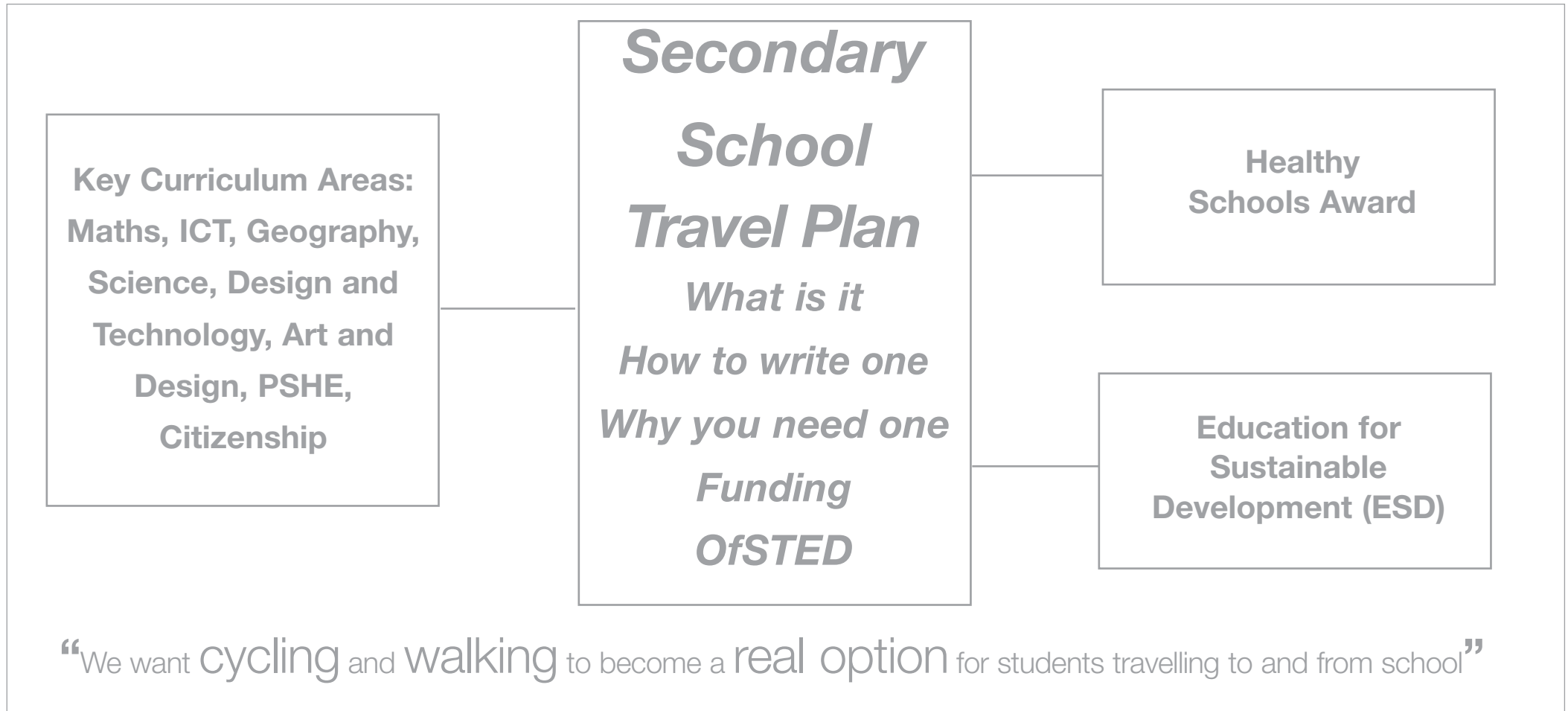


Purpose:

- To demonstrate how Schools Travel Plans (STP's) and sustainable travel to school can be used as a topic to deliver the National Curriculum (England) in secondary schools
- To show where work on developing and monitoring a School Travel Plan can be undertaken in the classroom

Contents:

- An overview of School Travel Plans - what they are, why you need one, how to write one, funding and OfSTED
- Key opportunities in specific curriculum areas and key stages, linked to programmes of study and/ or relevant QCA schemes of work with examples and key resources
- Healthy Schools and ESD links



Produced by:



BATH & NORTH EAST SOMERSET

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WHY YOU NEED ONE

- Local authorities require a School Travel Plan when any planning applications are submitted
- Reduce the number of cars making the school journey, helping to reduce congestion and pollution, making it safer and more pleasant for everyone
- Equip children with the road safety skills they need and provide an interesting, local focus for work within the National Curriculum
- Establish healthy travel habits in young people by increasing levels of regular walking and cycling and improving their health and fitness for life

WHAT IS A SCHOOL TRAVEL PLAN?

