

Court / Pitch Numbers

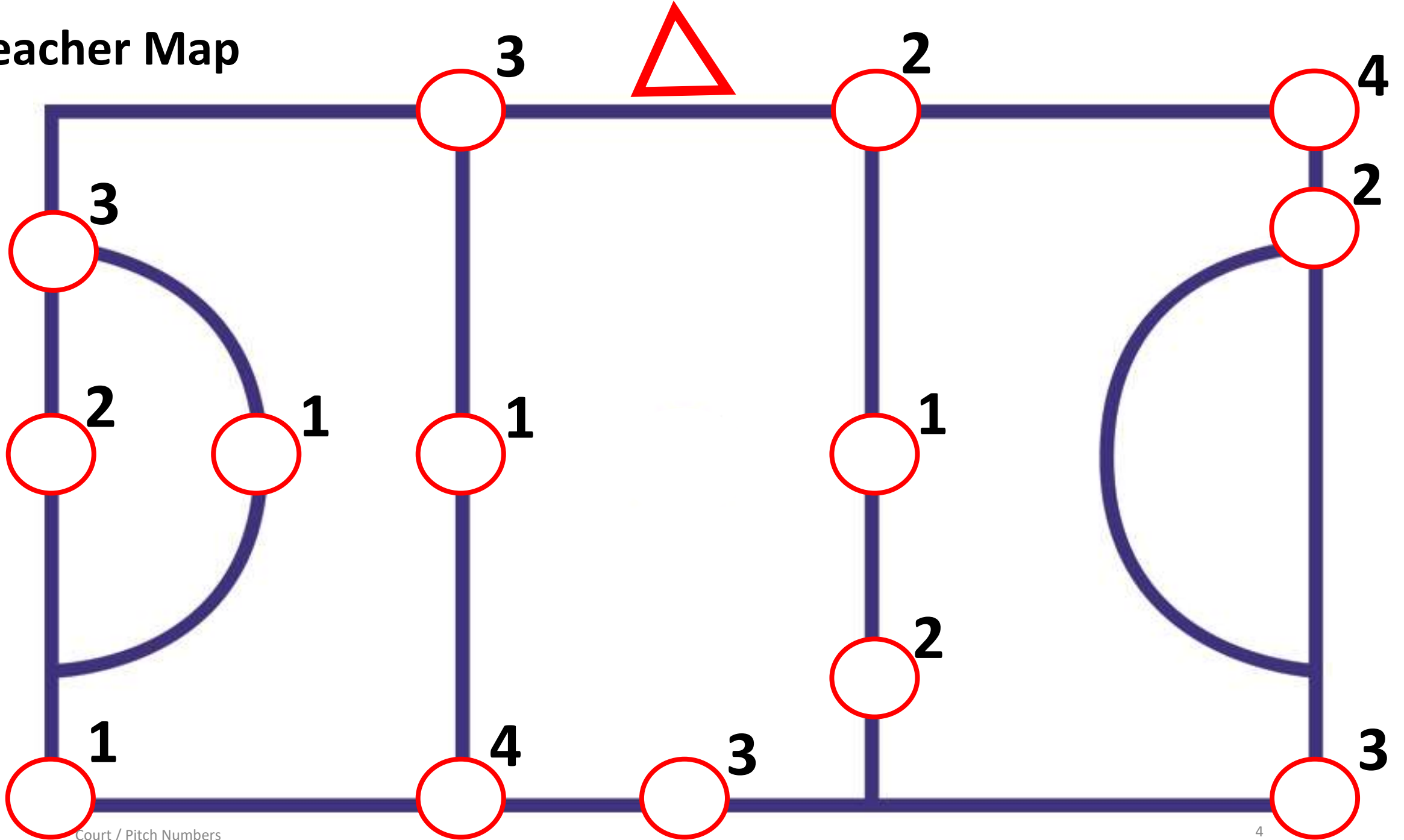
FREE Taster Activity

OAA - Orienteering Lesson Plan

Session 2	Teacher Input & Students' Tasks	Key questions & Vocabulary
<p>Links to National Curriculum Objectives</p> <p>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>use a range of tactics and strategies to overcome opponents</p> <p>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>LO: work cooperatively to plan your travel from one place to the next using the best route</p> <p>Main Activity: Court/Pitch Numbers (See Court/Pitch Numbers resource – use a Football or Hockey pitch)</p> <p>Preparation (Teacher/Coach) Equipment: At least 6 Maps (4-6 copies of each laminated) – 6 examples are provided - put each set of maps in a separate box. 14 marked cones – write a number on each cone as follows: 1 = 4 cones, 2 = 4 cones, 3 = 4 cones, 4 = 2 cones 6 red cones for the starting triangle. Record sheet (examples provided) or whiteboard Pencils / Pens Use a court on the playground or pitch on the field. Put out cones taking care to position them accurately based on the teacher map. Make a start triangle on the ground with red cones. N.B. Activity can be made easier to organise/run by having as many as 16 different routes/maps ready. So that when the students finish one route/map they come back to the teacher, tell the teacher the remembered total and if it is correct swap their map for the next one. If they give a wrong total then they need to do it again.</p> <p>Activity Students work in pairs. Send out pairs with different maps (to avoid just following each other) to complete a course. Pairs return with an answer for their course of A-F (Answer is the sum of the cones “code numbers”). After successfully completing a course, the pair takes another map.</p> <p>Results The students complete all the routes/maps with the correct answers to the “code numbers” e.g. Map 3 = 11, Map 4 = 12, Map 5 = 13, etc.</p> <p>Cool down: Ask students to jog around the court / pitch. This slows to walking pace. Big strides, swinging arms. As they pass a cone bend / crouch down and touch the cone. At end of Cool Down – students can collect cones in.</p> <p>Review / reflection: Ask your partner if your chosen route was the best route? If so, why? What makes the best route? Find another person to share what you have learnt with them.</p>	<p>What is your strategy for this task?</p> <p>How can you improve?</p> <p>Vocabulary Problem solving, Planning, Communication, Discussion, Leadership, Safety</p> <p>Assessment Planning of appropriate pair/small group tasks.</p> <ol style="list-style-type: none"> Have I listened to and understood instructions? Have I worked well individually / in a pair / as a group? Have I listened to team-mates? Has everyone taken a turn to say their ideas? Have I done my best?

