

Activity Tool Kit

Active Travel Passport.....	2
Active Travel Story.....	5
Short Walk <i>in motion</i> TM Challenge	7
iWALK Banner	9
Active Travel Picture	10
Idling Car Information Cards	12
Greening of the Trees	14
Active Travel Song.....	16
Active Travel Superhero	18
Active Travel News Report.....	20
Walk the World.....	22
Cross Canada Walking Poster.....	25
iSpy/Treasure Hunt.....	26
Pollution You Can See.....	28
Calculate CO ₂ Emissions.....	30

Active Travel Passport

Class/Grade: Grade 1-8

ACTIVITY GOAL:

Encourage student engagement in clean travel methods, specifically active school travel and bus travel. This can build independence and self-confidence in student's ability to use active school travel and/or take the bus on the journey to and from school.

CURRICULUM EXPECTATIONS:

Health and Physical Education - Active Living

Grade 1: A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A3.2

Grade 2: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Grade 3: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1

Grade 4: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1

Grade 5: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1, A3.2

Grade 6: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1

Grade 7: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Grade 8: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

FOUNDATIONS:

Social and Physical Environments

Student Engagement

School and Classroom Leadership

LEARNING/LESSON ACTIVITY DESCRIPTION:

Students and parents will work together to sticker/stamp/check off the mode of travel they use to and from school each day.

REQUIRED RESOURCES:

Passport printouts, Stickers or Stamps (optional)

INSTRUCTIONS:

Setting the Stage

School staff send home passports in September and October newsletter, including a brief message regarding active school travel. Remind parents and students about the passport activity on iWalk day (first Wednesday of October) and instruct them that they are to use the passports between the 2nd and 4th weeks of October 2019.

Activity

Passports can be created using the provided printout template of the active travel passport that can be folded to create a book. School staff should send out an electronic copy of the passports to parents/guardians ahead of time. Parents/guardians are to print out the passport for their child(ren). Some copies of the passport should be available at school for students without access to a computer or printer at home.

Students must first fill in the dates on the lines provided in the calendar. Each day, they will check off their method of travel to and from school either by marking the box with a pen or pencil or by using stickers or stamps in the box corresponding to their mode of travel.

Schools should promote the active travel passport on their various social media accounts, reminding students and parents about the activity. At the end of the activity, schools should celebrate student's success by posting photos and stories of their accomplishments on their social media accounts with the hashtag #gogreentravelclean.

MODIFICATIONS/ACCOMMODATIONS:

Should a school or classroom decide, they may create a competition amongst groups of students for those using the cleanest mode of travel (active travel > bus travel > personal vehicle travel) or those who walked the most amount of days.

ACTIVITY TWEETS

- 1) Backpack check, lunch check, pencils check, notebooks check, and let us not forget our active travel passports. Travel to school and track your travel during the Active Travel Passport Activity! <http://activesaferoutes.ca/climatechange/> #gogreentravelclean
- 2) Track your travel for the month of October! Click here to print out an Active Travel Passport and track how you and your family get to and from school <http://activesaferoutes.ca/climatechange/> #gogreentravelclean
- 3) For the Month of October, track your family's travel to and from school with the Active Travel Passport. Click the link to download your own <http://activesaferoutes.ca/climatechange/>.
- 4) For the month of October, use our Active Travel Passport to track when your family walks, wheels, busses, and limits idling. Print out your own passport at <http://activesaferoutes.ca/climatechange/>. #gogreentravelclean.
- 5) Share your travel with #gogreentravelclean
- 6) Tweet pictures of your passport with #gogreentravelclean

See page 27 for newsletter inserts regarding passports.

NOTES:

Active Travel Passport

Teacher: _____

Name: _____



Active Travel Passport

For more information please visit: <http://activesafeteroutes.ca/climatechange/>

At the end of the activity students should share their success with their school.

Students are to track their method of travel to and from school each day. They are encouraged to use the cleanest method of travel available to them (walking/wheeling to school or taking the bus and walking/wheeling to the stop).

Instructions:

M = travel TO school, in the morning
 A = travel FROM school, in the afternoon

- W Active travel modes (**Walking/Wheeling**)
- B Took the **Bus** (and walked to the bus stop)
- I Drove to school, but turned off the engine when parked to **avoid idling**

	Monday	Tuesday	Wednesday	Thursday	Friday
M: _____	W B I	W B I	W B I	W B I	W B I
A: _____	W B I	W B I	W B I	W B I	W B I
M: _____	W B I	W B I	W B I	W B I	W B I
A: _____	W B I	W B I	W B I	W B I	W B I
M: _____	W B I	W B I	W B I	W B I	W B I
A: _____	W B I	W B I	W B I	W B I	W B I

Student signature: _____

Parent signature: _____

Active Travel Story

Class/Grade: Grade 5-8

ACTIVITY GOAL:

This activity will build student awareness on active school travel to school and its importance. Furthermore, sharing stories with peers is an effective communication tool to learn about the benefits to active school travel.

