



Summary

This activity finds the students working with a partner to strategise and plan their own route. Students aim to visit as many controls as they can in a limited amount of time. They will need to self-manage their navigation and timing. Students will enjoy the challenge of outwitting their classmates.

Resources

- Set of Control Flags with punches
- Set of maps marked with the score course.
- 'Legend Quiz' cut-out sheets (optional)

Curriculum

Health & Physical Education – Years 3 & 4

Links

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

Legend Quiz (optional)

Question

Ensure each student has a copy of the legend quiz sheet. Using scissors and glue, they can cut out the individual symbols and try to align them with the correct description on the legend. Results should be stuck in a workbook or on a separate piece of paper for display.

Naming

Group

Map Walk

Ensure each student has a map.

Discussion

Have the students locate the start triangle (where you are now) and orientate the map.

Reflecting

Ask the students to look in any direction and identify features that they can locate on their maps.

Commence walking around the map. Stop at features to identify as a class where you are and repeat the steps of orientation and looking ahead for new features.

As you complete your map walk refer to the legend and identify any unfamiliar symbols as they appear. Return to the start triangle.

Exploring

Circle Check

story and

Have students stand with their partner in a class circle.

Vision

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

Score Orienteering

Explain to the class that for today's activity we will be completing a different kind of orienteering course called a 'score' course.

In this activity there is no course drawn on their map, but there will be a number of controls (usually around 20).

The aim of the score course is to visit as many controls as possible in a set amount of time (eg. 30 minutes).

Students will need to work with their partner to plan a route. They can mark their route on the maps before they start.

Emphasise that they will need to plan a course that they can complete in the set amount of time.

You may choose to include a penalty for pairs who return late. This may range from a loss of points to a complete disqualification.

It may be beneficial to ensure that each pair has a watch between them.

You may also wish to use an air horn or whistle to signal a 2 minute warning before time is up.

The teacher should give the students a few minutes of planning time before they start in order to draw a route on their maps.

Once the planning is over, the class takes part in a mass start. When the signal is given everyone starts at the same time.

You may find that some pairs attempt to finish very early – ensure they use all of their time.

If you are keeping score, it is important to record the order that the pairs finish (in the case that multiple pairs find the same amount of controls).

Pack-Up

Once all have returned, 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

The winning route.

Have the winning pair mark their route on a display copy of the map.

You may want to post this map in a public place for students to consider and compare their own route once the activity is finished

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

It may be preferable to laminate blank maps, and then use a permanent marker to mark the controls / course for each activity.

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)