

HAPPY
FEAT

More children, more active, more often

**A guide to encouraging more primary-aged
children to be more active at school**

CHILDREN NEED
AT LEAST 60 MINUTES
OF ACTIVITY* PER DAY.

*Picking your nose does not count as 'activity'.

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INTRODUCING



"Our woodland walks were great fun. We made trails for other teams to follow and hid treasure for them to find at the end."

Primary 3 pupil.

INTRODUCING:

HAPPY FEET

Happy Feet aims to provide information and support to teachers and leaders looking to encourage children aged 5-11 years to walk more often. The resource contains practical advice on **simple activities that can be used in a variety of settings, from the playground to beyond the school gates**. There is a range of fun and educational activities to try – many of which also link to the Curriculum for Excellence (CfE). This booklet is based on a resource used in primary schools in Fife and produced by Fife Active Schools.

Children are **rarely** very interested in beautiful views or the possible health gains resulting from going for a walk and will quickly become bored with the same route every week. Most of the activities included here have been tried out in various schools and are great ways of keeping minds, hands - and feet - occupied!

- We have included some general information to highlight the health and social benefits of walking, as well as a section at the back of the resource which provides links to some recommended websites and more details on possible tie-ins to the Curriculum for Excellence. The resource has been divided into sections for easy access.

INTRODUCING:

THE ROUTE TO BETTER HEALTH

The current recommendation from the Scottish Government is that children should take at least 60 minutes of moderate to vigorous intensity physical activity every day. In addition, all children and young people should minimise the amount of time they spend sitting down for extended periods.

‘Moderate’ intensity physical activity means being active to a level which will make the children feel warmer, breathe a little harder than usual and will raise their heart rates. They should not be so out of breath that they cannot hold a conversation – but if they can sing or whistle, then they’re not making enough effort!

‘Vigorous’ intensity physical activity means being active to a level which will cause children to feel warmer, breathe much harder than usual and make their hearts beat fast, so it will be more difficult to carry on a conversation at the same time.

A 30 minute walk counts as half of the recommended one hour of daily activity for children. The activities in this resource can also contribute to the provision of high quality physical education for every child.

Naturally, the individual physical and mental capabilities of the children should be considered when interpreting these guidelines.

It can be difficult to know whether you are working **hard enough** – or **too hard** – when taking exercise. This exertion scale can help give you an idea of your effort during the walk. For the walk to be beneficial to your physical health, you should aim to walk at levels **12, 13** and **14**.

6	VERY, VERY LIGHT	A DODDLE!	WHISTLE!
7			
8	VERY LIGHT		SING!
9		A SKOOSH!	
10	FAIRLY LIGHT		
11		NAE BOTHER!	TALK!
12	QUITE HARD		
13		PECHIN!	
14	HARD		
15		PUFFED!	
16	VERY HARD		GASPI!
17		EXHAUSTED!	
18	VERY, VERY HARD		
19		WORN OOT!	

From “A Little Physical Activity Means a Lot”, NHS Glasgow Health Board.

INTRODUCING: REASONS TO WALK

Walking is an ideal activity for all ages and abilities. It requires very little in the way of specialist clothing, equipment or preparation. There are so many benefits to be gained from walking at school for both children and adults, it's difficult to list them all – but here are some:

- ☐ It's fun!
- ☐ It's free
- ☐ It's accessible for all ages and abilities
- ☐ It's flexible and can vary in time, distance and gradient according to the participants' needs
- ☐ Going for a walk can help maintain an energy balance and avoid mid-morning and afternoon energy slumps
- ☐ Exercise and the outdoors help reduce stress levels and can promote a sense of well-being and increase in self-esteem
- ☐ Walking provides an opportunity to develop and learn new skills, such as road sense and environmental awareness, as well as increase social interaction between children
- ☐ Walking can consolidate learning by introducing a new, outdoor teaching environment
- ☐ Walking as a class stimulates creativity and imagination
- ☐ Walking helps pupils be more productive and motivated in learning and performing tasks
- ☐ Walking gives pupils a break from classroom activities and a chance to let off steam
- ☐ Walking at school encourages children to introduce walking and physical activity into their everyday lives outside of school
- ☐ Walking gives pupils a chance to socialise

GET WALKING



“Taking the children outdoors to our local woodland was a very valuable learning experience. Their talking and listening skills, teamwork and independent learning opportunities were all enhanced by the experience. They were able to learn about nature, the environment and ECO issues in a practical way and had lots of fun!”

Primary teacher

GET WALKING; PRE-PLANNING

If you're keen to get outside a bit more with your class or are interested in setting up a more regular walking group, it's time to get walking! To help you get started, we've included some recommendations for planning, as well as some tried and tested activities to keep the children active and interested.

Routes

One of the most important points to consider when taking children out for a walk is to ensure that there are suitable walking routes near your school. Given that walks will take place in class time or at lunchtime, the ideal route is about 1 – 1½ miles long and takes about 30 minutes to walk. Try to plan 3 or 4 alternative routes, as children quickly become bored with the same routes each week. Parks and woodland areas offer an ideal outside learning environment since they are away from traffic and can provide shelter from any adverse weather conditions.

Staffing

On excursions with primary children outside school grounds, there must be an adult:child supervision ratio of 1:10. This could be higher depending on the ability of the children and a ratio of 1:7/8 will allow children to receive more assistance during games/activities, as well as providing more help overall - such as for tying shoelaces and stones-in- wellington type incidents. This is also an ideal opportunity to involve parent/grandparent volunteers.

Your local authority will provide clear guidelines as to the approved supervision ratios in your area.

Risk assessment

The idea of carrying out a risk assessment can put some people off leading walks altogether. Walking at school can be great fun for everyone, so it is worth trying to address any concerns that leaders may have before undertaking a risk assessment.

We have included more details about Risk Assessment in the Annexe 1 information at the end of this section - including a sample risk assessment, guidance notes and some activities to complete as a class before going for a walk. The activities will help raise class awareness regarding safety and responsible group behaviour before going outside.



Contacting Parents

To inform parents of your intention to lead walks at school, we've included an explanatory letter in Annexe 1. The letter can be tailored to match your specific requirements. This can be sent out to parents/carers along with a consent/medical form and a page highlighting the benefits of walking.

We recommend that you check out the intended walking routes before contacting parents. This will enable you to check underfoot conditions and recommend appropriate footwear for the children, i.e. school shoes, trainers or welly boots.

