

Making Tracks

TEACHING MANUAL
Walking Safety



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Preface

About Making Tracks

Established in 1971, the Ecology Action Centre is the oldest environmental organization in Nova Scotia. Its aim is to encourage a society in Nova Scotia that respects and protects nature and also provides environmentally and economically sustainable jobs for its citizens. The Ecology Action Centre works to find solutions to issues in several areas: Coastal; Marine; Environment; Wilderness; Food; Energy; Transportation. It is in the area of Transportation that Making Tracks originates.

The Making Tracks program encourages children, youth, and their families to safely use active transportation to better preserve the environment, to increase people's physical activity, and to improve traffic safety. The Making Tracks program includes modules for:

- Walking Safety
- Cycling

- In-line Skating
- Scootering
- Skateboarding (Skate Pass®)

The central goal of the Making Tracks program is to create and coordinate a broad and accessible active transportation skill-based safety education program for children and youth through experiential learning. A secondary goal of Making Tracks is to encourage and develop community-based leadership. As such, teachers and community youth and adults facilitate the learning in the Making Tracks program. We envision a Nova Scotia where all children and youth in schools and their broader communities have the knowledge and skills for traveling safely on streets and sidewalks, regardless of their choice in mode of active transportation.

Some of the Making Tracks program aims are to the following:

- Reduce greenhouse gas emis-

sions and air pollution from motorized vehicles

- Increase the physical activity levels of children and youth
- Improve the traffic safety knowledge of children and youth
- Increase community cohesion
- Improve the mental wellbeing of children and youth

For more information on Making Tracks please contact the Making Tracks Coordinator at the Ecology Action Centre:

Attention: Making Tracks Coordinator

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Partnerships in the Development of Making Tracks

Making Tracks and other Ecology Action Centre Child and Youth Active Transportation programs are coordinated in Nova Scotia in partnership with the Nova Scotia Department of Health and Wellness as part of its Active Kids Healthy Kids initiative. It was developed in part by the collaborative commitment and guidance from representatives on the former Active Transportation Safety Education Working Group consisting of: Halifax Regional Municipality (Planning, Traffic and Recreation departments); Halifax Regional School Board; Halifax Regional Police; RCMP; Nova Scotia Department of Health and Wellness (Injury Prevention and Physical Activity, Sport and Recreation program areas); Nova Scotia Department of Education; Ecology Action Centre; Nova Scotia Safety Council; Nova Scotia Department of Transportation and Infrastructure Renewal; HRM Safe Communities Coalition; ThinkFirst; Child Safety Link; Boys and Girls Clubs of Nova Scotia; and Bicycle Nova Scotia.



Ecology Action Centre

Acknowledgements

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Introduction

Welcome to the Making Tracks: Walking Safety Teaching Manual. This manual is intended to be used by the Making Tracks Leader (MTL) and/or Crew Leaders (CL). It is designed to assist you (the MTL and/or CLs) to encourage children and youth, who live in the local community, to be more active and safe as walkers. As a leader you will use a range of activities to allow participants to experience learning firsthand. Participants will learn by “doing” and will use new skills in a real neighbourhood setting – their own schools and communities. As such, the majority of the participants’ learning experiences will occur outside. You will lead participants safely through the activities contained within each educational session and guide them towards personal growth, increased use of active transportation, and safety awareness. One of your roles is to demonstrate responsible involvement and model expected behaviours as a walker. Remember, you are a role model and children and youth will look to you for guidance.

The group of children and youth under your guidance will be your crew. When the whole group of participants works together they will be referred to as a large crew. If CLs are involved in delivering Making Tracks, then the participants can be broken up into smaller groups to work together and they will be referred to as a small crew. Optimally a small crew will consist of no more than eight participants. Ideally each MTL will have the assistance of CLs to help deliver the program. However, as noted in the Making Tracks User Guide, the program can be effectively run without CLs.

MTL Responsibilities:

- To guide children and youth through enjoyable hands-on learning activities
- To supervise CLs (if they are helping to deliver the program) and/or crews and ensure that they are safe and having fun
- To create a positive learning environment
- To provide positive feedback to the children and youth participants and to the CLs (if they are delivering the program) to help them learn and grow
- To complete and/or ensure CLs (if they are delivering the program) complete Passports after every session for all participants in order to inform them what they know (K), what they can do (D), and what they value (V)
- To provide support to CLs (if they are helping to deliver the program) which may include: giving them suggestions on how they can better deliver Making Tracks: Walking Safety, obtaining materials for them, providing them with the use of the Making Tracks: Walking Safety Teaching Manual to ensure that pre-program information and permission forms are distributed and signed by parents/guardians (if required by your delivery setting)
- To ensure that all Making Tracks evaluations are completed by participants, parents, MTLs and CLs and returned to the Ecology Action Centre (Attention: Making Tracks Coordinator, 2705 Fern Lane, Halifax, NS, B3K 4L3). Returning evaluations helps us track program impact and participant, parent and leader feedback, helping us continually refine the program and share results to our funders, insuring the sustainability of the program. Incentive programs for returning evaluations are available! More details on required evaluations can be found at the end of this manual.

CL Responsibilities:

- To guide children and youth participants through enjoyable hands-on learning activities
- To supervise a small crew and ensure that the participants are safe and having fun
- To create a positive learning environment
- To provide positive feedback to the participants to help them learn and grow
- To complete Passports after every session for all participants (in their small crew) in order to inform them what they know (K), what they can do (D), and what they value (V)

Overview of Road Safety

It is everyone's responsibility to be safe but as an MTL or a CL safety must be your highest priority.

General Walking and Road Safety:

- Walk on the sidewalk or if there is no sidewalk, walk on the shoulder facing oncoming vehicles, as far away from the road as possible.
- Do not wear headphones.
- Do not use any handheld electronic device.
- Use caution when leaving a driveway or walking past a driveway.
- Obey the signs posted.
- Wear clothing that will keep you visible, comfortable, and safe when travelling.
- Stay to the right of the centre line on multi-use trails or greenways.

Street Crossing Safety:

- Before crossing the street always stop, look left, then right, then left again before proceeding.
- If there is a pedestrian crossing push button, push the button to activate the pedestrian crossing light and wait for the walk signal to come on before crossing the street.
- If the "Don't Walk" hand is flashing, do not begin to cross the street. If you are already in the process of crossing, be sure to finish quickly and safely.
- When at a crosswalk without signals or a crossing beacon, indicate your desire to cross by holding your arm out straight in front of you. Ensure that cars have stopped before beginning to cross.
- Before you cross make eye contact with drivers as they are stopping.
- As you cross, continue to look for cars in other lanes, and then proceed with caution.
- As you cross also watch for turning vehicles.
- Thank the driver or drivers for stopping and give them a smile, nod, or a wave.

Railway Crossing Safety:

- When you are walking and approach railway tracks you must always stop before you cross.
- Just as with crossing the street, stop, look both ways, and listen for a train coming before crossing.
- If a train is approaching or does go by, be sure to stand at least 5 metres (10 giant steps) away from the tracks.

Note: According to the Motor Vehicle Act in Nova Scotia, there are crosswalks at every intersection, whether lines are painted or not, and therefore walkers always have the right of way at every intersection. However, many drivers do not obey this law and so it is important to make eye contact with drivers and not cross the road until they come to a full stop. For further road safety resources visit www.novascotia.ca.

Assessment

Assessment

Assessment is an essential practice for identifying participants' learning and growth. It is vital that you regularly observe and report on the progress of the participants. It should be done throughout each session and not only at the end the program; constant feedback is essential for the participants' learning. Participants will be assessed in these three areas:

- Knowing (K): What the participant knows
- Doing (D): What the participant can do
- Valuing (V): What the participant values or appreciates

“Doing” may be the most obvious area to assess but all three areas are equally important. When you assess participant learning, you must take into account each participant's skill ability (what is learned in skill application from the experience), what the participant knows, and what the participant values based on participation within each of the activities. You will guide, encourage, and motivate participants through each activity by asking them questions. You will also help participants make learning connections and aim to have all participants meet the learning outcomes in each session.

Delivery of Assessment

Within the Making Tracks program, two methods of assessment will be employed: verbal and written.

Verbal Feedback

Verbal feedback will be provided to the participants as they work through different activities. As this program often takes place outside, verbal feedback is particularly effective. It is immediate and allows the participants to recognize what they know, do, and value. In order to provide effective feedback it is important to use language that the participants easily understand. This means that you will need to teach the participants the words that you will use so that they know how well they are doing in their learning. Use the words:

- “Getting there”: Participant is starting to learn the outcome (and needs lots of help)
- “Almost there”: Participant has almost learned the outcome (and can do it with some help)
- “There”: Participant has learned the outcome (and can do it with minimal or no help)

Feedback is important but remember that too much will not help them learn. Keep it simple and you will keep it fun.

Written Feedback

At the end of each session you will provide written feedback to all of the participants. This will be recorded in a booklet called a Passport. Instead of providing feedback to the participants by saying, “getting there,” “almost there,” and “there,” you will write symbols in their Passports that represent each of these phrases. The symbols you will use will be parts of or full happy faces. Use these symbols:

- A circle: “Getting there”
- A circle with two eyes: “Almost there”
- A full happy face: “There”

Assessment

Sample Page from the Passport

| OUTCOMES | | | GETTING THERE / ALMOST THERE / THERE |
|---|---|---|---|
| (K) I know of safe people and places in my community | | | |
| (K) I know what to do if I am approached by someone I do not know | | | |
| (D) I know who to tell if I see someone being bullied or feel like I am being bullied | | | |
| (D) I can show my parents/caregivers the safe places along my route | | | |
| (V) I know that people like police officers, firefighters, and my school teachers are safe people to go to if I am in trouble | | | |
| (V) I know that walking in a group can keep me safe from strangers along my route | | | |
| GETTING THERE | ALMOST THERE | THERE | |
|  |  |  | K: What the participant knows D: What the participant does V: What the participant values |

The Passport allows you (the MTL and/or CLs) to track participants' progress and it provides the participants with learning that extends beyond the sessions. It is expected that the participants will bring the Passport home to their parents/caregivers and then return with it when they attend the next session. The Passport is a way for participants to teach their parents/caregivers what they have learned and to practise their new skills at home under adult supervision.

By having participants receive feedback verbally during each session and in writing on their Passports after each session, you will understand what participants know, do and value. Participants (or crews) can demonstrate these things in a variety of ways:

- Give a presentation
- Demonstrate their new skills in action during the activities
- Perform a skit
- Role-play various scenarios
- Create a piece of art work
- Share their ideas aloud during debriefing
- Ask questions throughout each session
- Answer questions throughout each session
- Share with MTL and /or CLs their parents'/caregivers' written feedback on their Passports on their progress from at-home activities

Overview of Session Activities

Session A: Introduction and Community Building

Building a sense of community and trust between the MTL, CLs, and participants is an important aspect of Making Tracks. Session A focuses on creating a sense of community within the large crew and includes questions to discover how much each participant knows about walking as a form of transportation.

Activity 1: Handshake Tag

Activity 2: Mingle, Mingle, Mingle

Activity 3: Chicken Tag

Activity 4: Bumper to Bumper

Session B: General Safety Awareness

Ensuring that all people are safe when walking to and from places is a central component of the Making Tracks: Walking Safety program. Session B allows children and youth to learn how to walk safely by dressing appropriately for different weather (sun, rain, snow) and different environmental conditions (traffic, lighting, animal sightings, etc.).

Activity 5: What Should I Wear?

Activity 6: Life in the Fast Lane

Session C: Walking Safety

Walking in a city or in a rural area requires children and youth to understand and be able to follow the rules of the road. Session C gives participants an understanding of traffic light safety, crosswalk safety, and safety on different terrains (asphalt versus gravel roads).

Activity 7: The Walking Sillies

Activity 8: Red Light, Green Light

Activity 9: How Did the Chicken Cross the Road?

Activity 10 a: Be Aware, Be Smart, Be Safe on a Walkabout (Urban Area)

Activity 10 b: Be Aware, Be Smart, Be Safe on a Walkabout (Rural Area)

Session D: Choosing a Walking Buddy and a Walking Route

Selecting an appropriate walking partner and route allows children and youth to have a better walking experience. Session D teaches the participants how to walk safely and properly in an outdoor environment. This experience brings all participants outdoors and they can practise walking in “real life.” By learning how to choose proper walking buddies, knowing about the outdoor environment, and understanding signs or visual cues as they walk, participants will understand the important points of this session.

Overview of Session Activities

Activity 11: How to Choose a Walking Buddy

Activity 12: Buddy Tag & Getting Up to Speed

Activity 13: Imagine That

Activity 14: Signs, Signs, Everywhere

Activity 15: I Spy

Session E: Don't be Scared, Be Aware

Keeping children and youth safe from traffic and environmental dangers is not the only concern for safe, active transportation. Children and youth need to feel safe in their communities when walking to and from school. Session E focuses on teaching children and youth what to do if a stranger approaches them and how to avoid danger and bullies when walking.

Activity 16: Safe or Not Safe

Activity 17: Spot the Stranger

Activity 18: RCMP or Local Police Visit

Session F: Putting the Pieces Together

Living in an ever-changing world means that our walking environment can change daily. Session F explores possible hazards participants may encounter while walking and provides them with suggestions for how to be safe. In addition it is important that participants in this program gain a respect for the environment and this session asks them to consider ways that they can protect it. This session also invites participants to recruit Pace Car drivers, individuals who will help reduce speeding on our streets, to make walking, cycling, in-line skating, scootering and skateboarding safer for everyone. Finally, participants and program leaders will have an opportunity to complete a program evaluation.

Activity 19: The Great Community Hunt

Activity 20: The Pace Car Program

Activity 21: Post-Program Evaluation for Participants and Leaders

Materials List

*Materials marked with an asterisk are optional.

