

# Making Tracks

MAIN PROGRAM GUIDE

Walking, Cycling  
Skateboarding and  
In-line Skating



## Making Tracks Partners



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## About Making Tracks: Active Transportation Safety Education for Children and Youth

Active transportation means any non-motorized form of transportation such as walking, bicycling, in-line skating and skateboarding. Active transportation safety is a basic life skill; everyone is a pedestrian, most children have bicycles, and active transportation is increasingly promoted across Nova Scotia. Data collected through an environmental scan in 2007 pointed to a need for more and better active transportation safety education across the province.

Making Tracks is about making active transportation safe for children and youth in Nova Scotia by giving them the skills they need to do it safely. Making Tracks is a project of the Ecology Action Centre's Active & Safe Routes to School program

(ASRTS) with support from the Nova Scotia Department of Transportation and Infrastructure Renewal, St. FX University, and the Bicycle Trade Association of Canada.

Making Tracks teaches safety skills for each of four active transportation modes:

- Walking
- Bicycling
- In-line Skating
- Skateboarding

Using a train-the-trainer model, the program enlists the help of adults and youth in teaching safety skills to other youth and children. Making Tracks focuses on skill-based, experiential workshops.

The goals of Making Tracks are to increase the use of active transportation, to increase safety skills of active transportation users, and ultimately to make it safer for children and youth to walk or wheel on our travel ways.

## Active & Safe Routes to School

Making Tracks is an initiative of Active & Safe Routes to School (ASRTS), which encourages more children, youth and their families to use active transportation – such as walking and cycling – for the environment, physical activity and traffic safety. ASRTS is coordinated in Nova Scotia by the Ecology Action Centre in partnership with the Nova Scotia Department of Health Promotion and Protection as part of the Active Kids Healthy Kids initiative. For more information on ASRTS, see [www.saferoutesns.ca](http://www.saferoutesns.ca)



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# What is Active Transportation?

## The Benefits

Active & Safe Routes to School (ASRTS) is a broad approach to increase the use of active transportation by children and youth, and making it safer for them to do so. Active transportation means any non-motorized mode of travel: walking, cycling, in-line skating, skateboarding, scootering, wheelchairs, cross-country skiing, canoeing, etc. ASRTS's vision is a Nova Scotia where walking, cycling or using other forms of active transportation is a popular and safe choice made by children, youth and their families for the trip to school and other places children go to in their respective communities.

Through the Making Tracks program, ASRTS fosters community cohesion and produces safer, calmer streets and neighborhoods for active transportation. The Making Tracks program aims to impact the following:

- ✓ Reduce greenhouse gas emissions and air pollution from cars
- ✓ Increase physical activity
- ✓ Increase traffic safety
- ✓ Increase community cohesion

The program design is based on a youth mentoring concept. Thus an additional benefit for the Making Tracks program is the development of youth leadership as older children mentor younger children in the essential skills outlined in this guide.

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## The Outside Environment

The Making Tracks program is based on experiential applications for instruction and learning. The majority of the learning experiences will occur outside the facility. The Adult Leaders leading the Youth Mentors (who will be delivering the program to younger youth) will be required to use realistic program expectations and select settings helpful for learning skills. Teaching outside requires awareness and proper planning. The Youth Mentors will need to not only model expected behaviors, but to encourage the participants to follow the program guidelines. Teaching outside places the learner within the program environment and allows for instant skill transfer—children quickly value their gains in participating in an active-based program.

The outdoors is a natural classroom where teaching and learning can be very different from the community room or classroom. Learning in the natural environment often takes the learner beyond academics, the skills, or content delivery. As a result of being outside, learning in a real setting, many participants become activists for the very skills they are learning through experience and help from Youth Mentor: walking, cycling, skateboarding and in-line skating. Outdoor learning can enhance the

gain of skills and improve the program quality by having participants do rather than sit, listen, or watch. A quality experience can provide children and their families with skills that may result in life, health, and environmental improvements.

Participant interest is sparked, and they will learn to value skills taught in the outdoor setting through first hand experience, which is necessary in experiential learning. Students who learn to appreciate their abilities and the health benefits from active transportation will more likely want to continue the positive experiences. The Making Tracks program also provides students the chance to connect with different environments; from the city core, to suburban walkways, to rural roads. For many youth there are unknown treasures right in their own community, but are never realized as a passenger in a car. As the Making Tracks program may take Youth Mentors and their participants to a variety of possible transportation routes, the focus of each instructional experience is safety, activity, sound planning, and preparation for the outside instructional environment. The realities of seasonal weather in Nova Scotia means that conditions can—and will—change dramatically throughout the year and from location to location.

# Instructional Framework

## The Process of Learning

The best method to reach the outcomes for the Making Tracks program is through experiential education. This is a process of self-growth for the students through experiences where students are able to work kinesthetically (with their body) to use their new skills in a real setting—traveling routes within their own communities. Youth Mentors need to make sure that the participants have positive learning experiences in an environment that allows them to achieve personal success. The Youth Mentor leads the children safely through the sessions and guides them towards personal growth, in-

creased activity and safety awareness. The goals of the learning process are to clearly describe the purpose of each session, to demonstrate the skills, to allow enough practice time, and to provide the necessary corrective feedback to improve performance. The quality of the Making Tracks program rests on the transfer of learning into children's everyday lives.

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## Age Appropriate Instruction

Material taught in each Making Tracks program (walking, cycling, skateboarding and in-line skating) is taught according to the maturity levels of the different audiences in the program. For example, Youth Mentors teaching participants in the walking program will have a teaching approach that reaches out to a younger audience (P-3) whereas the cycling program will be aimed at students from grades 4-7. In-line skating and skateboarding may include many ages of participants; therefore the Expert Trainer and Adult Leader should instruct the Youth Mentors in the general instructional approaches overview:

- Groups of children require attentive Youth Mentors—show interest and enthusiasm during the session.
  - Develop a sense of community—a safe, fun, friendly environment to learn and practice new skills.
  - Remove the focus from the competitive aspect to doing skills—all children learn at their own pace, so focus on progression with positive support.
  - Be familiar with skill performance and provide constructive feedback.
  - Know the outcomes or goals for each activity. This will allow detection (what is not quite right) and correction (skill adjustments to improve performance).
- Be prepared for each session and stay in character when doing role-play.
  - Teaching methods encourage the participant to be actively engaged in the activity.
  - Instruct using a fun but structured format for content and skills.
  - Use visuals and a hands-on approach for demonstration—promote a sense of “doing”.
  - Creative imagination is required to make all activities interesting and fun—children absorb information better when having fun.
  - Break harder activities and information down into smaller parts—keep it simple.
  - Younger children pay less attention to long speeches. Use simple words and phrases in discussion.
  - Younger children require games and group activities to increase learning.
  - Older children can learn from group activities, including teamwork activities that allows for higher learning.

## Experiential Learning

The foundation of the Making Tracks program is based on a learning process that happens through direct experience. Doing is an essential part of learning, with direct experience increasing the chance of a rich learning experience. Allowing individuals to use safe and active modes of transportation by doing the activities is important in learning. As learning does not happen just by doing, participants must be able to set goals, build on what they already know, and reflect on what works and what does not, as they learn new skills. Youth Mentors need to value the personal experiences of participants, which must also be included in the assessment.

Activities in the natural environment allow for a break from inside learning. Participants learn by doing and reflecting on the experience with guidance from their Youth Mentor. There needs to be an interaction between the learner and the community environment where the learner is actively engaged in each Making Tracks activity. Learning skills in the outdoors provides participants not only with safe skills, but also experience in changing environments that will assist their problem solving, decision-making, critical thinking, communication, and cooperation abilities—important in experiential learning. The following is an instructional framework allowing for structured yet active learning:

## Experiential Framework

**Describe**—provide students with information and specific knowledge to help them be a part of each Making Tracks activity. Focus only on essential details necessary for the activity. Break large content areas into small parts using language that is suitable for the age group. Do not over-describe, this will result in participant boredom and disinterest.

**Demonstrate**—show the students key skills and model a standard that should be achievable for their ability. At times, the trainer can raise the performance level to challenge participants when suitable and safe.

**Doing**—allow the students plenty of time to do the skill, practice the skill, and engage within the activity in an authentic outdoor environment.

**Debriefing**—thoughtfully lead the students to make learning connections that result from their participation in the activity. The Youth Mentor is processing the learning from the activity through informal and formal assessment; help each child to recognize the learning connections and their skill performance in the Making Tracks activities. A positive debriefing should encourage children to participate in the future.

**Making Tracks Follow Up**—make use of the take-home part of the program—the Passport. Each participant will be provided with a passport, or skills card, for each program: walking, cycling, skateboarding and in-line skating. The participant is expected to share with their parent/guardian what was learned and wherever possible show their skills as practice. The parent/guardian is expected to update the passport and return it with the participant for the next session.

## Authentic Learning

Authentic learning is when the participant is learning by doing in the appropriate environment. It provides the opportunity to learn in the real setting—not away from the program environment. The Making Tracks program provides children with a direct experience, showing the reason for learning a particular skill—most times the learning is immediate due to the doing in the outdoor setting. With the guidance from the Youth Mentor, this experience allows participants to bring the world into the learning environment.

Authentic learning through the Making Tracks program is an instructional approach that allows older youth to mentor younger children to explore, discuss, and build their understanding of what it means to safely use active transportation. The Making Tracks program combines experience, knowledge, and curiosity—creating a bridge to join the elements of learning.

## Designing an Activity

The Making Tracks program is designed for participants to go outdoors and learn by using equipment for each mode of transportation and developing specific skills. Each mode of transportation is unique in the skill levels, knowledge, and safety required for a positive experience. Before joining or leading the Making Tracks program, skill experience is required. Providing the proper resources and training for Youth Mentors lowers the chance of risk and increases learning. Both Adult Leaders and Youth Mentors are responsible for their activities.

