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Sample Parent Survey Letter

ABC Elementary
124 Maple Ave.
Oakton, Georgia

September 2, 2004

Dear Parents,

ABC Elementary is participating in an exciting new program called Safe Routes to School. As part of this program, we need to gather information from you about how your children are currently getting to and from school.

Please complete one survey for each child in your family who attends ABC Elementary and return it to your child's teacher by Friday, September 10, 2004. Please note that the survey has two sides and a map, and we ask you to complete all of it.

Safe Routes to School programs promote safe walking and bicycling to school. More information about this important effort will be shared at our next PTA meeting on September 18.

If you have questions, please call the school at (678) 834-7951.

Sincerely,

Susan Thomas
Principal



School Transportation Assessment PARENT SURVEY

How far is it from your home to the school?

- 1/4 mile or less 1/4 mile to 1/2 mile 1/2 mile to 1 mile
 between 1 and 2 miles more than 2 miles

In what neighborhood/subdivision do you live? _____

Information about your child

Grade: _____ Sex: M F

How does your child usually get to school?

- family car school bus car pool
 walk bicycle other (please explain)

How does your child usually get home from school?

- family car school bus car pool
 walk bicycle other (please explain)

If you drive your child to and/or from school, why do you make that choice?

Please identify streets or intersections on your child's route to school that you think are particularly dangerous. Please explain why.

Please identify any other dangers on your child's route about which you have concerns.

How often does your child walk or bicycle to or from school?

- every day several times a week once a week
 very occasionally never



If your child walks or bikes to or from school, does she/he usually travel:

- alone with other children with parent
 with other adult

Would you choose for your child to walk or bike to/from school more often if: (please rank by order of importance, with 1 being of most importance)

- ___ accompanied by other children
___ accompanied by other parents
___ route maps were provided
___ there were more sidewalks and bike trails
___ there were more crossing guards
___ car speeds were reduced
___ your child received walking and bicycling safety training
___ other - please explain:

Additional comments:

Would you be interested in helping with Safe Routes to School activities at your school?

- yes no

If yes, please indicate your name and contact information.

Thank you very much for completing this survey!

Parent Survey (Spanish)

Encuesta Sobre El Transporte a la Escuela Para Los Padres de Estudiantes

¿A qué distancia queda su domicilio de la escuela?

- 1/4 milla o menos 1/4 milla a 1/2 milla 1/2 milla a 1 milla
 entre 1 y 2 millas más de 2 millas

¿En cual vecindad/apartamentos vive Ud.? _____

Información sobre su hijo:

Grado _____ Profesor(a) _____ Sexo M F

¿Cual modo de transporte utiliza su hijo para llegar a la escuela?

- carro particular bus escolar carpool (niños de varias familias en un solo carro)
 caminar bicicleta otro modo (favor de explicar): _____

¿Cual modo de transporte utiliza su hijo para llegar a la casa por la tarde?

- carro particular bus escolar carpool (niños de varias familias en un solo carro)
 caminar bicicleta otro modo (favor de explicar): _____

Si Ud. lleva o recoge a su hijo en carro, ¿cuales son las razones por ese modo de transporte?

¿Cuales son las calles o las intersecciones en la ruta a la escuela que le parecen más peligrosas? Favor de explicar el porque. Tambien, indique cualquier otro tipo de peligro que Ud. percibe en la ruta.



Yo permitiera que mi hijo caminara o montara bicicleta para ir a o venir de la escuela con más frecuencia si: (por favor, indique los 3 mas importantes)

- ___ mi hijo fuera acompañado por otros niños
- ___ mi hijo fuera acompañado por otros adultos
- ___ hubieran mapas indicando las mejores rutas
- ___ hubieran más banquetas o vías para bicicletas
- ___ hubieran más policía o guardias para ayudar a los niños cruzar la calle
- ___ los carros no corrieran tan rápido por las calles
- ___ mi hijo recibiera educación en cuanto a los métodos seguros de caminar y montar bicicleta
- ___ otro - favor de explicar _____

¿Con qué frecuencia camina or monta bicicleta su hijo para ir a o venir de la escuela?

- todos los días
- una vez a la semana
- nunca
- varias veces a la semana
- muy de vez en cuando

Si su hijo camina o monta bicicleta para ir a o venir de la escuela, anda normalmente:

- solo(a)
- con otros niños
- con mamá o papá
- con otro adulto

Comentarios adicionales:

¿Quisiera Ud. ayudar con el proyecto "Safe Routes to School" (Rutas Seguras a la Escuela)?

- sí
- no

Si indicó que sí, favor de apuntar su nombre y teléfono para poder comunicarnos con Ud.:

Nombre

Teléfono

¡ Muchísimas gracias por llenar este formulario!

Favor de mandarselo con su hijo al profesor/ la profesora antes del día 24 de septiembre.

Safe Routes to School Map-Marking Directions

Please Mark this Map!!

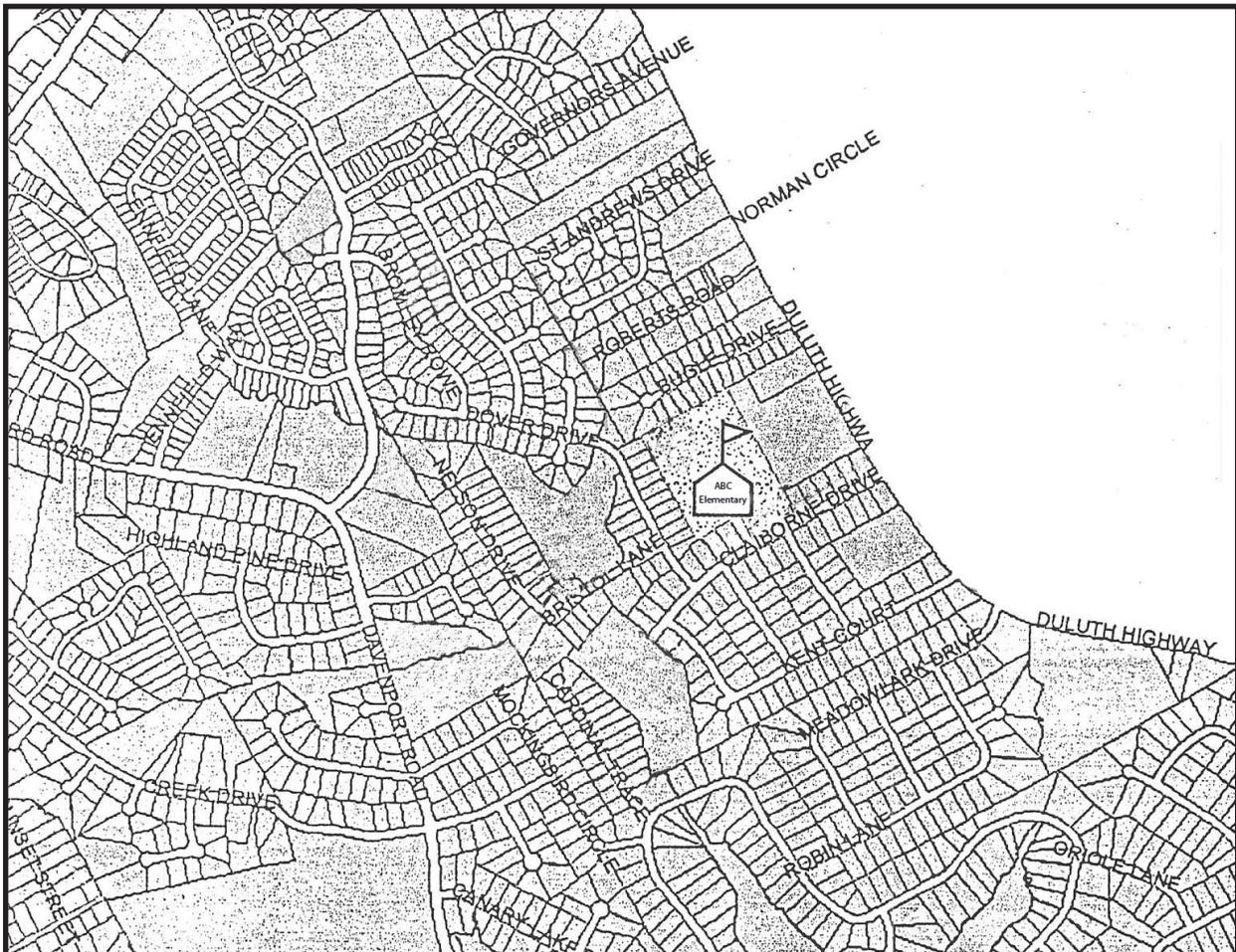
1) If your child currently walks or bikes to school, please mark his or her route from home to school with a thick, solid line, like this _____ on the map below .

