

# REACHING OUT



## We want to reach out!

As schools return, we look to support each school's efforts to get involved with the rich tapestry of culture and creativity within the borough. Tameside Cultural Services have been looking at how we can best use our years of experience and resources to support schools. We will link in with the Philosophy for Children, as well as the National Curriculum, the schools' recovery curriculum and the Five Ways to Wellbeing: Connect, Be Active, Take Notice, Keep Learning and Give.

Each month, we will share information relating to our education offer as well as giving further ideas and ways to engage with our offer in your classroom. There will be activities from each of the Cultural Services teams and we will take the opportunity to highlight one of our site based workshops as when we are able to, we cannot wait to welcome you back to our sites and great outdoors.



## MARVELLOUS MAPS

This full day session can be tailored to suit your group and could include some basic compass work using 4 or 6 figure grid references and identifying features outdoors. We can cover simple map reading, taking the group on a trail and marking features on our maps along the way.

We can even look at using different methods of mapping an area with journey sticks or a sound map.

**culture**  
Tameside



# Tameside Cultural Services

# JOURNEY STICKS

REACHING OUT



**Encourage your pupils to get to know their school grounds. Challenge pupils to investigate journeys and map-making, by exploring what's around them and creating their very own 'journey stick'. A fantastic way to develop geographical understanding whilst getting closer to nature, this activity would be ideal for a whole class or an eco-group. It can be as short or in-depth as you make it.**

Explain that they are going to be creating personal maps of the area chosen.

**Ask class:** If they were told to map the area now, without visiting, how good do they think it would be? (Highlighting importance of personal experience).

Lead on to introduction of journey stick idea. Touch upon the origin of the journey stick as an Aboriginal artefact, in the days before maps; Aborigines used their sticks as directional aids to record their 'walkabouts' - e.g. drawn symbols could mean instructions like 'walk straight ahead until you see the red rock. If you reach the river, you've gone too far.'

### **Explanation of lesson activities.**

Children are going to go on their own walkabout, and create a journey stick to record the directional information! Emphasise the importance of symbols and adjectives to highlight key objects/stages.

Children find own interesting, blank journey stick.



### **Making the Journey Stick.**

As they explore the area, each child collects objects that interest them, attaching these in the order they were found to the journey stick.

(This could include tree rubbings - an adult needs to be on hand with relevant materials- e.g. tape/cling film/crayons to support).

The found items thus represent a step-by-step guide to each pupil's personal journey, and every journey will be individual.

NB - Encourage children not to pick living plants, and to use fallen leaves and other items where possible, so that they are minimising harm to the habitat.

The children should soon work out (and will need prompting if not) that the stick will represent their whole journey, so the way they attach their objects plays an important role - e.g. if there is a halfway rest point on the walk, children know that that should be in the middle of their stick.

### **Resources required**

One stick per child  
A supply of wool, string, sticky tape,  
tree rubbing materials, crayons, cling  
film, paper, pipe cleaners.

### **Learning outcomes**

- \* **To record events and locations in an interesting way**
- \* To understand the main features of a map
- \* **To be able to make a journey stick reflecting a route**
- \* To understand that maps can show the route of a journey
- \* **To use descriptive language and symbols to represent parts of a journey**

To have a chat about how we can help support school, contact:

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Explain that the children have their own personal mementoes of their journey now (the sticks), but that they are going to create a map for other children to be able to follow for getting around their school.

Introduce the idea of editing, like with writing - ask pupils how long they think professional mapmakers take to produce a map?

Explain to children that they are going to make a first draft of a map to show what they found on their journey.

Remind children of the discussion about features of a map and create a check list of success criteria for children to follow.

All children then make a final map including a key and other features discussed.

Teacher to model linear and topographical maps. Stress 'making', not drawing - this isn't about how well you can sketch, but observation and description!

## Mapmaking

Children create maps on A2 or A3 paper, transferring the information from their journey sticks onto the page.

At this stage, pupils should be encouraged to add symbols/keywords to their map. Children should be encouraged to use descriptive language for different stages, e.g. adjectives, similes etc.



## Plenary

Come together, discuss their experiences of the activities/day e.g. highs and lows, special places, humorous moments. Revise the checklist for maps, look at examples. Discuss the language used and symbols chosen - do class agree? At first, assess maps through whole class discussion.

In pairs, children use the success criteria checklist against each other's maps. Pupils can amend/improve based on their partner's suggestions. Come together again, discuss these key questions:

- \* **Did anyone see a map that really made good use of the checklist?**
- \* Why was each map different?
- \* **How did the journey stick support you to make a map?**
- \* Introduce next steps for learning - could be redrafting, making a class map incorporating everyone's words, adding sounds or creating a poem.

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