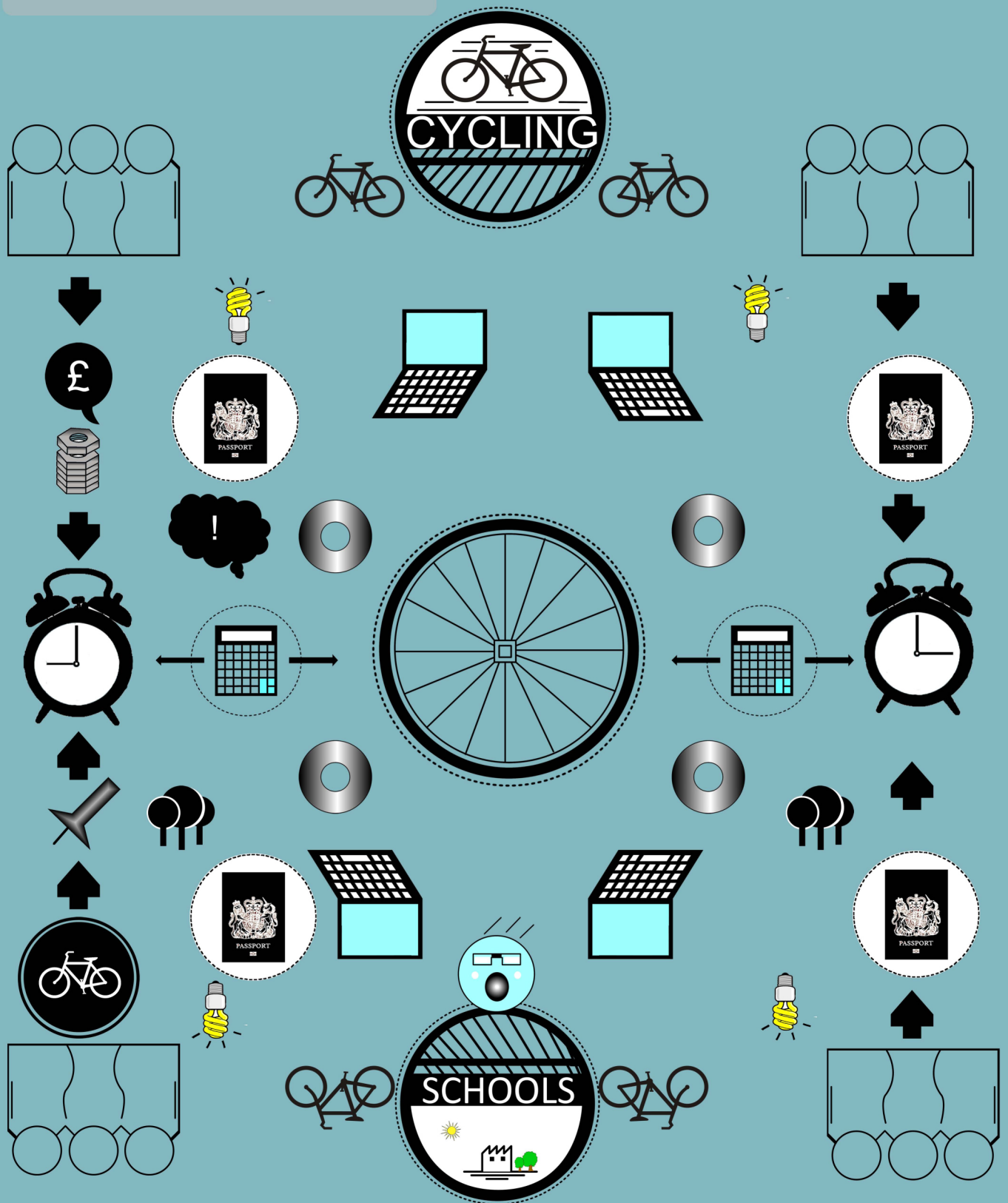


Citizenship

Curriculum Focus on Cycling Key Stage 3





Introduction

Welcome to the Transport for London (TfL) Key Stage 3 (KS3) cycle curriculum resource. This resource is designed to promote a positive image of cycling to young people.

It is our intention that the projects enclosed will enable students to develop a greater insight into cycling as well as supporting teachers to meet the requirements of the newly structured National Curriculum. There are 'teaching delivery maps' which highlight the particular areas of the Qualifications and Curriculum Authority (QCA) scheme of work that each project links to.

There are four themed projects within this resource which are:

1. Young Dragons – business planning around cycling issues
2. Local Community, Local Discovery – discovering places, exploring ideas and locations
3. The Big Debate – exploring the links between local action and global impacts through pollution and congestion
4. Looking Beyond the UK – providing pupils with the opportunity to learn more about global experiences

The projects have been designed to give the teacher flexibility and encourage students to work in groups while helping and supporting others in their school and local community. The delivery of each project is flexible and could be delivered over a short period (one lesson) or longer duration (half a term). This pack contains guidance notes, lesson plans, worksheets, handouts and where relevant PowerPoint™ slides to enable teachers to deliver projects with minimum time and preparation.

These activities can support your school in:

- Meeting School Travel Plan targets
- Achieving Healthy Schools status
- Becoming a Sustainable School
- Delivering the objectives of Every Child Matters



Introduction

We recommend the person responsible for the implementation of the attached projects should read through proposed URL content before commencing activities in the event that the web domains supplied have been changed or corrupted.

We hope you enjoy using the resource and look forward to receiving your feedback using the evaluation form at the rear of this resource in the months to come.

Yours sincerely

A handwritten signature in black ink, appearing to read "Leon Girling".

Leon Girling
Project Manager
Transport for London



Overview

Background

This resource has been created to promote cycling in London. It is designed for young people at Key Stage 3 (KS3) as a contribution to the efforts to develop a sustainable approach to travel in the city, to improve the environment, reduce congestion and promote healthier lifestyles. The resource is also designed to support the delivery of the National Curriculum for Citizenship and other major curriculum initiatives. In particular these will include:

-
1. The Every Child Matters (ECM) dimensions.
 - Healthy lifestyles
 - Staying safe
 - Enjoyment and achievement
 - Making a positive contribution
 - Economic well-being
 2. The Travel and Traffic doorway to the Sustainable Schools (SS) National Framework including:
 - Curriculum – (cultivating knowledge, values and skills to address travel and traffic issues)
 - Campus – (reviewing the impact of the school's 'travel behaviour' in order to lessen environmental impact and promote healthier lifestyles)
 - Community – (using partnerships to promote awareness of travel decisions among school stakeholders)
 3. Helping the school to meet its Extended School objectives.
 4. Reference to the Building Schools for the Future (BSF) agenda, particularly:
 - Sustainability
 - Independent learning
 - Community learning



Overview

Background (continued)

5. Making a major contribution to the school's work in developing independent learners, whether through the Learning2Learn initiative, other means, or the Social and Emotional Aspects of Learning (SEAL) agenda. Independent learning involves both the cognitive and behavioural aspects of personality and these are summarised for the purposes of this scheme as higher-order thinking, creative thinking, caring thinking and critical thinking.
6. Enterprise capability. Using the Department for Children, Schools and Families (DCSF) definitions:
 - Creativity
 - Innovation
 - Risk-taking
 - 'Can do' attitude
 - Determination
7. Finally, the resource will enhance the school's delivery of its School Travel Plan (STP), which schools are expected to have in place by 2009. The project has the potential to ensure that this plan is live, inclusive, representative and has impact.



Overview

The Citizenship resource

There are four projects making up the Focus on Cycling in Citizenship resource. Individual teachers or schools can access the projects in any order, creating an incremental learning journey as they see fit. The projects are divided into sessions, which are both incremental and developmental. However, the sessions are of differing lengths and the teacher can condense or extend them in any way. Each project is presented as a separate section in the resource folder and begins with a rather more detailed introduction as teachers' notes. There is also an overview of the project and a delivery map which cross-references with National Curriculum units for Citizenship and other major initiatives.

For teachers who are less familiar with the Citizenship scheme of work at KS3 a summary of key concepts and processes is provided. It is recommended that it is read in conjunction with Citizenship schemes of work, units of study, attainment targets and teacher guidance notes. These may be accessed at the following sites:

Programme of study and attainment targets for citizenship

<http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/citizenship/keystage3/index.aspx>

Units of study for Citizenship at KS3

www.standards.dfes.gov.uk/schemes2/citizenship

Teacher guidance

www.standards.dfes.gov.uk/schemes2/citizenship/teachers_guide



Overview

Summary of Citizenship in the National Curriculum

New opportunities in citizenship, National Curriculum for Citizenship, KS3 schemes of work, Qualifications and Curriculum Authority (QCA) June 2007

The National Curriculum Citizenship programme sets out the concepts, processes and skills that young people might be expected to understand and demonstrate by the end of KS3.

Key concepts

- Democracy and justice – The role that citizens take within the political and justice systems. The balance between competing and conflicting demands
- Rights and responsibilities – Political, legal, human, social, civic and moral rights, obligations and responsibilities
- Identities and diversity – The multiple identities that may be held by groups and communities in a diverse society

Key processes

- Critical thinking and enquiry
- Advocacy and representation
- Taking informed and responsible action



Overview

Summary of Citizenship in the National Curriculum (continued)

Outcomes from the National Curriculum in Citizenship

By the end of KS3, most students will have knowledge and understanding about becoming informed citizens. They will be able to:

- Demonstrate a broad knowledge and understanding of the topics and issues they have explored
- Demonstrate understanding of key citizenship concepts, for example; rights and responsibilities; duties of citizens; the role of the voluntary sector; forms of government; provision of public services
- Demonstrate understanding of key concepts such as democracy, government, fairness, justice, rules, laws, diversity, identities and communities, power and authority, and sustainable development
- Understand how the public gets information and how opinion is formed and expressed, for example, the role of the media in presenting information to the public; an appreciation that information can be interpreted in different ways; how and why changes take place in society
- Take part in school and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others and demonstrating values of, for example, honesty, tolerance, respect and concern for others

Furthermore, students will be able to demonstrate skills of enquiry and communication, for example through:

- Investigation of topical issues, problems and events, analysing and evaluating a range of sources of information, including ICT and the media
- Identifying questions, considering and discussing different issues, drawing simple conclusions and justifying personal views and opinions
- Group and class discussion and debate, presentation and development of ideas and views
- Listening to and considering the views and experiences of others and expressing views that are not necessarily their own





Overview

Summary of Citizenship in the National Curriculum (continued)

Students will be able to demonstrate skills of participation and responsible action, for example through:

- Taking part in group and decision-making activities, demonstrating responsibility in their attitudes to themselves and others
- Negotiating, deciding and taking part in responsible actions, both in the school and in the wider community, and reflecting on their participation
- Communicating their findings and experiences with others and making suggestions for improvements or changes
- Reflecting on their participation in citizenship activities



Overview

Teacher resources

Worksheets and handouts

For each of the four projects there are both worksheets and handouts. Worksheets contain activities for students. Handouts contain information which is for reading or reference only. All worksheets and handouts can be photocopied.

Card sorts

Where card sorts are used, two copies are provided so that teachers have a master copy and one from which copies can be made, cut and put into envelopes either for individual students or a group of students.

Internet

Ideally, students will have access to the internet so that they can carry out their own research where appropriate. However the resource is not dependent on IT use.

While every effort has been made to examine the websites that are referenced, TfL does not take responsibility for the content of the sites.



Overview

Generic activities and vocabulary

Some activities can be repeated and further developed by the teacher. Generic activities are described in Appendix 1.1-1.4 in 'Additional resources'. The generic activities and strategies used in the resource are:

- Thinking collaboratively
- Perceptual positions
- Coming to conclusions and reaching consensus –
 - a) Brainstorm and Diamond 9
 - b) Post-it clusters

Some vocabulary needs to be explicitly taught and understood. The vocabulary used in the resource includes:

- Social enterprise
- Team strengths

Other strategies and vocabulary that are specific to only one project can be found in the teachers' notes at the beginning of each project.



Young Dragons summary

In this project, students must ‘pitch’ an idea to a panel of ‘Dragons’ who are representative of their school and capable of choosing a winning team.

The winning team is the one which sets out the most attractive plans for a half-day cycling event to be held at the school, on any appropriate scale but which most effectively promotes cycling, embodies realistic yet ambitious ideas, and is well-organised, with appropriate risk assessment.

The school could take the idea forward to implementation and actually hold the event (or a combination of events). Although this is not essential it would obviously be an added bonus and a reward for the effort students make.

The Young Dragons work in class or group teams and are challenged to become ‘social entrepreneurs’ (see Appendix 1, 1.3 in ‘Additional resources’). Students must plan an exciting event for their school that promotes cycling, is funded through sponsorship and which they plan, advertise and organise themselves. The winning team is the one that meets the social and economic criteria of:

- Being sponsored
- Bringing benefit to the school and/or wider community
- Involving as many members of the school community as possible
- Being planned in a democratic way and involving the expertise of the entire group
- Offering challenge and fun

The sessions take students through a process of preparation, planning and organisation and culminate in pitching an idea to the school Dragons. This is a group of adults known to the school. The project is designed so that students organise themselves, become active, learn about team roles and how to make group decisions in a democratic way.



Young Dragons teaching delivery map

Areas within the Key Stage 3 (KS3) Qualifications and Curriculum Authority (QCA) scheme of work

Unit no.	Subject	Unit summary
1	Citizenship – What's it all about?	What is a democratic community? How do we work in harmony and make a difference?
4	Britain – a diverse society	Asking 'What would bring my community together?'
4	Involvement in the community	Taking responsible action and making things happen.
14	Developing skills of democratic participation	How we can make decisions as a class and year group? How meetings can be made more effective. How I am represented in my school. How we can improve communication. How we take responsible action and work collaboratively. Understanding the concept of social enterprise.
8	Leisure and sport in the community	How we can work together to generate our own recreational activities.
21	People and the environment	Weighing up arguments. The impact of individual behaviour. The need for changing lifestyles now and in the future.



Young Dragons teaching delivery map

Areas within a School Travel Plan (STP).

Section of the STP	How does the project link to the STP criteria?
Part 1 – Tell us about your school	School ethos and special activities.
Part 2 – What are the issues at your school?	Safety, health, working with parents.
Part 3 – How has everyone been involved?	One outcome from a curriculum project.
Part 4 – What exactly do you want the plan to achieve?	Encourage cycling, improve health and independence.
Part 5 – How are you going to achieve it?	Involve a section of the school.

Areas within Every Child Matters (ECM)

Objective	How does the project link to the ECM objective?
Be healthy	Culminates in an outdoor and active event.
Stay safe	Includes challenges that involve safety measures.
Enjoy and achieve	Have fun.
Make a positive contribution	Team working and planning.
Achieve economic well-being	Think bike!



Young Dragons teaching delivery map

Areas within Healthy Schools (HS)

Core themes	In what way does the project link to the HS core theme?
Personal, Social and Health Education (PSHE)	Independence, responsibility, persistence.
Healthy eating	Could be a feature of the planned event.
Physical activity	Active preparation and execution.
Emotional health and well-being	Getting feedback, working together, enjoying success.

Areas within Sustainable Schools (SS)

The Travel and Traffic doorway	In what way does the project link to the SS doorway?
Curriculum	Thinking, being creative, taking responsibility.
Campus	Planning to use our own space.
Community	Involving as many members of the community as possible.

Areas within other central government initiatives/programmes

Initiative/programme	How does the project link to this initiative/programme?
Extended Schools	Showing that school is more than what happens in classrooms.
Building Schools for the Future (BSF)	Success will depend on the teacher acting as facilitator, with students as managers and leaders. Possible launch to a campaign that is about sustainability.
Social and Emotional Aspects of Learning (SEAL)	Use of learner tools and strategies that are transferable.



Young Dragons lesson plans

Young Dragons in Citizenship combines a range of KS3 dimensions and key initiatives listed in the introduction. The project is an event organisation activity in which the student teams compete to devise the most compelling day or half-day activity.

To complete this project they must:

- Invent a company name and slogan
- Find sponsorship
- Negotiate with teachers, sponsors and partners
- Plan something which is enjoyable, challenging and could involve all members of their class, year group or key stage
- Be able to justify the use of curriculum time
- Demonstrate collaborative planning

This project will involve students in thinking about themselves, their interests and skills and how people become actively involved in a team's enterprise. Students will have to think about their own strengths, contribution, roles and how consensus decisions are reached. They will have to be creative and innovative if the event is to have appeal to their contemporaries and get them involved.



Young Dragons lesson plans

Young Dragons will provide an opportunity for students to revisit skills and competencies learned in earlier National Curriculum (NC) stages of Citizenship.

For example, they will:

- Have opinions, explain and justify them and share them with others
- Say how things can be improved by actions
- Present ideas and acknowledge different responses
- Discuss and describe features of their community
- Investigate and draw conclusions
- Evaluate success
- Plan next steps
- Evaluate roles people play
- Participate in a democratic process
- Work together and plan to take a course of action

The sessions outlined may be extended or condensed over any period of time.

The sessions are outlined in a table below but, in essence, take students through a process of planning and organisation in which they identify how to work effectively together in the interests of a specific community. The emphasis in Young Dragons and Citizenship is on self-directed work, collaboration and in taking positive action, which has social benefit.

In order to realise this the teacher will introduce the idea of 'social enterprise' and explore the ways in which social enterprise creates 'social wealth'. Notes to support this are found in Appendix 1, 1.3, 'Additional resources'.



Young Dragons lesson plans

Groups of students, from either one class or between classes, will compete by 'pitching' an idea to the Dragons in order to win support for their scheme. The scheme is to organise and preferably run a 'Promote Cycling' event for the school. Groups can be of any size but six students working collaboratively is ideal.

If more than one class is working on Young Dragons the winning group from one class could then compete against the winners from another so that there is ultimately one winning team from the school.

The school Dragons can be a selection of adults including interested teachers, governors, the over-16 students, parents, teaching assistants or local authority employees.

Teachers embarking on Young Dragons within Citizenship will want to feel confident about managing creative group activity, although resources and materials are provided to help with keeping students involved and on task.

Each session has clearly numbered handouts and worksheets.



Young Dragons lesson plans

Session 1

Getting started

Student learning:

Organising ourselves as a group of social entrepreneurs. How to work together, allocate roles and use strengths.

Conducting an elementary survey.

Teacher dialogue:

Be familiar with same-way thinking and team roles. Explain social enterprise, social wealth and action groups.

Session 2

Our idea

Student learning:

Taking up the Young Dragons' challenge. How will our 'social event' enhance our group/year group?

Teacher dialogue:

Facilitating brainstorming and creative ideas. Reaching consensus.

Session 3

Getting support

Student learning:

Getting sponsorship from the right sources.

How to write letters to get support.

Teacher dialogue:

Identifying potential support if the event is to come to fruition.



Young Dragons lesson plans

Session 4

Planning the event

Student learning:

- Making decisions
- Who to involve
- Scale of event
- Making it fun
- Appealing to a broad range of people
- Assessing the risk
- Marketing ideas
- Managing the budget

Teacher dialogue:

Adding value to the plans.

Session 5

Planning the pitch

Student learning:

Deciding how to 'pitch' our event to the Dragons.



Young Dragons

session 1 – introduction

Getting started

Session 1 is essentially about examining how we can learn to work well together. It introduces three strategies for doing so and the teacher needs to be familiar with these.

These are repeated from Appendix 1 in 'Additional resources'.

1. Thinking collaboratively
2. Identifying team strengths
3. Coming to conclusions and consensus

It also introduces the concept of social enterprise and the teacher needs to be familiar with this.

Thinking collaboratively

This is a process by which we all think in the same way in order to avoid 'muddled' conversations in which we all compete to be heard, giving our views and not hearing what others are saying. We all think in the same way by only talking in turn, listening while someone is speaking and restricting ourselves to a certain aspect of our thoughts.

For example:

- Advantages – We all agree to talk about the advantages of doing something. We only talk about the advantages and benefits
- Risks – We all agree to talk about the negatives of doing something. We can say why it might not work and the risks attached
- Feelings – We all agree to talk about our feelings about the idea in question. Our 'intuitive' responses and emotions
- Facts – We all agree to talk about the facts and information that would help us to make a good decision
- Add to it – We all agree to talk about adding to the idea and making it even better

The teacher, in explaining this process, will need to give examples and might use something like getting rid of school uniform.



Young Dragons

session 1 – introduction

Getting started (continued)

The teacher needs to teach the rules.

Rules

- Sit in a circle
- The teacher will first tell what kind of thinking to use and will say Risks or Advantages or Feelings or Facts or Add to it
- Go round each person in turn
- Each person adds something but only with that kind of thinking in mind
- Keep going round as many times as possible, adding something new or even unusual if you can
- Nobody is allowed to talk about anything else. For example, when students are talking about the advantages then they are not allowed to suddenly introduce a 'feeling' or a disadvantage
- If someone breaks the rule someone else simply holds up a hand and the person has to stop and join in the right kind of thinking and talking
- Practise it at least once and talk about what is good about the process

Team strengths

There are six team roles students can play and there are probably one or two that they feel most comfortable in. They are:

- The ideas person
- The 'getting the job finished to a high standard' person
- The researcher – the 'finding out what we need to know' person
- The practical 'get it made' person
- The 'let's think it through first' person
- The 'getting everyone organised' person

It helps if the teacher is able to identify which roles students play well and give some evidence for this.



Young Dragons session 1 – introduction

Getting started (continued)

Coming to conclusions and reaching a consensus

There are various ways in which to do this and teachers may like to choose their own.

The models used here are:

1. Brainstorm and Diamond 9 – Brainstorm ideas, select nine and arrange them, through discussion, in a diamond shape with the best idea at the top and the least favourite at the bottom. Those in the middle rows are of equal value.
2. Sticky clusters – Put ideas onto separate stickies and then 'cluster' them into themes, finding a single sentence to summarise.

Social enterprise

This is about being enterprising in order to create something for people's benefit and common good (as opposed to economic wealth alone). The wealth they create is about 'human capital' or the 'stock of goodness' that exists between people and binds them together. Social entrepreneurs are people who realise unique ideas that create meaningful outcomes for people. They are sometimes called 'not-for-profit' ventures and are usually self-funded.

Some examples might be:

- A toy exchange and library
- A school theatre company



Young Dragons session 1 – overview

Getting started (continued)

Introduction

Student learning:

- Why we are taking up this competition challenge
- Why our school is supporting Transport for London (TfL) in its quest to promote cycling
- In Citizenship we learn how to work well together for the common good
- This is an opportunity for us to put this into practice... and also win a competition
- Perhaps if people enjoyed and thought about cycling they would do it more. That's our challenge
- Ask who cycles in this group?
- Why or why not?

Teacher dialogue:

- Make the first five points briskly
- Help the group to conduct a simple survey

Resources:

Worksheet 1	Starting the survey
Handout 1	Who rides a bike?



Young Dragons session 1 – overview

Getting started (continued)

Social enterprise

Student learning:

To continue, we need to know about:

- Social enterprise
- Our own strengths and team roles

Teacher dialogue:

Explain briskly the meaning of social enterprise.

Resources:

Handouts 2-4	Social enterprise
Worksheets 2-4	Social enterprise
Handouts 5-6	Team roles and strengths
Worksheets 5-7	Team roles and strengths
Worksheet 8	Drawing up ground rules



Young Dragons session 1 – overview

Getting started (continued)

Summary and homework

Student learning:

Students extend their class survey by asking family members to complete a survey.

Ask each member of the family what it would take to get them to start cycling.

Record these and bring them to the next lesson or submit them in advance.

Teacher dialogue:

Summarise the lesson and say briefly what will be achieved next week.

Explain the homework.

Resources:

Worksheet 9

Conducting a survey



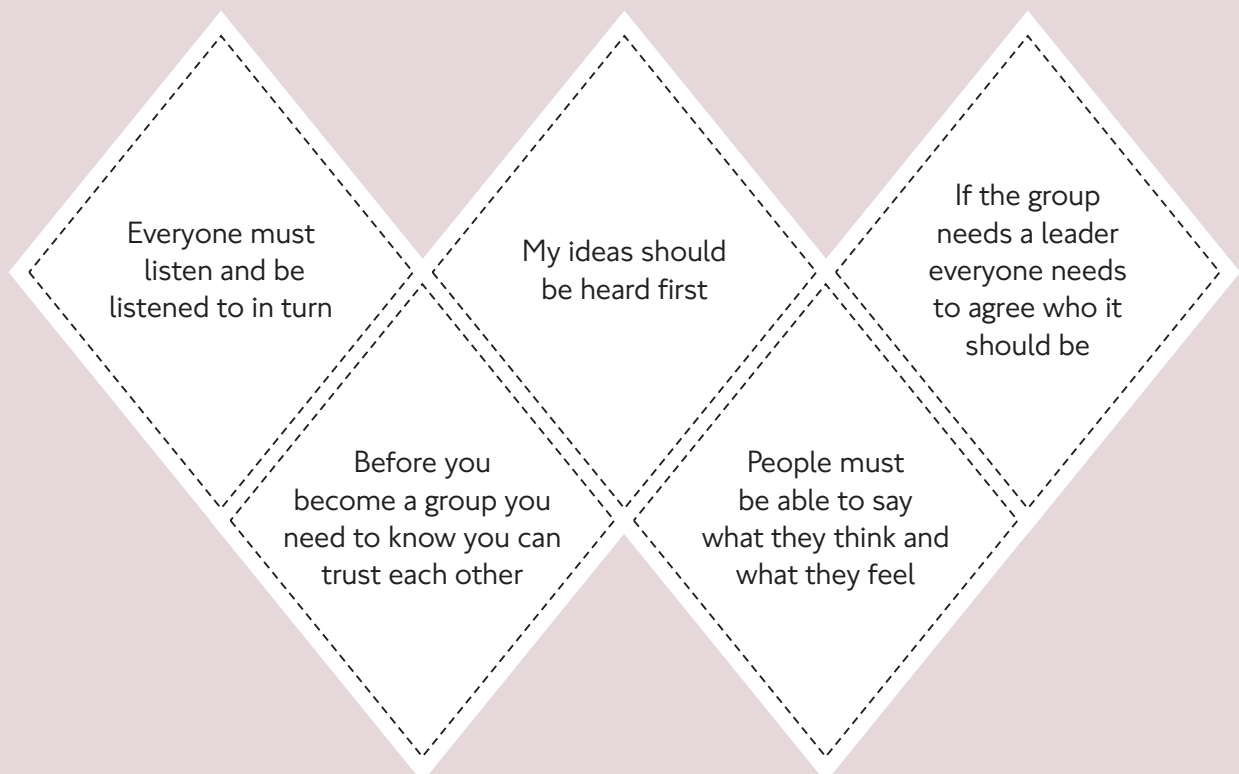
Young Dragons session 1 – worksheet 7

The diamond 9

Photocopy and get the students to cut out the diamonds so that each student or pair has one set in an envelope.

Students should select the nine cards which represent the best features of good group work and arrange them in the diamond pattern.

