

Promoting Intercultural Understanding and Physical Activity in UBC's Walk'n Roll Program

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**WALK 'N ROLL
TO SCHOOL**



Promoting Intercultural Understanding and Physical Activity in UBC's Walk'n Roll Program

KIN 465: Interculturalism



November 24, 2015

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Executive Summary

Over the last few decades there have been declining rates of active transportation among school children, which have initiated the development of several programs such as Safe Routes To School, the Walking School Bus, and Walk To School. Together with UTown, the University Neighbourhood Association (UNA) has established a Walk'n Roll program that allows elementary school children to safely and actively commute to school under the supervision of parent volunteers.

Purpose. The purpose of this project is “to expand on UBC’s Walk’n Roll Program so that it further promotes physical activity amongst students and parents, and intercultural understanding amongst all residents of UTown@UBC” (Cureton, 2015a).

Objective. The objective of this paper is to evaluate UNA’s current Walk’n Roll program so that in conjunction with qualitative observations and academic research, recommendations can be provided to improve the program.

Method. The four researchers involved in this study participated in UTown’s Walk’n Roll Celebration Week (October 5th to October 9th, 2015). Each researcher was randomly assigned to one of four UTown neighbourhoods in which they accompanied parent volunteers and children to school, following the appropriate Safe Route to School. Researchers alternated routes to gain a more complete understanding of how the program was run within each neighbourhood.

Results. Among our findings, three main challenges emerged: (1) the lack of participation from older students, (2) the inconsistent use of safety protocols amongst volunteers, and (3) the lack of opportunities to gather data about participation.

Limitations. The findings of this study were limited due to time constraints, lack of ethical approval resulting in the inability to conduct formal surveys with children, and inaccurate participation rates due to misplaced passports.

Recommendations. To improve the development of this program, three recommendations have been suggested: (1) facilitate student leadership in older students, (2) increase the focus on facilitating traffic safety skills in children, and (3) use the Walk’n Roll website for promoting and monitoring of the program.

Conclusion. The Walk’n Roll program has become a hugely successful program through the University Neighbourhood Association. Our analysis has revealed many strong features of the program and has accordingly proposed appropriate recommendations for further development. The next steps for this program would be the implementation of the suggested recommendations, the use of surveys as a form of data collection, and further exploration of the subcultures found within elementary schools.



Walk 'n Roll to School

Introduction

Active transportation is described as any human-powered transportation such as walking or bicycling (Sallis, Frank, Saelens, & Kraft, 2004). It has proven to be beneficial for children as it improves levels of physical activity, energy expenditure, and cardiorespiratory fitness, resulting in the increased likelihood of meeting daily physical activity guidelines (Lubans, Boreham, Kelly, & Foster, 2011; Mackett, Lucas, Paskins, & Turbin, 2005; Timperio, Crawford, Telford, & Salmon, 2004). Despite these benefits, research has identified declining rates of active transportation among school children over the last few decades (Gray et al., 2014; Mammen et al., 2014;

Pabayo et al., 2012). In an attempt to reverse these trends, several initiatives have been developed including Safe Routes To School (SRTS), the Walking School Bus (WSB), and Walk To School (WTS) (Chillón, Evenson, Vaughn, & Ward, 2011; Kong et al., 2009; Mendonza et al., 2012).

The University Neighbourhood Association (UNA) has established a Walk'n Roll program that works in collaboration with UBC's Community Development, and Campus & Community Planning teams (Cureton, 2015a). Together, Gabriella Scali (Coordinator, Community Programs and Outreach) and Quining Wang (Community Engagement & Volunteer Coordi-

nator, UNA) have organized a WSB for each of the four surrounding neighbourhoods: Wesbrook, Norma Rose Point, Acadia, and University Hill (UHill). Liska Richer (Manager, Social Ecological Economic Development Studies) oversees the entire program. For a full project outline including a work plan and the midterm progress report, refer to Appendices A, B, and C.

The purpose of this project is to "expand on UBC's Walk'n Roll Program so that it further promotes physical activity amongst students and parents, and intercultural understanding amongst all residents of UTown@UBC" (Cureton, 2015a). The objective of this paper is to evaluate UNA's current Walk'n Roll program, taking into account our own observations and academic research, in order to provide recommendations that can be used to improve the program.

Background Information

UTown is a residential community at UBC comprised of over 20,000 residents made up of students, faculty, staff, and other residents (Utown.ubc.ca, 2015). According to its website, UTown is "made for walking (and biking!)", with lots of pedestrian corridors,

well-drained pathways, cycling routes, and green space...to encourage the youngest residents (and their parents!) to choose active transportation and to promote a safe and walkable community” (Utown.ubc.ca, 2015). Since 2013, UTown has partnered with UNA each year to jointly support Walk’n Roll to School Celebration Week — a celebration in which, over the course of one week, hundreds of children and community volunteers from around the UTown community participate in the Walking School Bus initiative (Utown.ubc.ca, 2015).

The UNA, a municipal council for the local areas of the University of British Columbia (UBC), has teamed up with Campus and Community Planning, a team of urban planners, designers, engineers, public consult professionals, building inspectors, and sustainability experts; with the purpose of expanding UBC’s Walk’n Roll Program so that it further promotes physical activity among students and parents, as well as the intercultural understanding amongst UTown residents. UTown’s website features a number of affirmative reasons legitimizing the promotion of active transportation to school,

including reducing vehicles in school zones, lowering fuel costs, reducing air pollution, safety education, and creating healthier communities, among others (Utown.ubc.ca, 2015).

