

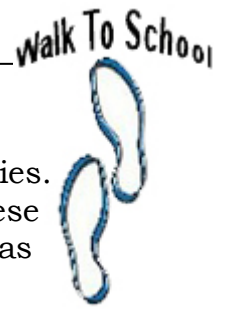


North Carolina Walks To School

“Our young people need help to get moving... nearly half of all young people do not take part in regular, vigorous, physical activity.”

-former Surgeon General David Satcher, M.D., remarks at the First International Walk To School Day, 2000



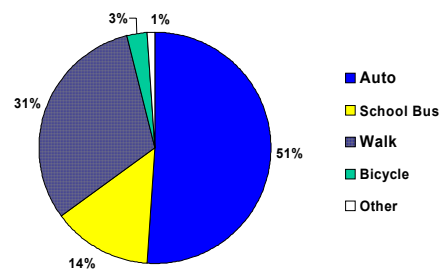


Why Walk To School

Active children, with lunch box and book bag in hand, delight our memories. Walking to school, telling jokes and sharing smiles were a way of life. These memorable moments have been fading in recent years. The automobile has increasingly dominated trips to and from school while pedestrians have become a diminished and threatened few. The innocence of children has given way to a culture of cars.

More than half of trips to school, one mile or less, are made in a car while only 34% are made by walking or bicycling. A 40% reduction in kids walking and bicycling to school has occurred from 1977 – 1995 while vehicle transportation continues to climb (CDC 2000). As a result of the focus on automobile travel, we have engineered physical activity out of our daily lives. Many of our communities have been left without adequate or safe facilities for pedestrian travel. Resulting declines in walking to school and other previously routine forms of physical activity have set the stage for major health concerns.

Far More Children Ride in a Car or School Bus to School than Walk or Bicycle (trips 1 mile or less)



Calculations from the 1995 *Nationwide Personal Transportation Survey*, US Department of Transportation, Federal Highway Administration, unpublished data, 2000.



Overweight and obesity are reaching epidemic levels in virtually all populations. The number of overweight children in the United States has doubled in two

"North Carolina children face an epidemic of overweight and related health concerns primarily due to a lack of physical activity and healthy eating. Walk to School Initiatives are a great way to increase awareness of the need for physical activity and begin creating community environments that supports activity as a lifestyle." -

*Sara Huston, PhD, Epidemiologist,
Cardiovascular Health Unit, NC Division of
Public Health, DHHS*

decades. Adolescent overweight has almost tripled. "North Carolina data from children seen in public health settings show an even greater increase. The most striking increase is in the 5 to 11 year age group, where there was a 40 percent increase in the prevalence of overweight between 1995 and 2000." (NC Healthy Weight Initiative, 2002). Even Type 2 diabetes, previously called "adult onset" and often preventable with adequate levels of physical activity and healthy eating, is being found in alarming rates in elementary school children (Pediatrics, 2002).

The lack of physical activity in children is positioning North Carolinians for catastrophic health care costs on an individual, organizational, community and societal level. It is known that physically active adults are most likely to have been active children (CDC, 1997).

The increasingly sedentary behavior of children is likely to breed a nation at-risk for chronic disease and decreased quality of life. Already, NC suffers the burden of at least a \$6.2 billion annual price tag in medical and lost productivity costs in adults due to physical inactivity alone (NC Physical Activity and Nutrition Unit, p.18).



Walk To School programs provide opportunities to recreate a culture of physically active children and to generate interest around the need for active community environments.

Why This Module

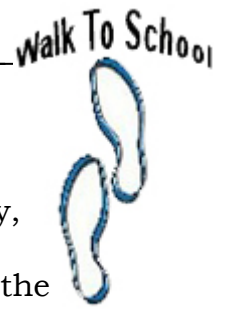


A number of documents and resources exist to support Walk To

School efforts. Each of these documents address components that you may choose to use in planning local Walk To School events. Some documents such as CDC's KidsWalk-to-School, are rather comprehensive, and provide lots of instruction and examples for Walk To School activities. Others provide insight into particular issues that surround Walk To School programs and guidance around technical issues involved in community change such as the MMWR Barriers to Walking to School. The North Carolina Walks To School Module brings key documents and tools into one convenient module. This overview document does not attempt to recreate but rather bring resources together, allowing you to concentrate your efforts on the implementation rather than searching for resources.

