



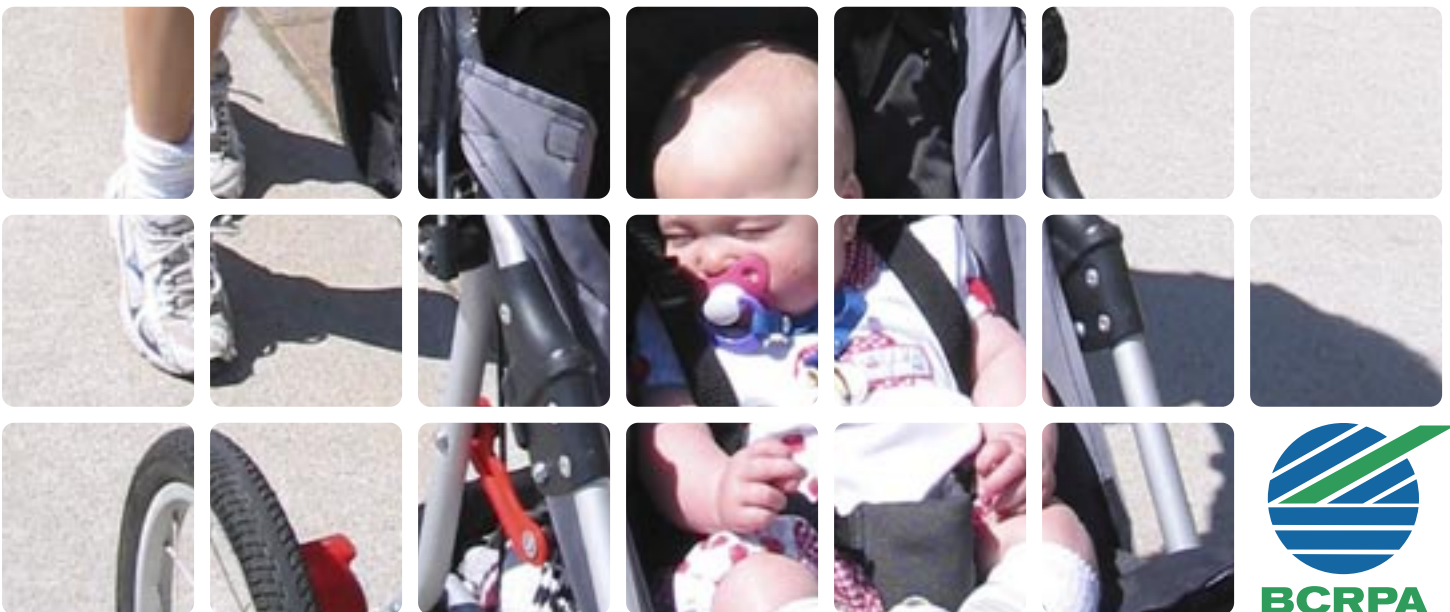
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BRITISH COLUMBIA RECREATION AND PARKS ASSOCIATION

WALKING PROGRAM

RESOURCE GUIDE

www.bcrpa.bc.ca/walking



WALKING PROGRAM RESOURCE GUIDE
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INTRODUCTION

The BC Recreation and Parks Association (BCRPA) has produced this resource as a guide for communities, worksites and individuals who want to implement or review current walking programs. It is not meant to be prescriptive or rigid. It is meant, rather, to be provincially relevant, offer useful ideas, easy-to-use tools, and practical strategies to consider as walking programs are designed, implemented, or revised. Step-by-step handbooks for group and/or individualized walking programs are also available at www.bcrpa.bc.ca/walking

WALKING PROGRAMS

There are many types of walking programs – also sometimes called walking groups or clubs. They virtually all mean the same thing: walking – alone and/or with others. Some are more organized than others. Some are formal, some are informal. Some charge a fee to participate. Some are designed for a group format, others are individualized.

Along with a ‘general walking program’ – open to anyone of any age on a drop-in basis, free of charge – there are a number of specialty types of walking programs. They can be stand-alone or incorporated into a larger, more comprehensive walking program. Some examples of specialty walking programs are: stroller walking programs for mothers (or fathers) with babies, programs for older adults, mall walking programs (especially popular in colder climates or where there is a larger proportion of older adults), walk to school programs, teen walking programs, pedometer walking groups, newcomers walking clubs, dog walking groups, workplace walking programs, walking groups for women, or men only, walking programs to address chronic health conditions (e.g. heart disease, diabetes, stroke). This guide offers many examples of walking programs, but essentially it is up to each community to decide what would work best in their community.

This resource guide includes a step-by-step approach to developing a walking program from design to delivery, regardless of the type of walking program. It addresses key areas in getting the initiative started on a solid foundation, such as partnerships, planning, policy, and sponsorship. The guide offers resources for implementation,

including promotional and advertising tools that can be easily adapted for immediate use. Strategies for success, such as maintaining motivation and supporting walking program networks, are also included. There is a section dealing with measuring the success and the impact of a walking program, along with user-friendly evaluation tools. Finally, a comprehensive listing of resources is attached in Appendix M, including contact information for communities in British Columbia that have implemented walking programs.

Findings from the Literature

In January, 2006, the BCRPA conducted an international research review of best practices in walking programs to describe and define:

- Elements of success in walking programs, groups, and/or clubs;
- Steps for implementation and sustainability;
- Challenges and lessons learned;
- Consideration for environmental factors such as demographics and climate;
- Common indicators for evaluation purposes;
- Case studies as examples of practices.

A best practice is something which is determined to be the best approach, or as a concept that refers to the best way of doing something.¹ Findings from the literature review are woven throughout into this guide, along with case examples, resources, and tools.

¹ Government of the State of Victoria, Australia. (2000). Retrieved from: www.health.vic.gov.au/healthpromotion/quality/evidence_index.htm

WHY WALK: THE BENEFITS OF WALKING

Communities implementing a walking program will no doubt be asked about the need for and the potential benefits of this type of initiative. This guide offers a 3-pronged answer to this type of inquiry: the **health** benefits, the **community** benefits, and the **environmental** benefits.

Health Benefits

The literature is clear that interventions that encourage walking effectively achieve sustainable increases in overall physical activity. Brisk walking has the greatest potential for increasing overall activity levels of a sedentary population.² Low-income, racial and ethnic minority, and populations with disabilities are more likely to be sedentary than the general population. Although many of the chronic conditions plaguing older populations are preventable through appropriate lifestyle interventions such as regular physical activity, people in this age group represent the most sedentary of the adult population.³ Given the acceptability of walking across all socio-demographic subgroups, efforts to increase the frequency of walking could substantially increase the percentage of children and adults who engage in regular physical activity.⁴

The Public Health Agency of Canada's Physical Activity Guide supports walking as both an endurance and strength activity.⁵ A walking program, as a community intervention that is widespread, and has consistent participation of community members, has the potential to address the rising rate of obesity. Beyond that, people walk for many reasons – for pleasure, to experience the outdoors, to socialize, to mitigate the effects of

chronic health conditions, to address environmental concerns. Walking reduces fatigue and increases energy, strengthens bones and muscles, and is virtually injury-free.⁶ Walking, particularly in pleasant surroundings, and with other people, offers many opportunities for relaxation and social contact.

Studies⁷ show that walking can:

- Reduce the risk of coronary heart disease and stroke
- Lower blood pressure
- Reduce high cholesterol and improve blood lipid profile
- Reduce body fat
- Enhance mental well being
- Increase bone density, thereby helping to prevent osteoporosis
- Reduce the risk of cancer of the colon
- Reduce the risk of non-insulin dependent diabetes
- Help to control body weight
- Help osteoarthritis
- Help increase flexibility and co-ordination hence reducing the risk of falls.

² Hillsdon, M. & Thorogood, M. (1996). A systematic review of physical activity promotion strategies. *British Journal of Sports Medicine*, 30(2), 84-89.

³ King, A.C., Rejeski, W.J., & Buchner, D.M. (1998). Physical activity interventions targeting older adults. A critical review and recommendations. *American Journal of Preventive Medicine*, 15(4), 316-33.

⁴ Simpson, M.E. et.al. (2003). Walking trends among U.S. adults: the Behavioral Risk Factor Surveillance System, 1987-2000. *American Journal of Preventive Medicine*, 25(2), 95-100.

⁵ Public Health Agency of Canada. (2003). What the Experts Say. Retrieved from: www.phac-aspc.gc.ca/pau-uap/paguide/activities.html

⁶ Government of Ontario, Active 2010, (2005). Walking -The Activity of a Lifetime.

⁷ Davison & Grant (1993) US Dept of Health (1996) British Heart Foundation (2000) Mayo Clinic(2005). Retrieved from: www.ramblers.org.uk and www.mayoclinic.com/health/walking/SM00062_D

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How much walking is enough? Although this varies somewhat by age and fitness level, walking at a brisk pace, every day, but preferably at least three times per week, for at least 30 minutes (30 to 60 minutes is best), is the widely accepted guideline. Doing several short bursts of exercise (i.e. 10-minute sessions), at varied times throughout the day is also widely accepted for achieving health benefits. A simple way to work out how briskly one should walk is to aim to walk “fast without overexertion”. Anyone should be able to hold a conversation while walking – this is the ‘talk test’.

Community Benefits

As Canadians we can realize financial benefits by encouraging walking in our communities. “Despite massive evidence that physical activity is a powerful way to prevent disease, nearly 60 percent of Canadians are not active enough to reap the health benefits of regular exercise. The direct cost to our health-care system of these sedentary lifestyles is estimated to be over \$2 billion annually.”⁸ Getting more British Columbians to choose walking and cycling as transportation and leisure options provides incredible environmental and personal health benefits at low cost to the public purse.⁹

The social and physical environments in which we live, learn, work and play have the greatest effect on our decision to be physically active.¹⁰ Individuals who perceive their neighbourhoods as active and safe are twice as likely to report meeting adequate physical activity guidelines compared with those who do not.¹¹ Lower income people are less likely than higher income people to meet physical activity guidelines. Sub-urban

populations are more likely than rural populations to get enough physical activity.¹² And not surprisingly, season and climate significantly influence physical activity levels.

Walking programs for minority populations or sub-groups of the population (e.g. mothers with babies, young people, parents with school-age children, people with disabilities, people with chronic diseases, older people) should have input from those populations.

Given the diversity of our province, all these factors are important for designing walking programs that reach out in an equitable manner to many groups in order to maximize both health and community benefits. This guide includes a **Community Walkability Checklist** (Appendix A) to assess community safety, barriers, and other issues that might get in the way of creating a culture of walking in the community.

People who live in a community understand its community’s resources, problems, unique needs and capacities. Community partners who mobilize their resources and work together to understand and deal with the underlying needs and issues surrounding physical activity are the most likely to see the greatest results from their efforts. Many communities already have examples of this collaborative momentum building on itself to achieve the outcomes desired: increased involvement in initiatives; increased coordination, collaboration and sharing among partners; health, community and environmental norms that support a culture of physical activity; a vibrant community.

⁸ Health Canada. Retrieved from Health Canada’s website. <http://innovationstrategy.gc.ca>

⁹ Greenway Campaign, British Columbia. (2006). Retrieved from: <http://www.best.bc.ca/programsAndServices/greenway/benefits.html>

¹⁰ In Motion - Saskatchewan. 2006. Retrieved from: <http://www.saskatchewaninmotion.ca/communities/facts.php>

¹¹ Hooker, S.P., et. al. (2005). Perceptions of environmental supports for physical activity in African American and white adults in a rural county in South Carolina. *Prev. Chronic Disease*, 2(4), 1.

¹² Parks, S.E., Housemann, R.A., & Brownson, R.C. (2003). Differential correlates of physical activity in urban and rural adults of various socioeconomic backgrounds in the United States. *J. Epidemiol. Community Health*, 57, 29-35.

WHY WALK: THE BENEFITS OF WALKING

Environmental Benefits

Active living can reduce pollution when more people decide to walk, in-line skate, and cycle rather than use their cars. Environmental modifications have the potential for creating sustainable change.¹³ The following points not only support the need for walking programs, but they lend insight into targeting efforts to address environmental issues in communities.

A nation-wide survey by the Environics Research Group¹⁴ in Canada found that:

- 70% of Canadians say if they had access to a dedicated bike or walking lane that would take them to work in less than 30 minutes at a comfortable pace, they would definitely use it.
- A large majority in Canada (82%) supports government spending to create dedicated bicycle lanes and walking paths that would encourage safe cycling and a healthy lifestyle.
- One-third of respondents with a walk to work of 3 km or less “never or rarely walk”; 53% walk less than half the time.
- 82% of Canadians say they’d like to walk as a mode of transportation more than they do. One-third of all respondents agree with the statement “I never have time to walk,” and only 15% agree “there are no pleasant places to walk near my home.”
- Asked what prevents them from walking more often, 47% of Canadians say distance, 19% say lack of time, 18% say weather conditions, 11% say poor health/disabled, 11% cite laziness or inconvenience, 6% say they have too much to carry.
- While 68% of children have a walk to school of 30 minutes or less, just 36% walk as a rule. Childhood is an important time to lay the foundation for future health. Regular physical activity helps to maintain appropriate body weight, reducing the risk of childhood obesity. The barriers preventing children from actively commuting to school must be removed. To do so, urban areas need to be designed or redesigned to incorporate safe routes for children to walk or ride bicycles to school.¹⁵



¹³ CDC (2006). *Preventing Chronic Disease*, 3(1), 5.

¹⁴ Environics Research Group. (1998). Retrieved from: <http://erg.environics.net/news/default.asp?alD=361>

¹⁵ CDC (2006). *Preventing Chronic Disease*, 3(1), 5.

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Identifying and involving community partners

Through sharing our collective knowledge, expertise and resources, we can take action to develop community capacity and support effective community strategies, such as walking programs, aimed at increasing physical activity. By bringing various sectors of our communities together we can achieve a common goal: to make walking a regular part of everyday life for British Columbians.

Commitment and organizational involvement of the key community-based organizations and partners are necessary. If your community is ready to get more active through a walking program, one of the first steps is to identify and involve community partners who would be willing to work with you, such as:

- Local government officials, for example the Mayor¹⁶ or Band Chief
- Schools
- Hospitals
- Public Health Services
- Family Physicians
- Community Agencies (e.g. those servicing people of low income)
- Provincial Agencies (e.g. Heart and Stroke Foundation, Canadian Cancer Society, Lung Association, Canadian Diabetes Association)
- Businesses
- Recreation
- Sport and Fitness

- Media (newspaper, radio, etc.)
- Service Clubs
- Parent-child Coalitions
- Aboriginal Communities
- Ethnic and Cultural Groups
- Interested members of the general public

As mentioned earlier, there are many types of walking programs. The larger the variety of walking programs, the more likely that a greater number of people will participate. There are general walking programs with no particular area of specialty (e.g. regular walks on a drop-in basis for anyone to participate); and specialty walking programs that stand-alone (e.g. a pedometer walking program), or are incorporated into a larger walking program which may include a general walking program and other types as well. For instance: stroller walking programs for mothers (or fathers) with babies, programs for older adults, mall walking programs, walk to school programs, teen walking programs, newcomers walking clubs, dog walking groups, workplace walking programs, walking groups for women, or men only, walking programs to ad-

¹⁶ Penticon Steps Out[®] walking program invited the Mayor to attend a health fair to launch their pedometer walking program. See Resources List in Appendix M for contact information.

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dress chronic health conditions (e.g. heart disease, diabetes, stroke). Again, community partners are in the best position to decide what would work best in their community.

Planning

Once community partners are identified and involved, planning can begin to design and implement the walking program! Planning together helps to clarify and solidify the goals, type, and structure of the walking program, and address any environmental and demographic issues. It attends to key areas such as promotion, sponsorship, partnership involvement and roles, activities, timeframes, support elements (e.g. booklets, newsletters, pamphlets, media releases, website, etc.), resources required, outcomes desired, and methods of evaluation.

A user-friendly planning guide incorporating all of these elements is included in Appendix B. Simply filling out the guide together as a group of partners moves the project along towards implementation, builds commitment and motivation, and provides an opportunity to deal with any issues that arise. A completed, fictitious, sample of the planning guide is included in Appendix B(1), as an example of a stroller walking program for mothers with babies.



See best practice implementation models:

.....
“**Pram Walking Groups:** Groups of new mums are getting together for exercise and to talk and have fun – while they walk their babies.” (Australia)
http://www.dsr.nsw.gov.au/active/h_pramwalk.asp
.....

Stroll Your Way To Well Being, Faculty of Health Sciences, Australian Catholic University: **A Survey of The Perceived Benefits, Barriers, Community Support, and Stigma Associated With Pram Walking Groups Designed For New Mothers.**

(located in the walking program pdf files at www.bcrpa.bc.ca/walking)
.....

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Key Policy Areas to Consider and Incorporate Into a Walking Program

Notions of “best (or “better”) practice” are essentially concepts that refer to optimal ways of doing something and can refer to individual, community or organizational practices or processes. While there is no single definition of best practice, the literature is clear on three themes common to best practices:

- Programs, initiatives or activities which are considered exceptional models for others to follow.
- Examples of activities that are successful and sustainable in social and environmental terms and can be readily adopted by other individuals, communities or organizations.
- Processes and activities that have been shown in practice to be the most effective.

