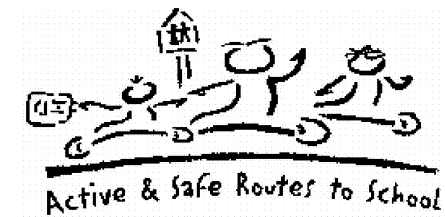


Blazing Trails was originally conceived and developed by Transportation Options, a Toronto-based non-profit organization dedicated to facilitating sustainable systems of transportation which promote ecological balance, social equity and economic vitality.
Tel: 416-504-3934

BLAZING TRAILS THROUGH THE URBAN JUNGLE



TEACHERS' GUIDE
FEBRUARY 2002



URBAN JUNGLE MAPPING KIT

This guide is to assist you in undertaking the blazing trails through the urban jungle mapping kit with your class. The tips and ideas expressed herein are intended to be guidelines. You will know what approach is best with your class.

The activities in this exercise can be carried out in two or more sessions, depending upon the students, your time and curriculum objectives.



Active and Safe Routes to School is a national program of **Go for Green**. **Go for Green** is **The Active Living and Environment Program** whose mission is to encourage outdoor physical activity that protects, enhances or restores the natural environment. Go for Green has community-driven solutions that make a positive contribution to Canadian society.

All rights reserved. Contact Go for Green for information on reproduction.
Tel: 1-888-822-2848 or visit our web site at www.goforgreen.ca



CHILDREN'S SAFETY RESOURCE LIST

ENTER LOCALLY APPLICABLE PROGRAMS HERE

The following programs and organizations provide pamphlets and educational materials. Some offer special services.

1) TRAFFIC SAFETY

Kidestrians: Practising Traffic Safety with Kids

Canadian Tire Child Protection Foundation
P.O. Box 770, Station K
Toronto, Ontario M4P 2V8
Tel: 1-800-748-8903, Fax: (416) 487-6524

Canada Safety Council (Elmer the Safety Elephant)

1020 Thomas Spratt Place
Ottawa, Ontario K1G 5L5
Tel: (613) 739-1535

2) BICYCLE SAFETY

Cycle Safe

Canadian Tire Child Protection Foundation
P.O. Box 770, Station K
Toronto, Ontario M4P 2V8
Tel: 1-800-748-8903, Fax: (416) 487-6524

Vélo Québec

1251, rue Rachel Est
Montreal, Quebec H2J 2J9
Tel: (514) 521-8356

Canadian Cycling Association

1600 James Naismith Drive
Gloucester, Ontario K1B 5N4
Tel: (613) 748-5629

3) PERSONAL SAFETY

Stay Alert ... Stay Safe

2180 Yonge Street, 8th Floor
Toronto, Ontario M4P 2V8
Tel: (416) 480-8225, Fax: (416) 480-8251

Block Parent Program of Canada Inc.

12206 86th Avenue
Surrey, B.C. V3W 3H7
Tel: (604) 594-6788

4) SAFETY ORGANIZATIONS

Safe Kids Canada

180 Dundas Street West, Suite 1300
Toronto, Ontario M5G 1Z8
Tel: (416) 813-7287, Fax: (416) 813-4986

Canadian Children's Safety Network

658 Danforth Avenue, Unit 301
Toronto, Ontario M4J 5B9
Tel: (416) 463-9878, Fax: (416) 463-0137

Canadian Tire Child Protection Foundation

P.O. Box 770, Station K
Toronto, Ontario M4P 2V8
Tel: 1-800-748-8903, Fax: (416) 487-6524

Canada Safety Council

1020 Thomas Spratt Place
Ottawa, Ontario K1G 5L5
Tel: (613) 739-1535



THE NEXT STEPS ...

TRAFFIC SAFETY IS EVERYONE'S RESPONSIBILITY

Children can learn to avoid traffic hazards, but to make our neighbourhoods safer, adults (drivers) have to take more responsibility for their actions. Following are suggestions on how students and teachers can involve adults in making neighbourhoods safer.

VISIONING EXERCISE

Have the students vision and draw their ideal neighbourhood. Would it have highways and parking lots, or would it have mountains, caves, rollercoasters and trees? These fantasy maps might provide a guide to community leaders on how to adjust facilities in the neighbourhood so that it is child-centred rather than car-centred.

PICK ONE PLACE

Have the students identify one major unsafe area in their neighbourhood, based on their maps. Lead a class discussion about how this area could be made safer. The class might then proceed with some next steps, such as writing letters to local elected officials.

