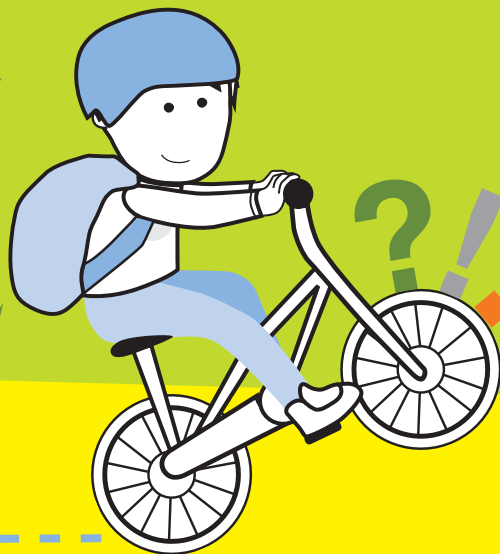


# Literacy and the School Journey

## Classroom Resource Pack

Develop Year 8 Oracy through the real-life topic of the school journey



[www.sustrans.org.uk](http://www.sustrans.org.uk)



## FREE Resource

This is a **FREE** resource developed by **Sustrans Cymru**. **Sustrans** is a leading charity enabling people to choose healthier cheaper and cleaner journeys. We are working with thousands of schools throughout the **UK**, enabling children to travel actively and safely.



### Sustrans Cymru

Sustrans is the charity that's enabling people to travel by foot, bike or public transport for more of the journeys we make every day. Our work makes it possible for people to choose healthier, cleaner and cheaper journeys, with better places and spaces to move through and live in.

Our curricular-linked resources are designed by teachers to enable young people to form considered opinions so they can make informed choices about the way they travel.

Find out more about our work with schools and young people in Wales at the end of this booklet or at [www.sustrans.org.uk/wales](http://www.sustrans.org.uk/wales)

#### Contact us:

Sustrans Cymru, 123, Bute Street, Cardiff CF10 5AE

**Tel:** 029 2065 0602

**Fax:** 029 2065 0603

**Email:** [sustranscymru@sustrans.org.uk](mailto:sustranscymru@sustrans.org.uk)



The development, production and staff to support this resource have been funded by the Welsh Government.

# Literacy and the School Journey

## LNF (Literacy and Numeracy Framework) Resource

Engage Year 8 students in Wales with this exciting new educational resource designed for students by Sustrans Cymru. This scheme of work uses the real-life context of the school journey to develop all the Year 8 Oracy outcomes as specified in the Literacy and Numeracy Framework.

Designed specifically for young people in Wales and using a stimulating range of texts directly relevant to their lives, this booklet includes 10 lesson plans and all the resources needed to support classroom delivery.

Opportunities for differentiation are highlighted throughout and all electronic worksheets can be modified. We recommend using the resource as a scheme of 6 or 10 lessons, or teaching Lesson 3 as a standalone lesson.

Find electronic versions of lesson plans, films, PowerPoint slides and worksheets at: [www.sustrans.org.uk/wales/curriculum](http://www.sustrans.org.uk/wales/curriculum)

## Why use this resource?

*“This latest resource from Sustrans supports teachers to deliver high interest, meaningful and engaging learning opportunities, which provide the best context to develop the essential literacy and numeracy skills for all of our learners in Wales.”* Paul Booth, Principal Advisor, National Support Programme – Literacy and Numeracy.

- Builds pupils’ ability to tackle LNF expectations and increases teachers’ capacity to deliver LNF-linked learning.
- Enables a real-life and relevant context for learning.
- Provides evidence that LNF is being used to ‘integrate literacy and numeracy... whatever the subject matter’ and that schools ‘place the LNF at the heart of their planning.’ (LNF Curriculum Planning Guidance, Welsh Government, 2013).
- Provides all the classroom resources teachers need to deliver a scheme to develop and assess student oracy; alternatively can be dipped into for standalone lessons.
- Combines films, images and short texts with lively techniques.
- Links to a range of curricular areas at KS3 including numeracy, Geography, Science, PSE and ESDGC.
- Provides evidence for Healthy Schools and Eco-Schools Awards.

## What teachers in Wales say about this resource:

*“This is an original and useful resource certain to interest pupils. It also encourages consideration and discussion about pupils’ local environment and their own health.”*

Ms Meleri Owen, Ysgol Gyfun Gymraeg Glantaf.

*“This resource is user-friendly, adaptable and applicable across the curriculum. It meets multiple strands of the LNF and is engaging and challenging, with plenty of scope for differentiation. The focus on sustainability would make it a great ESDGC or transition project.”*

Ms Lianne Francis, Fitzalan High School, Cardiff.

## What pupils say about Sustrans’ resources:

*“You have to do some work but mostly its fun work!”* Pupil, Plascrug Community School.

# FREE Downloads

Go to [www.sustrans.org.uk/wales/curriculum](http://www.sustrans.org.uk/wales/curriculum) to download FREE electronic copies of everything you need. You'll find the PowerPoint, films, all lesson plans, worksheets and assessment resources. All our classroom resources can be modified by teachers to enable differentiation and personalised learning.



What might the community have



The Headteacher has decided to ban all vehicles from coming within a mile of the school.

How far do you agree?

My travel choices can make a difference to my community.

## Benefits of Physical Activity

Data source: NHS 2014



As you can see from the taster slides displayed, the free PowerPoint uses a range of images, data charts and questions to stimulate discussion and structure activities. Use the slides as explained in the lesson plans. If you have any questions about resources contact [schoolswales@sustrans.org.uk](mailto:schoolswales@sustrans.org.uk). Resources are free, you simply need to register to download them so we can monitor use.

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# Teachers' Notes

## Controversial issues

The activities in this scheme challenge students to think and enable them to form their own opinions. Some issues may be controversial, for example climate change, or may trigger sensitivities, for example around body image, health and fitness, or road safety and accidents. Learning activities are structured to give students opportunities to make considered contributions. Teachers can guide students in establishing a productive classroom atmosphere by establishing ground rules of discussion to ensure that student contributions do not include personal or derogatory comments. Teachers can also make clear that all students have a right to explore and express what they think and that all students also have the responsibility to uphold this right for others in the class.

## Developing oracy

Learning activities are designed to enable the development of all Year 8 Oracy skills in the LNF. As the project develops skills and knowledge over a series of lessons it is a good idea for students to keep hand-outs and worksheets that they use (for example in a workbook) so they can refer back to them for the final assessment task. Each lesson specifies an oracy outcome that is explicitly the focus of activities but the scheme will also incrementally develop the range of oracy outcomes each lesson. Activities will also allow students to develop skills they can transfer to their written work: for example the extension of vocabulary; the verbal formulation of sentences using language devices; the structure and editing of whole texts.

## Travel and children's rights

In addition to developing LNF outcomes, activities in this resource are designed to equip young people with the knowledge to explore how travel impacts their rights. Enabling young people to take their own journeys allows young people in Wales to enjoy their rights, as laid out in the United Nations Convention on the Rights of the Child. A community supporting young people to walk and cycle is upholding the best interests of the child (Article 3): not only does active travel enable young people to arrive at school alert and ready to learn, it also impacts young people's right to a healthy development (Article 6) and their right to play and leisure (Article 31). With a quarter of households in Wales having no access to a car, supporting walking and cycling is a solution from which every child in Wales can benefit. Giving young people the ability to access their local area and the full range of their rights, regardless of their financial background, is an important part of Sustrans' work with communities in Wales.

## Evaluation

This is a free resource and receiving your feedback makes a big difference to our educational funding and programmes. For every completed set of Before and After **questionnaires** received, we will send **certificates for all your students** and enter your school in a prize draw to a **win a display from BMX champion** and world record holder Matti Hemming! For a chance to win just put them in the post and send to the address on the form.



# Curricular Links

In addition to developing all oracy outcomes of the Year 8 LNF, this resource also develops reading, writing and numeracy outcomes. It has cross-curricular links to English, PSE, Geography, Science and the ESDGC framework. The scheme can be delivered either as a series of 6 lessons or as a series of 10 lessons. Alternatively, use Lesson 3 as a standalone lesson.

## Literacy and Numeracy Framework

### Oracy

**8.OS2** present topics and ideas coherently, using techniques effectively, e.g. a clear structure, anecdote to illustrate, plausible conclusions **8.OS4** respond to others' views positively and appropriately when challenged **8.OS5** defend a point of view with information and reasons, e.g. in role or debate **8.OL1** respond positively and thoughtfully to new ideas and alternative points of view **8.OL3** listen to information and ideas (on-screen or live) and identify how evidence is used, e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration **8.OC1** take a range of roles, e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults **8.OC2** discuss opposing viewpoints and negotiate ways forward.

### Writing

**8.WM1** adapt presentation of material according to intended meaning and effect, e.g. choice of how much detail needed to be convincing **8.WM3** in planning writing make choices about content, structure, language, presentation to suit the purpose **8.WM5** use criteria to identify ways to improve and then redraft **8.WS2** select, analyse and present ideas and information convincingly or objectively **8.WL2** use technical terms, language and expression consistent with the subject content.

## KS3 Geography

Skills: Understanding Places, Environment and Processes: 1, 3;  
Range: threatened environments, tomorrow's citizens; Communicating: 1.

## PSE

Opportunities to meet listed outcomes in Active Citizenship;  
Health and Emotional Well-being; Sustainable Development and Global Citizenship.

## KS3 Science

Skills: Communication 2; Range 7; Reflecting 4, 5, 6,  
in particular 'identify and assess bias and relativity'.

## ESDGC

Opportunities to meet listed outcomes in Choices and Decisions;  
Health; Natural Environment; Climate Change.

### Reading

**8.RS5** use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information **8.RC1** locate and selectively use additional information and evidence from different sources **8.RC4** use inference and deduction to understand layers of meaning **8.RC5** make connections between texts, their themes and factual content, and identify any agreement and contradictions **8.RA3** summarise and synthesise information, e.g. concise account of a broad topic, using different sources **8.RA5** identify different views of a topic and any areas of agreement and contradiction.