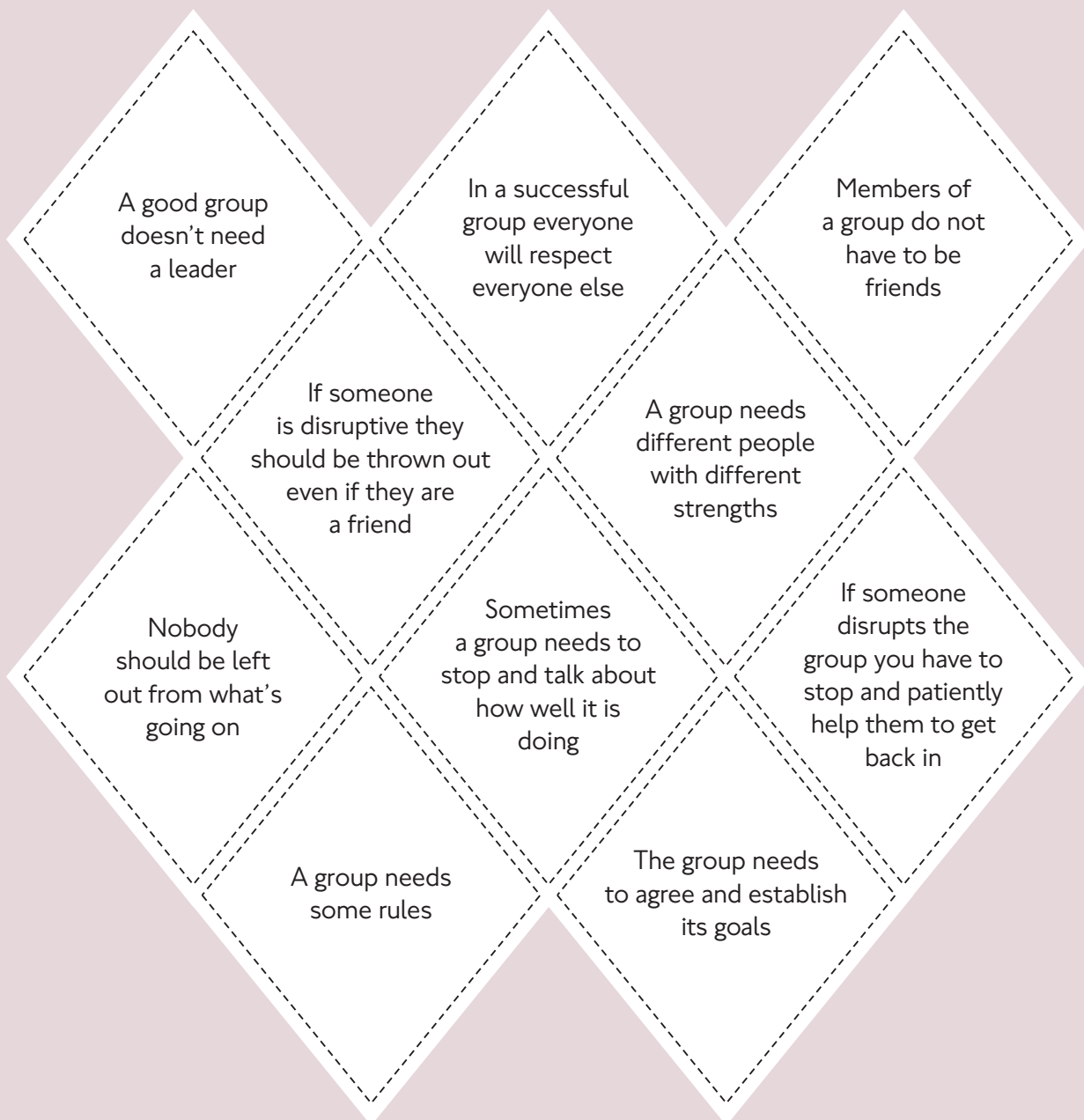
The most important is at the top, the least at the bottom and the numbers show that the items in that row are of equal value.





Young Dragons session 1 – worksheet 7

The diamond 9 (continued)



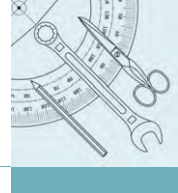




Young Dragons...

Handouts and worksheets for photocopying
Session 1





Page 1.21

Name _____

Date _____

Class _____

Starting the survey

Please put your name in the first box and then tick appropriate boxes. These will be collected to make a class survey

Name	Own a bike	Cycle regularly	Cycle occasionally	Cycle rarely	Cycle to school



Reasons for cycling:

1. _____
2. _____
3. _____

Reasons against cycling:

1. _____
2. _____
3. _____

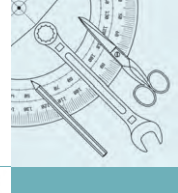
Person in family with bike	Cycles regularly	Cycles occasionally	Cycles rarely	Cycles to school/work

Look at the pictures on Handout 1: 'Who rides a bike?' for some clues.



Who rides a bike?





Social enterprise

Before we can continue we need to understand what is meant by social enterprise. Please read these pages.

What is social enterprise?

Social Enterprise is about doing something different in order to create something for people's benefit and common good (as opposed to economic wealth alone). This means that effort and energy is put into something worthwhile for people's happiness and quality of life, not just for making money. The wealth created is about 'human capital' or the 'stock of goodness' that exists between people and binds them together.

Think about people who work for a charity or who get a group of people together to achieve something that they need. It doesn't mean they don't charge people for the service, or that people necessarily work for nothing but the human kindness is more important than the financial gain.

Here are some examples:

Toy story

When Gemma was 16 years old her Mum had another baby and many of Gemma's friends gave old toys that were still around in their homes. They gave too many and so the girls decided to sell some to raise money for charity, repair some and give them to charity shops and give others to a children's centre. Several of their friends asked if they could buy the toys for their own young brothers and sisters. Finally, there were 12 of them who began finding old toys, some of them collectors' items.

They take out enough profit to repair equipment, and everyone gets £10 an hour when they meet on one night in the month to work on the toys they have gathered together. Some collectors have paid a lot for their items on eBay and the recycled toys are now in good use.





Social enterprise

Good use of a church

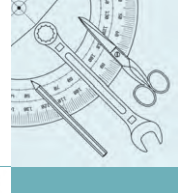
A vicar was dismayed to find that he only had about 10 people in the congregation on Sundays. For the rest of the week the dismal church was empty. Wandering his parish, he found a young man, Gordon, who made studded leather belts for a London market, a group of kids with a mum, Ella, who taught them jazz dancing in her front room in the evenings and some bored parents with nothing to do but sit and watch their kids play in the park.

He invited them all to use the church and said they could start to pay 'rent' when they could. The rent would be to help decorate and paint the church and sort out the garden.

There was room for the dance class to work properly and Ella could start to charge £2 for membership. She grew it to three classes and it gave her some extra cash for the week.

Gordon got a workshop, use of a photocopier and printing, and somewhere to put his stitching machine. The parents' group made a comfy meeting place and converted the scruffy garden. Now they take it in turns to run creative activities for the children. Several years later you can find the church bright and busy all day. There is a café, an art exhibition, a drama group, choir, weekend cycling group, youth group and several workshops in the little former chapels. They pay rent in cash or by keeping the church maintained.





Name _____

Date _____

Class _____

Social enterprise

Having read the examples in Handout 2 to give you the rough idea of social enterprise, read the two case studies below and, using the pro forma, compare and contrast them.

Gary

Gary saw himself as an entrepreneur. This is someone who sees a 'gap' in the market and moves in. He thinks he knows what people want and will buy. Above all, Gary wanted his own business and to be his own boss. Gary is a keen cyclist and while on an organised bike ride holiday in China he met a bike manufacturer at a hotel in which they were both staying. The manufacturer was using very light but sturdy materials and a new ergonomic design. Gary started to import these bikes, discovering along the way about running a small business and about imports and exports. He sells the bikes on, at a good profit, to existing shops and is doing well.



Ahmet

Ahmet studied motor mechanics at college and now works at a local garage. While he works on the latest cars he also discovered he likes repairing things and getting it going again. His friends ask him to 'just have a look at this and see what you think'... knowing he will want to see it mended. So Ahmet set up a workshop in a shed. He doesn't need to advertise as people pass on his name by word of mouth. His boss at the garage lets him use machinery out of hours. He charges fair rates and the cash is useful. He puts things back to good use. Nothing is turned away as Ahmet always knows someone among his friends who will come in and help or advise.



Now there is a whole group of people who repair things for others, return them or sell them for a small profit. They all help each other by sharing their particular skills and teaching each other.





Page 1.26

Name _____

Date _____

Class _____

Social enterprise

Write here the similarities between Gary and Ahmet:

Skills and knowledge:

Interests:

Attitudes:

Motivation:



Page 1.27

Name _____

Date _____

Class _____

Social enterprise

Write here what is unique about Ahmet:

Skills and knowledge:

Interests:

Attitudes:

Motivation:

Who benefits from his work and how:

Write here what is unique about Gary:

Skills and knowledge:

Interests:

Attitudes:

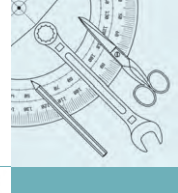
Motivation:

Who benefits from his work and how:



Date _____

Social enterprise



Social enterprise

There are many social entrepreneurs working in London. They are people who are trying to do something good for a community. Some people call their work the 'glue' that holds people together. You may even know someone who does something like this.

A famous man called Charles Leadbeater introduced the world to the idea of social enterprise. He wrote about people he called 'mavericks'. These are people who can take the initiative and think for themselves. Charles says that 10 years ago they were just a 'ragtag group of misfits'. This is because they were the heroes who did great things for their communities. They got fed up with nothing being done so they just got on and did it themselves. They had great ideas or vision; they were optimistic yet practical people.

They applied business approaches to social issues.

Now they are called social entrepreneurs or people who mobilise other people to address the social needs of ordinary people. It is sometimes called the 'third sector'. The other two are the private and state sectors. Charles Leadbeater reckons the third sector now employs 40 million people across the world and that a further 200 million people volunteer.

Charles says that social entrepreneurs are successful because they:

- Work in teams
- Are interdependent
- Are not afraid to 'borrow' ideas

However, he also says that in the next 10 years they need to 'scale up the impact of their work'. This will mean:

- Being fearless – trying out new ways to run businesses, employ people
- Using the internet to network with other like-minded people
- Opening up markets (such as Fairtrade) with other communities
- Using more traditional skills that are not damaging to the environment
- Becoming a mass activity – more and more people will want to become involved



Page 1.30

Name _____

Date _____

Class _____

Social enterprise

1. Find a person in your class who lives somewhere near you and together make as long a list as you can of the things that would benefit your community.

Start as many sentences as you can with:

‘Our community would benefit from...’

2. Think of anyone you know who could be classed as a social entrepreneur and say what they do.



Page 1.31

Name _____

Date _____

Class _____

Social enterprise

3. Charles Leadbeater uses special words to describe social entrepreneurs. Do you have any of the qualities? Complete this self-assessment and give your evidence. Self-assessment is when you rate yourself.

Quality	Assessment 1= Low 5=High	Evidence
Fearlessness or courage		_____ _____ _____
Optimism		_____ _____ _____
Working well with others		_____ _____ _____
Innovative, creative or visionary		_____ _____ _____
Determined		_____ _____ _____
Motivational		_____ _____ _____



Social enterprise

1 The Saint Matthew Academy, a school in Lewisham, had a Dragons' Den competition of its own to see which students could come up with the best social enterprise idea.

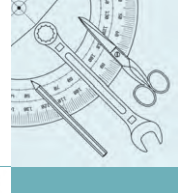
Guess what? It was won by a group that called itself Bikewise and organised a scheme to promote cycling in the school. The group won £250 to help them put their business plan into action. They will also get coaching and support from an organisation called Social Enterprise London.

This organisation brings together information about different organisations across the city. You can find out about them at:

www.sel.org.uk

2 Social Enterprise London has a whole directory of social enterprises for London. It lists dozens of useful organisations. If you look them up on the internet and look under transport you will find the Brixton Bike Co-op (which repairs bikes) and Bikeworks (a community cycling hub):

www.bikeworks.org.uk



Social enterprise

The screenshot shows a Mozilla Firefox browser window with the address bar displaying <http://www.tflks3.com/>. The page title is "Social enterprise". The content is organized into three numbered points:

- 3** Langdon Park School in Tower Hamlets decided to learn from social enterprise experts and they have transformed their school council into a cooperative social enterprise. Find out what they did at:
www.citizenship-pieces.org.uk/SocEnt
- 4** You can go to college or university to study social enterprise. There is a college in Bethnal Green called the School for Social Entrepreneurs:
www.sse.org.uk
- 5** You live in one of the richest and most important cities in the world. There is an organisation that is responsible for keeping London at the forefront. It is called the London Development Agency. If you hope to live and work in London you should know what they do.
www.lda.gov.uk

Definitions

Private sector – Any business, big or small, that exists to make profit
(eg shops, firms, factories)

Public sector – Organisations and services that are paid for by people's taxes
(eg education, health, libraries, roads)

Third sector – Organisations that only make enough money to keep themselves running and which do something for the common good (eg Fairtrade, community schemes, charities)



Page 1.34

Name _____

Date _____

Class _____

Social enterprise

You have read some facts on Handout 4. Answer these questions so that we know what you have understood. Use the internet if you are able to.

Discuss the questions and answer them orally if you are able to.

1. If some people set up a social enterprise in your area what project might they set about? What really needs doing?

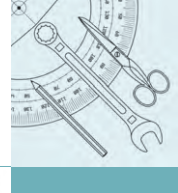
2. Have you ever just got on and solved a problem that needed dealing with?

3. What is the difference between independence and interdependence? Have you ever been in an interdependent group or team?

4. What is the meaning of the word 'impact'? Has anything ever had an impact on you?

5. What do you think Charles Leadbeater means by 'scale up'? Think of something at your school that has been 'scaled up' while you have been there.





Page 1.35

Name _____

Date _____

Class _____

Social enterprise

6. If a group of people started making and selling clothes in a market, would they be in the private sector or the third sector? What would be the difference that would make the difference?

7. Can you find an example of social enterprise at work in another country? For example, in an African village there was no electricity with which to pump water so some men fixed a pump to the children's roundabout. Now, as the children spin it round at play the pump is working and filling a cistern.



8. What are the three top things you would want to learn if you went to a social enterprise college?

1. _____

2. _____

3. _____

9. Suppose someone in your family asked you what you did at school today and you said 'Social Enterprise'. Suppose they said: 'What's that?' What would your answer be?



Team roles and strengths

Before we can continue with this project we need to discover what we need to do about team roles and strengths so that we can work effectively together.

Team roles and strengths

There are six team roles we can play and there are probably one or two that we feel most comfortable with. They are:

The 'ideas' person – who comes up with fresh thoughts and ways of doing things.



The 'getting the job finished to a high standard' person – who doesn't like to stop until the job is finished well.



The practical 'get it made' person – who likes to make things, get active and be practical.

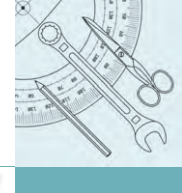
The researcher, the 'finding out what we need to know' person – who likes looking at the resources, asking questions and finding what the others are doing.



The 'let's think it through first' person – who likes to talk and work things out.

The 'getting everyone organised' person – who likes to get on with the job and have a plan.





Your task is to allocate the team roles from Handout 5 to someone in your group and give evidence to say why you chose that person.

[illegible]



Team roles and strengths

Solving problems in teams

Five students are working together on a drama project. After two weeks the teacher can see they are not getting anywhere so she asks them each to write down what they see as the problem. Read the notes they each wrote.

It's ridiculous. It's getting nowhere. The girls are hopeless – they just argue all the time. I want to be in another group.



Aadi

Miss, you put two girls with three boys. Aadi is OK but Luke and Hassan keep talking over everyone.



Nadia



Gemma

It's Hassan's fault. He keeps messing about. He won't listen. I've told them what to do and they won't get on with it.



Hassan

I don't know why they keep blaming me – I haven't said anything. Anyway, it's a daft idea. Gemma thinks she knows it all. Luke's idea was better.

I don't want that part. I feel stupid. They won't listen. The girls are just posing all the time.



Luke

If it helps you can make a graphic representation of the group to help you work out what is going wrong. A graphic representation is a diagram or picture with few words but symbols, lines, pictures to show how you see the relationships.



Page 1.39

Name _____

Date _____

Class _____

Team roles and strengths

Read Handout 6 and then write a note to each student from the teacher telling them what they should do individually to get the group working well again.

From: Miss Sparks

To: Nadia

From: Miss Sparks

To: Aadi

From: Miss Sparks

To: Gemma

From: Miss Sparks

To: Hassan

From : Miss Sparks

To: Luke



Name _____

Date _____

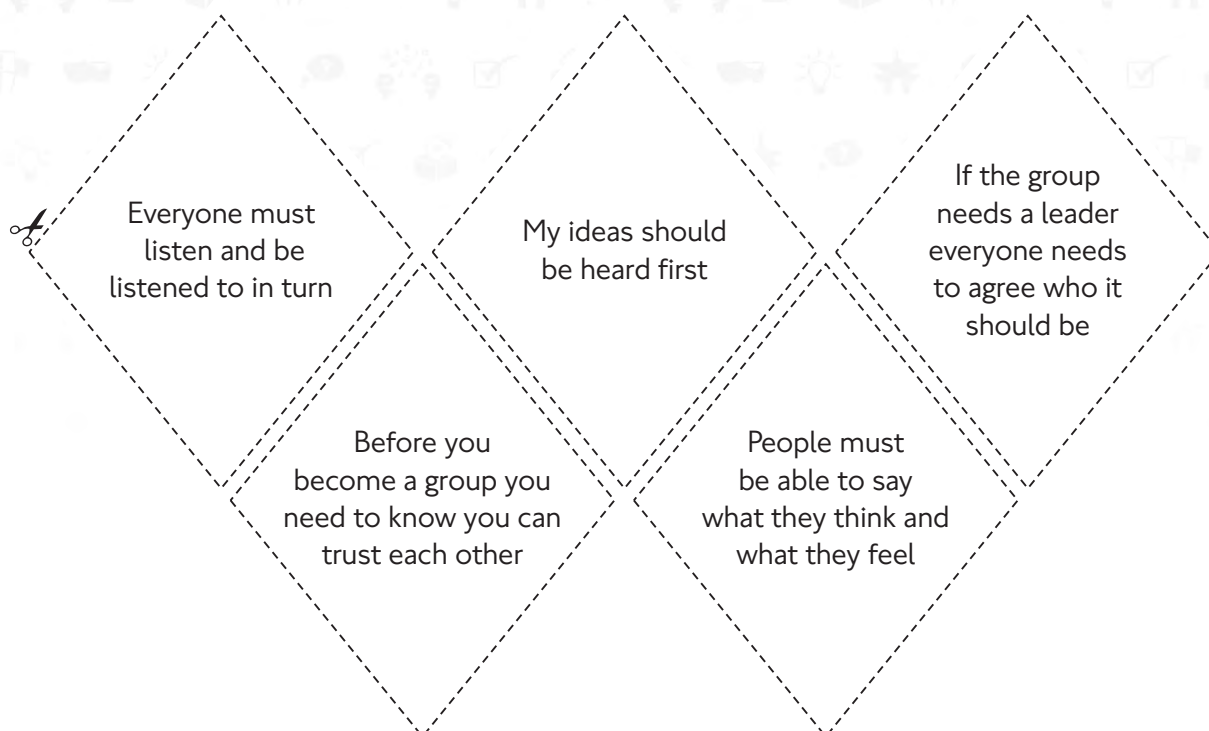
Class _____

Team roles and strengths

Cut into cards. One set per student/pair.

You should select the nine cards which represent the best features of good group work and arrange them in the diamond pattern.

The most important should go at the top, the least at the bottom and the numbers show that the items in the middle rows are of that equal value.





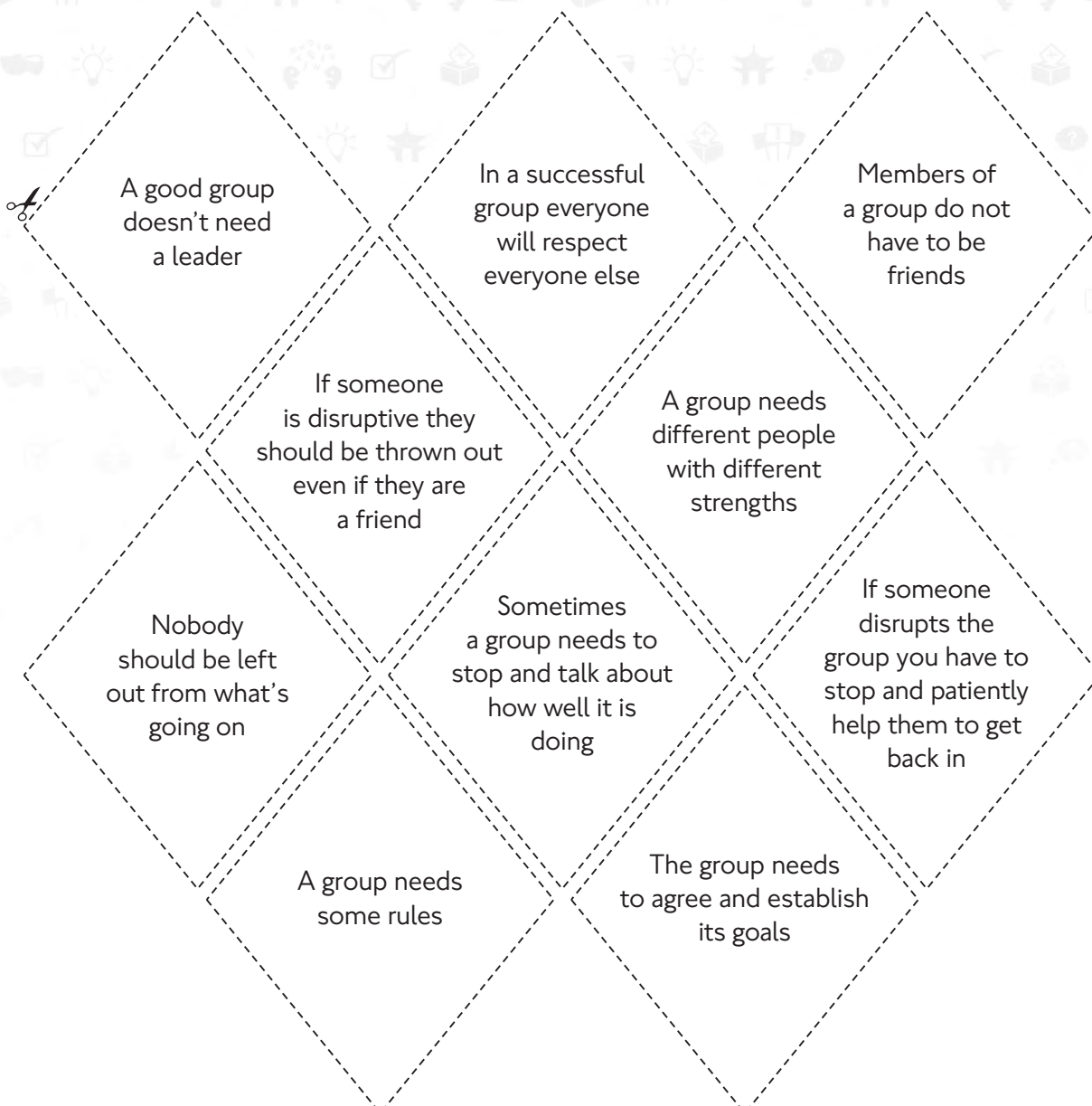
Page 1.41

Name _____

Date _____

Class _____

Team roles and strengths





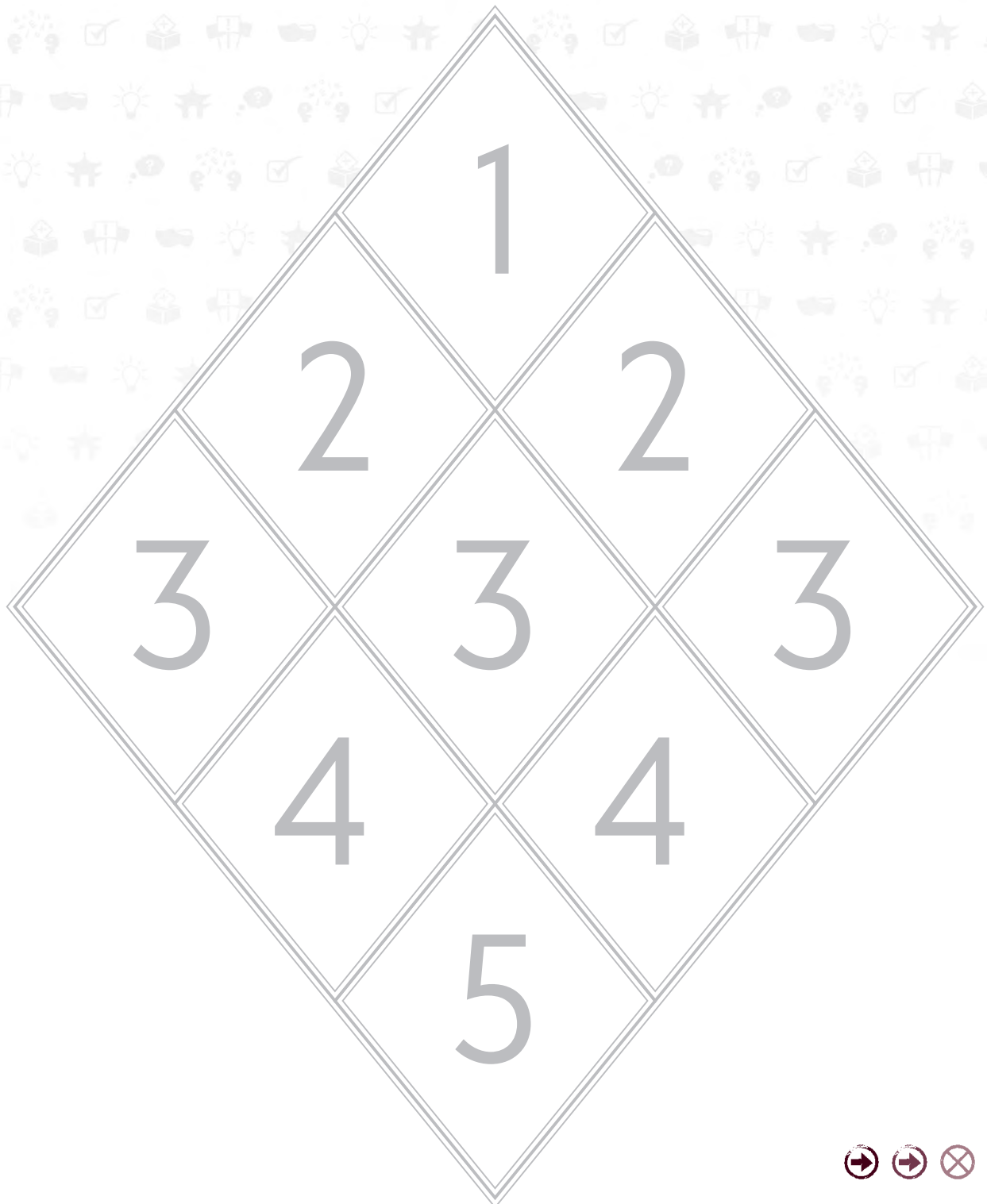
Page 1.42

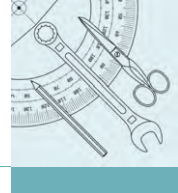
Name _____

Date _____

Class _____

Team roles and strengths





Page 1.43

Name _____

Date _____

Class _____

Drawing up ground rules

You should by now be in your social enterprise groups and you need to draw up a set of ground rules for the group. (The teacher might facilitate drawing these up together as a class list).

Our rules for working well as a group

Group's name: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Signed by: _____

Date: _____



Name _____

Date _____

Class _____

Conducting a survey

In order that we have some information with which to plan our events, please ask the members of your family and friends who own a bicycle to help complete this survey. Put an approximate age and whether M (male) or F (female). Please ask those who do not own a bicycle to say why not. One imaginary example has been done for you.

	Example answers	Your survey answers
	Age: 17 M/F: M	Age: _____ M/F: _____
Do you cycle often, occasionally or rarely?	Often	_____
What are the reasons for not cycling more often?	1. Too far 2. Too hot 3. Punctures 4.	1. _____ 2. _____ 3. _____ 4. _____
What are the reasons why you should cycle more often?	1. Cheaper 2. Easy to park 3. 4.	1. _____ 2. _____ 3. _____ 4. _____
What would have to happen to help you cycle more often?	1. Higher petrol prices 2. 3. 4.	1. _____ 2. _____ 3. _____ 4. _____
If you do not own a bike can you say why not?	_____ _____ _____	_____ _____ _____

Photocopy as many as needed for each member of the group to complete as many as possible.



Young Dragons session 2 – introduction

Our idea

Session 2 is essentially about the students taking up the Young Dragons' Challenge and starting to plan their 'event'.

By the start of Session 2 students should be in working groups of about five or six.

