

Make A Map Of Your Walk

Follow-up Activity



What Can Be Learned?

This activity encourages students to recall and visualise what they have seen; then represent this symbolically and in sequence. The students will create an image that can communicate to other people where they went and what they observed.

Depending on the age group, students could attempt this individually, or draw something to contribute to a larger group-map, which they place at the appropriate spot in the walk sequence.

Material; Needed

A3 paper and pencils, OR larger template/ surface for a group map

Some examples of other simple maps
Paper/card, scissors, colour pencils/paint (whatever medium you wish the younger students to use to make their part of the map)

The Activity

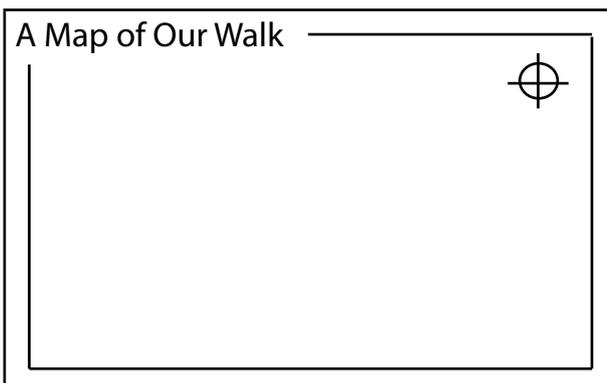
Start with the group together. Discuss what a map is and how they can help us. Show some simple examples of maps.

Explain that the students are going to create their own map(s) of the walk, so that people who didn't go on the walk can look at it and know where they went and what they did.

Discuss with the students the walk undertaken at the site and encourage them to think about their walk and the sequence of events/observations/activities. You may want to mark some basic things on the whiteboard, or the large template that the younger students will be making their additions to.

Have the students attempt their own maps, perhaps including a key; or create their contribution to the large map. This may include drawing the wildlife they saw, the bridge they went over, the fallen tree they walked past, a fern they looked at through a magnifying glass, the vegetation they saw along the river bank.

This map could be made in chalk in the playground.



Possible extension ideas: mark North, mark the starting point, estimate distance and add a scale, add gridlines.