### Numeracy

**KS3.1** transfer mathematical skills across the curriculum in a variety of contexts and everyday situations **KS3.16** interpret graphs that describe real-life situations, including those used in the media, recognising that some graphs may be misleading **8.D3** interpret diagrams and graphs to compare sets of data.

# Lessons

- **Core lessons are in green. Teach these for a 6 lesson scheme.**
- **Extension lessons are in orange, add them in the order below for a 10 lesson scheme.**
- **For a standalone lesson teach Lesson 3.**

**For all the resources you need see p.29**

<b>Lesson 1: Headteacher Bans Cars!</b>	<b>p. 9-10</b>
Introduce the project with paired and group discussion activities and a short film.	
<b>Lesson 2: Cost of the School Run</b>	<b>p. 11-12</b>
Use posters and short articles for students to research economic and environmental issues around the school journey.	
<b>Lesson 3: Bicycles in Amsterdam</b>	<b>p. 13-14</b>
Use film and activities that explicitly focus on listening to introduce students to an alternative to car culture. Can be taught as a standalone lesson.	
<b>Lesson 4: Roads and Rights</b>	<b>p. 15-16</b>
Images, statistical diagrams and discussion tasks enable your class to consider how road use affects children's rights.	
<b>Lesson 5: Money Talks EXTENSION LESSON</b>	<b>p. 17-18</b>
This exciting whole-class technique develops students' speaking and discussion skills as they compete for an imaginary £10 000!	
<b>Lesson 6: Writing Speeches EXTENSION LESSON</b>	<b>p. 19-20</b>
Use a sample text and writing scaffolds to enable students to write speeches as individuals or groups.	
<b>Lesson 7: Perform and Listen EXTENSION LESSON</b>	<b>p. 21-22</b>
Personalise students' oracy targets and develop students' ability to use counter-argument in discussion.	
<b>Lesson 8: Debate and Vote</b>	<b>p. 23-24</b>
Use teacher and peer assessment materials to assess the groups against their own success criteria.	
<b>Lesson 9: Self-assess and Reflect</b>	<b>p. 25-26</b>
Use interactive group and individual reflection tasks to evaluate students' development of skills and opinions.	
<b>Lesson 10: School Community EXTENSION LESSON</b>	<b>p. 27-28</b>
Celebrate student learning and influence school culture by creating displays to be presented to the school community.	





# Lesson 1. Headteacher Bans Cars!

## Learning objectives & outcomes

1. Know that there is a range of modes of transport.
2. Understand that different modes of transport affect people differently.
3. Evaluate the impact of different modes of transport.

**LNF 8.OS5** defend a point of view with information and reasons, e.g. in role or debate.  
**8.OL1** respond positively and thoughtfully to new ideas and alternative points of view.  
**Numeracy KS3.1** Transfer mathematical skills across the curriculum in a variety of contexts and everyday situations.  
**Numeracy KS3.16** interpret graphs that describe everyday situations including those used by the media.

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## Resources

- PowerPoint Presentation Slides 1–7.
- Film: *Which Transport Option is the Healthiest?*  
Find this film in the following places: the CD; [www.sustrans.org.uk/wales/curriculum](http://www.sustrans.org.uk/wales/curriculum)  
<http://healthyair.org.uk/healthiest-transport-option-video/> or by e mailing [schoolswales@sustrans.org.uk](mailto:schoolswales@sustrans.org.uk)
- 30x Worksheet 1: Think, Pair, Share!
- 6x Worksheet 2: Diamond 9 cut up as a card set for each group.
- 1x Worksheet 3: Character Cards cut up into a card set for class.
- 6x Worksheet 4: What would they say? (1 per group).
- 30x Worksheet 5: 'Before' Questionnaire.

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## Differentiation

- For Less Confident: allocate a more accessible project character group, for example: Pupils, Parents, PE Teachers. Pause the film to direct students to key information.
- For More Confident: allocate a more challenging project character group, for example: Local Police; School Nurses; Local Residents. Use the film to encourage MAT students to develop critical thinking by considering the methodology of the experiment in light of the purpose of the film.

## Starter

## Introduce the Statement

5 minutes

- Show PowerPoint Slide 2: “The Headteacher has decided to ban all vehicles from coming within a mile of the school”.
- Introduce this main statement to pupils as a real-life scenario for honest reactions.
- Encourage an immediate class discussion, note key words and emotions displayed.

**Top tip:** Pause the film to discuss the methodology of the experiment with MAT students and develop critical thinking skills for science.

## Main

## Establish Project and Character Groups

40 minutes

- Distribute Worksheet 1: Think, Pair, Share! to pupils.
- Show 6 seconds of the *Which Transport Option is the Healthiest?* film. (Look in the resources section to see how to access this film). Two facts are displayed on the screen. Pause and discuss these two facts with the class. Ask students to note a possible reason for the Head’s decision in the think circle.
- Continue showing the film, asking pairs to add new reasons for the Head’s decision into their think circle. If necessary, pause at intervals to enable students to note ideas.
- After the film, ask pairs to share the notes they have made in the think circle and to note new ideas in the pair circle. Feedback pair responses to the class, students to note class ideas in the share circle (see differentiation note).
- Explain to students that this is not really a decision that the Head has made but that it could be a decision for a school in Wales in the future. Show Slide 3 and ask the class: **why** might the Active Travel Act have been passed? **How** do they think it might affect them?
- Show and explain Slides 4–5, which outline the project and the assessment.
- Divide the class into six groups of 4–5 pupils. Hand one character card to each group (see differentiation note). Inform students that during this project they will work in these groups to develop the arguments of the characters they have been given. (N.B. Character groups are: Year 8 Pupils; PE Teachers; Parents; School Nurses; Local Police; Local Residents).
- Distribute the cut-out cards from Worksheet 3: Diamond 9 (1 per group).
- Show Slide 6, explain the Diamond 9 activity and allow students 2 minutes to complete.
- At the end of the activity, ask groups to consider whether they think their characters will argue **for** or **against** the statement and to note the reasons for this decision on Worksheet 4: What would they say?

## Plenary

15 minutes

- Feedback the key reasons that groups have identified for their characters’ opinions. Inform students that over the next few lessons they will research the issues around the school journey to develop how their characters will argue, and will add new information to Worksheet 4.
- Show Slide 7 and distribute Worksheet 4: Before Questionnaire. Ask students to complete and send at the end of the project for their certificate and a chance to win a stunt show demonstration from a BMX champion.

## Homework (optional)

- Ask students to list the things they **like** and **dislike** about their current journey to school.

**Collect student questionnaires to send at the end of the project. All students receive certificates and the school gets a chance to win a stunt display from a BMX champion.**

**Top tip:** Ensure students keep Worksheet 4 safely so they can use this to collate reasons and key information.

# Lesson 2. Cost of the School Run

## Learning objectives & outcomes

1. Understand that transport choice effects environment and health.
2. Evaluate different priorities in decision making.

- LNF**
- 8.OS5** defend a point of view with information and reasons, e.g. in role or debate.
  - 8.OL1** respond positively and thoughtfully to new ideas and alternative points of view.
  - 8.RC1** locate and selectively use additional information and evidence from different sources.
  - 8.RC4** use inference and deduction to understand layers of meaning.
  - 8.RC5** make connections between texts, their themes and factual content, and identify any agreement and contradictions.
  - 8.RA3** summarise and synthesise information, e.g. concise account of a broad topic, using different sources.
  - Numeracy KS3.1** transfer mathematical skills across the curriculum in a variety of contexts and everyday situations.

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## Resources

- PowerPoint Presentation Slides 8–13.
- 30x Worksheet 6: Inference Squares.
- 30x Worksheet 7: Source Texts.
- 30x Worksheet 8: Double Idea A OR Worksheet 9: Double Idea B (see differentiation).

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## Differentiation

- For Less Confident: use Worksheet 8: Double Idea A. It is also possible to reduce reading by asking students to focus on one text.
- For More Confident: use Worksheet 9: Double Idea B. You can also add an extension task to the plenary activity by asking groups to prepare a longer answer in the role of their character to explain why they agree or disagree with the key points identified.

## Starter

## Poster Analysis

20 minutes

- (Optional: if students completed homework from Lesson 1, ask them to share their lists and **discuss** as a class.)
- Hand out Worksheet 6: Inference Squares to individuals or pairs and show PowerPoint Slide 8. Model to the class how they can analyse this image using the inference square.
- Ask students if they are familiar with the organisation Sustrans in the logo. Inform students you will show a series of posters from Sustrans. Pairs / individuals have 2 minutes per image to note their ideas on their Inference Squares as you show slides 9-13.
- Once students have seen the images, feedback their ideas and discuss the messages in the posters and purpose of the organisation.

**Top tip:** Bring out students' ability to analyse visual texts by discussing the purpose and audience of the posters.

### Key Questions:

- How do students' homework responses **compare** with the message conveyed by the posters?
- Can students **work out** why the organisation has chosen the name Sustrans? (**Sustainable Transport**)

## Main

## Reading for Information

30 minutes

- Place students into project groups. Explain that to present an informed argument for their character, groups will need to use a **range of sources** of information.
- Distribute Worksheet 7: Source Texts and either Worksheet 8: Double Idea A, or Worksheet 9: Double Idea B (see differentiation note).
- Explain to groups that they will now use **comprehension** and **inference** skills to locate and select information. They will also **listen** to each other to make decisions as a group to choose key points and **deduce** the purpose of texts. Give groups 10 minutes to read, **discuss** and record key points from source text A on Worksheet 7 in their double idea journal (Worksheet 8 or 9).
- Next, give pupils 10 minutes to read, discuss and record key points from source text B on Worksheet 7.
- Give 5 minutes for pupils to **compare** the key points and select what they feel are the main two points from the two texts: they should then make a note of these in the double idea column.
- Confirm skills that pupils have used.

