

KEY STAGE ONE AND TWO

ORIENTEERING

Delivering Orienteering in Primary Schools

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This pack has been designed to enable teachers to deliver orienteering activities to Key Stage 1 and 2 pupils within the grounds of their primary school. The activities suggested only require basic equipment and all resources/worksheets and sample maps are included in this pack.



KS1 and KS2 - OAA

For help and advice on any of the information in this resource
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Suggested Progression of Activities

Activity	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Table top maps	✓	✓	✓	✓		
Simple map exercise, First steps	✓	✓	✓	✓	✓	✓
Cones exercise		✓	✓	✓	✓	✓
Gym maps		✓	✓	✓	✓	✓
Netball numbers, star		✓	✓	✓	✓	✓
Netball numbers, courses		✓	✓	✓	✓	✓
Map symbols running games		✓	✓	✓	✓	✓
Symbols learning activities		✓	✓	✓	✓	✓
School site map walk			✓	✓	✓	✓
School site map, star			✓	✓	✓	✓
School site map, short loops			✓	✓	✓	✓
Score competition				✓	✓	✓
Relays					✓	✓

Table Top Maps

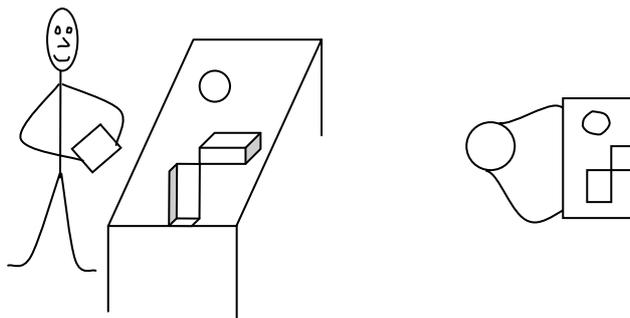
Resources:

- Table or desk
- Several simple objects
- Paper, pencils, crayons

The Session:

1. Layout some simple objects on the desk, make sure they are different shapes and sizes.
2. Ask the children to imagine they are a bird flying above the desk looking down; show them what it would look like on a map. This maybe a map of pictures of the object or specific symbols to represent the different objects. (samples on page 2) Discuss what sizes the individual shapes are and how they relate in spatial positioning to each other.
3. Teach them to set the map so that what is on the right on the desk is to the right on the map.
4. Place the objects in a different position. Can the children draw the map of the new shapes?
5. Move to a different side of the table; is the map correct now? Practice moving around the map to keep the map correctly set to match the objects.

You can also do the same exercise using a mat in the gym instead of the desk top.



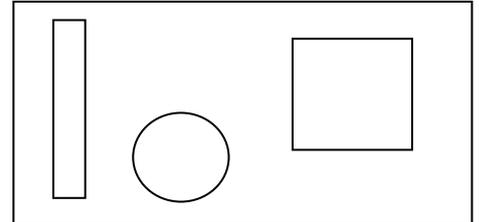
First Steps - Simple Map Exercise

Resources:

- 3 simple shapes (crash mat, bench, hoop, or shapes made with cones or newspaper)
- Maps - One copy of the map below for each child.
- Colour markers on page 2 of this document. Different colour for each pair.

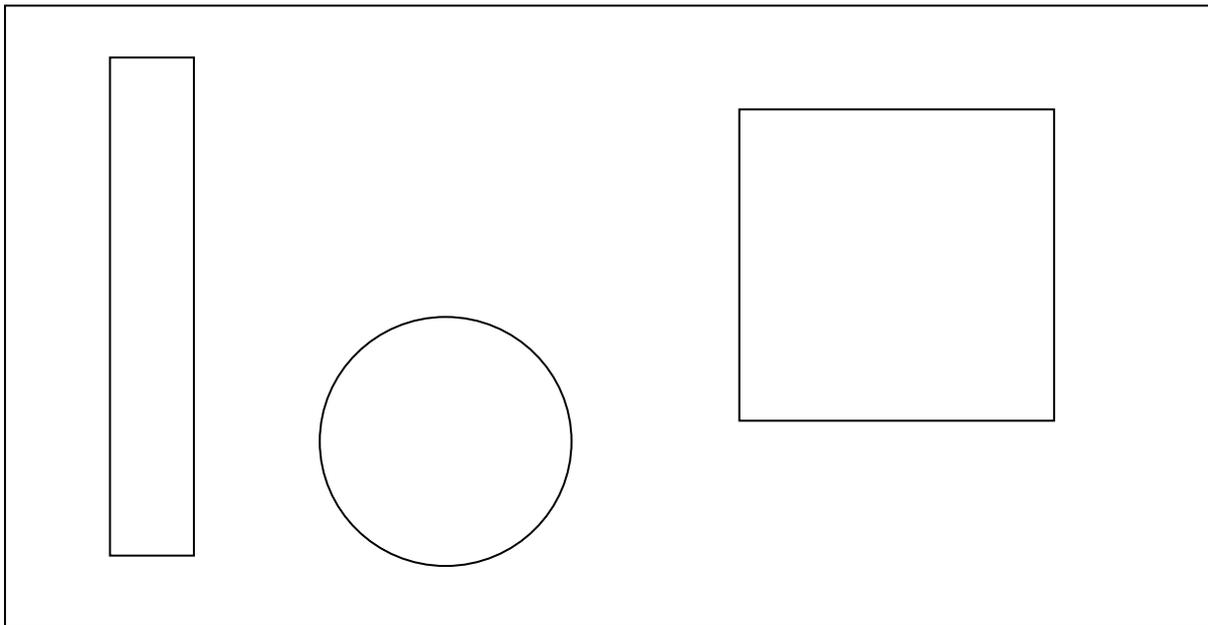
The Session:

1. Sit children in pairs around the edge of the area. Four chairs in the corners can help mark out the area.
2. Match the map to the ground. i.e. orientate or 'set' the map.
3. Point to where they are on the map.
4. Teacher/leader walks around the shapes, children follow with finger.
5. Give each pair a marker. One from each pair points on the map where to place the marker. Other places it and returns. Retrieved by partner to check correctly placed. Swap over.
6. One of the pair faces away from the area and the other places marker as in 5 above. Show partner on map for them to retrieve. Did they get it correct or did they have to search for it?
7. Practice moving around the edge of the area, keeping the map set at each turn.



Progression

- Increase the number of shapes.
- Set out courses of 2 or 3 controls.



Gym Maps

The following set of maps can be used for orienteering sessions in a hall/gym.

Gym Map - No controls printed on the map

Resources:

- One map from page 2 per group.
- Cones or markers to divide the hall into sections. One section per group.
- Selection of gym equipment e.g. gym mats, hoops, cones, ropes

The Session:

Give each group one map and allocate a section of the hall for them to work in. Ask each group to select and lay out equipment as shown on the map. Discuss and demonstrate map orientation. Pupils practice moving round the map keeping the map orientated as they progress.

Gym Map - With controls printed for gym orienteering

Resources:

- Teacher maps for equipment and control placement from page 3.
- 7 controls lettered B, C, K, T, A, E and R from page 6.
- Answer sheet from page 5.
- Maps numbered 1 to 8. For a class of 30 you will need to print off 2 sets.
- Selection of gym equipment. e.g. gym mats, hoops, cones, benches.

Setting Up:

Put out gym equipment and control placement using the teacher map.

The Session:

Issue one map per pair. Discuss map orientation and where the start is. Pupils must visit controls in order given on the map. They record answers, if correct try a different map.

Gym Score Event

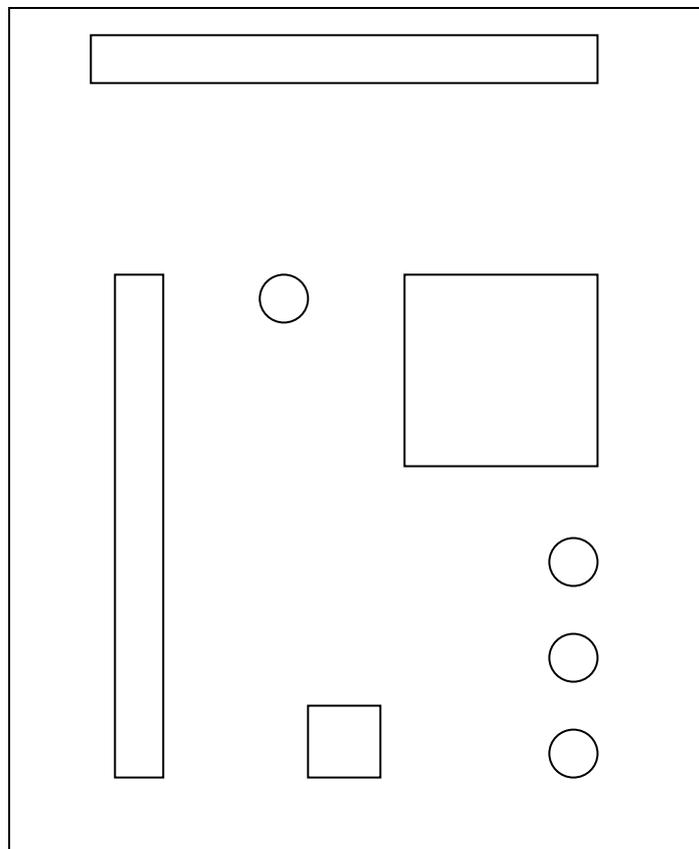
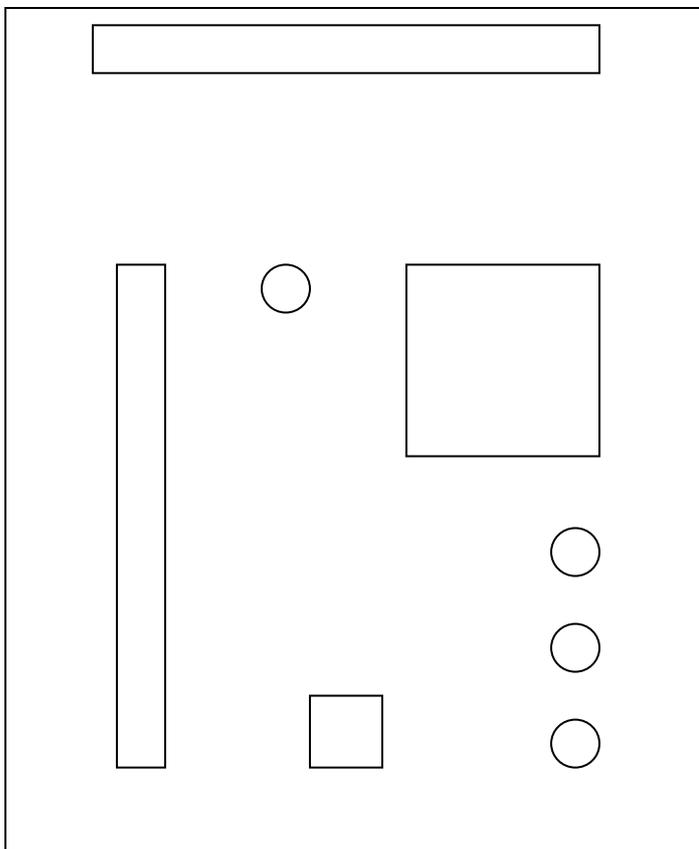
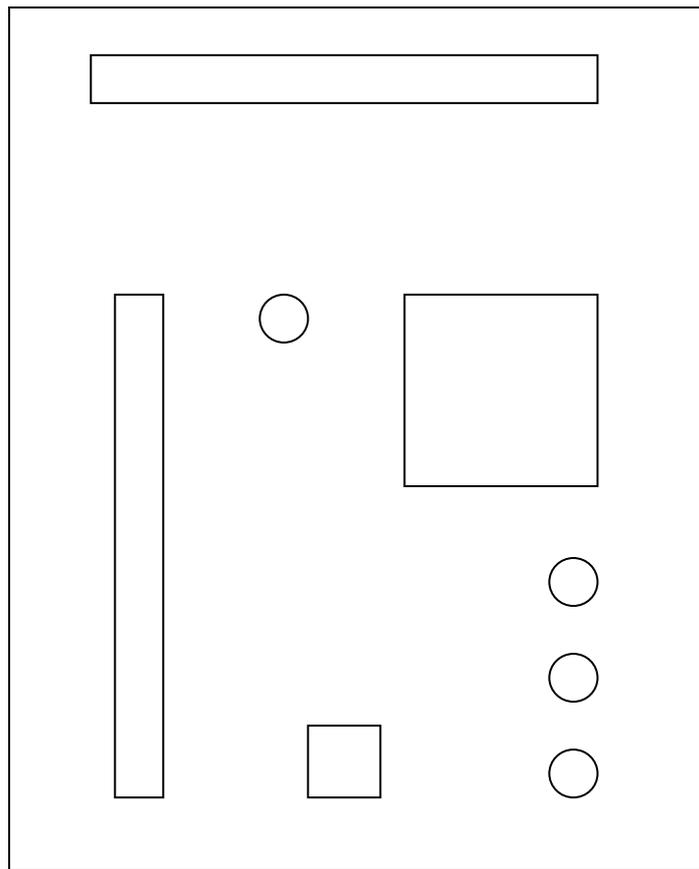
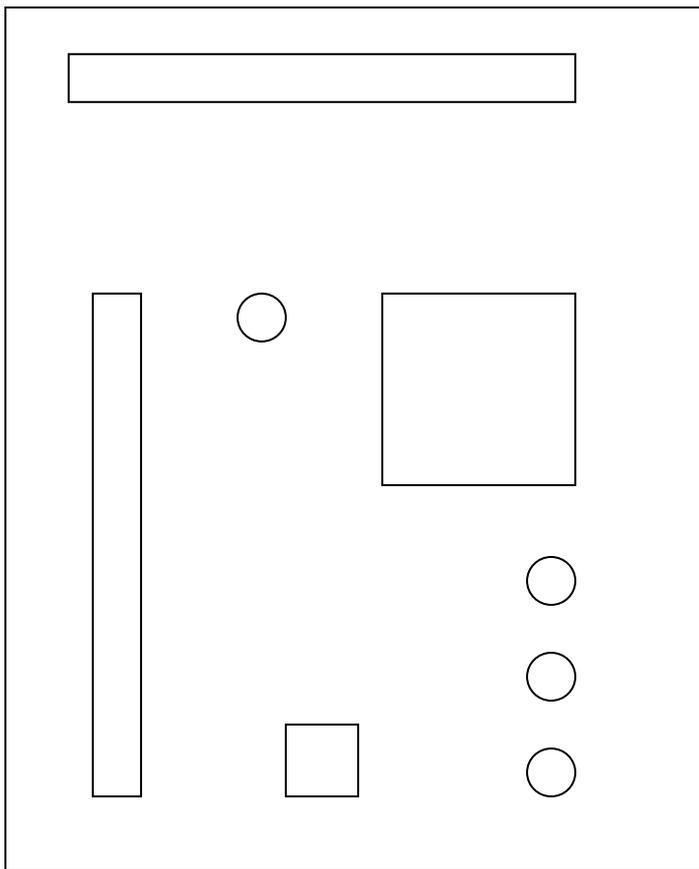
Resources and Setting Up

- Same as for gym orienteering except prepare copies of the score event map on page 5 instead of the numbered map.
- Pencil and paper for each pair.

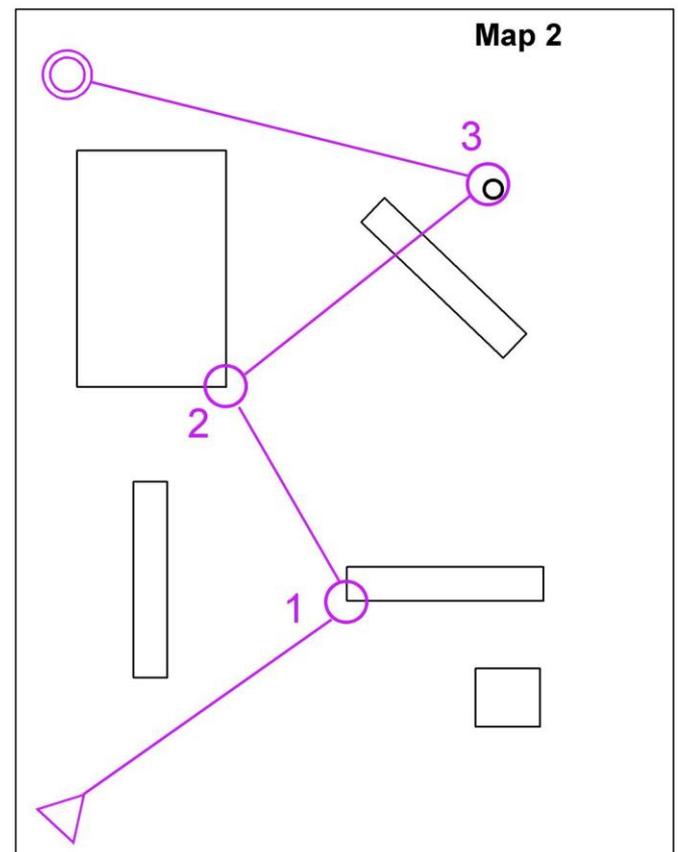
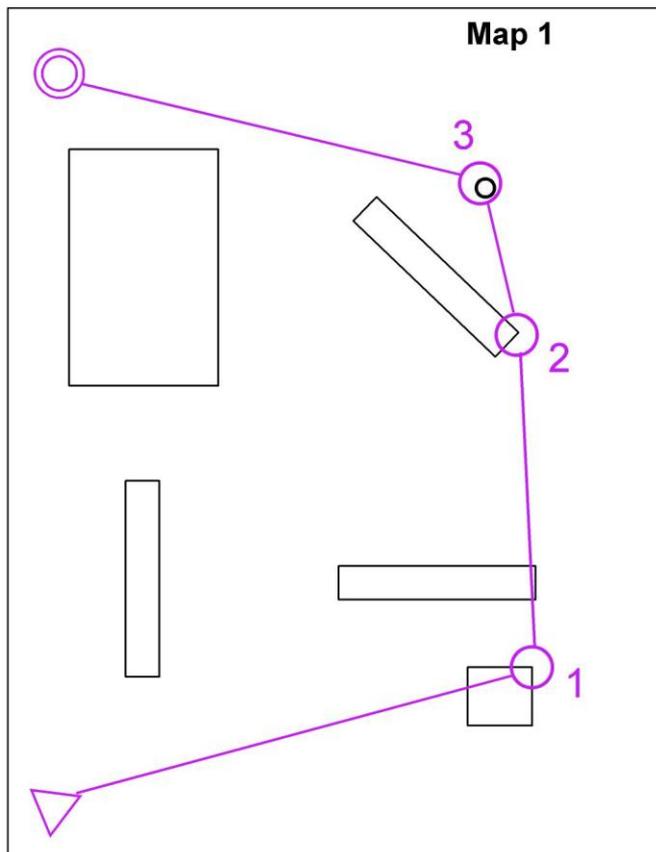
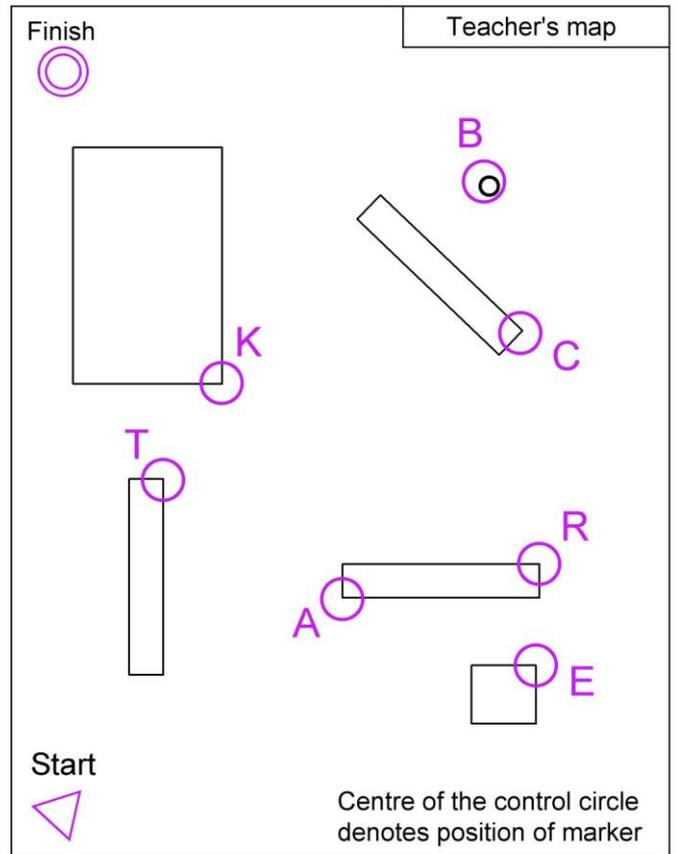
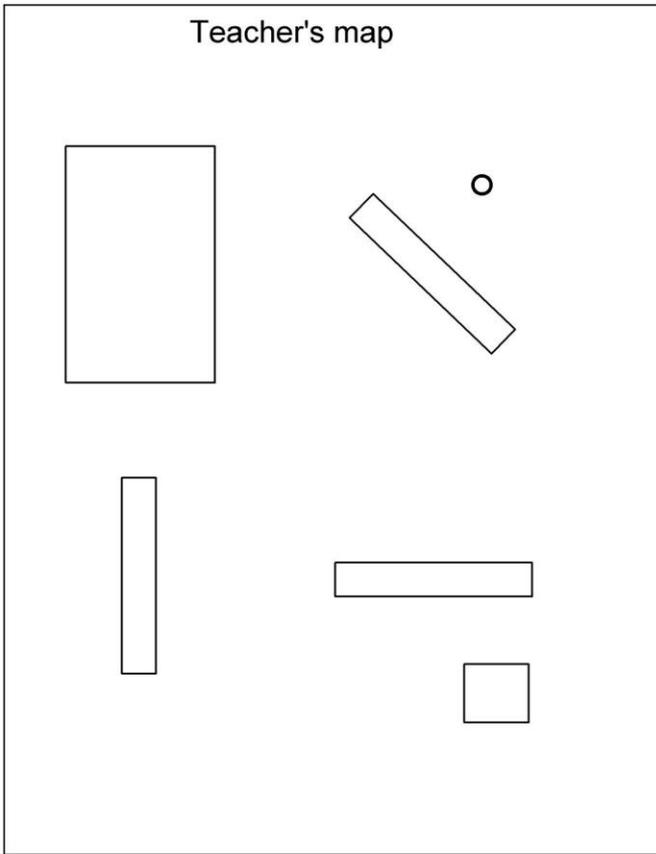
The Session:

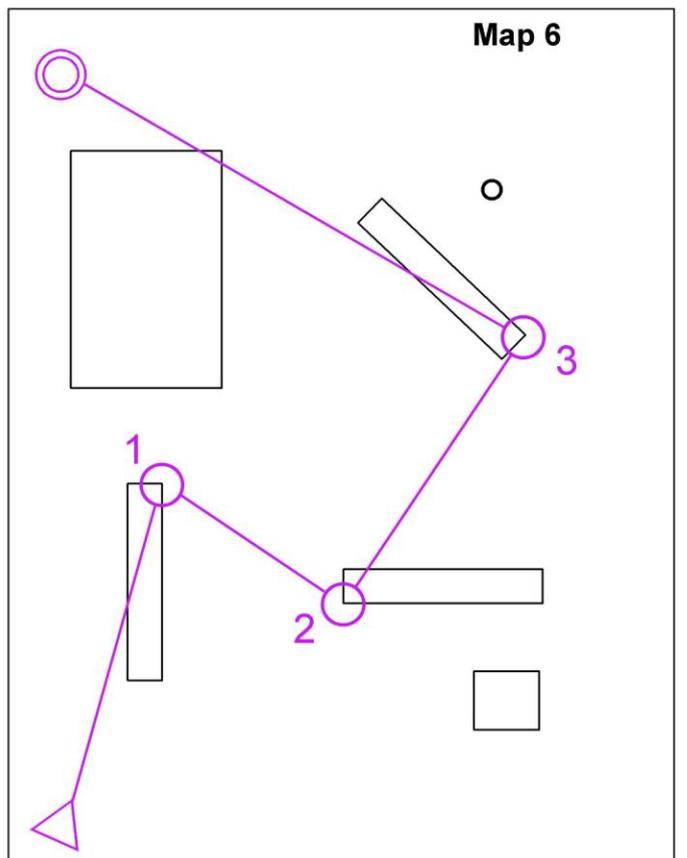
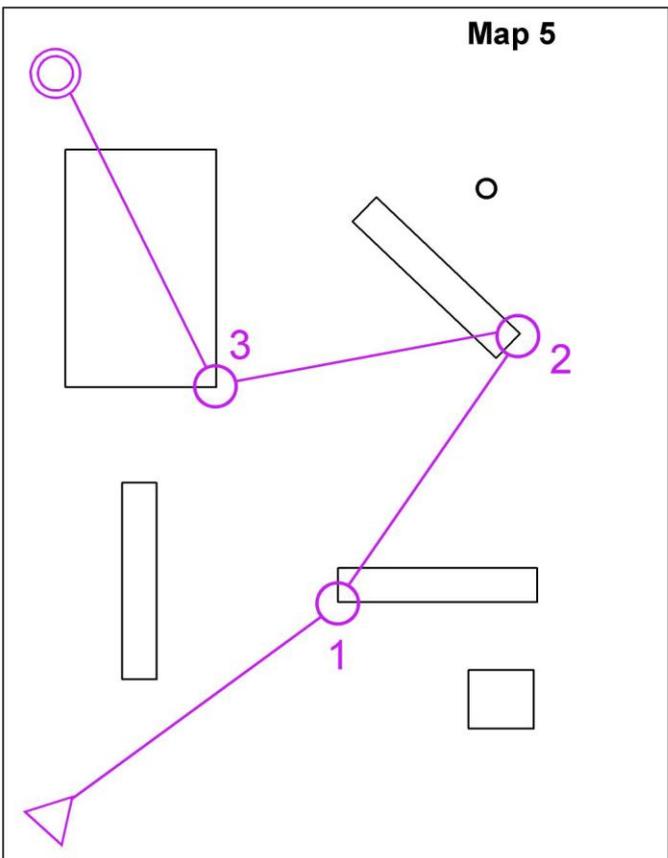
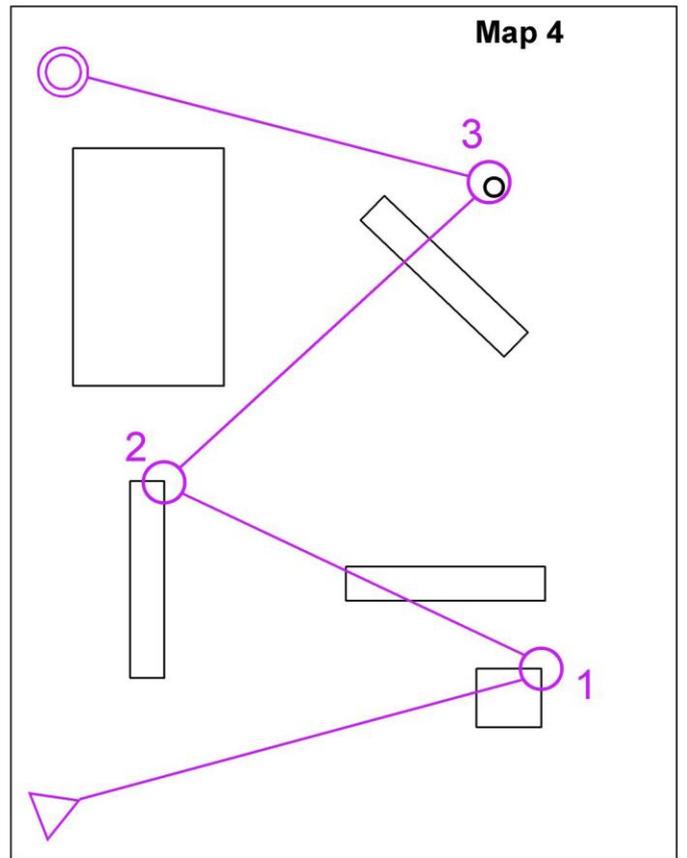
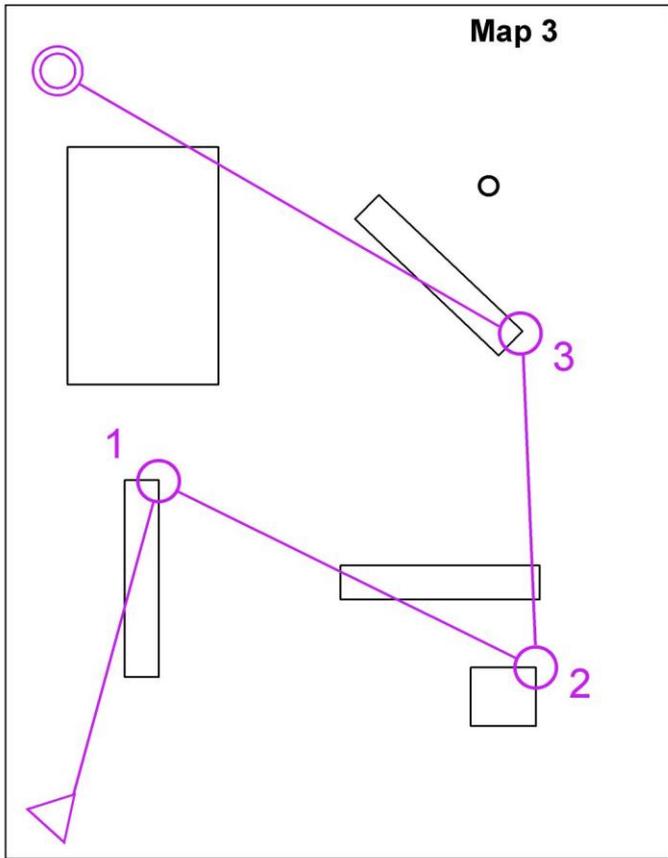
Issue one map, pencil and paper per pair. Discuss map orientation and where the start is. Allow one minute to locate as many controls as possible and record the answers. Option to change the control letters so that when re-arranged the pupils work out an anagram.

