**Share**

**Pair**

**Think**

31

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

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.

**Keeping Fit**

**& Healthy**

**Clean Air**

**Safer Roads**

**Outdoor activities**

**with friends**

**Saving Time**

**Saving Money**

**The future**

**environment**

**Staying in bed late**

**Body Image**

32

**Worksheet 2: *Diamond 9***

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

33

Your team are:

**SCHOOL NURSES**

Your team are:

**PARENTS of Year 8 Pupils**

Your team are:

**LOCAL POLICE**

Your team are:

**PE TEACHERS**

Your team are:

**YEAR 8 PUPILS**

Your team are:

**LOCAL RESIDENTS**

**Worksheet 3: *Character Cards***

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!

Lesson 2: Cost of the School Run

For / Against

Reasons:

For / Against

Reasons:

•

•

e.g. air pollution causes 29 000

early deaths in UK each year

•

•

•

•

•

•

What would say?

Lesson 3: Bicycles in Amsterdam

Lesson 4: Roads and Rights

For / Against

Reasons:

•

For / Against

Reasons:

•

•

•

•

•

•

•

34

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

**All students receive a certificate from Sustrans when we receive your survey.**

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?**

**5.**

**How do you usually travel to other places?**

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

Cycle

**2.**

**What year group are you in?**

Walk

Scoot / skate

**3.**

**What gender are you?**

Female

Park & stride / park & cycle

Male

Bus / Train

**4.**

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

Car

(Please select one option)

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?**

**Strongly**

**agree**

**Agree**

**Disagree**

**Strongly**

**disagree**

**a.**

**b.**

I am confident to present ideas to the class

I can identify information

and ideas through listening

I can discuss opposing viewpoints and negotiate ways forward in group work

I can defend a point of view with information and reasons

**c.**

**d.**

**e.**

I can respond to others’ views positively

35

**Before Worksheet 5: *Before’ Questionnaire***

**7.**

**How far do you agree with the following statements about travel?**

**Strongly**

**agree**

**Agree**

**Disagree**

**Strongly**

**disagree**

**i.**

I enjoy cycling

**ii.**

I enjoy walking

**iii.**

**iv.**

I prefer to travel by car

I prefer to travel in an active way because

of the health and fitness benefits

I like walking and cycling because I only have to rely on myself

**v.**

**vi.**

**vii.**

I don’t think about how I travel

I would change the way I travel

to be more active

**viii.** I would change the way I travel for environmental reasons

**ix.** I don’t want to change the way I travel

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

36

**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?**

37

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

**Source A**

**School run costs parents £2 billion**

(Abridged from 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)

3 March 2014

Every time a child is driven to primary school and back their car releases 84 balloons’ worth of CO2 into the

atmosphere. Journeys to school made by car are responsible for releasing over 363,075 tonnes of CO2 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 CO2 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 and 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 CO2 –

or 52,800,000 balloons – from being released into the atmosphere had all these journeys been made by car.

38

**Worksheet 7: *Source Texts***

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.**

39

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 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.**

40

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 9: *Double Idea B***

Aim: To find out about travel culture in Amsterdam.

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

41

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 10: *Anticipation Guide***

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.

42

**8.OS2**

I can present topics and ideas coherently, using techniques effectively, e.g. a clear structure, an anecdote to illustrate, a plausible conclusion.

**8.OS4**

I can respond to others’ views positively and appropriately when challenged.

**8.OS5**

I can defend a point of view with information and reasons, e.g. in role or debate.

**8.OL1**

I can respond positively and thoughtfully to new ideas and different points of view.

**8.OL3**

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.

**8.OC1**

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.

**8.OC2**

I can discuss opposing viewpoints and negotiate ways forward.

**Worksheet 11: *Learner Framework***

**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?)

43

**Worksheet 12: *Planning Your Speech***

**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

**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?

44

The voice of your character

Facts from your research

Your own success criterion:

.............................................................................................

Your own success criterion:

.............................................................................................

**Worksheet 13: *Speech Writing***

**1.**

**Do any of the suggestions below solve the problems you face**

**travelling actively to school?**

Maximum speed limit of 20 miles

per hour around the school.

**20**

A pedestrian / cycle bridge over busy roads.

Lollipop person outside the school.

An underpass under busy roads.

Speed bumps or other

traffic-calming measures.

Pelican crossing.

Footpaths across

fields / open ground.

Cycle-path.

CCTV

Improved street lighting.

Increased police.

More direct routes

for walkers and cyclists.

Wider roads.

**2.**

**Think of your own solutions** –

what else could the council do to make it easier for you to travel actively?

45

**Worksheet 14: *Active Travel Act***

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?**

46

**Worksheet 15: *Listening Prompts***

47

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 16: *Peer Assessment***

48

Teacher Assessment for group

(character names):

Success criteria

(chosen by group

- see worksheet 12)

Teacher Assessment

1.

2.

3.

4.

Additional comments:

**Worksheet 17: *Teacher Assessment***

Cut out and hand one to each pupil.

Cars should be banned from coming

within 1 mile of the school?

Cars should be banned from coming

within 1 mile of the school?

Yes

Yes

No

No

Cars should be banned from coming

within 1 mile of the school?

Cars should be banned from coming

within 1 mile of the school?

Yes

Yes

No

No

Cars should be banned from coming

within 1 mile of the school?

Cars should be banned from coming

within 1 mile of the school?

Yes

Yes

No

No

Cars should be banned from coming

within 1 mile of the school?

Cars should be banned from coming

within 1 mile of the school?

Yes

Yes

No

No

49

**Worksheet 18: *Voting Slips***

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

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

50

Group success criteria

Peer assessment

Teacher assessment

My overall assessment

1.

2.

3.

4.

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

**Worksheet 19: *Self-assessment***

**All students receive a certificate from Sustrans when we receive your survey.**

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?**

**5.**

**How do you travel when not travelling**

**to / from school?**

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

**2.**

**What year group are you in?**

Cycle

Walk

**3.**

**What gender are you?**

Scoot / skate

Female

Park & stride / park & cycle

Male

Bus / Train

**4.**

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

(Please select one option)

Car

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?**

**Strongly**

**agree**

**Agree**

**Disagree**

**Strongly**

**disagree**

**a.**

**b.**

I am confident to present ideas to the class

I can identify information

and ideas through listening

I can discuss opposing viewpoints and negotiate ways forward in group work

I can defend a point of view with information and reasons

**c.**

**d.**

**e.**

I can respond to others’ views positively

51

**After Worksheet 20: *After Questionnaire***

**7.**

**How far do you agree with the following statements about travel?**

**Strongly**

**agree**

**Agree**

**Disagree**

**Strongly**

**disagree**

**i.**

I enjoy cycling

**ii.**

I enjoy walking

**iii.**

**iv.**

I prefer to travel by car

I prefer to travel in an active way because

of the health and fitness benefits

I like walking and cycling because I only have to rely on myself

**v.**

**vi.**

**vii.**

I don’t think about how I travel

I would change the way I travel

to be more active

**viii.** I would change the way I travel for environmental reasons

**ix.** I don’t want to change the way I travel

**x.** I consider the effects of my decisions about travel

**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:**

52

**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**

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**Worksheet 21: *Pledge Card***

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

**b.**

It met LNF outcomes

**c.**

It was relevant to students

**d.**

I would recommend it to a colleague

**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

It has made me more likely to encourage and support my students to travel actively

I have changed my own attitudes to travel after using the resource

**Please add any other comments:**

**b.**

**c.**

**5.**

**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.

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**Worksheet 22: *Teacher Evaluation Form***