

From mountain to sea

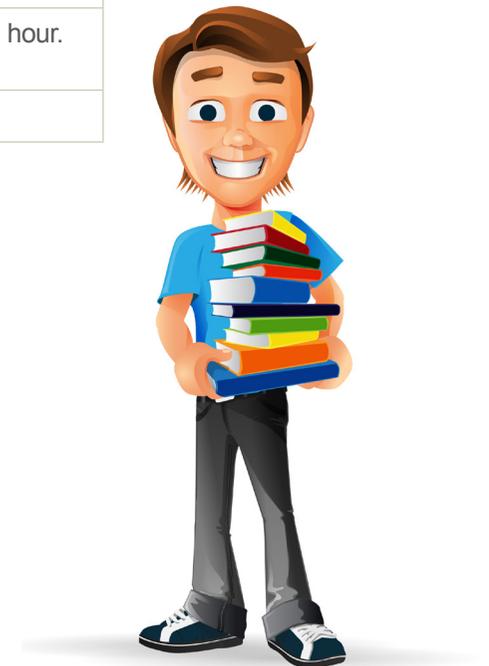
WALKING AUDIT



Walking Audit

Activity Guidance

Guidance Notes	
Activity	Conducting a walking audit.
Description	Map reading. On street road safety experience. Discussing: road safety on the way to school; different types of infrastructure; safe and unsafe areas; how other community groups use the road space.
Age	Level 2
Equipment	High visibility jackets, camera, clip boards, maps of route, note paper, crib sheet showing things to think about (see example at end), question sheet (see template), giant map of school catchment for final task.
CFE Outcomes	HEALTH & WELLBEING: HWB 2-12a, HWB 2-13a, HWB 2-16a, HWB 2-17a, HWB 2-18a LITERACY & ENGLISH: LIT 2-02a, LIT 2-15a SOCIAL STUDIES: SOC 2-16a
Timescale	Task preparation (staff only, 1 hour). Task 1: Classroom discussion: 30 mins. Task 2: Walking audit on street: 1 hour. Task 3: Classroom Reflection: 30 mins. Task 4 - Extra activity: Planning route to school: 30 mins.
Ratio	School staff to pupil ratios for outdoor activities.



Walking Audit

Activity Guidance

Introduction

This workshop has been developed as part of Aberdeenshire Council's School Travel Planning initiatives with the aim to encourage sustainable, active and safe travel to school. A walking audit is a process which involves taking a group of pupils out of the school, walking on a pre-assessed route and discussing various points in the road infrastructure. The route taken should try to cover some of the routes that pupils take to school. The ideal age group is P4 and up, as this age group, if not doing so already, will be starting to make independent journeys.

Aims

Road Safety experience- According to Road Safety Scotland (<http://www.road-safety.org.uk/>), the best way to teach children about road safety is to take them out onto the streets and show them real life scenarios.

Gain a greater insight of pupils' opinions on the routes they take to school and their perception of transport issues around the school gate.

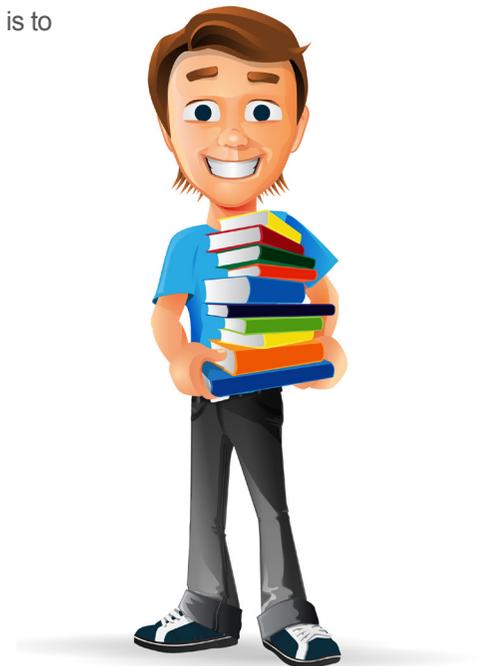
Allow pupils to make a difference in their community. If the pupils identify a concern, follow this up with the Council.