North Carolina Walks to School is a supplement to another document, *Creating Active Community Environments through Policy Change: A Guide for Public Health Practitioners and Their Partners* (referred to as the ACEs Guide). The ACE Guide focuses on using policy strategies to create communities where people can easily enjoy walking and bicycling for both pleasure and purpose. There is no easy way to accomplish this and the ACEs Guide provides practical steps for getting started on these challenging initiatives that require interacting with decision makers, mobilizing a community and collaborating with professionals in the fields of community design, transportation and land use planning.

North Carolina Walks To School recognizes that walking to school is both an overall community and school issue. It parallels the relationship that schools have with the community at large and involves many, often separate agencies, organizations and processes. The complexity of the issue is great. The need for change is greater.



Scope Of The Program

The Walk To School Program was first initiated in 1994 in Hertfordshire, Great Britain. The aim was to encourage health, through physical activity, among school age children. This program brought community leaders, parents, school officials, and students together to increase awareness for the walkability of a community, raise concern for the environment, as well as encourage physical activity. From 1994 until 1997, this program grew significantly within Great Britain. In 1997 the first Walk To School days were held in Chicago and Los Angeles supported by the Partnership for a Walkable America. On October 4, 2000, the first International Walk To School Day featured participation by ten countries including Australia, New Zealand, the United States and Canada. Walk To School Day continues to attract an increasing number of school systems around the U.S. and the world, with the number of registered countries already topping twenty-eight.

The following resources are included in the North Carolina Walks To School Module:

KidsWalk-To-School: A Guide to Promote Walking To School provides great information on program organization, community mobilization, program variations to fit each community, working with the media, safety tips, resources and more.

Increasing Physical Activity Through Community Design: A Guide for Public Health Practitioners explains the "how-to" necessary for walkable and bikeable communities from a national perspective. This guide addresses land use design, transportation infrastructure, and funding.

Walk To School Initiatives provides an overview of the Initiative as well as program ideas to help those interested in promoting Walk To School.

A Report on the NCDOT Pedestrian and Bicycling Safety Summit 2000 shows the most significant national and state pedestrian and bicycle safety concerns and lists priority action initiatives.

The *Walkable America Checklist* is a simple, child friendly, tool to assess the walkability of a community and barriers facing pedestrians.

Cyrus the Centipede Pedestrian Safety Program provides lessons in an activity guide format to help kids understand the basics of pedestrian safety. The fun activities that go with each lesson are designed to appeal to children ages 5 to 8, and all types of learners.

Morbidity and Mortality Weekly Report, Barriers to Children Walking and Biking to School examines why the majority of children do not walk to school. CDC used information from the National Health Styles Survey to summarize barriers children face including long distances and dangerous traffic.

Appendix 1 provides a tabulated comparison of the contents of each resource. You can find this appendix at the end of this manual.

The goal of the Walk To School Program is to promote physical activity by raising awareness for the need for physical activity and the need for more safe, walkable, and accessible environments. Walk To School day has increased awareness for the program throughout the country and has begun to promote change in many neighborhoods. Moving this program beyond one-day events to long term programs can show communities the benefits of physical activity. Communities will also begin to see the need for creating more walkable communities. The events surrounding Walk To School Day demonstrate the need for safer more convenient ways to Walk To School. The events may also remind drivers not to speed through school areas and to pay attention to walkers and cyclists.

Nationally, many communities participating in the Walk To School Program have enhanced their neighborhoods in a variety of ways. Examples include the construction of sidewalks along all new roads as well as traffic calming measures such as raising crosswalks, adding speed humps and medians, narrowing the roadway and



enforcing traffic movements. All of these measures have the potential to greatly reduce the number of pedestrian injuries while improving conditions for pedestrians and cyclists. Some communities have designated special parking that enables parents (who live significant distances away from school) to bring their children, park and walk the remaining way. This provides the opportunity for time together, family physical activity and reduces congestion around the school.

