Go Green! Travel Clean!

ASRTS Climate Change ToolKit
Welcome!

Go Green! Travel Clean!

The Human Environments Analysis Laboratory (HEAL) at Western University received funding to support the development of educational materials and messaging to connect Active School Travel with Climate Change. Partners from the local Active & Safe Routes to School (ASRTS) committee were all extensively involved in the creation of these resources. ASRTS is community partners from several organizations throughout the counties of Elgin, Middlesex, Oxford, and the cities of London and St. Thomas working together to promote and sustain ASRTS programs that encourage children and families to choose active transportation.

This guide has been created to provide materials that can be used in schools and within the community to promote active school travel while combating climate change and air pollution. Currently we base our program off of the knowledge that active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc. and can help to:

- Improve physical and mental health
- Improve traffic and safety around your school
- Improve air quality and help the environment
- Have students arrive at school alert and ready to learn
- Feel more connected to your community

Research has shown that air pollution near schools has been linked to:

- Lower scores on standardized tests
- Lower attendance
- Lower integration in key brain networks
- Decreased rates of cognitive development

Knowing all of this information we continue to believe that by increasing the amount of children in our communities that use active school travel, these children receive the benefit of increased physical activity while reducing their exposure to air pollutions around their schools. This campaign encompasses 3 simple habits that can help make this change:

1. Walk to School
2. Take the Bus
3. Idle Free for the Kids

All of the resources contained in the booklet are also available at: http://activesaferoutes.ca/resources/climatechange/

If you have questions relating to any of the material please contact: heal@uwo.ca
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## Facilitator Guide

<table>
<thead>
<tr>
<th>1. Facilitators</th>
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<tbody>
<tr>
<td>● Select or hire facilitators to work at school travel planning (STP) schools</td>
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<table>
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<tr>
<th>2. Set Up</th>
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<tr>
<td>● Select STP schools</td>
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<tr>
<td>● Designate facilitators to STP schools</td>
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<tr>
<td>● Set up timeline for the school activities found in the toolkit</td>
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<thead>
<tr>
<th>3. Assessing Conditions</th>
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<tbody>
<tr>
<td>● Provide schools with Activity Toolkit</td>
</tr>
<tr>
<td>● Make sure all school staff are aware of the activities</td>
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<tr>
<td>● Identify and address any challenges that may limit or prevent schools from participating in these activities</td>
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<tr>
<th>4. Action Plan</th>
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<tbody>
<tr>
<td>● Coordinate and communicate with schools and relevant stakeholders about activity start and due dates</td>
</tr>
<tr>
<td>● Encourage these three main activities at all STP schools: Active Travel Stories, Short Walk <em>in motion</em> Challenge and Walking Passport</td>
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<tr>
<td>● Provide assistance and support for the activities</td>
</tr>
<tr>
<td>● Provide schools with resources (if needed) to successfully complete the activities</td>
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<tr>
<td>● Provide school staff with contact information</td>
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<tr>
<td>● Provide assistance to non-STP schools that are interested in the activities</td>
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<th>5. Implementation</th>
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<tbody>
<tr>
<td>● Facilitate the implementation of the action plan</td>
</tr>
<tr>
<td>● Respond to any concerns or needs from the schools</td>
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<tr>
<th>6. Assess School Engagement</th>
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<tr>
<td>● Assess what schools partook and completed the activities</td>
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<tr>
<td>● Identify the reasons why they have not partaken and/or completed the activities</td>
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<th>7. Maintenance</th>
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<tr>
<td>● Identify staff at schools to carry on with activity throughout the year</td>
</tr>
<tr>
<td>● Continue with social media messaging</td>
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<tr>
<td>● Introduce competitions such as active travel story competition</td>
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**Goal:** To facilitate the main activities found in the activity toolkit so that all STP schools utilize them during the iWALK month-long campaign in October 2019.
Facilitators
Select or hire facilitators that are going to lead the activities from the activity toolkit at the selected schools that are following the school travel plans. These facilitators are to be available for iWALK month in October as well as in September, one month leading up to iWALK month.

Set Up
Schools that are labelled as STP schools and participate in the program in the upcoming school year will be asked to incorporate activities for the iWALK campaign in October. Facilitators are then going to be assigned to the selected schools they will be looking after through the duration of the STP. Facilitators should be familiarized with the activities in the toolkit. Facilitators have the option of providing their schools with a timeline for the activities. The timeline could contain specific dates for when the activities are to start and be completed by if multiple classroom are participating in the activity. The activity start and due dates will need to be communicated consistently and clearly to school staff, students and parents/guardians prior to the start of the campaign and throughout the duration of the campaign.

Assessing Conditions
Facilitators will be providing the school staff with the activity toolkit and corresponding documents ahead of the scheduled campaign for school staff to have adequate time to familiarize themselves with the activities in the toolkit. Facilitators should ensure that each teacher has access to the document and understands the lesson plan for each activity. Facilitators are instructed to encourage feedback to identify any potential barriers that may limit or prevent schools from engaging in the activities. Facilitators should document all limitations and barriers that each school experiences. Report and share all limitations and barriers with relevant stakeholders involved in the Active and Safe Routes to School program.

Action Plan
Work with school staff and relevant stakeholders to ensure that activity start and due dates are communicated clearly, either by email or staff/committee meetings. Encourage the staff of STP schools to integrate three main activities found in the toolkit at their respective schools during the iWALK campaign. The three main activities are: “Active Travel Passport”, “Active Travel Stories” and “Short Walk in motion™ Challenge”. Below is a list of activities that the program has created. Under each activity it is described as to what the facilitators could do to help facilitate the activity. This will depend on the contextual factors at each school. Some activities will require more equitable reach of resources/capacity to facilitate the activity. For example, some schools may require resources to print out the walking passport templates for the “Walking Passport” activity. Schools will be provided with announcements to broadcast in the mornings and throughout the day informing the school staff and students about activities and planned school events. Provide contact information to all school staff that will be using the activity toolkit to request certain items (i.e. posters and banners) and to clarify information in the activity toolkit. Facilitators will be available to respond to the needs of other non-STP schools who wish to participate in the campaign and utilize the activities found in the toolkit. Provide schools with the necessary resources if they can not supply the resources themselves. Furthermore, provide schools with the items available upon request (i.e. Canada poster and iWalk banner).
FACILITATOR SUPPORT FOR ACTIVITIES

ACTIVE TRAVEL PASSPORT
- Facilitators could provide printouts and distribute the passports to each grade participating. Stamps or stickers could be provided as well.
- Facilitators could participate in handing out stickers or stamping the passport during the campaign.

Optional Competition: Facilitators can incorporate a competition to the activity. The competition could be held among participating schools.

ACTIVE TRAVEL STORIES
- Facilitators could help decide on the top 2 stories for each grade participating.
- Facilitators could collect the top stories to enter them for the competition.

Optional Competition: Facilitators can incorporate a competition to the activity. The competition could be held among participating schools.

SHORT WALK in motion™ CHALLENGE
- Facilitators can bring in the iWALK banner and help set up

ACTIVE TRAVEL PICTURE
- Facilitators could help decide on the top two pictures for each grade participating.
- Facilitators could collect the top pictures to enter them for the competition.

Optional Competition: Facilitators can incorporate a competition to the activity. The competition could be held among participating schools.

CAR INFORMATION CARDS
- Facilitators can assist students handing out their decals/information cards to idling vehicles.

GREENING OF THE TREES
- Facilitators could provide assistance setting up the bare tree

SONG
- Facilitators can pick songs that they can use to sing at school events and assemblies

NEWS REPORT
- Facilitators can use themselves as people to be interviewed to give their own perspective on active safe travel

WALK THE WORLD
- Facilitators can provide a Canada map poster from the Middlesex-London Health Unit

POLLUTION YOU CAN SEE
- Facilitators can bring in the needed materials to create the pollution catchers.
- Facilitators could help in creating the pollution catchers and setting them up outside in the school area
- Facilitators could also help in collecting the pollution catchers after the waiting period
Implementation
Facilitators will commence the action plan at their respective STP schools and will need to respond to any concerns that these schools may have in the implementation of the activity toolkit. Other non-STP schools will receive access to the activity toolkit but will not be implementing STP activities. These schools will choose to participate and can select their own activities to utilize throughout the year in any order they would like. Facilitators can continually work with the STP schools to find out if activities were at all implemented in the classes, if not, find out why they were not implemented. This tracking will aid in understanding the contextual barriers, the people involved, and the methods used to implement the activity toolkit. Understanding these factors could lead to improved implementation of the activity toolkit at future schools.

