

Lets Get Eco Active Guidance Booklet

Helping schools link
their school travel
plan with other
environmental initiatives



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Contents

Introduction	5
The journey to school	6
Department for children, schools and families (DCSF) Sustainable Schools Programme	8
Eco-Schools	15
London Schools Environment Award	16
People and organisations	19
World Environment Day	25
London Sustainability Weeks	25
Teaching resources (including the carbon detectives' kit)	27
Glossary of Terms	36



Introduction

The 2002 World Summit on Sustainable Development held in Johannesburg, South Africa was the 10-year follow-up to the Rio summit. It reaffirmed education as the foundation of sustainable development and it was recommended that the United Nations (UN) adopt a 'Decade of Education for Sustainable Development', starting in 2005.

The aim of the decade is to promote education as a basis for a more sustainable society and to integrate sustainable development into education systems at all levels.¹ It also aims to ensure young people understand their impact on the environment and what steps must be taken to ensure its protection.



London policies

In February 2007, the Mayor of London launched the Climate Change Action Plan, which sets out a number of measures designed to save 20 million tonnes of carbon per year in the Capital, by 2025.

It highlights a number of ways to use energy more efficiently and reduce carbon emissions, both through business and as we live our lives. These include changing the way London is supplied with energy, maintaining the Capital as a world-leader in sustainable transport, and ensuring that new building development meets the highest environmental standards.²

There are a number of policies that target London's schools and young people to help them understand the impact of their actions and what they can do as individuals to protect the planet.



¹ United Nations Decade of Education for Sustainable Development (2005-2014) run by UNESCO at the following website www.unesco.org/education/

² Action Today to Protect Tomorrow' The Mayor's Climate Change Action Plan Executive Summary, February 2007



What does this have to do with the journey to school?

'Transport accounts for 20 per cent of the average school's carbon footprint'.³

Sustainability takes many forms and encompasses everything we do, from how our food is grown and how we use energy to whether we recycle. This guidance, however, focuses specifically on travel and the choices we can make.

The dramatic increase in the number of cars on the road over the last 20–30 years is well documented. Road traffic in Great Britain has grown 84 per cent since 1980.⁴

Increased car use has both social and health impacts and, in terms of the environment, is hugely significant. The gases and chemicals released by engines have a negative impact on air quality, and increases in carbon dioxide contribute to global warming, which ultimately leads to climate change.³

The school run accounts for half of all education-related journeys and in London almost 40 per cent of pupils travel to school by car. Many of these journeys are for distances under a mile which could easily be walked or cycled. For those that live further away from school, free bus travel in London makes this another viable option.

Schools across the Capital are working on travel plans, which identify how pupils and staff can choose a more sustainable way of travelling to and from school when they can. The School Travel team at Transport for London (TfL) work with local borough school travel advisors to support schools in developing and implementing their travel plans. The plans include initiatives to encourage those travelling by car to opt for a mode of transport that is better for the environment.



³ www.carbondetectives.org.uk/content/home/toolkit/traveltraffic

⁴ Department for Transport (DfT) Transport Trends 7th Edition

One school run, this much pollution.



The average drive to school and back releases 800g of CO₂ into the air - enough to inflate over 60 balloons. That's ignoring all the other nasty exhaust chemicals. It's not just bad for the environment - inside your car you and your child will be breathing in up to three times more pollution than if you were walking along the pavement.

www.walktoschool.co.uk





Sustainable schools

In 2006, under the banner of Education for Sustainable Development (ESD), the Department for Children, Schools and Families (DCSF) launched the Sustainable Schools programme.

This initiative meets the aims of the United Nations in ensuring pupils understand the issue of sustainability, both how it affects them and the role they can play in preserving the planet. It also looks at the wider benefits that can be seen by schools that embrace sustainability. The Government would like all schools to be sustainable by 2020.

A 'sustainable school' can save money, improve the health, fitness and emotional wellbeing of its pupils, and contribute to local social and environmental goals'.⁵

Doorways

The sustainable schools framework introduces eight interconnected 'doorways' through which schools may choose to initiate, or extend, their sustainability activity.

1. Food and drink
2. Energy and water
3. Travel and traffic
4. Purchasing and waste
5. Buildings and grounds
6. Inclusion and participation
7. Local wellbeing
8. Global dimension

Each doorway looks at the impact on the '3 Cs' – curriculum, campus and community.

Information on each of the doorways can be found at www.teachernet.gov.uk/sustainableschools.

For the purposes of this document, the obvious links to sustainable schools is Doorway 3 - travel and traffic. This guidance demonstrates how a travel plan can help a school to meet this doorway.

However, a school travel plan can also support the other doorways within the programme. For instance, it can lead to an improvement in local wellbeing through work with the community on sustainable travel and improvements to the local infrastructure. It can also support inclusion and participation through involving pupils and parents in decision making and sustainable travel initiatives. A school travel plan can even support global dimension work through the international links and resources available on sustainable travel, and can link to the doorway on energy and water through initiatives that look at energy use during the journey to and from school.

⁵ www.teachernet.gov.uk/sustainableschools

Travel and traffic

During term time, cars on the school run account for 16 per cent of early morning traffic and poor air quality near schools. Being driven to school also has an adverse impact on a child. It decreases their level of independence, reduces their amount of daily exercise and detracts from their awareness of road safety.

Increasing car use also leads to congestion, road accidents and higher levels of pollution.

