



**LET'S
WALK TO
SCHOOL**

SCHOOL ROUTE REVIEW Toolkit



**A STEP-BY-STEP GUIDE TO
RUNNING A SCHOOL ROUTE REVIEW**



Ariennir gan
Lywodraeth Cymru
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Welcome to this toolkit of activities to run in your classroom and around your local area. It will get children thinking about how their streets work and how making them better for children can make them better for everyone.

WHAT'S IN THIS TOOLKIT:

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WHO THIS TOOLKIT IS FOR:

This toolkit is for schools, pupils, parents, active travel champions, local groups to use as an exercise to help inform the school community, School Travel Advisers and others on how child-friendly the streets are around schools.



Streets need to be child-friendly for children to play and develop independence

Children are affected by their local streets every day. They may use them with adults or on their own, to travel or to play. The way their streets work can grant them freedom, or restrict what they can do.

Whether local streets are or aren't working well for children may be the result of choices made over many years. Many of these choices are made in your local council by people working to put various priorities into place. How is this working for children?

Children love to explore and play outside, but they are vulnerable to danger from vehicles and can't easily judge traffic movements. They need space where they can enjoy moving about, can make mistakes without serious risks, and don't feel under pressure. Streets that work for children mean streets that are safer, calmer and more welcoming and accessible for everyone.

As children see the effects these choices have on their streets, they will be more able to engage with and improve their streets - now and in the future.

Collecting local knowledge and sharing with your community, councillors, or local authority officers can help to focus where improvements could be made.

Your school can also use what you find to become part of your school travel plan and support your Healthy Schools Award.



LESSON PLAN 1: what's in our streets?

**START BY THINKING ABOUT WHAT CHILDREN
KNOW AND FEEL ABOUT THEIR LOCAL STREETS**

LEARNING OBJECTIVES

- To reflect on what children experience outside near their homes
- Think about different types of streets and how these affect people using them
- Discover ways that changes can be made to help people
- Creatively express ideas for what they would like to see in their streets

CURRICULUM LINKS

- PSHE/Health and wellbeing – play and independence, feelings of safety or concern
- Geography/social studies – identifying features and characteristics of local area
- Art and design – drawing existing and imagined streets

Whole class learning

AGE 4-7

- What do you like about the street near your home?
- Are there any things you don't like?
- What things does your street get used for?
Who do you see outside there?

AGE 7-11

- Can you ever leave home without a grown up?
- How far can you go?
- What might limit you? (Bigger roads? Faster vehicles? Needing to cross?)
- Where/how much do you get to play out?
Can you use your street to play?

What makes a street more or less child-friendly?

DISCUSS IDEAS OF WHAT THINGS A STREET MIGHT NEED TO HAVE:

- Space to walk or play? Lighting? Trees and greenery? Clean smooth surfaces? Things to play on? Crossings?

WHAT MAKES STREETS LESS WELCOMING?

- Busy traffic? Parked cars? Loud noise? Air pollution? Litter or mess?



LESSON PLAN 1



Look at some pictures of streets together

- How child-friendly do you feel each of these streets are?
- What do you see that looks good or could be difficult?

Things you might spot in these:

1. BUSY STREETS USED BY LOTS OF PEOPLE AND TRAFFIC



2. TRAFFIC LIGHTS AND PEDESTRIAN CROSSINGS



3. THINGS OBSTRUCTING WHERE YOU WALK, LIKE POSTS OR BUMPS



4. PARKING ON THE PAVEMENT

5. SCHOOL ENTRANCE MARKINGS

6. BOLLARDS STOPPING VEHICLES GOING THROUGH (BUT ALLOWING PEOPLE)



7. LARGE ROAD SPACE AND LOTS OF WHITE LINES FOR TRAFFIC



8. PEDESTRIAN SPACE WITH NO VEHICLES



9. TRAFFIC CALMING LAYOUTS TO MAKE A WIGGLY ROUTE TO SLOW DRIVERS



LESSON PLAN 1

Ways we can improve our streets

- What changes would you like to see?
- Look at these pictures and talk about what difference they might make to people using these streets.
- Would you like things like this – where might these things improve your local streets?

