



## Curriculum Objectives

### Strand Unit: Orienteering

- Identify areas of the hall, playing field or school site:
  - introduce Photostar orienteering;
  - go to features identified by pictures, find the control and record it simply;
  - teach the discipline of returning to base.
- Reinforce control cards.

### Strand Unit: Walking

- Find an object in a confined area of the school site with simple clues.
  - Outdoors – preferably a grassy area.
  - Six pictures of common school items – four copies of each.
  - Labelled boxes for sorting and storing pictures.
  - One enlarged control card for demonstration and one control card per child.
  - One teacher's master control card.
  - Crayons on strings (or in boxes).
  - Sign **XXX** – as in lesson 1.
  - Photocopiable samples of all necessary resources can be found at the end of this lesson.
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- Primary School Curriculum (1999) Physical Education, page 23.
  - Physical Education Teacher Guidelines, pages 91-93.

## Venue

Move up a level

## Equipment

PSSI Homepage

## Reference



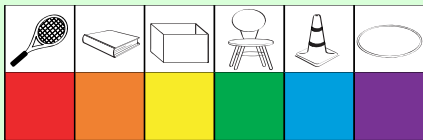
## ORGANISATION

**Preparation for Photostar Orienteering**

Download the six pictures of easily identifiable objects provided at the end of this lesson. Make four copies of each one. Laminate them.

Place each set of pictures in a box – cut up a control card and stick a corresponding picture on the front of each box so that children can replace pictures more easily.

Take one of the control cards and complete it as illustrated in the sample provided. This is your teacher's master control card.



Explain each control/item, i.e. chair, hoop, box, cone, bat, book, as you put it out. Now ask children to put out a second set in the other half of the area.

Place a container of crayons at/in each item – consult your master control card e.g. if the box under the chair is green, make sure you place green crayons at the chair.

## ACTIVITY

**Warm up and stretching: Visit your warm up bank.**

**1 Follow directions**

Mark the front wall with the **XXX** sign.

Revise the work done in Lesson 1 by asking the children to walk to the front, touch the wall, skip sideways to touch the back wall and return to base.

Repeat the introduction of backwards and forwards.

**2 Photostar orienteering****Stage One**

Show the children an enlarged control card and relate the pictures to the items.

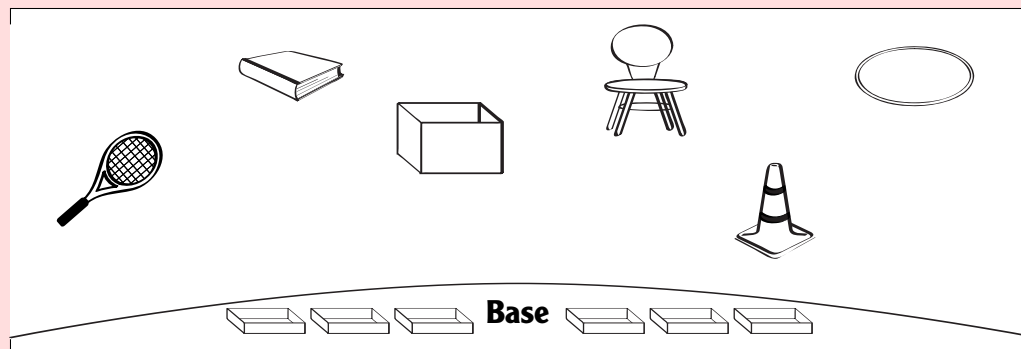
- show the children one picture of an item
- discuss what/where it is
- walk the class to the item in the picture, i.e. the control and
- demonstrate how to colour the box under the picture of that item on the control card, and replace the crayon.

Return to base. Demonstrate how to replace the picture carefully in the correct box and take a different one. Repeat this demonstration as often as you feel is necessary.

Show the children the pictures on the boxes.

Ask a few children to demonstrate which boxes to put pictures in.

Give each pair a picture and ask them to walk around the perimeter of the area. On a given signal, e.g. whistle, they must walk and stand beside the item. They check each other's pictures and, on the signal, they replace the picture in the correct box.



## TEACHING POINTS

- Stand in a central base position with the children around in a semi-circle facing forward so they can all see the controls.
- It helps greatly to have one or two enlarged pictures and an enlarged control card for demonstration.
- The children are only allowed to have **one** picture at a time.
- Walk – don't run. It's not a race.
- Remind the children to put the pictures back carefully in the correct boxes.
- It may be necessary to first walk the class through the entire procedure, i.e. six controls.

## ORGANISATION

## ACTIVITY

## TEACHING POINTS

**Stage Two**

All the children are seated at the base.

Give each child a control card and each pair a different picture.

The children walk to the item on their picture, colour the correct box, replace the crayon, return to base, replace the picture and choose another themselves.

They repeat the activity until all the boxes have been coloured.

Have an activity at base for those who are finished first.

- It may help to have names on control cards in advance, for correction, and to put the children into pairs before leaving the room.

**3 Concluding activity**

Finish with a playground game and cool down using suggestions from your cool down bank.

## D E V E L O P M E N T

**Activity 1**

Repeat Activity 1 above and add the following:

Put up signs for left and right – explain.

Ask the children to walk to the left, touch the wall and back to the base.

Repeat, asking the children to walk to the right, touch the wall three times and return to base.

**Activity 2**






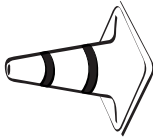
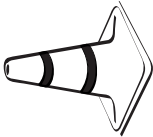
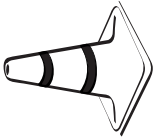
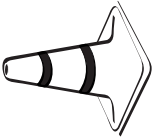
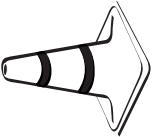
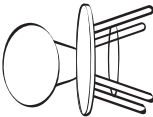
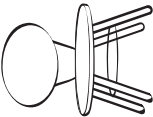
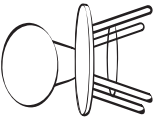
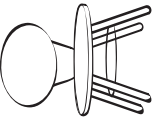
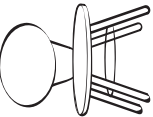
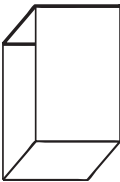
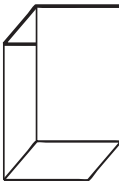
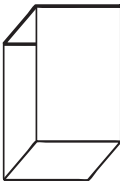
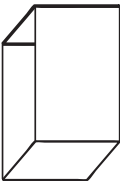
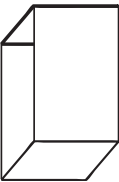










Revise/repeat photostar activity as above. To make the activity more challenging, use pictures of items which are similar e.g. a red hoop and a blue hoop.

Allow the children to work alone or in pairs as before.

ACTIVITY CARD – FRONT WALL



ACTIVITY CARD – CONTROL CARDS

		Name: _____			Name: _____			Name: _____			Name: _____			Name: _____
														
														
														
														
														

ACTIVITY CARD – PICTURES

