



Equipment	Chart paper, paper, marker, compass (optional)
Learning Outcome	Participate in an age-appropriate introduction to orienteering by following a map and demonstrating an appreciation for the natural environment.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. If using a compass for the activity, the teacher should be the only one to touch 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 providing an introduction to how to read a map using symbols. Encourage students to have a family member create a map with symbols that indicate indoor or outdoor landmarks in their environment (e.g., kitchen sink, front door, outdoor play equipment, etc.). Challenge students to follow the map to locate the landmarks.

Activity Description

Choose a large outdoor space for the activity. Identify landmarks within the area (e.g., trees, steps, playground equipment, doors, etc.) and create a map on chart paper using specific symbols for chosen landmarks. The symbols should be easily identifiable for younger students (e.g., a picture of a tree to represent a tree landmark). For older students, consider drawing a map and providing 2-3 written clues to the landmarks. At each landmark, place a paper with an instruction on it related to the natural environment (e.g., take a deep breath and feel the air in your lungs, pause and listen to the sounds of the leaves, look at how tall a tree is, etc.). For schools in an urban environment, consider what outdoor space can be modified for this activity.

Discuss with students what to consider when reading a map and how to use symbols to support them. If possible, show the students a compass and how to read the different directions. If utilizing a flipped classroom approach, remind students to apply what they learned or reviewed in the video or written instructions.

Set up the map in a central location in the outdoor area. For younger students, consider participating in the activity as a large group. At each landmark, show students the compass and discuss the direction. For older students, encourage them to complete the activity individually or in pairs and challenge them to read the map and visit each landmark. Stand at different landmarks throughout the activity and show students the direction on the compass.

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.

- *Why do you think it is important to know how to read maps?*
- *What did you notice about the environment as you followed the instruction at each landmark?*



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
If an outdoor environment is unavailable, use an available indoor space.	Write the names of the landmarks on the map to support students with locating the different landmarks.	If landmarks are not available, use different equipment as landmarks (e.g., floor hockey net, large pylon, bench, etc.).	Provide students with verbal cues and gestures to identify landmarks.

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to demonstrate a basic understanding of reading the symbols or clues on the map and locating the landmarks?
- Is the student actively participating and engaged as a member of the group or pair?
- Does the student show an appreciation for the natural environment by following the instructions at each landmark?