



Curriculum Objectives

Venue

Equipment

Move up a level

PSSI Homepage

Reference

Strand Unit: Orienteering

- Undertake a journey, following a chosen route and marking it on a plan.
 - Choose a route and lead a partner who draws the route taken on a plan.
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- Hall (or enclosed outdoor area).
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- Sign: N.
 - Enlarged plan of area.
 - Unmarked plans – two per child.
 - Snake walks.
 - Pencils, paper, drawing boards, erasers, rulers and red pens.
 - Ten controls, each with a different coloured crayon hanging from it on a string (available at the end of Lesson 1).
 - Photocopiable samples of all 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.



ORGANISATION

Enlarge one of the blank plans available at the end of this lesson, either using a photocopier, or by drawing it carefully onto a chart or board. It needs to be large enough for all the children to see the items clearly.

Replace all equipment.

ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Early map reading skills

Mark the north end of room with **N**. Relate the **N** on the wall to the **N** on the plan.

Place an enlarged plan at this end. Discuss the legend.

Put groups in charge of laying out pieces of apparatus as in the plan. Children remain at that spot.

Remove the plan.

Give each child paper and pencils to draw their own plan from the position in which they are standing.

Collect sheets for evaluation. Leave equipment in place.

2 Indoor orienteering

Give each child a copy of the plan and a control card.

Hang 10 controls around the room. Give a control description as you hang each one, e.g. left side of hoop or handle of hockey stick.

As the controls are being hung the children mark and number them on their plans.

When all the controls are marked ask an equal number of children to stand at each control.

They mark the place where they are standing with \triangle (symbol for starting point).

Ask each child to plan their route by linking the controls in any order.

Explain that this is score orienteering and their aim is to get to as many controls as possible in a given time (five or ten minutes).

Starting at their own starting point, the children now follow the route they have marked and visit as many as possible recording symbols found at each control in the corresponding boxes on their control card.

TEACHING POINTS

- Remind the children to mark the north end with **N** on their paper before they begin and to write their name on their plan.
- Children should remain in the same place while drawing.

- Each child will link the controls in a different order, i.e. route choice.
- Teach the thinking sequence:
 - Where am I?
(place a finger on the spot)
 - Where am I going?
(orientate the plan)
 - How do I get there?

ORGANISATION

Make four sets of snake walks (see sample). Laminate them, cut them up and sort them into their different colours.

ACTIVITY

3 Snake walks

Give each 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. Ask the children to write their names on their plans and collect them for evaluation.

The children can repeat this activity in groups of four or five. One child follows a marked route, i.e. **snake walk** and their group draws the route taken onto unmarked plans. On completion they compare their plans to the original.

Finish with a playground game.

TEACHING POINTS

- Teach the thinking sequence:
 - Where am I?
(place a finger on the spot)
 - Where am I going?
(orientate the plan)
 - How do I get there?
- Drawing the route on a laminate sheet is a help when correcting as you can place the laminate over the child's route.

DEVELOPMENT

1 Playground orienteering

Repeat Activity 2, outdoors with a map of the playground, using light transportable equipment.

2 Snake walks

Divide the children into pairs. Number them **1** and **2**. Give **Number 1s** a snake walk and **Number 2s** an unmarked plan. **Number 1s** walk the route slowly while **Number 2s** draw the route onto their plan. Vary the routes to avoid crowding.

On completion the children can compare the two routes and discuss any differences.

The children swap roles, take a different snake walk and repeat as often as necessary.

3 Memory snake walk

To help train visual memory repeat the activity with the teacher only walking a route slowly and the children attempting to memorise it. Do not allow the children to begin drawing until you have finished walking. Walk the route twice if you feel it is necessary.

