



Promoting Walking to School

A Guide for Primary Schools



This booklet is part of the British Heart Foundation's Active School Pack for Primary Schools



The main aim of the Active School Pack is to encourage schools to promote increased activity levels among primary school children.

Promoting walking to school is just one step that schools can take to help achieve this aim.

An overview of this booklet

Section 1: **Why it is important to promote walking to school**

Highlights the health benefits of walking to school and why these are important. Also identifies current guidelines on recommended activity levels for young people.

Section 2: **Lesson ideas and practical worksheets**

Provides an outline of related work that could be covered in a range of subject areas. Sample worksheets on the walking to school theme are provided for both years 1 & 2 and years 3-6.

Section 3: **Practical steps to help promote walking**

A selection of practical ideas that can help to encourage walking to school, ranging from the very simple, to those that are more involved.

Section 4: **Extra resources**

Includes:

- a Walk to School Record Card
- a leaflet for parents on walking to school
- templates for Walk to School Certificates

Section 5: **Useful contacts**

Provides contact addresses for further resources and advice on promoting walking to school.



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- Sustrans
- The Pedestrians Association
- Solihull Metropolitan Borough Council
- Dorset County Council

Our particular thanks go to Sustrans and the Pedestrians Association which have provided substantial help and advice which has been instrumental in producing this booklet, and to the Department of Environment, Transport and the Regions (DETR) which was consulted and provided invaluable feedback.

Section 1

Why it is important
to promote
walking to school



The main focus of this booklet

The emphasis in this booklet is on the:

contribution that walking to school can make to increasing young people's activity levels and the health benefits of this

- walking rather than cycling has been chosen as this is more easily implemented, but cycling to school is equally beneficial and many of the positive features and ideas outlined below could be associated with the promotion of cycling to school
- it is acknowledged that there are many other valuable advantages associated with promoting walking to school. These are covered briefly in Appendix 1 as they can form an important part of an overall topic on the area, but schools wishing to explore these other aspects in more detail should refer to alternative resources (see page 58)
- it is recognised that encouraging pupils to use other sustainable forms of transport (particularly where the length of the school journey makes walking impractical) is beneficial from an environmental point of view. However, although improving the environment is seen as a worthy objective, this is not the main priority within this publication and as such the focus is on taking steps to increase the numbers of pupils walking – even those who live too far from school to walk the whole way

Why promote walking to school?

Within the context of the Active School, promoting walking to school is important as it:

- is an ideal opportunity to involve pupils in more activity and instil the habit of integrating walking into their everyday lifestyle
- can help to improve the health of pupils, parents and staff and raise awareness of the health benefits of an active lifestyle

- helps to reinforce the message that activity is a high and valued priority for the school

The Department of the Environment, Transport and the Regions (DETR) is keen to encourage schools to develop green transport plans, and Walk to School promotions will fit in with this initiative.

Why do we need to promote more physical activity among young people?

- childhood overweight and obesity is increasing in the UK
- many young people possess at least one modifiable Coronary Heart Disease risk factor
- many young people have symptoms of psychological distress

Appropriate regular physical activity:

- can help to optimise physical fitness, current health and well-being, and growth and development
- reduces the risk of chronic diseases of adulthood
- help pupils develop active lifestyles that can be maintained throughout adult life

Health benefits of walking to school

- Evidence collected by the HEA (1998) has shown that the benefits of physical activity for the current and future health of young people include:
 - enhanced psychological well-being
 - enhanced self-esteem
 - enhanced social and moral development
 - reduction in overweight and obesity
 - reduction in chronic disease risk factors such as blood pressure
 - improved skeletal health when activities are weight-bearing or strength-enhancing

- Increases in chest infections and respiratory illnesses among children (including asthma) have been linked to air pollution caused by traffic. Encouraging pupils to walk to school will actually expose them to less pollution – children in cars can breathe up to three times as much pollution as pedestrians. Reductions in the volume of traffic associated with increased walking will also be beneficial.

Research on adults has shown the potential impact that regular walking can have and highlights the need for young people to adopt the habit of walking early on. This is also good news for parents and adults who accompany their children on the walk to and from school (see Appendix 2).

Recommended levels of physical activity for young people

The Health Education Authority (HEA) has produced recommendations on the amount of physical activity young people should do to contribute to improved health (HEA, 1998). These are based on current scientific evidence and expert opinion, but it is acknowledged that neither the minimal nor the optimal amount of physical activity for young people can be precisely defined at this time.

There are two recommendations:

Main recommendations

- children and young people should aim to participate in activity of at least moderate intensity for one hour every day
- young people who currently do little activity should participate in physical activity of at least moderate intensity for at least half an hour per day

Examples of moderate intensity activities

- brisk walking
- most sports
- cycling
- dance
- swimming

Additional recommendation

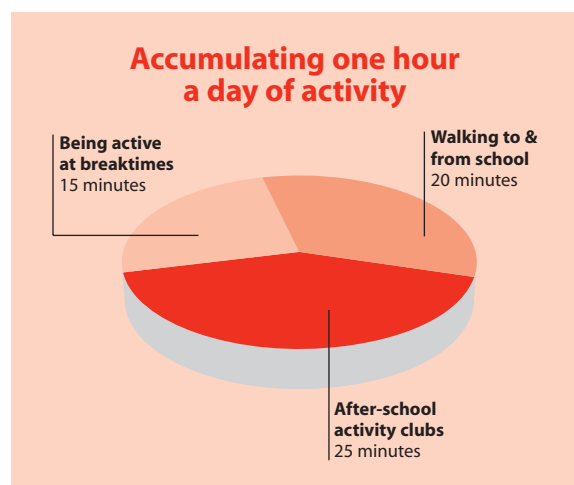
- at least twice a week, some activities should help enhance and maintain muscular strength and flexibility, and bone health

Activities for younger children that enhance strength include play such as climbing, skipping or jumping. Bone health can be enhanced by activities such as gymnastics, dance and skipping.

- the recommended levels should be worked towards gradually
- the one hour of activity should be accumulated throughout the day as young people are more suited to, and prefer, intermittent activity
- activities could be carried out as part of travelling (eg: walking/cycling to and from school), physical education, games, sport, recreation, active play or structured exercise

The contribution of walking to school to the recommended activity levels

Walking to and from school can help children achieve the main activity recommendation. In the following example (provided by the HEA) walking to school accounts for a third of the 60-minute total.



Other activities that could contribute to the one hour total include PE lessons, structured sport, exercise, free-range play and leisure/recreation.

Potential barriers to walking to school and possible solutions to these

Below are a few ideas about what schools can do to help overcome some of the potential barriers to walking to school, either directly or through encouraging action by parents. Further examples and more information are provided in Section 3 on practical ideas.

Potential barrier	Possible solutions
<p>Concerns about road safety including high volumes of traffic, traffic travelling too fast, difficulties crossing roads.</p> <p><i>(In the UK, death rates for child pedestrians are among the highest in Western Europe (OPCS, 1995 – ‘The Health of our Children’). There is a need to reduce the dangers underpinning this problem. Ensuring the safety of pupils is a key factor in encouraging increased levels of walking to school)</i></p>	<p>Encourage and help children and parents to identify ‘Safe Routes’ to school – this could be a project for pupils.</p> <p>Make sure young children are accompanied by adults or older children.</p> <p>Encourage escort schemes to help parents who are unable to walk to school with their children eg: walking bus (see page 38).</p> <p>Make the roads/car parks in and around the school as safe as possible – eg: check parents don’t park on the zig-zags outside the school gates.</p> <p>Include some work on road safety in school and consider inviting the local Road Safety Officer in to talk to children.</p> <p>Contact the Local Council with concerns about road safety issues, highlighting particular concerns (or better still, get the pupils to do it). Encourage parents to do the same.</p> <p>Sustrans has highlighted how levels of those walking/cycling to and from school can be increased if councils are encouraged to make routes safer and more attractive – contact it for advice (see page 58).</p>
<p>Concern over air pollution and breathing in fumes from vehicles’ exhaust pipes.</p>	<p>Pollution levels are three times as high in cars as those experienced by pedestrians.</p> <p>By encouraging more pupils to walk to school this problem should be reduced in the vicinity of the school.</p> <p>Encourage parents who do have to drop children by car to switch off their engines while waiting outside the school.</p>
<p>Lack of time – many parents drop off children on their way to work or other commitments and feel they don’t have time to walk.</p>	<p>Highlight to parents that walking could end up being just as quick, if not quicker, than travelling by car – you don’t need to worry about unlocking the car, organising seat belts etc. Also, you don’t get held up in traffic queues or need to find a parking space.</p>

Potential barrier *(Cont.)*

Possible solutions *(Cont.)*

Lack of time: many parents drop off children on their way to work or other commitments and feel they don't have time to walk.

Fear of 'stranger danger' is a major obstruction to parents letting older children walk to school unaccompanied.

The need to carry bags containing books, PE kit etc to school.

Unpleasant weather conditions: concerns over children arriving at school cold and wet.

A poor walking environment – eg: inadequate and poorly maintained pavements and roads, poor lighting, litter, dog mess.

Encourage parents to organise school escort rotas etc for supervising children walking to school (see page 35).

Some parents will have to drive to school – encourage them to park a little distance away from school and walk the remaining distance.

Encourage parents to help make their children 'streetwise' by talking through potential problems with them and how they should react.

Help pupils and parents identify the safest routes to school which are well lit and pass through streets well used by other pedestrians.

Discuss with pupils 'safe' people and places they could turn to if they are worried when walking to/from school (see page 39).

Encourage older pupils to walk to school with friends.

Use the Suzy Lamplugh training materials (see page 59) on helping children to feel safe and streetwise.

Provide children with space at school to keep their PE kit.

Encourage pupils to use rucksacks to carry other items to and from school (worn in the correct manner).

Organise a 'walking bus' (see page 38) with a trolley to carry bags.

Children actually love splashing in puddles – just make sure that they wear appropriate clothing and that there is adequate room for them to hang up wet coats and store wellies.

It can be more pleasant to walk in the cold than sit in a cold car waiting for it to warm up.

Get pupils to do a survey of conditions along the routes they use to get to school: send the results to the council and urge it to do something about poor conditions.

What can I do to promote more walking to school?

There are many steps that a school can take to promote walking to school ranging from the very simple (eg: including relevant lessons to raise awareness) to the more involved (eg: campaigning for, and establishing, safe routes to schools).

Each school will need to decide what level it can realistically achieve. The rest of this booklet is devoted to providing a whole range of practical ideas. Practical steps that are easy to implement are provided first, followed by more ambitious ideas which fit in with the notion of developing school travel plans.

As with the rest of this booklet, the emphasis is on **promoting walking to improve health**, and steps that can be taken to increase the numbers of pupils walking to school. Other aspects are covered at a minimal level to illustrate how the

initiative could be part of a promotion/topic with broader objectives.