It is essential that parents complete the consent/medical form so that staff are aware of any relevant medical issues any of the children may have - such as asthma, diabetes, allergies etc. Walk leaders need to have a copy of this information with them during the walk in the event of emergency. A sample consent form is also included in the Annexe section.

Organisation

For maximum benefit, we recommend that your walks are interesting and enjoyable for everyone, that they take place regularly and always have a purpose. It's best if the activities are appropriate to the age, capabilities and developmental stages of the participants.

Age groups

Walking groups work best when the children are all about the same age. If the age difference is too large, the older children will become frustrated at walking slowly and/or the younger children may find it difficult to keep up with the set pace.




GET WALKING; WALK PROCEDURE

It may be useful to make laminated copies of an agreed procedure for the walk and provide a copy to anyone with a supervisory role. There is a sample Checklist in Annexe 1 for ideas as to what to include.

Code of Conduct

It is best to discuss behaviour and rules in the classroom before the first walk. This is straightforward and can be quite informal when done as a whole class, if the walk is to take place in curriculum time. Walks taking place at lunch time will require written confirmation of parental consent.

You may find a written 'Code of Conduct' for behaviour on the walk is a helpful reminder for the children.

 We have included a sample Code of Conduct in Annexe 1 - Page 23.

Number of walks

The number of walks you choose to lead can depend on the weather, time and how popular the walks are with the children. Walking has also become a core activity for some classes, who have become very used to learning more about maths, science or nature in lessons outside.

Meeting Point

As there is a limited amount of time available at lunchtime, an agreed time and meeting point will allow a register to be taken quickly and everyone to get the most out of the time allocated.

Weather

It's worth thinking about whether you plan to walk in all weathers. Children tend not to mind bad weather as much as adults and will be disappointed if the walk is cancelled. If you're planning to walk whatever the weather, make this clear so that children will bring suitable footwear and clothing. As an emergency back-up, you can always carry some spare black bin bags to act as a make-shift waterproof for anyone who has forgotten theirs!

Nominate a person responsible for making the decision to cancel the walk in the event of extreme adverse weather and agree how they will communicate this decision.

GET WALKING;

RISK ASSESSMENT & RISK MANAGEMENT

The purpose of a Risk Assessment is to check whether the planned route is safe and appropriate for all children to use, including those with disabilities. Risk Assessment is a pro-active and preventative measure which allows the activity to take place in a safe and controlled environment – rather than something which acts as a barrier to physical activity.

The assessments made should be in line with other standard circulars or documents in use in the school and should follow Local Authority guidance.

A risk assessment should be carried out on all of the selected walking routes.

Once the Route Risk Assessment has been completed, it can be re-used for walking activities on the same routes and only needs to be repeated after particularly bad weather. Activities which are repeated need an initial assessment and only require updating annually, or if there is any change in the activity.

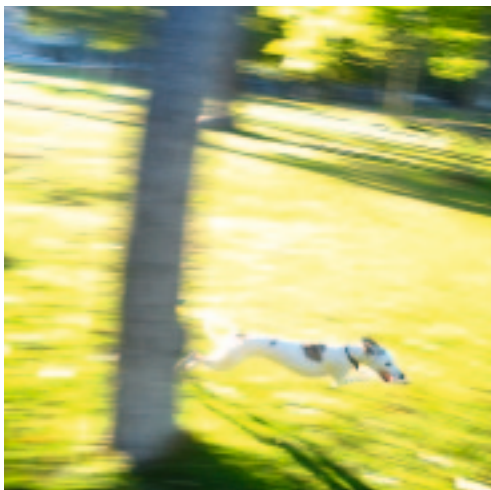
Risk assessment forms often use the same terminology and we have added a section to explain this in more detail. We have included a sample Risk Assessment form at the end of this section.

Some common hazards to consider when conducting a risk assessment include:

- Traffic/crossing roads.
- Moving hazards e.g. dogs, bicycles, vehicles, horseriders, trees (woodlands can be dangerous in strong winds due to the danger of falling branches or trees).
- Ground hazards e.g. potholes, tree roots, litter, mud, dog mess.
- Shrubs e.g. nettles, brambles, tree branches.
- Route hazards e.g. steep embankments, bridges, drainage ditches, streams.
- Dogs are one of the most commonly encountered hazards while out walking. It is worthwhile developing a specific procedure for dealing with dogs and discussing it regularly with children.

Risk Assessment in summary:

- A written Risk Assessment must be produced for every route and signed off.
- Control measures must be in line with existing Standard Circulars or other school/club documents.
- All leaders must have undergone PVG checks.
- The ratio of adults to children on the walk is 1 adult to every 10 children – 1:10, but could be higher depending on the ability and age of children.
- There must be 2 adults on every walk.
- Consent forms must be completed and signed for every child.
- Ideally, walk leaders and back markers should wear high-viz vests or armbands.
- Walk leaders must carry a charged mobile phone.



GET WALKING: ANNEXE 1

Please feel free to amend this letter to match with the type of walks you will be leading. If the walks are to take place during class time, it is good practice to let parents know and receive their consent for you to take the children outside.

SAMPLE LETTER TO PARENTS

Happy Feet Lunchtime Walks

Date

Dear Parent/Guardian,

..... is providing an opportunity for children to participate in short lunchtime woodland walks. During the walks we may play games or take part in simple nature activities. These activities will support children in increasing their levels of physical activity and allow them to take their learning experience outdoors.

All walks are led by a nominated walk leader who had completed a PVG check. All routes will be fully risk assessed before they are used.

Walks will take place on Please consider the weather on these days since some paths will be very muddy and children will require wellington boots. A pair of waterproof trousers or old tracksuit trousers would help protect their school clothes. Please also ensure your child is dressed warmly and has a waterproof jacket.

If your child is interested in taking part, please could you complete the enclosed parental consent form and return it to the school office. Should you require any further information or have any questions about the walks, please feel free to contact me. Thank you.

Yours sincerely

SAMPLE CONSENT /MEDICAL INFORMATION FORM

Community Services Excursions Consent Form/ Medical Information	Appendix A Form CSOE 5 White
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To be completed by all participants (or their Parent/Guardian in the case of those aged under 16) and returned to the Centre/Organisation as indicated below and in the Excursion Information letter.
(PLEASE USE BLOCK CAPITALS)

IN THE EVENT OF AN EMERGENCY, IT IS IMPORTANT THAT THE LEADER OF THE EXCURSION HAS DETAILS ABOUT WHO IS TO BE CONTACTED. PLEASE PROVIDE INFORMATION ABOUT ANY MEDICAL CONDITION WHICH COULD AFFECT THE TREATMENT OF THE PARTICIPANT.


