



English learning with links to Sustainable Travel

Relevant aims for English in the 2014 National Curriculum:

- read easily, fluently and with good understanding
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Introduction

There are many references to English throughout the subject plans which you will find as you go through. Sustainable travel education lends itself well to a number of literacy skills and can be applied as relevant to the particular area being taught in class at the time. Some suggestions which can be adapted to suit your requirements are:

Speaking & Listening - Discussion and Debate “Children should all walk to school every day”

The children could discuss in class / at home and then debate the pros and cons of a topic such as “Children should all walk to school every day”. Have they thought about the reasons why some people do / do not drive to school? What barriers are there to walking? Could anything be done to encourage / enable more people to walk? Why is this important? What can schools do to encourage more people to walk? What impact might this have on the local environment? Once children are aware of the issues, they could then divide into debating teams and have a full debate backing one side of the argument or the other.

Drama – Passenger Power

Learn and find out more about Passenger Power and practise speaking out. Look at how passenger behaviour can affect the driver. See full lesson plan overleaf (KS2).

Travel Diary

When diary writing, encourage the children to write a diary about their journey to school or a recent holiday. They could then research travel in the past and write a fictional diary based on their findings, using this to compare how travel has changed over time. You could use “Travelling back in time to school with Susie the Childminder” (<http://www3.hants.gov.uk/susiethchildminder/travellingbackintime.htm>) as a stimulus for this work. Mirror by Jeannie Baker (ISBN: 1406309141) would make an interesting research project on how children travel currently in other parts of the world and the Katie Morag series of books would be an interesting comparison for travel in towns and cities compared to a small village community.

Research and Write a Fact Book on “The Environmental Impact of How I Travel to School”

Investigate different modes of travel and their impact on the environment and write a fact sheet on each one or on travelling to school as a whole. Alternatively, investigate travel now and when your parents/grandparents went to school “Travelling Back in Time to School with Susie the Childminder” makes a good introduction to this and there is more detailed planning for maths and English on the webpage.

<http://www3.hants.gov.uk/susiethchildminder/travellingbackintime.htm>

Presentation Skills – Which Way to School?

Learn about the safety aspects of travelling, consider healthy modes of travel and prepare a group oral presentation on one mode of transport. See full lesson plan on pages 3-5 (KS2).

Persuasive Letter Writing – pedestrian safety at my school gates

Children could write a letter to their head teacher, governing body or local parish council to make them aware of a local travel issue and persuade them to help the pupils do something to resolve the issue. Looking at your local Parish Plan is a good place to find issues affecting your school locality as a starting point. In order to collect data to identify issues, children could survey their peers about travel to school or survey local traffic at different times of the day to see what impact the school run is having on pedestrian safety at the school gates. This also links in well to the children’s maths learning.



Key Stage 2 Lesson ideas and activities from Road Safety Education (roadwise.co.uk)

Source: North Yorkshire County Council – Road Safety in the Primary Curriculum. North Yorkshire Road Safety and Travel Awareness Team have considerable experience of delivering Road Safety Education in schools. In this pack they have identified resources and websites that can be used in schools. Many of these resources are linked to the national curriculum framework making it easy for teachers to incorporate Road Safety into the classroom. We have included two lessons but more are available on line at:

<http://www.roadwise.co.uk/uploads/userfiles/file/children%20attachments/Road%20Safety%20in%20the%20Primary%20Curriculum.pdf>

Drama – Passenger Power

Objective: To encourage pupils to examine the behaviour of drivers they travel with and to develop the ability to speak out if they feel unsafe and also to look at their own responsibilities as passengers.

Outcome: Learn and find out more about Passenger Power and to practise speaking out. To look at how their behaviour can affect the driver.

Resources & background information: <http://www.dft.gov.uk/think/education/early-years-and-primary/>

Introduction to the pupils : Start off the lesson by asking the class whether they have ever felt unsafe when being driven in a car. It is important to stress to the children that we are looking at how the driver is behaving not at what other road users are doing. Also make it clear that we don't need to know who the driver was, just what they are doing.

