



Active & Safe

ROUTES TO SCHOOL

TOWN OF AJAX MANUAL

Get **Ajax** Moving



join the *movement*

Town of
Ajax
By the Lake



IT'S COOL TO WALK AND ROLL TO SCHOOL!

The Town of Ajax Active and Safe Routes to School Manual is a resource for teachers, school administrators, parents and other volunteers who are interested in setting up an Active and Safe Routes to School program.

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1. INTRODUCTION

The trip to and from school provides students with an opportunity to be active and explore the outdoors. Every student that walks to school helps to eliminate another vehicle on Town roads, reducing the congestion and safety concerns outside our schools.

Currently, many Ajax students living in close proximity to their school are driven by their parents. Not only is this a missed opportunity for physical activity, but a number of studies suggest that walking to school helps to improve learning ability throughout the day. In a recent report by Active and Healthy Kids Canada, Canadian children were given a D- grade for overall activity levels.

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.¹ Children who use

Active Transportation modes to get to and from school can accumulate up to 45 minutes of moderate to vigorous-intensity physical activity compared to students who get to school by car or bus. Student who walk or bike to and from school are also likely more active on the whole.²

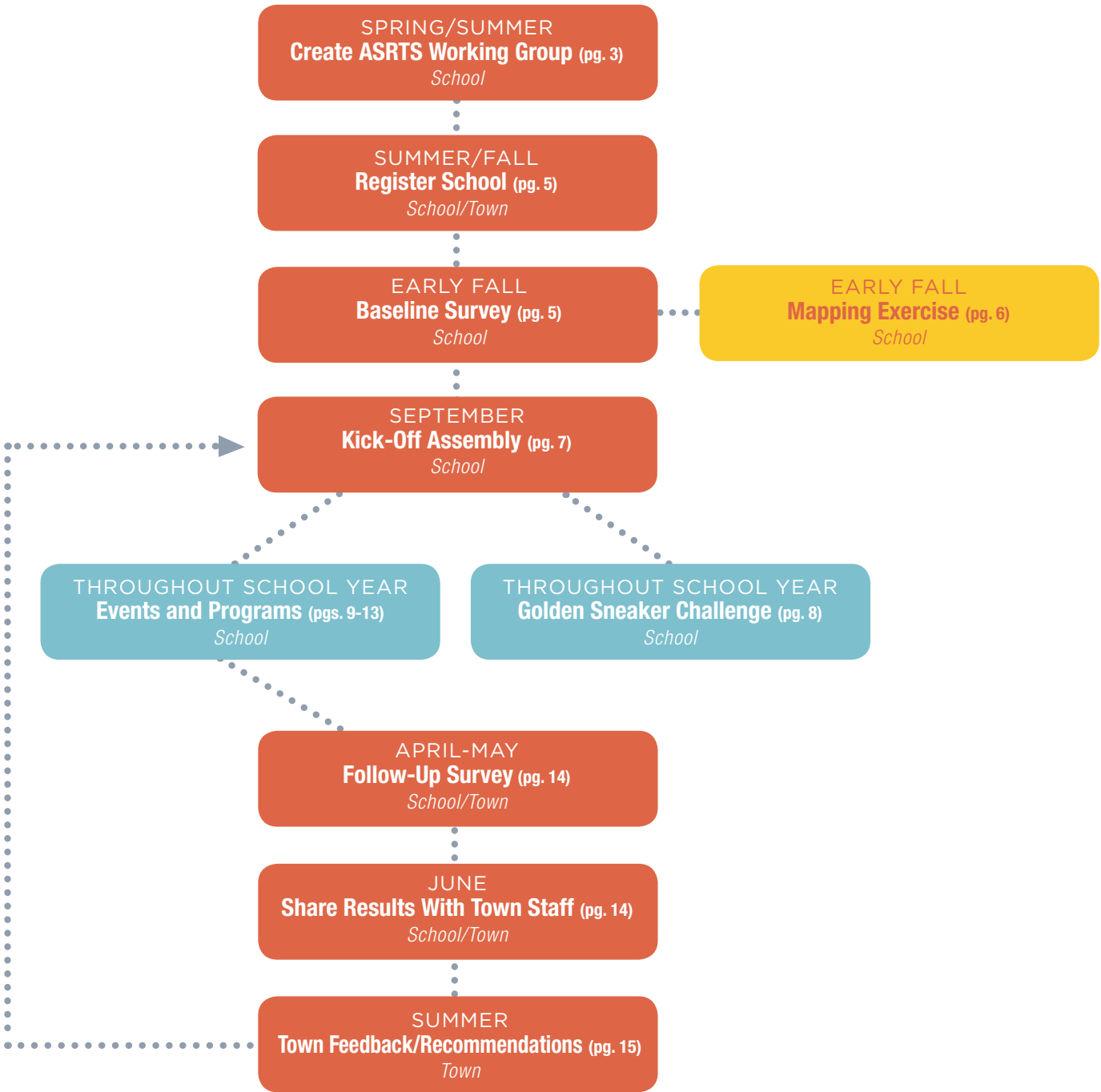
Facilitated by Green Communities Canada, the Active and Safe Routes to School Program provides opportunities for school staff to promote and encourage active travel among students, teach important safety tips they can use on their daily trips and have fun while participating.

The program outlined in this manual can be adapted to fit the specific needs of your school. **Activities can be added or removed at the discretion of School Staff and participating parents.** Schools are encouraged to be as creative as possible when establishing their program.

1. Stone MR, Mammen G, Faulkner G. Canadian School Travel Planning Intervention Results, 2010-12
2. Active Healthy Kids Canada Report Card, 2013



2. ACTIVE AND SAFE ROUTES TO SCHOOL PROGRAM PROCESS OVERVIEW



3. CREATING A WORKING GROUP

For the program to be successful, each school should establish a working group that will take clear responsibility for tasks associated with it. Ideally a staff member at the school would take on the role of program facilitator. Parent

councils, particularly Health Action Teams, can assist the program facilitator with events and activities. Older students or student ambassadors can also help ensure that program runs smoothly. Town Staff and Durham Regional Police Officers can be brought in when appropriate to assist the working group with activities. *The table below outlines some of the major responsibilities of each group at the school.*

RESPONSIBILITIES	
School principal or designated project lead	<ul style="list-style-type: none">• Participate on the School Travel Planning (STP)• Help with relevant aspects of data collection (e.g. distribution of surveys, reminders about deadlines, submission of finished surveys to Town Staff, communicating to parents)• Contribute ideas for the Action Plan• Champion Action Plan initiatives• Review the Action Plan• Communicate STP updates in school newsletters and websites• Communicate with Town Staff
Parent Council Executive or Parent representative(s)	<ul style="list-style-type: none">• Participate in School's STP Committee meetings• Help conduct the Traffic Count if one takes place• Contribute ideas for the Action Plan• Champion Action Plan initiatives• Organize and help to facilitate Action Plan initiatives• Provide STP updates for school newsletters and websites
Other school staff	<ul style="list-style-type: none">• Data collection (e.g. administer the Classroom Survey)• Link the program to curriculum, i.e. through math, geography, art, drama, writing, etc.• Distribute STP resources and communications• Educate on safety, health and wellness and active travel benefits• Strategic programs with students, involving art and healthy activity
Students	<ul style="list-style-type: none">• Graphically portray classroom survey data• Partake in a Traffic Observation• Develop and implement action items (e.g. lead Walking School Buses, organize active travel promotion and events)• Older students may participate on the School's STP Committee



Southwood Park P.S. Bike Rally - May, 2014



Southwood Park P.S. Bike Rally - May, 2014

4. REGISTER YOUR SCHOOL

All schools wishing to participate in the Active and Safe Routes to School Program must register with the Town and be registered through Green Communities Canada. All you need to do is contact the Town's Transportation Demand Management Coordinator who will complete the registration on your behalf.

Any new school built in the Town of Ajax will be required to participate in this program and provide Town Staff with statistics to show **mode share**³ numbers and how they change throughout the school year. Town Staff use this data to track the number of pedestrians, specifically students using the sidewalk network on a daily basis and to inform Crossing Guard location selection.

5. BASELINE SURVEY

One of the most important steps in this program is the Baseline Survey. Before any programming starts at your school, the survey should be sent home to all parents to get an understanding of their travel habits and what informs

and influences their travel choices. Ideally this survey would go home within the first 2-3 weeks of school. Parents should be given one week to complete the surveys and return them to school administration.

The existing baseline survey is a comprehensive set of questions that asks how students get to school, why parents (or students) made that choice and what a walk to school from their home would look like. For a copy of the current Baseline Survey see **APPENDIX A**. A link to an online version of the same survey can also be created.

To obtain a copy of the Baseline Survey and to have an online survey link created, contact the Town's Transportation Demand Management Coordinator. Once the surveys are completed and returned to the school, please contact Town Staff who will come and pick up the surveys for data collection and analysis. Survey results and analysis will then be provided back to the school in a timely manner (the time frame will depend on the number of other schools also participating in this program).

3. Mode share is the percentage of travelers using a particular type of transportation



6. MAPPING EXERCISE

Often families are unaware that a number of their neighbours have children who attend the same school. Providing families with information about their neighbourhood may help to encourage more students to walk to school. Families may be able to make suitable arrangements to have their children walk to school together, either with adult supervision, or on their own if they are responsible and old enough.

A helpful activity is to create a map of the local neighbourhood that shows expected walking times to

the school. Students could then place small stickers on the street where they live. Over time the map becomes populated with many stickers and students are able to visually understand that there are other students in their neighbourhood as potential walking companions. The Figure below is a map created for Southwood Park Public School. If you wish to have a version of this map created, please contact Town Staff and provide them with the catchment area for the school. A full size example of this map can be seen in **APPENDIX B**.



7. KICK-OFF ASSEMBLY

One of the best ways to get students excited about the Active and Safe Routes to School Program is to host a kick-off assembly within the first month of school. This assembly will have two main functions:


- 1. To introduce the students to the Golden Sneaker Challenge; and**
- 2. To share some walking safety information with students at the beginning of the school year.**

This assembly is a great opportunity to show a safety video, discuss walking and cycling safety, encourage walking to school at the beginning of the school year, discuss the

health benefits of walking and some of the negative effects of being driven to school.

What you will need:

- School Staff member to lead the assembly
- Safety tips to share with students (The Police Officer assigned to the school is a great resource)
- Audio/Visual addition to make the assembly interesting and informative (a list of recommended resources can be found in APPENDIX C)



8. GOLDEN SNEAKER CHALLENGE

The Golden Sneaker Challenge is an example of an activity that runs through the school year. In this case, every Wednesday (Wednesdays can be referred to as “Walk and Wheel Wednesdays”) students would be encouraged to walk, cycle or take the school bus to get to and from school. Teachers would use the provided survey forms to conduct a hands-up survey in their classrooms to ask students what mode they used to get to school and how they will be getting home.

Students who walk, cycle, take the school bus, or carpool will earn 1 point for their classroom per trip (each student

has the ability to earn 2 points for their class each week). Teachers will use the provided survey sheets (see **APPENDIX D**) to track their class’s points each week. Completed survey sheets should be kept for analysis. These surveys would supplement the results of the baseline survey and provide insight into how students are travelling throughout the full school year and whether travel behaviours have changed.

Each week teachers will tally up their classroom’s total score and record it on a scoreboard that should be displayed in a visible location. **At the end of each month, score sheets should be collected by school administration and sent to the Town’s Transportation Demand Management Coordinator.**



What you will need:

- An old/recycled running shoe
- A trophy base
- A can of gold spray paint
- Super glue
- Golden Sneaker survey sheets
- Golden Sneaker scoreboard

An illustration of a parent walking a child to school. The parent is wearing a blue shirt and the child is wearing a yellow shirt and blue pants.

A template for a Golden Sneaker Scoreboard. It is a blue grid with columns for Class, Score, Class, and Score. The title is 'GOLDEN SNEAKER SCOREBOARD' and the date is 'September - Week 1'.



9. INTERNATIONAL WALK TO SCHOOL DAY

Typically, the first Wednesday in October is International Walk to School Day. Students around the world are encouraged to walk to school even if they normally get to school using another mode of travel. Out of area students who are normally driven to school can be dropped off a block or two away and walk the rest of the trip. Schools are encouraged to be creative with how they choose to mark this occasion.

Some ideas for events include:

1. Creating posters to walk with before Walk to School Day;
2. A school wide celebration with games and prizes in the morning before school; or
3. Creating a Walk and Wheel Wall with paper sneakers and wheels.

Prior to Walk to School Day, a letter should be sent home to parents informing them of the special day and asking for their participation. If your school has access to a SynerVoice

system, it can also be used to leave messages for parents and guardians.

During the morning announcements, School Staff should mention that students around the world are participating in Walk to School Day in an effort to make students healthier. They are a part of a much larger activity than just the students at their school and should be proud if they walked to school on this day.

Teachers can celebrate International Walk to School Day in their classrooms in other ways. Parent committees or School Staff can host an activity or event that the entire school can participate in.

If budget permits, stickers or other small prizes can be given out to students who walk to school.

What you will need:

This is dependent on the type of the event/activity that you choose to run

An illustration of a person walking. The person is wearing a blue shirt and green pants.

10. POSTER CHALLENGE

A poster challenge is a great way to incorporate teamwork and other key skills with safety information creatively. Ideally teachers would be provided with specific safety tips that students should be aware of. Examples of safety tips that are good for students to draw include:

- 1. **Wear bright colours to be more visible;**
- 2. **Walk in a group or with an adult;**
- 3. **Obey the crossing guards;**
- 4. **Stop, look and listen before crossing the street;**
- 5. **Wait for the school bus in a safe place;**
- 6. **Don't get distracted by cell phones or music when you are walking; and**
- 7. **Dress warm during the winter months.**

This can be an individual activity or completed in small groups. The activity can also be geared to the time of year, for example in the winter months the tips could centre on what to wear to prepare for walking in cold weather.