ALL INFORMATION GIVEN WILL BE TREATED IN STRICT CONFIDENCE AND WILL NOT NECESSARILY PROHIBIT INCLUSION IN THE EXCURSION.

IT IS STRESSED THAT IT IS IN YOUR INTERESTS OR THOSE OF YOUR CHILD THAT FULL AND ACCURATE INFORMATION IS GIVEN.

CONSENT SHOULD BE GIVEN ON THE BASIS OF INFORMATION PROVIDED BY THE ORGANISER AND AFTER HAVING READ AND UNDERSTOOD THE DECLARATION STATEMENTS.

SECTION 1 – EXCURSION ORGANISERS (To be completed by organising staff)

Establishment:	Address:	Head:
	Tel. No:	
Group/Club:	Excursion Leader:	Position:
Excursion Date(s):	Activity(s):	Venue(s):

 Your local authority area will have a consent form that you should use to obtain this information. Your school may already have this information on record. We have included an example of the points that this form will cover.

SECTION 2 – PERSONAL DETAILS

PARTICIPANT	COMMUNICATION DURING ACTIVITY EMERGENCY CONTACT – List one unless requested otherwise	
Full Name: _____	Family Contact: Mr/Mrs/Ms: _____	Other Contact: Mr/Mrs/Ms: _____
Address: _____ _____ _____ _____	Relationship to participant: _____	Relationship to participant: _____
Telephone Number: _____	Address (if different from opposite) _____ _____ _____	Address: _____ _____ _____
Date of Birth: _____	Telephone Number: (Home) _____	Telephone Number: (Home) _____
Age: _____	(Work) _____	(Work) _____

SAMPLE CONSENT/MEDICAL INFORMATION FORM

SECTION 3 – PARTICIPANT MEDICAL DATA
(Please complete ALL boxes: use 'NONE' if applicable)

<p>Name of Doctor:</p> <p>Surgery Address</p> <p>Telephone Number:</p>	<p>Present TREATMENT by a GP or hospital. Please detail:</p>	<p>Present MEDICATION being taken. Please detail:</p> <p>Medication, Dosage and Frequency</p>
<p>Present MEDICAL CONDITION that may affect the participant's ability to take part in the excursion and which should be known to a doctor before treatment e.g. epilepsy, asthma, angina, recent surgery/injury. Please detail:</p>	<p>Known ALLERGIES to medicine e.g. Penicillin, Food e.g. peanuts, eggs Other e.g. Insect bites/stings etc. Please detail:</p>	<p>Any INFECTIOUS/CONTAGIOUS DISEASES suffered by the participant or family in the last 3 months. Please detail:</p>
<p>Last TETANUS INJECTION Please detail:</p>	<p>Any special DIETARY requirements e.g. Diabetic, vegetarian Please detail:</p>	<p>Present SWIMMING ABILITY For water-based activities only Water confident. *YES/NO</p> <p>Able to swim 50 metres in deep water unaided *YES/NO</p> <p>*Delete as appropriate</p>

SECTION 4 – CONSENT / ACKNOWLEDGEMENT (Complete ONE section only)

Participant is Under 16
years at the time of the
excursion(s)

To be completed by:
*PARENT/GUARDIAN
(*Delete as appropriate)

I consent to my son/daughter participating in the excursion(s) detailed above.
I do not wish _____ to take part in the following activities:

- I acknowledge receipt of information about the excursion(s) and understand the nature of the activities being undertaken.
- I have received information about the insurance cover that is in place for the excursion(s) and understand the scope and limitations of it.
- I undertake to see that my son/daughter is provided with the required clothing/equipment and that the appropriate contribution is paid.
- I accept responsibility for any loss, damage or injury attributable to his/her misbehaviour and also for any additional costs - including travel – associated with such unacceptable conduct.
- I declare that, to the best of my knowledge, my son/daughter is fit to participate in the activities involved and that the medical information given above is accurate. I undertake to notify the Centre/Organisation if that information changes in any way.

Signed: _____
Name : _____ (BLOCK CAPITALS)
Date: _____

Participant is OVER 16

To be completed by:
PARTICIPANT

- I acknowledge receipt of information about the excursion(s) and understand the nature of the activities being undertaken and the terms of participation.
- I have received the information about the insurance cover that is in place for the excursion(s) and understand the scope and limitations of it.
- I declare that, to the best of my knowledge, I am fit to participate in the activities involved and that the medical information given above is accurate.
- I undertake to notify the Centre/Organisation if that information changes in any way.

Signed: _____
Name: _____ (BLOCK CAPITALS)
Date: _____

Parent/Guardian of
under 18, if required

Signed: _____
Name: _____ (BLOCK CAPITALS)
Date: _____

RISK ASSESSMENT NOTES

Hazard

This heading refers to the common 'hazard' areas for all off-site activities.

Persons Affected

This refers to the people most likely to be exposed to the hazard.

Hazard Effect

This column requires a brief description of the possible effects of hazards in relation to the specific activity for which the assessment is being made.

Effect Rating (ER)

This asks you to rate the effect of exposure to a hazard, based on the following:

Effect	Rating
Death, major injury, permanent disability	3
Minor injury, temporary disability	2
Slight injury	1

Probability Rating (PR)

This asks you to rate the probability of the 'hazard effect' occurring and causing the effect indicated above.

Effect	Rating
Most likely to happen	3
Could happen	2
Possible, but unlikely	1

Risk Rating (RR)

'Risk' refers to the chance, no matter how great or small, that someone will be harmed by the hazard.

To calculate the 'Risk Rating', multiply ER by PR:

$$ER \times PR = RR$$

e.g. Effect is 'slight injury' or '1' and Probability is 'Could happen' or '2', therefore:

$$(ER) 1 \times (PR) 2 = 2,$$

so the **Risk Rating** is: 2

Control Measures

These summarise the measures taken to minimise risk.

If the risk rating is low (1 to 3), then further control measures may not be required.

The next page provides an example of a generic risk assessment for open spaces which has been adapted for walking. Your Local Authority will have a standard Risk Assessment form which you should complete before the walk.

