

Feet First term 3: walking and creating

Updated 2023



Key understanding: Walking benefits people, places and our planet.

Driving question: Walking – what difference can I make?

- Define walking.
- Explain the benefits of walking.
- Predict how using sustainable transport such as walking might improve people, places and the planet.

Activity 3.3 Health and PE: creating relationships when walking

Achievement objectives – see New Zealand Curriculum Health and PE levels 1-4 relationships.

Example learning intentions

Define 'relationship', 'individual' and 'group'.

Describe a relationship formed with people you walk with.

Explain the causes for changes in relationships between people who walk together.

Sequence the steps to forming a relationship between two individuals or two groups of walkers.

Compare and contrast two different ways of establishing, maintaining, enhancing or managing a relationship formed through walking together.

Define 'roles', 'responsibilities' and 'response'.

Describe relationships where individuals have similar roles and responsibilities or different ones.

List responses to a changing relationship.

Classify types of responses to a changing relationship.

Compare and contrast different responses to a changing relationship.

Judge the appropriateness of a response to a changing relationship.

Learning experiences

Select the learning experiences that best match the abilities of your student and that support your learning intentions.

Define 'relationship'.

Brainstorm the different relationships that students have with other people. Record these and start a knowledge board about friendships and relationships.

Photograph everyone with a friend in the class.

Gather a range of photographs and get students to sort them into different relationships.

Draw a life-sized friend and get students to list the attributes of a good friend. On the other side get students to list the attributes which would make a person a bad friend. Use stick-it notes to paste onto the model.

List incidents that have happened to children when something has made them feel good about a friendship. Repeat for feeling bad.

Discuss whether friendships change. Record examples of this.

Can you have adults as friends? Discuss and record.

What if your friend had to be the same age as you? Discuss and record.

List the advantages and disadvantages of only ever having one friend.

List the advantages and disadvantages if you were only allowed to have one relationship. Who would it be with and why?

List the times that you are in a group. Add this to the knowledge board.

Should you be allowed to stay in your family group at school? Discuss.

Is it the best thing to group all students at school by age? Discuss.

Join or establish a Walking School Bus group or a Walking Wednesdays group.

List the people you walk to school with.

Photograph who you walk to school with.

List the different groups that come to school together and photograph them.

What are the advantages and disadvantages of walking to school as a group?

Observe the relationships within the group of people you walk to school with.

Explore the communication (talking, laughing and gesturing) that occurs when walking to school.

Complete a "talking the walk" audit where you observe how often and for how long the people you walk with talk with each other.

Complete a "listening the walk" audit where you observe active listening between people walking to school.

Share ideas about the relationships you form with the people with whom you walk to school.

Classify the conversations that occur when walking to school into categories, e.g. talking about things you see or hear when walking, talking about television or movies or books, conversations that show caring for others, conversation keeping others safe when walking.

Complete a part of your walk to school in complete silence. When you arrive at school, explore how keeping silent made you feel, and when it was hardest to remain silent.

Role play walking to school with a group of people. Introduce different challenges to the walk and experiment with different responses and different outcomes.

For example:

- a frightening dog
- someone in the group who either runs off from the group or gets left behind
- a misunderstanding develops between people in the group
- someone who falls and grazes their knees
- finding a bird that has fallen from a nest
- crossing a busy intersection.

Share ways of maintaining and enhancing the relationships between individuals and within the group of people walking to school.

List the benefits of walking to school with others in a Walking School Bus group.

Explain the causes for changes in relationships between people who walk together.

Sequence the steps to forming a relationship between two individuals or within a group of people walking to school.

List ways in which relationships are maintained through walking together.

Compare and contrast two different ways of establishing, maintaining, managing or enhancing a relationship when walking with others.

Define 'roles', 'responsibilities' and 'response'.

Describe relationships formed when walking with others who have similar roles and responsibilities.

Describe relationships formed when walking with others who have different roles and responsibilities.

Role play responses to scenarios where a relationship is changing.

Classify types of responses to a changing relationship.

Compare and contrast different responses to a changing relationship.

Judge the appropriateness of a response to a changing relationship.

Assessment

Learning area: Health and PE

	I can identify several relevant similarities and differences between relationships formed when walking, explain these similarities and differences, and make a generalisation.
	I can identify several relevant similarities and differences between relationships formed when walking and explain these similarities and differences.
	I can identify several relevant similarities and differences between relationships formed when walking.
	I can identify a relevant similarity or difference between relationships formed when walking.
	I need help to compare and contrast relationships formed when walking.

Key competency: relating to others

	I can interact confidently with others when walking, and make individual compromises based on improving outcomes for the walking group.
	I can interact with others in a small group when walking, adopting different roles to meet different demands.
	I can interact with others in a small group when walking.
	I can interact with others on a one-to-one basis when walking.
	I need help to interact with others when walking.

Internet resources

[What is a friend? \(YouTube\)](#)

[Cool Schools peer mediation programme](#)

Thinking resources

Complete a PMI on walking as a way to establish a relationship with others.

Complete a fishbone diagram of all the reasons why people might walk to school.

Complete a story board of a dramatic event that happened whilst walking to school with others.

Complete a SWOT analysis on the relationships established when walking to school with others.

Complete an analogy on walking to school with others and making spaghetti.

What if questions

Use these questions for class and group discussions or for writing.

What if school started an hour later each day so that people had time to walk together?

What if no television was shown between 5pm and 7pm each night and families spent this time walking together?

What if we were not allowed to walk with friends?

What if people who walked together were paid more than people who travelled in cars?

What if we valued learning to walk together as much as we valued learning to read and write?

Activity 3.4 Health and PE: creating a healthier me

Achievement objectives – see New Zealand Curriculum Health and PE levels 1-4 regular physical activity.

Example learning intentions

Identify walking activities and similar aerobic activities.

Define 'wellbeing'.

Participate in regular walking activities.

Identify the benefits of walking.

Record and track own progress.

Identify exercises that are enjoyable and explain why.

Explain the benefits of walking.

Take responsibility for own fitness outside of classroom programme.

Evaluate progress regularly.

Learning experiences

Select the learning experiences that best match the abilities of your student and that support your learning intentions.

Identify walking activities and similar aerobic activities that students could participate in (walking, skipping, jumping, hopping dancing).

Highlight aerobic exercises that increase heart rate, breathing and make the muscles work faster.

List the places they could walk to after school and in the weekends.

Record these on sticky notes and start a 'walking for fitness' knowledge board.

Collect quotes about exercise and put them on the knowledge board: "It is as easy as the first step", "the only exercise that is bad for you is the exercise that you do not do".

Estimate how many steps they think they might do in a day. If you have access to pedometers, let every student record their estimate and then put their actual result in beside it.

Describe the benefits of walking to another person.

Define 'wellbeing'.

Describe the factors that you need to help you succeed with your walking programme.

Describe potential risks when walking.

Identify correct road safety procedures for walking as a group.

Identify correct clothing and footwear for walking.

The benefits of walking – what if we were not allowed to walk anywhere? Record the responses.

Measure own pulse rate and record it. Measure a partner's pulse rate.

Do some exercise in the classroom and re-measure pulse rate.

Get the students to explain to each other what the pulse rate measures.

Discuss the importance of warm-up and cool-down exercises and stretches and practise regularly.

One-month suggested walking programme

- Select a route either around a school block or around a school circuit. With the class, select the size and location of this fitness circuit.
- Use Google maps to locate and mark this fitness circuit. If you are using the school grounds, use cones to mark lamp posts and signs.
- Before you start the programme, walk the route as a class and record your time.
- If you continue for more than a month, increase your route by two minutes.
- Remember to get students to do warm up exercises before their walk and cool down exercises after their walk.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	1. Walk	1. Slow walk	1. Close steps	1. Slow walk	1. Walk
Every lamppost that you come to, change your walking exercise. Repeat every five lampposts or cones.	2. Skip	2. Tiptoe	2. Hop	2. Giant strides	2. Speed walk
	3. Walk sideways	3. Speed walk	3. Walk	3. Speed walk	3. Knees up
	4. Dance forwards	4. March	4. Skip	4. March	4. Jog
	5. Slow walk	5. Walk knees up	5. Speed walk	5. Walk	5. Skip
Week 2	1. Slow walk	1. Walk	1. Slow walk	1. Close steps	Students to select what they do in which order.
Every road safety sign that you come to, change your walking exercise. Repeat every five road safety signs or cones.	2. Tiptoe	2. Skip	2. Giant strides	2. Hop	
	3. Speed walk	3. Walk sideways	3. Speed walk	3. Walk	
	4. March	4. Dance forwards	4. March	4. Skip	
	5. Walk knees up	5. Slow walk	5. Walk	5. Speed walk	
Week 3	Brisk walk as a group	Brisk walk as a group.	Brisk walk as a group.	Brisk walk as a group.	Brisk walk as a group
Observation: record on a tally chart as you walk	Students to select the walking activity that they enjoy the most.	Observe and count all of the people you see on your walk that are not in your class.	Observe and count all of the animals that you observe.	Observe and count all of the road signs that you see.	Students to select what they would like to observe.
Week 4					

Students to select the walking activity that they enjoy the most.

