, don't ride, down a steep hill.





Role Play Rubric

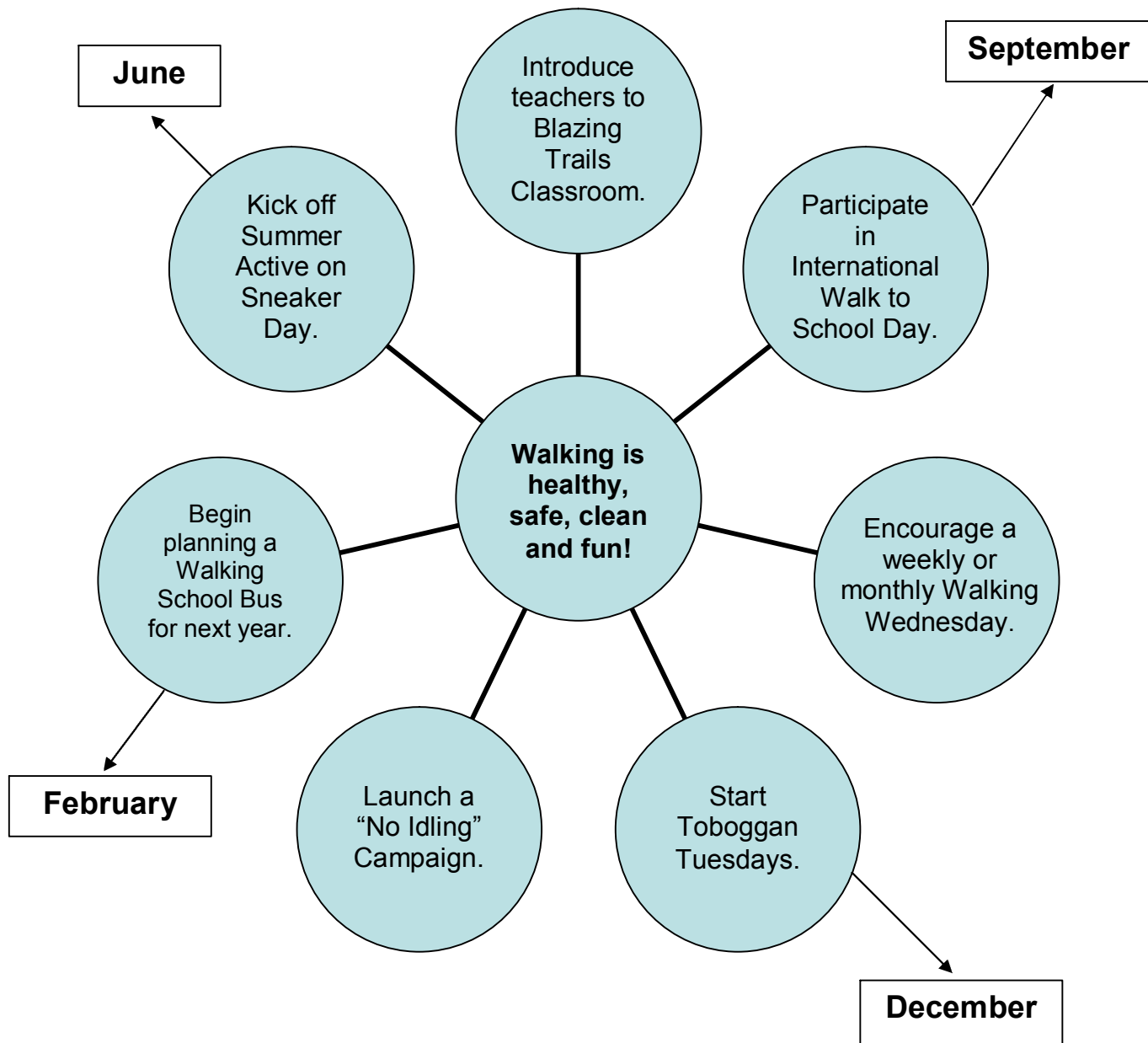
Name of role play/scenario: _____

People in Group: _____

Criteria	1	2	3	4
Clarity of Speech	Voice is consistently hard to hear and difficult to understand			
Expression of Feeling	Speech is in a monotone and expresses little feeling	Voice is sometimes hard to hear and difficult to understand	Voice is clear and easy to understand most of the time	Voice is consistently clear and easy to understand
Use of Body Language	Little use of facial expressions or posture to help communicate emotions	Some use of facial expressions or posture to help communicate emotions	Use of facial expressions and posture to help communicate emotions most of the time	Consistent use of facial expressions or posture to enhance communication
Believability of Role	Role is not really believable	Role has some believability	Portrayal is believable most of the time.	Portrayal is believable; demonstrated sensitivity to character's situation and listened and responded to other characters



Active and Safe Routes to School





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Programs & Events to Promote Healthy Living

Active Schools: A fun, free program designed to motivate and recognize school communities - teachers, parents, students, and community leaders - for making the commitment to lead healthy active lives.

