



ENQUIRY THEME and key question(s)

How well do we know the area around the school?

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

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

Learning Objectives: knowledge, understanding, skills, values

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

Aim

Exploring our community to make it better.

Resources and advance preparation:

- PowerPoint
- Pupil resource (handout)
- Pencils
- Street Action Street Trump sheet
- Street Scenarios
- Street Action cards
- Large map

Curriculum for Excellence links:

Social Studies

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

Literacy across learning

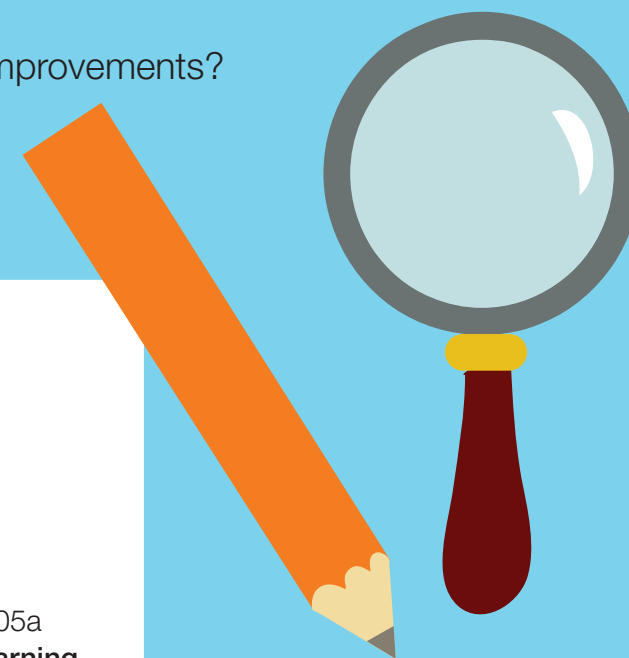
LIT 1-10a

Expressive arts

EXA 1-03a
 EXA 2-03a
 EXA 2-04a
 EXA 0-04a / EXA 1-04a
 EXA 0-05a / EXA 1-05a / EXA 2-05a

Health and wellbeing across learning

HWB 0-01a / HWB 1-01a / HWB 2-01a /
 HWB 3-01a / HWB 4-01a
 HWB 0-04a / HWB 1-04a / HWB 2-04a /
 HWB 3-04a / HWB 4-04a
 HWB 0-16a / HWB 1-16a / HWB 2-16a /
 HWB 3-16a / HWB 4-16a
 HWB 0-18a / HWB 1-18a / HWB 2-18a /
 HWB 3-18a / HWB 4-18a





Activity Timing

Activity

Action: Teacher

Action: Pupil

Resources

Starter
(10 mins)

Spot the difference

On the PowerPoint (or on printed sheets) put up a picture of a street prior to taking part in a DIY street project for **30 seconds** and get pupils to write down all the things that they notice on it.

Then show a street after the work has been done project for **30 seconds** and get pupils to write down all the things that they notice on it.

Then show both pictures together for the discussion.

- What differences did they see?
- Which picture do they like the most?
- Do they think the changes were expensive?
- Do they think the changes would be easy to do?

- Look at the first picture and write down all the things you notice about it
- Look at the second picture and write down all the things you notice about it
- What differences do you notice between the two photos?
- Answer the questions about the pictures.

- PowerPoint



Activity Timing

Activity

Action: Teacher

Action: Pupil

Resources

Activity 1
 (25 mins)

 Street Trump
 carousel

Use the PowerPoint to walk the students through the activity

- Place the **street trump card sheets** on each of the desks (you can cut into individual cards if you prefer)
- Place one of the **scenario sheets** on each of the tables (cut these out into individual scenarios)
- Explain that each of the street trump cards describes a **Street Action** and uses the scoring system to show its positives and negatives as well as the cost!
- Explain that that on each table there will be a sheet that explains a specific scenario, they must read the scenario and decide which of the street action street trumps best applies to it (they record this on scrap paper). They will have **5 minutes** to make their choices (as a table group)
- The sheets or pupils will then carousel around the classroom until they have completed all the scenarios
- Discuss with the pupils the solutions they came up with for each scenario and the reasons why they made their choices.

Read the scenario as a table group.

- **Discuss** which of the **Street Actions** from the Street Trumps would be best for scenario described
- **Record** your choices on scrap paper
- **Repeat** for each of the scenarios
- Discuss as a class the **Street Actions** you have chosen and why.

- PowerPoint
- Street Trump sheets
- Scenario sheets



Activity Timing

Activity

Action: Teacher

Action: Pupil

Resources

Activity 2
 (15 mins)

Map It Better

Use a large map that you have printed out or sketched of the area around school.

- Stick the map down on a table in a prominent position
- Discuss with the pupils what they thought were good **Street Actions** from the previous activity and which of those do they think will work best where you live
- Using the **Street Action** cards, plan out how you would make your street(s) better. You can rearrange as much as you want, but once you have decided you can stick everything down.

- Put forward the best street actions for the area you live in
- Move the **Street Action** cards around until you have come up with the perfect solution for your street(s).

- Large map of area around school
- Street Action cards



Activity Timing

Activity

Action: Teacher

Action: Pupil

Resources

Plenary
(10 mins)

Our Manifesto

- From the solutions that have been suggested from the outcomes of **Map It Better**, ask the pupils to come up with their five actions to improve their community that can be written as a manifesto
- **As a class** go round each group and get them to give you one of their favourite actions (one per table at a time) – ask them to justify their choice and ask the class if they agree with their choice. If it is agreed by all, write it down as one of the five points in your **manifesto**.
- Keep going round the groups until you have all **five**.

Explore options for bringing the manifesto to life (poster, collage, video, wall display etc.) so it can be effective in lobbying decision makers. You can combine it with your map for a greater visual effect.

* If you would like to extend the lesson further, you may want to request a temporary street closure, to work out the actions and plans you came up with in Map It Better. More information on how you can do this can be found at www.sustrans.org.uk/our-services/what-we-do/improving-streets

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

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

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

- Pupil handout
- Pencils

Additional teacher notes

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

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