

# Secondary 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.

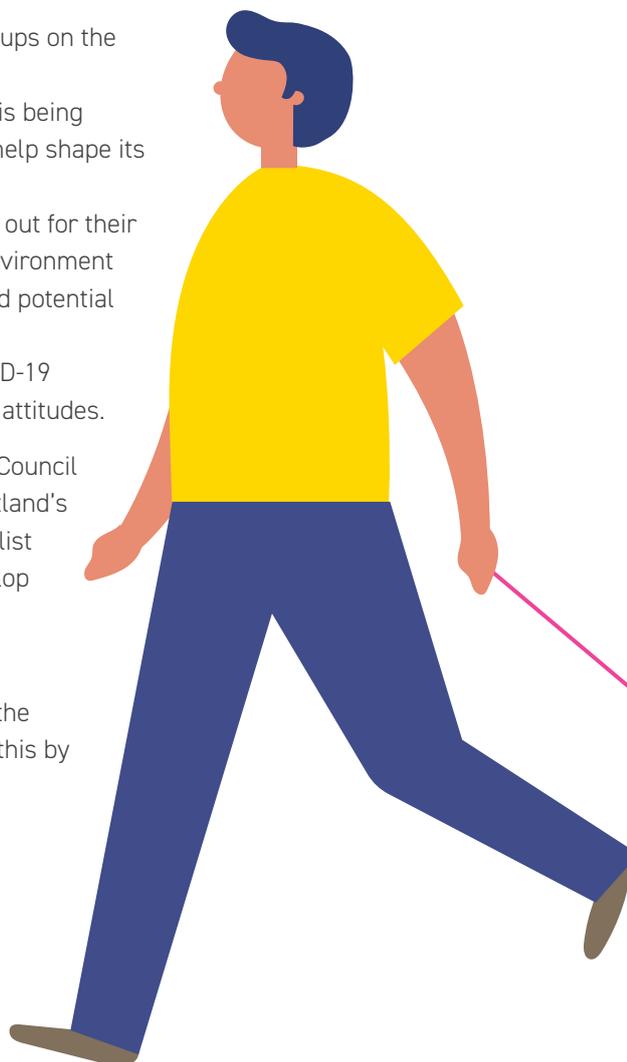
The resources are aimed at Secondary S1 to Secondary S3 year groups. Links to the Curriculum for Excellence are outlined on pages 5 and 6.

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](mailto: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](http://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

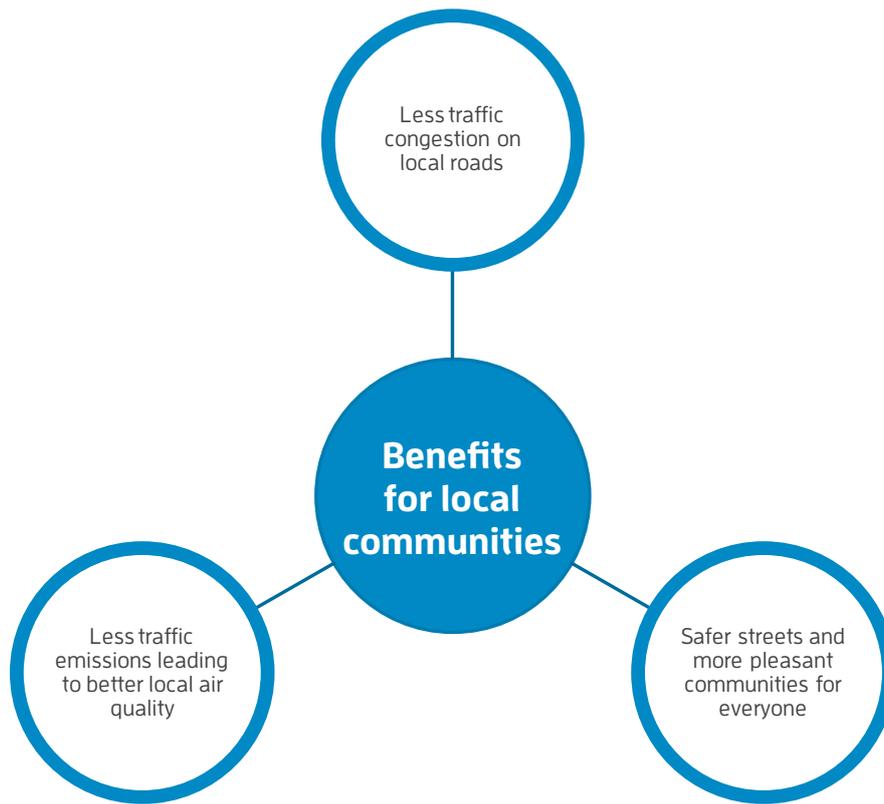
There are many benefits of walking, scooting and cycling. Whilst travel patterns are not typical right now (and some of the benefits reported below assume that schools are open as normal), the COVID-19 outbreak is hopefully providing opportunities for pupils and their families to travel actively through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



