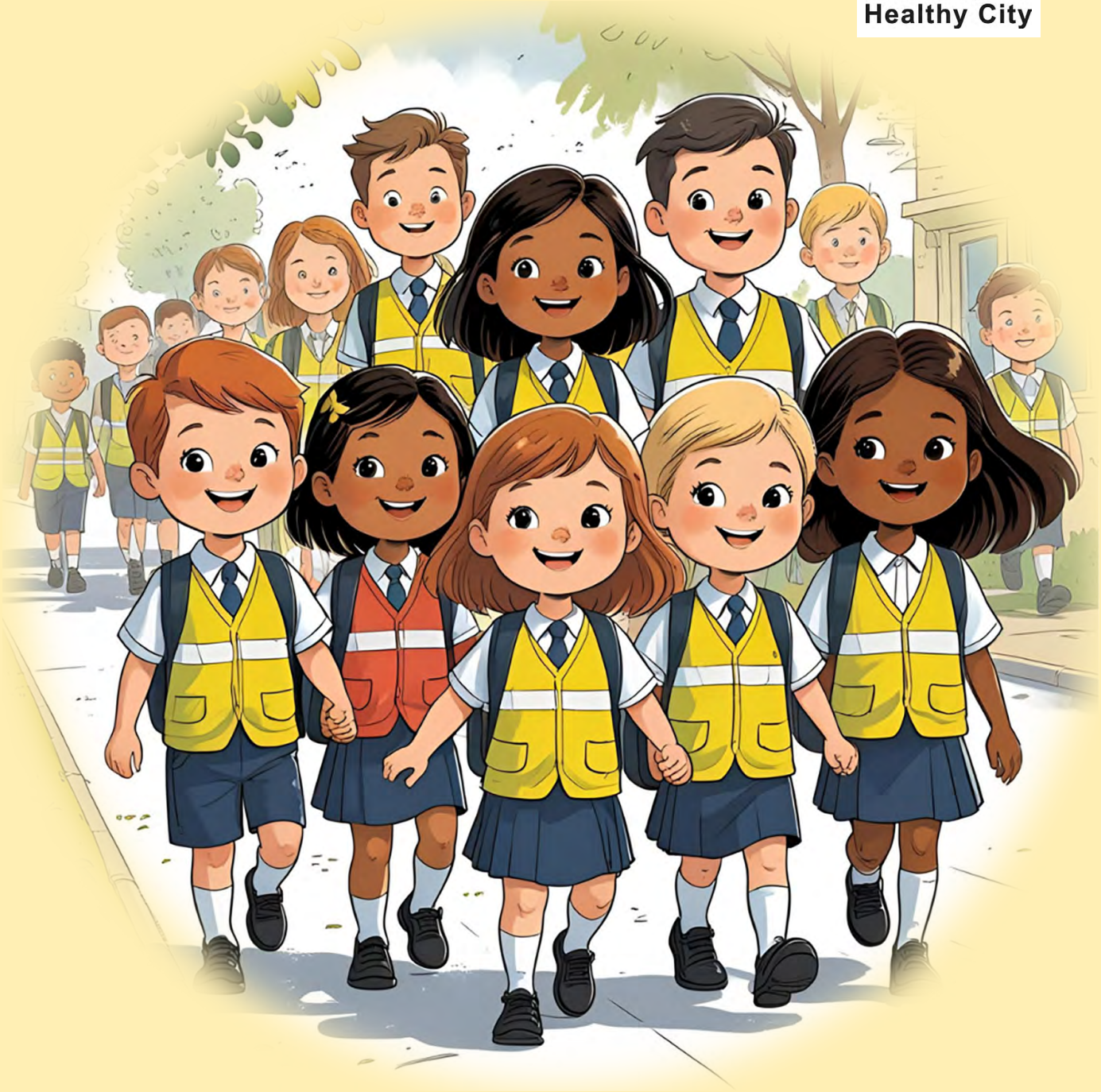
Key Stage 2

Belfast
A World Health Organization
Healthy City



Healthy Transport

Teaching Guide

Belfast Healthy Cities is a partnership organisation providing a platform for intersectoral collaboration to improve health and wellbeing for the Belfast population. Our mission is to make Belfast a leading example of innovative practices that improve health and well-being for all its residents - the people that live, work and visit here. We value collaboration, equity, sustainability, and innovation in all our efforts to create a healthier city that we can all enjoy. The role of Belfast Healthy Cities in Northern Ireland is to support local policy makers, elected representatives and practitioners through collating and sharing evidence on healthy places, building capacity and sharing learning on existing good practice, and piloting innovative concepts and ways of working.

Belfast has been a leading city within the World Health Organization (WHO) European Healthy Cities Network since 1988. As part of the commitment to deliver the WHO European Healthy Cities Network programmes, Belfast Healthy Cities strives to work toward contributing to meeting targets within the United Nations 2030 Agenda for Sustainable Development and its 17 ambitious Sustainable Development goals (SDGs). Phase VII of the European Healthy Cities Network focuses on six core themes: People, Place, Participation, Prosperity, Peace and Planet and within each of the themes there are a number of priorities that represent areas for improving health and well-being and reducing health inequalities. Both the sustainable development goals and six P core themes encompass overarching themes that addresses areas of focus for this teaching resource, including health and wellbeing, climate change, and active travel.

Contents

Healthy Transport Teaching Resource

About this Teaching Guide

This teaching guide includes an outline of unit learning activities, background information to assist with activity delivery and details on the links to the Northern Ireland Primary School Curriculum. An additional Google Map Guide resource is included within this teaching guide, to be used to support lessons within the School Travel unit of the resource.

