Mapping Lesson: Route Planning

ℹ️ Learning Intentions

We are learning to:

- Use a map to plan an active travel journey
- Understand how to read a map
- Consider the safest route to get from your departure point to your destination

✅ Success Criteria

- I can make choices about the route I use to ride or walk places
- I can identify safe road crossing points and local hazards from a map
- I can make decisions about which active travel route would be the safest choice
- I am building my confidence to travel actively on my own

🔁 Australian Curriculum Links

- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)
- Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)
  - exploring ways in which people can connect with other members of their community through participating in physical activities in natural settings and built environments (LLPA, CA, HBPA)

Equipment and preparation

- Google earth image of the local area or your school route map. (https://www.transport.act.gov.au/about-us/schools/active-travel-for-schools)
- Pens and markers
- Teacher to decide the destination for the community ride or walk
- If delivering Safe Cycle; go to Stage 2, Explore in the online training, print and complete the *Risk Assessment Template*, including Principal approval, before your Community Ride.
- Other resources are available to download from paf.org.au

Lesson introduction

Explain to students:

- We are planning the safest routes to get to our destination on our community ride or walk.
- Ask your students what they know about maps?

Activity 1	Identifying Hazards

1. Use your school route map or Google earth image of your local area to identify where the ride or walk will start and finish.

2. Identify main roads, quiet roads, safe road crossings or underpasses, paths and off-road tracks.

3. Discuss with students and list the different roads and paths in your area in order of safest to most dangerous.

4. Decide which paths and roads you would choose to avoid.

5. Decide which paths, roads you would choose to use.

6. Who else might be encountered in the community and how can we safely interact with them:
   - Other path users such as joggers, walkers, cyclists
   - Animals
   - Vehicles
   - Always stay on the left side of multi-user paths

7. • Plan your journey using the safest paths and roads you have identified.

Reflection

Use a Think Pair Share exercise to stimulate thinking about maps. Ask students to think alone for 30 seconds. "why do we need maps?"

- Then ask students to form pairs to discuss the question or give responses. Some responses may be shared with the class.
- Review the identified safer paths and roads for active travel and ask students to think about the places they like to ride or walk.
- Thumbs up/ thumbs down activity: Does everyone feel confident about the chosen routes? If anyone is not confident ask why and what we can change to help them feel more confident. You might do this one on one with the student.

Extension Activities

- See the worksheet *Activities for Class and Home* for student extension activities.

