



LIVING

STREETS



**LET'S
WALK TO
SCHOOL**

WOW LEARNING RESOURCES KS2/P4-7

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 calm down 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 out for a walk isn't possible, adapt this lesson by going for a walk around 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.
- 6 You could add a short burst of faster walking, which will make the physical changes more obvious.
- 7 Ask them questions such as:
 - ✓ Can they feel the different parts of their feet as they walk, as the heel strikes the ground followed by the ball of the foot and the toes?
 - ✓ When they speed up, can they feel their breathing change and get faster as well?
 - ✓ Can they feel how their muscles work in pairs to drive their legs forward as they walk?
- 8 Continue walking and ask the group questions about whether they can notice any changes to how they feel inside.

HEALTH AND WELLBEING

DEVELOPMENT CONTINUED

- 9 If possible, pause the walk and ask everyone to take a deep breath and feel their mind calming down.
- ✓ Ask the group to really consider what their mind has been doing as they walk. Perhaps they feel calm, energised or excited, or perhaps they are thinking of something in particular (they don't need to tell anyone what that is).
 - ✓ Talk about how the rhythm of walking can help us feel calm or could be an opportunity to prepare mentally for the day ahead, to make plans or work out a problem.

Did you know?

Ask the class if they know who Charles Dickens is. Tell them he was also famous for thinking up his best story ideas whilst going for a long walk!

- 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 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, or individual poems. Pupils should focus on trying to describe the feelings of walking and what they could see, feel and hear. Link this to their learning on simile and metaphor.
- Pupils could try and create a rhythm to their words so that when read aloud, the poems sound like walking.
- Read a poem to the class, like 'From a Railway Carriage' by Robert Louis Stevenson or 'Life Doesn't Frighten Me' by Maya Angelou, as examples of how rhythm is as important as words.

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



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On the body, draw and label all the physical changes you felt in your body while walking. Did your heart beat faster? Did your lungs work hard? Which parts of your leg muscles did you feel working?

Around the body, draw and label all the thoughts, feelings and emotions you felt while walking. Did you feel energised or calm? Did you feel your thoughts drifting slowly or moving quickly?

