

# ORANGE MARKS THE SPOT+

LESSON PLANS TO  
SUPPORT OUTDOOR  
ADVENTURE



be fit for life  
moving alberta

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# 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

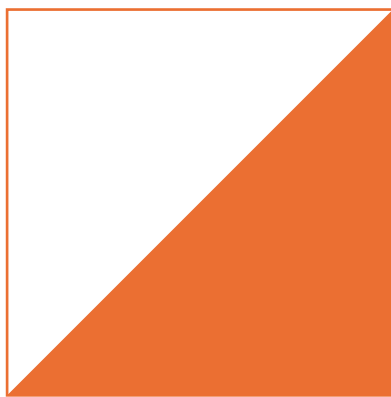
- Find a space that is easily accessible and has interesting features, preferably with trees! This might be a community park or schoolyard. You don't need the perfect outdoor space to adventure outdoors. Uncertain? Try it out!



- 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](http://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"><li>• Station 1: Get In The Zone Tag</li><li>• Station 2: Agility &amp; Balance</li><li>• Station 3: Exploring &amp; Navigating</li></ul>
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

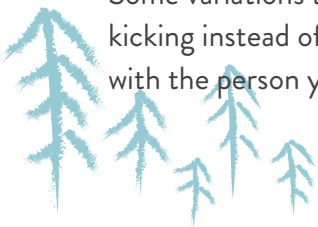
### Circle Throw

**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

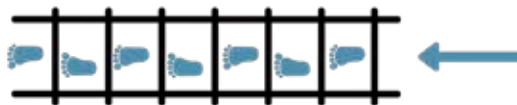
### Moving in All Directions

**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!

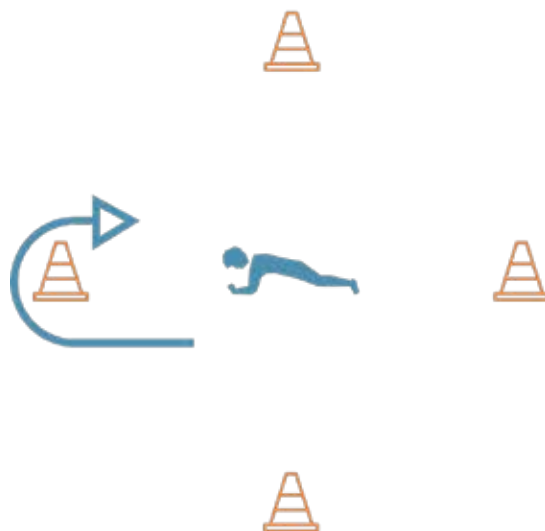
**Purpose:** Explore core strengthening and balance poses, while applying cardinal directions.

**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?

# LESSON PLAN 2



## LESSON OBJECTIVES

- Navigation Skills: Understanding maps and directions (N, E, S, W)
- Outdoor Environment: Ensure participants know their way home when exploring outdoors

## FUNDAMENTAL MOVEMENT SKILLS EXPLORED

- Galloping, skipping, hopping, jumping, balancing

## EQUIPMENT NEEDED

- 2 Agility ladders (or jump ropes/painters tape to mark lines), 8 hula-hoops, 15 beanbags or tennis balls, Google map, controls, 1 compass

TIME ALLOCATION	DESCRIPTION
5 mins	Welcome participants
5 mins	Warm up - There & Back Again
30 - 45 mins	Choose 2 or 3 stations, depending on time and the ages of the participants <ul style="list-style-type: none"><li>• Station 1: Float the Pond</li><li>• Station 2: Agility &amp; Strength</li><li>• Station 3: Navigation</li></ul>
5 mins	Cooldown & Discussion



## Welcome Participants

To follow up on the learning from last session, ask if participants are able to picture and determine which way their home faces. Which way are we facing now?

## Warm Up Activity

### There & Back Again

**Purpose:** This activity is designed to make participants aware of their surroundings and how to return to home base.

**Equipment Needed:** None

- Meet in the center of the activity space. With your participants, choose 4 landmarks, one in each of the cardinal directions (i.e., Tree = North, Bench = South, Pathway = East, etc.).
- Call out one of the directions and have the participants move to the chosen landmark and back.
- Call out the next direction.
- Play it with names that correspond to the four directions! For example, call out Norbert, Emily, Willy, Samantha, etc. Or try animal names: Narwhal, Eagle, Sloth, Wallaby, etc.
- Change the speed at which you call out directions for added challenge!
- Explore different ways of moving to and from each landmark. Locomotion ideas: galloping, skipping, hopping, jumping, bear walk, crab walk, shuffle. Get creative!

