

Lesson 6 of 6

Orienteering

student made letterboxes » teacher made letterboxes » clue list » blank clue list » compasses or GPS » 2-4 red pinnies » 2-4 pool noodles

RELATED RESOURCES

- Letterboxing North America website, www.letterboxing.org
- Learn Orienteering website (for tips on compass use), www.learn-orienteering.org/old/lesson1.html

Warm It Up

AVALANCHE RESCUE TAG!

Identify 2-4 students to be “avalanches”, who will wear a red pinnie, and 2-4 students to be “rescuers”, who will carry a pool noodle. On the signal to begin, instruct students to move freely throughout a designated playing area. Should a student be tagged, or buried by an avalanche, they hunch down with their head between their knees and shout, “BEEP!, BEEP!” This is the clue for the rescuers to try and dig them out with their shovels (pool noodles). Rescuers must touch a tagged student 2 times with the pool noodle without being buried by an avalanche. Should a rescuer be buried, they must touch the outer edge of the playing area and try again. When an avalanche victim is saved, the rescuer gives them the pool noodle and they switch roles. The fifth person an avalanche tags does not get buried, but becomes a new avalanche.



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, www.acicr.ualberta.ca.

ABCD's of Physical Education



Benefits of Health

Functional Fitness	
Body Image	
Well-Being	B(4-6)-8

Clues that students are achieving the outcome...

“Students will understand the connection between physical activity, stress management and relaxation” *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can identify how letterboxing can be relaxing and contribute to well-being for themselves and others



Whoop It Up

PARTNER LETTERBOXING

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.

OPTION A (clues, compass or GPS): Re-use the teacher made letterboxes, but hide them in new locations. Create a new clue list that includes either written clues, compass directions or GPS waypoints, and allow teams to find the letterboxes in the same way as lesson #5. Instead of having teams unscramble a word, challenge them make as many words as they can with the letters they have collected. If using compasses or GPS units, review or introduce instructions for use during the warm-up. Have equipment available for students to be active with in case of wait times.

OPTION B (clues, compass or GPS): Instruct students who have brought a letterbox they have created to partner with a student who does not have a letterbox. Letterboxes made by the teacher can be provided to any partners who do not have one. Distribute a blank clue list to each pair and have them choose a place to hide their letterbox and create a written clue, compass or GPS directions to lead others to their letterbox. When a pair has hidden their box and written their clue, they return to a central location and switch clues with another pair. Each pair then tries to find the hidden letterbox, stamp-in, and returns to trade their clue with another pair. Continue until each pair has found each letterbox. At the end of the lesson, have each pair retrieve their own letterbox.



Safety First!

For safety, equipment, and supervision considerations when planning orienteering activities, 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.



Wrap It Up

COMMUNITY CONNECTIONS

As students examine their letterbox logbooks, ask how they felt when they were letterboxing. Did they think about worrisome things? Did they feel relaxed? Would doing this activity (or another) be more relaxing and stress relieving than watching T.V? Why or why not? Discuss how students can continue letterboxing or orienteering on their own with family and friends. Consider having some keen students assist with the creation of a bulletin board display detailing how students can get involved in their community. Consider setting up a recess letterboxing club.