Materials for Every Session

- Pencils, one per participant
- Clipboards*
- First Aid Kit including cold/ice pack*
- Access to a phone in case of emergency
- Water and snack for yourself*
- Copies of manuals and passports, one per participant, including MTL and CLs
- Skills Assessment Checklists (Appendix A)

Session A: Introduction and Community Building

- Whistle
- Rubber chicken (or two)
- Poly spots, one per participant plus a few extras
- Square 1' x 1' mat, one per participant*
- 1 adult-sized orange vest with reflective X on the front and back*
- 1 child-sized orange vest with reflective X on the front and back*

Session B: General Safety Awareness

- Wide range of seasonal clothing for all weather conditions (e.g., mittens, hats, scarves, boots, t-shirts, shorts, sunglasses, umbrellas, raincoats)
- Hula hoops, one per small crew
- Pylons, one per small crew
- Blindfolds, one per participant
- Pairs of sunglasses, one per participant
- Different coloured objects
- Reflective tape

Session C: Walking Safety

- Laptop, iPad, or a Smart Phone to access YouTube*
- Green and red paddle/cardboard or one pair of green and one pair of red gloves
- Brightly coloured rocks or balls
- Masking tape, white road chalk, or pylons (15-20)
- Speed Bump or Short Cut Cards (MTL to make these)*
- "Walk" or "Don't Walk" signs

Session D: Choosing a Walking Buddy and Walking Route

- Bean bags, one per two participants
- Whistle*
- "Be Aware" Safety Cards (Appendix C)
- Route card: Map created of the planned route (MTL to make this using information found in the Making Tracks User Guide)
- Chairs or mats*

Materials List

*Materials marked with an asterisk are optional.

Session E: Don't be Scared, Be Aware

- "Be Aware" Safety Cards (Appendix C)
- Signboard
- Cue cards (7-10)
- Velcro, magnets, or tape
- Tokens or plastic/paper chips
- Some materials, such as a projector or markers, may need to be obtained at the request of the presenter

Session F: Putting the Pieces Together

- Disposable vinyl gloves, one pair per participant
- Flagging tape
- Community hunt list (MTL to make this)
- Route card (MTL to make this)
- Pace Car materials*
- Post-Program Questionnaires for Participants and Leaders

SESSION **A**

Introduction and community Building

Introduction

You've made a great commitment to helping children and youth stay safe and active. Before introducing any new skills to the participants, it is important that you take time to let them get to know you and each other. This will increase their comfort level and allow them to feel safe in their new learning environment. As such, this session focuses on creating a sense of community within the crew.

Session A: Introduction and Community Building

Outcomes (Knowing (K), Doing (D), Valuing (V))

K: Walking can help me stay healthy and active.

K: Walking is a great way to help the environment.

D: I can play fair with others.

D: I can communicate well with others.

D: I show respect for others.

V: I appreciate the environment and help protect it by walking to and from places.

V: Walking helps me build friendships.

Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

- A circle: "Getting there" 
- A circle with two eyes: "Almost there" 
- A full happy face: "There" 

| OUTCOMES | GETTING THERE / ALMOST THERE / THERE |
|--|---|
| (K) Walking can help me stay healthy and active | |
| (K) Walking is a great way to help the environment | |
| (D) I can play fair with others | |
| (D) I can communicate well with others | |
| (D) I show respect for others | |
| (V) I appreciate my environment and help protect it by walking to/ from school/places | |
| (V) Walking helps me build friendships | |

Session A: Introduction and Community Building

Risk Management

- Clear area of possible hazards such as chairs, tables, benches, rocks, garbage and other items that could cause the participants to trip.
- Establish some ground rules with your crew. Be sure to identify your behaviour expectations when they are listening to instructions and participating in activities (i.e., show respect for the other participants, the MTL, and CLs).

Suggestions for Teaching

Several days before the first session begins for Making Tracks: Walking Safety the MTL should complete the “Program at a Glance” Form (Appendix D). The MTL or CL should also complete the Pre-Planning Checklist (Appendix E.1.) to ensure that the session is prepared and ready to be delivered in a safe and effective manner. The Pre-Planning checklist should be completed before each session is delivered. This checklist requires that parents/caregivers submit their child’s Informed Consent Form (Appendix F) and the Medical Information Form (Appendix G) to the MTL and/or CLs (if they are available) at least three days before the program begins. When these documents are handed in, the MTL and/or CLs should record this information on the Session A Duty Form (Appendix H).

As this is the first session of Making Tracks: Walking Safety, it is especially important to establish with the participants how the program will be delivered. You will need to provide them with more detailed information in this session than in other sessions. Provided below is a plan that you may wish to follow that will ease you into your new role as an MTL or a CL.

- As participants and their parents/caregivers arrive for the session, the MTL and/or CLs should first welcome everyone. Then, the MTL and/or CLs should take attendance using the Attendance Record (Appendix I).
- Next, the MTL and/or CLs should invite participants to sit in a circle. Begin by introducing yourself and ask each participant to say her/his name aloud and one reason why they are excited about taking Making Tracks: Walking Safety.
- Provide the participants with a very brief overview of what you will be doing in the session. You could say, “As you know the aim of the Making Tracks: Walking Safety is to encourage you all to be more active and safe walkers. So, in our first session today we will get active but there are a few things I need you to know. First, we will talk a little about how important it is to show each other respect when we are working together. Next, I will talk about how I will give you feedback so you learn to be more active and safe walkers. Then, we will spend most of our time doing four different activities to help us all get to know one another.”
- Briefly talk about your expectations and the importance of respect when working together. Ask the participants what respect means to them. You could provide examples such as listening when others are speaking, not pushing each other inappropriately, etc.
- Next, quickly explain to the participants how they will be assessed (i.e., how you will give feedback to them). The first thing you should say is that every day they will work towards meeting different outcomes and today they are working on meeting these ones:
 - o Walking can help me stay healthy and active.
 - o Walking is a great way to help the environment.
 - o I play fair with others.

Session A: Introduction and Community Building

- o I communicate well with others.
- o I show respect for others.
- o I appreciate the environment and help protect it by walking to and from places.
- o Walking helps me build friendships.

- Then, tell the participants that you will use verbal (spoken) feedback and written feedback. Tell them that as they do activities you will give verbal feedback by using the words “getting there,” “almost there,” and “there.” Also tell them that these words will help them know if they are meeting the outcomes. Then tell the participants that at the end of each session you will provide written feedback to each of them. This will be in the form of a booklet called a Passport. Show them a copy of what one looks like. Tell them that instead of saying the words “getting there,” “almost there,” and “there,” that in their Passports you will draw parts of or full happy faces. A circle means “getting there,” a circle with two eyes means “almost there,” and a full happy face means “there.” Lastly, let them know that these Passports need to go home at the end of the session and ask the participants to talk with their parents/caregivers about what they learned. Remind them that their Passports must be signed by their parents/caregivers and then returned the following session.

- The MTL and/or CLs should next let participants know that they will be monitoring the session using the In-Session Monitoring Checklist (Appendix E.2.) and that this will be standard procedure for every session. This checklist is used to ensure best practices during each session regarding safety, preparedness, materials and teaching methods.

- Do the four community building activities.

- Complete the participants’ Passports and send them home with the participants before you dismiss them.

- At the end of this session and each proceeding session the MTL and CL together should complete a Post-Session Follow-Up Checklist (Appendix E.3.) to improve on best practices during each proceeding session regarding safety, preparedness, materials and teaching methods.

*Remember this will be your first time meeting with the program participants so it is important for them to have an opportunity to become comfortable with one another and with you. Focus on creating a fun atmosphere where participants feel secure and safe. Do not worry about getting to content-specific activities or materials yet; now is the time for you all to get to know one another and have fun!

Session Activities

Activity 1: Handshake Tag (10 minutes)

Activity 2: Mingle, Mingle, Mingle (10 minutes)

Activity 3: Chicken Tag (10 minutes)

Activity 4: Bumper to Bumper (20 minutes)

Activity 1: Handshake Tag



*Suggested Time: 10 minutes

Purpose

- ✓ To have participants learn the names of their peers, MTL, and/or CLs
- ✓ To ensure participants are active and have fun

Location

- ✓ Large open field or space free of obstacles

Materials

- ✓ Pencils, one per participant
- ✓ Whistle

Safety Considerations

- ✓ Ensure that the activity space is clear of any hazards.

Guidelines

- ✓ With the large crew have participants form a circle and say aloud all of the participants' names.
- ✓ Explain that they will play a game of tag. You must tell them that in a moment (after you explain the game) you will pair them up. In each pair one participant will be labeled an A and the other will be a B.
- ✓ Tell them that in each pairing the participant labeled an A will be the chaser and the B will be the fleer (the one running away).
- ✓ The two individuals in the pair will play tag until the B (fleer) gets tired. At that time the fleer will find another participant in a different pair and link arms with her/him. These two individuals who are now linked become a new pair. These two individuals will shake hands and introduce themselves. Then, one will become the chaser and the other a fleer.
- ✓ The other two individuals (who used to belong to a pair) form into a new pair themselves. These two individuals who are now linked become a new pair. These two

individuals will shake hands and introduce themselves. Then, one will become the chaser and the other a fleer.

- ✓ These re-pairings continue over and over until many new pairings are formed.
- ✓ Now that you have explained the game, go around the circle and label one participant an A, the next a B, then again an A, and so on until all participants have a letter.
- ✓ Create pairs by having the first A and B labeled as a couple, the next A and B are another couple, and do this until all participants are paired.
- ✓ Ask each pair to shake hands and introduce themselves. Then, as mentioned above, the A player is the chaser and the B player is the fleer and the tag game can begin.

Instructional Considerations

- ✓ If you notice a chaser getting tired, you may yell, "Switch," and the chaser becomes the fleer and vice versa.
- ✓ If the playing area is not large enough to accommodate full-out running, enact a mini-steps rule: all chasers/fleers must move about by hopping, heel-to-toe walking or doing a penguin walk.
- ✓ At the end of the game instructors ask, "Are there any questions?" and wait at least 5 seconds for participants to ask any questions before beginning the next activity.

Things to Observe

- ✓ Participants are clearly communicating and cooperating.
- ✓ Participants are introducing themselves as new pairs are formed.
- ✓ Participants are actively involved.
- ✓ Participants are safely moving about.

Activity 2: Mingle, Mingle, Mingle



*Suggested Time: 10 minutes

Purpose

- ✓ To have participants interact with their peers

Location

- ✓ Open space, which is free of obstacles

Materials

- ✓ None

Safety Considerations

- ✓ Ensure activity space is clear of any objects.
- ✓ Participants are to keep their heads up as they mingle around.

Guidelines

- ✓ With the large crew have participants form a circle and quickly tell them that they will receive their instructions for this activity while they participate in it.
- ✓ First, ask them all to walk around the open space on their own but walking crazily.
- ✓ As the participants move around ask them to sing “mingle, mingle, mingle.”
- ✓ The MTL and/or CLs, whoever is leading this activity, will call out a number to let the participants know the size of the group they must quickly form into.
- ✓ Participants will form a group (whatever size was asked) with other individuals. In these groups the participants will introduce themselves to one another.
- ✓ After every participant in the group has introduced herself/himself to the others in the group, the entire group must sit on the ground.
- ✓ The MTL and/or CLs will acknowledge the group that finished the quickest.
- ✓ Then the MTL and/or CLs call out, “Let’s mingle” and

will again ask everyone to stand up and walk around and sing the chant, “mingle, mingle, mingle.” The process will repeat itself.

Instructional Considerations

- ✓ If you see some participants are not involved, mingle around them and help them to feel involved.

Things to Observe

- ✓ Participants are having fun.
- ✓ Participants are introducing themselves to one another in their smaller groups.
- ✓ Participants are safely moving around the activity area.

Activity 3: Chicken Tag



*Suggested Time: 10 minutes

Purpose

- ✓ To get participants active
- ✓ To teach participants how to ask and receive help
- ✓ To create a fun environment

Location

- ✓ Large open field or space free of obstacles

Materials

- ✓ Rubber chickens (two or more)

Safety Considerations

- ✓ Ensure that the activity space is clear of any hazards.

Guidelines

- ✓ With the large crew ask the participants, “Do you know what a chicken is?” and then ask, “Do you know what chickens do?” Explain that chickens are animals that work together to create structure within their group.
- ✓ One participant will be the chaser and the others will be the fleers.
- ✓ In order for a fleer to be safe (from being tagged), she/he needs to be holding the rubber chicken.
- ✓ The rubber chicken can be thrown and caught by many fleers. Participants can respectively call out to one another to ask for the chicken when they feel they need it using phrases such as “Chicken please” or “Over here”.
- ✓ If the chaser catches a fleer, that fleer must squat down and place her/his hands above her/his head, forming the shape of a roof or triangle. She/he must yell out, “Help me” to the other participants who are not captured for help to free her/him.
- ✓ To free the captured fleer, two other participants must join hands over top of the captured fleer and circle around her/him three times and then after the third time around, everyone can run freely.

- ✓ The activity continues until everyone has been captured or the motivation level of the large crew starts to decline.

Instructional Considerations

- ✓ Consider using two chasers to increase the number of fleers being tagged.
- ✓ Rather than having chasers and fleers run from one another, ask them to use mini-steps (such as the Penguin Walk) as they move about.

Things to Observe

- ✓ Participants are clearly communicating and cooperating with one another throughout the activity.
- ✓ Participants are enjoying and actively involved in the activity.
- ✓ Participants are moving about safely without pushing or hip checking one another.

Debrief

- ✓ Remind the large crew that Making Tracks is about teamwork and community building and so they need to remember to help each other in order to be successful and have fun.
- ✓ At the end of the activity debrief with participants. Ask them to respond to these questions:

o How many people asked for help?

o How many called out for the chicken before getting tagged?

o How many people helped others by throwing the chicken without them asking for help?

o How many people didn't ask for help, or waited too long to ask for help and ended up being tagged?

o Do you have any questions?

Activity 4: Bumper to Bumper



*Suggested Time: 20 minutes

Purpose

- ✓ To have participants engage in activities which encourage teamwork
- ✓ To allow participants to have fun and be active
- ✓ To teach participants how to work cooperatively and share ideas to problem solve

Location

- ✓ Open field or space free of obstacles

Materials

- ✓ Poly spots (one per player plus one extra per crew)

Safety Considerations

- ✓ Ensure that the activity space is clear of any hazards.

