

Teacher Guide

Healthier Routes

School Travel Planning in Action

Teacher Guide


sustrans
JOIN THE MOVEMENT

Sustrans is the UK's leading sustainable transport charity.

Sustrans is the charity that's enabling people to travel by foot, bike or public transport for more of the journeys we make every day. It's time we all began making smarter travel choices. Make your move and support Sustrans today.

To find out more visit or call:

www.sustrans.org.uk 0131 346 9777

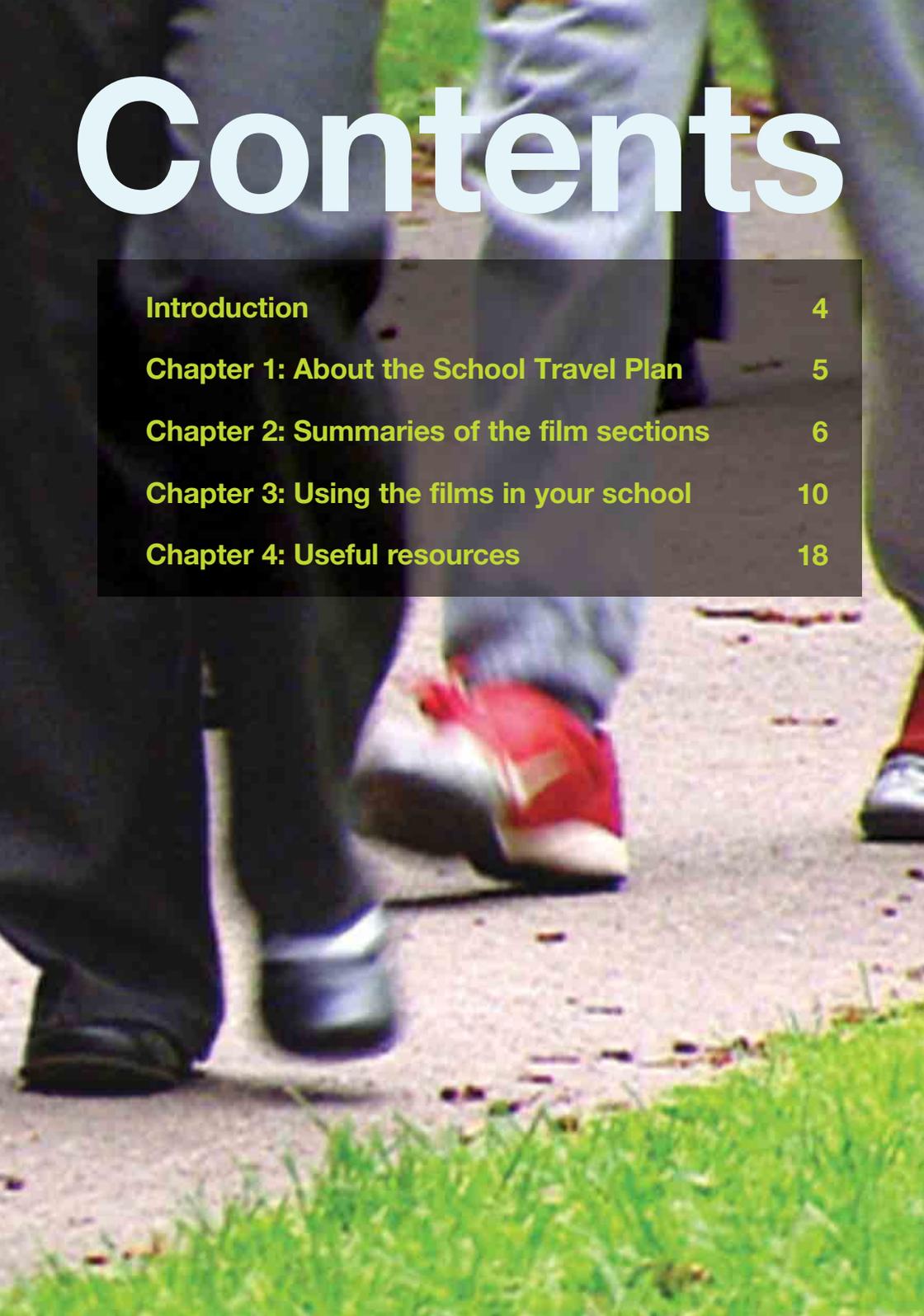
Sustrans Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

© Sustrans September 2014

Registered Charity No. 326550 (England and Wales) SCO39263 (Scotland)

VAT Registration No. 416740656

Contents



Introduction	4
Chapter 1: About the School Travel Plan	5
Chapter 2: Summaries of the film sections	6
Chapter 3: Using the films in your school	10
Chapter 4: Useful resources	18

Introduction

Background

Hello and welcome to the teachers guide to using the films ***Healthier Routes: School Travel Planning in Action***. This guide has been developed by the School Travel team at Sustrans Scotland to support the use of the films in the classroom. Sustrans is the UK's leading sustainable transport charity and works on a variety of practical projects to encourage people to walk, cycle and use public transport to benefit their health and the environment.

The School Travel Team provide support to school communities and local authorities who want to develop school travel initiatives such as School Travel Plans (STPs).

Most local authorities also have a School Travel Professional who can give you advice and support on all aspects of school travel. If you would like information about your local authority, contact Sustrans:

Telephone: **0131 346 9777**

Email: **schools-scotland@sustrans.org.uk**

Our aim is simple. We hope that the stories of the eight schools in the films will inspire you and your pupils to promote safe and active travel by developing your own School Travel Plan (STP). If you're already working on a STP, we hope the films will give you the ideas and inspiration to keep going!

This teacher guide is to help you to use the films in your school – whatever its' setting or circumstances. There is no one correct approach to developing a STP – every

school is different. The important thing is to encourage active and safe travel, and to motivate and enable pupils to become involved.

The STP is not another new initiative to deal with – it links seamlessly into the Active Schools and Eco Schools initiatives and will help you to implement many aspects of Curriculum for Excellence.

In addition, the travel plan is about giving responsibility to pupils and empowering them to take action on sustainable travel, while you act as a facilitator.

Feedback

We hope that you enjoy using the guide and the films, and that it helps your school to develop a really successful and ongoing STP. Let us know how you get on – Email us at **schools-scotland@sustrans.org.uk** and we'll add you as a case study on our website, or even feature you in our newsletter!

Chapter 1:

About the School Travel Plan (STP)

What is a School Travel Plan?

A STP is an action plan written by a school that identifies the issues in the local area affecting the school journey. It sets out a strategy of agreed aims and a package of measures designed to promote more sustainable travel choices – such as walking, cycling, using public transport and lift-sharing – for pupils, parents, staff and visitors to your school.

Aims and benefits of a School Travel Plan

A STP aims to tackle congestion around the school gates by reducing unnecessary car travel by pupils, parents and staff and to promote healthy, active travel to and from school.

In general, a STP can help pupils to understand the health, environmental and social benefits of walking, cycling, using public transport and lift sharing. This will encourage them to develop independent, positive, active travel habits that they can carry through to adult life.

Some more specific benefits from developing and implementing a STP are:

- improving general health and fitness through walking and cycling
- improving travel awareness and road safety skills
- increasing opportunities for pupils' independence and self-confidence
- improving pupils' alertness
- reducing traffic congestion around the school gate

- improving the local environment by reducing noise pollution and vehicle exhaust emissions
- help towards accessing funding for active travel initiatives (such as 'Safer Routes to Schools' or cycle parking). Contact your School Travel Professional for further information about funding

How a School Travel Plan fits into the curriculum

A STP can contribute towards the Active Schools and Eco-schools programmes. It helps to draw the threads of these initiatives together.

It also provides a framework for implementing A Curriculum for Excellence experiences and outcomes in:

- Literacy and English
- Science
- Mathematics and Numeracy
- Health and Wellbeing
- Social Studies
- Technologies
- Expressive Arts
- Citizenship

Developing and implementing a STP can help pupils to become successful learners, responsible citizens, confident individuals and effective contributors.

