

Grade 12

Lesson 4

Lesson plan					
Lesson theme	Planning a route for competition	Grade	12		
Duration	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 develop sports skills and get active outdoors. 		<ul style="list-style-type: none"> Learners develop skills for orienteering. 			
Core knowledge					
<ul style="list-style-type: none"> Know how to calculate distance and bearing on a map. 					
Learning activities and assessment					
<ul style="list-style-type: none"> Learners plan their course for race day and decide which route they will follow in order to complete the course in the fastest time possible. 					
Forms of assessment		Resources			
<ul style="list-style-type: none"> Peer assessment of the tasks Checklist. 		<ul style="list-style-type: none"> A special-purpose map (such as a classroom map, fire escape plan, school grounds map or orienteering map) Control cards Markers Compasses Tape measure. 			
Expanded opportunities		Teacher reflection			
<ul style="list-style-type: none"> Encourage learners to find out more about orienteering and join an orienteering club. 		<ul style="list-style-type: none"> The activities teach learners important skills for orienteering, as well as the importance of working together in a team. 			

Lesson 4: Planning a route for competition (50 minutes)

1 Outcomes

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

- Accurately calculate distance on a map
- Accurately calculate bearing on a map
- Make informed decisions regarding how best to reach a station
- Make informed decisions regarding how best to complete a school-based orienteering course in the shortest time possible.

2 Teacher's corner

Setting up

- In advance, plan an orienteering course with nine locations that learners must find
- Accurately measure each location and record its compass bearing (heading) from the starting point
- These locations should be at places both along linear features, such as paths, as well as off track. Learners will then need to make a decision regarding the best way to reach a station, taking into consideration any possible obstacles in the course
- On the control card, provide learners with the distance and compass bearing reference for each location
- Make enough copies of the map for each group of learners to have their own.

For lesson 4 you'll need the following equipment

- A special-purpose map (such as a classroom map, fire escape plan, school grounds map or orienteering map) with the chosen course indicated (1 for each group of learners)
- Control card for each group of learners (see page 79)
- Markers to indicate the chosen features
- Compass (1 for each group of learners)
- Tape measure.

3 Activities

Activity 1: Planning the course (40 minutes, including instruction)

1. Divide the class into groups and hand out the maps and control cards to learners.
2. Have learners turn their maps until they line up with where they are standing in the learning area. Once they have done this and everyone knows where they are, explain that they should now turn their bodies rather than the map when they travel.
3. Tell learners they need to plot on their maps where they can expect to find the 9 stations based on the distances and bearings/headings provided on the control card.
4. Tell learners that once they have plotted the 9 stations on their maps, they need to decide as a group on the best route to follow in order to complete the course in the fastest time possible. Emphasise that they will be competing against other groups and they will be assessed on the time taken to complete the course.



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5. Remind learners that when planning their route, they need to identify any obstacles in their path and plan so that they will know how to overcome these on race day.
6. Learners need to plot their route on the map and provide annotation that identifies obstacles and how they plan to overcome these.

4 Wrap-up (10 minutes)

- Learners need to hand in their maps, score cards and other equipment, which will be made available to them in the next lesson, ‘Race day’
- Ask them to rate each person in the group’s contribution to the lesson by filling in the learners’ names in their group and circling the relevant descriptor on the control card for each learner.

5 Assessment

- Peer assessment: the team rates the learner’s level of performance using the criteria on the control card below
- Mark off participation in lesson on the class list and complete the ‘Checklist for evaluation’.

Control card

Instructions: Travel the course following the references for each location provided on the control card. When you locate each numbered marker, place the letter you find there on the corresponding place below the number.

Station	2	3	4	5	6	7	8	9	10
Letter on marker at station									
Distance from start									
Bearing/heading from start									
Learner’s name:	Wow (10) / looking good (7) / needs improvement (4) / limited input (2)								
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Lesson 4: Checklist for evaluation

Activity	Question	Yes	No
Planning the course	<ul style="list-style-type: none">• Are learners able to accurately calculate distance on a map?• Are they able to accurately calculate bearing on a map?• Are they able to make informed decisions regarding how best to reach a station?• Are they able to make informed decisions regarding how best to complete a school-based orienteering course in the shortest time possible?		
Teacher reflection	<ul style="list-style-type: none">• Did learners work well together in their teams?• Do you think they enjoyed putting their orienteering skills into practise?• If you had to repeat the lesson, what improvements would you make to it?		
Learner assessment	<ul style="list-style-type: none">• The team rates the learner's level of performance using the criteria on the control card.		