YMUNWCH Â'R MUDIAD
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Llywodraeth Cymru
Welsh Government

Active Travel Learning Journey

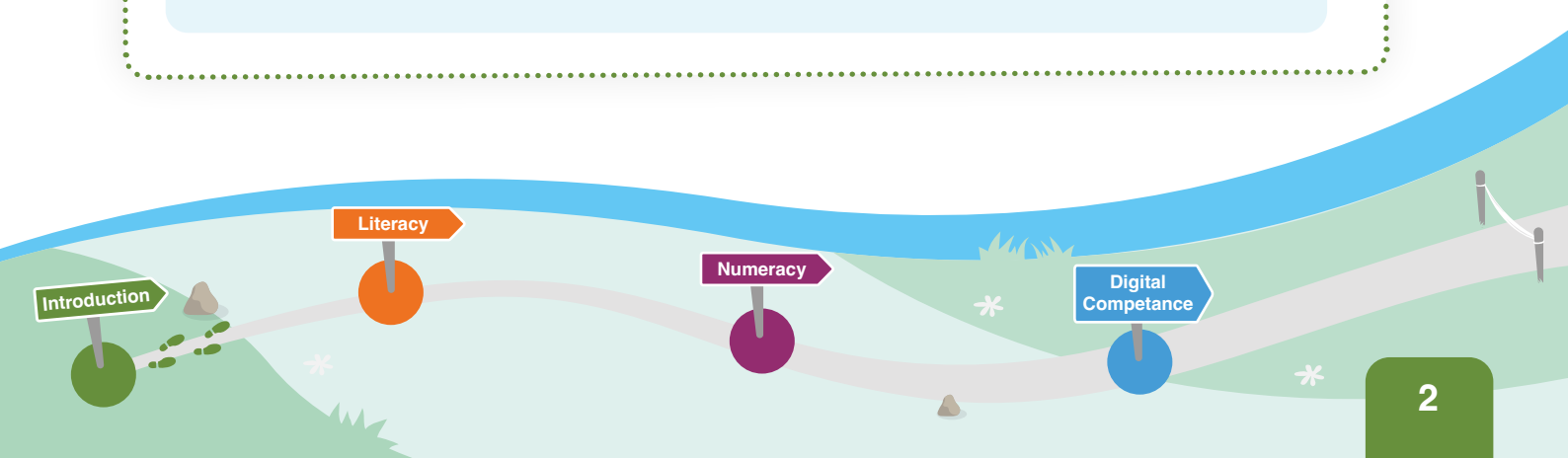
including walking, wheeling, cycling and scooting

Literacy, Numeracy and Digital Competence
Cross-Curricular Frameworks

ABC

www.sustrans.org.uk

Contents



Introduction

Cross-curricular skills framework:

Literacy, numeracy and digital competence are mandatory skills across all areas of learning and experience and will need to be considered within all curriculum design.

The Four Purposes

The following activities will support learners to become:

1. ambitious, capable learners, ready to learn throughout their lives
2. enterprising, creative contributors, ready to play a full part in life and work
3. ethical, informed citizens of Wales and the world
4. healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Teacher Guide Introduction

For each lesson the guide will outline which of the following it covers:

- Cross curricular skill
- Literacy, Numeracy or Digital Competence
- Framework progression objectives

Progression principles within the literacy/numeracy/digital competence framework: working through these activities will help learners progress through steps 2 & 3 (broadly age 8-11): *Another defining characteristic of the framework is the emphasis placed on learners' progression. The Curriculum for Wales guidance has been informed by international evidence of what it means to make progress in learning. While the learning continuum is the same for each learner, the pace of progress through it may differ. As a result, the progression steps only broadly relate to age. They broadly correspond to expectations at ages 5, 8, 11, 14 and 16 (Hwb, 2022).*

- Which Areas of Learning and Experience (Area of Learning & Experience) is covered
- Differentiation

Progression Step: Extension activity for more able and talented (MAT) learners

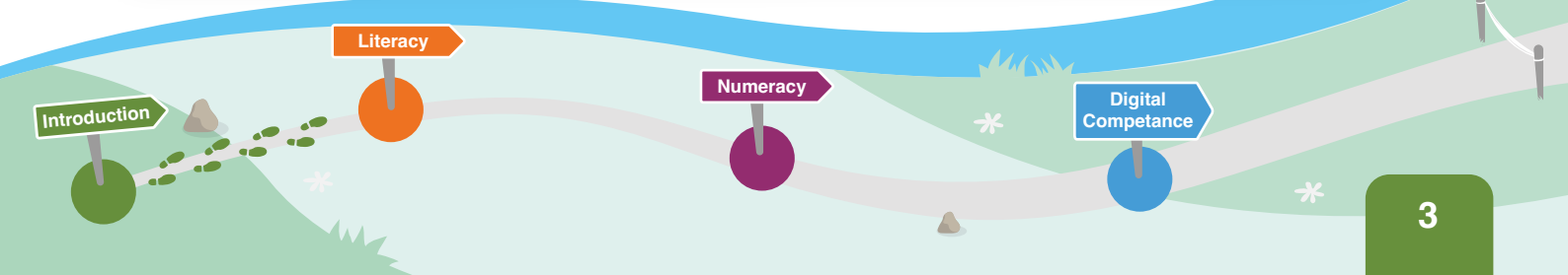
Handy Help - Sentence Stems / Sentence frames / Model examples / prompts for extra support

Learning Journey Introduction

Engage
(5 minute starter activity)

Learning Journey
choose some, all or adapt these activities to suit learners needs on their learning journey

Reflection
time for learners to reflect and summarise

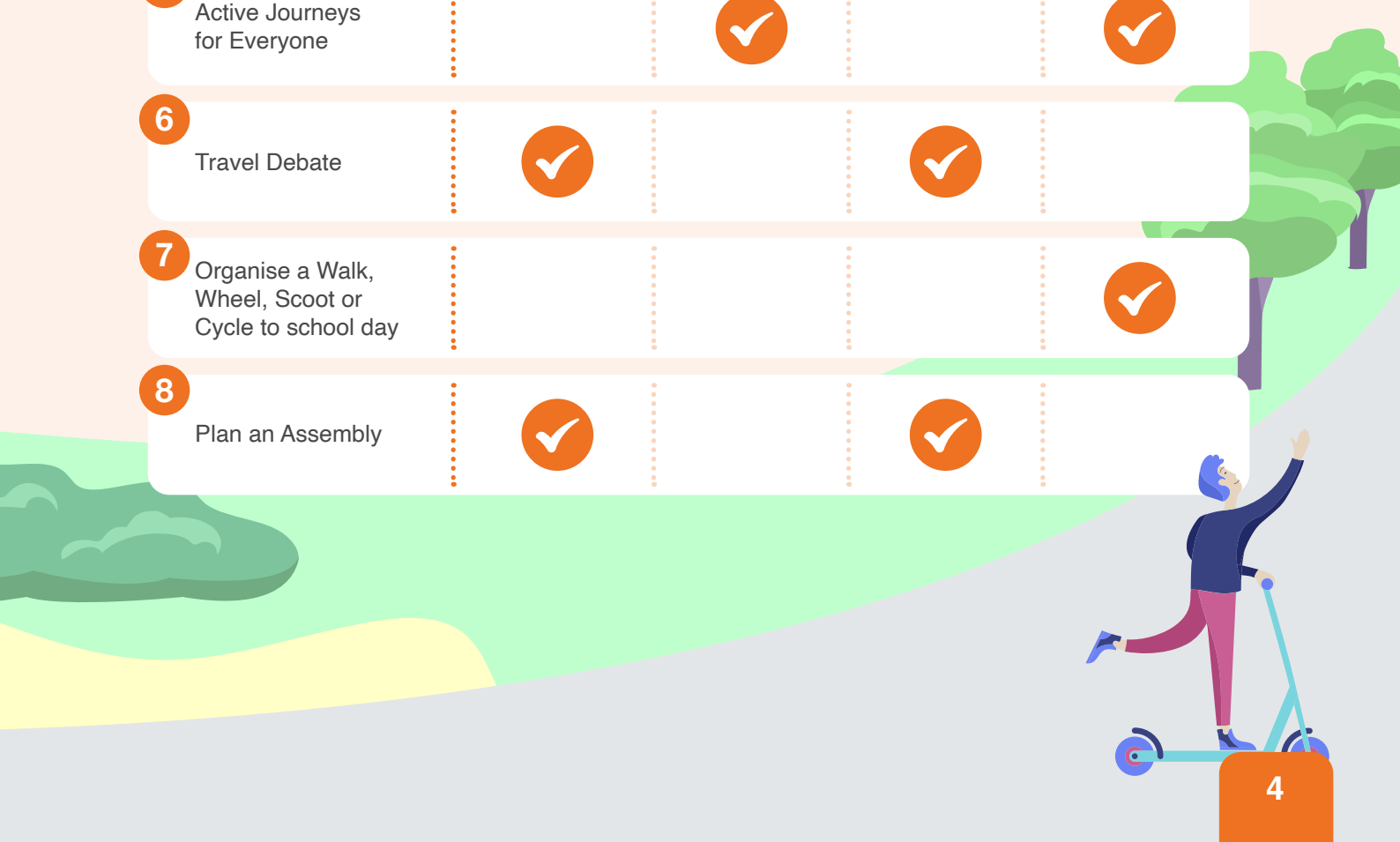


Literacy

8 Literacy Activities with teacher guides & lesson plans

suitable for KS2

	Listening	Reading	Speaking	Writing
1 Is traffic a problem outside our school?	✓		✓	✓
2 Active Travel & Why it's Awesome!		✓		
3 Air Pollution – What is it?		✓	✓	
4 Adventurous Active Journeys around the World				✓
5 Active Journeys for Everyone		✓		✓
6 Travel Debate	✓		✓	
7 Organise a Walk, Wheel, Scoot or Cycle to school day				✓
8 Plan an Assembly	✓		✓	



Is traffic a problem outside our school?

Literacy

Teacher Guide

Pages: 5 to 10 | **Time: 1-2 hours**

Learning Objectives

For learners to understand different viewpoints about the issue of traffic at the school gate; why it is an issue and how active travel can help.

Literacy Framework progression outcomes

Listening
To understand

Speaking
Questioning - ask and answer questions

Writing
Planning and organising for different purposes, audiences and context

Areas of Learning and Experience

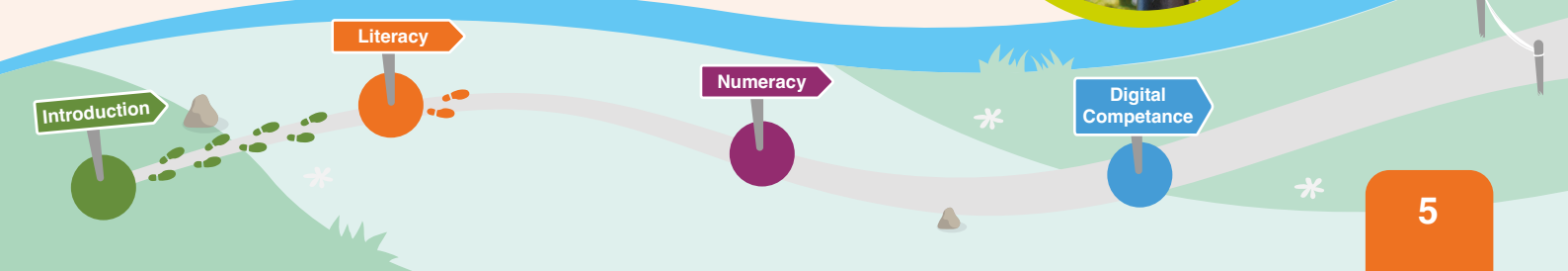
Languages, Literacy & Communication, Humanities

Differentiation

- Progression Step: Extension activity for MAT learners
- Sentence starters for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4 and E4.



Learning Journey

Resources

- **Pen**
- **Interview Sheet** (provided)
- **Report Template** (provided)

Engage

Close your eyes & think of the word ‘traffic’. Think about…

- What does ‘traffic’ look like?
- What does ‘traffic’ sound like?
- What does ‘traffic’ smell like?

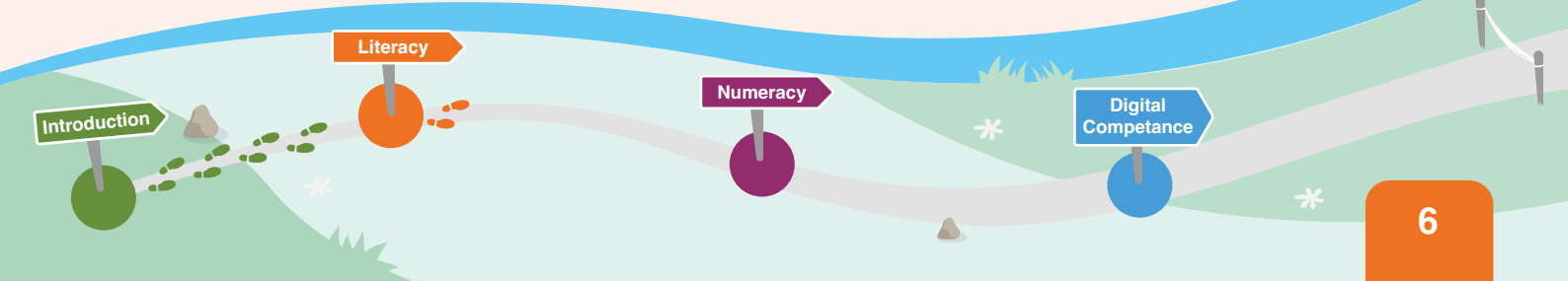
SHARE YOUR ANSWERS WITH THE REST OF THE CLASS

Activity Ideas

1. In groups discuss your school’s traffic situation and feedback to the class
2. Interviews: Is traffic a problem?

Year 3 & 4 Interview Worksheet
Can be found on page 7

Year 5 & 6 Interview Worksheet
Can be found on page 8



Year 3 & 4 Interview Worksheet

In groups, choose who from the following list of your school community you will interview to ask about traffic:

- Staff
- Parents
- Local Residents
- Lollipop Person
- Business Owners

Choose some questions to ask them or think of some yourself:

Q1 **Is traffic a problem outside our school?**

Q2 **Why is traffic a problem/not a problem outside our school?**

Q3 **What time of day is traffic the busiest outside our school?**

Q4 **What do you think can be done to reduce traffic outside our school?**

Q5 **How do you travel to our school?**

Answers

Q1 Yes ○ No ○

Q2

Q3

Q4

Q5

Year 5 & 6 Interview Worksheet

In groups, plan & prepare interviews for different members of the school community

Who will you ask?

Person 1:

Person 2:

Person 3:

Person 4:

What questions will you ask them?

Q1

Q2

Q3

Q4

Q5

Answers

Q1

Q2

Q3

Q4

Q5

Activity Ideas

3. Share your interview results with the rest of the class

4. Write a report: Is traffic a problem at your school?

Year 3 & 4 Report Worksheet

Report Title: _____

Introduction: This report is about the _____ outside our school.

Paragraph 1: Traffic is a problem because _____. Traffic is the busiest at _____.

Picture/Diagram: Can you draw a picture of the traffic outside our school?

Paragraph 2: Traffic outside our school could be reduced by _____ _____.

Final Paragraph: Can you help us reduce the traffic outside our school by _____?

Name: _____

Year 5 & 6 Report Worksheet

Report Title: _____

Introduction: What is the report about?
_____
_____

Paragraph 1: What was the first main problem? _____
_____
_____

Paragraph 2: What was the second main problem? _____
_____
_____

Picture/Diagram: Can you draw a picture of the traffic outside our school?

Paragraph 3: Include ideas about how traffic can be reduced? _____
_____
_____

Final Paragraph: Summary of Key points. Can you ask your head teacher to help reduce traffic outside our school? _____
_____
_____

Name: _____

Progression Step

Research Task

Think about traffic congestion around the world. Can you find out which city has the highest level of congestion in the world?

Writing Task

Write a letter to the mayor of this city with ideas of how they could reduce the traffic problems around the schools in their city.

Handy Help

Sentence starters for Task 1

In my opinion traffic outside of our school gate is a problem because_____.

One idea to reduce traffic outside of our school gate is to _____.

Ordinarily I travel to school by _____ but to reduce traffic I could _____.

Reflection

Raise your hand if you think we can all help reduce traffic outside our school.

SHARE YOUR THOUGHTS WITH THE REST OF THE CLASS

Active Travel & Why it's Awesome!

Literacy

Teacher Guide

Pages: 11 to 14 | **Time: 1 hour**

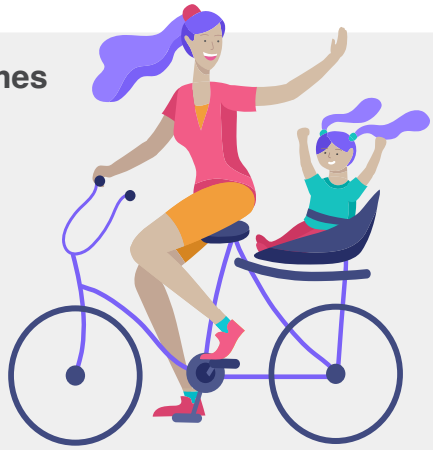
Learning Objectives

For learners to understand a definition of active travel and the benefits to people and the environment.

Literacy Framework progression outcomes

Reading

Understanding, Response & Analysis



Areas of Learning and Experience

Languages, Literacy & Communication, Health & Wellbeing

Differentiation

- Progression Step: Extension activity for MAT learners
- Distribute highlighters to help learners summarise key facts in reading task

Additional

Helps schools work towards Active Travel School Award Criteria B4.

Learning Journey

Resources


Whiteboards


Pen


Paper


Highlighter

Engage

Use your mini whiteboards (or scrap paper). You have 3 minutes to draw 'Active travel' – what do you think it could be?

SHARE YOUR IDEAS WITH THE REST OF THE CLASS

Activity Ideas

1 Read the following information and choose the correct answers.

Information

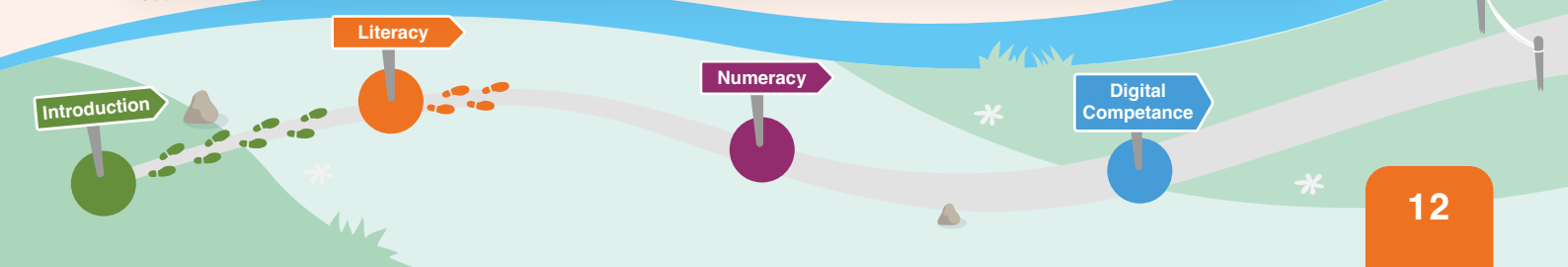
Active travel means making journeys by walking, wheeling, scooting or cycling. These are usually short journeys, like going to…

- The shops
- To school
- To work
- To your community centre
- To the doctor or dentist
- To the bus or train station

Here at Sustrans, we are working to make sure active travel is for everyone, after all, anyone can travel actively!

True or False?

	Active travel only includes cycling.
	Walking, wheeling, scooting or cycling are types of active travel.
	Only adults can travel actively.
	Sustrans is working to ensure everyone can travel actively.



Activity Ideas

2 Why Active Travel is awesome!

Work in Groups

https://youtu.be/e3VKvOmKLe4

Watch the following video and read the key information before filling in the table

CLICK TO PLAY VIDEO!

Read

Active travel is an important way to help reduce levels of air pollution around schools.

It isn't just important for the fight against climate change and reducing air pollution. It's also great for our physical health and wellbeing.

Walking, scooting, wheeling or cycling to places is a fun way to make us feel happier, more awake, more relaxed, healthier and fitter.

Parent Quote:

We like to travel to school by bike as it reduces the impact on the environment, keeps us healthy and is a nice, quiet way to start and finish the school day around local nature. It's a nice way for us to spend time together, chat and catch up about our days.

Year 4&5 Worksheet

List as many benefits as you can:

Split into 3 groups: Physical, Well-being & Environment. Which benefits that you've listed fit into your category?

Year 6 Worksheet

Benefits to our physical health	Benefits to our wellbeing	Benefits to the environment

Progression Step

Extension Activity

Why not visit your school library or local library to find books about active travel? Write a book review to encourage a friend to read the book. Some book suggestions include:

The Green Bicycle by Haifaa Al Mansour
(this book has been made into an award winning film called Wadjda).

Hero on a Bicycle by Shirley Hughes (Available on audiobook)

Emmanuel's Dream: The true Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson (Available on audiobook)

Handy Help

Use a highlighter to highlight the key points when reading information.

Reflection

Use your mini whiteboards (or scrap paper). You have 3 minutes. Draw a line down the middle. On one side draw an emoji which shows how you feel after being stuck in a traffic jam on the way to school. On the other side draw an emoji which shows how you feel after cycling to school on your new bike with your friends. Are they different?

SHARE YOUR THOUGHTS WITH THE REST OF THE CLASS

Air Pollution - what is it?!

Literacy

Teacher Guide

Pages: 15 to 18 | **Time: 1 hour**

Learning Objectives

For learners to understand what air pollution is as well as linking how active travel can reduce cars and therefore air pollution.

