

USING MAP ACTIVITIES (in and out of the classroom) TO PROMOTE SUSTAINABLE SCHOOL TRAVEL.

Aims:

To increase the proportion of pupils travelling to school by sustainable means, leading to health and environmental benefits.

To identify and address hazards, problems or difficulties encountered on the school journey, which can feed into the school travel plan and also feed in to your Local Authorities Education and Inspection Act Sustainable Travel Audit.

To identify ways in which walking or cycling to school could be made safer and more attractive.

Reasons for using maps:

Pupils find personal and local maps interesting and stimulating.

School Travel Advisers can help access large local maps for schools.

Maps are available on the internet and can be used effectively via an interactive whiteboard. e.g.

Google maps

www.maps.google.co.uk

Relief Web has some location maps of the more remote places
<http://www.reliefweb.int/mapc/index.html>

A great source of **clip art maps** for location and outline maps
<http://www.graphicmaps.com/>

Maps and aerial photos (although not brilliantly high resolution) for every school in the country!

<http://www.schoolsnet.com/cgi-bin/inetcgi/schoolsnet/scripts/national.jsp>

Enter your postcode and a map - not the best map in the world but good enough - you can even create your own how to get to your school using the zoom facility
<http://www.mapblast.com/mapblast/start.hm>

Interactive, fun and informative site for children from Ordnance Survey
www.mapzone.co.uk

Georesources satellite images. Click on thumbnails for a larger image.
<http://www.georesources.co.uk/sat%20images/sat%20countries.htm>

Viewfinder (some schools have access to this site)

www.viewfinder.infomapper.com

Interfact: Fully Interactive children's atlas <http://www.childrensatlas.com/atlas/index.html>

ACTIVITIES

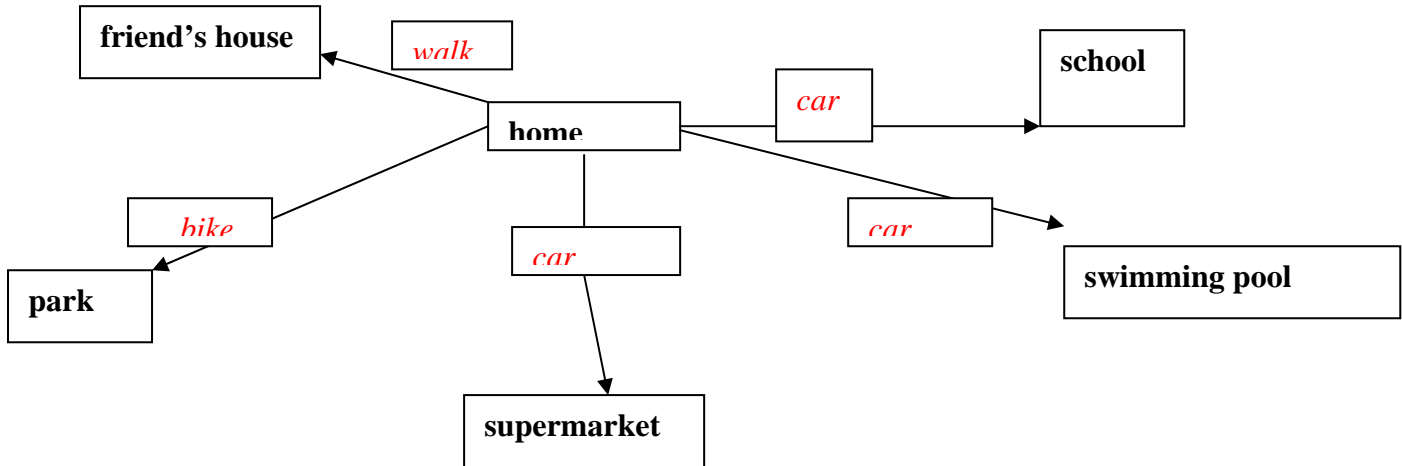
Raising awareness of modes of travel:

1. Personal Thinking Map

You will need:

Paper and pencil

Draw a personal, "thinking map" of the journeys you make during the week and the ways you travel.



Discuss your journeys with a partner:

- What influences the way we travel- distance/time of journey/weather/route/ safety?
- Could you reduce car journeys by walking/cycling, car sharing, and using public transport?