CURRICULUM EXPECTATIONS:

Health and Physical Education - Healthy Living

Grade 5: C1.1, C2.2

Grade 6: C1.3, C2.3, C3.1, C3.2

Grade 8: C1.2, C2.2, C2.3

Language-Writing

Grade 5-8: 1.1, 1.2, 2.3, 2.4, 3.4, 3.5

FOUNDATIONS:

Social and Physical Environments

Student Engagement

Curriculum, Teaching, Learning

LEARNING/LESSON ACTIVITY DESCRIPTION:

Students will write a fiction or non-fiction story about active travel to and/or from school.

REQUIRED RESOURCES:

Chalkboard, Whiteboard, Smartboard

INSTRUCTIONS:

Setting the Stage

Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Instruct and aid the students in brainstorming benefits of active travel. Benefits of active travel can be found at <http://activesaferoutes.ca/school-travel-plans/benefits-to-stp-and-asrts/>. Specific environmental benefits of active school travel can be found on the poster located on page 9.

Activity

After brainstorming, instruct the class that they will be writing a narrative story on the topic of active school travel. The length of story is up to the teacher's discretion.

Students will write about "what a day of active travelling to or from school would look like" or if they bus to school, "what a day of walking to their bus stop would look like" (It can be made specific to their journey to or from school or both).

Students are to include in their stories; why they engage in active travel, why it is important and how they could encourage friends and family to participate in active travel.

Sharing Stories

After completing their stories, provide class time for students to share their stories. Students can be divided into groups of 3-4 and share their stories with fellow classmates.

MODIFICATIONS/ACCOMMODATIONS:

Students that do not use active travel are encouraged to use their imagination and creativity to write about what they think active travel would look like if they walked or wheeled from their house. Students that ride the bus to school can choose to write about their walk to the bus stop.

ASSESSMENT:

Teachers can decide on how they would like to assess their students.

Students should be able to clearly identify and explain the reason why they active travel and why it is good for the environment.

ACTIVITY TWEETS

- 1) Like hearing your child's stories? Why not get your child to write about their journey to school with the Active Travel Story activity!
- 2) Its story time! Get ready everyone, it is time to get your child(ren) ready to write out their best active travel story

NOTES:

Short Walk in motion™ Challenge

Class/Grade: Grade 1-8

ACTIVITY GOAL:

Have students participate in active travel to help build self-efficacy and encourage active methods of travel. Enable students who may not otherwise engage in active travel or physical activity, to have an opportunity to participate in the *in motion*™ challenge.

CURRICULUM EXPECTATIONS:

Health and Physical Education - Active Living

Grade 1: A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A3.2

Grade 2: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Grade 3: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1

Grade 4: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1

Grade 5: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1, A3.2

Grade 6: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1

Grade 7: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Grade 8: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Health and Physical Education - Healthy Living

Grade 1: C1.2, C2.4

Grade 2: C1.1, C2.3

Grade 3: C1.4, C2.2, C2.3

Grade 4: C2.2

Grade 5: C1.1, C2.2

Grade 6: C1.3

Grade 8: C1.2, C2.2

FOUNDATIONS:

Social and Physical Environments

Student Engagement

LEARNING/LESSON ACTIVITY DESCRIPTION:

School staff and students can take a small break from their daily routines and head outside for 10-20 minute walk in the school yard. Time spent walking can be counted towards the *in motion*™ Challenge.

For more information on the *in motion*™ challenge please visit

<http://159.203.3.254/index.php/activity-exercise/motion>.

REQUIRED RESOURCES:

Optional Banner (contact school nurse) – large paper, colouring material (i.e. markers, crayons, etc.), pencil/pen

For more information on how to use a pedestrian crosswalk safely please refer to the following video: <https://www.youtube.com/watch?v=mL0TzMtQCiw>

INSTRUCTIONS:

Activity

School staff will take the class outside for a small break during the day for a 10 – 20 minute walk around the school yard.

Teachers can count this time towards the *in motion™* challenge. This time can also be used to teach students about pedestrian safety and rules of the road.

