

#8699

DIRECTIONS: TAKE SOME AND GIVE SOME

Grade Levels: 1-5

17 minutes

FILM IDEAS, INC. 1998

DESCRIPTION

Directions are not always points on a compass; they can also tell how to get somewhere. Directions may be written, spoken, gestures, or signs and symbols. A busload of youngsters goes to Camp Which-Way-Do-I-Go to learn how to give and take directions. They practice the steps in taking directions and then learn how to accurately give them, thus learning a lifelong skill.

ACADEMIC STANDARDS

Subject Area: Geography

- ◆ Standard: Knows the location of places, geographic features, and patterns of the environment
 - Benchmark: Knows the location of school, home, neighborhood, community, state, and country



INSTRUCTIONAL GOALS

1. To illustrate the importance of using directions.
2. To review basic left/right and clockwise/counterclockwise directions.
3. To examine east/west and north/south directions.
4. To stimulate communication skills development for giving and taking directions.

BACKGROUND INFORMATION

Following and understanding any type of direction is an important skill to learn. Being able to give directions is equally as important as being able to take directions. By using guidelines and mind scenes, learn the process of giving and taking directions.

The scenes provided in this video involve the participation of parents, teachers and students. While taking place at a summer camp, they--with the help of the narrator--learn the importance of taking and giving directions. Moreover, they learn that adults, like the camp bus driver, also need to know how to take and give directions. Similar to a school classroom, camp counselors guide them through role-playing scenarios. These scenarios demonstrate the basic steps needed such as careful listening, visualization

techniques and more. Also, chalkboard discussions are used to help better understand the process of giving and taking directions.

AFTER SHOWING

Applications and Activities

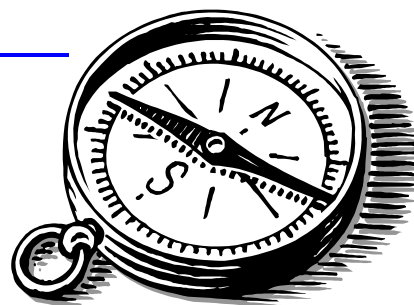
1. Have the students give directions from school to their homes. Then give those directions to a fellow classmate for them to draw a map or write the directions on a piece of paper. Remember to list important objects and actions.
2. Similar to a treasure hunt, assemble the students in small groups or with partners, then give them directions to find particular objects in the school.
3. While sitting quietly, have the students practice visualizing where significant places are located in school or your community. For example, the school library, the local park, and other landmarks.
4. For a homework assignment, have the students—throughout the day—document on a piece of paper the giving and taking of directions. For example, their parents instructing them to a particular place, or other instructions.

RELATED RESOURCES



Captioned Media Program

- Directions #2166
- Follow My Directions #3126



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **BONNER COUNTY SEARCH AND RESCUE**

<http://www.northernwebs.com/bcsar/lostproofing.html>

Gives tips for a child that is lost in the woods and the importance of keeping warm, safe, and dry.