What is the Healthy Transport Teaching Resource?

Healthy Transport are options of travel that support health and wellbeing, by providing opportunities for physical activity and nature connectedness. These travel options support sustainable development and climate change mitigation. By reducing the number of trips taken using cars, individuals can work toward reducing air pollution and promoting healthy lifestyles. This teaching resource will allow children to think more in depth and critically about the theme of healthy transport with an emphasis placed on how students travel to school. Students will have an increased understanding of how people travel, and the impact travel choices have on health and the environment. This resource provides students with an opportunity to be active citizens within their school community and create a Walking Bus Project.

Why is Healthy Transport an important topic for children to learn?

Understanding the healthier and more sustainable ways to travel at an early age can influence children's behaviour throughout their lives. Through walking and cycling as a main mode of transport children are able to work toward reaching the 60 minutes of moderate exercise recommended by health experts and play a role in mitigating climate change through using less car journeys and lowering both greenhouse gas emissions and air pollution. The overarching goal of this resource is to educate children on the topic of healthy transport to influence lifelong positive behaviour change and habits, that priorities active travel as a main mode of transport.

Overview of Units

Key Stage 2	
Units	**Learning Activities**
1. Air Pollution	A. Option 1: Pollution Particle Tag A. Option 2: Source, Solution or Health Effect Game B. DIY Pollution Catcher Optional: A. Smog in a Jar demonstration
2. Transport	A. "Transport Past and Present Worksheet" B. Transport Debate
3. Active Travel	A. "What Happens To My Body, When I Am Active" B. Active Travel Poster Optional: A. Active Travel Letter
4. School Travel	A. Class Travel Survey B. Design a Walking Bus Route C. Promote a Walking Bus Optional: A. Walking Study of Route to School B. Daily Walking Bus Assessment
5. Road Safety	A. Road Safety Video Discussion B. Option 1: Road Safety Poem Jingle B. Option 2: Road Safety School Posters

Teacher Notes

PowerPoints are included in the resource pack to be used in combination with the background information to teach each of the 5 Units.

Healthy Transport Teaching PowerPoint Resources:

- Unit 1 (Air Pollution)
- Unit 2 (Transport)
- Unit 3-5 (Active Travel, School Travel and Road Safety)

Background Information

The information in this section serves as basic information to support delivery of the learning activities and PowerPoint topics.

What is Air Pollution?

The information in this section can be used to support Unit 1 PowerPoint and teach the students about air pollution and its connection to health.

This video from Learning Bright can be used to help explain air pollution https://www.youtube.com/watch?v=Y3tgu2CxtEk

Connections between air quality and children's health

The main sources of air pollution include vehicles and transport, industrial facilities, and home heating. There are also some natural sources including wind-blown dust and wildfires.

Each year in the UK, around 40,000 deaths are attributable to exposure to outdoor air pollution. Air pollution plays a role in many of the major health challenges of our day and has been linked to cancer, asthma, stroke and heart disease, diabetes, obesity, and changes linked to dementia.[2]

The WHO[3] reports that air pollution can impact health across the life span, from a baby's first weeks in the womb all the way through to the years of older age. Gestation, infancy, and early childhood are vulnerable times because the young body is growing and developing rapidly. Research shows that the heart, brain, hormone systems and immunity can all be harmed by air pollution and is beginning to point towards effects on growth, intelligence, and twenty developments of the brain and coordination. Harm to babies and children will have an impact that lasts far into the future.

A report by the Royal College of Physicians[2] further highlights the impact of air pollution on children's health:

- Young children who live in polluted areas have more coughs and wheezes.
- Exposure to air pollution in childhood could be linked to lung cancer in adults.
- Exposure to air pollution may affect mental and physical development in children and thinking skills (cognition) in older people.
- Over the long term, breathing air pollution is linked to the development of cardiovascular disease in adults, including atherosclerosis (furring of the arteries). Once people have a heart condition, spikes in air pollution can make their symptoms worse, leading to more hospital admissions and deaths.

Children living in highly polluted areas are four times more likely to have reduced lung function in adulthood. Improving air quality for children has been shown to halt and reverse this effect.[4]

There are strategies that people can take to tackle air pollution which include using less energy, using energy more efficiently, burning less oil, gas, coal, and wood, while making more use of renewable energy sources, using hybrid, low emission, and electric vehicles.

The Respiratory System

To complete learning activities in the Air Pollution and Active Travel units it will be necessary for students to understand how the respiratory system works. The information below will provide the context needed to teach students this topic.

The cells inside our body need oxygen to stay alive and do their job. The lungs and respiratory system allow us to breath by bringing in oxygen and removing carbon dioxide. Air is pulled through the nose or mouth into the lungs, when you breath in and the diaphragm moves downward, and the rib muscles pull the ribs upward. When we exhale the diaphragm moves upward and the chest muscles relax, pushing the air out through your mouth or nose[5]

Parts of the respiratory system[5]

- Nose
- Mouth
- Throat (pharynx)
- Voice box (larynx)
- Windpipe (trachea)
    - At the bottom end of the trachea there are right and left air tubes called a bronchi which connect to the lungs
- Lungs

Additional background knowledge from BBC Bitesize can further explain the Respiratory System and connections with exercise; see https://www.bbc.co.uk/teach/class-clips-video/articles/z7t8qp3

How does air pollution impact the respiratory system?

Air pollution can enter the lungs and cause irritation and inflammation, which can be worse for people who have long-term conditions such as asthma or chronic obstructive pulmonary disease (COPD). Exposure to air pollution over a long period of time can cause asthma, COPD, increased risk for lung cancer, bronchitis, and pneumonia. Signs that air pollution is affecting your lungs could include coughing more, pain when breathing in, wheezing, more breathlessness doing outdoor activities and general difficulty breathing.

