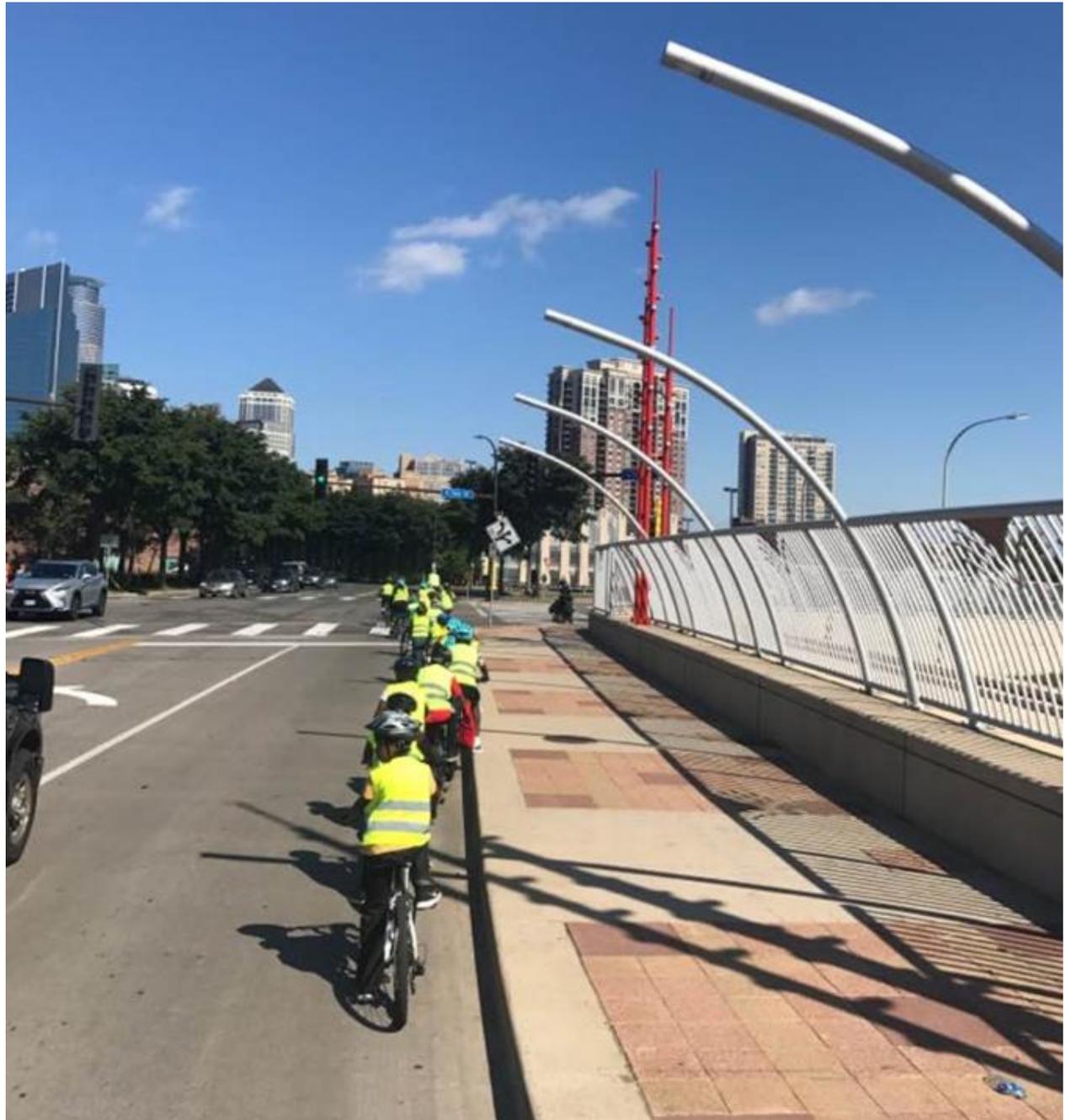


# LET'S GO!!!

*Minneapolis Public  
Schools  
Walking and Biking Field  
Trip Guide*



## Acknowledgements

This project was supported by the Statewide Health Improvement Partnership, Minnesota Department of Health.

Thank you to the Bicycle Alliance of Minnesota and the Walk! Bike! Fun! curriculum, which is foundational to the guide. Thank you to Michelle Kiefer and C.J. Lindor for their thoughtful review and helpful feedback.

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Most of all, thank you to the Minneapolis Public Schools staff who have walked and biked tens of thousands of miles with students. Your experiences and expertise inform this guide. Thank you in particular to the staff whose on-the-ground experiences are profiled in this guide: Tammy Cowan, Deangelo Hammond, Kyle Hansen, Lisa Herr, Sandy Hillyer, Heather Hinrichsen, Tom McComas, Mark Trumper, Jeremiah Schadegg, and Lauren Wheeler. You all are leading the way to a happier, healthier, connected and vibrant city where all children experience the joys and reap the benefits of active transportation.

For more information, visit <http://cws.mpls.k12.mn.us/> or contact Jennifer Bordon at [jennifer.bordon@mpls.k12.mn.us](mailto:jennifer.bordon@mpls.k12.mn.us).

OCTOBER 2018



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### MPS Policy 6690 - Wellness

Minneapolis Public School provides support for walking and biking field trips in [Policy 6690—Wellness](#).

Excerpt:

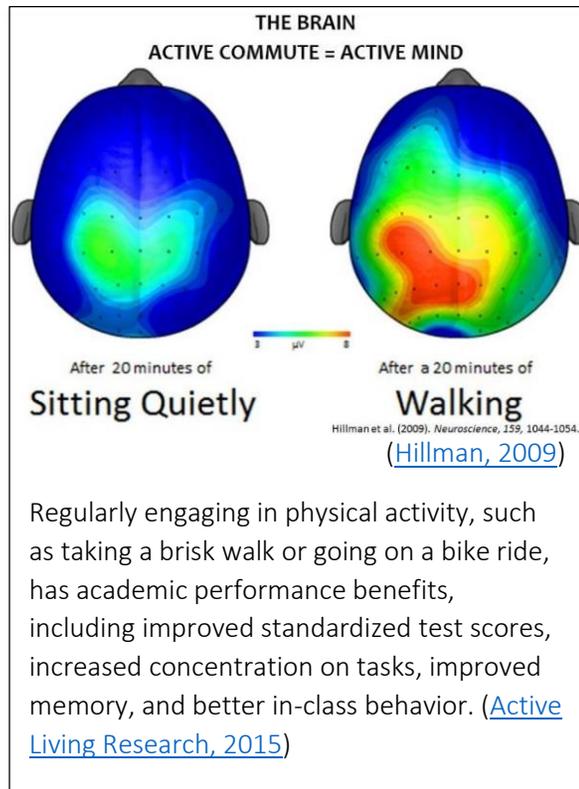
*“School environments shall promote and protect students’ health, well-being and ability to learn by supporting Safe Routes to Schools or other, similar programs and curricula that **promote biking and walking** to, from and **while at school** and work **by students and staff.**”*

Policy 6690 also has a series of regulations including [6690 E Planning for Active Commuting](#) which establishes parameters and supports for active commuting.

*The most beautiful in the world is, of course, the world itself.*

-Wallace Stevens

The walking and biking field trip guide grows out of the fantastic efforts of staff members across Minneapolis Public Schools who have traveled tens of thousands of miles with students on bike and on foot—from one corner of our dear city to another and beyond.



These teachers know that there is something about using walking and biking as transportation that gives students an experience of ownership over their city that is like no other. Students literally feel the sidewalk under their feet or the street under their bike tires. They are not passive students being transported on a bus or in a car, detached from nature and separated from the world around them. They are connected, actively engaged, and part of the team, each member doing their part in order to get to the destination. The City becomes theirs in a way that it hadn't been before, as they discover a trail right alongside the Mississippi, a route that offers views of the sparkling skyline, or a "secret" gravel path in the woods in the heart of the city.

In a typical week, **most** young people do **not** walk or use a bicycle to get to and from places, and a full 76% do not get the sixty minutes of physical activity that the CDC recommends that young people get **every day** ([National Physical Activity Plan Alliance, 2018](#)). Alarming, this generation may be the first in a very long time to have a shorter life expectancy than their parents. The obesity rate continues to rise, resulting in diminished quality of life and escalating health care costs.

Walking and biking field trips can help change these trends as students gain skills and practices that can lead to a lifetime of well-being.

Non-polluting and often free, walking and biking field trips open worlds to students as they visit landmarks, cultural sites, recreational areas, and places of historical significance throughout the city of Minneapolis. Students also increase fitness, develop strong bicycling, walking and navigational skills, and have fun. They gain independence, increase self-confidence, and deepen connections with the broader city and community.

With 129 miles of on-street bikeways, 97 miles of off-street bikeways, and more than 1,800 miles of sidewalks (92% of streets), Minneapolis is consistently ranked a top city for walking and biking ([WalkScore](#)). Yet access to these amenities requires knowledge, practice and for bicycling—a bicycle. Walking and biking field trips remove these barriers so that all students can know the joys of active transportation and fully experience the beauty that Minneapolis offers.

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# Part 1: Planning and Safety

## Preparing for Walking and Biking Field Trips

## PART 1: Planning and Safety

### General Planning and Preparations

This guide does not replace [Walk! Bike! Fun!](#) educator training or other professional development and safety training. For more information about training opportunities, please contact student wellness staff in the [MPS Culinary & Wellness Services](#) department.

Minneapolis Public Schools provides policies to support the academic success of students. See [Policy 6230 Field Trips](#), which addresses field trips.

### Checklists

Use the [Walking Field Trip Checklist](#) and the [Biking Field Trip Checklist](#) to help plan your trip. They are also found in the [appendix](#).

The office of the General Counsel also provides field trip planning assistance on this [internal MPS website](#).

**Always walk or bike the route yourself before walking or biking with students.**

### Planning the Route:

Whether planning a walking or biking trip, Google Maps (see the walking and biking tabs) and the [Minneapolis Walking Routes for Youth Map](#) (see sidebar) may be helpful when first planning. Look for low to medium volume streets with lower speeds and supportive infrastructure. Then, walk or bike the possible routes yourself. Look for places you can pull the whole group safely to the side for instructions or discussions (e.g. “there’s a hill ahead, remember how to use your brakes”). Choose routes that include places for water breaks and bathroom breaks.

