



Map Safe Routes to School

Stencil Painting Activity

Footpath stencils help to create a sense of place while creating fun reminders that your school is within an easy walking and riding distance from homes of students living locally.

Use the information in this guide to help you first complete an audit of the active travel network around your school, map the safe routes to school, then complete the stencil painting the activity with students. See also *Links to Western Australian Curriculum* on page 6.

Year level: Years 4 – 6

Teaching and learning resource

Who can get involved?

You may be able to get help with this activity from local government officers, other interested teachers or parents, or your P&C volunteers.

Teaching and learning ideas

Teachers are encouraged to use a range of the teaching and learning ideas provided. The teaching and learning ideas offer opportunities to address multiple learning areas.

Teachers can modify and extend ideas for different year levels and phases of schooling. Teaching ideas have been aligned to the Western Australian Curriculum, including identification of learning area, strand and sub-strand.



Examples of safe routes to school stencil markings.



Handy tip

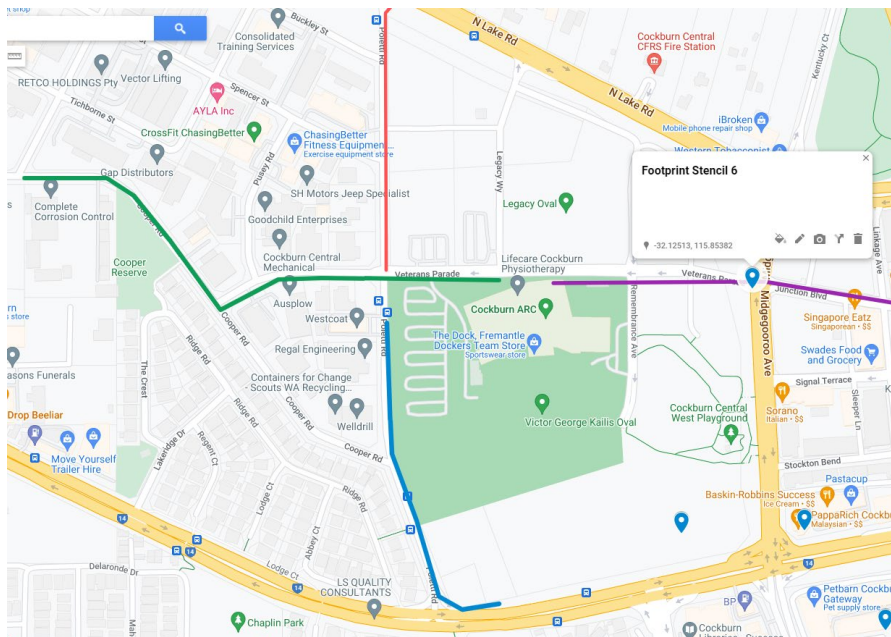
If students are painting stencils, consider small groups of four to six students at a time. We recommend allocating one hour per six stencils. It can be time consuming, finicky, potentially messy and mistakes may need to be fixed.

It's a good idea to contact your local council to advise your intentions. Their engineering staff may want to approve safe route and stencil locations and they may even help fund the paint and brushes!

Step 1 – Mapping the safe routes

There are several steps to identify the proposed safe routes to your school. We recommend the following process:

1. Conduct a site audit of the active transport network around your school with a small group of students (see Appendix for a [‘Site Audit’ template](#)).
2. Send out a ‘Safe Routes to School’ survey to parents to help inform popular routes and any road safety problem areas, particularly those near the school (optional).
3. Print out a large A1 or A2 map of the school to a one-kilometre radius and have students and parents mark their route to school on the map (optional).
4. Use the results of the site audit and the survey (if completed) to conduct a mapping exercise with students to identify the most popular safe routes to school.
 - a. [Create an interactive map](#) using the Google ‘My Map’ tool.



Safe routes interactive Google map through the My Map tool.

- b. Students identify and mark on the map four to five proposed safe routes to school using the ‘line tool’ function.

