



Curriculum Objectives

Venue

Equipment

Move up a level

PSSI Homepage

Strand Unit: Orienteering

- Identify areas of the hall or school site:
 - go to features identified by photographs, find the control and record it simply.
 - Outdoors.
 - Photographs of eight readily identifiable permanent objects, e.g. items in the playground – four copies of each.
 - Number each set of photographs on the back, and laminate.
 - Eight numbered boxes for photographs. Place the numbers on the front of the boxes – not on the lid.
 - Eight controls, each with a different coloured crayon hanging from it on a string.
 - Control cards.
 - Paper and pencils.
 - 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 33.
 - Physical Education Teacher Guidelines, pages 91-93.

Reference



ORGANISATION

Take six photographs of easily identifiable objects in a confined area, e.g. playground. Make four copies of each one. Number each set of photographs on the back. Laminate them.

Place each set of photographs in a numbered box, i.e. all copies of Number 1 in box Number 1.

Place the copies of each photograph in numbered boxes i.e. all Number 1 photographs in box Number 1.

1 C	2 T	3 A	4 E
5 V	6 L	7 S	8 N

Complete your master control card as illustrated in the sample.

Laminate controls. Make sure you hang the correct colour crayon from each one.

Hang a control at the site of each photograph in advance of the lesson.

ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Photostar orienteering

The children gather in pairs at the central base point.

Show the children a photograph indicating the number on the back of it.

Walk the children to the item in the photograph.

Show them the control hanging there.

Demonstrate how to fill in the letter from the control in the correct box on their control card, i.e. photograph Number 2: write the letter from the control in box Number 2.

Return to base and replace the photograph in the correct box.

Allow a few pairs to repeat the demonstration if necessary.

Give each child a control card, and divide them into pairs.

Give each of the first eight pairs a different photograph.

They decide where the control is and go to it. 20-30 seconds later start the next eight pairs.

At the control, they fill in the letter from the control in the box corresponding to the number on the back of their photograph. The pair returns to base, replaces the card in the correct box, takes another card, swaps roles and repeats until all the boxes are filled in.

On completion of the activity, ask the children to see how many words they can make with the letters they have gathered. See who can make the longest word.

Concluding activity

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

TEACHING POINTS

- Discuss the activity before you leave the classroom.
- Show the children the numbers on the photographs and the corresponding numbers on the boxes.
- Make sure all the children know where they are going. To avoid crowding, start eight pairs at a time, giving each pair a different photograph. Allow 20-30 seconds before starting the next group. Have some drawing paper for sketching/or a simple game at base for the children who are finished early.
- Have your master control card in your hand so that you can check that they have the first one correct before attempting the next one.

DEVELOPMENT

Allow the children to work in pairs initially. Challenge older or more able children by allowing them to work alone.

Memory photostar

Repeat the Activity 1 but this time the children look at the photograph and memorise the item/location and the number on the back of the photograph and replace the photograph before proceeding to the control and recording the required symbol. They continue as before until all controls have been visited.

- Encourage the children to work as a team, one child remembering the number from the back of the photograph and the other memorising the item/location

ACTIVITY CARD – CONTROLS

C

T

A

E

ACTIVITY CARD – CONTROLS

V

L

S

N

ACTIVITY CARD – CONTROL CARDS

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