Section 2 provides a range of **general lesson ideas** and also a range of **specific worksheets for years 1 & 2 and 3-6**. Introducing some of these ideas may be all that is possible for some schools, but for those wishing to complement work in lessons with other practical steps to help facilitate more walking to school, **Section 3** provides a range of ideas including:

- simple, practical steps to promote walking to school
- practical steps to motivate pupils to walk to school
- practical schemes to facilitate more children walking to school
- additional practical steps for schools wishing to develop the area further



Section 2

Lesson ideas and
practical worksheets



Introduction

The lesson ideas and worksheets included here provide examples of what could be done. They are not intended to comprise a complete scheme of work or to dictate what should be taught. Schools could use these as a starting point and develop ideas and lesson plans to suit the needs of their pupils.

Many of the ideas presented in this section have come from existing publications (where specific worksheets have been used, these are referenced). In particular we would like to acknowledge the contributions from:

- Sustrans' 'Safe Routes to School' teachers resource
- the Pedestrians Association's 'Walking to School' education packs
- the Walk to School materials produced by Solihull Road Safety Unit, Green Scheme and Health Education Unit
- the Walkabout Teachers Notes and photocopiable materials produced by Dorset County Council

Only a small amount of material has been included from each resource and there are many more ideas and worksheets available, all of which can be purchased from the relevant organisations (details on pages 58-60).

Promoting walking to school and the national curriculum

In order to be able to devote sufficient time to the issues of increased walking and safer travel to school these issues need to be integrated into the various national curriculum subject areas. The specific theme of promoting walking to school could come under a health-related cross-curricular topic or one based on school travel (or both).

Integrating school travel into the national curriculum – other resources

There are many other resources available which will help teachers to fit school travel into existing programmes of study and examples of these are provided on pages 58-60.

General curricular ideas

Work centred around Walking to School, if structured appropriately, can help to fulfil national curriculum requirements in a variety of subjects. Below are some ideas of what could be covered in a range of subject areas: each would have to be adapted for the age and ability of the class. These are just intended as a starter.

Art

- ask pupils to produce posters to publicise the Walk to School Week/Day and display these around the school
- ask pupils to produce a relevant poster on, for example:
 - promoting walking to school
 - why walking to school is good
 - road safety
 - a new road sign with an explanation of why it is needed
- produce a class frieze or collage, with each pupil contributing drawings and pictures cut out from magazines etc. Possible themes include:
 - different activities and highlighting other important healthy lifestyle habits eg: identifying healthy foods
 - aspects such as the pavement, kerb, road pedestrian crossing etc. This could be used for discussions about road safety
- ask pupils to do suitable drawings to decorate a parents leaflet
- ask pupils to design signs on the Walking to School theme
- design plans and models of the streets around the school or of a fictional street scene which could be used for discussions on road safety

English

Ask pupils to:

- write a poem on the Walking to School theme – for example, this could be about why pupils like walking; about road safety; or about the problems associated with motor traffic
- list things they do which are active and those which are inactive and write about their favourite physical activity

- write a short story about their journey to school and illustrate it with pictures. To help them, they could draw a sequence of pictures showing their journey to school, starting with leaving their front door and ending with arriving at school, writing a sentence under each to describe what is happening
- learn words related to walking to school, physical activity and health (an appropriate word bank could be built up)
- complete a diary about walking to school
- write a letter to the local authority/governors about why the roads need improving around their school, and why they would like to walk to school
- interview each other, parents etc. about their opinions of walking, what the benefits of walking are, how safe it is to walk to school, what needs to be improved, etc.
- write their ideas of the 'ideal driver', the 'ideal pedestrian' or the 'ideal cyclist' – you could have a brainstorming session on this first to help pupils get some ideas and make a start
- complete the School Journey and Routes to School Surveys

Geography

- complete School Survey on pupils' travel patterns and opinions – use a local map (or pictorial map for younger pupils), mark their house, mark the school, draw in the route, mark danger spots in red. Write down where it is most dangerous and why. Identify how road conditions could be improved
- draw maps or simple line drawings and write brief, clear directions to identify nominated safer routes to school

- discuss the concepts of distance and scale in relation to the maps and routes related to walking to school
- discuss environmental issues
- what signs do pupils see on the way to school? What do they mean? Ask pupils to design their own sign for around school

Maths

- conduct a survey into pupils' means of travelling to school and analyse the results of any surveys
- calculate how much physical activity a pupil does each day/week/month/year
- calculate how many/what percentage of pupils are reaching the target of 60 minutes activity
- coordinates, data handling, measuring, graphs
- counting pulse and breathing rates

Science

- discuss why being physically active is important
- highlight the short-term changes that occur to the body during exercise and how different activities cause different levels of change
- highlight the long-term effects of physical activity on the body (this could include taking pulse rates – see page 12)
- discuss the importance of other healthy lifestyle habits eg: eating sensibly, sleeping for enough time, not smoking
- design suitable clothes for walking – look at the best clothing to wear in different weather conditions. Highlight the importance of being visible and discuss how pupils could be seen better
- discuss environmental issues and the effects of pollution

Science idea from Dorset County Council's Walkabout materials

- have 2 body shapes – one in a dark colour, the other in a light colour
- place the body shapes on different coloured background – grey for fog, black for night. Which is easier to see?
- add reflective and fluorescent material (contact local Road Safety Officer for samples) to see the effect of these – do this in a dark room and use a torch to simulate car headlights

Teachers' Note: fluorescent materials are best in poor daylight and reflective materials at night.

PE

- give pupils an introduction to different types of exercise – show the effects of these on the body (take pulse rate, breathing rate etc. – see pages 17 and 27)
- introduce orienteering

RE

- discuss moral issues related to the issues of pollution, looking after the environment etc.

History

- changes in leisure activities over time – what games and physical activity did people do in the past?
- changes in health issues over time
- changes in transport over time
- changes in roads
- involve pupils in asking older relatives about how the various aspects outlined above have changed since they were young and to write about what has changed

ICT

- data handling – analysing and collating results of School Surveys
- data handling – analysing and collating information on how active pupils in the school are – how many are achieving the 60-minute target?
- conducting and analysing the results of market research on walking as a form of transport
- use the internet to get information from relevant websites. For example, the Young TransNet website encourages children to carry out surveys on how they get to school and also has links to key sites and resources on transport, children and the environment. The website address for Young TransNet is: <http://www.yptin.org.uk>

Cross-curricular themes

Personal, Social and Health Education (P.S.H.E.)
For example:

- distinguishing between active and inactive pastimes
- highlighting why physical activity is important and identifying other 'good' lifestyle behaviours, eg: eating well
- how much physical activity we should do
- what we need to do to keep healthy
- learning about road safety – make sure pupils know their Green Cross Code. This could include classroom-based work and some sessions at the roadside
- learning about being 'streetwise' – help pupils to be aware of potential dangers and how these can be avoided, eg: walking in well-used, well-lit areas and how they should deal with any unwelcome approaches from strangers or even people they know (caution is needed here as the majority of children who are abducted know the person involved)

Sandwell Council and media company Dialogue have developed a fully interactive CD-Rom called Up2U which helps children to think for themselves. It offers users alternative routes to school, with decisions to be taken at every turn. Issues covered include road safety, bullying, shoplifting and water safety. Details from Jeremy Brown 01902 426700.

The Suzy Lamplugh Trust also provides relevant resources – see page 59.

Schools could invite individuals from outside agencies in to talk about relevant topics eg:

- a local health promotion officer to talk to children about health and exercise
- your local community police officer to give advice to pupils on both road safety and personal safety – the police may have relevant leaflets that could be given to pupils as well
- the Road Safety Officer from the council

Citizenship

For example:

- being involved in a campaign for improved conditions for pedestrians, which will help the whole community
- understanding all the different individuals and local organisations involved in helping to improve conditions for pedestrians
- helping to improve the local environment by walking instead of travelling by car
- learning about becoming an independent pedestrian and taking responsibility for making the journey to school (older pupils in particular)

(The Centre for Citizenship Studies in Education is a useful point of contact for schools wishing to establish citizenship as a cross-curricular theme. Its contact details are: Leicester University, Queens Building, Barrack Road, Northampton, NN2 6AF)

Environmental issues

For example:

- why walking is a good form of transport
- why it is better to walk for short journeys, cycle or use public transport rather than take the car
- the effects of pollution on health and the environment and what steps can be taken to help offset these problems
- discussion on ‘green issues’ such as recycling, bus/bike lanes

Walk to School Diary

Provide pupils with a Walk to School Diary or Record Sheet in/on which they can record when they walk to school. The diary could also include tasks/challenges for pupils to do over a Walk to School Week to link in with other areas of the curriculum and help raise their interest.

Possible tasks that could feature in a Walk to School Diary include:

- how many street names have the following words in them? Hill, church, station, north, south, people’s names etc
- tick items spotted on their walk such a post-box, tree, roadworks, shop, bus etc
- write down something that has changed since the day before, eg: the weather, flowers, building, roadworks etc.

An example of a basic Walk to School Record Sheet is included in Section 5.

Sample worksheets

Some of the examples provided here have been developed by organisations already involved in Walk to School or Safe Routes to School initiatives and, where this is the case, the relevant source has been identified.

The worksheets have been divided into those thought to be more suitable for years 1 & 2 and years 3-6. In many cases, worksheets can be adapted for different age groups and abilities by changing the depth of the content required for answers and by adapting the nature of follow-on work. Each worksheet can be used as a starting point for introducing different concepts.

Background notes to worksheets

Warming up and cooling down

For those worksheets requiring pupils to take part in activity it is important that an appropriate warm-up and cool-down regime is used.

The nature of the activities involves a gradual build up of intensity so that pupils are gradually warmed up. However, some stretching prior to more strenuous activities is still recommended.

Likewise some gentle jogging and walking followed by appropriate stretches should follow on at the end of the activities.

The effects of physical activity on the body

Breathing rate and heart rate increase when performing physical activity because working muscles demand more oxygen in order to produce more energy.

Body temperature increases during physical activity because heat is a by-product of energy production.

The level of intensity of the activity will determine the extent of the above changes.

Measuring pulse rate

Just after every heart beat, a pulse can be felt in certain arteries. Pupils can assess the effects of physical activity on their heart rate by measuring their pulse at either the wrist (radial artery) or the neck (carotid artery). They will need some practice in doing this.

If using the neck to measure pulse rate it is important that children only apply pressure to one side of the neck.

When measuring the pulse rate at rest it is important that all pupils are in the same position (eg: standing still) as body position affects heart rate (a higher pulse rate is recorded when standing as compared to sitting).

Resting pulse rates vary between individuals and other factors can affect the pulse count (eg: age, body composition, anxiety level). Therefore it is inappropriate to make comparisons between different pupils. The focus should be on how each individual pupil's pulse rate changes with different types of activity.

How walking to school can help me meet my physical activity target


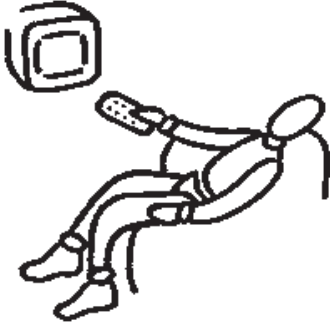





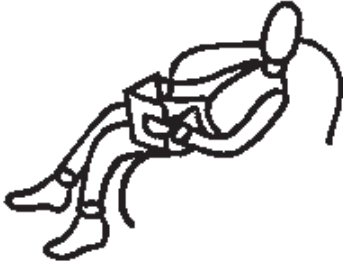

For this worksheet, pupils who live too far from school to walk should be encouraged to think of a suitable place a short distance away from the school where their parents could park the car and should base the worksheet on walking in from this point.

