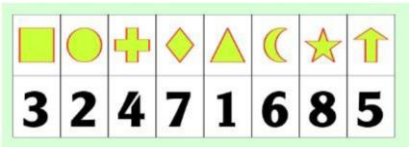
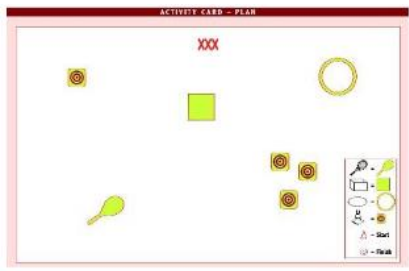


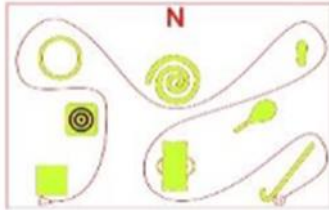
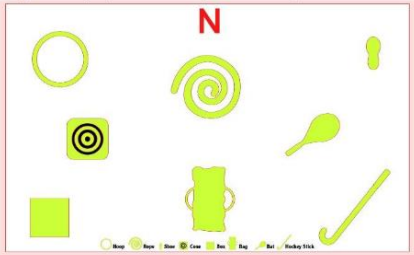
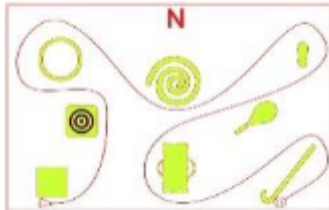

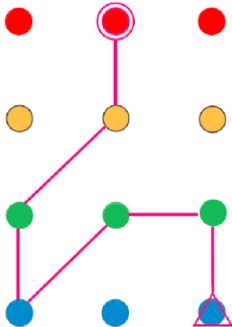


Lesson title:	A B C in Orienteering Students take a map of a part of the school yard and learn how to orient themselves moving in specific directions. Each of the paths demands a different moving pattern. They move in teams where the second student can't move until the first leave the first base. They should present in their map the correct path collecting the correct letter
Place in series:	1 st Lesson A-B primary level
Requirements (e.g., resources, material)	Maps of the schoolyard Cards with simple map signals
Time allocated to activities:	45'
Location:	<i>Indoors/outdoors</i>
Broader Areas of PE learning	<ul style="list-style-type: none"> - <i>Develop students' ability to move in open space and orient themselves.</i> - <i>Familiarise students with maps</i> - <i>Engage students in making decisions about moving in specific directions correctly, fast with a purpose.</i> - <i>Cooperation to complete the task</i>
SEL Competencies	<ol style="list-style-type: none"> 1. Self-awareness 2. Self-management 3. Problem solving. 4. Social awareness
Basic topics from the OAE resources that are being addressed:	<ol style="list-style-type: none"> 1. Introduction to the principles of Orienteering. 2. Use the OAE activities for problem solving, critical thinking Primary development of team work and communication skills
Methods/ Teaching strategies used	Real-world context, Learning by doing Skills and techniques which will facilitate enjoyable participation Group discussions, simulations,
Knowledge:	<ol style="list-style-type: none"> 1. Orient themselves 2. Understand simple map symbols/ maps. 3. Experience based judgement
Motor Skills/Abilities:	<ol style="list-style-type: none"> 1. Move fast using different moving patterns towards a specific direction 2. Decode the surrounding environment 3. Take quick decisions/adapt the moving pattern
Assesment	Summative (e.g., tests/surveys)
	<ol style="list-style-type: none"> 1. Tests for the correct symbols/ on paper /on line. 3. Survey for evaluation of the activity with emojis
	Formative (e.g., portfolio materials)
	<ol style="list-style-type: none"> 1. Their maps in the personal portfolio 2. Personal evaluation forms/ check lists 3.



