



Walk Zone

Summary

By setting up a walk zone, students can put into practice their knowledge about safety, physical activity and the benefits of reducing car use. The walk zone identifies the area within a 5-minute walk of the school.

You may be able to get help with this activity from your local government officer, interested teachers or your P&C volunteers.

See links to Western Australian Curriculum at end of this lesson plan.

Year level: Years 2 – 7

Teaching and learning resource. Parent Resource

Learning Outcomes

Students will be able to:

- Develop their numeracy skills, practise physical activity and work collaboratively with other students.
- Develop skills in map reading, navigation, geography and information technology.
- Develop literacy skills and social capabilities.

Preparation

Materials for a class of 30 students:

- 1 x stopwatch
- 3 - 5 x pedometers or trundle wheels
- 1 x large map of the school and surrounds. Your local council may have one or you and the students could use on-line mapping tools.





Students measuring the distance of the school surrounds.

Teaching and learning ideas

Teachers are encouraged to use a range of the teaching and learning ideas provided. The teaching and learning ideas provide opportunities to address multiple learning areas. Teachers can modify and extend ideas for different year levels and phases of schooling. Teaching ideas have been aligned to the Western Australian curriculum including identification of learning area, strand and sub-strand.

Activity 1: Hands-up survey

Complete a hands-up survey on the Your Move website before the activity, to gauge the number of students currently walking to school.

Activity 2: How far can we walk in 5 minutes?

In a group, students plan a walking course within school grounds. Give them a map of the school and discuss the scale they would use to draw the diagram of their course. Alternatively, use the school oval as a walking course;

1. One student to use a stopwatch to start and stop walkers after 5 minutes;
2. 3 - 5 students of varying heights to use pedometers or trundle wheels to measure distance they can walk around the school oval in a 5-minute time period;
3. Get students to calculate the average distance covered by these students in 5 minutes.

Activity 3: Who lives 5 minutes' walk from school?

Using the distance calculated in Activity 2 above, and a school community map or on-line mapping tools,

1. students mark the average distance on the main walking routes to school. Ensure they measure along roads and footpaths, and not "as the crow flies". If this is done electronically / on-line, students could do this as part of an ICT and/or geography lesson;

2. Identify 16 homes that are “5 minutes’ walk” from the school (eg. 4 homes along 4 routes to/from school).

Activity 4: Promoting the Walking Zone and Measuring Change

When the wheelie bins are put out for collection each week, the stickers encourage motorists to slow down, and remind students and families just how close by the school is, and how easy it is to walk there.

1. To promote the new Walking Zone, students could create a school newsletter article and short assembly item for families and friends, and post a map of the Walking Zone around the school.
2. To evaluate the effectiveness of this initiative, students could do another hands-up survey after the announcement / promotion of the Walking Zone. Compare these results with those from the hands-up survey before the activity. Share the results in the school newsletter.

Extension Activities

- Blog about the Walking Zone at www.yourmove.org.au and include some pictures. Your blog could include how you promoted the walk zone (eg. you could put a map of the walk zone in the newsletter and at school reception, your student team could do an assembly announcement), or any suggested improvements to the activity.
- Display map of the Walking Zone in a prominent spot to maximise interest.
- Write a media release for the local paper about the initiative and include map of the Walking Zone.
- Use the Walking Zone to promote “park and walk”, where families who live a distance from school can still walk the last few minutes of the journey.
- Using Google maps plot a 5 min walk circumference zone around school. Students need to ensure that the walk zone doesn’t cut through houses or shops but accesses paths.
- Convert steps to metres and metres to time. Use actual and estimation as a variable for conversions.
- Using a map- identify all streets in the circumference zone
- Design a with a message regarding active transport.
- Design a that translates a word or message to promotes physical activity and the walk zone using a different language.
- Why do people participate in community groups, such as a school or community project? Outline the reasons people get involved in community projects.
- How can students actively participate and contribute to their local community in terms of promoting active transport.

Year 7 task

Research

Plan, rehearse and deliver a presentation, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints. The following elements should be incorporated into the presentation in regard to location to schools and the journey route to a school as factors in liveability of places.

- The factors that influence the decisions people make about where to live and their perceptions of the liveability of places
- The influence of accessibility to services and facilities on the liveability of places
- The influence of environmental quality on the liveability of places
- The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.

Table 1: Humanities and Social Sciences

Strand	Sub-strand
Humanities and Social Sciences Geographical knowledge and understanding	<ul style="list-style-type: none"> • People are connected to many places (Year 2) • Place and liveability (Year 7)
Humanities and Social Sciences Civic and Citizenship knowledge and understanding	<ul style="list-style-type: none"> • Communities
Humanities and Social Sciences Skills	<ul style="list-style-type: none"> • Questioning and Researching • Analysing • Evaluating • Communicating and Reflecting

Table 2: Health and Physical Education

Strand	Sub-strand
Personal, social and community health	<ul style="list-style-type: none"> • Contributing to healthy and active communities • Being healthy, safe and active • Communicating and interacting for health and wellbeing
Movement and physical activity	<ul style="list-style-type: none"> • Moving our body
Skills	<ul style="list-style-type: none"> • Questioning and Researching • Communicating and Reflecting • Analysing

Strand	Sub-strand
	<ul style="list-style-type: none"> Evaluating

Table 3: Maths

Strand	Sub-strand
Measurement	<ul style="list-style-type: none"> Using units of measurement Location and transformation

Table 4: English

Strand	Sub-strand
Literacy	<ul style="list-style-type: none"> Interacting with others Creating texts

Table 5: Technology

Strand	Sub-strand
Processes and Production Skills	<ul style="list-style-type: none"> Creating solutions by: Designing Producing and implementing

Table 6: Languages

Strand	Sub-strand
Communicating	<ul style="list-style-type: none"> Translating

General capabilities

- Literacy, Numeracy, Information and communication technology (ICT) capability
- Critical and creative thinking, Personal and social capability

Cross-curriculum priorities

- Sustainability