- White poster boards
 - Small prizes for the winning students/groups (shoe laces, pencils, reflectors, etc.)
- *Students can use their own art supplies to complete their poster*

What you will need:

- White poster boards
- Small prizes for the winning students/groups (shoe laces, pencils, reflectors, etc.)

**Students can use their own art supplies to complete their poster*



11. ACTIVE AMAZING RACE

Students can spend some time exploring different locations around your school, with a specific focus on spaces where they are or can be active. An activity like this is also a great opportunity to incorporate lessons around teamwork, trust and other elements of curriculum. An example of an Amazing Race activity for Southwood Park Public School can be found in **APPENDIX E**.



12. WINTER WALK DAY

The first Wednesday in February is typically Winter Walk Day. Students are once again encouraged to walk to school. It is important that students dress appropriately for the weather, but the point of this activity is to prove to both parents and students that walking can be just as enjoyable in the winter when they are prepared for the conditions.

How a school participates in this day is up to School Staff and parent committees. A winter festival can be created outside the school, games and winter related activities can be played. A school-wide walk around the property can also be organized and is a great way to include all students in the day's activities.

Your school may want to host a Winter Walking Safety Assembly prior to Winter Walk Day. Important topics to be discussed would include:

- 1. **Dress appropriately for the weather (jacket, snow pants, hat, gloves, scarf and boots);**
- 2. **Be careful walking in the winter as the sidewalks can be slippery;**
- 3. **Make sure all cars are able to come to a complete stop before you cross the street;**
- 4. **If you have a hard time seeing traffic from behind a snow bank, walk to a place with better visibility;**



- 5. **Wear bright coloured clothing so that you are easier to see; and**
- 6. **It gets darker much earlier, so be sure that you are visible to drivers. Put a reflector on your backpack or jacket.**

13. SPRING INTO SPRING

When Spring comes around, it is an excellent time to remind students about the importance of being active and how they can get close to their daily requirement of physical activity by walking to and from school. A recommended activity for this time of the year is to “plant” a travel tree.

Students at the school are each given a leaf with a colour corresponding with the way they travelled to school on that particular day.

- **Students who walk or cycle get a dark green leaf**
- **Students who take the bus or carpool get a light green leaf**
- **Students who are driven get a beige or light brown leaf**

Students are encouraged to decorate their leaf and write their name on it. Brown paper should then be used to create tree trunks and branches that will be filled with the leaves, thus creating a travel tree.



14. BIKE TO SCHOOL DAY

Generally, the last Wednesday in May is Bike to School Day to coincide with Bike to Work Day. Bike to School Day builds on the success and popularity of International Walk to School Day by promoting cycling as a means to get students to school actively. Similar to International Walk to School Day, the type of event used to mark this day is up to School Staff and parent committees. Sections 15 and 16 of this manual provide two ideas that may be valuable to your school community.



Courtesy of Katie Wittmann, Green Communities Canada

15. CYCLING SAFETY ASSEMBLY

As the weather gets warmer and students begin to use their bikes around their neighbourhoods, it is important to instill some bicycle safety information. This assembly is a good opportunity to teach students the appropriate locations to ride, the important equipment they require (helmets, reflectors, lights, etc.), and key rules and etiquette that they should be aware of when cycling.

If there is a staff member at the school who is an avid cyclist or who is familiar with cycling rules, they could be asked to lead this assembly. If members of School Staff are not familiar with cycling safety or do not feel comfortable conducting this assembly, please contact the Transportation Demand Management Coordinator who can also assist in identifying a speaker for the assembly. You may also wish to ask a member of Durham Regional Police Services to speak at the assembly.

16. BIKE RALLY (OR ANOTHER LARGE AFTER SCHOOL, FAMILY EVENT)

The purpose of this event is to get families involved in the program. A bike rally is a great opportunity to bring your school community together while teaching students, and possibly their parents, information about safe cycling. It is important to choose a safe route for the bike rally. For assistance with route choices you can contact the Town's Transportation Demand Management Coordinator.



Southwood Park P.S. Bike Rally - May, 2014



17. GOLDEN SNEAKER INCENTIVE ACTIVITY

In order to maintain excitement surrounding the Golden Sneaker Challenge for the duration of the school year, an end of year incentive should be promised to the classroom that receives the most total points over the full school year. This incentive does not have to be large but could include travelling to the local community centre for an afternoon of games and sports.

It may be preferable to have a monthly incentive for students to maintain momentum as opposed to one final prize. These incentives could include a pizza lunch for the winning class, some additional gym equipment that students can use at recess, or any other small prize that excites the students.

What you will need:

- Tabulation of total points earned by each classroom throughout the year
- A location to take the winning class to be active as a part of the prize
- School Bus to transport students to the location (unless there is a Community Centre within walking distance)
- Contact the Town to reserve specific locations



18. WALKING SCHOOL BUS

Walking School Buses bring together students who live in close proximity and encourages them to walk to school together. Walking School Buses follow designated routes and leave at a specific time in order for students to arrive at school in time for classes to start. Please contact the Durham District School Board and Durham Catholic District School Board, to determine if any liability issues surround the formal establishment this initiative. Please check with your respective school board before arranging a Walking School Bus.

Whenever possible, schools should promote parents coming together to form similar walking groups. Parents should be made aware of other students living on their street or in their neighbourhood that would also like to walk to school. Parents can take turns leading the group or one parent could take turns assuming that role each week. Walking in a group is a great way to address concerns some parents may have regarding walking to school.



Courtesy of Katie Wittmann, Green Communities Canada



19. CURRICULUM LINKS

The Active and Safe Routes to School program includes some great curriculum links that teachers can use to incorporate the messaging of Active and Safe Routes to School into their regular lessons. For the tables of curriculum links see **APPENDIX F**.



20. CLASSROOM ACTIVITIES

Active Transportation can be incorporated into regular lessons in many different ways. One of the most interesting activities that some of the older students might enjoy is a traffic count during drop-off and/or pick-up times.

In this activity, groups of students would be stationed at different locations around the school and would be responsible for counting the different modes of transportation. They count pedestrians, cyclists, cars, trucks and buses. Active and Safe Routes to School then provides teachers with data to convert the number of vehicles into an amount of emissions produced by school travel. Students are able to relate the types of travel behaviour with its associated environmental impacts.

There are template pages already created for this activity (see **APPENDIX G**). Copies can be obtained by contacting

the Town's Active Transportation Coordinator or through the Active and Safe Routes to School website at **www.saferoutestoschool.ca**.

Teachers are encouraged to be as creative as possible when incorporating the messaging of Active and Safe Routes to School into their regular lesson plans. Weekly survey results can be used in math lessons, the importance of being active can be incorporated in gym, etc.

21. FOLLOW-UP SURVEY

At the end of the school year it is important to quantify the impact this program has on school travel patterns. The follow-up survey template has already been created (see **APPENDIX H**) by Active and Safe Routes to School and should be sent home to all parents in June. Parents should be given a week to complete and return the surveys to school administration.

As with the Baseline Survey, an online version of the survey can be created. In order to have this link set up, please contact the Town's Active Transportation Coordinator. The Follow-Up Survey will be used as the baseline survey for the following school year. Data will be collected and analyzed by Town Staff similar to the Baseline Survey.

What you will need:

- Paper copies of the survey to be sent home to parents
- An online version of the survey created
- Contact Town Staff to ensure that they will complete the data collection

22. SHARE RESULTS WITH TOWN STAFF/ DESIGNATION PROCESS

At the end of each school year, registered schools are expected to share the results of their Active and Safe Routes to School program with Town Staff. This short document should outline some of the activities undertaken through the year and what impacts they had on the travel habits of students. The data collected through the Golden Sneaker Challenge Surveys and from the Baseline surveys should be presented.⁴ Any other information that the school wishes to share about special activities or programs implemented is also welcome. This report is a great opportunity for schools to provide recommendations for ways in which the Town can contribute to improving travel patterns to and from the school. Town Staff will review these recommendations to help determine the appropriate next steps.

Over the summer months, Town Staff will evaluate the reports from all registered Ajax schools and award each school with an Active and Safe Routes to School designations for their efforts. Mode share, progress throughout the school year and creativity will all be taken into account in the designation process. More details about this process will be provided to each school when appropriate.

Schools will receive Platinum, Gold, Silver, Bronze or Honourable Mention designations and a certificate to commemorate their status. Schools will also be recognized on the Town's website for their efforts.

4. Follow-Up Survey data will likely not be analyzed and returned to school staff in time to be included in this document. Town Staff will review the results from the Follow-Up Survey in conjunction with the submission.

23. TEACHER RESOURCE BINDER

This program relies heavily on the participation of School Staff. Each teacher will be responsible for ensuring that time

is allotted for participation in activities and that the surveys are being completed every Wednesday. One of the easiest ways to ensure that School Staff have everything they need to participate in the program is to create a resource binder for each classroom. For an example of suggested contents of a Teacher Resource Binder see **APPENDIX I**.

What you will need:

- One inch binder per classroom
- A set of dividers per binder
- Print-outs of important documents for the program including:
 - ASRTS Introduction for teachers
 - Walking Wednesday survey instructions and sheets
 - A list of important dates and events Curriculum links
 - Instructions for school activities (ex. Poster Challenge)
 - Helpful links and contact information
- Safety brochures from the Town (these can be obtained by request)

24. PLANNING WORKSHEET

In the appendix of this document you will find an Active and Safe Routes to School planning worksheet that can be a useful tool in tracking the events throughout the school year and who is responsible for what aspects of each activity.

This tracking sheet can be used by School Staff and parent committees to build a workplan but will also be a useful tool to ensure that the Active and Safe Routes to School Program can be maintained from year to year as parent Councils transition. For this tracking sheet see **APPENDIX J**.



25. CONCLUSION

School travel is an important part of any child’s education. The trips to and from school each day are learning opportunities for children and parents. Teaching children sustainable habits at a young age can educate a generation on the importance of being active, getting to know your neighbours, being aware of your community and relying less on automobiles. Once students are old enough, the walk to school can provide a time for independent learning

and sharing time with friends. Students gain a sense of responsibility and feel trusted by their parents to travel to school on their own, or with friends.

This Active and Safe Routes to School Program is meant to educate students on the importance of walking to school and how to appropriately and safely navigate their trip. The program also shows parents that the walk to and from school may not be as far or as difficult for their children as they perceive it to be.



APPENDIX

- A. ACTIVE AND SAFE ROUTES TO SCHOOL BASELINE SURVEY
- B. EXAMPLE OF WALKING DISTANCE/TIME MAP
- C. VIDEO/VISUAL CONTENT FOR ASSEMBLIES
- D. CLASSROOM SURVEY SHEETS
- E. ACTIVE AMAZING RACE EXAMPLE
- F. CURRICULUM LINKS FOR TEACHERS
- G. TRAFFIC COUNT WORKSHEET
- H. ACTIVE AND SAFE ROUTES TO SCHOOL FOLLOW-UP SURVEY
- I. TEACHER RESOURCE BINDER CONTENTS
- J. PLANNING WORKSHEET



APPENDIX A: ACTIVE AND SAFE ROUTES
TO SCHOOL BASELINE SURVEY

SCHOOL TRAVEL PLANNING – BASELINE FAMILY SURVEY

Edit as necessary and print on school's letterhead

<Insert Date>

Dear Parent:

<School Name> is taking part in a School Travel Planning project that will help more students walk, cycle or otherwise use active transportation for the school journey wherever possible.

The benefits of more students making the school journey on foot include:

- Increased safety
- Improved health
- Arriving alert and ready to learn
- Less stress, greater happiness
- Less pollution
- Reduced traffic congestion at and around the school

Through School Travel Planning, concerned parents, teachers and I will work with municipal, school district and public health officials to deal with the issues that stop our students from using active transportation.

Every single family's input is important to the success of this project. When we know what school travel choices you're making and why you're making them, we can create a travel plan that considers the needs of all our students. Please take 8 to 10 minutes with your eldest child who attends this school to complete the <survey online at link and the attached map OR the attached survey and return it by date>.

If you have any questions about the survey or the School Travel Planning project, please contact: <Facilitator Name> at <Email or Phone>.

Thank you,

<Principal Name>

To protect your privacy this survey does not require you to provide your name. Any mapping information will be used to identify obstacles along main routes. All information will be kept strictly confidential.



<Insert School Name>

Please include the date (month/day/year) that you filled this survey out (e.g. October/1/2012): _____ / ____ / _____

Please answer the questions thinking about your *eldest* child attending this school. If more than one child brings a survey home, please **complete one only**.

1a. How does your child *usually* get to and from school? (Choose **one** in each column. If he/she uses two: E.g. walking and bus, choose the one he/she spends the most **time** doing.)

	TO school from home	FROM school to home or after-school program
Walk	<input type="checkbox"/>	<input type="checkbox"/>
Walk part-way (at least one entire block)	<input type="checkbox"/>	<input type="checkbox"/>
Bicycle	<input type="checkbox"/>	<input type="checkbox"/>
School bus	<input type="checkbox"/>	<input type="checkbox"/>
Public transit (bus, subway, streetcar)	<input type="checkbox"/>	<input type="checkbox"/>
Carpool (2 or more families)	<input type="checkbox"/>	<input type="checkbox"/>
Car (just your family)	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>
If Other (explain) _____		

1b. If your child takes the school bus or public transit, how many minutes does he/she walk each day (i.e. to get to and from the stop)?

