

From mountain to sea

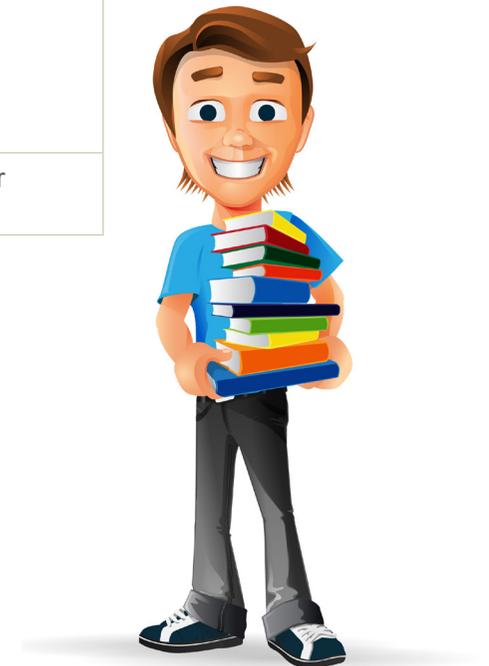
WALKING ZONE GUIDE



Walking Zone Guide

Activity Guidance

| Guidance Notes | |
|---------------------|---|
| Activity | Creation of a walking zone map. |
| Description | Learn road safety skills and encourage independent journeys. Opportunity to discuss active and sustainable travel. Group work activity. |
| Age | Level 2 |
| Equipment | Task 1. Pencils, map of school and surrounding area Task 2. High visibility vests, clipboards, stop watch, map, camera, pencils. |
| CFE Outcomes | HEALTH AND WELLBEING: HWB 2-12a, HWB 2-13a, HWB 2-18a, HWB 2-27a, HWB 2-28a SOCIAL STUDIES: SOC 2-08a LITERACY AND ENGLISH: LIT 2-02a, LIT 2-15a TECHNOLOGIES: TCH 2-02a, TCH 2-02b |
| Timescale | Task 1- Classroom Preparation: 1 hour (15 mins discussions, 45 mins map work). Task 2- On street exercise: 1 ½ hours. Task 3- Developing the map into a useable guide: 1-2 hours. Task 4- Promotion: varies. |
| Ratio | Task 1 - Follow school procedures on ratios for age groups when out of school. It may be worth having smaller groups covering different routes if staff availability allows this. |



Walking Zone Guide

Activity Guidance

Introduction

This guide will help to create a walking zone guide around your school which shows how long it takes to get from the school to various points.

Aims

Encourage families to travel to school actively by showing how long their journey could take.

- Encourage people to 'park and stride' by not driving within a certain zone.
- Reduce congestion and make the 'school gate' area safer.
- Provide an opportunity for pupils and families to discuss the benefits of walking for individuals and the wider community.

Monitoring

Whatever event you do, it is worth recording the journeys that are made by foot before the event to see what impact it has had on journeys to school. Your annual Hands Up Survey (taken in September) will determine long term trends of this project. This information should be shared with your school and parents to see if you are reducing car use, or if there is still a need to push the scheme further.

For further information, please contact: Aberdeenshire Council

transportationstrategy@aberdeenshire.gov.uk, Tel: 01467 536929

Strategy Unit, Infrastructure Services, Aberdeenshire Council, Woodhill House, Aberdeen, AB16 5GB



