



Equipment	Compass (per pair), numbered pylons, paper, pencils
Learning Outcome	Participate with a partner and use a compass to demonstrate basic navigational skills.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Allow each partner to have a turn holding the compass for half of the activity but clean or sanitize the compass before each new partner uses it.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students outside of and before instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students about cardinal directions and how a compass works. Examples of videos that can be shared with students include [Cardinal Directions](#) and [How does a compass work?](#) Ask students to use to look at how the compass rose on a mapping app moves as they do or use the compass rose on a paper map to tell the cardinal direction of different streets, roads, or landmarks.



Activity Description

Place numbers on enough pylons so each pair can start at a pylon. Place the pylons throughout the space. At each pylon, place a card with a cardinal direction on it (N, S, E, W). Place a paper with a letter on it in the cardinal direction indicated at each pylon (e.g., if the pylon says W, place a paper with a letter on it directly West of the pylon). For an extra challenge, organize the letters to spell out a phrase or sentence that students can read after visiting each pylon. Prepare a recording sheet for each pair.

Introduce or review orienteering with the students including the cardinal directions and how a compass works. If utilizing a flipped classroom strategy, remind students to apply what they learned in advance of the activity.

Divide students into pairs and provide each pair with a compass, recording sheet, and pencil. As a large group, practice using the compass to follow the cardinal directions. After practicing, assign each pair a starting pylon. Pairs go in numerical order of the pylons looking at the cardinal directions, using the compass to locate the appropriate letter, and writing it down on their recording sheet. Have one partner use the compass for half the pylons and the other partner use the compass for the other half of the pylons ensuring to clean and sanitize the compass in between partners. Share with students that more than one pair is allowed at a pylon at a time provided they maintain a safe physical distance. This will account for pairs that may move faster than others. After pairs have visited each pylon, they can check their recording sheets answers.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- How did you and your partner feel about using the compass at the end of the activity in comparison to the beginning of the activity?
- How is orienteering is connected to being physically active?



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Reduce the amount of pylons and cardinal directions in the activity.	Students use the compass on a hike or nature walk and observe the cardinal directions.	Colour code the cardinal direction paper and the paper with the letter on it to support students.	Complete the activity in larger groups with an adult supporting each group with utilizing the compass.

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to successfully use the compass to navigate to the appropriate cardinal directions?
- Is the student able to successfully identify the appropriate letters associated with the majority of the pylons?
- Does the student demonstrate the ability to support their partner in order to complete the activity?