



Resource Pack

Enhancing Physical Activity for
Everyone, Everyday, Everywhere.

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Enhancing Physical Activity

<https://www.gov.uk/government/publications/start-active-stay-active-infographics-on-physical-activity>

Fit Fifteen is about enhancing children's physical activity, during curricular time, as part of the school day. Establishments across North Lanarkshire are already using a variety of ways to ensure children have daily opportunities to be active. Spending between 10 and 15 minutes being physically active, throughout the school day, contributes to the physical activity guidelines and promotes health and wellbeing at national and authority level.

National Overview

Children & Young People (Scotland) Act 2014

<https://www.unicef.org/crc/>

We should **promote and raise awareness** and understanding of the rights of Children and Young People. These are the rights set out in the United Nations Convention on the Rights of the Child (UNCRC for short). The UNCRC sets out the rights that all children and young people in the world share. It helps us all to understand what makes **a safe, healthy, happy childhood and a good start in life.**

Getting It Right For Every Child (GIRFEC)

<http://www.girfecinlanarkshire.co.uk/>

All establishments have a focus on improving wellbeing outcomes for children and young people and report collectively on how they are improving those outcomes. Wellbeing is about how things are going for children in their lives. The GIRFEC approach describes what it looks like when things are going well – in other words whether a child is:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

This helps children, young people, parents and carers, and professionals to understand an individual child's wellbeing in the same way. They are sometimes known as 'SHANARRI' for short. Saying what wellbeing means will ensure clarity when considering a child's wellbeing.

National Improvement Framework (NIF)

<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework>

The current priorities, for all young people, are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's **health and wellbeing**; and
- Improvement in employability skills and sustained, positive school leaver destinations

Our children have the best start in life and are ready to succeed:

- We have tackled the **significant inequalities** in Scottish society
- We have **improved the life chances** for children, young people and families at risk
- We have the **highest aspirations** for our children and young people
- We will ensure that every child is **ready for learning** and able to succeed
- We **help parents** and communities to **understand and support children's education**
- We take a **broad and flexible approach** to the curriculum
- We identify and **address barriers to parental engagement** to involve them in their child's education

Curriculum for Excellence

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/Building the Curriculum](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Building%20the%20Curriculum)

Health and Wellbeing is the responsibility of all. We must be able to show evidence of the **progress** children and young people are **making in relation to their health and wellbeing**.

However, it would seem counterproductive to designate a particular level for a learner's achievement in health and wellbeing, where the learner's development and progress is dependent on a variety of factors and life circumstances which can change quickly.

Staff and children should have a clear vision of which aspects of health and wellbeing they are working on. Both should know where the child/young person is now, what they are aiming for and next steps.

North Lanarkshire Overview

<http://healthy.thelearningcentre.org/>

Education, Skills & Youth Employment have a clear focus on improving wellbeing through:

Promoting Positive Behaviour

Nurturing Authority

Restorative Approaches

Children's Rights

Curriculum for Excellence

Holistic approach to identifying and assessing **Wellbeing Needs**

Responsibility of All (RoA)

The Curriculum for Excellence experiences and outcomes are intended to establish a pattern of **daily physical activity** which, research has shown, is most likely to lead to **sustained physical activity in adult life**.

Health and wellbeing is structured into six organisers:
(those in bold are the responsibility of all)

- **Mental, emotional, social and physical wellbeing**
- **Planning for choices and changes**
- Physical education, **physical activity and sport**
- Food and health
- Substance misuse
- **Relationships**, sexual health and parenthood

Schools should ensure that through physical activity, sport and health learners establish a pattern of daily physical activity which is likely to lead to lifelong participation in sustained physical activity in adult life. Our young people should be able to access and take advantage of opportunities available locally to support their physical activity levels. Learners should understand the links between diet and physical activity and the role they have in preventing obesity

Most of the experiences and outcomes span from Early to Fourth level; this is because they are applicable throughout life. Progression may not always be linear, but all should be revisited regularly in ways which are both age appropriate and relevant.

