

Lesson - Hanging Controls

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 improve map reading skills

To practice transferring information from the map to the ground

Resources

- A map of the school grounds/area to be used each
- A control marker/orienteering flag or other marker each

Note: the maps need to be premarked in pairs showing the start and 2 controls

Lesson sequence adapted from The Outdoor Learning Cards Resource

Activity

- Pupils work in pairs, each has a map of the school grounds with the start and 2 controls marked on it e.g. 1A/1B, 2C/2D etc
- Each person hangs their control in the position on the map – one to A, one to B
- Each person then navigates to their partner's control, collects it and returns to the start.
- Repeat with different maps.

Assessment

What did you do to make sure you put the control in the correct place?

Did you have trouble finding your partner's control? If so, why?

Was the control hung too low or too high?

Did you know the map symbols without checking the key?

Differentiation and Progression

Pupils could work in pairs putting out and collecting controls

Premark control sites to help pupils identify the area

Pupils hang more than one control in different areas before returning

Pupils select their own control sites and mark these on the map

