



# Cycle to School Week

## Letter writing

### Objective

Write a letter to the Prime Minister to highlight the importance of being able to cycle to school and concerns about being given an active travel choice in the future.

### Activity outline

Split pupils into groups and get them to research what makes an effective campaigning letter. Pupils then present their findings back to the class.

Next, encourage pupils to research some current statistics on active travel.

In groups, or individually, pupils create their letter to the Prime Minister. To help with drafting the letter pupils can fill in the letter planning table.

Please send your pupils letters to [cycletoschoolweek@gmail.com](mailto:cycletoschoolweek@gmail.com)

### Extension

Get pupils to research the current policies on active travel. Discuss these as a class and create a mind map of ideas for new legislation addressing active travel.



#### Time needed:

30 minutes  
(1 hour with extension)



#### Resources needed:

Letter planner per pupil



#### Solo/group activity:

Both



#### Curriculum links

English: persuasive language (Eng)

Language and literacy. Communication (NI)

English literacy (Scot)

Welsh Curriculum Areas of Learning and Experience: Languages, literacy and communication





# Cycle to School Week

## Letter planner

Problem	Proposed solution / suggestion	Supporting reasons



# Cycle to School Week

## How does cycling fight climate change?

### Objectives

Learn about climate change and where the UK's emissions come from.

Explore how emissions can be reduced, with an emphasis on transport.

### Activity outline

Use the [cycling to fight climate change PowerPoint](#) to facilitate discussion around climate change and emissions. Use the teacher prompt if required.

Pupils fill out the cycling to fight climate change worksheet with learnings from the group discussion. This worksheet includes writing their own climate pledge.

### Extension

Pupils make a short video or a poster explaining how cycling fights climate change.

### Inspired by:

Sustrans School Officer.



#### Time needed:

20 minutes  
(1 hour with extension)



#### Resources needed:

[Cycling to fight climate change PowerPoint](#)

Large whiteboard/  
smartboard/flip chart paper

Cycling to fight climate  
change pupil worksheet



#### Solo/group activity:

Both



#### Curriculum links

Geography (Eng)  
Environment and Society (NI)  
Social studies – People,  
Place & Environment (Scot)  
Welsh Curriculum Areas of  
Learning and Experience:  
Humanities





## **Conversation starter: teacher prompt for the cycling to fight climate change PowerPoint**

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### **Weather and climate**

- Pupils discuss the difference between the two terms.

### **Climate change**

- Pupils work in pairs to come up with a definition of the term 'climate change'.

### **Where do our emissions come from?**

- Pupils create a mind map of different emission sources.
- Pupils discuss where the UK's emissions come from.  
**Tip** – bunker fuel is any fuel used on board a ship.
- Pupils discuss where transport emissions come from.

### **How can we reduce emissions?**

- Go back to the emission sources mind map – pupils discuss what could be done as individuals and as a group to reduce emissions.
- Pupils discuss what would make the most impact.
- Pupils discuss what the society/government need to do.

### **This machine fights climate change**

- Pupils discuss how switching mode of transport could reduce emissions.

### **My Carbon Pledge**

- Pupils to come up with a carbon pledge – something they can do as an individual/class/school to reduce their carbon footprint. Eg walk instead of drive, eat less meat.



# Cycle to School Week

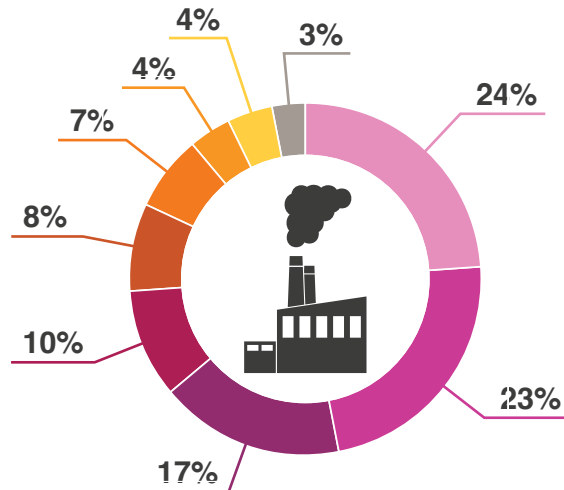
## Cycling to fight climate change

What is climate change?

