



From mountain to sea

Embedding Active and Sustainable Travel into Education

A School Resource Pack

Contributing to the delivery of the Curriculum for Excellence



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EXERCISE

RISK MANAGEMENT

SPATIAL AWARENESS

INDEPENDENCE

SOCIAL NETWORKS

TIME MANAGEMENT

STAMINA



1 What is Sustainable Transport and Active Travel?

Sustainable transport is travelling in a way that minimises impact on the environment and the world around us. It generally means travelling on foot, by bike, by public transport (rail or bus) or car sharing. The word sustainable in this sense links to the well-used definition of sustainable development “Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs.”

Active Travel refers to transport by physically active, human-powered ways of travelling as opposed to motorised ones. On the journey to school this typically includes walking, cycling, scooting and park and stride (parking further from the school and walking part of the way).

2 Why is it important?

With increasing levels of childhood obesity and growing air pollution concerns, we want to make it easier for children to walk or cycle to school and help families build physical activity into their everyday life, tackling inactivity while improving levels of health and well-being. Research suggests children are more alert in class if they have travelled actively to school.

We recognise that, particularly for more rural areas, it is not always feasible to make the journey to school an active one but the messages around physical activity and engaging with your local environment are relevant and important ones to contribute to the development of Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens in line with the Curriculum for Excellence (CfE). Efforts to promote active travel in school can also contribute to Rights Respecting Schools assessments.

3 What are the benefits of Active Travel?

There is a significant positive relationship between physical activity and improved cognitive performance and academic achievement. It is widely considered that physical activity should be part of the school day for both its health and cognitive benefits. A physically active school journey can contribute significantly to broader educational goals.

The journey to school is an easy way to build daily exercise into a child's life and will help set a positive mood for a productive day. Although primary school children may not always be the key decision makers in how they travel to school, the earlier we can equip children with the skills and motivation required to travel actively, the more likely such behaviours will continue through to secondary school and into later life.



REDUCED ANXIETY

CONCENTRATION

ALERTNESS

ROAD SAFETY

4 About the Resource Pack

With the information and resources in this pack we aim to embed thinking about the way children travel to school into the delivery of the CfE, and make it easy to deliver relevant and exciting lessons in and out of the classroom without adding to teacher workload.

The pack is aimed specifically at Primary Schools and has been developed in close partnership with Head Teachers, Local Authority Officers and Teaching Staff so that it:

- Engages children of a variety of ages and personality types;
- Covers a range of CfE topic areas; and
- Demonstrates how it connects with the wellbeing indicators.

We have researched and appraised the wealth of resources available from experts in the field of promoting Sustainable Travel such as Sustrans, Living Streets, Cycling Scotland and Local Authorities. This pack pulls together the 'best of the best' to provide a one stop shop for teachers and those with an interest in promoting active travel to access all they need to embed active travel into education.

In addition to lesson plans and activities, we detail incentive and reward schemes which encourage children to travel to school using a more sustainable mode.

The Resource Pack is intended to be a 'live' document and will be reviewed and refreshed to ensure promotion of the latest, most relevant resources to schools.



5 How it should be used

Sustainable and Active Travel and activities surrounding the journey to school, and the local environment cover a range of CfE areas. The lesson plans and activities promoted within this resource pack enable experiences and outcomes across and within CfE areas to be bundled.

A summary of the key experiences and outcomes which the activities in this resource pack contribute to are summarised in the table below. The Curriculum areas are highlighted next to each activity or lesson plan, this provides more details on the relevant experiences and outcomes that may apply.

SUSTAINABLE and ACTIVE TRAVEL		
Curriculum Area	Relevant Experience and Outcomes	
Health and Wellbeing	Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.	HWB 2-13a
	I value the opportunities I am given to make friends and be part of a group in a range of situations.	HWB 2-14a
	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.	HWB 2-15a
	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.	HWB 2-16a
	I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.	HWB 2-17a
	I know and can demonstrate how to travel safely.	HWB 2-18a
	I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.	HWB 2-25a
	I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.	HWB 2-27a
	I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.	HWB 2-28a
I know that alcohol and drugs can affect people's ability to make decisions.	HWB 2-40a	
Social Studies	I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.	SOC 2-08a
	Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.	SOC 2-09a
	I can explain how the needs of a group in my local community are supported.	SOC 2-16a

Mathematics	Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.	MNU 2-10c
	I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure.	MNU 2-11a
	Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary.	MTH 2-17c
	I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.	MNU 2-20b
	I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.	MTH 2-21a
Expressive Arts	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.	EXA 2-01a
	I can create and present work that shows developing skill in using the visual elements and concepts.	EXA 2-03a
	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.	EXA 2-05a
	I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.	EXA 2-14a
Languages	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.	LIT 2-02a
	As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.	LIT 2-04a
	I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.	LIT 2-06a
	I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.	LIT 2-07a
	When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> ● share information, experiences and opinions ● explain processes and ideas ● identify issues raised and summarise main points or findings ● clarify points by asking questions or by asking others to say more. 	LIT 2-09a
	I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.	LIT 2-10a
	I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.	LIT 2-15a
	I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.	LIT 2-29a

Sciences	Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use.	SCN 2-04b
	By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.	SCN 2-12a
	Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses.	SCN 2-17a
Technologies	I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond.	TCH 2-02b
	I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way.	TCH 2-06a
	I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment.	TCH 2-07a

6 Links to other programmes

Transport is one of the ten topics under Eco-Schools programme for primary schools. If you are working towards the Green Flag award in Eco-Schools, you could include your activities on the journey to school as part of the transport topic.

