

Class Walkability Project



SmartSteps®
FOR PRIMARY SCHOOLS



Handbook

Class Walkability Project

Introduction

Children walking to school and around their neighbourhoods is one of the best markers of a healthy, vibrant community. Disappointingly, many urban areas are unsuitable for children to walk and have seen a significant decline in walking over recent decades.

The *Smart Steps: for Primary Schools* Class Walkability Project is a unique and valuable opportunity for primary school students to learn the importance of walking, and to recognise and respond to factors that are barriers to walking, while receiving the AusVELS curriculum.

Directing the project and using enquiry-based learning, students have opportunities to:

- increase their knowledge of the benefits and importance of walking
- improve their and their family's ability to identify things that make a street suitable or unsuitable for walking
- increase their and their family's knowledge of how to improve a street
- improve the walkability of an area in their school neighbourhood
- become more connected with their school neighbourhood.

The Handbook

Developed by experienced and innovative teachers and curriculum writers, the *Class Walkability Project Handbook* is a guide to undertaking the Class Walkability Project with your students.

In line with the Class Walkability Project elements, the handbook has five main parts:

1

Understanding walking and walkability:

Students learn the importance of walking, the meaning of the term 'walkability' and how to recognise things that are good and bad for walking in a street or neighbourhood.

2

Walkability where I live: Students reflect upon and may investigate things that are good and bad for walking near to where they live.

3

Our walking audit: Students learn how to formally assess (audit) an area's suitability for walking, and plan for and undertake an audit of a street or route related to the school.

4

Taking action for walkability: Using information from their audit, students identify the factors that make the assessed location unsuitable for walking, and develop and deliver an action plan to make improvements.


5

Celebrating and sharing our project: Students celebrate their success and share the story of their Class Walkability Project.

Material in this handbook to support the Class Walkability Project comprises:

- **templates** (Appendix A) to support some of the tasks in parts 3–5
- **curriculum connections** (Appendix B) to help you align the project with AusVELS
- **further connections** (Appendix C), with opportunities for students to continue their learnings beyond the classroom.

The project is primarily for use by students in levels 4 to 6; however, lower levels can still be involved. Ideally, the entire school and the broader community should be engaged.

Project delivery is flexible: you can modify such things as the size of the audit location, and the number and complexity of factors students work to address. Add your and your student's creativity to suit you and your primary school. If you'd like some suggestions, see the **activity ideas**  throughout the project stages.

Class Walkability Project

1. Understanding walking and walkability

Students need to begin with a good understanding of the importance of walking and the meaning of walkability. To explore these concepts with students, see for example:

- [Wikipedia \(Walking\)](#): a simple definition of walking, including an overview of the health benefits of walking, and a definition of walkability
- [Why Walk?](#): the various benefits of walking, outlined by Victoria Walks
- [Journey to School](#): a student-led video that demonstrates the benefits of walking to school for children and families
- [Walkable 101](#): a short video that provides an introduction to walkability, explaining the benefits to individuals and communities of making a street or neighbourhood more walkable. This video also identifies factors that make an area better for walking.

When they understand these concepts, students can then learn to reflect on and recognise things that impact on walkability – more simply, things that are good and bad for walking. To explore this with students, see for example:

- [‘Good for walking’ picture chart \(Appendix A\)](#): a collection of photographs demonstrating things that can be good for walking
- [‘Bad for walking’ picture chart \(Appendix A\)](#): a collection of photographs demonstrating things that can be bad for walking
- [Walkability check list \(Appendix A\)](#): questions to help students identify things that could make a street or neighbourhood better for walking.
- [‘Westgarth Walking Audit’](#): a map that identifies things that are good and bad for walking near to a school.



