

Equipped for the Future

Map your Classroom as a Town: Giving and Following Directions

Project writer

Lianne Navran

“The project included games of Simon Says, describing the locations of various places in a fictional town. I think these lessons have not only increased their vocabulary and grammar knowledge, but have also increased their level of confidence in their own abilities. One student in particular, who works as a cashier...put her new skills to immediate use helping customers from out of town.”

Equipped for the Future Project Based Lesson Plan X - 130

Project Title: Map Your Classroom as a Town

ESOL Language Focus: Reading Writing
 Speaking Listening **Level(s): 1, 2**

Giving and Following Directions.

Florida Adult ESOL Course Competencies:

9.02 9.03 15.01
 34.0 33 43.02
 16.0 50
 17 26.03

EFF Standards and Roles:

Listen Actively
 Speak so others Understand

Classroom Activities/Procedures: (Project includes attachments)

Introduce "Giving and Following Directions" Unit.
 Warm Up: Ex. Where should I put the Book? Put the book on the desk. Do similar for vocabulary list.
 Explain "Simon Says" Do several rounds with whole class.
 Divide class into groups of 5 - Play "Simon Says" with a student leading.(If students struggle w/ "Simon Says" change to directions with and without "don't")

Directing a blindfolded partner through a maze.
 Use tape on the classroom floor or chalk on a sidewalk or parking lot, etc., to create several mazes.
 Do whole and small group practice of forward, left, back, etc. - directions.
 Divide students in groups. Blindfold one student at a time and a matching student directs through the maze.
 Choose one or more "Directions" activities from attachments.

Classroom as an Imaginary Town/City. See Activity #3 for specifics.

Activity #4 is OPTIONAL
 Activity #5 is OPTIONAL for higher Level Students (Level 3 +)

Vocabulary:

left	to the left of
right	to the right of
in	put
up	go straight
down	take a small step
at	on
front	take a big step
back	to your left
turn	to your right
under	to the left of
over	to the right of

Resources:

Refer to Activity attachments

Out of Class Assignment(s):

Materials Needed:

Summary

My class meets 4 days per week, for 3 hours each day. I spent a total of 5 classes (15 hours) with them on this project. We could easily have spent more, but I felt an obligation to leave time for their regular study of the textbook, as well.

The project, Giving Directions, included games of Simon Says, directing a blindfolded classmate through a maze, describing the locations of various places in a fictional town, and using copies of real maps to decipher written directions to and from various places in the Daytona area.

Suggestions for teachers:

1. Simon Says: Instead of the traditional style of playing the game, which seemed to confuse my students, it might be better to simply use variations on “Put the book next to the desk.” And “Don’t put the book next to the desk.”
2. In the imaginary town, I used student’s names and occupations for many of the places (e.g. Jim’s Bakery, Janet’s Grocery Store). The students seemed to appreciate the fact that I’d personalized the game for them, which made them more enthusiastic participants.
3. The copies I made of my maps turned out to be difficult to read. There were two problems I would correct in the future – 1. The copies were too dark, so that some of the writing couldn’t be read. 2. The print was too small for some people to read comfortably. I’ll enlarge it next time.
4. I used a Rand McNally book map of the Daytona Beach area because that is where our classes are held. For the sake of relevancy, I recommend using one’s own region for similar activities.
5. Number the maps to be used in the matching exercise, and give the sets of directions letters. Supply an answer sheet, with the maps listed in order, so the students can put the letters of the corresponding directions with the correct maps.

Map Your Classroom as a Town/City: Giving and Following Directions

Activity #1

Vocabulary:

above below under over in front of
in behind next to on

Resources:

A campus map, or one created by the teacher, or from a text.

Teamwork:

Divide the class into pairs.

□ Exercise 1

Give Student A a simple picture of shapes and common objects.

Give Student B a sheet of paper that contains some of the objects in A's picture, but not all.

A describes locations of objects to B, and B draws the missing ones on the paper.

A checks B's paper to see if the objects were drawn in the correct locations.

Variation: Give Student A a simple picture of shapes and common objects.

Give Student B a blank sheet of paper. A describes locations of objects to B, and B draws them on paper.

□ Exercise 2

Give a different set of pictures to A and B, with B taking the describing role, and A listening and drawing.

□ Exercise 3

This time, A draws a picture, and describes it to B. B draws it, and they compare. Then, they reverse roles and practice again.

- Exercise 4 – Teams—Several students describe a picture while another student draws what they describe on board. Speakers can correct student at board as they speak. Speakers may not go to the board, and student at the board may not look at the picture.

Activity #2

Vocabulary:

between	on the corner of	behind	in front of
across from	next to	on	in
at	north east	south west	

Teamwork:

Divide the class into pairs.

- Exercise 1
Give Student A a simple map showing the locations of various buildings on campus. Give Student B a matching blank map that only shows unlabeled streets. A describes locations of buildings to B, and B draws the missing ones on the paper. A checks B's paper to see if the objects were drawn in the correct locations. (Optional: Map B could show unlabeled "buildings.")
- Exercise 2
Give a different map to A and B, with B taking the describing role, and A listening and drawing.
- Exercise 3
This time, A draws a simple map, and describes it to B. B draws it, and they compare. Then, they reverse roles and practice again.
- Exercise 4
Teams—Several students describe a map while another student draws what they describe on board. Speakers can correct student at board as they go. Speakers may not go to the board, and student at the board may not look at the picture.