If developing a STP is a new project for your school, speak to your School Travel Professional and ask for a copy of the national guidance document - How to Develop a School Travel Plan; A teachers guide to developing a School Travel Plan, also referred to in Chapter 4.

Chapter 2:

Summaries of the film sections

The following is a summary of each section of the films, so you can see at a glance what it's about. Each section finishes with a question directed at the audience to encourage discussion and further group work or activities.

Note: Total running time of the films is approximately 45 minutes. We have included the running time of each section in brackets.



Section 1: Our Journey to School (2 minutes 35 seconds)

This section introduces the idea of the School Travel Plan as a way of encouraging more pupils to walk or cycle to school. It gives the following arguments:

- Walking or cycling is good exercise – it's healthy
- Walking or cycling is good fun – you can meet your friends and talk to them on the way to school
- If we all walked or cycled to school one day a week, there would be up to 20 per cent fewer cars on the school run, which would help to reduce pollution and, therefore global warming – something that we're all responsible for

What can you do to help?



Section 2: Why don't we walk? (3 minutes 23 seconds)

In Scotland, only around half of the children at primary school walk to school. The 2013 Hands Up Scotland Survey found that 3.5% of children normally cycle to school. Why is this? The following reasons are given in the film:

- Because parents are worried about their children's safety on busy roads. They park beside the school gates, and generally make this a congested area which, ironically, makes it more dangerous for the children who do walk or cycle to school
- A lack of safe crossing places and patrolling staff, general congestion, blind spots and speeding traffic
- Pupils give their reasons why children don't walk or cycle to school

Do you have any of these problems at or around your school? What can you do to make your route to school safer?



Section 3: The problems (4 minutes 58 seconds)

This section looks at the problems preventing safe, active travel to school. These include:

- busy roads that are difficult to cross
- lack of patrol or pedestrian crossings
- obstructed views (often caused by parents parking inconsiderately)
- Speeding traffic

Whether your school is in a town, city or in the country, you have to start your STP by identifying the current travel patterns and any barriers that you have. The best way to identify these problems is by doing a survey.

What kind of survey would you do for your school?

Chapter 2: continued



Section 4: The survey (3 minutes 14 seconds)

A survey gives you information about how pupils are travelling to and from school and the problems that discourage them from walking or cycling. This will then help you to identify those problems you need to target in your school travel plan. The schools in the film identified the following problems:

- parked cars, creating narrow roads and obstructed views
- speeding cars
- no crossing patrols
- large vehicles going through narrow streets

You might also consider the following issues:

- some pupils live too far away from school to walk or cycle
- some parents pass the school on the way to work, and it's easier for them to drive their children to school

What sort of issues would you identify in your travel plan?



Section 5: The Travel Plan – who to involve (6 minutes 49 seconds)

A STP Team usually involves Junior Road Safety Officers (JRSOs), pupil council members and any other interested pupils and staff, including keen parents.

It's important to include people from the community (including the council, School Travel Professionals, Road Safety Officers and Active Schools Co-ordinators), and parents, where possible.

Pupil-led STPs are generally very popular and successful, so getting pupil groups involved is key. If your school already has a pupil Eco Group or Health Group, they can develop the STP.

In the film, we see JRSOs teaching younger children about road safety, and helping to organise a walking bus.

Who would you involve in your STP to help you develop safer routes to school?



Section 6: Seeing results (6 minutes 50 seconds)

Children from various schools demonstrate the differences that their STP has made to their routes to school. For example, in Dunbar Primary School most children now cycle to school, because their STP has made it safer for them to do so.

What would be top of things to do in your STP?



Section 7: Keeping going (8 minutes 21 seconds)

Once you've developed your plan, you need to keep reviewing it to be aware of problems that haven't been resolved and to identify new problems that arise.