<sup>1</sup> [www.gov.uk/government/publications/sporting-future-a-new-strategy-for-an-active-nation](http://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.

	Experiences and Outcomes	Reference code	Expected Benchmarks
Health and Wellbeing	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.	<a href="#">HWB 3-15a</a> / <a href="#">HWB 4-15a</a>	
	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.	<a href="#">HWB 3-16a</a> / <a href="#">HWB 4-16a</a>	
	I know and can demonstrate how to travel safely.	<a href="#">HWB 3-18a</a> / <a href="#">HWB 4-18a</a>	
	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.	<a href="#">HWB 3-27a</a>	Explains the interrelationship of daily physical activity, diet, rest and sleep on health and wellbeing.
Social Studies	I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.	<a href="#">SOC 3-08a</a>	Provides a simple explanation of at least three consequences of an environmental issue, and for each suggest how they could be managed
	I can discuss the sustainability of key natural resources and analyse the possible implications for human activity.	<a href="#">SOC 4-08a</a>	Evaluates the sustainability of at least two key natural resources and analyses possible implications for human activity.
	I can assess the impact of developments in transport infrastructure in a selected area and can contribute to a discussion on the development of sustainable systems.	<a href="#">SOC 4-09b</a>	Assesses the impact of developments in transport infrastructure in a chosen area; Contributes to a discussion on the development of sustainable systems.
	I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area.	<a href="#">SOC 4-10a</a>	Describes and makes at least three valid conclusions about the impact of human activity on a chosen area.
	I can evaluate the impact which decision making bodies have on the lives of people in Scotland or elsewhere.	<a href="#">SOC 4-18a</a>	Exemplifies the purposes and features of different sector organisations: private, public and third sector.
Mathematics	Using simple time periods, I can work out how long a journey will take, the speed travelled at or distance covered, using my knowledge of the link between time, speed and distance.	<a href="#">MNU 3-10a</a>	Applies knowledge of the relationship between speed, distance and time to find each of the three variables; Calculates time durations across hours and days.
	Having investigated navigation in the world, I can apply my understanding of bearings and scale to interpret maps and plans and create accurate plans, and scale drawings of routes and journeys.	<a href="#">MTH 3-17b</a>	Uses bearings in a navigational context, including creating scale drawings.
	I can research, compare and contrast aspects of time and time management as they impact on me.	<a href="#">MNU 4-10a</a>	Demonstrates effective time management skills, for example, working with different time zones or making plans, including across midnight.
	I can use the link between time, speed and distance to carry out related calculations.	<a href="#">MNU 4-10b</a>	Carries out calculations involving speed, distance and time involving decimal fraction hours; Calculates time durations across hours, days and months.
	I can apply my knowledge and understanding of measure to everyday problems and tasks and appreciate the practical importance of accuracy when making calculations.	<a href="#">MTH 4-11a</a>	Demonstrates understanding of the impact of truncation and premature rounding
Expressive Arts	I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties.	<a href="#">EXA 3-02a</a>	Researches, develops and communicates a solution to a design brief by working through a process.
	I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work.	<a href="#">EXA 3-03a</a>	Evaluates what works well and what could be improved or different in their own and others' work, using appropriate art and design vocabulary.
	I have continued to experiment with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks.	<a href="#">EXA 4-02a</a>	Researches, develops and communicates solutions to a design brief by working independently and systematically through a process; Evaluates and makes informed judgements about what works well and what could be improved or different in their own and others' work, using appropriate art and design vocabulary consistently.

