

## Unit 1: Navigation (Orienteering)

**LEARNING  
OUTCOMES****The student will:**

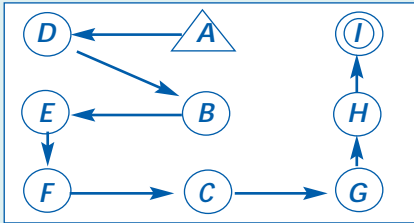


- *associate shapes on the map with objects on the ground*
- *set the map and establish the direction of travel*
- *recognise orienteering symbols.*

**EQUIPMENT**

*Masterplan, route cards, clipboard, paper, pencils, erasers, 9 big cones and 9 sticky labels, range of apparatus for map drawing, North arrow, black / white board, sticky tape.*

**CLASS ORGANISATION**

*Sports hall or outside play area.*

STAGE	CONCEPT	CONTENT / ACTIVITY	TEACHING POINTS
<b>Warm up Introduction</b>	Map drawing Scale Plan  Extension 1a	<i>In pairs, draw map of hall. Identify position, scale and orientation of items of equipment.</i>  <i>Map drawing with 5 identical objects.</i>  <i>Drawing a map from a picture (see resource sheet pg. 23).</i>	<ul style="list-style-type: none"> <li>• Review maps - scale, placement, shape.</li> <li>• Discuss relationship between symbols and actual objects.</li> </ul> <p><i>Is this shape correct? What is its size in relation to the room? Does it look right?</i></p> <ul style="list-style-type: none"> <li>• Clipboards facilitate drawing.</li> <li>• Use limited number of items.</li> </ul>
<b>Development</b>	Setting the map	<p><i>Mark 9 road cones with symbol/letter. Set out to a master plan (as shown).</i></p>  <pre> graph TD     A[A] --&gt; D[D]     D --&gt; B[B]     B --&gt; E[E]     E --&gt; F[F]     F --&gt; C[C]     C --&gt; G[G]     G --&gt; H[H]     H --&gt; I[I]   </pre> <p><i>Students who follow route correctly should have symbols/letters in correct order.</i></p> <p><i>Reduce number of cones to 6. Students draw a route and identify correct code sequence. Challenge each other or another group</i></p>	<p><i>Teachers should;</i></p> <ul style="list-style-type: none"> <li>• <i>Have a prepared set of route cards. See resource material.</i></li> <li>• <i>Emphasise 'thumbing' the map.</i></li> <li>• <i>Check answers.</i></li> </ul> <p>• <i>Where are you now?</i> • <i>Is your map set?</i> • <i>Where are you going next?</i></p> <p><b>General Points</b> <i>Stick labels inside cones. Describe setting procedure Ensure N is visible.  = start  = finish</i></p>
<b>Conclusion</b>	Symbol recognition	<i>Present range of orienteering symbols. Request interpretation. Reveal recognised interpretations.</i>	<p><i>Teams of 4-6. Page of symbols and page of descriptions (resources).</i></p> <p><b>ASSESSMENT</b> <i>Observation. Compare student maps with master. Check codes against correct sequence. Recall of setting procedure. Portfolio - include student maps.</i></p>