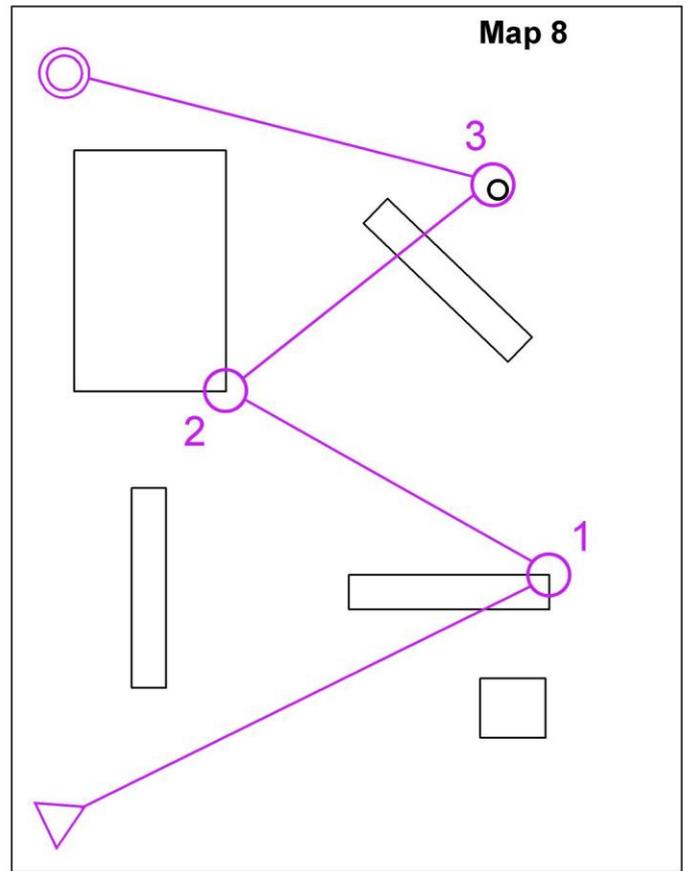
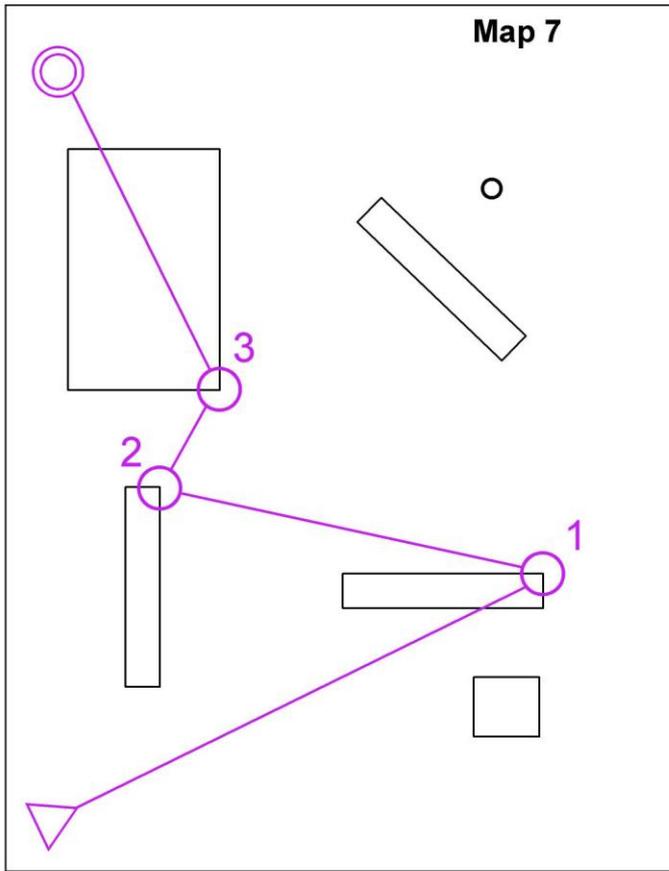
Gym Maps - No controls Printed



Gym Map with Controls for Gym Orienteering

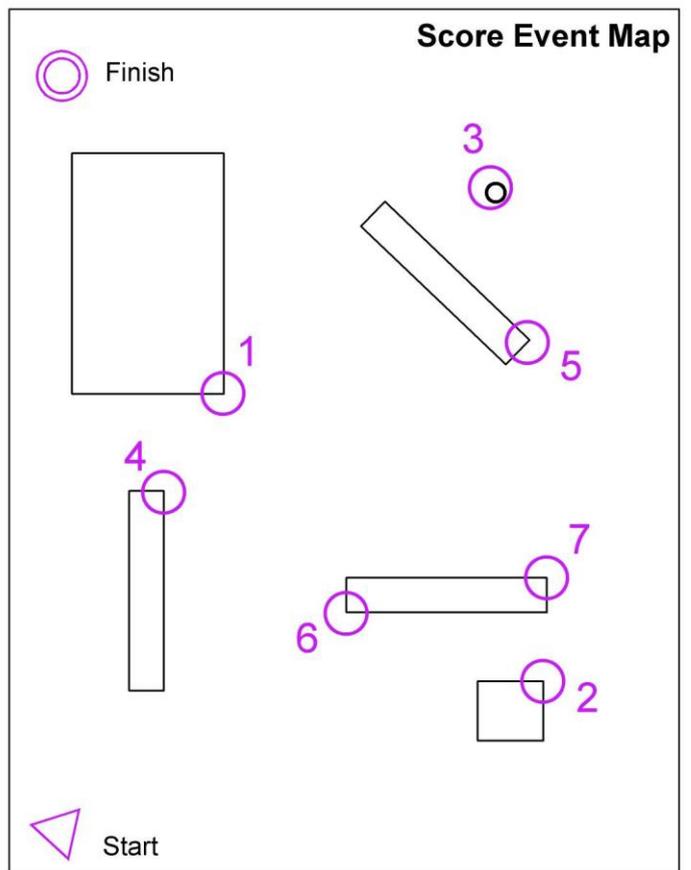




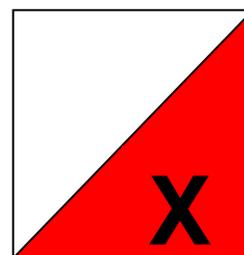
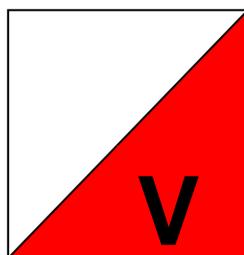
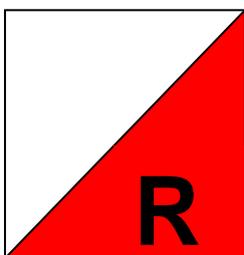
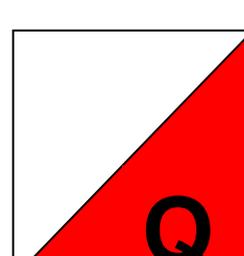
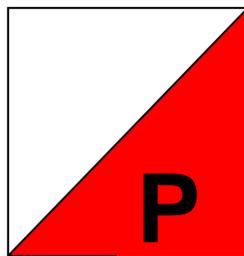
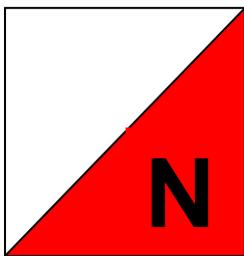
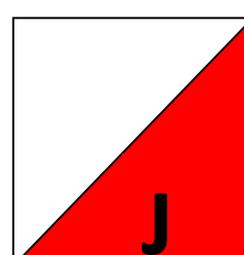
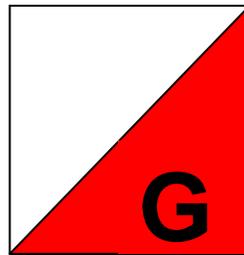
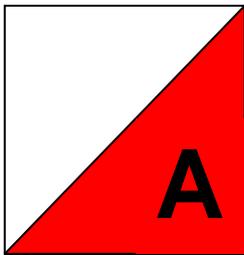
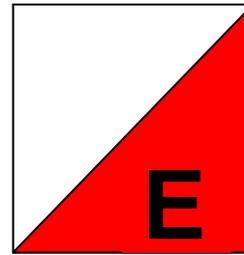
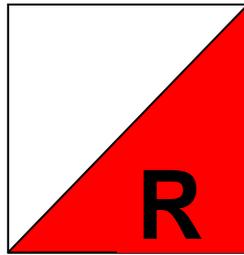
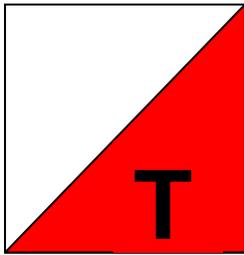
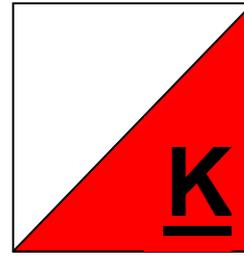
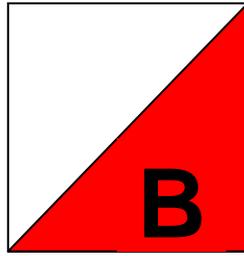
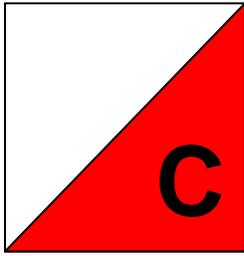


Answers for Gym Orienteering

Map 1 E C B
 Map 2 A K B
 Map 3 T E C
 Map 4 E T B
 Map 5 A C K
 Map 6 T A C
 Map 7 R T K
 Map 8 R K B



Copy first 7 letters (control) for use with maps above. Additional markers may be used as alternatives.



Cone Orienteering

Resources:

- 3 blue cones, 3 yellow cones, 3 green cones and 3 white cones.
- Cone maps from below. For a class of 30 you will need one copy of map 1 for each pair and 3 copies of maps 2-6.

Preparation:

- Set out the 12 cones in a grid as given on the map. Leave a space of 2 metres between each cone.
- Put children into pairs.

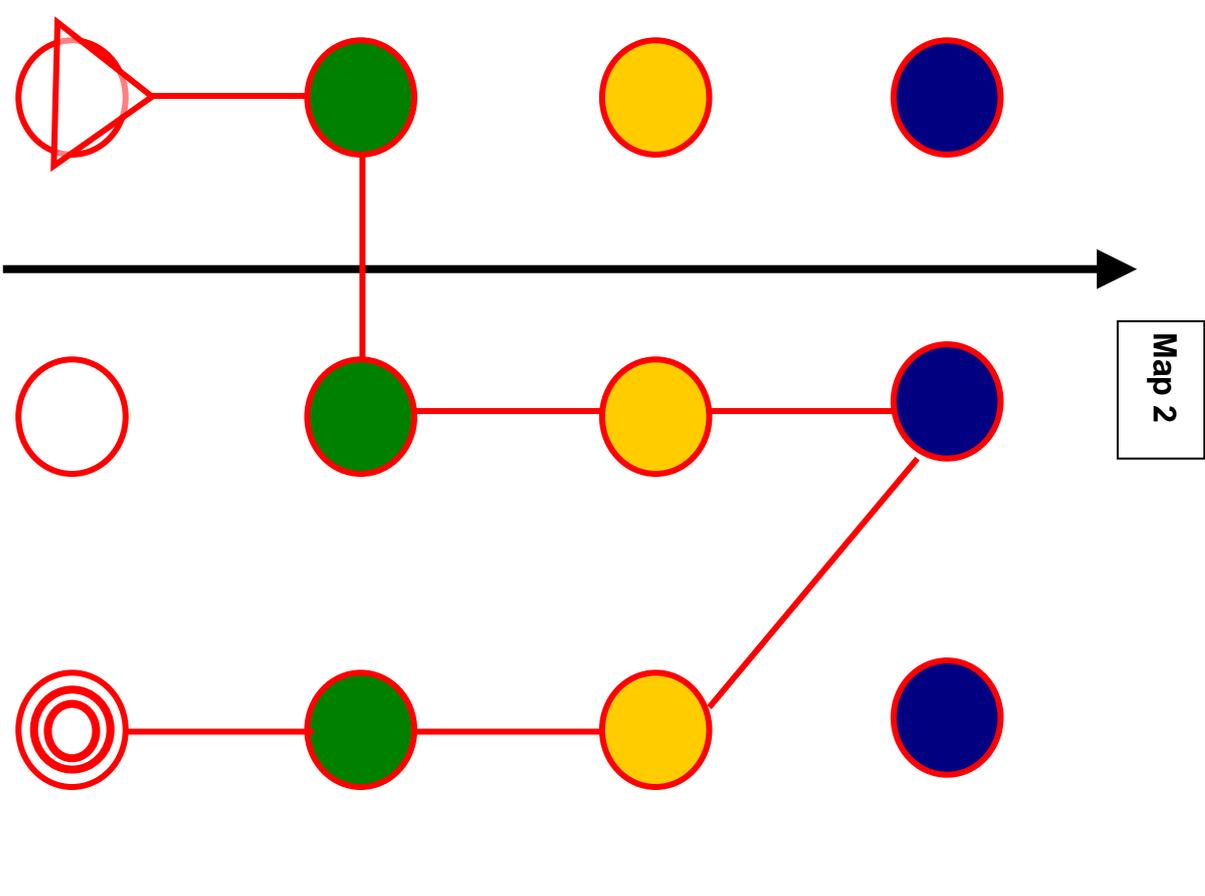
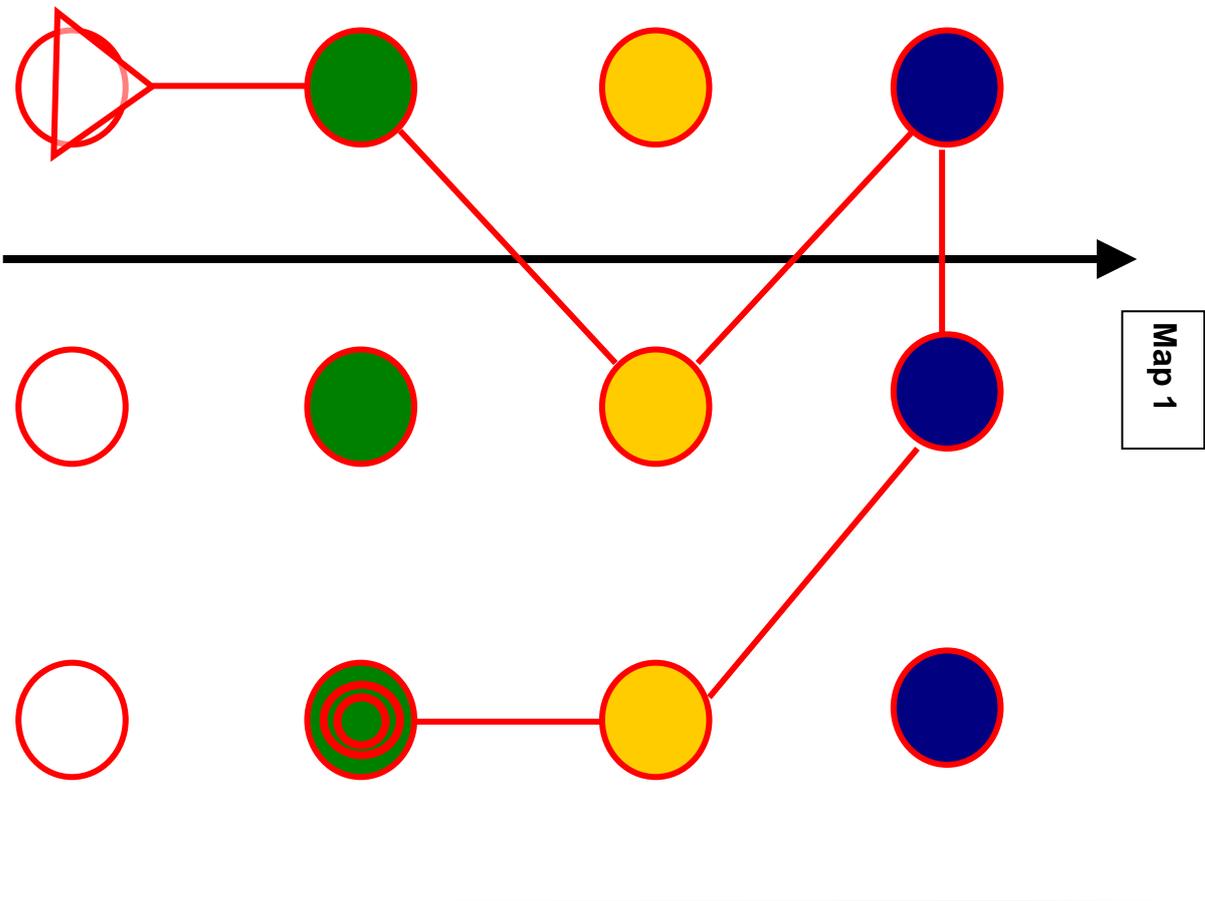
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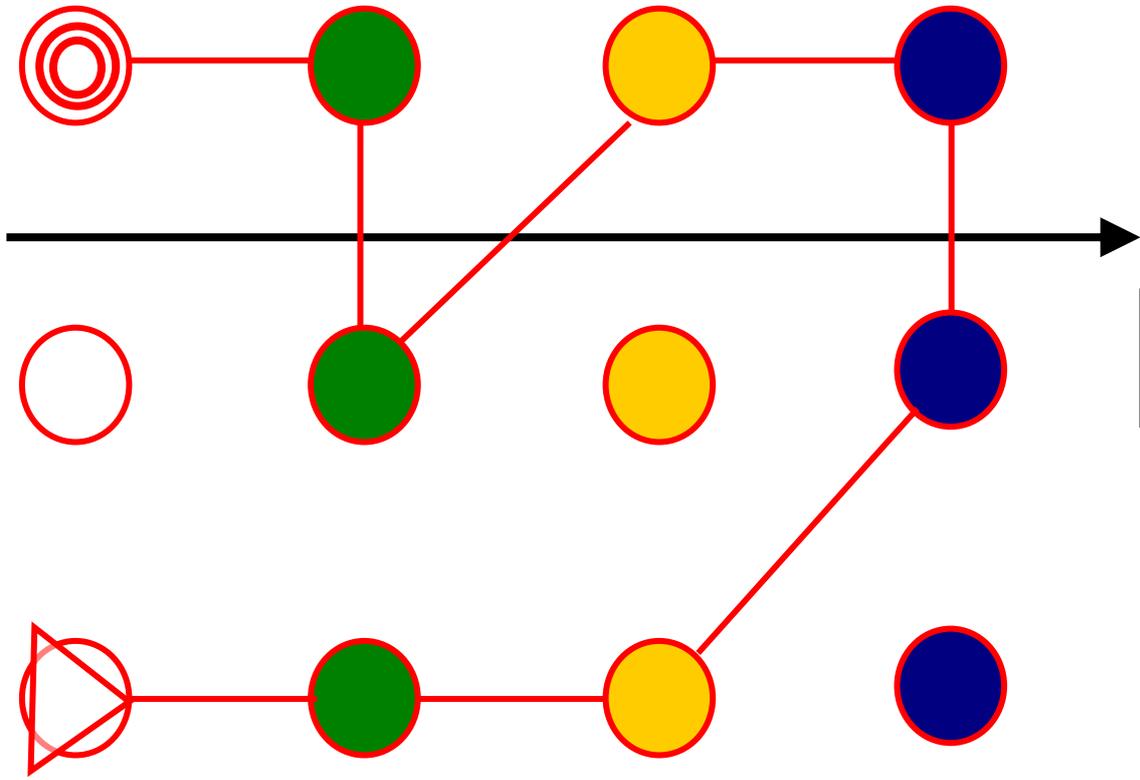
1. Practice map
 - Give each pair a copy of map 1.
 - Discuss map orientation and ask each pair to set the map to the cones on the ground.
 - Ask each pair to go to the start cone (red triangle on map).
 - Discuss - is everyone in the correct place?
 - Select one pair to lead the class to the next cone, discuss location and if correct continue until the class reach the finish cone at the double red circle.
2. Pair work
 - Give each pair one map numbered between 2 and 6.
 - Each pair starts at the cone marked on their map. They navigate to each control until the finish.
 - You check they have finished on the correct cone.
 - Swap maps and repeat.

Extension Activities:

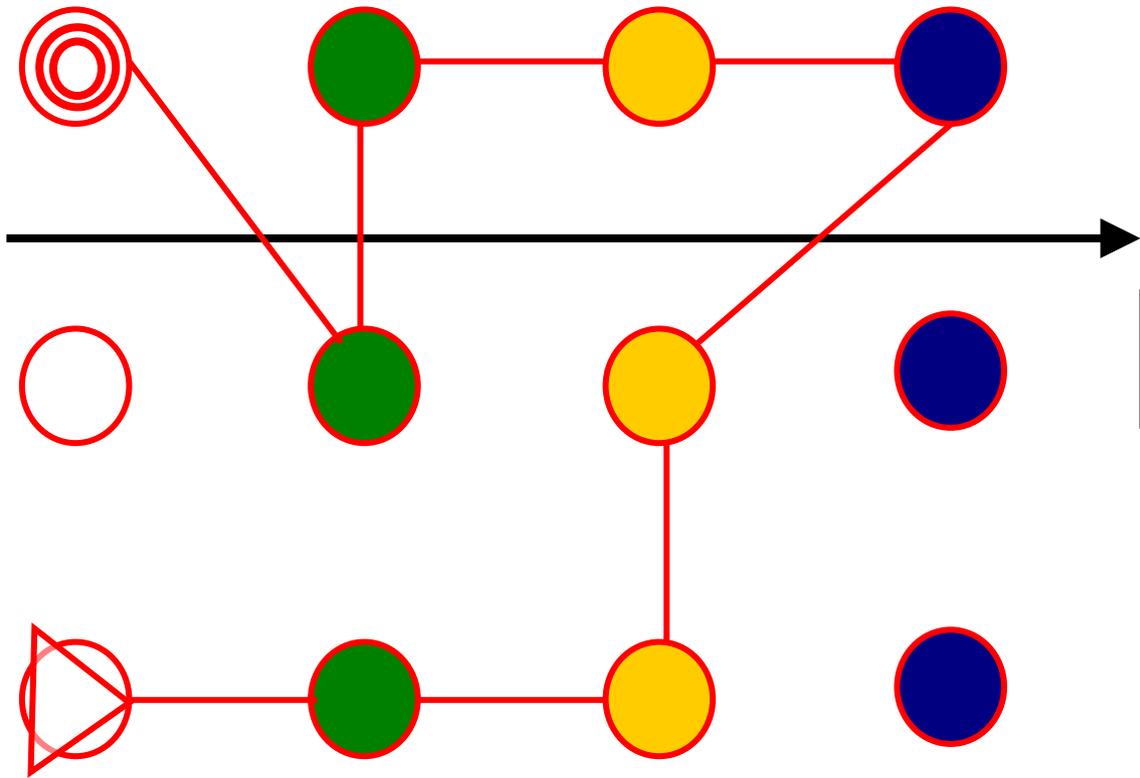
Assessment → Put codes on each cone. Give each pair a pencil and paper; they record the code of each cone they visit along the route.

Black and White Maps → See example map at the end of this document. Make more maps with different courses. Set out a grid of 12 cones of any colour and run session as for colour coded cones.

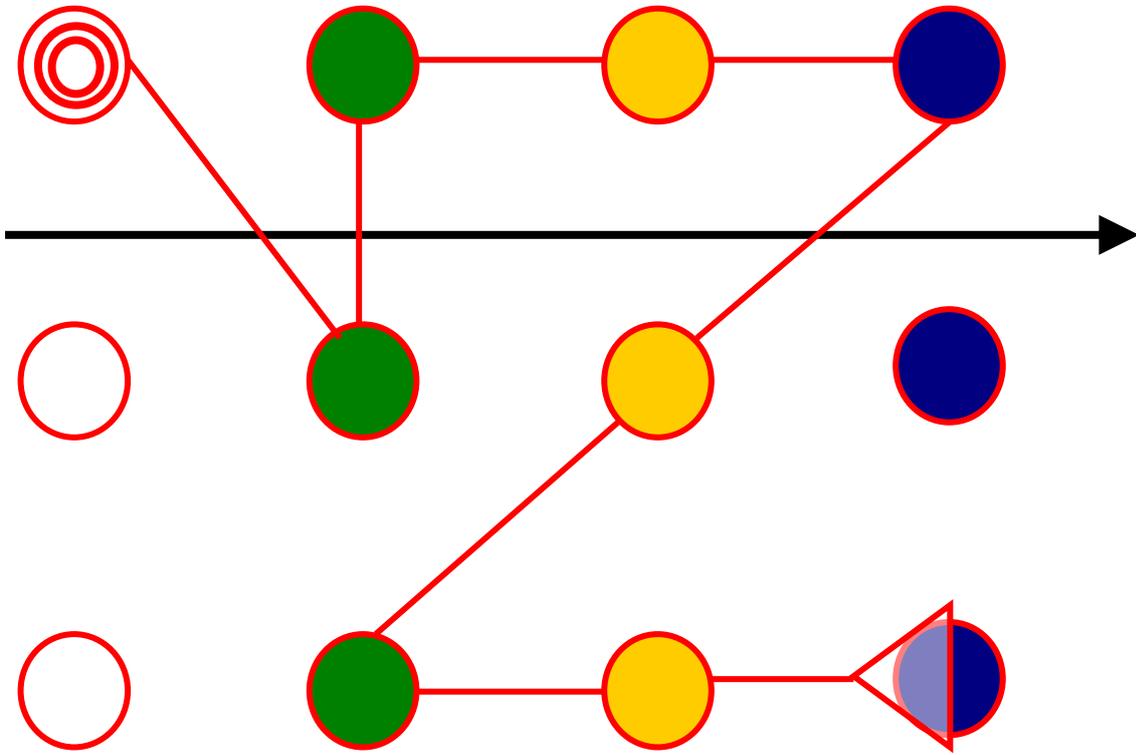




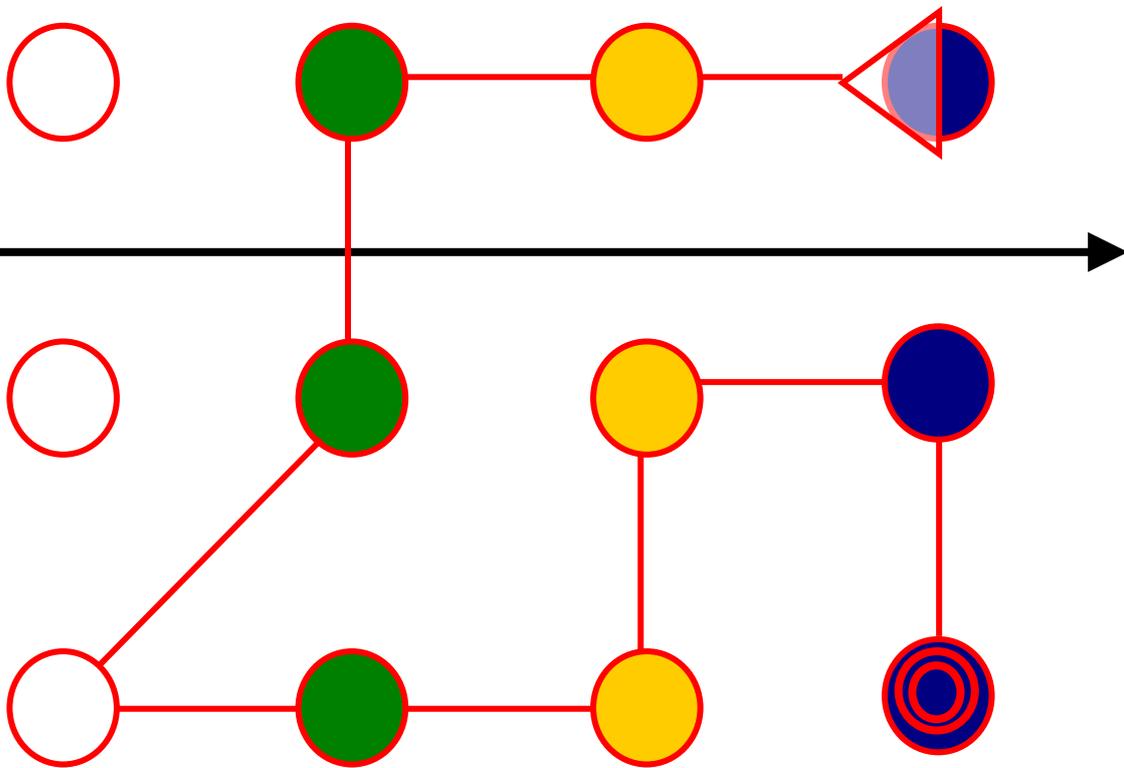
Map 3



Map 4



Map 5



Map 6

Cardinal Cones Map Courses

Resources:

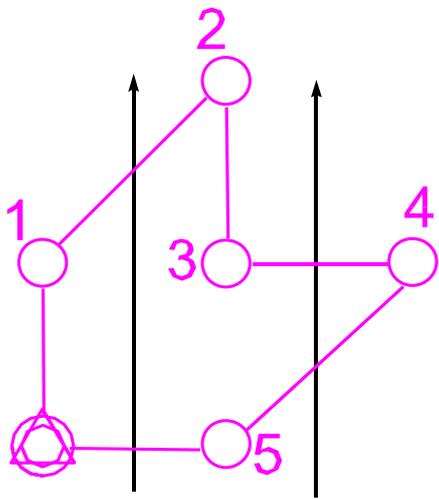
- 9 markers - e.g. cones, upside down plant pots, cards pegged into the grass, each one with a north arrow and a code letter
- Large north arrow placed at the appropriate end/side of the area to be used
- Make a few (4 or 5) copies of the course maps, cut up the maps and laminate each one.
- Sets of cardinal cones maps. Put each different course map in separate bags or boxes which are clearly labelled with the course number
- Slips of paper and pencils
- Answer sheet

Preparation:

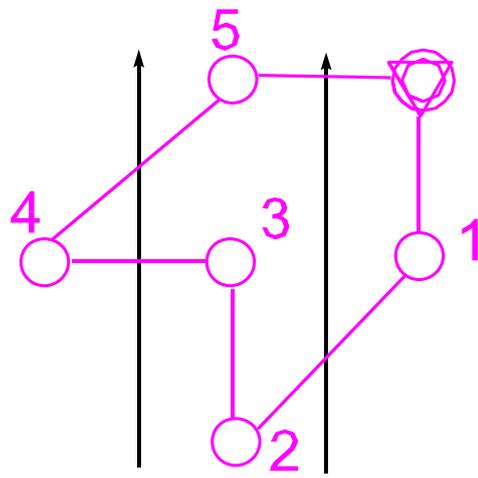
- Put out the markers in three rows of three as shown on the diagram bottom right, taking care to put the correct code in the right place according to a pre-determined plan
- Prepare an answer sheet for each course map
- For a class it may be preferable to have 2 or more sets of grids in the area so as to avoid congestion

The Session:

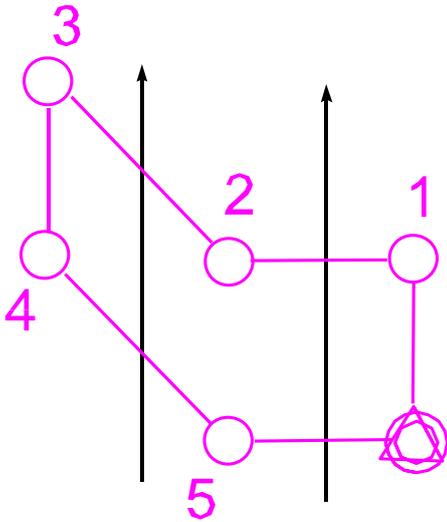
- A warm-up activity which revises the compass directions is a good idea e.g. all jog round and when the whistle is blown call out a direction (North, south, north east etc) and they all run to that side or corner of the area
- The children should be in pairs
- Explain that:
 - The map does not show all nine cones but just the ones needed on the course
 - The triangle on the map represents the start and the information on each map tells them which marker on the grid is the start place for that course
 - Each course finish point is marked on the map with a double circle and is the same as the start point
- The children should keep that map orientated so that the north lines on the map always point to the northern edge of the area (as indicated by the large north sign or arrow)
- In each pair one child is responsible for navigating whilst the other notes the code letter at each marker which is visited on the course, including the start and finish place
- Pairs come and check their answers and if correct they take a different map.
- Swap the navigating and answer writing roles each time
- Continue in this way until the time is up or everyone has completed all the maps.