Larger air pollution PM_{10} includes dust, soot, dirt, and smoke. This air pollution can be large, dark, and seen and can reach airways. Smaller $PM_{2.5}$ particles can't be seen and are small enough to reach farther into the lungs and ultrafine particles can carry toxic chemicals into our bloodstream. Nitrogen Dioxide (NO2) can irritate and inflame fairways causing severe symptoms in those with asthma and COPD. Ozone (O3) can make it harder to breathe by reducing the amount of air your lungs can hold, which is especially dangerous for people with existing lung conditions[6]

What are the different types of air pollutants?

Particulate matter (PM) are particulates categorised based on size. The two most common are PM_{10} which is 10 microns in size and $PM_{2.5}$ which are 2.5 microns. The average human air is 50-70 microns in diameter, therefore particulate matter is a very small particle. $PM_{2.5}$ is made up of finer particles, usually those emitted from industrial processes, vehicles and forest/wildfires. PM_{10} particles are made up of $PM_{2.5}$ particles as well as other materials such as mold, dust, and pollen. PM_{10} can also be produced from diesel trains, solid fuel burning, road transport and shipping.[7]

Nitrogen Dioxide (NO_2) is a gas usually red/brown in colour with an unpleasant smell. It is formed during the combustion process as nitric oxide reacts with oxygen in the atmosphere. NO_2 comes from power generation, burning fossil fuels for domestic heating (coal, gas, petrol, oil and diesel) and road transport.[7]

Carbon Monoxide (CO) is a colourless, odorless gas which can cause nausea and disorientation. Produced by incomplete burning of fuels such as diesel, gas, petrol, wood, coal and oil. Carbon Monoxide mostly comes from vehicle petrol. Many homes have CO detectors which make sure that CO in the home stays at a safe level.[7]

Ozone (O_3) is a naturally occurring gas found in the upper layers of the atmosphere and protects the earth from the sun's harmful ultraviolet rays. At ground level it is a harmful pollutant created by a chemical reaction between emissions from vehicle exhaust and industrial facilities. Ground level Ozone can have a very negative effect on human health, it has a noticeable effect on breathing making it more difficult to breathe, triggers asthma, reduces lung function and can lead to lung disease. High levels of ozone can also be harmful to trees and plants. [7]

Smog is a form of air pollution that is created when the pollution from cars and factories mixes with hot air and sunlight. This pollution gets trapped at ground level under the hot air layer and it creates a thick layer of air pollution, which can kill plants, and make it harder to see and breath. Cities are warmer areas with lots of cars and sometimes factories which makes them more likely to experience smog.[8]

The History of Transport

BBC Bitesize videos and corresponding resources can be used to supplement your own teaching knowledge and are included as part of the Unit 2 PowerPoint to educate the children on forms of transport throughout history.

BBC Bitesize includes videos that help explain different types of transport; see https://www.bbc.co.uk/teach/class-clips-video/articles/zxjsydm

BBC Bitesize includes videos that help explain pros and cons of mode of transport; see **https://www.bbc.co.uk/bitesize/articles/zyyw8hv#ztrb3j6**

What are common types of transport?

Cars are the least sustainable but most popular and convenient option. However, cars are fueled mostly by petrol or diesel which releases carbon dioxide into the air causing air pollution and contributes to climate change. Electric cars are a good alternative to petrol and diesel cars, but they can be expensive, not always easy to charge, and the electricity used to charge electric cars mostly comes from sources that are bad for the environment.[9]

Public Transport includes buses and trains which can be more affordable and help connect people with other places, especially in urban areas. More people can ride together on a bus or train, which means there are less cars on the road when people use public transport, lowering air pollution levels. However, most buses and trains still run on fossil fuels and produce emissions, making them bad for the environment. Electric buses and trains would help make this option more environmentally friendly. Many people still choose to use a car instead of a bus or train because not all public transport is reliable or in places where people need it.[9]

Walking and Cycling are the most sustainable forms of travel and are considered to be active travel methods. Active travel modes of transport are those that travel from place to place using physical activity. They are the most environmentally friendly options and are great for keeping us healthy through exercise. Walking and cycling can be difficult for people depending on their ability levels, and local infrastructure such as footpaths and road safety measures.[9]

WHO Graphic - Benefits of walking and cycling[10]

WHO Graphic - Benefits of walking and cycling[10]

What is Sustainable Transport?

Sustainable transport are modes of travel that are green as they have less environmental impact, are more energy efficient and have low to no emissions.[10] This includes walking, cycling, some public transport and electric vehicles.

What is Active Travel?

The information explained in this section can be used to teach the children about the healthier more sustainable forms of travel. The information provided can be used in partnership with the Unit 3-5 PowerPoint as part of Unit 3.

Active travel is increasingly playing an important role in how communities can create a healthy and climate-friendly neighbourhood. This makes the most out of walking and cycling as the main form of movement for most journeys and deprioritises the use of cars. The description of liveable and connected communities outlines the key elements that create a walkable neighbourhood, such as the way we design our roads and streets and the locations of services and facilities. This has been supported by activities such as 20 miles per hour zones around school areas, or the creation of green and blue paths that enable walking and cycling to be the most pleasant or easiest routes for people. The Department of Infrastructure in Northern Ireland has introduced various measures to support active travel such as 20mph zones around schools and safe cycling infrastructure.

Walking in particular is considered a very inclusive form of active travel, with benefits seen for the whole community. A neighbourhood that is designed to allow children to walk independently and regularly will also enable other individuals, such as older people, or those with disabilities, to take part in active travel and meet with friends and neighbours. We are also seeing a growing interest from primary schools to help promote behaviour change so that active travel is seen as the alternative and preferable travel choice for children. Across Belfast, primary schools are promoting the use of walking buses. This provides pupils with the opportunity to walk at least a part of the journey to school, with the support of teachers and parents who are facilitating these walks. Teachers have highlighted the benefits of the scheme including promoting physical and mental health and wellbeing of the children that take part and helping to reduce congestion and improve safety near school entrances.

What are the connections between exercise, health and active travel?

To complete learning activities in the Active Travel unit, it will be necessary for students to understand how the circulatory system works and make connections between exercise and the body. The information below will provide the context needed to teach students this topic.

The World Health Organization recommends children and adolescents aged 5-17 years need at least an average of 60 minutes per day of moderate to vigorous physical activity[11]. Moderate activity are those activities which raise your heart rate, make you feel warmer and breathe faster. It is recommended that children include a variety of types of physical activity each week such as walking, Jumping, running, sports, dancing and physical education.[12]

Benefits of exercise:[12]

- Physical fitness
- Stronger bone health
- Builds muscle
- Boosts mood
- Improves academic performance.
- Reduces the risk of diseases such as heart disease, diabetes, and cancer.

What happens inside your body when you exercise?[13]

- Body temperature increases when your muscles heat up making you feel warm.
- The heart beats faster to pump blood to the muscles you are using, this blood carries oxygen to your muscles.
- Lungs work harder to make you breathe faster so blood can pick up more oxygen from your lungs and bring it to your muscles which are working harder so they need more oxygen.

How does the circulatory system work?

The heart sends blood throughout our bodies and carries oxygen into our cells. The blood pumps back to the heart after it delivers the oxygen and sends the blood to the lungs to pick up more oxygen. This cycle repeats over and over to keep us alive.

The heart is part of the circulatory system, which is made up of blood vessels to carry blood away from and to the heart. The veins send blood back to the heart, but the arteries carry blood away.

The heart pumps more or less blood depending on a person's needs, for example when you are exercising the heart must pump more blood (faster beats) to send more oxygen to your muscles. But when you are sleeping, and the body is resting it pumps slower because your body needs less oxygen. A heartbeat is a system of electrical signals that cause the heart muscles to contract (pumping).[14]

Additional background knowledge from BBC Bitesize can further explain the Circulatory System and connections with exercise: https://www.bbc.co.uk/teach/class-clips-video/articles/zhf76v4

What does exercise have to do with transport?

Walking and cycling are forms of transport that get individuals outside and exercising. Walking and cycling to places such as school can assist with incorporating physical activity into one's everyday routine.

What are the benefits of using active travel (walking and cycling) to school?

- Children are recommended to complete 60 minutes of physical activity a week, walking to school helps reach daily exercise targets.
- Allows children to spend time socialising with parents and other children which is positive for child development and confidence.
- Children arrive more alert, focused and ready to learn.
- Helps build good healthy habits at a young age.
- Builds confidence in road and walking safety.
- Reduces the number of car journeys to school, which lowers air pollution levels and decreases local traffic congestion.

What is a Walking Bus?

Unit 4, School Travel allows the children to work collectively to start a Walking Bus project. This information in this section supports Unit 3-5 PowerPoint and will provide you with background information to support the children with developing this project.

A walking bus is an example of a form of active travel that can be organised and delivered by schools. A walking bus is a group of children who walk to school in the mornings supervised by at least two adults. Students and adults wear high visibility vests and walk along a designated route, to ensure adequate safety. The starting point for Walking Buses is located 10-15-minute walk away from school. The starting point of a Walking Bus can also include a "Park and Stride" which is a location with adequate parking or a car safe drop off point for those who live too far away from the school to walk. At a "Park and Stride" parents can quickly and safely drop their children off to join the walking bus and it provides students who would be unable to walk to school the chance to complete at least part of their journey by foot. Also, reducing congestion at school gates. Walking Buses leave from the designated starting points and walk to school stopping at additional drop off points to pick up additional children. These stops along the route can pick up children who have walked to the collection point or can include additional "Park and Stride" stops.

Walking Buses are a great way for students, schools, and families to encourage a healthy active lifestyle while also working toward climate action. Walking to school creates opportunities for physical activity, social connections, and time outdoors. Teachers have found that students arrive more alert and ready to learn.

If your school is interested in learning more about walking buses or would like to establish a walking bus, please visit the Belfast Healthy Cities website.

Road Safety

Unit 5 includes activities on Road Safety, information to teach this unit can be supported using resources and information found from Road Safety Northern Ireland and the Unit 3-5 PowerPoint

Road Safety Northern Ireland https://www.nidirect.gov.uk/information-and-services/road-safety-education-resources/road-safety-primary-school-children

References

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13. British Heart Foundation (2017). What happens when you exercise video, https://www.bhf.org.uk/informationsupport/heart-matters-magazine/activity/what-happens-when-you-exercise
14. KidsHealth (2023) Your Heart & Circulatory System https://kidshealth.org/en/teens/heart.html

Linkage with the Northern Ireland Primary School Curriculum

After completing the learning activities students will have an overall increased understanding of air pollution, links between air pollution and types of transport, different types of transport, health and environmental benefits of walking and cycling, how exercise impacts the human body and healthier environmentally friendly ways to travel to school.

This resource links in with many areas of the Northern Ireland Primary School Curriculum, specific themes and learning objectives are mapped in this section of the teaching guide.

