



## Curriculum Objectives

### Venue

### Equipment

Move up a level

PSSI Homepage

## Strand Unit: Orienteering

- Develop the ability to draw a plan, linking physical education with the Geography curriculum.
- Promote understanding of spatial awareness.
- Introduce drawing of controls on a plan.
- Introduce Score Orienteering in the classroom.

- Classroom.

- Paper, pencils.
- Ten controls, each with a different coloured crayon hanging from it on a string. (keep these controls for further lessons).
- Control cards.
- Four master plans of arrangements of items on desks.
- Items in plans.
- Enlarged classroom plan.
- Copies of the above plan for each child (A4 size).
- Large **N** to mark the north wall.
- **Optional:** Overhead projector.
- Photocopiable samples of all necessary resources can be found at the end of this lesson.

## Reference

- Primary School Curriculum (1999) Physical Education, page 45, 46.
- Physical Education Teacher Guidelines, pages 91-93.
- Primary School Geography Curriculum, page 51.
- Teacher Guidelines, page 139.



## ORGANISATION

Have a large, pre-drawn plan of the items on a chart or board behind your table. Mark the north wall with **N**.

Gather the children around the table for the demonstration.

Lay out the simple arrangements of equipment on four tables around the room. (See sample )

Divide the children into groups and allocate a group to each table to begin the activity.

Prepare a plan of the classroom to include permanent features e.g. doors, windows, blackboard etc. Decide how you want the tables facing and draw them in. Do not include the chairs as they will clutter the plan.

Make sure everyone has a red pen/**thin** marker. Ensure that the tables are arranged according to your classroom plan.

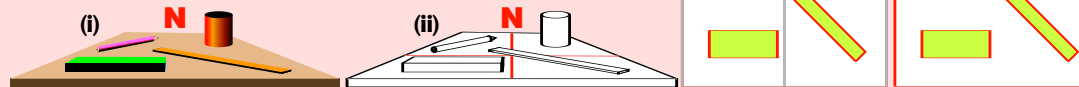
## ACTIVITY

**Warm up and stretching: Use your Bizzy Break** (Irish Heart Foundation)

### 1 Early map making activities

(a) **Teacher demonstration:** Place the equipment on your table relating each item to the plan. Demonstrate how to draw the outline of the table, mark the north end with **N** and make a plan of the items on it (see illustration).

- (i) Arrange the items on a table.
- (ii) Draw the table with the items including a simple layout grid.
- (iii) Redraw the grid in a birds-eye-view format using the grid positions to position the items.
- (iv) Redraw without the grid.



(b) **Individual Activity**

Groups move to their tables and draw their plans of the items on the table.

Some artistic children might attempt a classroom plan!

Tidy away the arrangements.

### 2 Drawing controls on a plan

Identify the north wall of the classroom and hang a large **N** on it.

Hang an enlarged plan of the classroom where all the children can view it. Identify its features.

Distribute copies of this plan. Demonstrate how to mark the north end with **N**.

Demonstrate how each child should mark their own place with  $\triangle$ .

Place a control on a distinctive feature in the room and demonstrate how to mark it on the master plan, i.e. place the left index finger on the precise point where the marker is. Then draw a circle around that point and draw the number one beside the circle. This circle is referred to as a control.

The children now repeat this process to mark their own plan.

**N.B. The centre of the circle marks the exact location of the control.**

Demonstrate the placing and marking of another two controls. Then hang the rest of the controls and ask the children to mark them on their own plans without any help.

Children should check their plans with the master plan, which has been completed by the teacher.

## TEACHING POINTS

- Remind the children that the plan is a **bird's eye view**. Placing the items on an overhead projector is an excellent way to demonstrate this.
- Encourage the children to observe the placement and size of the objects.
- Encourage the children to draw from different **ends** of the table.

- Q** What happens when you draw from different ends?
- R** You have a different perspective of the objects.

- Check that the children's plans are orientated, i.e. that the **N** on their plan matches the **N** on the wall. It is essential that the children master this skill before attempting to orienteer.
- Show how to point first to the spot with the left index finger, and then mark it on the plan.
- Remind them that  $\triangle$  = start symbol.
- Give a control description while hanging the control, e.g. *I am placing a marker on the corner of the teacher's desk, on the south edge of the window.*
- Do not allow the children to colour in the circle or the triangle.

## ORGANISATION

## ACTIVITY

## TEACHING POINTS

**3 Score orienteering in the classroom**

Give each child a control card.

Explain that this is a timed event. Demonstrate how to walk to a control and record the symbol found there in the corresponding box on their control card.

To avoid crowding, give each pair a different number.

This is their first control. They may visit the remaining controls in any order until all controls have been visited, or the allotted time is up.

- Explain that score orienteering means that the controls can be visited in any order.
- Check that the children are orientating their plans.
- Ask them to point to where they are on their plan and to where they are going.

## DEVELOPMENT

Hang 10 controls around the playground in advance of the lesson.

Fill in your master control card.

Give each child a marked plan of the playground and a control card.

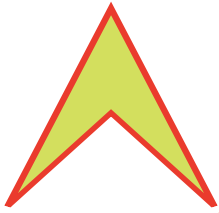
Repeat Activity 3 of the above lesson outdoors, using a plan of the playground.

**ACTIVITY CARD – NORTH WALL**

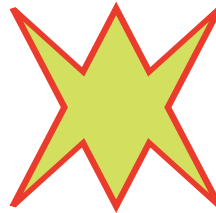


ACTIVITY CARD – CONTROLS

A



D



V

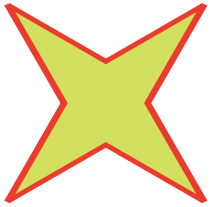


E



ACTIVITY CARD – CONTROLS

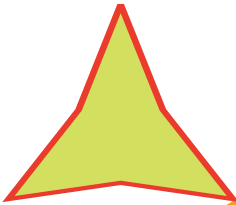
**N**



**T**



**U**



**R**



ACTIVITY CARD – CONTROLS

E



R

