



Teachers' Notes

Curricular links to Health Education 5-14 National Guidelines and RSE Guidelines

Attainment outcome: Taking responsibility for health

LEVEL C

STRAND	ATTAINMENT TARGET	RSE GUIDELINES
Social health This strand explores the interaction of the individual, the community and the environment in relation to health and safety.	Identify a range of ways of travelling safely.	<ul style="list-style-type: none"> • Walking (animal). • Cycling (Cycling Training). • Bus. • Car/taxi. • Motorbikes. • Microscooters. • Skateboards.

Teaching Background Information

- ➔ At Level B, pupils will have looked at travelling by foot, car and bus in relation to health and safety. It is important to draw and build on their previous knowledge.
- ➔ In Scotland:
 - ➔ 23%¹ of 4 to 11 year olds go to school by car, 60% walk and only 1% cycle.
 - ➔ 12% of 12 to 18 year olds go to school or college by car. 48% walk and only 1% cycle.
 - ➔ 45% of people travelling by car to work admit that they could use public transport instead.
- ➔ Road transport causes noise and vibration, makes air quality poor, gives off carbon dioxide which contributes to climate change and gives off gases which can make soil and water acidic.
- ➔ Carbon dioxide is also believed to set off asthma in some people.
- ➔ Some towns and cities have introduced congestion charges for traffic e.g. London, Durham.
- ➔ Active Primary School Co-ordinators and School Travel Co-ordinators are employed in Local Authorities with the aim of encouraging more pupils to walk or cycle safely to school.



¹Household Transport (Scottish Household Survey, 1999)



Teachers' Notes

Method of Transport	Advantages	Disadvantages
Car	<ul style="list-style-type: none"> ➔ Quicker than walking ➔ Comfortable ➔ Dry 	<ul style="list-style-type: none"> ➔ Cost ➔ Caught in traffic jam ➔ Lack of exercise ➔ Pollution
Bus	<ul style="list-style-type: none"> ➔ Quicker than walking ➔ Dry ➔ Less pollution than a car 	<ul style="list-style-type: none"> ➔ Cost ➔ Tied to a timetable ➔ Infrequency ➔ Lack of exercise ➔ Pollution
Walking	<ul style="list-style-type: none"> ➔ Healthy ➔ Environmentally friendly ➔ Free 	<ul style="list-style-type: none"> ➔ Weather conditions ➔ At risk from traffic ➔ Takes longer ➔ Darkness in winter
Cycling	<ul style="list-style-type: none"> ➔ Healthy ➔ Environmentally friendly ➔ Quicker than walking ➔ Can become a confident road user ➔ Cheap ➔ Freedom and independence 	<ul style="list-style-type: none"> ➔ Weather conditions ➔ Darkness in winter ➔ Risky when cycling in traffic
Rollerskates, Rollerblades, Skateboards and Scooters	<ul style="list-style-type: none"> ➔ Healthy ➔ Environmentally friendly ➔ Quicker than walking ➔ Cheap 	<ul style="list-style-type: none"> ➔ Weather conditions ➔ Darkness in winter ➔ More at risk from traffic than walking

Useful Websites

www.saferoutestoschools.org.uk

www.youngtransnet.org.uk

www.walktoschool.org.uk

www.bhit.org/index2.html

www.childcarseats.org.uk/links

www.scotland.gov.uk/stats/land.htm



For www.scotland.gov.uk/stats/land.htm click on Transport, Travel and Tourism. Recent publications are listed. Relevant publications include Scottish Transport Statistics, Road Accidents Scotland and Household Transport.

Suggested Lesson Plan



Aims

- ➔ To identify a range of ways of travelling safely.

Learning Outcome

- ➔ Be aware of the health and safety aspects in relation to travelling safely e.g. by foot, bicycle, bus, car, microscooter.
- ➔ Prepare a group oral presentation on one of these modes of transport.

Resources

- ➔ Sheet C9a – Ways of Travelling Safely.
- ➔ Worksheets C9b, c, d, e, f, g, h – Ways of Travelling Safely.
- ➔ Photo of girl on bike.
- ➔ Photo of boy on skateboard.
- ➔ *Arrive Alive: A Highway Code for Young Road Users (DfT).*

Suggested Timing

- ➔ 60 minutes.

