



During **Children's Mental Health Week**, why not go for a walk, wheel, scoot or cycle around your local area and have a go at some of our activities?

These activities are designed to help you slow down, take notice and connect to the world around you.

They're great for helping our mental health as well as linking directly to the SHANARRI wellbeing wheel.



This resource pack includes:

- **Wellbeing bingo activity sheets**
- **Mini missions cards**
- **Sustainable Development Goals health and wellbeing lesson plan for lower primary**
- **Sustainable Development Goals health and wellbeing lesson**

Enjoying this activity? Use #ChildrensMentalHealthWeek and tag us @SustransScot on [Facebook](#) and [Twitter](#).

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If you enjoyed these activities join us in taking part in the [Big Walk and Wheel](#) this March where you can access even more great resources!

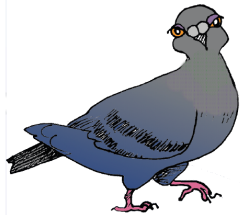


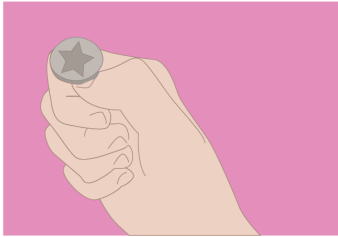


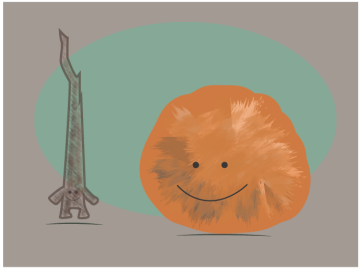




 30 MINS

 PEN, PAPER

Can you complete all of the wellbeing bingo activities in one row during the week? Two rows? Or even get a full house? Remember to shout **BINGO** if you do!

For 2024 the theme is **my voice matters**. Why not make your voice heard and give the “my favourite place” activity a go? Here’s a [video](#) one of our I Bike Officers doing just that.

 <p>Bird Is The Word</p>	 <p>Colourful Nature</p>	 <p>Express yourself</p>
 <p>Heads or Tails</p>	 <p>Listen Up</p>	 <p>My Favourite Place</p>
 <p>Sticks And Stones</p>	 <p>Scent Of Adventure</p>	 <p>Head In The Clouds</p>

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WELLBEING BINGO



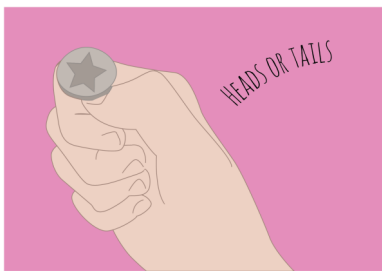
Keep your eyes and ears peeled for some feathered friends. How many different types of birds did you spot?



Whilst on your walk, scoot or cycle, find 3 items that are a different colour.



Draw an emoji to represent how you feel before you go out on your walk, scooter or cycle. After you return, draw another emoji. Notice if your feelings have changed at all. Why might this be?



Allow a coin to determine your walking route. Every time you get to a junction, flip your coin. Heads means turn right. Tails means turn left.



Find a quiet space to take a seat on your walk. Close your eyes and draw the different sounds you can hear around you.



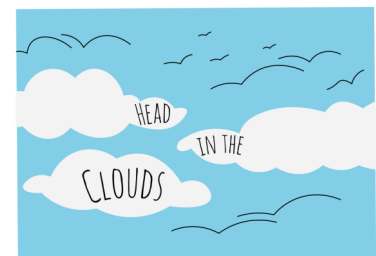
Walk, scoot or cycle to somewhere in your local area that makes you feel happy. Think, draw or write about the reasons why this place is special to you.



Whilst on your walk, scoot or cycle, use natural materials to make a piece of art that describes how you feel. Talk to the person you are with about your art piece.



