



## Curriculum Objectives

### Strand Unit: Orienteering

- Identify areas of the hall, playing field or school site:
  - begin to find the way – front, back, left and right;
  - follow directions – forwards, backwards, left and right.
- Introduce control cards:
  - find the picture (control) and record it simply.

### Strand Unit: Walking

- Find and record controls outdoors.
  - Hall (can be repeated outdoors).
  - Sign – three large **XXX** (to mark the front of the room).
  - Five cones, 15 crayons on strings (five colours – three of each) – double amount if dividing the room in half.
  - Control cards – one for each child with their names written on, one enlarged card and one teacher's master control card.
  - Five pictures of animals, laminated.
  - Photocopiable samples of all necessary resources can be found at the end of this lesson.
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- Primary School Curriculum (1999) Physical Education, page 23.
  - Physical Education Teacher Guidelines, pages 91-93.

## Venue

Move up a level

## Equipment

PSSI Homepage

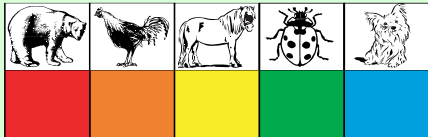
## Reference



## ORGANISATION

Sit the children at the back of the room facing forwards. This is the base.

Colour your teacher's master control card, as illustrated in the sample.



Sit the children at the base again and divide the room in half, using domes or beanbags.

Choose children to space out five cones in each half (an adult helper could do this).

Choose others to hang crayons on them. Hang three of each colour i.e. three reds on one, three blue on next, etc.

The teacher **hides** an animal picture under each cone. Refer to your master control card to get colours right, i.e. if the box under the cat on your master control card is blue, make sure you put the cat under the cone with the blue crayons.

## ACTIVITY

**Warm up and stretching: Visit your warm up bank.**

### 1 Follow directions

Explain that **XXX** marks the front of the room and put up the sign.

Ask the children to walk to the front, touch the wall and walk back to base.

Introduce **forwards and backwards**, e.g.

*Skip forwards to touch the front wall, walk backwards to return to base.*

### 2 Introduce control cards

Show the class an enlarged control card.

Talk about the pictures. Walk to any cone. Demonstrate how to look underneath and find the animal. Now point to the same animal on the control card and show the empty box underneath.

Demonstrate how to take the crayon from the cone, colour that box and replace the crayon on the cone.

Repeat as often as you feel necessary.

The children now work in pairs, half the class working in each side.

Give each child a control card.

Tell them to go to each cone in turn, colour the correct boxes on the control card and come back to you when finished. It will be necessary to have an activity at the base for those who finish first.

**Suggestions for an activity would be as follows:**

Laminate the pictures provided onto different coloured cards and cut them up as jigsaws.

## TEACHING POINTS

- **XXX** marks the front of the area.
- Encourage the children to spread out – walk, no running. Change to hopping or skipping for variety.
- Repeat as often as needed.
- To avoid confusion always start from base. **O'Grady Says** is a good activity to add fun and variety.
- Remind the children to look over their shoulder when walking backwards.

- Emphasise walking, no pushing or running.
- Use children who might need extra help to demonstrate and they'll have their first one done.
- Make sure they put the crayons back.
- Ensure you spread the children around the cones to avoid crowding.
- Have your master control card ready for quick checking.

**ORGANISATION**

Give each child a task to do to, e.g. tidy away the cones, collect the crayons etc.

**ACTIVITY**

**3 Concluding activity**

Finish with a playground game and cool down using suggestions from your cool down bank.

**TEACHING POINTS**

- It is important to train the children to tidy up after themselves.

**DEVELOPMENT**

All sit at the base while the teacher explains the new activity.

**Activity 1**

Repeat Activity 1 above and add the following:

Put up signs for left and right – explain.

Ask the children to walk to the left, touch the wall and walk back to the base.

Repeat, asking the children to walk to the right, touch the wall three times and return to base.




**Activity 2**

(a) Stick/hang numbers on cones. Repeat as Activity 2 above, demonstrating how to walk to the cone, find the animal underneath and write the number from the cone in the box under that animal.

(b) Hang pictures and crayons at a suitable height around the perimeter of an outdoor area. The children colour the box under the correct animal as before with the crayon.

- If you have children who may find the activity challenging use them to demonstrate.
- If you are working outdoors, demonstrate the activity indoors before you go out.
- Remind the children that they never colour the picture, only the box underneath.






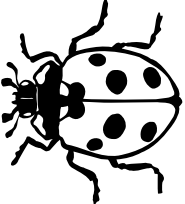
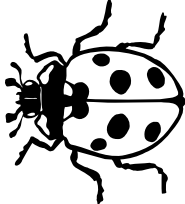
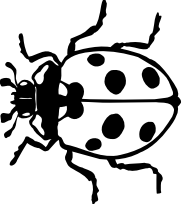
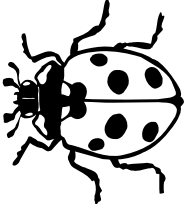
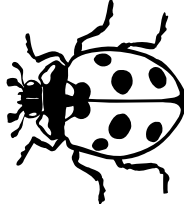















Complete your teacher's master control card, as illustrated in the sample.

|  |   |   |   |   |
|--|---|---|---|---|
|  |  |  |  |  |
| <b>1</b>   | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</b>  |

ACTIVITY CARD – FRONT WALL



ACTIVITY CARD – CONTROL CARDS

|   |  |   |  |  |  |   |  |   |  |
|---|--|---|--|--|--|---|--|---|--|
|    |  |    |  |    |  |    |  |    |  |
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ACTIVITY CARD – CONTROLS