In North Carolina, the need for increased physical activity and supportive community environments are great. The NC Division of Public Health, Health Promotion Branch, Physical Activity and Nutrition Unit, promotes and supports Walk To School Programs by providing technical assistance and materials such as those included here to support your efforts. See Appendix 2 and 3 for websites and additional resources.

As a component of the **Eat Smart, Move More ... North Carolina Initiative**, the North Carolina Walk To School Program has two goals. It seeks to increase the awareness of the need for physical activity and the need for supportive community environments. It also seeks to create needed opportunities for physical activity by fostering supportive policies and environments.

One Day Events –vs– Long Term Programs

The success of International Walk To School Day events is due primarily to the attention given to existing community needs. A one-day event will not create healthy children or generate community change. Such events can, however, focus public attention around a number of important community issues related to walking and physical activity. These may include the need for increased physical activity, safety, traffic management, and the need for active, accessible community environments.



Each of these issues is important and can be incorporated into Walk To School activities. Increased public attention can generate opportunities for long term programs and ultimately positive community change. They can also be used to ‘kick-off’ larger programs.

Walk To School programs extend well beyond one-day events with a goal of regular and sustained activities. These activities can be held as a matter of routine. Long term programs can build a climate, or culture, of physically active children. Walk To School activities creates a base of community support that can open doors leading to Active Community Environments.

Working Towards Active Community Environments

Our children, and our communities as a whole, need the benefits of increased physical activity. This requires supportive policies and environments that allow physical activity to become a way of life – not an afterthought. A supportive environment allows unabated access for walkers, cyclists and people of all ages who use wheelchairs, fostering safe, active, routes to and from school, work and home. Such an environment benefits school children, but also adults, and the community as a whole. Thus, Walk To School programs serve as a springboard to the larger goal of creating entire communities where active lifestyles are encouraged and supported by the environment.

Creating active community environments is not an easy task. Ultimately, it will involve working with non-traditional partners, making tough policy decisions, investing funds on projects that have long-term payoffs, while simultaneously advocating and promoting community involvement. The ACEs Guide will provide significant help in this process.

Overcoming Barriers

Topping the list of concerns for Walk To School programs have been distance from home to school, traffic, weather and crime. Walk To School programs may address these issues through programmatic variations, creative partnering, and ultimately, community change. In some cases, transportation planning and community design result in unrealistic distances, or hazardous traffic. Schools may benefit by various programming options such as coordinated walks around the school or combined carpooling / walking options. Remember that health and safety are top priorities – don’t force your way into a dangerous situation.

Policy and ultimately environmental interventions may be required to completely overcome barriers. Partner with community, schools, and safety officials to find options that everyone can agree to. For example, Department of Public Works adding lights to a dimly lit area or repair broken sidewalks. Community groups, with designated and identified volunteers, can walk groups of kids to school. Advocacy organizations assist with evaluating the accessibility of designated paths of travel.

Some communities have had the school zone around the school widened to promote safety and reduce traffic. Widening the school zone can increase the number of crosswalks and reduce the speed limit in a larger area.

North Carolina State Law does not provide bus transportation for children that live within 1.5 miles of school. Rather than walk or ride a bicycle this distance, most children are either driven by parents to school or request “hazard busing”, bus transportation within this 1.5 mile zone. Programming options such as the



“Walking School Bus” can address many safety concerns allowing children to walk, bicycle or roll. Other barriers may be addressed with creative ideas. Ask the kids ... they’ll have suggestions.

Children With Disabilities

Every child can gain -and has the right to gain- the benefits of participation in physical activity. According to the 1996 Surgeon General’s report, people with disabilities are less likely to participate in regular physical activity than those without. Youth with disabilities have the same desire as other children to participate in physical activity programs but they may face additional challenges. When designing a Walk To School program, it is important to consider ways to make it inclusive of children of all ability levels. Listed on the next page are some ideas on how you can incorporate children with varying ability levels into your program.

Walking Areas:

- Walking areas that are 36 inches wide or more are ideal. Surfaces should be as firm and as smooth as possible.
- Be aware of obstructions underfoot or overhead (for students with visual impairments).
- Remove obstacles ahead of time when possible, or, if necessary, as you go. Routes that have audible and visual signals at crosswalks are ideal.
- Sidewalks should have curb cuts.
- Consider conducting the program in other areas if routes are inaccessible (i.e. on school sidewalks or other available grounds, such as the school running track).



