



Teacher's Guide

GRADES K-5

2012

nyc.gov/walkingschools



Safety
Education
& Outreach



Introduction

Thank you for your interest in the 2012 We're Walking Here competition.

It provides students citywide with the opportunity to win cash prizes for their school as they explore and then share some of the many benefits of walking. This learning experience employs multiple modalities easily adaptable across all grades and learning styles. The competition officially opens October 3, 2012 for a six-week period, with final contest submissions due no later than midnight, Friday, November 16, 2012.

This competition will require three to four class periods to complete at a time of the school year when standardized testing schedules are less demanding, and projects that build class cohesion and advance learning momentum are often welcomed. In addition to cash prizes offered through the Safe Streets Fund (safestreetsfund.org), we recommend that schools and PTAs complement this with awards and prizes of their own, recognizing individual students and smaller student groups for their creativity and productivity, etc.

About 2012 We're Walking Here

New York City is a city of walkers. The majority of young New Yorkers walk to and from school, to transit and around their city each and every day. Every October—International Walk to School Month—DOT celebrates this achievement and creates incentives for students and their families to walk more often.

The 2012 We're Walking Here competition officially begins on October 3, 2012 - International Walk to School Day - and will award substantial cash prizes and recognition to winning NYC schools. Students K-12 are invited to explore the many benefits of walking by stepping out and tracking all the blocks they walk in a two-week period. Teachers will tally all blocks walked by their students and explore benefits of walking - including environmental impacts, personal health improvements, and safety concerns - as they create Public Service Announcements (PSAs) on the theme "Let Your Feet Meet the Street" with their classes.



Notes About the Competition

Although we have laid this competition out in three sequential steps to make it easy to follow, we recommend layering the steps that are provided in this booklet. In other words, hand out the “Blocks You Walked Student Tracker” when you launch the classroom learning with the NYC Facts Sheets and do the lesson of your choice. You will also want to use the PSA Planning Sheet while your students are finishing their two-weeks of tracking blocks walked, or you may lose too much time to work on your PSA. Please plan accordingly.

The three easy steps to this competition are:

STEP I: GET TALKING

- Lessons are developed to explore the benefits of walking with students, including environmental impacts, personal health improvements and the importance of walking safely. Begin with the NYC Walking Facts sheet to get an idea of all of these layers with your students.
- In addition to reviewing the NYC Walking Facts, teachers should choose a lesson aligned with the level and learning styles of their student group.

STEP II: GET WALKING

- Students will track their walking activity over a two-week period using their individual the “Blocks You Walked Student Tracker”, marking the number of blocks walked daily. At the end of the first week, teachers will enter all individual student results on the “Blocks You Walked Classroom Bar Graph.”
- Teachers and students will tally the two-week results on the “Blocks You Walked Classroom Bar Graph.” These numbers should be submitted to NYCDOT when completed via the email address walkingschools@dot.nyc.gov.

STEP III: GET THE MESSAGE OUT

- Students will complete the “Public Service Announcement Planning” sheet. Teachers brainstorm ideas and help their class select the strongest, most creative elements to incorporate into their PSA message.
- A note about submissions - use the email address walkingschools@nyc.dot.gov to send your Class’s PSA script. Please remember we can accept no submissions later than Friday, November 16th, 2012 at midnight. We will accept submissions from multiple classes in each school. The more classes that participate at your school, the better.



Step I: Get Talking

Review the New York City Walking Facts sheet with your students. For younger grades, we recommend you choose a few facts in each category and discuss these more informally. After this review, initiate a grade-appropriate classroom activity. Some lessons in this section are more relevant to specific grades and this is indicated in the activity description. Choose an activity or activities to do with your students that you feel will best launch them into the “Get Walking” step of the competition. The activity you choose will also inform the PSA you create during the “Get the Message Out” step.

Handouts

- (1) NYC Walking Facts
- (2) How Do We Get Around the City?
- (3) Maria’s Safety Tools
- (4) How Many Steps?
- (5) Street Survey
- (6) The Carbon Footprint of a Commute

Description of Activities

How Do We Get Around the City?

Grades: K-2
 Categories: Health, Safety, Environment
 Subjects: ELA, Social Studies, Government
 Time: 45 minutes-1.5 hours
 Handout: (2) How Do We Get Around the City?