The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect. The four aspects of wellbeing are inextricably linked and are only separated for practical purposes in the experiences and outcomes.

The following table illustrates how:

- Curriculum for Excellence,
- Getting it Right For Every Child and
- United Nations Convention on the Rights of the Child

complement each other when embedding child-centred wellbeing.

Child-Centred Wellbeing

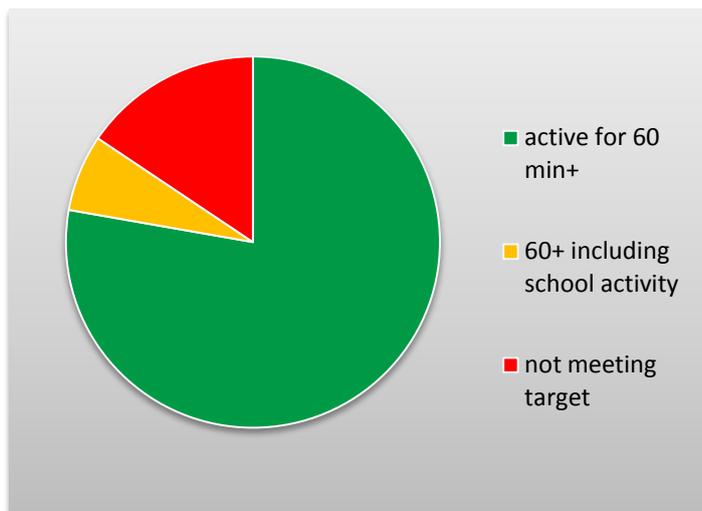
<u>Experiences and Outcomes</u>	<u>GIRFEC Indicators</u>	<u>UNCRC</u>
<p>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a</p> <p>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a</p> <p>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. HWB 2-25a / HWB 3-25a</p>	<p style="text-align: center;">Safe</p> <ul style="list-style-type: none"> Feeling confident about myself Feeling part of my school <p>Providing opportunities for children and young people to develop their resilience and assess risk.</p> <p style="text-align: center;">Healthy</p> <ul style="list-style-type: none"> Looking after my body and mind Feeling loved and trusted <p>Activities and opportunities for outdoor learning which have a focus on health and wellbeing. Opportunities to apply learning about health and wellbeing in real life contexts.</p> <p style="text-align: center;">Achieving</p> <ul style="list-style-type: none"> Agreeing learning targets with adults Valuing my achievements <p>Recognition of the vital role of health and wellbeing to improving achievement and reducing inequality. Celebrate value and build on achievement and tackle inequality.</p> <p style="text-align: center;">Nurtured</p> <ul style="list-style-type: none"> Feeling I belong 	<p style="text-align: center;">Article 2</p> <p>Aims to protect children against all forms of discrimination</p> <p style="text-align: center;">Article 3</p> <p>Promotion of children’s health is a core part of their well-being. All adults should do what is best for children.</p> <p style="text-align: center;">Article 4</p> <p>General right of children to have an environment where they can grow and reach their potential. Government should make sure children’s rights are respected, protected and fulfilled.</p>
<p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a</p>	<p>Health and wellbeing is valued and viewed as a priority. All staff demonstrate health and wellbeing is central to their practice and understand its role in combating disadvantage.</p> <p style="text-align: center;">Active</p> <ul style="list-style-type: none"> Being active Learning outside <p>Regular outdoor learning. Schools know who needs to be more active and plan for this with activities to meet the needs of all learners.</p>	<p style="text-align: center;">Article 6</p> <p>Children have a right to live and be healthy.</p>
<p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a</p>	<p style="text-align: center;">Respected</p> <ul style="list-style-type: none"> Feeling valued Getting praise and encouragement <p>All staff, children and young people value effort and celebrate success. Views of children and young people are sought, valued and lead to change.</p>	<p style="text-align: center;">Articles 28</p> <p>Children have a right to education.</p>
<p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a / HWB 4-17a</p>	<p style="text-align: center;">Responsible</p> <ul style="list-style-type: none"> Learning to make good choices <p>Inclusive, supportive culture based on mutual respect, high expectations and aspirations for the future.</p> <p style="text-align: center;">Included</p> <ul style="list-style-type: none"> Feeling part of my nursery/school <p>Shared understanding of health and wellbeing across the learning community. Children and young people are involved in planning their own health and wellbeing.</p>	<p style="text-align: center;">Article 29</p> <p>Education should develop a child’s personality, talents and abilities to the fullest.</p> <p style="text-align: center;">Article 39</p> <p>Help to be given to the restoration of health for children who have been abused, neglected or exploited.</p>

