Where are you now?

What are you trying to do?

- Follow directions using position language
- Describe your position using position language

What do you need?

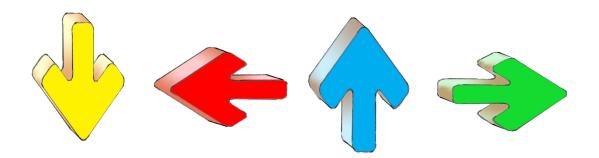
- Students work in pairs, preferably outdoors
- Copies of the Where are you now? arrow cards or word cards, cut up and shuffled for each pair

What do you do?

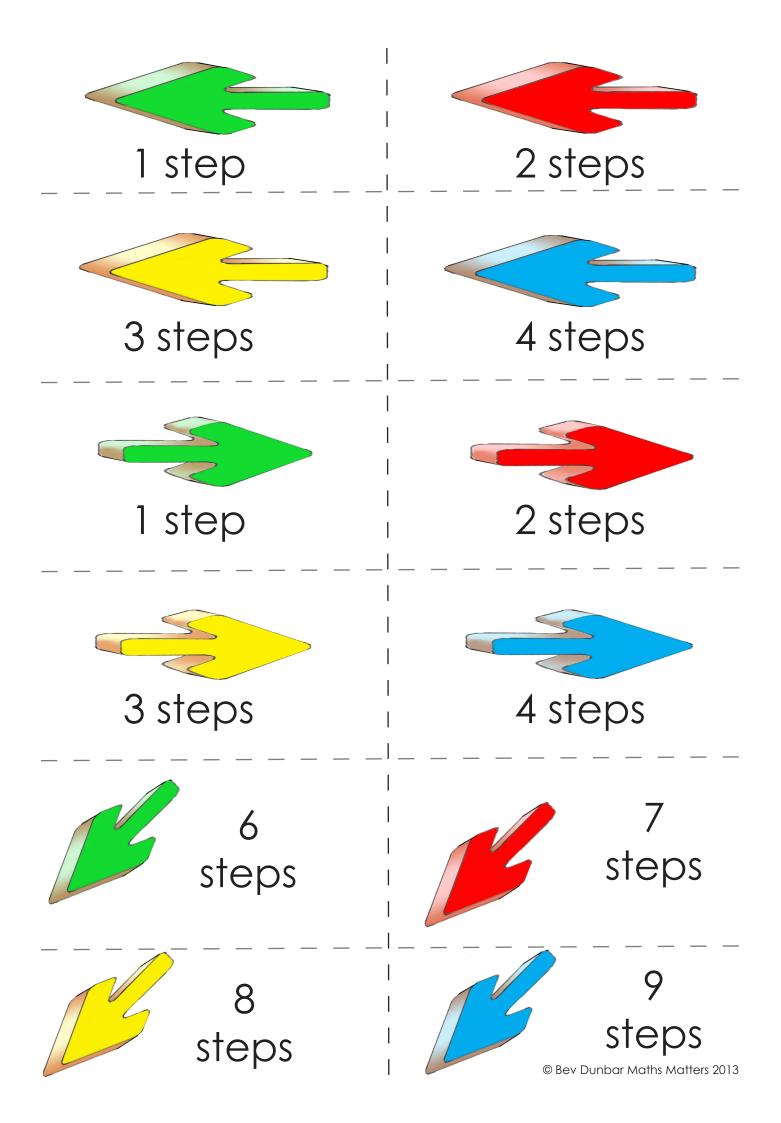
- Great Aunt Maude is always getting lost. She needs someone to tell her how to find her way home safely. Imagine you are helping Aunt Maude. What are some examples of directions you will give her?
- Pretend that you are Aunt Maude. Ask your friend to help you get from one place to another, just by following their instructions. What directions work best for you?
- Try using the Where are you now? cards. Shuffle them and then turn over the top card. Follow the directions like this until you reach the STOP card. Explain to your partner what you are doing each time.
- Record these balancing number names into your workbooks.

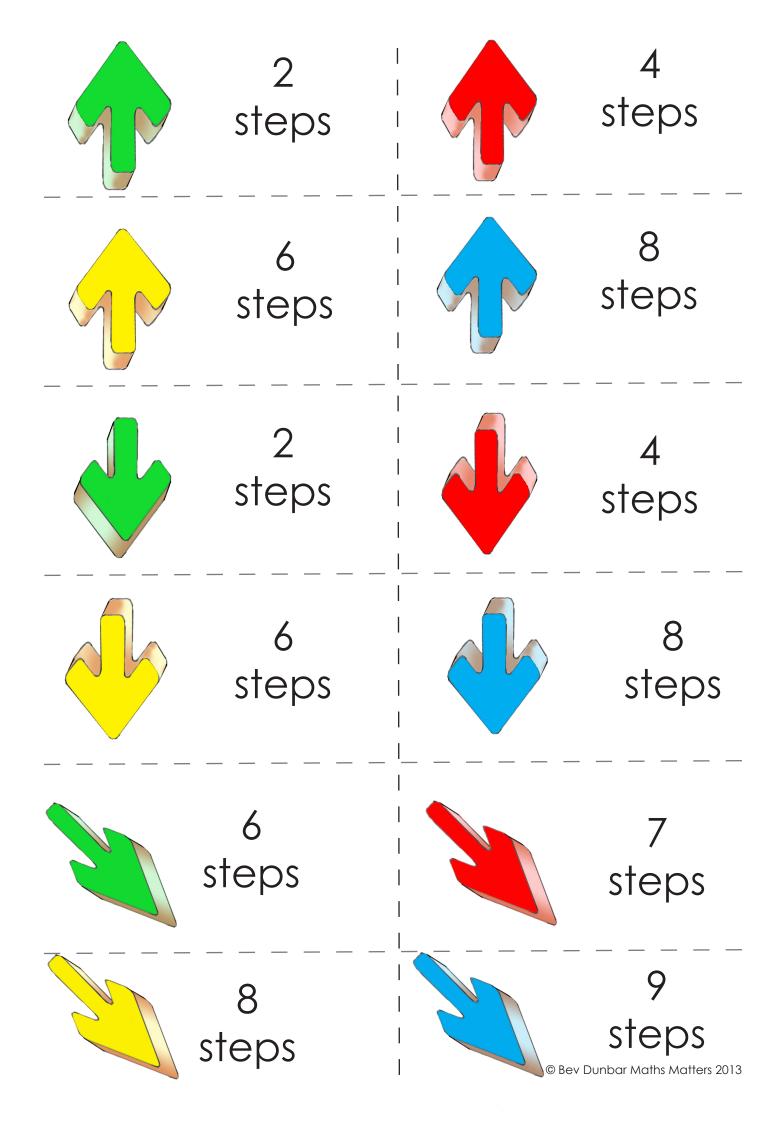
Variations?

- Imagine Aunt Maude is blind. What directions will you give her now? How are these directions the same as before? How are these directions different?
- Make up your own set of Where are you now? cards using different position language. Ask another team to try them out for you.









| Make up | Make up |
|-------------------------------------|---|
| your own | your own |
| direction | direction |
| Make up | Make up |
| your own | your own |
| direction | direction |
| Describe what is ahead of you | Describe what is behind you |
| Describe what is to the left of you | Describe what is to the right of you |
| STOP | STOP |
| Where are you now? | Where are you now? |
| STOP Where are you now? | STOP Where are you now? © Bev Dunbar Maths Matters 2013 |