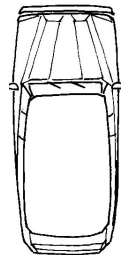
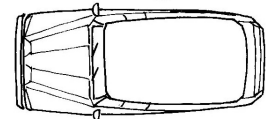
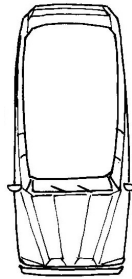


Aims	<ul style="list-style-type: none">- Become aware of the orientation of something according to its position.- Practise deciding who has priority in a certain place according to given criteria.
Applications (examples)	<p><u>In class</u>: any work consisting in distinguishing right from left and looking at something from a different standpoint. Introduction to methodology (notions of process and the order of operations) particularly in arithmetic and algebra.</p> <p><u>At work and in everyday life</u>: any work consisting in distinguishing right from left and looking at something from a different standpoint, deciding on priority. Driving a company vehicle in-company. But also:</p> <ol style="list-style-type: none">1 – Everything concerning behavioural patterns and norms. What does the notion of priority mean (and not just about traffic) in terms of politeness, hierarchy or urgency, depending on the circumstances.2 – How to choose between quantity and quality, which of these two notions takes priority in which circumstances.
Materials	A page with a diagram of an intersection and three vehicles.
Task	The pupils have to answer the following question: “All three vehicles have stopped at a crossroads. Which vehicle should go first, then second, then third, if you have to give way to the right?”
Comments	<p>This exercise is of course easier to do for pupils who have been on the continent and had experience of driving on the right. If it seems too abstract as it is presented, the teacher can perhaps put the pupils in the situation by making them move around in the room, and having two pupils representing the vehicles.</p> <p>Moreover, it is quite common for pupils to mention this fact, often experienced by drivers: when we get to a crossroads with one vehicle on the right and another one on the left, we should give way to the one on the right, then move off ourselves, followed by the car coming from the left. In practice, as we stop to give way to the car coming from the right, the car coming from the left goes at the same time.</p>
Variations (examples)	<p>The pupils can also think of what happens when one of the cars has a flashing light. Or if one of the roads is very narrow and the other one wide and very busy. And what happens if there are police officers monitoring the traffic...</p> <p>The teacher can make the exercise more complicated by placing a stop sign, a give way sign, more cars, a roundabout or a double roundabout etc.</p>
Individualisation	Yes.
Answers	Yes.

