



Walk to School Week May 2010

KS 1/2 Guidance notes - activity session

Brought to you by

LIVING STREETS
PUTTING PEOPLE FIRST

Section 1



Introduction to walking

Preparation

Equipment

- » IWB or laptop and projector
- » a character (i.e. an action figure that the children will not have seen before)
- » a selection of props to help us when we are walking (maps, compasses, printed out sample road signs and large landmarks, pictures of a zebra crossing/pelican crossing, raincoat, umbrella)
- » a selection of non-walking related props – (i.e. toys, puzzles, paintbrushes)

Preparation

- » set up the IWB/laptop and projector and download the PowerPoint Presentation 'Walk Your Way' available from the Living Streets website.
- » arrange the pool of props (walking and non walking related) in a central location in your classroom
- » print out question cards on pages 6-7 (KS 2 only)

Method/Delivery

- » Begin the presentation and click to slide 1: How did you travel to school today?
- » Ask children how they travelled to school today. As they give answers, click through to slide 2.
- » Click through to slide 3 and ask children why they think we should walk to school. As they give answers, click through to slide 4. Ask children why each of these things are important (i.e. navigational skills are important because they help us to know where we are and stop us getting lost).

Section 2



A walking story

Method/Delivery

- » Click through to slide 5. Introduce the class to the character you have chosen (giving him/her a name). Explain that your character is quite new to the area, and has walked to school with his big brother a few times, but today must walk on his own for the first time. He has a map but is a bit nervous about going on his own.
- » Tell the children that we are going to go on a journey with the character, and that you will need their help and input to make sure he gets there safely. Explain there is a pool of props in front of them, and that during the story they should look at them and think about which ones would be most helpful to our character, ready to pull them out when prompted.
- » Ask them to get ready to begin the journey, and read the following story script out to them.

Script KS 1/ 2 (see KS 2 adaptation on page 3):

Our character (insert name) is feeling nervous, it's his/her first day walking to school on his own and although he has a map (prompt to pick up appropriate props from the pool) he feels worried and a bit scared. Ask the children to make a frowning, worried face.

Our character is going to make sure he/she is dressed correctly for the walk, and looks out of the window to see what the weather is like. Oh dear... it's raining. Ask children to mime raindrops falling out the sky and prompt to pick up appropriate props from the pool.

Our character puts on his raincoat and puts up his umbrella. Ask nominated children to mime putting their raincoats/wellies etc on and put their umbrellas up. "I'd better get moving so I'm not late for school", says X. He walks to the front door and steps out. "Here I go", says X. "Ready, steady, walk!" Ask all of the children to repeat, "Ready, steady walk," after you, and explain that every time they hear you say, "Ready steady walk," they should repeat it.

Our character walks out on the pavement, and marches down the road (ask all the children to stand on the spot and do a marching action). He follows the map, checking to see that he is on the right street (prompt to pick up appropriate props from the pool).

Our character comes to the end of the road, and needs to cross it. He sees a zebra crossing. He's never used a zebra crossing on his own before, and feels nervous, but he thinks he can remember what to do. Ask children what they think he should do – prompt children to think about the Green Cross Code and to pick up appropriate props from the pool.

Having made sure all the cars have stopped, our character says, "Ready steady walk," (prompt children to repeat this) and begins to cross the road, looking around him at all times. He doesn't run, but makes confident strides across the crossing. Ask another nominated selection of children to stand up and stride, as if walking across a zebra crossing.



Our character gets to the pavement at the end of the road. He is feeling quite pleased with himself for using the zebra crossing for the first time on his own, and smiles. He follows the map, and turns the corner (prompt to pick up appropriate props from the pool). He gets to a crossroads sees a friend from school, and waves. Ask another nominated selection of children to wave their hands.

Our character calls over to say he will come to join his friend. There is no crossing here though, and he stops to think about how he can cross. Ask children what they think he should do to cross the road safely, prompting around the Green Cross Code.

Once our character has made sure there is a clear gap in the traffic, he again walks confidently across the road, making sure not to run and looking around him at all times. Ask another nominated selection of children to demonstrate how they would look both ways as they are crossing the road.

Our character stops to greet his friend when he gets to the other side of the road, then they begin to walk together. "Ready, steady, walk," says our character (prompt children to repeat this after you). Having crossed two roads on his own now, and found a friend to walk with, he feels much more confident than he did when he started the walk.

