

## Social Science Walk Lesson Plan

*Integrate your Walk and Wheel event into the Prescribed Learning Outcomes for Social Sciences.*

### Processes and Skills of Social Sciences:

- Cooperative participation in groups
- Gather, interpret, and organize observations to present
- Critical thinking (questioning, comparing, summarizing, drawing conclusions, and defending a position)

### Identity, Culture, and Society:

- Ways individuals contribute to a community
- Changes in communities over time
- Importance of communities to lives
- Canada's national role in health and environment (compare and contrast to other countries)

### Governance:

- Rights, responsibilities, and the well-being of a community
- Roles, responsibilities of citizens and local government

### Human and Physical Environment:

- Natural and human-built characteristics of natural environment
- Impact of environment on daily life
- Effects of environment on early settlement and population distribution

## Example Lesson Plan

*Subject: Social Sciences (History, Humanities, Civic Studies)*

### Overview and Purpose:

- To create an understanding of how the human-built environment affects daily life
- To create an understanding of how transportation and land influences the environment and human health
- To provide knowledge on the local community's history, and how it's changed over time

### Objectives:

- Communication and presentation skills
- Knowledge of the community's historical features
- Understanding the factors that influence how communities/human environments are shaped

## Activity:

- On a community walk, note historical features (heritage architecture, monuments, civic/institutional and industrial buildings) as well as natural features (rivers, lakes, mountains or forests)
  - Use these features collectively to describe the community history, making reference to how the environment shaped settlement patterns, the resource economy and the cultural way of life.
  - Point out modern features in the urban and natural landscape, and discuss how various processes have caused changes in your community that you see today
- In class, have groups collaborate amongst each other on how to present their findings from the walk (group presentation, poster display, or skit)
- In class, ask students to identify 10 forms of transportation and rank them from best to worst for health, sustainability, and personal cost. Write answers on the board.
- On a community walk, note the barriers to using active transportation (too many cars, missing sidewalks) and identify areas that need improvement
  - Students to measure their **Neighborhood Walk Score** (measure the walkability of their neighborhood)
- In class, have students role play different members of the community and how they would discuss to their local government the concerns on their walkable neighborhoods and their solutions for improvement

