

# LESSON PLAN: **OUTDOOR ADVENTUROUS ACTIVITY:** YEAR 6: WEEK 6

**LESSON OBJECTIVE:** To use a compass to assist in map reading and orientation.

## **WARM UP (10 MINS)**

Pacing: Teacher is to mark out 5, 10, 20 & 30 metre markers and a start point. The pupils have to work out how many of their steps (when walking) it takes them to cover each of these distances. Make sure they do it 3 times for each distance and work out the average. E.g. It takes Josh 15 steps to cover 10 meters.

This can now be used in the next part of the lesson; pupils can now roughly work out distances. E.g. If Josh takes 30 steps to walk to the next control point that would roughly work out at 20 metres. He can then write down 'walk North West for 20 metres' as an instruction for another student. This student will then need to work this out into their number of steps as all pupils stride length will be different lengths.

## **MAIN LESSON (20 MINS)**

Map designing: In pairs, pupils need to make a sentence with 5 words in it. They then write it down and tear the paper into 5 pieces with a word on each piece. Using the best map from the last lesson, pairs go off and place each piece of paper (known as a control point) around the school and mark them with an X on the map. They now need to choose a starting point and mark this 'start' on the map. Using a compass they then need to write down compass directions and distances (e.g. head North West 15 meters) to the first piece of paper from the start position. Then from control point 1 they need to write the next direction to the next piece of paper/control point and so on until all 5 pieces of paper/control points can be found.

Now they swap their map with another pair and they have to go off to try and find all 5 pieces of paper/control points with the directions. Once finished they should be able to read out the 5 word sentence.

## **GAME/COMPETITION (15 MINS)**

Allow pupils to do the above with a different set of directions and control points. 2 pairs have to race each other to find the control points and complete the sentence.

## **EQUIPMENT**

- Compass
- Maps
- Measuring tapes

## **KEYWORDS**

- Pacing
- Orienteering
- Control point

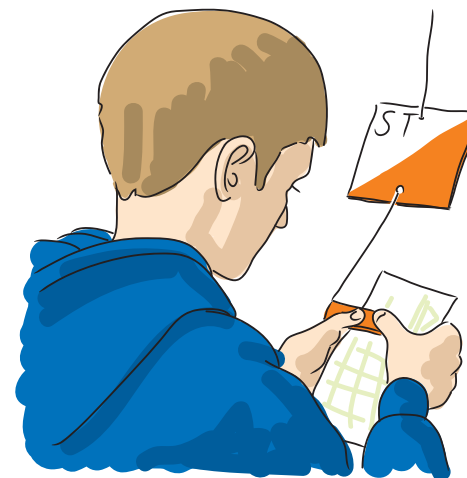
## **DIFFERENTIATION**

### **LESS ABLE**

- Pair pupil with high ability student.
- Use measuring tapes.

### **MORE ABLE**

- Add more control points.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental skills and movement	8	Performs orienteering skills to a high ability, finding all the control points.
	7	Shows a good understanding of how to use a map.
	6	Finds some of the control points on a map.
Tactics, rules and teamwork	8	Demonstrates good leadership, skills and tactics when orienteering.
	7	Demonstrates an understanding of simple tactics to use when orienteering.
	6	Starts to work together to understand the map and how to navigate to a control point.
Show and link	8	Links communication, teamwork, tactics and orienteering skills to complete the task.
	7	Shows and links how to use the compass and map.
	6	Shows how to locate themselves on a map.
Describe ways to improve	8	Is able to describe their strengths and weaknesses and suggest ways they can improve.
	7	Is able to describe their strengths and weaknesses.
	6	Is able to compare their performance to others.
Fitness and health	8	Shows a solid understanding of why physical activity has health benefits.
	7	Has some knowledge of why physical activity has health benefits.
	6	Has little knowledge of why physical activity has health benefits.