SAMPLE RISK ASSESSMENT

PAGE 1

Risk Assessment Ref. No:

Process/Activity: ACTIVITIES IN OPEN SPACE e.g Beaches, Parks, Hillsides, etc.

1. Hazard	2. Person/s Affected	3. Hazard Effect	4. Effect Rating	5. Probability Rating	6. Risk Rating	7. Control Measure	8. Procedure Reference No.
Weather conditions	Children Adults	Sunstroke Hypothermia Discomfort	2	2	4	Appropriate clothing for weather conditions Use of sun cream/sun glasses, shade etc. Consider weather reports and plan accordingly	
Natural and physical obstructions, (rocks/trees/walls etc.)	Children Adults	Minor injury	2	1	2	Prior knowledge of area Adequate supervision/ratios Code of behaviour given to all parties Pre-visit instructions Refer to Country Code	
Ground conditions, (debris, rubbish, mud, contamination, etc.)	Children	Cuts Ill health Slips/falls	2	2	4	Pre-activity check of area Remove items if possible Move activity to more suitable area	
Traffic, (crossing roads, forestry or farm vehicles, etc.)	Children Adults	Injury or death from collision with vehicle	3	1	3	Adequate supervision/ratios Pre-visit instructions	
Dogs	Children Adults	Bite, injury, fright	3	1	3	Pre-visit instructions on behaviour near dogs Adequate supervision/ratios	

Completed by:

Approved by:

Date review:

Sheet No: Of:

Ref. No: _____

Risk assessment (continued)

1. Hazard	2. Person/s Affected	3. Hazard Effect	4. Effect Rating	5. Probability Rating	6. Risk Rating	7. Control Measures	8. Procedure Reference No.
Terrain	Children Adults	Minor injury	2	2	4	Choose suitable area - flat or without steep slopes Previous knowledge of area Refer to pre-visit check of area	
Insects (wasps, bees, ticks)	Children	Stings/bites Allergic reactions	2	2	4	Pre-planning of visit Previous medical knowledge of children in group	
Water	Children Adults	Drowning	3	2	6	Pre-planning of visit Previous knowledge of area Adequate supervision/ratios for group Pre-visit & pre-activity instruction	
Individuals becoming detached from group	Children	Death, major injury, stress/trauma	3	2	6	Adequate supervision/ratios for groups Regular counting of group Buddy system Pre-arranged code of conduct for group Definition of perimeters of movement for the group Pre-visit instruction in what to do in this eventuality	

Completed by: _____ Date review: _____ Sheet No: _____ Of: _____

WALK PROCEDURE CHECKLIST

BEFORE THE WALK, CHECK YOU HAVE:

- ☐ Mobile phone and school office contact number
- ☐ Any necessary medication for participants
- ☐ Whistle

WELCOME

- ☐ Welcome everyone to the walk
- ☐ Introduce walk leaders and any volunteer helpers
- ☐ Complete register of children present

WALK SAFETY

- ☐ Explain the roles of the walk leader and the volunteers – who will be at the front, back and middle of the walking group
- ☐ Explain what to do if someone is hurt: tell the nearest adult, blow the whistle, re-group while the situation/injury is assessed
- ☐ Tell the children to stay in a group – no wandering off on their own. If they see something interesting and wish to stop and look, they should tell an adult who will then blow the whistle for the group to stop
- ☐ Remind children of safe behaviour around dogs
- ☐ Route information: briefly describe the route and any hazards to be aware of and how to deal with them safely
- ☐ Discuss crossing roads, if this is relevant
- ☐ The pace of the walk should be brisk, as though late for school but not so fast that they can't walk and talk!

DURING THE WALK

- ☐ Pay close attention to the children; make sure no one leaves the group
- ☐ Look out for animals, plants and birds that may be of interest
- ☐ Chat to children and make sure there are plenty of opportunities to catch up for anyone lagging behind. The walk should be a social event and good fun for everyone
- ☐ Point out any hazards and remind children to inform others in the group as they walk
- ☐ Help all children to participate in activities

AFTER THE WALK

- ☐ Do a headcount. Check that all of the children have returned
- ☐ Ask if everyone enjoyed themselves – if not, find out why!
- ☐ Remind children about the next planned walk
- ☐ Remind children to change muddy/wet shoes/clothes


CODE OF CONDUCT

DECLARATION

- ☐ I will do as the walk leader asks.
- ☐ I will stay with the group.
- ☐ I will do as the walk leader tells me when we meet a dog. I will not touch or talk to dogs.
- ☐ I will stop when I hear the whistle.
- ☐ I will take turns when playing games and let everyone have a chance.
- ☐ I will have fun!

Signed:

Age:

 The Code of Conduct can be a written agreement which is signed individually by the children or included on a chart which everyone in the class signs. The chart can then be put up on the wall to remind everyone of the agreed behaviour when they go out for a walk.

ACTIVITIES



"I really liked our woodland walk. The best one was when we had to make nests out of twigs and mud."

Primary 2 pupil

ACTIVITIES: PLAYGROUND WALKS

Before setting up a walking club or taking the children out of the school grounds, you might like to try a few activities in the playground first to get an idea of how they work with your group. This will introduce the children to the idea of going for a walk at school and how they should behave when they are out walking together. Here are a few suggestions for activities you could try:

FUNNY WALKS

Level: First & Second Levels

Season: Any

Location: Any

Resources required: **Sense of humour!**

Instructions: Everyone takes a turn to be the leader and invent a funny walk or way of moving. The rest of the group must copy what they do.

Adaptations: (For smaller classes) Try and remember the funny walks that were shown beforehand and repeat each walk in addition to the new one as you walk around the playground.

WHAT IS WILD?

Level: Second Level

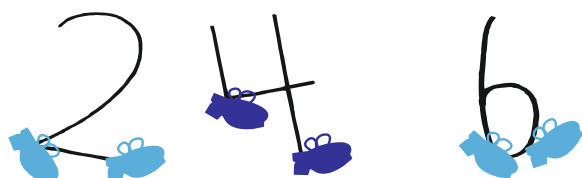
Season: Any

Location: Any

Resources required: A list or pictures of animals which live in this country.

Instructions: Call out or show the first animal to the group. Tell the children to run either to the left (domestic animals) or to the right (wild animals) depending on what they think the answer is. Tell them the correct answer. Some animals could go in both groups (e.g rabbit).

TIMES TABLES MARCH



Level: First & Second Levels

Season: Any

Location: Any

Resources required:
Knowledge of times tables.