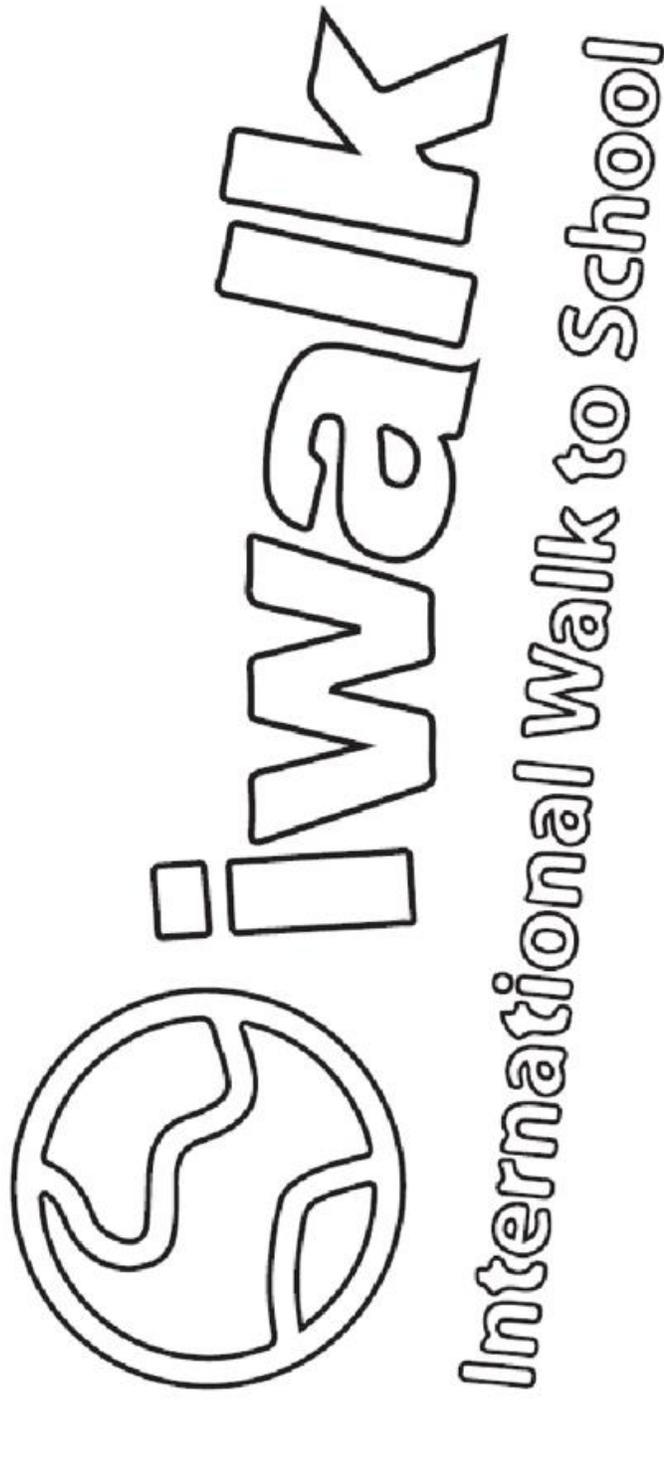
Teachers can schedule their walks for every Wednesday of the week (Walking Wednesdays) and make or request a banner (example included on the following page) from the schools public health nurse to be placed in the class/school. This banner can be signed or coloured in by students participating in the short walk. By the end this campaign, the banner could be full of signatures or coloured in entirely with a variety of colours. This can be done collectively as a class or school.

ACTIVITY TWEETS

- 1) Take a short break from sitting in the classroom and get moving with the Short Walk in motion Challenge Activity!
- 2) Taking a short walk can help your children become more focused and ready to learn!

NOTES:

iWALK Banner



To receive a full size copy of this banner please contact your School Health Nurse.

Active Travel Picture

Class/Grade: Grade 1-4

ACTIVITY GOAL:

Builds awareness of active school travel and bus travel as it gives a visual representation of what students experience when travelling to school.

CURRICULUM EXPECTATIONS:

Health and Physical Education - Healthy Living

Grade 1: C1.2, C1.4, C2.4

Grade 2: C1.1, C2.3

Grade 3: C1.4, C2.2, C2.3

Grade 4: C2.2

The Arts - Visual Arts

Grade 1-4: D1.1, D1.2, D1.3, D2.3

FOUNDATIONS:

Social and Physical Environments

Student Engagement

Curriculum, Teaching, Learning

LEARNING/LESSON ACTIVITY DESCRIPTION:

Students will draw/paint a picture of their trip to school.

REQUIRED RESOURCES:

Crayons, pencil crayons, markers, wet-paint, paint brush, paper

INSTRUCTIONS:

Setting the Stage

Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Instruct and aid the students in brainstorming benefits of active travel. Benefits of active travel can be found at <http://activesaferoutes.ca/school-travel-plans/benefits-to-stop-and-asrts/>. Specific environmental benefits of active school travel can be found on the poster located on page 9.

Have the students brainstorm things they might see along their trip.

Activity

Provide class time to students to illustrate their trip to school. The medium used to create the image is up to the teacher's discretion, this can be pencil crayons, crayons, markers, paint, etc. On the back of the drawing, have each student indicate how they travel to school, either by walking/cycling, taking the bus, or personal vehicle travel.

Completed Drawings

Observe the drawings and see how do they differ? Are there significant differences between the pictures created by children who regularly walk or ride a bicycle and children who travel to school by car?

ASSESSMENT:

Teachers can decide on how they would like to assess their students.

Students should be able to identify the difference between active travel to school and personal vehicle travel.

ACTIVITY TWEETS

- 1) Painting or drawing adventures to school is what the Active Travel Picture activity is all about! Get your children's best artistic selves to express their adventure getting to school.

