



**Orienteering
and
Mapwork
Outdoor Learning**

A guide for staff

Introduction

Welcome to the Blairvadach Outdoor Education Centre's guide to introducing orienteering and map reading skills in your school grounds. Contained within this document should be all you need to teach some basic orienteering skills. Some preparation will be required such as printing off maps, control cards and course design. We have tried to keep this to a minimum so that you can spend as much time as possible delivering.

No specialist qualifications needed – just common sense, some personal experience of the sport of orienteering and sound knowledge of the site to be used.

Maps of the Schools and learning resources will be accessible through the [Blairvadach website](#) and can be used alongside the list of ideas below. Additional resource links to each activity can be found after each one.

All activities can be used with all age groups, you may have to adjust some activities for younger pupils

“Orienteering is one of my favourite activities to teach especially if it is built up in small parts. Most children will have immediate success whilst some will need a bit more guidance. It is an activity that requires thinking, judgement, awareness of their surroundings. Throw in some running and relays and a bit of competition with themselves or others and you'll have a golden time whilst imparting the children with a skill for life – the ability for them to navigate their way through life”

At the top of each activity page are the following symbols showing which activity is suitable for each age group

Suitable for P1/2

P1/2

Suitable for P3/4/5

P3/4/5

Suitable for P6/7

P6/7

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Covid safety

Please follow current recommendations for physical distancing and PPE requirements when delivering sessions. The following link [here](#) will take you to Blairvadach SOP and through that to the Scottish government's Current advice and Glasgow City Councils advice.

Before starting any sessions check with group members if they or anyone in their household is showing any Covid symptom's:

- persistent cough
- high temperature
- loss of taste and smell

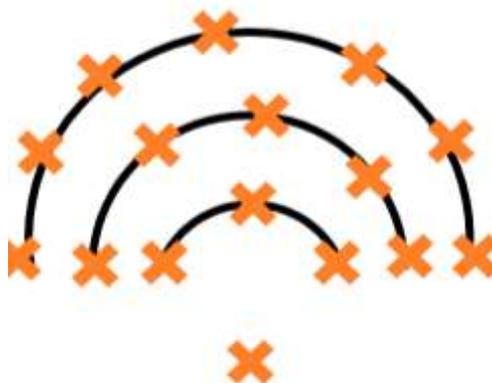
If so, remove from group and follow your school's isolation procedure.

Follow your establishments normal hand washing and hygiene procedures, by washing hands before and after each session.

It is a good idea to reinforce physical distancing ideas at the start of a session.

You can do this by:

- setting out cones for each person to stand on in a semicircle (see diagram below)
- use chalk to mark where you want people to sit.
- put out seat/mat/crate for each person



For large groups you may want to split the group in half and brief each group separately.

Hand out and return of equipment

When handing out and returning equipment it is important to protect both yourself and the participants. Get everyone in the group to wash their hands before starting the session.

Wash your hands after the session and before eating if you have been touching equipment used by the pupils.

If you stand 5 metres back from the group, then you can place maps or things you wish people to collect in a box in between yourself and the group and allow one person at a time to collect. It is suggested that maps are used once, and the children can keep the map as a souvenir. If you wish to reuse maps, laminate them, and clean between uses (See cleaning equipment section below). When equipment is returned to you, have a separate box for used equipment. This can then be cleaned after the session.

Cleaning Equipment

All equipment should be cleaned between uses. This can be sprayed then wiped or dunked in a sterilising solution. It is recommended to use gloves, a face mask and apron whilst cleaning in case of splash back. If you have time between sessions it is acceptable to leave “hard” items for 72 hours instead. Please ensure you have read and are familiar with the chemicals that you are using to clean items with.

[Cleaning SOP \(page 3\)](#)

[COVID Risk assessment](#)

Maps : How to print and update them.

Maps are being produced for Glasgow Primary Schools and are available on the Blairvadach website ([MAPS](#)). You can download the pdf for the school you are delivering in. The maps are colour and designed to be printed on A4. If a map for your school is not yet completed, then please contact your named Blairvadach Outdoor Learning Support Instructor who can be found [here](#).

Ideally you will want one map per participant. The safest option is to print out maps and allow participants to take them home. Maps can be laminated and reused but will need to be cleaned between sessions.

Top tip

Paper maps will fall to bits in the rain. Either laminating or putting in poly pockets and taping the top edge, will ensure maps will last longer and can be reused – ensure they are cleaned between sessions.

Map updates

If the map has errors on, or there are items you would like to add, then please send an annotated picture of the map with the features you wish to add and some photographs of the area. This will enable the map to be updated. Send these to your Liaison Instructor at Blairvadach who can be found [here](#)

The maps have been made on a free software called **Open Orienteering** (<https://www.openorienteering.org/>), if you are a bit of a computer geek then we can send you the map file for you to alter yourself.

Other resources: [how to make controls](#),

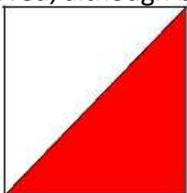
Control points in orienteering are usually a square with a red triangle as below.

Top tip

The easiest controls to use are plastic cones with numbers and letters written on with permanent pen. For maps on courts just place on the ground or for around the school attach a piece of string and tie in place.



The following links will allow you to print control points, it is suggested these are cut out then laminated and string is used to attach to appropriate points. Stuck on cones with clear packing tape also allows them to be moved, although be aware that children find the moving of cones amusing!



[Small with letters](#)

[Medium with letters and numbers](#)

[Medium Blank](#)

Control card templates are here

		Name					Finish time	
		Course					Start time	
1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27

- [Control Card with 8 Spaces](#)
- [Control card with 16 spaces](#)
- [Control card with 27 spaces](#)

Punches:

For local orienteering, events often use a series of punches to record controls. These simply leave an impression on a piece of paper similar to using a stapler. Children of all ages love punching the piece of paper. Their down side is that they can be snapped off and their punches are quite sharp. Children have been known to test them out on themselves. It is probably not a good idea to leave them out in an unsupervised playground because of this.

They will also need **COVID** cleaning

If you decide to invest in a set, they can be found [here](#)



Introducing Orienteering

The session should cover principles of progression and how to access and manage appropriate resources.

Introduction (5 mins)

Introduce Orienteering as a sport (like football etc) where specific skills can be worked on in isolation during sessions.

Below are questions you may want to answer in your brief.

1. What is orienteering
2. What is a map
3. What view is a map from
4. What maps have you used before

[Follow link for more detailed information on the brief](#)

[Here is a video that introduces orienteering](#)

Practical Sessions

This practical session uses several activities from across the Orienteering progression – not restricted to one key stage. This will allow teachers/youth workers to get a feel for activities that are appropriate with different age groups and their build their own confidence with delivery.

Covid Safety activity suggestions for maintaining physical distancing have been included. Games have had suggestions and adaptations added to reduce and minimise the sharing of equipment. Covid information will be highlighted in red.

Finding North

Blairvadach has produced three videos on how to find North without a compass, these activities can be used as a mini lesson or demonstration.

[Finding North with a watch](#)

[Finding north with a stick](#)

[Making a full compass using the sun \(most accurate\)](#)

Activity 1 - WARM UP “Dizzy”

P1/2

P3/4/5

P6/7

Aim: This activity introduces:

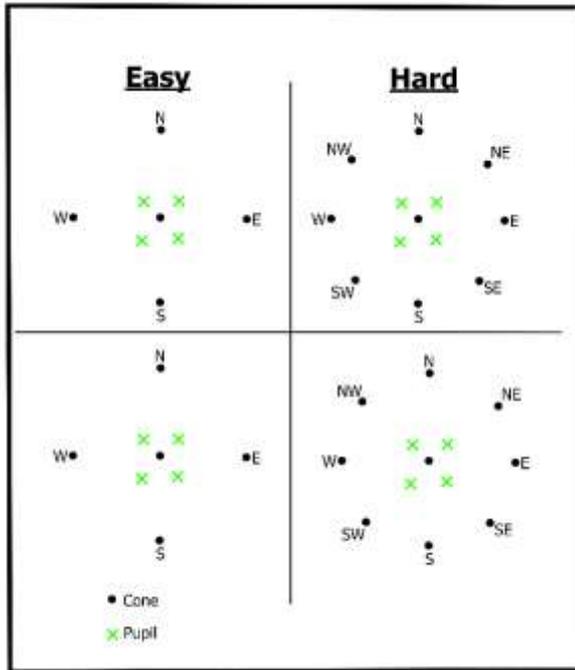
Cardinal points N E S W

For older children NE, SE, SW and NW can be introduced

Top Tip: Using a large red cone for the North point makes it easier for people to identify

Equipment Required

9 cones per area Marked with N,E,S,W,NE,SE,SW,NW



Teach the four main cardinal points you can use sayings such as: Naughty Elephants Squirt Water or Never Eat Shredded Wheat to help remember which way round the circle the directions go

Lay out cones as shown in diagram with N, E, S, W marked on them [Download from here](#), at a distance that is suitable for your area ideally over 5 metres. The north Marker should be positioned to North. Use a Compass or finding [north activities](#)

Covid Safe: It is suggested that four areas are set up with four children in each zone physically distanced around a central cone. If you have 32 children then split in half, children observing can still learn whilst watching.

When set up shout a cardinal point, all children to move to cardinal point and stand around cone whilst physical distancing then back to the centre repeat until all points visited twice.

Extension Activities:

1. Add NE, SE, SW and NW
2. Put the degrees on each cardinal point and the children must record what number is at each point on this [control card](#).
3. At each point add an exercise to do from [woodland trust card](#) or information on a project that you are working on

Name _____		Dizzy					
N	NE	E	SE	S	SW	W	NW



4. For additional ideas on this activity go to [dizzy instructions](#)

Activity 2 - Make your own maps

P1/2

P3/4/5

P6/7

Aim: To get children to understand that a map is a birds eye view. This can be done either indoors or outside.