Hop skip and a jump.

Students to select the walking activity that they enjoy the most.

Slow jog.

Students to select the walking activity that they enjoy the most.

Get students to keep a journal recording their personal data:

Name	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:
Week 2	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:
Week 3	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:
Week 4	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:
Week 5	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:
Week 6	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:
Week 7	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:
Week 8	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:
Week 9	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:
Week 10	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:	Time: Heart rate:

Record this data. Refer Statistical Investigation for Term 1: *1.3 Road safety: statistical investigation on road safety* to get some ideas.

Analyse your data-and look for the trends and patterns in your recordings. Explain reasons for your results, linking to walking exercises.

Get students to monitor, evaluate and plan their progress.

Name:	Progress made this week How well am I going? What was hard/easy? What can I do to improve my fitness?	Plan for next week An achievable goal is to:
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		

Get students to create their own fitness plan for one week or get individual students to design one for the class.

Name:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	Date:	Date:	Date:	Date:	Date:	Date:	Date:

Walking
Activities:

Comment:

Personal Data:	Time:	Time:	Time:	Time:	Time:	Time:	Time:
	Heart rate:	Heart rate:	Heart rate:	Heart rate:	Heart rate:	Heart rate:	Heart rate:

Enjoyability
Rating:

Enjoyability Rating

- 1 = I hated this walking activity.
- 2 = This walking activity was just okay but I would not do it again.
- 3 = This walking activity was good and I would do it again.
- 4 = This walking activity was very enjoyable.
- 5 = WOW factor – I loved doing this walking activity.

If students rated any activities with the score of 1, is there anything they could do to this walking activity to improve the exercise?

Use VoiceThread to record student voices capturing their own reflections on their personal progress.

Research a person who has walked a journey as part of their life story. Find out the length of that walk and recreate it in your school grounds with a circuit. For example: Sir Edmund Hillary's climb of Everest – how high? Forrest Gump. 8 holes of a golf course.

Create a blog that shares your walking journey with others.

Design a walking plan on concrete with chalk with instructions that other students can do it during intervals.

Devise a plan that could encourage others in your community to walk.

Create a visual resource that will encourage others to walk explaining the benefits of walking.

Identify all of the local walks in your area that you could do with your family in the weekend.

If you are unable to walk, what other activities will have the same beneficial results as walking?

Reflect on your walking progress on a weekly basis and record your reflections of what you have achieved.

Plan a success strategy for the following week.

Assessment

Learning area: Health and PE

	I participate in regular physical activity at school but also I am fully involved in a range of physical activity outside of school hours. I actively encourage others to participate in regular physical activity.
	I participate in regular activity at every opportunity and...
	I participate in the class fitness programme but also involve myself in regular physical activity at intervals and lunchtime.
	I participate in regular activity as part of the class fitness programme.
	I need encouragement to participate in regular physical activity.

Key Competency: managing self

	I regularly plan, monitor and reflect on my progress in walking activities outside of the classroom.
	I can accurately record my own personal data and analyse my results to explain and monitor my progress in class walking activities.
	I can accurately record my own personal data and set personal goals for the next week.
	I can accurately record my own personal data.
	I need help to record and monitor my own progress.

Internet resources

[How the heart works \(Heart Foundation\)](#)

[Walking \(Ministry of Health\)](#)

[What are the benefits of walking \(Health Navigator\)](#)

Thinking resources

Create a one-month healthy eating plan to go with your fitness plan.

The answer is muscles. Write three questions to which this could be the answer.

List as many places as you can that you could never walk to.

List as many reasons as you can as to what you could tell your teacher about why you could not walk.

What if questions

Use these questions for class and group discussions or for writing.

What if physical fitness was the only thing taught at school?

What if we did not learn about fitness and wellbeing?

What if we had to be tied to a partner like a three legged race for 24 hours a day?

What if we only ate unhealthy food for every meal?

What if there were no team sports and only individual pursuits available?