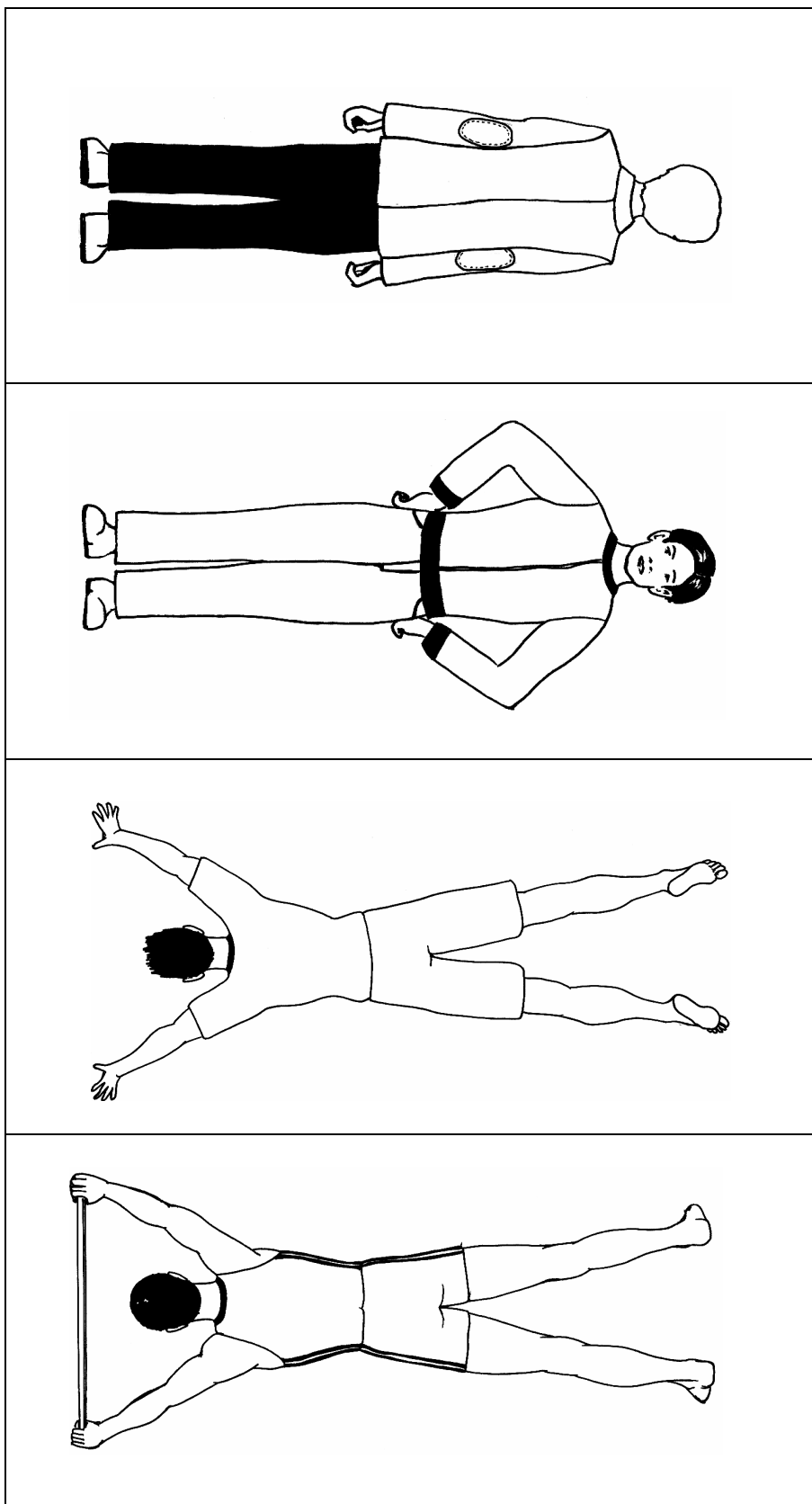
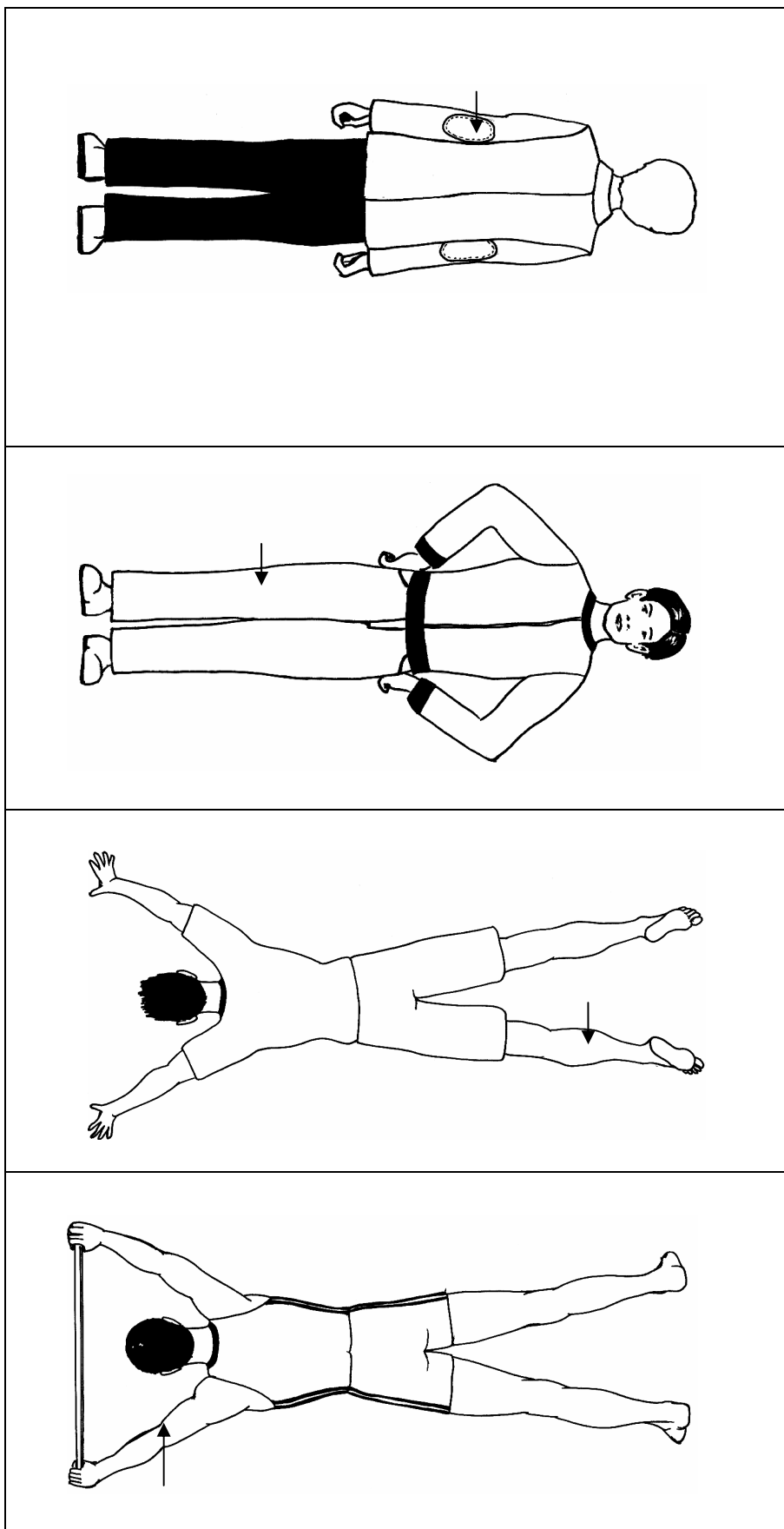
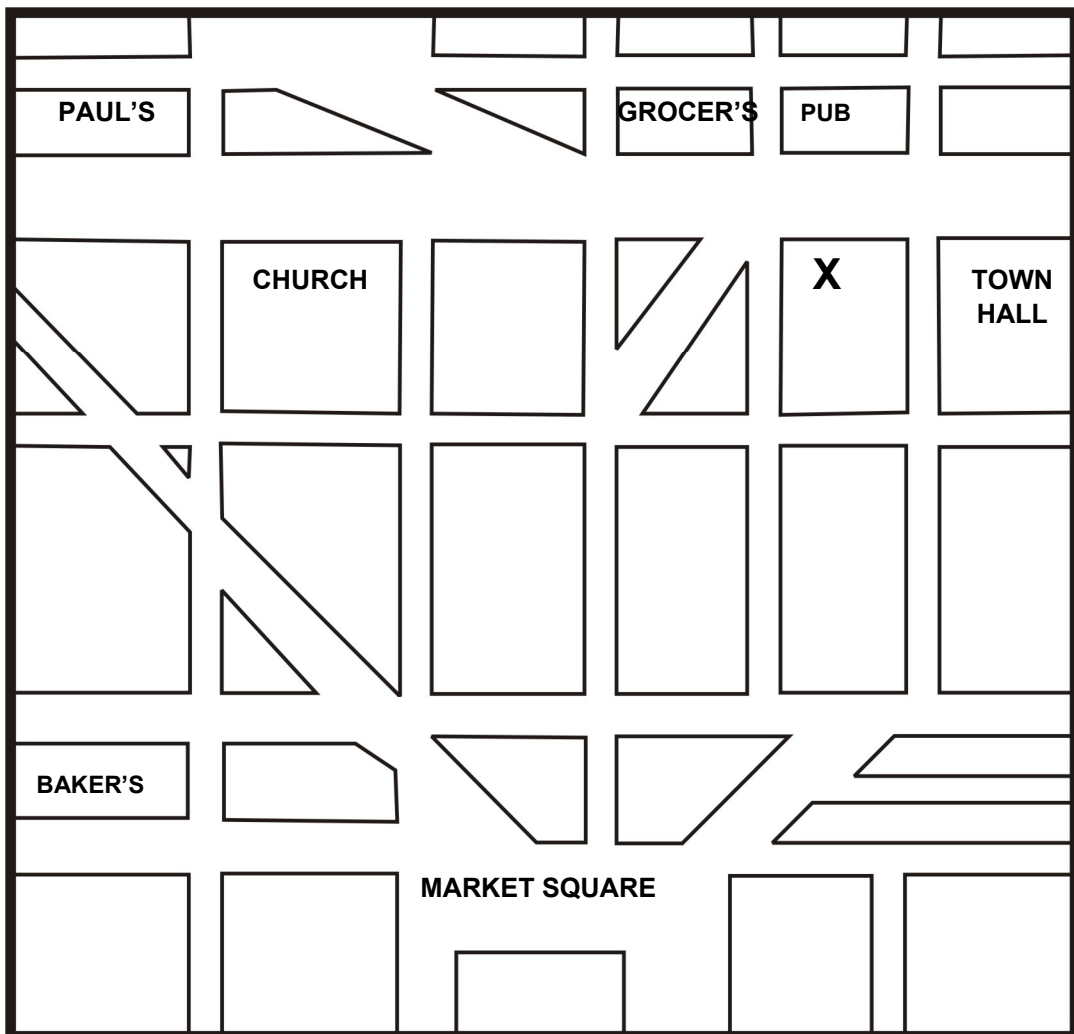


