

# Map of My Community

Grades 3-4. Classroom and Outdoor.

## Task

Students map transportation features found around their school.

## Big Ideas

- Maps are used to communicate the features found in an area.
- Our neighborhood has features that help us travel from place to place.
- Neighborhoods can be designed to improve safety and encourage active, efficient travel.

**Materials**  
map of neighborhood  
clipboards  
pencils

## Lesson Outline

### Creating a Map Template

1. Find a map on the internet
2. Zoom in to isolate your school's neighborhood
3. Print a copy
4. Trace the features you want (e.g. main roads)
5. Copy your template for your class

### Extension

Share the results with your Principal or Parent Council.

Invite the Active and Safe Routes to School Coordinator into your class for a presentation on your findings.

### Before the Lesson

Determine the area you want your students to map (i.e. front of school, whole school block).

Follow school procedures necessary to work off school property.

### Minds On

Provide your students with a blank piece of paper. Give them 5 minutes to draw a map of their school community – keep instructions to a minimum to see what the students include or exclude.

Explain that they will be working in pairs to map transportation features found around their school. After, they will discuss whether the features promote safe, active transportation.

### Main

Hand out the map template and discuss the map features that need to be added. Work together to add a **title, legend, scale and cardinal directions**.

Make a list of transportation features that students can add to their map and model how this is done. The list will include road names, sidewalks, traffic signs and lights, **speed limit signs, bus stops, drop-off zones, crosswalks, blind driveways**, and hazards.

Head outside to map the transportation features around your school.

### Consolidation

Back inside, have your students share their maps in small groups. Have them identify one feature that encourages safe, active travel and one feature that may be seen as a hazard or barrier to safe, active travel.

Discuss the findings as a whole class. Make a chart of the features that encourage and discourage safe, active travel.

Create a bulletin board display using the chart and the student's maps.