Number of minutes: _____

1c. Was the travel FROM school to an after-school program?

☐ Yes ☐ No

2a. Do you usually accompany your child to school?

☐ Yes ☐ No

2b. If yes, how do you usually feel on the trip to school? (Please circle **one** word).

Relaxed Rushed Happy Frustrated Other (please describe) _____

3a. What is the age and sex of the child you are answering this survey for?

Age: _____ Sex: ☐ Boy ☐ Girl

3b. How many of your children go to this school? _____

4. How far away from the school do you live? If you are not sure, check Google Maps (maps.google.ca)

If you are unfamiliar with Google Maps, instructions can be found at: bit.ly/gmaps_instructions

☐ Less than 0.5 km ☐ 0.51 to 1.59 km ☐ 1.6 to 3 km ☐ Over 3 km

MAPPING EXERCISE: FOR PARENTS & STUDENTS TO ANSWER AS A FAMILY

5a. Please complete the following map. If you usually drive your child to school, mark the route that you/your child would take **if walking** (or biking), **not** the route that you drive to school. **If possible, please complete the map while walking with your child to school.** Identify any locations that are of concern to you with a number (e.g. 1, 2, 3) and describe these in the table below.

INSERT MAP HERE

5b. Describe any areas of concern in this table.

Location (e.g. nearest intersection) <i>E.g. on ____ Rd. near ____ St.</i>	What do you think is unsafe in this area? <i>E.g. Cars turn right without looking for pedestrians.</i>
1.	
2.	
3.	



6. Our neighbourhood is safe for children to walk to and from school *(Please circle one answer).*

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

If your child is usually driven to or from school, please complete questions 7-9. If not, please skip to question 10.

7. What are the main reasons your child is **usually** driven to/from school? *(Choose up to three).*

- ☐ Distance from home too far
- ☐ Convenience/time pressures
- ☐ Traffic danger
- ☐ Personal safety issues (e.g. bullying, stranger danger, etc.)
- ☐ I'm on my way somewhere else (e.g. to work)
- ☐ Weather
- ☐ Other (explain) _____

8. I would allow my child to **walk** to school if... *(Choose up to three).*

- ☐ He or she did not walk alone
- ☐ There was a safer or improved walking route
- ☐ There were reduced traffic dangers
- ☐ He or she were older
- ☐ He or she did not live so far from school
- ☐ Other (explain) _____

9. I would allow my child to **cycle** to school if... *(Choose up to three).*

- ☐ He or she did not cycle alone
- ☐ There was a safer or improved cycling route
- ☐ There were reduced traffic dangers
- ☐ He or she were older
- ☐ He or she did not live so far from school
- ☐ He or she received bicycle safety training
- ☐ He or she could lock the bicycle in a safe place
- ☐ Other (explain) _____

EVERYONE CONTINUE AT QUESTION 10

10. The next question is for the **ELDEST** child at this school. Please ask your child the following question: What feeling do you have most of the time when you are travelling to school and from school? *Please only circle one word in each column.*

a) Trip TO school:	b) Trip FROM school:
Relaxed	Relaxed
Rushed	Rushed
Happy	Happy
Tired	Tired

11. Please share any further comments about your child's journey to and from school.

12. Do you support ongoing School Travel Planning efforts to make the school area safer, healthier and better connected to the community, by focusing on ways to reduce the number of children travelling to and from school by car?

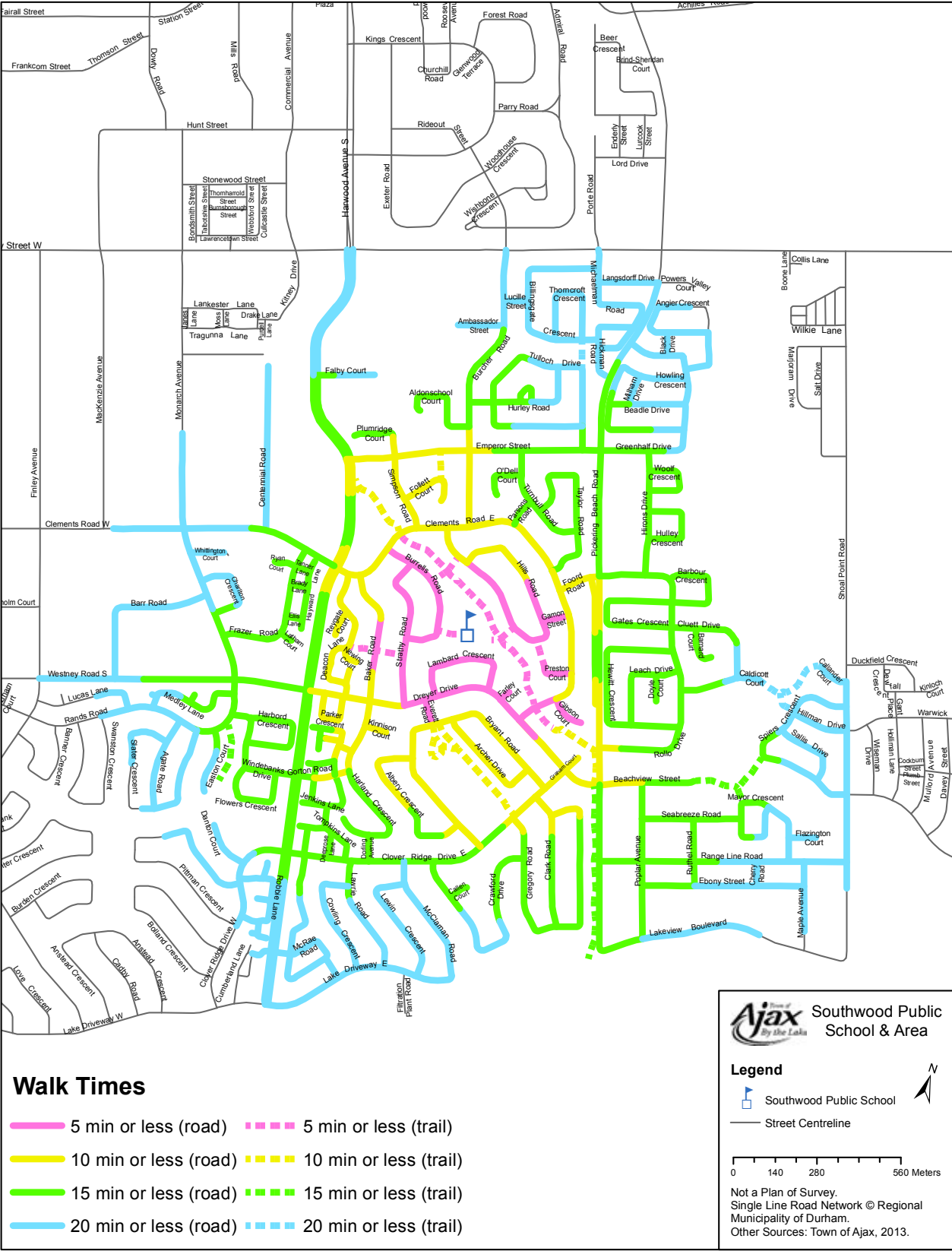
☐ YES ☐ NO

13. If you would like to help with School Travel Planning efforts at your school (for example on the School Travel Planning Committee or helping put STP plan ideas into action), please contact [<Insert school committee member or STP Facilitator contact info>](#) or provide your name, telephone number and email below:

THANK YOU FOR YOUR TIME. PLEASE HAVE THIS SURVEY COMPLETED **ONLINE** OR **RETURNED TO SCHOOL** BY [<Insert deadline>](#).



APPENDIX B: EXAMPLE OF WALKING
DISTANCE/TIME MAP



Note: Map supplied by Town of Ajax. Contact Town of Ajax staff for all ASRTS mapping requirements.



APPENDIX C: VIDEO/VISUAL CONTENT FOR ASSEMBLIES

KEY LINKS

www.pedbikeinfo.org/pedsaferjourney/

www.ajax.ca/ata

[www.youtube.com “durhampolice1” channel](http://www.youtube.com/durhampolice1)

www.saferoutestoschool.ca/media

www.saferoutestoschool.ca/blog/video-im-gonna-walk





School Travel Planning Classroom Survey

<Insert School Name>

Please complete this survey, using hands-up, for the week of:

Grade: _____ Room/Class #: _____ # Students: _____

Teacher: _____ Dates: Mon. _____ to Fri. _____

APPENDIX D: CLASSROOM SURVEY SHEETS

Ask students: “How did you travel to school this morning?”

	Weather	Walked	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other?	Total
MM/DD	Example: Rainy/6C									
MM/DD										
MM/DD										
MM/DD										
MM/DD										
Total										
Daily Avg=Total/5										

*Walked at least one entire block.

Ask students: “How will you travel from school today?”

	Weather	Walked	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other?	Total
MM/DD	Example: Sunny/25C									
MM/DD										
MM/DD										
MM/DD										
MM/DD										
Total										
Daily Avg=Total/5										

*Walked at least one entire block.



APPENDIX E: ACTIVE AMAZING RACE EXAMPLE

SOUTHWOOD PARK P.S. – JANUARY SCAVENGER HUNT*

**This event took place at Southwood Park P.S. in January 2014*

Outdoor:

Library

Do you need information about how to walk or bike safely?
This room full of books has resources that will help you greatly.

Water bottle Refill Fountain

*You've found the library where all the books are kept,
Walk along the tape line on the floor, but watch your step.*
If you are planning to walk or bike you should always
drink some water,
At this location you can fill up your reusable bottle.

Golden Sneaker Scoreboards

*Find a partner and one of you close your eyes,
Direct your partner to the next clue with just words.
The destination is a surprise.*
Every Wednesday these boards are filled in,
At the end of the month only one class will win.

Gym

*Your next destination is very close by,
Jog on the spot for 60 seconds to get your heart rate up high.*
This is the best place to be active inside,
It's the big space where all your sports knowledge is applied.

Greenbelt Trail

*You're in the gym so let's keep those hearts racing,
Everyone do 25 jumping jacks before moving onto the next station.*
Behind the school is a great nature trail,
There you will find some tennis balls and a pail.

Portables

*Split into teams of no more than four,
Toss a tennis ball around but don't let it hit the floor.*
When there are lots of students at school some classrooms
are in the schoolyard,
Outside of these rooms is where you will find the next card.

Soccer Posts

*It's time to run just a little bit more,
Jog 3 laps around the portables, or maybe 4.*
Running back and forth trying to score a goal,
It doesn't count if it hits the pole.

Kindergarten Play Area

*Snow: Time to have some fun with the snow on the ground,
Build a snowman with your classmates, make sure that it's round.*
*No Snow: The cones are set up for you to run through with the ball,
Run the ball back to your friends at the end, be careful not to fall.*
This spot is where the youngest students play,
Make sure to keep the gate closed so they don't run away.

Bus Loop

*At the back of the school there are nets for basketball,
Make a basket 15 steps from the pole.*
Students who live far come to school using this mode,
They are dropped off here instead of on the road.

Crosswalk

If you walk to school, you will get help here from a guard,
Find the bright yellow sign and you will find the next card.

Office (room outside the office)

You've reached the end of this little hunt,
Each class gets a certificate from the office in the front.



APPENDIX F: CURRICULUM LINKS
FOR TEACHERS

ACTIVE & SAFE ROUTES TO SCHOOL PROGRAM

There are many opportunities for involvement of students through classroom activities that link to the new Ontario Curriculum. As well, other school related groups and users can be engaged in the program, e.g. Environmental Clubs, English as a Second Language (ESL) students, After School Programs, etc. There are also opportunities to network with other schools – both in Canada and abroad.

The following document highlights areas where the Active & Safe Routes to School Program may be linked to *The Ontario Curriculum, Grades 1-8, 1998*. We have indicated below where a potential fit exists by grade, curriculum area, strand and associated expectations:

CURRICULUM	STRAND & SPECIFIC EXPECTATIONS
MATHEMATICS Grade 1	Data Management and Probability <ul style="list-style-type: none">Collect, organize and describe data using concrete materials and drawings.
Grade 2	<ul style="list-style-type: none">Create and interpret displays of data using concrete materials.
Grades 2, 3, 4	<ul style="list-style-type: none">Interpret displays of information, present the information, and discuss using mathematical language.
Grade 6	<ul style="list-style-type: none">Interpret displays of information, present the information, and discuss using mathematical language.Evaluate the data and make conclusions.
Grades 7, 8	<ul style="list-style-type: none">Collect, organize and analyze data.Interpret displays of information, present the information, and discuss using mathematical language.Evaluate data and make conclusions.Use and apply a knowledge of probability (e.g. what is the likelihood people will walk to school on any given day, on designated Walk to School Days?).
Active & Safe Routes To School Links	<ul style="list-style-type: none">Students can do a traffic study around their school.Calculating the percentage of students who participate in Walking Wednesday programs, including # of driven or bussed students etc., analyzing the results at the individual class and school level compared to other school days.Cost analysis of walking versus driving to school.



