

# Lesson 1. Headteacher Bans Cars!

## Learning objectives & outcomes

1. Know that there is a range of modes of transport.
2. Understand that different modes of transport affect people differently.
3. Evaluate the impact of different modes of transport.

- LNF 8.OS5** defend a point of view with information and reasons, e.g. in role or debate.  
**8.OL1** respond positively and thoughtfully to new ideas and alternative points of view.  
**Numeracy KS3.1** Transfer mathematical skills across the curriculum in a variety of contexts and everyday situations.  
**Numeracy KS3.16** interpret graphs that describe everyday situations including those used by the media.

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## Resources

- PowerPoint Presentation Slides 1–7.
- Film: *Which Transport Option is the Healthiest?*  
Find this film in the following places: the CD; [www.sustrans.org.uk/wales/curriculum](http://www.sustrans.org.uk/wales/curriculum)  
<http://healthyair.org.uk/healthiest-transport-option-video/> or by e mailing [schoolswales@sustrans.org.uk](mailto:schoolswales@sustrans.org.uk)
- 30x Worksheet 1: Think, Pair, Share!
- 6x Worksheet 2: Diamond 9 cut up as a card set for each group.
- 1x Worksheet 3: Character Cards cut up into a card set for class.
- 6x Worksheet 4: What would they say? (1 per group).
- 30x Worksheet 5: 'Before' Questionnaire.

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## Differentiation

- For Less Confident: allocate a more accessible project character group, for example: Pupils, Parents, PE Teachers. Pause the film to direct students to key information.
- For More Confident: allocate a more challenging project character group, for example: Local Police; School Nurses; Local Residents. Use the film to encourage MAT students to develop critical thinking by considering the methodology of the experiment in light of the purpose of the film.

## Starter

## Introduce the Statement

5 minutes

- Show PowerPoint Slide 2: “The Headteacher has decided to ban all vehicles from coming within a mile of the school”.
- Introduce this main statement to pupils as a real-life scenario for honest reactions.
- Encourage an immediate class discussion, note key words and emotions displayed.

**Top tip:** Pause the film to discuss the methodology of the experiment with MAT students and develop critical thinking skills for science.

## Main

## Establish Project and Character Groups

40 minutes

- Distribute Worksheet 1: Think, Pair, Share! to pupils.
- Show 6 seconds of the *Which Transport Option is the Healthiest?* film. (Look in the resources section to see how to access this film). Two facts are displayed on the screen. Pause and discuss these two facts with the class. Ask students to note a possible reason for the Head’s decision in the think circle.
- Continue showing the film, asking pairs to add new reasons for the Head’s decision into their think circle. If necessary, pause at intervals to enable students to note ideas.
- After the film, ask pairs to share the notes they have made in the think circle and to note new ideas in the pair circle. Feedback pair responses to the class, students to note class ideas in the share circle (see differentiation note).
- Explain to students that this is not really a decision that the Head has made but that it could be a decision for a school in Wales in the future. Show Slide 3 and ask the class: **why** might the Active Travel Act have been passed? **How** do they think it might affect them?
- Show and explain Slides 4–5, which outline the project and the assessment.
- Divide the class into six groups of 4–5 pupils. Hand one character card to each group (see differentiation note). Inform students that during this project they will work in these groups to develop the arguments of the characters they have been given. (N.B. Character groups are: Year 8 Pupils; PE Teachers; Parents; School Nurses; Local Police; Local Residents).
- Distribute the cut-out cards from Worksheet 3: Diamond 9 (1 per group).
- Show Slide 6, explain the Diamond 9 activity and allow students 2 minutes to complete.
- At the end of the activity, ask groups to consider whether they think their characters will argue **for** or **against** the statement and to note the reasons for this decision on Worksheet 4: What would they say?

## Plenary

15 minutes

- Feedback the key reasons that groups have identified for their characters’ opinions. Inform students that over the next few lessons they will research the issues around the school journey to develop how their characters will argue, and will add new information to Worksheet 4.
- Show Slide 7 and distribute Worksheet 4: Before Questionnaire. Ask students to complete and send at the end of the project for their certificate and a chance to win a stunt show demonstration from a BMX champion.

## Homework (optional)

- Ask students to list the things they **like** and **dislike** about their current journey to school.

**Collect student questionnaires to send at the end of the project. All students receive certificates and the school gets a chance to win a stunt display from a BMX champion.**

**Top tip:** Ensure students keep Worksheet 4 safely so they can use this to collate reasons and key information.