Equipment Required

- Desk or an A3 piece of paper
- Collection of plastic objects that can be placed on the Table/Paper, different shapes and sizes work best.
- Pencils for drawing maps
- A4 paper for pupils' maps

Lesson

Start by doing a map of a table top or A3 piece of paper.

- Sit pupils around the desk or A3 piece of paper
- Give each pupils A4 sheet of paper
- Pupils Draw outline of Map e.g. Table top on their sheet of paper
- Add objects to the map and get children to draw on their own maps (blank piece of paper)
- Once maps are drawn add some small control points and get the children to draw them on.

The Blairvadach workbook has a more detailed description of drawing a map on [pages 13 & 14](#)

Extension Activity

- Draw a map of the classroom
- Draw a map of part of the school grounds

Top tip

Use things from your recycling bin, cardboard tubes bottles small boxes twigs, some string or wool or get the children to go on a scavenger hunt to find things to put on the map

Orientating/setting a Map

One of the fundamental skills in orienteering is the ability to orientate or set the map. This means keeping the map facing north whatever direction you are travelling in.

Orientating map games

These games encourage pupils to keep their map set to the features on the ground.

Top Tip

These games all require a north point, so when setting up these games use the real North if you can. If you don't know where north is then use the school map. The top of the map is North. This will help later on and avoid confusion. Alternatively use a compass app on your phone or, shock horror, a real compass if you own one.

You can get the children to try using one of our YouTube videos on how to find north.

- [Finding North with a watch](#)
- [Finding north with a stick](#)
- [Making a full compass using the sun \(most accurate\)](#)

Top Tip:

When drawing control points or start triangles on maps use a red pen. Orienteering maps do not use the colour red so it is easy to see where things are.

Activity 3 - Setting the map

P1/2

P3/4/5

P6/7

Aim: To teach the idea of keeping the map facing north at all times.

Equipment Required

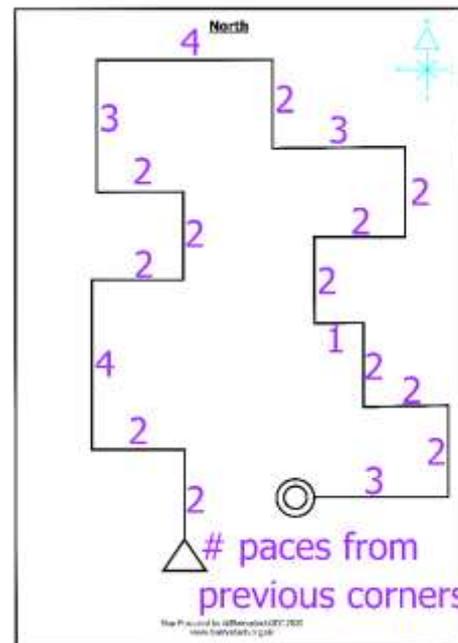
Map per pupil – [Map Here](#)

Cones

Chalk/String/barrier tape

This requires a bit of drawing on the ground or laying out a string/ barrier tape, (use tent pegs at each corner) or you could follow the outline of a building or fence

Start at the triangle and continue around to then end of the course keeping your map orientated/set the whole way round. orienteering we always mark the start as a triangle and the finish as a double circle.



At the triangle get the pupil to Set the map to north then walk forwards, when you reach a corner turn in the direction of the line on the floor, reset the map so that it is facing north.

Top Tip

Encourage children to use their thumb to help them keep track of where they are on the map (this is called thumbing a useful technique in orienteering which allows the competitor to easily find where they are on the map)

Covid safety: If you place a cone on each corner then only allow the person to go as long as the person in front has moved past the first cone then this should ensure physical distancing is maintained.

Some groups will only need to do this activity once, younger children may need to repeat several times.

Extension Activities:

1. For large groups you may want several courses to speed things up Pupils could then do more than 1 course as reinforcement
2. Add control points on the course.
 - Giving them a pre-printed map with control points marked on P1/2
 - Copying from a master map P3/4/5
 - Children mark them on the map as they walk around the course P6/7
3. Set out the course and get the pupils to follow the course, this time recording the letter at each control on a control card, younger children letters could be swapped in for smiley/neutral/sad faces or shapes

[Map with controls](#)

[Control Card](#)

Activity 4 - Cone Orienteering

P1/2

P3/4/5

P6/7

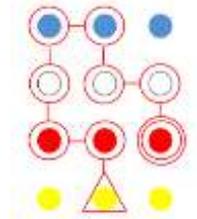
Aim: To keep the map facing north at all times

Resources:

- 16 cones per course
- Cone maps 4x4 grid from [SOA website](#) or [British orienteering](#) 3x4 grid easier for younger children Pg 39-46 one set of maps per child (print off maps double sided or squeeze 4 maps onto a page)

Preparation:

- Set out the cones in a grid as shown on the map. Leave a space of at least 2 metres between each cone. Using coloured cones as set out in the diagram will help children with keeping the map set.



The Session: Demo

- Give each person a map sheet
- Discuss map orientation and ask each person to set the map to the cones on the ground.
- Ask someone to guide you to the start on MAP 1
- Get a pupil to guide you around the course using cardinal points, everyone else can follow on their map

Session

1. Split into groups of 8
 - Give each Child a set of maps. Number each child from 1 to 8, each child starts on map number they were given and works way through the maps in numerical order.
 - Each person 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.
 - Move onto next course
 - Encourage children to keep their thumb on their location on the map

More detailed instructions can be found [here](#) from British Orienteering

Covid safe. Orienteering is about being aware of your environment and the map at the same time. To ensure they are not bumping into other pupils encourage to look around before moving. Only one person at each cone at a time should ensure that physical distancing is maintained

Extension Activities:

- Put codes on each cone. Give each person a pencil and paper; they record the code of each cone they visit along the route.
- Can they design their own course that uses all 8 compass directions without revisiting the same cone
- Black and White Maps :- Make more maps with different courses. Set out a grid of 20 cones of any colour and run session as for colour coded cones.
- You can use the cones for Multiplication tables alter how they are set out get the children to move the markers into 3x3 or 2x5 grids with their feet.

Activity 5 - String course

P1/2

P3/4/5

P6/7

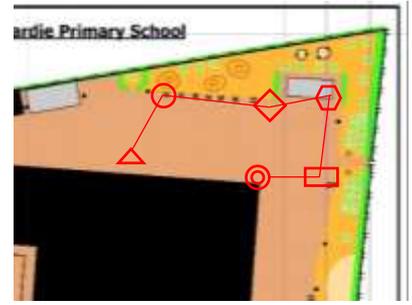
Learning intention: To understand that maps represent the landscape

Equipment required

Map for each person

Chalk

Control card or Bingo Card



Preparation

Using Chalk/Barrier tape draw a course on the playground

Chalk shapes or place a control point at control sites

Copy course chalked on the ground onto the map

Activity

Talk about the Symbols on the map and what they mean represent in real life. Children guess what they might see at each control point/shape.

Can they describe the journey using appropriate language? First anext then etc

Children follow the course and draw the clues/answers on the [control card](#)

For P1/2 Make a bingo card with pictures/emotions/environmental print symbols and get the children to colour in the boxes as they find each picture

Extension

Use Emotion faces on controls to link to PATHS

Use Environmental print Symbols as control points

Children could go on a simple journey and draw their own maps.

Top Tip: Using shapes as control points will help younger children understand where they are on the map and make links with the map and the real world

Activity 6 - Jigsaw maps

P1/2

P3/4/5

P6/7

Aim: is to familiarise children with orienteering symbols on the maps and help them relate map symbols to things on the ground.

Preparation

Print out cartoon maps and orienteering maps Page 51 and 52 of [Tri-O](#)

Cut up orienteering map into puzzle pieces, store each one separately

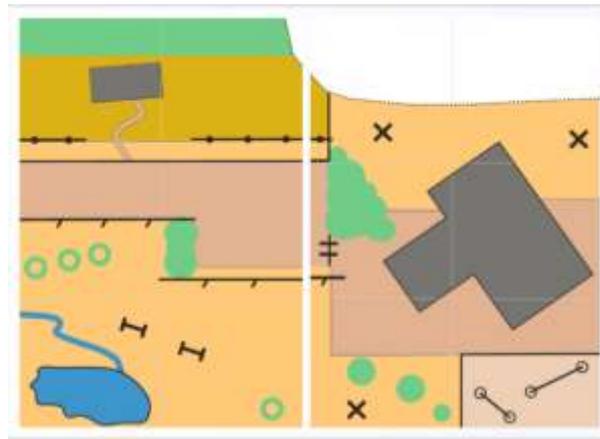
Session

Use the maps below to create a jigsaw. Use the cartoon map as the picture to copy and cut up the orienteering map on the right. Suggest one master map with four children around can they put their map together orientate the same way as the cartoon map

For larger images and more detailed instructions please go to page 50 and 52 of [Tri-O](#)

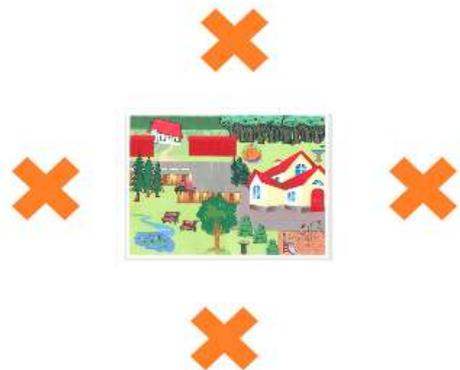


Cartoon Map (use this one as picture to make)



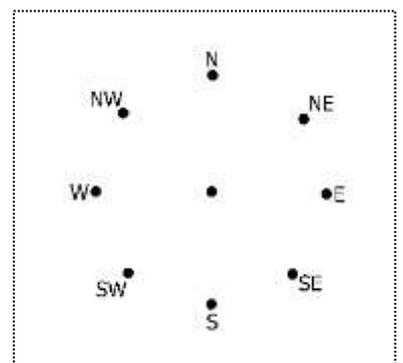
Orienteering map (cut this one up)

Suggested set up of puzzle, A3 cartoon map in the middle children placed at each of the orange X's to make puzzle



Adaptions

- Place out a cones on the 8 directions as shown on the diagram and place pieces of the puzzle at each point. Pupils Collect a piece from each compass point.
- Each part of the map is attached to a control point. Children navigate to each point and pick up a piece of the map and put together back at the start.



