

GRADE 4 LEARNING PACK

The Bench Data Question

Synthesize map, observational and accessibility evidence in a civic planning narrative.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Synthesize map, observational and accessibility evidence in a civic planning narrative.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Read the story

PART 1

A fictional town wanted to place one new bench near a busy walking route. One map showed the shortest distance from the car park; another survey showed where people actually stopped to rest.

PART 2

The two pieces of evidence suggested different locations. The shortest-distance point was on a steep section. The most-used resting point was farther away but beside a flatter path.

PART 3

The planning group asked one more question: who used the route? They gathered anonymous counts and accessibility observations rather than names.

PART 4

Their final recommendation used all three evidence types: map distance, observed resting patterns and path accessibility.

PART 5

The decision was not based on one “best” data set. It came from combining evidence that answered different parts of the planning question.

Read section 1: A fictional town wanted to place one new bench near a busy walking route. One map showed the shortest distance from the car park; another survey showed where people actually stopped to rest.

Read section 2: The two pieces of evidence suggested different locations. The shortest-distance point was on a steep section. The most-used resting point was farther away but beside a flatter path.

Read section 3: The planning group asked one more question: who used the route? They gathered anonymous counts and accessibility observations rather than names.

Read section 4: Their final recommendation used all three evidence types: map distance, observed resting patterns and path accessibility.

Read section 5: The decision was not based on one “best” data set. It came from combining evidence that answered different parts of the planning question.

Try it beyond the page

Real-world / hands-on connection

Retell the story to a trusted adult in under one minute, then name the moment that changed the direction of the story.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a six-frame evidence storyboard showing setup, problem, evidence, turning point, decision and learning idea.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. Why did the first two sources suggest different places?

2. What extra evidence did the group collect?

3. Why was combining evidence useful?

Quick review

1. In one sentence, explain the big idea of “The Bench Data Question”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

Use details stated or strongly supported by the story.

2. Suggested response

Equivalent evidence-based wording is acceptable.

3. Suggested response

Open responses should explain reasoning using story evidence.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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