

GRADE LEVEL EXPECTATION: 4-6
WALKING TRAIL ADVENTURE
CONTENT AREA: SOCIAL STUDIES, VISUAL ARTS

LESSON TIME:
1-3 class periods
depending on the
level of detail of
the sketch and the
model

MATERIALS:
1. Art supplies,
Household
supplies

OBJECTIVE:
Create a plan for a neighborhood walking trail or other public facility to improve recreational opportunities for people and habitats for animals in your community. Working in groups helps develop collaboration skills.
Adapted from: Create a Trail http://www.crayola.com/educators/lesson_plans/printer.cfm?id=1111.

4TH GRADE STANDARDS:
Content Area: Social Studies
2. Geography
2. Connections within and across human and physical systems are developed

Content Area: Visual Arts
3. Invent and Discover to Create
1. Use media to express and communicate ideas about an issue of personal interest

ACTIVITY:
1. Work with a small group of classmates to design a recreational area in your community—either real or imaginary. Think about what facilities it might include: Walking trail? Fish pond? Climbing Rock? Sunflower patch to attract birds? Basketball court? Boat launch? Stage? Skateboard park? Ask classmates, family members, and others in your community to make suggestions.

2. Sketch ideas. Determine how much space your trail and play areas will need. Recommend where it could be installed. Then prepare a replica of your plan.

3. Start with a flat base of stiff cardboard. Use colored paper for clay or different parts of your park such as the trail, play areas, etc. For example, press blue clay into a lake shape or cut out a lake 'shape' from blue construction paper. Make fish or a boat out of construction paper. Cut out a shape that represents a skate park, build a model of a swing set or play ground. Cut out pictures from magazines.

4. Label areas with paper signs. Attach signs to toothpicks with glue. Compare and contrast your group's plan with others. Consider presenting the most feasible plan to decision makers in your community.

ADAPTATIONS. Ask local recreation experts to discuss ideas with the class. What is the planning process for this type of facility? Who is responsible?

Write an article about the need for your facility and submit it to the local

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paper.

Draw a life-size trail design on a safe, large paved area with sidewalk chalk.

ASSESSMENT: Evaluate how thoroughly children researched the need for recreational spaces. Did they apply what they learned in their model? Is the plan realistic? How well did students work together? Was the choice for a plan to present well reasoned?

BENEFITS:

Children identify local needs for recreational spaces by interviewing diverse classmates, families, and community members.

Students work in small groups to consider space needs and a possible place for installation. They sketch, make a model of their planned area, and label their replicas.

Students compare and contrast their plans to select one for presentation to decision makers for action.