For example, Dunbar Primary School has been so successful in encouraging more pupils to cycle that this has generated its own problem – there are now piles of bikes all over the playground! This was highlighted during the review of the STP, and the school travel team identified the need for more cycle racks.

What can you do to keep developing your STP, once it's up and running?

Chapter 2: continued



Section 8: Making links (3 minutes 51 seconds)

The STP links into other projects like Eco-Schools, Active Schools.

There are examples on the film of how different schools have made these links.

How many links can you make to other projects that your school is involved in?



Section 9: Spreading the message (4 minutes 28 seconds)

Once you have developed your STP, you need to persuade everybody involved with the school that it's a good idea to walk, cycle and use public transport more often.

Different schools show how they have approached this. Examples include pupils handing guides out to parents asking them not to park beside the school, and pupils delivering a presentation to a parent council.

How would you spread the message?



Section 10: Think global, act local (1 minute 39 seconds)

This section summarises and reinforces a lot of what is said in Section 1, and addresses the audience directly. This could be an inspiring finish to an assembly!

Would you like to have to have fewer cars on road?

... health, fun and exercise?

... more independence?

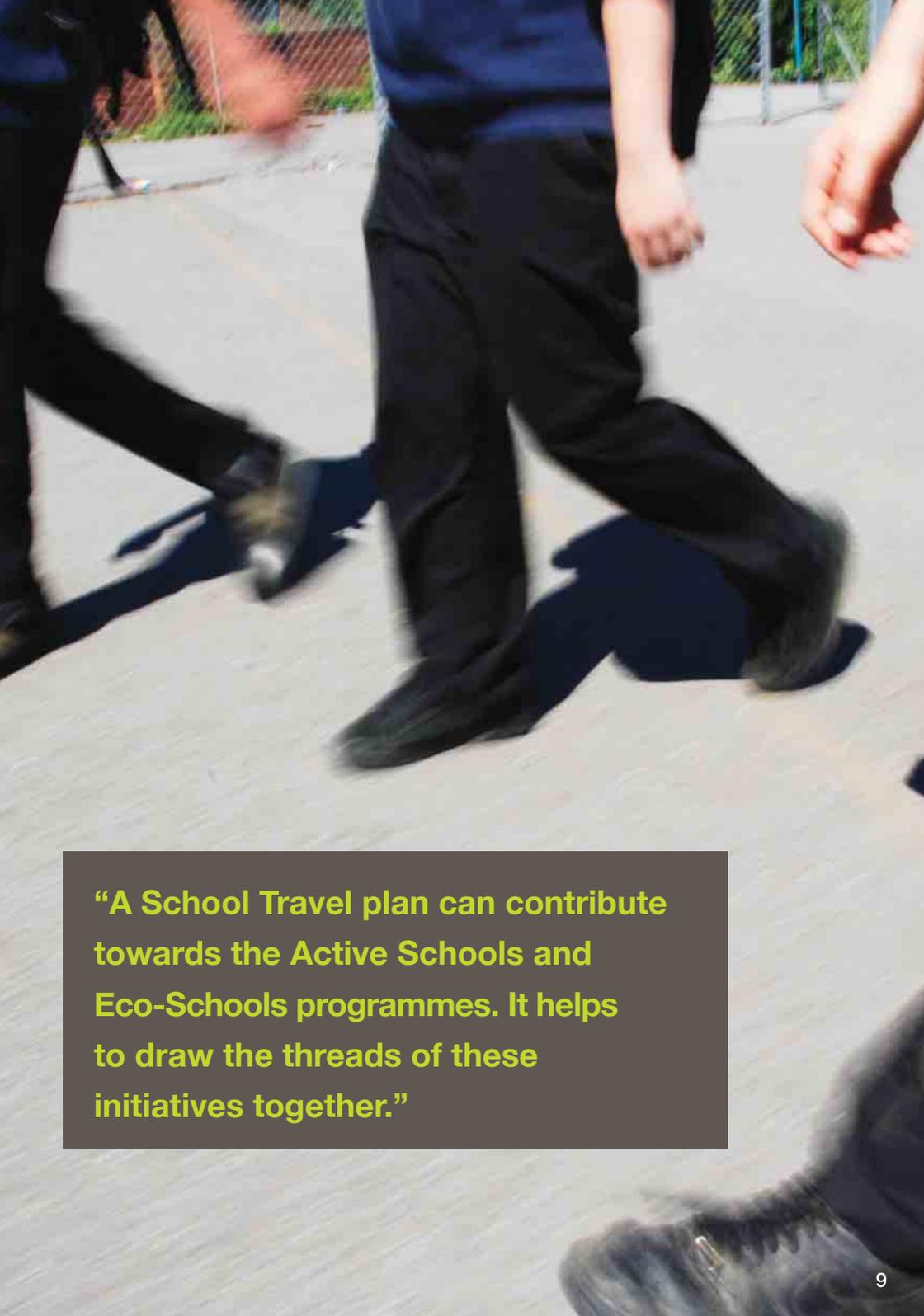
Through a STP you can make a personal contribution to a global challenge. You can make a difference!



