

<p>Regional public health services</p>	<p>Regional public health services typically run activities like workplace activity challenges. They can provide advice on nutritional and physical activity and undertake other promotional activities related to physical activity and nutrition. They also collaborate with other health-related agencies to run campaigns such as the National Heart Foundation of New Zealand's Heart Beat Challenge or Diabetes NZ's awareness-raising and educational initiatives.</p>
<p>Sports trusts</p> <p>To contact your regional sport trust go to: www.sparc.org.nz/partners-and-programmes/regional-sports-trusts/regional-sports-trusts-lists</p>	<p>Sports trusts offer funding to a variety of organisations. Contact your regional sports trust to find out what is happening in your planned project area or what funding is available. The types of activities that may have relevance to neighbourhood accessibility planning include:</p> <ul style="list-style-type: none"> • green prescription www.sparc.org.nz/getting-active/green-prescription/how-it-works • active movement www.sparc.org.nz/education/active-movement/overview • active schools initiatives www.sparc.org.nz/education/active-schools/overview • He Oranga Poutama www.sparc.org.nz/partners-and-programmes/he-oranga-poutama/overview

The following agencies may offer funding or non-staff related resources to local authorities or community groups, for projects that complement neighbourhood accessibility planning.

Agency	Project/activity
<p>Creative New Zealand www.creativenz.govt.nz/funding/overview/index.html</p>	<p>Provides funding for stand-alone arts activities.</p>
<p>Department of Internal Affairs - Local Government and Community Branch www.dia.govt.nz/diawebsite.nsf/wpg_URL/About-us-Our-Organisation-Local-Government-and-Community-Branch</p>	<p>The Local Government and Community Branch administers funding for the Lotteries Grants Board, and administers and provides information and advice on community grants to support local initiatives, community services and community-based youth development.</p>
<p>Ministry for the Environment - Sustainable Management Fund www.mfe.govt.nz/withyou/funding/smf/</p>	<p>The fund has \$4.32 million available per annum to support communities, iwi, industry and/or local government in taking practically focused action that produces long-term environmental benefits.</p>
<p>Ministry of Social Development - Family and Community Services/Child, Youth and Family www.familyservices.govt.nz</p>	<p>Offers funding to community groups and provides local services mapping, and social and demographic information. For more information you should contact the Family and Community Services regional funding advisor in your area. www.cyf.govt.nz/1637.htm</p>
<p>Road Safety Trust www.roadsafety.govt.nz</p>	<p>Provides funding to community groups for road safety initiatives.</p>
<p>SPARC www.sparc.org.nz/investment/active-communities/overview</p>	<p>SPARC provides funding to councils and other organisations for innovative and collaborative active community projects. It may be possible to get funding for an active community project to complement funding you receive from the NZTA for neighbourhood accessibility planning.</p> <p>For all other initiatives SPARC is involved in, see sport trusts in the above table.</p>

The following agencies do not necessarily offer services or funding to local authorities, but it may be worthwhile talking to them to determine if:

- their involvement is relevant to your area
- they are involved in, or know of, projects impacting on the neighbourhood that are relevant to the project.

Agency	Project/activity
Alcohol Advisory Council of New Zealand (ALAC) www.alcohol.org.nz	Provides information and advice on alcohol and other drug related issues.
Alcohol Healthwatch (AHW) www.ahw.co.nz	A Charitable Trust that undertakes alcohol health promotion activities nationally. They provide information, support and coordination for professional and community groups on alcohol-related issues.
The Brain Injury Association of New Zealand (BIANZ) www.brain-injury.org.nz	BIANZ represents the regional Brain Injury Associations around New Zealand. These regional associations provide education, advocacy, support and information to any person with a brain injury and their families and carers.
Enviroschools Foundation To contact your regional Enviroschool coordinator go to: www.enviroschools.org.nz	The Enviroschools project is a programme for schools that offers resources for teacher use. Before planning any neighbourhood accessibility planning project that includes an intensive school component you may wish to determine if the schools you intend to work with are involved in Enviroschools. It may be easier to work with schools that are already involved in Enviroschools.
Ministry of Education – Group services/special education	School buses: www.minedu.govt.nz/educationSectors/Schools/SchoolOperations/SchoolTransport.aspx. Mission-On: targets children and young people between the ages of 0 to 24 years, to establish healthy behaviours before a child enters school and to embed healthy decision-making after young people leave the school and family environments. Mission-On includes a package of national initiatives targeting high-risk communities.
Students Against Driving Drunk (SADD) www.sadd.org.nz	SADD mission is to reduce harm among young people by promoting the alternatives to drinking and driving through positive peer influences.
Safekids New Zealand www.safekids.org.nz	Runs national or regional campaigns that deal with different child safety topics each year. Initial contact with them will ensure whether it will be appropriate to continue to engage with them in your project.
Te Puni Kōkiri (Ministry of Māori Development) For regional contacts go to: www.tpk.govt.nz/en/region	Has regional contacts who will be able to provide advice on whether there are any existing projects that have a relationship with neighbourhood accessibility planning.

