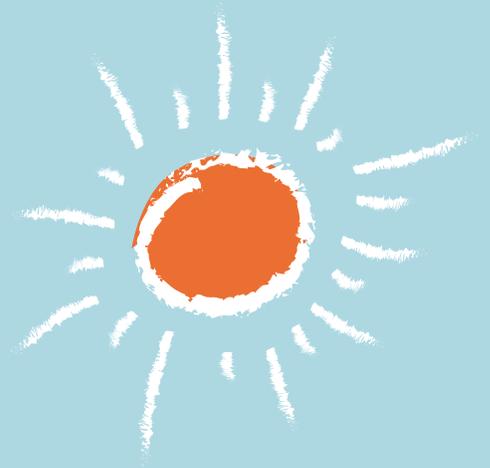


ORANGE MARKS THE SPOT+

LESSON PLANS TO
SUPPORT OUTDOOR
ADVENTURE



be fit for life
moving alberta

www.befitforlife.ca



Alberta
Orienteering

www.orienteingalberta.ca

Alberta
Government

INTRODUCTION



Physical Literacy Defined

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

- *Canada's Physical Literacy Consensus Statement, June 2015*

Developing physical literacy is an essential part of healthy child development. Children who are exposed to a multitude of movement experiences in a variety of environments are more confident and competent movers, thus giving them a greater chance of remaining active throughout their lifespan.

The Alberta Orienteering Association and the Be Fit For Life Network have partnered to create Orange Marks the Spot as a fun way to introduce outdoor adventure skills to participants aged 5-12 years. These lesson plans are designed for use in a variety of settings, including school, recreation, sport and community programs.

How to Use These Lesson Plans

There are 4 lesson plans included in this resource. Each lesson is designed to be approximately 1 hour in length. Use these lessons as a guideline to support each activity, allowing for participant and instructor creativity.

Lesson 1

Introduction to Navigation: Cardinal Directions

Lesson 2

Introduction to Controls: Applying Navigation

Lesson 3

Navigating on a Course

Lesson 4

Bringing It All Together: Navigating By Memory

Lesson 5

Placing and Finding Controls on a Course

Lesson 6

Applying Navigation and Outdoor Exploration Skills

Sessions can be led with one leader, traveling from station to station with all participants. Alternatively, if parents or volunteers are available, each volunteer can run one of the stations with participants rotating throughout in groups.

What You Need Before You Start

Choose Your Location

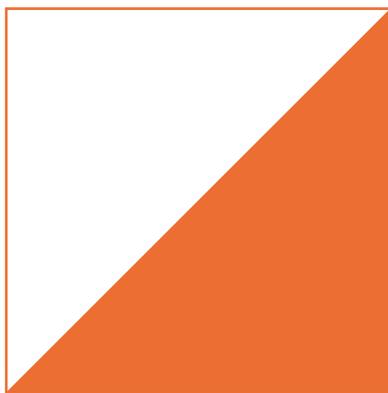
- Find a space that is easily accessible and has interesting features, preferably with trees! This might be a community park or schoolyard. You don't need the perfect outdoor space to adventure outdoors. Uncertain? Try it out!



- Obtain permission to use the space, if required by the city or town.
- Make sure it is a safe and convenient environment for kids (no busy roads near the activity space, has good parking, preferably has restrooms nearby).

Preparing Materials Needed

- Each lesson will require a printed Google Map of your chosen activity space. Instructions and sample maps are included within the lessons.
- Having a way to mark the stations, referred to as controls, and identifying when the participants have gone to the controls is also critical. Controls can be marked using orienteering flags (example below), colored sheets of paper, scarves or other colorful objects.
- When participants have visited the controls, they will need a way to mark that they have been there. This can occur either with the use of orienteering punches, stamps, or stickers that can be placed either directly on the participant's map or on a punch card.
- At least one compass will be required for the lessons. Most smartphones have a compass app that will work well for the activities.
- Each lesson plan includes a list of all necessary equipment. Equipment was kept at a minimum for ease of traveling outside, but many of the items could be borrowed from a local school or sports club, or purchased at a low cost. Compasses are optional, but can also be accessed on most smart phones.
- Try these lessons in different seasons! Bundle up and try these lessons using snowshoes to get exploring in the winter.



Example of an orienteering flag

A printable version of the flag is attached at the end of the lesson plans.