## Station Introduction

### What are controls?

Controls are the checkpoints marked on a map with a red circle. They are the points participants need to find. Typically a control would be marked with a flag or a scarf and participants could have a way of showing they've found the control with a stamp, hole punch, or sticker.

### How do you make sure you know your way home?

It's important when you're exploring outdoors to pay attention to land features and man-made features that stand out from the environment. These features help you remember how to get back where you started from.

If you are starting to lose your way, try backtracking where you came from. Identify landmarks along the way that will help you return to your starting point.



## Station #1:

### Float the Pond

**Purpose:** Practice moving quickly and efficiently across a playing area.

**Equipment Needed:** (Optional) 2 objects (lily pads) per person to stand on, i.e., polypots, hula hoops, or gather leaves if they have already fallen.

- Have all the participants line up at one end of the designated play area.
- In the first round, get participants to try to get across the space as quickly as they can.
- Return to the starting point and try again! Ask participants how they can get across faster? How do you change your movement to go faster? Try walking, running, leaping, jumping, etc.

**Option with equipment:** Give each participant “lily pads”. The goal of this game is to get to the other side of the “pond” without falling in the water.

To do this, participants must always be standing on their lily pads. They will need to stand on one foot while they reach down and move the other lily pad ahead. Then, they can step on that lily pad and continue this pattern to the other end.

If they “fall in the pond”, they must do 5 jumping jacks to “swim” back up to the lily pads before they continue.

Note: the smaller the lily pads, the harder it will be!



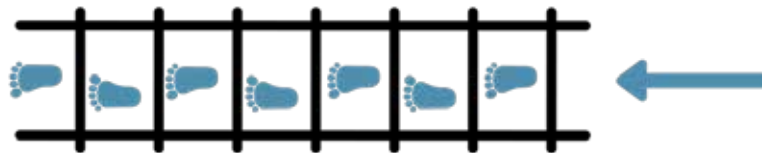
## Station #2: Agility & Core Strength

### Agility Station

**Purpose:** Practice moving quickly to get ready to find controls around the playing area.

**Equipment Needed:** Agility ladders (or use jump ropes set out in ladder format or painters tape or lines on the ground). Try to have one ladder per 6 participants to reduce waiting times!

- Ask participants which direction the ladder is set up in.
- Move through the ladder or lines, moving from one end to the other.
- Demonstrate each of the following movement patterns and let participants try several times:
  - Move through, placing one foot in each square.
  - Move through, placing two feet in each square.
  - Jump, two feet to two feet!
  - Hop, one foot to the same foot!
  - Switch feet and hop on the other foot.
  - Try changing directions, moving forwards, sideways or backwards.
  - Get creative! Encourage participants to find their own ways of moving through.



## Core Strength

**Purpose:** A strong core helps us in almost everything that we do! The purpose of this activity is to review the cardinal directions while strengthening our core.

- Try a series of core strengthening poses (front plank, crab pose, downward dog, table top, or all fours).
- Call out the four cardinal directions one at a time.
- Participants will keep their feet where they are, and move their arms/hands in the direction that is being called.
- Progression: Participants move their entire body, while staying in the core strengthening pose.
- Encourage participants to change their pose.

## Station #3:

### Star-Orienteering

**Purpose:** Participants will practice navigating on their own to the controls and returning back to the start after each one.

**Equipment Needed:** One compass, Google map printout with controls marked, controls with stamp or control punch.

- Review the directions on a map - “Never Eat Soggy Waffles”.
- Align the map with to the North by looking at the compass. After identifying North, find a big feature which will always be North in the activity space (a hill, large tree, fence, main road, etc.).
- Teach participants to point the North arrow on the map to the North feature every time when looking at the map.
- Participants will find each control one by one, returning to the start after each one.
- Use punch cards or stamps at each control on the back of the map. Participants need to punch in or stamp to show they have been at that station.
- Partner up participants before sending them out. Make sure to mention safety measures:
  - Never leave your partner behind.
  - Come back to the starting point if you can’t find the controls.
  - Send teams out to different controls to start. They can pick which control to go to next after returning from the first control.
  - Suggestion: Number the controls. When you print out maps, you can add punch/stamp space at the bottom of the sheet. Mix the order so participants have to find the controls in different orders so that participants don’t follow each other.

