



Summary

Students complete a series of simple orienteering courses and further develop their confidence and skill. This activity provides for a range of skill levels, ensuring all students are engaged. Students work at their own speed.

Resources

- Set of Control Flags with punches attached
- Set of Maps detailing 3 different courses
- A,B & C course punch-codes for display
- Punch Cards

Curriculum Links

Health & Physical Education – Years 3 & 4

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097)

Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104)

Geography – Years 3 & 4

Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance (VCGGC076)

Focus Question Naming

Focus Question

Using the control-flag to demonstrate: "Why do you think orienteers call the flags a 'control'?"

What is a control?

In science, when we attempt an experiment and use a control, what is it's purpose?

A control is an element that ensures that our results are measured accurately. In orienteering we use 'controls' to make sure everyone has visited the same points, so that we can compare their times fairly.

Exploring Story and Vision

Give each pair of students a small number of control flags (correctly numbered) to place out in the field. Each pair also needs a map that shows the location of their flags.

Circle Check

Have students stand with their partner in a class circle.

Give the students 1 minute to identify which controls they are putting out, and on what feature it will be placed.

Go around the circle and have each pair state their control numbers and the feature (this will ensure that there are no doubling up mistakes).

Finally, have everyone in the circle point to north and correctly orientate their maps. Students should then be able to turn and face the direction of their control(s).

Once everyone knows exactly where they are going, send them off!

Activity

Interacting

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Cloverleaf Courses

Explain to the students that they have just put out the controls for three different courses.

Ask: "What is a clover-leaf?" "How is it shaped".

Explain that the three courses cover three different areas of map (you may want to use a whiteboard to illustrate this concept).

- For each of the three courses you have the correct punch-codes on display.
- Students are required to check that they have visited the correct controls whilst out on their course.
- Students are to work in pairs to navigate around one course at a time; returning to check that their punch cards are correct, and to exchange maps.

Timing is not required. The teacher should monitor which course each pair is on, and hold students back when the allocated time is nearly completed.

Once all courses have been completed or time is up, the teacher should allocate students to bring in control-flags.

Flags should be accounted to ensure that they have all been brought in and stored neatly.

Group

Discussion

Responding

Learning from our mistakes

Students sit with a partner and take it in turn to identify a mistake, challenge or obstacle they faced during the activity. With their partner they need to answer these three questions:

What was the challenge / mistake?

Why did it happen?

How could you ensure it doesn't happen again?

After 2 minutes, allow students to share their responses with the rest of the class.

Affirmation

The class is asked to think about who did a good job today; this could include someone who was successful in the activity, as well as students who helped others or expressed positive behaviours or attitudes.

Further Notes

When printing maps, remember to include an additional 25% in number so that students don't have to wait for other pairs to finish before commencing a new course.

Reporting Groups (Achievement Standards)

Year 1 and 2

They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges.

Student performed a range of fundamental movement skills including running and walking whilst completing orienteering activities in both indoor and outdoor settings.

(VCHPEM080)

Students demonstrate positive ways to interact with others.

Student could identify the rules and expectations for participation in orienteering activities.

(VCHPEM087)

They interpret data and information, and use geographical terminology, to identify and to develop descriptions, explanations and conclusions.

(If completing the "Classroom Compass" Activity)

Student could identify the cardinal points of the compass relative to north during orienteering games.

(VCGGC062)

Year 3 and 4

They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges.

Student practised a range of fundamental movement skills in an outdoor setting whilst completing the orienteering activity.

(VCHPEM097)

Students apply strategies for working cooperatively and apply rules fairly.

Student could identify and demonstrate the rules and expectations for participation in orienteering activities.

(VCHPEM104)

They interpret data and information, and use geographical terminology, to identify and to develop descriptions, explanations and conclusions.

Student demonstrated that they could identify the cardinal points of the compass relative to north to successfully participate in orienteering games.

(VCGGC076)

Year 5 and 6

They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.

Student demonstrated a range of specialised movement skills in an outdoor setting whilst completing the orienteering activity.

(VCHPEM115)

Students demonstrate skills to work collaboratively and play fairly.

Student could demonstrated an ethical application of the rules and fulfilled sportsmanship expectations for participation in orienteering activities.

(VCHPEM122)

Year 7 and 8

They apply and refine movement concepts and strategies to suit different movement situations.

Student applied movement strategies to overcome the variety of obstacles and terrain present in the orienteering activity.

(VCHPEM135)

Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.

Student proposed a scoring, timing or partner system that reflected a sporting and inclusive attitude toward participation.

(VCHPEM141)