Options other than the car, such as walking and cycling, are much better for the environment and boost fitness levels. Exercise is also proven to increase concentration levels. Use of public transport and car sharing are other options that are much better for the environment and more practical over longer distances.

Therefore, by 2020 the Government would like all schools to be models of sustainable travel, where vehicles are used only when absolutely necessary and where there are exemplary facilities for healthier, less polluting or less dangerous modes of transport.⁶

In order for a school to meet the requirements of the travel and traffic doorway, they should refer to the DCSF self evaluation tool, the S3, which is pictured on the next page.



⁶ DCSF National Framework for Sustainable Schools



F4

To what extent have you integrated school travel plans and traffic management across the curriculum, campus and community?

There are four levels: getting started, satisfactory, good and outstanding. An example is offered for each grade level. The examples are progressive. So, for example, a grade of 'outstanding' implies that you also have achieved the performance standard described as 'satisfactory' and 'good'.

Grade (Please check appropriate box)				
Getting started	✕ Satisfactory	✕ Good	✕ Outstanding	✕
We have not considered, or have just begun to consider, how an integrated approach to transport and travel could benefit our school.	We have audited our own school's travel practices and traffic issues. We have involved pupils, staff and the wider community in the development of a plan to achieve our school travel plan targets. We address transport and travel issues in the curriculum.	We involve pupils and staff in the implementation and monitoring of our school travel plan. We have evidence of how this benefits pupils' achievement and school operation and performance.	We encourage pupils, staff and the community to apply what they've learned about travel sustainability issues to their own lives. We periodically assess and update our plan and curriculum. We have evidence of how this benefits school improvement and the community. We share our practice with others.	
<p>Explain your grade. Write an evaluative statement and include references to relevant evidence or data.</p>			<p>What are your key priorities for development?</p>	

Before rating your school's performance on purchasing and waste, consider the following aspects of practice. Reflecting on these questions may help you explain your rating, as well as provide ideas for taking this aspect of your practice forward.

Curriculum

- Does the school use the curriculum to address sustainable consumption and waste issues, and reinforce this through activities in the school and in the local area?
- Does professional development enable staff to address sustainable purchasing and waste management issues through the curriculum and in extra-curricular activities?
- Does the school use its own purchasing and waste policies in the curriculum, across key stages and subject areas?
- Are teachers and pupils involved in schemes to actively address sustainable purchasing and waste management issues?

Campus

- Have you undertaken a purchasing and waste audit?
- Does the school improvement plan address sustainable purchasing and waste management, with performance targets that address whole-life costs, the local economy and waste minimisation?
- Does the school monitor its sustainable purchasing and waste management plan and report on its progress toward agreed performance targets?
- Does professional development prepare staff members to contribute to the sustainable purchasing and waste management plan?
- Is sustainable purchasing and waste management included in the remit of the school's sustainable development co-ordinator, or part of a named person's job description?

Community

- Does the school use its communications, services, contracts and partnerships to promote awareness of sustainable consumption and waste minimisation among its stakeholders?
- Does the school have links with the local authority or with outside bodies that support schools' efforts to become models of sustainable purchasing and waste management?

How a school travel plan meets the criteria for the travel and traffic doorway

The S3 tool contains a set of criteria which should be used when assessing how far a school has progressed through the travel and traffic doorway. There are four levels to the criteria – getting started, satisfactory; good and outstanding. The S3 tool has provided an example of what must be achieved to reach each of the levels. This section identifies how a school travel plan helps your school to meet these objectives, enabling it to become a sustainable school in terms of travel and traffic. This section also introduces the London School Travel Accreditation scheme and how being an accredited school links to the sustainable schools criteria. It may be useful to refer to the S3 tool on page ten when reading the following section.

Satisfactory

If your school has an approved travel plan in place, it will have audited travel patterns and practices. It will also have:

- Completed a full travel survey which identifies how pupils, parents and staff are travelling to the school site
- Provided details on what the school is doing to promote sustainable travel, such as Walk to School weeks and providing cycle training
- Have SMART (Specific, Measurable, Achievable, Realistic and Time bound) targets in place
- Promoted the plan to the school community. Through consultation with, pupils, parents, staff, governors and residents, everyone will be aware of the existence of the travel plan and what it is trying to achieve
- An action plan which links it to the school curriculum. A variety of resources are available to help schools to do this. For more details, go to page thirty three of this document

Good

Like the London School Travel Accreditation scheme ⁷, the higher levels of the sustainable schools criteria indicate a greater level of involvement and participation. To be a 'good' school, pupils and staff are more involved in the plan.

- Pupils (via the student council) will have a role in collecting data, ie carrying out surveys or the administration of the Walk on Wednesdays (WoW) scheme.⁸ They will have responsibilities in the action plan
- Staff lead by example and are involved in surveys and initiatives
- If the plan is a year old, reviews demonstrate more pupils walking or cycling

⁷ London School Travel Accreditation scheme was developed by Transport for London (TfL) and launched in April 2007. More information is available on page 10 of this document and at www.staccreditation.org.uk.

⁸ Walk Once a Week/Walk on Wednesday scheme run by Living Streets and funded by TfL. WoW is the most popular incentive scheme to promote walking. Pupils are rewarded with a specially designed badge at the end of each month. For more details www.walktoschool.org/wow



Evidence shows that when pupils are more alert, they learn more. More pupils walking and cycling has a positive impact on their achievements.

Outstanding

For the outstanding level, schools must demonstrate an exceptional degree of involvement in sustainable travel initiatives.

