

Maps

Session 2

TIME

90 min.
including
break



Art of learning

THEME
21



WARM UP: MAPPING MEDLEY

This will happen:	The whole group will follow the instructions of the Geographer.
Materials needed:	Laminated floor sheets North, South, East, West, X Axis and Y Axis, the set of letters (A, B, C, D, E, F, G, H, I, J) and the set of numbers (1, 2, 3, 4, 5, 6, 7, 8, 9, 10), a Geographer's Cap, masking tape and marker pens. Use chalk, if the warm-up is outside.
Preparations in advance:	
Preparations in the space:	Place the cardinal direction sheets (North, South, East and West) in their correct position in the space and secure them with tape, create a line with masking tape and put the X Axis sign on it, create another line and put the Y Axis sign on it, secure the letters (A, B, C, D, E, F, G, H, I, J) along the X Axis and the numbers (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) along the Y Axis. If the warm-up is outside, use chalk to mark the floor and to create the cardinal directions, the Axis and the letters and numbers.
The space looks like this:	Open space inside or outside.

GUIDANCE:

Put the Geographer's Cap on. Explain that the students should follow the instructions of the Geographer including moving to the correct direction in the space – North, South, East or West. Explain the new elements – the X and Y Axis reminding them of this from the reflection on the previous day. Remember to increase the level of challenge and include some new elements to the warm-up.

Below are some ideas of calls:

- Dance to the South.
- All around the world.
- Stand on the X Axis with your hands on your head.
- Find a partner and make a chair from your bodies.
- All around the world.
- Climb a mountain on D5.
- Be a tree.
- Hop to the West.
- Stand on one leg on the Y Axis.

REFLECTION: TODAY'S FEELING AND WORDS FROM THE DAY

This will happen:	The students will share their knowledge of maps.
Materials needed:	Pieces of different coloured paper to write up what students know about maps, marker pens, a compass and something to stick up the ideas on the Map Expert Wall and tape, sticky tack or pins.
Preparations in advance:	Cut up different coloured paper to be used to write up the students' reflections.
Preparations in the space:	
The space looks like this:	Classroom.

GUIDANCE:

1. Gather close together at the Map Expert Wall. Ask the students if they think their group found a good hiding place for their envelope? What hiding place do they think was the best and why? What new map skills do they have? How did they feel about using coordinates? What did their group do well?
2. Explain that what they have just done has a special term – Geocaching. Around the world there are thousands of things called caches (like their envelopes) and they are hidden in cities, towns, up mountains, near to rivers, in parks – in all sorts of public places. People have made special boxes with special gifts inside and they have decided where to hide them. They share the coordinates of their cache on special websites so other people can try to find them. When someone finds the cache, they swap a gift and write their name, date and a note in the logbook. They can also record their find on the website. Geocachers usually hide their caches in places that are special to them. It could be a place that holds a special memory or a place they have been with someone they know. Ask the students in what special place would they hide a geocache.
3. Move to the Map Making Wall. Ask the students to think on their own for a minute about what new words or things they know about maps. These are shared and written up on separate pieces of paper and added to the Map Making Wall as a record.

NOTES

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MAIN ACTIVITY: GEOCACHING OUR CLASSROOM

This will happen:	The students explore coordinates. Working in groups, they will hide and find envelopes in their classroom using coordinates as Geocachers.
Materials needed:	The Golden Chest, a map of the local area with the school identified on it (with a RED DOT), enough copies (1 per group) of the A3 map of the classroom (see resource bank), the classroom maps created by the students on Day 1, a C5 envelope (1 per group), a LEGO person or a small plastic toy (2 for each group), a pencil (1 for each group) and a small logbook which should fit inside the envelope (1 for each group).
Preparations in advance:	Have a map of the local area and highlight the location of the school on it with a RED DOT, print enough copies (1 per group) of the A3 map of the classroom (see resource bank) and prepare a set of resources for each group (envelope with a LEGO person/small toy, pencil, logbook inside).
Preparations in the space:	Set up the Golden Chest and put the map of the local area and a A3 map of the classroom inside. Have the resources for each group ready.
The space looks like this:	Classroom.

GUIDANCE:

1. Students sit close together in front of the Golden Chest. Open the chest and show the students the map of the local area. Ask them what they think this RED DOT is for? What other places/buildings/spaces/streets do they know on the map? What else can they see on the map? Explain other features to build on their knowledge of maps.
2. Show the students the map of their classroom. Ask them what they can see on the map. Highlight the X and Y Axis (linking this back to the warm-up). Ask them what are the letters (A, B, C etc.) and numbers (1, 2, 3 etc.) for. Remind them that they used these as coordinates on their own classroom maps to mark their start and end journeys in the previous session (use fingers to demonstrate this again). On this map, ask if anyone can show the square they started their journey on? Highlight the coordinate on the X and Y Axis (i.e. D4) and explain that coordinates help to find the location of things on a map. Ask students to share their start and end coordinates and the coordinates of things in the classroom (the door, teacher's desk etc.).
3. Put the students into small groups and give each a set of resources (A3 map of the classroom and an envelope containing a LEGO person or small plastic toy, a pencil and a logbook). Ask them what they think they are going to do now? Listen to suggestions. Explain that each group is going to find an amazing hiding place for their envelope in the classroom. They need to keep this a secret from all the other groups. Using the classroom map, they have to identify the coordinate of their hiding place and write it down on a piece of paper in secret. They are encouraged to do this very thoroughly and carefully. Once this task is complete, each group gives their coordinates to the adult. The adult writes down each coordinate and which group it was from.
4. Everyone leaves the classroom, taking with them their map and envelope and they all sit quietly on the floor. In turn, each group goes into the classroom and hides their envelope at the correct coordinate.
5. Each group is given another LEGO person or small plastic toy and a coordinate from another group. They are told that they must use the classroom map and the coordinate to find the hidden envelope and that, when they find it, they should open it, swap the toy and each student should write their name and the date in the logbook and place it back in its original place. Once they have done this, they should ask the adult for another coordinate and they repeat the process. The adult should keep a record of the coordinates that each group has received. Each group should find around 3 envelopes or more if time allows.

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