Literacy Framework progression outcomes

Speaking

for purpose & collaborative talk

Areas of Learning and Experience

Languages, Literacy & Communication, Humanities, Science & Technology, Expressive Arts

Differentiation

- Progression Step: Extension activity for MAT learners
- Sentence starters for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.

Learning Journey

Resources


Laptop


Projector


Roleplay Cards


Pen

Engage

Your teacher will show you an object or some objects related to today's lesson. Can you guess what todays lesson might be about?

SHARE YOUR THOUGHTS WITH THE REST OF THE CLASS

Activity Ideas

1 What is air pollution?

Watch the video and fill in the blanks

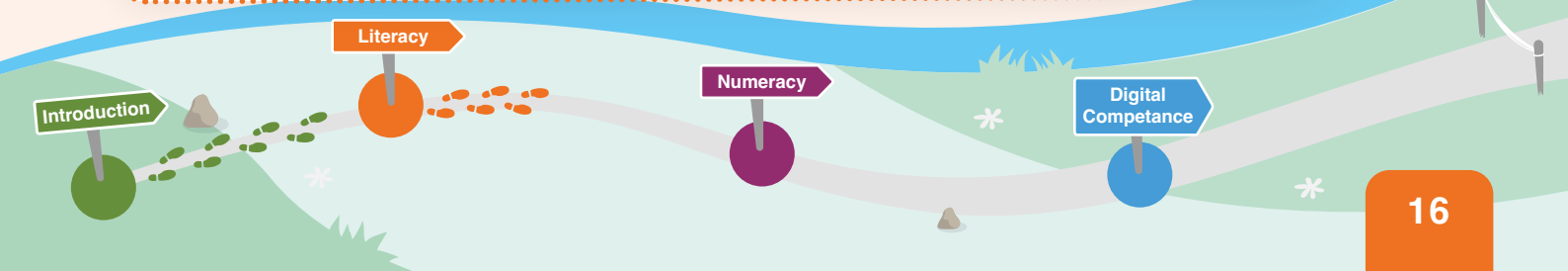
https://youtu.be/qVYWDTmFtfE

Watch the following video and read the key information before filling in the table

CLICK TO PLAY VIDEO!

Cars and other vehicles e.g. _____ release _____ gases into our air. This can cause air _____ which is damaging to our health and the _____. Busier _____ means more air pollution is released, which happens more commonly in _____. You can reduce the use of cars by walking, _____, wheeling or scooting, which can help to reduce air pollution.

Words
Roads
Cycling
Pollution
Cities
Green house
Environment
Buses
Lorries



Activity Ideas

2 Role Play

Go into groups of 3 and pick a card from each pile.

Your card is your character.

One of you will play the head teacher who has the power to make important decision about the school .

One of you will play the school pupil who wants to close the school street to cars so children can walk, wheel, scoot and cycle to school safely and reduce air pollution. You must try and convince the head teacher to close the school street to cars.

One of you will play a local business owner who delivers printing paper to local schools & offices. The business owner uses their car every day to travel around quickly and to carry heavy things. You must try and convince the head teacher to keep the school street open to cars.

One group could showcase their role play to the rest of the class. Can the rest of the class cast a vote and help the head teacher decide what to do?

With adult supervision, cut the roleplay cards out.

Head teacher

As the head teacher you have the power to make important decisions about the school.

Make sure you listen carefully to both sides points of view.

- Ask them to explain why they feel passionate about closing or keeping the street open.
- Ask them if they can they come to a compromise or an agreement?

After they've both finished, decide who has persuaded you and announce whether the school street will stay open to cars or closed to cars.

School pupil

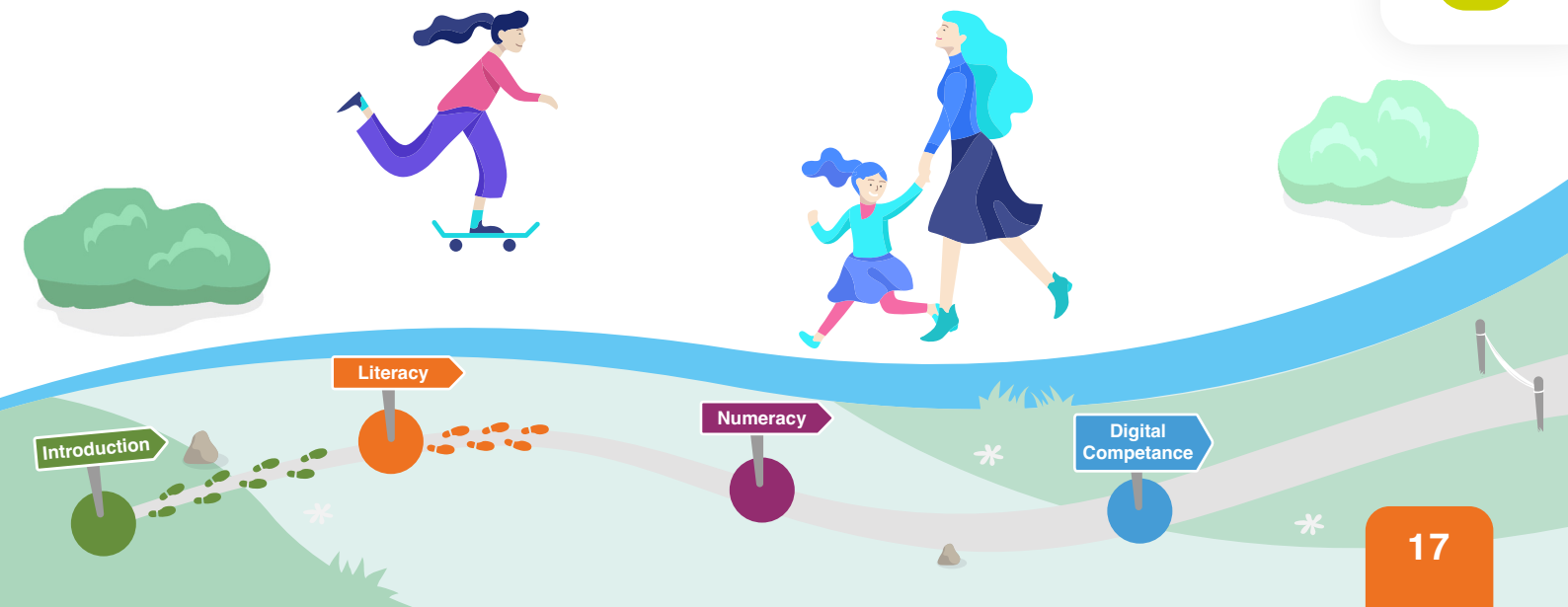
As the school pupil, you want to close the school street to cars.

- You want this so children can walk, wheel, scoot and cycle to school safely.
- You also want this so you can reduce air pollution on the school street.
- You think greenhouse gases are bad for the planet and for our health.
- You must try and convince the head teacher to close the school street to cars.

Business owner

As the local business owner, you want to keep the school street open to cars.

- You want this so you can continue to drop off paper to schools and offices.
- The paper deliveries are too heavy so you need your car to get around.
- If all the school streets closed to cars you wouldn't be able to deliver paper and you would lose business and money.
- You must try and convince the head teacher to keep the street open to cars.



Progression Step

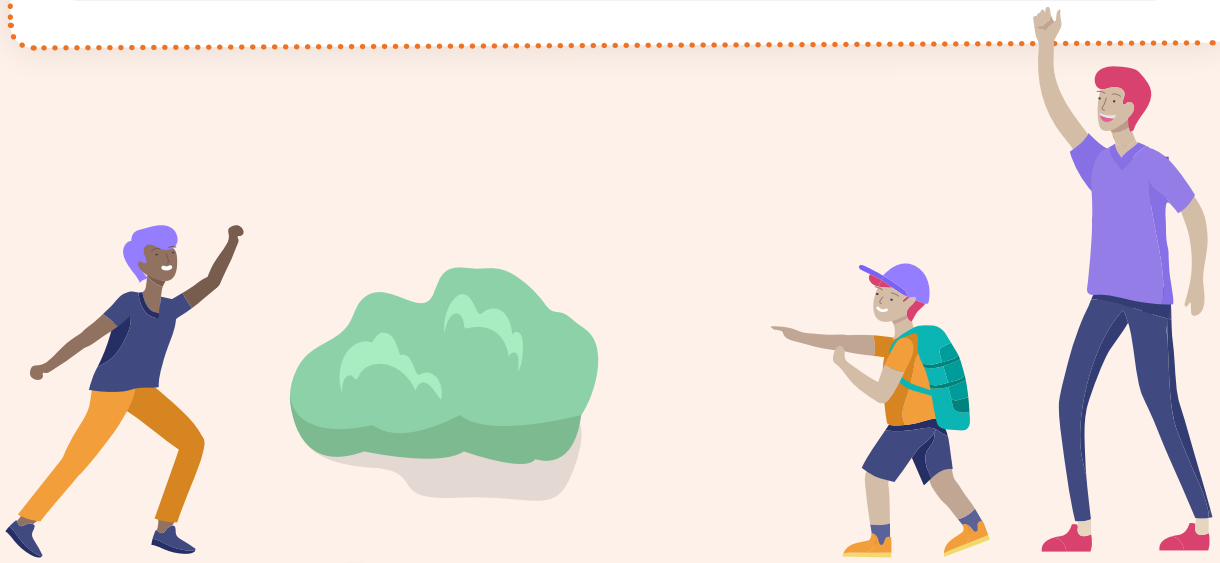
Extension Activity

School streets research: Use the information below, or conduct your own research about school streets schemes. Can you write and present a speech to your local council making a case for or against the school streets scheme at your school?

Key Facts:

Roads around school gates are often dominated by cars – many causing a danger to children and contributing to harmful pollution levels in the area.

School Streets are areas around Primary School entrances that are pedestrianised during peak drop-off and pick-up times to help children access the school safely, promote active travel and reduce air pollution (Cardiff Council Website, 2021).



Handy Help

Sentence starters for role play:

Another reason why….

During…

I understand your point but…

I disagree with you because…

I agree with you because…

Can you tell me why….?

Do you have an example of….?

Some people might believe …. however

Reflection

Take a Minute to reflect: Has learning about air pollution made you think about how you travel? Could you use the car less for the school journey? Could you walk with your siblings or cycle with a friend? Or even scoot, wheel, or rollerblade?

Years 4 - 6

Adventurous Active Journeys around the World

Literacy

Teacher Guide

Pages: 19 to 23 | **Time: 1 hour**

Learning Objectives

For learners to consider all of the different ways to travel to school, on a personal level as well as on a global level, and the pros and cons of these when it comes to pollution and the environment.

Literacy Framework progression outcomes

Writing

Planning and organising for different purposes, audiences and context & Connectives and syntax

Areas of Learning and Experience

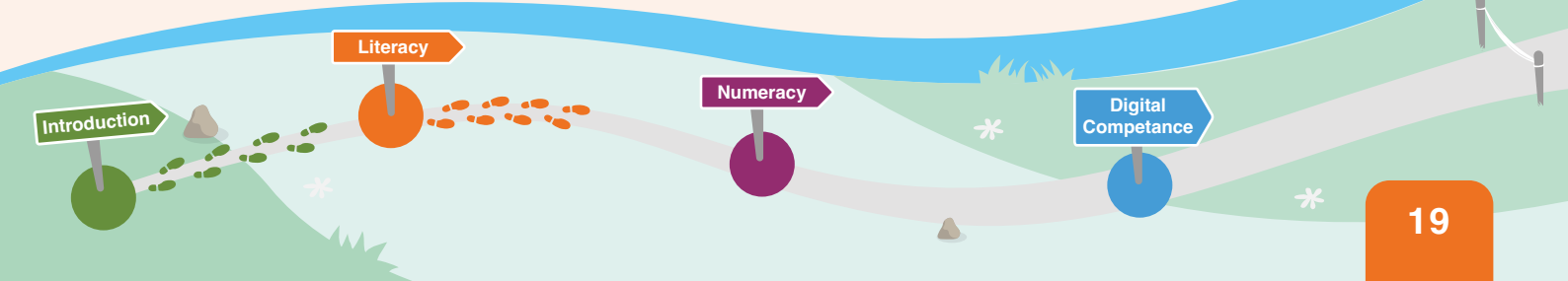
Languages, Literacy & Communication, Humanities, Expressive Arts

Differentiation

- Progression Step: Extension activity for MAT learners
- Sentence starters for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.



Learning Journey

Resources

Laptop

Projector

Pen

Dear Diary Worksheet
(provided)

Storyboard Worksheet
(provided)

Engage

Watch the following video

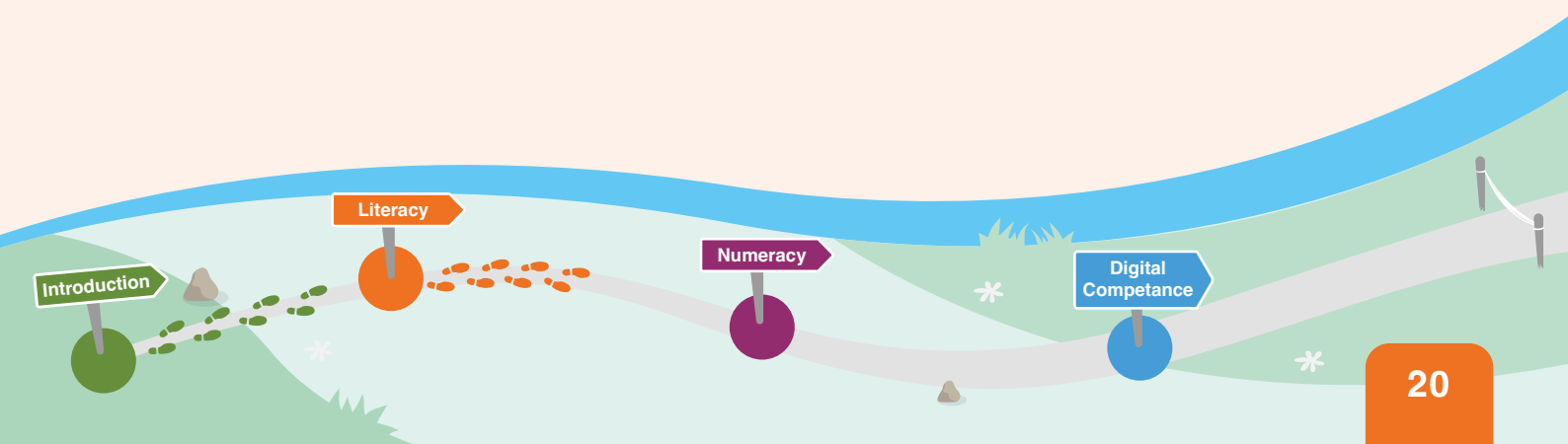
https://youtu.be/k9K1t8b9t3s

think about how pupils around the world get to school every day

CLICK TO PLAY VIDEO!

What's different to how you travel to school? What's the same?

SHARE YOUR THOUGHTS WITH THE REST OF THE CLASS



Activity Ideas

1 Dear Diary: Write a diary entry describing your adventurous active journey to school.

Are you trekking through a jungle with wild tigers to get to school?

Are you paddling over a white-water rapids to get to school?

Are you cycling a mountain bike over Mount Everest to get to school?

Be as creative and imaginative as possible!

Are there many obstacles? Is it lots of fun? Does it help the environment?

Think about Who? What? When? Where? Why? How?

Dear Diary, Date:

Activity Ideas

2 My Adventurous Active Journey to School Storyboard

Summarise your diary into a storyboard which tells the story of your adventurous active journey to school.

The first box can be the start of the journey when you leave the house.

The last box can be the end of the journey when you arrive at school.

What active adventures happen along the way?

Progression Step

Extension Activity

Can you write a list of all the different ways to travel to school? What are the pros and cons of each one? Split your pros and cons list into environmental, social and economic.

Handy Help

Top diary writing tips:

Write in past tense and 1st person e.g. I walked, I saw, I went

Use WOW words to describe your feelings and emotions e.g. I felt EXCITED

Write in chronological order

Sentence Starters for diary entry:

This morning I travelled to school by _____ which helps the environment because _____

I live in _____

I went with my _____

Along the way I saw _____

Reflection

How did you travel to school today? (Hands up)

By foot?

By cycle (Bike/Trike)?

By scooter?

By bus?

By car?

By wheelchair?

By canoe?!

Active Journeys for Everyone

Literacy

Teacher Guide

Pages: 24 to 28 | **Time: 1 hour**

Learning Objectives

For learners to understand that cycling is accessible for everyone through practicing listening and reading skills.

Literacy Framework progression outcomes

Writing

Planning and organising for different purposes, audiences and context

Reading

Understanding, response and analysis, Reading strategies

Areas of Learning and Experience

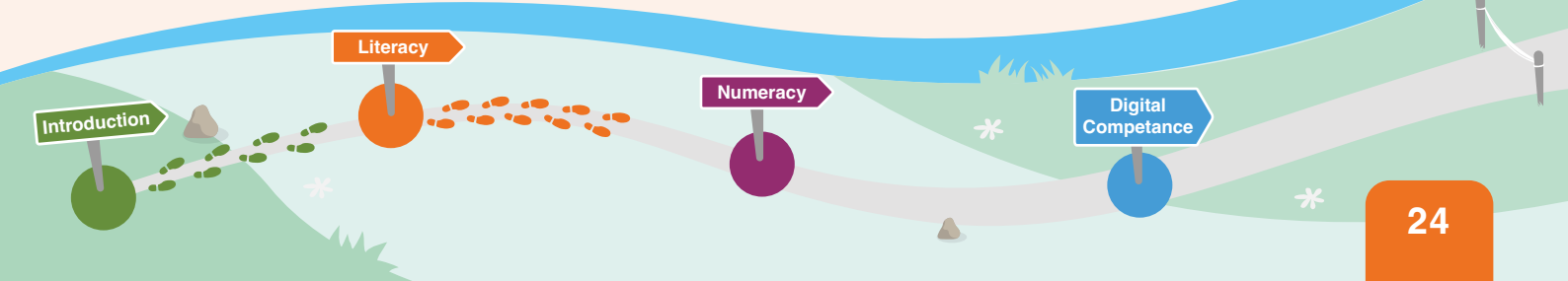
Languages, Literacy & Communication, Humanities, Expressive Arts

Differentiation

- Progression Step: Extension activity for MAT learners
- Handy Help: Writing Styles for different audiences

Additional

Helps schools work towards Active Travel School Award Criteria B4.



Learning Journey

Resources

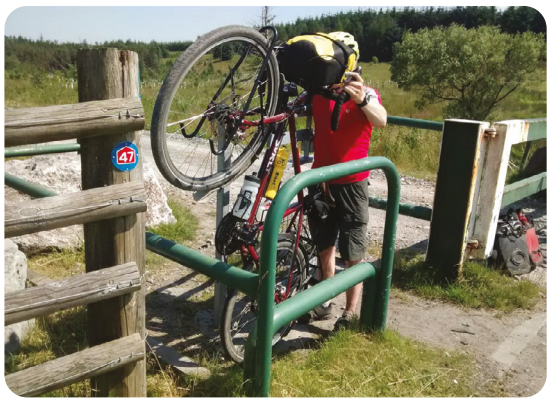
- Laptop
- Projector
- Pen
- Cycles Information (provided)
- A4 Paper

Engage

You have 3 minutes to look at these photographs.

What can you see? Can you make the link between the 4 photographs?

What do you think today's activity will be about?



Activity Ideas

1 Learning about barriers

As a class, watch the following video

https://youtu.be/u1tyQu8Xh1I

Choose the correct answers below

CLICK TO PLAY VIDEO!

Q1 **Ellis Palmer is a…**

a. Mountain biker ○ | b. Hand cycler ○ | c. Tricycle user ○

Q2 **For Ellis, cycling is…**

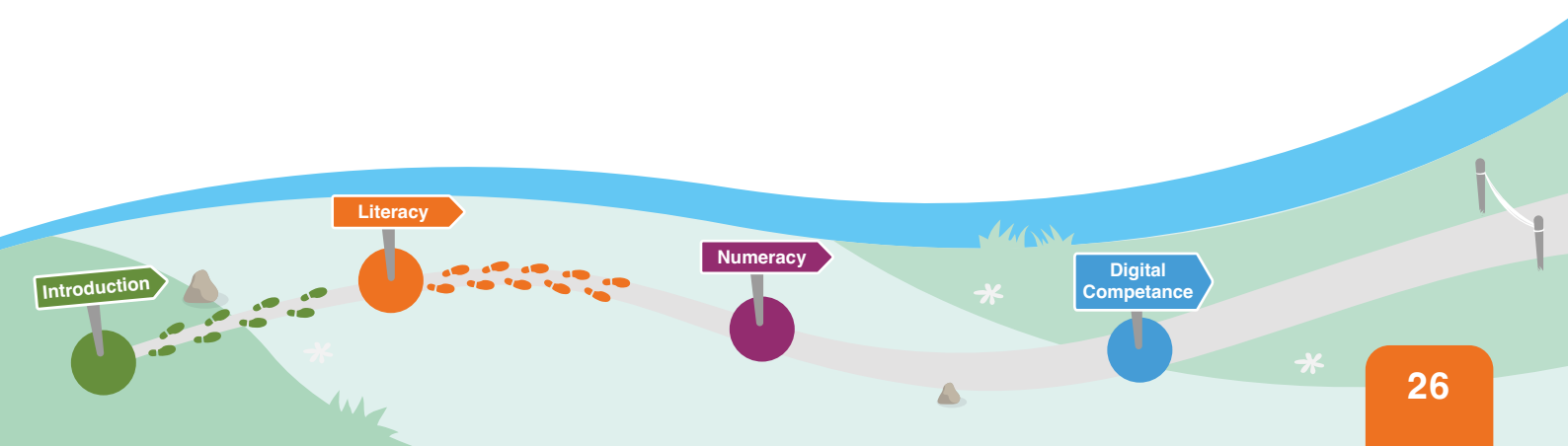
a. Freedom ○ | b. Boring ○ | c. Hard ○

Q3 **What can sometimes put Ellis off cycling routes along the National Cycle Network?**

a. Too many dogs ○ | b. The rain ○ | c. Barrier ○

Q4 **What does Sustrans want to make?**

a. Routes accessible to everyone ○ | b. Routes accessible to adults only ○ | C. Routes accessible to cars ○



Activity Ideas

2 Create a poster or an advert for your local shop window to sell a cycle

Take some time to read about the different cycles available for different people below.

