



ional Development
www . i



Travelwise
Best Foot Forward 
for schools

Travelwise
Northern Ireland



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An aerial photograph of a city street scene. In the foreground, a blue and white tram is moving along a track. To its right, a blue and white bus is driving. Further back, a white van and several cars are visible. The background shows a mix of modern and older buildings, including a large brick building with a sign that says 'MARTIN LUTHER KING'. The sky is clear and blue.

What is Best Foot Forward for Schools?

Best Foot Forward for Schools is a Key Stage 2 teaching tool developed to help teachers bring the advantages of using sustainable modes of transport such as walking, cycling, public transport and car-sharing into the classroom. It aims to educate and inform children about how the travel choices they make can affect their lives in a wide range of ways, providing them with the information they need to become pro-active and find solutions to the transportation problems in their school and local community. It has been produced by Travelwise NI in conjunction with CCEA.



Aims

- To encourage children to think about the benefits (health, economic, social and environmental) of walking, cycling or taking public transport.
- To transfer what is learned in the classroom about sustainable transport into everyday life and encourage the whole school community to think seriously about how they travel to and from school.
- To challenge the whole school community to become proactive and find solutions to the transportation problems in their school and local community.

This resource follows the format of a Thematic Unit, enabling children to explore sustainable transport within their school and local communities. The activities are not designed to be followed rigidly and schools should decide how the resource should be used to best suit the individual needs and location of the school.

What is Travelwise NI?

Travelwise NI is a Department for Regional Development initiative which promotes the use of sustainable transport options as an alternative to the private car. We promote walking, cycling, car sharing and the use of public transport to schools, commuters and workplaces.

We also run national promotional events throughout the year like Walk to School Week, Walk to School Month and Bike Week.

What work do we do with schools?

The Travelwise NI Schools team provides support to all schools in Northern Ireland that want to encourage their pupils and parents to leave the car at home and come to school more sustainably, for all or part of the way.

We can provide support to schools through a range of educational and awareness resources like our WOW! (Walk Once a Week) initiative, as well as running annual events like Walk to School Week and Walk to School Month, that can help schools put more sustainable transport choices into practice.

If you would like any more information please call us on the Travelwise Information Line 0845 378 0908 and speak to one of our School Travel Advisors, visit our website: www.nidirect.gov.uk/travelwiseni or email us at travelwiseni@drdni.gov.uk



Why should we walk to school?

It's healthy!

- Many children aren't getting their recommended 60 minutes of exercise a day. Walking to school is a great way of getting those minutes in.
- People in cars are exposed to up to three times as much pollution to those who walk because they are often sitting in the exhaust fumes of the car in front.
- It could help accompanying adults work towards their recommended 30 minutes of daily physical activity.

It's green!

- Over 20% of cars during morning rush hour are on the school run. If more people walk on this journey it will help to make a difference. Just think about how much less traffic there is on the roads during the school holidays!

It's practical!

- Making an effort to increase the number of pupils at your school who walk can help you in your efforts to achieve Eco School or Healthy Schools status, especially if you produce a School Travel Plan.
- Schools with high levels of sustainable school travel send a strong and positive message to parents and pupils, both existing and potential, that your school cares about the travel habits of its pupils and the environment.

It's safe!

- Children learn road safety skills through experience: walking to school can give them better road safety skills and independence which will be valuable throughout their lives.
- Increasing the number of your pupils who walk to your school can help to reduce congestion outside your school in the mornings and at finishing time, making the area safer for pupils and more attractive.

Links between Best Foot Forward for Schools and the Northern Ireland Curriculum

NORTHERN IRELAND CURRICULUM OBJECTIVE

To develop the young person as a contributor to the economy and environment

Key Element	Education for sustainable development
Thinking Skills and Personal Capabilities	<p>This Thematic unit focuses on Managing Information</p> <p>Children will have opportunities to:</p> <ul style="list-style-type: none"> Ask focused questions; Plan and set goals and break a task into sub-tasks; Use their own and others' ideas to locate sources of information; Select, classify, compare and evaluate information; Select the most appropriate method for a task; Use a range of methods for collating, recording and representing information; and Communicate with a sense of audience and purpose. <p>There will also be opportunities for children to develop the skills of Thinking, Problem-Solving and Decision-Making, Working With Others, Being Creative and Self Management.</p>
Cross-Curricular Skills	<p>Where appropriate, learning intentions that relate to cross-curricular skills will be identified. These cross-curricular skills are:</p> <ul style="list-style-type: none"> Communication (Comm); Using Mathematics (UMaths); and Using ICT (UICT).
Connecting the Learning	<p>This Thematic Unit provides teachers with the opportunities to connect learning across the following Areas of Learning:</p> <ul style="list-style-type: none"> The Arts; Language and Literacy; Mathematics and Numeracy; Personal Development and Mutual Understanding; Physical Education; and The World Around Us.
Aim	<p>The aim of this Thematic Unit is to encourage children to:</p> <ul style="list-style-type: none"> Develop an understanding of sustainable development; Consider ways in which the whole school community can contribute to sustainable travel; Make positive, sustainable, lifestyle changes.

introduction

This section of the booklet follows the format of a Thematic Unit to be used by those working with Key Stage 2 children. It connects the **Areas of Learning** of the Northern Ireland Primary Curriculum and demonstrates how they contribute to the understanding of a central theme. The Thematic Unit provides a number of learning, teaching and assessment opportunities to help teachers and classroom practitioners address the key element of education for sustainable development and a range of statements from the Northern Ireland Curriculum.

Each activity in the Thematic Unit contributes to the statutory requirement for a number of **Areas of Learning**. In addition, there are opportunities to develop children's **Thinking Skills and Personal Capabilities**, incorporate **Assessment For Learning** and to make connections to the **Cross-Curricular Skills**.

The Thematic Unit is not intended to be prescriptive and represents one way to approach education for sustainable transport solutions in the Northern Ireland Curriculum. The activities do not have to be followed rigidly and schools should decide which year group(s) should use the unit, adapting the activities to best suit the individual needs and location of the class(es) involved.

Where it is necessary for some preparation in advance of certain activities this is highlighted in the text. For example it would be useful to plan ahead in the school calendar for a special assembly and a presentation of certificates at the end of the unit and schools may like to invite a member of the Board of Governors or special guest to 'hold the date'. Promotional materials are available from the Travelwise NI Team. Also the school should make initial contact with a local DOE Road Safety Education Officer to set dates and times for her/his presentation set out in Activity 6.

Any references made to resource sheets will be found in pages 81 to 119 of this booklet. All resources are subject to Copyright laws but have been granted prior permission from the author to be photocopied for classroom use only, by those professionals directly participating in the programme.





activity one

What Are **You** Doing
About Sustainable
Development?

activity one

You Will Need:

Articles about environmental issues from local and national newspapers and magazines;

Carousel, Opinion Finders and KWL grid from Active Learning and Teaching Methods for Key Stages 1&2 (CCEA, 2007)

Resource 1: What Can You Find Out About...

New Words and Phrases:

Sustainable Development
Carbon dioxide
Carbon footprint
Global Warming
Greenhouse gases
Pollution

What Are You Doing About Sustainable Development?

Connected Learning Opportunities

Personal Development & Mutual Understanding

Human rights and social responsibility;

Playing an active and meaningful part in the life of the community and being concerned about the wider environment.

Language and Literacy

Participate in group and class discussions for a variety of curricular purposes.

The World Around Us

Change over time in places;

How change is a feature of the human and natural world and may have consequences for our lives and the world around us.

Cross Curricular Skills

Communication:

Contribute comments, ask questions and respond to others' points of view.

Using ICT:

Access and manage data and information;

Research, select, process and interpret information.

Thinking Skills and Personal Capabilities

Managing Information:

Use their own and others ideas to locate sources of information.

Working With Others:

Listen actively and share opinions.

Suggested Learning Intentions

Children will:

- Consider how the way we live affects the environment; and
- Become aware of words and phrases associated with sustainable transport issues.

Suggested Learning & Teaching Activities

Why Am I Doing This?

Introduce the unit by explaining that one important part of teaching and learning in school is to help young people learn and make responsible decisions about how they contribute to the economy and the environment. Remind them of how they have learned to think about how they save or spend money; or how they can help protect the environment. In twos ask your children to consider more specific ways in which they already contribute. Then ask each pair to join with another pair and share their ideas. Take feedback from each group and record their responses for all to see. Answers that you might expect may include reducing, recycling, re-using, switching off lights when not needed, conserving water, using local and Fair Trade produce or vegetable growing in gardens or allotments.





Understanding New Words And Phrases

These are ways we try to look after the earth's resources so that they will be available for others in the future. These are also ways we contribute to 'sustainable development'. Definitions for children are available on the internet, for example, http://encyclopedia.kids.net.au/page/su/Sustainable_development where teachers and children can work together to share their understanding of this phrase and also those listed in the New Words and Phrases box. Another useful site is: www.ecofriendlykids.co.uk/quiz-how-eco-aware-are-your-kids.html After doing the quiz on this site teachers can click on 'Teach kids about....' to see child friendly information about Climate Change and Global Warming; Natural Resources of the Earth; Renewable and Non-renewable Sources; and Transport and Air Pollution. Information for teachers on CO₂ emissions can be found at www.carboncalculator.org/startcc.html Further information about the New Words and Phrases can be researched in books, from friends and relatives and on the internet by inserting the phrase followed by 'for children' into the search engine. When using the internet it is important to follow the school's e-safety procedures.

Each group of children can be given a different topic and present their findings to other groups. For example, children can form groups and using the **Carousel*** activity teachers can write a different word or phrase as a topic at the top of an A3/flip chart page. Then each group can be allocated a topic to research and to present their findings and thoughts within a given time limit. This is the background introduction to the topic so the time given could be one or two home learning activities to raise awareness of the issues involved so that they can understand why they should care about Sustainable Development. **Opinion Finders*** and **Post-It Collection*** could also be used throughout **What Are You Doing About Sustainable Development?**

Alternatively, or in addition to the above activity, use Resource 1: **What can you find out about...** as a home learning or group and personal research activity. Suggested answers are provided.

OUR THOUGHTS ABOUT THE EARTH'S RESOURCES

As a class reflect on your children's understanding of the earth's resources by asking questions such as the following to help discussion:

- What examples can you give of the earth's resources?
- How are they being endangered?
- Why are some people concerned?
- Have you read about or heard about any of these concerns being discussed? What did you read/hear?
- What words and phrases have you heard in connection with these concerns?
- Why should young people be concerned?

Why Bother About Sustainable Transport?

Explain that this unit of work will go on to explore 'sustainable transport' which is one aspect of 'sustainable development'. This topic may already have been raised in prior discussion. Vehicles such as cars and planes all release a gas called carbon dioxide. Too much of this gas can damage the atmosphere and contribute to global warming which is linked to climate change. Ask your children what climate changes they may already be aware of. Answers you may expect may include hurricanes, storms, flooding, torrential rain, and in some parts of the world, drought. One of the greatest contributors to Carbon Dioxide in the atmosphere is traffic. Sustainable transport is about getting from one place to another in a way that is friendly to the environment and, because of what this activity has taught us about how our lifestyles can be damaging the environment, using sustainable transport is one way we could improve the environment for all to enjoy.

Conclude Activity One by completing a **KWL*** grid which can be referred to throughout the unit and finally completed at the end.



*See Active Learning and Teaching Methods for Key Stages 1&2 (CCEA)





activity two

How Well Do
The Cars We Use
Contribute To
Sustainable Travel?

activity two

You Will Need

To arrange a date to visit a car showroom or for a representative to visit class;
Waste materials to make a 3D model;
BeeBot or Roamer programmable devices;
Consider All Factors & Card Ranking from Active Learning & Teaching Methods for Key Stages 1&2
Resource 2: Which Is The Greenest Car In Our Car Park?
Resource 3: Teacher's Resource
Resource 4: Teacher's Resource

New Words and Phrases

Manufacturer
Model
CO₂ emissions
mpg
Fuel efficient
Manual/automatic transmission
Renewable fuels for cars
'Green' cars
Electric cars/vehicles
Fossil Fuels

How Well Do The Cars We Use Contribute To Sustainable Travel?

Connected Learning Opportunities

Personal Development and Mutual Understanding

Their self-esteem, self-confidence and how they develop as individuals;
Human rights and social responsibility;
Playing an active and meaningful part in the life of the community and being concerned about the wider environment.

Mathematics and Numeracy

Collect, classify, record and present data;
Use programmable devices to explore movement and direction.

Language and Literacy

Know, understand and use the conventions of group discussion.;
Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.

The World Around Us

The effects of positive and negative changes globally and how we contribute to some of these changes;
Positive and negative consequences of movement and its impact on people, places and interdependence.

Cross Curricular Skills

Communication:

Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;

Speak clearly and adapt ways of speaking to audience and situation;

Find, select and use information from a wide range of resources.

Using ICT:

access and manage data and information research, select, process and interpret information.

Using Mathematics:

read, interpret, organise and present information in mathematical formats.

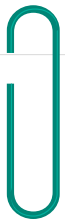
Thinking Skills and Personal Capabilities

Being Creative

Make new connections between ideas/information;
Make ideas real by experimenting with different designs, actions and outcomes;

Thinking, Problem-Solving and Decision-Making

Make predictions, examine evidence, and distinguish fact from opinion;
Examine options and weigh up pros and cons.



Suggested Learning Intentions

Children will:

- Explore the factors that contribute to a 'green' car;
- Research possible cars of the future; and
- Design an environmentally friendly car

Suggested Learning & Teaching Activities

Circle Time

Using a strategy such as Circle Time invite your children to give one statement about what they learned from Activity 1. Continue the discussion by asking them how they felt about what they had learned and to share with the circle something they had been thinking about in relation to the environment. You could use sentence starters such as:

One thing I remember from Activity One is...

I felt after our discussion about the environment because

One thing I have been thinking about since then is

A Visit

Remind the class that together you are all going to be considering ways of protecting the environment using sustainable transport. Consider pointing out to the children that this is about finding ways that we could all move towards creating more sustainable ways of travelling rather than investigating whose lifestyle is least sustainable! If traffic creates much of the Carbon Dioxide in the atmosphere which cars are least responsible? To introduce new words and phrases consider organising a visit to or from a salesperson from a car showroom. The date for this could have been pre-arranged but you could have your class write a letter either to arrange a visit or inviting someone to visit the school. They would need to outline the purpose of the visit and the information they would require about New Words and Phrases. This information would need to be very simple and general. Children would benefit from seeing and comparing some vehicles in relation to the words used. For example comparing a manual gear arrangement to an automatic version or pointing out that the model name and/or number can often be found on the rear of the car. A visit would also provide a good opportunity for children to develop their skills in 'meeting and greeting', composing questions and delivering a vote of thanks.