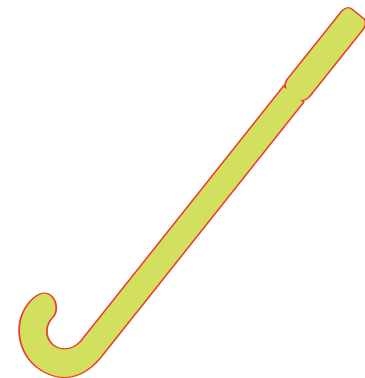
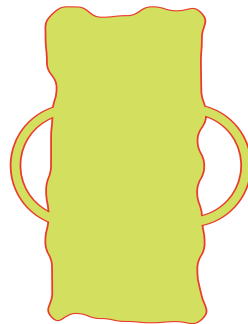
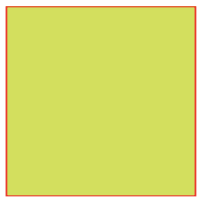
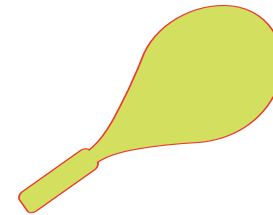
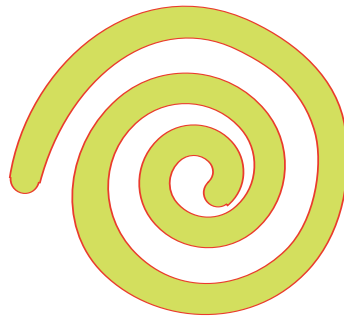
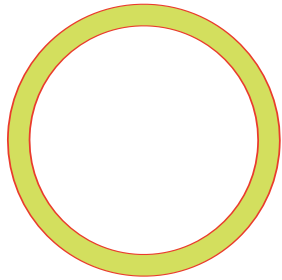
- Mark the north end of the playground and the north end of the map for ease of orientation, i.e. matching the north end of the map with the north end of the playground.

