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| **Session 1** – **What is the Active Travel Ambassador (ATA) programme?** | | | **Day/Date**:  **No. in group**: | | |
| **LESSON AIM**:  Introduction of the ATA scheme to students; the benefits of and barriers to active travel and research methods to capture data. | | | | | |
| **LEARNING OUTCOMES**:   1. **To understand what the ATA programme is and the benefits.** 2. **To understand what active travel is and why it is important.** 3. **To consider existing travel issues at the school** 4. **To understand and be able to describe the benefits of active travel and barriers to active travel.** 5. **Understand research methods and why it is important to collect research for the campaign.** | | | | **KEYWORDS**:  *Active Travel*  *Barriers*  *Surveys*  *Interviews*  *Data*  *Site audit* | |
| **RESOURCES REQUIRED**   * ATA Session 1 PowerPoint * Site Audit Worksheet * Travel Issue Interview Worksheet | | **NATIONAL CURRICULUM LINKS**  **English -** *writing for a wide range of purposes and audiences, plan, draft, edit and proof-read*  **PSHE** - *importance of physical activity and diet for a healthy lifestyle*  **Design & Technology** - *critique, evaluate and test their ideas*  **Citizenship** - *the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities* | | | |
| **Time:** |  | | | | **Which Learning Outcome is addressed?**  **How can you tell if it's been achieved?** |
|  | Starter Activity  Example:  Pupils to introduce themselves to the group with following info:   * Name * How they travel to school * Fun fact about themselves? | | | | N/A |
|  | Using ATA Session 1 PowerPoint:   * **Slide 2 –** Overview of the ATA sessions. Inform the pupils that they will have the opportunity to think of a campaign idea to tackle an existing travel issue at their school. Ambassadors will present their campaign idea to their peers/ Senior Leadership Team/ during an assembly. * **Slide 2 -** Benefits of ATA. | | | | LO1 |
|  | **Slide 3**  Cover session objectives:   * Understand how and why people make travel choices. * Understand and be able to describe the benefits of active travel. * Undertake research to identify the current travel habits and active travel barriers at your school. | | | |  |
|  | **Slide 4**  What is Active Travel and why is it important?  Ask the Ambassadors if they can provide examples of ways people can travel actively.  Briefly highlight the benefits. This will be explored in more detail later in the session. | | | | LO2 |
|  | **Slide 5**  Are there issues outside your school?  Ask the Ambassadors to identify any existing travel issues that exist at the school. Issues could include traffic congestion, dangerous parking, air pollution etc. | | | | LO3 |
|  | **Slide 6**  Task  Why don’t more people walk and cycle to school?  Working in pairs, Ambassadors to discuss and decide on the top three barriers for students in their school regarding walking and cycling to school. After 2-3 minutes ask for volunteers to feedback their thoughts. | | | | LO4 |
|  | **Slide 7**  Task  Active Travel Benefits  Ask students to consider the benefits of active travel in terms of social benefits, the environment, and our health. Ask for volunteers to feedback their thoughts.  As a group, record ideas on a whiteboard/ flipchart under the appropriate headings.  **Slide 8** -Confirm some of the benefits. | | | | LO4 |
|  | **Slide 9**  Inform the pupils that it is their mission to think of a solution to an existing travel issue at their school, focussed on Road Safety or Active Travel. | | | |  |
|  | **Slide 10**  Discuss research methods available for pupils to use to gather data on barriers to active travel at their school.  Explain that this will inform their campaign’s focus. | | | | LO5 |
|  | Task  Get group to split into research sub-teams and give them each a sub-team category.  Provide groups with ‘Travel Issues Interview’ Form and ‘Site Audit’ Form and discuss additional questions that should be asked to obtain robust data from survey population. Forms can either be completed during the session or set as a Task for pupils to complete during their break/ lunch time.  A member of school staff to complete a Hands up Survey via the Modeshift STARS Syetm. At least 70% of pupils and 50% of staff to take part in the pre-campaign STARS Survey. | | | | LO5 |
|  | **Lesson end** | | | |  |