



# SPORTING Schools ORIENTEERING

## OPTIONAL – Map Walk

### Summary

In this optional activity students build their confidence in reading the map and appreciating the map symbols by completing a directed walk. Students have the opportunity to explore previously learned skills such as orientating the map and relocation.

### Resources

- Set of maps with a start point.
- Class set of Legend-Quiz worksheets (optional)

### 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

#### Legend Quiz (optional)

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.

### Group Discussion Reflecting

#### Quiz Review

- Students share their solutions as a group.
- What were some common mistakes?
- Why were they common?
- Do some symbols look like the feature they represent?
- Are the colours important?
- What kind of features are blue?
- Which are green?
- Which are Black?
- Which are brown?

### Exploring Story and Vision

#### Circle Check

At the starting point have the students stand in a class circle with a map each. Have everyone in the circle point to north and correctly orientate their maps. Explain that you are standing at the start triangle. Go around the circle and have each student point to a feature that they can see nearby that is marked on their maps. You might run out of features!

Ask questions like “Can anyone see a blue feature?”.

## Activity

### Interacting

#### Map Walk

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. Use the Legend as a Bingo-type checklist. As a class your aim is to find at least one of each of the symbols on the legend. Return to the start triangle.

## Group

## Discussion

### Responding

#### K/W/L

Have students turn to a partner and share something that they already (K)now about reading the orienteering map, something they (W)ant to learn, and something that they have (L)earnt. After a few minutes. Have each pair nominate and share one of their KWLs with 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

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)