

Yinnar Preschool, 'Smart Steps for Preschools Pilot'

Resources - [Walkability Checklist](#) and [Family Activity Sheets](#)

The checklist was used to test that the main route to school was safe to walk. Different activity sheets were provided to students and parents over an 8 week period. In addition, each time a student walked or rode to preschool they placed a sticker on a chart – the stickers very popular amongst the students. See [detailed description](#).

Comments:

- ❖ At the start of the Pilot there were 8/26 children walking or riding to preschool regularly, by the end there were 23/26.
- ❖ Parents stated their kids' favourite activity sheet was the [Nature Walk Bracelet Activity Sheet](#).
- ❖ Having a new activity to use every week not only gave the students incentive to get out and about, but also gave families an opportunity to do something together that was also benefiting their health.



Portarlington Primary School, Year 3

Resources - [Walks around my school](#) and [How child-friendly is your street?](#)

The class used the 'Walk Fact Finder Sheet' and 'Walkability Check Sheet' to test the walkability & safety of one of their main routes to school.

Comments:

- ❖ The students found the Walkability Check Sheet easy to use and it was really helpful in getting them to think about relevant walkability and safety issues.
- ❖ The Walk Fact Finder Sheet was well targeted to Year 3s, they were easily able to understand the concepts.
- ❖ The students really enjoyed being outside the classroom exploring the environment and contributing to a whole school project with their good ideas.
- ❖ A major achievement was the creation of 'Route to School Markers' in May 2014. The route the Year 3s assessed was included in the marked routes. See the [Safe Routes to School – Geelong](#) video for more details.

Montpellier Primary School, Year 1

Resource - [Following Directions \(Mathematics\)](#) , [Living Habitats \(Science\)](#) and [A Matter of Time \(History\)](#).

Comments:

- ❖ *A Matter of Time*: Well suited to Year 1s and was a great activity to integrate History and also Numeracy during the teaching of time.
- ❖ *Living Habitats*: The students did not demonstrate much prior knowledge going into this activity so it was good to get them thinking about the habitats around them.
- ❖ *Following Directions*: Students worked through examples of following directions around the classroom and then looked at a map of the school and wrote directions for going from the classroom to other places in the school.

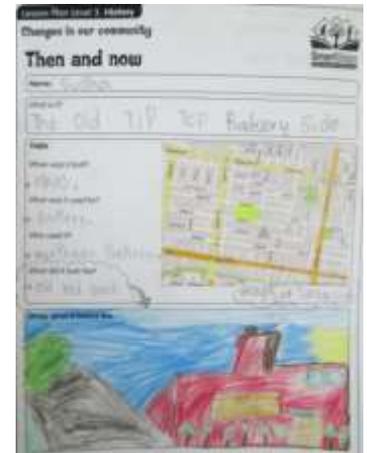


Old Brunswick East Primary School, Year 3

Resources - [Changes In Our Community \(History\)](#), [Getting To Know Plants And Trees \(Science\)](#).

Comments:

- ❖ Both these lesson plans linked very well to the Inquiry topic into Biodiversity that the class was focusing on that term.
- ❖ Being able to complete the *Changes in our community* activity and the *Getting to know plants and trees* as part of their Inquiry topic was a perfect fit.
- ❖ The students loved viewing the [Walking Maps](#) website on the Interactive Whiteboard. The teacher found this resource very easy to use.



Rosebud Secondary College, Year 7

Resource - [Liveable and Walkable Communities Project](#)

Used the project in a term when it was completing both the *Water* and *Place and Liveability* units.

Comments:

- ❖ The resource was easy to follow, as the activities were clearly explained and the links to further resources were on hand.
- ❖ The resource activities progressed logically and prepared students well for the fieldwork task. The students found the unit easy to relate to as they could think about these issues through a local context.
- ❖ As there were time constraints that term, the teacher selected certain lessons from the resource and added one of her own.



School Blackfriars Priory School, Year 9

Resource - [Connecting Places Project](#), [Walking Maps site](#)

Used within their major 'Geography of Interconnections: Field Inquiry – Walkability' project.

Comments:

- ❖ The students used the Connecting Places resource to learn about walkability issues and how to conduct a walking audit.
- ❖ The students used these in-class learnings to, first, go out and audit a walk near the school and, second, upload the walk and their comments onto the Walking Maps site ([see this example here](#)).

