

Let Me Out of Here!

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

Classroom floorpan.

A birds-eye view of a classroom showing the layout of furniture.

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.

## Picture says "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

### This picture says "Concepts"

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

### This picture says "Curriculum Links"

* [Key Ideas](http://www.australiancurriculum.edu.au/mathematics/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).