



**LIVING**

**STREETS**



**LET'S  
WALK TO  
SCHOOL**

**WOW LEARNING RESOURCES KS2/P4-7**

# ROAD SAFETY



**DURATION** Approximately 60 mins  
(excluding the extension and at home section).

## AIM

To help pupils find out what can make walking to school safer and encourage more pupils to walk to school.

## OBJECTIVES

This lesson will enable pupils to:

- learn about street signage, the various elements that make up the urban walking environment and how this can impact their walk to school;
- consider the practicalities of introducing Park and Stride in their local area.

## RESOURCES

- Road Safety pupil information sheet
- School Route Audit information sheet
- Paper/basic map of your school's local area
- Pens/pencils and different coloured markers
- Stride Length pupil sheet (extension)
- Measuring tape, or string and rulers (extension)

## CURRICULUM LINKS

- **PSHE/HEALTH AND WELLBEING**
- **GEOGRAPHY/SOCIAL STUDIES** – geographical skills and fieldwork, local area
- **ENGLISH/LANGUAGES** – comprehension
- **MATHS** – addition, multiplication, measurement, converting units of measurement (extension)

## PREPARATION

Ahead of time, use the provided School Route Audit information sheet to learn more about conducting an audit and help you plan a walk with your class. Print a simple map of your school's local area or draw a basic outline of this on a piece of paper and photocopy copies for pupils to use in small groups (or individually).

# ROAD SAFETY

## INTRODUCTION

- 1 At the start of the lesson, distribute the school maps and, individually or in small groups, ask pupils to mark their current route to school on the map. Using the markers, allocate a colour to walking, catching a bus or train, cycling, scooting, driving, and Park and Stride.
- 2 As a class, look at all maps and compare the journeys. Using the colour system, draw pupils' attention to the walking journeys, and discuss any popular routes for walking to school:
  - ✓ Are the routes mainly on roads, or not?
  - ✓ Are there any short cuts pupils use?
  - ✓ How far are pupils walking? Discuss this by talking about how many steps they take or how long it takes them to walk.
- 3 Ask pupils to share something they like about walking to school for the whole group to think about. Write these on the board, and use these conversation starters if you need them:
  - ✓ it's exercise, which is good for our bodies and minds;
  - ✓ it means fewer cars on the road, which are bad for the environment;
  - ✓ it helps us learn about road safety and the local area;
  - ✓ it's social, we can have a chat while walking.
- 4 Introduce the concept of Park and Stride, highlighting how this can enable pupils who live further away to still gain the benefits of a morning walk.

A Park and Stride scheme is when a school agrees with a local partner to use their car parking at drop off and pick up times. Families can then park up away from the school (usually about 10 minutes' walking distance) and stride the rest of the way, reducing congestion and helping pupils enjoy a sociable walk before the start of the school day. Good examples of partners include: local shops, libraries, pubs etc.



# ROAD SAFETY

## DEVELOPMENT

- 5 Next, explain that you're all going to go on a walk in the area around the school to see if there's anything that might be stopping people from walking to school.
- 6 Distribute the Road Safety pupil information sheet and explain that on the walk they will all need to look out for things like those on the information sheet, and pay special attention to:
  - ✓ What are the pavements and crossings like?
  - ✓ What street and road signs can be seen around the school area?
  - ✓ What changes could be made to make walking to and around the school easier or nicer?
  - ✓ Are there opportunities for Park and Stride?
- 7 If safe to do so, pupils should carry clipboards with their Road Safety pupil information sheets. You could also take photos along the way to look back at and help the pupils complete their pupil sheets later.

## PLENARY

- Ask pupils to think about the crossings they used on the walk. Were they in the right place? Would pupils feel safer if there were more crossings? Do they need repainting to be more visible to drivers and pedestrians?
- Once back in the classroom, discuss if there were any signs missing that might help people know there's a school nearby.
- Ask the class to think about what they liked about going for a walk, using what you wrote on the board at the start of the class, and consider if they'd like to walk or Park and Stride to school.



# ROAD SAFETY



## EXTENSION

- After the walk instruct pupils to pair up, as they are going to measure each other's stride length.
- One pupil stands with a measuring tape in line with the heel of their foot and takes a normal step forward, their partner should observe where the other heel lands and read the measuring tape to get their stride length (the measurements can be approximate). If using string, lay the string on the ground instead, mark the stride length on the string and measure the string using a ruler.
- Pupils can then use the Stride Length pupil sheet to calculate:
  - ✓ how far they travel in 10 steps, 100 steps, and 1,000 steps;
  - ✓ convert their stride length measurement into metres;
  - ✓ calculate how many steps they take in 10m, 100m and 1000m.
- Pupils can then also use the space on the Stride Length pupil sheet to calculate how many steps they would take to get to a Park and Stride location. Use an online mapping service to calculate a distance for this. (If pupils find this difficult, suggest they use a stride length that's a round number, 20cm or 50cm, or work it out on the board as a group.)

