

Setting up a

WOW

Walking Zone

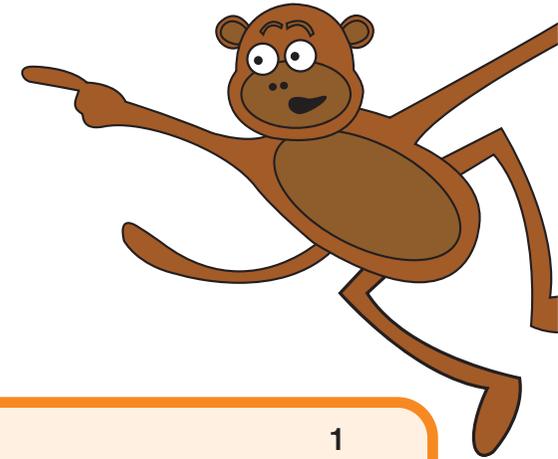


Teachers pack





# Setting up a Wow Walking Zone



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# Setting up a WoW Walking Zone

## What is a walking zone?

A Walking Zone sets a clearly defined area around the school inside which everybody has to walk in order to qualify for their WoW badge. This has the advantage of:

- Increasing fairness – no more parking 2 steps from the school gate!
- Giving parents a clear indication of how far “5 minutes walk” really is
- Encouraging the children to walk further

The zone can also be extended (eg from 5 to 10 minutes walk) for events such as Walk to School Week, for an added challenge!

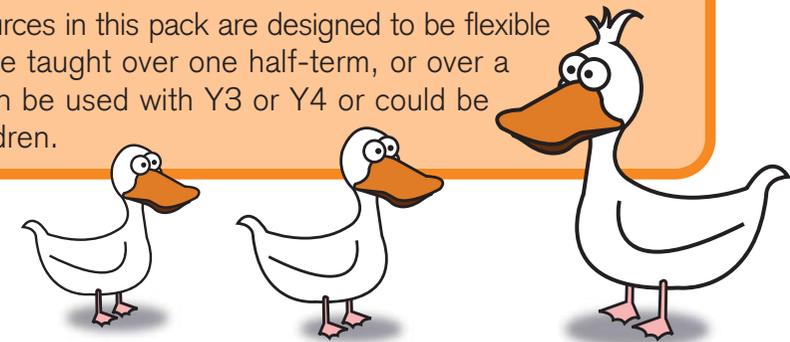
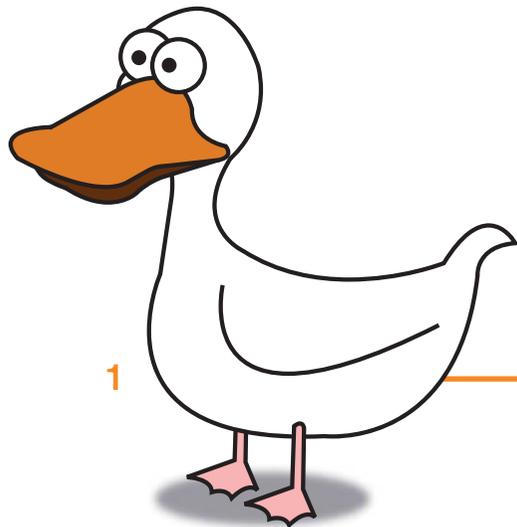
## About the pack

This Pack was developed by Ecolocal with funding from Transport for London. The aim of this pack is to involve children in developing a WoW Walking Zone around their school. In doing so they are able to explore issues around congestion, pollution, climate change and healthy living. It gives children the opportunity to examine how they are able to influence their environment, both individually and as a group. It also helps them get to know their local area and community whilst understanding relative walkable distances.

The pack is primarily aimed at KS2 and has been designed to link in with QCA schemes of work for Geography (Unit 6 – Investigating our Local Area and Unit 8 – Improving the Environment).