### Timing

If it is your first time leading a walking or biking field trip, start small, so you can learn the distances with which you and your students are comfortable. Use these approximate times for initial planning, though they will vary significantly based on conditions, group size, experience, and grade level.

- **WALKING 1/2 mile = ten minutes**
- **BIKING 1 mile = ten minutes**

### [Minneapolis Walking Routes for Youth Map](#)

Created by the City of Minneapolis in partnership with Minneapolis Public Schools, this map shows destinations such as schools, park recreation centers, and libraries, along with a network of neighborhood walking routes that connect them all. The map distinguishes between quieter neighborhood walking route, off-street trails, and busier walking routes.

### Supportive Walking and Biking Infrastructure

- ✓ Wide sidewalks, ADA compliant
- ✓ Grass boulevards between street and sidewalk
- ✓ Bike lanes, especially protected bike lanes
- ✓ Off-street trails and paths
- ✓ Stop signs and signals
- ✓ Marked or high visibility crosswalks
- ✓ Narrowed roadways, bump outs and reduced the crossing distances

### Access for ALL Students

Make sure that all students can participate in these important learning experiences. Some students may need accommodations to participate in the walking or biking field trip. If bus transportation is needed, also work with [MPS Transportation](#).

### Students with Special Needs

Connect with the appropriate SERT/ Classroom Teacher, and SEA involved to plan for participation of students with IEPs or IAPs.

### Students with Limited English Proficiency

Connect with the appropriate ELL/ Classroom Teacher to plan for participation of students with limited English Proficiency.

### School Nurse

Connect with your school nurse who will help you prepare for any additional medical accommodations needed by students.

### Prepare for Adequate Supervision

Ensure all volunteers have completed background checks (Policy 1450.II.E) and follow field trip supervision ratios found on the [General Counsel's website](#) (general field trip is 1:5 grades 4-5; 1:10 grades 6-8; 1:20 grades 9-12)



### Permission Slips

Walking and biking field trips require the same [field trip slip](#) as any other field trip. Indicate “walking” or “biking.” Consider what additional information or expectations you want to share with students and caregivers such as clothing recommendations or requirements to bring a water bottle. If you will be walking or biking over a series of days, use the series permission slip, (see examples in appendix).

## Preparing for a WALKING field trip

### Preparing students

Before heading out, take some time to prepare you students with safe walking protocols and etiquette.

The Minnesota **Walk! Bike! Fun!** Pedestrian and Bicycle Safety Curriculum is a two-part curriculum designed specifically for Minnesota’s schools. It is structured to meet Minnesota education standards and is an important part of the [Safe Routes to School Program in Minnesota](#).

Pedestrian safety is covered in part one–**Walk! Fun!** Geared to k-2 students and adaptable to older grades, the four lessons cover topics such crossing streets, visual barriers, and traffic signals.

The curriculum and resources are free and can be downloaded at the BikeMN website.

[LEARN MORE](#)



## Safe Walking Protocols

**Be Aware:** Watch for cars, trucks and bicycles at every parking lot, driveway, alley and intersection. Put away distractions.

**Cross at Intersections:** Stop and look left, right, left and behind you and in front of you for traffic at every intersection, alley or driveway. Wait until no traffic is coming and begin crossing. Keep looking for traffic until you have finished crossing. Walk (don’t run) across the street.

**Listen to Leaders:** Follow all instructions from crossing guards, school patrols and staff. Do not pass the person who is designated as “the front.”

**Be Visible:** Wear bright clothing. Dress for walking. We will walk rain, shine or snow!

**Be Safe:** When you are near the street, don’t push, shove, or chase each other. Stay within the crosswalk when crossing the street.

## Walking Etiquette

You will also want to establish some walking norms. Here are a few:

Walk on the sidewalk (not on the grass).

**Look** at flowers, trees, and animals (do not touch).

Allow room for people to pass who are coming towards you. It is polite and appropriate to say “good morning” or “good afternoon.”

Include your additional classroom expectations.

## Safe Walking Resources

### Videos

- [Willie Whistle Teaches Crossing Streets Safely](#)
- [Walk This Way](#)
- [Let’s Go Walking](#)

### Classroom Materials

Find great classroom lessons from [Alameda County Safe Routes to School](#), including this safe walking rhyme for younger children.

*“Every time at the edge of the street  
Use your head before your feet  
Make sure you hear every sound  
Look left, right, left and all around”*

## Preparing yourself, crossing guards, and chaperones

### Equipment

Many schools have crossing guard equipment such as reflective vests, stop paddles, and school patrol flags. Culinary & Wellness Services also has equipment that schools can reserve for field trips. It is strongly recommended that all adult chaperones wear reflective vests.

### Roles and Duties

Ideally, you assign someone to be the front leader, someone to handle intersection/crossing guard duties, someone to be the very back. With older groups—roles of front rear may be also be shared with students. NOTE—if you have any intersections that will be more complicated on the trip, Google Maps has a “street view” feature, and you can easily take a screen shot of the intersection, put it on the screen, and discuss the procedures with your students ahead of the field trip.

### \*Crossing Procedures

Crossings are a key opportunity to reinforce student learning about how to stop and then look left, right, left and behind and wait for cars to come to a complete stop before crossing.

At a **stop sign**, the lead chaperone should wait for the intersection crossing guard and the majority of children to minimize crossing time. Continue to wait on the sidewalk until a car has fully stopped at a stop sign before entering the intersection with the group. The intersection crossing guard should start followed by the lead chaperone and the first children. The intersection crossing guard waits in the middle of the intersection **until all the walkers** have crossed into the far lane of the street **and onto the sidewalk** and then continues with the group, making their way to the front for the next intersection.

At **uncontrolled intersections**, the chaperone should wait for intersection leader and the majority of children to minimize crossing time. When there is a long gap in traffic, the intersection crossing guard should start followed by the lead chaperone and the rest of the walkers. The intersection leader waits in the middle of the intersection **until all the walkers** have crossed into the far lane of the street **and onto the sidewalk** and then

[Minnesota Online Crossing Guard Training](#): Minnesota Safe Routes to School offers an **online training** for adult school crossing guards in Minnesota. This training does not replace existing crossing guard training programs, but provides a standard minimum amount of training for adult crossing guards and is helpful for the intersection leader to view before a walking field trip. **General Crossing Procedure**: In every situation, a guard uses and encourages student pedestrians to follow these safety steps: 1. Stop at the curb or edge of the street. 2. Look left, right, then left again for traffic. 3. Look over the shoulder for possible turning vehicles if the pedestrian is standing at an intersection. 4. Walk directly across the street at a consistent pace and continue scanning the street while crossing the street. Source: [Minnesota Safe Routes to School Crossing Guard Quick Reference Guide](#)

continues with the group, making their way to the front for the next intersection.

At a **stop light**, the group should cross the street at the beginning of the walk sign, after all the cars have come to a stop. The intersection crossing guard does not cross but remains at the signal. Once a flashing hand or countdown has begun, groups should not leave the sidewalk to begin to cross the street. When the “don’t walk” signal starts flashing, this intersection leader instructs students to follow the traffic signal and do not cross. This person will also maintain supervision of the group if the group becomes separated at a light. In this event, the group ahead should simply wait until the rest of the class can cross safely to rejoin them.

(\* Adapted from [How to Start a Walking Bus at Your School](#), SRTS National Partnership Instructions for Walking School Bus Route Leaders and the [City of Los Angeles The Walking Field Trip](#))

## Preparing for a BIKING field trip

### Training

Do not take students on a biking field trip if you have not had bike safety training yourself. Free [Walk! Bike! Fun!](#) trainings are held every spring and fall in the metro area. The [Bicycle Alliance of Minnesota](#) also offers regular trainings. Culinary & Wellness Services staff and MPS staff who are League Cycling Instructors (see appendix) can also provide training. For more information on training opportunities, please contact student wellness staff in the [Culinary & Wellness Services](#) department.

### Classroom Preparation—before biking

Preparation for a biking field trip begins in the classroom. The [Bike Fun section of the Walk Bike Fun Curriculum](#) takes students through the basics of safely riding on the streets. It is important to teach these basic concepts before your field trip. If students have already experienced the curriculum, then you will simply need to review the concepts and make sure your students understand them.

**Helmets:** During a biking field trip, leaders and students **always wear helmets**, so spend time talking about the importance of wearing a bike helmet. Getting helmets fitted properly takes time, so allow for that too. See helmet fit sidebar and Bike Safety Video sidebar (next page) for guidance on properly fitting a bicycle helmet.

**ABC quick check:** Every time students ride bicycles, they should check that the tires are inflated properly with **a**ir, the **b**rakes work well, the **c**rank, **c**hain and **c**ogs are sound and the **q**uick releases are closed. Every time. This simple check will save you many, many, bicycle maintenance issues on the road. Especially if students are bringing their own bicycles, budget plenty of time for maintenance checks, pumping tires, and such before you head out (see also Bike Safety Videos sidebar, next page).

### Take the helmet fit test

Put your helmet flat on your head. If it moves when you shake your head, you need to tighten your helmet or get a smaller one. Check:



**Eyes:** The helmet should sit low on your forehead – two finger widths above your eyebrows.



**Ears:** With the helmet buckled, the straps should meet just below the ears.



**Mouth:** When buckled, you should be able to fit no more than two fingers between the buckle and chin.

Source: <http://www.walkbiketoschool.org>

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## PREPARING FOR BIKING FIELD TRIPS

**Bike laws and rules of the road.** Ensure that you and your students know and understand [Minnesota bike laws](#) and the rules of the road.

**Follow the Law:** You have the same rights and responsibilities as drivers. Obey traffic signals and stop signs. Ride with traffic; use the rightmost lane headed in the direction you are going. The law says cyclists can ride by ones or twos. With a younger group, it is recommended that students ride single file and do not pass.

**Be Predictable:** Ride on the right. Ride in a straight line and don't swerve between parked cars. Signal turns, and check behind you well before turning or changing lanes.



