Lesson 7

Transport: past, present and future
Outline

Children think about the future by:
- watching a clip from *Back to the Future II* and answering questions on themselves in the past, present and future;
- considering different possible modes of transport, historic and current; and
- designing transport for the future.

Key Question: What will the future be like?

Key points of learning relating to climate change

- Thinking about climate change means **predicting and planning for the future**.
- What happens in the future **depends on decisions we make today**.
- **Transport contributes** to climate change.
- To respond to climate change we need to **be creative** and develop more **environmentally friendly** ways of doing things.

Curriculum integration

<table>
<thead>
<tr>
<th>Strand</th>
<th>Strand Unit</th>
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<tbody>
<tr>
<td>Science</td>
<td>Environmental awareness and care</td>
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<td></td>
<td>Caring for the environment</td>
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<td>Science and the environment</td>
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<td></td>
<td>Environmental awareness</td>
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<td></td>
<td>Forces</td>
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<tr>
<td>History</td>
<td>Continuity and change over time</td>
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<tr>
<td>Art</td>
<td>Drawing</td>
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<td></td>
<td>Making drawing</td>
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<td>Paint and colour</td>
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<td></td>
<td>Painting</td>
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<tr>
<td></td>
<td>Construction</td>
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<td></td>
<td>Making construction</td>
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</tbody>
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Resources

- PowerPoint and internet access for showing film clip.
- Three Stages of Me Sheets, *one per pupil*.
- Modes of Transport: Old and New Pictures, *cut up, one set per group of three*.
- Choosing the Best Sheet, *one per group of three*.
- Choosing the Best Sheet Example, *teacher copy*.

Other resources

Paper and arts materials, Lego, playdough and other construction materials.
LESSON PLAN

1. Children brainstorm what will happen in the future

Each child writes their ideas on a card and sticks them on the whiteboard at the front of the class. The class discusses how looking at climate change is in part about exploring alternative futures.

2. Children watch a clip from Back to the Future II

Back to the Future II (directed by Robert Zemeckis) made in 1989 imagines life in 2015. Movieclips has uploaded a clip from the film which is available at www.youtube.com/watch?v=d68yRIe90vQ

Class Discussion Questions

In what ways were the filmmakers right in their predictions?

How were they wrong?

Do the items in the antique 80s shop look old to us?

How have things changed?

3. Children think about themselves now, in the past and in the future

Children are given the Three Stages of Me Sheet and complete the middle column, labelling it as ‘this year’.

Children imagine themselves five years ago and answer the questions in the left-hand column as they would have done then, labelling this column ‘5 years ago’.

Children imagine themselves in five years’ time, labelling the right-hand column ‘in 5 years’ and answering the questions as they think they would in five years’ time.

4. Children look at different modes of transport

Children discuss the connection between transport and climate change. Globally, transport accounts for about 15% of carbon dioxide emissions.

Using the Modes of Transport: Old and New Pictures, children look at the development of modes of transport. Working in groups of about three, children categorise the modes of transport using their own logic. Children explain what criteria they used to categorise the transport.

In their groups, using the Choosing the Best Sheet, children decide on four factors that they would consider in choosing their mode of transport.

Children choose four possible modes of transport from the pictures.

Children score the different modes of transport out of ten against each factor.

As a class, children discuss their conclusions.
LESSON PLAN (continued)

5. Children design transport for the future

Children discuss how transport has changed over time.

Remembering their key factors, children each design the transport of the future. Children can choose to design their transport using different art materials, Lego or playdough. Volunteers can present their new inventions.

6. Children review their climate change learning wall

Can any of the questions now be answered?
Can new knowledge about climate change be added to the wall?
Can any new questions be added?
# Three Stages of Me

<table>
<thead>
<tr>
<th>2:</th>
<th>1:</th>
<th>3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old are you?</td>
<td>How old are you?</td>
<td>How old are you?</td>
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<tr>
<td>What class are you in?</td>
<td>What class are you in?</td>
<td>What class are you in?</td>
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<tr>
<td>What do you enjoy doing?</td>
<td>What do you enjoy doing?</td>
<td>What do you enjoy doing?</td>
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<tr>
<td>What are your friends talking about?</td>
<td>What are your friends talking about?</td>
<td>What are your friends talking about?</td>
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<tr>
<td>What is going on in the World?</td>
<td>What is going on in the World?</td>
<td>What is going on in the World?</td>
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</tbody>
</table>
Modes of Transport: Old and New

- Old car
- Horse
- Bicycle
- Electric car
- Motorbike
- Walking
- Horse and cart
- Rickshaw
Modes of Transport: Old and New

Sailing boat

Private jet

Cows pulling a cart

Bus

Barge

Kite surfing
Choosing the Best

Your family is trying to decide what mode of transport it will use.

Choose four factors you will use to decide which mode of transport your family will buy and use, e.g. price. Put these factors in the boxes across the top of the table.

Choose four modes of transport from the pictures provided. Write the name of each in a separate row in the first column.

Give each of your chosen modes of transport a score out of ten for each factor.

<table>
<thead>
<tr>
<th>Mode of transport</th>
<th>Factor 1:</th>
<th>Factor 2:</th>
<th>Factor 3:</th>
<th>Factor 4:</th>
<th>Total (out of 40)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

10 = very good  5 = middle  1 = bad
Choosing the Best: Teacher Example

Your family is trying to decide what mode of transport it will use.

Choose four factors you will use to decide which mode of transport your family will buy and use, e.g. price. Put these factors in the boxes across the top of the table.

Choose four modes of transport from the pictures provided. Write the name of each in a separate row in the first column.

Give each of your chosen modes of transport a score out of ten for each factor.

<table>
<thead>
<tr>
<th>Mode of transport</th>
<th>Factor 1: Price</th>
<th>Factor 2: Environment</th>
<th>Factor 3: Speed</th>
<th>Factor 4: Comfort</th>
<th>Total (out of 40)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motorbike</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Horse</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>Old car</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>Walking</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>3</td>
<td>24</td>
</tr>
</tbody>
</table>

10 = very good  
5 = middle  
1 = bad

Note: Suggested answers. Children can choose different factors, modes of transport and values.