Task 1

Classroom preparation

| Instruction | Answer |
|-------------|---|
| a) | <p>This can be done as a class project. Time should be spent discussing the benefits of walking and cycling and what a walking zone map is (examples at the end of this guide).</p> <p>Question: What are the benefits of walking and cycling to school? Answer: Fitness; reduce congestion; improve air quality; social opportunity; safer school gate; road Safety Skills.</p> <p>Question: What is a walking zone map? Answer: A map showing journey lengths in units of time, rather than units of distance i.e. 5 minutes to travel from point 1 to 2.</p> |
| b) | <p>Create a map for use in your research: If there is someone good with computers at your school, it may be worth developing the map within a computer programming package. QGIS (https://qgis.org/en/site/) is free online mapping software, and ESRI are also offering schools free access to ArcGIS online (https://schools.esriuk.com/). A more simple approach is creating your own map using Google maps - anyone can do this at MyMaps (https://www.google.co.uk/maps/about/mymaps/). You can also create a map using Open Street Map (www.openstreetmap.org) and paste it into a word document for printing. Be sure to have a map that shows the school and a reasonable area around the school for your walking exercise in Task 2.</p> |
| c) | <p>Map Work: Using the school as the starting point, look at maps and identify the number of routes leading away from the school in different directions. These will need to be timed later. For example, Illustration 1 shows that the school has four paths leading away from it. Therefore you would need to time each of these routes.</p> <p>Pupils then need to highlight the paths, on maps, that they are concentrating on (this can either be done as a class/ group as a whole, or in small groups). They then need to identify any alternative paths that may exist off the first paths. For example, Illustration 2 shows that the path has another path leading off it, this is to be considered as well.</p> <p>Pupils will also need to identify any roads they will be crossing, and take into account crossing at the safest place and not the quickest. For example, if the route continues up a path on the opposite side of the road and there are crossing facilities available further along the road, pupils should walk to the crossing, cross the road and walk back to the path, as shown in Illustration 3.</p> <p>Once pupils have identified as much as they can within the class room, they will need to go out on to the streets, with their maps, to time the routes. Please check at this stage whether any route has been missed. Before pupils should be allowed out in groups, they should be given a road safety talk. High visibility jackets must be worn by each individual and a risk assessment should be carried out by the school. Remind pupils it is not a race, they need to walk at a normal walking speed with normal strides, or the zone will not be accurate.</p> |

Illustration 1.

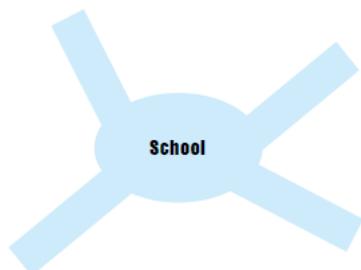


Illustration 2

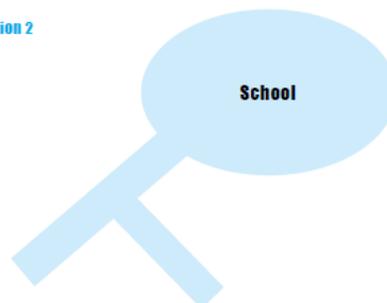
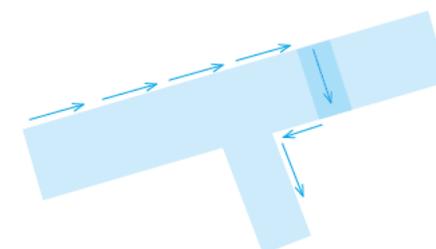


Illustration 3



Task 2

On Street activity

Instructions

- | | |
|-----------|--|
| a) | Using maps and routes identified in class, pupils should walk in the agreed direction until the stop watch hits the 5 min mark. They then stop the watch, stop walking and mark on the map by drawing the route and end point. It may be worth taking some pictures of the end point with the camera. Continue again to create 10 minute and 15 minute zones (sometimes referred to as isochrones on a map). |
| b) | Pupils should then retrace their steps to the starting point and focus on any other route they have identified. |
| c) | Once all routes have been timed, head back into the class room. |
| d) | Each group should transfer their timed routes on to a large map. |
| e) | This has created the information you need for your 5 minute walking zone. |
| f) | You may want to add other key features on to the map, such as advisory crossing points (e.g. crossing patroller or zebra crossing) or park and stride locations. |



Task 3

Developing the Guide

This task may need adult support but should be led by pupils as much as possible. Please contact your School Travel Plan officer who can assist.