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	Experiences and Outcomes	Reference code	Expected Benchmarks
Languages	As I listen or watch, I can: identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements; identify and discuss similarities and differences between different types of text; use this information for different purposes.	<a href="#">LIT 3-04a</a>	Identifies and gives an accurate account of the purpose and main ideas of spoken texts, with appropriate justification
	I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.	<a href="#">LIT 3-07a</a>	Comments on the content, form and/or style of spoken texts, with supporting evidence.
	To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.	<a href="#">LIT 3-08a</a>	Comments appropriately on the reliability and relevance/usefulness of sources.
	As I listen or watch, I can: clearly state the purpose and main concerns of a text and make inferences from key statements; compare and contrast different types of text; gather, link and use information from different sources and use this for different purposes.	<a href="#">LIT 4-04a</a>	Identifies purpose, audience and main ideas of a range of spoken texts. Justifies opinions with appropriate reference to the text; Compares and contrasts aspects of content, style and/or language of different spoken texts; Uses own words to make and organise notes, synthesising key information from more than one source.
	I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.	<a href="#">LIT 4-07a</a>	Makes detailed evaluative comments about aspects of the content, form and style of spoken texts.
	To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.	<a href="#">LIT 4-08a</a>	Comments appropriately on the relevance, reliability and credibility of sources, justifying opinion with reference to the text.
Sciences	I can explain some of the processes which contribute to climate change and discuss the possible impact of atmospheric change on the survival of living things.	<a href="#">SCN 3-05b</a>	Explains how the levels of carbon dioxide in the atmosphere have increased over time, for example, through respiration of organisms, deforestation and increased combustion of fuels; Draws on supporting evidence, quotes and sources to demonstrate an association between carbon dioxide in the atmosphere and increasing global temperatures as a result of the greenhouse effect.
	By contributing to an investigation on different ways of meeting society's energy needs, I can express an informed view on the risks and benefits of different energy sources, including those produced from plants.	<a href="#">SCN 4-04a</a>	Applies knowledge and understanding from different areas of the curriculum to express an informed view of the risks and benefits of different energy sources, including at least one energy source derived from plants.
	Through investigation, I can explain the formation and use of fossil fuels and contribute to discussions on the responsible use and conservation of finite resources.	<a href="#">SCN 4-04b</a>	Discusses, following research, the formation and use of fossil fuels and the need to use remaining fossil fuel resources responsibly, for example, to preserve finite supplies, limit pollution and reduce emissions of greenhouse gases.
Technologies	I can identify the costs and benefits of using technologies to reduce the impact of our activities on the environment and business.	<a href="#">TCH 3-07a</a>	Demonstrates an understanding of the impact of technologies on the environment and business.
	I can present conclusions about the impact of technologies on the economy, politics and the environment.	<a href="#">TCH 4-07a</a>	Explains the impact of technologies on globalisation, patterns of work and conditions of employment.

# Resource materials

Resource materials are contained within this section. There are 7 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 1 – 2 activities are undertaken per week over a 4 – 5 week period through May and June.

There are 4 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, 4, 5 and 7. 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](mailto:estirling@systra.com).