Where do UK emissions come from?

Match up the sector and the percentage.

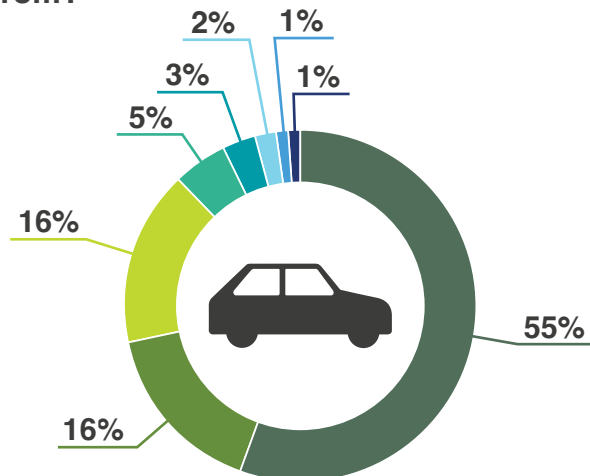
- Agriculture
- Buildings
- Bunker Fuels (fuel used on board a ship)
- Electricity & Heat
- Fuel combustion
- Industry
- Manufacturing
- Transport
- Waste



Where do our transport emissions come from?

Match up the mode and the percentage.

- Aviation (within the UK)
- Buses/coaches
- Cars/taxis
- Heavy goods vehicle
- Light goods vehicle
- Rail
- Shipping (within the UK)
- Other





**What can we do to reduce our emissions?**

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**What are the most important things you could do as an individual to reduce emissions?**

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**My Carbon Pledge**

I commit to...

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# Cycle to School Week

## Get to know your cycle

### Objective

Learn and correctly identify the different parts to a cycle.

### Activity outline

Give each group or pupil a pack of cyclepart labels and a piece of blue tack.

Pupils discuss the different cycle parts and where they think they are located.

Pupils take turns to stick a label onto the print out bicycle or demonstration cycle.

### Extension

As a group discuss and identify which cycle parts might need more maintenance and why.

Can the class identify certain cycle parts which should be checked before using?

### Inspired by:

Cycle Maintenance lesson run by Sustrans School Officers.



#### Time needed:

10 minutes



#### Resources needed:

Bike part labels

Blue tack

A3 print out of a cycle or a cycle that can be used for demonstration



#### Solo/group activity:

Either



#### Curriculum links

Science (Eng)

STEM (NI)

Technologies (Scot)


