

Primary schools

HOME
LEARNING
RESOURCE
PACK

active•travel



Introduction

Encouraging more people to travel more actively is a key aspiration for Shetland Islands Council and ZetTrans. An Active Travel Strategy is currently being prepared to help achieve this goal.

The coronavirus (COVID-19) outbreak has created unprecedented disruption to our daily lives. Normal travel habits are not being observed; there is significantly less traffic on our roads and many more people are walking and cycling for leisure, as part of their daily exercise routine.

This pack provides a suite of active travel-themed resources that pupils and their family groups can complete as part of home learning activities and daily exercise, in line with government guidance. It has been created instead of classroom workshops that had been planned to gather feedback from pupils for the Active Travel Strategy.

There are specific worksheets that we would like to see returned to us. We will be offering vouchers towards the purchase of bikes and bike equipment at Shetland Community Bike Project as prizes for the best entries.

The resources are aimed at Primary 4 to Primary 7 year groups. Links to the Curriculum for Excellence are outlined on pages 5 and 6.

Through the activities contained within the pack we hope to:

- Educate and enthuse pupils and their family groups on the benefits of active travel;
- Raise awareness that an Active Travel Strategy is being developed, and that individuals' views that can help shape its development;
- Encourage pupils and their family groups, when out for their daily exercise, to think more about their local environment and to provide feedback on issues/problems and potential opportunities for improvement;
- Gather new information on the impact that COVID-19 restrictions are having on travel, behaviour and attitudes.

This pack has been developed by Shetland Islands Council and ZetTrans, thanks to funding from Sustrans Scotland's Places for Everyone programme. SYSTRA, a specialist transport consultancy, is providing support to develop the strategy and accompanying resource materials, including this pack.

We would welcome any feedback that you have on the activities contained within in this pack. You can do this by emailing SYSTRA directly: estirling@systra.com.



An Active Travel Strategy for Shetland

Shetland Islands Council and ZetTrans want walking and cycling to be the natural choice for people to make for their local journeys. To do this, we want to understand how local people travel, and to hear ideas for what would make walking and cycling in your local area more convenient and attractive.

Engagement work in schools and at public events had been planned for spring 2020 to gather views from local people. Although the COVID-19 outbreak has altered the nature of the engagement, we are still looking to collect feedback to inform the strategy.

As well as the home learning materials developed for schoolchildren, an online survey has been created for people to tell us about how their travel habits and attitudes towards active travel may have changed due to COVID-19. In addition, there is a Placecheck map for people to leave location-specific comments on problems and suggestions for improving conditions for walking and cycling.

To complete the survey and Placecheck map visit www.zettrans.org.uk/about/consultations.

We will use the results to develop a range of options for improvement, and then we will be seeking people's views on the draft Active Travel Strategy during 2020.

ACTIVE TRAVEL

Walking, scooting, cycling, jogging/running, skateboarding, rollerskating. Also includes other non-motorised travel types such as wheelchairs and prams/buggies



The benefits of active travel

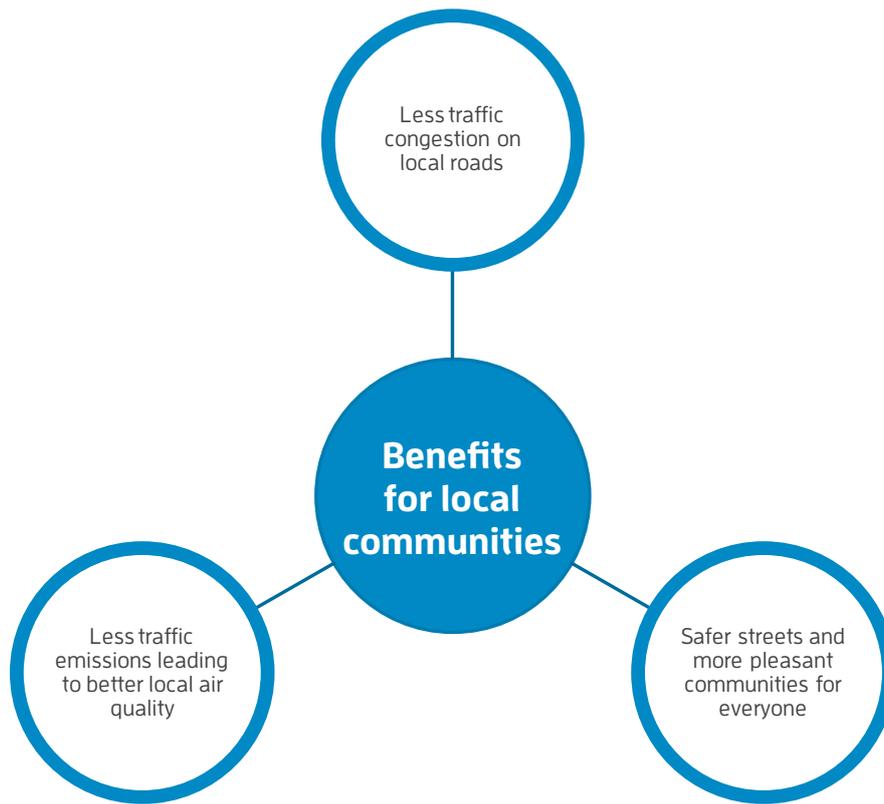
There are many benefits of walking, scooting and cycling. Whilst travel patterns are not typical right now (and some of the benefits reported below assume that schools are open as normal), the COVID-19 outbreak is hopefully providing opportunities for pupils and their families to travel actively through daily exercise, in a way that they otherwise may not have.

It is hoped that pupils and their families can continue to enjoy the benefits of active travel once restrictions are relaxed, by continuing to walk or cycle for leisure and/or choosing to travel more actively for the journey to school.

Here is how active travel can benefit individuals, schools and local communities.



¹ www.gov.uk/government/publications/sporting-future-a-new-strategy-for-an-active-nation



Links to the Curriculum for Excellence

Promoting active travel helps achieve Curriculum for Excellence outcomes. There are strong links across a range of curriculum areas, notably within Health & Wellbeing and Social Studies.

