

Keeping your Daily Mile fresh

The Daily Mile enables children of all ages and abilities to enjoy being physically active every day in schools and early years settings. It's simple and easy to embed in everyday learning to support children's mental and physical health and wellbeing.

The Daily Mile is most effective when introduced and delivered according to its core principles. However, as with any initiative, it can occasionally be refreshed with child-pleasing ideas, which should be used skilfully and sparingly. What matters most is that the children are running outside in the fresh air, having fun with their friends, but here are a few ideas should you need them.



BEFORE STARTING TO INTRODUCE NEW IDEAS TO THE DAILY MILE, CHECK THAT...

- 1 It's being done according to the Core Principles – that's what helps The Daily Mile work best.
- 2 All staff support it - staff engagement and encouragement for the children is vital.
- 3 It's being kept simple – it will be most effective if it's not complicated.
- 4 It's being run regularly and consistently – aim to do it every day at least three times a week.
- 5 The children are clear about the benefits to their health and wellbeing and learning.

SOME IDEAS FOR TEACHERS TO REFRESH THE DAILY MILE

Link the Daily Mile across your curriculum



Health and wellbeing: Link The Daily Mile to age and stage-appropriate health and wellbeing messages and topics, such as measuring raised heartbeat after running or increased breathing rate, and relating this to a stronger cardiovascular system or a discussion about the muscles and joints we use to run. Encourage awareness and practice of self-care and healthy. (*Working on Science, Environment*)



Nature's daily milestones: Keep a simple class record of the natural world, such as buds appearing on trees, the sun or moon's position in the sky; birds observed; types of trees, flowers, insects; the date of the first leaf fall; the first frost; the first spring flowers; or record that day's weather, e.g. wind, temperature or amount of cloud cover. (*Working on Science, Environment*)

123

Numbers: Collect one cube per lap to create a stick (this works well for younger children); collect one cube per lap and add it to a big jar (works well for older children) – when it's full, then perhaps a small reward is in order. Try putting a plain sticker on each child's back and every time they pass their teacher, they receive a tally mark, enabling children to count their laps up in the classroom. (*Working on Numeracy*)



Fitness challenges: Offer children the chance to challenge themselves (if they wish) by encouraging them to try for an extra lap; ask them if they would like to privately record their personal best with a stopwatch or step counter; talk with them about how to pace themselves; can the class 'complete a marathon' by all running together for 26 days? (*Working on PE*)



Our planet: Explore the physical world by 'running' along the course of a river; run throughout your country; run up and across mountains and deserts; run across continents; run round a country that isn't your own. Perhaps the whole school can run around the equator. (*Working on Geography, History, Science*)



Observed drawing: Ask the children to make drawings inspired by the world they saw whilst doing The Daily Mile, including objects, shapes, colours, patterns, nature, creatures, buildings. (*Working on Art and expressive areas*)



10-minute writing: Ask the children to write a piece of text of their own, choosing aspects of nature and the world they experienced while doing their Daily Mile in a timed ten-minute burst on return to class. (*Working on Language*)



Link the Daily Mile with your school ethos: kindness, care and respect

Encourage the language of support and friendship to be used on the route.

Support the children to deliver presentations at school assembly, and provide recognition at class and school level of individual leadership and achievements in The Daily Mile.

Consider certificates for the children (these are a free e-resource for settings signed up and opted-in).

Recognise the importance of using The Daily Mile as a safe space to facilitate disclosures by the children.

Encourage running with buddies – an older class runs with a younger class.

Teacher encouragement, as appropriate, for all participating children.

Link the Daily Mile to engagement with parents/carers and the wider community

Invite parents/carers and/or other family members to join The Daily Mile routinely at an appropriate time.

Introduce celebratory family Daily Miles at the start and/or end of each term/school year, on set days of the week, on the school's Games Day, etc.

Invite local councillors, politicians, local football clubs or a local celebrity to take part in The Daily Mile with the children.

If deemed safe and appropriate by the school, take The Daily Mile off-site and into the community. (A risk assessment is available on our website.)

Run a themed Daily Mile as a class or school

To a national or international event:

For example Tokyo Olympics, World Cup, Tour de France, Athletics Championships, etc.

On special calendar days:

Mental Health Day, World Health Organization days, National Tree Week, Outdoor Classroom Day, Red Nose Day, etc.

To landmarks:

At historical sites or in cities such as London, Paris, New York, etc.

To a country:

Laps to Lapland, around capital cities, the South Pole, etc.

Dressed up:

For World Book Day, etc.

Varying the (risk-assessed) route

Once a week, run The Daily Mile in the opposite direction.

Once a term, ask the children to create an alternative Daily Mile route, e.g. by adding some simple loops or squiggles, etc.

The route can be brightened with simple planting, e.g. tubs of Spring flowers, etc.

Incorporate The Daily Mile into outdoor learning spaces and activities.



Find out more

To find out more about The Daily Mile, the research for the initiative, or to register your setting, head to our website: www.thedailymile.co.uk

