

Introduction

Walking involves the transfer of weight from one foot to another while moving either forwards or backwards. As probably the most used fundamental movement skill, walking appears in every facet of everyday life. Walking to school, recovering between more intensive movements in game situations, recreational activities, and moving from one room to another at home are all examples of the need for proficient walking technique.



Each activity A, B and C below is accompanied by a video clip. Click on the links below, scan the QR code using your mobile device, or visit www.scoilnet.ie/pdst/physlit to view these video clips and to access all of the Move Well, Move Often resources, including more activities, videos, posters and assessment templates.

Choose the home activity to best support the further learning of the pupils in your class. These activities may provide opportunities at home to practise the following teaching points:

Home Activity A

Stand side on with hip and shoulder pointing in the direction of travel. Bend knees slightly with weight on the balls of the feet.

[Click here for video](#)

Home Activity B

Keep head stable and eyes focused in the direction of travel or straight ahead. Step lead foot in the direction of travel .

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Home Activity C

Move free foot quickly after lead foot.

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Walking

Click [here](#) to see a video of this fundamental movement skill

Click [here](#) to download a poster for this skill



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Home Activity A

<p>Warm Up</p>	<p>Throw and Walk Throw an object in the air (beanbag, ball, teddy). Walk as fast as you can until the object hits the ground. Mark how far you walk. Can you beat your first attempt? If working in pairs, partner A will throw while partner B walks. Switch roles and repeat.</p>			
<p>FMS Focus</p>	<p>Today when walking can you focus on...</p>			
	<p>Step with toes pointing forward</p>		<p>Swing arms in opposition to legs</p>	
<p>Walking Practise</p>	<p>Safari Adventure</p> <p>Description of Activity Invite pupils to find a space at one end of the playing area. On a signal, pupils begin walking around the area. On a second signal, pupils freeze and the teacher calls out the name of an animal such as snake, monkey, elephant, giraffe, frog, zebra, cheetah, gazelle, rabbit, lion etc. Pupils then move towards the opposite end of the playing area moving like that animal. When the pupils reach the far end of the playing area, they begin walking again until they hear the signal and the activity is repeated with another animal.</p>  <p>Variations:</p> <ul style="list-style-type: none"> • If playing on your own, change the animal walk after a certain number of strides • Add animal sounds to match movement • Alter the theme to the animal movements eg; a trip to the zoo/ farm animals etc 			
<p>Home Challenge</p>	<p>Scavenger Hunt With a family member go for a walk in your home or neighbourhood. Try to identify objects that begin with the letters of your name.</p> <p>Eg. L = leaves I = insects A = apple tree M = magpie</p>			
<p>PE Journal</p>	<p>When and where do you walk? In your PE journal list at least 5 times or places when you use the skill of walking. These could be everyday activities, games or sports. Draw a picture of your favorite walking activity.</p>			



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Home Activity B

<p>Warm Up</p>	<p>Chalk and Walk Use chalk, ribbon or skipping ropes etc to devise a walking routes. Include lots of different commands (eg hops, skips jumps etc) and pathways (Straight, curved, zig zag etc) throughout the walkway. Get a family member to follow the route you take.</p>						
<p>FMS Focus</p>	<p>Today when walking can you focus on...</p> <table border="1" data-bbox="256 595 1535 853"> <tr> <td data-bbox="256 595 687 853"> <p>Keep head up and eyes looking forward</p> </td> <td data-bbox="692 595 895 853">  </td> <td data-bbox="900 595 1331 853"> <p>Bend leg slightly when foot touches the ground</p> </td> <td data-bbox="1335 595 1535 853">  </td> </tr> </table>			<p>Keep head up and eyes looking forward</p>		<p>Bend leg slightly when foot touches the ground</p>	
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<p>Walking Practise</p>	<p>Road Trip</p> <p>Description of Activity Invite pupils to find a space around the playing area. When the music starts, pupils walk around the playing area holding up an imaginary steering wheel. Teacher calls out the commands outlined in the list below for the pupils to follow.</p> <ul style="list-style-type: none"> • Red: stop, • Green: go, • Yellow: slow down, • Windshield wipers: sway your arms back and forth, • Brakes: balance on one foot, • Window: roll down one window and wave to the pedestrians, • Speed Bumps: jump, • Bumpy Ride: gallop. <div data-bbox="416 1267 1361 1574" style="text-align: center;">  </div> <p>Variations:</p> <ul style="list-style-type: none"> • Add additional commands (eg. puncture = hopping, pump the wheels = touch the ground) • Vary the type of transportation used eg. Aeroplane, train, bicycle etc 						
<p>Home Challenge</p>	<p>With your family, plan a walking sequence with a number of actions. For example, walk with your hands in the air, walk while clapping, walk with eyes closed, walk and talk or walk to the beat of your favourite song</p>						
<p>PE Journal</p>	<p>In your PE journal, record the favourite place you like to go for a walk. What do you enjoy best about that walking route and how do you feel after the walk?</p>						



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Home Activity C

<p>Warm Up</p>	<p>4 Corners Walking Start in the middle of the playing area with a number of pieces of equipment beside you (eg ball, bat, beanbag, rolled up socks etc) Walk and perform an action (eg tossing socks in the air as you travel to the first corner and return to the centre. Change the equipment or action performed as you walk to the remaining 3 corners.</p>						
<p>FMS Focus</p>	<p>Today when walking can you focus on...</p> <table border="1" data-bbox="256 629 1536 891"> <tr> <td data-bbox="256 629 687 891"> <p>Hit heel off the ground first then toes</p> </td> <td data-bbox="692 629 895 891">  </td> <td data-bbox="900 629 1326 891"></td> <td data-bbox="1331 629 1536 891"></td> </tr> </table>			<p>Hit heel off the ground first then toes</p>			
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<p>Walking Practise</p>	<p>Speed Up/Slow Down</p> <p>Description of Activity Arrange pupils in groups of four and invite one pupil to act as the pace setter. The role of the pace setter is to change pace from very slow, to medium, to fast and back again. The rest of the group follow the pace established by the pace setter. Change the pace setter frequently giving each pupil a chance to be in that position.</p>  <p>Variations:</p> <ul style="list-style-type: none"> • Vary the speeds you move from walking, running and sprinting • For one player get a family member to call out the change in speeds • Vary the locomotor activity eg. skipping, hopping, side stepping etc • Vary the height or level of walking (On tip-toes or bent over with head up) • Walk in different directions and pathways 						
<p>Home Challenge</p>	<p>Pick out landmarks in your neighbourhood. Estimate how long it would take you to walk to that landmark. With a family member walk to the landmark and record how long it takes. Compare it to your estimate!</p>						
<p>PE Journal</p>	<p>Investigate the sport of race walking. How does the race walking techniques differ from the skill of walking? Research an Irish race walker.</p>						



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