2. Mapping of home to school journeys

You will need:

Very large (A0) map of school's local area and map of outlying area. (Provided by School Travel Advisor or Highways Engineer).

A3 paper for each pupil.

Labels

- Pupils fill in a label and mark their address on map. Discuss which pupils live nearest/furthest from school/journey times/modes of travel/reasons for mode etc.
- Ask pupils to draw their personal journey map to school.
- Mark any things, which make their journey safe/unsafe pleasant/unpleasant easy/difficult.

- Use keys, symbols etc. (Discuss symbols and keys on Ordnance Survey maps).
- Using an interactive whiteboard and local map ask pupils to share their observations and mark them on the large map. Discuss and note pupils' comments and responses.

3. Using maps outside the classroom to improve the journey to school and promote Park and Stride/ 5 Minute Walking Zone/Walking Bus Route.

You will need:

Map of school's local area for each child.

Stepometers

Stopwatch

Ask pupils to set their stepometers at the start of the walk to see how far they can walk in 5 minutes.

Can they identify suitable places for cars to be left whilst parents and children walk the rest of the way to school? Mark on map.

Walk from school in different directions based on the routes the pupils use.

Identify and mark hazards and ask for suggested solutions to these problems, en route. Take photos of problem areas.

For example:

- traffic speed on roads near school (traffic calming/20mph zone).
- lack of safe crossing points (installing new road crossings /pedestrian training).
- unlit /overgrown etc. footpaths (improved lighting, clearance etc.)
- lack of cycle routes (installing cycle routes/cycle awareness training/encourage escorted cycling).

Who could we ask for help, to improve these things? -

Highways /Planning Engineers/Road Safety/School Travel Advisor)

Follow-up activities:

Discuss in more detail the findings on the routes walked.

What would make the journey better/safer/more pleasant? Consider also, travelling with friends.

Would you be able/allowed to cycle to school escorted/on your own? Why or why not?

What do the routes need to make cycling a safe option?

Using a map of the routes walked, mark on the improvements you would like to see made for pedestrians and cyclists. Use symbols, keys, annotations etc.

Write letters to School Travel Advisors, Highways/Engineers/Local MP/Council/Road Safety etc. requesting a visit to school or help with suggested improvements. Include maps and comments identifying problems. The pupils' work can feed into the Local Authority Education and Inspections Act audit work, most probably via the School Travel Advisor.

The previous two suggestions should become part of the School Travel Plan, as they would provide valuable and relevant data to be used by the local authority to make better and safer routes to school.

Write letters to parents/governors explaining the setting up of Park and Stride /5 Minute Zones/ Walking Bus Route (School Travel Advisers /Road Safety Officers could help)

Presentation in school assembly explaining sustainable travel initiatives.

Persuasive posters requesting parents and pupils use sustainable travel initiatives, and why.

Pupils set up simple **reward incentives** for class improvement in walking/cycling/ use of zones. E.g. stickers, certificates, trophies, school rewards. (School Travel Advisers could help).

Design Park and Ride/5 minute Zone/Walking Bus Route markers to be placed on routes to school.

The suggestions above can be included in your school's School Travel Action Plan to be revisited and added to, when appropriate.

Curriculum Links

Geography

KS1&2

Unit 6: Investigating our local area

Section 1:

Where is the locality in relation to other places?

Where is our school?

Children should learn:

- to investigate places
- about the wider context of places
- to make maps and plans
- to use and interpret maps

QCA Unit 2: How can we make our local area safer?

QCA Unit 20: Local traffic - an environmental issue.

QCA Unit 1: Making Connections.

QCA Unit 23: Local action, global effects.

Citizenship

KS1&2

QCA Unit 01: Taking part - developing skills of communication and Participation.

Section 10: Years 5 and 6 - Working together - making decisions.

KS3

QCA Unit 23: People and the environment.

Science

KS1&2

QCA Unit 2A: Health and growth

Unit 5A: Keeping healthy

KS3

QCA Unit 9b: Fit and Healthy

Literacy

KS1, 2&3

Speaking and Listening:

Listening and responding

Group interaction and discussion

Writing:

Persuasive writing

Formal letter writing