

# Travel debate



## Which LNF outcomes?

### Oracy – Developing and presenting information and ideas

#### Speaking

##### Year 5

- Explain information and ideas, exploring and using ways to be convincing, *e.g. use of vocabulary, gesture, visual aids.*

##### Year 6

- Express issues and ideas clearly, using specialist vocabulary and examples.

#### Listening

##### Year 5

- Listen to others, asking questions and responding to both the content and the speakers' viewpoints.

##### Year 6

- Respond to others with questions and comments which focus on reasons, implications and next steps.

#### Collaboration and discussion

##### Year 5

- Contribute to group discussion, taking some responsibility for completing the task well, *e.g. introducing relevant ideas, summing up.*
- Build on and develop the ideas of others in group discussions, *e.g. by asking questions to explore further, offering more ideas.*

##### Year 6

- Contribute purposefully to group discussion to achieve agreed outcomes.
- Follow up points in group discussions, showing agreement or disagreement giving reasons.

## Activity ideas

### Travel debate

- Establish the need for reasons to support opinions in a debate. In pairs, discuss: *'Which are better; scooters or bikes?'* Share opinions with the class. Pupils must have good reasons.
- Present the questions to be debated: *'Should the speed limit be 20 mph in all residential areas?'*
- Put children in groups. Assign a viewpoint to each group (for or against). Together they list reasons to support their opinion.
- Mix the groups up to form new discussion groups. Pupils debate their views in groups.
- Hold class debate.
- Other related questions could include: *'Which is the best way to travel, by car or bike?'*, *'Which is the best way to travel to school?'*

An example lesson is provided for this activity

## Subject links

Geography  
PSE



# Travel Debate



Lesson Plan



KS2



Literacy

## Learning Objectives: LNF Expectations

### Element: Developing and presenting information and ideas

#### Aspect: Speaking

Year 5:

- Explain information and ideas, exploring and using ways to be convincing, e.g. *use of vocabulary, gesture, visual aids.*

Year 6:

- Express issues and ideas clearly, using specialist vocabulary and examples.

#### Aspect: Listening

Year 5:

- Listen to others, asking questions and responding to both the content and the speakers' viewpoints.

Year 6:

- Respond to others with questions and comments which focus on reasons, implications and next steps

#### Aspect: Collaboration and discussion

Year 5:

- Contribute to group discussion, taking some responsibility for completing the task well, e.g. *introducing relevant ideas, summing up.*
- Build on and develop the ideas of others in group discussions, e.g. *by asking questions to explore further, offering more ideas.*

Year 6:

- Contribute purposefully to group discussion to achieve agreed outcomes.
- Follow up points in group discussions, showing agreement or disagreement giving reasons.

---

## Learning Outcomes

1. Pupils to be able to research information from a range of sources and use it to present a reasoned argument.
2. Pupils to be able to appreciate that others can hold different opinions, and to consider why they have the opinions they do.
3. This activity provides pupils with the opportunity to **use and apply** the skills of expressing their opinions with reasons and listening to the opinions of others.

**PSE** Skills – form personal opinions and make informed decisions; explore personal values.

## Lesson Outline

### Resources

- Labels depicting a bike, a scooter, a person walking, a horse, a space-hopper and a sleigh
- Travel debate text – Should the speed limit be 20 mph in all residential areas?
- Internet access – research ‘for’ and ‘against’ evidence via suggested websites

### Engage

In a playground, hall or classroom cleared of tables, pupils stand in a circle. Place the labels depicting a horse, a space-hopper and a sleigh in different parts of the room. Pose the question: ‘*Would you rather travel to school on a horse, a space-hopper or a sleigh?*’ Children indicate their preference by standing around the label which matches their choice. Remind pupils that they must have good reasons for their opinions. In their groups, they share their reasons for choosing that mode of transport. Pupils in each group have the opportunity to share their reasons with the class. Once representatives from all three groups have spoken, pupils have the opportunity to change groups if they have been convinced by the reasons of others.

Do the same for the question: ‘*Would you rather travel to school by bike, scooter or by walking?*’

### Develop

- Present the issue to be debated: **Should the speed limit be 20 mph in all residential areas?** Read the travel debate stimulus text – this could be done in a previous lesson as a comprehension exercise using the questions provided.
- Talk to pupils about debating / discursive writing; ask children what this will involve (choosing a ‘for’ or ‘against’ viewpoint, thinking of reasons, expressing opinions, listening and responding to others).
- Put pupils in groups of four. Assign each group a ‘for 20 mph limits’ or ‘against 20 mph limits’ viewpoint. Ensure you have an equal number of pupils for each viewpoint. Each group then writes a list of reasons to support their viewpoint. They can use the text for ideas. Remind pupils that all group members will need to be very familiar with all the reasons.
- Split each group in two and pair each half with half of another group with an opposing viewpoint. Each group will now have two pupils in favour of and two pupils against 20 mph limits. The new groups then discuss the issue, presenting their opinions, giving their reasons and listening and responding to their classmates. Some groups may need to be facilitated by the teacher if the discussion runs dry.
- Sit pupils in a circle. Hold a class debate on the question. Let children volunteer their opinions and choose who speaks next. Facilitate the debate and encourage pupils to link their comments to the comments of others. Hold a final



vote. *What do you really think? Should all streets in residential areas have a 20 mph speed limit?*