Welsh Curriculum Areas of Learning and Experience:  
Science and Technology



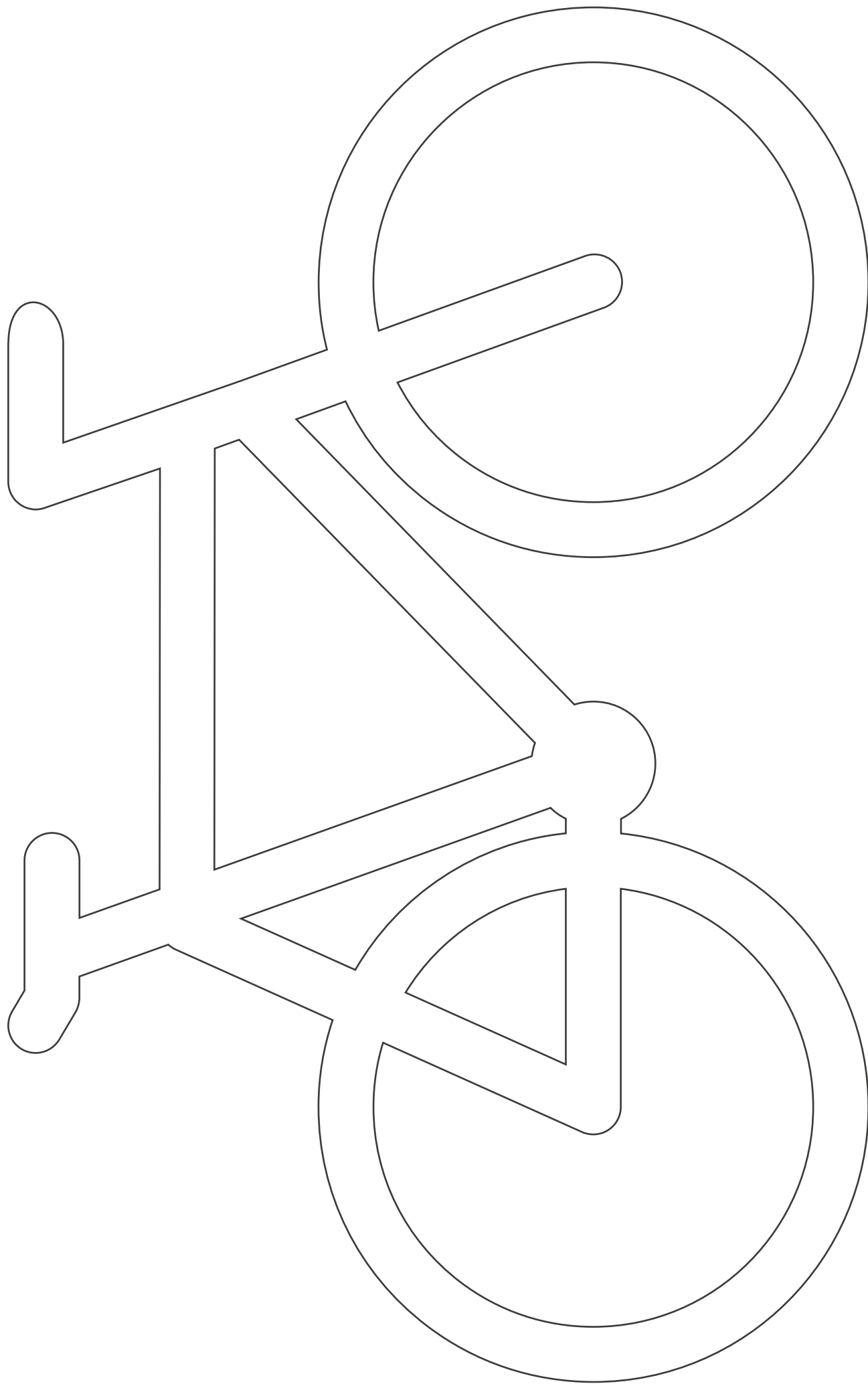


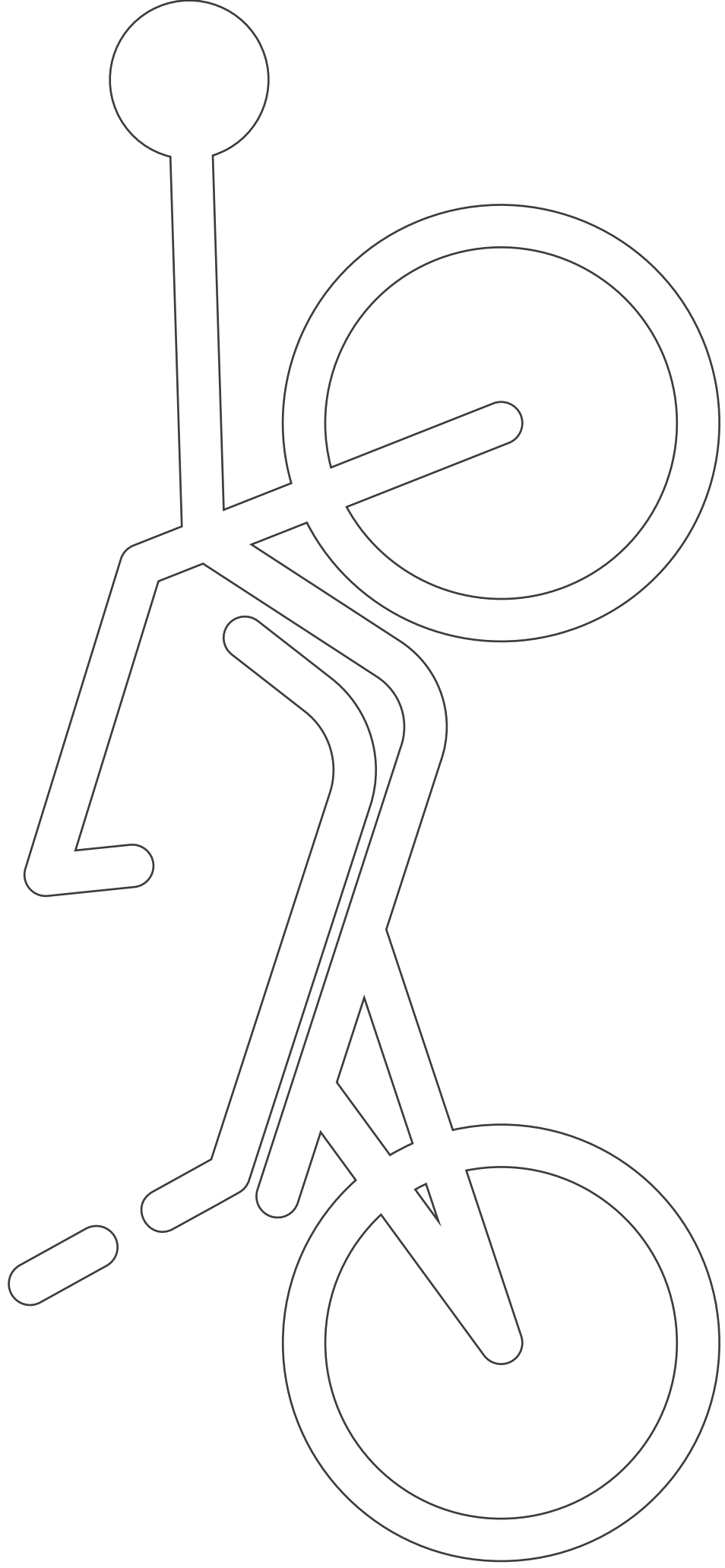
# Cycle to School Week

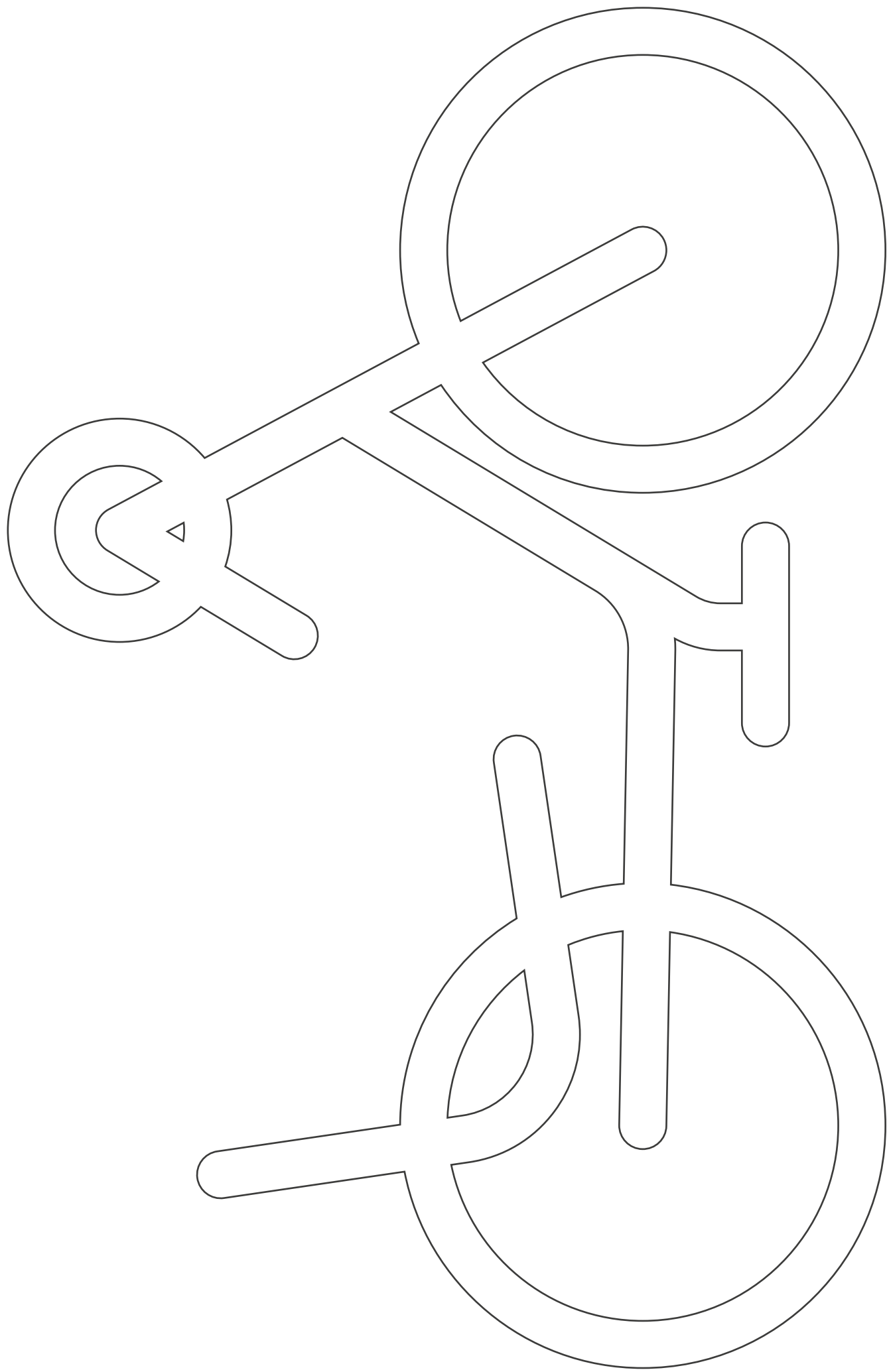
## Cycle part labels

 Seat Clamp	Chain Stay	Head Tube	Fork Crown	Handlebars
Suspension Forks	Front Hub	Chain Set (chainrings and crank)	Rear Derailleur	Seat Stay Bridge
Drop-out / Rear End	Bottom Bracket Shell	Fork Blade	Headset	Tyre
Pedal	Chainrings	Rear Sprockets or Cassette	Seat Stay	Seat Tube
Down Tube	Drop-out / Fork End	Stem	Rim	Front Changer
Chain	Seat Post	Gear Hanger	Top Tube	Fork Column
Gear Levers	Saddle	Spokes	Crank	Brake











# Cycle to School Week

## Route planning my cycle journey

### Objective

Learning how to use different mapping tools to plan routes for cycling.

Use the knowledge gained to plan a route in the local area (extension).

### Activity outline

Introduce pupils to the two different route planning tools; Google Maps and Komoot.