Consequently, the underlying focus of this study was to develop recommendations about how to further promote physical activity of UTown residents, gather knowledge about how the program can be used to foster intercultural understanding, and to create connections between UTown residents as well as other members of the UBC community.

The concept of a Walking School Bus was first introduced by David Engwicht in 1993 (Engwicht, 1993). He proposed this idea as a possible solution to what he described as a “vicious cycle that feeds on itself” (Engwicht, 1993). Engwicht was referring to the phenomenon whereby parents of school children determine that, since walking to school is too dangerous, they must drive their children to school; what results is that other parents are forced to drive their



Walk ‘n Roll
Passport



children to school because it is too dangerous for their own children to walk (Engwicht, 1993). As a solution to this cycle, Engwicht envisioned a program led by parents, police, teachers, and other authorities, that involved mapping each child’s residence in relation to their school and preparing the safest route for them. Furthermore, his proposition included the notion of recruiting what he called Walking Bus Drivers (i.e., volunteers) through local newspapers and various other media outlets (Engwicht, 1993). Akin to the Walk’n Roll to School Program, the Walking Bus Drivers’ task would be to travel along the proposed safe route, picking up school children along the way and delivering them to school (Engwicht, 1993).

Methodology

The researchers of this study met with the previously mentioned community partners on September 28, 2015 to discuss the structure of the study as well as to receive approval of the study's proposed observation techniques prior to conducting any research or participating in the program. Due to limitations acknowledged later in this paper, the researchers of this study were restricted to the types of observations that could be collected. Consequently, this study was done by employing qualitative informal or unstructured participation observation techniques guided by the purpose statement and objectives outlined earlier. Participant observation techniques involve researchers taking part in daily activities, interactions, and events of a group of people as one of the means of learning explicit and tacit aspects of their routines



and their culture (DeWalt & DeWalt, 2011).

Accordingly, the four researchers involved in this study participated in UTown's Walk'n Roll Celebration Week that occurred from October 5th to October 9th, 2015. Each participant was randomly assigned to one of the Safe Routes to School (Appendix E) and alternated his or her route with each consecutive day in order to facilitate a complete comprehension of program within each neighbourhood. Each researcher arrived at the scheduled departure time pertaining to his or her route (Appendix E) and traveled the safe route as a volunteer, assisting community volunteers when needed.

The sample population of this study was composed of male and female school aged children, from kindergarten to grade seven, in the UTown residential neighbourhood, as well as the parent volunteers that participated during those

particular days. Again, due to limitations, a precise number of program participants could not be gathered. However,

the community partners provided documentation indicating the total number of passports returned from students from each school, as well as the total number of trips logged (Appendix F). Following the Walk'n Roll Celebration, researchers met with community partners once again to be debriefed and to discuss the observations.

Discussion and Recommendations

Active transportation (i.e., walking or bicycling) is regularly recommended as a strategy to increase children's physical activity (Sirard et al., 2008).

Community benefits of active transportation programs include less car congestion and emissions, enhancement in neighbourhood safety, and community cohesion created through increased social interactions (Sirard et al., 2008).

Parent volunteers in the UTown Walk'n Roll program demonstrated impressions paralleling these findings, as many were observed to express feelings of enhanced social connections with their child's school, as well as by perceiving an increased alertness and readiness to learn in their children. Interconnections created through parent-to-parent relations and children-to-children friendships

can increase cultural awareness in a community that have the potential to foster social inclusion, cultural learning, and cultural sensitivity, especially within the diverse UTown community (Cureton, 2015b). The Walk'n Roll program also gave parents a sense of safety, allowing them to feel comfortable in sending their children to school via active transportation. Thus, this program is not only a fun way for the UTown community to foster connections between various cultures but also a safe and active way for children to commute to school. For a complete overview of our observations, refer to Appendix D.

However, despite these positive findings, three main challenges were identified: 1) the lack of participation from older students, 2) inconsistent use of safety protocols amongst volunteers, and 3) the lack of opportunities to gather data about participation.

Challenge #1: Lack of participation from older students

Although there was a visible lack of participation on behalf of older aged elementary school children (primarily grades four to seven) from

the Walk'n Roll program, many of these children were later observed walking or biking to school on their own, without the supervision of adults. This observation implies that there is a barrier, perhaps perceptual, for older students to join younger students in the program. This could be the result of a lack of age-appropriate motivation provided. For example, the Walk'n Roll

passport and sticker tracking system greatly appealed to the younger grades but not to the older children. Some of the reasons for the lack of participation from older students could be because they want to gain independence, they feel embarrassed to have their parents walk them to school, and other attitudes relating to the differing subcultures within elementary school.

Recommendation #1: Facilitate student leadership in older students

To broaden the age range we recommend actively involving older students to be leaders of the Walk'n Roll program through the creation of a mix-grade buddy system. A leadership role will not only engage more students in the program, but also allow them to develop skills in communication, value-building, decision-making, and group dynamics (Lee-Cox, 2004). Research has demonstrated that pairing older students with lower grade levels allows them to develop a special relationship, where the younger students look up to their older "buddy" while the older students

reciprocally become mentors to the younger students, as well as look out for their safety and well-being (Rumier & Lewis, 2006). Teaching elementary students leadership skills assists in developing a foundation that can serve the student throughout their life by working towards improving their potential and helping others (Lee-Cox, 2004). We suggest that students in grades four to seven be the target audience of a short in-class presentation encouraging them to become involved in the Walk'n Roll program as group leaders. Students that show interest should be encouraged to sign up as a "leader" so that they can be integrated into the core parent volunteer group and designated with positions

of responsibility, such as helping parents guide younger students across walkways/streets or handing out participation stickers to the younger passport users. Allowing children to co-lead walking groups and encourag-

ing them to be independent (when developmentally appropriate) can help to mitigate the constant reliance on adults for safety, that children can acquire from being patrolled across streets (Mandoza et al., 2012).

