# Strike a pose

In this lesson students will locate angles in everyday life, estimate the size of angles, name the types of angles and use naming conventions for angles.

## Visible learning

### Learning intentions

* To be able to classify angles.
* To be able to apply the language, notation and conventions of geometry.

### Success criteria

* I can estimate the size of angles.
* I can identify types of angles.
* I can use geometric conventions to name angles.

### Syllabus outcomes

A student:

* develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly **MAO-WM-01**
* applies angle relationships to solve problems, including those related to transversals on sets of parallel lines **MA4-ANG-C-01**

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## Activity structure

Please use the associated PowerPoint *Strike a Pose* to display images in this lesson.

### Warm-up

1. Direct students to the ‘Estimating Angles’ game ([Estimating Angles (maths.org](https://nrich.maths.org/1235)). Students are given an angle size. They click to stop the arm moving when they think that the size of the angle matches the given angle.
2. Students should pick their difficulty level and change the slider to 2-players.
3. Provide students with the opportunity to play the game several times.
4. When most pairs have played at least 5 rounds, engage the class in a discussion to determine their scores, which angles were hardest to estimate and why they were harder to estimate.

### Launch

#### Strike a pose

1. Show slide 3 in the *Strike a Pose* PowerPoint. The slide shows 2 images of a dancer and a line sketch depicting each image.
2. Using the notice-wonder strategy ([bit.ly/noticewonderstrategy](https://bit.ly/noticewonderstrategy)), ask the students what they notice and what they wonder. Allow them to share anything that pops into their mind.

At this point, students can share anything they notice and anything they wonder. It does not need to be maths related.

Encourage students to use both formal and informal mathematical language. Discuss with students how angles and lines can be used to communicate ideas and emotions.

1. Show slide 4 from the *Strike a Pose* PowerPoint. This slide shows 2 more pictures of dancers. Tell students to choose one of the images from the slide and try to sketch the angles and lines that represent the image.

The sketches need only be small, taking a space approximately 5 cm by 5 cm. Encourage students to attempt the sketch a few times if they are not satisfied with their first attempt.

1. In pairs, ask students to show each other their sketches and discuss their drawings. Encourage students to identify and describe to each other the different lines and angles they have used.
2. Display slide 5 of the PowerPoint. Tell students that the image shows lots of different emotions that may be expressed through the way we pose. Students should think about how they might position themselves to communicate an idea and consider how changing the angles of their arms and legs changes the emotion.
3. Arrange students in visibly random groups of 3 ([bit.ly/visiblegroups](https://bit.ly/visiblegroups)). In each group, students will take turns to stand and pose whilst the other 2 students do a line sketch of the pose, showing the angles and lines. Students may use ideas from the word cloud on slide 5 or come up with their own idea. The students can either choose to tell their peers what emotion they are posing, or they might like to ask their peers to guess what they are posing.

Remind students that the activity is based on striking a pose and identifying the angles used by parts of their body. It is not about the emotion shown on their face.

1. Continue to focus student discussion on describing the angles and lines, using formal and informal language. As the teacher visits the groups, they may prompt discussion with questions such as:

* How does the angle formed by our arms change when our hands are on our stomach compared to placing our hands on our heart?
* What message might we be sending when we hold one arm out, perpendicular to our body, compared to above our head and parallel to our body?

Teachers may introduce a discussion about how we read body language to help understand how a person might be feeling or how angles are integrated in cultural practices, such as bowing.

1. Conduct a class discussion to consider how the angles of our bodies and limbs can communicate different messages.

### Explore

#### Equipment

* Appendix A – The angles we see, printed in colour, single copy
* Adhesive putty

#### Method

1. Post the colour, printed images contained in Appendix A on the walls around the classroom.
2. Explain to the students that they will be moving around the classroom, in pairs, looking at the images posted on the walls.
3. Ask them to discuss what they notice and what they think about the images and to write their ideas on the posters.
4. The teacher should periodically pause the movement of students.
5. Announce to the class that you will be pressing pause in thirty seconds to hear what some people are thinking.
6. Ask 2 or 3 pairs to briefly describe the images in front of them and either describe something they see or something that they find interesting.
7. Explain that the pause helps students to hear what others are seeing and thinking about the images. You may, if you think it is necessary, direct the students towards considering the angles they see with questions such as:
   * 1. Can someone tell me something about the angles in their image?
     2. Can someone recall and describe a type of angle?