**Top tip:** Link to the numeracy components for Year 8 by discussing how data is used and presented in the source text.

## Plenary

## Reflecting on opinions and group work

10 minutes

- Give groups 5–10 minutes **discuss** and complete the relevant section of Worksheet 4: What would they say? (Handed out last lesson).
- Feedback to the class. To what extent has today's information changed or developed the opinions of the characters?

## Homework

- Ask students to write a short description of the area around the school gates on their way into school. How do they feel about the roads: are they safe? Is it an area where they can enjoy themselves?

This homework activity prepares students to engage with tasks in the next lesson.

# Lesson 3. Bicycles in Amsterdam

This lesson about a real-life alternative to car culture can be taught as a standalone lesson or as part of the scheme.

## Learning objectives & outcomes

1. Know that there are alternatives to a car culture.
2. Understand facts can be presented to achieve different effects.
3. Evaluate differences between transport cultures.

**LNF** **8.OS2** present topics and ideas coherently, using techniques effectively.  
**8.OL1** respond positively and thoughtfully to new ideas and alternative points of view.  
**8.OL3** listen to information and ideas (on-screen or live) and identify how evidence is used, e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration.  
**8.RC4** use inference and deduction to understand layers of meaning.  
**8.RC5** make connections between texts, their themes and factual content, and identify any agreement and contradictions.

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## Resources

- PowerPoint Slide 14–16.
- Film: *Bicycle Anecdotes from Amsterdam*. Find the film in the following places: on the CD; at [www.sustrans.org.uk/wales/curriculum](http://www.sustrans.org.uk/wales/curriculum); at <http://www.streetfilms.org/bicycle-anecdotes-from-amsterdam/>; or by e mailing [schoolswales@sustrans.org.uk](mailto:schoolswales@sustrans.org.uk) (Teacher Note: images in the film show people riding without helmets and sometimes with more than one person on a bike. In discussion, ask students to consider if and why this may be less risky in Amsterdam compared with a city in Wales. Remind students that they cycle in a different context and should take different precautions. N.B. In the last half of the film, the phrases 'I bought a cheap, second-hand, piece of crap bicycle' and 'what the hell' are used.)
- 30x Worksheet 10: Anticipation Guide.

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## Differentiation

- For Less Confident: pause the film at frequent intervals to ensure understanding and guide listening activities. Explain to groups that they should use a mixture of fact and opinion in their podcasts.
- For More Confident: identify opinions and facts presented in the film. Ask pupils to present facts in their podcast in order to support their opinions.

## Starter

## Travel around the world

15 minutes

- Show slides 14–16 which show young people travelling to school in The Netherlands. Re-activate skills used last lesson and ask students to feedback what they can see and infer from the images. (Images are: Slide 14 shows three girls taking their regular journey to their sports and dance club; Slide 15 shows boys on their way home from school; Slide 16 shows the bike-parking facility for a secondary school in Assen. All photographs were taken in 2014.)
- Distribute Worksheet 10: Anticipation Guide. Ask students in pairs to discuss and complete the first column.

**Top tip:** Do a class inference square on the board to develop skills learnt last lesson.

## Main

## Listening and Group Activity Task

25 minutes

- Inform the class that they will watch a film in short sections.
- Ask the class to listen to see if the ideas they noted in column one are true or false. Show the film *Bicycle Anecdotes from Amsterdam* until 2'20". (Look in the resources section of this lesson to see how to access this film.) Pause to enable students to complete the second column in pairs.
- Inform the students that you will show the next section of the film and students should again listen to see if the ideas noted in column 1 are true or false.
- Show until 3'25". Pause to enable pairs to confer and add to column 2.
- Watch the rest of the film, asking students to listen to see if they were correct. Allow pairs to confer at the end and feedback answers to the class.
- Ask the class to consider how cyclists in the film felt about being on the roads in Amsterdam (this continues the task in the last row of the worksheet). Make a class list on the board describing how they felt (e.g. happy, proud, safe, respected).
- Ask students to work in their groups. Inform them they will prepare a 1 minute podcast describing how they feel about the roads around the school and the school gates when school starts. (N.B. This follows up homework given from Lessons 1 and 2).
- Groups have 10 minutes to prepare their podcast.

## Plenary

25 minutes

- Groups take turns to present their podcasts to the class.
- Next to the list of opinions about Amsterdam that you made earlier in the lesson, make a list of opinions about the roads near the school.
- As a class compare the two lists. How do the students feel about the roads around them compared with how the people in the film felt about the roads in Amsterdam?
- Show Slide 3 and remind students of the Active Travel Act that they learnt about in Lesson 1. Take a class vote. Who would like the councils around Wales to use this Act to bring about a travel system similar to the one in Amsterdam?
- Give groups 5 minutes to complete Worksheet 4: What would they say? Feedback to ensure students are embedding the information and ideas that they have learnt this lesson (N.B. remove this step if teaching as a standalone lesson).

## Homework (optional)

- Ask students to find out how their parents, carers or grandparents got to school.

This lesson gives an opportunity for students to understand that a society chooses how to organise travel and can create alternatives to a car culture. Teach as a standalone lesson, or as part of the scheme.

# Lesson 4. Roads and Rights

## Learning objectives & outcomes

1. Know Articles 6 and 31 of the UNCRC (United Nations Convention on the Rights of the Child).
2. Evaluate the impact of car use on the rights of the child.
3. Formulate arguments around road use.

- LNF**
- 8.OS5** defend a point of view with information and reasons.
  - 8.OC1** take a range of roles, e.g. organising, initiating actions, in more formal group contexts.
  - 8.RC1** locate and selectively use additional information and evidence from different sources.
  - 8.RA3** summarise and synthesise information, e.g. concise account of a broad topic, using different sources.
  - Numeracy KS3.16** interpret graphs that describe real-life situations, including those used in the media, recognising that some graphs may be misleading.
  - 8.D3** interpret diagrams and graphs to compare sets of data.

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## Resources

- PowerPoint Presentation Slides 17–24.
- 30x Worksheet 11: Leaner Framework.
- 6x Worksheet 12: Planning your Speech.

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## Differentiation

- For Less Confident: focus the discussion only on the data set around health (Slide 24) and lead students to make links between this information and the debate question.
- For More Confident: use slides to develop discussion around data sets and statistics as relating to the numeracy components of the LNF. Use the extension slide (Slide 23) to compare risk as presented in two data sets and make links between different themes. Re-activate reading skills developed in Lesson 2 and encourage students to read key points from two data sets in the same manner, thus transferring reading skills between literary and numerical forms.

## Starter

## Then and now

10 minutes

- (Optional: feedback homework answers, and discuss how communities may have changed over generations.)
- Show PowerPoint Slide 17. Ask the class to **guess** where and when they think this was taken, inform them that this was Trecynon, South Wales, in 1945.
- Ask pairs to **predict** what a picture taken today of the same view would show. Feedback answers. Show students Slide 18 and compare with their ideas. Show Slide 19, which shows these two views side-by-side.
- Ask pairs to **consider**:
  - what might have been lost from the community of Trecynon?
  - what might have been gained by the community of Trecynon?

## Main

## Discuss statistics

30 minutes

- Place students into project groups. Show Slide 20, stating Article 31 of the UNCRC, “Children have the right to relax and play...and join a wide range of recreational activities.”
- Inform the class that in their groups they will **consider** to what extent they enjoy this right in Wales. Show Slide 21 and ask groups to **discuss** the question on the slide. Feedback answers to the class.
- Show Slide 22, stating Article 6 of the UNCRC, “Children have the right to live. Governments should ensure that children survive and develop healthily.” Ask the class what they think are risks to their health in Wales.
- [Extension step: Show Slide 23 about road accidents. Ask students to consider the question on the slide before clicking to reveal the pie chart showing the mode of transport. Discuss class response. Key Questions:
  - What evidence on this slide could lead to the Head’s decision to ban vehicles?
  - How does this information relate to children’s rights?]
- Show Slide 24, which displays facts about active travel and health. Discuss response. Key Questions:
  - What links can student make between the infographics on the slide?
  - What evidence could lead to the Head’s decision to ban vehicles?
  - How does active travel relate to children’s rights?
- Give groups 10 minutes to discuss how this information could affect their argument, adding their notes to Worksheet 4.

**Top tip 1:** Link to the Active Travel Act on slide 3 and ask students to consider how this could affect how children experience their rights in Wales.

**Top tip 2:** Link to the numeracy components for Year 8 by discussing how data is used and presented in the chart on shown on the slide.

## Plenary

## Evaluating Opinions and success criteria

20 minutes

- Distribute Worksheet 11 and Worksheet 12. Using the worksheets ask groups to select the most appropriate success criteria for their group discussion from the bank of statements in the Learner Framework.
- Next, allow groups to plan how their group will present their argument, using the prompts on the worksheet. If you are not completing the extension lessons you might also wish to use the sample speech openings on Worksheet 13 to help students plan their delivery.
- If not doing extension lessons ensure class are ready to present their argument next lesson.

## Homework (optional)

If you are holding the debate next lesson, ask students to practise their argument together. You could use the listening prompts in Lesson 8 so they can give each other feedback on their presenting skills.

Enable young people to consider how the Active Travel Act could allow them to realise their rights to play, health and a safe environment in Wales.



### Learning objectives & outcomes

1. Know the benefits of active travel.
2. Understand there is a range of ways young people can travel actively.
3. Evaluate the persuasive effect of different arguments.

**LNF** **8.OS5** defend a point of view with information and reasons, e.g. in role or debate.  
**8.OC1** take a range of roles, e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults.  
**8.OC2** discuss opposing viewpoints and negotiate ways forward.

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### Resources

- PowerPoint Presentation Slide 25 (optional)

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### Differentiation

- For Less Confident: show Slide 25 to give students some ideas about the types of ways schools could spend the money. In the group discussions, hand out slips of paper with personalised suggestions for tasks or roles students can take in the group: e.g. speaker; scribe; suggest your own ideas; ask questions; ensure everyone has a chance to contribute; suggest alternative ideas; develop other people's ideas; give facts; offer opinions.
- For More Confident: you may wish to develop the minute presentation by adding 'right of reply' and allow anyone from any of the groups 30 seconds to respond to the other arguments. This can allow counter-arguments to develop. You can also encourage students to utilise persuasive language techniques.

