

Lesson no.	Subject:	Lesson description:	Year:	Group:	Ability:	Day:	Period:	Duration:	Total No.: M: F:
5	OAA	Line orienteering off-site	9						SEN:
Objectives:	To be able to confidently perform with accuracy, Line Orienteering courses in unfamiliar environments. To be able to analyse the effectiveness and efficiency of each route. To plan a route for both courses incorporating the skills previously performed.								
Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Evaluation of Performance	Creativity and resilience	Maths / English / Science / Cross Curricular	Link to Theoretical PE Aspects	
Student Warm Up	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.	- listen to and follow instructions of those leading the warm-up	Ask students how they could make warm up easy / harder / intense	Observe pupils performances	R+ Show mental toughness when leading.	Maths: Construction using protractor and compasses	Physical, emotional and social health	
Student Stretches	Students arranged in a circle. Students lead through series of stretches	To understand the importance of stretching at the start of the session. To be able to demonstrate stretches relevant to OAA	- Hold stretches for 8 seconds. - No bouncing.	↑ Get pupils to incorporate stretching with Objects used within the lesson	Q & A on benefits of warming up and stretching <input type="checkbox"/> Use warm up cards with key phrases		Objectives: To be able to construct triangles using protractor and compasses	Students review the physical, mental (emotional), social and fitness reasons for participation in sport, exercise and physical activity.	
Line orienteering off-site	In pairs – The pupils use skills to complete a course off-site Set each pair off at different times to different points. Teacher plans a Line course for pupils The sites must quote and use - Cryptic clues - Crossword, word searches - Word puzzles - puzzles - English words - Maths questions at each aspect to complete - Questions for each pair to answer at each point so the students don't share answers On each so that they are unique for each group Time how long it takes each group and give an overall winner	To be able to confidently perform with accuracy, Line Orienteering courses in unfamiliar environments. To clearly understand and know the country code, and emergency procedures etc. To be able to analyse the effectiveness and efficiency of each route To plan a route for both courses incorporating the skills previously performed To comprehend and grasp the emergency procedure incorporated in pairs orienteering To be able to select and use tactics, strategies and ideas effectively in different creative, competitive and challenge-type environments which enables them to overcome any orienteering challenge To develop their mental determination to succeed in these orienteering challenges	- Pupils record the points at each stage - Once a point is reach they carry on to next site - Accurately replicate and perform the course as quickly as possible - Remain safe at all time and NEVER place themselves and their partner in Danger - Stay with partner at all times - Use the compass to navigate themselves around the course - Use the map and symbols to navigate themselves	↑ Increase difficulty of positioning ↑ Increase cryptic clues ↑ Vary courses for the abilities within the group ↑ Vary the distances of the courses upon ability ↑ Write down the directions travelled between each site, alongside time / paces and speed. Highlight the route taken. Record scores, clues, sites, and times	Evaluate the pupil's performances? Q & A: Was it challenging? Q & A: Were the sites in the correct position? Q & A: Are the students enhancing by learning by their mistakes Q & A: Are they actually planning their route Q & A: How is the course becoming progressively harder? <input checked="" type="checkbox"/> Pupils time their performances and evaluate the course and their performances <input type="checkbox"/> Orienteering skills assessed in the competition	R+ Evaluate how new goals can replace goals that have become unattainable. R+ Students embrace change R+ Students offer support for others R+ Analyse how students have changed as they have improved and discuss how that change has had an impact on the students. R+ How can coaches build communication skills to increase resilience in OAA <input type="checkbox"/> Discuss what communication is and why it is important in orienteering? <input type="checkbox"/> Discuss why listening is important	Student expectations: I can draw triangles to scale English Research, reading and writing. Understanding and appreciation of issues. Write a newspaper article about chosen aspect of the fashion trade. Objectives: Read newspaper articles about the sports fashion trade. Writing to argue using evidence from reading and research. Student expectations: Reading for meaning and technique. Information retrieval and inference. Writing accurately and interestingly for a specific audience and purpose. Skills: Background reading to fashion trade and ethical issues. Multiple-choice. Self/peer/teacher assessed writing. Science: Forces and motion Objectives: Explain how direction of objects changes depending on direction of force and its size. Student expectations: I know how changing forces affects movement.	Physical reasons; improves heart function, improves the efficiency of the body systems, reduce risks of some illness, helps with the performance of everyday activities and reduce risk of/avoid obesity. Mental (emotional) reasons; reduce stress/tension levels; release feel good hormones (e.g. serotonin), to allow the control of emotions Social reasons; provides the opportunity to socialise/make friends, allows for cooperation and team work and part of ensuring that essential human needs are met Fitness reasons; improves the ability for you to cope with the demands of your environment, reduce the chances of injury, make it easier to complete physical work (manual labour), feel better/content/happy.	
Cool Down	The 2 students chosen to lead the cool down do so	To understand why you Cool Down and do rhythmical movement after exercise	- listen to and follow instructions of those leading the cool down - complete exercises and stretches	↑ Incorporate skills performed into cool down	Q & A on the teaching points and objectives of the skill, activity and lesson <input type="checkbox"/> Use cool down cards with key phrases	R+ Talk about how students have successfully handled hardships in the past. Discuss how past challenges help him build the strength to handle future challenges.			
Active lifestyle & Social Guidance	How do you improve your social life through orienteering?								
Equipment	Maps of school, Maps of Area, Benches, Cones, Posts with clues, clues, master copies of courses around school, master copies of courses off-site whistles, torches, registers, emergency first aid kits, Mobile phone, Compasses, plastic bags, whiteboards, markers								
Healthy Lifestyles and well being	How do you count the calories you eat a day?								