<b>Activity 1: Effects of COVID-19 lockdowns on transport and the environment</b>	Research current news stories about the impacts that the pandemic is having on transport patterns.
<b>Activity 2: Improving streets for active travel</b>	Research current news stories about what places around the world are doing to improve conditions for active travel during the pandemic.
<b>Activity 3: Neighbourhood street audit</b>	Using a toolkit of ideas, think about infrastructure improvements that can be introduced to make it safer and easier to travel actively. <b>We would like pupils to return this worksheet - there is a prize for the best completed entry.</b>
<b>Activity 4: Letter to decision makers</b>	Following on from Activity 3, write a letter to decision makers at the Council and ZetTrans about the most important actions to improve active travel. <b>We would like pupils to return this worksheet - there is a prize for the best completed entry.</b>
<b>Activity 5: Create an active travel promotional leaflet</b>	Create a promotional leaflet about the benefits of active travel and to encourage more people to walk, scoot or cycle during the COVID-19 outbreak. <b>We would like pupils to return this worksheet - there is a prize for the best completed entry.</b>
<b>Activity 6: Online journey planning - Active travel GPS</b>	Go online and plan a walk or cycle journey using Google Maps and Cyclestreets.
<b>Activity 7: Improve your street</b>	Create a plan of your street with ideas to make it a better place to travel in and spend time. <b>We would like pupils to return this worksheet - there is a prize for the best completed entry.</b>

# Activity 1 : Effects of COVID-19 lockdowns on transport and the environment



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 have been many positive effects of less traffic on our roads, which we'll come on to below. Too much road traffic has a wide range of negative impacts – list as many of these as you can – think about the effects on health, safety, the environment in your local community and the global environment.**

**Now think about how things have changed in your local area since restrictions on movement were introduced at the end of March. Would you like these things to continue after the lockdown, or go back to the way they were? Note down some of the changes that you have observed.**

**There have been many reports in the news about the positive (and negative) impacts that COVID-19 lockdowns have had on transport patterns, such as less traffic congestion, reduced air pollution, more people walking and cycling, reports of increased traffic speeds in some areas, reduction in bus passengers and so on. We would like you to undertake online research to find out more. Choose three different news items; these could be from Scotland, UK or across the world. Write a short summary for each of the stories that you have chosen. Describe the key facts of the story, what you think the positives and negatives are, and how you think things might change as restrictions are eased.**

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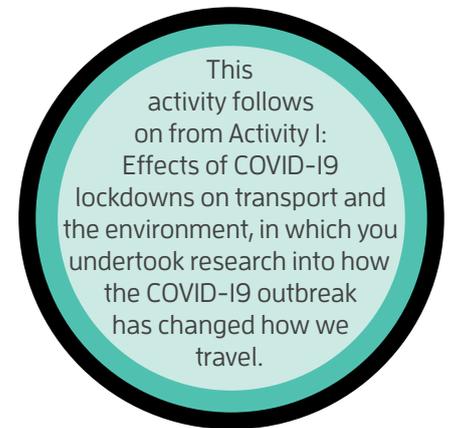
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## Activity 2: Improving streets for active travel

In this activity, we would like you to do some further online research into what towns and cities are doing to improve streets and neighbourhoods during the outbreak.

There have been reports in the news about streets being closed to traffic, pavements being made wider for pedestrians and cycle lanes being made wider for cyclists. Choose three different examples; one from Scotland, one from somewhere else in the UK and one from somewhere else in the world.

**Write a short summary for each of the examples that you have chosen. Describe the key facts of the measure that has been introduced, what you think the positives and negatives are, and what you think should be done when restrictions are eased.**



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# Activity 3 : 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.