It also links with Literacy (Creating and Shaping Texts), Numeracy (Measurement) and PSHE (How do Rules and Laws Affect Me?).

The 5 lessons and resources in this pack are designed to be flexible and adaptable. It can be taught over one half-term, or over a designated week. It can be used with Y3 or Y4 or could be extended for older children.



### Thanks:

Thanks are due to Lisa Lancefield (Smarter Travel Sutton WoW Coordinator) and the staff and pupils of St Mary's Roman Catholic Junior School in Carshalton and Abbey Primary School in Morden for their help in developing this pack.

# What the schools say about the WOW Walking Zone

## The staff

"I would say that getting all the children involved in the WOW Walking Zone has really promoted the WOW scheme. Everyone knows how far they have got to walk now and have been more eager to walk and earn their badge.

I also think getting the children to compose the letter explaining the zone to parents was a good idea."

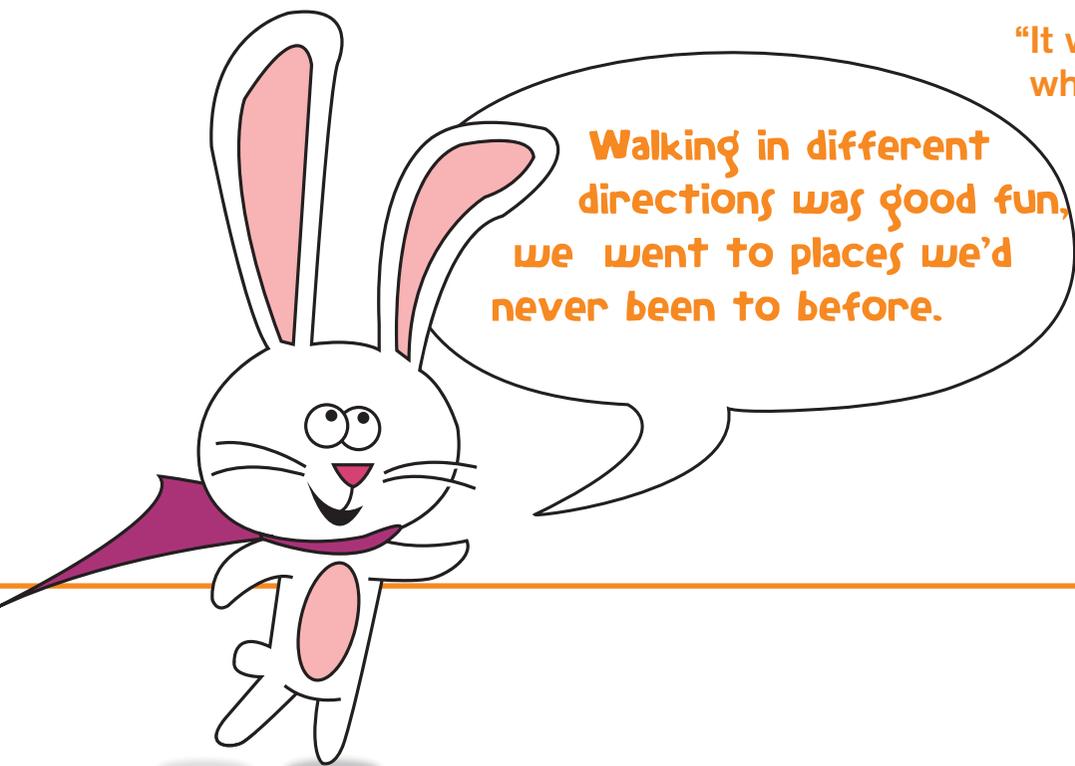
## The children

"It's made more children in our class walk to school because they never knew they only had a 5 minute walk."

**"Walking in different directions was good fun, we went to places we'd never been to before."**

"We had to use an A to Z to help the nursery children because they couldn't remember where they lived."

