



Duration:

- **Standard Lesson:** 2 x 1.5 hour lessons
- **Short Lesson:** 1 x 2 hour lesson
 - After you have done the fieldwork complete the **Street Smart Section** of the booklet and then go straight to **Activity 8: Our Manifesto**.

Activity 1: Value Lines

TEACHER ACTIONS

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

Offer a series of statements and ask the pupils to stand in the room corresponding to how much they agree or disagree.

Use these sample questions, but add a couple of your own, eg about health and the environment:

1. I like my journey to school
2. Traffic is too fast/busy on my way to school
3. I feel safe on my journey to school

Ask some pupils to justify why they are standing at certain points in the classroom. **Ask them what it would take to move from where they are towards a different end of the room.**



Resources

- PowerPoint: step by step for the entire lesson



Activity Timing

10 mins

PUPIL OBJECTIVES AND OUTCOMES

Pupils should position themselves according to how they feel about the statements.

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

Activity 2: My Journey

TEACHER

In the **pupil booklet**, ask the pupils to **complete the film strip**. Draw notable parts of their journey to school, **starting with their house** in the first square and **ending with the school in the last square**.

Ask the pupil to compare their drawing at their tables.

- Can they find similarities between some of their journeys?
- **Are there similarities between each mode of transport?**

- Which part of the journey do they like/dislike?
- Ask them to put a smiley face (happy/sad/neutral) in the corner of each of the squares representing how they feel.
- Ask them to count how many 'Goods' and 'Bads' they have. What is the score? What is the class score? (out of six)
- Discuss what the pupil have scored as a class. Ask them if they would like it if the whole journey was all smiley faces? Could they do anything to make this possible?
- Ask the pupils to complete the statements on the front of the sheet and discuss them.



Resources

- Pupil booklet
- Pencils



Activity Timing

15 mins

Activity 2: My Journey

PUPIL OBJECTIVES AND OUTCOMES

Pupils should:

- **Draw a sketch** of the six highlights of their journey to school.
- **Discuss similarities and differences** with their neighbours including types of travel.
- **Decide how much they like each part of your journey and add a smiley face to show this.** Work out the score/ratio of 'Goods' and 'Bads' in their own journey and that of the class as a whole.
- **Complete the statements on the front page.**

Activity 3: Fieldwork session

TEACHER

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

- Go through the pupil booklet example on the **PowerPoint** - explain how they complete each section.
- Stick up **4 sheets of A4 or A3 Paper** joined together on a wall, and then draw a **simple sketch map** of the area around the school on it. **Inviting pupils to assist** with the map and create a key.

- **Ask pupils to copy the map into their booklet.**
- Identify four points on the map (one on each A4 quarter) where the pupils will visit. Get them to identify it on their maps too.
- **Follow the usual procedure for leaving school.**
- Take pupils to the **four points** you have marked on the map and **complete the fieldwork at each point.**



Resources

- Pupil booklet
- Pencils
- Clipboards
- Coats etc
- Camera/tablet
- Personal medication (e.g. asthma inhalers)

PUPIL OBJECTIVES AND OUTCOMES

Pupils should: complete each section of the centre pages in their booklet, for the four identified points in the catchment area. These are:

- **What I See** – take three photos that you feel best represent the area you are currently in. Then write down the reasons why you took each of the photos
- **How this place feels to me** – pupils write down descriptive words about how the place feels to them (e.g. welcoming, threatening, busy, loud etc.)
- **Vehicle Count** – Pupils divide themselves into groups and count how many walkers, cyclists and motorists pass by in one minute. They write the number over the related icon in the booklet (ie grey walker, cyclist or car)
- **Vehicle Speed** – on the turtle and hare scale, pupils identify how fast the traffic is (they can measure out a certain distance and time vehicles over this)
- **Observation** – they mark on the scales their feelings and observations about the area, eg from Quiet to Loud.



Activity Timing

50 mins (incl. getting coats toilets etc)

Activity 4: Plenary

TEACHER

Ask pupils to think of one new thing around the school or at home that they have discovered today. They can discuss this in pairs or small groups and share with the rest of the class.

PUPIL OBJECTIVES AND OUTCOMES

Pupils may now have seen aspects of their neighbourhood, journey to school or around the school itself from a different perspective.

They could discuss anything new they have observed or a different way they have thought about something they see everyday.

They should be able to write some thoughts on paper or discuss and compare these with other pupils.

... if doing the short lesson, jump to Activity 8: Our Manifesto



Resources

- Pupil booklet
- Pencils



Activity Timing

10 mins

Activity 5: Spot the Difference

TEACHER ACTIONS

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 on the 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?



Resources

- PowerPoint



Activity Timing

10 mins

PUPIL OBJECTIVES AND OUTCOMES

Pupils should be able to detect some differences between the pictures, understand how the street has changed and able to answer your questions - even if they don't think it's an improvement.

Activity 6: Street Scenario

TEACHER ACTIONS

Use the PowerPoint to walk the students through the activity.

- Explain that on **each table** there will be a **Street Scenario role play card**. The card explains a specific situation. Ask them to **read the scenario** and **divide up the roles** on the card between the group.
- Explain that they will come up **to the front** of the class one group at a time and **read out their role play**.
- Place one of the **Street Scenario cards** on each table.
- Place a set/sheet of **Street Trump cards** on each of the desks, ideally cut into individual cards. Explain that each of the **Street Trump cards** use a **scoring system** to show its **positives and negatives** as well as the cost! Just like top trump cards.
- Ask **each group** to come up one at a time and **deliver their Street Scenario role play**. Once they have delivered this, the rest of the groups will have a couple of minutes to come up with their solutions to the issues in the scenario.
- Ask the pupils to **sort the Street Trump cards** into **three piles** depending on their usefulness (yes, maybe, no) and then choose **3-4 of their most favoured cards** as a solution to their Street Scenario.
- With the **whole class discuss the solutions** they came up with for the scenario and the reasons why they choose them.
- Repeat this for each group.