Worksheets for years 1 & 2



Active and inactive

Colour in all the pictures below then draw a green circle round all the pictures which show people being active and a red circle round those showing people being inactive.

<p>cycling</p> 	<p>watching TV</p> 	<p>swimming</p> 
<p>walking to school</p> 	<p>standing on escalator</p> 	<p>playing chase</p> 
<p>walking up stairs</p> 	<p>reading a book</p> 	<p>using a computer</p> 

Write below one thing you have done today which was active and one which was inactive.

One active thing I have done today is:

One inactive thing I have done today is:

Exercise

Walking to school is one way you can take exercise. In the spaces below, write down some other types of exercise you could do:

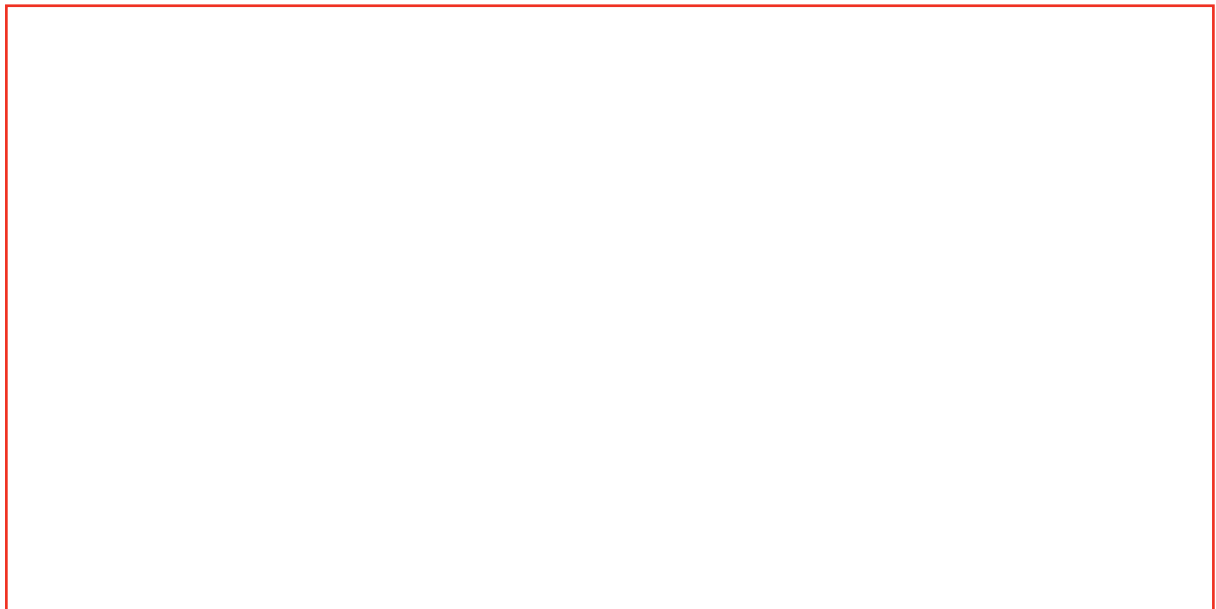
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What is your favourite exercise?

Why is this your favourite exercise?

.....

Draw a picture of you doing your favourite exercise.



What happens to my body when I do physical activity?

Today you are going to see how you feel after doing different physical activities.

You are going to do each of the activities in the list for 2 minutes then write down how it made you feel. Use the words in the lists below to help you.

Breathing: slow medium fast out of breath
Heart beat: slow medium fast
Temperature: cold warm hot
How it felt: easy okay hard fun

	Breathing	Heart beat	Temperature	How it felt
Sitting				
Walking slowly				
Walking quickly				
Jogging				
Skipping				

Which activity did you find easiest?

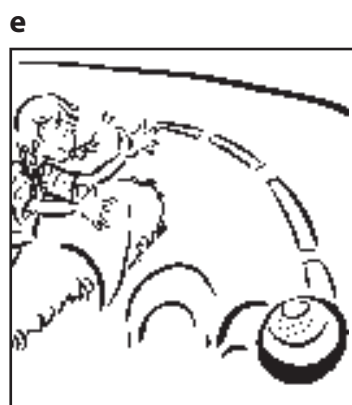
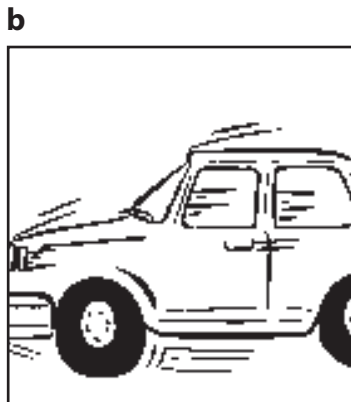
Which activity did you find hardest?

Which activity did you like best?

Danger!

a) Crash!

These pictures show a crash. How did it happen?

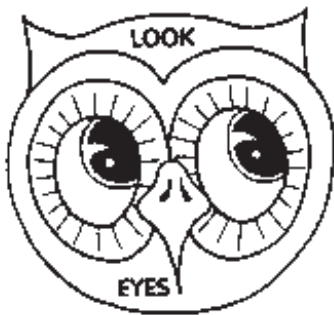


Put the pictures in the right order

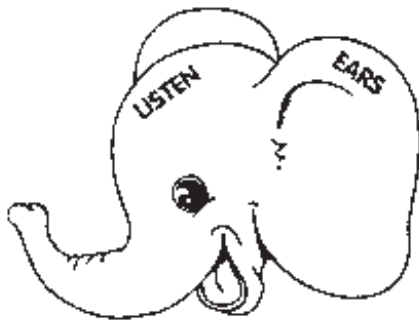
Before we cross the road ...



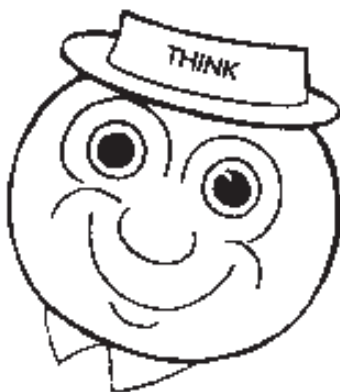
We s _ _ _
with our
f _ _ _



We l _ _ _
with our
e _ _ _

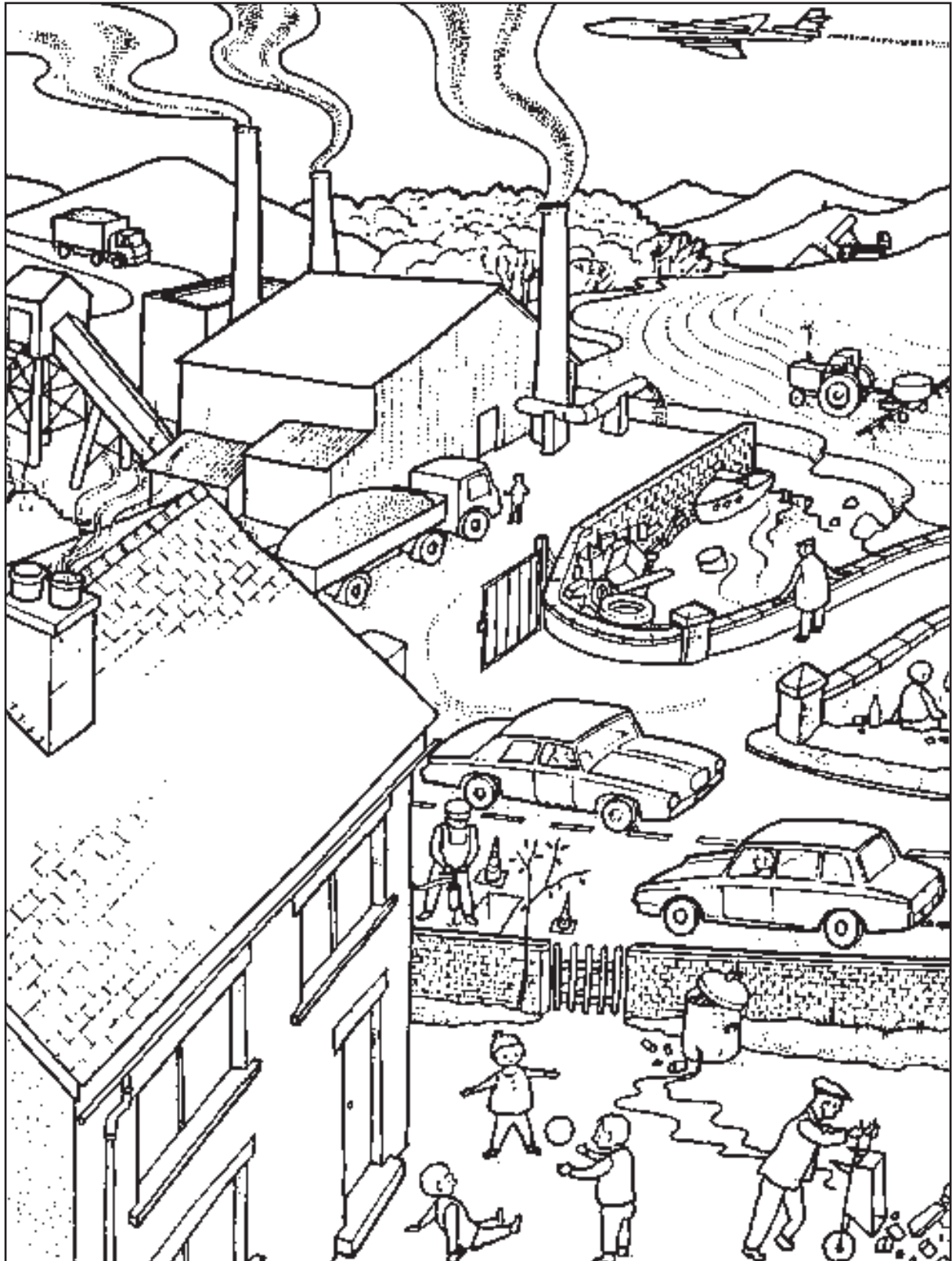


We l i _ _ _ _
with our
ea _ _ _



and always
th _ _ _ before
crossing the road.

Can you say where pollution is happening?