The Making Tracks program outlines a series of learning experiences, but it is up to the Adult Leader to plan and evaluate each session. Many of the suggested activities may need to be changed to suit each group of children, the location, and organization. Every Youth Mentor must have confidence and commitment to the goal of each activity. Each activity must involve the children directly, making them active participants in their learning experi-

ence. Activities must contain a clear purpose linked to the Making Tracks outcomes. Keep the following in mind: By DOING this activity, my participants can learn this .... Clear expectations for an activity create higher interest and motivate participation. Each activity must also be connected to a means of assessment, allowing participants to know their progress in the session. The Passport links the program to the home by requiring practice time for skill improvement. Finally, each activity should not be viewed as a single learning experience. The activities should build off of or into one another providing for a flow of learning that will become part of each child's home life. It is the Youth Mentor's judgment of a whole group's ability, linked to individual assessment, that will determine if participants can begin using their new skills on their own.

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## Quality Activities—Positive Sessions

When designing a quality activity for the Making Tracks program, the activity needs to be interesting, creative, engaging, active, and safe, allowing participants to have a positive learning experience. This will depend on providing enough challenge for the Youth Mentors to keep participant interest and allow them to be successful when delivering the program. A quality activity depends on the quality of the experience. The aspects of a quality lesson are as follows:

**Purpose**—identified outcomes to be achieved.

**Authenticity**—the participant is learning by doing in the appropriate environment.

**Planning**—prior preparation for a quality experience.

**Organization**—activity is clearly laid out, equipment inspected, and ready to be used.

**Considerations Specific to the Making Tracks program**—establishing the behaviors and expectations that are associated with each activity.

**Monitoring**—ensuring all participants receive quality feedback.

**Assessment**—process of achievement and skill performance.

**Reflection**—tying together the learning experience by making connections between the outcomes and the lives of children.

**Life-Long Engagement through the Passport**—encourage and promote participants to participate and practice active transportation at home.

**Fun and Acknowledgement**—opportunity to participate in a safe, fun, enjoyable, and supportive environment.

# Making Tracks Program Outcomes

The following are program targets that are essential to a holistic (body, mind and spirit) learning experience in the Making Tracks program:

## Knowing

Route Awareness—participants will understand route choice for safety purposes.

Equipment—participants understand the proper equipment for each Making Tracks program and how to operate this equipment safely and effectively.

Safety Points—participants understand how to stay safe and the key precautions needed to reduce risk.

Skills—participants will understand important skills, behaviors and required practices to be successful in the Making Tracks program.

Considerations Specific to the Making Tracks program—participants will understand the safe practices and skill-performance standards that are associated with the Making Tracks program.

## Doing

Route Awareness—participants will show confidence and safety awareness along their Making Tracks route.

Equipment—participants will show the ability to choose the proper equipment required for a specific Making Tracks program.

Safety Points—participants will be able to show safe travel practices during the Making Tracks program.

Skills—participants should show the basic skills and behaviors required in the Making Tracks program.

Considerations Specific to the Making Tracks program— participants will show the necessary skills and use the knowledge required to be successful by working in small groups and individually during the Making Tracks activities.

## Valuing

Route Awareness—participants will value their ability to travel a selected route and notice safety indicators.

Equipment—participants will value the importance of well-kept and working equipment in being safe in the Making Tracks program.

Safety Points—participants will value being prepared and taking needed precautions for avoiding emergencies.

Skills—participants will value the skills that are required for individuals to succeed in the Making Tracks program.

Considerations Specific to the Making Tracks program—participants will value their role of responsibly practicing skills and safety points for the Making Tracks program.

## Public School Connections

Currently, the Nova Scotia Department of Education does not have a specific program or guideline for including walking or in-line skating in the physical education curriculum at any grade level. Presently, there is a Mountain Biking module for the Grade 10 Outdoor Pursuits curriculum, but this does not involve teaching an active transportation component for safe routes to school. The closest guideline in public school programs is found within the Physical Education Safety Guidelines, Primary–12 (2002). These guidelines are similar to the layout of the Making Tracks Program and cover outdoor learning as general procedure. Making Tracks connects to the Department of Education outcomes in the following ways:

- All outdoor education related events require an itinerary that includes sustainability of trip activities to the curriculum, travel times, safety factors, supervision arrangements, and age appropriateness for the events.
- Parental consent forms are required and must be on file prior to any participants being allowed to attend.
- Participants must provide all medical information including health card and emergency contact numbers.
- Equipment, Clothing, Safety Points and Instructional Points are listed in the In-line Skating Guidelines; this is the same for all Making Tracks activities.
- Instructional sites must be evaluated in advance assessing overall safety factors like:
  - Is the terrain safe for walking, running, jogging, and all activities?
  - In case of medical emergencies determine proper communication channels for accessing assistance
  - Preparing an emergency procedures plan in case a participant is injured

## Community Based Program Connections

The Making Tracks program is designed so that it can be used in a wide range of settings: summer camps, clubs, after school activities, or junior leadership programs.

This document wording, description, diagrams, and session activities are designed for a range of audiences.

The language and tone of the Making Tracks program is presented to appeal to both schoolteachers and community organizations. The following provides a description of the core values of various youth organizations in Nova Scotia related to activity and child fitness:

- ✓ To allow children to develop and experience personal growth by building self-esteem, forming new relationships, developing skills, and by participating in activities.
- ✓ To allow children to learn through hands-on and experiential learning.
- ✓ To teach children the role of participation, fair play, team spirit, and leadership.
- ✓ To teach children the importance of healthy habits through sport and kinesthetic (bodily) activities.
- ✓ To value that all members of a group, regardless of gender, ability, or background, can participate in activities while building a sense of caring, responsibility, respect, honesty, and inclusiveness.
- ✓ To value the importance of staying active and living a happy and healthy life.

## Assessment

Assessment is essential for observing learning progress and participant growth. The assessment in the Making Tracks program has three key areas that focus on safety and active participation:

**Knowledge: What do I know?**

**Doing: Skills I can do.**

**Valuing: The importance of personal growth through success and positive involvement.**

The assessment strategy of the Making Tracks program will help Adult Leaders to understand what their participants should know, are able to do, and value. This structure will help the Adult Leader focus the Youth Mentors in observing ongoing participant growth linked to each activity. The Making Tracks program provides a follow up skills card—the Passport—that will track a participant's progress and provide for learning beyond the sessions.

Teaching outdoors is very different from teaching in classroom. The Youth Mentor not only has to be alert to overall safety, but must also keep pay attention to how each child is progressing. Therefore they cannot be

distracted with difficult record keeping. Making Tracks developed the Passport as a quick assessment system. The Youth Mentor will be able to provide positive feedback, stay organized in the field, and provide positive feedback to their participants. In order to do this, Making Tracks will provide Youth Mentors with a rubric that simply has them determine if their participants are getting there, almost there, or there! This assessment plan will be referred to as the "Power of X." Assessment in the Making Tracks program is centered on skill ability: what is learned in skill application from the experience. The Youth Mentor guides the participants through each activity, encourages, motivates, and helps participants make learning connections. Effective assessment of experiential education should look at a participant's actions and provide indicators on what knowledge, skills, and values participants are taking from the Making Tracks program.

## Value of Effective Assessment

Assessment is important for a quality learning experience and for quick and specific feedback, allowing participants to build on their knowledge and skills. The strength of the Making Tracks program is that participants will take their skills home as they practice and gain confidence while sharing what they learned with their parents/guardians. It is important that the Making Tracks Youth Mentor regularly observe the progress report of each participant for documenting growth in the three assessment areas: Knowing, Doing, and Valuing. Assessment should be done constantly throughout the sessions and is used to determine learning improvement. The process for effective assessment in the Making Tracks program is as follows:

- ✓ Measurement—results from rubric indicators specifically connected to the activity and outcomes.
- ✓ Positive-Corrective Feedback—specific feedback for participants on their skill performance and knowledge indicators of the Making Tracks program.
- ✓ Transfer—a skills card that records how each participant transfers learning to home—the Passport.

## Why is it important?

Assessment is important to reveal understanding and progress in an activity, and as a way to determine the quality of the lesson delivered by Youth Mentors. This allows Adult Leaders to know what they need to do to help improve instructional growth, participant engagement, and the overall delivery of the session. By assessing participant success, Youth Mentors have the evidence to personally assist each child in reaching set goals for each Making Tracks module.

## Knowing

Assessing what each child knows shows Adult Leaders and Youth Mentors how their participants are grasping the Making Tracks information. At the center of a child's knowledge should be the importance of participation. This level of assessment can be accomplished through the following activities:

- ✓ Presentations (individual or group)
- ✓ Demonstrations (individual or group)
- ✓ Identification (individual or group)
- ✓ Safety practices (individual or group)

## Doing

The Making Tracks program is based on the experiential aspect of learning—the doing. The Youth Mentor can consider what steps are needed for practice or clarification and coach each child with the skill for performance improvement. Ways to assess the Skill Sets can be accomplished through:

- ✓ Skill measurement—rubrics—the Passport
- ✓ Scenarios (role-play)
- ✓ Peer evaluation
- ✓ Self evaluation
- ✓ Authentic experience in practicing a Making Tracks activity—demonstrating

## Valuing

By assessing what a participant values from the learning experience, Youth Mentors will be aware of what their students felt was important from the Making Tracks Program.

- ✓ Question and answer (individual and group)
- ✓ Demonstration during practice activities (individual and group)
- ✓ Debriefing activities to close the session
- ✓ Progress from at-home activities shown on their passport
- ✓ Observations during the entire program sessions

# Log Form for Skill Acquisition

Below is an example form that could be used in the field by the Youth Mentor as a working copy. This will help in remembering how their participants are progressing throughout the program and what skills need reviewing. The form allows for participant input, actively involving them in their progress. The information from this Making Tracks log will provide the assessment indicators that can be transferred to the Passport card.