For more information on nutritional and physical activity projects and providers in your region, visit www.ana.org.nz/napad.php.

In addition to the above it may be relevant for you to involve local representatives of:

- public transport operators
- the Bus and Coach Association
- Disabled Persons Association
- Ambulance Association.

Healthy Eating - Healthy Action project managers (as at 17 November 2008)

DHB	Person	Email	Phone	Address
Auckland	Kate Sladden	kates@adhb.govt.nz	09 630 9943 extension: 26714	Auckland DHB First floor, Building 10, Gate 1 Greenlane Clinical Centre 214 Green Lane West Epsom Auckland
Bay of Plenty	Grant Pollard	grant.pollard@bopdhb.govt.nz	07 579 8553 021 246 7954 fax: 07 578 0941	Bay of Plenty DHB Private Bag 12024 Tauranga 3143
Canterbury	Project Manager - vacant			Canterbury DHB Planning and Funding Office Level 3, H Block The Princess Margaret Hospital Cashmere Road Cashmere PO Box 1600 Christchurch
	Theresa Thompson	Theresa.thompson@cdhb.govt.nz	03 354 4154	Hospital Cashmere Road PO Box 1600 Christchurch
Capital and Coast	Jamie Collier	Jamie.Collier@ccdhb.org.nz	04 803 1111 027 443 5908	Capital & Coast DHB Planning and Funding Office Level 1 Lotteries Commission Building 54-56 Cambridge Terrace Private Bag 7902 Wellington
Counties Manukau	Trace Barron	barront@middlemore.co.nz	09 262 9559	Counties Manukau DHB Private Bag 94052 South Auckland Mail Centre
Hawkes Bay	Andre LeGeyt	Andre.LeGeyt@hawkesbaydhb.govt.nz	06 878 8109 extension: 4605	Hawkes Bay DHB Private Bag 9014 Hastings
Hutt Valley	Nichollette Pomana	nichollette.pomana@huttvalleydhb.org.nz	04 570 9921 027 453 4897	Hutt Valley DHB Planning and Funding Office Pilmun House High Street Private Bag 31907 Lower Hutt
Lakes	Wendy Donaldson	wendy.donaldson@lakesdhb.govt.nz	07 349 7955 extension: 8936	Lakes DHB Private Bag 3023 Rotorua

DHB	Person	Email	Phone	Address
MidCentral	Bronwyn Ferry	bronwyn.ferry@midcentral.co.nz	06 350 8988	MidCentral DHB Heretaunga Street PO Box 2056 Palmerston North
Nelson Marlborough	Helen Steenbergen	helen.steenbergen@nmhs.govt.nz	03 546 1289 021 672 044	Nelson Marlborough DHB Private Bag 18 Braemar Campus Waimea Road Nelson
Northland	Tania Papalii	Tania.papalii@northlanddhb.org.nz	09 470 0000 extension: 3310 021 562 905	Northland DHB Maunu Road PO Box 742 Whangarei
Otago	Ruth Zeinert	ruth.zeinert@otagodhb.govt.nz	03 474 7939	Otago DHB Private Bag 1921 Dunedin
South Canterbury	Syd Horgan	shorgan@timhosp.co.nz	03 684 1442	South Canterbury DHB Planning and Funding Office Private Bag 911 High Street Timaru
	Melissa Ward	mdowman@timhosp.co.nz	03 684 1385	
Southland	Paula Hedges	Paula.Hedges@sdbh.govt.nz	03 214 7284 extension: 8643 027 241 5035	Southland DHB PO Box 828 Old Nurses' Home Southland Hospital Kew Road Invercargill
Tairāwhiti	Sharon Pihema	Sharon.Pihema@tdh.org.nz	06 869 0500 extension: 8726	Te Puna Waiora, Tairāwhiti DHB 421 Ormond Road Private Bag 7001 Gisborne
Taranaki	Becky Jenkins	Becky.Jenkins@tdhb.org.nz	06 753 7777 extension: 8814	Taranaki DHB Private Bag 2016 New Plymouth 4620
Waitemata	Leanne Catchpole	Leanne.Catchpole@waitematadhb.govt.nz pieter.rodenburg@waitematadhb.govt.nz	09 486 8920	Waitemata DHB Level 1, 15 Shea Terrace Private Bag 93-503 Takapuna North Shore City 0740
Wairarapa	Sue McAuley	sue.mcauley@wairarapa.dhb.org.nz	06 946 9800 extension: 5852	Wairarapa DHB PO Box 96 Blair Street Masterton 5840