Section 11: Teachers' section (4 minutes 38 seconds)

The teachers involved in the film describe what they think about their STPs and how the process benefited their schools.





“A School Travel plan can contribute towards the Active Schools and Eco-Schools programmes. It helps to draw the threads of these initiatives together.”

Chapter 3:

Using the films with your pupils

This chapter is all about helping you to use the films with your pupils to inspire, motivate and empower them as they work through the different steps of the STP.

We have suggested using particular sections of the films at each of the stages – but this is entirely up to you. You might want to use the films in a completely different way in your school.

We have also suggested questions and activities that you can use after you have shown each section of the films to stimulate discussion and to inspire pupils.

Before you begin

You'll need to think about how the STP fits into your School Improvement Plan. It supports the Active Schools and Eco-Schools programmes, and can implement a number of Curriculum for Excellence outcomes and experiences.

Have a look at **Section 8: Making links** and **Section 11: Teacher's Section** on the film for examples of how different schools have successfully linked their STP to other initiatives, and what they got out of it. You know your own school, so you'll know best where a STP can fit in most effectively and successfully.



Section 8: Making Links
Section 11: Teacher's Section

Step one: Getting started

Step one is about setting up the School Travel Team (STT), giving it a name and asking team members to discuss and identify the main problems preventing safe and active school travel.

Set up the School Travel Team (STT)

Think about people who would be willing and able to be involved – including staff, pupils, parents, professionals and other members of the community. Make the team as varied as possible.

If you have Junior Road Safety Officers (JRSOs), consider using them as a recruiting agency! Part of their responsibility is to hold regular assemblies on road safety, so they could run an assembly on healthier routes to school. They could show **Sections 1, 2 and 10** of the films, as indicated below, to help pupils understand the big picture, and to inspire and motivate them to join the School Travel Team. They could also produce an application form, and hold interviews to make sure those potential team members are serious about their task!

If you don't have JRSOs, you could use pupil council members to carry out this role.



Section 1: Our journey to school
Section 2: Why don't we walk?
Section 10: Think global, act local

Chapter 3: continued

Questions

The JRSOs or senior pupil council members running the assembly could ask the following questions:

- What can we do to reduce car use and encourage walking and cycling to our school?
- What are the problems round about our school that make it difficult to walk or cycle?
- What can we do to sort them out?
- What can we do to make a difference?

Activities

- JRSOs/pupil council members could ask pupils who are interested in joining the STT to fill in an application form (which contains these questions)
- JRSOs/pupil council members draw up a list of criteria for successful candidates
- JRSOs/pupil council members select candidates for interview, organise interviews and select members for the STT
- Once pupil members have been recruited, ask who else they think should be recruited to the STT. They will then have responsibility for writing and inviting these other people to become members of the STT

Name and publicise the STT

You might want to give the STT a name and identity that makes its purpose clear. This will motivate members and raise awareness of the group and what it is doing throughout the school.