Some things these pictures show:

MAKING PAVEMENTS BIGGER TO MAKE MORE SPACE FOR TREES.



WIGGLES OR NARROWER PARTS OF STREETS HELP SLOW DRIVERS DOWN.

CROSSINGS CAN HELP ON BUSIER ROADS.



THIS ONE IS ALSO A SPEED BUMP.



PLANTERS MEAN DRIVERS CAN GET VEHICLES IN AND OUT BUT NO TRAFFIC PASSES THROUGH.



SEATS ADDED SO PEOPLE CAN ENJOY THEIR STREET

SCHOOL STREETS CAN KEEP THE SPACE NEAR SCHOOL GATES CLEAR OF VEHICLE TRAFFIC WHEN CHILDREN ARE COMING AND GOING.

DRIVERS CAN GET PERMISSION TO GO IN IF THEY NEED TO.



SOMETIMES YOU TRY OUT IMPROVING YOUR STREET BY DOING IT YOURSELF.

BARRELS WITH PLANTS IN CAN LOOK GOOD AND STOP PARKING ON THE PAVEMENT.

LESSON PLAN 1

ACTIVITIES

INDIVIDUAL OR PAIRED ACTIVITY

A street of two halves

Divide a piece of paper in two.

On one half the child draws a picture of a street near their home or the street at the entrance of school. Label things they have included and anything that they are happy or unhappy about.

Things they may want to include:

- Pavements
- Trees
- People
- Vehicles (moving or parked)
- Street lights
- Houses or flats
- Road markings
- Road signs
- Benches
- Bins
- Traffic lights or crossings

On the other half they draw another picture of this same street, but as their dream child-friendly street. Label things they have included (or removed).

How would this street make them feel?



WHOLE CLASS OR GROUP SHARING

Exploring the streets near your school

A small group of up to 10 pupils can be taken on a walk around the streets near the school. This can be a great way to look at and discuss what children think of their streets.

Doing this after the first lesson could make it easier for children to think of things to look out for.

You may want to invite people to join your walk like school governors, local councillors, or local authority road safety or active travel officers. This can be a good opportunity for them to see and hear about the issues first-hand.

"Listening to the School Crossing Patrol officer talk about what it's like in the mornings was a real eye opener"

CAERPHILLY COUNTY BOROUGH COUNCIL

Plan a route of up to 1km long and aim to visit a range of different kinds of street. Some larger and busier and others quieter.

YOU WILL NEED

- Clipboards and pencils
- Camera or phone
- Printed map of your route

You will want to do a risk assessment, take a first aid kit and consider any accessibility needs of the people involved.

Take photos as you go to show the things you discussed.

LESSON PLAN 1**QUESTIONS TO ASK ALONG YOUR WAY**

At the school entrance: what's it like at busy times before and after school?

Stop in different places around your route. What can you see that makes this area more or less child-friendly?

- Could children cross a road like this on their own? If not, why?
- Which places might smaller children have to hold a grown-up's hand?
- Near homes: does it feel good for playing outside here?
- What's it like here after dark? Or when it rains? Are there places that get flooded or without lights?
- Are there clues about what happens here at other times? Marks or tyre tracks through mud or puddles, paths worn into grass, damaged street furniture?

WHO IS INCLUDED?

- What is it like if you are using wheels to get around, using a wheelchair or mobility scooter? Are there any kerbs that don't drop flat where you need them?
- Is there tactile paving for blind and visually impaired people to navigate, such as at dropped kerbs? Do crossings have tactile spinning cones under the button box?

**WHAT COULD YOU MEASURE?**

Noise – before you go outside, find a comfortable volume for the group to listen to spoken audio (such as a podcast) from a phone. Then try listening at the same volume outside on quieter streets or busier. How does it change what you can hear?