Sustainable & Active Travel	Experiences and Outcomes	Reference code	Expected Benchmarks
Health and Wellbeing	I know and can demonstrate how to travel safely.	HWB 1-18a HWB 2-18a	
	Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.	HWB 1-13a HWB 2-13a	
	Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.	HWB 1-25a	Suggests different ways of being active and the positive effect this can have on health.
	I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest to look after my body.	HWB 1-27a	
	I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.	HWB 2-25a	Participates daily in moderate to vigorous physical activity.
	I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.	HWB 2-27a	Explains the interrelationship of daily physical activity, diet, rest and sleep on health and wellbeing.
Social Studies	I can describe and recreate the characteristics of my local environment by exploring the features of the landscape.	SOC 1-07a	Draws or makes a model of features in their local landscape, for example, hill, river, building.
	I can consider ways of looking after my school or community and can encourage others to care for their environment.	SOC 1-08a	Identifies a way in which the school looks after its environment.
	Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area.	SOC 1-14a	Produces a basic map for a familiar journey.
	I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.	SOC 2-08a	<ul style="list-style-type: none"> Identifies at least three impacts of human activity on the environment;
	Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.	SOC 2-09a	<ul style="list-style-type: none"> Identifies at least four ways in which journeys can be made; Describes at least one advantage and disadvantage for each form of transport; Shares knowledge about the impact of the various types of transport on the environment either verbally or in writing;
	Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit	SOC 2-10a	Suggests at least three ways in which people can live in a more environmentally responsible way;
	To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.	SOC 2-14a	<ul style="list-style-type: none"> Extracts information from more than one kind of map;

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Sustainable & Active Travel	Experiences and Outcomes	Reference code	Expected Benchmarks
Numeracy & Mathematics	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.	MTH 1-17a	Uses technology and other methods to describe, follow and record directions using words associated with angles, directions and turns including, full turn, half turn, quarter turn, clockwise, anticlockwise, right turn, left turn, right angle.
	Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.	MNU 2-10c	Selects the most appropriate unit of time for a given task and justifies choice.
	I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure.	MNU 2-11a	Uses the comparative size of familiar objects to make reasonable estimations of length, mass, area and capacity.
	Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary.	MTH 2-17c	Interprets maps, models or plans with simple scales, for example, 1 cm:2 km.
Expressive Arts	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.	EXA 1-03a	Solves at least one design problem related to real-life, showing some evidence of planning, for example, designs a simple item to be worn on the head or body.
	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.	EXA 2-02a	Records from experiences across the curriculum, showing recognition of detail, for example, observes and captures the detail seen in a natural form, such as a feather or a plant or an interesting personal item, such as a bicycle.
	I can create and present work that shows developing skill in using the visual elements and concepts.	EXA 2-03a	<ul style="list-style-type: none"> Creates a simple plan that explains how they will investigate and develop ideas in response to a design brief; Follows a step-by-step process to develop and communicate ideas in response to a design brief.
Languages	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.	LIT 2-02a	Contributes a number of relevant ideas, information and opinions when engaging with others.
	To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.	LIT 2-08a	Identifies the difference between fact and opinion with suitable explanation.
Technologies	I can analyse how lifestyles can impact on the environment and Earth's resources and can make suggestions about how to live in a more sustainable way.	TCH 2-06a	Explains how and why it is important to conserve energy
	I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment	TCH 2-07a	Discusses the advantages and disadvantages of how technologies impact on the environment for example, renewable energy technologies

Resource materials

Resource materials are contained within this section. There are 14 individual worksheets, each with instructions for completion.

An overview of the content of each is provided below. Activities are both indoor and outdoor based, to be undertaken independently or with pupils' family groups as part of their daily exercise (following current government guidance). Activities can be completed in any order (although some follow on naturally from others) and at pupils' own pace, however it is suggested that 2 – 3 activities are undertaken per week over a 4 – 5 week period through May and June.

There are 5 worksheets that we would like to see completed and returned, as these will be used to inform the development of the Active Travel Strategy. These are Activities 3, 5, 6, 10 and 11. More details are provided in the table below and in each of the individual worksheets.

Please submit completed worksheets directly to SYSTRA who will be collating these on behalf of the Council and ZetTrans: estirling@systra.com.



Activity 1 : Family I Spy	Go for a walk and see if you can spot things that begin with each letter of the alphabet.	8
Activity 2 : Online journey planning - Active travel GPS	Go online and plan a walk or cycle journey using Google Maps and Cyclestreets.	9
Activity 3: Try making a new journey	Try making a new journey and write or draw about your experience. Can follow on from Activity 2. We would like pupils to return this worksheet - there is a prize for the best completed entry.	11
Activity 4 : Active Travel Acrostic Poem	Complete an acrostic poem using the letters in the words 'Active Travel'.	12
Activity 5 : Design an active travel poster	Create a poster about the benefits of active travel and to encourage more people to walk, scoot or cycle during the COVID-19 outbreak. We would like pupils to return this worksheet - there is a prize for the best completed entry.	13
Activity 6 : Be an active travel advertiser	Create a 30 second TV or radio advert about the benefits of active travel. We would like pupils to return this worksheet - there is a prize for the best completed entry.	14
Activity 7A : Walking Bingo - Nature	Complete the themed bingo card whilst out for daily exercise.	15
Activity 7B : Walking Bingo - In my neighbourhood	Complete the themed bingo card whilst out for daily exercise.	16
Activity 7C : Walking Bingo - Traffic signs and road markings	Complete the themed bingo card whilst out for daily exercise.	17
Activity 8 : Create an information bulletin	List some information about why it's good to walk, scoot or cycle.	18
Activity 9 : About my neighbourhood	Take some time to think about your local neighbourhood.	19
Activity 10 : Neighbourhood street audit	Using a toolkit of ideas, think about infrastructure improvements that can be introduced to make it safer and easier to travel actively. We would like pupils to return this worksheet - there is a prize for the best completed entry.	21
Activity 11 : Action for better streets	Think about the single most important action to improve streets in your local area. Follows on from Activity 10. We would like pupils to return this worksheet - there is a prize for the best completed entry.	23
Activity 12 : Letter to my future self	Write a letter to the future you, persuading you to be more sustainable in how you travel.	25