The students do not need to visit all the images.

1. After 10–15 minutes, stop the activity. Students can return to their seat.
2. Use the Pose-Pause-Pounce-Bounce strategy [PDF 200KB] ([bit.ly/pausepouncebounce](https://bit.ly/pausepouncebounce)) to discuss the images, directing the discussion towards the angles in the images.

Guide discussion towards defining the terms acute, obtuse, reflex, right-angle, straight-angle and revolution.

1. Use slides 7–9 of the PowerPoint to conduct a discussion highlighting the difficulty of describing exactly what angle they are referring to when there are multiple angles shown.

Challenge students to consider if it is possible to use location identifiers such as ‘on the left of the photo’ or ‘at the top of the plane’ or descriptive phrases such as ‘the acute angle on his leg’. Students should be encouraged to consider perspective, that some images may not have a top or bottom, left or right, and that there is more than one acute angle in the person’s leg in the image displayed.

The photo of the bicycle should encourage students to further identify the problem with using general location identifiers. There are multiple angles visible, including reflex angles.

### Summarise

1. Guide the students through slides 11–13 of the PowerPoint. Use a class discussion to discuss how the angles are named and the types of angles they can see.

Use the discussion to promote recognition by students that angles are named using 3 letters and that the middle letter is always the letter located at the vertex of the angle. Encourage students to recognise that the naming conventions can be supported by identifying the type of angle, especially when distinguishing between an acute angle and a reflex angle with the same vertex.

1. Ask students to write notes for their future forgetful self ([bit.ly/notesstrategy](https://bit.ly/notesstrategy)).

### Apply

#### Angles bingo

##### Equipment

* one bingo card per student, from the set in Appendix B ‘Bingo cards’
* a pen or pencil to mark their bingo card

##### Method

1. Distribute the game cards to the students.
2. Slide 15 of the PowerPoint can be used to explain how the game is played.

The game cards include names of angles, angle sizes, pictures of angles, stick figure drawings and an image.

Students look at the stick figure drawing and the image at the centre of the game card and identify some of the angle types they can see. Students should recognise that some of the drawings and images have more than one angle type. They will need to label the angle they are using on the photo and stick figure drawing.

1. Display slide 16 of the PowerPoint. This slide contains 24 buttons. Each button links to one of the angle types.
2. Ask a student to randomly select a number, from 1 to 24. Click on the number selected. The PowerPoint will show one of the angle types. Students should cross out that angle type or label that type of angle. Students can only cross out or label one angle for each spin.
3. Explain to the students that the first person to cover all 9 squares on their game card needs to call ‘Bingo’. Remind students that there may be more than one person to fill their card at the same time.

When the first student calls Bingo, check the angles on the card match the angles called.

## Assessment and differentiation

### Suggested opportunities for differentiation

Throughout this lesson, low readiness students could be restricted to a small subset of angles such as .

**Launch**

* Provide students with a set of drawn angles and a protractor to measure the angles.
* Challenge students to draw an angle produced by an arm that rotates more than , such as or .

**Explore**

* Discuss different types of angles before trying to identify them in the pictures. For instance, acute, obtuse, reflex.

**Summarise**

* Provide students with a scaffold to make their notes.

**Apply**

* Conduct a class discussion to assist students to identify the angles on their bingo card before playing the game.
* Students could play in pairs to assist each other with finding and marking angles.
* Have the students choose and mark out an angle on the stick figure drawing and the picture before they begin playing.

### Suggested opportunities for assessment

**Warm-up**

* Monitor student understanding of angle size as they play the game.

**Explore**

* Monitor student discussions to determine student recall of angle types.

**Summarise**

* Scan student notes to their future forgetful self to check for understanding.

**Apply**

* Check that students can identify the types of angles on their bingo card.

## Appendix A

### The angles we see

The images in Appendix A are formatted to be printed one per page, with questions below the image and space for students to write multiple answers to the questions.