<b><i>Aims</i></b>	Finding right and left, front and back, while decentring yourself in relation to your own body.
<b><i>Applications (examples)</i></b>	<p><u>In class</u>: all situations leading to the observation, exploration or reproduction of a series of gestures or movements, mirror fashion, for example while carrying out simple operations on different materials or supports, in technology or in art.</p> <p><u>At work</u>: any initiation or training for a new job with a demonstration from an instructor or a tutor.</p> <p><u>In everyday life and for leisure</u>: any manual work or handiwork for which a demonstration is given.</p>
<b><i>Materials</i></b>	<ul style="list-style-type: none"><li>- A page with pictures of 4 people, from the front, from the back, right-way-up and upside-down.</li><li>- A sheet of stickers for each participant.</li></ul>
<b><i>Instructions</i></b>	<p>The students have to stick:</p> <ul style="list-style-type: none"><li>- one sticker on the left arm of the first person</li><li>- one sticker on the left leg of the second person</li><li>- one sticker on the left leg of the third person</li><li>- one sticker on the right arm of the fourth person.</li></ul>
<b><i>Remarks</i></b>	<ul style="list-style-type: none"><li>- The third person could be doing gymnastics and therefore have his feet in the air, or he could simply be lying on the ground. There is nothing to indicate which is the case. The students will therefore notice that, whatever the position, the answer remains the same.</li><li>- The watch that the fourth person is wearing on his right wrist is not a relevant indication (the person might be left-handed or might prefer to wear his watch on his right wrist).</li></ul>
<b><i>Variations (examples)</i></b>	One participant can place himself in different positions in front of the group (facing them, with his back to them, standing, lying down, sitting down) and ask the other participants to show his right hand, his left cheek, his left foot, his right wrist, etc.
<b><i>Individualisation</i></b>	Yes, but the teacher must be present.
<b><i>Answers</i></b>	Yes.





