

Schools Activities



Map Walk

Brief Description

Following a teacher/leader, students walk around a mapped area following their progress on the map.

Aims and Objectives

1. Relate the map features and key symbols to the ground and vice versa.
2. Introduce setting (orientating) the map, with features and North.
3. Introduce thumbing the map.



Set up

A 'blank' map of school (park) grounds per person.
By 'blank' I mean with no controls or course marked;
however you may wish to mark on the Start Triangle.

Preparation

Plan where you wish to start and finish the Map Walk.
When planning each leg of the Map Walk consider:
the length of the leg,
the terrain you walking over,
changes in direction
and the features you wish to collect, 'tick off' along the way.

Activity

Start Triangle— ask students to look around and identify features and locate them on their maps. Explain about setting (orientating) the map in relation to these features and to North. Ensure all students are happy their map is set before starting the Map Walk.

For the first few legs, lead the group along line features (paths, fences, hedges) getting them to pick out features along the way. Students need to move around their maps when changing direction, keeping the map fixed, and move their thumbs from feature to feature. Later legs can be made more challenging—see differentiation/extension.

At end of leg, stop and ask students to point (place the tip of their thumb) on where they think they are on the map—check this and discuss what features help confirm where they are?

Top Tip—Make the end of the MapRun the start of the next activity.

Schools Activities



Map Walk continued

Key Questions

Can you identify features and locate them on the map?

How are the colours on the map helpful?

What kind of features are black, green ...?

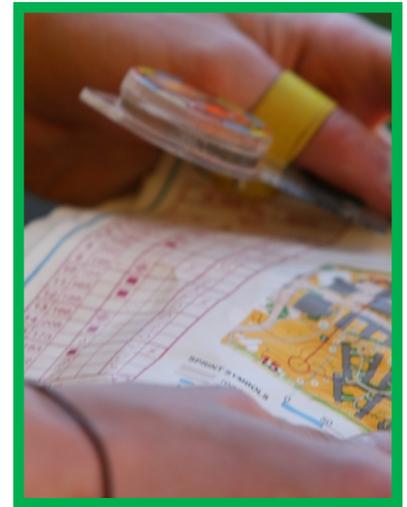
Do some symbols look like the feature they represent?

Why is it important to keep the map set (orientated) to North?

What methods do you have to keep track of where you are on the map?

E.g. Collecting features for 'Ticking off' & thumbing the map.

What symbols on the map key/legend have you collected/not collected?



Differentiation/Extension Ideas

Increase physical challenge by:

- building up speed of the walk to a jog or run
- planning legs over more physically challenging terrain (e.g. rough ground, steep ground)

Increase technical challenge by:

- changing direction during legs—students will have to reset (orientate) their maps en route
- planning legs which do not follow linear features
- planning legs where visibility is less clear (e.g. through tress).

More able students could be allowed to lead legs for the group to follow.

Reflection—Pair and share

In pairs students can discuss:

Something new they have learnt, Something they found challenging, Something they want to improve upon, Something they enjoyed, Someone they thought performed the task well or was helpful.

Nominate someone in pair to share this with the group.