How Green Is That Car?

After the visit children would be more aware of the terminology used and considerations to make when choosing a car. Having first gained their owners' permission start by researching the properties of the cars in the staff car park on www.nextgreencar.com/ Using the How Green Is Your Car? box children will be able to find a 'green' rating for each selected car. They will need to know:

Manufacturer

Model

Fuel/Engine type (eg Petrol, 1.6)

Transmission (eg Manual or automatic/5 speed)

The green rating gives a number from 0 to 100 for each car and also shows the miles per gallon, CO₂ emissions, road tax and fuel costs per mile. The information is easily read and would give



children an opportunity to collect, present and interpret data by developing their own data collection sheets or by using Resource 2: Which Is The Greenest Car In Our Car Park?

If appropriate, children could provide information about their family car(s). People choose cars for many different reasons but cars which use petrol release carbon dioxide into the atmosphere and burn non-renewable energy sources. The cars which cause least damage to the atmosphere are generally those which produce the least amount of carbon dioxide and also have the best rating for miles per gallon (mpg). These cars are usually small and have small engines which also make them cheaper to buy and they cost less to run. Another advantage is that cars which produce least carbon dioxide pay lower road tax rates, less insurance and use less fuel because they are more efficient.

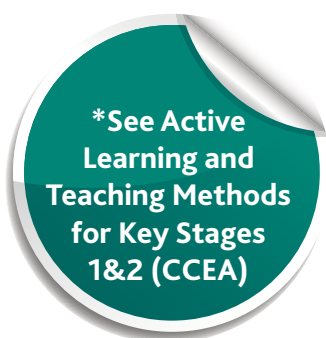
Electric Cars

Information and associated comments about electric cars/vehicles can be found at www.belfasttelegraph.co.uk/ by entering 'electric cars' into the site's search facility. Are these cars the answer to finding sustainable transport? Or are there other issues to be considered? Some of the issues you may wish to discuss are:

- The number of cars on the roads is increasing;
- Manufacturers are gradually reducing Carbon Dioxide emissions;
- Electricity is used to charge battery cars;
- Will the supply be large enough to cover demand?
- Fossil fuels are burned to create electricity;
- Tyres and various other car parts are made from oil – a fossil fuel.

Use Resource 3: Teachers' Resource: Greener Fuels For Cars and Resource 4: Teachers' Resource: Electric Cars to give information and to encourage discussion about electric cars.

Consider All Factors* is a useful way of considering the issues involving the use of cars in the sustainable transport debate. The heading words in Resource 2 could also be used in a **Card Ranking*** activity.





***See Active Learning and Teaching Methods for Key Stages 1&2 (CCEA)**

Car Clubs

Currently there are no car clubs in Northern Ireland but they are increasingly available elsewhere. Learn how other people can save money and be more environmentally friendly by investigating websites such as www.carplus.org.uk or www.energysavingsecrets.co.uk or by researching carclubs such as www.streetcar.co.uk. Do you think car clubs would work in Northern Ireland? Use **Consider All Factors*** to help you decide.

Cars Of The Future

Conclude Activity Two by organising the class into groups and tasking them to produce a 3-D model car to fit over one of the school's programmable devices such as a Bee Bot or Roamer. The model should be made from waste materials and the completed car should be able to be programmed to travel along a pre-designed route. Other criteria may be added as appropriate. Children should be asked to include features that are environmentally friendly and be able to explain how and where they have been included.





activity three

How Do People
Travel To Our School?

activity three

You Will Need:

Maps of varying scales showing the locality of the school;

Lollipop sticks

Clipboards

Paper

Pens

Hot Seating from Active Learning and Teaching Methods for Key Stages 1&2 (CCEA, 2007)

Resource 5: Data Collection Sheet

Resource 6: Travel

Patterns at Our School

Resource 7: Block Graph

Resource 8: Bar Chart

Resource 9: Home Data Sheet

New Words and Phrases

Satellite

Catchment area

Landmark

Scale

Collate

How Do People Travel To Our School?

Connected Learning Opportunities

The World Around Us

How place influences the nature of life;

Ways in which change occurs over both short and long periods of time in the physical and natural world.

Mathematics and Numeracy

Understand and use vulgar fractions, decimal fractions and percentages and explore the relationships between them;

Collect, classify, record and present data; from a range of meaningful situations, using graphs, tables, diagrams and ICT software;

Design and use a data collection sheet, interpret the results, enter information in a database or spreadsheet and interrogate and interpret the results.

Cross Curricular Skills

Communication

Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;

Use evidence from texts to explain opinions.

Using Mathematics

Identify and collect information;

Read, interpret, organise and present information in mathematical formats.

Using ICT

Access and manage data and information research,

Select, process and interpret information.

Thinking Skills and Personal Capabilities

Managing Information

Ask focused questions;
Use their own and others' ideas to locate information;
Use a range of methods for collating, recording and representing information.

Thinking, Problem-Solving and Decision-Making

Justify methods, opinions and conclusions



Suggested Learning Intentions

Children will:

- Investigate current travel patterns for their school;
- Participate in a traffic survey near the school;
- Compare results between different transport methods and suggest reasons for the differences; and
- Compare results between different sections of the whole school community and suggest reasons for the differences.

Suggested Learning & Teaching Activities

Where On Earth Am I?

To place the school in context first use software such as NIMaps accessible through Learning NI or the Google Maps or Google Earth facility on your computer/whiteboard to explore:

- Where the school is in relation to continent, country and local area;
- Local landmarks in the school's catchment area; and
- The catchment area for the children in your class;

Introduce a map with a scale of 1:50 000 of the local area and as a class discuss the main features of the map for example:

- Use of a grid;
- Letter number co-ordinates; and
- Use of a key to identify features.

Preferably using a larger scaled map for example, 1: 10 000 or the Map facility on Google identify and locate:

- The school;
- Areas of housing;
- Community places, for example, churches, shops, parks and other amenities (or the lack of them); and
- Local landmarks and features (on the map as opposed to the 'bird's eye view' on Google Earth).

If using NIMaps you may also decide to access historical maps of Northern Ireland from 1830s/1850s and overlay these on modern maps or satellite pictures of the school or your children's homes. This would be a useful way of comparing methods of travel to school in different eras. Each child could make a drawing of the front of her/his home and place it at the foot or side of a large class map, as appropriate and attached to its position on the map using a pin and thread. This display would give an overview of the class's catchment area.

Following the map work and reflecting on prior work from Activities One and Two, have a general discussion of your children's journeys to school:

- Method of travel including advantages and disadvantages;
- Features of the journey; and
- Possible options of travel.



What Are Our School Travel Patterns?

The work completed so far in this activity concerns one class. To obtain an overall view of the travel patterns for the whole school community it would be necessary to organise a Travel Survey. As a class identify the various sections of the whole school community for example, children, teachers, ancillary staff and classroom assistants. If there are large numbers at the school you may decide to have each year group as an individual section. One way of doing this is to write each of the identified sections on a lollipop stick or folded piece of paper and place it in an enclosed bag or jar. Then group your class and have the same number of groups as you have sections identified. Invite one member from each group to pick a stick. The name on this stick is the section the group will survey. Repeat with each group until all the sticks have been picked. Have the group allocate roles within the group for example, time keeper, note taker, spokesperson, data collector or data input on computer.

It may be useful to plan with the class how each group should approach the teachers of the other classes to be surveyed and how they should thank the teachers and children in these classes for their attention and responses. Similar planning will be needed before surveying other sections of the school community. It would be useful if all sections had received unofficial prior knowledge of the survey and of the anticipated date.

If the data is to be compared it will be important to have identical data collection sheets. While children should discuss and develop their own class data collection sheet an example is provided in Resource 5: Data Collection Sheet. Decide on the travel methods to be investigated such as bus, car, walk, bicycle, train, or other as appropriate to your locality. It may also give useful information to distinguish between those who travel on their own (or with family members) in a car, and those who share a car journey with other families. Decide on the day that the survey is to take place, provide suitable materials such as clipboards and pens, and record how each person surveyed arrived at school on that day. You may also decide to do a similar survey to assess how the same section of the whole school community travels home from school. Have the children draw conclusions from their data sheet and complete Resource 6: Travel Patterns at Our School.

Comparing The Results

When the data has been collected have each group collate their results and transfer it to an appropriate graph format using a computer program or resource such as Resource 7: Block Graph or Resource 8: Bar Chart. Give each group a stated amount of time to study their data, make deductions and to prepare comments for the other groups. If both To and From School versions have been completed graphs should be done for each.

Sentence starters for the comments based on the data results could be:

The majority of peopleto school;

Travelling to school byis the least popular method;

In our study.....people share a car to travel;

Of those who do not travel to school by car more peoplethan;

The most unusual way of travelling in our study was.....

Where appropriate encourage the children to use fractions and/or percentages in addition to numbers.

From their collated data have the children investigate any significant differences for example between going to and from school; adults and children; Foundation Stage, Key Stage 1 and Key Stage 2; or between different sections within the adult community. Encourage the children to make predictions as to why these differences exist and to challenge them as they prepare to encourage more sustainable travel by the school community in later activities.

Then have the class collate all of the results involving children at the school and decide whether or not to do the same for the adults. Produce an overall graph to reflect the results they have found to show the pattern of travel to and from the school for children, for adults, for the school as a whole and for other sections as may be useful in devising a future School Travel Plan.

Display all the graphs in a corridor (along with the catchment map discussed earlier) where they can be viewed by all those who participated in the survey and also by visitors to the school. Include questions that the children can construct from the information given by the survey such as: Could you walk one or more days a week? Could you park and stride one or more days a week? These can be added on sticky backed pieces of paper close to the data to be challenged.

What Are Our Out Of School Travel Patterns?

As a home learning activity have your class complete a survey with their parents. As a class encourage the children to design their own survey data collection sheet to give as much information as possible about travel patterns of family members to and from school and also outside school. Resource 9: Home Data Sheet is an example of a data collection sheet that could be used. Please ensure that children in your class who have siblings at the school receive a survey sheet for each child in the family, in case responses would differ for each child in the family. Either all or part of the data collected can be collated in a database. However, asking for the responses to each question using 'hands up' and recording collective class responses on a whiteboard will quickly give children an indication of travel patterns associated with the class and their families. Looking at the data what are the issues it raises in relation to health and to sustainable transport?



***See Active Learning and Teaching Methods for Key Stages 1&2 (CCEA)**

Hot Seating

Based on all the discussion and work completed so far organise a **Hot Seating*** activity. The following are suggestions as possible Characters / Roles:

- A sports car manufacturer
- A representative from an oil company
- A member of a local cycling club
- An asthma sufferer
- A doctor



activity four



How Do Other
People Travel To
School?

activity four

You Will Need:

Every Journey Matters from www.everyjourneymatters.co.uk

KWL, Graffiti Board and Dot Voting from Active Learning and Teaching Methods for Key Stages 1&2 (CCEA, 2007)

Clipboards

Data collection sheets

Timer/watch

Resource 10: Information About Freddie and Fiona

Resource 11: Sustainable Transport Log

New Words and Phrases

Complex

Global

How Do Other People Travel To School?

Connected Learning Opportunities

The World Around Us

How place influences the nature of life;

The effects of positive and negative changes globally and how we contribute to some of these changes.

Personal Development & Mutual Understanding

Valuing and celebrating cultural difference and diversity.

The Arts

Engage with observing, investigating, and responding to first hand experiences, memory and imagination.

Cross Curricular Skills

Communication

Listen to and take part in discussions, explanations, roleplays and presentations.

Using ICT

Share, collaborate, exchange and develop ideas digitally;

Understand how to keep safe and display acceptable online behaviour.

Thinking Skills and Personal Capabilities

Working With Others

Adapt their behaviour and language to suit different people and situations;

Take personal responsibility for work with others and evaluate their own contribution to the group.

Self-Management

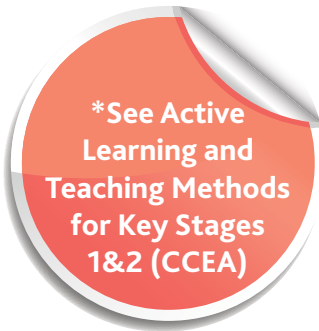
Focus, sustain attention and persist with tasks.



Suggested Learning Intentions

Children will:

- Know some of the ways that children in other countries travel to school;
- Understand that place influences the nature of life; and
- Communicate purposefully with other schools in their local and wider communities.



***See Active Learning and Teaching Methods for Key Stages 1&2 (CCEA)**

Suggested Learning & Teaching Activities

Time for Reflection - What Do You Think?

Draw together all the knowledge, skills and understanding from the previous activities by reviewing and updating the **KWL*** grid drawn up at the end of Activity One. The following questions may help discussion:

- What have we learned about sustainable development so far?
- What have we learned about sustainable transport so far?
- Why can using a car be considered unfriendly to the environment?
- In what ways could cars be considered friendly to the environment?
- Are electric cars the answer to environmental problems? Why? Why not?
- What did our survey show us about transport in and around our school?
- What are the most sustainable forms of transport used at our school? (Assuming that at least some children and/or adults walk or cycle to school!)
- What other reasons make these forms of transport useful?
- Based on our knowledge so far of the importance of sustainable transport what issues arise from the survey?
- Why do you think these are important issues for our school?

Reassure the children that:

- These are complex issues for everyone!
- It is ok to have more questions than answers;
- We need to be the change we want to see - make changes yourself and do what you can to influence others; and
- It is good to be a problem solver rather than a problem maker.

Graffiti Board*

Working in conjunction with your **KWL*** grid invite your children to write their thoughts, feelings, comments and questions on sticky backed paper and attach them to the **Graffiti Board***.

Freddie and Fiona

Introduce your children to 'Freddie and Fiona'.

Using Resource 10: Information About 'Freddie and Fiona' explain: Who Freddie and Fiona are, and what they are going to help them learn about travelling to school.

Group your children and invite each group to design their own character on a flip chart page. Then use **Dot Voting*** to decide on a class character. You may also decide to have your class design flyers or leaflets to pass on Freddie and Fiona's message to other people in the school community.