DHB	Person	Email	Phone	Address
Waikato	Janet Hanvey	hanveyj@waikatodhb.govt.nz	07 839 8899 extension: 7095	Waikato DHB Hockin Building Waikato Hospital Campus Selwyn Street PO Box 934 Hamilton
Waikato	Janet Hanvey	hanveyj@waikatodhb.govt.nz	07 839 8899 extension: 7095	Waikato DHB Hockin Building Waikato Hospital Campus Selwyn Street PO Box 934 Hamilton
Whanganui	Anne Kauika	Anne.Kauika@wdhb.org.nz	06 348 3150	Whanganui DHB 100 Heads Road Private Bag 3003 Wanganui
West Coast	Kim Sinclair	kim.sinclair@westcoastdhd.org.nz	03 768 0499 extension: 2800	Grey Hospital High Street PO Box 387 Greymouth

S11 – Community stakeholders

The following list provides ideas for who you might want to involve in your working group.

The pre-school and school-aged community

- principal
- school trustees association representative
- local representative for NZ Education Institute
- school staff including teachers, healthy schools staff, support staff
- school pupils
- parents
- parent teacher association (PTA)
- health promotion school coordinators
- Barnardos
- Plunket
- other local child safety organisations.

Tip

Working with schools

If in your project area there are proportionately more crashes involving children than other age groups it may be useful for you to work with schools, or to think about establishing a travel plan. If you intend to involve schools, try to involve them from the earliest possible point and seek to gain confirmation of the schools' commitment to the project.

Schools are encouraged to develop comprehensive policies and school rules regarding road safety which can be clearly communicated to parents and children. This can be time consuming and require a number of meetings with the board of trustees and the principal. The project may change the way a school approaches road education, including on site (out of the classroom) training. This may require extra time spent on road safety as part of the ongoing school curricula, purchasing extra road safety resources, etc. It may also require a significant increase in the time required from police education.

However by participating schools are assisted to meet health and physical education curriculum requirements, including the obligation to consult with their communities. Schools evaluate and strengthen their road safety policies, education programme and community links.

Teenagers

- Project K.

The elderly community

- advocacy groups for the elderly – Greypower, Presbyterian Support
- Lions
- Retired servicemen association (RSA)
- other groups that may have interested people, eg club captain from croquet, bowling, majong, bingo clubs
- rotary.

Sports clubs (most likely to target teenagers and adults)

- running clubs/clinics
- triathlon groups
- gyms

- cycling clubs
- rugby, soccer, hockey, netball, etc groups, that train on the road
- sports association representatives.

Cultural and religious communities

- local Iwi or other Māori groups
- Pacific Island church groups
- Iwi health authorities
- local churches.

Local businesses

- local business association
- business owners
- patrons
- occupational health and safety representatives
- CEOs
- sports or events coordinator at work.

Other groups

- cycling and walking advocacy groups – Living Streets Aotearoa
- resident associations
- transport management associations.

S12 – Guidelines for the development, administration and analysis of perception surveys

(Written by BRC – Marketing and Social research, June 2004 – updated by the NZTA , 2008.)

