

What's on your route?

Walk to School

Bitesize activities for Schools!

Aim: Encourage pupils to observe their local area on the way to school

Ask pupils to think back to their journey to school...what did they see?
They might have been walking, cycling or scooting

Ask them to draw or write an account of their journey.
What did they see? Can they describe it? Can they draw the things they have seen?



Persuasive Writing!

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Aim: Get the pupils to use creative writing to promote active journeys.

Ask your pupils to write a short piece that could be used in a newsletter to persuade more pupils to walk to school

- What are the benefits?
- How easy can it be?

You could also set a character limit and suggest it's for a Twitter or text campaign



Poetry

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Aim: Get pupils to view the school journey in a creative way.

Ask pupils to write a poem about a school journey. It might be:

- the best journey they ever made to school
- a different journey to usual
- their dream journey to school
- the journey they made that very morning
- how they think others get to school (by boat in the Outer Hebrides of Scotland? In a sea of bikes in China? By space rocket in the future?)



Noise Pollution

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Aim: Support pupils to understand that noise is a form of pollution.

Decide on a noise that represents each mode of transport. E.g. walking might be shuffling shoes, cycling might be a soft bell noise, cars an engine or horn.

Split the class evenly into different modes or pupils use the one they usually travel to school with. The pupils then make their noise. Start with the different groups in turn. Which is the most pleasant? Which is the loudest? Adjust the volumes to try to be more accurate. Try adding them together or changing the percentages of different modes to represent different road scenarios. Pupils can move closer or further away to replicate living closer or further away from a main road.



Your Environment

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Aim: Get pupils to think about how their local environment can be improved.

Ask the pupils to draw something that they think would improve the area around the school. It could be shops, people, friends, houses, animals, parks, leisure places, trees, bikes, scooters, bike lanes, safe crossings – but it may even be cars and planes.

The idea is to discover what the pupils see as positive.

Put the pictures on the wall to create a virtual neighbourhood.



Poster Challenge!

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Aim: Encourage the pupils to use their creativity to promote active journeys

Ask your pupils to design a poster aimed at encouraging more pupils to Walk to School

- What are the benefits?
- How easy can it be?



Walking Bingo

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Aim: To get your pupils to be more mindful when they are walking the daily mile

As part of your daily mile (or similar) or active breaks, can you ask the pupils to look around and find one thing for each colour of the rainbow.

They could make a list or draw what they have seen.



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Hazard Map

Aim: Pupils identify the potential hazards they experience or could experience on their journey to school.

Pupils draw their journey to school, not in streets or distance, but with what they perceive to be possible problems, or unpleasant situations. They could write a list of words or situations or draw different features – maybe busy roads, litter, bad crossings, dirty buses, other schools, weather, poor lighting or even dog mess (we find that comes up a lot).

Can they draw some triangular warning signs to warn others?



Safety Debate

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Aim: Pupils discuss and come up with solutions to common safety concerns.

Split pupils into groups to discuss safety on the school journey, either their own or in general. Use prompts like:

- Should all children have to wear helmets?
- Are cycling and scooting safe?
- Should helmets be a legal requirement?
- Do helmets actually make us safer?
- What helps us stay safe on the journey to school?
- What things make the school journey unsafe?

Pupils can sort their findings into an order of importance, or discuss solutions to issues they raise, and present these to the rest of the class. Set time limits for each part of the task.



Finger on the Pulse

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Aim: Pupils learn about the effect of activity on the heart.

Help pupils find their pulse in their neck, under their jawbone. Get them to sit quietly for two minutes to ensure their pulse is at rest. One pupil counts their pulse while the other times 15 seconds. Multiply by four to get beats per minute. Record and swap roles.

Now get the children to do one minute of activity!

Repeat the measurements immediately after one minute and record, before resting completely for two minutes and recording a third pulse rate

Compare measurements. How do they differ? Do pupils know that the heart is a muscle that pumps blood and oxygen round the body? Explain that a slower resting heart rate suggests a stronger heart, as it can pump more blood with one contraction. Why does activity raise the heart rate?