

TRANSPORT & ACTIVE TRAVEL

Time needed for session:	Location:	Context:
Lesson – 60 minutes Activity - 60 to 90 minutes	Classroom and school grounds	This lesson explores traffic and the impact on air quality: - different viewpoints about the issue of traffic at the school gate; - why it is an issue and how active travel can help.

LESSON PLAN NOTES

Information for suggested lesson plan:

Content refers to Walk, Wheel Cycle Trust Active Travel Learning Resource, Is traffic a problem outside our school?, Pages 5-10, (60 minutes)

https://www.sustrans.org.uk/media/11400/sustrans-active-journey-lndc_digital.pdf

1. (10 minutes) What is traffic?

Invite the learners to close their eyes & think of the word 'traffic'. Think about...

- What does 'traffic' look like?
- What does 'traffic' sound like?
- What does 'traffic' smell like?

SCHOOL TRAFFIC ACTIVITY

Invite the learners to share their answers with the rest of their class.

2. (15 minutes) Air pollution rubbings

Content refers to Walk Wheel Cycle Trust Air Pollution Playground Investigation (30 minutes)

Lesson Objectives: To investigate air pollution around our school playground.

Using white card we will look for particles of pollution in the air and on the surfaces around our playground in partners or groups.

What we do need?

White card, pencil

Method:

1. Fold the white card into 4 sections or cut 4 pieces of white card.
2. Walk around the playground and find 4 areas that you think will have been near air pollution. (hint areas nearest where cars pass)
3. Number each area and write the area's name/feature down on each section of card to remind you about which area is which.
4. In each area find something solid to investigate. Use the white side of the card to rub on the solid item, try to rub in one direction. Don't rub too hard because this may break the card.
5. Repeat this for each section.
6. When you have rubbed each area use a pencil to draw lines through each section. Horizontal and vertical lines to make a grid.
7. Use the grid to compare which area had the most air pollution. This is the area that has the highest number of dirty squares. **Could you calculate the percentage pollution particle cover from the grids?**

1. Lamppost by Car Park				2. Railings on edge of playground			
3. Post of outdoor play area				4. Gate of the school grounds			

3. (10 minutes) Our school's traffic situation. Is it a problem?

In groups discuss your school's traffic situation and feedback to the class.

Sentence started to support this task.

In my opinion traffic outside of our school gate is a problem because_____.

One idea to reduce traffic outside of our school gate is to_____.

Ordinarily I travel to school by _____ but to reduce traffic I could_____.

4. (20 minutes) Interviews

In groups, choose who from the following list of your school community you will interview to ask about traffic:

- Staff • Parents • Local Residents • Lollipop Person • Business Owners

Choose some questions to ask them or think of some yourself:

Q1 Is traffic a problem outside our school?

Q2 Why is traffic a problem/not a problem outside our school?

Q3 What time of day is traffic the busiest outside our school?

Q4 What do you think can be done to reduce traffic outside our school?

Q5 How do you travel to our school?

5. Discuss interview findings in groups. (10 minutes)

6. Write a newsletter article about traffic at your school (10 minutes)

Report Title: _____

Introduction: This report is about the _____ outside our school.

Paragraph 1: Traffic is a problem because _____.

Traffic is the busiest at _____.

Picture/Diagram: Can you draw a picture of the traffic outside our school?

Paragraph 2: Traffic outside our school could be reduced by _____.

Final Paragraph: Can you help us reduce the traffic outside our school by _____?

Name: _____

EXTENSION:
TRAFFIC COUNT

Traffic Count.

In an area pupils can see the road count the traffic and types of traffic passing over a period of time in a tally.

The Traffic Count worksheet can be used for this or pupils can make their own tally chart or pictogram.

DAILY MILE & PLAY ACTIVITY

Daily Mile

This is a popular and regular activity in settings, often with a Daily Mile Track in place. To share your school approach to the Daily Mile you can connect with schools and nurseries making a big impact with The Daily Mile

Just 15 minutes of daily activity can boost children's health, happiness, and focus. Connect with schools and nurseries making a big impact with The Daily Mile <https://www.thedailymile.co.uk/>

Building on this, on the Theme Day Transport & Active Travel, your school daily mile may incorporate promoting public rights of way in the locality around your school.

Being outside & Play – Countryside Code

There is no direct play activity today with the promotion of the daily mail and key messages around playing outside. It is great that we have access to so many outside spaces but we do need to be considerate of the spaces that we use. There are public rights of way, some areas owned by other organisations aide from the council. It is important that we respect all spaces and follow the [Countryside Code](#) This is your guide to enjoying our parks and waterways, coast and countryside.