Activity 7 - Map walk

P1/2

P3/4/5

P6/7

Aim: to be able to relate and identify things on the map with the real world

Resources

one map per person

Preparation

Print off one map of area to be used per person

The session

Short, Teacher led walk to 2 or 3 points on the map that applies the skills from activity 1 and 2 to a more complex map.

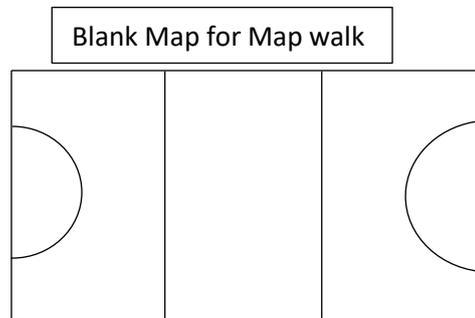
- Familiarisation of map key (if there is one) what do the different symbols/colours mean on the map
- Setting the map using features
- Locating current position on the map using map features
- Thumbing the map

Note: this is a useful activity when using a new site with a group. Gets them 'dialled in' to the map and allows the leader to get a feel for their basic ability to orientate and locate their position.

Covid Safe. If a large group might be best to split into smaller groups to enable physical distancing.

Maps you can use

- Maps of a [football field](#)
- Maps of a [netball court](#)
- Maps of [basketball court](#)
- Maps of a [tennis court](#)
- Maps of [badminton court](#)
- School map: Start of using a small area on the map rather than the whole map



If your school has a one of the above, start on the court/field map. it starts teaching orienteering in a contained area and will help develop confidence in their map reading skills.

Adaptions

Below are a few ideas of things you can do with a simple map

- What shapes are on the map
- How many rectangles/semicircles are there on the map
- Use the map for distance estimation
- Working out areas
- How many paces is it along the length of the pitch
- How many junctions are there on the map
- How many right angles are there on the map

Activity 8 - Star course

P1/2

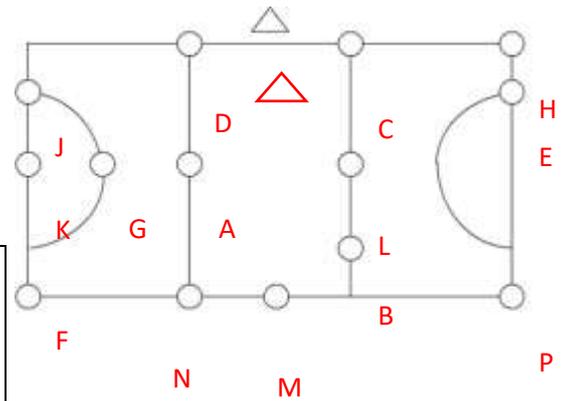
P3/4/5

P6/7

Equipment required

Re use Map from the map walk
Master maps with all controls on
Cones with numbers and letters on
Control points placed out

Top tip: when placing control points ensure they are located in the centre of the circle. It is a good idea to check how easy it is to place a control point on things. Tying or sticking control points onto things ensures they do not get accidentally moved



Covid Safe: Print off 5 master maps and spread out 2 metres apart so that children have space to copy the next control point on to their map

Session

Star courses are a great way to introduce children to orienteering and promote success, 10 to 20 control points are placed out.

1. Use map from the mapwalk
2. Add start triangle (where you are starting from)
3. Then draw on a different control point for each child
4. Send child off to find control, Child records letter at each point
5. Answer is checked and then they are sent off to find another control.

The nice thing about this activity is you can constantly check on a child's progress. Anyone struggling you can help and children can take part at their own pace.

Run until children have reached all or most of the control points. If using letters, the letters could spell out a word.

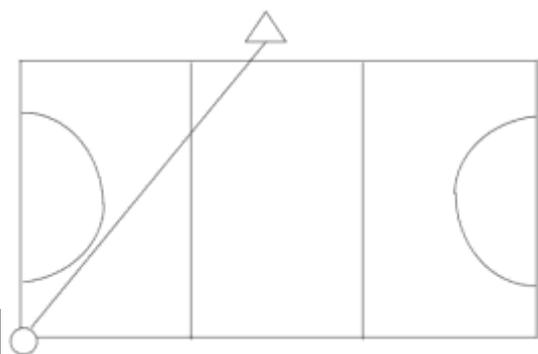
Variations

- Depending on age, an adult may have to draw control points on
- Map could be pre-printed with all control points
- Children can copy control point of a master map (this is great for map familiarisation and orientation)

Before sending off discuss safety issues for outdoor orienteering:

- Agreed recall system
- Knowledge of site by leader – site specific issues
- Clear boundaries
- Young people do not move markers
- Care with running / vegetation

Top Tip: When drawing control points on maps use a circle in red pen. As there is no red used on an orienteering map so it is easy to see



Activity 9 – COMPETITION!

P1/2

P3/4/5

P6/7

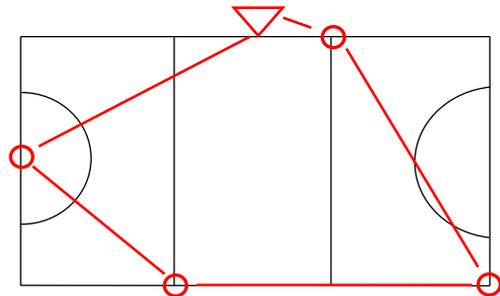
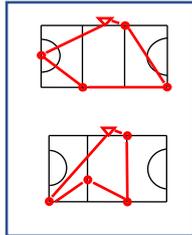
Mini courses.

Using the same control points they have already used now do **mini courses**. Set them off to visit four to six controls at a time. Have at least six courses set.

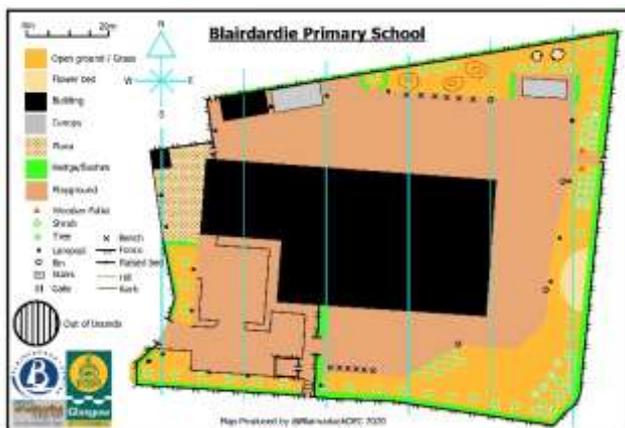
Maps of courses on a [netball court](#)

Maps of courses on a [football fields](#)

Get the children to do all of the courses. For **covid safety** have 2 maps on each side of a piece of paper, so no map swapping



Here is a great link to British orienteering [activity card](#) Pg3 & 4 and [resources](#) for a netball court



Once you have completed these exercises on either a court or a small part of the map, progress to using the whole of the Map or a different part of the Map. You can repeat the exercises from above

- Map walk of new area - Activity 7
- Area boundaries
- Star event - Activity 8
- Mini courses – Activity 9

Activity 10 - Map memory

P3/4/5

P6/7

Run activity as an extension to the cone game where they must walk a pre-set route around the cone game course without looking at the map. This could be worked in pairs using distancing and focus on communication skills, one person the director the other the doer.

Challenge can be made harder by against a clock etc.

Activity 11 - Sprint races

P6/7

Put into pairs. Give each participant a control to find that are all equal distance from your starting point. Pupils race to control point and back, run as a relay for a bit of fun.

See 2 person [Star Relay instructions](#) page 3 for more detailed instructions

Activity 12 - Score Event

P6/7

Finish off with a score event. A score event is when 20 controls are marked on the map and given point values either 5,10, 15 or 20 points, the higher the value the further away or harder the control is to find. Pupils have 10 minutes (vary time depending on area) to go to as many controls as possible. Knock off points for every minute they are late back. Pupil with the most points wins. More detailed instructions can be found from British orienteering [page 5/6](#) and [resources here](#)

Activity 13 – Grid Orienteering

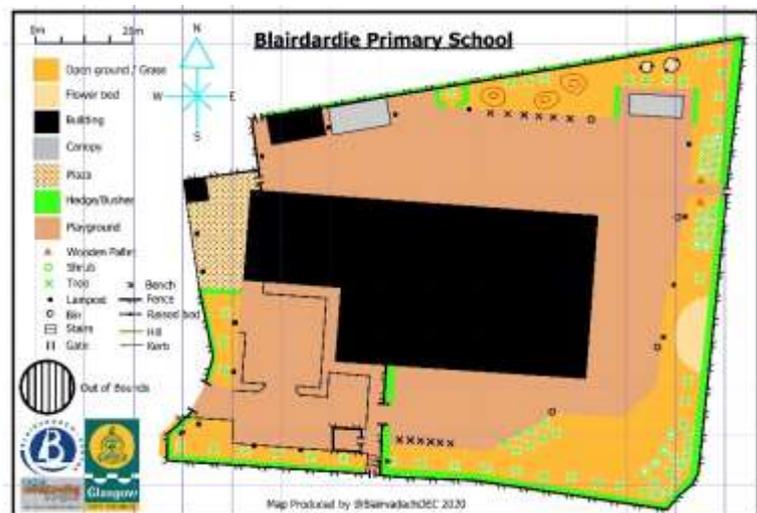
P3/4/5

P6/7

From the [Blairvadach website](#) you can download a map of your school with a grid on as shown on the right.

