

Lesson Plans for Key stage 3&4
Introducing ideas for

Sustainable travel

"Think globally act locally"



With Curriculum Links to:

Geography
Maths
DT
Science

Citizenship
ICT
PSHE
English

Introduction

These lesson plans and project are cross-curricular in content but are intended primarily to fit into the National Curriculum for Citizenship and promote active citizenship. The lesson plans should take up the first half of a term and the following project can take as little or as much time as is available.

You may wish to contact Ordnance Survey to obtain local maps and there are also maps available in the curriculum support area of the *Geography* page on thegrid.

These plans are aimed primarily at Key Stage 3 but may be suitable for some Key Stage 4 groups
All the work produced by the students will be invaluable when the school is ready to work on it's Travel Plan.

Any further information and support with this work can be supplied by the School Travel Plan Advisory Team
Tel: 01992 588703

Lesson Plan 1

Aim: To find out how the group travels to school

Time required: 60-120 minutes

Curriculum Links: ICT 1) b), Geography 1) b), PSHE 3) i)

Objectives: Carry out a survey of travel patterns and identify popular routes to school

Activities: Divide the group into groups to:

- Devise a survey to find out how pupils travel to school, journey times and distances.
- Plot pupil's homes on a map of the catchment area and identify the most popular routes to school.

Plenary

- Discuss why pupils or parents choose particular routes and types of transport. You may wish to devise a questionnaire for parents/carers to find out their views.
- Would pupils prefer to travel to school in a different way if it were possible? If so how?
- What are the advantages and disadvantages of how they travel to school.

Extension activity:

You may wish to discuss how decisions about travelling to school are reached and who makes those decisions. How much say do the pupils have? Can they negotiate with their parents or are decisions made for them? Does this ever cause conflict or friction?

Lesson Plan 2

Aim: To find out how the wider school community travels to school.

Time required: 40- 60 minutes

Curriculum Links: **Geography** 1) b). **Citizenship:** Developing skills of participation and responsible action.

Objectives: To think about the travel patterns of the school as a whole and the impact they have on the local community.

Activity: Devise, produce and arrange to distribute a paper survey for pupils and staff that will tell you:

- How they travel to school
- How far they travel
- How long their journeys take
- How they would prefer to travel

You may also wish to ask for comments about safety issues etc.

You may find www.youngsustrans.org.uk useful when working on your surveys.

Extension activity: You may wish to canvas local residents to find out their opinions and concerns about living close to a school. How could you best go about this?

Lesson Plan 3

Aim: To collate and interpret the travel survey results

Time required: 80-120 minutes

Curriculum links: Maths Ma4 Handling data 1) a) ii), iii) and iv). ICT 1) a) and b)

Objectives: To gather together the results of the surveys, present them in a clear way so the results can be interpreted.

Activities: In original groups

- Using ICT collate your results. A spreadsheet is one way to do this.
- Produce tables and/or graphs so the results can be easily read and displayed
- Allow pupils time to evaluate the results

Plenary: Discuss the outcomes and implications of their findings, paying particular attention to the impact on their environment and the health and safety of pupils and staff.

Lesson Plan 4

Aim: To improve the local environment around the school

Time required: 40-60 minutes

Curriculum links: **Geography** 5) b) Explore the idea of sustainable development and recognise it's implications for people, places and for their own lives. **Science**, Breadth of study, 1) b. and c. **English**, EN1 Speaking and listening

Objectives: As for curriculum

Activities: You may wish to divide the class into groups so they can think about ways to:

- Encourage pupils to walk or cycle to school
- Improve public transport to encourage greater use
- Make routes to school safer

Plenary: Each group should present their ideas to the class.

Extension activity: You may wish to include in your discussions the need for the involvement of outside agencies in some of your schemes e.g. the local authorities, police etc. You may also wish to invite representatives from these agencies into school to speak to the students e.g. Road Safety Officer, Travel Plan Adviser, Community Police Officer.

Project

Aim: To run a successful campaign that will result in the school adopting a sustainable travel plan

Curriculum links: **PSHE:** Take responsibility, feel positive about themselves. Participate, meet and work with people, develop relationships. **English:** EN1 Speaking and listening, EN3 Writing, writing to persuade, argue, advise
Objectives: To work as a team to promote the idea of sustainable travel to and from school.