Example
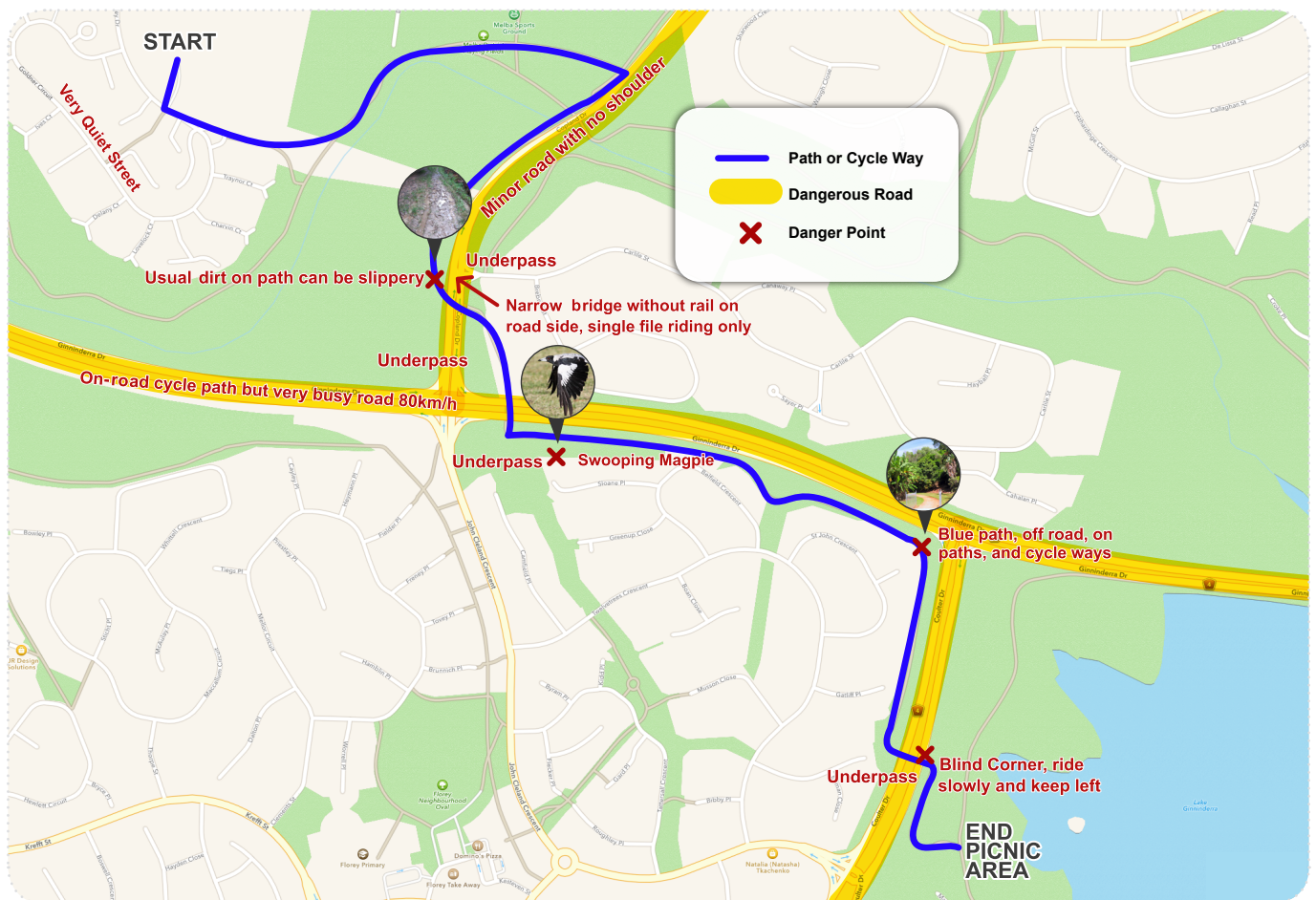
This is for a student group ride starting at a school, riding to a picnic area approximately 2.5km away.

Students' local knowledge was used to inform the route planning. The teacher reviewed the route prior to class and guided the students' decisions about the safest way to get from the school to the picnic area.

Students provided additional information about the dirt on the cycle way, swooping magpie area, narrow bridge etc.

Strategies for passing the identified dangerous areas were developed through class discussion and included on our map.

Activities for Class and Home

Reading Maps

Look at your map and write down definitions for the following icons. After you have written down each meaning, see if you can find the icon on the map.

Icon	Meaning
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🚹	

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➡	
⌒	

Equipment and preparation

- Your school route map see:
  (https://www.transport.act.gov.au/about-us/schools/active-travel-for-schools)

- Access to internet or a Google earth image of your local area.

- Pens and paper

Mapping at Home

Using your school route map, explain to your parents what you know about maps. You could talk about the following things:

1. Where your school is
2. What some of the icons mean
3. Which way you might ride or walk to school

Using Google Maps to plan a route to school

At home, log on to www.google.com.au/maps. If students don't have access to the internet you can print them a copy of their Google map to take home. Alternatively, students can be encouraged to use computers at the local library.

➢ In google maps enter your home address into the search bar

➢ Click on the directions icon and then enter your school as your destination.

➢ Choose the walk or ride icon

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○ 1 Moven Street ⇅
◉ Choose destination, or click on the map
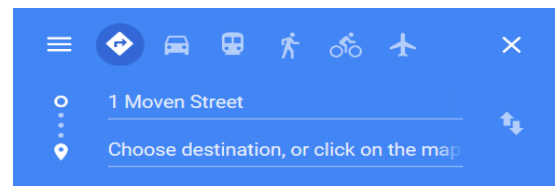
Look at the path suggested by Google maps and see if it is different to your school route map. Are there any dangerous road crossings to consider?

Have a go!

With a parent, carer, older sister/brother or friend, use your school route map and Google Map to travel your chosen route to school. Take note along the way of important crossings and key landmarks. On the way home, see if you can navigate the same way back, without any help from the adult who is with you.

What's that sign?

With a parent, carer, older sister/brother or friend, look out for different road signs you see on your way to school. Talk about each sign and what it means. You might like to draw the signs that you saw and write down their meaning when you get home.

How did you go?

Complete the following questions, on a piece of paper, based on how your practice ride or walk to school went.

- How long did it take you?

- What did you do well?

- What could you improve on for next time?