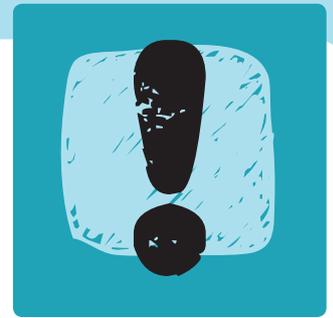




Staying Safe



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Hi-vis treasure hunt



10 minutes



None



Solo or pairs activity

Aim

Pupils explore what they can do to make themselves more visible when they are on their journey to school.

Instructions

Pupils rummage through the classroom, their bags and their clothes to scavenge anything they can find that is reflective, fluorescent, illuminated or simply bright and shiny.

It might be a set of bike lights, but could equally be a piece of tin foil from their sandwiches.

Extension

Pupils discuss what's easiest to see. Turn the lights off. Is it still the same result? What happens if you shine a mobile phone light on materials, get closer or further away, or see it out of the corner of your eye? Is a flashing or steady light more noticeable?

Hazard map



20 minutes



Paper, pen



Solo activity

Aim

Pupils identify the potential hazards they experience on their journey to school.

Instructions

Pupils draw their journey to school, not in streets or distance, but with what they perceive to be possible problems, or unpleasant situations. They could write a list of words or situations or draw different features – maybe busy roads, litter, bad crossings, dirty buses, other schools, poor lighting or even dog mess (we find that comes up a lot). It might even be the weather.

Extension

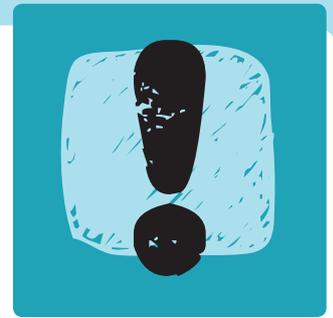
Pupils compare their list with another pupil. Is there a common class theme and what problems are identified most? Do two children on the same journey identify different issues? Would it be different if doing this exercise in a different season? You could get local maps another time and actually plot routes and identify better alternatives – using advice from other children.

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Staying Safe



30 minutes



None



Group activity

The great safety debate

Aim

Pupils discuss solutions to common safety concerns.

Instructions

Split pupils into groups to discuss safety on the school journey, either their own or in general. Use prompts like:

- should all children have to wear helmets?
- are cycling and scooting safe?
- should helmets be a legal requirement?
- do helmets actually make us safer?
- what helps us stay safe on the journey to school?
- what things make the school journey unsafe?

Pupils can sort their findings into an order of importance, or discuss solutions to issues they raise, and present these to the rest of the class. Set time limits for each part of the task.



Extension

Expand into a full debate. Either choose a subject to debate, or have the class vote on the issues they discussed. Pick two teams of three and a chairperson, the rest of the class listen and vote. You can allow a certain number of questions as time permits.



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Being Healthy



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Finger on the pulse



10 minutes



Pens, paper, watches



Pairs activity

Aim

Pupils learn about the effect of activity on the heart.

Instructions

Help pupils find their pulse on their left wrist, just beneath the thumb. Make them sit quietly for two minutes to ensure their pulse is at rest. One pupil counts their pulse while the other times 15 seconds on a watch. Multiply by four to get beats per minute. Record and swap roles.

Next, repeat the measurements immediately after one minute of an activity that makes pupils slightly out of breath (eg running on the spot or moving arms vigorously) and record, before resting completely for two minutes and recording a third pulse rate.

Compare measurements. How do they differ? Do pupils know that the heart is a muscle that pumps blood and oxygen round the body? Explain that a slower resting heart rate suggests a stronger heart, as it can pump more blood with one contraction. Why does activity raise the heart rate?

Extension

Discuss the findings. Why is it better for the heart rate to get close to normal quickly after exercise? What happens to the heart if we do more activity and what changes to the results would we expect after several weeks of increased activity? Chart the pupils' heart rates. Who had the highest or lowest after exercise, whose was the lowest to start with and whose recovered the fastest?

