

UNIT 3 SESSION 5: HOW DO YOU TRAVEL TO SCHOOL?

Age range: 8 - 12 years

<p>Outline</p> <p>Learners will collect and present data about the method of travelling to school (for their class or school). They will then have the opportunity to look at, compare and discuss similar travel data for the four Young Lives countries: Ethiopia, India, Peru and Viet Nam.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> To collect and present data to test a hypothesis about the frequency of different methods of travelling to school. To compare the frequency of different methods of travel within the UK and within and between the Young Lives countries. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will collect and present data to investigate which is the most frequent method of travelling to school in their class or school. Learners will compare school travel data for the UK, Ethiopia, India, Peru and Viet Nam. 	
<p>Key questions</p> <ul style="list-style-type: none"> What other effects might inequality have on the lives of the Young Lives children? How do you travel to school? What do you think is the most frequent way of travelling to school? How could we find out which is the most frequent way of travelling to school? What might affect how young people travel to school? 	<p>Resources</p> <ul style="list-style-type: none"> Unit 3 Slideshow (Sessions 4 – 6): Slides 8 – 15 Resource sheet : <ol style="list-style-type: none"> How do other children travel to school? Activity sheets: <ol style="list-style-type: none"> How do we travel to school? Table and bar chart 	
<p>Curriculum links</p>		
<p>England <i>Pupils should be taught to:</i> Mathematics Statistics</p> <ul style="list-style-type: none"> Interpret and construct bar charts, pictograms, tables, pie charts and line graphs and use these to solve problems. 	<p>Wales Mathematics Handling Data</p> <ul style="list-style-type: none"> Use and present data in a variety of ways including tables, pictograms, charts, bar charts, line graphs, diagrams, text and ICT. Collect, represent, analyse and interpret data. 	<p>Scotland Numeracy and Mathematics: Data and analysis</p> <ul style="list-style-type: none"> I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. <p style="text-align: right;">MTH 2-21a</p>
<p>Important teaching note</p> <p>These are suggested activities and resources to support your teaching rather than guide it. Additional teaching input may be required to develop learners' knowledge, skills and understanding of some of these concepts.</p>		

Activity 5.1 (40 min if collecting class travel data only)

- Show slide 9 of the *Unit 3 Slideshow (Sessions 4 – 6)*. Explain that the photographs on this slide are all of Young Lives children travelling to school. Learners will be finding out more about these images and these different methods of travel in subsequent slides. Ask learners how they travel to school. Record the different methods of travel on the whiteboard. Show slide 10 and ask learners which they think is the most frequent method of travel. Ask learners why they think this and how they could find out the correct answer.
- Support learners in collecting data about travelling to school for the class or school.
- Ask learners to construct a bar chart to present the data and use it to identify the most popular travel method in their class or school. Spend some time discussing the results. You could ask the following questions:
 - *How do the results compare with what we thought?*
 - *Do you think we would get similar results if we collected data from the whole school?*
 - *What about if we just collected data from the teachers?*

Differentiation

- *Make it easier:* Use the frequency table provided in *How do we travel to school? Table (Activity sheet 1)* and the blank axes provided in the *How do we travel to school? Bar Chart (Activity sheet 2)*.
- *Make it harder:* Construct your own frequency table to collect the results.

Activity 5.2 (10 min)

- Compare the class or school data that learners have collected with UK school travel data.
- Secondary school travel data can be accessed through the *Census at School* web site: www.censusatschool.org.uk/
- Travel data for younger children (aged 5) is available through the *Child of the New Century* web site. See the initial findings from the Age 5 Survey (Child of the New Century Update 2009): www.cls.ioe.ac.uk/page.aspx?&siteid=1019&siteaction=Feedback+leaflets
- Alternatively, you could compare the class or school data that learners have collected with national travel data.
- Discuss any differences between the data for the UK and that for the learners' class or school. You could ask:
 - *What might be the reason for any differences?*
 - *Do you think school travel data is different in rural and urban areas? Why do you think this?*
 - *Do you think school travel data is different in primary and secondary schools? Why do you think this?*

Activity 5.3 (10 min)

- Show slides 11 to 15 which provide photographs of some of the ways in which the Young Lives children travel to school. Distribute copies of *How do other children travel to school?* (Resource sheet 1). This table provides travel data for each of the Young Lives countries. Ask learners to identify the most frequent method of travel to school for each country.
- Discuss possible reasons for differences within and between the four Young Lives countries. You could ask:
 - *How might this information vary within a country, for example in urban and rural areas?*
 - *Why might school travel data vary between countries?*
- You might like to build on this discussion by referring to the bar chart showing numbers of motor vehicles per 1000 people for the UK and the four Young Lives countries. Ask learners to consider the human and environmental effects of a country having a higher or lower number of motor vehicles.