Students with Mobility Impairments:

- Take breaks as necessary. Be sure that all students can travel the determined distance.
- Allow students with wheelchairs to push themselves. Give assistance when needed.

Students with Visual and Hearing Impairments:

- As with anyone, ask the student how he/she would prefer to participate.
- As needed describe the environment to the person.
- Many persons with visual impairments have assistive devices such as canes or assistance animals that allow them to ambulate independently.
- Use sighted guides or a tether if the student prefers.
- If the student reads lips speak directly to the person and talk normally.
- Learn the student's cues to determine how they communicate (i.e. pen and paper).

Students with Cognitive Impairments:

- Explain program guidelines in simple terms. Using repetition and visual prompts is often helpful.

Walkability Assessments

In order to use Walk To School activities to create community change, you need to assess the environment. Collected information can be presented to transportation officials, planning boards and elected officials requesting improvements to the community. A number of Walkability Assessments are available to generate data that can be used to garner attention and motivation for community improvement. There are "kid friendly" assessment tools that can provide useful information about the walkability of your community. Two kid friendly versions of walkability assessments are included. CDC's KidsWalk includes a checklist and the Walkable America Checklist is provided in the module.

Rather comprehensive and very informative tools can be found in the ACEs guide such as the Walking And Bicycling Suitability Assessment (WABSA). Tools such as this would not be appropriate for children; however, it could be used by a community coalition (or PTA) to gather hard data on needs within a given area. An organized, informed, community can be a powerful change agent.

Partnering Locally

Partnerships are vital to the success of Walk To School programs, utilizing, even pooling, resources available within your community. Partnering with local agencies and organizations such as the police, elected officials, media and parent teacher associations, will raise awareness of the need for walkable communities and the barriers facing children. Collectively, these resources provide strengths and abilities that can overcome barriers and create positive community change. Local partnerships may vary from community to community but at a minimum should include representatives from public health, schools, safety officials and community coalitions that address the health, safety, and wellbeing of the children of the community.

Pointers to Keep in Mind

- Build partnerships
- Be prepared for initial resistance
- Safety is the #1 priority
- There is a solution to every problem
- Community Design changes may take time and be expensive
- Start small



Partnering with groups such as the local Parent Teachers Association (PTA/PTO), teachers, and administrators are essential to spreading the word to students and parents and organizing events. They may provide valuable resources such as facilities, computers, or copy machines. One of the most valuable resources that these groups can provide is motivation. These groups have a profound interest in the well being of the students and may be very willing to assist in starting and maintaining this project.

Police should be able to identify areas of high crime and locations of traffic concerns. Police officers may be able to help educate students, as well as their parents, on safety when walking to and from school. In areas of high crime, the police may be able to develop a crime watch to help prevent crime and make the streets safer for children. On the day of an event, the police should be asked to help control traffic and set up crossing guards for the commute to school. As the Walk To School program is continued, police can assist by enforcing traffic laws and providing or training crossing guards for a safe commute to school.

Many communities have included local and state elected officials in their Walk To School Day events. Officials that are active in this program may be more likely to provide long-term support and may help develop policies or legislation that will make communities more walkable. When working with elected officials, it is very important to be organized, patient, positive and informative. Read more about this in CDC's KidsWalk.

The local transportation department may provide information or data for education of students, workers, parents and partners. The Department of Transportation also

controls and maintains sidewalks and crosswalks. If there are safety issues that need to be addressed the Department of Transportation has the authority to correct them or work with the appropriate authorities. (Transportation issues are covered thoroughly in the ACEs Guide.)

Community advocacy groups that are committed to the needs of persons with disability are another potential partner. They can provide information about the needs and abilities of kids with disabilities, help to evaluate the accessibility of the walking environment and make recommendations, and perhaps offer volunteers to assist at the actual community event.

The Center for Disease Control and Prevention developed two Powerpoint presentations (included on CD-ROM in module) that are available for your use. The first presentation, with accompanying lesson plan, is for presentation to community members and potential partners. The second presentation, also with accompanying lesson plan, is created as a “train the trainer” to be used or modified as needed in training others to work on Walk To School programs.

