

The Active Travel Act: Information for Teachers



What is the Active Travel Act?

In 2013 the Welsh Government passed the Active Travel Act. This law is a world-first and requires local authorities to plan routes for walking and cycling. There are two stages to the planning, first existing routes are mapped and subsequently new routes will be designed.

Across Wales it is mandatory for local authorities to consult with the public at both stages. People can give opinions about the usability of current routes, state where they would like improvements, and suggest where new routes should be built.

Why is it important for schools?

This is a valuable opportunity to ensure that walking and cycling routes are designed to maximise use to and from your school. Active travel has far-reaching benefits for young people: it improves their health, concentration and independence and means they arrive at school alert and ready to learn. Importantly, it also makes the school gate safer and reduces traffic congestion and pollution around your school.

How can my school take part?

Your school staff, governors or students can make the most of the Active Travel Act to create the best walking and cycling routes for your community:

Inform your Local Authority Transport Department that your school would like to be consulted as part of the Active Travel Act.

For Active Travel Act **consultation resources** or to book a **Sustrans officer** to deliver a lesson to your pupils e mail: schoowales@sustrans.org.uk

In the meantime, get your **pupils thinking** with the activity included below, *What's On Our Patch?* This is just one activity from our acclaimed Literacy and Numeracy Resources for Ks2 and Ks3, available at: www.sustrans.org.uk/wales/curriculum

Raise Awareness

- Share this information in your schools: display this on a staff notice board.
- Inform pupils with the [Information Sheet](#)
- Visit our curriculum page for our Literacy and Numeracy [resources](#) for Ks2 and Ks3. You'll find lots of curriculum activities to develop understanding of active travel.
- Get your community thinking about the school journey by conducting a survey about school travel and discussing results.

Sustrans is the charity that's enabling people to travel by foot, bike or public transport for more of the journeys we make every day. It's time we all began making smarter travel choices. Make your move and support Sustrans today. www.sustrans.org.uk

What's on our patch? Site audit



Which LNF outcomes?

Writing – Organising ideas and information

Meaning, purposes, readers

Year 5

- Write with a clear purpose, showing consideration for the reader, *e.g. by choosing appropriate vocabulary and presentational devices.*

Year 6

- Adapt writing style to suit the reader and purpose, *e.g. formal style for unknown reader, simple style for younger readers.*

Structure and organisation

Year 5

- Use features which show the structure of the writing, *e.g. sub-headings, captions.*
- Use images, graphs and illustrations which are clear, relevant and appropriate.

Year 6

- Adapt structures in writing for different contexts, *e.g. reporting an event, investigation or experiment.*
- Write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion.
- Use paragraphs making links between them.
- Use features and layout which are constructed to present data and ideas clearly.

Writing accurately

Language

Year 5

- Use language appropriate to writing, including standard forms of English.
- Use appropriate vocabulary, including subject-specific words and phrases.

Year 6

- Use language appropriate to writing, including standard forms of English.
- Use varied and appropriate vocabulary, including subject-specific words and phrases.

Activity ideas

What's on our patch? Site audit

- Think about the streets around your school. Look at an internet mapping site. List potential hazards for cyclists and pedestrians, and list features which make it easier to travel by bike or foot.
- Go out to survey the streets immediately around your school, paying particular attention to features which help or hinder active travel to school. Pupils should record what they see using the 'What's on our patch?' checklist, diagrams, maps, notes, tally charts, photos, etc.
- Use information gathered to compile a report (for head teacher / governors / road safety officer) including labelled maps, photos, text and pictures. This could be done using IT.

An example lesson is provided for this activity

This activity works well with:

- Activity B** – Is traffic a problem outside our school?
- Activity H** – How can we make a change?

Subject links

Geography
ICT
PSE

What's on our patch?



Lesson Plan



KS2



Literacy

Learning Objectives: LNF Expectations

Element: Organising ideas and information

Aspect: Meaning, purposes, readers

Year 5:

- Write with a clear purpose, showing consideration for the reader, e.g. *by choosing appropriate vocabulary and presentational devices.*

Year 6:

- Adapt writing style to suit the reader and purpose, e.g. *formal style for unknown reader, simple style for younger readers.*

Aspect: Structure and organisation

Year 5:

- Use features which show the structure of the writing, e.g. *subheadings, captions.*
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Year 6:

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Element: Writing accurately

Aspect: Language

Year 5:

- Use language appropriate to writing, including standard forms of English.
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- Use language appropriate to writing, including standard forms of English.
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Learning Outcomes

1. Pupils know what features exist around the school area which support or hinder active and sustainable travel.

2. Pupils begin to consider what could be changed in the local environment to encourage active and sustainable travel.
3. Pupils communicate real, relevant information about their locality.
4. This lesson provides an opportunity for pupils to **use and apply** writing skills. They use geography skills to gather information about their locality and communicate this in a report, with a real audience of their head teacher, school governors or parents.



Geography	Observe and ask questions about a place; measure, collect and record data.
PSE	Importance of personal safety; taking responsibility for safety.

Lesson Outline

Resources

- Map of school area – could be obtained from Internet, e.g. Google Maps
- ‘What’s on our patch?’ checklist (provided)

Engage

Ask pupils to close their eyes and imagine their journey to school in detail. Tell them to identify features of their journey which may hinder or help walkers and cyclists. Pupils recount their journey to a partner.

Develop

- Pupils walk around the school site and streets immediately surrounding it and complete the ‘What’s on our patch?’ checklist.
- Pupils could draw a map and mark features on it or use a print out from an internet mapping site that they can annotate.
- Pupils take photos of key features around the school site to add to a report.
- Pupils produce a report (paper- or IT-based) using the checklist, along with any maps, photos, graphs and other findings. Pupils should consider and use features which make a good report (e.g. headings, subheadings, report structure, paragraphs, labelled graphs and pictures). Pupils must be aware of the purpose of and audience for this report (e.g. head teacher, school governors). See Activity H: ‘How can we make a change?’

Reflection

- How safe is our patch? What factors would make me more likely to walk or cycle to school?

Home Learning



- Pupils can take home a copy of the checklist to carry out a survey of the area around their house or street and report back to the class. This could be done in pairs or small groups if friends live on the same street.
 - If major hazards or barriers are identified, pupils could use persuasive writing skills to push for action to address them.
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What's on our patch? Checklist



Questions	Yes/No	Notes
Parking:		
Does the school have a car park?		
Do parents park here, or just staff?		
Is there a safe place for dropping off?		
Do cars park on the pavement?		
Cycling		
Does the school have a secure bike shelter?		
How many bikes can fit in it?		
Can scooters be parked here too?		
Is there a cycle path near the school?		
Is it well marked and maintained?		
Walking		
Is there a manned Zebra/School crossing?		
What is the crossing patrol person's name?		
Are there any big roads to cross?		
Are there traffic lights or an underpass?		
Is there shelter to wait under at school if it is raining?		
How many gates/entrances are there into school?		
Public transport		
Is there a bus stop near the school?		
Do buses run at the right time to get to school?		

