



# Map Safe Routes to School - Stencil Painting Activity

## Summary

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

Use the steps in this guide to help you complete the activity with students. See links to Western Australian Curriculum at end of this lesson plan.

Year Level: Years 4-6

Teaching and Learning Resource  
Student 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 provide 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.



Figure 1 - Blue footprints and red stop stencils

## Handy tips

If students are painting stencils, consider small groups of 4-6 students at a time. We recommend allocating one hour per six stencils. It is 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. The following process is what we recommend based on our experience delivering 'Safe Routes to School'.

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 parent *Safe Routes to School* survey to help inform popular routes and any road safety problem areas, particularly those in close proximity to the school. (optional)
3. You can also 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 *Safe Routes to School* survey 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 Maps' tool](#), - click the link to read our step by step guide.
- b. Students identify and mark on the map, 4-5 proposed safe routes to school using the 'line tool' on the [Google map](#).
- c. Identify blue footprint and red stop stencil locations using 'placemark tool' on the [Google map](#).
- d. Identify school arrival points, school crossing locations, bike racks and high traffic areas.
- e. Identify potential 'Park and walk' locations 200m-300m away.

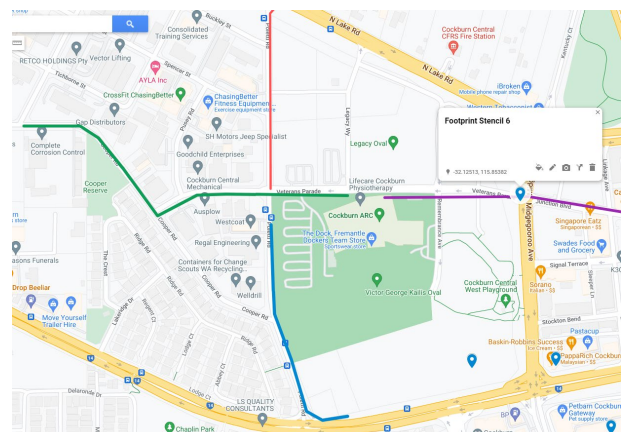


Figure 2 - The Google My Map tool

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 less crossing points and have traffic calming.
  - d. If you have 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 4-5 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 even just an informal chat at school pick up.

## Step 2 – Stencil Painting Activity

### Materials needed

- Your Move stencils
- Paint & brushes. We recommend *Dulux Weathershield Exterior - Matt*
- Quantities for 90 stencils
  - 1 x 4L tin Ultramarine Blue – for footprints
  - 1 x 4L tin True Red – for “Stop” signs
  - 1 x 2L tin White – for “Stop” lettering
- The Brushes:
  - 2 x Brush kits – 2-piece synthetic
- 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)



Figure 3 - Examples of paint tins

### Preparation

- Ask your Champion to order footprint and stop sign stencils from the [Your Move Rewards Shop](#). The stencil sets available cost 135 points on the Your Move Rewards Shop. The two packs available are:
  - Footprints and stop signs – [Pack 1](#)
  - 5, 10, 15 - “minutes to school” templates – [Pack 2](#)
- Footprints encourage people to walk on left side and to share the path with other users. Stop signs are for road crossings.



Figure 4 - A student painting some blue footprints

### On the day

1. Start approx. 5 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. If using paint and brush to colour in the stencil, you may need someone to hold down the stencil firmly, so the paint doesn't bleed underneath it.
4. Apply 2 thin coats of paint, waiting a minute for the paint to dry between coats. Using too much paint will take too long to dry, bleed under the stencil and potentially smudge the stencil.
5. Clean the stencils after each use (using rags or paint scraper).

6. Wash up! If your paint dries on the stencil, you can use a paint scraper to remove it.

## Handy Tips

To avoid dripping paint on the path between locations, store the stencils, brushes and rags in a box or container. Taking a trolley with you is also a really good idea, but make sure the lids are firmly on the paint tins before you move to the next stencil location!

