

# 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?