NOTES:

Idling Car Information Cards

Class/Grade: Grade 1-8

ACTIVITY GOAL:

Build student's awareness about the importance of turning off the engine and how idling may affect health, learning abilities, and the environment. Goals also include building driver awareness of idling vehicle concerns at school drop off/pick up areas while encouraging drivers to turn off engines.

CURRICULUM EXPECTATIONS:

Health and Physical Education - Healthy Living

Grade 1: C1.2, C1.4, C2.4, C3.1, C3.2

Grade 2: C1.1, C2.3, C3.1, C3.2

Grade 3: C1.4, C2.2, C2.3

Grade 4: C2.2

Grade 5: C1.1, C2.2

Grade 6: C1.3, C2.3, C3.1, C3.2

Grade 8: C1.2, C2.2, C2.3

Science and Technology - Understanding Life Systems

Grade 1: 1.1, 1.2, 3.4, 3.5

Grade 3: 1.2, 3.8

Grade 5: 1.1, 1.2, 2.2

Grade 7: 1.1, 1.2, 3.8

Science and Technology - Understanding Earth and Space

Grade 2: 1.1

Grade 5: 1.1, 1.2

FOUNDATIONS:

Social and Physical Environments

Student Engagement

Curriculum, Teaching, Learning

School and Classroom Leadership

Home, School and Community Partnership

LEARNING/LESSON ACTIVITY DESCRIPTION:

Students will be handing out handmade information cards in the morning to cars that are parked with their engines running.

REQUIRED RESOURCES:

Crayons, pencil crayons, markers, paper (i.e. cue cards)

Resource for instructor - Link to London, Ontario's Idling By-Law:

<http://www.london.ca/residents/Environment/Air-Quality/Pages/Idling.aspx>

INSTRUCTIONS:

Setting the Stage

Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Show the class the poster on page 9. Discuss the benefits of active school travel on the environment as well as other benefits of turning off the engine while parked.

Creating the Information Cards

Facilitate a discussion and decide on some anti-idling messages that will be used on the information cards.

Teachers will instruct their students to create their own information cards that can be handed out to drivers by students who seen parents that are leaving their engines running in school drop off/pick up areas in the morning or after school hours.

Provide class time to students to create and complete their information cards. Each student will create 2-3 cards that will have a message about no idling that was discussed in class. Students can decorate the cards in any way they like.

Handing out the Information Cards

Students can then be scheduled to arrive during the week in the morning prior (10 minutes) to school start time to handout their cards. You can separate students into groups and schedule them throughout the week. Teachers or school staff need to be present to supervise the students. Students should be instructed to give their cards to idling vehicles only.

ACTIVITY TWEETS

- 1) What better way to spread the word on anti-idling than getting a handmade card from a child who wants you to stop your vehicle from idling at their school! Get children involved in the Idling Car Information Cards activity.

NOTES:

Greening of the Trees

Class/Grade: Grade 1-8

ACTIVITY GOAL:

Encourages students to engage in active school travel. Students may reflect on the ways they travel to and from school and consider active and cleaner methods of travel. This also builds student's visual awareness that the cleaner the method of travel the greener (positive) effect on the environment.

CURRICULUM EXPECTATIONS:

Health and Physical Education - Active Living

Grade 1: A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A3.2

Grade 2: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Grade 3: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1

Grade 4: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1

Grade 5: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1, A3.2

Grade 6: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1

Grade 7: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Grade 8: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Health and Physical Education - Healthy Living

Grade 1: C1.2, C2.4

Grade 2: C1.1, C2.3

Grade 3: C1.4, C2.2, C2.3

Grade 4: C2.2

Grade 5: C1.1, C2.2

Grade 6: C1.3

Grade 8: C1.2, C2.2

Science and Technology - Understanding Life Systems

Grade 1: 1.1, 1.2, 3.4, 3.5

Grade 3: 1.2, 3.8

Grade 5: 1.1, 1.2, 2.2

Grade 7: 1.1, 1.2, 3.8

Science and Technology - Understanding Earth and Space

Grade 2: 1.1

Grade 5: 1.1, 1.2

FOUNDATIONS:

Social and Physical Environments

Student Engagement

Curriculum, Teaching, Learning

School and Classroom Leadership

Home, School and Community Partnership

LEARNING/LESSON ACTIVITY DESCRIPTION:

Students colour leaves based on the method of travel and place them on a tree. The more students that use active travel, the greener the tree!

REQUIRED RESOURCES:

Leaf cut outs, tree cut out, tape, pencil crayons, crayons, markers (green, yellow and red)

INSTRUCTIONS:

Setting the Stage

Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Instruct and aid the students in brainstorming benefits of active travel. Benefits of active travel can be found at <http://activesaferoutes.ca/school-travel-plans/benefits-to-stop-and-asrts/>.

Activity

This activity can be conducted over a week or more. Each morning, students colour a leaf and attach it to a paper tree on a classroom bulletin board. The colour of the leaf is determined by how they travelled to school.