Travel plans are reviewed annually and provide data and an evidence portfolio to demonstrate the success of actions that are implemented by the school. Some plans will have led to engineering schemes on local roads or within the school site (ie cycle racks, waiting shelters or a new access), all of which benefit the whole school community. Many schools will be able to demonstrate fewer cars outside the site, which is obviously beneficial to all.

London School Travel Accreditation scheme

Any school which has met either the higher standards or outstanding level of the London School Travel Accreditation scheme should be able to become a sustainable school at either the good or outstanding level.

The accreditation scheme guides and encourages schools to further develop the school travel plan, and includes incentives and rewards.

The scheme has three levels. Each one represents a higher level of participation and involvement in the plan and success in achieving a reduction in car use.

These levels are:

- Sustainable (bronze)
- Higher standards (silver)
- Outstanding (gold)

There are clear links between these three stages of the School Travel Accreditation scheme and the three levels of the Sustainable Schools programme. Both initiatives help schools to meet the objectives of Every Child Matters.⁹



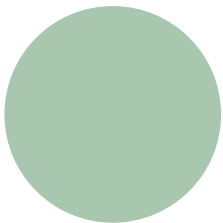
⁹Every Child Matters -the Government's aim is for every child, whatever their background or their circumstances, to have the support they need to meet the following 5 outcomes:

- Be healthy
 - Stay safe
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well-being
- Further information www.everychildmatters.gov.uk/

The DCSF recommend that schools integrate their efforts across the curriculum, campus and community in order to be models of sustainable travel.¹⁰ A school with an approved and 'active' travel plan should be able to easily demonstrate this.

As of autumn 2007, 'sustainable schools' is referred to in the Ofsted Self Evaluation Form (SEF). Being a 'sustainable school' is a special feature of the characteristics of a school.

Schools can also use the S3 tool detailed on page nine and ten of this document (and available on the sustainable schools website) to help them recognise and appreciate what they are already doing to promote a sustainable school, to plan next steps and to document the benefits on their Ofsted SEF.



¹⁰DCSF S3: sustainable school self-evaluation for primary, middle and secondary schools



Eco-Schools

The Eco-Schools programme is run by the charity ENCAMS. It encourages schools to reduce their environmental impact on the local community and provides pupils with the skills to understand their own personal impact and take responsibility for their actions and the future of their environment.

It is also an award scheme with three levels:

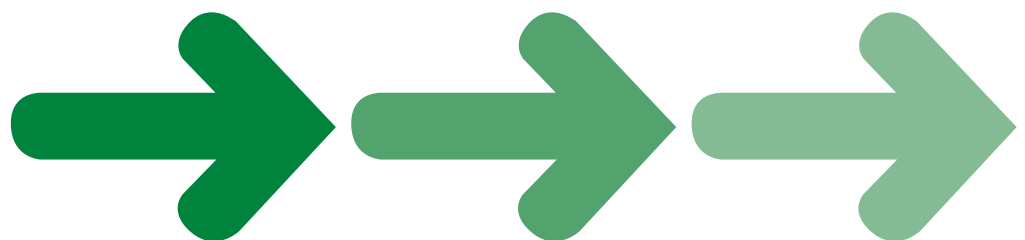
- Bronze - self-assessed via a website, leading to a certificate
- Silver – as above
- Green Flag - externally assessed, leading to a certificate and flag

The programme website, at www.ecoschools.org.uk, contains all the information needed to find out more about, and register for, the scheme.

Schools must set up an action group (much like a school travel plan working group), complete an environmental audit and create a plan of action. Silver and Green Flag schools must also adopt an Eco Code.

As with sustainable schools, there are several themes to the Eco-School programme, such as litter, waste, energy and water. For the purposes of this guidance, we are looking at transport.

In order to become an Eco-School under the transport theme, a school must have a travel plan in place. Developing a school travel plan can help ensure the complete situation is considered and appropriate action is taken.¹¹



¹¹ Eco-Schools – transport page www.eco-schools.org.uk/howto/primary/6/6_8.htm



London Schools Environment Award

The London Schools Environment Awards (LSEA) was set up in 2003 by the Mayor of London to reward schools for their efforts in protecting their environment. The competition is open to all the Capital's primary schools and, each year, the following prizes are awarded to two schools in each of the 33 London boroughs:

- A distinction award and £2,000
- A highly commended award and £1,000



Environment Award themes

There are five criteria to choose from, in addition to the compulsory 'litter and local environment quality' themes. These are:

- Waste and recycling
- Water and wastewater
- Energy and climate change
- Transport to school
- Biodiversity

Criteria

A series of action plans should be developed to fit in with the chosen theme. For 'Transport to School', the action plans can be interlinked with a School Travel Plan. Each of the themes and action plans are judged on specified criteria.¹² Further information has been provided under each of the generic criteria below:

1. Pupil and community involvement – the extent to which the pupils and the wider community are actually participating and changing attitudes

With a travel plan, pupils should be involved from the beginning in responding to travel surveys, collating and analysing the results, discussing the plan within student council sessions, as well as participating in and helping to implement initiatives such as the WoW scheme.

2. Effectiveness – the extent to which the project/activity makes a positive difference to the school's environment or neighbourhood

A reduction in the numbers of cars travelling to and from the school site is a positive result which will improve the air quality outside the school and improve visibility and access for all.

