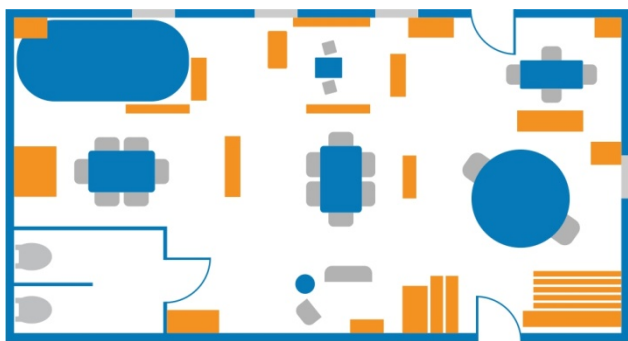




1 Let Me Out of Here!

The challenge is to get to the exit using directional language.



One student acts as a guide who then directs another student, the follower, to the exit.

Options

- Allow students to take turns at being a guide and follower.
- Introduce obstacles that require the follower to go under, over and between.
- Use a simple blindfold to disorient the follower, such as a jumper.
- Rotate the follower before giving instructions.
- Introduce different starting points.
- Use turns, half turns and quarter turns.
- Use compass directions, for example North as the front of the room.
- Use angles, for example 45-degree turn left.
- Use combinations of key terms.

Considerations

- Encourage followers to follow the instructions exactly as they are given.
- Encourage students to create obstacles by moving tables or being obstacles themselves.
- Ask for feedback from the guide, follower and onlookers in considering the helpful and less helpful terms used.
- Make a word list or class maths dictionary of different terms. Use the lists as discussion tools and revisit at a later stage to promote fluency and understanding.
- Download a compass app or use orienteering compasses.

Key Questions

- What helpful language was used by the guide?
- Why was it helpful?
- Are some terms more helpful than others?
- How are some of the terms related?
- What are the key things to remember when giving verbal instructions?
- What is the quickest path to direct a follower to the exit?
- Is the shortest path always the quickest? Justify your reasoning.

LANGUAGE

- guide, follower, under, over, between, near, next to, forward, toward, stop, go
- quarter turn, half turn, left, right
- clockwise, anti-clockwise
- compass: North, North East, East, South East, South, South West, West, North West
- angles: 45 degrees, 90 degrees, 180 degrees
- paces, metres, centimetres

CONCEPTS

- location
- direction
- rotation
- orientation
- degree
- distance
- informal unit
- angle

CURRICULUM LINKS

- [Key Ideas](#) - The proficiency strands are understanding, fluency, problem-solving and reasoning. They describe how content is explored or developed; that is, the thinking and doing of mathematics.
- Describe position and movement (ACMMG010)
- Give and follow directions to familiar locations (ACMMG023)
- Identify and describe half and quarter turns (ACMMG046)
- Identify angles as measures of turn and compare angle sizes in everyday situations (ACMMG064).