Identify ways in which we get around the city. Find out how many people in your class walk. It turns out that many of us walk to get around! Why do we like to walk? Use the “How Do We Get Around the City?” handout to go over the traffic signals and signs we use as walkers. This worksheet is designed for students that read. For younger classes, you can show the images on the worksheets in the rug/meeting area.

Using Your Safety Toolbox

Grades: K-2
 Categories: Safety
 Subjects: Social Studies, Health/P.E.
 Time: 20 minutes
 Handout: (3) Maria’s Safety Tools

Ask students to share some of their ideas about what they do to keep safe when walking around their school. How do you use your personal safety tools (your eyes, ears, hands, feet, brain) to help you cross safely? Distribute the handout titled “Maria’s Safety Tools” and have students draw arrows to the corresponding body parts. Go over the handout as a group. What would be in Maria’s “personal safety toolbox” to keep her safe when she crosses the street? What do you do to stay safe? Is there heavy traffic on your way to school? Do the vehicles around you travel fast? Connect the handout to the actions we must take in real life to be safe.



How Many Steps?

Grades: 3-5

Categories: Health, Safety

Subjects: Math, Health, P.E.

Time: 45 minutes

Handout: (4) How Many Steps? (1) NYC Walking Facts

Take a look at the “How Many Steps?” handout. Estimate how many steps it will take to go for a walk around your school. Then, go for a walk around your school while counting your steps. Use math calculations to estimate how many steps the students take in a day. Go back to the “NYC Walking Facts” handout to note the health benefits of walking. You can extend the project by relating these numbers to the “Blocks You Walked Student Tracker” numbers. Encourage the students to walk 10,000 steps each day for a set period of time. This is the amount of steps recommended by the President’s Challenge and is the equivalent of 50 blocks!

*Please note, this activity can also be done with pedometers.

Street Survey Project

Grades: 3-5

Categories: Safety

Subjects: Social Studies, Math

Time: 45 minutes

Handout: (5) Street Survey

Pass out the “Street Survey” sheet. Ask the students to think through the answers to the seven questions in the survey and fill out their answers as honestly as possible. Have a discussion about

their answers. If there’s time, calculate some percentages in table groups and have them make pie charts.

Personal Carbon Footprint

Grades: 3-5

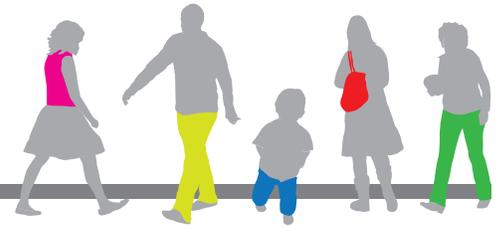
Categories: Environment

Subjects: Environmental Science, Social Studies

Time: 20-30 minutes

Handout: (6) The Carbon Footprint of a Commute

Ask the class to define the term “carbon footprint.” If you want to give them an official definition, it’s a “measure of the impact human activities have on the environment in terms of the amount of greenhouse gases produced, measured in units of carbon dioxide.” In other words, your personal carbon footprint is how much pollution you put in the air from your behavior in a day. For the purposes of this lesson, we will concentrate only on the carbon footprint of a commute to and from school. Use “The Carbon Footprint of a Commute” handout to go over the different amounts of pollution produced by the different modes of transportation. Why is walking so great for the environment?



(1) NYC Walking Facts



Safety



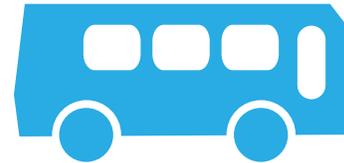
In a crash, pedestrians are in more danger than the people in a car.

When it comes to traffic danger when walking, children, teens, and the elderly are the most at risk.

Children hit by a car while crossing against the signal are more likely to be seriously hurt than an adult.