**Be Visible:** Ride where people can see you and wear bright clothing. Use a front white light, red rear light and reflectors when visibility is poor. Make eye contact with others and don't ride on sidewalks.

**Be Aware:** Anticipate what drivers, pedestrians, and other people on bikes will do next. Watch for turning vehicles and ride outside the door zone of parked cars. Look out for debris, potholes, and other road hazards. Cross railroad tracks at right angles.

**Ride Ready:** Check that your tires are sufficiently inflated, brakes are working, chain runs smoothly, and quick release levers are closed. Carry tools and supplies that are appropriate for your ride. Wear a helmet.

### BIKE Safety Videos

#### Student audience

Bike safety—[elementary and middle](#)

Bike safety—[high school, English](#)

Bike safety—[high school, Spanish](#)

#### General Audience

[ABC Quick Check](#)

Wordless—[Rules of the Road](#)

Wordless—[Helmet Fit](#)

Wordless—[Bike Riding Safety](#)

#### Parent, HS, adult audience

PA SRTS [Video 1](#)

PA SRTS [Video 2](#)

PA SRTS [Video 3](#)

PA SRTS [Video 4](#)

PA SRTS [Video 5](#)

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**Etiquette, courtesy and bicycle norms:** When you take a group of students biking, you want to look good and impress the community with the skills and character of Minneapolis Public School students. Teach or review some common biking norms before you bike off-campus.

**Respect pedestrians!** Pedestrians have the right of way on sidewalks and shared use paths. Yield to them. When there is an abundance of pedestrians (for example, a multi-use trail in a playground) you may have your group get off their bicycles and walk.

**Passing:** Pass pedestrians and slower bicycles on the left, and when passing say “on your left” or ring a bike bell.

**Trails:** Sometimes the comfort of a trail leads students to fill the whole trail. On two-way trails remind students to stay to the right of the yellow line and left of the white one. There are times on a trail when you will want to stop for discussion, for the slower riders to catch up, or for special directions of what’s ahead. Remember to pull off the trail completely when doing so.

**Bike pace and bike space:** When riding in a group, bike at a speed that allows the group to stay together. It’s not a race. Maintain about a bike length of space with the bike in front of you and avoid sudden unnecessary stops or swerves.

**Communicate:** Use hand signals and also call out the signal (stopping, right turn, left turn) Point to and call out hazards (hole, glass, gravel) and announce bikers and cars ahead or behind with “biker up,” “biker back,” “car up,” and “car back.”

**Route discussion:** While still in the classroom, discuss particulars of the planned route of the field trip. You should alert students to any hazards or difficulties they may encounter and how to navigate them. Examples include hills, especially with tight turns at the bottom of them, left turns or complicated intersections. You can easily add a screen shot from the street view of Google Maps to aid in your pre-ride route discussion.



### On bike on campus preparation

So, your students now are wearing properly fitted helmets, have completed the a-b-c-quick check on their bicycles, and have classroom knowledge of bicycle safety and etiquette, but you're not quite ready to head off on your trip. Before you leave campus, you need to be sure that your students have obtained basic bike skills. You'll want to make sure students know how to

- ✓ Stop and remain in control (and not use their feet—watch for this)
- ✓ Ride in a smooth, straight and predictable manner and control their bicycle at all times
- ✓ Signal to slow and stop
- ✓ Scan the road by looking ahead, side to side and over the shoulder, to see from behind without swerving
- ✓ Use right and left hand turn signals and scan for traffic
- ✓ Follow verbal directions

The [Walk Bike Fun curriculum](#) offers some simple drills in lessons five, six and seven that you can use and adapt to assess students' skills before you leave campus.

Once you know students have adequate bike skills, you will also

**Tip from the trails:** If students are having trouble maintaining bike space, you can pull to the side, dismount the bikes and walk them again until students demonstrate the proper spacing.

want to practice riding in a group, so students can practice maintaining bike space and riding in a group. In general students should leave about bike length of space between them and the bicycle in front of them.

#### Classroom Management:

Good classroom management is essential for a positive trip. Set your students up for success, by offering clear instructions and education—before they ever see the bicycles. The rules, in this case, are essential for learning and also for safety. Explain clear expectations such as never riding without helmets, following the rules of the road, and riding in a safe, predictable manner. The consequences of not following these basic rules are natural ones—students will not be able to join or continue the ride. Your priority is their safety and that of the whole group. On occasion, a group leader has had to

call for a principal to come pick up a student or had to circle back to the school because some riders continue to endanger their safety or that of others. Mostly—the activity is so engaging and the reasons

#### Inclusion

Minneapolis Public Schools has a number of adaptive bicycles that may be loaned for your bicycle field trip. For assistance, contact the [Developmental Adapted Physical Education \(DAPE\) lead](#) or [Culinary & Wellness](#) active living staff.

for the rules understandable and so students will follow them.

#### \*Sidewalk Riding:

In general, the safest place for bicycle riding is on the street, where bicycles are expected to follow the same rules of the road as motorists and ride in the same direction. If because of route hazards or the ages and skills of your group you decide to use the sidewalk for a portion of your route, here's what you should

know: Minnesota law allows sidewalk riding unless in a business district or where prohibited by city ordinance. (If the block is more than half businesses—you are probably in a business district.) For anyone riding on a sidewalk: Watch for vehicles coming out of or

turning into driveways. Stop at corners of sidewalks and streets to look for cars and to make sure drivers see you before crossing. Slow down—so you are traveling at a pedestrian speed. Enter a street at a corner and not between parked cars. Alert pedestrians that you are nearby saying, "Excuse me," or, "Passing on your left," or use a bell or horn. (\*Adapted from [Kids and Bicycle Safety](#))

### Preparing yourself and chaperones

#### Equipment

All chaperones must wear reflective vests. Younger student groups should also wear reflective vests, a different color from the chaperones, preferred. Culinary & Wellness Services also has equipment that schools can reserve for field trips.

#### Roles and Duties

Ideally, you will have someone to lead, chaperones in the middle to assist with intersections/general help, someone to handle maintenance issues, and someone to be the very back. With older groups—roles of front and person in the very back may be also be shared with students.

When biking as a group, stress to students that they should be aware, make their own safe choices, and not simply follow the group without paying attention. Your group should understand and be ready to follow all traffic laws and rules of the road.

#### Intersections

Your students have learned the rules of the road and should be able to navigate intersections with stop signs and signals. To help ensure students follow the traffic laws, an intersection leader can wait at an intersection until the whole group has gone through it and guide students in safe and legal procedures. This practice is especially helpful at **stoplights**. At a green light, the front chaperone leads the group through the intersection, as the intersection chaperone stays behind. When the light turns yellow, the intersection leader instructs bikers approaching the intersection to stop and obey the light. Do not attempt to cross against the light—this practice is very dangerous. This person will also maintain supervision of the group when the group becomes separated at a light. In this event, the group ahead should simply wait until the rest of the class can cross safely to rejoin them.

#### Pacing

As a group leader, choose a speed so that your group can stay together. Encourage the faster riders in the front to have patience and the slower riders in the back to make an effort to close gaps. The leader should pull off to the side and wait for those in back to catch up if the gap grows too large.



# Part 2: Nutrition and Wellness

## Part 2: Nutrition and Wellness

**Active Living + True Food = School Success, happiness, and quality of life**

When students use walking and biking as transportation, they are beginning a lifelong habit that will significantly decrease their chance of developing diabetes, heart disease and cancer while increasing cognition and mental well-being. Students who take biking and walking field trips often want to extend the healthy activities to taking care around what they put into their bodies.

### TRUE FOOD

Eating breakfast and lunch at school can help fuel the active commute! Every day in the cafeteria, Minneapolis Public Schools serves **TRUE FOOD** that tastes good and never contains high fructose corn syrup, trans fats, artificial colors or preservatives. Since the fall of 2012, MPS has installed **67** Market Cart Salad Bars, which offer a gorgeous array of fresh fruits and vegetable as well as some of the spectacular [cold salads](#) like beet hummus, Moroccan freekah, and southwest pinto dip.

Check in with your cafeteria coordinator about your field trip lunch needs. You may even be able to reserve the [MPS Food Truck](#) for your field trip lunch.



# TRUE FOOD + ACTIVE LIVING = SCHOOL SUCCESS!

Research findings:

- Eating breakfast has a positive effect on academic performance and on-task behavior in the classroom ([Adolphus, Lawton, & Dye, 2013](#))
- Students who exercise before school arrive focused and ready to learn. ([Sibley, & Etnier, 2003](#); [Trost, 2009](#); [SRTS National Partnership](#))
- Walking for just 20 minutes is associated with improved test scores and improved reading comprehension in children ([Hillman et al., 2009](#)).
- Students at schools with healthier lunch options score better on end-of-year academic tests ([Anderson, Gallagher, & Ritchie, 2018](#)).
- Regularly engaging in physical activity, such as taking a brisk walk or going on a bike ride, has academic performance benefits, including improved standardized test scores, increased concentration on tasks, improved memory and better in-class behavior ([Active Living Research, 2015](#)).
- Increased fruit and vegetable consumption was predictive of increased happiness, life satisfaction, and well-being ([Mujcic & Oswald, 2016](#))
- Youth who participate in 60 minutes or more of physical activity are less likely to have symptoms of depression ([Wagner, 2013](#))



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**HYDRATION is the Key to HAPPINESS**

Most students do not drink enough water, which can cause headaches and fatigue and can even affect students’ ability to learn. Take time to teach healthy lifelong habits by encouraging students to drink water. On walking and biking field trips, ask students to bring water bottles or provide water bottles for them, and plan a route that allows for water fountain breaks and bathroom breaks. Water needs will vary based on the weather and how far and fast you are traveling—but in general drink water before you go, drink on the route, and drink when you return.



**ACTIVE COMMUTING SNACKS**

Need snacks for your trip? MPS Culinary & Wellness makes it easy and affordable to order snacks that follow the new USDA standards for snack food and beverages sold to children at school during the school day. Required by the Healthy, Hunger-Free Kids Act of 2010, schools now offer healthier snack foods to children, while limiting junk food. You can order wellness policy compliant [Smart Snacks](#) through your school’s kitchen. Simply print the Smart Snack order guide and turn it into the cafeteria coordinator (at least 24 hours prior to when the snacks are needed for pick-up). Payments can be made via cash, check, or internal department budget code.