Students who biked or walked to school or to their bus stop colour their leaves green. Students can color a leaf yellow if they travelled by car part-way but were dropped of one block away or if they shared a ride with classmates other than siblings. Students who were driven to school in a personal vehicle can color their leaves red. The goal is to have more children walk or bike to school or to the bus stop to make the tree greener.

Classroom trees can be an enlarged photocopy of a standardized simple picture tree, or students can design an individual tree for their class. A template of a leaf cut out is provided in the pages following.

MODIFICATIONS/ACCOMMODATIONS:

The colors of the leaves can be altered to fit the method of travel available to the students. For example, schools at which the entire student population is bussed may wish to color a leaf green if students walked to the bus stop and rode the bus to school.

ACTIVITY TWEETS

- 1) Travel clean, make your tree green! The Greening of the Tree activity is a great way for children to see how their clean methods of travel can make a tree greener.

NOTES:

Active Travel Song

Class/Grade: Grade 5-8

ACTIVITY GOAL:

Builds student awareness on clean methods (active school travel, bus travel, no idling) of travel and why it is important (clean air preserves the environment, increases physical health, and improves academic performance).

CURRICULUM EXPECTATIONS:

Health and Physical Education - Healthy Living

Grade 5: C1.1, C2.2

Grade 6: C1.3, C2.3

Grade 8: C1.2, C2.2, C2.3

The Arts - Music

Grade 5-8: C1.1, C1.2, C1.3, C1.4, C2.1

Language - Writing

Grade 5-8: 1.1, 1.2, 2.3, 2.4, 3.4, 3.5

Language - Oral Communication

Grade 5-8: 2.1, 2.2, 2.3, 2.5

FOUNDATIONS:

Social and Physical Environments

Student Engagement

Curriculum, Teaching, Learning

LEARNING/LESSON ACTIVITY DESCRIPTION:

Students will write out a song that can be sung in front of the class or at assemblies/events.

REQUIRED RESOURCES:

Printout of instructions found in the lesson instructions (below)

INSTRUCTIONS:

Setting the Stage

Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Instruct and aid the students in brainstorming benefits of active travel. Benefits of active travel can be found at <http://activesaferoutes.ca/school-travel-plans/benefits-to-stp-and-asrts/>.

Activity

Students will write verses, a transition, and a chorus, counting out the number of syllables to fit the music. You might want to encourage students to write the lyrics so they rhyme. This activity strengthens language use, writing, and creative imagination.

The topic or theme of the song can be about active school travel, taking the bus or practicing no idling.

The verse is usually the “story” of the song. Create two phrases or sentences. Each phrase or sentence needs to have 9 – 14 syllables. A syllable (a word or part of a word) is a short sound that can be said without interruption.

The transition of the song connects the verse to the chorus. Write two phrases, each 10 syllables long.

The chorus is the musical highlight of the song, with a catchy phrase or “hook” that gives the song its title. Most choruses use repetition, so don’t be afraid to use the same phrase more than once in your chorus. Write four 8 – 10 syllable lines.

Class Discussion

After students complete their songs, they can then volunteer to share their songs with the class.

In a class discussion have each student discuss the value message of the song, what is the song saying?

ASSESSMENT:

Teachers can decide on how they would like to assess their students.

Students should be able to clearly identify and explain the reason why they active travel and why it is good for the environment.

ACTIVITY TWEETS

- 1) The Active Travel Song activity is a great way for children to learn how to write a song. Songs will have messages about clean methods of travel. Help your children come up with lyrics and messaging that can benefit them and their classmates!

NOTES:

Active Travel Superhero

Class/Grade: Grade 1-8

ACTIVITY GOAL:

Build student awareness on clean methods (active school travel, bus travel, no idling) of travel and why it is important (clean air preserves the environment, physical health and academic performance).

CURRICULUM EXPECTATIONS:

Health and Physical Education - Healthy Living

Grade 5: C1.1, C2.2

Grade 6: C1.3, C2.3,

Grade 8: C1.2, C2.2, C2.3

Language-Writing

Grade 5-8: 1.1, 1.2, 2.3, 2.4, 3.4, 3.5

FOUNDATIONS:

Social and Physical Environments

Student Engagement

Curriculum, Teaching, Learning

LEARNING/LESSON ACTIVITY DESCRIPTION:

Students or the class will create a superhero that stands against idling and promotes clean methods of travel.

REQUIRED RESOURCES:

Paper, markers or crayons or pencil crayons

INSTRUCTIONS:

Setting the Stage

Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Instruct and aid the students in brainstorming benefits of active travel. Benefits of active travel can be found at <http://activesaferoutes.ca/school-travel-plans/benefits-to-stp-and-asrts/>. Specific environmental benefits of active school travel can be found on the poster located on page 9.

Activity

After the class has discussed active travel, have each student or the class come up with a superhero that promotes active school travel.