Assess School Engagement
If interested facilitators can make note of which schools participated in which activities and document reasons for not participating in the main activities or have not completed the activities once started (STP schools only) during the campaign. Once the campaign is over, track the use of the activity toolkit at the STP schools only.

Maintenance
Identify school leaders or champions that can continue to integrate activities into the school year (i.e. school staff). Utilize social media to continue with transparency and to encourage the use of the activity toolkit, including local community organizations whenever possible. Facilitators along with relevant stakeholders can integrate competitions with the activities from the toolkit such as selecting the best “Active Travel Story” from each grade for all participating schools.
Posters

To download an 11-inch by 17-inch copy of the following posters or for French translation please visit: http://activesaferoutes.ca/climatechange/
WALK TO SCHOOL

Go Green! Travel Clean!

1000 kilograms of CO₂ emissions can be reduced by 9 families walking or wheeling to school throughout the year. That's how much a giraffe weighs!

activesaferoutes.ca/climatechange
TAKE THE SCHOOL BUS

Go Green! Travel Clean!

100 kilograms of CO₂ can be reduced by eliminating 4 short car trips every week. That’s how much a giant panda weighs!

activesaferoutes.ca/climatechange
IDLE FREE FOR THE KIDS

Go Green! Travel Clean!

120 kilograms of CO₂ can be reduced by not idling your car 6 minutes a day for one year. That's how much a reindeer weighs!

activesaferoutes.ca/climatechange
Videos

To view the Idle Free for the Kids Video please visit: https://youtu.be/b476Uz1BJ5M

IDLE FREE FOR THE KIDS TWEETS

1) #DYK by avoiding 6 minutes of idling per day for one year, you can reduce CO2 emissions by 119 kilograms. That’s the weight of a reindeer! Try turning off your car engine when parked at your child’s school #gogreentravelclean #elmoasrts @OntarioAST https://youtu.be/b476Uz1BJ5M

2) Excess CO2 from cars harms our planet and bodies. Be a clean air champion and turn off your car when you drop off or pick up your child at school! Learn about benefits of being #idlefree https://youtu.be/b476Uz1BJ5M #gogreentravelclean #elmoasrts @MLHealthUnit @SW_PublicHealth

3) #DYK that cars release air pollutants that affect children’s lungs and brain! If your child must be driven, turn off your engine when parked in your school’s parking lot to #gogreentravelclean. #elmoasrts @ThamesValleyPIC @MLSchoolhealth @LDCSB https://youtu.be/b476Uz1BJ5M

4) Every busy parent can #gogreentravelclean by committing to be #idlefree. Try turning off your car engine when you drop or pick up your kids from school. Learn more about the importance of being #idlefree https://youtu.be/b476Uz1BJ5M. #elmoasrts @OntarioAST @mybigyellowbus

5) #DYK unnecessary idling, like when you park in your child’s school parking lot or kiss and ride, produces harmful air pollutants. Do your part to make a healthy school community by being #idlefree! #gogreentravelclean #elmoasrts https://youtu.be/b476Uz1BJ5M @TVDSB @LDCSB

6) If you’re going to be stopped for more than 60 seconds when you drop off or pick up your child at school, turn your car off. Be an #idlefree champion! #gogreentravelclean #elmoasrts https://youtu.be/b476Uz1BJ5M @OntarioAST @mybigyellowbus @ThamesValleyPIC @TVDSB @LDCSB

7) #DYK that a driver living with children is more likely to idle than one without children? #gogreentravelclean by turning your car off when parking at your child’s school. Learn more about the importance of being #idlefree https://youtu.be/b476Uz1BJ5M #elmoasrts @TVDSB @LDCSB
To view the Benefits of Walking to the Bus Stop & Taking the Bus to School Video please visit: https://youtu.be/r4mcDt--p_w

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BENEFITS OF WALKING TO THE BUS STOP & TAKING THE BUS TO SCHOOL TWEETS

1) #DYK that by eliminating 4 car trips a week, you can reduce your CO2 emissions by 100 kilograms a year. That’s the weight of a #panda! Try walking to the bus stop instead of driving. #gogreentravelclean #elmoasrts @mybigyellowbus @OntarioAST https://youtu.be/r4mcDt--p_w

2) Walking to school and taking the school bus are great ways to stay active and help the planet! Why not try both by walking to the bus stop and taking the bus to school. #gogreentravelclean #elmoasrts @cityofstthomas @ThamesValleyPIC @inmotion4Life https://youtu.be/r4mcDt--p_w

3) Does your child take the bus to school? Get active and walk to your bus stop. Check out the video below to learn more about the benefits of taking the school bus. #gogreentravelclean #elmoasrts @inmotion4life @MLSchoolHealth @SW_PublicHealth https://youtu.be/r4mcDt--p_w

4) Be a clean air champion by walking to the bus stop and taking the bus to school! Taking the bus can reduce air pollution. Watch this video to learn more about benefits of taking the bus. #gogreentravelclean #elmoasrts @mybigyellowbus @OntarioAST https://youtu.be/r4mcDt--p_w

5) When you use active transportation, you can make the air cleaner for everyone! Try walking to your school bus stop and take the bus as a #randomactofkindness this week. #gogreentravelclean #elmoasrts @OntarioAST @TVDSB @LDCSB @GCCCanada https://youtu.be/r4mcDt--p_w

6) Don’t let traffic slow you down! Help your child create a healthy and safe school environment by walking to the bus stop and riding the bus to school #gogreentravelclean #elmoasrts @OntarioAST @inmotion4life @mybigyellowbus @GCCCanada @CityofLdnOnt https://youtu.be/r4mcDt--p_w
To view the Benefits of Walking & Wheeling to School Video please visit: https://youtu.be/OUuUUrHqRCc

BENEFITS OF WALKING & WHEELING TO SCHOOL TWEETS

1) Clean air helps keep our lungs and brain healthy, especially in growing children! Try walking or wheeling to school to reduce air pollution from cars in your community. #gogreentravelclean #elmoasrts @mybigyellowbus @TVDSB @OntarioAST @LDCSB https://youtu.be/OUuUUrHqRCc

2) #DYK that air pollution not only harms our bodies but also soil, plants, and water? Walking and wheeling to school are ways you can help to reduce air pollution. Watch the video below to learn more. #gogreentravelclean #elmoasrts @MLHealthUnit https://youtu.be/OUuUUrHqRCc

3) #DYK that if 9 families walk or wheel to school over 1-year, CO2 emissions can be reduced by 1000 kilograms. That's how much a giraffe weighs! Take the #gogreentravelclean challenge and walk or wheel to school. #elmoasrts @TVDSB @LDCSB @GCCCanada https://youtu.be/OUuUUrHqRCc

4) Riding your bike, scootering, or walking to school are great ways to get active, and be #ecofriendly. Click the link to learn more about walking and wheeling to school. https://youtu.be/OUuUUrHqRCc #gogreentravelclean #elmoasrts @MLHealthUnit @SW_PublicHealth @TVDSB @LDCSB

5) Do you want to skip the line when you drop off or pick up your kids at school? Reduce traffic congestion by having your kids walk or wheel to school. #gogreentravelclean #elmoasrts @OntarioAST @mybigyellowbus @lpsmediaoffice @STPSmedia https://youtu.be/OUuUUrHqRCc

6) Clean air is related to better scores on standardized tests and attendance at school. Help kids in your school community reach their full potential by walking or wheeling to school! #gogreentravelclean #elmoasrts @ThamesValleyPIC @TVDSB @LDCSB https://youtu.be/OUuUUrHqRCc
# Promotional Social Media Campaign

