



# Arkansas Safe Routes to School **Overview**

*Curriculum providing instruction within the  
Arkansas State Department of Education's  
published frameworks for student competency  
in Physical Education and Health*



# Overview

## What is the purpose of this curriculum?

### THIS CURRICULUM INCLUDES THE NEEDS OF A UNIQUE AUDIENCE:

*School districts with students who live too far away to walk to school daily.*

The goal of inspiring a student to walk to school daily for their health and fitness has limited chances of succeeding when the student lives 20 miles from school – or even two miles away.

### SO, HOW CAN WE BE INCLUSIVE OF SUCH STUDENTS?

*We create other opportunities for them to walk or run daily:*

In this curriculum, we do this by utilizing physical-education classes to promote daily walking and running in settings in addition walking to school. How? We challenge them to walk or run daily:

- from a drop-off point near the school,
- during recess
- during the lunch break,
- during physical education classes and
- on their own time at home after school and on weekends

### BUT HOW CAN WE MOTIVATE STUDENTS TO PARTICIPATE?

*By challenging them to earn and win incentives*

Instead of making walking and running a drudgery required in gym class, we make walking and running fun with external rewards: Our longterm objective is that they will discover the internal rewards of feeling better, being more alert in class, having more energy and achieving higher grades, however, in the short term:

**ALL PARTICIPANTS** each month can earn a plastic token to hang on their backpack or book bag showing they participated in the physical education class walking/running event.

**ALL PARTICIPANTS** can track the *monthly* total of miles they walk or run and be recognized when they are the:

- TOP BOY or TOP GIRL in their homeroom;
- TOP BOY or TOP GIRL in their grade;
- TOP BOY or TOP GIRL in their building;

*At the end of the school year, each category will have overall winners as well:*

**WALKERS WITH THE MOST MILEAGE** for the year will be recognized by:

- certificates provided in this curriculum and
- whatever other incentives or prizes that the physical education teacher may choose to provide – either through the school’s budget, outside grant funding or local donations.

### CAN WE DO THIS WITHIN THE STATE FRAMEWORKS?

*Certainly!*

As you can see with each lesson plan, we identify the competency or competencies that this particular lesson plan addresses. However, there are competencies that we don’t tackle. While we look at safety issues, for example, we confine this curriculum to topics applicable to walking or running – including how to find help.





# Overview

## How can this curriculum help meet state frameworks?

### THIS CURRICULUM ADDRESSES TOUGH TOPICS:

*How can phys-ed class teach refusal skills and the dangers of strangers?*

How can tough topics required by the state frameworks – such as personal safety – be taught in physical education class? Your class doesn't lend itself to seat work. The kids are looking forward to playing games, running and yelling.

### THIS CURRICULUM USES GAMES TO INSTILL REQUIRED CONCEPTS

*That includes such topics as pedestrian safety and how to summon adult help*

However, instruction is designed to be brief and to the point. Then the message is reinforced through activities. The kids play games reinforcing such concepts as "Look left, look right, then look left again" before crossing the street.

That's what you want in gym class. Learning while running, laughing and playing.

## Are you limited to those competencies we've identified?

### CERTAINLY NOT.

*In a number of lessons, you may want to add your own material.*

For example, in the Health and Wellness Strand for K thru 4, when addressing Standard 10: Personal Health and Safety, we opted to address traffic safety rules. However, due to our need to focus on walking, running and bicycling to school, we chose not to address school safety rules. You may choose to include those as time permits..





# Overview

## Is a full year commitment required?

### ABSOLUTELY NOT

#### *The pro-active phys-ed teacher can “cherry pick” one or two lessons*

Are some of the state frameworks difficult for you to work into the school year? Maybe this curriculum will help. Pick and choose according to your local situation.

#### *Or you can make this an eight-week unit*

This curriculum will empower you to do just that.

#### *Or you can make this a year-long promotion of walking and running*

That’s what we’d like to see. We recommend:

- Teach these lessons for eight weeks,
- Continue allowing students to accumulate mileage at the beginning and end of each class
- Continue tabulating students’ other mileage – before and after school, during recess, in class and over the weekend.
- Have a monthly special event
- Recognize the students with the top mileage each month – and at the end of the year.

