HOW DO WE CHOOSE A PATH?

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.
These materials show paths that could be taken through the activity. These are not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners explore their understanding of what a maze is, create a maze map and use it to build a maze outside. They investigate what it is like to navigate a maze using only verbal instructions and reflect on their experiences. Learners access a satellite map of the school and local area and use it to sketch a map. They share maps and use them to explore directions from local landmarks to school and consider a 3D image of the area. Learners walk from the local landmark to school before building a model of the route, comparing it to the models of peers.

CURRICULUM FOR WALES

Areas explored:

- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

RESOURCES

Internet enabled device and internet access.
Leaves and twigs in the school grounds.
Recycled materials that could be used to make a model, e.g. cardboard boxes, other cardboard, paper, food and drink cartons.
Measuring equipment as required, e.g. rulers, metre rules, sports tapes, pedometers.

DOING THE ACTIVITY

- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- Some tasks might be more effective if pairs or groups of learners have access to an internet enabled device.
- When taking learners outdoors, it is essential that the Countryside Code is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

MAKING A SIMPLE MAP

Initially, learners are invited to explore a photograph of a typical maze, before considering their experience of mazes and trying out an on-screen maze. Prior to making an outside maze using leaves or twigs, ask learners to make a map of their maze and to describe it to others without showing them the map. They could use non-standard or standard measures. This should assist learners to think about positional language. Encourage learners to consider how well learner descriptions matched actual maps, before asking them to go outside and build a maze using their maps. Invite reflection from learners about the pros and cons of building a maze from a map before inviting learners to navigate another maze while blindfolded, by following a set of instructions.

TASK 2

MAKING A MAP OF THE LOCAL AREA

Ask learners to access Google Earth Studio to find a satellite image of the school and the local area.

Instructions:

- Try Earth Studio – top right.
- Select Blank Project.
- Give project a title and press Start.
- In Search bar – top left – type in the school name and Enter.
- Select the frame from the satellite image by moving it with the mouse.
- In top right there is a photo image – select that and it will take a snapshot of the frame, which you can use on the whiteboard or copy onto other documents.
- If you want a map with place names, go to View and Map Style and then Everything.

Invite them to use the image to sketch a map of the area, including the school, roads, buildings, fields and any other interesting features. Encourage learners to share sketch maps in groups and use them to give directions to each other from a local landmark to school.

Using Google Earth Studio again, learners locate a 3D image of the area and use it to follow the path they would take from the landmark to school. They walk from the landmark to school before building a model of the route. They utilise the model to describe what can be sensed at different points on the route and compare their model with others in the class.

Useful links

Map of UK Labyrinths & Mazes - Labyrinths in Britain - could be used by learners to find the nearest maze to school and possibly visit.

Vale of Glamorgan: WATCH: A-MAZE-ing map of Wales grown from maize - North Wales Live

Machynlleth, Gwynedd: The Welsh Legends Maze - Machynlleth - Visit Mid Wales

Symonds Yat, Monmouth: Amazing Hedge Puzzle – VisitWales

Other useful activities on Tirlun

Other activities on Tirlun that consider drawing and using maps include:

- Mapping our local area
- How can we make a sensory trail?
- How do we get there?
- How can we develop a trail?
- Exploring our local designated landscape – Pembrokeshire Coast National Park
- Exploring our local designated landscape – Anglesey National Landscape
- Exploring our local designated landscape – Bannau Brycheiniog National Park
- Exploring our local designated landscape – Eryri National Park
- Exploring our local designated landscape – Gower National Landscape
- Exploring our local designated landscape – Llŷn National Landscape
- Exploring our local designated landscape – Wye Valley National Landscape
- Exploring our local designated landscape – Clwydian Range and Dee Valley

These can all be adapted for any location.