



Together 4 Health: Partners for Healthy Living

## Acknowledgements

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

**Together 4 Health, October 2004**

**Revised November 2005**

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.*

The funding for Together 4 Health and its projects comes from the financial contributions of the Ontario Ministry of Health and Long-Term Care as part of the Ontario Heart Health Program, Phase II – Taking Action for Healthy Living with in-kind contributions of the coalitions' partners.

### For more information about:

#### Together 4 Health (T4H)

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#### Active Transportation to Schools Work Group of T4H

- Contact Colleen Cooper, Chair at 883-2008 ext. 5324 or [ccolleen@region.waterloo.on.ca](mailto: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](mailto: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 K to 3 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, problem-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!





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## 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 neighborhood. 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.



### Treasure Hunt:

This activity teaches children traffic safety signs and helps them to get to know their neighbourhood better. Design a one-page list of items and objects that children can look for on their way to school. Include all street signs, such as stop and yield signs, bike route signs, etc. Also include fun items, such as an oak tree, a black dog, or a house with a front porch. The list can also ask such questions as, “where is the bus stop closest to your home?” These are the “treasures” that the children will hunt for.

Distribute the list to the children and designate a completion date. Children will use the list as they walk to school. They must identify on their list where they found each item. Have a discussion about what they learned from the treasure hunt. When all entries are in, you can draw for a prize or you can reward the child who completes his or her list first.



### Learn Some History:

Assign children to speak with their grandparents or parents about their childhood experiences getting to school. Have them draw a picture and write a story about what they learned. Tell them to ask their grandparents or parents how long it took them and what the weather conditions were like. Have the children write a paragraph comparing how they get to school now with how their grandparents or parents got to school.



## Learn about safety:

Go over the rules of the road as it pertains to walking and biking and then hand out the “Can you guess?” worksheet to students. Post these 3 rules on the blackboard or give them to the students in a hand out.



### When you walk across the street you should...

- Stop first
- Look both ways before you cross the street.
- Be extra careful when you cross a street with no traffic lights.
- Never run out into the street.
- Don't play around railway tracks.

### When riding your bike you should...

- Always wear a bike helmet. Make sure you wear it properly. The helmet should cover the top of your forehead.
- Always ride with an adult.
- Remember that driveways are dangerous. Stop your bike before you cross a driveway.
- Always look both ways for cars.





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# HOMWORK ASSIGNMENTS

The following sheets provide you with some easy to use take home assignments. Copy them and hand it out to students to complete.





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## Can You Guess?

Can you guess these road safety rules?

1. S \_ \_ P!
2. L \_ \_ K!
3. L \_ \_ T \_ \_ !

Print two safety rules that you learned today.

1. \_\_\_\_\_
2. \_\_\_\_\_

The boy below is riding his scooter to school. List two things he should be wearing in order to make his ride a safe ride?