## 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.



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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

In the table below, create a list of positive and negative outcomes that could result from the changes you have proposed to local streets contained within your reporting form. Not all changes will result in both positive and negative outcomes, but some might. For example:

Idea / solution	Positive impact	Negative impact
<i>Close street to through traffic, build planters with flowers and trees as part of closure.</i>	<i>Reduces traffic, street is quieter, people can still access homes by car.</i>	<i>If street is a bus route then buses will need to be diverted and passengers will need to walk further for a bus. Plants and flowers will need maintenance and care throughout year or may look scruffy.</i>
<i>Parking restrictions with yellow lines near dropped kerbs.</i>	<i>Dropped kerbs are not obstructed any longer, easier travel for wheelchair and buggy users.</i>	<i>Disabled drivers will need to park further away, or have additional parking spaces created nearby.</i>

**Name**

**School**

**Class**

# Activity 4: Letter to decision makers

This activity follows on from Activity 3: Neighbourhood street audit in which we asked you to identify improvements that could be made to your local area to make it easier and safer to walk and cycle.

In this activity, we would like you to communicate your ideas to decision makers at Shetland Islands Council and ZetTrans, who are developing an Active Travel Strategy. The strategy will have actions in it to encourage more people to walk and cycle more for their everyday journeys.

Firstly, we would like you to note down the **three most important actions** you would like to see introduced to improve your streets.



Next, we would like you to write a letter to officers and councillors at Shetland Islands Council and ZetTrans, explaining the issues with active travel in your local area and the changes you would like to see.

<b>Name</b>	<input type="text"/>
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<b>School</b>	<input type="text"/>
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<b>Class</b>	<input type="text"/>
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## To Shetland Islands Council and ZetTrans

Pupils at my school have been undertaking home learning activities during the COVID-19 outbreak on the subject of active travel. This is as part of the Active Travel Strategy that is being developed. As part of this, I have identified **several issues with walking and cycling around my local neighbourhood**, including...

These issues **impact on me and other people in my local community** because...

I have identified **three actions** that I consider to be the **most important to encourage more people to walk and cycle**. These are...

**1.**

**2.**

**3.**

These **actions are important** because...

For the Active Travel Strategy, I would like **Shetland Islands Council and ZetTrans** to consider implementing...

**Thank you.**

# Activity 5: Create an active travel promotional leaflet

We hope that you and your family have had lots of opportunities to get out walking and cycling recently during the COVID-19 lockdown, and are feeling the benefits of doing so.

We would like you to create a promotional leaflet to encourage other people in Shetland to walk or cycle for their daily exercise. Here are some tips for creating your leaflet:

- Choose an **audience** for your leaflet – this should be the type of person that the leaflet is aimed at. It could be for an older person, a child your age, or a family with young children, or choose your own
- Include information about the **benefits** of walking and cycling – what are the positive effects that people will feel?
- Think of **ideas** for making a walk or cycle more interesting – what things could people look for or do when they are out and about?
- Include **government guidance** on daily exercise – what are the important precautions that people must take when they are out? Check [gov.uk/coronavirus](https://www.gov.uk/coronavirus) for the latest information
- **Illustrate** your leaflet with images
- Give your leaflet a **catchy title** or **slogan**

Complete your details in the box to be entered into the draw

<b>Name</b>	<input type="text"/>
<b>School</b>	<input type="text"/>
<b>Class</b>	<input type="text"/>



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# Activity 6 : 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**

