

Key Stage 2



Healthy Transport

Unit 3-5

Active Travel, School Travel & Road Safety

Key Stage 2 Healthy Transport

INTRODUCTION

The Healthy Transport Teaching Resource is designed to promote the benefits of walking and cycling for the health of people and the planet. The resource will support students to develop an understanding of different types of transport, and the negative impacts of travel, especially regarding air pollution. Students are then able to increase their knowledge of active travel solutions and actively play a role in encouraging healthy transport, through the development of a Walking Bus. The Healthy Transport Teaching Resource supports delivery of the Northern Ireland Primary School curriculum particularly [World Around Us](#) and [Personal Development and Understanding](#). A detailed description of curriculum links and specific themes can be found within the Healthy Transport Teaching Guide.

PLANNING THE LESSON

The Healthy Transport Teaching Resource can be implemented at any time of year, but it is recommended to be completed at the start of the school year to support the delivery of a Walking Bus project.

CREATING A LESSON PLAN

- Set aside time to develop your own understanding of topics
- Allow adequate time to ensure the learning activities are covered
- Each unit and corresponding learning activities can be covered across a week or multiple weeks.
- The learning activities can be in partnership with other work, especially within World Around Us and Personal Development and Mutual Understanding. Further details of linking activities with key learning aims and intentions of these areas of the curriculum can be found in the [Healthy Transport Teaching Guide](#).

Key Stage 2	
Units	Learning Activities
Active Travel	A. "What Happens To My Body, When I Am Active" B. Active Travel Poster <u>Optional:</u> A. Active Travel Letter
School Travel	A. Class Travel Survey B. Design a Walking Bus Route C. Promote a Walking Bus <u>Optional:</u> A. Walking Study of Route to School B. Daily Walking Bus Assessment
Road Safety	A. Road Safety Video Discussion B. Option 1: Road Safety Poem Jingle B. Option 2: Road Safety School Posters

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UNIT 3: ACTIVE TRAVEL

In the Active Travel unit students further analyse walking and cycling as a main mode of transport. Children make connections between walking and cycling, and environmental and health benefits.

LEARNING INTENTION

Main Curriculum Links: Physical Education, Personal Development and Mutual Understanding, World Around Us (Science) and Language and Literacy

More detailed curriculum themes outlined in [Healthy Transport Teaching Guide](#)

CHILDREN WILL LEARN

- Physical health effects of exercise
- Health benefits of active travel
- Environmental benefits of active travel
- What makes an area safe to walk and cycle

SUCCESS CRITERIA

At the end of the lessons, children will

- Understand how exercise impacts the heart and lungs
- Students will understand the health and environmental benefits of walking and cycling to school.
- Children will have developed skills in sharing information with another audience.

RESOURCES:

- Key Stage 2 Units 3-5 PowerPoint Slides #2-12
- "What happens to my body, when I am active" worksheet
- Councillor Letter Template

Learning Activity A: “What Happens to My Body, When I am Active”

Time: 30 minutes

Resources:

- Pen
- Paper
- “What happens to my body, when I am active” worksheet
- Key Stage 2 Units 3-5 PowerPoint Slides #2-6

Delivery:

- Use the Key Stage 2 Units 3-5 PowerPoint slides #2-6 to discuss exercise and how it effects your body
 - Have the children watch a BBC Bite Size 4-minute video on the heart and exercise <https://www.bbc.co.uk/teach/class-clips-video/articles/zhf76v4>
 - Have the children watch a BBC Bite Size 4-minute video on the lungs and exercise <https://www.bbc.co.uk/teach/class-clips-video/articles/z7t8qp3>
- Have the children feel their heart and find their heartbeat.
- Have the children take three deep breaths to feel how their body feels as they are breathing.
- Show the children how to take their pulse (use worksheet option 2 if this does not suit class ability or time)
- Using the “What happens to my body, when I am active” worksheet do each activity in the chart for 2 minutes, with a 2-minute break in between each activity.
- Tell the children to think about their breath, feel their heartbeat and pay attention to how their body feels with each activity.
- Have your children record their results and answer the questions to analyse your results.

Active Travel Unit Learning Activity A Worksheet

Option 1

“What happens to my body, when I am active” worksheet

Adapted from British Heart Foundation

Instructions:

- Do each activity for 2 minutes, with a 2-minute break in between each activity.
- Record your results and answer the questions to analyse your results.

How to find your pulse:

- Place one hand palm side up
- Take the three middle fingers of the opposite hand and place them on the face up hand where the bottom of the thumb and wrist meet
- Press firmly, you should feel throbbing or beating, if not press slightly harder
- Count the number of throbbing (pulsing) for 30 seconds
- Double this number to get your heart beats per minute (ex: 40 pulses x 2 = 80bpm)

Use the words below to fill in the boxes in the table:

Breathing: slow, medium, or fast

How did it feel? How did it make you feel? easy, tired, fun, hot, hard, energized etc.

Activity	Breathing	Pulse Rate	Beats Per Minute (Pulse Rate x2)	How did it feel? How did it make you feel?
Sitting				
Sit in a chair and pedal like a bike				
Walking Slowly				
Walking Quickly				

Questions:

What activity was the hardest?

What activity was the easiest?

What activity was your favourite?

What activity caused the highest pulse rate? Why do you think this is?

What activity caused the slowest pulse rate? Why do you think this is?

Active Travel Unit Learning Activity A Worksheet Option 2

“What Happens to My Body, When I Am Active”

Adapted from British Heart Foundation

Instructions:

Do each activity for 2 minutes, with a 2-minute break in between each activity. Record your results and answer the questions to analyse your results.

Fill out the boxes below using these words:

Breathing: slow, medium, or fast

Heart beats: slow, medium, or fast

How did it feel? How did it make you feel? easy, tired, fun, hot, hard, energised etc.

Activity	Breathing	Heart Beats	How did it feel? How did it make you feel?
Sitting			
Sit in a chair and pedal like a bike			
Walking Slowly			
Walking Quickly			

What activity was the hardest?

What activity was the easiest?

What activity was your favourite?

Learning Activity B: Active Travel Poster

Time: 25 minutes

Resources:

- Pen
- Paper/poster boards/coloured paper
- Markers/coloured pencils /paint
- Key Stage 1 Unit 3-5 PowerPoint Slides #7-12

Delivery:

- Have a discussion with the children about the benefits of walking and cycling to school, considering health and environment benefits, use the Key Stage 1 Unit 3-5 PowerPoint slides #7-12
- Have the children create a poster based on what they have learned during the discussion, to teach others about the benefits of walking and/or cycling, including at least one health and one environmental benefit
- After have, the children each share their poster with a partner using it as a way to teach each other about the benefits of walking and cycling



Optional Learning Activity A: Active Travel Letter

Time: 20 minutes

Resources:

- Pen
- Paper
- Key Stage 2 Units 3-5 PowerPoint

Delivery:

- Discuss with children the benefits walking and cycling to work, school and shops can have on the environment and health. Use the Key Stage 2 Units 3-5 PowerPoint slides #7-12
- Mention to the children how an area can be designed to make it safe, healthy and environmentally friendly, Key Stage 2 Units 3-5 PowerPoint slides #8-11
- Children will write a letter to a local councillor explaining why active travel is good for your health and the environment. And explain why and how their local area or route to school should be made safe for active travel.
- Consider having the children share their letters to each other
- Children can learn how to properly format a letter and can send their letters in the mail to a local councillor



UNIT 4: SCHOOL TRAVEL

Lessons are designed to engage students in understanding walking as a school travel method through the process of establishing a Walking Bus at their school. If your school already has a Walking Bus these lessons can be used to allow the students to think critically about the Walking Bus that exists, improve the current project, or establish an additional Walking Bus route.

LEARNING INTENTION

World Around Us (Geography) and Mathematics and Numeracy

More detailed curriculum themes outlined in [Healthy Transport Teaching Guide](#)

CHILDREN WILL LEARN

- Different ways students travel to school
- Elements of a safe route to school
- How to create a map
- Identify locations and directions on a map
- How to use Google maps
- What a Walking Bus is
- Benefits of having a school Walking Bus
- How to gather evidence to support an idea
- How to be a voice for change

SUCCESS CRITERIA

At the end of the lessons, children will

- Understand how to collect and analyse data
- Be able to identify places on a map
- Understand how to use a map to get from place to place
- Know how to interact and use google maps
- Think critically about safe routes to school
- Know what a Walking Bus is
- How to establish a Walking Bus
- How to propose a project

RESOURCES:

- Key Stage 2 Units 3-5 PowerPoint Slides #13-19
- Google Map Guide in Healthy Transport Teaching Guide
- Class Travel Worksheet
- Optional: Walk to School Route Assessment Worksheet
- Optional: Daily Walking Bus Assessment Worksheet

Learning Activity A: Class Travel Survey

Time: 5 minutes each morning to complete the worksheet and a 10-15-minute final classroom discussion and results analysis after the worksheet has been completed.

Resources:

- Pen
- Daily School Travel Worksheet

Delivery:

- Each morning conduct a hands up survey to see which mode of transport the children took to school and fill out the Daily School Travel worksheet or place the worksheet on the back of the classroom door for children to fill out each morning when they arrive.
- This should be done each day for a week
 - This worksheet can be submitted to other key stage 2 classes in the school or the whole school to collect more results.
- Each day or week tally the total number of times a green travel option was used, and the number of times cars were used to get to school.
- Share the results with the class.
- Once the worksheet is complete, have a discussion with the class to tally which was the most and least used modes of transport to school. Were the green travel options used frequently? Why did the children travel to school using their main mode?
 - If multiple classes completed the worksheet have the children identify: total most common mode of school travel for at least two other classes, total least common mode of school travel for at least two other classes and compare the collective data with own class data.
 - If time allows use a flip chart or white board to make a simple bar chart to represent each type of travel method total used and compare different methods of travel to school. This can be done using classroom totals or collective classroom totals, if applicable.
- Keep copies of the completed worksheets to be used as part of a Walking Bus evidence folder

Learning Activity B: Design a Walking Bus Route

Time: 60 minutes

Resources:

- Pen
- Clipboard
- Walking Assessment Worksheet
- Google Map Guide in Healthy Transport Teaching Guide

Preparation:

- Obtain anonymised postcodes of children attending your school from the principal
- Create a google email account.
- Sign into Google <https://www.google.com/maps/d/>
- Follow the Google Map Guidelines found in the Healthy Transport Teaching Guide to plot the school location with a red point
- Read the rest of the Google Map Guidelines to ensure you are prepared for the lesson
 - Familiarise yourself with the local area on the map to be able to work through the delivery, considered routes that would be suitable for children to walk to school

Delivery Part 1: (can be done by teacher ahead of time instead of with the children)

- Use Key Stage 2 Units 3-5 PowerPoint Slides #16-17 to discuss with the class what a Walking Bus is
- Split the children into small groups, providing each group with a laptop already logged into google maps
- Put the map on a large screen at the front of the classroom and show the children an example of how to plot a postcode onto their maps
- Divide the postcodes among the groups and have each group plot them into the shared map

Delivery Part 2:

- Identify the Walking Bus starting point
 - Tell the children to look on the map and see where the most children live. Discuss with the children that a Walking Bus must try and start from a location 10-15 minutes' walk (1 mile or less) away from the school, to help children who don't live close enough to school to walk and to lower the number of cars coming into the school entrance.
 - Consider starting locations that have a car parking spaces, so children can be dropped off. Have children look for these places on their maps, feel free to plot them for the children on the map in a different colour as the class identifies them or ahead of time for the teacher to point out during this discussion.
 - Finalise as a class a starting point based on your discussion or based on where the most children live. The teacher will mark this point on the map.
- Work together as class to draw a route from the starting point to the school.
 - The teacher will draw this, and the children can follow along on the big screen or individual maps.
 - Consider having the walking route along green space, wide footpaths, safe crossings, avoiding busy roads etc.
 - Consider where children live and map the route to travel along and pick up more children.

Optional Learning Activity A: Walking Study of Route to School

This lesson can be used prior to the start of Learning Activity A, to engage the children with learning about their built environment and making connections back in the classroom as they develop a walking route. Or this lesson can be completed after a route has been created to assess the effectiveness of the route and use it as part of the Walking Bus evidence folder.

Time: 40 minutes

Resources:

- Pen
- Clipboard
- Walking Assessment Worksheet

Preparation:

- Map out a route to school that children could take to walk to school about 10 minutes away from the school. Walk the route ahead of time to identify any safety hazards, and key points of interest. If a walking route is not possible choose an area outside the school grounds to explore.

Delivery:

- Read over the Walk Assessment Worksheet with the children to give them an understanding of what to look out for on your walk.
 - There are two versions of this worksheet to use based on class ability and time
- Bring the children outside and take a walk along the footpath to map out a route to walk to school.
 - If children are unable to go on a walk on the footpath bring them outside the school entrance or area around the school and adapt the worksheet accordingly
- Have the children fill out the Walking Assessment Worksheet as they walk.
- Return to the classroom and discuss the answers to the worksheets.
 - **Discuss with the children** about the connections between the number of cars and air pollution, how green space and trees can clean the air, and how walking/cycling to school can be good for health as well as the environment, what changes can be made to make the space/route safer, and happier etc.

School Travel Unit Optional Learning Activity B Worksheet Option 1

Walk Assessment
Cars
In the box below mark every time you see a car?
Were most of the cars parked or driving?
Walking & Cycling
Did you see a lot of people walking or cycling?
Did you think this would be a good place to walk or cycle? Why?
Route Assessment
What hazards did you find along the route? Litter, bad pavement, busy traffic, etc.
Do you think there would be a lot of air pollution on this route?
What could be done to make this a safe route to walk or cycle to school? Or a safe area to walk, play and exercise.

School Travel Unit Optional Learning Activity A Worksheet

Walk Assessment

Cars

In the box below mark every time you see a car?

Circle if more cars were parked or driving



Walking & Cycling

Did you see a lot of people walking or cycling?

Yes

No

Do you think this would be a good place to walk or cycle?

Yes

No

Route Assessment

What hazards did you find along the route? Litter, bad pavement, busy traffic, etc.

How did the area make you feel?



Name one thing you see, and one thing you smell.

Learning Activity B: Promote a Walking Bus

Time: 40 minutes and 15-30 minutes to present evidence to assembly, parents or school staff.

Resources:

- Pen
- Paper
- Key Stage 2 Units 3-5 PowerPoint

Delivery Part 1:

- Use the talking points listed below to have a classroom discussion to recap what a Walking Bus is, why it's important, your developed route, analyse the survey results etc.
 - Key Stage 2 Units 3-5 PowerPoint Slides #16-17 can be used again
- Use this discussion to write a class letter the principal to convince them to create a Walking Bus at your school.

Talking point:

1. What is a walking bus?
2. Why do we need a Walking Bus? Benefits
3. How do people travel to school? Class Survey results
4. Do people want a Walking Bus?
5. What resources/people do we need? (who will operate the bus, high vis vests, route etc)

Delivery Part 2:

- Have the children create digital or print posters advertising/promoting a Walking Bus, ex: benefits, what it is, etc.
- Create a Walking Bus evidence folder.
- Arrange for an opportunity for the children to present their evidence: meeting with principal, meeting with PTA, present at a school assembly, share posters with parents or at the front entrance of the school.
- The teacher can present on behalf of the class if needed

**** Should children be successful in their proposal, a Walking Bus Toolkit is available to help with planning your Walking Bus, email info@belfasthealthycities.com ****

Optional Learning Activity B: Daily Walking Bus Assessment

This learning activity can be used to analyse an existing Walking Bus or to evaluate if the new Walking Bus was successfully started and utilised.

Time: 5 minutes each morning and a 10-15-minute final discussion and results analysis after the worksheet has been completed.

Resources:

- Pen
- School Walking Bus Student Tally Worksheet

Delivery:

- Each morning conduct a hands up survey to see the number of children in the class who used the Walking Bus and place the total number onto the Walking Bus Student tally sheet.
 - It is recommended that multiple classes and/or the whole school complete this survey to better understand if the Walking Bus has been successful
 - This can be done each day for a week or at the end of each week for 4 weeks (see worksheet options).
- Show the one minute BBC Bite Size video on mean, median and mode <https://www.bbc.co.uk/bitesize/topics/zfr3nrd/articles/z99jpbk#zwd6ywx>
- Once the worksheet is complete, have a discussion with the class to tally the mean, median and mode for the number children on the Walking Bus each day of the week or each week of the month depending on which worksheet was used. Do this for your own class results and if a whole school approach was used, do this for at least one other class and compare results

Things to consider: do you think this was enough children to say the Walking Bus was successful? Why do you think that some days or week the number of children was different? Ex: was the weather poor one day

School Travel Unit Optional Learning Activity

D Worksheet

Daily Walking Bus Assessment

Class: _____ Date: _____

Write your name and mark the box if you used the Walking Bus.

Name	Monday	Tuesday	Wednesday	Thursday	Friday
Total Walking Bus:					

UNIT 5: ROAD SAFETY

This unit will introduce students to basic road safety topics, linking back to how children can walk safely to school.

LEARNING INTENTION

Personal Development and Mutual Understanding, and Arts

More detailed curriculum themes outlined in *Healthy Transport Teaching Guide*

CHILDREN WILL LEARN

- How to safely cross the road
- The Green Cross Code

SUCCESS CRITERIA

At the end of the lessons, children will

- Understand ways to stay alert and safe when walking and cycling
- Students will have an increased awareness of road safety

RESOURCES:

- Key Stage 2 Units 3-5 PowerPoint #20-26

Learning Activity A: Road Safety Video Discussion

Time: 10 minutes

Resources:

- <https://www.roadsafeni.org/new-green-cross-code-video/>

Delivery:

- Have the children watch the four minute road safety "Green Cross Code" video
- Have a classroom discussion on ways to stay safe when walking or cycling
- Additional teaching resources are available from Road Safety NI [Road safety activity booklets | nidirect](#)



Learning Activity B Option 1: Road Safety Poem Jingle

Time: 20 minutes

Resources:

- Paper
- Pens

Delivery:

- Have the children watch the two minute BBC Bite Size Road Safety Video: <https://www.youtube.com/watch?v=odL77zH42Vs>
- Use Key Stage 2 Units 3-5 PowerPoint slides #22-24 to discuss basic road safety measures
- Have the children start by writing a poem about road safety (individually or in pairs)
- Have the children get creative and see if they can change their poem into a road safety jingle/theme song