World Around Us: Science

Key Stage 2

Interdependence:

- The human body interacts with the surrounding environment, which can be good or bad for our health.
  - There are different organs in the human body which carry out specific functions.
  - Human influence can have a positive or negative impact on earth's ecosystems
  - Lifestyle choices can have a positive or negative impact on body organs and on human health
  - Populations have a shared responsibility to find ways to reduce the negative impact that humans have on the earth.
    - how they and others interact in the world; the effect of people on the natural and built environment over time

Place:

- Human activity has major effects on the world around us.
- There are steps people can take to protect our environment and natural resources.
- There is a variety of different natural spaces in our locality to learn about and develop respect for.
  - Humans are responsible for how natural resources are used because the earth has a finite supply of these.
    - positive and negative effects of natural and human events upon a place over time.

Movement and Energy:

- Renewable energy sources like wind and moving water, and non-renewable sources like oil and coal, are used to generate electricity, a secondary source of energy is the ability to do work, and work is movement against a force.
  - Energy is the ability to make things work
  - Energy comes from either renewable or non-renewable sources.
  - Electrical energy can be produced by burning fossil fuels or by using renewable energy resources such as the wind, sun, burning biomass and moving water.

Change Over Time:

- Where a physical change has occurred, materials can usually be separated using a range of techniques.
- Chemical change results in the formation of new substances or products.
- A chemical change can involve a release of heat, light, or a colour change.
- These changes are not usually easy to reverse
  - Materials can exist in different states
    - ways in which change occurs over both short and long periods of time in the physical and natural world.

World Around Us: History

Key Stage 2

Interdependence:

- Aspects, such as social, artistic, economic, scientific, and/or technological developments in the past which have influenced life today, both locally and globally.
- Aspects of the past that have either changed or remained the same over time, and the impact this has had on life today

Movement and Energy: exploring how the scientific and technological discoveries, inventions, and innovations of our ancestors, for example transport, communications, and exploration, have impacted how we live and work today. developing insights into how people, information and goods have moved from place to place

- How, throughout time, people have moved from place to place by different means and for different reasons.
- Devices and technologies that were invented or used by people in the past, such as simple machines, shipbuilding, aircraft, communications and so on, and the influence that these have had on our lives today.
- The positive and negative impact of developments in transport and communications, including exploration, colonisation, conflict, environmental impact, and discoveries such as medicine, religion, food, materials, and processes.

World Around Us: Geography

Key Stage 2

Managing Information:

- Suggest and use appropriate geographical questions for example, where is it? How is it connected to other places? How/Why is it changing?
- Record and present geographical information/ findings in a variety of appropriate formats including simple plans, maps (not to scale), diagrams, sketch-maps, graphs, structured writing, mind-maps, databases and spreadsheets etc.

Thinking, Problem Solving and Decision Making:

- Investigate a geographical issue from different viewpoints, for example, the siting of a new bypass/shopping centre. Identify the pros and cons of each, make and justify a decision.
- Using maps:
  - Use a plan of the school grounds for orienteering and fieldwork activities.
  - Use appropriate maps for different purposes, for example, local maps, country maps.
  - Follow/give directions for routes on maps using 8 compass directions, for example, orienteering in a local forest.
  - Draw and use maps at a variety of scales, using 4-figure grid references to identify and locate features.

Creative:

- Identify a sense of place through the use of maps, plans, photographs, atlases etc.
- Try out different ways to solve problems, for example, use a map of school grounds to determine best possible locations for additional bins to alleviate a litter problem

Working with others:

- Begin to manage collaborative projects. involving the sharing of information, resources, roles and co-operate with outside groups, for example, creating an eco-garden or developing a web-link to another school. Explain and justify their actions, choices, methods and conclusions thus extending their use of geographical language and thinking. Make a presentation to suit the audience and the purpose of the task, for example, to the class, school, parents or visitor.

Personal Development and Mutual Understanding

Key Stage 2

- Theme 4: Health, Growth and Change
  - Recognise and value the options for a healthy lifestyle including the benefits of exercise, rest, healthy eating, and hygiene.
- Theme 4a: Safety
  - Develop a pro-active and responsible approach to safety.

Arts:

Key Stage 2

- Composing/Listening and Appraising

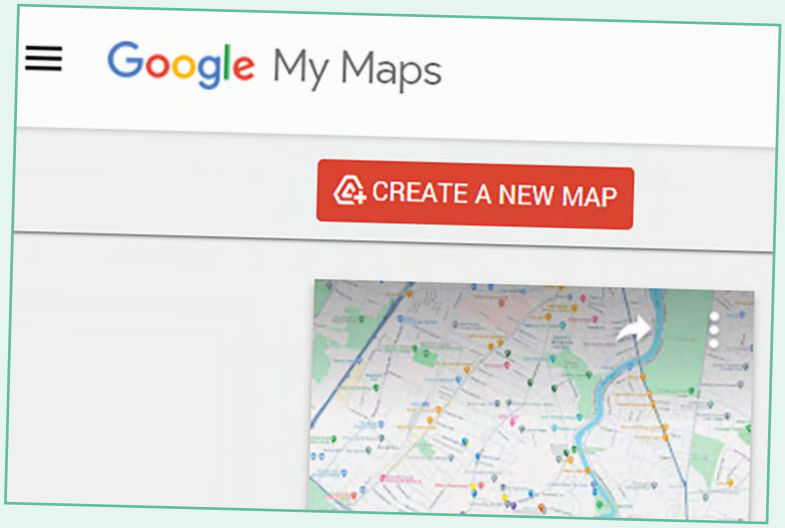
Google Map Guide

This guide is used to support the delivery of Key Stage 1 School Travel Unit "Learning Activity A. Design a Walking Bus Route" and Key Stage 2 School Travel Unit "Learning Activity B. Design a Walkling Bus Route."

How to Create a Google Map

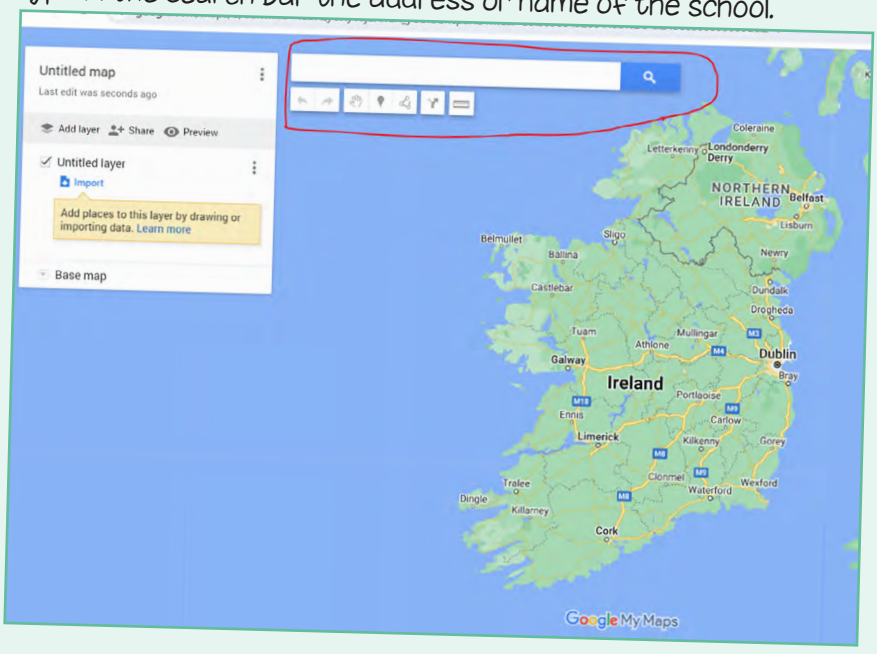
Part 1:

1) Create a google account.
2) Sign into My Maps using a google account.
3) Click in the top left "Create a map."

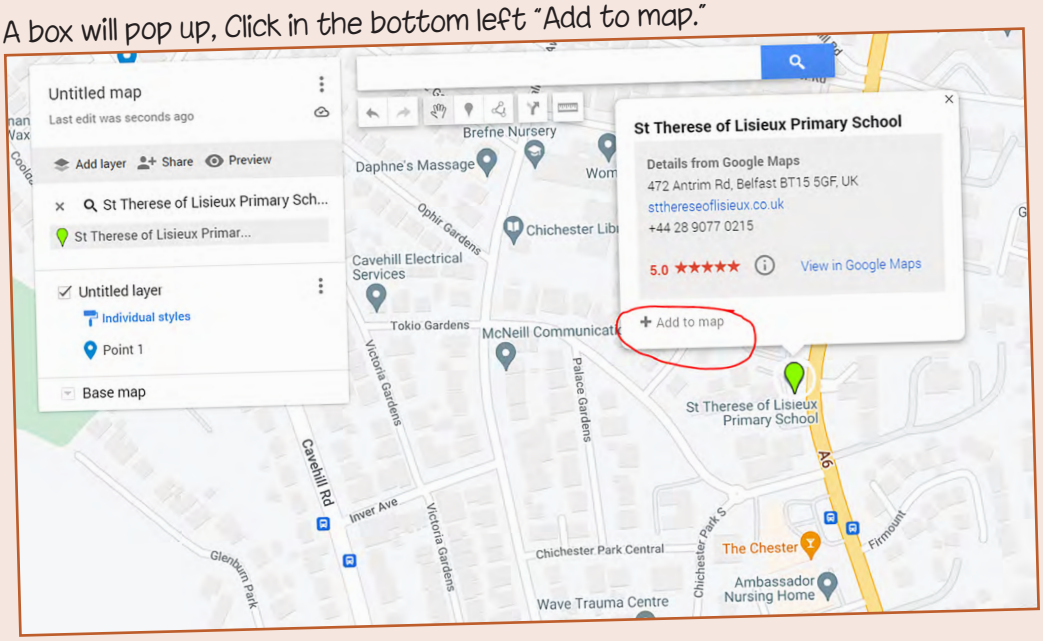


Part 2:

4) Type in the search bar the address or name of the school.



5) A box will pop up, Click in the bottom left "Add to map."