<b><i>Aims</i></b>	<ul style="list-style-type: none"><li>- Following, understanding and keeping to instructions.</li><li>- Using lateral reference points found in the surrounding environment.</li><li>- Getting used to finding one's way on a simplified street map.</li></ul>
<b><i>Applications (examples)</i></b>	<p><u>In class</u>: locating anything on a street map of a town, of part of a town, of a building, in geography for example.</p> <p><u>At work</u>: using a plan to find your way around a production site, workshops, offices, etc.</p> <p><u>In everyday life and for leisure</u>: finding your way on a street map of a town, of part of a town, of a building (fire instructions, for example).</p>
<b><i>Materials</i></b>	<p>Two exercise sheets, depending on the option and the reading ability of the group of participants:</p> <ol style="list-style-type: none"><li>1. One page with the street map of part of a town containing a certain number of landmarks and a text showing the itinerary of a person walking in this part of the town.</li><li>2. One sheet with the same street map and no text.</li></ol>
<b><i>Instructions</i></b>	<p>After following the directions given, orally or in writing, for the person's itinerary, the students place a sticker or a pencil mark on the place where they think the person is at the end of the given itinerary.</p>
<b><i>Remarks</i></b>	<p>The exercise can be done orally, with the teacher reading out the route written on the page, or using the written indications if all the students are able to read and understand them.</p>
<b><i>Variations (examples)</i></b>	<ol style="list-style-type: none"><li>1. The pupils can describe Mr. X's itinerary orally, stating exactly where he went. (He goes out of his house. He's in front of the pub. He passes the grocer's. When he turns left, the church is on his right, etc.)</li><li>2. One participant can choose a route; he then describes it orally to the group and asks the final destination. Emphasis will then be on the difficulty of explaining a route, the necessity of decentering yourself, finding good reference points, getting your bearings, etc.</li><li>3. One participant gives a starting out point and a destination on the map; the other members of the group have to trace the route that they consider the most appropriate, according to a certain criterion, for example, the shortest way.</li></ol>
<b><i>Individualisation</i></b>	<p>Yes, but the teacher must be present if the students have to do the exercise with the route given orally.</p>
<b><i>Answers</i></b>	<p>Yes</p>