Instructions: Ask the class to march around the playground and as they do so, say a times table out loud together.

Adaptations: Change the order of the class marching or ask different children to pick a number for the times table.

ACTIVITIES: SETTING THE SCENE

We have included some activities to do in class before going for a walk. These will help children think about what they will see, hear and feel when they are outside.



Walking word search

F	R	E	S	H	R	P	N
R	L	R	W	A	I	R	X
I	K	H	T	R	A	E	H
E	X	E	R	C	I	S	E
N	S	A	P	P	T	U	A
D	K	V	N	Z	A	H	L
S	C	H	O	O	L	T	T
J	P	N	U	Y	T	R	H
A	U	O	H	A	P	P	Y
F	L	W	A	L	K	W	V

Find the following words in the word search:

FRESH

HEALTHY

AIR

FRIENDS

EXERCISE

HAPPY

FUN

PATH

SCHOOL

HEART

Children's hazards word search

In the grid below there are five hazards that you might meet when you go on your walk. Try and find the hazard then write in the space below why you think it could be unsafe.

A	Q	W	E	R	T	Y	U	I	T	O	P
X	Z	A	S	D	F	G	H	J	R	K	L
D	B	R	O	K	E	N	G	L	A	S	S
O	C	V	B	N	M	Q	W	U	F	I	O
G	E	R	T	Y	C	V	B	N	F	M	P
S	R	H	T	A	P	Y	P	P	I	L	S
G	V	Z	P	H	I	R	U	I	C	M	P
J	K	J	L	G	L	D	Y	O	C	V	B
L	L	H	C	B	K	P	T	Q	X	S	Z
N	O	T	L	I	S	T	E	N	I	N	G

Broken glass:

.....

Traffic:

.....

Not listening:

.....

Slippy path

.....

Dogs:

.....

ACTIVITIES:

BEYOND THE PLAYGROUND

If you've tried some of the activities in the playground, you might feel ready to take a group or class for a walk outside the school grounds. Some activities to try during your walk are listed below.

As an indication, we have included suggestions as to which Curriculum for Excellence level the activities are best aimed at, when and where the activities could take place, as well as a short point with regard to some possible tie-ins to the experiences and outcomes of the CfE. The links suggested here are intended as a starting point and can work in tandem with classroom activities or be adapted to meet other outcomes depending on the focus of learning. The activities have been included with the ethos of teaching the whole child in mind and assisting them to develop skills for work and life.

Some links are also given to websites which will provide useful additional resource materials for several of the activities included.





FREEZE

Level: First

Resources required: Whistle

Season: Any

Location: Park or woodland

Instructions:

This activity is similar to Musical Statues. The children walk around a chosen area and when the whistle is blown, must follow the instruction they have just been given, e.g. find a tree, bench, post, bush etc. or 'freeze' (stand perfectly still). The instructions can be varied to keep the game interesting.

This can be quite a tiring game so is great for keeping everyone warm on cold days.

What they will learn:

- Follow and understand rules and procedures
- Make use of outdoor space
- Be part of a group
- Balance

Example: Specific CfE tie-ins:
HWP – 1-14a, 1-22a, 1-23a, 1-25a

OUTDOOR ABC



Level: First

Resources required: Alphabet cards. A bag

Season: Any

Location: Park or woodland

Instructions:

Divide the children in to pairs and ask one child to select a letter from the bag or pack. Ask them to find or spot something beginning with that letter.

Remove the more difficult letters (vowels, j,k,q,x,y,z) from the pack before starting.

Adaptations:

Lay out the findings and take a photo of nature's 'ABC's.

What they will learn:

- Use imagination to explore the natural environment and complete a set task
- Develop and communicate ideas
- Extend and enrich vocabulary

LUCKY DIP

Level: First & Second Levels

Season: Any

Location: Park or woodland

Resources required:

A bag. 'Lucky dip' cards - make about 10 laminated cards with words written on them such as 'tree', 'bush', 'wall', 'bench', 'stone', 'red', 'yellow', 'spiky' 'tall' etc.

Instructions:

Place the cards in a bag and ask a child to pick a card from the bag. Without letting their classmates see what is written on the card, the child has to look around and choose something that matches the word then lead the other children to it. Advise them that a distance equivalent to the length of a football pitch is far enough to walk. Emphasise that the child with the card is the leader and classmates should not overtake or try to guess where they are going. Each child has a turn of being leader.

Timing: About 15 children maximum will each get a turn in half an hour.

Adaptations: Children can work in pairs if time is short or the group is large.

What they will learn:

- To think independently
- How to communicate effectively, collaborate and build relationships
- Be part of a group in a range of situations
- Explore diversity of outdoor settings



COLLECTING SEEDS TO PLANT

Level: First & Second Levels

Season: Autumn

Location: Park or woodland

Resources required:

Plastic or polystyrene cups for every child.
Autumn Hunt sheet from Nature Detectives (www.naturedetectives.org.uk)

Instructions:

Give each child a cup to find and collect seeds in while they are out walking. These can be planted back at school. Look for horse chestnuts (conkers), beech nuts, hazelnuts, acorns, sycamore leaves, 'helicopters' ...etc.

Possible discussion:

Why do trees/plants have seeds? Look at seed shells – what are they like outside/inside? Why? Who might eat seeds?

What they will learn:

- Develop knowledge and understanding of how things grow
- Recognition of local trees and woodlands
- Exploring outdoor spaces safely
- Listening and taking part in discussions

TEXTURES

Level: First

Season: Any

Location: Park and woodland

Resources required:

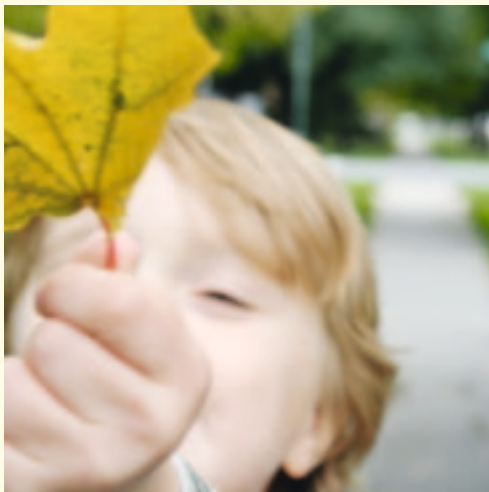
For each child: A small food bag. A card with a 'texture' word printed on it e.g. rough, smooth, shiny, prickly, hard, soft, fuzzy etc

Instructions:

Give each child a small bag containing a texture word card. Ask them to find as many things as possible that match their word and ask them to put a small piece in the bag. Compare and discuss their discoveries after the walk.