Resulting from the three theme areas above, there are policy elements or standards of conduct that an individual, community or organization would need to fulfill to achieve a high level of quality in an area of program priority such as a walking program. Typically, a policy is a guiding principle designed to influence planning, decisions, and actions.



All, or as many as possible, of these policy areas should be integrated into the planning phase of a walking program (regardless of the type):^{17,18}

1. **Impact** – The program demonstrates a measurable positive impact on the individuals and population served (e.g. improving the living environment, physical activity level, quality of life, etc.).
2. **Responsiveness** – The program is responsive and relevant to community needs and to cultural and environmental (e.g. rural/urban) realities and needs of individuals and communities.
3. **Collaborative approach** – Local individuals, groups, and intended recipients are involved in planning and implementation.
4. **Visibility** – The program is widely promoted in the community, or those engaged in the activity are visible.
5. **Community leader support** – The program has the potential to elicit the involvement and support of community leaders.
6. **Mobilizes community resources** – The program identifies and uses resources within the community.
7. **Competing programs** – The program fills a need within the community that is not provided by other programs or services.
8. **Evaluability** – The intervention is evaluated to determine its effect.
9. **Sustainability** – The program has a plan for continuity in the initiative.

¹⁷ Credit: A Path to a Better Future A Preliminary Framework for a Best Practices Program for Aboriginal Health and Health Care. Marriott Mable (2001). Retrieved from: http://www.naho.ca/english/pdf/research_path.pdf

¹⁸ Program Training and Consultation Centre, (2005). Retrieved from: <http://www.ptcc-cfc.on.ca/bpt/bpt-meth.cfm#ed>

GETTING STARTED**Sponsorship Ideas and Supporters**

Sponsorship, in various forms, is often vital to launching and sustaining community initiatives. Sponsorship comes in many forms, from direct seed money and grants, to merchandising, product development and marketing, to name a few. Government departments, health regions, active living coalitions¹⁹, and non-profit allied health organizations are often good sources of grants and seed funding. Businesses are more likely to support in the other ways mentioned above. Brainstorming helps to find sponsorships that are very supportive of community initiatives but are out of the mainstream of what may be considered a traditional sponsor (e.g. CN²⁰).

The community partners as a group need to retain final approval of all sponsorship materials, messages, products, and advertising. Sponsors outside of the health sector should be aware of, and support, the goals of the walking program. Their product should not be in conflict with the overall outcome of contributing to health (e.g. tobacco sponsorship).

The Food & Consumer Products of Canada (FCPC) is the largest industry association in Canada representing the food and consumer products industry. Their website offers a sample (partial) list of FCPC member companies that are participating in healthy active living programs through sponsorship.²¹

Other potential sponsors include banks, restaurants, running shoe stores and companies, vitamin makers, pedometer manufacturers, health clubs, health and medical clinics, and allied health professionals and organizations (e.g. physiotherapy,

pharmacy, chiropractic). Specialty walking programs (e.g. teens, older people, etc.) offer opportunities to target potential sponsors with that demographic focus (e.g. teens: jeans manufacturers).

Privacy laws in British Columbia²² that safeguard personal information need to be adhered to for all aspects of the walking program, including sponsorship, promotion and advertising. The Act covers collection, use, storage, access and disclosure of personal information. Community partners and sponsors should be made aware that collecting and selling mailing lists, or such things as photographing participants without expressed permission is not allowed by law.

Community Resources Inventory

A community resources inventory is a collection of information about a community's strengths and gaps in services and supports for physical activity. The inventory doesn't have to be lengthy or fancy. All too often inventories become unwieldy, too exhaustive, too detailed. The ultimate test of the value of an inventory is how often and easily the information is used. A community resources inventory avoids duplication, informs decision-making, and builds partnerships.

Many communities already have existing resource directories, grant listings, governmental directories, or other similar resources which should be explored. Key informants with in-depth knowledge of the community partnerships can also help identify resources. There are some excellent examples of community resource inventories (e.g. City of Victoria, BC²³). Many communities that develop

¹⁹ Such as the BC Healthy Living Alliance: <http://bchealthyliving.ca/index.php>

²⁰ Canadian National Railway Company: http://www.cn.ca/about/community/investment_program/sponsorships/en_Sponsorship.shtml

²¹ Food & Consumer Products of Canada (FCPC): Healthy Active Living Initiatives: <http://www.fcpcmc.com/issues/hal/initiatives.html>

²² Personal Information Protection Act (PIPA): <http://www.oipcbc.org/>

²³ City of Victoria, (2004). Retrieved from: http://www.city.victoria.bc.ca/business/profiles_neigh_bmsde_map.shtml

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inventories recruit students and/or volunteers to work on the inventory, both gathering information and reviewing it.

Once the work is done, it cannot remain on a shelf forgotten. The inventory must be used to help people get to where they want to be in the years ahead, and therefore, must be kept updated. Creatively used, an inventory can be a powerful public involvement tool. Inventories should be done at the beginning of a project. If a project expands or more information is needed during later stages, it is easy to add to an inventory at any time. An inventory is best kept in a searchable database.

A community resources inventory related to physical activity in general, and walking programs in particular, should contain:

- Name of the resource;
- Short description;
- Location;
- Website;
- Contact information (although not necessarily individuals' names as these change).
- Recreation and sport facilities;
- Outdoor facilities and parks;
- Maps of paths, walking trails and routes (along with directions and an assessment of difficulty – “easy, moderate, difficult”);
- Clubs, services, etc. in the community related to walking or fitness;
- Community agencies offering physical activity services and physical activity support projects.

Walking Routes

The literature shows that the best practices in walking programs support linkages to walking routes (online and otherwise), along with maps. Many of them also provide links to walking groups to support networking. This is an element in the design of a walking program that cannot be overlooked. A full listing of *Best Practices in Walking Programs*, along with links to their websites, is included in Appendix C.

Like the community resources inventory the walking routes and links to programs and groups must be kept updated to remain viable. The best examples are from the UK. Here are a few examples, including some from the UK, one from a health unit in Ontario (which includes the whole guide), and another from Seattle:

.....
■ <http://myweb.tiscali.co.uk/walkingroutes/>
“On this page you will find 100’s of links to UK web pages which detail 1000’s of on-line walking routes, hiking trails, route directions, route maps etc. Some may be associated with a particular theme, e.g. dog walks, pub walks, river walks, city walks, railway walks, canal walks, circular walks, etc. The numbers in parenthesis, after each county or area name, indicate the number of links within that area.”
.....

■ <http://www.walkweb.org.uk/>
“Click on the ROUTES page to select countryside walks. Everything is on two sheets of paper, “just print it and walk it” that’s our motto.

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If new to Walkweb go to the INTRODUCTION page to get the most from our hiking maps and walking routes in the UK. There are useful links there too. Buy a map or walking guide one day and it is out of date the next so help us to update our walking routes and maps. If the footpath has changed use the CONTACT US page to update our website. If you have a favourite walking route in the UK use the CONTACT US page to submit your favorite walk or suggest a ramble we should develop.”

- http://www.healthunit.on.ca/whatsnew/dp.cfm?action=Upcoming_Events&ContentID=384

“This guide includes a variety of walking routes that will appeal to almost all ages and abilities. You will find that some routes have sidewalks, others gravel, and a few have rough sections. For enjoyable and safe walking, be sure to pick a route that is well within your capability. If you are unsure of the level of a given walk, call the appropriate trail authority or the Free-Way to Physical Activity Line at the KFL&A Health Unit.”

- <http://www.metrokc.gov/HEALTH/exercise/maps.htm>

“Walking is an excellent way to be physically active, and physical activity helps you feel better, enjoy a better quality of life and prevent disease. We encourage you to use these maps to take advantage of the beautiful neighborhoods, paths and trails in King County. These maps are provided by Public Health - Seattle & King County in cooperation with local communities throughout the county.”

Some of these sites are large and very comprehensive and they may be more than what is feasible for the scale of a community walking program that is just starting out. Nevertheless, the community planning group should assess community walkability, work to incorporate existing walking routes, establish new walking routes, and make information about them as user-friendly as possible in print (to pick up/distribute, or through pdf) or searchable via the web.

Identifying Barriers and Challenges

“Regular physical activity is associated with a healthier, longer life.”²⁴ We can safely say that most people know this, but what keeps people from becoming more physically active?

The Centre for Disease Control and Prevention (CDC) found the strongest evidence that “people will become more physically active in response to the creation of or improved access to places for physical activity, combined with distribution of information and community-based campaigns and interventions.”²⁵

Identifying the barriers and challenges in our communities that get in the way of physical activity and putting strategies in place to deal with them is an important step. They may be related to access, information and/or interventions. There are also more personal challenges which can be more difficult to identify and deal with, but remain barriers and challenges to being physically active for some people. Community partners have an opportunity at the planning stage to identify, understand, and mitigate community, environmental,

²⁴ CDC: *Creating or Improving Access to Places for Physical Activity is Recommended to Increase Physical Activity*. November, 2005. See Appendix M for full article.

²⁵ *ibid*

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and personal barriers and put strategies in place to deal with them effectively.

Below are the most commonly identified barriers and challenges to physical activity from evidence found in the literature (all sources are listed in Appendix M):

- a preference for doing other things, a lack of spare time, a lack of energy
- no perceived need to be active, lack of self-motivation
- don't like exercise
- times of activity not convenient
- too many other home responsibilities that take precedence
- poor general health, chronic medical condition, obese/overweight
- fear of injury
- for children/youth – parents' lack of current participation in, or enthusiasm for, sports and exercise
- lack encouragement and support from family and friends
- for parents – lack of child care
- cost (to join, for clothing), particularly for those with a low income
- those with a lower educational level are less likely to be physically active
- distance and transportation issues, particularly for those from rural areas
- urban and rural areas not designed to incorporate safe routes for walking or riding bicycles
- there are lower levels of physical activity in rural populations
- season and climate (poorer levels of physical activity in winter and in cold climates)
- lack of means for participating in unstructured forms of physical activity (e.g. busy traffic; threat of crime);
- threat of intimidation, fear of competition
- fear of not fitting in, self-conscious, self-perception of not being 'sporty'
- no one to be active with (social support)
- no one to go with for the first time
- negative past experiences with activity
- language or physical barriers
- absence of someone from one's own background (ie. ethnic minority populations)
- lack of single-gender activities (especially for South Asian and Muslim women, and older Muslim men); cultural barriers (e.g. dress)

The **Barriers to Being Active Quiz** in Appendix D can help anyone identify the types of physical activity barriers that are undermining their ability to make regular physical activity an integral part of life. Appendix E: **Suggestions for Overcoming Physical Activity Barriers** offers ways of dealing with personal barriers.

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Strategies for Success in Walking Programs

The literature review uncovered many strategies for success in walking programs which may be useful for community groups as they plan and implement their walking programs. All sources for these points are listed in Appendix M.

- A comprehensive, step-by-step program, addressing all planning elements from design to delivery is most successful, rather than a piecemeal approach.
- Using a community grants system is an effective way to support and engage communities.
- Multi-component interventions require the contribution of multiple groups in order to make them successful.²⁶
- Short-term successes contribute to long-term effectiveness. Measuring success is critical to ongoing motivation for community partners and participants (including walk leaders).
- The length of an intervention needs to be expanded for children and youth.²⁷
- Websites and all written and promotional materials need to be available in more than one language.
- Target marketing can widen the appeal for younger walkers.
- Walking programs in the beginning tend to attract keen walkers, but as time goes, the social element of walking attracts and retains more people.



Elements of success in walking programs to ensure sustainability:

- Effective leadership is important to motivate and sustain the groups, and without it the groups start to dissolve quickly.
- Leader-guided walks are most effective. Those over 50 years of age strongly prefer leader-guided walks.
- Central coordination with volunteer walk-leader networks is most effective – walk leaders need to be supported, trained, and networked.
- People who were supported locally were more likely to still be walking one year later.
- Newsletters and magazines are popular with participants. There is an excellent example of a walking magazine listed in Appendix M: “Walking New Zealand”.

²⁶ Micucci, S. (2004). Environmental interventions to improve nutrition and increase physical activity in children and youth. In Thomas, H., Ciliska, D., Micucci, S., Wilson-Abra, J., Dobbins, M. & Dwyer, J. *Effectiveness of Physical Activity Enhancement and Obesity Prevention Programs in Children and Youth*. Hamilton, Ontario: Effective Public Health Practice Project.

²⁷ Thomas, H. (2004). Interventions to increase physical activity in children and youth. In Thomas, H., Ciliska, D., Micucci, S., Wilson-Abra, J., Dobbins, M. & Dwyer, J. *Effectiveness of Physical Activity Enhancement and Obesity*. Hamilton, Ontario: Effective Public Health Practice Project.

MEASURING SUCCESS and IMPACT

Evaluation lets us know if our programs made a difference (for people, communities, organizations), and whether the expected outcomes were achieved. The evaluation can be carried out by a designated community partner, or by an evaluation consultant if the budget allows. A high quality evaluation can make it easier to recruit funders and sponsors in the future.

Outcomes are defined as the overall results expected and/or desired. They are the reasons why the program is carried out. Outcomes are developed during the planning phase, *before* the program starts.

Evaluation questions are linked to the outcomes and are usually derived by holding brainstorming sessions with the planning group. They are developed at the planning phase, but they are answered at a pre-determined point into the operation of the program, or at the end.

Evaluation questions generally fall into two categories: operational, or process evaluation questions; and impact evaluation questions. Below are some examples of both types of evaluation questions that may be generic to many types of walking programs:

1. *Operational or Process* Evaluation Questions – tell us how and to what extent activities have been implemented as intended.

- Were the activities actually carried out as planned?
- Were all the timelines met? If not, why not?
- Were the activities carried out in accordance

with the purpose and goals established at the outset?

- Were the program's resources efficiently managed and expended?
- Were the promotional activities and materials effective in reaching the target audience? Which were most effective?
- Are there high levels of awareness of the walking program in the community? How will you know? Who will you ask?
- Which methods of distribution were most effective?
- Which programs in which communities had the most participants?
- How satisfied is the planning group with the number and level of involvement of sponsors? What would they like to see change?
- Is there a high level of satisfaction with centralized coordination expressed by volunteers and partners?
- How satisfied are the partners and sponsors with the general operation of the program? What would they like to see changed?

MEASURING SUCCESS and IMPACT

- Do volunteers and volunteer walk leaders feel sufficiently recognized, supported, trained, and networked? If not, what would they like to see changed?
- Do the community partners, sponsors, and volunteers view the program as sustainable? If not, what has to change to make it more sustainable?

2. *Impact* Evaluation Questions – *illustrate the program's effects on the participants.*

- Did the program achieve its goals?
- What difference did the program make for the community? Are communities taking more of an active role in improving health? Are communities playing a significant role in shaping solutions that affect them?
- Did the messages we developed effectively reach our target and what was the impact of those messages?
- Were the incentives effective for increasing participation and commitment?
- Which types of programs were most successful (frequency of repeat walkers, greatest numbers participating, etc.) in terms of increasing the level of physical activity in the community?
- Does impact on the participants vary across different types of walking programs? How?
- If baseline screening (e.g. Body Mass Index) or some other impartial method of evaluating impact is used – how does it show a difference?
- What other important effects did the program have? What unforeseen effects came from the program (positive or negative)?
- Do the participants view the program as sustainable? If not, what has to change to make it more sustainable?

Getting Answers

Answers to process or operational questions can usually be carried out by informally asking the community partners, sponsors, volunteers, etc. for their feedback on specific items. Additionally, a tool to measure the functioning of the community partner/planning group as a whole is included in Appendix F: Group Effectiveness Scale. Each community partner completes and scores the tool individually. The ratings are then discussed, and any weaknesses in group effectiveness can be addressed and resolved.

If planning has been effective, the coordinating leader throughout the initiative has been collecting data to track costs, numbers of participants (new and repeat), and other key indicators that the community partners have agreed to track in the Planning Guide (e.g. promotional materials, distribution, number and types of walking programs implemented, etc.). The Planning Guide is found in Appendices B and B(1).

Getting answers to impact-related evaluation questions can be somewhat more complicated. In addition to tracking and perhaps screening, there are many other methods to get feedback on, and answers to, impact evaluation questions.

MEASURING SUCCESS and IMPACT

The most common methods are: focus groups, questionnaires, in-person or telephone interviews, panels, public meetings, workshops, advisory committees. All methods have advantages and disadvantages. One program in England sent interviewers with a questionnaire to interview participants in the different walking programs. Another did telephone interviews with participants. One method is not necessarily better than the other; it depends on the situation. Sometimes combining more than one method is the best solution to answering the questions. For a description of the methods, along with a description of the advantages and disadvantages for each, see Appendix G: Evaluation Methods: Getting Feedback. A generic walking program sample interview questionnaire for participants is included in Appendix H.

In summary, evaluation lets us know if our programs are making a difference. Here are three major steps to follow to focus, plan, and implement an evaluation:

1. *Focus the Evaluation*

- Describe what is to be evaluated and when.
- Describe the purpose of the evaluation in a few sentences.
- List the stakeholders (who cares and needs to know the results) in the evaluation (e.g. partners, sponsors, bosses, volunteers, participants, etc.).

