EdRugby Online Educational Resource

LESSON: Getting to a game

LEVEL Lower secondary

THEME: Rugby fans

DESCRIPTION:

Students investigate and develop distance, direction and map reading skills. They examine the alpha-numeric grid and key in a street directory and provide directions for a trip to a rugby game.

OUTCOMES

This lesson contributes to the achievement of the following unit outcomes:

Studies of Society and Environment

- Constructs a sequence from a set of events
- Identifies the types of data and sources required by the task and decides how they will be used to gain information
- Translates information from graphical form to text

SUGGESTED TIME:

50 minutes

WHAT YOU NEED:

- Class copies of page from street directory (at the end of this lesson plan)
- Local maps
- Local street directories (if available)
- Online street directory or map (if available)

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PART 1 BRAINSTORMING

a. Ask the class the question:

How did you get from home to school today?

Work with the whole class to collect a list of responses. Typical responses may include walking, catching the bus or train, riding in a car or riding on a bike.

b. Follow up with another few questions:

How did you know which way to go?

How did you find your way?

How would you find your way if you were new to this school?

Work with the whole class to collect a list of responses. Typical responses may include previous experience, from memory, using a map, using a street directory, hearing verbal directions, global navigation systems, reading street signs, looking for landmarks and traffic lights.

PART 2 GIVING DIRECTIONS

Organise students into groups of two. One students asks the other a question:

"How do I get from your house to here?"

Ask students to record a list of simple directions that will help someone find their way. Ask students to mention street names and landmarks such as traffic lights, shops, parks, train stations, bus stops and others.

For example:

How to get from my house to school

1. *Start off, leave my house and walk down Wentworth Road all the way to the phone box on the corner and turn right.*
2. *Cross the road then go as far as the bus stop on the corner and turn left until you reach the train station.*
3. *Wait for the train and get off after 2 stops.*
4. *Walk along Addison Street for about 5 minutes until you reach the video store and go through Delhi Lane into the carpark at the back.*
5. *Cross the car park and cross the footbridge over the main highway, then walk through the school gates.*

PART 3 USING A STREET DIRECTORY

a. Provide students with a copy of a page from a street directory.

Ask the question:

What information does this map provide?

Some common responses may include streets, parks, roads, rivers and motorways. You may need to prompt students for additional responses such as numbers, symbols, letters, scale, a key and links to other maps

b. Discuss the features of the map with the class. Some suggested questions may include:

How do I know where a post office is?

Can you find a fire station?

How do you describe the location of the golf course?

If I wanted to locate a feature precisely, how could I do that?

Typical responses may include looking for the name on the map, look for symbols and use the key.

Discuss each of the features mentioned, asking the class to suggest the purpose for each feature.

c. Identify the alpha-numeric grid as an example of one of the map features. Explain that the alpha-numeric grid helps the reader to find places on the map. Ask students to identify the alpha-numeric grid on their map.

d. Show students how to find the location of the following on the map by reading the alpha numeric grid together. For example Stadium Australia is found at grid location K1.

e. Ask students to record the grid references for the following features:

- Sydney Aquatic Centre
- Lidcome railway station
- Tennis Centre
- Paddy's Market
- Olympic Park railway station

f. Ask students to identify the features found in the following grid locations:

- M16
- C16
- L4
- B5
- Q5

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g. Ask students to locate Myrna Road Homebush (Q16) and Stadium Australia (Telstra Stadium) (K1) on the map. Imagine a person walking from Myrna Road to Stadium Australia (Telstra Stadium). Trace the journey on the map using a pen or pencil.

   Record the directions in a series of sentences, identifying landmarks and streets they would pass.

   For example:

1. Walk all the way to the end of Myrna Road (crossing Ada Avenue on the way) until you get to Newton Street.
2. Turn left and walk until you pass a church on the right hand side, then turn right down Pemberton Street.
3. ...

