

## LESSON 6: USING A COMPASS

### Grade-Level Outcomes

#### Primary Outcome

**Lifetime activities:** Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

#### Embedded Outcome

**Movement concepts, principles & knowledge:** Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2)

### Lesson Objectives

The learner will:

- identify the basic components of a compass.
- take a bearing using a compass.
- plan and follow a short route using compass bearings.

### Equipment and Materials

- Compass (1/student)
- Pencil (1/student)
- Index card (1/student)

### Introduction

*Last class, we focused on trip planning for a day hike. Today, you will learn how to use a compass, one of the 10 essentials, and create a walking route. Then, I'll test your skills to see if you can follow the route successfully.*

## Instructional Task: Compass Introduction and Taking a Bearing

### ■ PRACTICE TASK

Introduce the basic components of the compass:

- Base
- Azimuth ring
- Magnetic needle
- Orienting arrow
- Travel arrow

### Extensions

- Demonstrate how to take a bearing, with students following along on their compasses.
- Practice with a variety of bearings.

### Guiding questions for students:

- What types of landmarks should you use to develop a route? (For example: Objects that move or can be moved should be avoided.)
- How can you increase understanding when giving directions to a partner?
- How are clarity and confidence related to one another?

**EMBEDDED OUTCOME: S2.H1.L2.** Discuss the historical use of the compass and how the technology has changed over time.

**Student Choices/Differentiation**

- Provide handouts or a poster of a compass with parts labeled.
- Students may review a video clip of taking a bearing.

**What to Look For**

- Students are engaged.
- Students are taking the bearing correctly.

**Instructional Task: Create a Route****■ PRACTICE TASK**

Students create a route that includes at least six segments, or legs. They write the route out on an index card. After writing out the route, they follow it to make sure they can take bearings correctly. Students turn their cards in at the end of the lesson.

**Extension**

Repeat, but specify at least one location students must include in the route.

**Refinement**

Each student can create a route and exchange cards with a partner. The partner will then follow the directions to complete the route and provide feedback.

**Student Choices/Differentiation**

This activity can be completed indoors or outdoors depending on the circumstances.

**What to Look For**

- Students are making responsible decisions and staying on task.
- Students are able to use the bearings and compass correctly.

**Formal and Informal Assessments**

- Student route cards
- Physical activity logs

**Closure**

- Why is it important to have a compass as part of your 10 essentials?
- When creating a route, why should you choose permanent objects?
- How can you use North, South, East, and West to differentiate objects and landmarks?

**Reflection**

- Review student routes. Were students able to create routes successfully?
- Were they able to use a compass correctly?
- Which students may need more practice with this skill?
- Review physical activity logs to see if students are meeting guidelines and personal goals.

**Homework**

- Continue working on the severe conditions assignment.
- Continue tracking your physical activity outside the school day.

**Resources**

Brunton Outdoor: [www.brunton.com](http://www.brunton.com)