Activity 1 : Family I Spy

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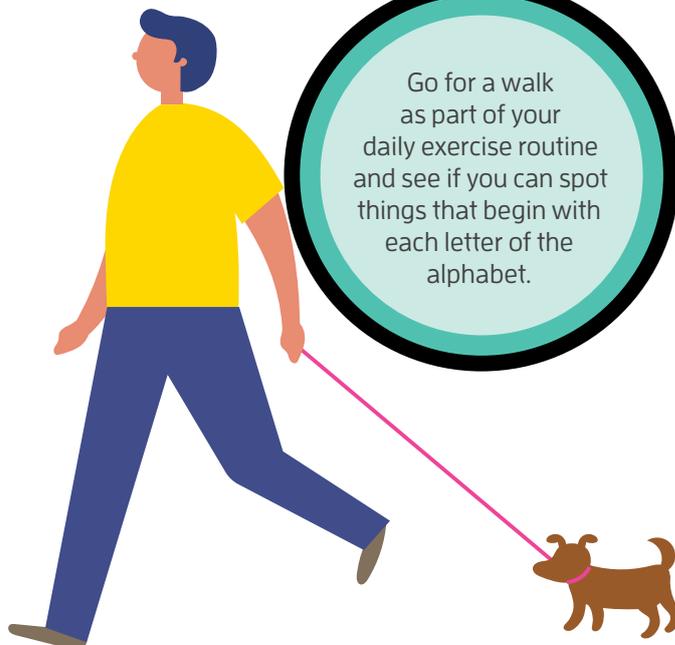
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This worksheet is one of a set of resource materials for primary school pupils to complete with their families as part of home learning and daily exercise during the COVID-19 outbreak. For outdoor activities, please ensure to follow government guidance: [gov.uk/coronavirus](https://www.gov.uk/coronavirus). We would also be grateful if parents/carers would complete our online survey to give us your views on active travel during and after the outbreak. You can also leave comments via our Placecheck map on location-specific problems and ideas for improving conditions for walking and cycling. Both are available at www.zettrans.org.uk/about/consultations.

Activity 2 :

Online journey planning - Active travel GPS



Google Maps is a journey planner, built into Google's own search engine. Cyclestreets is another journey planner but only works for trips made by bicycle. These planners can be found at [google.co.uk/maps](https://www.google.co.uk/maps) and [cyclestreets.net](https://www.cyclestreets.net)

We have given you links and some instructions on how to use the Google Maps planner overleaf; look at these before starting the task below.

Your task is to plan a journey on foot or by bike using these two online journey planners: Start the journey from your home postcode. Pick a location that you want to travel to, or plan a round trip. Here are some ideas:

- Try planning a journey to your school in a different way than you usually travel, in preparation for when schools open again
- If you are starting secondary school after the summer holidays, and live close to the school, see how long it would take to walk or cycle there
- If your family is planning a trip to a local shop to buy some essential goods, see if you could walk or cycle there (if you don't have too much to carry)
- Plan a route to walk or cycle as part of your daily exercise

You could compare how long the journey takes on foot compared to by bike, and could compare this with travelling by car to see how the route or journey time might differ. When you have planned your journey, complete the information from your task in the box below.

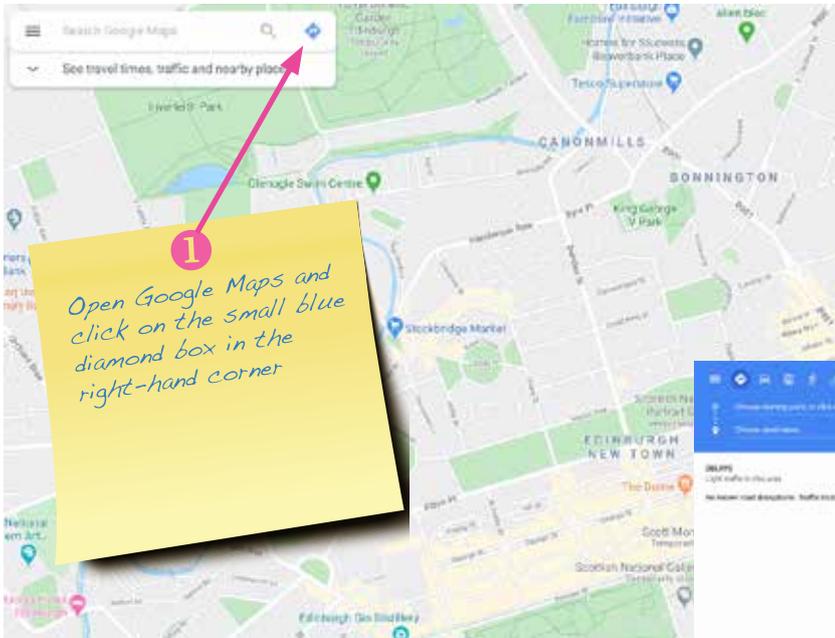
Journey start location and postcode, time and date	<input type="text"/>	
Journey end location and postcode time and date	<input type="text"/>	
Type of travel (e.g. walk, cycle)	<input type="text"/>	
Journey distance	<input type="text"/> in miles	<input type="text"/> in kilometres
Journey time	<input type="text"/> one way	<input type="text"/> round trip

Write out the main stages of your journey, what type of travel you used and how long each stage took

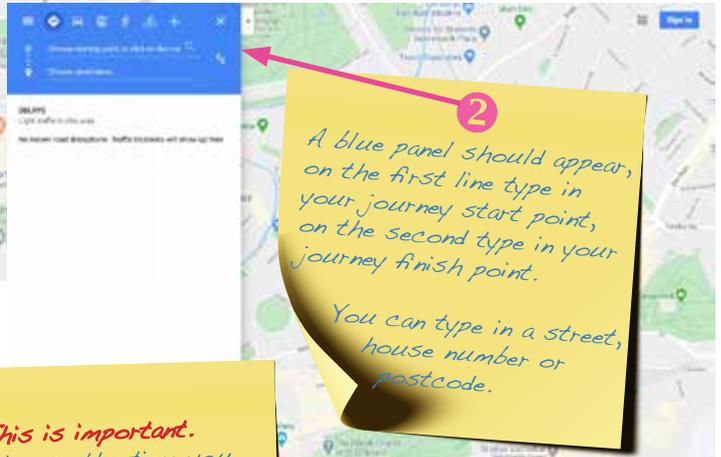
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How to plan journeys in Google Maps