This web resource provides guidelines for the development, administration and analysis of surveys to evaluate neighbourhood accessibility planning perception surveys.

The guidelines are presented under six (6) headings:

1. Purpose of your surveys.
2. Planning your survey.
3. Designing your survey.
4. Administration of your survey.
5. Processing your survey.
6. Analysing and reporting the results of your survey.

Purpose of your surveys

The surveys are intended to enable you to report the results of your project in an objective and confident manner. Having the ability to do this may impact on your ability to source funding to extend the project, or to fund completely new projects in the future.

Two surveys are required in relation to your project:

1. **The first survey** should ideally be undertaken before the implementation of the project. This 'before' or 'benchmark' survey is designed to give you baseline measures against which to assess your project's achievements.
2. **The second survey** should be undertaken towards the end or at the end of the project. This 'after' survey will enable you to assess your project's achievements against the baseline measures of the 'benchmark' survey.

Planning your survey

Given the need for a 'before' and 'after' survey, it is important that you give yourself enough time to plan and organise each of these surveys. Each survey will take at least four to six weeks, from start to finish.

In general, you will need time to do the following:

- Decide what will be the key indicators of success for your project. For example, these could be indicators like the following:
 - to increase awareness of xxx
 - to change beliefs about xxx

- to change behaviour so that more people xxx.
Commit these to paper, if you haven't already. You will need to do this so that you can make changes to the questionnaire template that has been provided with these guidelines, to ensure it measures your indicators.
- Define the primary target audience for your project – again, assuming this has not been done already.
Try to be as precise as possible because this will then help you when it comes to sampling this population. For example, define the primary target audience in terms of relevant:
 - demographic criteria (eg everyone aged between 25 and 55).
 - behaviour (eg currently walk to work).
 - geographic criteria (eg live in the project neighbourhood).
- Decide how to sample suitable respondents for your survey.
Once you have defined your primary target audience, you will then need to decide what is the most efficient way to select your sample and what sample size you will require. Please refer below to Administration of the surveys.
- Decide how your survey will be administered.
In most cases, there will be a number of different options for you to weigh up for their respective advantages and disadvantages. Please refer below to Administration of the surveys.
If you choose to manage the interviewing process yourself, you will need to recruit and train your own interviewers. If, on the other hand, you outsource the work, you may need to conduct a tender process. Even if you do not go through this process, make sure you have a written survey specification that you give to the company or group you outsource the interviewing to.
- Decide how to process the results.
Also at this time, and particularly if you decide to manage the interviewing process yourself, you will need to give some consideration to how you will process the results of the interviewing. The larger the sample that is interviewed, the more difficult it will be to process the results manually. Please refer below to Processing the surveys.
- Decide how to analyse and report the results.
There are a number of social science packages that mainstream research companies use for analysis purposes. But these are expensive and it is unlikely that you will have access to one of these, if you choose to conduct the survey yourself. However, Excel is a relatively inexpensive tool to use for survey analysis purposes, and we recommend this. Please refer below to Analysing and reporting the results of the surveys.
- When you report the survey results, begin by thinking carefully about the primary audience for your report and what specific information needs they have. Choose your report content and style of presentation with this audience in mind. Please refer below to Analysing and reporting the results of the surveys.

Designing your survey

As noted, a questionnaire template accompanies these guidelines. Please modify the template so that the questionnaire is suitable for your project.

In the process of modifying the questionnaire, please take note of the following:

- Ensure all new questions are sensible from a conceptual point of view. That is, that you are not asking respondents to do something that is impossible or ridiculous.
- Ensure these questions (and any modifications to existing questions) use common, everyday language (a reading age of 12 is good). Practise by reading out the question to a colleague.
- Ensure new questions are placed in the appropriate section of the questionnaire, so that logical question flow is not disrupted and they do not lead or influence the way respondents answer other questions.
- Consider how the answers to any new questions are best captured. What implications does this have for processing.

Administration of your survey

Under this heading, there are a number of important points to consider:

- **What is the right sample size for your survey?**

The size of your sample is primarily a function of the level of accuracy or confidence you require in the results.

Confidence is measured in terms of the 'maximum margin of error' at a certain 'confidence level'. For most surveys, a 95 percent confidence level is satisfactory, and we suggest you adopt this. In general, the larger the sample, the more accurate the results but there is a point at which improved level of accuracy is diminished.