How many different smells can you observe whilst out on your walk, scoot or cycle? Close your eyes and take in a deep breath to help you focus your sense of smell.



Sit or lie on the ground and look up to the sky. Do the clouds remind you of anything? Animals? Trees? Cartoon Characters? What story do you think the clouds could be telling?

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Walk, wheel, cycle or scoot to your local greenspace and give these mini missions a go!

Mission: Avoid Squirrels



Make your way all around a set area without being seen by any animals or birds. Use trees and leaves to hide yourself.

Mission: Natural colours



Search nature for things that match each of the colours of the rainbow.

Mission: Top up your oxygen



Travel from one place to another while holding your breath between trees. How far can you get?

Mission: Twig something



Use twigs to write a poem about twigs.

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Mission: Alien invasion



Find a non-native plant or animal that has invaded your local ecosystem.

Mission: Animal spot



Sit quietly outdoors. Spot and sketch as many animals as you can in 15 minutes.

Mission: Write a fictitious field guide



Make an untrue, imaginary and fabricated field guide to a wild animal or plant found in your local area. Carefully study the animal or plant in the wild so that you can tell the best possible lies.

Mission: Morse code

A ●-	J ●---	S ●●●
B -●●●	K -●-	T -
C -●-●	L -●●●	U ●●-
D -●●	M --	V ●●●-
E ●	N -●	W ●--
F ●●-●	O ---	X -●●-
G --●	P -●-●	Y -●--
H ●●●●	Q -●-●-	Z --●●
I ●●	R ●●●	

Use a trail of soil, sand, or stones to communicate a message in written morse code.

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Mission: Nature symphony



Make a new kind of musical instrument using things you find in nature.

Mission: Enjoy wild rhythm



Go into nature and listen. Walk around until you find a really good beat then hold a dance party.

Mission: Go wild on stage



Scout for a natural stage in the wild. Put on a performance for people, squirrels, or who/whatever you would like.

Mission: Converse with an animal



Find a friendly animal and talk to it. What does it say back to you? Can you find out what it wants?

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Mission: Blindfold trail



Make an interesting obstacle trail and lead some blindfolded friends through it. Repeat the trail with no blindfold- did they notice different things?

Mission: Silent Sit



Find a place in nature you like, sit down and get comfortable. Whilst remaining silent notice what you can see, hear, feel and smell. Close your eyes and have a moment of quiet reflection.

Mission: Micro-Explore



Explore a crack in the pavement, wall or other small place. Draw tiny sketches of this newly discovered micro-world.

Mission: Mini National Park



Using string as a boundary line, open a mini national park in a natural place. Give someone else a tour of its special qualities.

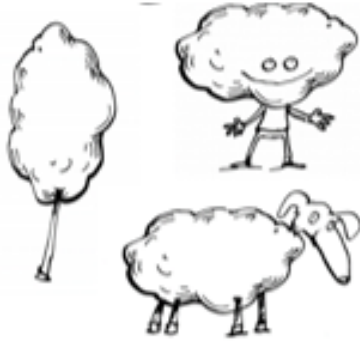
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Mission: Cloud collection



Lie on the grass and look up to the sky. How many different types of clouds can you spot? Do any of the clouds look like an animal or something else?

Mission: Walk on water



Put on your wellies and waterproofs and prepare to get soaked! How far can you get by jumping from puddle to puddle?

Mission: Rubbish Map



Look at the litter found in your local area and find out where it came from. Draw a map to show which countries the rubbish has come from. How many miles has it travelled?

Mission: Crazy Cones



Set a timer and race your friends to see who can collect 50 pinecones in the shortest space of time.

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Mission: Lovely Leaves



Find a leaf with one, two, three, four and five points. Can you identify which trees these leaves came from?

Mission: Cone archery



Grab some friends and find three pinecones each. Draw a target board in the soil and play a game of cone archery- can anyone hit bullseye?