Please write "walk" or "bike" to indicate which your child usually does.

2) If your child DOES NOT walk or bike to school now, but you live within a distance where she or he possibly could if conditions were safer, please mark a possible walking or biking route to school using a dashed line, like this - - - - -

Please write "walk" or "bike" to indicate which would be more likely for your child to do.

School Route Map for ABC Elementary





“SHOW- OF- HANDS” SURVEY FORM

Dear Teachers,

As part of our Safe Routes to School project, we are gathering information on how children get to school. We ask that you conduct this simple “Show-of-Hands” Survey on the morning of September 6 and again on September 9. Just ask your students to indicate by raising their hands if they arrived at school by walking, biking, bus, carpool, car, or other (please indicate what “other” might be). Please write the numbers for each category on the form below, and turn the form below in to the office by the end of the day on September 9.

Thanks for your help!
The Safe Routes to School Team

How We Traveled to School Today

Teacher _____ Grade _____ # Students _____

	Walked	Biked	Bus	Carpool*	Car*	Other
Sept. 6	_____	_____	_____	_____	_____	_____
Sept. 9	_____	_____	_____	_____	_____	_____

*Please explain to students: By “carpool” we mean riding in a car with children from other families; “car” is riding with your own family.



Traffic Count Form – Motorized Vehicles

School: _____ Date: _____

Traffic Count Location: _____

Start Time: _____ End Time: _____

Weather Conditions: _____

Name of Observer: _____

Make a mark for each motorized vehicle passing your location.

TOTAL _____



How Do You Go to School? Student Survey

Date: _____ Teacher: _____ Grade: _____

1. How old are you? _____
2. Are you a: Boy Girl
3. How far do you live from school? (✓ one box)
 less than 1 block 1-3 blocks 4-6 blocks more than 6 blocks don't know
4. How did you get to school this morning? (✓ one box)
 walked someone else drove biked
 rode city bus rode school bus roller bladed/skated
 parents drove skateboarded older brother/sister drove
5. Who did you go to school with this morning? (✓ all that apply)
 by myself with a parent or adult
 with friends/neighbors with brother or sister
6. How do you get to school in good weather (warm, sunny)? (✓ one box)
 walk someone else drives bike
 ride city bus school bus rolled bladed/skated
 parents drive skateboard older brother/sister drove
7. If you had a choice, how would you most like to get to school? (✓ all that you like)
 walk someone else drives bike
 ride city bus school bus roller blade/skate
 parents drive skateboard older brother/sister drove
8. Is there a school bus that could pick you up and take you to school? (✓ one box)
 yes no don't know
9. Do you have a bicycle that you can ride to school? (✓ one box)
 yes no
10. Do your parents/guardians have a car they can use? (✓ one box)
 yes no

11. How do you feel about walking and biking? Circle the word that fits how you feel.

Walking: (Circle one word/phrase on each line)

fun	boring
safe	not safe
not healthy	healthy
cool	not cool
saves time	does not save time

Biking: (Circle one word/phrase on each line)

fun	boring
safe	not safe
not healthy	healthy
cool	not cool
saves time	does not save time

12. What would make walking or biking to school better? (✓ all that you think)

- | | |
|--|---|
| <input type="checkbox"/> friends to walk with | <input type="checkbox"/> more crossing guards |
| <input type="checkbox"/> friends to bike with | <input type="checkbox"/> better lighting |
| <input type="checkbox"/> less cars on the roads near the school | <input type="checkbox"/> clean, clear sidewalks |
| <input type="checkbox"/> less cars in the school parking lot | <input type="checkbox"/> safe places to cross the road |
| <input type="checkbox"/> sidewalks all the way to school | <input type="checkbox"/> no bullies along the way to school |
| <input type="checkbox"/> bike racks/a safe place to leave my bike | <input type="checkbox"/> nothing - I live too far to walk |
| <input type="checkbox"/> no strangers along the way to school | <input type="checkbox"/> other _____ |
| <input type="checkbox"/> nothing - my parents will not let me walk | |

13. If you travel by car to school, is the driver usually: (✓ one box)

- going somewhere else after they drop you off
 taking you to school and then going back home

14. What do you see on your way to school? (✓ all that you see from home to school)

- | | |
|--|---|
| <input type="checkbox"/> parks | <input type="checkbox"/> stores |
| <input type="checkbox"/> trees | <input type="checkbox"/> gas stations |
| <input type="checkbox"/> dogs | <input type="checkbox"/> factories/businesses |
| <input type="checkbox"/> houses where people live | <input type="checkbox"/> parking areas |
| <input type="checkbox"/> houses or buildings that are empty | <input type="checkbox"/> empty lots |
| <input type="checkbox"/> apartment buildings | <input type="checkbox"/> trash |
| <input type="checkbox"/> neighbors/people that you know | <input type="checkbox"/> construction areas |
| <input type="checkbox"/> strangers/people that you do not know | <input type="checkbox"/> farm land |
| <input type="checkbox"/> other _____ | |

15. Would you walk or bike to school if your route to school was improved so you felt safer? (✓ one answer)

- yes no maybe

Adapted from Michigan's Safe Routes to School Handbook "How Do You Go to School?" survey form.



The “ABC’s” of Transportation in Georgia

For the average citizen, the process for getting roads changed, sidewalks or trails built, or traffic signals installed can be a confusing alphabet soup of acronyms. Here are some of the basics to help you with the Engineering part of your Safe Routes to School program.

How Your SRTS “Idea” Becomes a Transportation Project

Present your idea to your local planner. If the location is in a city or town, contact your municipal government transportation planner; if the location is on county property, contact the county transportation planning department.

Your planner will then evaluate the idea. He/she will look into how your idea might fit into a broader picture, such as how it fits into comprehensive transportation plan for your city or county or region, or how it fits into bicycle or pedestrian plan. He/she will also work with engineers to determine technical feasibility for the project. If the project impacts other citizens directly, he/she will need to seek input from them.

If the idea is approved, your local planning department must find funding in order to implement the project. Planning departments seek funding through local, state, or federal funding processes.

Sometimes small, locally funded projects, such as sign installation, can happen quickly. Larger projects often require long-term federal funding. There are many different types of federal funds. For some types of funding, projects must be prioritized on a regional basis and submitted to a regional planning agency. This takes time - sometimes several years — and requires local matching funds. Some federal funds are obtained through a competitive application process.

Whatever the source of funding, it is important to work directly with your planner to keep track of your project until it is funded and actually built.

Transportation Acronyms and Terms: A Guide to the ALPHABET SOUP

AASHTO	American Association of State Highway and Transportation Officials a professional organization that publishes guidelines for roadway design as well as specific bicycle and pedestrian design
Bike/Ped Plan	A plan for bicycle and pedestrian facilities in an area. Bicycle plans and pedestrian plans may be different documents
CMAQ	Congestion Mitigation and Air Quality, federal funds specifically used on projects that will reduce congestion or improve air quality



GDOT	Georgia Department of Transportation
MPO	Metropolitan Planning Organization - federally required planning body responsible for transportation planning for a metropolitan region. In Georgia there are MPO's in the following areas: Albany, Athens, Atlanta, Augusta, Brunswick, Chattanooga Area, Columbus, Dalton, Gainesville, Hinesville, Macon, Rome, Savannah, Valdosta, Warner Robins.
MUTCD	Manual of Uniform Traffic Control Devices - sets the national standard for all traffic signals and signs and road striping
RDC	Regional Development Center - Regional Development Centers (RDCs) are multi-county planning and development agencies serving municipal and county governments.
ROW	Right of Way - public land that acts as a buffer between a transportation infrastructure and private property, also abbreviated R/W
PE	Preliminary Engineering - engineering work required prior to project construction
SPLOST	Special Purpose Local Option Sales Tax, local tax money sometimes used for local transportation projects
SAFETEA-LU	Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users - The current federal law funding transportation programs, including Safe Routes to School
TE	Transportation Enhancement activities - Funds set aside for projects that enhance the compatibility of facilities with their surroundings. Trails can be an example of TE projects. Applications are submitted directly to the Georgia Department of Transportation
TIP	Transportation Improvement Program; plan developed by MPO's to rank the highest priority projects in the region and to set aside funding for those projects. The State's version of this document is developed by GDOT and is called the STIP (the State TIP)
Traffic Calming	Infrastructure measures that slow traffic speeds and/or restrict Motor vehicle dominance over pedestrians and bicyclists.



The Walk-About

A neighborhood walk-about helps to identify and understand the safety issues around the school through direct observation of the problems.