They should have allocated some team roles, or at least thought about their individual strengths. They should have established some group rules and signed these.

The teacher will need to keep the individual groups enthusiastic and on task. The promise of the opportunity to present to a real group of Dragons, drawn from adults known to the school and older students and with some experience with which to judge the entries, needs to be realised if the students are to take the work seriously. It is not necessary for students to actually run the event but it will be a bonus if they are able to.



Young Dragons session 2 – introduction

Our idea (continued)

The teacher may first need to think through some boundaries, for example:

- Has the event to be planned for this class, year group or, possibly, key stage?
- Would the head teacher actually allow it to happen?
- Where would it be held? Indoors or outdoors?
- How much autonomy can the students be allowed?

Students are being asked to galvanise what they have understood about social enterprise in order to organise something of worth for their school community. It should fulfil the following criteria:

- Be fun and something that students will want to do
- Demonstrate team work and collaboration, a preparedness to work respectfully and democratically
- Demonstrate a preparedness to think about community cohesion, inclusion and the interests of a wide range of people
- Be innovative and create something of benefit and value
- Demonstrate the ability to plan and then move ideas into action

This lesson uses some materials taken from the Transport For London (TfL) curriculum resource 'Democs: On sustainable transport'. Email STA@tfl.gov.uk to obtain the full resource.



Young Dragons session 2 – overview

Our idea (continued)

A cycling event

Student learning:

Why are we having an event to promote cycling?

What are our beliefs? – using the card sort.

What do our family and friends think?

How do we know?

Teacher dialogue:

The first part of this session involves having previously collected and collated the results of a survey which students should have conducted among their family and friends. This session's goal is to get students enthusiastic about some issues around cycling – enough to want to plan a cycling event.

Refer back to the survey they did for homework.

Analyse the survey using questions provided.

Resources:

Handout 1	Analysis of the survey
Worksheet 1-2	Analysis of the survey
Worksheet 3	Cycle or not? – card sort
Worksheet 4	Role model family



Young Dragons session 2 – overview

Our idea (continued)

Developing our idea

Student learning:

As we start to generate ideas we ask:

- What are our objectives?
- Who do we want to come to our event?
- What will interest them?
- When and where will we hold it?
- How will we organise ourselves?
- What will it cost?
- How will we advertise and market our event?
- Who can we involve to help us?
- Where can we 'borrow' good ideas from?

Teacher dialogue:

This session requires large sheets of paper and marker pens for brainstorming.

Students must start to think about the kind of event they will pitch to the Dragons.

Remember at this stage it doesn't have to be feasible, they are only pitching an idea!

There is a handout to help with ideas.

Resources:

Handout 2	School event
Handout 3	Ideas for our cycling event
Worksheet 5	Organising our cycling event



Young Dragons...

Handouts and worksheets for photocopying
Session 2





Analysis of the survey

In this lesson we are going to consider why we might promote cycling in our community.

Earlier you conducted a simple survey to find out who cycles among your family and friends and the reasons why they do or don't. We are planning our Dragons events so that we can promote interest in cycling in our immediate community. First, we need to analyse the survey and see what it tells us. You will need to know:

- Which gender and which age group cycles most
- Which group cycles more than any other
- What reasons are given by each gender and age group for cycling or not cycling
- What stops people in any age or gender group from cycling
- What is common to both men and women
- What is common to age groups
- What would have to happen for any age or gender group to cycle more



What does the survey tell you about the sort of activities you might include in the cycling event you are going to pitch to the Dragons?

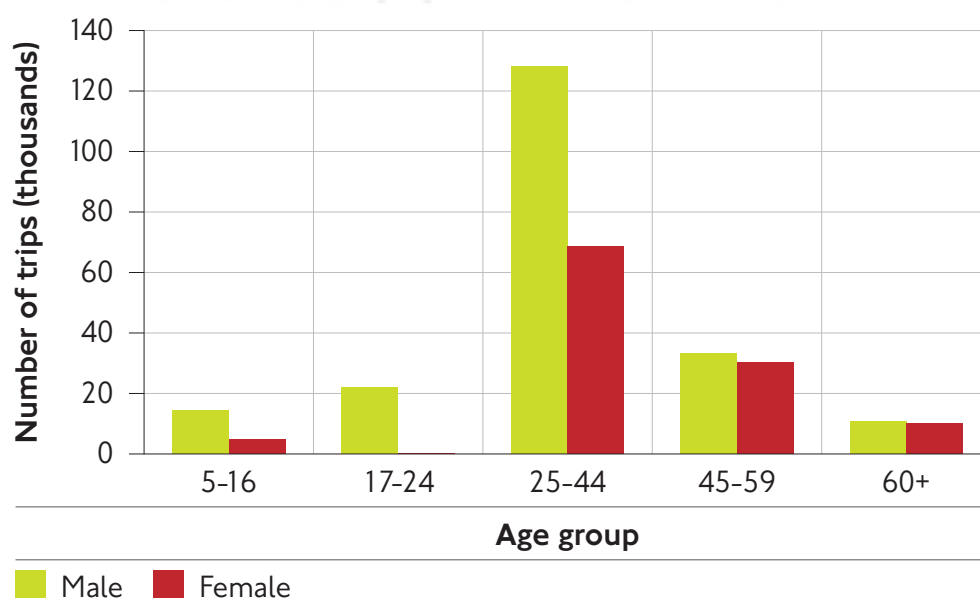
Worksheet 1 provides a method for analysis but you can easily devise your own.

In addition there are two charts on page 2 that show the outcomes from a survey made by Transport for London (TfL).



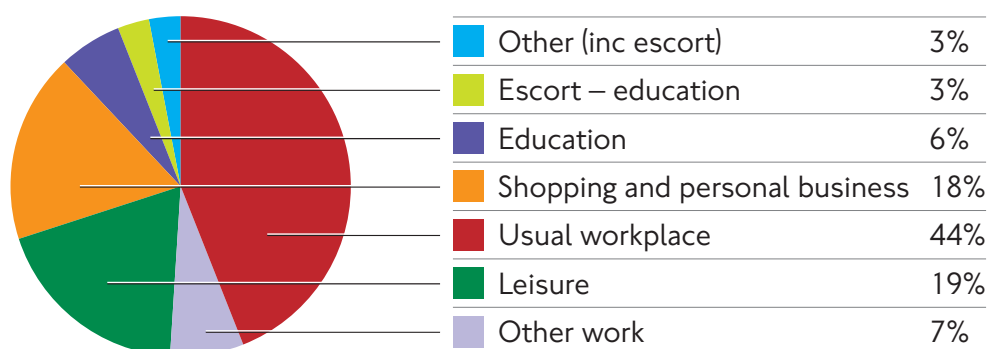
Analysis of the survey

Cycle trips by age group (2006/07)



Source: LTDS 2006/07 Household Survey

Cycle trips by purpose (2006/07)



Source: LTDS 2006/07 Household Survey

Across all age groups, men make more cycle trips than women. This is especially apparent in the 25-44 age group, where men made nearly twice as many trips as women. A large proportion of cycle trips (44 per cent) are for commuting purposes, with shopping and leisure trips each accounting for just under 20 per cent of all cycle trips.



Page 1.53

Name _____

Date _____

Class _____

Analysis of the survey

Insert total numbers in the boxes

Age group	Women and girls – total numbers	Reasons for cycling	Reasons for not cycling	Change needed to get them cycling more
Under 16	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
16-20	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
20-30	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
30-40	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____
Over 40	_____ _____ _____	_____ _____ _____	_____ _____ _____	_____ _____ _____



Page 1.54

Name _____

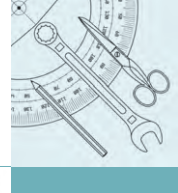
Date _____

Class _____

Analysis of the survey

Insert total numbers in the boxes

Age group	Men and boys – total numbers	Reasons for cycling	Reasons for not cycling	Change needed to get them cycling more
Under 16				
16-20				
20-30				
30-40				
Over 40				



Page 1.55

Name _____

Date _____

Class _____

Analysis of the survey

A sample is the group of people included in the survey and a description of them by age, gender and sometimes background.

Decide how many surveys you are going to include in this analysis. Just your Dragons group, several groups or the whole class?

1. How many people are in your sample?

2. How many men?

3. How many women?

4. Which gender cycles most?

5. Which age group cycles most?

6. Which age group of women cycles most?

7. Which age group of men cycles most?

8. Which group cycles more than any other?





Page 1.56

Name _____

Date _____

Class _____

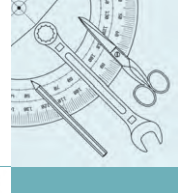
Analysis of the survey

9. What reasons are given by each gender for cycling?

10. What reasons are given by each gender for not cycling?

11. What reasons are given by each age group for cycling?

12. What reasons are given by each age group for not cycling?



Page 1.57

Name _____

Date _____

Class _____

Analysis of the survey

13. What reasons are common to men?



14. What reasons are common to women?

15. What reasons are common to all ages and both genders?

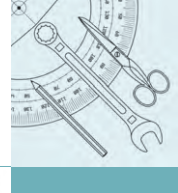
16. What are the most common reasons given for changes that would have to happen before people cycle more?

Date _____

Class

17. On Handout 1 there are two charts that were produced by TfL. Its survey shows the number of London-wide cycle trips taken by different age groups (bar chart) and the proportion of cycle trips by purpose (pie chart). Are there similarities with your own survey?

18. **The most important question is:** What does the survey tell you about the sort of activities you might include in the cycling event you are going to pitch to the Dragons?



Page 1.59

Name _____

Date _____

Class _____

Cycle or not? – card sort

Each of these cards represents a view that was expressed in a survey by TfL.
Sort them into two groups:

Group 1 – Is something you believe.

Group 2 – Is something you do not believe.

Compare your sort with the person or group near you and explain your reasons.

 Cycling is a boy's thing	 Streets would be much nicer without cars	 If you cycle you are likely to arrive feeling hot and sweaty
 I'm in the habit of going by car	 You can't look good on a bike	 I believe bikes get stolen too easily
 People in school who cycle are more independent people	 Cycling keeps you fit	 There's nowhere safe to leave the bike
 Cycling is more friendly	 I would be doing something worthwhile if I cycled more	 It's quicker to cycle



Name _____

Date _____

Class _____

Cycle or not? – card sort



There aren't enough
cycle lanes



Kids are not taught
to cycle safely



Cycling helps to
keep you slim



Cycling is not safe
for girls



Cycling gives
you independence



Bikes often get flat
tyres and punctures



The fresh air is good
for you when cycling



Girls who cycle
are geeky



I would cycle if
my friends did



Cycling helps to lower
CO₂ emissions



Where I want to go
is too far to cycle



I don't like getting
wet when it rains



Page 1.61

Name _____

Date _____

Class _____

Cycle or not? – card sort

 Traffic comes too close to cyclists	 Most parents won't let children cycle	 Girls who cycle have spirit and are independent
 You can choose where you go if you use a bike	 Cycling is too dangerous	 It's cheaper to cycle
 Bike helmets are ugly	 Boys only cycle until they can afford a car	 If lots more people cycled it would become the best option
 Traffic goes too fast	 We should all do our bit for the environment	 There is too much pollution washing over you if you cycle



Page 1.62

Name _____

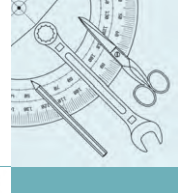
Date _____

Class _____

Role model family



Write your views here about whether this family is a role model for others. In what ways are they setting a good example? What are your opinions? Can you say why?



School event

Look at this article about a school in the USA. Notice how things changed after the teacher got involved.

BIKETOWNER

Sandy Kupchick BikeTown Philadelphia

Sandy Kupchick, who teaches physical education at Brandywine High School in Claymont, Delaware, brought cycling to her students in 2007 with BikeTown's help.

	Before	After
Number of bikes	None	One Trek Lime from BikeTown Philadelphia and 10 Redline Monocog 29er mountain bikes provided through a Delaware state grant.
Classes	Students took part in traditional gym-class fare, including dodgeball, basketball and softball. Kupchick also had begun implementing a lifetime fitness programme, in which students tried out longboard skateboarding.	Riding the Lime, Kupchick leads students on trail rides behind the school. Cyclists from Deep Blue, a local racing team, and the Delaware Trail Spinners Club spoke to the classes about safety, trail maintenance and bike repair. 'They also set up an obstacle course in the gym,' says Kupchick. 'They brought a log for the kids to practise riding over, and they set up cones to weave through.'
School spirit	Students lacking natural athleticism quickly grew bored and lost motivation in gym class.	'Even the students who weigh 250 to 300 pounds are thrilled to get on the bikes and ride,' Kupchick says.



Ideas for our cycling event

It's time to get some ideas going for your event.

Remember your ground rules and the strengths of people in your group?

Remember 'collaborative thinking'?

Remember what social enterprise is?

Remember what the survey told you?

OK now, take the biggest sheet of paper you can and write down all the ideas you can think of. Don't start talking about them at this stage, just record them. Don't throw any ideas out at this stage. They may seem unrealistic or silly now but you might want to modify them later.

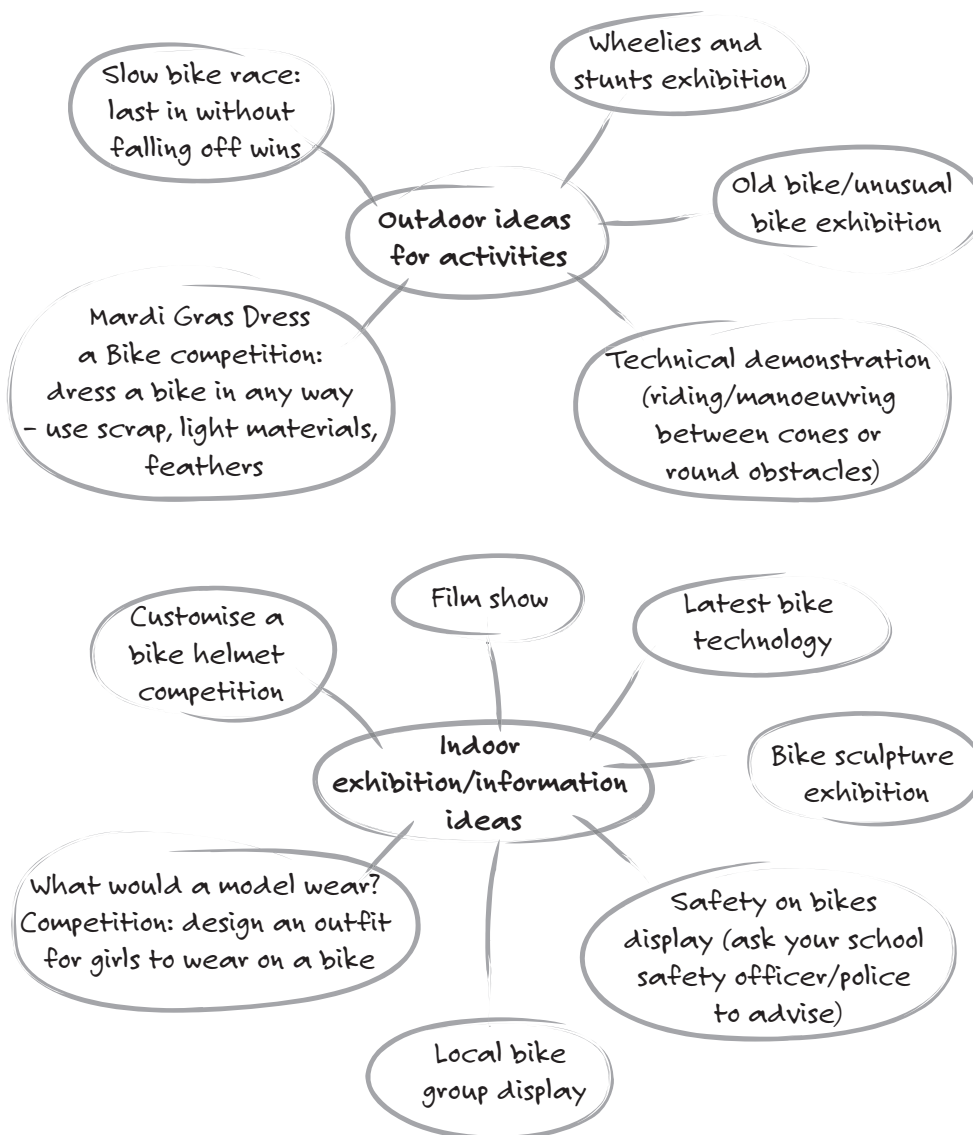
Don't think just about yourselves and what you want to do. Remember what the event is for: **to promote cycling and raise awareness of cycling in your community.**





Ideas for our cycling event

Here are some prompts to help when you get stuck:





Page 1.66

Name _____

Date _____

Class _____

Organising our cycling event

Next you need to make some decisions about the organisation of the event.

Work on these questions as a group, remembering to observe all your rules.

1. What are our objectives?

a) _____

b) _____

c) _____

2. Who do we want to come to our event?

a) _____

b) _____

3. When will we hold it?

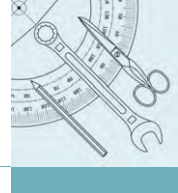
Where will we hold it?

4. What will it cost? To know this, we need to find out what things we will need to pay for. This is why we need the support of the Dragons.

5. How will we advertise and market our event?

Posters? School newsletter? School intranet? Other ideas?





Page 1.67

Name _____

Date _____

Class _____

Organising our cycling event

6. Who can we involve to help us?

7. How should we create a business plan so the Dragons will think it an idea worth supporting?







Young Dragons session 3 – overview

Getting support

Student learning:

This section requires students to think about and research the people who could help with a school cycling event. They may need to write letters or send emails.

Teacher dialogue:

This session is to help students find out what help might be available in their area and write letters in order to get support for their event. They might contact sponsors, exhibitors or people who can offer them something different and of interest.

There is a worksheet to help write letters to get support and help for their ideas.

Resources:

Handout 1

Writing letters for support and help

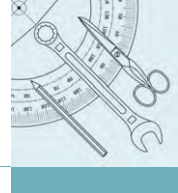




Young Dragons...

Handouts and worksheets for photocopying
Session 3





Writing letters for support and help

You may have identified some people who can help you. This may mean writing letters. Effective citizens become skilled in finding out who in their area is there to help them.

You could use:



Yellow pages



Internet



School office



Teachers

Start by finding the address of your School Travel Advisor from the school office.

Here are some examples of letters you could write. Ask a teacher to remind you how to set out a letter correctly if you have forgotten.

Good School
Ever-ready Road
London
XX XXX

The Manager
Bike City
New Retail Park
London
XX XXX

Dear Sir,

As part of a Citizenship project we are organising an event at our school to promote cycling in our school community. We have got to plan an event and 'pitch' our idea to some Dragons as they do in the TV programme Dragons' Den.

We wondered if you would be prepared to sponsor us in some way by offering a prize for one of our competitions. We will only need to collect the prize from you if we actually win the Dragons' support but we need to show a good business case. Etc etc



Writing letters for support and help

Dear Sir,

We understand that, as our School Travel Advisor, you may be able to help us with some ideas for ...

Dear Madam,

We should like to invite you to exhibit ...

Dear Mr Johnston,

We are students at ... School and we are planning an event to promote cycling in our area.

We have heard that you are a member of the London Cycling Campaign ...

We have heard that you used to be a competitive cyclist ...

We understand that you repair old bikes and give them to deserving causes ...

We discovered that there is a cycling club in our area and we wonder if you would be prepared to ...

Dear Constable Smith,

We are writing to you as the Police Liaison Officer for ... School. We are trying to search out some facts for a project we are planning ...





Young Dragons session 4 – overview

Planning the event

Student learning:

In this session we:

- Finalise our plans
- Draw up a business plan
- Create some marketing
- Create a business plan
- Conduct a risk assessment
- Create a budget sheet

Teacher dialogue:

This session is to help the students make decisions about their idea for the event.

There are handouts to help them with a business plan, notional balance sheet and risk assessment.

Resources:

Handout 1	Business planning
Handout 2	Example of a business plan
Handout 3	Example of a balance sheet
Handout 4	Example of a risk assessment
Worksheet 1	Planning the event





Young Dragons...

Handouts and worksheets for photocopying
Session 4





Business planning

A business plan is what you need to take to the Dragons. If you have a business idea, whether for a private sector or a third sector enterprise, you will always be asked for a business plan.

A business plan demonstrates that you have thought your idea through in relation to each of the following:



- Worked out your objectives
- Worked out a timeline of 'by when' things will be done
- Worked out who will be involved
- Worked out the individual tasks and who will be responsible for them
- Calculated any risks and what precautions you will take
- Added up all the costs and covered all expenses
- Included the benefits you gain from any sponsorship, whether in cash or kind (this means donations other than money, for example prizes and support)
- Can show that it is viable or achievable

To help you Handouts 2, 3 and 4 are pro formas, or ways in which you can present this information.

Handout 2 is an example of a business plan.

Handout 3 shows how to set out a balance sheet.

Handout 4 is an example of a risk assessment.

To help you with Worksheet 1 you could ask your local road safety officer, your police liaison officer or a teacher from your school who is used to doing risk assessments.



Example of a business plan

EVERBRAINY SCHOOL				
Objective	Tasks	Who will be responsible?	Completion date	Outcome
To set up a school cycling club that will meet on Sunday mornings for a cycle ride	Advertise in assembly and on the plasma screen in the entrance hall	John as he has design skills and will confidently make an announcement	By end of this week	Get everyone interested
	Register prospective members	Mr Jones, who is overseeing the club	By two weeks' time	We'll know if we have enough people to make it work
	Collect subscriptions	Anita, who is going to be treasurer	After Ms Hardy has given us the list of parental permission	We need enough subscriptions to pay for bike maintenance
	Get parental permission	Ms Hardy as she is the deputy head	As soon as Mr Jones has registered interest	Nobody can ride without parents' permission
	Check bikes are roadworthy	Mr Glossop, who is local road safety officer	Mr Jones will arrange for him to visit school in one month's time on a Friday	School cannot get insurance unless bikes are roadworthy
	Plan routes	Mr Jones and Gemma as she is the student representative	Starting immediately and finished by the first ride	We only want to go on safe and interesting routes



Example of a balance sheet

Here is an example of a balance sheet:

Everbrainy School Cycling Club Balance Sheet

Income	£	Expenditure	£	Balance
20 students @ 50p per week for 10 rides =	100	Maintenance tools	25	
School donation	20	Refreshments x 10 weeks	30	
Donation from PTA	30	Local maps	10	
Total	150	Total	65	+ £85





Example of a risk assessment

Here is an example of a risk assessment:

Objective	Risk	Precaution
To set up a school cycling club that will meet on Sunday mornings for a cycle ride	Bikes may not be in good working order	Road safety officer to give certificate after check. School to check weekly. Student not allowed to ride if bike fails test.
	Students could be in an accident	School to increase insurance. Students to agree rules of road before riding. No more than two riders side by side. All riders to wear safety helmets.
	No teacher could be available	Teacher rota to be drawn up but ride cancelled if no teacher.
	Parents may not sign form	School to check signatures are correct and contact parents by phone if no form is presented.





Page 1.83

Name _____

Date _____

Class _____

Planning the event

This worksheet asks you to draw up a business plan, a risk assessment and a balance sheet for your group's event.

Make sure your group name and the name of the individual members of the group appear.







Young Dragons session 5 – overview

Planning the pitch

Student learning:

- How will we sell our idea to the Dragons?
- What criteria must we meet?
- How do we sell a great idea?

Teacher dialogue:

Each group will prepare its 'pitch' for the Dragons.

If you are holding a genuine school competition you might arrange for each group to practise its presentation to another teacher or older students who can give good feedback.

If it is not a school competition the groups can present to each other, and you can judge the winner, or simply give constructive feedback.

There might be elements of all the ideas to put into a real event.

Display some criteria, for example:

- Time for each presentation
- Each person in the group must contribute
- Each presentation must have a business plan, risk assessment and notional balance sheet
- You want to see any drawn plans
- You want to see any marketing and publicity
- You want to see a list or description of 'events', exhibits and demonstrations
- Students need to say who will benefit from the event and how



Young Dragons session 5 – overview

Planning the pitch (continued)

There is a handout with ideas for how to ‘sell’ a great idea.

There is a worksheet with some fun activities to practise ‘selling’ good ideas and being persuasive.

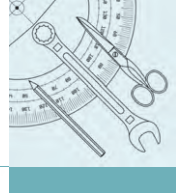
Resources:	
Handout 1	Selling a great idea
Worksheet 1	Practising selling great ideas



Young Dragons...

Handouts and worksheets for photocopying
Session 5





Selling a great idea

Some people are very good at selling things to other people. It might be a product or an idea.

In the private sector people are usually selling something from which they make a profit. Think of shops, banks and services such as hotels and restaurants.

Sometimes they sell to us directly, face to face, and sometimes they persuade us by advertising.

Social enterprises are usually selling great ideas. Remember these are people who want to do something for the benefit of others.

So they may be talking you into joining a charity run, or to help out as a volunteer by giving some time to something.

Do you already do this in or out of school?

People don't usually respond well if you go straight in with 'I want you to do this or give this.'

Persuading or influencing people is more about 'getting them on board'.

There are five stages to doing this:

Guide to selling a great idea

1. Start the conversation in a friendly way and show you can be trusted.
2. Try to understand what they are interested in by asking questions.
3. When you think you have something to offer them, make a proposal or suggestion or pitch your idea.
4. Get their agreement on the detail: who will do what by when.
5. Always follow through and do what you say you have agreed to do.





Page 1.90

Name _____

Date _____

Class _____

Practising selling great ideas

Work in groups of three.

There are three positions:

- X The seller
- Y The buyer
- Z The observer

Swap letters and roles for every new game.

Game 1

X invents a new object and tries to sell it to Y, who is a business person, for example:

- A machine for tying shoelaces
- A computer that will mark homework

Z feeds back to X the good strategies that were used.

Game 2

X and Y both sell the same thing to Z. They each have two minutes. After four minutes Z has to say from which person they would buy.

Game 3

The same as Game 2 but persuade Z to **do** something rather than **buy** something.

Game 4

Z has to take something back to a shop because it is faulty but Z has lost the receipt.

Y is the shop assistant who has been taught that the customer is always right but also that goods cannot be exchanged without a receipt.

X has to tell Z which strategies worked best.



Local Community, Local Discovery summary

The project is designed to raise awareness of the decision-makers in communities and how individuals and groups can affect those decisions.

At the end of this project students will mount a presentation, exhibition or possibly a performance. With maps, photographs, video and display they could bring to the attention of the school community the needs, interests and views of the wider community in which the school resides, especially in relation to the transport and local environmental needs of the community.

The project begins with an examination of the school's geographical locality and the extent of the facilities for cyclists. Students re-visit their knowledge about local democracy and interest groups and apply this to a re-examination of their locality by making qualitative value judgements about the environment and the facilities provided.

In the course of the project students have an opportunity to touch on subjects such as attitudes and prejudices and how opinions are shaped.

There is a considerable amount of background reading to this project, including information about local and central government, so that students are able to see where and how decisions are made. The teacher may have already covered these aspects in other curriculum time and in this case these aspects could be eliminated. Overall, students need to be encouraged and supported in making a record of their explorations, conclusions and learning in readiness for their exhibition, which can be on as large a scale as the teacher imagines.

Students will need to be provided with local maps or sections of maps.



Local Community, Local Discovery teaching delivery map

Areas within the Key Stage 3 (KS3) Qualifications and Curriculum Authority (QCA) scheme of work

Unit no.	Subject	Unit summary
1	Citizenship – what's it about?	Key ideas of rights and responsibilities. Role of citizens. Reviewing previous experiences. Involvement in understanding how the community works. Understanding democracy. Campaigning.
4	Britain – a diverse society	Examining meaning of prejudice in the context of our attitudes to transport.
6	Government, elections and voting	Role of government. Electoral systems. Importance of voting. Characteristics of government.
7	Local democracy	Role of local government. How local decisions are made.
8	Leisure and sport in the local community	Local authority responsibility in deciding how to use public funds.
14	Developing skills of democratic participation	Exploring what influences opinion. Working collaboratively to make decisions. Using a process to identify issues.



