



# Teacher's Guide

## GRADES K-5

### 2014



[nyc.gov/walkingschools](http://nyc.gov/walkingschools)

### *What's Inside*

- (1) Introduction
- (2) Step 1: Get Walking
- (3) Step 2: Get Talking
- (4) Step 3: Get the Message Out



# Introduction

## Thank you for your interest in the 2014 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 and is easily adaptable across all grades and learning styles. The *We're Walking Here* (WWH) curriculum complements the Common Core requiring students to read, listen, write, and speak, closely observing environmental and traffic conditions, and health benefits.

**WWH competition officially opens October 7, 2014, final contest submissions due no later than midnight, Monday, November 24, 2014.**

This competition will require two to three class periods to administer, including one WWH 2014 lesson and the creation of a PSA. At a time of the school year when standardized testing schedules are less demanding, WWH provides teachers with a project that builds class cohesion and advances learning momentum.

In addition to cash prizes offered through the Safe Streets Fund ([safestreetsfund.org](http://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, productivity and school pride.



## Participate in Three Easy Steps

### STEP I: GET WALKING

- Students track their walking activity over a two-week period using their individual “Blocks You Walked Student Tracker,” marking the number of blocks walked daily, weekly, and finally, the bi-weekly grand total. At the end of each week, teachers will compile all individual student results on the “Blocks You Walked Classroom Bar Graph.”
- Review instructions on how to incorporate pedometers into student walking and class lessons, see following page.
- Submit a copy of the bar graph to WWH 2014, either by emailing a scan of the 8 1/2 “ X 11” graph, by faxing to (212) 839-4782, or by taking a digital photo of the poster-sized graph and emailing as attachment to [walkingschools@dot.nyc.gov](mailto:walkingschools@dot.nyc.gov).

### STEP II: GET TALKING

- Lessons, worksheets, and other resources are included in your WWH Starter Kit. The materials will encourage students to explore the benefits of walking, including environmental impacts, personal health improvements and the importance of walking safely. Share the NYC Walking Facts sheet with your students to lay the groundwork. Teachers then choose a lesson aligned with the level and learning styles of their student group.
- Students complete the “Public Service Announcement Planning” sheet. Teachers help students brainstorm ideas and select the strongest, most creative elements to incorporate into their PSA message.

### Competition Notes

- The first two WWH 2014 registered classes (maximum 60 students per school) per school will receive starter kits including lesson plans, a set of student worksheets, trackers, pencils, and pedometers for all students in the class.
- Although our supplies are limited to 2 classes/60 student per school, additional classes per school are invited to join the PSA competition. See competition rules.

### STEP III: GET THE MESSAGE OUT

- Submit the final typed PSA script of no more than 75-100 words via email – [walkingschools@dot.nyc.gov](mailto:walkingschools@dot.nyc.gov), no later than **November 24, 2014**, at midnight. In addition to the PSA script, we strongly encourage audio or audio-visual recordings of students’ PSA, send digitally or via USPS (address below). We will accept submissions from multiple classes in each school.

#### SUBMISSION MAILING ADDRESS

NYC Department of Transportation  
Office of Safety Education and Outreach  
Attn: We’re Walking Here 2014  
59 Maiden Lane, 34th floor  
New York, NY 10038

#### SUBMISSION EMAIL

[walkingschools@dot.nyc.gov](mailto:walkingschools@dot.nyc.gov)



## Using a Pedometer

Your WWH 2014 enhanced WWH Starter Kit includes one pedometer per student, up to 60 per school, to enrich student quantitative understanding of distance, time and rate. Pedometers challenge students to walk healthy distances every day. They are often experienced as fun motivational gadgets by children and adults alike, and add a novel dimension to any walking contest. Here are a few tips about how to use them.

- (1) WWH pedometers measure steps, so students will either need to calculate how long their unique step is, or teachers can assign pre-set averages, e.g., elementary school student, 15 inches/step, middle school student, 18 inches/step, high school student, 20 inches/step.
- (2) Pedometer measurements are most accurate with smooth, steady steps. Jumping, hopping and running will throw off the counting mechanism.
- (3) Assign pedometers to measure in- and around-school activity over the course of one school day, or for a 24-hour period to include to- and from-school activity. Remind students sharing pedometers to note the numeric readings before resetting the instrument for the next user.
- (4) Teachers can create simple or elaborate assignments for students to convert inches to blocks walked depending on the age, interest and academic levels of their students. See the "How Many Steps?" lesson included in the WWH Teacher's Guide.

