

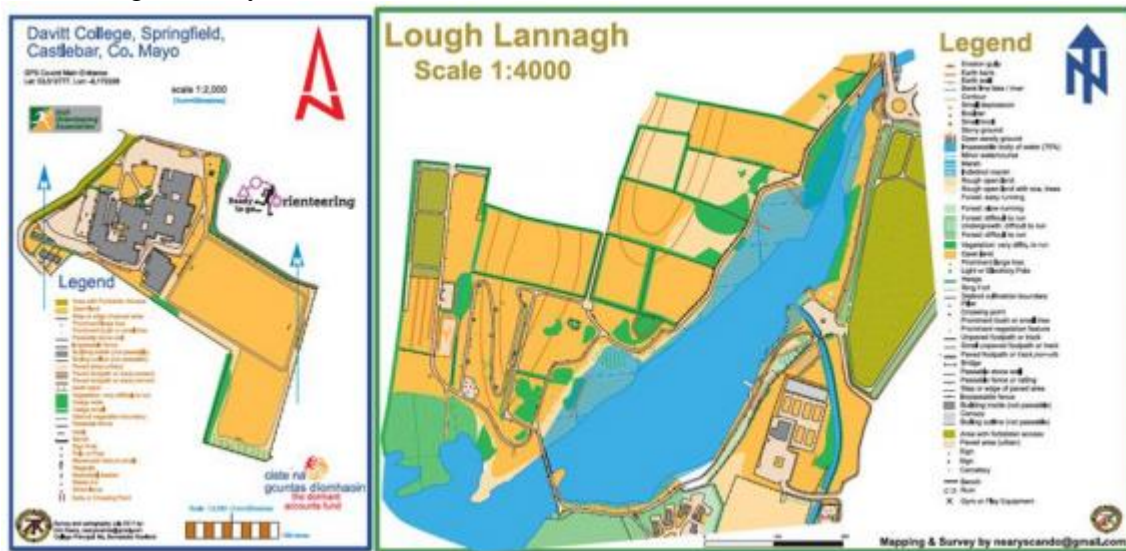


What is a map & how to draw a map in your classroom What is a Map?

A map is a diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc. In a simplistic form essentially a map is a 'Birds Eye View' of an area, it is what we see from above, maps are pictures/drawings of the earth's surface. They can be used as general reference to show landforms, political boundaries, water bodies, and the positions of cities.

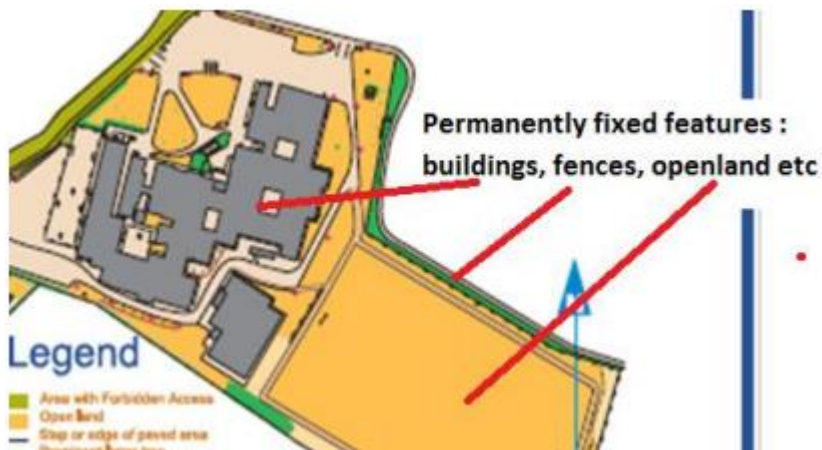
What is on a map? On every map there will be a few essential things such as following:

- Permanently fixed features
- Scale bar
- North indicator (Arrow or Directional lines)
- Name of area
- Legend / key



