



# Teacher's Guide

## GRADES 6-12

2012

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



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## 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](mailto: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](mailto: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. 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 Public Service Announcement you create during the “Get the Message Out” step.

## Description of Activities

### Neighborhood Walk

Categories: Safety  
Subjects: Social Studies, Science  
Time: 30-45 minutes  
Handout: (2) Neighborhood Walk

Lead the students in a discussion about the area around their school and the way the streets are designed. You can use the “Neighborhood Walk” handout that we’ve included. Distribute copies to each student. Take a walk with your students on the block directly around the school or a few blocks that are close by. Have the students use the handout to write down observations for each category, determining what kinds of behaviors you see that are dangerous. When you return from your walk, discuss how these observations and notes can inform your class contest entry. Were you surprised by what you saw? Why is it especially dangerous when drivers don’t pay attention? If a lot of kids walk to your school, but the traffic seems to be going too fast, what behavior changes should be made to encourage walking in the area? If people are making dangerous turns at an intersection, what could your students teach drivers to make them safer?

### Handouts

- (1) NYC Walking Facts
- (2) Neighborhood Walk
- (3) School Zone Behaviors
- (4) The Carbon Footprint of a Commute
- (5) How Many Steps?
- (6) Street Survey
- (7) Crash Stat

### School Zone Behaviors

Categories: Safety  
Subjects: Social Studies  
Time: 20-30 minutes  
Handout: (3) School Zone Behaviors

Distribute the “School Zone Behaviors” handout. Have students work with partners to list examples of ways they have seen drivers, pedestrians, and cyclists being unsafe. Come back together for a class discussion. Be sure to highlight the different ways in which dangerous car driving behaviors (distraction, fast turns, speeding) can have serious consequences for both pedestrians and cyclists. Have a discussion about why it is important for the streets to be safe for pedestrians given the percentage of walkers and their vulnerability. If they believe that people are generally driving dangerously in the area, encourage them to think about what particular changes need to be made to solve this problem. Do we need better education, engineering



or enforcement? Do we need all three? If so, how would we go about doing any of these things? And in the meantime, what could we do to protect ourselves?

\* Note: This is an indoor version of the Neighborhood Walk for those who cannot get outside to survey the actual environment.

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## Personal Carbon Footprint

Categories: Environment  
Subjects: Environmental Science, Social Studies  
Time: 20-30 minutes  
Handout: (4) 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?

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## How Many Steps?

Categories: Health, Safety  
Subjects: Math, Health, P.E.  
Time: 45 minutes  
Handout: (5) How Many Steps? (1) NYC Walking Facts

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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 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.

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## Street Survey Project

Categories: Health, Safety  
Subjects: Social Studies, Math  
Time: 45 minutes  
Handout: (6) 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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## Crashstat.org

Categories: Safety  
Subjects: Social Studies  
Time: 45 minutes  
Handout: (7) Crashstat.org

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Distribute the “Crashstat.org” handout. Have students work with partners at a computer. Look at the mapped crash statistics for the area around the school and fill out the worksheet. Come back together for a class discussion. Why is it important for the streets to be safe for pedestrians? What percentage of people getting around are pedestrians? Which pedestrians are most vulnerable? If the students believe that people are generally driving dangerously in the area, encourage them to think about what particular changes need to be made to mitigate this problem. Do we need better education, engineering, or enforcement? Do we need all three? If so, how would we go about doing any of these things? And in the meantime, what could we do to protect ourselves?



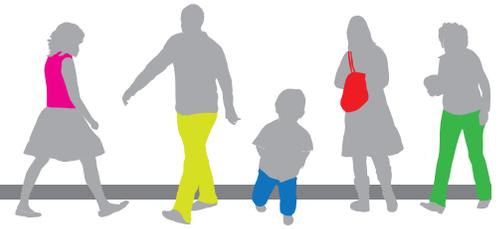
# (1) NYC Walking Facts

## Health

- On average, people who walk or bike to work or school get more than an hour of exercise daily. They also lower their risk of heart disease and diabetes.
- People that live in areas with more high quality sidewalks and bike lanes are more likely to be active and less likely to be overweight.
- New Yorkers who take public transportation for most of their commute get almost half an hour more daily physical activity than those who use a personal car.
- The highest concentrations of particulate matter are found in areas where traffic density is highest. If fewer cars are on the roads, air quality will improve.
- The health benefits of regular physical activity, even in polluted air, outweigh the risks of inactivity.