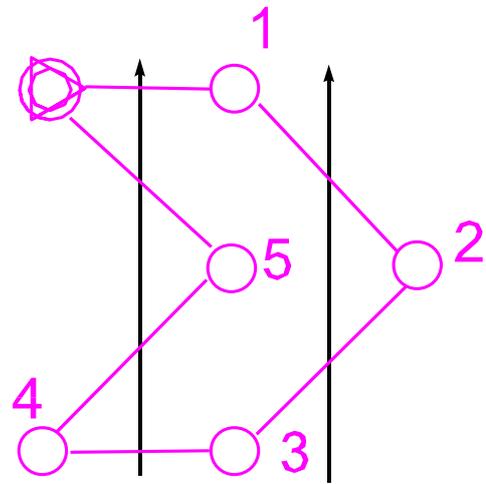
Course 1 (S.W.corner)



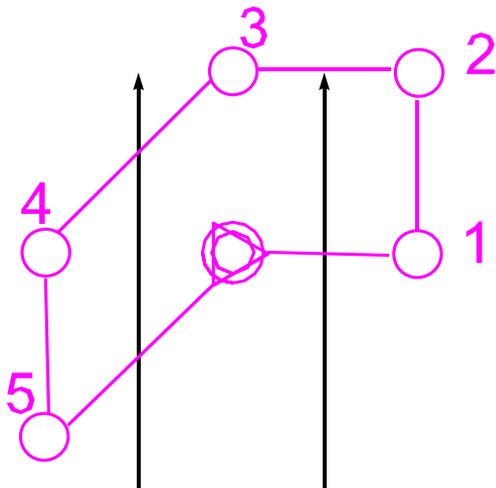
Course 2 (N.E.corner)



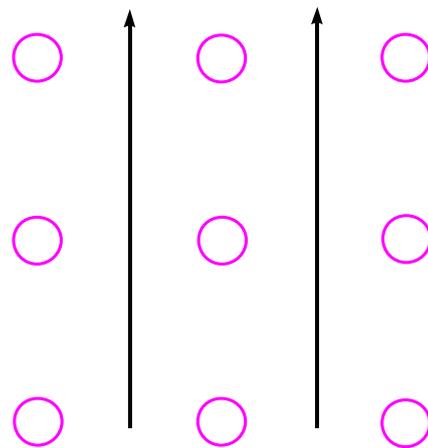
Course 3 (S.E corner)



Course 4 (N.W.corner)



Course 5 (Central point)



Cone layout, set to North

Netball Numbers - Star Exercise

Resources:

- Netball court maps, 14 maps with sufficient copies of each map to have one per pair with a few left over. Each set of maps to be placed in separate box or bag.
- 14 cones or markers labelled with the code numbers as follows:

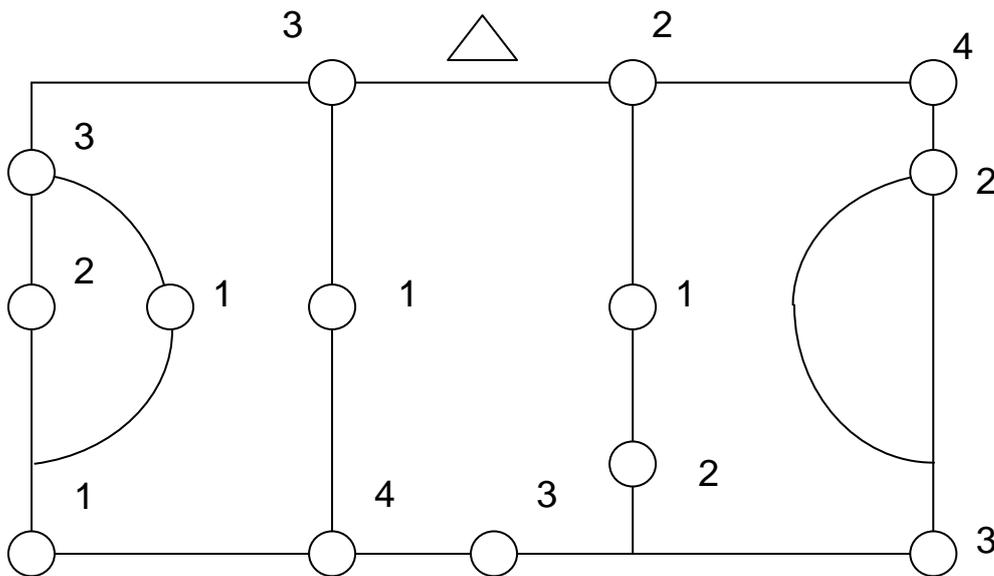
- 4 with number 1
- 4 with number 2
- 4 with number 3
- 2 with number 4



- Answer sheet

Preparation:

Put out the cones on a netball court as per the diagram, taking care to position them accurately. Make a start triangle on the ground with red cones



Answer Sheet
(The value given to each letter)

1 =
A G F L

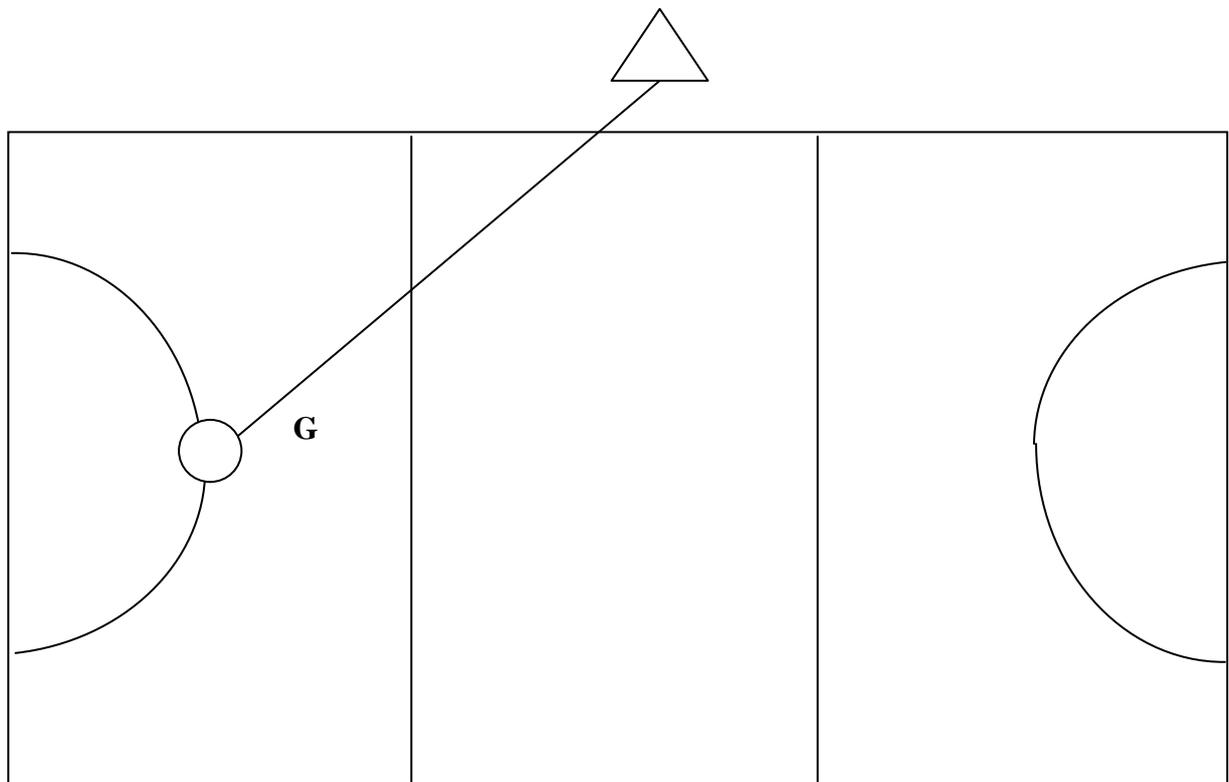
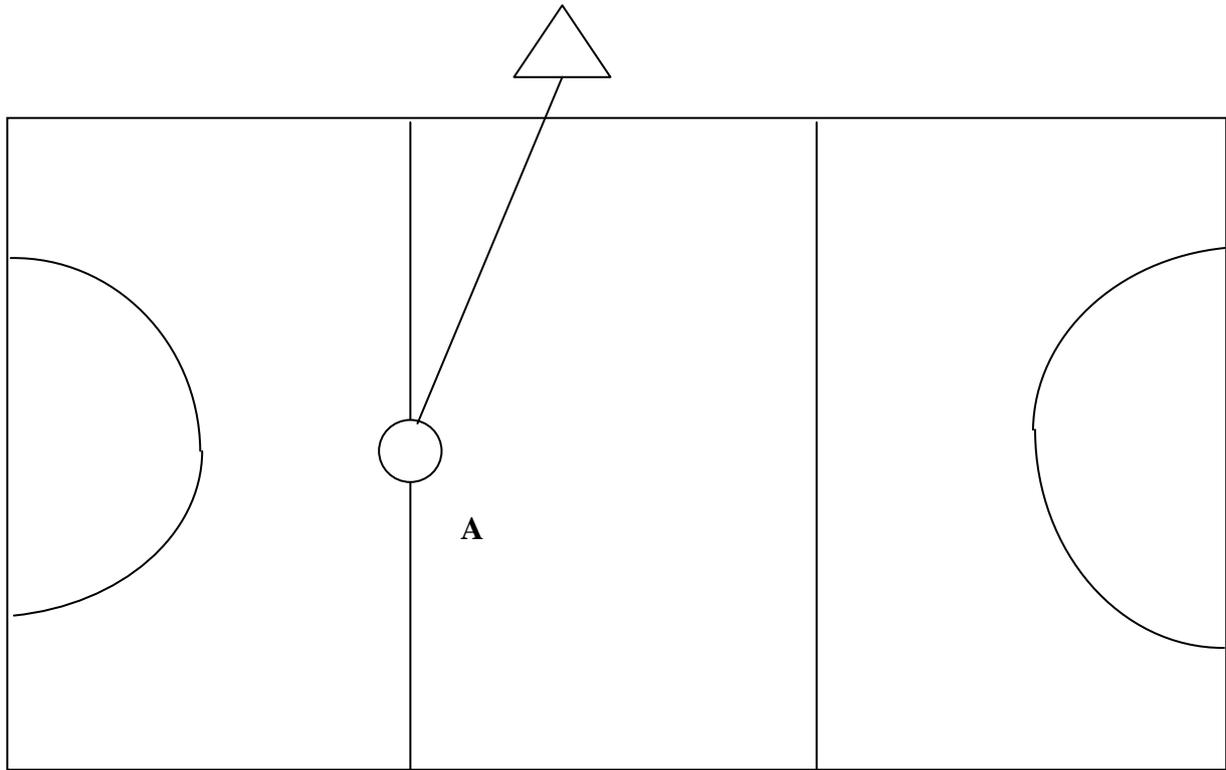
2 =
B C E K

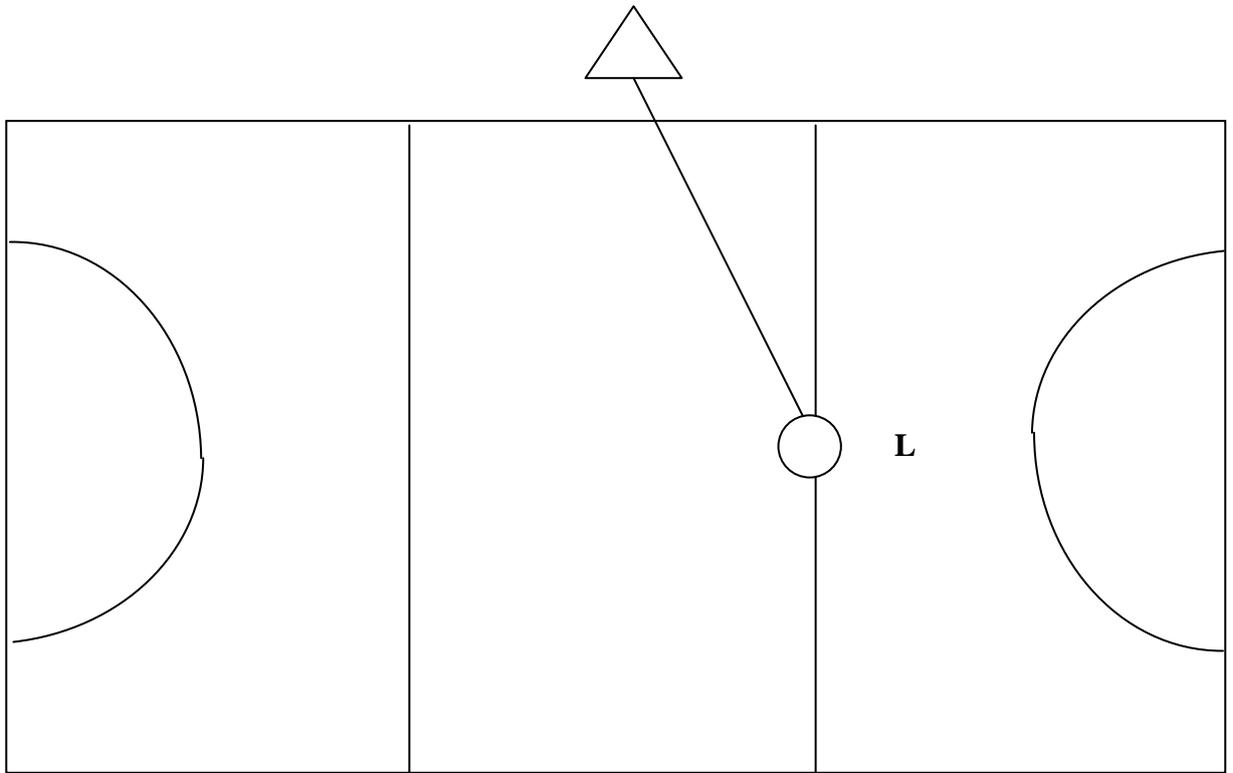
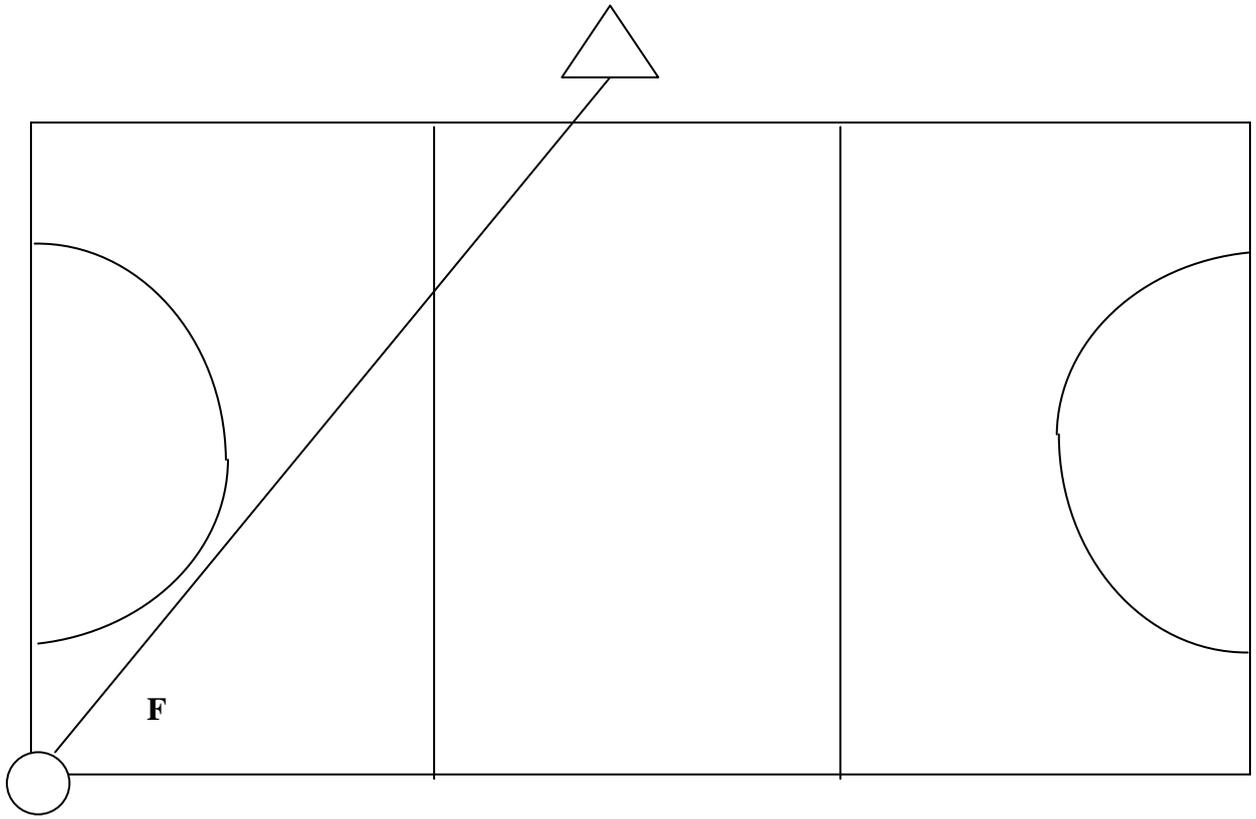
3 =
D J M P

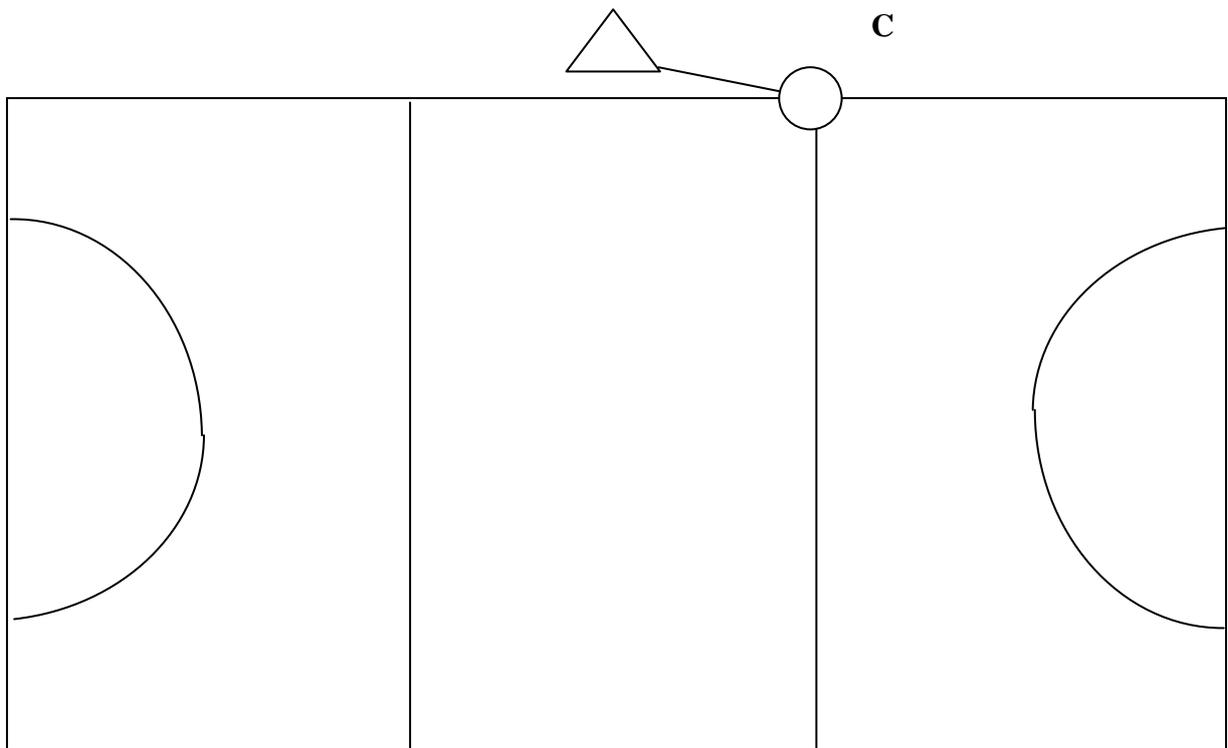
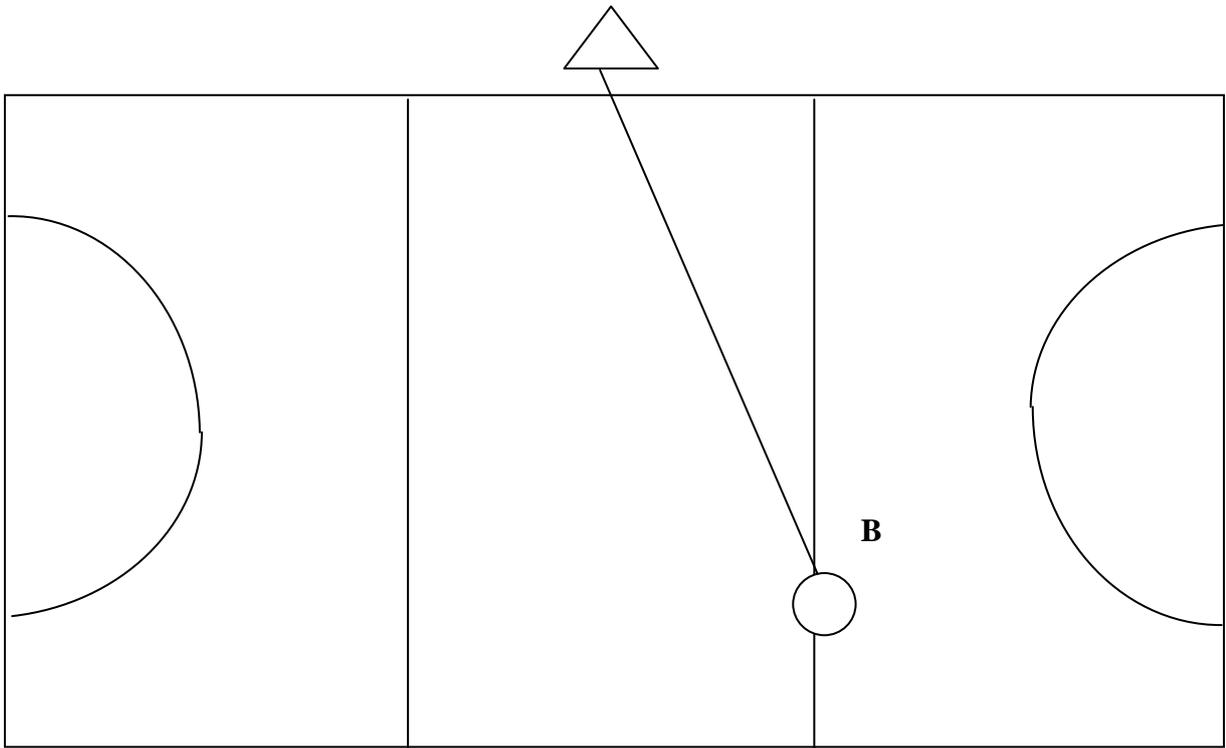
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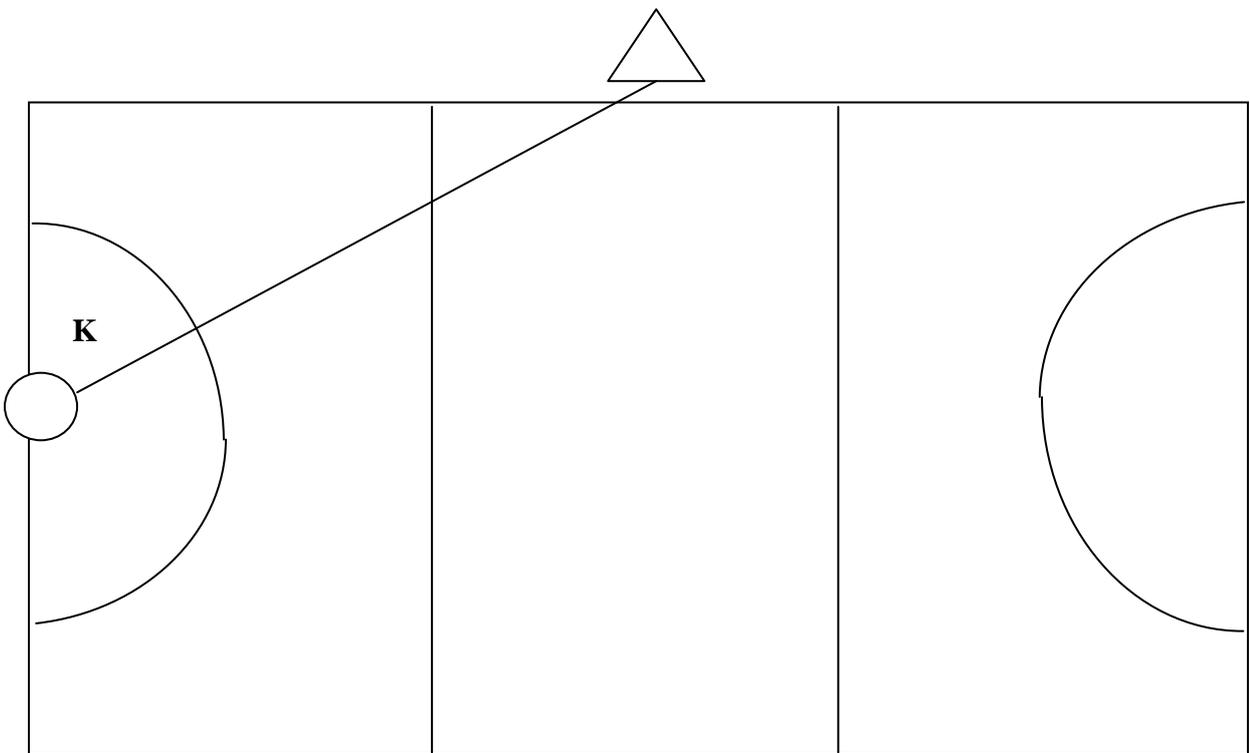
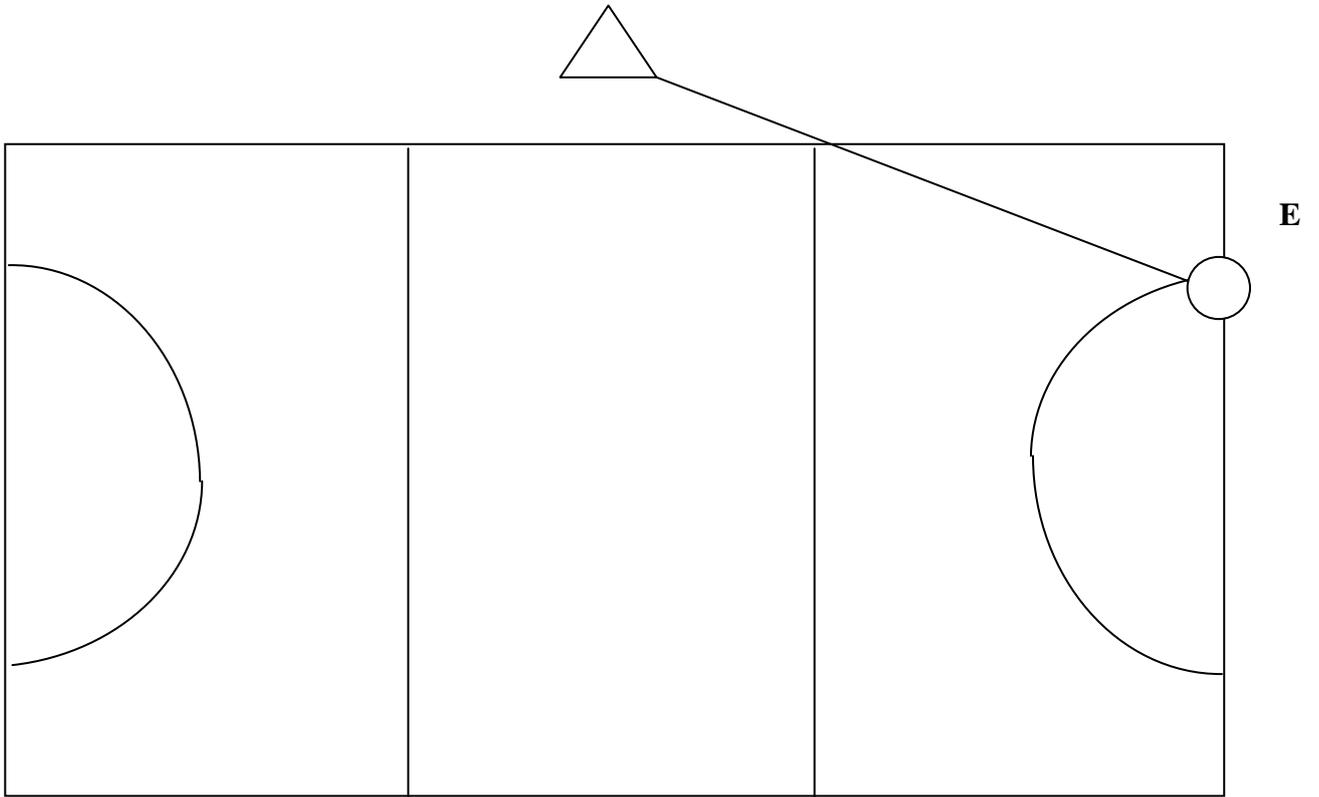
- The children should be in pairs
- Explain that the triangle on the map represents the start.
- Give child 1 the map of one marker, child 2 is responsible for remembering the code number they find on the cone for the map they are doing.
- Give successive pairs different maps to start with; so they don't follow each other.
- When a pair returns with the correct answer give them another map, this time child 2 has the map and child 1 remembers the number. Swap roles each time they start a new map.