This can be used for any grid games that you use in Maths. We have left the numbering/lettering of the squares for you to add yourself.

This is great for helping with learning about things on the map and understanding the key.



Suggested ideas

- Can you find a grid with a Building, Fence, wall, tree, open land, playground etc
- A treasure hunt could be done with control points hidden in different grid squares
- Use grid to identify places they know e.g. In what square is the gate you use to come into school.

Review

Ask participants to pick out any Orienteering skills that they feel they need to personally develop.

Further Information

- Permanent markers on school site – pros and cons. If using these, the advice is to go for loads of control points (e.g. 30+) with multiple codes on them (e.g. a number, letter, picture etc.) to reduce the chance of young people memorising the course.
- Further training – BOF teachers course or Level 1.
- As Lockdown restrictions ease looking at expanding into local parks and green spaces.

Other links

Lots of the games have come from these resources, but they have lots more information in them, with some great lesson ideas for developing orienteering.

- Try-O- British orienteering federation this is a fantastic resource on how to teach orienteering in school grounds [here](#)
- Scottish Orienteering has a great resources page [here](#)
- Scottish Orienteering has some great puzzles and challenges [here](#)
- School Games from the British orienteering federation has some great activity cards on games [here](#)
- British Schools orienteering association has a document found at the bottom of the page <https://bsoa.org/teach/SchoolMaps> called teaching orienteering in schools.
- [Better orienteering](#) website has lots of useful links as well

Local parks

There are plenty of local parks in and around your area, some of these have been mapped and may even have a permanent course on them. Check out the maps section of the local clubs listed below to find out if your local park has been mapped.

- Stag Orienteering club maps list is [here](#) Lots of Glasgow parks.
- Clydeside orienteers maps list is [here](#)

Local parks are really great places to develop orienteering from the playground stage.

Orienteering out of school grounds is covered in Management Circular 33. Establishments should refer to this for further information.

Local Clubs

There are two local clubs based in Glasgow:

- [STAG](#) this club is really good at running local events and working with schools
- [Clydeside orienteers](#) has weekly evening training sessions during the summer
- [Scottish Orienteering](#) is the governing body in Scotland and has plenty of information and resources available

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Name _____ Dizzy							
N	NE	E	SE	S	SW	W	NW

Name _____ Dizzy							
N	NE	E	SE	S	SW	W	NW

Name _____ Dizzy							
N	NE	E	SE	S	SW	W	NW

Name _____ Dizzy							
N	NE	E	SE	S	SW	W	NW

Name _____ Dizzy							
N	NE	E	SE	S	SW	W	NW

Name _____ Course _____							
1	2	3	4	5	6	7	8

Name _____ Course _____							
1	2	3	4	5	6	7	8

Name _____ Course _____							
1	2	3	4	5	6	7	8

Name _____ Course _____							
1	2	3	4	5	6	7	8

Name _____ Course _____							
1	2	3	4	5	6	7	8

Control Card 16 spaces

Name.....						Start time.....	
Course.....						Finish time.....	
						Course time.....	
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16

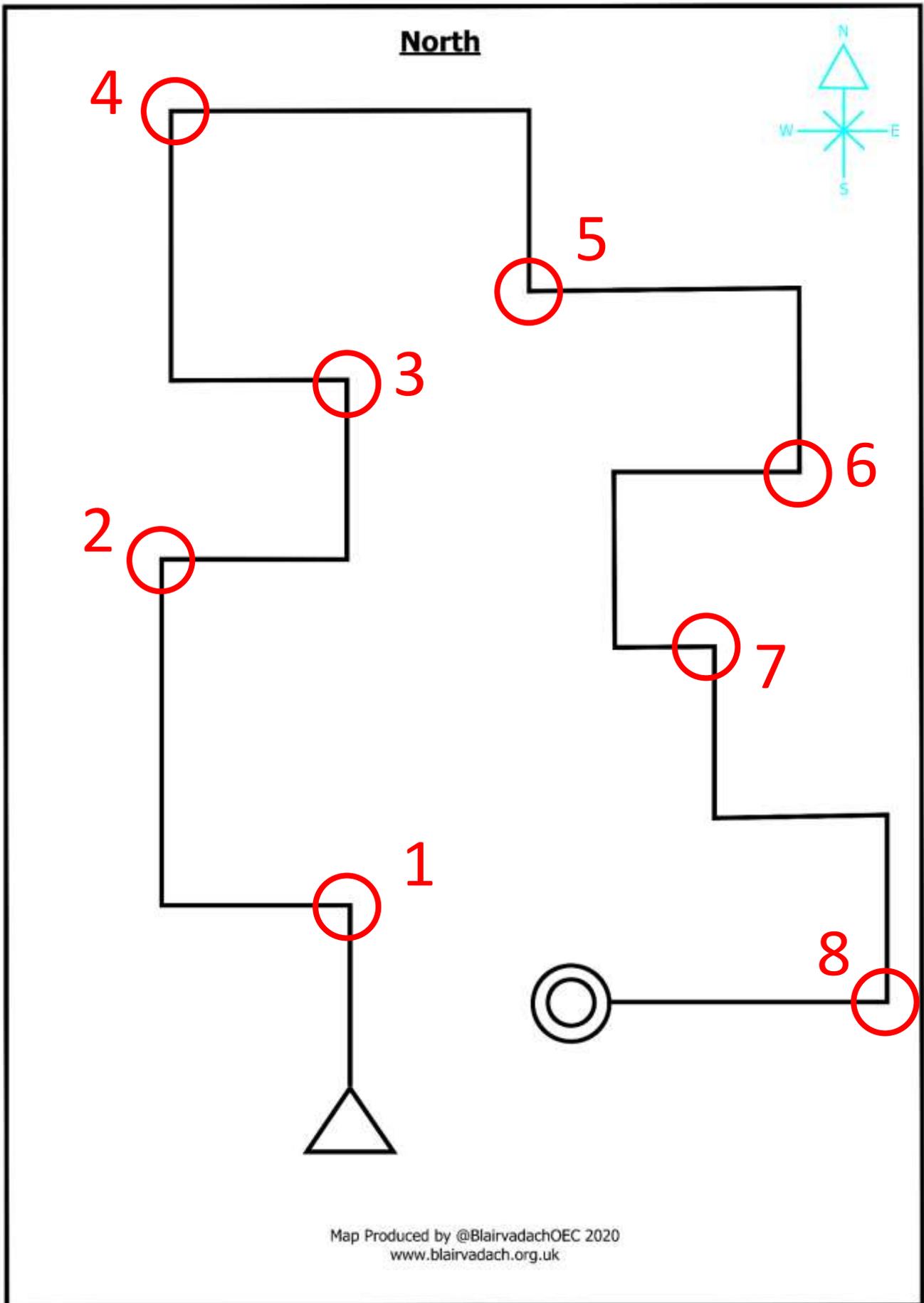
Name.....						Start time.....	
Course.....						Finish time.....	
						Course time.....	
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16

Name.....						Start time.....	
Course.....						Finish time.....	
						Course time.....	
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16

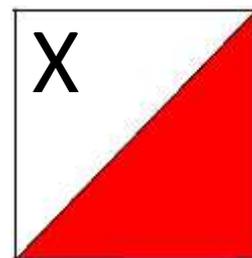
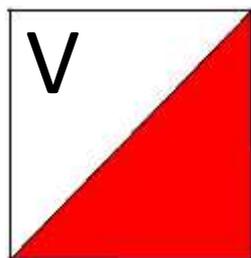
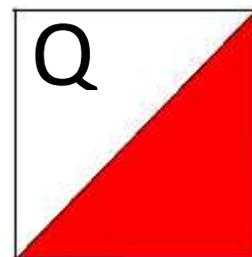
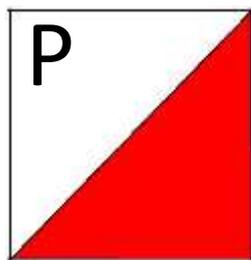
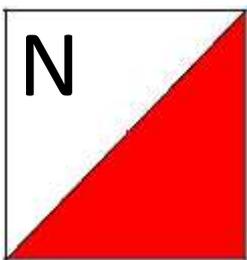
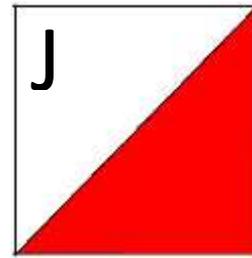
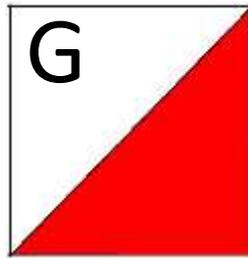
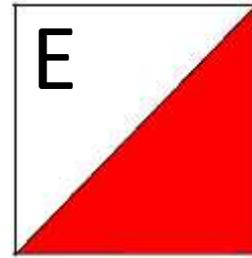
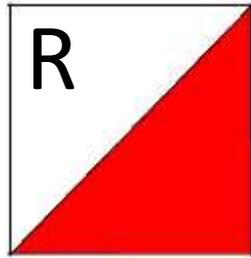
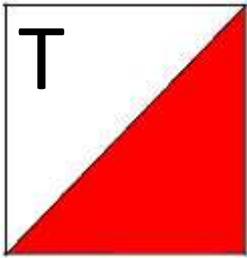
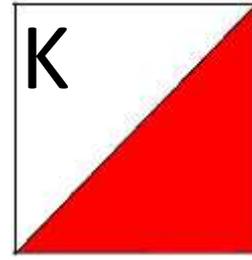
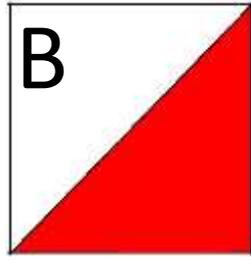
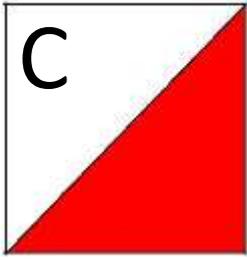
						Name.....			Finish time.....		
Course.....						Start time			Time taken.....		
1	2	3	4	5	6	7	8	9			
10	11	12	13	14	15	16	17	18			
19	20	21	22	23	24	25	26	27			