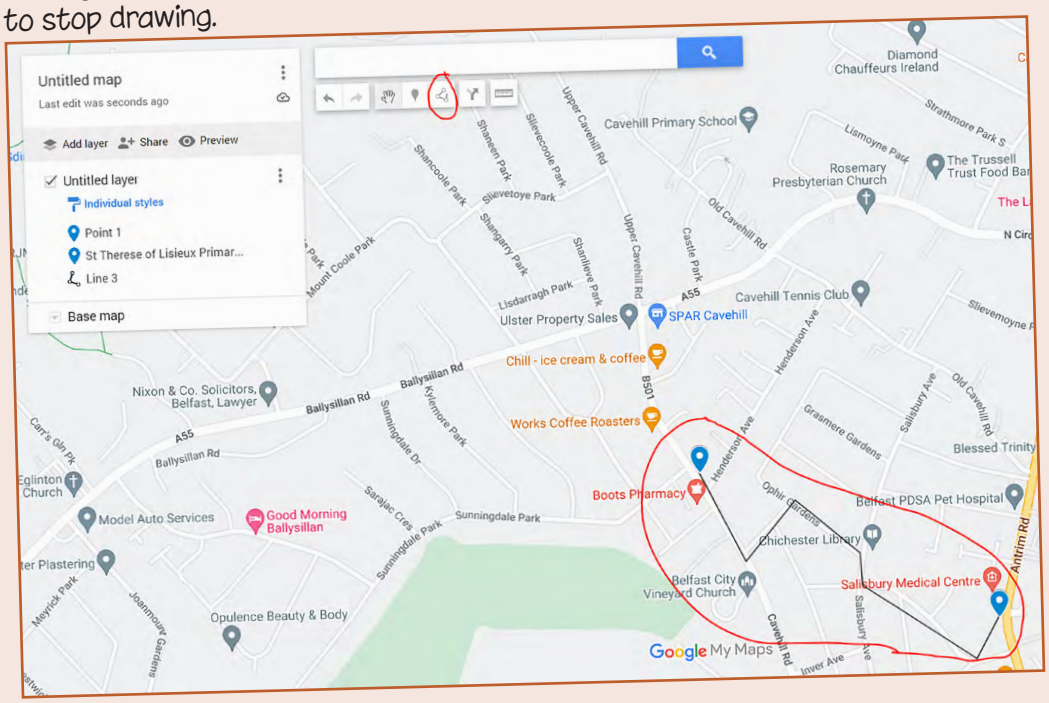
6) Repeat steps 4-5 to add points to the map, such as plotting post codes.

Part 3

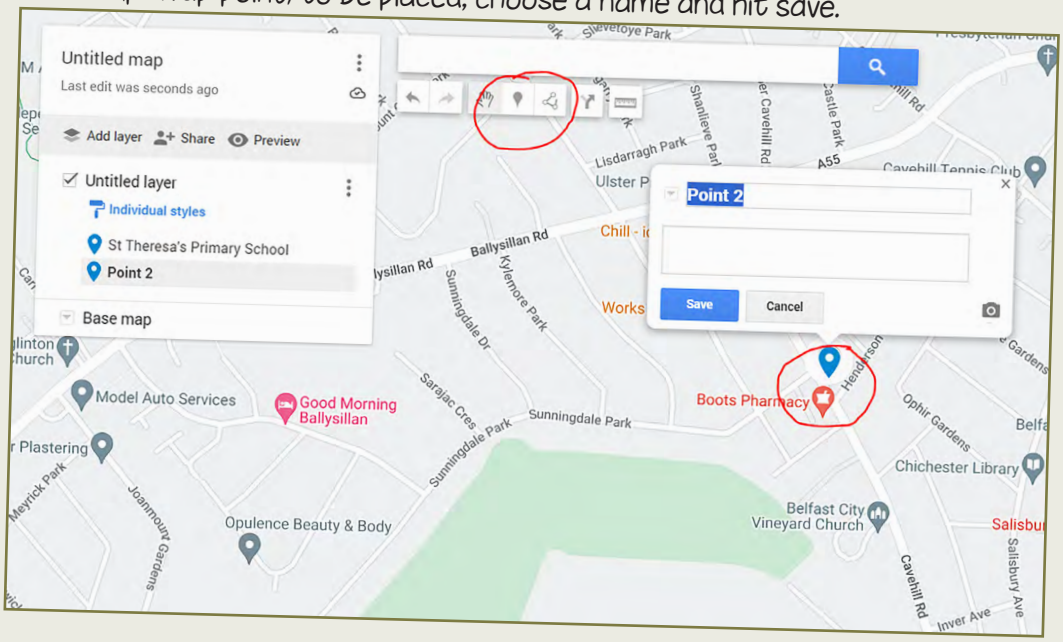
7) Look on the map to identify a safe route to walk to school.
   a. Consider: a starting point such as a "Park & Stride" that allows parents to safely drop children off to join the walking bus both by car and walking. A route that would reach the most children (most populated postcodes area) and has safe crossings, wide footpaths and if possible, uses green space.
8) Use steps 4-5 to plot your starting point.

Part 4

9) **Draw the route on the map**: click the  symbol under the search bar, click your starting point and a line should then appear. Use this line to draw your walking route finishing at the school. Click the school point once you are finished to stop drawing.