Challenge #2: Inconsistent use of safety protocols amongst volunteers

The Walk'n Roll program was initially a response to parental concerns about the walkability factors of the UTown neighborhood (i.e. roundabouts, heavy traffic), which led to more parents driving their children to school, resulting in traffic congestion. However, due to the diverse population in this neighbourhood, parents may have differing perceptions of the risks associated with allowing their children to independently commute to school,

thus cultural variations need to be considered. These concerns led to the development of safe walking routes to school (see Appendix E). While most parents agree child pedestrian safety skills are very important, only a few parents proactively teach their children these skills while crossing the street, resulting in children developing a strong reliance on adults to help them cross the street safely (Mandoza et al., 2012). These research

findings were apparent in our observations as not all volunteers actively and consistently educated children about traffic safety. There were some exceptions however, as volunteers traveling from Acadia Park to UHill Elementary school were observed to review basic rules about traffic and bike safety each morning.

Concerns about safety are not unique for the UTown neighborhood. In a recent article reviewing the evidence of walking school busses, 10 out of 12 studies highlighted safety concerns as a barrier for participation (Smith et al., 2015). Taking this evidence and the initial purpose of the Walk'n Roll program into consideration, there is a lack of focus towards educating children in safety.



Recommendation #2: Increase focus on facilitating traffic safety skills in children

Walking school bus programs present a significant opportunity to improve the pedestrian safety behaviours of children through two important methods: (1) children's pedestrian risk drops by almost 70% when walking with an adult, and (2) adult leaders can model and teach road safety behaviours on the way to and from school (Mendoza et al., 2012). Studies done with grade school children have demonstrated no difference in safety adherence between students that went through a safety knowledge program in a classroom setting versus those that did not, but the chance to model the behaviours and put them into practice during a WSB had positive effects on safety adherence (Mendoza et al., 2012 & Zeedyk, 2001). In order to facilitate adherence to the safety knowledge, it must be practice during real life situations (Zeedyk, 2001). The Walk'n Roll program is a perfect opportunity for par-



ents and volunteers to educate, via verbal and physical cues, the children about safety adherence by reminding them of four simple steps: (1) staying on the sidewalk, (2) stopping at the curb, (3) looking left-right-left before stepping out, and (4) staying alert and observant while crossing the road (Zeedyk, 2001). Parents and volunteers

should be provided a safety orientation highlighting child road safety tips prior to participating in the Walk'n Roll program. Improving children's pedestrian safety behaviours is an important outcome of the walking school bus and influences a parent's decision to allow their child to actively commute (Mandoza, 2012).





Recommendation #3: Use the Walk'n Roll website for promotion and monitoring of the program

To help increase awareness of the Walk'n Roll program and create a more efficient form of data collection, we recommend the implementation of an interactive program website. The current website being used provides relevant information for parents but it is lacking an interactive and aesthetic appeal for elementary students. Thus, we suggest re-launching a user-friendly website that enables students to learn the basics about pedestrian safety, outline the walking route they would take to school, log the amount of time they spend actively commuting, and earn points each time they use active transportation. Successful

web-based promotional campaigns along with the integration of marketing campaigns (i.e., flyers given out in classrooms) have been proven to be effective in creating long-term success (Vrontis et al., 2008). Furthermore, creating your own media is one of the elementary methods of powering the people that David Engwicht highlights in the book in which he initially proposed the Walking School Bus (Engwicht, 1993). The website would allow community partners as well as all residents of the community to interact and share media with each other. Along with the development of an interactive website, there is the opportunity to introduce pedometers as a way to track the total number of steps or movements a child makes. Each child can then set a target goal and use their pedometer to help them work towards achieving that goal. Once they have met their

goal, a reward would be given to them. In an eight-day intervention, Horne, Hardman, Lowe, & Rowlands (2009; 2007) found that using this pedometer-based approach increased steps by 21% for boys and 35% for girls aged nine to eleven years

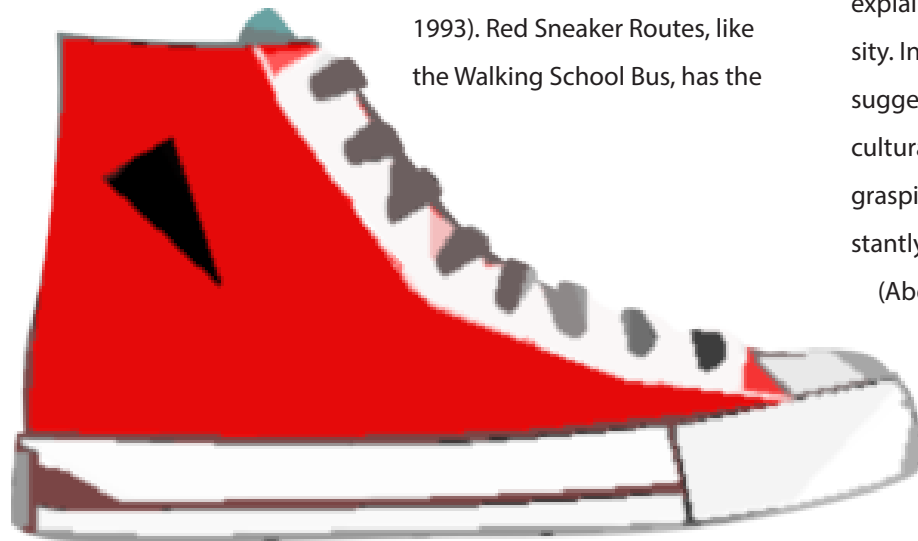
old. This implies that along with the engaging website, the pedometer tracking system would also be a good way to motivate older students who were seen to be less involved in the program.