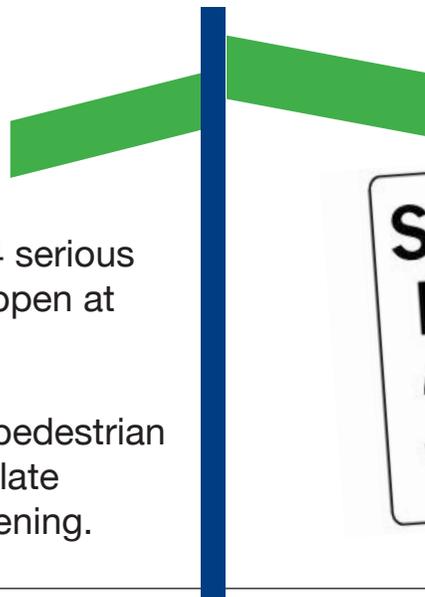
Drivers not paying attention cause at least 1 in 3 crashes where pedestrians are seriously hurt.



Transit riders are much safer than people driving in cars.

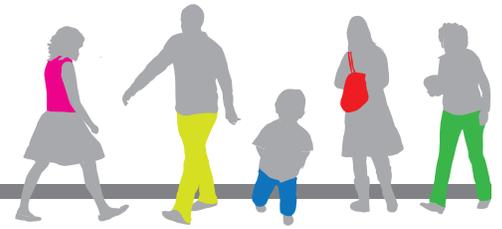
In New York City, 3 in 4 serious pedestrian crashes happen at intersections.

Almost half of serious pedestrian crashes happen in the late afternoon and early evening.



**SPEED
LIMIT
30**

Most New Yorkers do not know the city's speed limit is 30 m.p.h.



(1) NYC Walking Facts

Health



New Yorkers who take public transportation get almost half an hour more daily exercise than those who drive.

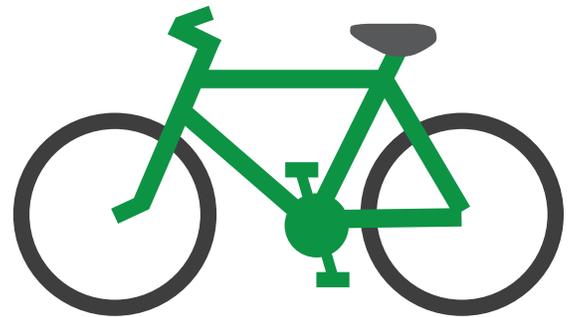
SUBWAY



People who walk to get around make their heart strong and stay healthy.

People that live in areas with more high quality sidewalks are more active.

People who walk or bike to work or school get more than an hour of exercise each day.



The most air pollution is in areas where there is the most traffic.



If fewer cars are on the roads, air quality will improve.





(1) NYC Walking Facts

Going Green



New York is considered one of the greenest cities in the country because so many people use walking, cycling, the subway, and buses to get around town.



Getting to work, only one in four New Yorkers drive; the rest take public transit, walk, or bike.

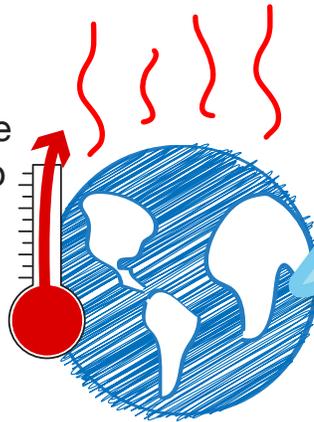
One in every four transit trips in the US is made in New York.

Transportation is the largest single source of air pollution in the United States.

Walking produces NO pollution!

Without limiting carbon emissions, the world's average temperature will keep going up and cause environmental problems that affect plants, animals, and humans.

Cutting emissions would keep world average temperatures from going up too high, and will be better for the planet!



New York's mass transit system moves almost half of all people who are getting around by motorized transportation, but causes only a tiny fraction of transportation carbon dioxide emissions



School: _____

Class: _____

Name: _____

Date: _____

(2) How Do We Get Around the City?

New York is a **BIG** city and **MANY** people get around without using cars. There are lots of different ways to get around quickly and safely.

1 How do you get to school each day?



2 Who do you travel with to get to school?



3 What are some of the reasons you walk?

1. **To get to school**

4. _____

2. _____

5. _____

3. _____

6. _____



4

Most of us are walkers!

Do you know another word for someone who is walking?



Hint: It starts with the letter "p"



5

When you walk on the streets of the city, these are some of the signs you might see.