## Starter

## Class discussion

10 minutes

- Activate prior learning by showing Slide 16: bike-parking outside a secondary school in The Netherlands. Ask students to discuss how their response to this picture has changed since they saw it first.

Key questions you could bring out:

- What might be the effects on the health of young people in this school?
- What effects might there be on the environment around the school?
- What might be the effects on the local community?
- How far do they think the young people in this school enjoy their rights to safety, health and play?

## Main

## Group discussion task

40 minutes

- Ask students to get into their character groups.
- Ask groups to get into role as their characters and tell them they need to stay in role until you inform them the exercise is over. Inform 'characters' that today they have been invited to a meeting at the school to help make an important decision. A wealthy ex-pupil has donated £10 000 to the school, providing the school uses it in a way that encourages young people to travel actively. During this meeting they have to decide how to spend the money.
- Set a timer to 3 minutes for groups to think of as many ideas as possible for ways that the school could use the money. Each group needs to then choose their best idea. (Show Slide 25 if you wish, which displays a range of sample ideas.)
- Groups feedback which they think is the best idea (of their own or the prompts). Teacher chooses four different ideas from the class.
- Teacher writes each idea on a piece of A4 paper and sticks one piece in each corner of the room.
- Inform the characters that they now need to decide as individuals which of the four ideas their character thinks is best (they don't all need to decide as a group). They need to stand under this idea.
- The class should now be divided under the four ideas. Each of these forms a new group, with individuals staying in role as their characters. Inform the groups that they have 10 minutes to think of persuasive arguments to justify why their idea should get the money. One person from the group then stands at the front of the class and presents the arguments to the class. After each of the groups has presented, everybody (including the presenters) can change their minds and swap groups. The aim is to win as many people to your group as possible.
- Groups formulate arguments. Each group has 1 minute to present (use a timer). After all groups have presented invite everyone to choose a new group if they wish. (Teacher Note: Sometimes classes will move lots at this stage; sometimes nobody moves. Continue with the next step in both cases.)
- Tell the new groups (or the old ones if no-one has moved) that this is their last chance to get the money. This time they really have to persuade everyone else to join them. Give groups 5 minutes to prepare their new arguments.
- Give each group 1 minute to present their new argument to the class and again invite everyone in the class to move to a new group (see differentiation note).
- Which group has the most people? Congratulate them! They have £10 000!

## Plenary

## Reflect on skills

10 minutes

- Ask class to come out of role and to put the content of the debate to one side. Ask them to consider the range of skills that this exercise has developed. Refer to the Learner Framework on Worksheet 11 and ask students to identify skills that they used this lesson.
- Feedback. Ask students to reflect on the success criteria they have set for their discussion and debate. Do they want to alter their criteria either to make them more challenging or easier to achieve?

**The plenary session is an important chance for students to identify the skills that they have practised in this exercise and allow them to consider which success criteria are most important for the final task.**

# Lesson 6. Writing Speeches EXTENSION LESSON

## Learning objectives & outcomes

1. Implement knowledge from previous lessons in own writing.
2. Implement language devices from previous lessons in own writing.
3. Review the effectiveness of writing and edit drafts.

**LNF** **8.WM3** in planning writing make choices about content, structure, language, presentation to suit the purpose.  
**8.WM5** use criteria to identify ways to improve and then redraft.  
**8.WS2** select, analyse and present ideas and information convincingly or objectively.  
**8.WL2** use technical terms, language and expression consistent with the subject content.

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## Resources

- Film, *Severn Suzuki addresses the United Nations* (optional: at <https://www.youtube.com/watch?v=oJJGuIZVfLM>.)
- 30x Worksheet 13: Speech Writing.

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## Differentiation

- For Less Confident: encourage students to divide the speech between their groups and to take one paragraph each. Model writing to the class or to groups before beginning or ask students to do sections of the piece as pair-writing tasks. Focus on sentence and paragraph level.
- For More Confident: develop the discussion around persuasive features to include a range of persuasive language techniques that students can include in their speech. Focus on whole-text level. As a homework task students can learn their speech, or to learn to deliver the speech from notes rather than reading out.

## Starter

## Listening for Language Features

10 minutes

- Explain to the class that you will read the opening to a speech delivered by a 12-year-old girl called Severn Suzuki addressing the United Nations Earth Summit in 1992. Explain to the class that the United Nations was set up to promote international co-operation on important issues. It is possible to find this speech at the following address and listen to the first three minutes. <https://www.youtube.com/watch?v=oJJGuIZVfLM>. Alternatively, ask a student to read the speech at the top of Worksheet 13 to the class.
- Ask the class the following questions:
  - What is the purpose of Severn's speech?
  - Why does she feel so passionately?
  - What is making her speech effective?
- Feedback initial responses and make a list on the board of class responses to question 2.

**Top tip:** : Link with the English curriculum to highlight the persuasive language features used in the speech.

## Main

## Planning and Writing

30 minutes

- Hand out Worksheet 13 to the whole class. As a class read through the opening to Severn's speech and identify elements that make it persuasive. Teachers may want to highlight the following features: personal pronouns (I/we); repetition and rule of three; emotive language; short sentences.
- Inform groups that today they will write a speech in their character role to present their argument in written form. Remind students that they need to work in groups to use information and ideas they have read about and discussed in the last few lessons and direct them to the worksheets they have added to their workbooks. (Teacher Note: refer to the LNF Learner Framework so that students can pick writing success criteria for their written work.)
- Using Worksheet 13, students work individually using the writing scaffold. (Differentiation Note: students can either write a paragraph each or they can each write the whole speech.)
- At intervals pause the class to ensure that students are using the facts and arguments they have identified in previous lessons.

## Plenary

## Listen and Review

20 minutes

- Ask the groups to read through their speech as a group. As they do this, they feedback according to the success criteria they have picked, using the Listen and Review section of the worksheet.
- Allow time for students to edit and make alterations based on their peer feedback.

## Homework (if not completing Lesson 7)

- Practise your section of the speech aloud to a friend or family member. To extend this homework see differentiation note above.

**Use the film to inspire your class with the ambition and passion of young people: Severn Suzuki was only 12 years old when she delivered her speech to the UN!**

# Lesson 7. Perform & Listen EXTENSION LESSON

## Learning objectives & outcomes

1. Know that the delivery of a speech contributes to its effectiveness.
2. Understand that arguments can be challenged with counter-arguments.
3. Evaluate arguments and formulate counter-arguments.

**LNF** **8.OS2** present topics and ideas coherently, using techniques effectively, e.g. a clear structure, anecdote to illustrate, plausible conclusions.  
**8.OL1** respond positively and thoughtfully to new ideas and alternative points of view.  
**8.OL3** listen to information and ideas (on-screen or live) and identify how evidence is used, e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration.

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## Resources

- 30x Worksheet 14: Active Travel Act.
- 6x Worksheet 15: Listening Prompts (cut out, 1 per group).

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## Differentiation

- For Less Confident: focus on the initial prompts on Worksheet 14 and allow students to practise their delivery with the aim of embedding the feedback from these prompts.
- For More Confident: use the initial and extension prompts on Worksheet 14.

## Starter

## How can I travel actively?

10 minutes

- Ask students in groups to consider the roads on their journey to school. Ask them to list anything on their route that makes it difficult for them to walk or cycle (note: this will vary depending on locality but you could encourage students to consider speed of traffic; road-crossings; if there are pavements; cycle paths; direct footpaths etc.).
- Hand out Worksheet 14: Active Travel Consultation. Ask pupils to match the solutions suggested to the points on their list.
- Feedback as a class and make a class list of solutions students have identified that would make it easier for them to travel actively.

**Top tip:** Link with the geography curriculum at Key Stage 3. As a prior homework ask students to record their journey to school through noting or photographing parts of the built environment that make active travel difficult. You could also show a photograph of the local area with the class and ask them to use the picture to identify barriers to active travel.

## Main

## Practise and personal feedback

40 minutes

- Show Slide 3 and remind students of the Active Travel Act. Explain that the Act means that all councils have a duty to consult with the community to find out how they can improve local routes for active travel.
- Ask students to work in their groups and to imagine they have been invited into a council meeting to let them know what would make it easier for them to travel actively. They need to plan a 5 minute presentation to the councillors. Students can do this either in role as their character group or as themselves.
- Ask groups to join with another group. One group will deliver their presentation to the other, who will listen and give feedback on their delivery. To help with constructive feedback distribute a set of 4 cards cut from Worksheet 15: Listening Prompts (use the initial prompts section).
- After the first round of feedback, swap cards and the other group presents.
- Ask the class to consider what speaking skills they are developing and what listening skills they are developing, ask them also to consider what group-work skills they are developing. Identify some examples of skills used by different individuals in the class.
- In their groups, students should consider the feedback they have received and how they can improve their presentation.
- Students deliver their presentation again to their partner group, incorporating the target they received in the first round of feedback. As an extension, distribute the extension prompts on the worksheet and ask the listening group to respond to the question on their prompt card.
- Allocate time to groups so they can consider how to incorporate the feedback they have received.

## Plenary

## Personal targets

10 minutes

- Remind students that next lesson is the big debate and vote, and ask them to remind themselves of their success criteria.
- Ask students to note down the personalised feedback they received about their speaking skills this lesson. Ask them to tell their partner what their personal feedback has been and use this to set themselves a personal target for the assessment.

**As homework, students can practise their speech using their personal target and ask a parent / carer to assess how far they meet their target.**

# Lesson 8. Debate and Vote

## Learning objectives & outcomes

1. Know that different people have different opinions about school travel.
2. Evaluate different arguments about school travel.
3. Formulate counter-arguments to opinions about school travel.

**LNF Oracy:** This lesson is a teacher and peer assessment of the LNF Oracy outcomes developed throughout the scheme, and selected as success criteria by students.