Choose one type of cycle and create a poster to advertise you are selling this bike. As well as a picture of the cycle, remember to include:

Who might want to buy this cycle? Who is it suitable for?

What are the benefits of this type of cycle?

Where could they go on this type of cycle?

How much is it?

Cycles Information worksheet

Classic bicycle

The classic bicycle is available in lots of different styles and designs. For example electric bike can help power you along. Notice how the frame drops down on some bikes making it easier to step over the frame.

Who could this type of bicycle be particularly good for?

Anyone who is able to balance and power a bicycle! Dropped frames are good for those with less mobility such as older people.

Tag-a-long

Tag-a-longs are a type of tandem - a cycle designed for two people. They allow for a children's bicycle to be fitted to the back of an adult's bike.

Who could this type of bicycle be particularly good for?

Young people who are new to cycling or cycling on roads. It's a great way to build up confidence.

Handcycle

Some cycles are designed to be powered by hand. Handcycles can come as one piece or as a 'clip on' attachment for a wheelchair.

Who could this type of bicycle be particularly good for?

Thos who have reduced or no mobility in their legs. Anyone who has good mobility and strength in their arms.

Recumbent

If you use a recumbent cycle, you'll be sitting in a laid-back position with your feet first.

Who could this type of bicycle be particularly good for?

A recumbent cycling position may be particularly good for those who want to put less strain on their back, knees and hip joints.

Cargo cycles and trailers

Cargo cycles have a compartment attached, designed for carrying extra things. You can make your cycle into a cargo bike by attaching a trailer.

Who could this type of bicycle be particularly good for?

Cargo cycles and trailers are typically used by businesses to transport freight and goods, and also by parents to transport their children.

Electric Cycles

Electric cycles, or E-cycles, provide some electrical assistance and reduce the amount of physical effort required to ride. E-cycles come in many forms, from the standard, two-wheeled bicycle, to tricycles and cargo cycles!

Who could this type of bicycle be particularly good for?

E-cycles are great for anyone who might want to make their journey a little physically easier. They are useful for businesses to transport heavy or bulky items using an electric cargo cycle. They could also be useful for people who have to be careful about the amount of strain they put on their body.

Progression Step

You're planning to set up a social media page celebrating inclusive cycling for everyone. What kind of imagery / tone / language / persuasive writing would you use? Draw a mind map with your ideas and plan.

Use Wheels for Wellbeing page as inspiration: www.wheelsforwellbeing.org.uk

Handy Help

Think about what the point of an advert is? What makes a good advert? Who is your audience?

Use your creativity: Use eye-catching colours, photos or images, clear bullet points.

Use persuasive writing: repetition, alliteration, rhetorical questions, and exciting adjectives.

Reflection

In pairs or small groups, can you discuss why it's important to make cycling and active travel inclusive (for everyone)?

To practice what you've learned, why not play our Cycling for Everyone Quiz on Kahoot: https://create.kahoot.it/details/f6b8236e-8093-4c81-bcf0-34f8cd65cf1a

Travel Debate

Literacy

Teacher Guide

Pages: 29 to 32 | **Time: 1 hour**

Learning Objectives

For learners to develop oracy confidence and form and be able to communicate their own opinion about active travel related topics such as e-scooters.

Literacy Framework progression outcomes

Listening

to understand, for meaning, as part of collaborative talk

Speaking

Purpose, Collaborative talk, Questioning

Areas of Learning and Experience

Languages, Literacy & Communication

Voice 21 sets oracy benchmarks for teachers / educators.

Benchmark: “Values every voice”

This links with the statements of what matters for this area of learning an experience:

Understanding languages is key to understanding the world

Expressing ourselves through languages is key to communication

Differentiation

- Progression Step: Extension activity for MAT learners
- Sentence Starters

Additional

Helps schools work towards Active Travel School Award Criteria B4 and C4.

Learning Journey

Resources

- Laptop
- Projector
- Talk Tokens
- Bean bag/ Soft ball

Engage

Quick-fire question round

Q1 **Stand up if you think cars drive too fast**

Q2 **Put your right hand on your head if think we need more buses**

Q3 **Wave your left hand if you think we need more scooters**

Everyone look around the room – we all have different answers and thoughts and that's okay. Today we will have some mini debates.

Activity Ideas

1 Down the Line Debate

E-scooters: Love 'em or hate 'em?

Learners take it in turns to read the fun facts below out loud:

- The top speed of an e-scooter is 15.5mph
- E-scooters don't release air pollution like cars
- E-scooters have caused some accidents
- E-scooters don't keep you as active as cycling, scooting or walking
- E-scooters can help you get from A to B

Now, split the classroom down the middle & choose one side as '**Agree**' and one side as '**Disagree**'

For each statement read aloud, stand on either the agree or disagree side

The statements for teacher to read aloud:

- E-scooters are safe
- E-scooters help reduce cars on the street
- E-scooters should be legal in Wales
- You should be over 18 years old to ride an e-scooter
- E-scooters are better than bikes

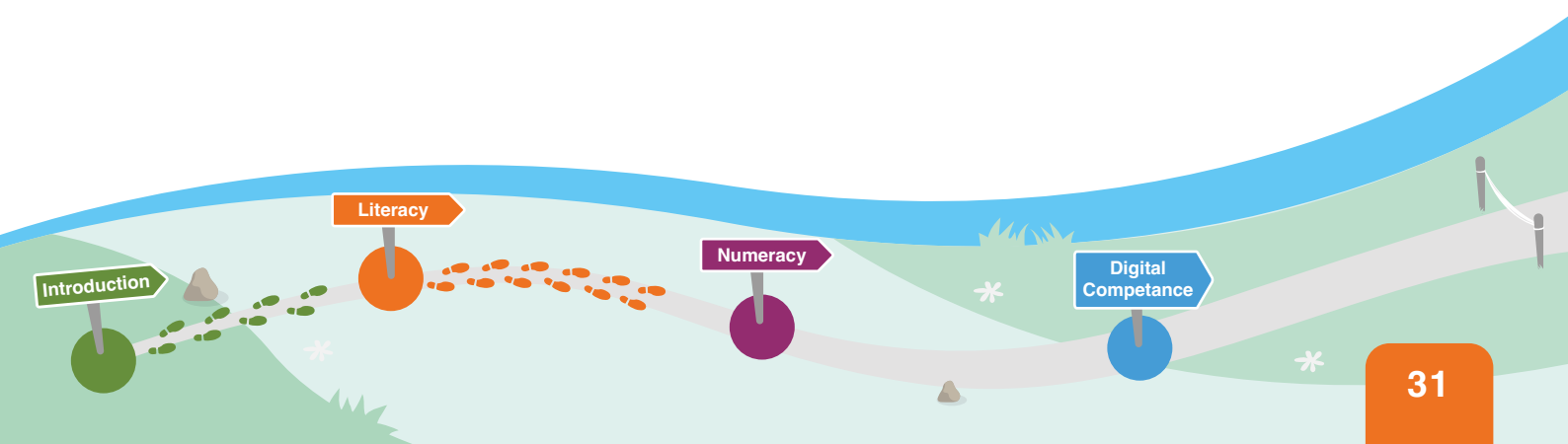
Throw the bean bag or ball back and forth to discuss why you agree or disagree.

Some helpful sentence starters for debates:

In my opinion_____

I agree / disagree because _____

I understand your point but I think _____



Progression Step

Research task & summarising information: Can you research e-scooters around the world? What about Paris or Brisbane? Use bullet points to summarise your findings. Write a short paragraph about the differences and similarities of the use and views of e-scooters in Wales and one other place.

Handy Help

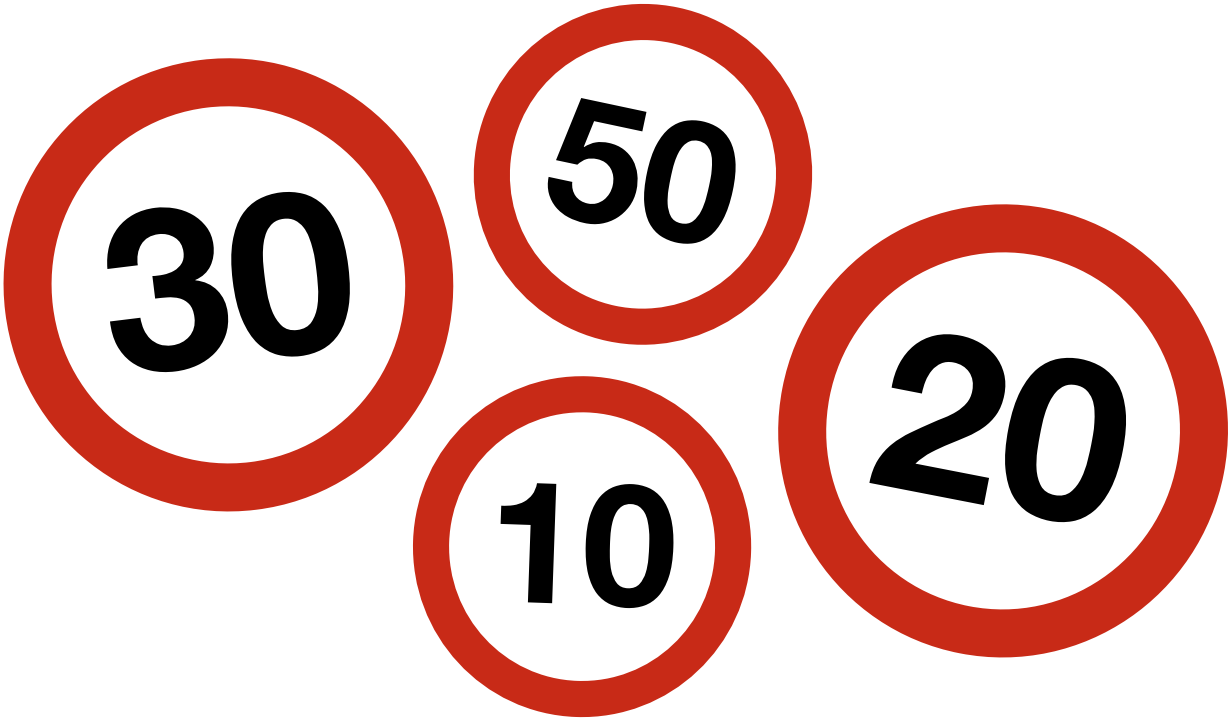
(see sentence starters for debate)

Reflection

Think about the debate and the different opinions shared. Can you think of another active or sustainable travel related topic you could conduct a class debate about?

What about a debate around speed limits? Or a debate about how cars are better/worse than cycling?

SHARE YOUR IDEAS WITH THE REST OF THE CLASS



Organise a Walk, Wheel, Scoot or Cycle to school day

Literacy

Teacher Guide

Pages: 33 to 36 | **Time: 2 hours**

Learning Objectives

For learners to develop organisation and logistical skills to organise their very own Walk, Wheel, Scoot or Cycle to school day.

Literacy Framework progression outcomes

Writing

Planning and organising for different purposes, audiences and context

Areas of Learning and Experience

Languages, Literacy & Communication

Differentiation

- Progression Step: Extension activity for MAT learners
- Handy Help: Letter Writing

Additional

Helps schools work towards Active Travel School Award Criteria C1, D1 and D2.

Learning Journey

Resources

Pen

A4 Paper
for poster or pamphlet

Letter Template
(provided)

Engage

Mini hands-up survey

Q1 **Who walked to school today?**

Q2 **Who scooted to school today?**

Q3 **Who wheeled or cycled to school today?**

If you weren't able to travel actively today – why don't you organise a special day where everyone can?!

Activity Ideas

1. Choose a walking or wheeling event to hold at your school to encourage everyone to travel actively to school.

Write a formal letter to parents & staff explaining what will happen and why.

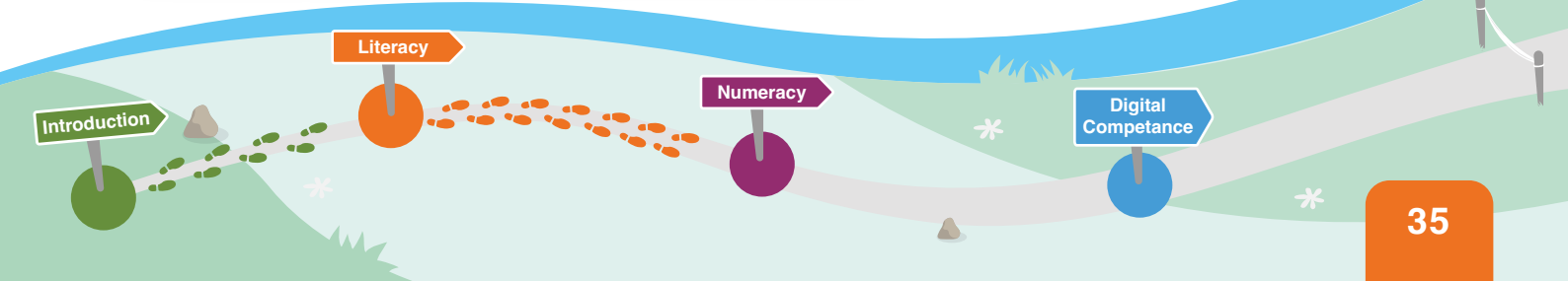
Address

Address

Date:

Dear parents & staff,

Yours sincerely,



Activity Ideas

2 Now it's time to change your writing style.

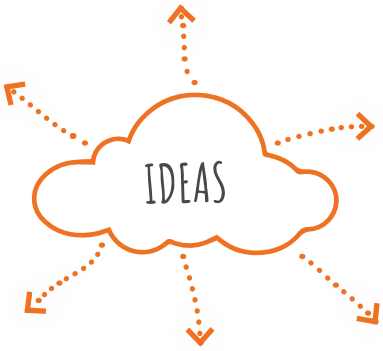
Create a promotional poster, video, pamphlet aimed at children and the whole school community to encourage them to get involved walking or wheeling to school.

Be as creative as you like.

Can you create a poster?

Can you write a script and film a promotional video?

Before you do, use the mind map below to plan your ideas:



Progression Step

Change your writing style – informal

Write a text message to send to your friend or sibling about the event. List the differences of this style of writing compared to the formal letter.

Handy Help

Don't forget to include: Sender's address, date, appropriate greeting/ ending, first person, introduction, paragraphs.

Reflection

Collect some words from your classmates, parents and teachers used to describe how much they enjoyed the day. Can you create a word cloud to showcase these words?

Plan an assembly

Literacy

Teacher Guide

Pages: 37 to 39 | **Time: 1-2 hours**

Learning Objectives

For learners to increase their knowledge about active and sustainable travel whilst developing organisation and logistical skills to plan their very own assembly.

Literacy Framework progression outcomes

Listening

Speaking

Areas of Learning and Experience

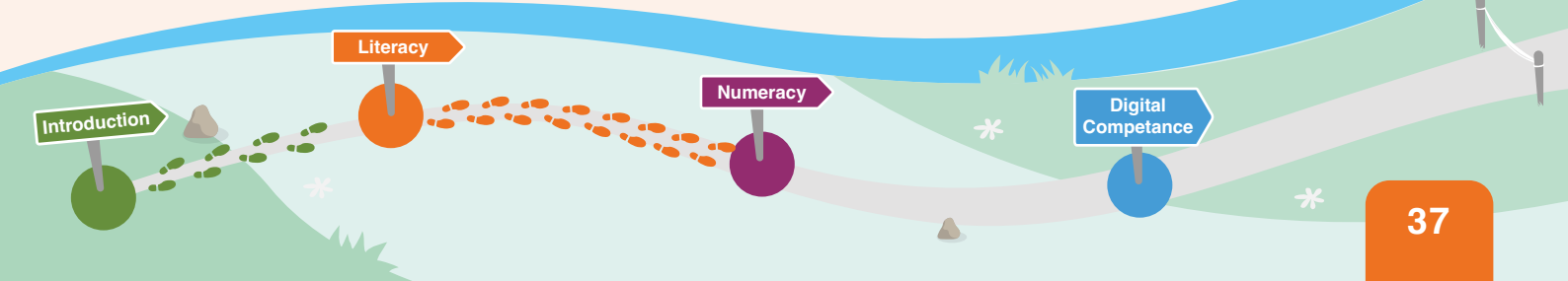
Languages, Literacy & Communication, Expressive Arts

Differentiation

- Progression Step: Extension activity for MAT learners

Additional

Helps schools work towards Active Travel School Award Criteria B1 and C4.



Learning Journey

Resources

Pen

Paper

Whiteboards

Engage

In pairs, choose one of you to be a car driver, and the other a keen cyclist. If you are the cyclist, you have 2 minutes to convince the car driver that cycling is amazing and that they should leave the car at home. **GO!**

Car drivers – what worked well to persuade you to cycle?

SHARE YOUR THOUGHTS WITH THE REST OF THE CLASS

Activity Ideas

Tell the pupils they are going to focus on the idea of telling the school about active and sustainable travel in an assembly. It will be up to them to plan, prepare and deliver the assembly. You will guide and facilitate but not direct them. This process will develop in different ways in different classes, but might look like this:

1. Sit pupils in a circle, in front of a whiteboard.

Can pupils come up with their own 'Must Include' list?

Present to them with the below 'must include' list as a prompt if needed.

Must include:

- Why active and sustainable travel is important
- Why traffic is a problem
- How everybody can join in by walking, cycling or scooting to school
- Clear explanations
- Loud, clear, expressive voices
- Fun!

Use this list as success criteria

Pupils 'think, pair, share' their ideas for a 'could include' list. Write their suggestions on the whiteboard. These might include a play, a song, a poem, artwork to show or bringing a bike onstage!

Activity Ideas

2. In groups, in pairs or individually, children choose which part of the assembly they would like to be involved in. Pupils who cannot choose can be assigned a role. There may be some parts in which all will take part.

3. Give pupils time to plan their part in the assembly using thinking techniques such as mind mapping, making lists and drawing diagrams. After 20 minutes, stop to share their progress.

4. Once planning is in place, pupils develop and practise their part of the assembly. This may involve writing scripts, preparing posters or props, practising a song or writing and practising their speaking parts. It is useful to allow a lot of time for this section of the activity.

5. Pupils share their parts of the assembly with the class. Then, under the direction of one of the pupils, practise performing the assembly in order. This part may require more teacher input to keep things in order. Keep practising!

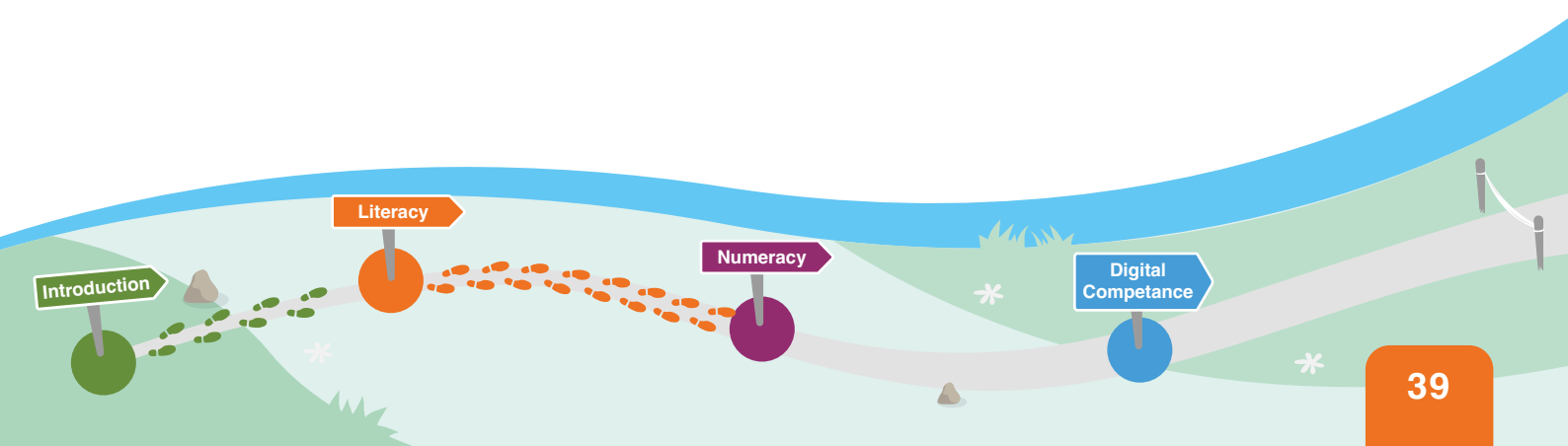
6. Perform the assembly to the school.

Progression Step

Now you've completed an assembly for your fellow classmates, why not plan an assembly to present to parents, school governors and local councillors? How would you change the style, tone or content to suit your new audience? Could you record the assembly and share it via your schools website?

Reflection

After the assembly, can you use the mini whiteboards to reflect on how it went: List two things that went really well, and one thing that could be done better next time.

