



## 5 Minute Walking Zone Map - KS2 Lesson Plan

### Aim

The 5 min walking zone session is intended to encourage pupils and their families who live within the 5 or 10 minute walking zone to actively travel to school. It can also be used to encourage those who live outside the walking zones to park and stride.

By the end of the session the pupil will have helped to create a 5 minute walking zone map with their school in the middle which will be shared with the rest of the school and parents. The session will also:

- help pupils familiarise themselves with the local area
- increase pupils awareness of safety on an active journey to school
- introduce/consolidate mapping skills
- increase awareness of active travel to school

### Key Words

Active travel, map, safety, safe crossing points, benefits, barriers, navigate

### Lesson time

A one hour session

### Resources

Local maps, survey forms and hi Vis Tabards - provided by Active Travel Officer

Clipboards and pencil - provided by school

Adult helpers - adult to child ration (1:6)

### Lesson Activities

#### Introduction

- Quick hands up survey of class – **“How do you get to school?”** – cycling, scooting, walking, car, other.
- **“Tell me some reasons why it’s good to travel to school by bike, scooter or walking?”** (Health and fitness, it’s fun - meeting friends, better for the environment - reduce pollution, reduce congestion - make the area safer and nicer to be in, save money – cost of petrol etc.). Create a mind map on a chalk/white board
- Briefly discuss barriers to active travel in pairs; ‘I’d like to bike/scoot to school, but...’
- Open up to class **“What are some of the barriers that might prevent you from travelling actively to school?”** (e.g. Safety on roads, weather, busy roads, live too far away, don’t have time, parental concerns etc.). Create a list

Remind pupils to thinking about safety on your way to school; the positive and negative **aspects (this will be covered in Andy’s route planning session in the morning):**

- **The built environment** – traffic lights, pedestrian/cycle crossings, busy main roads,

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cycle lanes/traffic free cycle lanes, traffic calming (humps, speed limits, road markings, chicanes)

- **Volume of traffic** –more or less busy places
- **The physical environment** – hills, weather, light conditions.
- **Being 'streetwise'** –knowing areas that make you feel safer, or not as safe, areas you want to avoid. Allow them to express their 'personal geography', some areas may make them feel less safe for a reason that is not obvious to you and this is them being 'streetwise'. How would they make themselves safer in these situations?

### Main Activity

See how far you can walk in 5 minutes, using the map to determine their end point.

- Split the class into 4 groups – 6 pupils per adult.
- Determine which direction from school each group will walk.
- Remind pupils to keep to a walking pace, not running ahead of adult, finding safe crossing points and green cross code – only crossing with adult supervision.
- Each group walks for 5 minutes with their maps on clipboards, timed using a stop watch, in the given direction. Once they have walked for 5 minutes they then mark their end location on the map, using help from road names and features on the map.
- On the way back they complete a sheet which ask them to record what they saw on the route which was good/they likes and what was bad/didn't like, if they smelt anything, what they heard, how they

### Reflection / Plenary

Once all groups are back they share as a class where each group ended up to create a master map.

- Did they get further than they thought
- They could also discuss what they saw, heard, how they felt etc. dependant on time

### Possible Extension Ideas

- As a class come up with ideas which would help to overcome some of the barriers to active travel
- Design a poster to encourage pupils and families to actively travel
- Write a journal/creative writing of an active travel journey – recording what they heard, smelt, saw, how it made them feel. Using images (drawings/photos) to help describe the route.
- Create active travel poems

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