Safety Considerations

As a leader, you are responsible for the safety of the participants in your group. It is recommended that you have a safety and emergency action plan created and in place. To use Orienteering Alberta's template, visit www.orienteeingalberta.ca

Getting lost: Disorientation and safety when exploring outdoors

- Program organizers need to select an activity space where participants can move around freely without any roads or busy bike paths.
- Identify any hazards, such as poisonous plants, dead trees, or water hazards before getting started.
- Organizers must identify and teach participants the activity area boundaries and ask them not to go beyond it.
- Organizer must choose appropriate activities for the age and ability of the participants, and progress the level of difficulty gradually.
- The first lesson must involve teaching the participants to understand directions and how to get back in case of disorientation.
- Always have participants work in groups or partners.
- Ask participants to tell the leader if they can't see their partner or someone from their group.
- With younger participants, only use areas which can be fully overseen by a supervisor.
- Check the weather forecast before going out and communicate with participants about appropriate clothing.
- Ensure you don't disturb any wildlife and leave the space as you found it, or even better!

These are sample lesson plans. Ensure you review and change the activities to meet the needs of each participant in your group. While these activities have been designed to be developmentally appropriate for kids ages 5-12, exploring outdoors does have some risk involved. Alberta Orienteering Association and Be Fit For Life have compiled these lessons as sample ideas for program development and are not liable for claims, actions, damages and costs which might arise out of use of this resource. Activities should be implemented with proper risk management practice to ensure safe and positive experiences.



LESSON PLAN 1



LESSON OBJECTIVES

- Introduction to navigation and getting to know each other
- Navigation Skills: Understanding maps and the cardinal directions (North, East, South, West)
- Outdoor Environment: Orienting yourself outdoors using natural markers

FUNDAMENTAL MOVEMENT SKILLS EXPLORED

- Running, jumping, hopping

EQUIPMENT NEEDED

- Two soft balls per 5-6 participants, cones, hurdle (optional), map, compass (most smartphones will have a compass app)

| TIME ALLOCATION | DESCRIPTION |
|-----------------|--|
| 5 mins | Welcome participants as they join the program |
| 5 mins | Warm up - Circle Throw |
| 30 - 45 mins | Choose 2 or 3 stations, depending on time and the ages of the participants <ul style="list-style-type: none">• Station 1: Get In The Zone Tag• Station 2: Agility & Balance• Station 3: Exploring & Navigating |
| 5 mins | Cooldown & Discussion |



Welcome Participants!

Welcoming participants as they join the program can make a big impact to create a safe and welcoming environment. Here are some things you can try:

- Introduce yourself and ask participants what some of their favorite experiences have been exploring outdoors.
- Introduce some of the equipment to be used in the session (compasses, controls, map).
- Try having some equipment laid out for participants to use when they arrive to encourage free play!

Warm Up Activity

Circle Throw

Purpose: Get to know participants' names and create a fun, welcoming environment!

Equipment Needed: One or two soft balls per group of 5-6

- Stand in a circle and have every participant start with one hand in the air.
- Choose a starting player who will start the game by passing a ball to any other player in the circle with their hand up. The starting player then puts their hand down.
- This process repeats with each player catching the ball, passing it to someone with their hand up, then putting their hand down.
- When the ball gets to the last player, have them pass the ball to the first player.
- Once this pattern has been developed, try catching and passing faster.
- When the players are efficient in making their passes, have everyone say their name as they catch the ball.
- After the pattern has been completed a couple of times, get the players to say the names of the people they are passing to.

Some variations to add in once everyone is comfortable with names are adding a second ball, kicking instead of throwing, reversing directions, and/or following your pass and switching places with the person you passed to.



Station Introduction

The cardinal directions are the four main directions we use when navigating. They are North, East, South, and West. A common way of remembering them is the saying, “Never Eat Soggy Waffles” that uses the same first letter of each direction when looking clockwise on a map. The following three stations use the cardinal directions as a way for the participants to become familiar with them and orient themselves using these directions in the activity space.

Station #1:

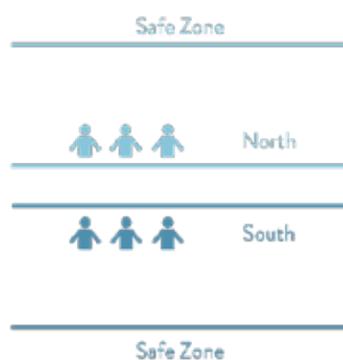
Get In The Zone Tag

Purpose: Get familiar with and practice using cardinal directions

Equipment: Cones (optional)

- Instruct participants to stand facing a partner about 2 metres apart. The group will be standing in 2 long lines facing each other. Identify 1 line of participants to be team North and the other to be team South.
- Have each group determine a “safe zone” that is behind each team’s line. Instruct the teams to set up in their assigned directions (see diagram below). Ensure safe zones are equal distance away from the center line. Mark the zones with cones, water bottles, or natural objects in the area.
- Call out a name that is “North!” or “South!”. The team whose name is called tries to tag their partner, who turns around and tries to reach the safe zone before being tagged.
- Instruct the group to quickly return to the starting lines and listen for the next name to be called.

Some variations are to create more teams, have tagged players join the opposing team, or start in a balance or strength pose (such as an airplane or tree pose or in a plank or push-up position).