Netball Court

Teacher Map



Netball Court Answers

Answers for sum of the “code numbers” for each map.

Map 1 __14__

Map 2 __15__

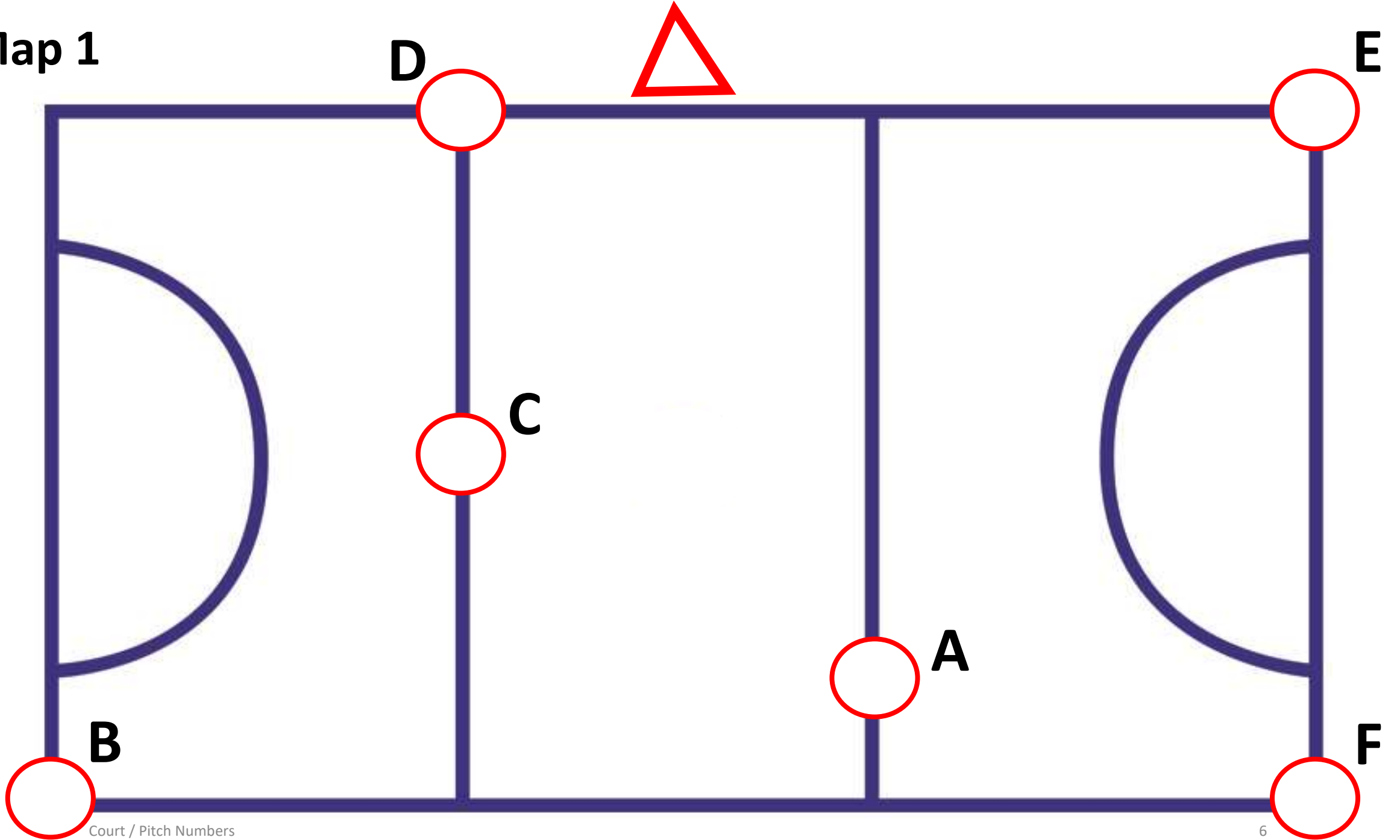
Map 3 __11__

Map 4 __12__

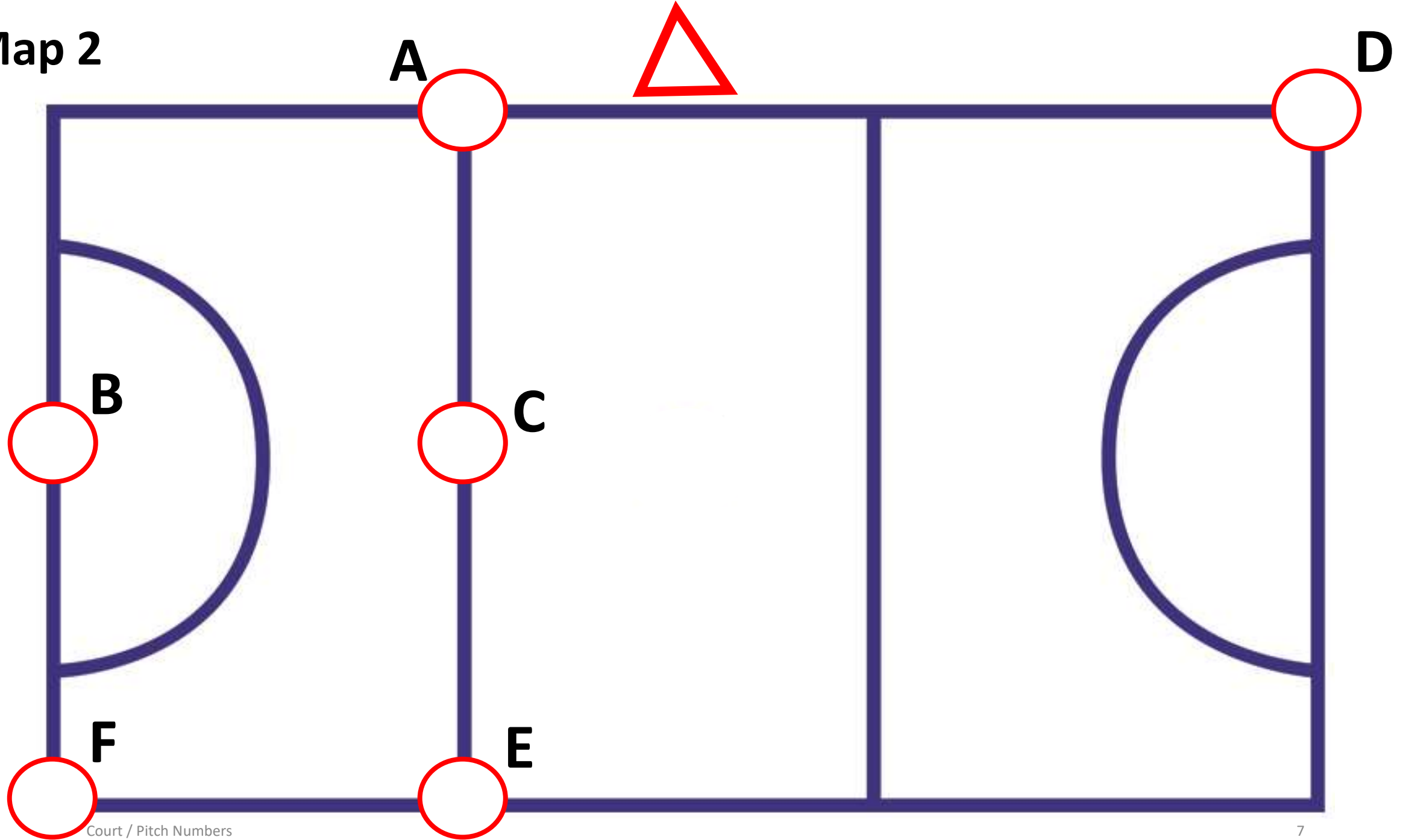
Map 5 __13__