<http://www.ophea.net/Ophea/Ophea.net/activeschools.cfm>



Active 8: A curriculum based physical activity challenge program designed to help teachers meet provincial expectations in physical activity as well as help students develop a positive attitude towards activity.

<http://www.ophea.net/Ophea/Ophea.net/activ8.cfm>

Active & Safe Routes to School: A national program encouraging the use of active modes of transportation to and from school.

<http://www.saferoutestoschool.ca>



THE TRILLIUM FOUNDATION
LA FONDATION TRILLIUM

Earth Day: Held in April and focuses on taking care of the earth.

<http://www.earthday.ca/EDy2k/Home/homefrm1.html>

Environment Week: Creates awareness about the importance of taking care of our environment and focuses on a number of activities such as Clean Air Day, and Commuter Challenge. These events encourage people to be active.

http://www.ec.gc.ca/e-week/index_e.htm

Everyone Jump: Raises the awareness of the importance of regular physical activity and healthy nutrition in preventing Type 2 diabetes.

<http://www.ophea.net/Ophea/Ophea.net/Everyone-Jump-Overview.cfm>

International Walk to School Day: October 6, 2004

<http://www.saferoutestoschool.ca>

International Walk to School Week: October 4 – 8, 2004 <http://www.saferoutestoschool.ca>

Jump2BFit: A fun and fitness program is an ideal way to promote physical activity.

<http://www.jumprope.com/>

Pitch in Canada: Pitch in to clean up and beautify your schoolyard or community.

<http://www.pitch-in.ca/>





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Recess Revival: A guide to an active recess (peer program)

<http://www.lin.ca/lin/resource/html/sp0085.pdf>

Summer Active: Promotes physical activity as a priority for people of all ages.

<http://www.summeractive.canoe.ca/>

Turn Off the Screens Week: April 18 – 22, 2005. Challenge students to turn off television and computer screens and get active.

<http://www.lin.ca/resource/html/noTVWeek/ac781.pdf>

Walking Tour of Canada: Log the total km your students walk.

<http://asrts.goforgreen.ca/english>

Walking/Cycling School Bus <http://www.saferoutestoschool.ca>



On-Line Curriculum Lesson Plans

Operation Lifesaver

<http://www.operationlifesaver.ca/sample/kidssk.htm>

A to Z: Teacher Stuff

<http://www.atozteacherstuff.com>

Canadian Association of School Health: Webquest

<http://www.safehealthyschools.org/webquests/welcome.htm>

Safe Kids Canada

www.safekidscanada.ca





LOCAL RESOURCES

These people are professional members of the Active Transportation to School Work Group of Together 4 Health and are instrumental in the implementation of the Active and Safe Routes to School Program in Waterloo Region. Contact them for assistance.



Kathryn Haddock

VP W.T.Townshend PS
Administrative Consultation

579-1160

kathryn_haddock@wrdsb.on.ca

Christine Koehler

City of Waterloo (Traffic Issues)

747-8629

ckoehler@city.waterloo.on.ca

Kathy Doherty-Masters

WCDSB
Healthy Active Living Coordinator

579-5212

kathy.doherty-masters@wcdsb.edu.on.ca

Wendy Dobson-Heinke

WRDSB, Transportation planner

570-0003 ext 4555

wendy_dobson@wrdsb.on.ca

Shelley Bolden

Together 4 Health

883-2008 ext 5299

bshelley@region.waterloo.on.ca

John Warkentin

Ministry of Transportation
Road safety

519-873-4420

john.warkentin@mto.gov.on.ca

Cst. Maury Sheppard/Bob Kennedy

Waterloo Regional Police, Road safety

653-7700 ext 8865

Ronald Schirm

City of Kitchener (Traffic issues)

741-2232

ronald.schirm@city.kitchener.on.ca

Colleen Cooper

ATTS Chair
Region of Waterloo Public Health

883-2008 ext 5324

ccolleen@region.waterloo.on.ca

Lori Strothard

ASRTS Coordinator

745-8362 (Phone &Fax)

strothjkl@sympatico.ca

Chris Smith

WRDSB, Transportation planning

570-0003 ext 4461

chris_smith@wrdsb.on.ca

Jessica Kwik

One Tonne Challenge Coordinator

888-4650

Jessica@pirg.uwaterloo.ca





References

This manual was produced by the Active Transportation to Schools Work Group of Together 4 Health, October 2004. Some of the information contained in the manuals was adapted from the following sources:

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