What they will learn:

- Extend and enrich vocabulary
- Solve problems imaginatively and creatively
- Independent thinking



LEAF TRAIL

Level: First & Second

Season: Any

Location: Park or woodland

Resources required:

Leaf cards (Download from www.naturedetectives.org.uk). Cut sheets to make individual cards and laminate, if possible. Punch a hole in the corner of each card. You will have 3 copies of each leaf shape.

Instructions:

Set aside 1 set of leaf cards (i.e one card each of alder, birch, holly etc). Before the walk begins, take the remaining two copies of each of the cards and hide these along the route. The punched holes make them easy to thread on to branches. At the start of the walk, give each child/pair a leaf card. They have to find the two matching cards hidden along the route. Encourage them to help each other and discuss leaf shapes as they are found.

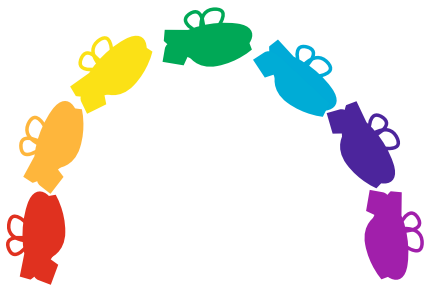
Adaptations:

A rolling leader can be useful with this activity to give everyone a chance to be first.

This activity can be done in pairs or groups as a cooperative learning exercise.

What they will learn:

- Communicate, collaborate and build relationships
- Develop skills for scientific inquiry and investigation using practical techniques
- Develop understanding and respect of the local environment
- Sorting and matching objects



RAINBOW RAMBLE

Level: First & Second

Season: Autumn

Location: Park or woodland

Resources required:

Small food bags. Some colour match cards from DIY stores.

Instructions:

Give each child a bag and a colour swatch. Ask them to find leaves to match their colour swatch.

Discussion:

Which colours are easiest to find? Which colours can't they find?

Why do leaves change colour in Autumn?

Variations: Ask children to stand still and tell you how many different colours and shades they can see from where they are standing, without moving their heads.

What they will learn:

- Nurture creative skills and talents
- Develop skills for scientific inquiry and investigation using practical techniques
- Broaden understanding and appreciation of nature and local environment
- Sharing information with others

SIGNS OF SPRING/AUTUMN

Level: First & Second

Season: Spring/Autumn

Location: Park or woodland

Resources required:

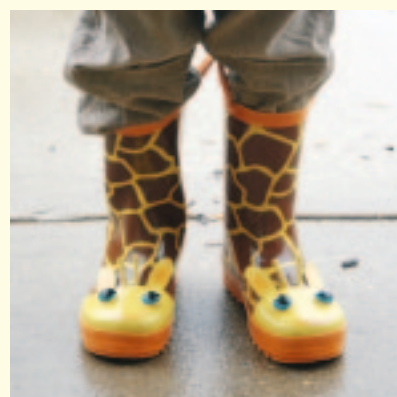
Relevant resources can be downloaded at www.naturescalendar.org.uk

Instructions:

The Woodland Trust encourages children to spot and record the signs of changing seasons on their website. They also provide a lot of additional resources and information through this site. Observations can be uploaded regularly by the children into a class diary. This is a good activity if you regularly walk in the same area.

What they will learn:

- Develop skills for scientific inquiry and investigation using practical techniques
- Develop curiosity, understanding and respect of the local environment
- Develop skills for observation and recording information





LEFT/RIGHT

Level: First & Second Levels

Season: Any

Location: Park or woodland with lots of paths

Resources required: None

Instructions:

This is an opportunity for children to guide the walk and be in charge. At each junction of the path, hold a vote i.e. 'hands up' for left/right/straight on. The largest number votes decides which direction is taken. Occasional adult direction/influence is required in order to make sure that everyone gets back to school in time!

What they will learn:

- Communicate, collaborate and build relationships
- Develop self-awareness, self-worth and respect for others
- Recognise and respect rights of others



BARK RUBBING

Level: First

Season: Any

Location: Park or woodland

Resources required:

Paper and crayon for each child.

Tree ID card or book for staff.

Instructions:

Explain that the children will be doing bark rubbings and encourage them to look at the trees as they walk. Discuss what would make a good rubbing. Help the children to identify the tree and write down its name as they complete the rubbings.

Adaptations: Can they see anything else that would make a good rubbing?

What they will learn:

- Experience and be inspired by nature
- Recognise and express creative and aesthetic talents
- Develop understanding and appreciation of local nature and environment

TRAILS

Level: First & Second Levels

Season: Any

Location: Park or woodland

Resources required:

Chalk, flour, twigs and small stones to mark a trail.

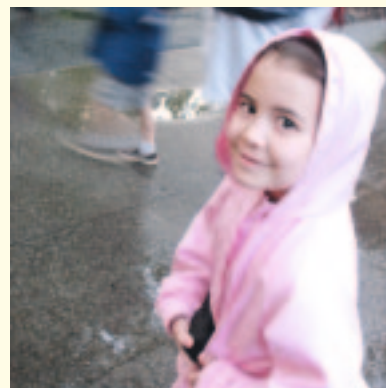
See www.scoutingresources.org.uk for ideas.

Mark out a trail in advance for children to follow. Marking can be done in various ways depending on the terrain. In a park with tarmac or paving, symbols can be chalked on the ground. In woodlands or on gravel paths, flour or twigs can be used.

It's a good idea to have a 'rolling leader' with this activity. This will give every child a chance to be the first to spot a symbol, otherwise faster and more competitive children will dominate the activity.

What they will learn:

- Listen to and follow instructions
- Increased confidence and positive attitudes
- Listen to and respect the views of peers



LEAF ID

Level: First & Second Levels

Season: Summer/Autumn

Location: Park or woodland

Resources required:

Leaf Hunt/ID sheets
(www.naturedetectives.org.uk)

Instructions:

Give each child/pair/group a leaf ID sheet. Stop at suitable trees and encourage them to identify the tree quietly by themselves or in pairs using the sheet, before asking for answers.