**WORK IT
OUT**

**Locate – Find your bearings
“Priority - three cars”**

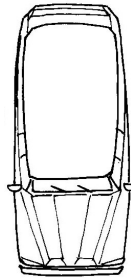
5-21



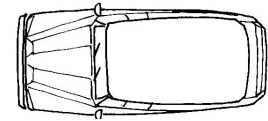
**WORK IT
OUT**

**Locate – Find your bearings
“Priority - three cars”**

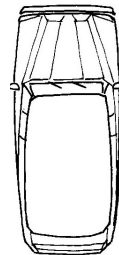
**5-21
Answers**



1

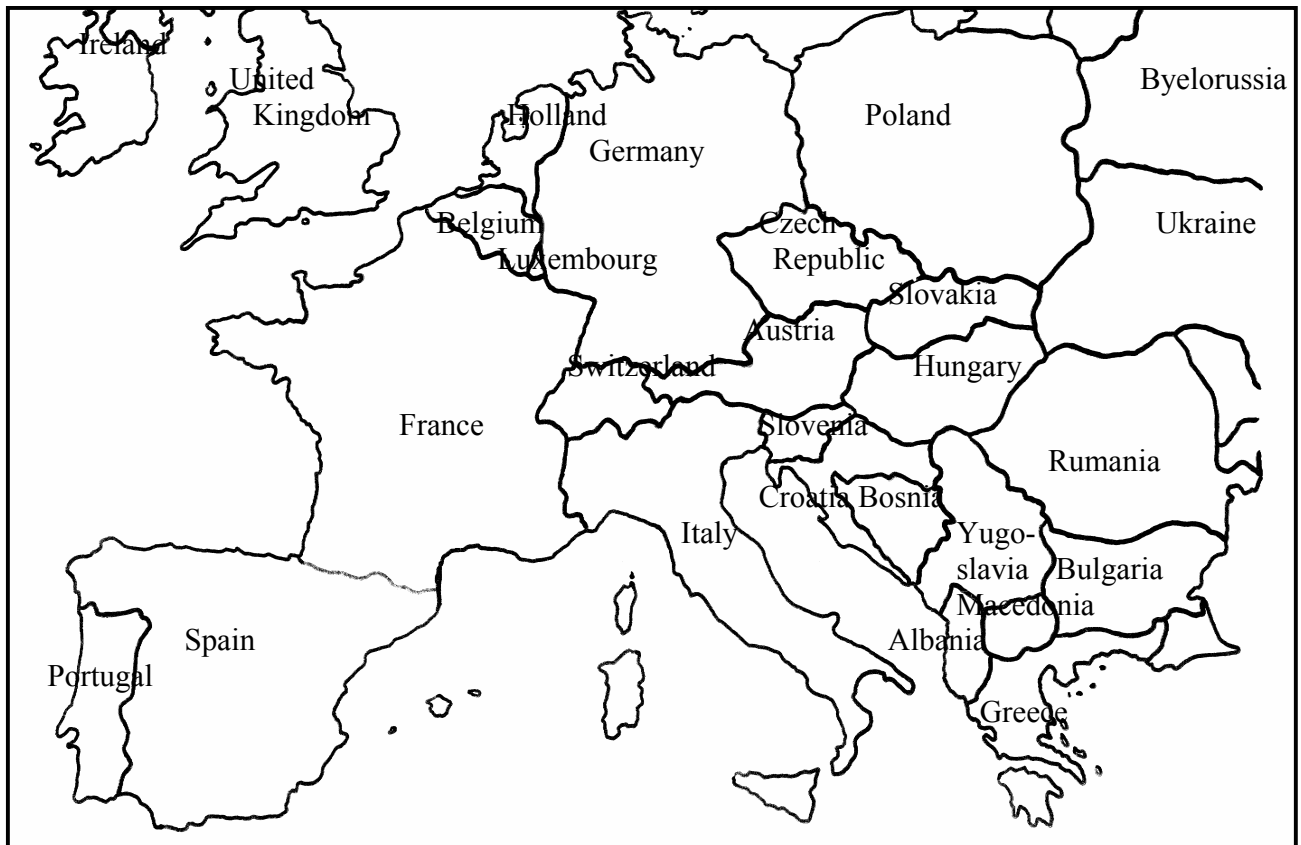


2



3

<i>Aims</i>	<ul style="list-style-type: none">- Practise finding your bearings on a geographical map.- Practise finding a location in relation to the points of the compass.- Practise finding a location in relation to another given location and to the points of the compass.- Understand the terms defining near and far.
<i>Applications (examples)</i>	<p><u>In class</u>: History and Geography, of course, but also arithmetic and English, for giving complex definitions (for example: "the country closest to Belgium, to the north"). Introduction to relative and approximate notions. (Austria is to the North of Italy, but slightly to the East; but you cannot say that in relation to Switzerland. You cannot say that Portugal and Greece are to the South. You have to specify South West and South East.).</p> <p><u>At work</u>: for tasks involving management and evaluation, (learn to be precise, distinguish between necessary and superfluous details). Jobs involving caretaking, transport, management: find your bearings on a map; give directions over the telephone: guide someone, prepare an itinerary, give information on the geographical situation of an event in relation to a known place.</p> <p><u>In everyday life and for leisure</u>: Direct a driver on a journey; understand the indications (for the driver). Prepare an itinerary, for work or holidays. Understand weather forecasts.</p>
<i>Materials</i>	<ul style="list-style-type: none">- A page with a map of Europe.- A question sheet referring to the map.
<i>Task</i>	The pupils have to answer the questions asked on the question sheet.
<i>Comments</i>	For pupils with literacy difficulties, the exercise can be done orally, in which case the answers will be given after each question, placing the letter representing the country at the end of each line.
<i>Variations (examples)</i>	The same exercise can be done by drawing (possibly with the group) the maps of the countries where some of the pupils come from, if such is the case. They can then indicate towns to place on the map.
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.



1. Which country is the furthest **North** on the map?
→
 2. Which country is the furthest **South East** on the map?
→
 3. Which country is the furthest **South West** on the map?
→
 4. Which country is closest to the **centre** of the map?
→
 5. Which country is closest to **Switzerland**, to the **West**?
→
 6. Which country is closest to **Austria**, to the **North**?
→
 7. Which country is closest to **United Kingdom**, to the **West**?
→
 8. Which country is closest to **Bulgaria**, to the **South**?
→
 9. Which country is closest to **France**, to the **South West**?
→
 10. Which country is furthest from **Germany**, to the **West**?
→
-

1. Which country is the furthest **North** on the map?
→ **Ireland**
 2. Which country is the furthest **South East** on the map?
→ **Greece**
 3. Which country is the furthest **South West** on the map?
→ **Portugal**
 4. Which country is closest to the **centre** of the map?
→ **Switzerland**
 5. Which country is closest to **Switzerland**, to the **West**?
→ **France**
 6. Which country is closest to **Austria**, to the **North**?
→ **The Czech Republic**
 7. Which country is closest to **United Kingdom**, to the **West**?
→ **Ireland**
 8. Which country is closest to **Bulgaria**, to the **South**?
→ **Greece**
 9. Which country is closest to **France**, to the **South West**?
→ **Spain**
 10. Which country is furthest from **Germany**, to the **West**?
→ **Ireland**
-

<i>Aims</i>	<ul style="list-style-type: none">- Locate places geographically.- Find your bearings using the points of the compass.- Practise describing a place.
<i>Applications (examples)</i>	<p><u>In class</u>: geography for finding and locating in relation to the points of the compass but also English to practise speaking and describing a place with precision.</p> <p><u>At work</u>: any task requiring you to speak and to give instructions.</p> <p><u>In everyday life and for leisure</u>: describe a holiday destination, an itinerary, guiding someone at a distance.</p>
<i>Materials</i>	A sheet of paper with a picture of an island.
<i>Task</i>	<p>The pupils will write the following numbers in the places they find using the points of the compass:</p> <p>No. 1: to the north of the island No. 2: to the south east of the island No. 3: to the north west of the island No. 4: to the south west of the island No. 5: to the north east of the island No. 6: to the south of the island</p> <p>When the results are pooled, the pupils will describe the place that corresponds to each number.</p>
<i>Comments</i>	For those pupils with literacy problems, the exercise can be done orally and the answers will be given as they go along.
<i>Variations (examples)</i>	<p>The island could have other features that the pupils can draw. The group can then describe what has been drawn and situate it in relation to the points of the compass.</p> <p>Another possibility: one pupil will describe a part of the room where the pupils are working, and another one can indicate the situation in relation to the points of the compass.</p>
<i>Individualisation</i>	Yes.
<i>Answers</i>	Yes.

