

Lesson - Star Exercise

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 recognise line features

To understand setting the map

Resources

- Maps of part of the site (or whole site) – each map shows a different individual control site and the start, marked by a triangle and a straight line connecting them (2 or 3 copies of each map).
- Around 10 – 20 different controls on your site
- An enlarged copy of the map can be on display at the start
- Numbered orienteering controls with either crayons or orienteering punches
- A control card for each runner
- A clip compass (optional) to assist with setting the map

It is a good idea to have the maps in plastic boxes, either one map per box or 1-3 in one box and 4 – 6 in another. Sequence the controls so moving to the next involves a change in direction.

Lesson sequence adapted from The Outdoor Learning Cards Resource

Activity

- Each runner has a map and control card. The start is shown by a triangle on the map. Allocate each participant a control to visit first.
- Runners set their map by moving the map around so that it matches the features
- Pupils work out which control they have to visit by looking along the line on the map and checking what the symbols on the map mean by using the key
- Pupils run to the control and mark their control card and return to the start
- Pupils choose another map and repeat the exercise.

Assessment

How did you keep your map set all of the time?

How do you know you visited each control?

Do you know all of the map symbols?

Differentiation and Progression

Have the groups running in pairs

Put out a number of controls e.g. 10. Pupils run around and see how many they can find. They are then given a blank map and they have to mark with a circle on the map, the position of each control they have found.

Using a map of the whole site, repeat the exercise with controls which are out of site.

Make the course more technically difficult

Further distances to run





Curriculum Outdoors

Orienteering

