



## 6. Small changes

Age: 13-16

### Learning objectives

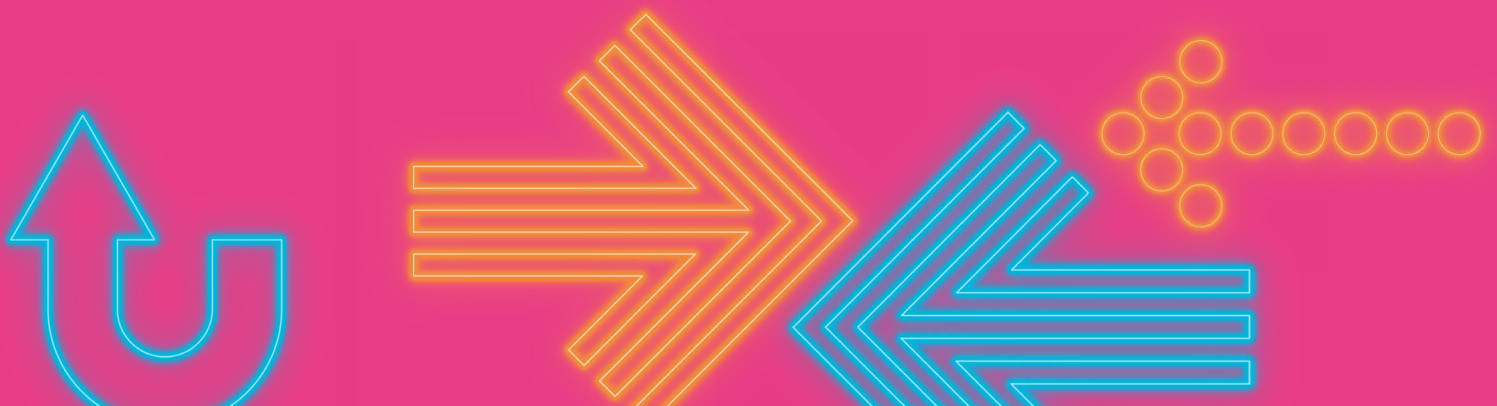
1. I know how to travel safely independently and understand the benefits of sustainable travel.

### Learning outcomes

By the end of this activity all students will understand and have considered the benefits of sustainable travel, alongside the ways of how to do so safely. Many students will have thought about how they can improve their travel, to make it more sustainable to benefit them, their families and their local communities. Some students will also work on school campaigns to encourage others to make more sustainable choices about travelling to and from school.

### You'll need

- ✓ [Small changes interactive slides](#)
- ✓ [Small changes planning sheet](#)
- ✓ [See, Think, Speak film](#)



## Introduction

Ask students how they travelled into school today? Introduce the concept of sustainable travel and test understanding of the word 'sustainable'. Sustainable travel is travel that improves the wellbeing of both the individual and the community. Walking and cycling are two examples of sustainable travel, as is the use of public transportation. Your local council website may have details of local sustainable travel that you can use as examples.

Play the film, [See, Think, Speak](#). Ask the class what all of the scenarios had in common? They all showed sustainable travel: car sharing, cycling and walking.

## Teacher-led activity

Use the [Small changes slides](#) and the notes below, to guide a discussion on the impact of non-sustainable travel and the benefits of sustainable travel; plus, some top tips on how to effectively persuade other people to change their travel behaviour, through small changes:

### Slide 2

Open a class discussion about the definition of sustainable travel.

### Slide 3

Why do students think we need to travel more sustainably?

### Slide 4

Can students order the modes of transport from the least to the most sustainable?

### Slide 5

Explore the benefits of sustainable travel, as well as any hurdles that may need to be overcome.

### Slide 6

Why starting with small changes can lead to bigger impacts.

### Slide 7

Can students set some targets of personal small changes that will lead to more sustainable travel? Can students think of occasions where See, Think, Speak will be important?

### Slide 8: Student-led activity

Students to use the [Small changes planning sheet](#) and plan a range of activities that will help them safely achieve their own personal targets.

## Top tips:

- Ensure that students consider moments where they might need to See, Think, Speak to ensure their sustainable travel is completed in a safe manner, for themselves and others.
- They could make a change to their regular routine for just a few days a week.
- Ask students to think about what their motivations are, such as increasing their fitness and to build in small changes that address those motivations.
- Suggest that students think ahead to what the future barriers could be for their small change and that they list a predetermined solution to prevent giving up e.g. pack an umbrella in case it rains on the day of walking to school, ask a friend to text them something motivational on the day of their small change, etc.
- Remind students of a relevant benefit that they'll experience on the day of making a small change e.g. improved self-esteem/fitness by walking all/some of the way to an important occasion, such as a first date.
- Remind students of the barriers to sustainable travel and make sure that the relevant ones are addressed in their plans.

## Take it a step further

If time allows, or during a later lesson, you could challenge your students to think about a bigger sustainable travel target for the whole class or even the whole school. Divided into groups, they can create a number of initiatives that when combined make the target achievable. What safety considerations will need to be assessed to improve the safety and sustainability of the class/school?

Once students are ready to commit to a longer campaign about sustainable travel you may want to measure 'mode shift' i.e. the number of students and/or staff who change the way they travel to school as a result of your in-school campaign. This can be done by a simple in class hands-up survey, at the beginning of your campaign, to measure the different modes of transport currently used in your school. You can continue to measure modal change throughout your sustainable travel campaign. Make sure you share your successes with your Local Authority and Road Safety Officers, they may also have great advice to share.

It's important for the students to realise that 'big changes' take time and lots of encouragement.

## Help the learning stick

- Ask students every day, over the following two weeks, whether they have managed to travel more sustainably than before. Pick at random someone who answers 'yes' and ask them to explain the benefits – have they enjoyed a walk with their friends instead of a lift? Did they feel more awake when they got to school after a walk? Did parents/guardians let them be more independent? Did they save any money? Reflecting on the positives associated with the behaviour change can make it more likely to be repeated.

- Visible reporting for the class to show what a difference they're making. Are there group targets that students could set, with posters on the walls in school where they could update their totals – to demonstrate to the school how working together could deliver bigger results? For example, school steps challenge – see how many more steps the students take if they have one car free day a week or a CO2 emissions reduction chart.

- In an English lesson the class could write a newspaper report or film a video report to send in to the local paper/show at a school assembly about why it's important to travel sustainably - and what they're doing, to show how easy it can be.

- The school could consider a reward incentive, for example, if the class reach a target modal shift, step count or emission reduction they get to leave 10 minutes early on a Friday or something else that the school deems suitable. And if they

manage to hit a month's target they get 15 minutes off on a Friday. The idea being to encourage students to adopt a behaviour change over time until it becomes more of a habit.

- If the school is fundraising for anything, consider linking it with sustainable travel i.e. getting parents/guardians and young people involved in a sponsored car share or sponsored car-free days, etc. Ask people to try something that they might not usually consider. The social element of this and the peer regard of being someone who does the right thing by fundraising can also encourage participation.

## Differentiation

You may want to organise the students into multi-attainment groups.

## Further recommended resources

Page 5/5



Resource name	Format	Summary	Age range	Link
Modeshift Stars	PDF	A national sustainable travel scheme for schools	All	<a href="https://modeshiftstars.org/">https://modeshiftstars.org/</a>



Resource name	Format	Summary	Age range	Link
Home-to-school travel and transport	PDF	Statutory guidance on making home-to-school travel arrangements for children and young people, and on promoting sustainable travel.	All	<a href="https://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance">https://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance</a>