**Journey end location and postcode time and date**

**Type of travel (e.g. walk, cycle)**

**Journey distance**

 in miles  in kilometres

**Journey time**

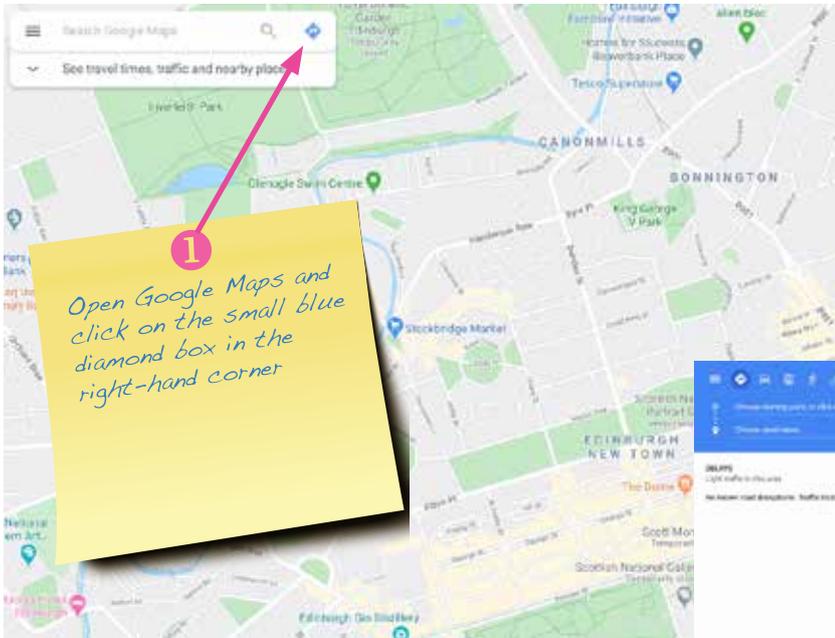
 one way  round trip

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

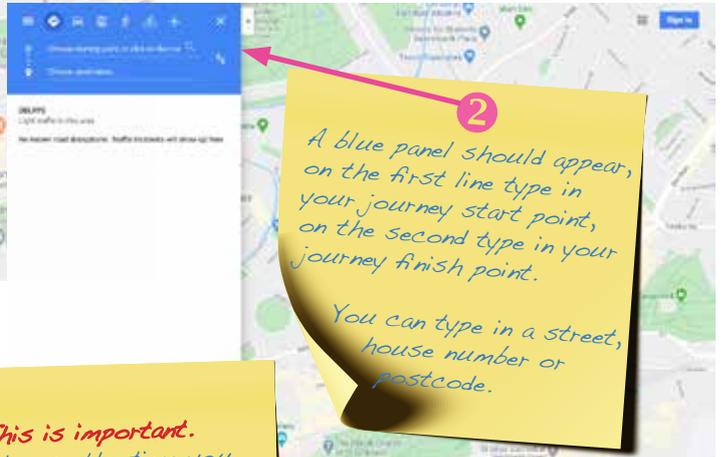
Shetland Islands Council and ZetTrans want walking and cycling to be the natural choice for people to make for their local journeys and are currently preparing an Active Travel Strategy to achieve this goal. We want to understand how local people travel, and to hear ideas for what would make walking and cycling more convenient and attractive.

This worksheet is one of a set of resource materials for Secondary 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](https://www.zettrans.org.uk/about/consultations).