The Task Force should consider the following during the walk-about:

School Site

- Sidewalks leading to the school building
- Location of pedestrian and vehicle access points to the school property
- Potential for pedestrian conflict with vehicles
- Alternate school grounds access routes
- Parking and driving behavior of driving parents
- Bike racks
- Potential for bicyclist conflict with vehicles

Areas Surrounding School Site

- Volume and speed of traffic on surrounding streets - perceived and real
- Sidewalks - how far do they extend around the school and surrounding community; are they continuous?
- Bicycle accommodations - are the streets leading to school suitable for bicycling?
- Pedestrian crossing devices - are they present? are they utilized?
- Sight distances and visibility, especially for pedestrians under 5 ft. tall
- Number and position of adult crossing guards
- Placement of school crossings in relation to driveways and bus loading zones
- Timing of traffic lights
- On-street signs and pavement markings
- Turning radii at intersections
- Motorist, pedestrian and bicyclist behaviors

Non-Traffic Related Items to Consider

- Location of other public spaces near school (parks, community centers, etc.)
- Number of shade trees on streets
- Green space vs. concrete space
- Physical state of sidewalks - size, obstructions, etc.
- Block parent or Neighborhood watch groups

Walk-About Checklist – Roadways

Street Name: _____

Posted Speed: _____

Roadway and Road Edges – Sidewalk

- | | | |
|--|------------------------------|-----------------------------|
| Sidewalk adequately wide | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Sidewalk in good condition | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Sidewalks are continuous | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Sidewalks are free of debris, obstructions | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Sidewalks are free of overhanging vegetation | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Buffer space between sidewalk and street | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| - structures or plants in buffer | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Car speeds make walking feel unsafe | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Evidence of mid-block crossing (jay-walking) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Many driveways cross the sidewalk | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| - driveways are wide and sweeping | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Parked cars block sidewalk | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Existing bike lane on road | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Opportunity for bike lane on road | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Adequate lighting | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Signage clear and appropriate | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Comments:

Roadway and Road edges – No Sidewalk

- | | | |
|--|------------------------------|-----------------------------|
| Pedestrians must walk in roadway | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Dirt paths have been worn along road edge | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Pedestrians in street are visible to motorists | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| - curves obstruct view of peds | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| - hills obstruct view of peds | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Parked cars obstruct path of peds | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Car speeds make walking feel unsafe | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Existing bike lane on road | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Striped shoulder on road | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Opportunity for bike lane or shoulder on road | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Adequate lighting | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Signage clear and appropriate | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Comments:

Walk-About Checklist - Intersections

Intersection - Signalized

Name of Intersection: _____

- | | | |
|--|------------------------------|-----------------------------|
| Adequate crosswalk markings | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Stop bar markings for motor vehicles | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Sweeping turns | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Long crosswalk (for a child) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Curb curvature (radius) makes xwalk longer | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| ADA curb ramps | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Ped Crossing Signal | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Traffic light gives adequate time for peds | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Traffic light has ped button | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| - in all directions | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| - conveniently located | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Appropriate signage | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Comments:

Intersection – Un-Signalized

Name of Intersection: _____

- | | | |
|--|------------------------------|-----------------------------|
| Adequate crosswalk markings | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Stop signs present | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Stop signs visible | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Stop bar markings for motor vehicles | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Sweeping turns | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Long crosswalk (for a child) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Curb curvature (radius) makes xwalk longer | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Pedestrians easily visible to motorists | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| - (curves, hills, vegetation obstruct view of peds?) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Comments:



Walk-About Checklist – Trail Opportunities

Existing or Potential Trail Location: _____

- Existing trail Yes No
- Paved Yes No
- Off-road trail opportunity would enhance:
 - walking to school Yes No
 - biking to school Yes No
- Route connects school to significant school population Yes No
- Route significantly shortens distance for walking/biking Yes No
- Route allows walkers/bicyclists to avoid a less safe or unpleasant route Yes No
- There is public right-of -way for the full length of the possible trail Yes No

Private property issues/questions:

Personal safety issues:

Bridges or other major construction needed to install trail Yes No

Potential environmental damage needed to be considered and mitigated:

Comments:



Walk-About Checklist – School Site

- | | | |
|--|------------------------------|-----------------------------|
| Sidewalks lead to school building | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Peds have clearly defined walkways to entrances | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| - walkways are separated from car routes | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| - walkways are separated from parking lots | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| - walkways are separated from bus routes | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Bicycle parking racks are present | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| - rack types are appropriate | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| - rack placement allows for maximum parking | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| - racks are placed within clear view of school activity areas | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Bicyclists have entry and exit pathways that do not conflict with motorized vehicles | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Arrival and dismissal procedures minimize ped/bike/motor vehicle contact | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Comments:

ABC Elementary Engineering and Enforcement Task Force Report

Example

"Hot Spot" Location	Problem	Opportunity	Recommended Solution	Comments	Priority Rating	Short /Long Term	Next Action Steps
Oak Rd. @ school driveway	no curb ramps at crosswalk		provide curb ramp west side; tapered curb ramp on east side		high	short	
	crosswalk not highly visible by approaching drivers		place in-street, moveable "stop for pedestrians" sign in advance of xwalk on either side; use during school rush hours only		high	short	
Oak Road	sidewalk but no buffer between walkers and motorists	road measures 30 feet across	stripe 4 foot bikeable shoulder on each side of road	provides buffer for walkers	high	short	
	no bicycle accommodation		stripe 4 foot bike-able shoulder on each side of road	width does not allow for full bike lane	high	short	
	speeding reported but not documented		get Oak Road radar-certified stripe 4 foot bike-able shoulder on each side of road	perceived narrowing may help to slow motorized vehicle traffic	medium high	short short	contact county police
Springhill Lane	no sidewalks on subdivision street - heavy car traffic in am	sidewalk applied for by Springhill subdivision	sidewalks on Springhill Lane	requested sidewalk from city	high	medium	check on status of application
Summerton subdivision behind school	subdiv. abuts school but no official connection between; residents must travel 1.5 miles around on major roads to school	wooded area connects subdivision and park; cut-through used by kids	build access gate and trail with bridge across ravine	provide adult presence at gate to assure "personal safety"	medium	long	verify property lines

Note: A full report would include recommendations on all identified "Hot Spots."

ABC Elementary School Safe Routes to School Action Plan

Example

Goals and Objectives

Goal 1: To improve the safety of children who walk and bike to school

Objectives:

- a) Provide bicycle and pedestrian safety information to all members of the school community
- b) Reduce speeds in the school zone by 25%
- c) Implement 75% of high priority infrastructure measures

Goal 2 To increase the numbers of school community members who walk and bike to school

Objectives:

- a) Increase the average number of daily student walkers and bike-riders by 50%
- b) Increase the average number of adult walker and bike-riders by 15%
- c) Reduce average number of cars in daily school drop-off/pick-up lane by 20%

Action Steps

I. Education

Activity	Timeline	Tasks	Who	Status
1)Conduct pedestrian education with on-street practice in 1st, 2nd, and 3rd grade PE classes	September 2005 September, 2006	1)Obtain pedestrian education curriculum 2)Arrange for parent volunteers 3) Conduct classes	PE Teacher PTA Health Chair PE Teacher	Completed Completed 325 students trained
2) Conduct on-bike safety education training for 4th graders in PE classes	Fall, 2005 Fall, 2006	1)Contract with bicycle safety instructor 2) Arrange for parent volunteers 3) Conduct classes	SRTS Chair PTA Health Chair PE Teacher /Bicycle Instructor	Completed Completed 212 students trained
3) Publish monthly bicycle and pedestrian education articles in school newsletter	September through May, School Year 2006-2007	1) Write articles and submit to newsletter editor by deadline	School Nurse	In progress - Published Sept, Oct, Nov.
<i>Note: A full Plan will include other Education Activities as needed to achieve objectives.</i>				

II. Encouragement

Example

Activity	Timeline	Tasks	Who	Status
1) Conduct monthly Walk and Roll to School Day events with different themes	First Friday of each month, school year 2007-2008	1) Develop and distribute flyers 2) Make posters 3) Recruit volunteers 4) Get refreshments, prizes	SRTS Coord. Art Classes PTA Health Chair SRTS Coord.	Sept. - 65 students, 25 adults Oct. - 123 students, 35 adults
2) Establish and maintain two daily neighborhood walking school buses and one bike train	School Year 2007-2008	1) Recruit parent or teacher leaders 2) Train leaders 3) Publicize 4) Monitor	PTA Health Chair SRTS Coord. SRTS Coord. SRTS Coord.	Oct 07: 1 walking school bus, 1 bike train
<i>Note: A full Plan will include additional Encouragement Activities as needed to achieve objectives.</i>				