Use the [route planning my cycle journey PowerPoint](#) to discover the key features available in Google maps and Komoot.

Pupils either individually or in a group explore the different features of the route planning tools.

**Tip** – if pupils do not have access to an ipad or laptop the class can look at the route planning tools together on the smartboard.

Pupils fill out the route planning my cycle journey worksheet and discuss the pros and cons of the different route planning tools.

### Extension

Pupils plan their own route using Google Maps and Komoot. Pupils record their findings on the route planning my cycle journey worksheet extension.

### Inspired by:

Sustrans School Officer.



#### Time needed:

30 minutes  
(1 hour with extension)



#### Resources needed:

[Route planning my cycle journey PowerPoint](#) and smartboard

Route planning my cycle journey worksheet

IPads/laptops with access to the internet (in groups or pairs)



#### Solo/group activity:

Dependant on resources



#### Curriculum links

Geography (Eng)

Environment and Society (NI)

Social studies, People, Place & Environment (Scot)

Welsh Curriculum Areas of Learning and Experience: Humanities





## Route planning my cycle journey

### Google maps

Three features of google maps are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The five Google map layers are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The feature I'd use to plan avoiding air pollution is: \_\_\_\_\_

The feature I think is most useful is: \_\_\_\_\_

### Komoot

Three features of Komoot are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The layers in Komoot are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The feature I think is most useful is: \_\_\_\_\_

## Route planning my cycle journey (extension)

Using Google Maps and Komoot, plan a cycling route in your local area, making use of the features each tool offers.

The route is going from \_\_\_\_\_ to \_\_\_\_\_ .

My chosen route is \_\_\_\_\_ km with \_\_\_\_\_ metres of ascent, and will take \_\_\_\_\_ minutes.

