

# Making Tracks-Active Transportation Safety Skills Training for Children and Youth

## Specific Cross-Curricular Outcomes



The Making Tracks program can very easily be adapted to complement your physical education program. Outlined below are the many curricular outcomes the program meets. The Making Tracks program can provide an alternative learning environment for students in your physical education classes, while educating and promoting physical activity and safety among the various modes of active transportation.

### Grades Primary – 6

#### Basic Movement – Grades Primary-1

- ✓ Respond to a variety of stop and start signals
- ✓ Experience changing from a leading to a following position in relation to a partner
- ✓ Demonstrate ways to change direction and pathways while moving through general space, in order not to collide with others

#### Basic Movement – Grades 2-3

- ✓ Demonstrate an understanding of safety rules in physical education classes
- ✓ Demonstrate an understanding of the effect of physical activity on one's heart

#### Active Living – Grade 4

- ✓ Perform locomotor activities of low, medium, and high intensity (e.g., walking, jogging, running)
- ✓ Identify and list benefits resulting from participation in different forms of physical activities

#### Active Living – Grade 5

- ✓ Demonstrate a willingness to choose and participate in an activity at home or in the community for personal enjoyment and health benefits

#### Active Living – Grade 6

- ✓ Demonstrate a willingness to choose to exercise at home for personal enjoyment and benefit
- ✓ Alternative Environments – Grades Primary-1
- ✓ Experience walking around the school observing landmarks and being conscious of litter and the environment

- ✓ Experience walking as quietly as possible as a measure of sensitivity to the environment

#### Alternative Environments – Grade 4

- ✓ Experience using a community resource to participate in physical activity (e.g., pool, rink)
- ✓ Experience an outdoor activity in each of the four seasons
- ✓ Select appropriate clothing for different types of weather

#### Alternative Environments – Grade 5

- ✓ Take part in an activity utilizing a community resource
- ✓ Identify potentially harmful wildlife, insects, and plants in a variety of environments (e.g., poison ivy, mosquitoes)

#### Alternative Environments – Grade 6

- ✓ Participate in an orienteering-type activity using a map and compass on the school grounds or at a local park
- ✓ Demonstrate an understanding of the implications of the term "environmental citizenship"
- ✓ Appreciate and recognize the effects of human activity on the environment

#### Skill Development – Grades Primary-1

- ✓ Demonstrate an understanding of the difference between left and right

#### Skill Development – Grades 2-3

- ✓ Demonstrate an understanding of the significance of boundaries used in various activities

## **Grades 7-9**

### **Active living – Grade 7**

- ✓ Participate in activities that enhance cardiovascular fitness, muscular strength, endurance, and flexibility
- ✓ Identify resources in the community that contribute to active living

### **Active living – Grade 8**

- ✓ Participate in activities that enhance cardiovascular fitness, muscular strength, endurance, and flexibility
- ✓ Plan how to utilize community resources

### **Active living – Grade 9**

- ✓ Participate in activities that develop personal fitness for active, healthy living

### **Outdoor activities – Grade 7**

- ✓ Know and practice safety procedures and routines in a variety of outdoor activities
- ✓ Know and understand the concept of reading a map
- ✓ Participate in activities or games that demonstrate sensitivity towards the environment (e.g., school grounds clean-up)
- ✓ Participate in at least one land-based (e.g., hiking, orienteering) and one water-based (e.g., swimming, canoeing) seasonal activity that practices environmental safety

### **Outdoor activities – Grade 8**

- ✓ Know and understand the concept of reading a map
- ✓ Participate in activities or games that demonstrate sensitivity towards the environment
- ✓ Participate in at least one land-based (e.g., hiking, orienteering) and one water-based (e.g., swimming, canoeing) seasonal activity that practices environmental safety

### **Outdoor activities – Grade 9**

- ✓ Create a map and design an orienteering course on your school grounds or in a local park
- ✓ Develop map-reading skills as an aid to navigation
- ✓ Participate in at least one land-based (e.g., hiking, orienteering) and one water-based (e.g., swimming, canoeing) seasonal activity that practices environmental safety
- ✓ Know and practice safety procedures and routines in a variety of outdoor activities

### **Sport Experience – Grade 7**

- ✓ Demonstrate sport specific skills and be able to break them down into their components: preparation, action, follow through
- ✓ Demonstrate positive personal and social behaviors that emphasize fair play

### **Sport Experience – Grade 8**

- ✓ Demonstrate the discipline and attitude required to master a skill
- ✓ Refine sport specific skills through practice and repetition
- ✓ Demonstrate positive personal and social behaviors that emphasize fair play

### **Sport Experience – Grade 9**

- ✓ Identify the relationship between body mechanics and performance
- ✓ Demonstrate positive personal and social behaviors that emphasize fair play