Literacy and Numeracy - Responsibility of All

Physical Activity can provide a real life context for experiences and activities across the responsibilities of all.

Early	First	Second
Literacy – Talking and Listening		
LIT 0-02a/ENG 0-03a As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.	LIT 1-02a When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.	LIT 2-02a When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.
LIT 0-04a I listen or watch for useful or interesting information and I use this to make choices or learn new things.	LIT 1-04a As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.	LIT 2-04a As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.
LIT 0-07a/LIT 0-16a/ENG 0-17a To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.	LIT 1-07a I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.	LIT 2-07a I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.
LIT 0-09a Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.	LIT 1-09a When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.	LIT 2-09a When listening and talking with others for different purposes, I can share information, experiences and opinions; explain processes and ideas; identify issues raised and summarise main points or findings; clarify points by asking questions or by asking others to say more.
LIT 0-10a As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.	LIT 1-10a I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.	LIT 2-10a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.
Numeracy – Estimation and Rounding		
MNU 0-01a I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.	MNU 1-01a I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.	MNU 2-01a I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable, sharing my solution with others.
Numeracy – Number and Number processes		
MNU 0-03a I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways.	MNU 1-03a I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	MNU 2-03a Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.
Numeracy – Time		
MNU 0-10a I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.	MNU1-10a I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day.	MNU 2-10a I can use and interpret electronic and paper-based timetables and schedules to plan events and activities, and make time calculations as part of my planning.
Numeracy – Measurement		
MNU 0-11a I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.	MNU 1-11a I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.	MNU 2-11a I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure.
Numeracy – Information Handling		
MNU 0-20a I can collect objects and ask questions to gather information, organising and displaying my findings in different ways.	MNU 1-20a I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.	MNU 2-20a Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading.

How active are our children?



A total of 70% of children were active for at least 60 minutes a day in 2014.

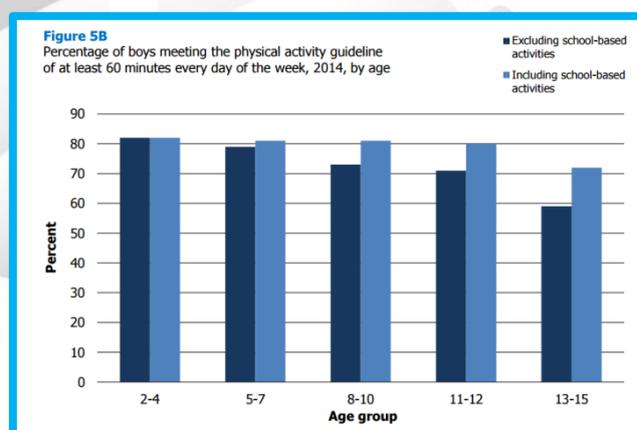
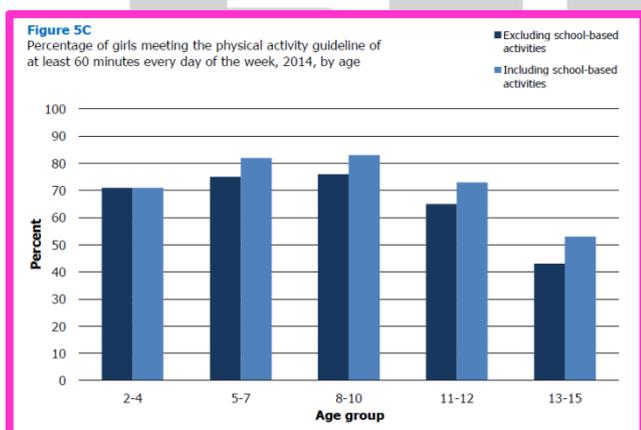
This rises to 76% when school activity is included.