CURRICULUM	STRAND & SPECIFIC EXPECTATIONS
SCIENCE & TECHNOLOGY Grade 1	Characteristics and Needs of Living Things <ul style="list-style-type: none">Identify ways in which individuals can maintain a healthy environment for themselves and for other living things (e.g. practice cleanliness to reduce the spread of germs). Energy in Our Lives <ul style="list-style-type: none">Describe the different forms of energy used in a variety of everyday devices (e.g. coiled springs in wind-up toys, wood in fireplaces).Describe different uses of energy at home, at school, and in the community, and suggest ways in which energy can be conserved.Identify everyday devices that are controlled manually (e.g. a cassette recorder, lights).Identify devices they use that consume energy (e.g. lights, computers) and list things they can do to reduce energy consumption (e.g. turn lights out when leaving a room).Select one of the most common forms of energy used every day and predict the effect on their lives if it were no longer available. Daily and Seasonal Cycles <ul style="list-style-type: none">Identify outdoor human activities that are based on the seasons (e.g. swimming, gardening, skating) and examine some of the solutions humans have found to make it possible to engage in these activities out of season (e.g. community and sports centres make it possible to swim and skate in any season; greenhouses make it possible to garden in any season).Identify characteristics of clothing worn in different seasons and make appropriate decisions about clothing for different environmental conditions.Describe changes in the characteristics and behaviour of living things that occur on a daily basis (e.g. their own daily routines at school and at home, the behaviour of nocturnal animals, changes in certain plants and flowers).Describe changes in the characteristics, behaviour, and location of living things that occur in seasonal cycles (e.g. trees shed their leaves, birds migrate).Describe ways in which humans modify their behaviour to adapt to changes in temperature and sunlight during the day (e.g. they put on extra clothing when it gets colder, they wear sunglasses).
Grade 2	Air and Water in the Environment <ul style="list-style-type: none">Describe ways in which clean air and water are vital for meeting the needs of humans and other living things.



Grade 5	Human Organ Systems <ul style="list-style-type: none">Describe the relationship between eating habits, weight, height, and metabolism.Explain the importance of daily physical activity; explain how the health of human beings is affected by environmental factors (e.g. smoking, smog, and pollen affect the respiratory system).Explain the benefits and disadvantages of using some technological innovations (e.g. headsets designed to protect ears from excessive noise are helpful, but headphones used to listen to music can cause hearing impairment). Conservation of Energy <ul style="list-style-type: none">Demonstrate an understanding of the importance of conservation of energy in relation to the wise use of renewable and non-renewable energy sources.Evaluate the reasons for conserving natural resources and identify possible ways of conserving energy. Energy and Control <ul style="list-style-type: none">Evaluate the reasons for conserving natural resources and identify possible ways of conserving energy. Weather <ul style="list-style-type: none">Examine how weather forecasts influence decisions concerning human activity and how humans have adapted to a variety of weather conditions.
Grade 7	Interactions within Ecosystems <ul style="list-style-type: none">Investigate the impact of the use of technology on the environment (e.g. the “greenhouse effect”; redirection of water flow for human needs; use of pesticides).Identify and explain economic, environmental and social factors that should be considered in the management and preservation of habitats (e.g. the need for recycling; the need for people to have employment).
Grade 8	Cells <ul style="list-style-type: none">Describe ways in which research about cells has brought about improvements in human health and nutrition (e.g. development of medicines, immunization procedures, and diets based on the needs of organs such as the heart).
Active & Safe Routes To School Links	<ul style="list-style-type: none">Impacts of cars on air quality and climate change. Investigations of the use of alternative fuels and alternative transportation. Impacts of roads on habitat destruction.Write about the change of seasons the students experience on their journey to school throughout the year.How to dress for walking to school in different kinds of weather.



CURRICULUM	STRAND & SPECIFIC EXPECTATIONS
HEALTH AND PHYSICAL ACTIVITY Grade 1	Healthy Living <ul style="list-style-type: none">Outline the potential safety risks in the home, school, and community (e.g. from fire or toys).Identify people who can provide personal safety assistance (e.g. block parents) and explain how to access them (e.g. by phoning 9-1-1).
Grade 2	Personal Safety and Injury Prevention <ul style="list-style-type: none">Identify safety rules to be followed in the home, school, and community (e.g. electrical safety, schoolyard rules, bus safety); and describe how to seek help.
Grade 3	<ul style="list-style-type: none">Describe the benefits of healthy food choices, physical activity, and healthy bodies.Explain relevant safety procedures (e.g. fire drills, railway-crossing and crosswalk procedures); use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community.
Grade 4	Personal Safety and Injury Prevention <ul style="list-style-type: none">Apply decision-making and problem- solving skills in addressing threats to personal safety (e.g. from abuse or physical fighting) and injury prevention (e.g. bicycle safety, road safety).Identify people (e.g. parents, guardians, neighbours, teachers) and community agencies (e.g. Kids' Help Phone) that can assist with injury prevention, emergency situations, and violence prevention.
Grade 5	Personal Safety and Injury Prevention <ul style="list-style-type: none">Apply strategies (e.g. anger management, assertiveness, conflict resolution) to deal with personal- safety and injury-prevention situations (e.g. swarming, threatening, harassment).
Grades 1-8	Active Participation <ul style="list-style-type: none">Participate on a regular basis in physical activities that maintain or improve physical fitness.
Active & Safe Routes To School Links	<ul style="list-style-type: none">Identify the safe routes to schoolTraffic safetyActive School's Award

CURRICULUM	STRAND & SPECIFIC EXPECTATIONS
ARTS Grades 1-5	Creative Work <ul style="list-style-type: none">Create short songs and instrumental pieces, using a variety of sound sources.
Grades 6-8	Creative Work <ul style="list-style-type: none">Sing and play instruments with expression and proper technique (e.g. with correct breathing or fingering).
Active & Safe Routes To School Links	<ul style="list-style-type: none">Performing songs to promote, or educate on importance of walking to school.Provide music to entertain during an event related to the Active & Safe Routes to School Program (e.g. Band or class plays for an event in the school yard).



CURRICULUM	STRAND & SPECIFIC EXPECTATIONS
LANGUAGE Grade 1	Writing <ul style="list-style-type: none">Communicate ideas (thoughts, feelings, and experiences) for specific purposes (e.g. write a letter to a friend describing a new pet); organize information so that the writing conveys a clear message (e.g. describe events in the proper sequence: <i>We went to see the dog. I liked him very much. We took him home on the bus.</i>)
Grade 2	<ul style="list-style-type: none">Communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g. write a paragraph describing a trip to the farm for classmates).
Grade 3	<ul style="list-style-type: none">Communicate ideas and information for specific purposes and to specific audiences (e.g. write a notice for the local newspaper advertising an upcoming school event).
Grade 4	<ul style="list-style-type: none">Communicate ideas and information for a variety of purposes and to specific audiences (e.g. write a brief research report on a class investigation for classmates); begin to write for more complex purposes e.g. to present and discuss their opinions and viewpoints, to pose questions, to record information).
Grade 5	<ul style="list-style-type: none">Communicate ideas and information for a variety of purposes and to specific audiences (e.g. write a brief research report on a class investigation for classmates); begin to write for more complex purposes (e.g. to present and discuss their opinions and viewpoints, to pose questions, to record information).
Grade 6	<ul style="list-style-type: none">Communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g. write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology).
Grade 7	<ul style="list-style-type: none">Communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g. write a lab report for an audience familiar with the scientific terminology).
Grade 8	<ul style="list-style-type: none">Communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g. a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g. focused questions).
Active & Safe Routes To School Links	<ul style="list-style-type: none">Write to students in other parts of Canada, or the world, who are also participating in ASRTS programs and share experiences.Write for the community paper or School Newsletter! (e.g. Benefits of Walking to School, “I walk to school because...”)P.A. Announcements, songs, skits, stories regarding the Walking School Bus, Walk to School Day etc.

APPENDIX G: TRAFFIC COUNT WORKSHEET

This document was created in partnership with York Region Health Services, the York Region District School Board and Greenest City.



TRAFFIC OBSERVATION AND COUNT VOLUNTEER INSTRUCTION

Tips for Successful Observation

Thank you for your help today. Your primary role is to observe driver/cyclist/walker behaviour and record any examples that are illegal, unsafe or otherwise represent a barrier for children and parents approaching and leaving the school on foot or bicycle. You will observe this traffic at an assigned location. You may also be asked to conduct a traffic count at your location as noted on the sign-up form.

Here are some examples of what you’re looking for: [\[Add or delete as appropriate\]](#)

- Vehicles stopping in marked no-stopping or no-parking zones.
- U and 3-point turns where not permitted or unsafe.
- Rolling stops at intersections.
- Drivers failing to yield to walkers.
- Jaywalking; walking in or crossing traffic lanes.
- Cyclists riding on the sidewalk.
- Real or potential conflicts between vehicles, bikes and/or walkers.
- Visibility/sightline problems (e.g. parked cars, overgrown vegetation etc.)
- Presence and behaviour of delivery or maintenance vehicles.

If the same or similar behaviour is observed more than once, simply use check or tick marks to record each repeated occurrence.

When you arrive at your location, familiarize yourself with existing conditions (e.g. no stopping restrictions) and position yourself to be as discrete as possible.

Once the observation period has begun, do not draw attention to yourself or stop to chat with a passerby.

Do not interfere or otherwise attempt to change any behaviour you are observing except to prevent imminent injury to a walker or cyclist.

Traffic Observation and Count Form for [<School Name>](#)

Date: _____ Start time: _____ End Time: _____

Location: _____ Observer: _____

Traffic Observation

(Refer to instruction sheet for guidance; continues on back as required)

Traffic Count – *Use check marks to record the number you observe.*

Time <i>(10 minute blocks)</i>	7:40 a.m. / 2:20 a.m.	7:50 a.m. / 2:30 p.m.	8:00 a.m. / 2:40 a.m.
Walker			
Cyclist			
Car <i>(including SUVs, mini-vans)</i>			
Bus/Truck <i>(including school, delivery)</i>			
Other <i>(including scooter, rollerblades)</i>			



APPENDIX H: ACTIVE AND SAFE ROUTES TO SCHOOL FOLLOW-UP SURVEY

SCHOOL TRAVEL PLANNING – FOLLOW-UP FAMILY SURVEY

Edit as necessary and print on school's letterhead

<Insert Date>

Dear Parent:

<School Name> has made great progress with our School Travel Plan, which we launched in order to encourage more of our students to walk, cycle or otherwise use active travel for the school journey. We took part in this program to:

- Improve safety.
- Increase health and well-being.
- Cut pollution where our students play.
- Reduce traffic congestion at and around the school.

Now it is time to find out how successful we were, and your input is critical.

Please take 5 minutes to fill out the <Survey online at link or the attached survey and return it by date> so we can compare our current performance to our performance before our plan was put into action.

If you have any questions, please contact:

<Insert STP Facilitator's Contact Info>

Thank you,

<Principal Name>



<Insert School Name>

To protect your privacy this survey does not require you to provide your name. All information will be kept strictly confidential.

Please include the date (month/day/year) that you filled this survey out (e.g. October/1/2013): _____ / ____ / _____

Please answer the questions thinking about your *eldest* child attending this school. If more than one child brings a survey home, please **complete one only**.

1a. Did you complete the first Family Transportation Survey in [\[Insert Month & Year of 1st Survey if Applicable\]](#) (Circle one) YES NO NOT SURE

2a. How does your child *usually* get to and from school? (Choose **one** in each column. If he/she uses two: E.g. walking and bus, choose the one he/she spends the most **time** doing.)

	T0 school from home	FROM school to home or after-school program
Walk	<input type="checkbox"/>	<input type="checkbox"/>
Walk part-way (at least one entire block)	<input type="checkbox"/>	<input type="checkbox"/>
Bicycle	<input type="checkbox"/>	<input type="checkbox"/>
School bus	<input type="checkbox"/>	<input type="checkbox"/>
Public transit (bus, subway, streetcar)	<input type="checkbox"/>	<input type="checkbox"/>
Carpool (2 or more families)	<input type="checkbox"/>	<input type="checkbox"/>
Car (just your family)	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>
If Other (explain) _____		

2b. If your child takes the school bus or public transit, how many minutes does he/she walk each day (i.e. to get to and from the stop)?
Number of minutes: _____

2c. Was the travel FROM school to an after-school program?

☐ Yes ☐ No

3a. Do you usually accompany your child to school?

☐ Yes ☐ No

3b. If yes, how do you usually feel on the trip to school? (Please circle one word).

Relaxed Rushed Happy Frustrated Other (please describe) _____



4a. What is the age and sex of the child you are answering this survey for?

Age: _____ Sex: ☐ Boy ☐ Girl

4b. How many of your children go to this school? _____

5. How far away from the school do you live? If you are not sure, check Google Maps ([maps.google.ca](#))

If you are unfamiliar with Google Maps, instructions can be found at: [bit.ly/gmaps_instructions](#)

☐ Less than 0.5 km ☐ 0.51 to 1.59 km ☐ 1.6 to 3 km ☐ Over 3 km

6. Our neighbourhood is safe for children to walk to and from school (Please circle **one** answer).

STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

If your child is usually driven to or from school, please complete questions 7-9. If not, please skip to question 10.

7. What are the main reasons your child is **usually** driven to/from school? (Choose up to three).

- ☐ Distance from home too far
- ☐ Convenience/time pressures
- ☐ Traffic danger
- ☐ Personal safety issues (e.g. bullying, stranger danger, etc.)
- ☐ I'm on my way somewhere else (e.g. to work)
- ☐ Weather
- ☐ Other (explain) _____

8. I would allow my child to **walk** to school if... (Choose up to three).

- ☐ He or she did not walk alone
- ☐ There was a safer or improved walking route
- ☐ There were reduced traffic dangers
- ☐ He or she were older
- ☐ He or she did not live so far from school
- ☐ Other (explain) _____



9. I would allow my child to **cycle** to school if... (Choose up to three).

- ☐ He or she did not cycle alone
- ☐ There was a safer or improved cycling route
- ☐ There were reduced traffic dangers
- ☐ He or she were older
- ☐ He or she did not live so far from school
- ☐ He or she received bicycle safety training
- ☐ He or she could lock the bicycle in a safe place
- ☐ Other (explain) _____

10. The next question is for the **ELDEST** child at this school. Please ask your child the following question: What feeling do you have most of the time when you are travelling *to* school and *from* school? Please only circle **one** word in each column.

