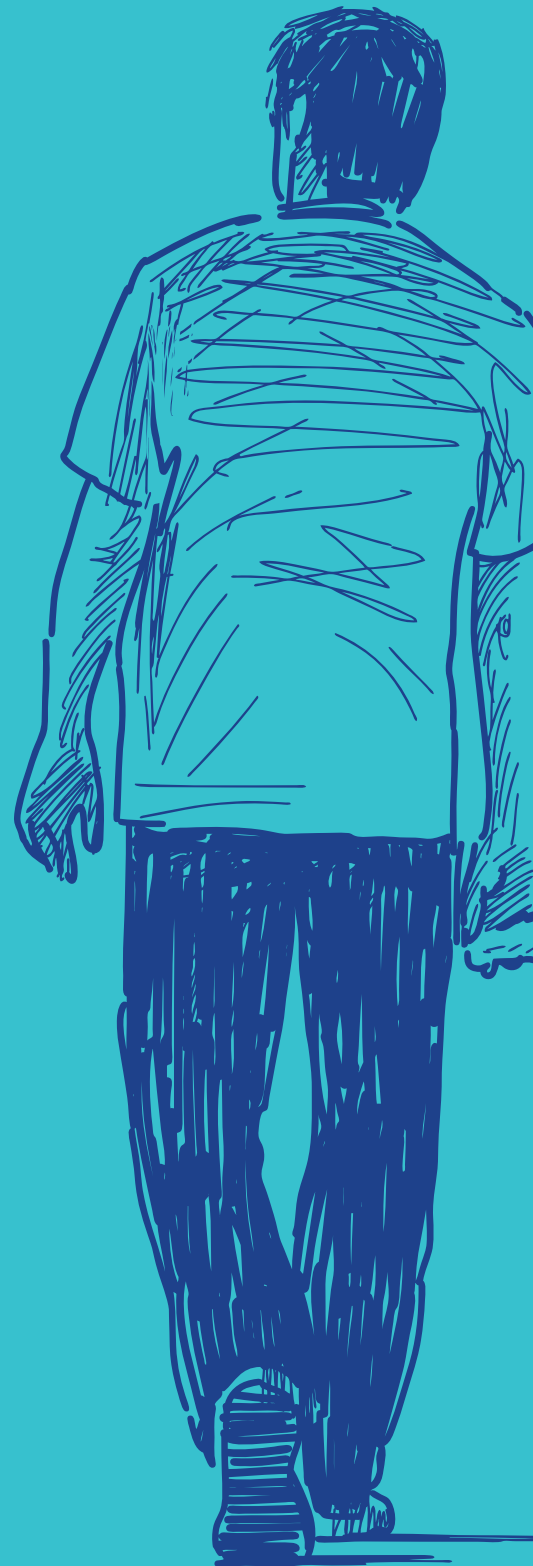


# SCHOOL TRAVEL PLAN RESOURCE PACK



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# INTRODUCTION

This resource pack has been developed to provide schools with initiatives and examples to get school travel planning underway. It will help you implement activities to encourage staff and students to be more active when they travel to and from school. We encourage you to have a read through the School Travel Planning Guide, which can be found at [www.dunedin.govt.nz/school-travel-plans](http://www.dunedin.govt.nz/school-travel-plans). It will help you decide how intensive you want your school travel plan to be and how many activities or actions need to be implemented.

A school travel plan is a great tool that can be used by schools to deliver practical actions to encourage walking, cycling, scooting, and improve road safety for students and staff traveling to and from school. Action plans developed from the school travel plan process aim to create a safer and less congested environment outside each school or school cluster, and are delivered in partnership with the school community, Dunedin City Council Transport Group and NZ Police.



# UNDERSTANDING TRAVEL PATTERNS

## Mapping our travel exercises

There are a number of ways that you can undertake travel mapping exercises such as interactive class or group sessions or individual mapping or surveys.

Surveying or mapping students' journeys to and from school is a great way for students to learn more about their neighbourhood. They identify road safety issues and where students can travel with classmates who live nearby.

Results of your travel mapping exercises can be shared with the DCC to emphasise any issues that need further intervention. Contact the DCC Safe and Sustainable Travel Coordinator if you need help with survey templates or tools.