Suggested Development of Lesson

- ➔ Decide which groups should work on a particular mode of travel. Travelling by microscooter and skateboards are perhaps the least familiar to pupils. However, pupil interests might determine your choice e.g. someone may be a keen skateboarder. You may also decide it inappropriate to cover each mode of travel.
- ➔ Split class into groups of 4 or 5 children.
- ➔ Distribute a copy of Sheet C9a to all groups and copies of Worksheet C9b, c, d, e, f, g and h to different groups.
- ➔ Allow each group a few minutes to read the questions associated with their task i.e. prepare an oral presentation on a given way of travelling safely, in relation to health and safety.





Suggested Lesson Plan

- ➔ Gather all the groups together and go over the questions ensuring each group understands them and is aware of the nature of the presentation. **N.B. Since each group's questions vary, the teacher need not focus on one particular mode of transport but instead look at the questions in relation to a variety of transport modes.**
- ➔ Brainstorm one or two of the questions together to get the children thinking and to recap on their previous knowledge of this subject (see Teaching Background Information).
- ➔ Set the children off to task in their groups. It may be necessary to oversee and offer help to some of the groups.
- ➔ When the children have had the appropriate amount of time (approximately 25 minutes) and are ready, assemble all groups together to give their short presentation.
- ➔ Provide feedback to each group and also invite feedback and questions from the other pupils.
- ➔ The pupils could assess one another's presentations for content and delivery.

Assessment

- ➔ Have pupils covered different aspects of their mode of travel in their oral presentation?

Curricular Links

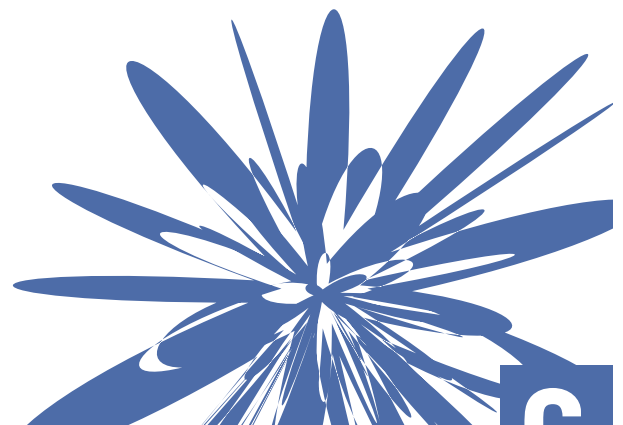
- ➔ English Language – Talking: Talking in groups.
- ➔ English Language – Talking: Audience awareness.
- ➔ English Language – Listening: Listening in groups.

Suggested Lesson Plan



Follow-up/Homework Activities

- ➔ Pupils could do a multi-media presentation (e.g. using PowerPoint) to the class on their mode of transport.
- ➔ Pupils go to the Streetwise Guys website on www.streetwiseguys.co.uk
Play the game 'On your bike'.
- ➔ Each pupil could design an information sheet on the transport mode that they prepared for their oral presentation (bearing in mind it will be used as an aid by their peers to compile a leaflet – see next activity).
- ➔ These information sheets should be photocopied as necessary and distributed to each pupil as an aid to designing a leaflet in relation to health and safety for a particular mode of transport.
- ➔ Make a class display from their completed leaflets.
- ➔ Pupils could produce their own or a class Highway Code.



Group Name:

Date:

TASK

In your group you are going to prepare a one minute talk on travelling safely.

AIM: To prepare and give a talk on travelling safely.



- ➔ On your group's sheet are a list of questions to think about to help you get started with planning your talk.
- ➔ You might have some of your own ideas that you would like to include too!
- ➔ Try to think about health and safety when you are preparing your talk.

In your group you will have to agree on a speaker or speakers. The speaker or speakers will need time to practise the talk. Others in the group should act as the audience and give the speakers tips.

Points for the speaker(s) and audience to think about before giving the talk to the whole class.

- ➔ Have the speakers included all the main points i.e. the points you all discussed together?
- ➔ Can you give them advice or suggestions to improve the delivery of the talk i.e. can they be heard clearly?
- ➔ Was the timing of the talk about 1 minute?



REMEMBER
There are safety issues to think about whichever way you are travelling.



Group Name:

Date:

TASK

AIM: You are going to give a talk on travelling safely.

CYCLING

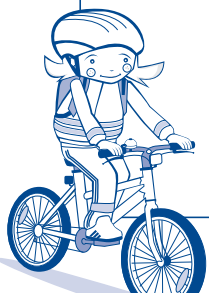
What are the advantages (good points) of choosing to cycle?
(Think about your safety, your health, the environment, time, cost.)

What are the disadvantages (bad points) of choosing to cycle? (Think about your safety, your health, the environment, time, cost.)

What do cyclists need to think about and wear to help keep them safe (e.g. fluorescent and reflective clothing)?

