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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 administration, parents and other volunteers who are interested in setting up an Active and Safe Routes to School Program. The manual features resources developed by Green Communities Canada for the Ontario Active School Travel program (ontarioactiveschooltravel.ca).

Green Communities Canada has given the Town of Ajax permission to reproduce the Activity Ideas Sheets, Classroom Survey, and Family Survey for use within the manual.

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AJAX ACTIVE AND SAFE ROUTES TO SCHOOL

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.¹

In Canada, a 2010 survey found that although 58% of parents walked to school when they were kids, only 28% of their children walk to school today.² 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.

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.

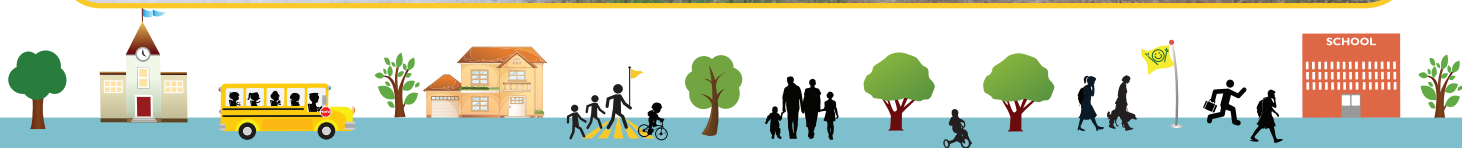
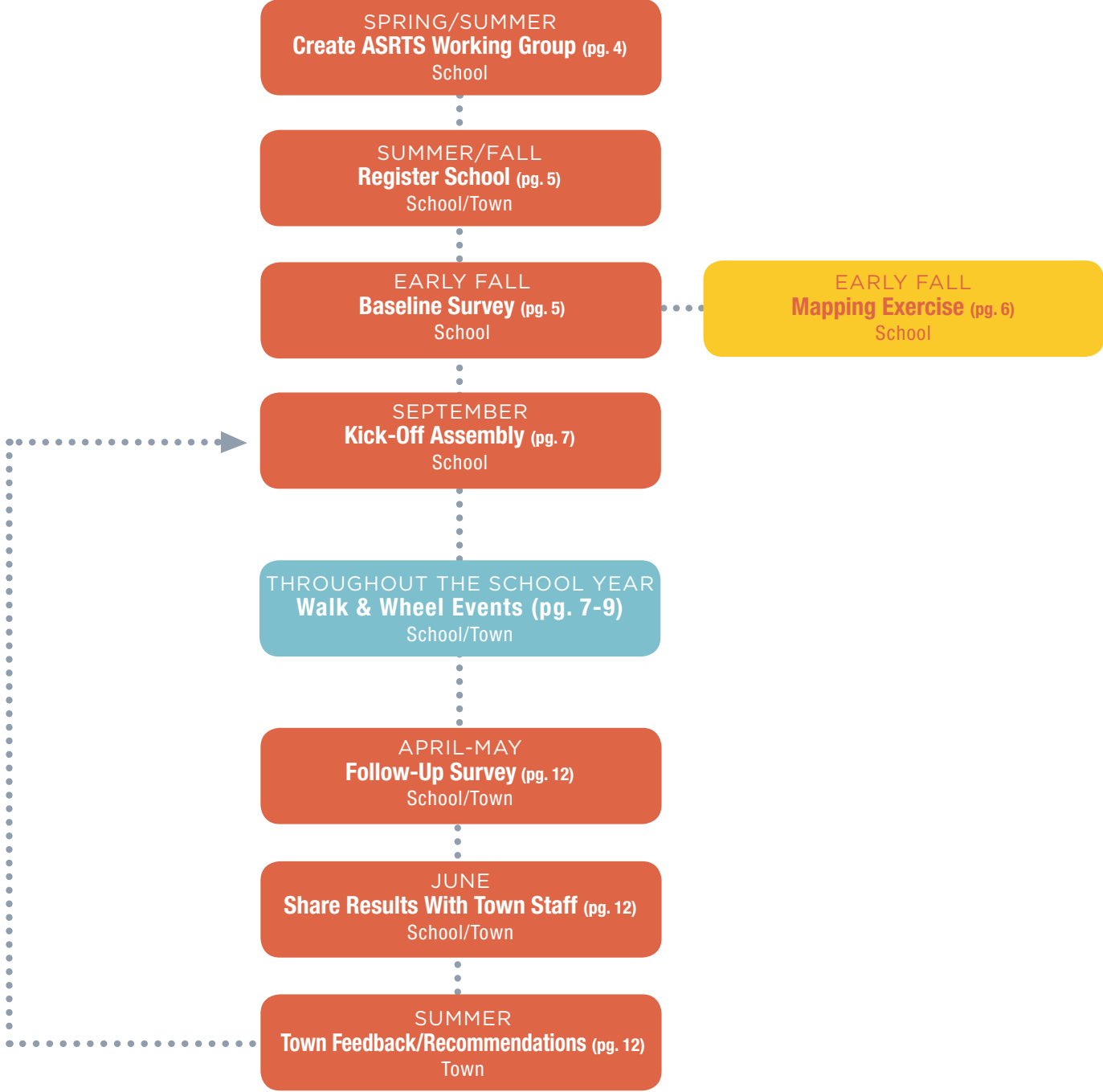
The program outlined in this manual can be adapted to fit the specific needs of your school. **Activities can be added or removed at the discretion of School Staff and participating parents.** Schools are encouraged to be as creative as possible when establishing their program.