**iWalk Day:** First Wednesday of October  
**Timeframe:** August – October  
For promotional materials year-round please go to: [activesaferoutes.ca/climatechange/](http://activesaferoutes.ca/climatechange/)

<table>
<thead>
<tr>
<th>Tweets</th>
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| **2<sup>nd</sup> Last Week of August**  
Help your children be clean air champions this school year by walking or wheeling to school or the bus stop. Practice the route with your children and watch this video to learn how to cross safely at PXOs  
[https://youtu.be/mL0TzMtQClw](https://youtu.be/mL0TzMtQClw) @LDCSB @TVDSB @TheHEALab  
#gogreentravelclean |
| **Last Week of August**  
Ready for school?  
School supplies ✓  
Healthy lunch packed ✓  
Active route to school planned ✓  
#WALKtoschool #WALKtothebus #gogreentravelclean @LDCSB @TVDSB @TheHEALab |
| **1<sup>st</sup> Week of September**  
Welcome back to school! Start your school year off on the right foot...literally. Walking to your school or bus stop is good for your body, good for the Earth, and good for your grades.  
@LDCSB @TVDSB #gogreentravelclean #elmoasrts @CanadaWalks |

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<table>
<thead>
<tr>
<th>Week of September</th>
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<tbody>
<tr>
<td><strong>2nd Week</strong></td>
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<tr>
<td><strong>3rd Week</strong></td>
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<tr>
<td><strong>4th Week</strong></td>
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<tr>
<td><strong>1st Week of October</strong></td>
</tr>
<tr>
<td><strong>First Wednesday of October (iWalk Day)</strong></td>
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</table>
| 2<sup>nd</sup> Week of October | 1) #DYK that if 9 families walk or wheel to school over 1-year, CO2 emissions can be reduced by 1000 kilograms. That’s the weight of a giraffe! Take the #gogreentravelclean challenge and walk or wheel to school. #iwalk @TVDSB @LDCSB @theHEALab https://youtu.be/OUsUUrHqRCc  

2) Clean air helps keep our lungs and brain healthy, especially in growing children! Try walking or wheeling to school to reduce air pollution from cars in your community. #gogreentravelclean #elmoasrts @mybigyellowbus @TVDSB @OntarioAST @LDCSB |

<p>| 3&lt;sup&gt;rd&lt;/sup&gt; Week of October | 1) #DYK that by eliminating 4 car trips a week, you can reduce your CO2 emissions by 100 kilograms a year. Try walking to the bus stop and riding the school bus instead of driving. #gogreentravelclean #elmoasrts @mybigyellowbus @OntarioAST |</p>
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
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</table>
| 4th Week of October                | 1) #DYK by avoiding 6 minutes of idling per day for one year, you can reduce CO2 emissions by 120 kilograms. That’s the weight of a reindeer! Try turning off your car engine when parked at your child’s school.  
   #gogreentravelclean #elmoasrts @OntarioAST  
   https://youtu.be/b476Uz1BJ5M  
   
   2) Be a clean air champion! For cleaner air around your school community, turn off your engines when parked. #gogreentravelclean #elmoasrts @Transport_gc @tvdsb @ldcsb |
| October 31st / 1st Week of November| Even though #iWalk month is ending, continue to #gogreentravelclean. Consider making Walk & Wheel Wednesdays to School part of your weekly routine. For ideas to keep it going, visit  
   http://activesaferoutes.ca/resources/walking-and-wheeling-campaign-resources/ @tvdsb @ldcsb @TheHEALab |
<table>
<thead>
<tr>
<th>Date and Theme</th>
<th>Description</th>
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<tbody>
<tr>
<td>2nd Last Week of August</td>
<td>Start the year off with healthy habits and #gogreentravelclean. Before your kids go #BacktoSchool, try practicing the route together. Check out these safety tips available in multiple languages: <a href="http://goo.gl/IhwiFv">http://goo.gl/IhwiFv</a></td>
</tr>
<tr>
<td>Last Week of August</td>
<td>With school starting and more children walking and wheeling to school, drivers have a role to make our roads safe. Do you know what to do as a driver at a Pedestrian Crossover? Check out this PXO video in English or French: <a href="https://youtu.be/uUwohdYFO0">https://youtu.be/uUwohdYFO0</a> or <a href="https://youtu.be/C2E8blDYHI">https://youtu.be/C2E8blDYHI</a></td>
</tr>
<tr>
<td>1st Week of October</td>
<td>October is International Walk to School Month. Not only is walking to school good for your health, but it is also good for the environment. This year we are celebrating #gogreentravelclean! Children using active travel or taking the school bus, and parents avoiding idling their cars reduces air pollution. Walk or wheel with us on iWalk day (Oct. 2nd) and every other day this month. Get your school excited and plan a fun event to celebrate. Get ideas at [<a href="http://activesaferoutes.ca/resources/walking-and-wheeling-campaign-resources/">http://activesaferoutes.ca/resources/walking-and-wheeling-campaign-resources/</a> #gogreentravelclean #iWalk #iWheel](<a href="http://activesaferoutes.ca/resources/walking-and-wheeling-campaign-resources/">http://activesaferoutes.ca/resources/walking-and-wheeling-campaign-resources/</a> #gogreentravelclean #iWalk #iWheel)</td>
</tr>
<tr>
<td>First Wednesday of October (iWalk Day)</td>
<td>Today is #iWalk day. Join millions of kids around the world this week and celebrate being active, having fun, and helping out the environment by walking or wheeling to school or the bus stop! #gogreentravelclean #iWalk #iWheel</td>
</tr>
<tr>
<td>2nd Week of October</td>
<td>Did you know that if 9 families walk or wheel to school over 1-year, CO2 emissions can be reduced by 1000 kilograms? That's how much a giraffe weighs! Be a role model by encouraging and participating in active travel with your children and school community. Check out Tony the Streetwise Cat as he teaches us how to cross the street safely at traffic lights. <a href="https://youtu.be/6gMuXjcrwal">https://youtu.be/6gMuXjcrwal</a></td>
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<tr>
<td>Date/Week</td>
<td>Theme</td>
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<tr>
<td>3rd Week of October</td>
<td><strong>Theme: Ride the Bus</strong></td>
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<tr>
<td>4th Week of October</td>
<td><strong>Theme: Be Idle Free</strong></td>
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<tr>
<td>October 31st / 1st Week of November</td>
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Announcements

Did you know that breathing clean air is linked to better test scores? Try walking or biking to school or your bus stop – You will be helping the Earth and maybe helping your grades! Go Green! Travel Clean!

Hey **School name/mascot(s)**! Did you know that October is the month of the inMotion challenge?! Walk or wheel to school or your bus stop for a chance to earn minutes! Go Green! Travel Clean!

Don’t live close enough to school to walk? No worries! Using the school bus can help reduce pollution around your school and community. Bonus points if you walk or wheel to your bus stop! Ride the bus – Go Green! Travel Clean!

CO2 emissions, or Carbon Dioxide emissions, are gasses that we release through our everyday activities. When we release too much, our atmosphere and environment suffers. One thing that we can do to decrease our CO2 emissions at school is by walking or taking the bus whenever possible. It’s healthy for us and it’s healthy for the Earth. Go Green! Travel Clean!

A great way to make the journey to school more fun is by walking with a friend – turn travel time into social time! It’s good for your mental health and it’s good for the air! Go Green! Travel Clean!

Active Travel is any form of transportation that only uses physical activity as the motor. This includes walking, scootering, biking, rollerblading, and lots more. Active Travel is good for your body and also good for the air! Help keep our air clean with active travel! Go Green! Travel Clean!

Hey **School name/mascot(s)**! Did you know that when you use active transportation, you can make the air cleaner for everyone! Try walking or wheeling to school or your school bus stop and take the bus as a random act of kindness this week. Go Green! Travel Clean!
Need ideas about how our school can help the environment?
Try walking, scootering, or biking to school. Not only are you helping our community, but you’re getting exercise too!
Try taking the school bus instead of catching a ride in a car.
Encourage your parents to turn off their cars if you’re parked for longer than 10 seconds.

