

# Environmental Education: Active Transportation

## Backyard Adventure Course

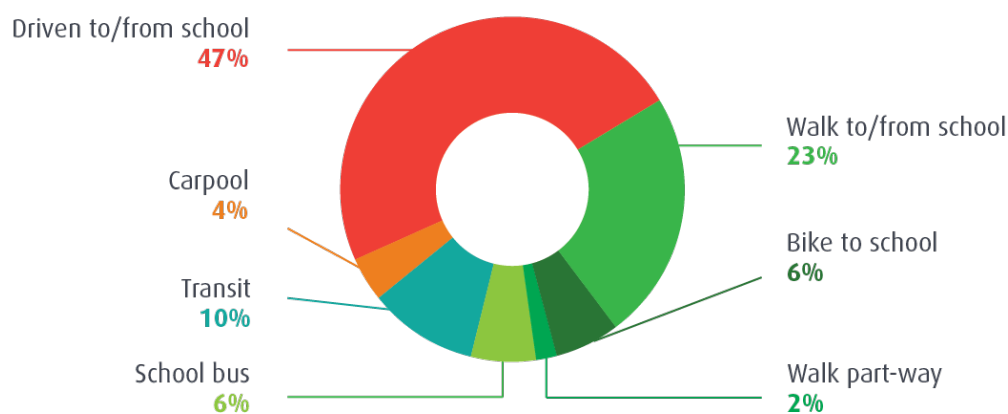


### Background Information

Data from a 2016 survey revealed that almost half (47%) of the students in our region are being driven to/from school. Active transportation (walking, cycling, etc.) is a great way to develop physical literacy in children of all ages. Active transportation helps build a child's physical competencies by incorporating fundamental movement skills such as running, wheeling, and balancing — while also building their confidence through being able to move independently while connecting with their neighbourhood. Active transportation also provides many mental health benefits and creates opportunities for children to take breaks and socialize with others away from screens.

Everyday can be a new adventure when you choose to use active transportation. Even if your daily route stays the same — the world around is constantly changing! Making the choice to walk and wheel is beneficial for our physical and mental health, as well as the environment. Each trip completed using active travel reduces traffic emissions and congestion, creating cleaner air and safer streets.

### **How students in the capital region travel to and from school**



\*Statistics based off 2016 Active & Safe Routes to School take-home surveys

### Lesson Focus

Playing outside is a fun way to keep our minds and bodies healthy. In this activity, we're challenging kids and their families to make their own obstacle course using everyday household materials.

The lesson will ask children to think of different body movements such as running, balancing, and jumping and create different obstacles that will use these actions. Children will also practice route planning and mapping by drawing their obstacle course and labeling the route they have to take to complete it. Route planning is an important part of any journey and can make active travel easier, safer, and more fun! Figuring out the safest route will make your trip more comfortable and can help you discover new trails and paths in your community.

### Activity types in this lesson

Warm-Up: Brainstorming

Hands-On: Plan and build your own obstacle course

Expand and Connect

Warm-Up

**Body Movement Brainstorm**

Brainstorm 3 different activities that use the physical skills listed below.

Balancing	Hopping	Jumping	Running
Example: walking a tight-rope 1.  2.  3.	Example: hopping on one foot 1.  2.  3.	Example: jumping over a hurdle 1.  2.  3.	Example: running in a relay race 1.  2.  3.
Throwing	Catching	Dodging	Skipping
Example: throwing a ball at a target 1.  2.  3.	Example: catching a ball 1.  2.  3.	Example: weaving through a swing set 1.  2.  3.	Example: double side swing and jump 1.  2.  3.

## Hands On

Build your own obstacle course!

### **Gather materials.**

Collect objects to make an obstacle course in your backyard, driveway, or even your living room. Be sure to ask an adult for permission when needed. Some ideas for materials include:

- Skipping Ropes
- Chalk
- Hula Hoops
- Bean Bags/Socks/Balls
- Cones
- Cans of food
- Baskets and Containers
- Bike, rollerblades, scooter

### **Plan your route.**


Now, it's time to get creative! Look back to your brainstorming table and think of different obstacles you can create using your materials. Try to find a way to have each skill (throwing, catching, balancing etc.) in your obstacle course.

### **Build your course.**

Below are some examples of different obstacles to help you create your own obstacle course:

- Draw a hopscotch with chalk (hopping)
- Run a lap around your obstacle course (running)
- Make an S-shape with a skipping rope and walk the line (balancing)
- Score a basket (throwing)
- Catch a ball with your opposite hand (catching)
- Draw two parallel lines and zig-zag jump from side to side (dodging)
- Skip 10 times in a row (skipping)
- Frog-jump to the finish line (jumping)

Draw a map of your obstacle course and label the different obstacles. Plan your route through the course and label it on the map using arrows.



Now... **test out your obstacle course!**

## Expand and Connect

An important part of route planning is understanding how long it will take to complete the trip. For example, knowing how long you expect to travel can allow you to make safe choices by bringing along appropriate clothing or lights to be seen in the dark. Practise route planning by using the “guess and test” method on your obstacle course.

1. Guess how long it will take to complete your obstacle course.

I think it will take \_\_\_\_\_ minutes to travel through my obstacle course.

2. Have someone time you while you complete your obstacle course.

It actually took me \_\_\_\_\_ minutes to travel through my obstacle course.

Compared to my original guess, the course took:

MORE TIME

ABOUT THE SAME TIME

LESS TIME

Using the “guess and test” method, plan and test other routes. Plan a route to school, the park or the store. Guess how long it will take and then time yourself as you complete the route.

Try the same route with different modes of active transportation. Does the amount of time it takes to complete a route change with the type of transportation? Are there different modes of active transportation that end up taking the same amount of time?

Active transportation hints:



### Still Curious?

Additional activities and information resources:

Capital Regional District Activities

[Ready, Step, Roll program](#)

[Bike Route Map](#)

[Walk and Wheel to School Week](#)

ICBC Resources

[ICBC Road Safety Education for Teachers](#) — activity sheets and road safety booklets

[ICBC Road Safety Education for Parents](#)

If you have any questions about active transportation in the region, or are looking for ideas on how to connect this local topic with other learning opportunities, please contact us at [education@crd.bc.ca](mailto:education@crd.bc.ca).