Further ideas

- Introduce the concept of calculating the mode to identify the most popular or frequent method of travel to school.

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How do we travel to school? Table

Activity sheet 1

Collect data for your class or school. You might like to use this template to help you.

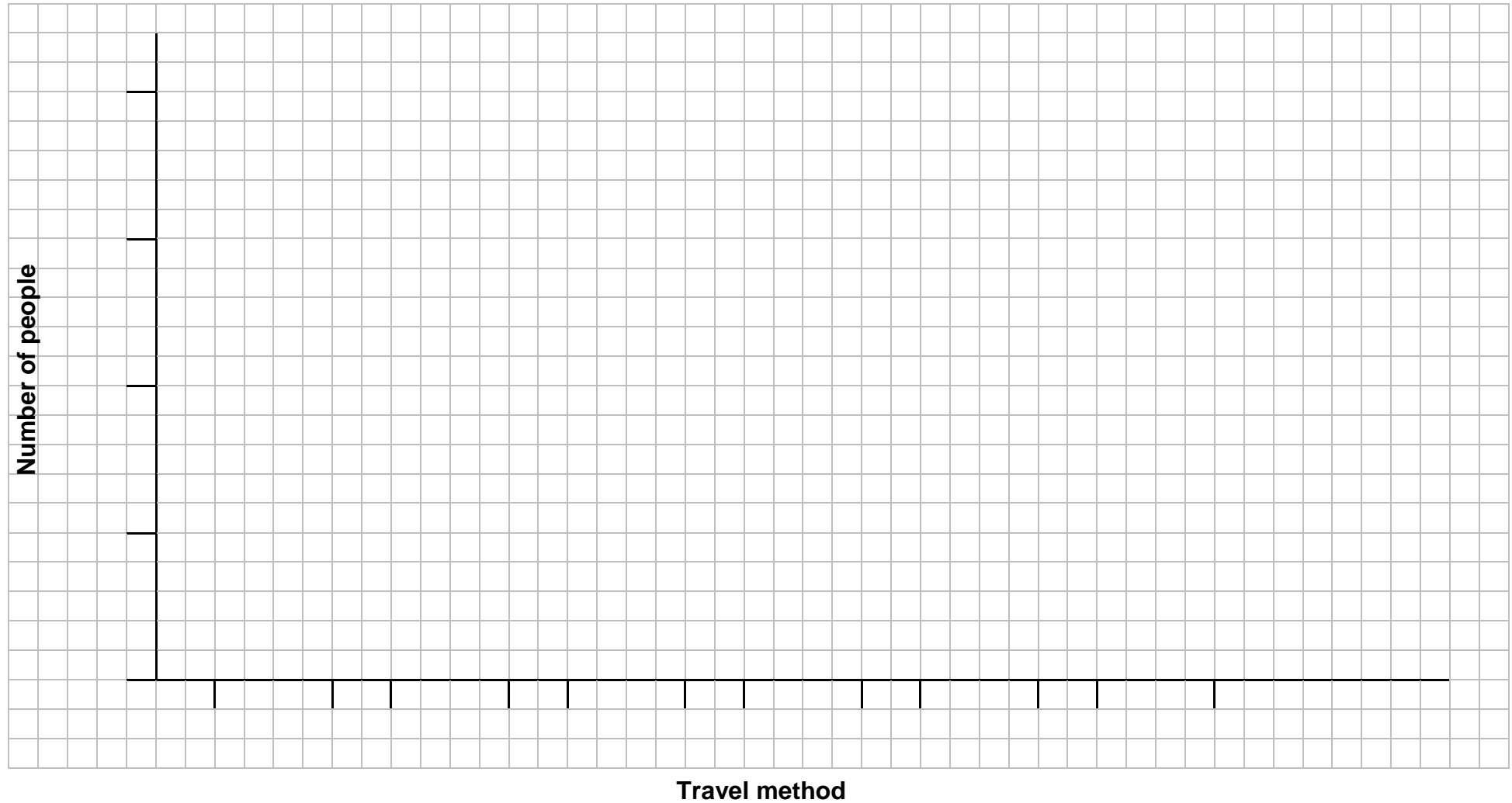
Travel method	Tally	Total

Most frequent way of travelling to school: _____

How do we travel to school? Bar chart

Activity sheet 2

Use the blank axes below to draw a bar chart to show how the people in your class or school travel to school.



How do other children travel to school?

Resource sheet 1

Method of travel	Ethiopia	India	Peru	Viet Nam
Walk	914	681	555	277
Bicycle	1	62	6	625
Public bus / coach / shared taxi	2	85	66	2
Motorbike / 3 wheeled motorised vehicle	0	3	31	49
School bus	2	25	5	0
Private hire taxi	1	15	6	0
Other	1	9	7	0

Motor vehicles (per 1000 people)