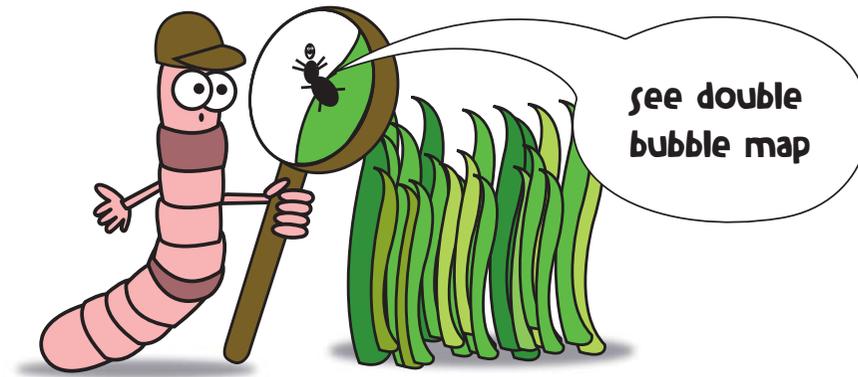
**"It was great, because you got to see new things which I hadn't noticed before, like no-entry signs."**



**Walking in different directions was good fun, we went to places we'd never been to before.**

# Setting up a WoW Walking Zone

## 5 WEEK LESSON PLAN



### WEEK 1

#### Learning intentions

- To investigate places
- To collect and record evidence
- To develop fieldwork skills
- To understand how people affect the environment
- To understand why people seek to manage their environment

#### Learning Outcomes

- To appreciate that sometimes the environment needs improvement
- To be aware that particular groups of people have responsibility for improving the environment

#### Links to other subjects

PSHE

#### Vocabulary

Environmental issues	Fitness	Pollution	Responsibility
Climate change	Congestion	Improvement	

#### Key Activities and Questions

##### Brainstorm:

What is the environment? What environmental issues children are aware of today:

- Globally
- Locally
- Discuss climate change see [www.climatechallenge.gov.uk/multimedia/flashmovie.html](http://www.climatechallenge.gov.uk/multimedia/flashmovie.html)

##### Discuss who is responsible for our environment?

Who can improve it? What things are the children doing to help improve the environment? (Recycling, WoW).

##### How does WoW improve the environment?

Double bubble map. How is WoW good for their lives and the environment?

##### How can we use WoW to improve the environment further?

Discuss how we can get more children to take part, encourage them to walk further, make it fairer so everyone walks a reasonable distance.

3

#### RESOURCES:

- |                     |                            |                   |                                      |
|---------------------|----------------------------|-------------------|--------------------------------------|
| • Large map of area | • A4 maps of area          | • Clipboards      | • Tape measures                      |
| • A-Z of area       | • Named envelope per child | • Worksheets      | • Digital cameras/disposable cameras |
| • Sticky dots       | • Treasury tags            | • Bathroom scales | • Scan of A4 map for projecting      |
| • Pedometers        | • Stopwatches              | • Meter rules     |                                      |

# 5 WEEK LESSON PLAN

## WEEK 2

### Learning intentions

- To investigate places
- To collect and record evidence
- Fieldwork skills

### Learning Outcomes

- To appreciate that sometimes the environment needs improvement
- To be aware that particular groups of people have responsibility for improving the environment

### Links to other subjects

Numeracy (Measurement). In maths lesson get data for weight/step length

### Vocabulary

Planning	Features	Map	Measure
Urban	Physical	Key	Calories
Rural	Views	Index	Pedometer
Route	Plan	Field trip	

### Key Activities and Questions

#### How can we use WoW to improve the environment further?

Tell children that we are going to collect information to help set up a Walking Zone around the school, to improve WoW and make it even better for us and the environment. To do this we need to measure how far we can walk from the school gates in 5, 10 and 15 minutes.

Show large map/projected map and identify key features of the local area; school, their house, etc. Mark on map. Each child to mark where they live on large map with sticky dot. Use [www.streetmap.co.uk](http://www.streetmap.co.uk) if children are stuck.