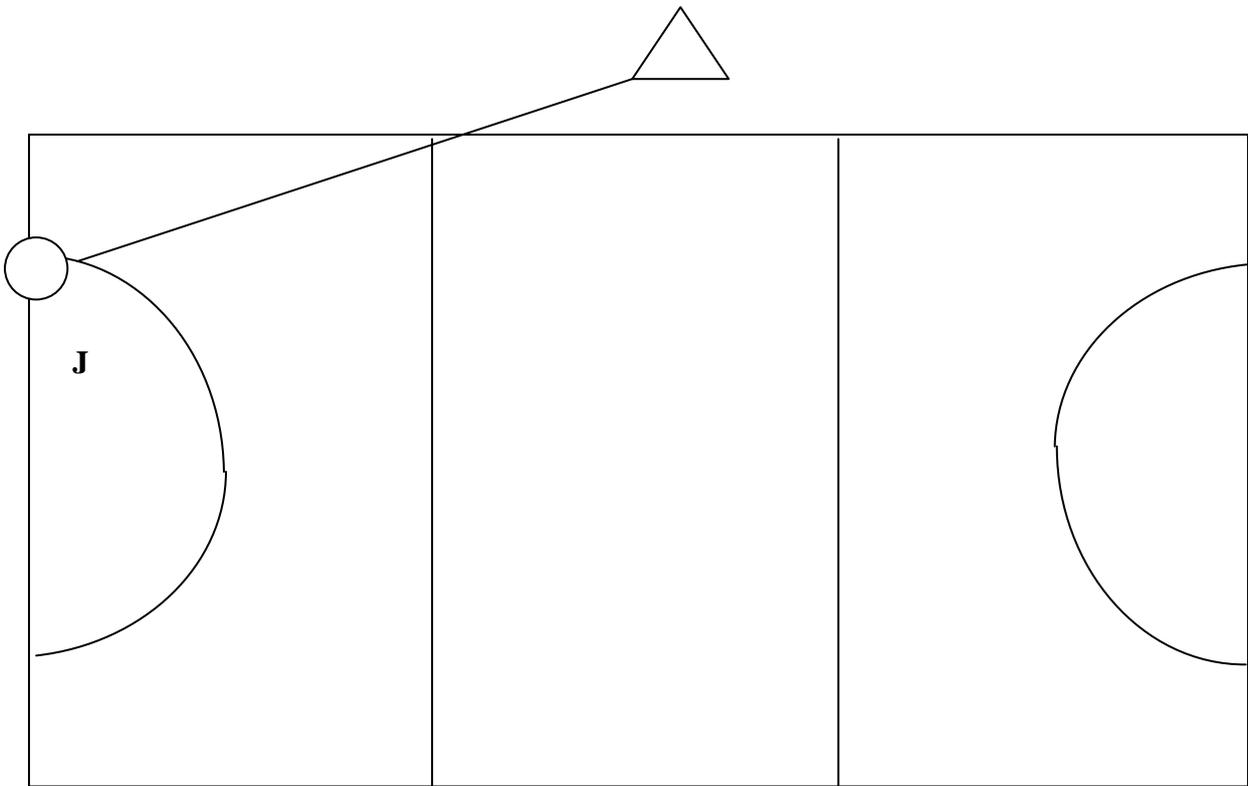
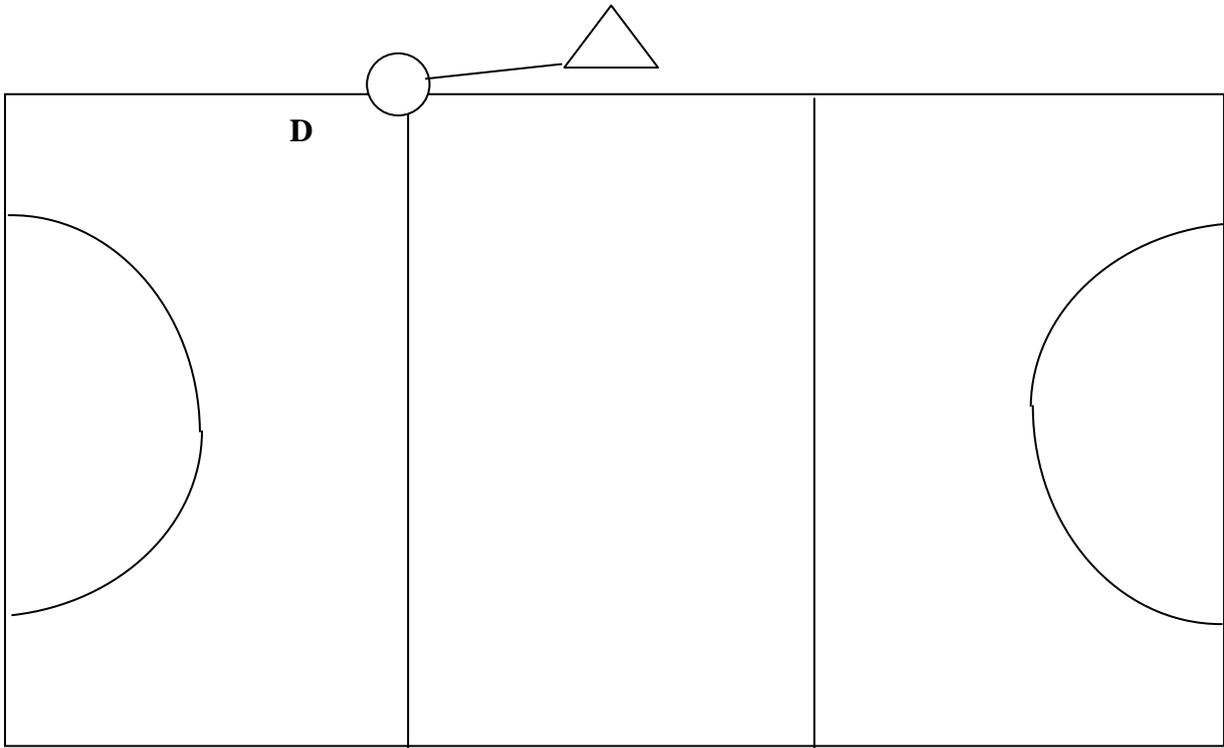
- Continue in this way until the time is up or everyone has completed all the maps.

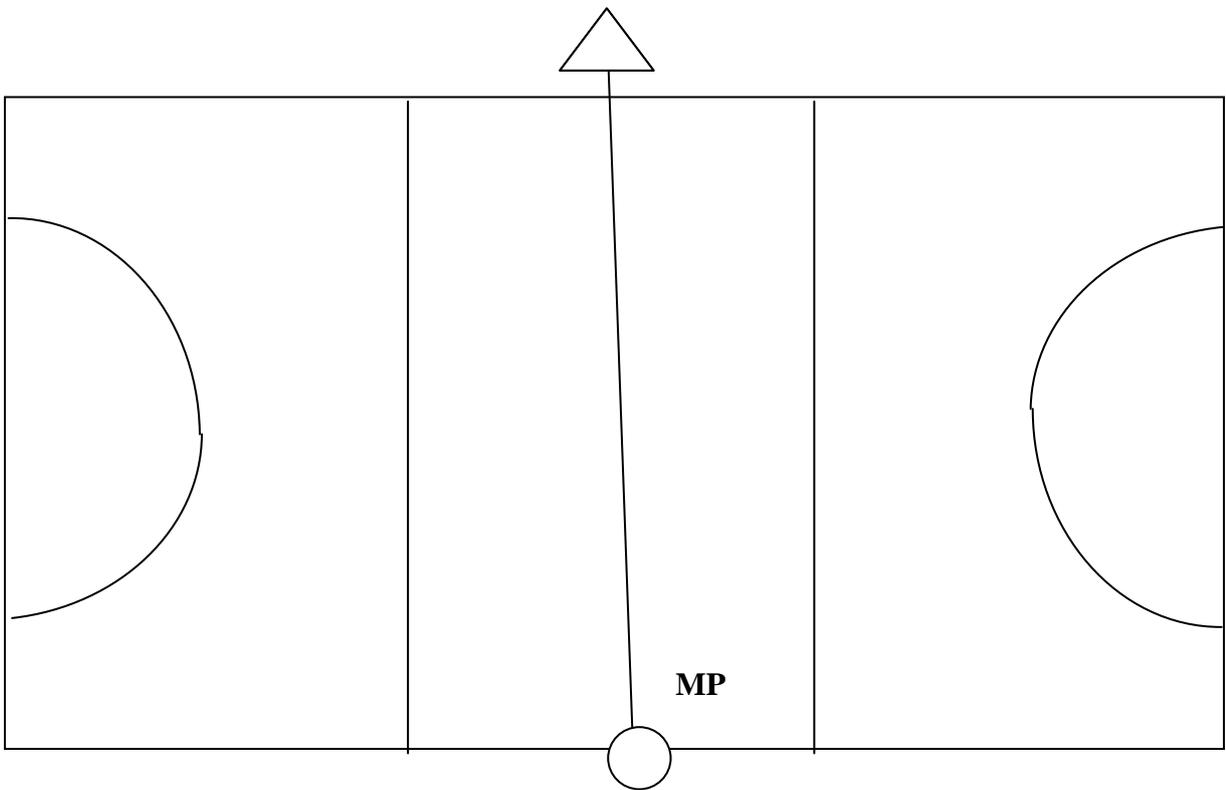
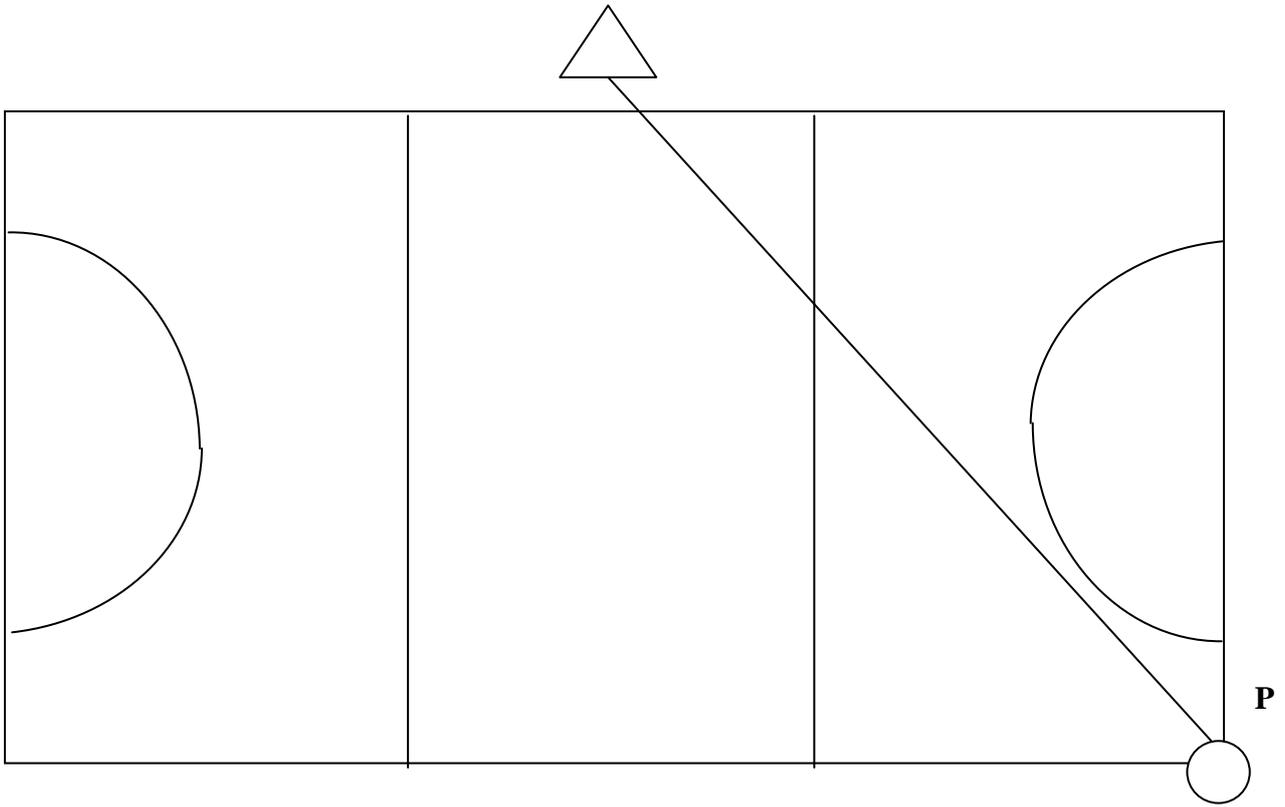


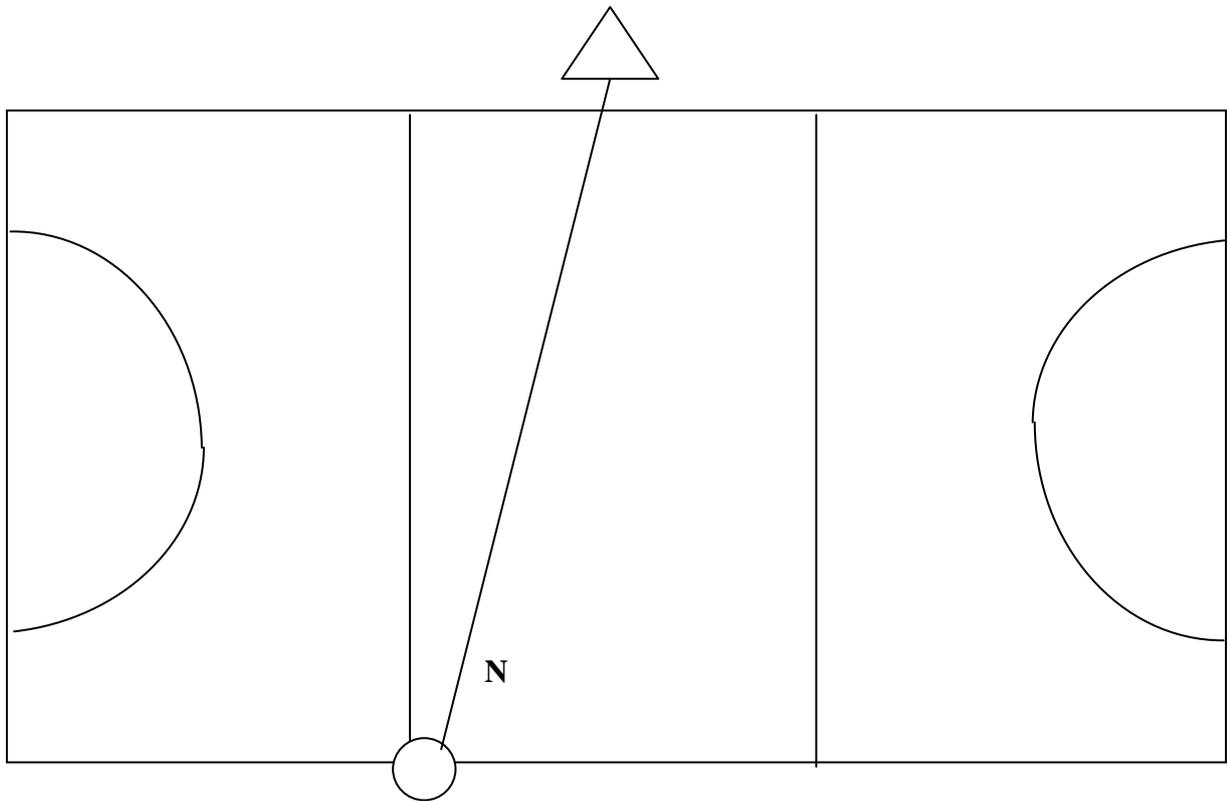
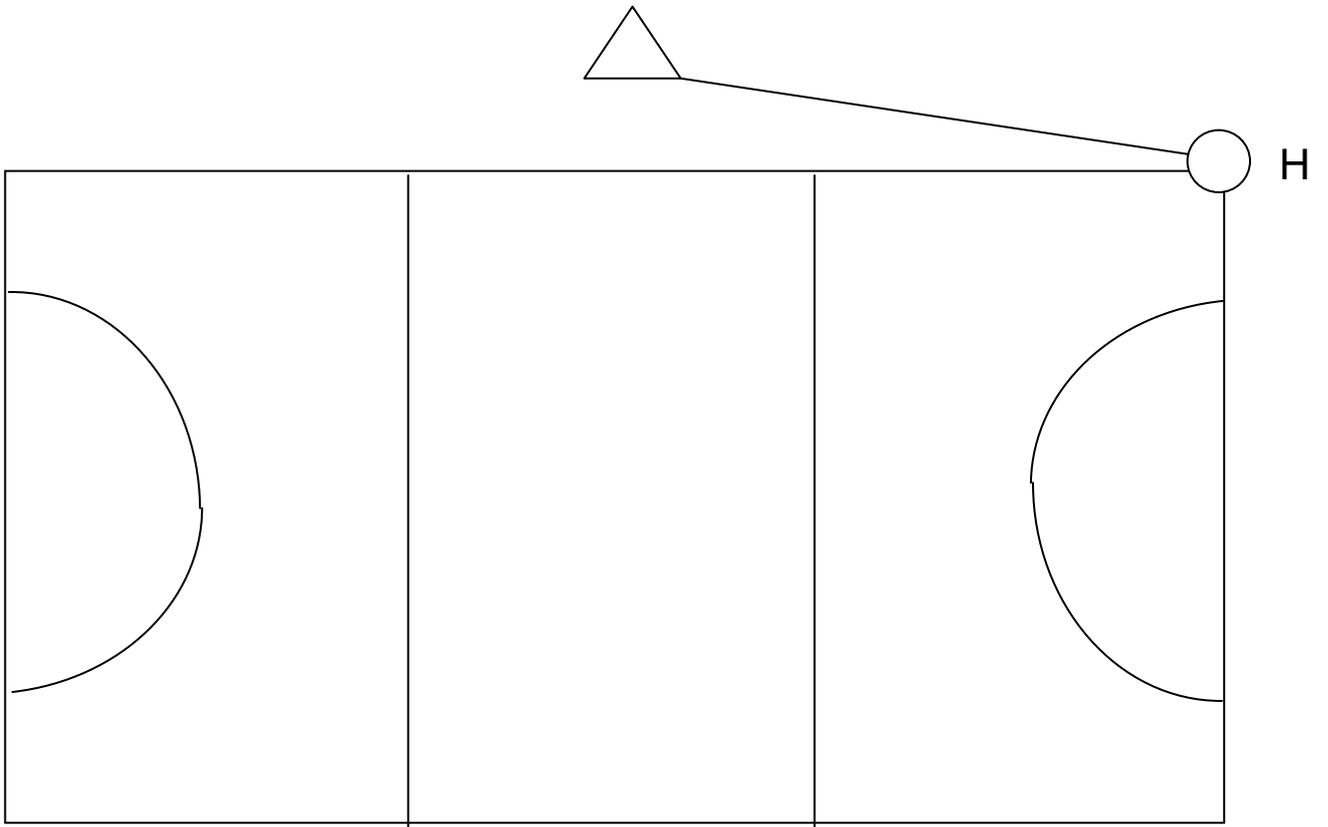












Netball Numbers - Courses

Resources:

- Netball court maps, 6 maps with sufficient copies of each map to have one per pair with a few left over. Each set of maps to be placed in separate box or bag.

- 14 cones or markers labelled with the code numbers as follows:

- 4 with number 1
- 4 with number 2
- 4 with number 3
- 2 with number 4

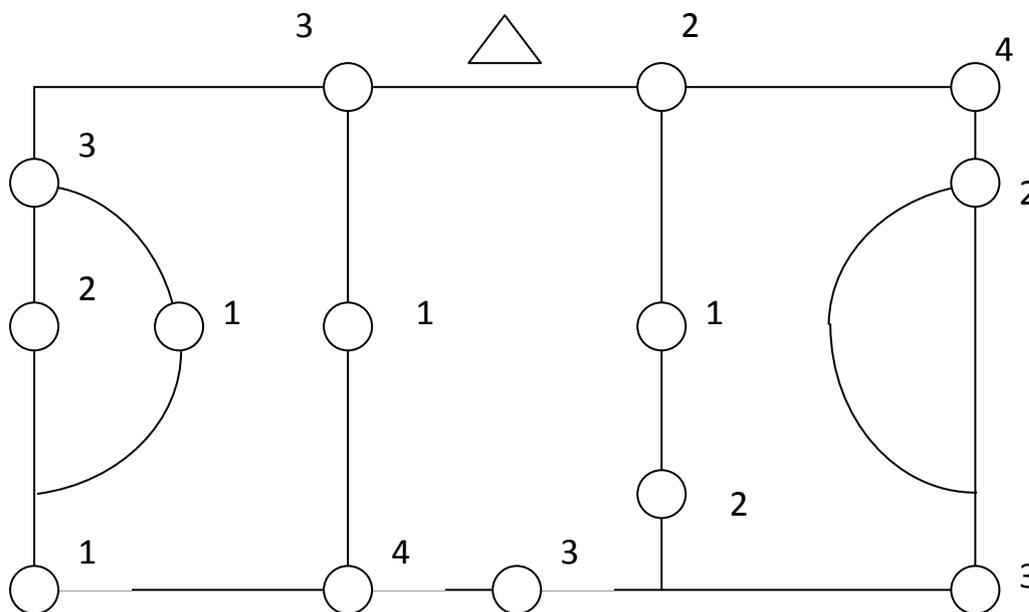


- Answer Sheet:

Map 1 = 14, Map 2 = 15, Map 3 = 11, Map 4 = 12, Map 5 = 13 Map 6 = 10

Preparation:

- Put out the cones on a netball court as per the diagram, taking care to position them accurately. Make a start triangle on the ground with red cones.

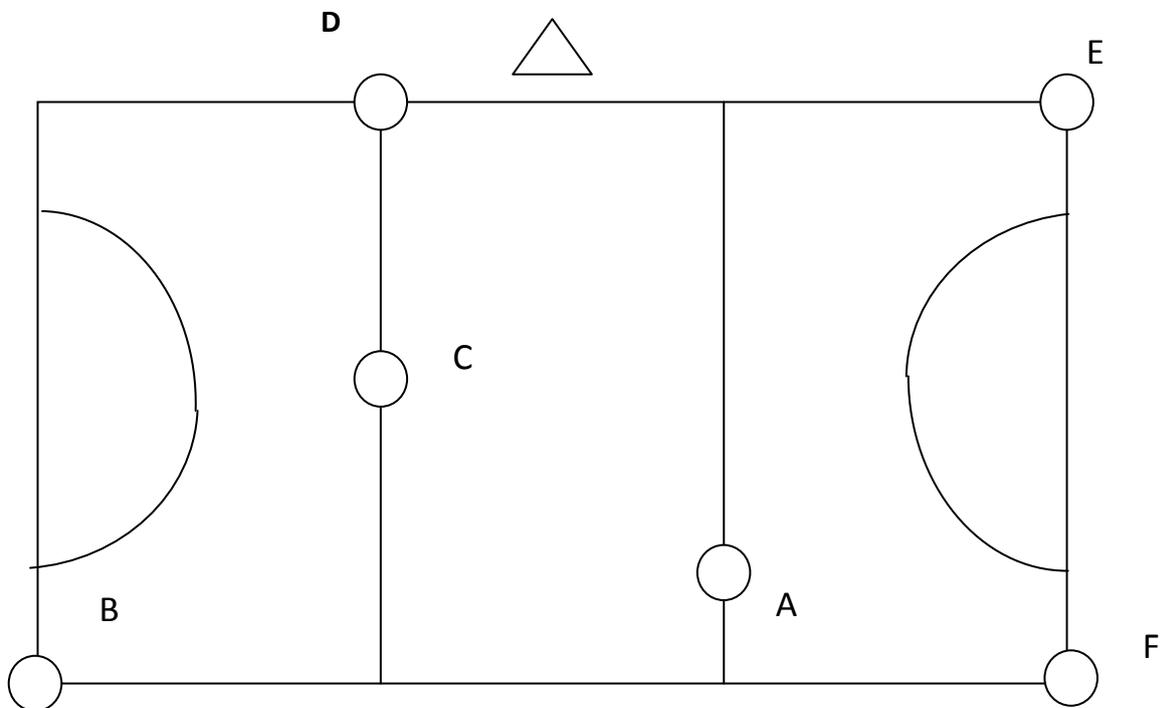


The Session:

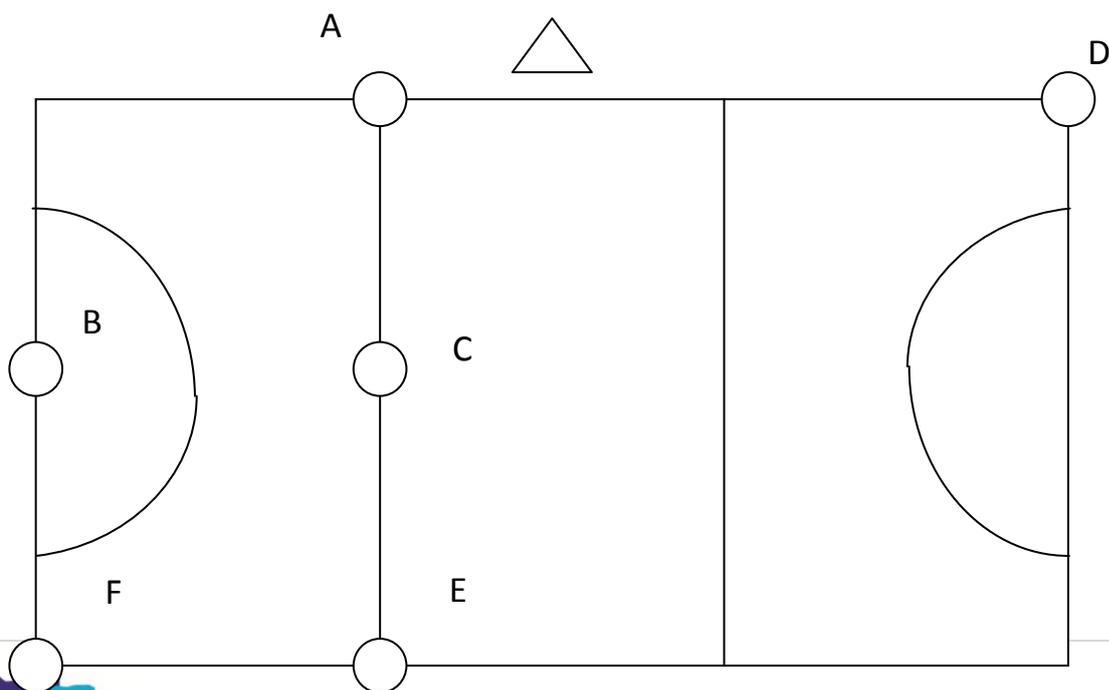
- The children should be in pairs
- Explain that the triangle on the map represents the start.
- Give child 1 the map of one of the courses, child 2 is responsible for adding up the total of the code numbers they find on the cones for the course they are doing.

(Map 4 - Cones values are $2+1+4+1+3+1= 12$) Each child has a role either map reading or adding up.