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## Resources

- 6x Worksheet 16: Peer Assessment Sheets.
  - 6x Worksheet 17: Teacher Assessment Sheets.
  - 6x Worksheet 18: Voting Slips.
  - Box for voting slips (optional).
  - Camera for group pictures (optional).
- 

## Differentiation

- For Less Confident Groups: further structure the class discussion by allocating small groups one specific group for their question, e.g. The 'Pupils' must think of a question for the 'PE Teachers'. Then teacher facilitates the discussion by inviting questions and response one at a time.
- For More Confident Groups: teacher enables pupil-led discussion around questions to develop, and facilitates lightly or not at all. Inform students it is an 'open-floor' so that anyone can put a question or make a comment at any time. You can also directly invite students to challenge each other's arguments.

## **Starter**                      **Set up the debate**                      **10 minutes**

- Inform the class that each group will have a maximum of 4 minutes to present their case and remind them that they will be assessed as a group during their presentation.
- Distribute Worksheets 16 and 17. Ask students to write their success criteria on a teacher assessment sheet and hand to you, and on a peer assessment sheet to swap with another group. Groups should consider these criteria during the discussion and they will have a chance to complete the assessment at the end.
- Explain to the class that they will also be assessed on their listening skills: during the presentations they will need to identify arguments used by others and think of good questions for the group.
- Inform students that there will be an opportunity for questions after all the groups have presented. Ensure student understanding before beginning the debate and wish all the groups luck in winning the vote.

## **Main**                      **Presentation and debate**                      **35 minutes**

- Inform students that they are now 'in role' and they will remain so until you tell them to come out of role.
- As each group presents complete Worksheet 17: Teacher Assessment Sheet for the group. You could also photograph each group as they present (for their self-assessment forms).
- Once all groups have presented, give the class an opportunity to confer in their character groups to decide a question to put to another group. Remind students they are still being assessed during this discussion and they need to stay in role.
- Now invite the students to put their questions to each other and allow groups to respond. See differentiation notes for ways to structure this discussion activity.

## **Plenary**                      **Peer assessment and vote**                      **15 minutes**

- Congratulate students for holding their own debate and tell students to come out of role. You may wish to ask them to 'shake off their role': stand up; give their arms and legs a shake; shake hands with the person next to them and introduce themselves with their real name.
- Allow a few minutes to discuss and complete their peer assessment sheets and hand in to you. Inform the class you will return all their assessment to them for the next lesson.
- Inform students they are about to cast their own confidential vote. Set a class timer to 30 seconds and invite students to reflect quietly on their own opinion about the arguments they have heard. Distribute Worksheet 18: Voting Slip to each student, ask students to complete, fold and place into a box. Inform students that next lesson the vote will be revealed.

**For this lesson you may wish to set up the classroom in a circle of chairs or other arrangement that enables students to see and listen to each other clearly.**



# Lesson 9. Self-assess and Reflect

## Learning objectives & outcomes

1. Evaluate change in student attitude towards active travel.
2. Reflect upon the wider impact of this project on student attitudes to their responsibilities for themselves and their community.

**LNF Oracy:** This lesson reflects to what extent students have developed the full range of LNF oracy objectives throughout the project, through group and self-assessment.

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## Resources

- PowerPoint Slides 26–32.
- 30x Worksheet 19: Self-Assessment Sheets.
- Teacher Assessment and Peer Assessment Sheets from last lesson.
- 30x Worksheet 20: 'After' Questionnaire.
- Optional: Photographs of last lesson (x4 / 5 printed of each group).
- 30x Worksheet 21: Pledge Cards.
- 1x Worksheet 22: Teacher Evaluation Form.
- Large envelope addressed to Sustrans Cymru, 123, Bute Street, Cardiff CF10 5AE.

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## Differentiation

- For Less Confident: the line of opinion enables students to indicate their opinion non-verbally. To feedback opinions to the class you can ask students to pair with someone at the opposite end of the line and consider why they hold different opinions and then receive some feedback from pairs.
- For More Confident: ask students to explain why they have chosen to stand in a particular place; encourage discussions along the line so that students can hear and respond to a range of opinions; give a 'microphone' to an individual student to conduct interviews with a few students along the line.

## Starter

## Vote results

10 minutes

- Ask students to guess the result of the secret ballot: did the class vote for or against the decision to ban cars? In pairs invite students to **predict** the numbers for and against.
- Reveal the vote! Take some initial responses from the class and enable a short discussion to develop, using prompt questions such as:
  - How far were the class in agreement about the issue?
  - How controversial do you think this topic has been for the class?
  - How does this result make you feel about your classmates?
  - What do you think the rest of the school would think about this decision?

## Main

## Reflection and self-assessment

30 minutes

- Inform students that this lesson they will reflect upon the literacy and oracy skills they have developed, and the opinions and attitudes that they have formed.
- Distribute 1x Worksheet 19: Self-assessment Form to each student. Hand out the completed Teacher Assessment and Peer Assessment forms that were collected last lesson. If using, distribute photographs of the group presentation.
- Explain to students that they have around 10 minutes to complete their own self-assessment forms and stick them in their books.
- Display Slide 26 of the PowerPoint, which reads: “The Headteacher has decided to ban all vehicles from coming within a mile of the school” and remind students that this is the same statement that they saw at the start of the project.
- Designate one wall of the classroom as **strongly agree** and another wall as strongly disagree. Using the PowerPoint, ask students to stand between the two walls to make a ‘line of opinion’ according to how far they agree with the statements on slides 27–32, and use these to start a 10–20 minute class discussion (see differentiation note for ideas for how to structure this discussion).
- Distribute 1x Worksheet 20 ‘After’ Questionnaire to each student and ask students to complete. Complete Worksheet 22: Teacher Evaluation Form yourself! Place all of these in a large envelope with the ‘Before Questionnaires’ that were completed in Lesson 1. Place in the envelope addressed to: Sustrans Cymru, 123, Bute Street, Cardiff CF10 5AE.
- Post your envelope to receive a certificate for each student and the chance to win a school display from BMX champion Matti Hemming.

## Plenary

## Pledges

20 minutes

- Write a teacher pledge on the board for how you could incorporate active travel into your own life. The best pledges are achievable, realistic and definite, e.g. ‘I will walk to school twice a week’; ‘I will cycle to my book-club on Tuesday’ rather than ‘I will walk more’.
- Distribute Worksheet 21: Pledge Sheet. Invite students to write their own realistic pledge about how they can incorporate active travel into their life; students can either stick these in their books or hand them in if you are completing Lesson 10. If you are completing Lesson 10, students can also hand in their peer and teacher assessments.
- Share big congratulations to you and your students from Sustrans!

**Post the Before and After questionnaires along with your teacher evaluation form to Sustrans Cymru, 123, Bute Street, Cardiff CF10 5AE. Receiving makes a big difference to our educational funding and programmes. For every evaluation received all students get a certificate and the school is entered in a prize-draw to win a spectacular stunt display from a world record holder and BMX champion.**

# Lesson 10. School Community EXTENSION LESSON

## Learning objectives & outcomes

1. Know the purpose of Sustrans as an organisation.
2. Understand why awareness raising is important for charities and NGOs (Non-governmental Organisations).
3. Evaluate and learning over the project and share with the wider school.

**LNF 8.OS2** present topics and ideas coherently, using techniques effectively,  
e.g. a clear structure, anecdote to illustrate, plausible conclusions.

**8.OC1** take a range of roles, e.g. organising, initiating actions, in more formal group contexts,  
e.g. when working with unfamiliar peers or adults.

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## Resources

- PowerPoint Slides 33–35.
- Completed Pledge Cards (from last lesson).
- Display materials (paper / pens / glue).
- Optional: completed teacher and peer assessments.

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## Differentiation

- For Less Confident: use personal targets in student self-assessment forms to receive peer feedback according to this target.
- For More Confident: use personal targets in student self-assessment forms to receive peer feedback according to this target.

## Starter

## Overview of Sustrans

10 minutes

- Show students the PowerPoint Slides 33–35.
- Ask students in pairs to consider the following questions:
  - What is Sustrans trying to change?
  - How do charities make changes happen?
- Feedback answers to the class and relate answers to the work of other charities and NGOs that the students have encountered in school. Ask students **why** they think it is important for Sustrans and other charities to engage as many people as possible with their work?

## Main

## Creating Display

30 minutes

- Inform the groups that each group will make a display poster to **inform** other people about what they have learnt about active travel over the project.
- Ask students to consider all the information they could include. Direct them to their project / work books to find facts and further information and if desired make a class list of the types of content they could display.
- Distribute the pledges from last lesson and the teacher and peer assessment forms and invite students also to use these in their display if they wish.
- Give students 20 minutes to make their display and let them know they will need to use all the effective communication and group-work skills they have practised to work efficiently.
- Give groups 10 minutes to plan a 1–2 minute presentation of their display that could be delivered to the Headteacher. Ask students to each look at their personalised target on their self-assessment sheet and see if they can develop this in their presentation.

## Plenary

## Presenting Display

20 minutes

- You may wish to hear each group as a whole class, or to divide the class into three sections (two groups in each section) so groups can present to another group.

OPTIONAL: Invite school governors / members of another class / the school council / SMT to come in and listen to the presentations (guests can either join the whole class, or divide between the groups).

- Before they present, students should each pair with a person from another group as a listening partner and swap their self-assessment sheets from the last lesson. Students then assess to what extent they meet their personal target during the presentation.
- Groups present. After the presentation, listening partners feedback whether individual targets have been met. The class put up the displays either in the classroom or in communal school space.

OPTIONAL: The class choose a group to deliver their presentation to the Head, the governors, the school council, or another class.

