



Curriculum Objectives

Venue

Equipment

Move up a level

PSSI Homepage

Strand Unit: Orienteering

- Recognise and find familiar features from photographs.
 - Record symbols on a control card.
 - Undertake a journey, following a chosen route and mark it on a map.
 - Orientate a map.
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- Outdoors.
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- Photographs of 10 more challenging (permanent) objects anywhere on the school site
Four copies of each. Number each set of photographs on the back and laminate.
 - Ten controls, each with a different coloured crayon hanging from it on a string (available at the end of Lesson 1).
 - Control cards – one for each child.
 - Master control card.
 - Maps of area – one for each child.
 - Master map with the location of each photograph marked.
 - Clip boards, drawing paper, pencils and erasers.
 - Photocopiable samples of all necessary resources, apart from the photographs, can be found at the end of this lesson.
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- Primary School Curriculum (1999) Physical Education, page 45, 46.
 - Physical Education Teacher Guidelines, pages 91-93.
 - Primary School Geography Curriculum, page 51.

Reference



ORGANISATION

Take photographs of 10 permanent objects on the school site. Try to take items which are identical except for their backgrounds e.g. two basketball posts, three drainpipes, so that children begin to develop attention to detail, looking more closely at what surrounds the item in the photograph. This is an important map reading skill.

Place the photographs in numbered boxes i.e. all of set one in box number one etc.

Hang a control on each of the items in the photographs in advance of the lesson.

Consult your master control card to ensure that the correct control is in each location.

Alternatively you might give each pair a photograph and a control and ask them to hang the control in the correct location.

On returning they swap photographs with another pair and check that the control is in the correct location.

Mark the location of your photographs on a map. This is your master map.

ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Photostar orienteering

The children gather in pairs at the central base point.

Remind the children how to fill in the letter or shape from the control with the crayon in the correct box on their control card, i.e. photograph number 2, write the letter in box number 2.

Demonstrate if you feel it is not clear.

If you have a child with learning difficulties use them in the demonstration and they will have the first few done.

Give each child a control card.

Give each of the first ten pairs a different photograph to start with.

Start the next ten pairs 10 seconds later.

The children decide where the control is and go to it.

At the control they fill in the symbol from the control in the box corresponding to the number on the back of their photograph. They return to base, replace photograph in the numbered box, take a different photograph and repeat until all the boxes are filled in.

Tidy up. Collect control cards for evaluation.

Note: It is a good idea to have an activity at the base for those who are finished first, e.g. sketch any of the items in the photograph.

2 Map reading/Map walk

Give each child a map of the area you are in and a pencil. Mark the start with a .

Discuss the legend (key).

Show the children how to orientate the map using an identifiable feature as they did with the **N** indoors.

Walk the class to the first control. Show the children how to mark the exact spot on the map with  and the control number.

Collect the controls as you go. Demonstrate how to take controls down carefully.

Discuss scale, i.e. relating the distance they have walked to the distance on their map.

Continue until all the controls are collected.

Allow the children to mark their own maps without help and collect them for evaluation.

TEACHING POINTS

- Make sure the children return to base each time and replace cards carefully in correct boxes.
- Remind them that they must stay together as a pair.
- Only one photograph at a time!
- To help avoid copying divide the class into two halves, one half recording letters and the other half recording shapes.

- Before collecting the maps, allow the children to compare their maps to the master map in the classroom. Discuss errors.

- This serves as a debriefing session, a cool down and is also a good way to tidy up.

DEVELOPMENT

ORGANISATION

Mark the location of your photographs on a map. This is your master map.

ACTIVITY

1 Marking controls

Give each pair a blank map and one photograph. The pairs must go to the item in the photograph and mark its location on the map. They place the number which is on the back of the photograph beside the control on the map. Return the photograph, take another and continue until all controls have been marked.

2 Memory photostar

Repeat Activity 1 from the main lesson, photostar orienteering, but this time the children look at the photograph and memorise the item/location and replace the photograph before proceeding to the control and recording the required symbol. They continue as before until all controls have been visited.

TEACHING POINTS

- Clipboards are very useful for this activity.
- Development of visual memory is very important for orienteering.

ACTIVITY CARD – CONTROL CARDS

1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	
6	7	8	9	10	1	6	7	8	9	10	1	6	7	8	9	10	1	6	7	8	9	10	1	6