Colour in this picture

Worksheets for years 3-6



How walking to school can help me meet my physical activity target

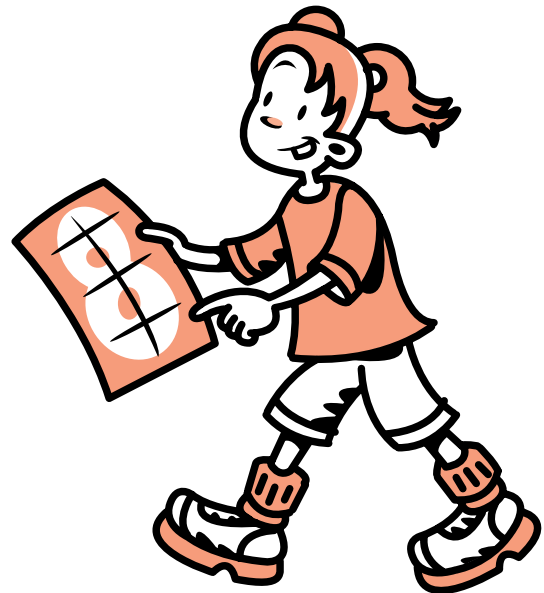
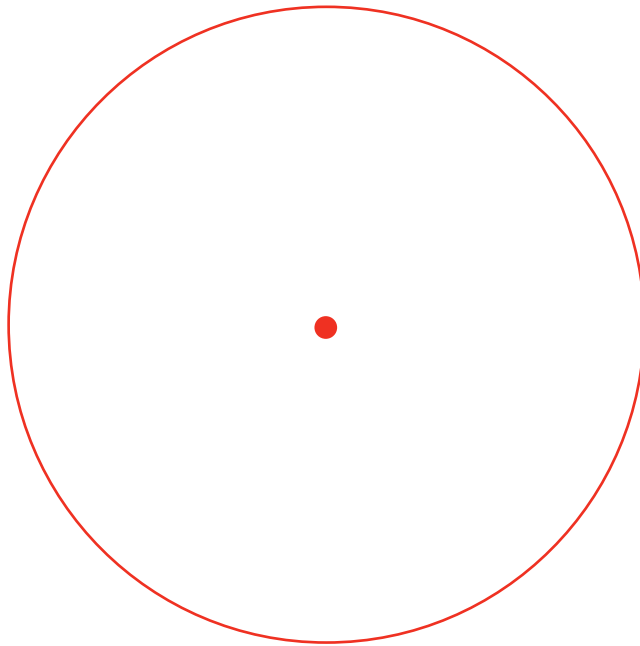
How far do you live from school?

How long would this take you to walk? minutes

If you walked to school and back home again,
how many minutes would this be? minutes

Your target is to try and do 60 minutes activity every day (including walking, P.E., playing with friends, playing sport, swimming, cycling, skipping etc.)

On the pie chart below, show how much of this 60 minutes could be covered by you walking to and from school (remember the whole circle is 60 minutes, half is 30 minutes and a quarter is 15 minutes).



Write down any other physical activities you like to do:

.....

.....

.....

Finish filling in your pie chart above by showing what other activities you could do to reach your 60-minute target.



What happens to my body when I do physical activity?

The aim is to see how different physical activities affect your pulse rate, breathing rate and body temperature (your teacher will show you how to measure your pulse rate).

First, write down your pulse rate over 15 seconds when standing still.

While standing still my pulse rate in 15 seconds was:

Now do each of the activities shown below for 3 minutes and see what effect this has on your body. Activity 5 has been left blank – you can select what activity to do here: check with your teacher first.

Fill in the boxes to show what your pulse rate was after each of the activities and also write down what happened to your breathing and body temperature.

	Pulse rate (over 15 secs.)	Breathing (slow – medium – fast)	Body temperature (cold – warm – hot)
1. Walking slowly			
2. Walking quickly			
3. Jogging			
4. Skipping			
5.			

Don't forget to cool down.

What activity caused the biggest changes?

Why do you think this is?

.....

What activity caused the smallest changes?

Why do you think this is?

.....

Pollution and the environment

When we use our cars, nasty gases are pumped into the air through the exhaust pipe. All of these gases are bad for us and some can make breathing difficult.

- CARBON MONOXIDE:** stops blood carrying oxygen around the body
NITROGEN OXIDES: irritate eyes and throat
PARTICULATES: some cause coughing. Others go into the lungs and stay there
CARBON DIOXIDE: contributes to global warming

Work out how much Carbon Dioxide is made by your car if you are driven to school.

- How far is your journey to school to the nearest kilometre (km)?
- Does your car have a petrol engine or a diesel engine?
- Use the table below to work out how many balloons of carbon dioxide your car would fill on your journey to school.

Balloons of carbon dioxide filled on my journey to school:

Balloons of Carbon Dioxide filled

Length of journey	1km	2km	3km	4km	5km
Petrol engine	6	13	19	26	32
Diesel engine	5	11	16	21	26

- If you are driven home after school your car would fill the same number of balloons with carbon dioxide. Work out how many balloons of carbon dioxide would be filled each day.

Balloons of carbon dioxide filled on my journey to school (answer to question 3):

+

Balloons of carbon dioxide filled on my journey home (answer to question 3):

Total balloons filled each day:

- How many balloons of carbon dioxide would you fill each week travelling to and from school (5 days)?

- How many balloons would you fill in a school year (38 weeks)?

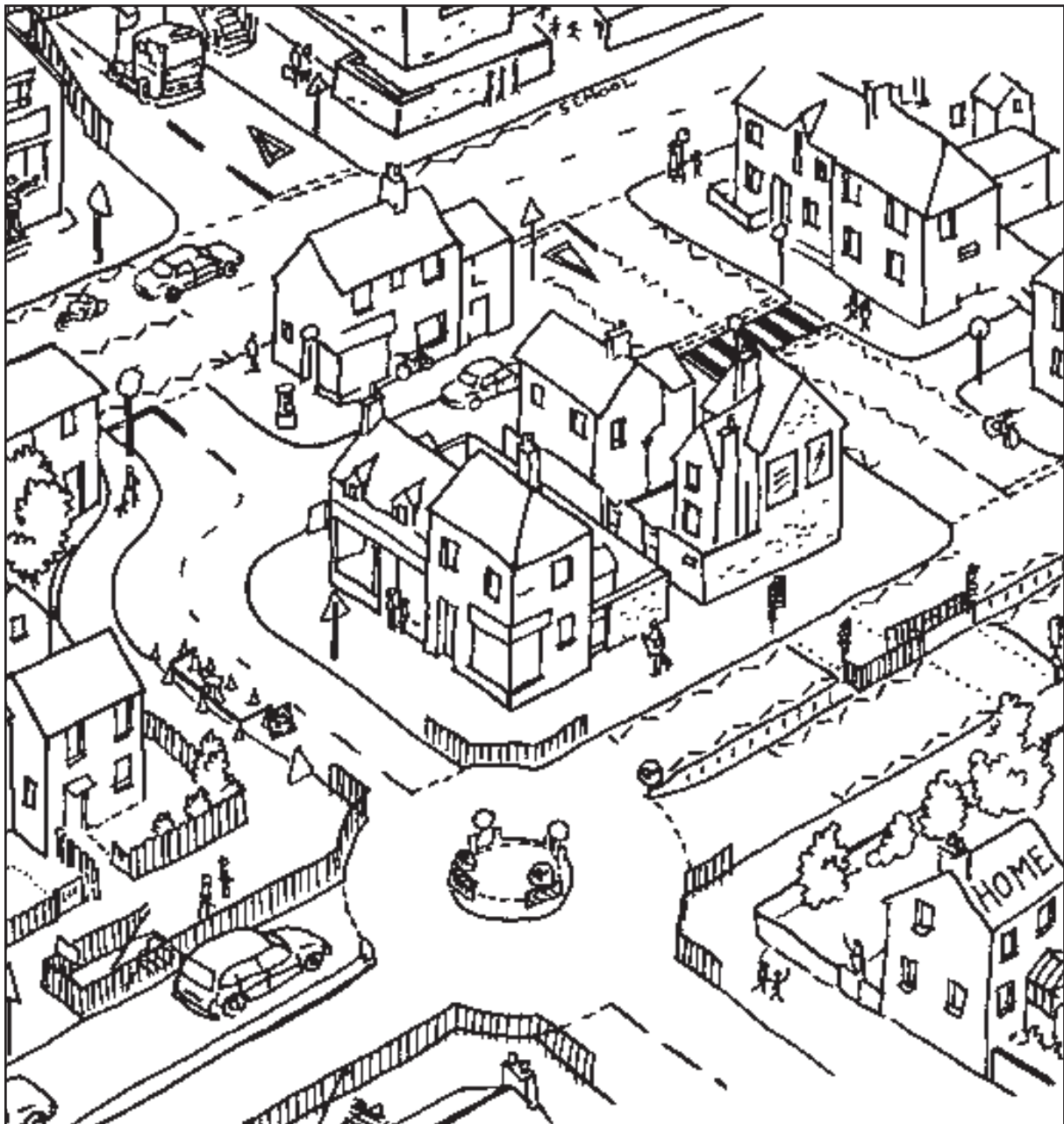
If a special trip is made to take you to/from school the answer to question 6 would have to be doubled, as your driver would have to make each journey twice!

Based on a worksheet produced by the Pedestrians Association

Spot the safety hazards



Journey home



1. Look at the picture above and mark out the safest route on the journey from:

- a. Home to school.
- b. School to the library.
- c. The library to home.

Use safer crossing places whenever possible.

2. Indicate with their number, where on the picture these road signs would be appropriate.



Road signs

Study the map below and write the number of the road sign that would be most appropriate where indicated with an asterisk. Choose from the road signs on the left.



