



Curriculum Objectives

Venue

Equipment

Move up a level

PSSI Homepage

Reference

Note

Strand Unit: Orienteering

- Introduce Star Orienteering (using a map) – finding one control marked on a map, recording a symbol found at this control and returning to base before setting out for the next control.
 - Orientate a map.
 - Using a legend (key).
 - Introduce Memory-Star orienteering.
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- Ten controls, each with a different coloured crayon hanging from it on a string (available at the end of Lesson 1).
 - Control cards.
 - Map of playground.
 - Ten maps with one control on each, two copies of each.
 - Maps with ten controls marked (one for each child).
 - Photocopiable samples of necessary resources 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.

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 ten copies of the map you are using. Mark and number a different control and Δ on each one. See samples at the end of this lesson. Make two copies of each one and laminate them. Place the maps in numbered boxes (i.e. map number 1 in box number 1).

Controls to be put out in advance. Fill in your master control card. Children from 5th/6th classes should be able to assist with this.

Refer to your master control card when hanging controls.

Place maps in numbered boxes around the base area. (As far apart as possible.)

Divide the children into pairs.

ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Legend/key

Explain the symbols used on your map to identify familiar features, i.e. the legend/key. The classroom is the most suitable place to do this.

2 Star orienteering

Explain that each map has one control marked and numbered. Demonstrate how to walk to a control and fill in the information in the corresponding box on the control card.

Give each pair a different map and a control card. Make sure they know which box to fill in, i.e. if their map has control Number 3 marked on it the children record the symbol found at their control in box Number 3.

They return to base where they replace the map in the relevant box and take a different map. They repeat until all the controls have been visited. Controls may be visited in any order.

Tidy up.

3 Map walk

Give out the maps with ten controls marked on them.

Orienteer maps. Revise how to pick a landmark as an aid to orientating the map.

Walk the class around the area, stopping to identify a variety of features.

Pick a pair, select a control and ask them to go ahead of the class and stand at that location.

All follow five seconds later to check that they are in the correct position. Collect the control.

Repeat, selecting a different pair each time until all controls are collected.

TEACHING POINTS

- To avoid crowding, start ten pairs and wait 10-20 seconds before allowing the rest of the children to begin.
- Remind the children to establish the direction in which they are going and to orientate their map **before** setting out.

