

Playground map: an assessment task

In this outdoor task, students draw a simple map of the playground.

Make explicit that the task is to see what they know about giving and following directions. Revise ways to describe direction and movement and how you might record these on a map.

The task is to direct a partner from a starting point on the playground equipment to a finish point. Ask students, 'Where do you want them to start and where do you want them to finish?' On their map they mark out a series of steps to get from one piece of equipment to another until they reach the chosen destination.

Students work with a partner to use their map to direct each other, one person giving instructions which the other follows. Once the task is completed the roles are reversed.

Throughout this activity, the teacher can observe the students' ability to follow and give directions using the language of position and direction. The teacher can record their observations using anecdotal notes and observations to record the students' ability to give and follow directions using the language of position and direction.

Checklist:

- Does the map include arrows for direction and steps for distance?
- Does the student use appropriate language to describe direction such as left or right, quarter turn, half turn, forward, backward, under, over?
- Does the student include distance in their instructions for example steps?
- Does the student following directions accurately interpret the directions?