

From mountain to sea

# LEVEL 3

## School Travel Planning and Curriculum for excellence outcomes: LEVEL 3

A school travel plan (STP) is not only beneficial for the school and local community, it is also a great learning opportunity about sustainable, active and safe travel.

This guide demonstrates how STP's fit into the Curriculum for Excellence structure and provides suggested outcomes. Developing a travel plan can be broken into 6 stages: Travel Plan Committee, consultation, action plan, solutions, using maps, and plan design/ promoting.



|  | Activity   | CFE Outcomes  |
|--|--|---|
| <b>General Outcomes</b>  | To develop a School Travel Plan will require pupils to use the following skills: communication, numeric, literacy and ICT throughout the plans development   | Health and Wellbeing,<br>Social Studies<br>Language<br>Mathematics,<br>Technologies                           |
| <b>Travel Plan Committee</b><br>Suggested Lead Curricular Area – Language – Literacy & English | Pupil committee or group to take forward the plan who will be involved in writing the contents, conducting surveys and targets. Discussions with this group over issues at the school i.e. congestion, and why these might exist, for example rise in car ownership, and how communities are structured and what role the car plays in modern society. | LIT 3-02a, LIT 3-05a, LIT 3-07a, LIT 3-09a, LIT 3-28a, LIT 3-29<br>HWB 3-12a, HWB 3-13a, HWB 3-14a, SOC 3-04a |
| <b>Consultation</b><br>Suggested Lead Curricular Area – Mathematics                            | To gather information on how people travel and whether there are any barriers, pupils can carry out surveys – bike counts, HUS class surveys and, interviews. To analysis of results may involve graph work, percentages, excel. Meet professional bodies to discuss.  | LIT 3-05a, LIT 3-07a, LIT 3-09a,<br>MTH 3-03a , MTH 3-07a,<br>MTH 3-7b, MTH 3-7c, MTH 3-20b, MTH 3-21a        |
| <b>Using Maps</b><br>Suggested Lead Curricular Area – Mathematics                              | Maps used to identify routes to school, distance and time, modes of transport. How planning policy and infrastructure might influence travel choices. Discuss what traffic modelling is.   | MTH 3-10a, MTH 3-17b,<br>MTH 3-17c, MTH 3-18a<br>SOC 3-10a, SOC 3-14a   |
| <b>Action Plan</b><br>Suggested Lead Curricular Area – Health and Wellbeing                    | What do you want to achieve from the problems identified in S2? E.g. more active pupils, safer school gate and what are the benefits of these targets? What targets can we set and how can we measure them. Possibly discuss with Local authority officers. What is happening in technology that might change the future?                              | HWB 3-18a, 3-20a, HWB 3-25a, HWB 3-27a, HWB 3-28a<br>TCH 3-01b  |
| <b>Solutions</b><br>Suggested Lead Curricular Area – Social Studies                            | Solutions that meet the targets set in S3. E.g. projects to encourage walking and cycling, improving road safety skills and fitness levels, reduce congestion and pollution and improving air quality. Understanding why this is important and discuss the role renewable energy has in transport.   | HWB 3-16a, HWB 3-18a,<br>SCN 3-04b, SCN 3-20a,<br>SCN 3-20b<br>SOC 3-08a,<br>TCH 3-02a,<br>MTH 3-11b          |
| <b>Design Plan/Promotion</b><br>Suggested Lead Curricular Area – Mathematics                   | Presenting all the above in a simple way (template available) as well as promoting the plan and taking forward the projects identified as achieving the targets. Remember your audience which may include visitors and other users of the building.  | MNU 3-20b, MNU 3-21b<br>TCH 3-04a<br>LIT 3-24a, LIT 3-26b   |