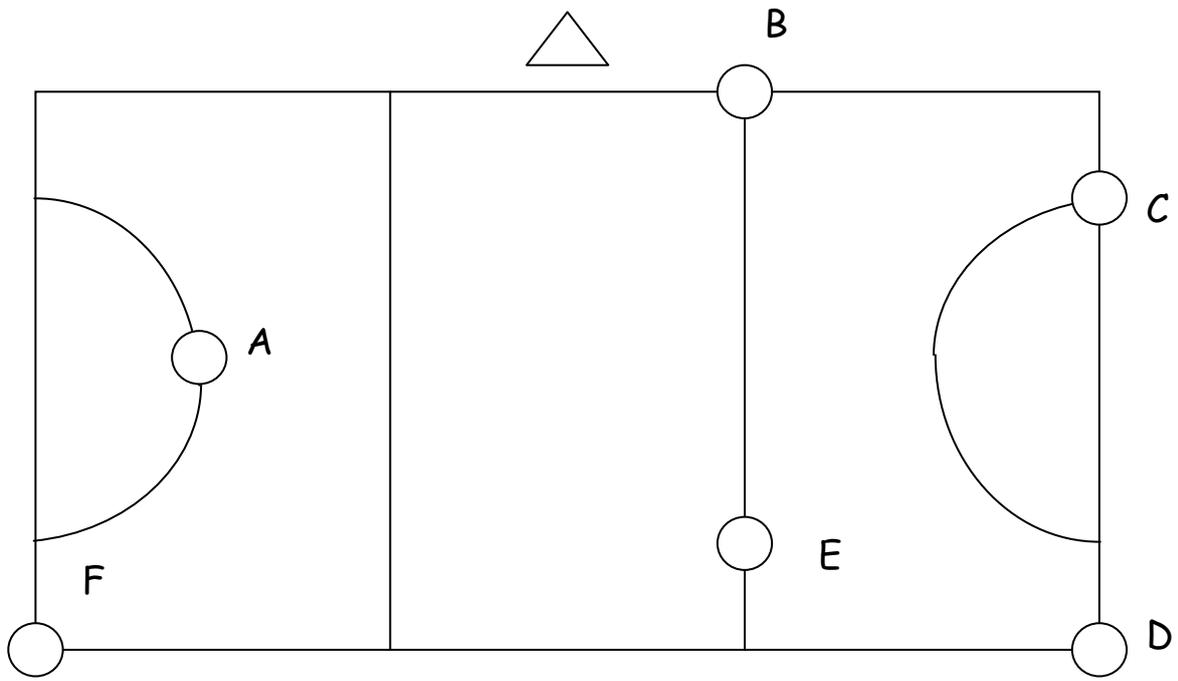
- Give successive pairs different maps to start with, so that they don't all follow each other.
- When a pair returns from a course with the correct answer give them the next map in the set, this time child 2 with the map and child 1 adding up. Swap roles each time they start a new course.
- Continue in this way until the time is up or everyone has completed all the maps.



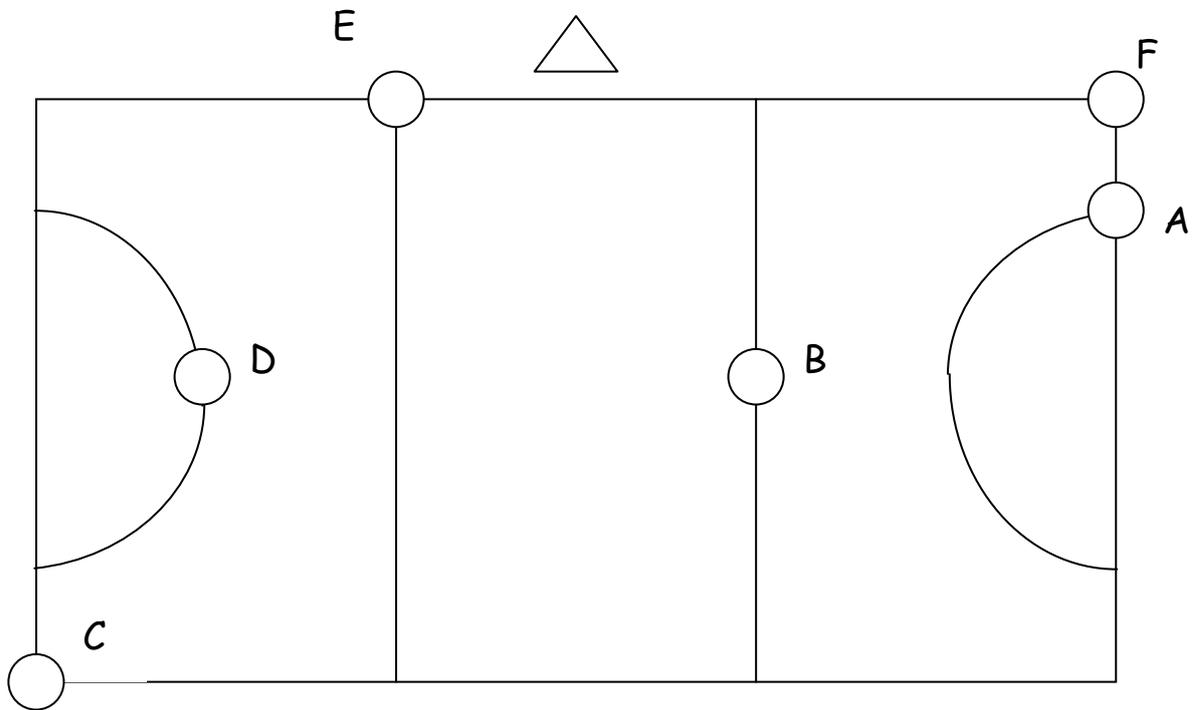
Map 1



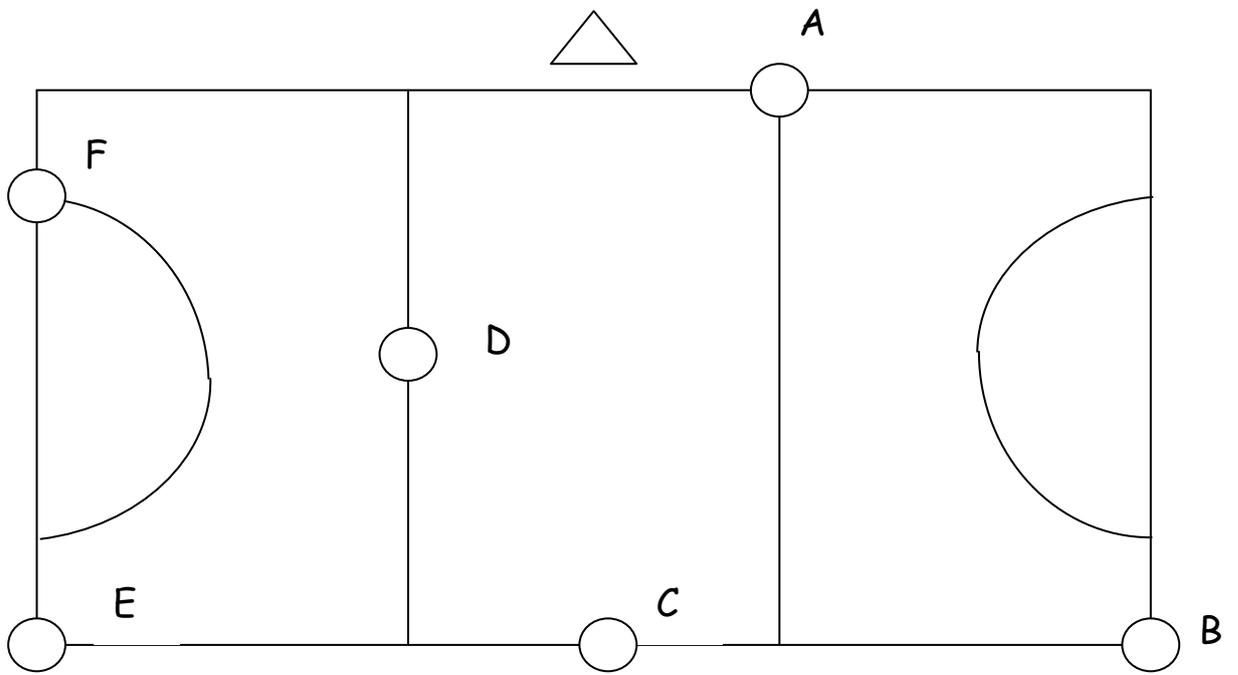
Map 2



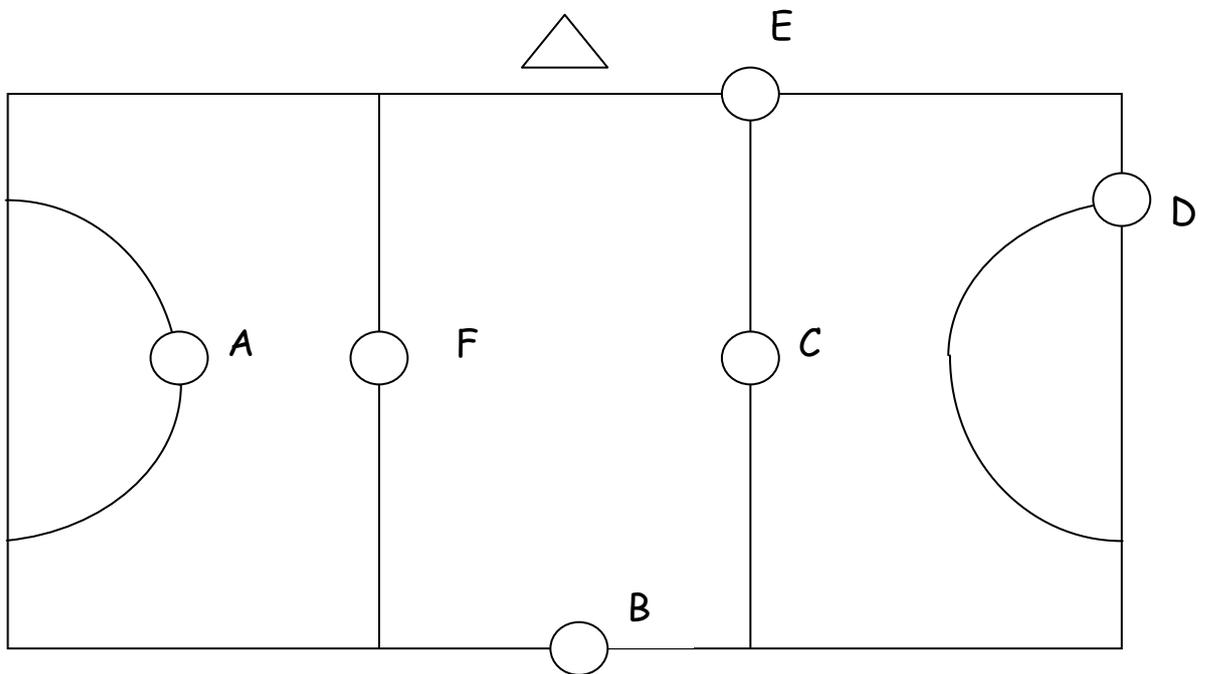
Map 3



Map 4



Map 5

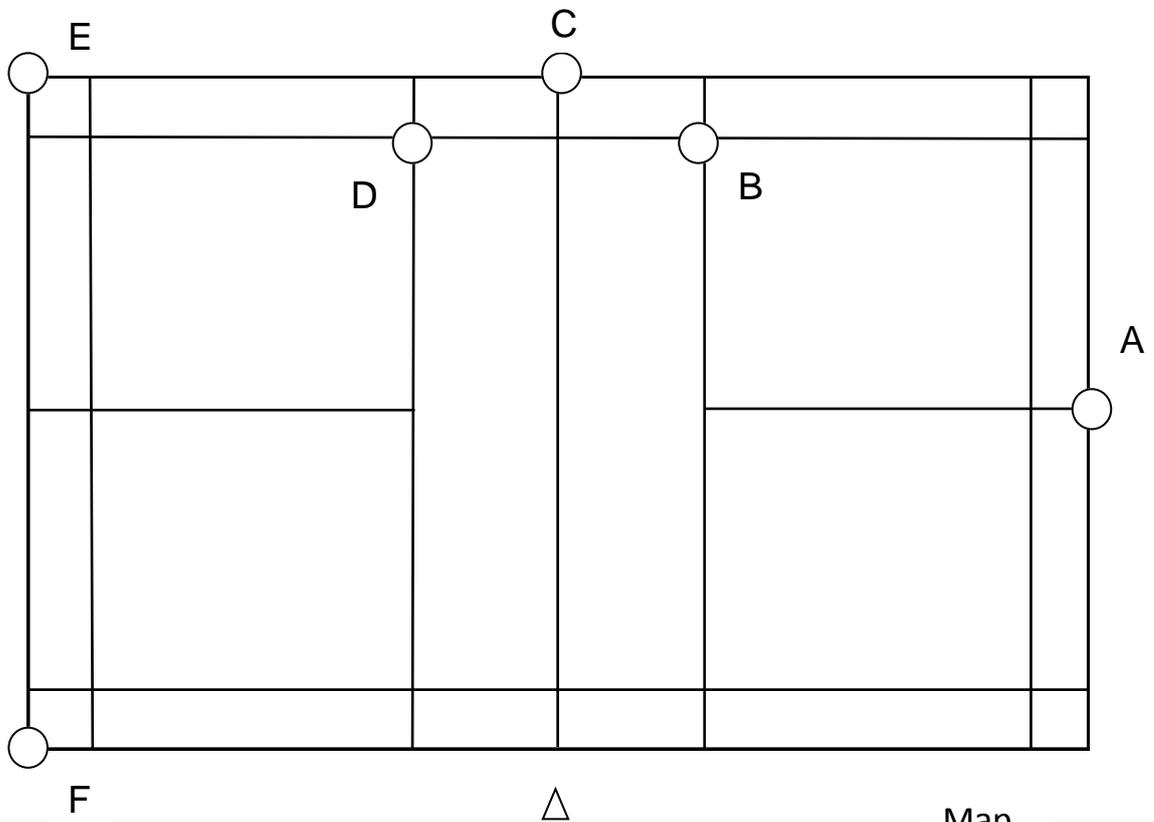
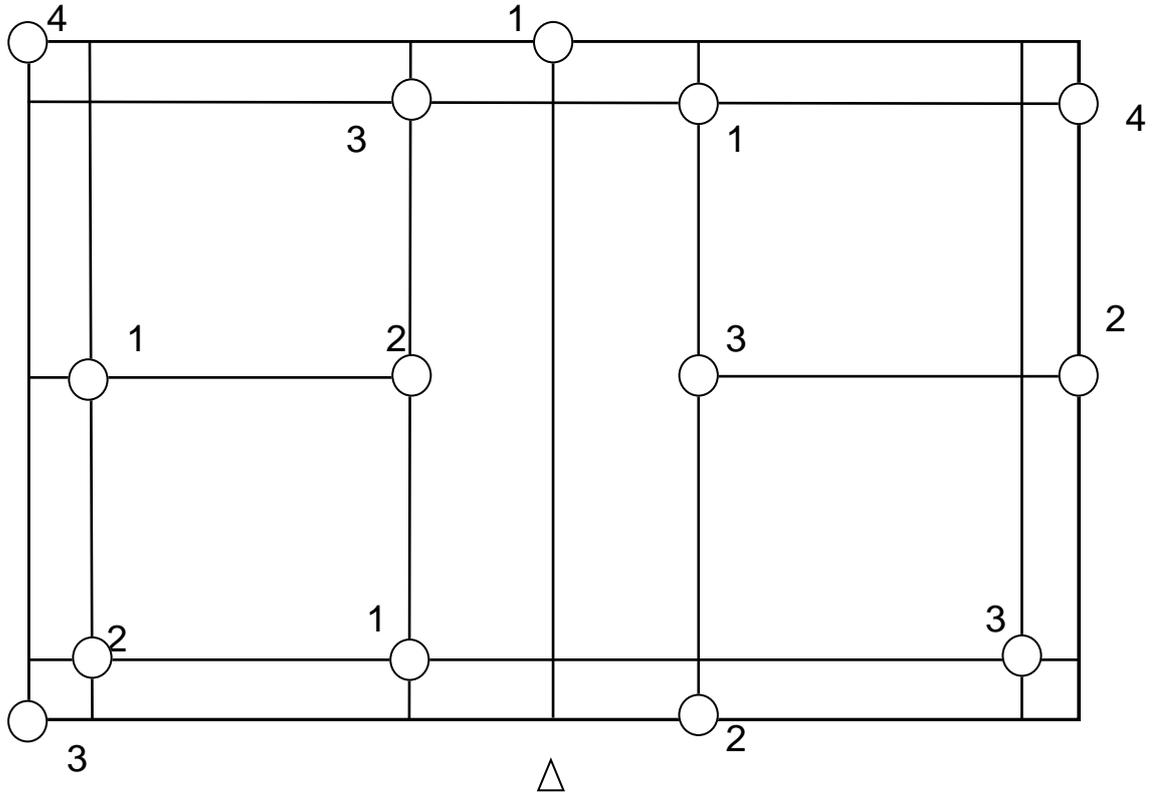


Map 6

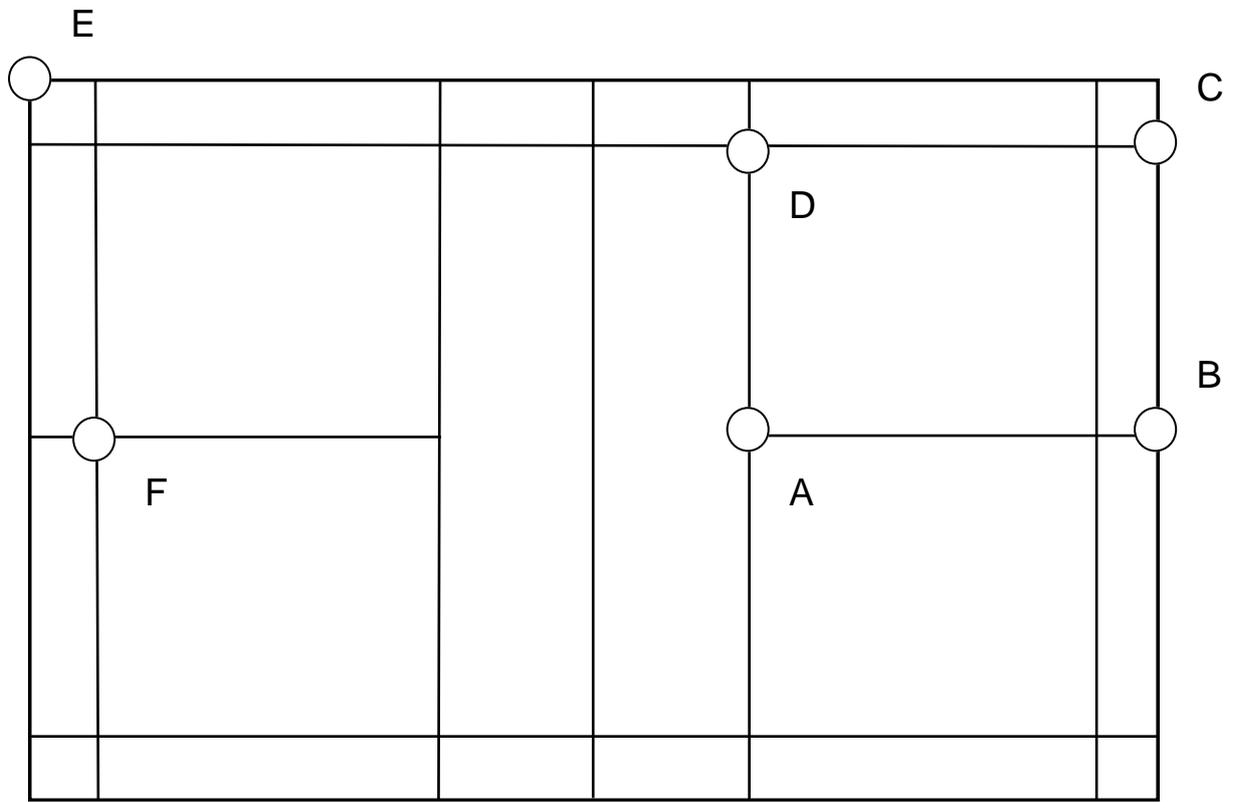
What if you don't have a Netball Court?!

Badminton Court adaptation.

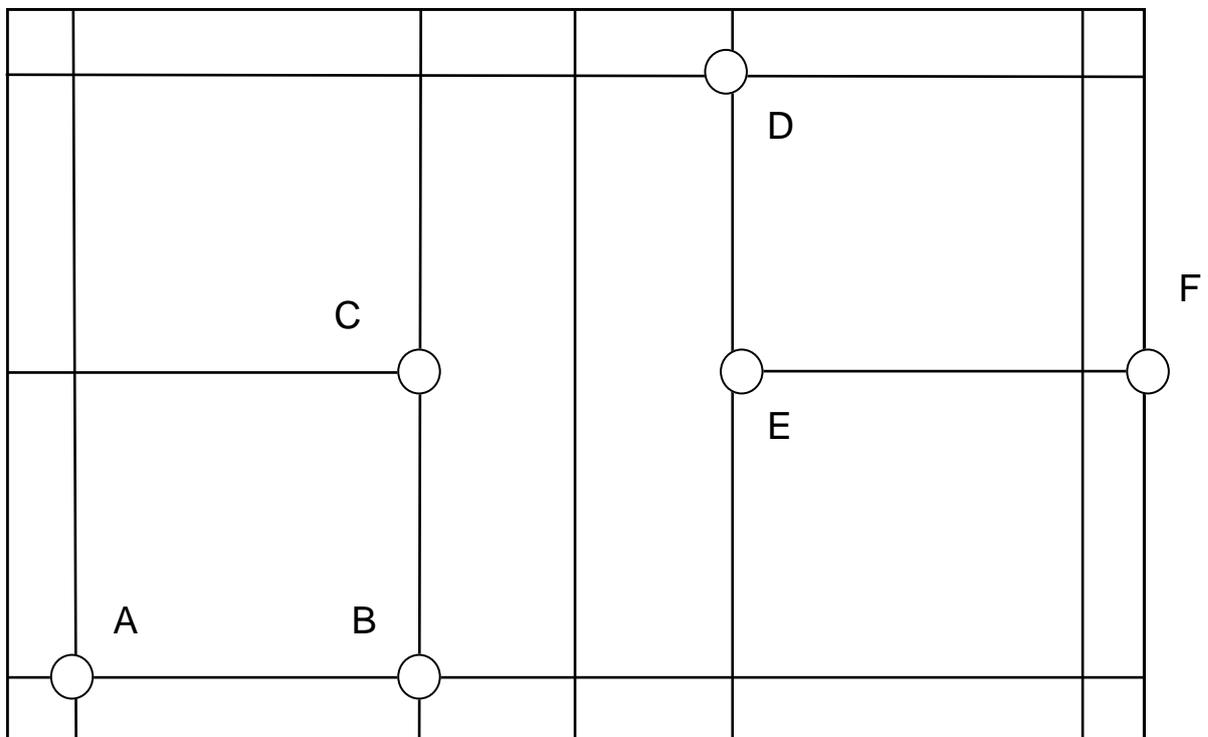
(The answers are the same as the netball sessions!)



