MI – Street Directions

Overview

This lesson happens after introduction of terminology for street directions and serves to reinforce and practice using the target language.

Objectives

At the end of this lesson, Ss will be able to:

- recognise and follow basic geographic directions

- verbally give geographic directions with some accuracy

Activity

The primary activity is a location-based scavenger hunt. The students will be put into groups. Each group needs at least one student with a smart phone or device that can read QR codes. Students will be supplied with one campus map and one answer sheet per group. Groups will ideally have 4 students each: a Navigator (with the map), Scanner (with the phone), Place Recorder (the location sheet), and an Answer Recorder/photographer (with an answer sheet).

Class begins with group formation and re-testing that each Scanner can successfully read a sample QR code (this was taught in the previous lesson as preparation). From there, groups will be given the map of campus with QR code locations. T will indicate where the QR codes are via LCD or other large-format display. T will explain that not all groups will visit each location, so they must follow directions carefully.

Each group will be given a location sheet so the Place Recorder may write each location in the order visited. Each group will also be given an answer sheet. Ss will complete a challenge for each location visited, either answering a short question or taking a photo of the group in a given location.

Before dispatching students onto their courses, Ss will be shown the Location 1 challenge. The Place Recorder will write the location name ("classroom") on the location sheet for Position 1. Students will attempt the question and write their answer on the sheet for Location 1. Once Ss complete the challenge, each group will be given a QR code on paper which matches the colour of their answer and location sheets. The Scanner will scan the code and read the
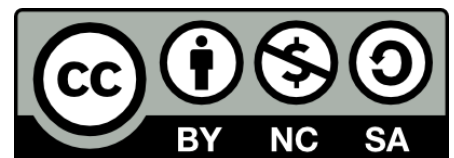
Materials

- Campus QR Code Activity Set
- Campus map
- Answer sheets

Additional Resources

For a write-up on the primary class activity in action the first time it was run, see the link below This activity did not include all multiple intelligences.

http://blog.khogg.com/qr-code-scavenger-hunt-with-esl-students/

directions to the group. The Navigator and group will look at the map to agree on a path fitting the directions. The Navigator or another student will then draw it on the map. Before departing, they will confirm their recorded path with the teacher. If successful, a group will be permitted to leave the classroom and start the scavenger hunt. The Navigator will direct the group to the next location where the group will begin the navigation process again based on the new instructions they receive forwarding to the next location. Each group must complete a total of 6-8 locations out of a total 12 options, depending on the course length.

Questions and challenges at various locations on the hunt will include listening for sounds, posing in well-known positions for photos (such as the Gangnam Style dance), looking for signage with English writing, questions requiring a personal answer from each member, and puzzles.

The activity will end either back at the classroom or in another central location pre-determined by the instructor. The instructor should walk around the course and monitor groups for both staying on task and areas of difficulty. Make notes of these difficulties for future iterations of the activity.

Evaluation

Evaluation of student integration of the target language will be indicated in their success at each stage of the activity.

Multiple Intelligences

Under ideal circumstances, the instructor will be able to assign roles based on each students' intelligences and learning styles, however, it is more likely that, considering the cultural norms of the teaching environment (Korea), groups will be more comfortable with other Ss they know personally. Based on this, groups will be permitted to self-organize and positions, self-determined. Ideally, the T will have discussed MI and learning styles with students at the beginning of the course to help Ss be more self-aware in their learning practice and will choose roles most suitable for their aptitudes and learning styles.

Roles and Intelligences

While the entire activity supports the kinesthetic and interpersonal intelligences, each role emphasizes specific intelligences based on its primary tasks in the activity.

- Navigator (with the map): visual-spatial

- Scanner (with the phone): interpersonal, linguistic

- Place Recorder (the location sheet): linguistic

- Answer Recorder/photographer (with an answer sheet): linguistic

Activities and Intelligences

The challenges at each location can be used to activate the intelligences not focused on in the primary activity. Musical through listening to sounds and recording what is heard; intrapersonal through contemplative or personalized answer challenges, logical-mathematical through solving puzzles, and naturalist through identification of flora found on campus (these are labeled on our campus, and students could find English names for each as well). Existentialist may be outside the scope of the program, but if needed students could be sent to the chapel (we are nominally a Christian university) where they could either go inside or sit outdoors and have a moment of quiet contemplation. In the autumn, perhaps, students could be asked to reflect on something they are thankful for in life.