**Route-finding**

Mr. X comes out of his house and turns left on the street.

He passes three streets and takes the fourth street on the left.

Then he takes the first street on the right.

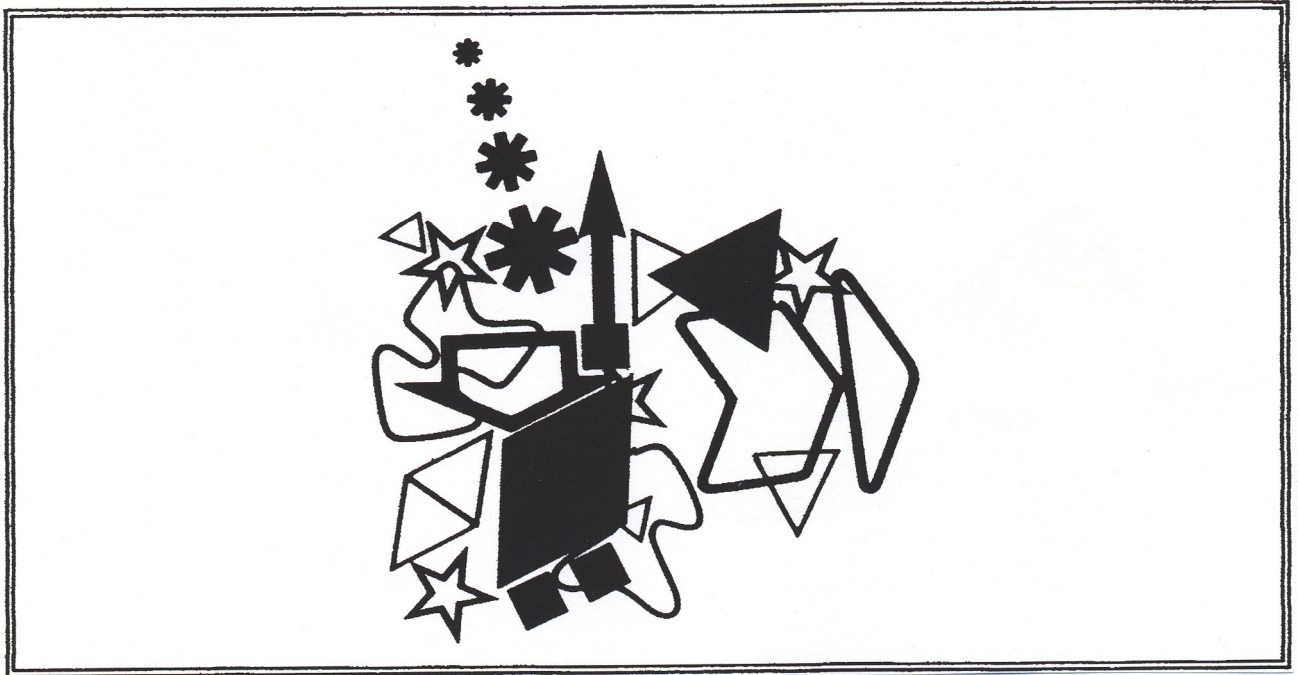
He walks for a bit and then goes down the first street on his left.