Map 6 __10__

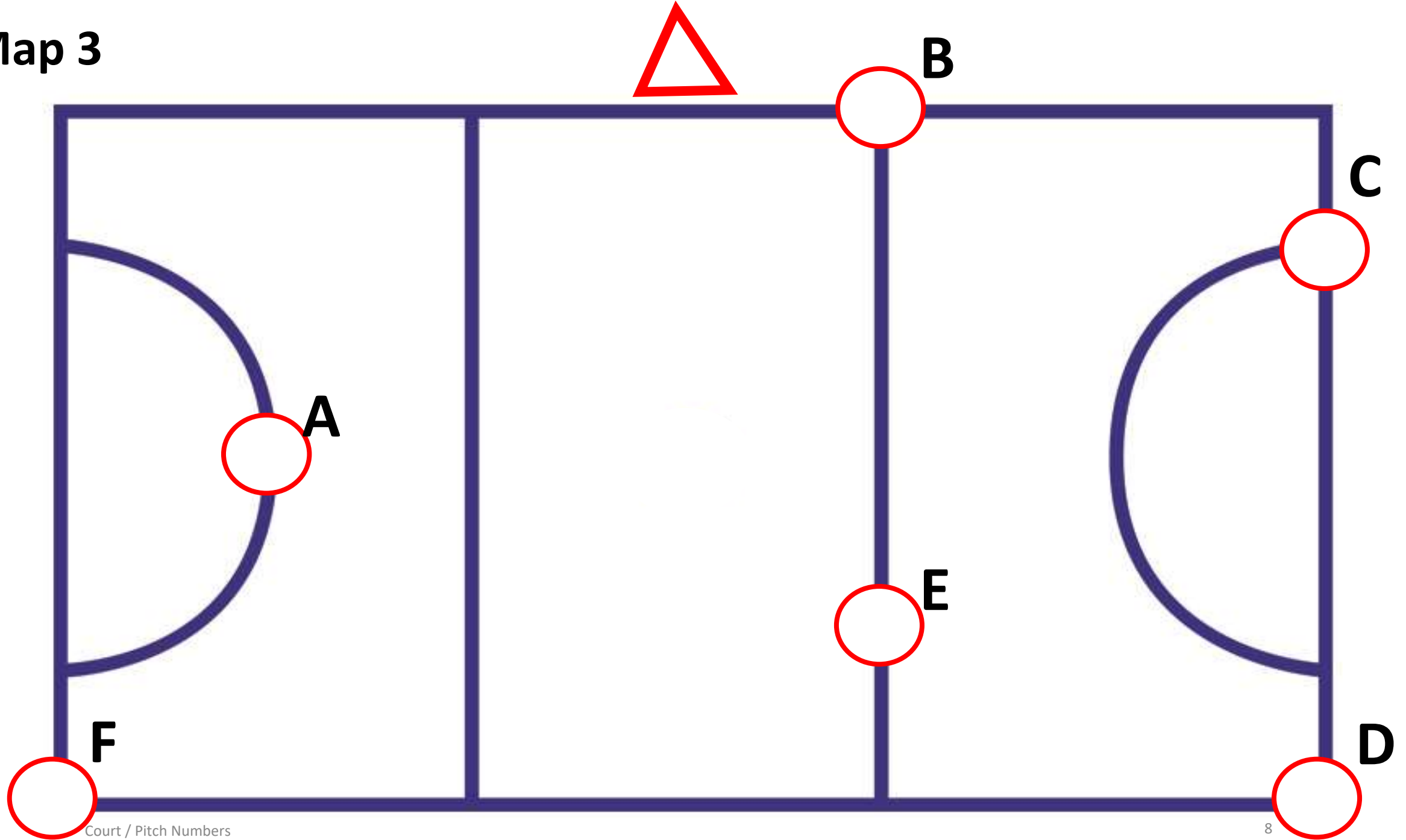
Map 1



Map 2

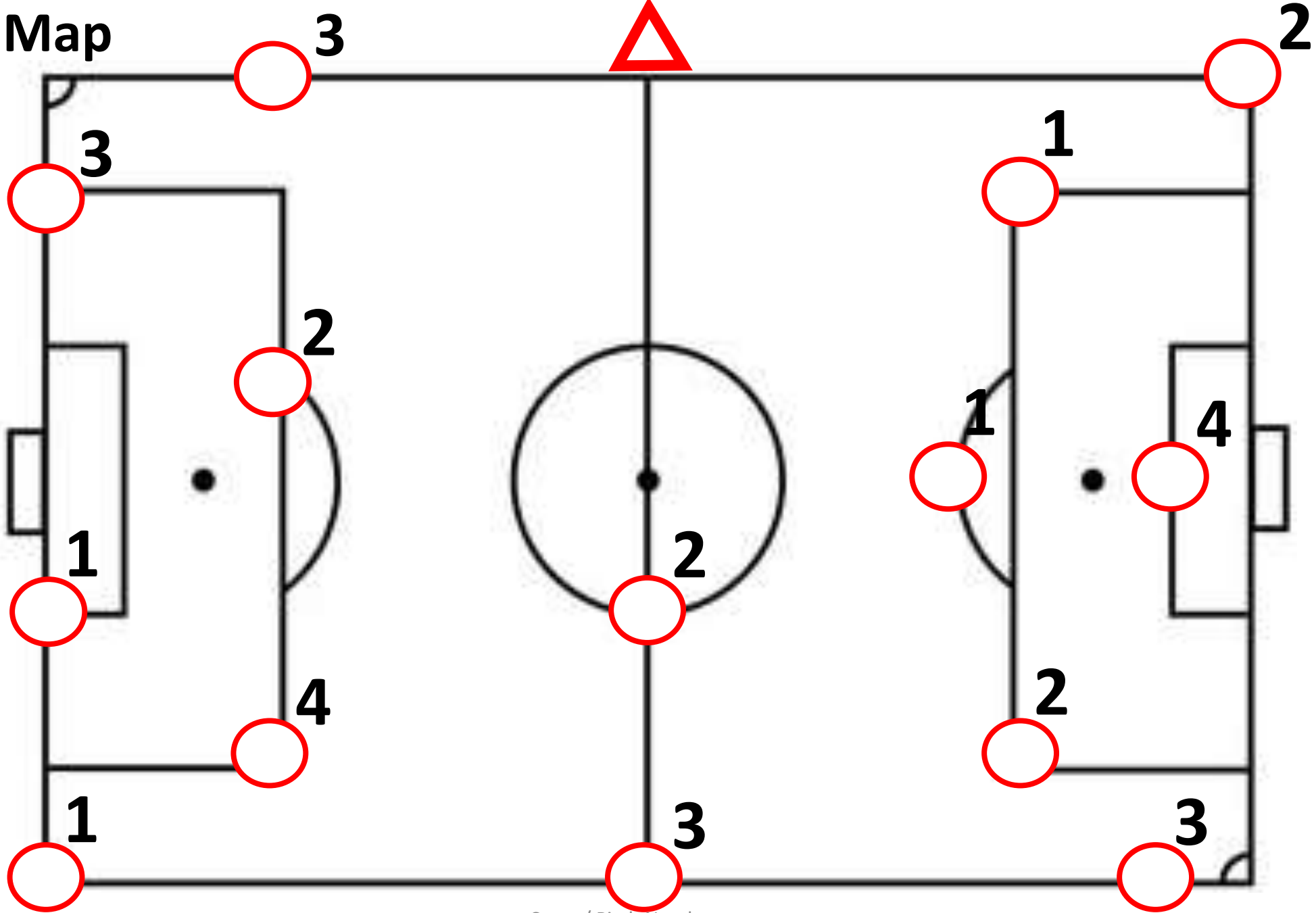


Map 3



Football Pitch

Teacher Map



Court / Pitch Numbers

Football Pitch Answers

Answers for sum of the “code numbers” for each map.