Example Map:

Triangle = Start

Circle = Controls



1.	2.	3.	4.	5.



## 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.

## Discussion & Application Questions

- How did you make sure you knew your way back? What were some of the landmarks you found useful?
- What are some landmarks in your community, nearby your home, that you use to help you find your way?

## Take Away

What worked?

What did not work? Can it be tweaked?

# LESSON PLAN 3



## LESSON OBJECTIVES

- Navigation Skills: Navigating a course, re-aligning the map after each control
- Outdoor Environment: What do you do if you can't find your next control?

## FUNDAMENTAL MOVEMENT SKILLS EXPLORED

- Running, skipping, galloping, rolling, agility, hopping, jumping

## EQUIPMENT NEEDED

- 3-4 hand-sized objects per participant (bean bags, pine cones, small rocks, etc.), 2 sticks per 3-4 participants, agility ladders, other obstacles (optional), 1 map and 1 compass per 2 participants, controls

TIME ALLOCATION	DESCRIPTION
5 mins	Welcome participants
5 mins	Warm up: Opposites
30 - 45 mins	Choose 2 or 3 stations, depending on time and the ages of the participants <ul style="list-style-type: none"><li>• Station 1: Quadrant Game</li><li>• Station 2: Agility &amp; Strength - Agility Ladder Relay</li><li>• Station 3: Navigation Outdoors</li></ul>
5 mins	Cooldown & Discussion



## Welcome Participants

To follow up on learning from Lesson Plan 2, ask “What is one landmark you saw on your way to this session?”

## Warm Up Activity

### Opposites

(Adapted from Ever Active Schools: DPA Greatest Hits)

**Purpose:** Warm up the major muscle groups in preparation for activity while practicing different movement skills.

**Equipment Needed:** None

- Have participants spread out in an open space but make sure they can still see and hear the leader.
- Explain that we need to be alert, mentally and physically, when adventuring outdoors and that this game will get both your body and mind ready for the day!
- Work with the participants to create opposites. For example, when you point left, they must run right and when you point up they must go into a plank position.
- Start with approximately four commands and add or subtract commands to increase or decrease the difficulty.
- Once everyone is comfortable with the different movements, play it at a faster pace as an added challenge!

## Station Introduction

### What do you do if you can't find the next control?

Relocation: In case you don't find the control you're looking for, return to the last control you were at. Once there, orient the map with the cardinal directions and find yourself on the map. Re-locate the next feature and try again!

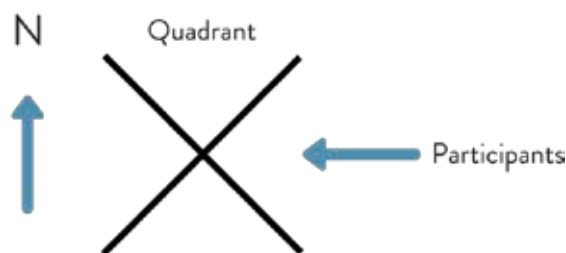
## Station #1:

### Quadrant Game

**Purpose:** This game is designed to get the participants moving and applying their knowledge of the cardinal directions.

**Equipment Needed:** 3-4 objects per participant (i.e. rocks, pine cones, bean bags, etc.), two sticks per 3-4 participants

- Divide the participants into groups of 3-4.
- For each group, mark a small area into four quadrants that correspond to the cardinal directions. You can use anything to mark this such as sticks, rocks, marks in the earth, etc.
- Have participants line up approximately 3 meters away from the quadrants. Give each participant a few rocks, pine cones, or other objects to use in this game.
- Call out a cardinal direction and have the participants move to and try to drop one of their objects into the correct quadrant as quickly as they can before returning to the line.
- Repeat until all the objects have been dropped into the quadrants. At this point, get the participants to grab all of their objects again or continue with the game, but have participants pick up an object from the correct quadrant instead of dropping one.
- Practice moving in different ways to and from the quadrants. Try running, galloping, bear walking, sidestepping, moving backwards, jumping, or hopping.



