

 **WHAT IS IT? (RATIONALE)**

Knowing where you are in relation to other things is essential for understanding relationships between people, places, and things.

 **GETTING STARTED (PROCEDURES & MATERIALS)**

For this activity, you will need compass points placed on the walls of the classroom. During the assignment, the students will be told in what direction to begin their “travels”. The students will keep a log of how many “miles” (steps) they travel to reach their destination (your desk, the bathroom, the pencil sharpener, etc.) and the directions they are going. Example:

- Travelled south for 10 miles.
- Turned west for 3 miles.
- Went south for 2 miles.
- Arrived at pencil sharpener.

Each child will have a different route because of their location in the classroom, so their numbers and directions will be different when they record their actions. Don’t forget to vary the starting direction.

You will need:  
compass points

 **ADAPTATIONS**

You could do this throughout the school building. For example, if a student is to report to the office, he/she would record the directions to the office relative to the classroom. Again, make sure you vary the starting direction.

You could also add more compass points - “SSW”, “NNW”, “ENE”, etc.

 **DEVELOPED BY:**

Cathy Johnson, Project First Step

**DOMAINS ADDRESSED**



**SEQUENCING  
LANGUAGE  
BODY IMAGE  
LATERALITY**



**BALANCE  
GENERAL COORDINATION**



**FLEXIBILITY**



**FOLLOWING DIRECTIONS  
SELF CONTROL  
RESPECT  
BEST EFFORT**