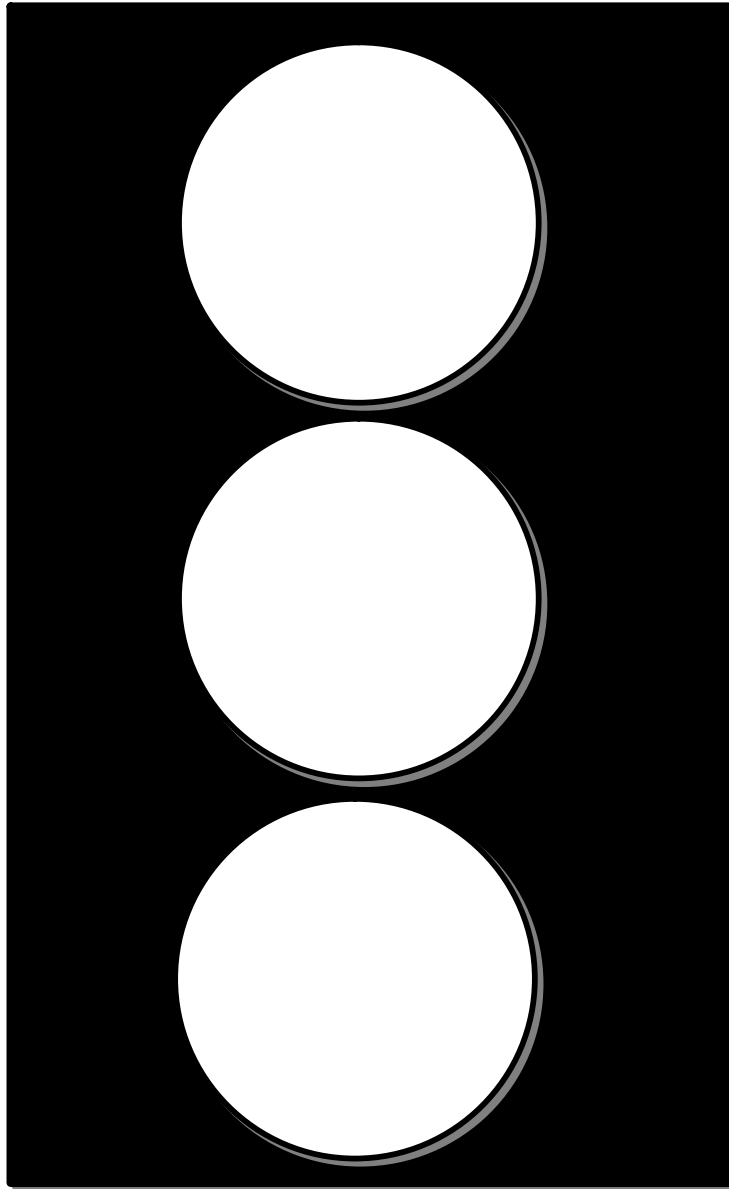
\_\_\_\_\_

\_\_\_\_\_



## Traffic Light

Colour in the traffic lights and talk to an adult about what each colour means. After you have done this, have an adult initial it and return it to your teacher.





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## Choose an Activity

Name: \_\_\_\_\_

Choose \_\_\_ activities to do each week. Ask an adult in your family to initial the square in the box of each activity you complete. Bring this paper back to school on \_\_\_\_\_.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Take a walk around your block with an adult and count the number of different sidewalks you walked on.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Count the letters in the word "walking". Does this word have more letters than your first name, the same, or fewer?</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Write about or draw a picture of why walking is healthy.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Draw a picture that shows how you get to school.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Look at your school or neighbourhood playground. Are any of them the colors of the rainbow: red, orange, green, blue and purple?</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Make a map of your closest playground.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Say these statements. Walking is clean, walking is healthy, walking is safe, walking is fun. Think of one more thing to say about walking.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Take a poll. Find out who in your family likes to walk. Why do they like to walk?</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>List five words that rhyme with walk.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Count the number of stairs in your house. Count the number of times you go up and down them in a day. What is the difference between the two numbers?</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Draw a picture of you walking. What words describe the way you feel?</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Tell someone about the Active and Safe Routes to School Program.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>List three things you might need if you would like to go for a walk in the rain.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Count the number of people in your family. Count the number of feet. Compare them.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Look out the window. List 3 things that help us to breathe. Ask an adult for help.</p> <p style="text-align: center;"><input type="checkbox"/></p>





## Lesson Plan: When We Walk

### Grade: 1

#### Specific Expectations:

**Healthy Living** - Identify the major parts of the body by their proper names.

**Oral and Visual Communication** - Ask questions about their immediate environment and offer personal opinions.

**Purpose:** Students brainstorm a list of what they think they know and what they are curious about related to the question, “How we walk”?

#### Learning Strategies Activities:

1. Explain that as a class, we will be practicing our discovery skills while we find out more about an interesting subject. Share this list of discovery skills:
  - a. Ask questions and say what I think.
  - b. Learn new “facts” and tell what I learned.
  - c. Listen to a story and say how it is or isn’t.
  - d. Show what I learned!
2. Ask all the students to get up and walk around the room 3 times. Ask students to think about how their body walks (i.e. feet going forward, etc.). Have the students sit down and record their answers in a journal.
3. Ask two or three students to share their findings with the class and write these on the board.
4. Explain that “how we walk” is the subject of our investigation, and we will practice using our “discovery skills” to find out how we walk.
5. To develop the first discovery skill, which is “ask questions and say what I think”, ask students what they are noticing about their body when it is moving/walking. Ask what they think is happening inside their body when they walk (i.e. is my heart beating faster, lungs breathing in and out, etc.). List comments under the headings: “Questions” and “What I Think” on chart paper.
6. Lead students in a fast walk around the hall or schoolyard (for about 5 minutes) that will increase their heart rate and breathing rate.
7. Have students record in their journals how they felt after they walked.
8. Have students complete the homework assignment with their parents/caregivers and bring it back to be assessed.





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## When We Walk: Homework Sheet

Name: \_\_\_\_\_

**Part A** - Draw a picture in the box of you walking with someone. Print below the picture one thing you have learned about walking.