Sustainable Transport Log Book

Now that your children have begun to understand issues and terminology concerning sustainable transport consider providing each child with a back to back copy of Resource 11: Sustainable Transport Log Book which when folded and put together makes a small booklet that the children could start completing as an ongoing task.

Traffic Survey

Your children already have evidence of car usage by the school community from previous activities in this resource but they also need evidence of traffic issues around the school to support their case for motivating the school to promote sustainable transport. During the morning peak time 20% of cars on the road are on the 'school run'. The time prior to start and finish at your school for example, prior to 9am; 2pm and 3pm is a good time to have a survey bearing in mind the need to remind children of associated safety procedures. To survey traffic at the morning peak time it may be necessary to have children arrive earlier than usual before the start of school. Have the children devise a Data Collection sheet or adapt Resource 5 to suit your purpose. In groups, children



***See Active Learning and Teaching Methods for Key Stages 1&2 (CCEA)**

can note the number of cars, buses, vans or other vehicles arriving near the school and problems associated for example, double parking, parking on the footpath, children unable to walk safely into school.

Have the children collate the survey information in graph form using an adapted form of Resource 7: Block Graph or Resource 8: Bar Graph or a suitable computer program. Discuss the findings and ask your children to assess the impact that traffic may have for local residents, businesses and the school's local environment. What suggestions can your pupils make for the school to investigate to reduce traffic congestion near the school and what are the implications for other agency involvement?

Travel to School Locally and Globally

When we have difficult decisions to make it is useful to draw from the experience of others. If you already have links with a local school nearby Best Foot Forward For Schools is a good way to undertake a joint learning project and to use shared information and data. Set up a blog using the LearningNI facility; email; and meet to exchange and discuss the activities, share your findings or to extend your glossary of 'sustainable transport' terminology. This is an opportunity to share with the local community a joint display of the findings from the two schools. In the event of there being no other local schools, a joint project between a rural and an urban school could produce interesting opportunities for comparing similarities and differences to inform each school's move toward more sustainable travel. The surveys from Activity Three, the Sustainable Transport Log Book and the Travel Survey may provide useful exchanges.

Some schools already have links with schools in other countries. These existing links can also be used to explore how children travel to school in those countries and the associated advantages and disadvantages. PowerPoint presentations, podcasts, video conferencing and safe use of the internet can be used to share and exchange information and to provide ideas to promote the use of sustainable transport. Share experiences of International Walk to School Month in October.

A very useful resource can be found at www.everyjourneymatters.co.uk. The site provides information about how children travel to school around the world and about sustainable travel issues, along with a very useful and child friendly glossary. The book with the same name which can be purchased from the site was written by children and young people who want to make an impact on travel choices that affect the planet and believe that the place to start is by using environmentally friendly transport. The resource is available for a modest amount but lesson plans and useful resources can be accessed from the website using a computer and whiteboard, if available. Children should also be encouraged to do their own research from family and friends living in and outside Northern Ireland and be given opportunities to share their findings in class.

Teachers may decide to adapt this activity for use as part of the Primary ICT Accreditation Scheme. For example, A Place to Share which can be accessed at:

http://www.rewardinglearning.org.uk/microsites/ict_accreditation_primary/docs/tasks/a_place_to_share.pdf

Details of the Primary ICT Accreditation Scheme can be accessed at: http://www.ccea.org.uk/primary_ict_accreditation/





**Strongly
Agree**

activity five



How Can We
Make Travel To
Our School More
Sustainable?

activity five

You Will Need:

A large clear space with signs for the corners;
Walking Debate and Mind Map from Active Learning and Teaching Methods for Key Stages 1&2 (CCEA, 2007)

Data collated from Activities 3 & 4;

Resource 12: Physical Activity Diary

Resources 13: Decision Making

Resource 14: For And Against

Resource 15: People Involved In Sustainable Transport

New Words and Phrases

Debate

Evidence

Member of Legislative Assembly (MLA)

How Can We Make Travel To Our School More Sustainable?

Connected Learning Opportunities

Physical Education

Understand the benefits of physical activity as part of a healthy and active lifestyle and in the promotion of sustainable travel.

Language and Literacy

Prepare and give a short oral presentation to a familiar group showing an awareness of audience and including the use of multimedia presentations.

Personal Development and Mutual Understanding

How to sustain their health, growth and well-being and coping safely and efficiently with their environment;

Human rights and social responsibility; and

Playing an active part in the life of the community and being concerned about the wider environment.

Cross Curricular Skills

Communication

Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary.

Using ICT

Create, develop, present and publish ideas and information using a range of digital media talk about, review and make improvements to work, reflecting on the process and outcome.

Thinking Skills and Personal Capabilities

Being Creative

Learn from and value other people's ideas.

Thinking, Problem-Solving and Decision-Making

Make predictions, examine evidence, and distinguish fact from opinion;

Make links between cause and effect.



Suggested Learning Intentions

Children will:

- Recognise and understand the importance of participating regularly in physical activity as part of a healthy and active lifestyle;
- Be aware of the benefits of walking and cycling to the promotion of sustainable development.
- Identify and investigate problems and suggest possible solutions;
- Participate in a traffic survey; and
- Plan how to influence change in travel patterns in the whole school community.

Suggested Learning & Teaching Activities

Walking Debate*

Have **Agree, Strongly Agree, Disagree and Strongly Disagree** each printed on a separate piece of paper. Place one word in each corner of the space available. With all children and classroom adults participating, call out the following statements, or your own statements, one at a time and ask for opinions and evidence from each corner:

- Sustainable transport is a serious issue for young people;
- Travel to this school needs to be completely reorganised;
- People do not understand about sustainable transport;
- Cars should be banned from the car park;
- No cars should be allowed to park within 500m from the school;
- Travel to this school could be changed;
- Only adults can make changes to use sustainable transport to our school; and
- I am beginning to understand the issues involved in sustainable transport.

Circle Time

Having used the Four Corner **Walking Debate*** as an introduction, invite everyone to sit in a circle and briefly ask for issues that were raised as a result of the surveys carried out in Activity 3 (and Activity 4 if you also involved other schools). As a circle complete one of the following sentence starters (or one of your own):

- I think the most important reason for change (in travel to our school) is.....
- Something that confuses me is.....
- I want to make a change because....
- One thing I have started to do already is.....

Shall We Begin?

As a circle work together to develop three reasons why you want to encourage more sustainable travel to your school. Is it possible to prioritise the reasons or do they have equal value?

To begin the planning process have each of the following headings written on a flip chart page:

- Why should we be concerned about sustainable transport?
- Where are the places we need to target?
- What are we aiming to achieve?
- Who will we involve?
- How will we know we have made a difference?
- When is a good time to begin?

Make six groups of people as they sit in the circle. Give each group a felt tip pen and one of the flip chart pages. Allocate a set time for the group to discuss and pen their responses and then have each group pass their page to the next group to add their comments to that topic. Repeat giving a decreasing length of time at each page until everyone has had an opportunity to contribute to the planning process. Have each group record the main points of the responses on their sheet on computer and print a copy for the class Planning Board.

One Good Reason

In twos or small groups, discuss and create a list of the benefits of physical activity participation to their health and well-being. Ensure they are aware of the importance of participating in physical activity for the recommended 60 minutes per day. Next, agree on the benefits to sustainable travel/development to and from school.

Create an agreed class list of how we could walk or cycle to and from school safely; for example,

- Walk or cycle with a friend,
- Parents/childminder could have a rota of walking with a number of children or
- Ask a parent to drop children off before the school gates so that they could walk the rest of the way and save congestion at the entrance to school.



Where possible, (for practical and safety reasons) encourage your children to walk or cycle to school for the next week.

Have your children complete Resource 12: Physical Activity Diary recording all their participation in physical activity for the next week. Also have them record how they feel during and after. Review and discuss the outcomes after the week, celebrate their progress and achievements and encourage the children to continue walking or cycling to and from school.

As a class, walk around the school grounds or go out of the school gates and take a walk around the local neighbourhood (if appropriate and safe). Ask your children to highlight any potential safety hazards or danger spots if they were walking or cycling to school. Also point out any cycle lanes and pedestrian crossings for children to use.

Be a Problem Solver

Your children will be aware of problems and situations that have been used to justify the current use of cars for the 'school run' and concerns about possible changes. Make a list of these problems and invite the class to suggest solutions such as:

Problems	Solutions
Too many cars	Make the surrounding streets car free
Cars travel too fast	Impose speed restrictions and teach road safety awareness
Parent leaves family off at school on way to work	Park away from the school – Park and Stride
Too many bags to carry	Have one adult gather all the bags and take them to school to wait for the children to arrive
Stranger Danger	Walk with someone/adult you know or in a group
Parents' fear of cycling dangers	Ask them to accompany the pupil. Take cycling proficiency test
Fear their bike will get stolen or be tampered with	Ensure it is properly chained to a rail in cycle-shelter. Ask school to provide safe cycle-shelter

Add your own list of 'problems' that have arisen. One way to arrive at solutions is to use Resource 13: Decision Making sheet. Alternatively use Resource 14: For and Against to raise awareness of arguments that can be used to both support and discourage sustainable transport. It is always good to have fully assessed a situation before you try to promote change!

People Who Can Help Us:

In school, School Councils, Principal and staff, Boards of Governors and Parent Teacher Associations can all raise awareness of school issues. Draw your children's attention to a local newspaper and local 'problems' involving councillors or Members of the Legislative Assembly (MLAs) involved in community issues. This is an opportunity to introduce children to members of local government by exploring www.niassembly.gov.uk Click on 'Your MLAs' and then on 'Locate Your MLA'. On a constituency map for Northern Ireland you can click on the area where the school is situated and see names and pictures of local MLA representatives. There is also a facility on this site to email your MLA with a question at www.yourassembly.com

Have the class produce a **Mind Map*** of possible people, school organisations, community organisations and government departments and decide who could be involved. See Resource 15: People Involved in Sustainable Transport as an example.

***See Active Learning and Teaching Methods for Key Stages 1&2 (CCEA)**





Sch



activity SIX

What Road Safety
Issues Do We Need
To Think about?

A graphic on the left side of the page features a white outline of a road sign with a blue background. Inside the sign, the words "activity" and "SIX" are written in a white, stylized font. The "SIX" is larger and more prominent than "activity".

activity SIX

You Will Need:

To confirm a pre-arranged date with DOE Road Safety Education Officer to come to school;
Resource 16: My Journey To School

New Words and Phrases

Pedestrian

What Road Safety Issues Do We Need To Think about?

Connected Learning Opportunities

The World Around Us

Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications.

Language and Literacy

Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.

Cross Curricular Skills

Communication

Listen to and take part in discussions, explanations, roleplays and presentations;
Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes.

Using ICT

Access and manage data and information.

Thinking Skills and Personal Capabilities

Self-Management

Manage their behaviour in a range of situations.



Suggested Learning Intentions

Children will:

- Be aware of road safety issues on the roads around their school;
- Have the opportunity to raise specific road safety concerns and receive suggestions to overcome them;
- Be aware of specific advice for cyclists; and
- Be aware of specific advice for pedestrians.

Suggested Learning and Teaching Activities

Write A Letter

As a result of identifying all that is required for a more sustainable approach to transport to school children may have raised the issue of safety on the roads. This is an opportunity to suggest a visit by the Road Safety Education Officer to the class to discuss road safety issues in general and also those specific to the location of your school. (The date for this should have been pre-arranged so that you know the letter will receive a positive response!) Discuss appropriate letter formats and decide on one appropriate for an adult in an official position. Decide what information the letter should include so that the officer arrives fully prepared. Invite a group of children to organise the final letter and posting.

Please note that Road Safety Education Officers book their appointments well in advance so it would be advisable to give as much notice as possible to increase the chances of your request for a visit being accepted.

Preparation For The Visit

Using an interactive whiteboard demonstrate the map facility on Google to access a map of the school using the school postcode. Discuss the various issues around the school that have already been identified such as traffic chaos in the morning, speeding traffic, or lack of crossing facilities. Use the arrow and zoom facilities to show the surrounding areas and if possible access every child's home. Where appropriate also demonstrate the Get Directions facility to show the suggested walking route to school from a child's home, clicking the 'Walking' option, entering the child's postcode and also the school's. This will also show a map which along with the directions will help the child identify landmarks and walking concerns along the way. Ideally each child should download a personal map and mark the route they would need to take if walking to school. Use Resource 16: My Journey To And From School to identify any concerns that moving to a more sustainable mode of travel would involve for both children and their parent(s)/carer(s).

In groups have the children organise appropriate meeting and greeting procedures. Also organise someone to propose a vote of thanks to their visitor and to write a 'thank you' letter following the visit. Children should prepare questions related to the findings of their surveys and concerns they may have regarding a move to a more sustainable form of transport from their home to and from school.

Following the presentation is an opportunity to reflect on:

- General road safety;
- General personal safety;
- Stranger Danger;
- Specific safety information for pedestrians;
- Specific safety information for cyclists; and
- Ways to approach particular road safety problems.

Contact details of agencies which can help with these issues are available in the Contact Details section of this document.

Website

Useful interactive road safety website which you may wish to check and also assess suitability for your class before use:

www.roadsafetyni.gov.uk/index/education.htm

Take A Few Minutes

- At the end of the school day remind your class of road safety points relevant to them;
- Have groups role play a road safety situation relevant to your school;
- Have your class prepare a road safety presentation for other classes;
- Prepare a folded leaflet outlining messages given by the Road Safety Education Officer;
- Have your children email their parent(s)/carer(s) with road safety messages relevant for both children and adults;
- Design a catchy road safety message for the school website and change it regularly;
- Have the class make a fridge magnet with a personal road safety message; and
- Have the class make a door knob hanger with a personal road safety message for class or home.






TUESDAY | WEDNESDAY

8

2

9

to do!



activity seven

How Do We
Convince Others?

activity seven

You Will Need:

Data and information that has been collated so far;

Digital cameras;

Sound recorders;

PowerPoint/C2K

Slideshow;

Photographs of school and surrounding area showing road hazards;

Examples of flyers and brochures;

Examples of awareness raising articles in local newspapers;

Example of a digital Talking Story Book;

Information about creating a Podcast

Resource 17: We Need You!

New Words and Phrases

Convince

Podcast

Flyer

Volunteer

How Do We Convince Others?

Connected Learning Opportunities

The World Around Us

The effects of positive and negative changes globally and how we contribute to some of these changes.

