



Post Lesson

Cognitive Mapping

Level: k-1-2-3-4-5-6

Subject Area(s): Health, Physical Education, Social Studies, Art

Objective: Students develop a sense of geographical relationships with their surroundings and habitual movement patterns. Students will think critically about safe ways to travel to school by biking or walking.

Time: One 30-45 minute lesson

Materials

Map of the City

Map of the Neighborhood (If no neighborhood Map exists – print out or show image on overhead: you can use GoogleMaps)

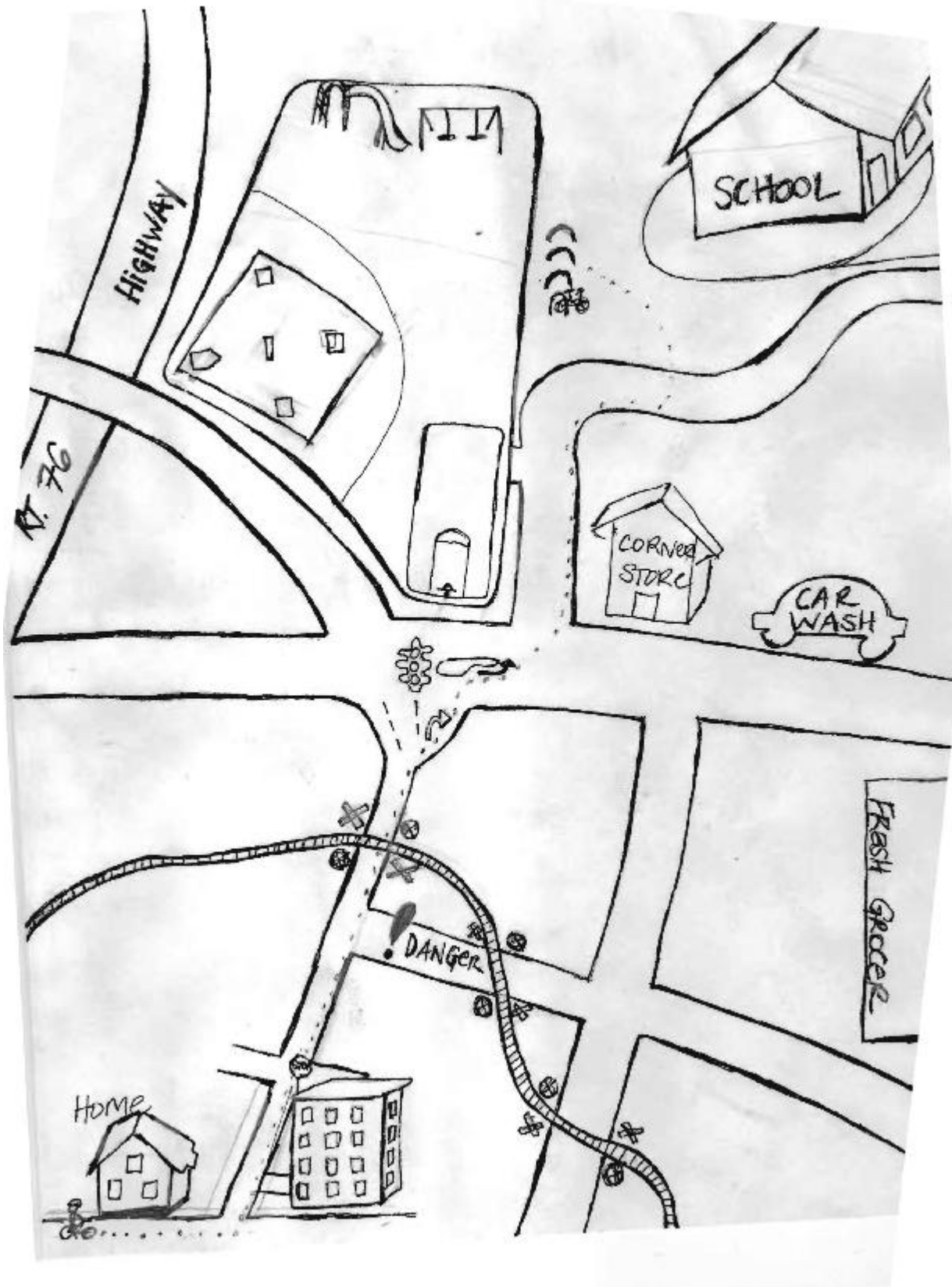
Cognitive map (Example on page 2)

Paper

Writing Utensils

Activities

1. Show the students a map of the city and discuss some of the general features that the map displays. While a variety of map types exist for many purposes, at a minimum street maps show the streets, important locations such as parks and schools, and natural features such as rivers and lakes.
2. Show them a map of a/their neighborhood.
3. Show students an example of a cognitive map.
4. Have students take out one piece of paper and pencil/pen.
5. Have them draw a cognitive map of the route from their house to school to fit on the sheet. They can include any landmarks along the way (a store, friend's house, busy street) and natural features, or something like a barking dog, big tree, friendly cat, etc. Have students also incorporate street signs and hazards such as places where cars go fast, busy intersection, construction sites, lots of pedestrians, etc. (see sample below – area highlighted with DANGER!)
6. *Post Discussion:* Have a few students present their maps. Many may have different memories and/or expressive abilities. Ask the class to share some of the reasons why they are discouraged from walking or riding to school, if any, and brainstorm possible solutions.



Example of Cognitive Map