### **Part B - When We Walk**

Fill in the blanks:

When I walk my heart is beating \_\_\_\_\_.

When I walk my lungs fill up with \_\_\_\_\_ when I breathe in.

When I walk my feet and legs move \_\_\_\_\_.

Walking is \_\_\_\_\_.

Walking is good for \_\_\_\_\_.

I should walk at least \_\_\_\_\_ times a day for 30 minutes.



me

forward

one

faster

healthy

air





## Lesson Plan: What To Learn

### Grade: 2 & 3

#### Specific Expectations:

**Writing** - produce short pieces of writing using simple forms (journal entries)

**Reading** - read a variety of simple written materials for different purposes

**Oral and Visual Communication** - Listen to discussions on familiar topics and ask relevant questions.

**Healthy Living** - Describe behaviours that contribute to good health. Outline safe rules and safe practices.

**Science and Technology** - Describe ways in which clean air is vital for meeting the needs of humans.

**Purpose:** Students identify what they know and what they want to learn about the Active and Safe Routes to School by completing a personal chart and contributing to a class chart. They discuss, write, share knowledge, ideas and opinions, and formulate questions. Students work with partners to reflect on learning.

#### Learning Strategies and Activities:

1. Have each student make and decorate a construction paper work folder called Healthy Living. Tell students: Children make many healthy choices each day. Ask students to tell you some of the ones they make. Their list might include: wearing a seatbelt, eating healthy meals, sleeping 10 hours a night, wearing a bicycle helmet when riding a bike, etc. Say: Today we are going to talk about another healthy choice- the choice to be active on a daily basis. We are going to look at what we already know about active living, some things we are wondering about and some things we would like to learn.
2. Ask students for suggestions for each heading. Tell them that they will have a chance to write their own charts.
3. Provide a copy of My Personal Learning About Active Living (pg. 15) to each student. Allow time for students to talk to one another before they start to write. Each student creates his or her own chart.
4. Record the student remarks on the chart paper under the appropriate headings. When the information has been recorded, ask students to read the charts and give them an opportunity to add any other information they feel that is missing.





5. Students reflect on their learning with a partner.
6. Assess cover designs for clarity of message, visual appeal and organization using the Cover Design Rubric.
7. Assess My Personal Learning about Active Living charts for accuracy and completeness.
8. Students work with partners and identify one or two things they didn't already know or were surprised to learn. Choose some students and ask them to tell the class what their partner told them. Students record these things in a journal. Explain to students how to complete a journal entry.
9. Students take the letter to parents home that explain the ASRTS program. Ask them to read the letter with their parent or guardian and suggest that they talk to them about today's lesson. If the letters went home before this class, then the students can just discuss today's lesson with their parents.





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## Cover Design Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Clarity of Active Living Message	Message is unclear.	Message is somewhat clear.	Message is clear.	Message is very clear.
Symbols and/or Illustrations	Limited Use of symbols and/or illustrations that support the message.	Some use of symbols and/or illustrations that support the message.	Good use of symbols and/or illustrations that support the message.	Excellent use of symbols and/or illustrations that support the message.
Organization and neatness	Limited organization; little care taken to be neat.	Somewhat organized; some care taken to be neat.	Organized; good care taken to be neat.	Highly organized; great care taken to be neat.
Visual Impact; Effectiveness of Overall Presentation	Overall visual impact is limited.	Overall visual impact is somewhat effective.	Overall visual impact is effective.	Overall visual impact is very effective.

Final Score: \_\_\_\_\_

General Comments: \_\_\_\_\_





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# My Personal Learning About Active Living

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**WHAT I ALREADY KNOW.....**

**SOME THINGS I AM WONDERING ABOUT....**

**SOME THINGS I WOULD LIKE TO LEARN.....**





## The Rules on the Bus

**Note to Teacher:** Sing this song to the tune of the “Wheels on the Bus” and try to put actions to the words.

When we walk around our feet go up and down,  
Up and down, up and down,  
When we walk around our feet go up and down,  
All around the school yard.

When we walk we become active,  
active, active  
When we walk we become active,  
All around the school yard.

When we move our feet forward,  
Forward, forward,  
When we move our feet forward,  
It can be lots of fun.