## AT HOME

- Pupils who are driven to school can take their map with their journey marked on it (photocopy if activity done in groups) home to show their parents, carers or guardians and start talking about making the walk to school work for them using Living Streets' [Family Walk to School Kit](#).
- Pupils who already walk to school could start a walking challenge within their family encouraging everyone to experience the benefits of walking more. They could also go on a litter pick with their families to clean up a popular walking route to help encourage people to walk more.
- Encourage them to talk to other members of their family about what they like about walking to school generally, and what they saw and learnt on the class walk.

We are Living Streets, the UK charity for everyday walking. These learning resources support participation in WOW – the year-round walk to school challenge.

For further information on WOW, visit [www.livingstreets.org.uk/WOW](http://www.livingstreets.org.uk/WOW)

Get in touch: [walktoschool@livingstreets.org.uk](mailto:walktoschool@livingstreets.org.uk) 020 7377 4900

If you require these learning resources in Welsh, please email [wales@livingstreets.org.uk](mailto:wales@livingstreets.org.uk)

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Company Limited by Guarantee (England and Wales), Company Registration No. 5368409.

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## Road Safety pupil information sheet

Look out for these things on your walk.



### Pavement Parking

Vehicles parked on the footpath can cause obstructions and be dangerous for pedestrians, especially people with wheelchairs, buggies or Guide Dogs.



### Dropped kerb

The kerb becomes a small ramp which makes it easier for people to get onto the footpath.



### Street signs

Street signs display important information, including speed limits, whether there's a school nearby, or if there is a dedicated cycle lane.







## School Route Audit information sheet for teachers

Running a School Route Audit can be a helpful activity for your school. It's a great way of discovering some of the things that might stop families walking, or using a Park and Stride to get to school.

A Park and Stride scheme involves a school entering an agreement with a place with local car parking availability (such as a park or community centre) at drop off and pick up times. Families can then park up away from the school and walk the rest of the way, reducing congestion and helping pupils enjoy a sociable walk before the start of the school day.

You can organise an audit with a school group fairly quickly and easily. You can also involve other groups who can help improve the walking environment, if you like! If you want to involve more people, it might take a couple of weeks to prepare to make sure you get the right people along. On the day of the audit, you might be out for around 30 minutes to an hour, depending on the route you choose.

**Step 1 - Prepare.** Decide which routes to walk and prepare your risk assessment.

**Step 2 - Review.** On the walk, review the pavements and paths that lead to the school, look out for obstacles and things you like along the way. It can be helpful to take photos as you go to refer to later.

It's a good idea to encourage the pupils to play detective, looking for signs of what the area might be like at other times of day, like car tyre marks on footpaths.

**Step 3 - Report.** Come up with a list of things the class enjoyed about the walk and, depending on the age of your class, some ideas for making the walk better.

### What next?

We've given you some ideas on what to do with your findings in this lesson plan. You could also write to other potentially interested parties like parents, neighbours, governors, your local authority, road safety team and PCSOs. There are more resources on our website if you want to take the next step. Use the links below to find out more:

[Living Streets' guide to setting up a Park and Stride](#)

[Living Streets' 20 tips to incorporate 20 minutes walking](#)

### Did you know?

Use these walking facts in the lessons to get pupils excited about the benefits of walking:

- People use 200 muscles every time they take a step!
- It's been proven that children who do some form of exercise before school, do better in class.
- In the UK, the school run alone is responsible for generating half a million tonnes of harmful carbon dioxide per year (which is more than some small countries!).



## Stride Length pupil sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

My stride length is: \_\_\_\_\_ centimetres

### In 10 steps I travel...

\_\_\_\_\_ x 10 = \_\_\_\_\_ cm

### In 100 steps I travel...

\_\_\_\_\_ x 100 = \_\_\_\_\_ cm

### In 1000 steps I travel...

\_\_\_\_\_ x 1000 = \_\_\_\_\_ cm

### And how many metres is that? (Remember 1m = 100cm)

10 steps = \_\_\_\_\_ m

100 steps = \_\_\_\_\_ m

1000 steps = \_\_\_\_\_ m

### How many steps to do you take in...

10m / \_\_\_\_\_ = \_\_\_\_\_

100m / \_\_\_\_\_ = \_\_\_\_\_

1000m / \_\_\_\_\_ = \_\_\_\_\_

**Use this space to calculate how many steps you'd take to get to the Park and Stride location identified on your walk.**