

UPGrade

Journey into year 7

LEARNING OBJECTIVES

To think about and discuss concerns and worries.

To be able to solve problems.

To be able to express an opinion clearly.

Cross Curricular Links:

- Literacy
- Speaking and Listening

Primary Lesson Plan

Lesson 1

Resources

Pens, paper and Post-it® notes.

Introduction

On a Post-it® ask children to write down one thing they are looking forward to about moving on to their new school and one thing they are worried about. Group them into similar comments and read through them. With the worries discuss them and reassure the children perhaps offering advice. If possible have a problem box set up in advance. Children may write concerns and post them in there as the session develops.

Main

Using some of the problems suggested or some pre prepared problems, get the children to write a problem page style letter about a worry, after a set time the children swap letters and write a reply, the letters can be passed round a few times to collect a range of responses.

Tell the class that next week a Year 7 pupil, who used to come to the school, will be coming in to talk about going to high school. Can the children think of some questions that they would like to ask them about high school and the transition from Year 6 to Year 7.

Plenary

Children to read out letters and share responses with each other. Are the solutions sensible and helpful?

Follow up/alternative activities

- Role play different scenarios based on their worries
- Role play situations the children may find themselves in such as asking for directions if they are lost
- If possible arrange for old students now in year 7 to talk to the children about their concerns
- Watch the 7 – 11 DVD (see your local School Travel Advisor (STA) for more details).



UPGrade

Journey into year 7

LEARNING OBJECTIVES

To identify the benefits of cycling to school

To recognise the safety elements of cycling and how they can protect themselves.

Cross Curricular Links:

- DT
- PE
- Literacy
- Art

Resources

A variety of road signs can be downloaded from the website – www.upgrade7.org.uk

Introduction

Recap on the last lesson about the different benefits of walking to school. Then ask the children the following questions:

How many children cycle?

Why is this number much lower than walking?

Main

Ask the children who has a bike and who has taken any cycle training.

What were the important key points they remember from the sessions?

Highlight the new aspects of road safety that cyclists need to know especially as they will be travelling on the roads. What are the safety elements that cyclists need to remember? Having a bike involves more work and needs the cyclists to remember to check their bike and that they have lights, helmets etc. Show the children some road signs.

Primary Lesson Plan

Lesson 2

What do they mean?

Have a mini quiz where the children have to say what each road sign means and how it affects cyclists. Afterwards go through the answers so that children know exactly what the signs mean. Recap on what has been discussed over the lesson.

What would encourage more people to cycle? What are the benefits for people and for the environment?

Children to design some posters promoting the positive elements of cycling or about how to keep safe when cycling.

Plenary

After the children have arrived at school do they know where their bikes can be stored?

Do they know if the school has any secure facilities? What about their helmets and cycle gear?



Primary Lesson Plan

Lesson 3

LEARNING OBJECTIVES

To discuss the benefits of public transport and how to stay safe.

To know how to plan a journey and read a train and bus timetable.

Cross Curricular Links:

- Literacy
- Maths
- Speaking and Listening

Resources

Pens, paper, bus timetables and train timetables.

Introduction

Ask the children the following questions:

What do we need to be aware of when travelling to school by public transport?

How can we make sure we don't intimidate others as well as keeping ourselves safe?

Main

In pairs, ask the children to use bus and train timetables to plan journeys that they may find themselves going on, either to school or other places.

Plenary

Children to explain their journeys and timings to the rest of the class. Discuss any difficulties the children had with this activity.

Follow up/alternative activities

- Children could role play different scenarios such as asking for train information, behaving on a bus etc.
- Making posters encouraging positive behaviour on public transport
- A debate about public transport, the costs and why people do and don't use it.



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Journey into year 7



Primary Lesson Plan

Lesson 4

LEARNING OBJECTIVES

To recognise the different modes of public transport.

To identify certain issues that could arise on public transport and suggest ways of dealing with them.

Cross Curricular Links:

- › Literacy
- › Maths
- › Speaking and Listening

Introduction

Ask the children what they think/know public transport is.

Which types do they use regularly?

Are there any they have not used?

What are the main differences between walking/cycling and public transport?

Main

Discuss with the children what new things they will encounter when using public transport.

What will they look forward to the most?

What things will concern them?

Discuss the different ways of paying for public transport and whether they will need money or travel oyster cards.

Where will they get these from, which will be the most cost effective way to pay?

Talk about how they may have to deal with situations such as payment, people or safety. Give the children a situation to role play such as someone playing near the tram line, or a rowdy group of people.

How would the children deal with these situations? Is this the best way or are there other ways which would be better and keep them safe?

Repeat with a different situation on a different mode of transport and ask the class to share their ideas.

Have they ever been in a situation like this before? What happened and what action did they take, if any?

Plenary

As a class encourage them to come up with some kind of behaviour code for travelling on public transport.

Why do they think this is important behaviour and how could it change their journey and that of other peoples?

Ask the class to also suggest an action plan for dealing with certain situations.

Can this plan help the people involved but keep them safe at the same time?

web links

www.tfl.gov.uk/cycling
www.tfl.gov.uk/walking

UPGrade

Journey into year 7

LEARNING OBJECTIVE

To understand the importance of journey planner and use it to plan a journey.