Activity ideas

- While watching the [Walkable 101](#) video, students record factors that make a street or neighbourhood good for walking. Create a class list of the factors. Refer to the [Walkability check list \(Appendix A\)](#) to further prompt students and to create a complete list.
- Referring to the [‘Good for walking’ picture chart \(Appendix A\)](#), students give thought to what each photo depicts that could be good for walking. Students then refer to the [‘Bad for walking’ picture chart \(Appendix A\)](#), and give thought to what each photo depicts that could be bad for walking. In both cases, prompt students to consider different types of walkers (e.g. children, elderly people, people with prams). Students justify their responses to the class. For guidance refer to [Victoria Walks Walking Audit](#).
- In small groups, students conduct a mini research project on the benefits of walking. Students investigate and identify the benefits of walking for (a) themselves, (b) their family, (c) the local community and (d) the planet. Students present their findings to the class.
- Students develop a class definition of walkability.

2. Walkability where I live

Students consider their neighbourhood and identify factors in the area that make walking good or bad. They may focus on

the street on which they live or a route from their home to a favoured destination (e.g. school, shops, park, friend’s house).



Activity ideas

- Students go for a walk with their family to observe a street or potential walking route near to where they live. Referring to the list of factors created in class, or to the [Walkability check list \(Appendix A\)](#), students identify and record things that make the area good or bad for them to walk. Students present their findings to the class. Use a local map to identify the areas observed and factors recorded.
- Arrange a day where all students are asked to walk from home to school (all or part of the way). As they walk, students identify and record things they observe that make it good or bad for them to walk. Students present their findings to the class. Use a local map to identify the areas observed and factors recorded.

3. Our walking audit

After students have identified and reflected on factors that impact on walkability in their neighbourhood, introduce them to the concept of a walking audit.

To explore this concept with students, see for example:

- [Assessing Walkability](#): features a definition of a walking audit
- [Walking Audit](#): advice from Victoria Walks on what to look for when conducting an audit of walkability
- [Leon](#): a short, humorous film about a man preparing to do a walking audit.

Explain to students that they will conduct a walking audit. Students will choose the location to audit and investigate the factors in that location that make it good or bad for people to walk.

Explain to students that the walking audit forms part of a class project, and that after their audit they will take action to address some of the factors they identified that made the location bad for walking. The goal of the project is to make the audited location better for walking, and to increase the number of people walking at the location.

Choosing the audit location

The first step of a walking audit is to think about and agree upon the location to be audited.

The location may be a section of a street, the full length of a street, or a walking route. It may be a location close to the school or a location found to be of relevance for students walking to and/or from school or another destination. A location could be chosen for auditing because it is frequented or because it has the potential to increase walking and access if improved.

Ideas include:

- streets on which a school is located
- school bus parking zone
- school car drop-off and/or collection zone
- popular or ideal route between school and public transport (e.g. train station)
- popular or ideal route between school and shopping or recreation precinct
- popular or ideal route for students walking or wanting to walk to school
- street or area of reported or known concern.

Students undertake some investigation and research to choose the best location for their walking audit. This investigation may be done in small groups. Students justify their reasons for selecting the location and identify it on a local area map.



Activity ideas

- Students conduct a survey to identify locations that people are concerned about in relation to walkability. A survey may be conducted with other students, teachers, families and/or local residents.
- Students review data from the day they were asked to walk from home to school, to identify popular walking routes to school, and areas along them where points of concern were recorded.
- Students discuss their project with their school's parents and friends committee or school council/board, and obtain feedback from them on the location for their walking audit.

3. Our walking audit (cont.)

Preparing for the audit

The walking audit is an enquiry-based task. Students must compose a question that they aim to answer by doing the walking audit. This question relates to the walkability of the location they have agreed to assess. Examples may include, 'Are there things around the school car drop-off zone that make it bad for people walking?' or 'What things make the route that students take from school to a local shop bad for walking?' Students contribute suggestions for the question, with guidance about the question's potential to be answered.

Having identified the question they want their walking audit to answer, students decide which methods they will use to answer it. Reflecting on their experience identifying factors that impact on walkability in where they live, students discuss and decide on suitable methods for identifying and recording factors that are good and bad for walking at their chosen location. Such methods may include:

- use of the [Walkability check list \(Appendix A\)](#) or similar
- use of the [Walkability fact finder \(Appendix A\)](#) or similar
- community survey (e.g. residents, drivers, pedestrians)
- observation
- incident counts (e.g. vehicles, pedestrians)
- photographs
- sketches or diagrams
- written descriptions
- physical measurements.