Personal Development and Mutual Understanding

Playing an active and meaningful part in the life of the community and being concerned about the wider environment.

Language and Literacy

Discuss various features of layout in texts and apply these, as appropriate within their own writing; and

Create, organise, refine and present ideas using traditional and digital means.

Cross Curricular Skills

Using ICT

Research, select, process and interpret information;

Create, develop, present and publish ideas and information using a range of digital media;

Share, collaborate, exchange and develop ideas digitally;

Talk about, review and make improvements to work, reflecting on the process and outcome;

Manage and present their stored work.

Communication

Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;

Talk about, plan and edit work.

Thinking Skills and Personal Capabilities

Self-Management

Set personal targets and review them; and

Compare their own approach with others' and in different contexts.

Working With Others

Take personal responsibility for work with others and evaluate their own contribution to the group.



Suggested Learning Intentions

Children will:

- Identify the school's sustainable transport issues and make appropriate suggestions for solutions;
- Investigate a range of ways to present their suggestions to others in their school and wider communities;
- Adapt their use of written and spoken language to be informed, persuasive and to win support; and
- Use a form of digital or other communication to convey their message.

Suggested Learning and Teaching Activities

Focus Your Thinking

The activities in this section are intended to inform the whole school and local communities of the benefits of sustainable transport and to enlist their help in making the changes necessary for promoting it successfully in the school. Many of the activities can also be used or adapted to fulfil the requirements for Using ICT and to prepare material for the Primary Accreditation Scheme. Details of the scheme and ideas in the website's Task List can be accessed at:

http://www.ccea.org.uk/primary_ict_accreditation/

Walk Once a Week

Schools participating in the WoW! scheme may decide to incorporate the Travelwise guidance into Activity Seven: **How Do We Convince Others?**. A step by step guide to WOW is available on the Travelwise NI website. You may also wish to use all or parts of the Walk to School assembly and lesson pack materials accessed at www.walktoschool.org.uk following the Our Resources/ Free Stuff/Learning Resources tabs. The website provides useful PowerPoint presentation materials which can be used on digital media in class or in an assembly situation.

We Need You!

Invite your class to use Resource 17: We Need **You!** to identify their target volunteers and to suggest how they could contribute to the school's move to using more sustainable transport. Encourage the children to think widely about how the whole school and local communities could contribute to promoting a positive and long-lasting approach to the use of sustainable transport at the school. Also encourage the children to think widely about their forms of communication from texting to articles in the local media. The completed resource can form the basis for discussion of formats best suited to audience and purpose.

Individuals and groups can volunteer or be allocated a form of communication and a target audience. They should make their product as interesting and informative as possible following a Plan, Do, Review process. They could also evaluate their work by writing an account of how they carried out their task, the problems encountered and how they overcame them, giving reasons for the choices made and the information used. The children should also have an opportunity to share and discuss their work with their peers, reflecting on the process and making any suggested improvements where appropriate. Preparation of digital presentations could use text and incorporate sounds, appropriate images and photographs. Brochures could fold in three and be designed to be printed 'back to back'. Flyers could have 'catchy' slogans, important information and incorporate photographs. If the school is going to need volunteers to set up a Walking Bus

have your children think about who may be able to fulfil the role – women and men, young and older people. Important information of the commitment required would need to be included as well as contact details. Each of the communication methods on the completed Resource 17: We Need **You!** will require its own format and suitable information. Schools should consider devising a School Travel Plan if these forms of communication are to be used in a real situation, which adds to the sense of audience and purpose while ensuring children play an active and meaningful part in the life of the community.

School Travel Plan

Using the information gained from the activities so far the school will now be well placed to involve members from the whole school and local community to draw up an action plan using the Travelwise guidance and support for a School Travel Plan available at www.nidirect.gov.uk/travelwise. This will enable your children's discussions to be usefully incorporated and give purposeful motivation to their work.





A photograph of children sitting at a desk, focused on their work. In the foreground, a yellow pen holder is filled with various writing instruments like pencils, pens, and markers. The children are wearing white shirts. The background is a solid light green color with white geometric shapes.

activity eight

How Are We Doing?

activity eight

You Will Need:

One sheet A4 paper for each child;
Access to Google and Learning NI;
Musical instruments;
Pedometers, if available

New Words and Phrases

Estimate
Approximate
Scenario

How Are We Doing?

Connected Learning Opportunities

Personal Development and Mutual Understanding

Their self-esteem, self-confidence and how they develop as individuals;

Initiating, developing and sustaining mutually satisfying relationships.

The Arts : Music

Work creatively with sound by creating musical stories, pictures, patterns, conversations, accompaniments and by investigating ways of preserving the music they have created.

Drama

Develop their understanding of the world by engaging in a range of creative and imaginative role-play situations.

Cross Curricular Skills

Using Maths

Choose the appropriate materials, equipment and mathematics to use in a particular situation;
explore ideas, make and test predictions and think creatively.

Communication

Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary.

Thinking Skills and Personal Capabilities

Thinking, Problem-Solving and Decision-Making

Make links between cause and effect;
Make connections between learning in different contexts.



Suggested Learning Intentions

Children will:

- Estimate time and distance;
- Reflect on the changes that have been made to how people travel to their school;
- Become aware of the effect of changes in their travel to school; and
- Experiment to create their own musical journey.

Suggested Learning and Teaching Activities

Activity Eight: How Are We Doing? assumes that the school is in the process of initiating, or has already begun, a Walk or Cycle to School event which it intends to promote and sustain as a regular activity. How Are We Doing? is intended as a reflective activity of the changes that children and adults are experiencing in how they travel to and from school. For those children who already walked/cycled to school it can be a time when they are more careful about road safety or an opportunity to take more notice of their senses as they travel on their journey.

Distances

Build on the work already done with maps in Activity Three and have your children:

- Plan and name the route that they will walk/cycle
- Estimate the distance
- Estimate the time it will take
- Ask them to write these estimates on a small piece of paper, fold it and write their name on the outside
- Gather all the papers together and keep until the next stage

Then have each child:

- Access the 'Maps' function on Google.
- Click 'Get Directions'
- Click the 'Walking person'
- Box A: Fill in the starting point – child's address or where the car could be parked – add the start of the postal code or town name
- Box B: Fill in the name of the school and postcode
- Click 'Get Directions'

The map which appears should show a route from where the child wants to start and finishing at the school. Sometimes the child may know a quicker route but the map will be of a scale he/she can follow. A scale will show at the bottom of the map. Using this scale ask the child to estimate how many metres between starting and finishing the walk/cycle. Then have the child look at the travel instructions down the left hand side of the page and check if the distance and the time they initially estimated for their journey were approximate. Give out the original estimates and compare.

How Many Steps?

When your children have a realistic idea of how far they travel they can work out how many steps they might take by using cones to measure out five metres in the school hall or playground. Then have each child count roughly how many steps they take to cover the five metres and work out how many steps that will result in for their total journey. If the school has access to pedometers children can check the number of steps they take.

Walk/Cycle to School Diary

Using Resource 11 from Activity Four as a guide give each child one blank A4 page and have them fold it into a booklet. Ask each child to give the booklet a title and add his/her name and the dates that the diary will cover. Inside have each child construct a table to provide columns and rows to allow information regarding:

- Day;
- Mode of travel;
- Route (road/street names);
- Distance;
- Time taken (include start and finish times);
- Weather conditions;
- People with me; and
- Things I noticed.

For example:**Date:** 3 October XXXX**Day:** Monday**Mode of Travel:** Park and Stride

Route	South St car park; the Square; Regent St, Mary St, Marquis St, Talbot St, Glenbrook Rd.
Distance	About 900m
Time Taken	08 30 to 08 45 15 minutes
Weather Conditions	Raining
People with me	Mum, brother and sister. Milly joined us from her house on Talbot St.
Things I noticed	Swoosh of cars on water; the Post Office; the damp feeling on my face; splashes on my legs; dog poo on the footpath. The leaves are more coloured than last week. Today must be Blue Bin day – all the blue bins are out.



Children who travel to school by car but walk or cycle home can adapt the diary accordingly. Using the diary children will be able to work out if they are having the suggested sixty minutes exercise each day.

Musical Journey

Use Learning NI Audio Networks to enable children explore the music files available and consider how they could be used to demonstrate their journey to and/or from school. Alternatively, choose a selection of music you feel would depict the sorts of journey the children in your class make to school. Consider for example if the journey is across water, urban or rural. Ask your children to interpret the music by expressing the picture, story or scene that it creates in their head when they hear it. Children could also select a range of instruments to depict the stages of their journey, constructing a short arrangement to present to their peers.

Mornings In Our House

Use the scenarios in Resource 18: Morning In Our House to explore problems and solutions that the children may be experiencing. Place your children in groups and give them a set amount of time to allocate character roles, plan how they will present the scenario and to prepare their scene. Then give every group an opportunity to set the scene and to present their solution taking on the characters in the scenario. At the end of each role-play gather together as a class and discuss the group's solution and other suggestions from the rest of the class, finally deciding on a way forward.

Circle Time

As an introduction discuss with your children what it felt like to do the role-play. One way of doing this is to ask the children to complete sentence starters such as:

- Something I enjoyed about the role-play ...
- Something I didn't enjoy about the role-play ...
- Something I learned from the role-play ...

In twos have your children discuss how they think the school's move to more sustainable transport is progressing. Ask them to use evidence to highlight the positives and to identify any negative aspects. Take feedback from each pair and record responses in separate columns, according to Positive or Negative. Ask for suggestions to deal with any identified negative aspects to rectify the situation. Identify personnel to approach, who should do it, when and how.

Discuss ways of congratulating adults and children on their successes to encourage them to maintain their efforts.







activity nine

Was It Worth It?

activity nine

You Will Need:

The KWL grid from Activity One;
Data from Activity Three;
Resources from Activity Three
Clipboards
Resource 19: Before and After
Resource 20: What Do You Think?
Resource 21: People We Met
Resource 22: Travelling To And From School;
Resource 23: Worth the Effort?

New Words and Phrases

Rapporteur
Conclusions
Recommendations

Was It Worth It?

Connected Learning Opportunities

Personal Development and Mutual Understanding

How to sustain their health, growth and well-being and coping safely and efficiently with their environment;

Initiating, developing and sustaining mutually satisfying relationships;

Playing an active and meaningful part in the life of the community and being concerned about the wider environment.

Mathematics and Numeracy

Collect, classify, recode and present data drawn from a range of meaningful situations, using graphs, tables, diagrams and ICT software.

Cross Curricular Skills

Using Mathematics

Choose the appropriate materials, equipment and mathematics to use in a particular situation;

Read, interpret, organise and present information in mathematical formats.

Thinking Skills and Personal Capabilities

Managing Information

Select, classify, compare and evaluate information;

Use a range of methods for collating, recording and representing information.

Thinking, Problem-Solving and Decision-Making

Generate possible solutions, try out alternative approaches and evaluate outcomes.

Being Creative

See opportunities in mistakes and failures.



Suggested Learning Intentions

Children will:

- Use evidence to evaluate sustainable transport changes in their school and local communities; and
- Recognise the interdependent nature of our lives.

Suggested Learning and Teaching Activities

Was It Worth It? is designed to be completed after changes have been in place for a number of weeks – long enough for these changes to have made an impact on the school and local communities. To gauge the impact, this activity uses a number of survey and interview materials so that children will have evidence from which to draw conclusions and to make recommendations to promote sustainable transport in the future. To introduce this activity invite your children to review the **KWL*** grid begun in Activity One and revisited in Activity Four.

Safety Changes

In groups have your children appoint a rapporteur and complete Resource 19: Before and After. Explain the role of the rapporteur and invite him/her from each group to present the findings of the group to the rest of the class. Record all the findings on an interactive whiteboard, if possible.

Fitness Changes

Discuss and record how many children are still walking or cycling to school. In twos or small groups discuss the various other fitness or health changes that the children have made as a result of participating in the activities. Create and display a class record of the range of physical activities that the children participate in, that not only promotes healthy and active lifestyles but also helps to promote sustainable travel. It is important that the children have plenty of time to discuss and understand their long term health benefits of regular physical activity and are able to express how they feel when they are active.

Behaviour Changes

Work together as a class to complete Resource 20: What Do You Think? Be open and honest about any changes you may have noticed. Some teachers have found that children who walk or cycle to school are more ready to begin work than those who have come by car. These teachers have found that exercise has made their pupils more alert and settled in class. Children could add to their information by completing the resource as a home learning activity to be completed with a family member.

Social Changes

Links with the whole school and local communities have been encouraged throughout all the activities with the purpose of encouraging a shared approach to sustainable transport. Consequently, your children should now have a sense of the interdependence of people and the environment. They have had opportunities to meet local businessmen, councillors and MLAs who will have informed them of how they contribute to sustainable transport in their area. They may also have developed relationships with other schools and with those living near the school and in the neighbouring streets or roads who were willing to support the school in moving towards more sustainable transport. Resource 21: People We Met enables children to record people involved, the contributions they made and the difference this made to promoting sustainable transport.

Travel Survey Revisited

Ask your children to consider how they will identify changes in transport patterns. You will have a range of data collected and collated in Activity Three. Identify which was the most useful data collected for your school and which you would like to measure changes. Discuss how they will compare data which will enable them to draw conclusions and make recommendations. They will need to devise a fair test, possibly using the same data collection sheet(s) from Activity Three and then comparing the collated data from the first and second surveys. Alternatively, you may decide to design a different sheet on which original and

new forms of transport are recorded and instantly comparable. Resource 22: Travelling To And From School is an example of such a data collection sheet which could be adapted to the needs of your class or school. Collate the data collected and make comparisons. You may decide to survey other sections of the whole school community outlined in Activity Three. Encourage your children to use a range of graphic representations and numerical comparisons using fractions and percentages where appropriate to display their results and to write conclusions drawn from their graphic representation.

Were The Changes You Made Worth The Effort?

Use Resource 23: Worth The Effort? as a home learning activity for children and their parent(s)/carer(s) to discuss together. Invite the children to share these responses in class and to draw conclusions when all have been listened to. This will be an opportunity to decide as a whole school community the way forward to make your school more supportive of sustainable transport.



***See Active Learning and Teaching Methods for Key Stages 1&2 (CCEA)**



activity ten



Celebration Time

activity ten

You Will Need:

All work completed so far;
Audio and visual
equipment;
Hospitality resources

New Words and Phrases

Committee
Network
Lobby

Celebration Time

Connected Learning Opportunities

The Arts

DRAMA: to develop dramatic skills appropriate to audience, context, purpose and task by using simple props to suggest character, and by using symbols and images to develop action and make meaning.