**AFTER-SCHOOL FOOD PROGRAM**

No-cost meals and/or snacks are available to all youth ages 18 and under who participate in any after-school programming that has an academic and/or enrichment component. More than fifty MPS schools are eligible for this program. More information and an application are found on the [Child and Adult Care Food Program](#) page of the Culinary and Wellness website.

**GO, SLOW, WHOA!**

HIGH PERFORMANCE FOODS  
**GO!**  
vegetables (carrots, celery, sugar snap peas, edamame), fruits (grapes, melon, apples), lowfat milk, cottage cheese, yogurt with fruit, lean meats, tuna, whole grains, water

MODERATE PERFORMANCE FOODS  
**SLOW...**  
vegetables with added sauce, oven baked fries, avocados, 100% fruit juice, dried fruits, white bread, taco shells, granola, cheese, ground beef, hamburgers (broiled), ham, nut butters, nuts, whole eggs, frozen fruit bars, pretzels, baked chips, sports drinks

PERFORMANCE LIMITING FOODS  
**WHOA!!**  
vegetables fried in oil (like french fries), fruit in heavy syrup, doughnuts, whole milk, full fat cheeses, bacon, fried chicken, chicken nuggets, hot dogs, cookies, pie, ice cream, chips, cheesy puffs, sweetened drinks (pop, soda, sweet tea)

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# Part 3: Destinations

## Part 3: DESTINATIONS

### WALKING

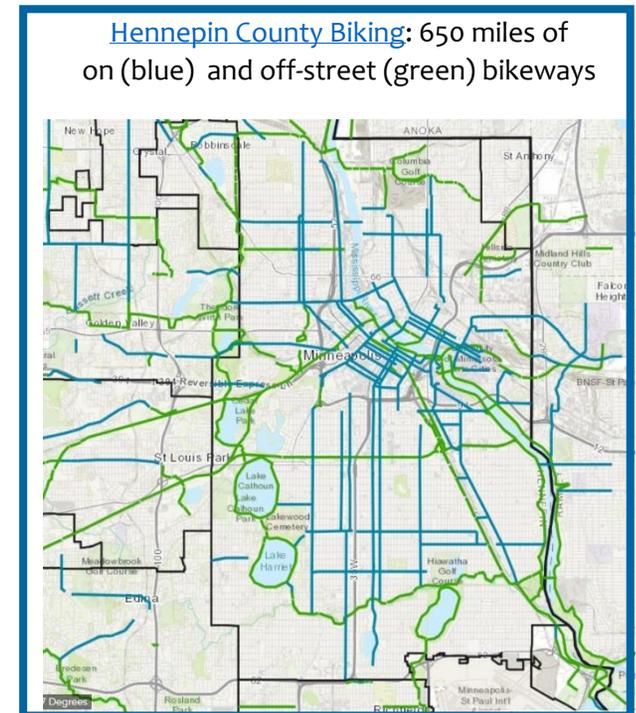
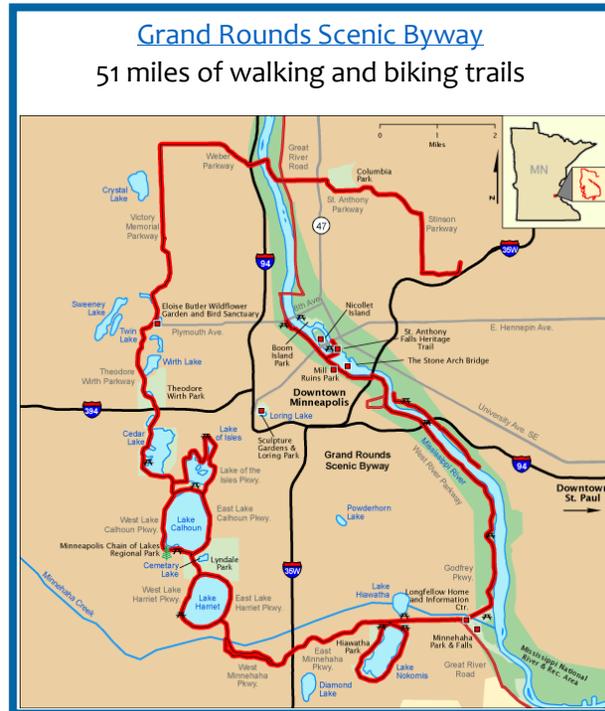
The neighborhood surrounding your school is rich with walking field trip destinations and nearly every street in Minneapolis has sidewalks. Consider destinations such as parks, fire and police stations, community gardens, local businesses and libraries.

Many of trips in the following pages integrate both walking and biking. Look for the walker icon  for links to walkable destination types that can be found in neighborhoods **throughout** Minneapolis. Part 4 is exclusively dedicated to walking—and provides a step by step guide for developing a mindful walking practice and then sharing it with students.



### BIKING

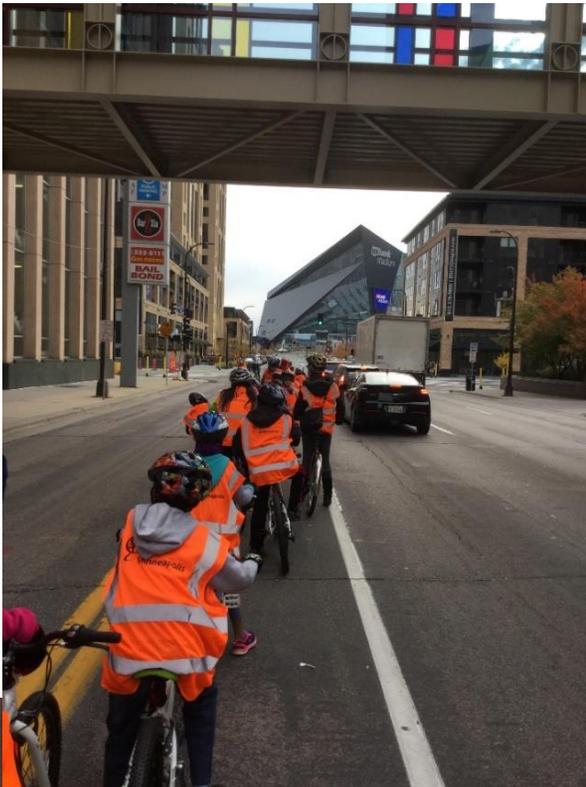
Sometimes the destination of a biking fieldtrip is the fantastic biking infrastructure itself! With 97 miles of off-street bikeways and 129 miles of on-street bikeways, including a growing number of protected bike ways (as of 2015), Minneapolis is consistently ranked a top biking city including the #1 slot for two years in a row by [BikeScore](#) (2018). Taking advantage of the fantastic bike infrastructure gives students an up-close understanding of urban planning, public investment, and how the built environment affects the user experience. The Grand Rounds (see red trail), or other off-street trails (see green trails) are the main destination of many great field trips. Looking for an introduction to all these great trails? [Check out this website.](#)



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## Let's Go to City Hall! City Government, Change Making, and Critical Literacy

Critical literacy includes learners' abilities to critique ideas, effect social change, and empower themselves to make a difference in their own and in others' lives (*National Board for Professional Teaching Standards: Early and Middle Childhood Reading-Language Arts Standards*). Lisa Herr's fourth and fifth graders at Seward Montessori did just that when a popular change in their community was on the verge of being discontinued. Through a Safe Routes to School Pilot, 29<sup>th</sup> Avenue across the Midtown Greenway and on a designated walking route to school was closed to motor-vehicle traffic. Students, families, and staff liked this change—appreciating the reduced traffic volumes on a popular walking and biking area and the increased safety for those using the Midtown Greenway. Despite the community support for the closure, the street appeared likely to re-open to motor vehicle traffic at the end of the pilot period. Along with many others in the community, students in Lisa Herr's class sprang into action. They learned about the streetscape, urban planning, city government and how street decisions are made. Students articulated how the street closure effected their lives and the lives of those around them. They wrote to

Minneapolis City Council members sharing their experiences and asking that 29<sup>th</sup> Avenue across the Midtown Greenway remain car-free. Then the class bicycled to City Hall and attended the transportation committee meeting where the council was discussing this project. The council member for Seward Montessori's ward also gave them a tour of City Hall, deepening students' knowledge of City government. In the end, the City decided to maintain the closure, and students gained an understanding of the power that every voice holds and felt pride in making the community around their school safer for all.

### Social Studies Destinations—Government and Public Service

[Minneapolis City Hall](#)

[Hennepin County Government Center](#)

[Minneapolis Park & Recreation Board](#)

[Minneapolis Public Schools](#) (The Davis Center is a FANTASTIC bike destination.)