Guidelines

- ✓ Divide the participants into equal, small crews (regardless if there are CLs or not).
- ✓ For each small crew, the MTL and/or CL must lay out poly spots (one for each person plus one extra) so that they are in a straight line.
- ✓ Then split each small crew into two equal teams.
- ✓ Each participant must stand on one poly spot facing the opposing team with one team on each end of the line and one free poly spot in the middle, between the two teams.
- ✓ Explain to the participants that the object of this activity is for the two teams of participants to move from their end of the poly spot line, past each other to the other end of the line.
- ✓ A person can only go around one person at a time (essentially, leapfrogging forward two poly spots) and must land on an empty poly spot.
- ✓ Participants must face the same direction the entire

time. No one can pass a teammate (someone who is facing the same direction).

- ✓ Only one person can move at a time.
- ✓ A person may move to an open poly spot without moving around someone else.
- ✓ No one can go backwards.

Instructional Considerations

- ✓ None

Things to Observe

- ✓ Participants are clearly communicating and cooperating throughout the activity.
- ✓ Participants are actively involved and enjoying the activity.
- ✓ Participants are moving about in a safe manner.
- ✓ Participants are listening to each other's ideas and working together respectfully.

Debrief

- ✓ At the end of the activity debrief with the participants. Ask them to respond to these questions:

o Were you able to share your ideas for this activity?

o Did you hear good ideas that were shared but not followed?

o What should crews do when listening to ideas?

o Did you practise patience during this activity?

o Why would patience be important when walking in our communities?

o Ask the participants if they have any questions.

Session A Follow Up

- ✓ The MTL and/or CL should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned. At home participants should be encouraged to discuss:
 - o The importance of walking places
 - o The names of three new people they met today
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.

SESSION **B**

General safety Awareness

Introduction

Now that you and the participants in the program have become acquainted it is time to begin a conversation about safety issues related to walking. You will need to teach the participants how, as walkers, it is their responsibility to ensure they take proper safety measures when they are out and about. By exposing children and youth to safe walking practices, specifically related to appropriate dress, we will increase the likelihood that they will be better protected when outdoors.

Session B: General Safety Awareness

Outcomes (Knowing (K), Doing (D), Valuing (V))

K: I know that what I wear can help keep me safe when walking.

D: I can dress appropriately for the seasons.

V: Dressing appropriately keeps me safe and helps drivers see me.

Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

- A circle: "Getting there" 
- A circle with two eyes: "Almost there" 
- A full happy face: "There" 

| OUTCOMES | GETTING THERE / ALMOST THERE / THERE |
|---|---|
| (K) I know that what I wear can help keep me safe when walking | |
| (D) I can dress appropriately for the seasons | |
| (V) Dressing appropriately keeps me safe and helps drivers see me | |

*In this session participants will be assessed on their ability to successfully select appropriate clothing during the relay race. Use this information to help you complete the Passport.

Risk Management

- Make sure participants move in a safe and controlled manner.
- Ensure that participants are paying attention to your instructions and that they are aware of their surroundings.

Session B: General Safety Awareness

Suggestions for Teaching

- Before beginning any of the activities in the session, the MTL and/or CLs should speak to the large crew and welcome them back, provide them with an overview of what they will do in the session, and identify the key outcomes they will learn that day.
- Don't forget to take attendance and collect the participants' Passports.
- The focus of this session is to have participants start to take on the responsibility of being safe walkers. Continuously check with participants for their understanding of the task by asking them questions and observing their behaviours. If participants have a lot of questions, go over the main points again. If you are a CL and your participants need more assistance, do not hesitate to ask the MTL for support.

Session Activities

Activity 5: What Should I Wear? (20 minutes)

Activity 6: Life in the Fast Lane (15 minutes)

Activity 5: What Should I Wear



*Suggested Time: 20 minutes,
depending on size of crew

Purpose

- ✓ To educate participants on properly dressing for the weather to assist in safe walking
- ✓ To encourage participants in an active learning session to select proper seasonal clothing

Location

- ✓ Open field or large space free of obstacles

Materials

- ✓ A variety of clothing used in the four seasons such as winter jackets, snow pants, mittens, hats, scarves, ball caps, sun glasses, rubber boots, raincoats, long pants, t-shirts, and shorts. Be sure to have enough for multiple groups. Several days in advance of the session ask the participants if they have any of these items and if they can share them with the large crew.
- ✓ Hula hoops, one per small crew
- ✓ Pylons to designate the start line for the relay race, one per small crew

Safety Considerations

- ✓ Ensure that an open activity area is available and free of any objects participants may trip over. Clothing that is laid out on the floor should stay in a designated “dressing area” so that participants are not running over clothing. The “dressing area” will be the area inside each hoola hoop.

Guidelines

- ✓ Set up relay race course prior to participants arriving.
- ✓ Before starting the relay, the MTL and/or CL will discuss with the participants the guidelines for wearing proper clothing based on weather, seasons, and time of day (light versus dark clothing).
- ✓ Place participants into small crews.
- ✓ Each small crew will stand in a line behind their desig-

nated pylon. Directly across from the pylon (about 20 metres away) will be their dressing area which will be designated by a hula hoop. Next to the hula hoop there will be their designated pile of assorted clothes that one participant (at a time) will dig through.

- ✓ On the command, “Go” the MTL will call out to the participants what weather they will need to dress for. Some possible choices include a:
 - o Rainy day
 - o Snowy night
 - o Sunny and hot lunch time
 - o Foggy morning
 - o Freezing rain morning walk to school
 - o Clear evening walk to the community centre
 - o Windy and cold night walk to a friend’s house
- ✓ The first participant (from each small crew) will then run up to the dressing area, dig through the pile of clothes next to the hula hoop, and lay out the clothing that she/he thinks is appropriate for the chosen weather condition.
- ✓ Once the MTL says the participant is correct, the participant must move the clothing back to the assorted pile of clothing, run back to her/his crew, “high five” the next person in line, and go stand at the end of the line.
- ✓ Repeat until all participants in each small crew have gone at least once.

Instructional Considerations

- ✓ Keep the weather conditions simple.
- ✓ Weather conditions can be repeated but not one after another to ensure participants are challenged and not just copying the person before them.
- ✓ Provide positive reinforcement by giving praise to participants as they come back to their crew.
- ✓ If the runner is having trouble deciding, participants can yell to the runner to help her/him choose clothing that is appropriate for the weather conditions.

- ✓ The MTL and/or CLs will be watching for proper dressing and will work to help the participants choose all the appropriate clothing. For example, the MTL may say, "Don't forget the umbrella!"

Things to Observe

- ✓ Crew members are cheering on their runner and helping her/him if she/he is unsure which clothing to select for the weather conditions.

Debrief

- ✓ At the end of the activity with participants. Ask them to respond to these questions:

o Why is it important to dress properly for the weather/seasons?

o Can you think of a time when you didn't dress properly for the weather? What happened?

Activity 6: Life in the Fast Lane



*Suggested Time: 15 minutes,
depending on size of crew

Purpose

- ✓ To educate participants on dressing properly for safe walking in the dark or unfavourable lighting conditions
- ✓ To engage participants in an active learning session based on proper clothing for conditions with poor visibility

Location

- ✓ Open field or space free of obstacles

Materials

- ✓ Different coloured objects (some are covered in reflective tape, some are black, some white, blue, etc.)
- ✓ Blindfolds, one per participant
- ✓ Sunglasses, one per participant

Safety Considerations

- ✓ Ensure that the area is free of hazards.
- ✓ Always ask participants if they are comfortable wearing a blindfold and never force them to wear one.
- ✓ Do not place objects in the running area but place them out of the way along the sides.

Guidelines

- ✓ If CLs are available, place participants in small crews.
- ✓ Direct the participants to line up shoulder to shoulder with their blindfolds on. If they are uncomfortable wearing a blindfold, they can close their eyes.
- ✓ While the participants cannot see, scatter the various objects along the edges of the running course.
- ✓ While participants still have their blindfolds on explain that they are now all race-car drivers, and you want to see how fast they can go. On the count of three, have participants take off their blindfold and run as fast as they can to the other side of the activity area (pretend it's a speed test).

- ✓ Once the participants arrive on the other side, ask the participants to close their eyes/put on their blindfolds again. Ask if they noticed any objects on the ground as they ran past. How many objects? What were the colors of the objects? What were their sizes?
- ✓ Now have participants take off the blindfolds and turn around to see how many participants noticed all the objects.
- ✓ Repeat this sequence with participants screaming as they run (to simulate having the radio on) and with their sunglasses on (to simulate night time).
- ✓ Re-arrange, add or subtract items each time you do the activity.

Instructional Considerations

- ✓ Never force any participant to wear a blindfold if she/he is uncomfortable. Always ask first. Provide participants the option to close their eyes instead.
- ✓ Help participants make a connection between the activity and speeding along in a car. Hint: It is harder to see objects when they are dark or dull coloured.

Things to Observe

- ✓ All participants are engaged in the activity.
- ✓ Participants are discussing how difficult it can be for car drivers to see them.

Debrief

- ✓ At the end of the activity debrief with the participants. Ask them to respond to these questions:
 - o Do you notice more when you walk? Imagine what you miss seeing when you are speeding along in a car.*
 - o Why do you think it is important to dress so that cars can see you?*
 - o How can we help motorists see us?*

o What extra caution do we need to take when walking in the dark or dull conditions? (e.g., wearing bright clothing, wearing reflective clothing, putting a flashing light on our jacket or bag, buying a reflective knapsack/jacket, etc.)

Session B Follow Up

- ✓ The MTL and/or CL should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned. At home participants should be encouraged to discuss:
 - o The proper clothing individuals should wear for different types of weather and lighting conditions.
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.

SESSION C

Walking Safety

Introduction

“Ready, set, go!” Your crew members are well on their way to being safe walkers. However, they will need to learn a few more rules and safety guidelines before they set out walking. This session will help you prepare participants for situations they may encounter while on their way to school, a friend’s house, or to the community center/park. Safety as a walker begins at home when individuals wear appropriate clothing and it continues on the sidewalk and road when individuals use proper walking behaviour.

Session C: Walking Safety

Outcomes (Knowing (K), Doing (D), Valuing (V))

- K: I know I need to stop, look and listen before crossing the road.
- K: I know that jaywalking is dangerous and against the law.
- D: I can choose the proper side of the street to walk on when there is no sidewalk.
- D: I can show my parents/caregivers unsafe places along my route and neighbourhood.
- D: I can safely cross the street.
- V: I know the importance of signaling to drivers when crossing the street or intersection.
- V: I appreciate the importance of walking properly in my community.

Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

- A circle: "Getting there" 
- A circle with two eyes: "Almost there" 
- A full happy face: "There" 

| OUTCOMES | GETTING THERE / ALMOST THERE / THERE |
|--|---|
| (K) I know I need to stop, look and listen before crossing the road | |
| (K) I know that jaywalking is dangerous and against the law | |
| (D) I can choose the proper side of the street to walk on when there is no sidewalk | |
| (D) I can show my parents/caregivers unsafe places along my route and neighbourhood | |
| (D) I can safely cross the street | |
| (V) I know the importance of signaling to drivers when crossing the street or intersection | |
| (V) I appreciate the importance of walking properly in my community | |

Session C: Walking Safety

Risk Management

- Before taking a crew away from the home location (school or community centre) set rules for expected individual and crew behaviour so that walkabouts and activities in the community are safe and respectful. Consider asking participants to:
 - o Stay with the crew at all times (and not run ahead)
 - o Be able to hear the MTL and/or CLs' talked not yelled instructions
 - o Have an assigned number in a sequence that they can call out as you are all walking
- Revisit the rules for safe movement in the community before each walkabout.

Suggestions for Teaching

- Before beginning any of the activities in the session, the MTL and/or CLs should speak to the large crew and welcome them back, provide them with an overview of what they will do in the session, and identify the key outcomes they will learn that day.
- Don't forget to take attendance and collect the participants' Passports.
- Continuously check with participants for their understanding of the tasks by asking them questions and observing their behaviours. Spend some one-on-one time with a participant who seems to have a lot of questions. If you are a CL and your participants need more assistance, do not hesitate to ask the MTL for support.
- As the participants will be going on a walkabout (leaving the home location and walking around the community) it is essential that the MTL and/or CLs have walked the route or routes to ensure that they are safe.

Session Activities

Activity 7: The Walking Sillies (10 minutes)

Activity 8: Red Light, Green Light (15 minutes)

Activity 9: How Did the Chicken Cross the Road? (15 minutes)

Activity 10 a: Be Aware, Be Smart, Be Safe on a Walkabout (Urban Area) (25 minutes)

Activity 10 b: Be Aware, Be Smart, Be Safe on a Walkabout (Rural Area) (25 minutes)

Activity 7: The Walking Sillies



*Suggested Time: 10 minutes,
depending on size of crew

Purpose

- ✓ To encourage participants to have fun learning about how to perform in front of a group
- ✓ To allow participants to be creative and silly, especially when presenting to others
- ✓ To have participants employ respectful listening and viewing skills when watching others present

Location

- ✓ Open field or space free of obstacles

Materials

- ✓ Music that can be played for each participant's performance—a silly walk theme song—something catchy and fun, but age appropriate
- ✓ Technological device that can show the You Tube™ clip: <http://www.youtube.com/watch?v=wippooDL6WE> featuring the Monty Python skit on silly walks (optional)

*It is not mandatory to use this video as this can be demonstrated by the MTL and/or CLs.

Safety Considerations

- ✓ Ensure that the activity space is clear of any hazards.
- ✓ Check the ground to make sure there are no holes or depressions that could cause an individual to fall and become injured.

Guidelines

- ✓ Talk about the importance of proper walking behaviour and the need for the large and small crews to always walk in appropriate manner.
- ✓ Demonstrate or show the Silly Walk video.
- ✓ Ensure that participants understand why the silly walk is not acceptable when walking in their own communities.
- ✓ Explain to the large crew that shortly small crews will work together to come up with their own silly walks.