1. Mini-roundabout



2. Double bend first to left



3. Parking area



4. School crossing patrol



5. Pedestrian crossing ahead



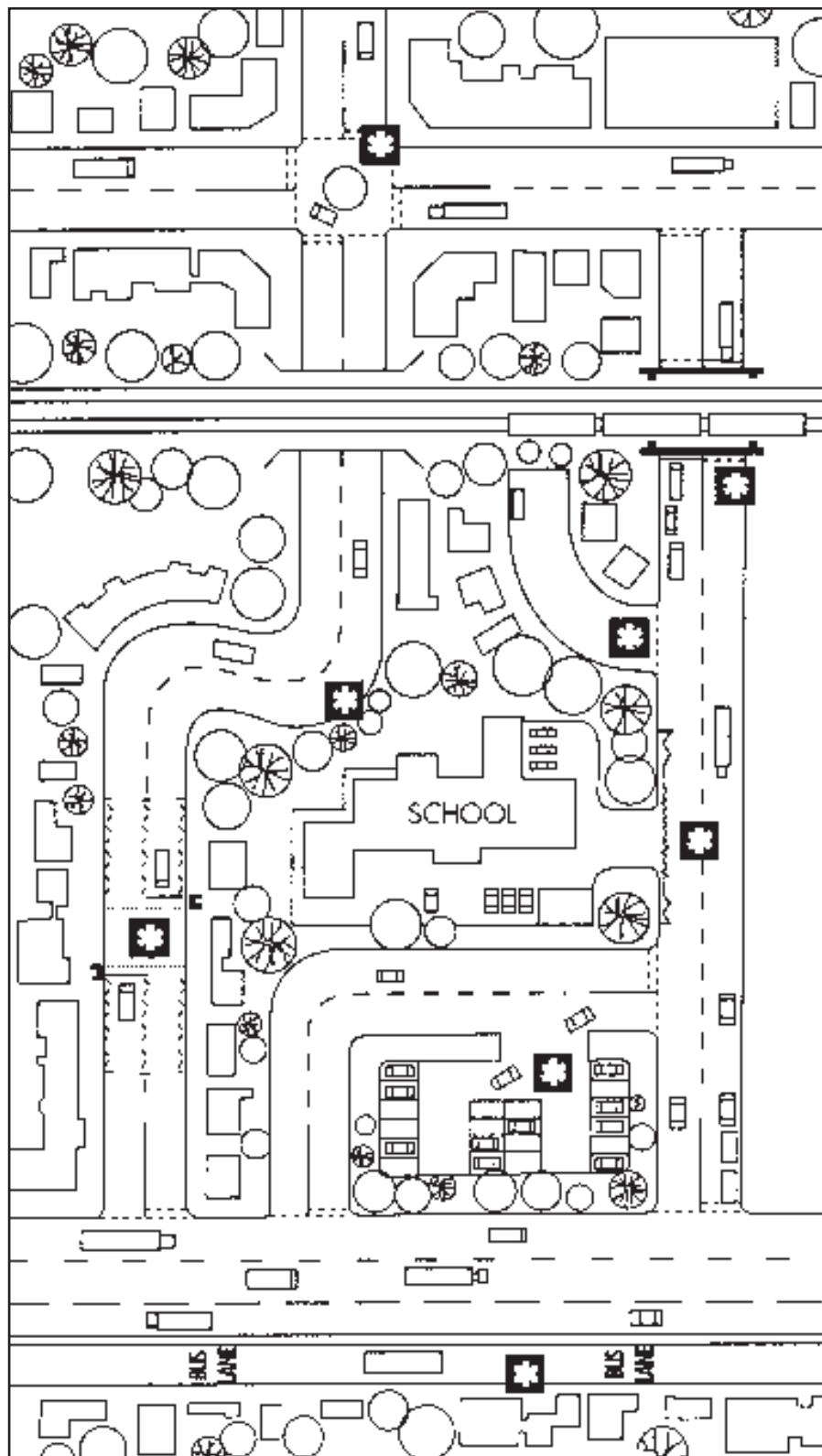
6. With - flow bus lane



7. Level crossing with barrier or gate ahead

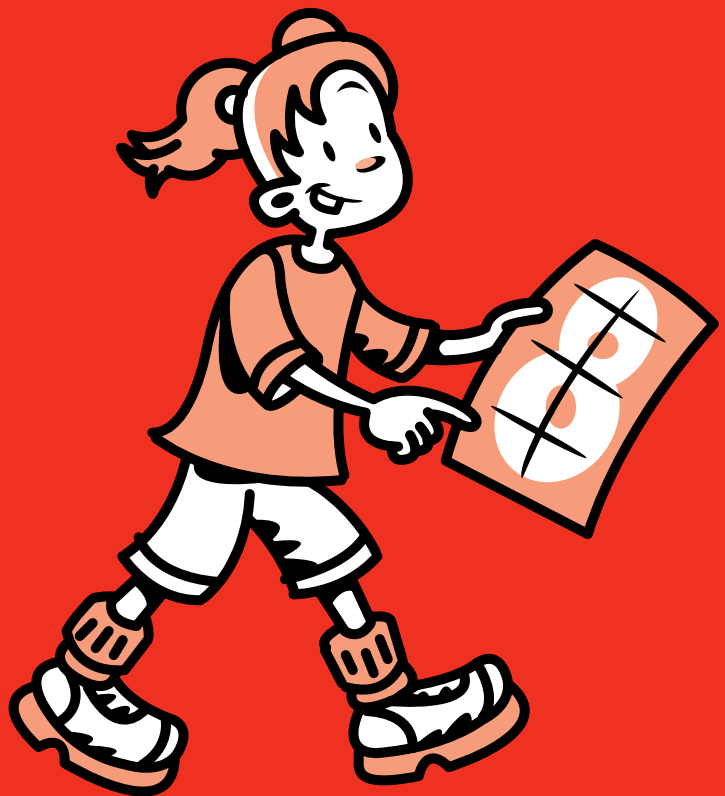


8. No through road



Section 3

Practical steps to help
promote walking



General points

- in selecting the most appropriate action to take it is important to remember that the main aim, in terms of health benefits, is to increase the number of pupils walking to and from school without compromising safety
- the first half of this section focuses on simple steps that can be taken to promote walking to school. The second half looks at additional ideas for those schools that wish to develop the whole concept further – for example, by developing a school travel plan and campaigning for and establishing safe routes to schools
- the close involvement of pupils in all aspects is important – this will help develop their interest in the initiative and can provide valuable ideas. They are also excellent at influencing/educating their parents about health and environmental issues etc.
- where people from outside agencies or parent volunteers will be taking part in activities which involve regular contact with the children, it may be necessary to follow a formal vetting process. Advice is available from your local education authority
- you need to consider whether extra insurance cover is necessary for any of the activities you are planning. Contact your local education authority's insurance department for advice
- although the focus here is on walking to school, many of the ideas are also relevant for the promotion of cycling
- as part of the Healthy Schools Initiative, the government recently launched the 'Safe and Sound Challenge' aimed at local schemes to increase the number of children walking or cycling to school. Cash prizes are available to help implement relevant proposals, which could include road sense training, walking buses etc. Information from the Challenge Hotline: 0870 9010906 or the special website: www.doh.gov.uk/safetrav

Simple practical steps to promote walking to school

Enlist the support and help of parents

Parental support is vital if more pupils are to be encouraged to walk to school, especially at primary school level. Parents are crucial in providing the supervision to enable pupils to walk to school; can act as powerful role models if they accompany their children; and can add significant weight to any campaigns for road improvements.

- send parents a letter and/or leaflet outlining the benefits of walking to school, identifying recommended routes and crossings, informing them what activities will be taking place within school and highlighting how they could help and participate (see page 47 for an example). It is important that parents are assured of their children's safety, but stress the positive aspects of the initiative rather than the risks and dangers
- include the parent leaflet with any information sent to new parents
- encourage parents to walk to school with their children or to make arrangements for them to walk with someone else – perhaps another adult or older sibling
- encourage parents who have to drive their children to school, to park slightly further away from the school and walk the last part of the journey

Provide pedestrian training

- liaise with the local authority Road Safety Officers to provide pupils with practical pedestrian training as part of their Personal, Social and Health Education
- pedestrian training should ideally include some sessions at the roadside, and should be a long-term process with frequent, short sessions at different ages
- training for pupils in the top year of primary school is particularly important as it is on the transition to secondary school that many young people start to travel independently to school

Road safety materials

ROSALIND – a computerised database of road safety education resources available from: British Institute for Traffic Education Research, Kent House, Kent Street, Birmingham, B5 6QF Tel: 0121 622 2402. The price of this resource is £49.95 but most road safety departments can lend a copy to schools.

Footsteps – a traffic awareness programme available from: Oxfordshire County Council, Environmental Services, Road Safety/Travelwise Group, Speedwell House, Speedwell Street, Oxford, OX1 1NE Tel: 01865 815657

Kerbcraft – a resource for practical pedestrian training published by the DETR and available on their website: www.detr.gov.uk

Provide adequate storage facilities

Make sure that there is adequate room for each pupil to store personal possessions such as coats, outdoor shoes (these may be wet sometimes!!), musical instruments, books and PE kit. It is important to keep to a minimum the amount of ‘baggage’ that pupils have to carry back and forwards to school – heavy bags can be a barrier to walking to school, and can be a health hazard.

Encourage pupils to wear visible clothing

To increase safety, it is important that children walking to school are clearly visible to drivers. Since many school uniforms are quite dark, pupils should be encouraged to wear reflective, high visibility arm bands, bibs or other similar items. Consider whether the school could arrange to offer such items at a discount.

Ask for extra lollipop crossings

If there are any busy crossings along routes frequently used by pupils at your school which do not currently have a lollipop crossing, approach your local authority road safety department to see if they will set one up. Their decision will be influenced by the volume of traffic and the number of unaccompanied children who use the crossing.

Give priority to pedestrians on the school site

Try to arrange for priority to be given to pedestrians arriving and leaving school. This could include having a separate, traffic-free entrance for walkers (and cyclists); holding cars back at the end of the day until all pedestrians have left; and installing traffic-calming measures on any roads/car parks on school grounds.

Encourage staff to walk to school

Positive role models have an important influence on young people – seeing staff walking to school will help to reinforce this behaviour.

Organise a rota of parents walking groups to school

Young children will need to be accompanied on the walk to school. To help reduce the burden on parents, encourage them to organise a rota system, with parents taking it in turns to walk with small groups of children who live nearby (with perhaps two or three families in a group). The Parent Teachers Association could be helpful in setting this up, and could perhaps nominate someone to help coordinate it.

Older siblings could also be involved in escorting pupils to school.

Involving pupils who have to travel to school by car or bus

Some pupils and staff will have to use cars or buses to get to and from school. They should not be made to feel bad about this – sometimes it is unavoidable. Equally, pupils who travel by car or bus should not feel excluded and discriminated against. Try to enable them to participate in any Walk to School activities in some way.

Pupils who travel to school by car or bus could be involved in a Walk to School promotion by:

- encouraging their parents to park a little way away from the school (perhaps there is a suitable local car park) and to walk the last part of the journey – this will also help reduce car congestion and the associated danger outside the school gates
- walking from the bus drop-off point (unless it is right outside the school!)

- walking when they arrive at school. A ‘Walk at School’ Club could be set up to enable pupils to walk under supervision around a suitable area of the school either before school, at the end of the school day or – better still – both! They need not walk too far, and if they are dropped off slightly early and picked up slightly late to enable them to fit in their walk this will help ease traffic congestion when the majority of the pupils are arriving/leaving. This would be particularly useful during a ‘Walk to School Week’ but ideally should be offered at least one day a week throughout the year

How drivers can contribute to a Walk to School promotion

There are steps that staff and parents who drive their children to school could take to help contribute to a Walk to School promotion.

- ask staff/parents to reduce their speed to a maximum of 20mph in the vicinity of the school and to respect parking restrictions. 70% of drivers (including parents) exceed the 30mph speed limit in urban areas
- ask parents waiting in cars to switch off their engines – this will reduce the pollution to which pupils are exposed outside school. You could help to highlight the pollution generated by cars by asking the local authority to help you monitor levels of carbon monoxide outside the school gates during dropping-off or picking-up times. If you have a Walk to School week, take another measure as a comparison – see what difference it makes to have fewer cars outside the school
- if there is traffic congestion at the end of the school day, ask staff/parents using cars to wait until pedestrians (and cyclists) have left the school (for example, one school makes car drivers wait 15 minutes)
- encourage parents using cars to organise a rota with other parents who drive, to take it in turns to give lifts to other children – this will help reduce the number of cars outside the school and will also give parents a break on some days (stress to parents that they should not overload their cars – and should make sure every child has a safety belt and, where necessary, a booster seat). A member of the PTA could perhaps help to coordinate this

- make sure staff/parents using cars are aware of the main highlighted ‘safe routes to school’ so that they can watch out for children and take extra care

All of this advice could be included within a parent leaflet (see page 47 for an example).