Depending on the size of the location being audited, and the class size and dynamics, students may work in small groups. Each group can take responsibility for a different data collection or recording method, audit a specific section of the site, or look at a specific element of walkability (e.g. footpaths, facilities).

Students decide upon a date and time for conducting their walking audit. If time permits, the audit may be repeated at different times of day (e.g. before and after school).

Students agree upon their individual and collective roles and responsibilities for the audit. Students, perhaps in their small groups, discuss and prepare the resources and equipment they require for data collection and recording (e.g. digital camera, map, [Walkability check list](#)). Students also consider communication that may be necessary for families, the neighbourhood or school community.



Activity ideas

- Contact the local council and invite a representative to speak to students about how they consider walking when planning a neighbourhood.
- Students write an article for the school newsletter, explaining that they are conducting a walking audit and inviting interested family or members of the school community participate.

Doing the walking audit

Remind students to not only observe the physical parts of their location, but also to think about how the space makes them feel. Refer to the [Walkability check list \(Appendix A\)](#) to ensure a broad review. Prompt students with questions such as:

- What things might affect older people, people with a disability or people with prams?
- Has anything you observed surprised you?
- Are recordings detailed enough and will they be useful back in the classroom?
- Is there other information you need?



Activity ideas

- Students use digital cameras to create an image library as part of their data collection.
- Students prepare the permission notice that will go to their parent or carer explaining the walk.
- Invite the school principal to a briefing about the walking audit.
- Use the walking audit as a buddy activity between younger and senior levels.
- Students share the [Walkability fact finder \(Appendix A\)](#) with their families and ask for their input.
- Students develop a plan for the walking audit, using a check list to mark off actions or creating a lotus chart.

4. Taking action for walkability

Congratulate students on completing the walking audit. Explain to students that they will now use the information they have collected to answer their project question. Students will then plan for and take action to address walkability issues they have identified.

Analysing the walking audit results

Students need to share and collate information collected during the audit. They can work in groups to do tasks such as downloading digital photographs, comparing and tallying results on the [Walkability fact finder \(Appendix A\)](#), or entering measurements into a spreadsheet.



Activity ideas

- Students collate and graph incident data.
- Collate walking audit results collected by parents and/or residents and compare them with student results.
- Groups enter their recordings into a word-processing document, which is then collated and developed into a class list.

Collated information is closely analysed by students, and discussed in groups or as a class.

Through analysis and discussion, students seek to answer their project question and identify things that are negatively impacting walkability at the audit location.

During this analysis and discussion, prompt students to think about the value of their information with questions such as:

- How has this information helped us to answer our project question?
- What information is most useful in answering our project question?
- Which information can help in developing a plan for taking action?
- What information has surprised you?

Students create a list of things they identified at the audit location that are good for walking. This list may be useful if engaging with your local council later in the project.



Activity ideas

- Groups take responsibility for presenting the analysis of a data set to the class, for example presenting and explaining incident data on a graph on the interactive whiteboard.
- Students produce a short report on the findings of their walking audit. The report is presented to the principal or a local council representative.
- As data is reviewed and discussed, students develop a class list of factors at their audit location that are bad for walking.

Prioritising and planning for action

Having identified factors that are bad for walking at their audit location, students now work towards taking action to address them, with the aim of making the area better for walking. You may like to reflect on the earlier discussion of why walking is important.

Using a method of prioritisation, students decide which factors they will take action to address. Students may use the following categories for prioritising:

- high, medium or low, based on the factor's impact on walkability at the audit location
- short, medium or long term, based on the time the factor will take to address
- simple, moderate or hard, based on students' ability to address the factor.

Students may decide they are able to address all of the factors they identified, or only one.