2. *Plan the Evaluation*

- Develop questions for both process and impact evaluation. Make sure they are linked to the outcomes.
- Identify and deal with any constraints affecting the evaluation (budget, time, staff, resources, etc.).
- Consider these issues and put plans in place to deal with all of them (ie. who/what/how/cost): ongoing tracking, data collection, data analysis, data interpretation, report writing, strategies and recommendations, dissemination of findings.
- Decide who will manage and assume overall responsibility for the evaluation, including central tracking and data collection.

3. *Implement the Evaluation*

- Decide on the methods you will use to answer both types of evaluation questions; determine who will and how to implement.
- Develop a workplan and timelines for the evaluation activities.
- Collect, analyze, and interpret the data.
- Write the report and disseminate the findings to those who care and need to know.



PROMOTION and ADVERTISING

Promotion, Advertising, and Media

Awareness strategies are based on the principle that behaviour cannot change unless people are aware of alternative lifestyle choices. Awareness strategies try to catch the interest of potential participants without intimidating or singling anyone out. These programs use the ‘reach and repeat’ concept. Like an effective ad, they are intended to heighten awareness and generate further interest by providing messages around a given theme. The following are some avenues for increasing awareness and action around physical activity.

Advertising

Physical activity initiatives can be extensively promoted through pamphlets, posters, flyers, table displays, videos and newsletters, to name a few.

These are some excellent examples:

- Radio and TV Ads: Saskatchewan in motion:
<http://www.saskatchewaninmotion.ca/media/advertising.php>
- Other media related ideas from in motion:
<http://www.saskatchewaninmotion.ca/media/news.php>

Example of Media Release:

- Walk Arlington (US):
<http://www.walkarlington.com/news/text.cfm?id=54>

Checklist for Designing Effective Promotional Materials

It is important to keep in mind the audience’s perspective and emphasize the positive benefits of physical activity when creating advertising materials. The aim is to have the audience receive the information, understand it, believe it, agree with it, and do something about it. Planners should ask themselves:

- Are the messages clear?
- Are action words used? For example, “Go for Green! Count yourself in!”
- Do the messages encourage fun and social contact?
- Are the messages consistent? For example, the ParticipACTION message, “Even a little regular physical activity makes a healthy difference” is used in all parts of their promotional campaign.
- Do the messages stress the benefits of walking?
- Do the materials grab the attention of the reader?
- Are the materials available in more than one language?

Slogans and Logos

Slogans and logos give a walking program its identity. They can be included in promotional materials and screened onto various items of clothing or equipment that can be earned or purchased by participants. They work best when they are used consistently over a long period of time. Slogans and logos help build awareness of activities or remind target audiences to take action. The slogan for ParticipACTION's active living campaign is "Moving Your Way - Every Day" and features people from different walks of life enjoying a variety of everyday physical activities.

Incentive ideas for promoting slogans and logos:
http://www.hap.org/gfx/content/walk_Incentive1104.pdf

Bulletin Boards and Poster Displays

Bulletin boards and poster displays are used to showcase the walking program, convey key messages, and profile the efforts in the community to increase physical activity. They should be:

- In areas of high traffic;
- Updated regularly – giving details about program and community activities, up-to-date issues of interest, and so on;
- Accompanied by take-home pamphlets which mimic the display theme.

Examples:

- Walk Missouri:
http://www.cdc.gov/pcd/issues/2005/oct/05_0010a.htm

Active Christchurch Walking Programme in New Zealand:

30 Minute Walk Groups – Monday 10am – New Brighton

Meet at New Brighton Library, New Brighton Pier Building, Marine Parade. Parking Available.

Make a fresh start, join in these guided local walks and discover the hidden gems in your community! Walks last for approximately 30 minutes. Bring a friend and get fit together.

Please ensure you have suitable walking shoes and bring a drink bottle. Parents with strollers welcome. Walks cancelled in heavy or persistent rain – listen to NewsTalk ZB. Phone 941-6840 for further information.

Orientation Activities

Orientation events that introduce a walking program can be successful in overcoming initial reluctance to participate when they:

- Offer draw prizes;
- Are made easy for people to attend;
- Include both information and demonstration components. For example, a mobile walking display could be moved to multiple locations and provide Body Mass Index screening, feature local facilities, demonstrate fitness equipment, and provide information about walking programs available in the community.

Newsletters

Whether it is available in hard copy or online and comes in colour or black and white, a well-written and informative newsletter serves as a multipurpose tool. A newsletter can help inform, network,

WALKING PROGRAM RESOURCE GUIDE
PROMOTION and ADVERTISING

and educate readers with up-to-date information, and can be used to promote activities and special events. Here are several points to consider if a newsletter is launched for a walking program:

- Find the right look with an easy-to read, concise layout.
- Determine how often to publish, and stick to the schedules.
- Decide how to handle distribution.
- Direct the content to the interests and concerns of the walkers and volunteers.
- Use plain and simple language and a personal conversational style.
- Consider making the newsletter (and other resources) available in more than one language.
- Include success stories. Recognize achievements and encourage submissions. Here is an excellent example: Stories from others who have begun to be physically active, motivational stories and techniques (Saskatchewan in motion):
<http://www.saskatchewaninmotion.ca/>

Examples of Newsletters:

- Just Walk It (Australia):
http://www.heartfoundation.com.au/downloads/jwi_instep_spring05.pdf
- New Zealand:
<http://www.ccc.govt.nz/Facilities/Walking/WalkingGroupsBrochure.pdf>

Theme and Seasonal Campaigns

Special events contribute fun, variety, public relations opportunities, and motivational experiences. Planning can tune in to seasonal cycles. In January, people think about New Year's resolutions and want to know how to get started. Pre-swimsuit season is another time when people are eager to get active. September starts the school cycle and is a time when families have more structured lives.

Planning a promotional campaign early increases overall success and ensures readiness to capitalize on promotion opportunities, such as:

- Walk week;
- Displays at shopping centres, libraries, hospitals, university/college, etc.;
- Community events;
- Workplace events;
- School events.

Monthly theme planning ideas and opportunities for linkages to other initiatives are found in Appendix I: *12-Month Promotional Calendar*.

Workshops

Workshops are more difficult and time-consuming to organize than demonstrations or poster displays, but the benefits may be greater since they can include group interaction and discussion. The adult education principles below are basic to the design of effective learning situations where lifestyle change is an objective:

- Be brief.
- Be selective in information presented.

- Present clear outlines.
- Categorize information.
- Present information in order of importance.
- Make use of multimedia approaches.
- Consider participants' education level.
- Actively involve participants in their own learning; for example, have people make their own walking calendars and personal contracts.

Lessons Learned

The Walk Missouri program (<http://walkmissouri.com/index/index.html>) had an excellent promotional campaign that has been extensively evaluated. The posters and other promotional materials are also in the PDF Files on the BC Recreation and Parks website (www.bcrpa.bc.ca/walking). Here are a few lessons learned from the Walk Missouri campaign and others:

- The more that people are exposed to promotional information, the more likely they are to act on it, especially young people. Messages are effective in changing beliefs about walking in all age groups. Exposure is positively associated with the number of days walked per week.
- Using focus groups is an effective way to get feedback about the effectiveness of promotional strategies.
- Incentives, contests, and reward schemes are used extensively and are effective.
- Developing promotional strategies go hand-in-hand with developing the walking program.

“Long-term change is likely to take place only after translating and disseminating programs developed to support the mass communication components.”²⁸



Case Studies from British Columbia

“*Penticton Steps Out*”²⁹ is a walking/pedometer program with a focus on physical activity and healthy living. This initiative is led by the dedicated staff of the City of Penticton Community Centre. “Join the team as we inspire, assess and empower you to take positive steps to better health and wellness. We will monitor your progress and give you helpful advice on healthy living and eating choices. Meet new people, get active and win prizes!” The Steps Out program is being adopted and adapted by communities throughout the province of British Columbia.

Fitness challenge. Fort St. John has created “*Walk to Whistler*”³⁰, challenging people to walk the distance from their community to Whistler, which is the site of many 2010 Olympic events. The City has kicked it off by challenging their residents to buy a pedometer, track how much they walk each day and log their progress on their website³¹, and walk the total distance of 1461.7 KM. The City has now extended that challenge to all communities in British Columbia and is encouraging participation from all of Canada and the continental United States. Registered participants will be eligible for a number of draw prizes, with a final planned draw prize of two tickets to the Opening Ceremonies of the 2010 Olympics.

²⁸ Bauman A. (2004). Commentary on the VERB Campaign. *Preventing Chronic Disease*, 1(3), 1.
²⁹ Contact: Bob Pope Penticton Parks, Recreation & Culture, Recreation Coordinator
ph: 250-490-2436 email: events@city.penticton.bc.ca <http://www.stepsout.com/penticton/>

³⁰ Contact John Locher, City of Fort St. John, City Manager ph: 250-787-8161
email: jlocher@fortstjohn.ca

³¹ Walk to Whistler website: <http://www.walktowhistler.com/>

MAINTAINING MOTIVATION and ENSURING SUSTAINABILITY

Motivating Walkers, Planners and Volunteers

The first thing to realize is that there is not a ‘one size fits all’ for motivation. Some walkers are motivated by the benefits of walking, some by the health hazards of a sedentary lifestyle, and still others by walk for fun or companionship. As noted in the introduction, the list of reasons to walk is endless and as varied as the individuals who walk.

There are many great ideas and strategies for encouraging walkers to start walking and keep walking. See: Saskatchewan in motion: <http://www.saskatchewaninmotion.ca/> for examples of motivational email cards, testimonials posted by walkers, ideas for keeping active besides walking, challenges and contests, prizes, merchandise give-aways, etc. Get Walking Tasmania: www.getwalking.tas.gov.au/index.html also has excellent ideas and resources to motivate walking program participants and volunteers.

Motivating walkers and volunteers is one thing, but maintaining the momentum in a community-based walking program is another matter entirely. Appendix J: *Staying Motivated* has ideas for community partners and volunteers who support a walking program to keep it going.

Sustainability

Although the communities are as varied as the walkers, a literature review revealed that there are some key, basic ingredients which are common to the most successful and sustainable walking programs:

1. Central coordination and effective leadership are critical for sustainability.

Community partners need to decide at the planning stage who will take on a host role for the walking program in the community/region. The host looks after coordinating registration, administration, tracking and recording all media and promotional activities, website management (including online registration and the provision of links to all the aspects of the walking program), distribution of materials, etc. While the host may be the coordinating body, the community partners also have an active role in carrying out many tasks and activities associated with maintaining a viable walking program. In the footnotes below, there are a few best practice examples from Canada, Australia and New Zealand of a coordinating, host role in a community-based walking program.³²

2. Leader-guided walks are most effective.

Walking programs with leader-guided walks are more effective than walking groups with no leadership. Walk leaders plan the route, advertise locally, and lead the groups in the walks. Participants who embark on a walking program for the first

³² See: Active Christchurch website: www.active.christchurch.org.nz/Walking.asp and Just Walk It website: www.heartfoundation.com.au/index.cfm?page=210 and Heart and Stroke Foundation ww2.heartandstroke.ca/Page.asp?PageID=1613&ContentID=10543&ContentTypeID=1 and Saskatchewan in motion: <http://www.saskatchewaninmotion.ca/>

MAINTAINING MOTIVATION and ENSURING SUSTAINABILITY

time, who are new to a community, or for many other reasons, prefer leader-guided walks. Leader-guided walks are especially preferred by those over age 50.

3. Volunteer walk leaders need to be supported, trained, and networked.

The most successful community-based walking programs have volunteer leaders at the local level. They play a key role in local networking, promotion, evaluation, and sustainability because they understand their community. Volunteer leaders (who may also be the walk leaders) are networked and supported centrally, usually online (website or email) and/or by newsletters, conferences, events, etc. In some best practice walking programs, volunteer leaders and/or walk leaders receive formal training and a manual. Incentives are offered such as recognition pins, certificates, t-shirts, etc. A walking program in England has a walk leaders certification program that is affiliated with and accredited by the local college. "It is designed to give Walk Leaders the skills to promote safe walking programs which help individuals increase their level of fitness and promote better health."³³

4. Participants who are supported locally are more likely to still be walking one year later.

This statement is true for participants, volunteers, and walk leaders. One of the best practice programs noted that without local support the programs dissolve and die quickly in the community. Individuals who feel supported and energized become the best advocates for the walking program at the local level. Support comes in the form of connecting

participants, volunteers, and walks. For example, a website can list all the walks in a certain community, along with times, locations, routes, difficulty of the walk, length, etc. The previously noted programs from England, Australia and New Zealand all have the best examples for local support of a walking program.

5. A comprehensive walking program, addressing all elements from design to delivery, is most successful.

As noted earlier, the larger the variety of walking programs (e.g. stroller walking programs for mothers (or fathers) with babies, programs for older adults, mall walking programs, walk to school programs, teen walking programs, newcomers walking clubs, dog walking groups, workplace walking programs, etc.), the more likely that a greater number of people will participate. But this far-reaching approach is also the most challenging to plan, coordinate, deliver, support, and sustain!

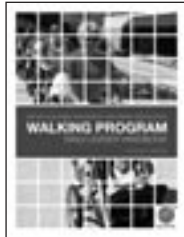
In summary, the keys to a successful community-based walking program are thoughtful planning, ongoing monitoring, and steadfast support by committed, community partners and volunteers effectively working together towards a common vision.



³³Walk 2000 Website: www.birmingham.gov.uk/walk2000.bcc

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HANDBOOKS



WALKING HANDBOOK



PEDOMETER HANDBOOK



WALK LEADER HANDBOOK

Three handbooks compliment this resource guide and are available for separate download at www.bcrpa.bc.ca/walking

- **Walking Handbook**
- **Making Every Step Count!
A Pedometer Handbook**
- **Walk Leader Handbook**

The Walking Handbook, is for anyone who wants to increase their level of physical activity by walking. It covers many topics, such as health benefits, safety tips, health screening, how to make walking part of every day, setting goals, a walking calendar to help with tracking, and several other key areas.

The handbook specific to pedometers in the Pedometer Handbook which includes information on what a pedometer is, how it works, do's and don'ts, tips on how to use and wear a pedometer, what to look for in a pedometer, advantages and

limitations of pedometers, information on different types of pedometers (costs, models), and a log to help track steps.

The Walk Leader Handbook. A walk leader is an important and crucial part of the success of a walking program or group in a community. The most successful community-based walking programs have walk leaders at the local level who, given their understanding of their community, play a key role in networking, promotion, evaluation, and sustainability. While not everyone may be able to incorporate all aspects of the Walk Leader Handbook into a walking program, the ideas in this book outline how to create and maintain or enhance an effective and enjoyable walking group.

Communities may want to add their own information to the Handbooks, such as contacts, links to community resources and local community walking programs, links to local walking groups, information about local routes, maps, etc.

*Best of luck in developing or enhancing walking programs
in your communities!*

Photos courtesy of: City of Abbotsford, City of Chilliwack, City of Fort St. John,
City of Penticton, City of Surrey, City of Vancouver, City of Vernon

WALKING PROGRAM RESOURCE GUIDE
APPENDICES LISTING



- Appendix A Community Walkability Checklist
- Appendix B Walking Program Planning Guide
- Appendix B(1) Sample Completed Walking Program Planning Guide

- Appendix C Walking Program Best Practices
- Appendix D Barriers to Being Active Quiz
- Appendix E Overcoming Physical Activity Barriers
- Appendix F Measuring Group Effectiveness
- Appendix G Methods of Getting Feedback for Evaluation Purposes

- Appendix H SAMPLE Questionnaire for Walking Program Participants

- Appendix I 12- Month Promotional Calendar
- Appendix J Staying Motivated
- Appendix K Walking Handbook Evaluation Form
- Appendix L Walking Handbook Tracking Form
- Appendix M Resources List: Links to Local (BC), National and International Resources

APPENDIX A: COMMUNITY WALKABILITY CHECKLIST¹

How Walkable Is Your Community?

Getting Started

Pick a place to walk, like the route to school, a friend’s house or just somewhere fun to go. Read over the checklist before you go, and as you walk note the locations of things you would like to change. At the end of your walk, give an overall rating to each question. Then add up the numbers to see how you rated your walk.

Rating scale

1 AWFUL 2 QUITE A FEW PROBLEMS 3 SOME PROBLEMS 4 GOOD 5 VERY GOOD 6 EXCELLENT

Location of Your Walk

From

To

1. Did you have room to walk?

Overall Rating (*circle one number*) 1 2 3 4 5 6

- Yes Some problems (*see below*)
- Sidewalks/walkways started and stopped
- Sidewalks/walkways were broken or cracked
- Sidewalks/walkways were blocked with poles, signs, shrubbery, dumpsters, etc.
- No sidewalks/walkways, paths, or shoulders
- Too much traffic (vehicles or pedestrians)?

Something else?

Locations of Problems

2. Was it easy to cross streets?

Overall Rating (*circle one number*) 1 2 3 4 5 6

- Yes Some problems (*see below*)
- Road was too wide
- Traffic signals made us wait too long or did not give us enough time to cross
- Needed striped crosswalks or traffic signals
- Parked cars blocked our view of traffic
- Trees or plants blocked our view of traffic
- Needed curb ramps or ramps needed repair

Something else?

Locations of Problems

¹Credit: National Safety Council, 2002. U.S.

APPENDIX A: COMMUNITY WALKABILITY CHECKLIST

3. Did drivers behave well?

- Good Some problems. Drivers... *(see below)*
- Backed out of driveways without looking
- Did not yield to people crossing the street

Something else?