ART AND DESIGN: develop their understanding of the visual elements of colour, tone, shape, form, space, texture and pattern to communicate their ideas.

Cross Curricular Skills

Communication

Speak clearly and adapt ways of speaking to audience and situation;

Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes.

Thinking Skills and Personal Capabilities

Managing Information

Plan and set goals and break a task into sub-tasks.

Working With Others

Listen actively and share opinions.



Suggested Learning Intentions

Children will:

- Recognise the interdependent nature of their whole school and local communities; and
- Plan and organise an event.

Suggested Learning and Teaching Activities

Let's Celebrate

It is a good idea to have pre-arranged a suitable date for the celebration event and to have given a 'keep the date' reminder to key guests so that when they are contacted by the children to invite them to their celebration they will be able to give a positive response. Ascertain the budget for the event and as a class use a Planning Board to decide on the format of the day, the location and the guests. Encourage the children to be actively involved in all aspects of the day and to take ownership of the event. If possible, invite as many members as you can of the whole school and local communities to share in a display of what the school has been doing; to thank them for their help; and to explore how this could be continued to ensure the changes can be sustained.

Organising The Event

Having decided the format of the day and identified your special guests, split the necessary arrangements into five sections and allocate or ask for volunteers to be 'committee members' in each section. For example:

Event Committee

Role: For example, to liaise with the principal; ensure the size of the venue will accommodate all those invited; make necessary telephone calls; keep a record of acceptances; keep account of expenses and budget; liaise with all other committees and appropriate adults to co-ordinate the event and to ensure there are no problems.

Drama Committee

Role: For example, to develop and rehearse a short play to be performed at the celebration. It should depict the main messages of using sustainable transport and for sustaining positive changes in the whole school community; and to liaise with the other committees and appropriate adults.

Design Committee

Role: For example, to plan and design the layout of the venue and the audio and visual displays for the celebration. These could include wall displays of relevant data, 3D cars from Activity Two; PowerPoint slideshow; photographs; signs for welcome to the school, office, toilets, and exit signs in the languages used in the local community; appropriate background music; overall design of the chosen venue; and to liaise with the other committees and appropriate adults.

Marketing Committee

Role: For example, to design and send out invitations, for example in the shape of a car; create posters, flyers, a programme for the event; contact appropriate media; other marketing materials as appropriate; and liaise with other committees and appropriate adults.

Catering Committee

Role: For example, to plan appropriate refreshments for expected numbers; liaise with and to enlist appropriate adults and groups; and liaise with other committees and appropriate adults.

On The Day

Give each child a role and ensure each one knows, in full, what the role entails. Personnel will be required: at the school door; at the door of the celebration for example, the assembly hall; to hand out catering; give an official welcome and explain the programme for the event; thank the guests for their support so far; perform in the drama; assist the drama group; and network to lobby for support to sustain the changes in the school's move to more sustainable transport.

Allow plenty of time for guests to mingle with the children and to view the exhibitions. Take a written note of all visitors expressing willingness to help and follow up as soon as you can!

What's Next?

As a whole school community decide how best to sustain the efforts that have been made to move the school toward using sustainable transport. Encourage everyone to value the contribution they have made and can continue to make.







ACTIVITIES
ONE-NINE

RESOURCES

activity one

Resource 1 (1/2)

What Can You Find Out About...?

Sustainable Development

'Development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (Definition by The world Commission on Environment and Development)

Can you put this definition in words that a younger child would understand:

Ways that people in this class already contribute to sustainable development are:

Carbon Dioxide

Carbon dioxide is also written as CO_2 . (C – O – 2).

It is produced when

It is produced by

It becomes a problem when

Other information

Carbon Footprint

Carbon footprint is a way of measuring the effect our modern lifestyle such as travelling, and labour saving devices such as tumble dryers, can have on the atmosphere.

It measures how much carbon dioxide we each make. Ask your teacher if you can use a computer to find more information from <http://www.planet-positive.org/>

Make notes about what you have learned.

Resource 1 (1/2)

Photocopy and cut out the cards below. Group your children and select one card for each group and give everyone in that group a copy. Ask each person in the group to read the information and to add to it using their personal research from books, friends and family and the internet. Give each group some time to put their collective information together so that they can talk about their topic to the rest of the class for a specified time. This activity is not a project but is intended to raise awareness, so set a time limit for their research and preparation for presentation.

Pollution

Pollution is caused when fossil fuels are burned.

Use a search engine to name three fossil fuels:

- 1.
- 2.
- 3.

Give four suggestions about how to reduce pollution:

- 1.
- 2.
- 3.
- 4.

Global Warming

It causes climate change which doesn't always mean that we will have warmer summers and milder winters – some places will be hotter but most will have more erratic and extremes of weather conditions.

Four effects of global warming can be:

1. storms
- 2.
- 3.
- 4.

Two other things we have learned:

- 1.
- 2.

Greenhouse gases

Two greenhouse gases are Carbon dioxide and methane. They help to keep the atmosphere warm but too much contributes to global warming.

Name three living things that are affected by greenhouse gases:

- 1.
- 2.
- 3.

Ask your teacher if you can use a computer to find more information by entering 'Greenhouse gasses for kids' into a search engine. Make notes about what you have learned.

activity one

Resource 1 (2/2)

Answers to What Can You Find Out About...?

Sustainable Development

'Development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (Definition by The World Commission on Environment and Development)

Can you put this definition in words that a younger child would understand:

Ways that people in this class already contribute to sustainable development are:

Eg recycling shopping bags, switching off lights and plugs, or buying local produce.

Carbon Dioxide

Carbon dioxide is also written as CO₂. (C – O – 2).

It is produced when fuels such as oil, coal, gas and wood are burned

It is produced by cars, aeroplanes and transport which uses fuel

It becomes a problem when when too much is released into the atmosphere

Other information
Trees absorb Carbon Dioxide

Carbon Footprint

Carbon footprint is a way of measuring the effect our modern lifestyle such as travelling, and labour saving devices such as tumble dryers, can have on the atmosphere.

It measures how much carbon dioxide we each make. Ask your teacher if you can use a computer to find more information from <http://www.planet-positive.org/>

Make notes about what you have learned.

activity one

Resource 1 (2/2)

Answers to What Can You Find Out About...?

Pollution

Pollution is caused when fossil fuels are burned.

Use a search engine to name three fossil fuels:

1. Coal
2. Oil
3. Gas

Give four suggestions about how to reduce pollution:

1. Reduce, reuse, recycle
2. Use energy saving light bulbs
3. Ensure appliances are switched off at the plug
4. Reduce car usage

Global Warming

It causes climate change which doesn't always mean that we will have warmer summers and milder winters – some places will be hotter but most will have more erratic and extremes of weather conditions.

Four effects of global warming can be:

1. Storms
2. Flooding
3. Drought
4. Heatwaves

Two other things we have learned:

1. Too much CO₂ in the atmosphere contributes to global warming
2. Not everyone believes people have created global warming

Greenhouse gases

Two greenhouse gases are Carbon dioxide and methane. They help to keep the atmosphere warm but too much contributes to global warming.

Name three living things that are affected by greenhouse gases:

1. Humans – lifestyle
2. Plants – drought/flooding
3. Animals - extinct

Ask your teacher if you can use a computer to find more information by entering 'Greenhouse gasses for kids' into a search engine. Make notes about what you have learned.

Teachers' Resource: Greener Fuels For Cars

The type of fuel you use in your car can make a big difference to your impact on the environment. Learn about greener fuel alternatives to petrol – like electricity and biofuels – that produce less carbon dioxide when you drive.

Why choose greener fuels?

Driving cars produces more carbon dioxide – one of the main greenhouse gases responsible for climate change – than any other type of travel in the UK.

Petrol is the vehicle fuel that creates the most carbon dioxide (CO₂). Using a car that runs on an alternative to petrol can reduce your CO₂ emissions from driving.

Climate change: a quick guide <http://www.direct.gov.uk/en/Environmentandgreenerliving/TheWiderEnvironment/Climatechange/index.htm>

Diesel

Diesel engines produce less CO₂ than petrol cars but currently produce more air pollutants. This is set to change, and in the future diesel cars will be almost as clean as petrol cars in terms of pollutants.

Electric cars (EVs)

Electric cars (sometimes called EVs, for 'electric vehicles') are cars that get some or all of their power from batteries.

Some electric cars are advertised as being able, in ideal conditions, to travel up to 100 miles between being charged. If you regularly take trips longer than this, plug-in hybrids may be more suitable – see the paragraph on the following page, 'Hybrid electric vehicles'.

Costs and the Plug-In Car Grant

Electric cars cost more to buy than a petrol or diesel car. However, from January 2011, the Plug-In Car Grant has been available to help with the cost. For more information, see 'Plug-In Car Grant'.

Electric cars benefit from:

- zero rates of Vehicle Excise Duty (vehicle tax)
- local incentives, like 100 per cent discount from the London congestion charge and free parking

Recharging your car

You can charge your electric car at home. This is safe, but you'll need to get appropriate advice to make sure your home wiring is suitable, from:

- a registered electrician
- an electric vehicle manufacturer
- or another specialist
- There are a number of EV charging points around the UK. Contact your local council to find out where.
- Europe and the UK are currently working to allow EV owners to use charging points across Europe.

Resource 3

Environmental impact

EVs don't produce tailpipe (exhaust) emissions when they're driven, so they're a good choice for urban driving, where air quality is a consideration. Instead, emissions are produced at the power station generating electricity for the vehicle.

Vehicles that use electricity from renewable sources (like wind power) already produce less CO₂ and air pollutants than petrol and diesel equivalents. This will continue to improve as the amount of renewable electricity produced in the UK increases.

Hybrid electric vehicles

Hybrid cars use a petrol or diesel engine combined with a battery, and are very fuel efficient without any compromise on performance. The battery recharges as you drive.

At slower speeds (up to 30 miles per hour), the car runs on battery power. This uses less petrol when driving and reduces CO₂ emissions.

Hybrid vehicles that plug into the mains electricity supply are known as 'plug-in hybrids' or 'PHEVs' and may qualify for the Plug-In Car Grant. Those that don't plug in won't qualify.

Biofuels

Biofuels, for example biodiesel and bioethanol, are made from plant materials like vegetable oils or wheat.

How to use biofuels

Biofuels can be mixed with ordinary diesel or petrol and used in normal cars. Much of the diesel available in the UK, and some petrol, now contains biofuel – up to a maximum of 5 per cent in petrol and 7 per cent in diesel.

Environmental impact

Biofuels can reduce climate change impacts because the plants they're made from remove carbon dioxide (CO₂) from the air when they grow. This helps balance out the CO₂ emissions produced when the fuel is used in a car.

There are concerns that some biofuels compete with food production or contribute to deforestation. The government encourages the sustainable production of biofuels by making biofuel suppliers report on:

- where the fuels are produced from
- other information, like the greenhouse gas emissions saved by the fuels

Liquefied Petroleum Gas (LPG)

LPG is mainly made up of propane and is obtained as a by-product of oil refining or from natural gas fields.

Resource 3

Converting cars to LPG

LPG can be used as fuel in most petrol engines after they have been converted. Conversions can be dangerous if not done correctly, so you should:

- check with your car's manufacturer before getting the engine converted
- only use an installer approved by UKLPG, the association for the LPG industry

Most LPG vehicles are bi-fuel (or 'dual fuel'), meaning they can run on either LPG or petrol. This lets the vehicle use petrol in areas where LPG isn't available.

Costs

It typically costs from £1,600 to convert a car to LPG, depending on the vehicle. LPG cars qualify for a lower rate of car tax, as they are classed as 'Alternative Fuel Cars'.

Environmental impact

Vehicles using LPG perform like petrol vehicles, but produce:

- about 14 per cent less carbon dioxide (CO₂) than equivalent petrol engines
- similar emissions of nitrogen oxides (NO_x) and particulates (soot) to petrol vehicles
- much lower NO_x and particulate emissions than all but Euro 6 diesel engines
- slightly more CO₂ than diesel engines

NO_x and particulates are both harmful to human health – the article 'Air pollution' explains how.

- Air pollution:

http://www.direct.gov.uk/en/Environmentandgreenerliving/TheWiderEnvironment/Pollution/DG_180281

Fuel cell vehicles

A fuel cell combines hydrogen with oxygen from the air to produce electricity to drive a vehicle.

This type of vehicle is still being developed and is not commercially available yet.

Resource 4

Teachers' Resource: Electric Cars

Electric cars (EVs)

Electric cars (sometimes called EVs, for 'electric vehicles') are cars that get some or all of their power from batteries. There are all-electric vehicles with an electric motor powered by a rechargeable battery, and Plug-in Hybrid Electric Vehicles (PHEVs) powered by both mains chargeable batteries and a normal combustion engine.

Electric cars are zero emission at the point of use. Instead, emissions are produced at the power station generating electricity for the vehicle.

Vehicles that use electricity from renewable sources (like wind power) already produce less CO₂ and air pollutants than petrol and diesel equivalents. This will continue to improve as the amount of renewable electricity produced in the UK increases.

Technology has developed to extend the range of vehicles to in excess of 100-130 kilometres.

Europe and the UK are currently working to allow EV owners to use charging points across Europe.

Costs and the Plug-In Car Grant

Electric cars cost more to buy than a petrol or diesel car. However, from January 2011, the Plug-In Car Grant has been available to help with the cost. For information on the Plug in Car Grant and eligibility criteria see http://www.direct.gov.uk/en/Environmentandgreenerliving/Greenertravel/Greenercarsanddriving/DG_191976

To charge an electric car is inexpensive. Research shows that 12,000 miles travelled in an electric vehicle would cost on average £115.