Estimate how far they think they'll get in 5 minutes (record on back of their map).

Show pedometer, how to attach – each child (hopefully) will have one. Use information collected from Maths work sheet to set up step length and weight on pedometer. Put in named envelope ready for next week.

Map where whole school lives either during lessons or at lunchtimes.

Decide which routes the children will walk on the field trip. Think about the main access routes, where most children live etc. Make sure the routes cover all directions from the gate. Then produce an A4 map for each group, with their route clearly marked.

see maths  
worksheet

see walking zone  
map sheet



# 5 WEEK LESSON PLAN

## WEEK 3

### Learning intentions

- To investigate places
- To collect and record evidence
- Fieldwork skills

### Learning Outcomes

To record a range of data accurately

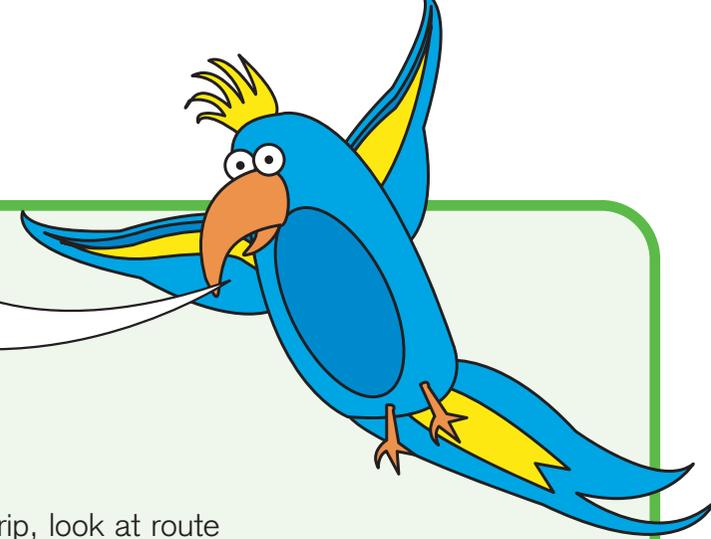
### Links to other subjects

Numeracy, ICT, PSHE

### Vocabulary

Map	Measure	Calories
Field trip	Pedometer	Route

see FT worksheet  
and instructions  
for group leaders



### Field trip

#### Before you go:

- Review purpose of trip, look at route
- Read through worksheets and discuss information they need to collect
- Attach pedometers
- Assign groups and roles; ensure each group has at least one camera and stopwatch

#### In groups follow the marked route. Stop at school gate and 5, 10, 15 minutes after. At each stop:

- Mark stopping point on map
- Each child note number of steps, distance and calories
- Look for hazards, parking places etc.
- Take photos

# 5 WEEK LESSON PLAN

## WEEK 4

### Learning intentions

To use observations and offer reasons for their views and judgements about improvements

### Learning Outcomes

To form opinions about their local environment

### Links to other subjects

Literacy (Creating and Shaping Texts)

## Creating the Walking Zone

### Mark stops on projected map:

Discuss hazards, and other observations, look at photos taken. Join to make a 5, 10 and 15 minute walking zone.

### Write a short report of the trip explaining:

- What they did and why they did it
- Why setting up a walking zone is important
- What equipment they used
- What they measured
- Whether they would chose a 5, 10 or 15 minute zone
- Give one health reason and one environmental reason for their choice



# 5 WEEK LESSON PLAN

## WEEK 5

### Learning intentions

- How people affect the environment
- How and why people seek to manage their environment

### Learning Outcomes

To be aware that particular groups of people have responsibility for improving the environment

### Links to other subjects

Literacy (Creating and Shaping Texts)

### Vocabulary

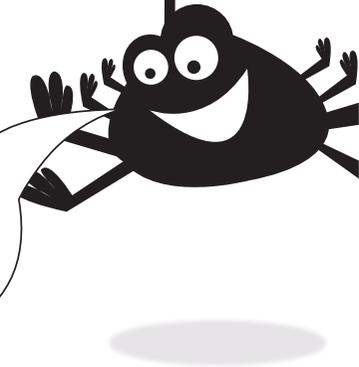
Persuade      Responsibility      Compelling

### Getting Everyone on Board

How can we make this work? Who needs to take part?  
How can we tell them about it and convince them we need their help?