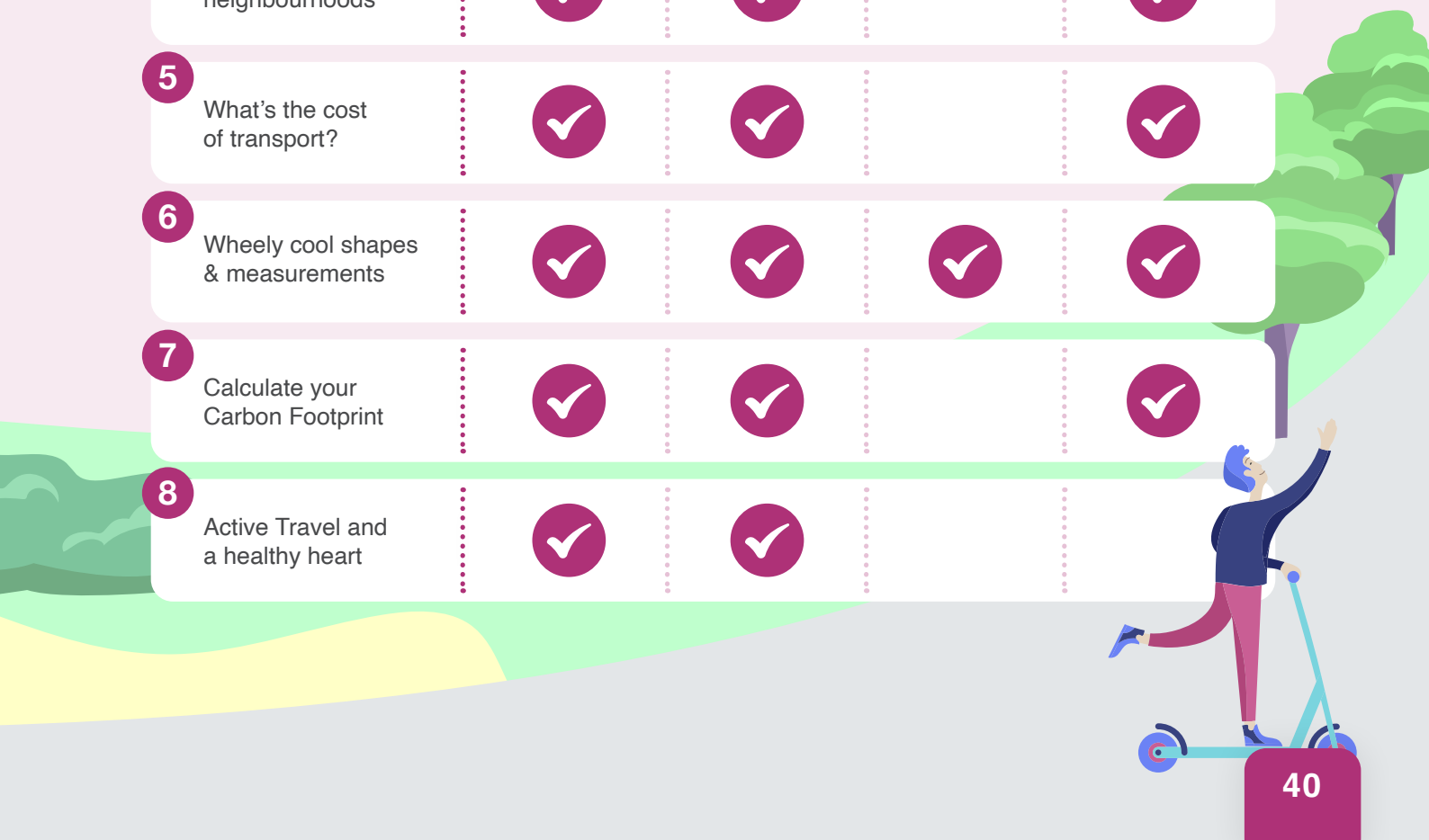


Numeracy

8 Numeracy Activities with teacher guides & lesson plans

suitable for KS2

		Developing mathematical proficiency	Understanding the number system helps us to represent and compare relationships between numbers and quantities	Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world	Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions
1	Handling Data: Hands Up Survey	✓	✓		✓
2	Active Travel Distances	✓	✓		✓
3	Active Travel Times	✓	✓	✓	✓
4	20 minute neighbourhoods	✓	✓		✓
5	What's the cost of transport?	✓	✓		✓
6	Wheely cool shapes & measurements	✓	✓	✓	✓
7	Calculate your Carbon Footprint	✓	✓		✓
8	Active Travel and a healthy heart	✓	✓		



Handling Data: Hands up Survey

Numeracy

Teacher Guide

Pages: 41 to 44 | **Time: 1-2 hours**

Learning Objectives

For learners to be able to collect and represent data in different ways to grasp a better understanding of how pupils at their school travel to school. Pupils will be able to explore the benefits to increasing the number of pupils walking, wheeling, scooting and cycling to school.

Numeracy Framework progression outcomes

Developing mathematical proficiency

Understanding the number system

helps us to represent and compare relationships between numbers and quantities

Learning that statistics represent data

and that probability models chance helps us make informed inferences and decisions

Areas of Learning and Experience

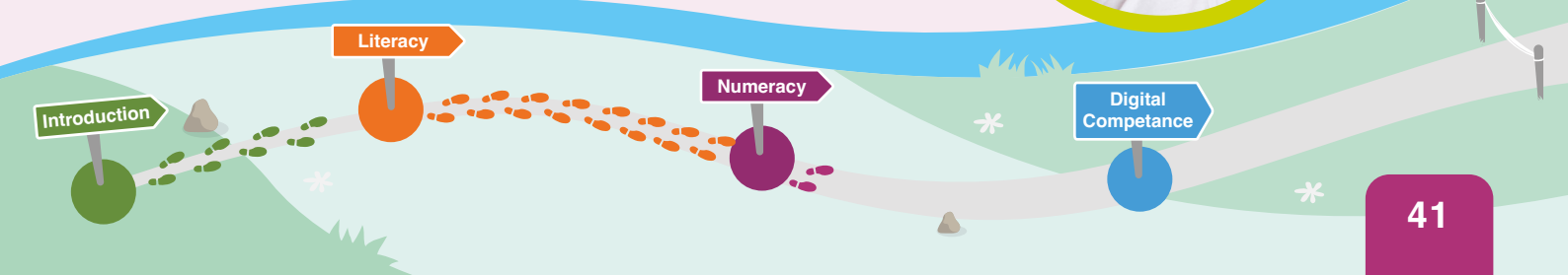
Numeracy, Languages, Literacy & Communication, Health & Wellbeing

Differentiation

- Progression Step: Extension activity for MAT learners
- Formulas for extra support

Additional

Helps schools work towards Active Travel School Award Criteria E1.



Learning Journey

Resources

Pen

Paper

Engage

Travel survey: you ARE the data!

Ask: How did you travel to school today?

In the classroom or hall make a physical graph. Place labels marked 'car', 'walk', 'cycle' and 'scoot' on a line (x axis). Pupils then stand in a line next to the corresponding label. Identify the most and least common.

What was the most common way you travel to school?

SHARE YOUR ANSWERS WITH THE REST OF THE CLASS

Activity Ideas

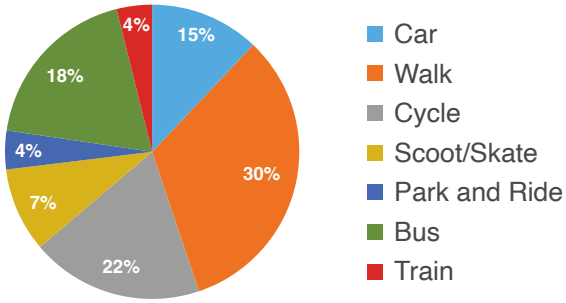
1 Hands Up Survey (HUS)

Option 1: Use the hands up survey (HUS) already collected for the school.

Option 2: Why not split into groups and collect hand up survey data from different classes in your school? (Find HUS on page 43 of resource for students can refer to).

In your groups, can you use a graph or chart to display the answers of your Q1 survey?

Example: **How do you usually travel to school?**



Sustrans Hands Up Survey

Please take some time to familiarise yourself with the survey form by reading through each of the questions along with the guidance.

Remember:

The total for each question should add up to the total number of pupils present - pupils must answer once for each question

Before you begin the survey please fill in the details below:

Date: School Name:

Class: Year Group:

No. of pupils in Class: No. of pupils present:

Q1. How do you usually (or most often) travel to school?

Response	
Walk	
Cycle	
Scoot / skate	
Park and stride / park and cycle	
Car (including taxi / car share)	
Bus (including school & public bus)	
Train / other rail	
Total	

Q2. How often do you travel to school by car?

Response	
Never	
Every week	
Sometimes	
Total	

Q3. How often do you cycle to school?

Response	
Never	
Every week	
Sometimes	
Total	

Q4. How often do you walk to school?

Response	
Never	
Every week	
Sometimes	
Total	

Q5. How often do you scoot or skate to school?

Response	
Never	
Every week	
Sometimes	
Total	

Q6. How would you most like to travel to school? (this can be the same was you usually travel to school if you like travelling that way)

Response	
Walk	
Cycle	
Scoot / skate	
Park and stride / park and cycle	
Car (including taxi / car share)	
Bus (including school & public bus)	
Train / other rail	
Total	

Q7. How often do you ride your bike when not cycling to/from school?

Response	
Never	
Every week	
Sometimes	
Total	

Activity Ideas

2 Whole class activity: Each group to share their data with the rest of the class. What did you discover about how pupils in your school travel to school? Please discuss!

3 To summarise your data, complete the following sentences:

Looking at the data we collected, the most common way we travel to school is _____.

_____ is how often most people at our school cycle to school.

Not many pupils want to _____ to school, but many would like to _____.

Can you find out what % of pupils would most like to walk to school?

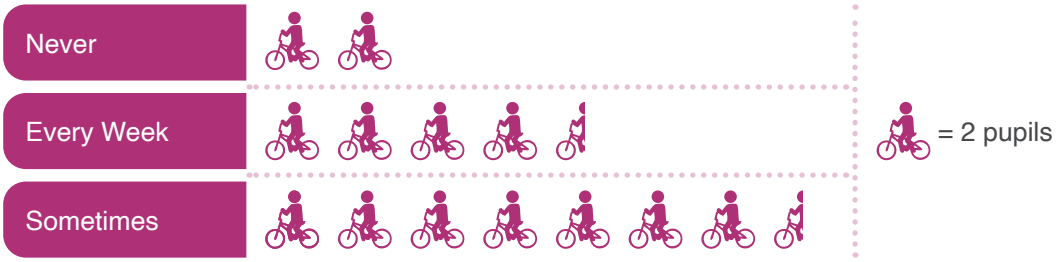
Please round to the nearest whole number _____ %

Progression Step

Representing data in different ways

1 Look at the data you collected in question 3. Create a pictogram to represent your results, where one symbol represents 2 pupils.

Example: **How often do you Cycle to School?**



2 Can you represent any other questions from the HUS with another type of graph or chart?

Handy Help

What percentage of a number is another number?

Step 1: How many pupils would most like to walk to school? = A

How many pupils did you ask in total? = B

A / B = C

C x 100 = Answer %

Reflection

In pairs discuss: What do you think the benefits to increasing the number of pupils walking, wheeling, scooting and cycling to school?

Years 4 - 6

Active Travel Distances

Numeracy

Teacher Guide

Pages: 45 to 47 | **Time: 1 hour**

Learning Objectives

For learners to calculate and explore the different distances fellow pupils must travel to get to school each day.

Numeracy Framework progression outcomes

Developing mathematical proficiency

Understanding the number system

helps us to represent and compare relationships between numbers and quantities

Learning that statistics represent data

and that probability models chance helps us make informed inferences and decisions

Areas of Learning and Experience

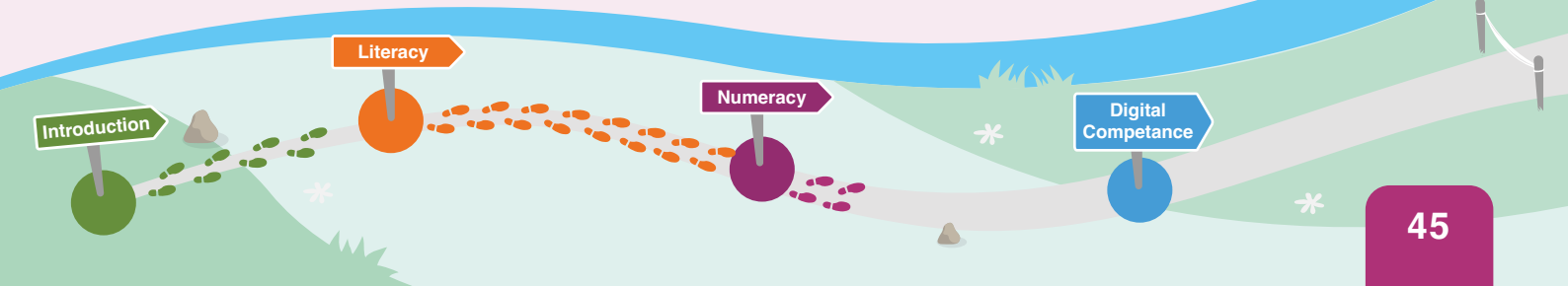
Numeracy, Languages, Literacy & Communication, Health & Wellbeing

Differentiation

- Progression Step: Extension activity for MAT learners
- Formulas for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.



Learning Journey

Resources

Laptop

Calculator

Engage

Your teacher will be walking or pretending to cycle around the class, with a map, a ruler. Can you guess what you will be doing today?

Activity Ideas

1. Using Google Maps, work out how far your house is to the school. Note down the distance in km.

2. How far do you travel to school each….Day? Week? Year?

In pairs, you have 2 minutes to discuss how you will calculate this.

Time to calculate:

SHARE YOUR THOUGHTS WITH THE REST OF THE CLASS

	Pupil 1	Pupil 2
How far do you travel to school each DAY?		
How far do you travel to school each WEEK?		
How far do you travel to school each YEAR?		

3. Active Travel Distances around the world

The distance from Wales to Australia is around 15,000km

How many years of school journeys would it take YOU to get there?

E.g. Mari travels 300km to and from school each year

15,000 / 300 = 50

It would take the equivalent of 50 years of Mari's school journeys to get all the way to Australia!

Progression Step

Recording and converting measurements (distances).

1 How many MILES do you travel to and from school each year?

1km = 0.62137 miles

To convert from kilometres into miles, multiply the distance in kilometres with the conversion factor above.

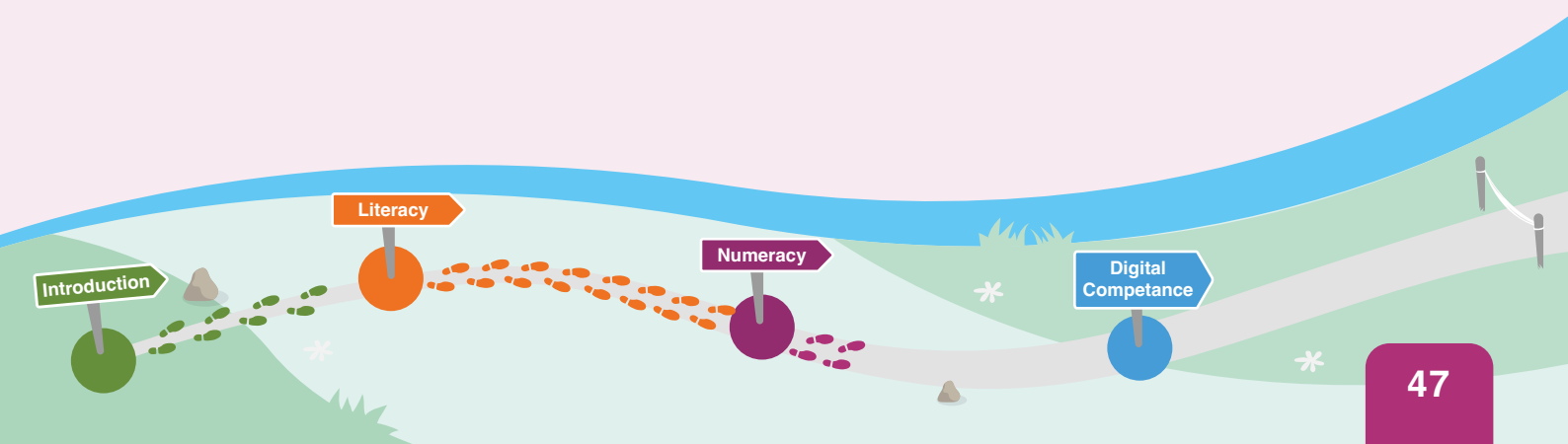
Answer_____

Handy Help

- Remember you do the journey twice each day
- You come to school 5 days a week
- There are 39 school weeks each year

Reflection

Write a sentence comparing and contrasting your active travel distances each day, week and year compared to your partner/pair.



Active Travel Times

Numeracy

Teacher Guide

Pages: 48 to 50 | **Time: 1 hour**

Learning Objectives

For learners to calculate the time it takes for fellow pupils to travel to school actively, and to understand speed and distance in relation to time.

Numeracy Framework progression outcomes

Developing mathematical proficiency

Understanding the number system

helps us to represent and compare relationships between numbers and quantities

Learning that statistics represent data

and that probability models chance helps us make informed inferences and decisions

Learning about geometry

helps us understand shape, space and position, and learning about measurement helps us quantify in the real world

Areas of Learning and Experience

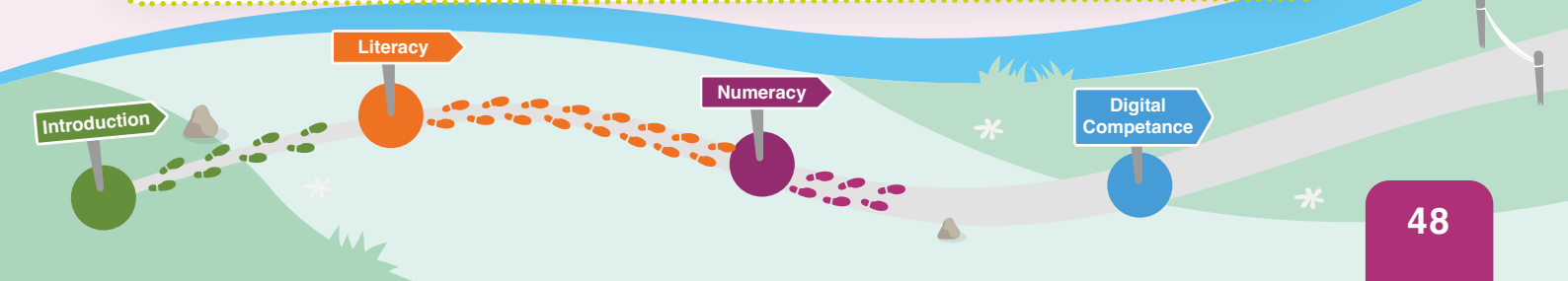
Numeracy, Languages, Literacy & Communication, Health & Wellbeing

Differentiation

- Progression Step: Extension activity for MAT learners
- Formulas for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.



Learning Journey

Resources

Pen

Paper

Calculator

Engage

Discuss in pairs: Do you think it would take longer to drive or to cycle through the middle of a city centre during rush hour? Explain why you chose your answer!

Activity Ideas

1. Ask 15 pupils in your class how long it takes them to walk or wheel to school. Prepare a table showing the time taken for various children to travel to school.

Who gets to school quickest? _____

How long do they spend travelling each day, week and year?

Who takes the longest to get to school? _____

How long do they spend travelling each day, week and year?

What is the daily, weekly and annual difference of time it takes to get to school for the pupil who can get to school quickest, and the pupil who takes the longest time?

Activity Ideas

2 Statistics

With the travel times of 15 pupils, calculate…

- The Mean (average) travel time to school:
- The Median travel time to school:
- The Mode: _____

Progression Step

We can use the speed, distance and time formula to calculate real-life situations. The formula is Speed = Distance ÷ Time. This means that you can calculate how fast something is moving based on how long it takes to travel a certain distance.

For example: if you cycle 30 miles in 2 hours, we can use the formula to work out its speed. 30 ÷ 2 = 15, so we now know you were travelling at 15mph on your bike. The formula can also be rearranged to find the Distance or Time:

Speed = Distance ÷ Time

Distance = Speed x Time

Time = Distance ÷ Speed

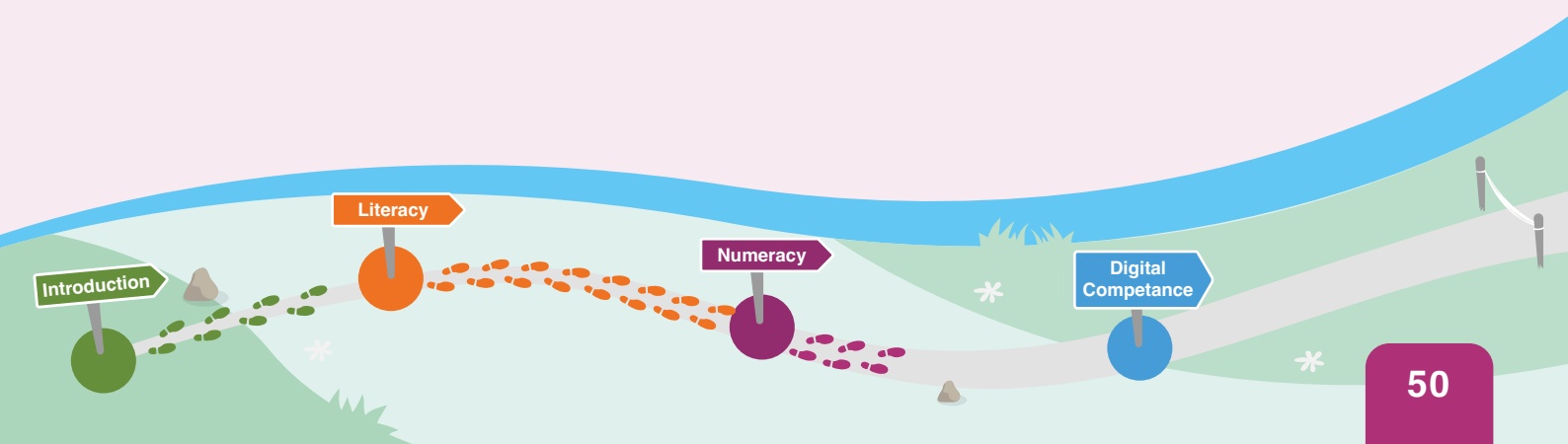
Ffion walked 3 miles in 1.5 hours. At what speed was Ffion walking at? ___mph

Handy Help

- Remember you do the journey twice each day
- You come to school 5 days a week
- There are 39 school weeks each year

Reflection

If somebody lives over a 20 minute walk away from school, what other active travel modes could they use to get to school?