- A School Travel Plan (STP) identifies ways of encouraging more young people to walk, cycle or use public transport to get to school through a combination of educational and environmental measures
- A series of practical steps to reduce car use and improve safety, on the school journey
- A living document with targets, to be reviewed regularly as part of the school's development / improvement plan
- A reflection of the whole school's culture and sense of community

FUNDING

A STP can open the door to various sources of funding. Some examples are given below but may vary from area to area.

- A government grant is now available to all State schools in England who have had their school travel plan approved by their local authority. This can be used for capital measures within the school grounds – an average of £10,000 per secondary school. For more information:
www.teachernet.gov.uk/sdtravel
- By working closely with your local authority, many areas will be able to apply to fund minor improvements to the highway through the Local Transport Plan contact the Sustrans SRS Information Service on 0117 915 0100 or email: schools@sustrans.org.uk for local authority contacts.
- The Parish / Town Council may be able to supplement funding from the Local Authority
- Local businesses may be happy to sponsor some items e.g. school tool box for bike maintenance, or provide "help in kind", such as printing a leaflet
- Avon and Somerset Police have a Community Trust Fund – other Police forces may have a similar fund – contact your local Police Headquarters
- For more information on funding, visit the Questions section on the Safe Routes to Schools website,
www.saferoutestoschools.org.uk

OfSTED

A STP is not a statutory requirement of inspections, but can help to support many of the areas where inspectors are expected to comment specifically or make judgements on.

The 'Every Child Matters' outcomes will be reflected in new school inspection criteria, three of these relate to School Travel Plans:

- Keeping children safe from bullying, harassment and discrimination
- Encouraging children to develop healthy and active lifestyles
- Helping all to value education and to appreciate that it is key to success in later life

HOW TO WRITE ONE

- Your local authority will have a School Travel Adviser (STA) who can help. Obtaining the capital grant from government requires certain criteria to be met, so make sure you are working closely with your STA
- Establish a working party of interested people from the school
- Do a travel survey of parents, pupils and possibly local residents. Pupils can take a leading role here
- Identify a package of actions to reduce car use and increase walking and cycling, looking at a combination of practical and educational initiatives
- Establish targets with measurable aims and objectives
- Monitor progress on a regular basis - e.g. by incorporating the completed plan within the school development / improvement plan, and nominating a named individual to be responsible for reporting on progress



Summary of links with STPs:

Monitoring, evaluation and data collection are key components of a school travel plan and as such many strands of MA4 Using and Handling Data can be linked in some way to a school travel plan. Travel surveys and traffic analysis provides key opportunities for pupils to process and represent data in a real life situations.

Tracking changes in trends is essential for monitoring the success of a School Travel Plan and is an area in which a class can take on as a whole year project, tracking class or school modal shift. Additionally, by tracking and monitoring this information pupils can gain a tangible insight into how their behaviour contributes to a wider picture. Many of the main linkages are listed below. Numbers in brackets refer to programmes of study.

KS3:

- Problem solving (1a,b,c,d)
- Communicating (1e,f,g)
- Reasoning (1,h,i,j)
- Specifying the problem and planning
- Collecting data
- Processing and representing data
- Interpreting and discussing results

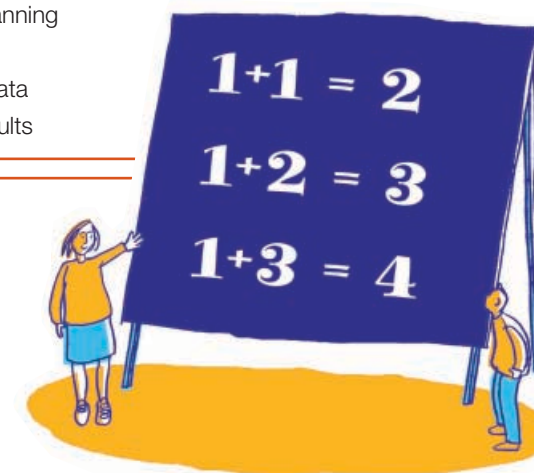
KS4 foundation:

As before for units 1-4, 5 a-e

- Discuss implications of findings in the content of the problem (5j)
- Interpret social statistics including index numbers, time series and survey data (5k)

KS4:

- Problem solving (1a,b,c,d)
- Communicating (1e,f,g)
- Reasoning (1,h,i,j)
- Specifying the problem and planning
- Collecting data
- Processing and representing data
- Interpreting and discussing results



Examples:

- Survey the methods of travel to school by pupils, parents and staff **Links: ICT, Geog, ESD**
- Devise a survey to monitor traffic near the school - e.g. speed, type of vehicle - different times/days **Links: ICT**
- Identify where changes could be made to a road, footpath or crossing to make journey to school safer, using statistical methods e.g. volumes of traffic near a crossing point; justify methods
- Look at how school travel habits compare nationally **Links: ICT, ESD**
- Consider local and national accident statistics **Links: ICT**
- Present travel survey results for a meeting - this may require different formats for different audiences **Links: ICT, Eng, ESD**
- Carry out a survey at regular intervals to identify trends/ relapses **Links: ICT, ESD**

Key Resources:

School Traffic & Accident Reduction project (STAR) Bath & North East Somerset, for information contact 'Envolve' 01225 787917 office@envolve.co.uk. Worksheets on stopping distances, accident statistics, estimates, graph work linked to road safety.

www.nc.uk.net
www.youngtransnet.org.uk

Summary of links with STP's:

ICT is a key curriculum area in which a STP can be developed, either on its own or through other curriculum subjects. For example, using ICT to produce databases for the travel survey and presenting the results as part of regular monitoring of the school travel plan. Using ICT to produce promotional posters, write letters and produce powerpoint presentations can all deliver key aspects of both developing and promoting a STP and National Curriculum requirements. Research can also be done online on a host of school travel related websites. Numbers in brackets refer to programmes of study. Many of the linkages are listed below:

KS3

- Finding things out (1a, 1b, 1c)
- Developing ideas and making things happen (2a,2b,2d)
- Exchanging and sharing information (3a,3b,3c)
- Reviewing, modifying and evaluating work as it progresses (4a, 4b, 4c,4d)

KS4

- Finding things out (1a, 1b)
- Developing ideas and making things happen (2a, 2b, 2c, 2d)
- Exchanging and sharing information (3a,3b)
- Reviewing, modifying and evaluating work as it progresses (4a, 4b,4c)

Examples:

- Use the YoungTransNet travel survey to discover how pupils and staff travel to school. (1a – c, 2a - c) **Links: Maths**
- Using YoungTransNet web site, find out how school travel habits compare nationally. (3c) **Links: Maths, Eng**
- Survey local residents travel habits and journey purpose – will they benefit from improved public transport linked to the School Travel Plan e.g. lobby for a better bus service to the school. (1a – c, 2a – d, 3 a – c) **Links: Geography**
- Present the School Travel Plan using findings from surveys and in a format appropriate to your audience e.g produce a powerpoint presentation. (3a, b) **Links: Maths, Geography**
- Devise an action plan for implementing and monitoring the STP including follow up surveys and surveys of the new intake each year. (1a – c) **Links: Maths**
- Use a mapping software package to plot postcodes of where pupils and staff live and their mode of travel; you may need to devise a survey to get the information needed or make sure this information is included in an existing survey. (1a – c, 2a - d) **Links: Geography**
- Map hazards on nearby routes to school and suggest solutions e.g barriers along the edge of pavements, repositioning a crossing or installing a new one. (2a – d) **Links: Geography**
- Map traffic into and around school and pedestrian flows, identify areas of conflict and suggest solutions such as re-routing vehicles or footpaths. (2a – d, 3a- c) **Links: Geography, Maths**

Key Resources:

www.youngtransnet.org.uk Young TransNet interactive website, online travel survey and analysis tool

Schools Traffic & Accident Reduction project (STAR), teachers resource pack. £14, incl p&p, 'Envolv' 01225 787910

'Ordinance Survey' 08456 050505 Digishop - Land-Line maps for schools

www.mapit-uk.co.uk/prod01.htm Mapping software

www.nc.uk.net More resources

Summary of links with STPs:

Examining the school journey and sustainability are core areas which can be explored fully in Geography whilst at the same time developing a school travel plan. School travel plans are all about finding local sustainable solutions and require the use of geographical enquiry and skills to do much of the necessary investigation. Additionally pupils have the opportunity to manage a localised project, which will impact on both the school and local community. Study of travel behaviours across different countries and corresponding pollution levels will help them to make linkages between attitudes, choices and environmental consequences. Many of the main linkages are listed below. Numbers in brackets refer to programmes of study.