Locations of Problems

Overall Rating *(circle one number)* 1 2 3 4 5 6

- Turned into people crossing the street
- Sped up to make it through traffic lights or drove through red lights

4. Was it easy to follow safety rules? Could you and your child ...

Cross at crosswalks or where you could see and be seen by drivers? Yes No

Stop and look left, right and then left again before crossing streets? Yes No

Locations of Problems

Overall Rating *(circle one number)* 1 2 3 4 5 6

Walk on sidewalks or shoulders facing traffic where there were no sidewalks/walkways?

- Yes No

Cross with the light?

- Yes No Does not apply

5. Was your walk pleasant and safe?

- Nice Some unpleasant things *(see below)*
- Needed more grass, flowers or trees
- Scary dogs

Something else?

Locations of Problems

Overall Rating *(circle one number)* 1 2 3 4 5 6

- Scary people
- Not well lit
- Dirty, lots of litter or trash

APPENDIX A: COMMUNITY WALKABILITY CHECKLIST

How does your neighbourhood stack up?

Add up your ratings and decide

Question (1) _____ +(2) _____ +(3) _____ +(4) _____ +(5) _____

TOTAL _____

SCORING

- 26-30 Celebrate! You have a great neighbourhood for walking.
- 21-25 Celebrate a little. Your neighbourhood is pretty good.
- 16-20 Okay, but it needs work.
- 11-15 It needs lots of work. You deserve better.
- 5-10 It's a disaster area.

Found something that needs changing?

Continue through the checklist below to learn how you can begin making neighbourhoods better places for walking that match up with the problems you identified.

During your walk, how did you feel physically?

Walking is a great form of exercise. But if you could not go as far or as fast as you wanted because you were short of breath, tired, or had sore feet or muscles, there are suggestions for dealing with that, too.

Improving Your Community's Score

	What you can do IMMEDIATELY	What you and your community can do with more time:
<p>1. Did you have room to walk?</p> <ul style="list-style-type: none"> ■ Sidewalks/walkways or paths started and stopped ■ Sidewalks/walkways broken or cracked ■ Sidewalks/walkways blocked ■ No sidewalks/walkways, paths or shoulders ■ Too much traffic 	<ul style="list-style-type: none"> ■ pick another route for now ■ tell local recreation centre, health department, traffic engineering or public works department about specific problems and provide a copy of the checklist 	<ul style="list-style-type: none"> ■ speak up at board/development meetings ■ write or petition city for walkways ■ gather neighbourhood signatures ■ make media aware of problem
<p>2. Was it easy to cross streets?</p> <ul style="list-style-type: none"> ■ Road too wide ■ Traffic signals made us wait too long or did not give us enough time to cross ■ Crosswalks/traffic signals needed ■ View of traffic blocked by parked cars, trees, or plants ■ Needed curb ramps or ramps needed repair 	<ul style="list-style-type: none"> ■ pick another route for now ■ share problems and checklist with local recreation centre, health department, traffic engineering or public works department ■ trim your trees or bushes that block the street and ask your neighbours to do the same ■ leave nice notes on problem cars asking owners not to park there 	<ul style="list-style-type: none"> ■ push for crosswalks/signals/parking changes/curb ramps at city meetings ■ report to traffic engineer where parked cars are safety hazards ■ request that the public works department trim trees or plants ■ make media aware of problem

APPENDIX A: COMMUNITY WALKABILITY CHECKLIST

	What you can do IMMEDIATELY	What you and your community can do with more time:
<p>3. Did drivers behave well?</p> <ul style="list-style-type: none"> ■ Backed without looking ■ Did not yield ■ Turned into walkers ■ Drove too fast ■ Sped up to make traffic lights or drove through red lights 	<ul style="list-style-type: none"> ■ pick another route for now ■ set an example: slow down and be considerate of others ■ encourage your neighbors to do the same ■ report unsafe driving to police 	<ul style="list-style-type: none"> ■ petition for more enforcement ■ ask city planners and traffic engineers for traffic calming ideas ■ request protected turns ■ ask schools about getting crossing guards at key locations ■ organize a neighbourhood speed watch program
<p>4. Could you follow safety rules?</p> <ul style="list-style-type: none"> ■ Cross at crosswalks or where you could see and be seen ■ Stop and look left, right, left before crossing ■ Walk on sidewalks/walkways or shoulders facing traffic ■ Cross with the light 	<ul style="list-style-type: none"> ■ educate yourself and your child about safe walking ■ organize parents in your neighbourhood to walk children to school 	<ul style="list-style-type: none"> ■ encourage schools to teach walking safety ■ help schools start safe walking programs ■ encourage corporate support for flex schedules so parents can walk children to school
<p>5. Was your walk pleasant and safe?</p> <ul style="list-style-type: none"> ■ Needs grass, flowers, trees ■ Scary dogs ■ Scary people ■ Not well lit ■ Dirty, litter 	<ul style="list-style-type: none"> ■ point out areas to avoid; agree on safe routes ■ ask neighbors to keep dogs leashed or fenced ■ report scary dogs to the animal control department ■ report scary people to the police ■ take a walk with a trash bag ■ plant trees, flowers and bushes in your yard 	<ul style="list-style-type: none"> ■ request increased police enforcement ■ start a crime watch program in your neighbourhood ■ organize a community clean-up day ■ sponsor a neighbourhood beautification or tree-planting day
<p>A quick health check.</p> <ul style="list-style-type: none"> ■ Could not go as far or as fast as we wanted ■ Were tired, short of breath or had sore feet or muscles 	<ul style="list-style-type: none"> ■ consult with health and wellness staff at your local recreation centre ■ start with short walks and work up to 30 minutes of walking most days ■ wear flat, comfortable, supportive shoes that are in good condition ■ stretch before and after you walk ■ invite a friend or child along ■ replace some driving trips with walking trips 	<ul style="list-style-type: none"> ■ get media to do a story about the health benefits of walking ■ encourage support for walking programs
<p>Notes:</p>		

WALKING PROGRAM RESOURCE GUIDE
APPENDIX B: WALKING PROGRAM PLANNING GUIDE

Type of walking program/name:
 Goal(s):

Area	Activity Describe what you are going to do, the target group, and location(s).	Leader (individual/organization Who is coordinating this activity?)	Supporting Partners/People Who else is involved?	Timeframe When is the activity taking place?	Outcomes/Results What are you hoping for or expecting as a result of this activity?	Tracking What do you need to track for evaluation purposes?
Support Elements (booklets, newsletters, pamphlets, media releases, website, special events, etc.)						
Distribution						
Sponsorship						
Coordination						
Resources allocated or required						
Sustainability						

What are the demographic issues that need to be addressed? What are the environmental issues that need to be addressed?

WALKING PROGRAM RESOURCE GUIDE APPENDIX B(1): SAMPLE COMPLETED PLANNING GUIDE

Type of walking program/name: "Stroller Babies" - A Walking Program for Mothers and Babies

Goal(s): 1) To develop a walking program; 2) To increase the level of physical activity of mothers with babies; 3) To provide an informal social support network for mothers with babies.

Area	Activity	Leader (individual/organization) Who is coordinating this activity?	Supporting Partners/People Who else is involved?	Timeframe When is the activity taking place?	Outcomes/Results What are you hoping for or expecting as a result of this activity?	Tracking What do you need to track for evaluation purposes?
Promotion	Actively promote program throughout the two communities	Recreation and Parks	Public Health Mothers interested in helping as volunteers Child Development program	Spring and Summer 2006	High level of awareness of the walking program in the communities	Track # and type of promotional activities and # of partners promoting
Sponsorship	Secure sponsorship for incentives to participants (e.g. t-shirts, discount coupons for merchandise, memberships)	Volunteer Mothers	Businesses: maternity, child related businesses Sport and Fitness Council	Winter 2006	Viable and committed sponsorship is secured for at least the duration of the program	Track # and type of sponsors and type of incentives, and their cost to sponsors
Support Elements (booklets, newsletters, pamphlets, media releases, website, special events, etc.)	Media releases to newspaper and radio; leaflets/flyers; advertising in newspaper and radio Maps of routes	Recreation and Parks	Businesses related to maternity/child Local Newspapers/Radio Municipal government Printing business	Late winter 2006	Support elements are ready in time and of high quality	Track # and type of each produced and cost
Distribution	Target and distribute promotional materials throughout the two communities	Recreation and Parks Public Health	Volunteer mothers Doctors' offices Public Health - baby clinics Businesses related to maternity/child Labour and Delivery at Hospital Child Development (e.g. IDP) program Recreation Facilities	Late Spring and all Summer 2006, then ongoing/Effective distribution of promotional materials with high visibility in the communities	Track # and type of promotional materials distributed Track # of promotional materials distributed by different partners (for effectiveness)	Coordination Track # participants (new and repeat) Ask partners, volunteers, and participants about effectiveness of coordination, support, etc.
Resources allocated or required	Intake registration process or drop-in? Maps of routes coordinating dates/times, etc.	Recreation and Parks	Volunteer mothers Volunteer walk leaders	Ongoing	Effective and seamless coordination of registration (if used) and walks Volunteer mothers and walk leaders felt supported	Track # participants (new and repeat) Ask partners, volunteers, and participants about effectiveness of coordination, support, etc. Track costs and compare to budget
Sustainability	Determine feasibility of repeating or continuing the initiative later into the fall and winter and beyond Provide gifts/recognition for volunteers and partners	Recreation and Parks Public Health	Business All partners Invited participants (ie. Mothers who participated in the walks)	Early winter 2006 Late fall 2006	Adequate resources to support the program Improved level of physical activity in participants High level of satisfaction expressed by partners and participants	Ask partners and participants

APPENDIX C: WALKING PROGRAM BEST PRACTICES

BRITISH COLUMBIA

VOLKSSPORT ASSOCIATION OF BC¹

“Volkssporting made its debut in Canada in the early 1980’s and has grown steadily ever since. The Canadian Volkssport Federation (CVF) was formed in 1986 and now has over 50 member clubs, plus provincial organizations, throughout most regions of Canada and sponsors hundreds of volkssporting events each year.”

Volkssport events are open to everyone. Membership in a volkssport club, local or otherwise, is not required. There are both self-guided and guided walks available daytime and evening, for every level of fitness. Maps are supplied where they are required. Clubs have presidents and an executive who serve two-year terms. Guidelines on starting a club are provided by CVF. Groups submit an application form, choose a Club Name, prepare a draft Constitution, raise some start-up funds and plan a Schedule of Events for the first year. There is a magazine published for members.

HEARTS IN MOTION WALKING CLUB - Heart and Stroke Foundation (of BC and Canada)³

“In February 1993, physical inactivity was elevated to the 4th major risk factor of heart disease and stroke. The Hearts in Motion Walking Club was developed by the Heart and Stroke Foundation (H&SF) for communities to address this risk factor. The program is a health promotion program and does not involve fundraising.

In September 1993, the Hearts in Motion Walking Club was piloted in three communities in BC. The pilot programs were very successful in increasing the levels of physical activity of participants, and also led to healthy choices in other heart health areas such as: smoking, blood pressure, and nutrition. As a result, the Hearts in Motion Walking Club was accepted as a national program of the Heart and Stroke Foundation of Canada.

The Hearts in Motion Walking Club is designed to encourage people to participate in regular physical activity by walking. The program allows participants to participate at their own pace, in a safe and social environment.

For a \$10 membership fee, participants that join the Hearts in Motion Walking Club receive:

- A handbook full of tips on getting started safely
- Personal activity cards to record distances walked
- Awards to recognize personal milestones
- Bi-annual newsletter with helpful information and nutrition tips
- New incentive prizes every year and the opportunity to make new friends.”

There are 42 Hearts in Motion Walking Clubs in BC. Some communities have more than one club, and many have been running for 10 years. The numbers of participants are tracked centrally through

¹ VABC - Volkssport Assoc. of BC (2005). Retrieved from: www.volkssportingbc.ca/newclubinfo.htm

³ Heart and Stroke Foundation (2005). Retrieved from: ww2.heartandstroke.ca/Page.asp?PageID=1613&ContentID=10543&ContentTypeID=1

APPENDIX C: WALKING PROGRAM BEST PRACTICES

registrations. Some clubs have members who provide guided walks. Although there is no formal training for these members, they receive a manual. Incentives are offered such as recognition pins, certificates, t-shirts, etc.

The clubs are promoted through health fairs, word of mouth, and occasionally in the newspaper. The H&SF recognizes that effective leadership at the organizational and the club levels is important to motivate and sustain the group.



CANADA

IN MOTION – in Abbotsford, only location in BC at this time; also in Saskatchewan and Manitoba

“The in motion program is a partnership health promotion strategy between the University of Saskatchewan, the Saskatoon Health Region, the City of Saskatoon and ParticipACTION. In motion is led by Saskatoon Health Region. It provides a physical activity health promotion model that incorporates public awareness in combination with target population strategies all supported by research. The initiative has been adopted by various communities throughout Saskatchewan and Manitoba as well as Abbotsford BC.” In Abbotsford, seniors have started a walking club as part of the in motion strategy in that community.⁴

The *in motion* program has developed tools for self-assessment, personalized walking programs, promotion, and other resources. The in motion team coordinates efforts with other community-based and allied health resources, tracks growth and participation, leverages sponsorship opportunities, does baseline and subsequent surveying of the population relative to health and other indicators, evaluates the program, tracks and records all media and events, provides incentives, involves participants of all ages, invites individuals and communities to share their experiences and successes, and finally, receives awards of excellence for their work.

A personalized walking club is one of the activities being supported and promoted in this program, but the major focus is physical activity overall. While this program goes well beyond “club” or “group”, the model, strategies, and many of the resources are fully transferable and/or adaptable to a walking program. The program, however, is not readily transferable to small communities and the cost of adopting this model is often prohibitive. Nevertheless, it is an energetic and comprehensive approach to health promotion, and truly capitalizes on building community capacity with a specific focus to increasing physical activity.

⁴ Abbotsford in motion program, resources, media, and walking club information.
Retrieved from: www.abbotsfordinmotion.ca/story/stories.php?place_id=670&news_id=601

INTERNATIONAL

RAMBLERS' ASSOCIATION⁵

The Ramblers' Association is Britain's biggest charity working to promote walking and to improve conditions for all walkers. There are 143,000 members in England, Scotland and Wales. The Association has been in existence for 70 years. There are now over 500 groups in 50 areas.

There are now affiliate associations in North America and other parts of the world. The breadth of services, linkages, projects, and materials is enormous. There are walks for people of all ages and fitness levels, and materials to support the initiatives. The Association also advocates for protection of eco-sensitive areas, and has a mechanism to report issues or problems on the walks that require attention. This program is frequently cited by others all over the world as an example of a best practice.

WALK 2000⁶ - Birmingham, England

"Walk 2000 promotes walking for health in Birmingham. The 3 main aims of the project are: to waymark 2km walking routes in parks and open spaces; to provide walking groups led by qualified Walk Leaders; to train people to become Walk Leaders on a nationally accredited course."

The Walk Leaders Award is nationally accredited by the Open Colleges Network. It is designed to give Walk Leaders the skills to promote safe walking programs which help individuals increase their level of fitness and promote better health.

There is no cost to the participant for the course as it is funded by the Health Improvement Program (Government). Upon successful completion of the course Walk Leaders will be expected to lead walks to help others achieve better health. As part of the walk program – in conjunction with Marketing Birmingham – a pack of seven walking routes in the City Centre have been produced. Each route is 2km – a 1km route and return." There are links to 31 leader-guided walking groups all over Birmingham "and are ideal for people looking for a gentle, safe activity to help to start to improve their health."

WALKING THE WAY TO HEALTH⁷ - British Heart Foundation and partners

"WHI is the 'Walking the way to Health Initiative' and it aims to get more people walking in their own communities, especially those who take little exercise or live in areas of poor health."

WHI is an initiative of the British Heart Foundation and the Countryside Agency. It benefits from extra funding from the Big Lottery Fund. WHI has helped to create over 350 local health walk schemes and has trained over 18,000 volunteer walk leaders.

This program offers training courses for volunteers to lead the walks, and an accreditation system for ranking the quality of the walking routes. There are many opportunities for people to share their experiences, stories and expertise.

⁵ Ramblers' Association Website: www.ramblers.org.uk/campaigns/

⁶ Walk 2000 Website: www.birmingham.gov.uk/walk2000.bcc

⁷ Walking the Way to Health website: www.whi.org.uk/details.asp?key=AX303|0|2E465997877|p|46|0

APPENDIX C: WALKING PROGRAM BEST PRACTICES

WALK ARLINGTON⁸ - Arlington, Virginia, US

“WALKArlington is an initiative of Arlington County, Virginia. WALKArlington is an effort to build on an existing partnership between Arlington citizens, businesses and County staff to encourage more people to walk more often.”

WALKArlington offers guided walks, links to existing walking groups, and excellent resources, as is the case with other best practice walking programs. As with most other best practices, the initiative supports networks of groups, and there are also opportunities to share stories and experiences.

GET WALKING TASMANIA⁹ - Heart Foundation, Australia

The Get Walking Tasmania project and website is an initiative of the government of Tasmania that is sponsored by the Heart Foundation. It is aimed at increasing Tasmanians’ level of physical activity through the promotion of walking.