Students are to describe the superhero's powers, weaknesses, outfit, villains the superhero stands up against and the superhero's personality. Students will also explain why the superhero stands up for clean methods of travel and why the superhero takes action against personal vehicle travel/air pollution.

Sharing Superheroes

Provide class time for students to share their active travel superheroes. Students can be divided into groups of 3-4 and share their heroes with fellow classmates.

ASSESSMENT:

Teachers can decide on how they would like to assess their students.

Students should be able to clearly identify and explain the reason why they encourage clean methods of travel and why it is good for the environment.

ACTIVITY TWEETS

- 1) It's a bird, it's a plane, no it's an active travel superhero!!! Have your child come up with an active travel superhero with the Active Travel Superhero activity at school.
- 2) Strong, noble, honourable are just some of the attributes that make a hero. Have your child come up with more ideas about heroes and clean travel methods to make their own active travel hero.

NOTES:

Active Travel News Report

Class/Grade: Grade 5-8

ACTIVITY GOAL:

Build students' awareness on active school travel to and from school and the reasons why it is important (improve air quality, good for physical health, improve academic performance).

CURRICULUM EXPECTATIONS:

Health and Physical Education - Healthy Living

Grade 5: C1.1, C2.2

Grade 6: C1.3, C2.3, C3.1, C3.2

Grade 8: C1.2, C2.2, C2.3

Language-Writing

Grade 5-8: 1.1, 1.2, 2.3, 2.4, 3.4, 3.5

FOUNDATIONS:

Social and Physical Environments

Student Engagement

Curriculum, Teaching, Learning

Home, School and Community Partnership

LEARNING/LESSON ACTIVITY DESCRIPTION:

Students will write out a news report focused on clean methods of travel to and from school (these include active school travel, bus travel and no idling at school drop off and pick up locations) based on interviewing their peers.

REQUIRED RESOURCES:

Paper, Pencil or pen

INSTRUCTIONS:

Setting the Stage

Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Instruct and aid the students in brainstorming benefits of active travel. Benefits of active travel can be found at <http://activesaferoutes.ca/school-travel-plans/benefits-to-stp-and-asrts/>.

Creating Interview Questions

Students will be provided class time to come up with 5 interview questions they would ask their classmates or family members at home about clean methods of travel (active school travel, bus travel and no idling).

These questions must be revised before the interviews to ensure that they are targeting methods of clean travel, pros and cons of these methods of travel and the benefits of clean methods of travel.

Interviews

Students will be asked to interview 2-3 people using the questions they have created. Possible people to be interviewed are friends, classmates, school staff, family, or neighbours. Teachers will assign a deadline to have the interviews completed.

Writing the News Report

After completing the interviews, teachers will then ask the students to use the information from the interviews and their knowledge on active travel to write up a news report on their methods of travel, the pros and cons of these methods and why these methods are important.

Students could then present their news reports in front of the class. This could also be done in groups.

ASSESSMENT:

Teachers can decide on how they would like to assess their students.

Students should be able to clearly identify and explain the reason why clean methods of travel are encouraged and why it is good for the environment.

ACTIVITY TWEETS

- 1) For today's news report, students of [school name] are preparing to go out and venture throughout their world to find more information on clean methods of travel. As part of Active Travel News Report activity, children will be going about and asking others what active travel is and why is it important.

NOTES:

Walk the World

Class/Grade: Grade 1-8

ACTIVITY GOAL:

Have students physically participate in active travel to help build self-efficacy and encourage active methods of travel (active school travel to and from school or bus stops).

CURRICULUM EXPECTATIONS:

Health and Physical Education - Active Living

Grade 1: A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A3.2

Grade 2: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Grade 3: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1

Grade 4: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1

Grade 5: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1, A3.2

Grade 6: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1

Grade 7: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Grade 8: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Health and Physical Education - Healthy Living

Grade 1: C1.2, C2.4

Grade 2: C1.1, C2.3

Grade 3: C1.4, C2.2, C2.3

Grade 4: C2.2

Grade 5: C1.1, C2.2

Grade 6: C1.3

Grade 8: C1.2, C2.2

Mathematics

Grade 1-8: Number Sense and Numeration, Measurement

FOUNDATIONS:

Social and Physical Environments

Student Engagement

School and Classroom Leadership

LEARNING/LESSON ACTIVITY DESCRIPTION:

Collect the distance travelled by students when engaging in active school travel. The distance will be summed up with the class/school to collectively reach a destination on the world map.

REQUIRED RESOURCES:

Poster of Canada or map of the world

INSTRUCTIONS:

Setting the Stage

The teacher will post a large map of the world or Canada on a classroom bulletin board. Collectively the class will decide on a destination, for example, Vancouver, British Columbia, and will determine the number of kilometers it takes to get to the destination.

The teacher will indicate to the class that each student will be reporting the number of minutes they are spending actively travelling (i.e. walking or wheeling) to and from school or the bus stop and their method of travel. Students can also report minutes spent physically active outside of school (i.e. extracurricular sports).