The following table gives you an indication of the level of accuracy you can expect at different sample sizes. For example, a survey based on a sample of 100 is subject to a maximum margin of error of plus or minus 9.8 percent at the 95 percent confidence level. This means that if we found that 50 percent of the sample had blue eyes, we could be confident of getting the same result in at least 95 of 100 repeat surveys, within the margin 40.2 and 59.8 percent.

Given that there is a trade-off between accuracy and the costs of a survey, most surveys are completed with sample of 200 or 500, or some number in-between. However, if you plan to examine the results by subgroups of your sample (eg differences by gender or age groups), you will need a larger sample to allow for this. For example, a sample of 200 will be insufficient to examine the survey results with confidence by gender, given that you will have only interviewed 100 males and 100 females. As table 1 shows, the maximum margin of error for a sample of 100 is plus or minus 9.8 percent, which is relatively high. A sample of at least 400 will be required.

Table 1: Maximum margin of error (at 95 percent confidence level)

Sample size	Maximum margin of error
100	+/- 9.8 percent
200	+/- 6.9 percent
400	+/- 4.9 percent
500	+/- 4.4 percent
750	+/- 3.6 percent
1,000	+/- 3.1 percent

- **What is the most appropriate interviewing methodology?**

This decision drives many of the other decisions you will need to make to administer your survey successfully (including, for example, how to sample your target audience).

In making this important decision, some of the factors you will need to take into account include:

- What is the most cost- and time-effective way of interviewing the people you need to interview? That is, how easy is it to sample a representative sample of them?
- What is the most effective way of interviewing them so that a high response rate is assured?
- What is the most effective way to interview them so that information quality is assured?

With these factors in mind, you will have three interviewing options to consider, each of which has its own advantages and disadvantages:

- Telephone - can be very effective from a timing, sampling, response rate, and information quality point of view. However, this option can be a costly option.
- Mail, self-completion - can be very effective from a sampling and cost point of view. However, this option can suffer from response rate difficulties and, therefore, information quality issues.

- Street intercept – can be very effective from timing and cost point of view. However, this option can suffer from sampling, response rate and information quality issues.

Considering these relative advantages and disadvantages, many organisations prefer to use a telephone interviewing methodology, providing the funds are available to do this. If not, either of the other two options should be used.

- **Interviewing by telephone, or on a mail, self-completion basis**

If you plan to interview by telephone or on a mail, self-completion basis, and you have decided your sample size, the next step will be to select your sample.

Your selection process must ensure that you give everyone in the population an equal (ie random) chance of being selected. In this regard, the best steps to follow are these:

- **Step 1:** As a first step, identify all the households in the geographical area in question.
Households in the area may be identified using council rating information, although we acknowledge that this information is owner-based and not necessarily occupier-based. You will nevertheless have addresses. Another option is to use the information contained in the electoral rolls.
If you plan to interview by telephone, you will obviously need these household's telephone numbers. If these are not readily available, Telecom offers a 'matching service', providing you give them the name of the owner/occupier and the street address of their home. Telecom charges 20 cents for every successful match, and a small setup fee.
- **Step 2:** Randomly select the sample of households you require.
Once you have identified all the households in the area and you have determined the sample size you require, you will need a process to randomly draw the sample. This process will need to take into account the total number of households, the sample size you require, a 'sampling interval', and a 'starting point'.
For the purposes of illustrating the process, let's assume there are a total of 1000 households and you have determined you need a sample of 200. By dividing 1000 by 200, you will obtain a 'sampling interval' of five, meaning that you will need to select every fifth household from some randomly selected 'starting point' to populate your sample.
The 'starting point' will be any number between one and 1000 (the total number of households). Assuming the number selected is 525, the first household selected will be the 525th, the second household selected will be the 530th, etc.
- **Step 3:** Create a list of randomly selected households comprising the selected sample.
Once your sample has been selected following the process described above, we recommend that you create a list of the selected households with full contact details. This list is best established in an Excel format, on the basis that it will be used for mail merging purposes. That is, we advise all selected households are mailed an introductory letter prior to being contacted, as a means of obtaining informed consent for their participation in your survey.
- **Step 4:** Obtain informed consent.
Once you have selected your sample (on a household basis), we advise you mail all selected households an introductory letter. This letter will need to explain the purpose of your survey, how households have been selected, how households will be contacted to participate in the survey, and what participation involves. This is in accordance with the code of practice of the Market Research Society of New Zealand Inc.
It should also explain that participation is voluntary, and how any information that is provided will be reported (on an aggregated and confidential basis). In effect, the letter will seek informed consent from selected households. Therefore, it is important that a contact telephone number is also provided, so that households can call for more information, or to indicate that they would prefer not to participate.
If you plan to interview on a mail, self-completion basis, your printed questionnaire and a prepaid envelope should accompany the introductory letter. The letter will need to be modified so that it refers to the enclosed

