Plan Your Own Geocache

Introduction:
Give students time to explore the Grey Cup 100 Train Tour presented by RONA website (www.greycuptour.ca). Ask them about the different stops that have been selected and why they think they were selected. Discuss the similarities of all stops and what makes each site unique. Introduce the concept behind geocaching to your students.

Development:
Instruct your students to work individually or in pairs and select a stop along the Grey Cup 100 Train Tour presented by RONA. Once they have selected a stop from the tour, each group will research the physical, cultural and human geography of that area and work together to design a representative geocache.

Conclusion:
Have your students present and explain their geocache to the rest of the class. Encourage discussion about the common and distinct features among the geocaches that were created.

Lesson extension:
Have your students hide their geocaches in the school yard and host a geocaching afternoon!

Assessment/evaluation:
Students’ knowledge of the physical, cultural and human geography of different cities across Canada as well as their research skills should be assessed.

Additional resources:
For more information about geocaching visit the official website at www.geocaching.com.

Overview:
After learning about the history of the Grey Cup and football in Canada as well as the concept behind the Grey Cup 100 Train Tour presented by RONA, students will look at the route of the CFL train across Canada. They will look at the scheduled stops and select one location where they would like to place a geocache. They will then design a representative cache and determine the appropriate latitude and longitude for that cache.

Grade: 10

Curriculum requirements:
Northwest Territories – Social Studies 10-2
• S.3 analyze the ways in which physical and human geographic features influence world events
• draw conclusions from maps and other geographic sources
• assess the impact of human activities on the land and the environment

Links to Canadian National Standards for Geography:
Essential element 1: The world in spatial terms
• Expanding locational technology
Essential element 2: Places and regions
• The importance of places and regions to individual and social identity
• Political and historic characteristics of regions

Time required: 45 minutes

Supplies required:
• Computers for research purposes and word processing
• Paper, pencils, pens, crayons
• Other art supplies as required

Learning outcomes:
By the end of this lesson students will be able to:
• Understand latitude and longitude
• Name some key geographic characteristics of a region
• Understand the exciting geographic activity of geocaching