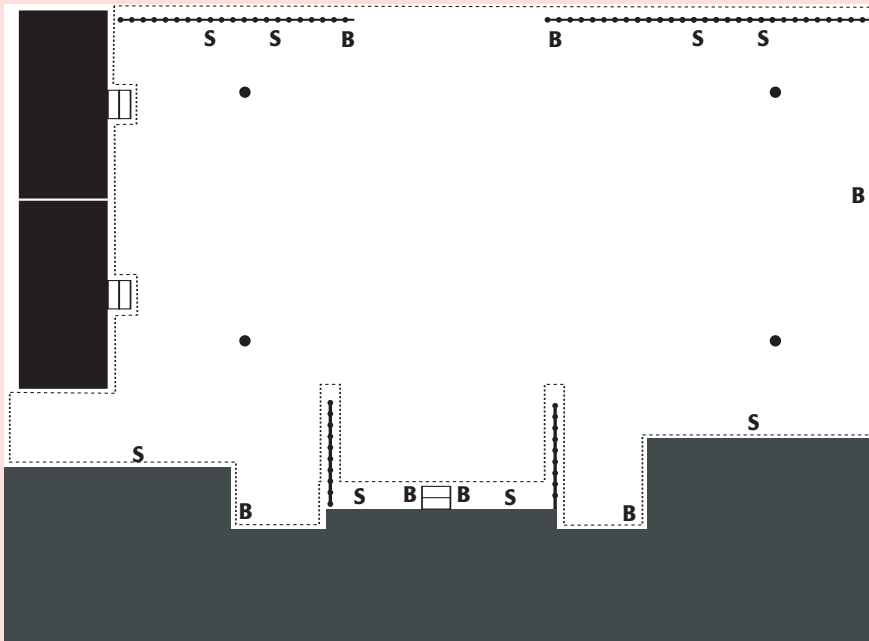
DEVELOPMENT

Memory/Star orienteering

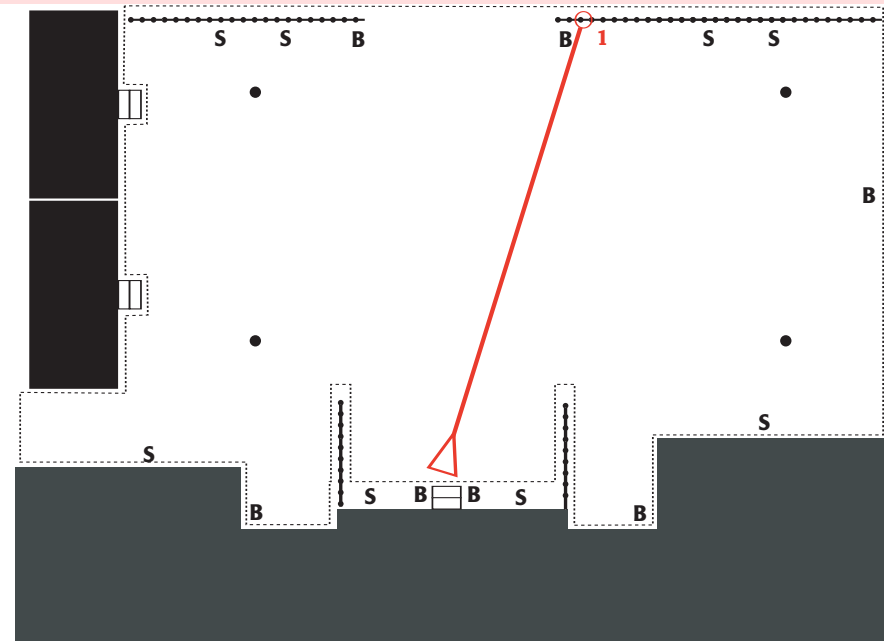
Repeat Activity 2 above, but this time the children must look at the map, memorise the location and the control number and leave the map back before proceeding to the control to record the symbol

- The ability to memorise locations and routes is an essential skill in orienteering.

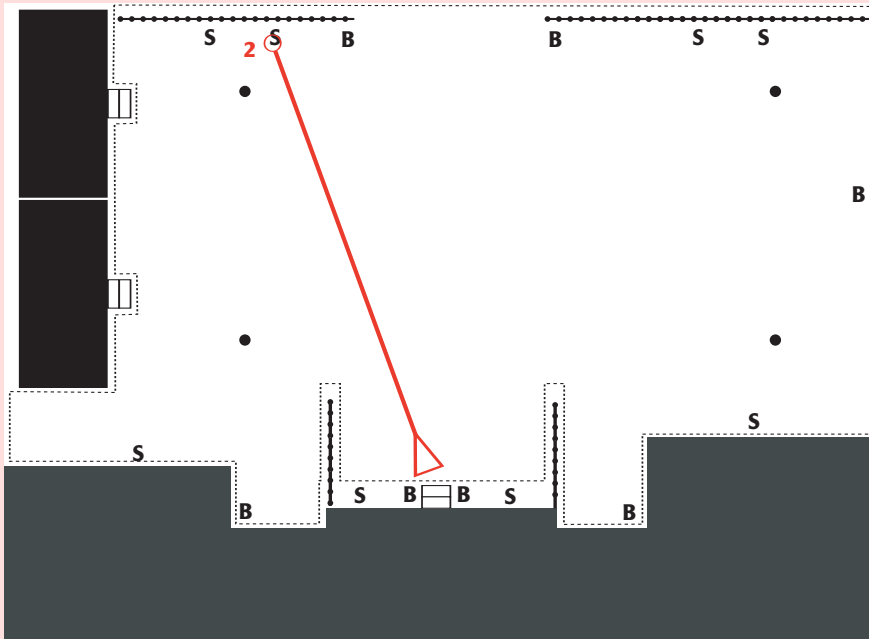
ACTIVITY CARD – STAR ORIENTEERING SAMPLES



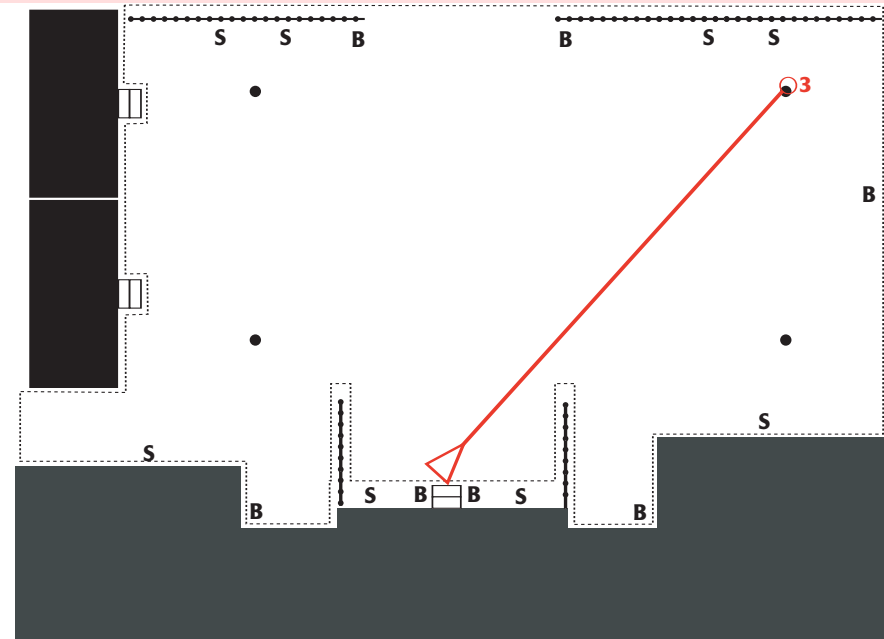
- Start
- B** Bin
- S** Seat
- Steps
- Building
- Pole or Post
- Boundary
- Wall
- Finish



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