This program is indeed a best practice in the way it has been designed and implemented, including capitalizing on and mobilizing community resources. It provides a good basic model for step-by-step set up of a walking program. Although the events and news portions of the website are in need of updating (a sustainability issue), there has clearly been investment to building and maintaining linkages to a wide variety of walking groups, including self-guided and leader-led walks. The resources are excellent and opportunities are made available for participants to share stories and experiences.

CHRISTCHURCH WALKING GROUPS¹⁰ - Christchurch City Council, Christchurch, New Zealand

These walking groups are part of a larger initiative called “Active Christchurch” sponsored by the City of Christchurch Leisure Services. “It is our aim to provide you with free or low cost physical activity programs and advice that will help you to be active for at least 30 minutes on most days of the week. These activities can include everyday things like walking the dog, doing the housework, cleaning the car and working in the garden.”

One of the great features of this program is an easy way to identify beginner or gentle activities and walks by the use of a “push/play button” beside the activity. They have other excellent resources on the website such as tips on getting started and a self-assessment. A unique feature is the availability of a no-cost private one-hour consultation with a “Healthy Lifestyle Coach” (for those over the age of 35) to assess and determine current lifestyle, physical activity levels, health, work commitments and time management.

WALKING PROGRAMS IN WESTERN AUSTRALIA¹¹ - Government of Western Australia

The over-arching function of this ‘program’ is to act as a coordinating body which links walking programs, initiatives, routes, events, and groups throughout the region. They maintain an interactive map, and an extensive reach to other initiatives. The programs are sectioned by Walking for Transport, Health, Recreation, Tourism.

⁸ WALKArlington website: www.walkarlington.com/about/index.html

⁹ Get Walking Tasmania website: www.getwalking.tas.gov.au/index.html

¹⁰ Active Christchurch website: www.active.christchurch.org.nz/Walking.asp

¹¹ Walking Programs of Western Australia website <http://www.dpi.wa.gov.au/walking/1539.asp>

APPENDIX C: WALKING PROGRAM BEST PRACTICES

There are resources and guides for developing a program based on this type of model (see Walking WA Committee on their website), complete with reports, presentations, objectives, maps, guides and brochures. This is truly a best practice for a coordinating body role with regards to promoting walking over a large area.

BRISBANE WALKING GROUPS “JUST WALK IT”¹² - Heart Foundation and Brisbane City Council, Australia

‘Just Walk It’ is Australia’s largest group walking program with 4500 participants in 75 towns and cities across Queensland. It is a free program which aims to help people become more physically active by walking regularly as part of a group.” The program is hosted by the Heart Foundation and funded by the Queensland Government. It has links to other programs throughout the region (eg. Gonewalking in Brisbane, and Get Walking Tasmania).

This, like the Walking Programs in Western Australia, is another example of best practices in a coordinating role, involving multiple collaborative partners connected across the spectrum from design to delivery. As with other best practice examples, there are excellent resources available, merchandise, incentives, links to a variety of local walking groups, etc.

A key feature of this initiative which is unique is the “Just Walk It Coordinator” and volunteer organizers. “Just Walk It’ Coordinators are usually staff from Local Governments, Community Health Centres or other Community Organizations who are interested in increasing the physical activity levels of their communities.” They provide workshops as training for the coordinators and maintain a network for support and continuity. This program has been extensively evaluated. The findings from their evaluation are in the PDF Files entitled “Just Walk It Evaluation” (www.bcrpa.bc.ca/walking). They did a self-administered survey of participants, and looked at changes in key indicators such as who joins the walks, the number and characteristics of key walkers, and the impact on physical activity levels. The most notable increases in physical activity levels six months after the start of the program were among those who reported insufficient levels before joining. All groups increased the amount of time they walk, except those who were sufficiently active prior to joining. They had a retention rate of 80% among walkers.



¹² Just Walk It website: www.heartfoundation.com.au/index.cfm?page=210

APPENDIX D: BARRIERS TO BEING ACTIVE QUIZ¹³

What keeps you from being more active?

Directions:

Listed below are reasons that people give to describe why they do not get as much physical activity as they think they should. Please read each statement and indicate how likely you are to say each of the following statements:

How likely are you to say?	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
1. My day is so busy I just don't think I can make the time to include physical activity in my regular schedule.	3	2	1	0
2. None of my family members or friends like to do anything active, so I don't have a chance to exercise.	3	2	1	0
3. I'm just too tired after work to get any exercise.	3	2	1	0
4. I've been thinking about getting more exercise, but I just can't seem to get started.	3	2	1	0
5. I'm getting older so exercise can be risky	3	2	1	0
6. I don't get enough exercise because I have never learned the skills for any sport.	3	2	1	0
7. I don't have access to jogging trails, swimming pools, bike paths, etc.	3	2	1	0
8. Physical activity takes too much time away from other commitments – like time, work, family, etc.	3	2	1	0
9. I'm embarrassed about how I look when I exercise with others.	3	2	1	0
10. I don't get enough sleep as it is. I just couldn't get up early or stay up late to get some exercise.	3	2	1	0
11. It's easier for me to find excuses not to exercise than go out to do something.	3	2	1	0
12. I know of too many people who have hurt themselves by overdoing it with exercise.	3	2	1	0
13. I really can't see learning a new sport at my age.	3	2	1	0
14. It's just too expensive. You have to take a class or join a club or buy the right equipment.	3	2	1	0

¹³ Centre for Disease Control and Prevention (CDC): *Physical Activity for Everyone – Making Physical Activity Part of Your Life – Overcoming Barriers to Physical Activity*. Retrieved from: <http://www.cdc.gov/nccdphp/dnpa/physical/life/overcome.htm>

APPENDIX D: BARRIERS TO BEING ACTIVE QUIZ*continued from previous page*

How likely are you to say?	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
15. My free times during the day are too short to include exercise.	3	2	1	0
16. My usual social activities with friends do not include physical activity.	3	2	1	0
17. I'm too tired during the week and I need the weekend to catch up on my rest.	3	2	1	0
18. I want to get more exercise, but I just can't seem to make myself stick to anything.	3	2	1	0
19. I'm afraid I might injure myself or have a heart attack.	3	2	1	0
20. I'm not good enough at any physical activity to make it fun.	3	2	1	0
21. If we had exercise facilities and showers at work, then I would be more likely to exercise.	3	2	1	0

Scoring and Interpretation

Follow these instructions to score yourself:

- Enter the circled numbers in the spaces provided, putting together the number for statement 1 on line 1, statement 2 on line 2, and so on.
- Add the three scores on each line. Your barriers to physical activity fall into one or more of seven categories: lack of time, social influences, lack of energy, lack of willpower, fear of injury, lack of skill, and lack of resources. A score of 5 or above in any category shows that this is an important barrier for you to overcome.

(1) ____ +(8) ____ +(15) ____ = ____ (Lack of time)

(5) ____ +(12) ____ +(19) ____ = ____ (Fear of injury)

(2) ____ +(9) ____ +(16) ____ = ____ (Social influence)

(6) ____ +(13) ____ +(20) ____ = ____ (Lack of skill)

(3) ____ +(10) ____ +(17) ____ = ____ (Lack of energy)

(7) ____ +(14) ____ +(21) ____ = ____ (Lack of resources)

(4) ____ +(11) ____ +(18) ____ = ____ (Lack of willpower)

NOTE:

Please see Appendix E for suggestions on overcoming physical activity barriers.

APPENDIX E: OVERCOMING PHYSICAL ACTIVITY BARRIERS

Suggestions for Overcoming Physical Activity Barriers

<p>Lack of time</p>	<ul style="list-style-type: none"> ■ Identify available time slots. Monitor your daily activities for one week. Identify at least three 30-minute time slots you could use for physical activity. ■ Add physical activity to your daily routine. For example, walk or ride your bike to work or shopping, organize school activities around physical activity, walk the dog, exercise while you watch TV, park farther away from your destination, etc. ■ Make time for physical activity. For example, walk, jog, or swim during your lunch hour, or take fitness breaks instead of coffee breaks. ■ Select activities requiring minimal time, such as walking, jogging, or stairclimbing.
<p>Social influence</p>	<ul style="list-style-type: none"> ■ Explain your interest in physical activity to friends and family. Ask them to support your efforts. ■ Invite friends and family members to exercise with you. Plan social activities involving exercise. ■ Develop new friendships with physically active people. Join a group, such as the YMCA or a hiking club.
<p>Lack of energy</p>	<ul style="list-style-type: none"> ■ Schedule physical activity for times in the day or week when you feel energetic. ■ Convince yourself that if you give it a chance, physical activity will increase your energy level; then, try it.
<p>Lack of motivation</p>	<ul style="list-style-type: none"> ■ Plan ahead. Make physical activity a regular part of your daily or weekly schedule and write it on your calendar. ■ Invite a friend to exercise with you on a regular basis and write it on both your calendars. ■ Join an exercise group or class.
<p>Fear of injury</p>	<ul style="list-style-type: none"> ■ Learn how to warm up and cool down to prevent injury. ■ Learn how to exercise appropriately considering your age, fitness level, skill level, and health status. ■ Choose activities involving minimum risk.
<p>Lack of skill</p>	<ul style="list-style-type: none"> ■ Select activities requiring no new skills, such as walking, climbing stairs, or jogging. ■ Exercise with friends who are at the same skill level as you are. ■ Find a friend who is willing to teach you some new skills. ■ Take a class to develop new skills.
<p>Lack of resources</p>	<ul style="list-style-type: none"> ■ Select activities that require minimal facilities or equipment, such as walking, jogging, jumping rope, or calisthenics. ■ Identify inexpensive, convenient resources available in your community (community education programs, park and recreation programs, worksite programs, etc.).

APPENDIX E: OVERCOMING PHYSICAL ACTIVITY BARRIERS

continued from previous page

<p>Weather conditions</p>	<ul style="list-style-type: none"> ■ Develop a set of regular activities that are always available regardless of weather (indoor cycling, aerobic dance, indoor swimming, calisthenics, stair climbing, rope skipping, mall walking, dancing, gymnasium games, etc.) ■ Look on outdoor activities that depend on weather conditions (cross-country skiing, outdoor swimming, outdoor tennis, etc.) as “bonuses”-extra activities possible when weather and circumstances permit.
<p>Travel</p>	<ul style="list-style-type: none"> ■ Put a jump rope in your suitcase and jump rope. ■ Walk the halls and climb the stairs in hotels. ■ Stay in places with swimming pools or exercise facilities. ■ Join the YMCA or YWCA (ask about reciprocal membership agreement). ■ Visit the local shopping mall and walk for half an hour or more. ■ Bring a small tape recorder and your favorite aerobic exercise tape.
<p>Family obligations</p>	<ul style="list-style-type: none"> ■ Trade babysitting time with a friend, neighbor, or family member who also has small children. ■ Exercise with the kids-go for a walk together, play tag or other running games, get an aerobic dance or exercise tape for kids (there are several on the market) and exercise together. You can spend time together and still get your exercise. ■ Hire a babysitter and look at the cost as a worthwhile investment in your physical and mental health. ■ Jump rope, do calisthenics, ride a stationary bicycle, or use other home gymnasium equipment while the kids are busy playing or sleeping. ■ Try to exercise when the kids are not around (e.g., during school hours or their nap time). ■ Encourage exercise facilities to provide child care services.
<p>Retirement years</p>	<ul style="list-style-type: none"> ■ Look upon your retirement as an opportunity to become more active instead of less. Spend more time gardening, walking the dog, and playing with your grandchildren. Children with short legs and grandparents with slower gaits are often great walking partners. ■ Learn a new skill you’ve always been interested in, such as ballroom dancing, square dancing, or swimming. ■ Now that you have the time, make regular physical activity a part of every day. Go for a walk every morning or every evening before dinner. Treat yourself to an exercycle and ride every day while reading a favorite book or magazine.

Source: Centre for Disease Control and Prevention (CDC): *Physical Activity for Everyone: Making Physical Activity Part of Your Life: Overcoming Barriers to Physical Activity*. Retrieved from: <http://www.cdc.gov/nccdphp/dnpa/physical/life/overcome.htm>

APPENDIX F: MEASURING GROUP EFFECTIVENESS¹⁴

Have each community partner complete and score this tool individually. The scores are discussed as a group, which provides an opportunity to address and resolve any weaknesses in group effectiveness.

Circle one number for each question

■ To what degree did we accomplish our task(s)?

1 NOT AT ALL 2 VERY LOW 3 4 FAIRLY HIGH 5 VERY HIGH

■ How well did we use our time?

1 TOTALLY INEFFECTIVELY 2 VERY POORLY 3 4 FAIRLY WELL 5 VERY WELL

■ To what degree did everyone understand our objectives?

1 NOT AT ALL 2 VERY CONFUSED 3 4 FAIRLY CLEAR 5 VERY CLEAR

■ To what extent did we use the ideas of the people in our group?

1 NOT AT ALL 2 ONLY A FEW HAD INPUT 3 4 MOST HAD INPUT 5 ALL HAD INPUT

■ What was the level of trust and respect among group members?

1 NONE 2 GUARDED, SUSPICIOUS 3 4 MODERATE TRUST 5 HIGH TRUST

■ To what extent was support of one another shown in our group?

1 NONE 2 NOT MUCH SUPPORT 3 4 QUITE A LOT SUPPORT 5 HIGH CONCERN FOR ALL

■ How well did we listen to each other?

1 TUNED OUT 2 VERY LOW 3 4 FAIRLY HIGH 5 VERY HIGH

■ How well did we deal with and resolve differences?

1 DODGED COMPLETELY 2 NOT VERY WELL 3 4 FAIRLY WELL 5 VERY WELL

■ To what extent did this group satisfy my own needs and expectations?

1 NOT ALL ALL 2 A LITTLE 3 4 FAIRLY WELL 5 VERY WELL

PLEASE USE THE OTHER SIDE FOR COMMENTS

Count the number of times each number was circled. The effectiveness rating is the range of most frequently circled numbers (e.g. If most of the numbers circled are 4 and 5, the group effectiveness is high-moderate to very high.)

	# of times circled	Rating
1		Very Low to
2		Low Effectiveness
3		Moderate Effectiveness
4		High-Moderate to
5		Very High Effectiveness

¹⁴ Credit: National Safety Council. 2002. U.S.

APPENDIX G: METHODS OF GETTING FEEDBACK

Focus Groups

Attributes	Strengths/Advantages	Weaknesses/Disadvantages
<ul style="list-style-type: none"> ■ A carefully planned small group discussion, guided by a skilled facilitator, designed to obtain perceptions in a non-threatening environment. ■ Directed towards collecting information on a specific issue. ■ Can be used to provide different insights into problems and generate potential solutions. ■ Skilled facilitator strongly recommended. 	<ul style="list-style-type: none"> ■ Provides an opportunity for in-depth exploration of perceptions and opinions of a selected number of clients. ■ Efficient collection of qualitative information as it usually involves 6-8 participants. ■ Provides detailed and pertinent information. ■ Group discussion and hearing others' ideas can encourage individuals to express their own views. ■ Permits those not normally attracted to participation to express a view on issues of special concern. ■ Assists with the interpretation of results. 	<ul style="list-style-type: none"> ■ May not be representative. ■ Limited number of questions can be asked in single session. ■ Can be time consuming. ■ Data are difficult to analyze in a strict quantitative sense. ■ Quality of data is influenced by skills of facilitator. ■ Facilitator can influence results. ■ Language barriers. ■ Participants may be shy about expressing their views in a group format.

Questionnaires

Attributes	Strengths/Advantages	Weaknesses/Disadvantages
<ul style="list-style-type: none"> ■ A structured document, using closed or open ended questions, that can be self-administered or interviewer administered. ■ Mode of collection determined by resources, length, sensitivity, complexity, respondents, etc. ■ Best suited to situations where high response rate required. ■ Response scales play a key function in the measurement. 	<ul style="list-style-type: none"> ■ Agenda can be set by planners, giving strength and credibility to the questions. ■ Allows for collation of both qualitative and quantitative data. ■ Relatively inexpensive. ■ Qualitative comments can be included. ■ Flexibility: Can be distributed via mail, telephone and/or online. 	<ul style="list-style-type: none"> ■ Agenda can be set by planners which can lead to bias. ■ Questions must be carefully designed so that they are clear, concise and relevant. ■ The choice of response options can affect how people think and respond to questions. ■ May require software support to record results. ■ Potential to exclude sections of the population. ■ Does not allow for the exchange of ideas and discussion.

APPENDIX G: METHODS OF GETTING FEEDBACK

Panels

Attributes	Strengths/Advantages	Weaknesses/Disadvantages
<ul style="list-style-type: none"> ■ Represents cross-section of population. ■ Can tackle different issues and track changes over time. ■ Allows continuing dialogue with participants. ■ Special needs can be accommodated. 	<ul style="list-style-type: none"> ■ Ongoing relationship with panel provides information over time so covers changing needs and circumstances. 	<ul style="list-style-type: none"> ■ Setting up panels takes time. ■ Research skills needed. Poor samples leads to unreliable results. ■ Not suitable for consulting with small numbers of people. ■ Objectivity can be lost if panels get close to the authority.

