



Acknowledgements

This Active and Safe Routes to School Manual was produced by:
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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 grade 4 to 6 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.



Neighbourhood Walkabout:

Choose a destination, such as a neighbourhood block, nearby park, community center, or local shops. Take a walk with your children and bring the walkability checklist (on the next page) with you. As you make the journey, take note of the location of problems, places where it was difficult or uncomfortable to walk, circumstances that were unsafe or put you at risk. At the end of the walk, complete the checklist. How walkable was the route to your destination?

OPTIONAL: Send the checklist on the next page home and ask students to walk around the block with an adult/parent/caregiver and bring the checklist back to class within one week.

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 a bike that fits properly. Your toes or feet should touch the ground on both sides.
- Always ride a bike that has reflectors and a bell or horn.
- Obey all the rules of the road and traffic signs.
- Remember that driveways are dangerous. Stop your bike before you cross a driveway.
- Always look both ways for cars.





Safety Rules: Fill in the Blanks



Name: _____

1. When I ride my bike, I should obey all the r _ _ _ s of the _ _ a _ ,
t r _ f _ i _ signs and stop lights.
2. When I cross at a street, I must _ _ _ k both w _ _ s for cars,
trucks and other moving vehicles.
3. When I sit on my _ i _ _ , my _ _ _ t should _ o _ _ _ the ground
on _ _ t h sides.
4. When riding a bike, a _ _ a _ _ wear a bike _ _ l _ _ t and make
sure it f _ _ _ properly.
5. Remember that d _ _ v _ wa _ s are d _ _ g _ _ o _ s and
s _ _ p your bike before you c _ o _ s a dr _ v _ w _ y.





Walkability Checklist

Take a walk in your neighbourhood and find out how walker friendly it really is. Read over the checklist with your class before you go on your walk. Please put a checkmark in the box where the answers are applicable.

1. Did you have room to walk?

- Yes
- Sidewalks started and stopped
- Sidewalks were broken and cracked
- Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.

- No sidewalks, paths or shoulders
- Other: _____

2. Was it easy to cross streets?

- Yes
- Road was too wide
- Traffic signals made us wait too long or did not give us enough time to cross
- Needed striped crosswalks or traffic signals
- Parked cars blocked our view of traffic.
- Trees or plants blocked our view of traffic.
- Needed curb ramps or ramps needed repair.
- Not applicable, we did not have to cross streets on our walk.

3. Did drivers behave well?

- Yes
- Backed out of driveways without looking.
- Did not yield to people crossing the street.
- Turned into people crossing the street.
- Sped up to make it through traffic lights or drove through red lights.
- Something else _____.





4. Was it easy to follow safety rules? Could you...

- Cross at crosswalks or where you could see and been seen by drivers?
- Stop and look left, right and then left again before crossing streets?
- Walk on sidewalks or shoulder facing traffic where there were no sidewalks?
- Cross with the light?
- Cross where there was a stop sign?
- Other: _____

5. Was your walk pleasant?

- Yes
- Needed more grass, flowers or trees
- Scary dogs
- Scary people
- Not well lighted
- Dirty, lots of litter, trash with no garbage cans
- Bumpy pavement/asphalt
- Dirty, smelly air
- Other: _____

Review this list and give a brief description of the walk. Describe any improvements, safety standards, or other changes that may be needed. If nothing is needed, write that as well.





Lesson Plan: Walk and Be Safe!

Grade: 4



Specific Expectations:

Healthy Living: Identify people and community agencies that can assist with injury prevention, and emergency situations.

Writing: Introduce vocabulary from other subject areas into their writing.

Reading: Make judgements about what they read on the basis of evidence.

You will need: copies of the quiz and homework sheet assignments for each student.

Learning Strategies and Activities:

1. Have students complete the quiz, “*What Do You Know About Walking Safely?*” on the next page.
2. Review with students the list of community resources and go over the 4 key messages about walking provided within this kit. Brainstorm with students about the other agencies and people in their community that could help them with walking safely and injury prevention. Write these answers on the blackboard.
3. Hand out writing journals and ask students to answer the following questions in their journal:
 - a) Is walking a safe activity? Why or why not?
 - b) Why do people walk?
 - c) List three community resources that you can get information from about Active and Safe Routes to School.
2. Hand out the homework assignment sheet and ask students to return it by the next week.

Note to Teachers:

Answers to the quiz on next page:

1) T 2) T 3) F 4) T 5) T 6) F 7) T 8) F 9) T 10) T





What Do You Know About Walking Safely?

