

A stylized landscape with rolling hills in shades of green and brown. A path of white footprints leads across the hills. In the background, a white silhouette of a person is walking on a path.

Roly Hermans, Sandra Ewing & Val Stamper

Encouraging walking at schools

Living Streets Aotearoa





Encouraging walking at schools



**Roly Hermans, Sandra Ewing and Val Stamper
(Educating NZ)**



What we'll be covering today:



- This workshop will look at ways to encourage primary/intermediate children to walk more often. We'll cover promotion of a walking culture in the whole school community, and encouraging walking to and from school.
- The format will be:
 - Introduction (Roly Hermans)
 - Case study 1 (Sandra Ewing)
 - Case study 2 (Val Stamper)
 - Conclusion and questions (all)

Introduction: Who are we?

- Roly Hermans is an education specialist at Educating NZ, and is a former Police Education Officer.
- Sandra Ewing and Val Stamper are facilitators for the RoadSense-Āta Haere strategy, and are registered teachers.



Introduction: Who is Educating NZ?

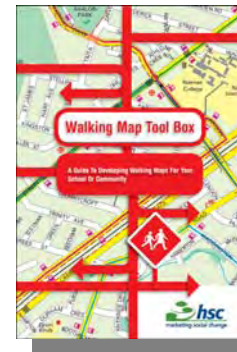
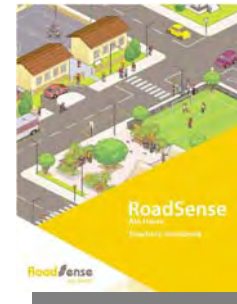
- Educating NZ is a leading New Zealand education consultancy which provides products and services to support our clients to connect effectively with the schools and their communities.
- We have particular expertise in road safety and sustainability, emergency management, injury prevention and health promotion.



Introduction: Educating NZ & walking

Educating NZ projects which include a walking theme:

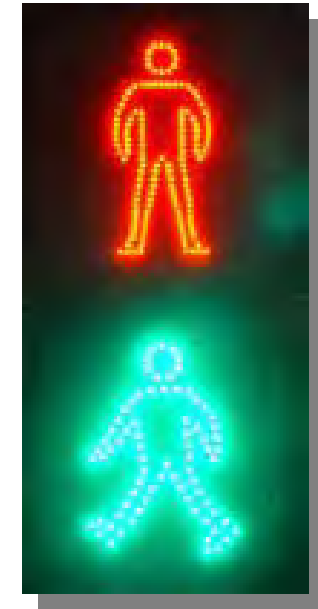
- RoadSense-Āta Haere
- Feet First Walk to School Week (teacher resources)
- Walking Map Tool Box
- Cambodia and Vietnam road safety education



Introduction: Drivers for walking

Drivers for walking initiatives in schools include:

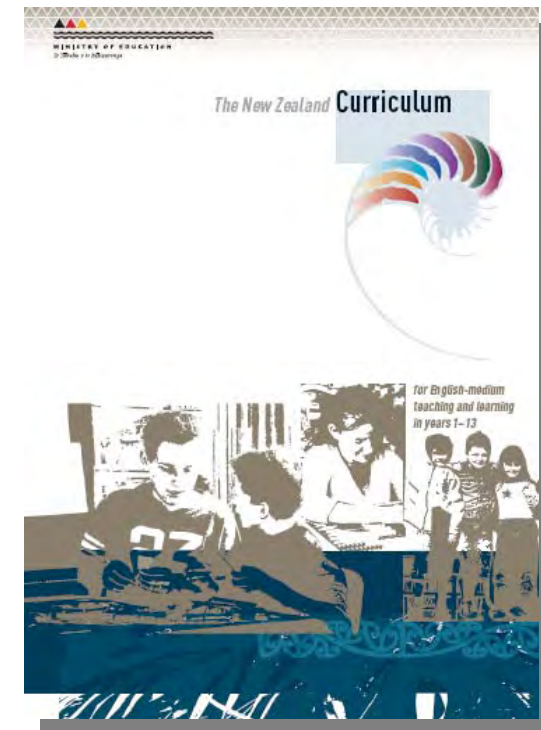
- Effects on the environment
- Cost of transport
- Increased congestion
- Obesity
- Reduced activity amongst young people