III. Enforcement

Activity	Timeline	Tasks	Who	Status
1) Install speed trailer at south end of school zone; increase police surveillance	August 20 -24, 2007	1) Request speed trailer 2) Request increased surveillance 3) Obtain speed data from county	Police Officer	Completed - 10 tickets written
2) Hold Traffic Safety Education Day to highlight school zone speed limit	August 21, 2007	1) Recruit volunteers 2) Make signs 3) Develop and copy hand-outs 4) Develop and distribute press release	Principal, SRTS Coord, and Police Officer	Completed - 74 hand-outs
<i>Note: A full Plan will include additional Enforcement Activities as needed to achieve objectives.</i>				

IV. Engineering

Activity	Priority	Timeline	Tasks	Who	Status
1) Install 4 high-visibility crosswalks at all crossings at intersection of Oak St. and Maple Ave.	high	short-term	1) Request to County Transportation Department	SRTS Coord.	Request submitted 8/07
2) Install multi-use trail along Hwy. 2 between Spring Lane and Winter Rd.	medium	long-term	1) Submit to SPLOST Committee 2) Follow-up with letter from principal	SRTS Coord. Principal	Request submitted 9/07
<i>Note: A full Plan will include additional Engineering Activities to achieve objectives.</i>			Example		

Methods of Evaluation

Objective	Data Collection Method	Timeline
Educate all members of the school community in bicycle and pedestrian safety	Document numbers of students completing PE class trainings, numbers of parents trained, numbers of recipients of parent newsletters, etc.	Ongoing throughout school year; completed by May 31, 2008
Reduce speeds in the school zone by 25%	Conduct pre- and post-intervention speed surveys at north and south ends of school zone	3rd week of August, 2007 3rd week of May, 2008
Implement 100% of high priority infrastructure measures	Document completion of identified high priority infrastructure measures	May, 2009
Increase the average number of daily student walkers and bike-riders by 50% over one school year	Conduct three "Show of Hands Surveys"	September, 2007 March, 2008 May, 2008
Increase the average number of adult walker and bike-riders by 15%	Conduct counts of adults on foot or bicycle at arrival and dismissal times	September, 2007 May, 2008
Reduce average number of cars in daily school drop-off/pick-up lane by 20%	Conduct car-counts in drop-off and pick-up lane	September, 2007 May, 2008

Correlations of Safe Routes to School Activities with Georgia Statewide Academic Standards

Subject	Grade	Standard	Activity Related to Safe Routes to School
Social Studies Georgia Performance Standards (GPS)	K	SSKG2 - Map Skills: explain that a map is a drawing of a place	Draw a picture of the route to school
	K	SSKG3 - Map Skills: state the street address, state, county, state, nation, and continent in which he or she lives	Verbally describe the route to school, starting with home address
	K	SSKE1 - Describe the work that people do	Describe the work of a crossing guard, a police officer, a bus driver, a city planner, a road construction worker
	1	SS1G2 - Map skills -Identify and locate his/her city, county, state, nation, and continent on a simple map	Identify landmarks on routes to school on city or county map
	4	SS4CG3 - Describe the functions of government: the process for making and enforcing laws	Research the traffic laws of your jurisdiction, including laws pertaining to bicyclists and pedestrians/ Interview a law enforcement officer to see how they are enforced/ Participate in a Traffic Education Day
	5	SS5H4 - Describe post- WWI America	Research the history of the automobile and its impact on 20th Century America
	8	SS8G2 - Explain how the interstate highway system, Jackson-Hartsfield airport, and deep water ports help drive the state's economy	Develop a plan to integrate walking and bicycling into a transportation system
	8	SS8CG5 - Analyze the role of local governments in the state of Georgia/ SS8E4 - Identify revenue sources and services provided by state and local governments	Identify an enforcement or engineering project on the school's SRTS plan; find out how local projects are funded and steward the project through the appropriate governmental channels
Science Georgia Performance Standards (GPS)	K	SKE1 - Describe time patterns in the day and night sky	Observe the sky on the journey to school; keep a record of when it is dark and when it is light
	K	SKP2 - Investigate different types of motion	Observe and discuss how a bicycle moves
	1	S1E1 - Observe, measure and communicate weather data to see patterns in weather and climate	Observe weather on daily journeys to school; keep a record; discuss how the weather affects journeys to school

Subject	Grade	Standard	Activity Related to Safe Routes to School
Science Georgia Performance Standards (GPS)	2	S2E2 - Investigate the sun and moon to show patterns throughout the year / S2E3- Infer causes of changes in surroundings and infer causes of changes	Observe sun's position on morning journeys to school; observe changes on journey to school; record in a personal journal or as a whole group
	2	S2P2 - Identify sources of energy and how energy is used	Compare sources of energy for transportation: walking, bicycling, car
	2	S2P3 - Demonstrate changes in speed and direction using pushes and pulls	Use a bicycle to demonstrate changes in speed and direction; observe push and pull forces
	3	S3L2 - Recognize effects of pollution and humans on the environment	Compare the impacts of cars, bicycles and walking on air quality
	4	S4E4 - Analyze weather charts/maps and collect data to predict weather events and infer patterns and seasonal changes	Observe weather on daily journeys to school; keep a record; gather data on how the weather, seasonal changes affect school journey transportation choices; track seasonal changes in air quality
	4	S4P3 - Demonstrate the relationship between the application of a force and the resulting change in position and motion of an object	Demonstrate relationship of force on bicycle pedals and movement of chain, cogs, and wheels
	4	S4L1 - Describe the roles of organisms and flow of energy within an ecosystem	Explain the process by which fossil fuels are created from organisms; research the effects of fossil fuel use in transportation (gasoline) on ecosystems
	6	S6E6 - Describe various sources of energy, their uses and conservation	Analyze and compare energy sources for cars, buses, bicycles and pedestrians; describe impacts of this energy use; outline methods of conserving energy used for transportation
	7	S7L2 - Describe structure and function of cells, tissue, organs, and organ systems	Illustrate the functioning of the cardiovascular systems of a human who is walking and a human riding a bicycle
	8	S8P2 - Be familiar with forms and transformations of energy	Illustrate and compare energy transformation in transportation: fossil fuel combustion and human-produced energy in walking and bicycling
8	S8P3 - Investigate the relationship between force, mass, and the motion of objects	Use the bicycle to demonstrate gravity, inertia, friction, and the work of simple machines	

Subject	Grade	Standard	Activity Related to Safe Routes to School
Health Quality Core Curriculum (QCC)	K	QCC K23 - Topic: Environmental Safety Standard: Recognizes safe practices experienced in the home, at school, on the playground, in and around motor vehicles, on the street, in aquatic environments and around animals.	Practice and demonstrate basic rules of pedestrian and bicycle safety
	1	QCC 24 Topic: Accident Prevention Standard: Differentiates between safe and unsafe practices when: riding in a car, riding a bicycle, playing on a playground, in aquatic environments or other outdoor environments	Practice and demonstrate basic rules of pedestrian and bicycle safety
	1-4	QCC 26 Topic: Resources Standard: Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).	Identify procedures for ensuring personal safety when walking or bicycling to and from school
	1	QCC 17 Topic: Habits Standard: Recognizes the importance of adequate rest, sleep and exercise.	Explain how walking and bicycling support healthy habits.
	2	QCC 25 Topic: Practices Standard: Identifies safety skills for bicycling, skate boarding, skating, and rollerblading.	Practice and demonstrate basic rules of pedestrian and bicycle safety
	3	QCC 18 Topic: Bicycle Safety Standard: Demonstrates knowledge of bicycle safety laws	Practice and demonstrate basic rules of bicycle safety
	4	QCC 20 Topic: Emergency Planning Standard: Formulates a responsible personal safety plan for emergencies that occur in the home and/or school.	Formulate a personal school journey safety plan
	4	QCC 17 Topic: Lifestyle Standard: Relates the influence of rest, food choices, exercise, sleep, and recreation on a person's well being.	Explain how walking and bicycling support healthy habits.