It is important for students to have some control over the decisions about prioritisation, so that they are engaged and motivated to take action. Assist students to identify actions that are achievable with minimal effort so they can have 'easy wins', as well as working on more challenging factors, which may take longer to address.

Class Walkability Project

4. Taking action for walkability (cont.)

To be able to prioritise factors, students must understand how each factor could be addressed. For each factor identified, lead students in a discussion about what they could do to address it. To explore this with students:

- invite a council representative to give a presentation
- see [Smart Steps: for Families – Making your street more child-friendly](#), a simple guide to address factors found to be bad for walking following a walking audit
- get some ideas for improving walkability in a street at [DIY Street Makeover](#)
- see the [‘Taking action’ reference sheet \(Appendix A\)](#).



Activity ideas

- Hold a class discussion about actions needed to address each factor, followed by a student vote as a method of prioritisation.
- In groups, students decide on the factor they see is a priority to address. Each group then presents their priority to the class and justifies their reasoning.
- Students present their list of factors to a representative from the local council. The council representative explains to students what could be done to address each factor. Students use this information to help them in their prioritisation.
- Students share with their parents or residents their list of factors, and seek feedback on which factor to address.

Having decided which factor or factors they are going to address to achieve their goal to improve walkability at the audit location, students can now develop a plan for taking action. The [‘Taking action’ organiser \(Appendix A\)](#) is an action plan, formalising what students will do to meet their goal.

Students engage in a planning discussion to agree on the key elements of their action plan. Lead discussion with questions to prompt students about each element:

- What tasks should we do for the factors we chose?
- What information do we need, and where can we find it?
- Who can help us with tasks?
- Who will be responsible for the different tasks?

- How long will things take? How much time do we have?
- What will we communicate to others? How will we do this?
- How will we monitor our activities? How will we know if our task goal has been achieved?

Students could work in pairs or small groups to discuss and agree on elements of the action plan, particularly what tasks need to be undertaken. They can share their conclusions with the class for final decision-making.

When students have decided on tasks, they identify its timeframe for completion and the person or people responsible. Students add to the action plan the tasks that are required for communicating, and monitoring or finding out if their goal has been achieved. Students reflect on how achievable tasks are, both individually and collectively, within the timeframes identified.



Activity ideas

- Have a Class Walkability Project display board in the classroom. Students use the board to display key information about the project, such as student roles and responsibilities, project timelines, updates on progress, and communication.
- Use De Bono’s Six Thinking Hats in the planning discussion to ensure all aspects of the action plan are considered.
- Groups take responsibility for addressing a different factor. Each group develops their own action plan and then shares their plan with the class to identify opportunities for collaboration or issues of duplication.
- Students use the [‘Taking action’ organiser \(Appendix A\)](#) to record each task students will be responsible for over a period of time. Enlarge the organiser to A3 size and display it in the classroom, or create it electronically for all students to access.

4. Taking action for walkability (cont.)

Communication

Advocacy or awareness-raising is a useful strategy for improving walkability and may be incorporated by students into their action plan. Sharing the actions students are taking to audit and improve walkability, and their reasons for doing so, will increase support for changes and improvements, and prompt others to consider how they can improve walkability.

Students may like to engage the local media in communicating about the project and walkability. For advice on engaging media, see [Victoria Walks Working with Media](#). Victoria Walks welcomes media enquiries if support information is required.



Activity ideas

- A group of students communicates and promotes class activities and related messages about walking and walkability. The group develops an action plan accordingly.
- Students present regular updates on the Class Walkability Project to staff and the school community at the school assembly.
- Students write articles for the school newsletter or website on the Class Walkability Project.
- Students prepare and submit a media release on the project to local or regional newspaper, radio and television. The principal or a teacher makes themselves available to speak to the media about the project.
- Students create a podcast about the project and upload it onto the school intranet and website.
- Students communicate their activities to councillors and local Members of Parliament, making them aware of the issues of concern.

Evaluation

A key element of the project is the evaluation – students monitor and measure changes so that they know if they are on the right track or have met their goal.