It would be helpful for school staff to take it in turns to supervise outside the school gates at dropping-off and picking-up times to help encourage car users to adhere to the above recommendations!

Practical steps to motivate pupils to walk to school

Have a special Walk to School Day/Week

- a high-profile Walk to School Day/Week can be very effective in stimulating enthusiasm and interest for the initiative and provides a focus for associated classroom work. You could link in with the Pedestrians Association’s ‘Walk to School’ national campaign and take advantage of the resources and national framework they can offer (see page 58)
- make sure that those who have to travel to school by car or bus can be involved (see ‘Involving pupils who have to travel to school by car or bus’)
- consider contacting other local schools and encouraging them to take part. This can help raise the profile of the event, attract local media attention and perhaps help secure sponsorship from local businesses to help fund leaflets, posters, print costs etc.
- ask pupils to design ‘Walk to School Day/Week’ posters and create a display in a prominent location to raise awareness of the event
- provide pupils with a walk record card or walk diary to complete and give them extra challenges and games to keep them interested on the walk to school (see page 45 for examples)
- publicise your initiative in the local newspapers and on local radio. Write a press release which covers the What? Why? Who? Where? and When? and includes a contact name and telephone number

- award certificates to those pupils who participate in the Walk to School Day/Week (see page 55)
- to help highlight the importance of other lifestyle habits, consider having a healthy eating day/week in association with the Walk to School Day/Week
- it is important to remember that the goal should be to encourage long-term changes in pupils' behaviour, not just a one-week conversion to walking. The Pedestrians Association has stopped nominating a specific week for its 'Walk to School' campaign in an attempt to address this problem. Implementing some of the practical ideas below will help to provide the foundations for a more sustained commitment to walking to school

Nominate one day a week/month as the 'Walk to School Day'

- nominating one day a week/month as the 'Walk to School Day' can help to sustain interest and impetus over a longer period of time. However, ideally the aim should be to encourage pupils to walk to school every day throughout the school year
- make sure that those who have to travel to school by car or bus can be involved (see 'Involving pupils who have to travel to school by car or bus')
- focusing on one day a week/month may be a more realistic initial target for those parents who are devoted car users!
- on some days, adopt a particular theme to link in with curriculum work and to help maintain pupils' motivation – for example, numbers, colours, safety etc. or encouraging them to walk in fancy dress
- to help highlight the importance of other lifestyle habits, consider having a healthy eating day in association with the Walk to School Day

Have a 'Walk to School' Participation Award

- to help motivate pupils to sustain a commitment to walking to school, a Walking to School Participation Award could be used to recognise those pupils regularly walking to school. Pupils could be awarded certificates (or other rewards such as book vouchers) in recognition of their commitment to walking to school
- pupils could be set targets to work towards by having different levels of award such as bronze, silver and gold. The levels should relate to the number of times a pupil has walked to school over the selected time period. Individual schools will need to set their own targets based on the length of the time over which they wish to base the awards
- it is important to try and make the bronze level accessible to all pupils – even those whose parents need to use the car most of the time or who have to travel by bus

Award 'Walk to School' Certificates

Certificates can both motivate pupils to take part in walking to school and are also recognition of the effort and commitment they have made in walking to school. Certificate templates are provided in Section 4.

- certificates could be awarded for participation in a specific Walk to School Day/Week
- certificates based on the number of days that pupils have walked to school over a set time period (e.g. a month/term/year) would help to reinforce a sustained commitment to walking to school (these could be for a 'Walk to School' Participation Award)
- pupils who have to travel to school by car or bus should be included – see 'Involving pupils who have to travel to school by car or bus'

Have 'Walk to School' inter-class competitions

- inter-class competitions can help to motivate children to take up walking to school. These would need to be over a specific time period, (e.g. a set week or day), but could be repeated throughout the year to help maintain momentum. Some schools may wish to keep a running tally over the year and see which class comes out on top
- competitions should focus on the numbers walking to school over the time period
- make sure that those who have to travel to school by car or bus can be involved (see 'Involving pupils who have to travel to school by car or bus')

Practical schemes to facilitate more children walking to school

Organise a 'Walking Buddy' Scheme

- encourage older pupils to walk to school with a friend ('Buddy') or group of friends who live(s) near to them. This will help them make the transition to walking independently without having to start out alone

Organise a 'Walking Bus'

- the Walking Bus is a concept which has been developed in areas already promoting walking to school. It involves volunteers (often parents) undertaking to walk along a regularly used route to school, collecting children as they go
- it is important that groups are kept relatively small for safety and practical reasons (a ratio of at least 1 volunteer to 8 children is recommended for junior age children). There should be two adults with each group – one at the front and one at the back
- volunteers should undergo road safety training and follow a route worked out by a Road Safety Officer

- volunteers could be encouraged to wear a distinctive top (eg: fluorescent/reflective bib) or to carry a distinctive marker so that children can easily recognise them
- parents should be asked to sign a consent form and make sure their child understands a set of road safety guidelines
- a trolley could be used to transport pupils' bags

The Parent Teachers Association could be helpful in setting this up, and could perhaps nominate someone to help coordinate it.

Walking Bus Guidelines

Guidelines for setting up a walking bus are available at a cost of £5 from: Environment Department, Hertfordshire County Council, County Hall, Pegs Lane, Hertford, SG13 8DN
Tel: 01992 555265.

Organise a 'School Route Chain'

- this involves parents taking responsibility for specific sections of a designated 'Safe Route to School' so that the entire route is supervised. For example, a parent could be positioned at each corner of the route

The Parent Teachers Association could be helpful in setting this up, and could perhaps nominate someone to help coordinate it.

Change bus drop-off points

- schools should consider changing school bus drop off points to a location a short distance away from the school
- the benefits of this will be twofold – traffic congestion outside the school will be eased and also children relying on the bus for transport will have the opportunity to walk part of the way to school
- parent or staff volunteers should be recruited to meet the children at the bus drop-off point and accompany them on the walk to school

Identify 'Safe' places and people along routes

In consultation with the police, local council and parents, identify places along the most frequently used walking routes where pupils could go if they feel worried about anything – eg: local shops, library, community centre. Check when they are open – some may not be accessible for the walk to school in the morning.

- if any parents live along the routes to school they may be willing to act as a refuge point
- special distinctive posters or stickers, perhaps designed by pupils, could be used to identify 'safe' places (the local authority or local business may be willing to help fund these)
- identify people to whom pupils could turn if they are worried when walking to school eg: police officers, traffic wardens, local shopkeepers etc.

Additional practical steps for schools wishing to develop the area further

Conduct a survey/surveys

Conducting surveys can help to collect important information to highlight current problems and issues related to walking to school and can be valuable ammunition in any campaign to improve road conditions and create safer routes to school. Repeating surveys after a specific promotion on walking to school will also be useful in highlighting how successful the promotion has been in increasing the actual numbers walking to school.

Eye-catching displays associated with surveys are also a good way of highlighting the issue to parents and pupils, stimulating discussion and promoting an interest in walking to school. Let parents know the results of any survey.

Aspects covered could include:

- how far from school pupils live
- how pupils currently travel to school
- how pupils would like to travel to school

- how long pupils' journeys take
- who usually brings pupils to school
- what routes pupils are using for the school journey
- what route a pupil uses to get to school
- any places on the route which they feel are not safe for people walking eg: difficult crossings, poor pavements, bad lighting, isolated areas
- how these 'unsafe' places could be improved
- what are the main barriers to walking to school?

Ready-made surveys

Ready-made survey forms are available either from Sustrans (via its website: www.sustrans.or.uk or in its 'Safe Routes to Schools Teachers Resource Folder' – see page 58) or the School Travel Advisory Group (from: DETR Free Literature, PO Box 236, Wetherby, LS23 7NB, Tel: 0870 1226 236 Fax: 0870 1226 237).

Using the Young TransNet website

The National Children's Bureau has set up Young TransNet (see page 59) which encourages children to contribute to a website and carries out computerised surveys on how they travel to school. The results of surveys are to be gathered in a national database, which can also be accessed through the website <http://www.yptin.org.uk>

Establish a school policy on walking to school

Either have a separate policy on walking to school, include a section within the school's travel plan, or failing that within its overall policy documents. Highlight:

- the aims relating to the promotion of walking to school (see page 2)
- how the aims will be achieved
- any specific recommendations/rules that are to be implemented eg: providing adequate storage space for pupils so they don't have to carry heavy bags; providing pedestrian training;

encouraging those who walk to wear reflective clothing

- how the policy will be monitored eg: by repeating a survey after steps have been taken to promote walking to school

Map out safer routes to school based on existing road conditions

Use the results of the Routes to School Survey to identify appropriate safer routes to school based on existing road conditions. Ultimately, the aim is to campaign for, and achieve, road improvements to increase safety and create special safe routes to the school (see ‘Campaign to improve conditions along routes to school’ below). However, not all suggestions will necessarily be adopted and those that are introduced will take time to implement. In the interim, it is important to highlight the safest routes based on existing conditions.

- involve children and parents in identifying the routes used most often: the main barriers to walking to school (both from the pupils’ and the parents’ perspectives) and discussions about the safest routes to school based on the current situation.
- ask the local authority Road Safety Officer and local police for advice.
- ideally, the safer routes should be identified and mapped out prior to a Walk to School promotion.
- When selecting the safer routes:
 - look for roads which have the least traffic and best crossing points
 - use routes which are well used by pedestrians and well lit – this will help provide greater security for children
 - consider whether any changes to pedestrian entrances at the school would help – for example, opening/creating an alternative gate
 - consider whether the school entrance could be redesigned so that priority is given to pedestrians and cyclists – for example, if there is a school car park, introduce zebra crossings and speed humps; reduce car parking outside the school; make the school’s entrance safe and welcoming for walkers and cyclists
 - take account of the seven general principles which Sustrans proposes should be considered when creating safe routes to

schools (some of these are reliant on road improvements, as they have been written for those creating safe routes, but the principles are useful in identifying the most suitable routes based on current conditions)

Sustran’s general principles for Safe Routes to Schools

1. Existing routes

Safe routes should follow those used currently by pupils as far as possible. Savings in distance and time are as important for children as adults.

2. Traffic calming

Along most roads, traffic calming is the essential ingredient in establishing safe routes to school. The use of traffic-free routes, where available, is also recommended.

3. Route width

Routes should be as wide as possible. Children prefer to travel in company and the short times of peak school travel means pavements and cycle lanes are likely to be crowded.

4. Reducing conflict with traffic

Measures which deter cars from using safe routes will tend to make routes safer and also serve to reduce school escort trips.

5. Location of hazards

The location and design of specific safety measures should take account of children’s and parents’ fears.

6. Continuity

Routes need to be continuous and extend far enough from the school in several directions to serve the majority of pupils.

7. Safety

Routes should be designed, where possible, to permit secondary and older primary school pupils to walk or cycle along them unaccompanied.