Subject	Grade	Standard	Activity Related to Safe Routes to School
Health Quality Core Curriculum (QCC)	5	QCC 24 Topic: Heart Health Standard: Describes risk factors for heart disease and proposes strategies for their prevention and techniques for controlling them.	Describe how regular walking and bicycling support heart health
PE Quality Core Curriculum (QCC)	All Grades	QCC Topic: Physical Fitness	Identify walking and bicycling as physical activities that support overall physical fitness Participate in walking and bicycling activities
Math Georgia Performance Standards (GPS)	All Grades	GPS Numbers and Operations	Solve mathematical problems involving walking and bicycling using appropriate math operations. Examples: counting bicycles or walking shoes as objects; adding to derive mileage walked or biked; subtracting to compare mileage walked or biked; multiplying, dividing, using fractions or decimals to calculate percentage of school population that walks and bicycles, etc.
	All Grades	GPS Measurement	Apply measuring skills to activities related to walking and bicycling. Examples: measure distances walked or biked using inches, feet, miles or metric measures; compare distances walked or biked; use time measurements to sequence a journey to school, read a walking school bus schedule, or compare school journey times using different modes of transportation; use measurements to re-design a road, sidewalk, or crossing to accommodate bicyclists or pedestrians
	Grades 3-8	GPS Algebra	Use algebraic expressions to solve problems involving walking and bicycling. Examples: Given the distance traveled by one pedal revolution (or one step), calculate the number of pedal revolutions (or steps) it takes to complete a distance on a journey to school; given the average number of calories burned per minute while walking (or biking), calculate how long it would take to burn a quantity of calories
	Grades 3-8	GPS Data Analysis	Use data analysis to present information regarding walking and bicycling. Examples: develop graphs to show changes in school journey transportation modes over time; analyze and present survey data graphically



Subject	Grade	Standard	Activity Related to Safe Routes to School
English/ Language Arts Georgia Performance Standards (GPS)	All Grades	GPS Reading	At appropriate levels, read materials focusing on walking and bicycling, such as: fictional stories featuring bicycles; fictional accounts of walking or bicycling journeys; fictional or non-fictional accounts of athletes involved in bicycling or walking sports; poems featuring walking or bicycling; non-fiction literature regarding bicycle and/or pedestrian safety; non-fiction literature regarding the health and environmental benefits of walking and bicycling
		GPS Writing	At appropriate levels, produce written materials featuring walking and bicycling in a variety of genres, such as: a first-person descriptive account of a journey to school or an interesting walk or bike-ride; a fictional account of a journey to school; a poem describing a bicycle or walking journey; a pamphlet outlining basic rules of pedestrian or bicycle safety; a persuasive flyer or brief article encouraging participation in a Safe Routes to School event; a newsletter article recounting a "Walk and Roll to School Day" or other Safe Routes to School event; an analysis of the pros and cons of walking and bicycling as modes of transportation based on research; a persuasive essay on the health or environmental benefits of walking and bicycling
		GPS Listening/Speaking/Viewing	At appropriate levels, use aural and verbal skills to share information related to walking and bicycling, such as: telling/listening to stories about walking and bicycling; verbally summarizing information on bicycle or pedestrian safety; giving/listening to/watching dramatic presentations about the health or environmental benefits of walking or bicycling; giving/listening to short presentations encouraging participation in a Safe Routes to School event; giving/listening to presentations of data regarding local research on school travel modes; giving/listening to presentations of plans for addressing transportation issues around the school

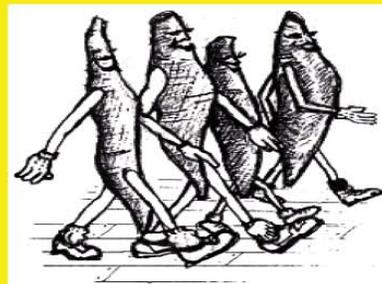
4 Fantastic Reasons to Walk and Bike

Less Traffic!



* Morning and afternoon car traffic around schools often causes congestion. Many more walkers and bike riders can fit in the space of a car.

It's Healthy!



* Physical activity helps build healthy bones and muscles, control weight, and is related to higher levels of self-esteem in children
- Centers for Disease Control

Less Pollution!



* Auto emissions are the leading cause of chemicals known to cause cancer, asthma, and other disease - EPA and American Lung Association

It's FUN!



* Walking or biking to school can be an adventure for kids, and it's a great way for parents to meet other parents!

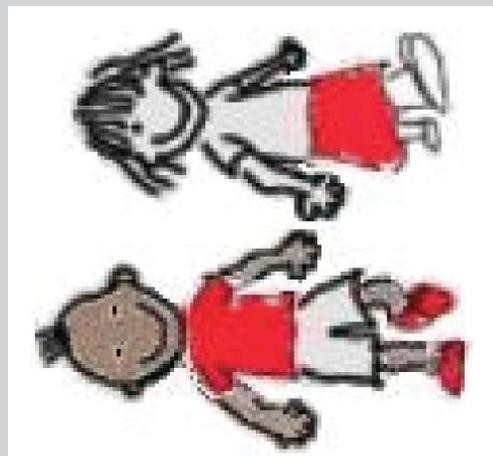
Pedestrian Education Hand-out (English and Spanish)

Simple Steps for Walking Safely

Information for Parents and Kids

-  Walk on a sidewalk where you can; where there is no sidewalk, always walk on the left, facing traffic
-  **STOP, LOOK, and LISTEN** at every road edge.
-  Cross streets at intersections.
-  Look **LEFT-RIGHT-LEFT** again and **OVER YOUR SHOULDER** before you step into the street.
-  Keep looking left and right as you cross the street.
-  Always **WALK** across the street - **DON'T RUN!**

*Walking to School,
It's Cool!*



*Caminar a la Escuela
Es Suave!*



Pasos Sencillos Para Caminar Con Seguridad

Información Para Los Padres Y Sus Hijos

-  Camine en la acera cuando pueda; donde no hay, siempre camine por el lado izquierdo, dándole la frente a los carros.
-  **PARE, MIRE, y ESCUCHE** siempre que llegue a la orilla de la calle.
-  Cruce las calles solo en las esquinas.
-  Mire bien a la **IZQUIERDA, LA DERECHA, Y PARA IZQUIERDA, Y PARA ATRÁS** antes de cruzar la calle.
-  Siga mirando a la izquierda y a la derecha mientras que cruce la calle.
-  Camine cuando cruce la calle, **i NO CORRA!**

Bicycle Education Hand-out

Safe Bike Driving - Tips for Parents and Kids

1) **Wear a helmet every time you ride** and make sure it is on your head securely! No more than two fingers should fit between your chin and the strap.



2) **Make sure your bike fits you and is in good working order.** Do the ABC Quick Check: check for Air pressure, Brakes, and Chain.

3) **Be Visible.** Wear bright clothing so that drivers of cars can see you easily.

4) **Be Predictable.** Ride as straight as you can, look behind you (scan) before you move to the left or right, and use hand signals whenever you can. Make sure that drivers of cars and other bicyclists know what you're going to do.

5) **Act like a Car when you ride on the road.** Bicyclists must legally follow almost all the same rules of the road as cars do.

6) **Ride On the Right** - Just like a car, ride with the flow of traffic. If you ride on the sidewalk, watch out for cars coming out of driveways, and for pedestrians.

7) **STOP, Look Left, Right, Left Again** when coming to the end of a driveway or to a STOP sign. Look for cars in all directions.

8) **Watch out for parked cars!** Don't ride too close to a parked car - someone inside can open a door suddenly and cause you to crash. Be sure to scan behind you before moving around parked cars.

9) **Get into position to turn.** Your position tells car drivers what you're going to do: if you're going to turn right, position yourself toward the right of the lane; if you're going straight, stay in the middle of the lane; if you're going to turn left, get in the left side of the lane.



Safe Routes to School Sample Education Themes

Month	Theme	Content
September	Four Fantastic Reasons for Walking and Biking to School	SRTS School-Year Kick-off - Benefits of Walking and Bicycling: It's Healthy! Less Traffic! Less Pollution! It's Fun!
October	Be Safe! Be Seen!	Being visible to motorists: wearing bright clothes during the day; lighting and reflective material when it's dark - applies to pedestrians and bicyclists; can be tied in to Halloween and/or time and season change
November	STOP! Look Left, Right, Left Again	Skills for crossing a street; applies to pedestrians and, with modified application, to bicyclists; can be combined with a Turkey Walk theme for Thanksgiving ("Stretch Your Neck and Look Left, Right, Left Like a Turkey") and/or Crossing Guard Appreciation Day
December	Bikes Are More Than Toys	Bicycle Equipment Basics (geared toward parents who are considering buying a child's bike for the holidays): importance of bicycle fit; mechanical checks; helmet use and fit
January	Polar Bear	Appropriate dress for cold weather walking and bicycling
February	Walking and Biking for a Healthy Heart	Health benefits of walking and bicycling
March	Sidewalk Sense	Where to walk when there is a sidewalk and where to walk when there isn't; watching for cars at driveways; bicyclist responsibilities on the sidewalk
April	Walking and Biking for the Earth	Environmental benefits of walking and bicycling
May	Bike Smart!	Bicycle Rules of the Road



Healthy Heart Activities

The following are activities to accompany a week-long celebration called "Healthy Heart Week." The celebration can be conducted school-wide or it can have an individual classroom or grade-level focus. Many schools hold "Healthy Heart Week" in mid-February, around Valentine's Day.

