



ACTIVITY

CHECKLIST



Q4 • School Tour Elementary School • All School

Overview

Geography is more than maps and landforms — it includes the way spaces are organized and how people move through them. The Elementary School Tour invites students to explore their school building through a geographic lens, examining how space, direction, and layout shape daily life.

By observing classrooms, shared spaces, hallways, and gathering areas, students begin to understand how buildings are designed to meet the needs of a community. Through exploration and reflection, students recognize their school as a micro-community where geography influences learning, movement, and connection.

Before the Activity

- ☐ Review the overall purpose of the Geography Exploration event (students learn how geography shapes community spaces, history, and movement).
- ☐ Identify a safe, manageable walking route inside the school building.
- ☐ Coordinate with administration if visiting areas typically closed to students.
- ☐ Ensure all adults participating in the walk-through understand the route and supervision plan.
- ☐ Display simple maps of the school if available or prepare a verbal orientation.
- ☐ Prepare clipboards, pencils, or notebooks for student observations.
- ☐ Review expectations for safe walking, staying together, and respectful behavior in shared spaces.
- ☐ Coordinate School Tour Schedule with staggered start times to avoid congestion.

During the Activity

1. Introduction

- ☐ Explain that students will explore how geography is present inside their school community.
- ☐ Connect indoor spaces to broader concepts from the K-12 purpose: movement, direction, use of space, needs vs. wants, and how buildings organize communities.
- ☐ Remind students that people in the past organized community buildings in different ways and for different reasons.
- ☐ Tell students they will take notes, look closely, and use what they discover to create a simple map or reflection afterward



ACTIVITY

CHECKLIST



2. Activity

- ☐ Start at the classroom and identify this as the starting point of the map.
- ☐ Point out key features that appear in maps (doors, hallways, stairways, classrooms, offices, restrooms, shared spaces).
- ☐ Walk the route slowly, stopping at several meaningful locations: Library, Cafeteria, Gym, Main office, Nurse's office, Grade-level pods or wings
- ☐ Help students observe how the building is organized (grouped spaces, wider vs. narrower hallways, where crowds tend to move).
- ☐ Ask questions:
 - ☐ Why do you think this room is placed here?
 - ☐ How does this space help the school community?
 - ☐ What direction are we moving now?
 - ☐ What patterns do you notice?
- ☐ Prompt students to look for relationships between spaces (e.g., gym near exit doors, cafeteria near kitchen).
- ☐ Student Observation Tasks (During Tour)
 - ☐ Students note locations that feel important or central.
 - ☐ Students identify places they visit every day vs. places they rarely visit.
 - ☐ Students notice where people gather, move quickly, or slow down.
 - ☐ Students track where they turned left, right, went up or down stairs
 - ☐ Students record landmarks helpful for navigating the building.

After the Activity

- ☐ Revisit the concept of geography shaping how humans organize spaces.
- ☐ Ask students to share something surprising they noticed during the tour.
- ☐ Students create a simple map of the school tour route based on their notes
 - ☐ Include major rooms visited and simple symbols for important areas.
 - ☐ Encourage use of arrows or lines to show movement and flow.
 - ☐ Students add a simple compass rose
 - ☐ Students label at least five locations or features they observed during the tour.
- ☐ Celebrate student work by sharing completed maps or drawings.