Local Community, Local Discovery teaching delivery map

Areas within the KS3 QCA scheme of work (continued)

Unit no.	Subject	Unit summary
21	People and the environment	How environmental issues affect the community. The impact of individual behaviour. Need for changing lifestyles now and in the future. Empathy with other points of view. Distinguishing values and beliefs from evidence. Power and authority in decision making.

Areas within a School Travel Plan (STP)

Section of the STP	How does the project link to the STP criteria?
Part 1 – Tell us about your school	Seeing our school in its geographical location.
Part 2 – What are the issues at your school?	How we travel to and from school.
Part 3 – How has everyone been involved?	Taking different views into account as decisions are made.
Part 5 – How are you going to achieve it?	Understanding that democratic processes need to be made to work.



Local Community, Local Discovery teaching delivery map

Areas within Every Child Matters (ECM)

Objective	How does the project link to the ECM objective?
Stay safe	Looking at laws.
Enjoy and achieve	Feeling in control helps achievement.
Make a positive contribution	Knowing how to influence decisions.

Areas within Healthy Schools (HS)

Core themes	In what way does the project link to the HS core theme?
Personal, Social and Health Education (PSHE)	Empathy with others.
Emotional health and well-being	Greater self-awareness.

Areas within Sustainable Schools (SS)

The Travel and Traffic doorway	In what way does the project link to the SS doorway?
Curriculum	Examining our own attitudes and opinions.
Campus	Looking closely at our geographical location.
Community	Thinking about how our community works and how much influence we have within it.

Areas within other central government initiatives/programmes

Initiative/programme	How does the project link to this initiative/programme?
Extended Schools	Looking at other facilities and how we reach them.
Building Schools for the Future (BSF)	Thinking about sustainability.
Social and Emotional Aspects of Learning (SEAL)	Feeling motivated to take part.



Local Community, Local Discovery lesson plans

This project deals with the key citizenship concepts of democracy, rights, responsibilities and diversity. It also has activities that involve students in the processes of critical thinking and enquiry, advocacy and representation and taking responsible action.

This project will contribute to the school's work on at least three of the Every Child Matters (ECM) dimensions. These are:

- Stay safe
- Make a positive contribution
- Enjoy and achieve

The aims are to involve students in the redefinition, or reinvention, of their community in order to improve quality of life. It will take them on a journey of local discovery and involve processing diverse views and interests.

It will also involve them in an invigorating process of collaborative work and interdependent thinking in which they will have the opportunity to review their opinions and attitudes and have an opportunity to explore some innovative ideas, hopefully including their own.

The suggested outcome is a class display or exhibition to show the outcomes of the thinking. This could be as group portfolios, classroom display or a larger-scale exhibition.

Once the teacher has established a timescale for the completion of the project students could be allowed to move at their own pace and extend the scale of the project for themselves. They are ideally placed in collaborative groups. In this way the teacher could allocate worksheets to students on a 'when ready' basis. Different groups of students can be working on different worksheets at different times. However, the teacher could equally well manage each lesson more closely and take the students through the worksheets one by one as a class activity.



Local Community, Local Discovery lesson plans

The teacher needs to think about the outcomes. If every student is going to complete all the activities independently then he/she will need a workbook or learning log. Group work may require some sort of portfolio. If there is to be a final display it will probably be on a whole-class scale and therefore some students need to be asked to present the work on a larger scale than others. In this instance each group might contribute one aspect of the display.

To get the best from this project teachers will ideally do some preparatory research. This is made easier for the teacher who is not already very familiar with their local social and political landscape with a list of links to websites that will prove useful.

The most productive way to engage with this project is for students to have regular use of the internet. In this way they will be able to engage with the reality of the school's immediate locality. However, if this is not possible, students could work on an imagined community.



Local Community, Local Discovery lesson plans

In order to reinvent, or redefine, their community students therefore need to follow a systematic and incremental route through the sessions, each of which will tackle one of the following questions. Where teachers feel they have covered the question in other citizenship schemes of work some sessions could be bypassed.

1. What is the geographical limit of our school's community?
2. Can we locate key features within it that are significant to the cycling project and us?
3. How are decisions made that affect our school's community?
Who decides on the best options and what happens when some people disagree?
4. Who makes these decisions and where?
5. Are there ways in which I am able to influence these decisions and if so how?
6. Who is ultimately responsible for the changes in either the law or policies that affect us?
7. Does our school council have any power?
8. Could it have more?
9. Who represents me at school and local council level?
10. What do I like/dislike about my community in relation to the cycling project?
11. What would I change if I could? Am I in a majority or a minority?
12. What happens when we can't all have it our own way?



Local Community, Local Discovery lesson plans

A list of relevant web sites is included for students who will be able to conduct their own research. There is a lot of information and one way to manage this is to give each group of students a different area of research. These might be:

1. The local council website
2. The government websites
3. Other cycling-related sites

In addition teachers will want to contact some key personnel through the local authority and teachers are advised to do this as a matter of importance. These key people may be able to visit classes and will certainly be able to advise the teacher and provide data and resources. They can be contacted via the local council and all London borough websites follow the same pattern. For example:

www.islington.gov.uk

www.barnet.gov.uk

The key personnel are:

- The School Travel Advisor, who will be able to help with local information and local School Travel Plans (STPs)
- The cycle engineer attached to the local Highways Department
- Cycle and road safety officers, who will be able to supply safety and travel data for the school's area

The worksheets for this project are self-explanatory. Some of the worksheets require the teacher to be able to give correct answers and these are shown on the 'Answers to questions on worksheets' page.

Resources required:

School's local Transport for London (TfL) cycle guide map.

Access to the internet.

A4 B&W version of local map for each student or A4 section version.





Local Community, Local Discovery lesson plans

Session 1

The school's physical community

Session 2

Attitudes, values and judgements

Session 3

Cycling and the law

Session 4

Who runs our community?

Session 5

Shaping opinion

Session 6

Understanding democracy

Session 7

Finishing the project



Local Community, Local Discovery lesson plans

Key websites for teacher/student research

Your London borough's home site, for example:

www.islington.gov.uk

www.barnet.gov.uk

From here you can find links to relevant information. Students could be allocated specific sites to investigate, for example:

1. Interactive maps, which will allow students to bring to the fore: schools, cycle lanes, cycle stands and other key local features.
2. Information about the structure of the local council and who councillors are by ward.
3. How to contact the council.
4. Information about local democracy and how the council conducts its business.
5. Children's directory.
6. Education and learning.
7. Environment and planning.
8. Transport structures and plans.
9. Local history including links to people, collections, museums.
10. Parks and recreation.
11. Clubs and societies.
12. Schools and links to cycling, cycle training, bike maintenance, School Travel Plans.
13. Links to police and emergency services.



Local Community, Local Discovery lesson plans

Key websites for teacher/student research (continued)

Other ways to find local maps:

www.direct.gov.uk

The Department for Transport has links to school travel, safe travel and travel statistics:

www.dft.gov.uk/schooltraveldatabase

There is a cycle fact sheet and information about government plans at:

www.dft.gov.uk/pgr/sustainable/cycling/cyclingfuture.pdf

The Transport for London site – tfl.gov.uk – has a vast number of links to a variety of related subjects:

www.tfl.gov.uk/roadusers/cycling/8966.aspx

An important site is the London Cycling Campaign:

www.lcc.org.uk

Where to find local cycle training:

www.cycletraining.co.uk

For cycling sport pictures:

www.londoncyclesport.com



Local Community, Local Discovery lesson plans

Key websites for teacher/student research (continued)

General information:

www.britishcycling.org.uk

www.lbhf.gov.uk/Images/Walking_and_Cycling_leaflet_2006_for_web_tcm21-69548.pdf

www.cyclenetwork.org.uk

2008 Bike Show:

www.cycleshow.co.uk

For information about cycling to school and national cycle information:

www.bikeability.org.uk

www.sustrans.org.uk

Sustrans also has a nationwide scheme to promote cycling to school called Bike IT

For information on car-free streets:

www.livingstreets.org.uk

www.carfree.com

www.streetplay.com

What school councils can do:

www.schoolcouncils.org



Local Community, Local Discovery lesson plans

Key websites for teacher/student research (continued)

For information on how Parliament works and live podcasts:

www.parliament.uk

For information on democracy and London:

www.london.gov.uk/london-life/city-government/democracy.jsp

There are books available on safe cycling. Try Amazon:

www.amazon.co.uk

Also an interactive CD-Rom of the Highway Code:

www.highwaycode.net



Local Community, Local Discovery worksheets

Answers to questions on worksheets

Session 2, Worksheet 1, Task 3:

True or false

All true except:

- You cannot take a bicycle on the Tube at any time. There are restrictions on all lines and particularly between 07:30 and 09:00 and between 16:00 and 19:00
- The majority of cycle owners in the UK have not had a cycle vandalised
- You can insure a bicycle
- Ninety per cent of London's grandparents do not ride bicycles
- Cyclists are subject to the Highway Code

Session 3, Worksheet 1:

Cycling and the law

Numbers 1, 4, 5, 6, 8, 10 and 11 are all against the law.



Local Community, Local Discovery worksheets

Answers to questions on worksheets (continued)

Session 3, Worksheet 2:

Road signs for cyclists

These are the meanings to road signs for cyclists:

	1. Warning sign: cycle route ahead		6. Off-road route for cyclists and pedestrians, split into lanes
	2. No cycling		7. On-road lane for buses, taxis and cyclists only
	3. No motor vehicles		8. On-road lane for cyclists only
	4. On- or off-road route or space for cyclists only		9. Recommended on-road route for cyclists
	5. Off-road route for cyclists and pedestrians, not split into lanes		10. Two-way cycling permitted on a one-way street

Local Community, Local Discovery worksheets

Answers to questions on worksheets (continued)

Session 4, Worksheet 2:

To whom should I complain?

You and your neighbours find you have the following problems. Who would you take the complaint or problem to? Councillor or MP?



Caption: Rubbish dumped on the street corner

Answer: Council



Caption: Cars constantly parked illegally

Answer: Council



Caption: Excessive aircraft noise

Answer: MP



Caption: Threatened hospital closure

Answer: MP



Caption: Warehouse opening on brownfield site

Answer: MP and Council



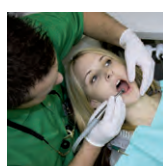
Caption: School threatened with closure

Answer: Council



Caption: Too much danger for cyclists

Answer: Council



Caption: Too few dentists available

Answer: MP



Local Community, Local Discovery worksheets

Answers to questions on worksheets (continued)

Session 5, Worksheet 1:

Key words

Here are some words and some definitions. Match the right definition to the right word by putting the number against it in the box.

1. The position I take on something. You can sometimes know this by the way I look and speak.

Answer: Attitude

2. Something I have made up my mind about already. I do not want to know what anybody else thinks.

Answer: Prejudice

3. How I express and articulate my view on something, usually after I have weighed up the facts, both those in favour and those against the matter.

Answer: Opinion

4. Something that matters to me a great deal.

Answer: Value

5. Something that underpins my thoughts and behaviour and is usually unshakeable. Often something I have been taught from an early age.

Answer: Belief

6. Something that 'drives' me. Usually a deeply held desire.

Answer: Motive



Local Community, Local Discovery session 1 – overview

The school’s physical community

Student learning:
An opportunity to examine our school’s geographical area.

Teacher dialogue:
‘Before we can examine our community we need to know its geographical location.’

Resources:

Handout 1	Proposed London cycle route extensions
Handout 2	Danger routes for cyclists
Handout 3	Proportion of people who cycle to work
Worksheet 1	Mapping our community



Local Community, Local Discovery session 1 – overview

The school's physical community (continued)

Equipment required

- Area London Cycle Guide (1 per class)
- A large-scale map of section close to the school (1 per student)
- Your School Travel Plan (1 per class)
- Plans for the extension of cycle routes in your area
- Coloured pens

On the London Cycle Route maps the cycle routes on main roads are marked in blue. Cycle routes that can be shared with pedestrians, but are separate from traffic, are marked in green and brown. Quieter roads are marked in yellow. If students do not have a colour copy they should refer to the teacher's copy.

Copies of local cycle routes are free and can be ordered from the London Cycling Campaign's website or from TfL by completing the online order form or calling the 24-hour travel information service on 020 7222 1234. Copies of local guides can also be picked up from cycle retailers and leisure centres.

Useful websites:

London Cycling Campaign has its own website and many local branches across London:
www.lcc.org.uk

Transport for London (TfL)
tfl.gov.uk

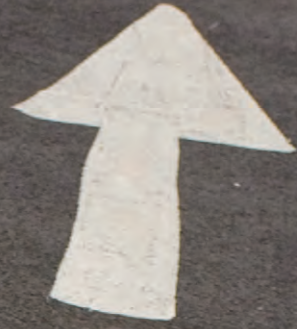
The London Cycle Network
www.londoncyclenetwork.org.uk





Local Community, Local Discovery...

Handouts and worksheets for photocopying
Session 1





Proposed London cycle route extensions

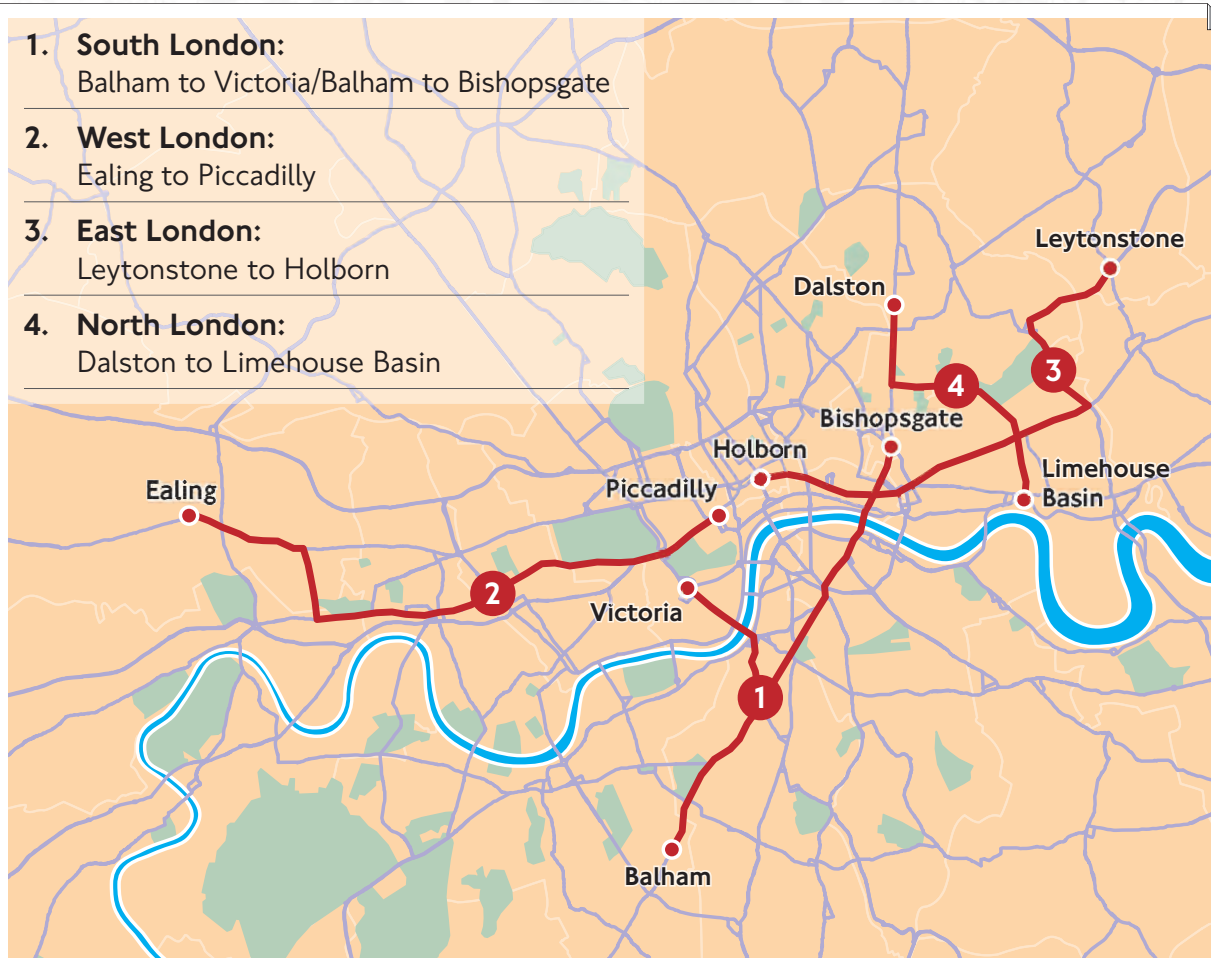
In February 2008 a massive network of new cycle ways were announced for London.

You can see the proposed routes in the map below. If they were to go ahead they would include wide cycle lanes, dedicated junctions, clear signs and more cycle parking at tube and railway stations.

In addition there would be cycle priority streets in some London boroughs, with 20mph speed limits for cars and routes linking homes with schools, stations, parks and shops.

The four possible cycle routes

- 1. South London:**
Balham to Victoria/Balham to Bishopsgate
- 2. West London:**
Ealing to Piccadilly
- 3. East London:**
Leytonstone to Holborn
- 4. North London:**
Dalston to Limehouse Basin





Danger routes for cyclists

In February 2008, TfL released data showing London's most dangerous cycle routes. Over a ten-year period, 34,000 people were involved in reported bicycle accidents.

Although the number of accidents is falling year on year, campaigners still say there is a need for investment in road safety. A representative of the London Cycling Campaign said, 'We want to make London a world-class cycling city and we need safer roads to do so'.

London's 20 most dangerous roads

Cyclist casualties in the past 10 years

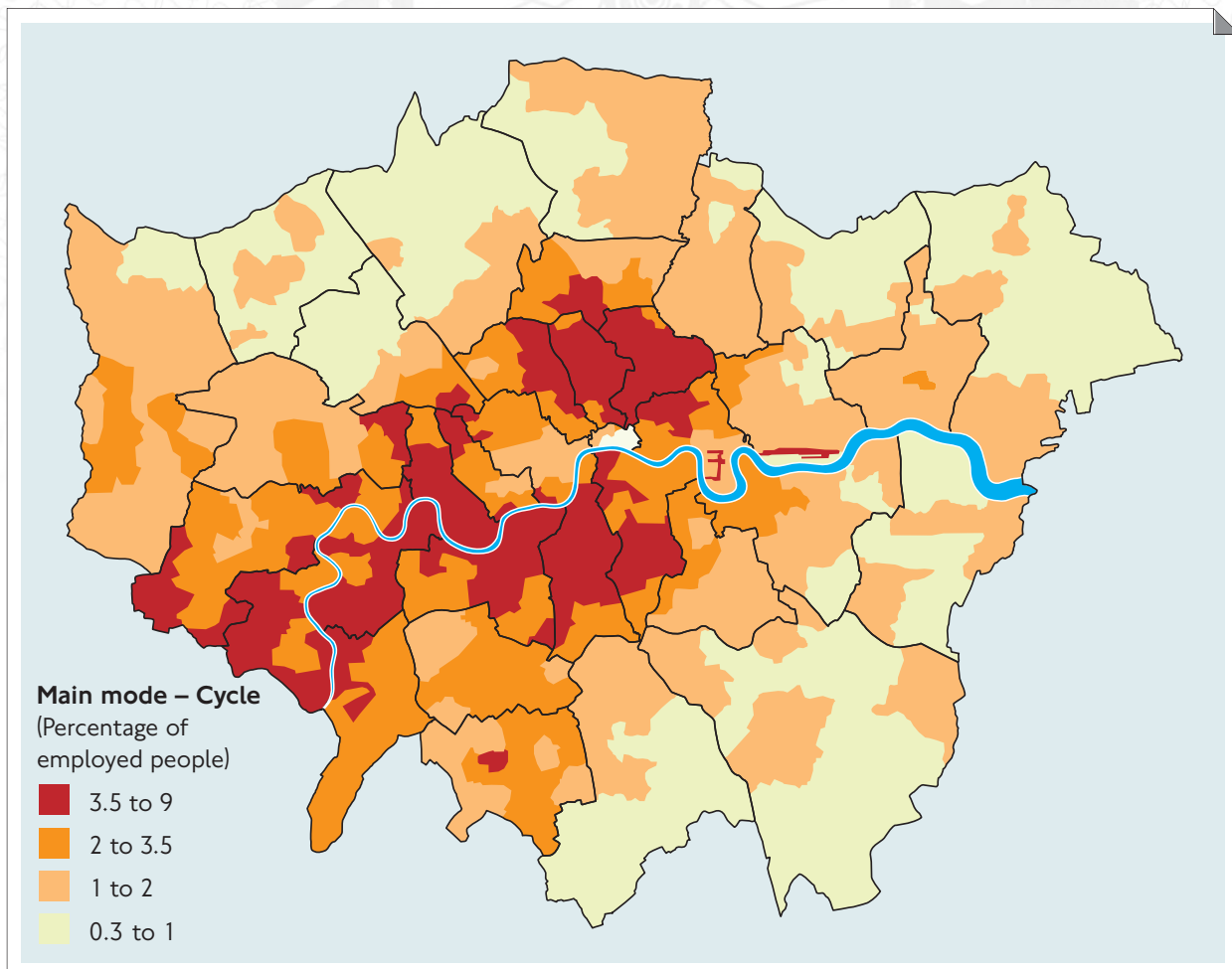
A3	London Bridge (LB) to Wimbledon Common – 744
A23	Kennington Road to Streatham High Road – 623
A315	Kensington Gore to Kensington High Street – 542
A4	Holborn to Chiswick – 521
A402	Marble Arch (MA) to Chiswick – 519
A10	London Bridge to Enfield – 462
A40	The City to Edgware Road – 448
A1	London Wall to Bignall's Corner – 435
A205	South Circular Road to Gunnersbury – 393
A219	Willesden Junction to South Wimbledon – 385
A501	The London Inner Ring Road – 385
A11	Aldgate to Bow – 353
A24	Clapham to Surrey – 347
A104	Islington to Epping – 337
A309	Twickenham to Hook – 315
A404	Paddington (P) to Maidenhead – 308
A202	New Cross Gate to Victoria (V) – 299
A5	Marble Arch to Edgware – 285
A105	Canonbury to Enfield – 272
A201	King's Cross (KC) to New Kent Road – 258





Proportion of people who cycle to work

Proportion of employed people whose usual journey to work is by cycling, by ward of origin (2001)



Source: ONS, 2001 Census of Population



Page 2.26

Name _____

Date _____

Class _____

Mapping our community

Looking at the map of your local area, mark on the map as many of the following as possible. Use a colour key.

- Secondary schools
- Shopping areas
- Hospitals
- Council offices or Town Hall
- Emergency services
- Cycle parks
- Parks

If it is on the map, mark your street.

Map any danger routes in your borough as they appear in the news article on Handout 2.

Read handouts 1, 2 and 3 and then answer these questions:

1. Given where the cycle routes are, what are your chances of using them between your home and school?

2. What do you think of the extent of cycle routes in your area?



Page 2.27

Name _____

Date _____

Class _____

Mapping our community

3. Are any of the proposed new cycle routes anywhere near you?
What do you think of the idea and could they be extended to your area?

4. Look at the map that shows the proportion of employed people whose usual journey to work is by cycling. (Handout 3)

- Can you find your own London borough?
- Is yours a borough in which people cycle to work or not?
- Can you speculate why?

5. What do you think of the idea of rental bikes?
Would it work in your area?

If yes, why would it be a good idea and if no, why not?



Name _____

Date _____

Class _____

Mapping our community

6. Using the map, try to find a route that is two to five miles long that would keep a cyclist on relatively safe and quiet roads most of the time.

7. Using the London Cycle Guide area map, find out if places you go to regularly have cycle parks where a bike can be locked.

8. Ask yourself these questions:

- Do you know any regular cyclists and can they tell you any good or scary stories about cycling?
- Do you know any victims of cycle crime and what happened to them?
- Have you got any friends who keep fit by cycling? Can you interview them, or write about them?



Mapping our community

-







Local Community, Local Discovery session 2 – overview

Attitudes, values and judgements

Student learning:

Thinking about the attitudes we bring to our understanding of community, including prejudice.

Teacher dialogue:

'In citizenship we need to appreciate that people have different views.'

Resources:

Worksheet 1	Task 1: Agree or disagree
	Task 2: Pre-judging
	Task 3: True or false





Local Community, Local Discovery...

Handouts and worksheets for photocopying
Session 2





Page 2.35

Name _____

Date _____

Class _____

Task 1: Agree or disagree

These statements were made by people of your age. Read each one, tick if you agree or disagree and then compare your answers with somebody else.

Statement	Agree	Disagree
There should be more cycle routes in our area		
The council is doing well to promote cycling in our area		
Our school does a lot to promote cycling		
More people would cycle to school if it were easier		
I have too much to carry to be able to cycle to school		
Our school should reward people who cycle		
Our school should put CCTV in the bike storage		
It's parents who decide how young people get to school		
Cars should only be allowed to travel at walking pace in residential streets		
Our school should do like some others and provide bikes to students who want to cycle but do not own one		
Our school should change the time of the school day as others have done so that young people can cycle when there is less traffic		





Name _____

Date _____

Class _____

Task 2: Pre-judging

Sometimes people will agree with something even when it is clearly not true! Look at the statements this boy agreed with.

We call this pre-judging because he either didn't study the facts first, or he is what we call biased. Although he ticks to say he agrees, in every case he is wrong!

Statement	Agree	Disagree
Girls cannot ride bikes	✓	
Bikes are the most dangerous form of transport	✓	
The law says you must wear a bike helmet	✓	

Look back at Task 1 where you agreed or disagreed. Consider whether you and your partner might have been prejudiced in any of your answers.





Name _____

Date _____

Class _____

Task 3: True or false

Sort the cards into two piles, true statements and false. Your teacher has the correct answers.

✂ You can take a bike on any Tube journey	✂ Britain has the highest levels of obesity in Europe	✂ Ten per cent of girls and nine per cent of boys are overweight
✂ Walking for 30 minutes a day uses more energy than two hours of PE and games	✂ Twenty-five per cent of British adults are overweight	✂ Nine out of 10 drivers who hit a cyclist say they didn't see them
✂ Boys between 11 and 16 years old cycle more than girls the same age	✂ Richer people cycle more than poorer people	✂ Cyclists are not subject to the Highway Code
✂ A majority of bike owners in the UK have had a bike vandalised	✂ There are 480,000 cycle journeys every day across London	✂ The number of cyclists killed or seriously injured fell by 28 per cent between 2000 and 2007



Page 2.38

Name _____

Date _____

Class _____

Task 3: True or false



In the morning rush hour the average car speed is 15mph



A third of young people in the London area travel to school by car



Ninety per cent of grandparents in London ride a bike



Approximately one in every three cars on the road at 08:50 is related to education



In 2006/07 there were 2,620 new secure storage spaces for bikes in London



Sixty-five per cent of parents who drive their kids to school would rather not



Schools can get money to help train their students to ride a bike safely



The Government wants to cut carbon emissions by 60 per cent by 2050



Including wear and tear, insurance and petrol it costs over 50p per mile to drive a car



Half of all car trips in London are shorter than two miles



Half of all drivers say they would like to drive less



Police would probably not prosecute a child under 16 for riding on a pavement



Page 2.39

Name _____

Date _____

Class _____

Task 3: True or false

✂

Employers can get tax benefits if they provide bikes for employees

✂

A 20-minute bike ride will burn off the calories of a small packet of sweets

✂

Between 2007 and 2008 cycle riding in London grew by 83 per cent

✂

To keep fit you should cycle for 30 minutes three times a week

✂

You can't insure a bike

✂

You can register your cycle model, make and frame number

✂

At times there are twice as many cycles on London's roads today as there were in 2000

LONDON
NETWORK



15



Local Community, Local Discovery session 3 – overview

Cycling and the law

Teacher dialogue:

‘We need to know about cycling and the law.’