## Station #2: Agility & Strength

### Relay With Agility Ladders

**Purpose:** Practice moving quickly to get ready to find controls around the playing area, progressing movements from lesson 2!

**Equipment Needed:** Agility ladders (alternatively, use jump ropes set out in ladder format, painters tape or lines on the ground). Try to have one ladder per 6 participants to reduce waiting times!

- Ask participants which direction the ladder is set up towards (N, S, E, W).
- Review the movement patterns learned in the last lesson and allow participants to perform each:
  - Move through, placing one foot in each square.
  - Move through, placing two feet in each square.
  - Jump, two feet to two feet!
  - Hop, one foot to the same foot!
  - Switch feet and hop on the other foot.
- Demonstrate the following new movement patterns:
  - High knees, with one foot in each square.
  - Heel kicks, with two feet in each square.
  - Backwards, one foot or two feet in each square.
  - Side shuffle, two feet in each square.
  - In, In, Out, Out. (Step forward into first square with left foot, then with right foot. Step left foot outside to the left of the second square, then step right foot outside to the right. Step left foot into the third square, then step right foot. Repeat for the length of the ladder. Encourage participants to repeat “In, In, Out, Out” in their head to guide their steps.)
- Get creative! Encourage participants to find their own ways of moving through. Try relay races with different movements.



## Station #2 (continued)

### Strength

A strength station can be added by having participants waiting for their turn in a strengthening position such as a plank, side plank, squat, airplane balance, etc.

Variation:

- Add other obstacles beyond the agility ladder for participants to navigate through or around. This may include cones for participants to weave around or objects for them to jump over.
- For more ideas on how to use the ladders, visit Sport for Life's website for video demonstrations and a downloadable Movement Preparation Guide: <http://physicalliteracy.ca/access-the-resources/>



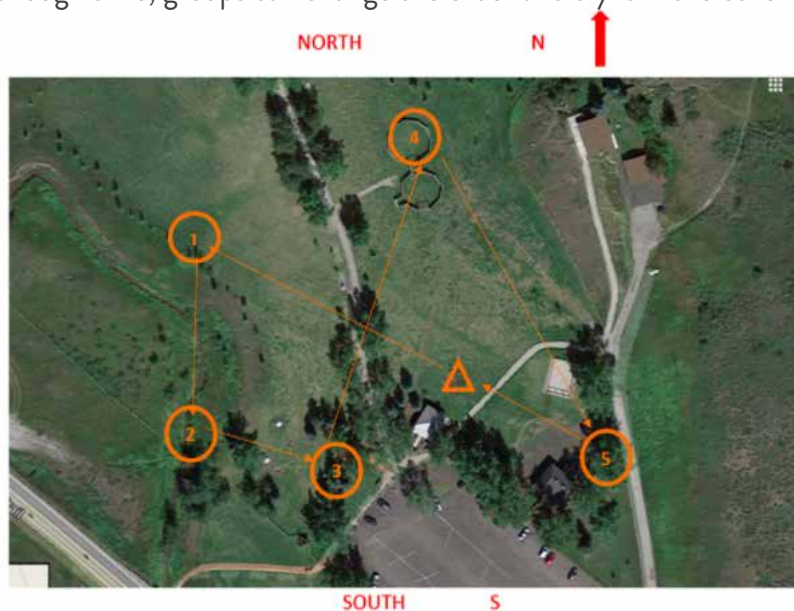
## Station #3:

### Outdoor Orienteering on a Course

**Purpose:** Participants will practice navigating on their own to each of the controls in numerical order.

**Equipment Needed:** One compass (or compasses for each group if available), Google map printout with controls marked, controls with stamp or control punch.

- Go over the cardinal directions with participants on a map.
- Align the North arrow on the map to North on the compass. Identify a big feature (building, hill, fence etc.) which will always be North. Instruct participants to always point the map N in that direction.
- Explain to participants that they are going to start at the triangle, and must visit the controls in order. Once the participants have gone to the control and have “punched in” (with a stamp or sticker) they can then go to the next control.
- Find each control in order as numbered. Split into partners. If possible, create two or more different number courses so participants don’t follow each other.
- Before sending participants out, remind them about the importance of safety. Never leave your partner behind and come back to the start if they can’t find the controls.
- If there is enough time, groups can change the order and try it in the other direction.



