

**MapIT! 2021 Instructions for Teachers (Level 4-6)**

**Scroll through this document before starting (entry forms below).**

Welcome to the Geography Teachers’ Association of Victoria Annual MapIT! Competition.

MapIT! provides the perfect opportunity for students to research and propose evidence-based improvements to the management of their neighborhoods.

There are four steps for students in MapIT! 2021...

* + 1. Watch the welcome video and work through the stimulus
		2. Watch the instruction video and draw your map
		3. Print your map and complete the entry form.
		4. Submit your entry to your teacher.

Once you have your classes entries, select the 1-3 best examples to submit to us.

**Lesson Overview:**

**The MapIT! competition**, itself, is designed to run over two lessons –three 50-minute lessons and is aimed at all Victorian Year 4-6 students.  Students who visit the sites and conduct the recommended personal observations and measurements and data collection, will develop a deeper understanding and submit richer proposals.

Resources needed are:

* Access to computers for all students (students may work individually or in small groups)
* Stable internet
* Print or upload instructions for students to submit work to you.

The instructions for students have been simplified to allow this activity to be completed while classes are remote learning. The two videos demonstrate to students how to complete the tasks and timings are referenced in the instructions so students can easily re-watch certain skills if needed.

If you are working from the classroom, we recommend the following as the minimum lesson structure requirement to ensure that students have adequate time to complete the tasks:

* Introduction and getting students onto computers (10 minutes)
* Teacher-led discussion leading to students choosing their own local neighborhood activity centre OR town (10 minutes)
* Students systematically find their local neighborhood in each of the stimulus maps and analyse geographic patterns and trends (20 minutes)
* Students create their own map (20 minutes)
* Students submit their online entry (20 minutes)

We recognise that all students work at different paces and some students may require more time, however, we would like to stress that the MapIT! is not an extended response task and each answer should be no more than a few sentences.

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| **Troubleshooting/Known Errors:*****Drawing the map***Depending on the width of student’s laptop or browser chosen, the Basemap button may be located in a Menu button in the top corner of the web page.  ***Printing***If students are not seeing their entire map when it prints, they have not gone into the Advanced settings and chosen ‘Map Extent’.  |

**When students have completed their maps**

Students can save their map as a JPG but should also save it as a PDF for safety. Students should then **fill in the entry form** and submit their work to you for assessment.

**Submission of competition entries**

Select the 1-3 best entries for each class. Ask those students to complete section 14 in the MapIT! Stimulus website.

As well as submitting students work via the Stimulus page, please **email us the School Entry Form**. Entries will then be assessed to establish school finalists, LGA finalists and eventually State Finalists.

All students will receive a **participation certificate**. Suggestions of improvements made by the selected students will be forwarded to the appropriate LGA for consideration and action, so their work really counts! Prizes will be awarded at LGA Level and for the State Finalists



**MapIT! 2021– Lesson Plan (Level 4-6)**

**PART ONE – Getting to know your neighborhood**

1. Go to the MapIT! 2021 website [www.arcg.is/11Wz5m](http://www.arcg.is/11Wz5m)
2. Watch the 8-minute Welcome Video with your students.
3. For more information about the various types of activity centres used in this activity you can read the information provided under **Stimulus 2 – Activity Centres.**
4. **Stimulus 3 – Activity Centre 800m Radius.** Zoom in to find the number closest to your home/school. Take note of the number (e.g. for Officer it is 87, Pakenham 88). Students will need this for their **Entry Form.**
* What is a 20-minute neighborhood?
* What is the name of your area?
* What council (Local Government Area (LGA)) are you in?
* Are there other schools in your area? What are their names and where are they located?

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| ***Refer to stimulus number or resource*** | ***Your 20 minute neighborhood circle number:\_\_\_\_\_*** | ***Student response***  | ***Teacher comments and feedback***  |
| A video to help you: <https://www.youtube.com/watch?v=6LLjTAEtiEU>  | Describe the absolute location of your school or other important feature of your area (hint: latitude and longitude or address). |  |  |
| A video to help you: <https://www.youtube.com/watch?v=RcPP15JaW1w> | Describe the relative location of your area. For example, think about the distance from the CBD (time and kilometres) or other sites that people know readily such as surrounding townships.  | *e.g. My school is located 2km east of the main shopping centre at Richmond and is located along the Yarra River.* |  |
| A video to help you:<https://www.youtube.com/watch?v=9kzwM5MDu80>  | Describe the natural characteristics of your area.For example,* Topography (hilliness)
* Natural vegetation (e.g. Reserves)
* Water features
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| **Stimulus 7- Public Transport.** It is important to open the LEGEND in the top RHS to see what the symbols on the map represent (bus stops/train stations etc). When students zoom into their area on the map, they should record the number of bus stops and train stations etc and where they are and discuss their observations (do we need more bus stops? Why and where? … relating answers to the data obtained in prior stimuli)**Stimulus 10 –** **Sporting Facilities**. Repeat what you did for Stimulus 9 noting the number and location of facilities. **Stimulus 11 – Schools.** Check the LEGEND to see the distribution of schools and types of schools. Encourage the students to make connections between stimuli (ie what are the needs for school in the future considering the population of young people in the area. Should another school -Primary? Secondary? -be built? Where?) | Describe *or* list any other infrastructure (built services and facilities to serve the population) in your area. For example,* Roads/car parks
* Airports
* Transport
* Hospitals
* Schools/university
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| **Stimulus 9 –** **Shopping Centres**. Repeat what you did for the previous stimulus. Students should compare the red dots in their area with other areas and discuss the local area needs. | Describe the human characteristics of your area.* Built features
* Human-made features
* Factories or farms (agriculture)
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**Potential questions, discussion or activities:**