Here's two examples you could use:

### 1. Interactive mapping

Students can draw their routes to and from school on large maps (A3 or larger). They can show how they travel (car, bike, walk, scoot etc.), and any issues they have encountered (e.g. hard to cross, don't feel safe etc.). You can use the lesson guide following.

## Interactive travel mapping lesson guide

### Instructions for teacher:

- Print out a couple of large maps of your school neighbourhood
- Divide class into groups (maybe group students who live in the same neighbourhoods)
- Students indicate their **usual** route to school on the map – **draw a line on the map showing the route**
- Students indicate (using the codes below) where they have issues – **write the letters directly on the map.**

### Instructions for students:

- Indicate your usual route to school on the map – **draw a line on the map showing the route**
- Indicate (using the codes to the right) where you have issues – **write the letters directly on the map.**

### Codes to use on the map:

- C** – I have problems **crossing the road** here
- H** – I have been **hit by a car** while travelling here
- N** – I have had a **near-miss with a car** here
- P** – I have problems **finding a parking spot** here
- S** – I am **concerned about my safety** here
- T** – I am usually delayed by **traffic/queues** here
- X** – I have had a **crash/collision driving** here
- O** – I have some **other issue** here (explain overleaf)

## 2. Individual travel surveys

One method to find out how students and staff travel to and from school and about issues they encounter along their route is through individual travel surveys. Using the template on the next page, insert a map of your school area and send a copy home with each student so they (and/or their parents) can record the routes and modes they use and where they have encountered any safety issues.

Alternatively, surveys can be completed in school time, facilitated by teachers, and/or student groups/leaders. If students are leading these surveys, younger students may need more support the older students to map out their exact route.

## Individual travel survey sample

# Road Safety Study Survey

School Name \_\_\_\_\_

## Instructions for pupils and their parents/caregivers:

We are interested in your travel route to/from school and after school sports.

- Please indicate your usual route to school on the map – **mark with a pen a line on the map showing the route**
- Please indicate (using the codes to the right) where you have any issues – **write the letters directly onto the map**

I **usually** travel to school by: (circle main option below)

CAR / TAXI / BUS / BIKE / WALK / SKATE / SCOOT

I sometimes travel to school by: (circle other options if need be)

CAR / TAXI / BUS / BIKE / WALK / SKATE / SCOOT

## Codes to use on the map:

**C** – I have problems **crossing the road** here

**H** – I have been **hit by a car** while travelling here

**N** – I have had a **near-miss with a car** here

**P** – I have problems **finding a parking spot** here

**S** – I am **concerned about my safety** here

**T** – I am usually delayed by **traffic/queues** here

**X** – I have had a **crash/collision driving** here

**O** – I have some **other issue** here (explain overleaf)



Please return this to your school by **Wednesday, 27 March 2019** – Thank you!  
 Any other comments? Please write them on the back of this sheet.

## School gate observations

Fifteen minutes before school start and finish times, ask your student volunteers and an adult to stand outside your main school gates and observe walking, cycling, parking and driving behaviours and occurrences. Brainstorm what you want to look for beforehand, here are some examples:

- Number of cars parked on yellow lines
- Number of cyclists
- Number of cyclists who wear/don't wear helmets
- Number of pedestrians going in and out of each gate
- Number of pedestrians crossing but not using the kea crossing.

Counting behaviours and occurrences is a popular activity for students as they don't usually concentrate on individual behaviours. Nevertheless, it's important the adult in the group points out any dangerous driving, cycling and parking behaviour to the students and discusses it with them at the time. The group can meet afterwards and share experiences.

### Pros:

Students feel important being part of the surveying.

Students in high visibility vests attracts the attention of parents and students

Produces hard data and something they can share with others/talk about e.g. at assembly.

### Cons:

You will have to organise students to come to school earlier, be dismissed from class earlier or come to class late.

## Survey templates

Surveys will help you gather data on how students and staff travel to school before and after implementation of school travel planning initiatives. This information is useful so you can see how successful your initiatives are and to pin point areas needing improvement.