**Celebrate your students and show their displays to the rest of the school.  
Find out how your class can continue their journey with Sustrans at the end of this booklet.**

# Resources

Find the PowerPoint, films, and modifiable electronic versions of all resources available free on [www.sustrans.org.uk/wales/curriculum](http://www.sustrans.org.uk/wales/curriculum)

To teach this scheme you need:

Lesson	Resources Needed	Page Numbers
<b>1: Headteacher Bans Cars</b>	<ul style="list-style-type: none"> <li>PowerPoint Presentation Slides 1–7.</li> <li>Film: <i>Which Transport Option is the Healthiest</i>. Find this: on the cd; at <a href="http://www.sustrans.org.uk/wales/curriculum">www.sustrans.org.uk/wales/curriculum</a>; at <a href="http://healthyair.org.uk/healthiest-transport-option-video/">http://healthyair.org.uk/healthiest-transport-option-video/</a>; or by contacting <a href="mailto:schoolswales@sustrans.org.uk">schoolswales@sustrans.org.uk</a></li> <li>30x Worksheet 1: Think, Pair, Share!</li> <li>6x Worksheet 2: Diamond 9 (cut up as a card set for each group).</li> <li>1x Worksheet 3: Character Cards (cut up into a card set for the class).</li> <li>6x Worksheet 4: What would they say?</li> <li>30x Worksheet 5: 'Before' Questionnaire.</li> </ul>	<b>p. 31-36</b>
<b>2: Cost of the School Run</b>	<ul style="list-style-type: none"> <li>PowerPoint Presentation Slides 8–13.</li> <li>30x Worksheet 6: Inference Squares.</li> <li>30x Worksheet 7: Source Texts.</li> <li>30x Worksheet 8: Double Idea A.</li> <li>OR 30x Worksheet 9: Double Idea B.</li> </ul>	<b>p. 37-40</b>
<b>3: Bicycles in Amsterdam</b>	<ul style="list-style-type: none"> <li>PowerPoint Presentation Slides 14–16.</li> <li>Film: <i>Bicycle Anecdotes from Amsterdam</i>. Find this: on the cd; at <a href="http://www.sustrans.org.uk/wales/curriculum">www.sustrans.org.uk/wales/curriculum</a>; at <a href="http://www.streetfilms.org/bicycle-anecdotes-from-amsterdam/">http://www.streetfilms.org/bicycle-anecdotes-from-amsterdam/</a>; or by contacting <a href="mailto:schoolswales@sustrans.org.uk">schoolswales@sustrans.org.uk</a></li> <li>30x Worksheet 10: Anticipation Guide.</li> </ul>	<b>p. 41</b>
<b>4: Roads and Rights</b>	<ul style="list-style-type: none"> <li>PowerPoint Presentation Slides 17–24.</li> <li>30x Worksheet 11: Learner Framework.</li> <li>6x Worksheet 12: Planning your Speech.</li> </ul>	<b>p. 42-43</b>
<b>5: Money Talks</b>	<ul style="list-style-type: none"> <li>PowerPoint Presentation Slide 25.</li> </ul>	
<b>6: Writing Speeches</b>	<ul style="list-style-type: none"> <li>Film: <i>Severn Suzuki addresses the United Nations</i>.</li> <li>30x Worksheet 13: Speech Writing.</li> </ul>	<b>p. 44</b>
<b>7: Perform and Listen</b>	<ul style="list-style-type: none"> <li>30x Worksheet 14: Active Travel Act.</li> <li>6x Worksheet 15: Listening Prompts. (cut out for each group).</li> </ul>	<b>p. 45-46</b>
<b>8: Debate and Vote</b>	<ul style="list-style-type: none"> <li>6x Worksheet 16: Peer Assessment Sheets.</li> <li>6x Worksheet 17: Teacher Assessment Sheets.</li> <li>30x Worksheet 18: Voting Slips.</li> <li>OPTIONAL: Camera.</li> <li>OPTIONAL: Box for voting slips.</li> </ul>	<b>p. 47-49</b>
<b>9: Self-assess and Reflect</b>	<ul style="list-style-type: none"> <li>PowerPoint Presentation Slides 26–32.</li> <li>30x Worksheet 19: Self-assessment.</li> <li>30x Worksheet 20: 'After' Questionnaire.</li> <li>30x Worksheet 21: Pledge Card.</li> <li>1x Worksheet 22: Teacher Evaluation Form.</li> <li>Large Envelope addressed to Sustrans (address on forms).</li> <li>OPTIONAL materials from last lesson.</li> </ul>	<b>p. 50-54</b>
<b>10: School Community</b>	<ul style="list-style-type: none"> <li>PowerPoint Presentation Slides 33–35.</li> <li>Completed pledge cards.</li> <li>Display materials.</li> <li>OPTIONAL: Completed teacher and peer assessments.</li> </ul>	



# Worksheet 1: *Think, Pair, Share!*

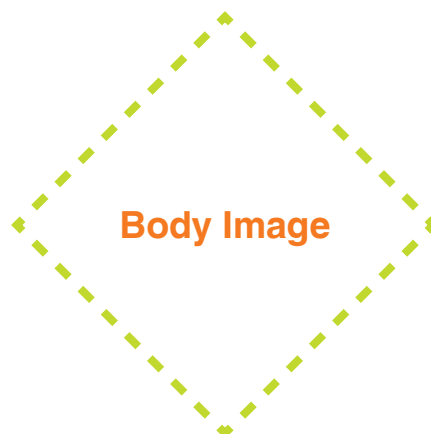
Share

Pair

Think

# Worksheet 2: *Diamond 9*

Teacher Note: Cut round these shapes and hand out a set of cards to each group. Instruct students to complete the task as outlined on the PowerPoint Presentation.





# Worksheet 3: *Character Cards*

Cut out cards below and hand out one card to each group.



Your team are:

**LOCAL RESIDENTS**

Your team are:

**YEAR 8 PUPILS**

Your team are:

**PE TEACHERS**

Your team are:

**LOCAL POLICE**

Your team are:

**PARENTS of Year 8 Pupils**

Your team are:

**SCHOOL NURSES**

# Worksheet 4: *What would they say?*

Use this sheet to decide whether the information you learn each lesson would make your characters argue for or against the Head's decision.

Write some reasons for your decision in each of the speech bubbles.

## Lesson 1: Headteacher Bans Cars!

For / Against

Reasons:

- e.g. air pollution causes 29 000 early deaths in UK each year
- 
- 
- 

## Lesson 2: Cost of the School Run

For / Against

Reasons:

- 
- 
- 
- 

What would \_\_\_\_\_ say?

## Lesson 3: Bicycles in Amsterdam

For / Against

Reasons:

- 
- 
- 
- 

## Lesson 4: Roads and Rights

For / Against

Reasons:

- 
- 
- 
-

Please hand in this student survey for your teacher to return to us at the end of the project with your 'After' Questionnaire: Sustrans Cymru, 123, Bute Street, CF10 5AE

**1. What school do you go to?**

**2. What year group are you in?**

**3. What gender are you?**Female Male **4. How do you usually travel to school?**

(Please select one option)

Cycle Walk Scoot / skate Park & stride / park & cycle Bus / Train Car **5. How do you usually travel to other places?**

(e.g. to friends' houses, sport practise)

Cycle Walk Scoot / skate Park & stride / park & cycle Bus / Train Car **6. How far do you agree with the following statements about your oracy skills?**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>a.</b> I am confident to present ideas to the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b.</b> I can identify information and ideas through listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c.</b> I can discuss opposing viewpoints and negotiate ways forward in group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d.</b> I can defend a point of view with information and reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e.</b> I can respond to others' views positively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 7. How far do you agree with the following statements about travel?

	Strongly agree	Agree	Disagree	Strongly disagree
<b>i.</b> I enjoy cycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ii.</b> I enjoy walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>iii.</b> I prefer to travel by car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>iv.</b> I prefer to travel in an active way because of the health and fitness benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>v.</b> I like walking and cycling because I only have to rely on myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>vi.</b> I don't think about how I travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>vii.</b> I would change the way I travel to be more active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>viii.</b> I would change the way I travel for environmental reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ix.</b> I don't want to change the way I travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any other comments about your thoughts and ideas about how you travel:

## Worksheet 4: *What would they say?*

**What might be the purpose of the organisation Sustrans?**

**What message can I infer  
(guess) from the posters?**

**What can I see  
in the posters?**

# Worksheet 7: Source Texts

## Source A

### School run costs parents £2 billion

(Abridged from [www.sustrans.org.uk](http://www.sustrans.org.uk))  
10 June 2014

Parents who drive their children to school could save on average £642 a year. Collectively parents across Britain could save a staggering £2 billion if they ditched the car and instead cycled or walked to school.

These figures are revealed during Sustrans' annual Bike to School Week. The Week aims to promote the benefits of cycling, along with walking and scooting to school in order to reduce some of the 11+ million car journeys made daily between home and school across primary and secondary schools.

Physical activity amongst young people is at an all-time low with statistics showing that 28% of children under 16 are now overweight or obese. Adopting healthier ways to travel to school, such as cycling, walking and scooting can help break the cycle of inactivity.

Claire Francis, Head of Policy and Campaigns at Sustrans, said: "There are massive financial and health benefits to both children and parents in choosing to cycle, scoot or walk to school, instead of drive. With lots of people feeling the pinch, leaving the car at home can be a cheaper and more enjoyable way to the school gates."

## Source B

### School run costs the earth

(Abridged from [www.sustrans.org.uk](http://www.sustrans.org.uk))  
3 March 2014



Every time a child is driven to primary school and back their car releases 84 balloons' worth of CO<sub>2</sub> into the atmosphere. Journeys to school made by car are responsible for releasing over 363,075 tonnes of CO<sub>2</sub> into the atmosphere each year, contributing to climate change.

Sustrans' research suggests that if a child is driven to school every day they would generate 183,379 balloons' worth of CO<sub>2</sub> over their school career. That's 84 balloons every day.

This year 1,520 schools have signed up to take part in The Big Pedal 2014, a competition to get young people travelling actively. These students will make hundreds of thousands of bike and scooter journeys over 10 days. Last year families made 847,725 journeys by bike and scooter saving an impressive 704 tonnes of CO<sub>2</sub> – or 52,800,000 balloons – from being released into the atmosphere had all these journeys been made by car.

# Worksheet 8: *Double Idea A*

In your groups you will use **comprehension** and **inference** skills to locate and select written information. You also need to **listen** to each other to make **decisions** as a group to choose key points and **decide what is most important to you**.