In-person Interviews and/or Telephone Interviews

Attributes	Strengths/Advantages	Weaknesses/Disadvantages
<ul style="list-style-type: none"> ■ Detailed discussion with people selected on the basis of their personal experiences. ■ Personal interviews may be structured or unstructured. ■ Both methods require skilled interviewers. ■ Not suited to surveying large groups of people. ■ Requires careful selection. ■ Generally administered using a structured questionnaire. 	<ul style="list-style-type: none"> ■ Direct source of data. ■ Provides for a wide variety of views and high levels of flexibility. ■ Interactive, e.g. visual questions can be used. ■ Allows interviewer the opportunity to correct misunderstandings. ■ Open ended questions may facilitate acquisition of qualitative data. ■ Telephone generally less costly than personal interviews but can take longer to implement and response rate may be lower. 	<ul style="list-style-type: none"> ■ Time consuming for both parties involved. ■ Skilled interviewer required. ■ Scheduling may be difficult. ■ Interviewer bias can influence results. ■ Must be conducted in a conducive environment. ■ Time restraints on the part of participants. ■ Low co-operation rates. ■ Excludes those without telephones.



APPENDIX G: METHODS OF GETTING FEEDBACK

Workshops, Advisory Committees, Public Meeting/Forum

Attributes	Strengths/Advantages	Weaknesses/Disadvantages
<ul style="list-style-type: none"> ■ Structured sessions aimed at producing a plan or program of recommendations. ■ Sub-groups of 8-15 people. ■ Provide ongoing advice on community views. ■ Generally up to 15 members. ■ Provides an opportunity for community representatives to become familiar with the consultation/planning process. ■ Serves secondary function of bringing clients together to advise on policy and inform them about organizational policies. ■ Facilitates the exchange of views. ■ System of interacting with users of services. 	<ul style="list-style-type: none"> ■ Provides a forum for receiving feedback. ■ Source of community viewpoints. ■ Provides ongoing advice and comment on developing proposals or policies. ■ Allows members to identify and seek measures to resolve persisting local problems. ■ Assists in dealing with multiple interest groups. ■ Allows people to respond to the proposals or options devised by experts. ■ Facilitates the exchange of views. ■ Brings a wide range of people together. 	<ul style="list-style-type: none"> ■ May appear exclusive. ■ Advisory committees are not elected, and therefore have legitimacy problems claiming to speak for others. ■ May be non-representative of the community or user groups. ■ Meetings can be time consuming and dominated by members of unequal status, knowledge and expertise. ■ May have difficulty in 'delivering' the interest groups or points of view they are appointed to represent. ■ Ability of facilitator crucial to success.

DEFINITIONS

Quantitative: Concerned with observations that involve measurements and numbers. (e.g. "My pedometer shows that I have walked 8,000 steps today," is a quantitative observation.)

Qualitative: Concerned with understanding the processes which underlie various behavioural patterns. "Qualitative" is primarily concerned with "Why" rather than "How much". (e.g. "I am more motivated to be physically active when I do activity with friends rather than by myself," is a qualitative observation.)

APPENDIX H: SAMPLE QUESTIONNAIRE

Questionnaire for Walking Program Participants

We are evaluating our walking programs. We are conducting a confidential questionnaire and we are hoping you are willing to answer a few questions to help in our evaluation.

- When did you join the walking program and how did you find out about it?

When

.....

Found out

.....

- On average, how often do you participate in this walking program? *(check one)*

- Once a week
- Once every two weeks
- More than once a week
- Less than once every two weeks

- On average, how long does each walk last? *(check one)*

- Less than 30 minutes
- 30 minutes to an hour
- One hour or more

- Do you prefer taking part in longer or shorter walks? *(check one)*

- Long
- Short
- No preference

- Do you have any problems completing the walks? *(check one)*

- Yes
- No
- Sometimes

IF YES OR SOMETIMES, why?

.....

- What are the main reasons that motivated you to join the walking program? *(check one)*

- Socializing/meeting people
- Recommendation from a doctor
- Improving fitness
- Other reason *(please specify):*
- To enjoy the outdoors

- On a scale of 1 to 10, with 1 being 'not active' and 10 being 'very active', how active would you say you were BEFORE you took part in the walking program? *(circle one number)*

1 2 3 4 5 6 7 8 9 10

- Using the same scale, how active are you SINCE you took part in the walking program? *(circle one number)*

1 2 3 4 5 6 7 8 9 10

- Have you noticed any physical benefits as a result of taking part in the walking program? *(check one)*

- Yes
- No
- Not sure

continued on next page

APPENDIX H: SAMPLE QUESTIONNAIRE

- Will you to continue to walk in the future? Yes No Not sure

IF YES, why?

- Because it increases my feeling of wellbeing
- Because it helps me sleep better
- Because it gives me more energy
- Other reason *(please specify)*:

- Since starting the walking program, have you made any more changes to your lifestyle? *(check one)*

- I have been walking more in my daily life
- I eat a healthier diet
- I have started other forms of exercise
- Other *(please specify)*:

- Outside of the walking program, what type of walking do you do most frequently? *(check one)*

- Don't walk outside of the walking program
- Walking with heavy shopping (e.g. groceries)
- Walking at a slower pace
- Walking at a faster pace
- Other *(please specify)*:

- Using the 1 to 10 scale again, with 10 being 'very important', how important do you think it is to have a walk leader? *(circle one number)*

1 2 3 4 5 6 7 8 9 10

- Do you feel the walking program was well coordinated? Yes No

- Do you feel the walking program was well advertised? Yes No

- Outside of the walking program, what type of walking do you do most frequently? *(check one)*

- Harder or longer walks
- More frequent walks
- More people joining
- More walking routes
- Other *(please specify)*:

- Would you say that your experience of the walking program has been positive?

- Yes No

IF IT HAS NOT BEEN POSITIVE, can you explain why? *(please use the back of this form)*

- Ethnic background _____ Gender: Male Female

- Age Range *(check one)*

- Teens 20s 30s 40s 50s 60+

Thank you very much for your input!

APPENDIX I: 12 MONTH PROMOTIONAL CALENDAR¹⁵

JANUARY

READY-SET-GO

New Year's resolution get-started activities:

- Offer educational sessions for beginners who want to start active living programs
- Begin indoor mall walking programs
- Promote and initiate individual counseling service for those wanting to begin physical activity programs
- Offer goal-setting incentive programs
- Offer physical fitness testing
- Hold an Open House/New Year's resolution week

FEBRUARY

DANCE FOR HEART

- Participate in Dance for Heart, an aerobics fund raiser sponsored by the Heart and Stroke Foundation
- Offer dance classes in old-time dance, highland dance
- Arrange demonstrations in tai-chi, martial arts, ribbon dancing
- Discover the great indoors with an indoor scavenger hunt, walking weekend cultural tour of library/museums

MARCH

FUEL YOUR ACTIVITY MONTH

- ActNow BC Day (March 18)
- Organize a "Fit Fest" team challenge
- Stage a fund-raising bicycle tune-up service
- Stage a pot-luck lunch with active living wear fashion show

- Plan a Hawaiian beach party at a local pool complete with palm trees at pool side and water polo with inner-tubes

APRIL

SPRING-TUNE UP

- Organize "Spring Tune-up" fair with check-out stations for running shoe tread, blood (valve) pressure, heart (engine) health, and so on. Involve community groups and company departments.
- Contact the Cancer Society for Cancer Month events, such as Relay For Life
- Stage a Spring Flowers Scavenger Hunt

MAY

NATIONAL PHYSICAL ACTIVITY MONTH

- Move For Health Day (May 10)
- SummerActive (May and June)
- Take part in "May Madness Marathon Month", an activity incentive challenge organized as part of National Physical Activity Month
- Hold a noon-hour bike maintenance workshop
- Take part in National Sneaker Day; offer prizes and a lunch-hour walk
- Hold a "best executive legs" contest

JUNE

FRESH AIR MONTH

- SummerActive (May and June)
- Contact Environment Canada about Environment week
- Plug into Occupational Health and Safety Week
- Encourage "fresh air" cycling or walks to work

¹⁵ Credit: Leisure Information Network, Canada. (adapted)

APPENDIX I: 12 MONTH PROMOTIONAL CALENDAR

- Plan a Spring into Summer family walk, followed by a barbecue
- Recruit teams for the YMCA Corporate Challenge Week
- Hold a clean-up event for debris in surrounding grounds or local park

JULY

WATER SAFETY AWARENESS MONTH

- Contact the Canada Safety Council about National Boat Safety Week; combine with walking activities
- Organize an outdoors safety camp with tips for activities such as boating and camping

AUGUST

GREAT OUTDOORS MONTH

- Hold a company family picnic with volleyball, softball, horseshoe pitch, face painting, tug-of-war, clowns, and more
- Plan a “Shorts and Shades” walk followed by a pot-luck beach party
- Arrange camping and hiking adventures for families

SEPTEMBER

FALL INTO FITNESS

- Support family participation in the Terry Fox Run
- Hold a “So Long to Summer” barbecue
- Plan a fall program kick-off and promotional events such as membership draws for reduced rates at community facilities
- Arrange a “Collecting the Colours of Fall” scavenger event
- Hold a “Theatre Under the Stars” talent show event

OCTOBER

“TALKING BACK” MONTH

- Canada’s Healthy Workplace Week
- Sponsor physical activities focusing on exercise and back safety
- Contact the Worker’s Compensation Board for information on back care at work
- Promote frequent stretch breaks
- Plan a special theme day to celebrate Halloween with healthy trick-or-treat samples and pumpkin draws

NOVEMBER

TURKEY-TROT MONTH

- Take part in “The Turkey Trot”, a two-week activity incentive challenge
- Hold an educational session on being active in the cold weather
- Hold a pre-ski tune up, for equipment and bodies

DECEMBER

HEALTHY HOLIDAYS

- Hold a “Gift of Christmas” caroling and walking tour to gather toys and food for needy families
- Stage ‘The Twelve Days of Fitness’ with activities to get people through the holiday season
- Hold annual incentive awards and recognition events

APPENDIX J: STAYING MOTIVATED¹⁶

It is important to try and keep people motivated. Here are a few suggestions for helping people to stay motivated:

- It is important to try and keep people motivated. Keep in contact with walkers and volunteers to keep them motivated. Regular contact also provides an opportunity to find out how much they have been walking.
- Information sessions with a guest speaker can be beneficial for keeping community partners, volunteers and walkers motivated. Examples could include the following: a physiotherapist to demonstrate stretching exercises, a dietician to advise on healthy eating and food issues, a podiatrist to talk about foot care and suitable footwear, a naturalist to talk about the local plants, parks and trails.
- Encourage volunteer leaders to undertake First Aid or CPR training through Red Cross, St. Johns Ambulance or other providers. Develop an accreditation or certification program for volunteer walk leaders.
- Conduct the occasional walk in the community indoor swimming pool for walkers and volunteers.
- Take the walking group to the local shopping centre and conduct a mall-walking shopping tour. If the mall includes a food store, examine food labels and discuss healthy food alternatives.
- The walking group may like to be involved in the development of a walking route with maps and descriptions of the routes that are used.
- Encourage walkers to host other walks in their community. This encourages each walker to take a leadership role and expands the list of suitable walks. Document any walks suggested by participants so that they can be used in the future. This is also a way that walkers can see that they are making a contribution to the whole group and promotes socializing within the group.
- Ask the walkers for suggestions for walk-related activities, e.g. a guided tour or a one hour walk and picnic.
- Wearing a pedometer can increase motivation to walk¹⁷ because some participants like to track their progress in tangible ways. A log to track pedometer steps and distance is included in Making Every Step Count.
- Encourage the walkers to bring a friend or partner with them on some of the walks. This gives the walker an opportunity to introduce their friends to the group, promotes socializing and companionship as well as adherence to activity, and increases membership.
- Decide on a place to have an end of walk cup of tea/coffee and chat. Use this time to decide where to walk next week.
- Hold a meeting so that interested walkers can meet each other, the planners, and the volunteers.

¹⁶ Credit: Get Walking Tasmania: www.getwalking.tas.gov.au/index.html

¹⁷ The Running Room. Retrieved from: <http://www.runningroom.com/content/?lan=1&id=1960>

APPENDIX K: WALKING HANDBOOK EVALUATION FORM

Your comments and suggestions are helpful for future developments, promotion, distribution and implementation of this resource. Please note, all feedback is confidential and the information you provide will not be associated with your contact information. Your participation in the survey is voluntary and you do not need to answer any questions you do not feel comfortable answering. Your responses are completely confidential in accordance with our privacy policy and the Personal Information Privacy Act.

1. Please indicate your sex (*check one*) Male Female

2. Please indicate your age range (*check one*)

20-24 25-29 30-39 40-49 50-59 60+

3. Did you use the Walking Handbook?

YES (*If yes, please continue to question 4*) No

If No, please indicate what prevented you from using the Walking Handbook? (*check one*)

Lack of time to use the Handbook Did not like the concept of the Handbook

Other (*please specify*)
.....

If you did not use the Walking Handbook, thank you very much for your feedback.

4. How did you use the Walking Handbook? (*check one or both*)

Individually (on your own) Part of Group

5. What did you like about the Handbook?

What did you dislike about the Handbook?

APPENDIX K: WALKING HANDBOOK EVALUATION FORM

6. Check any **barriers** you may have experienced to using the Handbook (*check all that apply*)

- | | |
|---|---|
| <input type="checkbox"/> a preference for doing other things,
lack of spare time | <input type="checkbox"/> fear of not fitting in, self-conscious,
a self-perception of not being 'sporty' |
| <input type="checkbox"/> don't like exercise | <input type="checkbox"/> lack of child care |
| <input type="checkbox"/> too many other home responsibilities | <input type="checkbox"/> cost (for shoes/clothing) |
| <input type="checkbox"/> poor general health, chronic medical condition | <input type="checkbox"/> distance or transportation problems |
| <input type="checkbox"/> fear of injury | <input type="checkbox"/> language barriers |
| <input type="checkbox"/> lack encouragement, support, or companionship
from family and friends | <input type="checkbox"/> absence of someone from one's
own background or culture |

7. How would you rate the **usefulness** of the Walking Handbook? (*check one*)

- Poor Good Excellent

8. How would you rate the **quality** of the Walking Handbook? (*check one*)

- Poor Good Excellent

9. Do you feel that the Handbook was effective in helping you to start a walking routine? (*check one*)

- Not at all A little A lot Not sure

10. Please indicate the number of times per week you participated in walking **prior** to using the Handbook.

- Poor 1-2 days/week 3-4 days/week 5+

11. Please indicate the number of times per week you **currently** participate in walking.

- Poor 1-2 days/week 3-4 days/week 5+

12. Did you use a pedometer? Yes No

12. Do you have any additional comments regarding the Walking Handbook?

Thank you for completing this questionnaire!

APPENDIX L: WALKING HANDBOOK TRACKING FORM

Distribution of the Walking Handbook Tracking Form

Please document all distribution activities of the Walking Handbook.