More importantly, the idea of re-vamping the currently existing Walk'n Roll to School website presents itself as an opportunity to move away from language and terminology that seems to direct the focus on issues that are not the true cause of the problem --- which was never intended to be the primary goal of the Walking School Bus program (Engwicht, 1993). Instead, he says, the goal should be to facilitate the independent mobility of children (Engwicht, 1993). In many instances of initiatives designed to promote active transportation among school children, the very behaviour of being led repeatedly and

completely dependently through streets and neighbourhoods changes them into “movement corridors” and, in-effect, prohibits or cripples the children’s development of independent mobility which has a number of undesirable consequences later in life (Engwicht, 1993).

The focus should be shifted back to the children and developing a sense of place in which the elements that make up our environment are not simply functional elements. Transportation, especially for children, is not simply about getting from A to B. It is also time that children use to grow into healthy and independent adults.

Re-calibrating the Walk ‘n Roll Program may necessitate development of an additional



program; one that specifically targets the older elementary aged children that have already observed to be in disagreement with some of the autonomy lost through participation in the Walk ‘n Roll Program. The program would of course take this into account, but it might still maintain the primary themes of and the apprehensions gained through the Walk ‘n Roll Program. One example of a previously implemented program is Red Sneaker Routes (Engwicht, 2003). Interestingly, this program was also developed by Engwicht, the man who initially produced the Walking School Bus. The program is described as a “static form of the walking bus” in which children are no longer accompanied by adults for the entire length of the route, but rather provided supervision along short sections (Engwicht, 1993). Red Sneaker Routes, like the Walking School Bus, has the

potential to become highly personalized; but, unlike the Walking School Bus, Red Sneaker Routes works by actively creating the type of environment that children actually enjoy independent mobility through a wide range of trips (Engwicht, 1993).

Conclusion

The walking school bus is a great way to get children moving and more physically active and demonstrates a prime opportunity to foster community cultural cohesion. However, it is important to note that cultural diversity does not always equate to intercultural understanding. In the article “Interculturalism as a paradigm for thinking about diversity” the author, Abdallah-Pretceille, states that the concept of culture is no longer adequate to explain everyday cultural diversity. Instead Abdallah-Pretceille suggests that we use the term culturality, which does a better job grasping the flexible and constantly changing nature of culture (Abdallah-Pretceille, 2006). In

relation to the Walk ‘n Roll program this notion of culturality can function to inform the managers of the Walk ‘n Roll program

that culturality among children is fluid and constantly changing. With this understanding, further research needs to be done exploring the sub-cultures that develop throughout elementary schools.

Our research was vastly limited by time constraints, which inhibited us from receiving ethical approval to work more closely with the children and making formal observations such as conducting surveys. Additionally, due to the misplacement of passports it was difficult to precisely determine the

participation and success of the program. Thus, we suggest that future projects with the Walk'n Roll program formulate a questionnaire that would provide insight on demographical information, and motivations/barriers for commuting to school. Additionally, we strongly encourage the implementation of our previously mentioned recommendations: developing a student leadership program; providing a safety orientation for parent volunteers; and/or launching an interactive website with further development of a pedom-

eter tracking system controlled by an application. Overall, the Walk'n Roll program has become a hugely successful program through the University Neighbourhood Association; advocates of the program should explore other initiatives such as the Red Sneaker Program in order to provide opportunities for children to gain increasing levels of independence. Our analysis has revealed many strong features of the program as well as improvements that can be made to help this program develop even further.



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Appendix

Appendix A: CBEL Project Outline



KIN 465 CBEL Project Description INTERCULTURALISM, HEALTH & PHYSICAL ACTIVITY

The objective of KIN 465 CBEL projects is for students to have an opportunity to examine links between theory, practice, and personal experiences in relation to promoting interculturalism, health, and physical activity.

COMMUNITY PARTNERS Please fill out this template in as much detail as possible. Students will use this form to learn about your organization and the opportunities available. Return by email to Kathryn.cureton@ubc.ca by August 15, 2015.