Resources:

Worksheet 1	Cycling and the law
Handout 1	Road signs for cyclists
Worksheet 2	Road signs for cyclists





Local Community, Local Discovery...

Handouts and worksheets for photocopying
Session 3







Page 2.45

Name _____

Date _____

Class _____

Cycling and the law

Tick all the things you have ever done while riding a bicycle.
Your teacher will tell you which of these are against the law.

1. Ridden a bike on a pavement	
2. Ridden without a cycle helmet	
3. Ridden on a road that did not have a cycle lane	
4. Ridden on a road but not in the cycle lane provided	
5. Ridden in a park where it said no cycling	
6. Crossed a red light because there was nothing in the way	
7. Crossed a road without signalling	
8. Ridden down a one-way street the wrong way	
9. Ridden with both hands off the handlebars	
10. Carried a passenger	
11. Ridden without a rear light	





Road signs for cyclists

1.



2.



3.



4.



5.



6.



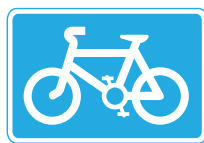
7.



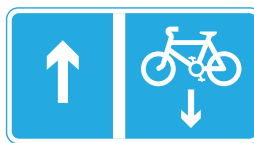
8.



9.



10.





Page 2.47

Name _____

Date _____

Class _____

Road signs for cyclists

What is the meaning of the road signs on Handout 1?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____





Local Community, Local Discovery session 4 – overview

Who runs our community?

Student learning:

Thinking about authority.

Thinking about local and national democracy.

Thinking about who is in charge of what and how communities have changed.

Teacher dialogue:

‘We need to know who makes decisions on our behalf and the power they have.’

Resources:

Handout 1	Important jobs
Worksheet 1	Important jobs
Handout 2	About politicians
Handout 3	What is Parliament?
Handout 4	To whom should I complain?
Worksheet 2	To whom should I complain?
Handout 5	Then and now
Worksheet 3	Then and now





Local Community, Local Discovery...

Handouts and worksheets for photocopying
Session 4







Important jobs

Here are some jobs that are carried out in your community. Look at them and then complete Worksheet 1.



Highways engineer



Member of Parliament (MP)



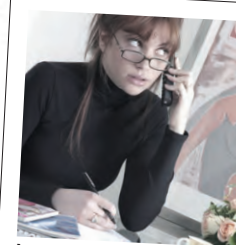
Doctor



Street cleaner



Magistrate



Local newspaper journalist



School nurse



Youth worker



Refuse collector



Your personal mentor/tutor



High Court judge



Daily newspaper editor



School crossing patrol person



Local councillor



Chief constable



Local police officer



Head teacher



Mayor of London



Road safety officer



Ambulance driver





Page 2.54

Name _____

Date _____

Class _____

Important jobs

Put the jobs on Handout 1 into six different lists. Each list is an order of importance but the criteria changes every time.

- | | |
|-------------|--|
| Criteria 1: | Put in order of importance as you think society in general would see it, for example 'Top jobs – well paid'. |
| Criteria 2: | Put in order of the times you are likely to see this person face to face. |
| Criteria 3: | Put in order of the importance to your personal health and safety. |
| Criteria 4: | Put in order of the amount of care this person has for you personally. |
| Criteria 5: | Put in order of the power this person has in society. |
| Criteria 6: | Put in order of who you would trust. |

Discuss your answers with a partner/group. Be prepared to support your view.



Page 2.55

Name _____

Date _____

Class _____

Important jobs

Criteria 1 'Important jobs'	Criteria 2 I'm likely to see them face to face	Criteria 3 They matter to my health and safety
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
16.	16.	16.
17.	17.	17.
18.	18.	18.
19.	19.	19.
20.	20.	20.



Page 2.56

Name _____

Date _____

Class _____

Important jobs

Criteria 4 They care about me	Criteria 5 They hold power over others	Criteria 6 I would trust them
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____
10. _____	10. _____	10. _____
11. _____	11. _____	11. _____
12. _____	12. _____	12. _____
13. _____	13. _____	13. _____
14. _____	14. _____	14. _____
15. _____	15. _____	15. _____
16. _____	16. _____	16. _____
17. _____	17. _____	17. _____
18. _____	18. _____	18. _____
19. _____	19. _____	19. _____
20. _____	20. _____	20. _____



About politicians

Look at your local government website and find out what local councillors do. Then look at the Government's website – www.parliament.gov.uk – to find out about Members of Parliament (MPs).

Find out who your MP is and what political party they belong to at: www.mayorwatch.co.uk

Then read this handout so that you understand the difference between local and central government.



Local government

The set-up of London's local government is extremely confusing even to those of us who live here!

Our borough has a council that organises things for us. Our borough is broken down into areas called **wards**. Each ward has two or three councillors to represent it. **Councillors** are elected by the people in that ward. The councillors belong to **political parties**. Political parties are usually Labour, Conservative, Liberal Democrat or Independent. They have to say what they believe in and how they would run things if they were elected, so that people can choose which they prefer. London boroughs elect all their councillors at once, every four years.

Most council decisions are scrutinised by **committees** appointed from within the council, with only the most important decisions being taken by the entire council. There are rules to ensure that the committees reflect the political parties that make up the whole council. This ensures that the committees do what the people want. Less important decisions are usually taken by one of a few **executive councillors**, with the committees acting in an advisory or **scrutiny** role.

There is also the role of **Mayor**. The Mayor of a borough is usually appointed by the council from among its own members and combines the role of the Chair of council meetings with a ceremonial role as 'First Citizen'.



About politicians

How council decisions are made

All councillors meet together as the council. This is where decisions are made about major council policies and, importantly, where the budget is set. These meetings are held approximately six times a year and are open to the public.



The committees meet more often and are typically responsible for things such as:

- Housing and communities
- Environment
- Finance
- Adult social care
- Community safety and performance
- Children and young people
- Leisure and equalities





About politicians

Councillors from all parties are also appointed to oversee things such as:

- Regeneration
- Sustainability
- Performance of the council
- Planning
- Relationships with the community
- Licensing



What do councillors do?

Councillors make decisions on council policy and spending. They are the people who know what's going on in our local area, and are available for us to talk about any problems we may have with council services. They can take up our case themselves or point us in the right direction to get more advice. Each ward has three councillors. You can meet any of your ward councillors in person at one of their regular surgeries, write to them via the Town Hall, send them an email or telephone them.





About politicians

London boroughs

There are 32 London boroughs, of which yours is just one. Between them they run most of the day-to-day services across the Capital. They set the Council Tax levels which, along with extra funding from central government, allows each borough to provide services such as education, housing, social services, street cleaning, waste disposal, roads, local planning and many arts and leisure services. The boroughs do not run police or health services.

Some local authorities work with other agencies to enhance their area. For example, TfL recently gave Richmond Borough Council £5m to help cut car emissions by reducing the number of car journeys. It is called the Smarter Travel programme and will involve a visit to every household, school and workplace to give advice on greener travel including more walking and cycling journeys.

Some of the money given to Richmond will pay for:

- More secure bike parking
- Showers and lockers at workplaces
- Car sharing clubs
- Walk to school programmes

What do you think of this idea?





What is Parliament?

You can find out all about what goes on in Parliament at:

www.parliament.gov.uk

It will tell you about how politicians meet to decide laws and make decisions for the whole of the United Kingdom. For example, it decides how much money in total should be spent on schools, hospitals and the police.

Sometimes, however, this money is given to the local councils to decide exactly how it should be spent. This is because local councils are closer to the needs of the people.

If you look at the CBBC website it will tell you the difference between the House of Commons, the House of Lords and where the Queen fits into all this.

There are loads of things to find out about and lots of pictures too (including some politicians trying to look cool – and not!).

You can often join an online poll on these sites.

Why are new laws needed?

One of Parliament's main roles is debating and passing laws (legislation). The Government introduces most plans for new laws and changes to existing laws. Emergency issues such as the threat of terrorism, pressure on the Government to update old laws and what happens in the courts all contribute to the need for new laws.

Members of Parliament

People are represented in Parliament by their MP. The MP votes on new laws according to how they think the people they represent would like them to vote.



What is Parliament?

How MPs are elected

As well as boroughs and wards, London is divided into areas called constituencies. During an election everyone eligible to cast a vote in a constituency (constituents) selects one candidate to be their MP. The candidate who gets the most votes becomes the MP for that constituency until the next election.

General elections

At a general election, all MPs stand for re-election and every constituency across the country chooses between available candidates. General elections generally happen every four to five years.

Political parties

Most MPs are members of one of the three main political parties. You can find out who your MP is and which political party they represent by looking at:

www.mayorwatch.co.uk



To whom should I complain?

You and your neighbours find you have the following problems.
Who would you take the complaint or problem to? Councillor or MP?

Put your answers on Worksheet 2.



Rubbish dumped
on the street



Cars constantly
parked illegally



Excessive aircraft noise



Threatened hospital
closure



Warehouse opening on
brownfield site



School threatened
with closure



Too much danger
for cyclists



Too few dentists
available



Name _____ Date _____

Class _____

To whom should I complain?

Task 1

Picture number	To whom should I complain?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Task 2

Choose any one of these complaints and word the email you would send.



Then and now

Living history pages – true lives



I grew up in this borough. It's always been home. My mum and dad were born near here too. My grandad used to work in a furniture factory but that's all gone now. Times have changed. When I was a kid we owned the streets but there were always neighbours to watch out for us. Everyone knew everyone else's kids.

The lucky ones had bikes and skates yes, but we used to share what we had. I was always riding a bike that someone lent me! We made a lot of our fun then, games, ball games, even skipping but of course it was before TV. We used to hang about like today's kids but we weren't bored. I think the difference is...

What's that noise?

Have you ever heard of the Mosquito? Perhaps there is one in use in your area. We are not talking about the insect but a device that gives off a high-pitched sound that is mostly only heard by teenagers and children. It is so annoying that it causes young people to disperse from areas where they have gathered. It works because

our ability to hear very high frequency sound reduces as we get older. Some shopkeepers and citizens think it is a good way to prevent frightening groups of young people from being a nuisance in the streets.

A lot of people, however, are against the use of the Mosquito in public places

as all young people are affected by it... even if they are not doing anything wrong. Some people think it assumes all young people are a nuisance and that, anyway, it interferes with their rights to be able to gather together. They also say that it is a pity to create a bigger divide between the old and the young.

Read the 'True lives' and 'What's that noise?' articles on Handout 5.

What do you think the lady who wrote the 'True lives' article may have written next?

Complete her article as you think she may have done.

Living history pages – true lives

I grew up in this borough. It's always been home. My mum and dad were born near here too. My grandad used to work in a furniture factory but that's all gone now. Times have changed. When I was a kid we owned the streets but there were always neighbours to watch out for us. Everyone knew everyone else's kids.

The lucky ones had bikes and skates yes, but we used to share what we had. I was always riding a bike that someone lent me! We made a lot of our fun then, games, ball games, even skipping but of course it was before TV. We used to hang about like today's kids but we weren't bored. I think the difference is...

Complete what you think she said:

[illegible]



Task 2

What is the difference between what kids did on the streets **then** and what they do **now**? What's your view? Explain here:





Local Community, Local Discovery session 5 – overview

Shaping opinion

Student learning:

Thinking about information that matters to us and how we support it with evidence.

Teacher dialogue:

‘We need to understand what accounts for the differences between people and why a democratic process is so important to understanding why we can’t all have everything the way we want it.’

Resources:

Handout 1	Key words
Worksheet 1	Key words
Handout 2	Finding the evidence
Worksheet 2	Finding the evidence
Handout 3	Information that makes a difference to me
Worksheet 3	Information that makes a difference to me





Local Community, Local Discovery...

Handouts and worksheets for photocopying
Session 5







Key words

When we talk about making things better for our own community we need to know a bit about how to 'get things changed'. Sometimes we find ourselves in disagreement with other people so we need to sort out the meanings of key words.

Read this and then think about it.

Sam values her education and believes that all young people should have the same chances in whatever school they go to. Jo also values education but he doesn't believe you should have to go to school to get it! Sam and Jo are both motivated to do well in life. Sam's opinion is that the future is in the hands of young people while Jo thinks the world is doomed anyway.

His attitude is: 'Why bother? There's nothing you can do about anything.'

Sam's attitude is: 'There's every reason to bother! It's our future!'

I agree with Jo but then I'm prejudiced against Sam's optimism.





Name _____

Date _____

Class _____

Key words

Here are some words and some definitions. Match the right definition to the right word by putting the word against it in the box.

Attitude Prejudice Opinion Value Belief Motive

Definition	Matching word
How I express and articulate my view on something, usually after I have weighed up the facts, both those in favour and those against the matter.	
Something that underpins my thoughts and behaviour and is usually unshakeable. Often something I have been taught from an early age.	
Something that matters to me a great deal.	
Something I have made up my mind about already. I do not want to know what anybody else thinks.	
Something that 'drives' me. Usually a deeply held desire.	
The position I take on something. You can sometimes know this by the way I look and speak.	



Finding the evidence

For a project in English in which students had to make a presentation about something that interested them, Aaron chose to talk about cycling. Aaron owns a top-of-the-range bike and cycles everywhere. He is both adventurous and some would say a risk-taker.

In his presentation, Aaron displayed an example of each of these:

His motives, beliefs, values, opinions, attitude and even his prejudices.

Here is the script as it might have been recorded:

“ I’m going to talk about my bike, which is a Diamond Back. They go for over £1,000 and I got it for my thirteenth birthday. It’s insured and registered so don’t get any ideas. It’s the most important thing in my life right now although I will learn to drive as soon as I am 17 and I’ll probably get a motorbike first.

“ I go all over on my bike. My mum says I worry her. I got stopped by the police once for doing wheelies down the High Street so now I just watch out for them. I think the police are stupid. They should have better things to do than chase after kids on bikes. They said I was a danger to people walking and not fair on drivers but I think they (drivers) get too much rights on the roads and bikes should get priority, that’s because of the pollution and that. It’s also stupid ‘cos you can brake really fast on a bike and I know what I’m doing.



Finding the evidence

- “ My dad bought me a helmet and I wear it when I’m racing. I do that over at the Heath on Sundays and when I go to Leicester to see my uncle. He got me into bikes.
- “ I want to be rich one day and I might go into his business, which is a specialist bike repair shop. He does off-road bikes because they’ve got a big course round there. He got me this bike at cost. He’s very rich. He’s got a BMW and that’s why I bike, so I know all about bikes and I can go into the business. I’d like a BMW one day.
- “ I’m the fittest boy in this year because I bike all over. I never walk. I’m more mature than other boys ’cos I’ve got independence through my bike. I’ve been all over London one way and another. I just deal with the traffic. You just have to be confident. There are places you’re not supposed to ride a bike... but whose going to catch you?
- “ I’m not stupid though. I don’t wanna die, do I? I might not get a car if I stay in London ’cos they’re making it harder and also ’cos it’s slower. I overtake cars all the time and it gives you a good feeling doing that. I don’t really want to go to Leicester but off-road racing is the best thing ever and then I could do a job that I really like. ”



Page 2.77

Name _____

Date _____

Class _____

Finding the evidence

Read Handout 2 and find at least one piece of evidence for each of Aaron's perspectives.

An example Aaron gave of:	Evidence
His attitudes	
His opinion	
His prejudices	
His motives	
His beliefs	
His values	



Information that makes a difference to me

Use Worksheet 3 to score each of these pieces of information according to how much notice you take of them. The information is lettered A to L.

A Half of all journeys are less than two miles – a distance that can be cycled in less than 15 minutes. 25 per cent of car trips are less than two miles. 56 per cent of car trips are less than five miles.	B The health benefits from cycling include: Reducing high blood pressure. Reducing risk of: • Diabetes • Some cancers • Heart disease Helps to build healthy bones, muscles and joints.
C Car speeds in London are slowing, so, for speed, there has never been a better time to start cycling.	D In heavy traffic the pollution inside cars is higher than for pedestrians and cyclists.
E Cycling helps to control weight (obese people die on average nine years earlier than those with a healthy weight).	F Road transport uses 42 million tonnes of oil a year. This is more than all the energy used by British industry.
G Although we use cars a lot, one in every three trips in the UK is still made by foot, on a bicycle or by public transport.	H Four in every 10 car trips are done through habit.
I Because of climate change, younger people are likely to see: • Mass extinction of species • Coastal flooding • Flooding in London • Extreme weather events • Food and water shortages	J Pollution may not be visible but it is still deadly.
K For every 1mg/m ³ drop in air pollutants we gain an extra 1.5–3.5 days of life (per person, pro rata across the whole population).	L One thousand people die prematurely in London every year because of poor air quality.



Page 2.79

Name _____

Date _____

Class _____

Information that makes a difference to me

Task 1

Ask yourself if this information makes a difference to you? Tick the box to indicate what difference the information makes to you. Each piece of information is lettered in the boxes on Handout 3.

- 1 = No notice at all, not bothered
- 2 = A little notice, it bothers me a bit
- 3 = Some notice, I will think about this
- 4 = Quite a bit of notice, this should change the way I think
- 5 = A lot of notice, this will change the way I think and behave

	1	2	3	4	5
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L					

Task 2

How open am I to new ideas and facts?

Look at the range of answers you have given. What is the spread between 1 and 5?



Are you someone who is open to facts and information? Are you stuck with your opinions or are they already well thought through?





Local Community, Local Discovery session 6 – overview

Understanding democracy

Student learning:

More about understanding democracy and campaigning.

Teacher dialogue:

‘We need to understand the tensions in a democratic process.’

Resources:

Handout 1	Understanding democracy
Handout 2	Campanigng
Worksheet 1	Identifying the big issues





Local Community, Local Discovery...

Handouts and worksheets for photocopying
Session 6





Understanding democracy

One of the most important things to understand in citizenship is the idea of democracy. Look at it this way:

A teacher wanted her class to understand democracy. She decided she had three options. These were:

1. To give the class a paragraph which explains democracy and then ask them to answer questions on it.
2. To hold a debate in which one half of the class supports one idea and the others oppose the idea, then the class will have a vote.
3. This teacher, however, really wants her class to feel strongly about democracy in action so she decided to do this:

She found out that 10 people in the class cycle to school. She involved the head teacher by getting him to agree to write a letter to these 10 people saying that he had decided to ban cycling. Of course, it was a hoax but she handed the letters to the cyclists at the start of the lesson. The whole class was furious, even the people who did not cycle were mad. When the teacher asked innocently why they were so cross they said things like:

- Because it's not fair
- The head is abusing his power
- None of us was consulted
- No reason has been given
- The cyclists didn't have a chance to say what they think

One boy, after thought, asked: 'And did our school council have a chance to discuss this? After all, they are our elected representatives?' The teacher was delighted because, of course, the boy was right. Right on cue, the head teacher came in to explain the hoax. The class was hostile and then fell quiet. Both he and the teacher gave assurance that cycling was not being banned but joined in a discussion about what democracy means: that is, that everyone has a chance to elect people to speak for them and that all views should be at least taken into account.

Understanding democracy

The class had a really good debate. Finally and slowly, the Head said: 'But suppose we were experiencing a high accident rate among our school cyclists?' Under law, I have a duty of care. Suppose I did need to review our cycling policy? By what democratic means would you have liked me to consult with students? Then he left the room. And that really did get them going...

Task

What do you think they discussed and decided?

[illegible]



Campaigning

There are many hundreds of campaign groups working across London. You may or may not approve of what they believe in but they are an important part of the democratic process because they help to find the facts and shape our thoughts and beliefs. Some of these groups are quite big and powerful, others are small and very local. You may know some 'activists' or 'campaigners' yourself. Some go on campaigning for years or decades, others have a small objective and stop when it is achieved or defeated.





Name _____

Date _____

Class _____

Identifying the big issues

At www.livingstreets.org.uk you can find an organisation dedicated to bringing safe streets alive for local people. They believe our streets in London should be safer, less congested and friendlier places. They help support groups to work together for their communities, for example to get rid of pavement parking and litter.

In this project you are invited to create some ideas for your community and how it could be improved. Here's how you focus on the key issues.

Everyone in the class puts the three big issues for your community, as they see them, onto separate stickies or cards. If there were 30 of you you'd now have 90 issues. Elect two or three people to 'cluster' these into groups. The categories might be, for example:

- Litter
- Safety
- Harassment
- Traffic noise and congestion
- Lack of cycle lanes or footpaths
- Too few facilities

When you have clustered them hold a ballot to see what the top three clusters are for the class. To do this, list the clusters and give everyone a ballot paper on which they number their top three, in rank order. They must do this anonymously if it is to be democratic.

Count the votes and now you have your top issues.



Page 2.89

Name _____

Date _____

Class _____

Identifying the big issues

Active people, however, don't just moan – they do something about it!

This is what you do next. For the top issue, every person in the class offers one solution on separate stickies or cards. Again, you elect two or three people to group these solutions into similar kinds. Everyone votes on the solutions. When you have got the top solution you hold a 'collaborative' debate on this solution. Your teacher will show you how to do this because it will help you to decide if it is a really good idea or not. Does it stand up to scrutiny?

**Finally, what is the outcome from your deliberations?
Did you get anywhere?**

This is called a democratic process because everyone's view was taken into account. Not everybody got what they wanted but nobody can say it was not fair or that a few people shouted loud and got their own way.







Local Community, Local Discovery session 7 – overview

Finishing the project

Teacher dialogue:

Students need to present their work and show their thinking.

Resources:

Worksheet 1	Finishing the project
-------------	-----------------------





Local Community, Local Discovery...

Handouts and worksheets for photocopying
Session 7







Name _____

Date _____

Class _____

Finishing the project

In your group, make a small exhibition or display about ways in which you would change your immediate school community.

Here are some ideas for things you can do:

- Re-draw your local community's map. Go back to the map you charted at the beginning and add any ideas you now have. For example:
Put in other features you would like to see. What would you change, extend and take away?
Redraw where the cycle lanes and safe walking and cycling areas should be
- Bring some photographs, or cut them from newspapers and magazines to show the 'atmosphere' you would like to see on your local streets. What would people be doing if there were a really good sense of community? Think about the mix of ages and types
- Write a newspaper article with a catchy headline that proclaims the 'greatness' of your community as it should be, or how you would like it to be. There are some ideas for possible topics on the next page
- Interview some cycling heroes from your school (teachers and young people who cycle to school)
- Take photos of local areas you like and display them, saying why
- Write about places you know where young people feel safe and welcomed





Page 2.96

Name _____

Date _____

Class _____

Finishing the project

Here are some ideas for things you could still find out about:

- Where are new and planned cycle lanes going to be in your area?
- What traffic calming measures are planned?
- What is your local MP's attitude to congestion in the Capital?
- What plans have your councillors got for your area?
- What are pollution levels in your area?
- What are the road accident statistics like in your area?
- Where do young people hang out and what is there for them to do?
- Are there any wasted spaces that could be converted to something more useful?

TEENS REVIVE YOUTH CENTRE

CYCLISTS RECLAIM STREETS

**Party mood across
the borough**

**CELEBRITY BIKERS HOOK
UP WITH LOCAL STUDENTS**

Youths show Politicians up!

**Students in
community
shake-up**

**GENERATIONS GET TOGETHER
TO CELEBRATE**



The Big Debate summary

During this project students will hold two ballots and be required to compare the outcomes from both in order to ascertain whether or not opinions have been influenced.

At the end of the project they will also hold a formal debate.

Through a series of activities the students explore philosophical, ethical and moral discussions about rights and responsibilities towards other people in the context of how road use by one individual impacts on the health and well-being of others. In this way they explore diverse points of view.

The first session includes consideration, at a simple level, of sources of power: who has power and how, as individuals, we exercise power over others. Students have the opportunity to consider conflicts of interest, and how we take sides in arguments according to our beliefs.

In a later session students are invited to discuss how facts and information can help to change perceptions. They conduct a class survey of opinion and vote on an issue.

They consider the facts and information that 'swings' opinion and judge, through the comparison of the two ballots, what kind of information, if any, is likely to influence attitudes.



The Big Debate teaching delivery map

Areas within the Key Stage 3 (KS3) Qualifications and Curriculum Authority (QCA) scheme of work

Unit no.	Subject	Unit summary
1, 3, 13, 14, 21	Citizenship – what's it about?	Sources of power.
	Human rights	Who has rights?
	How do we deal with conflict?	What are responsibilities?
	Developing skills of democratic participation	Who has power?
	People and the environment	Who I have power over.
1, 14	Citizenship – what's it about? Developing skills of democratic participation	Conflicts of interest.
		Considering arguments and taking sides.
		Ground rules for discussion and debate.
		Having a formal debate.
		Holding a ballot.
		Opinion-forming games.
		Looking at what creates voting 'swing'.
		Rethinking rules and making proposals.



The Big Debate teaching delivery map

Areas within a School Travel Plan (STP)

Section of the STP	How does the project link to the STP criteria?
Part 1 – Tell us about your school	How we are able to get on and organise ourselves.
Part 2 – What are the issues at your school?	An opportunity to think about who has rights and responsibilities in school.
Part 3 – How has everyone been involved?	Experience of two democratic processes: debate and voting.
Part 4 – What exactly do you want the plan to achieve?	Taking a real vote to assess opinion and looking for swings of opinion.
Part 6 – Monitoring, reviewing and progress reporting	Comparing changes in opinion before and after our learning.

Areas within Every Child Matters (ECM)

Objective	How does the project link to the ECM objective?
Stay safe	A close examination of the Highway Code.
Enjoy and achieve	Work together and listen to the opinions of others.
Make a positive contribution	Recognise the difference between rights, responsibilities and power.

Areas within Healthy Schools (HS)

Core themes	In what way does the project link to the HS core theme?
Personal, Social and Health Education (PSHE)	Examining own beliefs and taking into account those of others.
Emotional health and well-being	Further consideration of the benefits of cycling.



The Big Debate teaching delivery map

Areas within Sustainable Schools (SS)

The Travel and Traffic doorway	In what way does the project link to the SS doorway?
Curriculum	Using critical, caring and creative thinking skills, especially critical questions.
Campus	Thinking about who has power in relation to school.
Community	Seeing that rules and opinions can change.

Areas within other central government initiatives/programmes

Initiative/programme	How does the project link to this initiative/programme?
Extended Schools	We have to reform our opinions in order to rethink communities.
Building Schools for the Future (BSF)	How can cultures be made sustainable?
Social and Emotional Aspects of Learning (SEAL)	Motivating ourselves, self-awareness and empathy.



The Big Debate lesson plans

The Big Debate project affords the opportunity to engage students in some of the key concepts and processes in the Citizenship curriculum. Students will be able to think more about democracy and the balance between competing and conflicting demands, weighing facts and taking sides.

They will extend some of the thinking from Project 2: Local Community, Local Discovery in terms of the role of campaign and advocacy groups. They will also consider rights and responsibilities in the context of how the expectations of road users can be managed and how their expectations impact on residents of the city.

The project provides the opportunity for active engagement in critical thinking, informed and responsible action and representation. The project begins with a ballot or vote on a specific motion. Students then engage in their own research as well as provided work and, at the end of the project, revisit the outcomes to see how far, if at all, opinions have changed and to evaluate the possible reasons why.

Outcomes

The suggested outcome for this project is a real debate and a ballot. The purpose is to see whether or not debate and examination of facts will change opinion. Transport for London (TfL) is interested in the outcomes for students and a photographic or video record of the work would provide a lasting record of the attitudes that students hold and perhaps how they evolved during this project.



The Big Debate lesson plans

Session 1
Power, rights and responsibilities

Session 2
Assessing opinion

Session 3
Rewriting rules

Session 4
Framing the question

Session 5
Reforming opinions



The Big Debate

session 1 – overview

Power, rights and responsibilities

Student learning:

- Sources of power
- Who has rights?
- Different sorts of rights
- What are responsibilities?
- Who has power?
- Who do I have power over?
- Conflicts of interest
- Considering arguments and taking sides

Teacher dialogue:

Students need to grasp what is meant by 'rights'. Those endowed by the state; by universal beliefs about humanity; and those enshrined in law.