- a) **Trip TO school:** Relaxed Rushed Happy Tired
- b) **Trip FROM school:** Relaxed Rushed Happy Tired

11a. In what ways have your family's school travel habits changed for the TRIP TO SCHOOL, since the School Travel Planning project began?

- ☐ Less driving (e.g. more carpooling, walking, cycling, taking public transit, etc.)
- ☐ Not changed
- ☐ More driving

Comments: _____

11b. If you are driving less for TRIPS TO SCHOOL, what are you/your child doing more of?

- ☐ Walking
- ☐ Cycling
- ☐ Transit
- ☐ Other (explain) _____

12a. In what ways have your family's school travel habits changed for the TRIP FROM SCHOOL, since the School Travel Planning Pilot Project began?

- ☐ Less driving (e.g. more carpooling, walking, cycling, taking public transit, etc.)
- ☐ Not changed
- ☐ More driving

Comments: _____

12b. If you are driving less for TRIPS FROM SCHOOL, what are you/your child doing more of?

- ☐ Walking
- ☐ Cycling
- ☐ Transit
- ☐ Other (explain) _____

13. Has the volume of vehicle traffic outside this school changed since the School Travel Planning Pilot Project began?

- ☐ decreased
- ☐ not changed
- ☐ increased

Comments: _____

14. Which school travel program activities do you feel have been most effective for your family? (Check all that apply)

FACILITATORS CUSTOMIZE AND ADD ANY RELEVANT ITEMS NOT ON THIS LIST.

- ☐ Infrastructure improvements (e.g. signage, crosswalk upgrades)
- ☐ Safety education
- ☐ Annual community events (e.g. IWALK, Commuter Challenge)
- ☐ School weekly or monthly events (e.g. Walking/Wheeling Wednesdays, Trekking Tuesdays)
- ☐ Walking buddies
- ☐ Newsletter
- ☐ Identification of best routes to school
- ☐ Other (explain) _____

15. Please share any further comments about your child's journey to and from school.

16. Do you support ongoing School Travel Planning efforts to make the school area safer, healthier and better connected to the community, by focusing on ways to reduce the number of children travelling to and from school by car?

- ☐ YES
- ☐ NO

17. If you would like to help with School Travel Planning efforts at your school (for example on the School Travel Planning Committee or helping put STP plan ideas into action), please contact [<Insert School Committee Member or STP Facilitator Contact Info>](#) or provide your name, telephone number and email below:

THANK YOU FOR YOUR TIME. PLEASE HAVE THIS SURVEY COMPLETED **ONLINE** OR **RETURNED TO SCHOOL** BY [<Insert Deadline>](#).



APPENDIX I: TEACHER RESOURCE
BINDER CONTENTS

Ajax Schools Teacher Resource

Active & Safe ROUTES TO SCHOOL



Dear <School> teachers,

This school year, with your help, I will be facilitating an Active and Safe Routes to School program at <Insert School Name>. The goals of this program are to alleviate the daily congestion that occurs at drop-off and pick-up time and to encourage students and parents/guardians to walk, cycle, take the bus or even carpool to school. Throughout the year, activities that we participate in and observations for change will be included in a final document called a School Travel Plan. This document can then be used by the school administration to continue the program at <Insert School Name> in future school years. These binders are meant for you to use as an Active and Safe Routes to School tool-kit. There is information about the program, but also some tools to help you link the idea of active travel into your regular lessons.

The following items are included in this tool-kit:

- 1) A School Travel Plan introduction for teachers;
- 2) A chart outlining the major milestones that will occur at your school;
- 3) A calendar of events that will occur at the school through rest of the school year;
- 4) The classroom survey sheets and instructions for the Golden Sneaker Challenge;
- 5) A table with suggested links to the Ontario Curriculum for grades 1-8;
- 6) A map of the area surrounding your school that indicates the walking time from local streets to the school; and
- 7) Useful links and contact information.

You will also find my business card in the front pocket, should you need to contact me, and a Bikeable Ajax brochure in the back pocket, with some helpful safety tips and information that you can provide to your students.

Should you have any ideas that you think can be incorporated into the program, I am always happy to take suggestions. If there is anything else that I can provide you with to ensure that this program runs smoothly through the year, please don't hesitate to let me know. If at any point through the school year you include Active Transportation themes in your lessons, please provide me with a brief summary of the lesson and the its outcomes. This will allow me to record the lesson as a part of the greater program in the final School Travel Plan. I look forward to a fun year with the staff and students of <Insert School Name>.

Active and Safe Routes to School Facilitator



School Travel Planning

An Introduction for Teachers



This simple journey can mean so much

Physical health

Walking or cycling to school regularly can help children get daily physical activity and establish habits that will help them avoid chronic disease and lead healthy, happy lives.

Mental acuity

Students who get physical activity in the morning arrive more alert and ready to learn - and studies show they score higher on tests.

Environmental well-being

Reducing the number of cars at schools will decrease carbon dioxide levels and help mitigate the effects of global warming.

Happiness

Children who walk or cycle the route to school understand their connection to their surroundings; they find joy in plants, animals, and other people, which leads to less stress and less depression.

Happiness skills can be taught! A teacher's guide for grades P/K-6 called *Sustainable Happiness and Health Education* is available at no cost at www.sustainablehappiness.ca/for-educators. Lesson plans are designed to meet Canadian health education curriculum outcomes for each province and Yukon Territory.



Photo by child walking



Photo by child in car

A community that cares

School Travel Planning involves students, parents, teachers, principals, health nurses, police, school planners, urban planners, elected officials and other interested parties.

Community members work together on campaigns that get children excited about using active transportation. They also devise solutions to route infrastructure problems so it becomes easier and safer for children to walk and cycle.



Teacher champions

We know children look to parents and teachers for guidance - even when you don't think they're looking! When they see a teacher walking or cycling to school, they get excited about doing it, too.

And when their teacher helps to lead walking events in their school, they know active travel is a real priority. School Travel Planning needs caring teachers to engage students for a healthier, happier future.

You can help lead your school to greater physical, mental and environmental health:

- Walk or cycle to school
- Watch out for walking and cycling children in the school neighbourhood
- Conduct quick in-class data collection
- Use sustainable happiness lesson plans
- Join the School Travel Planning committee at your school



"The kids LOVED seeing one of our newer (and younger) teachers skateboard to school in the fall. They thought that was pretty darned cool :-D"

Shari



What participants say

"Having (the children) walk and bike when they can to school has been excellent for them in terms of getting a little bit more activity every day. I think they're happier when they get to school and even when they get home. I know when they walk it's a great feeling for them."

Bruce Krentz, parent
Thompson, MB

"I feel proud of the work we accomplished. Families were eager to change their habits and my students ended the year with a new sense of pride and a greater understanding of what it really means to be healthy and environmentally friendly...I have also noticed less traffic out my window this year. I think our message brought positive change to our community."

Elizabeth Kim, grade 4/5 teacher
Richard McBride Elementary,
New Westminster, BC.

"Physically, it's a great way to start. I walk to work, or bike to work, and I know from experience it's a great way to kind of start to think through what is ahead of you in the day."

Rick Keller, parent
Ottawa, ON

"By the end of the program and into the next school year, there has been a substantial increase in the number of families walking and biking to school."

Matt Sol, grade 4 teacher
FW Howay Elementary,
New Westminster, BC

What it means to your classroom

30 minutes of physical activity at the beginning of the day can boost metabolism, increase mental sharpness for 4-10 hours and help children sleep better at night for better classroom productivity.

Children who walk and cycle leave their homes prepared for the weather; when they're dressed for the trip to school, they are also dressed for classroom breaks that offer open spaces and unstructured physical activity all through the school day. Frequent physical activity breaks lead to better concentration in class.



A 6-year old student's response to the question "What do you do every day for your health?"

What it means to your commute



School Travel Planning aims to reserve parking lots and nearby streets for necessary traffic like teachers who often live far from the school and/or carry heavy baggage to work every day.

Chaotic traffic near schools every day is not just a hassle, it is dangerous. Freeing traffic from near the school makes the entire area safer for students and teachers who walk and cycle.

Curriculum connections



Greening Trees display the environmental impact of students' travel mode choice - the greenest leaves are for active travelers.



Students can measure the distance they walk to school every day on a map across their province or the country to show how far they have traveled.



School Travel Planning supports many health lessons and increases DPA.



Younger students make the connection between fewer cars and a more stable environment.



Students in NWT wrote and produced a fashion show to demonstrate proper winter wear.

A few School Travel Planning successes



Walking School Busses



Reduced speeds in some school zones



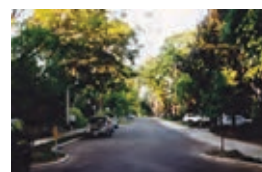
Cycling instruction



Exciting walking events



Walking buddy systems



Beautiful slow-traffic streets



Barrier walls protecting children from cars



Parking lot safety measures



www.saferoutestoschool.ca

ACTIVE AND SAFE ROUTES TO SCHOOL CALENDAR OF EVENTS (2013-2014 EXAMPLE)

September	Sept 17-19: Ajax Moves 3 Ways Campaign Sept 25: Active and Safe Routes to School Assembly Sept 26: Family Fitness Night Sept 27: Terry Fox Run
October	<i>Walk to School Month</i> Oct 9: Walk to School Day Oct 7-11: Walk to School Week
November	Nov 20: Walking/Cycling/Taking the Bus Poster Activity
December	Dec 16/19: School Skating Day
January	Jan: Active Scavenger Hunt
February	Feb 5: Winter Walk Day
March	Mar 20: Spring into Spring <i>(first day of Spring)</i>
April	Apr 21-25: Plant a Travel Tree Apr 22: Earth Day
May	May 2: Track and Field meet May 15: Fun Fair May 16: Jump Rope for Heart
June	June 13: Golden Sneaker Challenge Field Trip





School Travel Planning Classroom Survey

<Insert School Name>

Please complete this survey, using hands-up, for the week of:

Grade: _____ Room/Class #: _____ # Students: _____

Teacher: _____ Dates: Mon. _____ to Fri. _____

Ask students: “How did you travel to school this morning?”

	Weather	Walked	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other?	Total
MM/DD	Example: Rainy/6C									
MM/DD										
MM/DD										
MM/DD										
MM/DD										
Total										
Daily Avg=Total/5										

*Walked at least one entire block.

Ask students: “How will you travel from school today?”

	Weather	Walked	Walked part-way*	Bicycle	School Bus	Public Transit	Carpool (2 or more families)	Car (Just my family)	Other?	Total
MM/DD	Example: Sunny/25C									
MM/DD										
MM/DD										
MM/DD										
MM/DD										
Total										
Daily Avg=Total/5										

*Walked at least one entire block.

CURRICULUM

Activity: Combine IWALK With Local Fundraising Initiatives

- Grade 2**
- Describe contributions made by individuals and groups to the local community
- Grade 5**
- Describe the factors that motivate participation in daily physical activity (e.g. seeing an activity on TV, idolizing a sports hero, doing an activity with your family) and connect them to various activities
- Grade 6**
- Participate vigorously in all aspects of the program (e.g. cross-country running, co-operative games)

Activity: Theme Days and Other Crazy Ideas

- Grade 1**
- Display readiness to participate in the instructional program (e.g. joining in readily, wearing appropriate clothing, removing jewelry)
- Grade 2**
- Display readiness to participate in the instructional program (e.g. taking out and putting away equipment, joining in readily, wearing appropriate clothing, and applying sun protection when necessary)
- Grade 5**
- Describe the factors that motivate participation in daily physical activity (e.g. seeing an activity on TV, idolizing a sports hero, doing an activity with your family) and connect them to various activities

Activity: Eye Spy

- Grade 1**
- Describe the route to school, using familiar landmarks and symbols
- Grade 3**
- Explain relevant safety procedures (e.g. fire drills, railway-crossing and crosswalk procedures)
- Grade 4**
- Identify people (e.g. parents, guardians, neighbours, teachers) and community agencies (e.g. Kids’ Help Phone) that can assist with injury prevention, emergency situations, and violence prevention

Activity: Ideas For Drama Students

- Grade 1**
- Identify ways in which the voice and body can be used to convey thoughts and feelings when role playing (e.g. changing tone of voice and volume; changing speed or rhythm of movement)
 - Describe ways in which the experiences of characters in simple performances relate to their own experiences
 - Identify themes and subjects used in works of drama and dance
- Grade 2**
- Write in role as characters in a story, using the vocabulary and portraying the attitudes of the characters
 - Speak in role as characters in a story, assuming the attitude and gestures of the people they are playing (e.g. as a courtier, bow to the king and use appropriate language when speaking to him)
 - Ask and respond appropriately to relevant questions, in and out of role, about characters and dramatic situations being explored (e.g. “Do we have the necessary equipment to go down into the mine?”)
- Grade 3**
- Defend a point of view through speaking and writing in role (e.g. as townsfolk, plead with the mayor to save their town)
 - Identify the themes and subjects found in drama and dance works, and make links between these and their own experiences



- Grade 4

 - Represent and interpret main characters by speaking, moving, and writing in role (e.g. write and present monologues)
- Grade 5

 - Create characters and portray their motives and decisions through speech (e.g. vocabulary, volume) and movement (e.g. hand gestures, facial expressions, pace)
- Grade 6