A significantly lower percentage of girls than boys met the physical activity guidelines.

However, in 2015, just under three-quarters (73%) of children met the guideline on physical activity (inc. school-based activity).

The physical activity guidelines apply to children and young people aged between 5 and 18. During this period, children and young people establish behaviour patterns that have important implications for their immediate and long-term health and wellbeing.

The percentage of boys and girls meeting the guidelines broken down by age group is:



Scottish Health Survey 2014

If we can help children and young people to establish and maintain high volumes of physical activity into adulthood, we will improve their physical and mental health now and later in their lives. For most people, the easiest and most acceptable forms of physical activity are those that can be incorporated into everyday life; examples include walking or cycling instead of travelling by car, bus or train.

School-based interventions are considered to be the 'most universally applicable and effective way to counteract low physical activity and fitness' because they can provide interventions that benefit all at risk groups. However, a minimum combination of printed educational materials and changes to the school curriculum, that promote physical activity during school hours, is required to achieve these outcomes.

Physical Activity Guidelines for Children and Young People

(Under 5s Non Walkers)		
Be Active	move and play every day from birth	
Sit Less	limit the time children are restrained in buggies, car seats etc	
(Under 5s Walkers)		
Be Active	at least 180 minutes every day	
Sit Less	minimise the time sitting or being restrained in buggies, car seats etc	
(Children and Young People aged 5-18 years)		
Be Active	at least 60 minutes every day	moderate to vigorous intensity
Build Strength	at least three days a week	vigorous intensity activities
Sit Less	minimise the amount	break up sitting time

Physical activity for early years (birth – 5 years)

Active children are healthy, happy, school ready and sleep better

BUILDS RELATIONSHIPS & SOCIAL SKILLS	MAINTAINS HEALTH & WEIGHT	CONTRIBUTES TO BRAIN DEVELOPMENT & LEARNING
IMPROVES SLEEP	DEVELOPS MUSCLES & BONES	ENCOURAGES MOVEMENT & CO-ORDINATION

Every movement counts



PLAYGROUND	JUMP	CLIMB
MESSY PLAY	THROW/CATCH	SKIP
OBJECT PLAY	DANCE	GAMES
PLAY	TUMMY TIME	SWIM
WALK	SCOOT	BIKE

Move more. Sit less. Play together

UK Chief Medical Officers' Guidelines 2011 Start Active, Stay Active: www.bit.ly/startactive

Physical activity for children and young people (5 – 18 Years)

BUILDS CONFIDENCE & SOCIAL SKILLS	STRENGTHENS MUSCLES & BONES	MAINTAINS HEALTHY WEIGHT
DEVELOPS CO-ORDINATION	IMPROVES CONCENTRATION & LEARNING	IMPROVES SLEEP
IMPROVES CONCENTRATION & LEARNING	IMPROVES HEALTH & FITNESS	MAKES YOU FEEL GOOD

Be physically active

Spread activity throughout the day

Aim for at least **60 minutes everyday**

All activities should make you breathe faster & feel warmer

PLAY	RUN/WALK	BIKE	ACTIVE TRAVEL
SWIM	SKATE	SPORT	PE
SKIP	CLIMB	WORKOUT	DANCE

Include muscle and bone strengthening activities **3 TIMES PER WEEK**

Sit less LOUNGING **Move more**

Find ways to help all children and young people accumulate at least 60 minutes of physical activity everyday

UK Chief Medical Officers' Guidelines 2011 Start Active, Stay Active: www.bit.ly/startactive

There are a full range of Start Active Stay Active [Physical Activity Infographs](#) available.