The New Zealand Curriculum

Three stage process:

- **National** - provides the framework and direction.
- **School** - designs and shapes curriculum so teaching and learning is meaningful and beneficial to students.
- **Classroom** - makes interpretations for particular interests, needs and talents of individuals and groups of students.



The New Zealand Curriculum

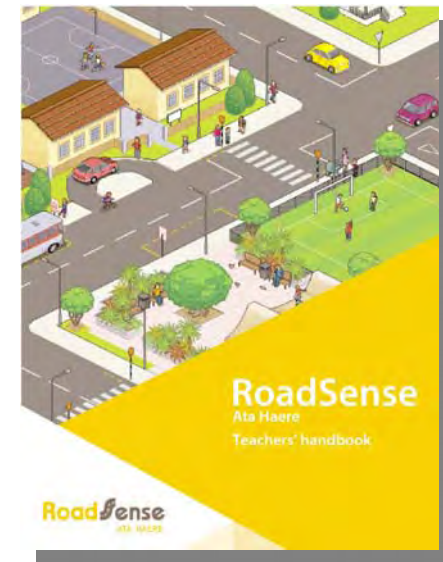


Walking opportunities and the 'spirit' of the changes:

- **Meaningful and beneficial:**
keep children healthy by encouraging walking.
- **Connecting** life in school with wider needs of community:
transport is a community issue.
- **Pedagogy - how** students learn determines what they learn:
practical training, stages of development, making connections through inquiry and integration.
- **Flexible** - putting students at centre:
include walking relevant to students' lives.
- **Participatory** - all voices important:
student committees, parent involvement, stakeholders, Walking School Buses.
- **Health & PE** learning area:
regular physical activity, safety management, rights and responsibilities.

RoadSense-Āta Haere

- Road safety education strategy managed by the NZ Transport Agency in partnership with the New Zealand Police.
- Covers passengers, pedestrians and riders at primary/intermediate level.
- Focuses on sustainable transport as well as road safety.
- Builds on and supports the work of Police Education Officers through the Police Road Safe Series.



RoadSense-Āta Haere

The road safety education matrix of learning outcomes:

- includes walking as one of its three modes of transport
- outlines learning outcomes for levels 1-4
- is aligned to the Health and Physical Education curriculum
- includes sustainable transport choices in the outcomes
- is designed to be incorporated into the school's long-term plan.

Being a safe and responsible pedestrian

Objective: Students will describe and apply knowledge and competencies to keep themselves and others safe as pedestrians.

Suggested topics: parts of the road * people who can help * walking on the footpath * negotiating hazards * selecting safe crossing points * crossing the road * crossing at controlled lights * crossing at pedestrian crossings * crossing with school patrols and traffic wardens * crossing where there are no controlled lights or pedestrian crossings * crossing at intersections * crossing between parked cars * walking in case-locks * walking on the footpath * playing safely * choosing to walk as a sustainable transport option