Resources:

Handout 1	Who exercises power?
Worksheet 1	Power, rights and responsibilities (Tasks 1, 2, 3)
Handout 2	Conflicts of interest – 1
Handout 3	Conflicts of interest – 2
Worksheet 2	Whose side would you be on?





The Big Debate...

Handouts and worksheets for photocopying
Session 1





Who exercises power?

Read this information.

Who exercises power?

In Citizenship lessons you have probably considered the concept of power. Some people think that life is all about having and getting power over others at some level. Brothers and sisters, and even children and parents, are sometimes competing for power. In this session, however, we are concerned with power at a higher level. Who has power in society at large?

Back in history, it was probably the people who had control of the resources, which might have been wealth, natural resources or land. Today, people are seen as powerful for more complex reasons:

- It might be because they have a high 'rank' or position (head teachers, managing directors, captains)
- It might mean that they oversee rules and regulations that must be enforced (tax collectors, police officers)
- It might mean they were elected to take decisions and therefore have power (MPs, councillors)
- It might be because people just respect them (religious leaders, parents, some celebrities)
- It might be because they have expertise or information (journalists, campaigners)
- At worst, they are people who just want to have control over others (dictators and people who are self-interested)



Who exercises power?

Who has rights?

We are lucky to live in a place where people have rights and where there are groups of people who work hard to protect those rights for us. We live in a place where there is 'free speech' and people are pretty much allowed to get together to decide what they believe in. There are some exceptions to this, for example, where their beliefs might lead to the harm of others.

Some famous people say that groups of people who believe passionately about something are essential to democracy because they represent the views of minority groups. These groups, however, also pose a problem because they often fight for a 'single issue'. This means they may be very biased, or exclude the views of others, or create 'gridlock'.

Political gridlock is when two apparently competing groups 'cancel out' each other's voice. They both seem to have a good case for their arguments and the same number of supporters. Look at these pictures and say why we get political gridlock.





Who exercises power?

What are the important rights?

In our country we have different sorts of rights. Some are set down by the government but others are considered basic rights we are all born with. Here are a few examples:

Political rights

Everyone has the right to vote so that they can decide who should have 'power' over them. Everyone has the right to protest about things they think are wrong and the right to strike.

Legal rights

- Everyone has the right to redress if they are injured by another person
- The right to protest peacefully
- The right to a fair investigation and trial if suspected of a crime

Human rights

Here are some examples of your rights as an individual:

- The right to life
- To freedom of movement
- The right not to be discriminated against
- To be equal before the law
- To be innocent until proven guilty
- To privacy
- To freedom of thought, conscience and religion
- To freedom of opinion and expression

Then, of course, there are special rights for women, children and employees.

With rights, however, come responsibilities. Responsibilities can almost be seen as making sure that nobody's rights are violated.



Name _____

Date _____

Class _____

Power, rights and responsibilities

Task 1: Responsibilities

When you have read Handout 1 think about the responsibilities of citizens. Do this by putting a suitable responsibility next to a specific right in the table below. The first one is done for you.

Right	Responsibility
The right to life	A responsibility not to endanger anyone's life _____ _____
The right to freedom of movement	_____ _____ _____
The right not to be discriminated against	_____ _____ _____
The right to privacy	_____ _____ _____
The right to freedom of thought, conscience and religion	_____ _____ _____
The right to freedom of opinion and expression	_____ _____ _____



Page 3.15

Name _____

Date _____

Class _____

Power, rights and responsibilities

Task 2: Who has power?

Put the source of power (that is, position or rank/overseer of rules/respected/expert/wanting control, etc. – these are listed on Handout 1) next to the job or role in the table below.

Traffic warden	_____
Magistrate	_____
School council representative	_____
Neighbourhood Watch spokesperson	_____
School IT manager	_____
Midwife	_____
Prime minister	_____
Bank manager	_____
School Travel Plan advisor	_____
Gas engineer	_____
Bully	_____



Conflicts of interest – 1

Cycling and minority views

Critical Mass Cycling is a world-wide movement of people who believe that the streets should be reclaimed by people who care about environmental damage. They have mass cycling events that often slow down or halt traffic in cities.

In 2006 the Metropolitan Police took the London Critical Mass group to court, saying that they did not get permission to hold a mass event. The campaign group Friends of the Earth (FoE) paid to represent one of the cyclists and he won the case, saying that there was no need to get permission for something that was 'normal'. He maintained that cycling the streets of London is a right.

You can read the FoE press release below:

Critical Mass cyclist wins judicial review against Met Police

27 June 2006

The High Court today (Tuesday 27th June) upheld a legal challenge to the Metropolitan Police brought by Friends of the Earth's Rights & Justice Centre on behalf of Critical Mass cyclist Des Kay.

Kay had challenged the Met's claim that London's Critical Mass Cycle Ride was unlawful and that cyclists taking part were liable to prosecution.

The Critical Mass Cycle Rides are part of a global phenomenon in which cyclists in more than 300 cities worldwide take to the streets once a month in a celebration of safe cycling. The London Critical Mass Cycle Ride has taken place on the last Friday of every month since April 1994.

Des Kay said:

'I am delighted by today's judgment. Critical Mass is an important part of cycling in London. Cyclists in the capital, whether taking part in Critical Mass or not, need all the public protection they can get.'





Conflicts of interest – 1

Friends of the Earth's Rights & Justice Centre Solicitor Phil Michaels said:

'This is excellent news for Des Kay and for cyclists in London. The Court accepted our argument that the monthly rides are 'commonly or customarily held' and so it is not necessary to provide advance notice to the police. That means that hundreds of cyclists can carry on celebrating cycling every month on the streets of London.'

The legal action was a result of a leaflet handed out by Superintendent Gomm of the Metropolitan Police at the Critical Mass ride last September. The leaflet, handed to cyclists at the ride, stated that 'These cycle protests are not lawful because no organiser has provided police with the necessary notification. Your participation in this event could render you liable to prosecution.'

Lawyers for Des Kay, a keen cyclist and environmentalist from Kingston, argued that the monthly rides were not subject to the advance notification requirements¹ because they fell within an exception for processions that are 'commonly or customarily held'. In a judgment today the Court² found for Mr Kay ruling that:

'An unbroken succession of over 140 of these collective cycle rides, setting out from a fixed location on a fixed day of the month and time of day and travelling, albeit by varying routes, through the Metropolitan Police area, cannot by now sensibly be called anything but common or customary.'

The next Critical Mass cycle ride takes place this Friday starting, as it usual, at 6.45 outside the National Film Theatre on Embankment.

Notes

1. Section 11 of the Public Order Act 1986
2. A divisional court of two judges; Lord Justice Sedley and Mr Justice Gray

Conflicts of interest – 2

Look at this handout.



Now you may be able to see some conflicts.

What happens when what I want is different from what you want?

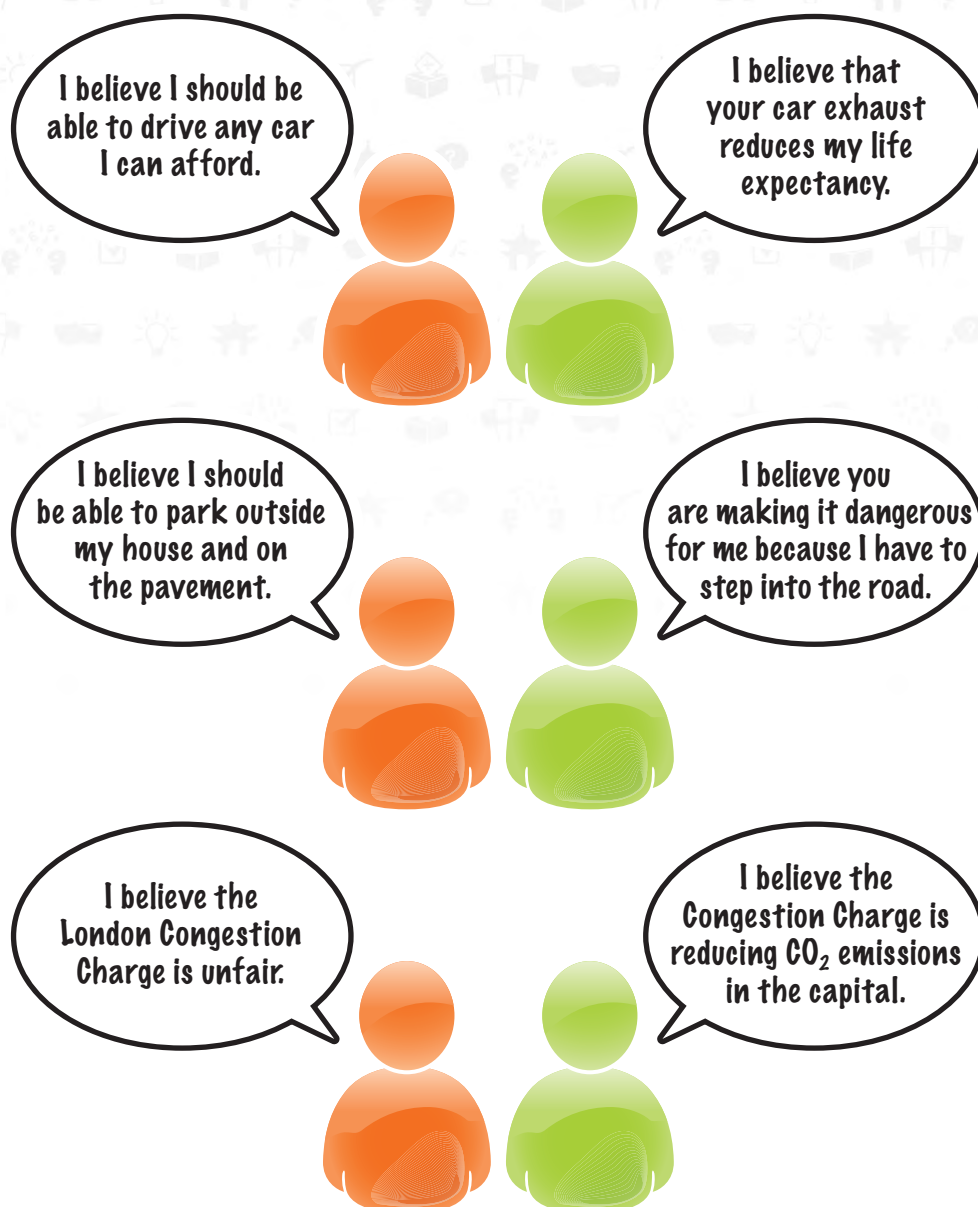
What happens if you don't care about my rights?

What happens if I don't like the power you have over me?



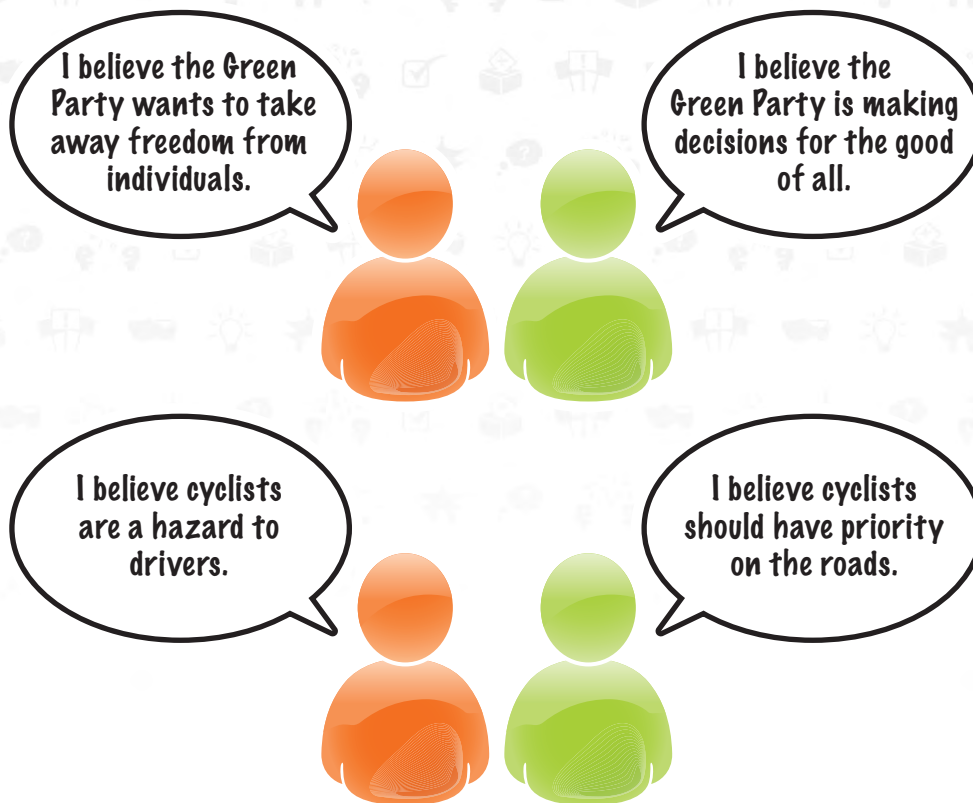
Conflicts of interest – 2

Look at these examples:





Conflicts of interest – 2





Name _____

Date _____

Class _____

Whose side would you be on?

Read Handouts 1 and 2 and then consider the Critical Mass cycling case.

Whose side would you have been on?

Friends of the Earth

The case:

You can't stop ordinary people from cycling together in London. Anyway, this is precisely what Transport for London (TfL) wants people to be doing, isn't it?

or

The Metropolitan Police

The case:

This is in reality a protest rally and therefore needs police permission. We would not give permission because you are causing traffic hold-ups.

If you are allowed, you could look at the FoE website to find out more about the case. FoE made their case by representing a man called Des Kay. What were the arguments put forward by FoE and the Metropolitan Police?

Give reasons for your answer. Alternatively, your teacher might show you how to hold a 'collaborative thinking' debate.





The Big Debate

session 2 – overview

Assessing opinion

Student learning:

- Open vote
- Secret ballot

Teacher dialogue:

Students hold a ballot and a vote, and, if there is a different outcome, explore the possible reasons why.

They keep the results in order to compare them with a later ballot.

Resources:

Handout 1	Finding out what people think
Worksheet 1	Finding out what people think



The Big Debate session 2 – worksheet 1

Finding out what people think

Write this idea on the board.

'Cycling: There are few everyday activities which have the potential to genuinely improve society and change the lives of individuals. In order to reduce pollutants and traffic congestion, everything must be done to promote cycling in London.'

Now organise a ballot by making enough ballot papers for every member of the class to have one. The ballot papers, with the words 'For' and 'Against' on them, should be cut out from Worksheet 1. Ask each person to vote for or against the idea by putting a cross in the appropriate box. Ask them to put the folded ballot paper into an enclosed box. They do not put their names on the paper.

When everyone has cast a vote, count the numbers and display them as totals of 'Fors' and 'Againsts'.

Keep the results safe as you are going to conduct this ballot again later in order to see how, or if, opinions change.



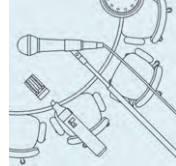
Put a X in the appropriate square	
For	Against
☐	☐



The Big Debate...

Handouts and worksheets for photocopying
Session 2





Finding out what people think

When we want or need to know what people think we can use different methods. We could:



Suppose you want to know what people in your class think of the following idea. Organise a secret ballot for your class and then ask the same question again but this time just ask for a show of hands. Find out if the results are the same.

This is the idea:

‘Cycling: There are few everyday activities which have the potential to genuinely improve society and change the lives of individuals. In order to reduce pollutants and traffic congestion, everything must be done to promote cycling in London.’

Organise a ballot by making enough ballot papers for every member of the class to have one. The ballot papers should have the words ‘For’ and ‘Against’ on them (see Worksheet 1). Ask each person to vote for or against the idea by putting a cross in the appropriate box. Ask them to put the folded ballot paper into an enclosed box. They do **not** put their names on the ballot paper.

When everyone has cast a vote, count the numbers and display them as totals of ‘Fors’ and ‘Against’.

Keep the results safe as you are going to conduct this ballot again later in order to see how, or if, opinions change.





Name _____

Date _____

Class _____

Finding out what people think

‘Cycling: There are few everyday activities which have the potential to genuinely improve society and change the lives of individuals. In order to reduce pollutants and traffic congestion, everything must be done to promote cycling in London.’

Would you vote **for** the issue or **against** the **idea**?



Put a X in the appropriate square

For

☐

Against

☐



The Big Debate

session 3 – overview

Rewriting rules

Student learning:

- A new Highway Code
- Collaborative thinking debate
- Opinion games

Teacher dialogue:

Students engage in activities in which new information might change a point of view.

Resources:

Handout 1	A new Highway Code
Worksheet 1	A new Highway Code
Handout 2	What do we think about this idea?
Worksheet 2	What do we think about this idea?

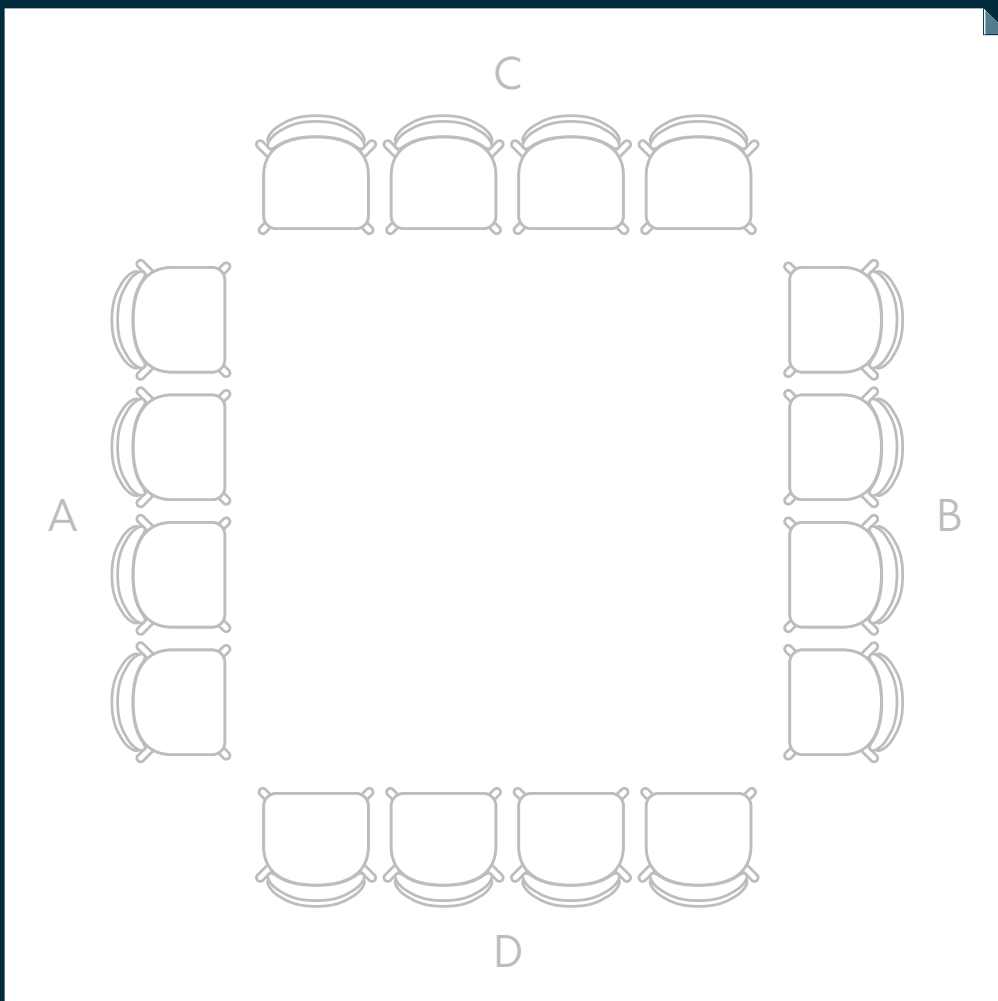


The Big Debate session 3 – structure

Opinion games

Session 3 is a practical and interactive session that requires a suitable space. The game is designed to demonstrate how we might reform our opinions as we acquire information. Teachers can invent their own scenarios.

Preferably the class sits in a square. In the square there are 16 chairs set out in four rows of four chairs, with each row facing another across the square.





The Big Debate

session 3 – structure

Opinion games (continued)

Each row of chairs represents a 'position'. These are:

- A I agree with the statement made.
- B I disagree with the statement made.
- C I don't yet know what I think.
- D I have a different view altogether.

Six students at a time take part. The teacher describes a scenario (provided) and finishes with a question with which each student must either agree, disagree, be unable to form an opinion or have another view. The students sit in the appropriate row of chairs, or stand behind it if the row is full. The teacher asks one person from each row to say why they chose to sit there and then asks everybody else in that row if their reason is very different.

The teacher does not ask anybody in row D and students are not allowed to ask questions.

Students who are observing the game are making notes on what sort of information appears to affect opinion, for example:

- Information that appeals to emotions
- Facts

They also observe the decisions that appear to be the most difficult to make.



The Big Debate session 3 – structure

Opinion games (continued)

Game 1

Scenario: 11-year-old Adrian is riding his bike home from school one evening at dusk, from football practice. A jeep overtakes Adrian. The jeep is travelling at 35mph in a 30mph zone and knocks Adrian off his bike. Adrian is in intensive care and in a critical condition with head injuries.

Statement: The jeep driver should get a heavy sentence.

Take your places.

Scenario: Additional information: A witness describes how Adrian swerved, without signalling, around a parked vehicle and in front of the jeep.

Statement: The jeep driver should get a heavy sentence.

Move places?

Wait to give time for participants to decide and move.

Scenario: Additional information: Adrian was not wearing a helmet and the neurologist's statement is that a helmet would, undoubtedly, have saved his skull from being fractured on this occasion.

Statement: The jeep driver should get a heavy sentence.

Change places?

Wait to give time for participants to decide and move.



The Big Debate

session 3 – structure

Opinion games (continued)

Scenario: Additional information: The jeep driver is a doctor who was on his way to a house where someone was in heart arrest. He stopped to help Adrian and called the ambulance. His own patient died. The doctor was treated for shock.

Statement: The jeep driver should get a lighter sentence.

Move places?

Wait to give time for participants to decide and move.

Scenario: Additional information: Adrian's bike is found to have been stolen. It had no lights and faulty brakes. His father is suing the doctor for damages.

Statement: The doctor should get a lighter sentence.

Wait to give time for participants to decide and move. This is the final position. The class gives its observations to the participating group. The participating group describe the most difficult decisions. Anyone in the D position is allowed to say why they chose to sit there. The class can add any additional facts that would change opinion again.



The Big Debate

session 3 – structure

Opinion games (continued)

Game 2

The same rules apply.

Scenario: Albert Road is a well-kept street of Victorian houses. It is a mixed and diverse community in which neighbours get on well and look out for each other. People rarely move out but when newcomers of all backgrounds arrive they are welcomed and quickly integrate. The borough council, in an attempt to reduce traffic in the congested nearby High Street, introduces a one-way system that takes buses as well as cars through Albert Road.

Statement: Residents should not have to put up with traffic and dangerous levels of pollutants, and the council's plan should be stopped.

Take your positions.

Scenario: Additional information: The High Street is also a pan-London route and congestion is causing long traffic jams, danger to pedestrians and damages local small businesses because people cannot park to get to shops.

Statement: You cannot put the needs of one street of residents before either the local or the Capital's economy.

Move places?

Scenario: Additional information: Albert Road is lined with ancient lime trees, which are threatened in London. They would all be cut down to widen the road in order for the one-way system to be introduced.

Statement: You cannot be sentimental about trees.

Move places?



The Big Debate

session 3 – structure

Opinion games (continued)

Scenario: Additional information: Councillor Robert's son, Rodney, owns adjoining shops in the High Street and wants to improve traffic flow in the interests of his growing business. He employs 16 local people.

Statement: The local economy is more important than nice streets.

Move places?

Scenario: Additional information: Albert Road residents get active in making their case against the proposed one-way system. Between them, they have 54 young children and 17 of them suffer from asthma; there are 20 elderly people, of whom there are two with disabled parking outside their homes; and many young couples have chosen to live in this community because of the quality of London life. Of the 10 men in these couples, six cycle to work and four walk to the bus stop or station; of the 10 women, two are child-minders.

Statement: You have to change with the times. People have to get used to the fact that nothing can stay the same, even if 'progress' is more inconvenient for them.

Move places?

Scenario: Additional information: Councillor Roberts is supporting the new traffic system. Both he and his son live several streets away in a very 'up market' neighbourhood. Rodney Roberts has an expensive lawyer who is gathering information with which to lobby the council.

Statement: It's not fair when ordinary people have to make a case against more powerful people.

Move places?

This is the final position. The class gives its observations to the participating group. The participating group describe the most difficult decisions. Anyone in the D position is allowed to say why they chose to sit there.





The Big Debate...

Handouts and worksheets for photocopying
Session 3





A new Highway Code

Let's imagine that, in the future, Londoners took to cycling in a big way. Bit by bit thousands of people start cycling and the streets are swarming with cyclists on bikes of every description.



The air quality in the capital becomes very clean. Congestion is hugely reduced.

Road accidents hardly happen and people are fitter and happier than ever before (Well, we can dream!).

However, it is seen that the Highway Code, which was designed for a predominance of car drivers, is no longer 'fit for purpose'. The government decides it is time to design a new Highway Code that suits cyclists and recognises their numbers on the roads.

What might that Highway Code look like? Study the current pages of the Highway Code that are specific to cyclists.

The Highway Code is available as a book, and is also available online:
www.direct.gov.uk/en/TravelAndTransport/Highwaycode



Page 3.40

Name _____

Date _____

Class _____

A new Highway Code

You are invited to review any or all of the following rules from the Highway Code in order to make the roads suitable for cyclists: rules 59-82.

How would you present the new Highway Code? You can do it as a booklet or a 3D model. You can:

- Research your own pictures
- Map your own road markings
- Design your own signs and symbols
- Write your own rules
- Cut and paste from the original Highway Code

Think about where the cars would be allowed, but make the rules favour the cyclist.





What do we think about this idea?

Transport for London (TfL) is exploring an idea with the Mayor of London to introduce a cycle hire scheme like the one they have in Paris.

There would be up to 6,000 bikes parked every 300m or so across central London and people would be able to pick up and use the bike and then drop it off at another docking station for another person to hire.

The scheme works by people paying an annual fee and then making a deposit on the bike as they collect it. They use credit cards to make the payment and bikes are secured at the docking station.

The idea is to get an extra 40,000 cycling trips a day across London and would be accompanied by a scheme to get 12 major new cycling routes into London.

The cycle hire scheme will be based in the London boroughs of Camden, Hackney, Lambeth, Islington, Kensington and Chelsea, Southwark, Tower Hamlets and Westminster as well as the City of London.





Page 3.42

Name _____

Date _____

Class _____

What do we think about this idea?

Task:

When you have read the article run a 'collaborative thinking' debate. Engage the kind of thinking in this order, remembering the rules:

1. Talk only about the benefits and advantages
2. Talk only about the risks and negatives
3. Talk only about the information you would need in order to introduce such a scheme
4. Talk only about how you feel about it





The Big Debate

session 4 – overview

Framing the question

Student learning:

Asking the right question and being aware of the question being asked.

Teacher dialogue:

Students understand that the way in which a question is asked can influence the answer.

Resources:

Worksheet 1	Where on the compass?
Handout 1	Framing the question
Worksheet 2	Framing the question



The Big Debate session 4 – structure

Framing the question

The intention in this session is that students assess the kind of information that has an impact on them and 'grade' the degree of its impact.

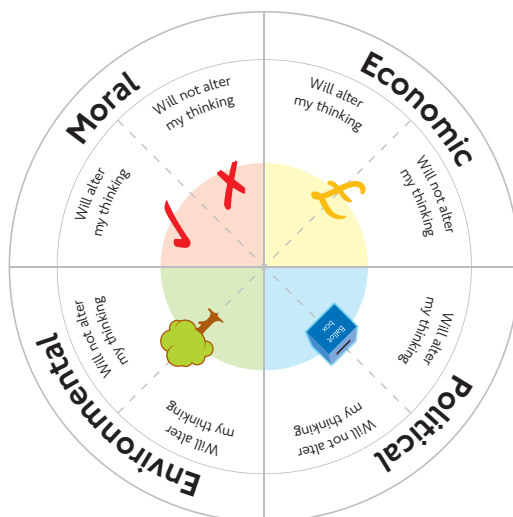
There is a 'compass' and the points are expressions of what guides a decision about that fact.