						Name.....			Finish time.....		
Course.....						Start time			Time taken.....		
1	2	3	4	5	6	7	8	9			
10	11	12	13	14	15	16	17	18			
19	20	21	22	23	24	25	26	27			

						Name.....			Finish time.....		
Course.....						Start time			Time taken.....		
1	2	3	4	5	6	7	8	9			
10	11	12	13	14	15	16	17	18			
19	20	21	22	23	24	25	26	27			



Control points Small



Orienteering Brief Detailed information

What is orienteering?

Orienteering is an exciting outdoor adventure sport which involves walking or running whilst navigating around a course using a detailed map and sometimes a compass. The aim is to navigate in sequence between a set of control points and decide the best route to complete the course in the quickest time. It does not matter how young, old or fit you are, as you can run, walk or jog the course and progress at your own pace.

Orienteering can take place anywhere from remote forest and countryside to urban parks and school playgrounds. It's a great sport for runners, joggers and walkers who want to improve their navigation skills or for anyone who loves the outdoors.

What is a map

It's a bird eye view of an area usually with a key to help you interpret the symbols on the map to actual features on the ground. It will usually have an arrow pointing to North.

Questions

Has anyone used a map before?

- Google maps
- Pokemon go
- Sat Navs
- Shopping precinct maps
- Going on holiday
- Road maps

Can you think of a computer game that has a map in it?

The following link can be used for gaining a much more detailed explanation of orienteering

https://www.britishorienteering.org.uk/newcomers_guide

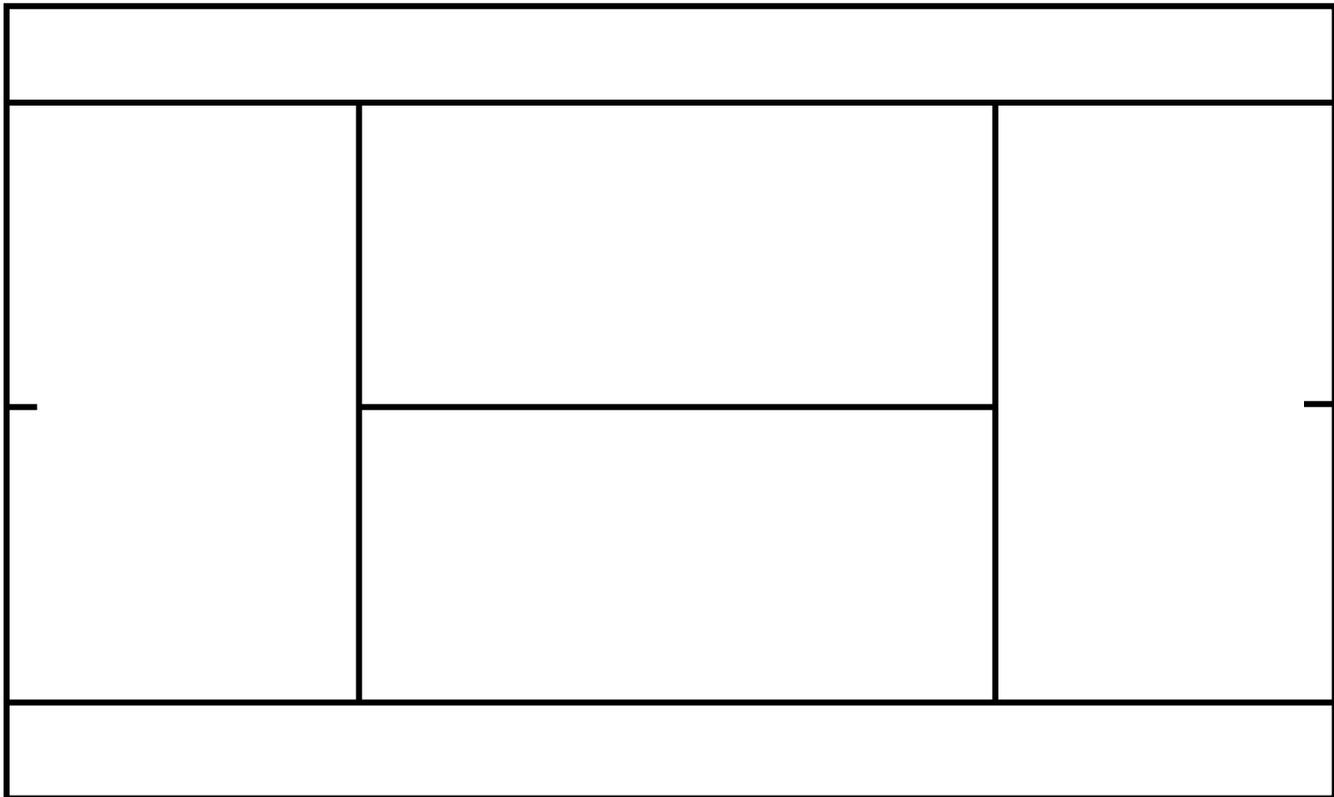
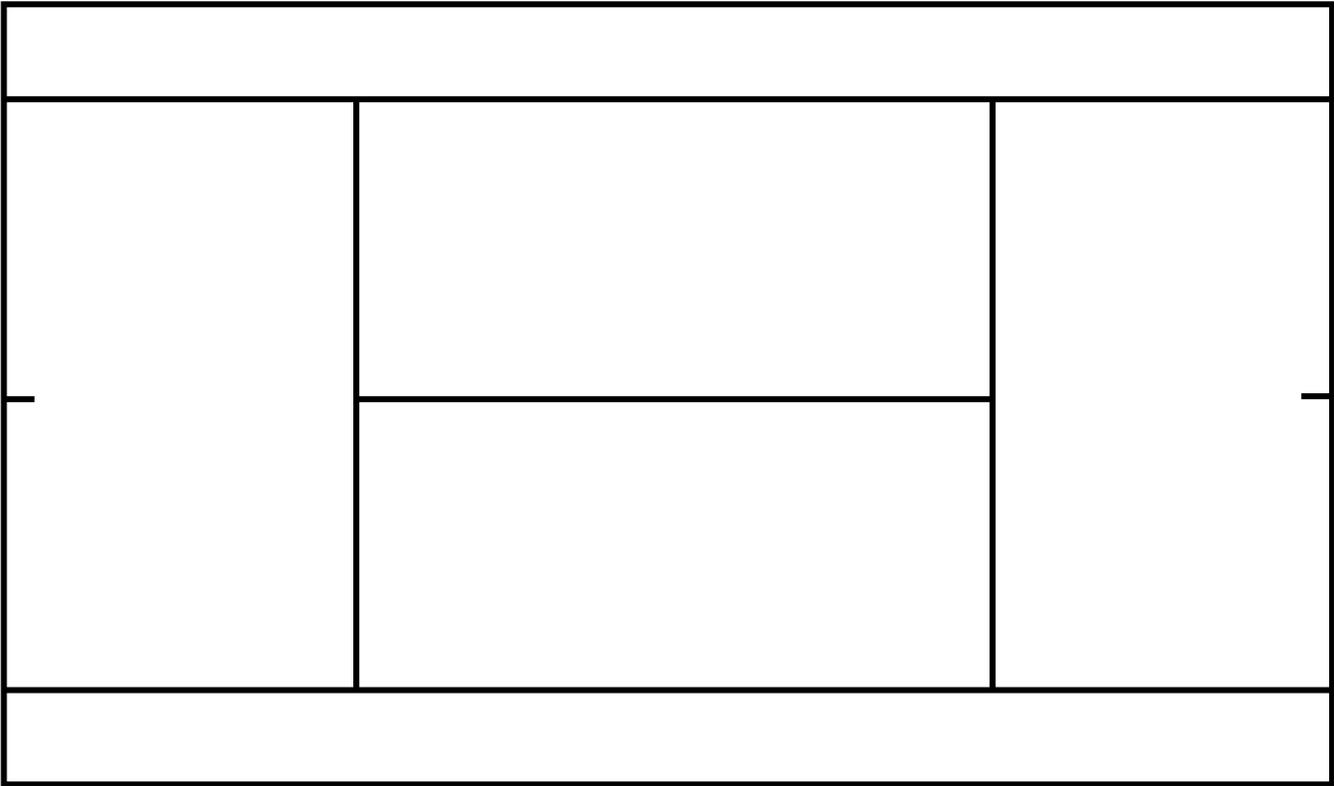
Below are some questions that can be used to identify learning.