[Federal Reserve Bank of Minneapolis](#)

[Minneapolis Fire Stations](#) 

[Police Stations](#) 

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## Where Should We Go? Empowering Student Voices and Developing Character and Leadership

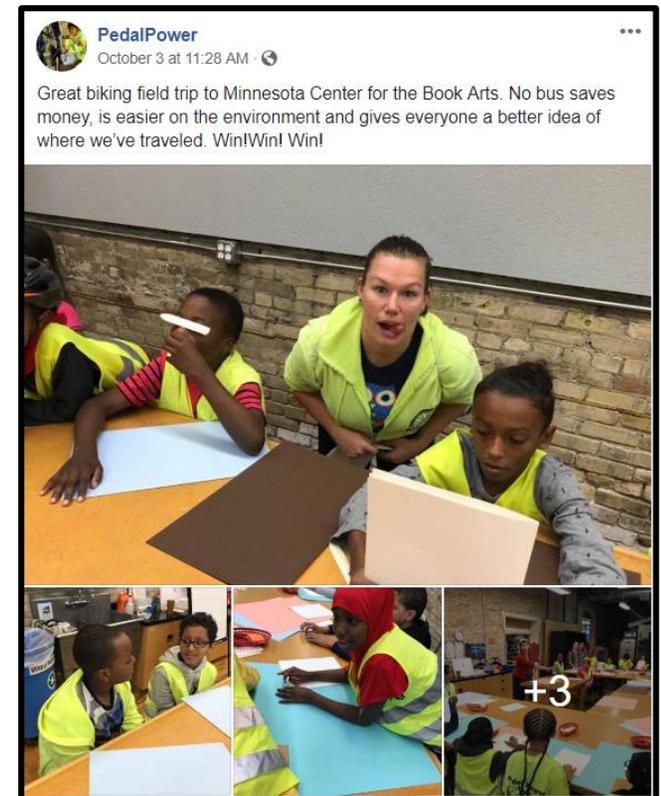
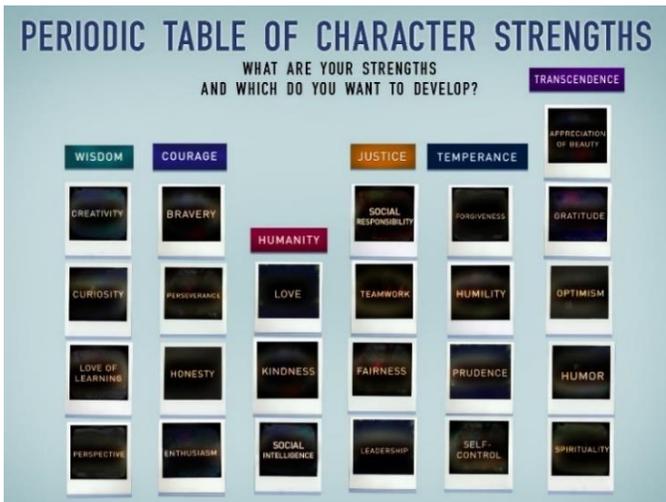
Teacher Mark Trumper believes in his students and understands the magic that happens when student voices are heard and supported, so he wasn't afraid to ask his after-school bicycle club Pillsbury Pedal Power, "Where should we bike this year?" After much research and discussion, students were ablaze with enthusiasm for making what seemed out of reach a reality—"let's bike to another state!" A map analysis led the fourth and fifth graders to zero in on Wisconsin. Students pursued funding to support their idea, and they prepared written arguments and speeches in a grant application. Once awarded the grant funds—Pedal Power set out to build



strength and endurance for making the twenty-eight mile trek to Stillwater.

While this trip develops many character traits such as curiosity, perseverance ("grit," says Pedal Power students) and courage, teacher Mark Trumper emphasizes teamwork and leadership. Trumper mentors Pedal Power junior coaches with additional training and guidance. These students assist the new students in the bike club. For this ride, the bike club has a pact—**everyone rides**. Says Trumper, "it may be 'easier' if some students stay behind, but then the ride isn't meaningful—it's just some of us but not the whole team. There is no 'we.' I want students to understand what it means to be part of a team." All spring the team worked together, supporting and encouraging all to complete this ride, a ride that once seemed almost impossible. This ride has become a spring tradition.

The Pedal Power leaders are also essential during the school-wide fourth and fifth-grade field trips that use bicycles as transportation. Student leaders help lead the way, role model biking skills for the other students, and offer encouragement for the newer riders. Field trip destinations have included the Children's Theater (cover photo), St. Anthony Main Movie Theater, and the Minnesota Center for the Book Arts.



## DESTINATIONS

### High School: Arts and Culture Connection

Research shows that cultural field trips help students build critical thinking skills as well as tolerance and empathy (see article in sidebar). Fortunately, there are many opportunities to engage with art in Minneapolis—from highly regarded institutions to exciting public art. South High uses bicycles as transportation on its annual trip to the Minneapolis Institute of Arts. This trip coincides with the arrival of German exchange students—and is part of a

cultural exchange. This field trip has more than one hundred participants, so South reserves bicycles from the BikeMN fleet as well as bicycles from a school fleet they have built from donations from [Free Bike 4 Kidz](#). Classroom time is spent preparing the students on bicycle safety during the week leading up to the trip. Student leaders ride the route ahead of time with school staff and designate roles and procedures to ensure the ride is safe for all. On the trip, students spend several hours taking in the exhibits at MIA.



Then the whole group heads to Bde Maka Ska for lunch.

Beautiful architecture can also provide a fantastic field trip destination. For example, as part of a day-long bicycle exploration of Minneapolis, North High School visited the Guthrie Theater, exploring the building and spending time in the common space of the building writing in their journals.

#### Public Art Destinations

- [The Public Art Walking Tours](#)  interactive website organizes six tours geographically: North, East Downtown, Nicollet Mall, South Southwest
- [Metro Transit—on the Blue, Green lines and more](#)
- In [Hennepin County Libraries](#) 

#### Minneapolis Art and Culture Institutions

- [Center for Book Arts](#)
- [Guthrie Theater](#)
- [Minneapolis Institute of Art](#)
- [Minnesota African American Heritage Museum and Gallery](#)
- [Somali Museum](#)
- [Walker Art Museum](#)
- [Weisman Art Museum](#)

#### Resource

- [Research: School Field Trips Give Significant Benefits](#)

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## A Walk to the Library

The local public library is a great walking field trip destination. Teachers and library media specialists can connect with HCLIB staff who will have lessons on finding library materials (an MN state standard) as well as signing students up for library cards if they don't have one. Students can also learn how to access HCLIB's online resources and even check out the [public art at the library](#). Schools sites should determine their [local branch](#) and then contact that branch directly to plan.



## Biking to Higher Education

Did you know the University of Minnesota is one of only a handful of higher education institutions nationwide that has been named a [top bike-friendly university](#)? Biking to the U of MN or other Minneapolis institutions is a great way to get students excited about attending college and take away some of the fear. After biking through the east and west banks of the University of Minnesota, several students from **Heritage Academy** declared, “I’m going to go here!”

### Minneapolis Institutions of Higher Learning

[Augsburg University](#)

[Dunwoody College of Technology](#)

[Minneapolis College of Art and Design](#)

[Minneapolis Community & Technical College](#)

[North Central University](#)

[University of Minnesota—Twin Cities](#)



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## DESTINATIONS

### Science in Our Backyard: Examining the Watershed

Minneapolis is home to [twenty-two of Minnesota's 11,842 lakes](#), three creeks (Shingle, Bassett, and Minnehaha) and the mighty Mississippi River. The [Trust for Public Land](#) consistently ranks Minneapolis' park system number one—in a large part due this incredible watershed. Teacher Tom McComas is passionate that his students understand and develop ownership of this major asset of our city. He takes his classroom of fourth or fifth graders to experience, understand, and explore the Minneapolis watershed by bicycle. Students visit all the major lakes and some of the lesser-known ones. They examine the landscape around the lakes and make predications of water quality based on what they see. Then students collect water samples from each of the lakes they visit and examine the samples under the microscope. Students also research information about the lakes using the [Minnesota Department of Natural Resources extensive lake data base](#) and other resources. Students read about the water quality of each lake and collect other data about the lake such as surface area, depth, and water volume. They synthesize the data and their observations from individual lakes to develop understanding of water quality and factors that humans can control to care for the watershed.



Source: [Minnesota Public Radio](#)



**Field Trip Policy 6230 Regarding Water Activities:** Any district sanctioned trip that involves water activities in a lake, stream, river, pool or recreational water park must include the provision of a certified life guard. Any district sanctioned trip that includes lodging at a location with a pool, or on a river, stream or lake must either include provision or assurance of a certified life guard or forbid activities in or around the water source.

#### Science: Investigating the Watershed

##### Minneapolis Resources

Minneapolis has [FOUR WATERSHED DISTRICTS](#).



Under each watershed district search “**completed capital projects**” for great destinations. For example:

- [The Storm Water Learning Park](#)
- [Hall Island](#)
- [Chain of Lakes](#)
- See also: [Bassett Creek UNDERGROUND!](#)

##### Curriculum resources

- [National Agricultural Literacy Curriculum Matrix](#)  
The National Agricultural Literacy Curriculum Matrix is an online, searchable, and standards-based curriculum map for K-12 teachers. The Matrix contextualizes national education standards in science, social studies, and nutrition education with relevant instructional resources linked to Common Core Standards. You can limit your search by grade level, discipline, and even state. Try “**watershed**” or “**water**” in the key word search bar for classroom-ready resources.
- [Minnesota Stem Teacher Resource: Water Cycle, 8<sup>th</sup> grade science](#)

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## Project-Based Learning: Understanding Our City--Health, History, and Home

In the quarter-long course **Biking the Northside** that includes multiple academic subjects—language arts, social studies, visual art, physical education—students at **Minneapolis Academy and Career Center (MACC)** are able to take weekly field trips at no cost because they use bicycles as transportation.

Students research and then visit by bicycle many locations in their City: [Theodore Wirth Regional Park](#), the [Minneapolis Lyndale Farmers Market](#), the [Mill City Museum](#), [St. Anthony Falls](#), the [Water Power Park](#), the [Phyllis Wheatley House](#), and more. They also investigate the public art found at or en route to their destinations. Each trip includes pre, during, and post-literacy activities. Then students share their learning through a culminating project. Students choose one of the sites and create a multi-media presentation that includes a critical analysis of it. Says teacher Tammy Cowan, “It is a fantastic unit with a high level of student engagement!”



### Excerpt from directions for the MACC Biking the Northside culminating presentation

*Choose three of the following questions for your presentation:*

- \* What is the history of this site and how does that history intersect with the variety of cultures in our community?*
- \* How does this site bring pride to my community? What are the benefits of this site to the North Side Community?*
- \* What does this site need to be sustainable? What does it need to be useful for my generation?*
- \* What improvements could be made to this site to make it stronger for our community?*
- \* Is anyone excluded from enjoying this site? Who? How? What solutions are there to these barriers?*
- \* What role might this site play in people developing social emotional skills for themselves or others?*
- \* Create a question of your own based on your site.*

In the **Get Fit With History** class during summer school at **Broadway High School at Longfellow**, students also studied historic places and then biked to them ([Milwaukee Avenue](#), the [Stone Arch Bridge](#), [St. Anthony Falls](#), the [American Swedish Institute](#), [Fort Snelling](#) and more). Not only did students experience history close up, they also discovered the [incredible bike trails in Minneapolis](#) and strengthened their connections to the city as a whole.