Working With The Media

The media is the most effective link to the community. Media involvement is essential to the success of your activities, whether you are planning a one-day event, a long-term Walk To School program, or, ideally, using Walk To School activities as a catalyst for active community environments.

Newspapers, radio and television can announce upcoming events, provide information to increase community awareness of needs, and report on Walk To School activities.

The media pays attention to newsworthy events and issues. Provide them with facts about issues and community plans. Invite them to Walk To School activities and events (remember, they are newsworthy and visual). If interviewed, remember the points you want to make – don’t get sidetracked or try to tackle all problems at once.

Success Stories

In 1997, the first National Walk Our Children to School Day in Chicago was simply a day to bring community leaders and children together to make a community more walkable. By the year 2000, children, parents, teachers and community leaders in 47 states joined 2 million walkers around the world to celebrate the first International Walk To School Day. The reasons for walking have grown just as quickly as the event itself. Here are a few of their stories:



North Carolina

AV Baucom Elementary, Apex, North Carolina

“How do you describe international Walk To School day? At AV Baucom Elementary School we describe it in one simple word ... ‘Fantastic’. This walk has become a celebration for our entire school community. It also reaches out beyond our school environment. The Mayor, town leaders, police department, fire department, and local newspapers also get involved. If you were passing through on that chilling morning, you would have seen a colorful wave of people spreading out from one end of town straight down main street. Our principal and vice principal are great advocates of walking for fun and fitness. They joined us on our walk along with many teachers and parents. Several days prior to the walk, we made special appearances on AVTV and video taped a promo at the starting point of the walk. We encouraged our students to talk to their parents about getting Apex to develop a very walkable place to live. Walk To School Day is our schools favorite event all year. Each year we plan to improve it and create a larger outreach program to get our community leaders involved. Thank you for giving us the opportunity to be involved and keep walking.”

- Connie Cronk and Julie Zenkel, Physical Education Specialists

Cumberland County, North Carolina

“On October 2, 2002, twenty-five Cumberland County schools participated in the “International Walk To School Day” sponsored by Cumberland County Health Department and Cumberland County Schools Child Nutrition Services. Twenty-five schools planned a “Walk To School” or “Walk At School” for students, parents, teachers, principals, and community leaders to show adults and children how easy and enjoyable the world's simplest exercise can be. Physical education teachers and Child Nutrition Services staff partnered together to plan each school’s walk. Child Nutrition donated juice and bagels and “Walk To School” stickers while physical education teachers mapped out the route for a one-mile walk. This year we had approximately 5,000 participants across the county. We were very pleased with this year’s participation rate and strive for 50 of our 83 schools to sign up next year. Many schools expressed interest in implementing a Walk at School each month due to the high parent and student participation rate.”

- Gwyn Roberson, Supervisor, Child Nutrition Services

National

Chicago, Illinois

Chicago, one of the national Walk To School pioneers, has made great improvements with the physical activity of their students.

Approximately 90% of the 422,000 school children in Chicago walk to school and the city officials are not satisfied. They have put a walking school bus program in place to increase the number of students that walk to school.

Ashland, Oregon

The City of Ashland has begun to promote pedestrian and bicycle transportation in many ways. The Ashland Bicycle and Safety Commission has initiated programs such as a monthly car free day, as well as pedestrian and bicycle safety, focusing primarily in schools. The commission has promoted the building of new walking and bike paths as well as provided directional signs for those paths. By changing community culture, they are creating an “environment that will encourage walking for children as well as adults.



Marin County, California

A two year campaign for safer paths and bike lanes doubled the number of students who used them in the San Francisco suburb. The Marin County Bicycle Coalition asked parents to walk the routes to school and keep a list of hazards, such as uneven sidewalks or intersections without crosswalks. Parents lobbied the local government to fix the problem. “It’s been such a success because it’s showed us how healthy a community can be when we don’t rely on the car for every single trip,” said coalition director Deb Hubsmith.

Programming Options

The NC Walks To School module provides several program variations to suit the needs of the community in which you are working. These programs can be adapted to fit the special needs of each community.

