



Main outcome covered: MTH 2-17d (understanding and using maps)

Map to my outdoor adventure

Starter

List-o-mania!

Write a list of as many key features you may pass on the way to Lagganlia or Benmore.

E.g. Forth Rail Bridge, River Clyde, Blair Atholl castle

Suggested activity

The aim of the lesson is for the pupils to identify where they will be going for their adventure and understand basic maps and scale.

Begin by introducing the grid and that the vertical lines on the map point north. The children should mark north on their map in the space provided. They should now also draw their route to Lagganlia or Benmore.

Then introduce the idea of scale with one box on the map representing 40 miles. The children should count the number of boxes on the map and could compare with their peers the number of boxes before multiplying them by the number of miles from the scale.

The next step would be work out the actual travelling time, assuming the bus will drive continuously at 50 mph. With $\text{Time} = \text{Distance} / \text{Speed}$.

A further extension activity using the sheet provided is to talk about the National Park they will visit, which are managed areas of outstanding landscape (of which we have two of in Scotland). Also a discussion about John Muir who was born in Dunbar and was a major campaigner for National Parks. The John Muir award helps thousands of people connect with nature every year.

Plenary

To summarise the main points of the activity, ask pupils to come up with three questions to ask each other about what they have learnt.

Suggested location:

Classroom or quiet outdoor space.

Things to use:

Road maps

Atlas

Pencils

Rulers

Main outcome covered:
HWB xxx(dddd)

How I am doing?

Starter

Suggested activity

The “How I Am Doing” sheet is for pupils to complete. It can provide some very useful information quickly. It’s pictorial nature gives instructors/teachers the opportunity to identify strengths/development needs. This is one of the tools the instructors will use to set appropriate challenges for the pupils.

Begin by introducing the scale with one being the lowest and six being the highest.
For example:

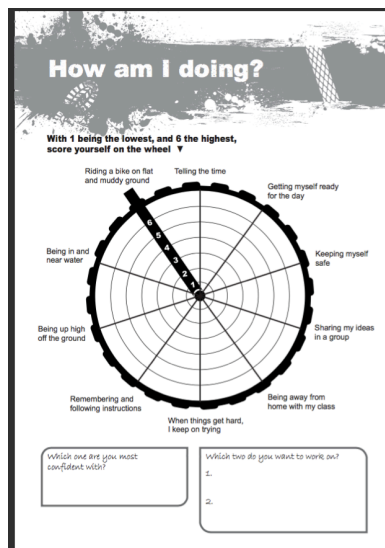
Being in and near water:

- With one being; I can get myself round the edge of a swimming pool, and
- Six being; I am confident with being in lochs and fast moving rivers.

Getting myself ready for the day:

- With one being; I forget things all the time and have to make multiple trips back to my room to collect things, and
- Six being; I am ready first time and never forget anything.

The pupils should then place a dot on the line for each title. Once they have completed this they should join the dots with a colouring pencil.



Plenary

To summarise the main points of the activities, pupils should show their work to their neighbour, and work in pairs to fill in the three boxes on the sheet.

Things to use:

Colouring Pencils

Suggested location:

Classroom or quiet outdoor space.