The compass points are:

- Moral – Does this information appeal at the moral level?
- Economic – Does this information demand an economic consideration?
- Political – Is this information about a particular group exercising power?
- Environmental – Does this information guide beliefs about environmental concerns?

The answers to these questions are less important than the debate into which students should be encouraged.

The teacher can either use small-scale compasses and ask each student to make their own decisions, perhaps sharing ideas with a small group, or transfer the compass to a larger scale and ask for a whole-class response. The compass also shows two sections that relate to the impact the information has on the student's thinking.





The Big Debate...

Handouts and worksheets for photocopying
Session 4





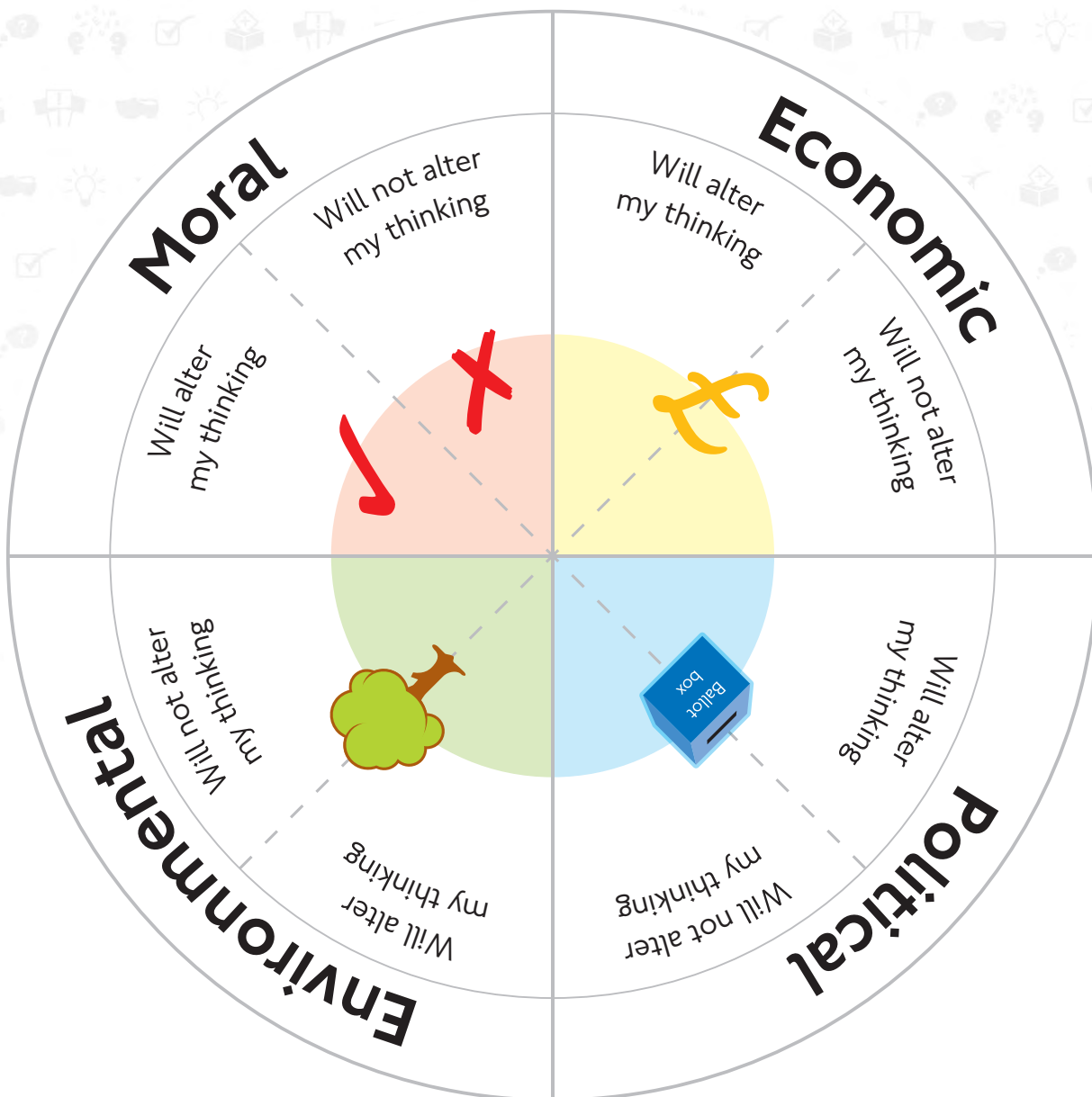
Page 3.47

Name _____

Date _____

Class _____

Where on the compass?





Framing the question

Getting to the heart of what people think is not as easy as it seems. The questions we are asked in opinion polls will often invite a particular answer. For example, consider these questions:

1. 'Should people be able to cycle safely?'
2. 'Should cyclists be given special treatment so that they can cycle safely?'

They might get different answers from the same person. Can you see why?

We must be careful when we are asked to give our opinion, or when we are asking people for theirs, that the question is neutral. Similarly, the media can affect our view of things by the use of pictures to influence our perceptions.

There are some questions on Worksheet 2.

Task 1

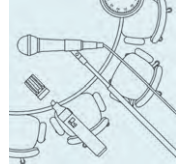
Can you decide whether they are neutral, or biased?
If they are biased, are they in favour or against the idea presented?

Task 2

Can you frame some questions of your own?

Task 3

Look at the pictures and write underneath what you think the photographer is hoping we will 'see'.



Page 3.49

Name

Date

Class

Framing the question

Task 1: What sort of questions are these?

Read the question in the first column and tick what sort of question you think it is. You are not being asked to answer the question but to consider whether or not it is a 'weighted' question. In other words, is it neutral or biased, and in that case, biased for or against the question?

Question	Neutral	Biased for	Biased against
Are you prepared to accept that even more rights should be given to cyclists?			
Do you accept that further power over road use should be given to the Mayor of London?			
Do you want London's roads to be safer and cleaner?			
Would you like London's roads to be less polluted?			
The Mayor has set targets for lower CO ₂ emissions for London. Are you in favour of this?			
What do you think about cyclists and road use?			
Across London the air quality is getting better. Would you like to see this go on improving?			
Do you think cyclists are getting too much preferential treatment now?			
By cycling people are contributing to the improvement of air quality in London. What do you think of that?			
Of course traffic congestion is a good thing, isn't it? The more congestion, the more people will take to bikes!			



Name _____

Date _____

Class _____

Framing the question

Task 2: Framing our own questions

Create or frame four questions of your own that a car driver would ask if he or she wanted to give priority to car users in London.

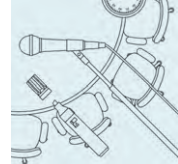
1. _____
2. _____
3. _____
4. _____

Create or frame four questions of your own that cyclists would use to get more priority for cyclists.

1. _____
2. _____
3. _____
4. _____

Create or frame four questions that the Mayor of London would ask in order to get an opinion poll result to show support for his transport policies.

1. _____
2. _____
3. _____
4. _____



Task 3: Visual influences

A red Ferrari sports car, likely a 360 Modena, is shown in profile, driving from left to right on a city street. The background is heavily blurred, suggesting motion. The car is bright red with black wheels and a black roof rack. The street is paved with light-colored cobblestones or bricks. In the background, there are blurred buildings and a dark-colored car parked on the left.





Page 3.52

Name _____

Date _____

Class _____

Framing the question









The Big Debate session 5 – overview

Reforming opinions

Student learning:

- Using facts and figures to guide opinion
- Being guided by facts and figures
- Having a proper debate
- Conducting a new ballot
- Comparing the outcome – before and after we thought about the issues

Teacher dialogue:

A well-organised debate is important to a democratic process. Students see how it works. They hold another ballot and consider whether their opinions have changed since the first one.

Resources:

Handout 1	Facts and figures
Worksheet 1	Reforming our opinions
Handout 2	Having a proper debate
Worksheet 2	A new ballot



The Big Debate

session 5 – structure

Reforming opinions

In this session students should be involved in a real debate. The teacher should explain how there will be two sides in the debate and that they will be considering a motion which will be put to the 'house'. The suggested motion is:

'This house believes that it is time for priority to be given to both cyclists and public transport in order to improve the quality of life for London residents.'

There needs to be a proposer and seconder for the motion and a proposer and seconder to oppose the motion. There should be a person to 'chair' the debate, call people up to speak and keep good order.

The order of the debate is as follows:

- The motion is proposed by the main proposer
- The motion is seconded by the proposer's supporter
- The motion is opposed by the main opposer
- The motion is opposed by a seconder
- The debate is opened to the 'floor' but each speaker must declare for which side they are speaking
- Each side, usually the proposer, is allowed to 'sum up'
- The motion is put to the vote and either carried or defeated.

Students should be allowed to gather their ideas and evidence from any of the worksheets in the project as well as from their own research. There are lots of ready-made arguments, for example:

'A saint in the saddle'

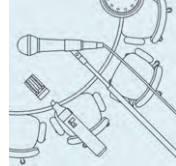
<http://news.bbc.co.uk/1/hi/magazine/6900694.stm>



The Big Debate...

Handouts and worksheets for photocopying
Session 5





Facts and figures

These facts and figures are taken from Department for Transport statistics.

- Across England traffic will grow by 20 per cent between 2003 and 2015
- Traffic growth will mean an extra 15 million tonnes of CO₂ emissions by 2015
- Traffic accounts for 27 per cent of UK greenhouse gases
- Transport emissions make up 70 per cent of air pollution in towns and cities
- Between 14,000 and 24,000 hospital admissions a year in England are due to poor air quality
- Congestion costs the UK economy £20bn a year
- Over half of all car trips are less than five miles
- 23 per cent of car trips are less than two miles
- In the rush hour one in every five cars is on the school run

Traffic accounts for 27 per cent of UK greenhouse gases

Congestion costs the UK economy **£20bn a year**

23 per cent of car trips are less than two miles

Costs of building these transport links per metre:

- Channel Tunnel £145,320
- Widening the M6 £35,000
- A cycle lane £180

Channel Tunnel **£145,320** per metre

Investment in cycling would make a big contribution to reducing the effects of traffic emissions. If the government invested 70m a year by 2012 cycling could:

- Save between 27 million and 54 million car journeys a year
- Reverse the decline in the numbers of young people cycling to school
- Cut numbers of cars on school runs by five per cent

Cut numbers of cars on school runs by **5 per cent**





Facts and figures

The Cycling England campaign aims to:

- Give every young person in England the opportunity for Bikeability training
- Build 600 new cycling links to schools
- Transform cities by increasing by 100 per cent the numbers cycling by 2012
- Quadruple the numbers of school journeys by bicycle
- See a 20 per cent increase in cycling by 2012 nationwide

See a
20 per cent increase
in cycling by 2012
nationwide

Build 600
new cycling links
to schools

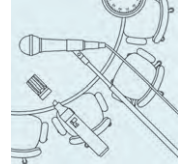
If this were achieved the benefits in England would be to:

- Realise £500m savings for the NHS from pollution-related illness
- Reduce absence from work
- Reduce obesity in the population
- Reduce road accidents
- Reduce CO₂ emissions
- Reduce congestion
- Increase healthy activity
- Improve the physical development of young people
- Increase tourism

Reduce obesity
in the population

Reduce CO₂
emissions

Increase
healthy activity



Page 3.59

Name _____

Date _____

Class _____

Reforming our opinions

Each of the facts on Handout 1 gives some information with which we might reform our opinions. As an individual, or in your small group, go through these facts and, using the compass provided, decide what point of the compass it is linked to.

Each point of the compass is a different set of principles that might influence our point of view. The compass points are:

- **Moral** – Does this information appeal at the moral level, that is, our sense of 'right or wrong'?
- **Economic** – Does this information demand an economic consideration, that is, what it 'costs' society in money?
- **Political** – Is this information about a particular group exercising power, that is, who benefits from this?
- **Environmental** – Is this information about the effect on the environment and the legacy we leave the next generation?

On each side of the compass points there is a section that relates to the impact the information has on you. As an individual, or in your group, when you have chosen a compass point, decide what difference the information makes to your opinions.

- It's a very important piece of information and it would alter my thinking
- It might be important but it does not alter my thinking





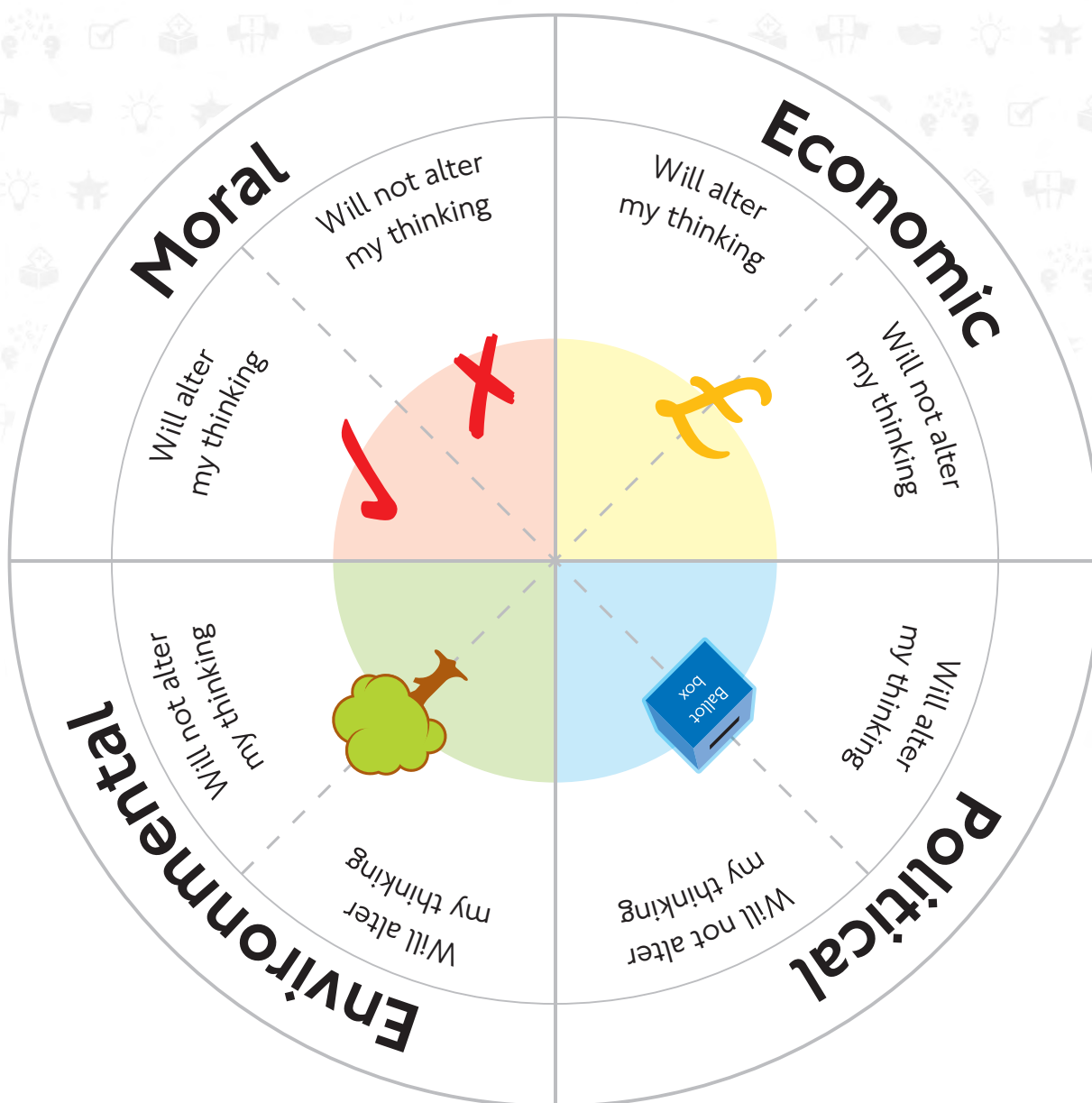
Page 3.60

Name _____

Date _____

Class _____

Reforming our opinions





Having a proper debate

In this session you are going to hold a formal debate. Your teacher will organise you and explain the rules as follows.

In a proper debate, the audience is called 'the house'. In a proper debate, first of all you need a **motion**. For this exercise it is:

'This house believes that it is time for priority to be given to both cyclists and public transport in order to improve the quality of life for London residents.'

There needs to be a proposer and seconder for the motion and a proposer and seconder to oppose the motion. These people are given time to prepare their speeches. There should be a person to 'chair' the debate. This person calls people up to speak and keeps good order.

The order of the debate is as follows:

The motion is proposed by the main proposer. This person makes or reads a speech with all the evidence to support their view. The motion is seconded by the proposer's partner. The seconder supports the main speaker with more evidence and reasons for support.

The motion is opposed by the main opposition speaker. This person also makes or reads a speech with evidence to support their views. The motion is seconded by the opposer's partner.

The debate is opened to the 'floor', which is all the audience. But each speaker must declare for which side they are speaking. They may say why they think as they do.

Each side, usually the main proposer and the main opposer, is allowed to sum up their argument.

The motion is put to the vote and either carried or defeated.



Name _____

Date _____

Class _____

A new ballot

In this session you are going to hold your ballot again, and compare the results to your first ballot. Then you are going to ascertain whether or not there has been a 'swing' of opinion in your class.

Now organise a ballot by making enough ballot papers for every member of the class to have one. The ballot papers should have the words 'For' and 'Against' on them. Ask each person to vote for or against the issue by putting a cross in the appropriate box.

Ask them to put the folded ballot paper into an enclosed box. They do **not** put their names on the ballot paper. When everyone has cast a vote, count the numbers and display them as a total of 'Fors' and 'Against's'.

Remember, this is about the idea that you voted on last time.

If there has been a 'swing' of opinion, how would you account for it?
If the result is the same, how would you account for that?



Page 3.63

Name _____

Date _____

Class _____

A new ballot

‘Cycling: There are few everyday activities which have the potential to genuinely improve society and change the lives of individuals. In order to reduce pollutants and traffic congestion, everything must be done to promote cycling in London.’

Would you vote **for** the issue or **against** the **idea**?



Put a X in the appropriate square

For

☐

Against

☐





Looking Beyond the UK summary

At the end of this project students create a poster or mixed media campaign that represents a particular cultural perspective. The campaign challenges are provided but the teacher could easily create others as a result of the students' own investigations.

During the course of the project students consider some of the economic, historical and technological influences on culture, with some examples given of the impact of attitudes and economic imperatives in other countries, such as the Netherlands, Africa and China.

As with other projects, access to the internet would be a great advantage to students as there is a wealth of information that will help them to construct their own knowledge.

Some information, however, is provided.

Project four sets out to explore the meaning of the word 'culture' and how specifically a cycling culture has been sustained in some countries more than others. To achieve this, it looks at some of the factors that contribute to the predominance of a cycling culture in some countries. It touches briefly on sub-cultures, cycle culture and norms and deviation as well as how advertisers portray both car and cycle use.

A further suggestion for the teacher is that students could increase the vitality of this project by communication with students in a school overseas. With help, they could communicate with a school in one of the countries already mentioned, or any other, and create and conduct a survey of students in that school in order to explore cultural differences.



Looking Beyond the UK teaching delivery map

Areas within the Key Stage 3 (KS3) Qualifications and Curriculum Authority (QCA) scheme of work

Unit no.	Subject	Unit summary
1	Citizenship – what's it all about?	Key ideas of rights, responsibilities and fairness. Wants versus needs. Norms and deviancy. Cultures and sub-cultures.
4	Britain – a diverse society?	Origins of some aspects of diversity. Interdependence of communities/cultures.
6	Government, elections and voting	Culture versus government clash in China.
9	Role and significance of the media in society	How the media influences demand. How the media can promote causes and campaigns. How we would use the media to influence others.
10	Debating a global issue	Our role in a sustainable future.
13	How do we deal with conflict?	How can conflicts of interest be resolved or influenced?
17	School linking	If a chosen route: How we can learn from each other and share ideas with other people.



Looking Beyond the UK teaching delivery map

Areas within the KS3 QCA scheme of work (continued)

Unit no.	Subject	Unit summary
21	People and the environment	How environmental issues affect communities. Weighing up arguments. The impact of individual behaviour. Need for changing lifestyles, now and in the future. Rights and responsibilities of different groups. Empathy with other points of view. Distinguishing values and beliefs from evidence. Power and authority in decision making.

Areas within a School Travel Plan (STP)

Section of the STP	How does the project link to the STP criteria?
Part 2 – What are the issues at your school?	Understanding sub-cultures.
Part 3 – How has everyone been involved?	Looking at how to change cultures.
Part 4 – What exactly do you want the plan to achieve?	Trying to change the culture.
Part 5 – How are you going to achieve it?	Thinking about the influences that bring about cultural change.



Looking Beyond the UK teaching delivery map

Areas within Every Child Matters (ECM)

Objective	How does the project link to the ECM objective?
Be healthy	Being part of a health culture.
Enjoy and achieve	Students think about their own attitudes and contribution.
Make a positive contribution	Students think about positive versus negative cultures.
Achieve economic well-being	Students think about their own culture and how it affects aspirations, and how economics affect the development of culture.

Areas within Healthy Schools (HS)

Core themes	In what way does the project link to the HS core theme?
Personal, Social and Health Education (PSHE)	We consider the inclination within a culture or sub-culture and how it might be changed.
Physical activity	We consider the inclination within a culture or sub-culture and how it might be changed.



Looking Beyond the UK teaching delivery map

Areas within Sustainable Schools (SS)

The Travel and Traffic doorway	In what way does the project link to the SS doorway?
Curriculum	Adding to knowledge about cultural influence, values and skills.
Community	Communities have a culture and sub-cultures. We look at how these might clash and what binds people together.

Areas within other central government initiatives/programmes

Initiative/programme	How does the project link to this initiative/programme?
Extended Schools	Extended schools provide opportunities to develop or extend culture.
Building Schools for the Future (BSF)	How can cultures be made sustainable?
Social and Emotional Aspects of Learning (SEAL)	Applying learning creatively; creating something that has value and requires emotional competence.



Looking Beyond the UK lesson plans

The key Citizenship theme in this project is cultural difference. While it is clearly going to be about the culture of cycling in different countries, it begins by revisiting the meaning of culture.

Before students can explore specifics they need to have sharpened their understanding of the broad definitions of culture, respect for the differences between cultures and how sub-cultures impact upon one another.

The project also explores, at a simple level, the reasons why cultures emerge differently and how, on an international scale, this accounts for the differences between national cultures. Any picture becomes complicated when there are competing cultures or when they clash.

Outcomes

The outcomes from Project four: Looking Beyond the UK are relatively simple: Students will promote a particular cycling culture, one that represents an overseas culture, by designing a poster, newspaper advert or possibly a website.

Alternatively, a more ambitious outcome would be a research project conducted by the class. This might be a comparative study of the difference between the students' own school and a school in another country in which there is a cycling culture. China, Holland and some African countries might be obvious choices but this would depend on the language differences being surmountable. In this instance, the teacher might consider:

- Whether the school has an international link. The Modern Foreign Languages (MFL) department may have contacts
- Whether the school supports a school in another, emerging country
- Whether the school's local borough has a European or international link that could provide access to a suitable school
- The British Council Global Gateway at www.globalgateway.org
- Other teachers or governors may have contacts in Europe or beyond



Looking Beyond the UK lesson plans

Whichever route is chosen by the teacher, as with the other projects, access to the internet is ideal. For example, if no contacts can be made with an overseas school, web research would be an adequate alternative.

There is a significant amount of reading provided in this project and it could be supplemented by internet research.

The teacher might want to consider the reasons for the emergence of culture. On a macro scale, geography, climate, technology, religion and population movement will, among other things, play a part. On a lesser scale, economy, industry, art and wealth distribution might be good examples of what accounts for cultural differences and sub-cultures.

Specifically, the aim of this project is to understand the reasons for different cultural attitudes to cycling and especially to understand how these are accounted for in terms of national imperatives.

The student handouts give some background information but the teacher may want to supplement this with his/her own research.



Looking Beyond the UK lesson plans

Session 1

What is culture?

To think about what culture means at different levels.

Session 2

A cycling culture

Look at what contributes to a cycling culture.

Session 3

Cycling in other countries

How cultures developed.

Session 4

Development of a cycling culture in the West

Session 5

Changing the culture: the challenge

Final task.



Looking Beyond the UK

session 1 – overview

What is culture?

Student learning:

To think about what culture means at different levels.

To look at the difference between wants and needs.

To look at the difference between norms and deviancy.

To look at how we identify cultures and sub-cultures.

Teacher dialogue:

This session should add to prior work about cultural norms.

There should be a lot of teacher-led discussion.

Resources

Handout 1	What is culture?
Worksheet 1	My different cultures
Worksheet 2	Wants and needs
Handout 2	Norms
Handout 3	How we identify our cultures
Handout 4	About cultures and sub-cultures
Worksheet 3	My cultural norms





Looking Beyond the UK...

**Handouts and worksheets for photocopying
Session 1**





What is culture?

In this project we are going to consider why people cycle more in some cultures than in others and why sub-cultures emerge within all cultures.

In Citizenship lessons you have probably already studied cultures because in order to be a citizen, and especially a global citizen, you have to understand the underlying reasons for differences between groups of people.

Your first task on Worksheet 1: 'My different cultures' is to recall your prior learning, or just what you already think about the word 'culture'.

In addition, here is some reading for you to do as an individual or as a class.

Definitions of culture

Culture is:

- All the knowledge and values shared by a society
- Patterns of human activity (what people tend to do over and over again in specific situations)
- The way of life shared by the members of a society or group
- The accumulated habits, attitudes and beliefs of a group of people that define for them their general behaviour and way of life
- The total set of learned activities of a people
- The sum of ways of living built up by a group of human beings, which is transmitted from one generation to another
- The symbolic things that people do together (such as how and what they celebrate)
- A pattern of values, beliefs and behaviours shared by people with similar ethnic backgrounds, languages, religions, family values and/or life views, which provides them with their identities and a framework for understanding their experience

In summary, culture is the sum total of the way of life of a people; it includes the things that people expect of each other, what they have been taught to do, their attitudes and the things they gather around them and value. It also involves traditions, habits or customs and how people behave, feel and interact; it is the means by which they 'see', order and interpret the world.





Name _____

Date _____

Class _____

My different cultures

Recall what you already think about the word 'culture'. Inside the circle provided below write all the associations you can think of. To start you off here are some questions:

- What does the word 'culture' remind you of?
- What does it mean to you?
- What do you know about it?
- How did you learn about the acceptable things to do in life?
- Name the different cultures you belong to

Your teacher may want you to do this as an individual, a pair, a group or a class.





In our culture we sometimes talk about things we 'want' and things we 'need'. Here are some things from everyday life. Are these 'wants' or 'needs'? Put them in the appropriate box.

A word cloud featuring various items and concepts. The words are arranged in a circular pattern, with some appearing more prominently than others. The items include: Bread, Sushi, Bicycle, Designer shoes, Meat, Lager, Car, Water, Jeans, Trainers, Fire/warmth, Cooker, Bed, House, Blankets, Coffee, Own bedroom, Education, Cake, Microwave oven, Computer, Fruit, Music player, Love, Jewellery, Choice, Freedom, and Mobile phone.

[illegible]



Norms

Within a culture there are 'accepted' ways of doing things but even then not all people conform to every detail.

Norms

An important word to remember is the word **norm**, which means what is accepted as **normal** in a group.

Some groups **deviate** from the norms of the bigger group.

So, for example, one family in a street might deviate from the norm of the culture in their street. One person in a family might deviate from the norm of the culture of that family. One neighbourhood in a borough might deviate from the rest of the borough. One group of people might deviate from the norms of the wider society.