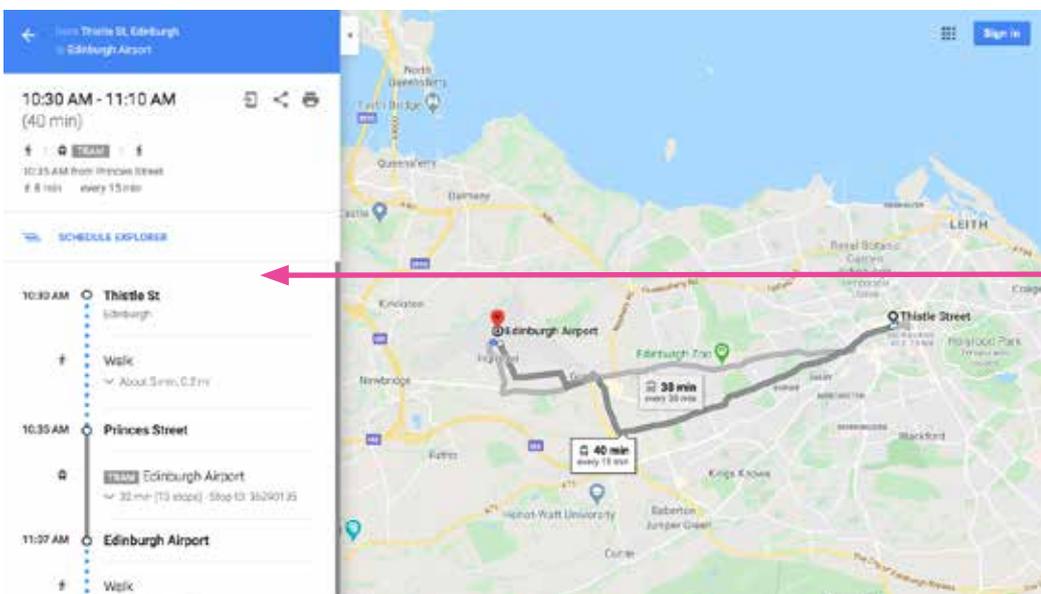
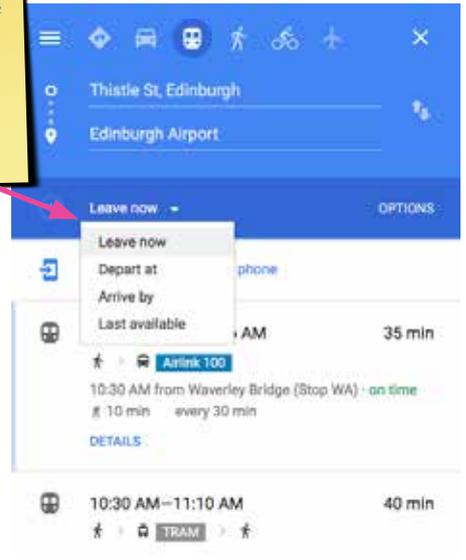
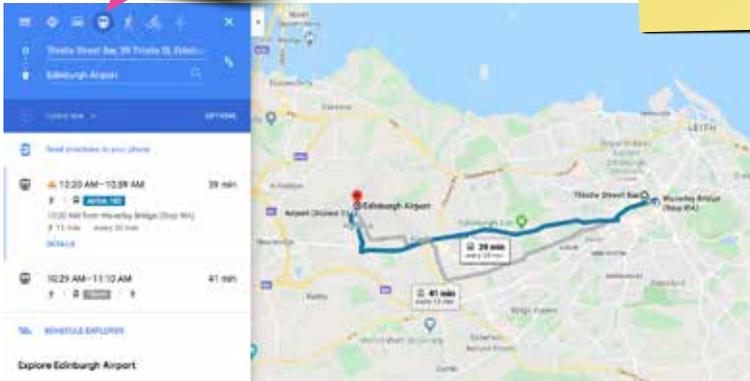
1
Open Google Maps and click on the small blue diamond box in the right-hand corner



2
A blue panel should appear, on the first line type in your journey start point, on the second type in your journey finish point.
You can type in a street, house number or postcode.

3
Select the icon that represents the type of journey you want to make, from a car, transit (bus or train), walking, cycling or even a plane journey.

4
This is important. Choose the time you want to start your journey, or choose the time you need to arrive by from the dropdown menu.



5
Click on the word **Details** and you will find step-by-step instructions on how to make your journey.
Now try planning another journey.

Activity 3 : Try making a new journey

For this activity, we would like you to go for a walk, scoot or cycle as part of your daily exercise and tell us about your experience.

What did you like about the journey?

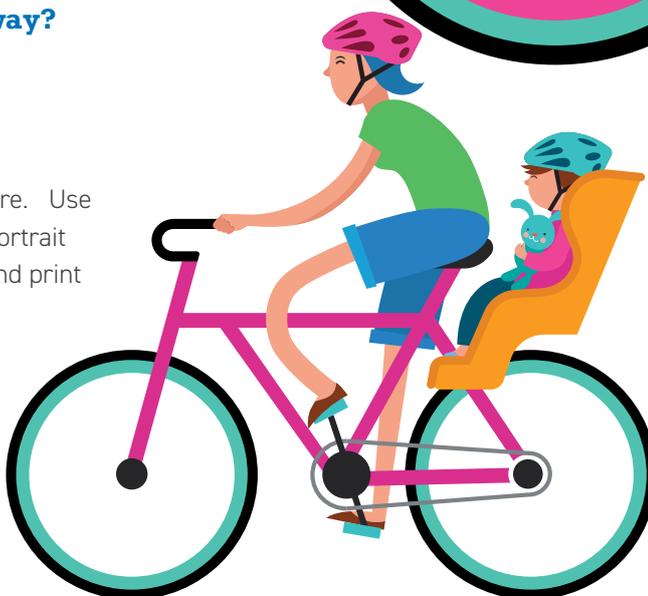
What did you see, hear or smell along the way?

What was the weather like?

Was there anything you didn't like?

You can either write a story or a poem, or draw a picture. Use a blank sheet of paper (you can use the paper either portrait or landscape). If it's possible, you could take photos and print them off.

If you have completed **Activity 2 : Online journey planning – active travel GPS** you could try making the journey that you planned. Did the online planner suggest the best route to take or do you think there is a better way to go? If so, explain why in your answer.

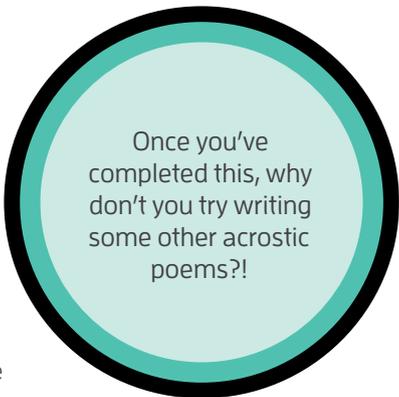


Journey from:	
Journey to:	
How: (e.g. walking, scooting, etc)	
Name	
School	
Class	

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Activity 4 : Active Travel Acrostic Poem



Think about what the words 'active travel' mean to you then write an acrostic poem. In an acrostic poem, the first letters of each line spell out a word or phrase. Your poem doesn't need to rhyme, and you don't need to worry about the rhythm of the lines. Each line can be as long or as short as you want it to be.

Start by brainstorming words or phrases that describe your idea – we've included a couple for you. Place your brainstormed words or phrases on the lines that begin with the same letters then fill in the rest of the lines to create a poem.

A C T I V E	T R A V E L
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Brainstorming

<i>Vehicles</i>			
<i>Cycling</i>			

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Activity 5 : Design an active travel poster

We hope that you and your family have had lots of opportunities to get out walking, scooting and cycling recently.