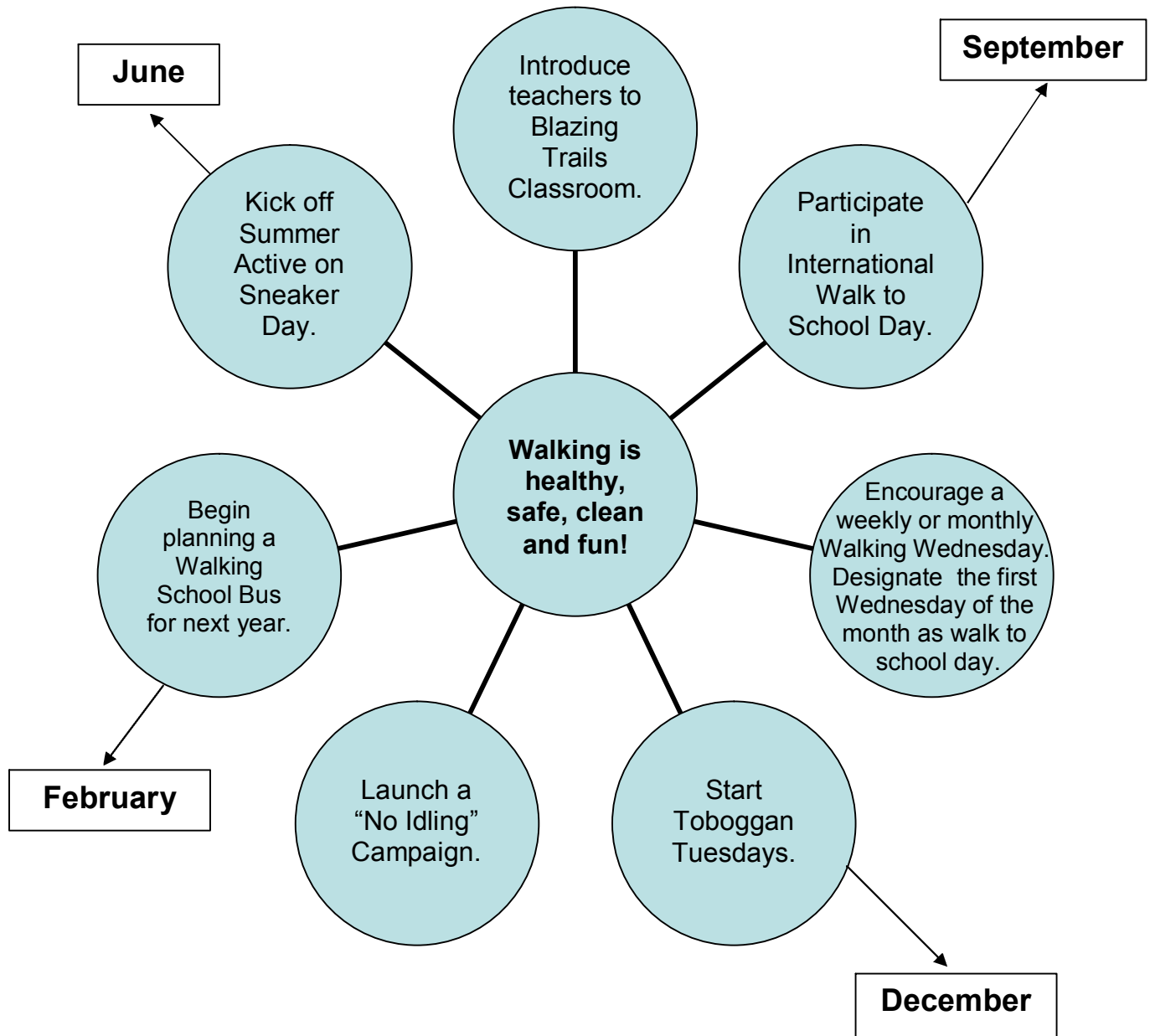
When we walk we become more healthy,  
Healthy, healthy  
When we walk we become more healthy,  
That is the way to live.

The teachers in the school like walking,  
Walking, walking  
The teachers in the school like walking,  
Just because it is healthy.

Our active school is lots of fun,  
Lots of fun, lots of fun  
Our active school is lots of fun,  
That is why we are number one.



# 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](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>





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## 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**

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**John Warkentin**

Ministry of Transportation

519-873-4420

[john.warkentin@mto.gov.on.ca](mailto:john.warkentin@mto.gov.on.ca)

**Cst. Maury Sheppard/Bob Kennedy**  
Waterloo Regional Police, Road safety

653-7700

**Ronald Schirm**

City of Kitchener (Traffic issues)

741-2232

[ronald.schirm@city.kitchener.on.ca](mailto:ronald.schirm@city.kitchener.on.ca)

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## 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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