**Either:** Children to draft a persuasive and informative letter to parents, using the information on the number of steps taken and calories burnt,

**or:** Children to complete cloze letter to persuade parents, filling in information they have gathered, as appropriate.

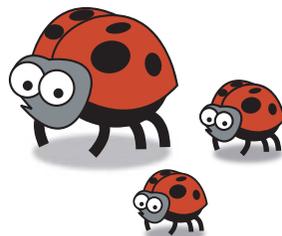


**see Cloze letter  
(differentiated)**

# Setting up a WoW Walking Zone

## You will need:

- A large A0 map of the area, mounted on cardboard
- Sticky dots
- An A-Z (an internet version can be useful)
- Class lists (to make sure you have included everyone)



## Walking zone maps

Mapping where all the children in the school live is an important part of creating a WoW Walking Zone as it involves the whole school in thinking about WoW and how far they walk.

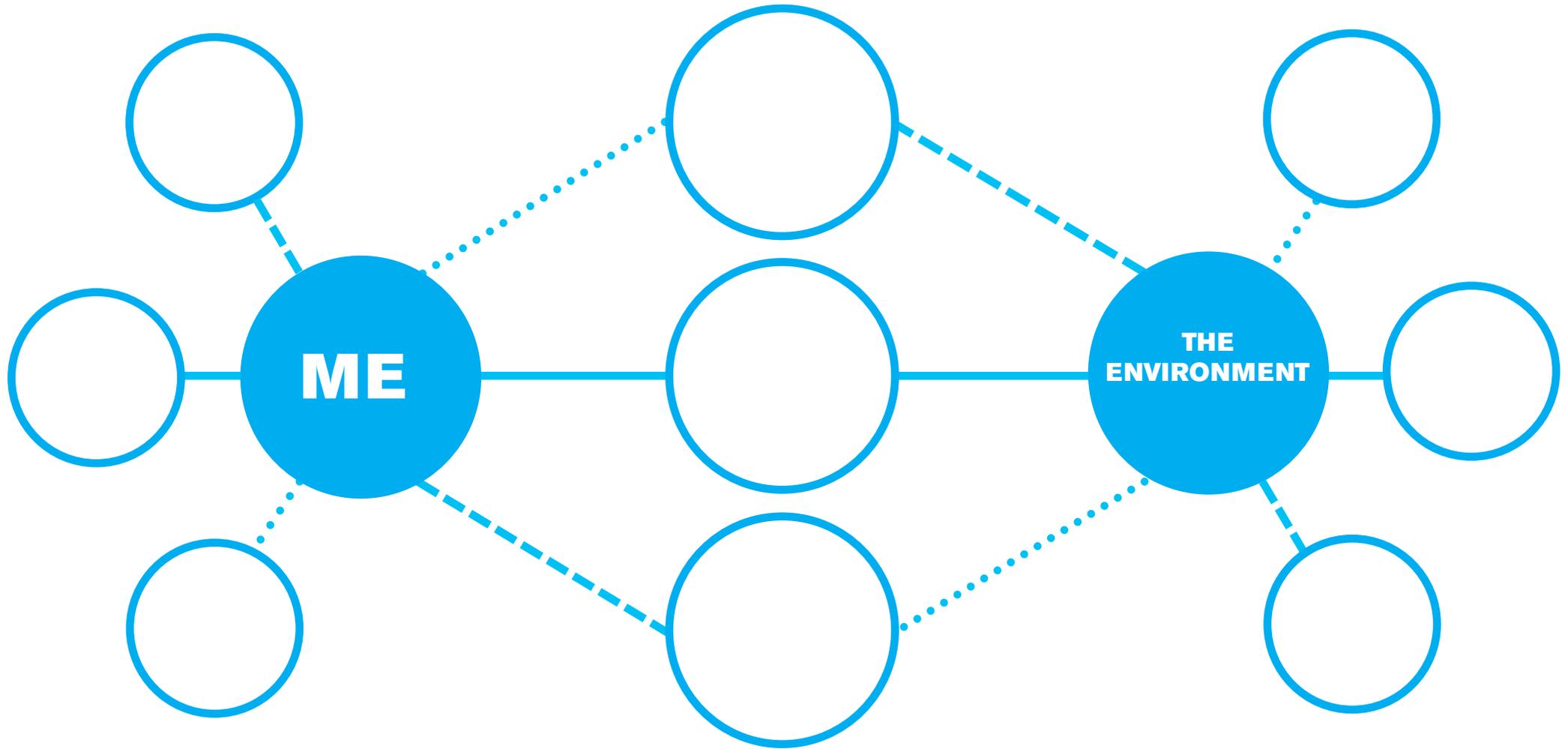
This can either be done in lesson times, or as a lunch time activity. At the same time, remember to make an A4 copy of your map for the children to use on their field trip.