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

	ACTIVITY CRITERIA	MAKINGTRACKS SESSION 1	DATE SKILL SET ACCOMPLISHED	GETTING THERE / ALMOST THERE / THERE	COMMENTS
Knowing	Thoroughness in answering the question related to the activity—makes reference to specific information.	Identify Traffic Signs			
Doing	Relates to the students ability to perform a specific skill as part of the Making Tracks activity	Walks in a safe manner			
Valuing	Personal attitudes and value of participation in the activity—reveals personal skill set, positive characteristics, displays confidence. Demonstrates appropriate safety, terminology, and Considerations Specific to Making Tracks program	Stays with their walking buddy			

# Safety Points

Safety is more than skill capability; it is preparation, prevention, and attitude. Safety skills are key learnings for the participants and must be built into each activity. It is important to know that the safety of all participants depends on the Adult Leader's ability to give the Youth Mentors enough information, guidance, coaching, and practice in the skills needed to assist with the Making Tracks program. The Adult Leader is responsible for the overall supervision of the program. The Adult Leader should be aware of the risks of any given activity and should inform Youth Mentors of ways that they can teach to prevent those associated risks.

At the core of this section is prevention and proper planning. Solid preparation will help the Making Tracks Youth Mentor lead safe, engaging activities. Not only do Youth Mentors need to be aware of the normal risks of outdoor activity, but also of the greater risk when dealing with traffic, other pedestrians, and the environment. No risk factor is completely avoidable, but by addressing the safety points before and during the activity, a Youth Mentor can take steps to protect themselves and their participants. A solid risk management plan for each Making Tracks module must outline ways to recognize and confront, and reduce these risks. The following is a Risk Management Process the Expert Trainer and Adult Leader can conduct with the Youth Mentors during the mandatory training sessions:

- ✓ Mentally visualize each step for the activity or session. Ask: Are there any dangers?
- ✓ Next, physically walk or role-play the activity, step by step.
- ✓ Brainstorm and write down any possible harmful incidents that could occur.
- ✓ Prepare a written plan of action to deal with the most likely incidents.
- ✓ Assess each activity in the program by asking "what could happen?"
- ✓ Evaluate and re-assess the program on a regular basis (i.e. after every session, each season, each year, etc.)

When thinking of risk, there will be unique considerations with every module, and even between different groups and participants. There will be some risks in all Making Tracks activities such as weather or traffic, but there may also be very specific risks such as falling from a trip or a dog that threatens the safety of the group. Each time the program takes place, all activities need to be carefully considered and it is the Adult Leader's responsibility to be aware of the associated risks before the sessions.

One of the most common incidents that can occur (most definitely will occur) is behavioral issues. Be prepared — have ready a specific plan to deal with participants who are behaving in a disruptive manner, including what is expected of each Youth Mentor in dealing with such issues. A participant that is disruptive can become a safety concern by distracting other participants and causing them to miss important information. This could result in the participant or others becoming injured. Behavior expectations must be stated up front and constantly reviewed. For safety reasons, a disruptive student may have to be excused from the program and it is the responsibility of the Adult Leader to intervene at this point. In case of emergency, the Adult Leader must be on site and have appropriate training in Emergency or Standard First Aid to provide immediate care.

## Safety Guidelines & Policy

The Expert Trainer and Adult Leader for the Making Tracks school-based programs should be aware of the Physical Education Guidelines: Grades Primary-12. This document outlines general concerns that educators should be aware of when teaching school-related curricular and extra-curricular activities. In addition, the Adult Leaders of various organizations, such as Boys & Girls Clubs, YMCA, recreation programs, and youth groups should consult their own governing policies for managing the safety of their participants. The general aspects of managing risk are as follows: the environment, the people involved, the skill levels, leadership ability of the trainers, and the equipment being used. The goal is for Youth Mentors to be familiar with the expectations and set boundaries for each session. These basics must be reviewed regularly. In dealing with an incident of any size, every Youth Mentor should know the response and the safety plan; all concerns must be immediately managed. Safety is about prevention, but in dealing with an incident, the Youth Mentor is expected to respond appropriately. Therefore, it is the responsibility of the Adult Leader overseeing the Making Tracks program to make sure their Youth Mentors are mature, skilled and responsible enough to provide a safe and positive learning experience.

It is important that the Adult Leader understands and follows organizational policy and procedures when planning and coordinating a Making Tracks program. Each Adult Leader must be aware of the organization's existing rules. Schools and organizations support the Making Tracks program as long as the safety of the participants is considered above all, allowing the program to be a positive learning experience in a safe environment.

Prior to starting the Making Tracks program, school or organizational administration should be contacted and made aware of the program plans by the Adult Leader. The administration is responsible for the safety of all students and will want to ensure they remain safe as soon as they leave the school or facility premises.

It is then the duty of the Adult Leader and Youth Mentors to make sure that they are fully prepared to take

students through all program activities. All sessions must be approved by the Adult Leader, who ensures all necessary paperwork is completed and that the Youth Mentors are prepared and informed. Proper planning to include safety should encompass the following points:

- ✓ Review existing and current organizational policy as they may change
- ✓ Provide clear and accurate information to the parent/guardian
- ✓ Review your detailed itinerary (details are the foundation of a solid program)
- ✓ Review the emergency plans with any administrative personnel
- ✓ Clarify all Youth Mentor roles within each activity for the session—know your game plan in advance
- ✓ The Adult Leader should update all Making Tracks program forms, including:
  - ✓ Permission and medical forms for each participating child
  - ✓ Duty form organizing the Youth Mentors and their responsibilities
  - ✓ Program at a Glance form, given to all Youth Mentors
  - ✓ A detailed outline of the Making Tracks Route Card—where the group will be learning specific activities
  - ✓ Log sheets showing the session activity rubric.

The Youth Mentors must demonstrate preparation and have all equipment ready before the participants arrive. Once participants arrive, the attention of the Youth Mentor is on the child, not program set up or paperwork details.

## Equipment and Dress

Awareness of general safety points is important, especially in the areas of equipment and clothing related to the environment and the session's activities. Equipment and clothing requirements for Making Tracks modules vary for every module and season. As part of the information going home to parents/guardians, required clothing and equipment for participating children must be included. Find out what is needed to instruct each Making Tracks module safely and successfully. The equipment and clothing used during an activity can be one of the greatest factors of an outdoor positive-learning experience. It is important for all participants to know how to dress for activities and to be aware of the care and use of all provided equipment.

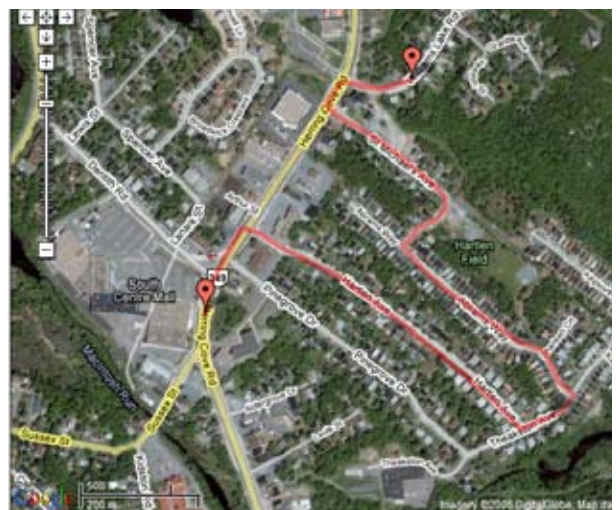
In some of the Making Tracks modules the equipment is specialized, and students may not be aware of the proper use and care of this equipment beforehand. Youth Mentors must start each activity with an equipment usage overview to prevent injury and preserve the equipment. Before every activity, the Adult Leader and Youth Mentor should inspect the equipment and make sure it is working properly and learner-ready.

## Proper Planning and Route

To provide a program that encourages fun and energy, Adult Leaders need to be aware of the concerns along a route, whether walking, cycling, or inline skating (note: the Skate Pass® skateboarding program is taught indoors). The common hazards among all three programs include, but are not limited to traffic, poor terrain (gravel roads), wooded areas, and poorly lit or infrequently traveled areas.

The Adult Leaders should develop a Route Card, along with the Risk Management Process (described above) in order to identify possible dangers before bringing participants along a route. It is important that both Adult Leaders and Youth Mentors personally know how safe these areas are beforehand.

The use of the Gmaps Pedometer (<http://www.gmap-pedometer.com/>) guide will provide the Adult Leaders and Youth Mentors a simple step-by-step process to creating such Route Cards (see Appendix). In addition to having a Route Card for Adult Leaders and Youth Mentors for instruction, participants and their parents/guardians can be encouraged to develop a personalized Route Card complete with emergency contact information as indicated below. This can be carried by each child in their daypacks or school bag, and a copy can be left with their respective school or community organization.



## Risk- Management Model

TYPE OF RISK	PREVENTION	ACTION
A large group of strangers stopped in the middle of the sidewalk		
Participant tries to ride on the curb while cycling		
Participant unbuckles their helmet strap after their skill performance		

### Err on the Side of Caution Promote Safety

The diagram above is an example of a simple risk management model that can be used by the Youth Mentor to decide whether to continue in the activity, modify it, or immediately end the session in light of safety concerns. The primary concern is to balance the risks, but to never allow participants to be placed in danger. This model should be a part of the Youth Mentors' orientation to the Making Tracks program and part of the planning for each session. In all circumstances, reduce the degrees of risk through sound planning and anticipation—know your sessions. The Adult Leader will always make the final decision as to whether or not the activity's risk is acceptable.