* What do you think is the ‘best’ feature of your 20 minute neighborhood? Justify (provide reasons) your answer.
* Provide an annotated photo, field sketch or screenshot of this place. Locate this place on your map.
* Imagine you were a member of the council, select one feature of your area that you think could be improved. Provide an annotated photo, field sketch or screenshot of this place. Locate this place on your map.
* List 3 ways that you would improve this area/feature. E.g. increased rubbish removal, lighting, seating or playgrounds, improved connections with public transport (adding a train station).

***STUDENTS ARE NOW READY FOR PART TWO ­ CREATING THEIR OWN MAP!***

**PART TWO – Creating your map**

1. **Stimulus 13** – Before students start creating their own map, watch the video on the opening screen with your students.
2. By this time students should have a list or notes of what things they want to add to or change in their area (shops, schools, parks, sporting fields, bus stops, medical centres, etc.)

(Extension) Following the instructions in the video the students can look at maps of their area in various formats to find space available or suitable locations for improvements.

1. They need to be reminded to change back to Topographic map when ready to start creating their own.
2. When they locate their 800m circle they can begin to draw on the map.
3. Things to consider adding:
4. Symbols
5. Coloured shapes on available land to suggest it be redeveloped.
6. Text to label the areas they are suggesting for redevelopment.
7. There are instructions along the LHS on the screen and students can refer to the student instructions for timings of each skill in the video.
8. Make sure students remember to add orientation/compass before they finish.
9. When ready to PRINT remind students to select the ADVANCED button and
10. Preserve map extent
11. Type in their name
12. Make sure the scale bar is in kms

**BEFORE PRESSING PRINT**

1. Students need to **SAVE THEIR MAP** at this stage. When they select print, their map will be saved as an image. Students select their image and it will open in a new tab. Make sure they save this image somewhere where they have easy access to in order to upload it when submitting their entry. They should save it both as a JPG and a PDF.
2. Add this print out to the table worksheet for in school assessment

**MapIT! 2021 Criteria Referenced Assessment Form**

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| **Name: Class:** |

**Assessment Criteria**

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|  | Established (3) | Exploration (2) | Developing (1) |
| Knowledge and Understanding of Activity Centres | Provides detailed descriptions which highlight the importance of different features using a range of evidence (such as quantitative and qualitative data) | Describing using some examples and locations | Simple dot points or lists of features and locations. |
| Demonstration of map use | Able to access and confidently use Arc GIS to construct detailed annotations using evidence in Arc GIS | Able to access Arc GIS and provide basic (one or two word) labels and some evidence  | Able to access Arc GIS and explore application |
| Analysis of your area  | Provided a description and detailed explanation of the ‘best’ and ‘worst’ features of area using evidence | Provided a description and brief explanation of the ‘best’ and ‘worst’ features of area | Listed ‘best’ and ‘worst’ features of area |
| Engagement with the task | Enthusiastic engagement and provided detailed responses and evidence of understanding Arc GIS systems.  | Engagement with the task through discussions, asking questions, engaging with Arc GIS and evidence collection | Basic engagement with minimal analysis or evaluation of the task |

 **Total Points: \_\_\_ / 12**

**Comments:**



**MapIT! 2021 School Entry Form**

**Please let the GTAV know you are entering this competition.**

**Please list the names of all your students and the level at which they achieve in the program. (circle or highlight the appropriate level of achievement). All students will receive a certificate.**

**Please email this page only to eo@gtav.asn.au**

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| --- |
| School: |
| Teacher: |
| Email: |
| Student(s):Level of achievement: Participation Commended Highly Commended Entered into Competition |
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**MapIT! 2021 Student Entry Form – School Assessment**

**Name:**

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**School and Class:**

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**Local Government Area (LGA):**

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**Teacher’s name and email address:**

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**Name and number of your 20 Minute Neighbourhood.**

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**Assessed answers**

**What the ‘best’ services or features within your chosen study area?**

**Make sure you refer to the stimulus!**

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**What are the services or facilities in your study area that are missing or need to be improved?**

**Make sure you justify your ideas and refer to the stimulus!**

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**What is your suggestion on how you would improve these features?**

**Make sure you justify your suggestion refer to the stimulus!**

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**Attach your map here!**