1. ParticipACTION. The Brain + Body Equation: Canadian kids need active bodies to build their best brains. The 2018 ParticipACTION Report Card on Physical Activity for Children and Youth. Toronto: ParticipACTION; 2018
2. Stone MR, Mammen G, Faulkner G. Canadian School Travel Planning Intervention Results, 2010-12



Courtesy of Katie Wittmann, Green Communities Canada

2. ACTIVE AND SAFE ROUTES TO SCHOOL PROGRAM
PROCESS OVERVIEW (RECOMMENDED)



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	• 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)	• Participate in School's STP Committee meetings • Help conduct the Traffic Count if one takes place (Appendix G) • 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	• Data collection (e.g. administer the Classroom Survey) (Appendix G) • Link the program to curriculum, i.e. through math, geography, art, drama, writing, etc. (Appendix G) • 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	• Graphically portray classroom survey data • Partake in a Traffic Observation (Appendix G) • 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. Register by completing a quick questionnaire (see Appendix A) and sending it to the Town's Active Transportation Coordinator.

5. BASELINE SURVEY

One of the most important steps in this program is the Baseline Classroom Survey. This survey looks at how students get to/from school, specifically, the percentage of students using each mode of transportation. A copy of this survey and instructions can be found in Appendix C.

Participating schools have the option of conducting Family Surveys (see Appendix D) to get a better understanding of understanding of families' travel habits and what informs and influences their travel choices. The family survey is sent all parents to get an understanding of their travel habits and what informs and influences their travel choices. Schools have the option of either distributing

hard copies of the family surveys or requesting for a link to an online version of the survey which can be sent to parents. Parents should be given one to two weeks to complete the surveys and return them to school administration.

Contact the Town's Active Transportation Coordinator to receive a copy of the baseline classroom survey or the family survey as well as to set up an online family survey. 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).



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 image below includes 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.

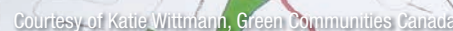
7. WALK & WHEEL EVENTS

Create a culture of walking and wheeling to school by organizing celebration events throughout the year. Each school year, the Town of Ajax celebrates three main events:

- Walktober (October)
- Winter Walk Day (February)
- Bike to School Week (May)

Pages 7-9 outline a variety of activity ideas that schools can use for their Walk and Wheel events. Schools can choose to implement one or more of these ideas.

More ideas can be found in Appendix F.



Walktober

Activity Ideas

October



Schools all over the world are celebrating Walktober (also known as International Walk to School Month or IWALK). Below are ideas on how you can celebrate and congratulate children for walking to school.