### General Safety Points Managing the Risk

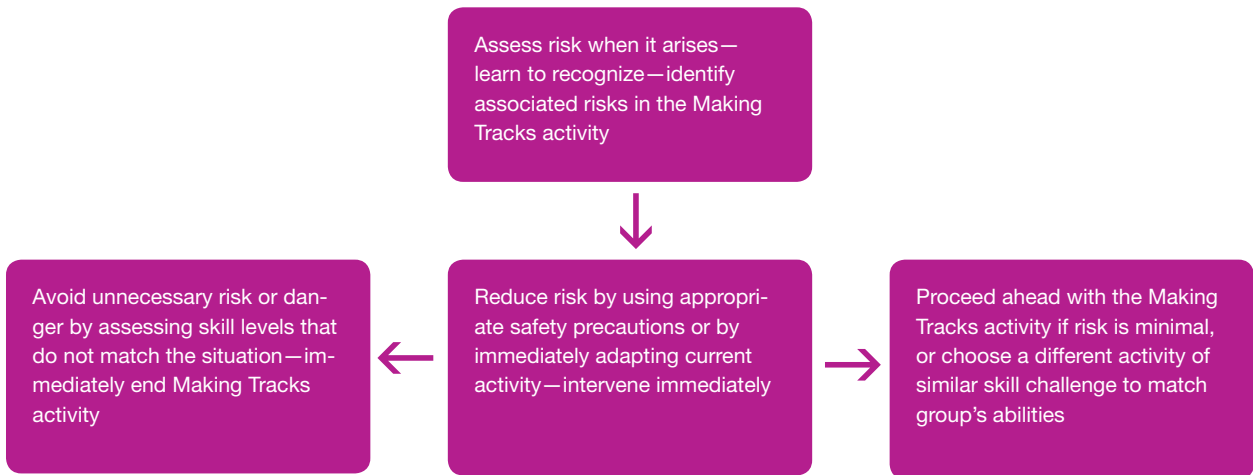
The Adult Leader and as many of the Youth Mentors and program support personnel as possible should have Emergency First Aid but it is encouraged to have Standard First Aid as minimum.

- ✓ All participants and Youth Mentors must have the required equipment on the set list.

- ✓ All Making Tracks paperwork must be completed in advance.
- ✓ The Route Card must be developed and taught to the Youth Mentors by the Adult Leader.
- ✓ All participants must be reminded of behaviors and expectations of the Making Tracks program.
- ✓ All group equipment must be inspected prior to the session and a personal gear check for participants must occur as part of the activity.
- ✓ A Youth Mentor must always be thinking of equipment, environmental, and participant concerns.

How do Adult Leaders ease risks that may place participants in jeopardy? The following is an assessment that can accompany the Adult Leader and Youth Mentors as they conduct the Making Tracks orientation training. The exercise is to support the Risk Management Process and to list potential risks. The Adult Leader should always ask what risks are preventable and develop a list with the Youth Mentors, helping them identify the risks of each activity—perceived or real—and course of action. This process should be done regularly in the session.

# Risk Assessment



## Assessing the Risk Emphasizing Safety Points

When an incident occurs, never dismiss the severity of the situation: evaluate and reassess the safety of each participant. Every mishap, major or minor, must be dealt with according to the Risk Management Plan that has been established by the Adult Leader. When a situation is beyond the Youth Mentor's ability to reduce risk, the safety of the participants is first and foremost. Ending an activity for safety concerns is not a bad thing! The following is a list of key safety points for the Risk Management Plan of every Making Tracks program:

- ✓ Assessment of the emotional and physical state of the children.
- ✓ Assessment of self (skills and mental state).
- ✓ Assessment of the current conditions—beyond the activity.
- ✓ Assessment of the co-facilitators.
- ✓ Assessment of the equipment—operational.

After the initial assessment is made, ask: Has the situation gone beyond the goal of the activity and if the activity continues could the situation worsen? The Adult Leader and Youth Mentors must consider the expectations of the planned session. In making the decision to stop an activity due to safety concerns, begin with the assessment list above then consider the following:

- Existing policies and rules that control program excursions or extra-curricular activities.
- An evaluation of the Adult Leader and Youth Mentor's initial instinct—should we continue?
- Can further risk be prevented or is the concern constant despite preventative measures?
- After consultation with the Youth Mentors and the Adult Leader, is there agreement that the situation is not going to improve?
- The final step is for the Youth Mentor or Adult Leader to seek outside help immediately if necessary.

In preparing for a session, all levels of risk must be considered. An Adult Leader and the Youth Mentors must balance group risks and individual risks that differ in severity. Make sure to have the discussion of perceived and real risks with the participants so that all members of the Making Tracks Program are informed during the training sessions.

# Planning

## Planning Sessions

A wise practice for any Adult Leader and Youth Mentor is to plan sessions for the Making Tracks program in stages: pre-session plan, in-session monitoring, and post-session follow up. Before getting to the specific aspects of program planning for Making Tracks, the Adult Leader's abilities and program expectations need to be considered as well as the Youth Mentor's instruction ability level. It is important to understand that age-appropriate learning, emotional levels of children, and physical abilities need to be considered when planning the sessions. All Youth Mentors should have a voice in the planning stage and their ideas need to be valued. In the planning and preparation of a Making Tracks program, Youth Mentors need to be comfortable and prepared to contribute to the learning experience. However, the Adult Leader must establish that the final say rests with them, as they will determine that the degree of challenge to ensure safety.

## What is a session?

The following section will structure the planning sessions amongst the Youth Mentors and the Adult Leader for the Making Tracks program. While planning the program, the Adult Leader can establish organizational expectations and governing safety policies. The Adult Leader needs to take time to build community with the Youth Mentors and model the leadership qualities they expect to observe when the Youth Mentors are leaders. The Adult Leader may establish guidelines and com-

munity standards in the early stages of planning to help set specific Making Tracks program goals. To provide for a greater sense of purpose it is important that the Adult Leader include the specific goals of the Youth Mentors into a logical set of expectations linked to Making Tracks outcomes. The Adult Leader needs to balance the needs of the Youth Mentors with the needs of the participating children. The planning session should focus on respect for the participants and promote experiential engagement in an outdoor community learning experience.

Every session will require preparation and practice and to accomplish this each Youth Mentor must be properly trained (see Expert Training schedule for each Making Tracks module at the end of this document) by an Expert Trainer, the Adult Leader or other support staff from the organization. The qualification of the Youth Mentors should not only be skill-based for the Making Tracks program, but also include the ability to lead children.

In addition, it is necessary that the Adult Leader is familiar with the location and environment before allowing the Youth Mentors to work with children on site. This requires the Adult Leader to have surveyed the area in advance of the Making Tracks program. However, not all can be known in advance. Current conditions such as unpredictable weather can play a large role on an outside activity, so a session needs to be flexible. Be aware of the anticipated weather forecast and insist on appropriate clothing before beginning an outdoor session to help to ensure a positive, healthy, and safe learning experience.

# Session Format

## TITLE of Session

### **Introduction**

A brief paragraph describing the range of activities. Provide an ‘interest grabber’ or hook to build a sense of fun. The session must remain flexible in design to allow for specific environment or group needs.

### **Outcomes**

Each session will list the specific outcomes as a guide that will focus the learning experience. They are as follows: Knowing—something the participant will know (K); Doing—something the participant can do (D); and Valuing—something the participant will value or appreciate (V).

### **Suggestions for Learning**

This section will list a range of instructional cues (key points, reminders, tips) for the Youth Mentor.

### **Suggestions for Assessment**

Listed here will be the assessment tool used to determine what participants are learning as they progress through the activities. The assessment may take the form of an activity, a rubric, or skill performance, and may focus on the group or the individual. This allows participants to show what they know, can do, and value.

### **Safety Points**

This will list the concerns that a Youth Mentor must take into consideration while planning the session.

### **Suggested Activities for the Making Tracks Program**

Each Making Tracks program will list a range of suggested activities in order to allow participants to grow as they learn new skills and apply them in new settings. Each activity is designed to have the participant in the center of the learning; hands-on and outside in the setting of the Making Tracks program. Most activities are mandatory, but due to differences in location and institutions, some activities are listed as optional.

## Activity #1: NAME

**Purpose** Provide overview: Why are the participants doing this activity? What does it look like in action?  
**Suggested time.**

### **Equipment List:**

Specialized equipment required to run the activity effectively and safely.

### **Materials:**

Additional materials that maybe required for participants to do specific tasks.

### **Safety Points:**

Particular safety reminders specific to the activity.

### **Guidelines:**

How to proceed with the activity: the step-by-step set up.

### **Instructional Points:**

A list of instructional points to run the activity successfully—what will the participants be doing?

### **Things to Observe:**

Awareness of participant progress within the activity and how these observations indicate learning.

### **Debrief:**

Key questions, discussion guide, activity to do with participants—outcome specific.

### **Making Tracks Passport:**

Assessment related to all the skills in the session. This will be a skills card the participant will be able to bring home for practice with caregivers.

### **Appendix:**

This section will list further materials needed to support the Youth Mentors as they plan the listed activities: diagrams, specialized information, checklists.

# Planning Stages

## Pre-Session Planning

Adult Leaders' responsibilities include not only preparing for the activities but also the many administrative tasks that are associated with each session. This phase of program development should be done in partnership with, but not left to the Youth Mentors. Some examples of planning sessions are as follows:

## Making Tracks Pre-Session Planning Checklist

- ✓ Set up an initial Expert Training session (see suggested schedule at the end of this document) that will absorb the Youth Mentors into the program. This will allow them to have first hand knowledge of the activities and assessment structure.
  - ✓ Establish contact with the participants' families through a detailed Information Letter (see Appendix) that outlines the program, expectations, and requirements.
  - ✓ Update the emergency plan, taking note of current changes in policy for your organization.
  - ✓ Collect Permission Forms from participants interested in the program (see Appendix).
  - ✓ Collect Medical Information from participants and supporting adults (see Appendix).
  - ✓ All Youth Mentors should be made aware of medical concerns, including allergies.
  - ✓ Update the Duty Form and begin assigning tasks fairly to the Youth Mentors (see Appendix).
  - ✓ Begin updating the Making Tracks 'Program At a Glance' that will contain important information for the Youth Mentors (see Appendix).
  - ✓ Examine the potential teaching locations outside and begin forming the route card that will outline the travel location for program sessions (see example above).
- ✓ Travel the teaching route and assess possible risks with the Youth Mentors during their training sessions.
  - ✓ Determine what activities can be taught along the route. This will save time and avoid missed opportunities to make the learning authentic.
  - ✓ Develop backup instructional plans to prepare for unpredictable weather conditions: What weather will postpone a session (this should be made apparent in the Information Letter).
  - ✓ Develop a monitoring plan to keep track of the children at all times.
  - ✓ Arrange extra adult supervisors if needed. This will depend on institutional adult-child ratio policies.
  - ✓ Transportation: Know the pick-up arrangements (who?) for each child after each session.
  - ✓ Make sure your contact letter contains drop-off and pick-up locations and times.

