



Transportation: How can I be more active?

How can I safely be driven less, be more active, and reduce greenhouse gas emissions from driving?

Take photos of the actions you are taking to be active or keep a list or journal of where you biked or walked. Use maps and do the math. Share your actions with your teacher, family, and friends.

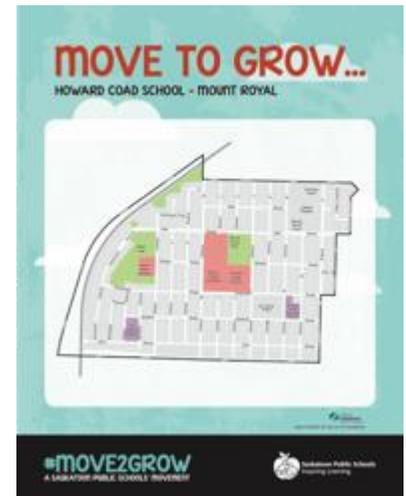
I walk or bike in my neighbourhood

- The City of Saskatoon's [Low Emissions Community Plan](#) says it is reasonable to walk 2km, or bike 5km.
- Make a list of places you like to go that are within walking distance of your home.
- Make a list of places you like to go that are within biking distance of your home.
- Walk or bike to some of these places for 2 weeks. Remember to practice safe distancing of at least 2 metres.
 - How many places did you walk to?
 - How many places did you bike to?
 - What is one thing you liked about walking or biking where you wanted to go?
 - What is one thing that you didn't like about walking or biking where you wanted to go?



I plan a safe route to school

- Walk or bike your route to school or look at a map of the route. Are there sidewalks, bike paths, crosswalks, stop signs or light or heavy traffic along the route? What would make the route safer?
- The Saskatoon Public Schools [Move to Grow](#) initiative has some ways to support active transportation.
 - Maps of the neighbourhoods around many Saskatoon schools,
 - Information videos to support safe active transportation,
 - Information videos on why being active is good for us, and good for the environment.



We don't idle our vehicles

- Idling vehicles produce CO_{2e} and other emissions that are hard on our breathing, and hard on the environment.
- Except in traffic, turn off your vehicle engine if you are waiting for more than 10 seconds.
- Reducing idling time by **10 minutes per day** will save almost **\$3/month** in gas, **30 litres of gas/year** and **70 kgCO_{2e}/year**.



Curriculum Connections

Grade 4 Mathematics N4.3 Demonstrate an understanding of multiplication of whole numbers (limited to numbers less than or equal to 10) by: applying mental mathematics strategies explaining the results of multiplying by 0 and 1 **N4.4** Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) by: using personal strategies for multiplication, with and without concrete materials, using arrays to represent multiplication, connecting concrete representations to symbolic representations, estimating products solving problems. **P4.1** Demonstrate an understanding of patterns and relations by: identifying and describing patterns and relations in a chart, table or diagram, reproducing patterns and relations in a chart, table, or diagram using manipulatives, creating charts, tables, or diagrams to represent patterns and relations solving problems involving patterns and relations **SS4.1** Demonstrate an understanding of time by: reading and recording time using digital and analog clocks (including 24 hour clocks), reading and recording calendar dates in a variety of formats.

Physical Education PE4.1 Make decisions about and apply, with guidance, strategies (including fitness appraisals) and principles related to fitness improvement to determine own level of health-related fitness (cardiovascular endurance, flexibility, muscular endurance, and muscular strength) and to positively affect own level of health-related fitness. **PE4.9** and refine selected movement skills, tactics, and strategies while participating in: low-organizational, inventive, and cooperative games (e.g., tag games, relay race, prisoner's base), small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball), small-sided and lead-up striking/fielding games (e.g., long ball, kick ball, softball), small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse) alternate environment activities (e.g., hiking, aquatics, skating, snowshoeing, orienteering, cross-country skiing, tobogganing, cycling, tracking). **PE4.10** Apply tactics, strategies, and rules necessary for safe and inclusive involvement in movement activities, including but not limited to co-operative and competitive lead-up games as well as alternate environment activities, when alone and with others.

Social Studies DR4.1 Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan.

Grade 5 Mathematics N5.2 Analyze models of, develop strategies for, and carry out multiplication of whole numbers. **SS5.2** Demonstrate understanding of measuring length (mm) by: selecting and justifying referents for the unit mm, modelling and describing the relationship between mm, cm, and m units.