The activities are simple ones that can be done in a classroom. They are designed to take up to 10 minutes. Most require few materials and little preparation. They can be adapted for age-appropriateness to a variety of grade levels.

10-Minute Classroom Activities for Healthy Heart Week

Monday- The Heart of It

- 1) Introduce "Healthy Heart" Week. Tell students that this week they will be doing activities to learn about and celebrate healthy hearts.
- 2) On half of a sheet of paper, have students draw a valentine heart. Ask them if their heart inside looks like a valentine. Is it the same shape? Is it flat? Explain that a real live heart is shaped like a fat ice cream cone, with a pointed bottom and a rounded top, like two scoops of ice cream. Show or draw a picture of a real heart and have students do the same next to the valentine.
- 3) Have students make a fist and explain that a grown-up's heart is about the size of a fist, a child's heart is a little smaller. Have them place the fist in the middle of their chests; tell them that their heart is tipped over, so there is a little more of it on the left side than the right.
- 4) Ask students to flatten their hands, press gently against their chests, and feel their heart beat. Discuss what is making that "thump." Explain that the heart's walls are made of thick muscle. Ask students to point to and feel the muscle in their front upper arm (biceps). Have children bend their arms up and down as they feel their biceps and describe what they feel. Point out that as the arm is moved, the muscle contracts and relaxes. When it contracts, it feels thicker and harder. When it relaxes it feels thinner and softer. The same happens with the heart; the thump, or beat, is made by the heart when it contracts and gets harder. The heart relaxes and gets softer between beats.
- 5) Explain that each time your heart beats, it pushes blood to every part of your body. The blood carries oxygen to keep your body alive and healthy. Have students look at their wrists and identify the blood vessels. Have them put their fingers of their right hand on the inside of the left wrist below the thumb to check their pulse. Explain that the pulse reflects the beat of the heart pushing the blood through the body.

- 6) Have students chant this poem:
The heart, the heart, the heart
Is a most important part.
How important a part is the heart?
Your body won't start without a heart!
That's how important a part
Is the heart, the heart, the heart.

Extensions:

Songs of the Heart: Invite students to write song lyrics about the heart. They might create a tune of their own or choose the tune from a well-known song, such as "Row, Row, Row Your Boat" or "I've Been Working on the Railroad," or "This Old Man."

Heart Words: Have students brainstorm as many words or expressions that use the word heart (heartfelt, by heart, heart-to-heart, change of heart, bless your heart, etc.)

Anatomy of the Heart: Have students explore the Franklin Institute website entitled "The Heart: An On-line Exploration" - <http://sln.fi.edu/biosci/heart.html>. It links to detailed medical photographs of the heart.

Tuesday – And The Beat Goes On

*Several sets of paper towel tubes are needed for this activity.

- 1) Ask students what doctors use to hear a patient's heartbeat (stethoscope). Tell them that almost 200 years ago, a man named Laennec invented the first stethoscope. It was a wooden tube about 1 inch in diameter and 10 inches long.
- 2) Have students pair up. Have partner #1 listen for their partner #2's heartbeat by placing a paper towel tube over the partner's heart (a modern-day Laennec stethoscope). Using the clock, time 30 seconds and have students to count the number of beats per 30 seconds and write it down. Multiply this number by two to find out how many times per minute the person's heart beats.
- 3) Have partner #2 run in place for one minute, then listen for 30 seconds with the "stethoscope" again. Have students calculate the new beats per minute.
- 4) Repeat with partner #2 listening to partner #1's heartbeat.
Note: This activity can also be done by taking the pulse rate.
- 5) Have students compare their heartbeat numbers. Discuss why the after-exercise heartbeat is faster. (Working body muscles need more oxygen, so the heart needs to pump faster.)
- 6) Remind students that the heart is a muscle and that the more it gets exercised, the stronger and healthier it is, just like other muscles in the body. Have students flex their biceps and push out their chests and say "Strong Body! Strong Heart!"

7) For Younger Children - sing this song to the tune of "Are You Sleeping Brother John":

My heart's beating, My heart's beating,
Thump, thump, thump! Thump, thump, thump!
It's slower when I'm sitting. It's slower when I'm sitting.
Sit and rest, Sit and rest! [Everybody sits and rests.]
My heart's beating, My heart's beating,
Thump, thump, thump! Thump, thump, thump!
It's faster when I'm moving. It's faster when I'm moving.
Hop and jump, Hop and jump! [Everybody hops and jumps.]

Or chant this poem:

Whenever you jump, jump, jump,
Hear your heart go thump, thump, thump!
That's because a jump, jump, jump
Speeds up your heart's pump, pump, pump!
Jump, jump, jump! Thump, thump, thump! Pump, pump, pump!

Wednesday – Physical Activity: Take Care of Your Heart!

- 1) Tell the class to wait a minute while you take care of an "important friend". Walk (or strut!) quickly around the classroom and ask the class what you're doing; guide them to state that you're taking care of your heart. Invite them to join you in a brisk walk around the room.
- 2) When students are seated again, discuss why walking is a great and easy way to take care of your heart (no special equipment needed, you can do it any time, you can talk to people while you're doing it, etc.) Ask them to think of ways they could do more walking - could they walk to school? to a friend's house? other places?
- 3) Ask students if they ride bikes. Would riding a bicycle be taking care of their hearts? How? What are the good things about riding a bike? (your leg muscles have to work hard which makes your heart pump fast, you get places faster than walking) Do a pretend bike ride around the room or "bike" in place for a minute. Remind students to think about their heart as they do it.
- 4) Tell students that walking, biking, and other active ways to move the body is called "Physical Activity." Have students name a few other physical activities (running, jumping, dancing, etc.) Tell them that doctors and people who study hearts say that children should get 30 minutes to 60 minutes of moderate to vigorous physical activity every day. In a two-minute brainstorm, have students write down (or draw) all the physical activities they did the day before and to estimate how much time they think they spent doing those activities. Ask them to think about ways they can be more physically active and take care of their heart.

5) Extension: Have students trace their footprints and cut them out. Tell students to think of a physical activity that can be done in the classroom (jumping jacks, walk-around-the class, etc.) and write that in large letters on the footprint. Hang the footprints around the room. Periodically, throughout the day point to a footprint and have the students engage in that activity.

Or: Have students make a mural of a variety of physical activities. Be sure that walking and biking are included! You might also use the mural to point to activities during the day and have the students engage in them (as above).

6) For older students: Create or have them create math problems that use the amount of time engaged in physical activity.

Example: If you exercised 30 minutes for seven days a week, how many minutes would you exercise in a week? In the month of February? In a 31-day month? In a year?

Thursday – Walking Buses and Bike Trains!

This activity can be done in an open space or carefully in the classroom.

- 1) Tell students that in many schools around the world, children come to school in Walking School Buses or on Bike Trains. Explain that these are groups of children who walk or bike together with an adult to get to school safely. Tell them that they're going to play Walking Bus and Bike Train today as part of our effort to get more physical activity for healthy hearts.
- 2) Start with the Walking School Bus. Divide students into groups of 4 to 5 and have them form a single file line. The front person is the "bus driver." The students should be far enough apart so that they can put their hands on the person's shoulders in front of them. Tell them to keep their eyes up at all times.
- 3) On your signal, the bus drivers are to lead the bus anywhere she/he wants as long as they do not bump into other buses and they do not stop at any time. When you signal (with a whistle, drum, or other loud sound) again, the student in the "back seat" should move to the front and become the driver. This should be a continuous movement with the bus continuing without stopping; this takes some practice! Continue this pattern for 3 to 4 minutes, changing drivers and back seats at intervals. Older children might practice indicating if they are turning left or right, or slowing to the "bus walkers" when they are the driver.
- 4) Once the students have the flow of it, switch to Bike Trains. Students will line up, this time not touching each other, but leaving an appropriate distance between (as bicycles must do). Students will do a pretend bicycle motion and move a bit more quickly than the Walking Bus. The bike train driver is now called the "engineer" and the end person "the caboose."
- 5) Discuss how this activity is good for the heart.

Thursday – Alternative Lesson: An Active Walk to School

- 1) Ask students if any of them have walked to school. Tell them that we're going to take an imaginary walk to school today, because walking is good for the heart. This walk is a special walk, filled with lots of extra activity that's good for the heart.
- 2) Have students stand. Narrate an exciting walk to school and dramatically act out all of the kinds of physical activity that can happen during such a walk. Examples: closing a heavy door; marching down the street; walking up or down stairs; hopping over puddles; running to catch up with a friend, etc. You can make it even more of an adventure by encountering obstacles - having to swim across a lake, or climb a tree to get away from a bear, etc. - but be sure not to make it sound too scary. You might have the students contribute to the story as well.
- 3) End the story with "What a wonderful walk! My heart is sure happy!".