PROJECT TITLE: *Promoting Intercultural Understanding and Physical Activity in UBC's Walk 'n Roll Program,*

1. **Organization name:** Community Development, Campus + Community Planning and University Neighbourhood Association (UNA)
2. **Mission of organization:** Campus and Community Planning are the urban planners, designers, engineers, public consultation professionals, building inspectors and sustainability experts dedicated to creating a vibrant, sustainable, live-work-learn community at UBC. Key responsibilities include long-range planning, land use regulations, campus and landscape design, licensing and permits, in addition to managing sustainability, community-building and programs that bring life and vibrancy to campus. Website: planning.ubc.ca/Vancouver. The University Neighbourhoods Association (UNA) approximates a municipal council for the local areas on campus, promoting the creation of a vibrant, sociable, safe and diverse university town community at the University of British Columbia (UBC). Website: <http://www.myuna.ca/>
3. **Project purpose:** The purpose of this project is to expand on UBC's Walk 'n Roll Program so that it further promotes physical activity amongst students and parents, and intercultural understanding amongst all residents of UTown@UBC. There are opportunities in the existing program for both students and parents to learn more about physical health and wellbeing, as well as other cultures on campus and in their community. Short intercultural games involving parents and students could be organized for when parents drop their students off at the stop and are waiting for the "walking school bus," or students could be taught activities and information along the route to take home to their parents. Having KIN 465 students accompany UTown residents on the route and teach them these games would also serve to further connections between UTown residents and other members of the UBC community.
4. **Project Background/context:** The first Walk n' Roll to School Celebration took place in May 2013, with community volunteers leading a "walking school bus" from each campus neighbourhood to University Hill Elementary School to help kids and parents become more comfortable taking active transportation (walking, biking, scootering, skateboarding) to



KIN 465 CBEL Project Description

INTERCULTURALISM, HEALTH & PHYSICAL ACTIVITY

school. Since then many neighbourhoods have joined in, continuing to walk and roll year-round.

5. **Outline of Project Details:** 1. Meet with Gabriella Scali to discuss objectives and develop a workplace 2. Literature review of short games that have been used to promote intercultural understanding between children, 3. Connect with two other CBEL project which are doing similar work in Renfrew Collingwood and will have an Intercultural Physical Activity Guide to share with you, 4. Select and/or design and pilot 2 -3 games with children during Walk 'n Roll event (please note there is very limited time for any games before Walk 'n Roll— parents tend to drop their kids off 5-10 minutes before they leave) ; 5. Work on reflection and analysis of event outcomes; 6. Work on recommendations to Community Development for future events.

6. **Deliverables**

This section pertains to what is expected at project completion. All KIN 465 projects require a midterm progress report, a final report with an executive summary and recommended next steps, and a presentation that students will design to be used by your organization. It will include a summary of the project, recommendations, and student reflections on the project process.

Progress report

Final Report with executive summary and recommendation

Presentation for our organization with student reflections

Other: Please describe.

7. **Learning outcomes:** *Please provide at least three things you anticipate students will learn through this opportunity*

1. Learn about how games can promote intercultural understanding
2. Gain experience working with children
3. Learn how to design, pilot and evaluate educational physical activities/games

8. **Organizational Outcomes:** *Please provide at least three things you anticipate your organization will gain through this opportunity*

1. Recommendations about how Walk n Roll can further promote physical activity amongst children and parents
2. Knowledge about how the program can be used to foster intercultural understanding and community on campus
3. Create connections between UTown residents and other members of the UBC community

9. **Skills desired** (things you want the students to be able to do coming in): Previous experience working with children; comfortable leading physical activities with children; research skills for literature review.
10. **Project location** (where will the work be done? Is there public transportation available?): Location is throughout the UBC Vancouver campus neighbourhoods, including Wesbrook Place, Hawthorn, Hampton, Acadia, etc. Ideally, we would likely assign 1-2 students per location and pair them with a few parent volunteers.
11. **Are there any specific dates or times students need to be available to participate in this project?** Note that the earliest students can begin the projects is Tuesday, September 22, and projects must be completed by Tuesdays, November 17th, 2015: Yes. 1) October 5-10th (from 7:45am to 9:00am) Walk 'n Roll to School is scheduled to coincide with International Walk to School Week, and if possible 2) Week of September 28th (specific date TBD), a "Volunteer Orientation/Training Session" is held at the Old Barn Community Centre on UBC Campus.

COMMUNITY PARTNER CONTACT INFORMATION

Contact Person(s): Gabriella Scali; Quining Wang ***

Job Title(s): Gabriella is the Coordinator, Community Programs and Outreach; Quining is the Community Engagement & Volunteer Coordinator, University Neighbourhood Association (UNA)

Email(s): Gabriella.Scali@ubc.ca; qwang@myuna.ca

Address(es): Gabriella - 2210 West Mall

Phone number(s): Gabriella - (604) 822-2278; Quining 604.822.3799

Preferred method of communication: email

***This is a SEEDS (Social Ecological Economic Development Studies) project. SEEDS projects aim to solve a campus sustainability challenge in a specific UBC operational area. Your report will be published on the SEEDS online library and could potentially lead to sustainability on campus. Please include SEEDS Manager, Liska Richer, on your first email and first meeting. She will provide additional support to this project. liska.richer@ubc.ca