- ✓ Place participants in small crews and give them a few minutes to practice their silly walks and remind them that these should not be longer than 45 seconds.
- ✓ Have the small crews come together to present and view all of the silly walks.

Instructional Considerations

- ✓ After the activity instructions are given, ask participants, "Are there any questions?" and wait at least 5 seconds for participants to ask any questions before beginning the activity.
- ✓ Designate a space for the stage and the audience when viewing the silly walks.
- ✓ Encourage the participants to give one other positive feedback such as clapping and cheering for one another's performance.

Things to Observe

- ✓ Participants are relaxed and appear comfortable completing the activity.
- ✓ All participants are participating and enjoying the activity.
- ✓ Participants are actively involved in the activity and encouraging others in the silly walk.

Debrief

- ✓ At the end of the activity, debrief with the participants. Ask them to respond to these questions:

o Did you have fun doing your own silly walk?

o Do we do silly walks when we're out walking to school? When is it safe for us to do silly walks? Use your best judgment to establish what is safe/not safe.

o Name some different ways we can have fun walking places in our community? (e.g., walking with a friend, noticing plants and people along our route when it is safe to do so, etc.)

Activity 8: Red Light, Green Light



*Suggested Time: 15 minutes,
depending on size of crew

Purpose

- ✓ To introduce and/or review with participants the basic idea of stoplights and stop signs
- ✓ To engage participants in active discovery and practice of proper stoplight procedures

Location

- ✓ Open field or space free of obstacles

Materials

- ✓ A green and red paddle/cardboard or a pair of green and a pair of red gloves
- ✓ Brightly coloured rocks or balls
- ✓ Masking tape, road chalk, or pylons (15-20)
- ✓ Speed Bump & Short Cut Cards (optional) *The MTL can prepare these cards in advance. See below for two examples of what can be written on these cards.

Safety Considerations

- ✓ It is important for participants to keep their eyes up and looking at the stoplight so they know when to stop and when it is safe to go. This will help ensure they are aware of the other walkers/participants around them.
- ✓ Ensure the activity area is free of any objects that may cause a participant to be injured.

Guidelines

- ✓ With the large crew have all participants line up on the start line (as indicated by tape, chalk, or pylons).
- ✓ The MTL or a CL will be the stoplight and will call out the colour of the light (green or red) and hold up the corresponding paddle, cardboard, or gloves. The MTL and/or CL should sometimes only show a colour and not call it out so that participants learn to always be looking up for signs that it is safe to cross a road.
- ✓ If there are CLs helping to deliver the program, the MTL should assign a CL to be a police officer.

- ✓ If the light is green, participants will move forward using mini steps.
- ✓ If the light turns red, participants must stop and freeze.
- ✓ If a participant is caught by the police officer moving at a red light, then she/he must go back to the starting line.
- ✓ The police officer should be very dramatic and animated, become “distracted” a few times, and give the participants chances to sneak forward.
- ✓ The first participant to make it to the light wins, and then she/he becomes the new stoplight.

Instructional Considerations

- ✓ Ensure participants are using mini steps (heel-to-toe walking or penguin walking) as their form of movement.
- ✓ Support the participants in their learning but ensure that you (the MTL and/or CL) continue to give positive feedback. For example, if a participant is sent back to the start line you could say, “Great try Michael, and next time pay really close attention to the color of the light.”
- ✓ Have fun with the activity. Try to catch the participants off guard by having two red lights in a row.
- ✓ Optional: As a way of further encouraging proper dress, place “speed bumps” and “short cuts” throughout the playing area. These are small brightly coloured balls or painted rocks. In order to employ this activity you will also need to have Speed Bump and Short Cut Cards which the MTL will have made in advance of this session. The cards will have instructions on them such as “Speed bump: you failed to bring a flashlight on your walk at dusk, go back three giant steps.” It can also say something positive like “Short cut: you wore clothing with reflective tape at night, take five baby steps forward.” When using Speed Bumps and Short Cuts Cards to play Red Light, Green Light the police officer will have another role to perform. If a participant reaches a “speed bump” or “short cut,” the police officer (an MTL and/or CL) will walk over to the participant and read from one of the special cards. The participant will then either move forward or backwards depending on what the card indicated.

Things to Observe

- ✓ Participants are obeying the stoplight signals and not just watching other participants to see what they are doing.
- ✓ Participants are playing fairly with others and following rules of the game. If participants are caught running they should be asked to return to the start line.

Activity 9: How Did the Chicken Cross the Road



*Suggested Time: 15 minutes, depending on size of crew

Purpose

- ✓ To introduce the proper ways of crossing a crosswalk
- ✓ To engage participants in an activity to demonstrate their understanding of proper crosswalk safety

Location

- ✓ Open field or space free of obstacles

Materials

- ✓ Masking tape, road chalk, or pylons (15-20)
- ✓ Red and green paddles or objects to denote traffic lights (from Activity 8)
- ✓ Songs from Appendix B about crossing the street (optional)
- ✓ “Walk” or “Don’t Walk” signs

Safety Considerations

- ✓ Ensure that participants understand proper procedures for crossing at a crosswalk before taking participants to an actual crosswalk.
- ✓ Ensure that participants are in crew formation when walking across a crosswalk. Crew formation means that two individuals must walk side by side at all times and each pair should walk directly behind another pair of walkers (except for the first pairing).

Guidelines

- ✓ Before starting the activity, make sure to create a simulated sidewalk like the one shown below. The MTL may want to use white masking tape, road chalk, or pylons to create the sample crosswalk on pavement in an open area (e.g., an empty parking lot away from in-coming and out-going traffic). If there are several CLs, have one act as a traffic light at the end of a crosswalk and have another one act as a vehicle.
- ✓ When the activity begins the MTL and/or CL must inform the participants that when they are walking to and from places they will often be asked to walk in a crew formation.
- ✓ Use the following steps to demonstrate the proper walking behaviours when walking across the simulated crosswalk:
 - o When walking across the street, use marked crosswalks (like the one marked on the ground).
 - o Obey pedestrian (walker) traffic signs (look at the MTL and/or CL who is the traffic light).
 - o Push the pedestrian button to cross when it is available and, if it is not, tell the participants to stick one arm out in front of them to show that they want to cross the road.
 - o Make eye contact with motorists before crossing the street to ensure they see you. If you have a number of CLs, one can act as a vehicle.
 - o Check for approaching or turning traffic, even when you have a “Walk” sign or crossing light.
 - o Give approaching vehicles time to stop before you enter the roadway and allow extra time and distance in bad weather.

o While crossing the street, continue to be alert by making eye contact with vehicles until you've made it to the other side.

✓ Another important part of this activity is that participants know the key signals the MTL and/or CL will be using and how to respond to them. These need to be explicitly taught and include the following:

o For "stop," the MTL and/or CL holds the red object straight out so it is visible to all the participants and says you must not walk.

o For "go," the MTL and/or CL holds the green object straight out so it is visible to all the participants and says you can walk.

o For "don't walk," the MTL and/or CL holds up the sign so it is visible to all the participants and says do not walk.

o For "walk," the MTL and/or CL holds up the sign so it is visible to all the participants and says walk.

- ✓ Start the activity by having participants walk as they normally would when crossing at a crosswalk. Ask the large crew if the methods are correct.
- ✓ Finally, place the participants in small crews and ask each one to demonstrate the proper walking behaviours when walking across a crosswalk.

Instructional Considerations

- ✓ Make the activity more enjoyable by having the MTL and/or CL comically act out the behaviours to safely cross at a crosswalk.
- ✓ Incorporate songs from Appendix B about crossing the street to engage participants.
- ✓ The practices above work for most crosswalks regardless of urban or rural areas. The MTL and/or CL may want to introduce similar methods for proper walking behaviour for different situations. For example: walking across the street at an intersection, or walking across a crosswalk that has no markings. These additional tips will help the participants be successful:

o Wait to cross if the "Don't Walk" signal is flashing or solid.

o Treat pedestrian (walker) countdown signals like "Don't Walk" signals – if it is flashing or has an auditory-warning beep, do not enter the crosswalk.

o Always use caution when crossing at an intersection. Crosswalks exist at every intersection whether they are marked or unmarked. However, many drivers do not know this.

o Yield to vehicles when crossing at a location other than a crosswalk

o At crosswalks, whether marked or unmarked, make sure to use the safety behaviours described and demonstrated in this activity.

Things to Observe

- ✓ Participants are following the proper procedures – stop, look, listen, and walk.
- ✓ Participants are making proper eye contact with drivers and maintaining an awareness of other hazards around them.
- ✓ Participants are recognizing incorrect methods for crossing the road and are able to self and peer-correct.

Debrief

- ✓ At the end of the activity, take time to debrief with the participants. Ask them to discuss how effectively the crews were at being able to safely cross the pretend crosswalk. Share ideas and suggest solutions.

Activity 10a: Be Aware, Be Smart, Be Safe on a Walkabout (Urban Area)



*Suggested Time: 25 minutes, depending on route

Purpose

- ✓ To review the basic idea of stoplights and stop signs
- ✓ To expose participants to possible dangers or obstacles they may encounter on route

Location

- ✓ The city streets in and around the home location (school or community centre/playground)

Materials

- ✓ Clothing appropriate for the weather
- ✓ Route card: Map created of the planned route for the walkabout (MTL will make this in advance using information found in the Making Tracks User Guide)

Safety Considerations

- ✓ It is important to go over the walking procedures before leaving the home base.
- ✓ Participants should be placed in small crews (if CLs are present to help deliver the program) and be in crew formation.
- ✓ Be sure to review the proper methods for walking across a crosswalk (Activity 9).

Guidelines

- ✓ If CLs are helping to deliver the program then organize the participants into small crews. If there is only an MTL to deliver the program then all of the participants will work closely with the one leader in a large crew. Regardless of the number of leaders, it is essential that the MTL and/or CLs carefully go over what is expected of all the participants as they walk the planned route (or do a walkabout).
- ✓ Before leaving on the walkabout, practise “stop, look, & listen” with the participants. Make up dramatic poses for each one.
- ✓ Remind the participants that it is important to respect a

traffic environment and to always be paying attention to the MTL and/or CLs in charge. As the MTL or CL of a large or small crew you must always lead from the front. If there are many CLs, one should lead and the other should position herself/himself at the rear of the crew.

- ✓ The MTL and/or CLs should be the first ones to step out on to the street when crossing. However, make sure that participants are all acting as individuals, and each practising their safe behaviours and individually assessing whether or not it is safe to cross.
- ✓ Remind the participants to also use the ‘stop, look and listen’ rule when crossing at a railroad crossing.
- ✓ Throughout the walkabout, where possible, stop periodically to demonstrate and practise safely crossing the following:
 - o Bridges
 - o Railroad tracks
 - o Crosswalks
 - o Intersections
 - o Flashing lights
 - o Construction areas
 - o Wooded paths
- ✓ Allow each participant to lead a portion of the walkabout. When participants are leading, MTLs and/or CLs should support them by observing and giving feedback to ensure the decisions they are making are safe ones.

Instructional Considerations

- ✓ Ensure participants are listening to instructions. Use the repeat feature of instruction: Who can tell me what we are doing? What are two things that I need to remember?
- ✓ Remind participants of the importance of safety.
- ✓ Ensure participants are engaged in the activity, and are not distracted by other things.

- ✓ If a participant asks you a question that you feel the whole crew should know the answer to, stop the crew, and explain it to everyone.

Things to Observe

- ✓ Participants are making observations and are inquiring about things they are unclear about.
- ✓ Participants are moving in crew formation.
- ✓ Participants are demonstrating respect for the environment.
- ✓ Participants are stopping, looking, and listening (emphasizing their dramatic poses) before they cross the street.
- ✓ Participants are practicing the steps of crossing a crosswalk safely.
- ✓ Participants are actively engaged and participating in the debriefing time.

Debrief

- ✓ At the end of the walkabout, be sure to take a few minutes to go over what was seen and address any questions that were not answered during the outing.
- ✓ Ask them to respond to these questions:
 - o What do you need to make sure you do before you cross the road when seeing a green or a white flashing light?*
 - o What other light colours are there on a set of traffic lights?*
 - o Even though a traffic light is green, why is it not always safe to cross?*
 - o How should you behave at a crosswalk? What should you do before you cross? Even if a crosswalk is not marked, what are the behaviours you should do when walking across a street? What are the proper methods for walking across a crosswalk?*
 - o Now that you know about some important safety considerations in our community, what are some good things about the area you live in?*

Session C Follow Up

- ✓ The MTL and/or CLs should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned. At home participants should be encouraged to discuss:
 - o How to stop, look, and listen before crossing the street*
 - o How to safely cross in a number of different areas*
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.

Activity 10b: Be Aware, Be Smart, Be Safe on a Walkabout (Rural Area)



*Suggested Time: 25 minutes, depending on route

Purpose

- ✓ To introduce and/or review how to safely walk in a rural area
- ✓ To expose participants to possible dangers or obstacles they may encounter along their walking route in a rural setting

Location

- ✓ The rural roads and paths in and around the home location (school or community centre/playground)

Materials

- ✓ Clothing appropriate for the weather
- ✓ Route card
- ✓ Masking tape, road chalk, or pylons (15-20) to make a simulated crosswalk (see example diagram in Activity 9)

Safety Considerations

- ✓ It is very important to go over the walking procedures before leaving the home base.
- ✓ Participants should be in small crews (if CLs are helping to deliver the program) and be in crew formation.
- ✓ Be sure to review the proper methods for walking across a crosswalk (Activity 9).
- ✓ Where there are no sidewalks, be sure to cover how to safely walk on the proper side of the road so the participants will be facing traffic.
- ✓ Where there are no crosswalks, it may be helpful to use a low traffic/no traffic side street to practise proper crosswalk behaviours.

Guidelines

- ✓ If the local school or community centre is located in a rural area, this activity can be easily run.
- ✓ Try to set your route up so the skills and areas you choose to include can be executed as realistically

as possible (e.g., find a street that does not have a sidewalk, or an unpaved under construction street with gravel shoulders).