6 These are some of the signals that help people cross streets safely while cars and bikes stop:



When you have the "Walking Man" what do you need to look for?



7 This is a school crosswalk.

These are called ladder or zebra stripes.

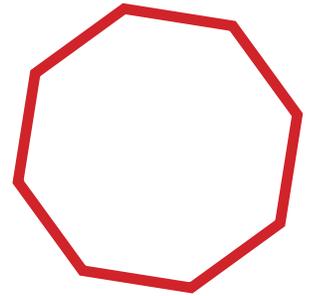


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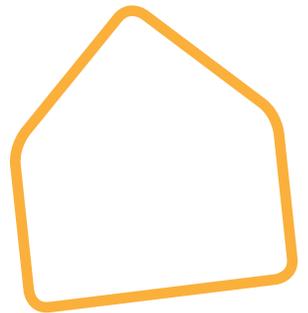
There are many numbers and shapes out on the street!

- a. We see numbers on street signs.
Can you think of a numbered street?

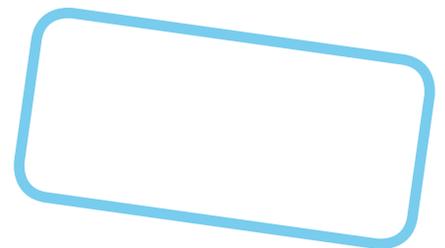
- b. Where do you see an octagon?



- c. Where do you see a pentagon?



- d. Where do you see a rectangle?





School: _____

Class: _____

Name: _____

Date: _____

(3) Maria's Safety Tools

How can Maria use her personal safety tools—her eyes, ears, hands, feet, brain—to help her cross safely?

BRAIN

EYES

EARS

HANDS

FEET



School: _____

Class: _____

Name: _____

Date: _____

(4) How Many Steps?

How many steps
(on average) do you
take in a day?

7,500

How many steps
(on average) do you
take in a lifetime?

216,262,500

How many steps
does it take to walk
a mile?

2,000

(range 1,900-2,400)

How many steps
does it take to walk
a block?

200

ACTIVITY (STEPS PER MINUTE)

Basketball (shooting baskets)	136	Rowing machine	212
Basketball game	242	Rugby	303
Bicycling	121 – 364	Running (5mph – 12 minute miles)	242
Billiards/pool	76	Shopping	70
Bowling	91	Skateboarding	152
Cooking	61	Skiing	182 - 242
Football	242	Ski mobiling	212
Frisbee	91	Sledding	212
Gymnastics	121	Soccer	212
Health club	167	Softball	152
Hiking	182	Stretching, yoga	76
Hockey (field/ice)	242	Swimming	182 - 303
Ice skating	212	Tennis	212
Inline skating	364	Weight lifting	121 – 182
Jogging	212	Wrestling	182
Jump rope	303		
Roller skating	212		

Estimate how many
steps it takes to walk
around your school:



School: _____

Class: _____

Name: _____

Date: _____

(5) Street Survey

1 Have you ever been hit by a car?

Yes

No

2 Do you know someone who has been hit by a car?

Yes

No

3 Have you ever had a near-miss or another dangerous interaction with a car?

Yes

No

4 Do you think it's easy for you to travel to and from school?

Yes

No

5 How do you usually get to and from school?

car

public transit (bus or subway)

school bus

bike

walking

other

6 Which one do you think the streets are designed for? Circle all that apply.

cars

trucks

buses

bikes

pedestrians

other

7 If there is a crash and a pedestrian is hit by a car, who is most likely at fault?

the driver of the car

the pedestrian

the designer of the street



School: _____ Class: _____

Name: _____ Date: _____

(6) The Carbon Footprint of a Commute

Let's say Maria lives 5 miles from school. That means she travels 10 miles per day to and from school.

If she:

rode in an SUV, that would put **16** pounds of carbon dioxide in the air each day.