PART 4 EXTENSION

- Repeat the activities, modifying them for use with a local street directory or map of your region. Explore the key and scale of the map.
- Go online and repeat similar activities with online street directories such as www.whereis.com.au explore the "directions" feature, and in car navigation information. Try searching for Rugby playing fields, stadiums and other landmarks in your local area.
- Search for additional online resources using key terms such as "street directory" or "map".
- Explore the features of www.travelmate.com.au
- Examine a range of maps with different scales to compare the areas shown.
- Use compass direction methods (north, south, east, west) to communicate direction. Combine other elements such as the key to record travel directions.
- Estimate distances using the key.
- Estimate the time taken to walk, drive, bicycle between two locations.
- Compare travelling times for alternate routes between locations.
- Identify the symbols used, such as those for train stations, churches and parking stations.

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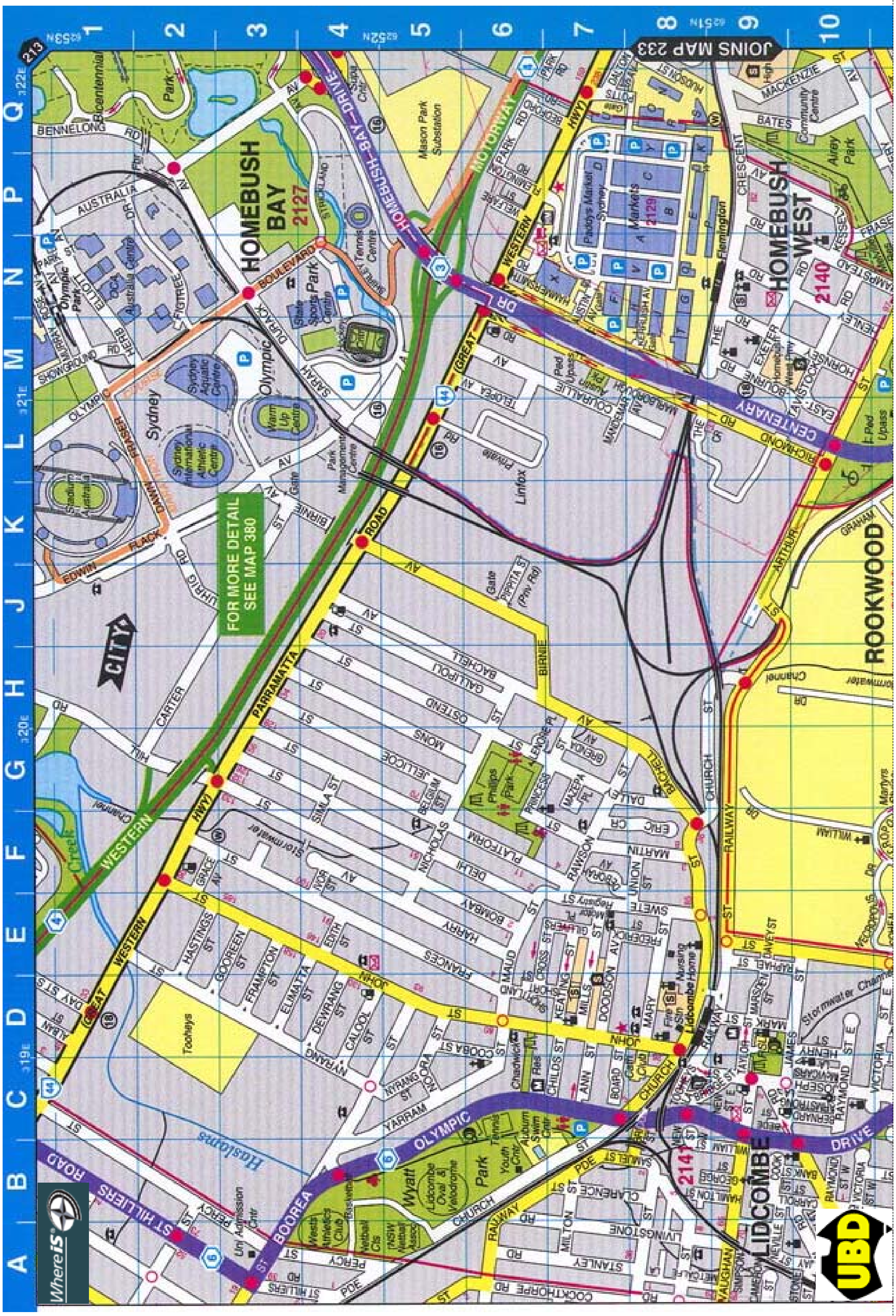