What students measure and what methods they use to do so will be identified on their action plan. Some of these methods may have been used during the walking audit to gather baseline information such as photographs, observations and survey results.

Students measure and monitor changes throughout the project and at its completion. This is then collated and analysed, and may be compared with the baseline information. Students can see from the comparison if they have met their goal to improve walkability at their audit location. Students may also identify further actions to be taken.

Point out to students that they may have been successful even if they did not meet their goal. Although the issue may take a long time to address, bringing attention to it is a significant achievement.



Activity ideas

- A group of students has the specific role of evaluating and monitoring activities. The group develops an action plan accordingly.
- Information about walkability collected in the walking audit is compared with information collected after the project and graphed for analysis.
- Students create a slideshow of photographs taken before and after the project and present it at a school assembly and on the school website. If work to improve the location is ongoing, students may show photographs of progress made.
- Students survey residents, local businesses and members of the school community to identify their thoughts and feelings about changes at the audit location and about walkability as a result of the project.

5. Celebrating and sharing our project

At the completion of the Class Walkability Project, students can celebrate and share their achievements, and reflect upon their learnings and experience.

Lead students in a reflective discussion about the project. Prompt students' reflections with questions such as:

- What did we achieve during the project?
- What parts of the project did you enjoy?
- What parts of the project did you find difficult or not enjoy?
- Did anything happen that surprised you, or turn out differently to what you expected? Why?
- What could we have been done differently?
- How did our class benefit by participating in the Class Walkability Project? How did the school community and residents benefit?
- How has the project made you think differently about walking? How has the project made you think differently about walkability?

In pairs or individually, students complete [Our walkability story \(Appendix A\)](#). This encourages students to reflect on what they have achieved by undertaking the project, and lessons they have learned about making an area better for walking. Students share their stories with the class and vote for the story they think reflects the project best. Schools that share their Class Walkability Project stories can encourage

the participation of other schools who may want to improve walkability. Email the best [Our walkability story](#) (and relevant photographs) to Victoria Walks at info@victoriawalks.org.au. With your approval, Victoria Walks will share it with other schools and feature it in Victoria Walks communication.



Activity ideas

- Celebrate improvements to the audit location by organising a street party at the site. Invite the school community and local residents to attend and to see what changes have been made.
- Create a walking map that includes the improved site to share with the school community. Create the map using [Walking Maps](#). For guidance, refer to the [Teacher's guide to Walking Maps](#).
- If further improvements need to be made to the audited location, establish a Walkability Action Group with members of the school community and residents. For guidance, refer to [What is a Walkability Action Group?](#)
- Share the best [Our walkability story \(Appendix A\)](#) with the school community, including it in the school newsletter and posting on the intranet or school website.
- Invite a representative from your local council to a presentation on your Class Walkability Project.

Happy Meadows Primary School Case Study

After staff at Happy Meadows Primary School raised safety concerns about the school drop-off zone, Level 5 students decided to do a walking audit of the area as part of their Class Walkability Project.

Students separated into groups to audit the location: some students recorded their observations at the drop-off zone and other students surveyed those that use the zone.

From their surveys, students found that drivers were often uncomfortable using the drop-off zone, worried they could one day harm a student in the busy area. Students surveyed felt unsafe when walking through or past the zone, because of the large number of cars.

From their observation, students concluded that the drop-off zone was in an inappropriate location, being very close to the school's main entry and in way of students riding bicycles and walking from home or public transport.

Students presented their concern about the drop-off zone location to a representative from the local council, who worked with them to identify a more suitable drop-off zone one block away from the school's entry. The council representative helped students identify

what tasks would be involved in relocating the zone, and students developed an action plan.

Students wrote a letter to the school council, to ask for their support in relocating the drop-off zone to the area proposed by the council representative. The letter outlined the tasks students would undertake. The school council gave their support for the relocation.

Students then undertook the tasks in their action plan, and with support from the council representative, the drop-off zone was successfully relocated. Tasks included: arranging for council to install signage at the new drop-off zone; notifying students and school staff about the relocation with a presentation at school assembly; notifying families about the relocation with an articles in the school newsletter; displaying posters in locker rooms to remind students of changes to the drop-off zone and to promote safe walking.