Here's two examples you could use:

### 1. School travel survey – pre travel plan

This survey can be distributed by staff or students to be completed by students. One way to maximise student participation is to ask senior students to interview or survey junior students for their feedback or responses.

This survey is shown on page 7.

### 2. Pre-survey - Staff

This survey is shown on page 8.

## Weekly travel mode count

A survey is a good idea if you want to find out exactly how many students walk, cycle, etc. You could do a hands-up survey in each classroom every day or just one day of a week.

Below is an example of how survey results could be recorded.

This exercise gives students data and something they can share with others/talk about e.g. at assembly, reflects the situation and identifies problems.

### Weekly travel mode count sample

Day	Walk/WSB	Scooter/skate	Cycle	Bus	Car	Car pool	Total
Mon am							
Mon pm							
Tues am							
Tues pm							
Wed am							
Wed pm							
Thurs am							
Thurs pm							
Fri am							
Fri pm							
Total							







## Analysis of mode choice

A key component of school travel planning is understanding why walking, cycling or scooting is often a better choice than driving. It's helpful to understand why we need to encourage more people to use these modes and less people to use cars. Debate or discuss what the best transport options are for your school.

Discuss the benefits and disadvantages of each mode. Each mode could be written on a piece of paper as a visual aid (mode cards) to prompt or remind students about each mode during the discussion. Below is a list of benefits and disadvantages of each mode to talk through with students.

Following discussions on the benefits and disadvantages of each mode, rank the modes from best to worst by putting the mode cards in order. You might conclude there is no best or worst mode of transport so two modes could be ranked on the same level. Ranking them can also be difficult because each mode has good and bad aspects.

If cycling, walking, and scooting have the most benefits, bus is ranked lower and car the worst, and yet most of you are travelling by car, you may agree there is a need for change. Let your school know you want change (which is why you are a school travel plan school).

Mention there can be good reasons to use a car, but there are still many trips could be done by bike or walking, etc. instead. About 16% of car trips in New Zealand are less than 2km so there is huge potential to reduce car usage.

Benefit	Disadvantage
<b>Car:</b>	
Fast	Pollution (noise, exhaust gas)
Protected from environment (weather, noise, people)	Congestion
	Isolation from the outside world
	Dependence
	Danger to other road users
	Lack of exercise
	Costs
	Taking up space
	Dependent on finding a park

Benefit	Disadvantage
<b>Bus:</b>	
Socialising and relaxation time	Bullying
Cost	Cost
Independence	Dependence

Benefit	Disadvantage
<b>Bike, scooter, skateboard:</b>	
Cheap	Glass = puncture
No pollution (noise, exhaust gases)	Exposed to speed and cars
Fast	Sweat
Easy to communicate with people	Exposed to weather
Exercise is good for health	Infrastructure not there
Doesn't need much space	
Get to know your community	
Independence	

Benefit	Disadvantage
<b>Walking:</b>	
No costs	Slow
No pollution	Exposed to weather
Easy to communicate with people	Boring
Exercise is good for health	
Doesn't need much space	
Get to know your community	

# WALKING AND WHEELING INTERVENTIONS

## Wheels days

Students can bring their wheels to school and ride them on school grounds on wheels days. Some schools hold a wheels day every week (wheels Wednesdays or wheels Fridays), fortnightly, once a month (last Friday of each month), or once a term. Some schools only run wheels days during warmer terms (terms one and four) and some run them year-round. Wheels days enable students to wheel to and from school and provides a safe environment to learn in.

Alternatively, your school can participate in Walk 'n' Wheel week. Sport Otago is contracted by DCC to run Walk 'n' Wheel week to help schools promote the benefits of active transport. Schools are encouraged to compete for the most students walking and wheeling during the week.

## Build a bike and scooter shelter

The lack of a covered and secure space to store bikes, scooters and skateboards can be a barrier for students to use an active mode to travel to and from school. You could get a group together to raise funds to build a shelter or somewhere secure for students to store their bikes, scooters and skateboards while they're at school. Ask members of your school community to donate time and/or materials for a new shelter. Contact Sport Otago for support and guidance on funding applications.

