



**SAFE ROUTES
TO SCHOOLS**
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Mapping My Route to School

Grade level: 4 through 8

Introduction: In this activity students will map their route to school and rate the safety of their route by conducting the Safe Routes Check List, an inventory of hazards and safety features.

Objective: To create a map and survey of each students route to school.

Set Up: This is designed to be a take home assignment; the mapping segment can easily be done as an in-class activity.

Younger students will need further explanation and modeling, older students should be able to follow the instructions on the handouts

In order to model the mapping activity it is useful to have the map copied to a transparency for use with an overhead projector.

Other maps (U.S. or world) are useful for comparison.

Materials:

Mapping Handout (school area map)

Safe Routes Check List Handout

additional:

school area map overhead

overhead projector

colored overhead pens

other maps for comparison

colored pens or pencils for in class mapping

Preparation:

° Transfer Mapping Handout (school area map) to a transparency if an overhead will be used for in-class instructions or modeling.

Discussion: Ask the class how many people usually walk or ride (or scooter, skateboard, rollerblade, etc. to school)

° Ask how many people regularly **carpool**. (check for understanding of a carpool as more than one family sharing a ride)

° Ask how many people regularly use more than one **mode** of transportation to get to school. (check for understanding of the term mode as a way of doing something)

Instruction/Modeling:

° Instruct students to use the map provided to trace their route to school using a colored pen or pencil (a yellow felt pen works the best).

° Students will probably have more than one route because they rely on different modes of transportation. Many people drive some days and walk or ride other days. Use different colors for each route and create a key. For example:

yellow= driving route
red= biking route

(Use any colors you like, hi-lighters work the best.)

° Demonstrate using the overhead map and different colored pens.

Assessment: Were students able to trace a route or routes and create a color key to indicate which mode of transit they were using?

Closing: Ask the class to share some of the reasons they can't walk or ride to school and brainstorm possible solutions.

Safe Routes Check List

Instructions: We would like you to walk or ride your route to school on a typical weekday, but you can walk or ride the route at any time.

If you live too far to walk or ride all of the way to school please try and walk part of the way to school, fill out the survey for the last 1/4 to 1/2 mile of your route if you are a fourth grader and the last mile or two if you are in middle school.

Name _____

School _____

Age ____ (students under the age of 12 should be accompanied by a parent)

School _____

Teacher _____

Date _____ Time _____ Weather

Conditions _____

1. Did you have a place to walk or bike?

__No Problems __Some problems

- No sidewalks or walking paths at all.
- No bike lanes or bike paths at all.
- Not enough sidewalks or paths.
- Not enough bike lanes or bike paths.
- Sidewalks or paths were blocked with poles, signs, shrubbery, dumpsters, etc.
- There is not enough room for two people to walk side by side.
- Sidewalks, paths or streets were uneven, cracked or had pot-holes.
- Cars were parked on sidewalks or in bike lanes.

- Trucks making deliveries were parked on sidewalks or in bike lanes.
- There were a lot of cars pulling out of driveways.
- I had to walk or ride in the street and I did not feel comfortable because there was too much traffic or the traffic was going too fast.
- Something else? _____

Rating: (1 is best and 5 is worst)

1 2 3 4 5

2. Was it easy to cross streets?

__No problems __Some problems

- I have to cross in the middle of a very wide street with no traffic signals or crosswalk.
- The street is too wide to cross before the signal changes.
- Parked cars blocked my view of traffic and made it difficult for drivers to see me.
- Trees and bushes or other obstacles blocked my view of traffic and made it difficult for drivers to see me.
- There are no pedestrian signals or crosswalks at some intersections.
- The traffic is going too fast.
- My school has a crossing guard.
- Something else? _____

- People pulled out of their driveways too fast, or without looking carefully
- Something else?

Rating: (1 is best and 5 is worst)
 1 2 3 4 5

3. Was your walk or ride safe and fun?

- It was too dangerous to be fun.
- It was nice, but difficult in some places.
- I have a good, safe route to school.

Did the drivers behave well?

- Drivers don't stop at stop signs.
- I think that drivers should slow down.
- Drivers didn't stop when I was waiting at the cross walk to cross the street.
- Drivers came around corners without looking for pedestrians.

4. Is there any other way to make your route better?

- My route would be better with more grass, flowers, or trees.
- I don't like the dogs that are loose on my route.
 - Some of the people I saw on my route made me uncomfortable.
- My route was polluted:
- There was lots of litter or trash.

- It was very noisy.
- The air was bad, I could smell the car exhaust.

__No Problems __Some problems

Rating: (1 is best and 5 is worst)

1 2 3 4 5

