



LIVING

STREETS



**LET'S
WALK TO
SCHOOL**

WOW LEARNING RESOURCES KS1/P1-3

HEALTH AND WELLBEING



DURATION Approximately 60 mins
(excluding the extension and at home section).

AIM

To help pupils consider the physical and mental health benefits of walking to school.

OBJECTIVES

This lesson will enable pupils to:

- take part in a walk round the local area or school grounds and focus on how their bodies move and how they feel inside;
- become more aware of the things they can see, hear and smell and how these affect our wellbeing;
- describe and record some of those feelings and physical changes in order to better understand how walking can set us up for the day ahead and help us relax after a busy day.

RESOURCES

- Wellbeing Walk pupil sheet
- Pens and pencils

CURRICULUM LINKS

- **PSHE/HEALTH AND WELLBEING**
- **SCIENCE** – animals including humans
- **GEOGRAPHY/SOCIAL STUDIES** – geographical skills and fieldwork
- **ENGLISH/LANGUAGES** – poetry (extension)

PREPARATION

Plan a walking route in the area surrounding your school that will take about 20-30 minutes to complete, and is practical and accessible with a group of pupils. If going for a walk outside of school isn't possible, adapt this lesson by confining it to the school grounds, or encourage pupils to think about a walk they have been on recently.

HEALTH AND WELLBEING



INTRODUCTION

- 1 Explain that the class will be going for a short walk around the local area. Before you set off, ask the class to think about things they might see on the walk and write them on the board. Examples might include:
 - ✓ natural features like trees, plants and clouds;
 - ✓ manufactured features like school buildings, homes and roads.
- 2 Encourage pupils to think about what will be above their heads and beneath their feet, as well as in front of them.

DEVELOPMENT

- 3 Enjoy the walk together and point out all the features you discussed in the classroom. Ask pupils to consider what natural or man-made features in the local area make walking around pleasant:
 - ✓ Can they see plants, trees and flowers?
 - ✓ Are pavements and paths easy for everyone to use?
 - ✓ Are there crossings to help you cross the roads safely?
- 4 Ask what they can see, hear, feel and smell as they walk. Remind the pupils to look up and down, as well as straight ahead, left and right.
- 5 After a short while, stop and ask the group if they can feel any changes in their bodies as they walk. You could add a short burst of faster walking, which will make the physical changes more obvious. Ask them questions such as:
 - ✓ When they speed up, can they feel their breathing change and get faster?
 - ✓ What about their heartbeat, is that speeding up?
 - ✓ Can they feel the muscles in their legs working as they walk?
- 6 Continue walking and ask the group questions about whether they can notice any changes to how they feel inside:
 - ✓ How has walking made you feel? Calm or relaxed, or perhaps energised or excited?

HEALTH AND WELLBEING

DEVELOPMENT CONTINUED

- 7 If possible, pause the walk again and ask everyone to take a deep breath. See if they feel calmer or more creative for having been active.
- 8 Next, ask the group to look around at each other and smile. Ask how the pupils think their classmates look. Perhaps relaxed and calm? Or energised and happy?
- 9 Explain that walking is good for the body and can also help us feel calm and ready for the day.
- 10 Return to the classroom and pupils can work on the Wellbeing Walk pupil sheets, in pairs or groups, to record the changes they felt while walking – mentally and physically.
- 11 Alternatively, you could trace the outline of a person onto flip chart paper, and all write on this instead.

PLENARY

- Recap on the walk together and the physical and mental changes that everyone felt.
- Make a list together of the reasons that walking to school might help you get ready for the day ahead. Some ideas to start the conversation could include:
 - ✓ waking up your body and getting your mind ready to learn;
 - ✓ getting some fresh air;
 - ✓ clearing your mind of problems;
 - ✓ feeling calmer after exercise.
- If pupils worked in pairs, this could be done as a think, pair, share activity using the Wellbeing Walk pupil sheets, with the teacher scribing a list on the board of what each pair chooses to share with the group.

Think, pair, share: pupils think of some ideas on their own, then chat with a friend about their ideas and together pick one idea to share with the class.

HEALTH AND WELLBEING

EXTENSION

- Use all the ideas about the benefits of walking to create a class poem. Pupils should focus on trying to describe the feelings of walking and what they could see, feel and hear.
- Encourage them to also think about a variety of words and develop vocabulary such as synonyms for walking (striding, marching, strolling) and feeling words (calm, energised, relaxed).

AT HOME

- Encourage pupils to share their poems with their parents, carers or guardians, and plan and go on a family walk in the local area so that everyone can enjoy the benefits of walking.
- Suggest local routes and places of interest, and ask pupils to bring in their parents' or carers' recommendations of walks. You could then pass these ideas on to the wider school community, perhaps via a regular article about walking in the school newsletter.



We are Living Streets, the UK charity for everyday walking. These learning resources support participation in WOW – the year-round walk to school challenge.

For further information on WOW, visit www.livingstreets.org.uk/WOW

Get in touch: walktoschool@livingstreets.org.uk 020 7377 4900

If you require these learning resources in Welsh, please email wales@livingstreets.org.uk

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HEALTH AND WELLBEING WORKSHEET



**Draw all the things you could see, smell and hear on your walk to school.
You could also draw some of the things you thought about.**



HEALTH & WELLBEING WORKSHEET



Now colour in the parts of the body you could feel working on your walk. Could you feel your heart beating? Could you feel your leg muscles working?