20-Minute Neighbourhoods

Numeracy

Teacher Guide

Pages: 51 to 54 | **Time: 1 hour**

Learning Objectives

For learners to understand the concept of a 20-minute neighbourhood and having everything they need within a 20-minute walk of where they live.

Numeracy Framework progression outcomes

Developing mathematical proficiency

Understanding the number system

helps us to represent and compare relationships between numbers and quantities

Learning that statistics represent data

and that probability models chance helps us make informed inferences and decisions

Learning about geometry

helps us understand shape, space and position, and learning about measurement helps us quantify in the real world

Areas of Learning and Experience

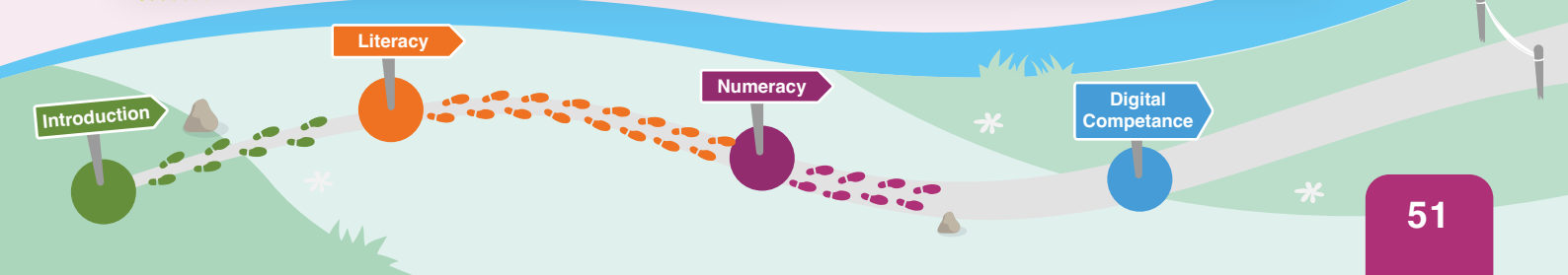
Numeracy, Languages, Literacy & Communication, Science & Technology, Health & Wellbeing

Differentiation

- Progression Step: Extension activity for MAT learners
- Formulas for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.



Learning Journey

Resources

- Pen
- Paper
- Calculator

Engage

Has anyone heard of the term '20 minute neighbourhoods'? If not, share your guesses with the rest of the class.

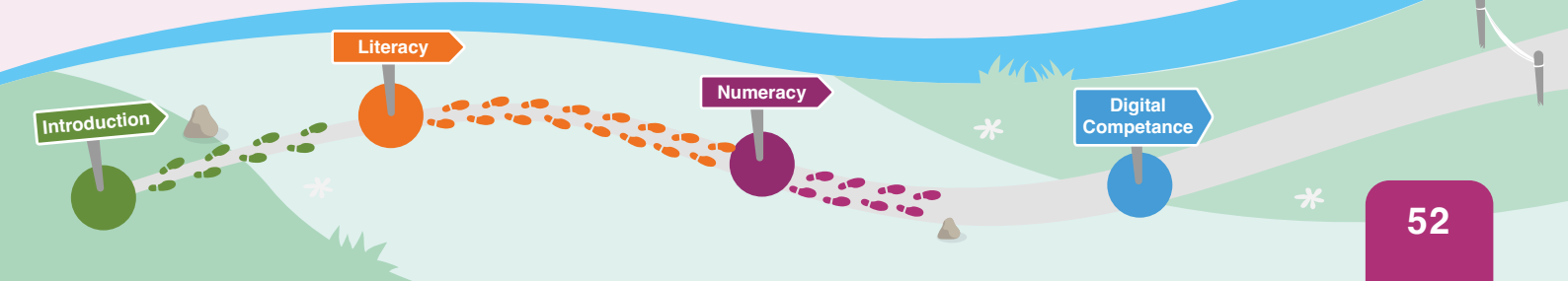
As a class, watch the following video

https://youtu.be/lB8wyZXUztY

Explaining 20-minute neighbourhoods

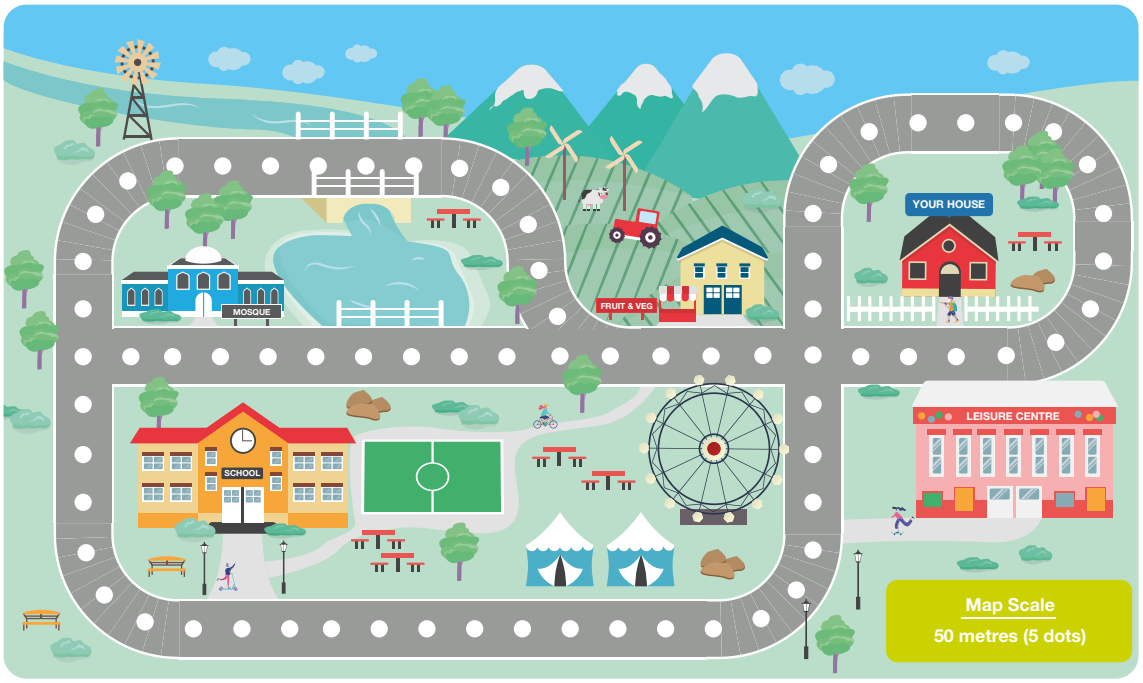
CLICK TO PLAY VIDEO!

Definition: Everything a person needs is within a 20-minute walk. Shops, schools, work, sports, arts, culture, hobbies - are all within a 20-minute walk to your house.



Activity Ideas

1 20 minute neighbouhood map



How many metres is it from the school to the mosque? _____ metres

Dylan is going to the swimming pool straight after school but first he needs to buy a banana. How many metres will Dylan have to walk? _____ metres

Which is closest, your house to the school or the fruit and veg shop to the Gym & Pool? _____

2 Percentages

50 out of 100 school pupils asked by Sustrans live within a 20-minute walk to their school.

Q1 What % of school pupils do not live within a 20-minute walk to their school?

108 out of 300 women asked by Sustrans do not cycle but would like to give it a go.

Q2 What % of women don't cycle, but would like to give it a go? ____ %

31% of 150 disabled people asked by Sustrans do not cycle but would like to give it a go.

Q3 How many disabled people don't cycle, but would like to give it a go? _____

Progression Step

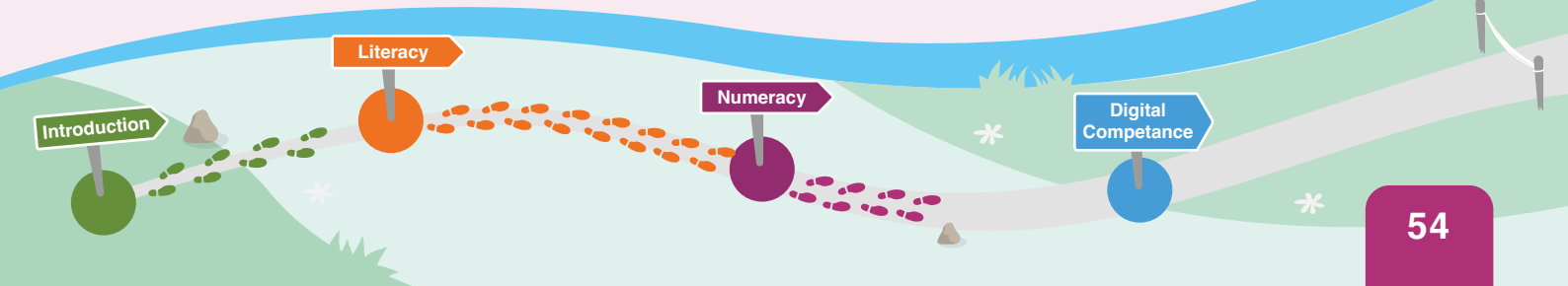
Design your own 20-minute neighbourhood map with labels. Make sure you create a map scale. List all the things that are within a..

- 50 metre walk
- 100 metre walk
- 300 metre walk

of your house.

Reflection

Discuss in pairs – what things would you like within a 20-minute walk of your house?



What's the cost of transport?

Numeracy

Teacher Guide

Pages: 55 to 58 | **Time: 1 hour**

Learning Objectives

For learners to understand and compare the cost of different transport options whilst developing their financial literacy.

Numeracy Framework progression outcomes

Developing mathematical proficiency

Understanding the number system

helps us to represent and compare relationships between numbers and quantities

Learning that statistics represent data

and that probability models chance helps us make informed inferences and decisions

Areas of Learning and Experience

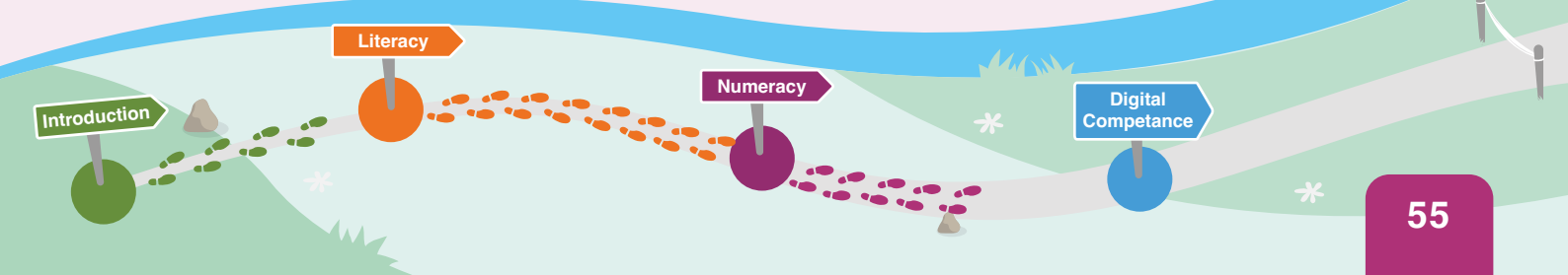
Numeracy, Languages, Literacy & Communication, Science & Technology, Health & Wellbeing

Differentiation

- Progression Step: Extension activity for MAT learners
- Formulas for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.



Learning Journey

Resources

- Pen
- Paper
- Calculator

Engage

Look at the following picture – can you describe what you see? Do you think this special type of bike is worth a lot of money?

Activity Ideas

1 Costs and savings

Gwion is saving £13 per week to buy a bike that costs £123.

Q1 **How many weeks will it take Gwion to save enough to buy the bike? _____**

A Sustrans Active Journeys Officer needs 27 bike bells for the class of year 5 pupils. They are sold in packs of 5.

Q2 **How many packs does he have to buy? _____**

The local bike shop is selling a scooter on sale. The original price was £90 but the scooter is on sale for £75.

Q3 **How much was the scooter reduced by? _____ %**

2 Calculating savings

Bike Vs. Petrol car Vs Electric Vehicle

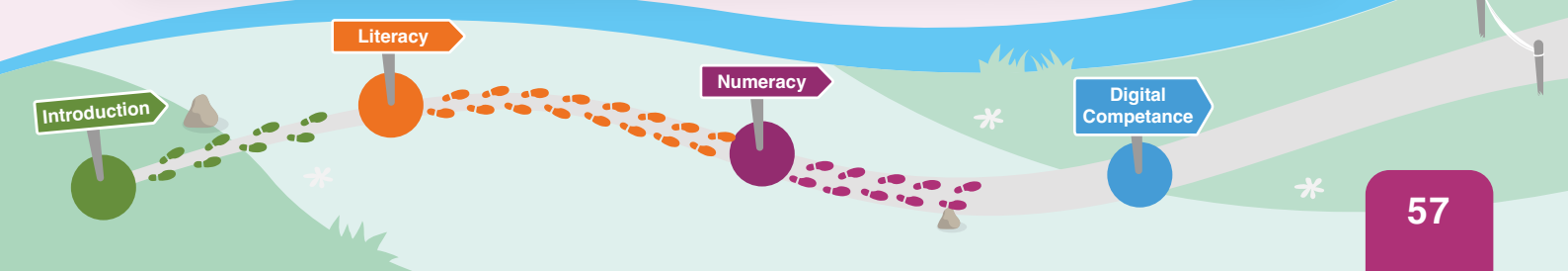
Cost	Bike	Second hand car	Electric Car
Price	£400	£6500	£15,000
Annual fuel / energy	£0	£900	£300 (for home charger) +£200 electricity
Annual Maintenance	£60	£_____	£200
Annual Tax	£0	£300	£_____
Total cost of first year	£_____	£8200	£15,700
Cost of 2nd year	£_____	£_____	£_____

Fill in the table above and answer the following questions:

Q1 **Which is the cheapest mode of transport in the first year?**

Q2 **Which is the most expensive mode of transport in the first year?**

Q3 **How many years would it take for the electric vehicle to be cheaper than the second hand car?**



Progression Step

Rounding up and estimating costs

Item	Price	Round to the nearest Number
Backpack	£23.99	
Bike Pump	£7.29	
Lunch & Snacks	£8.50	
Waterproof jacket	£45.73	
Reusable Water bottle	£2.50	
Spare Inner Tube	£1.20	

Roughly how much does the shopping list cost? _____

Rounding to the nearest whole number means either rounding up or rounding down. Why could this be an issue when estimate the cost of the shopping list?

Reflection

If an E-bike costs a similar amount to an old second-hand car, what would be the cost benefit of buying an E-bike in the long term (e.g. over a whole year) compared to the car?

Wheely cool shapes & measurements

Numeracy

Teacher Guide

Pages: 59 to 62 | **Time: 1 hour**

Learning Objectives

For learners to develop measurement and mass numeracy skills in relation to real life active modes of transport.

Numeracy Framework progression outcomes

Developing mathematical proficiency

Understanding the number system

helps us to represent and compare relationships between numbers and quantities – financial literacy specifically

Learning that statistics represent data

and that probability models chance helps us make informed inferences and decisions

Learning about geometry

helps us understand shape, space and position, and learning about measurement helps us quantify in the real world

Areas of Learning and Experience

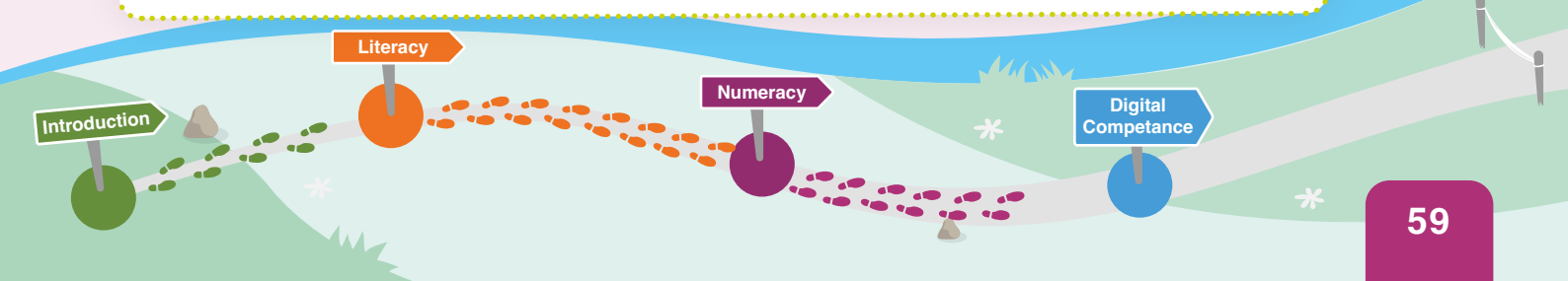
Numeracy, Languages, Literacy & Communication, Science & Technology, Health & Wellbeing

Differentiation

- Progression Step: Extension activity for MAT learners
- Formulas for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.

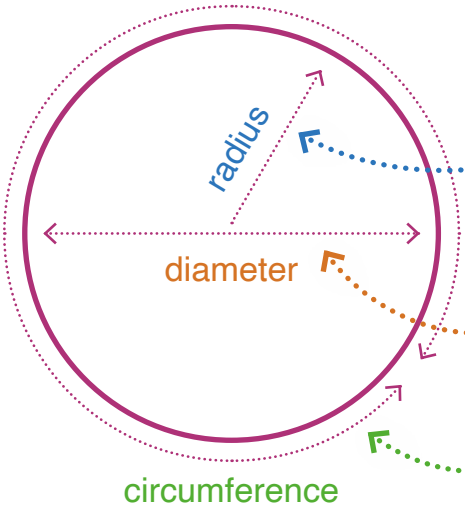


Learning Journey

Resources

- Pen
- Paper
- Ruler
- Tape Measure
- Calculator

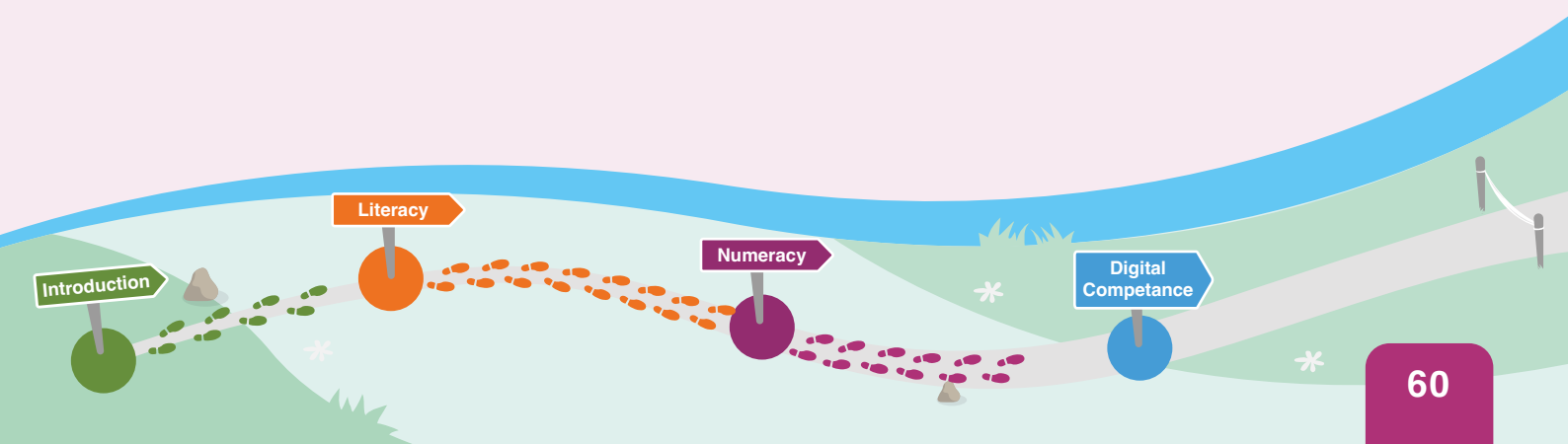
Activity Ideas



The radius is the **distance from the centre of the circle to the edge of the circle.**

The diameter is **the straight line going through the centre of a circle, connecting two points on the circumference.**

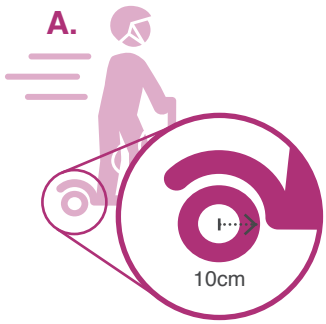
The circumference is **the measurement all the way around the outside edge of a circle.**



Activity Ideas

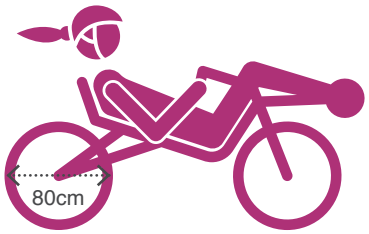
1 Can you calculate the circumference, radius and diameter of the following?

