

Create an active travel campaign



Stage: P4 to S2



Time: 3 hrs

In this activity, pupils will think about barriers to choosing active travel and create a Video Campaign asking for change using the Four Elements of YRE: Investigate, Research, Report and Share.

Curricular Links

LIT 2-4-25a, 2-4-18a, 2-4-08a, **SOC** 2-3-08a, 4-10a, 4-15a, **SCN** 4-20b

Learning for Sustainability Links

Target 2030 4Cs – Culture, Community

SDGs – Goal 11 (Sustainable Cities and Communities), Goal 12 (Responsible Consumption and Production), Goal 13 (Climate Action)

UNCRCs – Article 13 (Freedom of Expression), Article 24 (Health, Water, Food and Environment), Article 29 (Aims of Education)

Meta skills – Initiative, Communicating, Creativity



Notes for Educators

In our Climate Action Month Live Lesson, we learned that transport is the biggest source of greenhouse gas emissions in Scotland, and that we can help by rethinking how often we make journeys by car. Choosing to walk or cycle more often can help improve air quality and reduce noise pollution as well as helping to fight climate change.

In this activity, pupils will think about why choosing active travel might be difficult in their community, and create a short (<1 minute) Video Campaign asking for change using the Four Steps of Young Reporters for the Environment: Investigate, Research, Report and Share. Pupils can use the templates on page 3 (English) and page 4 (Gaelic) to help them work through the Steps.



Step 1: Investigate

Following our Climate Action Month Live Lesson, ask pupils to think about why walking or cycling in their community might be difficult. Some possibilities might be:

- no safe route to cycle or walk or no safe crossing point
- missing pavements or cars parked on the kerb
- lack of secure/dry storage for bikes or scooters
- no suitable bus routes, or public transport is inaccessible



Step 2: Research

Choose one issue to focus on and discuss what could be done to fix it. Then find out who might be able to help – either with a phone call or looking online.



For example, you might:

- ask the council to install a zebra crossing
- remind neighbours not to park on the pavement
- ask for cycle storage at school or in a park
- ask bus companies for extra routes or more accessibility
- create a park and stride map with safe walking routes



Step 3: Report

Work in groups or as a whole class to create a short video campaigning for change to make active travel easier. Your finished video should be no longer than one minute and should be filmed in portrait. Pupils can appear in the video themselves, or they can use photographs, a slide show, or stop motion animation.

Pupils might find it helpful to start with a storyboard or mind map to organise their thoughts and make sure their message comes across. To ensure everyone is involved, you might like to use our idea for roles in each group ([see video](#)).



Step 4: Share & Follow Up

Share your video in three places:

- **First:** share your video with your classmates, or at an assembly.
- **Second:** share your video with the people who can help make change. This could be on social media or by email.
- **Third:** share your video with us at Keep Scotland Beautiful through the link here.

Discuss: What next steps could you take to follow up on your campaign?

Video Campaign Storyboard

Group Names	Step 1 - Investigate: What makes walking/cycling difficult?	Step 2 - Research: Who can fix this problem?	Step 2 – Research: What do you want them to do?
Step 3 – Report: What is a good title for your video?	Step 3 – Report: How will you know your campaign has been successful?	Step 4 – Share: How can you share your video?	Step 4 – Share: What next step could you take?

Group Roles



Producer

- **Responsibility:** gathering ideas from the group.
- **Asks:** Who What Where Why When and How.
- **Tools:** storyboards and mind maps.



Actor

- **Responsibility:** telling the story for the camera.
- **Asks:** what do I want the audience to feel right now?
- **Tools:** their voice and themselves.



Director

- **Responsibility:** getting the right shots on video to tell the story
- **Asks:** does this tell the story?
- **Tools:** camera and lighting.



Editor

- **Responsibility:** combining video, sound effects and music into a finished story.
- **Asks:** do I need this to tell the story?
- **Tools:** editing software and a device.

Bòrd-stòiridh airson Iomairt Bhidio

Ainmean nam Buidhnean	Ceum 1 – Rannsaich: Dè tha a’ dèanamh coiseachd no rothaireachd doirbh?	Ceum 2 - Rannsaich: Cò as urrainn seo a dhèanamh nas fheàrr?	Step 2 – Rannsaich: Dè bu toil leibh gun dèanadh iad?
Ceum 3 – Innis: Dè an tìotal a bheireadh sibh dhan bhidio agaibh?	Ceum 3 – Innis: Ciamar a bhios fios agaibh gun do shoirbhich an iomairt?	Ceum 4 – Roinn: Ciamar a sheallas sibh am bhidio do dhaoine eile?	Ceum 4 – Roinn: Dè nì sibh an ath thuras?

Dreuchdan sa Bhuidheann



Riochdaire

- **Obair:** a' cruinneachadh bheachdan bhon bhuidheann.
- **A' faighneachd:** Cò? Dè? Càite? Carson? Cuin? agus Ciamar?
- **Innealan:** bùird-stòiridh agus mapaichean-inntinn.



Cleasaiche

- **Obair:** ag innse na sgeòil dhan chamara.
- **A' faighneachd:** dè tha mi airson gum bi daoine a' faireachdainn an-dràsta?
- **Innealan:** mo ghuth agus mi fhìn.



Stiùiriche

- **Obair:** a' faighinn nam bhidiothan ceart airson na sgeòil innse.
- **A' faighneachd:** a bheil seo ag innse na sgeòil?
- **Innealan:** camara agus solais.



Deasaiche

- **Obair:** a' cur bhidiothan, fuaimean agus ceòl ri chèile gus an sgeulachd a chrìochnachadh.
- **A' faighneachd:** a bheil feum agam air seo airson na sgeulachd innse?
- **Innealan:** bathar-bog deasachaidh is innealachd.