

ANIMAL PERSPECTIVES: MAPPING THE SCHOOL GROUND

AGES

6 years old and up

CONTRIBUTED BY

Evergreen
Toronto, Ontario, Canada
www.evergreen.ca



© CAM COLLYER

Students will use this activity to map the assets on their school grounds through the lens of a living thing.

MATERIALS

1 per group:

- Clipboard
- Paper
- Pencil, pen or marker



© KELLY CRUISE



© EVERGREEN

DIRECTIONS

- Divide students into small groups of 3-4 students
- Each group will assess the outdoor space from the perspective of a living thing. Choose animals, or other living things, that are appropriate to your region. (e.g. squirrel, raccoon, ant, butterfly, bird, toad, worm, snail)
- Each group is to explore the school ground and map it identifying any assets (treasures) and barriers (troubles) from the perspective of their living thing.
- Encourage students to look at the big features of the school grounds as well as the smaller details.
- Encourage students to examine the school grounds closely (check under rotting logs, etc.) for additional treasures and troubles.
- As the students identify treasures and troubles, they should outline and label them on a “treasure map” of the school ground from the perspective of their living thing.

MODIFICATIONS:

- Include a base map of the school ground and let students fill in the details, or make three-dimensional representations of the features of the school ground.
- For older students you may wish to map the school grounds and surrounding community from the perspective of different stakeholders. (e.g. a developer, a child living in community, an urban planner, etc.)



International School Grounds Alliance
International School Grounds Month – Activity Guide
www.internationalschoolgrounds.org

References: This activity was inspired by Hilary Inwood, Instructor, Ontario Institute of Studies in Education, University of Toronto and “Nature Mapping” by Mark Batcheler, found in *Green Teacher Magazine*, Issue 84.