Name of Distributor

Location

Date (dd/mm/yy)	Who was it distributed to?	# of copies distributed?	Method of distribution?
	<input type="checkbox"/> Community representative <input type="checkbox"/> Organization representative <input type="checkbox"/> Individual <input type="checkbox"/> Other:		<input type="checkbox"/> Event <input type="checkbox"/> Promotional Talk <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Other:
	<input type="checkbox"/> Community representative <input type="checkbox"/> Organization representative <input type="checkbox"/> Individual <input type="checkbox"/> Other:		<input type="checkbox"/> Event <input type="checkbox"/> Promotional Talk <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Other:
	<input type="checkbox"/> Community representative <input type="checkbox"/> Organization representative <input type="checkbox"/> Individual <input type="checkbox"/> Other:		<input type="checkbox"/> Event <input type="checkbox"/> Promotional Talk <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Other:
	<input type="checkbox"/> Community representative <input type="checkbox"/> Organization representative <input type="checkbox"/> Individual <input type="checkbox"/> Other:		<input type="checkbox"/> Event <input type="checkbox"/> Promotional Talk <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Other:
	<input type="checkbox"/> Community representative <input type="checkbox"/> Organization representative <input type="checkbox"/> Individual <input type="checkbox"/> Other:		<input type="checkbox"/> Event <input type="checkbox"/> Promotional Talk <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Other:
	<input type="checkbox"/> Community representative <input type="checkbox"/> Organization representative <input type="checkbox"/> Individual <input type="checkbox"/> Other:		<input type="checkbox"/> Event <input type="checkbox"/> Promotional Talk <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Other:

Credit OPHEA: Walk This Way resource, Ontario

WALKING PROGRAM RESOURCE GUIDE
APPENDIX M: LINKS TO LOCAL(BC), NATIONAL & INTERNATIONAL RESOURCES

References and Resources List Table

Name of Source	Website	Description of Source
Penitcton Steps Out Walking Festival	http://www.stepsout.com/penitcton/	Penitcton Steps Out is a walking/pedometer program with a focus on physical activity and healthy living. This initiative is led by the dedicated staff of the City of Penitcton Community Centre. "Join the team as we inspire, assess and empower you to take positive steps to better health and wellness. We will monitor your progress and give you helpful advice on healthy living and eating choices. Meet new people, get active and win prizes!" Canada
Walk to Whistler - Fort St. John	http://www.walktowhistler.com/	Fitness challenge. Fort St. John has created "Walk to Whistler", challenging people to walk the distance from their community to Whistler, site of many 2010 Olympic events. The City has kicked it off by challenging their own residents to buy a pedometer, track how much they walk each day, log their progress on this website, and walk the total distance of 1461.7 KM. The City has now extended that challenge to all communities in British Columbia and is encouraging participation from all of Canada and the continental United States. Registered participants will be eligible for a number of draw prizes, with a final planned draw prize of two tickets to the Opening Ceremonies of the 2010 Olympics. Canada
Qualicum Beach Newcomers Walking Groups	http://www.qbnewcomers.org/page11/ page11.html	Listing of contacts and locations of walks in area of Qualicum Beach, BC. Canada
Victoria International Walking Festival	http://www.walkvictoria.ca/index.htm	Site for a weekend of walking activities intended to promote health, happiness and harmony between walkers from all parts of the globe. April, 2006. Canada
Volkssport Association of British Columbia	http://www.volkssportingbc.ca/	The Volkssport Association of British Columbia (VABC), formed in 1990, is responsible for co-ordinating all events put on by the British Columbia Volkssport clubs. It also encourages the expansion of Volkssporting throughout British Columbia. The VABC has 15 member clubs in the province of British Columbia. Canada
Walking Women (around BC)	http://www.walkingwomen.org/	Starting as a community-based program providing a service to hundreds of women in the Kelowna and Okanagan area, Walkingwomen is "now reaching out to unite, inform, inspire and build the health of thousands of women across Canada and the U.S.!" Canada
The Centre For Health Promotion	http://www.utoronto.ca/chp/	Best Practices in Health Promotion. The Centre is committed to excellence in education, evaluation and research. In a multi-disciplinary, collaborative context it activates, develops

WALKING PROGRAM RESOURCE GUIDE
APPENDIX M: LINKS TO LOCAL(BC), NATIONAL & INTERNATIONAL RESOURCES

References and Resources Table

Name of Source	Website	Description of Source
The Centre For Health Promotion <i>continued from page 53</i>	http://www.utoronto.ca/chp/	and evaluates innovative health promotion approaches in Canada and abroad. The Centre is committed to excellence in education, evaluation and research. In a multi-disciplinary, collaborative context it activates, develops and evaluates innovative health promotion approaches in Canada and abroad. Canada
The Centre for Health Promotion Studies	http://www.chps.ualberta.ca	Premier provider of health promotion graduate education and research with extensive community and academic partnerships. Canada
Cochrane Health Promotion and Public Health Field	http://www.cochrane.mcmaster.ca/	The Cochrane Health Promotion and Public Health Field, an entity of the Cochrane Collaboration, seeks to represent the needs and concerns of health promotion and public health practitioners in the Collaboration's work. Effectively, this entails promoting the production and use of systematic reviews of effectiveness of health promotion and public health interventions. International
Health In Action	http://www.health-in-action.org/	Health In Action (HIA) is the premier source of information on health promotion, injury prevention and population health for practitioners in Alberta. Canada
Healthy Alberta	http://www.healthyalberta.com/	Goals: To encourage and support Albertans to become more physically active and in eating healthier and more wisely; To increase the number of Albertans who are physically active; To increase the number of Albertans who eat at least five to ten servings of fruits and vegetables per day. Canada
Nova Scotia "Best Practices Approach" to Health Promotion Vibrant Communities	http://www.hpclearinghouse.ca/ http://tamarackcommunity.ca/g2.php	The Health Promotion Clearinghouse (HPC) is a resource system that supports community health promotion work. Canada Mission: In order to reduce poverty and enhance the quality of life in households throughout Canada, Vibrant Communities provides a process and a working environment where diverse community leaders from across the country work together to share ideas, practices and policies that strengthen their community-based poverty reduction initiatives. Canada
CDC Prevention	http://www.cdc.gov/nctinfo.htm	Centre for Disease Control (CDC) Recommends is a searchable storehouse of documents containing CDC recommendations on a variety of health, prevention, and public health practice issues. US

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Name of Source	Website	Description of Source
Guide to Clinical Preventive Services	http://ahrq.gov	US Preventative Services Task Force. US
Community Preventive Services	http://www.cdc.gov	Division of CDC provides leadership in the evaluation of community, population, and health-care system strategies to address a variety of public health and health promotion topics such as physical activity. US
Evidence based health promotion	http://www.health.vic.gov.au/healthpromotion/quality/evidence_index.htm	Goal: to support evidence-based practice in the planning and implementation of effective health promotion action. Australia
Health-Evidence.ca	http://health-evidence.ca/default.aspx?lang=en	Goal: to facilitate the adoption and implementation of effective policies/programs/interventions at the local and regional public health decision-making levels across Canada. Canada
Healthy People 2010	http://www.healthypeople.gov/	The purpose of this site is to make information and evidence-based strategies related to the Healthy People 2010 objectives easier to find. The National Library of Medicine and the Public Health Foundation staff have worked together to develop pre-formulated search strategies for selected Healthy People 2010 focus areas. US
Canadian Health Network	http://www.canadian-health-network.ca/	Goal: to help Canadians find the information they're looking for on how to stay healthy and prevent disease. CHN does this through a unique collaboration – one of the most dynamic and comprehensive networks anywhere in the world. This network of health information providers includes the Public Health Agency of Canada, Health Canada and national and provincial/territorial non-profit organizations, as well as universities, hospitals, libraries and community organizations. Canada
The Center for Nutrition Policy and Promotion	http://www.cnpp.usda.gov/AboutCNPP.html	The Interactive Healthy Eating Index (IHEI) is an online dietary assessment tool that provides information on your diet quality, related nutrition messages and links to nutrient information. The Physical Activity Tool, an addition to the IHEI, assesses your physical activity status and provides related energy expenditure information and educational messages. Use of this tool enhances the link between good nutrition and the health benefits of regular physical activity. US
Public Health Foundation	http://www.phf.org/	The Public Health Foundation (PHF) is dedicated to achieving healthy communities through research, training, and technical assistance. US

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Name of Source	Website	Description of Source
WHO	http://www.euro.who.int/ehrc2005/partwo/20050818_13	World Health Organization. International
Mothers in Motion Encouraging women to be active with their children	http://www.caaws.ca/mothersinmotion/baby/activity_e.html	Getting new moms back into a physical activity routine or getting them active for the first time after giving birth is the goal of a new website called Mothers in Motion. Canada
CDC Preventing Chronic Disease	http://www.cdc.gov/pcd/	Site for the peer-reviewed electronic Journal established by CDC to provide a forum for public health researchers and practitioners to share study results and practical experience. The Journal is published by the National Center for Chronic Disease Prevention and Health Promotion, one of eight centers within the Centers for Disease Control and Prevention. US
Journal of Rural Health	http://www.nrharural.org/pubs/sub/JRH.html	Quarterly journal published by the NRHA, offers original research encompassing evaluations of model and demonstration projects to improve rural health, statistical comparisons of rural and urban differences, and mathematical models examining the use of health care services by rural residents. US
The Ramblers	http://www.ramblers.org.uk/campaigns/	Britain's biggest walking charity for 70 years. Goals: to promote walking and to improve conditions for everyone who walks in England, Scotland and Wales. UK
seeMOMMYrun.com	http://www.seemommyrun.com/	This is a free Internet service to help women find or start child-friendly running or walking groups convenient to their personal geographic needs, time constraints, and fitness abilities. US
Halton Come Walk with Us	http://www.region.halton.on.ca/health/healthymoms/activity/come_walk_with_us/default.htm	Website linking people to resources, walkers (indoors and out), and community. Canada
Walk 2000	http://www.birmingham.gov.uk/GenerateContent?CONTENT_ITEM_ID=2790&CONTENT_ITEM_TYPE=0&MENU_ID=5051	Walking groups happen all over Birmingham and are ideal for people looking for a gentle safe activity to help to start to improve their health. UK
Safe Routes to School	http://www.saferroutestoschools.org/	Safe Routes to Schools is a popular program spreading across Canada and the U.S. designed to decrease traffic and pollution and increase the health of children and the community. The program promotes walking and biking to school through education and incentives that show how much fun it can be. The program also addresses the safety concerns of parents by

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References and Resources List Table

Name of Source	Website	Description of Source
Safe Routes to School <i>continued from page 56</i>	http://www.saferrouteschools.org/	encouraging greater enforcement of traffic laws, educating the public, and exploring ways to create safer streets. US and Canada
Pram Walking Groups	http://www.dstr.nsw.gov.au/active/h_pramwalk.asp	Australia: Groups of new mums are getting together for exercise and to talk and have fun – while they walk their babies. Australia
Walking New Zealand <i>(Magazine to support Groups)</i>	http://www.walkingnewzealand.co.nz/index.html	"WALKING NEW ZEALAND" monthly magazine dedicated to walking. NZ
Push Play with Active Christchurch	http://www.ccc.govt.nz/Facilities/Walking/WalkingGroupsBrochure.pdf	A campaign aimed at getting more people more active more often. NZ
Swirndon Walking Groups	http://www.swirndon.gov.uk/leisureport/healthandfitness/walking.htm	Different walking groups featured. Provides ideas for interactive website which supports walking groups. UK
Walking programs in Western Australia	http://www.dpi.wa.gov.au/walking/1539.asp	Listing of types of walking programs in West Australia, including interactive website. Australia
Walk Arlington	http://www.walkarlington.com/about/index.html	Link to varied website of walking groups and resources. US
Seniors.Gov.Au	http://www.seniors.gov.au/Internet/seniors/publishing.nsf/Content/Event+-Free+Heart+Foundation+walking+groups	Links to Free Heart Foundation walking groups are available throughout Queensland, Australia. Australia
Heart Foundation	http://www.heartfoundation.com.au/index.cfm?page=210	'Just Walk It' is Australia's largest group walking program with 4500 participants in 75 towns and cities across Queensland. It is a free program which aims to help people become more physically active by walking regularly as part of a group. Australia
Dog Walkers Group	http://countrysideaccessforum.hants.org.uk/walking/walkingdoggroup.html	Walking groups aimed specifically at dog walkers. UK
Hiking Dykes Walking Groups	http://reespace.virgin.net/hiking.dykes/walking.htm	Link to lesbian walking groups. UK

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Name of Source	Website	Description of Source
Active 2010 Ontario	http://www.active2010.ca/index.cfm?fa=english_Tools.walk	ACTIVE2010 is a new comprehensive strategy to increase participation in sport and physical activity throughout Ontario. Canada
Active 2010 Ontario	http://www.active2010.ca/toolkit/en/tools/revised%20toolkits-s-e05.htm	Toolkit: This Tool's checklist lets you assess how "walkable" a community is. It will help identify barriers that keep people from walking. Canada
Canadian Fitness Lifestyle Research Institute	http://64.26.159.200/cflr/tips/93/LT93_05.html	The mission of the Canadian Fitness and Lifestyle Research Institute is to enhance the well-being of Canadians through research and communication of information about physically active lifestyles to the public and private sectors. Canada
Indiana University Health Centre	http://www.indiana.edu/~health/walk2.html	Walking Steps to a healthier lifestyle. Campus walking program. US
Mall Walking in Niagara	http://www.regional.niagara.on.ca/living/health_wellness/physicalactivity/mallwalking.aspx	Mall walking provides a safe environment in which you can exercise without concerns of weather or personal safety. Canada
Public Health Agency of Canada	http://www.phac-aspc.gc.ca/pau-nap/paiguide/older/community.html	Physical Activity Unit of the PHAC. Canada
In motion - Saskatoon	http://www.in-motion.ca/walkingworkout/	The in motion walking workout program is set up to assist anyone in meeting physical activity goals based on how active they currently are. There are walking programs for beginners (relatively inactive individuals) to advanced (those already active and looking for a challenge). Canada
Kingston Health Unit	http://www.healthunit.on.ca/programs/activity_events.html	Physical Activity resources – including walking route maps for ideas. Canada
Cardiac Prevention and Rehabilitation Centre	http://www.stmichaelshospital.com/content/programs/cardiac/risk_reduction/mallwalking.asp	CPRC dedicated to treating patients and their families who have heart disease. This website has been created as an educational tool for people with heart disease and for those without. Canada
Sample Walking Program	http://www.nhlbi.nih.gov/health/prevnt/p_active/walk.htm	Walking program and motivation. US
The Walking Site	http://www.thewalkingsite.com/	"WHY I WALK" CONTEST and BEGINNING A FITNESS WALKING PROGRAM.

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References and Resources List Table

Name of Source	Website	Description of Source
Walking the Way to Health	http://www.whi.org.uk/index.asp	WHI (Walking for Health Initiative) is for everyone with an interest in walking for health, particularly those who take little exercise or who have poor health. WHI offers information, support and encouragement to complete beginners, existing walkers and health and leisure professionals. UK
America's Walking	http://www.pbs.org/americaswalking/	Quizzes on readiness, Fitness Personality, and Neighborhood Walkability. Online, instant scoring. US
UK Walking WebRing	http://h.webring.com/hub?ring=ukwalk	Walking WebRing was set up to link together sites with content of interest to walkers and hikers in the UK-England, Scotland, Wales and Northern Ireland. If you are looking for walking or hiking information in the UK then this is the place to look. UK
Physical Activity Resource Centre (PARC) - Walk This Way	http://www.ophea.net/parc/walkthisway.cfm	PARC is a member of the Ontario Health Promotion Resource System (OHPRS) which was established in April 2003 with a mandate to provide support to Physical Activity Promoters working in Public Health, Community Health Centres and Recreation Centres across Ontario. PARC is managed by Ophhea (Ontario Physical and Health Education Association) and is funded by the Ministry of Health and Long-Term Care as part of the Ontario Public Health Promotion Resource System (OHPRS). Canada
Walk This Way - Kit Order website	http://www.region.halton.on.ca/health/programs/hearthealth/physical_activity/walkthisway.htm	Canada
Walk This Way - SFU	http://www.region.halton.on.ca/health/programs/hearthealth/physical_activity/walkthisway.htm	28 day walking program. Canada
Walk For Life	http://www.eginhealth.on.ca/default.asp	Walking For Life is intended to be a ready-to-go and coordinator-friendly program encouraging physical activity in the workplace. Canada
Walking Club Package	http://www.infonet.st-johns.nf.ca/providers/nhnp/docs/walkingclub.html	This Walking Club package contains all elements needed to get a club started. Participants may decide to walk on their own or possibly as part of a team of two, three or more individuals. All participants will receive a personal walking diary if desired, once per month all individuals and teams in the club can record their distance traveled for the month on a wall chart. You may wish to award prizes for meeting challenging distances like 100 kilometres or the equivalent of walking across the province or the country. (Note: Have to order the package.) Canada

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References and Resources Table

Name of Source	Website	Description of Source
Walking Tour of Canada	http://asrts.goforgreen.ca/english/index.aro	Link is to a web-based resource to encourage students to incorporate walking, cycling or inline skating into their daily lives. Go for Green is a national non-profit, charitable organization encouraging Canadians to pursue healthy, outdoor physical activities while being good environmental citizens. Canada
Heart Foundation of Australia	http://www.heartfoundation.com.au/index.cfm?page=790	The Heart Foundation is the leading group walking agency in Brisbane, delivering its own 'Just Walk It' program as well as Brisbane City Council's Gonedwalking program. Together these two programs help over 1200 Brisbane residents to become more physically active in their local community. Australia
Active Christchurch Walk Programme	http://www.active.christchurch.org.nz/Walking.asp	Sunday Walk The Active Christchurch Sunday Walk Program. "Make a fresh start! Join a guided local walk and discover some hidden gems in your local community!" NZ
Get Walking Tasmania project	http://www.getwalking.tas.gov.au/Walking_Groups/all_walking_groups.php	Walking program is aimed at increasing Tasmanians' level of physical activity through the promotion of walking. "Walking is a simple yet highly effective mode of physical activity and has many benefits." Tasmania
Walk Missouri	http://walkmissouri.com/index.html	The Walk Missouri campaign was a 5 month campaign. Limited success, but well researched, and well evaluated. The steps for implementation, promotion, etc. are excellent, but they fall down on community integration and sustainability. Nevertheless, some excellent background info, promotional concepts and materials. US
Heart and Stroke Foundation of Canada	http://ww2.heartandstroke.bc.ca/Page.asp?PageID=740&RecordID=2278&Src=news&language=English&CategoryID=15&From=Feature	The Hearts in Motion™ Walking Clubs are a Heart and Stroke Foundation program designed to encourage people to participate in regular physical activity by walking. Canada
West Edmonton Mall Walking Prgm	http://www.westedmall.com/hours/walknrollers.asp	Walking Program - "Walk the mall 24 hours per day." Canada
Out of Towners Walking Group	http://www.outoftowners.org/	Walking Group for Gay Men. UK

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APPENDIX M: LINKS TO LOCAL(BC), NATIONAL & INTERNATIONAL RESOURCES

PDF Files Inventory

Name of File	Source	Description
Approaches to Increase Walking & Cycling - A synthesis of research evidence to identify effective, appropriate and promising approaches to encourage walking and cycling	The Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre) is part of the Social Science Research Unit, Institute of Education, University of London	Physical activity as part of a daily routine in the UK has been in decline over the past twenty years, with a subsequent increase in obesity and related health problems. Incorporating more active forms of travel, such as walking and cycling, into people's daily routine is one way to boost physical activity. There is significant interest across several government departments to obtain a mass shift in activity levels. But understanding which strategies work, as well as for whom and why they work and in what context, would help to inform policy decisions about increasing walking and cycling.
Australia – Adults Guide Physical Activity – An active way to better health.	Australian Gov 1999	This brochure sets out four steps to better health for Australian adults. Together, guidelines 1-3 recommend the minimum amount of physical activity you need to do to enhance your health. They are not intended for high-level fitness, sports training or weight loss. To achieve the best results, try to carry out all three guidelines and combine an active lifestyle with healthy eating.
Australia Guide Kids Physical Activity - AUSTRALAS PHYSICAL ACTIVITY RECOMMENDATIONS FOR 5-12 YEAR OLDS.	Australian Gov 2004	Encouraging kids to be active when they are young also establishes a routine that could stay with them throughout their life.
Australia Guide Youth Physical Activity - AUSTRALAS PHYSICAL ACTIVITY RECOMMENDATIONS FOR 12-18 YEAR OLDS.	Australian Gov 2004	As indicated in title.
Australia Newsletter – Promo – Newsletter of the 'Just Walk It' and Gonerwalking programs	Australia Heart Foundation	As indicated in title.
Barriers School Walk Program – Barriers to Children Walking to or from School – United States, 2004	CDC	This report examines data from the 2004 Consumer Styles Survey and a follow-up re-contact survey to describe what parents report as barriers to their children aged 5-18 years walking to or from school.
Canadian Lifestyles Fitness Research Institute - Barriers to Physical Activity	CLFRI - Canada	As title indicates.