- use this guide to answer the following questions
- when orienteering you must always use a.....
- can you work out what age category you would compete in?
- what scales of maps are usually used?
- A white course would be suitable for a because it is very....
- If you wanted to do a really hard course which colours of course could you compete in

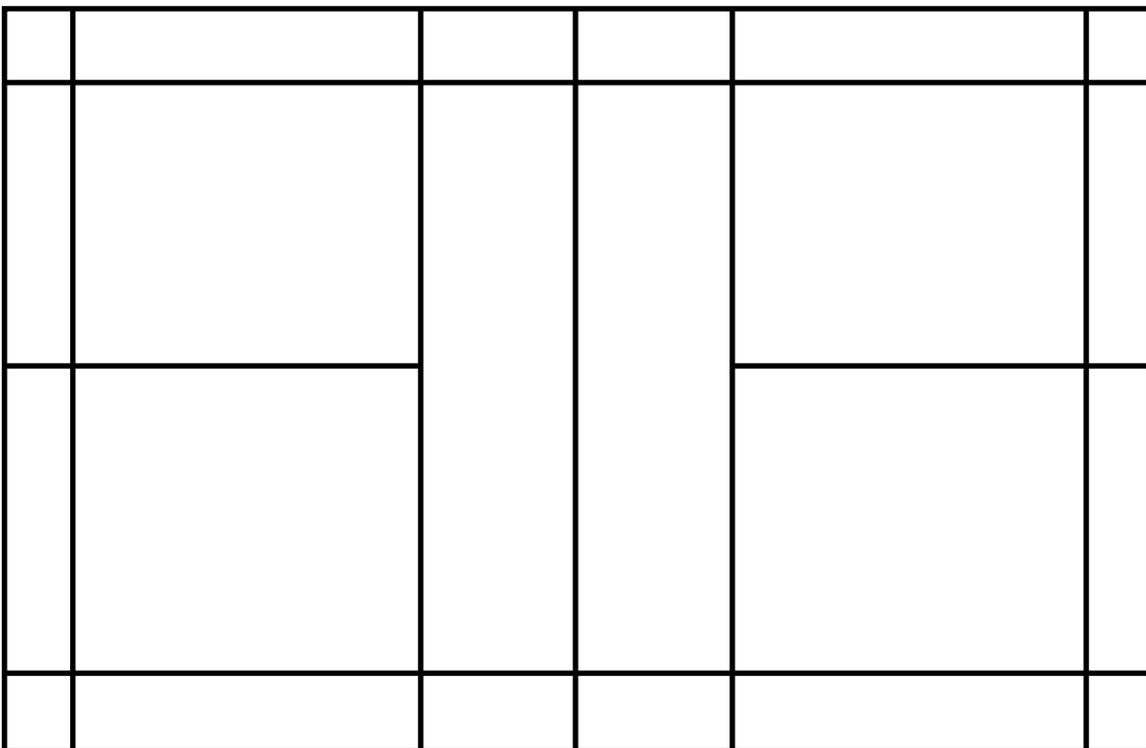
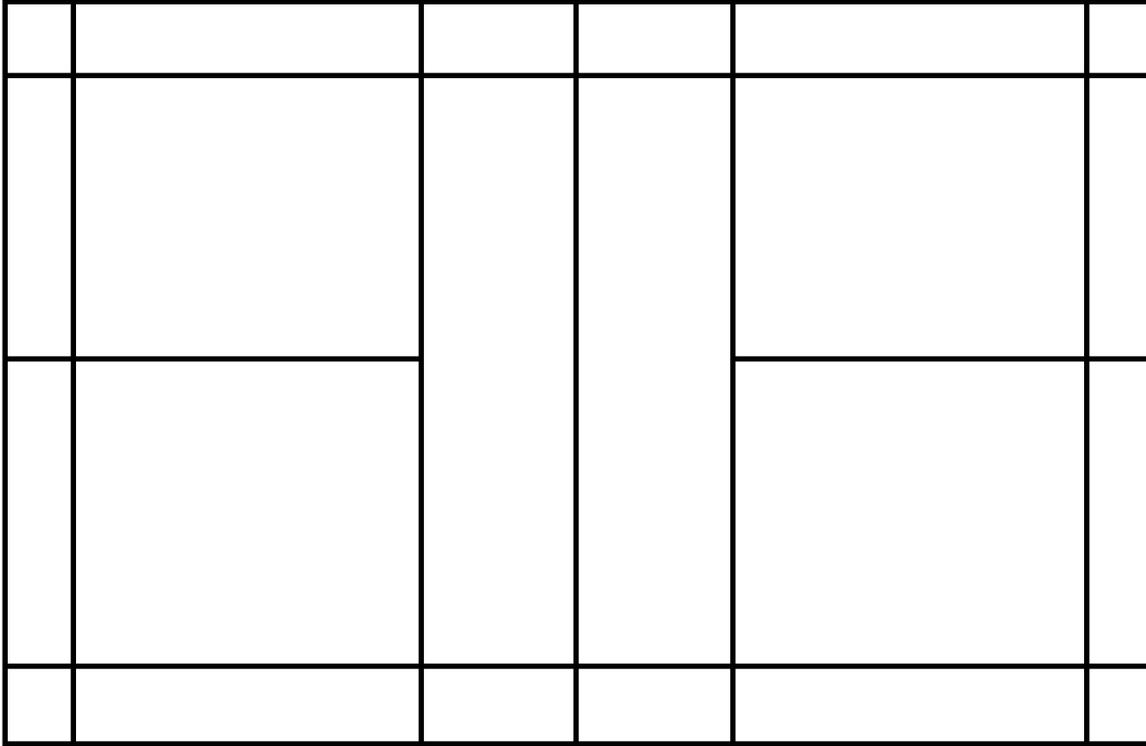
Additional activities

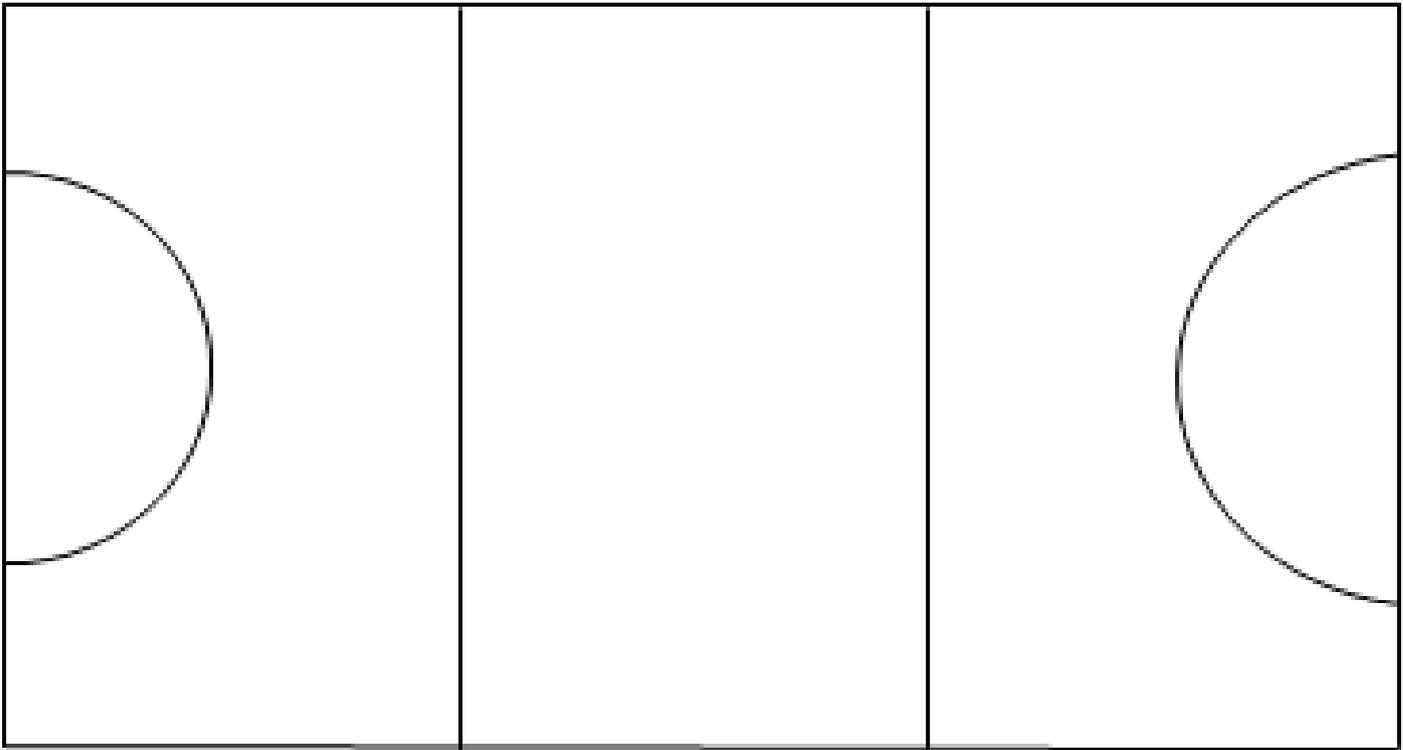
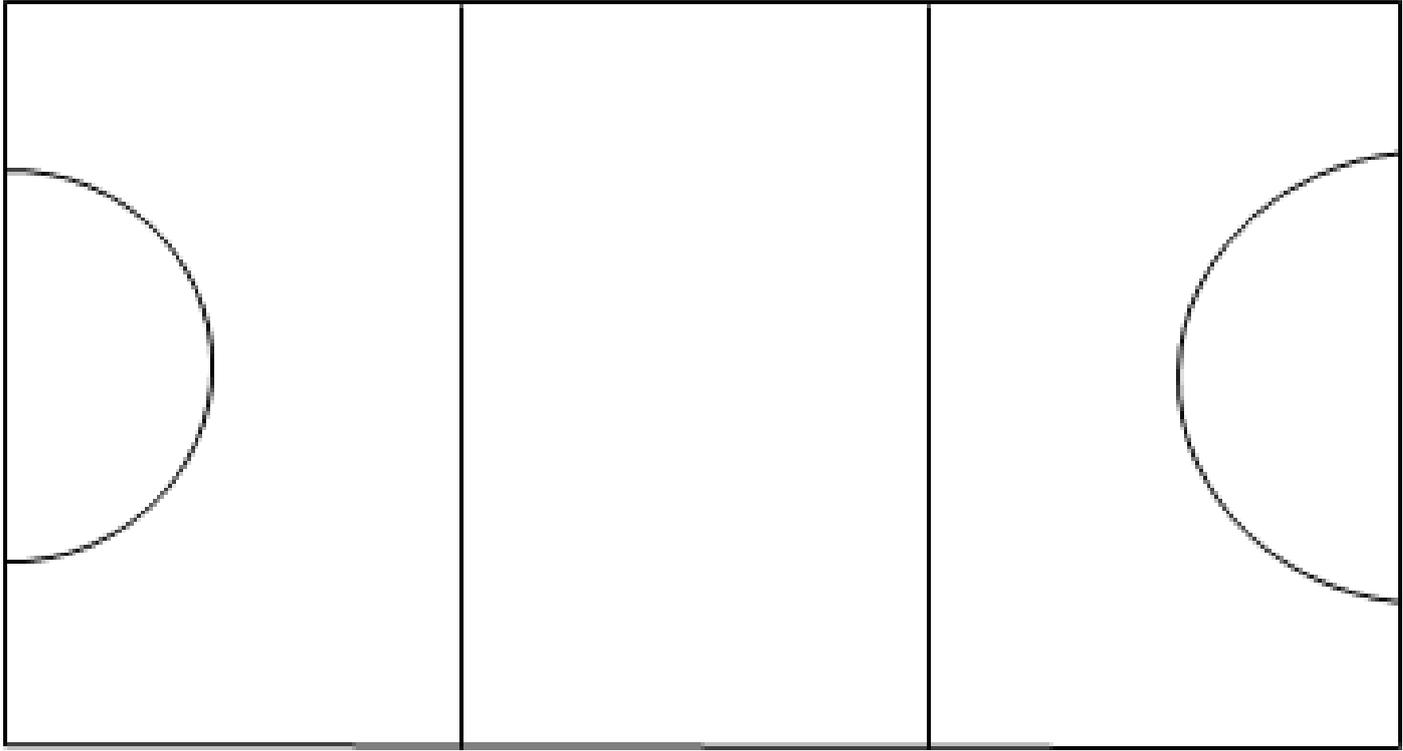
- Make a Kahoot! to help identify learning for younger children
- Older children make their own Kahoot!