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.

## Discussion & Application Questions

- What did you do if you couldn't find the next control?
- Did being familiar with the area help you to find the controls in order? What do you think would happen if we were in a brand new space that you haven't been to before?

### Take Away

What worked?

What did not work? Can it be tweaked?



# LESSON PLAN 4



## LESSON OBJECTIVES

- Navigation Skills: Learn to focus on and remember important details of the map and space to be able to navigate by memory.
- Outdoor Environment: Creating catching features to help to navigate by memory.

## FUNDAMENTAL MOVEMENT SKILLS EXPLORED

- Running, agility, balance, coordination, crawling, jumping, throwing, leaping, dodging

## EQUIPMENT NEEDED

- Objects to hide (i.e., small stuffed animals, bean bags, cones, etc.), foam pool noodles, items to help build an obstacle course, map, one compass, controls

TIME ALLOCATION	DESCRIPTION
5 mins	Welcome participants
5 mins	Warm up: Catch the Fish
30 - 45 mins	Choose 2 or 3 stations, depending on time and the ages of the participants <ul style="list-style-type: none"><li>• Station 1: Seek &amp; Find</li><li>• Station 2: Agility &amp; Strength - Obstacle Course</li><li>• Station 3: Navigation - Exploring Without A Map</li></ul>
5 mins	Cooldown & Discussion



## Welcome Participants

To review previous sessions, ask participants, “What are some of your favorite activities we’ve done so far? Have you shared them with anybody?”

## Warm Up Activity

### Catch the Fish

**Purpose:** Get warmed up and ready to move!

**Equipment Needed:** Foam pool noodles (optional)

- Hand out 2-3 foam pool noodles or other soft items and identify the activity area.
- Participants with the pool noodles or other items will “cast” and gently tag another player by touching them with the pool noodle.
- Players who are tagged, freeze in a fish position (by laying down in a superman hold, starting on the stomach with arms and legs extended straight out, raising them off the ground) until someone else tags them, unfreezing them and getting them back in the game.
- Rotate players catching the fish!



## Station Introduction

### What is a catching feature?

A catching feature is an object or landmark that is just beyond the control you're looking for. It's important to determine your catching feature to know if you've gone too far.

For example, you might notice a cluster of trees on the map, just beyond the control you're looking for. Keep this in mind as you search, turning back if you go too far.

## Station #1:

### Seek & Find

**Purpose:** Review directional skills and learn how to set up a course.

**Equipment Needed:** Objects to hide, compasses (optional).

- Mark out one meter on the ground and allow each participant to find out how many of their regular steps are in one meter (usually about two steps for children). Depending on the age of the group, you may opt to simply use steps as a unit of measure.
- Give each participant an object (beanbag, cone, etc.) and ask them to go hide them.
- Group participants into small groups or partners.
- One partner at a time will give directions to find the object. Depending on the age of the group, participants may use the compass and cardinal directions to direct others, i.e., move 50 metres to the North, then 25 metres to the East. Alternately, directions can be given using cues like move 25 metres or 50 steps towards the trees.
- Return to the starting point after finding each object and take turns until all objects have been found!

## Station #2: Agility & Strength

### Agility Obstacle Course

**Purpose:** Practice moving quickly to get ready to find controls around the playing area.

**Equipment Needed:** Any and all available equipment, such as cones, bean bags, hula-hoops, skipping ropes, etc. Alternatively the surrounding available environment may be creatively incorporated into this activity, using items such as wood boards, sticks, rocks, benches, trees, hills, chairs, etc.

- Design an obstacle course with any equipment or other objects you have available.
- Try to include at least three of the following ways of moving: over, under, balancing, swerving or dodging, running, crawling, jumping, throwing, and leaping.
- Have participants move through the obstacle course multiple times.
- Try adding obstacles, changing locomotion, or racing for time.
- To have shorter lines of participants waiting, try a staggered start with participants throughout the course.



