



ENQUIRY THEME and key question(s)

How well do we know the area around the school?

How do certain parts of the area around the school make us feel?

How can we collect information about the area around the school and use it to suggest improvements?

Learning Objectives: knowledge, understanding, skills, values

To establish the students' personal geographies (physical boundaries, perceptions) and emotional responses to different situations.

Aim

Exploring our community to make it better.

Resources and advance preparation:

- PowerPoint
- Stopwatch
- Pupil resource (handout)
- Pencils
- Clipboards

Curriculum for Excellence links:

Social Studies

SOC 0-07a	SOC 1-14a	SOC 0-16a
SOC 1-07a	SOC 1-16a	SOC 1-16a
SOC 1-08a	SOC 2-16a	SOC 1-18a
SOC 2-08a	SOC 1-18a	SOC 2-18a
SOC 2-08b	SOC 2-18a	
SOC 0-09a		
SOC 2-09a		
SOC 4-09b		
SOC 2-10a		
SOC 0-12a		
SOC 1-13a		

Literacy across learning

LIT 1-10a

Numeracy across learning

MNU 3-10a

Expressive arts

EXA 1-03a

EXA 2-03a

EXA 0-04a / EXA 1-04a

EXA 0-05a / EXA 1-05a / EXA 2-05a

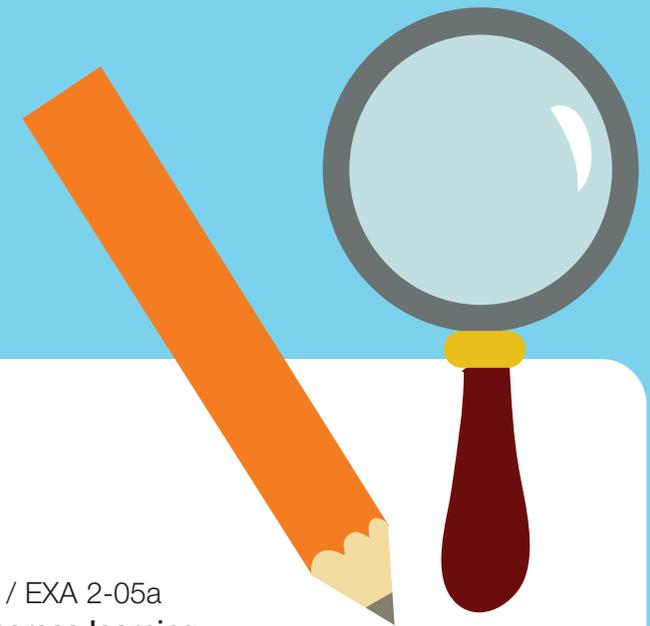
Health and wellbeing across learning

HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a

HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a

HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a

HWB 0-18a / HWB 1-18a / HWB 2-18a / HWB 3-18a / HWB 4-18a





Activity Timing

Activity

Action: Teacher

Action: Pupil

Resources

Starter
(10 mins)

Value Lines

Define one end of the classroom as **Strongly Agree** and the other end as **Strongly Disagree**.

Ask pupils to stand up and position themselves between the two points according to how much they agree or disagree with these statements:

1. I like my journey to school
2. My journey to school is good for the planet
3. I feel safe on my whole journey to school
4. I feel scared in parts of my journey to school
5. Cars drive too fast on my way to school

It is useful to ask pupils to justify why they are standing at certain points along the line.

Ask them what it would take to change where they are standing on the line?

Pupils stand up and position themselves according to how they feel about the statements.

Pupils will consider their responses and be able to justify their decisions. Following this they will consider what it would take to reduce any negative feelings they have in response to the statements.

n/a



Activity Timing

Activity

Action: Teacher

Action: Pupil

Resources

Activity 1
 (20 mins)

My journey to school

On the handout ask the pupils to **draw in the film strip** their journey to school, starting with their house in the first square and ending with school in the last one.

Ask them to write down how they travelled to school **when the whole class have finished**.

- Ask the pupils to **compare drawings** on their tables
- **Which part of the journey do they like/dislike? Ask them to put a smiley face (happy or sad) in the corner of each of the squares representing how they feel**
- Ask them to count how many 'Goods' and 'Bads' they have. **What is the score? What is the class score?**
- Ask the pupils to complete the statements on the front of the sheet and discuss them.

Front Page – pupils draw a **quick sketch** of the six highlights of their journey to school.

Pupils **discuss similarities and differences** with their neighbours including mode of travel.