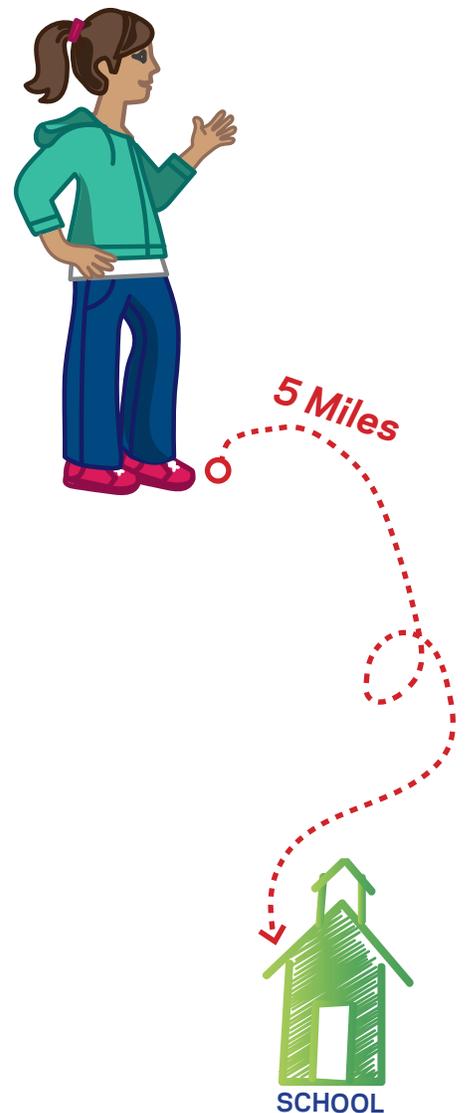
rode in a typical car, her drive would make **12** pounds of carbon dioxide.

rode in a hybrid car, her car would produce **4** pounds of carbon dioxide.

took the bus, it would create **5** pounds of carbon dioxide.

rode the train or subway she would put **2** pounds of carbon dioxide into the atmosphere.

walked, biked, or skated, she would create **0** carbon dioxide.





(6) The Carbon Footprint of a Commute (continued)

1 Graph the Carbon Footprint of Maria's 10-mile Commute



2 Are there any easy changes you could make to the way you get to school to lower your personal carbon footprint? Could you walk more often?



Step II: Get Walking

Blocks You Walked

Distribute the “Blocks You Walked Student Trackers” and explain that students will track the blocks they walk on a daily basis. Let students know that the teacher and class will tally all the blocks the whole class walked at the end of week one and week two, building up to the Final Tally required to qualify to win prizes in the competition. (NOTE: You will most likely want to do this during a class session you have devoted to one of the lessons listed in the “Get Talking” step – this is a great way to culminate your lesson and give a solid reason for the activity)

Although the tracker is designed to run from Monday to Friday, please feel free to start on any day of the week and circle back to the Monday when appropriate.

During the “Get Walking” step, ask students to bring their “Blocks You Walked Student Trackers” daily and ask them to share the results when convenient. Teachers and students complete the first week of the “Blocks You Walked Classroom Bar Graph,” utilizing either small groups or whole class input. This offers an opportunity to discuss students’ accomplishment in order to motivate them on to the second week of walking. Please note, this is also a good idea in case students misplace their trackers after the first week.

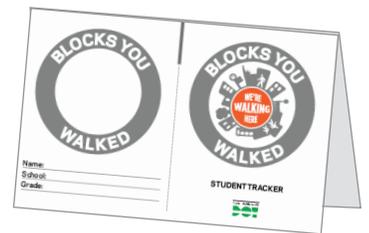
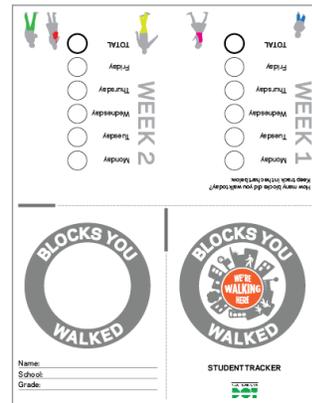
THE FINAL TALLY

Please send the number of blocks walked by your class over two weeks as your final tally. Send this directly to walkingschools@dot.nyc.gov.