Our character looks down at the map, and sees that they are nearly at the street which school is on. He knows that school is nearby, because he recognises the bike shop on the corner. Ask another nominated selection of children to demonstrate a cycling action with their arms and legs. Ask children to give you examples of other landmarks, prompting them to pick up appropriate props from the pool.

Hurray! Our character can see the school gates. What a relief. Our character comes into school and sits down on the bench in the playground, thinking how pleased he is that he made it to school, safe and sound, without any help from his big brother. He feels happy and smiles. Well done to our character! (Ask children to give him a clap) More practice at walking will help him become more confident for when he/she is older and will start walking places on their own!

Adaptation for KS2:

- » Use a character name, rather than an action figure and replace miming actions with navigation and discussion point questions as per below:
- » Frowning/worried face: discussion around the emotions we feel when we find ourselves in the new, uncertain situation
- » Putting on raincoat/comfortable shoes: replace with discussion about the importance of the right clothing for walking – for comfort and visibility
- » Marching on spot action: ask children how he would have actually used the map to find which direction he needed to go in
- » Striding across the zebra crossing: ask children what they think the dangers of using a zebra crossing are, and how they could minimise these dangers
- » Waving to a friend: ask children how he might explain how to use the compass to his friend, providing guidance where necessary
- » Looking both ways: ask children to compare crossing a road at a pavement edge to using a zebra crossing. What are the advantages and disadvantages of each?
- » Cycling action: ask children what makes a good landmark? Get them to give you some examples



Section 3

Fun and games!

Method/Delivery

- » Click to slide 6. Explain to the children that they are going to play a game to learn a little bit more about walking and navigation.

KS 1 Game

- ‘North, South, East and West’**- to take place in the school hall.
- » Take children to the hall and ask them to stand in a space.
 - » Explain to children that North, South, East and West are points of the compass, and that compasses help us to navigate our way when we are walking.
 - » Take out a compass, use it to find North, and point to it. Show the compass to the students, and get them all to point in the direction of North, asking them to remember which way it is.
 - » Explain that because we know North, we know which direction East, South and West are in. Point to each of these in turn and get children to name them after you have pointed to them.
 - » Explain that you will shout out the 4 different points of the compass, and that the children’s task is to run in that direction, until they reach the wall hall. The last one to reach the wall will be ‘out’.
 - » Run through a practice go, reminding children which way North, South, East and West are if necessary.
 - » Shout out the 4 points of the compass at random, instructing children who are ‘out’ to sit near you, until you only have one winning child left.

KS 2 Game

Quiz Quiz, Trade – to take place in the classroom

- » Put children into pairs/3s and explain they are going to play a card trading game
- » Hand out the question and answer cards on page 8 to each pair/3, and ask them to walk around the classroom
- » Once the children are all walking, call out ‘quiz, quiz, trade’ and get each pair/3 to find another pair/3 and stop moving
- » Once they have stopped moving, shout ‘quiz’ and get one of the pairs/3s to ask their question to the other pair/3, telling them if they got the answer right or wrong. Once all of the first pairs have asked the question, shout ‘quiz’ again for the other pair to have their turn at asking their question, and telling them if they got the answer right or wrong.
- » Once the 2 pairs/3s have finished, shout ‘trade’ and get them to swap their question/answer cards over.
- » Ask them to start walking around the room again, and the game starts again. Make sure the pairs/3s pick different pairs/3s to ask their questions to every time
- » Run for approximately 5 turns



Section 4

Get walking!

Method/Delivery

- » Click to slide 7. Ask children if they can imagine a world where everyone is walking! Recap on what the benefits would be, and explain it all starts with each and every one of them putting on their shoes and walking! If you are running a walk to school activity, this would be an ideal opportunity to introduce it to the class.
- » Click to slide 8. Explain that sometimes it might not be as easy as putting on our shoes and walking. Run through some of the ways children can put a walk into their day if they are not able to walk the whole way to school. (NB – park and stride refers to a part car/park walk journey, i.e. if parents/guardians live a long distance from school or have to drive into work after they have dropped you off at school, for example, then you could ask them to park 10-15 minutes' walk away from school, and walk the last bit yourself.)
- » Thank the children for taking part in the activity session, and get them to put their hands up and tell you something they have learnt.