

## Blair Outdoor Education Centre Mapping Program, Grade 4-6

- This topic is a 1/2 day program
- Mapping can be done by Grades 4 to 6

Maps – and the spatial skills associated with them – may be integrated into any component of the inquiry process, as the following examples illustrate. **(The Ontario Curriculum, Social Studies Grades 1 to 6)**

- **Formulating questions:** Students formulate questions related to the type of map or maps best suited to their inquiry.
- **Gathering/organizing:** Students determine the purpose of different maps and which are most relevant to their inquiry.
- **Analysing/interpreting:** Students extract information from, plot information on, and/or analyse various types of maps to help them determine patterns, trends, and/or interrelationships.
- **Communication:** Students construct maps in order to communicate key pieces of information. Activities will be of a hands-on, experiential nature. In order to prepare your students, please try to present or review some of the above concepts prior to the trip. Also please ensure that they are well dressed for the season.

### Bus Times:

Schools are responsible for booking the bus for the trip. Please complete the form, **Off-Campus Excursion Category 1 IS-11-FA** Busing costs are paid for by Learning Services, but you must book your bus through **STOCK Transportation ([brendaj@stocktransportation.com](mailto:brendaj@stocktransportation.com) 519 742-6224)**. When you book with STOCK please specify that it is an outdoor education field trip and they will bill Learning Services directly.

Please book your bus according to the following times:

<b>If your school start time is between 8:30 and 8:50, book your bus to:</b>			
Morning Programs		Afternoon Programs	
Arrive at Blair 9:15 a.m.	Depart from Blair 11:30 a.m.	Arrive at Blair 12:00 p.m.	Depart from Blair 2:15 p.m.
<b>If your school start time is between 8:55 and 9:25, book your bus to:</b>			
Morning Programs		Afternoon Programs	
Arrive at Blair 9:45 a.m.	Depart from Blair at 12:00	Arrive at Blair 12:15 p.m.	Depart from Blair 2:30 p.m.

- **All planning information for this trip is either contained in this document, or can be found on the Blair website.**  
**Blair Teacher Planning Page:** <https://schools.wrdsb.ca/environmental-education/blair/blair-teacher-planning/>
- **Please complete the Blair Planning Form at least one week prior to your visit date.** This is the only written information I have regarding your class and I cannot be fully prepared for your visit without it. Of particular importance are life-threatening allergies that require an epipen or other medication.  
**Centre Visit Planning Form:** <https://schools.wrdsb.ca/environmental-education/blair/centre-planning-form/>

If you have any other questions or concerns, please don't hesitate to contact me.

Sincerely,

Nathan Mantey, OCT  
 Blair Outdoor Education Centre  
 653-9855  
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## Mapping Activity Sequence (Grades 4 to 6)

### 1. Memory Orienteering (indoors)

- what is a map?
- SALT rule
- using the legend
- importance of orienting the map
- reading the map
- controls - what are they and how to locate them

### 2. Line Orienteering (outdoors)

- using the legend
- keeping the map oriented
- always knowing where you are on the map
- perception of scale

### 3. Score Orienteering (outdoors)

- putting it all together / making route choices
- Where am I ? (pinpoint location on the map )
- Where do I want to go?(pinpoint destination)
- How do I get there? (choose a route with easily recognizable features)
- How will I know if I've gone too far? (what will I see?)

### Some suggested lead-up ideas...

- types of maps (i.e. road maps, topographic, air photos, floor plans, etc.)
- SALT Rule - All maps should display the following:
  - S** scale
  - A** north arrow
  - L** legend
  - T** title
- the legend and its symbols are the key to reading (using) the map
- Make a map of the classroom. Encourage accuracy in symbols and scale.
- Use a base map of the inside and/or outside of your school (available from the office or your custodian). Use the map(s) for short indoor and outdoor walks. Have the students describe where they are on the map at all times, and to verbalize their thoughts, e.g. "we are going out the back door of the school and turning right. On our left is the baseball diamond; as we turn right we should see the flag pole." Some students could create mini courses for other groups in the class to follow to find checkpoints, answer riddles or find clues.
- Study a map of your neighbourhood and locate schools, parks, hospital, etc. Use this map to plan a route, and then walk it, comparing map symbols to the actual features.
- Look at maps of different scale and design ( city/region/province - road map/recreation - air photo, satellite image)
- learn to orient the map and self
- Use maps for a lesson or two in some other units you are doing. For example:
  - birds - look at migration maps and figure out distances flown by birds during migration.
  - Identify physical features, political boundaries, land use

### Reading the map

When using a map, use the legend to help answer the following questions:

- Where am I ?(pinpoint location on the map )
- Where do I want to go?(pinpoint destination)
- How do I get there?(choose a route with easily recognizable features)
- How will I know if I've gone too far? (What will I see?)

**Materials needed:** All maps and materials will be supplied.