



Energy Campaign: Bike, Walk, Scooter or Board to School

Background and concepts

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

Pre-and post-campaign audit questions to consider

Pre-campaign audit

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

Conduct a pre-audit survey:

Ask several students and staff the following questions:

1. Do you have a safe bike route to school?
2. Is there a safe place to lock your bike or scooter at school?
3. Do you have a safe walking route to school?
4. Do you have a safe longboarding route to school?
5. Is there a safe place to put your longboard at school?
6. List what other forms of active transportation they use.

Monitoring survey (1 week before the campaign):

- Choose one or more classes and do a quick survey. "Raise your hand if you biked to school today?"
- Repeat this question for other forms of active transportation such as longboarding, scootering, walking etc.
- Record the temperature and weather conditions outside.

Post-campaign audit:

It's important that you ask the same questions that were asked in the pre-campaign audit and that you interview the same number of students and staff (if possible) to keep data consistent.



Conduct a post-audit survey:

Ask several 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 survey (1 week after the campaign is over):

- Choose the same classes used for before the campaign and do a quick survey. "Raise your hand if you biked to school today?"
- Repeat this question for other forms of active transportation such as
- Record the temperature and weather conditions outside.

Ideas for campaigns

- Host bike and pedestrian safety clinics.
- Sign up to bike, walk, scooter or board to school with care partner, friend, or parent.
- Organize bike tune-up clinics.
- Include newsletter items on road and traffic safety.
- Connect biking to school with other classroom bike trips.
- Challenge teachers to get to school actively during the campaign
- Build a longboard or scooter rack for the hallway or classroom.
- Start a [walking bus](#) for your school.
- Organize an active transportation campaign to coincide with [Canada's Clean Air Day](#) in June of each year or leading up to [Take Me Outside Day](#) in October.

List some other campaign ideas you may have:



Curriculum Connections

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

Grade 2: Physical Education: PE2.2 Analyze 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: (see full list on SK curriculum website). **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: 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: PE4.9 Refine selected movement skills, tactics, and strategies while participating in: (cycling) **Health Education: 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: 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. **PE5.7** Critically reflect on chosen movement skills, tactics, and strategies used in:(cycling). **Health Education: 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: 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: 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: 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: 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.