Activities

- STT members could advertise and judge a school-wide competition for the best name and logo for the group
- T-shirts or sweatshirts could be produced with this logo on them

- Set up a STP notice board – either as part of the JRSO board, or on its own – to publicise what the STT is doing
- Members of the team can design and make a template for a regular newsletter (once a term) about the team's work and progress made in achieving the STP. Contributions/letters should be encouraged from the school community. Appoint an editor, who should write an editor's column. Award a prize for the star letter in each issue

What are the problems in our school?

The newly formed STT now needs to identify and discuss the things that cause problems for those walking and cycling to your school. Show the STT **Section 3** of the films, then discuss the following questions and activities.



Section 3: The problems

Questions

Think about the following questions:

- What are the problems that discourage safe, active travel to our school?
- What can we do to find out more about them?
- A survey is mentioned at the end of this section. What do you think a survey will help you to find out?

Activities

- The STT can brainstorm problems using a flipchart or post-its
- The STT should then discuss and agree a final list of problems to be addressed. This can form the basic information required to write questions for the survey

Chapter 3: continued

Step two: The survey, objectives and targets

During step two, pupils will carry out the survey. They will then collate and use the data gathered to decide the key objectives and targets for their action plan.

(Please keep targets as simple and achievable as possible! If pupils don't see some sort of quick result, motivation will go down the drain!)

The survey

The survey is a key factor in developing your STP. Use the survey that you think will produce the most meaningful and the highest response rates – otherwise, you won't get the information you need to feed into your STP. Here are some ideas. You can discuss these with pupils once they have watched **Section 4** of the films.

(Alternatively, your School Travel Professional might have standard forms that you can use, or they will help you to make one of your own.)

Hands-up survey

This is a simple and easy way of gauging younger children's views. All you do is ask the whole class the survey questions, then count the hands.

Pupils/parents/staff survey

The aim of this type of targeted survey is to collect information from particular groups of individuals within the school. This will give you a more in-depth analysis of their current travel habits, preferred travel choices and the possible issues or concerns they have about the school journey.

Online surveys

There are a number of useful internet

survey packages that older pupils could use. See, for example, www.surveymonkey.com Local authorities are likely to have corporate membership of this. If so, the School Travel Professional could arrange for a standard survey to be set up centrally with the results being sent to schools.



Section 4: The survey

Questions

- What different types of survey did you see on the film?
- What were these surveys trying to do?
- What are the problems we identified with safe, active travel to and from our school?
- What type of survey do you think would give us the best information about these problems?
- What type of survey would help us to identify which problems we need to target?

Activities

- Discuss different types of survey with pupils, and decide which one would be best for your school. For example, one school used aerial photographs to help them identify the most frequently used routes to school. Make sure that pupils can justify their decisions
- You might decide to do different surveys, taking into account age and ability of different pupils
- Ask pupils in the STT to put forward their preferred options, then ask each class to vote for the option they think is best
- Organise pupils to design, print and distribute surveys – you could involve other teachers and classes and turn this



“Developing a School Travel Plan can help pupils become successful learners, responsible citizens, confident individuals and effective contributors.”

Chapter 3: continued

into an exciting whole-school literacy and numeracy project. For example, older pupils could design a survey using an internet survey package, while younger pupils could help to distribute and collect them back in. You could ask for volunteers to collate and analyse the information

Objectives and targets

Take it one step at a time – your first concern should be to change attitudes.

The information gathered from the surveys will help your School Travel Team decide what are to be the key objectives of your plan. This will focus the setting of your targets, allowing you to monitor any change and take appropriate action at the review stage.

For example, your objective might be:

- To promote healthy, active travel for pupils on their school journey

As a target this might be shown as:

- To increase the number of pupils travelling to school actively (walking, cycling, scooting) by 15 per cent, by the end of summer term

The objectives and the targets that have been identified will help define actions that are included as part of the action plan.

Questions

- What are the most important things we want to do straight away?
- What are our objectives?
- What are our targets?