ACTIVITY CARD – NORTH WALL



ACTIVITY CARD – BLANK PLAN

N



Hoop



Rope



Shoe



Cone



Box



Bag

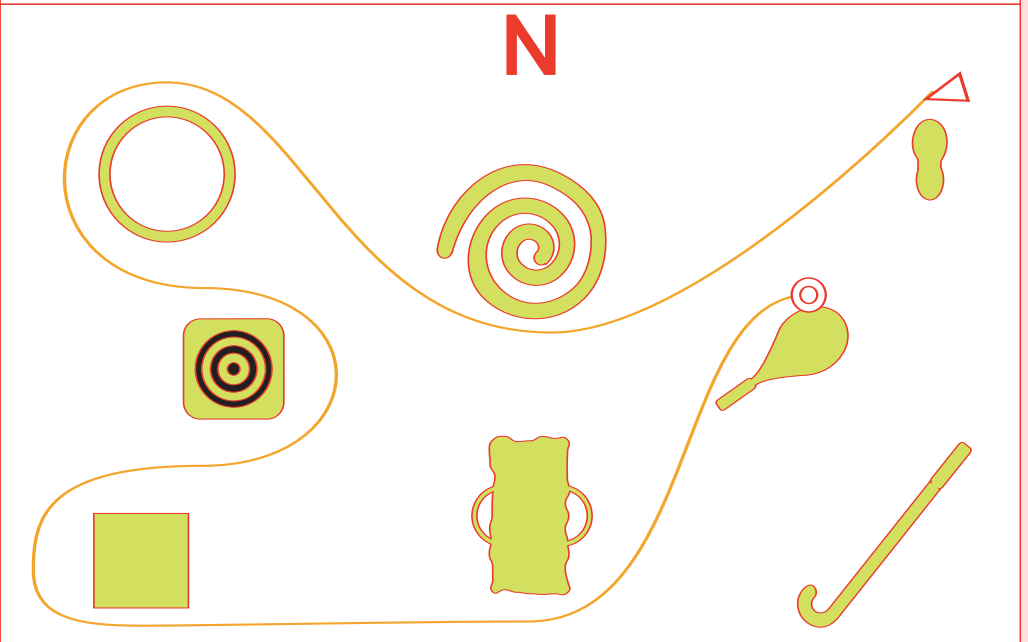
