



**LIVING**

**STREETS**



**LET'S  
WALK TO  
SCHOOL**

**WOW LEARNING RESOURCES KS1/P1-4**

**LOCAL  
PARKS**



**DEC 2016**

## AIM

To find out about the importance of parks in the local community.

## OBJECTIVES

- Use observational skills to learn about how parks are used for a variety of different purposes, including fun, relaxation and exercise.
- To plan and design the perfect park out of model materials with consideration for a variety of users, including themselves and others.

## RESOURCES

- Cameras
- Paper and pencils
- Model materials (e.g. Lego, bricks, recycled objects)
- Paints



## CURRICULUM LINKS

England	<b>GEOGRAPHY</b>	<b>DESIGN &amp; TECHNOLOGY</b>
Wales	<b>GEOGRAPHY</b>	<b>DESIGN &amp; TECHNOLOGY</b>
Scotland	<b>SOCIAL STUDIES</b>	<b>TECHNOLOGIES</b>

**Did  
you  
know?**



The UK's first public park, the Derby Arboretum, was created in 1840.

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

For further information on WOW and the full set of learning resources, visit [www.livingstreets.org.uk/walktoschool](http://www.livingstreets.org.uk/walktoschool)

Get in touch: [walktoschool@livingstreets.org.uk](mailto:walktoschool@livingstreets.org.uk) 020 7377 4900

# LOCAL PARKS

## LESSON PLAN



### MAIN LESSON (60 MINUTES)

#### INTRODUCTION

Talk about local parks and why they are important. Who likes to go to the park after school? What do they do there? What do the children's parents and families do there? What do pets do there? As a class, make a visit to your local park and take photographs or make notes of everything it contains – look for play equipment, places to sit, flowers and plants, fitness equipment, bins etc. Ask the children what they like about the park and whether there are any things they don't like.

#### DEVELOPMENT

In small groups, ask the children to think of the things they might have in a perfect park. They can be as imaginative and creative as they wish. Ask them to write down, draw or say what they would like to see. Now ask the groups to create a model of their perfect park. They could use construction toys like Lego or building bricks or use reclaimed materials on a cardboard base. Encourage the children to think about layout and how each item will be accessed. They are likely to focus on games, toys and equipment for children but remind them that others use the park too – how would a dog-owner, an older person or a jogger use the park? How would they keep the park clean and tidy? The models can be painted and displayed with photographs of the actual park.

#### PLENARY

Ask each group to talk about their model of the perfect park. How did these ideas differ from real life? Did they consider other park users or did they make the park just for children? Ask the children how a park of the future might look and feel.

### EXTENSION (30 MINUTES)

Plan a scavenger hunt for the local park. This could be done in separate groups which can then be swapped. Which team managed to find all the items on their list? The list of items could include things to spot like a flower with white petals, a leaf that is turning brown, a bird singing, a chain (on a swing or fence), a hexagon pattern, a person walking a dog, two people jogging, a baby in a pushchair, someone wearing boots, six wheels in the park (bicycles, pushchairs), three green items etc. Remind the children that it's ok to pick up a fallen leaf, petal or seed but they must not pick flowers or leaves from a living tree or plant.

You can download a scavenger hunt from the Living Streets website:  
[www.livingstreets.org.uk/media/1640/scavenger-hunt-pdf.pdf](http://www.livingstreets.org.uk/media/1640/scavenger-hunt-pdf.pdf)