 - Produce a short script that makes use of a variety of technologies to create different effects for different audiences (e.g. tape recorder, still camera, stage lighting)
- Grade 7

 - Explain the significance of the materials, props, costumes, and symbols used in drama and dance
 - Assemble, rehearse, and perform a collection of drama and dance works based on themes and issues drawn from a variety of sources from diverse cultures
 - Describe attitudes and skills needed to organize and perform a group theatrical work
- Grade 8

 - Demonstrate understanding of the appropriate use of the voice, gestures, and the level of language in different dramatic situations
 - Select appropriate themes that deal with specific situations and that are aimed at a specific audience
 - Produce pieces that deal appropriately with youth problems (e.g. pieces created through forum theatre)
 - Produce work as a member of an ensemble

Activity: Promotional Assembly

- Grade 4

 - Identify the benefits of physical fitness
- Grade 6

 - Apply living skills, including interpersonal skills, in physical activities (e.g. games, gymnastics, dance, outdoor pursuits) and describe the benefits of using these skills in a variety of physical activities
- Grade 7

 - Identify the benefits of each component of physical fitness (e.g. cardiorespiratory fitness – healthy heart and lungs)

Activity: Decorate the School Fence with IWALK Posters

- Grade 5

 - Describe the factors that motivate participation in daily physical activity (e.g. seeing an activity on TV, idolizing a sports hero, doing an activity with your family) and connect them to various activities
 - Describe how line may be used to define shapes and forms and to create movement and depth
- Grade 6

 - Describe how line can be used to direct the viewer’s attention (e.g. the eye is drawn along the line of an outstretched arm to other areas of the work)
- Grade 7

 - Identify the benefits of each component of physical fitness (e.g. cardiorespiratory fitness – healthy heart and lungs)
 - Use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect (e.g. use splatter painting or dry brush technique to represent the rhythms, melody, and dynamics in a piece of music)
 - Organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g. use informal balance in an art work to aid in the depiction of two sides of an issue)
- Grade 8

 - Apply the factors that motivate their daily activities (e.g. health benefits, interpersonal interaction) to positively influence others (e.g. family, friends, members of the community) to become physically active
 - Define the principles of design (emphasis, balance, rhythm, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art

Activity: IWALK and the Terry Fox Run

- Grade 1

 - Participate vigorously in all aspects of the program (e.g. physical activity centres, dancing to music, tag games)
 - Identify important people in Canada in both the past and present (e.g. Sir John A. Macdonald, Samuel de Champlain, the current prime minister)
- Grade 2

 - Identify ways in which heritage and traditions are passed on (e.g. through community celebrations, special days such as Remembrance Day and Canada Day, the Canadian flag, music, crafts, dance, recreation, food, clothing)
- Grade 3

 - Adopt an action plan based on an individual or group goal related to physical activity (e.g. power walking for one kilometre three times a week)
- Grade 4

 - Monitor their pulse rates before and after physical activity (e.g. locate and compare their pulses before and after taking part in physical activity, and explain the reasons for differences in pulse rates)
 - Locate and label provinces, territories, and capital cities within each region on a map of Canada
 - Utilize special purpose maps (e.g. contour, climatic, physical feature maps)
- Grade 5

 - Incorporate time-management and organizational skills in the goal-setting process (e.g. set a realistic goal, identify and address barriers, prepare an action plan, decide who can help, and identify how to know when the goal has been reached) related to physical activity or personal fitness
 - Describe some types of medical technology (e.g. exercise machines, hearing aids, prosthetics)
- Grade 7

 - Apply a goal-setting process (e.g. set a realistic goal, identify and address barriers, prepare an action plan, determine and access sources of support, and identify how to know when the goal has been reached) to short-term goals related to physical activity or personal fitness

Activity: Awesomely Active Shield

- Grade 3

 - Follow the rules of fair play in games and activities (e.g. giving everyone a chance to play)
- Grade 4

 - Follow the rules of fair play in games and activities (e.g. displaying good sports etiquette by maintaining self-control whether winning or losing)
- Grade 5

 - Follow the rules of fair play in games and activities (e.g. by displaying sports etiquette, by encouraging others with positive comments)
- Grade 6

 - Follow the rules of fair play in games and activities, and support the efforts of peers to improve their skills
- Grade 7

 - Participate fairly in games or activities (e.g. accepting and respecting decisions made by officials, whether they are students, teachers, or coaches)
- Grade 8

 - Follow the rules of fair play and sports etiquette in games and activities (e.g. maintaining self-control whether winning or losing)



Activity: Bicycle Rodeos

- Grade 4

- Apply decision-making and problem-solving skills in addressing threats to personal safety (e.g. from abuse or physical fighting) and injury prevention (e.g. bicycle safety, road safety)
- Grade 5

- Perform a combination of locomotion/ travelling movements, incorporating a variety of speeds, in relationship to objects or others (e.g. square dancing, dodging or faking to escape or deceive an opponent)
 - Dismount safely from equipment (e.g. from a bench or box-horse)
- Grade 6

- Perform a combination of locomotion/travelling skills using equipment (e.g. navigating through obstacle courses, skiing, skating)
- Grade 7

- Perform locomotion/travelling, manipulation, and stability skills in combination (e.g. in high jump: approaching the bar, taking off, and landing)
- Grade 8

- Analyze situations (e.g. hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety
 - Apply locomotion/travelling, manipulation, and stability skills in combination and in sequence in specific physical activities (e.g. in volleyball: moving into a ready position to contact the ball)

Activity: Passports

- Grade 1

- Display readiness to participate in the instructional program (e.g. joining in readily, wearing appropriate clothing, removing jewelery)
- Grade 2

- Participate vigorously in all aspects of the program (e.g. individual and group activities, dancing to music, co-operative games)
- Grade 3

- Demonstrate an awareness of the importance of being physically active in their leisure time
- Grade 6

- Describe the factors that motivate participation in daily physical activity (e.g. the influence of friends, enthusiasm for the outdoors) and begin to consider them when making their own choices of physical activities

Activity: Steps Across Canada

- Grade 3

- Demonstrate an awareness of the importance of being physically active in their leisure time
- Grade 4

- Demonstrate an awareness of the various relationships (e.g. economic, cultural) within and between Canadian regions
 - Locate and label provinces, territories, and capital cities within each region on a map of Canada
- Grade 5

- Participate vigorously in all aspects of the program (e.g. gymnastic stations, fitness circuit)
- Grade 7

- Apply the factors that motivate their daily activities (e.g. competing, attaining improved fitness levels) to their personal action plans
- Grade 8

- Apply the factors that motivate their daily activities (e.g. health benefits, interpersonal interaction) to positively influence others (e.g. family, friends, members of the community) to become physically active

Activity: Family First

- Grade 1

- Work co-operatively with others (e.g. sharing equipment, helping others)
- Grade 2

- Demonstrate appropriate interpersonal skills and respectful behaviour (e.g. displaying etiquette, playing fairly, co-operating) in physical activities
- Grade 3

- Communicate positively to help and encourage others
- Grade 4

- Demonstrate respectful behaviour towards others in the group (e.g. speaking kindly, refraining from hurtful comments, acknowledging others' ideas and opinions)

Activity: Hand Out Canada’s Physical Activity Guide

- Grade 2

- Identify the reasons for participating in regular physical activity
- Grade 3

- Demonstrate an awareness of the importance of being physically active in their leisure time
 - Describe the health benefits of participating in regular physical activity (e.g. developing a strong heart and lungs)
- Grade 4

- Identify the factors that motivate participation in daily physical activity (e.g. fun, improved health, increased energy level)
- Grade 5

- Describe the factors that motivate participation in daily physical activity (e.g. seeing an activity on TV, idolizing a sports hero, doing an activity with your family) and connect them to various activities
- Grade 6

- Describe the factors that motivate participation in daily physical activity (e.g. the influence of friends, enthusiasm for the outdoors) and begin to consider them when making their own choices of physical activities
- Grade 7

- Apply the factors that motivate their daily activities (e.g. competing, attaining improved fitness levels) to their personal action plans
- Grade 8

- Apply the factors that motivate their daily activities (e.g. health benefits, interpersonal interaction) to positively influence others (e.g. family, friends, members of the community) to become physically active

Activity: Globetrotting

- Grade 2

- Demonstrate an understanding that the world contains many countries, including Canada
 - Identify similarities and differences (e.g. in food, clothing, homes, recreation, land use, transportation, language) between their community and communities in other parts of the world
 - Communicate information, using media works, oral presentations, and written notes and descriptions (e.g. drawings to compare clothing and food in polar and equatorial countries)
- Grade 7

- Identify and describe world climate patterns
 - Formulate comparative and speculative questions to guide the research of a topic of study concerning physical patterns
 - Investigate and describe how specialized forms of agriculture (e.g. sheep, beef, dairy farming) relate to world patterns of land-forms, climate, and vegetation



Activity: Mystery Walking/Cycling Days

- Grade 1**
- Display readiness to participate in the instructional program (e.g. joining in readily, wearing appropriate clothing, removing jewelery)
- Grade 3**
- Demonstrate an awareness of the importance of being physically active in their leisure time
- Grade 6**
- Describe the factors that motivate participation in daily physical activity (e.g. the influence of friends, enthusiasm for the outdoors) and begin to consider them when making their own choices of physical activities

Activity: Calculate Your Walking Pace

- Grade 3**
- Solve problems related to their day-to-day environment using measurement and estimation (e.g. in finding the height of the school fence)
- Grade 4**
- Solve problems related to their day-to-day environment using measurement and estimation
- Grade 6**
- Demonstrate an understanding of and ability to apply appropriate metric prefixes in measurement and estimation activities
 - Make simple conversions between metric units (e.g. metres to kilometres, grams to kilograms)
 - Relate time and distance and speed: kilometres per hour

Activity: Thanksgiving Turkey Trot

- Grade 2**
- Display readiness to participate in the instructional program (e.g. taking out and putting away equipment, joining in readily, wearing appropriate clothing, and applying sun protection when necessary)
 - Identify ways in which heritage and traditions are passed on (e.g. through community celebrations, special days such as Remembrance Day and Canada Day, the Canadian flag, music, crafts, dance, recreation, food, clothing)
 - Identify the contributions that various cultures have made to the community (e.g. producing works in the visual arts, music, dance; providing services, new kinds of restaurants)
- Grade 3**
- Identify the contributions of Aboriginal peoples to early settlement
- Grade 6**
- Describe the relationship between Aboriginal peoples and their environment (e.g. with respect to food, shelter, cultural practices)
 - Participate vigorously in all aspects of the program (e.g. cross-country running, co-operative games)

Activity: School Challenges

- Grade 3**
- Follow the rules of fair play in games and activities (e.g. giving everyone a chance to play)
- Grade 4**
- Follow the rules of fair play in games and activities (e.g. displaying good sports etiquette by maintaining self-control whether winning or losing)
- Grade 5**
- Follow the rules of fair play in games and activities (e.g. by displaying sports etiquette, by encouraging others with positive comments)
- Grade 6**
- Follow the rules of fair play in games and activities, and support the efforts of peers to improve their skills
- Grade 7**
- Participate fairly in games or activities (e.g. accepting and respecting decisions made by officials, whether they are students, teachers, or coaches)
- Grade 8**
- Follow the rules of fair play and sports etiquette in games and activities (e.g. maintaining self-control whether winning or losing)

Activity: Sidewalk Chalk the School Yard

- Grade 4**
- Demonstrate understanding of the proper and controlled use of art tools, materials, and techniques singly and in combination (e.g. outline shapes, create shading, or colour a surface using both the point and the side of pencil crayons; create texture using cross-hatching)
- Grade 5**
- Describe how line may be used to define shapes and forms and to create movement and depth
 - Identify how the shading of shapes can be used to create the illusion of depth (e.g. create a spherical form by shading one side of a circle)
 - Select the most appropriate tools, materials, and techniques for a particular purpose, and use them correctly

Activity: Community Mascots Walk to School

- Grade 5**
- Describe the factors that motivate participation in daily physical activity (e.g. seeing an activity on TV, idolizing a sports hero, doing an activity with your family) and connect them to various activities



Activity: Wild Walking

- Grade 2

 - Identify and describe behavioural characteristics that enable animals to survive (e.g. migration, dormancy, hibernation)
 - Describe ways in which animals respond and adapt to their environment (e.g. weasels change colour for camouflage in summer and winter; mammals living in colder climates have longer fur)
 - Ask questions about and identify some needs of different animals with which they are familiar, and explore possible answers to these questions and ways of meeting these needs (e.g. examine different kinds of teeth and explain how their shape enables an animal to bite, tear, or grind its food)
 - Plan investigations to answer some of these questions or find ways of meeting these needs, and describe the steps involved
 - Describe the life processes of an animal that they have observed (e.g. the eating habits, movement, rest patterns, and breathing of a mealworm)
- Grade 4

 - Describe ways in which humans can affect the natural world (e.g. urban development forces some species to go elsewhere and enables other species to multiply too rapidly; conservation areas can be established to protect specific habitats)
 - Show the effects on plants and animals of the loss of their natural habitat (e.g. nesting sites of ducks may be destroyed when a dam is built)
- Grade 6

 - Describe specific characteristics or adaptations that enable each group of vertebrates to live in its particular habitat (e.g. fish in water), and explain the importance of maintaining that habitat for the survival of the species

Activity: Greening the Trees

- Grade 1

 - Describe different kinds of lines (e.g. jagged, broken, straight, curved)
 - Identify the elements of design in familiar environments (e.g. the colours in the classroom; the shapes used in wallpaper samples; the forms found in a piano, rectangles, columns)
- Grade 2