Find out more at <https://www.keepsotlandbeautiful.org/climate-action-schools/eco-schools/>

Similarly, working on active travel with pupils can help to contribute towards the Rights Respecting Schools award – for example, allowing pupils to explore topics around active travel, joining committees and groups to tackle the issues, ensuring children have access to a clean environment.

You can find out more at <https://www.unicef.org.uk/rights-respecting-schools/>



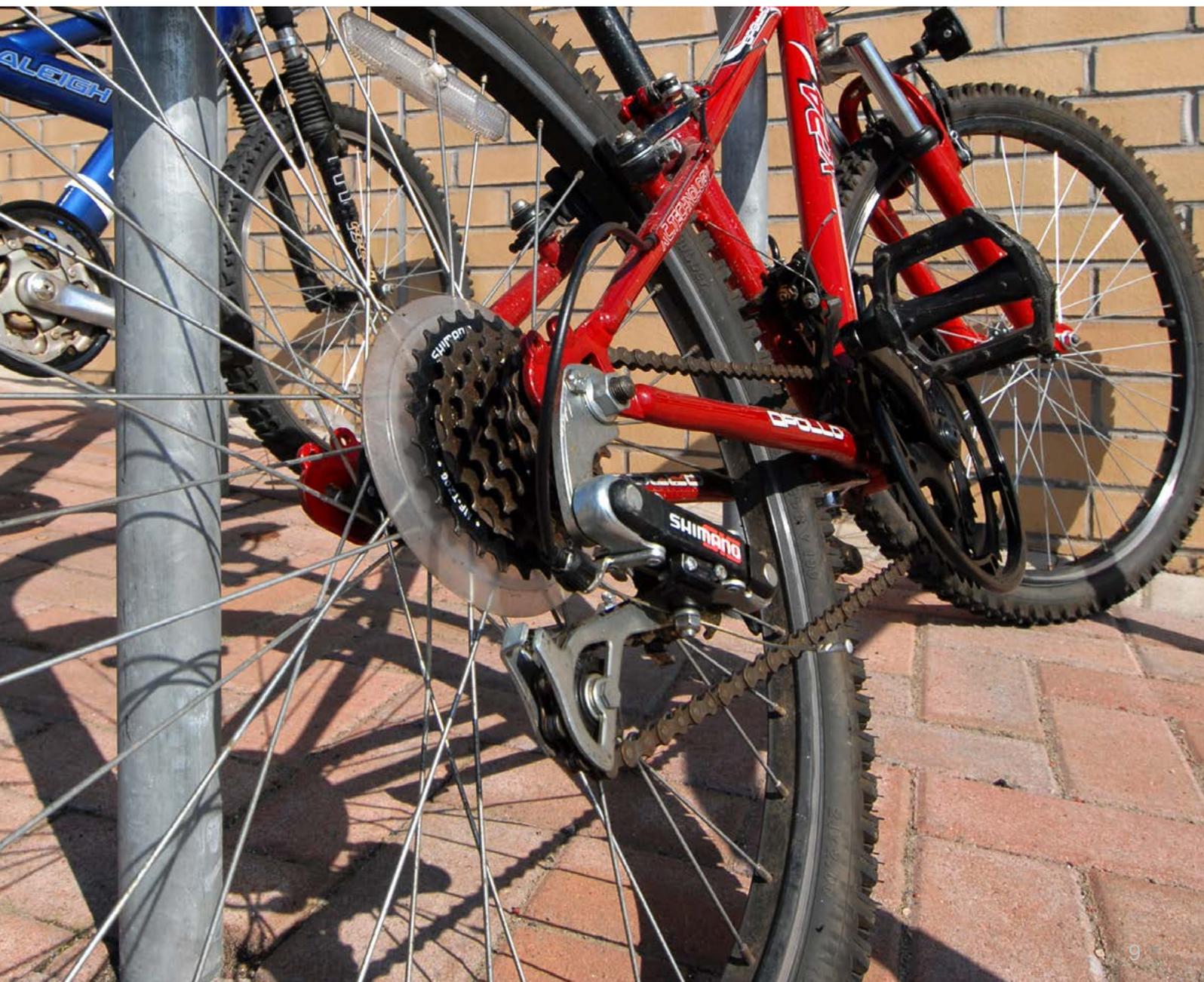
7 Lesson Based Activities

The table below summarises the existing resources developed by experts in their field which can be delivered as lesson based activities to a range of ages, contributing to a variety of CfE areas and experiences and outcomes.

