

Topic based resource

Transport

Lower Key Stage 2



Eco-Schools



Ariennir gan
Lywodraeth Cymru
Funded by
Welsh Government



cadwch keep
gymru'n wales
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Background information

All over the world people use different methods of transport, including walking, cars, cycling, buses, taxis, community transport, trains, trucks and vans, boats, and aeroplanes. Whether it is to get us to school, work or the shops, to go on holiday or visit friends and family or to move daily necessities like food and clothes and other goods from one place to another, we rely on transport to keep our lives moving. The transport infrastructure includes roads, cycle paths and cycle lanes, railway lines and stations, ports, harbours, and airports which need to be maintained and updated to ensure they remain fit for purpose and efficient.



Climate perspective

Burning fossil fuels to power our vehicles is responsible for the release of greenhouse gases which significantly contribute to climate change. As private car ownership has become cheaper and more accessible, the volume of traffic on our roads has increased. Transport is responsible for 17% of carbon emissions in Wales, with private car use responsible for more than half.

Emissions from vehicles contributes significantly to air pollution which is a real challenge to the health of the population, with the vulnerable in society among the those at the highest risk from

air pollution damaging quality of life and even shortening life spans for some.

The Welsh Government's 'New Wales Transport Strategy' takes into consideration the duties on the Government to address the needs of future generations and the environment. Its vision is to provide 'an accessible, sustainable and efficient transport system,' and it pledges to increase the number of people using public transport, walking and cycling as well as reducing the need to rely on private car use to achieve the Zero Waste Nation target by 2050.

Active Transport Board Game

Lower Key Stage 2

Make your own Giant Board Game

This activity is designed to help children understand the link between making choices about transport that are good for the environment and looking after their health by being active and burning their own energy to get around where possible rather than using modes of transport that rely on burning fossil fuels and create air pollution. This would work best as an activity for a group at a time supported by an adult or for the board or track to be set up by the teacher in advance for a whole class.

Materials required:

- PE equipment - e.g. hoops, cones or rubber spots, agility ladder, skipping ropes
- Ropes
- Large chalks
- Dice - preferably large foam or inflatable
- Number cards
- Clipboards, pens, pencils, scrap paper



Step 1

Talk to the children about how they get to school. What types of transport do they use for other purposes? How do they get to the shops? What type of transport do they use to get to places that are further away? Do they go on holiday, day trips or go to visit family and friends? How do they get there?

Explain that lots of our journeys, especially shorter local ones, are often made in a car when it would be better for the environment, and our health, if we used more active modes of transport such as walking, cycling and scooting.

Step 2

Divide the children into groups. Explain that they are going to make their own giant board game and they will be the pieces of the game. Work together to create a track or grid using the equipment provided and numbering the spaces. See the grid provided with this resource for some game statements and forfeits to get you started. Ask the children to add their suggestions for exercises and forfeits.

Step 3

Children take it in turns to roll the dice and move around the board, completing the forfeits if necessary.



Step 4

Encourage children to think of other statements, actions and forfeits to add to the game to keep everyone active. Discuss why it is important that we all find ways to cut down on carbon dioxide emissions by walking, cycling, scooting, or using public transport rather than relying on private transport.

Follow up activity

Can children design and make a board game about active transport using materials from the recycling for a younger age group to explain what they have learnt?

Curriculum Links

Areas of Learning and Experience - Humanities

Statement of what matters:

Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.

Area of Learning and Experience - Mathematics and Numeracy

Statement of what matters:

The number system is used to represent and compare relationships between numbers and quantities.

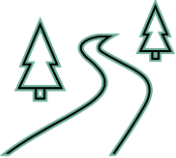

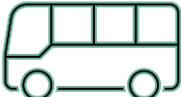

Areas of Learning and Experience - Health and Wellbeing

Statement of what matters:

Developing physical health and well-being has lifelong benefits

Next steps and other ideas

- Ask children, staff and parents to pledge to take a more active approach to transport, especially on their journey to school
- Look at <https://www.sustrans.org.uk/for-professionals/education/> for active travel ideas
- Organise road safety courses for your school
- Map children's journey to school
- Organise a walk to school week event

40 	39	38	37 	36
31 You park away from school and walk the rest of the way - jump forward 3 spaces	32	33	34 You choose a push scooter instead of an electric one for your birthday – skip forward 4 spaces	35
30	29 You ask your mum to park closer to the school so you don't have to walk far – go back 3 spaces	28	27	26
21 	22	23	24 You forget your lunch and run back to the house and the car engine is running– Run on the spot for 20 seconds	25
20	19 You travel by bus to meet a friend instead of by car – have an extra go	18	17	16
11	12	13 	14	15 You ride your bike to school instead of going by car – Go forward 4 spaces
10 You buy apples from New Zealand instead of UK Do 5 star jumps.	9	8 You are going on holiday but decide to stay in wales instead of flying abroad go forward 3 spaces	7	6
1	2	3	4 You get up late and are running late so have to go by car to school rather than walk – Go back 2 spaces	5



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