Tennis court Map

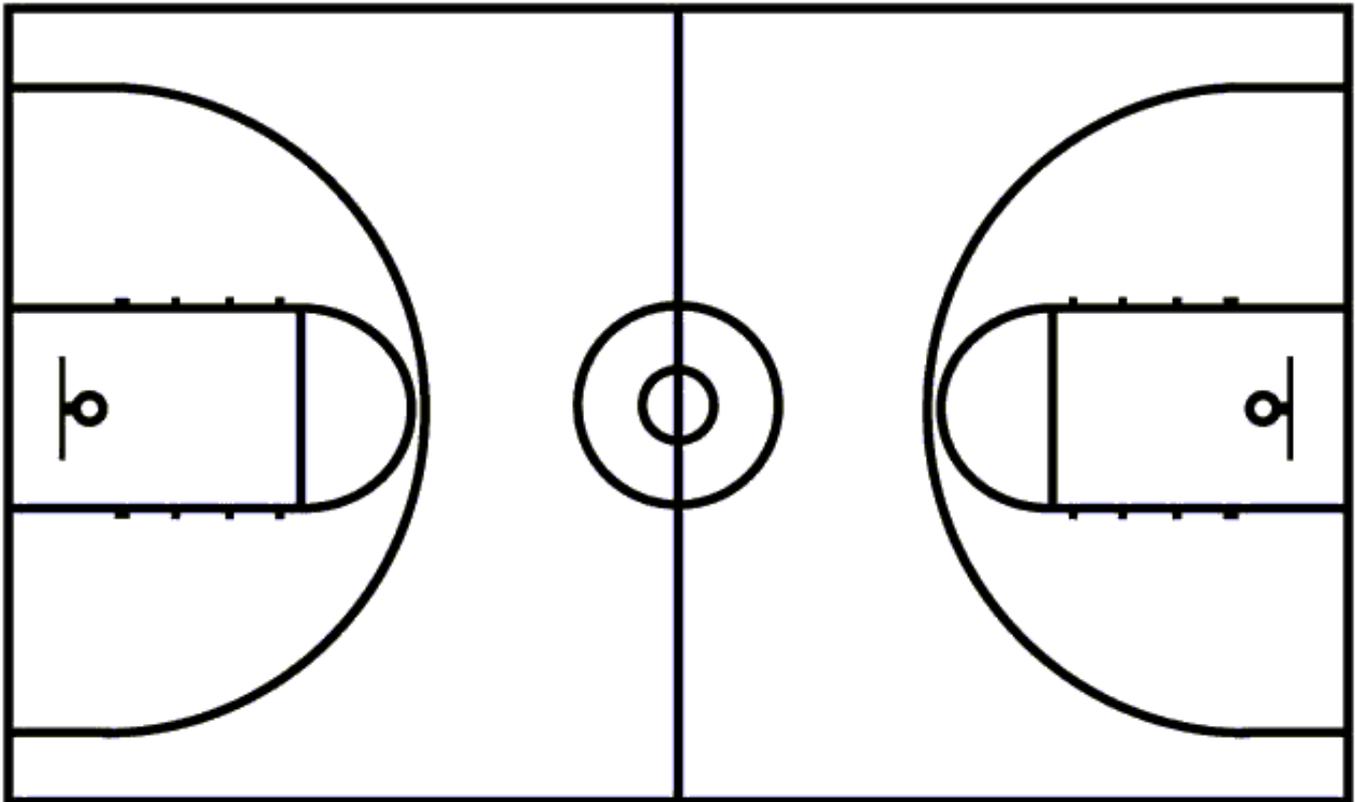
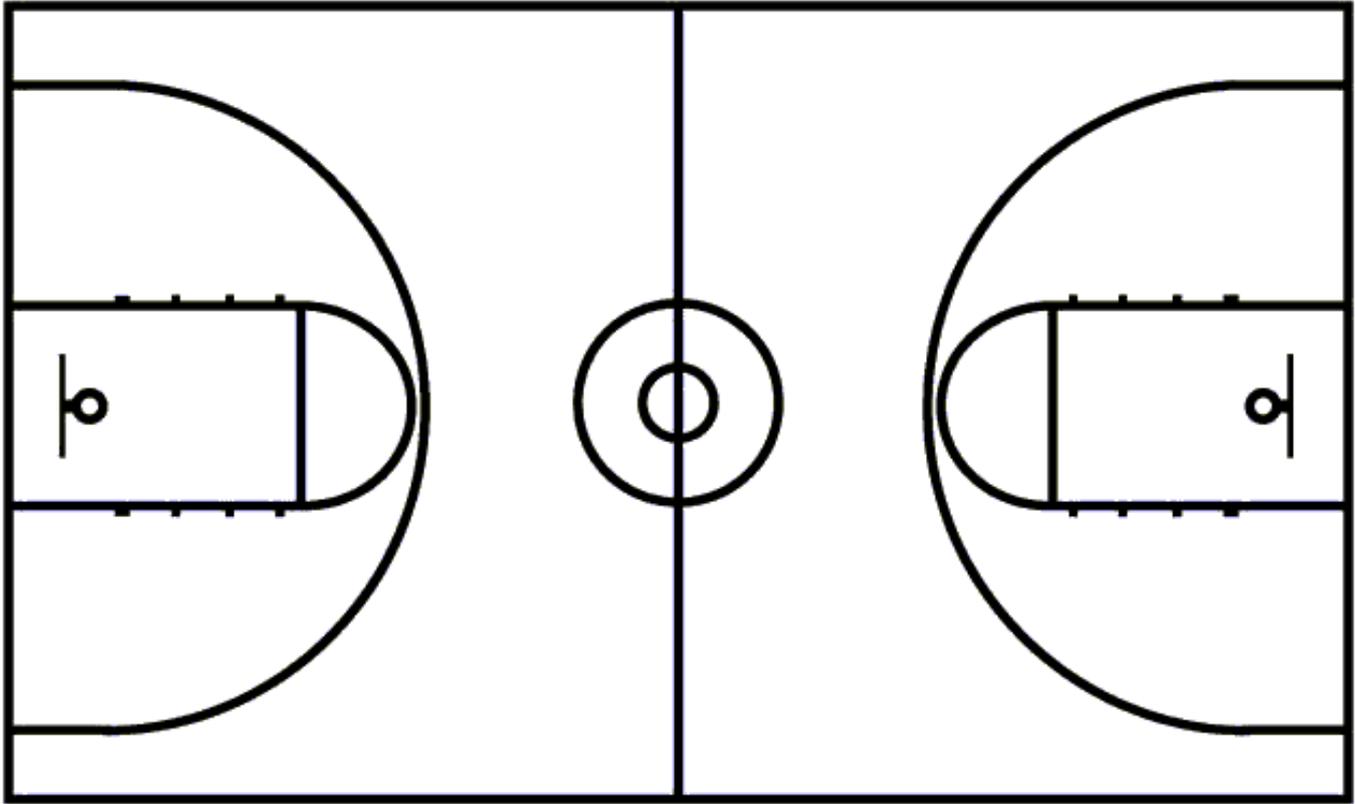