Links are included to provide quick access to the downloadable resources.

Category/ Activity	Description	Age Range	CfE Topic	URL	Source
ROAD SAFETY					
Road Safety within the Curriculum for Excellence	Identifies ways that road safety education resources produced by Road Safety Scotland can support the key learning approaches in the Curriculum for Excellence framework.	All years	Health and Wellbeing Literacy Mathematics Social Studies Technologies	https://roadsafety.scot/children-and-educators/	Road Safety Scotland
Junior Road Safety Officers (JRSOs) for all primary schools	Ensure Junior Road Safety Officers (JRSOs) are identified for the school and receive appropriate induction and support for the role annually. JRSOs play an important role within the primary school as they help raise road safety awareness and promote road safety issues to everyone in the school and the wider community.	All years though JRSOs tend to be P5 upwards	Health and Wellbeing Literacy Mathematics Social Studies Technologies	http://www.jrso.com/	JRSO
Bikeability	Bikeability Levels 1 and 2 gives primary school children confidence to cycle on a road environment, whilst Level 3 is for older children in early years of secondary school. Cycling Scotland provide free training and assistance for the delivery of Bikeability within schools.	All years though particularly P5-P7.	Health and Wellbeing	https://bit.ly/2lvDdvH	Bikeability Scotland (Cycling Scotland) Cycling Scotland
Play on Pedals	Provides different ways to encourage early years pupils to learn how to ride a bike. As part of this, Cycling Scotland provides a one day course to teachers, with teaching staff delivering the course to pupils.	Early First	Health and Wellbeing	https://cycling.scot/what-we-do/training/play-on-pedals	Cycling Scotland
Helmet Safety	Lesson and practical demonstration on why wearing a helmet. 'egg helmet' will be required and can be obtained via contact details at back of this document.	All years	Health and Wellbeing	https://bit.ly/2E2icmQ	Aberdeenshire Council

Category/ Activity	Description	Age Range	CfE Topic	URL	Source
Signage and speed workshop	Designed to educate pupils on how to recognise important road signs and what they mean, as well as raising awareness amongst pedestrians and future drivers of the impact of speed and different conditions on stopping distances by vehicles.	Second	Health and Wellbeing Mathematics	https://bit.ly/2Xal61o	Aberdeenshire Council
Park Smart	The campaign provides tools and resources to school to launch their own campaign to tackle irresponsible parking around schools. Leaflets, pledges, letters homes and assembly guides are available. There are also workshops to conduct with classes and homework activities.	All years		https://bit.ly/2V7usZS	Aberdeenshire Council



Category/ Activity	Description	Age Range	CfE Topic	URL	Source
SCHOOL TRAVEL PLANNING					
School Travel Plans	Developing a travel plan can be broken into 6 stages: travel plan committee, consultation, action plan, solutions, using map, and plan design/ promoting all of which can be developed with children as part of lessons.	All years	All areas	https://bit.ly/2ICDH32	Aberdeenshire Council
Walking Audits	Three part interactive lesson assessing the local environment through site audit, judging the safety of a given route and discussion around planning a safe route to school through map-based work.	Second	Expressive Arts Health and Wellbeing Literacy Social Studies	https://bit.ly/2Td8tmY	Aberdeenshire Council
Mind Mapping	Guided discussion around sustainable, active and safe travel. This encourages pupils to think about how they travel to school and what barriers may exist to promote travel in sustainable ways	First and Second	Expressive Arts Health and Wellbeing Literacy Social Studies	https://bit.ly/2Sj1Afo	Aberdeenshire Council
Big Street Survey	Working both inside and outside the classroom, pupils explore what they like and dislike about their neighbourhood. Resources are available, including teacher presentations and lesson resources.	Second	Expressive Arts Health and Wellbeing Social Studies	https://bit.ly/2yBIIJV	Sustrans
Walking Zone	How to create a walking zone around your school to encourage more people to walk or park further away. Relies on mapping skills and discusses the benefits of less cars around the school.	All years	Health and Wellbeing Mathematics Social Studies	https://bit.ly/2GVVAYc	Aberdeenshire Council
Park and Stride Guide	A useful guide on how to set up a Park and Stride for your school.	Primary	Health and Wellbeing	https://bit.ly/2TX148F	Living Streets