Electric cars benefit from zero rates of Vehicle Excise Duty (vehicle tax)

It is anticipated that a large number of motorists will be able to charge their cars at home or at the workplace. You'll need to get appropriate advice to make sure your wiring is suitable, from:

- a registered electrician
- an electric vehicle manufacturer
- or another specialist

Funding of up to £850,000 has been awarded to support the installation of electric vehicle charging infrastructure here. The funding has been awarded as part of the Plugged In Places initiative which is run by the Office for Low Emission Vehicles (OLEV) in London <http://www.dft.gov.uk/pgr/sustainable/olev/>. The bid, led by DRD and DOE, was made by a consortium of funders including NIE, ESB, NIE Energy, Donnelly's Motors, Intel, SAP and a number of local councils. In addition to installing charging points, this money will be used to conduct research.

activity three

Resource 5

Data Collection Sheet

Target section:

Date:

Total number interviewed:

TYPE OF TRAVEL	TALLY	TOTAL
Bus		
Walk		
Car/van (on my own or with my family)		
Car/van (with people from another family)		
Bicycle		
Train		
Other		
Names of group members responsible for survey:		

activity three

Resource 6

Travel Patterns at Our School

School

From the survey of _____ for example teachers, pupils, ancillary staff conducted on _____ we can make the following comments about their travel to and from school:

Travel to school:

- 1.
- 2.
- 3.
- 4.
- 5.

Travel from school:

- 1.
- 2.
- 3.
- 4.
- 5.

Unusual ways of travel we found in this study:

Issues this information raises:

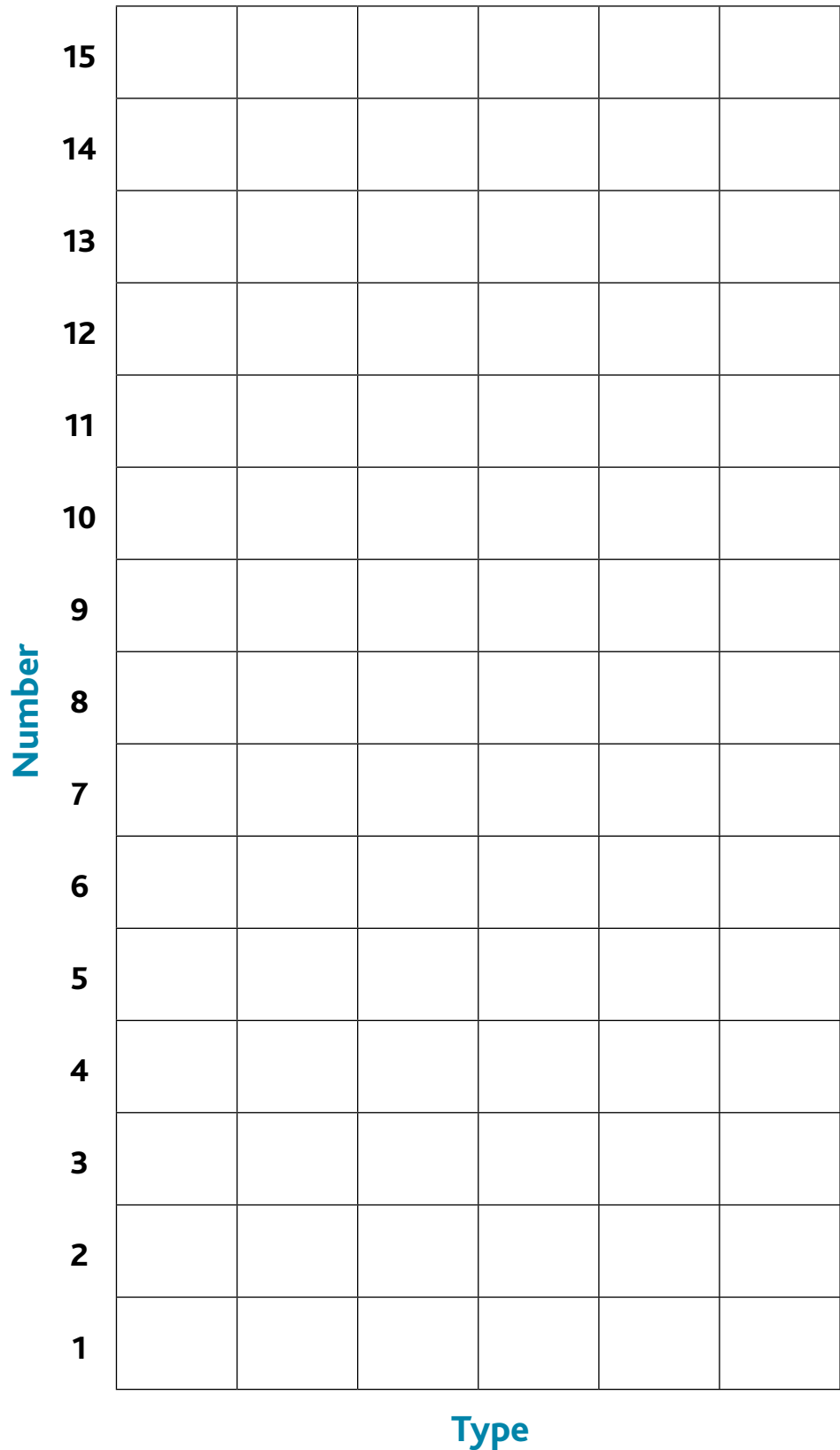
- 1.
- 2.
- 3.

activity three

Resource 7

Block Graph

Adapt this resource as appropriate.

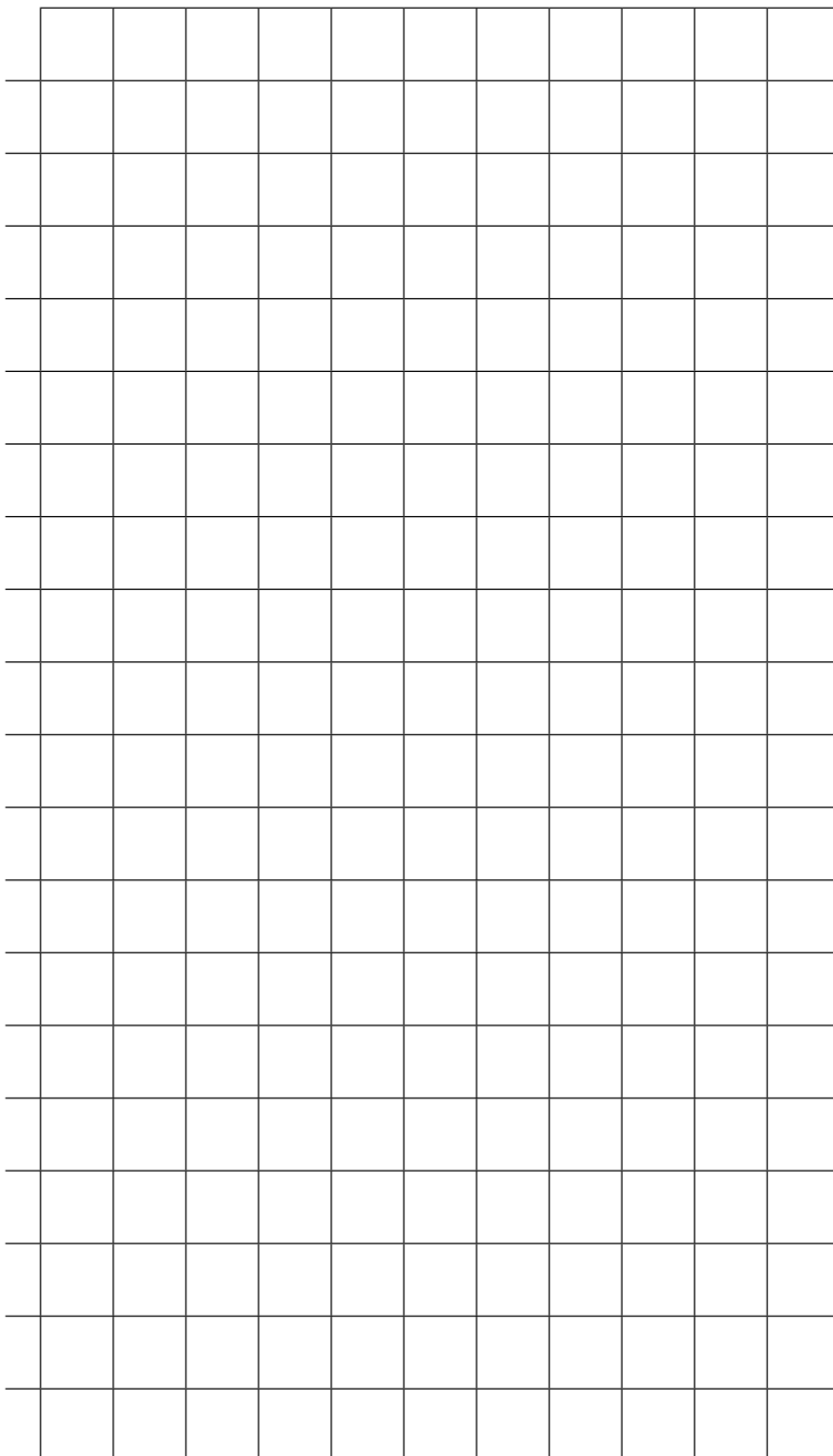


activity three

Resource 8

Bar Chart

Complete the numbering
and labelling on the bar
chart



activity three

Resource 9 (1/3)

What Are Our Travel Patterns?

In school we have been studying how we travel and the effect it has on our environment. We need to look at the travel patterns for our school and to do that we need your help. Please work with your child to complete the following survey which is his/her home learning activity for this evening.

A. Please indicate with a tick how your child(ren) travel to and from this school:

Mode of Transport	Everyday		Occasionally		Never	
	To School	From School	To School	From School	To School	From School
Car/van (please delete as appropriate)						
Shared arrangement with other parents (car)						
Walk						
Train						
Bicycle						
Free School Bus						
Public Bus						
Other – please identify						

If you have more than one child at the school and answers would differ for each child please use separate forms, otherwise if the same answers apply to all children just use the one form.

activity three

Resource 9 (2/3)

What Are Our Travel Patterns?

B. Please indicate using the key below how your family travel to:

A – Always **O** – Occasionally **N** – Never

Mode of Transport	Work	Shopping	Holidays	Visiting Family & Friends	Leisure activities	Other – please identify
Car						
Shared car arrangement						
Van						
Walk						
Train						
Bicycle						
Bus						
Aeroplane						
Other – please identify						

activity three

Resource 9 (3/3)

What Are Our Travel Patterns?

C. Many schools would like to reduce the number of children being driven to and from school. We would like to know your views on this (whatever they may be – there are no 'right' or 'wrong' answers) Please tick the answer that most closely matches your opinion.

"The school should actively try to encourage less use of the car for school journeys"

Agree Strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly

"As a family we would like to use the car less often"

Agree Strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly

Below is a list of various transport methods. Excluding the method of transport you usually use, would you consider allowing your child to travel to school by other means (tick the boxes that apply). In the box below the table is a space to write any improvements that you would like to see to encourage you to use each of these methods. Please be as specific as possible – for example try to use actual road names.

Would you consider.....?

Mode of Travel	Yes	Maybe	No	Too Near	Too Far
Walking					
Cycling					
Bus					
Car Sharing					

We live approximately _____ miles from the school. It is approximately _____ miles to the school from where I work.

activity four

Resource 10

Information about 'Freddie and Fiona'



About 'Freddie and Fiona'

Freddie and Fiona are the mascots of the Travelwise Northern Ireland Campaign.

They want to tell every person in Northern Ireland about the benefits of walking, cycling, car sharing or using public transport to travel, especially, to and from school. As sociable and fun-loving nine year olds, Freddie and Fiona love walking and cycling to school and think car sharing with friends and using buses and trains is cool as that way they can spend time with friends both in and outside the classroom.

Freddie and Fiona have a lot to say about how we all travel to school and this is what you can tell everyone in this school and all your family and friends:

Freddie and Fiona's main messages to children are:

- Walking and cycling are healthy, fun ways of travelling to and from school;
- Car sharing with friends on the school run every morning is great as it reduces the number of cars on the road and allows you to spend more time with your friends outside school hours;
- When walking or cycling to school be careful if approached by a stranger and never get into a car with someone you don't know;
- Be very careful with road traffic especially when crossing roads

Resource 11 a



FOLD OVER ONCE CUT

What I am going to do to walk, cycle and use public transport more often:

People I will need to help me to do this:

Sustainable Transport

Name: _____

8

1



My Travel Plan

Date from: _____ Date to: _____

	Walk	Car	Bus	Plane	Boat	Other	Comment
Sun							
Mon							
Tues							
Wed							
Thrus							
Fri							
Sat							

4

5

Resource 11 a



FOLD OVER ONCE CUT

GLOSSARY

Write down the words and phrases you talk about and also what they mean:

2

To encourage more people to walk, cycle and use public transport our school is:

7

To reduce CO₂ and to encourage more people to walk, cycle and use public transport the government is:

Glossary (cont)

To reduce CO₂ and to encourage more people to walk, cycle and to use public transport our council is:

6

3



Physical Activity Diary

Day	Physical Activity	Duration	How did you feel?	
			DURING	AFTER
For example: Monday	Walked to school with my friend and her mum.	15 mins	Had fun chatting with my friend. Heart beating faster.	Happy and relaxed. Enjoyed the fresh air.
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Please work with your child to complete this physical activity diary over the next 7 days.

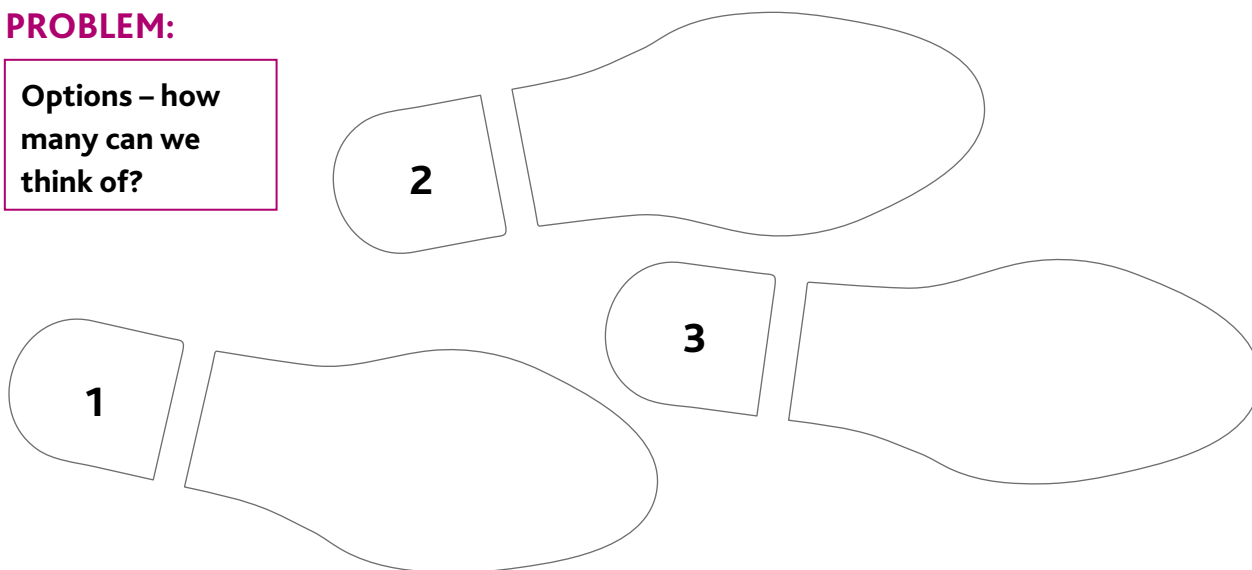
activity five

Resource 13 1/2

Decision Making

PROBLEM:

Options – how many can we think of?