- c. Identify blue footprint and red stop stencil locations using the 'placemark' tool.
 - d. Identify school arrival points, school crossing locations, bike racks and high traffic areas.
 - e. Identify potential 'park and walk' locations 200-300 m away.
5. Remember to consider the following:
 - a. Choose streets that have good quality footpaths.
 - b. Ideally use existing popular routes – but consider if they are the safest choice.
 - c. Try to choose quieter streets that have fewer crossing points and have traffic calming.
 - d. If there's a need to cross a busy road, choose a route that crosses it in a safer location with a school crossing guard or traffic lights.
 6. Ask students to identify familiar places, such as parks and playgrounds, on the Google map and consider where stencil art could promote physical activity and reduce risk.
 7. Get students to create a drawing with a short description that allows them to explore ideas regarding where they think the stencils should be placed and why. Students can use familiar words to demonstrate their writing knowledge.
 8. Once you've identified four to five safe routes, seek feedback from the local government, parents, teachers and other school staff. This can be done via the school newsletter, Connect, email or an informal chat at school pick-up.

Step 2 – Stencil painting activity

Materials

- Your Move stencils
- Paint and brushes. We recommend an outdoor, weather-resistant paint
 - Paint quantities for 90 stencils:
 - One 4L tin of Ultramarine Blue (or similar) – for footprints
 - One 4L tin of True Red (or similar) – for 'stop' signs
 - One 2L tin of White – for 'stop' sign lettering
 - Brushes:
 - Two brush kits – 2-piece synthetic recommended
- Cleaning rags and a paint scraper
- Bucket of water and a container for dirty items
- Smartphone or tablet to view Google map (and take photos).

Preparation

- Ask your Champion to order footprint and stop sign stencils from the [Your Move Rewards Shop](#). The available stencil packs cost 135 points per pack:
 - [Pack 1](#): Footprints and stop signs
 - [Pack 2](#): '5, 10 and 15-minutes to school' templates.

- Footprints encourage people to walk on left side and to share the path with other users. Stop signs are for road crossings.



Students participating in the safe routes stencil painting activity.

On the day

1. Start approximately five metres from safe crossing points at the first intersection and then space the blue footprint stencil every 50-60 metres (approx. 5-6 houses). Don't paint on driveways or near existing pedestrian or bike pavement markings.
2. Place the stencil on the path and check that it is the right way up.
3. When painting, you may need someone to hold the stencil down firmly, so the paint doesn't bleed underneath it.
4. Apply two thin coats of paint, waiting a couple of minutes for the paint to dry between coats. Using too much paint will take too long to dry, could bleed under the stencil and potentially smudge.
5. Wash up! Wash the brushes and clean the stencils after each use. If your paint dries on the stencil, you can use a rag or paint scraper to remove it.

Handy tip

To avoid dripping paint on the path between locations, store the paint tins, stencils, brushes and rags in a box or container. Make sure the lids are firmly on the paint tins before you move to the next stencil location! Moving items on a trolley can also make it easier for you.

Adults can follow behind the students and tidy up painted footprints or stop signs if bleeding or smudging occurs. Take plenty of photos of the activity and participants.

Step 3 - Student analysis activity

Organise students into small groups and get them to answer these questions:

- How could the blue footprint stencils promote physical activity?
- How could the red stop stencils reduce risk?
- How could local features and places benefit from having a footpath stencil near them?
- Why do people participate in community groups, such as a school or community projects such as stencil painting?
- What can you as students do to actively participate and contribute to your local community?
- How did you contribute to conversations and discussions and what processes did your group use to share information and ideas and negotiate?
- How could we promote the new Safe routes to school and stencils to parents and students?

You could also get students to measure and compare the stencils using metric units of length, mass and capacity.

Step 4 - Celebrate!

Don't forget to celebrate the amazing work that you and the students have done!

