



Blazing Trails through the Urban Jungle

Nova Scotia Cross-Curricular Links for Primary to Grade 6

Blazing Trails through the Urban Jungle is a resource developed by Go for Green's Active & Safe Routes to School (ASRTS) program. ASRTS encourages more children, youth and their families to use active transportation – such as walking and cycling – for the environment, physical activity and traffic safety. Active & Safe Routes to School is a national Go for Green program coordinated in Nova Scotia by the Ecology Action Centre in partnership with the Nova Scotia Department of Health Promotion and Protection as part of the Active Kids Healthy Kids Initiative. For more information, see www.ecologyaction.ca/asrts or contact us at asrts@ecologyaction.ca or (902) 442-5055.

The *Blazing Trails through the Urban Jungle* student workbook (with teachers' guide) raises awareness about transportation hazards and provides strategies to overcome these hazards. It was designed for Grades 3 to 6. This document provides a table for each grade that illustrates which Specific Curriculum Outcome can be met using the program. Underneath each outcome is a brief explanation of how the outcome can be met, either by following the activities or by slightly modifying or adding to the program. The outcomes are organized into subject areas.

Grade 3 Curriculum Links:

Specific Curriculum Outcomes and How the Program Achieves the Outcomes:
<p>Health Education:</p> <p>B7.1 participate in a broad range of physical activities they enjoy <input checked="" type="checkbox"/> Encourage students to use active transportation (biking, walking, etc.) to and from school</p> <p>C2.1 identify community groups and services that support healthy active living <input checked="" type="checkbox"/> Discuss healthy active living through active transportation in Step 2</p> <p>C3.1 demonstrate an awareness of the effect of human behaviour on their immediate natural environment <input checked="" type="checkbox"/> Discuss positive and negative environmental impacts in their community (e.g. cars increasing pollution) in Step 3</p> <p>C4.2 demonstrate an awareness of ways they can contribute to the health of the natural environment <input checked="" type="checkbox"/> Discuss positive impacts of active transportation for personal fitness and for the health of the natural environment throughout the activity</p>
<p>Social Studies:</p> <p>3.1.3 demonstrate an understanding of where people live and how people make a living in their province <input checked="" type="checkbox"/> Discuss community demographics in Step 1</p> <p>3.2.3 identify and take action to promote positive interactions between people</p> <p>3.3.3 take age-appropriate action to practice responsible citizenship <input checked="" type="checkbox"/> Follow "The Next Steps" in this program to achieve these two outcomes</p>

Grade 4 Curriculum Links:

Specific Curriculum Outcomes and How the Program Achieves the Outcomes:
<p>Health Education:</p> <p>B3.1 identify and practice bicycle and off-road vehicle safety precautions</p> <p>B3.2 identify and practice strategies for preventing injury to the skeletal, muscular, and nervous system</p> <p>B3.3 demonstrate knowledge needed to seek help when personal safety is threatened <input checked="" type="checkbox"/> Discuss these outcomes throughout the activity</p> <p>B7.1 participate in a broad range of physical activities <input checked="" type="checkbox"/> Encourage students to use active transportation (biking, walking, etc.) to and from school</p> <p>C4.1 demonstrate proactive strategies for enhancing the social and environmental health of the school</p>

<ul style="list-style-type: none"> ✓ Follow “The Next Steps” in this program to achieve this outcome <p>D1.1 identify and demonstrate attitudes and behaviours that support healthy lifestyle choices</p> <ul style="list-style-type: none"> ✓ Discuss the benefits of active transportation in Step 4
<p>Science:</p> <ul style="list-style-type: none"> - identify their own and their families’ impact on habitats and describe how personal actions help conserve habitats (108-3, 108-6) ✓ Discuss their own and their families’ positive and negative environmental impacts (e.g. cars increasing pollution) in Step 3, and the positive impacts of active transportation for personal fitness and for the health of the natural environment throughout the activity

Grade 5 Curriculum Links:

Specific Curriculum Outcomes and How the Program Achieves the Outcomes:
<p>Health Education:</p> <p>B3.2 identify and practice outdoor safety precautions</p> <p>B3.5 recognize and avoid threatening situations</p> <ul style="list-style-type: none"> ✓ Discuss these outcomes throughout the activity <p>B7.1 participate in a broad range of physical activities</p> <ul style="list-style-type: none"> ✓ Encourage students to use active transportation (biking, walking, etc.) to and from school <p>C2.1 identify ways that volunteer groups and government agencies contribute to the health of the community</p> <p>C4.1 demonstrate proactive strategies for enhancing the social and environmental health of the community</p> <ul style="list-style-type: none"> ✓ Follow “The Next Steps” in this program to achieve these outcomes
<p>Physical Education: Active Living</p> <ul style="list-style-type: none"> - demonstrate a willingness to choose and participate in an activity at home or in the community for personal enjoyment and health benefits ✓ Encourage students to use active transportation
<p>Science:</p> <ul style="list-style-type: none"> - describe and compare the techniques used by different people in their community and region, to address their health requirements (107-2) ✓ Discuss during “The Next Steps” in this program to achieve this outcome

Grade 6 Curriculum Links:

Specific Curriculum Outcomes and How the Program Achieves the Outcomes:
<p>Health Education:</p> <p>B3.2 identify and practice strategies for preventing injury in various non-competitive sports</p> <ul style="list-style-type: none"> ✓ Discuss this outcome throughout the activity <p>B7.1 participate in a broad range of physical activities they enjoy</p> <ul style="list-style-type: none"> ✓ Encourage students to use active transportation (biking, walking, etc.) to and from school <p>D5.1 practice citizenship at school and in the community and region</p> <p>D5.2 identify some of the responsibilities of global citizenship</p> <ul style="list-style-type: none"> ✓ Follow “The Next Steps” in this program to achieve these outcomes
<p>Physical Education: Active Living and Alternative Environments</p> <ul style="list-style-type: none"> - demonstrate a willingness to choose to exercise at home for personal enjoyment and benefit ✓ Encourage students to use active transportation - appreciate and recognize the effects of human activity on the environment ✓ Link safe and unsafe places in Step 3 to positive and negative environmental impacts in their community (e.g. cars increasing pollution)
<p>Social Studies:</p> <p>6.5.3 take age-appropriate actions to demonstrate their responsibilities as global citizens</p> <ul style="list-style-type: none"> ✓ Follow “The Next Steps” in this program to achieve this outcome, identifying that local community action impacts our global community