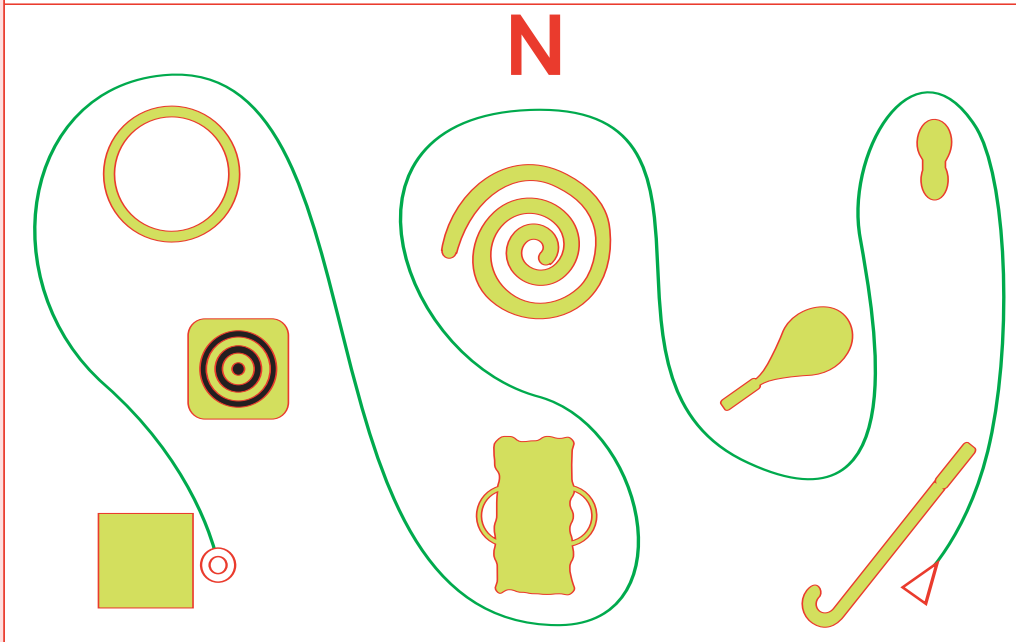
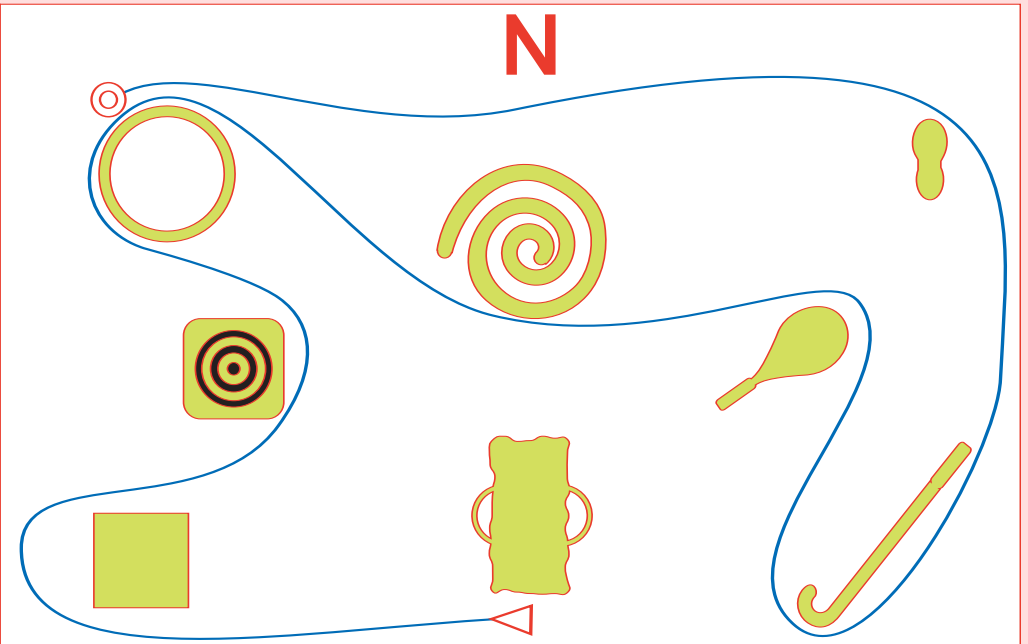
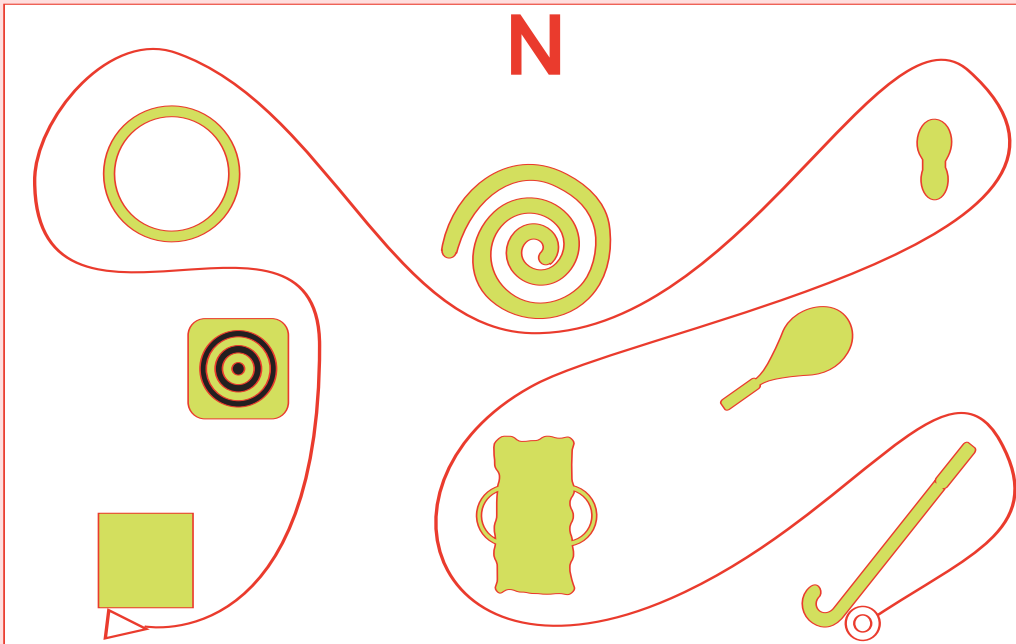


