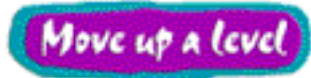




## Curriculum Objectives

## Venue

## Equipment



## Reference

## Note

## Strand Unit: Orienteering

- Find objects or areas by following a simple plan:
  - follow a **snake walk**;
  - lead another child around a course;
  - the second child records the route on an unmarked plan;
  - introduce map to ground orientation/spatial awareness;
  - teach the language, e.g. around, behind, between and outside.
  
- Hall (can be repeated outdoors using portable items).
  
- Sign – Three large **XXX** (to mark the front of the room).
- One enlarged laminated copy of plan of venue.
- Unmarked plans.
- Snake walks – one per pair.
- One copy of the same snake walk per child – samples provided.
- Beanbags.
- Equipment in plan.
- Photocopiable samples of all necessary resources can be found at the end of this lesson.
  
- Primary School Curriculum (1999) Physical Education, page 33.
- Physical Education Teacher Guidelines, pages 91-93.

## Walking Activities and Outdoor Challenges

To complete this strand, you should select suitable activities from both parts of the **Walking Activities & Outdoor Challenges** section.



## ORGANISATION

Take one plan and enlarge it for demonstration. Laminate it  
Alternatively you might use a flip chart/blackboard for demonstration.  
Sit children at the base, behind the equipment, so they have a clear view of the layout.  
Hang an enlarged plan of the equipment layout at the front of the hall or use an overhead projector.

Line the children up in pairs behind you.

## ACTIVITY

### Visit your Warm Up and Stretching Bank

#### 1 Snake walk/follow a route

##### Stage One

Give each child an unmarked plan. Show them the **XXX** on the top and relate them to the **XXX** on the wall. All face the front wall. Demonstrate how to match the **XXX** on the plan to the **XXX** on the wall. This is called orientating a map. Face the back wall and orientate the plan again. Repeat facing right and left. Collect the plans.

##### Stage Two

Discuss the enlarged plan of equipment layout with the class, relating the drawings to the items.

Place the equipment as in the plan with the help of the children.

Point to an item on the plan and ask a child to stand there. Repeat until you have related all the drawings to the items.

Lay a trail of beanbags around and through the equipment. Line the children up in twos and ask them to follow you around the trail.

Sit them down again. Select a child to walk the route with the other children calling out directions. Draw the route taken onto the plan. Draw  $\triangle$  to indicate the start and  $\odot$  to indicate the finish.

Collect the beanbags, erase the route on your plan and lay out a different route.

Repeat this activity as often as you wish choosing different children each time to walk the route.

##### Stage Three

Draw a new route on the plan and choose children to lay out the beanbags. Select a child to walk the route with the other children calling out directions. Draw the route taken onto the plan. Demonstrate how to follow the route with your index finger as the child is walking.

##### Stage Four

Draw a route on the master plan and give each child a copy. Ask them to follow this with their finger as you lead them along it. Repeat as often as you wish.

Select different children to follow the route on their own while the rest of the class follow the route on the plan with their fingers.

#### 2 Concluding activity

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

## TEACHING POINTS

- Have a good vigorous warm up as this activity involves some sitting around!
- Before you begin to teach children to orienteer they must understand two fundamental concepts:
  - the map is a picture (a bird's-eye view) of the ground;
  - the map must be held so that it corresponds directly with the ground. This is referred to as orientating (or setting) the map.
- Encourage walking not running.
- Ensure that there are sufficient bean bags to indicate the exact route taken.
- Use the language: around, behind, between etc. while you are drawing.
- Keep the onlookers involved by getting them to verbalise what is going on, e.g. *where is Ann going? Behind, between, etc.*
- The teacher continually demonstrates how to follow the route with his/her index finger.
- Vary the routes and repeat several times.

## DEVELOPMENT

## ORGANISATION

## ACTIVITY

## TEACHING POINTS

**Revise Stage Four**

Give each pair/child a plan with a **snake walk** marked on and ask them to follow it.

Swap plans and repeat as often as necessary.

Give each child a plan with no route marked.