- involve older pupils in drawing maps and providing directions for the safer routes. Highlight recommended road crossings along the ‘safer routes’
- publicise the ‘Safer Routes’ to pupils, parents, staff and governors – make sure they know them well. Send information on, and maps

highlighting, the school's nominated 'safer routes' to parents.

- ensure the safer routes are used by as many pupils as possible once in place
- take children for a class walk along the safer route(s) to help make them familiar with where they go and also to reinforce road safety concepts learnt in the classroom
- update the designated safer routes if changes in road layouts, new roads, road improvements etc. make alternative routes more suitable

Mapping out safer routes is relevant both for pupils who are accompanied by their parents and also older pupils who may be allowed to walk alone or with friends. Parents find busy roads and fast traffic just as threatening as children, particularly if they have their offspring in tow.

Campaign to improve road conditions and to create safe routes to school

Contact Sustrans for help – it is involved in a national Safe Routes to Schools project and have valuable experience in this area, having worked with more than half of all local authorities (see page 58). Sustrans has produced resources which will be helpful, especially its booklet on establishing a Safe Routes to School project, entitled 'Safe Routes to Schools Project Guide' and a booklet outlining two case studies entitled 'Safe Routes to Schools Model Design Report' (see page 58). *Sustrans will also be able to give you a relevant contact within your local authority which can be a great help in starting off discussions about improving conditions for pedestrians.*

- find out which department(s) in your local authority are responsible for traffic and road safety and contact them with any problems or concerns that you have – ask what they are doing about travel awareness and travel education. The relevant department will vary between authorities and may be highways, transportation, planning, environment or other departments
- ask the local authority if there are any plans to improve the safety of routes to the school – some will already have developed plans to encourage more walking and cycling and may

welcome relevant information. Nearly 30% of all local authorities have begun some kind of Safe Routes to School programme and most are interested in tackling the problem of high levels of traffic

- make the case for creating safe routes to the school by highlighting possible benefits:
 - health improvements (see page 2)
 - reduction of congestion and pollution (see page 65) – many local authorities are looking for ways of reducing traffic and most have a commitment to Agenda 21 and therefore to pursuing policies which are sustainable and environmentally sound
 - accident reduction (see page 62)
- involve pupils, parents (especially the PTA) and governors in the campaign to improve roads. Ask them for suggestions and ideas and involve them in pressurising the local authority for changes. Letters from pupils to local authorities can also be very effective
- contact other local schools (both primary and secondary) and try to get them involved, particularly any whose pupils are likely to use similar routes to those used by pupils at your school. This will help add weight to any arguments for road improvements and will lead to economies of scale for the local authority
- Parish councils, local councillors, your local MP, Residents' Associations and local businesses can be a useful allies in the campaign for improved safety of local roads – after all, this will benefit the whole community
- use evidence from School Surveys to highlight the need for improvements to the local council (see page 39). In particular, highlight any danger spots identified by the survey of routes and campaign for improvements
- work with the local council to create safe routes to the school – use the principles for creating safe routes proposed by Sustrans for guidance (see page 40) on what needs to be done and contact Sustrans for help (see page 58). Results from the survey of routes will help to identify the best routes to target. The safest routes to school initially identified by the school could act as a starting point
- ask the local authority if it will signpost 'safe' routes to school: for example, in Luton, footprints of a dinosaur named Trax are being used to highlight safe routes for pupils

Similar motifs are used in Leicester, where the council also distinguishes different routes with different colours.

- publicise issues and concerns in the local newspapers and on local radio
- physical measures that have been found to successfully improve pedestrian safety include:

1. Speed reductions

road accidents involving children have fallen by an average of 67% in 200 '20mph schemes' examined by the Transport Research

Laboratory – at 40mph most people hit by a car will be killed, while at 20mph most will survive.

2. Traffic-calming measures

eg: speed cushions, speed humps and tables or road narrowing with 'pinch-points'

3. Junction improvements

4. Additional road-crossing patrols

5. Additional pedestrian crossings

- Monitor the effectiveness of any action by repeating any surveys.

Section 4

Extra resources



Extra resources

Following is a range of additional resources which can be used for a Walk to School promotion. All of these could be personalised by adding the school name and crest to the top before photocopying.

Walk to School Record Card

If a Walk to School Participation Award is to be run, pupils could be provided with a booklet of these to fill in over the designated time period.

Parents Leaflet

This could be distributed to parents to raise awareness of the school's commitment to increasing the number of pupils walking to school.

Certificates

Four certificates have been included. A basic certificate to award to pupils taking part in a Walk to School Week and three levels of certificate for a Walk to School Participation Award (the criteria for achievement of the three levels could be set by each individual school).













Walk to school record card

Name

Class

Week starting

Colour in footprints to show the days on which you walked to school and home from school this week. Ask an adult to sign at the bottom of the card.

	Morning	Afternoon
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
		

Adult signature:

Stride out and walk with your child – you’ll both soon appreciate how great walking to school can be.

Walking at any speed will be beneficial but to gain the greatest health benefits try walking a little quicker some days.

Things you could do with your child on the walk to school

- talk about the benefits of exercise and how nice it is to start the day with a walk
- see how many cars in traffic queues you can overtake before they start moving
- time how long it takes to get to different points along the route – see if you can get to these points more quickly on some days
- work out the safest route with your child – draw a simple map, walk the route together, discuss each crossing point
- talk about safe places to cross and other road safety principles
- as your child gets older encourage them to lead you on the walk to school and make decisions about where and when to cross in preparation for them going it alone (keep going with them until you are sure they can cope alone)
- look and talk about things in the local environment and how they change

Drivers can help too....

- If you have to drive your child to school, there are still things you can do to help support our Walk to School campaign:
- try parking a little distance away from the school and walking the last part of the journey
 - reduce your speed to a maximum of 20mph in the vicinity of the school
 - turn off your engine whilst waiting outside the school

The school will be doing all we can to support you child walking to school – just watch out for notices and letters telling you what’s going on!

Please let us know of any ideas or concerns you have, we are always keen to listen!

Have you ever tried Walking to School?

Our school is committed to encouraging our pupils to be active so that they can take advantage of the many benefits that activity can offer:

It’s fun: being active is a great way to let off steam and meet up with friends

It’s healthy: physical activity can help build a healthy heart, develop strong muscles and bones, reduce body fat and may help reduce the risk of some chronic diseases prevalent in later life

It make you feel good: physical activity can help reduce anxiety and stress and can help young people feel good about themselves.



How much activity does my child need?

Recent guidelines from the Health Education Authority recommend that young people aged 5-18 years should:

Participate in physical activity of at least moderate intensity for one hour per day

This activity does not all need to be performed in one session, it can be accumulated throughout the day. Young people who currently do little or no activity should build up to this level gradually but should participate in physical activity of at least moderate intensity for at least half an hour per day.

Examples of moderate intensity activities are:

- brisk walking
- games
- cycling
- active play
- swimming
- most sports
- dance

As a school we try to provide as many opportunities as possible for your child to be active, but there are obviously limits to how much we can do.

This is where you can help!!

One important contribution to help your child reach their target of 60 minutes daily activity is for them to walk to and from school – the diagram below shows the valuable role this can play.

An example of the daily 60 minutes activity

- Walk to & from school 20 mins
- Play with friends 15 mins
- After school club 25 mins



Did you know that your child will be exposed to less pollution when walking – children in cars can breathe up to three times as much pollution as pedestrians

Other benefits of walking to school

As well as helping to improve your child's health (and your own!), walking to school will have many other benefits:

- it provides a good chance to teach your child road safety skills
- it gives you and your child a chance to talk to each other – you'd be surprised how much you might learn
- it can help reduce pollution and improve the environment making it more pleasant for pedestrians
- it is less stressful than driving – there are no traffic queues and parking problems
- it helps make your child familiar with their local environment and those who live there
- it helps save money – just think of all that petrol money you could save!
- it helps wake you up and get you ready for the day

So what's stopping you?

I don't have time

Walking short journeys can be just as quick – there's no need to unlock the car and do up safety belts and no traffic queues or parking problems. Arrange a rota with other parents.

It's too far

How about driving part of the way and walking the rest – you'll benefit from the exercise and will also avoid the stress of trying to park outside the school!

The roads are too busy

Many of these cars are taking children to school – help reduce this problem by leaving yours at home. Chat to your child and friends to work out the route to school with the quietest roads and safest crossing points. Let us know your opinions and together we can campaign for improvements.

Some days it's too wet and cold

Just wrap up, wear wellies and walk briskly! Children love walking in the rain – we'll make sure there's somewhere to put their coat and wellies! It's far nicer having a brisk walk in the cold than sitting in a car waiting for the heater to warm up!

So why not give it a try!!

**Walk to School
Participation Awards**

**Congratulations
to**

**For achieving the
GOLD AWARD
by Walking to School**

_____ days

between

_____ and _____

Signed _____ **Date** _____

**Walk to School
Participation Awards**

**Congratulations
to**

**For achieving the
SILVER AWARD
by Walking to School**

_____ days

between

_____ and _____

Signed _____ **Date** _____

**Walk to School
Participation Awards**

**Congratulations
to**

**For achieving the
BRONZE AWARD
by Walking to School**

_____ days

between

_____ and _____

Signed _____ **Date** _____

This is to certify that

**TOOK PART IN OUR
WALK TO SCHOOL WEEK**

on

**Congratulations
Keep Walking!**

Signed _____

Section 5

Useful contacts



Contact addresses for further resources and advice on walking to school

The Department of the Environment, Transport and the Regions (DETR)

Floor 1/22 Great Minster House, 76 Marsham St,
London, SW1P 4DR
Tel: 020 7890 4888. Fax: 020 7676 2167

The DETR has published a best practice guide on school transport plans, entitled 'School travel strategies and plans – a best practice guide for local authorities'. This is a practical manual for preparing a school travel strategy and implementing individual school travel plans. The guide is designed for use by local authorities and covers guidance on the full range of initiatives from curriculum work and school policies to traffic measures and area-wide strategies. It addresses the needs of urban as well as rural schools.

The guide will also be a valuable tool for teachers and governors who wish to tackle transport problems faced by their school.

Free copies of the guide are available from:
DETR Free Literature, PO Box 236,
Wetherby, LS23 7NB
Tel: 0870 122 6236. Fax: 0870 122 6237

Pedestrians Association

3rd Floor, 31-33 Bondway, London SW8 1SJ
Tel: 020 7820 1010 Fax: 020 7820 8208

The Pedestrians Association organises the Walk to School initiative and has designed a resource pack for schools wishing to take part in a Walk to School event.

The Pedestrians Association Resource Pack is designed to stimulate discussion and provide ideas for activities in the classroom and at home, for children on their own and with their teachers and parents.

- Walk to School Pack A is for those up to the age of 8 (includes Education Pack A)
- Walk to School Pack B – 9-11 years (includes education Pack B)
- Walk to School Pack C for secondary schools (includes Education Pack C)

- Walk to School Pack D – Includes all the information for adults in Packs A, B and C together with packs of educational material for all three age groups
- Contents of pack: Letter to participants; Health, Safety and Education aspects of Walking to School; Campaign Briefing; Fact Sheet; Certificate of Achievement; Resources Order Form; Pedestrians Association Leaflet; Education Pack

'The Walking Class: Walking to School – Travelling Green'

Part 1 provides ideas for schools or local authorities who want to promote walking to school in their area, or for those who would like to refresh an established campaign.