Activity #3

Vocabulary:

go straight	turn left	go past	turn right	after
at the intersection	at/on the corner		2 blocks	next to
across from	between	fork	stop sign	U turn
traffic light	entrance	highway	exit	

Topic:

Creative “Classroom Map” Project

Divide the class into teams of four or five. Each team will create a map of the classroom as an imaginary city.

Teamwork:

- Each team will decide on street names, business and builders for the “city.”
- Make signs for streets and various businesses. Post them around the classroom, with the desks serving as buildings, and the aisles as streets. Have the students walk around, observing the locations of streets and buildings.
- Draw a map of this "city."
- Write directions for how to get from one place to another.
- Teams will share the “map” with the whole class.
- Change team membership and have students from different teams follow directions from place to place on the map.

Out of Class Assignment:

Draw a map of your neighborhood. Describe the locations of your home, the local supermarket, etc. Prepare to draw the map on the board and present a description of your neighborhood in class.

Activity #4 (OPTIONAL)
Minimum of level 3 is required

Vocabulary:

route	highway	take a left/right	turn left/right
it's on your left/right	it's on the left/right	it's left/right of the ____	county road
state road	block	north south east west	

Resources:

Rand McNally Streetfinder, Map Quest (or similar from the internet).

Topic:

Following maps, directions, and creating directions using local maps.

This activity may be completed in pairs or teams. Each group will prepare a vocabulary list of places “visited” on the map to share with the class.

Teamwork:

- Give students several maps, and sets of directions. Have them match each set of directions to the appropriate map. Then, the students should use a highlighter to mark on the map the route described. Students can work in pairs or small groups for this exercise. Check the answers as a class.

- Using the same maps, create directions to and from different places than in the above. Scramble the directions. Have the students put the sentences in the correct order to allow them to get from the starting point to the endpoint. Again, the students should use a highlighter to mark on the map the route described. Have them use a different color, so that routes can be distinguished. Check the answers as a class.

- Let students discuss the routes described in the above. Is that the route they would use? Is there another way to get there? Which do they think is better? Why?

- Secure a map of your local area. Using a highlighter, draw on the map the route from your home or school to a place you often go. Write a verbal description of this route. Pretend that you are describing it for someone who is in your area for the first time.

Activity #5 (OPTIONAL)
Higher level students (Level 3 +)

Vocabulary:

route	highway	take a left/right	turn left/right
it's on your left/right	it's on the left/right		it's left/right of the ____
county road	state road	block	north south east west

Topic:

Securing maps from AAA or phone books.

Teamwork:

□ Give student A several maps, and let him/her draw routes with the highlighter from and to places of his/her choice. Have each student write out directions that correspond to the various routes on the maps. Give an unmarked copy of the same map to Student B.

Have A read the description to B, and let B find the route described on the unmarked map, and trace it with a highlighter.

Have A check B's work. If there were any mistakes, where did communication break down? Have them work together to fix any errors in the directions, or their understanding of them.

□ Using a different set of maps, have them trade roles, so that B describes the routes, and A listens and draws them.

□ Using yet more maps, repeat the above with verbal descriptions only. Do not allow the student choosing the route to write it out first.

Suggestion: Have the students seated back to back, rather than next to each other. Make it clear that they must not look at each other's papers until the description and drawing phases are complete.

Final Teacher Report

EFF Project-Based Classroom Project

Name: Lianne Navran
Institution: **Daytona Beach Community College**
Topic: **Giving and Following Directions**

1. Explain how the project improved your students' English language acquisition? Which activities were most helpful?

The Simon Says activity was a bit too simplistic for level 2, but made a good warm up activity to get the students involved.

The next part, giving directions to a blindfolded partner, went well. It forced the students to use words they already knew in a new way. They had to think fast, which is something many of them are unused to.

The classroom as small town was a big hit. I used the students' names and in some cases their real jobs in the names of "stores" in the town. They enjoyed talking and writing about these places. They got quite proficient in the use of the relevant vocabulary and grammar, and describing the locations of various places in relation to each other.

The final exercise I used with them, the matching of maps with directions, was a real stretch of their abilities. It's a level 3 exercise, but I decided to try it anyway, because of the positive response to the previous ones. Also, some of the students had related how much the other activities had helped them already, and asked if we could do more on the subject.

One student in particular, who works as a cashier in a convenience store, put her new skills to immediate use helping customers from out of town.

I think that these lessons have not only increased their vocabulary and grammar knowledge, but have also increased their level of confidence in their own abilities.

2. How was student attendance impacted by the project? Explain.

Unfortunately, attendance was not improved, since many of the students have jobs that require overtime, and the project was being conducted during a very busy time of year – Bike Week and Spring Break. Since many students have jobs in the tourist industry, attendance was not very high. However, it was no worse than usual, which may in fact be an improvement over other Bike Weeks.

3. Describe how the students organized to accomplish team goals.

Students generally worked in pairs or very small groups. For one activity that was continued over two class days, students who had been present both days became the leaders of the groups on the second day, since they could explain to their classmates what had happened the day before.

4. Would you initiate another project-based activity in your class? Why or Why not?

Yes, I think it was beneficial to the entire group to do something that was creative and required more active participation than some of the textbook's activities.