Understanding the Physical Activity Guidelines

Intensity	Effort	Heart Rate/Breathing	Type of Activity
Moderate	Some	Raised heart rate Breathing fast Able to talk	Brisk walking, housework and domestic chores
Vigorous	Lots	Rapid heart rate and breathing Difficulty talking	Running, playing sport, climbing briskly up stairs or a hill
Sedentary Behaviour	None	Resting heart rate Slow breathing No difficulty talking	sitting, lying down, sleeping, watching TV and reading

What are the benefits?

There is an increasing body of evidence to demonstrate that children and young people can gain important physical and mental health benefits if they undertake at least 60 minutes of physical activity every day such as:

Physical Benefits

- improved fitness and health
- 20-35% lower risk of cardiovascular disease including coronary heart disease and stroke
- decreased risk of type 2 diabetes
- improved bone health
- reduced body fat
- maintaining a healthy weight
- stronger muscles

Mental, Emotional and Social Benefits

- improved social skills, integration into peer groups and extending social networks for young people
- improved self-esteem in young people
- greater effect for children with perceptual, emotional and learning disabilities
- reduced anxiety
- improved self-confidence in young people aged 10-16 years undertaking a 'high-level' of activity
- potential for reduced depression (limited evidence)

Enhancing opportunities for physical activity



The **most successful interventions** with children and young people aged 5-18 years have been:

multi-component approaches that include

- increased physical activity
- have a curriculum focus

largely school-based

- to reach all young people
- remove barriers of inequality

include modifications to the school culture / environment

- clear focus on health and wellbeing
- outdoor learning in all weather
- changes to facilities / resources

include a family and community involvement

- Parents and carers engaged

What is already going on across Scotland?

Wake and Shake	Daily dance, led by children, to get everyone moving and active.
Trim Trail Trek	A trek over, under and through the outdoor trim trail.
Loose Parts Play	Physical play using loose parts creatively.
Pedal Power	Use a bike or scooter to push your way around a set route in the school.
Daily Mile	Walk or jog, in almost all weathers, around a set route in the school grounds.
Walk Or Run a Mile 1k a Day	
Go Noodle	Turn physical activity into a game using apps, websites and digital technologies.
Jump Start Johnny	
Cosmic Kids	
Beat the Street	

Making Fit Fifteen a success

Foster a positive attitude to physical activity

- Focus on fun and enjoyment
- Start small and build it up – realistic expectations

Keep the main focus on physical activity

- All about children being more active

Use a whole school/curriculum approach

- Link your activity to learning across the curriculum

Include a family or home based element

- Get parents and the community involved
- Share the information with them

Make it sustainable

- Take the time to embed it into the culture and routine of the school

Advice for introducing a 'Daily Mile' approach to Fit Fifteen

Make it work for you:

- Flexible timing – make it work for your class
- Start small and build it up
- Focus on keeping active rather than a set distance to begin with
- Set ground rules that allow learners to focus on being active

Use a variety of ways to walk or run the mile:

- Be realistic with fitness levels to start
- Use Scouts Pace (walk 10 steps, run 10 steps) to begin then build it up
- Use counters to keep a check on how many laps
- Measure how many laps in a certain time
- Don't just stick to walking - hop, skip, jump, crawl or gallop
- Introduce buddies to help P7/P1
- Running in teams of four – each member is a pacemaker for one lap
- Link to curriculum – eg mental maths/spelling words while you go

Whole school approach:

- Build it up slowly to make it sustainable
- Talk about H&WB benefits of the daily mile – emotional and physical benefits
- Do it every day – normalise it
- Get everyone involved
- Children will benefit/be motivated by seeing adults involved too
- Keep paperwork to a minimum – don't make it a burden
- Involve the wider community and promote the benefits of physical activity
- Changing the focus often to sustain interest

Interdisciplinary Learning

Physical activity can also provide many outdoor learning opportunities to develop children's skills across the curriculum.