KS3 & KS4

Geographical enquiry and skills

- Geographic enquiry (1a - 1f)
- Developing geographic skills (2a - 2g)
- Knowledge and understanding of places (3c, 3d)
- Knowledge and understanding of patterns and processes (4a, 4b)
- Knowledge and understanding of environmental change and sustainable development (5a, 5b)

Examples:

- Look at how car use is changing, peoples' attitude to travel (including your own) and the effects that it is having on the environment. (1a,b,c,d, 5a,b). **Links: Maths, ICT**
- How do peoples' attitudes shape society and politics? (1e, 5a, b.) **Links: Eng**
- Use an annotated sketch map, graphs or charts (appropriate to the audience) to communicate an aspect of the School Travel Plan. (1f) **Links: ICT, Eng**
- Identify the school's catchment for pupils and devise school bus routes that will include the maximum number of pupils in the most efficient way. (2a – g). **Links: Maths, ICT**
- Present findings of a survey for a meeting to launch the idea of the School Travel Plan. Use charts, graphs and/or maps, appropriate to the audience, to explain why it is necessary from an environmental perspective. (1f, 2f, g, 4a, b, 5a). **Links: Maths, ICT, Eng**
- Map hazards on nearby routes to school. (2a, b, c). **Links: Maths, ICT, English**
- Draw maps showing alternatives to minimise the hazards. (2e, g) **Links: ICT**
- Map traffic and pedestrian flows into and around school and suggests alternatives to minimise any conflicts. (2a – g). **Links: Maths, ICT, Eng**
- Look at the topography of the school and the human elements that give the area its unique identity of place – is this likely to be a limiting factor to the Travel Plan? (3a, c, d, 4a, b). **Links: ICT**
- Look at the topography of other schools that have a similar aspect and have produced Travel Plans, local or national – how have they dealt with the problem/s? (3a, c, d, 4a, b). **Links: ICT**

Key Resources:

www.rac.co.uk/racworld/grass_routes/ RAC Teachers' resource pack 'Investigating Safer Journeys'

www.databases.dft.gov.uk/schools DfT's database of classroom materials relating to sustainable travel

www.teachernet.gov.uk lists sources of mapping and journey planning software under it's A - Z of school leadership & management' section

www.transport2000.org.uk/ Transport 2000 Learning Zone – Emissions Assessment; facts; figures; teachers' resources (Price: £5)

www.ace.mmv.ac.uk/esd/ Encyclopedia of Sustainable Development, pupil friendly coverage of topics on global warming and transport solutions

QCA Units that link to STP's:

Unit 1: Making choices - mapping, persuasive writing about locality: connections between places

Unit 1: Citizenship - What's it all about - problem solving, democratic discussion

Summary of links with STPs:

Science is a key curriculum area through which an awareness and understanding of the related safety, health and environmental issues of the school journey can be explored. Most of the links suggested below (with the exception of the safety hazard survey) aren't specifically required in a STP. They do however, make the curriculum more relevant and help to heighten awareness of what the school is trying to achieve through the process of developing and adopting a STP. Numbers in brackets refer to programmes of study.

KS3

- Investigative skills (2b - e)
- Obtaining & presenting evidence (2f - e)
- Considering evidence (j - m)
- Evaluating (n - p)

KS4

- Investigative skills (2d - e)
- Obtaining & presenting evidence (2f - e)
- Considering evidence (j - m)
- Evaluating (n - p)



Examples:

1. Devise a survey of students' weekly physical activity and look for patterns. (2a,2d,2e,2l,2k).
2. Calculate and investigate target zone, test how well different activities enable them to reach TZ, compare with national statistics (2a,2d,2e,2l,2k,) **Links: Healthy Schools**
3. Survey perceived dangers on route, compare with actual dangers. Investigate correlation between empirical and perceived dangers. (2a,2d,2e,2k,1e)
4. Conduct a traffic pollution survey, collecting particulates at 2 locations.(2a,2d,2e,2k) **Links: ESD**
5. Investigate ways to protect local environment using sustainable development (5a) **Links: ESD**
6. Study the effects of car burning fossil fuel on the environment (2) **Links: ESD**
7. Investigate stopping distances, the effects of surface friction, link to road surfaces and safety (2a, 2d) **Links: Maths, Citizenship**

Case Study

All Saints' RC School, York

Curriculum links to the school's travel plan incorporated into Science through using "stopping distances as topic in Year 7" and "pollution at KS4".

Key Resources:

Transport Emissions Assessment toolkit from NSCA, the environmental protection charity (£5)
www.nasca.org.uk/pages/educationresources/index.cfm or call 01273 878770
www.standards.dfes.gov.uk
www.ace.mmv.ac.uk/esd/ Encyclopedia of Sustainable Development, pupil friendly coverage of topics on global warming and transport solutions

KS3 QCA Units:

Unit 7I: Energy resources (Fossil fuels and renewable energy) - section 4
 Unit 9G: Environmental Chemistry – sections 6 - 8
 Unit 9C: Plants and photosynthesis (links to CO2 emissions and the importance of plants)

Summary of links with STPs:

School travel plans require schools to investigate active sustainable transport solutions that work best for them and the local environment. The Design and Technology curriculum creates broad opportunities for pupils to gain an understanding of sustainable solutions to everyday situations. Understanding and investigating the technology behind bicycle, trailer, cycle storage and walking & cycling accessories, heightens pupils awareness of safety issues and enables pupils to contribute to decisions regarding purchases, best solutions etc. This in turn enables them to have a meaningful contribution to school travel planning and provides an excellent opportunity to make links with the local business community. Many of the main linkages are listed below. Numbers in brackets refer to programmes of study.

KS3

- Developing, planning and communicating ideas (1c-f)
- Working with tools, equipment, materials and components to produce quality products (3c)
- Knowledge and understanding of materials and components (4 a,c)
- Knowledge and understanding of systems and control (5a)

KS4

- Developing, planning and communicating ideas (1a-g)
- Working with tools, equipment, materials and components to produce quality products (2a,b)
- Evaluating processes and products (3d)
- Knowledge and understanding of materials and components (4 b,d,e)
- Knowledge and understanding of systems and control (5a,g)

Examples:

KS3

- Designing bike gadgets: an improved luggage rack, a stand, a trailer... or work with textiles to produce conspicuous items of clothing or accessories. (1b, 1c, 1d, 1e, 2a, 3a, 3b) **Links: Art**
- Test it out: carry out a 'Which' or consumer association style test of two or more bikes, a local bike shop may be approached to help. Make test reports available to whole school to raise awareness of the STP. (3c) **Links: Citizenship, English**
- Design cycle parking: using survey results from the STP, ensuring it is aesthetically pleasing. A student panel could choose one design for construction (1b, 1c, 1d, 1e, 2a, 3a, 3b) **Links: Art & Design, Community**
- Design an environmentally friendly form of transport for the future. (1c, 1d, 1e, 1f) **Links: ESD**
- Design a new School Uniform/ Cycle clothing to be more visible on the roads, SFH using different materials (SC3 1a, 1d, 1g) **Links: Materials in Science Art & Design**

KS4

- Design cycle parking: following a brief, design a rack to required specifications, using CAD technology, consider how it meets different needs, evaluate ideas, visit a manufacturer to learn about materials properties (1a, 1b, 3a, 3c, 4a) **Links: Community**
- Build a 3D Model of the road layout and existing road safety measures SFH at school entrances and design and add other improvements – the model could be used in consultation meetings. (1b, 3c) **Links: Community**

Case Study

Pupils at Rhymney Comprehensive School, Wales took part in an extensive School Travel Plan project as part of their Design and Technology lessons. Pupils reviewed cycle storage and worked with the local council to decide on walking and cycling measures on the school ground. These included a cycle path, cycle storage and a bridge. Field trips to manufacturers and field work during construction of the bridge reinforced the classroom work pupils had undertaken. Additionally, pupils gave presentations to the Local Authority and at a national Sustrans conference.