Friday – Celebrating Healthy Hearts

Healthy Heart stickers or a substitute token are needed for this activity.

- 1) Give each student a set of Healthy Heart stickers. Have students find a partner quickly. Tell them to walk briskly and talk with their partner, sharing what physical activities they did this week for a healthy heart. (Be sure that they are also watching out for other partner groups and obstacles in the area.)
- 2) When the partners have shared, they should say, "Hooray for your Healthy Heart!" or other positive acknowledgement and give a Healthy Heart sticker to the partner.
- 3) On your signal (whistle, drumbeat, other loud signal), have students switch partners and repeat.
- 4) Repeat several times. If feasible, have the last few exchanges be done while students are jogging or pretend-bicycling.
- 5) Bring the whole group together and have the last set of partners tell what their partner shared with them. At the conclusion, give a celebratory cheer.



Sample Healthy Heart Sticker

Walk and Roll to School Day Event Planning Outline

Task	Time
<p>I. Publicity</p> <p>1) Flyers</p> <p>2) Theme posters with event date</p> <p>3) Newsletter article/announcement</p> <p>4) Banner with date</p> <p>5) Other: School marquee Closed circuit TV "ads" School radio station announcements Parent networks - listservs, etc.</p> <p>6) Notify crossing guard(s)</p>	<p>2.5 weeks prior - send to copy 2 weeks prior - distribute to teachers' boxes for student take-home folders 1 week prior - if needed, copy and distribute reminder flyer</p> <p>1 to 2 weeks prior - hang on hallway walls</p> <p>according to school newsletter schedule</p> <p>1 week prior - have custodian hang in prominent location</p> <p>1 week prior</p>
<p>II. Walking School Bus/ Bike Train</p> <p>1) Develop routes and times; publish schedules on flyers</p> <p>2) Adult Volunteers</p> <ul style="list-style-type: none"> - Recruit walking and biking parents - Identify bus and train leaders - Conduct training for leaders - Keep list of additional parents who volunteer - Assign additional volunteers as needed (per permission slip return or general sense of participation); for bike trains, maintain a 1:4 adult-child ratio <p>3) Permission Slips (if required)</p> <ul style="list-style-type: none"> - Determine method for collection - Keep on-going tally of numbers for each bus and train 	<p>3 -4 weeks prior</p> <p>2-3 weeks prior</p>

Task	Time
4) Materials <ul style="list-style-type: none"> - signs for walkers - vests for bike-riders - extra helmets - first aid kits - bike train whistle (optional) 	day before or day of
III.Reception Area <ol style="list-style-type: none"> 1) Recruit 5-6 volunteers 2) Stickers - design walking and biking stickers according to theme 3) Rewards - prizes and/or poster-signing according to theme 4) Refreshments: light snack, gatorade, water, cups 5) Arrange with custodian for tables, trash can, banner hung 6) Orient and assign volunteers to specific tasks 	2 weeks prior 1 week prior print stickers day before 1 month prior (if ordering new prizes) 2 days before 2-3 days before day of

Sample Walk and Roll to School Day Flyer with Permission Slip

Walk and Roll ^{Back} to School Friday, Aug. 26th

Kick-off a new year of
Walkin' and Rollin' at Mason!



Refreshments! Walk and Roll Back-to-School photos! Fun!

Walking School Bus/Bike Train Permission Slip

All students participating in the Walking School Bus or Bike Train **MUST** return the permission slip below by August 24th. You **CANNOT** participate without it!

Child's Name _____ Grade: _____

will participate in (please check all that apply):

Walking School Bus am pm

Bike Train* am pm

I will accompany my child No Yes am pm

* Students younger than 3rd grade **MUST** be accompanied by a parent if participating in the Bike Train.

* Bike Train Riders must bring a helmet and lock.

Walking School Bus starts at 7:40 at Heath Lane & Victoria Way
Bike Train starts at 7:40 at Old Peachtree & Barkley Square/
7:50 pick-up at Heath Lane & Victoria Way

My child has permission to participate in the Walking School Bus/Bike Train on August 26th, 2005. I understand that participation is completely voluntary and that participation is "at my own risk." I understand that measures will be taken to provide for my child's safety; however, I will not hold the members of the Metro Atlanta Safe Routes to School Coalition or the Gwinnett County School System liable should an accident occur. I understand that it is my responsibility to provide afternoon transportation arrangements from the final destination. I also give permission for my child to be photographed as part of the Walking School Bus/Bike Train.

Parent Signature _____

Phone Number _____

Sample Walk and Roll to School Day Flyer with Educational Theme



Come on out and get your very own bright red reindeer nose!

It's the warm and bright
**Reindeer Walk and Roll
to School Day!**
Wednesday, Dec. 14th

BE WARM: Bundle Up! Wear layers of clothing, mittens and a hat!
BE BRIGHT: Wear bright colors so that you are visible to drivers of cars.
Special prize for the brightest outfit!

Join a Walking or Biking Group
Or
Walk the Track at School!

Walking Bus
* Meet at Davenport @ Delma Ct. - 8:05 am
Note: There will NOT be afternoon walking buses. Please make your own arrangements for returning home.

Bike Train
* Meet at Dover Dr. cul-de-sac 8:20 am
* Return trip in the afternoon arrives at the cul-de-sac at 3:40 pm

If you Walk or Bike to School, you earn TWO entries into the Frequent Walker-Bike Rider Drawing! Bundle up and join the FUN!



Parents are WELCOME!! For more information, or to volunteer to lead a group from your neighborhood, contact Karen Pace at (770) 232-1234.

Walk and Roll to School Day Sample Seasonal Theme Chart

Month	Theme	Carrying Out the Theme
September	Walk and Roll "Back" to School	A kick-off event for the new school year; take "back to school" photos of participants as they arrive; make a banner with photos and hang on school hallway wall
October	International Walk and Roll to School Day	Part of the international celebration; create posters, banners or signs in many languages (involve speakers of other languages if possible); decorate reception area with international flags; provide small snack foods from other countries; play music from other countries at reception
November	Turkey Strut	A Thanksgiving holiday theme; combine publicity with educational message "Stop, Stretch your neck like a turkey" and look left, right, left again; dress up like a turkey; participants can "strut" down the street, practice skill; students receive sticker or "turkey token," (small plastic turkey for charm bracelet, eraser in turkey shape, etc.) or put feathers with their names on a turkey banner
December	Jingle Bell Walk and Roll	A winter holiday celebration; students walk and bike with jingle bells attached to shoes or other items of clothing; sing songs as they walk/bike (still paying attention to safety); provide hot chocolate at reception area
January	Polar Bear Walk and Roll	A cold weather celebration; may be combined with education about dressing for the weather; publicity can focus on polar bear; an adult may dress up as a polar bear and walk/bike with students or welcome participants at reception area; students sign a polar bear banner, or receive polar bear stickers or tokens; provide hot chocolate as refreshment

Month	Theme	Carrying Out the Theme
February	Healthy Heart or Love Your Heart	Part of National Heart Month; posters, banners, signs can include heart/valentine images and educational messages about walking/biking and healthy hearts; participants wear red; students receive heart-shaped refreshments, heart-shaped tokens, sign heart to be placed on school hallway wall
March	A Lucky Walk and Roll	Based on St. Patrick's Day celebrations; emphasizes the fun ("luck") of walking and biking; posters, banners, signs can use the four-leaf clover or leprechaun image; adult or student may dress up as leprechaun; journey to school may include a treasure hunt; students receive lucky coin token; refreshments may be green colored
April	Good for the Earth OR One Less Car!	Tying in to Earth Day celebrations; posters, banners, signs can convey the environmental benefits of walking and bicycling; adult dressed as the Earth may accompany students on school journey or greet them when they arrive; students receive Earth tokens, put their names on large Earth banner or sculpture; refreshments may have "Earth" theme
May	A Year of Walkin' and Rollin'	A culmination celebration; students create their own signs, banners, posters with memorable messages and memories from the year; reception area displays photos from events; special appreciation celebration for volunteers, custodians, all who have helped make year of events possible

Sample Guidelines for Walking School Buses

The following document was developed as part of an orientation for volunteer Walking School Bus drivers and monitors in preparation for Walk and Roll to School Day events. It may be adapted for use in training volunteers involved in ongoing (non-event) Walking School Buses as well.

Guidelines for Walking School Bus “Drivers” and “Monitors”



Thanks for volunteering to be part of our Walking School Bus on Walk and Roll to School Day! These “walking buses” are lots of fun - kids and adults alike really enjoy them! The following is some important information to make your journey to school a smooth and safe one.