Activities: *as part of your campaign you could*

- Design posters promoting walking and cycling
- Give presentations in assemblies about the importance of sustainable travel, the importance of a healthy lifestyle etc.
- Devise an incentive scheme to encourage walking and cycling
- Lobby the school council to put Travel Plans on their agenda
- Produce a newsletter for the school community to communicate the findings of the research and discussions, which have taken place.
- Invite people to form a travel forum to write a school travel plan

Key Stage 3 Project

Aim: To develop a plan that will encourage students in the local area to walk or cycle to school, and be able to do so safely.

Activity:

As members of a local planning committee, you have been given a budget of £100,000 to spend on a scheme to encourage students in the local area to walk or cycle rather than be driven to school. How would you spend it?

1. Divide the class into groups then ask them to brainstorm ideas around:
 - a) Improving conditions on roads and footpaths in the local area.
 - b) Promoting a positive image of cycling among young people.
 - c) Changes that would need to be made to school premises, e.g. cycle sheds, secure storage.
 - d) The benefits to individuals and the wider community of walking or cycling to school.
2. Having decided which ideas to take forward investigate the possible costs and identify the necessary partners in the schemes, e.g. Highways, police, local residents etc.
3. Prepare a package to include the ideas you have adopted to include:
 - Designs of route improvements
 - Posters to promote cycling
 - Designs for storage
 - Incentive schemes for pupils

- Costing
4. Present the package to local councillors, MP etc (and the school community) in the form of an exhibition containing the following:
- A map indicating road and path improvements
 - Ideas for improving storage and security of cycles, outdoor clothing etc. including plans and diagrams.
 - Ideas for improving the image of cycling.
 - Information on health benefits of walking and cycling
 - An A4 leaflet produced either as a word document or using desktop publishing, presented in a lively style telling people about the benefits of your scheme.

Curriculum Links

Geography

Geographical enquiry and skills

1. f) Communicate in ways appropriate to the task and audience (for example by using desktop publishing to produce a leaflet, drawing an annotated sketch map, producing persuasive or discursive writing about a place.
2. e) To draw maps and plans at a range of scales using symbols, keys and scales and to select and use appropriate graphical techniques to present evidence on maps and diagrams, including using ICT.

DT

Developing, planning and communicating ideas

1. Pupils should be taught to:

- a) Identify relevant sources of information, using a range of resources including ICT
- b) Respond to design briefs and produce their own design specifications for products
- c) Develop criteria for their designs to guide their thinking and form a basis for evaluation
- d) generate design proposal that match criteria
- e) Consider aesthetics and other issues that influence their planning [for example, the needs of intended users, function, hygiene, safety reliability, cost]
- f) Suggest outline plans for designing and making, and change them if necessary
- g) Use graphic techniques and ICT, including computeraided design, to explore, develop, model and communicate design proposals

ICT

Finding things out

1) Pupils should be taught to:

- a) To be systematic in considering the information they need and to discuss how it will be used.
- b) How to collect, enter, analyse and evaluate quantitative and qualitative information, checking it's accuracy [for example, carrying out a survey of local traffic, analysing data gathered in fieldwork.

Exchanging and sharing information

3) Pupils should be taught:

- a) How to interpret information and to reorganise and present it in a variety of forms that are fit for purpose [for example, information about a charitable cause presented in a leaflet for a school fundraising event]
- b) To use a range of ICT tools efficiently to draft, bring together and refine information and create good quality presentations in a form that is sensitive to the needs of particular audiences and suits the information content
- c) How to use ICT, including email, to share and exchange information effectively

PSHE

Developing a healthy, safer lifestyle

2 Pupils should be taught:

- c) how to keep healthy and what influences health, including the media.
- e) to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel.

English

EN3 Writing

Writing to inform, explain, describe

Writing to persuade, argue, advise

Resources:

www.sustrans.org.uk

www.companyofcyclists.co.uk

www.lcc.org.uk

Safer Routes to School fact sheets from Hertfordshire Highways

Hertfordshire Highways Traffic Calming Pack

Your School Travel Plan Adviser - 01992 588703/ 01992 588720

What did you think?

It would be helpful for us to know what you thought of these resources. So when you have a spare moment (!) could you fill in this form and fax it back to: Val Male on 01992 588601. Thank you.

Name

School name and number

Did you find these resources easy to use? Yes/ No (*delete as appropriate*)

Which year group used the material?

Did/will the project work lead to the development of a school travel plan? Yes/No

What if anything would you have liked included in the pack?

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Any other comments:

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Thank you for your time and interest.