

# Walks around my school



**SmartSteps**<sup>®</sup>  
FOR PRIMARY SCHOOLS



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Increasing physical activity has a range of benefits for students and the community. Schools can play a key role in bringing this about for their students and their community. *The Walks Around My School Project* is an opportunity for students in Levels 3 – 6 to create walking routes around their school to encourage them, their families and the local community to explore and enjoy their neighbourhood. As walking is the most preferred form of activity for children and adults, this is an exciting way to move learning from the classroom to the neighbourhood.

## Key learning outcomes

### Students will be able to:

- » increase their and their family's and community's participation in walking
- » increase their and their family's knowledge of the local area
- » become more connected with their school neighbourhood
- » participate in learning experiences that link to the AusVELS curriculum.

## Resources

- small pieces of card or paper
- street directories and/or online maps
- Walk fact finder chart (p.7) (one per group)
- Walking map planner (p.8)
- digital camera(s) or smart phones



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## Activity

### Before we go

- Explain to students that they will create a walking route near the school. The walk will guide families and other community members to explore interesting features of the local area.
- Invite students to think about the route they take to school, places they walk on the weekend or after school. Ask them to identify features and places near the school that they like or that interest them (e.g. playgrounds, sports facilities, parks, local artwork). Write each feature on a separate card or piece of paper for later sorting. Encourage students to ask family, carers and friends for ideas.

**Teacher note:** For lower levels, consider creating your walk in the school ground, highlighting great things about the school, e.g. being active, trees, treasures on campus ie artwork.

- As a class, group the cards in different ways to help decide on a walk theme (e.g. leisure, environment, art). Discuss the potential of each theme, using questions such as:
  - » Is the walk a suitable distance?
  - » Are the features spread out?
  - » Who would enjoy this walk?
  - » Are there enough features to make the walk appealing?

- As a class or individually, have students explore example maps on the [www.walkingmaps.com.au](http://www.walkingmaps.com.au) website. Discuss the information included with walks such as image, description, location, distance, map features, points of interest, type of walk and how this type of information would be useful in developing a walk. (Examples include [Bendigo – Free Ranging](#), [A Merri Meander](#) and [Melbourne City Street Art Tour](#).)
- Ask students to form small groups, each responsible for certain walk features, including only those that fit your agreed theme. Students use resources such as street directories and online maps to identify and record the exact location of each of their features on their Walk fact finder chart (p.7). They can record details of any new features they discover as they work.
- Encourage students to :
  - » Validate identified features and places as suitable
  - » Add more features
  - » Check exact locations
  - » Consider what would make the walk appealing to others?
  - » Research for further information.

**Teacher note:** [Access more information about using the Walking Maps website in the classroom.](#)

# Walks around my school



## Out and about

- Explain to students that they will be going on their chosen walk to refine the walk details and to confirm that it is suitable. Each group will need to take their Walk fact finder chart (p.8).
- On the walk, student groups use the Walk fact finder chart (p.8) to add and/or correct their initial information about their allocated walk features and map references for the walking route. Provide time at each feature for students to do this, and for selected students to photograph or sketch the features.
- Ask students to note any additional features that fit into the walk theme.
- During the walk, stop students regularly and prompt them to think about the safety and suitability of the walk for different members of the community (e.g seniors, wheelchair users), with questions such as:
  - » Is the walk using the safest route to view the identified features? If not, is there an alternative route?
  - » Are the features of this walk more suitable for a particular group of people in the local community than others?
  - » Who do you think would be most likely to use this walk?
- Students could note and photograph or sketch any hazards to be included on the walking map.
- Encourage students to observe carefully, consider and list any interesting features that could be included in a walk with a different theme.

## When we get back

- Small groups collate the information they recorded and refined on the fact-finding walk into the class Walking map planner (p.9), adding adjusted descriptions of features and writing map instructions. They can also research and contribute *information about newly discovered features*.

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**Teacher note:** Consider inviting experts into the school to discuss information about specific points of interest (e.g. historical buildings, environmental features and local artwork).

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- As a class, use the feedback and ideas from the Walking Maps examples to develop the final walk instructions and map. Students use information from the Walking map planner (p.9) and appropriate computer software such as [walkingmaps.com.au](http://walkingmaps.com.au) to create their walking map, including collated photos and feature information.
- They can publish this as a booklet, brochure, flyer or online. Maps can easily be shared with families and the community at the [Walking Maps](http://WalkingMaps) website.

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**Teacher note:** Advice on creating maps can be found at [www.victoriawalks.org.au/WalkingMaps/](http://www.victoriawalks.org.au/WalkingMaps/)

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- As a class, discuss ways of promoting and encouraging others to use the walk:
  - » Include the walking map in the school newsletter.
  - » Invite a local council representative to review the walks and discuss the possibility of including them as a local resource for visitors or new residents.
  - » Post the walks on the school website with a facility for rating or comments.
  - » Create a 'Walks around our school' booklet for the school community.

## Extension

- » Develop a method of collecting walk use and satisfaction data and use it to improve future walking maps.

# Walks around my school



## Curriculum links

### Walking Maps

Walking Maps is a fantastic tool for teachers. It is an easy-to-use website that allows you to create, discover and share mapped walks for various purposes.