Activities

- A key objective of every school's STP is to encourage more pupils to walk and cycle safely to school. An action to

implement this objective could be to increase younger pupils' personal safety skills by the end of term. Ask the STT to make up an action plan for how they will do this. They could hold a quiz at the end of term to evaluate the success of the programme

- Another action could be to publicise 'walk to school week' (or establish and publicise a 'walk to school' day every week) to encourage as many pupils as possible to walk or cycle to school. The STT could use peer pressure to make it cool to walk or cycle to school. They could measure success by recording how many more pupils walk or cycle to school that day, every week. Publicise results in newsletter and on notice board

Section three: School Travel Plan

You now need to think about how you are going to implement your actions and who can help you do this before you commit your final plan to paper.

Once you have decided and agreed on the actions and who has responsibility for implementing them, prepare an action plan. This will give you a framework for implementing your STP.

When you've done this, you might want to ask your local School Travel Professional for their comments.

Who to involve

Once the team has decided and agreed on actions, they're going to have to think about how to implement them and who is going to implement them. Play **Section 5** of the film then use the questions and activities below to stimulate discussion and action.



**Section 5: The Travel Plan
– who to involve**

Chapter 3: continued

Questions

- Describe what some of the schools on the film did to implement their actions.
- Who did they use to help them implement these actions?
- How well do you think they got on?
- What are you going to do to implement your actions?
- Who do you think you should ask to help you to do this?

Activities

- Ask the team to prepare a presentation about the STP to the School Travel Professional, suggesting who they are going to include. Ask the School Travel Professional to give an evaluation and make suggestions as appropriate
- After this presentation, ask team members to think of all the people who can help them to implement their targets. Narrow this down to a feasible and appropriate list
- Ask pupils to write to people they have identified, outlining exactly what they would like them to do. For example, they might want to write to a parent who is a cycling enthusiast, asking for their help to set up and run a cycling club

Action plan

Once you've sorted out what your actions are and who's going to help you implement them, it's time to draw up an action plan. This will give you a framework for implementing your STP.

Winning hearts and minds ...

The STP has to persuade the whole school that walking and cycling safely to school are worthwhile – so publicise and promote it! Win hearts and minds! Show the STT **Section 9** and **Section 6** of the films and get them fired up!



Section 9: Spreading the message

Section 6: Seeing results

Questions

- You've seen how pupils from other schools spread the message about their STP – how would you spread the message about ours?
- What can you do to persuade people in school to think that walking and cycling safely to school is better than going by car?

Activities

- Set up a campaign team – you can use the STT, or you could also recruit interested people from other classes. Set a limit on the team, and allocate roles such as campaign manager, administrator, speech writer, designer, etc
- Ask the campaign team to devise and run a campaign to win hearts and minds over to the idea of safe and healthy travel. The campaign could include posters, presentations to different classes, presentation at assembly and production of guides. It could also include showing Section 6 of the film, to demonstrate what has been achieved in other schools
- As part of the campaign, the team could prepare a charter for other pupils to sign, promising to walk or cycle to school at least one day a week

Chapter 3: continued

Step four: Keeping the STP going

The STP is an ongoing document, so monitoring, reviewing, updating and maintaining are essential parts of the process. Circumstances inevitably change and so, therefore, will your STP.

Monitoring, reviewing and updating

Once you've developed the plan, you need to monitor it on a regular basis – at least once a term – and review it at least once a year. By doing this the School Travel Team can highlight any new or outstanding issues, and reassess their targets.

Once new actions have been identified, the STT will need to update the action plan. Again, you might want to send this to the School Travel Plan Professional.

Maintaining the STP

An easy way to maintain the STP is to embed it in the School Improvement Plan and link it with the Active Schools and Eco-Schools initiatives. An ongoing STP will help tie the threads of these initiatives together by supporting and encouraging positive, healthy activity on the school journey.

Now show the STT **Section 7: Keeping Going** on the film to keep pupils motivated and enthusiastic!