Giving parents and pupils confidence to allow pupils to travel to school independently.

For further information, please contact: Aberdeenshire Council

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Staff preparation (staff time only)

Before you begin your walking audit, you must:	
a)	Identify a suitable route to walk starting from your school, which should take roughly 1 hour. Note locations to stop for discussion breaks.
b)	<p>The chosen route should consider having opportunities to discuss various infrastructure. Examples below:</p> <ul style="list-style-type: none"> • Transport issues around the school during pick up and drop off times • Crossing facilities in the area: traffic islands, lollipop persons, zebra, or if none - where do people regularly cross? • Discuss speeds with the pupils. Where are cars more likely to pick up speed? E.g. straight roads, heading out of a village/ town, country roads, main roads. Parked cars and narrow streets are natural traffic calming methods, as they restrict the drivers' vision, but they can also restrict pedestrians' vision. Try to incorporate these into your walk and discuss pros and cons. • Are the pavements narrow or wide? • Can pupils identify difficult places to cross the road: bow on a hill, sharp corners, parked cars, crossroads (4 directions to check are clear before crossing) • What other infrastructure do you see? – dropped kerbs, build outs, parking restrictions, speed zones, street signs, speed bumps. • Can pupils think of other pedestrians and what infrastructure has been made available for them? For example: people with buggies, wheel chair users, people with sight difficulties (dropped kerbs, tactile paving). • Other things to think about: driveways, doors opening from parked cars, refuse collection day.
c)	Once you have planned a route, make sure you complete a risk assessment (see template for this).
d)	Plan how to take the group of pupils out on this route (your school may have a set adult:pupil ratio)
e)	Check equipment (see top table for this).

Task 1

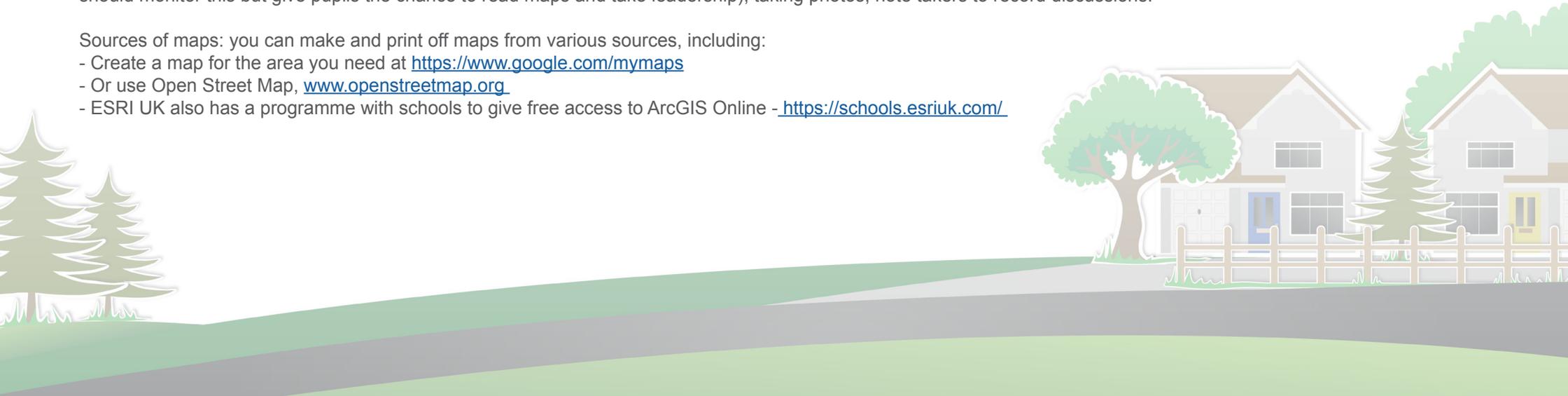
Classroom discussion

Question	Answer
Ask the class how pupils travel to school?	Can also look at the Hands Up Survey results to show how the rest of the school travel. This information can be provided by your School Travel Plan coordinator.
What does active, sustainable and safe travel mean?	Sustainable – meets the needs of the present without compromising the ability of future generations to meet their own needs Active – involves physical activity/exercise – travelling using your own energy, as opposed to motorised means Safe – awareness of road safety, suitable paths and crossings available, not isolated
What are the benefits of travelling in these ways?	Benefits: health benefits from physical exercise and also mental health benefits from exercise and being outdoors; better air quality; reduces congestion at the school gate making it safer; opportunity to socialise with friends; opportunity to learn road safety skills; gain a sense of place and learn about the local environment.

- Discuss what pupils will be doing today - walking a pre-planned route, discussing road safety and discussing their opinions of the infrastructure available.
- Brief discussion of different types of infrastructure that they may see. Ask pupils to think about these and other road safety issues, such as speeding, narrow pavements etc. Crib sheet available to help pupils with this. Encourage pupils to think about how each bit of infrastructure makes them feel when they are walking the route – does it make them feel safe, confident, worried?
- Before leaving the classroom, provide road safety briefing to the group.
- Some pupils to be tasked with various responsibilities: leading the group with maps showing the way to go (teacher or lead member should monitor this but give pupils the chance to read maps and take leadership), taking photos, note takers to record discussions.

Sources of maps: you can make and print off maps from various sources, including:

- Create a map for the area you need at <https://www.google.com/mymaps>
- Or use Open Street Map, www.openstreetmap.org
- ESRI UK also has a programme with schools to give free access to ArcGIS Online - <https://schools.esriuk.com/>



Task 2

Walking Audit on streets around the school

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) | Set off on your planned route, asking pupils with maps to show the way |
| b) | Ask pupils to think about the conditions available for pedestrians as you walk, giving pupils opportunities to discuss the conditions. |
| c) | You will have certain planned areas to stop for discussions, but encourage pupils to ask questions along the way. |
| d) | Assess prior knowledge: infrastructure; street signs; safe and unsafe places to cross a road. Discuss answers. |
| e) | Remember to take photos and notes. |



Task 3

Classroom reflection

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) | Once back to the classroom, print off photos. |
| b) | Highlight the route taken on the giant map and discuss points with pupils, stick on some of the photos to highlight these areas and write a description next to the photo to explain what it is. |
| c) | Pupils should highlight <ol style="list-style-type: none">1) Which areas they feel could benefit from infrastructural improvements and why (for instance, the need for a crossing at a specific location, parking restrictions, speed bumps etc).2) Which infrastructure they felt was useful and why.3) Anything they learned about finding a safe place to cross the road. Are the areas discussed earlier safe to cross, or not? |
| d) | Finally, you may want to do something with the results from this exercise: share them with the rest of the school or forward concerns raised to the Council either via your local roads team or the School Travel Planning officer. Are there solutions (either infrastructure or educational solutions) that would help the issues? |
| e) | Discuss with pupils what they have learnt from this exercise. How has it been useful for route planning? What have they learnt about road safety? |



Task 4

Extra activity: Planning route to school

Instructions

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|--|
| a) If you can, supply each pupil with a small map showing the school catchment and encourage pupils to draw their route from home to school. You could ask pupils to use different coloured pens depending on which mode of transport they use. If some pupils are travelling by bus or car from outside the extents of the map, ask them to draw on the map from where they enter. |
| b) Some pupils may require help to locate their house. Give them the opportunity to try to work out where they live, possibly by retracing their route home from school. |
| c) Homework: Ask pupils to try the techniques they have learnt during their walking audit on their journey home. Ask them to discuss their route home with an adult and highlight areas they find concerning, or areas to comment on. They could also use stickers on their map to show how they feel at various points on their route – smiley face sticker for feeling happy, neutral face sticker for feeling neutral, sad face sticker for feeling sad or scared or worried. Ask pupils to prepare a short list of the top 3 things they would like to see improved on their journey to school. |



What things are we looking for?

Are there dropped kerbs?



Are there any narrow pavements?



Are there safe places to cross the road?



Are there safe places to leave your bike?



Are any pavements difficult to walk on?



Busy roads with lots of cars



Check List

Name _____ Class _____

Name _____ Class _____

Name _____ Class _____

Please tick the boxes when you spot the objects on the list.



20mph
Zone



Direction
Signs



Drop
Kerbs

Build
Outs



Formal
Crossing



Traffic
Calming