A.



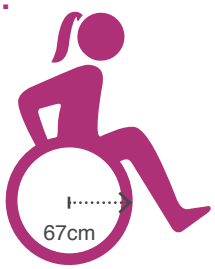
Diamter _____ cm

B.



Radius _____ cm

C.



Diameter _____ cm

2 How big is your bike/scooter/wheels?

You'll need a tape measure or rules, and access to your pool bikes/scooters/wheels

- Pupils use measuring skills to measure different parts of a bike.
- Convert measurements into different units of measurement e.g. cm's to metres or mm to cm's
- Pupils investigate heights of saddles in relation to height of child.

Space for notes

Progression Step

Exploring weight and mass

1 Converting mass; grams and kilograms

1000g = 1kg

Q1 **The Road bike weighs in at a very light 8kg's. How much does the road bike weigh in grams?**

Why do you think this bike is so lightweight?

Q2 **The bike, trailer and dog weigh in at 37kg's. How much does the bike, trailer and dog weigh in grams?**

Q3 **The children weigh 41kgs and the total weight of the cargo bike and children is 88kgs, how much does the bike weigh in grams?**

Reflection

Discuss as a class: apart from carrying children, what else could you carry in a cargo bike? Think realistically in terms of size and weight.

Carbon Footprints

Numeracy

Teacher Guide

Pages: 63 to 66 | **Time: 1 hour**

Learning Objectives

For learners to calculate a simple carbon footprint and how choosing to travel actively can help reduce their own carbon footprint.

Numeracy Framework progression outcomes

Developing mathematical proficiency

Understanding the number system

helps us to represent and compare relationships between numbers and quantities

Learning that statistics represent data

and that probability models chance helps us make informed inferences and decisions

Areas of Learning and Experience

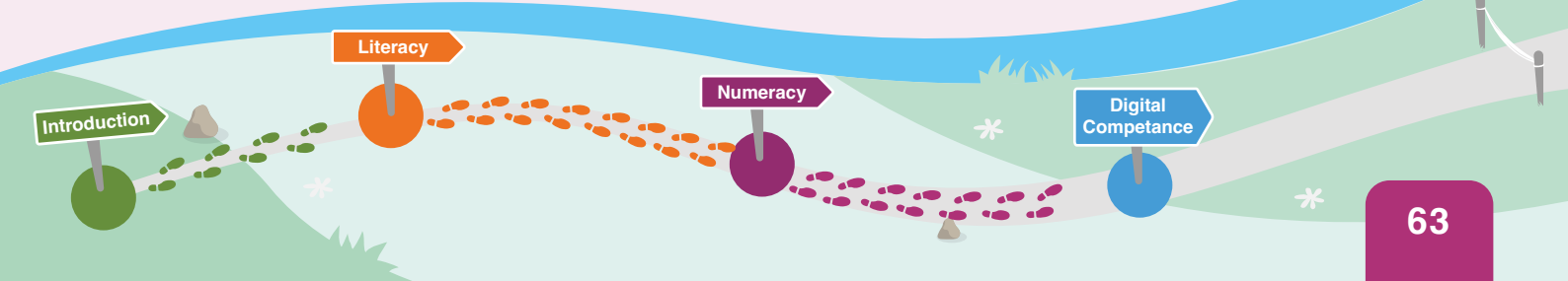
Numeracy, Languages, Literacy & Communication, Humanities

Differentiation

- Progression Step: Extension activity for MAT learners
- Formulas for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.



Learning Journey

Resources

- Pen
- Paper
- Ruler
- Calculator

Engage

Watch the first 5 minutes of this video to help understand what C02 or carbon dioxide is and how transport emissions contribute to global heating.

https://youtu.be/iZsa8GMTzj4

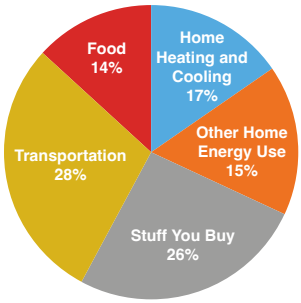
Pause at 5:00 and answer the question in the video as a class

CLICK TO PLAY VIDEO!

Activity Ideas

Your carbon footprint is the amount of carbon dioxide released into the air because of your own energy needs. You need transportation, electricity, food, clothing, and other stuff that you buy.

1 Analysing graphs:



Look at the pie chart.

What % of the carbon footprint is from transportation? ____%

What % of the carbon footprint is made up of transportation and food? __%

Can you think of ways the transportation % of the carbon footprint could be reduced? _____

Activity Ideas

2 **The carbon footprint of cycling a mile:**

65g CO2/m: powered by bananas

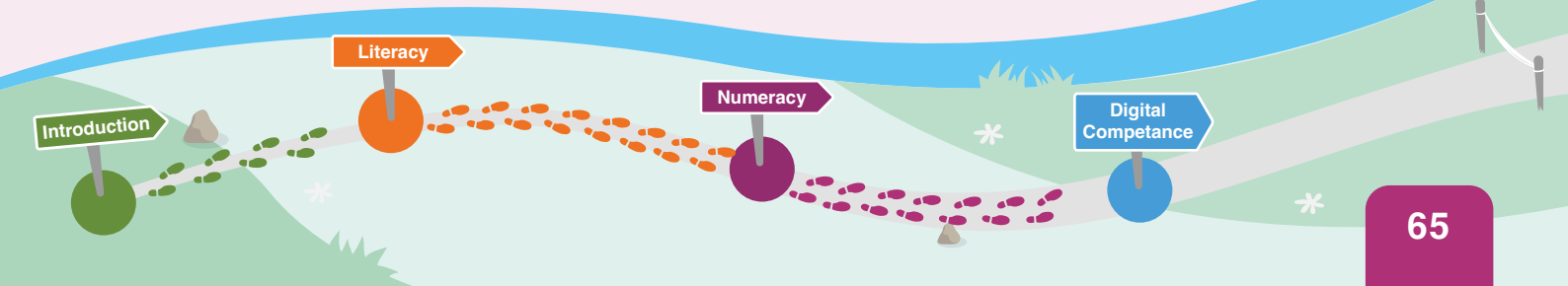
The carbon footprint of driving a mile:

404g CO2/m: powered by petrol

The carbon footprint of using the bus for a mile:

290g CO2/m: powered by petrol

Can you display this data in a graph or chart? Use the space below:



Progression Step

1. Use carbon footprint data (provided) to calculate the carbon footprint of a car ride to school (this could be a calculator lesson). Multiply to find the carbon footprint for a month, year and a whole school career. Compare to the carbon footprint of a pupil who cycles / walks to school.

Travel Data

- Average Petrol car 209.5 g/km
- Average Diesel car 198.7 g/km
- Rail 60g/km per person
- Bus 89 g/km per person
- Aeroplane 158 g/km per person

2. Write a letter to your Member of Senedd with ideas or suggestions on what they could do to reduce the carbon footprint of Wales.

Handy Help

Formula

CO_2 produced (g/km) =
Distance travelled x g/km

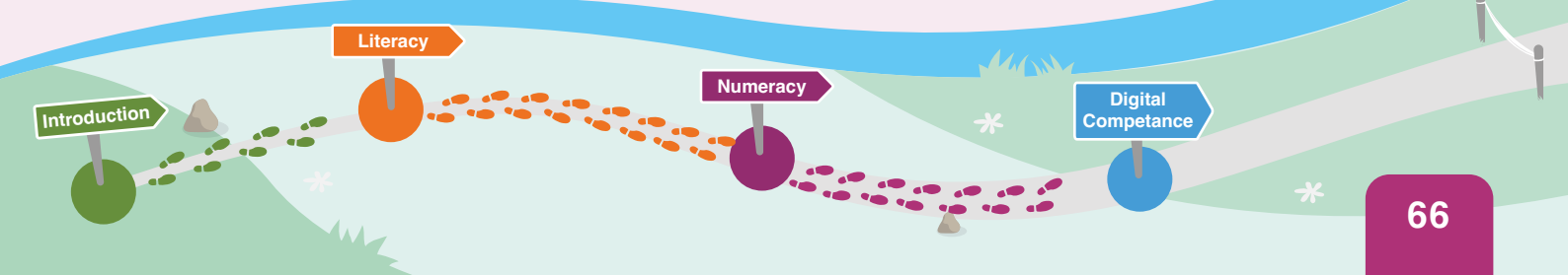
Volume CO_2 (Cubic metres, m^3) =
Volume (m^3) x 2

[actual is 1.9769]

Reflection

In pairs, come up with 3 ideas that you suggest to your teacher to reduce their carbon footprint this week.

Years 4 - 6



Active Travel and a Healthy Heart

Numeracy

Teacher Guide

Pages: 67 to 69 | **Time: 1 hour**

Learning Objectives

For learners to develop an understanding of how active travel can help improve physical health and keep our hearts healthy.

Numeracy Framework progression outcomes

Developing mathematical proficiency

Understanding the number system

helps us to represent and compare relationships between numbers and quantities

Areas of Learning and Experience

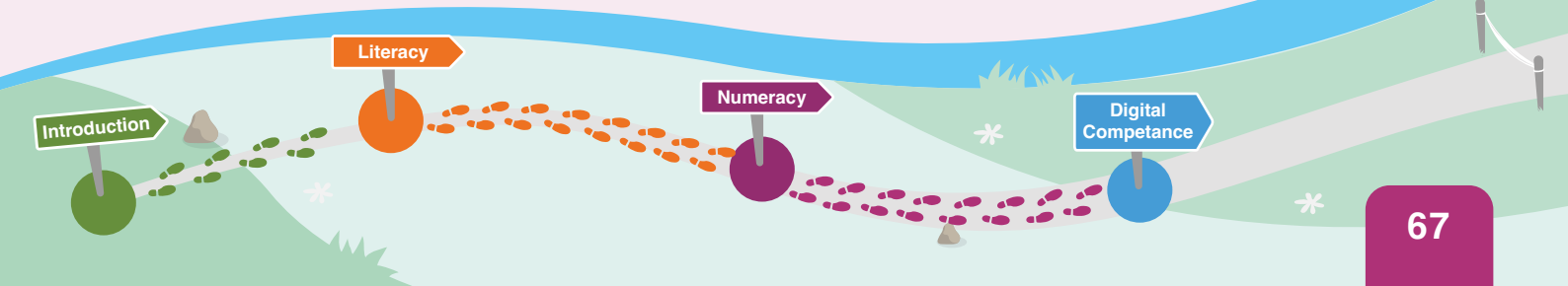
Numeracy, Languages, Literacy & Communication, Health & Wellbeing

Differentiation

- Progression Step: Extension activity for MAT learners
- Formulas for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.



Learning Jounrey

Resources

Pen

Paper

Ruler

Calculator

School Yard

Engage

As a class - discuss what happens when the body is active. What counts as active? Which activities get you most active do you think?

Activity Ideas

A PE healthy heart enquiry into the effects of different activities on pulse rate.

1. Plan the enquiry to compare walking, cycling, jogging, scooting, wheeling etc.

2. Go outside and in pairs choose the different types of activities you will measure.
   Record pulse rates before, during and after each activity and after a cool down period.

Space for notes

3. Each pupil creates a line graph to show how their pulse rate changes before, during and after each activity.

Progression Step

1. Collate class / group data in a table, showing pulse rates during each activity.
2. Write a paragraph with your findings for the whole class and remember to use specific figures from your table.
3. How can you show the results? Draw a chart or graph for the whole class data.

Reflection

Use the data you collected to draw conclusions to answer the enquiry question:

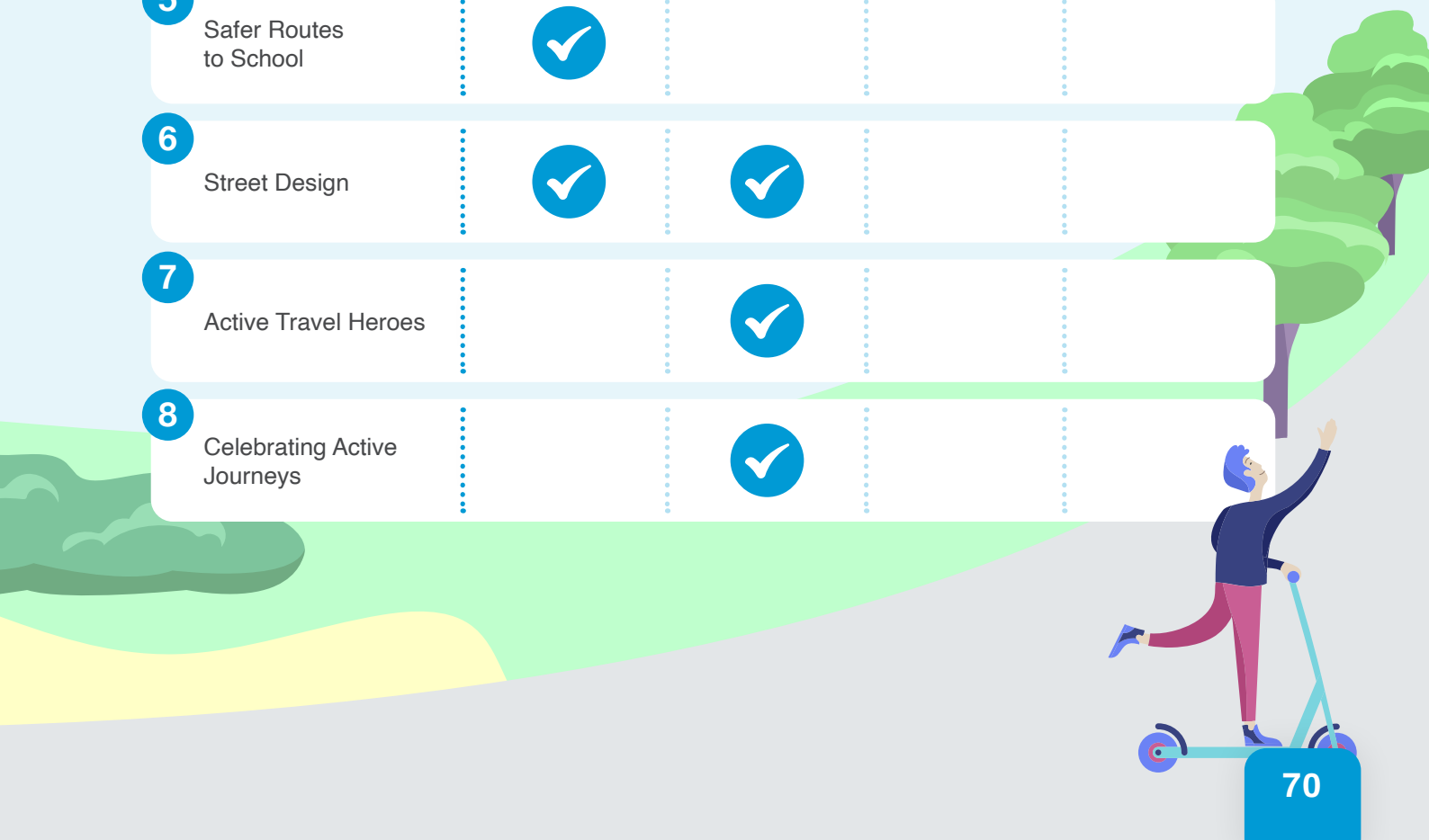
Which activities get you most active (highest heart rate)?

Digital Competence

8 Digital Competence Activities with teacher guides & lesson plans

suitable for KS2

	Interacting & collaborating	Producing	Data & Computational thinking	Citizenship
1 Active Travel around the world	✓	✓		
2 Walk, Wheel, Scoot or Cycle?		✓	✓	
3 Active Travel for Health & Wellbeing		✓	✓	
4 Air Pollution and Transport			✓	
5 Safer Routes to School	✓			
6 Street Design	✓	✓		
7 Active Travel Heroes		✓		
8 Celebrating Active Journeys		✓		



Active Travel around the World

Digital Competence

Teacher Guide

Pages: 71 to 73 | **Time: 2 hours**

Learning Objectives

Learn about active travel in different towns and cities accross the world, compared to Wales, using digital research and sharing this research using different digital communication tools. There is also an opportunity to use a digital multimedia tool to compare and contrast active travel in two different locations.

Digital Competence Framework progression outcomes

Interacting & collaborating

digital communication & collaboration (pros & cons of synchronous and asynchronous electronic communication. Email vs. Jamboard)

Producing

Sourcing, searching and planning digital content & creating digital content

Areas of Learning and Experience

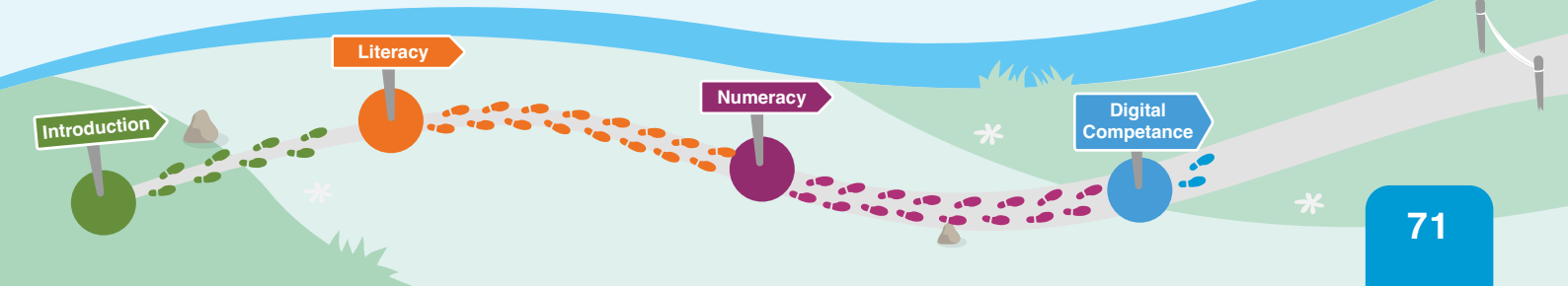
Science & Technology, Health & Well-being, Humanities, Languages, Literacy & Communication, Humanities

Differentiation

- Progression Step: Extension activity for MAT learners
- Sentence starters for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.



Learning Journey

Resources

Laptop

Engage

In pairs use Google Maps and zoom into Amsterdam. Use the 'layers' box, and click on the 'cycling layer'. Do you see many cycle lanes? Using Street View, how many bikes can you count?

Activity Ideas

We want you to research about active travel around the world, and compare and contrast to active travel in your village, town or city in Wales! We've chosen to focus on the Netherlands – the world's number one cycling country!

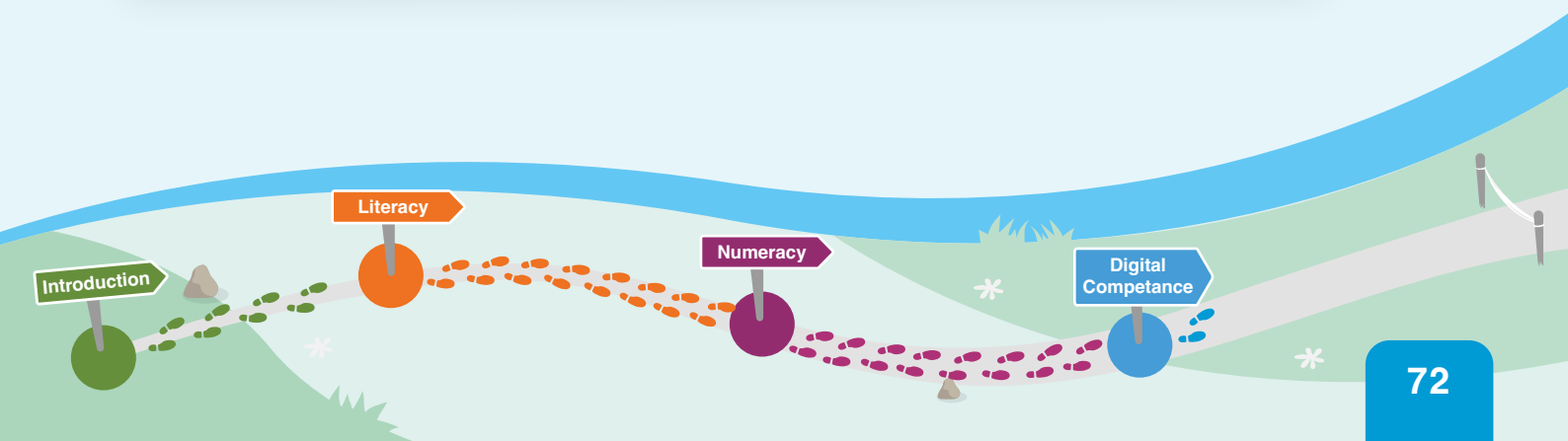
1. Research

You need to gather information about active travel and cycling in the Netherlands as well as in Wales. A search engine tool such as Google search is a great way to gather information.

Top Tip: Use refined search techniques, appropriate keywords and phrases to find the most relevant and up-to-date information

2. Share your research - Email

Can you choose a partner to email 3 key facts you discovered about active travel in Wales?



Activity Ideas

3 Share your research – Jam board

As a class, set up a collaborative Jam board or Padlet and each add a fact or piece of information you found out about active travel in the Netherlands.

4 Pros & Cons of different digital communication tools

As a class, can you think of the pros and cons of each method of digital communication?

Pros - Email	**Cons - Email**
Pros - Jam board	**Cons - Jam board**

Progression Step

Create!

We'd like to see a presentation about active travel in the Netherlands vs. Wales.