¹² The criteria have been replicated from the LSEA booklet available to download on www.london.gov.uk/mayor/education/lsea





3. Sustainability – the extent to which the changes resulting from the project/activity make a long-term difference, and can be integrated into the school's everyday routine

The journey to school is an everyday routine, and so promoting walking and cycling for this particular journey meets this criteria. There are a number of ways to reward pupils and their families for making a sustainable choice in the way they travel. These can run over a week, a month but more effectively over a whole academic year. Examples include the WoW scheme.



4. Communication – the extent to which the project messages are communicated to all pupils and staff, parents and others, such as school neighbours and local shops

The effectiveness of a school travel plan depends almost entirely on how well the aims, objectives and actions are promoted and publicised to the school community. All plans should include a section on how the school community has been consulted and how to raise awareness of sustainable travel issues. Having the travel plan as an item on appropriate staff, governor and school council meeting agendas helps to maintain the level of momentum raised during the plan's initial development. Regular newsletters and updated notice boards keep the school community informed of actions and developments. Annual consultations through review and progress reports, which identify levels of success, are important in keeping the plan alive.



5. Innovation – the degree of imagination used to stimulate the pupils into action and the innovation students demonstrate in their work

The school travel action plan identifies ways to encourage pupils to choose sustainable modes of travel. The more innovative the action plan, the higher the level of success. A number of free resources are available to schools, but often those initiatives developed by the school are the most effective. The London School Travel Accreditation scheme includes innovation as major criteria to success.

6. Presentation – how well your school has presented their work, what evidence was provided and how easy it was to assess

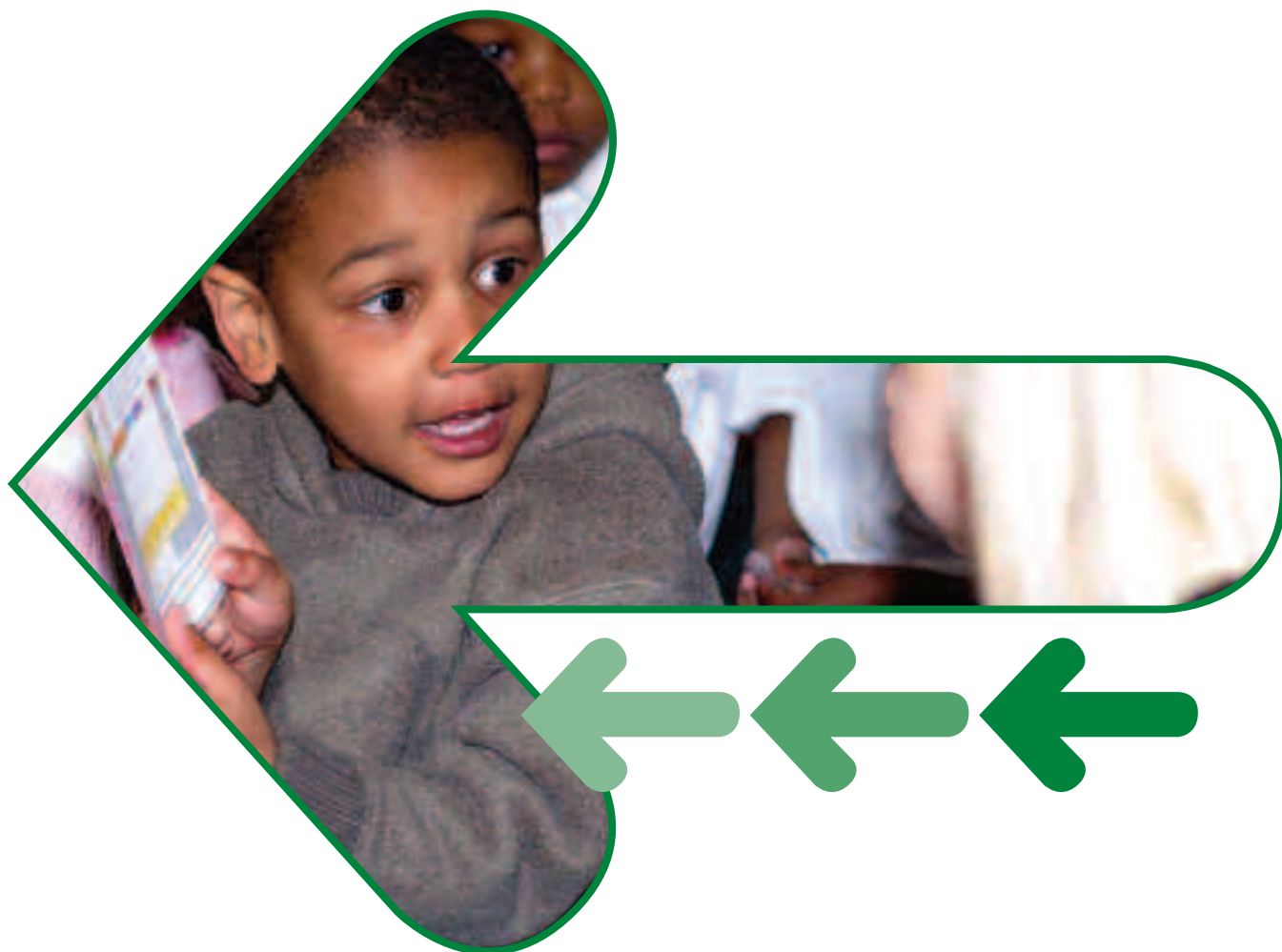
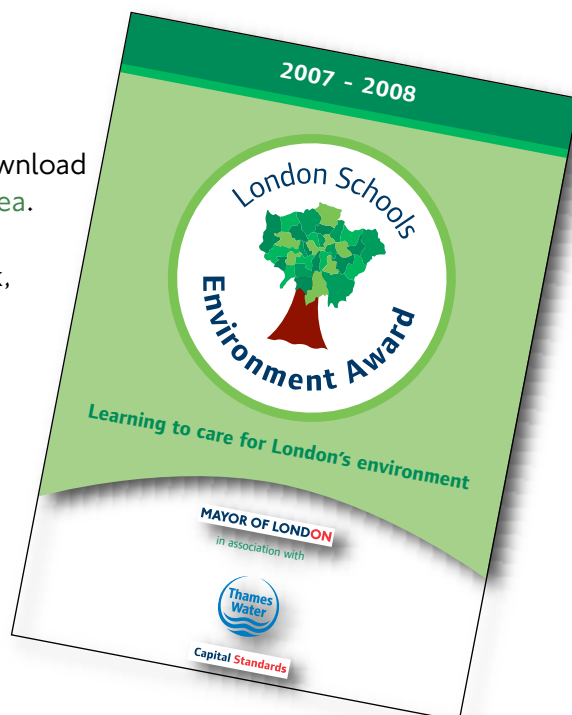
The school travel plan should contain a portfolio of evidence. This is simply documentation of the work that has been achieved since the plan was launched. For example, copies of regular newsletter items, links to the relevant sections on the school website, photos of pupils participating in initiatives, survey results and feedback, curriculum links, pupils work (ie posters and survey analysis).