Learning Activity B Option 2: Road Safety Posters/Banner for The School Gates

Time: 20 minutes

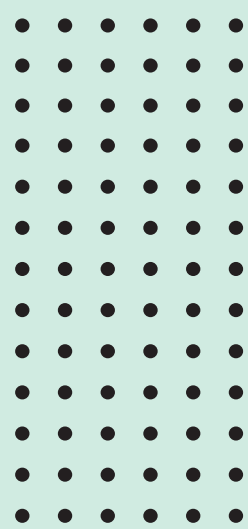
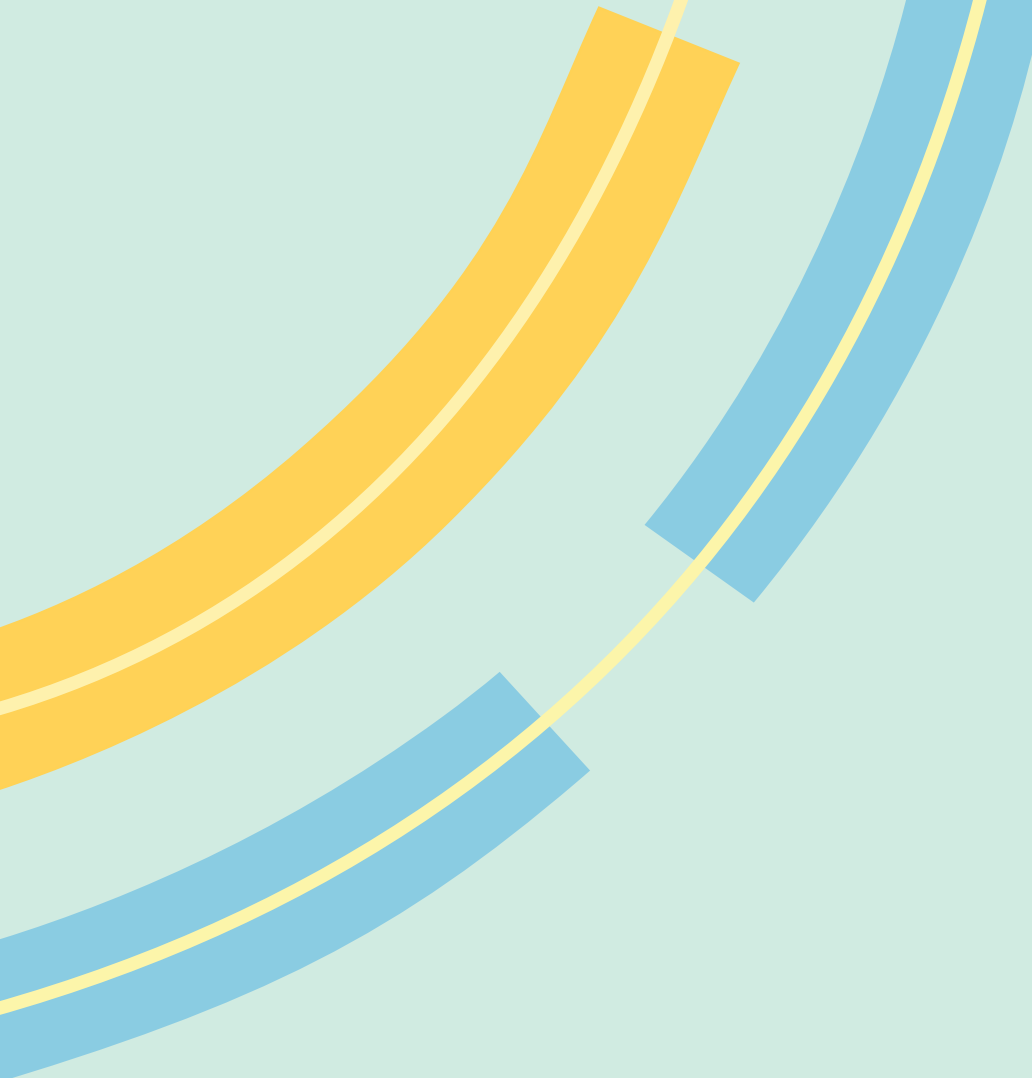
Resources:

- Large poster boards or giant roll of paper
- Pens
- Markers and/or paint

Delivery:

- Have the children watch the two minute BBC Bite Size Road Safety Video: <https://www.youtube.com/watch?v=odL77zH42Vs>
- Use the Road Safety section, slides #22-24 of the Key Stage 2 Unit 3-5 PowerPoint to discuss basic road safety measures
- If using large poster boards split the class into small groups if using a giant roll of paper create space for children to spread out along the floor
- Discuss as a class what information you would like to share on the poster/ banners about road safety
- Have the children work together to create posters or a banner to promote and teach about road safety around the front of school entrance





BELFAST HEALTHY CITIES

Gordon House
22/24 Lombard Street
Belfast
BT1 1RD

Tel: +44 (0) 28 9032 8811

www.belfasthealthycities.com
[@belfasthealthy](https://twitter.com/belfasthealthy)

Company Reg No NI31042

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For Northern Ireland NIC100587