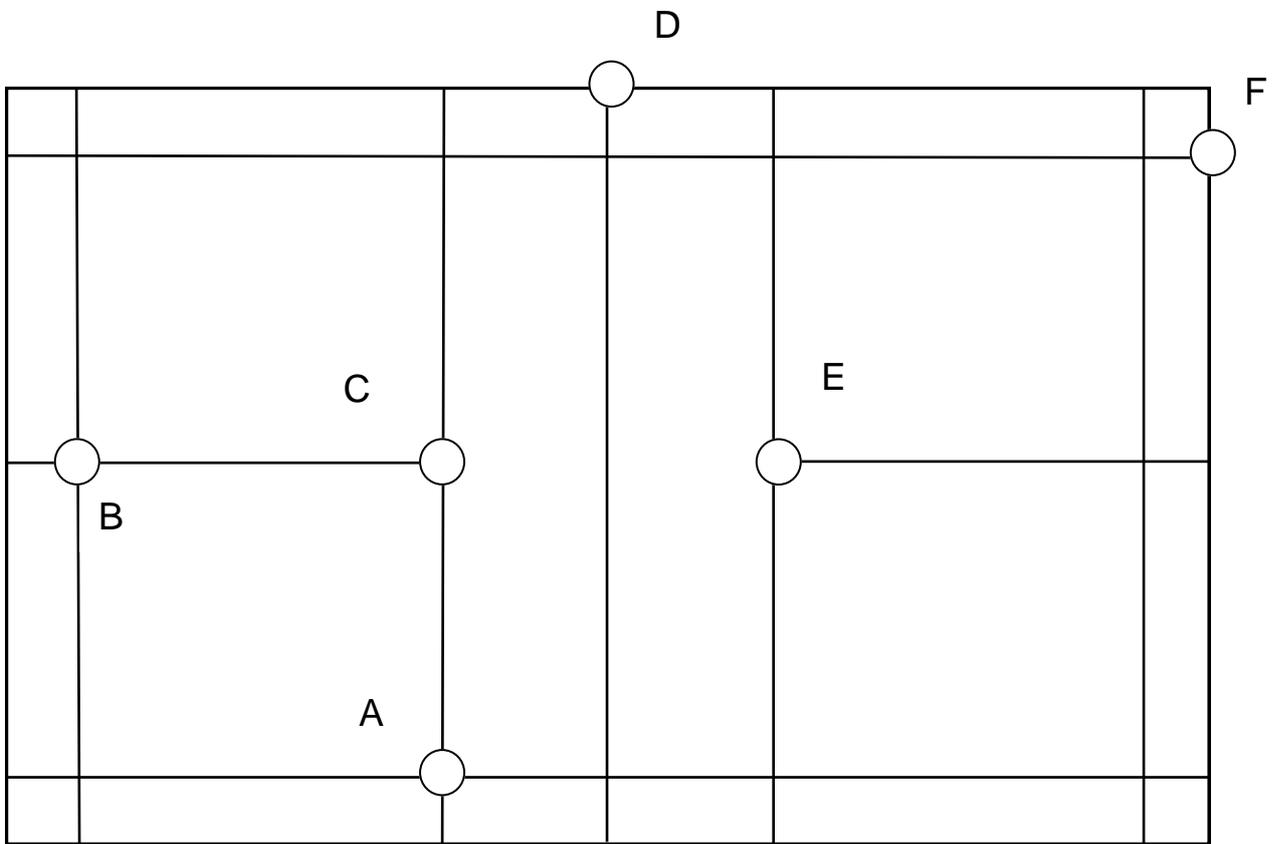
Map



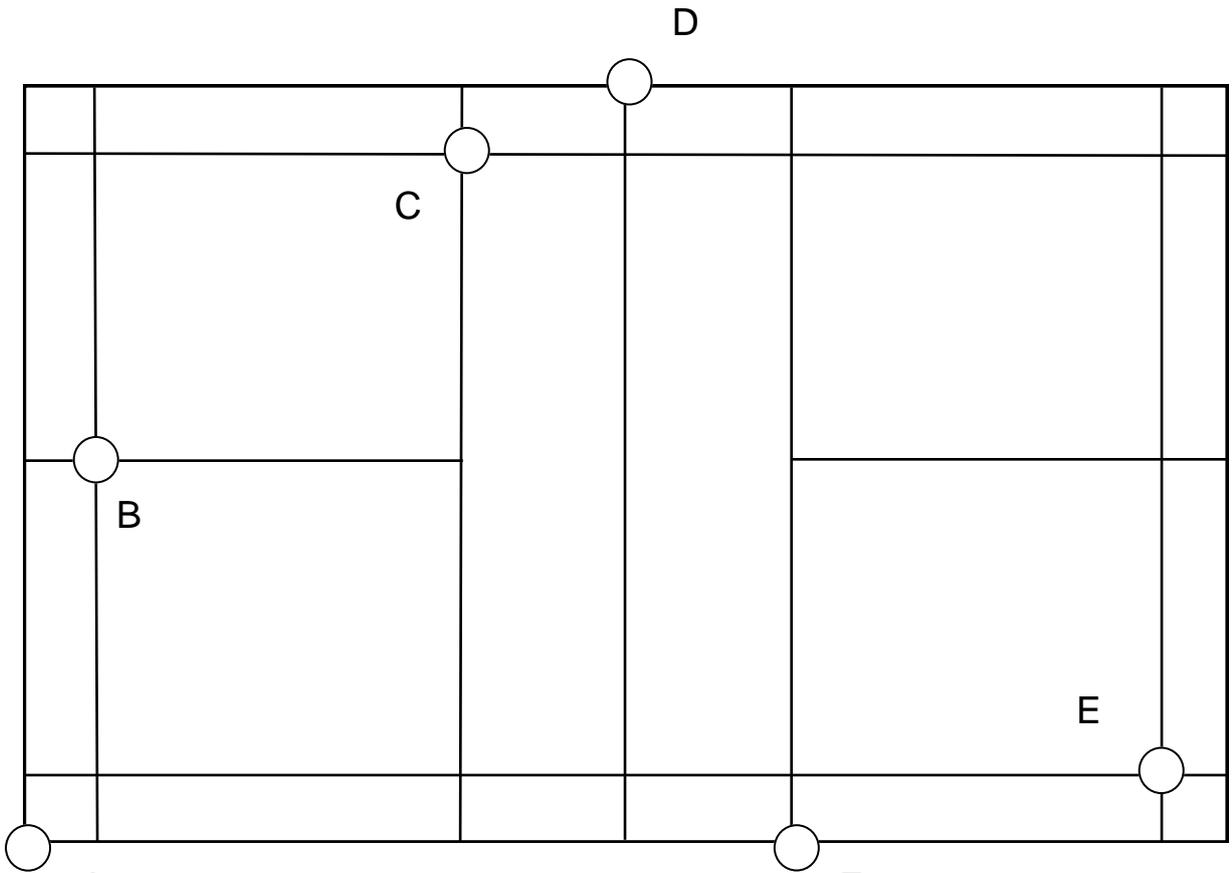
Map 2



Map 3

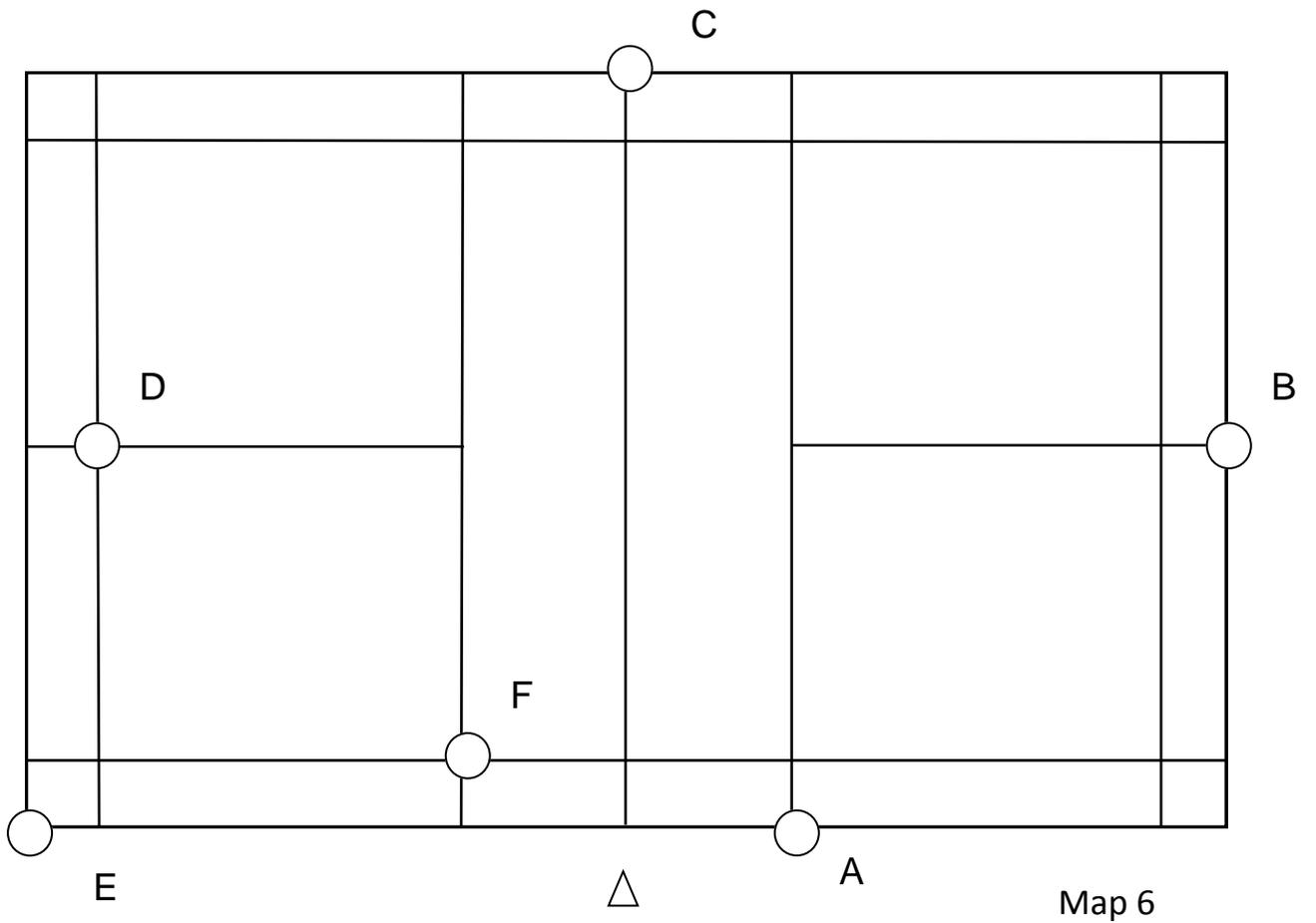


△



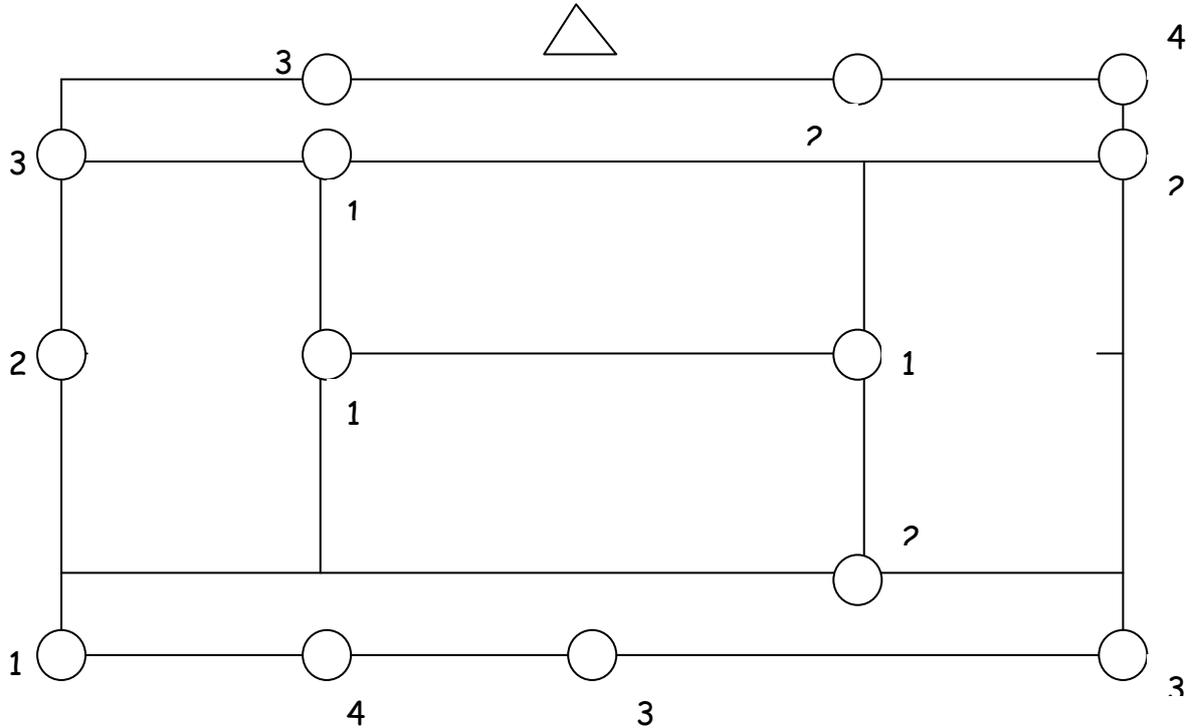
△

Map 5



Tennis Courts Courses

See Netball Numbers for full instructions.



14 Cones required marked as follows:

1. 4 cones
2. 4 cones
3. 4 cones
4. 2 cones

Answers:

Map 1 = 14

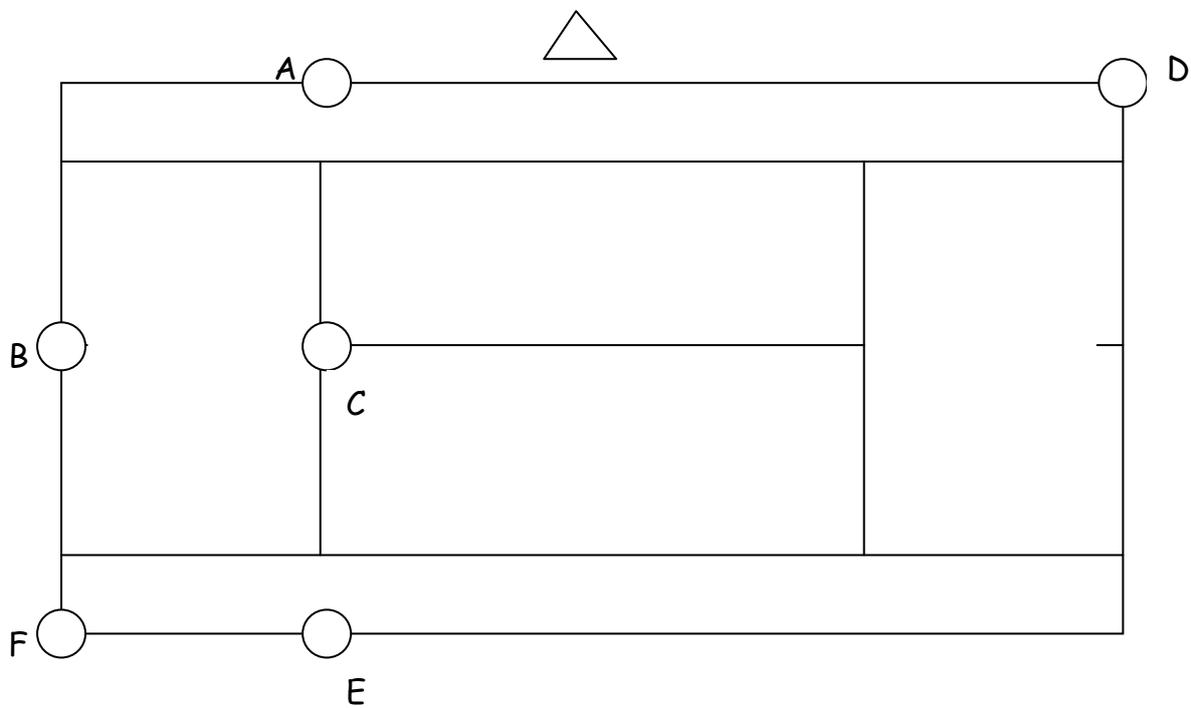
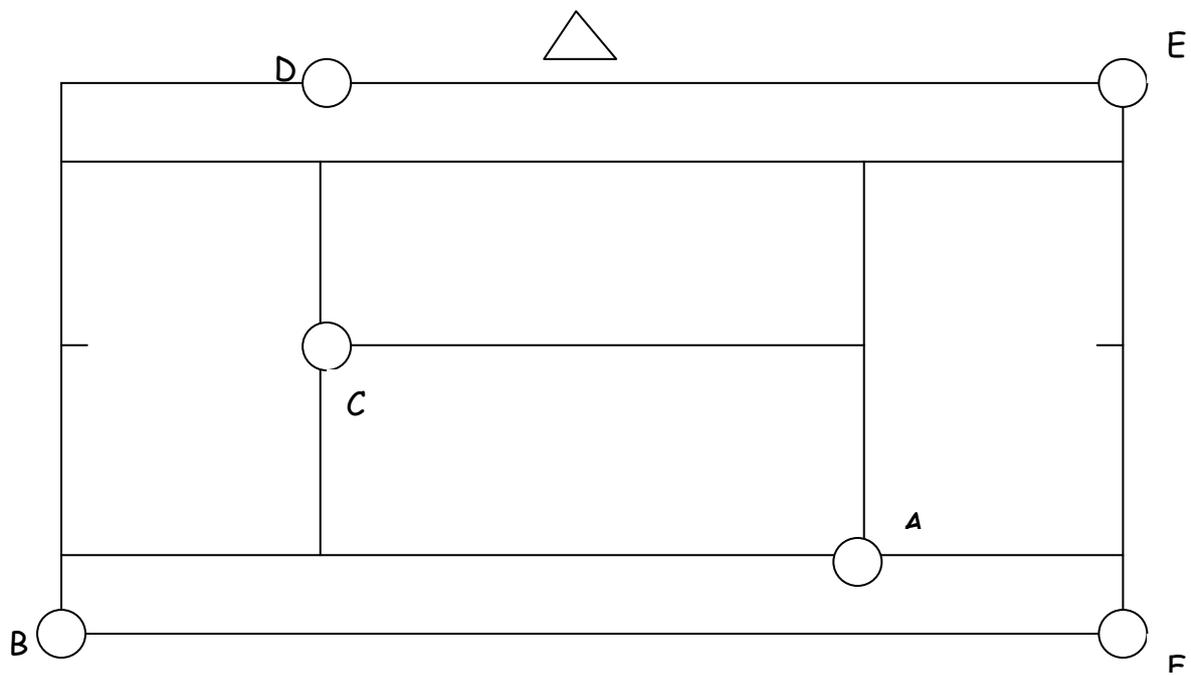
Map 2 = 15

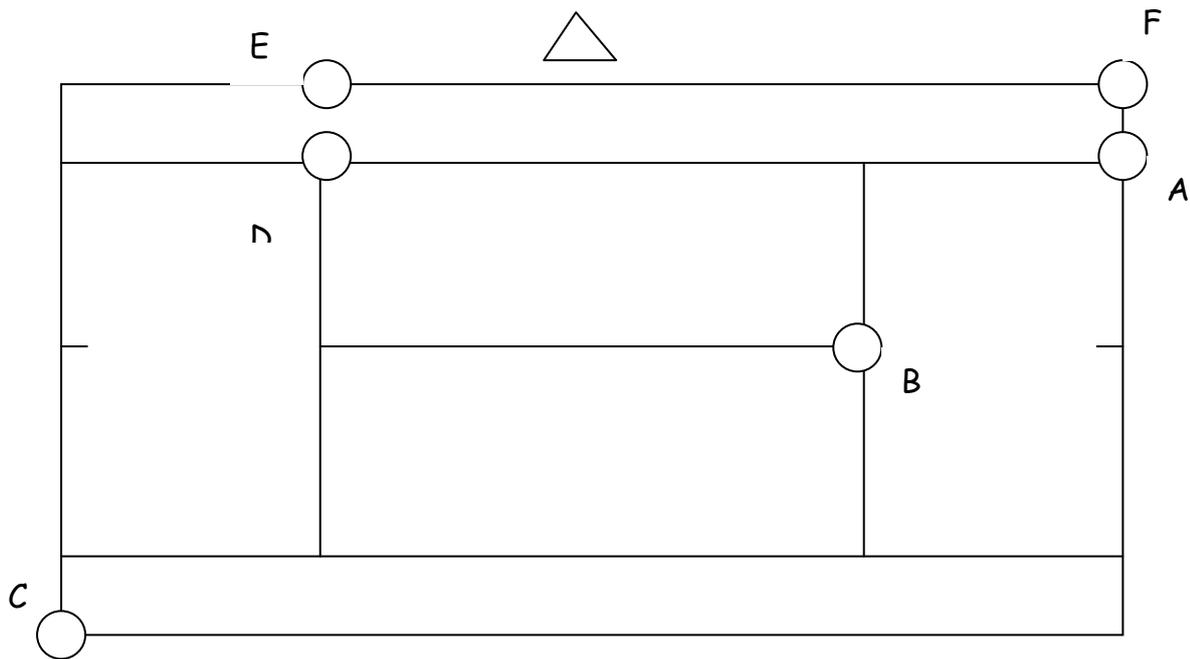
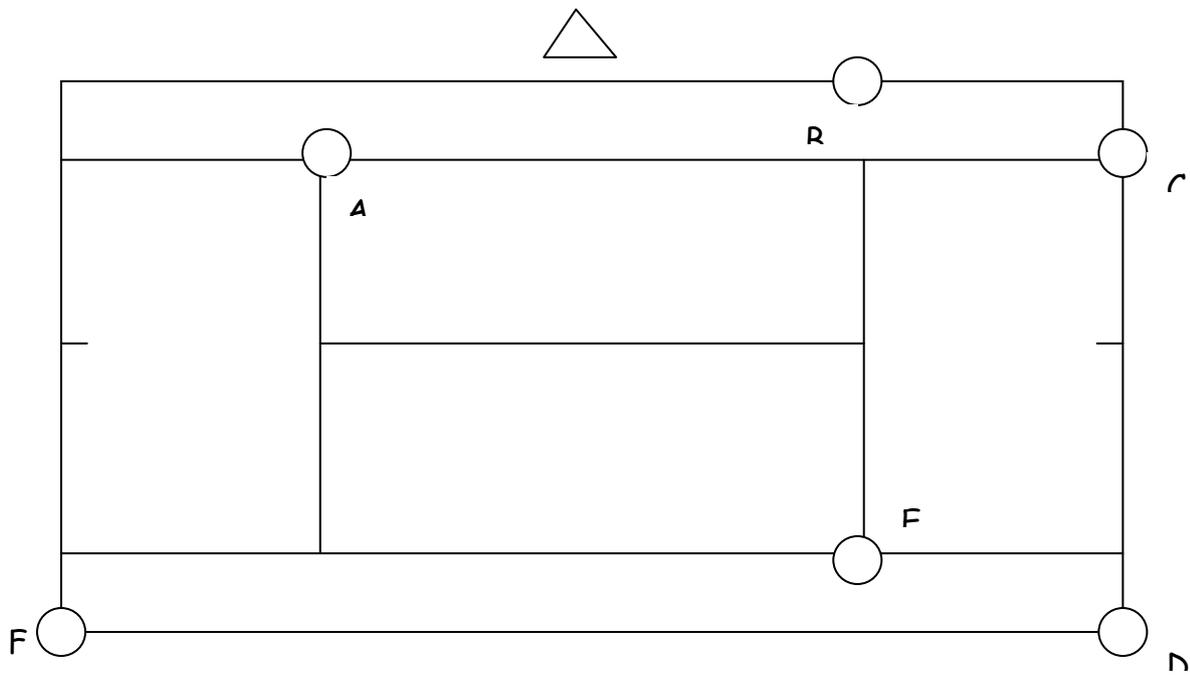
Map 3 = 11

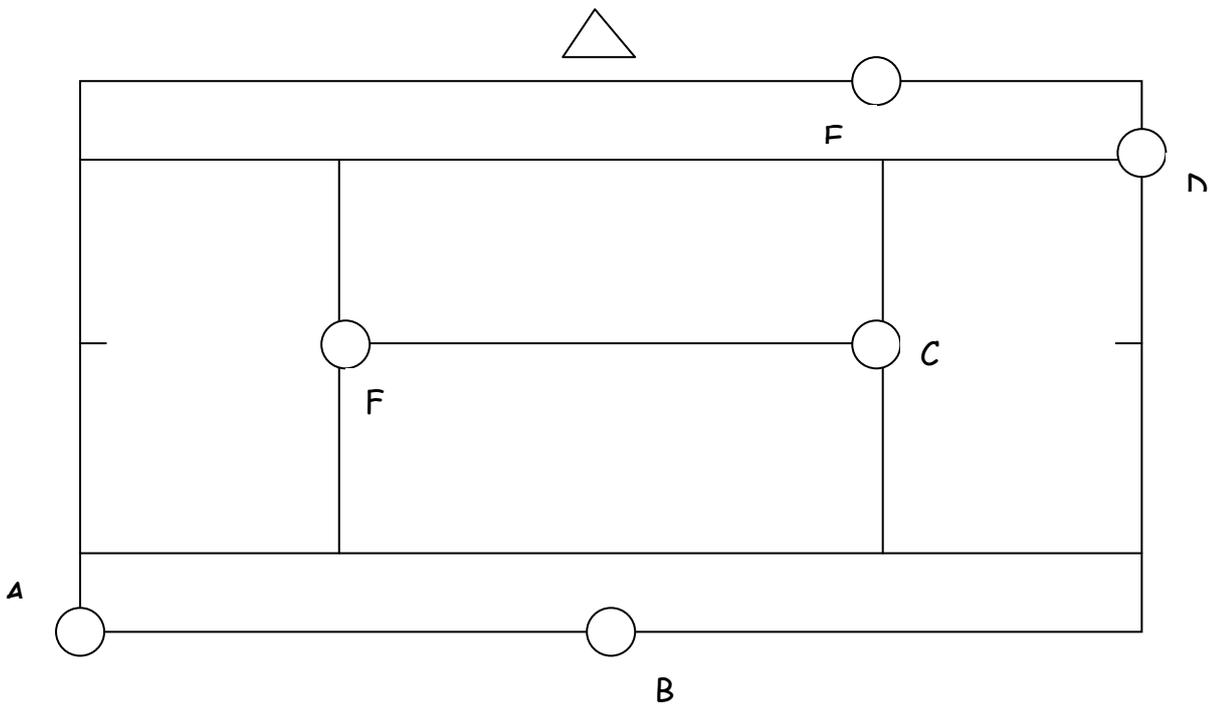
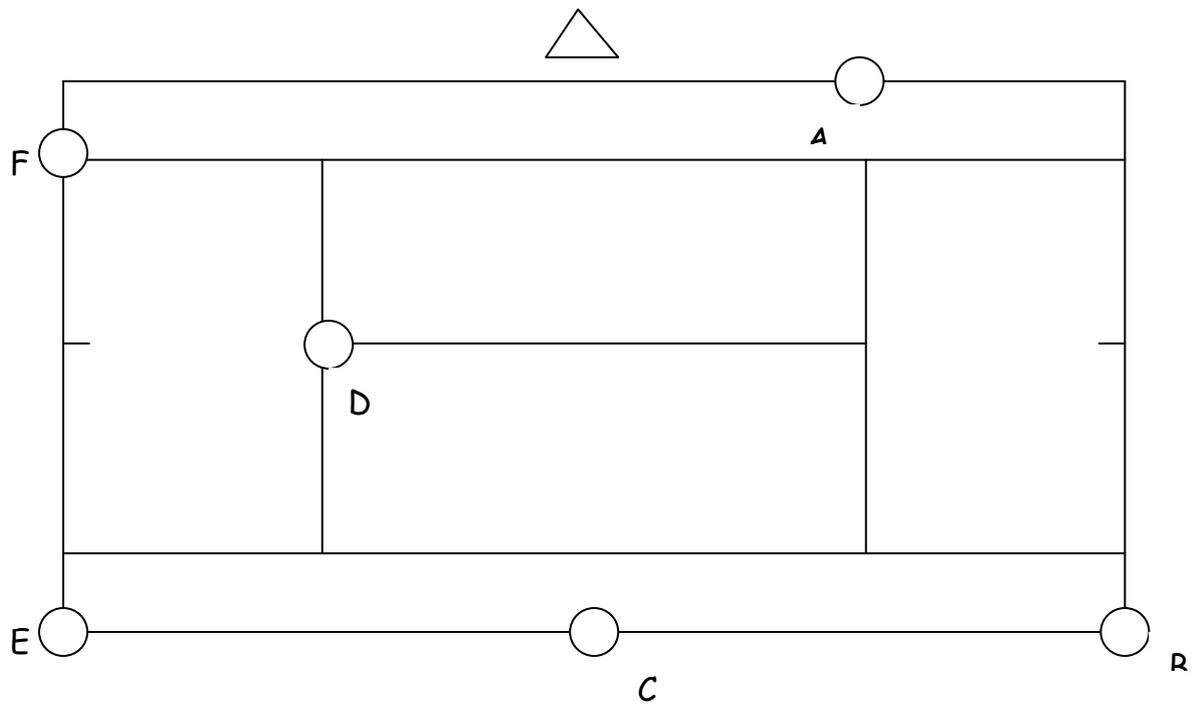
Map 4 = 12

Map 5 = 13

Map 6 = 10

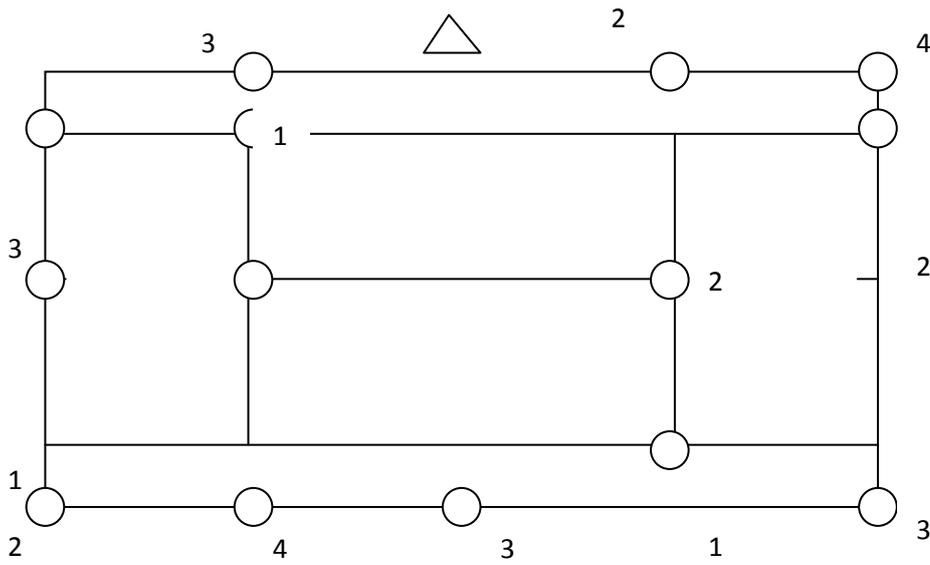






Tennis Courts Star Exercise

See Netball Numbers Stars for full instructions



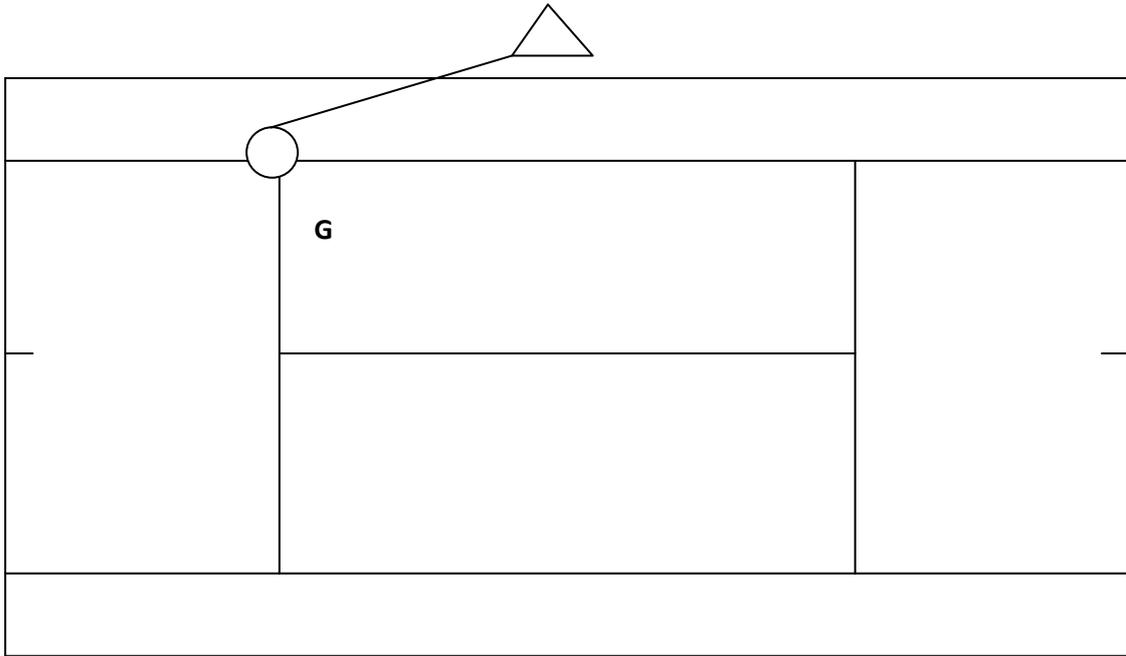
Answers

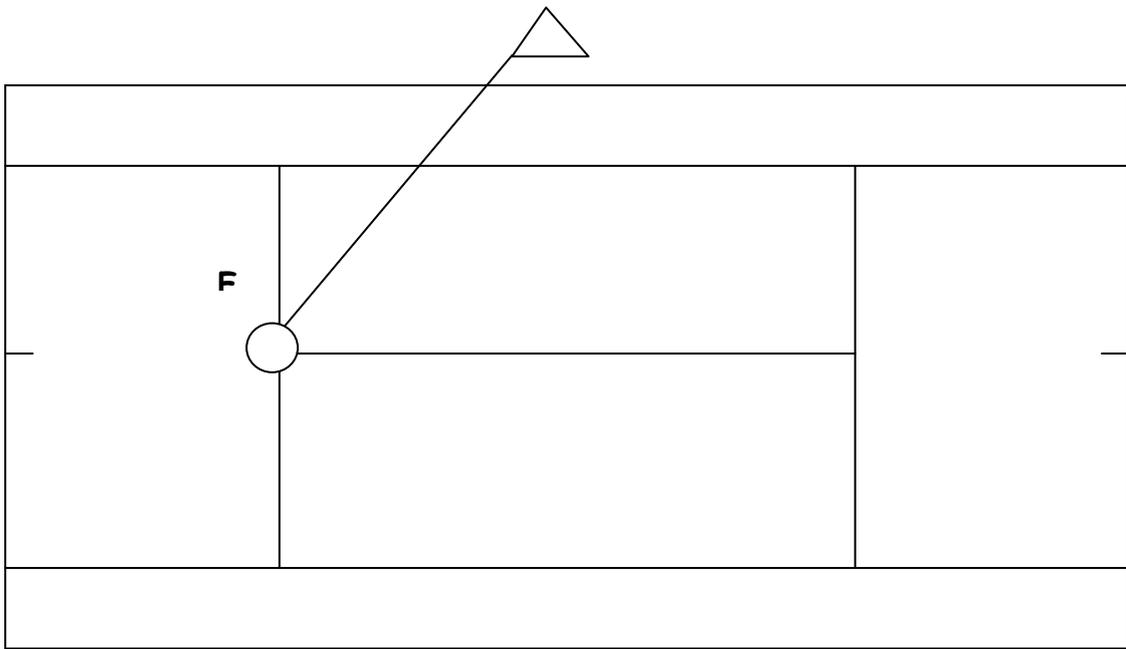
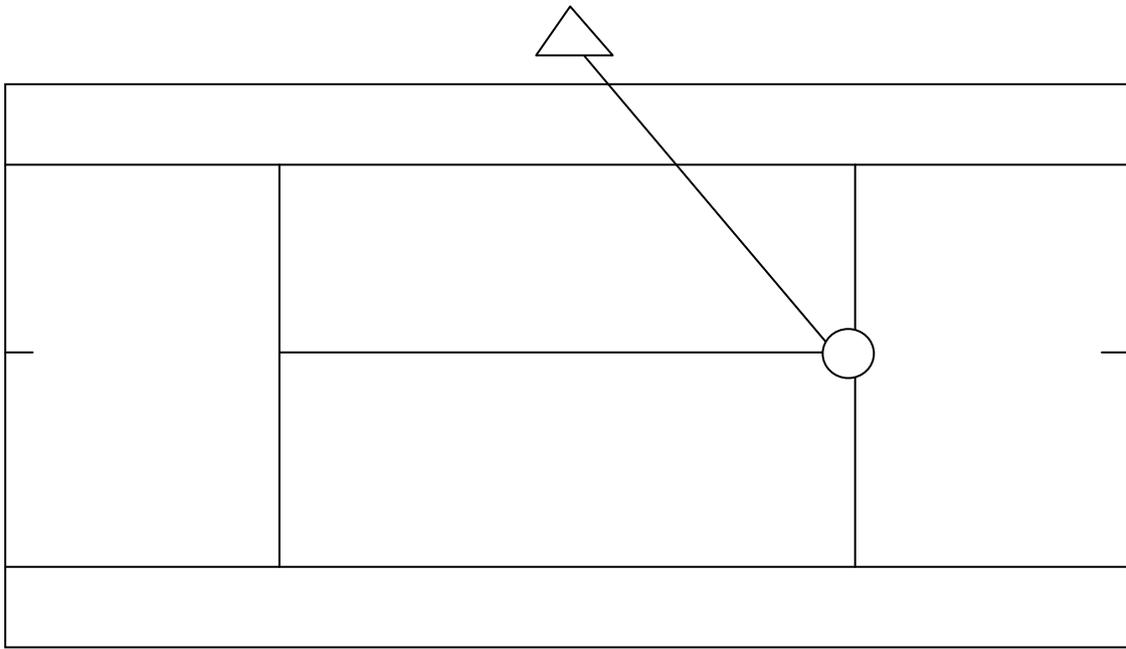
A G F L