Parked vehicles – count cars and compare to the number of homes. Try on a street with lots of homes like a terraced street or flats if available. It may show how relatively few cars can fill up the space – is this fair?

Space on pavements – how many people can easily walk side-by-side? Can you pass others doing the same?

Width to cross - Count your paces when crossing a road – how wide is it? Are there side junctions which leave a wide space to cross? Does it feel safe if you walk slowly?

WHEN YOU GET BACK

Did you notice anything new? What things had an effect on children and people walking?

What would you most like to see changed?

Aim to write down three priorities for things to change or areas that you think need improvement.

You don't have to know what solution might be needed, but like someone going to a doctor, you know what your symptoms are and how it feels. Your local authority has staff with expertise in fixing the problems you've found.

Living Streets can help your school and local authority by running a detailed School Route Audit with your school to identify issues and advise on recommended improvements. For more support, please ask your Local Authority School travel liaison to get in touch by emailing info@livingstreets.org.uk.



LESSON PLAN 1

PARENT AND CARER SURVEY

Use a simple online survey to get input from parents and carers in your school community. You can use a free tool like Google Forms.

Offering a printed option or using different languages may help more people take part.

Passing on what you find can help your local authority consider improvements, especially questions 5 and 6.

QUESTIONS TO ASK

1. How child-friendly do you feel the street you live on is?
Rate: 1 (not at all) 2 – 3 – 4 – 5 (very child-friendly)
2. Name of this street:
3. If you grew up in the area, how child-friendly was it when you were a child?
Rate: 1 (not at all) 2 – 3 – 4 – 5 (very child-friendly)
4. How has children's use of the streets (such as for play or traveling independently) changed over this time?
5. Are there any places in your local streets or your way to school that feel less safe for children or with children?
Note the reasons and locations.
6. Have you had any risky situations, near-misses or crashes on local streets or your way to school?



LESSON PLAN 2: Map of our area



AFTER LOOKING AT YOUR LOCAL STREETS, PUT TOGETHER A MAP OF THE AREA AROUND SCHOOL AND MARK THINGS YOU NOTICE AND THINGS THAT WORK WELL OR NOT SO WELL. YOU CAN INCLUDE THINGS MENTIONED IN THE PARENT AND CARER SURVEY IF THIS IS AVAILABLE.

LEARNING OBJECTIVES

- To be able to work as a team
- To create a local map of journeys to school
- To identify places in the local area and place on a map
- Understanding some things that affect children using streets

CURRICULUM LINKS

Children develop multiple areas of Cynefin as they understand how they belong in their local area:

- Explore local geography and mapping skills (Humanities)
- Engage in citizenship and ethical discussions around safety and responsibility (Health & Wellbeing)
- Participate in data analysis of surveys (Mathematics & Numeracy)
- Use drawing and layout to present findings or create maps (Art and Design)
- Reflect on their personal experiences and identity in relation to their community (Expressive Arts & Languages)

LESSON PLAN 2**RESOURCES**

Large sheets of paper (with a pre-drawn outline map of the area for age 4-7)

- Scissors
- Drawing paper
- Coloured pencils

Whole class learning

Ask children what they found out from grown ups about their local area. What scores did they get for streets being child-friendly? Were some streets better than others? What did people say about what made some better than others?

Have the child-friendliness scores on these streets gone up or down in recent years?

Which places did people talk about being difficult? Do the children agree, or think of any other places?

AGE 7-11

As a group, make a list of what to include on the map. Include bigger roads, smaller roads and off-road routes, such as pathways in parks. Do you know names of local roads and streets? Any memorable buildings, parks, local landmarks, and features like bridges, crossings, junctions.



ACTIVITIES

INDIVIDUAL OR PAIRED ACTIVITY

A street of two halves

AGE 4-7

Draw a picture of who they come to school with then cut out and place on the map along their route to school.