## Making Tracks Program Responsibilities

Youth Mentors can assume a few of the pre-session responsibilities, but only under the direction of the Adult Leader. Below is a list of suggestions to cover unique locations and program requirements. Keeping track of the details can make the difference in having a positive and safe learning experience. The attention to these items will be valuable as well to the participants because they will quickly sense their role in safety. Keep track of pre-session planning by using a Duty Form to outline a checklist of the Youth Mentor's responsibilities:

## Pre-Session Checklist

### (Almost Ready!)

Just before a Making Tracks program session is in place, there are a few items that need attention:

- Finalize the teaching route—the route card.
- Decide on activity leaders among the Youth Mentors.
- Organize the needed materials and equipment.
- Check the working order of the equipment.
- Be familiar with the program, the inside and outside instructional sites, and any associated rules of the location: washroom facilities, fire evacuation plans, and room access.
- Review the Safety Plan training (see Appendix) before the sessions start.

## In-Field—Continuous Planning

All Youth Mentors need to be ON TIME and show their COMMITMENT to the Making Tracks program:

How to Greet your group:

- Be inviting
- Be friendly and smile
- Build a sense of fun and motivation
- Be energized
- Provide the caregivers with a brief overview of the session to show learning focus of the Making Tracks program.
- The Youth Mentors must be open, inviting, and take the time to make contact with the participants' caregivers. This will build trust and respect for the program. PARENTS/GUARDIANS WANT TO SEE THIS.

All Youth Mentors and support staff should be onsite and ready to greet the children and their caregivers. This allows relationships to form and assist in the follow up activities in the Passport to be a success at home.

At every session, Youth Mentors must take attendance and greet their group. Just before the session starts any names of absent children should be reported to the Adult Leader and follow up should occur according to the policy of the institution.

Practice the check-in plan for constantly monitoring participant numbers and review an emergency call word that signals an immediate end to an activity. The participants should have enough practice and know the importance of keeping track of each other and staying with the group.

**Activities:** Who is leading what? This is to be decided in advance of the session. As each activity is underway, the other support leaders can help set up the next activity—this will maintain program flow.

- Know where session equipment is located at all times.
- A checked and stocked First Aid kit should travel with the group carried by the Adult Leader.
- Student information should travel with the group—Program At a Glance (see Appendix).
- Extra instructional supplies should travel with the group.
- Assessment sheets—Skills Log (see example above) and Passports should travel with the group.
- A copy of the Making Tracks Safety Plan should travel with the group.
- A copy of the current instructional Route Card should travel with the group.

**Participant Buddy System:** Match up each student with a partner and connect each pair with another pair. These buddies are connected to the Youth Mentor, who is responsible for reporting issues to the Adult Leader. This buddy-triangle system is an effective way for buddies and pairings to quickly come together for checking in and should be practiced in a fun way. This will form the basis of the Crew—a learning group lead by a Youth Mentor.

Each Youth Mentor must take an active role in providing positive feedback and assessment.

Plan for a meaningful debrief after each activity, one of the most important aspects of the Making Tracks program. Provide enough time to process and deepen the learning by allowing the participants to make connections using the experiential learning process.

Update the participants' passports at the end of the session and make sure participants have them before leaving for the day.

#### **Monitor Group health:**

- Water breaks
- Washroom breaks
- Watch for fatigue
- For extended sessions provide snack breaks (should be outlined in the information letter), being sensitive to allergies and following the institutional policies.

## **Post-Planning**

Guide the Youth Mentors valuing the post-planning phase of a program. This stage allows the Adult Leader to connect to their Youth Mentors and help them make learning connections. As well, this phase informs Youth Mentors that the program does not end because the participants have gone home:

## **Connecting the Experience**

\*Plan processing time during and immediately after the Making Tracks session.

- Probing questions and guided discussions will help Youth Mentors connect to the program.
- Determine what materials are needed for the next session.
- Identify what needs to be practiced and reviewed for the next session.
- Organize the Assessment Sheets and file them with the Adult Leader.
- Gear check
- Gear clean-up
- Method (how to deliver)
- Location (where to do it)
- Completing equipment-return checklists
- Ensure all students are picked up

# Appendix

## Equipment Overview

Even though Making Tracks sessions will require different equipment, Adult Leaders should feel free to add or subtract certain pieces at their own judgment to fit program requirements, budget, and location. This section will list an example of a general equipment list that can be used as a starting point for each participant. Some sessions require more specialized equipment lists for different activities (outline in the information letter).

## Equipment for the Making Tracks Modules Listed by Sessions

### Equipment List for Making Tracks Walking

#### Session 1 – Introduction Activities

- ✓ Whistle
- ✓ A soft ball to catch and throw easily
- ✓ Square 1' x 1' mat, one per participant
- ✓ 1 adult sized orange vest with reflective X on the front and back\*
- ✓ 1 children sized orange vest with reflective X on the front and back\*

#### Session 2 – Where Does Safety Start?

- ✓ Examples of a wide range of seasonal clothing for all weather conditions for instance, mittens, hats, scarves, boots, t-shirts, shorts, sunglasses, umbrellas, raincoats, etc.
- ✓ Hula hoop
- ✓ Pylons
- ✓ Blindfolds
- ✓ Sunglasses
- ✓ Different coloured objects
- ✓ Reflective tape



#### Session 3 – Pedestrian Safety

- ✓ Green and red paddle, or green and red gloves, or any other variations like card board
- ✓ Brightly colored rocks or balls
- ✓ White masking tape or white road chalk

#### Session 4 – Your Safe Walking Route

- ✓ Bean bags (for half the participants in the group)
- ✓ Chairs or Mats\*

#### Session 5 – Don't Be Scared, Be Aware

- ✓ Tokens or chips (paper or plastic)

#### Session 6 – Knowing Your Environment

- ✓ 5 different coloured hula-hoops (red, blue, yellow, pink, and green)
- ✓ 140 coloured golf balls of the same colours for the hula hoops
- ✓ Disposable vinyl gloves
- ✓ Flagging tape

## Equipment List for Making Tracks Cycling

### Session 1 – Introduction Activities

- ✓ One pre-made bingo card for each participant (see page 55 of this manual)
- ✓ One pencil for each participant
- ✓ Bicycles – For all participants including youth mentors (participants can bring their own)
- ✓ Helmets – For all participants including youth mentors (participants can bring their own)
- ✓ Various kinds of helmets (if possible)
- ✓ Table
- ✓ Bike part labels– 1 set per group
- ✓ Tape to stick labels on
- ✓ “Name That Bike Part” sheet – one per participant (see page 59 of this manual)
- ✓ Bike tire pump
- ✓ Clip board and pencil – 1 per station for Activity 3

### Session 2 – Before You Ride

- ✓ Bicycles – For all participants including youth mentors (participants can bring their own)
- ✓ Bicycle Accessories like pom-poms, bells, baskets, lights, reflectors, etc.
- ✓ Helmets – For all participants including youth mentors (participants can bring their own)
- ✓ Various kinds of helmets (if possible)\*

- ✓ One used bicycle helmet (i.e. no longer wearable)
- ✓ Wide assortment of clothes worn for safety when biking – bright reflective clothing, etc
- ✓ Wide assortment of clothes NOT to be worn when biking – loose garments, chains, etc
- ✓ Two melons (at least one melon able to fit inside a used bicycle helmet and a second melon of similar size)
- ✓ Tape measure
- ✓ Clip Board & Pencil – one per station
- ✓ Milk crate or foot stool

### Session 3 – Bike Maintenance

- ✓ Bicycles – For all participants including youth mentors (participants can bring their own)
- ✓ Helmets – For all participants including youth mentors (participants can bring their own)
- ✓ Tire levers – 1 or 2 sets per crew
- ✓ 14 mm, 15 mm wrenches – 1 set per crew
- ✓ Tire patch kits – at least one per crew
- ✓ Environmentally-friendly hand cleaner (such as WORX)
- ✓ Used bike tubes with holes for patching – 1 per crew
- ✓ Field markers (flat-lying pylons)
- ✓ Large bowls of water – 1 per crew
- ✓ Bike tire pumps

- ✓ Chain breakers – 1 per crew
- ✓ Small Philips screwdrivers
- ✓ Old and/or broken bicycle chains
- ✓ Chalk or tape to indicate stopping line

### Session 4 – Basic Biking

- ✓ Bicycles – one for each participant, including Youth Mentors (participants can bring their own)
- ✓ Helmets – for all participants including youth mentors (participants can bring their own)
- ✓ Chalk or white masking tape
- ✓ Pylons
- ✓ Field markers
- ✓ Bike tire pump

### Session 5 –Sharing the Road

- ✓ Bicycles – one for each participant, including Youth Mentors (participants can bring their own)
- ✓ Helmets – for all participants including youth mentors (participants can bring their own)
- ✓ Rules of the Road and Trail Etiquette handout – 1 per participant (see page 54 of this manual)
- ✓ Pre-determined route cards – 1 per crew
- ✓ One pencil / pen for each participant
- ✓ Water for each participant\*
- ✓ Map of local area with street names included
- ✓ First aid kit for each crew (for Youth Mentors)

\* Note that any items marked with an asterisk are optional items in mandatory activities

**Session 6 – Putting the Pieces Together**

- ✓ Bicycles – for all participants including youth mentors (participants can bring their own)
- ✓ Helmets – for all participants including youth mentors (participants can bring their own)
- ✓ Whistles for judges
- ✓ Route map for final bicycle rodeo/rideabout, with markers for spot checks and important judging spots (see Activity 17 on page 51 of this manual)
- ✓ Paper arrows or some sort of markers to mark the route
- ✓ Bike Trivia Display and Questions\* (optional)

✓ Bike rodeo sheets (see page 58 of this manual)

**Equipment List for Making Tracks In-line Skating**

**Session 1 – Introduction Activities**

Chairs\*

Old, used safety equipment (helmets, knee pads, elbow pads, wrist guards)

New safety equipment (helmets, knee pads, elbow pads, wrist guards)

In-line skates and safety equipment for each participant (participants can bring their own)

**Session 2 – Skating Skills**

Field Markers

Tape or chalk

Skates/helmet/wrist guards/elbow pads for each participant

Eggs or Ping-Pong Balls

**Session 3 – Safe Routes**

Skates/helmet/wrist guards/elbow pads for each participant

Illustrations of common road signs

Road sign descriptions

Field Markers

Materials to make different types of terrain (if the creation of terrain is needed) – rocky, wet, sandy, and if possible, paved areas (school/community center parking lots, tennis courts, basketball courts) that have tar-filled cracks in pavement (if allowed)

**Session 4 – Putting It All Together**

Clipboards for judges

Route markers (field markers, ribbons, etc)

Skates/helmet/wrist guards/elbow pads for each participant

\* Note that any items marked with an asterisk are optional items in mandatory activities



For the skateboarding equipment list, refer to the Skate Pass® manual.

