

Grade 10

Lesson 5

Lesson plan

Lesson theme	Practise basic volleyball skills	Grade	10
Duration	45 – 50 minutes	Date/week	
Context			
<ul style="list-style-type: none">• Recreation and physical wellbeing• Movement focus: Recreation			
Linking with previous lesson		Linking with next lesson	
<ul style="list-style-type: none">• Learners are introduced to and develop skills for orienteering.		N/a.	
Core knowledge			
<ul style="list-style-type: none">• Know how to use a compass• Know how to pace distance• Know how to estimate distance.			
Learning activities and assessment			
<ul style="list-style-type: none">• Learners learn how to use a compass and how to record compass bearings• They then practise pacing and record their steps to different locations.			
Forms of assessment		Resources	
<ul style="list-style-type: none">• Assessment tool• Checklist• Score cards• See ‘Learner assessment’ in the ‘Checklist for evaluation’ at the end of the lesson.		<ul style="list-style-type: none">• Compasses• Scorecards• Pencils• General map of the areas to be covered• Cone markers.	
Expanded opportunities		Teacher reflection	
<ul style="list-style-type: none">• Encourage learners to learn more about the South African Orienteering Federation and to participate in orienteering meetings and competitions.		<ul style="list-style-type: none">• The activities show learners other fun ways to get active outdoors and teach them important skills for orienteering.	

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Lesson 5: Introduction to orienteering – practical (45 – 50 minutes)

1 Outcomes

By the end of the lesson learners should be able to:

- Use a compass to navigate
- Estimate distance
- Pace distance in the field.

2 Teacher's corner

Setting up

See explanations in the 'Activities' section below.

For lesson 5 you'll need the following equipment

- One compass for each group of learners
- Score cards (one for each group of learners) – see score card examples on pages 32 to 35 and adjust according to the number of groups required
- Pencils for each group
- General map of the areas to be covered
- Cone markers.

3 Activities

Activity 1: Using a compass (15 minutes)

Note: Learners must learn the basics of using a compass before going on a field experience.

Using a compass to record compass bearings (headings):

1. Divide the class into groups and provide each group with a compass, a 7.62cm x 12.7cm card and a pencil.
2. Ask the learners to find north using the compass.
3. Once they have found north, place a cone at a point approximately 25 metres from the learners.
4. Number an additional set of eight cones and place them in different locations approximately 25 metres from the centre of the playing area.
5. Explain to the class that north will always remain a constant and that the other compass readings can be taken based on their relationship to north.
6. Ask learners to write down the compass bearings (headings) from the centre of the playing area to each of the other cones.

Activity 2: Pacing (15 minutes)

1. On an open playing field, mark and number 12 different locations at varying distances from the centre (use large numbers that can be seen from a distance). Keep a record of the distance of each cone from the central point in order to calculate pacing of learners.
2. On 7.62cm x 12.7cm cards, write the numbers 1 to 12 in a different sequence on each card, as shown in score card examples in the 'Assessment' section of this lesson plan.

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3. Give 1 card and pencil to each group of 2 or 3 learners.
4. Beginning in the centre of the area, learners locate the first numbered cone on their cards and record the compass heading of the cone.
5. Learners then need to run/walk to the cone while counting the number of steps they take to reach it, and then record that number next to the cone.
6. From that cone they locate the next numbered cone, record the compass heading and run to it while recording their number of steps in the same way as they did before.
7. This sequence continues until they have recorded the compass heading for each cone in their sequence.

Activity 3: Estimating distance (15 minutes)

1. Ask learners to estimate how far (in metres) the first cone on their card was from the central point.
2. Provide learners with the distance that each cone was from the central point and ask learners to calculate how many steps they would need to take to cover a distance of 100 metres.
3. They can do this by using the calculation below:

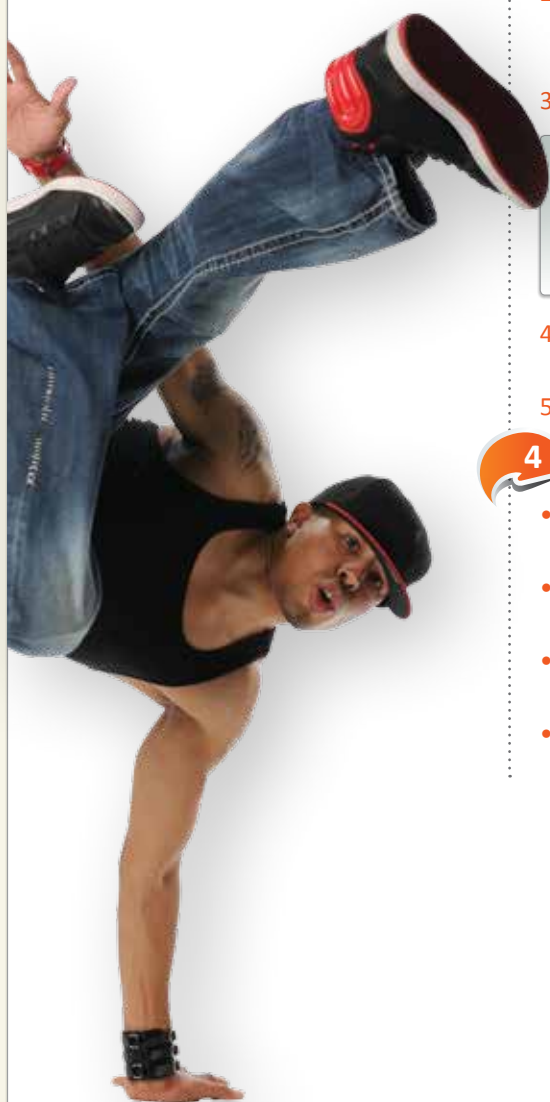
Distance of first cone on card from centre x answer a = 100 metres

Number of steps taken to reach first cone x answer a (above) = number of steps taken to cover 100 metres

4. Based on these calculations, ask learners to estimate the distance from their final cone back to the central point.
5. Learners must hand in score cards at the end of the lesson.

4 Assessment

- Score cards (pages 28 to 31): The learners' score cards should show an understanding of how to use a compass and how to pace distance
- Peer assessment of the learners' maps can be used to help inform teacher assessment
- Complete the 'Learner assessment' according to the mark allocation on the table below ('Checklist for evaluation')
- Mark off participation in the lesson on the class list and complete the 'Checklist for evaluation'.



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Lesson 5: Checklist for evaluation

Activity	Question	Yes	No
Using a compass	<ul style="list-style-type: none"> Are learners able to use a compass to navigate and record compass bearings (headings)? 		
Pacing	<ul style="list-style-type: none"> Are learners able to pace distance in the field? 		
Estimating distance	<ul style="list-style-type: none"> Are learners able to estimate distance? 		
Teacher reflection	<ul style="list-style-type: none"> Do you think the learners enjoyed learning new skills for orienteering and getting active outdoors? 		
	<ul style="list-style-type: none"> If you had to repeat the lesson, what improvements would you make to it? 		
Learner assessment	<ul style="list-style-type: none"> Learners can complete all the tasks above without any mistakes (8 to 10 marks) Learners can complete all the tasks above with a few mistakes (5 to 7 marks) Learners can complete all the tasks above with a lot of mistakes (2 to 4 marks) Learners cannot complete any of the tasks above (0 to 1 marks). 		

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Scorecards

Activity 1 scorecard

Learner’s name: _____ Class: _____

Cone number	Bearing (heading from centre)
1	
2	
3	
4	
5	
6	
7	
8	

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Activity 2 scorecard (Group 1)

Learner's name: _____

Class: _____

Cone number	Bearing (heading from centre)	Number of steps taken
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Central point		

- Distance of first cone from central point =
- Number of steps to cover 100 metres =
- Distance of final cone from central point =

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Activity 2 scorecard (Group 2)

Learner's name: _____

Class: _____

Cone number	Bearing (heading from centre)	Number of steps taken
5		
2		
7		
4		
1		
6		
3		
8		
12		
10		
11		
9		
Central point		

1. Distance of first cone from central point =
2. Number of steps to cover 100 metres =
3. Distance of final cone from central point =

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Activity 2 scorecard (Group 3)

Learner's names: _____

Class: _____

Cone number	Bearing (heading from centre)	Number of steps taken
9		
10		
7		
4		
6		
1		
3		
11		
12		
2		
8		
5		
Central point		

- Distance of first cone from central point =
- Number of steps to cover 100 metres =
- Distance of final cone from central point =