Create a multimedia resource such as a PowerPoint presentation or Google Slides and include:

- Key information from your own and your shared research.
- Can you add a map for both locations?
- What are the similarities?
- What are the differences?
- What lessons could Wales take from the Netherlands?
- What are the benefits for the prople in the Netherlands?

Reflection Activity

In pairs, discuss the challenges for people travelling actively in different countries around the world, e.g. weather, land, terrain.

Handy Help

When reading on a laptop or a computer, why not use Microsoft's Immersive Reader? It's a free tool, built into programmes such as Word, that helps to improve reading and writing regardless of anyones age or ability. This online tool features read aloud, spacing and font size, picture dictionary, syllabification and different background colours to help you read text more easily. Try it here

Walk, wheel, scoot or cycle?

Digital Competence

Teacher Guide

Pages: 74 to 76 | **Time: 1 hour**

Learning Objectives

For pupils to use and explore Excel - a spreadsheet program which will enbale them to format, organise and calculate active travel data - more specifically how pupils in their school travel to school.

Digital Competence Framework progression outcomes

Data and computational thinking

Data & information literacy - spreadsheets and charts and tables

Producing

Sourcing, searching and planning digital content & creating digital content

Areas of Learning and Experience

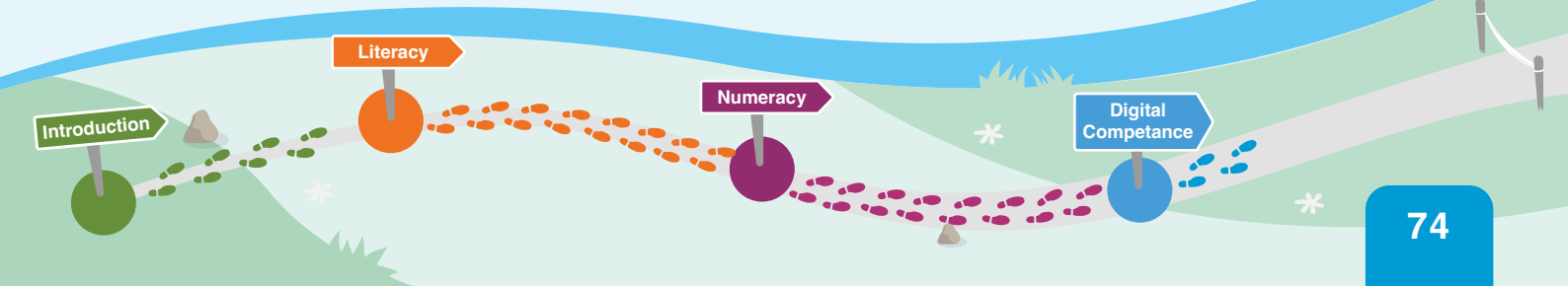
Science & Technology, Languages, Literacy & Communication, Health & Wellbeing

Differentiation

- Progression Step: Extension activity for MAT learners
- Sentence starters for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.



Learning Journey

Resources

Laptop

Engage

Travel survey: you ARE the data!

Ask: How did you travel to school today?

In the classroom or hall make a physical graph. Place labels marked 'car', 'walk', 'cycle' and 'scoot' on a line (x axis). Pupils then stand in a line next to the corresponding label. Identify the most and least common.

What was the most common way you travel to school? Share your answers with the class.

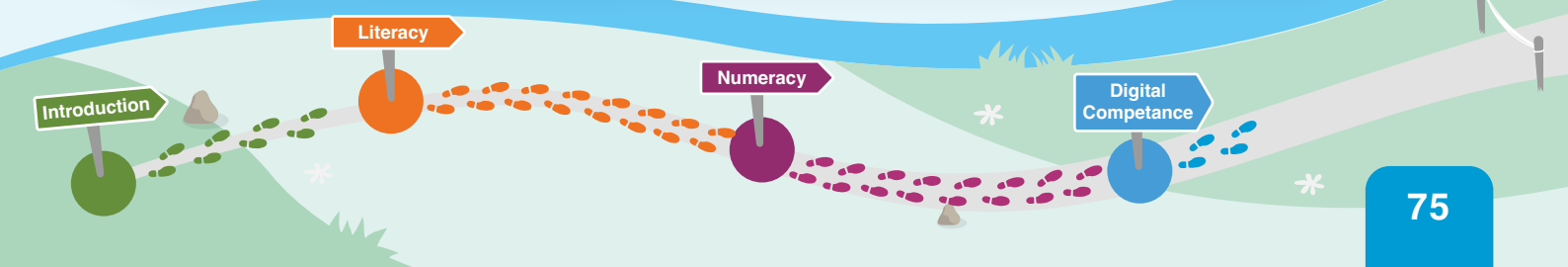
Activity Ideas

1 Displaying Data

We asked 100 people how they travel actively:

30	Cycle	4	Roller-skate
51	Walk	12	Scoot
2	Wheelchair	1	Skateboard

Input the data into Excel to create a pie chart. Remember to choose different colours to make each mode of travel stand out. Can you display the percentages in the chart?



Activity Ideas

2 Write an online blog

Choose two different modes of active travel.

Write an online blog about these two modes, trying to persuade others to join you in these modes of travel. Remember to include what it is, who can use this mode, and what the benefits are.

You might want to include images, videos or hyperlinks as this is a blog for an online platform.

Progression Step

Can you add 10 top tips to your blog on how to start travelling actively?

Handy Help

https://youtu.be/0WNJkBXywMU

How to create a pie chart in Excel

CLICK TO PLAY VIDEO!

How to write a blog: Remember who your audience is, keep it fun and informal.

Reflection

In pairs discuss: How would you most like to travel to school? Give 3 reasons why this would be your favourite way to get to school.

Active Travel for Health & Wellbeing

Digital Competence

Teacher Guide

Pages: 77 to 80 | **Time: 1 hour**

Learning Objectives

For pupils to explore using data on Excel and using a digital tool such as Google Slides to create digital content around the benefits of travelling actively and wellbeing.

Digital Competence Framework progression outcomes

Data and computational thinking

Data & information literacy - spreadsheets and charts and tables

Producing

Sourcing, searching and planning digital content & creating digital content

Areas of Learning and Experience

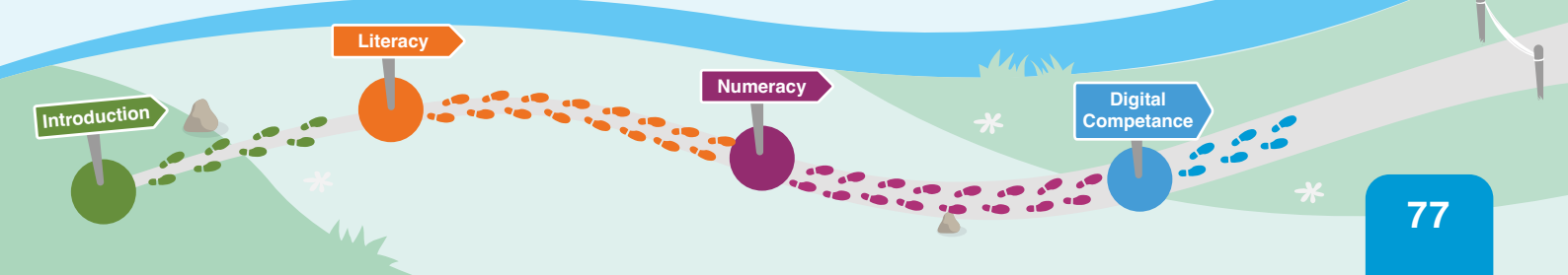
Health & Well-being, Humanities, Languages, Literacy & Communication, Humanities

Differentiation

- Progression Step: Extension activity for MAT learners
- Sentence starters for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.



Learning Journey

Resources

Laptop

Engage

Your teacher will play the following sound clip

https://youtu.be/aBAStsay7TA

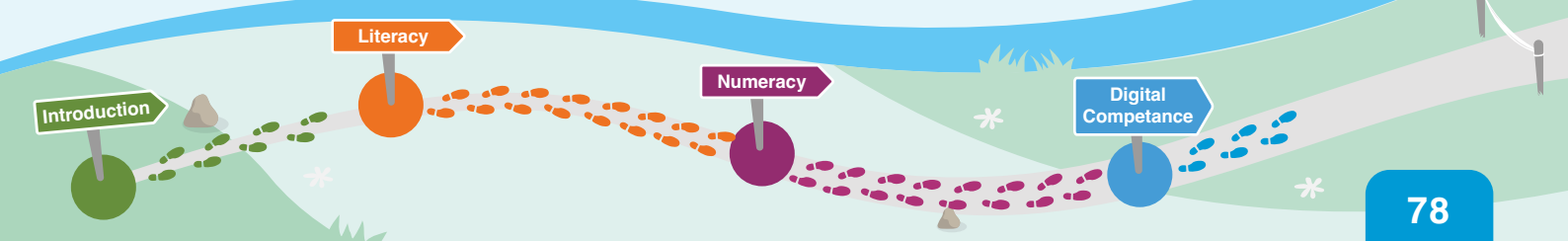
Ask everyone to close their eyes

CLICK TO PLAY VIDEO!

Q1 How do the sounds of nature make you feel?

Q2 Do you feel relaxed?

Q3 What are the benefits of being outside?



Activity Ideas

Research & Data

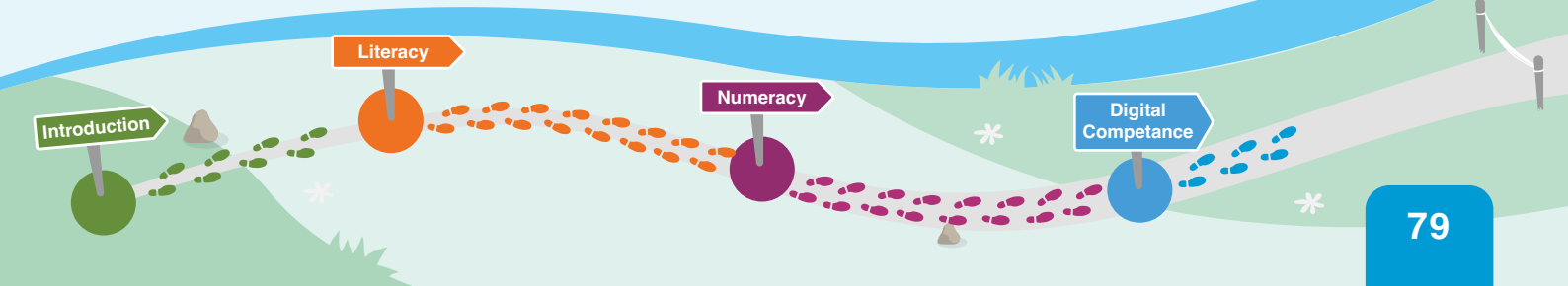
You have a challenge: your teachers need your help to make sure your fellow classmates aren't spending too much time on the screen.

Key Facts:

- Screens' impact on physical wellbeing
- Nearly half of parents in the UK are worried their children are spending too much time online – with the majority believing it is causing their kids to lead a sedentary lifestyle which means lacking in physical exercise.
- Smartphones can cause sleep problems in teens, which led to depression, anxiety and acting out. Phones cause sleep problems because of the blue light they create.
- One great way to reduce screen time is to encourage children to get outside – travelling actively!

Look at the data of 10 pupils with the hours of screen time and the amount of sleep they get on average each week. Can you input the data in Excel? Which is the best way to display this data?

Pupil	Average daily smartphone use (hours)	Average daily sleep (hours)
Pupil1	3	6
Pupil 2	1	8
Pupil 3	6	4
Pupil 4	2	8
Pupil 5	5	4
Pupil 6	3	6
Pupil 7	1	7
Pupil 8	1	8
Pupil 9	1	8
Pupil 10	2	8



Activity 2

Create a multimedia information pamphlet or poster aimed at children in years 5 & 6 about the balance of screen time and how they could get outside walking or on their bikes instead. Remember to include the key facts and your graph or chart you created in task 1.

Progression Step

In pairs, use a digital tool to share your poster or pamphlet with each other. If you use a collaborative tool such as Google Drive, can you give your partners work 2 positive comments and 1 comment to improve on.

Handy Help

Multi-media tools: You could use Word, Publisher or PowerPoint.

Reflection

As a class - discuss how active travel can help improve your wellbeing on your way to and from school.

Air Pollution and Transport

Digital Competence

Teacher Guide

Pages: 81 to 84 | **Time: 1 hour**

Learning Objectives

Pupils will explore live, interactive maps to understand the issue of air pollution caused by transport.

Digital Competence Framework progression outcomes

Data and computational thinking

Data & information literacy - digital maps

Areas of Learning and Experience

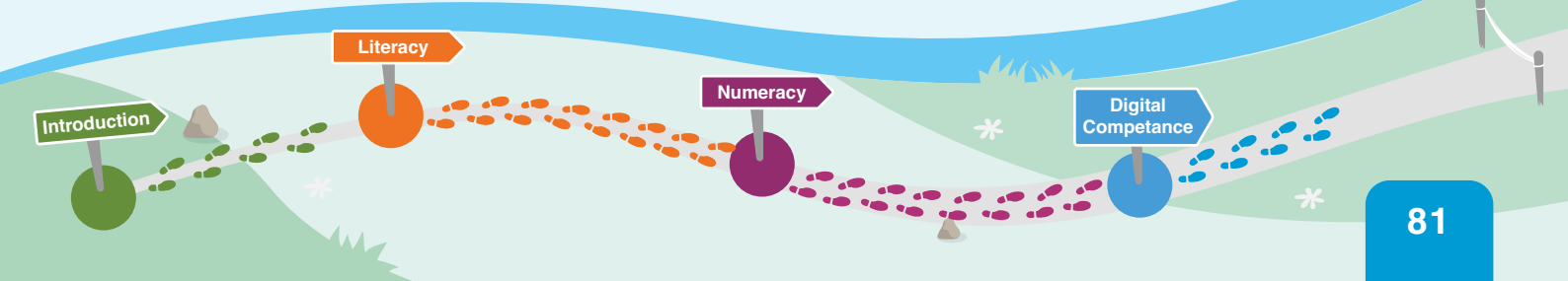
Humanities, Science & Technology

Differentiation

- Extension activity for MAT learners
- Sentence starters for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.



Learning Journey

Resources

Laptop

Engage

Read the following facts from the Clean Air Hub (Global Action Plan, 2022) :

- Primary and nursery school children can be exposed to 30% more pollution compared to adults, when walking on busy roads due to them being closer to exhaust fumes.
- Studies show a possible association between air pollution and poor mental health.
- Air pollution can cause heart disease and worsen asthma.

In pairs - discuss why reducing air pollution might help children's lives in Wales.

Activity Ideas

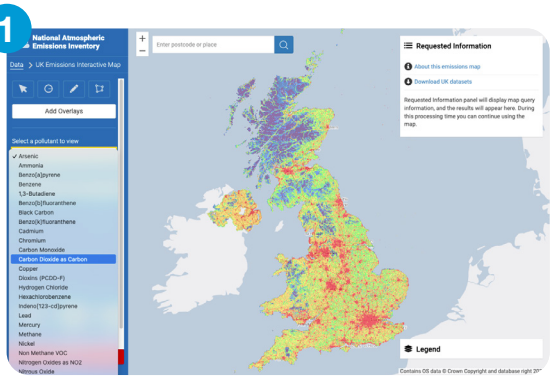
1 Air pollution & road transport in the UK

https://naei.beis.gov.uk/emissionsapp/

Follow the link

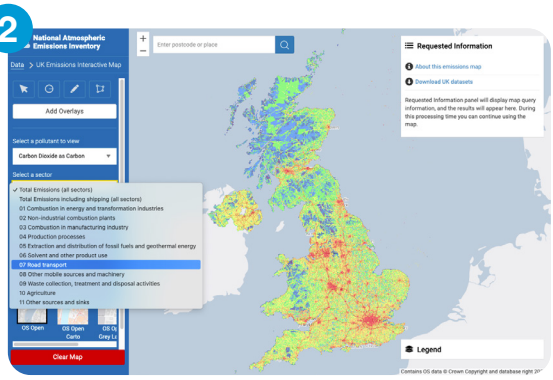
CLICK TO VIEW LINK

1



For the Pollutant drop down:
click on Carbon Dioxide as carbon

2



For the sector drop down:
click on Road transport

Activity Ideas

Spend some time exploring the air pollution map and write 10 key findings about what you see.

Can you describe what you see? Where are the higher levels of carbon dioxide? Where are the lower levels? Which areas are worst affected?

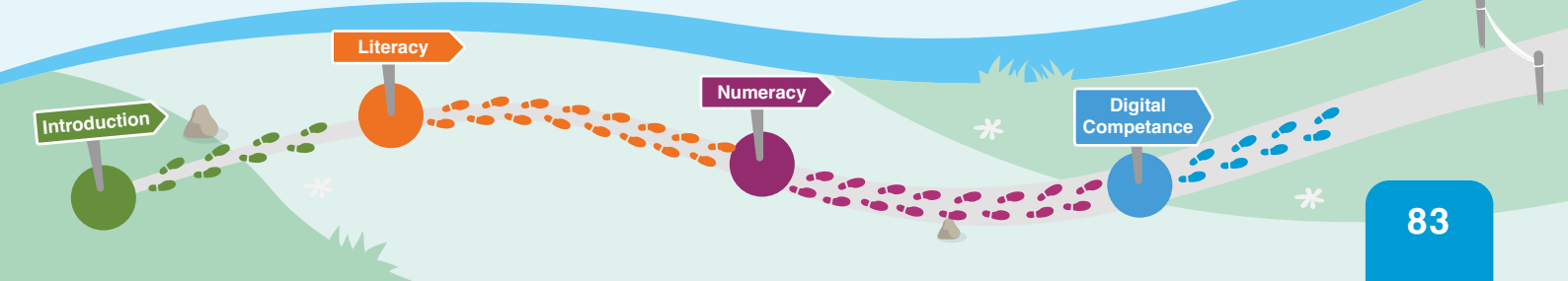
1
2
3
4
5
6
7
8
9

2 Create your own Air Pollution Quiz

Choose your audience:

Pupils **Parents** **Car manufacturers** **Members of Senedd**

Use a fun digital tool such as Kahoot to create a quiz to help teach your audience about air pollution. Think about what your audience needs to know. You can use an online search engine such as Google to help you find appropriate information.



Progression Step

You can help reduce air pollution by walking, wheeling, scooting or cycling to school. Some cities in the UK are trying to reduce the amount of polluting vehicles with Clean Air Zones. Using a search engine, can you find a city in the UK with a Clean Air Zone?

Handy Help

Search for Air Pollution Quizzes that already exist to help you create your own.

Reflection

In pairs, discuss: How does walking, wheeling, scooting or cycling reduce air pollution outside on your school streets?

Safer Routes to School

Digital Competence

Teacher Guide

Pages: 85 to 88 | **Time: 2 hours**

Learning Objectives

For pupils to…

- Identify their current route to school.
- Identify & understand the current situation outside their school including the challenges which may be a barrier to active travel (e.g. unsafe routes due to traffic, cars on pavement, speed, blind corners, and steep hills).
- Share comments on their route using interactive map.
- Identify a safer way they could travel using different routes.

Digital Competence Framework progression outcomes

Interacting & collaborating

digital communication & collaboration (commenting on interactive map)

Areas of Learning and Experience

Science & Technology, Expressive Arts, Languages, Literacy & Communication, Health & Well-being

Differentiation

- Progression Step: Extension activity for MAT learners
- Sentence starters for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B2 and B4.

Learning Journey

Resources

Laptop

Engage

Play Video

https://youtu.be/yVKkcpBofQA

Watch the video and discuss in pairs

CLICK TO PLAY VIDEO!

Q1 **Where are places you might travel to actively?**

Write your answers below

Q2 **Can you think of barriers or challenges which could make your active travel route to school less safe?**

Here, we are talking about physical barriers that makes a route unsafe e.g. cars parked on the pavement, no safe crossing, steep hills, cars driving too fast or no walking/cycling/scooting lane.

Write your answers below

It might help the students to have both of these lists visible for when they fill out the survey.

Activity Ideas

1 Your route to school

As a class, using Google Maps, can you identify an example of your route to school?

2 Your School Street

Think about the street outside your school. What are 3 words you would use to describe it?

1

2

3

IDEAS

Busy
Quiet
Loud
Hectic
Calm
Dangerous
Safe
Polluted

Park and Stride

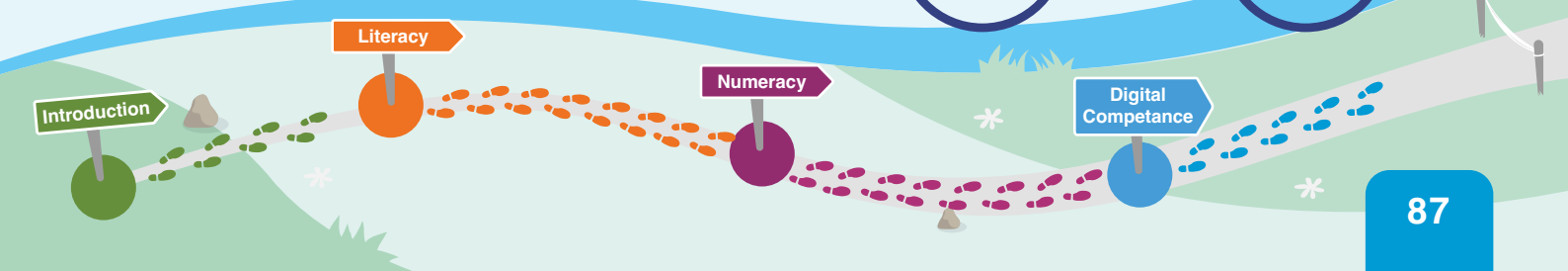
A Park & Stride programme identifies an off-site location for pupils to gather and walk to school. In situations where a route is unsafe, or a disability prevents students from walking or cycling to school, organizing a Park & Stride can be an inclusive option so all students can participate in safer routes to school activities.

https://youtu.be/ftPnrf-Nc80

How to Park and Stride

CLICK TO PLAY VIDEO!

