

# Every journey matters

## Lesson 1: What do you know about transport and the environment?

This opening lesson is designed to engage children in discussion about issues surrounding transport and the environment. It will enable teachers to accurately diagnose any existing knowledge that children have as well as to introduce them to important issues regarding sustainable transport. It is recommended that the learning objectives should not be shared with the children until late in the lesson. Instead children should be given the opportunity to raise environmental issues themselves, with prompts and questioning where necessary.

### Resources

6 A4 images of different forms of transport (print outs A1-A6)

1 A4 page containing 9 forms of transport (print out A7 – to be photocopied and cut)

1 A4 blank template for categorizing activity (print out A8)

1 A4 template for categorizing activity with categories filled in (print out A9)

### Learning Objectives

- To review children's understanding of transport issues
- To introduce the concept that transport has an effect on the environment
- To begin to identify greener / more sustainable forms of transport (without using the term sustainable)

### Success Criteria

- Children should be able to suggest categories for different forms of transport.
- Children should be able to suggest the forms of transport best and worst for the environment.

### Introduction (10 minutes)

Display a selection of forms of transport (Print outs A1 – A4). Without any prompting invite children to comment on what they see. Note down all responses. Show a further two forms of transport (Print outs A5 & A6) and begin to narrow responses by asking children to comment on links and differences that they notice. Once again note down all responses and treat them as equally valid (e.g. lots have wheels, some are red, environmentally-friendly, I've traveled on that).

## **Categorising (15 minutes)**

Challenge the children by telling them that they have to sort all of the forms of transport into just two categories. Display a blank table (Print out A8 ). Allow the children thinking time before asking them to talk in pairs. Invite pairs to share their categories and model placing transport cards (A1 – A6) into the table using the categories. (The categories could include wheels / no wheels, public / private, environmentally-friendly / not environmentally-friendly.)

N.B. If the issue of green transport has emerged from the children use that to link to the group activity

## **Group Activity (15 minutes)**

Explain that the children will be given a table (print out A9) like the one modeled in the lesson and transport cards to place on their table. Their challenge will be to place the transport cards (print out A7) on the table. The categories on the table have been chosen as environmentally-friendly / bad for the environment. Explain that there are no right and wrong answers and that they must decide in their groups what the terms mean and what transport should go in each category.

## **Plenary (10 minutes)**

Try to repeat the activity as a class. Discuss the difficulties and any agreements with the exercise. Ask 3 questions and see if the class find a consensus.

- What is the most environmentally-friendly form of transport and why?
- What is the least environmentally-friendly form of transport and why?
- What form of transport was the most difficult to categorise and why?

Explain that in the next lesson the children will look at ways to define how ‘friendly’ for the environment a form of transport is.

## **Links to national Curriculum**

Geography KS2: 1d, 2a, 4b, 5a, 5b

