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.