## Safety Plan—Emergency Procedures Example

In order to maintain the highest level of safety during the Making Tracks program, the Youth Mentors will follow the guidelines and rules established by the Adult Leader. This document will travel with the group as a part of the Program at a Glance. This example will not be the same for every program. The Safety Plan will depend on location, age of the group, season, and the nature of the emergency. These rules should be made with program administration before the Making Tracks program begins. As a part of the Making Tracks orientation training sessions, the Safety Plan should be practiced with different scenarios that could emerge when running a program.

### Safety Points

1. The emergency signal is three blasts of the whistle. The whistles are only to be used for this purpose.
2. All activities must immediately end and the participants will stay with their Youth Mentor.
3. Only Youth Mentors will have a whistle.
4. The buddy system—triads—will be enforced during field sessions and these are the basis of a Crew.
6. Youth Mentors will monitor participants for hydration and energy levels.
7. Youth Mentors will remind participants of special considerations and safe behaviors.
8. Chronic behavior problems will be reported to the Adult Leader immediately.
9. For minor problems that require an activity to end quickly but to not cause alarm, a code word will be decided on and practiced for the entire module. An example of a strange, memorable, and recognizable code word could be PLANKTON. Once that word is called out, all activity will end immediately.

## Making Tracks Safety Plan—Walking Example

Route: Fox Hollows, Territory Dr., Halifax, Nova Scotia.  
Group Size: 12 participants  
Trained First Aiders: 4  
Group Leader: Youth Mentor name  
Planned Activities: Walkabout  
Departure Time: Wednesday November 8th 2008, 10:00 am  
Arrival Time: Wednesday November 8th 2008, 11:30 am

### Injury and Evacuation

1. If an accident occurs, the participant will be assessed on site by the Adult Leader.
2. The Adult Leader will determine if the session will be ended.
3. Return to the instructional building will be along the predetermined route.
4. Youth Mentors will stay with the participants until they are picked up by their parents/guardians.
5. All injuries, symptoms and illnesses will be reported through the buddy system regardless of severity.

## Specific Cross-Curricular Outcomes

The Making Tracks program can very easily be adapted to complement your physical education program. Outlined below are the many curricular outcomes the program meets. The Making Tracks program can provide an alternative learning environment for students in your physical education classes, while educating and promoting physical activity and safety among the various modes of active transportation.

### Grades Primary – 6

#### **Basic Movement – Grades Primary-1**

- ✓ Respond to a variety of stop and start signals
- ✓ Experience changing from a leading to a following position in relation to a partner
- ✓ Demonstrate ways to change direction and pathways while moving through general space, in order not to collide with others

#### **Basic Movement – Grades 2-3**

- ✓ Demonstrate an understanding of safety rules in physical education classes
- ✓ Demonstrate an understanding of the effect of physical activity on one's heart

#### **Active Living – Grade 4**

- ✓ Perform locomotor activities of low, medium, and high intensity (e.g., walking, jogging, running)
- ✓ Identify and list benefits resulting from participation in different forms of physical activities

#### **Active Living – Grade 5**

- ✓ Demonstrate a willingness to choose and participate in an activity at home or in the community for personal enjoyment and health benefits

#### **Active Living – Grade 6**

- ✓ Demonstrate a willingness to choose to exercise at home for personal enjoyment and benefit
- ✓ Alternative Environments – Grades Primary-1
- ✓ Experience walking around the school observing landmarks and being conscious of litter and the environment

- ✓ Experience walking as quietly as possible as a measure of sensitivity to the environment

#### **Alternative Environments – Grade 4**

- ✓ Experience using a community resource to participate in physical activity (e.g., pool, rink)
- ✓ Experience an outdoor activity in each of the four seasons
- ✓ Select appropriate clothing for different types of weather

#### **Alternative Environments – Grade 5**

- ✓ Take part in an activity utilizing a community resource
- ✓ Identify potentially harmful wildlife, insects, and plants in a variety of environments (e.g., poison ivy, mosquitoes)

#### **Alternative Environments – Grade 6**

- ✓ Participate in an orienteering-type activity using a map and compass on the school grounds or at a local park
- ✓ Demonstrate an understanding of the implications of the term “environmental citizenship”
- ✓ Appreciate and recognize the effects of human activity on the environment

#### **Skill Development – Grades Primary-1**

- ✓ Demonstrate an understanding of the difference between left and right

#### **Skill Development – Grades 2-3**

- ✓ Demonstrate an understanding of the significance of boundaries used in various activities

## Grades 7-9

### Active living – Grade 7

- ✓ Participate in activities that enhance cardiovascular fitness, muscular strength, endurance, and flexibility
- ✓ Identify resources in the community that contribute to active living

### Active living – Grade 8

- ✓ Participate in activities that enhance cardiovascular fitness, muscular strength, endurance, and flexibility
- ✓ Plan how to utilize community resources

### Active living – Grade 9

- ✓ Participate in activities that develop personal fitness for active, healthy living

### Outdoor activities – Grade 7

- ✓ Know and practice safety procedures and routines in a variety of outdoor activities
- ✓ Know and understand the concept of reading a map
- ✓ Participate in activities or games that demonstrate sensitivity towards the environment (e.g., school grounds clean-up)
- ✓ Participate in at least one land-based (e.g., hiking, orienteering) and one water-based (e.g., swimming, canoeing) seasonal activity that practices environmental safety

### Outdoor activities – Grade 8

- ✓ Know and understand the concept of reading a map
- ✓ Participate in activities or games that demonstrate sensitivity towards the environment
- ✓ Participate in at least one land-based (e.g., hiking, orienteering) and one water-based (e.g., swimming, canoeing) seasonal activity that practices environmental safety

### Outdoor activities – Grade 9

- ✓ Create a map and design an orienteering course on your school grounds or in a local park
- ✓ Develop map-reading skills as an aid to navigation
- ✓ Participate in at least one land-based (e.g., hiking, orienteering) and one water-based (e.g., swimming, canoeing) seasonal activity that practices environmental safety
- ✓ Know and practice safety procedures and routines in a variety of outdoor activities

### Sport Experience – Grade 7

- ✓ Demonstrate sport specific skills and be able to break them down into their components: preparation, action, follow through
- ✓ Demonstrate positive personal and social behaviors that emphasize fair play

### Sport Experience – Grade 8

- ✓ Demonstrate the discipline and attitude required to master a skill
- ✓ Refine sport specific skills through practice and repetition
- ✓ Demonstrate positive personal and social behaviors that emphasize fair play

### Sport Experience – Grade 9

- ✓ Identify the relationship between body mechanics and performance
- ✓ Demonstrate positive personal and social behaviors that emphasize fair play

# Making Tracks Medical Information Form

NAME: \_\_\_\_\_ SEX: Male  Female

FAMILY DOCTOR (name and phone):

\_\_\_\_\_

\_\_\_\_\_

HEALTH CARD #:

\_\_\_\_\_

BIRTHDATE:

\_\_\_\_\_

MEDICAL CONCERNS: i.e. allergies, seizures, chronic conditions. Please be specific.

\_\_\_\_\_

\_\_\_\_\_

HOME ADDRESS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TELEPHONE:

\_\_\_\_\_

MEDICATIONS	DOSAGE	FREQUENCY
-------------	--------	-----------

IN CASE OF EMERGENCY NOTIFY:

\_\_\_\_\_

ADDRESS:

\_\_\_\_\_

Has the participant had any recent injuries or illnesses?  
If yes, please explain:

TELEPHONE:

\_\_\_\_\_

I HEREBY DECLARE THAT ALL THE INFORMATION PROVIDED IS CORRECT AND ACCURATE TO THE BEST OF MY KNOWLEDGE.

PARENT/GUARDIAN SIGNATURE:

\_\_\_\_\_

# Making Tracks Informed Consent Form

Informed consent from parents/caregivers needs to be sought from the Adult Leader of Making Tracks. The following is a suggested example and it is advisable to use existing program forms.

## Consent Form

I, \_\_\_\_\_, grant permission for my child, \_\_\_\_\_, to participate in the Making Tracks program described below.

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

Signature of parent/guardian: \_\_\_\_\_

Home Contact Information: \_\_\_\_\_

Name and contact information of the caregiver picking up the child after each session:

\_\_\_\_\_

-----

### For your information, PLEASE SAVE!

#### **Making Tracks: Cycling**

Location: \_\_\_\_\_

Drop off time: \_\_\_\_\_

Pick up time: \_\_\_\_\_

You may contact [insert program coordinator name] at [insert phone number] if you have any questions regarding this Making Tracks program.