Physical Education PE5.1 Create and implement, with guidance, as a class, a health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that includes setting a personal goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity. **PE5.2** Apply, with guidance, beneficial and safe strategies to improve flexibility and muscular endurance through participation in a variety of movement activities. **PE5.7** Refine, alone and with others, selected movement skills, tactics, and strategies while participating in: small-sided and lead-up net/wall games (e.g., badminton, tennis, table tennis, one bounce, three-on-three volleyball, pickleball, paddle ball) and critically reflect on chosen movement skills, tactics, and strategies used in: small-sided and lead-up target games (e.g., bowling, curling, golf, bocce ball, archery), small sided and lead-up striking/fielding games (e.g., long ball, softball, kickball, cricket), small-sided and lead-up invasion/territorial games (e.g., two-on-two, three-on-three games using skills from games such as soccer, basketball, and soft lacrosse), small-sided and lead-up alternate environment activities and games (e.g., hiking, aquatics, orienteering, skating, roping, tobogganing, cross-country skiing, downhill skiing, tracking, cycling, wall climbing, paddling).

Science HB5.1 Analyze personal and societal requirements for, and the impact of, maintaining a healthy human body.

WE5.3 Analyze the impact of weather on society and the environment, including technologies that help humans address weather conditions.

Social Studies RW5.1 Explain the importance of sustainable management of the environment to Canada's future.

Grade 6 Mathematics P6.1 Extend understanding of patterns and relationships in tables of values and graphs. **SS6.2** Extend and apply understanding of perimeter of polygons, area of rectangles, and volume of right rectangular prisms (concretely, pictorially, and symbolically) including: relating area to volume, comparing perimeter and area, comparing area and volume, generalizing strategies and formulae, analyzing the effect of orientation

solving situational questions. **SP6.1** Extend understanding of data analysis to include: line graphs, graphs of discrete data, data collection through questionnaires, experiments, databases, and electronic media, interpolation and extrapolation.

Physical Education PE6.1 Create and implement a personal health-related fitness plan targeting the health-related fitness component of cardiovascular endurance that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity.

PE6.2 Demonstrate an understanding of the impact of inactivity on body composition and how to make healthy choices for a balanced self, including regular participation in movement activity, that effectively and safely affect (maintain, increase, decrease) body fat composition. **PE6.4** Demonstrate, through participation in movement activities, an understanding of the skill-related components of fitness (power, agility, speed, reaction time, balance, and coordination) and how they connect with the health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition) in the development of each other. **PE6.10** Apply controlled use of selected movement skills and variations (i.e., locomotor, non-locomotor, and manipulative skills) as well as safe and environmentally friendly behaviours while participating in a variety of: alternate environment activities (e.g., skating, cross-country skiing, downhill skiing, snowshoeing, roping, cycling, hiking, kayaking, aquatics, tobogganing, orienteering), body management activities including dance and educational gymnastics, as well as others (e.g., pilates, wrestling, skipping, track and field, yoga, aerobics).

Social Studies DR6.2 Analyze ways in which the land affects human settlement patterns and social organization, and ways in which human habitation affects land. **DR6.3** Appraise the strategies human societies have used to orient themselves within time and place in the natural environment. **RW6.2** Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

Grade 7 Mathematics P7.1 Demonstrate an understanding of the relationships between oral and written patterns, graphs and linear relations.

Physical Education PE7.1 Create and implement a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity. **PE7.9** Utilize selected movement skills and combinations of skills (i.e., locomotor, non-locomotor, and manipulative) to participate in a variety of: alternate environment activities (e.g., skating, cross-country skiing, swimming, snowshoeing, cycling, hiking, tracking, skateboarding, roping, canoeing, downhill skiing, orienteering, body management activities including dance and educational gymnastics, as well as others (e.g., wrestling, track and field, pilates, yoga, aerobics). **PE7.10** Plan, organize, lead, and evaluate cooperatively movement activity, such as intramurals, fitness fun days, and playground games, to engage younger students and to connect with others. **PE7.11** Examine external influences (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development and options for active living in the community. **PE7.13** Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.

Social Studies DR7.1 Analyze and use various types of maps (that provide differing perspectives and information for differing purposes) in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries. **RW7.3** Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries.

Grade 8 Health Education USC8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment. **AP8.10** Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

Mathematics SP8.1 Analyze the modes of displaying data and the reasonableness of conclusions.

Physical Education PE8.1 Create, implement, evaluate, and revise a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, muscular strength, and flexibility that involves setting goals for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, and Time), and incorporates daily moderate to vigorous movement activity. **PE8.8** Apply and adapt selected activity-related skills (e.g., carrying, paddling, gripping, hanging, wheeling, digging, fire building, snow ploughing, compass reading) and strategies required for participation in alternate environment activities (e.g., backpacking, hiking, cycling, overnight camping, canoeing, snowshoeing, wall climbing, in-line skating, skate boarding, cross-country skiing, tracking, roping, dog sledding, skating, orienteering, downhill skiing, tobogganing, Quincy building). **PE8.10** Create and implement an individual or small group plan to engage and support at least one other person in repeated participation in movement activity at school, at home, or in the community. **PE8.14** Analyze the influences of past and present social, cultural, and environmental perspectives on the need for recent physical movement initiatives (e.g., in motion, ParticipAction, Indigenous Games, walking paths) that support personal, family, and community active living and well-being.

Social Studies RW8.3 Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.