

# Inspioráid Éicea-Scoileanna Iompar chuig agus ón Scoil



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# Contents

Transport: Introduction	03
Case Study: Oakgrove Integrated Primary	04
Curriculum Links and Skills	09
Primary Activity Ideas	10
Post-Primary Activity Ideas	12
Other Links	14

Click on the link to go to the page

Click on the banner within this document (top left) to return to the Contents page





“ IS DEIS IONTACH É SEO DON SCOIL S’AGAINN LE HOBAIR A DHÉANAMH LE GO MBEIDH MUID NÍOS INBHUANAITHE Ó THAOBH NA TIMPEALLACHTA DE TRÍ LAGHDÚ A DHÉANAMH AR ASTUITHE CARBÓIN A CHUIREANN TRÁCHT CARRANNA AMACH AGUS ÚSÁIDFIDH MUID AN DÚSHLÁN LENÁR GCÉAD DÁMHACHTAIN BRATAÍ GLAISE ÉICEA-SCOILEANNA EILE A BHAINT AMACH. ”

LINDA MCKEE, ANTRIM PRIMARY SCHOOL

## Intreoir

Bíonn i bhfad níos lú saoirse ag páistí an lae inniu ná mar a bhíodh ag a dtuismitheoirí agus iad ar an aois chéanna. Bíonn eagla ar dhaoine roimh thrácht, nó tá i bhfad níos mó carranna ar na bóithre sa lá atá inniu ann agus tá daoine i bhfad níos meabhraí na laethanta seo ar strainséirí chomh maith. Fágann sé seo go nglacann i bhfad níos tuismitheoirí na páistí s’acu ar scoil sa charr ar na saolta seo. Tagann roinnt iarmhairtí leis seo, do dhaltá agus do bhaill foirne, go háirithe ó thaobh shláinte agus fholláine na ndaltaí de.

Is foirmeacha iontacha aclaíochta iad an siúl agus an rothaíocht agus is féidir an turas chun na scoile a úsáid le cur leibhéal gníomhaíochta agus aclaíochta. Bíonn patrúin gníomhaíochta iontach tábhachtach sna luathbhlianta den óige, mar sin de, mura ndéanann páiste go leor aclaíochta agus é óg, bíonn baol ann go dtiocfadh fadhbanna sláinte níos faide anonn sa saol amhail murtall, ardbhrú fola, galar corónach croí agus go fiú fadhbanna maidir le folláine shíceolaíoch. Cuidíonn an siúl agus an rothaíocht le páistí muinín a thógáil agus cairde a dhéanamh agus cuireann siad le neamhspleáchas an pháiste agus lena fheasacht ar thrácht. Tá tugtha le tuiscint fosta ag taighde a rinneadh ar na mallaibh go mbíonn na páistí sin a bhíonn níos gníomhaí níos airdeallaí agus iad ar scoil agus go mbaineann siad amach torthaí acadúla níos fearr.

Léiríonn suirbhéanna atá déanta ag YoungTransNet gur mhaith le lear mór daoine óga modhanna iompair níos inbhuanaithe a úsáid, agus deir 30% acu gur mhaith leo dul ar scoil ar rothar. Léiríonn staitisticí ón Roinn Iompair, áfach, nach ndéanann ach 1% acu i láthair na huaire amhlaidh. Léiríonn suirbhéanna fosta, cé go gcónaíonn níos mó ná an leathchuid de gach páiste bunscoile taobh istigh d’achar 1 mhíle ón scoil s’acu, go dtóghtar thart ar an tríú cuid díobh ann ar scoil i gcarranna.

Is féidir naisc churaclaim a dhéanamh le modhanna iompair sa Bhéarla, sa Mhata, in TFC, san Eolaíocht, san Ealaín agus Dearadh mar aon le naisc le litearthacht agus uimhearthacht. Tá tagairt shonrach i gcuraclam na tíreolaíochta do thrácht bóithre, do shábháilteacht ar na bóithre agus don inbhuanaitheacht.

## Tús Maith, Leath na hOibre

Ní hionann gach scoil nó bíonn fadhbanna éagsúla agus réitigh fhéideartha áitiúla ann i ngach áit. Trí phlean taistil scoile a fhorbairt, is féidir a chinntiú go ndéantar machnamh ar réiteach foriomlán agus go gcuirtear na bearta iomchuí i ngníomh.