Tracking and Reporting Physical Activity

Once a student arrives to class each day, they can report the number of minutes they have spent actively travelling and/or physically active and report the mode of physical activity (i.e. cycling, walking, etc.). This activity excludes recess time. On the **first day** of tracking, students are to report the minutes of physical activity **before** school.

Following the first day (i.e. second day), students are to report the minutes of physical activity from the **prior day, after** school up until the morning of the **present day, before** school. Continue reporting activity for the entire month of the *in motion*TM school challenge campaign.

Teachers will record the minutes and the mode of travel for the entire month or longer. This includes all days of the week. Activity over the weekend will be reported on the Monday (first school day of the week).

After Reporting

After reporting, teachers or students can calculate their distance travelled using formulas provided:

Use the following formula for physical activity done through walking or running:

The average walking speed of a human being is approximately 84 meters per minute
(Number of minutes of activity) × 84 meters = Distance travelled (meters)

Use the following formula for physical activity done through biking, roller-skating, skateboarding, etc.:

The average casual biking speed of a human being is approximately 258 meters per minute
(Number of minutes of activity) × 258 meters = Distance travelled (meters)

Teachers can add up their walking kilometres as a class (or have students calculate each of their own physical activity distances) and see how quickly they can get to their destination. Teachers can decide if they would like to add these kilometers up everyday, every other day or at the end of each week.

MODIFICATIONS/ACCOMMODATIONS:

Instructors can work with students who have disabilities that limit their physical activity individually in order to determine activities or tracking methods that would be appropriate for them.

ACTIVITY TWEETS

- 1) Track the distance your children travel and pick a location on earth as their aim to reach their final destination with the Walk the World school activity!

- 2) Ever wonder how far it is to get walk across Canada? Get your children moving and track their distances of active travel when getting to school.

NOTES:

Cross Canada Walking Poster

Cross Canada Walking Challenge

Fun is measured in feet!

How many children can say they have walked across Canada? If your school implements a Walking Wednesday program this year then your students can make this claim too. Many Canadian schools are implementing this fun and educational way to increase the numbers of students walking to and from school. In Toronto, Maurice Cody Public School walked from St. John's, Newfoundland to Vancouver, British Columbia - a total of 7,423 kilometres. Collectively they also avoided the release of 2,041 kg of carbon dioxide, a powerful greenhouse gas, responsible for changing our climate.

Your school can do this too! For every Walking Wednesday you hold, fill in a footprint. You will pass points of interest on your journey across Canada. Start this fall and aim to celebrate your arrival on Coast A-Day. Your students will boast that they walked across Canada by walking to school!

Participating Organizations: Green City, ML High, WACO, the co-operators, and others.

To receive this poster please contact your School Health Nurse.

iSpy/Treasure Hunt

Class/Grade: Grade 1-8

ACTIVITY GOAL:

The treasure hunt teaches children to be observant and to recognize the various traffic and community signs in their neighborhood. It also encourages students to engage in active school travel.

CURRICULUM EXPECTATIONS:

Health and Physical Education - Active Living

Grade 1: A1.1, A1.2, A1.3, A2.1, A2.2, A3.1, A3.2

Grade 2: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Grade 3: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1

Grade 4: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1

Grade 5: A1.1, A1.2, A1.3, A2.1, A2.4, A3.1, A3.2

Grade 6: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1

Grade 7: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

Grade 8: A1.1, A1.2, A1.3, A2.1, A2.2, A2.4, A3.1, A3.2

FOUNDATIONS:

Social and Physical Environments

Student Engagement

LEARNING/LESSON ACTIVITY DESCRIPTION:

Design a treasure hunt to encourage children to walk to school and become better acquainted with their school neighborhood.

REQUIRED RESOURCES:

Chalkboard, Smartboard, or Whiteboard

INSTRUCTIONS:

Setting the Stage

Teacher will discuss with the class objects they see outside around the school and surrounding neighborhood area. For example: a house with a blue door, fire hydrants, black dogs, a tire swing, a tree. Include street and traffic signs. Make sure these items are general enough so that all students can have an opportunity to find them.

Once the discussion is complete, create a one-page list of items and objects that children need to find on their way to school. These are the “treasures” students need to find and document by writing down the location, date, and time on their sheet.

Activity

Distribute the list to the children and designate a completion date when to hand in their sheet to their teacher.

The students with all entries completed, are entered for a draw to win a prize (the pirate’s treasure!).

Students can use their list and find items during the “Short Walk” activity.

ACTIVITY TWEETS

- 1) I spy with my little eye... get your child engaging in clean methods of travel and have them look for items along the way to win a prize with the iSpy/Treasure Hunt activity!
- 2) Walking to school or to the bus to get to school, there are a lot of items one can see. The moon, the sun, a bird, a tree and even bumble bee. With the iSpy/Treasure Hunt activity children will have to get their best eyes and find where these items are!