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Name of File	Source	Description
CDC Improving access to walking - Creating or Improving Access to Places for Physical Activity is Recommended to Increase Physical Activity	CDC	Strategies that work best in helping people become more physically active.
CDC Physical Activity Summary- Promoting Physical Activity	CDC	The Guide to Community Preventive Services addresses the effectiveness of population based interventions for three approaches to improve physical activity: 1) informational, 2) behavioral and 3) environmental and policy approaches.
Children Physical Activity Barriers & Facilitators - Children and Physical Activity: A Systematic Review of Barriers and Facilitators	The EPPi-Centre is part of the Social Science Research Unit, Institute of Education, University of London.	This report describes a systematic review aiming to survey what is known about the barriers to, and facilitators of, physical activity amongst children aged four to 10.
Effectiveness of School Based Interventions - The Effectiveness of School-Based Interventions in Promoting Physical Activity and Fitness Among Children and Youth: A Systematic Review	Effective Public Health Practice Project - Ontario	Although the Province of Ontario Mandatory Programs and Services Guidelines provide some direction to public health units in promoting physical activity in children and youth, program managers, directors, and medical officers of health have expressed concern over the lack of consensus about effective interventions. This paper addresses those concerns.
Summary – The effectiveness of public health interventions for increasing physical activity among adults	NHS-UK	While much is known about the potential health gains of a physically active and fit population, far less is known about effective interventions for increasing physical activity. This paper addresses those concerns.
Elements for Success - Bringing Health Policy Issues Front and Center in the Community	Journal article	Systemic, environmental, and socioeconomic conditions create the context in which community members deal with their health concerns. Comprehensive, community-based chronic disease prevention interventions should address community-wide or regional policy issues that influence lifestyle behaviors associated with chronic diseases.

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Name of File	Source	Description
<p>Evaluation of Community Level Interventions - Evaluation of community-level interventions for health improvement: a review of experience in the UK</p> <p>Evaluation Steps - Foundational Elements for Program Evaluation Planning, Implementation, and Use of Findings</p>	<p>NHS-UK</p> <p>Journal Article</p>	<p>This is a systematic review of the evaluation of community-level health interventions.</p> <p>A set of foundational elements to provide a vision of program evaluation that informs the technical decisions made throughout the evaluation process.</p>
<p>Exercise to improve Self Esteem in Young</p>	<p>Effective Public Health Practice Project - Ontario</p>	<p>A systematic review undertaken to evaluate the effectiveness of exercise, either alone or as part of a broader intervention, on self-esteem among children and young adolescents.</p>
<p>Increasing Physical Activity Children & Youth - Environmental interventions to improve nutrition and increase physical activity in children and youth</p>	<p>Effective Public Health Practice Project - Ontario</p>	<p>A systematic review conducted to determine the effectiveness of environmental interventions on improving nutrition and/or increasing physical activity in children and youth. Studies reported by outcome – improving nutrition, increasing physical activity, improving nutrition and increasing physical activity and by intervention – environmental only or multi-component.</p>
<p>The Nutrition and Physical Activity Program to Prevent Obesity and Other Chronic Diseases: Monitoring Progress in Funded States</p>	<p>Journal Article</p>	<p>Evaluation parameters.</p>
<p>Interventions to Increase Physical Activity Child & Youth</p>	<p>Effective Public Health Practice Project - Ontario</p>	<p>A systematic review conducted to determine the effectiveness of interventions to increase physical activity in children and youth.</p>
<p>Methods for Measuring Impact – Measuring impact - Improving the health and wellbeing of people in mid-life and beyond</p>	<p>NHS-UK</p>	<p>Paper to support practitioners and policy makers at a local level in implementing and using the evidence of what works to develop mainstream practice and influence policy formulation in this population group.</p>
<p>NZ Walking Groups Brochure</p>	<p>NZ Gov</p>	<p>As title indicates</p>
<p>Barriers to Being Active Quiz</p>	<p>US CDC</p>	<p>As title indicates.</p>

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Name of File	Source	Description
Ontario Older Adult Walking Manual - Keeping Pace	Coalition network	This walking program is a complete package that provides registrants with all of the information and materials necessary to gain full benefit from their participation.
Ontario Walking Guide – A Practical Guide To Starting A Walking Group – Start a walking group today.	City of Hamilton, ONT	Hamilton Walks is an exciting project to encourage local residents to rediscover walking in their everyday lives.
PARC Walk This Way Evaluation Report	PARC-Ontario	A Provincial Evaluation and Needs Analysis for 'Walk this Way': A Self-help Program to Improve Walking Behaviour.
PARC Walk This Way Guide - Using Walk This Way	PARC-Ontario	A Handbook for Health Professionals & Physical Activity Leaders. The Handbook provides background information about walking: a screening tool and practical ideas for promotion distribution of "Walk This Way". Organizations and agencies can refer to the Handbook for information that supports the use of "Walk This Way".
Peachland BC_steps_out_info_package	unknown	Peachland Steps Out is an independent walking program committed to motivate participants to get active and promote healthy living. Pedometers and log cards are provided to encourage goal setting and monitor your success.
A guide to setting up a pram walking group	Australia Parks	Groups of new mums are getting together for exercise and to talk and have fun – while they walk their babies.
Promoting Activity with Minority Populations	UK	The document provides guidance on developing local programs to target black and minority ethnic groups. The ACTIVE for LIFE campaign was launched in 1996 to encourage people in England to take part in more moderate intensity physical activity – like a brisk walk – for half an hour on at least five days of the week. While this guide is intended primarily to support those working on

WALKING PROGRAM RESOURCE GUIDE

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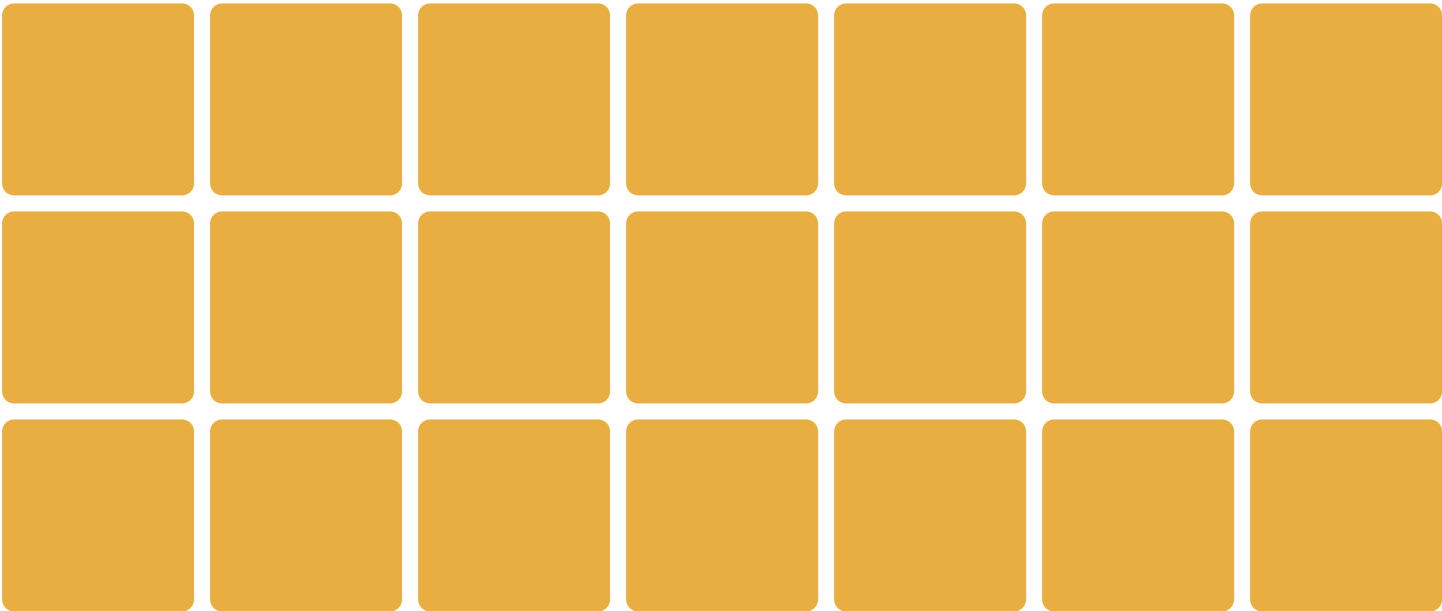
PDF Files Inventory

Name of File	Source	Description
Promoting Activity with Minority Populations <i>continued from page 64</i>	UK	the campaign, it is hoped that the principles set out in the guide will be applicable to broader work in promoting physical activity among minority populations.
Promoting Activity with Young Women	UK	This guide is aimed at professionals or interested individuals who work with young women as a target group, or promote physical activity as a subject area. The promotion of physical activity among young women aged 16-24 presents particular challenges. As title suggests
Promotion Social Marketing – Commentary on the VERB™ Campaign – Perspectives on Social Marketing to Encourage Physical Activity Among Youth WALK MISSOURI 1. Promotion Walk Missouri Poster 2. Walk Missouri Poster.pdf 3. A Community-wide Media Campaign to Promote Walking in a Missouri Town 4. Walk Missouri Promotion.pdf	US Gov	Posters and Promotion for the Walk Missouri Campaign.
Rural vs urban Difference in Physical Activity - Differential correlates of physical activity in urban and rural adults of various socioeconomic backgrounds in the United States	J Epidemiol Community Health 2003;57:29-35	Objectives were to examine: (1) urban-rural differences in physical activity by several demographic, geographical, environmental, and psychosocial variables, (2) patterns in environmental and policy factors across urban-rural setting and socioeconomic groups, (3) socioeconomic differences in physical activity across the same set of variables, and (4) possible correlations of these patterns with meeting of physical activity recommendations.
Safety and Walking FACTORS - Perceptions of Environmental Supports for Physical Activity in African American and White Adults in a Rural County in South Carolina	Journal Article	This study examined the association between perceptions of social and safety-related environmental attributes and physical activity (PA) and walking in African American and white adults.
Walking Trail Barriers and Use.pdf - Identifying Walking and Trail Use Supports and Barriers Through Focus-Group Research	Journal Article	Walking and trail use supports and barriers in a South Carolina county were identified. As part of a community-based participatory research project, focus groups were conducted to develop social marketing activities.

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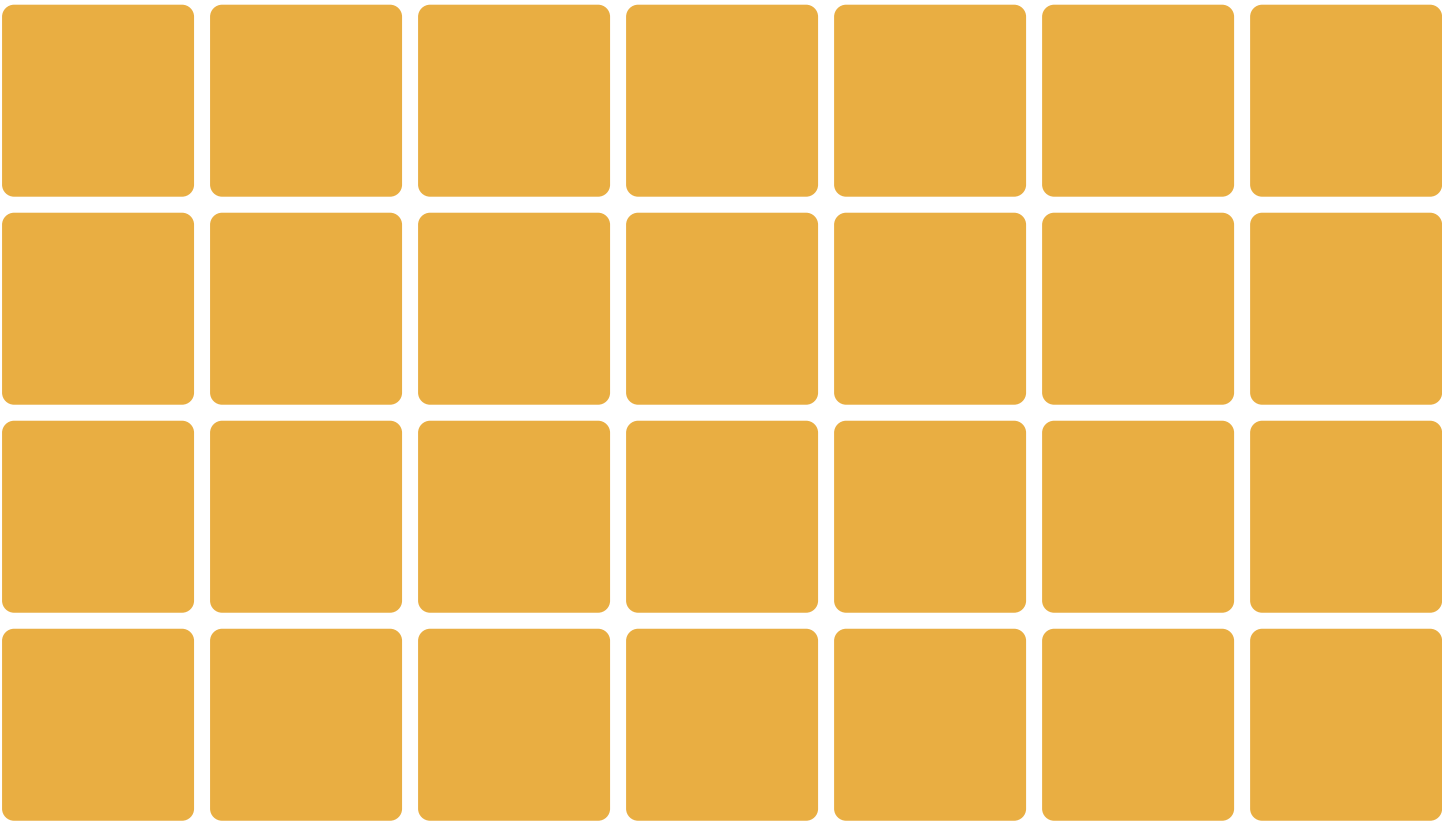
Name of File	Source	Description
School Based Walking Program.pdf -TRAILS, a School-based Walking Program	Journal Article	The Robust American Indian Lifestyle Study (TRAILS), were evaluated by measuring changes in lipid profile, aerobic capacity, and body composition.
SFU Walk This Way Log AND SFU Walk This Way -Pedometer Program	SFU	As title indicates
Stroll your way to well being.pdf	Faculty of Health Sciences, Australia Catholic University	A survey of the perceived benefits, barriers, community support, and stigma associated with pram walking groups designed for new mothers. Sydney, Australia.
Using Community Grants to Increase Physical Activity.pdf - Energizing Community Health Improvement: The Promise of Microgrants	Journal Article	As title indicates
Using Focus Groups.pdf - Using Focus Groups in the Consumer Research Phase of a Social Marketing Program to Promote Moderate-Intensity Physical Activity	Journal Article	There have been few published studies of social marketing campaigns to promote physical activity. In this study, focus groups were key to understanding the target audience in a way that would not have been accomplished with quantitative data alone.
Using Incentive schemes.pdf	UK	Incentive schemes to encourage positive behaviours in young people
Walk Tips Older Adults Ontario.pdf	Active Living Coalition for Older Adults - Ontario	As title indicates
Walk Whistler Release FINAL.pdf- Fort St. John's Walk to Whistler Olympic fitness challenge logs 53,520,395 steps – and counting – as it expands BC-wide	City of Fort St. John, BC	Press Release
Walk_for_Life.pdf - Walk For Life is intended to be a ready-to-go and coordinator friendly program encouraging physical activity in the workplace.	Health unit-Ontario	Increase employee participation in physical activity programs by providing a self help program that relates to the stages of change model.
Evaluation: WHI Walking the Way to Health Full Report.pdf	UK-WHI	Full Report on a best practice walking program in England and Scotland.



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