Student Name: _____



Answer the following questions by circling T (True), F (False) or U (Unsure)

1. When you walk at night you should walk in a well-lit area. T or F or U
2. When crossing a crosswalk and the light is flashing you should always look both ways before crossing the street. T or F or U
3. Walking increases the risk of heart disease. T or F or U
4. Active and Safe Routes to School is a program in our school. T or F or U
5. It is unsafe to walk along a railroad track. T or F or U
6. Walking does not have the same health benefits as running. T or F or U
7. Walking to school everyday can help the environment. T or F or U
8. Between the ages of 12 to 19, girls are more active than boys. T or F or U
9. Walking is the most popular activity among Canadians. T or F or U
10. Walking is a great way to relieve stress. T or F or U





Homework Assignment: Walking is....

Describe briefly your thoughts on each one of these points. (i.e. Walking is healthy because it gives my heart muscle a workout and...) Try to be creative in your thinking.

<p>Walking is CLEAN...</p>	<p>Walking is SAFE...</p>
<p>Walking is FUN...</p>	<p>Walking is HEALTHY...</p>



Lesson Plan: Check it out

Grade: 5/6

Specific Expectations:

Healthy Living: Describe the short and long term effects of substances on the body.

Active Participation: Incorporate time management and organizational skills in the goal-setting process related to physical activity or personal fitness.

Visual Arts: Produce two-and three-dimensional works of art that communicate a range of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using a variety of familiar tools, materials, and techniques.

You will need: Drinking straws, copies of worksheets for each student

Learning Strategies and Activities:

1. On the board write down three headings: “males”, “females”, and “total”. Ask students to indicate their estimates of what percentages of youth ages 12 to 19 in Canadian are physically active enough to gain health benefits. Record all estimates on the board. After several guesses write the following: Males 52%, Females 36%, Total 44% (2000/01 CCHS).
2. Ask students to sit up tall in their seats and breathe in slowly through the nose, windpipe, and lungs. Hold your breath while the oxygen moves into the blood. Exhale slowly through the mouth. Take the same trip back. How did you feel? Close your eyes, take a bigger breath and concentrate. What happens to your body as you breathe? What is the purpose of breathing?
3. Instruct students to take their pulse at the wrist or neck for 15 seconds and record it. Tell them to count how many breaths they took within 30 seconds and record it. Lead the students in a fast walk or jog on the spot for one minute. Repeat instructions for the pulse rate and breathing rate and record it again.
4. Question to the students: What did you notice? What two systems in the body are closely linked together? Why are they vital organs? Have the students record their answers in their ASRTS or health education journal.





5. Challenge students to suggest activities that can strengthen and benefit lung and heart health. Be careful to not let them solely focus on sports but other activities such as walking, cycling, yoga, Tai Chi, etc. Ask the students where these opportunities exist within the community and record it on chart paper.
6. Distribute straws to each student. Ask the students to place the straws in their mouths and repeat inhaling and exhaling slowly, breathing through their mouth only. Have them record their pulse and breathing rates again in their journals. Ask them to comment on the following question in their journal: “Was this activity easy or difficult and why?”
7. Indicate to students that the straw exercise is an example of restricted breathing. Some activities can result in this type of breathing for the rest of a person’s life. Have students suggest activities that could lead to restricted breathing and record them on the worksheet called My Precious Body.
8. Instruct students to develop a poster showing activities that could strengthen their heart and lungs. Refer to the poster rubric.
9. Provide students with the Activity worksheet and ask them to complete this sheet on a daily basis over the next 7 days and then return it back for assessment.



My Precious Body Worksheet



List activities below that could cause you to have restricted breathing. You are encouraged to search out your information on the Internet. Write a few sentences as to why and how you think this activity can cause restricted breathing. List references or websites where you found this information.

1.
2.
3.
4.



Activity Worksheet

Record your answers below in the activity worksheet each day for 7 days and return it by _____.

Date	Activity you participated in (walking, cycling, soccer, etc.)	Length of activity (15 mins. etc.)	Did you participate in this activity with anyone else? If so, please list if it was a family or friend and how many.	Record your heart rate immediately after you have finished your activity.