# How to plan journeys in Google Maps



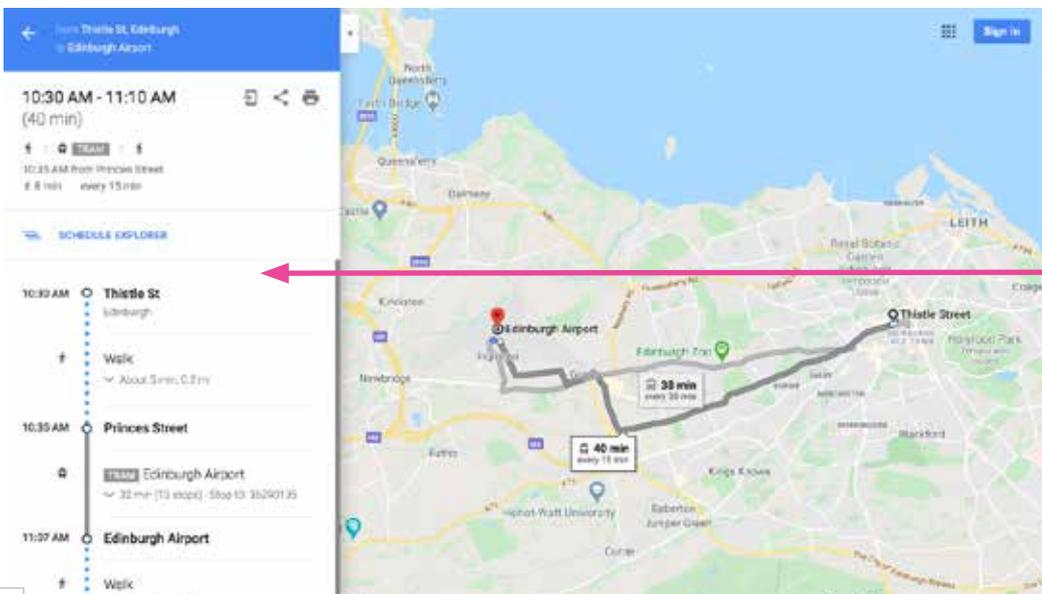
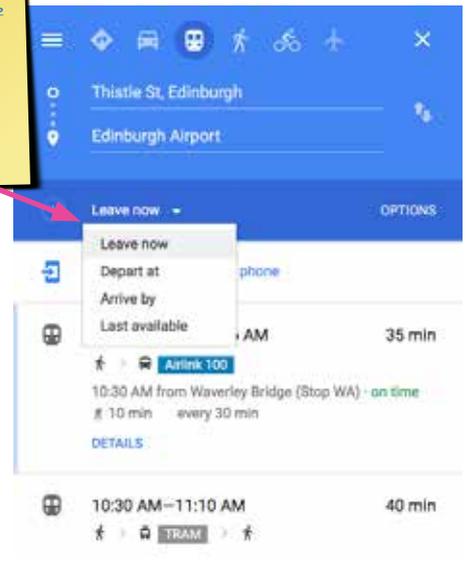
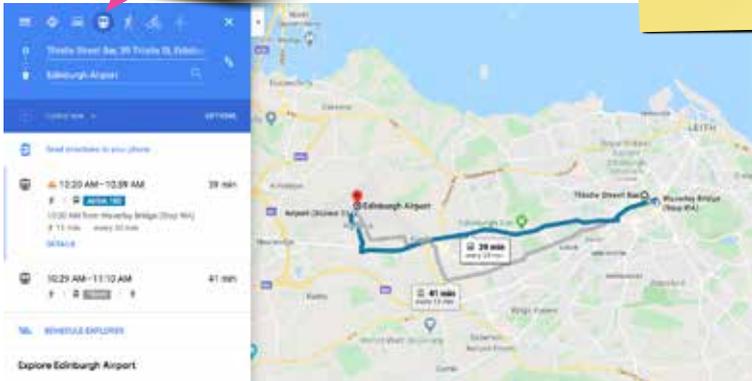
1  
Open Google Maps and click on the small blue diamond box in the right-hand corner



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 7: Improve your street

Think about the street that you live on. What improvements could be made to make it a more pleasant space to travel along and spend time in? This is known as ‘placemaking’.

On a sheet of paper (A3 is probably best), or using a blank Word or Powerpoint document on a computer, create a plan of your street. Then either draw on the plan, use the suggested printed cutouts or find your own online images, to show how your street could be improved to make it more pleasant to travel along on foot or by bike, and to spend time in.



## Ideas could include:



Name	Class	School

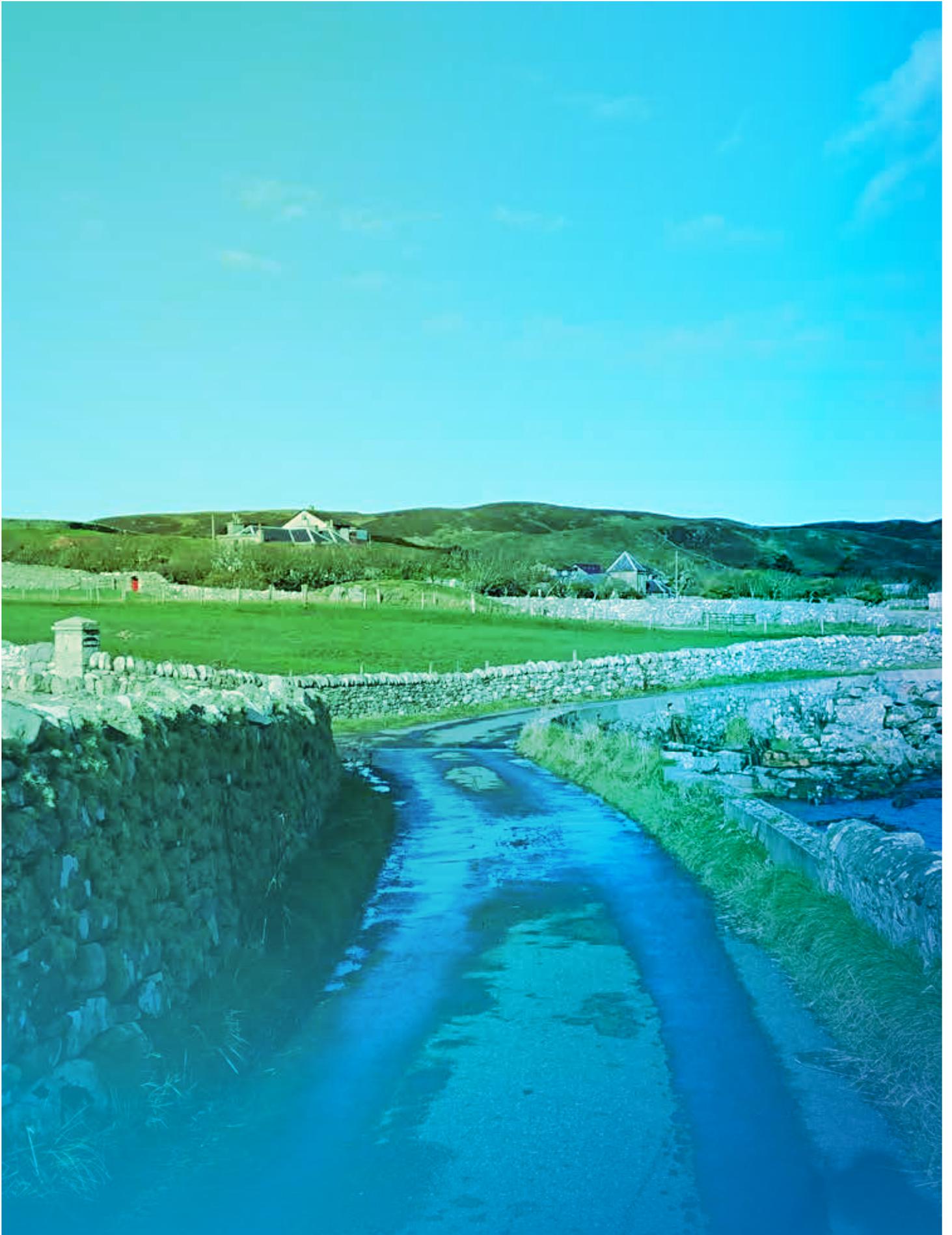
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## Useful links

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
<b>Eco-Schools</b>	Global schools programme to encourage school-wide learning and action on sustainability. Transport is one of the ten topic areas	<a href="http://www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools/">www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools/</a>
<b>Living Streets walking resources</b>	Living Streets are the national charity for everyday walking. There are a range of resources and ideas on the topic of walking	<a href="http://www.livingstreets.org.uk/">www.livingstreets.org.uk/</a>
<b>Twinkl</b>	Twinkl has a range of downloadable and interactive resources on the theme of transport and road safety	<a href="https://www.twinkl.co.uk/search">https://www.twinkl.co.uk/search</a> Use key words 'transport', 'road safety'
<b>I Bike Indoor Ideas</b>	A four-week indoor activity ideas programme from the Sustrans' I Bike team	<a href="https://ibike.sustrans.org.uk/indoor-ideas/">https://ibike.sustrans.org.uk/indoor-ideas/</a>



[www.zettrans.org.uk/about/consultations](http://www.zettrans.org.uk/about/consultations)