Key Resources:

www.saferoutestoschools.org.uk Cycle parking information sheet
www.travelwise.org.uk/safe/partners.shtml Working with local business

QCA Units that link to STP's:

Unit 9aii Selecting materials - Focus: resistant materials (designing a bike shed)
Unit 9aiii Selecting materials - Focus: textiles (designing cycle clothing)

Summary of links with STPs:

A key element of a School Travel Plan is raising awareness and promoting school travel initiatives. Understanding how to communicate messages about safety and the environment through art is a key element of the curriculum. Linkages can also be made in practical projects to make walking and cycling initiatives more aesthetically pleasing. Pupils can often gain a greater understanding of important issues relating to sustainability, safety & citizenship by exploring issues and concepts through a creative process. Many of the main linkages to school travel plans are listed below. Numbers in brackets refer to programmes of study.

KS3 & KS4

- Exploring and developing ideas (1a - c)
- Investigating and making art, craft and design (2a, c)
- Evaluating and developing work (4a, b)



Examples:

KS3

- Publicity posters: to be displayed around the school to: a) raise awareness of safety issues b) make the link between fitness and walking/cycling **Links: Healthy Schools** c) Publicise the STP d) to advertise going by bus – involve local bus company. in a promotion (2a, 2b, 2c, 4a, 5a, 5c) **Links: Community**
- STP Exhibition, either at school or at a local library, to illustrate and raise awareness of STP issues such as: a) Healthier living b) Cycle theft c) Traffic dangers d) Traffic congestion/ Pollution/ Accidents. **Links: Healthy Schools**
- Design eye catching ways to display STP survey results. (2a, 2b, 2c, 4a, 5a, 5c)
- Design a STP Logo, using ICT, to go on leaflets and newsletters about the project (2a, 2b, 2c, 4a, 5a, 5c)
- Design a sculpture or mural to enhance the school bike sheds, possibly involve local company to assist with building and installing a winning design. (2a, 2b, 2c, 4a, 5a, 5c) **Links: Community**

- Design an eye-catching new road sign to help young cyclists to be warned of potential danger ahead. Involve local business and council to manufacture and install new signs. (2a, 2b, 2c, 4a, 5a, 5c) **Links: Community**
- Create an animation about an issue of road safety using ICT and video (2a, 2b, 2c, 4a, 5a, 5c)

Case Study

Hertfordshire pupils saw their artwork transformed into 'gateway' signs to alert drivers entering roads around the school. Pupils from Sandringham School and nearby Wheatfields Junior School spent a day with a London design house, to see how their drawings could be developed with IT. As the school travel project progresses, a group of children from each school met monthly with council officers, police, parents, governors and staff.' DfT website www.dft.gov.uk (school travel section)

Key Resources:

www.saferoutestoschools.org.uk for sample logo's, newsletters and posters
www.youngtransnet.org.uk for sample logo's, newsletters and posters
www.ltl.org.uk Learning through Landscapes art projects
www.sustrans.org.uk Art and the travelling landscape

QCA Units that link to STPs:

Unit 9C: Personal places, public spaces (investigating the school environment)
Unit 8C: Shared view (public art about school travel)

Summary of links with STPs:

School travel plans require pupils to engage and communicate with a range of audiences in a variety of ways. Discussion groups, meetings, presentations, written reports and letters enable pupils to actively participate in the plan whilst also meeting curriculum needs. Drama and creative writing provides opportunities for pupils to explore issues from both their own and other peoples perspectives. Many of the main linkages to school travel plans are listed below. Numbers in brackets refer to programmes of study.

KS3

- Speaking (1a-g)
- Listening (2b,e,f)
- Group discussion and interaction (3a-e)
- Drama (4a-d)
- Language variation (a-f)

KS4

- Speaking (1a-g)
- Listening (2 a-f)
- Group discussion and interaction (3a-e)
- Drama (4a-d)
- Language variation (a-f)



Examples:

- Voicing an opinion: discussing positive & negative aspects of using different modes of transport to get to school. (1, 2, 3e) **Links: ESD**
- Safety discussion: groups share knowledge of danger points and share views on problems and solutions. (1, 2, 3a, 3b) **Links: Healthy Schools**
- Interview members of local community: older generation – how they came to school?, police/traffic warden – road safety precautions?, car users – why use a car? (2, 3b, 9c) **Links: Community**
- Give an illustrated talk in assembly explaining the STP to the school (1, 8c)
- Drama: Create a short play about sustainable transport to school (4a, 4b, 11a, 11b)
- Work with a local theatre company to produce a play about road safety (2a, 2b)
- Research local information from different sources and in different formats: about road safety cycle paths, traffic congestion and pollution, sustainability etc, to create a school leaflet, consider bias (1g, 1h, 1i, 9b, 9c) **Links: Healthy Schools, ESD**
- Putting it in writing: keep a diary of journeys to school, write a newspaper article about STP and your schools' action points for the local press **Links: Community,**
- Write letters, invite a speaker in, or persuade a local councillor to lobby for road safety improvements, produce information leaflets explaining the school travel plan for parents or the local community, contribute to school travel plan newsletter. (91e, 1g, 1h, 1i, 1j) **Links: Healthy Schools, Community.**

Key Resources:

Book 'Pills Thrills @ Automobiles' a documentary play about drugs and road accidents from www.apetheatrecompany.co.uk

www.databases.dft.gov.uk/secondary Lesson plans
www.youngtransnet.org.uk for tool for writing a school travel plan

Summary of links with STPs:

PSHE is a key area where a STP can be developed. Pupils can explore issues around their own journey patterns and take into consideration how that will impact on others. By contributing to decisions for the whole school pupils gain a sense of ownership which will make the plan all the more effective. Personal health and well being is a key factor and pupils should develop an awareness of the benefits of regular exercise and be able to advocate responsible travel choices and behaviour. Citizenship is ideal for linking with STP work in the classroom: debates, global issues, school grounds and making links with other schools are all common to both. Many of the main linkages are listed below. Numbers in brackets refer to programmes of study.

KS3

- Developing confidence and responsibility and making the most of their abilities (1f-g)
- Developing a healthy, safer lifestyle (2b,c,f,g,h)
- Developing good relationships and respecting the differences between people (3k)

KS4

- Developing confidence and responsibility and making the most of their abilities (1b,d,e)
- Developing a healthy, safer lifestyle (2a,d,g,h)
- Developing good relationships and respecting the differences between people (3d)

Examples:

- Assembly: introducing the STP to the school, or reporting back on findings (4a)
Working with the community: Inviting people to be interviewed, working with local business as sponsors or experts (4e) **Links: Community**
- How to be healthy: Visit by a police schools liaison officer or Health promotion officer, class surveys and discussions. discussions on 'ways to be safe and deal with difficulties'(4f, 4g, 2c, 2b, 2f) **Link: school policy on bullying, Healthy Schools**
- Road Safety: Discussions, talks from road safety experts, spot the mistake sheets, identifying potential dangers on journeys to school, cycle training 94h, 2f) **Links: Healthy Schools**
- Hold a school travel workshop followed by discussion, encourage pupils to assert opinions and listen to others. (1b)
- Survey school travel patterns within school, compare with data from other schools. Look at correlations with health levels in school. (2a) **Links: PE, Maths**
- Risk asses cycle and walking routes and feed this into school travel plan (2h)
- Presentation to pupils from feeder schools about walking and cycling policy. (3d)
- Work out a target number of steps for each pupil to walk or cycle. (2b) **Links: Healthy Schools**
- Survey local residents and community about school travel initiatives.
- Fundraise and obtain sponsorship from local business for cycle maintenance, cycle accessories or related items.

Key Resources:

www.saferoutestoschools.org.uk for sample questionnaires & resources

www.wiredforhealth.co.uk

www.databases.dft.gov.uk/secondary for downloadable KS3 & KS4 lesson plans

'wellsafe' lifeskills resource pack from Suzy Lamplugh (personal safety)

www.rac.co.uk/racworld/grass_routes/ RAC Teachers' resource pack

'Investigating Safer Journeys'

www.brake.org.uk Brake road safety guide

QCA Units that link to STPs:

- KS3 Unit 1: Citizenship - what's it all about?
- KS3 Unit 7: Taking Part - planning a community event
- KS4 Unit 12: Global Issues & Local Action
- KS4 Unit 14: Developing Skills of democratic participation

Education for Sustainable Development (ESD)

Summary of links with STPs:

Education for sustainable development “**enables people to develop the knowledge, values and skills to participate in decisions about the ways we do things locally and globally.**” National Curriculum/ QCA/ DfES.