Walking to/at School



- Walk parade or a one-day walking school bus: Get parents and student leaders together, choose meeting locations and times, create signs or choose a colour/theme, and walk to school together.
- Stickers, snacks, or other giveaways
- High-fives and/or photos with a mascot or a staff member in a costume
- Scavenger hunt (Appendix E)
- Eye Spy: students pick a theme for each day of IWALK Week, (ex. safe things, unsafe things, things that pollute, etc.)
- Group walk during break time

Assemblies



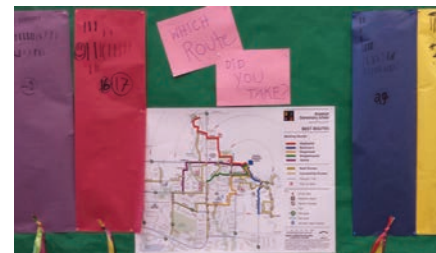
- Cheer/dance routine
- Video/slideshow with popular parts of the neighbourhood
- Guest speakers: trustees, cycling athlete alumni, or local councillors
- Dress up the principal or teacher activity

Peer Motivation



- Club cards: Give a stamp on the club card for each time a student walks/wheels to school
- Song-writing/Cheer-writing contests
- Photo contest (i.e best umbrella photo contest)
- Poster or postcard design contest
- Raffle
- Classroom banner competition
- Golden Shoe Trophy for the classroom with the most students walking/wheeling
- Walk across Canada map: Students record their steps and plot their progress on a map of Canada
- Kilometre club: Students compete to walk more kilometres over October

Classroom Activities



- | | |
|--|--|
| <p>Math</p> <ul style="list-style-type: none"> Classroom walking/wheeling graphs Tracking: have students put a sticker, check mark, or leaf for each time they walk/wheel to school | <p>Geography</p> <ul style="list-style-type: none"> Walking route maps <p>Language</p> <ul style="list-style-type: none"> Story-writing about students' favourite walk to school |
|--|--|



Winter Walk Day

Activity Ideas

1st Wednesday of February (or any time in February)



Walking to school is a great way to enjoy the Canadian winter! Below are ideas on how you can celebrate and congratulate children for walking (or wheeling!) to school. See the back of this sheet for educational content and prize ideas.

Walking to/at School



Assemblies

- Winter walk parade or a one-day walking school bus: Get parents and student leaders together, choose meeting locations and times, create signs or choose a colour/theme, and walk to school together.
- Hot chocolate, stickers, snacks, mittens, toques, hand-warmers, or other giveaways
- Winter Carnival or a winter dance party in front of the school
- Eye Spy: students pick a theme for each day of Winter Walk Week/month, (ex. safe things, unsafe things, things that pollute, etc.)
- Group walk during break time
- High-fives and/or photos with a mascot or a staff member in a costume



Peer Motivation



- Winter fashion show
- Cheer/dance/skate routine
- Video/slideshow with popular parts of the neighbourhood in the winter
- Guest speakers: public health nurse, winter athlete alumni, local police officer, or local councillors
- Dress up the principal or teacher activity with winter clothes

Classroom Activities



Geography/Science:

- Comparisons of winter in different climatic zones in Canada
- Handmade hand warmers
- Winter animal migration club: Tally kilometres that students walk to match with a migration of an animal that migrates from Canada in the winter. Students that do not walk are hibernating animals.

Language

- Story-writing about students'

favourite walk to school in winter

Cultural Studies

- Comparisons of snowshoe designs, toboggans and other active modes of transportation used by Indigenous Peoples in winter

Math

- Classroom walking/wheeling graphs
- Tracking: Students put a sticker or check mark for each time they walk/wheel to school



Bike to School Week

Activity Ideas

Last week of May (or any time in May or June)



Get ready to roll for bike to school week! Below are ideas on how you can celebrate and congratulate children for cycling to school. See the back of this sheet for educational content and prize ideas.

Biking to/at School



Assemblies



Peer Motivation



Classroom Activities



- Group ride to school or a one-day bike train: Get parents and student leaders together, choose meeting locations and times, create signs, attach balloons to the bikes, flash some bike lights, or choose a colour/theme, and bike to school together.
- Giveaways: Juice, stickers, snacks, bells, lights, reflectors, reflective tape
- Smoothie bike/Bike blender: a blender powered by pedalling on a bicycle
- Group ride to a nearby park, trail, heritage site, or other scenic or popular destination
- Eye Spy: students pick a theme for each day related to bikes, (ex. bicycle parking areas, types of bikes, number of bikes, etc.)
- Helmet selfie station