Walking School Bus

A Walking School Bus addresses the activity needs of children as well as the safety needs of parents. The Walking School Bus allows children in a group to act like a bus as they pick up other students along a planned route. The children walk to school as a group led and followed by adults.

Bicycling and Skating Program

The Bicycling and Skating Program allows children to travel with a group to school on a bicycle or in-line skates. This is appropriate if it were to fit in with the neighborhood and the comfort level of the parents.

Walking Buddies

Walking Buddies pairs up an older more mature child to walk with a younger child to school. Walking Buddies works well with the Eyes on the Kids program and would be helpful for some children with disabilities.

Eye On The Kids

The Eye On The Kids program helps bring the community together to help ensure safety and enthusiasm for walking. When children walk to school along a planned route, known community citizens may be outside to greet the children on their way to school. The children feel more secure on their walk to school and the citizens of the community are prepared to assist in case of an emergency.

Walking Wednesday

Walking Wednesday encourages and reminds children that they should walk to school on designated days monthly or weekly. The routine schedule helps to remind children and parents of the need to walk to school.

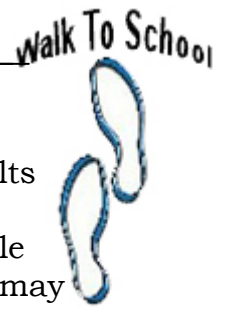
Other program options could be necessary due to the nature of the community. A Carpool may be an advantage to those who live far enough from school that they would not be able to walk. Children walk to one central location to meet the vehicle for the ride to school. The carpool could also park away from the school and walk the remaining distance. This would not only promote physical activity but also help reduce congestion around the school.

School buses could reduce the number of stops to only central locations in each neighborhood. This would allow the children to walk to the bus and also reduce the amount of time spent on the bus due to the number of stops.

Culturally diverse neighborhoods may need to address language barriers. Local government agencies may be able to provide a person to help with translation. Multilingual children may help translate for their parents. Translation may be necessary for fliers, letters, and meetings.

Crime and violence in neighborhoods may be a constant threat for some children who choose to walk to school. Identification and elimination of threats to children should be dealt with before a Walk To School program is initiated. By participating in programs that keep children in-groups there is less likely to be a threat of danger. An organized Walk To School program can also act as a component of a neighborhood watch program.

Don't forget to register your event at www.walktoschool.org so we'll know who's walking.



In Conclusion ... A New Start!

Walk To School programs increase physical activity among children, adults and communities as a whole. It builds partnerships and connects communities working towards the good of all while children learn valuable skills and improve their health. Community design and traffic concerns may be addressed through communication, partnership and assessment. More “eye’s on the street” reduces fear of crime and safety concerns. Ultimately, we can create a healthy, livable, community.

The Physical Activity and Nutrition Unit, Health Promotion Branch, NC Division of Public Health, is available to assist you as you promote physical activity through Walk To School programs. For more information, please visit our website at www.EatSmartMoveMoreNC.com or call 919-733-9615.

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Centers for Disease Control and Prevention. (1997). *Guidelines for school and community programs to promote lifelong physical activity among young people*. Morbidity and Mortality Weekly Report (MMWR): Recommendations and Reports 48 (RR-6) (March 7): 1-36. Atlanta, GA: Public Health Services, U.S. Department of Health and Human Services. www.cdc.gov/nccdphp/dash/guidelines/physact.htm

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Eat Smart Move More North Carolina (2002). *North Carolina Blueprint for Changing Policies and Environments In Support of Increased Physical Activity*, p 18. Physical Activity and Nutrition Unit, Health Promotion Branch, Health Promotion and Chronic Disease Prevention Section, Division of Public Health, North Carolina Department of Health and Human Services. Raleigh, North Carolina. www.EatSmartMoveMoreNC.com

NC Healthy Weight Initiative. (2002). *Moving Our Children Toward a Healthy Weight: Finding the Will and the Way*, p 33. Children and Youth Branch, Women’s and Children’s Health Section, Division of Public Health, North Carolina Department of Health and Human Services. Raleigh, North Carolina. www.nchealthyweight.com

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Appendix 1: Resources Included in the North Carolina Walks To School Module

