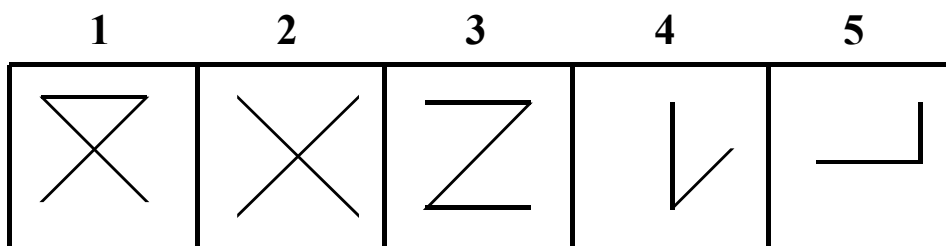
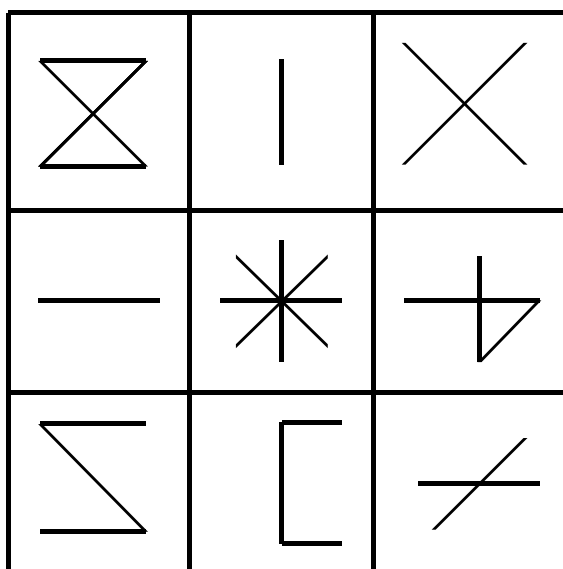


<i>Aims</i>	Practising finding elements in a shape made up of several elements.
<i>Applications (examples)</i>	<p><u>In class</u>: any mental operation requiring locating or finding reference points (setting out sums with decimal points, drawing or copying drawings, geometrical shapes, tables or maps).</p> <p><u>At work</u>: any job involving precise location (maps, timetables), and using documents with boxes to tick.</p> <p><u>In everyday life and leisure</u>: any operation requiring efficient location strategies (finding your place quickly in a simple everyday document or ticking boxes in a form to fill in).</p>
<i>Materials</i>	<p>A sheet of paper with squares. In the squares are shapes made up of vertical, horizontal or diagonal lines, or a combination of them all.</p> <p>Below this grid is a numbered series of shapes likely to belong to those we can see in the grid.</p>
<i>Instructions</i>	The pupils compare each numbered shape with the different shapes in the grid to determine where each one can be found.
<i>Remarks</i>	<p>When the pupils are trying to work out the instructions, if no one suggests that one numbered shape can belong to several shapes in the grid, the teacher should avoid saying it, so that the learners can work it out for themselves when they do the exercise individually.</p> <p>To make the explanations easier, when the solutions are being pooled, the pupils can number the elements in the lower table.</p>
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. One pupil can describe one of the shapes in the grid and the other participants then have to identify it and situate it in the grid in terms of left/right and top/bottom.2. One pupil can choose a shape without describing it and give its position orally in the grid. The other participants then identify the location of the shape and describe it as accurately as possible.
<i>Individualisation</i>	Yes.
<i>Answers</i>	No, there are several solutions depending on whether or not the direction of the elements is taken into account.



<i>Aims</i>	Practising distinguishing right from left from the observer's viewpoint.
<i>Applications (examples)</i>	<p><u>In class</u>: any mental operation requiring the observer to see something from the opposite viewpoint: reading a roadmap, or a geography map, describing a picture, a photograph, or a table.</p> <p><u>At work</u>: any mental operation requiring the observer to see something from the opposite viewpoint: reading a topographical plan, placing items in cartons and labelling them (people working in packaging), making up shop windows and displays (for sales assistants and window dressers), shelf-filling and labelling (for supermarket employees), indicating a place or giving directions (for receptionists or hostesses).</p> <p><u>In everyday life and for leisure</u>: any mental operation requiring the observer to see things from the opposite viewpoint: giving directions over the phone, or explaining a procedure, by putting himself in the position of the person receiving the explanation.</p>
<i>Materials</i>	A sheet of paper with the picture of a face.
<i>Instructions</i>	The pupils must put a cross or stick a sticker on the person's left cheek.
<i>Remarks</i>	<p>* The answer can lead to a discussion and help them to make the distinction between:</p> <ul style="list-style-type: none">- the placing of objects or of what we see in space, and- the placing of the same thing from the observer's point of view. <p>Thus the students will notice that left and right are inverted for two participants facing each other, in the same way as the face in the exercise. On the other hand, if you look at the picture itself – independently of the subject it represents – left and right will be those of the observer.</p> <p>* The same question recurs in "Locating – finding your bearings" (5) or "Understanding a plan" (6). Each time there is an itinerary to follow.</p>
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. On the back of the page, the pupils can draw an oval shape to represent their own face in a mirror; they can put a cross (or a sticker) on to what would be their left cheek, for example, in the mirror.2. For more of a game: two pupils face each other and the other participants take turns to ask first one, then the other to stick coloured stickers on to the face of his partner (or on their clothes) making sure to choose a place which can be distinguished as left or right.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.





<i>Aims</i>	<ul style="list-style-type: none">- Practising finding a precise location with as few reference points as possible.- Practising looking for or finding a logical and reliable system to succeed in finding a precise location or to check the accuracy of the reference point.- Developing precision and accuracy.
<i>Applications (examples)</i>	<p><u>In class</u>: any operation consisting in finding a reliable system to draw a line, for example in geometry, in drawing, in technology or in geography when drawing a map.</p> <p><u>In technical training</u> for precision drawing.</p> <p><u>At work</u>: soliciting creativity to find ways of carrying out a task in a better way.</p> <p><u>In everyday life and for leisure</u>: any mental operation requiring finding reliable and accurate reference points in handiwork, for example, sewing or cutting out.</p>
<i>Materials</i>	Blank sheets of A4 paper (have several for each pupil) and the reference sheet with a dot in the centre.
<i>Instructions</i>	The reference sheet and the blank sheet which the teacher gives to the participants will enable them to work out the instructions. The pupils have to draw a dot right in the middle of the blank page they are given. Those who wish may use a ruler or any other instrument of their choice, but no accessory is essential for this exercise.
<i>Remarks</i>	It is worthwhile asking the pupils to compare their results in pairs and letting them think up a simple process for doing so (placing two pages one on top of the other and looking at them against a source of light). The most interesting part of the exercise is to highlight the system which enabled them to find the dot as reliably and accurately as possible.
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. Using another blank page, the teacher can ask the pupils to transform this A4 page into a square without the use of a ruler (the page will then be cut or torn). The sizes of the squares can be compared to work out the system which led to the largest square.2. Manipulating sheets of paper can get the pupils to show how they made shapes (paper hats, boats, etc.) and to have the other participants find out the marks they used to help them fold the paper.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes. The centre of the page is found by using diagonals or centre lines provided you measure the exact length and width of the page to find the centre and have at least two reference points to trace diagonal or centre lines. But without having to resort to measuring or using a ruler, you can simply fold the paper to create either the diagonals or the centre lines.

***WORK IT
OUT***

Finding – Finding yourself

“Centre”

1-23
Answer