- Cheer/dance routine (with or without bikes)
- Video/slideshow with popular parts of the neighbourhood or nearby bike routes/trails
- Slideshow of celebrities who like to bike or of different types of

- cycling
- Guest speakers: public health nurse, athlete alumni, local police officer, local councillors, local celebrities, or journalists
- Slow bike race with teachers

- Club cards: Give a stamp on the club card for each time a student bikes to school
- Song-writing/Cheer-writing contests
- Photo contest
- Poster or postcard design contest

- Raffle
- Classroom banner competition
- Golden Shoe Trophy for the classroom with the most students walking/wheeling
- Kilometre club: Students compete to bike more kilometres

Math

- Classroom walking/wheeling graphs
- Tracking: Have students put a sticker or check mark for each time they walk/wheel to school

Language

- Story-writing about students' favourite bike ride to/from school

Physical/Health Education

- Bike Rodeo/bike festival
- Bike Clinic: invite a local bike shop to teach maintenance

Art

- Posters created by students to promote biking



Raise awareness & share ideas

Here are messages that you can share in your posters, announcements, school newsletters, bulletin boards, social media, and other popular communications materials at your school.

Walking and wheeling to school is beneficial and fun:

- Raise awareness about the benefits of active school travel. Walking/wheeling to school is healthy, environmentally friendly, and great for getting to know the neighbourhood and creating community connections. For more details, see <http://ontarioactiveschooltravel.ca/benefits-of-active-school-travel/>.
- Ask students to share what they like best about their journey to school.
- Ask students and parents about recommended walking/biking routes.

Walking and wheeling to school can also be done safely and comfortably. Give tips on:

- Dressing for cold and wet weather
- Road Safety (especially when there are fewer hours of daylight).
- Requesting for infrastructural improvements.
- Locking bikes in safe places
- Riding on roads and trails in different weather conditions.
- Helmet fitting.

Students who live too far to bike to school can still get active by:

- Getting dropped off a few blocks away from school and walking or rolling the rest of the way.
- Walking or wheeling to the nearest transit stop and riding the rest of the way.



Prize ideas

Prizes can be simple and affordable. Prizes are most effective when they help students continue to walk/wheel to school. Here are some ideas:

General

- Extra recess time
- Principal dresses up in a costume
- Staff does a silly or popular dance
- Certificates
- Hall of fame
- Gift certificate or coupon to neighbourhood restaurants, cafés, or stores
- Hiking trip
- Dodge ball game with school staff vs students

Winter

- Snow-shoeing field trip
- Ice skating social
- Ski trip
- Fat biking field trip (riding on snow using bikes with thick tires)

Biking

- Cycling sport-related field trip (racing or non-racing): There are a number of cycling sports for different seasons. These sports can also be adjusted for people with different (dis)abilities). Some of these sports are done in parks while others are done in cycling arenas or other venues. Examples of different cycling sports include mountain biking, cyclocross, or paracycling
- Group ride (Examples: food tour by bike or other exploratory trips by bike)
- Bike polo game with school staff vs students
- Staff does a tricycle or slow bike race.



8. FOLLOW-UP SURVEY

At the end of the school year it is important to measure the impact this program has on school travel patterns. Conduct the classroom surveys (Appendix C) during one week in either May or June. 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.

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

9. SHARE RESULTS WITH TOWN STAFF/ DESIGNATION PROCESS

Provide the Town of Ajax with a list of the activities that the school implemented through the year and what impacts they had on the travel habits of students. 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.

Town Staff will evaluate the lists and survey results 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 that score highly will receive additional prizes. The Town of Ajax will reach out to top performing schools to coordinate a celebration activity. Schools will also be recognized on the Town’s website for their efforts.

