

Learning Objectives

- Students will demonstrate pace counting, compass and map skills using proper technique.
- Students will work cooperatively with a partner to improve skills.
- Students will participate safely and responsibly.

Learning Targets

- I can demonstrate pace counting, compass and map skills using proper form.
- I can work cooperatively with a partner to improve my skills.
- I can participate safely, responsibly, and use good communication.

Teaching Cues

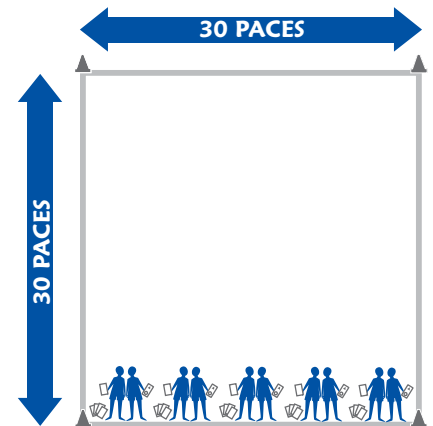
- Compass Reading - flat baseplate, aim DOT arrow, red in shed, read bearing.
- Pace Counting - step left, step right, 5s right.
- Route Tracing - fold map, you are here, orient the map, trace route.

PREP

- 4 [cones](#) (to create boundaries)
- 1 [compass](#) and map per 2 students
- [Orienteering Content Cards](#): Pace Counting, Compass Reading, Orienting the Map, and Route Tracing
- [Fundamental Skills Assessment](#)

SET

- Use or create 1 area (30 x 30 paces) per class.
- Place 1 compass, a map and 1 set of content cards per 2 students.



TEACH

1. Lesson Objective

- The object of **Com-Pace Reading** is to practice pace counting and compass/map reading skills.

2. Instructions

- **Pace Counting**
 - Stand shoulder-to-shoulder on line facing me. (Refer to content card, demonstrate skill.)
 - (Practice pace counting, using o-line/measuring tape/football field markings so students can match pace to predetermined distance, i.e., 6 paces = 10 yds.)
 - (Students calculate distances to various objects by pace counting.)
- **Compass Reading**
 - Get a compass, partner and stand shoulder-to-shoulder. (Show compass parts and explain cues.)
 - (Practice compass reading, using predetermined bearings (45°) to locate a landmark.)
 - (Practice compass reading, using predetermined landmarks to shoot a bearing.)
- **Map Reading: Orienting the Map and Route Tracing**
 - Now, get a compass, map, and partner and stand shoulder-to-shoulder facing teacher.
 - (Referring to Orienting the Map content card, guide students through each cue.)
 - (Referring to Route Tracing content card, guide students through each cue.)
 - (Practice route tracing, plot it, then by completing a route using a predetermined start/finish point.)

3. Cues

- Compass Reading Cues- Flat baseplate. Aim DOT arrow. Red in shed. Read bearing.
- Pace Counting Cues- Step left. Step right. 5s right.
- Route Tracing Cues- Fold map. "You are here." Orient the map. Trace route.



Com-Pace Reading

Key Standards Addressed

Standard 1.12.3

Demonstrates activity-specific movement skills in outdoor pursuits.

Standard 2.12.3

Demonstrates knowledge of tactics and strategies within outdoor pursuits.

Standard 2.12.6

Establishes a goal and creates a practice plan to improve performance for a self-selected skill.

Standard 2.12.13

Applies movement concepts and principles to analyze and improve performance in selected skills.

Standard 3.12.2

Exhibits proper etiquette, respect for others, and teamwork.

Standard 4.12.5

Chooses and participates in self-selected activity at a level that is appropriately challenging.

(The complete set of standards for this lesson can be found in the Curriculum Resources section on SPARKfamily.org)

SEL Competencies

Self-Awareness

Peer interaction

Self-Management

Self-discipline

Social Awareness

Working with others

Relationship Skills

Communication, cooperation

Responsible Decision-Making

Analyzing situations, evaluating

Reflection Questions

- What is pace counting used for?
- What are the 4 types of systems to measure distance by counting steps?
- With which orienteering skill were you most successful? Why?

Game Reset

Rewind

Use simple maps that include only relevant features needed for successful map reading.

FFwd 1

Pace Counting: Vary the terrain (uphill, downhill, around objects) and speed.

Compass and Map Reading: Complete a predetermined route stopping at designated control points to shoot bearings for selected landmarks and time the event.

FFwd 2

Complete a predetermined route for time and use pace counting to estimate the distance of the route. Compare your calculation to the actual distance. How do you measure up?

Teaching Suggestions

- Use technology (QR codes, tablets, social media, data projector) to communicate practice tasks, making for a more efficient and engaged class.
- Feed me! Supervision and feedback is essential for student improvement. Monitor student performance and give feedback that emphasizes skill cues.

Integration

What does responsibility look like during practice and games? Practicing and playing without supervision, being accountable to your teammates, exhibiting self-control in conflict situations, performing roles such as coach, official, scorekeeper, and manager with excellence, these are just a few examples of responsibility. What's your responsibility?

Teacher Reflection