To evaluate the change, students made observations at the new and old drop-off zones, and surveyed drivers and students about the changes. They were pleased to find that safety at the school entry had improved, that drivers were more comfortable using the drop-off zone, and that students felt more comfortable walking and riding to school.

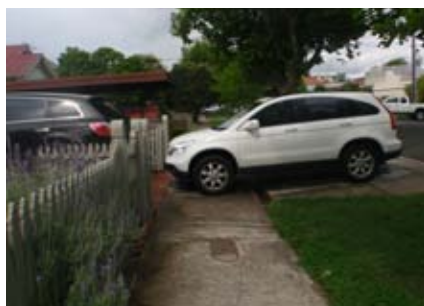
Class Walkability Project

'Good for Walking' picture chart



Class Walkability Project

'Bad for walking' picture chart





Class Walkability Project

Walkability check list

Use this list to help you identify things that could make a street or neighbourhood better for walking.

Footpaths

- Do I have enough room to walk on the footpath?
- Are objects blocking my way (e.g. parked cars)?
- Will people be safe if they walk on the footpath, or are there risks (e.g. overgrown bushes, trip hazards)?

Facilities

- Would it be comfortable to walk here on a hot day, and would there be shelter if it rained?
- Are signs, seats or shelters suitable and in good condition?
- Is there shelter for people waiting for buses or public transport?

Crossing roads

- Do I feel safe crossing the roads?
- Is there a place to stop in the middle of a busy road?
- If there are traffic lights, do they give people enough time to cross?
- If there is a crossing, could it be made better?
- Can I see drivers, and can they see me?

Traffic

- Do cars make me feel uncomfortable or unsafe walking in this street?
- Do I think cars are going too fast in the area, or is their speed about right?
- Are people safe at drop-off or pick-up areas?
- How do people on bikes affect my ability to walk?

Safety

- Do I feel safe walking in this street?
- Are there other people around to make me feel more comfortable?
- Are there people, animals or places on this street that make me feel unsafe?
- Do drivers look for walkers when leaving or entering driveways?
- Can people be seen easily in the neighbourhood?

Social environment/attractiveness

- Do I find the street enjoyable to walk in – is it attractive, nice and interesting?
- Do I find people here friendly and welcoming?
- Are homes and businesses well looked after? Do they feel inviting?
- Are there colourful mailboxes, nice plants on the nature strip, or decorative signage?

Class Walkability Project



Walkability fact finder

Name(s):

Question:

Complete this table with details from your walking audit.

What we observed	Ideas for improvement	Drawing/diagram

Class Walkability Project



'Taking action' reference sheet

These suggestions will help you make your audit location better for walking - you may think of many more!

Contact the local Member for Parliament (MP)

They can:

- Improve facilities and footpaths.
- Reduce traffic speed.
- Raise issues of concern with decision makers.

How to:

- Identify your local MP at www.parliament.vic.gov.au/members
- Write a letter to your local MP or send them an email. Attach relevant photographs.
- Invite your local MP to a class presentation, or to visit the audit location.

Contact local councilors

They can:

- Improve facilities and footpaths.
- Reduce traffic speed.
- Raise issues of concern with decision makers.

How to:

- Identify your local councilors at www.dpcd.vic.gov.au/localgovernment/find-your-local-council
- Write a letter to your local councilors or send them an email. Attach relevant photographs.
- Invite your local councilors to a class presentation, or to visit the audit location.

Contact the local council

They can:

- Improve facilities and footpaths.
- Reduce traffic speed.
- Address bad parking behavior.
- Collect rubbish and tidy the street.
- Prune and tidy overgrown trees and nature strips.
- Address animal concerns.

How to:

- Phone your local council to identify the council representative on walkability issues.
- Write the council representative a letter or send them an email. Attach relevant photographs.
- Invite the council representative to a class presentation, or to visit the audit location.