Appendix B: Work Plan

KIN 465 CBEL Projects Work Plan

Name of Project: UBC's Walk 'n Roll Program	
Purpose(s) of Project ("why are we doing this?"): To devise recommendations, based on existing empirical data and experiences acquired via attending the Walk 'n Roll Program, for improving physical activity opportunities in a community with an increasingly diverse population; to foster intercultural relationships among the various community members, including parents and children of those involved; and to inquire about potential factors influencing the participation and/or non-participation of various groups.	
Deliverables ("what are we going to create?"):	
<ol style="list-style-type: none"> 1. Midterm progress report 2. A final report including recommendations to better the program 3. Presentation in class and for the partner organization. 	
Methods ("how are we going to do this?"):	
<ul style="list-style-type: none"> • Make note of our assumptions before we attend the program to acknowledge what we are expecting to observe regarding the physical activity opportunities and the level of intercultural connecting between (families, parents, children) • Create a list of 3-4 questions that will be asked to participants (children? Adults?) to determine • Participate in the IWalk week with UBC community schools to gather information, via field notes and informal conversations with various participants including children, parents, and program coordinators, that can be used to make recommendations for future events. We intend to capture general feelings about how the program is perceived by participants, and if they are receptive to the idea of performing additional activities during the walk. • Reflect on our assumptions and acknowledge where they were challenged or realized • Complete a brief, concise literature review of physical activity and intercultural-relationships between children • Based on our observations, field notes, discussions and the literature review, come up with 2-4 recommendations for improving physical activity opportunities and 2-4 recommendations to foster intercultural relationships among (families, parents, children) • We will maintain contact with our program coordinators throughout our research 	
Project Members	Skills/Interests
Jamal Alawes	Ability to critically and logically analyze research and apply to problems at hand. Attention to detail; excellent preparation. Ability to prioritize and find creative strategies and solutions. Resourcefulness. Good organization, administration, and management abilities. Technical skills (i.e. computers, scientific knowledge, etc.) Persuasive, neutral writer. Attention to detail.
	Role(s) in the project
	Contact Person Liaison – responsible to make initial contact, set up messages and maintain contact, and gather feedback on deliverables. Prepare literature review and necessary gathering of data. Construct project presentation. Provide list of recommendations appropriate for community based on empirical evidence and observations.
	Availability
	M/W/F after 4 PM T/Th after 2 PM

Nicolai Gottlieb	I have theoretical knowledge about the health benefits of an active lifestyle. I find it interesting to use this in practice to promote physical activity and intercultural understanding in a community. Experience working with children.	Participate in Walk n Roll program. Observe and fulfill research obligations. Assist in preparation of presentation.	Classes from 10-11 on Mon/Wed/Fri Classes from 12:30 - 2 Tue/Thur
Fionnuala Pielse		Participate in the Walk'n Roll program. Do the needed research to help my group complete our project.	Classes 12-1pm, 4-5:30pm Mon,Wed,Fri 9:30-12:30pm Tues, Thurs 5-8pm Tues
Narada Lobo	Knowledge on physical activity and children from previous KIN courses. Volunteering experience with children. Previous contribution to group papers. Skills include: organizational, critical thinking, reliability, etc.	Conduct preliminary research that will contribute to our data analysis. Actively collect data during the Walk n' Roll week to help develop recommendations for the program. Engage in discussions with parents, volunteers, and community partners to receive their feedback from the program. In collaboration with other group members, write final report and present our findings to our community partners and class.	Classes from 9:30-2pm, 4-7pm on Tues; 9:30-2pm on Thurs; Unavailable 9:30-3:30pm on Mon and Fri

Project Component	Specific Task	What do you need in order to get this done?	Who is responsible?	When is this due?
First meeting with Contact Person	Email contact person to introduce your group and ask for a meeting	-learn people's availability	Jamal	Sept 22
	Meet with the contact person and discuss project goals and details	-Read the background information listed on the course blog before meeting -begin filling out work plan	Everyone	Wk of Sept 20 or 28
class requirements	Work plans due via email to Kat/Shawn and community partner	-complete work plan with detailed timeline and organization of work	Everyone	By Oct 1
	Midterm Progress report due via email to Kat/Shawn and community partner	-see instruction on blog	Everyone	Oct 22, end of day
	Report	-see instruction on blog	Everyone	<i>Date will be assigned</i>
Peer Evaluation	Presentation	-see instruction on blog	Everyone	<i>Date will be assigned</i>
	Peer Evaluation	-reflect on your group	Everyone	Dec 3

			members' contribution to the project		
Final meeting with Contact Person	Prepare project to present to contact person			Everyone	
	Meet with Contact Person and get their feedback on final project		-schedule meeting	Everyone	Week of Nov 2
	Give final amended project to Contact Person		-amend project according to feedback from contact person	Jamal	
Final Edits	Edit report			Everyone	
	Edit presentation			Everyone	
				Everyone	

Appendix C: Midterm Progress Report

Jamal Alawes
Fionnuala Pierse
Narada Lobo
Nicolai Gottlieb

Walk 'n Roll

Midterm Progress Report

Expected Deliverables

- 10-12 page final paper (essay style), including
 - an **executive summary**
 - an **overview of our observations** of the program
 - a **literature review** of relevant topics
 - **methods** for which we based our analysis
 - in depth **analysis** of the benefits of the program
 - **barriers** the program has set out to conquer, and barriers that it has yet to overcome
 - **recommendations** for changes to be made the program and for further research
-