NOTES:

Pollution You Can See

Class/Grade: Grade 1-8

ACTIVITY GOAL:

Build awareness of the air pollution at schools and how this may impact their environment and health

CURRICULUM EXPECTATIONS:

Health and Physical Education - Healthy Living

Grade 1: C3.2

Grade 2: C3.2

Grade 3: C2.3

Grade 4: C2.2

Grade 6: C3.1

Science and Technology - Understanding Life Systems

Grade 1: 1.1, 1.2, 3.4, 3.5

Grade 3: 1.2, 3.8

Grade 5: 1.1, 1.2, 2.2

Grade 7: 1.1, 1.2, 3.8

Science and Technology - Understanding Earth and Space

Grade 2: 1.1

Grade 5: 1.1, 1.2

FOUNDATIONS:

Social and Physical Environments

Student Engagement

Curriculum, Teaching, Learning

LEARNING/LESSON ACTIVITY DESCRIPTION:

Collecting particulate matter from various areas around the school will allow students to visibly see where and why accumulation is greatest at the particular location.

REQUIRED RESOURCES:

Pieces of heavy paper, index cards or paper plates, Vaseline, string or duct tape, hole-punch and magnifying glasses.

Teachers can watch the following video to better understand the activity:

<https://www.amazon.com/Pollution-Catcher-Vaseline-Paper-Plate/dp/B00HE07296>

INSTRUCTIONS:

Setting the Stage

Instruct and aid the students in brainstorming sources of air pollution around the school. Tell the class they will be making pollution catchers and have them decide where they would like to locate them on school property. Have the class predict the outcomes prior to observing the pollutants from the pollution catchers (which location might have the most pollution).

Creating and Placing Pollution Catcher

You can divide the class into small groups to work on creating pollution catchers for one or all locations.

Write the location where the pollution catcher will be placed on the back of the heavy paper, index card or paper plate. Create holes if using string to hang pollution catchers. On the surface, without the written location, coat each pollution catcher with Vaseline.

After completing the pollution catcher hang them at decided upon locations.

Observing Pollutants:

After 2-3 days, remove the papers from their locations and compare them with a magnifying glass. You will be looking for little black particles of pollutants.

Engage the class in a discussion about differences observed between pollution catchers. Which one has more? Why do you think that is?

ACTIVITY TWEETS

- 1) Pollution is something we can't see most of the time. Having children create pollution catchers allows them the opportunity to look at the air pollution around their school and find out the reasons why they see it there.
- 2) Pollution You Can See is a great school activity to educate them on the issues of climate change and see for themselves the need to make changes to make a greener and healthier earth.

NOTES:

Calculate CO₂ Emissions

Class/Grade: Grade 5-8

ACTIVITY GOAL:

Build awareness on the air pollution at schools and how this may impact students' environment and health.

CURRICULUM EXPECTATIONS:

Health and Physical Education - Healthy Living
Grade 6: C3.1

Science and Technology - Understanding Life Systems
Grade 5: 1.1, 1.2, 2.2
Grade 7: 1.1, 1.2, 3.8

Science and Technology - Understanding Earth and Space
Grade 5: 1.1, 1.2

Mathematics
Grade 5-8: Number Sense and Numeration, Measurement

FOUNDATIONS:

Social and Physical Environments
Student Engagement
Curriculum, Teaching, Learning

LEARNING/LESSON ACTIVITY DESCRIPTION:

Calculate the average CO₂ emissions from idling vehicles.

REQUIRED RESOURCES:

For more detailed information: <http://www.nrcan.gc.ca/energy/efficiency/communities-infrastructure/transportation/idling/4457>

INSTRUCTIONS:

Setting the Stage

Define and discuss active travel with the students (active transportation is any form of human powered travel such as walking, biking, rollerblading, skateboarding, etc.). Show the class the poster on page 9 and discuss the benefits of active school travel on the environment.

Activity

Using the formulas below, have each student calculate the CO₂ emissions from an average vehicle that idles 3, 6, 9 minutes using the following variables:

Idle fuel flow is 1.8 L/hr and CO₂ emission factor is 2.3 kg/L.

You can also calculate the cost of idling vehicles by using current gas prices (\$/L).

Formulas

Idle fuel use (L/year) = (idle fuel flow) × (idle time per day) × (days in year)

Idle CO₂ emissions (kg/year) = (idle fuel use) × (CO₂ emission factor)

Idle fuel cost (\$/year) = (idle fuel use) × (cost of fuel)

An extended question could ask how much CO₂ emissions can be prevented if everyone in class were idle free (no idling, 0 minutes).

CO₂ savings = (CO₂ emissions (kg/year) per vehicle) × (number of vehicles)

ASSESSMENT:

Teachers can decide on how they would like to assess their students.

Students should be able to understand the consequences of idling vehicles and derive quantitative estimates of fuel use and CO₂ emissions.

ACTIVITY TWEETS

- 1) Want to know the costs of idling vehicles? Get your children to find out by using math formulas to calculate the CO₂ emissions from idling vehicles with the Calculating CO₂ Emissions school activity!

NOTES:
