



Toolkit for schools

Practical ways to inspire children to improve the air we breathe and choose active travel.



Colchester

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Introduction

We all breathe in the same air but why is it important for that air to be clean? And what can we do to improve local air quality? Air pollution may be invisible and easy to ignore but it doesn't mean it's not there.

The purpose of this toolkit is to provide schools and youth groups with ideas for involving and inspiring young people to understand more about the air around them and encouraging everyone to take action to help improve air quality.

This toolkit has been produced by Colchester City Council as part of their DEFRA funded CAREless Pollution campaign.

For further information about the CAREless Pollution campaign, please visit www.cleanaircolchester.org



What is the CAREless Pollution campaign?

CAREless Pollution is a campaign that is urging people to adopt better travel habits to improve their own health and help reduce air pollution. It is aimed at people who regularly drive, for example to get to work, as part of their job and for the school run.

Where possible, short journeys should be made by foot or by bike and for longer journeys, public transport should be considered. If driving is the only option, drivers should switch off their engines while they wait at traffic lights, level crossings or outside schools.

This is because exhaust fumes are a major cause of air pollution across the UK. Small, easy changes to driving habits, such as switching off the engine while stationary, can cut pollution by up to 30%.

How to use this toolkit

This toolkit contains the following elements:

- **Presentation for use in class or in an assembly**
- **Activity suggestions**
- **Short film**
- **Fact sheet**
- **Quiz**
- **Word search**
- **Colouring-in poster**
- **Chatterbox (origami game)**
- **School travel plan**

As a starting point we recommend working through the fact sheet and quiz, and then building up to some of the more detailed activities. This will help pupils grasp a basic understanding of air pollution before extending their knowledge. The fact sheet and quiz are suitable for pupils across all key stages.

You can use our assembly plan on taking personal responsibility for air pollution and the impact that individual actions can make. We have included a two minute film for you to show as part of the assembly and a template presentation.

We have also provided details of air quality monitoring activities and information and templates for creating a school travel plan to encourage pupils to walk, scoot and cycle in order to reduce the number of vehicles doing the journey to and from school.

How to use this toolkit

The purpose of this toolkit is to provide teachers with a range of activities and ideas for involving and inspiring pupils to understand more about the air around them and encouraging everyone to take action to help improve local air quality.

There are activities to fit different time and space opportunities. Some ideas are short and suitable for a single lesson, whereas others are more detailed and appropriate for use as part of a larger project.

The activities are organised into colour-coded sections so it is easy to navigate to suggestions appropriate to different key stages:

KS1 - blue

KS2 - red

KS3 - purple

Each idea has been coded with one of the following symbols to indicate which curriculum subjects the activity could be linked to.



Science – carrying out an experiment or investigation, analysing data and communicating results



English – writing, debating, communicating, speaking and listening



PSHE – playing a role as a local citizen, learning about local issues that affect us all, participating in decision making and leadership, talking about other people's viewpoints and understanding how our actions affect the world around us



Geography – understanding how pollution affects our environment, using maps to plan investigations and record data



Drama – using role play to act out how you would approach a driver who was sitting in a car with the engine idling, asking them to switch off their engine



Art – using the topic of air pollution to inspire visual creativity



An Eco Club gives pupils the opportunity to improve their environmental awareness and discuss ideas/activities for improving the local environment. If your school doesn't have an Eco Club, why not consider setting one up? It can be run as a lunchtime activity or after school club. If you already have an Eco Club then the ideas in this toolkit can be shared to form part of their activities. For ideas about how to develop an Eco Clubs visit www.eco-schools.org.uk

Supporting materials

We have a range of materials available for you to use including, posters, postcards, fact sheets and example social media/newsletter text. Materials can be viewed, downloaded and printed at www.cleanaircolchester.org

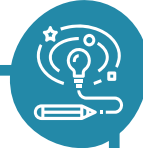
Contact information

If you have any questions about this toolkit or would like any guidance as to how to use any of the ideas then please email cleanair@colchester.gov.uk



Activities suitable for KS1

(5-7 Year olds)



Activity one

Colour and seek

Print the word search on page 22 and the colouring-in poster on page 23 of this toolkit to use them for a class-based activity. Ask pupils to find the following within the colouring-in poster:

- ➔ Six possible sources of pollution
- ➔ Six local landmarks
- ➔ Ten hidden cars

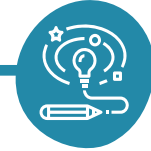
The colouring-in poster can be provided to pupils for them to colour in either at school or at home, similarly with the wordsearch. Encourage pupils to show the colouring-in poster to their parents or carers and discuss with them how switching off the car engine while stationary helps reduce air pollution.



S	S	E	L	E	R	A	C	X	B	E	H	N
T	M	T	R	A	F	F	I	C	U	A	I	P
B	E	A	C	T	I	O	N	G	B	T	X	A
O	R	X	H	U	A	R	L	N	R	G	K	R
X	J	P	H	S	W	G	X	O	E	D	N	T
Y	D	O	Z	A	S	N	G	E	A	O	Z	I
G	Y	L	X	L	U	E	V	N	T	I	S	C
E	T	L	W	A	N	S	F	I	H	Q	E	U
N	K	U	P	O	C	F	T	G	E	J	M	L
O	I	T	X	L	U	N	B	N	A	L	U	A
A	X	I	D	L	I	N	G	E	T	O	F	T
I	D	O	X	F	A	B	R	E	A	T	H	E
E	K	N	F	F	O	H	C	T	I	W	S	S

Activities suitable for KS1

(5-7 Year olds)



Activity two

Chatterbox (origami game)

Print the chatterbox on page 24 of this toolkit and use the game as a class-based or playground activity for pupils to play in pairs, threes or fours. Folding instructions are provided.

