



Lesson Plan: Using Directions

Level: Stage 1

Syllabus links: MA1-16MG “represents and describes the positions of objects in everyday situations and on maps”

LESSON OUTLINE

This activity is designed to be conducted in pairs and can be completed in one morning/afternoon.

Students will practice following and giving directions to and from the SWAQ station at their school. In the first component of the activity, students will follow directions given by the teacher. In the second component, they will work in pairs to practice giving directions. Once back in the classroom, students will conclude the activity by drawing the path they took and marking key places along the path.

Resources/Materials:

- Worksheet (included)
- Clipboard



Description of activity:

Preparation

The main task of this activity will be for students to give and follow directions to and from the SWAQ station at your school. It is important that you as the teacher are already familiar with the location and have planned the route that you will take to get there.

Before doing the activity, you will need to adapt the worksheet to suit your specific route. This will involve editing the sentences to reflect the relevant landmarks. More detailed instructions about how to do this are included with the worksheet.

Following Directions

Before beginning this activity, students should be familiar with the meanings of basic directions, for example, “turn left” and “go straight”. They also need to know their left from their right. To practise these skills and make sure students are confident, you can play a quick game of ‘Simon says’ with instructions such as “Simon says raise your right arm” or “Simon says stand on your left leg”.

During the first component of the lesson, students will practice *following* directions. To do this, you will need to take your class outside and you will act as the guide. Give very clear instructions, for example “when you exit the classroom, turn left” and then “at the toilet block, continue to go straight” and then “at the fence, turn right”. Each instruction should be paired with a familiar landmark that is easy for students to identify. After giving each instruction, allow the students time to follow the instruction – this is not a memory test. You should walk with them as they follow each instruction, but do not lead them. Continue giving instructions with students following the instructions until you reach the SWAQ station.

If this is the first time your students have seen the SWAQ station, if you have time it may be a good opportunity to allow the students to have a look at the sensors so they can see what a mini weather station actually looks like.

Repeat the activity of following instructions as you walk back along the route to the classroom. If you noticed that the same students were mainly leading the rest of the group on the way there, it might be a good idea at this point to choose other students to be the 'leaders' on the way back. This is to ensure all students are being active participants.

Giving Directions

The second half of the activity will be conducted in pairs, and this time students will be practicing *giving* directions, using the worksheet for guidance. They will follow the same route as in the first half of the activity.

At each step of the way, one student will give the direction, for example "turn right", and the other student will write it down in the blank space on the worksheet. They will continue to do this until they reach the SWAQ station.

The two students should then switch roles so that the person who was giving the directions is now the one recording the directions on the worksheet and vice versa. They will then repeat the activity, but this time in the opposite direction from the SWAQ station back to the classroom.

Concluding the activity

Once back in the classroom, to conclude the activity, ask your students to draw a sketch of the path from the classroom to the SWAQ station, marking familiar landmarks (eg school hall, playground, toilets etc) along the way. They can use their worksheets to help them to remember the route.

Additional Resources:

- ▶ A video in which the host, Ed, discovers a pirate map and follows the directions to find the hidden treasure (Select Chapter 1 of the digibook).

<https://education.abc.net.au/home#!/digibook/1569645/mixed-up-maths>

Key Questions to Ask

How can we remember which way is left and which way is right?

Why do we need to be able to give directions?

When is it useful to give someone directions?

Can you remember the last time someone gave you directions?

Why do we use key landmarks to help us describe directions?

Name: _____.

Directions **from** the classroom **to** the SWAQ station.

Fill in the blanks with directions from the cloud below.

When you exit the classroom, _____.