Your “Job” as the Walking School Bus Driver and Monitor

- The Walking School Bus Driver walks at the front of the “bus” and sets an example for safe pedestrian behavior. (See Simple Steps for Walking Safely below.) The Driver knows the route and the stops along the way, and keeps track of the time.
- The Monitor walks at the back of the bus to keep an eye on the children in front of her/him. She/he ensures that all participants in the Walking School Bus are walking in a safe and courteous manner.
- Both the Driver and the Monitor wear bright clothing (or vests) so that the group is highly visible to motorists; both may carry “stop” signs for intersections.

Gathering the Group

- Please arrive at your starting location at least 5 minutes earlier than the gathering time for the children.
- Be sure that the children have a place to gather that is out of the way of motorized traffic.
- As children arrive, check their names off the list provided. If a child is not on the list, but has a permission slip “ticket” in hand, you may allow him/her to walk with the bus. If a child is not on the list and does not have a “ticket,” please assign an adult to accompany the child to school; the child will not be “officially” part of the Walking School Bus (for liability and precedent-setting reasons). Upon arrival at school, the accompanying adult should bring the child to the office so that the parents can be contacted.
- Distribute hand-held signs to children and/or adults (optional).

Starting Out

- Welcome the group and congratulate them on participating in Walk and Roll to School Day. Explain the basic safety rules that are appropriate to your route. (See Simple Steps, below.)

- Line the children up so that they can comfortably fit the space in which you will be walking.
- Ask adults to walk behind each group of 10 children (use a higher adult to child ratio for younger children if possible).
- Leave your starting location a few minutes later than indicated on the schedule to allow for late-comers at each point along the way. (It's better to be late than early to avoid missing children who want to participate.)
- You might want to begin with a bit of "fanfare", such as a "Walk and Roll to School, It's Cool!" chant.

Simple Steps for Walking Safely

- Walk on a sidewalk where you can; where there is no sidewalk, always walk on the LEFT, facing traffic
- STOP, LOOK, and LISTEN at every road edge.
- Cross in the crosswalk where there is one.
- Look LEFT-RIGHT-LEFT-again AND over the shoulder before crossing a street.
- Cross when clear, and KEEP LOOKING left and right.
- WALK across the street - don't run!

Along the Route

- Your primary job is to ensure that the children proceed safely along the route, but you also want to make this activity fun. A chant, a walking song, or an "I Spy" game can keep the children engaged and less likely to get into difficult or dangerous behaviors.
- If the group is small enough, talk to the children about pedestrian safety at points on your walk - explain why you are walking in a certain place, how you are going about crossing the street, etc.
- Stop briefly at the designated Walking School Bus stops; welcome and check in any waiting students. (Be sure their name is on the list or have a permission slip in hand.) Check the time, then continue on, modifying the pace, if necessary, to reach your next destination just slightly behind schedule.

Arriving at School

- Safe Routes to School volunteers will be waiting at the school with stickers for each of the students. Please collect any signs the children have been carrying at this time.
- Once the students have received their stickers, they may proceed to the reception area for refreshments and prizes.
- Your duties are completed! Congratulate yourself on a safe journey, relax, have some refreshments, and celebrate!

Thank you!!!

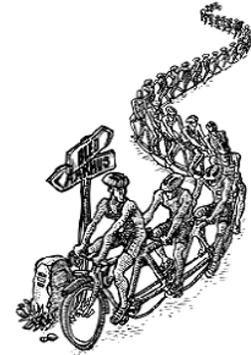


Sample Guidelines for Bike Trains

The following document was developed as part of an orientation for volunteer Bike Train leaders in preparation for Walk and Roll to School Day events. It may be adapted for use in training volunteers involved in ongoing (non-event) Bike Trains as well.

Guidelines for Bike Train “Engineers” “and Caboosees”

Thanks for volunteering to be part of our Bike Trains on Walk and Roll to School Day! Bike trains are lots of fun - kids and adults alike really enjoy them! The following is some important information to make your journey to school a smooth and safe one.



Your “Job” as the Bike Train Engineer and Caboose

- The Bike Train Engineer rides at the front of the “train ” and sets an example for safe bicycling behavior. (See “Bike Train Basics” below.) The Engineer knows the route and the stops along the way, and keeps track of the time.
- The Caboose rides at the back of the train as the “sweep,” to keep an eye on the children in front of her/him and make sure no one falls behind.
- Both the Engineer and the Caboose wear bright clothing (or vests) so that the group is highly visible to motorists.

Gathering the Group

- Please arrive at your starting location at least 5 minutes earlier than the gathering time for the children.
- Be sure that the children have a place to gather that is out of the way of motorized traffic.
- As children arrive, check their names off the list provided. If a child is not on the list, but has a permission slip “ticket” in hand, you may allow him/her to ride with the train. If a child is not on the list and does not have a “ticket,” please assign an adult to accompany the child to school; the child will not be “officially” part of the Bike Train (for liability and precedent-setting reasons). Upon arrival at school, the accompanying adult should bring the child to the office so that the parents can be contacted.
- Be sure that the every participant has a helmet. If they do not, they may borrow a helmet provided by Safe Routes to School.
- Distribute safety vests to children who are not wearing bright clothing. (Note: this is for SAFETY, not for fashion!) Also make sure that shoelaces are tied, pant legs aren't flapping, etc.

Starting Out

- Welcome the group and congratulate them on participating in Walk and Roll to School Day.
- Call a “Rider’s Meeting” and review the “Bike Train Basics” (below). Though the children will want to get going, it is worth taking the time to set some basic ground rules for

safe bicycle riding; explain that all adult bike rides start this way, too.

- Line the children up with their bikes, placing an adult **BEHIND** every 4 to 5 children. Tell adults that they should keep their eyes on those 4 or 5 children in front of them, and instruct and assist them as needed. Explain that the adults should also watch and listen for signs of communication between adults, such as an indication that a child has a mechanical problem (See "Along the Route.")
- Leave your starting location a few minutes later than indicated on the schedule to allow for late-comers at each point along the way. (It's better to be late than early to avoid missing children who want to participate.)
- You might want to begin with a bit of "fanfare", such as a "Walk and Roll to School, It's Cool!" chant or an "All Aboard! Bike Train!" Call or a train whistle.

Bike Train Basics

- Adult-supervised Bike Trains travel on the street, not on the sidewalk.
- Ride single file, leaving space between bicycles (just in case of a sudden stop); do not pass.
- Ride on the right side of the street, generally about an arm's distance from the curb. Stay to the right and ride as straight as you can so that cars can pass.
- Use hand signals to show you are turning, slowing, or stopping. Calling out "Turning right!" "Slowing!", or "Stopping!" is also helpful.
- At major intersections, where there is a traffic light or a crossing guard, **GET OFF the BIKE and WALK IT ACROSS**. Look for a safe place **OFF** the road, like a driveway, for the kids to dismount and mount again, if at all possible.

Along the Route

- Stop briefly at the designated Bike Train stops; welcome and check in any waiting students. (Be sure their name is on the list or have a permission slip in hand.) Check the time, then continue on, modifying the pace, if necessary, to reach your next destination just slightly behind schedule.
- If a child lags behind or has mechanical trouble, move off the road and designate an adult to stay with that child and assist him/her to continue on.

Arriving at School

- Safe Routes to School volunteers will be waiting at the school with stickers for each of the students.
- Once the bike train riders have received their stickers, they may proceed to the bike parking area. Volunteers will help students park and lock their bikes. Please collect all safety vests.

- Your duties are now completed! Congratulate yourself on a safe journey, relax, have some refreshments, and celebrate! Thank you!!



Sample Frequent Walker/Bike-Rider Program Materials

Win a Bike!



Mason Elementary

Win a Bike!

Frequent Walker/Bike Rider Program

Fill out one of the forms below every time you walk or ride your bike to school between October 6th and December 9th. Drop it in the envelope attached to the Frequent Walker/Bike Rider poster (on the wall near the doorway) once you arrive at school. Each form counts as one entry into the Grand Prize Drawing - a brand new bike compliments of CycleWorks Bike Shop!!

For questions or more information, call Laura Carter at 678-824-9775

The more you walk or ride, the better your chances of winning!

(Cut here)

Mason Elementary Safe Routes to School
I Walked/Biked to School Today!

Date _____

Name _____

Teacher _____

Grade _____



Mason Elementary Safe Routes to School
I Walked/Biked to School Today!

Date _____

Name _____

Teacher _____

Grade _____



Mason Elementary Safe Routes to School
I Walked/Biked to School Today!

Date _____

Name _____

Teacher _____

Grade _____



Mason Elementary Safe Routes to School
I Walked/Biked to School Today!

Date _____

Name _____

Teacher _____

Grade _____



Pick up more forms in the front office.