Mission: Muddy Masterpieces



Find a muddy puddle, roll up your sleeves and prepare to get your hands dirty! Create muddy masterpieces using your wildest imagination! Display your sculptures in your very own muddy museum.

Mission: Big vs Small



Challenge your friends to find the biggest and smallest examples of things in nature. Find the biggest and smallest leaf, flower, pinecone and blade of grass then make up your own categories to find.

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SDG HEALTH AND WELLBEING

LOWER PRIMARY



Resources Required

Items Required	Qty
Mindfulness worksheet (attached)	One per Pair
Clipboard	
Pencil	

Key Learning Points/Aims

1	Use physical activity to significantly increase positive mood and decrease negative mood among pupils
2	Using the 5 senses to slow down and calm the mind
3	Support and practice listening and attention skills
4	Observe and appreciate the natural world

Lesson Structure (including timings):

Pre Activity (5 mins):

- Ask the pupils why they think going out on a walk, wheel or cycle is good for us. Potential answers include physical health, helps us concentrate better, gives us fresh air and good for our mental wellbeing. Introduce that the focus of today's walk, wheel or cycle will be on how getting out in nature can be good for our minds and our mental wellbeing.

Activity 1 (20 mins) : Walk, wheel, scoot or cycle to local greenspace with the group.

Activity 2: Listening Walk (15 mins)

- Question the group about the 5 senses- can they name them all? Which do they think they use the most? The least?
- Introduce the listening walk task- Pupils will walk for a set length of time (~5 mins) in complete silence to help them focus their sense of listening on the sounds around them. In pairs they will try to see if they can hear any of the sounds on the worksheet and tick them off if they do.
- Stop the listening walk task. Question the group on what they managed to hear. Did they hear any sounds that weren't on the sheet? Do the pupils think they would have heard all these sounds if they weren't walking in silence or concentrating on listening? If not, why not?
- Reconnecting and focussing on the sounds around us can help us to feel more mindful. How did the pupils feel on their listening walk? Try to do another listening walk and then repeat the same set of questions.

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SDG HEALTH AND WELLBEING

LOWER PRIMARY



Activity 3: Magic mindful spots (25 mins)

- Within a designated area (a wooded area works perfectly for this activity) ask everyone to find their own special place to sit quietly and be alone in nature.
- Introduce that this activity is to relax the mind. From your 'magic spot', you can see plants and animals close by, hear birds and insects, smell the earth and touch moss, quivering grass, a feather or leaf.
- Have children sit for a mindful minute. During this time, get them to think about all of their senses. What they can hear, what they can smell, what they can touch, what they can see and what they can taste?
- After the mindful minute is over, ask students to draw a picture on the worksheet of the things they observed. Feedback the observations with the rest of the class.
- Ask students to go away and collect a leaf. During the next mindful minute in their magic spots, pupils will use the leaf to help focus their mind. Pupils shall slowly trace the leaf with their finger, breathing in when they trace up the leaf and breathing out whilst tracing down the other side of the leaf. Practice this breathing technique a few times.
- Ask students to return to their magic mindful spot and repeat the exercise.

Activity 4: Moment of gratitude (10 mins)

- Whilst walking back towards the school ask students to think of something they have enjoyed or are thankful for on their active journey today.
- Stop the group and form a circle. Introduce that this is a gratitude circle (explain the word gratitude if necessary). Pass an item around the circle (i.e. pine cone, stick or stone). When a pupil is passed the stick they are welcomed to share their 'moment of gratitude' with the rest of the group. If they do not wish to share, they can simply pass the item to the next person.
- Start with an example: "Today on my walk I am grateful for hearing the birds singing" and then start passing the stick around the circle.

Activity 5: Return to School (20 mins)

On returning to school, recap why walking in nature is good for our bodies and our minds. Encourage the children to try the mindfulness activities again in the future.