*For additional pedometer activities to enhance cross-curricular lesson plans, visit Virginia's Walk Smart website: [http://www.doe.virginia.gov/instruction/physed/walk\\_smart/pedometer\\_activities\\_lessonplans.pdf](http://www.doe.virginia.gov/instruction/physed/walk_smart/pedometer_activities_lessonplans.pdf)*





# Step I: 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.

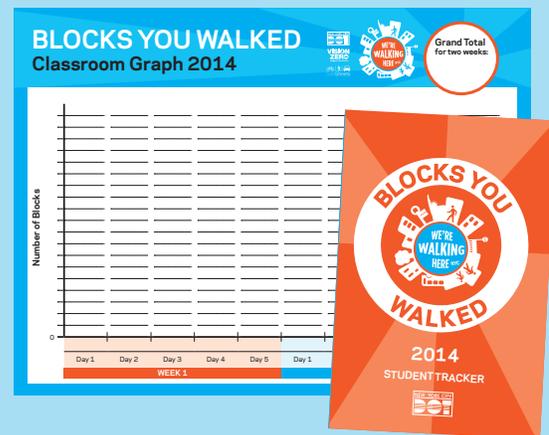
During the “Get Walking” step, ask students to bring their “Blocks You Walked Student Trackers” daily and ask them to share the results when convenient. Teachers and students complete the first week of the “Blocks You Walked Classroom Bar Graph,” utilizing either small groups or whole class input. This 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

Send in FINAL BLOCKS WALKED BAR GRAPH with result of your class’s two weeks walking activity, either by emailing a scan or photo of the Blocks You Walked Bar Graph to [walkingschools@dot.nyc.gov](mailto:walkingschools@dot.nyc.gov), or by faxing the 8 ½ X 11 inch copy to (212) 839-4782.

## Handouts

- (1) Blocks You Walked Student Tracker (included in the Starter Kit)
- (2) Blocks You Walked Classroom Bar Graph Poster for use as a class (included in the Starter Kit)



Download printable versions of the Student Tracker and Classroom Graph at [nyc.gov/walkingschools](http://nyc.gov/walkingschools).

## A Note About Blocks

For the purposes of WWH, blocks are short, north-south NYC blocks (264 feet). However, this can vary per borough and students should simply count a block everytime they cross a street.



## Step II: 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.




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## 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

Equipment: Can be used with a pedometer

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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 the school while counting steps, either with or without the use of a pedometer. Use math to estimate how many steps students take in a day, in a week. Extend the calculations to measuring walking activity over the course of a school day and/or 24 hour period. Students familiar with multiplication and division operations may complete the steps-to-blocks box. Refer to the “NYC Walking Facts” handout to review the health benefits of walking.

As an added feature, have students keep track of the number of minutes it takes them to walk the various distances. Review the Center for Disease Control recommendation that children and teens should do 60 minutes of physical activity every day, especially aerobic activities, like walking.

<http://www.cdc.gov/physicalactivity>

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## Street Survey Project

Grades: 3-5

Categories: Safety

Subjects: Social Studies, Math

Time: 45 minutes

Handout: (5) Street Survey

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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.

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## Personal Carbon Footprint

Grades: 3-5

Categories: Environment

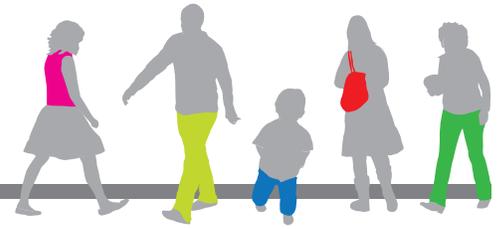
Subjects: Environmental Science, Social Studies

Time: 20-30 minutes

Handout: (6) The Carbon Footprint of a Commute

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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



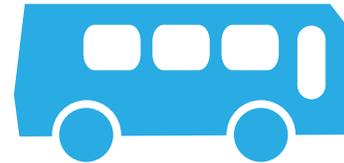
In a crash, pedestrians are in more danger than the people in a car.