	Walk To School Initiatives	KidsWalk To School	KidsWalk CD-ROM	Increasing Physical Activity Through Community Design	A Report on the NCDOT Pedestrian and Bicycling Safety Summit 2000	Walkable America Checklist	MMWR Aug 16, 2002 Barriers to Children Walking and Bicycling to School	Cyrus the Centipede's Pedestrian Safety Program (Information Only)
Walk To School Program-year round		X	X					
Walk To School Program-one day	X		X					
Supporting Data		X	X	X			X	
Neighborhood Organization		X						
Program Variations	X	X	X	X				
Safety Tips	X	X	X	X	X	X		X
Sample Letters, Forms, Press Releases		X						
Additional Resources	X	X	X	X	X	X		
Parent Consent Forms		X						
Walkability Checklist		X		X		X		
Organizational Tips		X	X					
Funding Sources	X	X	X					
Working with Media		X						
Evaluation		X						
Training Presentation and Notes			X					
Community Presentation and Notes			X					
Education for Kids								X

Appendix 2: Valuable Websites For Additional Information

Website	URL Address
Walk To School Day	www.walktoschool.org
KidsWalk To School Guide	www.cdc.gov/nccdphp/dnpa/kidswalk
The Walking School Bus	www.walktoschool-usa.org
US Walk To School	www.walktoschool-usa.org
International Walk To School	www.iwalktoschool.org
National Center for Bicycling and Walking	www.bikefed.org
National Safe Kids Campaign	www.safekids.org/home
Way to Go!	www.waytogo.icbc.bc.ca
CDC Active Community Environments (ACEs)	www.cdc.gov/nccdphp/dnpa/aces.htm
National Highway Traffic Safety Administration	www.nhtsa.dot.gov
Community Development Block Grants	www.financeproject.org/Brief8.pdf
Pedestrian and Bicycle Information Center	www.walkinginfo.org and www.bikinginfo.org
The Surgeon General's Call to Action to Prevent and Decrease Overweight & Obesity	www.surgeongeneral.gov/topics/obesity
Association of Pedestrian and Bicycle Professionals (APBP)	www.apbp.org
Institute for Transportation Research and Education, NC State University	http://itre.ncsu.edu/stg/downloads/FinalReport-SchoolWalkZones.pdf
National Center on Physical Activity and Disability	www.ncpad.org

Appendix 3: Additional Resources

Morbidity and Mortality Weekly Report

Guidelines for School and Community Programs to Promote
Lifelong Physical Activity Among Young People USDHHS, Public
Health Service, Centers for Disease Control and Prevention
March 7, 1997/Vol. 46/No. RR-6
www.cdc.gov/mmwr

(Benefit of physical activity in children as well as recommendations for school
and community programs promoting physical activity among young people)

Move for Health, World Health Day, April 7, 2002 Resource Booklet

American Association for World Health
www.aawhworldhealth.org or 202-466-5883

(Supporting data and suggestions for multilevel interventions)

Physical Activity and Health: A Report of the Surgeon General, 1996

USDHHS, Center for Disease Control and Prevention
www.surgeongeneral.gov/library/reports.htm

(Supporting information on the benefits of physical activity in children)

Promoting Better Health for Young People Through Physical Activity and Sports

A Report to the President from the Secretary of Health and Human Services
and the Secretary of Education, Fall 2000 888-231-6405
<http://www.cdc.gov/nccdphp/dash/presphysactrpt>

(Supporting evidence for preventive benefits of physical activity)

Sport and Physical Education Advocacy Kit II (SPEAK II)

National Association for Sport and Physical Education
AAHPERD Publications www.aahperd.org/naspe/ or 1-800-321-0789

(Physical activity benefits for children and relationship to physical education)

Streets and Sidewalks, People and Cars

The Citizens' Guide to Traffic Calming
Local Government Commission Center for Livable Communities
www.lgc.org or 916-448-1198

(Information to assist communities to increase walkability and reduce traffic
hazards)



State of North Carolina
Michael F. Easley, Governor
Department of Health and Human Services
Carmen Hooker Odom, Secretary
Division of Public Health
Leah Devlin, DDS, MPH, Acting State Health Director

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