

Secondary Lesson Plan

Title of lesson	How can I become more sustainable? A study of pupil transport.
Aim of lesson	<ul style="list-style-type: none"> - what sustainable development (ESD) means for them - how pupils and the class travels to school - increase pupils' knowledge of local environment
Resources required	Geography textbook or similar source with details of what sustainable development is.
Duration of lesson	Two lessons of 55 minutes (but could be spread out over longer if the internet sessions take a while).
Lesson Activities	
<ol style="list-style-type: none"> 1. Introduce what sustainable development means for everyone and what it involves using the resources suggested above. Class discussion leads to producing a spider diagram of what is involved, making sure transport is mentioned. 2. In groups, pupils write down the days of the week and what transport they use each day. 3. Register your school online and get the pupils to carry out a Young TransNet survey to see how they get to school. Afterwards print off graphs which show the results of the survey from our analysis section. 4. How do your results compare ? To be a sustainable school, it would be preferable to have less than 25% of pupils travelling by car, more than 50% walking and more than 5% cycling. Follow the extension tasks below to see if pupils can suggest more sustainable ways of travelling. 	
Extension tasks	<ul style="list-style-type: none"> • Pupils may be able to offer other ways to investigate other uses of energy around the school as part of a sustainable development study. • Pupils may be able to think of alternative questions to ask in the Young TransNet survey or alternative ways of recording their weekly journey diary. • Can pupils suggest other ways to make their lives more sustainable ? They can browse our links section to check out more websites and online resources about sustainable development or anything to do with transport.
Homework tasks	Using the analysis tools in the Young TransNet website, pupils can complete a report of how they and their class get to school. Special note can be made of any changes over distance in how people travel. Graphs and charts can be copied and pasted in from the analysis section. A final section could mention possible ways of tackling some of the problems that were raised by the survey by looking at the reasons behind individual pupil's choices.
Website links	<ul style="list-style-type: none"> • http://www.youngtransnet.org.uk/main/links.htm (for our links pages which has separate categories like public transport and sustainable development). • http://www.youngtransnet.org.uk/survey (to do your home to school travel survey) • http://www.un.org/Pubs/CyberSchoolBus/cur.html (check out the ideas on cities and sustainable living here) • http://sdgateway.net/webring/ (visit this webring for more in depth resources on sustainability)