Pupils can be asked to design and make their own chatterbox linked to the topic of air pollution and incorporating images and/or information about switching off the car engine while stationary.


Encourage pupils to play the game at home with adult(s) they know who drive cars.

Air pollution chatterbox


These instructions show you how to fold this chatterbox.

Cut along the chatterbox along the grey dotted line.


1 Fold the sheet in half along the vertical long yellow dotted line to create a crease. Open the sheet and now fold along the horizontal long yellow dotted line. Then unfold.




2 Turn the sheet over on the blank side and fold each corner into the middle.




3 Turn the paper back over.




4 Fold each corner into the middle.



5 Fold in half to create a creaseline.



6 Fold in half again to create another creaseline, then unfold.



Number or colour differently each of the eight segments.

On the underside gently ease up the flap to fit a thumb and first finger in each square.

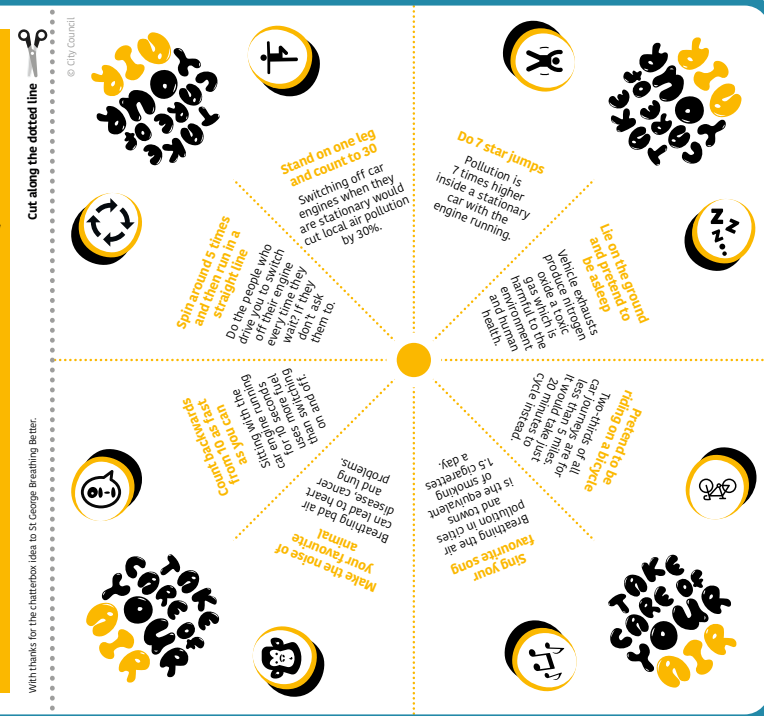
Ask a friend to pick a colour or number. Open the chosen segment and read the instruction.

Cut along the dotted line

© City Council

With thanks for the chatterbox idea to St George's Breathing Better.

© City Council



Activities suitable for KS1 (5-7 Year olds)



Activity three

How does air pollution make you feel?

Chokey the Emoji is the CAREless Pollution campaign mascot. Engulfed in exhaust fumes, he understandably has an angry face! Start this activity by having a discussion with your pupils to explore how air pollution makes them feel – are they angry like Chokey or do they feel sad or worried, or perhaps happy and excited about taking action to help make the air cleaner?

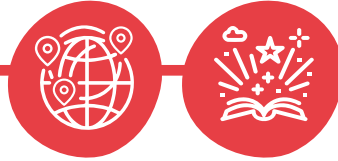
Next, ask them to draw their own emoji face on the back of their Chokey mask to express that feeling. You could then lead a class discussion about why they feel that way about air pollution and what actions they could take to improve air quality. Check in with them about how they think they will feel after they have taken action.



You can make emoji masks by cutting out a 20cm circle of yellow paper or card and punching a hole in each side to attach elastic.



Activities suitable for KS2 (7-11 Year olds)



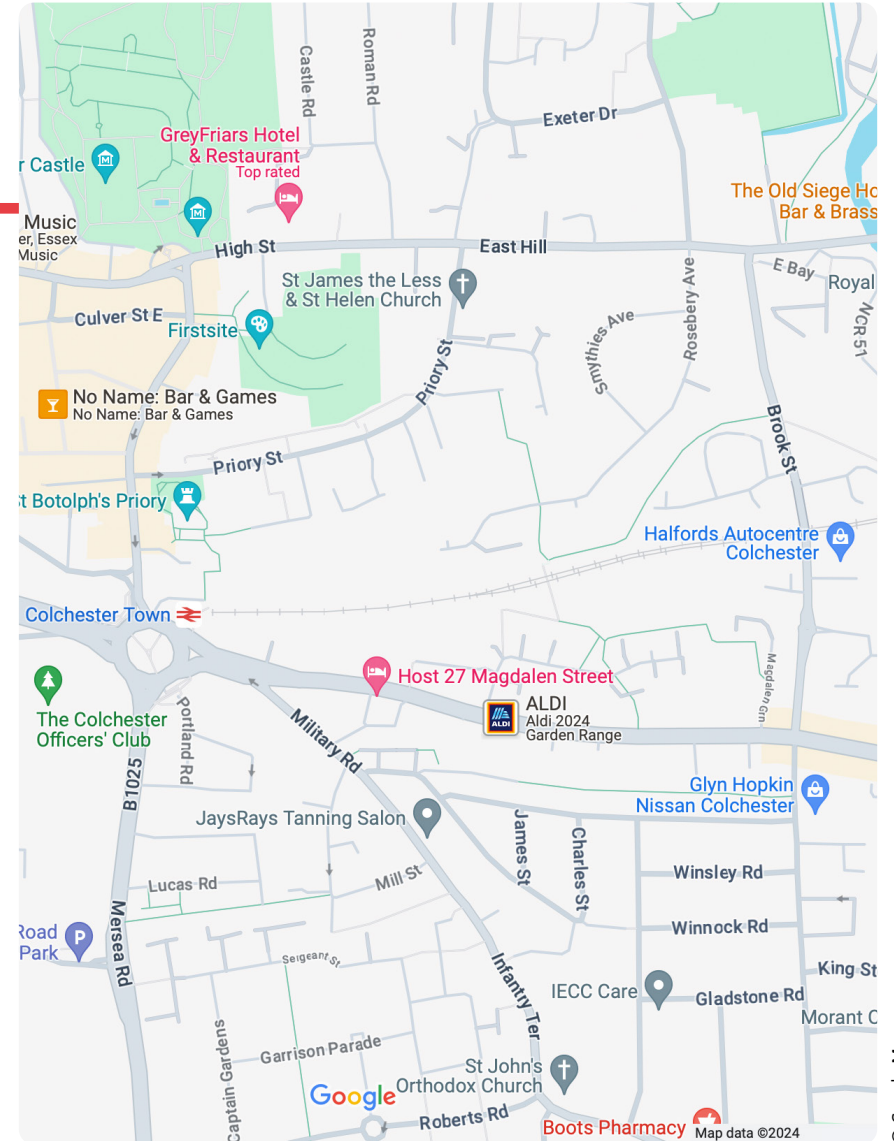
Activity one

Class based map work

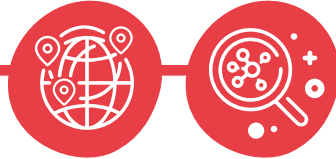
Search online for a map of of the local area, then move the image around until you have your school location in the centre. You might want to zoom in to ensure you can clearly see the local roads and parks around your school. Print off the selected image or display on the white board if you have one.

Ask pupils to outline the areas they think will be most polluted from car exhaust fumes with a red line, then outline the areas where they think the air is cleanest with a green line.

Ask each group in turn to discuss their observations with the rest of the class and explain why they have chosen these areas. Ask what they think could be done to improve air quality in the worst areas. Do the other groups agree? Discuss any issues that arise and ask the pupils how they might be resolved.



Activities suitable for KS2 (7-11 Year olds)



Activity two Clean routes

There are a number of national initiatives that support schools to encourage active travel. For example, WOW – Walk to School Challenge is a pupil-led initiative where children self-report how they get to school every day using the interactive WOW travel tracker. If they travel sustainably (walk/cycle/scoot) once a week for a month they get rewarded with collectable WOW badges. WOW schools typically see a 30% reduction in cars at the school gates and a 23% increase in walking rates.

Schools need to sign-up to join and order resources. The scheme is funded by **Active Travel England** and it is currently free for eligible schools. Visit www.livingstreets.org.uk for further information and this video also explains more: www.youtube.com/watch?v=op0zWJw1Hs0

Schools can sign up using the online form.

This activity supports a school travel plan. See page 26 for further details.



LET'S WALK TO SCHOOL

Activities suitable for KS2 (7-11 Year olds)



Activity three

How does air pollution make you feel?

Chokey the Emoji is the CAREless Pollution campaign mascot. Engulfed in exhaust fumes, he understandably has an angry face! Start this activity by having a discussion with your pupils to explore how air pollution makes them feel – are they angry like Chokey or do they feel sad or worried, or perhaps happy and excited about taking action to help make the air cleaner?

Next, ask them to draw their own emoji face on the back of their mask to express that feeling. You may want to also take the opportunity to explore other words they could use to describe their feelings, including synonyms and antonyms.





Activity four

I need clean air because...

Drawing on the information pupils have learnt from the fact sheet and quiz, ask them to consider why having clean air is important. This can be in the form of a leading statement such as ‘I need clean air because...’

Ask them to draft their own action plan for improving air quality to achieve their aim of clean air. Points to consider include:

- The impact of poor quality air on our own health
- What happens to our lungs when we breathe in polluted air
- What measures could be taken locally to improve our air quality
- Who is responsible for cleaning up our air - the Council? Local businesses? Parents? All of us?

Write a persuasive letter to the local Mayor, or the Leader of the Council, setting out your action plan.

Alternatively, turn the activity in to a role play exercise for two people where one person is the Mayor and the other has to develop a convincing argument about how pollution locally is a problem and how they would like the Mayor to take action. Use ambitious, persuasive language. Then switch roles.



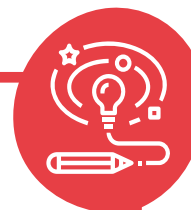
Activity five

Health consequences of air pollution for children

Children are one of the vulnerable groups who are at risk from breathing in poor quality air, because it can affect their lung development. Ask pupils to think about the health consequences of air pollution (there is information in the fact sheet to help with this). They could consider the following questions:

- How could poor quality air make you feel physically and mentally?
- Do they know anyone who has asthma or another lung condition? How could air pollution affect them?
- How could air pollution affect you and your family? What impact does poor quality air have on our health care services?
- Apart from children, who else is vulnerable to air pollution in the community and how could you help them?
- What measures could be taken to reduce air pollution locally?

Discuss different modes of transport that you could use to travel to school that help reduce air pollution – this links with activity two about developing ‘clean’ routes to school.



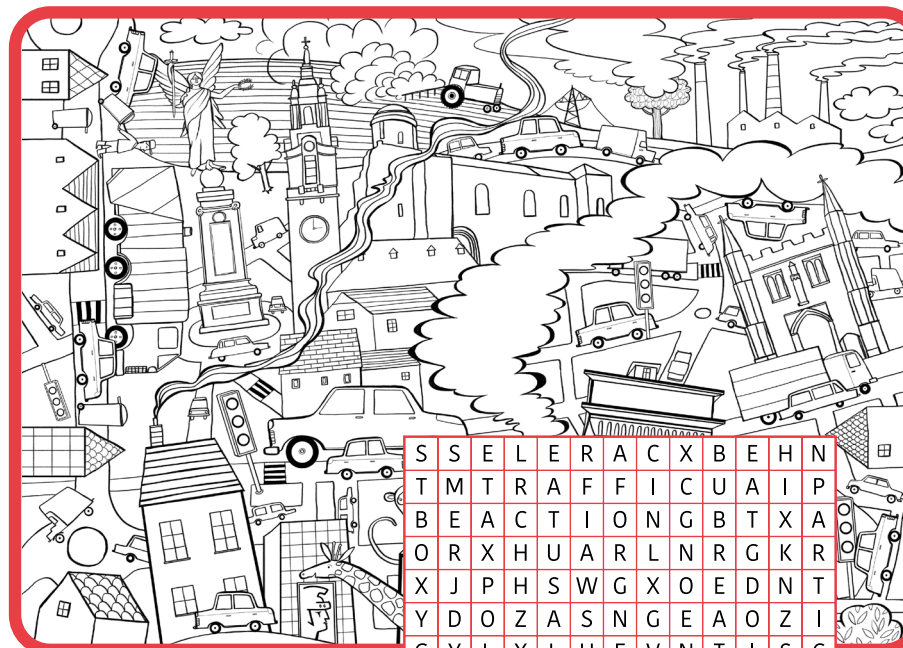
Activity six

Colour and seek

Print the colouring-in poster and wordsearch included in this toolkit and use them as a class-based activity. Ask pupils to find the following within the colouring-in poster:

- ➔ Six possible sources of pollution
- ➔ Six local landmarks
- ➔ Ten hidden cars

The colouring-in poster can be provided to pupils for them to colour in either at school or at home, similarly with the wordsearch. Encourage pupils to show the colouring-in poster to their parents or carers and discuss with them how switching off the car engine while stationary helps reduce air pollution.



S	S	E	L	E	R	A	C	X	B	E	H	N
T	M	T	R	A	F	F	I	C	U	A	I	P
B	E	A	C	T	I	O	N	G	B	T	X	A
O	R	X	H	U	A	R	L	N	R	G	K	R
X	J	P	H	S	W	G	X	O	E	D	N	T
Y	D	O	Z	A	S	N	G	E	A	O	Z	I
G	Y	L	X	L	U	E	V	N	T	I	S	C
E	T	L	W	A	N	S	F	I	H	Q	E	U
N	K	U	P	O	C	F	T	G	E	J	M	L
O	I	T	X	L	U	N	B	N	A	L	U	A
A	X	I	D	L	I	N	G	E	T	O	F	T
I	D	O	X	F	A	B	R	E	A	T	H	E
E	K	N	F	F	O	H	C	T	I	W	S	S

Activities suitable for KS3

(11-14 Year olds)



Activity one

I need clean air because...

Drawing on the information pupils have learnt from the fact sheet and quiz, ask them to consider why having clean air is important. This can be in the form of a leading statement such as ‘I need clean air because...’

Ask them to draft their own action plan for improving air quality to achieve their aim of clean air. Points to consider include:

- The impact of poor quality air on our own health
- What happens to our lungs when we breathe in polluted air
- What measures could be taken locally to improve our air quality
- Who is responsible for cleaning up our air - the Council? Local businesses? Parents? All of us?

Write a persuasive letter to the local Mayor, or the Leader of the Council, setting out your action plan.

Alternatively, turn the activity in to a role play exercise for two people where one person is the Mayor and the other has to develop a convincing argument about how pollution locally is a problem and how they would like the Mayor to take action. Use ambitious, persuasive language. Then switch roles.



Activity two

Health consequences of air pollution for children

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- How could poor quality air make you feel physically and mentally?
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- How could air pollution affect you and your family? What impact does poor quality air have on our health care services?
- Apart from children, who else is vulnerable to air pollution in the community and how could you help them?
- What measures could be taken to reduce air pollution locally?

Discuss different modes of transport that you could use to travel to school that help reduce air pollution – this links with activity two about developing ‘clean’ routes to school.



Activity three

Studying exhaust fumes

Exhaust fumes from cars, vans and other vehicles on the road are a major source of air pollution. By switching off a car engine while stationary, local air pollution could be cut by up to 30%.

The main components of exhaust fumes are sulphur dioxide, nitrogen oxide, carbon dioxide, carbon monoxide and particulate matter.

Ask pupils to undertake some desk research about these air pollutants, considering some of the following questions:

- How are the gases formed?
- What is particulate matter and how is it created?
- How can these air pollutants damage our health when breathed in?
- List some additional sources of these pollutants apart from exhaust fumes
- What measures can be taken to reduce levels of these gases in the air?

If you want to find out more about air pollutants and how they affect our health then the following websites might be useful:

- World Health Organisation – www.who.int
- Emissions Analytics – www.emissionsanalytics.com
- Plume Labs – www.plumelabs.com



Activity four

Design a poster

Ask pupils to visually represent what air pollution means to them or create an image of what air pollution does to their health and incorporate their designs in to a poster encouraging people in the city to switch off their engines every time they wait.

Alternatively, using the colouring-in poster included as part of this toolkit as inspiration, design a picture incorporating six major sources of air pollution alongside your choice of local landmarks. You could incorporate some fun ‘hide and seek’ elements with hidden cars or gases. Create a class display with all the completed posters or share your work with younger year groups and ask them to complete the activities.

Feedback

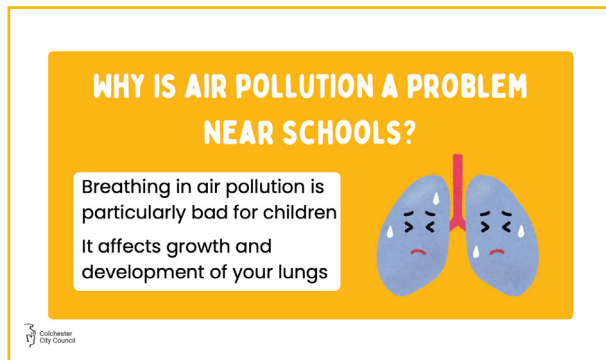
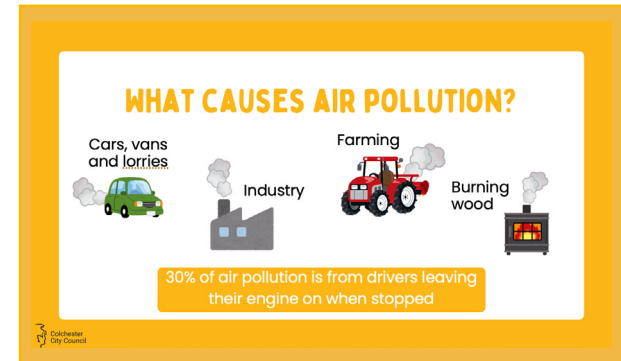
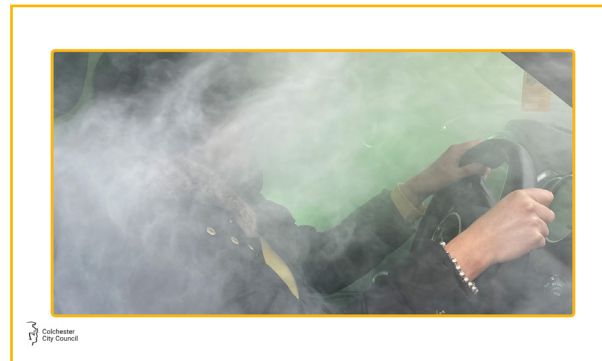
We would love to know how you get on with these activities and to see any results you achieve. If you are happy to share then please email your work to cleanair@colchester.gov.uk

For more information about the CAREless pollution campaign please visit www.cleanaircolchester.org

Air pollution presentation

Please use our presentation as part of an assembly or classroom lesson. It explains why it is important to take action to help take care of our air and suggests ideas for what we can all do to help.

You can download a copy of the PowerPoint presentation at www.cleanaircolchester.org/schools





Air pollution fact sheet

How to use this section of the toolkit

Please find below a series of facts about air pollution. You can use this fact sheet as a discussion guide to help introduce the subject to the class and talk about what we can all do to help improve the quality of the air we breathe.

When you have finished your discussions on air pollution, please use the accompanying quiz on pages 20/21 to test your pupils' knowledge. There are also additional activities in this toolkit to help you delve further into the subject matter depending on your time and interest.

What is air pollution?

Air pollution is the presence of toxic substances in the air which can be harmful to the health of humans and other living beings, and cause damage to our environment. There are different types of air pollutants such as gases and particulates (microscopic matter suspended in the air) which can come from many different sources. Air pollution isn't always visible and can be odourless too.

What are the main sources of air pollution?

In towns and cities, the main source of air pollution is road transport. Diesel and petrol vehicles create pollutants, including nitrogen dioxide and particulate matter, and the friction of brakes and tyres on the road also contributes to poor quality air. Other sources of air pollution include burning fuel in houses for heating or cooking, emissions from power stations, industry and farming.

What is the main source of air pollution in the UK?

The main source of air pollution in the UK is exhaust fumes from cars, lorries and other vehicles. Air pollution can be 30% higher outside schools because of idling cars (a car is stationary with the engine running).

Which toxic gases are found in exhaust fumes?

Exhaust fumes from vehicles such as cars, vans, lorries and buses contain toxic gases including nitrogen oxide, carbon monoxide, carbon dioxide and sulphur dioxide.

What does it mean when a car engine is 'idling' and why is it a problem?

Idling refers to a car that is stationary but has the engine running, for example waiting at a level crossing or outside a school. Idling engines are a significant contributor to air pollution because they produce higher concentrations of air pollution than a car in motion. This pollution can accumulate inside the car by natural circulation of air or suction through the ventilation system and is breathed in by everyone inside the car.



Air pollution fact sheet

Am I protected from air pollution when I travel to school in a car?

No you are not protected from air pollution inside a car. Researchers found that pollution inside a stationary car with the engine running (for example waiting at traffic lights or outside school) can be up to seven times higher compared to air outside the car and in some cases this could be much higher.

How does switching off a car engine when stationary help improve air quality?

Switching off your engine when you are waiting at traffic lights, level crossings or outside schools is a really easy way to help cut local air pollution by up to 30%. It means that anyone who is near a road with idling cars, or sitting inside an idling car, doesn't have to breathe in harmful emissions. That includes people who live in streets with lots of traffic, children on their way to school, people on their way to work, the person in the car behind you and you sitting behind another car.

How does poor quality air affect our health?

Air pollution reduces life expectancy and is the largest public health risk in the UK, linked to around 1 in 20 deaths. It is recognised as a contributing factor in the development of lung conditions, heart disease and cancer. There is also evidence highlighting possible links between air pollution and diabetes, dementia and underweight births.

Which groups of people are particularly vulnerable to poor quality air?

Breathing in poor quality air is bad for everyone but there are certain groups of people who are particularly vulnerable including pregnant women, babies, children, people with existing respiratory problems as well as elderly people.

How do I protect myself from air pollution when I cycle/walk?

Where possible, choosing to walk or cycle on off-road paths or back roads will reduce your exposure to air pollution – use **walking** and **cycling** maps of your local area to help you plan the best routes. If you have to travel along busy main roads, try to plan your journey during quieter times of the day and avoid rush hour. Encourage all of your family and friends to choose sustainable transport where possible and to always turn off the car engine when stationary if they do have to drive.

Air pollution quiz for KS1



The quiz questions below accompany the fact sheet in this toolkit. Once you have read through the fact sheet about air pollution and discussed it in class, you can test your pupils' knowledge in the quiz below. The answers are listed at the bottom – no cheating!

1. What is air pollution?

- a. The smell of a rotten egg
- b. Toxic substances in the air
- c. Releasing a helium balloon

2. Which of the following is a source of air pollution?

- a. A television
- b. A dog
- c. A lorry

3. What is the main source of air pollution in the UK?

- a. Houses
- b. Cars
- c. Offices

Answers:

1. B 2. C 3. B



Air pollution quiz for **KS2** and **KS3**

The quiz questions below accompany the fact sheet in this toolkit. Once you have read through the fact sheet about air pollution and discussed it in class, you can test your pupils' knowledge in the quiz below. The answers are listed at the bottom – no cheating!

1. Vehicle exhausts produce which of the following gases?

- a. Nitrogen oxide
- b. Carbon dioxide
- c. Carbon monoxide
- d. All of the above

2. What is an idling engine?

- a. An engine that is lazy
- b. An engine that is switched off
- c. An engine that is left running when a car is stationary

3. Pollution inside a stationary car with the engine running is higher than outside. True or False?

- a. True
- b. False

4. Switching off the car engine while stationary can cut air pollution by how much?

- a. 10%
- b. 20%
- c. 30%
- d. It won't make any difference

5. Poor quality air can affect all of us, but which of these groups are particularly vulnerable?

- a. Elderly people
- b. Pregnant women
- c. Children
- d. People with lung problems
- e. All of the above

6. What effect does air pollution have on our health?

- a. It helps us to breathe more easily
- b. It can cause heart disease, cancer and lung problems
- c. It helps us to live longer

7. Which form of transport produces the least amount of air pollution:

- a. Bicycle
- b. Car
- c. Walking

Answers:

1. D 2. C 3. A 4. C 5. E 6. B 7. C: Cycling will still produce a very small amount of pollution from the tyres



Air pollution word search

Can you find the 15 words related to air pollution hidden in this word search?

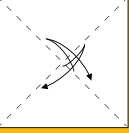
- Action
- Air
- Breathe
- Car
- Careless
- Engine on
- Exhaust
- Fumes
- Idling
- Nitrogen oxide
- Oxygen
- Particulate
- Pollution
- Switch off
- Traffic

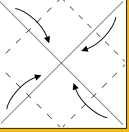
S	S	E	L	E	R	A	C	X	B	E	H	N
T	M	T	R	A	F	F	I	C	U	A	I	P
B	E	A	C	T	I	O	N	G	B	T	X	A
O	R	X	H	U	A	R	L	N	R	G	K	R
X	J	P	H	S	W	G	X	O	E	D	N	T
Y	D	O	Z	A	S	N	G	E	A	O	Z	I
G	Y	L	X	L	U	E	V	N	T	I	S	C
E	T	L	W	A	N	S	F	I	H	Q	E	U
N	K	U	P	O	C	F	T	G	E	J	M	L
O	I	T	X	L	U	N	B	N	A	L	U	A
A	X	I	D	L	I	N	G	E	T	O	F	T
I	D	O	X	F	A	B	R	E	A	T	H	E
E	K	N	F	F	O	H	C	T	I	W	S	S

Air pollution chatterbox

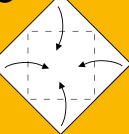
These instructions show you how to fold this chatterbox.

