



Eco-Sgolion



Eco-Schools

# Transport Tracks

Exploring how making choices (like walking, cycling, or using public transport) can help reduce pollution and protect the planet.



Ariennir gan  
**Lywodraeth Cymru**  
Funded by  
**Welsh Government**

# Practitioner Knowledge

Transport is a vital part of everyday life. It helps people get to school, work, shops, and see family and friends. For learners with Additional Learning Needs (ALN), understanding different types of transport can also support independence, safety awareness, and social understanding.

Transport comes in many forms: walking, cycling, buses, trains, cars, and planes. Each has a different impact on people and the planet. Some forms of travel use energy that comes from burning fossil fuels, while others rely on cleaner, renewable energy or human power.

Why this matters:

Helping learners explore how and why we travel supports important life skills and builds curiosity about the world around them. It also opens opportunities for sensory learning — movement, sound, touch, and visual exploration, which are essential for many ALN learners to engage and make sense of abstract ideas.

Transport is one of the biggest contributors to climate change. Most cars, buses, planes, and ships run on fuels like petrol or diesel. When these fuels are burned, they release carbon dioxide (CO<sub>2</sub>) and other greenhouse gases into the atmosphere. These gases trap heat and cause the Earth's temperature to rise; a process known as global warming.

Global warming changes our climate, leading to:

- More extreme weather (storms, heatwaves, floods)
- Rising sea levels
- Damage to habitats and biodiversity

Teaching about transport and climate change helps learners understand that everyday choices matter. By using sustainable travel options such as walking, cycling, using public transport, or car sharing; we can all help reduce pollution and protect our planet.

Keep sections clear and concise. Use short paragraphs and bullet points where appropriate.

Learners will make simple but powerful connections between how we travel and how it affects the environment. Through sensory play and real-world exploration, learners begin to:

- Recognise different modes of transport
- Compare which are better for the planet
- Understand that small actions — like walking or sharing transport — can make a difference

It's a foundation for later work on energy, pollution, or sustainable living and connects strongly with the Welsh Curriculum's vision for ethical, informed, and active citizens.

# Activity

Learners will explore and experience different types of transport through a multi-sensory, movement-based activity and discover the environmental impact of each mode of transport.

## Step 1: Create ‘Sensory Exploration Stations’

Using Activity Resource 1 (below), set up 3-4 “transport stations” around the room or outdoors.

- Walking and cycling station
- Car station
- Bus/Train station
- Plane station (optional)

## Step 2: Experiment = Clean or Dirty Air?

Fill two clear jars with cotton balls.

- Jar 1: Represents clean air (from walking or cycling),
- Jar 2: Represents the polluted air (from cars). To ‘pollute’ jar 2, drip some diluted black food colouring or charcoal water into it.

Now discuss which air would you rather breathe? Why has the air gone grey/black?

### Extended option:

You can show ‘dirty’/polluted air by putting a white sock over a car’s exhaust and turning the engine on. When you take it off, you’ll see it has gone black.

Discuss: Which air would you rather breathe? Why has the sock gone grey/black? Why has this happened if the car isn’t moving; do we need our engines on when we are not driving?

## Step 3: Creative Reflection

Learners create a “Greener Travel Pledge” poster or collage.

- Include pictures of walking, bikes, busses etc.
- Add the phrase “I can help the Earth by...”
- If learners do not have a choice over their modes of transport, they can make a poster for their teachers to help them make better choices, or for parents to stop idling at school pick up times.

## Step 4: Revisit the question “How can our travel choices help the Earth?”

- Encourage learners to share one change either they could make, or they could encourage others to make (e.g. stop idling).

## Activity Resource 1: Create ‘Sensory Exploration Stations’

| Station    | Walking                                                                                                          | Cycling                                                                               | Car                                                                                                        | Bus/Train                                                                                   | Plane                                                                                                                                             |
|------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Materials  | Grass or textured path, being outdoors/scent of outdoors e.g. fresh grass/pine. Headphones with favourite music. | Toy or real bikes, helmets. Tambourine to mimic pedalling bike noises.                | Road mat, toy cars, engine sounds, petrol smell (scent spray). Percussion instruments to mimic car noises. | Arrange chairs like a bus, have a video or sound effects of a journey. Horn to mimic train. | Fan for wind, flight sounds and video, globe to show long distances. Learners making their own ‘whooshing’ and perhaps even ‘crying baby’ sounds! |
| Task       | Walk along the path. Listen to the sounds of nature.                                                             | ‘Cycle’ along the path. Listen to the sounds (bike bell etc.).                        | Move cars along the road mat, notice the smell/sounds.                                                     | See how many people you can fit in your “bus”.                                              | See how you would get to the airport – additional driving/train?                                                                                  |
| Discussion | Does this make pollution?<br>How does your body and mind feel when you move this way?                            | Does this make pollution?<br>How does your body and mind feel when you move this way? | Where does the smoke go? How does that affect the air?                                                     | If more people share a bus, how does that help?                                             | Planes help us to travel far, but they make lots of pollution.                                                                                    |

## Curriculum Links

| Purpose(s)                                                                                                  | AOLE(s)                | Statement of What Matters                                                                                                      | How it's Covered                                                                       |
|-------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Ethical, informed citizens<br><br>Enterprising, creative contributors<br><br>Healthy, confident individuals | Science and Technology | "The world around us is full of living things which depend on each other for survival".                                        | Exploring the impact of human actions on the environment.                              |
|                                                                                                             | Humanities             | "Informed citizens engage with challenges and opportunities that face humanity and are ready to play their part in the world". | Understanding how people's choices affect the planet.                                  |
|                                                                                                             | Health & Well-being    | Our decision-making impacts on the quality of our lives and the lives of others.                                               | Exploring ways to move our bodies and make healthy choices (e.g. walking to the park). |

## Next Steps and Other Ideas:

- Go on a local walk to see the modes of transport in person – visit a bus stop, cycle path or train station. Notice different sounds, smells and movements.
- Transport Tally Challenge: Count how many cars, bikes, buses, and walkers you see over a certain period. Create a bar chart or pictogram showing the different modes of transport.
- Create a class poster or display to showcase sustainable travel options

## UN Sustainable Global Goals Links:

