



LET'S
WALK TO
SCHOOL

KS1/Foundation Phase/ P1-3

FOOTPRINTS - humans and animals walking



Duration: Approx 60 mins
(excluding the extension
and at home section)



Aim

To enable children to identify animal tracks, know and name common animal groups and compare their walking habits to the listed animals.

Objectives

This lesson will enable pupils to:

- Identify the tracks of local animals.
- Place animals into common animal groups.
- Identify the habitat for each animal and look at which animals may live close to us.
- Discuss how far each animal travels from their habitat and compare our travel from home (our habitat) to school.

Resources

- 'Animals, footprints and distances' resource sheet (available at the end of this file)
- Washing line and some pegs (optional)
- A bag of flour (for pupils to look at their own shoe prints in class – optional)
- Instructions to make a footprint trap. Many options are available online. Simply search 'animal footprint trap' (optional for at home extension).

Curriculum links

- **SCIENCE** – animals, investigation, measurement, classification
- **GEOGRAPHY**
- **PSHE/HEALTH AND WELLBEING**
- **ENGLISH/WELSH/LANGUAGES**
– creative writing, discussion

Preparation

Prior to the session, print multiple copies of the accompanying worksheet titled 'Animals, footprints and distances' available at the end of this document. Keep one copy for yourself, then cut up the other copies and keep all cut up pieces together in a set. Provide one set to each group in the class. We recommend small groups of 4/5 pupils work together on this activity.



Introduction

1. Introduce children to the idea of footprints and how these can be used to identify which animals have been in a particular area.
2. You can also show a short introductory video on animal footprints and tracking. There are many available online.
3. Explain that pupils will be using their detective skills to match some tracks to some animals.
4. They will also be looking at how far these animals travel each day and thinking about how we, as humans, travel each day.



Development

Part 1

- Start by asking pupils to think about their own footprints they leave behind in the snow/mud/sand. Are these prints of our shoes or wellington boots? What about the prints we may leave in the sand (barefoot prints)? What might these tell us about the people who have left them? What can we measure to give us some clues?



OPTIONAL PRACTICAL ACTIVITY: have a tray with damp sand in (or sprinkle flour onto a tray/box or small section of the floor) and invite pupils to put one foot in the tray to see what print their shoes leave behind (or do it barefoot). How do they compare to each other's and the teacher's footprint?

- Talk about how animals also leave footprints, but they don't wear shoes!

Part 2

CARD MATCHING ACTIVITY. Ask each small group of pupils to work together to try and match the prints to the animals (using the 'Animals, footprints and distances' resource sheet). Omit the 'Distance' cards for KS1 pupils.



- **Can pupils match the prints to the animals?** What are their reasons for the matches they make? You can use either the photographs or drawings of the footprints, depending on how easy/hard you wish to make the task (or use both). Share the answers and discuss any discrepancies.
- **Of the animals discussed, talk about how far they think each of these animals walks/flies from their home each day (e.g. short, medium or long distance).** Ask pupils to line up the photos of the animals from the ones that walk the least to the ones that walk the most. You can do this on the optional washing line or a desk. Teacher can check their answers from the resource sheet.



- We will now try and match pupils to the animals based on the distances and how they traveled to school on that day. To do this, ask the class the following questions:

1. HANDS UP EVERYONE WHO WALKED TO SCHOOL TODAY. (All these pupils are like the long-distance walking animals i.e. grey squirrel or fox. This can include those that cycle or scoot all the way to school)

2. HANDS UP EVERYONE WHO DID A PARK AND STRIDE TODAY. (All these pupils are like the medium-distance walking animals i.e. hedgehog or rabbit)

3. HANDS UP EVERYONE WHO CAME TO SCHOOL BY CAR TODAY. (All these pupils are like the short distance animals i.e. wood pigeon or frog. This includes those traveling by bus or train)

- How can each pupil incorporate more walking into their day to become the next animal along the chain? All pupils to come up with an answer. Pupils can also make a pledge to walk, cycle, scoot or Park and Stride more if they wish.
- Aim to create an inclusive environment during this discussion. Pupils who live far away from school or who might not be able to walk to school for other reasons should not feel discouraged. Remind pupils that wheeling to school, doing Park and Stride, or hopping off the bus early are all great alternatives.

Plenary

1. Summarise the day's learning – animals and birds leave footprints like humans do. We can use this information, and if we think like detectives, we can understand which animals leave which footprints and how far they may walk or fly each day.



2. What can each child do to incorporate more walking into their day and move from being a wood pigeon to a fox for example? Can those who already walk lots (i.e. the foxes in the class) share how they achieve this with the rest of the class and encourage others to do the same if they can?



Extension

- Ask the children to look at which animals may live close to them. What might their habitat be? Woodland, fields and meadows, ponds etc.
- Can the children group the animals into common groups: mammals, amphibians, birds? Are there any missing groups and what animals do they know of from these groups? Reptiles and insects for example. How far do these animals travel?
- Feel free to use the 'Distance' cards to further challenge the pupils.

At Home

1. Build an animal footprint trap/insect bug trap and see which animals visit your neighbourhood. Instructions to build your trap can be found online. Simply search 'animal footprint trap'.
2. We've looked at animal tracks, habitats and how far they travel. Can pupils create a map of the local area surrounding their home? What habitats can they identify? Can they place them on the map? Can they show them in drawings or writing?



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Tag us @LivingStreets or email us at commsteam@livingstreets.org.uk

We are Living Streets, the UK charity for everyday walking. These learning resources support participation in WOW – the year-round walk to school challenge.

For further information on WOW, visit www.livingstreets.org.uk/WOW

Get in touch: walktoschool@livingstreets.org.uk 020 7377 4900



**LET'S
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SCHOOL**

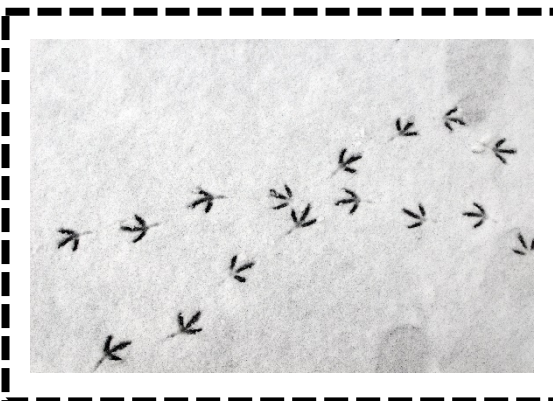
Supporting material - Animals, footprints and distances resource sheet

For the teacher: print and cut up into the relevant pieces to form a set. First ask pupils to try and match the prints to the animal. Next ask them to try and match the distances travelled too (if they are unsure on metric measurements, omit these cards and simply ask pupils to arrange the animals in order of shortest distance walked to furthest distance walked in a day).

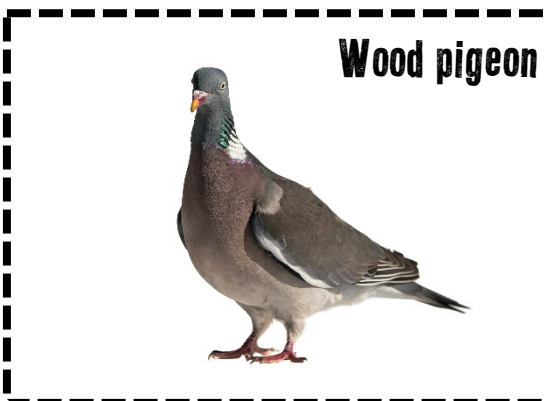
FOOTPRINT DIAGRAM



FOOTPRINT IN SNOW



ANIMAL



DAILY DISTANCE TRAVELLED

I don't walk that far each day, only around 40 metres.
However, I can fly up to 16 kilometres a day.

FOOTPRINT DIAGRAM



FOOTPRINT IN SNOW



ANIMAL



DAILY DISTANCE TRAVELLED

I walk around 500 metres a day

FOOTPRINT DIAGRAM



FOOTPRINT IN MUD



ANIMAL



Hedgehog

DAILY DISTANCE TRAVELLED

I walk 2-3 kilometres (I may roll a little bit of the way)

I mainly travel at night.

FOOTPRINT DIAGRAM



FOOTPRINT IN SNOW



ANIMAL



Rabbit

DAILY DISTANCE TRAVELLED

I hop up to 4 kilometres a day

FOOTPRINT DIAGRAM



FOOTPRINT IN SNOW



ANIMAL



Grey squirrel

DAILY DISTANCE TRAVELLED

I walk up to 8 kilometres a day.

FOOTPRINT DIAGRAM



FOOTPRINT IN SNOW



ANIMAL



Fox

DAILY DISTANCE TRAVELLED

I walk up to 10 kilometres, usually at night.