What is a map & how to draw a map in your classroom

Permanently fixed features

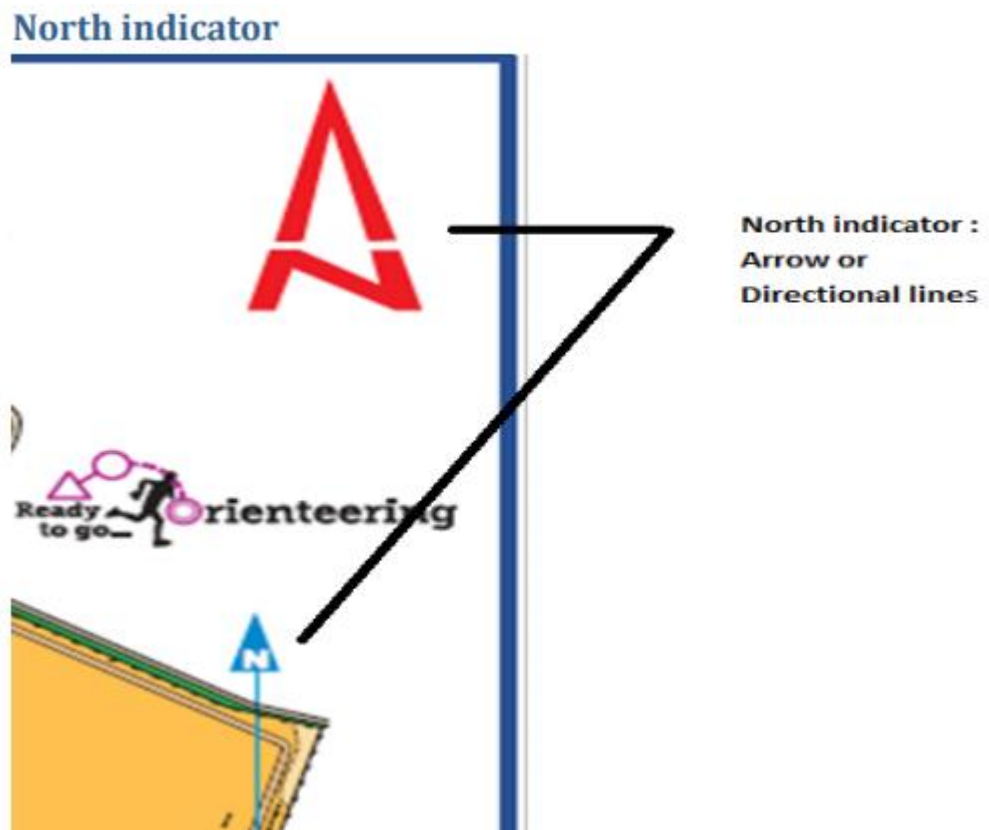




Scale and Scale bar



North indicator





Name of area



Legend / key



What is a map legend?

A map legend or key is a visual explanation of the symbols used on the map. It typically includes a sample of each symbol (point, line, or area), and a short description of what the symbol means. Creating a well laid out legend will enhance the overall gestalt of the maps visual appearance

World Map & European Map





OSI Map



In this map we can see an over view of the land by satellite with the finished map. The grid lines go in the direction of North, South, East and West, and each box is 1km square

Bing Maps to School Map





Drawing a Map in classroom

When asking your pupils to draw a map of your classroom it is very important to allow the child to interpret your instructions in their own way, it is their map not yours. Guiding them and prompting them as you go as best as possible with little input to their drawing. Use as many colors as possible, preferably one could per item on the map. This will make it easier for the child to relate to an orienteering map. Don't worry if they do it all in pencil, or in 3d, again its their interpretation and encourage whatever it is they are doing. There is no right or wrong to this.....it individuals interpretation!!!

Drawing the map Step 1.

Ask your pupil s If you were to take of the ceiling of the room what would you see? Start by explaining what a map is and what permanently fixed features are(both inside you room and outside the class/building). Draw the outline of the room, some classes have toilets in them so allow the child to draw them in but don't prompt them to do so and see who puts them in automatically or not.

Start the drawing with the room outline, this I find best in a dark color. Leave space along the side or along the bottom of the page for the Legend. Next ask them to identify the 'permanently fixed features' of the room. Guide them to the correct answers here however let them draw the symbol for each item. USE LOADS OF COLOUR.

Permanent feature you might find in a classroom:

- Room outline
- Fixed shelves
- White board/notice board
- Doors
- Windows
- Speakers
- etc

Step 2

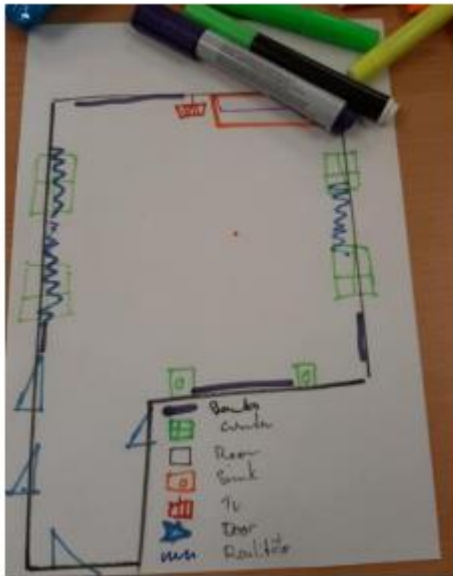
Next step is to get them to swap their version of the map with the partner or buddy sitting beside them. Ask them if they would understand their buddies map? This is the time to



introduce the Legend and then get the class to draw in the legend on their own map. What is a map & how to draw a map in your classroom

Now the map of your class room is finished, you need to hold on to this and we will use this at a later date to introduce their first competition and how and what start, finish and control point look like.