\* The following are the Youth Mentors (group leaders) for this Making Tracks program:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

These Youth Mentors are trained in the Making Tracks program and will be supervised by the Adult Leader. The safety and the well being of the participants is the top priority.

## Making Tracks Information Letter—Example

DATE

Dear Parents/Guardians,

Thank you for your interest in the Making Tracks program. The Making Tracks (insert walking, biking, skateboarding or inline skating) program will take place at (insert name of school/community centre here). Making Tracks is a program designed to educate and train youth on the safety and skills for active transportation in your community and to promote the importance of being physically active, particularly going to and from (school/community club).

The Making Tracks program will run (daily/weekly). Each session is supervised by an Adult Leader who oversees the leadership of Youth Mentors, who will be working with your son/daughter in a small group setting. Please ensure that you have an emergency contact name and number included with your Informed Consent form. Also, please ensure your son/daughter has the required equipment, snack, and personal medications at every session as listed by the program coordinator. The coordinator will distribute this list prior to the beginning of the sessions/program.

If you have any questions regarding the Making Tracks program, please contact (insert contact name and number). We thank you again for your interest in the Making Tracks program, and look forward to sharing in active-learning sessions that will guide your son/daughter into becoming a healthy and safe (walker, cyclist, skateboarder or in-line skater).

Yours in active transportation,

(program leader's name; your school/community group name)

# Making Tracks Session Duty Form—Example

## DUTY FORM—Example

Program Coordinator: \_\_\_\_\_

NAME	TASK	MODE OF TRANSPORTATION	DEADLINE	COMMENTS	COMPLETE
Youth Mentor	Collect permission forms			Forms were passed out two weeks in advance of the session	
Youth Mentor	Collect medical forms			All forms go with Session Leader	
Youth Mentor	Class material checks			Make sure there is enough flip-chart paper	
Youth Mentor	Group gear check			Set up equipment during meet and greet	
Youth Mentor	Group first aid kit check			Restock small bandages/ moleskin	
Youth Mentor	Participant dress check			Do this as participants are being dropped off. For the first session have backups	

## Making Tracks 'Program at a Glance' Form—Example

LOGISTICS	GROUP	PREPARATION
Making Tracks Program:	Youth Mentors:	Training Sessions and Planning
Location:	1.	Dates:
Session Dates:	2.	1.
Drop-off Time:	3.	2.
Pick-up Time:	4.	3.
Emergency Procedures:	5.	4.
Adult Leader:	6.	Equipment Check Date:
First aiders:	7.	Safety Plan Updated Date:
	8.	Participant name, Pick-up name & emergency phone numbers:
	9.	First aid kit check Date:
	10.	Program Route checked:
	11.	Medical forms checked:
	12.	Emergency contact and Phone number:
	13.	
	14.	
	15.	

# Making Tracks: Youth Mentor Training Schedule (for Expert Trainers)

The following is a guide for Expert Trainers and Adult Leaders running the Making Tracks expert training session: Walking, Biking, and In-line Skating. The program is presented here as a two-day orientation. However, the program may be adjusted to meet the needs of the location. Within each session there are several activities, in order, made to build upon previous learning. Each activity is followed with guided questions and group discussion to help participants take their learning home. The Expert Trainer and/or Adult Leader should model the program and teach the skills as they would be taught to participating children. Explain that when the actual program begins, some Youth Mentors and the Adult Leader will be doing the meet & greet and paperwork while the other Youth Mentors will be running group-wide games. This approach sets a fun and organized tone for the day. Every session should begin with a few full group (FG) activities, then each Youth Mentor will break off into MT Crews. A crew will consist of “x-number” of participants and one Youth Mentor (this ratio will be determined by the Adult Leader). Youth Mentors can make up fun Crew names like “road warriors” or “pedestrians of power.”

It is important to allow enough time for training. The best way to train Youth Mentors is to DO the program with them: explain the general theme and purpose, then lead them through the activity. When every Youth Mentor feels they understand the activity, ask a Youth Mentor to volunteer to lead the activity, with the other Youth Mentors acting as participants. Rotate Youth Mentors as leaders and role-players.

## Walking – Sample Youth Mentor Training Schedule

It is important to budget enough time for training; well-trained and properly prepared Youth Mentors are the key to a quality program. The best way to train Youth Mentors is to actually DO the program with them. At the beginning of each activity, explain what the general theme and purpose is, and then lead them through the activity. When every Youth Mentor feels they understand the activity, ask a Youth Mentor to volunteer to lead the activity, with the other Youth Mentors role-playing as participants. Rotate Youth Mentors as leaders and role-players. Ensure that all Youth Mentors are comfortable leading every activity. *Please note that optional activities are not listed in the timetable given below*

\*Any times listed with an asterisk indicates time may change depending on route/group size.

### REQUIREMENTS

All participants must have every item on the equipment list to participate.

Participants must bring personal medications.

Participants must follow the safety restrictions or they will be removed from the outdoor activity.

Please read the detailed Information Letter and complete the Medical Information form.

## Day 1

8:30 am: Youth Mentors Arrive - FG activities

9:00 am: Welcome & Begin Training

### Session 1 – Introduction Activities

**25 min\***

Activity 1 – Hand Shake Tag (Full Group)

10 min\*

Activity 2 – Mingle, Mingle, Mingle

10 min\*

### Session 2 – Where Does Safety Start?

**35 min\***

Activity 3 – What Should I Wear?

20 min\*

Activity 4 – Life in the Fast Lane

15 min\*

10:00 am: Break / Snack / Washroom (15 min)

### Session 3 – Pedestrian Safety

**55 min\***

Activity 5 – Red Light, Green Light

15 min

Activity 6 – How Does the Chicken Cross the Road?

15 min

Activity 7A – Be Aware, Be Smart, Be Safe – Urban

Activity 7B – Be Aware, Be Smart, Be Safe – Rural

25 min\*

12:00 pm: Lunch (45 minutes)

12:50 pm: Continue with Sessions

### Session 4 – Your Safe Walking Route

**1 hr 5 min\***

Activity 8 – Buddy Tag and Getting Up to Speed/  
How to Choose a Walking Buddy

10 min\*

Activity 9 – Imagine That

15 min

Activity 10 – Signs, Signs, Everywhere

20 min

Activity 11 – I Spy

20 min\*

### Session 5 – Don't Be Scared, Be Aware

**55 min**

Activity 12 – Safe or Not Safe

15 min

Activity 13 – Spot the Stranger Tag

10 min

Activity 14 – RCMP or Local Police Visit

30 min

### Session 6 – Knowing Your Environment (optional) 30 min

Activity 16 – The Great Community Hunt

30 min

## Day 2 – Optional Day (but recommended)

8:30 am to 2:10 pm

Follow the same schedule, modified of course, with the Youth Mentors leading each activity. This will provide them with firsthand experience in program delivery. This also provides the Adult Leader an opportunity to model corrective feedback and point out each Youth Mentor's instructional strengths and areas to work on before the start of the program.

## Cycling – Sample Youth Mentor Training Schedule

It is important to budget enough time for training; well-trained and properly prepared Youth Mentors are the key to a quality program. The best way to train Youth Mentors is to actually DO the program with them. At the beginning of each activity, explain what the general theme and purpose is, and then lead them through the activity. When every Youth Mentor feels they understand the activity, ask a Youth Mentor to volunteer to lead the activity, with the other Youth mentors role-playing as participants. Rotate Youth Mentors as leaders and role-players. Ensure that all Youth Mentors are comfortable leading every activity. Please note that optional activities are not listed into the timetable given below

### Day 1

8:30 am: Youth Mentors Arrive - FG activities

9:00 am: Welcome & Begin Training

#### **Session 1 – Introduction Activities** **1 hr 20 min**

Activity 1 – Getting to Know you Bingo	10 min
Activity 2 – Head Armor	15 min
Activity 3 – The ABC Bike Safety Check	20 min
Activity 4 – The Right Fit	20 min
Activity 5 – Name that Bike Part	15 min

#### **Session 2 – Before You Ride** **55 min**

Activity 6 – What Should My Bike Be Wearing	20 min
Activity 7 – What Should I Be Wearing?	20 min
Activity 8 – Protect Your Melon	15 min

11:30 am: Lunch (30 minutes)

12:00 pm: Continue with Sessions

#### **Session 3 – Bike Basics** **1 hr 30 min**

Activity 9 – Bike Basics	50 min
Activity 10 – I Spy	40 min

#### **Session 4 – Sharing the Road** **1 hr 10 min**

Activity 11 – Sign on the Dotted Line	25 min
Activity 12 – My Safe Route	15 min
Activity 13 – Trail Blazing	30 min

#### **Session 5 – Putting the Pieces Together** **1 hr 45 min**

Activity 14 – Bike Jeopardy	15 min
Activity 15 – The Bicycle Rodeo	90 min

4:30 pm: Wrap Up and assign practice teaching activities that will be covered on day 2 (where applicable)

## Day 2 – Optional Day (but recommended)

8:30 am to 5:00 pm

Follow the same schedule, modified of course, with the Youth Mentors leading each activity. This will provide them with firsthand experience in program delivery. This also provides the Adult Leader an opportunity to model corrective feedback and point out each Youth Mentors instructional strengths and areas to work on before the start of the program.