[www.walkingmaps.com.au](http://www.walkingmaps.com.au)

### Walking Maps overview

[www.victoriawalks.org.au/WalkingMaps](http://www.victoriawalks.org.au/WalkingMaps)

### Green Walks in the Park

The Green Walks in the Park Program aims to inspire more people to walk, more often, in local parks, state parks and bushland reserves. This is a Victorian Heart Foundation initiative funded by Parks Victoria with support from Victoria Walks.

[www.victoriawalks.org.au/green\\_walks/](http://www.victoriawalks.org.au/green_walks/)

### Smart Steps® for Primary Schools

Smart Steps for Primary Schools is an exciting range of AusVELS curriculum resources, with a walking theme that takes learning into the neighbourhood.

Developed by teachers for teachers; you, your students, and your school community will enjoy and benefit from these great resources.

Lesson plans are available for Foundation to Level 6 in English, History, Maths and Science. There are also Class Projects.

[www.victoriawalks.org.au/smartsteps/primary](http://www.victoriawalks.org.au/smartsteps/primary)

## Further connections

Students and their families could:

- develop their own walk, with the theme of things they like about the local area (e.g. funny letterboxes, magnificent trees)
- create a walk that promotes a healthy lifestyle (e.g. best walks to school, walk to the shops, walks for us and our dog) and ask a neighbour to walk with them
- use all walks created at school and by families as part of a School Walks Day
- complete a [Smart Steps for Families](#) – Activity Sheet at home.

# Walks around my school

## AusVELS levels 3–6

### Level 3

Domain	Strand/Standard	Sub-strand
Civics and Citizenship	Community engagement	
Communication	Use learning focus	
English	Reading and viewing	Language (ACELA1478) Literacy (ACELY1678)
	Writing	Literacy (ACELY1682, ACELY1683, ACELY1685)
	Speaking and listening	Language (ACELA1476) Literacy (ACELY1676, ACELY1792, ACELY1677)
Health and Physical Education	Health knowledge and promotion	
Information and Communications Technology (ICT)	ICT for creating	
Interpersonal Development	Building social relationships Working in teams	
Mathematics	Measurement and geometry	Location and transformation (ACMMG0, ACMMG065)
Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition	

### Level 4

Domain	Strand/Standard	Sub-strand
Civics and Citizenship	Community engagement	
Communication	Listening, viewing and responding Presenting	
English	Reading and viewing	Language (ACELA1793) Literacy (ACELY1692)
	Writing	Literacy (ACELY1694, ACELY1695, ACELY1697)
	Speaking and listening	Language (ACELA1488) Literacy (ACELY1687, ACELY1688, ACELY1689)
Health and Physical Education	Health knowledge and promotion	
Information and Communications Technology (ICT)	ICT for communicating	
Interpersonal Development	Building social relationships Working in teams	
Mathematics	Measurement and geometry	Location and transformation (ACMMG090)
Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition	

# Walks around my school

## Level 5

Domain	Strand/Standard	Sub-strand
Civics and Citizenship	Community engagement	
Communication	Listening, viewing and responding Presenting	
English	Reading and viewing	Language (ACELA1504) Literacy (ACELY1701, ACELY1702, ACELY1703)
	Writing	Language (ACELA1505) Literacy (ACELY1704, ACELY1705, ACELY1707)
	Speaking and listening	Language (ACELA1501) Literacy (ACELY1699, ACELY1796), ACELY1700)
The Humanities - Geography	Geography	Geographical knowledge and understanding Geospatial skills
Information and Communications Technology (ICT)	ICT for communicating	
Interpersonal Development	Building social relationships Working in teams	
Mathematics	Measurement and geometry	Using units of measure (ACMMG108) Location and transformation (ACMMG113)
Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition	

## Level 6

Domain	Strand	Sub-strand
Civics and Citizenship	Community Engagement	
Communication	Listening, viewing and responding Presenting	
English	Reading and viewing	Language (ACELA1524) Literacy (ACELY1711, ACELY1712, ACELY1713)
	Writing	Language (ACELA1525) Literacy (ACELY1714, ACELY1715, ACELY1717)
	Speaking and listening	Language (ACELA1516) Literacy (ACELY1709, ACELY1816, ACELY1710)
Health and Physical Education	Health knowledge and promotion	
The Humanities - Geography	Geography	Geographical knowledge and understanding Geospatial skills
Information and Communications Technology (ICT)	ICT for communicating	
Interpersonal Development	Building social relationships Working in teams	
Mathematics	Measurement and geometry	Using units of measure (ACMMG135)
Thinking Processes	Reasoning, processing and inquiry Reflection, evaluation and metacognition	

# Walk fact finder chart



Walk category: \_\_\_\_\_

Use this chart to record information about the features of the walk. Include any information that will help you to create your walking map.

Features	Describe the feature. Where is it?	What will I photograph or sketch?

**Walk map planner**



<p><b>Name of walk</b></p>	
<p><b>Level</b> Very easy, easy, moderate, challenging, very challenging</p>	
<p><b>Description</b> (include directions, background, history or features of the walk)</p>	
<p><b>Walking map route</b> (photocopy of street directory, online map printout or your own version. Make sure:</p> <ul style="list-style-type: none"> <li>• it shows enough information, especially street names</li> <li>• the route is clearly identified</li> <li>• each point of interest is marked on the map with a corresponding number.)</li> </ul>	

# Walk map planner



Walk feature	Drawing or diagram of feature/ description or note which photo taken. Photo of feature	Description