He carries straight on and takes the third street on his left.




Where does he end up?



<b><i>Aims</i></b>	<ul style="list-style-type: none"><li>- Finding the centre of an object or picture.</li><li>- Using directional indications "right, left, on, under, top, bottom".</li><li>- Finding an element, even partially hidden, in a complex whole.</li><li>- Finding a predominant shape or form.</li><li>- Being aware that imprecise formulation can lead to different interpretations.</li></ul>
<b><i>Applications (examples)</i></b>	<p><u>In class and in everyday life</u>: finding and identifying partially hidden elements or shapes and forms that have been superposed.</p> <p><u>At work</u>: All positions where the operator has to carry out manipulations without being able to see or to access the object(s).</p> <p><u>In all cases</u>: improving communication through precision of expression.</p>
<b><i>Materials</i></b>	<p>Two sheets of paper, depending on the option and reading ability of the group of participants:</p> <ol style="list-style-type: none"><li>1. One sheet showing a complex, abstract picture, and a series of questions pertaining to the picture.</li><li>2. One with the same picture, but no text.</li></ol>
<b><i>Instructions</i></b>	<p>After observing the picture shown, the students will answer questions asked by writing what is required on the picture itself. If the reading ability of the participants does not allow them to find out the questions for themselves, the teacher will ask them orally, leaving time for each person to write the required sign.</p>
<b><i>Remarks</i></b>	<p>Several answers are possible, other than those suggested in the answers, due to the imprecise nature of the questions which can be interpreted in different ways. The students often find it difficult to accept someone else's point of view, and this exercise is a good opportunity to highlight the different possibilities of interpretation, all equally valid, depending on the interpretation of the question.</p>
<b><i>Variations (examples)</i></b>	<ol style="list-style-type: none"><li>1. The students try to find two sorts of questions about the picture:<ul style="list-style-type: none"><li>* one fairly precise to avoid any possibility of interpretation (only one possible answer)</li><li>* another one which is open to interpretation and solicits several possible answers.</li></ul>Both sorts of questions will be submitted to the group, who then answer them.</li><li>2. The same exercise can be done using any other support or subject than this picture and inviting the students to think about communication between people, disagreements or misunderstandings, etc.</li></ol>
<b><i>Individualisation</i></b>	<p>Yes, but the teacher must be present throughout the exercise.</p>
<b><i>Answers</i></b>	<p>No.</p>



**Then answer the following questions:**

1. What is the shape in the middle? Write 1 on it.
2. What is furthest to the left of  ? Write 2 on it.
3. Which is the shape that is most often shown? Write 3 on it.
4. How many times is it shown?
5. Which shape is nearest the bottom of the picture? Write 4 on it.
6. An arrow is pointing to the right. Write 5 on it.
7. What is just to the right of  ? Write 6 on it.
8. If there is a triangle inside an arrow, write 7 on it.
9. Write 8 on the shape just under the two triangles stuck together.
10. How many  are there?