What they will learn:

- Develop skills of scientific inquiry and investigation
- Communicate, collaborate and build relationships
- Apply skills and understanding to solve problems logically

TWIG AND BUD ID

Level: First & Second Levels

Season: Spring

Location: Park or woodland

Resources required:

Twig and Bud ID sheet

(www.naturedetectives.org.uk)

Instructions:

Give each child/pair an ID sheet. Stop at suitable trees and encourage them to identify the tree quietly by themselves or in pairs using the sheet, before asking for answers. Identifying twigs and buds is quite difficult – choose the trees carefully!

What they will learn:

- Develop skills of scientific inquiry and investigation
- Communicate, collaborate and build relationships
- Apply skills and understanding creatively and logically to solve problems

HEART RATE



Level: Second Level

Season: Any

Location: Any

Resources required:

A watch with a second hand or stop watch.

Instructions:

Show children how to measure their pulse rate before the walk starts. (Place finger – not thumb – on wrist at base of thumb. Count how many beats are felt in 15 seconds and multiply by 4). Ask everyone to measure their 'resting' pulse rate. After 10 minutes of walking, ask everyone to measure their pulse rate again. How do they feel now – warmer? Near the end of the walk, ask the children to run for about 10 seconds, then measure their pulse. Ask how they feel after running.

Discuss the different pulse rates and the reasons for them back at school.

What they will learn:

- Explore and observe the effect of physical activity on the body
- How to take a pulse
- How to use basic arithmetic in applied situations

SANDAIG STRIDE

Developed by Sandaig primary school, Glasgow.

Level: First & Second Levels

Season: Any

Location: Playground

Resources required:

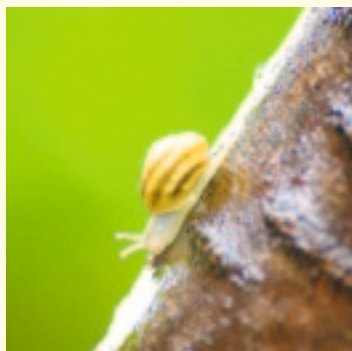
Two parallel lines painted to form a lane around the perimeter of the playground, up to 500m long. The line is marked every 25m - either by a colour change or a marker to show the distance covered.

Instructions:

Every class in the school walks at least once per week during class time. The distance covered is recorded and marked up on a display board in the school - for example, by placing a sticker to represent every kilometre covered.

What they will learn:

- Exploring how physical activity contributes to health and wellbeing
- Making use of available outdoor spaces for physical activity
- Estimation and rounding skills



SNAIL SAFARI

Level: First & Second Levels

Season: Any

Location: Woodland

Resources required:

Magnifying glasses

Instructions:

Explain to children that snails are quite shy creatures. In the daytime, snails hide under logs and stones, trailing plants or on the underside of leaves.

Assist children in identifying whether the snails you find are adults or younger snails. Grown-up snails have about four and a half complete turns in their shells. Make a note of how many adult/young snails you find.

As snails grow, their shells grow too – but when the weather is cold and food is more difficult to find, they seal themselves in their shells and rest. This is when their shell stops growing. Stops and starts in a snail's growth make ridges on the shell which can be felt easily with your fingers.

Has the snail had an adventurous life? Small accidents to shells can be repaired. Check the shells for signs of repairs.

Has the snail stopped growing? A bumpy rim means that the snail is an adult and the shell has stopped growing.

If a snail has a shell that has signs of repairs in it, ask the children to make up a story about the snail's adventurous life.

What they will learn:

- Develop an understanding of wildlife and the local environment
- Develop verbal and written communication skills
- Think creatively



HOW DOES OUR BODY WORK?

Level: Second Level

Season: Any

Location: Any

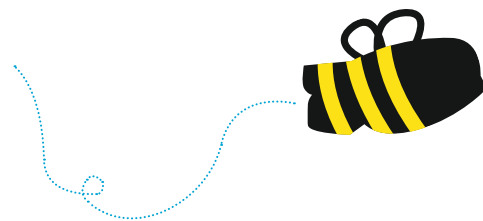
Resources required: None

Instructions:

Explain to the children that at different stages on the walk you are going to shout out a number. The number will be either '1', '2', '3', '4' or '5'. If you shout '1', the children should walk normally. If you shout '2', they should hop, '3' - skip, '4' - jump up and down on the spot and '5' - balance on one leg.

What they will learn:

- Balancing skills
- Awareness of body control and movement
- Understanding and responding to instructions



WHAT ANIMAL AM I?

Level: First & Second Levels

Season: Any

Location: Any

Resources required:

Sticky address labels. Coloured pens.

Instructions:

Write the name of an animal on each label before the walk, e.g. cow, squirrel, rabbit, badger, fox, duck, lion. Or give drawings/ pictures of animals to younger children.

Demonstrate the game first by choosing a volunteer. Stick a label to the volunteer's forehead, without showing them the word/ picture. The volunteer must now attempt to deduct what creature he/she is by asking the rest of the group questions. The group can only answer YES or NO.

This game is good for helping children to think more clearly about the wildlife around them and can prompt discussion as to how suitable the environment is for the animals on the labels. Scottish woods aren't very suitable for lions or elephants.

What they will learn:

- Develop questioning and deducting skills
- Listening to and understanding information
- Working together to solve tasks

ANT MARCH

Level: Second Level

Season: Any

Location: Any

Resources required:

Possibly a long pole or ball - but the activity can also be done with nothing.

Instructions:

Ask children to line up as if they were about to play a game of 'Follow my Leader'. Ask the children if they know anything about ants and ask them to share what they know with the rest of the class. Then ask the group to follow the actions of the leader at the front of the line.

They should follow the leader as they weave in and out of trees, over fallen trunks and under low hanging branches, etc.

They can all carry out other actions such as passing a ball up and down the line as they walk, helping each other over small obstacles or all holding a pole as they walk. This activity helps them understand how ants work together.

What they will learn:

- Working cooperatively to achieve a goal
- Understanding and following instructions
- Team-working skills



MEET A TREE

Level: First & Second Levels

Season: Any

Location: Woodland/anywhere with trees

Resources required: Blindfolds

Instructions:

Divide the children into pairs. One child blindfolds their partner and leads them to a tree. Depending on the age of the child, leading them about 20m away from the starting spot is usually enough. The 'seeing' child helps the blindfolded child to explore the tree.