Activity: Once a discussion has taken place get the pupils to create a list of things that make them feel scared or uneasy as a passenger. This could be on the whiteboard or done in small groups. Suggested issues could be: * **Speeding**
* **Following too closely** * **Swerving Using a mobile phone** * **Eating / Smoking** * **Not wearing a seatbelt**
* **Transporting more people that there are seatbelts – the adult may ask the children to share a seatbelt (this is extremely dangerous).**

We all have a right to be transported safely in cars, if somebody is abusing that right what can we do? In groups or as a class now discuss what pupils could do to try to alter the behaviour of the driver? Avoid suggestions about shouting at the driver as this could lead to the driver being distracted.

Passenger Power: children often find it hard to talk to adults when something the adult does makes them feel scared, so the next activity gives pupils a chance to practice this.

Drama: Get the class to sort themselves out into groups of three, one person to play the adult driver they are thinking about, one to be the passenger and the other pupil to be the observer. Get them to have a go at talking to the adult about their driving. Get the observer to listen and to see how successful it was. Bring the class back together and briefly get the observers to report back. Now get the teacher or another adult to be the driver and ask for volunteers to come forward and try again.

English: Get the children to design leaflets or posters around the subject or to write about their experiences and how it made them feel. They could also develop a 'passenger charter' between themselves and their parents or careers.

We suggest that children don't comment on a drivers driving whilst they are behind the wheel but an idea could be that when parents/ careers ask what sort of day the children have had, then the topic could be introduced. As passengers we also have a responsibility to behave properly. As a class or in our groups discuss what sort of things have to be considered. Some suggestions could be: * **Wearing seatbelts** * **Travelling quietly** * **Not fighting or arguing with a brother or sister** * **Not kicking the back of the seat** * **'Are we there yet?'**

This subject could be developed into an agreement between the children and their parents about driving safely.



English – Presentation Skills – Which Way to School?

Objective: To identify a range of ways of travelling and explore safety aspects of these different modes of travel.

Outcome: Learn about the safety aspects of travelling and consider healthy modes of travel.

Activity

Prepare a group oral presentation on one mode of transport.

Follow-up/Homework Activities

- Pupils could do a multi-media presentation (e.g. using PowerPoint) to the class on their mode of transport
- Each pupil could design an information sheet on the transport mode that they prepared for their oral presentation
- Make a class display from their completed leaflets
- Pupils could produce a class Highway Code based on local safety requirements

Introduction to pupils

Prepare a group oral presentation on one of these modes of transport:

Walking, cycling, car, bus, motorbike, scooter, skateboards (or roller blades /roller skates)

In your group you are going to prepare a one minute talk on travelling safely.

There are a list of questions to think about to help you get started with planning your talk. You may need to use Tales of the Road- A Highway Code for young Road Users to find out the law about different modes of travel. You might have some of your own ideas that you would like to include too! Try to think about being healthy and safety when you are preparing your talk. In your group you will have to agree on a speaker or speakers. The speaker or speakers will need time to practise the talk. Others in the group should act as the audience and give the speakers tips. Have the speakers included all the main points? Can you give them advice or suggestions to improve the delivery of the talk? Can they be heard clearly? Was the timing of the talk about 1 minute?

List of questions for each group:

Bus

- What are the advantages (good points) of choosing to travel by bus? (Think about your safety, your health, the environment, time, and cost.)
- What are the disadvantages (bad points) of choosing to travel by bus? (Think about your safety, your health, the environment, time, and cost.)
- What do bus passengers need to think about and wear to help keep them safe (e.g. seat belts, getting on and off a bus)?
- What rules or laws for bus passengers do you know about (e.g. seat belts)?
- Are there any other points you still need to mention about travelling safely on a bus? If so what?

Cycling

- What are the advantages (good points) of choosing to cycle? Think about your safety, your health, the environment, time, and cost.)
- What are the disadvantages (bad points) of choosing to cycle? (Think about your safety, your health, the environment, time, and cost.)
- What do cyclists need to think about and wear to help keep them safe (e.g. fluorescent and reflective clothing)?
- What rules or laws for cycling do you know about (e.g. Tales of the Road- A Highway Code for young Road Users)?
- Are there any other points you still need to mention about cycling in your talk? If so, what?



