



# PRESENTING: SUSTAINABLE COMMUTING >

Session plan



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In partnership with:  
**Howden Group  
Holdings**

**EDUCATION, ENERGY AND THE ENVIRONMENT**

# AT A GLANCE

This is the final session in the 'Education, Energy and the Environment' unit. During this session, learners will prepare and deliver a presentation on sustainable commuting, using their research plan from the previous session.

Please note: The emerging nature of this topic means new evidence and information is being released every day. While we strive to keep this content up-to-date, we actively encourage you to incorporate any new and evidenced information that may arise.



## CURRICULUM LINKS

- ✓ SMSC: values and ethics
- ✓ PSHE and citizenship: personal values



## MATERIALS

- ✓ Travel research data and information worksheet
- ✓ Commuting research pack
- ✓ Example posters resource
- ✓ Communicating to an audience guide

# LEARNING OUTCOMES

- ✓ Understand the use of data in developing a presentation
- ✓ Select an appropriate method of communication to help inform an audience
- ✓ Understand the different approaches available for communicating persuasive information
- ✓ Develop reflective learning skills

# ACTIVITIES

ACTIVITY	TIME	PAGE
<u>Communicating with an audience</u>	15-20 minutes	<u>03</u>
<u>Information gathering</u>	45-60 minutes	<u>04</u>
<u>Presentation preparation</u>	45-60 minutes	<u>05</u>
<u>Presentations</u>	Dependent	<u>06</u>
<u>Wrap up</u>	10-15 minutes	<u>07</u>

## WHO CREATED THIS SESSION PLAN?

This session plan was co-created with Justine Oakes. Justine Oakes CEnv, MIEEnvSc, MIEMA is an environmental professional with over 25 years experience in both the public and private sector. She is currently the Sustainability Manager at the University of Suffolk and Business and Research lead for the Suffolk Sustainability Institute. Working in partnership with local and national sustainability initiatives, the University of Suffolk is a transformational university, absorbing the best of UK University traditions and aligning them with a modern world of employment and entrepreneurship.

# COMMUNICATING TO AN AUDIENCE >



## TIME REQUIRED

15-20 minutes



## MATERIALS

- ✓ Communicating to an audience guide

## ACTIVITY STEPS >

1. Explain to the learners that once they have completed the research that they made a plan for in the last session, they will be presenting their findings to their group.
2. Introduce learners to different ways of communicating and presenting information. Using the 'Communicating to an audience guide', discuss with the group the different types of communication; exploring the different examples of each.

### OPTIONAL ACTIVITY

You could adapt this discussion by deleting information from some of the columns in the guide, e.g. the strengths/advantages and getting the young people to fill in their own ideas in groups.

3. To generate further discussion, you could ask the following questions:
  - How effective do you think these types of communication are in presenting information?
  - How can we ensure that what is presented is accurate and inclusive?



# INFORMATION GATHERING >



## TIME REQUIRED

45-60 minutes



## MATERIALS

- ✓ Commuting travel research pack
- ✓ Travel research data and information worksheet
- ✓ Internet access (optional)

# ACTIVITY STEPS >

1. Return learners to the groups they were in when they made their research plans in the previous session. Give each group a 'Commuting travel research pack', which provides lot of information and data for them to use if they wish.

The research pack includes various links to helpful information - you may decide to print off some key information from some of these websites before the session if the learners won't have internet access.

2. Encourage the groups to complete the 'Travel research data and information worksheet' by using their research packs, asking people in their settings questions and doing online research, if possible.

Learners should be encouraged to help each other out where data and information might be complicated or hard to find. Remind them to make a note of where they obtained their information.

3. Check the learners have been able to find information for each section of their worksheet before moving on to the next activity.



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# PRESENTATION PREPARATION >



## TIME REQUIRED

45-60 minutes



## MATERIALS

- ✓ Example posters resource

# ACTIVITY STEPS >

1. Now the learners have all the information that they need, they are ready to put it all together in a presentation for the rest of the group or you could arrange for them to present to the Headteacher/building manager.
2. In their groups, the learners will need to prepare and design a poster for their presentations (you could display them around the room or building). This poster could be hand-made or made on a computer. Alternatively, you could get the young people to present their information in other ways, such as a PowerPoint presentation.
3. Encourage the learners to include only key information from their worksheet in the last activity on their poster/in their presentation. A suggested focus is on the key facts about the environmental impact of commuting to your setting and their proposed solutions.
4. Hand out the 'Example posters resource' to the groups to give them some inspiration. If the posters are going to be hand-made, cuttings from old magazines and printed items for recycling can provide an option to support drawing skills, where required.
5. After the learners have created their posters, encourage them to organise how they are going to present their information in 2-3 minutes:
  - Who will be saying what?
  - What extra things will they say that aren't written on the poster?
  - How will they explain why they chose to present certain information and solutions?
  - Will one person in the group be responsible for answering questions?



# PRESENTATIONS >



## TIME REQUIRED

Dependent



## MATERIALS

- ✓ Completed posters/ presentations

# ACTIVITY STEPS >

1. Once the learners have finished preparing their posters and presentations, they will present to the group and/or the Headteacher/building manager.
2. Give each group around 2-3 minutes to present and an extra 1-2 minutes for other groups to ask any questions they may have. Encourage learners to share what they like about each other's posters and presentations, and any constructive criticism or suggestions for improvement.



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# WRAP UP >



## TIME REQUIRED

10-15 minutes

# ACTIVITY STEPS >

1. This is the final session in the 'Education, Energy and the Environment' unit. So use this opportunity to hold a reflective discussion. You could discuss:
  - What did they enjoy most about this unit?
  - Do they think their understanding of sustainability has improved? In what ways?
  - How do they think their research could be useful for your school/setting going forward?
  - Is there anything they are going to do differently/encourage other people to do differently now that they know more about sustainable development and the environmental impact of certain actions?

## FEEDBACK

If you would like to share your feedback on this session plan or the entire unit, please complete our survey [here](#).



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