Instructions

- | | |
|-----------|--|
| a) | Using the map you have created in earlier tasks, develop a walking zone guide for your school. You can do this as a simple handdrawn poster with the printed map in the middle, or using a computer and Word or Powerpoint packages. |
| b) | At the heart of this guide is the walking zone map, showing your school and the walking zone isochrones around it together with paths. The aim is to show the school community the extent of the local area that is within a short walk of the school, and to encourage more families to walk to school if they can. The guide should contain information on why the school has created the walking zone map, what benefits it will bring to the school, who created it, what park and stride means, and any other pieces of information you feel is important. This could form part of your travel plan or be separate. |



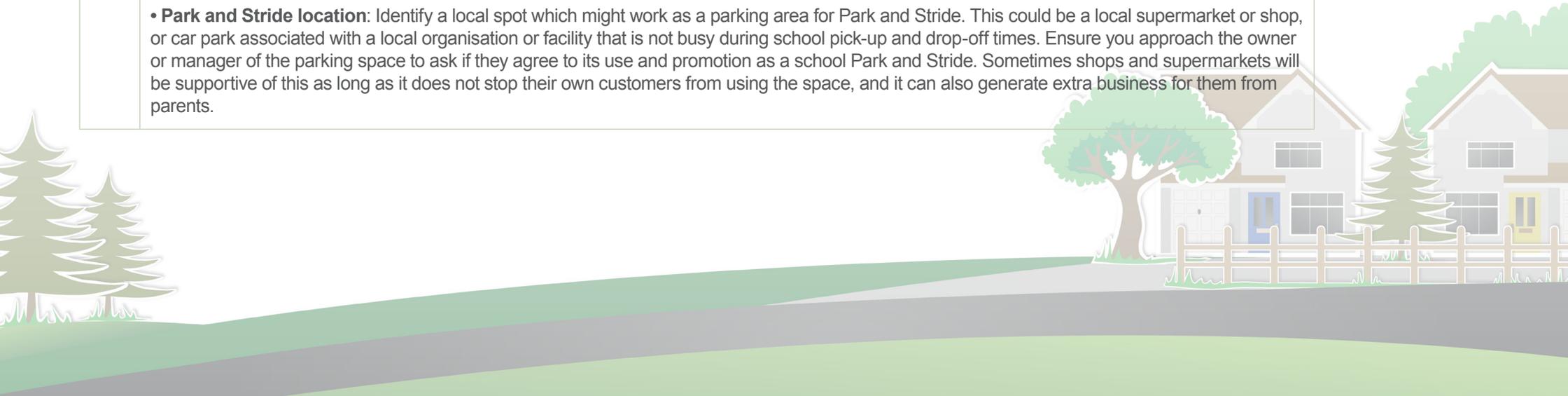
Task 4

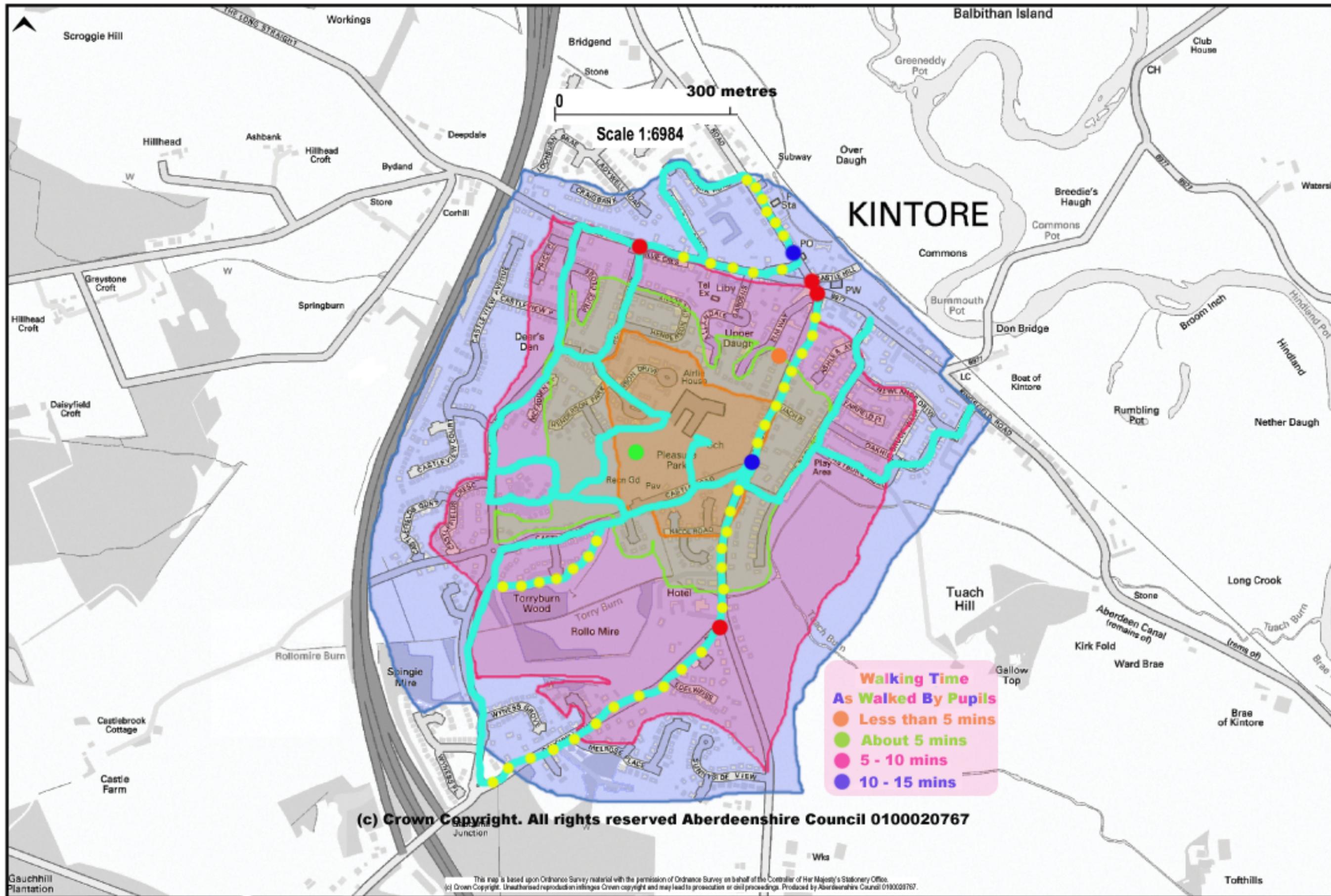
Promoting the Walking Zone

This task may need adult support but should be led by pupils as much as possible. Please contact your School Travel Plan officer who can assist.