Area:	Expressive Arts
Activities:	<ul style="list-style-type: none">• create ambient art from <u>natural</u> material or <u>litter</u> found on your walk• record or make a <u>soundscape</u> of the noises on your walk• <u>compose</u> a song or chant to perform as you go• draw, photograph or paint what you see on your walk over four seasons

Area:	Health and Wellbeing
Activities:	<ul style="list-style-type: none">• Raise expectations by setting targets for your <u>walk</u>• Record the progress made as class or school and share it with your community• Involve other classes, family and friends in helping you achieve a whole school goal

Area:	Literacy and English/Modern Languages
Activities:	<ul style="list-style-type: none">• Talk about the sights, sounds, challenges and progress being made• Hide high frequency words on your route to play 'I spy' as you go• Put letters/sounds around your route and touch as you pass to spell out a word• Write a <u>Haiku poem</u> about your walk• Use environmental print to spell out words• Make your own <u>sticky</u> letters or phonic sounds• Use modern language instructional vocabulary as you run, walk or speed up• Other ideas can be found <u>here</u>

Area:	Numeracy and Mathematics
Activities:	<ul style="list-style-type: none">• Measure time outside using a simple clock or by marking shadows with chalk• Estimating how far a person, group, class and school will walk in a week• Find out how many footsteps it takes to go around once, twice or three times• Keep a record or chart of the laps completed• Spot and explore the patterns and symmetry you see and make your <u>own</u>• Use natural materials to show <u>sums</u> that count your laps as a group or class• Other ideas can be found <u>here</u>

Area: Religious and Moral Education

- Activities:**
- Create a labyrinth as part of your route
 - Link your walking to mindfulness and reflection
 - Chalk questions or reflections around your route
 - Share stories and thoughts as you lead family and friends around your route
 - Use your walk as a meditation eg
 - Lap 1 – Observe how you walk, how it feels
 - Lap 2 – Notice what is happening around you
 - Lap 3 – Listen to the sounds
 - Lap 4 – Feel any physical sensations or emotions

Area: Sciences

- Activities:**
- Keep a weather diary for each season eg first rain, sun, frost
 - Use your senses to make a map of what you see, smell, taste, hear
 - Measure shadows and how they change over a day and over seasons
 - Gain real life experience of forces/ friction when it is wet, frosty or snowy
 - Investigate the animals and plants that live and grow in your school ground
 - Fly a kite, use ribbons or material to explore the force and direction of the wind

Area: Social Studies

- Activities:**
- Take part in some nature activities
 - Find out which minibeasts are living on your route
 - Explore climate change
 - Get a sense of how far away we are by walking the distance
 - Create a model to show the laps completed or to map your route

Area: Technologies

- Activities:**
- Use technology to record a time lapse of your walk
 - Make an audio tour that highlights interesting features on your route
 - Use technology to record the changes in seasons or the distance walked
 - Design a logo for your project
 - Build a model of your route using different materials
 - Design and create a habitat for wildlife to use and monitor on your route
 - Design and create a tool to help carry water around your route
 - Blog about your walking to share news with family and the community

Wider Achievement

Many school awards and initiatives can benefit from the opportunities and learning experiences that physical activity and outdoor learning provide.

Area:	Global Citizenship
Link:	http://www.ideas-forum.org.uk/
About:	Global citizenship brings together education for citizenship, international education and sustainable development education and recognises the common outcomes and principles of these three areas. Making connections between them better equips learners with skills, knowledge, values and attitudes required to understand and address complex global issues which often transcend individual disciplines.
Activities:	What does it feel like to carry water? <ul style="list-style-type: none">• As a class, group or pair carry water around on your walk• Create a solution to get the water from the start to the finish• Use tools or equipment to help How long will it take? <ul style="list-style-type: none">• Find out what it's like to walk to London or the coast line of Ayrshire• Measure your route and walk as a team, class or school to reach your target

