Active school travel

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Sources of Youth Physical Activity

- Physical Education
- School Break-times
- Active Travel
- Extra-curricular Activities
- Leisure Time
- Incidental Activity
Active School
Transport

- A source of physical activity
Accelerometry:
• Device-based measure of physical activity
• 7 consecutive days
Relationships Among Children’s Independent Mobility, Active Transportation, and Physical Activity: A Multisite Cross-Sectional Study

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Active School Transport

- A source of physical activity
- Psychosocial benefits
Walkers versus Drivers

Happiness in Motion: Emotions, Well-Being, and Active School Travel

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ABSTRACT

BACKGROUND: A pan-Canadian School Travel Planning intervention promoted active school travel (AST). A novel component was exploring emotion, well-being, and travel mode framed by the concept of “sustainable happiness.” Relationships between travel mode and emotions, parent perceptions of their child’s travel mode on well-being, and factors related to parent perceptions were examined.

METHODS: Questionnaires were administered to families ($N = 5423$) from 76 elementary schools. Explanatory variables were demographics (age and sex), school travel measures (mode, distance, accompaniment by an adult, safety, and barriers), and emotions (parent and child). Outcomes examined parent perceived benefits of travel mode on dimensions of well-being (physical, emotional, community, and environmental). Descriptive statistics, chi-square tests and hierarchical regression were used.

RESULTS: Parents and children who used AST reported more positive emotions versus passive travelers. Parents of active travelers reported stronger connections to dimensions of well-being. AST had the strongest association with parents’ perceptions of their child’s well-being, and positive emotions (parent and child) were also significantly related to well-being on the trip to school.
Active School Transport

- A source of physical activity
- Psychosocial benefits
- Environmental benefits

SPACE: Spatial-temporal Clustering of AST in the GTA

Active school travel: An evaluation of the Canadian school travel planning intervention

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Facilitated by the CRD, Active School Travel Plans and final reports are developed collaboratively with schools and community partners (i.e. local government, province) throughout the Ready Step Roll program.

The final reports summarize the school travel planning process, baseline and follow-up data, consultation and engagement highlights, action plans, active travel maps and encouragement/educational resources for each school that has completed the program.

Related Documents
- Active & Safe Routes to School 2015-16
- CRD Pedestrian & Cycling Master Plan
- BC’s Active Transportation Strategy

https://www.crd.bc.ca/project/regional-transportation/active-school-travel-planning
When is a Child More Likely to Walk?

- **Distance**
  - School is close

- **Traffic and Personal Safety**
  - Does not have to cross major streets on the way to school
  - Roads are not busy
  - There are shops, restaurants, etc. in the area (i.e., eyes on street)

- **Attractiveness, Walkability**
  - Smaller blocks and mixed land use

- **Social Capital**
  - Other people are out and about
  - Opportunity to meet and greet others

- **Gender**
  - Boys

- **Class**
  - Low income households
Exploring ‘ways of seeing’ active school transport
Purpose

To qualitatively explore how parents/caregivers of children going to school in different neighbourhoods in Toronto make decisions about the trip to/from school.
Purposeful Sample

- 37 parents (40 children)
  - 17 AST
  - 20 Non-AST

Inclusion Criteria:

- Interest in project
- Parent/guardian of grade 5/6 student + accompanies child to/from school
- Lives within 1.6 km from school
Results: Parents

2-Step Decision-Making Process:

a) Escort decision?

b) Mode decision?

Walk  Drive

Different influencing factors

TIME: Parents who live <1.5 km from school and are still driving

Main reasons for driving children to school (n = 1489)

- Weather: 17.9%
- Convenience/time: 23.1%
- Distance from home too far: 7.6%
- Traffic danger: 11.8%
- I’m on my way somewhere else: 20.4%
- Personal safety issues: 13.9%
- Other: 5.3%

Matched Pairs Analysis

- 118 Matched Pairs
- Households within 200m (walk vs drive)
- Parental survey

### Conditional logistic regression for the matched pairs with walking vs driving as the dependent variable

<table>
<thead>
<tr>
<th>Individual and socio-demographic</th>
<th>B</th>
<th>SE</th>
<th>Sig.</th>
<th>Exp(B)</th>
<th>95.0% CI for Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (Male)</td>
<td>1.293</td>
<td>0.571</td>
<td>0.024</td>
<td>3.642</td>
<td>1.19</td>
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<td>Age (Years)</td>
<td>-0.477</td>
<td>0.363</td>
<td>0.189</td>
<td>0.621</td>
<td>0.305</td>
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<tr>
<td>Vehicles per licenced driver</td>
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<td>0.93</td>
<td>0.19</td>
<td>0.295</td>
<td>0.048</td>
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<td>Educational attainment College</td>
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<td>0.782</td>
<td>0.299</td>
<td>0.444</td>
<td>0.096</td>
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<tr>
<td>Educational attainment University</td>
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<td>0.729</td>
<td>0.558</td>
<td>1.532</td>
<td>0.367</td>
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</tbody>
</table>

### Perceived safety

There are not enough sidewalks
- Agree  | -1.06 | 0.895 | 0.236 | 0.346 | 0.06 | 2.001
- Neither | -0.919| 0.973 | 0.345 | 0.399 | 0.059 | 2.689

We are worried about strangers
- Agree  | -0.158| 0.717 | 0.826 | 0.854 | 0.209 | 3.483
- Neither | -0.95 | 0.937 | 0.311 | 0.387 | 0.062 | 2.426

There are not enough crossing guards
- Agree  | -1.197| 0.636 | 0.06  | 0.302 | 0.087 | 1.051
- Neither | -1.416| 0.829 | 0.088 | 0.243 | 0.048 | 1.232

Travelling by car is safer than by foot
- Agree  | 0.487 | 0.714 | 0.495 | 1.628 | 0.402 | 6.596
- Neither | -0.163| 0.629 | 0.795 | 0.849 | 0.248 | 2.911

### Preferences

We prefer to drive whenever possible
- Agree  | 0.449 | 0.846 | 0.595 | 1.567 | 0.298 | 8.231
- Neither | -0.231| 0.773 | 0.765 | 0.793 | 0.174 | 3.612

Driving to school is easier than walking
- Agree  | -1.997| 0.659 | 0.002 | 0.136 | 0.037 | 0.494
- Neither | 0.796 | 0.634 | 0.21  | 2.216 | 0.639 | 7.685

Driving is the quickest way to get to school
- Agree  | -2.09 | 0.859 | 0.015 | 0.124 | 0.023 | 0.666
- Neither | -1.29 | 0.863 | 0.135 | 0.275 | 0.051 | 1.496

Female as referent
Highschool or less as referent
Disagree as the referent
R²: 0.32

Implications

**Practice**
- Interventions tailored to each decision
- Greater attention given to the issue of time & convenience – not commonly considered within intervention work in school travel

**Research**
- Quantitative studies modeling the influence of different factors on school travel mode should consider differentiating escort and mode
- Focus on independent mobility?
What is Independent Mobility?

The freedom of children to travel around their own neighbourhood or city without adult supervision (Tranter & Whitelegg, 1994)
Figure 26: The Drastic Reduction in the Home Territory of 8-Year-Olds Across 3 Generations (Source: the Daily Mail).
IM
- older
- families spoke predominantly English at home
- more likely to live within 1.6 km from school

Escort
- Worries about strangers and bullies
- Worries about traffic
Thanks for listening!

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