- Share information and photos about the stencil activity on the [Your Move website](#).
- Share the news of the new painted 'Safe Routes to School' in the school newsletter.
- Tell the school community all about it at a school assembly.

Extension activities

- Complete a 'Hands Up survey' before and after the stencils are installed, and get students to analyse if there has been any change in the rates of walking, scootering and bike riding.
- Run a 'stencil design competition' – this could be for decorative elements along the safe routes to make it even more engaging.
- Calculate the distance and the walking time of the various routes using the Google My Map tool.
- Read our about '[How to create a School Access Guide](#)' to supplement your beautiful new stencil painting along the safe routes to school.

Appendix: Links to the Western Australian Curriculum

Table 1: Humanities and Social Sciences

Strand	Sub-strand
Humanities and social sciences geographical knowledge and understanding	<ul style="list-style-type: none"> • People live in places (Pre-primary) • People are connected to many places (Year 2)
Humanities and social sciences civic and citizenship knowledge and understanding	<ul style="list-style-type: none"> • Communities
Humanities and social sciences skills	<ul style="list-style-type: none"> • Questioning and researching • Analysing • Evaluating • Communicating and reflecting

Table 2: Health and Physical Education

Strand	Sub-strand
Personal, social and community health	<ul style="list-style-type: none"> • Contributing to healthy and active communities • Being healthy, safe and active • Communicating and interacting for health and wellbeing
Movement and physical activity	<ul style="list-style-type: none"> • Moving our body • Understanding movement

Table 3: Mathematics

Strand	Sub-strand
Measurement	<ul style="list-style-type: none"> • Using units of measurement • Location and transformation
Statistics and probability	<ul style="list-style-type: none"> • Data representation and interpretation

Table 4: Other subjects

Subject	Strand	Sub-strand
English	Literacy	<ul style="list-style-type: none"> • Interacting with others • Creating texts
Technologies: Design and Technologies	Processes and production skills	<ul style="list-style-type: none"> • Creating solutions by: <ul style="list-style-type: none"> – Designing – Producing and implementing
The Arts	Visual arts: Making	<ul style="list-style-type: none"> • Production • Making
Languages	Communicating	<ul style="list-style-type: none"> • Translating

General capabilities

- Literacy, numeracy, information and communication technology (ICT)
- Critical and creative thinking, ethical behaviour, personal and social capability
- **Cross-curriculum priorities:** Sustainability
- **Learning areas:** Geography and Art.



Worksheet: Site Audit

Print/photocopy this page per route to be audited. Complete each row of the table from the first to final street and intersection along the route.

School: _____ Route: _____ Time of day _____

Hazard identification audit

Use the 'hazard identification elements' table to list the correlating number to the identified hazards. Capture only potential hazards.

Street name	Intersection, landmark, etc.	TRAFFIC AND SPEED	INTERSECTION DETAILS	VISIBILITY	BUILDINGS	Comments
Example – Brown Street	Brown Street corner East Parade	1	6 – Single lane intersects with 2-lane main road	1	1	A quiet side street which intersects with a busier main road that we would need to cross over

Hazard identification elements

TRAFFIC AND SPEED	INTERSECTION	VISIBILITY	BUILDINGS
<ol style="list-style-type: none"> High traffic volume on section Heavy vehicles on section No path or walkable verge, carriageway only Secondary school bike route Other (please specify in audit table) 	<ol style="list-style-type: none"> Single lanes, 3 or 4 way Single lanes, 3 or 4 way with refuge Multiple lanes with refuge islands Light controlled, w/pedestrian phase Light controlled, no pedestrian phase Other (please specify in audit table) 	<ol style="list-style-type: none"> Bend or corner impacting pedestrian or driver response time Crest or dip impacting pedestrian or driver response time Vegetation/signs obstructing pedestrian or driver view Parked vehicles obstruct view 	<ol style="list-style-type: none"> Driveways to commercial sites (shops/service stations, etc.) Walled boundary lines, poor driveway visibility Other (please specify in audit table)