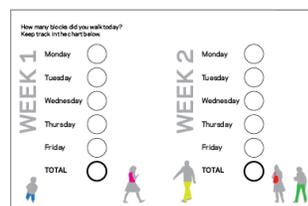
Handouts

- (1) Blocks You Walked Student Tracker
- (2) Blocks You Walked Classroom Bar Graph (for use as a class)

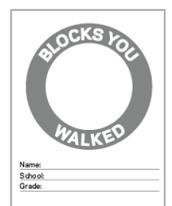
HOW TO MAKE THE STUDENT TRACKER



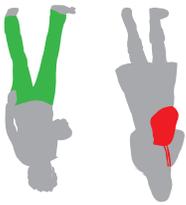
Front



Inside



Back



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TOTAL
Friday
Thursday
Wednesday
Tuesday
Monday

WEEK 2



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TOTAL
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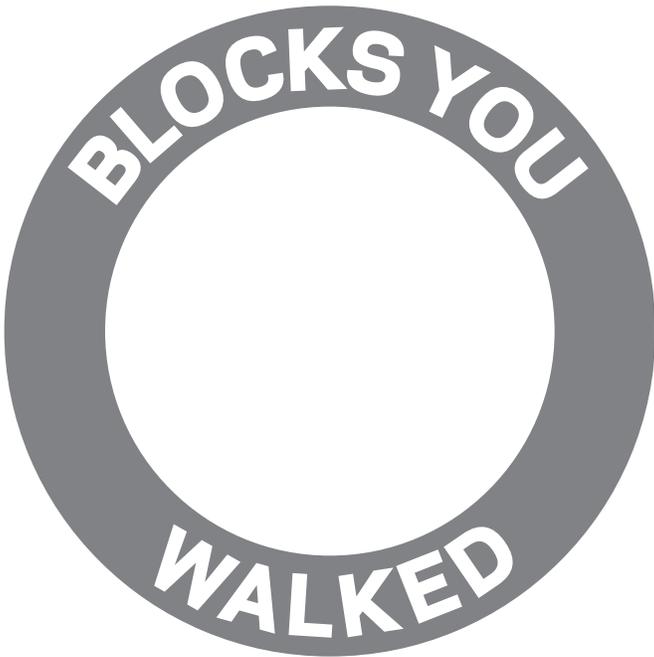
WEEK 1



How many blocks did you walk today?
Keep track in the chart below.

