

Learning Intention: *How can you use a key to recognise orienteering symbols?*

I am beginning to recognise some of the map symbols used in orienteering

I know some of the map symbols used in orienteering

I can label a map with orienteering symbols and show the key

### EQUIPMENT:

Key of orienteering symbols (resource 1)  
 Symbol cards (resource 2)  
 Label cards (resource 3)  
 A range of PE equipment  
 Maps of the school

### WARM UP: Paper, scissors, stone

Play paper, scissors stone...

1. Start in a pair.

2. Play paper,scissors stone...

If you lose, you run to the end of the hall/playground and back.

If you win, stay to play someone else- keep going until the whole class is warmed up!

### ACTIVITY 1: Introduce the key

**NOTE:** You may wish to complete this part of the lesson in the classroom

Ask the children what a key is? **Linking learning:** Children should recall learning about keys in Year 3 and Year 4.

Explain that previously we have used keys to represent equipment in PE lessons. In this lesson we will be looking at the orienteering symbols that are used to represent landmarks.

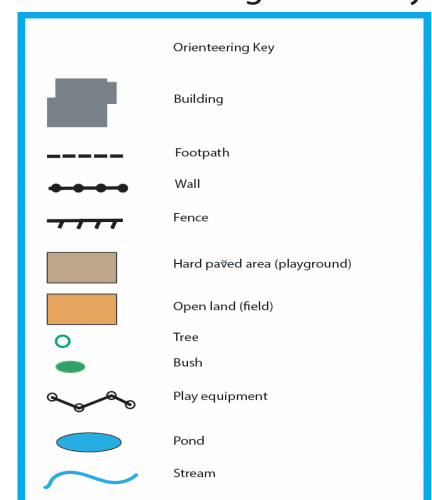
Share the key with the class (Resource 1).

This is not all of the symbols, just a selection.

#### Q&A:

**Why use a key rather than a detailed picture of what objects look like?**

**Why does each object need a different symbol?**



## ACTIVITY 2: Obstacle course

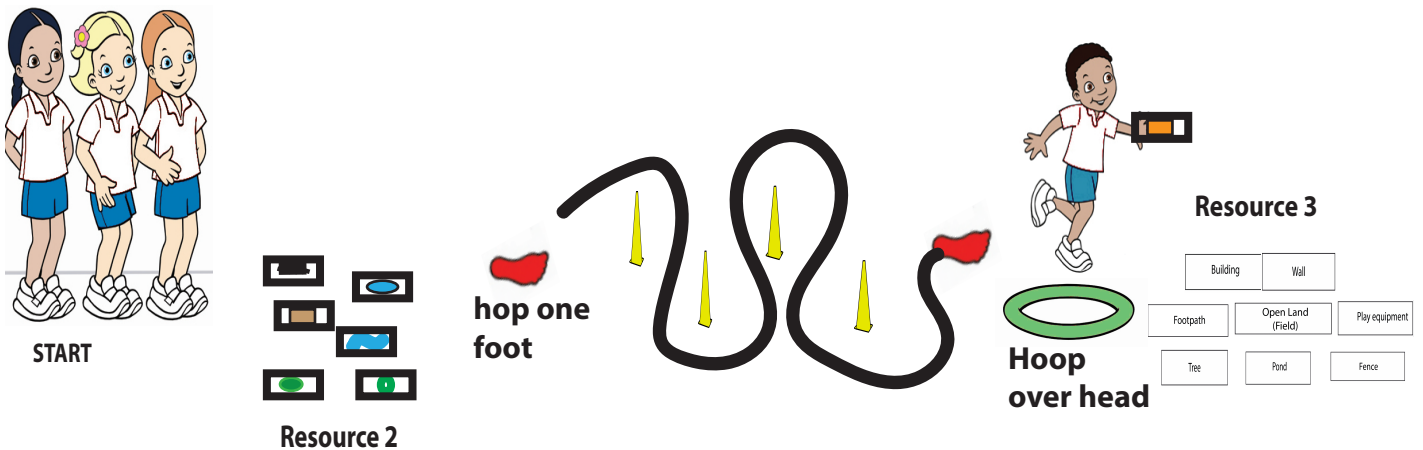
Put the children into groups. Set out an obstacle course for each team.

The first member of the team should collect a card with an orienteering symbol (**Resource 2**) from the pile at the start of the course.

They should complete the course as quickly as they can and match their symbol with the correct label (**Resource 3**) at the end.