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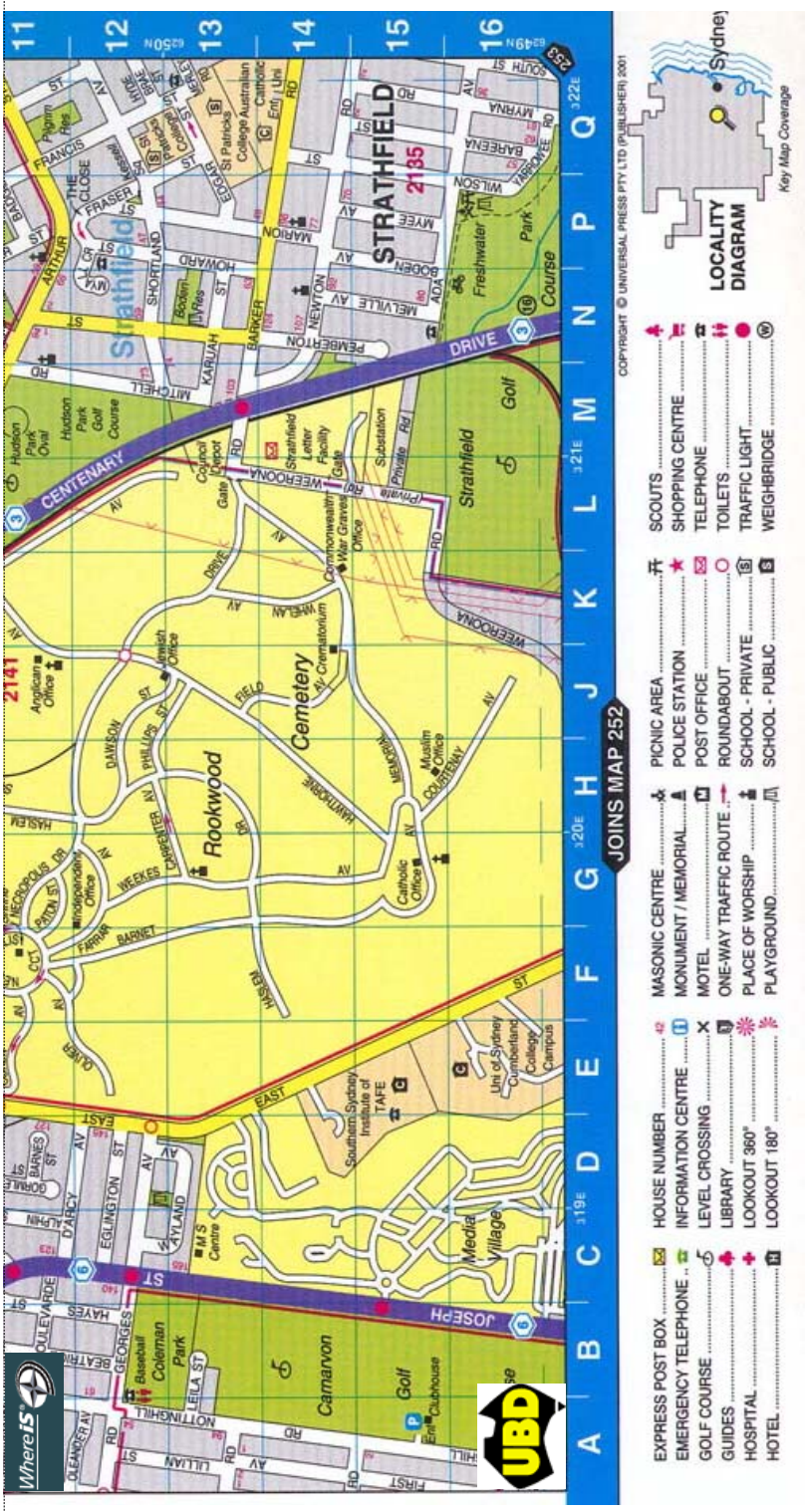
STUDENT WORKSHEET | STREET DIRECTORY 2



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