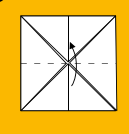
Cut along the chatterbox along the grey dotted line.

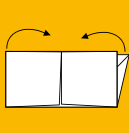
1  Fold the sheet in half along the vertical long yellow dotted line to create a crease. Open the sheet and now fold along the horizontal long yellow dotted line. Then unfold.

2  Turn the sheet over on the blank side and fold each corner into the middle.

3  Turn the paper back over.

4  Fold each corner into the middle.

5  Fold in half to create a creaseline.

6  Fold in half again to create another creaseline, then unfold.

Now you are ready. Pull the chatterbox open and shut by pulling fingers vertically then horizontally.

Number or colour differently each of the eight segments.

On the underside gently ease up the flap to fit a thumb and first finger in each square.

Ask a friend to pick a colour or number. Open the chosen segment and read the instruction.

With thanks for the chatterbox idea to St George Breathing Better.

Cut along the dotted line 

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Spin around 5 times and then run in a straight line

Do the people who drive you to school off their engine every time they wait? If they don't ask them to.



Stand on one leg and count to 30

Switching off car engines when they are stationary would cut local air pollution by 30%.

Do 7 star jumps

Pollution is 7 times higher inside a stationary car with the engine running.



Lie on the ground and pretend to be asleep

Vehicle exhausts produce nitrogen oxide which is harmful to the environment and human health.



Count backwards from 10 as fast as you can

String with the car engine running for 10 seconds uses more fuel than switching on and off.



Make the noise of your favourite animal

Breathing bad air can lead to heart disease, cancer and lung problems.



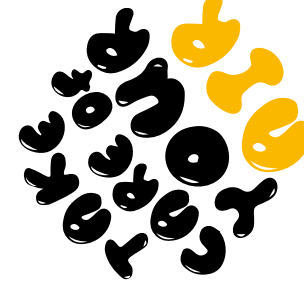
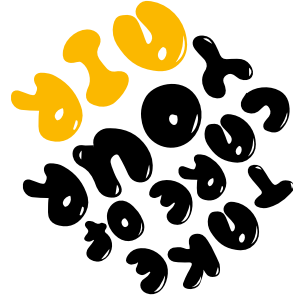
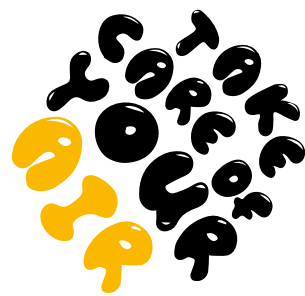
Sing your favourite song

Breathing the air pollution in cities and towns is the equivalent of smoking 1.5 cigarettes a day.



Pretend to be riding on a bicycle

Two-thirds of all car journeys are for less than 5 miles. It would take just 20 minutes to cycle instead.



School travel plan

A school travel plan is a simple document that a school creates that outlines how journeys to and from school can be more active, safer and better for the environment.

The plan sets out practical ways to encourage and support pupils to walk, scoot, cycle and use public transport and car sharing to reduce the number of vehicles doing the journey to and from school.

Each school creates its own bespoke travel plan, ideally with input from children, as well as parents, staff and the community to make sure it reflects local needs and addresses ways to overcome specific barriers.

What are the benefits of a school travel plan?

Reducing the number of vehicles helps to reduce traffic congestion and improve safety on the routes around the school. It also improves the quality of air everyone has to breathe as well as reducing noise pollution.

The way children travel to school can have a significant impact on their physical and mental health and wellbeing as well as their behaviour in the classroom, with pupils who walk, scoot or cycle arriving more alert and ready to learn. It can also help children to develop road use skills and supports school policies such as Eco-Schools and Healthy Schools and the national curriculum.

Links to the national curriculum

A school travel plan can be linked to everyday learning:



- **Science and maths:** pupils can collect and analyse data and create tables and graphs



- **English and drama:** pupils can use the topic of travel to learn about persuasive writing and discussions



- **Art:** pupils can create a map of the school based on the site audit and active travel posters



- **PSHE:** pupils can take on the role of Travel Ambassador to promote active travel to the wider school community including parents

It also provides pupils with the opportunity to develop skills in presenting and public speaking, marketing and promotion, project management and leadership.

Support

Contact your local council for support and guidance in creating your school travel plan.

National accreditation

Modeshift STARS is a national accreditation scheme which recognises schools that show excellence in supporting cycling, walking and other forms of sustainable and active travel. It is supported by the Department of Transport and more than 1,400 schools have achieved accreditation.

Schools can register for free and gain access to an online system that provides guidance through each step of a travel plan with user-friendly instructions.

Register your school at <https://modeshiftstars.org>

Modeshift also run the Active Travel Ambassador programme to support pupils aged 11 and over to develop school based campaigns on active travel and road safety.

Creating your school travel plan

There are three basic parts to a travel plan all of which your pupils can help to create:

- A site audit
- A travel survey
- An action plan

Site audit

Ask pupils to walk around the school site and record the answers to the questions. If you have a large class, split them into groups. They can create tables and graphs with the results and compare their findings.