Class Walkability Project



'Taking action' reference sheet (cont.)

Contact the school council

They can:

- Change how members of the school community drive in the streets around the school.
- Change how students walk in the streets around the school.

How to:

- Write the school council a letter, or prepare for them a report.
- Ask the school principal to present the letter or report to the council for discussion at a meeting.

Contact the school community

They can:

- Change how they drive in the streets around the school.

How to:

- Write an article for the school newsletter.
- Post an article on the school website.

Contact local residents

They can:

- Change how they drive in the streets around the school.
- Prune and tidy their gardens and nature strips.
- Add their support to an advocacy campaign.

How to:

- Do a letter box 'drop', putting a letter or flyer in resident mail boxes.
- Write an article for the local newspaper.

Case study

- [Yellow Feet](#).

Contact the media

They can:

- Raise awareness about an issue or activity with the community.
- Highlight good work being done by the school.

How to:

- Write a 'Letter to the Editor' for the local newspaper.
- Write a letter inviting newspaper, radio and television journalists to report on an issue or activity.

Class Walkability Project

'Taking action' reference sheet (cont.)

Contact other students

They can:

- Change how they walk in the streets around the school.
- Raise awareness about an issue or activity with their peers and family.
- Add their support to an advocacy campaign.

How to:

- Present at the school assembly.
- Distribute flyers and display posters around the school.

Beautify your street

This can:

- Encourage drivers to slow down.
- Make a street more inviting.
- Provide shade and shelter.
- Improve visibility.

How to:

- Tidy the street. Organise a Clean Up Day.
- Plant edible or native plants on the nature strips. Invite the school community to participate.
- Be creative – decorate footpaths and fences.
- Please note: Before planting contact [Dial-Before-You-Dig](#) to ensure that you avoid underground utilities. Enquire with your council about their nature strip planting policy or guidelines.

Case study

- [Colourful Pavers in Westgarth.](#)

Organise a street party or event

This can:

- Allow you to meet residents and people who use the streets around the school.
- Celebrate and raise awareness about an improvement to a street.
- Make a street feel safer and more inviting.

How to:

- Consider linking with calendar events (e.g. Walk to School Day, Biggest Morning Tea).
- Put event fliers in resident letterboxes.
- Post an advertisement in the school newsletter and local newspaper.
- Invite families to bring a plate of food to share, or hire a BBQ.
- Organise activities (e.g. chalk drawings on the street, hopscotch).

Case study

- [Rossmoyne Street.](#)
- [DIY street makeover.](#)

Class Walkability Project



'Taking action' organiser

Goal	To make better for walking.			
Factors to address				
Tasks	What is the task?	Who is responsible?	When will it be done?	Completed

Brought to you by



Supported by



Class Walkability Project



Our walkability story

We did a walking audit of ...

(Describe the area that you audited for its walkability.)

We chose this area because ...

(Explain why the area audited is important to the school community.)

Walkability issues we found here were ...

(List the points of concern you identified in your walking audit.)

Class Walkability Project



Our walkability story (cont.)

To address these issues we ...

(Explain what actions you took to change the issues you identified in the audit.)

Things we have achieved are ...

(Identify how the area you audited is better for walking, or other changes such as neighbourhood awareness of walkability.)

Class Walkability Project

Curriculum connections

The Class Walkability Project provides many opportunities for linking to AusVELS.

The following AusVELS matrices, for the project's target levels 4 to 6, indicate broadly the Domains, Strands/Standard and Sub-strands that teachers could use.