Option 1:

Advantages	Disadvantages

Is this a good option?

Is it the best option?

Give a reason for your choice

activity five

Resource 13 2/2

Decision Making

Option 2:

Advantages	Disadvantages

Is this a good option?

Is it the best option?

Give a reason for your choice:

Option 3:

Advantages	Disadvantages

Is this a good option?

Is it the best option?

activity five

Resource 13 2/2

Decision Making

Give a reason for your choice:

activity five

Resource 14

For and Against



Not all arguments for will have an equal argument against so treat For and Against separately. Sometimes an issue with a large number of arguments to support it can be outweighed by one against. Remember it is not the number of arguments we can put forward but the strength of the argument that is important. Decide whether the For arguments or the Against arguments are the strongest. If you want something to happen you need to make your arguments the strongest!

For	Against
Walking to school	Walking to school

For	Against
Cycling to school	Cycling to school

For	Against
Using a car to travel to school	Using a car to travel to school

activity five

Resource 14

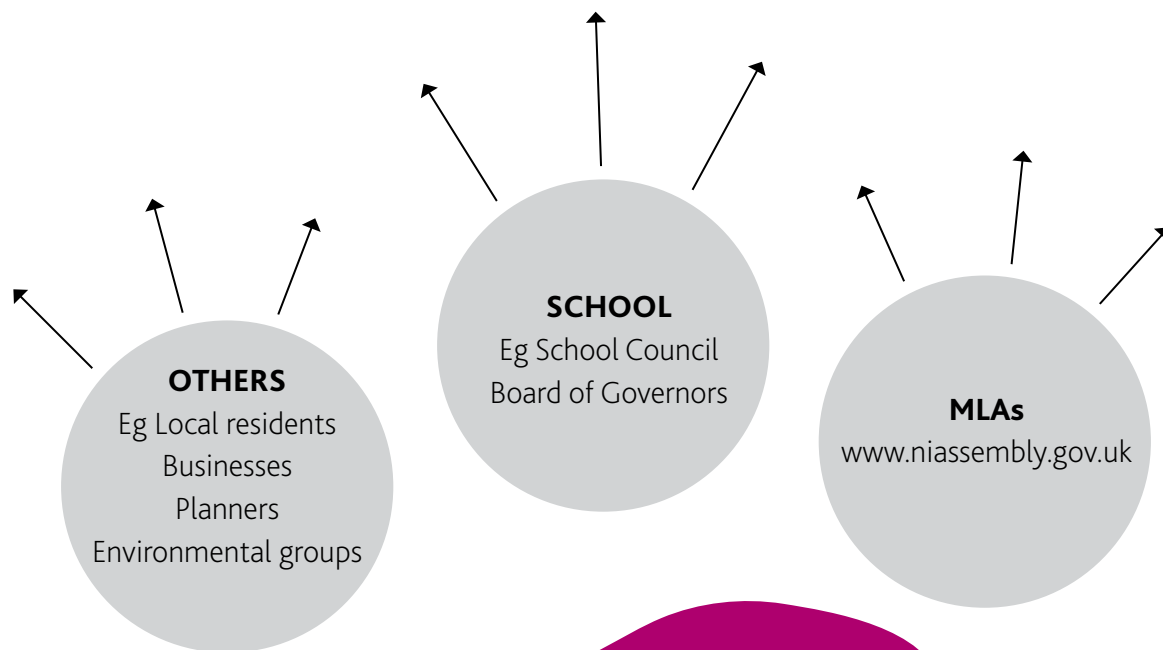
For and Against

For	Against
Using a car share to travel to school	Using a car share to travel to school

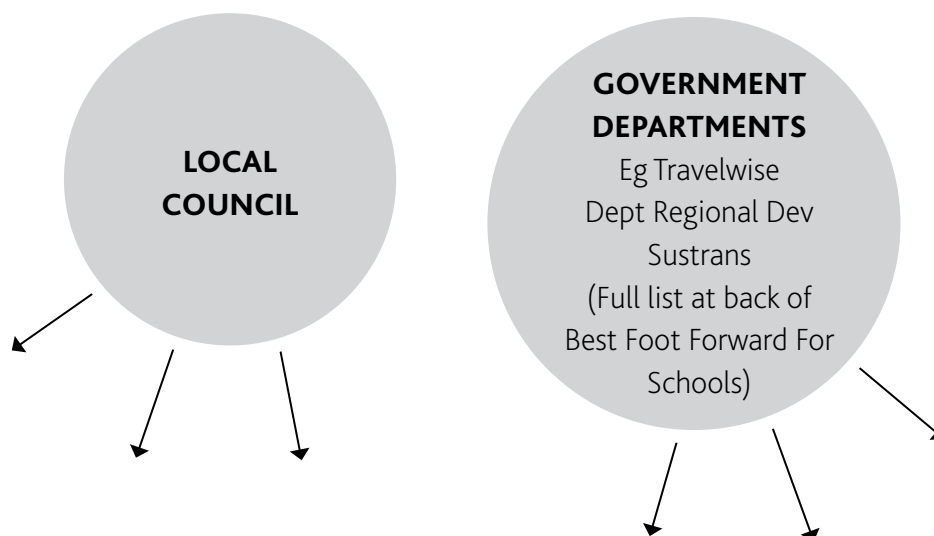
For	Against
Using public transport to travel to school	Using public transport to travel to school

activity five

Resource 15



People Involved in Sustainable Transport



My Journey To And From School

Travel Mode	What concerns, if any, do you have about using this mode?		What concerns, if any, do your parents have about using this mode?	
	TO SCHOOL	FROM SCHOOL	TO SCHOOL	FROM SCHOOL
Walking				
Cycling				
Bus				
Train				
Car Sharing				
Boat				

We Need YOU!

Think of all the people involved in your school and in the local community and then think of how they could help you to use more sustainable transport to travel to and from school. What do you think would be the best means of attracting their attention and convincing them of your suggestions? Some have been started for you already.

Target Audience	How They Could Help	Best Way To Communicate and Convince
School Council	<ul style="list-style-type: none"> • Make representation to the Principal; • • 	<ul style="list-style-type: none"> • •
Other children	<ul style="list-style-type: none"> • Tell others, persuade parent(s)/Carer(s); • • 	<ul style="list-style-type: none"> • Presentation • A digital Talking Story Book • Posters • •
Parents	<ul style="list-style-type: none"> • Find a way so we could walk/cycle more; • Car share; • • 	<ul style="list-style-type: none"> • Flyer • Podcast on school website • •
Principal	<ul style="list-style-type: none"> • Use a form of sustainable transport; • • 	<ul style="list-style-type: none"> • Arrange a meeting • •

activity seven

Resource 17

We Need YOU!

Target Audience	How They Could Help	Best Way To Communicate and Convince
Teaching Staff	<ul style="list-style-type: none"> • Use a form of sustainable transport; • • 	<ul style="list-style-type: none"> • •
Non Teaching Staff	<ul style="list-style-type: none"> • Use a form of sustainable transport; • Ask interested questions; • Give suggestions; • • 	<ul style="list-style-type: none"> • •
Board of Governors	<ul style="list-style-type: none"> • Make a change to include using sustainable transport; • • 	<ul style="list-style-type: none"> • •
Local radio presenters	<ul style="list-style-type: none"> • Give quick reminders about children on roads to drivers, especially at peak times; • • 	<ul style="list-style-type: none"> • Letter • Email • •
Local organisations – After school clubs, sports clubs, Cubs, Scouts, GB/BB etc	<ul style="list-style-type: none"> • Give road safety reminders to children as they leave for home; • • 	<ul style="list-style-type: none"> • •

We Need YOU!

Target Audience	How They Could Help	Best Way To Communicate and Convince
Local MLA	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
Local Councillor	<ul style="list-style-type: none"> • Explain what the council is doing to promote sustainable transport; • • 	<ul style="list-style-type: none"> • •
People living near the school	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Flyer • Brochure/Leaflet • Presentation • •
Other local people	<ul style="list-style-type: none"> • Be aware of keeping walking and cycling children safe; • Inform the school of any problem situations; • • 	<ul style="list-style-type: none"> • •
People who use the local roads	<ul style="list-style-type: none"> • Drive slowly and look out for walkers/cyclists; • • 	<ul style="list-style-type: none"> • Article in the local newspaper • •

activity eight

Resource 18

Mornings In Our House

<p>You normally go to school by car, leaving home about 08 30. You need to leave the house by 08 10 if you are going to be able to walk. Your Mum and Dad take turns to walk you to school but they need everyone to be on time as they need to go to work. It is 08 00 and your little brother who is in P2 isn't dressed and hasn't had his breakfast.</p>	<p>You live about five miles from your school. Your Mum teaches there and she has a lot of books to bring to and from school. You want to walk part of the way so that you will get your WoW badge but if Mum has those books she needs to take the car into the school grounds.</p>	<p>It is PE today and you have your PE bag to carry as well as your school bag, lunch box, and violin. You want to walk to school with your brother and sister who are in P3 and P5. Mum suggests that they help you by carrying some of your gear but they aren't too happy about that.</p>
<p>The first few days of the Walk to School event worked very well in your house. However, this morning is wet and cold and you don't really want to bother but Mum is telling you to hurry up and get yourself organised - you've ten minutes to get ready.</p>	<p>You have really enjoyed your walk to school as a change from going in the car. You meet your friends and by the time you reach school you're wide awake and ready to start work. Mum and Dad have adjusted their usual journey to work so that you can walk but they think it's only for a week! You would like to keep walking to school.</p>	<p>Mum walks to school with you on Mondays and Tuesdays and you go with a neighbour on Thursday and Friday. On Tuesday night Gran stays over to take you on Wednesday but she isn't as quick at getting you up and organising breakfast as Mum and this morning you were all so late Gran had to take you in the car. What's to be done?</p>

activity eight

Resource 18

Mornings In Our House

Our family is doing a car share with another family about a mile away. When we call to collect their boys they are never ready and when they call for us they are always late. We don't really talk that much on the way to school!

You had to persuade Mum to let you and your younger brother and sister walk to school. Because of where you live Mum wants to walk with you. Mornings were very busy anyway because Mum's the only adult and it's important that she gets to work on time but it's very hard to get the extra half hour that you all need to get out on time so that Mum can also leave on time to go to work.

You and your sister have always been taken to school by car even though you live about half a mile away. In fact, you go everywhere by car. There's nothing the family enjoys more than the weekend when you don't have to get up for school and you have all day to watch your favourite TV programmes. Everybody in the class is going to participate in the WoW scheme and you're not that keen but you don't want to be different.

activity nine

Resource 19

Before and After

Please use the form below to record any changes with regard to safety that have resulted from your work on sustainable transport issues. Please also comment on how successful you think the changes have been.

Before	Change	Comment

activity nine

Resource 20

What Do You Think?

I Think	My Teacher Thinks	My _____ Thinks
This is why I think it	This is why I think it	This is why I think it
From now on I would like	From now on I would like	From now on I would like

Travelling To And From School

Target Group: _____

Ask for a show of hands and record the number in each section of your data collection sheet

Mode of Transport	I used to		Now I	
	Go to school	Go from school	Go to school	Go from school
Car/van				
Shared arrangement with other parents				
Walk				
Train				
Cycle				
Free School Bus				
Public Bus				
Other				

activity nine

Resource 23

Worth The Effort?

We would like to thank you for any changes you have made to make your child's travel to school more sustainable. Now we want to discover how everyone feels about the changes. Please discuss the following questions with your child and together write an answer in each section. We will share these responses in school so that we can draw conclusions from all the responses.