### More historical destination resources

- [River history, Bdote Memory Map](#)
- [Early Lakes History](#) and [Descendants](#)
- [Browse Minnesota Historical Society Resources](#) 
- [1883 Map of Minneapolis](#) 
- [MBRB Mills Ruins Park](#)
- [City of Minneapolis Historical Landmarks](#) 
- [MPRB Historical Sites](#) 
- [MPRB Historical Resources](#) 

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## A Walk in the Woods

A growing body of research suggests that a walk in the woods is good for us. Studies have shown a reduction in blood pressure and the stress hormone cortisol as well as improved mood ([Park, Tsunetsugu, Kasetani, Kagawa, & Miyazaki, 2010](#); [Bratman, Hamilton, Hahn, Daily, & Gross, 2015](#)). The topic is popular—books such as *Last Child in the Woods* chronicle the divide between children and the outdoors and links this “nature deficit to the rises in obesity, attention disorders, and depression.”

Teacher Lauren Wheeler has experienced firsthand what a walk in the woods can do for students. Her summer school high school PE class spent every day being active. During the last days, they biked via the Greenway to the river, where they locked their bicycles and headed down the stairs to one of the wooded trails of the Mississippi gorge. “When we headed into the woods, we could all feel the stress levels decrease and our moods rise,” said Wheeler. In the woods, high school students grew excited to point out intricate spider webs woven between branches and the slugs moving along dewy leaves.



### A Walk in the Woods

More than a quarter of Minneapolis is covered by tree canopy and more than fifteen percent is parkland, so a walk in the woods should be not too far from wherever you are. Sometimes you will find these wooded walking paths marked in the green parkland area of google maps, but other times you will not. If you pay attention as you travel alongside wooded area, you may see a staircase or an opening and discover a great trail on your own.



### Resources

- To find a walk in the woods, Minneapolis Regional Parks are a great place to start. Notable parks include [Central Mississippi Riverfront](#), [Father Hennepin Bluff](#), [Minnehaha](#), [Mississippi Gorge](#), [North Mississippi](#) and [Carl W. Kroening Interpretive Center](#), and [Theodore Wirth](#).
- The [Eloise Butler Wildflower Garden and Bird Sanctuary](#), the [Quaking Bog](#) and [Roberts Bird Sanctuary](#) also include wooded unpaved paths. See all the [Gardens and Bird Sanctuaries](#) in Minneapolis Parks.
- The National Park Service provides a list of recommended walks and hikes in for the greater area of the [Mississippi National River and Recreation Area](#) including [Cold Water Spring](#).
- There are eighteen miles of hiking trails at [Fort Snelling State Park](#).
- Star Tribune Article: [Minneapolis Regional Parks offer The Japanese concept of forest bathing—here in Minnesota](#)

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## DESTINATIONS

### Safe Routes to Healthy Food: A Visit to the Culinary Center of Minneapolis Public Schools

Every day the Minneapolis Public Schools Culinary & Wellness Services serves students TRUE food that tastes good and is free of high fructose corn syrup, trans fat, artificial colors, or preservatives. We are committed to scratch cooking and using fresh, whole foods. We work directly with local farms to source sustainably grown produce and meats and partner with local chefs to develop recipes and engage students. The Culinary Center also boasts a large garden, overflowing with produce as the summer wanes. Join us for the [Farm to School Community Barbeque](#) in September, the Let's Roll group bicycle ride in May, or [contact us](#) to arrange a tour. Come see where the magic happens!



#### More Safe Routes to Healthy Foods Resources

From MPS teacher Tom McComas: *"I am a huge advocate of partnering with other organizations so the bike trip leader doesn't have to invent all the curriculum. For several years, that was with [Cooking Matters](#) from the University of Minnesota Extension. We would bike to locations like the [Minneapolis Farmers Market](#) and have a cooking lesson on site! Another under-utilized resource is [JD Rivers Teaching Garden](#). We would bike there twice a week during summer school and they (the Minneapolis Park Board) taught about animal habitat, water quality in Basset's Creek along with lessons that taught about vegetables, composting and nutrition."*



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# Part 4: Mindful Walking

**Part 4 Mindful Walking**

*“Mindfulness is not really about sitting in the full lotus, like pretending you’re a statue in the British museum. It’s about living your life as if it really mattered, moment by moment by moment.”*

*—Jon Kabat-Zinn, the founder of Mindfulness-Based Stress Reduction*

**Mindfulness and Social Emotional Learning**

Whether you already have a mindfulness practice, or if you are an absolute beginner, explore these adult mindful walking practices for a healthy mind, body and spirit. After experiencing these for yourself, then try the lessons that follow with your students.

**Mindful Walking Exercises and Resources for Adults**

Mindful walking is one of the ways to practice mindfulness of movement. Practice mindful walking on its own and then see where you can incorporate the practice throughout your day: while walking to your car, walking down the halls at work, walking from one room to the next at home, taking a walk outside, or even using the stairs.

Find a quiet place where you can walk alone and will not be disturbed. You can choose a long path or even a room at home or at work where you can take several steps in one direction and then turn around to walk in the other direction. Begin by standing up. Balance evenly on both feet. Notice how you feel. Start walking and pay attention to your body. Ask yourself, how does my body feel? Are there any places where I feel tension or stress? Are there any aches or pains? Are there any places in the body where it feels good to be moving?

Focus your attention on your feet as they touch the ground. Notice your stride, is it long or short. Are you walking fast or slow? No need to change the pace or the stride, just notice it and start to become curious.

Minneapolis Public Schools Social Emotional Learning Team developed these materials. For more mindfulness in education resources contact Ann Viveros

[ann.viveros@mpls.k12.mn.us](mailto:ann.viveros@mpls.k12.mn.us)

#MPS\_SEL



Pay attention to the rhythm of the heel-to-toe movement. Notice when one foot lifts and the next foot touches the ground. What part of the foot strikes the ground first? Then which part follows? Notice how your ankle moves with each step. Observe the bend in your knee. How are your thighs and hips moving? Draw your attention to the swing of your arms. How much or how little are they swinging?

Now change your pace and speed up. Observe how the rhythm changes and if the swing of your arms changes. Notice if there is a change in the heart rate. If you are walking in an area where you are walking back and forth, take the opportunity to pause when you get to the end of the walk and have to turn around. Notice what it feels like to stop, pause, turn and then continue walking.

Now slow down. What do you notice? What can you observe?

Resume your normal speed. See if you can match your breath with each step. Breathe in as you lift your right foot, breath out as you lift your left foot.

You can use your body movement awareness as an anchor, which you can always return to during this mindful walking experience.

Continue by moving your awareness away from your body and start observing your surroundings.

What do you see? Simply note what you see without judging or creating a story: “I see a tree,” “I see a path,” “snow,” “car.” Just note each thing your eyes land on without labeling. You might notice that your mind will begin to make associations and judgments. For example, rather than just noting, “I see a car,” your mind could work like this: “I see a car. Oh, that’s a Honda. It looks like mine. I like the color of mine better. I wonder what year it is. I see it has a roof rack. That’s what I need for our camping trip this summer. I can’t wait to be in the mountains in Wyoming. Last summer’s trip was great. I sure did get cold though, I’m glad I have a warmer sleeping bag.” Does this sound familiar to you? One minute you are thinking of a car, the next thing you know you are setting up camp on a cold night in Wyoming. When you catch the mind wandering off like this, be kind to yourself and gently guide your thoughts back to your anchor, your body. Feel the contact of your feet against the ground. Then when you are ready, resume asking yourself what you see along your path.



After you have practiced with opening your awareness to the sights, do the same practice of noting with the other senses.

What do you hear? What do you feel? What do you smell? What do you taste?

When you are ready to stop, stand still, take three deep breaths and send love and gratitude to your body for all the amazing things it can do.



**For further exploration of mindful walking check out these links:**

[Savoring Walk](#) “Take a different walk, this time being mindful of all the sights, sounds, and smells around you—and discover a newfound appreciation for your surroundings.” Be sure to click the tabs on the left hand side for more information and to take a quiz.

[How to Cultivate Awe with a Walking Meditation](#) “An Awe Walk is a walk within a place of meaning and beauty, where your sole task is to encounter something that amazes and transcends, be it big or small.”

[The Mindful Practice Podcast: Walking Meditation](#) A podcast with mindful walking instructions

[No Time for Mindfulness? Try This On-the-Go Walking Meditation](#) Elisha Goldstein offers a simple walking meditation in four steps.

### Mindful Walking Lessons for Students

“...when a mindful teacher invites students to join him or her in learning mindfulness practices for themselves. The results are profound as students are empowered as they learn to calm themselves, focus their attention and extend kindness to their classmates. But the next and most important step is the mindful teacher; without that, mindfulness for students is just another activity that will be supplanted when a newer, shinier silver bullet is offered as the panacea to a deeply complex social reality.” Rona Wilens

The literature is overwhelmingly in favor of adults nurturing their own mindfulness practice before bringing the practices to their students. Here’s why:

- [Mindfulness in Schools: Research-Based Support for Teacher Training](#)
- [Can Mindfulness Make Us Better Teachers?](#)
- [Seven Ways Mindfulness Can Help Teachers](#)

After you’ve practiced mindful walking for yourself, consider what opportunities there are for teaching your students body awareness through mindful walking.

#### 1. Mindful Walking Lessons for Students

- a. You know your students best. How you begin to teach mindful walking will depend on your students, their age and their experience with mindfulness.
- b. You might want to start with the *why*? Why is it useful to be able to be mindful when we walk? Body awareness and awareness of the environment are key, then you may want to explore why body awareness and awareness of the environment are important. When can you practice mindful walking? (moving from centers in the classroom, in the hallway, at recess, in the lunchroom, walking to buses)
- c. You can practice mindful walking indoors or outside, though practicing in the classroom first is recommended. Depending on your students you can walk in a walk in a circle, back and forth in the classroom, or you can have them walk freely around the room.