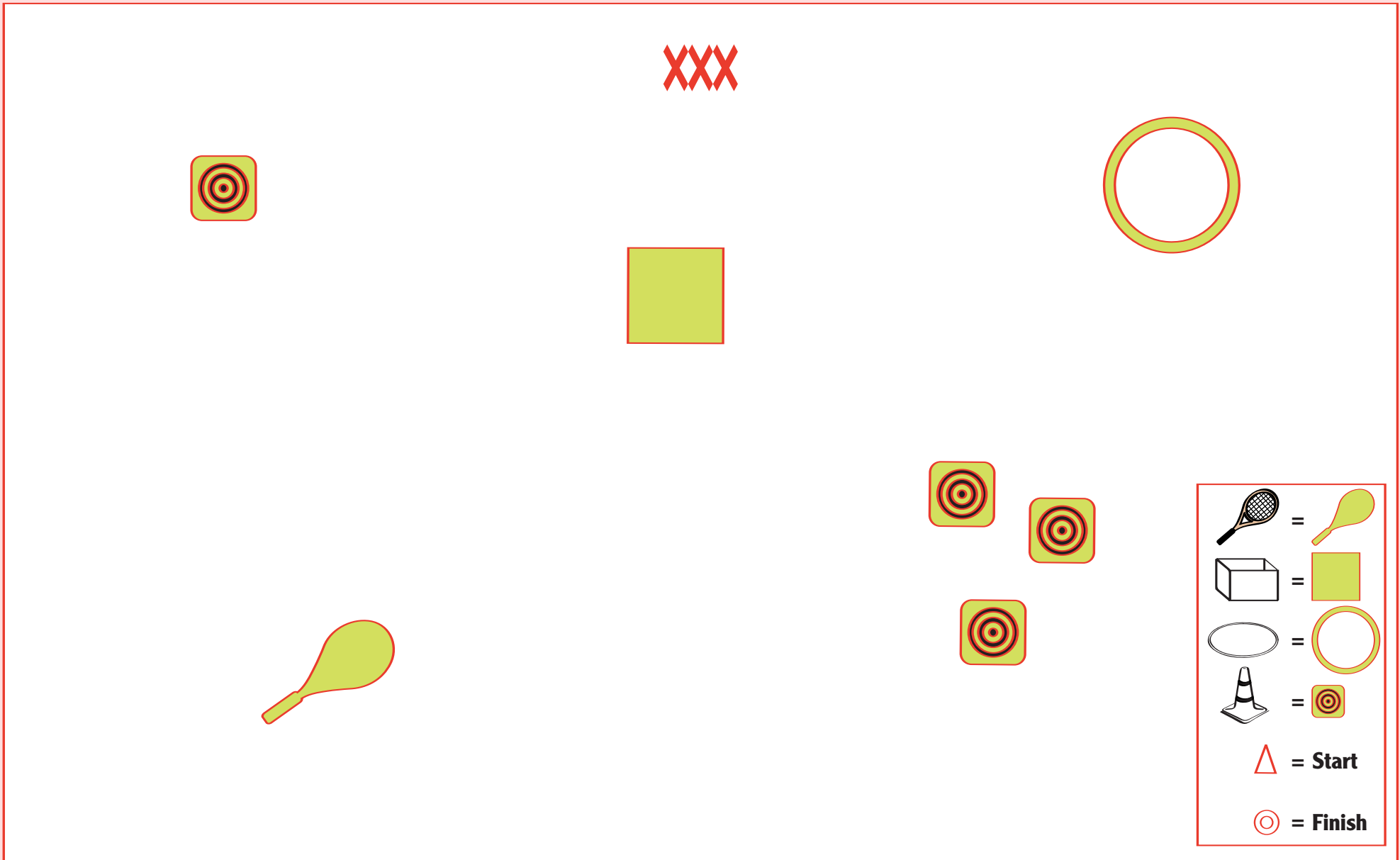
The teacher slowly takes a route around the equipment while the children draw the route onto their plans. The teacher then draws the route followed onto the master plan. (Use whiteboard markers.) The children discuss and correct their plans.

- Make sure the children follow the route with their finger.
- Vary the routes.
- Use the snake walks from the activity above.