Why did you choose this route? \_\_\_\_\_

### Google maps

How many alternative routes did Google Maps find? \_\_\_\_\_

How did you decide which one to choose? \_\_\_\_\_

\_\_\_\_\_

Did you make any alterations to your route? If so, why? \_\_\_\_\_

\_\_\_\_\_

Are there any busy roads along your route (using the traffic feature)? Could you avoid them?

\_\_\_\_\_

### Komoot

Did Komoot recommend a different route? What was different about it?

\_\_\_\_\_

Did you make any alterations to your route? If so, why? \_\_\_\_\_

\_\_\_\_\_

Do you go along any cycle paths? Which ones? \_\_\_\_\_

\_\_\_\_\_

Is any of your route unsuitable for certain bikes? For example, is there an off-road section you would need a mountain bike for?

\_\_\_\_\_

Which tool do you like more? Why? \_\_\_\_\_

\_\_\_\_\_



# Cycle to School Week

## How common is my journey to school?

### Objective

Use data to compare and contrast pupil's journey to school with other young people's journeys.

### Activity outline

Pupils use the '[How common is my journey to school?](#)' worksheet to explore the data around journeys to school and how their mode of transport and journey length compares to the UK average.

As a group pupils discuss the questions on the 'How common is my journey to school?' worksheet.

Pupils discuss what could be done to increase the number of people who cycle to school.

### Inspired by:

Sustrans School Officer.

*Tip – if you want to do this activity as a whole class use the '[How common is my journey to school?](#)' PowerPoint*



#### Time needed:

20 minutes (1 hour with extensions)



#### Resources needed:

Interactive whiteboard or Projector

['How common is my journey to school?'](#) PowerPoint

'How normal is my journey to school?' pupil worksheet



#### Solo/group activity:

Both



#### Curriculum links

Maths (Eng / Scot)

Maths and numeracy – Handling data (NI)

Welsh Curriculum Areas of Learning and Experience: Mathematics and Numeracy





## How common is my journey to school? Extension activities

### Extension 1 – Ethnicity and journey to school

- Explore the ethnic breakdown of time taken to travel to school data. On average different ethnic groups have significantly different travel times to school.
- Pupils discuss ideas of disparities in car ownership and where people live. [Government stats](#) show that 19% of people in the UK have no access to a car.
- Use [Datashine](#) to explore census data. Investigate where ethnic groups live.

### Extension 2 – How far do you travel?

- Pupils use [traveltime app](#) to see how far they could get from school in a 10 minute walk and then a 10 minute cycle.

### Extension 3 – 15 minute neighbourhoods

- [Show this video](#) about 15 minute neighbourhoods.
- Discuss if your local area could be a 15 minute neighbourhood?







## How common is my journey to school? Worksheet

Time spent traveling to school can be the most boring and frustrating part of your day. On the other hand, it can also be a chance to be outside, catch up with your friends and see more of where you live. The way people travel to school varies all over the country from public buses dominating in London to private cars in more remote rural areas.

You are one of 10 million school children in the UK (9 million in England, 500,000 in Wales, 700,000 in Scotland, 300,000 in Northern Ireland) making a journey from home to school and back each day.

### How do you think your school journey compares to everyone else's?

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### How do you travel?

- What's the most common form of travel to school across the UK?
- Using the numbers below, estimate which percentage fits with each mode of travel.

1%

2%

4%

11%

37%

43%

Cycle \_\_\_\_\_

Local bus \_\_\_\_\_

Train \_\_\_\_\_

Car / Van \_\_\_\_\_

Private bus \_\_\_\_\_

Walk \_\_\_\_\_



## How common is my journey to school? Worksheet

### Discussion:

1. Why do you think most people travel like this to school?
2. What's stopping people from cycling to school?
3. What do you think the percentages are for your class or school?

### How long does it take?

The UK average journey to school takes 19 minutes.

Use Google maps to calculate your journey to school and fill in the table below.

My journey time	Friend 1	Friend 2	Friend 3	Friend 4	Friend 5	Friend 6	Average

- Calculate the average for you and 6 friends.
- How does your average compare to the national average?
- What's the mean / median / mode? What's the range?
- What does this tell you about the data?
- Is there anything different about you and your friends' journey compared to the national average?