We'd like you to create a poster about the benefits of getting daily exercise during the COVID-19 outbreak, and to encourage other people to do the same. **Don't forget to write your name, school and class on your poster to be entered into the prize draw.** Here are some tips for creating your poster:



- Create a colourful picture or design
- Think about your poster's main message. What are the benefits, what do you want people to do or feel?
- Create an easy memorable phrase (known as a slogan) for your poster
- Keep it positive
- Keep it short and simple
- Try brainstorming some ideas with your team (parents, siblings)
- Put your poster up in your window for everyone to see!

Brainstorming

<i>Vehicles</i>		
<i>Cycling</i>		

Name	
School	
Class	

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Activity 7A : Walking Bingo - Nature

How many of the following nature-themed things you and your family can spot while you are out for your daily exercise?



B I N G O

Tree	Duck	Stream/ River	Thistle	Insect
Bumblebee	Moss	Clouds	Animal or bird tracks	Log
Seagull/ Sea bird	Ladybird	Spider's web	Grass	Bush
Daisy	Rocks	Rainbow	Free space for your own find!	Fallen leaves
Puddle	Nest	Butterfly	Flowers	Loch/pond

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Activity 7B : Walking Bingo - In my neighbourhood

You could take photos of some of the things you have found and send them to your teacher along with your completed bingo card.

How many of the following things you and your family can spot in your neighbourhood while you are out for your daily exercise?

B I N G O

Runner/ jogger	Lamp post	Bench	House with a number 10	Play park
Wooden fence	Frisbee	Traffic lights	Recycling bin	Person pushing buggy
Postman/ Postwoman	Free space for your own find!	House with a red roof	Football	Scooter
House with a black door	Roundabout	Bicycle	Orange cat	Post box
White dog	Someone dressed in pink	Street sign with the letter E in it	Drain	Bus stop

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Activity 7C : Walking Bingo - Traffic signs & road markings

Can you guess what each of the signs or markings means? Write your answers in the boxes provided. To check your answers, go online to The Highway Code.

How many of the following traffic signs and road markings can you and your family spot while you are out for your daily exercise?

B I N G O

			
.....
			
.....
			
.....		

To check traffic signs: gov.uk/guidance/the-highway-code/traffic-signs
 To check road markings: gov.uk/guidance/the-highway-code/road-markings

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Activity 8 : Create an information bulletin

It is important for everyone, if they can, to get daily exercise during the COVID-19 outbreak, in line with government guidance. But walking, scooting and cycling are good things to do all the time and we should all try to travel a bit more actively when restrictions are lifted.

Travelling actively is good for Shetland and the area that I live in because

Five reasons why walking, scooting or cycling is good for me and my family

What my family and I can do to travel more actively when restrictions are eased

Things that would make it better or easier to help me and my family travel more actively

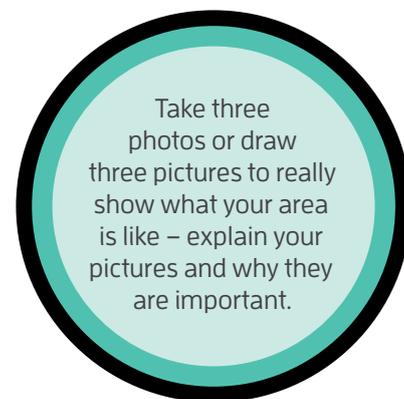


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Activity 9 : About my neighbourhood

You and your family may be spending more time walking, scooting or cycling around your local neighbourhood right now, during the COVID-19 outbreak.

We want you to tell us a bit more about where you live by answering the questions below.



A large, empty rectangular box for drawing or writing answers to the question on the sticky note.



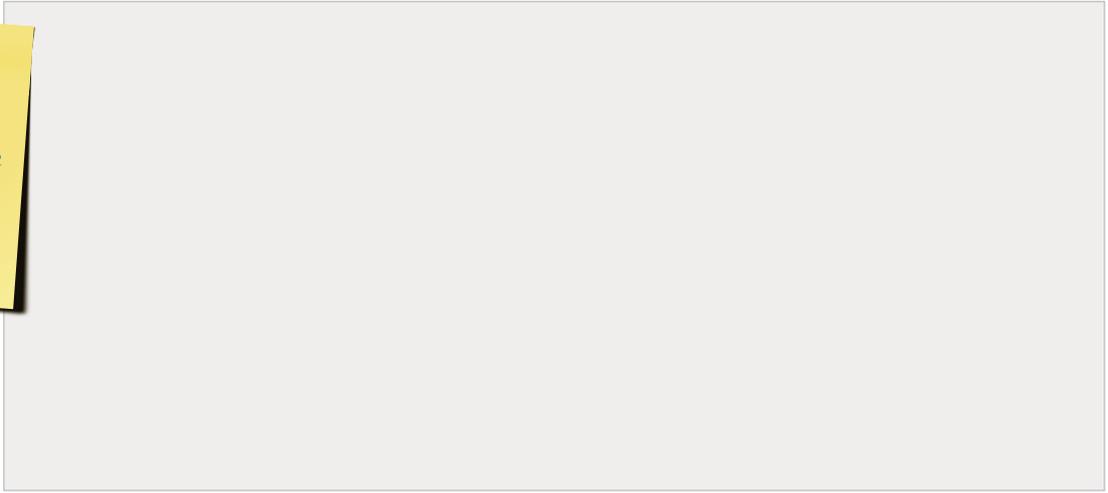
A large, empty rectangular box for drawing or writing answers to the question on the sticky note.