Part II features a number of 'green travel to school' initiatives which are already up and running.

Cost: £8 for 1 copy; £5 each for 2 or more; £4 each for 10 or more.

Sustrans

35 King Street, Bristol, BS1 4DZ,
Tel: 0117 929 0888 (orders)
0117 915 0100 (Safe Routes to Schools enquiries)
Fax: 0117 915 0122 (orders)
Website: www.sustrans.org.uk

Sustrans has 'Safe Routes to School' demonstration projects in Leeds, York, Colchester and Hampshire which encourage children to walk or cycle to school.

The Sustrans Scheme started in 1995 and its target age range is 5-18, with particular emphasis on 8-13 years.

The aim of the Sustrans scheme is to enable children to cycle and walk to school by improving street design, calming traffic, creating traffic-free spaces and linking with the National Cycle Network.

Sustrans provides an information service to subscribers, publications and telephone advice. It is also part of a consortium commissioned by the Government to produce a best practice guide on school transport plans.

Publications from Sustrans – free of charge
'Safe Routes to Schools Information Sheet' (FS01). How traffic dangers have contributed to the decline in child cycling and walking to school; health issues; Safe Routes to Schools in Denmark.

‘Safe Routes to Schools Information for Parents’ (available in a range of languages). Designed for schools starting out on projects to distribute to parents. Briefly summarises safe route to schools, is photocopyable and has space for schools to add their school name and other details.

‘Safety on the Streets for Children’ (FS02). This highlights research which shows that traffic is a much more significant risk to children than abduction or assault.

‘Cycling to school: advice for parents and schools’ (FS06): safe cycling code and sample cycle permit.

Newsletter (FS05): quarterly.

Publications for sale

‘Safe Routes to Schools Teachers’ Resource Pack’ (RS01, £14). Designed for use by teachers and covers Key Stages 1/2 (Junior) and Key Stages 3/4 (Secondary). Includes ideas across the curriculum, background information and sample questionnaires (this can also be bought by local authorities for £20 and then be used by all schools in the authority). This publication was revised in 1999 and includes advice on changes to the National Curriculum.

‘Safe Routes to Schools Project Guide’ (RS03, £3 + p&cp). This was revised and expanded in 1999 and includes information and advice on Local Transport Plans and how to get a safe route project under way, including what a safe route consists of, making the case, sources of funding and stages in the implementation process.

‘Safe Routes to Schools Model Design Report’ (TS01 £6 + p&cp). This contains the detailed proposals for changes on the roads and at the school sites at two of Sustrans pilot project schools (one primary, one secondary) in Colchester. Also included are the questionnaires used in surveys at the schools, the results of the surveys and action plans for the school, parents, pupils and the local authorities.

‘Safe Routes to Schools Video’ (RS02 £10). Features good practice from Denmark, examples from the UK and details of the Sustrans project. For local education authorities, teachers, pupils and parents. Length: 8 minutes.

Dorset County Council

Dorset County Council, Road Safety Section
County Hall, Colliton Park, Dorchester, DT1 1XJ
Tel: 01305 224680

Dorset County Council have produced ‘Walkabout Teachers Notes’ and photocopyable activities providing numerous practical ideas based on the Walk to School theme. The Teachers Notes can be purchased for £5.

Solihull Metropolitan Borough Council

PO Box 19, Council House, Solihull,
West Midlands B91 3QT

The Road Safety Unit, The Green Scheme and the Health Education Unit have joined forces to produce a range of year-specific resources for schools, based around the Walk to School theme. These resources are not available for sale outside the authority, but we are indebted to Solihull for sharing them with us and allowing some to be reproduced in this resource.

National Children’s Bureau

0171 843 6325 (contact: Yvonne Ravestain)

The National Children’s Bureau has set up a website entitled Young TransNet which encourages children to contribute to the website and to carry out surveys on how they get to school. The website also has links to other key sites and resources on transport, children and the environment. The website address for Young TransNet is: www.yptin.org.uk

National Society for Clean Air

The National Society for Clean Air has published the ‘Transport Emissions Assessment for Schools’ pack, which helps schools to calculate the amount of pollution their journeys to school produce. Although this pack is aimed at Key Stages 3 and 4 it can be adapted for use with younger children. The pack is available free of charge from: NSCA, 136 North Street, Brighton, East Sussex, BN1 1RG
Tel: 01273 326313.

Suzy Lamplugh Trust

14 East Street Avenue, London, SW14 8AS
Tel: 020 8392 1839

The Suzy Lamplugh Trust has produced a video ‘Home Safe: Helping our kids feel safer’ which encourages children to think for themselves about personal safety. It is available with teachers notes from the above address.

Also available is a leaflet on street safety 'On the Street: We'll get streetwise'. This is aimed at teenagers and is also available from the Suzy Lamplugh Trust free of charge.

Training/workshops looking at personal safety issues on the school journey could be held in company with a Suzy Lamplugh trainer.

Transport 2000

Walkden House, 10 Melton Street,
London NW1 2EJ
Tel: 020 7388 8386

Transport 2000 has produced a guide to school travel plans aimed at parents, teachers and governors, entitled 'A Safer Journey to School'. This looks at the issue of safe routes to school and what can be done within the school culture. It provides clear, practical advice for schools on reducing car use and improving children's safety.

Other Contacts

British Heart Foundation

14 Fitzhardinge Street, London, W1H 4DH
Tel: 020 7935 0185

Campaign for Lead-Free Air

3 Endsleigh Street, London, WC1 0DD
Tel: 020 7387 4970

Child Accident Prevention Trust

18-20 Farringdon Lane, London, EC1R 3AU
Tel: 020 7608 3828

Environmental Transport Association

15a George Street, Croydon, Surrey, CR0 1LA
Tel: 01932 828 882

Friends of the Earth

26-28 Underwood Street, London, N1 7JQ
Tel: 020 7490 1555

Greenpeace

Canonbury Villas, London, N1 1PN
Tel: 020 7354 5100

Health Education Authority

Trevelyan House, 30 Great Peter Street,
London, SW1P 2HW
Tel: 020 7222 5300

National Society for Clean Air

136 North Street, Brighton, Sussex BN1 1RG
Tel: 01273 326313

Ramblers Association

1-5 Wandsworth Road, London, SW8 2XX
Tel: 020 7582 6878

Appendix 1

Additional benefits of promoting walking to school

Summary

The Pedestrians Association identifies the following good reasons for parents walking to school with their children:

- **Healthy:**
it's a good way to keep fit
- **Non-polluting:**
by leaving your car at home you can help reduce the deadly gases that are putting the world and your child at risk
- **Friendly:**
time to talk to your children, shopkeepers and neighbours
- **Less stressful:**
walking is less hassle than driving
- **A chance to teach and learn road skills:**
your children experience the world outside before they go off alone
- **Considerate:**
every car less outside schools makes it safer for other children
- **Educational:**
you see and hear much more when you walk than in a car
- **Economical:**
add up what you can save in a week

Road safety benefits associated with promoting walking to school

Walking to school can help provide opportunities for parents/adults to:

- introduce road safety skills – the best way of acquiring these skills is through practice and example
- increase awareness of personal safety issues among the young – including how to deal with people they meet along the way and how to fend off an unwelcome approach

It is important that these concepts are learnt early on so that young people are well prepared to move about independently when they are old enough.

Encouraging more children to walk to and from school will also be beneficial in:

- reducing the volume of traffic around schools and therefore the danger faced by those who walk – cars driving children to school can make up a significant proportion of rush hour traffic eg: in London between 7am and 10am, educational escort trips contribute nearly 10% of total traffic volume

Environmental benefits associated with promoting walking to school

Emissions of carbon dioxide and other gases from motor transport can be detrimental to the environment. Short journeys, such as those making up most of the 'school run', are particularly damaging because they create a disproportionate increase in air pollution since catalytic converters only work when the engine is fully warmed up. The National Society for Clean Air publishes a 'Transport Emissions Assessment for Schools' pack which helps to calculate the amount of pollution their journeys to school produce – see page 60).

Reducing the volume of traffic by increasing walking to school will help to alleviate some of the negative consequences of pollution by:

- reducing the effect on global warming – emissions from motor transport are Britain's fastest-growing contributor to climate change (global warming), which has been identified as the greatest environmental threat faced by the planet
- reducing the damage caused to buildings
- reducing damage to the local environment – the countryside and wildlife will be preserved
- reducing associated health problems, particularly respiratory conditions (1.3 million children in Britain have asthma)
- reducing traffic congestion, particularly in the vicinity of the school
- reducing levels of traffic noise. Encouraging more children to walk to school will also help to reduce petrol consumption.

Other benefits of encouraging children to walking to school include:

- it can easily be integrated into the daily routine
- it provides children with a positive parental role model if their parent accompanies them on the walk to school
- it provides children with a chance to talk to their parent(s), which is not easy to do in a car when parents are concentrating on traffic and getting stressed finding a parking space
- it can help children to relax and wind down after school
- it will help to establish the habit of walking for short journeys rather than using the car – the average length of trip for the junior school journey is 1.2 miles
- it is an activity which is accessible to the majority of people – it is cheap, requires no expensive equipment or specialised facilities (apart from safe routes), and is manageable even for those who are unfit
- it can promote neighbourliness and social interaction – children will see their local environment, meet and get to know local people, and have a chance to chat to friends
- action taken to make routes safe for children to walk to school will be beneficial for the whole community
- if large numbers are encouraged to walk it can help to make streets safer because there is an element of informal surveillance
- it can increase feelings of independence when children are old enough to walk alone – they have to take responsibility for their actions, decide when to leave, the route to take, where to cross etc. Only one child in nine aged 5-10 years or less travels to school unaccompanied, compared with one in five ten years ago (National Travel Survey, 1997)
- it can provide valuable learning experiences for young people when they are old enough to walk alone – they can allow their imagination to run free, they will learn how to interact with their peers and other people they meet on the way, they have the chance to test the boundaries of behaviour and learn the associated consequences

Appendix 2

The potential impact of regular walking

Research on adults has shown the potential impact that regular walking can have and highlights the need for young people to adopt the habit of walking early on:

- Walking can help prevent and manage heart disease – regular exercise can halve the risk of coronary heart disease.
- Moderate-intensity activity such as walking appears to be at least as effective in reducing blood pressure as more vigorous activity (Hardman, 1998).
- Regular walking can help to strengthen the bones.
- Regular walking can help to reduce weight – walking one mile can burn up at least 100kcal.
- Walking at a normal or brisk pace for one hour per day has been found to reduce the risk of colon cancer by 46%.
- Walking can help increase ‘good’ HDL-cholesterol (high levels of which are inversely related to coronary heart disease).
- Regular walking has been associated with increased confidence, stamina and energy.

British Heart Foundation

14 Fitzhardinge Street

London W1H 6DH

Tel: 020 7935 0185

Fax: 020 7486 5820

www.bhf.org.uk

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