## Pleananna Taistil Scoile

Is féidir le scoileanna príomhriachtanais thopaic Iompair Éicea-Scoileanna a chomhlíonadh trí phlean taistil scoile a dhréachtú. Is ionann plean taistil scoile agus pacáiste de smaointe agus de ghníomhartha a dtagann pobal na scoile aníos leo d'fhonn siúl nó coisíocht, rothaíocht agus modhanna iompair comhroinnte níos sábháilte chuig agus abhaile ón scoil a chur chun cinn. Trí phlean taistil a fhorbairt, léiríonn pobail scoile go bhfuil siad tiomanta i leith chur chun cinn an taistil inbhuanaithe.

Agus an plean taistil scoile i bhfeidhm, spreagtar páistí, tuismitheoirí agus foireann na scoile le bheith ag smaoineamh ar an timpeallacht agus le saol níos sláintiúla agus níos aclaí a bheith acu, trí fheachtais 'Siúil ar Scoil' a chur chun cinn mar aon le scéimeanna dreasachta fadréimhseacha le páistí a spreagadh i mbun siúil, amhail an scéim WOW (Walk on Wednesday), agus trí oiliúint rothaíochta a chur chun cinn agus feachtas na Seachtaine Náisiúnta Rothaíochta. Is féidir eolas breise ar Pleananna Taistil Scoile a fháil ar shuíomh gréasáin SUSTRANS.

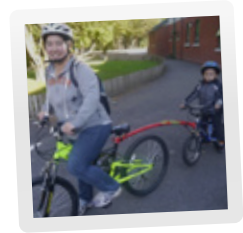
Tagann éagsúlacht d'iarmhairtí timpeallachta, sóisialta agus sláinte leis an úsáid mhéadaitheach a bhainimid as carranna. Bíonn cuid de na hiarmhairtí seo iontach so-bhraithe agus cuireann siad isteach ar an saol laethúil againn. Mar shampla, léiríonn staitisticí timpeallachta go mbíonn na bóithre s'againn contúirteach agus bíonn tionchar díobhálach ag an bhrú tráchta ar ár sláinte agus folláine. Bíonn tionchair eile ann nach bhfuil chomh feiceálach céanna ach atá lán chomh tábhachtach. Mar shampla, cuireann na gáis agus na ceimiceáin a astaíonn innill carranna go mór leis an téamh domhanda agus le truailliú aer. Leoga, tá an t-athrú aeráide, is cosúil, ar na dúshlán is mó a bheas romhainn an céad seo.

Dá mhéad a úsáidimid carranna, is mó a thruaillítear an t-aer. Tá aonocsaíd charbóin i múnch sceite carranna (an toit a thagann as cúl an chairr), mar aon le hocsáidí nítrigine, comhdhúile so-ghalaithe orgánacha agus cáithníní aeríompartha. Déanann na rudaí seo uilig dochar don tsláinte nuair a astaítear amach san atmaisféar iad. Cruthaíonn cáithníní súiche damáiste do na scamhóga, go háirithe nuair a bhíonn ceimiceáin amhail beinsín iontu. Le leibhéil níos mó tráchta i gceantair uirbeacha - rud atá amhlaidh, go dtí pointe, cionn is nach gcónaíonn daoine chomh cóngarach céanna dá n-ionad oibre níos mó - tá níos mó eagla ar dhaoine anois roimh thrácht. Cionn is go mothaíonn daoine níos sábháilte agus iad ag tiomáint ná mar a mhothaíonn siad agus iad ag siúl nó ag rothaíocht, baintear i bhfad níos mó úsáide as carranna. Bíonn tionchar ag an easpa aclaíochta a eascraíonn as seo ar shláinte agus ar leibhéil fhoriomlána corpacmhainneachta.

- Ar an mheán, tá plúchadh ar pháiste amháin as gach seachtar; is ionann an figiúr seo agus páiste as gach triúr i gceantair uirbeacha, i gcathracha agus i mbailte móra.

- Nuair a bhíonn an trácht ag bogadh go mall, bíonn na leibhéil truaillithe níos airde taobh istigh de na carranna ná mar a bhíonn ar an taobh amuigh.
- Le leathuair an chloig de rothaíocht nó de choisíocht sa lá, laghdaítear de leath riosca an ghalair croí.

Is ionann modhanna iompair inbhuanaithe agus modh iompair ar bith a laghdaíonn úsáid breosla, truailliú agus úsáid carranna. Cuimsíonn sé seo an rothaíocht, traenacha agus busanna, coisíocht nó go fiú taisteal ar scútar.