Map 1 __15__

Map 2 __15__

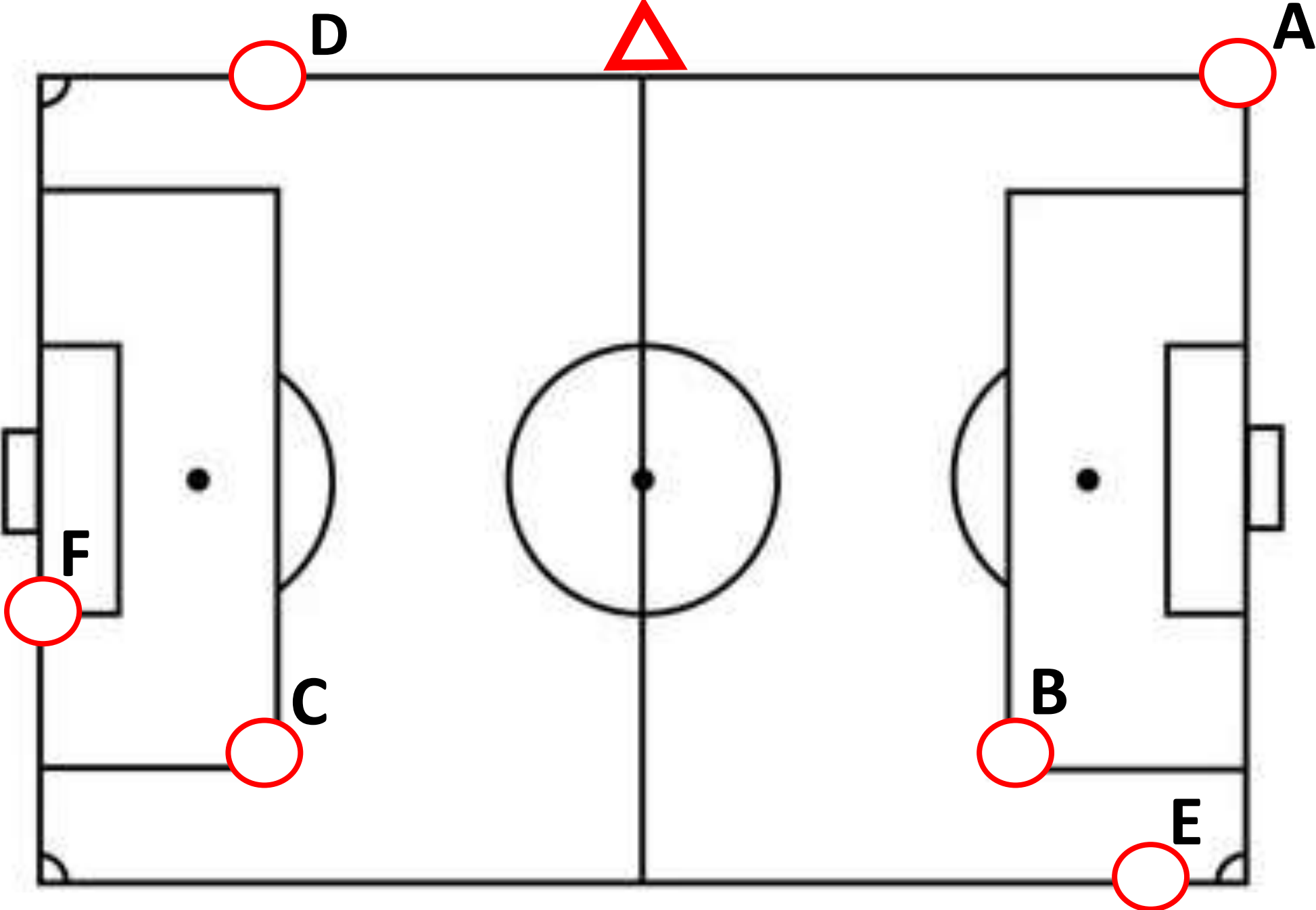
Map 3 __14__

Map 4 __15__

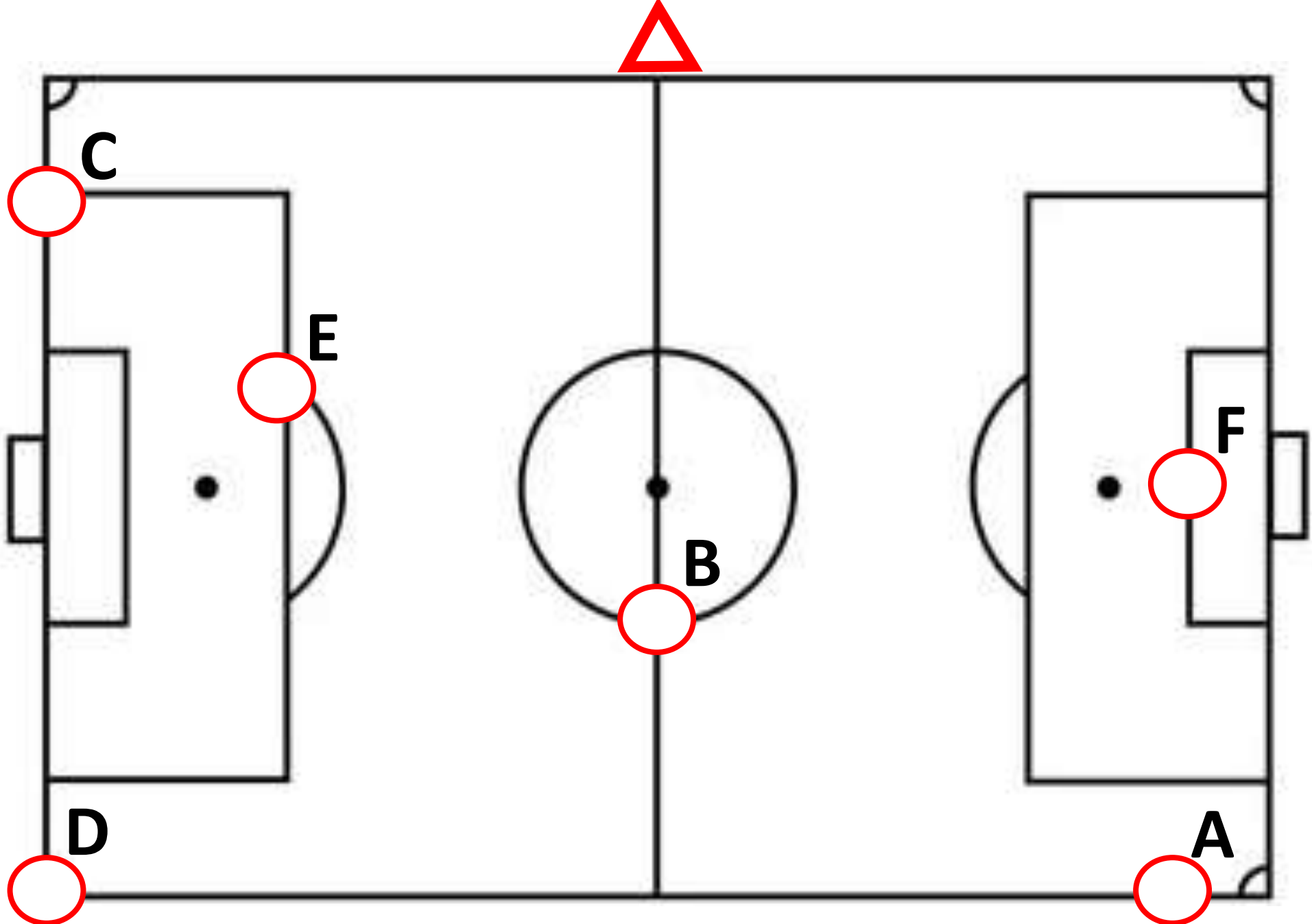