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.



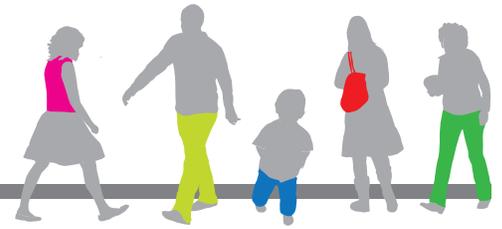
Transit riders are much safer than people driving in cars.



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.

Most New Yorkers do not know the speed limit's changed to 25 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.

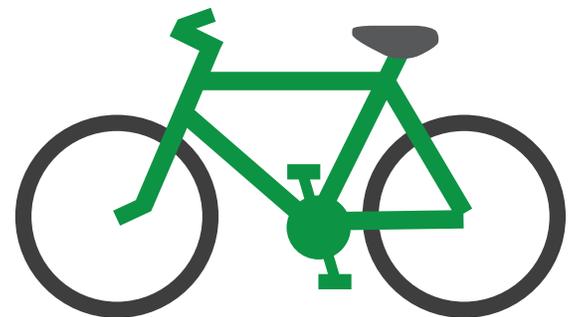


People who walk to get around make their heart strong and stay healthy.

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



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



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



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.

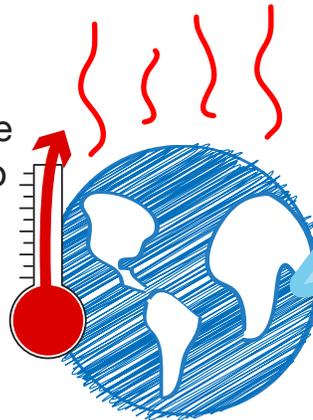
One in every four transit trips in the US is made in New York.

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.

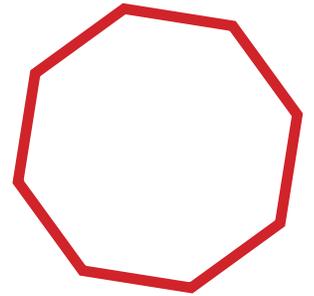


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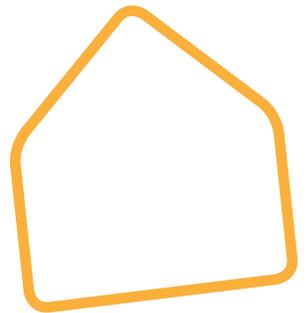
There are many numbers and shapes out on the street!

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

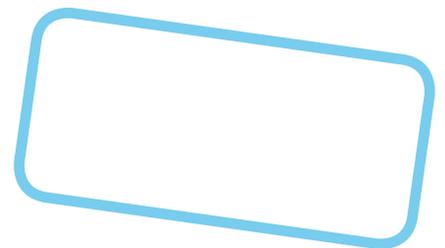
- b. Where do you see an octagon?



- 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?

Count, calculate or estimate how many steps it takes for each activity. Use the formulas if needed.

## FORMULAS

1 step =  inches

12 inches = 1 foot

1 block = 264 feet

1 mile = 5,280 feet

### Count:

How many steps to walk around your school?

\_\_\_\_\_ steps

### Calculate:

How many steps in one block?

\_\_\_\_\_ steps

**1 block**

### Estimate:

How many steps do you walk in one 24-hour period?

\_\_\_\_\_ steps

### Count:

How many steps do you walk during the school day?

\_\_\_\_\_ steps

### Calculate:

How many steps does it take to walk one mile?

\_\_\_\_\_ steps

**1 mile**

### Estimate:

How many steps do you walk in a lifetime?

\_\_\_\_\_ steps

**1 lifetime**



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.