	Child's Response	Family Member's Response
I wanted to use a more sustainable form of transport because		
To use a more sustainable form of transport I decided to		
The changes I had to make were (make a list)		
How I felt about the changes I made (were they worth the effort?)		
From now on I am going to		

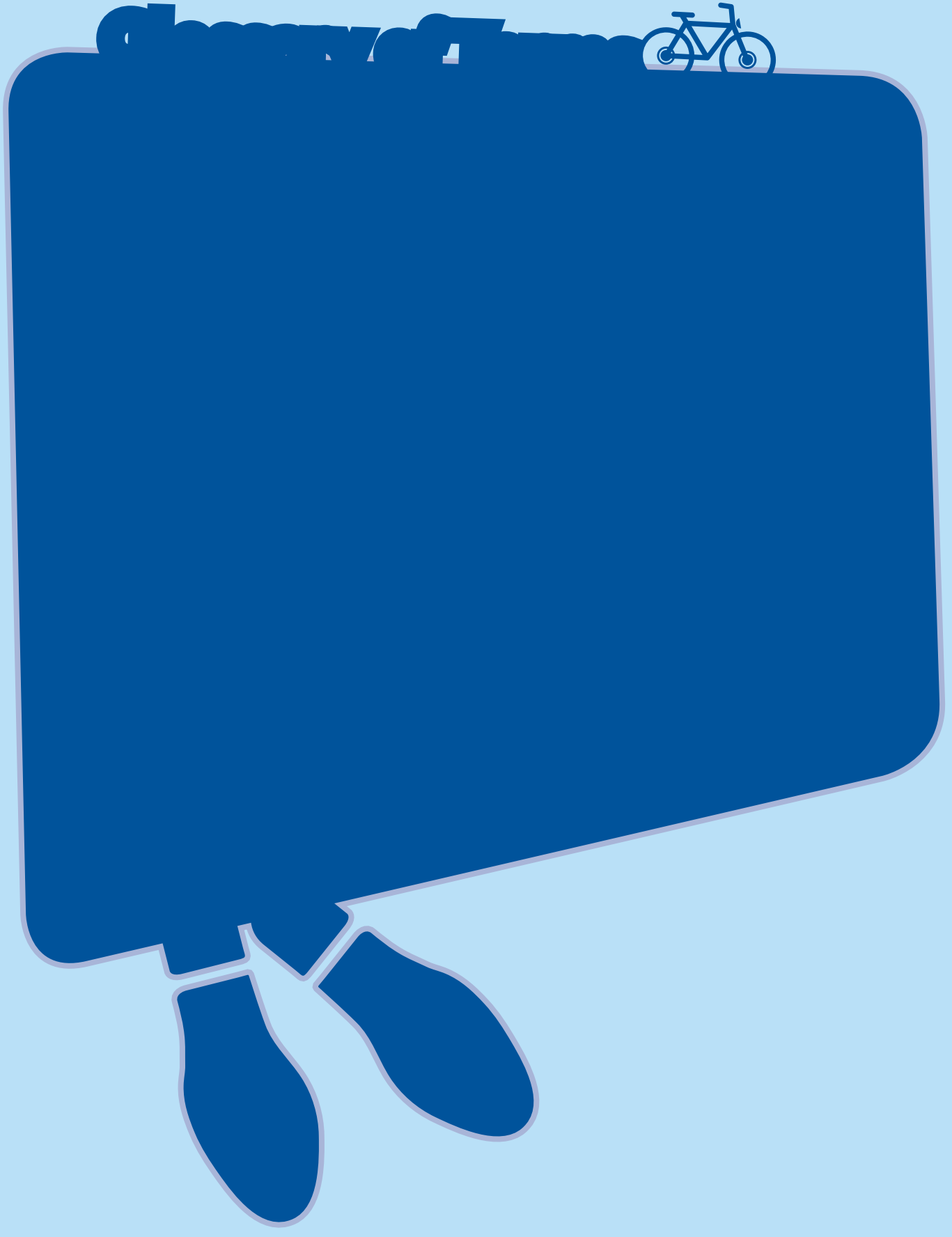




Facts about Transport in Northern Ireland

DID YOU KNOW?

- The number of licensed vehicles in Northern Ireland has increased from 578,000 in 1992 to 1,043,945 in 2009. If all these cars were parked nose to tail the queue would stretch for over 5,100 km i.e. from Belfast to New York!
- Road Traffic is responsible for 70% of CO₂ in the atmosphere, CO₂ is thought to be a major contributor to Global Warming.
- 20% of cars on the road during the morning peak are on the "School Run".
- Three quarters of households in Northern Ireland had access to a car in 2007-09
- Children under 16 made over six in ten (64%) of their journeys as car passengers, with most of the rest on foot (21%)
- In 2007-2009, 36% of vehicles in households with one or more child were used to take someone in the household to school.
- In Belfast people are using their cars to get to work less. In 2003-05, 67% of workers used their car or van to get to work, this has decreased to 59% in 2007-09.
- Thirty-six percent of households in Northern Ireland own one or more bicycles. A total of 14% of households have one bicycle, 11% have two bicycles and a further 11% have 3 or more bicycles.
- The number of road deaths occurring as a result of road collisions fell by 5% from 107 in 2007 to 115 in 2008. The NI Road Safety Strategy (2002-12) sets targets to reduce deaths and serious injuries from the 2002 levels by 33% overall and by 50% for children in particular, by 2012.
- In 2009, 4 children were killed, 116 were seriously injured and 860 were slightly injured as a result of road collisions.
- More people are killed per traffic collision in Northern Ireland than in the rest of the United Kingdom
- We spent 308 hours per year travelling within Northern Ireland during 2007-2009 - approximately 13 days each year or 51 minutes per day. Around thirty three minutes per day were spent travelling by car and eight minutes per day were spent walking.
- This information has been sourced from the Travel Survey for Northern Ireland (2007-09) and the Northern Ireland Transport Statistics 2009-10.





In addition to the Travelwise Best Foot Forward for Schools Programme the Travelwise NI Campaign also organises and supports a range of school based initiatives throughout the year.

Travelwise NI Schools:

Additional Activities

1. Safer Routes to Schools

Schools across Northern Ireland that require traffic management improvements are assessed and prioritised for inclusion in our Safer Routes to Schools Level 1 Programme annually. Level 1 schools will benefit from having one-to-one contact with a Travelwise School Travel Advisor throughout the duration of the programme to help inbed the practices and lessons from the Travelwise Schools resources/activities including: curriculum based educational resources, promotional materials, and WOW! walking and cycling initiatives. Schools will also complete surveys at this stage to identify key issues surrounding school travel, with the help of the schools co-ordinator.

In addition to this, the school will be provided with additional road safety measures which are likely to include enhanced road markings and warning signs with flashing amber lights from our partner agency, Roads Service.

2. Walk to School Week

Walk to School Week is the perfect opportunity to get your pupils out of their cars and on to their feet. It is an awareness-raising event that takes place every year in May. Pupils, parents and teachers can all take part and get walking to school!

Each year we come up with a new theme (past ones have included Walk Our World and Go and Glow) and we produce free posters, stickers and other resources which are available to all schools in Northern Ireland. We ask schools to provide us with items for our scrapbook (you can see these on our website) and we award fantastic prizes to the schools who have made the best or most innovative effort.

More and more schools are taking part every year - in 2011 over 54,000 school children from across Northern Ireland took part!

3. International Walk to School Month

International Walk to School Month takes place in October when children all around the world will be participating and making that special effort to walk to school. Early in the new school year is the perfect time to start good travel habits that can continue and be built on throughout the year. As it takes place over a whole month it means that you have the freedom to take part whenever best suits you and your school

4. WOW!

WOW! stands for Walk Once a Week and aims to build on the progress made during events like Walk to School Week and Month to make walking to school an everyday occurrence. We provide schools with wall charts on which children can record how they travel to school and if they **W**alk **O**nce a **W**eek then they will receive a sticker. We also provide schools with posters to advertise WOW! and certificates that can be presented to pupils. To make running WOW! as simple and as easy as possible we can provide schools with a step-by step guide on how to run a WOW! Scheme.

5. Walking Bus

A walking bus is a convenient, safe, healthy and environmentally friendly way for children to walk to school. A walking bus has an adult 'driver' at the front and an adult 'conductor' at the rear. The children walk to school in a group along a set route picking up additional 'passengers' at specific 'bus stops' along the way. It can give your pupils the opportunity to learn about road safety, time to chat to their friends before lessons and gives them important exercise time on a daily basis.

Each walking bus is developed to suit the needs of children and their parents at each school. Many are set up and run by the school's PTA. Please contact us if you would like any guidance on how to set up a walking bus for your school and we can provide you with a fact-sheet and any other help you might need.

6. Schools' Bike Day

Schools' Bike Day takes place during Bike Week. Every year in mid-June Travelwise NI organises Bike Week. Schools' Bike Day encourages pupils, parents and teachers to replace the four wheels with two for the school run. We fully appreciate that in some cases cycling to school may not be feasible; however, for those that cannot cycle to school, alternative activities such as organised cycle rides in the local park or cycling proficiency lessons, for example, could be implemented.

For further information about additional Travelwise Schools activities contact the Travelwise NI Team:

Tel: 0845 378 0908

Email: travelwiseni@drdni.gov.uk

Website: www.nidirect.gov.uk/travelwiseni



Contact Details

Travelwise NI

Clarence Court
10-18 Adelaide Street
Belfast
BT2 8GB
Tel: 0845 378 0908
Email: info@travelwiseni.com
Website: [www.nidirect.gov.uk/
travelwiseni](http://www.nidirect.gov.uk/travelwiseni)

Council For The Curriculum, Examinations & Assessment (CCEA)

29 Clarendon Road
Clarendon Dock
Belfast
BT1 3BG
Email: info@ccea.org.uk
Website: [www.
rewardinglearning.org.uk](http://www.rewardinglearning.org.uk)

Northern Ireland Curriculum

Email: info@nicurriculum.org.uk
Website: [www.nicurriculum.
org.uk](http://www.nicurriculum.org.uk)

DOE Road Safety Education, Belfast

Road Safety Education Officer
C/o Belfast Education & Library
Board
Academy Street
Belfast
BT1 2NQ
Tel: 028 9050 8181
Email: [roadsafety.belfast@
doeni.gov.uk](mailto:roadsafety.belfast@doeni.gov.uk)

DOE Road Safety Education, South Eastern Area

Hydebank,
4 Hospital Road,
Belfast
BT8 8JL
Tel: 028 90 25 3123
Email: [roadsafety.hydebank@
doeni.gov.uk](mailto:roadsafety.hydebank@doeni.gov.uk)

DOE Road Safety Education, North Eastern Area

County Hall,
182 Galgorm Road,
Ballymena
BT42 1HN
Tel: 028 25 64 4311
Email: [roadsafety.ballymena@
doeni.gov.uk](mailto:roadsafety.ballymena@doeni.gov.uk)

DOE Road Safety Education, Southern Area

Library Headquarters,
1 Markethill Road,
Armagh
BT60 1NR
Tel: 028 37 52 0773
Email: [roadsafety.armagh@
doeni.gov.uk](mailto:roadsafety.armagh@doeni.gov.uk)

DOE Road Safety Education, Western Area

Lisnagelvin Crown Buildings,
Crescent Road,
Londonderry,
BT47 2NJ
Tel: 028 71 31 9319
Email: [roadsafety.londonderry@
doeni.gov.uk](mailto:roadsafety.londonderry@doeni.gov.uk)

Public Health Agency For Northern Ireland

18 Ormeau Avenue
Belfast
BT2 8HS
Tel: 028 9031 1611
Fax: 028 9031 1711

Sustrans Northern Ireland

Premier Business Centres,
20 Adelaide Street,
Belfast,
BT2 8GD
Tel: 028 9043 4569

Translink

Milewater Road
Belfast
BT3 9BG
Tel: 028 9035 4074

Contact details of useful sources of help and additional information

Department Of Education

Rathgael House
Balloo Road
Bangor
BT19 7PR
Tel: 028 9127 9279

Southern Education And Library Board

3 Charlemont Place
The Mall
Armagh
BT61 9AX
Tel: 028 3751 2200
Email: selb.hq@selb.org

Belfast Education And Library Board

40 Academy Street
Belfast
BT1 2NQ
Tel: 028 9056 4000
Email: info@belb.co.uk

South Eastern Education And Library Board

Grahamsbridge Road
Dundonald
Belfast
BT 16 2HS
Tel: 028 9056 6200
Email: info@selb.org.uk

Western Education & Library Board

1 Hospital Road
Omagh,
County Tyrone
BT79 0AW
Tel: 028 8241 1411
Email: info@welbni.org

North Eastern Education And Library Board

County Hall
182 Galgorm Road
Ballymena
BT42 1HN
Tel: 028 2565 3333
Text Phone: 028 2566 2404

Eco-Schools Northern Ireland

Bridge House,
2 Paulett Avenue
Belfast,
BT5 4HD
Tel: 028 9073 6920
Email: info@eco-schoolsni.org

Cycle Northern Ireland

The Stable Yard
Barnetts Demensne
Malone Road
Belfast
BT9 5PB
Tel: 028 9030 3930

Northern Ireland Commissioner For Children And Young People (NICCY)

Millennium House
17-25 Great Victoria Street
Belfast
BT2 7BA
Tel: (028) 9031 1616
Email: info@niccy.org
Website: www.niccy.org

Resource List

for further reference

The following references may be of interest to pupils, teachers and parents wishing to find out more about how alternative transport ideas could benefit their journey to school:

Travelwise NI: www.nidirect.gov.uk/travelwiseni

The campaign website for Travelwise Northern Ireland contains information on all aspects of the Travelwise campaign and a section dedicated to Best Foot Forward for Schools with the latest news and activities and an interactive element for pupils to access.

Department For Regional Development: www.drdni.gov.uk

The Transportation Policy Division within the Department for Regional Development is the driving force behind the Travelwise Northern Ireland campaign. You can view the Department's Regional Transportation Strategy on this website, under 'Publications'.

Cycle Northern Ireland: www.cycleni.com

Cycle Northern Ireland is a marketing initiative between Sustrans and The Countryside Access and Activities Network. The goal is to increase usage of cycle facilities and information already in place by promoting to tourists and the local population.

Translink: www.translink.co.uk

Translink is the authority responsible for the operation of most public transport in Northern Ireland

Sustrans: www.sustrans.org.uk

(SUStainable TRANSport) is the charity coordinating the building and promotion of the national cycle network and they promote smarter and more sustainable travel choices.

Walk To School: www.walktoschool.org.uk

Campaigns on behalf of pedestrians to make walking safer, more convenient and easier. Includes walking to school campaigns, organising walk to school weeks and provides supporting materials

Eco-Schools: www.eco-schoolsni.org

A Europe wide project to encourage and acknowledge whole school action for the environment. Free introductory pack available.

Bicycle Helmet Initiative Trust (BHIT): www.bhit.org

Aims to reduce the risk of death and disability caused to young people from head injuries through cycling accidents by increasing awareness of the use of helmets.

CO₂ Emissions: www.carboncalculator.org/startcc.html

Work out your own contribution to carbon dioxide emissions and other information on global warming.

Royal Society For The Prevention Of Accidents (ROSPA):

www.rospa.org.uk

Raises awareness about the causes of road crashes and promotes effective measures to help prevent accidents or reduce their severity. Also produces guidance on cycle training.

International Walk To School: www.iwalktoschool.org.uk

Details of Walking to School from around the world.

Acknowledgements

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- Bronagh McVeigh and staff and pupils from St Nicholas' Primary school, Carrickfergus.

Want more information?

It's easy!

Call us on the Travelwise Information Line **0845 378 0908** and speak to one of our School Travel Advisors

Visit our Website: www.nidirect.gov.uk/travelwiseni

Email us at travelwiseni@drdni.gov.uk

Or you can just tick which areas you would like to receive more information about, fill in your name, title, school address and email and we will be in touch:

- A step by step guide to producing a School Travel Plan
- Information on running a Walk to School Week event
- Information on running a Walk to School Month event
- A step by step guide to running WOW!
- Setting up a Walking Bus
- Anything else...

Full Name

.....

Email:

.....

Address:

.....

.....

.....

Send this form back to us in a stamped envelope addressed to:

Walking to School
Travelwise NI
Clarence Court
10-18 Adelaide Street
Belfast
BT2 8GB