Category/ Activity	Description	Age Range	CfE Topic	URL	Source
CYCLING					
World of bikes	Learn about different bikes and the history of the bikes	First Second			Sustrans
Bike Maths	How to measure the circumference of a bike wheel using your own bike.	Second Third	Maths		
Junior Doctor Bike	Teach pupils how to identify if their bikes are in good condition or need some maintenance.	First Second	Health and Wellbeing		
Bling Your Bike	Teachers choose a theme such as a seasonal event or a curriculum topic and the class decorate their bikes or scooters. Encourage students to use recycled materials and make sure everyone knows about the need to keep moving parts of their bike or scooter free from obstructions.	Early First Second	Expressive Arts Health and Wellbeing		
<p>To gain access to these resources you have to register on the sustrans ibike page. There is no charge. Once registered the tabs will give you access to different resources. These are just a few but there are many more - Register - I Bike (sustrans.org.uk)</p>					
andshecycles campaign	AndSheCycles campaign aims to encourage more teenage girls to cycle for everyday journeys.	Second and up.	Health and Wellbeing	https://www.sustrans.org.uk/campaigns/andshecycles/	sustrans
Cycle Friendly School Award Lesson Plans	A suite of eight cycle focussed lesson plans to support the delivery of the CfE.	First Second	All areas	https://bit.ly/2SjkYJb	Cycling Scotland
ELECTRIC VEHICLES					
Electric Vehicle Kit	A few technical kits – available from Aberdeenshire Councils transportation team – please use contact details at the end to book these and discuss lesson plan. They can easily be built and run/ race a vehicle powered by solar/ wind up capacitor/ Hydrogen/ Salt Water/ Fuel Cell. A 45 minute session including PowerPoint show, quiz and games followed by kit building session can be delivered by Aberdeenshire Council Strategy Development officers	Second	Science and Technologies	Please get in touch using details at the end of this resource	Aberdeenshire Council

Category/ Activity	Description	Age Range	CfE Topic	URL	Source
ACTIVE TRAVEL					
Get Going Games	Series of resources which offers fun and engaging activities based on cycling, walking and scooting that can be fitted into the school day. Themes include: Staying Safe; Being Healthy; Exploring; Looking After Your World; and Future Journeys. Ideas include a hi-vis treasure hunt, hazard map (pupils identify potential hazards they experience on their journey to school) and The Great Safety Debate (aims to get pupils to discuss solutions to common safety concerns).	First Second	Health and Wellbeing Literacy Mathematics Social Studies	https://ibike.sustrans.org.uk/welcome/get-going-games/	Sustrans
Bike to School Week	Resources to help run a bike week at your school, either take part during national bike week or pick a week that suits you.	All years	All areas	Cycle to School Week Teacher Resources - Sustrans.org.uk	Sustrans
Scooter skills	Designed to teach basic scooting skills for pupils who already or might want to scoot to school including safety, balance and pedestrian awareness	All years	Health and Wellbeing	https://bit.ly/2GU8QfO	Aberdeenshire Council
I family Spy	To be done as a family, or as a class. When out walking, try and spot something with each letter of the alphabet.	Primary	Health and Wellbeing	https://bit.ly/2SkY58q	Living Streets
Cycle and Scoot to School Passport	Passport for safe and considerate cycling and scooting to school	Primary	Health and Wellbeing	https://bit.ly/3eXRCfY	Living Streets
ENVIRONMENT					
Air Quality	Six individual lesson plans to explore the topic of air quality, and the contribution of emissions from transport and vehicles.	Second	Health and Wellbeing Literacy Mathematics Social Studies	https://bit.ly/2XidytF	Aberdeenshire Council

8 Incentive Schemes and Challenges

The table below highlights the tried and tested incentive schemes and challenges where resources and materials already exist to support their implementation and reward active travel behaviour.

Author	Resource	Description	URL
Cycling Scotland	Cycle Friendly School Awards	The award gives you an opportunity to reward parents, teachers and volunteers that are committed to increasing cycling at school. The scheme encourages schools to implement initiatives, for example cycle parking and other measures, which should increase the number of children travelling actively to school.	https://bit.ly/2VezjJ4
Living Streets	Walk to School Resources	Ideas, projects and resources to inspire pupils to travel actively to school, including a sponsored Happy Shoesday for road safety; a walk to school week; and a month-long walking challenge.	https://bit.ly/2E5exED
Living Streets	WOW (Walk Once a Week) Travel Tracker	A web based interactive tool that brings the Walk Once a Week scheme to life. Uses whiteboard technology to record how pupils travel to school each day.	https://bit.ly/2GVQBqs
Sustrans	Big Walk and Wheel	The UK's largest inter-school cycling and scooting challenge that inspires pupils, staff and parents to choose two wheels for their journey to school. The Challenge runs in April and on each day of the challenge schools compete to see who can record the greatest number of pupils, staff and parents cycling or scooting to school. A school's best five days will determine their final position, but they can log journeys on all ten days if they wish.	https://bit.ly/2Nj0IXi
Sustrans	I Bike	I Bike is a programme run by Sustrans with clusters of secondary and primary schools. It aims to engage with children and young people experiencing barriers to cycling participation, with a specific focus on addressing the drop in cycling from primary to secondary school, and the gender gap in rates of cycling between boys and girls. I Bike is running in selected schools in Aberdeenshire – get in touch for more details.	https://bit.ly/2UV073M



9 Dates for your Diary

The events below are useful to promote to your school and can indicate the most appropriate time of year to deliver certain activities. The dates are indicative of when the events occur but they may vary slightly each year.

