

STRAND UNIT: WALKING

Walking is a brilliant way of introducing children to the great outdoors. In today's life children spend a lot of time indoors. Walking outside or along a given route means children become more aware of the buildings/trees etc that they pass everyday. It helps increase their visual awareness. Walking also provides great opportunities for integration with other curriculum subjects i.e. a history trail, maths, geography etc. Walking leads to children's independence and increases their confidence levels i.e. "I know how to walk to the shop or give directions to someone else". By becoming interested in walking, children may encourage their parents to walk also. Walking helps children appreciate and respect their beautiful environment where they can experience at first hand leaves growing on trees and birds building nests amongst many other things.

The following is a list of walking activities:

1. School grounds walk :

Teacher and children discuss important and popular places in the School grounds- play shelter, basketball courts, gate etc. After discussion in the classroom, the children and teacher undertake a walk to each place on the list.

Examine each place in detail for:

colour, size, its uses, what is beside it/behind it and where it is placed in relation to the other places on the list.

Advance:

Children may walk out in groups to their favourite place on the list (or teacher gives each group a place to go to). On coming back to the classroom the group picks a cube from the box to represent the correct colour of the place they visited. (Infants)

2. Scavenger hunt : classroom: teacher puts several items on a tray i.e. crayon, paper clip, lid etc. Children look at all these items. Then in pair/groups children walk around the classroom and find one of these items. They bring it to the teacher and then sit down.

Repeat the activity , but do it with items that can be found in the schoolyard i.e. pebbles, sticks etc.

3. Matching: Children hide pairs of cards under cones randomly placed within a given space in the schoolyard. Each child finds one card and must find the child with the other half. Examples; one child finds card $\boxed{3+1}$. They then must find their partner who has card $\boxed{4}$.

Other examples might include;

Infants:

matching pictures. (Christmas matching pairs example below)

matching words and pictures.

matching figures (4) and a card showing that amount(4 apples)

First/Second:

Addition tables.

Subtraction tables.

Opposites.

Third/Fourth:

Multiplication tables.

Countries and provinces.(European countries and their capitals example below)

Synonyms

Fifth/Sixth :

Country and currency.

Country and flags.



Division tables.
County and towns.
Headlands and counties.

4. Colours: Give children (pairs/groups) a few colours from a paint chart. On a walk outside the school grounds children write down the places/names of buildings, which feature their colours. Children could later write a description of each building and also sketch/draw buildings in art.
5. Scavenger Hunt; outside school grounds: The teacher may bring the whole class on a walk together. Each pair of children may complete the worksheets as outlined in the samples included here; if they see something beginning with the letter A they write it down or on the other worksheet if they see something hot ,write it down. On returning to the classroom answers may be discussed. (Examples provided below)



Scavenger **Hunt**.

Can you find something for each of the following letters?

B _____

A _____

D _____

G _____

E _____

R _____

A _____

U _____

T _____

U _____

M _____

N _____



SCAVENGER HUNT

Are you a good scavenger? Can you find all the secrets of this special place? Remember you must use all your senses.

Find something that is:

Cold _____

Dry _____

Warm _____

Big _____

Shiny _____

Small _____

Bright _____

Rough _____

Fuzzy _____

Hard _____

Dark _____

Soft _____

Smooth _____

Green _____

Prickly _____

Brown _____

Wet _____

Smelly _____

These documents were originally compiled by team members of the previous support services that are now part of PDST.