Registration for the London Schools Environment Awards can be done online via www.london.gov.uk/mayor/education/lsea/reg-form.jsp or by calling Lisa Pook on 0207983 4384. An application for the London Schools Environment Award must contain a completed entry form and feedback questionnaire, plus an action plan and supporting evidence.



London Schools Environment Award booklet

Each year, an information booklet is available to order or download from the website at www.london.gov.uk/mayor/education/lsea. This contains details on how to participate and what criteria must be met. There are also examples of past winners' work, curriculum links and contact details of every borough LSEA link officer.



People and organisations that can help

Groundwork Trusts

Groundwork supports communities in need, working with partners to help improve the quality of people's lives, their prospects and potential and the places where they live, work and play. The Groundwork Trusts were set up in the Capital in 1993 and are mainly concerned with London-wide regeneration campaigns. An important element of their work has been improving routes to schools and engaging people to help create sustainable school communities.

Groundwork Trusts work with children in and out of school programmes to illustrate how individual actions can make a difference to both their immediate surroundings and the global environment. A number of trusts have been involved in school travel planning, walking, cycling and safe routes to school schemes, as part of their community engagement, education and regeneration work.

The trusts also help and train teachers to deliver Education for Sustainable Development, for example, by involving pupils in improving their school grounds or by establishing links with local businesses. Their goal is to educate people of all ages to act more responsibly with regard to energy, waste, water and transport; to conserve natural resources and to respect local places and other people.

To find out how your local Groundwork Trust is promoting sustainable transport, go to www.groundwork-london.org.uk

TfL is currently providing funding for Groundwork Trusts to deliver educational workshops on sustainable travel in Greenwich, support schools and students in Hillingdon with the consultation and development of their school travel plans and deliver a cycle support programme to schools in Hounslow.







Cycling Communities - Hounslow 2006/07

This is a school/community cycling programme run by Groundwork Thames Valley, in partnership with the London Borough of Hounslow, and funded by TfL.

Groundwork piloted a range of 'special interventions' to kick-start a modal shift in neighbourhoods with high levels of deprivation and health inequality and where there is no apparent cycling culture. Over time, the programme looks to bring about a cultural shift so more people will choose to cycle, focusing particularly on children in school years five to eight.



Special intervention methods in Hounslow included:

- Bike trains – groups of children cycling together
- School workshops – children and teachers exploring health benefits, cycling safety and global warming issues
- 'Bike to Fun' Day - children and adults from local neighbourhoods taking part in a local event

For more information on this project and other work by the Groundwork Trusts please contact:

Steve Roberts,
Cycling Communities Officer
Groundwork Trust
Tel: 0845 456 2793





Government Office for London

London Sustainable Schools Forum

The London Sustainable Schools Forum (LSSF) was established by the Government Office for London in September 2007. Its aim is to help the Capital's schools achieve the Government's target for all schools to be sustainable schools by 2020.

The LSSF provides an opportunity to share best practice through quarterly workshop events and regular E-Bulletins. Members also have the opportunity to engage with leading experts in their field and to access ideas, support and resources to enable them to make positive changes when back in school.

Creating Sustainable Schools in London:

A Case Study Guide

This resource contains 20 case studies covering all of the eight doorways of the DCSF national framework. It includes examples from inner and outer London, and illustrates experiences of both primary and secondary schools at various stages on the path to becoming a sustainable school.

To find out more and to request a copy of the guide contact:
sustainableschools@gol.gsi.gov.uk





Friends of the Earth

Environmental campaign group Friends of the Earth has a number of resources available on their internet pages. These include an activity pack titled 'Shout about climate solutions' for pupils aged 11-13.

www.foe.co.uk/learning



Department for Environment, Food and Rural Affairs (DEFRA) Climate Change campaign

The following website is part of the Climate Change Communication Initiative led by Defra, in partnership with the Environment Agency, the Carbon Trust, the Energy Saving Trust, the UK Climate Impacts Programme, the Department for Transport and the Department of Trade and Industry. It provides information on what can and is being done to combat climate change.