Level 1	Level 2	Level 3	Level 4
Describe and use safe practices when walking on or near the road. Identify and discuss hazards. (1A3) (1D2)*	Identify risk and use safe practices as a pedestrian. (2A3)*	Identify risks and their causes and describe safe practices while walking on or near the road, and describe safe practices to manage these that enhance safety and environmental responsibility. (3A3)*	Access and use information to make and action safe and responsible pedestrian choices in a range of contexts. (4A3)*
Identify people who can help children keep safe when walking on or near the road. (1A3)*		Explore practices to encourage younger children, their peers and adults to keep safe as pedestrians, and put practices into action. (3A3)*	Access information about local pedestrian issue and explore ways to make and action safe and responsible choices for the care and safety of other people in their school and wider community. (4D3/4)*
Describe rules and use safe pedestrian practices.	Contribute to and use simple guidelines and practices related to pedestrian safety, that promote physically and socially healthy classrooms, schools and local environments. (2D3/4)*	Research and describe current health and safety guidelines and practices for pedestrians, and take action to enhance their effectiveness. (3D3)*	Analyse the effectiveness of pedestrian safety laws.
Describe and use safe practices on or near the road. (1A3)*	Identify risk, develop and use safe guidelines and practices that promote physically and socially healthy pedestrian transport options. (2A3) (2B1) (2D3/4)*	Identify risks to pedestrians and describe safe practices to help younger children manage them. (3A3)*	Access and use information to make and action safe choices in a range of contexts as a pedestrian. (4A3)*

RoadSense-Āta Haere



RoadSense can help schools incorporate walking into the curriculum through approaches such as:

- Unit of work
- Incidental teaching moments
- Regular reinforcement
- Context for inquiry learning
- Significant theme
- Integration across the curriculum
- Key competencies

Feet First Walk to School Week

Feet First Walk to School Week 2008 included:

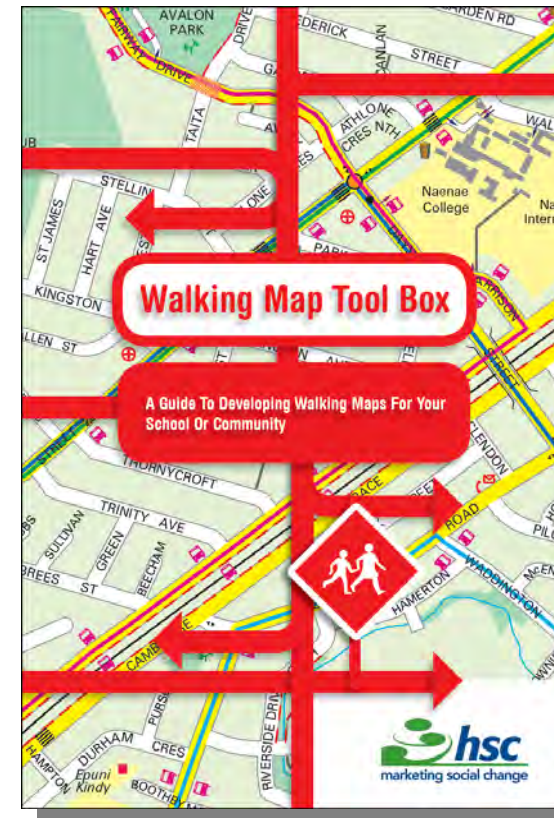
- five activities for the students' progress card.
- school-wide and classroom resource sheets with lesson planner ideas, activities and templates for use by teachers.

Schools could use these as a a basis that is reinforced through the whole year.



Walking Map Tool Box

- An initiative to encourage children, staff and parents to walk more in their local area, through developing and using maps.
- School uses a process of consultation to develop its own maps.
- Schools can add value to maps through curricular and extracurricular activities.



Walking Map Tool Box

KEY TO MAPS

- Bus Stop
- Busy Road / Intersection
- Car Parking
- Child Care
- Dairy
- Foot Bridge
- Kindy
- Medical Centres
- No Footpath
- Pedestrian Crossing
- Pedestrian Islands
- Playground
- Postbox
- Post Shop
- Roundabout
- Public Phone
- Public Toilet
- Rubbish Bin
- School Patrol
- School Zone Boundary
- Seat
- Slow Zone
- Traffic Lights
- Train Station
- Tunnel (Pedestrian)
- Walkway
- Walking Route to School
- Bus Stops 121,130,150
- Bus Stops 121,130,150
- Bus Stops 160,165,170
- Bus Stops 160,165,170