## Dúshlán Taistil Translink

á Translink i ndiaidh dul i bpáirt le hÉicea-scoileanna le hurraíocht a dhéanamh ar an topaic Iompair agus le níos mó scoileanna a spreagadh le bheith ag smaoineamh ar phleananna taistil inbhuanaithe a fhorbairt. Tríd an chomhpháirtíocht rathúil seo, tá áiseanna in-íoslóidáilte don seomra ranga cruthaithe againn le tacú le Bunscoileanna agus le hlar-bhunscoileanna agus iad ag gabháil don dúshlán.

Spreagann Éicea-Scoileanna scoileanna, gach áit ar féidir, le bogadh ar shiúl ó úsáid carranna go dtí bealaí níos inbhuanaithe le teacht ar scoil. Tá líon mór Bunscoileanna agus lar-bhunscoileanna rannpháirteach cheana sa dúshlán taistil ach mholfadh muid do gach scoil na hÁiseanna Oideachasúla, atá nasctha le Curaclam Thuaisceart Éireann, a úsáid.

“ IS DEIS IONTACH É AN DÚSHLÁN TAISTIL SEO LE GO DTIG LE DAOINE ÓGA BHEITH AG FOGHLAIM FAOI NA BUNTÁISTÍ TIMPEALLACHTA, SÁBHÁILTEACHTA, SLÁINTE AGUS AIRGEADAIS A THAGANN LE MODHANNA IOMPAIR INBHUANAITHE. AR A BHARR SIN, TÁ PLEANANNA CEACHTA, GNÍOMHAÍOCHTAÍ AGUS LEATHANAIGH OIBRE AR FÁIL LE FEASACHT A ARDÚ AR CHEISTEANNA TIMPEALLACHTA TRÍ GHNÍOMHAÍOCHTAÍ ATÁ BAINTEACH LE HÁBHAIR CHURACLAIM. NÍ AMHÁIN GO BHFUIL RANNPHÁIRTITHE AN DÚSHLÁIN AG DUL I NGLEIC LE CEIST THROMCHÚISEACH AN BHRÚ TRÁCHTA AG GEATAÍ NA SCOILE AGUS NA RIOSCAÍ SÁBHÁILTEACHTA AGUS TIMPEALLACHTA A THAGANN LEIS, TÁ SIAD AG CUIDIÚ LENA SCOIL BRATACH GHLAS ÉICEA-SCOILEANNA A BHAINT AMACH - DÁMHACHTAIN MHÓRGHRADAIM ATÁ AITHEANTA GO HIDIRNÁISIÚNTA! ”

URSULA KELLEHER,  
PR & PUBLIC AFFAIRS OFFICER, TRANSLINK



## Case Study

School: <i>Oakgrove Integrated Primary School</i>	Teacher: <i>Honor Slattery</i>
No. of pupils: <i>448</i>	Eco-School status: <i>Green Flag</i>

### Background Information

**Q: Why did you choose Transport as an Eco-Schools topic? What was your Action Plan?**

A:

- New bike shelter
- Working with Sustrans towards a Bronze Award
- Translink Travel Challenge
- Cross-Border Walk to School Challenge

**Q: How do you integrate Transport into the curriculum?**

A:

- Children using Google Maps to calculate distances from home to school for the Translink Travel Challenge
- Translink Curriculum Worksheets used in KS 1 and 2

**Q: How do you co-ordinate with other teachers to ensure a whole school approach?**

A:

- Information assemblies
- Whole school action days (WOW and COW Days)
- Teachers involved in action days such as cycle picnics
- WAU Inset for teachers.

**Q: How did you encourage pupil participation? How did they have ownership of the project?**

A:

- Taking part in assemblies
- Gathering data on transport
- Taking part in action days
- Cycle proficiency training
- Bike maintenance workshops
- Walking surveys
- Eco-Committee monthly meetings





## Case Study

### During Implementation of Eco-Schools Inspiration case study

#### Q: How will pupils/whole school benefit from the Eco-Schools Inspiration project?

A:

- Completing the 2014 Translink Travel Challenge
- Conducting and inclusion in surveys
- Attending bike doctor workshops
- Holding whole school assemblies
- COW and WOW (Walk on Wednesday) Breakfast
- SUSTRANS Assembly and Giro d'Italia Competition
- KS1 and KS2 lessons
- Taking part in Cycling proficiency training

#### Q: What is your overall aim and what actions are you going to take?

A:

- To encourage more sustainable and safer transport to school
- February-March-Survey on travel to school each day.
- Bike Doctor
- Whole school assembly
- COW (Cycle on Wednesday) and Bike it Breakfast
- WOW (Walk on Wednesday) and walkers healthy breakfast
- SUSTRANS Assembly and Giro d'Italia Competition
- KS1 and KS2 lessons
- Cycling proficiency



#### Q: How are you going to spend the £500 funding?

A:

- Bike Doctor workshop
- Action day breakfasts
- Prizes for transport competitions

#### Q: Are you going to receive any support or resources from parents, staff or outside agencies?

A:

- The school is taking part in the Translink Travel Challenge
- SUSTRANS are working with the school as part of their Bike It Programme
- Claudy Cycles have assisted the school with Bike Maintenance workshops
- The School has undertaken Cross-Border Walking challenges as part of National Walk to School Week





## Case Study

### Reporting on impact of action(s)

**Q: Did you encounter any problems and, if so, how did you overcome them?**

A:

- Ensuring that we had enough adult help for WoW breakfasts, walking bus etc.

**Q: Is there any advice you could offer to schools undertaking the Transport topic? Do you have any useful suggestions for other teachers embarking on the topic?**

A:

- Enlist the staff members and/or parents to help
- Prizes are a great encouragement
- Take lots of photos for displays and Eco-Noticeboard

**Q: Has doing this topic driven other Eco-Schools ideas? What are your future plans regarding Eco-Schools?**

A:

- Translink Travel Challenge
- Work towards a Sustrans Silver Award

**Q: Has doing this topic driven other Eco-Schools ideas? What are your future plans regarding Eco-Schools?**

A:

- Translink Travel Challenge
- Work towards a Sustrans Silver Award





# Case Study

## Transport Topic

Please compare the types of journeys by different travel modes to school for two periods over the duration of your transport topic i.e. at the beginning and the end.

### School Travel Survey (total for all staff and students)

	Survey 1 – Date 12/03/14	Day of Action 1 (WOW)	Day of Action 2 (COW)	Survey 2 Date 25/03/14
<b>No. of Journeys</b>				
Walk	21	88	28	32
Cycle	3	14	35	8
Park n' stride		38	5	20
Bus/train	71	70	82	75
Carpool		18	25	28
Car	240	107	160	172
<b>Distance Travelled (Miles travelled to school)</b>				
By petrol car miles per year				
By diesel car miles per year				
By bus miles per year				
By train miles per year				
By bike/foot miles per year				

If you have taken part in any sustainable travel initiatives e.g. walk to school week or cycle to school week please outline details below.

Type of Day	No. of Days Held	No. of Participants
Walk to School	1	126
Cycle to School	1	35
Translink Travel challenge	20	72

If you have experienced no change or an increase in car journeys, please outline the reasons.

Increase in school population/building size

Change in school location

Other, please specify \_\_\_\_\_

**Any comments:** On all of the days of action (Walk on Wednesday WOW and Cycle on Wednesday COW) there was a great atmosphere and everyone enjoyed breakfast together and a prize draw. On normal days where there is no special staff support there is less participation. This is partly due to the fact that the school is situated on the very busy Limavady Road, and that many pupils travel medium to long distances to school.





# Curriculum Links and Skills

The Transport topic allows you to incorporate and promote **Thinking Skills & Personal Capabilities** and **Cross-Curricular Skills** into your lessons.

## World Around Us Suggested Learning Intentions

(taken from W.A.U. strands on Northern Ireland Curriculum website)

### Strand 1: Interdependence

'About the effects that people's actions have on the natural environment (S&T) (G); to be aware of how modern technology has influenced design and production of everyday objects (S&T) to be aware of some of the ways people use the environment every day (G); to recognise changes that people have made to the environment over time (H); how lifestyle choices can affect the health of themselves and others (S&T) some of the ways people affect the built and natural environment (G).'

### Strand 2: Movement and Energy

'Some of the ways in which light and sound are used to keep us safe in road safety and our everyday lives (S&T); that the strength of a push or pull can make things speed up or move more slowly (S&T); how people in the past travelled from place to place (H); how people travel and products are transported from place to place in the locality (G); that weather affects the movement of people, goods and animals (G); to recognise how models and machines allow movement and how this has changed over time (S&T); how transport has changed over time (H). ways in which sound and light are used to communicate safety and danger (S&T); that different surfaces affect how easily things move over them (S&T); to recognise the development of renewable energy sources over time (G) (H); the advantages and disadvantages of renewable and non-renewable energy sources (G); about global energy issues (G); that the journey of a product can affect the environment both locally and globally (G).'