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*NOTE: These lessons are intended to be given on a weekly basis with this unit stretching out for eight weeks. If your students attend phys-ed class daily, spend the rest of the week reinforcing these lessons with similar activities and games – with the major focus on mileage: allowing the students to walk or run the track or gym to accumulate as many miles as possible.*

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# Overview

## What extra materials are needed ?

### Plastic drinking straws or wooden popsicle sticks:

It is recommended that you have a pack of 500. Each session will begin and end with students walking and running at their own speed.

### Procedure:

1. The teacher or an aide gives each child one straw or stick (or whatever works for you) upon completing a lap. Laps can be indoors in the gym or outdoors on a track or a course that you have set up.
2. At the end of the session, each student turns in their straws or sticks. Teacher or aide counts them and records the total on the student's weekly mileage card.
3. Straws or sticks are reused

### Student weekly mileage cards:

Here is the recommended card. There is a full sheet in the appendix session which can be run off on a copy machine or computer printer. Students get a new one each week.

(front)

(back)



**Arkansas Safe Routes to School**  
Week of \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **Homeroom:** \_\_\_\_\_

**Daily miles:** Distance from home or drop-off \_\_\_\_\_

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Before school	_____	_____	_____	_____	_____	_____	_____
In Phys-Ed	_____	_____	_____	_____	_____	_____	_____
At recess	_____	_____	_____	_____	_____	_____	_____
At lunch	_____	_____	_____	_____	_____	_____	_____
After school	_____	_____	_____	_____	_____	_____	_____
<b>TOTAL:</b>	_____	_____	_____	_____	_____	_____	_____

**TOTAL:**

### Other physical activity:

describe the activity

how many minutes did you do this?

<b>Sun</b>	_____	_____
<b>Mon</b>	_____	_____
<b>Tue</b>	_____	_____
<b>Wed</b>	_____	_____
<b>Thu</b>	_____	_____
<b>Fri</b>	_____	_____
<b>Sat</b>	_____	_____

### Class progress charts:

Our recommended class progress chart is included in the appendix.

### Plastic tokens:

These tokens are available from various vendors on the internet. We recommend that each student who walks or runs at least five miles for the entire month be given a monthly token. Notice that a different design and color is used each month – a pumpkin for October, a turkey for November, an evergreen tree for December, a snowflake for January and so forth.

### Banners:

We recommend that you have at least one in-class special one-mile running event each month. Be creative as you name the event. Use your discretion in requiring younger students to run a full mile. For October, name the event the Great Pumpkin Run; for November, the Turkey Trot; for December, the Holiday Dash and so forth. Use rolled shelf paper to create your own banner and allow each participant to sign the banner upon completion of the monthly event.





# Overview

## Will you need extra staff for this unit?

**THERE IS EXTRA PAPERWORK FOR THIS PROJECT:**

*Hopefully you can have an in-class assistant for this unit.*

It is best that the teacher not be over-burdened with the accounting aspects of this unit. If possible, have your aide take care of counting straws/popsicle sticks and marking the mileage cards.

## What about setting up walking school buses?

**HERE WE ARE RELYING ON THE EXPERTISE OF OTHERS:**

*We are including materials from successful programs.*

You are encouraged to replicate their successes by following their guidelines and learning from their successes and failures.

## Mileage counting issues

**SINCE STUDENTS ARE GOING TO KEEP TRACK OF THEIR MILEAGE ...**

You are going to need to measure the following:

- How many laps inside the gym equal a mile
- What credit you are going to award for a single lap inside the gym
- How many laps around the school track equal a mile
- If the school is designating an official “drop-off” point for riders and bused students to be dropped off on the way to school -- what mileage are you going to assign to that route?

Perhaps you will have the resources to calculate the mileage from school to the home of students who are walking to school. If not, ask the parents to measure the tenth of a mile on their car’s odometer.

## Have fun!

**WE BELIEVE YOU WILL ENJOY THIS PROJECT**

Let us know how it goes! We look forward to hearing from you! Because this curriculum is on line, we have the ability to fix typos, correct errors and reflect your experiences.

So, let us know how your program goes.

We’re very interested!

