

Lesson 1 of 6

Orienteering

EQUIPMENT

rubber animal for each row of desks in the classroom » white board or chart paper » 11X17 piece of paper and a pencil for each pair » orienteering control cards (small squares dissected diagonally with a letter on one half and the other a bright colour)

Warm It Up

RUBBER ANIMAL DESK RELAY

Arrange classroom desks into roughly equal rows.

Place obstacles under desks or to the side to allow students to move quickly between rows. Provide the first student in each row with a rubber animal and explain that students will be participating in a desk relay for two minutes. Students in each row will hold the rubber animal with two hands and pass it over their head to the student sitting behind them. When the animal reaches the last student in the row, he/she stands up, walks quickly to the front and touches the wall at the front of the room. The remaining students in the row stand up and move to sit in the desk behind them, leaving an empty desk at the front. After touching the wall, the student with the rubber animal sits at the front of the row and begins the relay again. Emphasize that for safety reasons, students may only leave a desk from one side.

ABCD's of Physical Education



RELATED RESOURCES

- ABCD's of Movement for Grade 5 (LRC# 471079), Edmonton Public Schools, 2002, www.lrc.education.gov.ab.ca
- Teaching Orienteering, Second Edition (LRC# 395815), C. McNeill et al, 1998, www.lrc.education.gov.ab.ca



Safety First!

For safety, equipment, and supervision considerations when planning indoor physical activities, see pages 19-20 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, www.acicr.ualberta.ca.



Activity	
Basic Skills	
Application of Basic Skills	A(4-6)-11

Clues that students are achieving the outcome...

"Students will demonstrate basic strategies and tactics that coordinate effort with others; e.g., team, in order to achieve a common activity goal in lead-up games." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can apply shared tactics to improve their relay records
- Students can share roles and responsibilities as they complete the map



Whoop It Up

CLASSROOM MAPS

Prior to class, create 26 square control markers. Colour half of each marker with as many different colours as possible and write letters on the other half so the letters combine to spell the following 'phrase of the day': s-t-a-y t-o-g-e-t-h-e-r s-a-f-e s-u-c-c-e-s-s-f-u-l. Place the controls around the classroom in a variety of places at high, medium, and low levels, but not hidden inside of anything.

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Provide each pair of students with a piece of 11X17 paper and a pencil. Explain that students will be learning about maps and how to use them to locate objects. Begin by asking students what types of things are on maps; e.g., roads, mountains, cities. Emphasize that most maps feature fixed objects, in other words, things that do not frequently change or move. Invite students to look around the classroom and ask them to identify things in the classroom that would be on a map; e.g., walls, door, windows, desks. Draw a basic map of the classroom on the board or on chart paper and have students copy it onto their piece of paper. When the map is complete, engage students in a discussion to identify which direction is north. Explore clues that help to identify direction; e.g., position of the sun (rises in the east and sets in the west), landmarks (Rocky Mountains are west of Calgary). Once north is established, instruct students to identify the four cardinal directions of north, east, south and west on their map (possibly draw a compass rose).

Tell students there are 26 control markers (hold up a sample) placed around the classroom. The challenge is to work with their partner to locate all of the controls, record the colour and letter, and mark its location as accurately as possible on their classroom map. Explain that while students are locating controls in the classroom, they should ensure their map is oriented to the north regardless of their position. Ensure students do not touch or move the controls once they are found. When pairs have found all 26 controls they work to unscramble the letters to form the 'phrase of the day'.



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Activity

Wrap It Up

Collect the maps (for use next class) and have students return to their desks. Lead the group in relaxation exercises; e.g., tighten various muscle groups and then relax. Discuss the strategies that pairs used to work together and coordinate their efforts to locate the controls and unscramble the phrase of the day.