

Bike To School Week 2017

Teacher resources pack



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

We connect people and places, create liveable neighbourhoods, transform the school run and deliver a happier, healthier commute. Join us on our journey. www.sustrans.org.uk

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Bike To School Week 2017

My journey to school



Time needed:

15-20 minutes



Resources needed:

Pencil, paper/copy of storyboard



Solo/group activity:

Both!

Objective:

Pupils think about their journey to school and discuss their experiences.



Session plan:

Ask the pupils to draw a storyboard of their journey to school – you can copy the version overleaf to give to pupils.

They start with their house in the first square and end with school in the last one. When all pupils have finished, ask them to write down how they travelled to school.

Ask the pupils to compare drawings in their groups.

Which part of the journey do they like/dislike? Ask them to put a traffic light in the corner of each of the squares representing how they feel.

Ask them to count how many 'Greens' and 'Reds' they have. What is the score? What is the class score?

Ask the pupils to complete the following statements and discuss as a class or in groups.

- The BEST part of my journey is...
- What do you see... smell... hear... touch...
- My FAVOURITE PLACE in my local area is... because...
- I saw... (people) on my journey

Taken from:

The Big Street Survey, our curriculum resource which enables pupils to investigate the area around their school and create a manifesto on how to make their streets safer and greener.

Working both inside and outside the classroom, the Big Street Survey meets numerous curriculum objectives, with various cross-curriculum opportunities and lesson plans for each of the devolved nations.



www.sustrans.org.uk/bigstreetsurvey

My journey to school



Home

Empty rectangular box for drawing the first part of the journey.

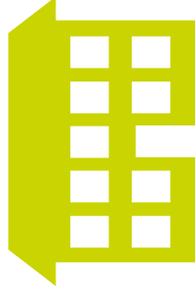
Empty rectangular box for drawing the second part of the journey.

Empty rectangular box for drawing the third part of the journey.

Empty rectangular box for drawing the fourth part of the journey.

Empty rectangular box for drawing the fifth part of the journey.

Empty rectangular box for drawing the sixth part of the journey.



School

Bike To School Week 2017

Traffic survey



Time needed:

10-15 minutes
AM & PM



Resources needed:

Pencil, copy of
table (overleaf)



Solo/group activity:

Solo

Objective:

Pupils will recognise the impact of travel and transport on their local environment.



Session plan:

Pupils think/pair/share the ways in which they and others travel to school. Ideas are listed on a whiteboard and then shared to create a class list.

Discuss the positives and negatives associated with those modes of transport in small groups.

Introduce the idea of vehicle congestion to the class. Show pupils images/video of traffic outside of school before/after the school day.

Ask pupils to estimate the number of different vehicles that drop off pupils in the morning or collect pupils in the afternoon.

Pupils use a simple table, like the one shown overleaf, to record the type and number of

vehicles that arrive at school at drop off and pick up times.

Analyse data with the class. What is the most popular? Least popular? Why?

What could we do to change the number of pupils travelling actively? Introduce **Big Shift** as an online class challenge.



A traffic survey can be an important starting point for developing a School Travel Plan or enhancing an existing one. Talk to your local authority transport department about developing or refreshing your school travel plan as they will be able to provide guidance.

Developing a School Travel Plan meets Curriculum for Excellence Experiences and Outcomes in;

- Health and Wellbeing
- Literacy
- Numeracy
- Maths
- Social Studies
- Technologies
- Expressive Arts

Bike To School Week 2017

Great safety debate




Time needed:

30 minutes



Resources needed:

Voting cards



Solo/group activity:

Group

Objective: Pupils discuss solutions to common safety concerns

Session plan:

Split pupils into groups to discuss safety on the school journey, either their own or in general.

Use prompts like:

- should all children have to wear helmets?
- are cycling and scooting safe?
- should helmets be a legal requirement?
- do helmets actually make us safer?
- what helps us stay safe on the journey to school?
- what things make the school journey unsafe?

Pupils can sort their findings into an order of importance, or discuss solutions to issues they raise, and present these to the rest of the class. Set time limits for each part of the task.

Expand into a full debate. Either choose a subject to debate, or have the class vote on the issues they discussed. Pick two teams of three and a chairperson, the rest of the class listen and vote. You can allow a certain number of questions as time permits.



Taken from:

Suss it Out, a set of five themed worksheets, each with 10-, 20- and 30-minute simple, snappy activities to inspire action and discussion on active travel. These can easily be fitted into any part of a busy school day with no special resources or preparation necessary.

The areas covered are Being Healthy, Exploring, Looking After Your World, Staying Safe and Future Journeys.

Bike To School Week 2017

Finger on the pulse



Time needed:

20-30 minutes



Resources needed:

Pencil, paper



Solo/group activity:

Pairs & group

Objective: Pupils will learn about the effect of activity on the heart.

Session plan:

Tell pupils that they will be investigating our heart rate. Start by helping pupils find their pulse on their left wrist, just beneath the thumb.

Pupils work in pairs, one counts their pulse whilst the other times 15 seconds on a watch. Multiply by four to get beats per minute. Record and swap roles.

Next, repeat the measurements immediately after one minute of an activity that makes pupils slightly out of breath (eg a short bike ride or running on the spot) and record, before resting completely for two minutes and recording a third pulse rate.

Compare measurements. How do they differ?

Do pupils know that the heart is a muscle that pumps blood and oxygen round the body? Explain that a slower resting heart rate suggests a stronger heart, as it can pump more blood with one contraction. Why does activity raise the heart rate?

Discuss the findings. Why is it better for the heart rate to get close to normal quickly after exercise? What happens to the heart if we do more activity and what changes to the results would we expect after several weeks of increased activity?

Chart the pupils' heart rates. Who had the highest or lowest after exercise, whose was the lowest to start with and whose recovered the fastest?



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Bike To School Week 2017



Get going



Time needed:

20-30 minutes



Resources needed:

Pencil, paper



Solo/group activity:

Pairs & group

Objective:

Pupils develop practical skills and learn how to make cycling and scooting safer with simple checks and practices.

Session plan:

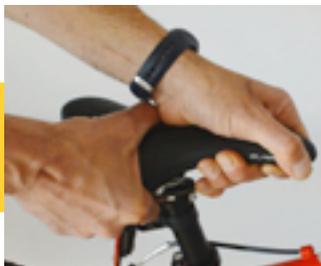
Many young people don't scoot and cycle because they or their parents are unsure of the condition of their scooters and bikes.

Show the pupils Sustrans' M-check video for bikes and L-check for scooters, to help make sure these are roadworthy each time they ride. The scooter video also includes simple guidance for scooting.

The M-check video is available at tinyurl.com/safetoride (this video is three minutes and 30 seconds long).

The L-check and scooter skills video is available at tinyurl.com/scooterskills (the L-check ends at three minutes in the video, the skills section is another 10 minutes).

Print out the Safe To Ride Get Going and Start Scooting sheets. Pupils can take these home to discuss with their parents or carers and for checking their own scooters and bikes.



Taken from:

Get Going, a series of practical information sheets and videos to help you develop bike and scooter skills. This also includes how to mend a puncture, cycling in winter and learning to ride without stabilisers in just 30 minutes.

www.sustrans.org.uk/M-Check