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Adults can follow behind the students and tidy up painted borders if bleeding occurs. Take plenty of photos of the activity and participants.

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## 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 could reduce risk?
- How could local features and places benefit from having a footpath stencil near them?
- Measure and compare the stencils using metric units of length, mass and capacity.
- 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?

## Step 4 - Celebrate!

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

- Share how you went on the Your Move website at [yourmove.org.au/stories/create/](http://yourmove.org.au/stories/create/)
- 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 the stencils are installed, and again afterwards and get students to analyse if there has been any change in the rates of walking, scooting and bike riding.
- Run a 'Stencil design competition'
- Calculate the distance and the walking time of the various routes using [Google 'My Maps' tool](#)
- Read our guide about [How to Create a School Access Guide](#) to supplement your beautiful new stencil painting along the safe routes to school.

## Links to Western Australian Curriculum

Subject	Strand	Sub-strand
<b>Humanities and Social Sciences</b>	Humanities and Social Sciences Geographical knowledge and understanding	<ul style="list-style-type: none"> <li>• People live in places (Pre-primary)</li> <li>• People are connected to many places (Year 2)</li> </ul>
	Humanities and Social Sciences Civic and Citizenship knowledge and understanding	<ul style="list-style-type: none"> <li>• Communities</li> </ul>
	Humanities and Social Sciences Skills	<ul style="list-style-type: none"> <li>• Questioning and Researching</li> <li>• Analysing</li> <li>• Evaluating</li> <li>• Communicating and Reflecting</li> </ul>
<b>Health and Physical Education</b>	Personal, social and community health	<ul style="list-style-type: none"> <li>• Contributing to healthy and active communities</li> <li>• Being healthy, safe and active</li> <li>• Communicating and interacting for health and wellbeing</li> </ul>
	Movement and physical activity	<ul style="list-style-type: none"> <li>• Moving our body</li> <li>• Understanding movement</li> </ul>
<b>Maths</b>	Measurement	<ul style="list-style-type: none"> <li>• Using units of measurement</li> <li>• Location and transformation</li> </ul>
	Statistics and Probability	<ul style="list-style-type: none"> <li>• Data representation and interpretation</li> </ul>
<b>English</b>	Literacy	<ul style="list-style-type: none"> <li>• Interacting with others</li> <li>• Creating texts</li> </ul>
<b>Technologies: Design and Technologies</b>	Processes and Production Skills	<ul style="list-style-type: none"> <li>• Creating solutions by:</li> <li>• Designing</li> <li>• Producing and implementing</li> </ul>
<b>The Arts</b>	Visual arts: Making	<ul style="list-style-type: none"> <li>• Production</li> <li>• Making</li> </ul>
<b>Languages</b>	Communicating	<ul style="list-style-type: none"> <li>• Translating</li> </ul>

### 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



# Appendix - 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 \_\_\_\_\_

Street Name	Intersection, landmark etc.	HAZARD IDENTIFICATION				Comments
		Traffic & Speed	Intersection details	Visibility	Buildings	
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

TRAFFIC & SPEED	INTERSECTION	VISIBILITY	BUILDINGS
1) High traffic volume on section 2) Heavy vehicles on section 3) No path or walkable verge, carriageway only 4) Secondary School bike route 5) Other - specify	1) Single lanes, 3 or 4 way 2) Single lanes, 3 or 4 way with refuge 3) Multiple lanes with refuge islands 4) Light controlled, w/pedestrian phase 5) Light controlled, no pedestrian phase 6) Other...specify	1) Bend or corner impacting pedestrian driver response time 2) Crest or dip impacting limited pedestrian or driver response time 3) Vegetation or signs obstructing pedestrian or driver view 4) Parked vehicles obstruct view	1) Driveways to commercial sites (shops/service stations etc.) 2) Walled boundary lines, poor driveway visibility 3) Other - specify

