



Energy Campaign Bike, Walk or Board To School

Active transportation, like biking, walking or long boarding, is a great way to get to school, and helps to reduce the use of cars and other vehicles that produce CO₂. The first time, try this campaign in spring or fall, when the weather will be warmer.

Pre Campaign Audit

1. How many students attend your school, and how many of those use some form of active transportation to get to school?
2. How many staff work at the school, and how many of those use some form of active transportation to get to school?
3. List the various ways people get to school.

Ask a number of students and staff the following questions.

4. Do you have a safe bike route to school?
5. Is there a safe place to lock your bike at school?
6. Do you have a safe walking route to school?
7. Do you have a safe long boarding route to school?
8. Is there a safe place to put your long board at school?
9. Other forms of active transportation: _____

Monitoring (1 week before the campaign)

Choose one or more classes and do a quick survey. "Raise your hand if you biked (walked, long boarded) to school today?"

What are the temperature and weather conditions outside?

Post Campaign Audit

Ask a number of students and staff the following questions.

1. How many times did you use active transportation to get to school during the campaign?
2. What activities did you like or dislike during the campaign?
3. What types of reminders or activities would assist you in continuing to actively get to school?

Monitoring (1 week after the campaign is over)

Choose the same classes as for before the campaign and do a quick survey. "Raise your hand if you biked (walked, long boarded) to school today?"

What are the temperature and weather conditions outside?



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Ideas for Campaigns

- Bike and pedestrian safety clinics.
- Sign up to bike or walk or board to school with care partner, friend, or parent.
- Bike tune up clinics.
- Newsletter items on road and traffic safety.
- Connect biking to school with other classroom bike trips.
- Saskatchewan In Motion have an Activity idea jar:
www.saskatchewaninmotion.ca
- Challenge teachers to get to school actively during the campaign

Curriculum Connections

Grade 1 Health Education: Outcomes: USC1.4 Determine and practice safe pedestrian/street behaviours and examine related safety challenges in the community.

Grade 2-Physical Education: Outcomes: PE2.2Analyze daily habits and actions that demonstrate personal engagement in, and taking personal responsibility for, leading a physically active life. **PE2.8** Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including. **PE2.9**Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities.

Grade 3 – Physical Education: Outcomes: PE3.1 Apply a repertoire of strategies for developing components of health-related fitness, (cardiovascular endurance, flexibility, muscular endurance, and muscular strength), through movement activities during scheduled times in school, at home, and in the community. **PE3.2** Evaluate the role of participation in movement activities in providing opportunities for enjoyment, challenge, self-expression, social interaction, increased skill competency, stress reduction, active work life, use of leisure time, contact with nature, and involvement in communities. **PE3.7** Select and use effective movement skills, tactics, and strategies while participating in (cycling).

Grade 4 – Physical Education: Outcomes: PE4.9 Refine selected movement skills, tactics, and strategies while participating in: (cycling) **Grade 4- Health Education: Outcomes: USC4.4** Determine basic personal responsibility for safety and protection in various environments/situations. **AP4.1** Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements,



safety and protection, personal identity, and stressors.

Grade 5 – Physical Education: Outcome: PE5.1 Create and implement, with guidance, as a class, a health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that includes setting a personal goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity. PE5. Critically reflect on chosen movement skills, tactics, and strategies used in:(cycling). **Grade 5 Health Education: Outcome: AP5.1** Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.

Grade 6 – Physical Education: Outcomes: PE6.10 Apply controlled use of selected movement skills and variations as well as safe and environmentally friendly behaviours while participating in a variety of: alternate environment activities (e.g., skating, cross-country skiing, downhill skiing, snowshoeing, roping, cycling, hiking, kayaking, aquatics, tobogganing, orienteering) **PE6.11** Demonstrate the ability to individually carry out a teacher-assigned or self-selected portion of a cooperatively planned class activity that focuses on engaging others and enhancing their level of participation in movement activity.

Grade 7- Physical Education: Outcome: PE7.11 Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community.

Grade 8 – Social Studies: Outcomes: RW8.1 Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism. **RW8.2** Assess the implications of personal consumer choices. **RW8.3** Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.

Grade 9 – Physical Education: Outcome: PE9.9 Plan, participate in, and lead, with others, a movement activity event (e.g., a tournament, a fitness-athon, an outdoor orienteering challenge, a winter carnival, Arctic Games, a team scavenger hunt) to engage others (e.g., peers, classmates, younger students, community members) in movement activity.