ESD is an approach to the whole curriculum and management of a school, not a separate subject. The QCA website outlines the key elements of effective ESD under headings concerning whole school approach, curriculum

planning and content, teaching approaches and learning experiences.

Working on a school travel plan can provide an excellent practical, local application for all these elements. Within the key curriculum areas throughout this resource, the links between the various activities suggested and ESD have already been highlighted.

Example: Eco Schools

One way of ensuring 'whole school' involvement, an element critical for both a school travel plan and delivering ESD, is to go for the Eco Schools Award run by ENCAMS.

Central to the Eco Schools Award is the holistic 'whole school' approach whereby pupils, teachers, parents, governors and members of the local community find ways of running a school that respects and enhances the environment. This approach is exactly the same as what is

required for developing a school travel plan. An Eco Committee can easily be the 'school travel plan working group'. Developing and implementing a STP would satisfy the Transport module within the Eco Schools programme.

Another environmental action programmes a school can follow to receive both recognition of the work being undertaken on their school travel plan and ESD is Global Action Plan's "Action at School".



Key Resources:

www.nc.uk.net/esd/index.htm QCA information on ESD

www.ecoschools.org Eco Schools homepage

www.globalactionplan.org.uk Action at School

www.ace.mmu.ac.uk/esd for the Encyclopedia of Sustainable Development, a pupil friendly coverage of topics including global warming and transport solutions

www.saferoutestoschools.org.uk has an extensive resource library that can be used to brief the Eco committee at your school, including the downloadable School Champion Training Pack and information sheets.

Summary of links with STPs:

School Travel Plans are not just about improving transport; they are also about improving health. The Healthy Schools award reinforces the message that physical activity should be a high priority for schools and encourages a whole school approach to education and health improvement. School Travel Plans meet the criteria in at least two of the specific themes (Physical activity and Safety) which schools must explore in order to gain the award.

Additionally instilling walking and cycling into young peoples' every day routine goes a long way to meeting the Health Education Authority's recommendation for young people to take one hour of physical exercise a day.

Examples:

- Work with the police, bus operators and the local community to promote positive behaviour on the journey to and from school **Links: Citizenship**
- Use geography, PSHE, citizenship and other lessons to explain the health and other benefits of sustainable travel
- As part of their health education or personal development lessons, pupils explore the potential health related problems caused by large numbers of pupils being driven to school **Links: ESD**
- Develop poster campaign to convert car/ bus users to more active forms of travel and to promote the benefits of active travel **Links: English, Art**
- Hold awareness raising events after school and lunchtimes in tandem with cycle maintenance sessions **Links: Citizenship, Design and Technology**
- Encourage school council to create and manage a School Travel Plan display which links school travel surveys with health indicators ie no. steps taken/miles travelled **Links: Maths, Geography, PSHE**
- Develop links with local leisure facilities and cycle shops. Investigate possibilities of discount incentive schemes.

- Pupils undertake safety audit of school site, exits and entrances and popular routes to school. **Links: Citizenship, Geography, Design and Technology**
- Assess pupil's attitudes about safety, danger and perceived danger inc. stranger danger, sun safety, bullying and road safety. Explore facts behind fears and hold awareness raising meeting/run poster campaign about safety issues. **Links: ESD, Citizenship**

Case Study

The STP at Culcheth High School, Warrington, reflects the ethos of Healthy Schools, making active & healthy travel one of its main objectives. Speakers from the Primary Care Trust and the Healthy Schools initiative have been invited to speak to pupils and travel issues have been included in the Year 8 PHSE Health day. The schools business manager works closely with the school council and Health Schools group on the STP and the Healthy Schools noticeboard is used to raise awareness about walking and cycling initiatives.

Key Resources:

www.bhf.co.uk Active Schools Secondary Pack

www.wiredforhealth.gov.uk Series of websites managed by Health development Agency

www.bhfactive.co.uk Key focus is the promotion of physical activity to young people

www.lifebytes.gov.uk Interactive quiz plus ideas for further activities.

www.mindbodysoul.gov.uk

www.need2know.co.uk/ A new portal for 13- to 19-years-olds, covering areas of life such as health and travel.

www.youthhealth.com aims to empower children and young people aged six to 14 years to improve health, build self-esteem and resiliency.