The first team to correctly match all elements of the key, wins. You can repeat a few times e.g hopping, jumping or side stepping to the symbol cards

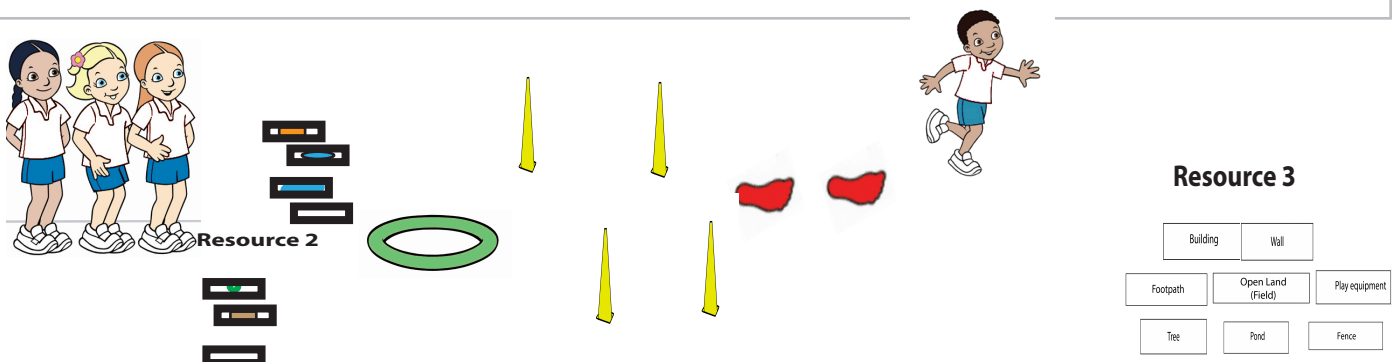
### Example obstacle course...



## ACTIVITY 3: Create your own

Give children the opportunity to design their own obstacle course. Children can use a wider range of equipment. As in activity 2, place the symbol cards at the beginning of the course and the labels at the end.

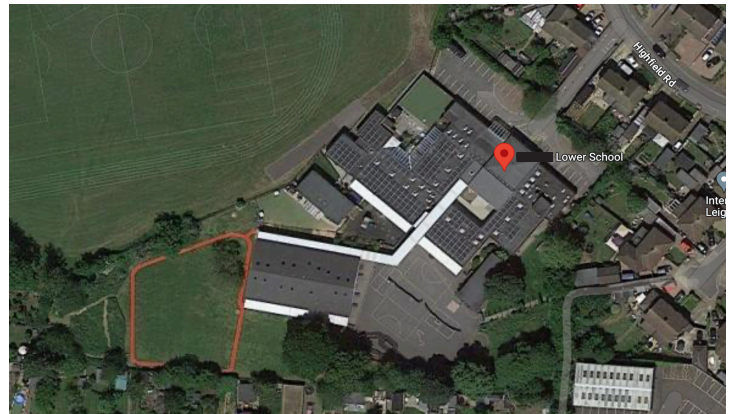
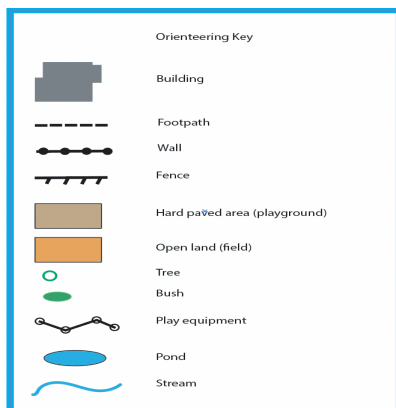
Children can then swap and complete each other's obstacle courses.



## ACTIVITY 4: Treasure Hunt

1. Give the children a blank map of the school- you can create your own or get one from google maps.

Sample map



2. Can they recreate the map using the **orienteeing symbols**- they should also **include a key** to show what the symbols represent
3. Children are now going to plot their own orienteeing course...
  - a. Split the class into 6 groups- give each group their colour card (e.g. 6 x blue, 6 x pink, 6 x green, 6 x yellow, 6 x white, 6 x orange).
  - b. Each group is to think of a word (they can have up to 6 letters)
  - c. In their group, to write their word they have chosen on the coloured laminated pieces of paper.
  - d. Groups are to go and hide their letters around the school- if it is windy, you can use cones to hide the letters underneath, to stop the letters blowing away. **As they hide their letters they are to mark the map with an X for each letter.**
  - e. Groups to swap with another group e.g. pink team to go and use the blue teams map
  - f. **Begin the orienteeing game**- Each group are to go and find all 6 cards and collect the letters. Once they have all the letters they are to work out what the word is.

Once complete try another map.

**Extension:** You can also play as a **NUMERACY** game and groups make up a maths equation!

## PLENARY

**Plenary:** Why is it necessary to have a standardised key for orienteeing? Can you remember any of the symbols from this lesson and what they represent? If so, which ones?