The site includes short films about climate change, radio adverts that help bring the impact of climate change to life and animations to explain to younger audiences how climate change happens.

www.climatechallenge.gov.uk/



DIY Planet Repairs

Throughout 2008 the Mayor of London will continue to put environmental issues such as climate change at the top of his agenda, in order to cut London's carbon emissions and make the Capital a cleaner, greener, more sustainable city. Find out what is happening in London and what you and your school can do to make a difference.

www.london.gov.uk/diy

Science Museum climate change campaign

The museum has a website dedicated to climate change and what can be done to minimise carbon emissions from transport. It includes an educators' section.

www.sciencemuseum.org.uk/antenna/climatechange

Environment Agency

There is a section of the Environment Agency's website dedicated to fun activities, games and links to resources which can be used to educate young people about protecting their environment. It also provides facts and figures about air pollution and ecological footprints, and suggests lifestyle changes that can be made.

www.environment-agency.gov.uk/fun



WWF

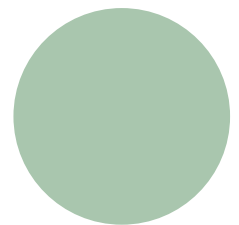
The conservation organisation runs a Learning for Sustainability programme which aims to help schools, pupils and communities understand the impact of human activities on the environment, and what they can do to make a difference.

There are a number of resources available on the website to complement the teaching of education for sustainable development.

www.wwflearning.org.uk/wwflearning-home

WWF is also a strong supporter of the DCSF Sustainable Schools Programme and has a number of projects available to schools to help them meet the eight doorways.

www.wwflearning.org.uk/yearofaction



World Environment Day

World Environment Day was established by the UN and is held each year on 5 June. It is one of the principal means through which the UN raises worldwide awareness of the environment and enhances political attention and action.¹³

World Environment Day is celebrated in many ways around the globe. These include street rallies, bicycle parades, green concerts plus essay and poster competitions in schools, tree planting, recycling efforts and clean-up campaigns.

Schools may wish to link to this day when raising the profile of their school travel plan to highlight what they are doing to protect the environment.

This year sees the start of the new campaign Kick the CO₂ habit – Towards a Low Carbon Economy, which focuses on greenhouse gas emissions and how to reduce them.

For more information on what is happening around the world, and a report on the most recent World Environment Day, go to www.unep.org/wed/

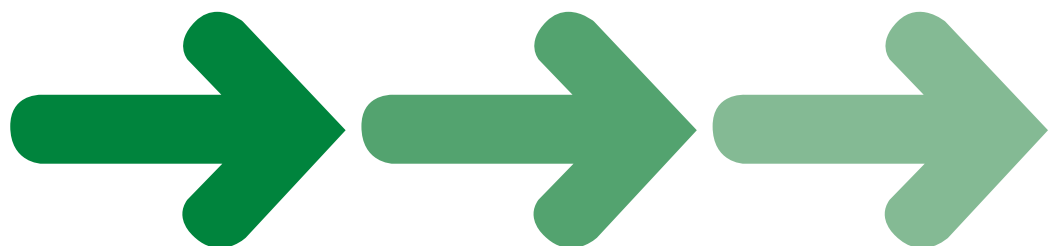
London Sustainability Weeks

London Sustainability Weeks (LSW) is a two-week programme that celebrates local action for sustainability in Greater London, to coincide with World Environment Day. London 21, the charity that coordinates the campaign, is supported by the Mayor of London in raising awareness of the festival and publicising promotional materials.

Local authorities are also actively involved. Most of London's 32 boroughs work with community groups to organise events in their own areas.

Again, this is an ideal time to promote your schools travel plan and get involved in locally organised events.

For further information on LSW, take a look at www.lovelondon.london21.org and for more details about London 21, go to www.london21.org



¹³ World Environment Day is run by the United Nations Environment Programme (UNEP). For more information, visit the website at www.unep.org/wed/2008/english



Teaching resources and curriculum links

Carbon detectives' kit

'Transport accounts for 20 per cent of the average school's carbon footprint'¹⁴

The carbon detectives' website is an extension of the sustainable schools site provided by the DCSF and encourages pupils to calculate their carbon footprint.

To make this calculation, schools must investigate how their school produces CO₂ via six assignments:

- Energy and water - how much energy and water your school uses
- Food - meals provided by the school
- Waste and recycling - measuring waste and how it is disposed
- Travel - the distance travelled by school vehicles and during trips
- Purchasing - what paper and equipment your school buys
- Buildings and grounds - the ground floor area of your school and the number of new trees planted each year

To calculate the CO₂ emissions from travel, the carbon detectives team are asked to collect data about journeys to and from school plus school trips. This information is collected as part of school travel development and reviews to identify changes in how pupils travel. Using the site while conducting the survey is a great way of making the task fun and interactive.

The data is then used to determine the impact of travel in terms of kilograms of CO₂. It will vary depending on the method of travel. For example, if a pupil travels to school in a large car this will be much higher than those who walk, cycle or go by bus.

The carbon detectives' site then recommends what actions pupils and communities can take. This includes promoting walking, cycling and bus use as well as developing a school travel plan.

By collecting data each year (or each term) as part of travel plan reviews, pupils will be able to compare carbon levels and the amount of carbon being generated by the school in terms of travel. Hopefully, they will see the direct impact of their actions and the benefits they can have

Travel and the environment

A number of London boroughs have developed teaching resources to support schools as they develop their travel plans. Incorporating the environmental benefits of sustainable travel can be linked to a number of schemes.