WORKSHOP developed for this purpose

Total Duration	45 min	
Title and Duration of Activity	Description of Activity	Educator's Actions
Use control cards	<p>In pairs, you have a card with shapes and under each of them there is an empty box. You have to fill the empty boxes with the number of the cone that hides a shape. In order to do that you have to lift the numbered cones to reveal the shapes underneath them.</p> 	<p>Set up:</p> <ul style="list-style-type: none"> - Divide the hall in two halves. - Stick the numbers 1 – 8 on 8 cones. - Do this twice so you will have two sets of cones. - Put out the two sets of cones – a set in each half. - Place a shape under each cone – refer to the master copy for correct arrangement. <p>Activity:</p> <ol style="list-style-type: none"> 1. Show the class a control card and discuss the shapes on it. 2. Walk to a cone and point out the number on it. 3. Lift the cone to reveal the letter underneath. 4. Point to the same letter on the control card and demonstrate how to fill in the number from the cone in the box under that letter. 5. Repeat as often as you feel is necessary. 6. Using your master copy, check from time to time that the children are coping.
Snake walk	<p>In pairs, you have a plan with the equipment and one is calling out directions and the other moves accordingly. The one draw the route onto the plan indicating the start and the finish.</p> <p>Then they change roles and repeat it following a different route.</p> 	<p>Set up:</p> <p>Layout the equipment (4 tall cones, one hula hoop, one racket, one box, beanbags) as per unmarked plan.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Discuss the enlarged plan of equipment layout with the class, relating the drawings to the items. 2. Point to an item on the plan and ask a child to stand there. Repeat until you have related all the drawings to the items. 3. Lay a trail of beanbags around and through the equipment. Line the children up in twos and ask them to follow you around the trail. 4. Sit them down again. Select a child to walk the route with the other children calling out directions.

		<p>5. Draw the route taken onto the plan. Draw to indicate the start and to indicate the finish.</p> <p>6. Collect the beanbags, erase the route on your plan and lay out a different route.</p> <p>7. Repeat this activity as often as you wish choosing different children each time to walk the route.</p>
<p>Snake walk 2</p>	<p>Each one have a plan with a snake walk marked on and have to follow it.</p>  <p>Then, in groups of four, one child follows a marked route, i.e. snake walk and their group draws the route taken onto unmarked plans.</p>  <p>On completion, they compare their plans to the original.</p>	<p>Set up: Layout equipment as per blank plan. Activity:</p> <p>1. Give each child a plan with a snake walk marked on and ask them to follow it.</p>  <p>2. Swap plans and repeat as often as necessary.</p> <p>3. Give each child a plan with no route marked.</p>  <p>4. The teacher slowly takes a route around the equipment while the children draw the route onto their plans.</p>
<p>Move differently</p>	<p>In groups of four, one child follows a marked route and their group draws the route taken onto unmarked plans.</p>  <p>Then, the next child follows a different route and the others draw the route.</p>	<p>Set up: Layout cones with different colors as per blank plan. Each color is a different moving patterns:</p> <p>blue cone = run green cone = slide yellow cone = jump red cone = skipping</p> <p>Activity:</p> <p>1. Give each child a plan with no route marked. Just the beginning and the end of the route.</p>



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	<p>On completion, they compare their plans to the original.</p>	 <p>2. The teacher slowly takes a route around the cones using a different moving pattern for each color while the children draw the route onto their plans.</p>
<p>Assesement</p>	<ol style="list-style-type: none"> 1. Quizz 2. Assignment 	
<p>Videos and/or Podcasts used</p>	<ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=m60XVsGOchk&list=PLA6F7FB8702E932AB&index=31 2. https://www.youtube.com/watch?v=2Qp6tgN9ppM&list=PLA6F7FB8702E932AB&index=30 3. https://www.youtube.com/watch?v=APXsmphepv4&list=PLA6F7FB8702E932AB&index=29 	
<p>Reading list (Titles of Articles/Books and their links online)</p>	<ol style="list-style-type: none"> 1. Primary School Introduction to Orienteering https://www.pdst.ie/sites/default/files/Outdoor%20and%20Adventure%20Handout%20%281%29.docx https://www.marocscotland.org.uk/documents/general/Schools_self-help_O_2018.pdf 2. A complete introductory orienteering activity package for schools https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf https://www.pdst.ie/sites/default/files/Outdoor%20and%20Adventure%20Handout%20%281%29.docx 3. Orienteering for Schools https://www.orienteering.org.nz/wp-content/uploads/2014/07/Kiwi-O-Manual-2014-v2.pdf https://www.pdst.ie/sites/default/files/Outdoor%20and%20Adventure%20Handout%20%281%29.docx 	
<p>Preparatory tasks for Teachers Training</p>	<p>They must know the Experiential learning theory, SEL pedagogical theory, Social learning theory, Adventure education theory</p>	