Various dates throughout the year

Health Walks	Health walking groups are located throughout Aberdeenshire, including in Banchory, Buchan and Fraserburgh.	https://bit.ly/2tvNldk
Climate Week North East	A week packed of fun, inspiring and interesting events – from led walks and bike rides to ecoprojects, talks and craft events – designed to raise awareness of climate change and educate on how everyone can reduce their carbon footprint in a fun way.	https://climateweeknortheast.org/

March

Big Walk and Wheel	The UK's largest inter-school cycling and scooting challenge that inspires pupils, staff and parents to choose two wheels for their journey to school.	https://bit.ly/2GGShEv
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April

Beep Beep Day	Brake the UK road safety charity run this event to help teach young people the importance of road safety skills. Free resources are available.	Beep Beep! Days Brake
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May

Mental Health Week	Resources for schools on the topic of mental health.	Mental Health Awareness Week - School of Kindness
National Walking Month	Living Streets encourages people to take to their feet and feel the benefits of walking.	https://bit.ly/1e28yAt
Walk to School Week	5-day walking challenge for a class of up to 30 pupils. There is a cost to this, please get in touch using details at the back of this document to see if funding is available to support schools on this.	https://www.livingstreets.org.uk/walk-to-school/primary-schools/walk-to-school-week/
Give Everyone Cycle Space	Cycling Scotland's campaign to encourage more people to cycle. It aims to create high levels of driver awareness around people on bikes to make Scotland's roads more cycle friendly.	https://bit.ly/2E2g2U9

June

Green Transport Week	Bid to raise awareness of the role transport has to play in the areas of personal safety, quality of life and health.	https://bit.ly/2tvhOs0
Bike Week	Annual opportunity to promote cycling, and show how cycling can easily be part of everyday life by encouraging 'everyday cycling for everyone'.	https://bit.ly/2UKm6r4
The Great Inverurie Bike Ride	54 mile ride, 25 mile ride or a 13 mile ride. This is a great family event and is well marshalled.	https://bit.ly/2SZxlzC
Clean Air Day	Annual day to help raise awareness of the problems of air pollution and the different ways that people can work towards making the air cleaner.	https://bit.ly/39ZB0kF

September

World Car Free Day	Run as part of European Mobility Week, "world Car Free Day" is an initiative designed to show people how road space can be enjoyed when it is not used by vehicular traffic.	World Car-Free Day (unep.org)
Hands Up Survey	The Hands Up Scotland Survey is the largest national dataset to look at travel to school across Scotland. Use the initiative as an opportunity to link with other activities to promote active travel for journeys to school.	https://bit.ly/2UQXZde

October

International Walk to School Month	October is International Walk to School Month (IWALK) and over 40 countries will be encouraging children to ditch the school run!	https://www.livingstreets.org.uk/get-involved/international-walk-to-school-month/
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November

