

# Lesson Plan

## 5 Minute Walk Zone

Suitable for all KS2 Pupils



### Aim

The 5 minute walking zone lesson and workshop is intended to encourage pupils and their families who live within the walking zone to actively travel to school. It can also be used to encourage those who live outside the walking zones to park and stride. By the end of the session the pupils will have helped to create a 5 minute walking zone map with their school in the middle which can be shared with the rest of the school and parents and used on social media and in school newsletters.

The session will also:

- help pupils familiarise themselves with the local area
- increase pupils awareness of safety on an active journey to school
- introduce/consolidate mapping skills
- increase awareness of active travel to school

### National Curriculum Relevance

**Main Activity:** Maths: Ma3.1, Ma3.3, English: En1, En2.1, Science: Sc1, Geography: Ge2/1.1, Ge2/1.2, Ge2/1.4, PSHE/Citizenship

**Additional Activities:** English En1, En3.1, En3.2, En3.3, En3.4, Art: Ar2/1.1 Ar2/1.2, Design & Technology: Dt2/1.1, Dt2/1.3

**Modeshift Stars Initiative Reference:** W8, W9, CU2, CU3

### Key Words

Active travel, map, safety, safe crossing points, benefits, barriers, navigation

### Lesson time

A one hour session (with extension ideas that could last from between 30 minutes to ongoing projects)

### Resources

Local maps, survey forms and hi Vis Tabards – (can be provided by School Travel Advisor)

Clipboards and pencils.

Adult helpers - adult to child ratio 1:6 (or refer to school off-site Risk assessment)



## Lesson Activities

### Introduction:

Quick hands up survey of class – **“How do you get to school?”** – *Cycling, scooting, walking, car, other.*

**“Tell me some reasons why it’s good to travel to school by walking, scooter or by bike?”** (Health and fitness, it’s fun - meeting friends, better for the environment - reduce pollution, reduce congestion - make the area safer and nicer to be in, save money – cost of petrol etc.).

Create a mind map on a chalk/white board

Briefly discuss barriers to active travel in pairs; ‘I’d like to bike/scoot to school, but...’

Open up to class **“What are some of the barriers that might prevent you from travelling actively to school?”** (e.g. Safety on roads, weather, busy roads, live too far away, don’t have time, parental concerns etc.). Create a list

Remind pupils to thinking about safety on your way to school; the positive and negative aspects:

**The built environment** – traffic lights, pedestrian/cycle crossings, busy main roads,

Cycle lanes/traffic free cycle lanes, traffic calming (humps, speed limits, road markings, chicanes)

**Volume of traffic** – more or less busy places

**The physical environment** – hills, weather, light conditions.

**Being ‘streetwise’** – knowing areas that make you feel safer or not as safe, areas you want to avoid. Allow them to express their ‘personal geography’, some areas may make them feel less safe for a reason that is not obvious to you and this is them being ‘streetwise’. How would they make themselves safer in these situations?

### Main Activity

See how far you can walk in 5 minutes, using the map to determine their end point.

If you do not already have maps of your area use a printed online map (for example Google Maps).

Check the School Risk Assessment document for off-site activities and refer to this for the activity.

Split the class into 5 groups – 6 pupils per adult (or recommended school ratio for walking).

Determine which direction from school each group will walk.

Remind pupils to keep to a walking pace, not running ahead of adult, finding safe crossing points using the green cross code – only crossing with adult supervision.

Each group walks for 5 minutes with their map on a clipboard, timed using a stop watch, in the given direction. Once they have walked for 5 minutes they then mark their end location on the map, using help from road names and features on the map. N.B. Remember, this is not a race, walk at normal walk to school pace, even stopping occasionally to tie laces, etc.

On the way back ask them what they saw on the route which was good/they liked and what was bad/didn’t like, if they smelt anything, what they heard, how they felt, etc, and make notes for discussion later.