Map 5 __13__

Map 6 __14__

Map 1

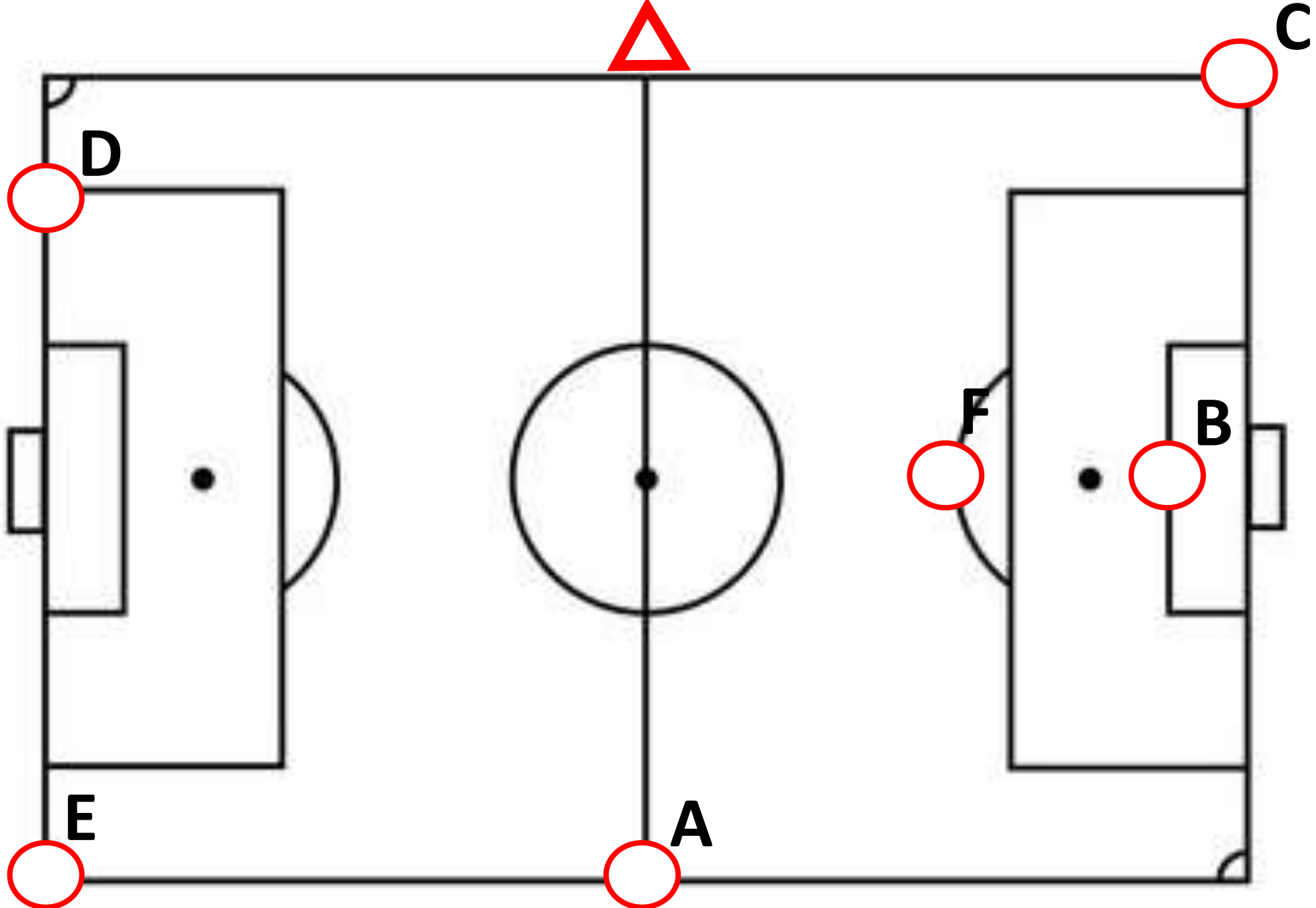


Map 2



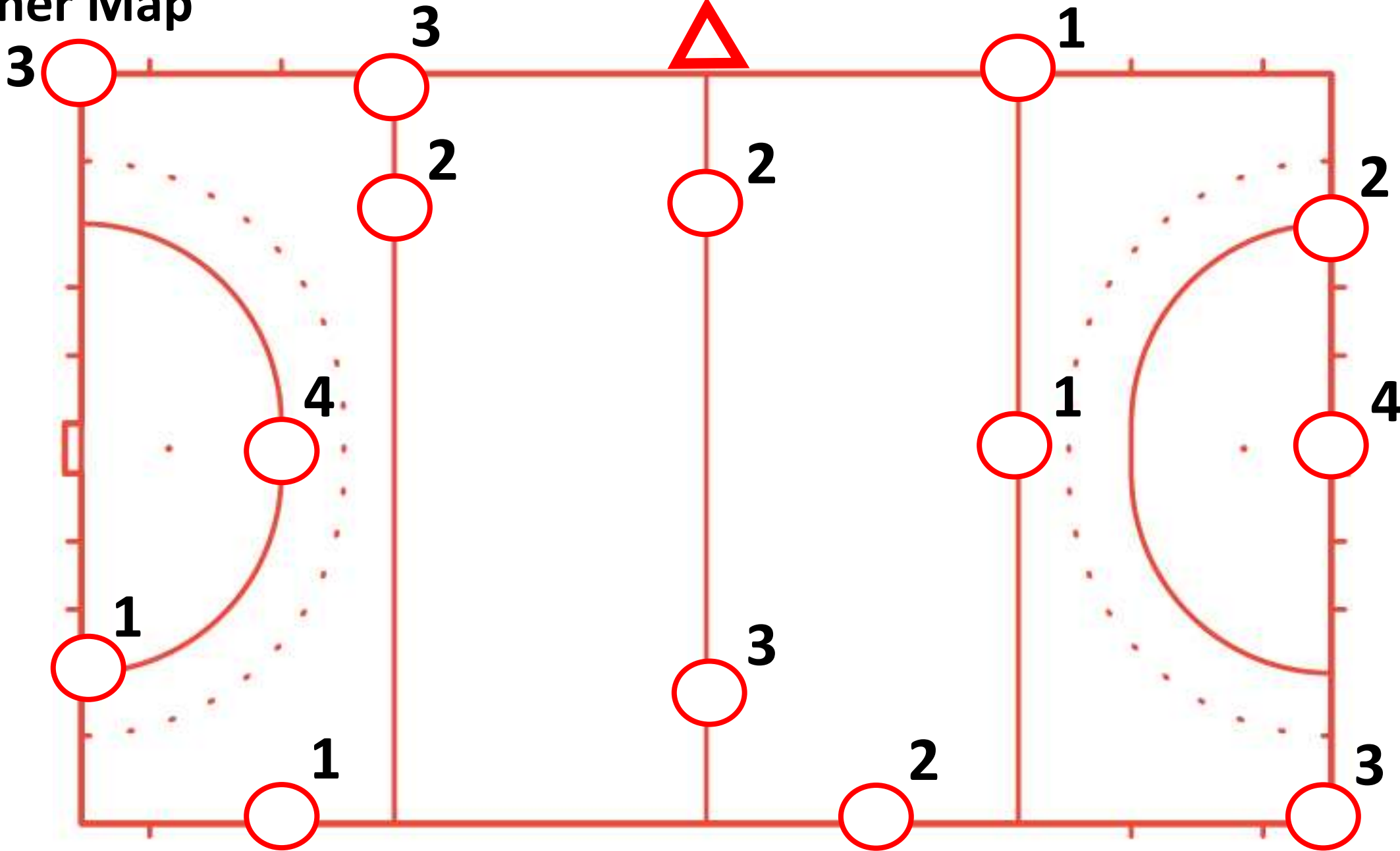
Court / Pitch Numbers

Map 3



Hockey Pitch

Teacher Map



Hockey Pitch Answers

Answers for sum of the “code numbers” for each map.