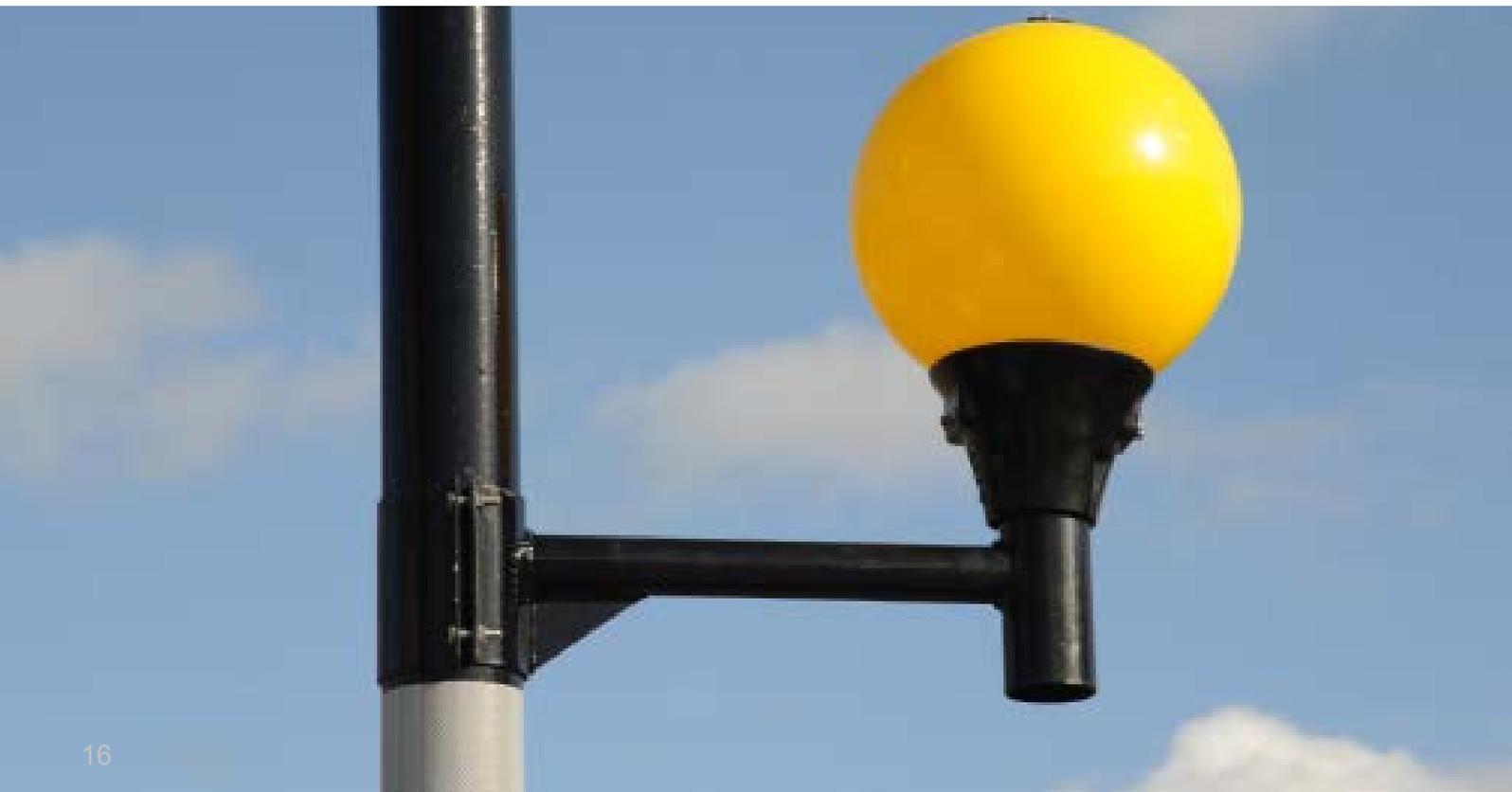
Aberdeenshire Road Safety Magic Shows	Road Safety Magic Shows are aimed at early primary year pupils, teaching important road safety messages through the medium of magic. The Council organise the shows with participating schools selected on a rolling basis. For further details, contact the Council's Transport Strategy Unit.	https://bit.ly/2TYfYvb
Brake Road Safety Week	Road Safety Week is the UK's biggest road safety event, coordinated annually by Brake and involving thousands of schools, organisations and communities each year.	https://bit.ly/1A1rh4j

10 Resources and Lesson Plans

In this section are examples for a five week programme of lessons with a range of activities and topics which demonstrate a progression in learning. It is recommended that the programme is delivered to align with existing campaigns and initiatives, and when the weather is more favourable; namely the beginning of the autumn term or the beginning of the summer term.

Term	Dates	Existing Relevant Initiatives/Campaigns
Autumn Term	September – November	Hands Up Survey European Mobility Week International Walk to School Month Road Safety Month Aberdeenshire Road Safety Magic Shows
Summer Term	April – June	The Big Pedal Walk to School Week Give Everyone Cycle Space Bike Week

We have provided an age recommendation for the activities but encourage you to approach each activity with flexibility in mind. We recognise that it may be impractical for teachers to run a full five consecutive week programme and therefore the resources promoted in this pack have been designed such that they can also be run as individual lessons as appropriate.



The Lessons:

Lesson 1: Introduction to Sustainable Transport

OVERVIEW

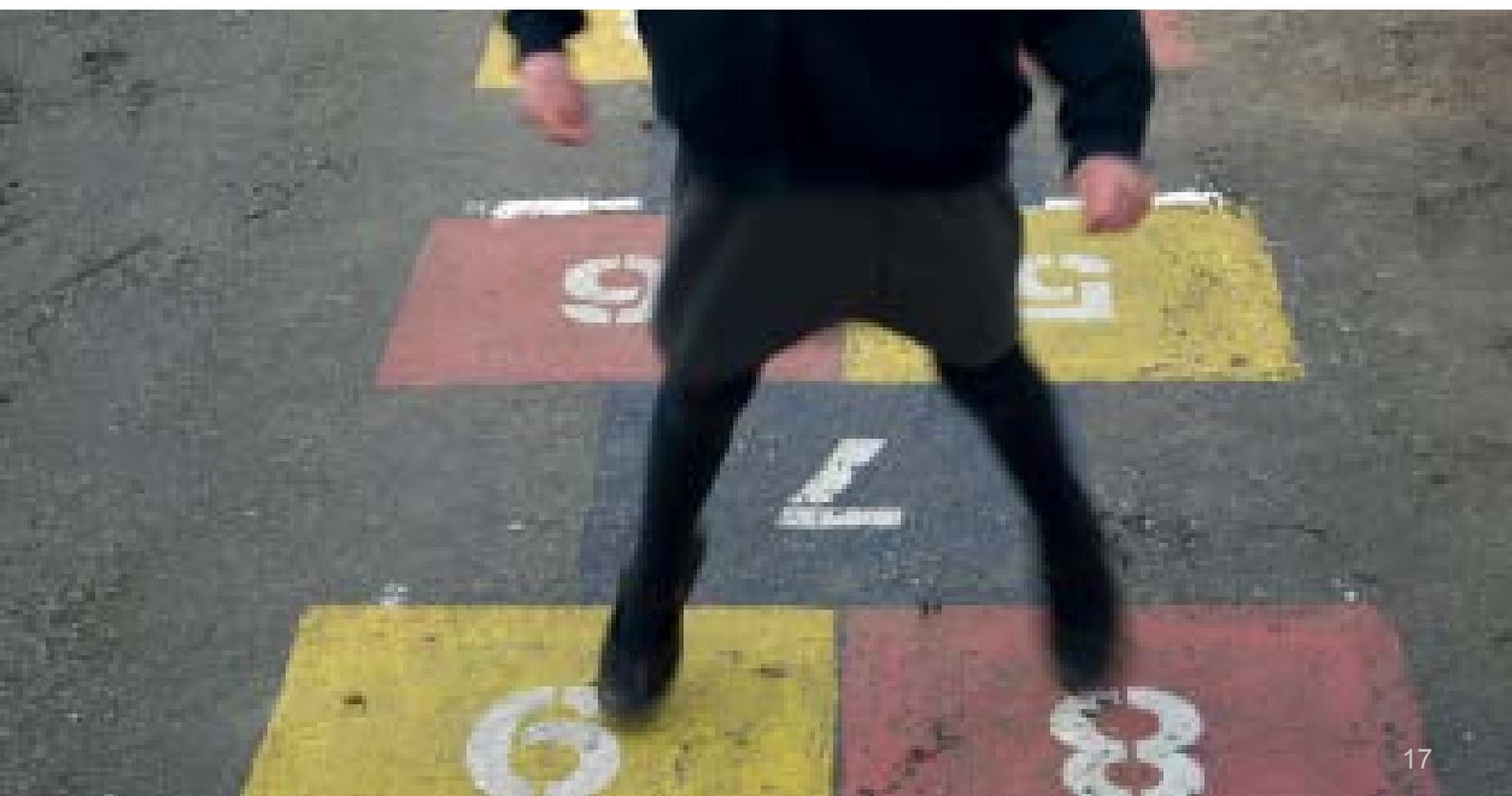
This lesson will introduce the concept of sustainable transport, provide an understanding of the variety of ways to travel and explore the positive and negative aspects of different modes.

EXAMPLE LEARNING OUTCOMES

- ▶ I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. **MNU 1-20a**
- ▶ I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a**
- ▶ When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **LIT 1-02a**

EXAMPLE ACTIVITIES

Activity	Description	Age
Class Travel Survey	Carry out a survey to find out how students travel to school and to other destinations.	Early/First/Second
Mapping Workshop	Discuss why people travel in different ways and how different forms of transport create different experiences and have different impacts.	First/Second



Lesson 2: Sustainable Transport and the Environment

OVERVIEW

Pupils engage with and assess their local environment, and use maps to understand and plan a safe route to school. They learn about different forms of pollution and the effect of transport on the environment.

EXAMPLE LEARNING OUTCOMES:

- ▶ I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. **SOC 1-07a**
- ▶ I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a**
- ▶ Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. **SOC 1-14a**
- ▶ I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a**

EXAMPLE ACTIVITIES

Activity	Description	Age
Big Street Survey	Working both inside and outside the classroom, pupils explore what they like and dislike about their neighbourhood.	Second
Mapping Workshop	Mapping workshop to understand directions, the points of the compass and prepare travel to school maps.	First
Pollution Solution	Explore the different sounds associated with different travel modes and learn about noise pollution.	Early/First/Second
Carbon Footprint	Pupils think about who creates carbon emissions and how we can change this.	Early/First/Second

