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LESSON PLAN: **Orienteering – Lesson 1**

<b>School</b>	Primary	<u>Middle</u>	High
<b>Year/Class</b>	1	<u>2</u>	3 4 5
<b>Subject</b>	PE – Physical Education		
<b>CLIL Language</b>	English		

<b>Teacher/Teaching Team Profile</b>	Teacher's role: <b>Main Teacher</b> Co-teacher Other	Subject taught: <b>Physical Education</b>
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<b>Student's group profile (general)</b>	CEFR Level: <b>A1</b> B1 C1 A2 B2 C2
	Experiences of CLIL English native speakers <b>Other mother tongue: 3</b>

<b>Timetable fit</b>	Module <b>X Lesson (55 minutes)</b>	Previous lesson: None
		Future lesson: 4 more lessons to complete the explanation of the topic

<b>Resources &amp; tools</b>	Resources on Youtube, photos and keywords to provide scaffolding
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<b>Student's prior, knowledge, skills, competencies</b>	Subject Topic	Language
	PE: Orienteering and Micro-orienteering	Movements Directions

<b>Learning Outcomes expected for this lesson</b>	Students are involved in experiences to develop critical thinking skills, time and environmental orienteering, decision making skills, communicative skills and cooperative and group learning skills
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<b>Methodology</b>	Scaffolding techniques (visual, paraphrasing, etc) Code switching: using some L1 for a specific purpose Collaborative approach: organization of work and review in small groups/pairs Active participation: give time to ask questions, encourage interactive listening and speaking, give positive feedback and encourage self-reflection on the activity
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<b>Lesson Plan:</b>		<b>Content pursued competence:</b>						
Unit 1: Lesson 1		<b>Cross-curricular competence (Life Skills):</b> Collaborative and cooperative learning, negotiation of outcomes, peer-teaching and self-reliance						
		<b>Expected Outcomes:</b>						
		Most students will:						
		Be able to use the compass and understand how it functions						
		Understand how an orienteering competition is organised						
Activity	Timing	Activity, Aims	Language skills	Materials (please cite all sources)	Interaction	Activity procedure		Assessment
						T's role	S's role	
1	15'	<p>In the first activity the teacher introduces the topic using two video, which are linked in the following URL:</p> <p><i>"Xperience Orienteering"</i>  <a href="https://www.youtube.com/watch?v=Qya4hrSKYJk">https://www.youtube.com/watch?v=Qya4hrSKYJk</a></p> <p><i>"Train Hard Win Easy – The Hubmann Brothers"</i>  <a href="https://www.youtube.com/watch?v=tZ7LCzFr3TQ">https://www.youtube.com/watch?v=tZ7LCzFr3TQ</a></p> <p>These videos are representative of what orienteering is and they show the decision skills the athletes need to possess. The teacher will pause the second video,</p>	<ul style="list-style-type: none"> <li>- Explanation;</li> <li>- Discussion;</li> <li>- Giving instructions</li> <li>- Reporting a procedure</li> </ul> <p>Structures:</p> <p>Passive form            Conditional            Present tense            Time connectives            Subordination            Impersonal pronoun</p>	<p>Video:</p> <p><i>"Xperience Orienteering"</i>  <a href="https://www.youtube.com/watch?v=Qya4hrSKYJk">https://www.youtube.com/watch?v=Qya4hrSKYJk</a></p> <p><i>"Train Hard Win Easy – The Hubmann Brothers"</i>  <a href="https://www.youtube.com/watch?v=tZ7LCzFr3TQ">https://www.youtube.com/watch?v=tZ7LCzFr3TQ</a></p>	Plenary	Teacher introduces the video to the students, writing keywords on the whiteboard	Watch the video and find the typical words which characterize this sport	

		<p>explaining the critical aspects found in the images. The teacher will describe the evolution of the control system from the judge presence to the stamps, passing from Emit to Sicard (SPORTident), explaining the characteristics a checkpoint needs to have (such as kite, control code and a recording mechanism for contestants to record proof that they visited the control point).</p> <p><b>Aims:</b></p> <p>Students understand what's the topic and which are the most important characteristics of this sport and familiarize with the vocabulary</p>						
2	15'	<p><b>Activity:</b></p> <p>In the second activity the teacher will place different objects on the gym ground and the students, organised in pairs, will have to draw down a map on a squared sheet using a correct scale. They have to use a step method to count the distances and every step has to be reported as a</p>	<ul style="list-style-type: none"> <li>- Explanation;</li> <li>- Instruction/ procedure</li> </ul> <p>As above</p>	<ul style="list-style-type: none"> <li>- Squared sheet</li> <li>- Different objects to be placed around in the gym</li> <li>- Pen, pencil</li> </ul>	Pairwork	<p>Teacher explains the task:</p> <p>Describes the activity to the students and helps them to understand their work</p>	<p>Make a map on the squared sheet representing the objects placed in the gym. They have to represent them through different signs.</p>	Formative assessment