## Walk/bike/bus to school maps

A walk, bike and bus to school map is a way of conveying information about travelling to and from school in an easy to understand format. The map should show your school and student catchment area and all relevant information including:

- bus routes and bus stops
- off-road tracks and pathways
- pedestrian crossing facilities
- cycle infrastructure
- Walking, busing and cycling distances in minutes
- park and walk/scoot zones
- walking school bus routes (if applicable).

Maps can be used around the school, sent to families and be included in new entrant packs. Talk to the DCC Transport Group if you need help designing a walk, bike and bus to school map.

## Google your walk, bus and bike ride to school

This exercise enables each student to find out about their route to school, comparing different travel choices such as walking, cycling and bus. This exercise could be a homework or in-class activity. Students will need access to the internet to make use of the google route planning tool.

### Students should answer the following questions:

- How far is it from your house to your school?
- Plan your route from your house to school by bike, bus and walking. Plan different routes for cycling, walking and taking the bus: the fastest, the safest, the most beautiful, the flattest
- Compare different routes. Which route would you choose for bike, walk or bus routes and why?
- Do you walk, cycle or bus to school? If so, how long does it take you?

To ensure students who live far away from the school can be included, drop-off points can be stipulated that are 500m - 1km from the school and children can plan to walk, bus or cycle from there.

## Classroom challenge

The NZTA has designed resources to help you create friendly competition between classrooms to encourage and promote walking to schools.

This is how a classroom challenge works: Students who walk to school every week at least once a week record their walk on a classroom chart and on their personal record card. Classrooms and individuals win trophies each week or term to reward the most walking. This activity can be extended to those who are cycling, scootering and taking the bus.

### Charts and resources can be found at:

<https://education.nzta.govt.nz/feet-first-lessons>.

## Frequent walker, cycle or bus membership

This activity is incentivising students to walk, cycle or bus to school using a frequent walker, cycle or bus miles program that results in rewards.

This is how you can organise it:


1. Design a frequent walker, cyclist or bus membership card (example below)
2. Advertise the card through the newsletter. Students sign up for the card just like with a real frequent flyer card. The card is ticked off every time they walk, cycle or bus to school so they can accumulate points towards rewards.
3. Organise a system to tick off students' cards. Senior students, or a teacher or parent volunteer, could sit at a checkpoint, such as the school gate, and tick off students' cards as they arrive at school. Students would need to visit the checkpoint each morning to earn points.
4. Organise prizes and a reward system e.g. sitting on an extra comfortable chair at assembly, a certificate, or adding their photo to a special notice board.

Below is an example of a frequent walker membership card:

### School "Frequent Walker" Membership Card

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

Collect Stamps Here



Mark one square each time you walk to school. Once you have walked 20 times you earn a footprint stamp. Collect three stamps and you'll receive a prize!

**Name:** Debbie  
**Room:** 13

## Buddy programme

This activity buddies up students who walk regularly to school with others who live nearby. This is how you can organise it:

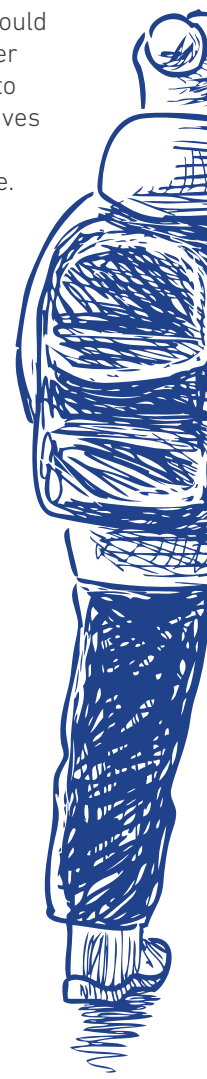
1. Identify students who are regular walkers and other students who live nearby but travel by car. This could be achieved by a survey or the **mapping our travel exercise (page 2)**.
2. Work out a system to match buddies and identify if they and their parents are happy to walk together.
3. At the end of each term, identify which student buddies have been regular walkers. Use incentives or prizes to reward participation in the project.
7. Students who are regular walking buddies can nominate other car users to join the project, which could grow into a walking group.