It’s Walk & Wheel to School Day next week! Let’s all get moving and leave our cars at home. Walk or wheel the short distance to school or the bus stop. It’s time for kids to get more active so they can grow to be healthier teens and adults. Remember, ‘Be Smart, ‘Be safe, too! Always walk on the sidewalk, but if there isn’t any, walk facing the traffic so you can see them and they can see you. Keep your feet on the Street and Walk & Wheel to School on Wednesday!

International Walk & Wheel to School Day happens on the first Wednesday of October. Every weekday, millions of Canadian children are driven short distances to school, creating tonnes of air pollution. Next Wednesday, join millions of parents, students, and school staff around the world and in every province in Canada by walking or wheeling to school. If you ride your bike or scooter, make sure to wear your helmet and be sure the cars can see you. Wear reflective gear and bright clothing. Do your part to keep our air clean. It’s fun! It’s healthy! Go Green! Travel Clean!

The first Wednesday of October is International Walk & Wheel to School Day. Remember to choose safe routes, walk together, and cross the street safely. Have your family or friends walk with you as this is a great time to chat and have fun together. Remember if it rains, you won’t melt! Put on those boots, grab an umbrella and get walking! It’s great for you and the environment and its fun too. Enjoy your walk & wheel to school! Go Green! Travel Clean!

Have you ever noticed that the air in the city smells different from air in the country? One of the reasons is that vehicles give off fumes or gases, which create air pollution. Help reduce air pollution by taking the bus or walking or wheeling to school. YOU can make a difference! Get walking and wheeling! Go Green! Travel Clean!

Did you know that air pollution is a gas that when released in large amounts will harm people’s health? We can help reduce air pollution by walking or wheeling to school or the bus stop. If you are bus eligible, take the bus rather than being driven. You can make a difference! Get walking and wheeling. Go Green! Travel Clean!
In North America alone, there are over 140 million cars on the road. Together they travel almost 6 trillion kilometers in a day. That means that they use over 200 million gallons of gasoline. So how about asking your parents to avoid driving you to school and instead ride the school bus, bike, scooter, or walk to school. You can make a difference! Get walking and wheeling. Go Green! Travel Clean!

Walking and wheeling to school does more than improve your health – it benefits the whole community! The more people that are out walking, means that there are more people outside and on the streets, meeting, and talking. Did you know smiling is contagious? Walking and wheeling to school will put a smile on your face and the faces of others! Get walking and wheeling! Go Green! Travel Clean!

**Announcements for the Active Travel Passport Activity**

Hey *School name/School Mascots*, this month is International Walk to school month. To celebrate, we are hosting a competition! Complete your Active Travel Passport on your way to and from school every day for the month of October, to see how much you walk, wheel, bus or are idle free! Let's go everyone! Go Green. Travel Clean!

How did you get to school this morning? If you can walk to school or take the school bus, not only are you making a healthy choice, but you're also helping our environment. If you must drive, make sure your parents turn off their car instead of idle. Track your travel to and from school with your Active Travel Passport. Go Green, Travel Clean!

Did you know walking or wheeling to school or your bus stop helps your body feel good and helps the Earth feel well too? Do your part this month and use the Active Travel Passport to track your travel to and from school. Go Green, Travel Clean!

Good day *School name/School Mascots*, thank you to everyone who participated in the Active Travel Passport activity this month. Even though October is ending, consider active travel throughout the school year. Walking or wheeling to school or walking to your bus stop is good for your health and our environment. Go Green, Travel clean!
Go Green! Travel Clean!

Walk or Wheel to School!
Encourage active travel to and from school during iwalk month and throughout the year.

WALK OR WHEEL TO SCHOOL!

Active transportation to and from school can improve:

- Physical and mental health
- Traffic and safety
- Air quality and environmental health
- School success
- Community connection
DID YOU KNOW YOUR
minutes walking or wheeling

COUNT TOWARDS YOUR IN MOTION™ SCHOOL CHALLENGE?
Help your child earn minutes by encouraging them to walk or wheel to and from school or walk to and from the bus stop.

ENCOURAGE YOUR CHILD TO USE ACTIVE TRAVEL TO SCHOOL

Active travel is any form of human powered travel such as walking, biking, scootering, etc.

5 BENEFITS OF ACTIVE TRAVEL
ACTIVE TRAVEL IMPROVES:

1. PHYSICAL & MENTAL HEALTH
2. SCHOOL SUCCESS
3. TRAFFIC & SAFETY
4. AIR QUALITY
5. COMMUNITY CONNECTION

25
Do your part in protecting
OUR EARTH
GO GREEN! TRAVEL CLEAN!

1. Have your child take the bus if they are a bus rider.
2. Encourage your child to walk to the bus stop.
3. Share car rides with others if your child needs to be driven.

KEEP THE AIR AROUND THE SCHOOL CLEAN

Avoid Idling

Clean air leads to better test scores and attendance in school. Parents, turn off your car when you drop off or pick up your child at school.
ENCOURAGE YOUR CHILD TO USE ACTIVE TRAVEL TO SCHOOL

Clean air is important for our health, the environment, and student success at school!

4 WAYS TO BE AN ACTIVE TRAVELER
AND GO GREEN! TRAVEL CLEAN!

1. WALK OR WHEEL TO SCHOOL
2. WALK TO THE BUS STOP AND TAKE THE BUS
3. DRIVE TO A SPOT 5 MINUTES AWAY FROM SCHOOL AND WALK
4. TURN YOUR CAR ENGINE OFF WHEN PARKED
October is International Walk to School Month!

You can start preparing for iWalk month by planning a route to walk or wheel to school or the bus stop.

For more information visit http://activesaferoutes.ca

October is iWalk Month

Clean air is important for our health, the environment, and student success at school.

For this year’s October iWalk month and throughout the school year:

- Walk or wheel to school or the bus stop
- Take the school bus, if eligible
- Be idle free during drop off and pick up

Go Green! Travel Clean!
Newsletter for September for the Active Travel Passport Activity

NEED MOTIVATION TO go green travel clean?

Print out an active travel passport for your child and track their travel to and from school together
http://activesaferoutes.ca/climatechange/

October is ¡Walk month

Walk or wheel with your child to school

Encourage your child to walk or wheel to the bus stop

Turn off your car when parked, instead of idling

Track the ways you are getting to and from school with your own active travel passport.
http://activesaferoutes.ca/climatechange/
Activity Tool Kit

Active Travel Passport
Class/Grade: Grade 1-8

ACTIVITY GOAL:
Encourage student engagement in clean travel methods, specifically active school travel and bus travel. This can build independence and self-confidence in student’s ability to use active school travel and/or take the bus on the journey to and from school.

CURRICULUM EXPECTATIONS:
Health and Physical Education - Active Living
Grade 1: A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A3.2
Grade 2: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2
Grade 3: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1
Grade 4: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1
Grade 5: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1, A3.2
Grade 6: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1
Grade 7: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2
Grade 8: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

FOUNDATIONS:
Social and Physical Environments
Student Engagement
School and Classroom Leadership

LEARNING/LESSON ACTIVITY DESCRIPTION:
Students and parents will work together to sticker/stamp/check off the mode of travel they use to and from school each day.

REQUIRED RESOURCES:
Passport printouts, Stickers or Stamps (optional)

INSTRUCTIONS:
Setting the Stage
School staff send home passports in September and October newsletter, including a brief message regarding active school travel. Remind parents and students about the passport activity on iWalk day (first Wednesday of October) and instruct them that they are to use the passports between the 2nd and 4th weeks of October 2019.

Activity
Passports can be created using the provided printout template of the active travel passport that can be folded to create a book. School staff should send out an electronic copy of the passports to parents/guardians ahead of time. Parents/guardians are to print out the passport for their child(ren). Some copies of the passport should be available at school for students without access to a computer or printer at home.
Students must first fill in the dates on the lines provided in the calendar. Each day, they will check off their method of travel to and from school either by marking the box with a pen or pencil or by using stickers or stamps in the box corresponding to their mode of travel.

Schools should promote the active travel passport on their various social media accounts, reminding students and parents about the activity. At the end of the activity, schools should celebrate student’s success by posting photos and stories of their accomplishments on their social media accounts with the hashtag #gogreentravelclean.