questionnaire and provides appropriate instructions regarding who should complete it, etc. Allow about two weeks for completed questionnaires to be returned. Consider offering an incentive to encourage response.

- **Step 5** (telephone only): Randomly selecting and interviewing a respondent in the household.

Allow at least three working days for the letter to arrive before telephone interviewers call the household. Once they establish contact with the household, they should not necessarily interview the person who answers the telephone. They need to go through a process in order to ensure they randomly select a qualifying respondent from all those who qualify.

This means that the first few questions they ask need to be designed to determine what number of qualifying respondents normally live in the household.

If there are no qualifying respondents, the interview should be terminated nicely. If there is only one qualifying respondent, this is the person that should be interviewed. If this person is not at home at the time the interviewer rings, the interviewer should attempt to make an appointment and ring back. We recommend up to three call backs are made, on different days and at different times.

If there is more than one qualifying respondent in the household (ie two or three), the interviewer will need to randomly select one of these people to interview. It is recommended that this person is the person who has their birthday next.

- **Interviewing by street intercept**

If you plan to interview by street intercept, and you have decided your sample size, the next step will be to select your sample.

Your selection process must ensure that you give everyone in the population an equal (ie random) chance of being selected. This will be more difficult than for the other two interviewing methodologies. We recommend you/your interviewers follow these steps:

- **Step 1:** As a first step, identify the key locations where you might expect your target audience to either congregate or go past. For example, if you are interviewing people who cycle to work, the key locations may be the major streets or routes that they enter the city.
- **Step 2:** Select a practical number of these key locations, either randomly or on some other basis. For example, you might choose to include all locations that are on major arterial routes, and sample from all those that are left.
- **Step 3:** Station interviewers at the selected locations, on given days and at given times. Instruct interviewers at particular locations to interview specified numbers of respondents. You will need to have determined this beforehand based on the volume of traffic passing each location.) Interviewers will need to do this on some systematic basis (eg every nth cyclist).

Processing your survey

Even a small number of interviews (eg approximately 20) can be time-consuming to process and, therefore, it is important that you follow the following steps to make the task as easy as possible:

- As noted, ensure answers to questions are captured in the most efficient way possible. This means avoiding open-ended questions (because answers need to be read, content analysed, and then coded for major theme after the interview has been completed) and pre-coding or providing response categories for as many questions as possible.
- If the questionnaire is for the most part pre-coded, then processing may be facilitated by designing a simple data entry program in Excel. Ensure a single column or line is devoted to each respondent.
- Ensure separate Excel files are designed to capture the answers to questions for each subgroup of respondents you will want to analyse the survey information by.

Analysing and reporting the results of your survey

As noted, to analyse your survey in an in-depth way, you will need access to a social science analysis package. However, given the overarching objectives of the 'benchmark' and 'after' surveys, this is unlikely to be necessary. A simple form of analysis using the Excel approach briefly described above should suffice.

Particular attention should, nevertheless, be given to the way you report and present your survey results. As noted earlier, begin by thinking carefully about the primary audience for your report and what specific information needs they have. Given the likelihood that the managers who are interested in the survey results will be time poor, a brief but clearly articulated report is likely to be required, making good use of diagrams and graphs, as well as the tabular information.

S13 – Collecting data from schools

If you are working with schools but not planning to undertake a full school travel plan it is highly recommended you still look at the school travel plans guidelines on the NZTA website. There are all sorts of tips that will be useful.

Also included in the web resources are templates for collecting data from school based audiences. These collect general information applicable to neighbourhood accessibility planning.

