

<p>Lesson - Noughts and CrOsSes</p> <p><u>CfE Experiences and Outcomes</u></p> <p>First Level - <i>I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a</i> <i>I am developing skills and techniques and improving my level of performance and fitness. HWB 1-22a</i></p> <p>Second Level – <i>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> <i>I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a</i></p> <p><u>Learning Outcome</u></p> <p>To develop the skill of setting the map To practice thumbing the map To experience making quick decisions and route choices To relate the map to the ground</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Maps showing the start and all controls – enough for 1 per person and yourself • 9 – 15 numbered markers at each control, plus pin-punch or other device to prove they’ve been there • Control card for each participant to mark at each control (numbers on the control card match the board being used) • Noughts and crosses boards with a control number in each square (could draw this on the ground) • Marker pens or chalk • <p><i>Lesson sequence adapted from Scottish Orienteering Lesson Resource</i></p>
<p><u>Activity</u></p> <ul style="list-style-type: none"> • Put pupils into pairs to race against each other – one is noughts, one is crosses • Each person chooses (quietly) which control to visit first, goes to it and then back to the start; marks the noughts and crosses board when you’ve checked they have definitely been at the control • Repeat until one person completes a line of 3. 	<p><u>Assessment</u></p> <p>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/easy? How easy was it to think under pressure?</p> <p><u>Differentiation and Progression</u></p> <p>Instead of using pin-punches, you could put some numbered noughts and crosses at each control, so participants bring one back and place it on the board, or give it to you as evidence that they have visited the control</p> <p>Change layout of the boards Play as pairs or teams of 3 as a relay, with the map being the baton Use more difficult control sites, but close to where they’ve been before</p> <div data-bbox="2040 847 2136 938" data-label="Image"> </div> <div data-bbox="2040 986 2136 1077" data-label="Image"> </div>