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| Figure 1 – ‘[preying mantis...!](https://www.flickr.com/photos/24548102@N00/3174075146)‘ by [S.o.L.e](https://www.flickr.com/photos/24548102@N00) is licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/?ref=openverse).  A photo of a green preying mantis on a painted red, wooden surface.  What can you see?  What do you notice? |

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| Figure 2 – ‘[Angles, lines, light, and shadows](https://www.flickr.com/photos/12836528@N00/1905508309)‘ by [kevin dooley](https://www.flickr.com/photos/12836528@N00) is licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/?ref=openverse).  A photo of a bright yellow wall with a horizontal, wooden structure attached to the wall. sunlight is creating interesting angular shadows on the wall.  What can you see? What do you notice? |

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| Figure 3 – ‘[The City Light Walking High Angle View Sunlight Steps And Staircases Outdoors Real People Day Architecture One Person Silhouette Shadows & Lights Pattern, Texture, Shape And Form PhotoNepal](https://www.flickr.com/photos/21539384@N02/32952435195)‘ by [bmaharjan](https://www.flickr.com/photos/21539384@N02) is licensed under [CC BY-SA 2.0](https://creativecommons.org/licenses/by-sa/2.0/?ref=openverse). A photo looking down on a series of stairs descending down a hill. There are various shadows on the stairs and a person is walking up the stairs. What can you see? What do you notice? |

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| Figure 4 – Waterloo station clock **A photo of a claock mounted at Watrloo Station in London. The clock has the numbers 1 to 12 written in large, black Roman numerals and the numbers 13 to 23 and 00 written in small, red font. There is a red light to the right of the clock. To the side and behind the clock are other clocks facing in different directions. There is a roof and supports visible above the clock.** What can you see? What do you notice? |

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| Figure 5 – ‘[Angles and shapes.](https://www.flickr.com/photos/88123769@N02/51537879549)‘ by [Bernard Spragg](https://www.flickr.com/photos/88123769@N02) is marked with [Public Domain Mark 1.0](https://creativecommons.org/publicdomain/mark/1.0/?ref=openverse).  A photo of a building showing its curved edge with distinctive angular window decorations mounted on the building and sticking out to form a geometric angular display.  What can you see? What do you notice? |

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| Figure 6 – ‘[Sydney Harbour Bridge](https://www.flickr.com/photos/30628871@N00/8459365933)‘ by [RaeAllen](https://www.flickr.com/photos/30628871@N00) is licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/?ref=openverse).  A photo of Sydney Harbour Bridge, showing the side of the bridge, with buildings in front of the bridge, an expanse of water in the foreground and cloudy sky in the background.  What can you see? What do you notice? |

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| Figure 7 – pole at Taronga Western Plains Zoo  A photo of a vertical pole in the shape of a rectangular prism with Aboriginal artwork painted on the pole and a grassy area in the background, erected at Western Plains Zoo, Dubbo.  What can you see? What do you notice? |
| Figure 8 – the Leaning Tower of Pisa A photo of the Leaning Tower of Pisa with blue sky and clouds in the background. A photo showing an electrical measurement of the amount of lean of the Leaning Tower of Pisa. An electrical display shows a bubble at the top of the circle and a number of 86.1 degrees. A display has a bubble at the left of a line and the number -4.1 degrees. What can you see? What do you notice? |
| Figure 9 – ‘[Chocolate Cream Cake](https://www.flickr.com/photos/30478819@N08/47955920277)‘ by [wuestenigel](https://www.flickr.com/photos/30478819@N08) is licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/?ref=openverse).  A photo of a slice of chocolate cake on a white plate with a fork perched under a part of the cake.  What can you see? What do you notice? |
| Figure 10 – Mount Olympic at Perisher Valley Ski Resort  A photo of a ski slop with a t-bar, blue ky and clouds.  What can you see? What do you notice? |
| Figure 11 – ‘[Kandinsky/Klee Meisterhaus](https://www.flickr.com/photos/38049079@N02/3978643642)’ by [Christian Stock](https://www.flickr.com/photos/38049079@N02) is licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/?ref=openverse).  A photo of stairs painted different colours and portraying a variety of angles.  What can you see? What do you notice? |
| Figure 12 – ‘[[ K ] Vassily Kandinsky - Yellow - Blue - Red (1925)](https://www.flickr.com/photos/33255628@N00/3203922881)’ by [Cea.](https://www.flickr.com/photos/33255628@N00) is licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/?ref=openverse).  A paining by Kandinsky called Yellow - Blue - Red, it has lots of lines and shapes and colours.  What can you see? What do you notice? |

