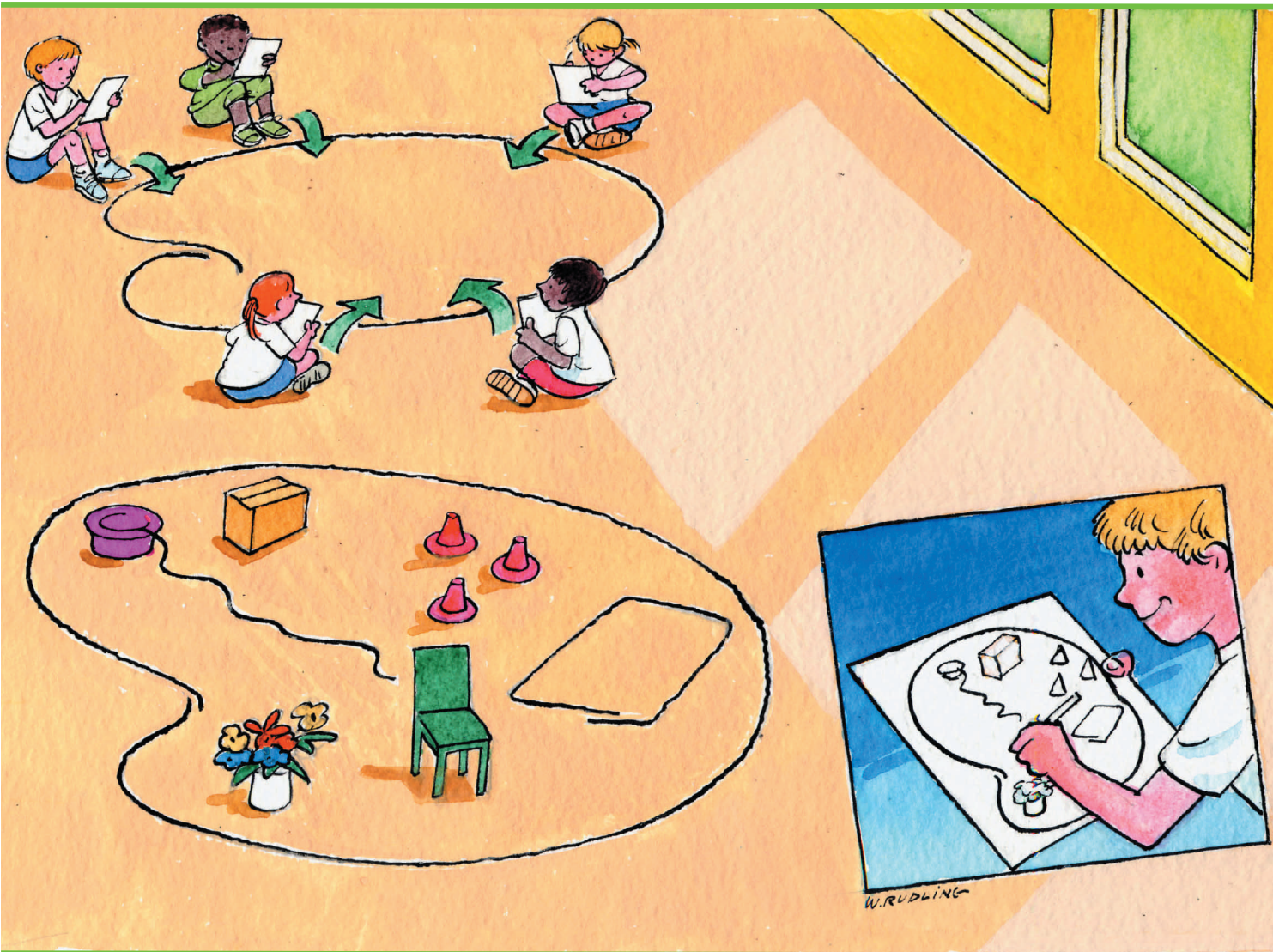


TREASURE ISLAND



Activity

Aims: To develop the use of shapes and symbols and further develop setting the map.

- Using chalk or a length of rope mark out the coast line of the island in a simple shape. Give the young people a pre-marked map of the shape.
- Add features to the island. As you do this the young people add these to their map using pictures or symbols.

Storyline. Following a shipwreck a box of treasure is buried, before being rescued the sailors (pirates) make a map of the island so they can find the treasure at a later date. The young people are the shipwrecked sailors. Ask them to bury treasure on the opposite side of the island, and to mark it with a 't' on their map. Years later they return to the island where you are sitting, mark this with an arrow on your map.

- What route will you take to get to the treasure? Plan the route, then trace it on your map with your finger. The map must be kept set to follow the route.
- Ask some of the young people to talk through their routes identifying features they would pass.
- If the island is big enough, the young people can then try to follow the route, walking from one feature to another until the treasure is reached. It is important that the map remains set.

OUTDOOR LEARNING CARDS

ORIENTEERING 02

TREASURE ISLAND

Organisation & Resources

- Decide on the size of area to be used. Younger people will need to be able to overlook the area, whilst older ones can use a larger area with bigger features.

Equipment & Preparation

- Read a story about an island.
- Give out the base maps or blank pieces of paper, boards, pencils and crayons. Seat the young people round the area to be used for the island.
- Mark the shape of the island using rope, string, or chalk.
- Place large features on the island first:- a basin of water (a lake), some blue cord (a river), a cardboard box (a house), pot plants or cones (trees), a chair (lookout tower), a rope (to represent a field) etc

Safety Point

- This activity needs good group management

Differentiation & Progression

Easier:

- Table Top Plans: place 3 different shaped objects on a sheet of paper. Draw round each piece, then remove the items to show their outline shapes. Discuss which shape matches which object and what shape each one is. You have now produced a plan.
- Place the objects in a different position and get the pupils to draw the correct shapes on a piece of paper. What shape should be drawn? Where should it go? If the map is correct it should match the model.
- Prepare a plan/map of a table top model (see the CD). Give each young person a copy and sit them around 3 sides of the model. Introduce a model car which is to visit each of the houses. As the car goes on its journey the young people follow where it goes on their maps. Choose a new starting point and this time the young people draw the route taken on the map. A piece of string, showing the route on the model, will help them to draw the correct line. Place markers on the model. The young people have to mark on their maps where they have been placed.
- All of these exercises can be carried out using the hall, gym, or outside court or playground.

Harder:

- Use a map of the classroom. Draw line courses (O10) and do a score event (O9).

Skills & Knowledge

Specific Skills:

This exercise emphasises the fact that a map is like a picture of shapes with these shapes and symbols representing real things on the ground. It also develops the skill of keeping the map set when following a route.

- Maps, plans are a pattern of shapes.
- A map is like a picture.
- To understand the term setting a map
- Use of shapes and symbols.
- Following a route.

Review & Evaluation

- Was it easier to draw pictures or symbols on your map?
- Which route did you take to the treasure?