FOLD HERE FIRST

FOLD HERE SECOND



Name: _____
School: _____
Grade: _____

STUDENT TRACKER



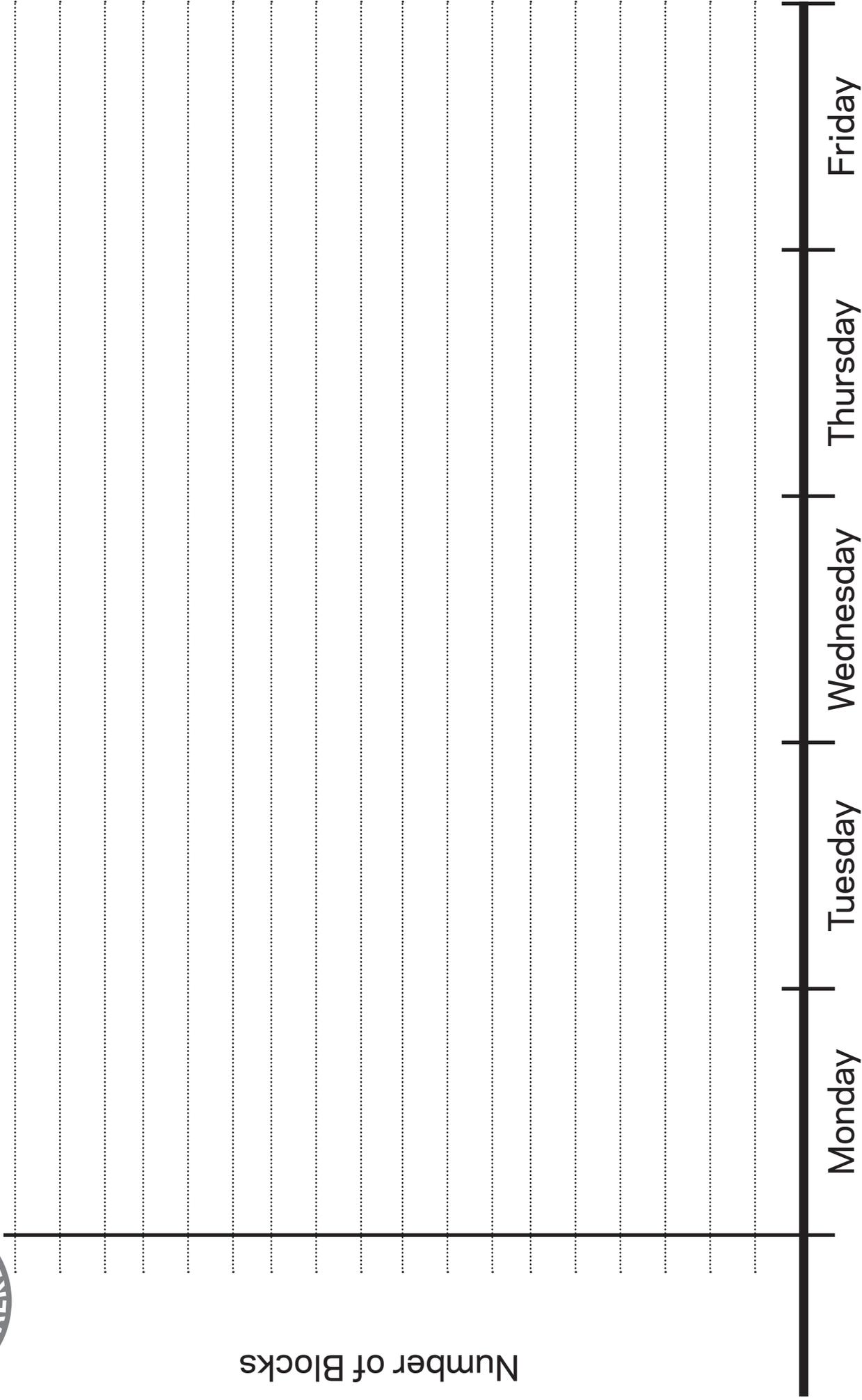


WEEK 1

Classroom Bar Graph



Number of Blocks



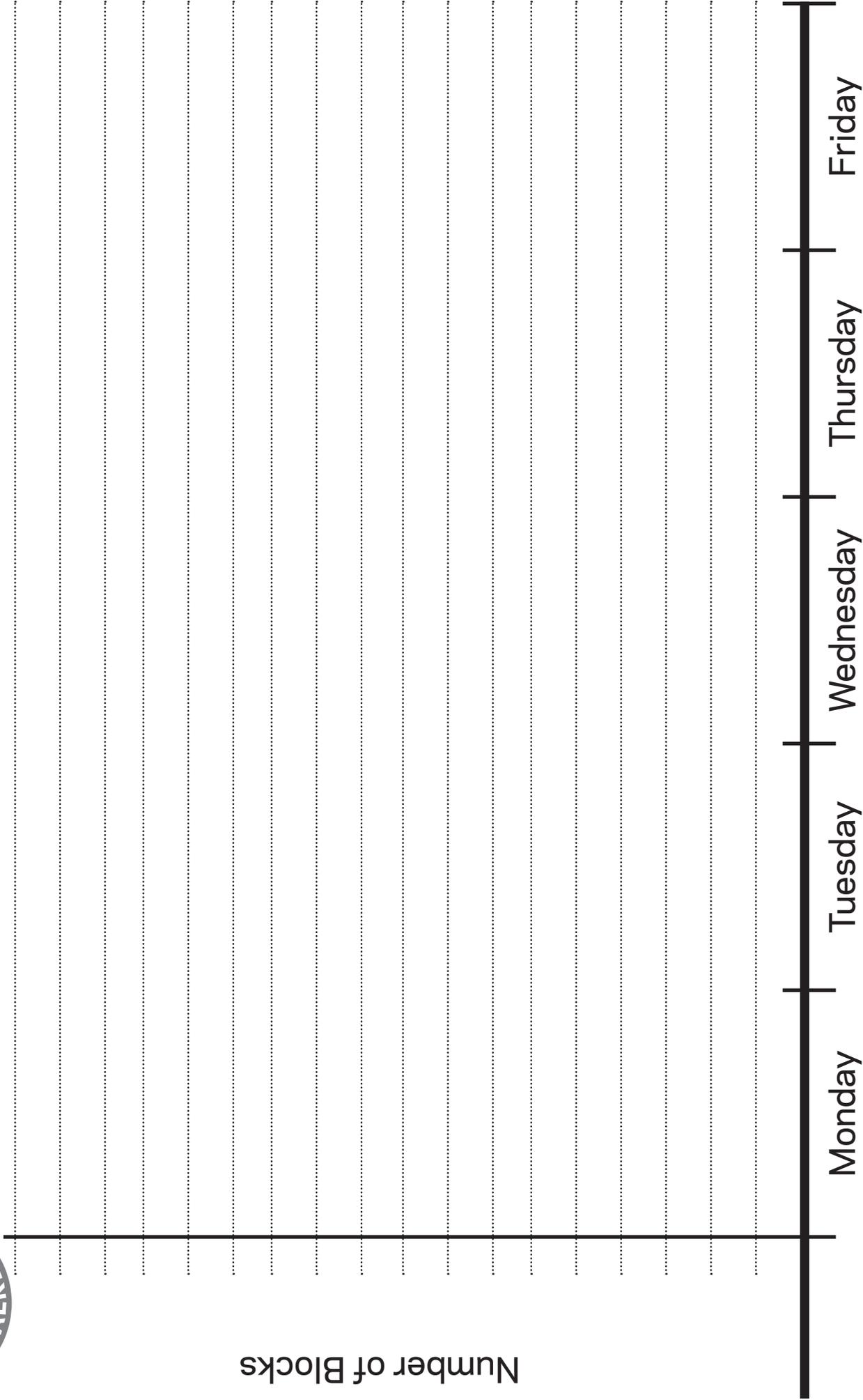


WEEK 2

Classroom Bar Graph



Number of Blocks





Step III: Get the Message Out

Discuss the definition of a Public Service Announcement with your group. Can they think of any causes or behavior changes that they have seen or heard PSAs for? Using the PSA Planning sheet, have students work alone or in small groups to fill out the prompts on the handout. Use this as a jumping off point to find some common ideas to write your script around. Each class will only be allowed to submit one written PSA so it will be important to set common ideas before the students compose a PSA.

If you are working with younger students, or a group with special needs, you may collaboratively write the PSA and submit the script you created with the students. If time allows, reading each written script aloud will deepen student understanding of the the medium through which the winning PSAs will be delivered—as a recording of the script for the public to listen to.

Once the final 30-second PSA entry is determined, submit the text to NYCDOT via our email address walkingschools@nyc.dot.gov. Please see the following Competition Rules to make sure you are in compliance with the guidelines.

Handouts

(1) PSA Planning

COMPETITION RULES:

PRIZES

A Grand Prize will be awarded to the school with the overall best entry (\$1,000), and for the school with the best entry in each borough (\$250 each). All submissions are due by midnight, Friday, November 16th. Winners will be announced in December 2012.

ENTRIES MUST INCLUDE:

1. A Final Tally tracking two full weeks of all walking activity. Each class participating must include their numbers. These numbers will be taken into consideration when choosing the winning PSAs.
2. A PSA script which reads 30 seconds in length (no more than 75 words). Please include your school name, address, class number and teacher's name along with the script. This PSA will be judged on the following:
 - **Originality:** PSA shows imagination and creativity.
 - **Appeal:** PSA gains attention and has audio appeal.
 - **Concept:** PSA thoughtfully considers the “Let Your Feet Meet the Street!” theme highlighting the benefits and importance of walking.
 - **Persuasiveness:** PSA is convincing and will make people change their behaviors, and walk more.

The winning PSAs will be played for the general public. These could include, but are not limited to, radio or television broadcast, the City's telephone system, and announcements made by the City of New York.

Teachers enter their classes into the competition via online registration here: nyc.gov/html/dot/html/safety/walkingschools.shtml.



School: _____

Class: _____

Name: _____

Date: _____

PSA Planning

Brainstorm

What did you learn about walking while counting the blocks you had walked?

Focus

What one key thing would you tell people to make clear that walking is essential?

Why?

Why should people make walking an important part of their lives?

Message

Can you create a "catch phrase" to build your PSA announcement around?