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rode in a typical car, her drive would make

**12** pounds of carbon dioxide.

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rode in a hybrid car, her car would produce

**4** pounds of carbon dioxide.

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took the bus, it would create

**5** pounds of carbon dioxide.

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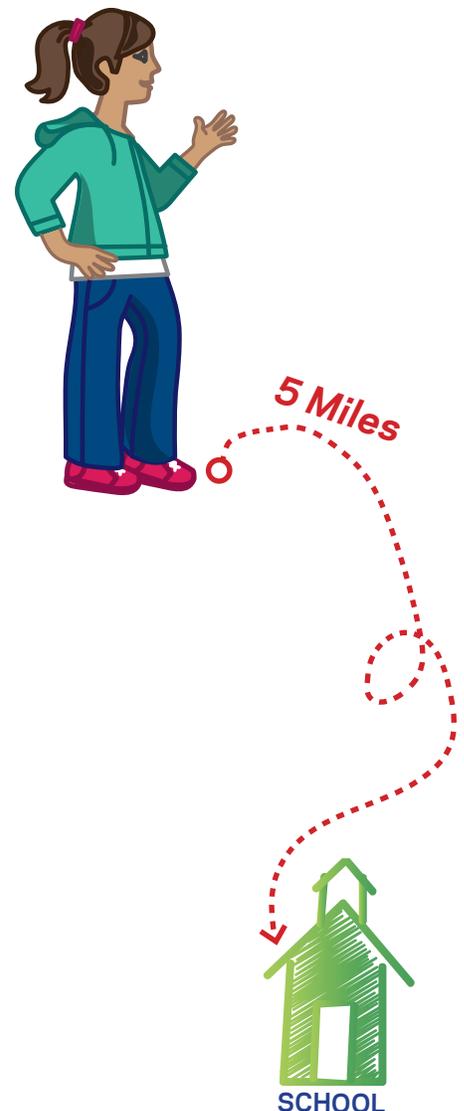
rode the train or subway she would put

**2** pounds of carbon dioxide into the atmosphere.

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walked, biked, or skated, she would create

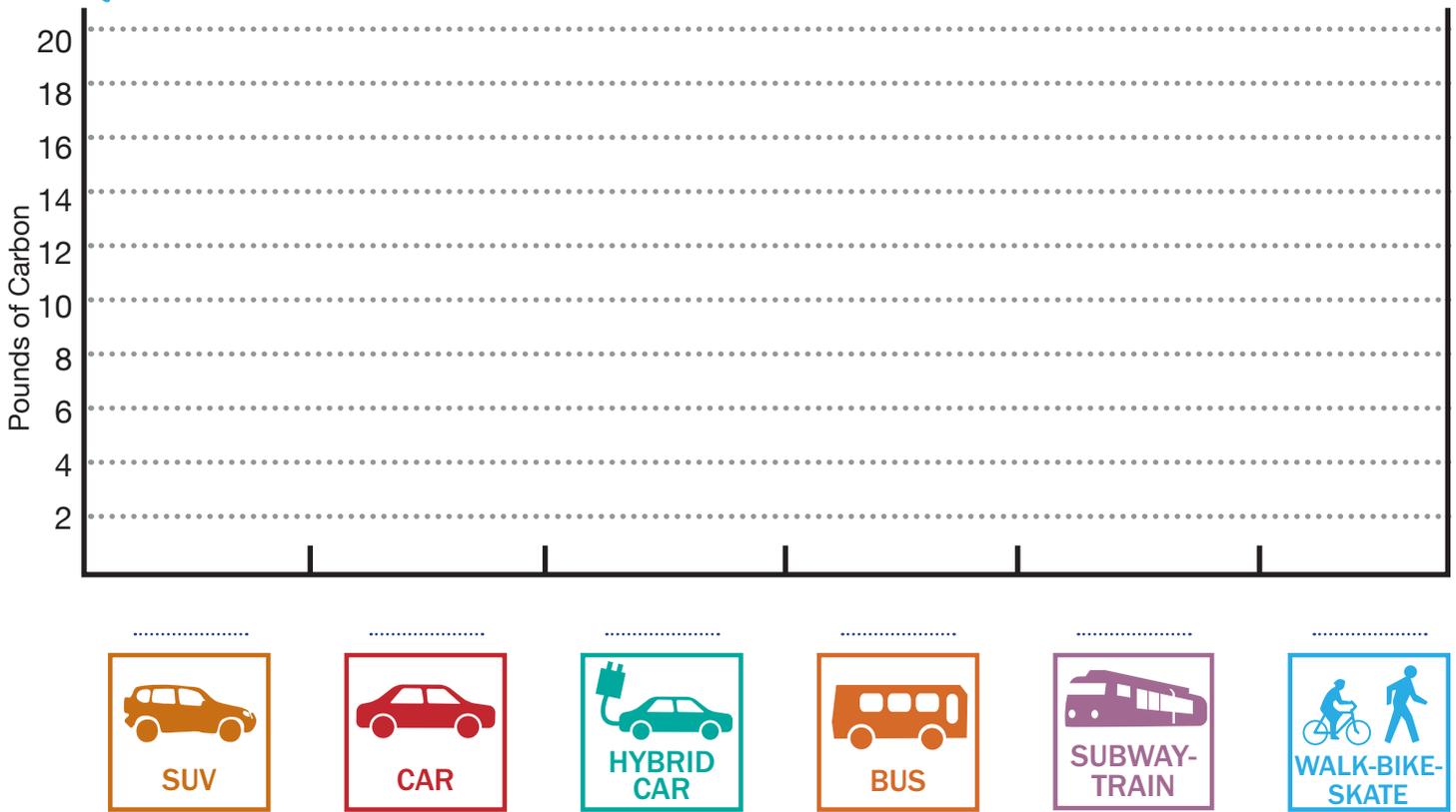
**0** carbon dioxide.