## Appendix B

### Bingo cards

|  |  |  |
| --- | --- | --- |
| Straight |  | Acute |
| A picture of a stick figure, bent down on one knee, leaning slightly forward, with one arm on the bent knee and one arm held in front. | An image of some old wooden buildings with a set of steps leading up to one. | An image of reflex angle ABC. |
| An image of obtuse angle ABC. |  | A picture of a stick figure standing up straight, feet apart, legs straight and hands on head. |

|  |  |  |
| --- | --- | --- |
| Straight | An image of reflex angle ABC. |  |
| A picture of a stick figure down on one knee with the other leg reaching straight out sideways, the body up straight and the arms stretched out straight on each side. | A picture of a 5 point star, coloured red with a gold outline and a grey background, found on the Hollywood walk of fame. There is a small picture on each point of the star. | A picture of a stick figure standing up straight, feet apart, legs straight and hands on head. |
|  | Reflex | An image of obtuse angle ABC. |

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| --- | --- | --- |
| Obtuse |  | An image of a revolution at point A. |
| A picture of a stick figure standing straight, feet spread, legs straight and arms held straight out to each side. | An image of some old wooden buildings with a set of steps leading up to one. |  |
| Revolution | An image of reflex angle ABC. | Reflex |

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| An image of acute angle ABC. |  |  |
| A picture of a stick figure standing up straight, feet apart, legs straight, one hand on the stomach area and one arm hanging at an angle to the side. | A picture of some grey stone buildings with sloped roofs and snow sitting on the roofs and blue sky in the background. | Obtuse |
| Straight |  | An image of acute angle ABC. |

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| --- | --- | --- |
| Reflex | An image of straight angle ABC. |  |
| A picture of a stick figure standing straight, feet spread, legs straight and arms held straight up in the air, out to the sides. | A picture of the front of a building with green eaves, windows and a tree leaning over the building and casting a shadow on some of the building. | An image of acute angle ABC. |
|  | Obtuse |  |

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| --- | --- | --- |
| Straight |  |  |
| A picture of a stick figure leaning slightly forward on a bent leg, with the other leg stretched straight out behind, one arm held slightly behind the body and the other arm held bent in front. | A picture of a wooden sculpture of a person with a cloudy sky in the background. | An image of a revolution at point A. |
|  | Acute | An image of reflex angle ABC. |

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| --- | --- | --- |
|  | An image of straight angle ABC. | Obtuse |
| A picture of a stick figure down on one knee with the other leg reaching straight out sideways, the body up straight and the arms stretched out straight on each side. | A picture of an old wooden tower with one platform halfway up and a platform with a safety rail surrounding it on the top. The tower has wooden vertical pieces associated with its history of mining. A cloudy sky is in the background. |  |
|  | Reflex | An image of reflex angle ABC. |

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| Right |  | An image of a stick figure sitting down, leaning back on arms with knees up. |
| A picture of a stick figure standing straight, feet spread, legs bent and arms held straight out to the sides, bent up at the elbow. | A picture of an old baker's cart with wooden spoke wheels and a seat for two at the front. The cart is beside a wall of grey corrugated steel. | An image of reflex angle ABC. |
| An image of acute angle ABC. |  | Obtuse |

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| --- | --- | --- |
| Revolution |  | An image of acute angle ABC. |
| A picture of a stick figure standing up straight, feet spread and legs slightly bent, arms are crossed in front. |  |  |
| An image of a revolution at point A. |  | Reflex |

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| Obtuse |  | An image of straight angle ABC. |
| A picture of a stick figure standing upright, on one leg, on tiptoe, with the foot of the other leg touching the calf of the straight leg. The arms are held out to each side, hanging down, bent at the elbows. | A picture of two people on a set of swings with a building in the background. The swings have a steel frame. One person is high in the air on the swing and the other person is close to the ground. |  |
|  | Right | An image of acute angle ABC. |

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| --- | --- | --- |
| An image of reflex angle ABC. |  | An image of straight angle ABC. |
|  | A picture of a coastal scene, with some water in the background, two large rocks and in the foreground a wooden railing. | Obtuse |
| Reflex |  | A picture of a stick figure standing straight, feet spread, legs bent and arms held straight out to the sides, bent up at the elbow. |

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| --- | --- | --- |
| An image of right angle ABC. |  |  |
| Revolution | A picture of a statue of an animal, focused  closely on the mouth and a row of teeth at the top and bottom of the mouth. |  |
| A picture of a stick figure standing up straight, feet spread and legs slightly bent, arms are crossed in front. | Acute | An image of acute angle ABC. |