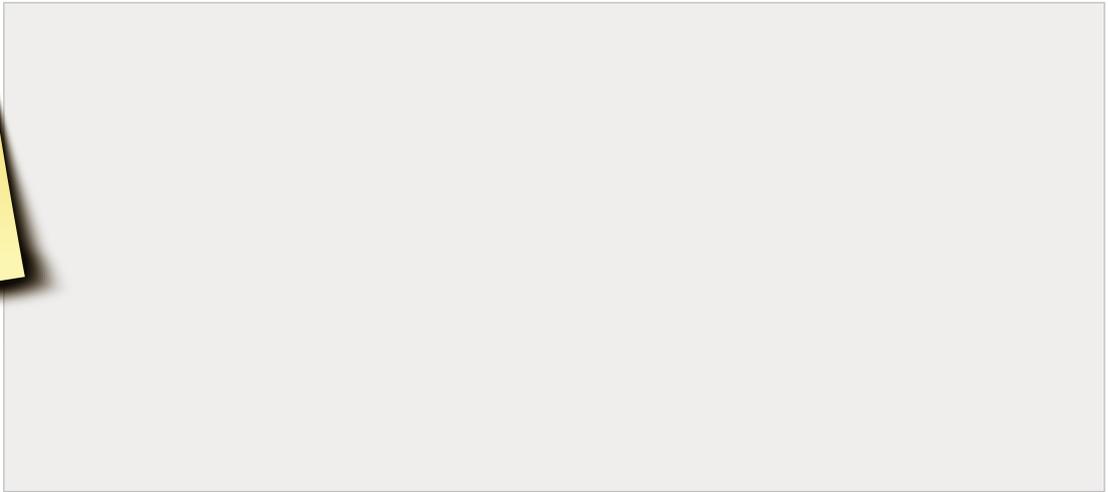
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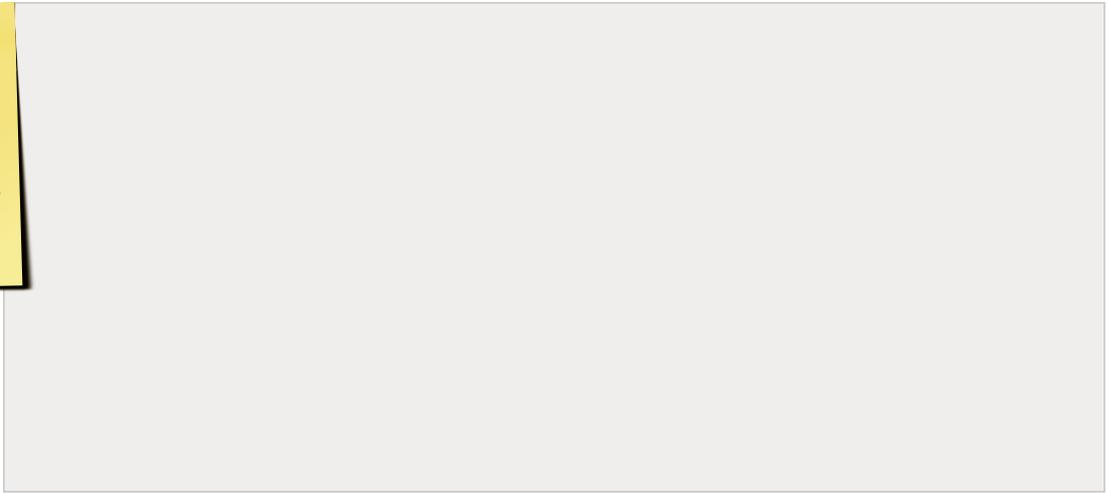
What do you not like about where you live?



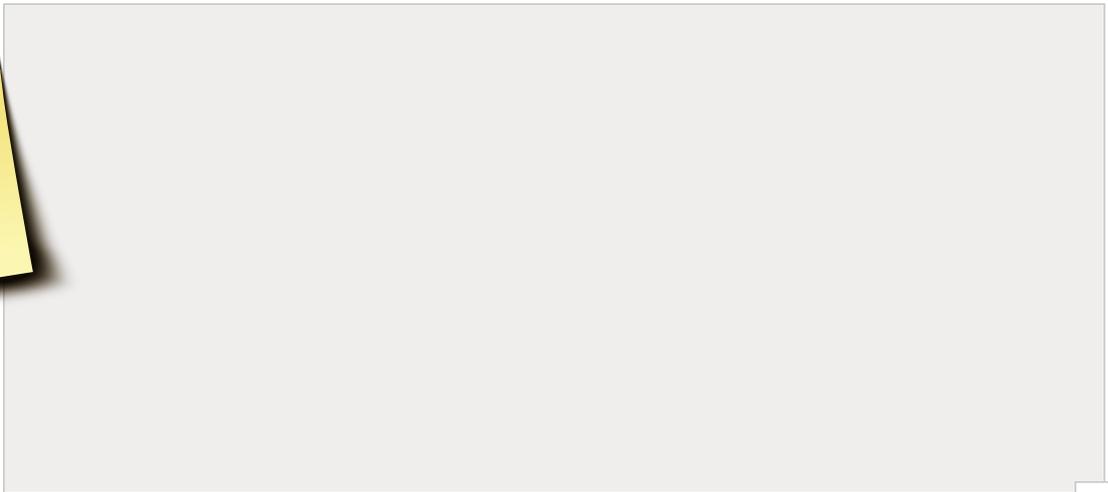
What do you like about where you live?



How does your neighbourhood feel right now compared with before the schools closed - what differences do you notice?



What's your favourite place and why?



Activity 10 : Neighbourhood street audit

The opportunity to create more active streets

COVID-19 has created big changes in the way we travel and gives us an opportunity to look at our neighbourhood and streets in a different way.

If you have been walking or cycling around your local neighbourhood as part of your daily exercise you may be noticing things that you have been unaware of in the past, such as more people walking and cycling, less motor traffic and quieter streets.

Do you think any of these changes are worth keeping in place after lockdown? Sometimes, by making small physical changes to our streets we can make a big difference to how easy it is for some people to move around.

Your neighbourhood street audit - what to do!

1. Take a walk around your local streets as part of your daily exercise with your family. Try to visualise how the street looks today compared to only a few months ago before the lockdown.
2. Think about the good and bad changes and if there are any changes you would like to see made permanent, to be kept in place after lockdown.

Use the form below to collect ideas for change as you walk around. When you have several examples on the form you can transfer these to the Placecheck map at <http://placecheck.info/maps/view/?map=shetland>

Remember you can use the examples shown below for things to look out for, but if you spot other things on the streets you like or dislike, you can record these as well.

Example solutions

Dropped kerbs

Pedestrians use footways and need to cross the road including at road junctions. Dropped kerbs on the footway make crossing roads easier by removing the step down between the footway and the road. Dropped kerbs make travel easier for wheelchair users, older or mobility impaired residents or those pushing children in prams/ pushchairs. They help anybody using the footway by creating a continuous accessible route.

Dropped kerbs can include coloured tactile paving with small domes, bars or lines. This is to assist visually impaired people to locate the dropped kerb crossing point. It also provides a warning to help pedestrians differentiate between where the footway ends, and the road begins.

Wider footways

Footways, or footpaths can sometimes be too narrow for people to walk comfortably on. Widening a footway often means taking the space from somewhere else, usually the road. A wider footway may encourage people to walk more often because they feel more comfortable and safer when walking, or they can walk with other people such as children, or with pushchairs or buggies. Wheelchair users and partially sighted or blind people find it much easier to use wider footways with more space. More space for pedestrians may encourage more walking or space for benches or trees.