### Reflect

- Peer-assessment: Who did the best presentation of the case for and against? What made it good?
  - What makes you change your opinion?
  - The same format could be used to debate or discuss the following:  
*'It is better to drive to school than cycle?'*
- 

### Home Learning

- Ask parents their opinions on the issues above – would they like their streets to have a 20 mph speed limit? Record their answers and reasons in writing to share with the class when back in school.
-

## Reading: Reading Comprehension

### Should the speed limit be 20 mph in all residential streets?

Reading comprehension exercise plus further supporting information for a debate.

Implementing a 20 mph speed limit can be done without the use of costly and complex traffic calming measures. Many local authorities across the UK, including Portsmouth, Bristol and Edinburgh, have already introduced area-wide 20 mph speed limits in residential areas. Other areas, such as Islington, are now adopting a 20 mph limit on main roads too where people live, work and shop. Here we try to answer some of the most frequently asked questions about 20 mph limits.

#### Won't it take me longer to get around at 20 mph?

Not necessarily. Lower speeds increase road capacities, as the bunching effect at junctions is reduced as traffic flow improves. That's why urban motorways are often 40 or 50 mph, as opposed to 70 mph. Even an urban journey of three miles, taking 30 minutes in a 30 mph limit, was shown to only increase to 33 minutes in a 20 mph setting.

#### Limits vs zones?

Implementing 20 mph does not necessarily entail the use of physical traffic calming which, while effective, is costly and can be unpopular. This is where a crucial distinction between zones (requiring traffic calming) and limits (requiring only signage) needs to be emphasised.

We recommend changing the default speed limit across whole areas in order to make the quickest and most cost-effective strides towards 20 mph across our villages, towns and cities.

If, following the introduction of a lower speed limit, there are ongoing concerns about localised compliance, these can be addressed through targeted enforcement or design features following the principles set out in our Naked Streets policy paper.

#### Do car drivers want a 20 mph speed limit?

The 2011 British Attitudes Survey demonstrates that well over two-thirds of us, including motorists, would like a 20 mph speed limit in the streets where we live. In Portsmouth, over 40 per cent of respondents

stated that since the introduction of 20 mph there has been a safer environment for walking and cycling. Around a third of respondents noticed an increase in pedestrian and cyclist activities in the local area.

#### Can 20 mph speed limits be enforced?

The evidence is that drivers drop their speed when a 20 mph limit is introduced. 20 mph should become largely self-enforcing as good drivers obeying the limit will act as a restraint on others exceeding it. In Portsmouth, in streets where average speeds were previously higher than 24 mph, decreased limits have helped reduce speed by an average of 6.3 mph (<http://www.dft.gov.uk/publications/speed-limits-portsmouth/>). This occurred without the need for any extra police enforcement. However, where necessary, the police are obliged to enforce all speed limits. A spokesperson for the Association of Chief Police Officers recently made their position clear stating, "The police will punish all offences no matter what or where they are, this includes 20 mph".

#### How can local authorities afford to introduce 20 mph in this economic climate?

Road traffic collisions are an enormous drain on the economy, costing the UK £18 billion every year. The 20 mph zones in London are already estimated to be saving more than £20 million in crash prevention costs annually. The cost of road signs is remarkably low. For example, Portsmouth converted 1,200 streets to 20 mph for just over £500,000 – far cheaper than the alternative ideas put forward, which came to £2.2 million. It's roughly seven times more cost-effective, in terms of speed reduction achieved, to introduce a 20 mph limit across a wide area than to spend the same sum on isolated, physically calmed zones.

#### Original text:

<http://www.livingstreets.org.uk/make-a-change/urgent-actions/show-you-love-20-mph/20-mph-myth-buster>

## Reading: Reading Comprehension

### Questions

1. How many minutes did a three mile journey in a 20mph urban area increase by compared to a 30mph area?

---

2. Find and list two ways in which motorists speed can be reduced:

---

---

---

3. According to the text, how many British people would like 20mph limits on the streets where they live?

---

4. Use the information from the text to finish this sentence.

“The police will...

---

---

5. Look at the text in the box below. Underline the phrase that tells you about the economic savings of 20mph in London.

**Road traffic collisions are an enormous drain on the economy, costing the UK £18 billion every year. The 20 mph zones in London are already estimated to be saving more than £20 million in crash prevention costs annually. The cost of road signs is remarkably low. For example, Portsmouth converted 1,200 streets to 20 mph for just over £500,000 – far cheaper than the alternative ideas put forward, which came to £2.2 million.**