Pupils **decide how much they like each part of their journey and add a smiley face to show this**. They work out the score/ratio of 'Goods' and 'Bads' in their own journey and that of the class as a whole. **Pupils complete the statements on the front page.**

- Handout
- Pencils



Activity Timing

Activity

Action: Teacher

Action: Pupil

Resources

Activity 2
(1 hour incl.
getting coats,
toilet trips etc)

Fieldwork
session

Explain to the class that they will be heading out to collect information on the area around their school to **try and measure some of the things that they have been discussing.**

Go through the handout example on the **PowerPoint.**

Draw a simple map of the area around the school (you could use an online mapping website if that's easier) and ask pupils to copy the map into their booklet. **Identify four points on the map that the pupils will explore.**

Follow usual procedure for leaving school.

Take pupils to the four points and complete the fieldwork.

Centre Pages – pupils will complete each section of the handout for four points in the catchment area:

- **What I See** – draw what they see, changing the size of the objects depending on how dominant they are (using all senses!)
- **How this place feels to me** – write down descriptive words about how the place feels to them. (eg welcoming, threatening, busy, loud etc)
- **Vehicle Count** – divide the group up and get them to count how many walkers, cyclists and motorists pass by in one minute. They write the number over the image on the booklet
- **Vehicle Speed** – on the turtle and hare scale, pupils identify how fast the traffic is
- **Observation** – pupils mark on the scales, their feelings and observations about the area

- Handout
- Pencils
- Clipboards
- Coats etc
- Personal medication
(eg asthma inhalers)



Activity Timing

Activity

Action: Teacher

Action: Pupil

Resources

Activity 3
(20 mins)

Street Action

This is just a simple old fashioned game of charades with a few extras.

Get pupils to come up in pair and choose a Street Action card at random (half the cards will have suggestions on them, the other half will ask pupils to come up with suggestions – you can manage this how you like if you want to differentiate).

- Give the pupils **30 seconds** to come up with a quick mime – then act it out
- **Repeat** until most of the cards have been used up
- Ask the pupils to choose their **favourite actions** and have them arrange them around the classroom, imagining it is a busy street that they are trying to improve
- If you have time, you may want to give **different scenarios** for the street (outside school, residential, high budget, low budget etc)
- Get pupils to **sketch** what they imagine a street on their way to school could look like with these changes in their booklet
- Ask them how it differs to their current journey to school.

- Pupils choose a card from the teacher
- They take 30 seconds to come up with a mime of the type of intervention on the street action card
- They mime the action to the class – class have to guess the action
- They choose which of the actions are their favourites. Position them round the room, imagining it was a street
- They draw what a street looks like on their way to school with the changes they would like to see Pupils describe how it is different to their current journey to school... would they be more likely to walk or cycle to school with their new suggestions?

- Street Action Cards
- Handout
- Pencils



Activity Timing

Activity

Action: Teacher

Action: Pupil

Resources

Plenary
(10 mins)

Our Manifesto

- From the solutions that have been suggested from the outcomes of the Street Action activity, ask the pupils to come up with their five actions to improve their community
- Hand one sheet of plain paper to each table. Ask the pupils, working in their table groups, to write down their best actions
- Explain that they must be able to justify their choices and to be able to demonstrate they understand the positives and negatives about their actions
- As a class, go round each group and get them to give you one of their actions (one per table at a time) – ask them to justify their choice and ask the class if they agree with it. If it is agreed by all, write it down as one of the five points in your manifesto
- Keep going round the groups until you have all five

Explore options for bringing the manifesto to life (poster, collage, video, wall display etc.)

- Pupils share their actions on their table in order to come up with a list of their five best actions. Pupils must be able to justify their choices
- Pupils should share one of their table's best actions when asked; they should explain why their choice is important, contributing it to the manifesto before presenting it in a creative way to decision-makers.

Decision-makers responsible for improving streets and road safety in your local area can be school travel professionals, the road safety team and the transport department at your local council. You may want to send your manifesto to them first.

Decision-makers responsible for improving streets and road safety for the whole of Scotland are elected national representatives (MSPs), in the Scottish Parliament in Edinburgh. For the whole of the UK (Scotland, North Ireland, Wales and England) elected national representatives (MPs) in Parliament in Westminster, London, make decisions. You may want to send your manifesto to them for further support once you have contacted decision-makers at your local council.

- 1 Sheet of plain paper per table
- Pencils
- Handout

Additional teacher notes

The finished manifesto can be used as part of your school's travel plan. Please contact the school travel professional or road safety team in your local authority for more details. If you are unsure about who to contact within your local authority, you can contact Sustrans Scotland on 0131 346 1384.

Manifestos can also be sent to your local authority's transport department. Manifestos may be used to help set priorities for small projects of road improvements locally, and may lead to actual road improvements around your school if funding is available.