

# LIFESAVING VOLUNTEERS TO THE RESCUE

**Level:** 3 & 4

**Activity:** 4

## Overview

In an emergency situation, like those that the Westpac Lifesaver Rescue Helicopter attends, it is important for emergency services to arrive at the location as quickly as possible. GPS is usually used to find the fastest and most direct route. Using cardinal directions is another effective way to describe and find a location. During this lesson, students will familiarise themselves with the compass rose and use a large-scale map to experiment with giving and following directions.

## Resources

You will need:

- A large, open space – use chalk to draw a copy of the *Town Map* (see appendix A) on the ground.

## Activity

### ENGAGE

Gather around the chalk copy of the *Town Map* that has been drawn on the ground. Get students thinking by asking:

- Look at the compass. Which arrow points north-west?
- Find the school. What are its coordinates? (i.e. C3)
- If I travelled directly north of the school what would I find? How many steps would it take me to get there? What are my coordinates now?
- Stand at H5. Where are you? Move three steps south-east. Where are you now? What are your coordinates?
- If I start at the fire station, in which direction must I travel to get to the hospital?

Note: Ask individual students to stand 'in the map' and move around to answer the questions.

### EXPLORE

Ask students to plan a route from a location of their choice to another location. They should write their instructions out step by step. For example:

1. *Start at the school*
2. *Move 3 steps north*
3. *Move 1 step east*
4. *Move 3 steps north-east*
5. *Move one step east*

Once they have written their instructions, they can swap with a partner. Students should check each other's directions by going 'into the map'.

### EXPLAIN

As a whole class discuss:

- What did you need to think about?
- What was challenging/easy?
- If you had to give some advice to someone else completing this activity, what would it be?

### ELABORATE

Ask students to locate the pool and each of the emergency services (fire, police, ambulance/hospital) and to give the coordinates of each. Ask them to describe the general direction from the pool to each of these services. Students now need to work with their partner to find the shortest possible route for each of the emergency services to reach the pool. Find out who had the shortest route for each one. Ask these pairs to come 'into the map' and model their directions.

### EVALUATE

Discuss as a group:

- What is the closest aquatic environment to our school? Which is closest to your home?
- Where are the emergency services located in our town?
- If there was an emergency, how would you call for help?
- How long do you think it would take for help to arrive?
- What would these emergency services need to consider when planning their route to an emergency?

## Curriculum Links



Level 3		
MATHEMATICS	<u>Measurement and Geometry:</u> Location and transformation	Create and interpret simple grid maps to show position and pathways ( <a href="#">VCMMG143</a> )
GEOGRAPHY	<u>Geographical Concepts and Skills:</u> Data and information	Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point ( <a href="#">VCGGC075</a> )
		Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance ( <a href="#">VCGGC076</a> )
Level 4		
MATHEMATICS	<u>Measurement and Geometry:</u> Location and transformation	Use simple scales, legends and directions to interpret information contained in basic maps ( <a href="#">VCMMG172</a> )
GEOGRAPHY	<u>Geographical Concepts and Skills:</u> Data and information	Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point ( <a href="#">VCGGC075</a> )
		Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance ( <a href="#">VCGGC076</a> )

### Sample Report Comments

{Name} has a good understanding of compass directions. {He/She} can give and follow clear, sequential instructions and use cardinal directions to find and describe locations on a simple map.

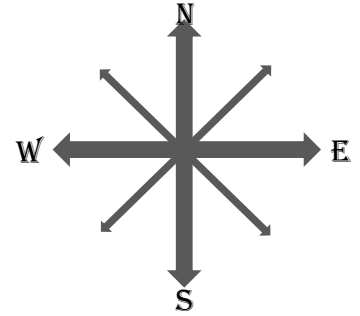
{Name} can use a simple grid reference system to describe and find locations on a map.

{Name} can describe the location of some aquatic environments in the local community.

# Appendix A

## Town Map

Use chalk to draw this map on the ground. It should be large enough that a student can stand inside the squares. Make sure you include the compass!



J					café 1					
I	park 1		pool				theatre			
H		café 2		park 2						
G						shop 1				
F		police station			town hall					
E				library			shop 2	hospital		
D										
C			school	park 3			park 4			
B			shop 3			fire station				
A						café 3	museum			
	1	2	3	4	5	6	7	8	9	10