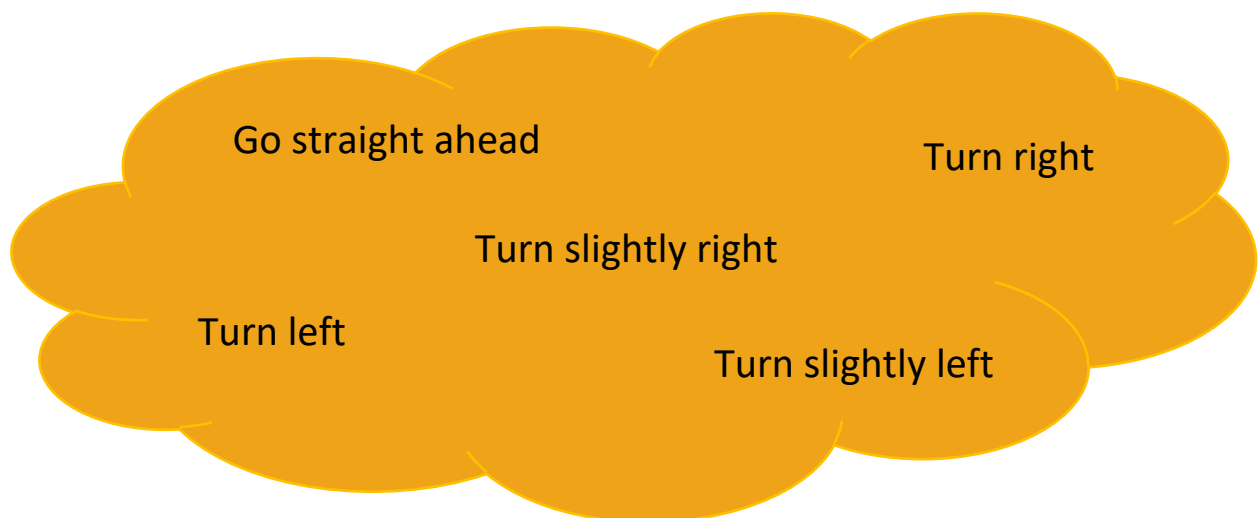
At the canteen, _____.

At the stairs, _____.

At the bottom of the stairs, _____.

At the basketball court, _____.

Walk straight ahead until you get to the SWAQ station.



Name: _____.

Directions **from** the SWAQ station **to** the classroom.

Fill in the blanks with directions from the cloud below.

When you leave the SWAQ station, _____.

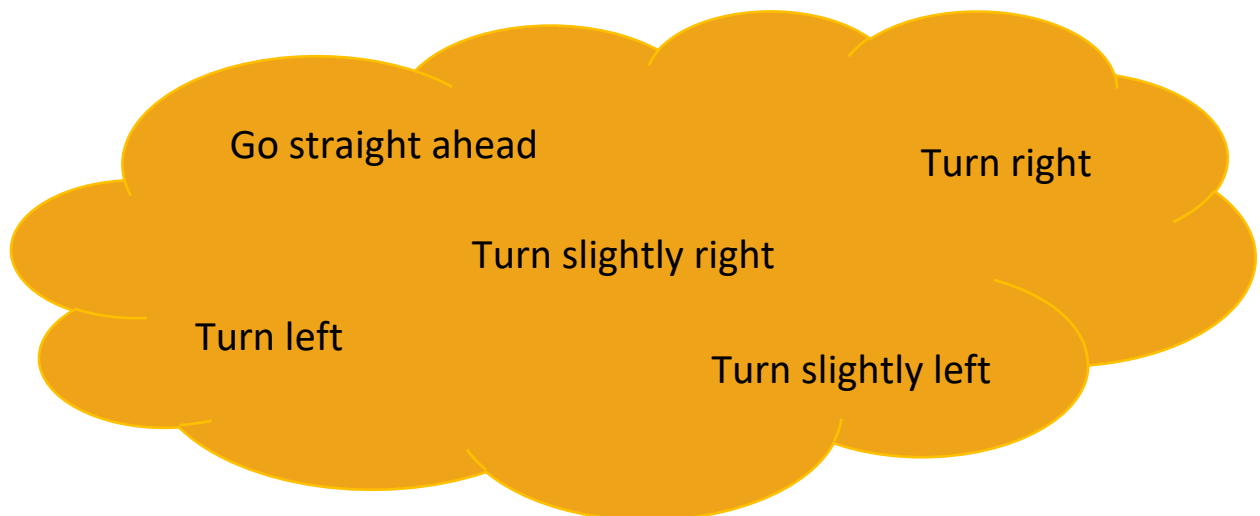
At the basketball court, _____.

At the stairs, _____.

At the top of the stairs, _____.

At the canteen, _____.

Walk straight ahead until you get to the classroom.



Worksheet instructions for teachers

Before doing this activity, it is important that you plan the exact route that you and your students will take to get from the classroom to the SWAQ station. Take note of key buildings/places you will pass along the way.

You will need to adapt this worksheet to reflect the route that you will be taking. An example route is currently given with the worksheet. You should change the prompts to reflect the key places you will pass along your own route, while leaving the blank spaces for students to complete.

Make sure that the return route matches the original route. Be careful to change statements such as “at the bottom of the stairs” to “at the top of the stairs” for the return route.

If you have time, you may even want to add photographic prompts to further aid students. For example, when it says, “At the basketball court, _____.” you can include a picture of the basketball court next to the prompt.