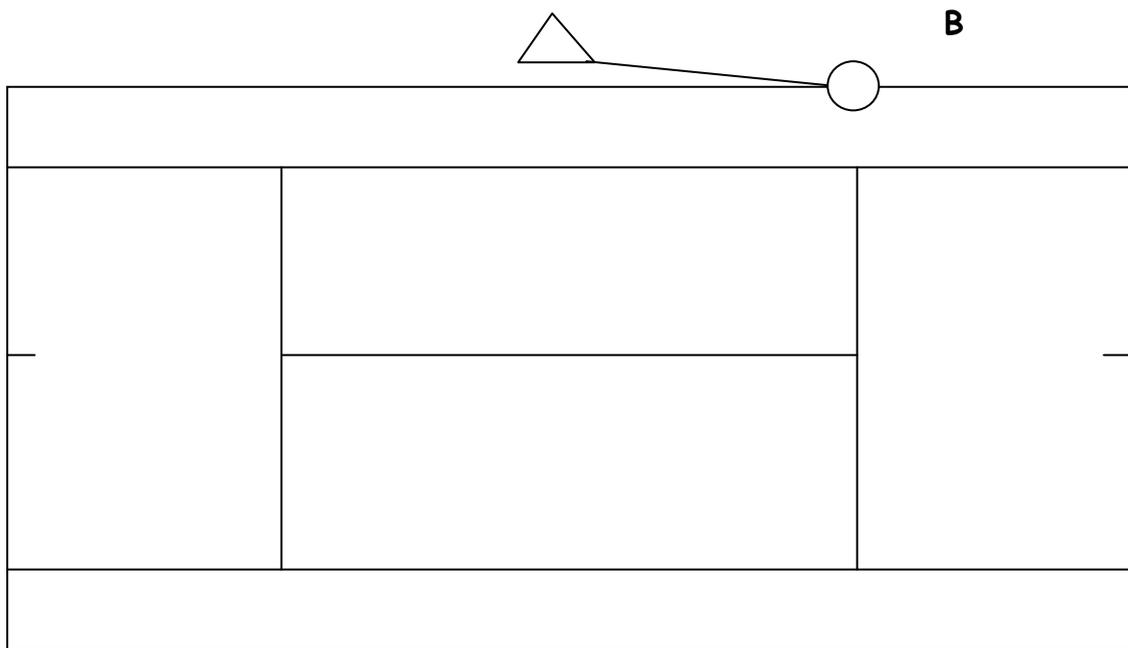
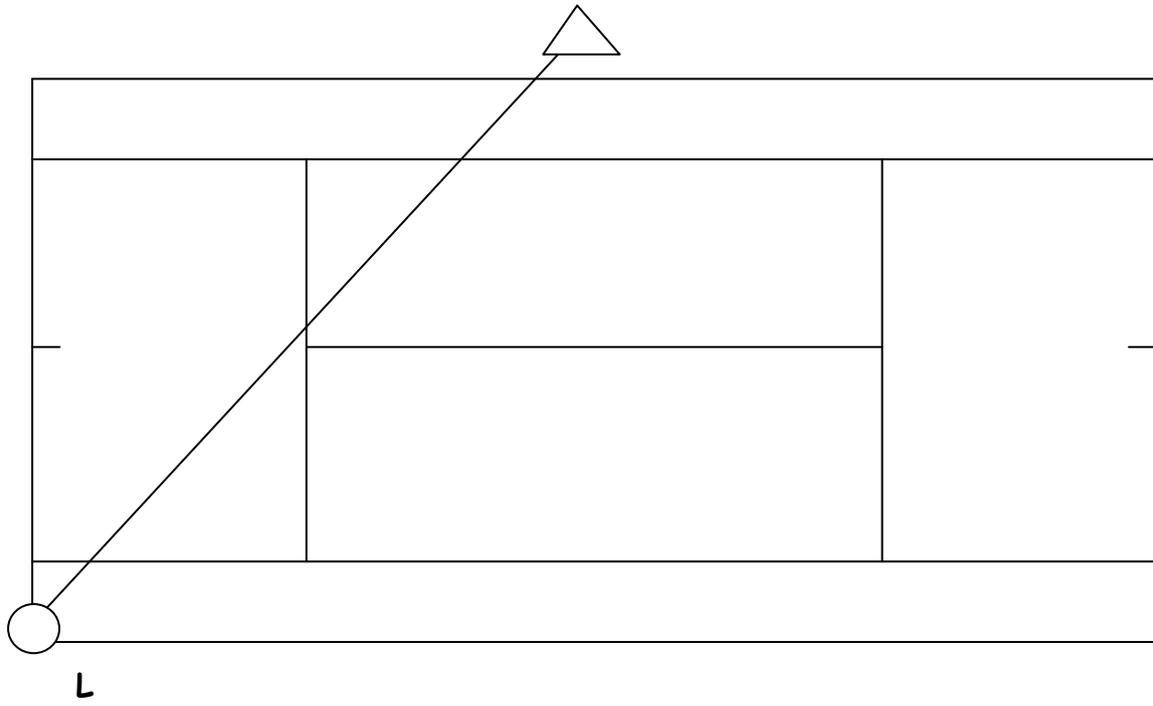
=1

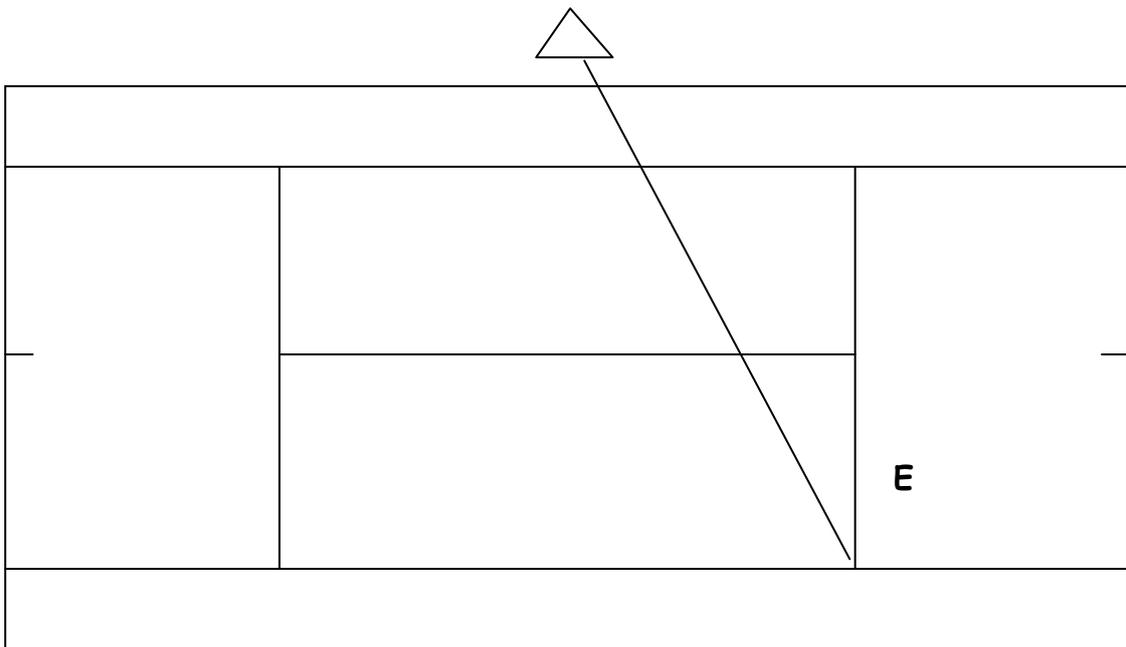
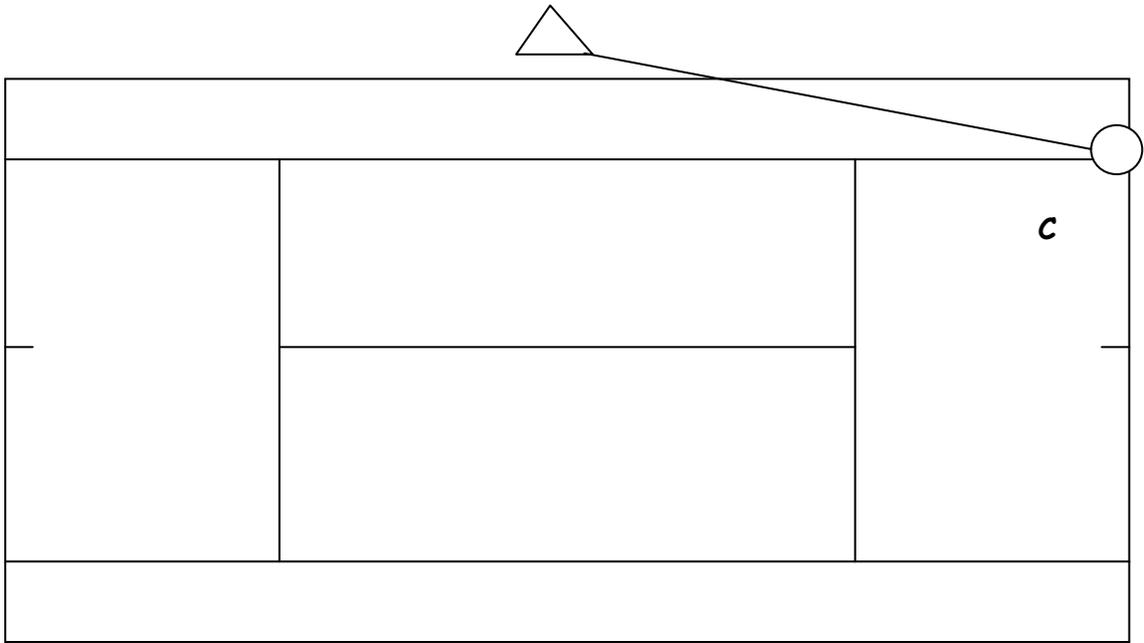
B C E K

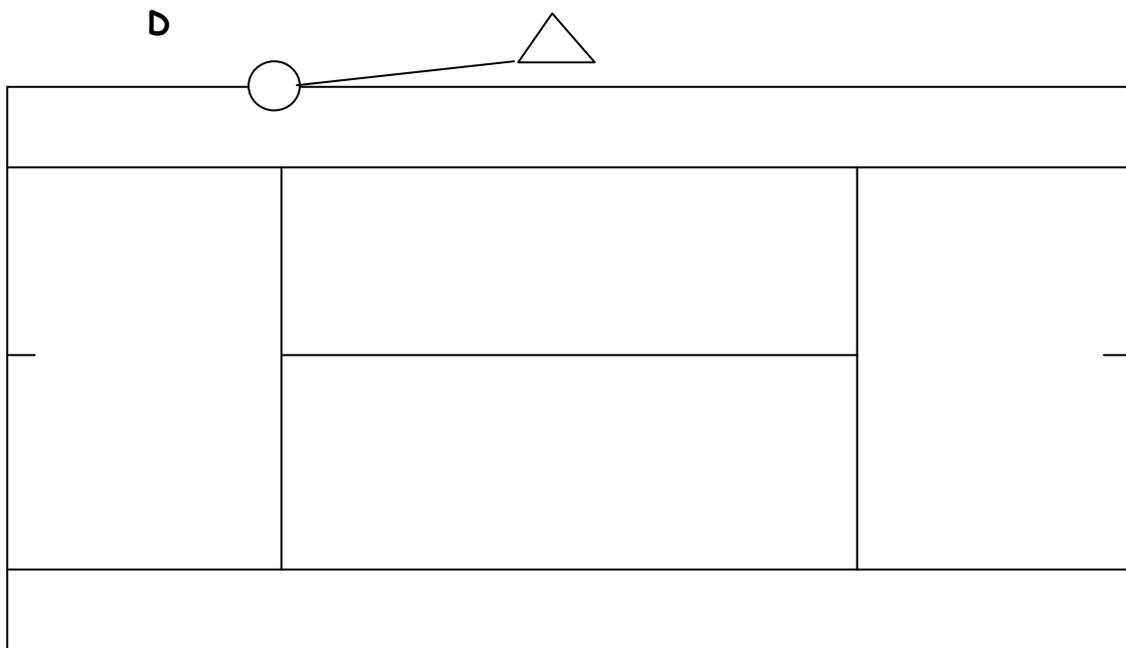
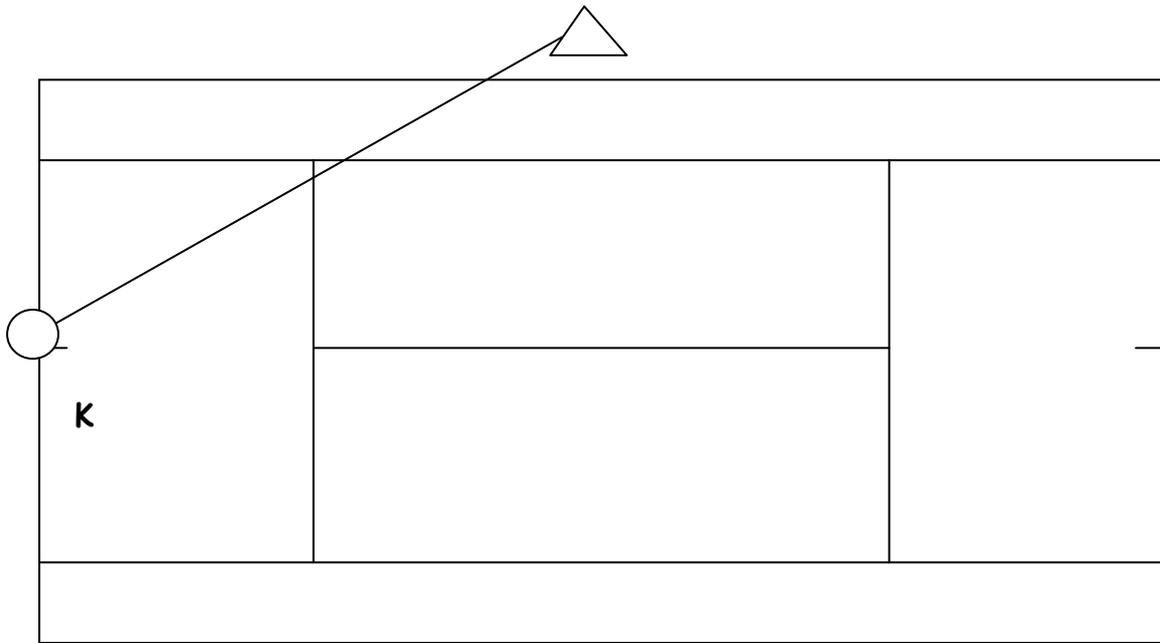
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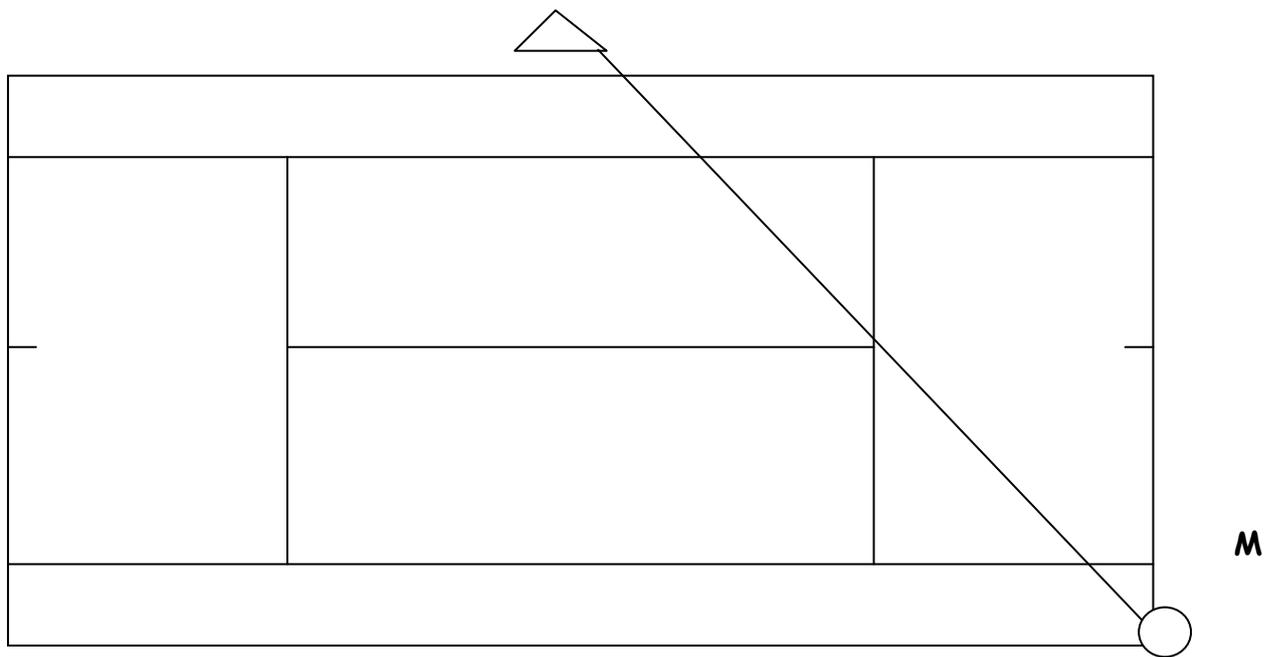
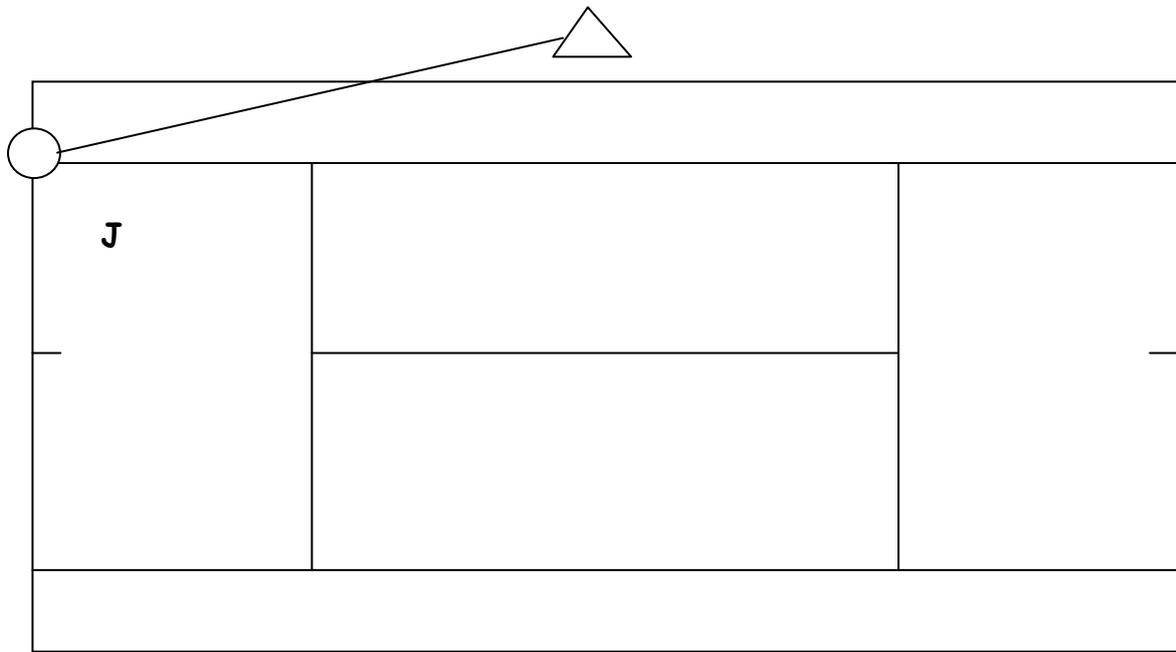


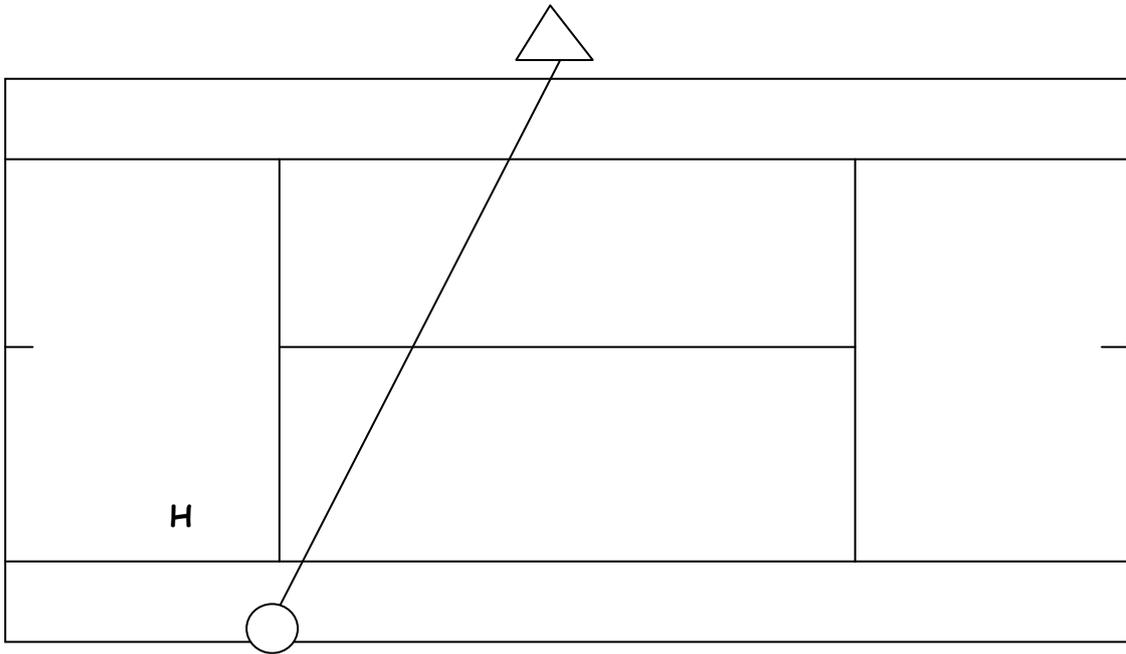
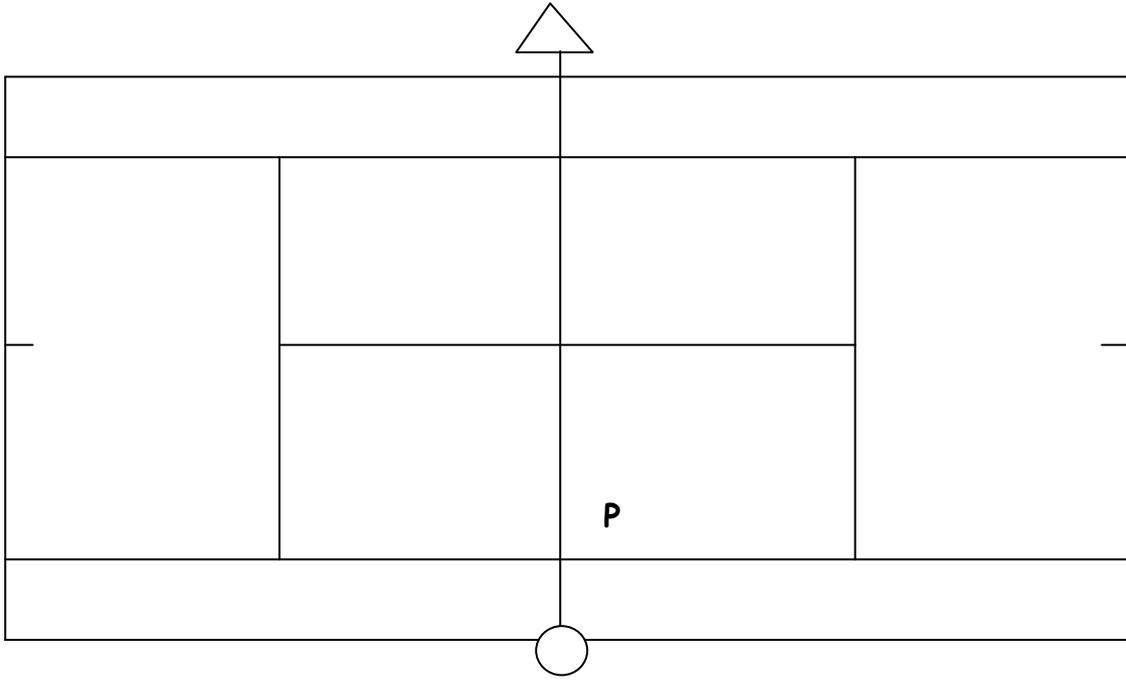


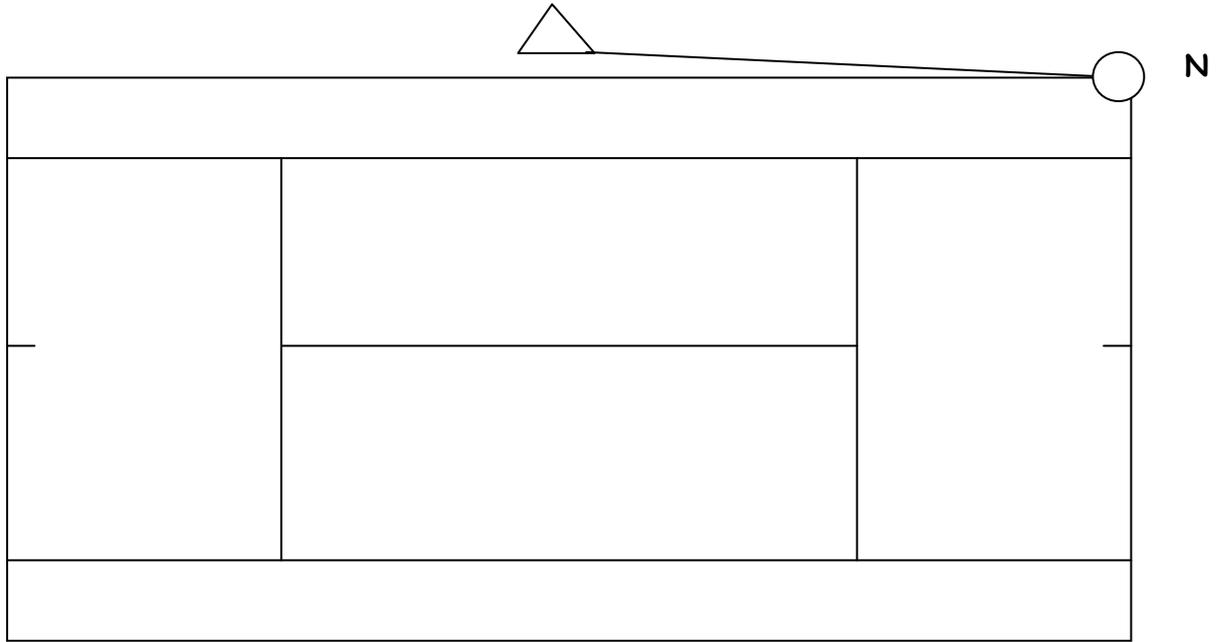












Map Symbols Running Game

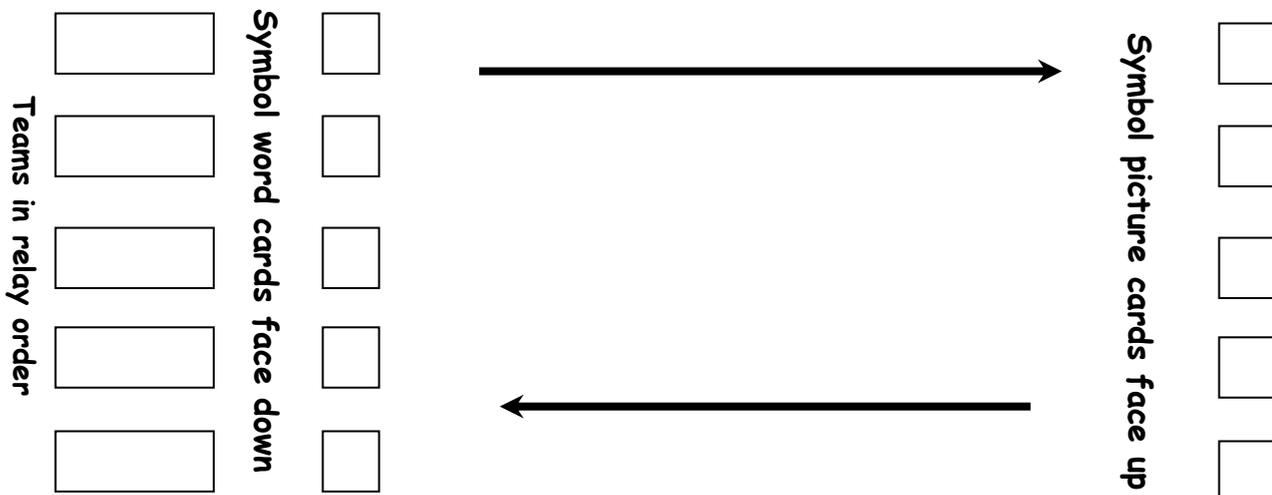
Resources:

- One set of coloured flash cards for teaching - Pages 2, 3, 4 & 5 from this document.
- 1 set of game cards per team of 5 or 6 children for playing the activity. Pages 6 and 7 from this document.