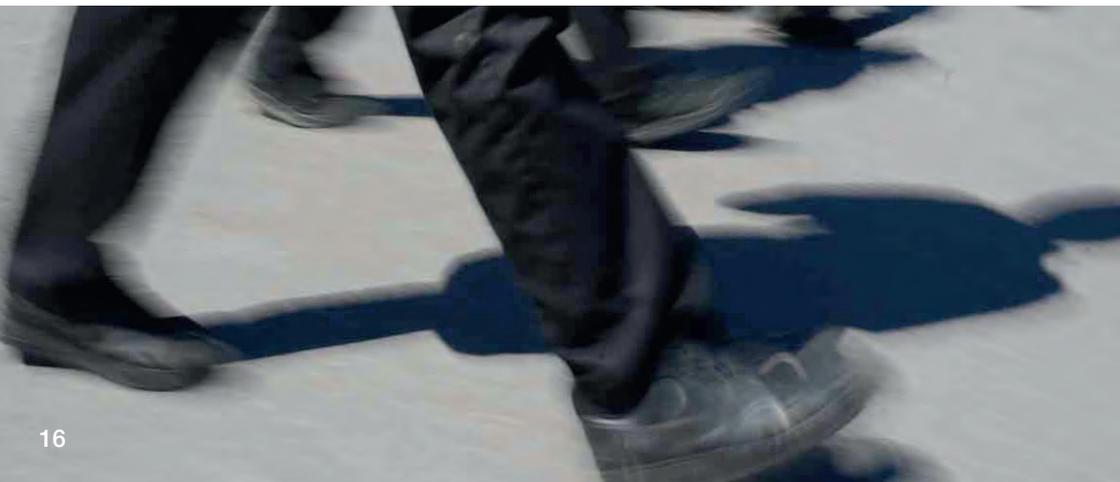
Section 7: Keeping Going

Questions

- What good things have come out of the STP so far?
- Are there any things that we still have left to do?
- Are there any new things that we have to do?
- What can we do to keep interest going in our STP?

Activities

- Ask STT to book meetings for the next two terms – it should be their responsibility to book a room and inform staff and members. They should also remind everyone about the meeting beforehand
- Nominate a team member to update the school notice board once a month
- Ask STT to prepare an annual presentation to the parent council
- Ask STT to think of regular special events, to keep interest high





Chapter 4:

Useful resources

Resources – contact your School Travel Professional for any of the following resources or email the Sustrans School Travel team at schools-scotland@sustrans.org.uk

- **How to Develop a School Travel Plan: A Teacher's guide to developing a School Travel Plan**
- **Simple Steps to Success: A guide to using pedometers with young people**

Awards

Cycle Friendly Schools Award: Cycling Scotland
For more information and an award pack visit www.cyclingscotland.org or call 0141 229 5353

Websites

Children's Commissioner for Children and Young People
www.sccyp.org.uk

Cycling Scotland
www.cyclingscotland.org

Eco-Schools Scotland
www.ecoschoolsscotland.org

Energy Savings Trust
www.energysavingstrust.org.uk

Forestry Commission Scotland
www.forestry.gov.uk/scotland

Healthy Living
www.healthyliving.gov.uk

Junior Road Safety Officers
www.jrso.com

Living Streets Scotland
www.livingstreets.org.uk

Road Safety Scotland
www.road-safety.org.uk

Scottish Government
[www.scotland.gov.uk/Topics/Sustainable development](http://www.scotland.gov.uk/Topics/Sustainable%20development)

Scottish Natural Heritage
www.snh.org.uk

SportScotland
www.sportscotland.org.uk

Sustrans
www.sustrans.org.uk

Traveline Scotland
www.travelinescotland.com

The School Travel project in Scotland is co-ordinated by Sustrans and is supported by the Scottish Government, Charitable Trusts and Sustrans Supporters.

Special thanks to all the teachers and pupils involved in the making of the DVD and to Ishbel MacLean Productions.





Smileage.

sustrans
JOIN THE MOVEMENT 