T12 – In class school journey inquiry template

T13 – Take home student travel inquiry

If you want more accurate measures of behaviour and are planning to try to shift student travel to more sustainable forms of transport, the school travel planning approach may be more what you are after. To help you contrast the details between the surveys we have provided a selection of example surveys done for a school travel plan in Rodney District Council.

E2 – Staff school travel plan survey example

E3 – Parent school travel plan survey example

E4 – Class school travel plan survey example

E5 – Year 9-13 school travel plan survey example

E6 – Year 3-8 school travel plan survey example

Follows are a few other techniques you can use when working with students.

<p>Planning for Real®</p>	<p>This technique involves creating a 3D map of the school and wider road network. Children mark their houses, routes to school and where they've identified problems. Parents are then invited (usually during a parent-teacher evening) to add their ideas and issues to the map. This technique is resource and time intensive, but has proven useful at increasing community involvement and identifying all travel issues.</p> <p>For more information see the school travel plan guidelines.</p>
<p>Photo voice</p>	<p>Students are given a camera, sent out to walk around the neighbourhood to take photos of unsafe and undesirable elements of their walk. It is important to ensure that children have some way of recalling where each camera 'click' took place. Having a simple three column form should help (photo number, where I was, what was wrong).</p>
<p>In class mapping exercise, run by teachers as a curriculum based activity</p>	<p>This technique is used to find commonly used routes. The exercise can be done as a curriculum activity in level 3 or 4 math/geometry units.</p> <p>Overview of the unit</p> <p>In this unit pupils will use scale maps to locate the school, their homes and other places in the local community.</p> <p>Relevant achievement and objectives</p> <ul style="list-style-type: none"> • To interpret simple scale maps and mark their journey to/from school and around the community.

continued

In class mapping exercise, run by teachers as a curriculum based activity

Specific learning outcomes

The children will be able to:

- interpret and draw on simple scale maps
- use maps and plans to trace movement and routes used in the local community
- use maps and plans to propose routes and actions to be used in the local community.

Resources

- pencil (for each pupil)
- map of the local area (Council will provide a map which clearly shows your school)
- permanent marker.

Teaching sequence:

Put pupils into groups according to where they live, there may need to be a separate group for cyclists.

Pupils:

1. Mark in your home using a large dot: Each pupil should put a large dot around about where they live.
2. Teacher note: If pupils live too far away, either get them to mark where the route they take first appears on the map or mark a good drop off location from which children could walk to and from school.
3. Mark in other popular places you visit using an 'X': Look at other popular locations in the community such as shops, library, pools and playgrounds.
4. Mark in your route to and from school: Each pupil then carefully marks in his or her route to and from school. Be sure to include (where possible), the sides of the roads used and exact crossing points.
5. Mark in your route/s to other places you visit: As a group the pupils will then mark other well used walking routes to popular locations such as the library, swimming pool, shops, local dairy, sports ground etc. They must be sure to include (where possible), the sides of the roads used and exact crossing points.
6. Choose one person to highlight the most popular routes to school with a marker pen and then to other places you have marked on the map.
Teacher note: Use a different coloured marker for school routes and routes to other places.
7. Places which are dangerous/ tricky: On a separate sheet write down the exact location of any problems you have had walking to and from school and around the community. Then using one sentence write down what the problem was.
Teacher Note: As per the instructions overleaf explain to the class what types of problems this includes.
8. Select a class member to hand the results of your survey to a Council Road Safety representative at school assembly. Council will use your information to create a map, which will be sent home to children's families for their feedback.

continued

In class mapping exercise, run by teachers as a curriculum based activity

Cyclist group

This could be used as an extension exercise for groups that finish early.

1. Marking in popular cycle routes: As a group decide upon and mark in pencil the popular cycle routes used to and from school and to other popular places such as parks, swimming pools, sports clubs or shops.

2. Choose one person to mark these with a coloured permanent marker.

Teacher note: Use a different coloured marker for cycle routes than used for walking routes.

3. Places which are dangerous/tricky: On a separate sheet write down the location of any problems you have had when cycling to and from school and around the community. Then using one sentence write down what the problem was.

Teacher note: As per the instructions explain to the group what types of problems this includes.

Put a colour key on your map eg walking to/from from school = red.