10. 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 H

11. 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 QUESTIONNAIRE

B: EXAMPLE OF WALKING DISTANCE/TIME MAP

C: CLASSROOM SURVEY AND INSTRUCTIONS

D: FAMILY SURVEY AND INSTRUCTIONS

E. ACTIVE AMAZING RACE EXAMPLE

F. CURRICULUM LINKS AND ACTIVITIES FOR TEACHERS

G. TRAFFIC COUNT WORKSHEET

H. PLANNING WORKSHEET

APPENDIX A: ACTIVE AND SAFE ROUTES TO SCHOOL QUESTIONNAIRE



AJAX ACTIVE AND SAFE ROUTES TO SCHOOL

14



AJAX ACTIVE AND SAFE ROUTES TO SCHOOL

15



Active and Safe

ROUTES TO SCHOOL

School: _____

Address: _____

Contact

Name: _____

Email: _____

Phone #: _____

(SURVEY QUESTIONNAIRE)=

1. Total number of students in the school. _____

2. Number of students who use the School Bus Service _____

3. Number of students live in the "Walk Zone" _____

4. Existing transportation facility and numbers (#)

☐ Bike Racks (#____)

☐ Car parking spaces (teachers #____),(visitors #____)

☐ School Bus Drop Zone spaces (#____),

☐ School Crossing Guards (#____)

☐ Kiss n Ride Spaces (#____)

☐ Transit Bus stop (#____)

☐ Others _____

5. School Bell Time: _____ a.m. to _____ p.m.

6. Bus Zone distance: Min. _____ km, to Max. _____ km (For grades _____)

Min. _____ km, to Max. _____ km (For grades _____)

7. Grades

☐ Elementary (K-6) ☐ Elementary (K-8) ☐ Secondary (7-12/9-12)

8. Existing safety education resources:

☐ Traffic safety education- If yes, who provides it, to what grades and how often?

☐ Pedestrian safety education-If yes, who provides it, to what grades and how often

☐ Bike safety education-If yes, who provides it, to what grades and how often?

☐ Anti-bullying education- If yes, who provides it, to what grades and how often?

☐ Police officer school Liaison



9. Programs at the school that have goals similar to STP

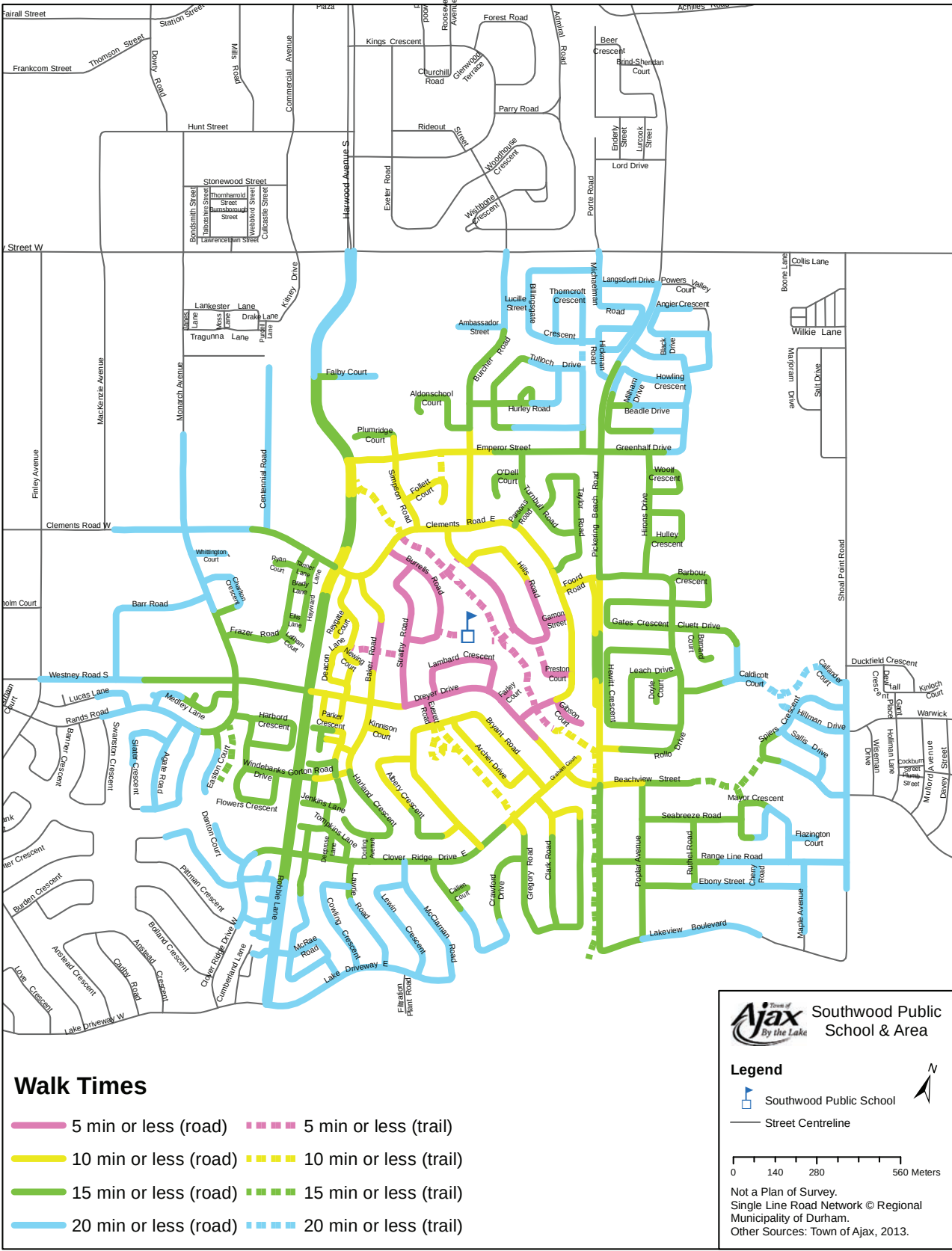
- ☐ Ontario Eco-Schools Certification (Level: _____)
- ☐ Environmental Program (Specify: _____)
- ☐ Physical Activity Program (Specify: _____)
- ☐ Mental Health Program (Specify: _____)
- ☐ Other (Specify: _____)