AusVELS

Level 4

Domain	Strand/Standard	Sub-strand
Civics and Citizenship	Community engagement	
Communication	Listening, viewing and responding Presenting	
English	Reading and viewing	Language (ACELA1793) Literacy (ACELY1692)
	Writing	Literacy (ACELY1694, ACELY1695, ACELY1697)
	Speaking and listening	Language (ACELA1488) Literacy (ACELY1687, ACELY1688, ACELY1689)
Health and Physical Education	Health knowledge and promotion	
The Humanities – Geography	Geography	Geographical knowledge and understanding Geospatial skills
The Humanities – History	Historical skills	Explanation and communication (ACHHS086, ACHHS087)
Information and Communications Technology (ICT)	ICT for communicating	
Interpersonal Development	Building social relationships Working in teams	
Mathematics	Measurement and geometry	Location and transformation (ACMMG090)
	Statistics and probability	Data representation and interpretation (ACMSP095, ACMSP096, ACMSP097)
Thinking Processes	Reasoning, processing and inquiry Creativity Reflection, evaluation and metacognition	

Class Walkability Project

Curriculum connections (cont.)

Level 5

Domain	Strand/Standard	Sub-strand
Civics and Citizenship	Community engagement	
Communication	Listening, viewing and responding Presenting	
English	Reading and viewing	Language (ACELA1504) Literacy (ACELY1701, ACELY1702, ACELY1703)
	Writing	Language (ACELA1505) Literacy (ACELY1704, ACELY1705, ACELY1707)
	Speaking and listening	Language (ACELA1501) Literacy (ACELY1699, ACELY1700, ACELY1796)
The Humanities – Geography	Geography	Geographical knowledge and understanding Geospatial skills
The Humanities – History	Historical skills	Explanation and communication (ACHHS106)
Information and Communications Technology (ICT)	ICT for communicating	
Interpersonal Development	Building social relationships Working in teams	
Mathematics	Measurement and geometry	Location and transformation (ACMMG113)
	Statistics and probability	Data representation and interpretation (ACMSP118, ACMSP119, ACMSP120)
Thinking Processes	Reasoning, processing and inquiry Creativity Reflection, evaluation and metacognition	

Class Walkability Project

Curriculum connections (cont.)

Level 6

Domain	Strand/Standard	Sub-strand
Civics and Citizenship	Community engagement	
Communication	Listening, viewing and responding Presenting	
English	Reading and viewing	Language (ACELA1524) Literacy (ACELY1711, ACELY1712, ACELY1713)
	Writing	Language (ACELA1525) Literacy (ACELY1714, ACELY1715, ACELY1717)
	Speaking and listening	Language (ACELA1516) Literacy (ACELY1709, ACELY1816, ACELY1710)
Health and Physical Education	Health knowledge and promotion	
The Humanities – Geography	Geography	Geographical knowledge and understanding Geospatial skills
The Humanities – History	Historical skills	Explanation and communication (ACHHS125)
Information and Communications Technology (ICT)	ICT for communicating	
Interpersonal Development	Building social relationships Working in teams	
Mathematics	Statistics and probability	Data representation and interpretation (ACMSP147)
Thinking Processes	Reasoning, processing and inquiry Creativity Reflection, evaluation and metacognition	

Class Walkability Project

Further connections

Smart Steps

The Class Walkability Project is part of a suite of curriculum resources called *Smart Steps: for Primary Schools*. Explore other resources in the suite at www.victoriawalks.org.au/smartsteps/primary

Smart Steps: for Families is a range of activities for parents and carers designed to help them enjoy walking with their families more often. Connections have been made to *Smart Steps: for Families* throughout the project. Explore other resources in the suite at www.victoriawalks.org.au/smartsteps/families

Students and their families could:

- Complete the *Smart Steps: for Families* [How child-friendly is your street?](#) activity at home.
- Complete the *Smart Steps: for Families* [Making your street more child-friendly](#) activity at home.
- Complete the *Smart Steps: for Families* [Starting a Walk Together Group](#) activity at home.
- Complete a *Smart Steps: for Families* [Activity sheet](#) at home.

Useful links

- [Children – getting them active](#), Better Health Channel
- [Physical activity – it's important](#), Better Health Channel
- [‘These feet are made for walking’](#) (*The Age Opinion*)
- [Walking for fun and fitness – getting started](#), Better Health Channel
- [Walking for good health](#), Better Health Channel
- [Walking – safety and environment issues](#), Better Health Channel
- [Walking tips](#), Better Health Channel