- ✓ If CLs are helping to deliver the program, organize the participants into small crews. If there is only an MTL to deliver the program then all of the participants will work closely with the one leader as a large crew. Regardless of the number of leaders, it is essential that the MTL and/or CLs carefully go over what is expected of all the participants as they walk the planned route (or do a walkabout).
- ✓ Remind the participants to also use the 'stop, look and listen' rule when crossing at a railroad crossing
- ✓ Whenever the participants are walking across the crosswalk, make sure to follow the proper methods covered in Activity 9.
- ✓ If there is no marked crosswalk available in the immediate area, it may be helpful to either simulate a crosswalk using the methods in Activity 9, or use a low traffic/no traffic side street to practise proper crosswalk behaviours.
- ✓ Discuss in advance with participants how to safely behave when approaching certain trouble areas (this should be predetermined when planning the route).
- ✓ Throughout the walkabout, stop periodically to demonstrate and practise safely crossing or travelling in areas with the following:
 - o Streets without sidewalks
 - o Unpaved roads
 - o What you would do when walking at night, with no street lights
 - o Bridges
 - o Railroad tracks
 - o Flashing lights
 - o Construction areas
 - o Wooded paths
 - o No street lights at night

- ✓ At the end of the walkabout, be sure to take a few minutes to go over what was seen and address any questions that were not answered during the walk.

Instructional Considerations

- ✓ Ensure participants are listening to instructions. Use the repeat feature of instruction: Who can tell me what we are doing? What are two things that I need to remember?
- ✓ Remind participants of the importance of safety.
- ✓ Ensure participants are engaged in the activity, and are not distracted by other things.
- ✓ If a participant asks you a question that you feel the whole crew should know the answer to, stop the crew, and explain it to everyone.
- ✓ If your school or community centre is in a rural area, plan the route accordingly for the local area. If you are not located in a rural area, but have participants who live rurally, set the course up so that each of the areas can be covered.

Things to Observe

- ✓ Participants are making observations and are inquiring into things they are unclear about.
- ✓ Participants are demonstrating the proper behaviours expected in the given situation.
- ✓ Participants are moving in crew formation.
- ✓ Participants are demonstrating respect for the environment.
- ✓ Participants are stopping, looking, and listening (emphasizing their dramatic poses) before they cross the

street.

- ✓ Participants are practicing the steps of crossing a crosswalk, safely.
- ✓ Participants are actively engaged and participating in the debriefing time.

Debrief

- ✓ At the end of the walkabout, be sure to take a few minutes to go over what was seen and address any questions that were not answered during the outing.
- ✓ Ask them to respond to these questions:

o When there are no sidewalks, what side of the road should you walk on?

o If the road is unpaved (gravel), how should you go about walking? What side of the road should you walk on and how far away should you be from traffic?

o If there are no street lights and you are walking in poorly lighted conditions, what should you bring with you and how should you dress? (Answer: flashlight and reflective clothing)

o Explain the safe way of crossing at a railroad crossing

o How should you behave at a crosswalk, marked or unmarked? What should you do before you cross? What are the behaviours you should do when walking across a street? What are the proper methods for walking across a crosswalk?

o Now that you know about some important safety considerations in our community, what are some good things about the area you live in?

Session C Follow Up

- ✓ The MTL and/or CLs should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned. At home participants should be encouraged to discuss:
 - o How to stop, look, and listen before crossing the street
 - o How to safely cross in a number of different areas
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.

SESSION

D

choosing a walking Buddy and a Walking Route

Introduction

It is now time to provide participants with information so that they can effectively choose a walking buddy and a safe walking route. You will provide the participants with the necessary information so that they will feel comfortable walking in a variety of different places. You will give them opportunities to practise walking on a predetermined route around the school/community centre and identify the important signs that will keep them safe. You will also provide the participants with enough information so that at home they can develop a personal route card with the help of their parents/caregiver.

Session D: Choosing a Walking Buddy and a Walking Route

Outcomes (Knowing (K), Doing (D), Valuing (V))

K: I am aware of crosswalks, signs and important obstacles in my neighbourhood.

K: I have a specific route to walk to and from my school/club.

D: I can lead my parents/caregivers safely along my route.

V: I understand that safety is important when walking.

V: I understand it is important to stay on my walking route.

Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

- A circle: "Getting there" 
- A circle with two eyes: "Almost there" 
- A full happy face: "There" 

| OUTCOMES | GETTING THERE / ALMOST THERE / THERE |
|--|---|
| (K) I am aware of crosswalks, signs, and other important obstacles in my neighbourhood | |
| (K) I have a specific route to walk to and from my school/club | |
| (D) I can lead my parents/guardians safely along my route | |
| (V) I understand that safety is important when walking | |
| (V) I understand it is important to stay on my walking route | |

Session D: Choosing a Walking Buddy and a Walking Route

Risk Management

- Revisit the ground rules and proper walking behaviours before leaving your home base with your crew.
- Ensure all members stay with their large or small crew and do not run ahead.
- If you have CLs, have them take responsibility for the small crews.

Suggestions for Teaching

- Before beginning any of the activities in the session, the MTL and/or CLs should speak to the large crew and welcome them back, provide them with an overview of what they will do in the session, and identify the key outcomes they will learn that day.
- Don't forget to take attendance and collect the participants' Passports.
- Within this session you, the MTL and/or CLs, will be taking participants out walking. Several days before this session the MTL should select a walking route. The route that the MTL selects should have a number of different traffic signs that participants will need to identify and obey.
- When you do take the participants on the walking route, the MTL and/or CLs should continuously ask guiding questions to help the participants learn the different purposes of street signs. This will also give you (the MTL and/or CLs) a better sense of their knowledge.
- As well, within this session you will need to show the participants a number of street signs. The MTL will need to make copies of these signs, which can be found with the "Be Aware" Safety Cards.
- Lastly, encourage the participants to go home and make a route card with the help of their parents/caregivers. An example is available in Activity 10. Instructions on how to create this can be found using an online computer program called "Gmap pedometer" (www.gmap-pedometer.com). More information can be found in the Making Tracks User Guide.

Session Activities

Activity 11: How to Choose a Walking Buddy (5 minutes)

Activity 12: Buddy Tag & Getting Up to Speed (10 minutes)

Activity 13: Imagine That (15 minutes)

Activity 14: Signs, Signs, Everywhere (20 minutes)

Activity 15: I Spy (20 minutes)

Activity 11: How to Choose a Walking Buddy



*Suggested Time: 5 minutes

Purpose

- ✓ To encourage participants to build relationships with other community members
- ✓ To allow participants to find a walking buddy in their community

Location

- ✓ Comfortable seating area for pairs of participants to talk to one another

Materials

- ✓ None

Safety Considerations

- ✓ Ensure that participants live relatively close to one another so that they are not walking alone on their walking route.

Guidelines

- ✓ First explain the walking buddy idea: a pair or group of children living close to one another that can travel together. Tell them that often it is safer to go to places when there are a number of people together.
- ✓ Ask the large crew, "Who lives close to one another?"
- ✓ Once you (the MTL and/or CLs) can identify which participants live near one another, pair these individuals up.
- ✓ Ask the pairs to sit and have a quiet conversation. They should ask each other these questions:
 - o Where exactly do you live?
 - o Where could we meet that is midway between our homes?

- ✓ When the pairs have finished having their conversations, they should be able to tell if they are well-suited to be walking buddies. If they are compatible, ask them to tell you (the MTL and/or CL).
- ✓ At the conclusion of the day's session, you (the MTL and/or CLs) should meet with the participants' parents/caregivers and provide them with the following information:

- o Walking Buddies helps minimize the risk of traveling alone over long distances to reach a destination. Walking buddies should be living in an area close to a meeting spot.

- o Parents/caregivers of buddies may wish to travel together to send their children off once they all meet in a common zone.

Instructional Considerations

- ✓ None

Things to Observe

- ✓ Participants are enjoying the interactions with their walking buddies.

Activity 12: Buddy Tag & Getting Up to Speed



*Suggested Time: 10 minutes

Purpose

- ✓ To allow participants to interact with their walking buddies to develop stronger relationships and increase their comfort levels with one another
- ✓ To create a fun environment where participants can get a better understanding of working with a partner

Location

- ✓ Open outdoor field or activity space free of obstacles

Materials

- ✓ Bean bags (one per two participants)
- ✓ Whistle

Safety Considerations

- ✓ Ensure that the activity area is free of any objects that may cause the participants to fall.
- ✓ Make participants aware of the importance of paying attention to their surroundings as they engage in the activity.

Guidelines

- ✓ Ask the participants to stand with their walking buddies.
- ✓ Pass out one bean bag per pair.
- ✓ Explain the rules of the tag game. If you have a CL, have these individuals demonstrate the activity.
- ✓ Partner A will begin with the bean bag in her/his hand as the chaser.
- ✓ Partner B will begin as the flier.

- ✓ Partner A will try to tag Partner B with the bean bag. Throwing the bean bag is not allowed.
- ✓ Once Partner B is tagged, Partner A will drop the bean bag and become the flier while Partner B becomes the chaser. Tell the participants that they must allow the fliers 10 seconds to run away from the chasers before the chasers can go.
- ✓ The game continues until the MTL and/or CLs signal all participants to stop (using a whistle, or a pre-determined signal).

Instructional Considerations

- ✓ Join in and participate in the activity rather than standing on the side watching.
- ✓ Watch for possible tensions that may arise due to the nature of the activity and ensure any conflicts are prevented or resolved quickly. If someone gets frustrated, ask her/him to help find a positive solution to the problem.

Things to Observe

- ✓ Participants are enjoying the interactions with their peers and most importantly their walking buddy.
- ✓ Participants are playing fair.
- ✓ Participants are traveling in a safe manner with their heads up and attentively looking around.
- ✓ Participants are enjoying themselves.

Activity 13: Imagine That



*Suggested Time: 15 minutes

Purpose

- ✓ To allow for participants to visualize their walking environments and get a mental image of things they may encounter along their walking route

Location

- ✓ Open area either inside or outside

Materials

- ✓ Road signs from the “Be Aware” Safety Cards (Appendix C)

Safety Considerations

- ✓ Ensure participants have enough personal space to sit comfortably.

Guidelines

- ✓ Participants will discuss with the large crew some of the things they can and have encountered on their walking routes. Ask them to identify both positive features and possible safety concerns.
- ✓ Use these questions to support their discussion:
 - o Do you have many neighbours?
 - o Do your neighbours have pets?

- o Are there many streets that connect to yours?
- o Do many people use your walking route?
- o Are there a lot of vehicles on your street/route?
- o Is there a bus route on part of your walking route?
- o Are there any stores or businesses along your walking route?
- o Are there sidewalks all along your walking route?

- ✓ Use these safety signs to support their discussion:
 - o “Walk” signal
 - o “Don’t Walk” signal
 - o Construction sign
 - o Pedestrian (walker) crossing
 - o Traffic light
 - o Crosswalk

Instructional Considerations

- ✓ For participants that are not engaged in the discussion, ask them direct questions so they can contribute to the conversation.
- ✓ Reinforce the importance of participants listening to peers and respecting turns.

Activity 14: Signs, Signs, Everywhere



*Suggested Time: 20 minutes

Purpose

- ✓ To expose participants to the various street signs and provide instruction on how to properly obey the street signs
- ✓ To teach participants the meaning of various street signs they will encounter throughout their community

Location

- ✓ A classroom or small outdoor space
- ✓ The rural or urban roads and paths in and around the home location (school or community centre/playground)

Materials

✓ Illustrations of the following signs from the “Be Aware” Safety Cards (Appendix C):

- o Stop sign
- o “Walk” signal
- o “Don’t Walk” signal
- o Construction sign
- o Pedestrian (walker) crossing
- o Traffic light
- o Crosswalk
- o Other signs can be added as necessary

Safety Considerations

- ✓ Ensure that you (the MTL and/or CLs) carefully go over crew walking guidelines and review the walker safety skills they have learned before leaving the home base.
- ✓ Encourage participants to walk in small crews with a CL if they are helping to deliver the program.
- ✓ Encourage participants to be respectful of the environment.

Guidelines

- ✓ As you (the MTL and/or CLs) will be taking participants out walking you will need to have (in advance of the session) prepared a walking route. The route needs to include all the signs that you discussed and talked about earlier in the session.
- ✓ Before the participants head out on the walking route provide them with an opportunity to share with one another their knowledge of signs. Give each participant a sign and ask her/him to demonstrate to the rest of the crew the correct and safest way to behave when seeing the sign while walking. Have this discussion with the participants in a small comfortable space.
- ✓ Head out on the walking route and when participants see signs stop and ask one of them to describe what the sign means and how the crew should respond.
- ✓ Have all participants practise the proper way to behave when seeing each sign.

Instructional Considerations

- ✓ If some of the participants are not following proper behaviour take the time to go over the proper behaviour again so they can understand. Don’t be afraid to demonstrate proper behaviour.
- ✓ Acknowledge the participants as they properly demonstrate the behaviours at each stopping point along the walk.
- ✓ If your area does not have enough traffic signs, the MTL can make traffic signs that she/he can use like flash cards and flash the signs randomly throughout the walk.

TIP: Randomly flash fun, made-up signs like “Crab Walk Sidewalk” or “One Foot Jump Crossing” on sidewalks.

- ✓ If the crew encounters a path or intersection that is not marked clearly, be sure to demonstrate how to properly cross through it.

Things to Observe

- ✓ Participants are making observations and are inquiring about signs they are unfamiliar with.
- ✓ Participants are moving in proper crew formation.
- ✓ Participants are respecting the environment around them.
- ✓ Participants are demonstrating the proper behaviours required at the identified signs.

Debrief

- ✓ At the end of the walkabout, be sure to take a few minutes to go over what was seen and address any questions that were not answered during the walk.

