

Grade 12

Lesson 5

Lesson plan

Lesson theme	Participate in an orienteering race day	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 skills for orienteering.		N/a.	
Core knowledge			
<ul style="list-style-type: none">• Know how to calculate distance and bearing on the ground.			
Learning activities and assessment			
<ul style="list-style-type: none">• Learners aim to travel a course in the shortest time possible following the map and annotated route notes they made in the previous lesson.			
Forms of assessment		Resources	
<ul style="list-style-type: none">• Peer assessment• 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.	

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Lesson 5: Participate in an orienteering race day (50 minutes)

1 Outcomes

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

- Accurately calculate distance on the ground
- Accurately calculate bearing on the ground
- Follow a map and annotated route notes
- Complete a school-based orienteering course in the shortest time possible.

2 Teacher's corner

Setting up

- In advance, plan an orienteering course with 9 locations learners must find – these locations should be at the places set up for the previous lesson
- In advance, place a marker at each location. Never completely hide a marker – this activity is about accurate map reading, not archaeological or forensic skills
- Accurately measure each location and record its compass bearing (heading) from the starting point
- Provide learners with the control cards and maps from the previous lesson.

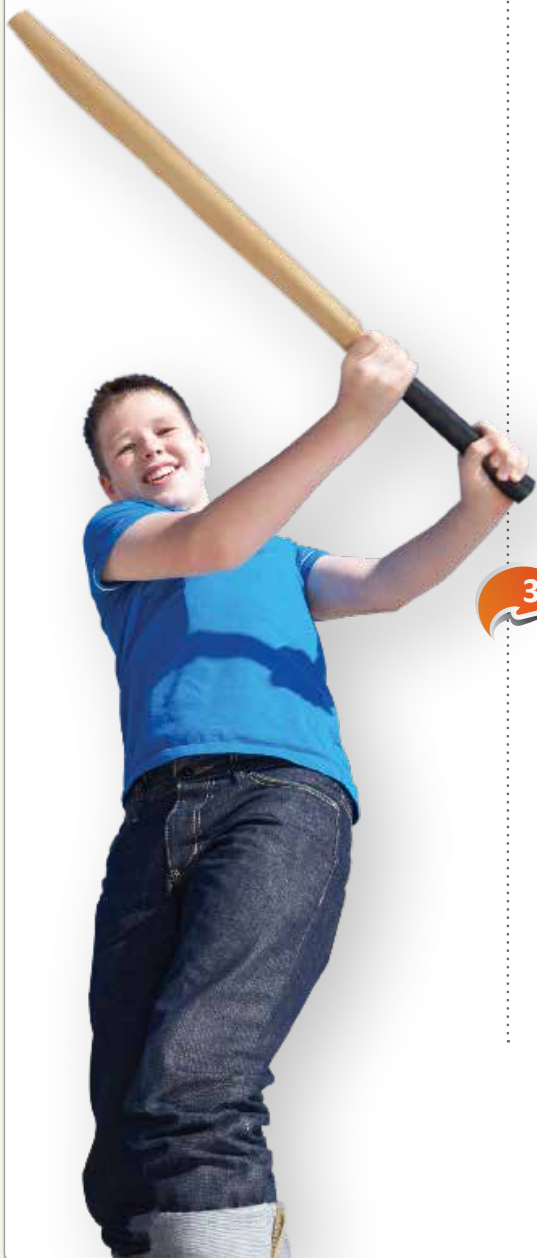
For lesson 5 you'll need the following equipment

- 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 84)
- Markers to indicate the chosen features
- Compass (1 for each group of learners)
- Tape measure.

3 Activities

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

1. Hand out the maps, control cards and other equipment to the groups.
2. Show learners a sample of the markers used.
3. Explain to them that they must travel the course following the map and annotated route notes they made in the previous lesson.
4. Tell learners they must quickly copy the letter from the marker found at each station and then keep moving.
5. Tell learners that they need to return to the learning area in the shortest time possible and that they will be assessed on the time taken for them to complete the course.
6. Once you have explained this to them, send learners off to complete the course.



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4 Wrap-up (10 minutes)

- Check control cards to ensure that all 9 stations have been recorded correctly using the letter on the marker at each station
- Once all the learners have returned, hold a discussion about their experiences. Ask them what they found easy, what they found challenging, how they found working as a team etc
- Ask them to rate each person in the group's performance by filling in the learners' names in their group and circling the relevant descriptor on the control card for each learner.

For those learners interested in furthering their orienteering skills or joining an orienteering club, information can be found on the South African Orienteering Federation website, www.saof.org.za. This website provides details of clubs and their websites, as well as a calendar of events.

5 Assessment

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

Lesson 5: Checklist for evaluation

Activity	Question	Yes	No
Completing the course	<ul style="list-style-type: none"> • Are learners able to travel a course following a map and annotated route notes? • Are they able to accurately calculate distance on the ground? • Are they able to accurately calculate bearing on the ground? • Are they able to complete a school-based orienteering course in the shortest time possible? 		
Teacher reflection	<ul style="list-style-type: none"> • Were the learners able to discuss their orienteering experiences? • Did learners work well together in their teams? • 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"> • The team rates the learner's level of performance using the criteria on the control card. 		

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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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