#### 2. Mindful Body Movement

- a. [The Practice of Walking](#) In this Mindful Schools article we learn how to bring mindfulness into our daily lives through the act of walking.
- b. [Walking Meditation for Kids](#) Originally from Little Flower Yoga, this article give simple instructions for teaching mindful walking to children along with ideas for how to mix it up if children find it challenging.

#### Mindful Awareness of the Environment

- a. [Mindful Walking with Cosmic Kids](#) In this video we learn how to pay attention to our surroundings as we walk on an autumn day.
- b. [Playful Mindfulness - Walk on a Rainbow](#) This variation of a walking meditation focuses on paying attention to the environment around you as you walk.

#### 3. Mindful Breathing

- a. When you practice mindful awareness of the environment outside, you may see a flower. Have students stop, take three deep breaths, then practice **Flower Breathing**. Hold hands in front of chin with the ends of the palms together, fingers spread out like the petals of a flower. Pretending that your hands are a flower, inhale through the nose and exhale through the mouth making an “ah” sound. With each inhale extend the fingers/petals our wider like a blooming flower and with each exhale draw the fingers/petals together.
- b. If you are lucky enough to see a flying insect, you can stop, take three deep breaths and then practice **Insect Breathing**. On the inhale pretend you are an insect sucking nectar from a flower and on the out breath with a buzzing sound. Repeat 3x.

- c. When you see a butterfly, you can practice **Butterfly Breathing**. Hold your palms, wrists, forearms and elbows together in front of you on the in-breath. Keeping your palms touching in front of you, on the outbreath lift your elbows. On the outbreath, bring your elbows back towards each other until they are touching again. Repeat several times.

While much of mindful walking is about self-awareness through body awareness, there are many opportunities to intentionally teach other Social Emotional Learning (SEL) skills while practicing mindful walking. These skills can be extended for group bicycle rides as well.

~ Self Awareness ~ Self-Management ~ Social Awareness ~ Relationship Skills ~ Responsible Decision Making ~

**Buddy walking** – After students have practiced mindful walking individually, practice buddy walking. If it is appropriate for your students, invite them to walk arm in arm or hand in hand while they practice the same mindful walking. Invite them to notice what changes when they are walking with a buddy, challenge them to get in sync with each other by walking in stride with one another. (stride, pacing, speed, friendliness, smile, fun, awkwardness, shy, wanting to talk, giggle)

**Walking in the Neighborhood** – Be alert and aware of traffic, traffic signals, biking and walking lanes, other bicyclists and pedestrians. Look both ways. Safety. Responsible decision making when negotiating traffic.

**Group Bicycle Riding** – Practice expanded awareness of others on bicycles, awareness of cars, pedestrians and other cyclists on the roads. Awareness of traffic signals and the group leaders' hand signals.

**Line Leaders (walking or biking)** – What skills does a line leader have? The line leader needs to be a model for their peers. Communication skills

**End of Line Leader (walking or biking)** – What skills does the end of the line leader have? Awareness of strengths and challenges of others. Empathy, perspective taking, problem solving

**A Longer Walk or Bike Ride** – What attributes are needed for walking or biking for an extended time, walking or biking up a hill? - Grit and perseverance, endurance, working collaboratively.



# Appendix



# LET'S WALK THERE

## WALKING FIELD TRIP CHECKLIST

### PRE-TRIP PLANNING

- Secure administration approval
- Talk to school nurse (general trip plan, specific student needs, get first aid kit.)
- Connect with special ed team, plan accommodations as needed
- Connect with EL teachers, plan accommodations as needed
- Plan the route. Walk the route. Be aware of any potential hazards/dangers and develop plans to mitigate them.
- Use standard district field trip slip. Include "walking" and the destination/s.
- Supervision: Assign adult staff to all groups or make sure volunteers have completed background checks (Policy 1450.II.E) and follow field trip ratios found on the general counsels website (general field trip is 1:5 grades 4-5; 1:10 grades 6-8; 1:20 grades 9-12)
- Leave route map, destination, and all leaders' cell phones with main office secretary
- Create plan for severe weather and monitor weather for any concerns with cold, heat, humidity, and potential storms
  - ✓ Have weather alert app on your phone if possible
  - ✓ Bring water, sunscreen, basic first aid supplies or anything else that may be needed
  - ✓ Suggest attire based on field trip location and weather
- Once full plan is in place, meet with administration again

#### Route Planning:

Google maps and the [Minneapolis Walking Routes for Youth Map](#) be helpful when planning. Look for low to medium volume street, with lower speeds and supportive walk infrastructure, such as wide sidewalks with a grass boulevard or other separation between the sidewalk and the street and intersections where there is signage, signals and/or painted crosswalks. On the route, look for places you can pull the whole group safely to the side for instructions or discussions. Also, plan for bathroom and water stops.

Always walk the route yourself before walking with students. Approximate timing 1/2 mile = ten minutes, but will vary a lot with purpose, condition, and size and grade level of the group.

### PREPARE STUDENTS AND VOLUNTEERS: UNDERSTAND SAFE WALKING PRACTICES

- Review safe walking procedures with students:
  - ✓ Obey traffic signs, signals, and adults who help you cross the street safely
  - ✓ When you are near the street, don't push, shove, or chase each other
  - ✓ Follow directions from teachers and leaders
  - ✓ Demonstrate courtesy to our neighbors and neighborhood
  - ✓ Safe Crossing Procedure:
    - 1) Stop at the curb or edge of the street.
    - 2) Look left, right, left, and behind and in front of you for traffic.
    - 3) Wait until no traffic is coming and begin crossing.
    - 4) Keep looking for traffic until you have finished crossing.
    - 5) Always walk, do not run, across the street
- Know safe crossing guard procedures and [review guidelines](#).
  - ✓ A guard is always the first person in the street and the last person out of the street.
  - ✓ A crossing guard **ALWAYS** wears a reflective vest
  - ✓ Instruct students to cross only on the guard's signal.
- Assign chaperone roles such as front, back and intersection leader/crossing guard and communicate with them the trip plan and expectations.

**ON THE FIELD TRIP BRING**

- Student list and contact information.
- ALL phone numbers
  - ✓ All the chaperones and staff members present on the field trip
  - ✓ Your school
  - ✓ Transportation (612-668-2300)
  - ✓ District Communication Center (612-668-0322)
  - ✓ Emergency Management, Safety & Security (612-668-0177)
- First aid kit.
- Route map, destination information, and bathroom plan (all leaders)
- Water and food, if needed
- Reflective vests for intersection leaders. Consider also stop paddles or school patrol flags.
- Sunscreen

**First Aid**

(Add phone numbers and then laminate these instructions and include in a water bottle or other container along with the following supplies: gloves; mini hand sanitizer—to clean hands, not for wounds; wipes—for wounds; bandages; and 4x4 gauze)

<b>CUTS AND SCRAPES</b>	<ul style="list-style-type: none"> <li>• Apply pressure to stop bleeding (wear gloves)</li> <li>• Wash with wipes</li> <li>• Apply bandage to dry skin</li> <li>• If too extensive for bandage, return to school</li> </ul>		<b>CALL 911 FOR EMERGENCIES*</b>
<b>POSSIBLE FRACTURES OR SPRAINS</b>	<ul style="list-style-type: none"> <li>• Do NOT move the injured joint or bone</li> <li>• Call the school to get picked up (see other side)</li> <li>• If possible broken leg (unable to walk), or bone sticking out, do NOT move student, <b>call 911</b></li> </ul>		Other phone numbers:
<b>IF STUDENT HITS HEAD</b>	<ul style="list-style-type: none"> <li>• Call the school to get picked up (see other side)</li> <li>• Observe for confusion, vomiting, severe pain</li> <li>• If lost consciousness (even briefly), symptoms above, or other injuries, <b>call 911</b></li> </ul>		School Phone: _____
<b>NOSEBLEEDS</b>	<ul style="list-style-type: none"> <li>• Have student pinch nostrils together (like it stinks) &amp; hold until bleeding stops (NO wiping, blowing)</li> <li>• Have them sit up (NOT lying down or head back)</li> </ul>		Other: _____
<b>STINGS</b>	<ul style="list-style-type: none"> <li>• Watch for signs of allergic reaction (difficulty breathing, wheezing or gasping, swelling tongue, lips, airway) and <b>call 911</b> if ANY signs.</li> <li>• Use fingernail/plastic card &amp; scrape to dislodge stinger (do not push)</li> </ul>		Other: _____

(\*REPORTING NOTE: If you have called 911 please inform the school health office and complete an accident report found on the General Counsel's intranet website.)



PARENT CONSENT FORM : FIELD TRIP SERIES

Previously published as Form 900

Date of Signature \_\_\_\_\_

Student Name \_\_\_\_\_ Student ID No \_\_\_\_\_

The above - named student has my consent to take the series of field trip described below:

Group/ Grade/Classroom No.: Ms. Jenkins' 9<sup>th</sup> grade science, room 201

Destination of Trip / Activity Eg. Neighborhood walks, Neighborhood exploration, if different locations, state date of each destination, Summer School or other program trips:

Students will be walking to nearby community gardens periodically as weather permits to make observations and collect data related to the curriculum.

Dates and Times of each Field Trip: September 1 through June 8, during science class, as fits with the curriculum and weather permits.

Teacher or District Staff who will accompany students: Ms. Jenkins

Contact information (optional): 612-668-XXXX

I understand the arrangements, and believe the necessary precautions and plans for the care and supervision of the students during the trip will be taken. Beyond this I will not hold the school or those supervising the trip responsible.

Parent or Guardian Signature \_\_\_\_\_

Series of similar or program trips ONLY— MPS Policy 6230

The series of field trips on this permission form are for local field trips ONLY. If a trip goes out of the City of Minneapolis, the State of Minnesota, or the United States of America, other forms for extended field trips should be used.

The field trips listed above are proposed. Any or all of them may be cancelled without notice to the parent or guardian. Parents and guardians may always contact the school to determine whether or not their child is on a scheduled field trip in this series or program. Inclement weather may not determine whether or not a trip takes place. The planned trip, planned activities, and foremost, the safety of our students will determine whether or not the trip will be held.