		<p>square on the map. Every object has to be represented by a sign chosen by the students on the map and reported in the map <i>legenda</i>.</p> <p><b>Aims:</b></p> <p>Define which is the meaning and the use of a map scale</p>						
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3	5'	<p><b>Activity:</b></p> <p>Using a compass every group has to find the cardinal directions of the map and to write down the correct orientation of a cone placed on the gym floor.</p> <p>Every pair will find the north, the south, the east and the west and will write down them on the map. After that, the teacher will place a cone on the ground and every pair will define its correct direction (e.g. south-east). The teacher will assess the correct answer of every pair.</p> <p><b>Aims:</b> <i>Students understand how a compass functions and what's the role of the compass needle</i></p>	<p><b>Speaking:</b></p> <p>Identifying key information.</p> <p>Note-taking skills</p> <p>Discussion skills;</p> <p>Giving opinions;</p> <p>Instructions/ procedure</p>	<ul style="list-style-type: none"> <li>- Compass</li> <li>- Cone</li> <li>- Map</li> <li>- Pen, pencil</li> </ul>	Pair work	Teacher explains the task and how to use a compass.	Students work together applying what the teacher said to find the north, the south, the east and the west writing it on the map. Later, every pinpoints the direction on a cone placed on the floor	Formative: The teacher evaluates the result of the pair work
4	25'	<p><b>Activity:</b></p> <p><b>Micro-orienteeing</b></p> <p>Different kites will be placed by the teacher around the for a micro-orienteeing</p>	<p><b>Speaking:</b></p> <p>Discussion</p> <p>Explanation</p> <p>Instructions/</p>	<ul style="list-style-type: none"> <li>- Cones;</li> <li>- Mats;</li> <li>- Benches;</li> <li>- Rainbow mat;</li> <li>- Cushions;</li> <li>- Panel mats;</li> </ul>	Pair work	The teacher explains the symbols used on the map and how the task will be carried out	Students work in pair and try to reach the correct kite using grid organisers. They draw down what	Formative: The teacher checks how many picture were correctly

		<p>competition.</p> <p>Students work in pairs; every pair has a map with different target kites, that they need to reach as fast as possible. As the correct kite is found, they will read a word and they have to draw its meaning on the paper next to the number. At the end of the activity the teacher will control the results as assessment of the exercise.</p> <p><b>Aims:</b></p> <p><i>Be able to read the map in a competitive situation; completing the route and improving decision making competences</i></p>	<p>procedure</p> <p>Negotiation of meaning for decision-making</p>	<ul style="list-style-type: none"> <li>- Trampolines;</li> <li>- PE Discs;</li> <li>- Speed ladder;</li> <li>- Hurdles</li> </ul>			<p>they see in the picture established by the map</p>	<p>identified by the students</p>
5	10'	<p><b>Activity:</b></p> <p>Matching of the personal picture painted in activity 4 with the official symbol of the ISOM2000 on a table organizer. This activity will be considered as an own exercise and evaluated by the teacher in a formative assessment.</p>	<p>Matching meaning with the appropriate symbol</p>	<ul style="list-style-type: none"> <li>- List of official symbols ISOM2000</li> <li>- Pens</li> <li>- Papers</li> </ul>	Individual	<p>The teacher explains the activity and prepare a table organiser</p>	<p>Every student try to match his/her paint with the official symbol</p>	<p>Formative:</p> <p>The teacher control the correct matching between word and symbol</p>

		<p><b>Aims:</b></p> <p><i>Students learn which are the most important symbols starting from their point of view</i></p>						
6	25'	<p><b>Activity:</b></p> <p>Micro- orienteering with a star, double point star, triangle and square organization.</p> <p>In this activity the students will be involved in a micro- orienteering activity, where they have to reach the kites as fast as possible, coming back to the start after two, three or four targets. The students will work in pair and will be evaluated by a summative assessment. During this activity one student in the class will be detected by a heart rate monitor wristband to get the data for the last exercise.</p> <p><b>Aims:</b> <i>students understand different type of orienteering competitions and improve their abilities to read maps, to take decisions and to find solutions</i></p>	<p><b>Speaking:</b></p> <p>Instruction/ procedure</p> <p>Explanation</p> <p>Discussion</p>	<ul style="list-style-type: none"> <li>- Maps</li> <li>- Kites</li> <li>- Pens</li> </ul>	Pairwork	The teacher explains the different type of competitions and indicates to every pair of students their next destination	Students work in pairs and try to reach the correct kite using grid organisers. Then, they copy the numbers and go back to the start to get the next map and target.	<p>Summative:</p> <p>The teacher considers how a pair works and which is the result of the competitions</p>



7	10'	<p><b>Activity:</b></p> <p>Line graph, pie chart with the HR data (Heart rate data)</p> <p>The teacher will draw a line graph and a pie-chart using the data described above and will explain how read them to get useful information. In addition, students will understand how the heart rate moves during the exercise and which are the range of different works matched with the sport purposes.</p> <p>Lastly, the class will take part in a short recap activity, to focus the students' attention on the progression they did in the lesson.</p> <p><b>Aims:</b></p> <p><i>Students understand how to read a line graph and a pie chart. In addition, they understand the HR moves during a endurance physical activity.</i></p>	<p><b>Speaking:</b></p> <p>Explanation</p> <p>Discussion</p>	<ul style="list-style-type: none"> <li>- White board</li> <li>- PC</li> <li>- Interactive board</li> </ul>	Plenary	The teacher creates visual organisers to show the heart rate (HR) trend and its tendency	Using the data from a student who took part in the activity number 6, the teacher builds up a line graph about his/her heart rate during the activity	<p>Formative:</p> <p>Every student tries to draw down a graph line about a different physical activity</p>
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