Car

- What are the advantages (good points) of choosing to travel by car? (Think about your safety, your health, the environment, time, and cost.)
- What are the disadvantages (bad points) of choosing to travel by car? (Think about your safety, your health, the environment, time, and cost.)
- What do car passengers need to think about and wear to help keep them safe (e.g. seat belts)?
- What rules or laws for car drivers and passengers do you know about? (e.g. legal age to drive)
- Are there any other points you still need to mention about travelling safely by car?

Motorbike

- What are the advantages (good points) of choosing to travel by motorbike? (Think about your safety, your health, the environment, time, and cost.)
- What are the disadvantages (bad points) of choosing to travel by motorbike? (Think about your safety, your health, the environment, time, and cost.)
- What do motorcyclists need to think about and wear to help keep them safe? (e.g. special clothing)
- What rules or laws for motorcyclists do you know about (e.g. helmets)?
- Are there any other points you still need to mention about travelling safely by motorbike in your talk? If so, what?

Scooter

- What are the advantages (good points) of choosing to travel by scooter? (Think about your safety, your health, the environment, time, and cost.)
- What are the disadvantages (bad points) of choosing to travel by scooter? (Think about your safety, your health, the environment, time, and cost.)
- What do scooter owners need to think about and wear to help keep them safe (e.g. special clothing)?
- What rules or laws for scooter owners do you know about? (e.g. use of the pavement and roads)
- Are there any other points you still need to mention about travelling safely by scooter?

Skateboard (Roller skates, Roller blades)

- What are the advantages (good points) of choosing to travel by skateboard? (Think about your safety, your health, the environment, time, and cost.)
- What are the disadvantages (bad points) of choosing to travel by skateboard? (Think about your safety, your health, the environment, time, and cost.)
- What do skateboarders need to think about and wear to help keep them safe? (e.g. special clothing)
- What rules or laws for skateboarders do you know about (e.g. use of the pavement/roads)?
- Are there any other points you still need to mention about travelling safely by skateboard in your talk? If so, what?

Walking

- What are the advantages (good points) of choosing to walk? (Think about your safety, your health, the environment, time, and cost.)
- What are the disadvantages (bad points) of choosing to walk? (Think about your safety, your health, the environment, time, and cost.)
- What do walkers need to think about and wear to help keep them safe (e.g. don't use mobile phones when crossing a road)?
- What rules or laws for walkers do you know about (e.g. Tales of the Road- A Highway Code for young Road Users)?
- Are there any other points you still need to mention about walking in your talk? If so, what?

English



Teacher's Notes Mode of Travel	Advantages	Disadvantages
Car	Quicker than walking Comfortable Dry	Caught in a traffic jam Lack of exercise Pollution Congestion Parking Cost
Motorbike	Quicker than walking Comfortable Less pollution than a car	Lack of exercise Pollution Dangerous to ride Affected by the weather Cost
Bus	Quicker than walking Dry Less pollution than a car Sociable	Tied to a timetable Infrequency Lack of exercise Pollution Cost
Walking	Healthy Environmentally friendly Free Sociable Experience outdoors, fresh air	Weather conditions At risk from traffic Takes longer Darkness in winter
Cycling	Healthy Environmentally friendly Quicker than walking Can become a confident road user Healthy Environmentally friendly Quicker than walking Cheaper than walking	Weather Conditions Darkness in winter Risky when cycling in traffic Weather Conditions Darkness in winter More at risk from traffic Adequate bike storage?
Skateboards Roller skates, roller blades	Healthy Environmentally friendly Quicker than walking Cheaper than walking	Weather Conditions Darkness in winter More at risk from traffic Adequate skateboard storage?
Scooter	Healthy Environmentally friendly Quicker than walking Cheaper than walking	Weather Conditions Darkness in winter More at risk from traffic Adequate scooter storage?