## Before you print your map, you need to decide which streets to include in the map.

Start by looking at a street atlas, and identify where most of your children come from (talking to the school office staff is often useful for this!). Identify the four key points on the map which will represent the furthest point the map is to cover, north south east and west. The area you choose needs to have a roughly 2:3 ratio, i.e. be  $\frac{2}{3}$  as high as it is wide or  $\frac{2}{3}$  as wide as it is high (similar to the proportions of an A4 page), so that it will scale up on the A0 page.

Any children living outside this area will have to stick their dots on the edge of the map closest to where they live.

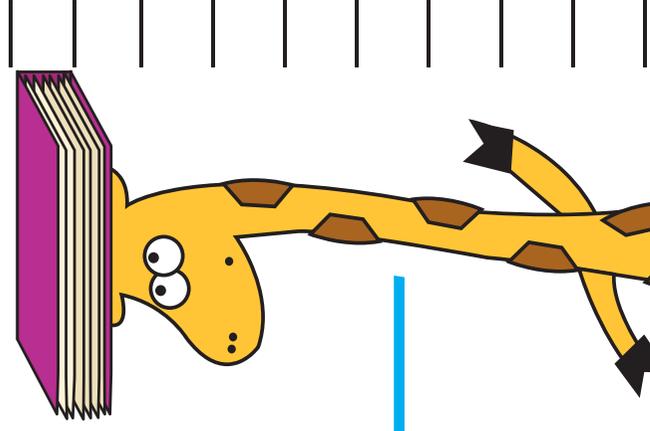
**Double bubble map** to compare and contrast how WoW is good for me and good for the environment.



Name:

Class:

# Maths worksheet



Work in pairs to complete these activities and fill in your record sheet.

## Activity 1

Find your step length using your height

- Stand against a wall with a book on your head
- Get your partner to measure your height in cms
- Record your height
- Find your step length by multiplying your height by 0.4

My height

cm

My step length

cm

## Activity 2

Find your step length by walking

- Walk along the 100m line outside, counting the number of steps you take
- Divide the distance walked (100m) by the number of steps. This is your step length in metres
- Multiply by this figure by 100 to get your step length in cm.

Number of steps

My step length

cm

## Activity 3

Weigh yourself

My weight

Kgs

# Setting up a WoW Walking Zone

## Instructions for helpers

Today we are taking measurements to set up a walking zone around the school. We want to find out how far we can walk in 5, 10 and 15 minutes from the school gate. When we have this information, we hope to set up a Walking Zone which will clearly show people how far they have to walk to earn their WoW badge.

The children will walk in groups of six, accompanied by an adult.