But, of course, if enough people do something different the norms change over time and therefore the culture changes slowly too.



On Handout 3: 'How we identify our cultures' there is another way of looking at this.





How we identify our cultures

Here are just a few examples of the cultures you might belong to and how the culture is 'understood'.

Family	How we respect each other.
	How we speak to each other.
	What we have/own in our house. How our house looks compared with others.
	What we eat.
	How we spend time together.
	What we celebrate.
	What we watch on TV.
	What transport we use.
	What we care about.
Peers	What we wear.
	What music we listen to.
	Where we go.
	How we treat each other.
	Who we allow in and who we keep out of the group.
	How we speak.



How we identify our cultures

School	Which rules we obey.
	What we are proud of.
	How we respect those who teach us.
	How we join in.
	What we believe we are there to do.
Neighbourhood	How we respect the neighbours.
	How we 'fit in'.
	How far we go to work.
	Where we shop.
	What work we do.
	What we do in our spare time.
Country	Whether we vote.
	Whether we respect the laws.
	Whether we appreciate the advantages we have.
	How we see ourselves fitting in.
	How we earn our living.
	Whether we take part in democracy.



About culture and sub-cultures

By now you should be deepening or extending your thinking about culture. How does it work on a national scale? How has it come about that people who live in Britain have 'norms' that create a British culture and how has that changed over the years?

Sometimes just the course of history changes things. It used to be OK to let small children go to work in dangerous conditions, and thankfully that culture changed. It used to be OK for girls to be denied an education, but thankfully that culture changed too. It used to be that environmentalists were considered 'a bit weird' but now, as more and more people think that way, they are considered 'mainstream'.

Our society is constantly changing as new ideas, new people and new things affect it. For example, technology and science change the culture – think about medicine, transport or communications. Influences change the culture – think about our changing fashions, eating habits, music. Expectations change the culture – think about travel, cars, work-life balance.

Sub-cultures

There are often cultures within cultures. In Britain we are a multi-racial, multi-religious society and sometimes sub-cultures have to work things out in order to create new norms. This can take decades.

Of course, we are talking about Britain here. Remember too we are global citizens. Every country has its own culture and sub-cultures that have been built up over centuries as a result of their specific circumstances.

Then there is the amazing thing that some sub-cultures cross international boundaries. Think of people who follow a particular kind of music or sport or belief.



Name _____

Date _____

Class _____

My cultural norms

Cut out this set of cards and sort them into two piles:

1. The things that are true for me in my culture
2. The things that are not true of me in my culture.

Six cards are left blank. What six questions would you ask in order to test someone's cultural norms? Put them on the blank cards and try them out on a partner.



I spit in the street



I turn the music down
when it gets late so I
do not disturb people



I'm sarcastic to people



I only wear what
everyone else
approves of



I'm considerate



I'm racist



I'm tolerant



I'm respectful and
empathic to people



I ride my bike through
pedestrian areas



I help myself to other
people's things



I generally stick
within the law



I show respect to
elderly people



Page 4.21

Name _____

Date _____

Class _____

My cultural norms



I'm considered helpful



I always put myself first



The only thing that matters to me is money



The only thing that matters to me is friendship



I respect my parents



I do what I like



I drop litter



I sometimes frighten people by my attitude



I'm sexist



I often damage property



I'm a complete individual



I protect my friends



Page 4.22

Name _____

Date _____

Class _____

My cultural norms

 I care about the environment	 I want to earn my own living	 I can be a bully
 I need to get new things all the time	 I annoy adults and don't care	 I'd be embarrassed to get in trouble with the police
 	 	
 	 	



Looking Beyond the UK session 2 – overview

A cycling culture

Student learning:

Look at what contributes to a cycling culture.

Teacher dialogue:

This session is about why people create a culture around cycling and invites some independent research by the students.

Resources

Handout 1	Cycling cultures
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Looking Beyond the UK...

**Handouts and worksheets for photocopying
Session 2**





Cycling cultures

In Session 1 we considered how our behaviour is affected by our culture.

If you think about it, the reasons why people cycle, or why they do not cycle, is partly because of their culture. People might cycle for different reasons in both this and other countries. Let's look at some of these reasons.

Recreation – Just for fun, cycling about with the family or friends, especially at weekends and holidays. Recreational cycling is very popular in the United States. You need to be relatively rich and have decent roads for this kind of cycling.

Sport – To keep fit, to compete, to win. Some people race or take part in marathon rides. Cycling for sport is very popular in France. People need the time to keep fit, to have good facilities or to be able to pay for sports activities for this kind of cycling.

Transportation – Just a quicker way of getting from A to B. China used to be called the 'bicycle kingdom' because cycling was the most favoured form of travel. It still is in Holland.

Jobs – There are fewer jobs now where a bicycle is key but you will see messenger and delivery services in cities, some rickshaw taxis in many cities and some Metropolitan Police officers use bicycles to get swiftly through busy city areas.

Sub-cultures – There are people who live a bicycling lifestyle and have their own sub-culture.





Cycling cultures

Cyclists often share:

- A love of adventure
- A lot of self-reliance
- A desire for a healthy life
- A love of the outdoors
- A desire to waste less
- A less money-oriented focus
- A lack of need to impress others
- A liking for the simpler pleasures in life
- A belief in communities
- A belief in alternative energy

In our madness

We proclaim passion for a bike. For how is it possible to love a physical object – not the riding, or the way it makes us feel, or the body it gives us, or the friends, or the capitalistic rush of purchase, not the aesthetic ecstasy of

beholding a frame nor the intellectual appreciation of its functional beauty, but the actual bike itself – the way we love a person or a dog?

Source: Originally appeared in Bicycling magazine, reprinted with permission



Looking Beyond the UK

session 3 – overview

Cycling in other countries

Student learning:

How cultures developed

- The Netherlands
- China
- Africa

Teacher dialogue:

Summaries of how cycling developed in Holland, China and parts of Africa.

Largely comprehension but opportunities for independent research.

Resources

Handout 1	Cycling in the Netherlands
Worksheet 1	Cycling in the Netherlands
Handout 2	The history of cycling in China
Worksheet 2	Cycling in China
Handout 3	Cycling in Africa
Worksheet 3	Recycling bikes





Looking Beyond the UK...

**Handouts and worksheets for photocopying
Session 3**





Cycling in the Netherlands

The bicycle in Amsterdam

Amsterdam is one of the major cities in the Netherlands and cycling is very popular both there and across the country, which is networked with safe, separate cycle routes.

The Netherlands is a flat country with very few cities so cycling is easy and safe. Almost everybody owns a bicycle, children and adults alike.

You see young people going to school in huge numbers on bicycles, parents with children on seats and in trailers and people managing pets, bags and shopping on bicycles.



People tend not to think of themselves as a cyclist... it's just the way to get about.

Proper cycling clothes are only worn by serious racing cyclists. Everyone else cycles in ordinary clothes including suits, fashion shoes and short skirts. Hardly anyone wears a cycle helmet as cycling is not considered dangerous. Cyclists are given priority as it is considered a healthy and environmentally friendly thing to do.

Amazingly, nearly half of all journeys in the City of Amsterdam are by bicycle. London, though much bigger and busier, would have to do a lot to catch up.



Cycling in the Netherlands

History of the bicycle in the Netherlands

Henricus Burgers is regarded as the founder of the Dutch bicycle industry. Burgers was a brilliant blacksmith who examined a wooden bicycle, which had been produced in France and sold to him.

Burgers began to manufacture his own version of the bicycle, which was, at the time, called the velocipede. Burgers' factory was a success although, on the whole, only rich people could afford his bicycles. Many of them formed bicycle clubs.

By 1896 more and more working class people could afford a bicycle. Postmen, policemen and even soldiers were issued with them. Today, over two thirds of Dutch people own a bicycle.





Page 4.35

Name _____

Date _____

Class _____

Cycling in the Netherlands

1. Why do you think cycling has remained part of the culture in the Netherlands?

2. Find the Netherlands and Amsterdam on a map of Europe. Look at a physical map and predict which other nearby countries might also have a cycling culture.





The history of cycling in China

During the nineteenth century, as rich Chinese travelled the world, they brought the 'new machines' they saw back to China and began to reproduce them. At first bicycles were seen as a leisure pursuit and could only be afforded by the rich, but gradually they became seen as a fast and efficient form of transport, especially for tradespeople. By the 1930s there was a Chinese bicycle industry and, as the price came down, so ordinary people aspired to own their own bicycle.

The People's Republic of China was founded in 1949 and the communist government supported the idea of bicycles for all. Bicycle lanes became commonplace and people even received financial support in order to buy a bicycle. For many years the bicycle was cheap and popular. In rush hours in the cities you could see massive swathes of people, sometimes 20 abreast, taking up the entire road. Cars were virtually non-existent.

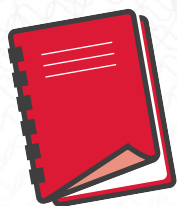
During the past decade, however, car ownership began to creep into Chinese culture, as it opened trade and communications with the West. Today, China has one of the biggest car markets. The total number of cars in China is anticipated to reach 130 million in the next fifteen years and in Beijing alone there are 1,000 new cars on the streets every day. It has become one of the world's most polluted cities.

Consequently, bicycles are being forced off the roads. People see car ownership as a sign of wealth and prosperity and cycle ownership is rapidly falling. Pollution and accidents are two outcomes of the change and many new roads are built without cycle lanes at all. Indeed, if every Chinese family had two cars, as in the USA, China would own more cars than in all the other countries of the world combined. Sadly, however, there are people who have given up cycling, not through choice, but because it has become both dangerous and unpleasant. So, while to many, Chinese car ownership is seen as a sign of China's increasing wealth, to former cyclists it is seen as a backward step because of the danger and the environmental impact.

You can probably guess what is happening. Angry cyclists are beginning to protest about the way in which cars are taking over the roads. Yes, there is a backlash against cars. There is a campaign emerging, led by environmentalists and newspapers, to stop the march of the motorcars and wake the government up to the cost of car driving and the loss to Chinese culture.

Does their campaign stand a chance?

What do you think?





Page 4.37

Name _____

Date _____

Class _____

Cycling in China

First there were bicycles in China, then a car industry grew and now there is a backlash against the car!

But if you were to look at the growth of the car industry in China and the number of cars being exported to India and Africa... it's probably too late to halt.

1. Speculate on why there is a backlash against the car in China. Put your answer here.

2. Would it be fair to criticise the Chinese government for encouraging car use – and thereby doing what we have done in the past ourselves? Put your answer here.





Name _____

Date _____

Class _____

Cycling in China

3. Assemble some facts from the handout and put them into an appropriate box in the table.

	Economic reasons	Environmental reasons	Cultural reasons	Any other reasons
Why did the Chinese take to bicycles in the early 20th century?				
How do you account for the rise of the motor industry?				
Why is there a backlash against car use now?				



Cycling in Africa

The bicycle in Africa

Whereas in China the bicycle became popular for economic and industrial reasons there were different reasons why the bicycle was adopted in parts of Africa.

The main reasons add to our understanding of cultural difference.

First, we have to remember that different parts of Africa were colonized by different countries. The English, French, Spanish, Dutch and Portuguese all colonized parts of Africa and took aspects of their culture with them to Africa. Countries that were colonized by England were quickly exposed to bicycles.

Second, we have to remember that there were cultural reasons why women could not easily ride bicycles. Some fathers encouraged sons to cycle, but not daughters as it was thought unladylike, and in other places children were discouraged from cycling altogether because it was thought dangerous.

It is interesting that although women in many places did a lot of the transportation of basic food and water for the family few used bicycles, which might have made their burden easier. It seems that ownership of a bicycle was and still is seen as prestigious and therefore it was the men who took 'ownership' of the family bike. This was certainly true in, for example, Uganda.





Cycling in Africa

In addition there were cultural barriers to do with gender. In some places in Africa it is still considered unacceptable for women to ride bikes. Among the reasons given are that it is unladylike, makes women too independent, or that women are too afraid, undeserving, or simply incompetent.

Gradually, however, things in Africa have changed:

- Women have become more politically organised
- Social entrepreneurs have designed and made available sturdy and suitable bicycles
- Ways of paying for bicycles have been funded

Many charities working in Africa say it would be desirable to find ways of promoting the use of the bicycle, just as it would in the UK. There might, however, be different cultural reasons for doing so. For example, in the UK we over-use the motor car and road transport in general so cycling would benefit the environment, congestion and health.

In some African countries cycling would reduce poverty by helping people to become more economically efficient.





Page 4.41

Name _____

Date _____

Class _____

Recycling bikes

Read the information below about a Bikes for Africa recycling scheme:

This is a scheme in which youth offenders repair bikes which are then shipped to Africa. The aim is for the youth offenders to put something back into the community and to help people less fortunate than themselves.

The Bike Recycling (Bikes for Africa) Scheme collects disused bikes and then youth offenders repair and recondition them as part of a community pay-back scheme so that they can be sent to Africa to provide people with transport. The youth offenders try to salvage as much of the bikes as possible so that the repaired bike is good quality. The scheme also teaches the young offenders practical skills.

Do you see an irony here? A sub-culture of youth offending in London is being used to promote a culture of cycling in Africa to help reduce poverty!

As a task find out if there is a way in which your school (perhaps through your School Council) could contribute to a Bikes for Africa scheme. But by-pass the youth offending!







Looking Beyond the UK

session 4 – overview

Development of a cycling culture in the West

Student learning:

- Transportation
- The role of the media
- Tolerance in culture
- Cycling for a living
- Women and cycling
- Media portrayal of cyclists

Teacher dialogue:

- Brief history of a cycling culture in the industrialised West
- How cycling was adopted by the middle class then the working-class
- Why women adopted cycling
- Cycling and some jobs
- How both cars and bikes are 'sold' to us



Looking Beyond the UK session 4 – overview

Development of a cycling culture in the West (continued)

Resources

Handout 1	Changes to transportation
Worksheet 1	How cars are sold to us today
Handout 2	Pro-bike or anti-car?
Worksheet 2	How tolerant are we in our culture?
Handout 3	Cycling for a living
Handout 4	Women and cycling
Worksheet 3	Compare and contrast
Worksheet 4	Cultural explanations
Worksheet 5	How are bicycles sold to us today?

For the tasks on Worksheets 1 and 5 students will need to find and bring in examples of appropriate adverts. Six car adverts should be chosen and put on display for Worksheet 1, and six bicycle adverts should be chosen and put on display for Worksheet 5. Number each advert, from one to six.



Looking Beyond the UK...

**Handouts and worksheets for photocopying
Session 4**





Changes to transportation

The spread of cycling as a means of transportation: social and historical aspects



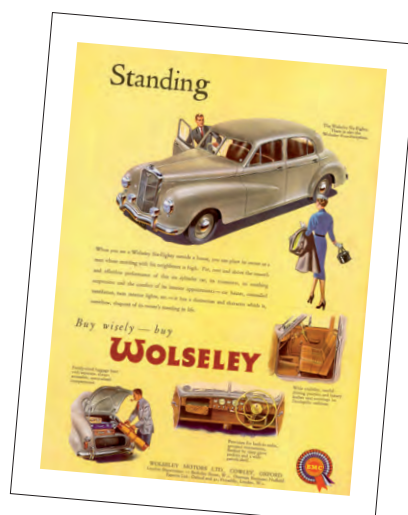
The mass production of the bicycle affected society in a number of ways. Inner cities in the early twentieth-century were crowded and often ordinary people lived in poor housing. With bicycles more people could move to spacious suburbs and commute to work.

Remember that a bicycle is three times as energy efficient as walking and three to four times as fast.

After World War II, however, there was a rapid boom in the wealth of countries as the wartime technologies led to mass production of goods and industrialisation on a huge scale.

Suddenly people were able to afford labour saving and manufactured goods and this included affordable cars.

People stopped talking about what they 'needed' and started talking about what they 'wanted'. Cars became within the grasp of ordinary people and so came a culture of car dependency.





Page 4.48

Name _____

Date _____

Class _____

How cars are sold to us today

Study the car adverts.

What part of our culture does each of these adverts appeal to?

Put your answer against each number.

Some of these words might start your thinking.

- Macho
- Action
- Sex-appeal
- Cool
- Rich
- Attractive
- Bike enthusiast
- Healthy
- Environmentalist
- Sporty

Advert	What is this advert appealing to?
1	
2	
3	
4	
5	
6	



Pro-bike or anti-car?

Most people, of course, including fervent cyclists, understand that the car, in some form, is here to stay. Even many pro-cycling people are not necessarily anti-car. They believe, in other words, that getting people to get out of the car more often is a better ambition than trying to obstruct car use. They think it would be better to create a culture in which people want to cycle and see the benefits and it's made easy for them with good cycle routes, rather than 'blaming' drivers for using the car.

Cyclists and pedestrians

There is sometimes hostility between people who walk and cyclists. Lots of pedestrian blogs complain about cyclists who ride the pavements, go too fast and ignore crossings (including school crossing patrols).

We saw in Session 3 that this is not a problem in the Netherlands, where pedestrians and cyclists seem to co-exist and tolerate each other. Try looking at some pedestrian and some cyclist blogs!





Name _____

Date _____

Class _____

How tolerant are we in our culture?

First read Handout 2: 'Pro-bike or anti-car?' then think back to Session 1, in which we thought about the word 'culture'. Some definitions said it was about the beliefs and values that people share. Could it mean that in London we are not very tolerant people? Or could it mean that in the Netherlands people are more thoughtful?

How tolerant are you? Which of these situations would 'wind you up'? And by how much?

Discuss as a group and give reasons for your answer.





Page 4.51

Name _____

Date _____

Class _____

How tolerant are we in our culture?





Cycling for a living

Almost immediately after the early bicycles were invented and developed people began to use them for delivery purposes.

David Herlihy wrote a book in 2004 in which he talks about couriers being employed by the Paris Stock Exchange in the 1870s. There were also messengers in New York City.

A company especially devoted to providing bicycle messengers was apparently established in San Francisco in the 1940s but by the 1960s the idea of bike messengers had already fallen out of favour.

With the resurgence of interest in cycling, however, we have witnessed another rise in the use of bike messengers. This is possibly because they can weave their way faster through city traffic than either vans or motorbikes.

In London, some of the famous names are 'On Yer Bike' and 'Pedal pushers' and there is even a range of bikes produced especially for them called 'The Courier'.

Amazingly, there are championships for Cycle Messengers held every year.





Women and cycling

Female emancipation



The arrival of mass produced bicycles gave women an additional freedom at a time when more and more of them were seeking emancipation. As bicycling became cheaper and safer, especially in Britain and the United States, it symbolised the idea of the 'new woman'.

An American woman called Susan B. Anthony said in a New York World interview on 2 February 1896:

'Let me tell you what I think of bicycling.

I think it has done more to emancipate women than anything else in the world. It gives women a feeling of freedom and self-reliance. I stand and rejoice every time I see a woman ride by on a wheel... the picture of free, untrammelled womanhood'.

In 1895 Frances Willard wrote a book called 'A wheel within a wheel: How I learned to ride the bicycle'. She said that her bicycle was the key to her happy life and wrote:

'I would not waste my life in friction when it could be turned into momentum.'

Many men, however, could not bear the thought of women being independent because it conflicted with their ideas of womanhood.



Women and cycling

As late as 1897, some male students from Cambridge University voted against women becoming full members of the University by hanging an effigy of a woman in the town square... and they chose to show her on a bicycle because it was such a strong symbol of female freedom.



During the period of the fight for female emancipation there were changes to the way in which women dressed. At first only richer and more educated women began to rebel against the restricting clothes they had worn, including corsets and long skirts. They began to wear tailored suits with baggy trousers which were called bloomers after Amelia Bloomer, who first designed and wore them in the United States.

For obvious reasons, bloomers became the preferred way to dress for lady cyclists.



Compare the modern-day woman cyclist to the early lady cyclist. Put the things they have in common, in your view, down the middle column. Put the things that are unique to each of them down the outside columns.

[illegible]



Page 4.56

Name _____

Date _____

Class _____

Cultural explanations

For each of these statements look back at the reading on all the handouts and find one cultural explanation. Put your answer in the box alongside the statement.

Cycling became an easy form of transport in the UK up to and after World War II.

In the West car ownership became possible for ordinary people from the late 1950s onwards.

We buy cars for all the wrong reasons.

Working-class people were quick to adopt the bicycle.

People will always drive cars.

Young people today are less inclined to ride bicycles.

Bikers are in a 'sub-culture'.



Page 4.57

Name _____

Date _____

Class _____

Cultural explanations

For some people the bicycle is still crucial for work.

For most people in the West the bicycle is just for recreation.

There are not many jobs where a bicycle is crucial.

Only sporty types look OK on a bicycle.

In the West in the 1890s women asserted themselves and changed things so they could cycle.

Not all men accepted that women should be free to cycle.



Page 4.58

Name _____

Date _____

Class _____

How are bicycles sold to us today?

Study the bicycle adverts.

What part of our culture does each of these adverts appeal to?

Put your answer against each number.

Some of these words might start your thinking.

- Macho
- Action
- Sex-appeal
- Cool
- Rich
- Attractive
- Bike enthusiast
- Healthy
- Environmentalist
- Sporty

Advert	What is this advert appealing to?
1	
2	
3	
4	
5	
6	



Looking Beyond the UK

session 5 – overview

Changing the culture: the challenge

Teacher dialogue:

Creating media-rich ways of defending a cycling culture.

A creative assignment with opportunities for independent research.

Three ideas are given but students need not be restricted to these.

Resources

Handout 1	The challenge
Worksheet 1	The challenge





Looking Beyond the UK...

**Handouts and worksheets for photocopying
Session 5**





The challenge

In this session you are going to be challenged to produce some advertising that will influence a culture.

This means rethinking the 'norms', or the ways things are usually done.

It may be that it is not the culture that you normally subscribe to but the challenge is to 'see' the issue differently.

For example, one Labour MP wanted all car advertisements to give over a quarter of their space to 'impact data'. This means that adverts would show the effect the product has on our health and our environment.

The MP said: 'It's an idea that makes a lot of sense. Car adverts, indeed all adverts, should be about the costs/benefits of a product, not how a lump of steel, plastic, cloth and rubber is something you need for sexual and career success.' (28 October 2006)

Find out more at <http://coventrygreenparty.blogspot.com>

Spring sale on
all 2009 models!

Limited time offer



CONSUMER IMPACT NOTICE

Driving fossil-fuelled cars can be harmful to the environment and those who live in it.

Replacing walking and other exercise with driving can contribute to obesity and other ailments.

Come test
drive your
dream car
today!



CONSUMER IMPACT NOTICE

Driving fossil-fuelled cars can be harmful to the environment and those who live in it.

This car emits high levels of CO2, a known environmental pollutant and suspected contributor towards global climate change.





Name _____

Date _____

Class _____

The challenge

Your task for this project is to produce an advertising campaign that you think would help to influence a culture. You can create a poster, or a set of posters, or a website.

You can choose between three ideas, which are listed below:

Idea 1

You discover that a newly elected Dutch government is planning to change the cycling culture in favour of the motor car. You decide to join the Dutch people who are against this to help them in their campaign. Design the poster or website that would appeal to Dutch people and would help them to:

‘Keep the culture of cycling’

Idea 2

There is an anti-car backlash in China, where car ownership has already gripped the country and where car manufacturers are vying for the market.

You decide to join the Chinese group that is leading the campaign. Design the poster or website that would help them to:

‘Avoid becoming like the West – before it is too late’

Idea 3

There are charities that recycle bicycles and give them to people in parts of Africa in order to help them out of the poverty trap. You are employed by one of these charities. Design a poster or website that would help people in London to see the benefits of supporting your charity.

Whichever idea you choose there are some websites to help you:

www.imperialtours.net/bicycle.htm

www.joshuafrankel.net/projectPages/BicycleMessengers.html

www.shift2bikes.org

www.digave.com

www.ibike.org/environment





Appendix

Activities and strategies

1.1 Thinking collaboratively

This is a process by which we all think in the same way in order to avoid 'muddled' conversations in which we all compete to be heard, giving our views and not hearing what others are saying.

We all think in the same way by only talking in turn, listening while someone is speaking and restricting ourselves to a certain aspect of our thoughts. For example:

- **Advantages** – We all agree to talk about the advantages of doing something. We only talk about the advantages and benefits
- **Risks** – We all agree to talk about the negatives of doing something. We can say why it might not work and the risks attached
- **Feelings** – We all agree to talk about our feelings about the idea in question, our 'intuitive' responses
- **Facts** – We all agree to talk about the facts and information that would help us to make a good decision
- **Add to it** – We all agree to talk about adding to the idea and making it even better

The teacher, in explaining this process, will need to give examples and might use something like getting rid of school uniform.

The teacher needs to teach the rules.



Appendix

Activities and strategies (continued)

Rules

- The students sit in a circle
- The teacher will at first tell the students what kind of thinking to use and will say Risks or Advantages or Feelings or Facts or Add to it
- Go round each person in turn
- Each person adds something but only with that kind of thinking in mind
- Keep going round as many times as they can, each person adding something new or even unusual if they can
- Nobody is allowed to talk about anything else. For example, when students are talking about the advantages then they are not allowed to suddenly introduce a 'feeling' or a disadvantage
- If someone breaks the rule someone else simply holds up a hand and the person has to stop and join in the right kind of thinking and talking
- Practice it at least once and talk about what is good about the process



Appendix

Activities and strategies (continued)

1.2 Coming to conclusions and reaching a consensus

- a) Brainstorming and Diamond 9
- b) Post-it clusters

There are various ways in which to do this and teachers may like to choose their own.

The models used here are:

- a) Brainstorm and Diamond 9 – Brainstorm ideas, select nine and arrange them, through discussion, in a diamond shape with the best idea at the top and the least favourite at the bottom. Those in the middle row are of equal value. There is a pro forma for this in Project One: Young Dragons, Session 1, Worksheet 7
- b) Sticky clusters – Put ideas onto separate stickies and then 'cluster' them into themes, finding a single sentence to summarise all the post-its clustered together

1.3 Social enterprise

This is about being enterprising in order to create something for people's benefit and common good (as opposed to economic wealth alone). The wealth they create is about 'human capital' or the 'stock of goodness' that exists between people and binds them together. Social entrepreneurs are people who realise unique ideas that create meaningful outcomes for people. They are sometimes called 'not-for-profit' ventures and are usually self-funded. Some examples might be:

- A toy exchange and library
- A school theatre company



Appendix

1.4 Team strengths

There are six team roles we can play and there are probably one or two that we feel most comfortable in. They are:

- The ideas person
- The 'getting the job finished to a high standard' person
- The researcher – the 'finding out what we need to know' person
- The practical 'get it made' person
- The 'let's think it through first' person
- The 'getting everyone organised' person

It helps if the teacher is able to identify which roles students play well and gives them some evidence for this.



KS3 Curriculum Focus on Cycling Evaluation form

Thank you for participating in the delivery of TfL's KS3 cycle education resource. We would appreciate any comments or feedback you may have with regards to the effectiveness of the resource, so that we can continue to improve our service to you.

We will not pass this information on to any third party.

General information:

Name of School: _____

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Borough: _____

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1. How would you describe the layout and format of the resource?

☐ Poor

☐ Satisfactory

☐ Good

☐ Very good

☐ Excellent

2. Was the resource easy to use?

☐ Yes

☐ No

☐ Other comments: _____

3. How would you describe the content of the resource?

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☐ Excellent

5. Please describe any suggestions you have that could improve the resource and how. Please continue on a separate sheet if needed.





KS3 Curriculum Focus on Cycling Evaluation form

6. If you were given this resource again would you use it, based on your experience?

☐ Yes ☐ No

7. Would you like to receive updates to this resource in the future?

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8. Any other comments:

Do you have any suggestions for projects we could include in future drafts of the resource?

Please return this form to:

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Teresa Williams is a former Secondary School Headteacher with a strong interest in curriculum design; she works on the Building Schools for The Future (BSF) programme for HTI under whose auspices this curriculum resource was commissioned. Teresa has a particular interest in the Every Child Matters agenda and also works for Kestrel Education which provides explicit thinking tools and strategies for young people.

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