Alternatively, use prepared photographs of features on the school site instead of the symbols cards. E.g. Photo of a single tree instead of the word 'tree'

The Session:

- Using the flash cards, teach the children the common orienteering symbols and map colours. (To assist the teacher the cards can be prepared with the answers on the reverse).
- Divide candidates into teams of 5/6. Place a set of symbol words face down in front of each team. Place a set of symbols cards at the other end of the hall opposite each team.
- In relay style, each member of the group picks up the first card, fetches the matching symbol, returns to their team to check they are correct and places them down in front of the team.
- This session helps pupils learn the symbols, gives confidence to those who are not sure and can be physical if done in sufficient space. i.e. shuttle running

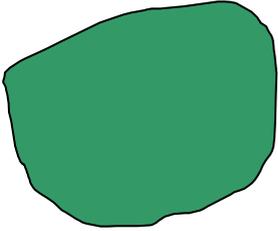


Extension Activity:

Each group has one set of symbols cards. One symbol is called for. The first group to hold up the picture of the symbol wins.

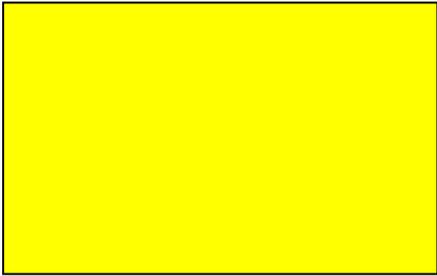
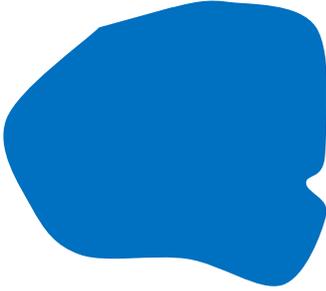
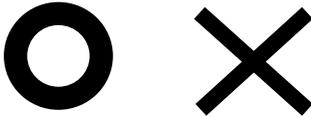
- ♦ Helps children who don't know the symbols to learn from the rest of the group.
- ♦ Opportunity to enlarge on the understanding of what each symbols means, within fun session.

Orienteering Symbols Flash Cards for Learning

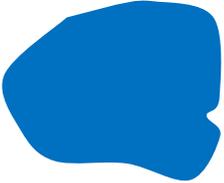
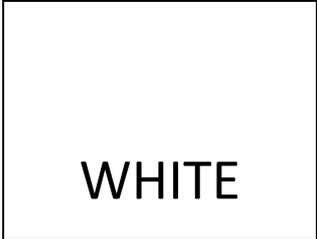
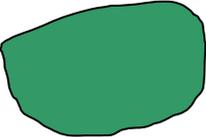
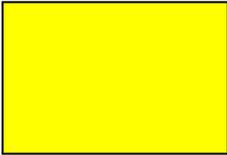
RED = Explanation of symbol.

<h2>High Fence</h2> <p>A fence that is difficult to cross and affects the route you take.</p>	<h2>Path</h2> <p>A normal path.</p>
<h2>Forest 'run'</h2> <p>Wood that you can run through where there is nothing to affect your speed.</p>	<h2>Building</h2>
<h2>Fence</h2>	<h2>Thicket</h2> <p>An area of dense trees, which reduces the running speed to less than 20% of normal speed. Often rhododendrons or holly bushes.</p>

<p>Open Land</p> <p>Fields/meadows/grass land and no trees.</p>	<p>Pond</p>
<p>Wall</p> <p>Stone or brick wall; all rock features are black on the map.</p>	<p>Tarmac or Hard Surface</p>
<p>Single Tree</p>	<p>Man-Made Object</p>

Orienteering Symbols Testing Cards - One set per group.

Orienteering Symbols Testing Cards - One set per group.

High fence	Path	Pond
Forest 'run'	<i>Building</i>	Wall
Fence	<i>Thicket</i>	Open Land
Single Tree	Man-Made Object	Tarmac

Map Symbols Worksheets

These worksheets provide good preparation for festivals on local sites.

Resources:

- Photocopies of worksheets 1, 2 and 3 - one per group or per pupil.
- Pencils/pens for worksheet 1 and 2.
- Crayons - blue, yellow, green, brown & black for worksheet 3.
- Optional extra - sample orienteering maps with legends to assist pupils.

Note: These worksheets have been designed to help pupils learn the most common symbols on orienteering maps.

The Session:

Pupils complete the sheets alone or in pairs/groups. If they are new to orienteering maps give pupils sample orienteering maps to assist them with the task.

Extension Activities:

Pupils design and draw their own map using orienteering map colours and symbols.

Resources:

- Crayons - blue, yellow, green, brown and black
- Paper

Worksheet 1

Orienteering Symbols - Link the words to the correct symbols		
Name _____		
1. Building	A	X or O
2. Wall	B	
3. High fence	C	
4. Gate	D	
5. Fence	E	
6. Track	F	
7. Path	G	
8. Road in a forest or park	H	
9. Forest "run" (trees you can run between)	I	
10. Open land (often grass)	J	
11. Forest difficult to run	K	
12. Man made object	L	

1	2	3	4	5	6	7	8	9	10	11	12

Worksheet 2

Orienteering Map Symbols

(The answers are jumbled up at the bottom of the page)

Name _____

1. Draw the symbol for:

a) Large path

b) Fence

c) Wall

d) Forest road

2. The colour used for water features is _____

3. The colour used for open land (no trees) is _____

4. The colour used for the shape of the ground is _____

5. If the trees in the wood get thicker, the green on the map gets _____

6. The colour used for a runnable wood is _____

Answers:

Blue,  Yellow,
Darker White Brown, 

Worksheet 3

Draw the corresponding symbols in the box or complete the missing letters.

<p><i>Building</i></p> <div style="background-color: black; width: 100px; height: 50px; margin: 20px auto;"></div>	<p>Pond</p>
<p>Embankment or slope</p>	<p>Footpath</p>
<p>Road, hard surface</p>	<p>Fence</p>
<p>Bushes or trees</p>	<p>Open area (grass)</p>
<p>Complete the missing letters</p> <p style="margin-top: 20px;">M _ g _ _ t _ c</p> <p style="margin-top: 20px;">N _ _ _ h</p>	<p>Complete the missing letters.</p> <p style="margin-top: 10px;">S _ _ _ e 1:10000</p> <p>Complete the missing number.</p> <p>1cm on map = _ _ _ m on the ground</p>

Map Games

Map Jigsaws

Resources:

- Orienteering maps, one for each group (This could be your school site map or a real orienteering map, see below for information about map supplies)
- Classroom desks or a hall/gym for a running activity

Preparation:

Laminate each map. Cut into pieces to make an identical jigsaw for each group. Cut into large pieces for younger children.

The Session:

Put pupils into groups of 4-6. Each group makes up their puzzle. If you are in a gym extend this to a relay. One pupil at a time takes a piece of the puzzle to the other end of the hall and then returns to the team. First team to correctly make the puzzle at the other end wins.

Free Surplus Maps

British Orienteering Clubs and The British Schools Orienteering Association (BSOA) have a scheme to provide surplus maps free to schools, instructors and coaches who can make good use of them. Contact your British Orienteering Regional Development Officer. Details can be found at:

<http://www.britishorienteering.org.uk/increasing-participation/development-team.php>

Match the Map

A



Prepare a separate card for each of the maps.

. Spread out A-K in one area of the room.

1



B



. Spread out 1-10 in another area of the room.

. Can the participants work out the correct pair without moving the maps?

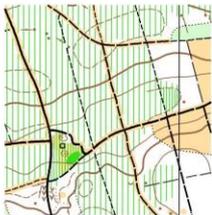
2



C



D



3



4



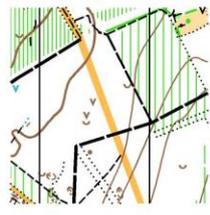
E



F



5



6



G



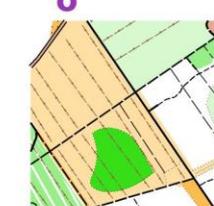
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7



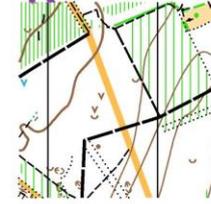
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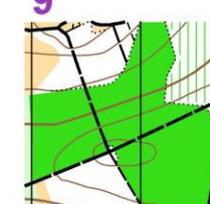
J



K



9



10



(Answers A=6, B=3, C=1, D=10, E=7, F=4, G=8, H=9, J=2, K=5)

Map Walk and Extension Exercises

Resources:

- Orienteering maps (enough copies for 1 map per person, in poly bags or laminated if necessary)

Preparation:

- For a first 'map walk' it can be helpful to choose a start point where the children can start with their map set to north (so that it is the right way round to start)

The Session:

- Check that everyone has their maps the right way round and knows where they are on the area and the map before moving off.
- Choose a route with some changes of direction. Stop frequently and check that everyone has the map the right way round and that they can identify where they are on the map.
- This is a good way of introducing the group to the map symbols and colours as well as setting the map. During the walk you can also point out the limits of the area and/or any safety points.
- Try to encourage the group to keep track of where they are by folding and thumbing the map



Extension Exercise(s)

Use the 'map walk' format as a warm-up activity and to assess students' map reading:

- Do a 'map walk' as described above taking a different route with more twists and turns and at a slightly faster speed.
- Each time you stop ask the group where they are on the map.

Harder version:

- Do not to allow the group to look at the maps until you stop. To avoid cheating collect the maps before setting off again and give them out at each stop.

As a paired activity:

- Split the group into pairs and ask them to take turns to lead their partner in a relocation exercise. The partner who is following can either look at their map (easy version) or not have a map (hard version) as they follow the leader.

Star Exercise - School Playground

Resources:

- Orienteering maps (1 per pair)
- 10 box control cards (1 per pair) - see appendix.
- Control markers (= number of control circles) - see appendix.

Preparation:

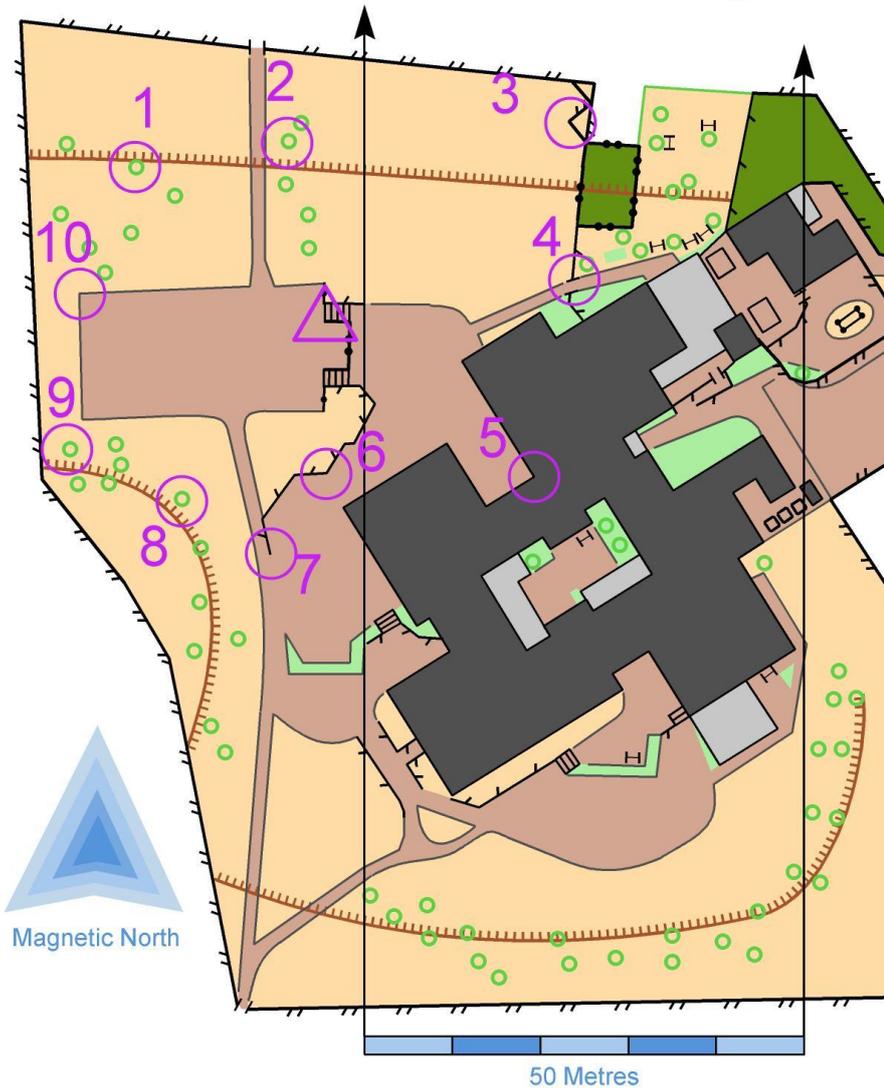
- Choose a start point central to the playground or school field
- Choose a number (e.g. 10) control sites round the playground/field. Try to keep all the control sites within sight as this will be the first time that the children go off 'on their own'
- Place control markers and mark their position on the map with red or purple circles.
- Make an answer sheet with the punch shapes, colour, letter for each control

The Session:

- The children should be in pairs
- Each pair has one map and one 10 box control card
- Spend a few minutes checking that they are familiar with the map, symbols and know which way round the map should be. This can be done as a short group walk with the map before starting the exercise.
- Explain that the triangle on the map represents the start where the teacher will always be found.
- Set the pairs off to visit one control, they mark their card to prove they have been to the control and return to you at the start
- Give subsequent pairs different numbers to start with so that they don't follow each other. This can be done as you give out the maps or tick the control number on the control card with the first one to be visited
- Children show the teacher their answer (the punch shape, the colour, letter or mark) and if correct give them a different control number to visit.
- Continue in this way until the time is up or everyone has visited all the controls correctly
- Children who visit the incorrect control may need some help to choose the correct route

Sample Map: See below

Star exercise map



1. Tree
2. Tree
3. High fence
4. Gate
5. Building corner
6. Fence corner
7. Fence end
8. Tree
9. Tree
10. Tarmac corner

Loop Courses - Short

Resources:

- Put orienteering maps of each loop in separate bags/boxes (minimum 6 copies of each loop map)
- 3 control cards (need enough for each pair to do all loops) - see appendix
- Control markers (= number of control circles) - see appendix

Preparation:

- Choose a start point central to the playground or school field
- Choose a number (e.g. 10) of control sites round the playground/field
- Plan a number of short loop courses: A, B, C etc
- Place control markers and mark their positions on the maps with red or purple circles.
- Make separate children's maps for each course so as to avoid confusion
- Make a master answer sheet with the punch shapes, colour or letter for each course
- The loops should be planned as a circuit or loop without confusing cross-overs. Try to have separate controls for each short loop to avoid confusion

The Session:

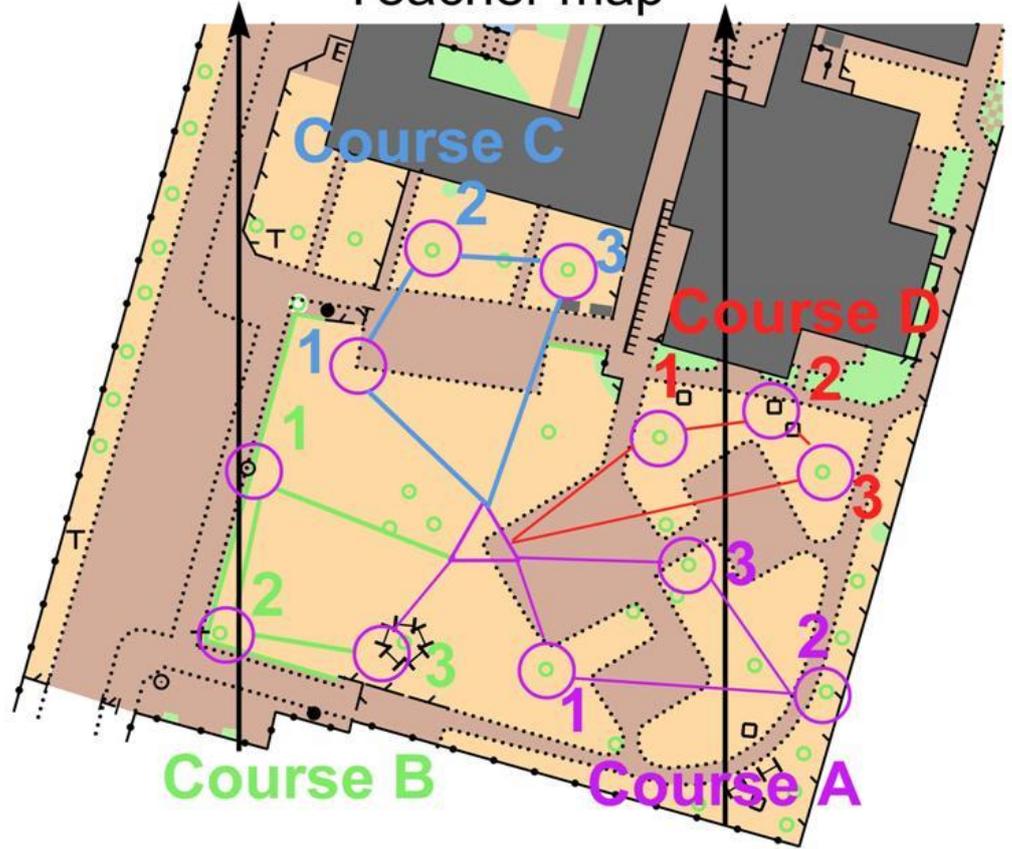
- The children should be in pairs
- Spend a few minutes checking that they are familiar with the map, symbols and know which way round the map should be. This can be done as a short group walk with the map before starting the exercise.
- Explain that the triangle on the map represents the start where the teacher will always be found.
- For each pair give child 1 the map of one of the courses and child 2 the control card. Each child has a role (map reading or marking the control card)
- Set the pairs off on one of the courses, they mark their card to prove they have been to the controls and return to you at the start.
- It is best to give different courses to different pairs so that they don't all follow each other. This can be done by giving each team a starting letter: A, B, C etc
- Children show the teacher their answers (the punch shape, the colour, letter or mark)
- When a pair returns from a course with the correct answers start them on a new course: child 2 with the map and child 1 with the control card. Swap roles each time they start a new course.
- Continue in this way until the time is up or everyone has visited all the courses correctly
- Children who visit any incorrect controls may need some help to choose the correct route

Extension:

- Increase the number of controls on a course.
- Use a larger area of the site.

Sample Map:

Teacher map



Student map

Course C



Score Competitions

Resources:

- Orienteering maps (1 per person or pair)
- Control cards - suitable for number of controls used (1 per person or pair) - see appendix
- Control markers (= number of control circles) - see appendix
- Each competitor or pair needs a watch.

Preparation:

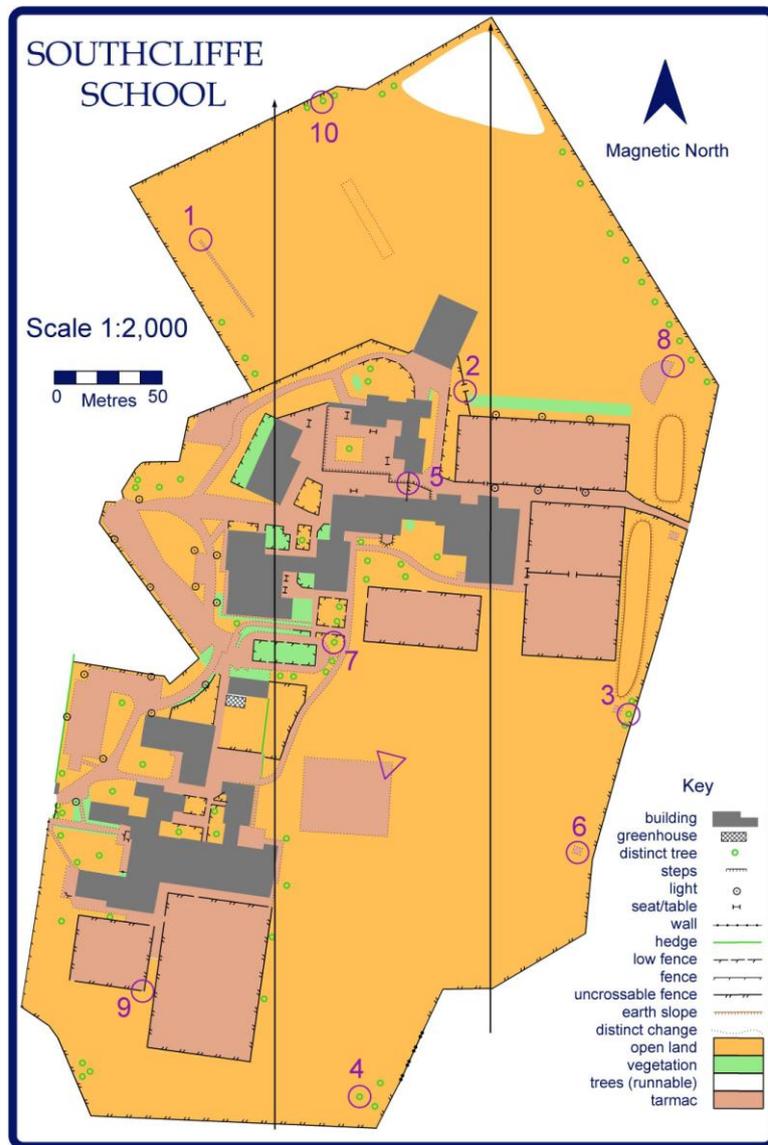
- Choose a start point central to the playground, school field or park
- Choose a number (e.g. 10) control sites round the playground/field/park.
NB markers must be on features.
- Place control markers and mark their position on the map with red or purple circles. See sample map section below.
- Make an answer sheet with the punch shapes or colour or letter for each control

Sample Map: See sample maps below. The controls can all have the same value or be differentiated. Controls which are further away or harder can be given higher values. If controls are worth differing values this should be explained to the competitors and noted on the map next to the circle e.g. 3 (5), 10 (10) or at the side of the map.

The Session:

- The students can compete on their own or in pairs
- Spend a few minutes checking that they are familiar with the map, symbols and the map is correctly orientated to the ground. This can be done as a short group walk with the map before starting the competition.
- Give each person/pair a map and a control card
- Explain that the triangle on the map represents the start where the teacher will always be found.
- There is a set time limit, depending on the size of the area. This might be only 5 -10 minutes on a small school site. The time limit should be such that it seems possible to get a high score whilst still challenging the students to have to run. Ensure that everyone knows what time they should return.
- All competitors start at the same time, they must mark their control card with the punch, colour or letter to prove they visit the controls and return before the end of the time limit.
- Controls can be visited in any order. Ideally the spread of controls should encourage many different ways of visiting the controls so as to reduce following.

- Points are deducted for late return. The penalty should be sufficient to dissuade people from staying out longer e.g. 1 point lost for every minute or part minute late where each control is worth 1 point or 10 points deducted if controls are valued 10 points.
- Controls which are missed or incorrectly marked are not counted and penalties deducted from the scores for each competitor. The winner is the person with the highest score.



Alternatives:

Team Score Event → Mark up maps and put out controls for a normal score event. Put children into teams. Give each team one or two maps and one control card. Each team has to visit all the controls in the shortest possible time. Can the team work together to achieve their objective?

You can adapt the task by adding your own rules e.g. each member must visit at least 2 controls.

Team Score Event 2 → Same as above except that each team member has a control card and each team member must visit controls 1-4. The remaining 6 controls only have to be visited by one team member.

Odds and Evens Relay

Resources:

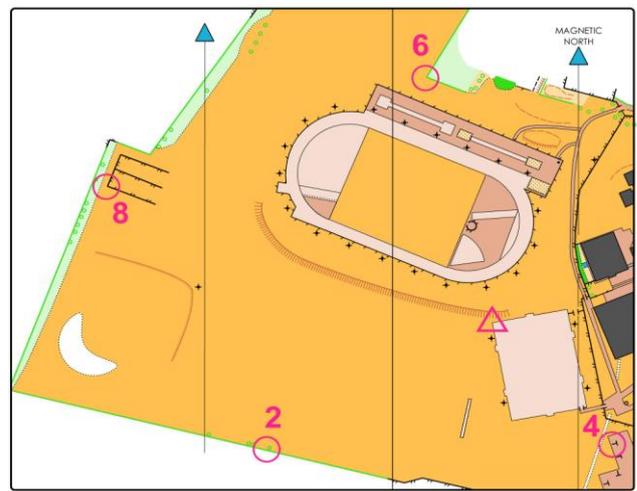
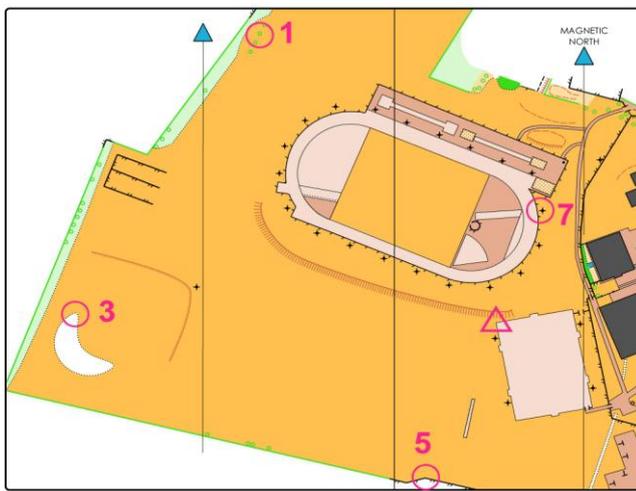
- Orienteering maps (2 maps per team of 3)
- Control cards - suitable for number of controls used (2 per team) - see appendix
- Control markers (= number of control circles) - see appendix

Preparation:

- Choose a start point central to the playground, school field or park
- Choose a number (e.g. 8) control sites round the playground/field/park.
NB markers must be on features.
- Place control markers
- Mark the position of odd numbered markers on one map with red or purple circles and the even numbers on a separate map. See sample map section below.
- Make an answer sheet with the pin punch shapes or colour or letter for each control
- Divide the group into teams of 3.

The Session:

- Give 2 members of the team a map (give one the odds map and the other the evens map) and a control card each.
- Explain that the triangle on the map represents the start where the teacher will always be found.
- All competitors start at the same time. They must decide which of the markers they wish to visit first (they do not have to be done in number order), mark their control card with the punch, colour or letter to prove they visited the control and return. **THEY ONLY VISIT ONE MARKER EACH TIME BEFORE RETURNING TO THE START.**
- The first member of the team that returns to the start hands the map and control card to the waiting member of the team. This handover continues until the team has visited all the controls.



Alternative:

Star Relay Teams of 2

- Children are in teams of 2 (or pairs of pairs).
- Each team has one map marked with all the controls and one control card.
- Controls are visited one at a time.
- Prepare control cards with different starting controls so that the first runner from each team has a predetermined first control.
- The team's first runners all start together. They should visit the first control on their card before returning to the start to hand over to the other team member(s) who visit the next control.
- Waiting members can be held in a holding pen

Other Ideas - Additional Sessions and Competitions

Standard Relay (Teams of 3)

Plan 3 separate short courses: A, B, C. Number the team members 1, 2 & 3.

All 1st team members start together and complete a course before handing over to the next team member. The team whose 3rd leg runner crosses the finish line first is the winning team.

The order can be varied i.e.

Team 1 ABC

Team 2 ACB This way

To increase the variation of courses you can run each of the courses clockwise or anticlockwise.

Team 3 BCA

Team 4 BAC slightly

Team 5 CAB

Team 6 CBA

Punching Relay

Put pupils into teams. Place a control opposite each team. Give each team one control card with 10 or 20 boxes. This is the baton. The first person in each team runs to their control, clips in box 1 and returns to the team. They hand the card over to person number 2 who will run to the control and clip in box 2. The relay continues until all the boxes have been clipped.

Photo Orienteering

Take digital photos of 10-12 features on the school site. Make up a work sheet with all the photos on it. Give each photo a letter. Mark up enough maps for one per pair (or pupil) with a control circle around each photographed feature. Add some more control circles of features *not* photographed - these will not be used but will assist in assessment of the activity. Each pair has a map, work sheet, pen and paper. At each control marked on the map they identify the relevant photo and note the answer. NB this session does not require control markers, it relies on the ability to navigate to the centre of the control circle and matching ground to photograph.

Map Memory

Mark up a few maps with 8-10 control circles on. Put controls out. Pupils are given a control number to visit. They look at the map but do not take it with them. Using memory they visit the control, come back and check the code. If correct, give them another control or set of controls to visit (latter more difficult).

Time Estimation

Using the star event or loops ask pupils to record their estimate of the distance they will cover and how long they will take. Time how long they actually take. Pupils can then make a comparison of their estimate and actual time taken.

End of Session Assessment

Give pairs a blank map and pencil. Ask them to locate the controls they have visited during the lesson. This time they mark on the map the correct location of each control.