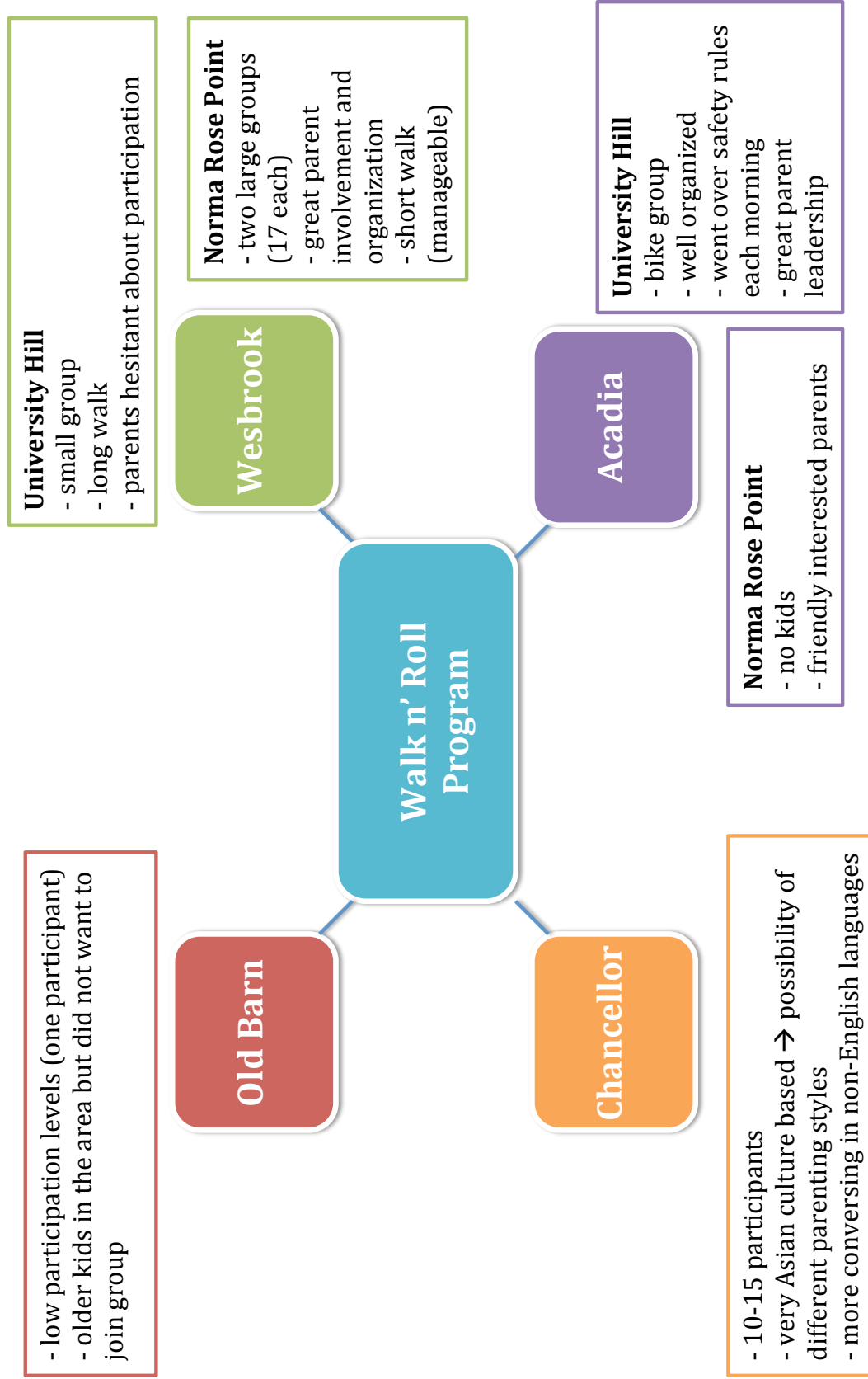
What have we accomplished so far?

- Participated in the Walk n' Roll program during iWalk week (made observations about the experience, talked to parents and volunteers)
 - Noted observations regarding the participation discrepancies between the 4 communities
 - Observed the different leadership roles taken on by parents (found that a strong parent leader was needed for continuing success of program)
 - Noted large participation from the younger students, limited participation as students progressed through grades (i.e. an observable gap in the program)
 - Observed lack of communication with the teachers in the schools and parents about the celebration week (largely due to time constraints, lack of promotion)
 - Presented community partners with a summary of our observations of iWalk week during meeting on Friday, Oct. 16th
 - Composed breakdown of what the program set out to accomplish
 - Formed collection of journal articles with useful information for our report
 - Delegation of tasks pertaining to final report (i.e. each person understands her/his role and what they are each expected to contribute to the final report and project as a whole)
 - Jamal has contacted community partners to set up a final meeting where we will present to them **Thursday Nov. 26th @ 2pm**
-

What is left to do and what is the timeline?

- Next group meeting on **November 1st**
 - each group member will have a rough draft of their contribution to the final report
- Finalize Report **November 20th**
- Create Power Point Presentation **November 21st**
- Presentation to Community Partners on **Nov 26**
- Final Report Submission to Kat on **Nov 26**

Appendix D: Walk'n Roll Observations



Issues:

- older students (aged 9+) did not want to join in program → School patrollers for older children?
- some parents did not know about it → sending passports out before could help

Appendix E: Cool Routes to School



Walk 'n Roll to School Celebration Week is Back!

Once again UTown@UBC and the UNA are teaming up to promote active, sustainable transportation in our community. So lace up your walking shoes, jump on your skateboard, bike or scooter, and walk 'n roll to school October 5-9!

This time the celebration has gone global! October 5-9 is **International Walk to School Week**, where school communities across the world celebrate the joys and benefits of walking to and from school.



University Hill Elementary School

Walking School Bus departure times October 5-9

- 8:05 am** Wesbrook Village (Menchie's)
- 8:25 am** Acadia Park Commonsblock
- 8:35 am** Chancellor Place (Iona Building)



Norma Rose Point Elementary School

Walking School Bus departure times October 5-9

- 8:30 am** Wesbrook Village (Menchie's)
- 8:20 am** Old Barn Community Centre
- 8:35 am** Acadia Park Commonsblock (front)
- 8:35 am** Hampton Place (end of driveway cul-de-sac)

Walking School Bus departure times and locations are subject to change. Please check the website for the most to date information.

