



Obstacle Course

P.3.7

Word Wall: instructions, sign, directions, position, movement, obstacle, on, near, between, under, over, forwards, backwards, in, out

Introduction

Students will sequence and use positional language when planning and describing the daily obstacle course as well as simple directions for locations around the school.

Resources

- Butchers paper
- Pens
- Photos of Obstacle course equipment (this will vary depending on your own schools equipment)
- Positional Language signs



Time / Classroom Organisation

This activity can be completed with the whole class group as part of the morning routine or in small groups situations.

Australian Curriculum---Year Prep

Describe position and movement (ACMMG010)

Activity Process--- Obstacle Course Planning

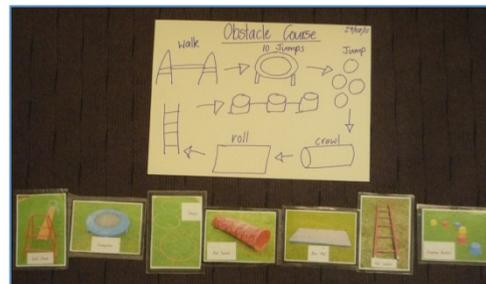
1. Use photographs (of the obstacle course equipment) and ask students to develop a sequence of items that they would like in the obstacle course each day.



2. When setting up the obstacle course, add positional language signs to the equipment and describe the sequence of the course.



3. As students progress, the card sequence can be replaced with students drawing a mud map of the obstacle course.

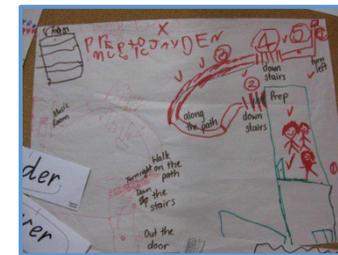


4. Don't forget to have signs for the start and finish of the obstacle course!

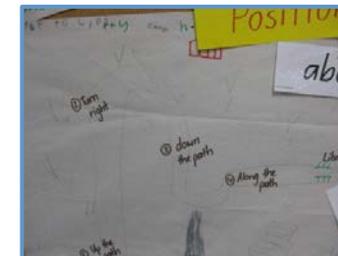


Activity Process---School Directions

1. Create a School Map book with mud maps and directions for locations around the school.
2. Select a school location (library)
3. Ask students to describe how they would get from their classroom to the library.
4. Encourage the use of positional language. Such as: *Walk down the hallway, turn left after the stairs, walk forward to the yellow door, turn right and walk down the stairs.*
5. Draw a mud map that depicts the written instructions.



6. Label the map with positional language words.



7. Repeat for other locations around the school.
8. The school map book could then be sent home with a different student each night for home reading.



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Variations & Extensions

1. Blindfolded Obstacle Course

Resources: Obstacle course equipment, blindfolds
In pairs students take turns leading each other through a simple obstacle course. One student is the speaker and will verbally give instructions to the student who is blindfolded. Repeat allowing the other student to have a turn at being the speaker.



2. Treasure Hunt

Resources: Treasure hunt map and clues
Plan a class treasure hunt around the school. Leave clues at different collection points around the school that describe the next collection point before students locate the position of 'X' marks the spot.

Digital Resources

Set up a page using the interactive whiteboard software that contains pictures of all the obstacle course equipment and positional/movement words (*crawl, jump, over, under, across* and so on) needed to plan the class obstacle course. When students are planning they can simply drag the picture of the equipment and word that describes what they will be doing into place.



Crawl



Jump



Hop

Contexts for Learning

Play:

Simon Says: Play 'Simon Says' with the class with the use of positional language words. Such as: *Put your hands under your chair.*

Investigation:

Mystery Object: Invite a student to select an object in the classroom and give the class clues to its location, such as *It's on the bookcase. It's near the whiteboard. It's under the window.* Ask students questions: *It is to the left; of the clock? Is it facing the wall?* Encourage students to ask similar questions.

Source: *First steps in Mathematics – Space*, 2009. Rigby: Port Melbourne. P 15

Real life experience:

Mapping: Draw a map before or after a class excursion detailing the route taken and the landmarks passed.

Routines and Transitions:

Obstacle Course: Each day select a different groups of students to plan, draw, set up and explain the obstacle course for outside time

Assessment

In small groups allow students to take turns planning the daily obstacle course. Ask students to describe the obstacle course to you in detail. Observe and evaluate the students' use of descriptive positional and directional language. In particular observe students' understanding and use of terms such as:

- Between
- Near
- Next to
- Forwards
- Backwards
- Towards
- Over
- under
- In
- On

Achievement Standard: Use appropriate language to describe location.

Background Reading

When we think about and describe where something is, it is generally in reference to other things. We say it is 'near the telephone', 'south of the river', 'first on the left after you turn right in Brown Street', and 'over there'. Students should develop the everyday language and some of the special mathematical ways of talking about location and arrangement.

Source: *First steps in Mathematics – Space*, 2009. Rigby: Port Melbourne. P 12

Links to Related MAGs

- P.1.9 2D Shapes
- P.2.6 Positional Language
- P.4.9 Grid references
- 1.2.7 Grid directions