 - Describe different ways in which a variety of art materials, tools, and techniques can be used (e.g. construction paper can be fringed with scissors, used as a background for paintings, cut into shapes to make pictures), and demonstrate understanding of their safe and proper use
 - Describe the relationship between an art work and their own experiences (e.g. explain how the images used by an artist to represent winter are similar to or different from images that they would use to depict their own experiences of winter)
- Grade 3

 - Identify symmetrical and asymmetrical shapes in both the human-made environment and the natural world
 - Identify elements of design in a variety of natural and human-made objects (e.g. the form of a tree is asymmetrical and its leaves and flowers may be symmetrical)
- Grade 4

 - Demonstrate awareness that the overlapping of shapes is one way of creating the illusion of depth

Activity: Funky Dress for IWALK Week

- Identify the significance of symbols or objects in drama and dance, and use props appropriately
- Communicate their response to music in ways appropriate for this grade (e.g. through language, visual arts, drama, creative movement)
- Communicate their response to music in ways appropriate for this grade (e.g. through language, visual arts, drama, creative movement)
- Create, rehearse, and present drama and dance works to communicate the meaning of poems, stories,paintings, myths, and other source material drawn from a wide range of cultures
- Communicate their understanding and knowledge of music in appropriate ways (e.g. through an oral presentation of research, through creative movement)
- Demonstrate understanding of the motives of the characters they interpret through drama and dance (e.g. explain the motives and accurately represent the attitudes of a character through voice quality, gestures, body movements)
- Recognize and use criteria for evaluating the quality of drama and dance performances
- Choose specific kinds of technology to enhance their drama and dance work, and explain their choices (e.g. slide projectors, microphones)
- Create drama pieces, selecting and using a variety of techniques
- Demonstrate understanding of the appropriate use of the voice, gestures, and the level of language in different dramatic situations

Activity: Success Story

- Systematically collect, organize, and analyze data
- Use computer applications to examine and interpret data in a variety of ways
- Interpret displays of data and present the information using mathematical terms
- Understand that each measure of central tendency (mean, median, mode) gives different information about the data
- Make inferences and convincing arguments that are based on data analysis (e.g. use census information to predict whether the population in Canada will increase)
- Investigate the impact of the use of technology on the environment (e.g. the “greenhouse effect”; redirection of water flow for human needs; use of pesticides)
- Systematically collect, organize, and analyze primary data
- Interpret displays of data and present the information using mathematical terms
- Evaluate data and draw conclusions from the analysis of data
- Collect primary data using both a whole population (census) and a sample of classmates, organize the data on tally charts and stem-and-leaf plots, and display the data on frequency tables
- Understand the relationship between a census and a sample
- Discuss trends in graphs to clarify understanding and draw conclusions about the data



Activity: Police Officer for a Day

- Stop an object with the lower part of the body or with a piece of equipment (e.g. trapping a ball or disc with the foot or a piece of equipment)
- Explain how people's actions (e.g. bullying, excluding others) can affect the feelings and reactions of others
- Analyze situations (e.g. hitchhiking, gang violence, violence in relationships) that are potentially dangerous to personal safety

Activity: Walk To School Fashion Show

- Identify the significance of symbols or objects in drama and dance, and use props appropriately
- Communicate their response to music in ways appropriate for this grade (e.g. through language, visual arts, drama, creative movement)
- Create, rehearse, and present drama and dance works to communicate the meaning of poems, stories, paintings, myths, and other source material drawn from a wide range of cultures
- Demonstrate understanding of the motives of the characters they interpret through drama and dance (e.g. explain the motives and accurately represent the attitudes of a character through voice quality, gestures, body movements)
- Identify ways of sustaining concentration in drama and dance (e.g. remaining in role when playing a character being interviewed)
- Choose specific kinds of technology to enhance their drama and dance work, and explain their choices (e.g. slide projectors, microphones)
- Communicate their understanding and knowledge of music in appropriate ways (e.g. through an oral presentation of research, through creative movement)
- Create drama pieces, selecting and using a variety of techniques
- Demonstrate understanding of the appropriate use of the voice, gestures, and the level of language in different dramatic situations

Activity: How Much Pollution is that Car Producin’?

- Contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group
- Understand and explain basic operations (multiplication and division) of decimals by modeling and discussing a variety of problem situations
- Formulate questions about and identify needs and problems related to protection of the natural environment, and explore possible answers and solutions (e.g. investigate how local recycling efforts help conserve energy and natural resources)
- Contribute and work constructively in groups
- Multiply and divide numbers using concrete materials, drawings, and symbols
- Systematically collect, organize, and analyze data

- Demonstrate a verbal and written understanding of and ability to apply accurate measurement strategies that relate to their environment
- Demonstrate an understanding of the effects of human activities and technological innovations, as well as the effects of changes that take place naturally, on the sustainability of ecosystems
- Compile qualitative and quantitative data gathered through investigation in order to record and present results, using diagrams, flow charts, frequency tables, bar graphs, line graphs, and stemand-leaf plots produced by hand or with a computer (e.g. record the results of a comparison of the density of various objects and of their buoyancy in fresh water and salt water)

Activity: Eco Points Score Card

- Distinguish between a renewable and a non-renewable source of energy
- Describe the advantages and disadvantages of using renewable energy sources as opposed to nonrenewable sources
- Identify the forms of energy (e.g. mechanical, electrical) used in the home, school, and community and identify the energy source for each (e.g. wood, coal, moving water)
- Describe how we use different natural resources as sources of energy and evaluate the effect of their use on natural and human-made environments (e.g. in using fossil fuels such as natural gas for heating our homes we deplete natural resources but improve our quality of life)
- Develop a plan for reducing electricity consumption at home or at school, and assess how this change could affect the economy (e.g. jobs) and our use of natural resources
- Demonstrate an understanding that people use renewable, non-renewable, and flow resources in a variety of ways to meet their needs

Activity: Take the One Tonne Challenge

- Describe ways in which humans can affect the natural world (e.g. urban development forces some species to go elsewhere and enables other species to multiply too rapidly; conservation areas can be established to protect specific habitats)
- Show the effects on plants and animals of the loss of their natural habitat (e.g. nesting sites of ducks may be destroyed when a dam is built)
- Investigate ways in which the extinction of a plant or animal species affects the rest of the natural community and humans (e.g. chart the distribution of wolves on a world map and predict the effects if wolves were to become extinct; use a software program that simulates a specific environment to track the effects of the loss of a plant species)
- Produce a report on the factors that affect the availability of natural resources in the future
- Present and defend a point of view on how a resource should be used
- Investigate the impact of the use of technology on the environment (e.g. the “greenhouse effect”; redirection of water flow for human needs; use of pesticides)
- Explain the long-term effects of the loss of natural habitats and the extinction of species (e.g. loss of diversity of genetic material, both plant and animal)
- Identify and explain economic, environmental and social factors that should be considered in the management and preservation of habitats (e.g. the need for recycling; the need for people to have employment)



Activity: Take the Nature Challenge with David Suzuki

- Describe ways in which humans can affect the natural world (e.g. urban development forces some species to go elsewhere and enables other species to multiply too rapidly; conservation areas can be established to protect specific habitats)
- Show the effects on plants and animals of the loss of their natural habitat (e.g. nesting sites of ducks may be destroyed when a dam is built)
- Investigate ways in which the extinction of a plant or animal species affects the rest of the natural community and humans (e.g. chart the distribution of wolves on a world map and predict the effects if wolves were to become extinct; use a software program that simulates a specific environment to track the effects of the loss of a plant species)
- Produce a report on the factors that affect the availability of natural resources in the future
- Present and defend a point of view on how a resource should be used
- Investigate the impact of the use of technology on the environment (e.g. the “greenhouse effect”; redirection of water flow for human needs; use of pesticides)
- Explain the long-term effects of the loss of natural habitats and the extinction of species (e.g. loss of diversity of genetic material, both plant and animal)
- Identify and explain economic, environmental and social factors that should be considered in the management and preservation of habitats (e.g. the need for recycling; the need for people to have employment)

Activity: Traffic Pollution Survey

- Describe the process of cycling carbon and water in the biosphere
- Investigate the impact of the use of technology on the environment (e.g. the “greenhouse effect”; redirection of water flow for human needs; use of pesticides)
- Explain the importance of plants as sources of energy (e.g. food, fossil fuels), as producers of carbohydrates and oxygen (e.g. phytoplankton), and as habitats for wildlife

ACTIVE & SAFE ROUTES TO SCHOOL PROGRAM

The Active & Safe Routes to School program is primarily a parent-driven program but there are many opportunities for involvement of students through classroom activities that link to the new Ontario Curriculum. As well, other school related groups and users can be engaged in the program, e.g. Environmental Clubs, English as a Second Language (ESL) students, After School Programs, etc. There are also opportunities to network with other schools – both in Canada and abroad.

The following document highlights areas where the Active & Safe Routes to School Program may be linked to *The Ontario Curriculum, Grades 1-8, 1998*. We have indicated below where a potential fit exists by grade, curriculum area, strand and associated expectations:

CURRICULUM	STRAND & SPECIFIC EXPECTATIONS
MATHEMATICS Grade 1	Data Management and Probability <ul style="list-style-type: none">• Collect, organize and describe data using concrete materials and drawings.
Grade 2	<ul style="list-style-type: none">• Create and interpret displays of data using concrete materials.
Grades 2, 3, 4	<ul style="list-style-type: none">• Interpret displays of information, present the information, and discuss using mathematical language.
Grade 6	<ul style="list-style-type: none">• Interpret displays of information, present the information, and discuss using mathematical language.• Evaluate the data and make conclusions.
Grades 7, 8	<ul style="list-style-type: none">• Collect, organize and analyze data.• Interpret displays of information, present the information, and discuss using mathematical language.• Evaluate data and make conclusions.• Use and apply a knowledge of probability (e.g. what is the likelihood people will walk to school on any given day, on designated Walk to School Days?).
Active & Safe Routes To School Links	<ul style="list-style-type: none">• Students can do a traffic study around their school.• Calculating the percentage of students who participate in Walking Wednesday programs, including # of driven or bussed students etc., analyzing the results at the individual class and school level compared to other school days.• Cost analysis of walking versus driving to school.



CURRICULUM	STRAND & SPECIFIC EXPECTATIONS
SCIENCE & TECHNOLOGY Grade 1	Characteristics and Needs of Living Things <ul style="list-style-type: none">Identify ways in which individuals can maintain a healthy environment for themselves and for other living things (e.g. practice cleanliness to reduce the spread of germs). Energy in Our Lives <ul style="list-style-type: none">Describe the different forms of energy used in a variety of everyday devices (e.g. coiled springs in wind-up toys, wood in fireplaces).Describe different uses of energy at home, at school, and in the community, and suggest ways in which energy can be conserved.Identify everyday devices that are controlled manually (e.g. a cassette recorder, lights).Identify devices they use that consume energy (e.g. lights, computers) and list things they can do to reduce energy consumption (e.g. turn lights out when leaving a room).Select one of the most common forms of energy used every day and predict the effect on their lives if it were no longer available. Daily and Seasonal Cycles <ul style="list-style-type: none">Identify outdoor human activities that are based on the seasons (e.g. swimming, gardening, skating) and examine some of the solutions humans have found to make it possible to engage in these activities out of season (e.g. community and sports centres make it possible to swim and skate in any season; greenhouses make it possible to garden in any season).Identify characteristics of clothing worn in different seasons and make appropriate decisions about clothing for different environmental conditions.Describe changes in the characteristics and behaviour of living things that occur on a daily basis (e.g. their own daily routines at school and at home, the behaviour of nocturnal animals, changes in certain plants and flowers).Describe changes in the characteristics, behaviour, and location of living things that occur in seasonal cycles (e.g. trees shed their leaves, birds migrate).Describe ways in which humans modify their behaviour to adapt to changes in temperature and sunlight during the day (e.g. they put on extra clothing when it gets colder, they wear sunglasses).
Grade 2	Air and Water in the Environment <ul style="list-style-type: none">Describe ways in which clean air and water are vital for meeting the needs of humans and other living things.



Grade 5	Human Organ Systems <ul style="list-style-type: none">Describe the relationship between eating habits, weight, height, and metabolism.Explain the importance of daily physical activity; explain how the health of human beings is affected by environmental factors (e.g. smoking, smog, and pollen affect the respiratory system).Explain the benefits and disadvantages of using some technological innovations (e.g. headsets designed to protect ears from excessive noise are helpful, but headphones used to listen to music can cause hearing impairment). Conservation of Energy <ul style="list-style-type: none">Demonstrate an understanding of the importance of conservation of energy in relation to the wise use of renewable and non-renewable energy sources.Evaluate the reasons for conserving natural resources and identify possible ways of conserving energy. Energy and Control <ul style="list-style-type: none">Evaluate the reasons for conserving natural resources and identify possible ways of conserving energy. Weather <ul style="list-style-type: none">Examine how weather forecasts influence decisions concerning human activity and how humans have adapted to a variety of weather conditions.
Grade 7	Interactions within Ecosystems <ul style="list-style-type: none">Investigate the impact of the use of technology on the environment (e.g. the “greenhouse effect”; redirection of water flow for human needs; use of pesticides).Identify and explain economic, environmental and social factors that should be considered in the management and preservation of habitats (e.g. the need for recycling; the need for people to have employment).
Grade 8	Cells <ul style="list-style-type: none">Describe ways in which research about cells has brought about improvements in human health and nutrition (e.g. development of medicines, immunization procedures, and diets based on the needs of organs such as the heart).
Active & Safe Routes To School Links	<ul style="list-style-type: none">Impacts of cars on air quality and climate change. Investigations of the use of alternative fuels and alternative transportation. Impacts of roads on habitat destruction.Write about the change of seasons the students experience on their journey to school throughout the year.How to dress for walking to school in different kinds of weather.