Map 1 __14__

Map 2 __12__

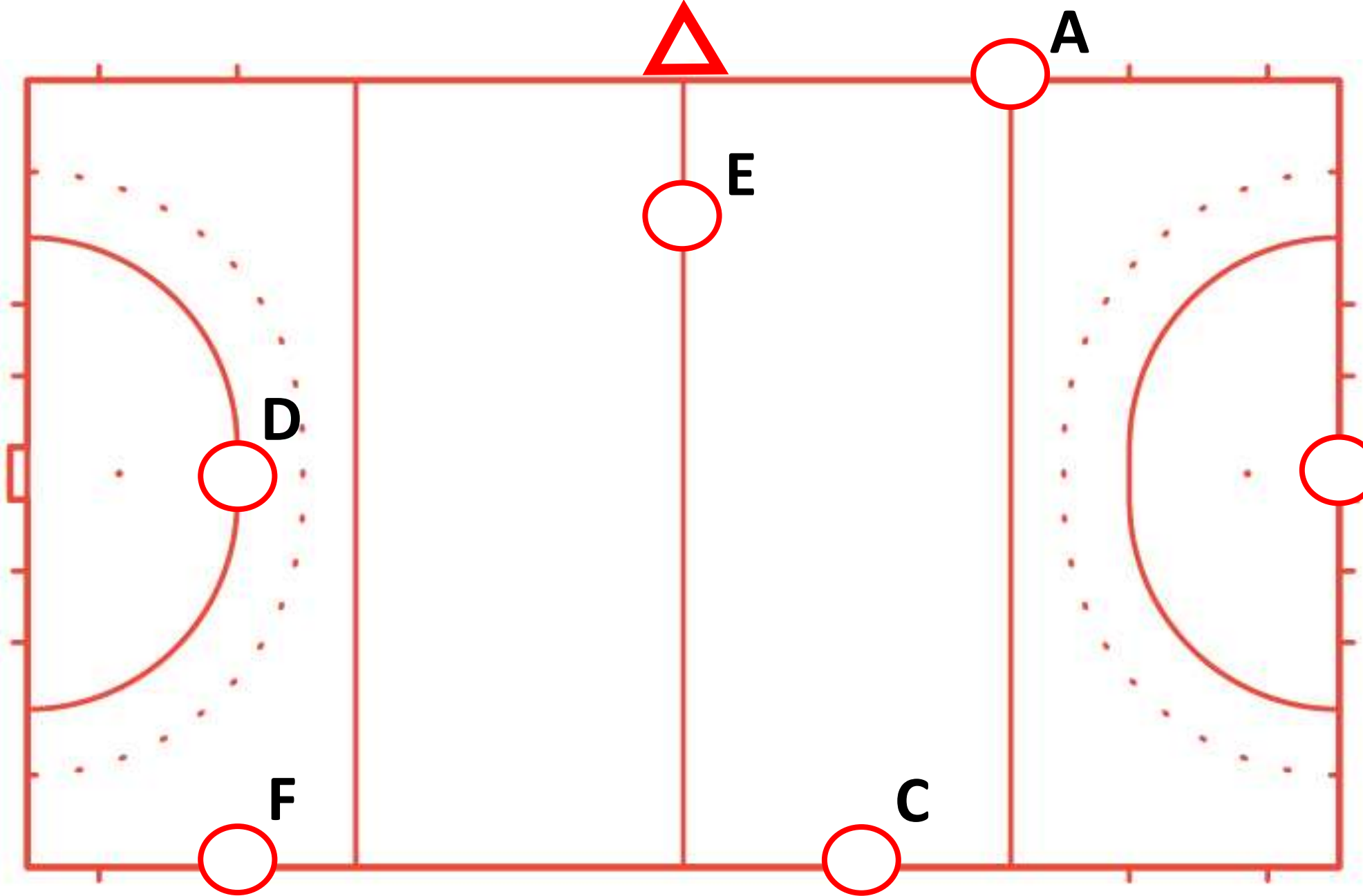
Map 3 __14__

Map 4 __13__

Map 5 __13__

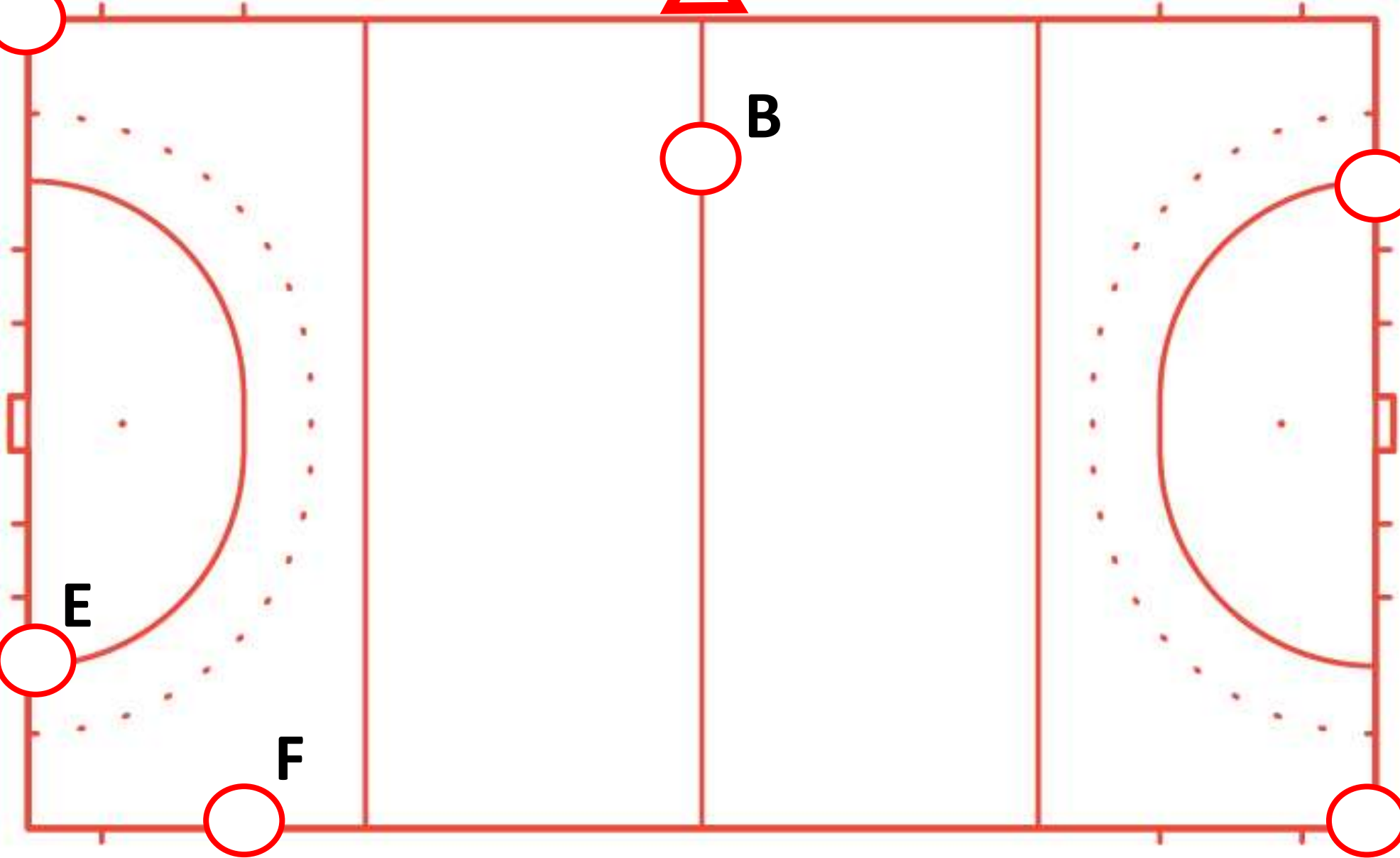
Map 6 __11__

Map 1

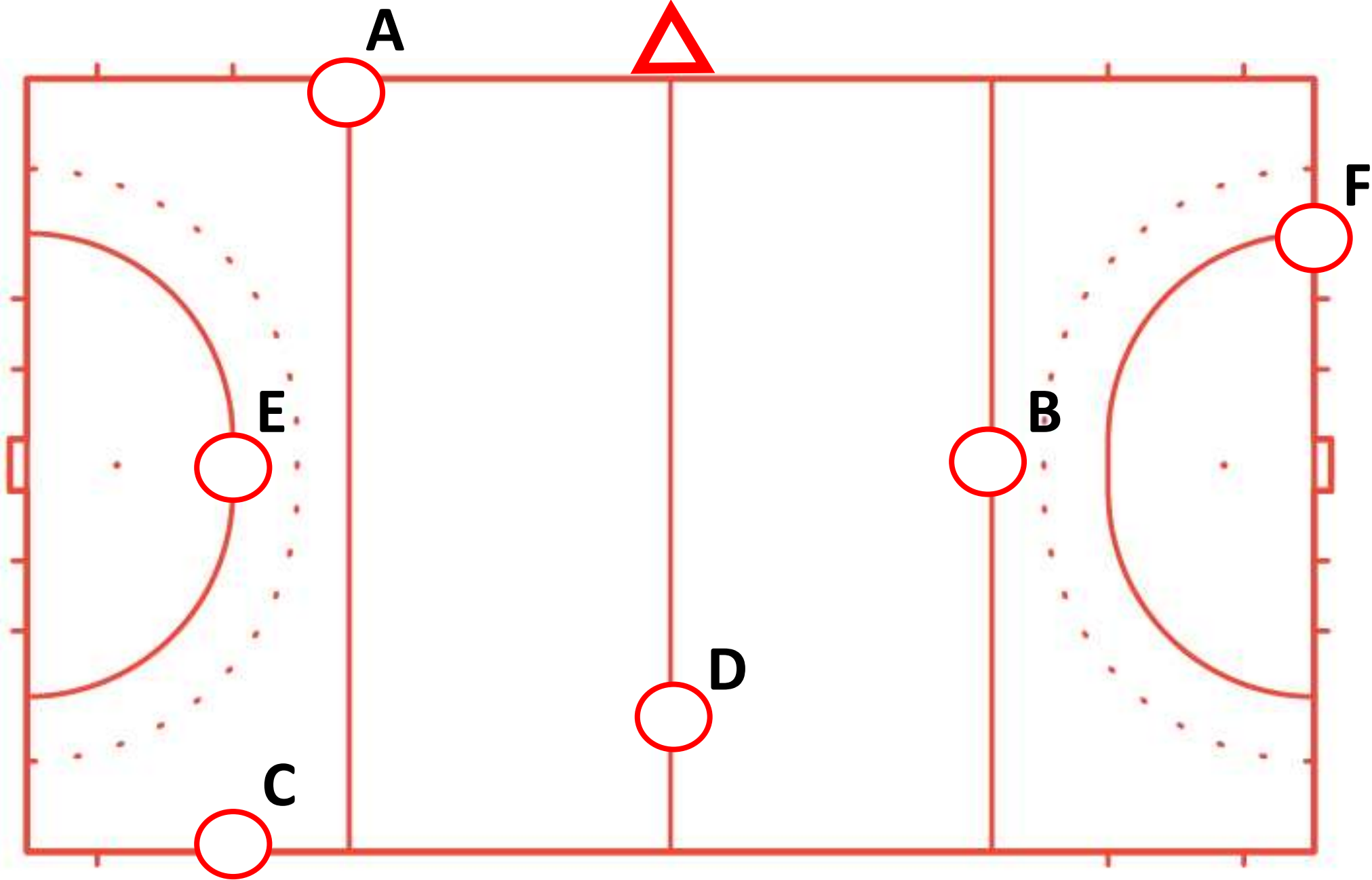


Map 2

A



Map 3



Names: _____

Record the sum of the “code numbers” for each map.

Map 1 _____ **Map 2** _____ **Map 3** _____

Map 4 _____ **Map 5** _____ **Map 6** _____

Names: _____

Record the sum of the “code numbers” for each map.

Map 1 _____ **Map 2** _____ **Map 3** _____

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