



<p><u>Experience and Outcomes</u></p> <p><i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a / HWB 1-16a / HWB 2-16a</i></p> <p><i>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space. HWB 1-25a</i></p> <p>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. HWB 2-25a</p> <p><u>Learning Outcome</u></p> <p>To work safely and independently in the School Grounds To develop skills for orienteering To explore the school grounds</p>	<p><u>Resources</u></p> <p>Various laminated close up photos of parts of the school grounds.</p> <p>Ipads/cameras – 1 per pupil/pair</p> <p>School grounds map</p>
<p><u>Activity</u></p> <p>Children work in pairs or individually and are given a laminated photo of a part of the school grounds. They need to go and take the exact same photo on their ipad.</p> <p>They return to the teacher (mimicking a Star Course in Orienteering), and show on the school grounds map where they went.</p> <p>They then swap pictures until they have completed them all or the time runs out.</p> <p>To make simpler; only the teacher holds a map of the school and facilitates the discussion around map reading</p> <p>To extend; each learner has a map which they must mark on each point they visited this can then be compared to a master copy.</p>	<p><u>Assessment</u></p> <p>This develops confidence of working alone/with a partner within the school grounds away from the teacher.</p> <p>Other skills – staying on task, staying within boundaries, using technology outdoors.</p> <p>This is a good introduction to Orienteering and assessment of a basic grasp of the school grounds map can be assessed through this activity.</p>

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