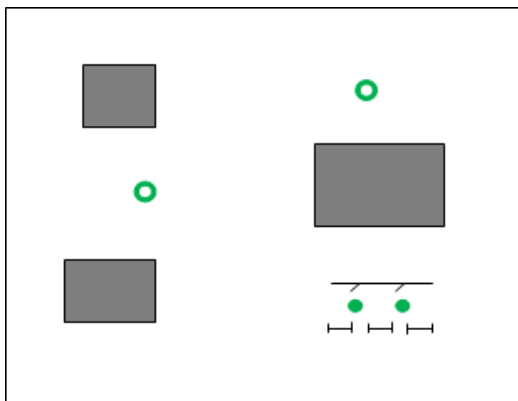
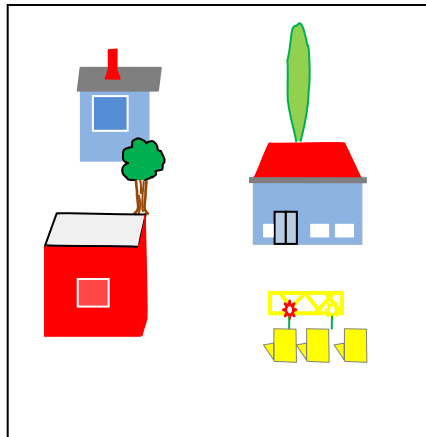
Example of school classroom maps



More Classroom Map Activities

The Session

1. Layout some simple objects on the desk, make sure they are different shapes and sizes.
2. Ask the children to imagine they are a bird flying above the desk looking down; show them what it would look like on a map. This maybe a map of pictures of the object or specific symbols to represent the different objects. (samples on page 2) Discuss what size are the individual shapes, how they relate in spatial positioning to each other.
3. Teach them to set the map so that what is on the right on the desk is to the right on the map.
4. Place objects in a different position. Can the children draw the map of the new shapes?
5. Move to a different side of the table; is the map correct now? Practice moving around the map to keep the map correctly set to match the objects.

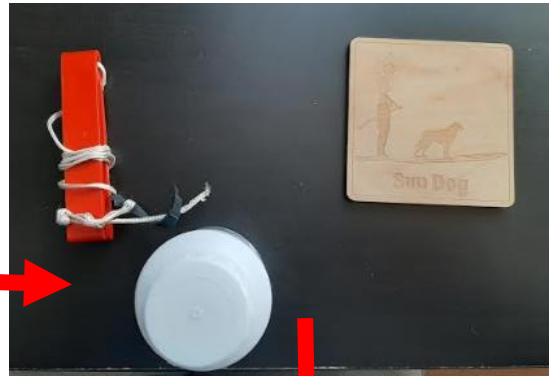
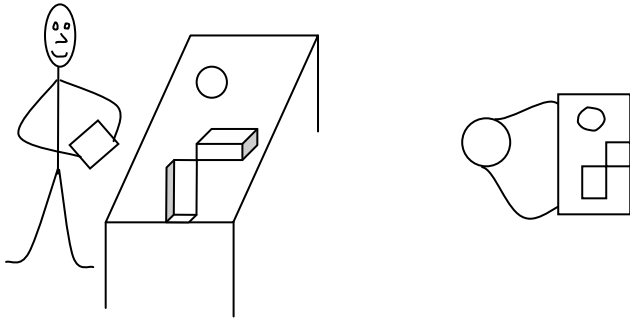


Resources:

- 3 simple shapes, (crash mat, bench, hoop, or shapes made with cones or newspaper)
- Maps. One copy of the map below for each child.
- Color markers on page 2 of this document. Different colour for each pair.

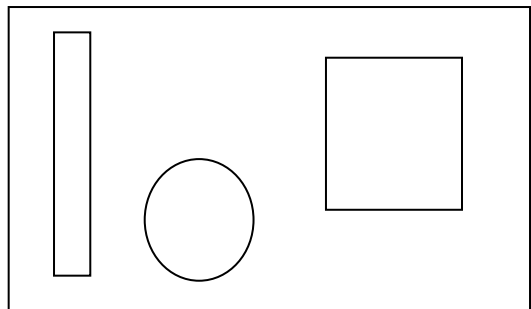
The session

1. Sit children in pairs around the edge of the area. 4 chairs in the corners can help mark out the area.
2. Match the map to the ground, i.e. orientate or 'set' the map.
3. Point to where they are on the map.
4. Teacher/leader walks around the shapes, children follow with finger.
5. Give each pair a marker. One from each pair points on the map where to place the marker. Other places it and returns. Retrieved by partner to check correctly placed. Swap over.
6. One of the pair faces away from the area and the other places card as in 5 above. Show partner on map for them to retrieve. Did they get it correct or did they have to search for it?
7. Practice moving around the edge of the area, keeping the map set at each turn.



Progression

Increase the number of shapes.



For more information follow the link
<https://mayoadventureexperience.ie/nwo> or
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