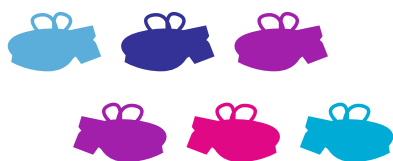
Rather than giving instructions such as 'Feel the tree' or 'Explore your tree', children respond with more interest if you say 'Rub your cheek on the bark', 'Is this tree alive?', 'Can you put your arms around it?', 'Is the tree older than you are?', 'Can you find plants growing on it?', 'Are there any signs of animals or insects?'.

When they have finished exploring the tree, the blindfolded child is led back to the starting point via an indirect route. Once back at the starting point, remove the blindfold and let the child try and find 'their' tree with their eyes open.

(Source: JB Cornell.)

What they will learn:

- Develop self-awareness, self-worth and respect for others
- Develop social skills and build relationships
- Develop skills of scientific inquiry using practical techniques
- Trust and cooperation



THE WAY BACK

Level: Second Level

Season: Any

Location: Woodland or parkland

Resources required: Nothing

Instructions:

This activity is good to use on a new or first time woodland walk.

When taking the children through the wood, point out landmarks such as distinctive trees, rocks, burns etc and ask them to look back at the way you've come. When you get to the point in the walk where you want to turn round and head back to class, ask the children to lead you back. They will probably be momentarily shocked and think that you don't know the way back, then the children will organise themselves to find the way.

You can help jog their memories by saying 'What did you see on the way here?', 'What do you recognise'.

What they will learn:

- Developing self-belief and confidence
- Team-working skills and cooperation
- Memory skills

HOW MANY SOUNDS?

Level: First & Second Levels

Season: Spring, Summer, Autumn (in dry weather)

Location: Woodland or parkland

Resources required:

Children need wellington boots and waterproof coats - possibly waterproof trousers too.

Instructions:

Children lie down on their backs, close their eyes and hold both fists up in the air. Every time someone hears a new bird song, they lift one finger. See how many they can hear and who has the best hearing!

Adaptations:

You can also do this with other sounds (dogs barking, laughing, cars etc) and the children then report all of the different sounds they have heard.

What they will learn:

- Listening skills
- Linking common sounds to nature
- Increased awareness of local environment

MEMORY GAME

Level: First & Second Levels

Season: Any

Location: Woodland

Resources required:

Up to 10 common natural objects from the area you are about to walk in – e.g. small rock, pine cone, acorn, leaf - and an empty shoe box to put them in. 1 small bag for every child.

Instructions:

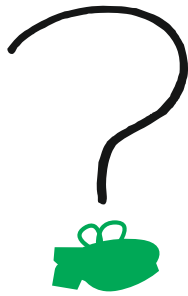
Gather the children around you and tell them that there are 10 natural objects in the box that they will be able to find nearby. Let them know that they will have 30 seconds when you open the box to look at everything and try to remember what they have seen.

After looking at the objects, the children spread out and in pairs collect the things they saw in the box. After 5 minutes, call the children back and dramatically take each item out of the box to show them. You can tell an interesting story about each one as you do, with contributions to the story welcome from the children. Ask the children if they found one just like it.

Repeating the activity several times shows a noticeable improvement in the children's concentration and memory.

What they will learn:

- Memory skills
- Concentration skills
- Recognition and matching of common natural objects



NOAH'S ARK

Level: First level

Season: Any

Location: Any

Resources required:

One card per child. A pen.

Instructions:

Make a list of animals half as long as the number of children in the group, e.g. if there are 12 children in the group, list 6 animals. Write out the names of each animal twice, on separate cards, so that you end up with the same number of cards as children in the group. If you have an odd number of children, write the name of one of the animals on three cards, so that you have one group three.

Shuffle the cards and pass them out. Each child reads their card and becomes the animal on the card, without letting the other children know what they are. Ask the children not to talk. Collect the cards back in.

On your word, ask the children to start acting out the noises, movements and shapes of the animals on their card so that they can find the other half of their pair. They can make all the noise they like, but talking is not allowed. The game finishes once each animal has found their other half.

What they will learn:

- Effective communication without speaking
- Creative expression
- Develop social skills



FURTHER RESOURCES

There is a lot of information available, so we've tried to make it a bit easier by selecting five sites which encourage children to be more active. We have also listed some other great website to provide you with even more ideas and activities.

www.bhf.org.uk/cbhf



The [British Heart Foundation](http://www.bhf.org.uk/cbhf) website has a number of sections including "Keeping your heart healthy" and "Keeping children healthy". The 'Teachers' section has a full list of school resources and links to children's websites.

www.ltl.org.uk/scotland



[Grounds for Learning](http://www.ltl.org.uk/scotland) is a Scottish charity supporting outdoor learning and play for children. They help children to connect with nature, become more active, learn outdoors and develop social skills while having fun.

www.naturedetectives.org.uk



Nature detectives is run by the [Woodland Trust](http://www.naturedetectives.org.uk). They aim to raise awareness about our native woodlands and inspire people about woods and trees. There are over 1000 ideas to encourage children to be more involved with nature in fun and interesting ways, including fact sheets and ID sheets for leaves and trees.

www.forestry.gov.uk/scotland



The [Forestry Commission](http://www.forestry.gov.uk/scotland) website includes resources such as webcams, podcasts, woodland sound tapes, fact sheets etc. Treetrunk online, Forest Education Initiative and Forest Schools are particularly relevant to schools. Treetrunk online contains details of primary and secondary school resources (including lesson plans) that will help teachers to deliver relevant school curricula in Scotland.

www.snh.gov.uk



[Scottish Natural Heritage](http://www.snh.gov.uk) promote greater understanding and awareness of Scotland's natural heritage. They provide information and advice on how to enjoy the outdoors responsibly and promote its sustainable use.

FURTHER RESOURCES: MORE USEFUL LINKS

Some additional websites related to walking/outdoor learning and children:

www.itscotland.org.uk

www.snh.gov.uk/about-scotlands-nature/resources-for-teaching/learning-outdoors

www.snh.org.uk/teachingspace/whattodo/schoolgrounds/getyourwellieson.asp

www.woodlandtrust.org.uk/en/visit-woods/things-to-do/kids-activities/Pages/teachers-corner.aspx

www.walktoschool.org.uk

www.falkirk.gov.uk/bigfitwalk

www.rhet.org.uk

www.livingstreets.org.uk/scotland

www.sustrans.org.uk

www.scoutingresources.org.uk

www.education.scottishwater.co.uk/worksheets

www.walk-the-talk.org.uk

www.geocaching.com

www.london2012.com/onyourmarks

www.bbc.co.uk/schools/whatisweather





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