



RESEARCH: SUSTAINABLE COMMUTING >

Session plan

EDUCATION, ENERGY AND THE ENVIRONMENT



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In partnership with:

Howden Group Holdings

AT A GLANCE

This is the second session in the 'Education, Energy and the Environment' unit. During this session, learners will be introduced to and start to develop research skills. They will undertake research to understand commuting and energy use.

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

- ✓ Completed home activity worksheets
- ✓ Research steps resource
- ✓ Research plan template

LEARNING OUTCOMES

- ✓ Identify and apply a range of research methods
- ✓ Develop teamwork, communication and listening skills

ACTIVITIES

ACTIVITY	TIME	PAGE
Home activity feedback	15-20 minutes	03
Word association	15-20 minutes	04
Exploring research	20-25 minutes	05
Commuting research plan	25-30 minutes	06
Wrap up	10-15 minutes	07

WHO CREATED THIS SESSION PLAN?

This session plan was co-created with Justine Oakes. Justine Oakes CEnv, MIEnvSc, 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.

HOME ACTIVITY FEEDBACK >



TIME REQUIRED

15-20 minutes



MATERIALS

- ✓ Completed home activity worksheet

ACTIVITY STEPS >

1. Using their home activity worksheet from the previous session, learners will be invited to share their observations of good energy saving examples in their community with the rest of group.
2. With the whole group gathered, a discussion can be initiated using the following questions as prompts to explore their thoughts:
 - Was there more being done than they had thought?
 - What could be improved?
 - What did they see that they think worked well?
3. Explain to the group that keeping a record of what they have seen is very similar to research methods often used by scientists and companies.

Researching something is a good way of finding out more information about a specific subject. Sometimes, if we want to research something in detail, we will follow a series of steps to make sure we can get the right information we need to form a factual opinion.



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WORD ASSOCIATION >



TIME REQUIRED

15-20 minutes



MATERIALS

- ✓ Whiteboard/flipchart and pen

ACTIVITY STEPS >

1. Word association is a useful way of getting lots of ideas down about a topic. This quick activity is a good way of checking the learners' thoughts about sustainable development and the topics you have covered so far, in a fun, accessible way for all.
2. Call out a list of trigger words from the word association table below and invite the learners to call out the first thing that comes into their mind when they think about that word and its relationship to sustainable development. Make a note of the learners' responses.
3. At the end of the activity read back to the learners the words that they have come up with. Discuss as a group why they think they came up with those particular words: are they things they encounter everyday? Are they new things they have thought about since learning about sustainability?

TOPIC AREA	TRIGGER WORDS
Travel and commuting	Car Walking Bus Cycling Roads Traffic jam Car fumes Waiting
Heating, electricity and lighting	Warmth Heating Lighting Power Renewable energy Solar panels Roof insulation Wind turbines



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EXPLORING RESEARCH >



TIME REQUIRED

20-25 minutes



MATERIALS

✓ Research steps resource

ACTIVITY STEPS >

1. Explain to the learners that they will be undertaking research to find out about the environmental impact their setting has. Emphasise the importance of knowing how to conduct research and explain that you are going to go through the steps every good researcher has to take to find out information.
2. Outline the research steps by talking through the 'Research steps resource sheet'. Whilst going through the different research steps, there are references to a model example of a research plan - you will find a visual of this plan on the last page of the resource.
3. Make sure the learners understand each step and how it is possible for them to conduct such research with their resources and knowledge. Ask them if they have any questions about any of the steps.



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COMMUTING RESEARCH PLAN >



TIME REQUIRED

25-30 minutes



MATERIALS

- ✓ Research plan template

ACTIVITY STEPS >

1. The learners will be put into groups and invited to consider how sustainability relates to commuting. Using their newly acquired research skills, they will be introduced to the activity scenario and asked to develop a research plan.
2. Talk through the scenario below to set the context for the learners' research activity over the next couple of sessions.

SCENARIO:

The Headteacher/Building Manager has approached your group and asked if you can come up with some measures that your setting could take to improve the air quality and reduce the carbon emissions associated with commuting travel to the site.

Using their research techniques and supporting resources, learners will work in groups to research commuting travel to their school/setting and suggest ways to improve the setting's environmental impact.

3. Explain to the learners that they will just be filling out the research plan template in this session and then begin their actual research in the next session.
4. Split the young people into groups of 3-4 and hand out the research plan templates for them to discuss and fill in.



WRAP UP >



TIME REQUIRED

10-15 minutes

ACTIVITY STEPS >

1. Discuss with the group whether they are happy with their research plans. Encourage the learners to share their ideas for the different areas of the plan, e.g. who they are planning to speak to, where they are going to look for information, etc.

Make sure that their plans are feasible for them to carry out and help them come up with more realistic options, if needed.

2. Encourage others who may have struggled filling in some of their research plan, to listen and record the ideas of other groups so they have a completed plan.
3. Before the next session, check each group's research plan is ready to be followed in the following session.

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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