

Travel Smart Saves the Day

ABOUT THE RESOURCE

This resource has been developed as a creative way of delivering a sustainable travel and road safety message through story telling.

WHERE THE UNIT FITS IN

This resource could link to work looking at narrative types.

Children will:

create a charter and explore different courses of action;

describe what the characters do in the story, orally and in writing;

tell a story focusing on the sequence of events;

plan the structure of a story: opening, something happens, events to sort it out, ending.

VOCABULARY

Children use a variety of adjectives to describe setting and characters, as well as verbs to describe their actions.

Vocabulary associated with travel, environmental and health issues will also be used.

RESOURCES

Travel Smart story board card leaflet & poster

Travel Smart story scenes also available electronically for use on interactive boards

EXPECTATIONS

at the end of this unit

most children will:

Understand the message and structure of the story and be able to plan their own story using the setting, characters, complication illustrated and write a resolution of their own.

some children will not have made so much progress and will:

Sequence the story events. With help of others, alter the events in the story to feature alternative characters or outcomes.

some children will have progressed further and will:

Decide on their own complication and resolution.

EXTENSION AND FUTURE LEARNING

Design and make puppets or masks and use drama or ICT stop frame animation to perform the story.

Make links to wider issues surrounding sustainable travel, safety and the global dimension – consider how people might travel in other countries, the influence of travel choices on climate change.

See Travel the World with Travel Smart [Green Flag for development](#) website for other ideas and links.

ENRICHMENT

Integrate the theme in to [Travel Smart week](#), [World Book day](#) or [road safety week](#).

DEVELOPING THE STORY PREMISE AND HERO

How to develop a fictional story character	Consolidate children's understanding of Travel Smart – that more sustainable modes are good for health and the environment, as well as related road safety messages.
Understand the moral or message of the story	<p>Use talking partners or circle time discussion to establish why walking, cycling or travelling by bus is a good way to travel to school. Ask what the problems are associated with lots of cars on the road?</p> <p>Ask: "How did you travel to school today?" Name 5 ways you could travel to school What is the best way to travel to school and why? Say how you would like to travel to school if anything was possible.</p> <p>Discuss different types of hero characters – super heroes, mythical, magical heroes, adventurers/explorer swash buckling heroes, historical and modern day (sporting) 'heroes'.</p> <p>Ask children to design a Travel Smart hero character – the character has strength, skill and speed in varying degrees which they can decide.</p> <p>The character only uses these qualities for good and to deliver a message about better ways to travel to school.</p> <p>Illustrate the Travel Smart hero character with a speech bubble delivering one key message about a better way to travel to school – i.e "Walk to school to help stay and healthy" "Don't park on the yellow zig zag lines because..." etc</p>

PLANNING THE STORY

Understand the structure of a story	Introduce the first Travel Smart scene.
Sequence story events	<p>Ask: "What is happening on Green Street?" Compare this to other known stories – i.e Mr Benn by David McKee. Working in groups look at the scene – search for particular characters. Use words to describe the scene – "It was an ordinary day on Green Street and...."</p>
How to plan a story	<p>Introduce the second scene</p> <p>Ask "What are some of the problems?" – i.e. people parked on the zig zag lines, car parked in the bus bay outside someone's house, car fumes, people struggling to cross the road, single car occupancy, etc.</p>

	<p>Explain that in the third scene something extraordinary is going to happen. Predicate what could happen.</p> <p>Show the third scene - Follow the characters from the previous scenes through into the third scene – ask what is happening and why. For more able children draw out the allegory between what is happening in scene 2 compared to scene 3 and what this might be suggesting.</p> <p>Ask the children to think about how their Travel Smart hero character could intervene into one of the scenarios to save the day.</p> <p>Show the final scene – how it is different from the second scene? How are people now travelling? How has travelling smart really saved the day?</p>
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TELLING THE STORY

Use a story plan to produce a story	<p>Use the Travel Smart story boards to model the story.</p> <p>In their writing - reinforce the importance of: Using exciting words Starting sentences in different ways & using sequencing words – next, after that, suddenly, etc. Use speech marks.</p> <p>Model the story as a shared writing exercise.</p> <p>Return to the earlier activity with the Travel Smart Heroes statement – this will be the closing remark and conclusion to their story.</p> <p>story opening - It was an ordinary day on Green Street..... something happens – On the journey to school people were..... events to sort it out - All of a sudden..... ending Travel Smart hero appears to save the day by doing ...? – their advice to those on Green Street when travelling to school is “.....</p>
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EXTENSION ACTIVITY

Use of ICT	<p>Illustrate the story using ICT to create a: PowerPoint presentation; stop frame animation sequence; book.</p>
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