



Building Directions

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Science
Grades 9–12



Introduction

Whoops! That is something that you do not want to hear in a science lab! Learn the value of clear directions and apply it to your own activities!

Learning Objectives

WALT determine the importance of following directions and giving precise directions to prepare for science labs and groupwork.

Materials Needed

- [Directions Task](#)
- Lined paper/pencil
- Legos/blocks/cubes (pre-sorted for student groups)

Procedure

1. Start with [this simple activity](#) to get students to work on following directions and listening. It seems simple, but wait to see how many students are unable to complete this activity correctly. For high school, I would not repeat the directions a second time. I would only say the directions one time.
2. Complete the Directions Task. This is a second activity to emphasize the importance of following directions, and it will give you a good laugh!
3. Show the class the building materials you will be using. Have the students brainstorm words to use to describe the materials.
4. Show the class a structure that you have made with your building materials. You can use Legos, building blocks, or cubes. As a class, come up with directions of how to build the structure. Then, use separate materials to build the structure according to the directions that the class created. Compare the result to the original figure. Make revisions and try to build again!
5. Students will work in pairs and be given a bag of supplies. Students will need to construct a structure out of the materials and write a set of “precise” directions of how to construct this. Students will be given fifteen minutes to complete this task.

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6. Students will take a picture of their completed structure on a device (Chromebook/phone). Students will disassemble their structure, put the pieces back in a bag, and trade with a different group. Students will be given 5 minutes to follow the directions and create the structure using the directions provided by the group they switched with. At the end of the time, the original group will check and compare the structure created with the original structure.

****Check to see if any groups use pictures to give the directions. Pictures are a universal language, and this would make the directions understandable for anyone. ****

7. The groups will revisit the directions and make revisions. Groups will then trade with a different group than in step 6. Students will be given the revised set of directions and 5 minutes to create the structure. At the end of the time, groups will trade back and see improvements made.

8. The end discussion will revolve around the importance of following directions, as well as the importance of giving good directions.

Evaluation

There is no rubric with this activity. You can use this as a classwork grade. Have groups turn in their two sets of directions, so you can check the revisions made. You can also count the activity itself as a participation grade (if you utilize these).