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| **Lesson - Musical ‘O’**  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 develop the skill of setting the map  To practice thumbing the map  To experience making quick decisions  Can be useful to use when practicing any new technique | Resources   * One set up map showing where to place labelled tennis balls (1 to 10) * One map of each couse (1 to 10) * Cones labelled 1 to 10 * Cups – one less than the number of participants (up to 10 at a time) * Tennis balls labelled 1 to 10 * Large outdoor or indoor area (playground/gym hall)   *Lesson sequence adapted from Scottish Orienteering Lesson Resource* |
| Activity   * Set out cones as per sample and mark N (North) on the ground * All stand adjacent to the cone marked as ‘1’ on their map (all should be at a different cone) * Pupils all jog slowly around the outside of the cones in one direction * You shout a number between 1 and 10 * Pupils locate that number on their map and run to where it is on the ground (they are allowed to cut across the area for this) * They pick up the tennis ball from that cones and race to place the tennis ball on a cup in the middle * If there is no cup to place the tennis ball on, they are out * Replace the tennis balls on the correct cones around the edge and remove one more cup from the middle | Arrow  Description automatically generated with medium confidenceAssessment  What did you need to do to help you to make quick decisions?  What were some things that you tried to help you recognise where you were?  What made this game difficult/easyLogo  Description automatically generated  Differentiation and Progression  Participants who are ‘out’ (or spectating) can be trees or boulders around the outside edge so they players have to move around them  You can specify how players have to move e.g. hopping etc.  Put cones further apart so that pupils have to run further  When the players are circling the cones, you shout ‘change’ and they have to change direction e.g. from clockwise to anti-clockwise  Notes: ‘Cups’ can be cones placed upside down |