## Safety

- Pedestrians are much more vulnerable than car occupants in a crash.
- Driver inattention was cited in at least 1 in 3 crashes resulting in pedestrians seriously injured.
- When it comes to traffic danger, people between ages 5 and 17 and over age 60 are the most at-risk pedestrian groups.
- Children involved in a crash while crossing against the signal are more likely to be seriously injured than an adult struck while crossing against the signal.
- In New York City 3 in 4 serious pedestrian crashes occur at intersections.
- Two-fifths of serious pedestrian crashes occur between 3pm and 9pm.
- Transit riders are 95% safer than people driving in cars.



# (1) NYC Walking Facts (continued)

## 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 23% of 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.
- 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
- New York's mass transit system moves approximately 40% of all people traveling by motorized transportation on a typical weekday (excluding heavy trucks), while resulting in only 12% of transportation CO<sub>2</sub> emissions, and 3% of overall CO<sub>2</sub> emissions.
- Without efforts to limit carbon emissions, the United States could warm 7 to 11 degrees Fahrenheit by the end of the century. Cutting emissions could hold that increase to just 4 to 6.5 degrees Fahrenheit.



School: \_\_\_\_\_

Class: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## (2) Neighborhood Walk

Walk around your neighborhood with your team for twenty minutes. Look at the behaviors of pedestrians, cyclists, and drivers, and note how many people you see doing each one of the dangerous behaviors. What should they be doing differently?

CATEGORY	How many people do you see?	What should they be doing differently?
<p><b>DISTRACTED WALKING</b> (using ipod, talking on cell phone, talking to friends)</p> 	<p>Put one tick mark for each person you see <i>XXI</i></p>	
<p><b>SPEEDING CARS</b> (cars that speed through yellow lights, are going more than 30mph)</p> 		
<p><b>WALKING AGAINST TRAFFIC SIGNAL</b> (crossing the street during a "don't walk" signal)</p> 		
<p><b>DISTRACTED DRIVERS</b></p> 		
<p><b>NOT "BIKING SMART"</b> (going the wrong way, adults on sidewalks, no helmet)</p> 		



School: \_\_\_\_\_ Class: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## (3) The Carbon Footprint of a Commute

Let's say Maria lives in one borough and goes to school in another borough 5 miles away. That means her total commute to school is 10 miles per day.

If she:

**rode in an SUV**, her 10-mile commute would generate 16 pounds of carbon dioxide.

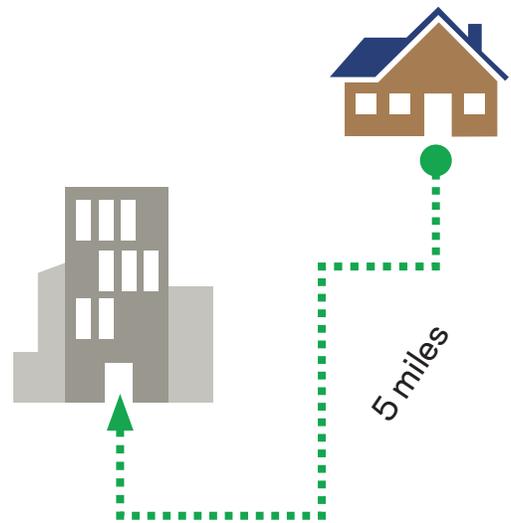
**rode in an average car**, her drive would release 12 pounds of carbon dioxide.