## Station #3:

### Exploring Without A Map!

**Purpose:** Find controls without taking the compass or a map with you.

**Equipment Needed:** One compass, Google map printout with controls marked, controls with stamp or control punch.

- Go over cardinal directions on the map (N, E, S, W).
- Have one or two maps laid out at the starting area that are aligned with the real directions.
- Have every participant choose one control and, remembering where it is, find it in the activity space. They do not have their maps or compasses with them for this activity so make sure they also identify a catching feature!
- Have the participants return to the start once they find the control, then pick a different control and move to find that new control, again without their map or compass. Ensure participants are identifying a catching feature.
- Continue until the participants have each found all or most of the controls.



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.

## Discussion & Application Questions

- What landmarks did you identify as catching features for each control?
- How did using catching features help you in the activity?
- How have you used your navigation skills outside of these lessons? How else do you think you will use them?

## Take Away

What worked?

What did not work? Can it be tweaked?



# LESSON PLAN 5



## LESSON OBJECTIVES

- Navigation Skills: Practicing placing and finding controls on a course
- Outdoor Environment: Applying skills learned in previous lessons to safely navigate home

## FUNDAMENTAL MOVEMENT SKILLS EXPLORED

- Running, agility, galloping, skipping, side shuffling, moving backwards, hopping, jumping

## EQUIPMENT NEEDED

- Let's Warm Up Poster, Music (optional), printed Google maps of the area, masking tape, pens or markers, 6 flags, scarves or pieces of tape.

TIME ALLOCATION	DESCRIPTION
5 mins	Welcome participants
5 mins	Warm up: Let's Warm Up Poster
30 - 45 mins	Choose 2 or 3 stations, depending on time and the ages of the participants <ul style="list-style-type: none"><li>• Station 1: Mirror-Mirror Agility</li><li>• Station 2: Placing your Flag Partner Game</li><li>• Station 3: Capture the Flag</li></ul>
5 mins	Cooldown & Discussion



## Welcome Participants

To review previous sessions, ask participants, “Do you think the strength and agility that we have been working on will help you when completing an orienteering course? How?”

## Warm Up Activity

### Let’s Warm Up! Poster

**Purpose:** Warm up the major muscle groups in preparation for activity, while practicing different movement skills.

**Equipment Needed:** Let’s Warm Up! Poster

- Download the free Let’s Warm Up poster from [www.befitforlife.ca/resources/lets-warm-up](http://www.befitforlife.ca/resources/lets-warm-up)
- Pick 2 activities from each column and get moving!



## Station Introduction

Quickly review the map and playing area with participants. Make sure everyone knows the boundaries and can identify the big landmarks not to venture beyond. Remind participants to always orient the map to the North. Remind them to stay within the mapped area.

When placing controls, the key is to move slow (slower than your regular running speed!) and follow your path on the map. Once you decide to place your control, look for at least two features that confirm your position, then mark the flag position on the map. For example, I am at the North end of the fence by a big tree which is marked on my map.

## Station #1:

### Mirror-Mirror Agility

**Purpose:** Practice moving quickly to get ready to find controls around the playing area.

**Equipment Needed:** Music for cueing starting and stopping (optional)

- Place participants in partners.
- One partner will start as the mirror master and lead the other partner. They can either do this by demonstrating the movement or by calling it out.
- Switch mirror masters and invite the second partner to lead.
- This activity could be led by an instructor calling out agility challenges to see how quickly you can make your partner move! Or how accurately, quietly, up hill, downhill, or to show off your dance moves. Get creative!

## Station #2:

### Placing Your Flag - Partner Game

**Purpose:** Practice accurately placing and finding controls using a map.

**Equipment Needed:** Printed blank Google maps, masking tape for controls and markers or pens

- Place participants in partners. Each team of two will need a team name.
- Give both participants masking tape and a printed out map of the area.
- Participants write their team name on the tape, which will serve as flags. They will then go tie their tape somewhere in the area. The flag should be visible.
- Each partner will mark on their map where they put their flag. Encourage them to identify the exact location by looking at the main features around them.
- Partners will exchange maps.
- Now participants find the other person's tape and bring it back.
- Once the flag is found, use the same piece of tape and start again.