¹⁴ www.carbondetectives.org.uk/content/home/toolkit/traveltraffic



Travel and the environment

A number of London boroughs have developed teaching resources to support schools as they develop their travel plans. Incorporating the environmental benefits of sustainable travel can be linked to a number of schemes of work.

London Borough of Islington

The school travel team in Islington have produced an environmental toolkit which consists of a series of lessons on air quality. There is a lesson for each year group:

Reception	Playing with air
Year 1	Air and exercise
Year 2	Air pollution inside and outside
Year 3	The carbon cycle and acid rain
Year 4	Measuring air pollution
Year 5	Using electricity causes air pollution
Year 6	Travel choices

Each lesson teaches pupils how they can play an active role in caring for the environment and how the quality of our air impacts everyone's lives. There is a detailed lesson plan plus additional white board resources. A CD accompanies the toolkit.

For further information please contact:

Rob O'Connor

Senior School Travel Advisor

London Borough of Islington

Email: Robert.Oconnor@islington.gov.uk

London Borough of Hillingdon

This borough has produced a Transport, Travel and Air Quality Resource Pack for use within schools at Key Stage 1, 2 and 3. The aim is to introduce pupils to air pollution, and in particular transport and travel's impact on air pollution, through core subjects including geography, maths, ICT and citizenship.

It is also promoting a Don't Choke our School campaign and, with funding from TfL, is offering schools free signs to display at entrances. The campaign is aimed at parents who leave their engines running while waiting at the school gate.

For further information please contact:

Andy Codd

School Travel Advisor

London Borough of Hillingdon

Email: acodd@hillingsdon.gov.uk







London Borough of Bromley

Walking with Beetles File of Educational Activities

The borough has produced a pack of educational materials for Key Stage 1, 2 and 3 titled 'Walking with Beetles File of Educational Activities'.

The pack is used by teachers to promote two key aspects of a sustainable community – biodiversity and sustainable travel. It encourages them to use the local and natural environment as tools to support the National Curriculum. The file uses an area known as the Beck Corridor in the London Borough of Bromley as a case study. Through specific activities, it encourages pupils to observe nature while walking to and from school.

The borough's website includes lesson plans, worksheets and teachers' notes to support the lessons. The plans are meant for the classroom but there are suggestions given on how to extend this work outdoors and at home.

Production of the file was funded by the London Borough of Bromley, the EU LIFE Environment Programme and TfL.

For further details, go to
www.bromley.org/ciswebpl/bbap/enveducation.asp

London Borough of Westminster

Year 1-6 School Travel Project

The City of Westminster has produced a comprehensive teaching resource for Years 1 to 6. The project provides a five-week set of lessons for each year group covering topics such as the history of bicycles and running a sustainable travel campaign. A number of the lessons focus on the impact of car travel on the environment, including the links between car use and increasing CO₂ levels and how this contributes to global warming.

Currently being run with schools in Westminster, the school travel project resource will be available to all London schools from September 2008. For further details please contact the TfL Schools Team.

School Travel Plan Team

TfL

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Case studies

Sustainable level **South Haringey Infant School** **London Borough of Haringey**

South Haringey Infant School was one of the pilot schools for WoW scheme, and has continued to promote the scheme since it started. The school has achieved a tremendous increase in walking, public transport journeys and a reduction in car journeys and received a sustainable accreditation award in June 2007.

What has been achieved?

The school travel plan for South Haringay Infant School was completed in 2006. Following this, a review was submitted in April 2007. Hands up survey for both pupils and staff took place in February 2007.

- Analysis of the hands up survey show an 11 per cent increase in walking trips, a 6 per cent increase in bus journeys and a 15 per cent decrease in the number of car journeys in 2007.
- The school have improved the school environment by working with Haringey Council in planting out local flower beds on Pemberton Road.
- The school have also improved the playground and surrounding area with the help of parents and local environmental groups. Sainsbury's & Homebase were contacted and they donated soil and plants.
- The school have involved the whole school community in walk to school weeks and Year 2 pupils made painted stories of 'Let's all walk to school'
- The school have shown parents alternative walking routes to school as evidenced by the New River Art Project
- The school organised a play on improving the environment titled 'Blooming Marvellous' last term.

How has this been achieved?

The increase in walking at in South Haringay Infant School was due to the promotion of the WoW scheme. Whole school assemblies have been held to promote the WoW campaign. Walking has been incorporated into the healthy schools curriculum and road safety education organised for pupils. Parents and staff have been provided with public transport information and new admissions provided with DVD in community languages on local transport.

The school has also involved the whole school community in walk to school weeks which they hold several times a year. Pupils and staff also walked to the New River (near the school) and the pupils worked with a local artist to paint their memories of the walk to the New River. The protection of the environment features strongly in the messages the school promotes through the travel plan.



Higher standards

Nonsuch Primary School strives to give children the skills to make informed lifestyle choices and broaden their horizons by increasing their understanding of the world in which they live.

The school submitted their travel plan in 2006 but has been committed to promoting sustainable travel for many years having already introduced both a walking bus and a Car Free Friday scheme. Since submission of the plan, the school has worked tirelessly to implement the actions and promote the plan to the school community, understanding that this is the key to its success. In June 2007 the school was awarded a higher standards accreditation by TfL with it's application demonstrating how the travel plan has become an integral part of the ethos of the school.