**rode in a hybrid car**, this commute would emit 4 pounds of carbon dioxide each day.

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

**rode the train or subway** she would put 2.5 pounds of carbon dioxide into the atmosphere.

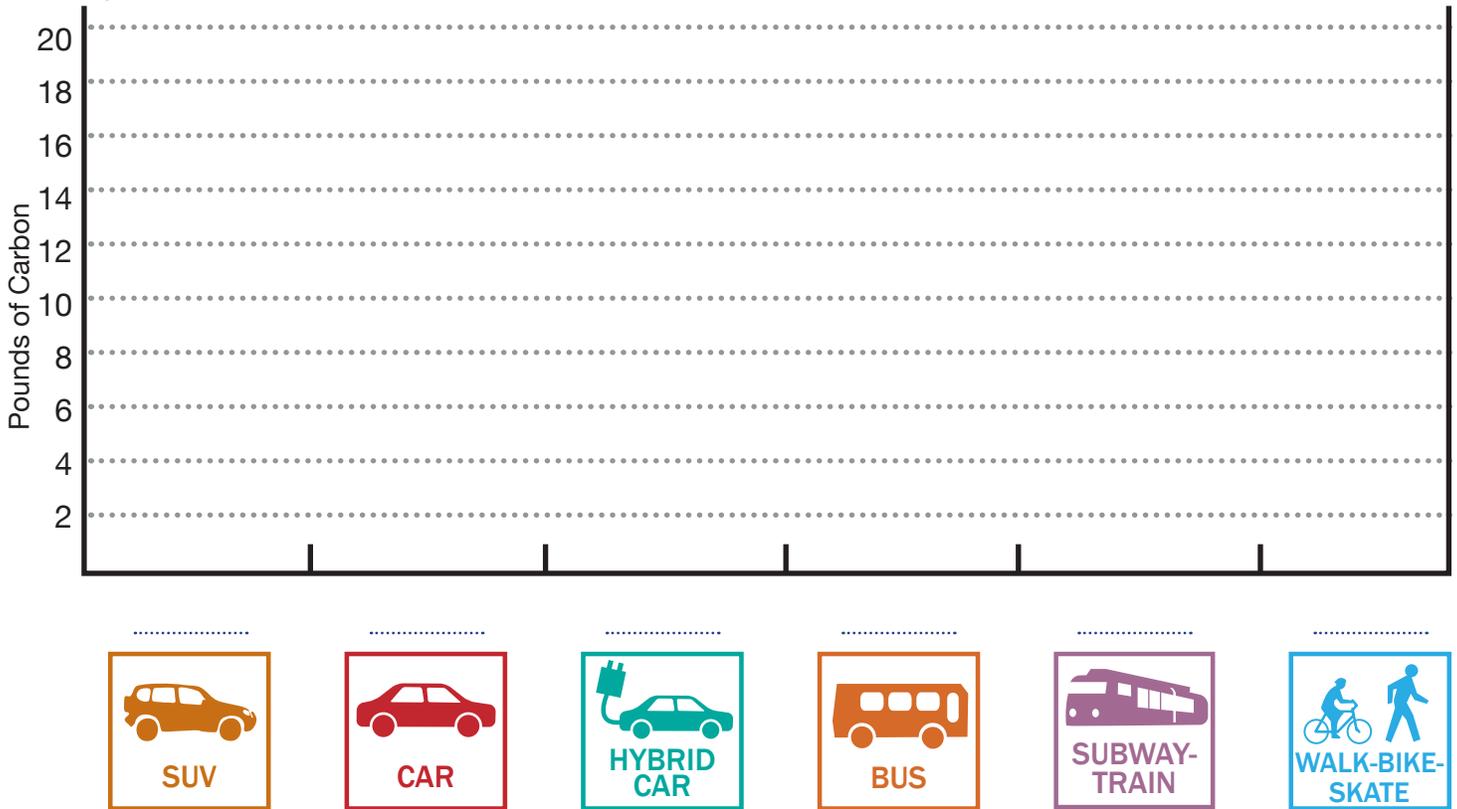
**walked, biked, or skated**, Maria's commute would create no carbon dioxide beyond her normal respiratory output.





### (3) 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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School: \_\_\_\_\_ Class: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# (4) School Zone Behaviors

Brainstorm with a partner and list the different unsafe behaviors you see car drivers, cyclists, and pedestrians do around your school every day.

## DRIVERS:



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What could they do differently?

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## CYCLISTS:



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What could they do differently?

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## PEDESTRIANS:



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What could they do differently?

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School: \_\_\_\_\_

Class: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## (5) 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: \_\_\_\_\_

## (6) 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: \_\_\_\_\_

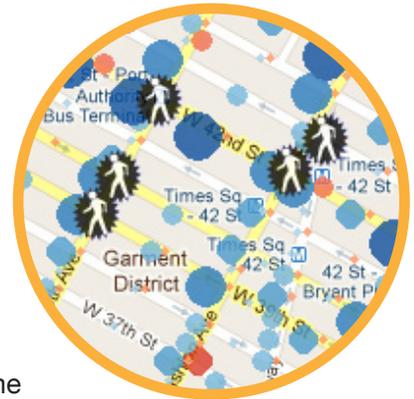
Name: \_\_\_\_\_

Date: \_\_\_\_\_

## (7) CrashStat

Go to: [www.crashstat.org](http://www.crashstat.org)

Click on your school's borough at the top. Zoom in so you can clearly see the neighborhood around your school.



1

Has there been a crash in the area? Which intersection? What might be some reasons why this intersection is a dangerous place for pedestrians?

2

Notice this data only goes to 2005. Do you think this intersection has gotten safer since then? Why or why not?

3

Is the area near your school generally safe or unsafe for walking? Why or why not?

### ABOUT CRASHSTAT 2.0

Crashstat.org organizes data that is available to the public and shows the fatal crashes as a layer on the map of New York City. It is powered by Transportation Alternatives.





# 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.

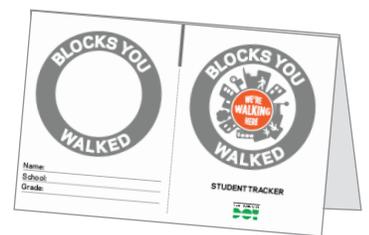
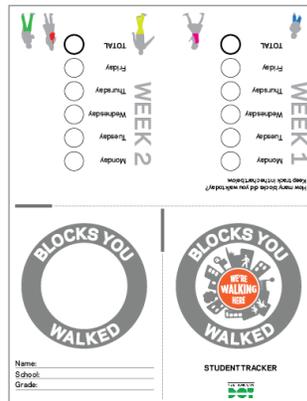
## THE FINAL TALLY

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

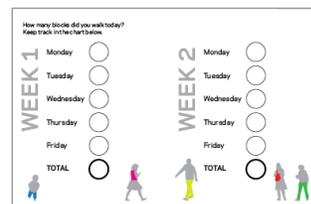
### Handouts

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

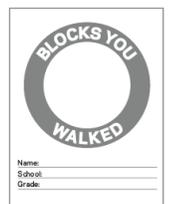
## HOW TO MAKE THE STUDENT TRACKER



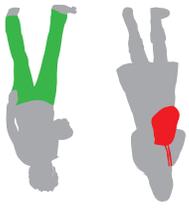
Front



Inside



Back



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○  
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TOTAL  
Friday  
Thursday  
Wednesday  
Tuesday  
Monday



# WEEK 2



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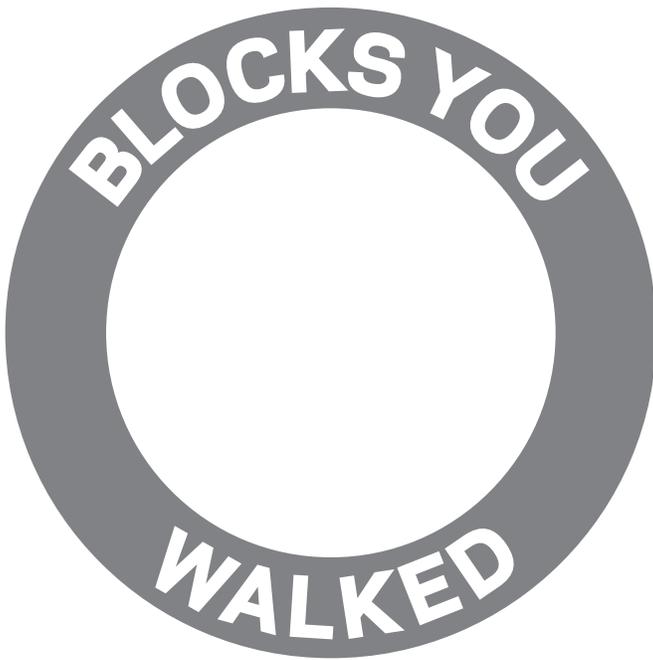
TOTAL  
Friday  
Thursday  
Wednesday  
Tuesday  
Monday