For more information please visit utown.ubc.ca/walknroll.

Appendix F: Walk'n Roll Celebration Week Participation Rates (2015)

October 2015:

	Total Number of Passports Handed in	Trips Logged
University Hill Elementary	115	529
Norma Rose Point	130	596

May 2015:

	Total Number of Passports Handed in	Trips Logged
University Hill Elementary	62	300
Norma Rose Point	68	311

Appendix G: Walk'n Roll Passport



UTOWN@UBC
live work learn together


UNA UNIVERSITY NEIGHBOURHOODS ASSOCIATION

Walk 'n Roll Passport



Walk 'n Roll and collect your stickers!

Collect a sticker for each day you walk or roll to school during celebration week, and you'll be entered into a draw to win great prizes!

MONDAY	TUESDAY	WEDNESDAY
THURSDAY	FRIDAY	

Walking Routes (UHill Elementary)



Walking Routes (Norma Rose Point)



First Name:

Last Name:

School and Division:

Phone Number:

Check out utown.ubc.ca/walknroll for more information and drop-off times!

Appendix H: Walk'n Roll Final Flyer (May 2014)




WALK 'N ROLL TO SCHOOL

Walk 'n Roll to School Celebration Week is May 4-8!

Once again, UTown@UBC and the UNA have teamed up to promote active, sustainable transportation in our community, and this time the celebration is campus-wide!

We're celebrating safe and sustainable transportation at UBC throughout May: so lace up your walking shoes, jump on your skateboard, bike or scooter, and Walk 'n Roll to School!



Walk 'n Roll Pledge: Our Walk 'n Roll team will be at University Hill Elementary School on May 5 to kick off Celebration Week with reminders about how to Walk 'n Roll safely throughout the week.

Bike Safety Checks: Keep your bike in tip-top shape with some help from More Bikes! They'll be at University Hill Elementary School the morning of May 5, to help with tune-ups and more sure you are ready to roll! Parents, bring your bikes as well!

Community Police Foot Patrols: Community policing volunteers will be on hand throughout the week to help students practice safe safe pedestrian and cyclist behaviours.

Walk'n Roll Passport: UHill Elementary School students, collect a sticker for each day you walk or ride to school. Hand in your passport at school on May 9, and you'll be entered to win great prizes! Check out the UTown@UBC Cool Routes to School Map to find out where to collect a sticker each morning

Walking School Bus: Walking school buses, led by community volunteers will depart to University Hill Elementary School every morning May 5-9. Meeting locations and times are included on the UTown@UBC Cool Routes to School map.

Why Walk 'n Roll to School?

Cycling Rodeo: May 7 is International Bike to School Day! Get ready with a cycling rodeo led by HUB on May 6, at lunch. Don't forget to bring your bike and helmet.

RCMP Speed Watch: Speeders beware! The RCMP will be out enforcing traffic speed zones, so slow down and drive safely.

Classroom Contest: Encourage your classmates to Walk 'n Roll with you! The division that logs the most trips with their Walk 'n Roll Passports will win an ice cream party!

Walking and riding to school are safe, fun ways to commute and are simple steps that families can take to have fun and contribute to a healthier, more sustainable community by getting active and reducing the number of cars on the road.

Walk'n Roll Celebration Rally: On May 9 we will cap off a great week with healthy snacks from Save-on-Foods and a prize raffle for Walk 'n Roll participants! Don't forget to bring your Walk 'n Roll passport to enter the draw to win some great prizes, including our grand prize: a new bike!

For more information about Walk 'n Roll visit utown.ubc.ca/walknroll

For more information about Safe & Sustainable Transportation Month, visit utown.ubc.ca/ssttm.



Appendix I: Walk'n Roll Teacher Letter (May 2015)



WALK 'N ROLL TO SCHOOL

Walk 'n Roll to School
Celebration Week May 4-8!

Dear Teachers,

UTown@UBC and the UNA have once again teamed up to celebrate active, sustainable transportation in our community, and this time the celebration is campus-wide! We're promoting Safe + Sustainable Transportation at UBC all throughout May, with a series of activities and events aimed at encouraging safe and sustainable pedestrian and cyclist behaviours. Walk 'n Roll is one of these events, and will take place May 4-8.

Teachers have been an integral part of the success of Walk 'n Roll to School and once again, we are asking for your assistance in encouraging students to participate. Enclosed, you will find Walk 'n Roll Passports, event schedules and maps for our Walking School Bus, which we ask you to distribute to your students. Additional copies are available at the office, and the schedule will also be on display in the front foyer.

Every morning, students may be dropped off at a designated "meeting spot" to take part in our Walking School Bus, led by community volunteers who will walk with them to school. They may walk or ride their bike and can collect a sticker from our Walk 'n Roll volunteers for each day they do so. On the morning of May 8, we ask that you collect the passports and bring them to the office before 10:00, so that we may draw for prizes, including our grand prize: a new bike! The class that logs the most trips to school with their Walk 'n Roll Passport will also win an ice cream party!

Students may also choose to walk or ride in small groups or with their parents and are still welcome to participate in the Walk 'n Roll Passport. They can collect stickers from volunteers at the school. More information can be found at utown.ubc.ca/walknroll.

Thank you for your continued support!

**Gabriella and Qiuning
Walk 'n Roll to School Coordinators**

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NEIGHBOURHOODS
ASSOCIATION