

String Course

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 combine map reading and running

Resources

Six orienteering courses are planned on one court. Each course has its 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

Activity

Preparation: On your chosen site, link up distinctive features that will make good control points. Obvious changes in the direction will help young people to locate on the map. Put out string/rope joining up the controls from start to finish. Put out the controls at the chosen points. Mark up the maps with the red line only showing the route of the string course.

- Send the pupils round the string individually at intervals with a control card. They should run and mark their card at each control.
- Send the pupils round the course again, either individually or in pairs, with a map each. When they return ask them if they can describe where each of the controls were.

Assessment

When you were running around the course, if you catch up with anyone, or did anyone over take you? Why was this?

What helps you to work out where on the map the controls are?

Extension and Progression

Simpler: Colours marking the position of control points could be used, or picture maps to encourage map to ground feature identification.