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| --- | --- | --- |
|  | An image of straight angle ABC. | A picture of a stick figure, bent down on one knee, leaning slightly forward, with one arm on the bent knee and one arm held in front. |
| Acute | A picture of an old baker's cart with wooden spoke wheels and a seat for two at the front. The cart is beside a wall of grey corrugated steel. | An image of obtuse angle ABC. |
| A picture of a stick figure standing up straight, feet apart, legs straight, one hand on the stomach area and one arm hanging at an angle to the side. | Reflex |  |

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| --- | --- | --- |
| An image of reflex angle ABC. | A picture of a stick figure, bent down on one knee, leaning slightly forward, with one arm on the bent knee and one arm held in front. |  |
| Reflex | Photo of entry sign on building in Disneyland saying Welcome to Mickey's Toontown. | A picture of a stick figure standing straight, feet spread, legs straight and arms held straight up in the air, out to the sides. |
|  | An image of a revolution at point A. | Acute |

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| A picture of a stick figure leaning slightly forward on a bent leg, with the other leg stretched straight out behind, one arm held slightly behind the body and the other arm held bent in front. | Right |  |
| An image of reflex angle ABC. | A picture of a coastal scene, with some water in the background, two large rocks and in the foreground a wooden railing. | Straight |
|  | An image of obtuse angle ABC. |  |

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| --- | --- | --- |
| A picture of a stick figure, bent down on one knee, leaning slightly forward, with one arm on the bent knee and one arm held in front. |  | An image of a revolution at point A. |
| Right | A picture of two people on a set of swings with a building in the background. The swings have a steel frame. One person is high in the air on the swing and the other person is close to the ground. | A picture of a stick figure standing straight, feet spread, legs straight and arms held straight out to each side. |
| An image of reflex angle ABC. |  | Reflex |

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| --- | --- | --- |
| Straight | An image of acute angle ABC. |  |
|  |  | Obtuse |
| An image of reflex angle ABC. |  | A picture of a stick figure leaning slightly forward on a bent leg, with the other leg stretched straight out behind, both arms held up, bent at the elbow reaching forward. |

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| --- | --- | --- |
| An image of acute angle ABC. | Straight | An image of acute angle ABC. |
| A picture of a stick figure standing straight, feet spread, legs straight and arms held straight out to each side. | A picture of an old baker's cart with wooden spoke wheels and a seat for two at the front. The cart is beside a wall of grey corrugated steel. |  |
|  | A picture of a stick figure standing upright, on one leg, on tiptoe, with the foot of the other leg touching the calf of the straight leg. The arms are held out to each side, hanging down, bent at the elbows. | Acute |

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| --- | --- | --- |
| A picture of a stick figure standing straight, feet spread, legs straight and arms held straight out to each side. | An image of right angle ABC. | Reflex |
|  | A picture of some grey stone buildings with sloped roofs and snow sitting on the roofs and blue sky in the background. | An image of a stick figure sitting down, leaning back on arms with knees up. |
| Acute | An image of reflex angle ABC. |  |

|  |  |  |
| --- | --- | --- |
| Right | A picture of a stick figure standing up straight, feet apart, legs straight and hands on head. |  |
| An image of reflex angle ABC. | A picture of a 5 point star, coloured red with a gold outline and a grey background, found on the Hollywood walk of fame. There is a small picture on each point of the star. |  |
|  | Obtuse | An image of a revolution at point A. |

|  |  |  |
| --- | --- | --- |
| A picture of a stick figure standing up straight, feet apart, legs straight and hands on head. | Acute | An image of reflex angle ABC. |
|  | A picture of some grey stone buildings with sloped roofs and snow sitting on the roofs and blue sky in the background. |  |
| An image of line ABD perpendicular to line BG, forming a right angle ABC. | Revolution |  |