Your sources are both on the topic of the school journey.

Discuss and choose key points from Source A:

1. Parents save money if they don't drive their children to school.

2.

Compare and combine:

- a) Discuss as a group what you think is the **most important** idea you have learnt about **the school journey** from the two sources.
- b) Use the space below to explain this idea **in your own words**.

Discuss and choose key points from Source B:

1.

2.



# Worksheet 9: *Double Idea B*

In your groups you will use **comprehension** and **inference** skills to locate and select written information. You also need to **listen** to each other to make **decisions** as a group to choose key points and **decide what is most important to you**.

Your sources are both on the topic of the school journey.

Discuss and choose key points from Source A:

Compare and combine:

As a group, use your own words to write the two most important ideas your group has learnt about the school journey.

Discuss and choose key points from Source B:





# Worksheet 10: Anticipation Guide

Aim: To find out about travel culture in Amsterdam.

Write **true** or **false** in the boxes below.

Statement	Before watching the film, we think this statement is:	After watching the film, we think this statement is:	Our evidence in the film was:
There are no cars allowed in Amsterdam.			
Cycling is really unusual in Amsterdam.			
People in Amsterdam protested about building big roads through the city centre.			
It is illegal to cycle a bicycle on a road in Amsterdam if you are under 13.			
It is possible to count more than 900 people cycling through a junction in a minute.			
Older people and grandparents can only go on electric bicycles.			
People in Amsterdam feel proud of their transport system.			



# Worksheet 11: *Learner Framework*

As a group, pick the success criteria for your speech from the table of statements below. Your teacher will assess how well you meet these criteria in the group debate.

For example, if you pick 'I can defend a point of view with information and reasons', your teacher will assess how well you use information and reasons to defend your character's point of view in your presentation and discussion.

<b>8.OS2</b>	I can present topics and ideas coherently, using techniques effectively, e.g. a clear structure, an anecdote to illustrate, a plausible conclusion.
<b>8.OS4</b>	I can respond to others' views positively and appropriately when challenged.
<b>8.OS5</b>	I can defend a point of view with information and reasons, e.g. in role or debate.
<b>8.OL1</b>	I can respond positively and thoughtfully to new ideas and different points of view.
<b>8.OL3</b>	I can listen to information and ideas (on-screen or live) and identify how evidence is use, e.g. to defend a point of view; or misused, e.g. to mislead by exaggeration.
<b>8.OC1</b>	I can take a range of roles – e.g. organising, initiating actions – in more formal group contexts, e.g. when working with unfamiliar peers or adults.
<b>8.OC2</b>	I can discuss opposing viewpoints and negotiate ways forward.

# Worksheet 12: *Planning Your Speech*

**Section A.** Read through the bank of Learner Framework statements on Worksheet 11 and, as a group, choose success criteria for your discussion. Your teacher will assess your group work using these criteria.

Our success criteria are:

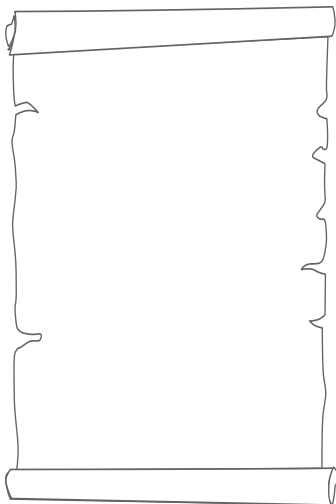
1. ....
2. ....
3. ....
4. ....

## **Section B. Work as a group to complete this section**

1. Decide: Will your group argue for or against the Head's decision?

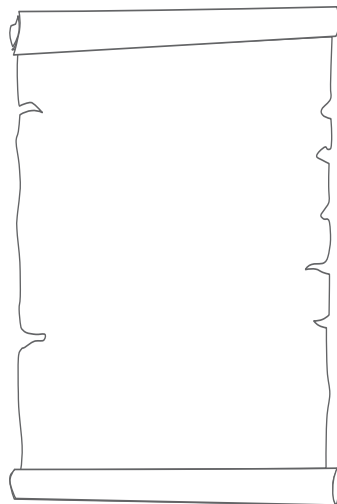
"We will argue ..... the Head's decision"

2. What will you say? Write a point you can make in your argument in each of the speech bubbles below.



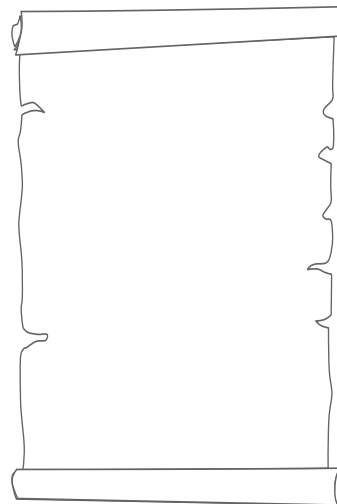
**Person 1**

Name:.....



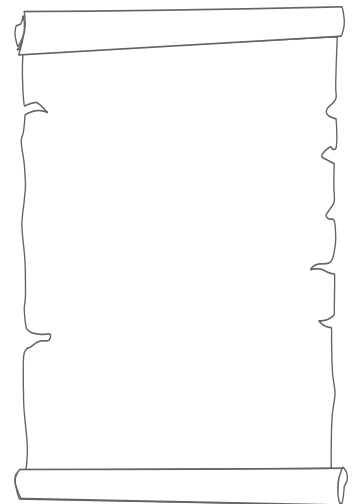
**Person 2**

Name:.....



**Person 3**

Name:.....



**Person 4**

Name:.....

3. Who will say it? Write names in the spaces.

(EXTENSION: consider in which order you should put your points – what is most effective?)

# Worksheet 13: *Speech Writing*

## Sample speech opening:

*"Hello, I'm Severn Suzuki speaking for ECO, The Environmental Children's organisation. We are a group of twelve- and thirteen-year-olds from Canada trying to make a difference: Vanessa Suttie, Morgan Geisler, Michelle Quigg and me. We raised all the money ourselves to come six thousand miles to tell you adults you must change your ways.*

*Coming here today, I have no hidden agenda. I am fighting for my future. Losing my future is not like losing an election or a few points on the stock market. I am here to speak for all generations to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet because they have nowhere left to go.*

*We cannot afford to be not heard."*

## Some examples to get you started with your speech:

*"As dedicated police officers, we think the Head is completely right. Our first concern is always the safety of the public and there is no greater danger to young people than cars. Cars kill. Look at the facts..."*

*"Local police like us have grave concerns about the Head's decision. The last thing we want is young people loitering around the streets causing problems on their way home from school..."*

*Any parent who cares about their children's future will fully support the Head's decision. We want our children to inherit a healthy planet..."*

*"This is a ridiculous decision. It is completely impractical to expect busy parents like me to be unable to drive to the school gates! Just the other day my daughter forgot her PE Kit! Imagine if I hadn't delivered it!"*

## Remember to use:

Tick if you use this in your speech

The voice of your character	
Facts from your research	
Your own success criterion: .....	
Your own success criterion: .....	

## Listen and Review

As a group perform your speeches to each other and listen to everyone's speech. Assess how well they meet their own success criteria.

- What are they doing well?
- What could they do to improve?

# Worksheet 14: Active Travel Act

1. Do any of the suggestions below solve the problems you face travelling actively to school?



2. Think of your own solutions – what else could the council do to make it easier for you to travel actively?

# Worksheet 15: *Listening Prompts*

Cut out these cards and hand a set to each group. Students need to answer the question on their prompt card in order to give feedback to the speaker.

Initial prompts:



**What does the body language of the speaker suggest?**

**What does the tone and volume of the speaker's voice suggest?**

**Where is the speaker looking? What is the effect of this?**

**What does the body language of the rest of the group suggest?**

Extension prompts:



**What persuasive techniques does the speaker use?**

**What questions could the group ask?**

**Are there any other facts or reasons the speaker could use?**

**How powerful is the ending of the presentation?**

# Worksheet 16: Peer Assessment

Group: Characters:	Excellent	Good	Needs to develop
Success Criteria (look on Worksheet 12 to remind yourselves).			
1.			
2.			
3.			
4.			
What was the group's greatest strength?			
What could the group most improve?			

# Worksheet 17: *Teacher Assessment*

Teacher Assessment for group  
(character names):

Success criteria  
(chosen by group  
- see worksheet 12)

Teacher Assessment

1.

2.

3.

4.

Additional comments:



# Worksheet 18: Voting Slips

Cut out and hand one to each pupil.



Cars should be banned from coming within 1 mile of the school?

Yes

No

Cars should be banned from coming within 1 mile of the school?

Yes

No

Cars should be banned from coming within 1 mile of the school?

Yes

No

Cars should be banned from coming within 1 mile of the school?

Yes

No

Cars should be banned from coming within 1 mile of the school?

Yes

No

Cars should be banned from coming within 1 mile of the school?

Yes

No

Cars should be banned from coming within 1 mile of the school?

Yes

No

Cars should be banned from coming within 1 mile of the school?

Yes

No

# Worksheet 19: *Self-assessment*

As a group, we set the project success criteria of (refer back to Worksheet 12):

1.

2.

3.

4.

Add your photograph here or write down the names of your group members:

Self-assessment: identify what went well and areas for improvement using the following:

Group success criteria

Peer assessment

Teacher assessment

My overall assessment

Please complete for your teacher to return with the 'Before' questionnaire and give your school the chance to win a stunt demo from a BMX champion.  
Return to: Sustrans Cymru, 123, Bute Street, Cardiff CF10 5AE

**1. What school do you go to?**

**2. What year group are you in?**

**3. What gender are you?**

Female

Male

**4. How do you usually travel to school?**

(Please select one option)

Cycle

Walk

Scoot / skate

Park & stride / park & cycle

Bus / Train

Car

**5. How do you travel when not travelling to / from school?**

(e.g. to friends' houses, sport practise)

Cycle

Walk

Scoot / skate

Park & stride / park & cycle

Bus / Train

Car

**6. How far do you agree with the following statements about your oracy skills?**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>a.</b> I am confident to present ideas to the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>b.</b> I can identify information and ideas through listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>c.</b> I can discuss opposing viewpoints and negotiate ways forward in group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>d.</b> I can defend a point of view with information and reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e.</b> I can respond to others' views positively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 7. How far do you agree with the following statements about travel?