Area:	John Muir Award
Link:	https://www.johnmuirtrust.org/john-muir-award
About:	The John Muir Award is an environmental award scheme to help appreciate and value nature, urban greenspace and wild landscapes. It helps to connect people with nature and enjoy and care for wild spaces. It promotes personal development through outdoor experiences for people of all backgrounds. It is non-competitive, inclusive and accessible.
Activities:	<ul style="list-style-type: none">• Use the path or route of your daily mile• Visit at different times of day (and night) and find out about the sights, smells and noises in different seasons or weather conditions• Identify the plants, animals, birds• Make maps. Take photographs, films or sound diaries• Help look after your environment by litter picking, create/monitor habitats or nest boxes• Tell others about what you've done – experiences, achievements, what's been learned• Make a display of photos, drawings, sound diary or create environmental art• Keep a class diary and use newsletters, websites or social media to share your walking• Lead a guided walk around your path or route with friends and family

Area:	Citizen Science
Link:	https://education.gov.scot/improvement/sci34-citizen-science https://education.gov.scot/improvement/Documents/RES1-citizen-science-and-cfe.pdf
About:	Citizen Science involves the gathering, recording and analysis of scientific data by members of the public. This is often done in collaboration with, or under, the guidance of professional scientists. It can be undertaken by one individual or by millions of people working together towards a common goal.
Activities:	<ul style="list-style-type: none"> • Sample, identify and classify plants found in your school grounds • Sample, identify and classify minibeasts and animals in your school grounds • Share your findings through nationwide surveys

Area:	Eco Schools
Link:	http://www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools/
About:	Eco-Schools is an international initiative designed to whole-school community action on Learning for Sustainability. It is an environmental management tool, a learning resource and a recognised award scheme which empowers children and young people to take action towards an economically, socially and environmentally just world. Eco-Schools Scotland offers schools a choice of Ten Topics: litter, waste minimisation, biodiversity, school grounds, energy, transport, health and wellbeing, food and the environment, water, sustaining our world.
Activities:	<ul style="list-style-type: none"> • Take the climate pledge • Use your walk to get you to the local library, greenspace or wooded area for OL activities • Take an active step toward reducing greenhouse gas emissions collectively • Tell people what you're doing and why • Develop your school grounds by working with community partners • Create a path or add interest around your walking route • Develop a sensory zone with smells, textures and sounds; an obstacle zone to go over, under and through; a wild zone with habitats to observe changing over the seasons

Area:	Dynamic Youth Award
Link:	http://www.youthscotland.org.uk/projects/dynamic-youth/dynamic-youth.htm
About:	Dynamic Youth Awards are peer assessed awards recognising the contributions and achievements of young people in the 10+ age group. The awards are easy to use and can be incorporated into existing youth work and school programmes. Young people are encouraged to self assess and then peer assess each other's achievements, and they can use the awards as an access route to the Youth Achievement Awards.
Activities:	<ul style="list-style-type: none"> • Identify an activity, gather evidence and use peer assessment • Develop your school grounds • Improve physical activity in your community by involving parents and family • Lead a nature walk through your route

Links and Further Reading

Expressive Arts <https://blogs.glowscotland.org.uk/wl/PolbethNurserySchoolBlog/2015/10/09/transient-art/>
<http://creativestartlearning.co.uk/art-music-outdoors/funky-junk-art/>
<http://www.wildmusic.org/soundscapes/buildsoundscape>
<https://education.gov.scot/improvement/exarts1-composition-skills-development>

Health and Wellbeing <https://education.gov.scot/improvement/hwb13-approaches-to-physical-activity-in-the-primary-years>

Literacy and English / Modern Languages <http://cargocollective.com/twigchampion/Poem-Leaves>
http://www.educationworld.com/a_curr/curr052.shtml
<http://creativestartlearning.co.uk/literacy-outdoors/outdoor-literacy-activity-sticky-letters/>
<http://creativestartlearning.co.uk/c/literacy-outdoors/>

Numeracy and Mathematics <http://creativestartlearning.co.uk/art-music-outdoors/wet-weather-symmetrical-nature-circles/>
<http://creativestartlearning.co.uk/maths-outdoors/leaf-multiplication/>
<http://creativestartlearning.co.uk/c/maths-outdoors/>

