**Day 1: Introduction to Map Reading**

2 – 5pm

*Begin in a lecture classroom; then outside; finish in same lecture classroom*

*Materials*

Snacks (granola bars, etc.)

Nametags & markers

Index cards or quarter sheets of paper

Walking tour (paper) maps of campus (one tour for each group; several copies of each)

*\*see example file “Day 1\_UCSB walking tour example.pdf”*

Laminated campus maps (~4, or one for each group)

*\*see example file “Day 1\_UCSB campus map.pdf”*

Vis-à-vis markers to write on laminated campus maps

First aid kit

*Schedule*

2:00 pm    Introduction to Workshop

2:10 pm    Ice Breaker

2:25 pm    Introduction to skills: Learning Map Basics

2:45 pm    Skills Session: Explore Campus

3:45 pm    break

4:00 pm    Discussion

4:45 pm    Record Keeping

5:00 pm    Finish

*Outline*

1. Interest getter – Introduction to workshop (10 min.)
	1. Goals of course
	2. Layout of course—description of Day 1, Day 2, Day 3
	3. Introductions of people (leaders, participants)
2. Ice breaker: Peer scavenger hunt (15 min.)
	1. Provide each student with an index card; ask each to write a physical description of themselves on one card and their name on the other. Put all of the physical characteristic cards into a box, mix them up, and distribute one to each participant (make sure no one gets their own). Give participants 10 minutes to find person who fits the description on their card, no talking allowed. Have participants share their results; talk about what descriptions were most helpful in determining the person described and why they were useful.
3. Introduction to skills: Learning Map Basics (20 min.)
	1. Presentation by leader – why/when is a map useful? What elements are important in a map? (e.g., legend, title, north arrow, scale bar…) What features can be identified in a map? Types of maps; thematic maps and concept of layers. GIS and computer cartography.
	2. Prepare for skills session:
		1. split into groups of 4-5; distribute (paper) walking tour maps to each group (each group gets a different walking tour)
		2. bathroom break
4. Skills session: Exploring campus using walking tour map (60 min.)
	1. 2 adult leaders go with each group of participants; participants must work together to follow map
5. Break (15 min.)
	1. Snacks, water
6. Discussion (45 min.)
	1. What did you learn?
	2. Brainstorm themes (e.g., architecture, sports facilities, places to eat) for next week’s data collection, and decide on theme.
	3. Decide on ~12 locations to visit on Day 2, and mark locations on laminated campus map.
	4. Split into 3 groups for Day 2: (1) photo takers; (2) GPS receiver operators; (3) trivia question makers.
7. Record keeping (15 min.)
	1. (each participant reflects on the day and what they learned, writing in their own notebook)