## (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?

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## Step III: Get the Message Out

Discuss what a Public Service Announcement is with your students. Can they think of any PSAs they have heard? Have they noticed any behavior changes or public opinion shifts caused by PSAs? Use this as a jumping-off point to locate some common ideas before your students complete the WWH PSA Planning worksheet, individually or in small groups.

Teachers then may work as a whole class to select the strongest, most creative elements and themes to incorporate into the class PSA.

Submit the final typed PSA script of no more than 75-100 words via email to [walkingschools@dot.nyc.gov](mailto:walkingschools@dot.nyc.gov), no later than no later that midnight, Monday, November 24, 2014.

In addition to the required PSA script, teachers may optionally submit audio and/or Audio-visual recordings (address below). We will accept submissions from multiple classes in each school.

Please review full Competition Rules (on the next page) to ensure you are in compliance with the guidelines.

### *Handouts*

- (1) PSA Planning



## WWH 2014 Competition Rules

### ENTRIES MUST INCLUDE:

- FINAL BLOCKS WALKED BAR GRAPH with result of your class's two weeks walking activity, sent either by emailing a scan or photo of the Blocks You Walked Bar Graph to [walkingschools@dot.nyc.gov](mailto:walkingschools@dot.nyc.gov), or by faxing the 8 ½ X 11 inch copy to (212) 839-4782.
- Public Service Announcement (PSA) as a typed script which reads 30 seconds in length (no more than 75-100 words). Please label the script with your school name, class number and teacher's name along with the script. Teachers are invited to submit audio and/or video recordings to complement the typed script.
- Although our supplies are limited to 2 classes/60 student per school, additional classes per school are invited to join the PSA competition.

### THE PSA WILL BE JUDGED ON THE FOLLOWING CRITERIA:

- **ORIGINALITY:** PSA shows imagination and creativity in promoting the benefits of walking.
- **APPEAL:** PSA is catchy and has audio-visual appeal.
- **CONCEPT:** PSA thoughtfully highlights the benefits and importance of walking.
- **PERSUASIVENESS:** PSA is convincing and will make school-aged children and teenage youth change their behaviors and walk more.

### PRIZES

A grand prize will be awarded to the school with the overall best entry (\$1,000). A 2nd place prize (\$750) and 3rd place prize (\$50) will be awarded as well. All submissions are due **no later than midnight, Monday, November 24, 2014**. Winners will be announced in December, 2014.

The winning PSA's will be professionally video-recorded and played for the general public. These could include, but are not limited to radio or television broadcast, announcements made by the City of New York, and distribution via DOE, DOT, and DOHMH YouTube outlets.



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?