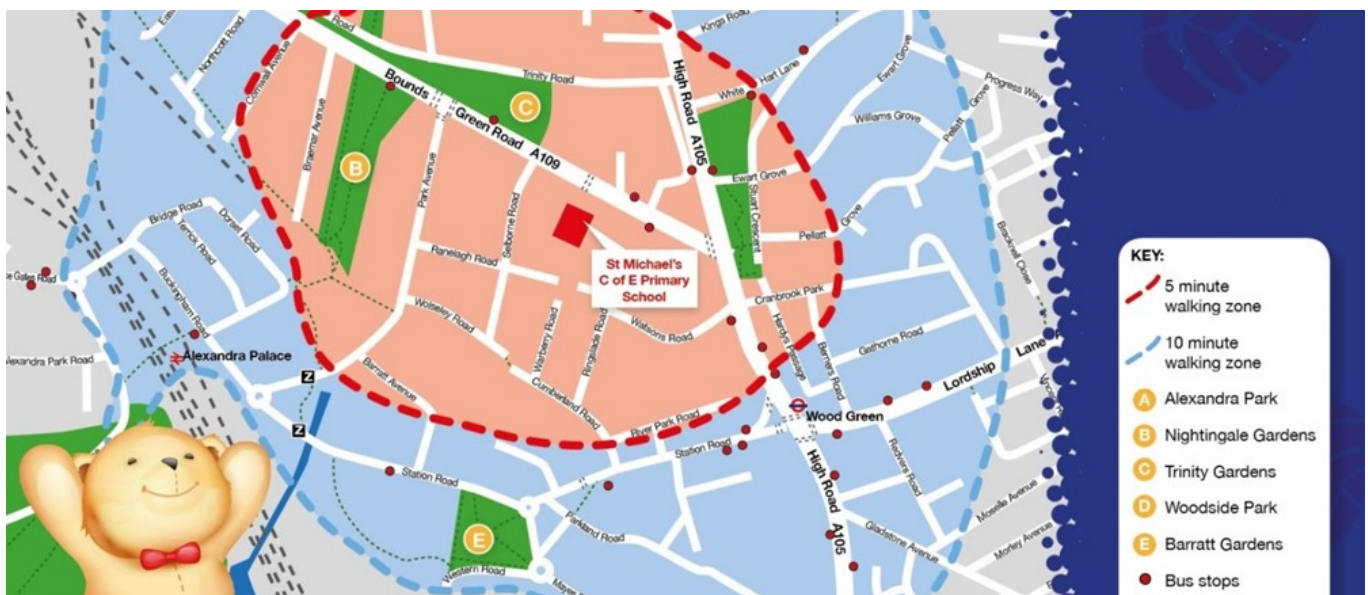
## Reflection / Plenary

Once all groups are back they share as a class where each group ended up to create a master map.

- Did they get further than they thought?
- They could also discuss what they saw, heard, how they felt etc. dependant on time.

## Possible Extension Ideas

- As a class come up with ideas which would help to overcome some of the barriers to active travel
- Design a poster to encourage pupils and families to actively travel
- Write a journal/creative writing of an active travel journey – recording what they heard, smelt, saw, how it made them feel. Using images (drawings/photos) to help describe the route.
- Create active travel poems
- Create a 5 and 10 minute walk zone map (*this could be done in the same session plot 5mins then move on*)
- **Ask your school travel Staffordshire County Council School Travel Advisor to print off an enlarged version of your final map (or ask them to reproduce your map on a mapping tool and print one off) so that it can be used on a display board in school which can then be added to with photos of local landmarks or the children taking part in the activity.**



For support, advice or assistance with this lesson plan please contact your School Travel Advisor at [into@staffordshire.gov.uk](mailto:into@staffordshire.gov.uk)

Lesson plan created by Ryan Procter: [ryan.procter@staffordshire.gov.uk](mailto:ryan.procter@staffordshire.gov.uk) 07973 683905