10. Special program at this school that may impact choice of travel mode

- ☐ French Immersion ☐ Extended French ☐ Fine Arts,
- ☐ Before & After School day care ☐ Special Needs: _____
- ☐ Other: _____



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: CLASSROOM SURVEY
AND INSTRUCTIONS

Student Travel Survey: _____

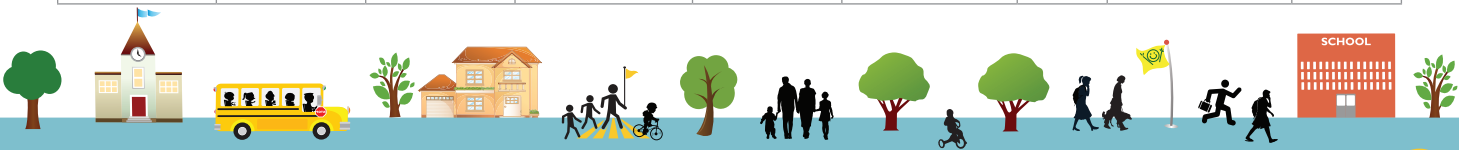
Grade: _____ Teacher: _____ Room: _____ Total # of students in class: _____ Date of week: _____

Q1: Ask the class: “How did you get to school this morning?”

Day	Biked (all or most of the way)	Walked (all or most of the way)	Rolled (includes skateboards, wheelchairs, scooters, etc.)	School Bus (includes any shared vehicles for students only)	Public Transit (all or most of the way. Includes trains, ferries, buses, etc.)	Car	# Students absent today	TOTAL
Mon								
Tue								
Wed								
Thu								
Fri								

Q2: Ask the class: “How will you get home from school this afternoon?”

Day	Biked (all or most of the way)	Walked (all or most of the way)	Rolled (includes skateboards, wheelchairs, scooters, etc.)	School Bus (includes any shared vehicles for students only)	Public Transit (all or most of the way. Includes trains, ferries, buses, etc.)	Car	# Students absent today	TOTAL
Mon								
Tue								
Wed								
Thu								
Fri								



School Travel Survey Instructions:

- One survey sheet per classroom.
- Teacher completes information at top of sheet.
- Teacher conducts survey with their class, once every day throughout the week (suggest during morning attendance).
- Survey works best as a ‘hands-up’ survey, asking the question and requesting students raise their hand for the travel mode answer that applies to them e.g. “How did you get to school today—Put your hand up if you walked all the way to school this morning?”
- Record the number of responses for each travel mode and check that: the total # of responses + # absent students = total # students in the class
- Repeat for question 2
- Return completed survey sheet to school office at end of week

APPENDIX D: FAMILY SURVEY AND INSTRUCTIONS

Completed Example:

Student Travel Survey: Sample School

Grade: 4 Teacher: Mrs. Example Room: 101 Total # of students in class: 22 Date of week: Oct. 2, 2019

Q1: Ask the class: “How did you get to school this morning?”

