

Lesson 1 of 6

WINTER SURVIVAL SKILLS

EQUIPMENT

compass and a penny for each student » pacing penny handouts » pencils

RELATED RESOURCES

- Orienteering Alberta website, www.orienteeingalberta.ca

WARM IT UP!

DYNAMIC 0

Stand in a circle as a large group and invite students to point to the north part of the circle. Ask a student from the north section of the circle to perform one dynamic stretch that the group will follow for 15 seconds. A dynamic stretch is any stretch where the body is moving; e.g., squats, lunges, arm circles, hug yourself, jumping jacks, jump and twist, jump on one leg, pretend to be skiing, pretend to shovel. Continue by asking students from the east, south, and west sections of the circle to lead a stretch until all students are warmed up. While actively stretching, invite students to brainstorm the tools people use to find their way; e.g., GPS, maps, OnStar, landmarks, direction of the sun, etc. Explain that the next series of learning activities are designed to develop winter survival skills that are not dependent on technology.



Safety First!

2008 Safety Guidelines pages 23-24.



Activity

Activity

Basic Skills	
Application of Basic Skills	A(7-9)-7

Clues that students are achieving the outcome...

“Students will apply activity-specific skills in a variety of environments and using various equipment; e.g., cross-country skiing, skating” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can discern between the directions of north, south, east and west
- Students can orient a compass to a given degree



WHOOOP IT UP!**RED IN THE SHED**

All students must understand how to effectively use a compass in order to participate fully in the learning activities. Provide each student with a compass and instruct them to hold the compass flat with a steady hand in front of the chest. Review the 'basics' of compass use. Pause after introducing 2-3 ideas and allow an opportunity for students to explain to a person beside them what they have learned;

- the red arrow pointing up at the top of the compass is called the orienteering arrow, it tells us which direction to travel
- the dial that can be rotated tells us the degree at which we are travelling
- the magnetic needle has that has a red and a white end always points north
- when the magnetic needle is in between the two red parallel lines on the compass (or points to N on the dial), it is called red in the shed (diagram on 1.1)
- when red is in the shed, the orienteering arrow points to the degree that we are traveling
- wearing a metal watch or rings while using a compass may affect the accuracy of the results

Invite students to work with a partner; one student will choose a degree while the other student orients themselves to that degree. Switch roles and repeat. When a pair of students demonstrates their ability to accurately use a compass, provide each of them with a pencil, penny and a description of the Pacing Penny activity.

PACING PENNY: Find an open space and drop your penny. Follow the directions in order:

1. Orient to zero degrees and take ten paces.
2. Orient to 90 degrees and take ten paces.
3. Orient to 180 degrees and take ten paces.
4. Orient to 270 degrees and take ten paces

How far away are you from your penny? What shape did your footsteps make? If you are standing less than one meter away from your penny, you successfully completed the challenge. Follow the directions in reverse order, starting with #4. If you are less than one meter away from your penny again, create your own series of directions, write them on the back of the page, and challenge a friend to follow the directions and move in shape you intended.

**Safety First!**

2008 Safety Guidelines page 73.

WRAP IT UP!**MAN/WOMAN TRACKER SAYS**

Gather as a large group and instruct students to follow your "Man Tracker" directions as quickly as possible. Directions might include; "Man Tracker says face north and do a jumping jack", or "Man Tracker says face southwest and do a dynamic stretch". Allow students to take turns calling directions. Explain that accuracy will be important during the next learning activities. Ask them to imagine how far off track a person would be if they walked a kilometre, and their compass reading was off by two degrees.