

# School Travel Planning

## Stopping Distance Workshop

**Age group:** Suitable for all primary age groups

### Equipment

- Signage cards (see appendix)
- Measuring wheel or measuring devise
- Cones
- Large outdoor space

### Introduction

This guide will help you discuss road signs that pupils would see within their home town or village. This guide also helps discussing the dangers of cars and how difficult it can be for them to stop suddenly in relation to certain speeds.

### Aim of workshop

- To briefly discuss signage meanings
- Discuss where different speeds might be found
- Look at breaking distances of cars in different speed zones within a village.
- Look at how the weather might affect these distances
- Discuss extra factors that affect breaking distances (upper primary only)

### Task 1: Discussion about signs

Signs are there to help tell drivers what they should and shouldn't do.

Show examples of shapes

- Red triangles - give warnings to drivers (provide examples, such as 'watch out for deers' or 'sharp corner ahead' ask for any other suggestions.
- Rectangle signs give information, such as; directions or how far away a place is.
- Circle – give orders.

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- Red circle - provides information on what not to do, such as the what speed you cannot exceed or 'no entry' 'no parking'
- Blue circle provides instructions on what you can do i.e. one way street.
- What other type of signs are there – Give way (upside down triangle) and Stop (hexagon)

There are lots of different sign for different purposes, encourage pupils to look out for these and discuss their meanings with an adult.

## Task 2: Discuss speed signs

Explain what the 'national speed limit sign looks like and what it means.' This means that you can not exceed 60mph on roads out in the country or 70mph on a more main road (A or M classed road – explain what these mean briefly). They do not use '60' or '70' mph signs but use the national speed limit instead because different vehicles are allowed to travel at different speeds. Heavy lorries or people towing caravan for example can not go as fast as a car. It is up to the driver to know how fast they are allowed to go.

Encourage pupils to look at these signs when out in the car, and ask the driver how fast they is going. The speed signs mean you can not go faster than that sign, but you can go slower.

### Then explain where different speeds are found.

Leave out in depth detail to younger age groups

- Fast speeds found on country road, or motorways – why? There are no people walking right next to these routes so speeds can be a lot faster, these are designed as faster corridors for vehicles to enable them to get from one place to another quickly. The driver needs to be experienced enough to understand the conditions of the road and what speed they can travel at and what speed they should be travelling at. (what would affect how fast someone should be driving? – weather, visibility, business, if the road is narrow or has sharp corners).

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- Slower speeds are found in villages – why? Villages are places for people to walk to the schools and shops, there will likely to be a lot of people within a town or village therefore speeds need to be lower. If there are street lamps, then the general rule is it should be a 30. Sometimes you will find 40mph zones as you are leaving a town or a village.
- Where would I find really slow speeds? Around schools, housing estates. More and more housing areas are becoming 20 zones as requested by the communities. . 20 zones exist in places where there are likely to be lots of people and children walking about and it should be that people come first in these areas over traffic. (show photos for examples)

### Task 3: Discuss braking distances

After discussing signs talk about braking distances and how far a car would need to come to a stop once it has applied its brakes. (look at appendix for stopping distances for 20 and 30 mph's)

Support pupils to mark this out in the playgroup and use cones to show the distances.

Discuss how the weather will affect these braking distances, what would happen on a wet day (it doubles), what about snow and ice (doubles at least again)

(p4-7 only) What else would influence how far it would take to brake? Tire tread, weight of vehicle, the driver.