MODIFICATIONS/ACCOMMODATIONS:
Should a school or classroom decide, they may create a competition amongst groups of students for those using the cleanest mode of travel (active travel > bus travel > personal vehicle travel) or those who walked the most amount of days.

ACTIVITY TWEETS
1) Backpack check, lunch check, pencils check, notebooks check, and let us not forget our active travel passports. Travel to school and track your travel during the Active Travel Passport Activity! http://activesaferoutes.ca/climatechange/ #gogreentravelclean
2) Track your travel for the month of October! Click here to print out an Active Travel Passport and track how you and your family get to and from school http://activesaferoutes.ca/climatechange/ #gogreentravelclean
3) For the Month of October, track your family’s travel to and from school with the Active Travel Passport. Click the link to download your own http://activesaferoutes.ca/climatechange/.
4) For the month of October, use our Active Travel Passport to track when your family walks, wheels, busses, and limits idling. Print out your own passport at http://activesaferoutes.ca/climatechange/. #gogreentravelclean.
5) Share your travel with #gogreentravelclean
6) Tweet pictures of your passport with #gogreentravelclean

See page 27 for newsletter inserts regarding passports.

NOTES:
Active Travel Passport

For more information please visit: https://activesafetours.ca/climatechange/

Instructions:

- Active travel modes (Walking/Wheeling)
- Took the Bus (and walked to the bus stop)
- Drove to school, but turned off the engine when parked to avoid idling

M = travel TO school, in the morning
A = travel FROM school, in the afternoon

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
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</table>

Student signature: ____________________________  Parent signature: ____________________________
Active Travel Story
Class/Grade: Grade 5-8

ACTIVITY GOAL:
This activity will build student awareness on active school travel to school and its importance. Furthermore, sharing stories with peers is an effective communication tool to learn about the benefits to active school travel.

CURRICULUM EXPECTATIONS:
Health and Physical Education - Healthy Living
Grade 5: C1.1, C2.2
Grade 6: C1.3, C2.3, C3.1, C3.2
Grade 8: C1.2, C2.2, C2.3

Language-Writing
Grade 5-8: 1.1, 1.2, 2.3, 2.4, 3.4, 3.5

FOUNDATIONS:
Social and Physical Environments
Student Engagement
Curriculum, Teaching, Learning

LEARNING/LESSON ACTIVITY DESCRIPTION:
Students will write a fiction or non-fiction story about active travel to and/or from school.

REQUIRED RESOURCES:
Chalkboard, Whiteboard, Smartboard

INSTRUCTIONS:

Setting the Stage
Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Instruct and aid the students in brainstorming benefits of active travel. Benefits of active travel can be found at http://activesaferoutes.ca/school-travel-plans/benefits-to-stp-and-asrts/. Specific environmental benefits of active school travel can be found on the poster located on page 9.

Activity
After brainstorming, instruct the class that they will be writing a narrative story on the topic of active school travel. The length of story is up to the teacher’s discretion.

Students will write about “what a day of active travelling to or from school would look like” or if they bus to school, “what a day of walking to their bus stop would look like” (It can be made specific to their journey to or from school or both).

Students are to include in their stories; why they engage in active travel, why it is important and how they could encourage friends and family to participate in active travel.
Sharing Stories
After completing their stories, provide class time for students to share their stories. Students can be divided into groups of 3-4 and share their stories with fellow classmates.

MODIFICATIONS/ACCOMMODATIONS:
Students that do not use active travel are encouraged to use their imagination and creativity to write about what they think active travel would look like if they walked or wheeled from their house. Students that ride the bus to school can choose to write about their walk to the bus stop.

ASSESSMENT:
Teachers can decide on how they would like to assess their students.

Students should be able to clearly identify and explain the reason why they active travel and why it is good for the environment.

ACTIVITY TWEETS
1) Like hearing your child’s stories? Why not get your child to write about their journey to school with the Active Travel Story activity!
2) Its story time! Get ready everyone, it is time to get your child(ren) ready to write out their best active travel story

NOTES:
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Short Walk in motion™ Challenge
Class/Grade: Grade 1-8

ACTIVITY GOAL:
Have students participate in active travel to help build self-efficacy and encourage active methods of travel. Enable students who may not otherwise engage in active travel or physical activity, to have an opportunity to participate in the in motion™ challenge.

CURRICULUM EXPECTATIONS:
Health and Physical Education - Active Living
Grade 1: A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A3.2
Grade 2: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2
Grade 3: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1
Grade 4: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1
Grade 5: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1, A3.2
Grade 6: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1
Grade 7: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2
Grade 8: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Health and Physical Education - Healthy Living
Grade 1: C1.2, C2.4
Grade 2: C1.1, C2.3
Grade 3: C1.4, C2.2, C2.3
Grade 4: C2.2
Grade 5: C1.1, C2.2
Grade 6: C1.3
Grade 8: C1.2, C2.2

FOUNDATIONS:
Social and Physical Environments
Student Engagement

LEARNING/LESSON ACTIVITY DESCRIPTION:
School staff and students can take a small break from their daily routines and head outside for 10-20 minute walk in the school yard. Time spent walking can be counted towards the in motion™ Challenge.

For more information on the in motion™ challenge please visit http://159.203.3.254/index.php/activity-excercise/motion.

REQUIRED RESOURCES:
Optional Banner (contact school nurse) – large paper, colouring material (i.e. markers, crayons, etc.), pencil/pen

For more information on how to use a pedestrian crosswalk safely please refer to the following video: https://www.youtube.com/watch?v=mL0TzMtQC1w
INSTRUCTIONS:

Activity
School staff will take the class outside for a small break during the day for a 10 – 20 minute walk around the school yard.

Teachers can count this time towards the in motion™ challenge. This time can also be used to teach students about pedestrian safety and rules of the road.

Teachers can schedule their walks for every Wednesday of the week (Walking Wednesdays) and make or request a banner (example included on the following page) from the school's public health nurse to be placed in the class/school. This banner can be signed or coloured in by students participating in the short walk. By the end this campaign, the banner could be full of signatures or coloured in entirely with a variety of colours. This can be done collectively as a class or school.

ACTIVITY TWEETS
1) Take a short break from sitting in the classroom and get moving with the Short Walk in motion Challenge Activity!
2) Taking a short walk can help your children become more focused and ready to learn!

NOTES:
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To receive a full size copy of this banner please contact your School Health Nurse.
Active Travel Picture
Class/Grade: Grade 1-4

ACTIVITY GOAL:
Builds awareness of active school travel and bus travel as it gives a visual representation of what students experience when travelling to school.

CURRICULUM EXPECTATIONS:
Health and Physical Education - Healthy Living
Grade 1: C1.2, C1.4, C2.4
Grade 2: C1.1, C2.3
Grade 3: C1.4, C2.2, C2.3
Grade 4: C2.2

The Arts - Visual Arts
Grade 1-4: D1.1, D1.2, D1.3, D2.3

FOUNDATIONS:
Social and Physical Environments
Student Engagement
Curriculum, Teaching, Learning

LEARNING/LESSON ACTIVITY DESCRIPTION:
Students will draw/paint a picture of their trip to school.

REQUIRED RESOURCES:
Crayons, pencil crayons, markers, wet-paint, paint brush, paper

INSTRUCTIONS:

Setting the Stage

Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Instruct and aid the students in brainstorming benefits of active travel. Benefits of active travel can be found at http://activesaferoutes.ca/school-travel-plans/benefits-to-stp-and-asrts/. Specific environmental benefits of active school travel can be found on the poster located on page 9.

Have the students brainstorm things they might see along their trip.

Activity
Provide class time to students to illustrate their trip to school. The medium used to create the image is up to the teacher’s discretion, this can be pencil crayons, crayons, markers, paint, etc. On the back of the drawing, have each student indicate how they travel to school, either by walking/cycling, taking the bus, or personal vehicle travel.
Completed Drawings
Observe the drawings and see how do they differ? Are there significant differences between the pictures created by children who regularly walk or ride a bicycle and children who travel to school by car?

ASSESSMENT:
Teachers can decide on how they would like to assess their students.

