S: 5 H: 3 GLO: 9-12 Orienteering Scavenger Hunt
OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2983#.V5uXvrgrLIV

<table>
<tr><td><u>Objectives/ Student Targets</u></td><td rowspan="4"><u>Equipment & Technology Needed</u>:

Compasses (1 per student), 1 Demonstration Compass (either large or overhead), Balloons, Poly Spots, Direction Cards</td></tr>
<tr><td><u>Cognitive:</u>
The students will explain the how the magnetic needle works.</td></tr>
<tr><td><u>Affective:</u>
The students will appreciate the value of a learning how to use a compass.</td></tr>
<tr><td><u>Psychomotor:</u>
The student will move about the area during the orienteering lesson.</td></tr>
<tr><td colspan="2"><u>Academic Vocabulary:</u>
Orienteering, Compass Base, Compass Housing, Degrees of Azimuth</td></tr>
<tr><td><u>Introduction / Anticipatory Set:</u>

Hand out a compass to each student. Have them hold it in the palm of their hand with the arrow on the base pointing in front of them. Familiarize the students with the different parts of the compass:
- Compass base is the rectangular bottom part of the compass.
- Compass needle or magnetic needle is the red and white arrow that moves. The red part of the needle always points north.
- Compass housing or dial is the turnable dial on the compass. The numbers on the dial refer to degrees of azimuth, or also called a bearing.
- Direction of travel arrow or sighting line is the arrow on the compass base. This is the what you point where you want to go.

Demonstrate, using a large compass, how the compass works.
To use the compass, hold the compass level so the magnetic needle turns freely. Rotate the compass dial to a desired bearing (so the sighting line falls directly on a bearing such as 90 degrees which is east). Hold the compass so that the back of the compass (part of the compass base opposite the direction of travel arrow) is at your belly button. Keeping the back of the compass at your belly button, turn in a circle until the red end of the magnetic needle lines up with zero degrees (north) on the compass dial. The direction of travel arrow now points to the bearing set on your compass.</td><td><u>Classroom Layout:</u>

Gym or large open space

Set up or the orienteering courses</td></tr>
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Instant Activity: Walk the students through the cues and repeat the steps to face different directions and bearings. Practice travelling at specific bearings by setting the compass to a bearing, picking a spot on the gym wall that the directional arrow points to, and walking towards that spot. After the students have grasped the reading of a compass then you can start them on a Scavenger Hunt. If they need more time learning how to read the compass then you may want to come back the next day to do the Scavenger Hunt.	
Fitness Development: Improve muscular strength and muscular endurance through strength training exercises Continue to develop cardiorespiratory endurance through activities that raise the increase the heart rate for a minimum of 30 minutes Target improved body composition through strength training and cardio work Improve flexibility through daily dynamic and static stretching routines	
Lesson Focus: Set up the scavenger hunt by spreading poly spots on the floor of the activity area. Write the following directions on different scraps of paper so that each course is on a different piece of paper: **Course 1** 120°-10 Steps 240°-10 Steps 0°-10 Steps **Course 2** 300°-8 Steps 60°-8 Steps 180°-8 Steps	Teaching Cues: ● Keep compass away from metal objects ● Pick reference point on wall when walking ● Practice facing different bearings before traveling ● Never travel alone

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Course 3 90°-12 Steps 180°-12 Steps 270°-12 Steps 0°-12 Steps **Course 4** 90°-6 Steps 180°-8 Steps 330°-10 Steps **Course 5** 130°-3 Steps 220°-4 Steps 310°-6 Steps 100°-5 Steps **Course 6** 110°-6 Steps 200°-8 Steps 290°-12 Steps 80°-10 Steps Fold the paper and put one of these in each balloon. Blow up the balloons and spread them around outside of general space. Putting the course directions in the balloon is optional. Begin the activity by having students split up into pairs. Stress the fact that they never travel alone! They may be in a team of three if you have an odd number of students in class. One partner goes to a poly spot on the floor and the other partner gets a balloon and meets their partner at the spot. They pop the balloon and get the directions out of it. Make sure they pick the balloon up after they pop it. Each student uses their own compass, but they travel as a team according to the directions. The directions on the sheet of paper will lead them back to where they began--the poly spot.	<u>Modifications:</u> Use a penny or small marker instead of poly spot Do not use a balloon

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Assessment: Have students keep track of how many steps away they ended up away from their poly spot. **Closure:** Class Discussion: When would be a good example of a time to use a compass? Why would a compass be important while hiking? If I set my bearing to 270, which direction would I be headed? Would you be comfortable using a compass (with no instruction) in the woods? Why or why not?	