Station #2: Agility and Balance

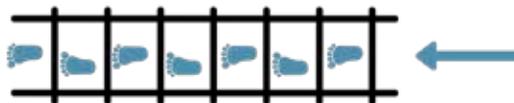
Moving in All Directions

Purpose: Move and change directions quickly, while applying the cardinal directions.

Equipment: Cones, hurdles (optional)

- Divide participants into four groups (or partners if there is enough space and cones).
- Arrange cones into a square with each corner, marked by a cone, pointing towards one of the cardinal directions (N, E, S, W).
- Ask participants to line up with their partner or group behind one of the four cones. (If working in partners, set up enough squares so that you can have one partner group behind each cone).
- Call, “North-South”, “East-West”, or “Both” and have the participants on those cones move from their side, through the middle, to the other side. Call directions often to keep everyone moving around and engaged!
- An obstacle can be used in the middle for participants to jump over or climb under

Locomotion Ideas: Jumping, hopping, skipping, shuffle, bear walk, crab walk.



Hold that Pose!

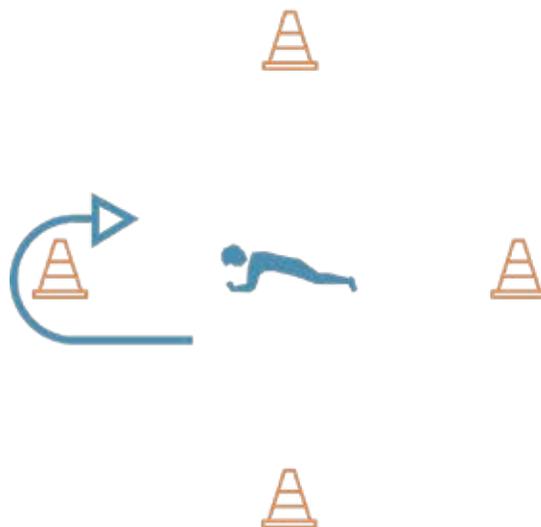
Purpose: Explore core strengthening and balance poses, while applying cardinal directions.

Equipment: Cones

- Arrange all participants into partners and have them stand in the middle of an open area.
- Place four cones around the participants, aligning with the cardinal directions. (You can put markers or label the cones to indicate what direction each one is; N, E, S, W).
- Instruct partners to determine who is going to start in a balancing pose, and who is going to move first. Assign a balancing pose to first person.
- Have the balancing partner call out a direction. The direction will instruct the moving partner as to which cone they must go to and move around before coming back to center.
- Once the moving partner has returned back to the center area, they tag their teammate and switch roles. The new balancing partner calls out a new direction that their partner will now travel to.
- Have the participants switch the way they are moving to and from the cones and the balance poses they are doing often.

Balance pose ideas: Plank, 3 point balance, balance on one foot, tree pose, airplane balance.

Locomotion Ideas: Jumping, hopping, skipping, shuffle, bear walk, crab walk.



Station #3:

Exploring & Navigating

Purpose: Explore the outdoor area, while practicing using maps and the cardinal directions.

Equipment Needed: Compass, printed map of the area with cardinal directions on the edges (a screenshot of a Google map works well)

- Introduce participants to a compass. It is ideal if they can have one per pair, however one for demonstration will suffice. Ask participants, “what is a compass for?” “How does it work?” The red compass needle will always point North. It will always point toward the earth’s North.
- Use the saying “Never Eat Soggy Waffles” to teach the cardinal directions (N, E, S, W) on a map and compass.
- Hand out the maps of the area and orient it with the compass facing North. (The map North should be aligned with the compass North. Now everything on the map should be aligned with true North).
- Look at features and identify them on the map. Talk about “Bird’s Eye View” of the space. Have participants turn to face different directions, but practice keeping the map to the North.
- Ask participants to identify on the map which features they would like to explore, using the cardinal directions. Encourage participants to explore in partners and come back after they’ve found the feature they were looking for.
- Continue to offer suggestions of features to find and explore! (To the North you will find a bench....GO!)
- If there is time, you can have the participants share one thing they discovered while exploring.



Example map



Cooldown & Follow Up Discussion

- Form a circle and start a stretching chain. Go around the circle, giving each participant the opportunity to choose a stretch, while the remainder of the group performs and holds the stretch for 15-20 seconds.
- While stretching, ask some of the following questions to debrief:

Discussion & Application Questions

If you didn't have a compass, how else could you determine North, South, East and West?

- Look at where the sun is in the sky and the time of day (if known). The sun will rise in the East in the morning and set in the West in the evening.
- In the forest, the thickest moss will generally grow on the North side of the trunk of a tree. Therefore, if you can find the mossy side of a tree, you know which direction you are facing! (The North side of a tree will get the most shade and moisture. Ideal conditions for moss!)

Take Away

What worked?

What did not work? Can it be tweaked?