

Activity Theme: Active Transportation

Activity Type: Active Recreation 

Grade 2-5

Active Transportation Adventure

Activity Overview: Students will visit stations teaching them about the health and environmental benefits of active transportation. They will compare how they feel after sitting in a car compared to using their body to move. They will learn about increasing their active transportation to reduce pollution and improve their mental and physical health.

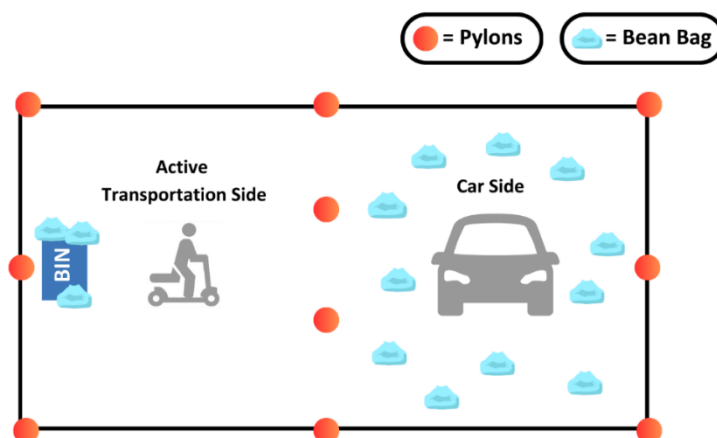
Objectives:

- Teach participants the benefits of active transportation (environmental, health, mental health)
- Encourage participants to increase the amount of active transportation they use

Materials:

- Pylons (minimum 10)
- Bean bags to represent pollution
- Small bin for bean bags to go in

Set-Up: Set up 2 stations; set out pylons in large rectangle that is split in half. Put bin at the end of the Active Transportation side and spread the bean bags throughout the Car side (see diagram).



Take Down: Place all materials back into bin.

Safety/Sanitization: Ensure student leave space between themselves for jumping jacks and star jumps.

Before you start your presentation, check with the teacher or chaperone that the entire group is present and ready to start. Remember that kids have more fun when they are doing an experiment and discovering the answer, rather than watching and listening.

Introduction

Say: “Welcome to Active Transportation Adventure! Today we will be learning about the benefits of using active transportation. Who can tell me what Active Transportation is?”

Say: “Active Transportation is using our bodies’ power to move through the world! This could be by walking, biking, scootering, or rollerblading.”

Say: “When we use Active Transportation, there are all sorts of benefits. Let’s explore some stations to learn what those are!”

Health Station

Say: “Let’s see how our bodies feel when we use Active Transportation compared to when we sit in a car.”

Divide students into 2 groups. One group will pretend to go for a walk while the other pretends to sit in a car.

Say: “Group 1 is going to pretend to go for a walk by doing 10 jumping jacks and then 10 star jumps (demonstrate for students).”

Say: “Group 2 is going to pretend they aren’t using Active Transportation by driving a car (demonstrate pretending to steer a car but not moving legs at all for students).”

Say: “Group 1, how do you feel? How about you, Group 2? Ok now let’s switch.”

Do the same thing but with the groups switched.

Say: “When you use Active Transportation, you are using body power. This is good for your body since it exercises your muscles. It is also good for your brain and helps you get ready for school!”

Environment Station

Use pylons to outline a rectangular space separated in half. One half is the Active Transportation side, the other is the car side.

Bean bags are spread throughout the car side, representing pollution.

Say: “Next let’s investigate how Active Transportation is good for the environment. When we use cars too much, they create pollution which makes the air dirty. This isn’t good for us, animals, or plants.”

Say: “The bean bags represent the pollution when cars are used too much. To help clean up the earth, we are going to use Active Transportation.”

Say: “You can pick up one pollution at a time to bring to the bin at the end of the Active Transportation side. To pick up a pollution, you must do the Active Transportation method I

say. If I say to walk, you need to walk (no running). If I say bike, pretend to pedal with your hands. If I say to scooter, you must hop on one foot, and if I say to rollerblade, you must glide back and forth.”

Demonstrate all methods of Active Transportation.

Give students 2 minutes to see how much they can clean up. Then, regroup students to explain the next round while the other leader spreads the bean bags out again.

Say: “Great job. Now, I need 1-2 volunteers to be cars. Cars can only walk, not run. Cars pick pollution out of the bin and return it to the car side, one at a time. Let's see if Active Transportation can keep up!”

Give students 2-3 minutes to play this round, then gather them back up for the conclusion.

Conclusion

Say: “Thank you for coming on this Active Transportation Adventure with us! Can you tell me one trip you can take using Active Transportation instead of using a car?”

Say: “These are great examples! Sometimes we need to use cars to go for long drives or certain places, but when our destinations are closer it's better to walk or use other modes of active transportation. Today we learned that Active Transportation is good for our bodies and for the environment. Enjoy the rest of your day!”

Background Information:

Students may ask about electric vehicles (EVs) as an alternative to cars that is more environmentally friendly. EVs reduce greenhouse gas emissions (GHGs), resulting in less pollution released into our atmosphere. However, they have the same impact on our bodies' health as regular cars.

ALTERNATIVE Environment Station

Say: “Let's investigate how Active Transportation is good for the environment. When we use cars too much, they create pollution which makes the air dirty. This isn't good for us, animals, or plants.”

Say: “When we use active transportation as much as we can, we prevent more pollution from getting into the air.”

Show large poster of earth covered with smog/pollution (velcro? Magnets?).

Say: “To help clean up this earth, you need to take an Active Transportation (magnet/velcro) and replace a pollution with it. To replace a pollution, you need to think of a trip you could make using Active Transportation instead of a car. Maybe its to your school, to visit a friend, or to your local park!”

Students take turns picking up an Active Transportation (magnet/velcro), saying an Active Transportation trip they could take, and replacing a pollution.

Grey Colour Group - Intermediate

Say: "Great job. There are still some cars on our earth, because not everywhere we go can be reached with Active Transportation."

Materials

- Large poster of earth (magnetic? Or with sticky spots for Velcro?)
- Sticky images of cars/smog
- Sticky images of active transportation methods in a basket

Set-Up: Set up 2 stations; put smog/cars on poster and basket of active transportation methods in a basket.

Take Down: Place all materials back into bin.