Get creative



20 minutes



Pens, paper



Solo or pairs activity

Aim

Pupils use creative writing to promote active journeys.

Instructions

Pupils write a slogan, message, strapline or advert saying why being active on the school journey is wise. You could set a character limit and suggest it's for a Twitter or text campaign.

Extension

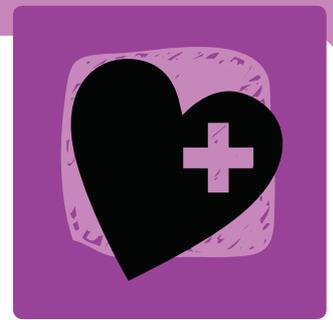
Create a poster to accompany the message. You could use cameras or mobiles to capture an appropriate image.

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Being Healthy



30 minutes



Pens, paper, whiteboard



Group activity

The great activity-off!

Aim

Pupils consider what counts as activity and work out what is most effective.

Instructions

As a class, come up with a list of things they do every day, from sleeping to eating, studying to watching TV. How do they spend their spare time and get to school?

Discuss which they consider active and which they don't, then place in order of intensity. This could be a class vote or pair activity. Pupils could be given an activity each holding it on a piece of paper, then organise themselves into a line from most active to least. Be prepared for lively debate! Go to class vote if individuals can't agree.

Extension

If you've done Finger on the Pulse, overleaf, pupils could measure their pulses during the activities selected to get another idea of how demanding they are. Alternatively, they could research how many calories are burned during the activities selected.

Discuss the effect of time. Is walking for an hour considered more active than 20 minutes of running? Is an hour of video-gaming actually more active than a 10-minute walk?



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Exploring



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I spy, with my school journey eye...



10 minutes



Pens, paper



Pairs activity

Aim

Pupils start to see the school journey as an opportunity to discover new things.

Instructions

Pupils make an I Spy list of things for a partner to look out for on their next journey to school. The partner has to see how many they can spot.



Human map



20 minutes



None



Group activity

Aim

Pupils learn about mapping and where they live compared to classmates, how far they travel and discover who they could travel with.

Instructions

Pick a spot in the class that represents the school. Either depict north, east, south and west, or use local landmarks, eg well-known roads, shops, parks or leisure spots, to give an idea of direction.

Using a scale of one stride to half a mile/five-minute walk (or a bigger scale if you have access to the school hall or an outdoor space), pupils start mapping out where they live relative to the school.

Do some pupils have a better idea of where they live compared to others? Do walkers and cyclists have a more accurate idea than those who are driven or go by bus? Who lives closest and furthest, and how do they travel? Does distance make a difference, or do other factors matter more, such as an idea of time, perception of danger, or parental views?

Extension

Take a photo of the final map or mark it out. Then use a real map of the area to see how accurate it is. Pupils can discuss the quickest or best ways to get to school, depending on what form of transport they use. Pupils could discuss the opportunity of travelling in with people who live nearby.

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Exploring



30 minutes



Pens, paper



Solo activity

Portable poetry

Aim

Pupils view the school journey in a creative way.

Instructions

Pupils write a poem about a school journey. It might be:

- the best journey they ever made to school
- the worst journey they ever made to school
- their dream journey to school
- the journey they made that very morning
- how they think others get to school (by boat in the Outer Hebrides of Scotland? In a sea of bikes in China? By space rocket in the future?)

Extension

Swap poems and read each other's out. Can pupils guess who wrote which poem about their journey to school that day?



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Looking after your world



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Pollution solution



10 minutes



None



Group activity

Aim

Pupils understand that noise is a form of pollution.

Instructions

Decide on a noise that represents the modes of transport. Walking might be shuffling shoes, cycling might be a soft bell noise, cars an engine or horn. Either split the class evenly into different modes or pupils use the one they usually travel to school by.