Traffic Choices 2014

Example solutions

Quieter streets and closing a road to through traffic

Creating a quieter street usually means closing the road to traffic wanting to pass through by creating a barrier across the road, with an obstruction such as bollards, a flower bed or planter. It does not mean stopping cars entering the road altogether. If a road is usually very busy with lots of fast-moving traffic, closing the road to through traffic can reduce the number of vehicles using the road. Residents and visitors can still drive into the street to their houses.

Reducing through traffic, and limiting the street to residents and visitors can make a street quieter and more pleasant to live in. It's important when limiting through traffic to make sure wheelchair and buggy users, and cyclists can still access the street through the barriers.

Broken footways or missing signage

Uneven or broken footways and kerbs are problems for everybody but make life particularly difficult for disabled people and wheelchair users. It helps to let those in authority know so these problems can be fixed. It can be the same for road signs or other missing street information. Missing, broken or signs pointing in the wrong direction are worse than no sign at all and need to be fixed or replaced.



Traffic Choices 2014



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My neighbourhood street audit reporting form

Try to explain how any changes you suggest can benefit your neighbourhood and make it a more active and pleasant place to live.



Location, street names, junction etc	Description of changes to be made and potential improvements

Name	
School	
Class	

Location, street names, junction etc	Description of changes to be made and potential improvements

Activity 11 :

Action for better streets

This activity follows on from **Activity 10 : Neighbourhood street audit**. In that activity, we provided a toolkit for making local streets better and asked you to identify where there are problems and possible solutions in your neighbourhood. As a reminder, these included actions such as: wider pavements | cycle paths | dropped kerbs | improved signage.

In this activity, we would like you to tell us what you think is the single most important action to improve the streets in your area.



My neighbourhood is called:	
------------------------------------	--

This is in the region of:	
----------------------------------	--

My most important action to make streets in my area better is:	
---	--

I think this action is important because:	
--	--

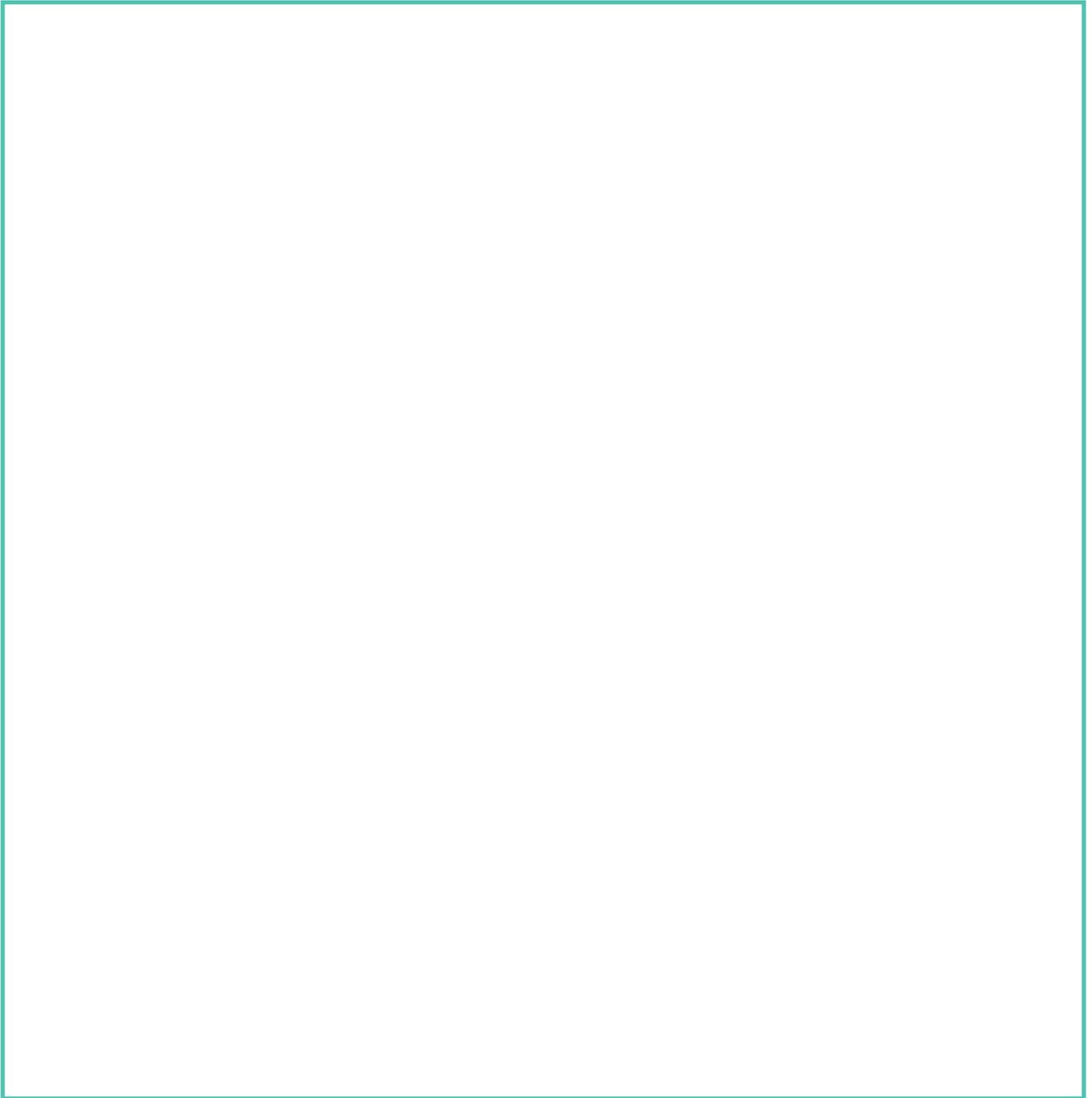
The benefits (positive things) about this action are:	
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The disbenefits (negative things) about this action are:	
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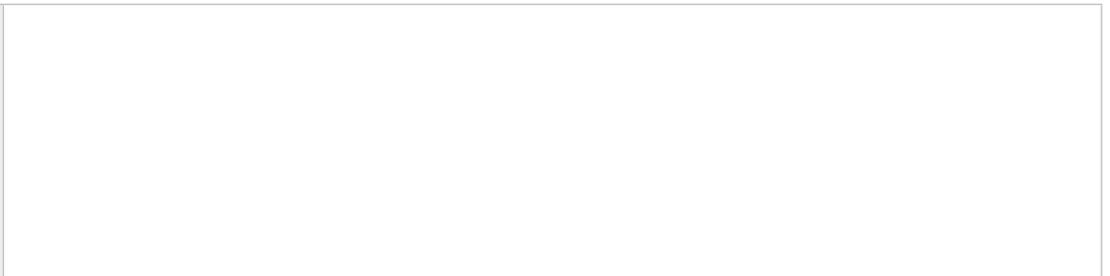
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Use this space to draw a picture to describe the action you have chosen:



Ask your family what they think of your action – do they have other suggestions that we should hear about?