Using Google Maps, identify car parks that are typically vacant or unused during school drop-off and pick-up times. Parks, churches, or shopping areas with large parking areas might be willing to share their space. Can you pin or label these on your map?



Reflection

A Safer Route

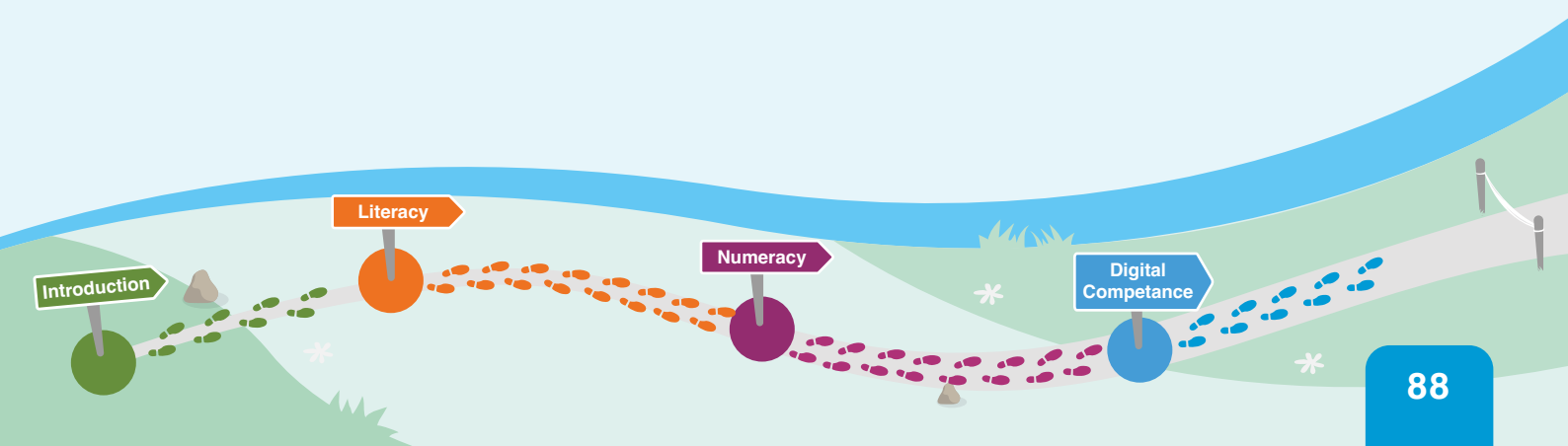
As a class, go back to Google Maps and have another look at the example route you chose in Task 1. Having identified the challenges on your school street, do you think there's a safer route you could take to school?

Handy Help

Remember, you can use Street View to help you make your decision.

Extension

Can you compose an email to your local supermarket, church or other car park location, asking permission and support to run a Park and Stride from their car park to your school? Include screenshots of your map to show the start and end of the safer route.



Safer Street Design!

Digital Competence

Teacher Guide

Pages: 89 to 92 | **Time: 2 hours**

Learning Objectives

For pupils to…

- Identify & understand the current situation outside their school street design.
- Identify and understand how the design of the streets outside the school affect the safety of getting to school.
- To suggest changes to the street design to improve safety of route.

Digital Competence Framework progression outcomes

Interacting & collaborating

Using Google Docs/Google Slides to collaborate and compile research on street design ideas

Producing

Sourcing, searching and planning digital content (research on safer street designs)

Areas of Learning and Experience

Science & Technology, Expressive Arts, Languages, Literacy & Communication, Health & Well-being

Differentiation

- Extension activity for MAT learners
- Sentence starters for extra support

Supporting Sustrans Materials

Map Link: www.communitymap.uk/project/safestreets

Additional

Helps schools work towards Active Travel School Award Criteria B2 and B4.

Learning Journey

Resources

Laptop

Engage

Look out of the window/look at your school street.

In pairs discuss what you notice about…

1. The traffic
2. The road
3. The path

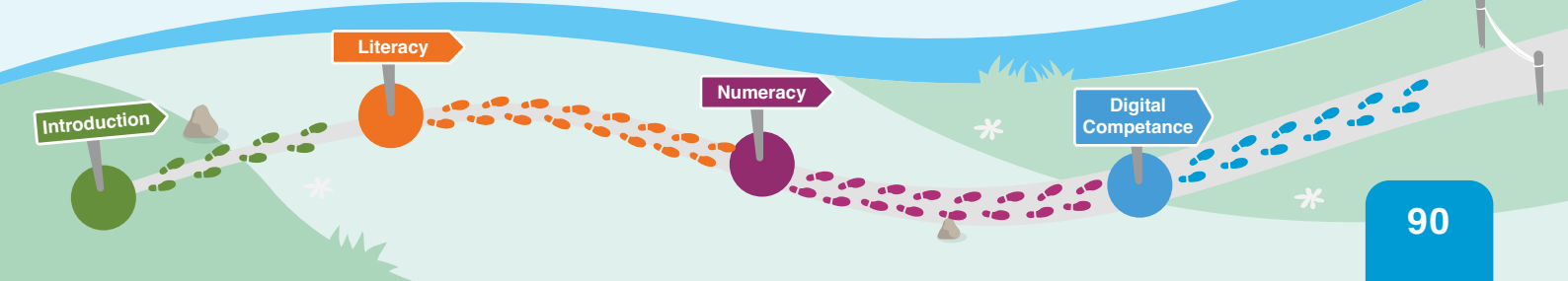
Activity Ideas

Your School Street Design!

Use this link www.communitymap.uk/project/safestreets to access our interactive map of Wales and zoom in to find your school street.

Can you help us find out which parts of your school street might be bad and make walking, scooting, wheeling or cycling hard? You can choose street designs which can make your school streets safer and more fun to use!

1. **Zoom in on the map and find your school. Once you find it, you can then click on the map to answer questions about your school streets.**
2. **Answer the questions on the interactive map to assess your school street. Use the images on the following page to help you.**
3. **Repeat Step 1 & 2 at five different locations on your school street or along your journey to school.**



Handy Help

Use this images of good street designs to help you answer the questions on the online mapping tool.

Planting Trees & Flowers

Wide Pavements

Better Cycle Lane

Smooth Surface

Zebra or Pedestrian Crossing

Better Lighting

Colourful Artwork

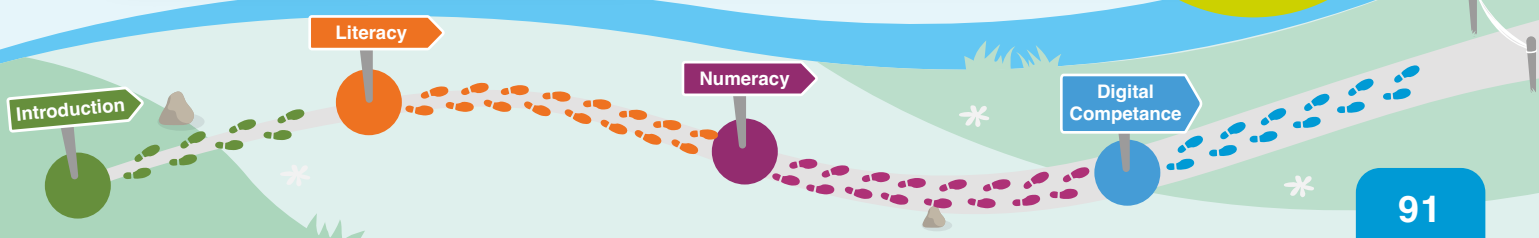
Bollards

Speed Bumps Strips

Traffic Calming designs like Chicanes or a Median

THIS CAN BE COMPLETED AS A CLASS, IN GROUPS OR INDIVIDUALLY

Years 4 - 6



Activity Ideas

Choose 5 designs from the image gallery. Write down 2 pros and 1 con for five different designs. You can use Google Docs or Google Slides for this activity.

For example: Street Art for Safer Crossing to school.

Pros: Helps slow cars, looks colourful

Cons: Doesn't completely stop speeding cars

Progression Step

Collaboration through digital tools

In pairs, share your Google Docs/Google Slides with each other. Can you add one more street design to your partner's work that they haven't researched? You should both end up with 4 design examples.

Reflection

We've been learning all about safer street designs to school so it's easier for you and your parents to walk, scoot or wheel to school. Can you think of 3 reasons why being able to travel to school actively is a good thing?

1.
2.
3.

Handy Help

You can share your Google doc or Slides with others by using the 'share' function. You can add your classmates email address or copy the link. Make sure you change the settings to allow anyone with the link to 'edit' your work.

Active Travel Heroes

Digital Competence

Teacher Guide

Pages: 93 to 96 | **Time: 1-2 hours**

Learning Objectives

Pupils will be inspired and learn about active travel heroes from different backgrounds & communities as Sustrans celebrates that everyone can walk, wheel and cycle.

Digital Competence Framework progression outcomes

Producing

Sourcing, searching and planning digital content & creating digital content

Areas of Learning and Experience

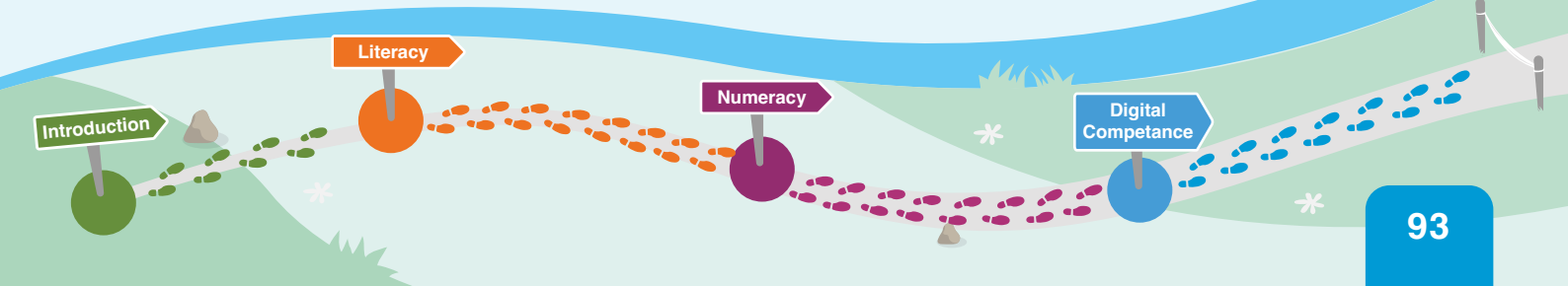
Health & Well-being, Humanities, Languages, Literacy & Communication, Humanities

Differentiation

- Extension activity for MAT learners
- Sentence starters for extra support

Additional

Helps schools work towards Active Travel School Award Criteria B4.



Learning Journey

Resources

Laptop

Engage

Can you think of different adjectives (describing words) or other words that you associate with the word 'HERO'?

Teacher to use whiteboard or free online word cloud generator to display answers e.g.

Activity Ideas

Who are our active travel heroes here at Sustrans?

Can you use your digital online search techniques to find specific information about our three active travel heroes?

1

CLICK TO SEE ARTICLE!

Where is she from?

_____

Which sports does she do?

_____

How many Paralympic medals does she hold?

_____

Which city was Dame Sarah Storey appointed Active Travel Commissioner?

_____

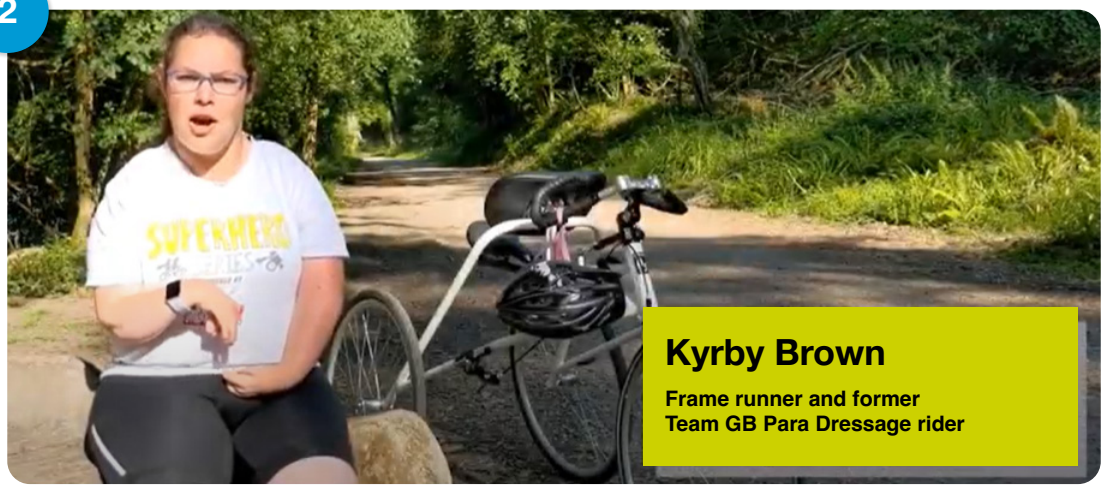
Can you find an extra fact about Dame Sarah Storey?

_____

Activity Ideas

CLICK TO PLAY VIDEO!

2



Who is frame running aimed at?

_____

How many miles did Kyrby Brown complete on her running frame for NHS charities?

_____

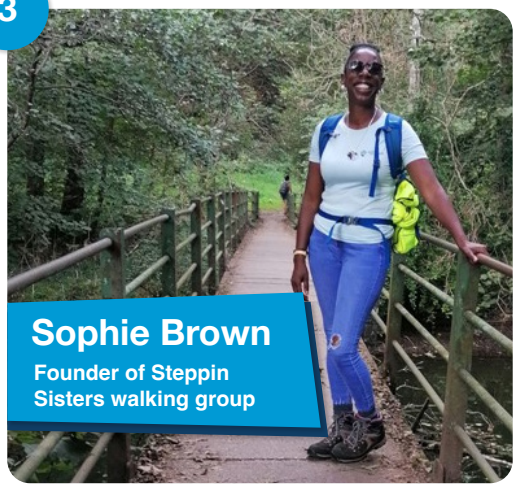
Which National Cycle Network Route number is the Peregrine Path?

_____

Can you list the types of barriers along the active travel paths which are challenging for Kyrby and others who use a wheelchair, a pram or a wide cycle?

_____

3



CLICK TO SEE ARTICLE!

Who is the walking group 'Steppin Sister' for?

_____

What issues has Sophie faced whilst walking in the British countryside?

_____

Do you think walking and nature cycling can be enjoyed by people of all backgrounds, abilities, ethnicities, religions and beliefs? Why do you think this is important?

_____

_____

Extension

Write an email to one of your Sustrans active travel heroes, telling them why they have inspired you and what you've learnt about inclusivity.

You can send your email to: schoolswales@sustrans.org.uk

Reflection

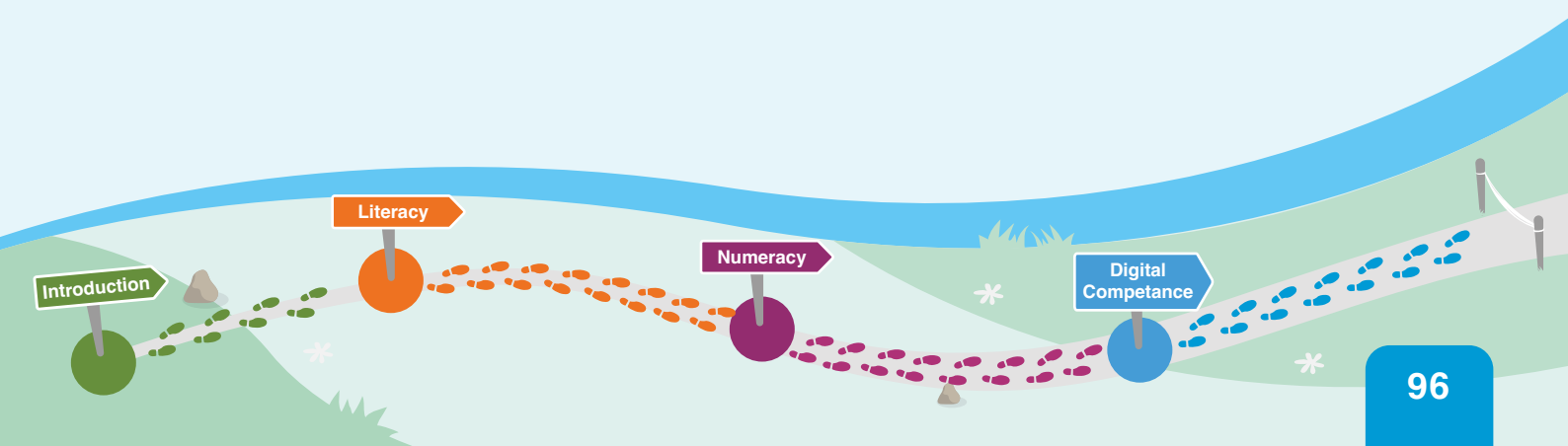
In Pairs: Discuss why it's important to include everyone and enable everyone to travel actively in our communities?

Handy Help

Terminology Corner

Inclusivity: When everyone is invited and welcomed to take part

Paralympics: **the largest international sporting event for athletes with disabilities**



Celebrating Active Journeys

Digital Competence

Teacher Guide

Pages: 97 to 99 | **Time: 2 hours**

Learning Objectives

Pupils will gather information to share and celebrate the benefits of active journeys by using digital animation tools to create digital content.

Digital Competence Framework progression outcomes

Producing

Using animation and video – using and exploring software tools, sourcing, searching and planning digital content & creating digital content.

Areas of Learning and Experience

Expressive Arts, Health & Well-Being, Humanities, Science & Technology

Differentiation

- Extension activity for MAT learners
- Sentence starters for extra support

Supporting Sustrans Materials

https://youtu.be/udeSGvaJD1c

Watch the video

CLICK TO PLAY VIDEO!

Additional

Helps schools work towards Active Travel School Award Criteria B4 and D4.

Learning Journey

Resources

Laptop

Engage

Watch the following video as a class

https://youtu.be/udeSGvaJD1c

Think about the colours, the images, the music, the writing

CLICK TO PLAY VIDEO!

Can you work in pairs and think of 3 things that made the video good? Can you think of 3 things that could make the video better?

Activity Ideas

We'd like your help to celebrate Active Journeys! Can you create a video animation celebrating why active travel to school is the best?

1 Planning your content

Below is a checklist of content you should include. Can you think of anything else to add to the checklist?

- What is Active Travel
- Different types of active journeys (walking, scooting, wheeling)
- Who can travel actively
- The benefits
- A personal example

Activity Ideas

2 Planning digital tools and techniques

In the table below you will find a list of digital tools and techniques to consider when creating your video or animation.

Tool or Technique	What to consider
Text	Is the font clear? How much text do you need?
Images	Are the images clear and do they tell a story?
Video	Is the video relevant?
Colour	Are the colours eye-catching?
Audio	Is the music exciting and uplifting?

3 Create!

It's time to create your video or animation! Get creative – you can draw your own digital animations or you can import images and videos from the web.

Perhaps your school has a video or animation programme that you can use, or why not try free versions of online tools such as Powtoon Video Maker, VideoScribe or Wave.video?

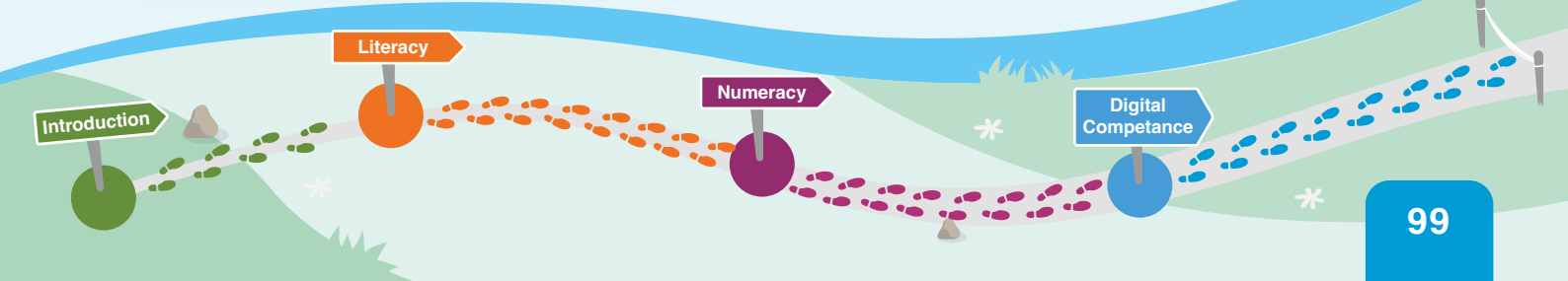
Reflection

Think about how your video could reach a wider audience. Which digital tools or platforms could you use to share your video with…

- All pupils at your school? _____
- Parents? _____
- Your local councillor or Member of Senedd? _____

Handy Help

Perhaps your school has a video or animation programme that you can use, or why not try free versions of online tools such as Powtoon Video Maker, VideoScribe or Wave.video?



About Sustrans

Sustrans is the charity making it easier for people to walk and cycle.

We are engineers and educators, experts and advocates. We connect people and places, create liveable neighbourhoods, transform the school run and deliver a happier, healthier commute.

Sustrans works in partnership, bringing people together to find the right solutions. We make the case for walking and cycling by using robust evidence and showing what can be done.

We are grounded in communities and believe that grassroots support combined with political leadership drives real change, fast.

Join us on our journey. www.sustrans.org.uk

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