What rules or laws for cycling do you know about (e.g. Arrive Alive)?

Are there any other points you still need to mention about cycling in your talk? If so, what?



Group Name:

Date:

TASK

AIM: you are going to give a talk on travelling safely.

BUS

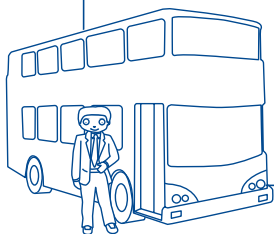
What are the advantages (good points) of choosing to travel by bus?
(Think about your safety, your health, the environment, time, cost.)

What are the disadvantages (bad points) of choosing to travel by bus? (Think about your safety, your health, the environment, time, cost.)

What do bus passengers need to think about and wear to help keep them safe (e.g. seat belts, getting on and off a bus)?

What rules or laws for bus passengers do you know about (e.g. seat belts)?

Are there any other points you still need to mention about travelling safely by bus in your talk?
If so, what?



Group Name:

Date:

TASK

AIM: You are going to give a talk on travelling safely.

CAR

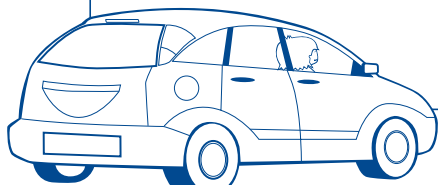
What are the advantages (good points) of choosing to travel by car?
(Think about your safety, your health, the environment, time, cost.)

What are the disadvantages (bad points) of choosing to travel by car? (Think about your safety, your health, the environment, time, cost.)

What do car passengers need to think about and wear to help keep them safe (e.g. seat belts)?

What rules or laws for car drivers and passengers do you know about (e.g. legal age to drive)?

Are there any other points you still need to mention about travelling safely by car in your talk?
If so, what?



Group Name:

Date:

TASK

MOTORBIKE

AIM: You are going to prepare a talk on travelling safely.

What are the advantages (good points) of choosing to travel by motorbike?
(Think about your safety, your health, the environment, time, cost.)

What are the disadvantages (bad points) of choosing to travel by motorbike? (Think about your safety, your health, the environment, time, cost.)

What do motorcyclists need to think about and wear to help keep them safe (e.g. special clothing)?

What rules or laws for motorcyclists do you know about (e.g. helmets)?

Are there any other points you still need to mention about travelling safely by motorbike in your talk? If so, what?



Group Name:

Date:

TASK

AIM: you are going to prepare a talk on travelling safely.

MICROSCOOTER

What are the advantages (good points) of choosing to travel by microscooter?
(Think about your safety, your health, the environment, time, cost.)

What are the disadvantages (bad points) of choosing to travel by microscooter? (Think about your safety, your health, the environment, time, cost.)

What do microscooter owners need to think about and wear to help keep them safe (e.g. special clothing)?

What rules or laws for microscooter owners do you know about (e.g. use of the pavement and roads)?

Are there any other points you still need to mention about travelling safely by microscooter in your talk? If so, what?



Group Name:

Date:

TASK

AIM: You are going to prepare a talk on travelling safely.

SKATEBOARD

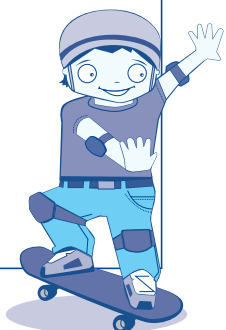
What are the advantages (good points) of choosing to travel by skateboard?
(Think about your safety, your health, the environment, time, cost.)

What are the disadvantages (bad points) of choosing to travel by skateboard? (Think about your safety, your health, the environment, time, cost.)

What do skateboarders need to think about and wear to help keep them safe (e.g. special clothing)?

What rules or laws for skateboarders do you know about (e.g. use of the pavement/roads)?

Are there any other points you still need to mention about travelling safely by skateboard in your talk? If so, what?



Group Name:

Date:

TASK

AIM: You are going to prepare a talk on travelling safely.

WALKING

What are the advantages (good points) of choosing to walk?
(Think about your safety, your health, the environment, time, cost.)

What are the disadvantages (bad points) of choosing to walk? (Think about your safety, your health, the environment, time, cost.)

What do walkers need to think about and wear to help keep them safe (e.g. don't use mobile phones when crossing a road)?

What rules or laws for walkers do you know about (e.g. Arrive Alive)?

What do dog owners have to think about when walking their dog (e.g. to keep themselves, other road users and their pet safe)?

Are there any other points you still need to mention about walking in your talk? If so, what?