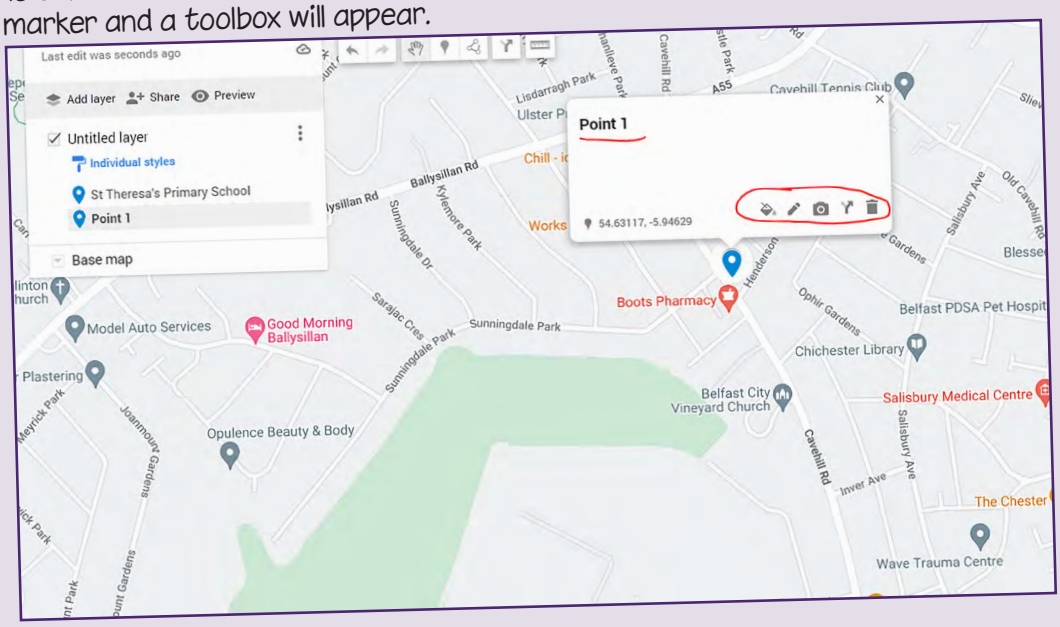


10) **Plot a few "Bus Stops," children pick up points along the route:** Under the search bar click symbol then click on the map where you would like the marker (pick up point) to be placed, choose a name and hit save.

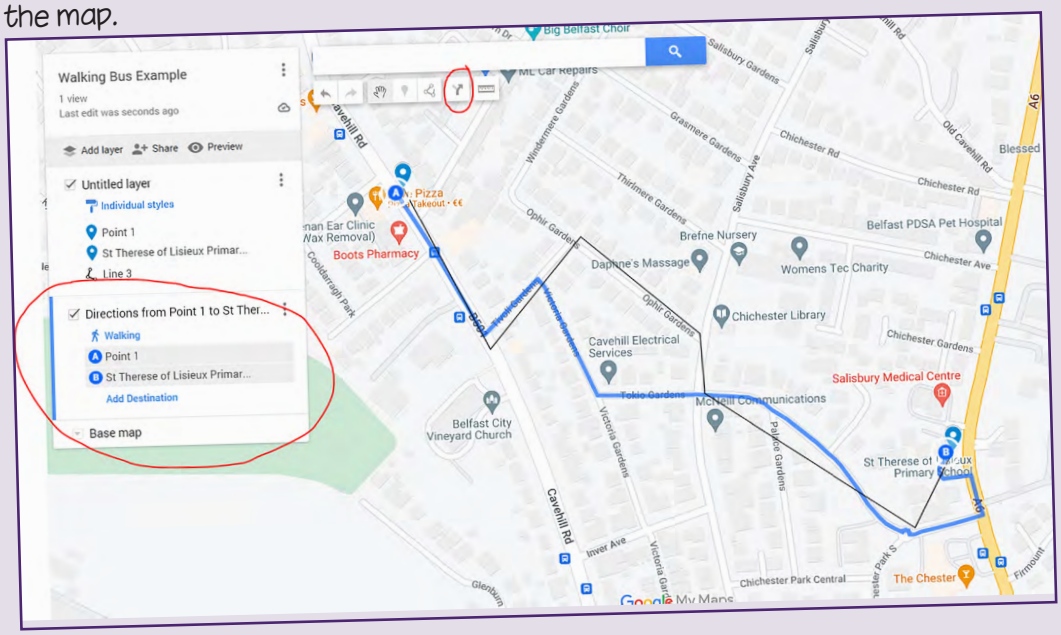


Additional Information

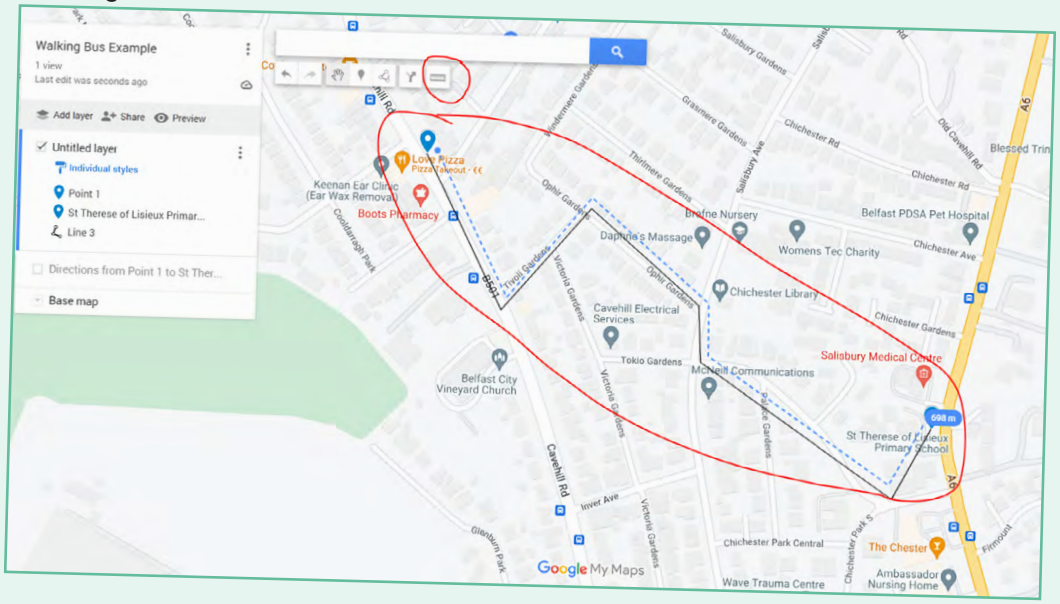
- To edit the colour, name, add an image, direction or delete a point click the marker and a toolbox will appear.



- To compare your own route with a suggested route from google maps, click the symbol. In the toolbox to the left choose mode of transport such as walking. Then click your starting point and end point, a suggested route will be added to the map.



- To measure the route distance, click the  symbol under the search bar. Click the starting point, click multiple points along the route to begin connecting points and creating a line along the route. Click the final point twice to stop drawing.



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