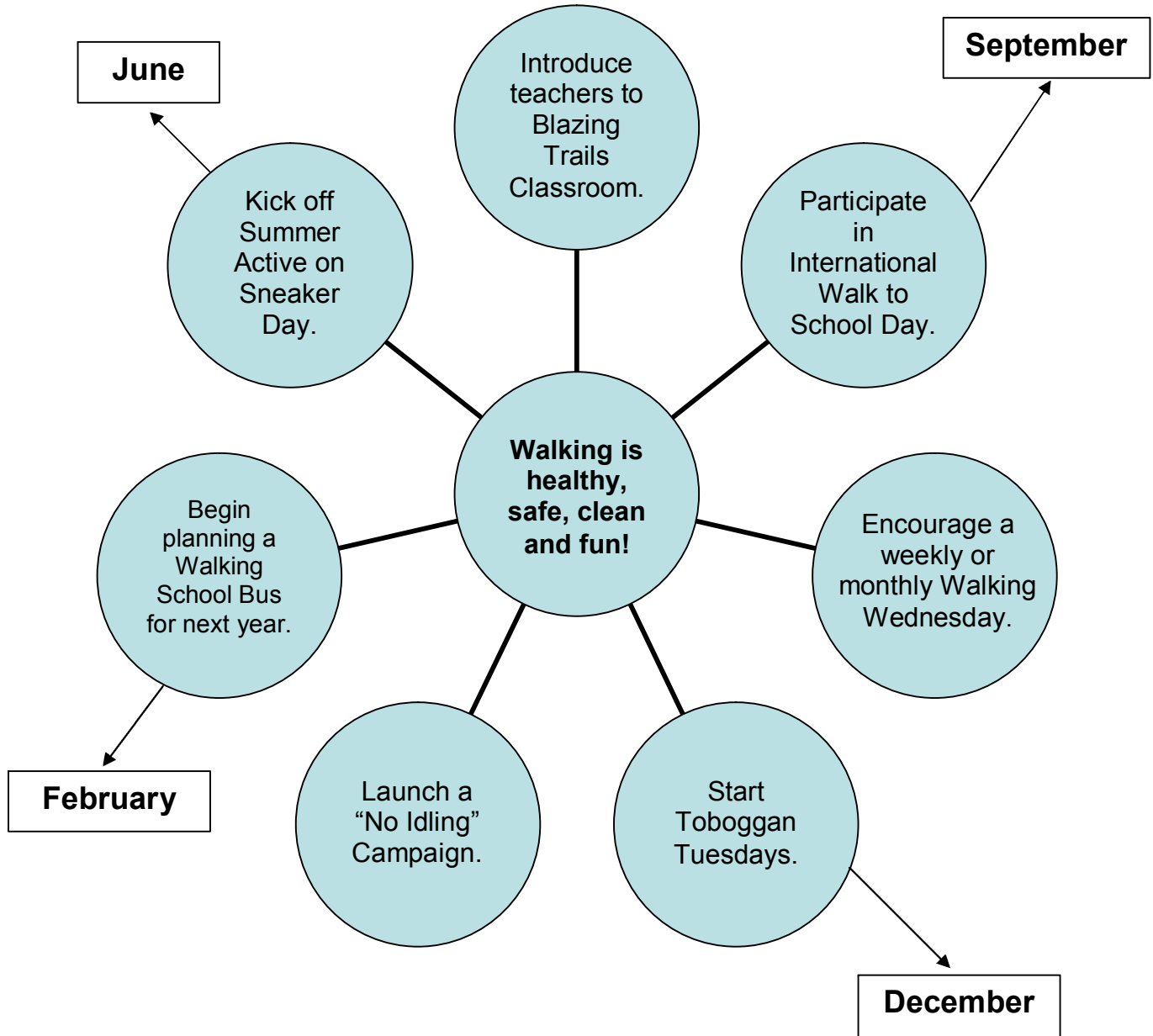
Poster Rubric

Name: _____

Criteria	Few (1)	Some (2)	Most (3)	Always (4)
Theme (clear, identifiable, unique)				
Organization (use of space and balance)				
Visual Approach (focal point, colour, use of words, and symbols)				
Content (major and minor points, extension of ideas)				
Respect for due date				
Comments and suggestions for improvement				

FINAL SCORE: _____

Active and Safe Routes to School





Together 4 Health: Partners for Healthy Living

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/>

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.saferoutesto/school.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





Together 4 Health: Partners for Healthy Living

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 579-1160
VP W.T. Townshend PS kathryn_haddock@wrdsb.on.ca
Administrative Consultation

Christine Koehler 747-8629
City of Waterloo (Traffic Issues) ckoehler@city.waterloo.on.ca

Kathy Doherty-Masters 579-5212
WCDSB Kathy.doherty-masters@wcdsb.edu.on.ca
Healthy Active Living Coordinator

Wendy Dobson-Heinke 570-0003 ext 4555
WRDSB, Transportation planner wendy_dobson@wrdsb.on.ca

Shelley Bolden 883-2008 ext 5299
Together 4 Health bshelley@region.waterloo.on.ca

John Warkentin 519-873-4420
Ministry of Transportation john.warkentin@mto.gov.on.ca

Cst. Maury Sheppard/Bob Kennedy 653-7700
Waterloo Regional Police, Road safety

Ronald Schirm 741-2232
City of Kitchener (Traffic issues) ronald.schirm@city.kitchener.on.ca

Colleen Cooper 883-2008 ext 5324
ATTS Chair ccolleen@region.waterloo.on.ca
Region of Waterloo Public Health

Lori Strothard 745-8362 (Phone & Fax)
ASRTS Coordinator strothjkl@sympatico.ca

Chris Smith 570-0003 ext 4461
WRDSB, Transportation planning chris_smith@wrdsb.on.ca

Jessica Kwik 888-4650
One Tonne Challenge Coordinator Jessica@pirg.uwaterloo.ca





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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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Together 4 Health: Partners for Healthy Living

