

**Environmental Transport Association :: teaching sustainable travel through the National Curriculum**  
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<b>Subject/ Title/ Summary/ Objectives/ Timings</b>	<b>Intro</b>	<b>Main teaching</b>	<b>Plenary/ Extension</b>	<b>Resources</b>
<p><b>Unit 11: LITERACY/ GEOGRAPHY</b> <b>“Carrots and sticks – problem solvers”</b> <b>Local solutions to global climate change and local congestion</b></p> <p><b>Literacy</b> Y5 Unit 3: Persuasion (preparation for) Y6 Unit 3: Argument (preparation for) Literacy 2: Listening and responding Literacy 3: Group discussion and interaction</p> <p><b>Geography</b> 2g. decision-making skills 5a. recognise how people can improve the environment and how decisions about places and environments affect the future quality of people's lives 5b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement 6e. an environmental issue e.g, increasing traffic congestion</p> <p><b>PSHE/ Citizenship</b> 1a. talk and write about their opinions 2a. research, discuss and debate topical issues, problems and events 2f. ...look at alternatives, make decisions and explain choices</p>	<p>Recap on the initial task set in Unit 1, which was to find out more about traffic problems in the local area and to suggest some solutions.</p> <p>Use <b>RS11: Carrots and sticks</b> to list all the problems and trends that the children have learnt about through their research on</p> <ul style="list-style-type: none"> <li>● Global climate change</li> <li>● Local congestion</li> </ul> <p>Divide up these issues between small groups, or tackle them as a class.</p>	<p>Ask the children to think of possible solutions. Remind them of the research they have done which should have provided them with plenty of ideas.</p> <p>Discuss the phrase “carrots and sticks” and ask them to put some of their solutions in one of these categories. Work through this as an example before they start:</p> <p>Problem: More children coming to school by car and less by foot Carrot Solutions: Make it more pleasant to walk to school with better crossing places and slower car speeds Stick solutions: Make it less easy to park at school</p> <p>Allow the children some time to record on their sheets</p> <p>Discuss which solutions are more popular and when and why the children think each might be appropriate. Do some of the solutions create problems of their own?</p>	<p>Feedback the solutions for each problem to the rest of the class</p> <p>Discuss with the children their feelings about each of the solutions suggested</p> <p>Hot seat some of the original characters to react in role to some of the proposed solutions</p> <p>Ask the children if one person's “carrot” can be another's “stick” e.g. a lower speed limit means different things to a commuter than to a pedestrian</p>	<p>RS11: Carrots and sticks - one for each child and also one on the flip chart to write over</p>