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| --- | --- | --- |
| A picture of a stick figure standing upright, on one leg, on tiptoe, with the foot of the other leg touching the calf of the straight leg. The arms are held out to each side, hanging down, bent at the elbows. | An image of acute angle ABC. |  |
| Reflex | A picture of the front of a building with green eaves, windows and a tree leaning over the building and casting a shadow on some of the building. | An image of a stick figure sitting down, leaning back on arms with knees up. |
| An image of reflex angle ABC. |  | Acute |

|  |  |  |
| --- | --- | --- |
| Right | An image of reflex angle ABC. |  |
| A picture of a stick figure leaning slightly forward on a bent leg, with the other leg stretched straight out behind, one arm held slightly behind the body and the other arm held bent in front. | An image of some old wooden buildings with a set of steps leading up to one. | Acute |
|  | An image of line ABD perpendicular to line BG, forming a right angle ABC. | A picture of a stick figure standing straight, feet spread, legs bent and arms held straight out to the sides, bent up at the elbow. |

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| --- | --- | --- |
| An image of acute angle ABC. | A picture of a stick figure standing straight, feet spread, legs bent and arms held straight out to the sides, bent up at the elbow. | An image of a revolution at point A. |
| Obtuse | A picture of a wooden sculpture of a person with a cloudy sky in the background. |  |
|  | Straight | A picture of a stick figure, bent down on one knee, leaning slightly forward, with one arm on the bent knee and one arm held in front. |

|  |  |  |
| --- | --- | --- |
|  |  | Right |
| Revolution | A picture of an old wooden tower with one platform halfway up and a platform with a safety rail surrounding it on the top. The tower has wooden vertical pieces associated with its history of mining. A cloudy sky is in the background. | An image of acute angle ABC. |
| A picture of a stick figure standing up straight, feet spread and legs slightly bent, arms are crossed in front. | An image of reflex angle ABC. |  |

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| --- | --- | --- |
|  | A picture of a stick figure standing up straight, feet apart, legs straight, one hand on the stomach area and one arm hanging at an angle to the side. | Straight |
| An image of a revolution at point A. | A picture of an old baker's cart with wooden spoke wheels and a seat for two at the front. The cart is beside a wall of grey corrugated steel. | An image of reflex angle ABC. |
| Obtuse |  | A picture of a stick figure down on one knee with the other leg reaching straight out sideways, the body up straight and the arms stretched out straight on each side. |

|  |  |  |
| --- | --- | --- |
|  | Straight | A picture of a stick figure down on one knee with the other leg reaching straight out sideways, the body up straight and the arms stretched out straight on each side. |
| A picture of a stick figure standing up straight, feet apart, legs straight and hands on head. |  |  |
| An image of reflex angle ABC. | Acute | An image of obtuse angle ABC. |

|  |  |  |
| --- | --- | --- |
| Acute | A picture of a stick figure standing up straight, feet apart, legs straight and hands on head. |  |
| An image of right angle ABC. | A picture of two people on a set of swings with a building in the background. The swings have a steel frame. One person is high in the air on the swing and the other person is close to the ground. | Right |
|  | An image of reflex angle ABC. | An image of a stick figure sitting down, leaning back on arms with knees up. |

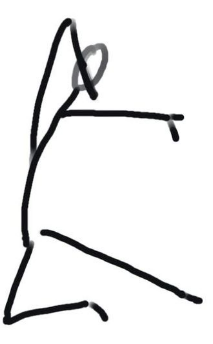
|  |  |  |
| --- | --- | --- |
|  | An image of acute angle ABC. | Straight |
| A picture of a stick figure down on one knee with the other leg reaching straight out sideways, the body up straight and the arms stretched out straight on each side. | A picture of a coastal scene, with some water in the background, two large rocks and in the foreground a wooden railing. |  |
| Acute | An image of a stick figure sitting down, leaning back on arms with knees up. | An image of a revolution at point A. |

|  |  |  |
| --- | --- | --- |
|  | Revolution |  |
| Straight | Photo of entry sign on building in Disneyland saying Welcome to Mickey's Toontown. | An image of a stick figure sitting down, leaning back on arms with knees up. |
| An image of acute angle ABC. |  | An image of right angle ABC. |

## Sample solutions

### Launch – Strike a pose

Examples of line drawings

### Apply – Angles bingo

Bingo buttons:

1. Reflex
2. Acute
3. Obtuse
4. Straight
5. Revolution
6. Right
7. Straight
8. Obtuse
9. Right
10. Revolution
11. Acute
12. Obtuse
13. Reflex
14. Revolution
15. Straight
16. reflex
17. Right
18. Obtuse
19. Acute
20. Revolution
21. Reflex
22. Straight
23. Acute
24. Right

## References

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