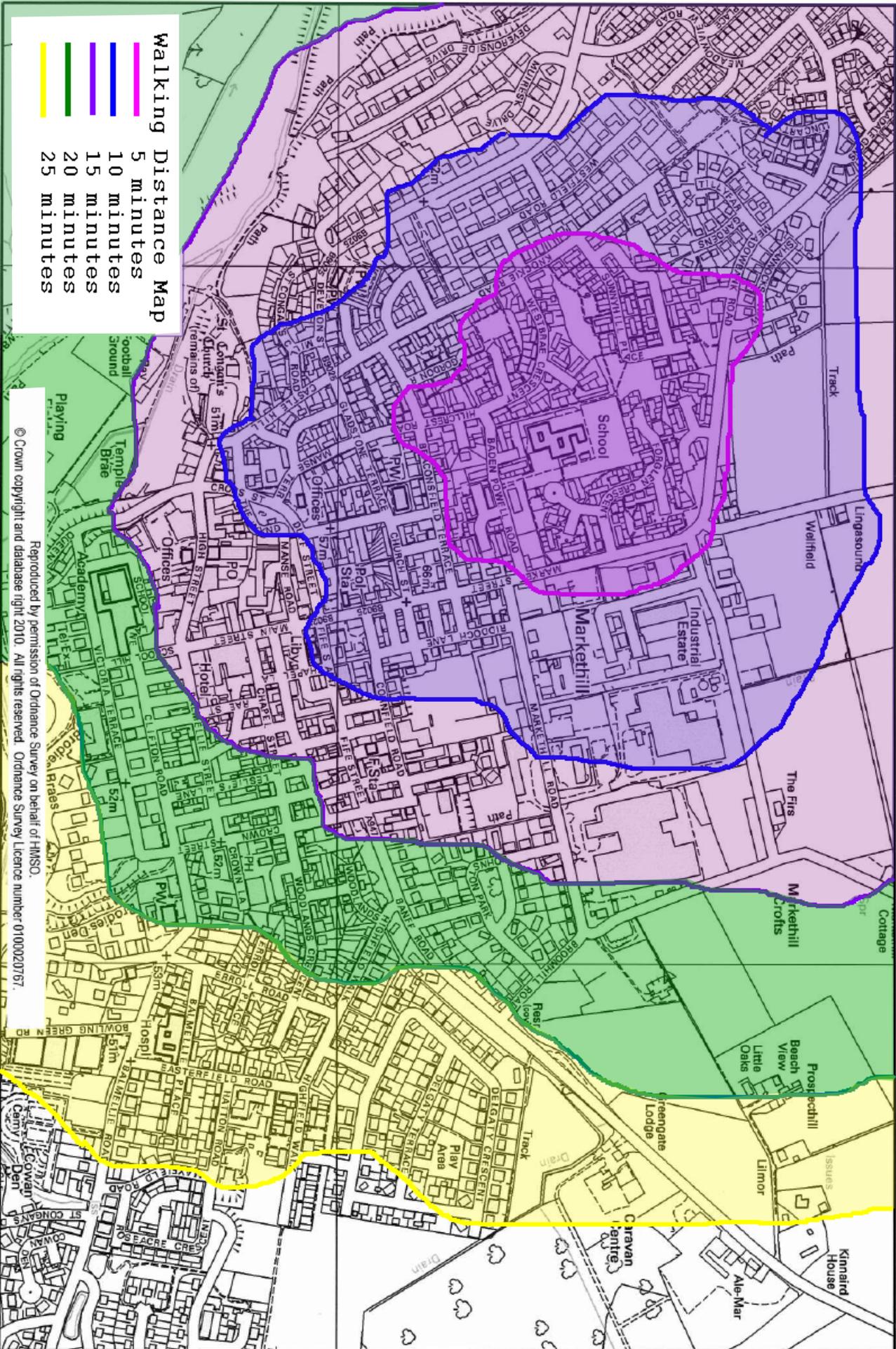
Instructions

- | | |
|----|---|
| a) | To promote your map guide you will need to make sure everyone in the school receives a copy, sending this home as a leaflet would be the best way to reach families. |
| b) | Put on the school website. Having an assembly and a launch event is also a great way to highlight the project. |
| c) | Make posters and banners to promote the map and display on notice boards around the school or within the walking zone. This highlights to the wider community what you are trying to achieve. |
| d) | <p>To keep the project at the forefront of people's minds, once a term the school could host a competition to remind people about the walking zone. Below are a few ideas on what your school could do:</p> <ul style="list-style-type: none">• Golden boot competition, every journey travelled sustainably within the 5 minute zone (or 10 min zone), whether on foot, bike, scooter, or by car but parked outside of the walking zone, receives one point for their class. Bus pupils can receive a point as they are not adding to the congestion; some schools encourage these pupils to walk a lap around the playground to achieve their exercise. The class with the most points by the end of the week wins the golden boot for the term. (Golden boot can be created by spray painting an old shoe golden colour and stuck on a wooden platform. Alternatively, this could be a trophy).• Green leaf display. Create a tree with large branches in the school hall. For every sustainable journey made within the walking zone, a green leaf can be added to the tree.• Walk the World: For every sustainable travel journey made within the walking zone, 1 mile is added to a large map of the world displayed in the school hall. Each day, more and more miles are added to the map, and pupils can see which destination they can reach (starting from their school).• Park and Stride location: Identify a local spot which might work as a parking area for Park and Stride. This could be a local supermarket or shop, or car park associated with a local organisation or facility that is not busy during school pick-up and drop-off times. Ensure you approach the owner or manager of the parking space to ask if they agree to its use and promotion as a school Park and Stride. Sometimes shops and supermarkets will be supportive of this as long as it does not stop their own customers from using the space, and it can also generate extra business for them from parents. |





- Safe for walking and cycling
- Safe walking only
- Safe crossings
- Take care!
- Playing field
- Park and stride



Walking Distance Map

- 5 minutes
- 10 minutes
- 15 minutes
- 20 minutes
- 25 minutes

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