### Variations and tips:

- To ensure students who live far away from the school can be included, drop-off points can be stipulated that are 500m - 1km from the school. Children who walk from there can be counted as walkers.
- Make sure incentives are good enough to attract participants.

## Walk with another parent

Lots of parents already walk their kids to and from school and they may be happy for kids who live along their walking route to join in. They would need to be identified and asked if they are happy to turn their personal walk into an informal walking school bus. The mapping our travel exercise or a survey could identify students who live along the route. Parents could stay in contact via a Messenger (or similar app) group or text to arrange daily changes. Incentives and support might encourage parents to join the programme.



## Walking school bus

Like a real bus, a walking school bus travels at a set time along a set route to and from school and children join or leave the bus at designated stops. It needs at least one adult to act as the driver of the walking school bus.

NZTA has produced a comprehensive kit to guide the set-up and implementation: <https://education.nzta.govt.nz/teacher-resources/school-community-partnerships/walking-school-bus/>

Talk to DCC Transport if you would like support to set up a walking school bus.



## Set walking day

To motivate the formation of a walking school bus and/or student walking groups, start informally with a walk to school day on a set day each week. You could have a Travel Wise Tuesday, a Walking Wednesday, a Car Free Friday or Fresh-air Friday.

Decide which day of the week will be your walking day and set meeting times and places where parents and children could meet up to walk with others. Think of rewards or incentives to encourage participation.

Advertise your walking day and meeting places to parents. Parents will be responsible for assessing whether their children can walk independently, or if they need to walk with them or make arrangements for older children or other adults to accompany them. Encourage parents to walk with a group of children and help put them in touch with other nearby families.

### Tips:

- Include students who cycle, bus and drive then walk at least 200m
- Have a different, fun theme for each walking day
- Follow up with student walking groups or the walking buddy programme.

## Doggy destination

Establish your school as a dog friendly destination for parents and encourage parents to exercise their dogs by walking their children to school.

You could:

- find out your school's current policy about dogs on school grounds
- set up a special doggy parking zone - a place where dogs can be left on their leash for short periods if parents want to go into their child's classroom. Consider providing a water bowl for your canine walkers
- promote the concept to parents via the school newsletter, parents' events or by drawing up a promotional flyer that children of dog owners can take home
- consider having a dog walk day to kick off the concept.





## Feet first

Feet First is an NZTA initiative and resource pack that provides learning experiences for teacher-directed inquiry around the context of walking as a type of active travel.

Resources align to the values, key competencies and achievement objectives of the NZ Curriculum.

Contents include learning intentions, learning experiences, thinking strategies, what if questions, ICT resources and self-assessment examples for curriculum levels 1 to 5.

### These resources:

- connect students to the people, places and environments around them
- encourage them to be actively involved participants and contributors to the well-being of their communities and environments
- provide experiences to develop critical and creative thinking and decision making.

## Active travel tree

Create an active travel tree for your classroom to reward students who choose active travel to get to and from school.

Create a tree – get students to paint a bare tree on canvas or paper to hang up in your classroom. Create leaves for the tree and source spot prizes.

When students use active transport, they can put a leaf with their name onto the tree. Over the week, the tree grows as students start using active transport more frequently. Reward students by picking leaves off the tree and recognising the students for being active.

## Active transport breakfast, smoothie station or walk to support activity

Select a date and the activity you want to reward. Use the guide below to set up your walk to support breakfast.





## Promotional Breakfasts

### Aim:

- To promote travelling to school in a sustainable way.
- To reward students who already travel to school sustainably.
- To encourage others who do not already travel to school by sustainable means.

### Method:

#### Before the Day

1. Decide which travel mode you wish to promote.
2. Arrange with tuck shop/ home tech room for cooking hash browns. Arrange parent volunteers if required.
3. Design advertising posters to promote the event.
4. Promote the breakfast at assemblies etc.
5. Registration list sent to classes. Students to register participation. This should be done a week in advance to get approximate numbers.
6. Divide Student Leaders into roles for the day:
  - a. Distribution of tickets
  - b. Collection of tickets
  - c. Distribution of food
7. Design and print a voucher to give to students to redeem for their breakfast. (This will be given out to students on the day.)
8. Buy breakfast items e.g. juice, hash browns, cups and napkins.