# READY TO RIDE

## BICYCLING FIELD TRIP CHECKLIST

### PRE-TRIP PLANNING

- Secure administration approval.
- Talk to school nurse (general trip plan, specific student needs/plans, get first aid kit).
- Connect with special ed team, plan accommodations as needed
- Connect with EL team, plan accommodations as needed
- Plan the route. Pre-ride the route. Be aware of any potential hazards/dangers and develop plans to mitigate them.
- Use standard district field trip slip. Include “by bicycle” and the destination.
- Supervision: Assign adult staff to all groups or make sure volunteers have completed background checks (Policy 1450.II.E) and follow field trip ratios (general field trip is 1:5 grades 4-5; 1:10 grades 6-8; 1:20 grades 9-12).
- Assign yourself and chaperones duties to lead, sweep, help at intersections, and handle repairs. Communicate with chaperones the trip plan and expectations.
- Leave route map/destination and all leaders’ cell phones with main office secretary.
- Create plan for severe weather and monitor weather for any concerns with cold, heat, humidity, and potential storms.
  - ✓ Have weather alert app on your phone if possible
  - ✓ Bring water, sunscreen, basic first aid supplies or anything else that may be needed
  - ✓ Suggest attire based on field trip location and weather
- Once full plan is in place, meet with administration again

### PREPARE STUDENTS AND VOLUNTEERS -- KNOW THE BICYCLE LAWS

- Obey all traffic markings and signals
- Ride with traffic (& don’t ride on sidewalks in business districts)
- Ride single file (two abreast only if not impeding normal and reasonable traffic flow)
- Signal turns 100’ ahead then use both hands to steer in corner
- At least one hand on the handle bar at all times.

### PREPARE STUDENTS -- ASSESS STUDENT RIDING SKILLS

- Follow verbal directions from bike leader
- Can start and stop (use brakes—coaster or hand)
- Can ride in a straight line
- Can ride in a straight line and scan behind
- Can avoid obstacles
- Can signal turns (not essential for a group ride with leaders who are signaling)

### PREPARE STUDENTS AND VOLUNTEERS -- HELMET & BICYCLE CHECKS

- All helmets properly fitted: (Eyes-Ears-Mouth system)
- Bicycle properly fitted
- All bikes complete ABC Quick Checks: Air in tires, wheels true; Brakes; Crank, chain cassette; Quick releases, over all check.

#### Route Planning:

Google maps and the [Walking Routes for Youth Map](#) be helpful when planning. Look for low to medium volume streets, with lower speeds and supportive bike infrastructure, such as protected bike lanes. On the route, look for places you can pull the whole group safely to the side for safety instructions (e.g. “there’s a hill ahead, remember how to use your brakes”), water breaks, and **bathroom breaks**. Always ride the route yourself before biking with students. Timing 1 mile = ten minutes, through it will vary significantly based on conditions and group size and abilities.

**NURTURING ALL CHILDREN THROUGH  
ACCESS TO QUALITY FOOD & ACTIVE LIVING**

 [nutritionservices.mpls.k12.mn.us](https://nutritionservices.mpls.k12.mn.us)  [MPS.TrueFood](#)  [MPS\\_TrueFood](#)



MINNEAPOLIS  
PUBLIC SCHOOLS  
Culinary & Wellness Services

**BRING**

- ALL phone numbers
  - ✓ All the chaperones and staff members present on the field trip
  - ✓ Your school
  - ✓ Transportation (612-668-2300)
  - ✓ District Communication Center (612-668-0322)
  - ✓ Emergency Management, Safety & Security (612-668-0177)
- Student list and contact information
- First aid kit in bottle
- Route map and destination information (all leaders)
- Water and food--or plan for it
- Reflective vests for all leaders
- Bicycle repair equipment or a plan for bike maintenance
- Sunscreen

**Bicycle Maintenance**  
 Basic maintenance **equipment** may include: Spare tubes--various sizes, patch repair kit, tire levers, tire pumps, allen wrenches, crescent wrenches, duct tape, string & wire, zip ties, chain tool, lubricants: grease, chain, derailleur, boots for tire, spare parts.  
 A bike maintenance **plan** may include a volunteer who can handle basic maintenance issues on the road OR a principal at school who can be called to pick up a bike and student.

**WEAR**

- All laces tied and (closed toe shoes recommended.)
- Pants rolled or tied with rubber bands
- No clothes tied around waist or dangling from handle bars
- Light, brightly colored, reflective clothing is ideal. School groups often wear reflective vests (different from leaders) or matching clothing.
- Leaders wear reflective vests

**First Aid**

(Add phone numbers and then laminate these instructions and include in a water bottle or other container along with the following supplies: gloves; mini hand sanitizer—to clean hands, not for wounds; wipes—for wounds; bandages; and 4x4 gauze)

<b>CUTS AND SCRAPES</b>	<ul style="list-style-type: none"> <li>• Apply pressure to stop bleeding (wear gloves)</li> <li>• Wash with wipes</li> <li>• Apply bandage to dry skin</li> <li>• If too extensive for bandage, return to school</li> </ul>	<p><b>CALL 911 FOR EMERGENCIES*</b></p> <p>Other phone numbers:</p> <p>School Phone: _____</p> <p>Other: _____</p> <p>Other: _____</p> <p>Emergency Management, Safety &amp; Security: <b>612-668-0177</b></p> <p>Transportation: <b>612-668-2300</b></p> <p>District Communication Center: <b>612-668-0322</b></p> <p>(*REPORTING NOTE: If you have called 911 please inform the school health office and complete an accident report found on the General Counsel's intranet website.)</p>
<b>POSSIBLE FRACTURES OR SPRAINS</b>	<ul style="list-style-type: none"> <li>• Do NOT move the injured joint or bone</li> <li>• Call the school to get picked up (see other side)</li> <li>• If possible broken leg (unable to walk), or bone sticking out, do NOT move student, <b>call 911</b></li> </ul>	
<b>IF STUDENT HITS HEAD</b>	<ul style="list-style-type: none"> <li>• Call the school to get picked up (see other side)</li> <li>• Observe for confusion, vomiting, severe pain</li> <li>• If lost consciousness (even briefly), symptoms above, or other injuries, <b>call 911</b></li> </ul>	
<b>NOSEBLEEDS</b>	<ul style="list-style-type: none"> <li>• Have student pinch nostrils together (like it stinks) &amp; hold until bleeding stops (NO wiping, blowing)</li> <li>• Have them sit up (NOT lying down or head back)</li> </ul>	
<b>STINGS</b>	<ul style="list-style-type: none"> <li>• Watch for signs of allergic reaction (difficulty breathing, wheezing or gasping, swelling tongue, lips, airway) and <b>call 911</b> if ANY signs.</li> <li>• Use fingernail/plastic card &amp; scrape to dislodge stinger (do not push)</li> </ul>	

**NURTURING ALL CHILDREN THROUGH ACCESS TO QUALITY FOOD & ACTIVE LIVING**

nutritionservices.mpls.k12.mn.us MPS.TrueFood MPS.TrueFood



MINNEAPOLIS PUBLIC SCHOOLS  
 Culinary & Wellness Services

Date of Signature \_\_\_\_\_

Student Name \_\_\_\_\_ Student ID No \_\_\_\_\_

**The above - named student has my consent to take the series of field trip described below:**

Group/ Grade/Classroom No.: *Mr. Johnson 5<sup>th</sup> grade class*

Destination of Trip / Activity Eg. Neighborhood walks, Neighborhood exploration, if different locations, state date of each destination, Summer School or other program trips:

*Students will be biking on the school grounds and on the streets and trails of Minneapolis that are bikeable from our school. Students are participating in the bicycle safety curriculum Walk! Bike! Fun! We will use the bicycles and equipment from our school's bicycle fleet. On our Friday bike trips we will visit locations of cultural or historical significance including Theodore Wirth Regional Park, the Minneapolis Lyndale Farmers Market, the Mill City Museum, St. Anthony Falls, the Water Power Park, and the Phyllis Wheatley House.*

Dates and Times of each Field Trip: *most Fridays, weather permitting. 9-11:30 a.m. September-November and April-June*

Teacher or District Staff who will accompany students: *Mr. Johnson*

Contact information (optional): *612-668-XXXX*

I understand the arrangements, and believe the necessary precautions and plans for the care and supervision of the students during the trip will be taken. Beyond this I will not hold the school or those supervising the trip responsible.

Parent or Guardian Signature \_\_\_\_\_

Series of similar or program trips ONLY— MPS Policy 6230

The series of field trips on this permission form are for local field trips ONLY. If a trip goes out of the City of Minneapolis, the State of Minnesota, or the United States of America, other forms for extended field trips should be used.

The field trips listed above are proposed. Any or all of them may be cancelled without notice to the parent or guardian. Parents and guardians may always contact the school to determine whether or not their child is on a scheduled field trip in this series or program. Inclement weather may not determine whether or not a trip takes place. The planned trip, planned activities, and foremost, the safety of our students will determine whether or not the trip will be held.

**OPTIONAL  
Volunteers Wanted**

Write your name and contact info if you are able to help during the bicycle field trips.

NAME \_\_\_\_\_

CONTACT EMAIL/PHONE \_\_\_\_\_

## LEAGUE CYCLING INSTRUCTORS in MINNEAPOLIS PUBLIC SCHOOLS

League Cycling Instructors (LCIs) are certified by the American League of Cyclists and have completed an intense 3-day seminar training as well as the nine-hour pre-requisite, Traffic Skills 101. In Minneapolis Public Schools, League Cycling Instructors lead bike efforts at their individual schools, train and support educators new to bicycle efforts, and provide leadership and guidance to district efforts. They are a real asset to Minneapolis Public Schools and are happy to share their expertise and assist colleagues want to bike with students.



Jenny Bordon  
MPS CWS



Tammy Cowan  
MAAC



Linda Dorow  
Bancroft



Deangelo Hammond  
Bethune



Kyle Hansen  
Bethune



Heather Hinrichsen  
South HS



Lisa Herr  
Seward



Jerilyn Rogers  
Anwatin



Jeremiah Schadegg  
Barton



Mark Trumper  
Pillsbury