

### Court Numbers

#### CfE Experiences and Outcomes

**First Level** - *I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a*

*I am developing skills and techniques and improving my level of performance and fitness. HWB 1-22a*

**Second Level** – *Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d*

*I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a*

#### Learning Outcome

To practice keeping the map set

To recognise where you are on the map

### Activity

- Pupils split into pairs, each with a different map – Pair one with course 1, Pair two with course 2, Pair three with course 3 etc.
- Go to the start cone and find the cones at the map locations for your course and add up the numbers marked on them to give a total.
- Do not move the cones!
- Check the total with the scorer and when correct move on to the next course in sequence e.g course 1 to 2 etc
- Swap the map with your partner after each course
- Complete all six courses

### Resources

Six orienteering courses are planned on one court. Each course has it's own map.

Six maps of a court space, each with a different route marked

Six laminated copies of each map

Master map of each, with the score and layout of each course

14 cones marked with the appropriate number from the master map

Plastic boxes to store the copies of the maps

*Lesson sequence adapted from Outdoor Learning Cards Resource and Scottish Orienteering Lesson Resources*

### Assessment

How easy was it to find the next cone?

How were you able to keep track of where you were on the course?

Why was it important to keep the map set with the ground during this activity?

How did you balance speed with accuracy?

Did you always follow the routes correctly, e.g. A, B, C, D, E and F?

If you made a mistake, what was the reason?



### Extension and Progression

**Simpler:** Plan courses with fewer cones, using just four courses with a total of eight players

Leave the map on the ground set correctly and visit each cone in turn, before returning to the map with the score

**Challenging:** Do the activity individually, with your partner waiting to take over from you on the next course as a relay

**Similar activities:** Use any playground markings as a map and devise a cone game similar to this one

Use a football pitch and it's markings to play this game – 'Soccer Pitch Score'

# Curriculum Outdoors

## Orienteering

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