#### On the Day

1. Set up tables to distribute breakfast from.
2. Student leaders to be located at different points around the school area to hand out vouchers to students who are travelling by the selected sustainable means.
3. One leader to collect vouchers from students as they collect their breakfast.
4. Leaders to distribute food.

#### After the Day

1. Collate numbers of participants from the day.
2. Compare these numbers with numbers of students travelling in that mode on a normal week.

### Alternatives

- Run a breakfast for each mode of travel over the course of a year.
- Students who participate could go in to a draw for a special prize.
- To increase the mode of travel all week, run the promotion over a whole week with the breakfast being on any given day. Only the School Travel group and staff know what day the breakfast will be on.

# CURRICULUM RESOURCES

## Curriculum resources

NZTA has developed curriculum resources that align with the New Zealand Curriculum to incorporate learning about safer journeys and our transport system.

See <https://education.nzta.govt.nz/>

If your school has cycle skills training or bikes in schools, have a look at [www.bikeready.govt.nz/schools/curriculum-resources/](http://www.bikeready.govt.nz/schools/curriculum-resources/)

Classroom learning helps young people place their bike riding in a wider context of participation in a safe transport system.



**Bike Ready**  
TRANSPORT AGENCY

**What can BikeReady do for your students?**  
Cycle skills training + curriculum resources = deep, contextualised learning and skills for life

**Vision**  
BikeReady supports the New Zealand Curriculum vision for young people to be resilient, connected as members of communities, contributors to the wellbeing of New Zealand and informed decision makers.

**Future focus**  
Engages students in exploration of bike riding and safe transport systems in connection to citizenship and sustainability.

**Key competencies**  
Bike riding is a context for young people to use creative and critical thinking, knowledge and skills as a guide to personal thought and social action.

**Values**  
A bike riding school culture helps students explore and express values of excellence, innovation and participation for the common good.

**Science**  
Provides a context to understand the:  
• physical world – physical inquiry and physics concepts  
• living world – life processes.

**Mathematics and statistics**  
Contributes to student understanding of:  
• position and orientation  
• numbers and algebra – patterns and relationships.

**Health and physical education**  
Supports students to learn about:  
• regular physical activity  
• safety management  
• community resources.

**Technology**  
Contributes to student understanding of:  
• technological knowledge  
• nature of technology  
• design thinking.

**Social sciences**  
Enables students to explore contexts related to:  
• identity, culture and organisation  
• continuity and change.

**The arts – drama**  
Gives opportunities for students to:  
• understand drama in context  
• develop practical knowledge  
• develop ideas, communicate and interpret.

**Physical activity**  
Giving students the experience and skills for bike riding helps your school align its practices with:  
• National administration guidelines – priority given for regular quality physical activity that develops movement skills  
• Physical activity guidelines for children and young people – recommends accumulating at least one hour a day of moderate to vigorous physical activity.




# MONITORING AND EVALUATION

Complete the survey on the next page if you want to find out how much change has happened since implementing any interventions to encourage more active transport and improve road safety.



Monitoring and evaluation survey sample

1. How much has the overall road safety improved around your school since the last time you filled in this survey?

1 2 3 4 5 6 7 8 9 10  
Not at all A lot

2. Do you think your students are more aware of road safety matters due to the Travel Plan? Please explain.

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3. Do you think parent's behaviour and attitudes at pick-up and drop off times has changed due to the Travel Plan? Please explain.

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4. Do you think walking, cycling and scooting to and from school have increased due to the Travel Plan?

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5. What actions had the greatest impact on behaviour change/were most successful? Please list in the table below:

Name of action	Comment
e.g. Walk to school map	e.g. very successful and popular with 20 kids participating regularly, all self-managing.

6. What was the most negative aspect/experience during the Travel Plan process?

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7. What was the most positive aspect/experience during the Travel Plan process?

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8. Overall, how valuable was the School Travel Planning process to your school?

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# MORE INFORMATION

Contact the DCC Safe and  
Sustainable Travel Co-ordinator  
on 477 4000 or at [transport@dcc.govt.nz](mailto:transport@dcc.govt.nz)