# 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



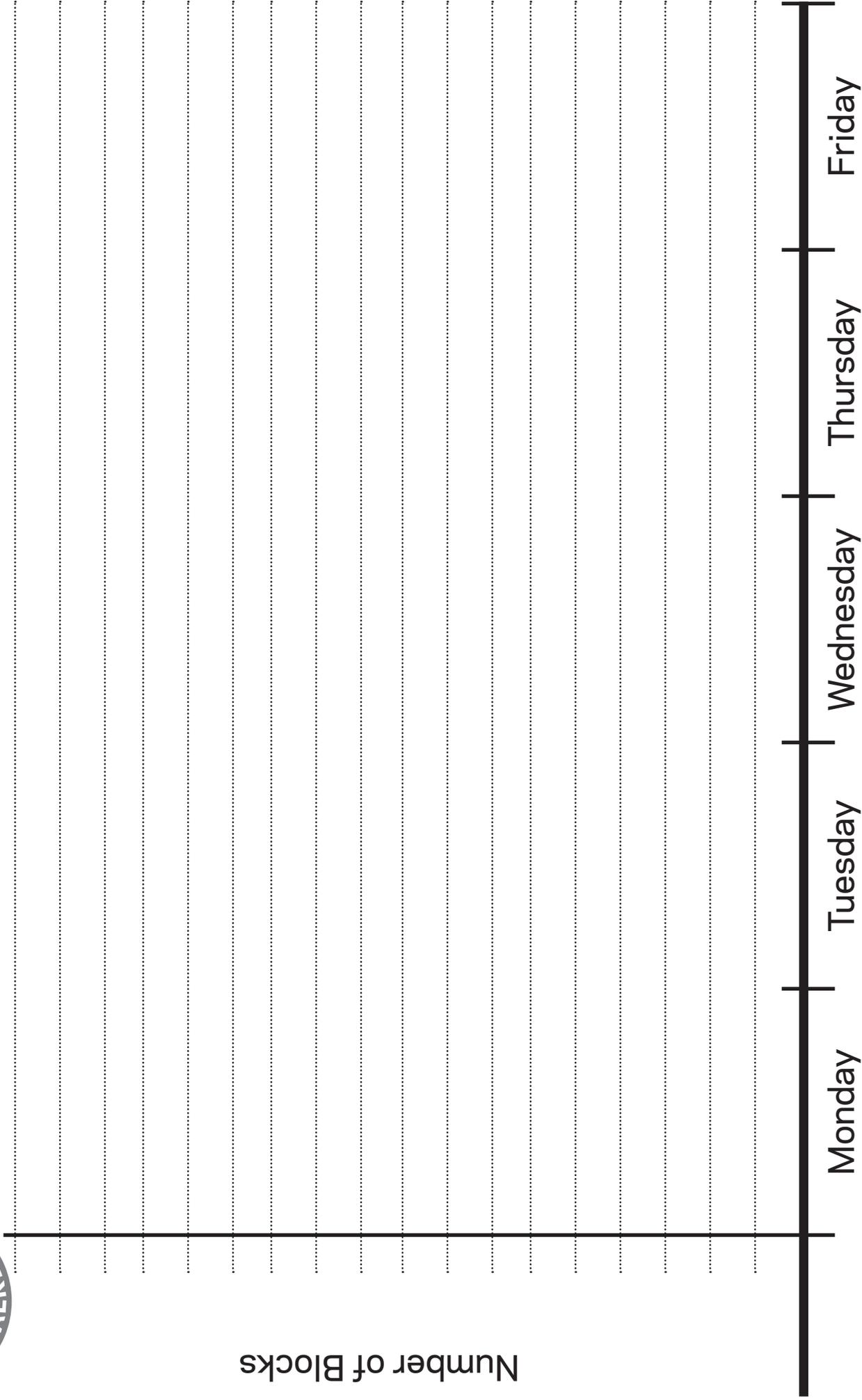


# WEEK 1

## Classroom Bar Graph



Number of Blocks



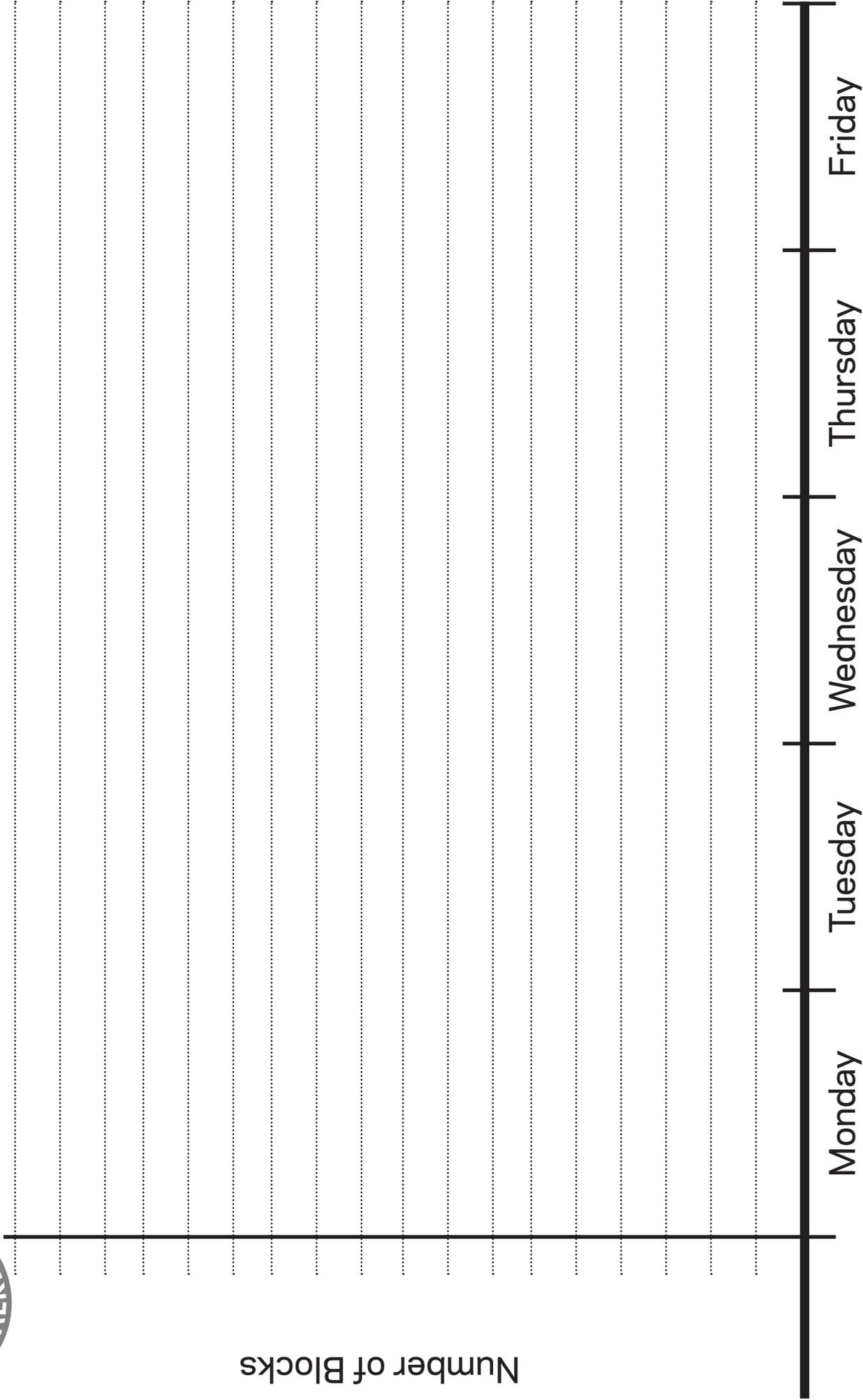


# WEEK 2

## 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 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](mailto: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](http://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?