Activity 15: I Spy



*Suggested Time: 20 minutes, depending on size of crew and distance traveled

Purpose

- ✓ To expose participants to a pre-determined walking route to try and find out what they know and understand about being a walker
- ✓ To teach participants to be aware of their surroundings

Materials

- ✓ Route card

Safety Considerations

- ✓ Participants will move about in small crews (if CLs are helping to deliver the program) or in a large crew and be in crew formation as they do the I Spy walkabout.

Guidelines

- ✓ Prior to leaving the home base (community centre/ school), go over the guidelines for proper and safe behaviour when walking in small and large crews.
- ✓ Participants must be informed of their responsibility to act in a safe way and to also respect their environment. Tell them that being aware of our surroundings as walkers can help us stay safe as we walk.
- ✓ In this activity participants will be asked to point out

various aspects of the environment by playing the game I Spy. As they explore their community (on a pre-determined route) ask them to identify:

- o Things that they think could be unsafe
- o Positive features of their community
- o Safe walking practices
- o An unsafe driver and/or the inattentive driver
- o A vehicle that is idling unnecessarily
- o A road sign that is different from what was already learned

- ✓ Encourage participants to begin their observations with the phrase “I spy with my walking eye ...”
- ✓ If participants seem to miss something of great importance, guide them into discovering that safety concern. Ask leading questions, “What about this pathway over here?”

Instructional Considerations

- ✓ The MTL and/or CLs should engage in discussion while walking with the large crew or small crew. Ask the participants how, when and where they walk, and who they walk with. Now is a good time to reinforce the walking buddies idea where individuals should travel in pairs

and always stay together.

- ✓ Be sure to balance discussion of safety concerns with that of positive aspects of their walking environment.

Things to Observe

- ✓ Participants are able to identify safe and unsafe practices related to road and walking safety.
- ✓ Participants are able to identify positive attributes of their environment.
- ✓ Participants are engaged in the activity and not getting distracted.

Debrief

- ✓ At the end of the activity, debrief with the participants. Ask them to respond to these questions:

o Why is it important to communicate effectively with our peers?

o What are some examples of communicating in a positive way with our peers?

o What are some examples of possible safety concerns in our community when we walk?

o What are some of the good things about walking in our community?

o Thinking about some of the walking routes you use daily, where are some places you can walk to safely? (Hint: Grocery store, school, library, community centre, soccer field, friend's house, etc.).

Session D Follow Up

- ✓ The MTL and/or CLs should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned.
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.

SESSION

E

Don't Be Scared, Be Aware

Introduction

Traffic and environmental dangers are not the only areas that children need to be concerned about when being safe walkers. In this session you will inform the participants that they also need to be concerned about the people they encounter when they are out walking. You will educate the children and youth what to do if a stranger approaches them, and also how to avoid or deal with encounters with bullies.

Session E: Don't be Scared, Be Aware

Outcomes (Knowing (K), Doing (D), Valuing (V))

K: I know of safe people and places in my community.

K: I know what to do if someone I do not know approaches me.

K: I know who to tell if I see someone being bullied or feel like I am being bullied.

D: I can show my parents/caregivers the safe places along my route.

V: I know that people like police officers, firefighters, and teachers are safe people to go to if I encounter trouble.

V: I know that walking in a group can help keep me safe from strangers along my route.

Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

- A circle: "Getting there" 
- A circle with two eyes: "Almost there" 
- A full happy face: "There" 

| OUTCOMES | GETTING THERE / ALMOST THERE / THERE |
|---|---|
| (K) I know of safe people and places in my community | |
| (K) I know what to do if I am approached by someone I do not know | |
| (D) I know who to tell if I see someone being bullied or feel like I am being bullied | |
| (D) I can show my parents/caregivers the safe places along my route | |
| (V) I know that people like police officers, firefighters, and my school teachers are safe people to go to if I am in trouble | |
| (V) I know that walking in a group can keep me safe from strangers along my route | |

Session E: Don't be Scared, Be Aware

Risk Management

- Be tactful in how information is conveyed to the participants as some may get upset over the discussions about strangers.
- Pay close attention to the way participants react to the information in this session. If you see a participant getting upset, take her/him aside and explain the importance of knowing about strangers to help her/him calm down. This activity has the potential to result in participant disclosure of abuse or inappropriate behaviour that has occurred in their lives. It is important to spot this if it does occur. DO NOT discuss sensitive issues in a group setting. Respectfully change the subject and if you are a CL inform the MTL who will have a quiet chat with the participant at a more appropriate time.

Suggestions for Teaching

- Before beginning any of the activities in the session, the MTL and/or CLs should speak to the large crew and welcome them back, provide them with an overview of what they will do in the session, and identify the key outcomes they will learn that day.
- Don't forget to take attendance and collect the participants' Passports.
- While it is important to not frighten participants about the dangers of strangers, it is also important to be open with the participants about interacting with people they do not know. Let them know that problems could arise from their interactions with strangers. This session has a serious tone so be attentive to meeting the needs of the participants.

Session Activities

Activity 16: Safe or Not Safe (15 minutes)

Activity 17: Spot the Stranger (10 minutes)

Activity 18: RCMP or Local Police Visit (30 minutes)

Activity 16: Safe or Not Safe?



*Suggested Time: 15 minutes

Purpose

- ✓ To tell participants about the kinds of people they can talk to in their communities and the possible people who may not be safe to talk to
- ✓ To have participants practise deciding who is a safe person versus who is not a safe person to be talking to

Materials

- ✓ Pictures of safe and unsafe people located in the “Be Aware” Safety Cards (Appendix C)
- ✓ “Safe” and “Unsafe” signboards with a divider between the two (these will have to be made)
- ✓ Cue cards (used to make extra “safe” and “unsafe” people cards)
- ✓ Velcro, magnets, or tape to stick the pictures of the “safe” and “unsafe” people onto the signboard

Safety Considerations

- ✓ None

Guidelines

- ✓ “Be Aware” Safety Cards have some pictures for the participants to use in this activity but if possible additional cards should be created (prior to the session) with familiar people such as a school teacher, or a recreation leader.
- ✓ Let participants know that unfamiliar/unsafe people can just be random people who are walking in the neighbourhood, a person who offers them candy, a person who needs help finding their dog, a bully demonstrating mild-bullying behaviours, or a person who offers to give the child a drive to where they are going.
- ✓ All participants should be working together in a large crew for this activity.
- ✓ The MTL will flip the cards one at a time and the participants will decide as a crew whether the picture is a safe person who they can talk to, or if it is an unsafe person

who they should not talk to.

- ✓ The crew will discuss why they should place each picture in the spot they chose
- ✓ The MTL will attach the cards to the “Safe” and “Unsafe” signboard using velcro, magnets, or tape.

Instructional Considerations

- ✓ Ask questions and be upfront with participants so that they understand what kind of people are safe and unsafe people.
- ✓ Insist that participants raise their hands when they would like to answer a question or to share an idea with the crew.
- ✓ Encourage discussion.
- ✓ Participants should know not to be confrontational or fight back when they encounter a bully. Let the participants know that they should report the problem to a teacher or another safe person.

Things to Observe

- ✓ Participants are showing an understanding and demonstrating their knowledge of who can be a safe person and who can be considered an unsafe person.

Debrief

- ✓ At the end of the activity, debrief with the participants. Ask them to respond to these questions:

o How can you tell if a person is safe or unsafe?

o What are some things you can do if you or someone you know is being bullied?

Activity 17: Spot the Stranger



*Suggested Time: 10 minutes

Purpose

- ✓ To engage participants in a discussion about what they could do if, when walking without an adult, they were approached by someone
- ✓ To talk participants through a decision making process about how they could handle themselves if, when walking without an adult, they were approached by someone

Location

- ✓ Large open space which is free of obstacles

Materials

- ✓ Tokens or plastic/paper chips

Safety Considerations

- ✓ Ensure activity area is clear of any objects that participants could injure themselves on.
- ✓ Participants will be running with the small chips so it is important to instruct them to hold the chips securely in their hands. Stress the importance of picking up any loose chips that may end up on the floor or ground.

Guidelines

- ✓ At the beginning to the activity the MTL will ideally have a number of CLs to help her/him, but if there are none the MTL can enlist the assistance of a few participants. The CLs or helpers will be assigned a role to play as either a safe or an unsafe person (for the activity only). The CLs or helpers will be given specific identities and will be instructed to approach the participants according to the role they play.
 - o For example, a safe person may be playing the role of a school teacher and will approach the participants and say something like, "Hello, it's Mrs. Smith, your teacher. Do you need any help?"
 - o For example, an unsafe person may play the role of a stranger and will approach the participants and say something like, "Hello, can you please help me find my cat?"

- ✓ Once CLs or helpers know their roles, the MTL then must hand out 3 tokens or chips to each participant. Then the MTL will tell them to walk around the area and meet the safe and unsafe people. Participants will then have the option to talk to the person or to report the individual to the "official" (the MTL on the side of the playing area).
- ✓ If the participant feels the approaching person is safe and makes the right choice in talking to her/him, the participant will receive a token.
- ✓ If the participant makes the decision to talk to an unsafe person, she/he will have one of her/his tokens taken away.
- ✓ If the participant notices that an unsafe person has approached her/him, the participant is to report that person to the official.
- ✓ If the participant reports an unsafe person successfully, she/he will receive a token.
- ✓ The object of the game is to accumulate as many tokens as possible without having any taken away.

Instructional Considerations

- ✓ Praise participants who make the correct choice, "Good job on making the safe choice, Jimmy." "What made you choose this person?"
- ✓ Educate participants who make the incorrect choice, "Remember Cheryl, if you have not met the person before she/he may not be a safe person."

Things to Observe

- ✓ Participants are making proper decisions.
- ✓ Participants are engaged in the activity and playing according to the rules.
- ✓ Participants are asking questions if they are confused or do not understand.
- ✓ Participants are engaged and comfortable in this learning environment.

Activity 18: RCMP or Local Police Visit



*Suggested Time: 30 minutes

Purpose

- ✓ To have a community constable speak to participants about safety in their community
- ✓ To familiarize participants with local police officers while learning about how to deal with danger in their neighbourhood or on their walking routes

Location

- ✓ A large room with chairs

Materials

- ✓ Some materials, such as a projector or markers, may need to be obtained at the request of the presenter

Guidelines

- ✓ The MTL should get in touch with the presenter in advance of her/his arrival. The MTL should tell the presenter what areas Making Tracks: Walking Safety has already dealt with so that the presenter does not provide the participants with information already discussed.
- ✓ The MTL should encourage the presenter to discuss:
 - o How participants can safely move away from strangers who approach them
 - o How to address bullying in the community
 - o How a community constable helps out walkers

if they are in danger

o How a community constable helps prevent danger from happening

- ✓ As well, prior to the arrival of the presenter, the MTL and/or CLs should remind the participants to act respectfully and to use proper listening skills during the presentation.
- ✓ Remind the participants to raise their hands if they have a question or comment.

Instructional Considerations

- ✓ If the presenter does not address the questions that should be discussed then the MTL and/or CLs should ask questions to guide the presenter to discuss the required information.

Things to Observe

- ✓ Participants are asking questions.
- ✓ Participants are respectfully listening.

Debrief

- ✓ Allow participants the opportunity to ask the officer/constable questions and to thank her/him for coming in to speak.
- ✓ Discuss with the crew what they can do if approached by someone who does not appear to be safe.

Session E Follow Up

- ✓ The MTL and/or CLs should complete a Passport for each participant.
- ✓ Participants should then bring home their Passports to discuss and show their parents/caregivers what they learned.
- ✓ Participants must also get their parents/caregivers to initial their Passports, which need to be brought with them when they attend the next session.
- ✓ Participants can draw pictures of some of the safe people in their neighbourhood..
- ✓ Participants can take a walk along their route with their parents/caregivers to help determine the best route and then record the potentially safe houses on their route card.

SESSION

F

Putting the Pieces Together

Introduction

Throughout the Making Tracks: Walking Safety program the participants have learned many skills such as how to read and respond to road signs, and how to identify and respond to unsafe people and environmental conditions. These skills will allow the participants to be active and safe walkers in their communities. In this session you will support the participants as they take this new walking knowledge and put it into practice. You will encourage the participants to be mindful of protecting the environment so that it can be preserved and used by future generations. This session also invites participants to recruit Pace Car drivers, individuals who will help reduce speeding on our streets, to make walking, cycling, in-line skating, scootering and skateboarding safer for everyone. Finally, participants and program leaders will have an opportunity to complete a program evaluation.

Session F: Putting the Pieces Together

Outcomes (Knowing (K), Doing (D), Valuing (V))

K: I know that littering is bad for the environment and my community.

K: I know that respecting other's property is important and that I should never trespass.

D: I can point out the dangers along my route.

D: I can warn my family and friends of things that might put them in danger when walking.

V: I understand that every person is responsible for keeping our community safe and clean.

V: I understand that there are many hazards when walking on paths in fields and in wooded areas.

Assessment

Verbal Feedback: Provide verbal feedback to all participants throughout the session.

Written Feedback: Provide written feedback (on the Passport) at the end of the session to identify how well the participants met the outcomes. Remember to use these symbols:

• A circle: "Getting there"



• A circle with two eyes: "Almost there"



• A full happy face: "There"



| OUTCOMES | GETTING THERE / ALMOST THERE / THERE |
|--|---|
| (K) I know that littering is bad for the environment and my community | |
| (K) I know that respecting other people's property is important and that I should never trespass | |
| (D) I can point out the dangers along my route | |
| (D) I can warn my family and friends of things that might put them in danger when walking | |
| (V) I understand that every person is responsible for keeping our community safe and clean | |
| (V) I understand that walking in paths or wooded areas can put me in danger | |

Session F: Putting the Pieces Together

Risk Management

- Model the safe and active walking practices that participants have learned from the previous sessions. Prevention is the most helpful tool in providing a safe walking route.
- Educate participants on how to safely behave in each area, check for their understanding, and then let them demonstrate the proper walking behaviours.