Features outside school zones are not included

Waterloo School Walking Map

Version: 1.1 Published: June 2006

Cambodia and Vietnam road safety education

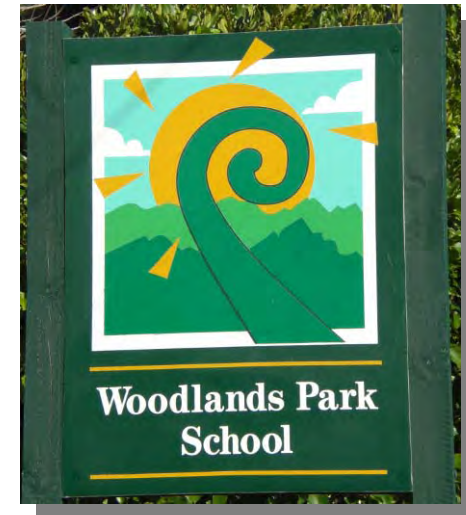
Walking in developing countries:

- Our challenge has been to place road safety education (including walking) in the curriculum.
- Current crowded transport environments are obstacles to healthy, convenient and safe walking.
- Care needs to be taken that sustainable transport options are not squeezed out by an emphasis on motorised transport.



Case Study 1 – Woodlands Park School

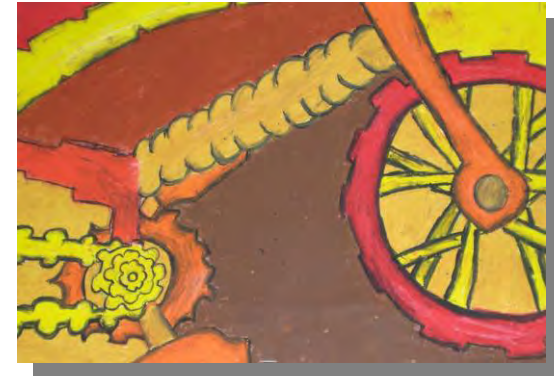
- Decile 9 school with a roll of 220 students and nine full time teachers.
- Principal, RoadSense Coordinating Teacher (CT) and staff committed to walking as a safe, healthy and sustainable means of transport.
- Most students are driven to school. There is no school bus service.
- RoadSense Vision/Action Plan identifies several ways to make the school environs safer e.g. slowing traffic travelling past school.
- School recognizes that in order to change **behaviour** there needs to be a change in **attitude** (in both students and adults).



Case Study 1 – Woodlands Park School

Keys to success at WPS:

- Involvement of stakeholders.
- A RoadSense school for several years.
- PEO has regular involvement in school.
- RSC has played an important part in WSB.
- Principal and CT have been strong leaders/supporters.
- WCC has installed a 40km zone outside school.
- Parking wardens and police visit to monitor parking after school.
- Principal, DP and CT walk with the bus and share their passion for walking. Some staff walk or cycle to school.
- Fun fitness sessions every morning, in which all staff take part.



Case Study 1 – Woodlands Park School



Benefits of RoadSense at Woodland Park School:

- Matrix of learning outcomes linked to new curriculum.
- Up to date resources and support material designed to accommodate needs of individual schools.
- Involvement with network of stakeholders for positive student outcomes.
- Student focused and sustainable.



Case Study 1 – Woodlands Park School

Walking School Bus is just the beginning:

- Two routes now operate every morning.
- Parents and students enjoy the bus and are positive about the benefits.
- Some students have left the bus but say they are keen to rejoin later in the year.
- All walkers enjoy the fun elements e.g. the rewards, dressing up days and meeting up with friends.
- Evidence of road safety activities in and around the school e.g. cycling for senior students, *Stepping Out* for juniors.



