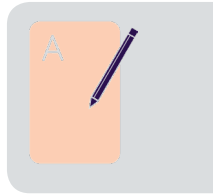


# Walkabout



\_TEACHERS NOTES  
RIBA KS4 | **Citizenship Activity**

## INTRODUCTION /

This project is about introducing Key Stage Four students to activities of engaging with their social and spatial environment. It aims to develop foundations for further involvement with local environments and communities, by first involving them in gathering information about their local area through participatory mapping practices, such as walkabouts and transect walks, followed by activities of engagement with local community groups they have identified.

## AIM /

“To develop understanding and awareness of how to be an active and engaged citizen, able to participate in the conversations that shape our built environment”



## \_Curriculum Links

### Key Stage 4 Citizenship :

Key stage 4 teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

### Pupils should be taught about:

- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

# VOCABULARY/

## MAPPING /

'Mapping is logging in detail the spatial distribution of something. It is a means of representing places and spaces, often using symbolic representations, that also highlight relationships between elements such as objects, regions, and themes and ideas. Maps can vary in precision: They can be measured, scaled, or relate to more intangible information such as feelings or memories.'

## TRANSECT WALK/

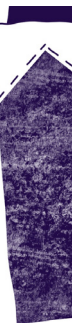
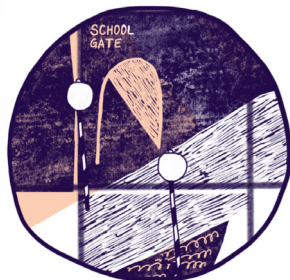
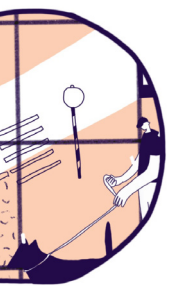
A transect walk, is a tool used to collect information about an environment. It is an annotated journey of a group of people's walk along a line (of their choice) across a landscape (urban or rural or both) of interest. Along the walk, the mappers collect information relating to themes they have previously defined, (such as noise pollution, density of people, wildlife or even materiality) which is then represented in the form of a transect map. The mapped visual outcomes of a transect walk can be varied, ranging from drawings, to photographs, to tables and graphs or even writing.

## ETHICS /

Concepts of right and wrong and moral principles that govern a person's behaviour or the conducting of an activity.

## WALKABOUT/

'The "walkabout" is the system of routes with which the indigenous peoples of Australia have mapped the entire continent. Every mountain river and spring belongs to a complex system of path-stories - the songlines - that continuously interweave to form a single "history of the Dream Time", the story of the origins of mankind. Each of these paths is connected to a song, and each song is connected to one or more mythological tales set in the territory. (...) Each path has its own song and the complex of the songlines constitutes a network of erratic, symbolic paths that cross and describe the space, like a sort of chanted guidebook.'



## MATERIALS/

- A3/A2 Sheets to log walkabout and clipboards if convenient
- Felt tip pens (not biro, as they are hard to use at an angle)
- 1 camera or phone camera per group
- A4 printed map of the local area for each group for noting route

## TIPS/

- It's good to collect all the photographs at the end of the session. Students could upload them in the classroom into a folder, marking their group name or number, so that they are easy to identify and organise for printing.
- Collect the transect walk documentation, so that you can see the routes the students took (this should also be marked on the A4 printed map of the area supplied).

## OUTPUTS/

- Transect diagrams of the local area
- Going on a local walkabout

## OUTCOMES/

- Awareness of the different communities in the local area
- Greater understanding of different groups' needs
- Greater familiarity with the local area
- Development of analytical skills and informed opinions

## ACTIVITY / WALKABOUT

### INTRODUCTION:

Meet at the school gate.

In groups of 3, go on a walkabout - use your intuition - follow your nose.

During your walkabout you will identify your experience of your local area, how the spaces and places make you feel, and how different communities use the spaces.

You will need several large sheets of paper, markers and cameras.

### ACTIVITY:

#### 1. Discuss your aims:

What information are you aiming to gather?

Your transect routes relate to your local streets.

You can annotate your observations along your route as you go.

Identify personal perspectives on the themes you have chosen by discussing what information you want to gather and why.

## 2. Develop criteria for observation

Make a list of the information you want to gather, for instance:

How do the spaces make you feel and why?

What do you like? What do you dislike? How do think these spaces affect the people using them and vice-versa?

Can you see any signs of community group activity?

What local communities are visible? How and why?

What would you like to change?

## 3. Create a transect diagram (see example)

Draw a horizontal line across the top of the page. This line will pass through, or “transect,” all areas of your route and in this way provide a representative view of it. Beneath the line on the left side of the page, write categories for all the things you’ll be observing.

## 4. Walk slowly

Walk a route of your choice in the streets around the school. Explore your school neighbourhood with new eyes as if you were seeing it for the first time. Use all your senses. During the walk, proceed slowly through the environment. Stop at each new area of interest, noting the location on your reference map.

Take photographs of the elements you wish to highlight as important. Photograph this place, trying to capture why they are important. Every time you take a photograph, don’t forget to mark it down on your transect map line, explaining why it is important.

Share roles with other group members: While one person is using a camera, another can write on the diagram, and another can observe. Record your feelings through pictures, sketches and notes. Try to take different routes from other groups to cover diverse ground in your area.

## BIBLIOGRAPHY/

- Francesco Careri, Walkscapes: Walking as an aesthetic practice, Land&Scape series, Barcelona: Editorial Gustavo Gili, 2002, p. 47