Primary Lesson Plan

Lesson 5

Resources

Large map of the local area. Journey Planner on Transport for London (TfL) website.

Introduction

Using the large map of the local area can the children pin point where they live and the high schools that they will be going to. Mark the high schools using stickers.

Main

Discuss with the children their journey to their high school.

Do they know how they will travel to their new school and what modes of transport are available?

How long will it take?

Are they taking the quickest route?

Using the map, teacher to demonstrate a route that a child will be taking and to look at the different options of transport.

How many different modes will they use?

Is it safe to walk or cycle there?

What about the cost of travelling?

Introduce the class to the Journey Planner website and how it will be used. Teacher to

demonstrate how to use the website for the journey they have planned using the map in class.

Does it come up with different routes?

How can you ask the site to search for just walking or cycling routes?

Are they quicker/safer/cheaper?

Tell the children to use the Journey Planner for their own school journey and to compare with the route that they may have already planned.

Plenary

Discuss with the class the route they have been given on Journey Planner.

Is it different to their proposed route?

Which one do they prefer, why?

Ask the children if they found Journey Planner useful and what other information they can find on the website to help with travelling to school.



UPGrade

Journey into year 7

Primary Lesson Plan Lesson 6

LEARNING OBJECTIVES

To survey and explain travel patterns.

To be able to explain why we need to carry out these surveys and what they can tell us.

Cross Curricular Links:

- ICT
- Speaking and Listening
- Maths

Resources

Pens, paper and surveys from start of sessions.

Introduction

Discuss who might carry out a travel survey and why it would be done. Talk about ideas and questions that could be asked for a class travel survey for children going to secondary school next year.

Main

As a class, do a hands up survey based on the children's ideas. Include information on how they travel to school now and information on how they intend to travel to secondary school. Compare with any other surveys you may have done and discuss if the sessions have changed how they feel about travelling to school.

Write results up on the board. In groups or pairs, ask the children to plan a short presentation based on these results explaining the travel patterns of the class and the reasons behind them. Using previous knowledge, can the children make recommendations and evaluations? Children could use computers to present their ideas.

Plenary

Ask the children to present their findings to the rest of the class.



UPGrade

Journey into year 7

Primary Lesson Plan

Lesson 7

LEARNING OBJECTIVE

To identify the benefits of walking to school for people and for the environment.



Cross Curricular Links:

- Literacy
- Speaking and Listening
- Numeracy
- PE

Resources

Pedometers

Introduction

Survey the class and ask the children how they travel to school.

How many of them walk to school?

Do they enjoy it?

Why?

Ask the class to brainstorm some ideas about the positive and negative aspects of walking to school.

Main

Using the positive ideas that they have just spoken about, encourage the children to extend on key points.

Why is it good for them?

Discuss the health benefits that come from walking and also ideas that they are getting fresh air and sunshine. Introduce the children to the pedometers and ask them if they know what they are and how they are used. Ask the children to put the pedometers on and to walk around the room to their tables.

What do the pedometers read? Do they notice any difference in their bodies?

Discuss.

How many steps does the class think they should be walking each day?

Take the class to the hall/playground. Ask them to walk around it a few times. When they have done this, ask the class how their bodies feel now and what the readings are on their pedometers. Get the children to record their pedometer readings when they return to the classroom and discuss how walking benefits the environment.

How and why is this helping the environment?

Ask the children to set up a debate scenario where one side is for walking and the other side against.

Can they present their arguments well and include topical issues as well as ideas covered during the lesson?

Plenary

After the debate ask the children to vote for the side that promoted the strongest argument and who they felt 'won' the debate. Highlight some of the important issues raised about walking to school.

How can they use these to encourage their friends and family to walk or use public transport rather than using the car?

UPGrade

Journey into year 7

LEARNING OBJECTIVES

To understand what is meant by the term 'carbon footprint' and to thus come up with own ways to reduce their personal footprint.

Success Criteria:
To consider travel to school.

Primary Lesson Plan

Lesson 8

Resources

www.carbonfootprint.com
Paper (one rough and one for display) and pencil.

Previous Learning

QCA Unit 5/6H How does care of our immediate environment contribute to a responsibility for the fragility of our global environment?

Main

Discuss what Carbon Footprint means? Bring children towards the idea of what it is and then put up the definition on the whiteboard. Clarify vocabulary, especially 'greenhouse gasses'. Hand out paper and ask children to draw around their foot to make a footprint, write in the foot all the possible ways they might impact on their environment in a harmful way.

Collect ideas from class, put on board, eliminating incorrect assumptions and emphasising realistic changes that could be made. Ask each child to identify just two realistic changes one of which should be walking or cycling or using public transport to school (unless child already travels to school other than by car). Put these two changes as statements

in a decorative way on a clean sheet of paper to create a class set of footprints to be used as a display showing footprints from home to school.

Follow up/alternative activities

Carbon Footprint is a measure of the impact human activities have on the environment in terms of the amount of green house gases produced, measured in units of carbon dioxide.

Activities:

- Fill in footprint template to brainstorm their impact
- Shortlist two key changes child can make to reduce his/her own footprint. Make a footprint for display.

Plenary

Explain that this is an introduction to a series of lessons looking at their journey to school, following the work on the environment. Possible extra to discuss safety.