Case Study 2 - May Road School

- **Decile:** 2
- **Number of students:** 241
- **Number of classrooms:** 10
- **Geographical context:** May Road School is on the corner of two busy arterial roads with traffic lights at the intersection. The school is close to the new motorway extension.
- **Road safety initiatives currently operating in the school:**
 - > TravelWise and Walking School Buses (2)
 - > RoadSense



Case Study 2 - May Road School


Key findings of July 2005 TravelWise survey in regards to walking:

- Walking was the predominant mode of transport to May Road School.
- More than half of the children usually walk.
- More children walk in the afternoon than walk to school in the morning.
- About half the children who walk are accompanied by an adult.



The latest TravelWise survey results (June 2008) show that 71.5% of the students are now walking to school compared to 55.8% in June 2005.

Case Study 2 - May Road School



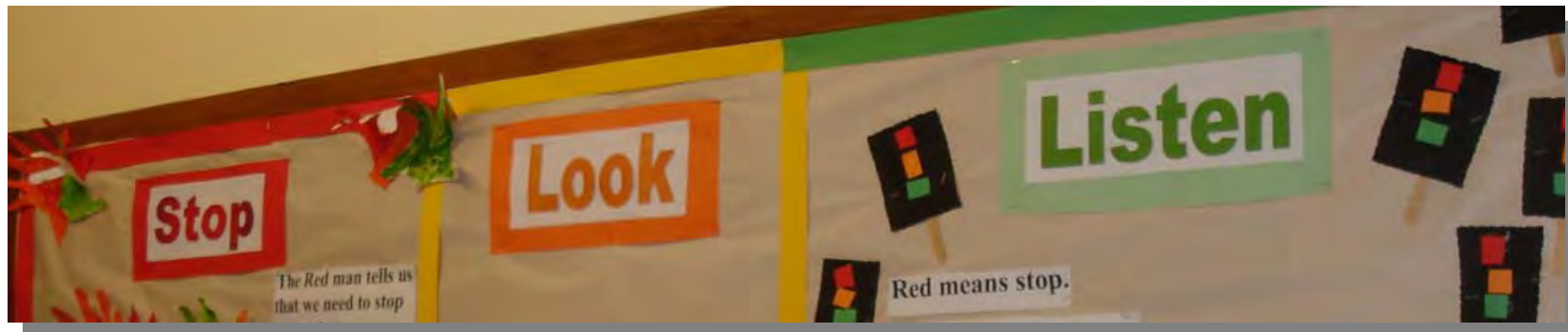
May Road School rejoined the RoadSense contract in January 2008

- Meeting to show teachers how the road safety matrix links with the new Health & PE documentation, and how to use this information in their inquiry learning plans.
- School uses 'Hooked on Thinking' framework (Julie Mills & Pam Hook), based on the inquiry learning model: research questions, research methods & skills, data collection, analysis and presentation and outcomes.
- Meeting to draft the school's road safety vision and action plan.
- Teachers used matrix to tie planning into Health & PE whilst using walking as a mode of transport.
- Middle and Seniors undertook their inquiry learning units in Term 1 and Juniors in Term 2.
- Next step: consult on ways to sustain the use of the road safety matrix in teachers' long term plans.

Case Study 2 - May Road School

Quotes from Principal:

- *“The RoadSense contract helps both teachers and children not only on the importance of walking to school but on the safety aspects relating to walking. The facilitator assists this to happen by re-motivating staff by taking a regular stock take of how we are progressing in regards to the RoadSense contract.”*



Case Study 2 - May Road School

Quotes from the RoadSense Coordinating Teacher:

- “The inquiry learning unit gave us the opportunity to emphasise the importance of being aware of hazards students may encounter and strategies to minimise the risks when walking.”
- *“Last term our unit revolved around the environment and how we can all make a difference. We were able to draw upon the positive environmental impact of walking instead of hopping into the car.”*
- “This term our unit study is the Olympics and we are currently encouraging walking through the use of pedometers and an initiative called *My greatest feat.*”



Conclusion and questions

Any questions?

Thanks for taking part in this workshop.

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