## In-Line Skating – Sample Youth Mentor Training Schedule

It is important to budget enough time for training; well-trained and properly prepared Youth Mentors are the key to a quality program. The best way to train Youth Mentors is to actually DO the program with them. At the beginning of each activity, explain what the general theme and purpose is, and then lead them through the activity. When every Youth Mentor feels they understand the activity, ask a Youth Mentor to volunteer to lead the activity, with the other Youth mentors role –playing as participants. Rotate Youth Mentors as leaders and role-players. Ensure that all Youth Mentors are comfortable leading every activity. Please note that optional activities are not listed into the timetable given below

### Day 1

8:30 am: Youth Mentors Arrive - FG activities

9:00 am: Welcome & Begin Training

#### Session 1 – Introduction Activities

**55 min**

Activity 1 – Move Your Butt	15 min
Activity 2 – Memory Name Game	10 min
Activity 3 – Safety Check	30 min

9:50 am: Break / Snack / Washroom (15 min)

#### Session 2 – Skating Skills

**2 hrs**

Activity 4 – Skills Station Roundabout	60 min
Activity 5 - Egg Test	15 min
Activity 6 – Community Blade and Skate Part 1	45 min

12:00 pm: Lunch (45 minutes)

12:50 pm: Continue with Sessions

#### Session 3 – Skating Basics

**1 hr 25 min**

Activity 7 – Where Can I Skate?	15 min
Activity 8 – Rules of the Road Relay	20 min
Activity 9 - Crash Test Dummy	20 min
Activity 10 – Community Skate Part 2	30 min

#### Session 4 – Sharing the Road

**1 hr**

Activity 11 – Show Me What You Got!	60 min
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3:00 pm: Wrap Up and assign practice teaching activities that will be covered on day 2 (where applicable)

### Day 2 – Optional Day (but recommended)

8:30 am to 3:00 pm

Follow the same schedule, modified of course, with the Youth Mentors leading each activity. This will provide them with firsthand experience in program delivery. This also provides the Adult Leader an opportunity to model corrective feedback and point out each Youth Mentors instructional strengths and areas to work on before the start of the program.

## Making your own personalized Route Card

The Route Card is a method of planning and indicating outside teaching locations. It is useful for several reasons:

- a) It encourages you to examine details of your outside environment such as direction, distance, time, hazards, etc. Close examination will often reveal points that were missed in early planning;
- b) It is a written record to use during instruction. If you are not going at the right pace you will be able to make changes to maintain program flow;
- c) It gives a sense of the outside teaching locations. This avoids leaving the learning to chance—you will know what to expect, where to go, and the time frames associated with each activity ensuring the participants are involved in the Making Tracks outcomes.

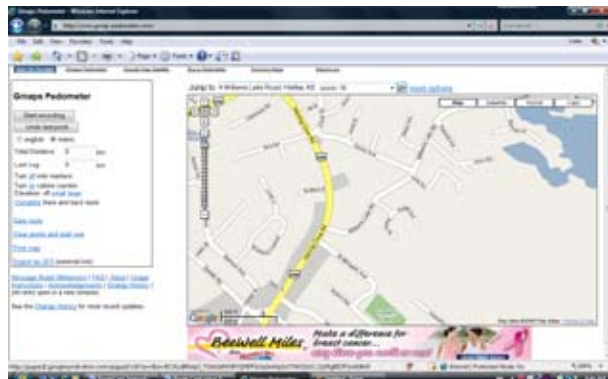
The creation of a Route Card is an important task when planning a path that maximizes the number of participants walking to/from a location with reduced risks. Using the online program “Gmaps Pedometer” (see instructions below) one can make an accurate map including the route and distance of the trip. An Adult Leader along with the Youth Mentors must walk along this route to note hazards. An Adult Leader must write down or make use of a computer to mark the risk potentials and instruction locations along the route.

### Requirements

- ✓ PC Computer using Windows XP or Vista (any edition)
- ✓ Printer
- ✓ Microsoft Word (any version after 98)
- ✓ Cardstock paper (optional)
- ✓ Instructions

### Step 1 – Setting up the Map

1. Go to [www.gmap-pedometer.com](http://www.gmap-pedometer.com)
2. A page loads up showing a large map. At the top of the toolbar is the address bar. The box on the left shows the route distance (switch to metric, it should read in kilometres).
3. In the address bar, pick a location where you would like to start off first. Usually this location will be the first meeting spot along a route. For this example, the starting point was “24 Williams Lake Road, Halifax, NS”.



4. Before pushing go, adjust the zoom to 16. You may want to change the zoom later on if the map is not appropriate.

5. Locate a proper starting point on the map (usually your home, school, club, etc). Make a mental note of where your route will start off.

6. On the left hand side, push “Record”. On the map, double click the starting point you chose in Step 5.

7. You should notice a large red balloon with a dot appear on your map.

8. Determine your route’s end point. Double click small segments along the route, following the roads on the map (imagine walking along the route). Notice that the total distance changes as you add these line segments.

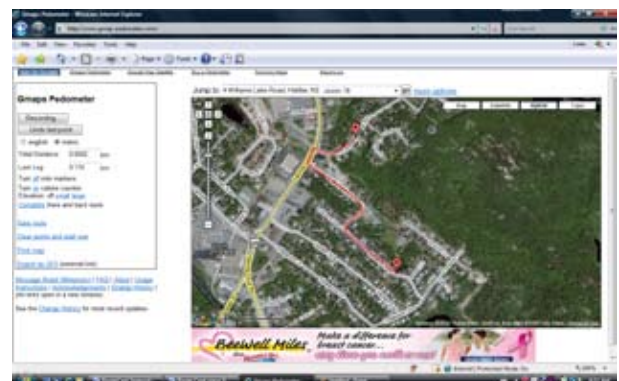
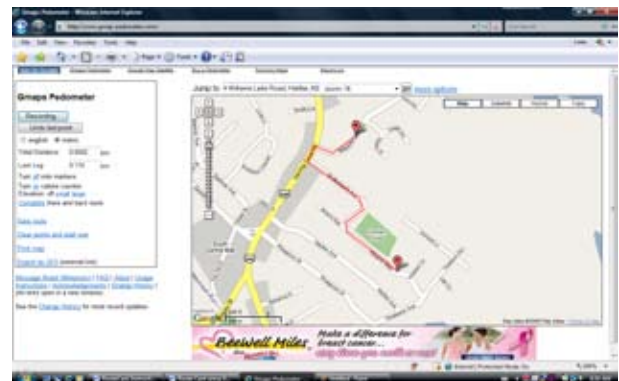
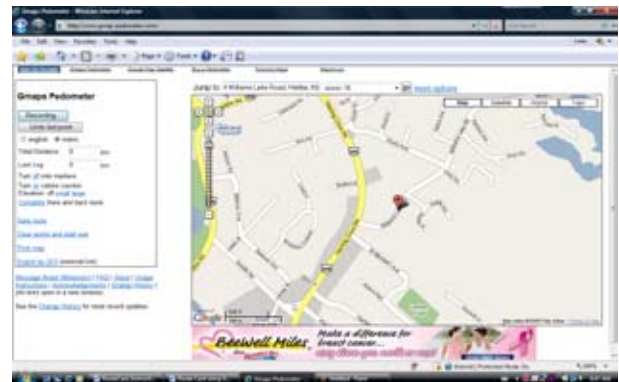
9. Notice that another red bubble shows up as you trace your route. You may want to click the “Hybrid” button on the map (this shows an image that is a mix of a drawn map and the satellite view) to show greater area detail and allow you to see the possible dangers along your route. It may help you choose a more appropriate route.

10. Examine the map for potentially dangerous areas. If you look closely, the map above shows that St. Michael’s Ave is near a wooded area.

11. Keep tracing along the map until you meet to your final destination. When you meet your destination, click the recording button once more. The cursor should look like a cross.

12. Adjust your map so that you can see the route fully. You can do this by clicking the map and dragging the map around. You may have to zoom in or out to see your full route.

13. Notice on the left hand side, the total distance is recorded. You may switch the button from English to Metric to convert from miles to kilometres (or vice versa) at any point.



### Comments

Are there any possible dangers along the route you have chosen?

Are there any wild animals that frequent these areas?

How much traffic will the participant encounter while walking along this route?

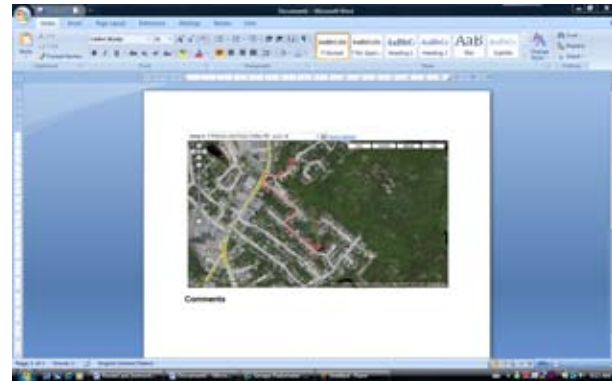
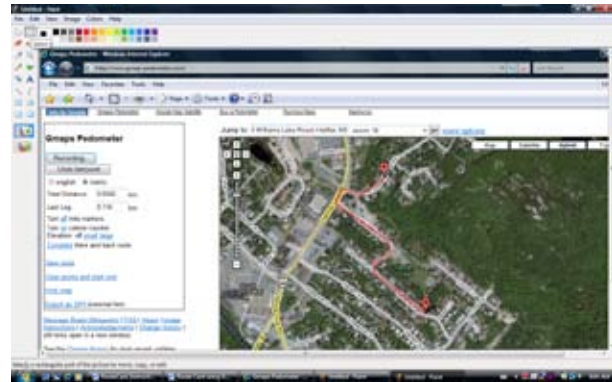
Is the route well lit when walking in darker conditions?

Is the neighbourhood safe?

## Step 2 – Printing off the Map

*Note that the instructions are made for Windows Vista, however the steps and process is exactly the same for computers using Windows XP.*

1. Adjust your map (i.e. zoom in or out, adjust map placement, etc.) on Gmaps Pedometer to suit your needs.
2. On the keyboard push “CTRL” and “Print Screen” at the same time.
3. Open Microsoft Paint. On the top toolbar, click edit, paste.
4. You now have your map on paint. Adjust the scroll bars so you can visibly see your map perfectly.
5. Now click the “select” button on the top row, second column options. Use that tool to select your map. Click edit and then copy.
6. Open Microsoft Word. Anywhere on the screen, push paste. The map should be large enough to be printed and cut out to use as your route card.
7. At this point, you can use Microsoft Word to make anecdotal notes for yourself.
8. Finally print off the Route Card on your cardstock paper.



*Please note that the above image shows Microsoft Word 2007*