Suggestions for Teaching

- Before beginning any of the activities in the session, the MTL and/or CLs should speak to the large crew and welcome them back, provide them with an overview of what they will do in the session, and identify the key outcomes they will learn that day.
- Don't forget to take attendance and collect the participants' Passports.
- Ask participants guiding questions to encourage them to think about safe and active walking practices. They may more easily remember the information you have taught them if you have a conversation about it.
- Encourage participants as often as possible to demonstrate activities and behaviours. This then provides an opportunity for you to see what they know, and if they need help you can appropriately correct them.

Session Activities

Activity 19: The Great Community Hunt (30 minutes)

Activity 20: The Pace Car Program (10 minutes)

Activity 21: Post-Program Evaluation for Participants and Leaders (10 minutes)

Activity 19: The Great Community Hunt



*Suggested Time: 30 minutes

Purpose

- ✓ To expose participants to various real life walking situations and have them appropriately respond
- ✓ To allow participants to participate in a community hunt that will position them to make choices related to walking safety and community respect
- ✓ Have the MTL and/or CLs record the items found on the community hunt list.
- ✓ Remind participants to act safely and respect the environment.
- ✓ Encourage participants to pick up garbage (for bonus points) and ensure that they wear disposable vinyl gloves during the activity and wash their hands after the activity. Have a conversation about things that are not safe to pick up (sharp objects, needles, condoms, etc.)

Materials

- ✓ Pencils, one per participant
- ✓ Disposable vinyl or latex gloves (one pair per participant)
- ✓ Garbage and recycling bags
- ✓ Flagging tape
- ✓ A community hunt list with the various items the MTL has identified for participants to locate on the route such as:

- o An unmarked crosswalk
- o A marked crosswalk
- o Garbage cans
- o Garbage
- o Recyclables
- o A stop sign
- o A pothole
- o one-way street sign
- o A yield sign
- o A pedestrian (walker) crossing light
- o A bridge

*One community hunt list for each small crew (if there are CLs) or one list for the large crew (if there is only the MTL)

Safety Considerations

- ✓ Ensure that participants stay with the large crew or if CLs are helping to deliver the program they stay with their small crew.

Guidelines

- ✓ In order for this activity to be successfully completed the MTL must do a great deal of preparation. First, the MTL will need to create a walking route that the participants will use to complete a community hunt. The walking route will contain items that the participants must locate as they are walking in small crews (with a CL) or with the large crew (with the MTL). Examples of these items to be found are listed in the materials section above. Items can be added as desired. As the MTL plans the route, she/he will do two things: write down all the items that participants need to find, and place a piece of flagging tape on items that she/he has deemed as essential items that participants must find (tape can be hidden under the item to make it challenging). When the MTL puts a piece of tape on an item she/he will also write a letter on it. The letter will be one letter from the two words "Making Tracks." After the MTL has created a list of items that the participants must find and placed 12 pieces of flagging tape on essential items then the activity is ready to be completed by the participants.
- ✓ When the participants arrive to do the hunt, the MTL will create small crews (if there are CLs helping to deliver the program) and assign one CL to each one. The small crews will have a designated amount of time to find the items listed. The first small crew to return to the home base with all of the items correctly located will be the winners. If there are not CLs available then the large crew will travel about together and find the items listed on the scavenger hunt form.

- ✓ Be sure to tell the participants that when they locate one of these essential items on their community hunt list, they will find a letter on the flagging tape. They will need to tell the letter to the MTL and/or CL who will record it for them. Once the participants have identified all of the essential items they also will have collected all of the letters. They can then re-arrange the letters and these will form the secret phrase “Making Tracks.”

Instructional Considerations

- ✓ Clearly review the rules for the hunt.
- ✓ Have each small crew (if there are CLs present to help deliver the program) create a cheer. Or, if there is only a large crew the MTL will help them to create a cheer to start off the hunt.
- ✓ As the MTL and/or CLs go on the hunt with the participants, ask questions like, “Should we take this unmarked path when we are walking?”
- ✓ Encourage participants to get bonus points by picking up garbage and cleaning up their community.

Things to Observe

- ✓ Participants are following the guidelines of the hunt such as staying with the crew and respecting the environment.
- ✓ Participants are all actively taking part.

Debrief

- ✓ Once the activity is over have all participants come together to discuss how they felt about their community hunt.
- ✓ At the end of the activity, debrief with the participants. Ask them to respond to these questions:

o Why should we try to avoid buying products that create waste like pre-packaged foods?

o What would you do if you noticed a friend or someone you know littering?

Activity 20: The Pace Car Program



*Suggested Time: 10 minutes

Purpose

- ✓ To provide education to participants about the benefits of the Pace Car program
- ✓ To offer participants an opportunity to get their caregivers/parents to join the Pace Car program

Location

- ✓ No specific location is needed

Materials

- ✓ Pace Car materials

Safety Considerations

- ✓ None

Guidelines

- ✓ The MTL or CLs introduce to participants the Pace Car program and its importance (explained below).
- ✓ Have participants take home the Pace Car pamphlet and the two signs for the back of their family car and see if their parents/caregivers will sign up.
- ✓ Interested caregivers/parents sign the pledge form and return it to the school or community centre.
- ✓ Parents then proudly display the official Pace Car emblem on their cars.
- ✓ Alternatively, host a Pace Car launch event in your community and invite community members to sign the pledge OR

- ✓ Invite a Police Officer to make participants “Deputies”, making them an official participant in the Pace Car program.

Instructional Considerations

- ✓ The Pace Car program helps stop speeding on neighbourhood streets.
- ✓ Drivers sign a pledge and agree to display a bumper sticker that states they are part of Pace Car and that they will always abide by speed limits.
- ✓ By agreeing to drive within the speed limit, cars become “mobile speed bumps,” and encourage other vehicles to follow the speed limit. Many Pace Cars can effectively calm traffic throughout neighbourhoods. The more people that join, the better it works.
- ✓ Drivers also agree to be more aware of and courteous to other road users, especially pedestrians (walkers)

and cyclists.

- ✓ More information can be found on the website: www.saferoutesns.ca

Things to Observe

- ✓ Participants are showing they understand and demonstrate their knowledge of the program.
- ✓ Participants are easily answering questions. If participants are struggling make sure to go over the necessary points again.

Debrief

- ✓ At the end of the activity, debrief with the participants. Ask them to respond to these questions:

o Why is the Pace Car program important?

Activity 21: Post-Program Evaluation for Participants and Leaders



*Suggested Time: 10 minutes

Purpose

- ✓ To convey why post-program evaluation is important
- ✓ To have all participants and leaders complete a Post-Program Questionnaire

Location

- ✓ Must be somewhere comfortable for participants and leaders to complete their questionnaires

Materials

- ✓ Post-Program Questionnaires for Participants, one per participant (Appendix J)
- ✓ Post-Program Questionnaires for Leaders, one per leader (Appendix K)
- ✓ Pencils, one per participant or leader

- ✓ Clipboards*

Safety Considerations

- ✓ None

Guidelines

- ✓ Seat each participant in a comfortable location with a pencil and a copy of the Post-Program Questionnaire for Participants (Appendix J).
- ✓ Go through each question of the questionnaire with the group and provide clarification as needed.
- ✓ Allow enough time for each participant to fully complete the questionnaire.
- ✓ If the participant cannot complete the questionnaire then the participant should take the questionnaire home and have their caregiver/parent complete it on their behalf.

- ✓ All questionnaires are to be collected and returned to the Making Tracks Coordinator at the Ecology Action Centre.
- ✓ After the participants have departed, it is a good time for the CLs (if they participated in delivering Making Tracks: Walking Safety) and the MTL to complete the Post-Program Questionnaire for Leaders (Appendix K). It is also a good idea for MTLs to debrief with CLs.

Instructional Considerations

- ✓ The purpose of this questionnaire is to capture changes in participant knowledge and behavior related to the use of active transportation

- ✓ The Ecology Action Centre reports this data to its funders and this helps ensure that Making Tracks programs continue to grow, remain effective and receive funding to make these programs possible.

Things to Observe

- ✓ Participants are showing they understand the questionnaire and complete each question correctly.
- ✓ If participants are struggling make sure to provide clarification.

Session F Follow Up

- ✓ MTLs and/or CLs should congratulate the participants on their hard work and award them their completed Passports for the Making Tracks: Walking Safety program.
- ✓ Participants should bring home their Passports to discuss and show their parents/caregivers what they learned.
- ✓ Encourage all participants to continue to walk regularly in their daily lives.
- ✓ Ensure that all questionnaires are completed and passed in to the MTL and are returned to the Making Tracks Coordinator at the Ecology Action Centre.
- ✓ Consider doing something special for the participants to acknowledge their hard work completing the program. Some suggestions include the following:
 - o Have a small celebration (e.g., snacks, drinks, etc.)
 - o Have a ceremony and publically praise each of the participants by identifying some of the new skills and knowledge they have obtained.
 - o Create certificates and formally present them to all the participants. Certificate templates are available through the Ecology Action Centre.
 - o Ask some or all of the participants to bring in healthy snacks or a main dish to have a potluck meal. Alternatively the MTL could approach a local business and ask it to sponsor a meal for the participants in the program.

Making Tracks Walking Safety Appendices

Appendix B

Additional Ideas

Songs as Teaching Tools

Songs are an excellent way to create enthusiasm and interest about safe and active living. At the beginning of each session the MTL and/or CLs could lead students in a song like the one below.

Walking Songs – retrieved and adapted slightly from
www.everythingpreschool.com/themes/safety/songs.htm

This is the way we cross the road

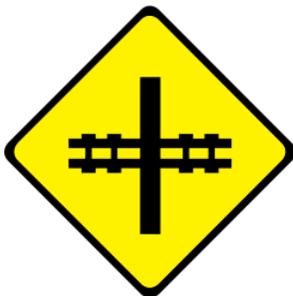
This is the way we cross the road
Cross the road, cross the road.
This is the way we cross the road,
We stop, we look, we listen.
We stand at the curb and look both ways
Look both ways, look both ways
We stand at the curb and look both ways
Before we cross the road.
If the road is clear we cross the road,
Cross the road, cross the road.
If the road is clear we cross the road,
So we can walk safely.

Stop, look, and listen

Stop, look, and listen
Before you cross the street.
Use your eyes, use your ears,
And then use your feet.

Appendix C

Making Tracks: Walking Safety "Be Aware" Safety Cards



Appendix D

Making Tracks: Walking Safety “Program at a Glance” Form

To be completed by the MAKING TRACKS LEADER

Making Tracks: Walking Safety

Making Tracks Leader:

Location:

Session Dates:

Drop-off Time:

Pick-up Time:

Emergency Procedures:

First Aiders:

Crew Leaders:

| NAME | CONTACT NUMBER |
|------|----------------|
| | |
| | |
| | |
| | |

Participants:

| NAME | PICK-UP NAME | EMERGENCY PHONE NUMBER |
|------|--------------|------------------------|
| | | |
| | | |
| | | |

| NAME | PICK-UP NAME | EMERGENCY PHONE NUMBER |
|------|--------------|------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Training and Planning Sessions:

- 1.
- 2.

Safety Checks:

| TYPE | FIRST DATE COMPLETED | SECOND DATE COMPLETED |
|---------------------|----------------------|-----------------------|
| Materials | | |
| Safety Plan Updated | | |
| First Aid Kit | | |
| Program Route | | |
| Medical Forms | | |

Emergency Contact Person and Phone Number:

Appendix E.1: Making Tracks: Walking Safety General Session Duty Form

Pre-Planning Session Checklist

To be completed by the MAKING TRACKS LEADER or a CREW LEADER

Before each session the Making Tracks Leader or Crew Leader will use this checklist to ensure that the necessary materials have been obtained and safety checks have been completed.

*All of the tasks with an asterisk beside them can be completed by either the MTL or CLs. If no asterisk is present, only the MTL can complete the task.

| TASKS | SESSION A | SESSION B | SESSION C | SESSION D | SESSION E | SESSION F |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| PRE-PLANNING SESSION CHECKLIST | | | | | | |
| Set up a time and deliver a training session for the CLs to learn how to deliver the Making Tracks program. | | | | | | |
| Establish contact with the participants' families using a detailed Information Letter (Appendix F) that outlines the program, expectations, and requirements. Include the Informed Consent and Medical Information Forms to be returned prior to the start of the program. | | | | | | |
| Update the emergency plan, taking note of current changes in policy for your organization. | | | | | | |
| Collect the Informed Consent Form from participants who will take part in the program. | | | | | | |
| Collect the Medical Information Form from participants who will take part in the program. | | | | | | |
| Inform the CLs about the participants' medical concerns, including allergies. | | | | | | |
| Update the Session A Duty Form. | | | | | | |
| Update the Making Tracks "Program at a Glance" Form. | | | | | | |
| Examine the potential teaching locations outside and begin to create a route card that identifies the travel locations for program sessions. | | | | | | |
| Finalize the teaching route and have a route card. | | | | | | |

| TASKS | SESSION | SESSION | SESSION | SESSION | SESSION | SESSION |
|---|---------|---------|---------|---------|---------|---------|
| | A | B | C | D | E | F |
| PRE-PLANNING SESSION CHECKLIST | | | | | | |
| Travel, with the CLs during the training session, the teaching route, and assess possible risks using the risk management plan. | | | | | | |
| Determine what activities can be taught along the route. This will save time and avoid missed opportunities to make the learning authentic. | | | | | | |
| Develop backup instructional plans to prepare for unpredictable weather conditions. | | | | | | |
| Develop a monitoring plan to keep track of the participants at all times. | | | | | | |
| Arrange extra adult supervisors if needed. This will depend on each organization or institution's adult-child ratio policies. This information will need to be gathered by the MTL. | | | | | | |
| Decide on which CLs will serve as activity leaders for the session and inform them. | | | | | | |
| *Check that paperwork is prepared: <ul style="list-style-type: none"> o Passports o Handouts (if needed) o Chart paper (if needed). | | | | | | |
| *Check that the correct materials have been obtained. | | | | | | |
| *Check the working order of the materials. | | | | | | |
| *Check that materials have been set up before the session begins. | | | | | | |
| *Check to see that the first aid kit is properly stocked. | | | | | | |
| *Be familiar with the program, the instructional site, and rules of the location. | | | | | | |
| *Review the Safety Plan. | | | | | | |
| *Employ the risk management process for all the activities. | | | | | | |
| *Know the pick-up arrangements for each participant after each session. | | | | | | |
| *Know the order of which CLs (if they are delivering the program) will lead activities. | | | | | | |

Appendix E.2: Making Tracks: Walking Safety General Session Duty Form In-Session Monitoring Checklist

To be completed by the MAKING TRACKS LEADER or a CREW LEADER

During each session the Making Tracks Leader or Crew Leader will use this checklist to ensure that the necessary materials have been obtained and safety checks have been completed.