Example map



## Station #3:

### Capture the Flag

**Purpose:** Move quickly and in different ways to find the other team's flag.

**Equipment Needed:** 6 flags, scarves or pieces of tape.

- Split the group into two. Divide your space into two equal spaces.
- Each group will need 3 flags.
- Teams will hide their flags on their side.
- The goal of the game is to grab the other team's hidden flag and bring it back to your side. If a participant get tagged on the opposing team's side, participants go back to their side to restart. If a participant gets tagged while carrying a flag, they drop it right where they were tagged and return to their side to reset. The first team to steal the other's flag wins. No one can guard a flag closer than 5 m.

Variations:

- Give each team a map to mark where they've placed their flags. Teams will exchange maps and use them to find each other's flags.
- Call out different ways of moving during the game. Participants must all move in that way until the next one is called. For example, galloping, skipping, side shuffling, moving backwards, hopping, jumping, etc!

## 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.

## Discussion & Application Questions

- Do you think the other team accurately placed their flag on a map?
- How did you make sure that you knew where you put your flag?
- Which movement skills were difficult to apply under pressure in Capture the Flag?

## Take Away

What worked?

What did not work? Can it be tweaked?



# LESSON PLAN 6



## LESSON OBJECTIVES

- To apply all of the navigation and outdoor exploration skills learned over the last 5 lessons in an exciting and fun last lesson!

## FUNDAMENTAL MOVEMENT SKILLS EXPLORED

- Running, agility, and applying all skills learned in an open game.

## EQUIPMENT NEEDED

- A piece of cloth or a branch for a tail, 1 blindfold, controls, printed map of the area, treasure

TIME ALLOCATION	DESCRIPTION
5 mins	Welcome participants
5 mins	Warm up: Deer Ears
30 - 45 mins	<b>Culminating Activity:</b> <ul style="list-style-type: none"><li>• Find the Treasure!</li></ul>
5 mins	Cooldown & Discussion





## Welcome Participants

To review previous sessions, ask participants, “Have you had fun trying orienteering? What was your favorite activity that we completed? What would you tell people about orienteering if they had not tried it before?”

## Warm Up Activity

### Deer Ears

**Purpose:** Focus on listening and being aware of your surroundings. This activity is a great starting point to emphasize the importance of organisms blending in with their surroundings.

**Equipment Needed:** A piece of cloth or a branch for a tail, 1 blindfold

- One participant is chosen to be the deer.
- Attach the piece of cloth or branch as a tail on the deer.
- Blindfold the deer. Encourage the deer to listen very carefully, using their hands as “deer ears” if needed.
- The other participants (predators) creep up to the deer, one step at a time. If the deer heard a sound, they point in that direction and shout “I hear you!”
- The person who is pointed at takes 10 steps backwards.
- The participant who is able to creep up and pull the tail is the winner!



## Culminating Activity:

### Treasure Hunt!

**Purpose:** Practice moving quickly to get ready to find controls around the playing area.

**Equipment Needed:** Controls, Cues for treasure map, Treasure

This final game takes a little bit of preparation. The leader will need to set up 9 controls in the area, with hints leading to a treasure map. Two treasure pots with treasures will also need to be hidden! More treasure pots may be needed if the group is larger. Treasure ideas may be natural objects (flowers, acorns, small rocks), a healthy snack (fruit, granola bars, etc), a short message of encouragement, or a small toy.

- Set up 9 control points on a map of the area.
- Place 9 separate cue cards or pieces of paper at the 9 controls. The 9 cues will hint at where the Treasure map is hidden. (See the example cue card to get an idea of the ).
- Split the group into two (or more depending on the size of your group)
- Both groups will head out on a hunt to find the treasure!



Example control map



Example treasure map

THE		
IS	BY	THE
	WEST	

Sample hints to find the treasure map. Cut paper to place at the 9 controls.

## 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.

## Discussion & Application Questions

- What had you learned over the last 5 lessons that you applied in today's game?
- What will you continue to apply that you learned in these lessons?

### Take Away

What worked?

What did not work? Can it be tweaked?



# CONTACT US



For more information about how to get started, visit:

<https://www.orienteingalberta.ca/schools--communities.html>

For more resources on Orienteering activities and equipment, visit:

<https://www.orienteingalberta.ca/resources-intro-to-orienteing.html>

Questions? Email:

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