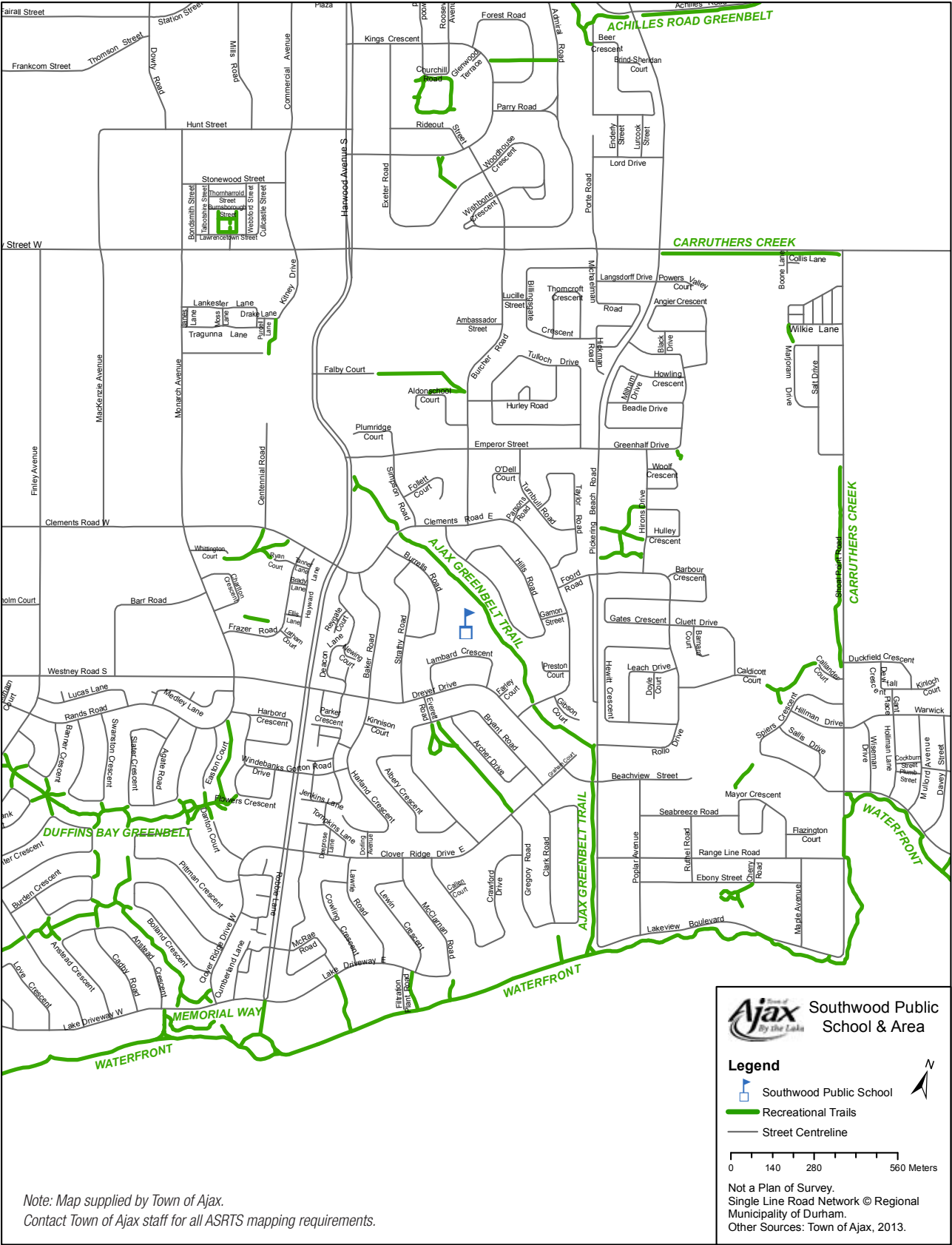
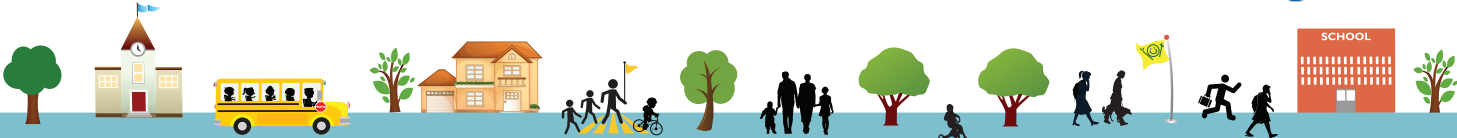
CURRICULUM	STRAND & SPECIFIC EXPECTATIONS
HEALTH AND PHYSICAL ACTIVITY Grade 1	Healthy Living <ul style="list-style-type: none">• Outline the potential safety risks in the home, school, and community (e.g. from fire or toys).• Identify people who can provide personal safety assistance (e.g. block parents) and explain how to access them (e.g. by phoning 9-1-1).
Grade 2	Personal Safety and Injury Prevention <ul style="list-style-type: none">• Identify safety rules to be followed in the home, school, and community (e.g. electrical safety, schoolyard rules, bus safety); and describe how to seek help.
Grade 3	<ul style="list-style-type: none">• Describe the benefits of healthy food choices, physical activity, and healthy bodies.• Explain relevant safety procedures (e.g. fire drills, railway-crossing and crosswalk procedures); use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community.
Grade 4	Personal Safety and Injury Prevention <ul style="list-style-type: none">• Apply decision-making and problem- solving skills in addressing threats to personal safety (e.g. from abuse or physical fighting) and injury prevention (e.g. bicycle safety, road safety).• Identify people (e.g. parents, guardians, neighbours, teachers) and community agencies (e.g. Kids' Help Phone) that can assist with injury prevention, emergency situations, and violence prevention.
Grade 5	Personal Safety and Injury Prevention <ul style="list-style-type: none">• Apply strategies (e.g. anger management, assertiveness, conflict resolution) to deal with personal- safety and injury-prevention situations (e.g. swarming, threatening, harassment).
Grades 1-8	Active Participation <ul style="list-style-type: none">• Participate on a regular basis in physical activities that maintain or improve physical fitness.
Active & Safe Routes To School Links	<ul style="list-style-type: none">• Identify the safe routes to school• Traffic safety• Active School's Award

CURRICULUM	STRAND & SPECIFIC EXPECTATIONS
ARTS Grades 1-5	Creative Work <ul style="list-style-type: none">• Create short songs and instrumental pieces, using a variety of sound sources.
Grades 6-8	Creative Work <ul style="list-style-type: none">• Sing and play instruments with expression and proper technique (e.g. with correct breathing or fingering).
Active & Safe Routes To School Links	<ul style="list-style-type: none">• Performing songs to promote, or educate on importance of walking to school.• Provide music to entertain during an event related to the Active & Safe Routes to School Program (e.g. Band or class plays for an event in the school yard).



CURRICULUM	STRAND & SPECIFIC EXPECTATIONS
LANGUAGE Grade 1	Writing <ul style="list-style-type: none">Communicate ideas (thoughts, feelings, and experiences) for specific purposes (e.g. write a letter to a friend describing a new pet); organize information so that the writing conveys a clear message (e.g. describe events in the proper sequence: <i>We went to see the dog. I liked him very much. We took him home on the bus.</i>)
Grade 2	<ul style="list-style-type: none">Communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g. write a paragraph describing a trip to the farm for classmates).
Grade 3	<ul style="list-style-type: none">Communicate ideas and information for specific purposes and to specific audiences (e.g. write a notice for the local newspaper advertising an upcoming school event).
Grade 4	<ul style="list-style-type: none">Communicate ideas and information for a variety of purposes and to specific audiences (e.g. write a brief research report on a class investigation for classmates); begin to write for more complex purposes e.g. to present and discuss their opinions and viewpoints, to pose questions, to record information).
Grade 5	<ul style="list-style-type: none">Communicate ideas and information for a variety of purposes and to specific audiences (e.g. write a brief research report on a class investigation for classmates); begin to write for more complex purposes (e.g. to present and discuss their opinions and viewpoints, to pose questions, to record information).
Grade 6	<ul style="list-style-type: none">Communicate ideas and information for a variety of purposes (to inform, to persuade, to explain) and to specific audiences (e.g. write the instructions for building an electrical circuit for an audience unfamiliar with the technical terminology).
Grade 7	<ul style="list-style-type: none">Communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g. write a lab report for an audience familiar with the scientific terminology).
Grade 8	<ul style="list-style-type: none">Communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose (e.g. a survey soliciting opinions on an environmental issue) and features appropriate to the form (e.g. focused questions).
Active & Safe Routes To School Links	<ul style="list-style-type: none">Write to students in other parts of Canada, or the world, who are also participating in ASRTS programs and share experiences.Write for the community paper or School Newsletter! (e.g. Benefits of Walking to School, “I walk to school because...”)P.A. Announcements, songs, skits, stories regarding the Walking School Bus, Walk to School Day etc.

This document was created in partnership with York Region Health Services, the York Region District School Board and Greenest City.



ACTIVE AND SAFE ROUTES TO SCHOOL POSTER CHALLENGE

The poster challenge will take place on [<Insert Date Here>](#)

In groups of **no more than 4**, please ask students to create a poster inspired by one of the following *5 safety tips*.

- **Walk in a group to be more visible**
- **Wear bright coloured clothing when walking or cycling**
- **Obey crossing guards when crossing the street**
- **Wait for the school bus in a safe place, away from the edge of the road**
- **Don't be distracted by cell phones or music**

Each group will receive a large piece of paper and should use their own art supplies. Please allow an appropriate amount of time for students to work in their groups. Ensure that students clearly write their names on their posters (*preferably somewhere on the front so they are visible when displayed*) and have them write their teacher's name or classroom number. Please send all completed posters to the office by the end of the day.

One winning group will be chosen from each of the following age groups:

JK – SK

Grade 1 – Grade 3

Grade 4 – Grade 6

Grade 7 – Grade 8

Members of the winning groups will receive prizes and their poster will be displayed in the front hall of the school.

SOUTHWOOD PARK P.S. – JANUARY SCAVENGER HUNT*

**This event took place at Southwood Park P.S. in January 2014*

Outdoor:

Library

Do you need information about how to walk or bike safely?

This room full of books has resources that will help you greatly.

Water bottle Refill Fountain

You've found the library where all the books are kept,

Walk along the tape line on the floor, but watch your step.

If you are planning to walk or bike you should always

drink some water,

At this location you can fill up your reusable bottle.

Golden Sneaker Scoreboards

Find a partner and one of you close your eyes,

Direct your partner to the next clue with just words.

The destination is a surprise.

Every Wednesday these boards are filled in,

At the end of the month only one class will win.

Gym

Your next destination is very close by,

Jog on the spot for 60 seconds to get your heart rate up high.

This is the best place to be active inside,

It's the big space where all your sports knowledge is applied.

Greenbelt Trail

You're in the gym so let's keep those hearts racing,

Everyone do 25 jumping jacks before moving onto the next station.

Behind the school is a great nature trail,

There you will find some tennis balls and a pail.

Portables

Split into teams of no more than four,

Toss a tennis ball around but don't let it hit the floor.

When there are lots of students at school some classrooms

are in the schoolyard,

Outside of these rooms is where you will find the next card.

Soccer Posts

It's time to run just a little bit more,

Jog 3 laps around the portables, or maybe 4.

Running back and forth trying to score a goal,

It doesn't count if it hits the pole.

Kindergarten Play Area

Snow: Time to have some fun with the snow on the ground,

Build a snowman with your classmates, make sure that it's round.

No Snow: The cones are set up for you to run through with the ball,

Run the ball back to your friends at the end, be careful not to fall.

This spot is where the youngest students play,

Make sure to keep the gate closed so they don't run away.

Bus Loop

At the back of the school there are nets for basketball,

Make a basket 15 steps from the pole.

Students who live far come to school using this mode,

They are dropped off here instead of on the road.

Crosswalk

If you walk to school, you will get help here from a guard,

Find the bright yellow sign and you will find the next card.

Office (room outside the office)

You've reached the end of this little hunt,

Each class gets a certificate from the office in the front.



SOUTHWOOD PARK P.S. – JANUARY SCAVENGER HUNT*

**This event took place at Southwood Park P.S. in January 2014*

Indoor

Library

Do you need information about how to walk or bike safely?
This room full of books has resources that will help you greatly.

Water bottle Refill Fountain

If you are planning to walk or bike you should always stay hydrated.
Fill up your reusable bottle at this special location.

Golden Sneaker Scoreboards

Every Wednesday these boards are filled in,
At the end of the month only one class will win.

Gym

This is the best place to be active inside,
It’s the big space where all your sports knowledge is applied.

Couch in the Foyer

This is a great spot to relax in a comfy chair,
From here you can look out to the parking lot and stare.

Graduate Class Photo

When you get old enough you will move on to high school,
But you can come back to see your graduating photo, which is pretty cool.

Lockers

The older students get to keep their belongings in these,
Look for the one with the number XX3.

Office (room outside the office)

You’ve reached the end of this little hunt,
Each class gets a certificate from the office in the front.

APPENDIX J: PLANNING WORKSHEET



ACTIVE AND SAFE ROUTES TO SCHOOL PLANNING WORKSHEET

EVENT	DATE	WHO IS RESPONSIBLE?	WHAT IS REQUIRED



IT'S COOL TO WALK AND ROLL TO SCHOOL!



Active & Safe

ROUTES TO SCHOOL



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Get **Ajax** Moving



join the *movement*