Religious and Moral Education <https://blogs.glowscotland.org.uk/glowblogs/eslb/2015/10/22/labyrinths-bubbles-and-bells-pe-ol-and-rmererc/>
<https://blogs.glowscotland.org.uk/glowblogs/glowtv/2015/10/29/labyrinths-bubbles-and-bells-pe-ol-and-rmererc/>
<https://vimeo.com/142987402>
http://www.huffingtonpost.com/2013/05/20/meditation-in-action-walking-meditation_n_3279958.html

Sciences <https://education.gov.scot/improvement/sci34-citizen-science>
<http://wow.metoffice.gov.uk/>
<http://www.opalexplornature.org/>

Social Studies <http://www.notimeforflashcards.com/2013/04/15-nature-activities-for-kids.html>
<https://www.woodlandtrust.org.uk/naturedetectives/>
http://www.wildlifebcn.org/sites/default/files/marvellous_minibeasts.pdf
<https://www.woodlandtrust.org.uk/naturedetectives/activities/2015/06/minibeast-hunt/>
<https://education.gov.scot/improvement/exploring-climate-change>

Technologies http://www.rspb.org.uk/makeahomeforwildlife/advice/gardening/wildlife-friendly_garden.aspx
<http://www.bbcwildlife.org.uk/sites/birmingham.live.wt.precedenthost.co.uk/files/Insect%20Hotel.pdf>
<http://practicalaction.org/water-for-the-world>

Wider Achievement Global Citizenship:
<http://www.ideas-forum.org.uk/>
John Muir Award:
<https://www.johnmuirtrust.org/john-muir-award>

Wider Achievement	<p>Eco Schools: http://www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools/ Citizen Science: https://education.gov.scot/improvement/sci34-citizen-science https://education.gov.scot/improvement/Documents/RES1-citizen-science-and-cfe.pdf Dynamic Youth Awards: http://www.youthscotland.org.uk/projects/dynamic-youth/dynamic-youth.htm</p>
National Policies, Frameworks and Guidelines	<p>Education Scotland HWB Responsibility of All -Making the Links, Making it work: https://education.gov.scot/improvement/Documents/hwb30-booklet.pdf https://education.gov.scot/improvement/hwb30-making-links Healthy Eating Active Lifestyle Towards a Healthy You (HEALTHY): http://healthy.thelearningcentre.org/ UNCRC The Foundation of GIRFEC: http://www.gov.scot/Resource/0041/00417256.pdf Children and Young People (Scotland) Act 2014: http://www.cypcs.org.uk/policy/children-young-people-scotland-act National Improvement Framework: http://www.gov.scot/Resource/0049/00491758.pdf Start Active Stay Active Infographs for the Physical Activity Guidelines: https://www.gov.uk/government/publications/start-active-stay-active-infographics-on-physical-activity</p>
Physical Activity Research and Evidence	<p>Start Active, Stay Active: https://www.gov.uk/government/publications/uk-physical-activity-guidelines A More Active Scotland: http://www.gov.scot/Resource/0044/00444577.pdf Active Healthy Kids Scotland report Card 2016 http://www.activehealthykids.org/wp-content/uploads/2016/11/scotland-report-card-short-form-2016.pdf Scottish Health Survey 2014 Main Report: http://www.gov.scot/Resource/0048/00485587.pdf Scottish Health Survey 2015 Main Report: http://www.gov.scot/Resource/0050/00505798.pdf WHO Ending Childhood Obesity: http://apps.who.int/iris/bitstream/10665/204176/1/9789241510066_eng.pdf?ua=1 WHO Physical Activity Fact Sheets: http://ec.europa.eu/sport/library/factsheets/eu-wide-overview-methods.pdf What Works? Increasing Physical Activity: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469096/What_works_in_schools_and_colleges_to_increase_physical_activity_executive_summary.pdf BHF Fact Sheets: http://www.bhfactive.org.uk/results/18/all/index.html BHF Physical Activity Evidence Briefings: http://www.bhfactive.org.uk/results/40/all/index.html BHF Physical Activity Practice Briefings: http://www.bhfactive.org.uk/results/38/all/index.html BHF Practical Resources: http://www.bhfactive.org.uk/results/39/all/index.html</p>