*All of the tasks with an asterisk beside them can be completed by either the MTL or CLs. If no asterisk is present, only the MTL can complete the task.

| TASKS | SESSION A | SESSION B | SESSION C | SESSION D | SESSION E | SESSION F |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
| IN-SESSION MONITORING CHECKLIST | | | | | | |
| *Know where session equipment is located at all times. | | | | | | |
| *Check and restock the first aid kit. Ensure that it is available to the participants at all times and is carried by the MTL or CLs. | | | | | | |
| Carry the "Program at a Glance" Form wherever the crew goes. | | | | | | |
| *Have on-hand extra instructional materials. | | | | | | |
| Carry and use the Assessment Checklist to record participants' ability to meet various outcomes. | | | | | | |
| *Carry a copy of the Safety Plan. | | | | | | |
| *Employ the risk management process. | | | | | | |
| *Have on-hand and use a route card. | | | | | | |
| *Participant Buddy System: Match up each participant with a partner and connect each pair with another pair. Ideally, these buddies will be connected with CLs (if they are delivering the program). | | | | | | |
| *Provide positive feedback to the participants. | | | | | | |
| *Spend enough time at the end of the session debriefing the participants. | | | | | | |
| *Update the participants' Passports at the end of the session. Make sure participants take these home before leaving for the day. | | | | | | |

| TASKS | SESSION A | SESSION B | SESSION C | SESSION D | SESSION E | SESSION F |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
| *Monitor the health of the participants and provide: <ul style="list-style-type: none"> o Water breaks o Washroom breaks o Rest periods if fatigue is apparent o Snacks (optional) | | | | | | |
| *Check to see that participants are properly dressed for participating in the session's activities | | | | | | |
| *Employ a practice that constantly monitors the number of participants participating in the session. | | | | | | |

Appendix E.3: Making Tracks: Walking Safety General Session Duty Form Post-Session Follow-Up Checklist

To be completed by the MAKING TRACKS LEADER or a CREW LEADER

After each session the Making Tracks Leader or Crew Leader will use this checklist to ensure that the necessary materials have been obtained and safety checks have been completed.

*All of the tasks with an asterisk beside them can be completed by either the MTL or CLs. If no asterisk is present, only the MTL can complete the task.

| TASKS | SESSION A | SESSION B | SESSION C | SESSION D | SESSION E | SESSION F |
|--|--------------|--------------|--------------|--------------|--------------|--------------|
| POST-SESSION FOLLOW-UP CHECK LIST | | | | | | |
| *Record or inform the MTL about any problems that occurred during the session related to the health of the participants. | | | | | | |
| *Record or inform the MTL about any problems that occurred during the session related to safety. | | | | | | |
| *Inform the MTL about any challenges related to the route taken. | | | | | | |
| *Check to see that the first aid kit is restocked. | | | | | | |
| *Check that materials are in good condition, and if so have been properly stored. | | | | | | |
| Review the Safety Plan. | | | | | | |
| *Reflect on what worked well and didn't work well during the session. Think about ways that could improve the delivery of the session. | | | | | | |

Appendix F

Making Tracks: Walking Safety Information Letter and Informed Consent Form

To be passed out to PARENTS/CAREGIVERS (the MTL must add information to this form before it is handed out)

(Insert date – month, day, year)

Dear Parents/Caregivers,

Thank you for your interest in the Making Tracks program. Making Tracks: Walking Safety will take place at (insert name of school/community centre here). Making Tracks is a program designed to educate and train children and youth in the skills needed to safely use active transportation in the community and to promote the importance of being physically active, particularly going to and from (insert school or community club).

The Making Tracks: Walking Safety program will run (insert daily or weekly) and will run from (insert start and end time). Each session will be supervised by an adult leader called a Making Tracks Leader (MTL). The MTL will oversee the entire program and may have the support in delivering the program by other leaders called Crew Leaders (CLs). CLs are other adults or youth who would be working with your child in a small group setting. Please ensure that you have an emergency contact name and number included with your Informed Consent Form and that you pass in the Medical Information Form and participant and parent/guardian questionnaires no later than three days before the start of the program. Follow up questionnaires will be distributed at the end of the program, which helps us assess child and family learning. [Optional: An incentive will be offered for families to return the follow up surveys]. Also, please ensure your child has the necessary materials (insert what specific materials the participant must bring from home), is dressed appropriately, has a snack, and if needed her/his personal medication at every session.

If you have any questions regarding the Making Tracks program, please contact (insert contact name and number). We thank you again for your interest in the Making Tracks: Walking Safety program, and look forward to sharing in active-learning sessions that will guide your child into becoming a healthy and safe walker.

[Optional: You are invited to attend a ceremony and family walk at the completion of the Making Tracks: Walking Safety program. The ceremony and walk is tentatively scheduled for (date, time, location) OR More information will be distributed later as to the date and time of the ceremony and walk.]

Yours in active transportation,

(MTL's name; the school or community group name)

Appendix F

Making Tracks: Walking Safety Informed Consent Form

To be completed by PARENTS/CAREGIVERS

I, _____, grant permission for my child,

_____ to participate in the Making Tracks: Walking Safety program described in the Information Letter for parents/caregivers.

Date: _____

Signature of Parent/Caregiver: _____

Home Contact Information: _____

Cell Phone Number: _____

Name and Contact Information of the Parent/Caregiver Collecting the Participant:

For your information, PLEASE SAVE

| | |
|---|---|
| Making Tracks: Walking Safety Location: _____ Drop-off Time: _____ Pick-up Time: _____ | You may contact (insert program coordinator name) at (insert phone number) if you have any questions regarding the Making Tracks: Walking Safety program. *The following are the Crew Leaders for Making Tracks: Walking Safety: |
|---|---|

- 1.
- 2.
- 3.
- 4.

These support leaders are trained in the Making Tracks: Walking Safety program and will be supervised by the Making Tracks Leaders (MTL). The safety and the well being of the participants is our top priority. The expectation is that participants in the program will abide by the behaviour expectations and safety guidelines laid out by the leaders. If participants are unable to comply, they will be removed from the Making Tracks: Walking Safety program and parents/caregivers will need to collect their child.

Appendix G

Making Tracks: Walking Safety Medical Information Form

To be completed by PARENTS/CAREGIVERS

| | |
|------------------------------|--|
| NAME: | GENDER: Male <input type="checkbox"/> Female <input type="checkbox"/> |
| HEALTH CARD #: | TELEPHONE: |
| HOME ADDRESS: | BIRTHDATE: |
| IN CASE OF EMERGENCY NOTIFY: | FAMILY DOCTOR (name and phone number): |
| ADDRESS: | MEDICAL CONCERNS (e.g. allergies, seizures, chronic conditions; please be specific): |
| TELEPHONE: | |

Participants who take medication must bring it with them to each session and allow the Making Tracks Leader or Crew Leader to store it for them.

| MEDICATIONS | DOSAGE | FREQUENCY |
|-------------|--------|-----------|
| | | |

Has the participant had any recent injuries or illnesses? If yes, please explain:

I HEREBY DECLARE THAT ALL THE INFORMATION PROVIDED IS CORRECT AND ACCURATE TO THE BEST OF MY KNOWLEDGE.

PARENT/CAREGIVER SIGNATURE:

Appendix I

Making Tracks: Walking Safety Attendance Record

To be completed by the MAKING TRACKS LEADER

1) At what location was Making Tracks: Walking Safety offered?

2) Was the program offered as:

A week-long program (1-2 sessions per day)? A two-week program (1-2 sessions every other day)? Other (specify)

3) What dates did you offer Making Tracks: Walking Safety?

4) Record the names of your participants, their attendance at sessions, and if parents/caregivers initialed their Passport for each session.

Appendix I

Making Tracks: Walking Safety Attendance Record

| NAME OF PARTICIPANT | CHECK (☑) EACH SESSION THE PARTICIPANT ATTENDS | | | | | | CHECK (☑) IF PASSPORT WAS INITIALED BY PARENTS/CAREGIVERS | | | | | |
|---------------------|--|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | A | B | C | D | E | F |
| 1. | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | |
| 6. | | | | | | | | | | | | |
| 7. | | | | | | | | | | | | |
| 8. | | | | | | | | | | | | |
| 9. | | | | | | | | | | | | |
| 10. | | | | | | | | | | | | |
| 11. | | | | | | | | | | | | |
| 12. | | | | | | | | | | | | |
| 13. | | | | | | | | | | | | |
| 14. | | | | | | | | | | | | |
| 15. | | | | | | | | | | | | |

Appendix J

Making Tracks Post-Program Questionnaire for Participants

To be completed by PARTICIPANTS or CAREGIVERS/PARENTS

After the completion of the Making Tracks program please complete this questionnaire and return it to the Making Tracks Coordinator. Your comments will only be used to help us improve the program. If you are a Caregiver/Parent completing this survey on behalf of a participant please declare that you are a Parent/Caregiver in Q1.

1) Which of the following are you? Participant Parent/Caregiver of Participant

2) Which Making Tracks module did you participate in?

Walking Safety Cycling In-line Skating Scootering Skateboarding

3) Where did you take this Making Tracks module? Name the school/facility/community.

4) Which dates did you take this Making Tracks module? _____

5) Which grade are you currently in?

P 1 2 3 4 5 6 7 8 9 10 11 12 Other

6) Which gender are you? Male Female

7) Tell us how much you agree with the following statements **about yourself**:

| AS A RESULT OF PARTICIPATING IN THIS MAKING TRACKS MODULE... | STRONGLY DISAGREE | DISAGREE | NEITHER | AGREE | STRONGLY AGREE |
|--|----------------------|----------|---------|-------|-------------------|
| I know more about safety using this mode of active transportation | | | | | |
| I have improved my skills using this mode of active transportation | | | | | |
| I know where there are safe routes to use this mode of active transportation | | | | | |
| I will use this mode of active transportation more | | | | | |
| I feel confident and safe using this mode of active transportation in my community | | | | | |
| I had fun learning | | | | | |

**AS A RESULT OF PARTICIPATING
IN THIS MAKING TRACKS MODULE...**

| | STRONGLY DISAGREE | DISAGREE | NEITHER | AGREE | STRONGLY AGREE |
|--|----------------------|----------|---------|-------|-------------------|
| I am more likely to encourage others to use this mode of active transportation | | | | | |
| I am more likely to use other modes of active transportation | | | | | |
| I understand the importance of daily physical activity | | | | | |
| I know that this mode of active transportation is one way to be more active | | | | | |

8) What would keep you from using this mode of active transportation in your community?

9) What did you like most about this Making Tracks module?

10) Was there anything you didn't like about this Making Tracks module? If so, what was it and how would you change it?

11) Do you have any final comments or suggestions?

Thank you for completing the questionnaire.

Appendix K

Making Tracks Post-Program Questionnaire for Leaders

To be completed by MAKING TRACKS TEAM LEADERS and CREW LEADERS

After the completion of the Making Tracks program please complete this questionnaire and return it to the Making Tracks Coordinator. Your comments will only be used to help us improve the program.

1) Which of the following are you? Crew Leader (CL) Making Tracks Team Leader (MTL)

2) Which Making Tracks module did you participate in?

Walking Safety Cycling In-line Skating Scootering Skateboarding

3) Where did you lead this Making Tracks module? Name the school/facility/community. _____

4) Which dates did you lead this Making Tracks module? _____

5) If you are in school, which grade are you currently in? 7 8 9 10 11 12 Other

6) Which gender are you? Male Female

7) Tell us how much you agree with the following statements **about yourself**:

| AS A RESULT OF LEADING THIS MAKING TRACKS MODULE... | STRONGLY DISAGREE | DISAGREE | NEITHER | AGREE | STRONGLY AGREE |
|---|-------------------|----------|---------|-------|----------------|
| I know more about safety using this mode of active transportation | | | | | |
| I have improved my skills using this mode of active transportation | | | | | |
| I can find safe routes for children to use this mode of active transportation | | | | | |
| I will use this mode of active transportation more | | | | | |
| I am more likely to use other modes of active transportation | | | | | |
| I am more likely to encourage others to use active transportation | | | | | |
| I understand the importance of daily physical activity | | | | | |
| I have improved my leadership skills | | | | | |

| AS A RESULT OF LEADING THIS MAKING TRACKS MODULE... | STRONGLY DISAGREE | DISAGREE | NEITHER | AGREE | STRONGLY AGREE |
|---|-------------------|----------|---------|-------|----------------|
| I feel more confident in myself and my abilities | | | | | |
| I was prepared to deliver the program to others | | | | | |
| I recognize that my driving practices contribute to safe environments for active transportation | | | | | |
| I will drive more safely | | | | | |

8) Tell us how much you agree with the following statements **about participants** whom you lead:

| AS A RESULT OF TAKING THIS MAKING TRACKS MODULE... | STRONGLY DISAGREE | DISAGREE | NEITHER | AGREE | STRONGLY AGREE |
|---|-------------------|----------|---------|-------|----------------|
| Participants know more about safety using this mode of active transportation | | | | | |
| Participants have improved their skills using this mode of active transportation | | | | | |
| Participants know where there are safe routes to use this mode of active transportation | | | | | |
| Participants are able to use this mode of active transportation safely in their communities | | | | | |
| Participants had fun learning | | | | | |

9) What did you like most about leading this Making Tracks module?

10) Was there anything you didn't like about leading this Making Tracks module? If so, what was it and how would you change it?

11) Do you have any final comments or suggestions?

Thank you for completing the questionnaire.