- How many car park spaces can you count?
- How many bike and scooter parking spaces can you count?
- How many pedestrian crossings can you count?
- How many bus stops can you count?
- Can you see any cycle paths nearby?
- Are there pavements leading to your school?
- Can you see a speed limit sign? What speed is the road?
- Are there any speed bumps on the road?

Extending the activity – ask pupils to:

- *Draw a map of the school including all the features they have found.*

Travel survey

Ask pupils to conduct a survey of their class/year about how everyone makes their journey to school and how they would prefer to travel to school. It can be done as a simple 'hands up' activity.

The template on page 28 can be used to record the results.

Repeat the survey each term/year and compare results to see if there has been an increase in the number of pupils actively travelling to school and if you have reached your targets.

Extending the activity – ask pupils to:

- *Make graphs and charts showing the results*
- *Turn the numbers into percentages*
- *Compare results against last year's data (if available)*



School travel survey sheet

Use this sheet to record your findings about how pupils and staff currently make their journey to school and how they would prefer to travel each day.

Current way to travel to school	Number of pupils	Number of staff	Preferred way to travel to school	Number of pupils	Number of staff
Walk			Walk		
Cycle			Cycle		
Scoot			Scoot		
Bus			Bus		
Park & Stride from agreed location			Park & Stride from agreed location		
Train			Train		
Car Share with pupils from other homes			Car Share with pupils from other homes		
Motorcycle			Motorcycle		
Car			Car		

Action plan

Ask pupils to use the data from your audit and travel survey to suggest practical ways to encourage your school community, including pupils, teachers and support staff, to travel to school more actively. You could also set targets for the changes you want to happen.

Think about the following to help inform your action plan:

- How can you help people to cycle or scoot to school? Does this include providing more secure bike and scooter storage?
- Is there a bus stop close to your school that you could promote? Could you set up a 'walking train' from the bus stop to the school gates?
- Are you promoting the health benefits of actively travelling to school?
- As well as reducing the number of cars travelling to school, how else could you help to improve air quality around the site?

Use the sheet on the next page to develop your action plan and then make sure you share it with everyone at school. You could do this at a whole-school assembly or present to individual classes.

Your school might already offer Bikeability training, provide bike/scooter parking and communicate with parents about parking, so make sure you include this information in your action plan.

Examples of other travel initiatives you could include:

- CAREless Pollution no idling campaign
- National Clean Air Day activity
- Parent parking campaign/park and stride scheme
- Bikeability training
- Bike/walking bus



School travel plan sample sheet

Use this sheet to set out your action plan to help pupils, teachers and support staff travel to school more actively. Be as specific as possible about the activities, who is responsible and by when it should happen. Some example ideas have been provided but you can add more and replace with your own.

Action	Description	Key milestones	Person responsible	Target completion date
Create a walking map	Encourage more walking to school by creating a map of the local area showing all available footpaths			
Schedule regular themed assemblies: air pollution, road safety				
Encourage staff and parents to car share				
Provide 'bus buddies' for younger pupils starting at the school				
Host bike maintenance training for staff and parents				
Host Bikeability cycle training				
Participate in national active travel initiatives such as Living Streets WOW, Walk to School Week/Month, Sustrans Big Walk & Wheel, Bling Your Bike Day, Catch the Bus Week, Road Safety Day/Week				
Work with Council on parking and idling enforcement				
Ask new parents to sign up to a Travel to School Agreement				

Clean Air Day

Clean Air Day is celebrated on the third Thursday in June each year and is the UK's largest air pollution campaign. Developed by the charity **Global Action Plan**: www.globalactionplan.org.uk, it focuses attention on air pollution and helps to improve public understanding about how to improve air quality.

There are a number of ways in which you can support Clean Air Day at your school, using the materials in this Toolkit to help you. Here are some ideas to get you started:

- Use the presentation to host an assembly
- Complete the **“How does air pollution make you feel?”** activity on page 12.
- Set up a stall in the playground to speak to parents/carers/grandparents at school pick up about the importance of switching off the engine while waiting.
- Use the day to kick start your own school initiatives to encourage walking or cycling to school. See page 32 for resources which can help you





Useful additional information and resources

Events you might like to consider supporting:

- **Clean Air Day** – see page 31 for further details
- **Cycle to School Week** – organised by Bikeability and Sustrans, this week-long event encourages families to try cycling or scooting to school. Find out more at www.sustrans.org.uk
- **Earth Day** – an annual national awareness day on April 22, to celebrate protecting the planet from factors like pollution and deforestation. Find out more at www.earthday.org
- **Walk to School Week** – challenge pupils to walk to school every day for a week, learning more about active travel along the way. Find out more at www.livingstreets.org.uk

Initiatives and projects that can support you:

- **3PR** – a school-led initiative to influence and change parking behaviours of parents outside schools: www.schoolparking.org.uk
- **Bikeability Training** – cycle training programme to gain practical skills and understand cycle safety: www.bikeability.org.uk
- **Healthy Schools programme** – supporting schools to improve the health and wellbeing of pupils: www.healthyschools.org.uk
- **Living Streets** – the UK charity inspiring people to walk more. Includes initiatives such as **Park & Stride** and **WOW Walk to School**: www.livingstreets.org.uk
- **Modeshift STARS** – helping to deliver effective travel plans: www.modeshiftstars.org
- **School Streets** – campaign for temporary restriction on motorised traffic at school drop off and pick up time: www.schoolstreets.org.uk

CARELESS
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