Name



School



Class



Activity 12 :

Letter to my future self

The way we all travel has changed a lot in the past few weeks due to the COVID-19 outbreak. The lockdown has meant that we can't do our normal daily activities, like go to school, after-school clubs, and see family and friends.

However, there are some positive things about less traffic on our roads. The streets are quieter and safer, more people are enjoying being active, there is less noise and air pollution. Would you like these things to continue after the lockdown, or go back to the way they were?

In this activity, we would like you to write a letter to your future self – thinking ahead to 50 years from now (2070).

In your letter, tell the future you about the positive effects that the outbreak had on you, your family, your local environment and the global environment. Use your letter to persuade your future self to keep up with these changes and why it is so important to do so.

Think about how people may work and travel in the future, what new technology there might be, what kind of energy we'll use, what our streets might look like.



As an extra challenge, try writing a front page newspaper article from 2070, covering some of the points in your letter. It might be very positive article...or could it be a different future because of the actions of humans now?

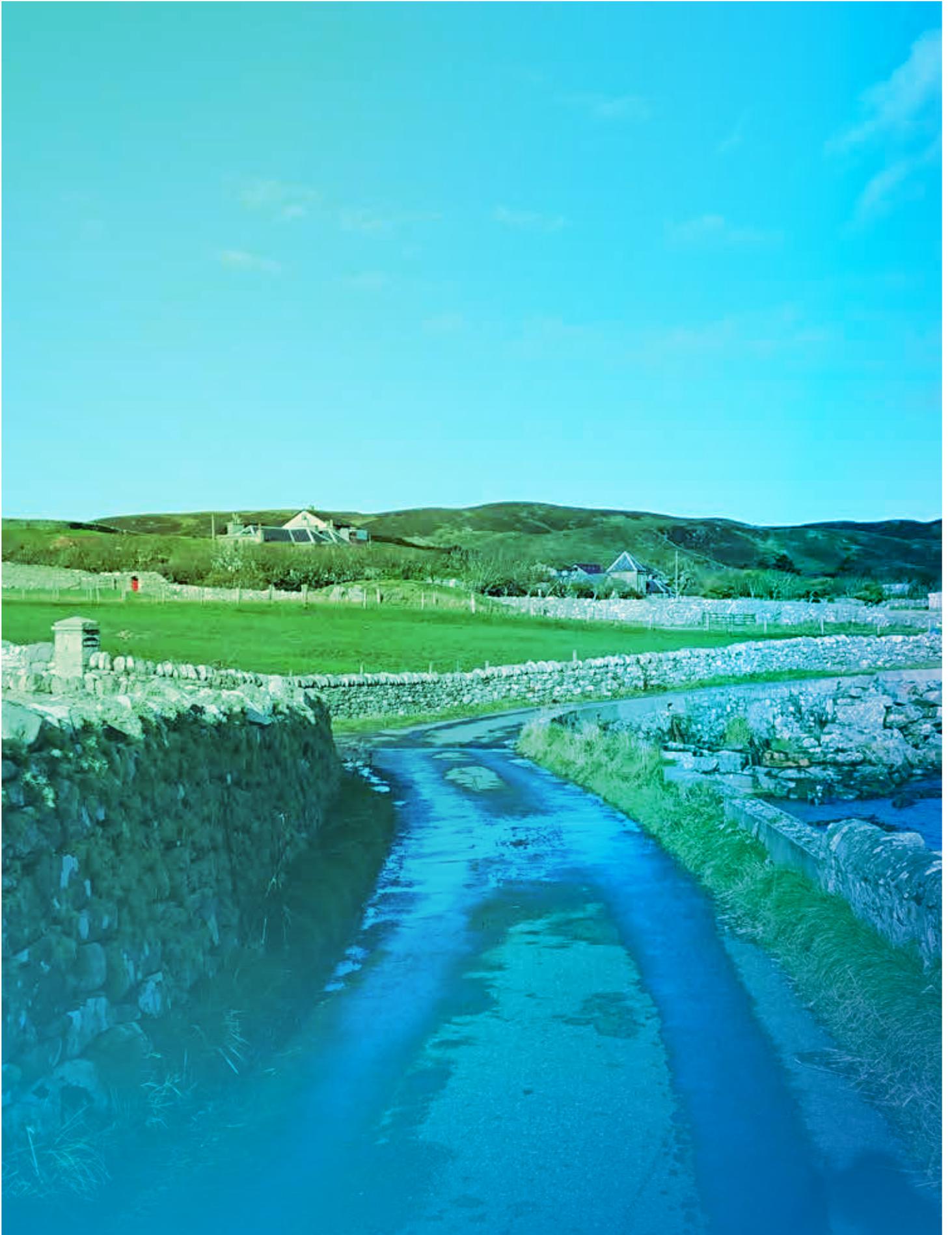
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Useful links

The links below provide some additional information and/or teaching resources on the topic of active travel. Although designed for use in the classroom environment, they may provide further inspiration and ideas for home learning activities.

Initiative	Description	Further information
Suss It Out	Classroom based resources which offer engaging activities based on cycling, walking and scooting that can be fitted into the school day	www.sustrans.org.uk/media/4686/suss_it_out_fullset.pdf
Big Street Survey	Aimed at P5 & P6 pupils to encourage them to investigate the area around their school and create a manifesto on how to make their streets safer and greener	www.sustrans.org.uk/our-blog/projects/2019/uk-wide/big-street-survey/
Eco-Schools	Global schools programme to encourage school-wide learning and action on sustainability. Transport is one of the ten topic areas	www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools/
Living Streets walking resources	Living Streets are the national charity for everyday walking. There are a range of resources and ideas on the topic of walking	www.livingstreets.org.uk/
Streetsense 2	Road Safety Scotland programme to give primary age pupils the chance to challenge their road safety knowledge and reflect on their own behaviour and attitudes. Teachers have online support, ensuring links to experiences and outcomes	https://roadsafety.scot/learning-zone/first/ (First Level) https://roadsafety.scot/learning-zone/second/ (Second Level)
Twinkl	Twinkl has a range of downloadable and interactive resources on the theme of transport and road safety	https://www.twinkl.co.uk/search Use key words 'transport', 'road safety'
I Bike Indoor Ideas	A four-week indoor activity ideas programme from the Sustrans' I Bike team	https://ibike.sustrans.org.uk/indoor-ideas/



www.zettrans.org.uk/about/consultations