

## Lesson 4 of 6

# Orienteering

### EQUIPMENT

compasses » waypoint tracking and directions sheet » clipboard and a pencil for each pair (see below for compass free options) » square control markers (could also be soup can lids or dollar store finds) with letters on each

## Warm It Up

### COMPASS PLAY WITH A COMPASS:

Distribute a compass to each pair of students. Ask students which way is north, and have them orient their compasses by turning the bezel/dial on the compass so that 0° lines up with north, or line up the red arrow on the compass with the 'N' on the bezel/dial. Then ask students to turn their bodies while holding the compass flat on their hand so that the needle lines up with 90° and have them call out the direction (east). Do the same for 180° (south) and 270° (west). Now call out random degrees and have the students walk in that direction. Have younger students walk in ordinal directions, e.g., N, NW, NE. Instruct partners to take turns 'operating' the compass each time a new direction or degree is called.

**WITHOUT A COMPASS:** Call out both a direction and a locomotor movement; e.g., crawl, walk, and have students move in that direction until a new locomotor movement and direction are called.

### ABCD's of Physical Education



### RELATED RESOURCES

- Alberta Orienteering Association website, [www.orienteeingalberta.ca](http://www.orienteeingalberta.ca)
- Learn Orienteering website, [www.learn-orienteeing.org/old/lesson1.html](http://www.learn-orienteeing.org/old/lesson1.html)



### Safety First!

For safety, equipment, and supervision considerations when planning outdoor activities, see pages 23 & 24 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008.



Activity	
Basic Skills	
Application of Basic Skills	A(4-6)-7

### Clues that students are achieving the outcome...

"Students will select, perform and refine more challenging basic skills in a variety of environments and using various equipment" *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can move efficiently to the waypoints
- Students can use compasses to locate waypoints



## Whoop It Up

### WAYPOINT CHALLENGE

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. Prior to the class, place control markers (waypoints) at the average child's chin height or lower on landmarks throughout the school yard; e.g., obvious fence posts, benches, doors. Mark the locations of the waypoints on a teacher map of the school yard. Prepare enough waypoints to spell a word that students can unscramble at the end of the activity; e.g., l-e-a-d-e-r-s-h-i-p. Then, choose a landmark roughly in the middle of the activity area; e.g., goal post, and mark out the compass directions (degrees) that will allow students to find each waypoint. For example, directions to waypoint #1 may be; from the starting point, set your compass to 270 degrees and walk 40 paces, then reset to 90 degrees and the waypoint is 30 steps from there.

Provide each pair of students with a pencil, compass, waypoint tracking/direction sheet, and clipboard. Ensure students are able to accurately find north. All pairs start from the same central location, but each pair will find the waypoint corresponding to their team number first, and then proceed numerically. Students follow the compass directions to find each waypoint letter and record it on their tracking sheet. When all the letters have been located, teams return to the starting point to unscramble their letters and discover the secret word. Consider including numbers on the waypoints instead of letters that students will need to add together in a final equation.

If compasses are not available, provide each pair with a copy of the teacher map with the waypoint locations identified. Students can read the map to locate the waypoint letters and unscramble the secret word.



### Safety First!

For safety, equipment, and supervision considerations when orienteering, see page 73 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008, [www.acicr.ualberta.ca](http://www.acicr.ualberta.ca).



Activity

## Wrap It Up

### LETTERBOXING INTRO

Invite students to perform a variety of slow motion walking steps (creativity is important) back to the gymnasium or classroom. Ask students if they are familiar with letterboxing and/or geocaching. Explain that these activities are popular throughout the world and in the next lesson students will have an opportunity to put the orienteering skills they have acquired thus far to use trying to locate hidden letterboxes.