Resources

- PowerPoint
- Street Trumps
- Street Scenario cards

PUPIL OBJECTIVES AND OUTCOMES

- In table groups, **read the scenario** and **divide roles fairly amongst** the group.
- Practice reading through the role play with your group and then, when it is your turn, come up and **read it out to the class**.
- When you have listened to a role play; turn the **Street Trumps cards** face up on desk and discuss which of the Street Trumps **would be best for scenario described**.
- **Sort Street Trumps** into roughly **three** equal piles: one for **No**, one for **Maybe** and one for **Yes**.
- Try to get **3-4 definite solutions** for **each scenario**, after discussing as a group. Make sure **everyone's opinion is heard**, even if you don't agree.
- **Discuss as a class the Street Trumps you have chosen and why**.



Activity Timings
40 mins

Activity 7: Our Street Scenario / Activity 7a. Map Action

TEACHER ACTIONS

- Ask the pupils to get out their booklets and turn to the **Street Smart section** on the back page.
- Assign each group **one of the four areas** that they have visited.
- Provide them with the **photos** that they have taken for **that area** (either on a tablet or printed out).
- Ask them to **look at the photos** as well as, all the **information they have collected** for their area, and get them to come up with the **three main problems for that area**.
- Ask them to **write down** the **three main problems** that they have found in that area (do not fill in the solutions section yet!) and give them about **5 minutes** to complete the task.
- When the pupils have all **written down the problems**; get them to **share** them with the **rest of the class** and record them on the whiteboard. **This is now your School Scenario**. Now to try and start to solve it!
- Using the **Street Trump cards** and their **own initiative** ask pupils to now come up with their **preferred solutions for the problems** that had previously listed.



Resources

- A4 map sections from Activity 3
- Pupil booklets
- Street Trumps
- Photos on tablet or printed out

7a. Map Action (extension activity)

- Hand out photocopied sections of the **large sketch map** that you drew in **Activity 3** to each group.
- Ask the pupils to **draw onto the maps some of the solutions** they have already come up with, as well as any other ideas that they think would make a **big difference**.
- **Collect the maps** in and **stick them back together**.
- It's really good if time allows to turn this into a **neater version of the map** and will form a great part of a **display to show the ambitions of the pupils**.

PUPIL OBJECTIVES AND OUTCOMES

- Using the **photos and pupil booklets**, discuss the issues for **your given area** with your group.
- Write down the **three main problems** that your group has agreed on.
- **Share** these problems with the **rest of the class** when asked.
- Now using the **Street Trump cards** and your **own initiative**, come up with **solutions** to the problems you have previously discussed and **write them into your booklet**.

7a. Map Action (extension activity)

- On the section of map you have been given that represents your area, **draw** on your **solutions** and anything else that you think would **make the street a better place** to be.



Activity Timing

20 mins

Activity 8: Our Manifesto

TEACHER ACTIONS

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H\Y UW]cbg'Vti 'X'VY'Y]hYf' [YbYfU'Y"["' VYhYf'] [\h]b [#a cY'V]bgz'cf'gdYVW]WY"["' Uf'k cf_ 'Vm'hY'gV'cc"[UH"' Gca Y'Vti 'X' VY'gja d'Y'UbX'UW]Y] UV'Y Vm'ghUZZ'UbX' di d]g'gi W' Ug'U']hYf'd]W"' C'hYf'UW]cbg' a] [\hVY'j YfmYI dYbg]j Y'cf'Ua V]h]ci g'gi W' Ug'U'bYk 'W'cgg]b["'

- 5g' h'Y'di d]g'hc'Vta Yi d'k]h' **their five actions** to improve their community that can be written as a **manifesto**.
- <n\ ^g'mn [c'fci bX'YUW' [fci d'UbX' [Yh'hYa 'hc []j Y'mci 'cbY'cZ'hY]f' Z]j ci f]hY'UW]cbg'fcbY'dYf'UUV'Y'UhU'h]a YE' ± Ug_ 'hYa 'hc' ↑ gh]Z'mh'Y]f'VX'c]W' UbX' Ug_ 'hY'WUgg']Z'h'YmU[fYY'k]h' 'hY]f'VX'c]W"' -Z]h]g'U[fYYX'VmU'z'k f]hY'hXck b'Ug one of the five points in your **manifesto**.

- Keep going round the groups until you have **all five actions**. If you have more than five, have a **vote as a class**.
- Ask the pupils to record your Class Manifesto in the back of their booklets.

Explore options for bringing the manifesto to life. This could be in the form of a poster, collage, video, wall display etc. These visuals will make it effective in lobbying decision makers. You can combine it with your map for greater visual effect.

Extension:

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 Action**. More information on how you can do this can be found at: www.sustrans.org.uk/for-professionals/education



Resources

- Pupil booklet



Activity Timing

20 mins

PUPIL OBJECTIVES AND OUTCOMES

Pupils should **share actions on their table** in order to come up with a **list of their five best actions**. They need to be able to **justify** their choices.

They will need to **share one of their groups best actions** when asked, and **explain why** their choice is important. Their action will **contribute to the manifesto** which could then be presented to **decision makers** in a **creative way**.

A **decision maker** may be an elected national representative, either in Westminster or in devolved nation government or an elected local representative, e.g. a councillor. It could also be a local authority officer such as a head of Children's Services, Education, or Highways/Transport.