Lesson 3: Sustainable Transport and Health

OVERVIEW

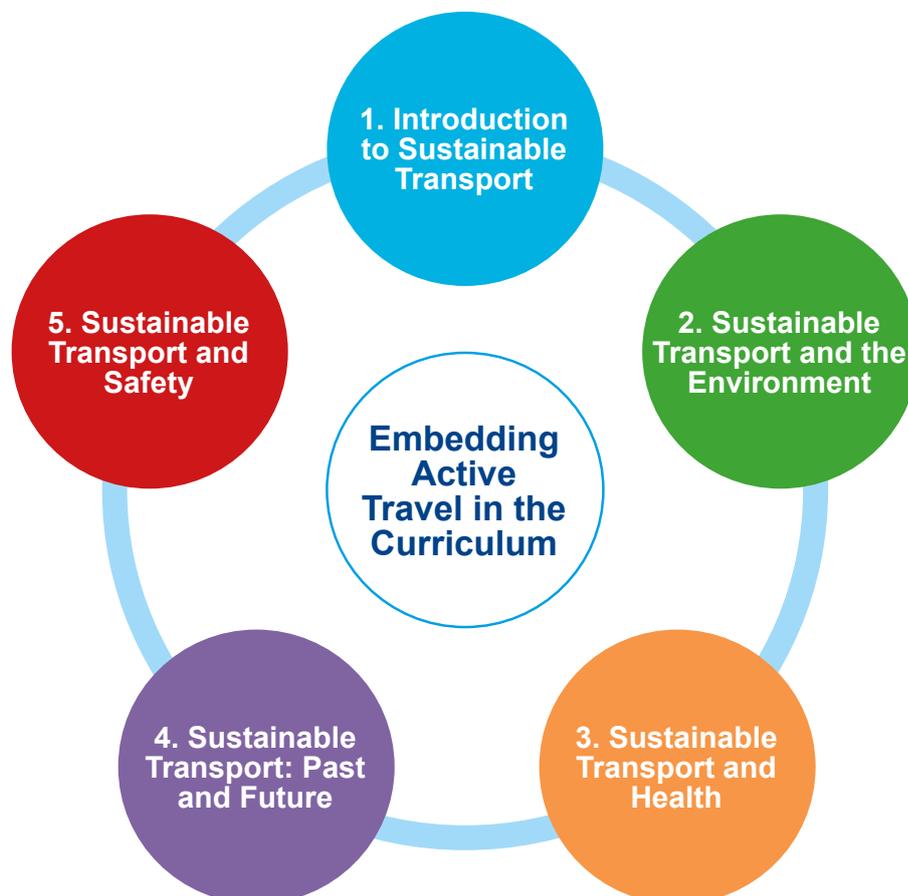
Pupils learn about the effect of physical activity on their body and understand which forms of transport are better for their health and wellbeing than others.

EXAMPLE LEARNING OUTCOMES:

- ▶ I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. **HWB 15a**
- ▶ I know that being active is a healthy way to be. **HWB 0-27a**
- ▶ I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body. **HWB 1-27a**
- ▶ I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. **HWB 0-28a**

EXAMPLE ACTIVITIES:

Activity	Description	Age
Finger on the pulse	Pupils take their pulse before and after activity and discuss the effect on their heart rate.	First/Second
The Great Activity Off	Pupils consider what counts as activity and what is the most effective.	Early/First/Second



Lesson 4: Sustainable Transport: Past and Future

OVERVIEW

Pupils learn about how transport has changed over time and consider how it could progress in the future.

EXAMPLE LEARNING OUTCOMES:

- ▶ Broaden my understanding of the world by learning about human activities and achievements in the past and present. **Social Studies**
- ▶ I can work with others to generate, discuss and develop imaginative ideas to create a product of the future. **TCH 1-01b**
- ▶ I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**

EXAMPLE ACTIVITIES:

Activity	Description	Age
Transport through time	Research how transport has changed over time.	Early/First/Second
Electric Vehicles Toolkit	12 technical kits – available from Strategy Team - can be used to easily build and run/race a vehicle powered by solar/ wind up capacitor / Hydrogen /Salt Water /Fuel Cell. A 45 minute session including PowerPoint show, quiz and games followed by kit building session can be delivered by Aberdeenshire Council Strategy Development Officers.	Second
Transport and the future	Design a new futuristic form of transport.	Early/First/Second



Lesson 5: Sustainable Transport and Safety

OVERVIEW

To help children to understand the risks of the road and equip them with knowledge and skills to travel safely.

EXAMPLE LEARNING OUTCOMES:

- ▶ I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 16a**
- ▶ I know and can demonstrate how to travel safely. **HWB 18a**
- ▶ I can create and present work that shows developing skill in using the visual elements and concepts. **EXA 2-03a**

EXAMPLE ACTIVITIES:

Activity	Description	Age
Hi-vis treasure hunt	Pupils explore what they can do to make themselves more visible when they are on their journey to school.	Early/First/Second
The Great Safety Debate	Pupils discuss solutions to common safety concerns.	First/Second
Be Bright Be Seen	Activities exploring what materials and clothes are easily visible.	Early/First/Second
Walking Audit	Assessing the local environment through site audit, judging the safety of a given route and discussion around planning a safe route to school through map-based work.	First/Second
Bus Stop! (1Second1Life)	Range of activities designed to help highlight the potential risks when getting off school transport and the dangers of distraction in this situation.	Early/First/Second

A selection of lesson plans have been developed and are available on the School Travel Planning section of the Council's website:

<https://www.aberdeenshire.gov.uk/roads-and-travel/transportation/travel-planning/school-travel-planning/lesson-plans>

11 Further Support and Contact Details

This Pack has been prepared by Aberdeenshire Council's Strategy unit, details for which are provided below.

The transport team can provide a range of services including information and guidance for schools on developing School Travel Plans and implementing the resources described in this Pack. Officers can also provide support with funding bids to enable the purchase of infrastructure improvements at schools, such as cycle parking facilities.

For further information, please contact:

Travel Planning Team
Strategy Unit, Infrastructure Services,
Aberdeenshire Council,
Woodhill House,
Aberdeen, AB16 5GB

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Phone - [01467 536929](tel:01467536929)