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SDG HEALTH AND WELLBEING

LOWER PRIMARY



LISTENING WALK:



CAN YOU HEAR

BIRD TWEETING



DOG BARKING



BEE BUZZING



sustrans
JOIN THE MOVEMENT

CARS DRIVING



LEAVES RUSTLING



PHONE RINGING



LAUGHTER



WIND



TWIGS SNAPPING



MINDFUL MINUTE: DRAW WHAT YOU HEARD, SMELLED, SAW AND TOUCHED...

MOMENT OF GRATITUDE: WHAT HAVE YOU ENJOYED AND ARE THANKFUL FOR ON OUR WALK?

Thanks!

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Key Learning Points/Aims

- 1 Communication and imagination.
- 2 Learning strategies to help reduce stress and anxiety using the outdoors.
- 3 How to look after their own health and wellbeing.
- 4 STEM skills – numeracy, problem solving, creativity, flexibility.
- 5 Taking informed and reflective actions as responsible global citizens.

Lesson Objective

- To understand what health and wellbeing means and how we can take simple steps like travelling to school actively to improve our health and wellbeing. Acknowledging that everyone is different and what improves some people's mental health might not be the same for everyone so it's about finding what makes you feel good.

Lesson Structure (including timings):

Main Activity

1. Led walk, wheel, scoot or ride to local green space. During this time talk about what health and wellbeing means to them and what makes them feel good physically and mentally. **(45 minutes to 1 hour)**
2. If it's a led walk or wheel, challenge the pupils to find 9 numbers in nature. If it's a led scoot or bike ride, this can be done once you stop at a greenspace. Pupils have to find the numbers 1 to 9 in their surroundings. Everyone can quickly strike off 1 and 2 as we all have one nose and two ears. External examples include a flower with 5 petals or an ant with 6 legs. All participants are given a time limit of 5 minutes to find as many of the remaining numbers as possible. The exercise is to be done individually or in pairs. The group reassembles at the end of the time to work together as a team and find any missing numbers that no one could find. **(5 minutes)**
3. Get the pupils to find a big open space where they can see you and do yoga stories. You can start the story and then ask the kids to come up with the next part of the story inventing their own yoga poses. See this example for inspiration: [yoga-stories-pdf](#). **(25 minutes)**

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SDG HEALTH AND WELLBEING

UPPER PRIMARY



4. Sound map exercise. First, ask the kids to get their clipboards and pencils out. They'll then sit down in a quiet space, close their eyes and really listen to the sounds around them for 1 minute. After that minute, they can open their eyes. With their paper and pencil, they can draw an x or a stick person in the middle to represent themselves. Next they can draw everything they can hear around them.

The things that are the loudest or most common they should draw bigger and closer to their X and things that are really quiet or rare draw a bit smaller and further away. Give them 10 minutes to complete their drawings and then come together to share. Ask, were there any noises that surprised them or that they normally wouldn't notice? Ask how it made them feel? **(15 minutes)**

5. Get the clipboards and pencils all put away and get ready to head to back to school. **(5 minutes)**

6. Head back to school. **(45 minutes – 1 hour)**

Feedback to Participants

Talk about what having good health means to them – talk about physical and mental health. Reflect on how they felt about going on a longer walk, wheel or ride. Do they feel good?

Discuss how going for a walk, wheel, bike ride or a scooter ride can be a good thing to do if you're feeling anxious or worried about something, as it can help you feel a bit less worried and the endorphins from the exercise will make you feel happier. Talk about ways of using activity in the outdoors to reduce anxiety and stress.

Discuss the benefits of getting outside and breathing fresh air. See if you can find some lichen and discuss the fact it's an indicator of air quality. Discuss the benefits of active travel to and from school and whether or not there are any barriers for them travelling actively.

Subject & Topic Linkages

UN Global Goals for Sustainability
Goal 3 Good Health and Wellbeing

Curriculum Links

Literacy, Numeracy, health and wellbeing, social studies, expressive arts, science, technologies.

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