### Strand 3: Place

'that human activity affects the environment, both locally and globally (G); that people can improve the places where they live (G); that there are differences between rural and urban lifestyles (G); about the ways in which people may conserve and change the environment both locally and globally (G); about the development of space travel (H); how place impacted on the lives and lifestyle of people in the past (H); about the similarities and differences in places (G).'

### Strand 4: Change Over Time

'To understand about changes in their local area over time (H); similarities and differences in people's lives past and present (H); how long or short term climatic changes are impacting on our environment (G) (S&T); about how changes in the climate have been brought about (G); to recognise the continuity and change in lifestyles over time (H); about the role they have in conserving energy (G) (S&T); how developments in communication and transport have impacted on our world (H); about desirable and undesirable change at home and in the environment (S&T).'

### Managing Information

Do a research project on transport habits. Examine how these are affecting the planet and how we can make decisions that improve the environmental impact of transport.

### Thinking, Problem-Solving and Decision-Making

Investigate how people travel to school, can they improve the environmental impact of their journeys? What are the barriers to walking and cycling to school? Can these be overcome? What are the benefits of more sustainable modes of transport?

### Using Mathematics

Survey school travel habits, use surveys to measure change of habits over time. Make graphs of schools travel habits.

Do a transport survey outside the school. What are the busiest times? How many people are in each vehicle?

### Working with Others

Organise a walk to school event. Organise a cycle to school event. Invite police to school to talk about road safety. Invite Translink to school to talk about safety on buses.

### Self-Management

Improve road safety skills and awareness. Take part in cycle training. Find out about safe routes to schools.

### Communication

Inform the school about the advantages of sustainable travel to school using various communication methods.

### Being Creative

Create slogans and posters to promote sustainable transport.

### Using ICT

Use Google maps to map where people live and measure the distance of their journey to school.



# Primary Activity Ideas

## Language & Literacy

### Writing

- Create a presentation promoting sustainable travel.
- Write a report on a WOW or COW day.
- Write an article for the school newsletter about Eco-Schools.
- Create poems such as an acrostic poem about sustainable travel.
- Write stories about your journey to school.

### Talking & Listening

- Discuss video clips related to Travel.
- Interview bus drivers, school wardens about road safety.
- Invite the Police in to talk about road safety.
- Do a project about noises on the way to school.
- Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals, using sustainable transport as the theme.

### Reading

- Gather articles about transport.
- Fiction and non-fiction books on transport.
- Find out about the impacts of transport on our environment.
- Collect a range of reading material for display which focuses on the transport topic.

## Religious Education

- Explore the importance of plants, animals and rivers to human spirituality and wellbeing.
- Stewardship-Care for the planet, in particular the atmosphere.

## Mathematics & Numeracy

### Number

- Research how people travel to school and use these numbers to make graphs and calculate percentages.
- Undertaking counts of traffic outside the school.
- Use the four operations to solve more complex word problems and puzzles involving numbers and measures related to a transport investigation.
- Use balloons to show how much CO<sub>2</sub> is produced on an average car journey to school. A 4 km journey (2km to school and 2km home from school) would fill 60 balloons of CO<sub>2</sub>.

### Measures

- Undertake monitoring of travel habits in the school.
- Find out how far people live from school using different units of measurement.
- Find out how long journeys take using different modes of transport and calculate the overall speed. Walking = 4km/h; cycling 10km/h etc.
- Produce graphs on travel habits in the school.

### Shape & Space

- Investigate your local area using Google maps and aerial photos. Draw safe routes to school.
- Go on a virtual journey around town using Google street view.
- Investigate why vehicles are certain shapes.

### Handling Data

- Explore data gathered from the transport topic through graphs, diagrams, charts etc.
- Insert transport data into a prepared relevant computer database and interrogate.
- Discuss examples of travel data represented in newspapers, magazines and multimedia sources.
- Conduct a survey of travel habits to school.



# Primary Activity Ideas

## The World Around Us

### Geography

- Research how people travel in different countries. How do children get to school in different countries?
- Investigate the atmosphere and how we can affect it by our use of fossil fuels.
- Use maps to take a closer look at the world around us.
- Investigate the Polar Regions, how is climate change impacting on these regions?
- Plan your journey to school.

