

1 METER OUTDOORS

OBJECTIVE: Perceive better how long one meter is. Be able to compare what is longer/shorter (wider/narrower...) than one meter.

AGE: primary school, **TIME:** 15–30 minutes, **TOOLS:** string, scissors, tape measure/rulers, marker pens, pencils



1. MAKING MEASURING TOOLS

First, we can let the pupils estimate how long is 1 meter. What is longer, what is shorter than 1 meter?

Then, we simply make measuring tools by cutting a string into 1 meter long pieces. If we want to work with smaller units (decimeters) we can mark them out by knots. (Note: knots shorten the string so a longer piece of string will be needed!) Or we can use a marker, which is faster but requires a flat string (a tape or a ribbon).

We can also use sticks instead of a string.

It is good to verify if the length of the strings is correct when they are finished.



2. MEASURING

The pupils can now set out to explore the surroundings – and measure. The task can be varied, here are some examples:





- Find and note down (or draw) objects that are 1 meter long / have 1 meter circumference.
- Find objects shorter or longer than 1 meter.
- Measure the distance between two given objects.
- Measure the circumference of the largest tree in the surroundings.
- Measure parts of your body. What is longer than 1 meter? What is shorter?

RIGHT-ANGLED TRIANGLE

AGE: 7.-9. grade (lower secondary school), **TIME:** 15-30 minutes, **TOOLS:** 5m rope (skipping rope)



As a problem task, you can let pupils create a right-angled triangle from a rope. The task is to divide the rope in sections of the same length (marked by knots) – as many as will be needed to create a right-angled triangle.



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