Draw a picture of something they have seen on their way to school and put it on the map. This may be a building, tree, sign or shop.

AGE 7-11

Ask one or two pairs of children to take responsibility for drawing the map. The others draw features to cut out and place along the map.

Mark places people mentioned in the home survey with sticky notes. You could use different colours for good things and for places with problems.

Colour in different streets to show how child-friendly they are. Use red, yellow and green to show least, medium and best. This can be the group's choice or informed by the ratings collected in the survey.

PLENARY

Bring the class together to look at the maps

Are there some more child-friendly streets or places, and some less child-friendly?

What makes a difference?

- Are there more moving vehicles in some places than others?
- Are people driving faster in some places?

What might help more streets to be child-friendly?

LESSON PLAN 2

Reporting what you've found

It is valuable to your local authority to hear the views and experiences of children and families in your area.

Take photos of the class map as a collection of issues children and their community have highlighted.

Collect photos of the places or issues that you feel are highest priority, and use these to describe the issues.

Complete a school action plan and share with your local councillor or local authority active travel team.

SAMPLE SCHOOL ACTION PLAN

Name of school

As a result of our school's intensive work with pupils, parents and the wider school community to identify the barriers to walking we have produced a report with all of the comments. We hope the report will help inform decisions made in partnership with our school and local authority about improvements on the walking routes.

Specific barriers identified are outlined in the table below alongside possible actions to overcome them and encourage more walking to school.



FINDINGS AT LOCATION

PHOTO

SUGGESTED ACTION

WHO CAN HELP?

Traffic in the local area and at the school gates



- Encourage active travel to school

- Living Streets WOW
- PTA/School governors
- Local councillors

Difficult crossing point



- Council to review safer routes and crossing points

- County Council

Inconsiderate parking in vicinity of school, limiting visibility for people walking



- Increased presence of enforcement Police officers to manage parking issues.
- Run a 'perfect parking' campaign with parents, raising awareness of where they can park safely (perhaps through a map) and how they should be parking

- School Travel Co-ordinator and supporting team
- Pupils/Parents
- Police/PCSO/Traffic Wardens
- Residents

Congestion during peak times & large numbers of children coming to school by car.



- Promotion and information on Park & Stride options.
- Continue to run WOW scheme

- Living Streets

Difficulty encouraging and maintaining walking figures on an on-going basis.



- Continue to deliver the WOW scheme
- Engagement in National Walk to School Week & Month
- Plan & deliver regular walking projects/activities and initiatives with school community

- School Staff/SLT
- Pupils/Parents/carers
- Living Streets
- School Travel Planning Team
- Local communities/businesses

Large numbers of pupils being driven to school, causing large amounts of cars within the immediate area of school access points, affecting safety and quality of walking routes.



- Continue to deliver the WOW scheme.
- Promotion and information on Park & Stride options to reduce number of cars and increase walking.

- Living Streets
- Pupils/school
- Parents/carers

Some muddy paths near the Common are discouraging families from walking



School to consider investing in wellington boot racks for children walking in the winter months

- PTA
- Local councillors

Quick wins and bigger changes

You may have found some things that could be quick and easy to fix. Some things could be done yourselves, by the school or local organisations. You may want to get a new bench, planters or do a litter pick.

Some things may need funding and planning by the local authority, like making changes to the street layout, providing crossings or preventing drivers from going too fast.

Ask to meet with your local authority to discuss what you have found. You can share your ideas for which places need improvements and what smaller and bigger changes you'd like to see.

Your school may be a good place to get people together to take things forward. Could you hold a public meeting and see who else wants to see changes and who could help?

WE'D LOVE TO HEAR ABOUT WHAT YOU'VE DONE!

**YOU CAN SHARE YOUR PROJECT WITH YOUR
WOW COORDINATOR, OR WITH LIVING STREETS AT
WALES@LIVINGSTREETS.ORG.UK**