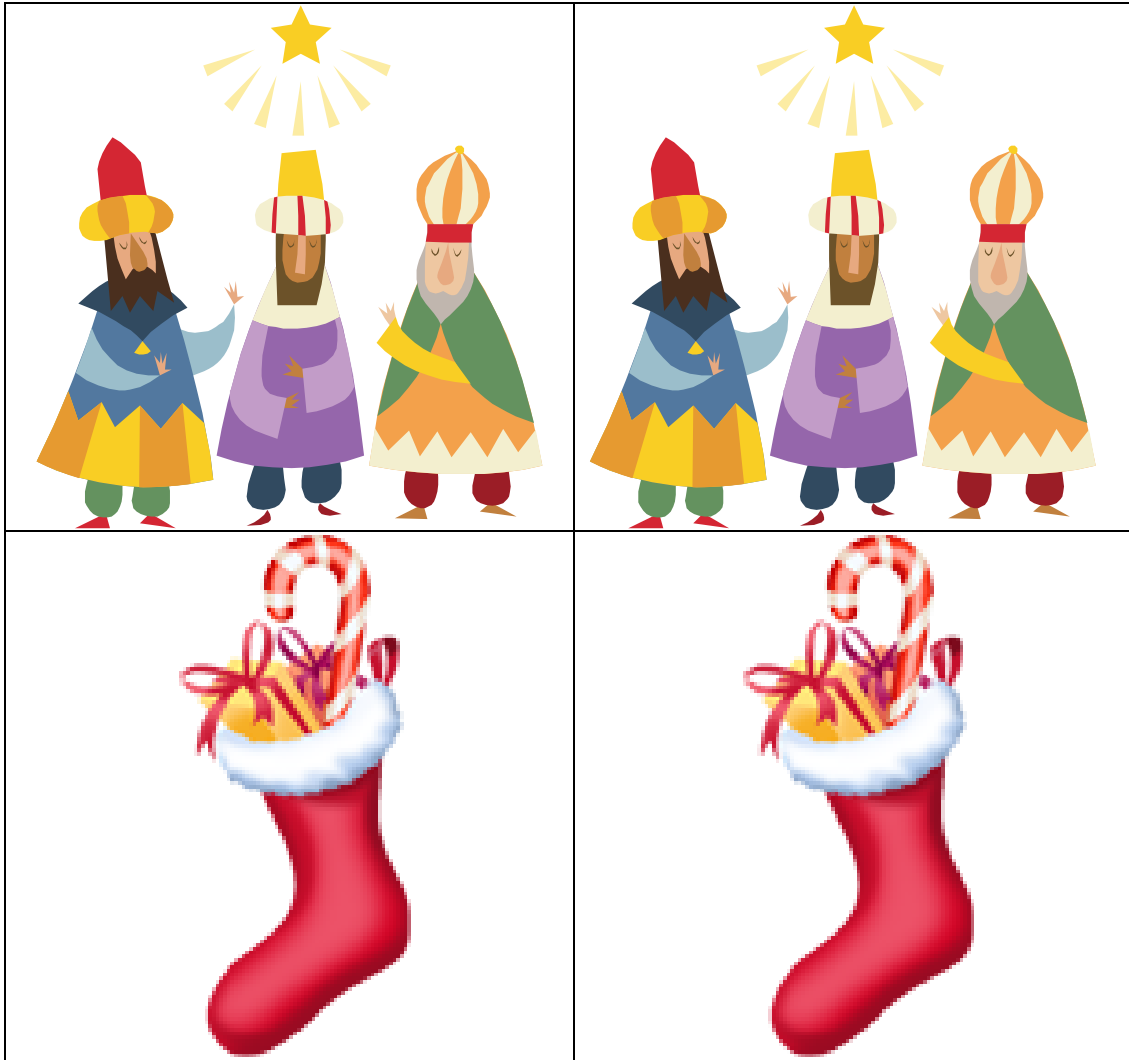
Croatia	Zagreb
Latvia	Riga
Portugal	Lisbon
Lithuania	Vilnius
Estonia	Tallinn
Denmark	Copenhagen
Sweden	Stockholm

Italy	Rome
Spain	Madrid
Germany	Berlin
France	Paris
Finland	Helsinki
Malta	Valetta
Norway	Oslo

Czech Rep.	Prague
Switzerland	Berne
Hungary	Budapest
Russia	Moscow
Poland	Warsaw
Greece	Athens
Turkey	Ankara



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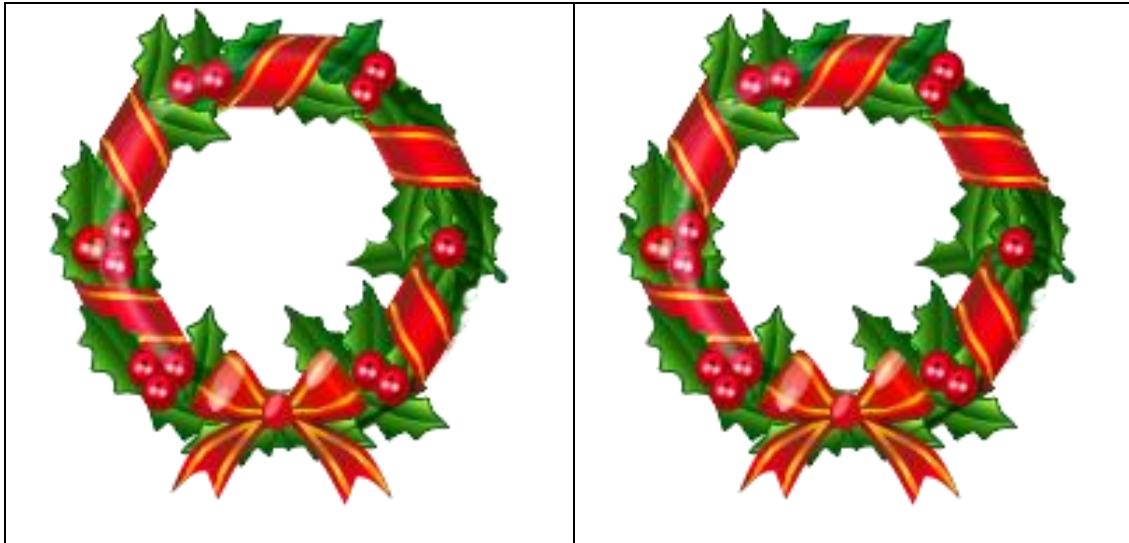
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