A TOP TEN LIST

Have the students discuss actions that others can take to make streets safer. This will help them understand that they are not the problem. Students could make a list of the "Top Ten Things That Would Make Streets Safer", send it to elected officials and bring it home to their parents.

START A WALKING SCHOOL BUS

Walking school buses happen when a trusted adult (on foot) collects individual students along a specific route and walks the group to school (just like a motorized school bus). Trips home work in reverse. Go for Green can help your school implement such a bus.

CAR-FREE DAYS

Organize car-free days in the neighbourhood. Students could encourage parents, residents and teachers to leave their cars at home.

ACTIVE AND SAFE ROUTES TO SCHOOLS PROGRAM

To pursue the issues raised in this kit further, you may want to do more. Call Go for Green for help in planning your school's next steps.



THERE ONCE WAS A TIME ...

... when children played in the street.

Not anymore. Instead, streets have become the domain of heavy, high speed automobiles, and children have been relegated to the margins. According to Statistics Canada, cars have become the number one killer of young people between the age of one and twenty-four.

WHAT CAN COMMUNITIES DO TO ADDRESS THESE CONDITIONS?

- One method of keeping kids from being hit by cars has been to pile them into more cars and drive them everywhere.
- Another response has been to bombard young people with messages and tips promoting safety. This places the onus on kids for a problem they have not caused. Sociologists call this "blaming the victim". Children are being robbed of their **right** to freely explore their community with each other.

THIS KIT IS INTENDED AS A TOOL

This kit is intended as a tool to raise issues, educate children, teachers and parents about the transportation hazards in their communities, and plan a strategy on how to overcome these hazards. The answers are both simple and complicated. The simple solution is to reduce and slow car traffic on community streets. The complicated part is how we do this.

This kit's activities are intended to be the first step in a longer process. See "The Next Steps" for ideas. In the meantime, the tips below should help you implement the Urban Jungle Mapping Kit in your classroom.

Good Luck!





TIPS FOR DOING THE ACTIVITIES IN THE CLASSROOM

URBAN JUNGLE MAPPING

STEPS 1 AND 2:

The purpose of this activity is for students to understand how their community relates to the map they are drawing. They complete a map of their neighbourhood by locating their home, local parks, their school and other significant landmarks, then drawing their route to school.

SUGGESTIONS:

- Teachers may want to use the overhead map with the class to help students locate the school and other significant landmarks.

STEPS 3 AND 4:

The purpose of this activity is for students to identify safe and unsafe places in their neighbourhood and draw a safe route to school/other places they hang out.

SUGGESTIONS:

- Safe places are listed in the student activity booklet, but teachers can brainstorm the “safe places” with the class. Blank spaces are provided in the booklet for any new “safe places” that the class identifies. The same brainstorming can be carried out for “unsafe places”.
- The numbers and letters that correspond to the safe and unsafe places are symbols to be placed on the map where appropriate. Teachers can use the overhead map in class to help students identify and draw the safe and unsafe places in the neighbourhood.
- Teachers may want to draw a sample “safe route” on the overhead map that avoids unsafe places and makes use of safe places, to help students map out their own safe route.
- After students have finished mapping their safe routes, teachers may demonstrate on the overhead map how to complete the legend on the map.
- Teachers might also make a wall display of the completed maps, and lead a discussion about how students chose their safe routes. Follow this with a discussion on how unsafe obstacles could be addressed.



TIPS FOR DOING THE ACTIVITIES AS A HOME AND SCHOOL PROJECT

Instead of doing the Blazing Trails mapping kit as a classroom activity, teachers may want to involve parents. The kit could be distributed to students in class and then sent home as “homework” where parents and students work together to complete the tasks. Several days later, the teacher could discuss the results of the homework activities in the classroom.

If this home and school approach is used, teachers may want to send home a short description of the project and what is expected for parents.



STATISTICS ON TRANSPORTATION AND CHILDREN'S SAFETY

- Cars are the single largest killers of Canadian school children
- One out of six pedestrian traffic fatalities is a child
- 74% of child pedestrian traffic collisions happen within less than half a kilometre of the child's own home
- Before the age of 14, one child in ten will be involved in a traffic collision
Source: Tom Samuels, “Safe Routes to School”, Transmission, Spring/Summer 1995 -p.19
- Almost one fifth of all childhood deaths attributed to motor vehicle collisions occur among cyclists in the 5-14 year-old age group
- The vast majority of children who are involved in cycling mishaps (85%) are within six blocks of home
- Wearing a bicycle helmet can reduce the risk of head & brain injury by 85%
Source: Safe Kids Canada Fact Sheet (revised October 1995).