Students should be able to identify the difference between active travel to school and personal vehicle travel.

ACTIVITY TWEETS
1) Painting or drawing adventures to school is what the Active Travel Picture activity is all about! Get your children’s best artistic selves to express their adventure getting to school.

NOTES:
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Idling Car Information Cards
Class/Grade: Grade 1-8

ACTIVITY GOAL:
Build student’s awareness about the importance of turning off the engine and how idling may affect health, learning abilities, and the environment. Goals also include building driver awareness of idling vehicle concerns at school drop off/pick up areas while encouraging drivers to turn off engines.

CURRICULUM EXPECTATIONS:
Health and Physical Education - Healthy Living
Grade 1: C1.2, C1.4, C2.4, C3.1, C3.2
Grade 2: C1.1, C2.3, C3.1, C3.2
Grade 3: C1.4, C2.2, C2.3
Grade 4: C2.2
Grade 5: C1.1, C2.2
Grade 6: C1.3, C2.3, C3.1, C3.2
Grade 8: C1.2, C2.2, C2.3

Science and Technology - Understanding Life Systems
Grade 1: 1.1, 1.2, 3.4, 3.5
Grade 3: 1.2, 3.8
Grade 5: 1.1, 1.2, 2.2
Grade 7: 1.1, 1.2, 3.8

Science and Technology - Understanding Earth and Space
Grade 2: 1.1
Grade 5: 1.1, 1.2

FOUNDATIONS:
Social and Physical Environments
Student Engagement
Curriculum, Teaching, Learning
School and Classroom Leadership
Home, School and Community Partnership

LEARNING/LESSON ACTIVITY DESCRIPTION:
Students will be handing out handmade information cards in the morning to cars that are parked with their engines running.

REQUIRED RESOURCES:
Crayons, pencil crayons, markers, paper (i.e. cue cards)

INSTRUCTIONS:

Setting the Stage
Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Show the class the poster on page 9. Discuss the benefits of active school travel on the environment as well as other benefits of turning off the engine while parked.

Creating the Information Cards
Facilitate a discussion and decide on some anti-idling messages that will be used on the information cards.

Teachers will instruct their students to create their own information cards that can be handed out to drivers by students who seen parents that are leaving their engines running in school drop off/pick up areas in the morning or after school hours.

Provide class time to students to create and complete their information cards. Each student will create 2-3 cards that will have a message about no idling that was discussed in class. Students can decorate the cards in any way they like.

Handing out the Information Cards
Students can then be scheduled to arrive during the week in the morning prior (10 minutes) to school start time to handout their cards. You can separate students into groups and schedule them throughout the week. Teachers or school staff need to be present to supervise the students. Students should be instructed to give their cards to idling vehicles only.

ACTIVITY TWEETS
1) What better way to spread the word on anti-idling than getting a handmade card from a child who wants you to stop your vehicle from idling at their school! Get children involved in the Idling Car Information Cards activity.

NOTES:
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Greening of the Trees
Class/Grade: Grade 1-8

ACTIVITY GOAL:
Encourages students to engage in active school travel. Students may reflect on the ways they travel to and from school and consider active and cleaner methods of travel. This also builds student’s visual awareness that the cleaner the method of travel the greener (positive) effect on the environment.

CURRICULUM EXPECTATIONS:
Health and Physical Education - Active Living
Grade 1: A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A3.2
Grade 2: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2
Grade 3: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1
Grade 4: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1
Grade 5: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1, A3.2
Grade 6: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1
Grade 7: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2
Grade 8: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Health and Physical Education - Healthy Living
Grade 1: C1.2, C2.4
Grade 2: C1.1, C2.3
Grade 3: C1.4, C2.2, C2.3
Grade 4: C2.2
Grade 5: C1.1, C2.2
Grade 6: C1.3
Grade 8: C1.2, C2.2

Science and Technology - Understanding Life Systems
Grade 1: 1.1, 1.2, 3.4, 3.5
Grade 3: 1.2, 3.8
Grade 5: 1.1, 1.2, 2.2
Grade 7: 1.1, 1.2, 3.8

Science and Technology - Understanding Earth and Space
Grade 2: 1.1
Grade 5: 1.1, 1.2

FOUNDATIONS:
Social and Physical Environments
Student Engagement
Curriculum, Teaching, Learning
School and Classroom Leadership
Home, School and Community Partnership

LEARNING/LESSON ACTIVITY DESCRIPTION:
Students colour leaves based on the method of travel and place them on a tree. The more students that use active travel, the greener the tree!
REQUIRED RESOURCES:
Leaf cut outs, tree cut out, tape, pencil crayons, crayons, markers (green, yellow and red)

INSTRUCTIONS:

Setting the Stage
Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Instruct and aid the students in brainstorming benefits of active travel. Benefits of active travel can be found at http://activesaferoutes.ca/school-travel-plans/benefits-to-stp-and-asrts/.

Activity
This activity can be conducted over a week or more. Each morning, students colour a leaf and attach it to a paper tree on a classroom bulletin board. The colour of the leaf is determined by how they travelled to school.

Students who biked or walked to school or to their bus stop colour their leaves green. Students can color a leaf yellow if they travelled by car part-way but were dropped of one block away or if they shared a ride with classmates other than siblings. Students who were driven to school in a personal vehicle can color their leaves red. The goal is to have more children walk or bike to school or to the bus stop to make the tree greener.

Classroom trees can be an enlarged photocopy of a standardized simple picture tree, or students can design an individual tree for their class. A template of a leaf cut out is provided in the pages following.

MODIFICATIONS/ACCOMMODATIONS:
The colors of the leaves can be altered to fit the method of travel available to the students. For example, schools at which the entire student population is bussed may wish to color a leaf green if students walked to the bus stop and rode the bus to school.

ACTIVITY TWEETS
1) Travel clean, make your tree green! The Greening of the Tree activity is a great way for children to see how their clean methods of travel can make a tree greener.

NOTES:

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____________________________________________________________________________
**Active Travel Song**
Class/Grade: Grade 5-8

**ACTIVITY GOAL:**
Builds student awareness on clean methods (active school travel, bus travel, no idling) of travel and why it is important (clean air preserves the environment, increases physical health, and improves academic performance).

**CURRICULUM EXPECTATIONS:**
Health and Physical Education - Healthy Living
Grade 5: C1.1, C2.2
Grade 6: C1.3, C2.3
Grade 8: C1.2, C2.2, C2.3

The Arts - Music
Grade 5-8: C1.1, C1.2, C1.3, C1.4, C2.1

Language - Writing
Grade 5-8: 1.1, 1.2, 2.3, 2.4, 3.4, 3.5

Language - Oral Communication
Grade 5-8: 2.1, 2.2, 2.3, 2.5

**FOUNDATIONS:**
Social and Physical Environments
Student Engagement
Curriculum, Teaching, Learning

**LEARNING/LESSON ACTIVITY DESCRIPTION:**
Students will write out a song that can be sung in front of the class or at assemblies/events.

**REQUIRED RESOURCES:**
Printout of instructions found in the lesson instructions (below)

**INSTRUCTIONS:**

**Setting the Stage**
Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Instruct and aid the students in brainstorming benefits of active travel. Benefits of active travel can be found at [http://activesaferoutes.ca/school-travel-plans/benefits-to-stp-and-asrts/](http://activesaferoutes.ca/school-travel-plans/benefits-to-stp-and-asrts/).

**Activity**
Students will write verses, a transition, and a chorus, counting out the number of syllables to fit the music. You might want to encourage students to write the lyrics so they rhyme. This activity strengthens language use, writing, and creative imagination.
The topic or theme of the song can be about active school travel, taking the bus or practicing no idling.

The verse is usually the “story” of the song. Create two phrases or sentences. Each phrase or sentence needs to have 9 – 14 syllables. A syllable (a word or part of a word) is a short sound that can be said without interruption.

The transition of the song connects the verse to the chorus. Write two phrases, each 10 syllables long.

The chorus is the musical highlight of the song, with a catchy phrase or “hook” that gives the song its title. Most choruses use repetition, so don’t be afraid to use the same phrase more than once in your chorus. Write four 8 – 10 syllable lines.

**Class Discussion**
After students complete their songs, they can then volunteer to share their songs with the class.

In a class discussion have each student discuss the value message of the song, what is the song saying?

**ASSESSMENT:**
Teachers can decide on how they would like to assess their students.

Students should be able to clearly identify and explain the reason why they active travel and why it is good for the environment.

**ACTIVITY TWEETS**
1) The Active Travel Song activity is a great way for children to learn how to write a song. Songs will have messages about clean methods of travel. Help your children come up with lyrics and messaging that can benefit them and their classmates!

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Active Travel Superhero
Class/Grade: Grade 1-8

ACTIVITY GOAL:
Build student awareness on clean methods (active school travel, bus travel, no idling) of travel and why it is important (clean air preserves the environment, physical health and academic performance).

CURRICULUM EXPECTATIONS:
Health and Physical Education - Healthy Living
Grade 5: C1.1, C2.2
Grade 6: C1.3, C2.3,
Grade 8: C1.2, C2.2, C2.3

Language-Writing
Grade 5-8: 1.1, 1.2, 2.3, 2.4, 3.4, 3.5

FOUNDATIONS:
Social and Physical Environments
Student Engagement
Curriculum, Teaching, Learning

LEARNING/LESSON ACTIVITY DESCRIPTION:
Students or the class will create a superhero that stands against idling and promotes clean methods of travel.

REQUIRED RESOURCES:
Paper, markers or crayons or pencil crayons

INSTRUCTIONS:

Setting the Stage
Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Instruct and aid the students in brainstorming benefits of active travel. Benefits of active travel can be found at http://activesaferoutes.ca/school-travel-plans/benefits-to-stp-and-asrts/. Specific environmental benefits of active school travel can be found on the poster located on page 9.

Activity
After the class has discussed active travel, have each student or the class come up with a superhero that promotes active school travel.

Students are to describe the superhero’s powers, weaknesses, outfit, villains the superhero stands up against and the superhero’s personality. Students will also explain why the superhero stands up for clean methods of travel and why the superhero takes action against personal vehicle travel/air pollution.
Sharing Superheroes
Provide class time for students to share their active travel superheroes. Students can be divided into groups of 3-4 and share their heroes with fellow classmates.

ASSESSMENT:
Teachers can decide on how they would like to assess their students.

Students should be able to clearly identify and explain the reason why they encourage clean methods of travel and why it is good for the environment.

ACTIVITY TWEETS
1) It’s a bird, it’s a plane, no it’s an active travel superhero!!! Have your child come up with an active travel superhero with the Active Travel Superhero activity at school.
2) Strong, noble, honourable are just some of the attributes that make a hero. Have your child come up with more ideas about heroes and clean travel methods to make their own active travel hero.

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Active Travel News Report
Class/Grade: Grade 5-8

ACTIVITY GOAL:
Build students’ awareness on active school travel to and from school and the reasons why it is important (improve air quality, good for physical health, improve academic performance).

CURRICULUM EXPECTATIONS:
Health and Physical Education - Healthy Living
Grade 5: C1.1, C2.2
Grade 6: C1.3, C2.3, C3.1, C3.2
Grade 8: C1.2, C2.2, C2.3

Language-Writing
Grade 5-8: 1.1, 1.2, 2.3, 2.4, 3.4, 3.5

FOUNDATIONS:
Social and Physical Environments
Student Engagement
Curriculum, Teaching, Learning
Home, School and Community Partnership

LEARNING/LESSON ACTIVITY DESCRIPTION:
Students will write out a news report focused on clean methods of travel to and from school (these include active school travel, bus travel and no idling at school drop off and pick up locations) based on interviewing their peers.

REQUIRED RESOURCES:
Paper, Pencil or pen

INSTRUCTIONS:

Setting the Stage
Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Instruct and aid the students in brainstorming benefits of active travel. Benefits of active travel can be found at http://activesaferoutes.ca/school-travel-plans/benefits-to-stp-and-asrts/.

Creating Interview Questions
Students will be provided class time to come up with 5 interview questions they would ask their classmates or family members at home about clean methods of travel (active school travel, bus travel and no idling).

These questions must be revised before the interviews to ensure that they are targeting methods of clean travel, pros and cons of these methods of travel and the benefits of clean methods of travel.
**Interviews**
Students will be asked to interview 2-3 people using the questions they have created. Possible people to be interviewed are friends, classmates, school staff, family, or neighbours. Teachers will assign a deadline to have the interviews completed.

**Writing the News Report**
After completing the interviews, teachers will then ask the students to use the information from the interviews and their knowledge on active travel to write up a news report on their methods of travel, the pros and cons of these methods and why these methods are important.

Students could then present their news reports in front of the class. This could also be done in groups.

**ASSESSMENT:**
Teachers can decide on how they would like to assess their students.

Students should be able to clearly identify and explain the reason why clean methods of travel are encouraged and why it is good for the environment.

**ACTIVITY TWEETS**
1) For today’s news report, students of [school name] are preparing to go out and venture throughout their world to find more information on clean methods of travel. As part of Active Travel News Report activity, children will be going about and asking others what active travel is and why is it important.

**NOTES:**
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**Walk the World**

Class/Grade: Grade 1-8

**ACTIVITY GOAL:**
Have students physically participate in active travel to help build self-efficacy and encourage active methods of travel (active school travel to and from school or bus stops).

**CURRICULUM EXPECTATIONS:**
Health and Physical Education - Active Living
Grade 1: A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A3.2
Grade 2: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2
Grade 3: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1
Grade 4: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1
Grade 5: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1, A3.2
Grade 6: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1
Grade 7: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2
Grade 8: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Health and Physical Education - Healthy Living
Grade 1: C1.2, C2.4
Grade 2: C1.1, C2.3
Grade 3: C1.4, C2.2, C2.3
Grade 4: C2.2
Grade 5: C1.1, C2.2
Grade 6: C1.3
Grade 8: C1.2, C2.2

Mathematics
Grade 1-8: Number Sense and Numeration, Measurement

**FOUNDATIONS:**
Social and Physical Environments
Student Engagement
School and Classroom Leadership

**LEARNING/LESSON ACTIVITY DESCRIPTION:**
Collect the distance travelled by students when engaging in active school travel. The distance will be summed up with the class/school to collectively reach a destination on the world map.

**REQUIRED RESOURCES:**
Poster of Canada or map of the world

**INSTRUCTIONS:**

**Setting the Stage**
The teacher will post a large map of the world or Canada on a classroom bulletin board. Collectively the class will decide on a destination, for example, Vancouver, British Columbia, and will determine the number of kilometers it takes to get to the destination.
The teacher will indicate to the class that each student will be reporting the number of minutes they are spending actively travelling (i.e. walking or wheeling) to and from school or the bus stop and their method of travel. Students can also report minutes spent physically active outside of school (i.e. extracurricular sports).

**Tracking and Reporting Physical Activity**

Once a student arrives to class each day, they can report the number of minutes they have spent actively travelling and/or physically active and report the mode of physical activity (i.e. cycling, walking, etc.). This activity excludes recess time. On the **first day** of tracking, students are to report the minutes of physical activity **before** school.

Following the first day (i.e. second day), students are to report the minutes of physical activity from the **prior day, after** school up until the morning of the **present day, before** school. Continue reporting activity for the entire month of the **in motion™** school challenge campaign.

Teachers will record the minutes and the mode of travel for the entire month or longer. This includes all days of the week. Activity over the weekend will be reported on the Monday (first school day of the week).

**After Reporting**

After reporting, teachers or students can calculate their distance travelled using formulas provided:

Use the following formula for physical activity done through walking or running:

The average walking speed of a human being is approximately 84 meters per minute

\[
(Number \ of \ minutes \ of \ activity) \times 84 \ meters = \ Distance \ travelled \ (meters)
\]

Use the following formula for physical activity done through biking, roller-skating, skateboarding, etc.:

The average casual biking speed of a human being is approximately 258 meters per minute

\[
(Number \ of \ minutes \ of \ activity) \times 258 \ meters = \ Distance \ travelled \ (meters)
\]

Teachers can add up their walking kilometres as a class (or have students calculate each of their own physical activity distances) and see how quickly they can get to their destination. Teachers can decide if they would like to add these kilometers up everyday, every other day or at the end of each week.

**MODIFICATIONS/ACCOMMODATIONS:**

Instructors can work with students who have disabilities that limit their physical activity individually in order to determine activities or tracking methods that would be appropriate for them.

**ACTIVITY TWEETS**

1) Track the distance your children travel and pick a location on earth as their aim to reach their final destination with the Walk the World school activity!
2) Ever wonder how far it is to get walk across Canada? Get your children moving and track their distances of active travel when getting to school.

NOTES:
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Cross Canada Walking Poster

To receive this poster please contact your School Health Nurse.
**iSpy/Treasure Hunt**
Class/Grade: Grade 1-8

**ACTIVITY GOAL:**
The treasure hunt teaches children to be observant and to recognize the various traffic and community signs in their neighborhood. It also encourages students to engage in active school travel.

**CURRICULUM EXPECTATIONS:**
Health and Physical Education - Active Living
Grade 1: A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A3.2
Grade 2: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2
Grade 3: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1
Grade 4: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1
Grade 5: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1
Grade 6: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1
Grade 7: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1
Grade 8: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1

**FOUNDATIONS:**
Social and Physical Environments
Student Engagement

**LEARNING/LESSON ACTIVITY DESCRIPTION:**
Design a treasure hunt to encourage children to walk to school and become better acquainted with their school neighborhood.

**REQUIRED RESOURCES:**
Chalkboard, Smartboard, or Whiteboard

**INSTRUCTIONS:**

**Setting the Stage**
Teacher will discuss with the class objects they see outside around the school and surrounding neighborhood area. For example: a house with a blue door, fire hydrants, black dogs, a tire swing, a tree. Include street and traffic signs. Make sure these items are general enough so that all students can have an opportunity to find them.

Once the discussion is complete, create a one-page list of items and objects that children need to find on their way to school. These are the “treasures” students need to find and document by writing down the location, date, and time on their sheet.

**Activity**
Distribute the list to the children and designate a completion date when to hand in their sheet to their teacher.

The students with all entries completed, are entered for a draw to win a prize (the pirate’s treasure!).
Students can use their list and find items during the “Short Walk” activity.

**ACTIVITY TWEETS**

1) I spy with my little eye… get your child engaging in clean methods of travel and have them look for items along the way to win a prize with the iSpy/Treasure Hunt activity!

2) Walking to school or to the bus to get to school, there are a lot of items one can see. The moon, the sun, a bird, a tree and even bumble bee. With the iSpy/Treasure Hunt activity children will have to get their best eyes and find where these items are!

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Pollution You Can See
Class/Grade: Grade 1-8

ACTIVITY GOAL:
Build awareness of the air pollution at schools and how this may impact their environment and health

CURRICULUM EXPECTATIONS:
Health and Physical Education - Healthy Living
Grade 1: C3.2
Grade 2: C3.2
Grade 3: C2.3
Grade 4: C2.2
Grade 6: C3.1

Science and Technology - Understanding Life Systems
Grade 1: 1.1, 1.2, 3.4, 3.5
Grade 3: 1.2, 3.8
Grade 5: 1.1, 1.2, 2.2
Grade 7: 1.1, 1.2, 3.8

Science and Technology - Understanding Earth and Space
Grade 2: 1.1
Grade 5: 1.1, 1.2

FOUNDATIONS:
Social and Physical Environments
Student Engagement
Curriculum, Teaching, Learning

LEARNING/LESSON ACTIVITY DESCRIPTION:
Collecting particulate matter from various areas around the school will allow students to visibly see where and why accumulation is greatest at the particular location.

REQUIRED RESOURCES:
Pieces of heavy paper, index cards or paper plates, Vaseline, string or duct tape, hole-punch and magnifying glasses.

Teachers can watch the following video to better understand the activity:
https://www.amazon.com/Pollution-Catcher-Vaseline-Paper-Plate/dp/B00HE07296

INSTRUCTIONS:

Setting the Stage
Instruct and aid the students in brainstorming sources of air pollution around the school. Tell the class they will be making pollution catchers and have them decide where they would like to locate them on school property. Have the class predict the outcomes prior to observing the pollutants from the pollution catchers (which location might have the most pollution).
Creating and Placing Pollution Catcher
You can divide the class into small groups to work on creating pollution catchers for one or all locations.

Write the location where the pollution catcher will be placed on the back of the heavy paper, index card or paper plate. Create holes if using string to hang pollution catchers. On the surface, without the written location, coat each pollution catcher with Vaseline.

After completing the pollution catcher hang them at decided upon locations.

Observing Pollutants:
After 2-3 days, remove the papers from their locations and compare them with a magnifying glass. You will be looking for little black particles of pollutants.

Engage the class in a discussion about differences observed between pollution catchers. Which one has more? Why do you think that is?

ACTIVITY TWEETS
1) Pollution is something we can’t see most of the time. Having children create pollution catchers allows them the opportunity to look at the air pollution around their school and find out the reasons why they see it there.
2) Pollution You Can See is a great school activity to educate them on the issues of climate change and see for themselves the need to make changes to make a greener and healthier earth.

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**Calculate CO₂ Emissions**
Class/Grade: Grade 5-8

**ACTIVITY GOAL:**
Build awareness on the air pollution at schools and how this may impact students' environment and health.

**CURRICULUM EXPECTATIONS:**
Health and Physical Education - Healthy Living
Grade 6: C3.1

Science and Technology - Understanding Life Systems
Grade 5: 1.1, 1.2, 2.2
Grade 7: 1.1, 1.2, 3.8

Science and Technology - Understanding Earth and Space
Grade 5: 1.1, 1.2

Mathematics
Grade 5-8: Number Sense and Numeration, Measurement

**FOUNDATIONS:**
Social and Physical Environments
Student Engagement
Curriculum, Teaching, Learning

**LEARNING/LESSON ACTIVITY DESCRIPTION:**
Calculate the average CO₂ emissions from idling vehicles.

**REQUIRED RESOURCES:**

**INSTRUCTIONS:**

**Setting the Stage**
Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Show the class the poster on page 9 and discuss the benefits of active school travel on the environment.

**Activity**
Using the formulas below, have each student calculate the CO₂ emissions from an average vehicle that idles 3, 6, 9 minutes using the following variables:

Idle fuel flow is 1.8 L/hr and CO₂ emission factor is 2.3 kg/L.
You can also calculate the cost of idling vehicles by using current gas prices ($/L).
Formulas

Idle fuel use (L/year) = (idle fuel flow) \times (idle time per day) \times (days in year)

Idle CO₂ emissions (kg/year) = (idle fuel use) \times (CO₂ emission factor)

Idle fuel cost ($/year) = (idle fuel use) \times (cost of fuel)

An extended question could ask how much CO₂ emissions can be prevented if everyone in class were idle free (no idling, 0 minutes).

\[ CO₂ savings = (CO₂ emissions \text{ (kg/year) per vehicle}) \times (number \text{ of vehicles}) \]

ASSESSMENT:
Teachers can decide on how they would like to assess their students.

Students should be able to understand the consequences of idling vehicles and derive quantitative estimates of fuel use and CO₂ emissions.

ACTIVITY TWEETS

1) Want to know the costs of idling vehicles? Get your children to find out by using math formulas to calculate the CO2 emissions from idling vehicles with the Calculating CO2 Emissions school activity!

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Colouring Pages

To download the following coloring pages or for French translation please visit: http://activesaferoutes.ca/climatechange/
WALK TO SCHOOL

Go Green! Travel Clean!

Tell us your favourite active school travel and why?
(Examples are walk, bike, scooter, or rollerblade to school.)

activesaferoutes.ca/climatechange
TAKE THE SCHOOL BUS

Go Green! Travel Clean!

Tell us why you like to take the school bus?

activesaferoutes.ca/climatechange
IDLE FREE FOR THE KIDS

Go Green! Travel Clean!

Tell us why it's important to turn off the car while parked or waiting?

activesaferoutes.ca/climatechange