

Following directions



SmartSteps[®]

FOR PRIMARY SCHOOLS

AusVELS: Level 1

Places have distinctive features – Geography concepts: Place, Space
Measurement and Geometry – Location and transformation (ACMMG023)
– Using units of measurement (ACMMG019)



Suggested time

Before we go: 40 minutes

Walk: 30–45 minutes

When we get back: 60 minutes



Key learning outcomes

Students will be able to:

- understand and write simple directions
- estimate distances using informal units
- follow simple directions while on a walk

Lesson

Before we go



- Discuss protocols of giving and following directions.
- Play a class game of Simon Says using simple vocabulary for following directions such as 'turn right', 'turn left', 'turn clockwise', 'turn anticlockwise', 'go forwards' and 'go backwards'.
- Discuss how a direction can include measurement of distance (e.g. two metres, one foot). Include units of measurement in the game (e.g. 'take one step sideways', 'move one foot forward').
- Students give an example of a direction that includes distance within the classroom (e.g. 'From the door, take five steps forward to reach the desk').

- Students write simple directions for going from the classroom to other places in the school grounds, such as the playground, staff room or another classroom. Students estimate the distance in steps and use appropriate vocabulary.
- Students test the accuracy of their directions and distance by following the directions and counting the steps.
- As a class, discuss landmarks within walking distance of the school. Show students an enlarged local area map and identify where the landmarks are located.
- Explain to students that they will be going for a walk from the school to some of the landmarks and back, following their own

set of written directions. Referring to the map, students agree on the landmarks to visit on the walk and the route the class will take.

- In small groups, students write simple directions for the walk using appropriate terminology (e.g. 'Walk forwards', 'Turn left', 'Turn clockwise') and include the estimated number of steps between each change of direction.
- Explain to students that they need to closely observe features of the route so that later they can draw pictures of the walk.
- **Teacher note:** Take a camera to photograph the landmarks and key features on the route.

Out and about

- Following their written directions, groups walk the route from the classroom to the landmarks.
- Students check distances against their estimations and make necessary changes to their directions.
- Periodically stop and ask students if their directions and estimated distances match or need to be amended. Discuss reasons for any differences.

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When we get back

- As a class, discuss the accuracy of student directions after testing them on the walk.
- Discuss ways to make written directions more accurate (e.g. walking the route before writing the directions).
- Groups write a short story about their walk, with illustrations to show key features of the route and landmarks. Groups share their stories and present their drawings to the class. Groups highlight on the enlarged local area map the route they walked. Attach drawings and photographs to the map.
- **Teacher note:** Consider using the stories and photographs to create a walking map online to share with the school or community. Create the map using [Walking Maps](#). For guidance, refer to the [Teacher's guide to Walking Maps](#).

Resources

- enlarged local area map
- drawing paper
- coloured pencils
- digital camera or smart phone (optional)

Useful links

Walking Maps
www.walkingmaps.com.au

Suggested assessment

Assess student's ability to:

- understand and follow simple directions
- estimate and use informal units of measurement

Further connections

Students and their families could:

- identify attractions in the local area and discuss the directions to reach them
- use informal units to measure objects on walks in the local area
- complete a [Smart Steps: for Families – Activity Sheet](#) at home

AusVELS Level 1

Strand	Sub-strand	Elaboration
Geography	Geographic knowledge and understanding The activities in the local place and reasons for their location (ACHGK007) The ways that space within places, such as the classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)	<ul style="list-style-type: none"> • identifying the activities located in their place, for example, retailing, medical, educational, police, religious, recreational, farming, manufacturing or office activities, locating them on a pictorial map, and suggesting why they are located where they are • describing how they would like to rearrange the space within the classroom for reading time or for a drama activity.
	Geography inquiry and skills Collect geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films (ACHGS008)	<ul style="list-style-type: none"> • locating and labelling their home on a map, showing their daily route to school and describing the features they pass.
	Location and transformation Give and follow directions to familiar locations (ACMMG023)	<ul style="list-style-type: none"> • understanding that people need to give and follow directions to and from a place, and that this involves turns, direction and distance • understanding the meaning and importance of words such as 'clockwise', 'anticlockwise', 'forward' and 'under' when giving and following directions • interpreting and following directions around familiar locations
Measurement and Geometry	Using units of measurement Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)	<ul style="list-style-type: none"> • understanding that in order to compare objects, the unit of measurement must be the same size