The pupils then make their noise. Start with the different groups in turn. Which is the most pleasant, which is the

loudest? Adjust the volumes to try to be more accurate. Try adding them together or changing the percentages of different modes to represent different road scenarios. Pupils can move closer or further away to replicate living closer or further away from a main road.

Extension

Discuss different types of pollution. Is noise really pollution? Is it comparable to air pollution? Is something worse if we can see it or smell it? What could be the effect of noise pollution on people or perhaps nature?

Carbon footprint



20 minutes



Paper, coloured pencils, crayons



Solo activity

Aim Pupils think about who creates carbon emissions and how we can change this.

Instructions

Discuss what generates carbon dioxide and how it affects our climate. List emission-generating activities eg transport, agriculture, manufacturing and industry. Is it something we can affect, or is it due to other people?

Pupils then draw around their foot on a piece of paper. If you decide pupils should leave their shoes on, add toes to the drawing. Colour in each toe depending on how they get to school on each weekday (one toe = one day). Red for car, orange for public transport or car-sharing, green for walking, cycling or scooting. If they travel by car part of the way and then walk, that can be orange.

Extension

Inside the foot they can write things within their control that could help lower their carbon emissions. Outside the foot they can write things they don't feel they can control or influence, or which are other people's responsibility.

Repeat the exercise in a few weeks. Have any of the children turned red to amber or green, or amber to green?

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Looking after your world



30 minutes



Paper, coloured pencils, crayons



Solo activity

The big picture

Aim

Pupils think about how they can improve their local environment.

Instructions

Pupils draw something that they think would improve the area around the school. It could be shops, people, friends, houses, animals, parks, leisure places, trees, bikes, scooters, bike lanes, safe crossings – but it may even be cars and planes. The idea is to discover what the pupils see as positive. Post the pictures on the wall to create a virtual neighbourhood.

Extension

Discuss as a class what makes a good neighbourhood. Is it the same for all people? You could do this exercise by creating a list from class discussion and then allocating the things pupils want according to how popular they are, eg four pupils might draw trees, one



draws the sun, one draws birds, three draw parks, two draw bike lanes etc. This reflects the class as a group rather than a collection of individual visions.



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Future journeys...



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Going for a ride



10 minutes



Paper, pens



Solo activity

Aim

Pupils develop knowledge of how to prepare for a bike ride or walk.

Instructions

Pupils plan a walk or bike trip. They can decide where they are going and why. Next, make a list of everything they will need to take. Don't forget clothing, equipment, tools, food, money, maps...

Extension

Pupils compare their list with another pupil's. What are the similarities and what are the differences? Do they agree with the other pupil's list? Would it be different if doing this exercise in a different season?

The journey onwards



20 minutes



Paper, pens



Pairs activity

Aim

Pupils think about their school journey and discuss what could improve it.

Instructions

In pairs, pupils describe their current school journey to each other (and previous school journeys if different). This could be from getting ready to leave home to the actual journey. Whatever they see, hear and do on the way, and how they feel about it. Then they plan how they could change this journey to make it better. It might be the route, the method of travel, going with friends, or being more independent. Then pupils make a pledge or resolution to do this by a certain time in the future.

Extension

If in primary school, pupils could consider how they will travel when in secondary school. If at secondary school, they could think about how that might change if they move onto college or university, or when they start work.



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Future journeys...



30 minutes



Paper, pens



Solo or group activity

Letter to 'future me'

Aim

Pupils consider how they will travel in the future and what the consequences of their travel choices are.

Instructions

Pupils write a letter to their future self about their travel habits – persuading them to use more active and sustainable journeys if possible, and why it is important for both themselves and the local and global environment.

Encourage them to think broadly and imaginatively. They might want to consider how people may travel in the future, fossil fuels and renewable energy, a growing population, climate change, technology changes, changes in jobs and so on.

Extension

Pupils could write a newspaper article or front page from 2050, covering some of the issues mentioned. They might be very positive...or could paint a less rosy future because of the actions of humans now.



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