	Strongly agree	Agree	Disagree	Strongly disagree
<b>i.</b> I enjoy cycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ii.</b> I enjoy walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>iii.</b> I prefer to travel by car	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>iv.</b> I prefer to travel in an active way because of the health and fitness benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>v.</b> I like walking and cycling because I only have to rely on myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>vi.</b> I don't think about how I travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>vii.</b> I would change the way I travel to be more active	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>viii.</b> I would change the way I travel for environmental reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ix.</b> I don't want to change the way I travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>x.</b> I consider the effects of my decisions about travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any other comments about your thoughts and ideas about how you travel:

Please add any other comments about your experiences doing this project:

# Worksheet 21: *Pledge Card*

## What's your next step?

### What can you do to travel more actively?

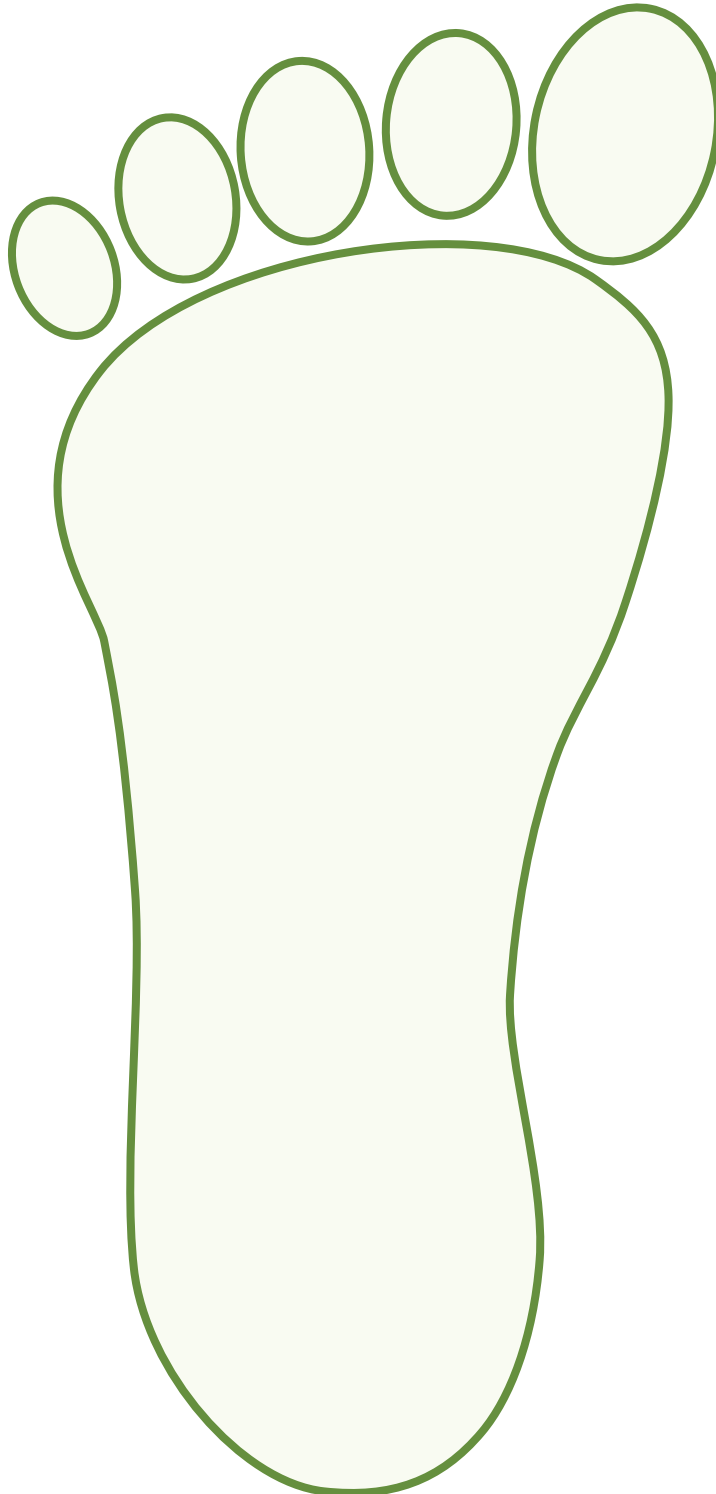
The best pledges are realistic and definite:

e.g. 'I will walk to school twice a week';

'I will cycle to my football club on Tuesdays';

'I will cycle to meet friends at the weekend'.

## Write your pledge on the footprint below



# Worksheet 22: Teacher Evaluation Form

Please complete and return to Sustrans Cymru, 123, Bute Street, CF10 5AE with your student surveys to receive a certificate for each student and to enter your school in a prize draw with the chance to win a BMX stunt show.

Your name:..... Your school:.....

How did you find out about this resource?.....

## 1. How did you use the resource?

Please circle: a) used elements b) used single lessons c) taught as scheme

Additional information about use: .....

## 2. What did you find the most useful about the resource?

## 3. How strongly do you agree or disagree with the following statements about this resource?

	Strongly agree	Agree	Disagree	Strongly disagree
a. It engaged students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It met LNF outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. It was relevant to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I would recommend it to a colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4. How strongly do you agree or disagree with the following effects of this resource?

	Strongly agree	Agree	Disagree	Strongly disagree
a. My students have changed their attitudes to travel after using this resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It has made me more likely to encourage and support my students to travel actively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I have changed my own attitudes to travel after using the resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5. Please add any other comments:

**Sustrans are looking for teachers that may wish to take part as case studies of exemplary implementation of the LNF. Do you wish to be contacted as an exemplar LNF practitioner: Yes / No**

### Data Protection

Thank you for completing this survey. The information collected through the survey will be used to evaluate and develop our educational work and help us to see its impact. The information will be made anonymous prior to being shared with any third party outside of Sustrans. We may include some of your anonymous quotes and comments in reports, which may be shared. In addition, the results of any analysis may be used to influence and support further local and national funding bids and used in press releases and other reports issued by Sustrans. By returning this survey you agree for Sustrans to use the information as above and to share the anonymous results.

# Continue Your Sustrans Journey

Inspired to take your next steps with Sustrans? There are lots of ways you and your students can get involved. See below for opportunities that include curricular-linked resources for the classroom and exciting, practical activities to encourage active travel. Find out more at [www.sustrans.org.uk/wales/education](http://www.sustrans.org.uk/wales/education)

## Practical support

We have a range of materials supporting teachers, students and parents to increase active travel to school. Our free materials include guides and information sheets. Our Sustrans schools officers also work directly in schools and colleges to create an active travel culture and give young people the skills and confidence to take their own journeys.

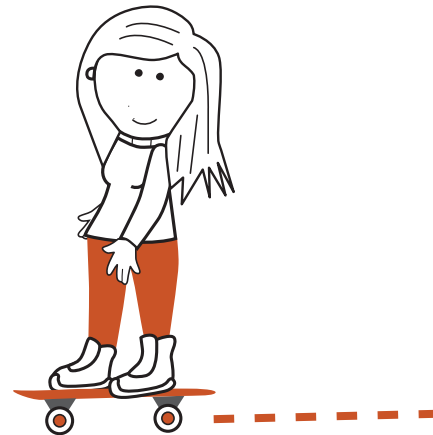


## The Big Pedal

The Big Pedal is the UK's largest cycling and scooting challenge. Each spring schools compete to see who can get the most pupils, families and staff members to arrive on two wheels. Schools compete to win fantastic prizes from cycle stunt shows to bike storage. Go to [bigpedal.org.uk](http://bigpedal.org.uk)

## Curricular resources

Sustrans produces a range of curricular resources to discuss and promote active travel and sustainable journeys. Educational resources are designed for curricula across the nations and regions of the UK and meet statutory requirements in a range of subjects at primary and secondary level.



# Acknowledgements

Sustrans is grateful to all teachers, schools and young people involved in the development of this resource. Particular thanks go to Amiee Jones and Angela Jones for the development of the Scheme of Work. Many thanks also to Paul Booth, Lianne Francis, Julia Horton, Caroline Mathews, Meleri Owen, Kirsty Rimmer and Suzanne Warren for their suggestions and insight.

## Contact:

Sustrans Cymru,  
123, Bute Street,  
Cardiff CF10 5AE

Tel: 0117 926 8893

E mail: [schoolswales@sustrans.org.uk](mailto:schoolswales@sustrans.org.uk)

	Rhan ar Ffordd On road section		Trefi á Gorsafoddd Rheilffordd Towns with railway stations
	Rhan heb Draffig Traffic-free sections		Rhifau Llwybrau Cenedlaethol National Cycle Network route number
	Llwybrau Rhanbarthol Dethol Selected regional routes		Rhifau Llwybrau Rhanbarthol Regional route number
	Ffin Border		

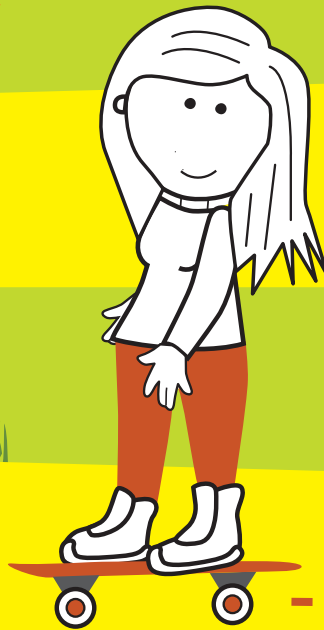
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- 8 42** Lôn Las Cymru
- 81** Lôn Las Cambria
- 82** Lôn Teifi
- 4 47** Lôn Geltaidd  
Celtic Trail
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