What has been achieved?

Through travel plan initiatives, there has been a 3 per cent increase in pupils travelling by sustainable modes with many children now choosing to cycle. The school grounds have also improved. In the initial travel plan the school had an objective to repair damage to the environment by planting trees in the school ground to offset CO₂ emissions and this was completed in the first year. Children are now educated on how to look after and maintain their new trees and plants.

How has this been achieved?

- Funding secured as a result of the travel plan was used for a waiting shelter/classroom for environmental education
- New cycle racks for children to store their bikes
- Partnership events with the police and the walk to school mascot 'strider'
- A dedicated notice board featuring the motto " Being seen to be green" with details of all the sustainable travel and other environmental initiatives
- Nonsuch in touch – school newsletter promoting the work of the plan and the new facilities available
- Theatre in Education workshops on sustainable travel
- Dedicated curriculum links

The school is committed to teaching sustainability through special activities, assemblies and through the curriculum.

Outstanding

Godwin Junior School London Borough of Newham



What has been achieved?

At Godwin Junior School, emphasis is placed on creating a culture of 'learning through the environment' and developing partnerships with the whole community for the benefit of both the school and the local environment.



The school vision includes the following statement: 'We want children and adults to feel valued, safe and able to make choices that will contribute to a healthy lifestyle'. The vision also refers to giving pupils the knowledge and tools to develop a sustainable lifestyle and to think about the impacts they have on the future. This includes being responsible users of energy.

This links directly to the objectives of their school travel plan

How has this achieved?



The school created a sustainable schools policy with help from the London Borough of Newham, which forms the basis of their work on sustainability. From the beginning, the school involved the children, staff, parents and governors in setting objectives and developing initiatives. The school community are updated on progress through the school's newsletter 'Godwin Gossip'.

The success of the school travel plan at Godwin Junior School is reflected in the way it has been incorporated into daily lives. The percentage of children who walk and cycle to school has risen due to the involvement in regular sustainable travel initiatives such as WoW, cyclist training, competitions, links to the curriculum, and engineering measures such as the provision of cycle storage, new security fencing and gates.

However, it is the special events that make this school eligible for an outstanding award. On one occasion, a whole year group visited the London Eye by train, Tube and boat to identify the best way to travel sustainably. At another time as part of the curriculum, the school created balloon buggies based on the idea of using natural energy or electricity to power cars.

Most famously, the school is now renowned for its song on pollution as the choir opened the TfL Schools Conference in April 2007. This conference was all about continuing to engage schools with their travel plan and think of new ways to bring it to life.

Who has been involved?

The school has an eco team, which is led by the assistant head teacher and includes pupils. The children frequently discuss environmental topics, have completed an audit of the school's energy use and have been influential in leading to changes to the school environment. Junior Road Safety Officers (JRSOs) encourage safe, sustainable travel amongst their peers.



Rewards

Godwin Junior School was awarded an outstanding level of accreditation by the TfL Schools Team in July 2007 for its school travel plan work. The school is also the Sustainable School of the Year 2007, which is the highest accolade in terms of all-round sustainability. It was awarded the London Schools Environment Award in 2005 for its commitment to sustainability and, in particular, recycling.

School quote

'If we are able to nurture the whole school community in respect to sustainable schools, we are one step closer to saving our planet, having a fulfilling life and creating model global citizens'

**'If we are able to nurture
the whole school community
in respect to sustainable
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closer to saving our planet,
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Resources

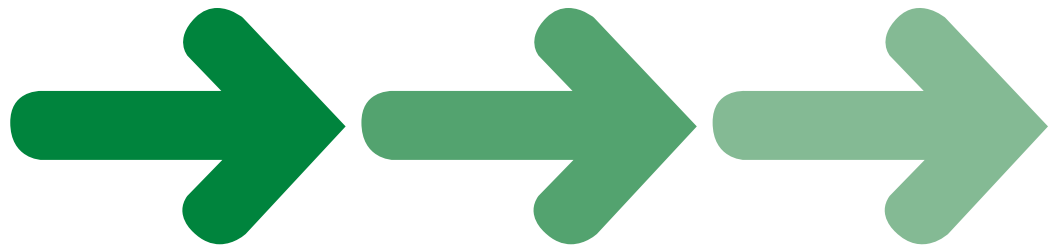
Other resources available from TfL to incorporate sustainable travel within the curriculum:

Journey Times media resource pack
(Key Stage 3)

Cycling Curriculum pack
(Key Stage 2)

Upgrade transitional pack (Year 6-7) –
being rolled out to all boroughs in stages

Every Journey Matters and related lesson plans
(Key Stage 2)





Glossary of terms

Sustainable

- Able to continue over a period of time
- Causing little, or no, damage to the environment and, therefore, able to continue for a long time

Sustainable development

Meeting the present needs of humans without endangering the welfare of future generations

Climate change

The variation in the Earth's global climate or in regional climates, over time

Global warming

The increase in the average temperature of the Earth's near-surface air and oceans in recent decades, and its projected continuation

Greenhouse gases

Components of the atmosphere that contribute to the greenhouse effect

Greenhouse effect

The process by which a planet is warmed by its atmosphere

Carbon dioxide

The normal oxide of carbon, CO₂; a colourless, odourless gas formed during respiration and combustion and consumed by plants during photosynthesis

Emissions

Something that is emitted, especially the exhaust from a car

For further information or additional copies of this guide please contact:

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