### History

- Investigate changes in travel habits over time.
- Research how did people get to school in the past.
- Do a project on the history of railways and canals.

### Science & Technology

- Investigate energy use in vehicles. How has this changed over time, what is the future of transport?
- Explore forces, how do we move?
- Make land yachts.
- Research renewable energy sources.

## The Arts

### Art & Design

- Produce posters promoting sustainable transport.
- Have a school poster competition with the aim of designing posters to promote sustainable travel.
- Design a leaflet to promote sustainable travel to teachers and parents.
- Design a vehicle of the future.

### Music

- Create musical sound story on your journey to school.
- Listen to music that tells stories of travel.
- Compose a sustainable travel rap or promotional song, use this to promote sustainable travel.

### Drama

- Explore a range of cultural and human issues by using drama to begin to explore their own and others' feeling about issues, and by negotiating situations both in and out of role e.g. What is the best way to travel to school? What are the benefits of walking, cycling or taking the bus to school?
- Use the Transport theme to develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience alley.

## Personal Development & Mutual Understanding

- Learn about the Highway Code.
- Invite Police to school to talk about road safety.
- Research how to stay safe on your journey to school.
- Explore safe routes to school.
- Survey seat belt use.

## Physical Education

- Improve your cycling skills.
- Take part in a walking or cycling event.



# Post-Primary Activity Ideas

## Environment & Society

### Geography

- Research the impact of transport on our climate, atmosphere.
- Research how people travel to school in different countries.
- Study travel habits nationally and locally. How has transport planning affected your area?
- Find out where people in the school are travelling from.
- Interpret maps and aerial photographs of the surrounding area, map safe routes to school.

### History

- Conduct a project on how travel habits have changed over time.
- Research historical boat, railway and road transport in your local area.

## Religious Education

- Explore links between religion and stewardship for the planet.
- Research religious iconography associated with vehicles from around the world.

## Language & Literacy

### English/Irish Medium with Media Education

- Carry out an awareness raising campaign, identify and describe issues such as the impact of increased carbon dioxide on the atmosphere.
- Write a newspaper article about the measures and initiatives that your school has adopted to reduce the impact of transport on the local and global environment.
- Link up with a Gaelscoil to explore their experiences of working on Eco-Schools.

### Modern Languages

- Making and maintaining links with other International Eco-Schools.

## Learning for Life & Work

### Local & Global Citizenship

- Actively engage and participate in a local project/issue.
- Participate in an action project.
- Research the local and global implications of lifestyle choices.

### Education for Employability

- Invite representatives of the community to take part in lessons. These could include non-teaching staff, parents, former pupils, local role models, entrepreneurs and particularly employers.

### Personal Development

- Managing own personal health and safety in field and lab, sharing ideas and working as a team.

### Home Economics

- Make some healthy snacks for a walking or cycling action day.
- Research what foods are best for sustaining physical activity.
- Assess the contribution sustainable travel can make to a healthy lifestyle.



# Post-Primary Activity Ideas

## The Arts

### Art & Design

- Design posters promoting sustainable/active travel to school.
- Design futuristic vehicles.

### Drama

- Use drama to begin to explore their own and others' feeling about issues, and by negotiating situations both in and out of role e.g. the pros and cons of leaving the car at home.
- Use the Transport topic to develop a range of drama strategies.

### Music

- Composing and performing music in response to Transportation issues and in response to observations.

## Mathematics

- Solve numerical problems relating to sustainable transport.
- Analyse the results of a traffic survey.
- Discuss, plan, collect, organise and represent data for the Eco-Schools Transport topic on how people travel to school and the distribution of students.
- Make graphs on how people travel to school.
- Discuss examples of transport data represented in the census, road safety statistics and multimedia sources.

## Science & Technology

- Study the effect of exercise on the human body.
- Research the internal combustion engine, ask questions about its efficiency and possible improvements.
- Research alternative power sources for vehicles.
- Design a vehicle of the future.
- Research Peak Oil and its likely impact on modern civilization.
- Research Global warming, examining its causes and effects, what can we do to limit its impacts and adapt to changes in climate?

## Physical Education

- Take part in responsible outdoor practical work.
- Keep an exercise diary.
- Before-school exercise classes.
- Develop an outdoor gym.
- Encourage pupils to walk, cycle etc. to school.



## Useful links

[www.translink.co.uk/ecoschools/](http://www.translink.co.uk/ecoschools/)



[Translink Travel Challenge](#)



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