Day	Biked (all or most of the way)	Walked (all or most of the way)	Rolled (includes skateboards, wheelchairs, scooters, etc.)	School Bus (includes any shared vehicles for students only)	Public Transit (all or most of the way. Includes trains, ferries, buses, etc.)	Car	# Students absent today	TOTAL
Mon 2	7	3	3	5	0	3	1	22
Tue 3	8	4	4	4	0	2	0	22
Wed 4	8	1	2	7	0	3	1	22
Thu 5	7	2	1	9	0	2	2	22
Fri 6	9	0	2	10	0	1	0	22

Repeat process for Q2: “How will you get home from school this afternoon?”...



Family Survey Instructions

1. Prepare to conduct the Family Survey

With input from the Principal or designated school lead, you need to make a number of decisions about how to administer the Family Survey.

- Decide what survey format(s) will be used, i.e., paper and/or online. Using an online method will reduce the amount of paper required, save lots of time and ensure accuracy. The Family Survey template contains a list of recommended questions and an introductory cover letter. If you make changes to the suggested questions, ensure that the final version of your survey only takes about five minutes to complete (to maximize the response rate). If you choose to conduct the survey online, you will need to use the suggested questions to create your own survey using a tool such as SurveyMonkey.
- If you offer an online option, determine how you will promote the survey link to parents. For example, you could send a printed note home with students and/or provide notification via email, automated phone calls or newsletter.

2. Administer the Family Survey

Online method: Distribute the letter and link to the survey to parents via the chosen communication method(s).

Paper method: Have one copy of the letter and survey sent home to each family.

If there is a communication tool suitable for sending a reminder of the deadline, ask the Principal to take advantage of that a day or two before the deadline to maximize the response rate.

3. Collate and analyze data

Once the deadline has passed, analyze the data.

Online: Ask the Town’s Active Transportation Coordinator to send the results.

Paper: Send hard copies to:

Town of Ajax Active Transportation Coordinator
65 Harwood Avenue South
Ajax, ON L1S 2H9

<date>

Dear Parent:

Family Survey for our school

<School Name> is taking part in a School Travel Planning project that will improve school journeys for our students. Through School Travel Planning, parents, students and school staff will work with municipal, school board and public health officials to reduce congestion, address traffic safety issues and encourage more students to walk and cycle for the school journey.

Please complete this 5-minute Family Survey with your eldest child who attends this school. Your input is important to the success of this project. Knowing what travel choices families are making and why they are making them will help the school create a travel plan that considers everyone’s needs.

Your responses are anonymous. We do not ask for your name.

Principal Signature

<Principal Name>

Family Survey

- Select the grade level of your eldest child that attends this school:
☐ JK ☐ SK ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
- Is your child eligible to ride the school bus?
☐ Yes ☐ No ☐ Don’t know
- How does your child usually travel to/from school? (check one in each column)

Mode	TO school	FROM school
Walk	☐	☐
Walk partway (at least one entire block)	☐	☐
Bicycle	☐	☐
School Bus	☐	☐
Public Transit	☐	☐
Carpool (Two or more families sharing)	☐	☐
Car (Just my family)	☐	☐
Other (Please Specify):	☐	☐



4. Why does your child usually travel to/from school in this way? (check all that apply)

Reasons	TO school	FROM school
Enjoyment	☐	☐
Exercise (e.g., from walking or cycling)	☐	☐
Age of child	☐	☐
Distance to school	☐	☐
Convenience (e.g., school on route to work, bussing available)	☐	☐
Time constraints (e.g., bus pick-up time does not fit family schedule, do not have time to walk or cycle)	☐	☐
Before/after school activities	☐	☐
Before/after school care	☐	☐
Limited/restricted parking around school	☐	☐
Traffic safety/danger on route	☐	☐
Personal safety (e.g., bullying, crime)	☐	☐
Helps develop child's independence	☐	☐
Disability/specific mobility needs	☐	☐
Bus stop not suitable	☐	☐
Other (Please Specify):	☐	☐