### Each group of 6 children will need:

- A stop watch
- Maps
- Pedometers
- Worksheets
- Camera
- Coloured pens/pencils
- Clipboards

### Before you start

- Make sure the children have attached their pedometers securely at their waist or the top of their sock
- Make sure the pedometer is at zero.

### During the walk

Children should walk along the route marked at their normal walking pace. Stop at the gate, and then every 5 minutes until they have walked for a total of 15 minutes from the gate. You, or a child, need to time this with the stopwatch.

### Each time you stop, the children need to:

- mark their stopping point on the map, and write how many minutes have passed. Please also mark the stopping point on your map, for accuracy
- record the number of steps, calories and distance travelled (you should be able to obtain this data from the pedometer)
- look for any hazards, or anything that will prevent people parking, eg red routes, yellow lines, bends in the road etc – is there a better place to stop just up ahead, or in a side street? Make a note of this
- take at least one photo of where you stop, and any hazards. Please make sure everyone has a chance to take a photo.

**NB.** There is no need to reset after each stop.

# Setting up a Wow Walking Zone

## Field trip worksheet

Name: \_\_\_\_\_

Route number: \_\_\_\_\_

	steps	calories	distance	hazards/parking	photo (✓)
to gate					
5 minutes					
10 minutes					
15 minutes					