Bat

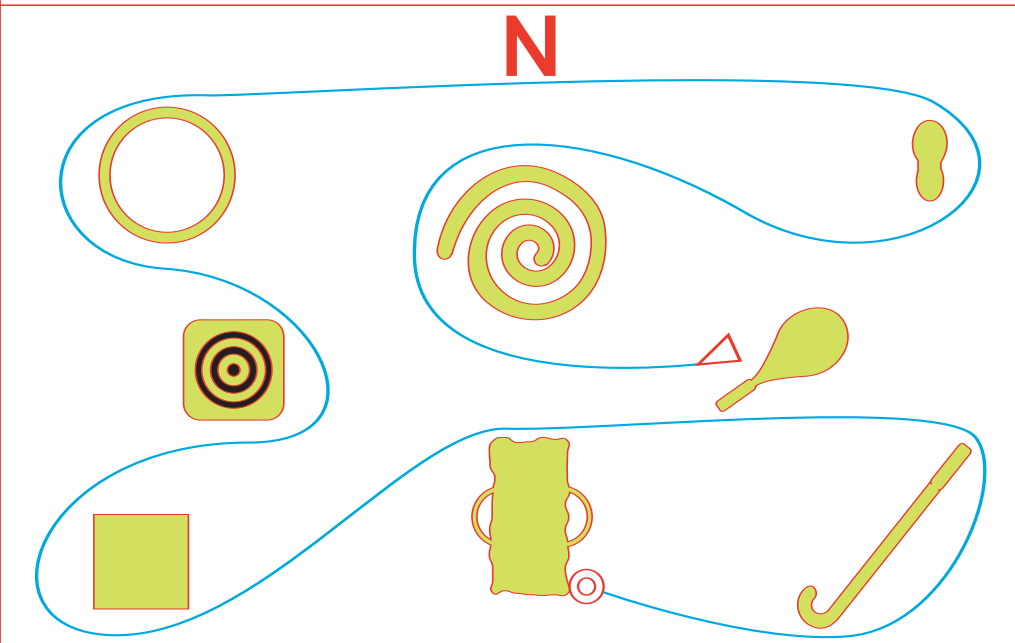
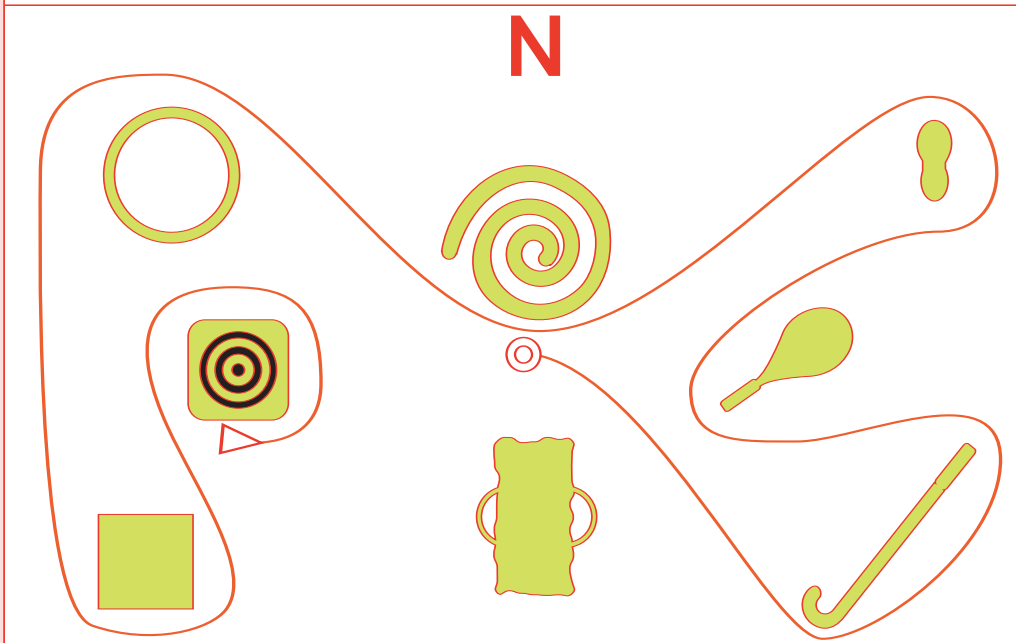
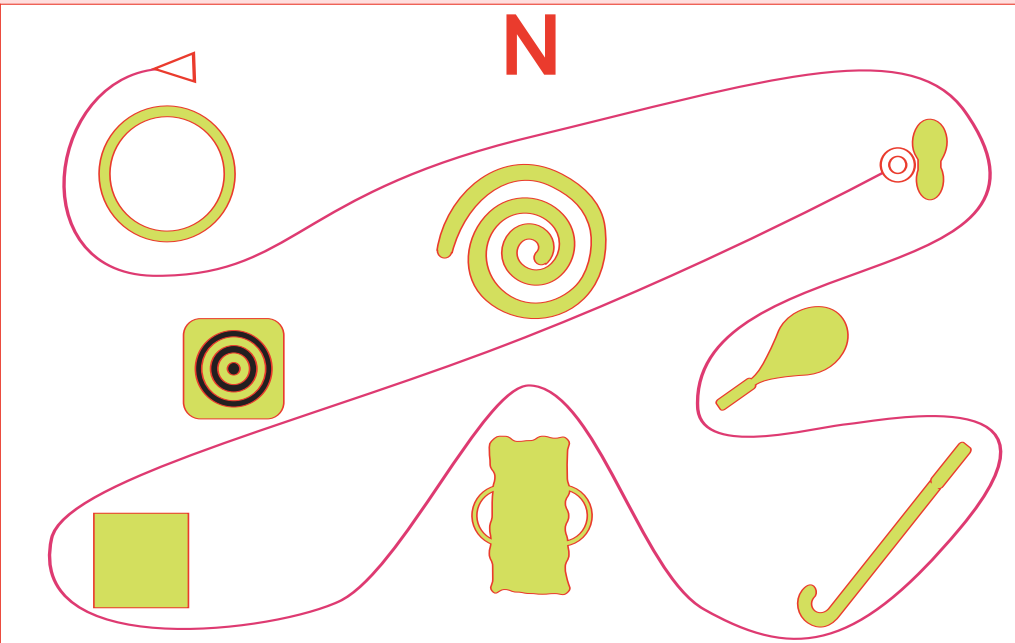
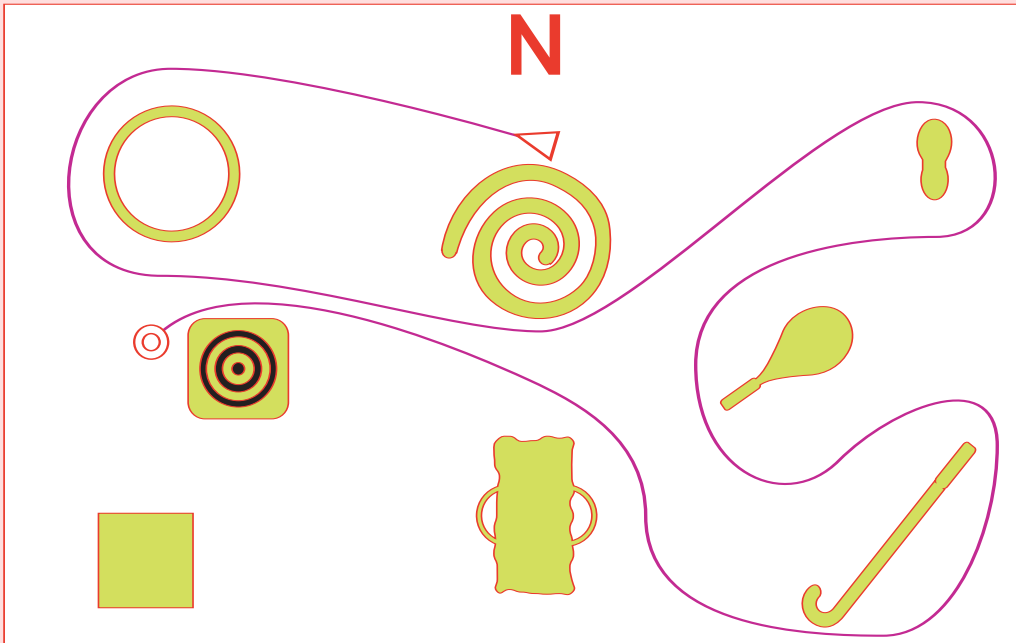


Hockey Stick

ACTIVITY CARD – SNAKE WALKS

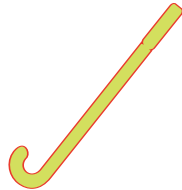
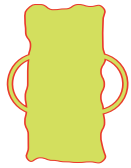
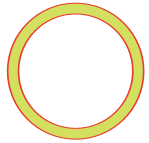


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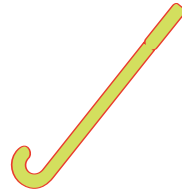
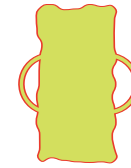
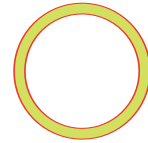


ACTIVITY CARD – UNMARKED PLANS

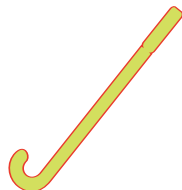
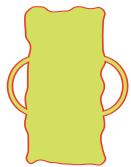
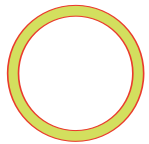
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