5. How long does it usually take your child to travel to/from school? (check one in each column)

Time	TO school	FROM school
10 minutes or less	☐	☐
11-20 minutes	☐	☐
21-30 minutes	☐	☐
31-60 minutes	☐	☐
More than 60 minutes	☐	☐

6. Which of the following would encourage your child to walk to/from school? (check all that apply)

- ☐ Others to walk with?
- ☐ Once child is older
- ☐ Pedestrian safety training
- ☐ Improved sidewalks and crossings
- ☐ Reduced traffic volume and congestion in school zone

- ☐ Traffic calming in school zone (e.g., lower vehicle speeds, more careful drivers)
- ☐ Not applicable, child is eligible to ride the school bus
- ☐ Child already walks
- ☐ Other reasons described below:

7. Which of the following would encourage your child to cycle to/from school? (check all that apply)

- ☐ Others to cycle with
- ☐ Once child is older
- ☐ Cycling safety and skills training
- ☐ Access to equipment (bicycle, helmet, lock)
- ☐ Secure bicycle storage at school
- ☐ Cycle-friendly routes (e.g., segregated cycle lanes)
- ☐ Reduced traffic volume and congestion in school zone
- ☐ Traffic calming in school zone (e.g., lower vehicle speeds, more careful drivers)
- ☐ Not applicable, child is eligible to ride the school bus
- ☐ Child already cycles
- ☐ Other reasons described below:

8. Are there any locations of concern along your child's trip to/from school?

- ☐ No locations of concern
- ☐ Yes. Please describe the location(s) and reasons for your concerns.

Location	What is your concern about this area?
E.g., on ___Rd near ___St	E.g., Cars turn right without looking for pedestrians
1.	
2.	
3.	



9. Before completing this survey, did you know that the School Travel Planning program was being offered at your child's school?
- ☐ Yes
- ☐ No

Is there anything else you would like to share about your child's school journey?

If you have any questions about the survey, or would like to learn more or help with School Travel Planning efforts at your school please contact <insert school committee member or STP Facilitator contact info>

THANK YOU FOR YOUR TIME.

PLEASE COMPLETE THIS SURVEY AND RETURN IT TO SCHOOL BY <insert deadline>.

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
AND ACTIVITIES FOR TEACHER



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 Collect, organize and describe data using concrete materials and drawings.
Grade 2	Create and interpret displays of data using concrete materials.
Grades 2, 3, 4	Interpret displays of information, present the information, and discuss using mathematical language.
Grade 6	- Interpret displays of information, present the information, and discuss using mathematical language. - Evaluate the data and make conclusions.
Grades 7, 8	- 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	- 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 - 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 - 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 - 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 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 • 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 • 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 • Evaluate the reasons for conserving natural resources and identify possible ways of conserving energy. Weather • 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 • 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 • 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	• 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 • 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 • 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	• 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 • 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 • 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 • Participate on a regular basis in physical activities that maintain or improve physical fitness.
Active & Safe Routes To School Links	• Identify the safe routes to school • Traffic safety • Active School’s Award



CURRICULUM	STRAND & SPECIFIC EXPECTATIONS
LANGUAGE Grade 1	Writing 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: We went to see the dog. I liked him very much. We took him home on the bus).
Grade 2	Communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g. write a paragraph describing a trip to the farm for classmates).
Grade 3	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	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	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	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	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	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	- 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.



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 jewelery)
- 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)

Not sure how to organize a bike rodeo? Find tips here: <http://ontarioactiveschooltravel.ca>

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 jewelry)
- 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 stem-and-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)
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- 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



APPENDIX G: TRAFFIC COUNT WORKSHEET

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 (10 minute blocks)	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 (including SUVs, mini-vans)			
Bus/Truck (including school, delivery)			
Other (including scooter, rollerblades)			

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 H: PLANNING WORKSHEET



ACTIVE AND SAFE ROUTES TO SCHOOL PLANNING WORKSHEET

[illegible]

IT'S COOL TO WALK AND ROLL TO SCHOOL!



Active & Safe

ROUTES TO SCHOOL



TOWN OF AJAX
65 Harwood Avenue South
Ajax, Ontario L1S 2H9
905-683-4550
getajaxmoving@ajax.ca
ajax.ca

Get Ajax Moving



join the **movement**

Town of
Ajax
By the Lake