# Setting up a Wow Walking Zone

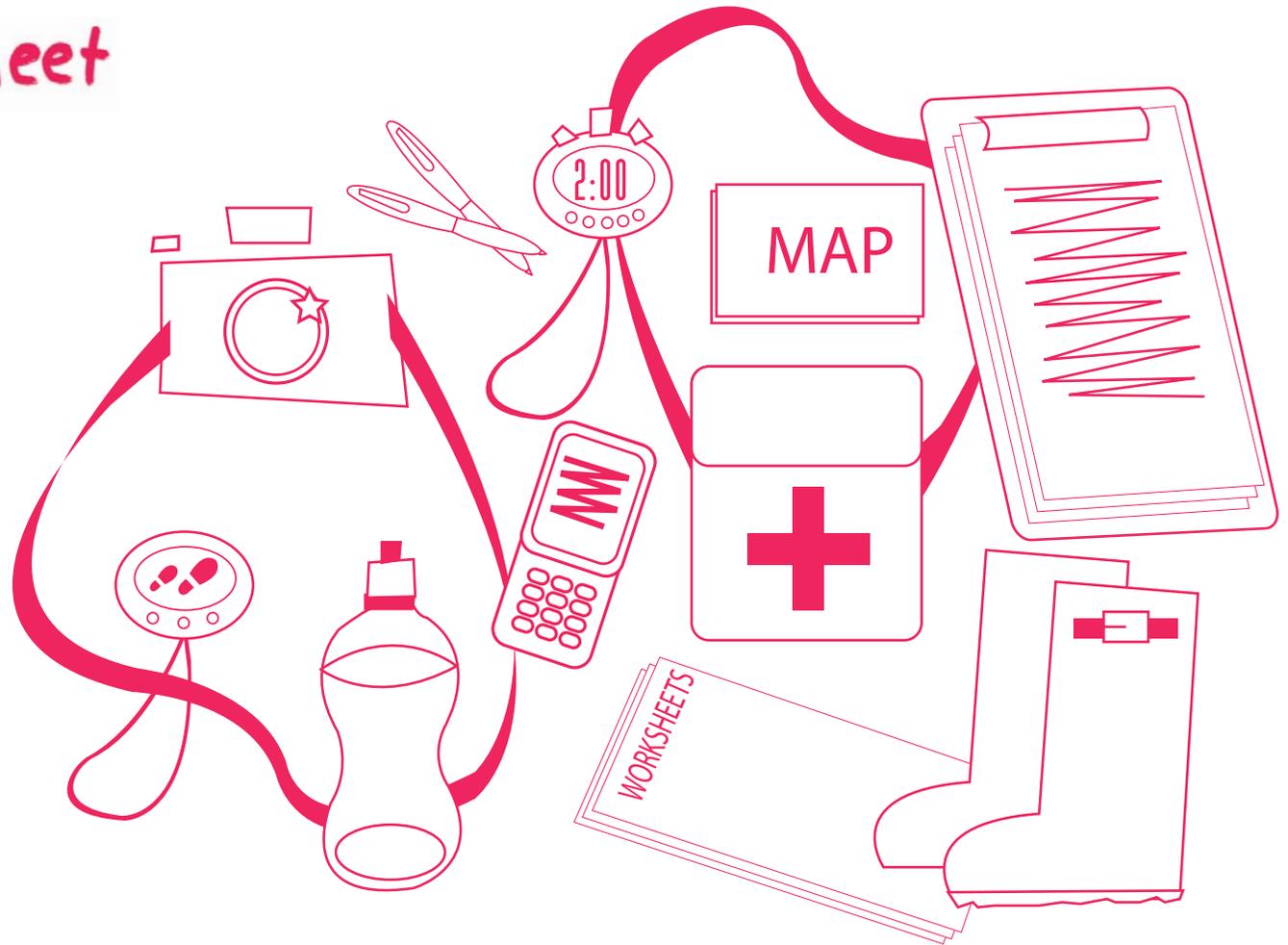
## Field trip worksheet

### Each Group should have:

- Camera
- Stop watch
- Mobile phone
- Emergency bag
- Instructions and route maps for helpers

### Each Child should have:

- Clipboard
- Pedometer
- Map with route marked
- Worksheet
- Coloured pen and/or pencil
- Water bottle if weather is hot
- Waterproofs if weather is wet



# Setting up a WoW Walking Zone

## Close letter

Dear \_\_\_\_\_,

Our school has been taking part in WoW (Walk Once a Week) since \_\_\_\_\_. Last month \_\_\_\_\_% of us Walked Once a Week. As so many children are now walking, we thought it would be \_\_\_\_\_, and good for \_\_\_\_\_, to make WoW more \_\_\_\_\_.

So, in geography, we have been working out how far we can walk in 5, 10 and 15 minutes from the school gate (please see map), so that we can set up a \_\_\_\_\_ Minute Walking \_\_\_\_\_ around the school.

This means that, from September, everyone will have to walk inside this Zone to get a WoW badge:

- If you drive to school, you will have to \_\_\_\_\_ outside the Zone and walk in.
- If you come by bus, you will have to \_\_\_\_\_ at the stop
- outside the Zone and \_\_\_\_\_ the rest of the way.
- If you live inside the Zone, you will have to walk \_\_\_\_\_ to school.

If everyone does this, there will be less \_\_\_\_\_ and \_\_\_\_\_ around the school, and we will all produce less \_\_\_\_\_, which contributes to \_\_\_\_\_. Walking for \_\_\_\_\_ minutes will also burn around \_\_\_\_\_ calories and add about \_\_\_\_\_ steps to our daily step total ( \_\_\_\_\_ for boys, \_\_\_\_\_ for girls and \_\_\_\_\_ for adults). For parents who walk there and back this step count will be double!

We hope everyone will help us to improve the local environment by sticking to the Walking Zone.

Many thanks,

<input type="checkbox"/>	Zone	<input type="checkbox"/>	CO2
<input type="checkbox"/>	Fun	<input type="checkbox"/>	Global Warming
<input type="checkbox"/>	Parents	<input type="checkbox"/>	12,000 steps
<input type="checkbox"/>	15,000 steps	<input type="checkbox"/>	10,000 steps
<input type="checkbox"/>	Us	<input type="checkbox"/>	January
<input type="checkbox"/>	Pollution	<input type="checkbox"/>	Park
<input type="checkbox"/>	Environment	<input type="checkbox"/>	Congestion
<input type="checkbox"/>	All the way	<input type="checkbox"/>	Get off
<input type="checkbox"/>	Challenging	<input type="checkbox"/>	Walk

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