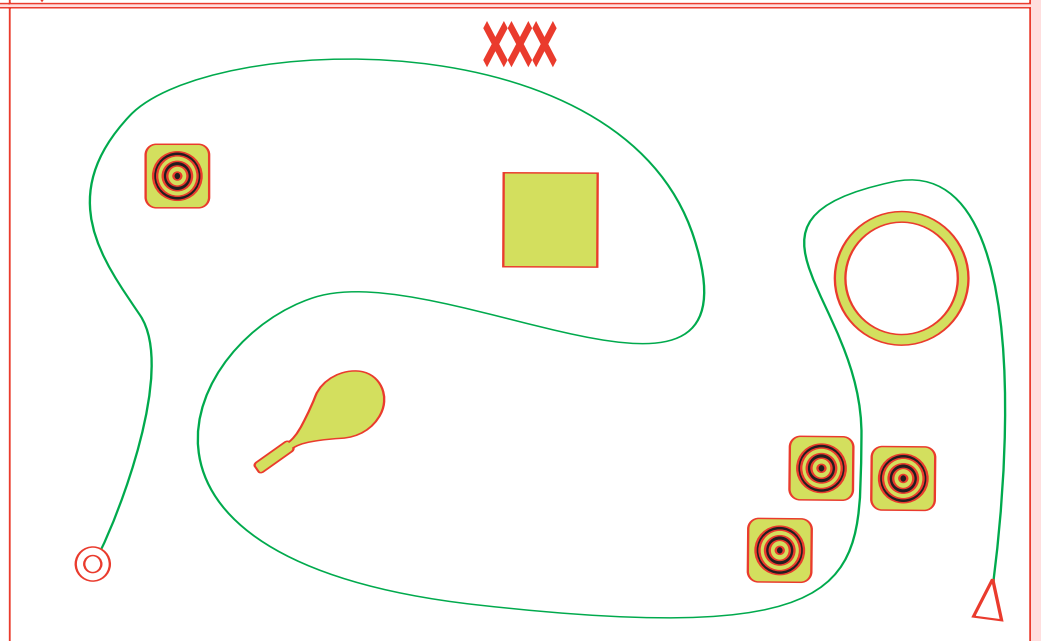
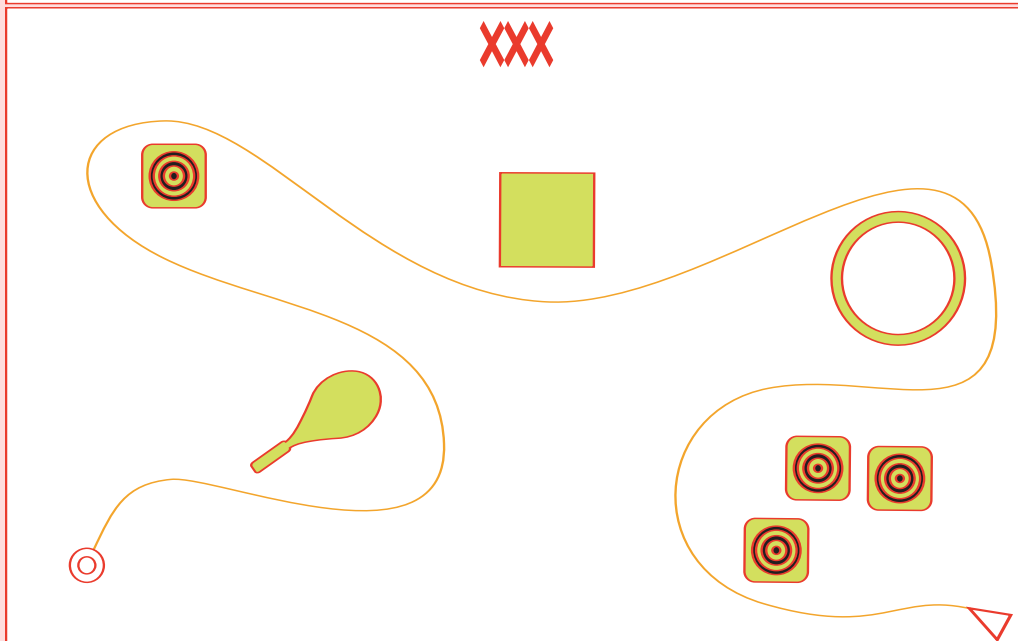
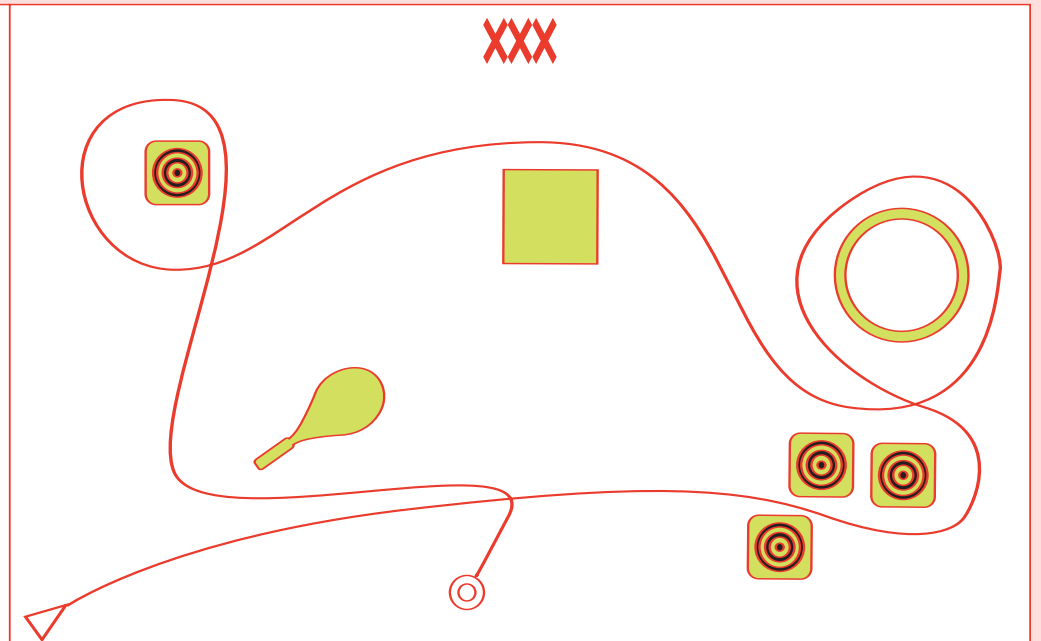
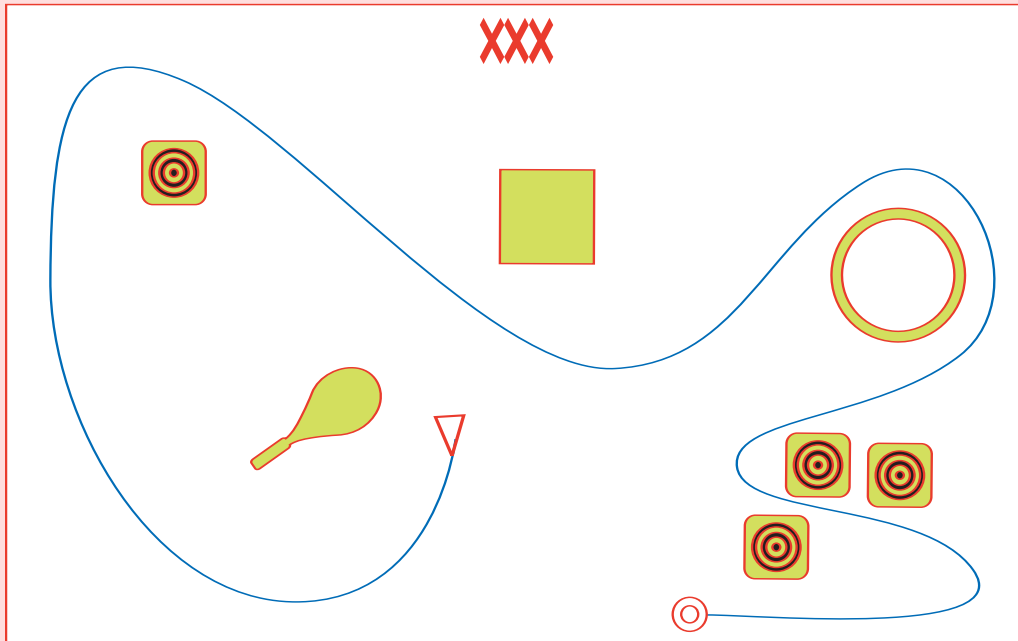
**ACTIVITY CARD – FRONT WALL**



### ACTIVITY CARD – PLAN



ACTIVITY CARD – SNAKE WALKS



ACTIVITY CARD – UNMARKED PLANS

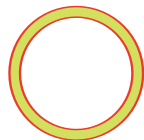
XXX



XXX



XXX



XXX