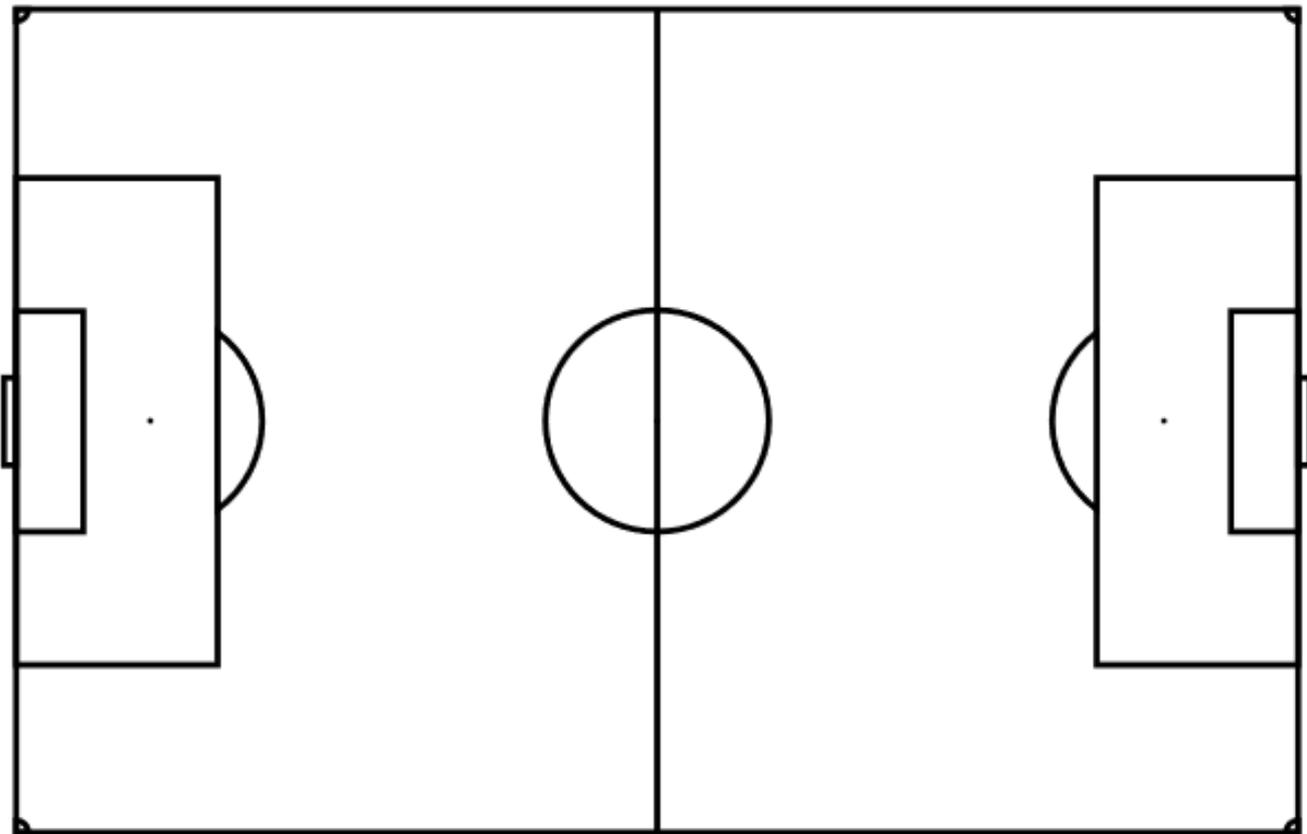
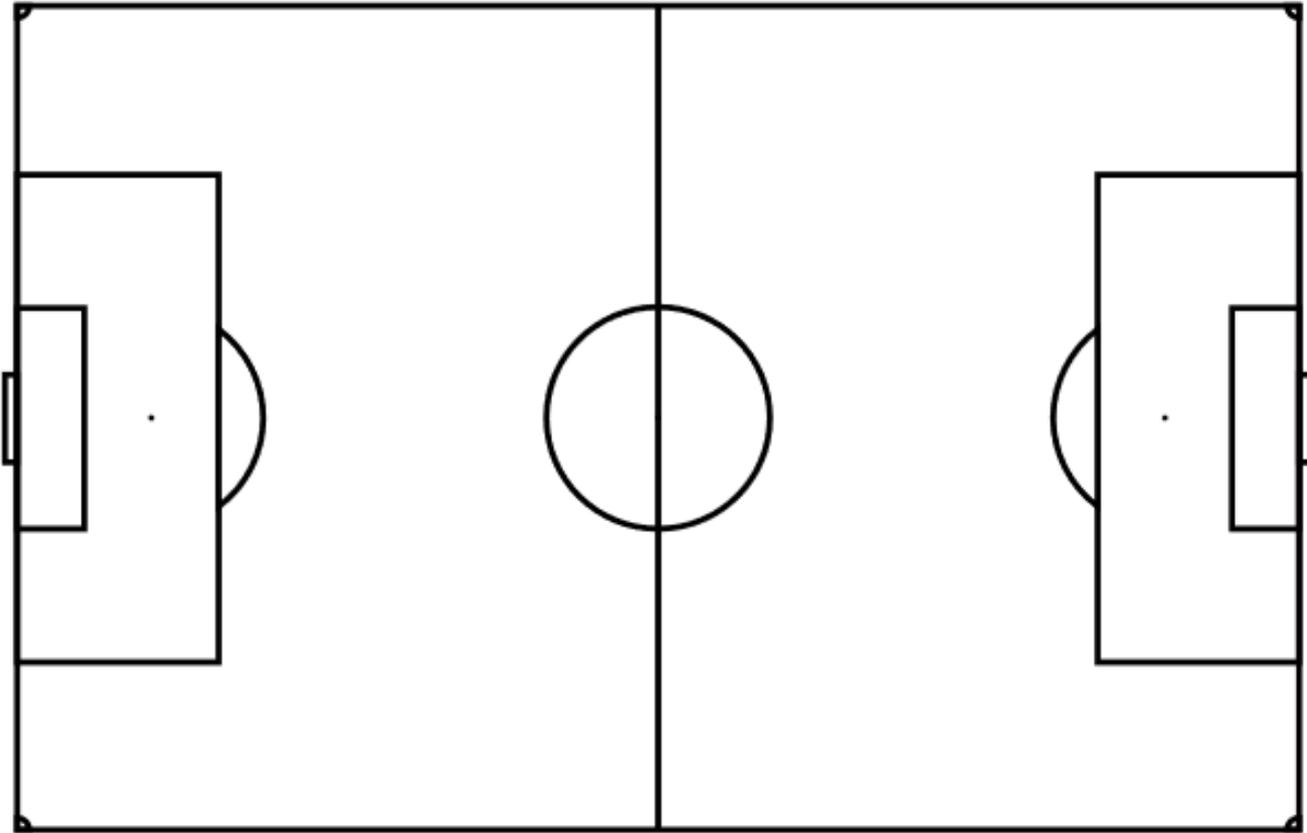
Badminton Court map





Basketball court maps





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

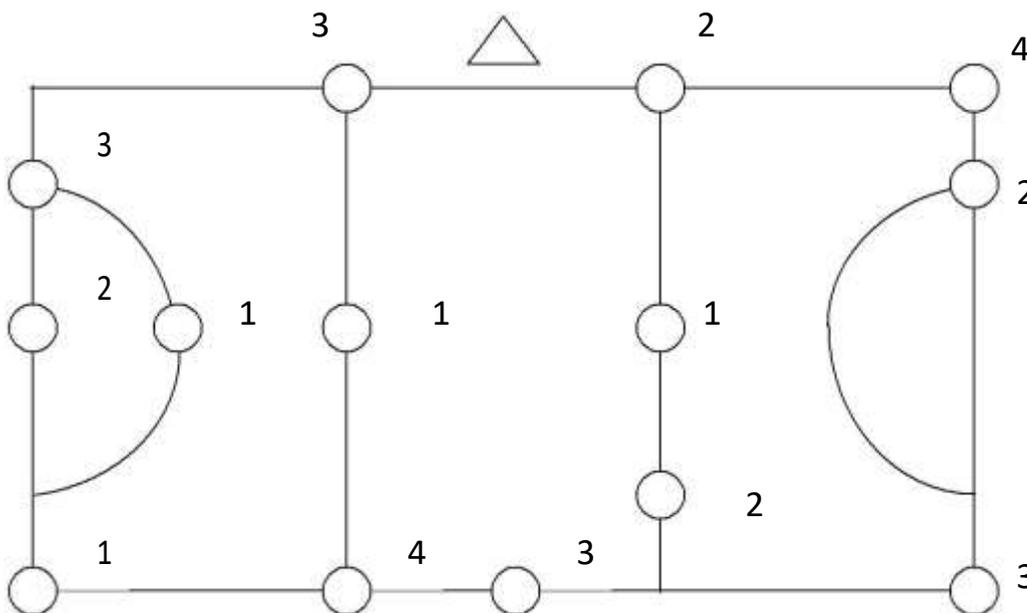


- Answer Sheet:

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:

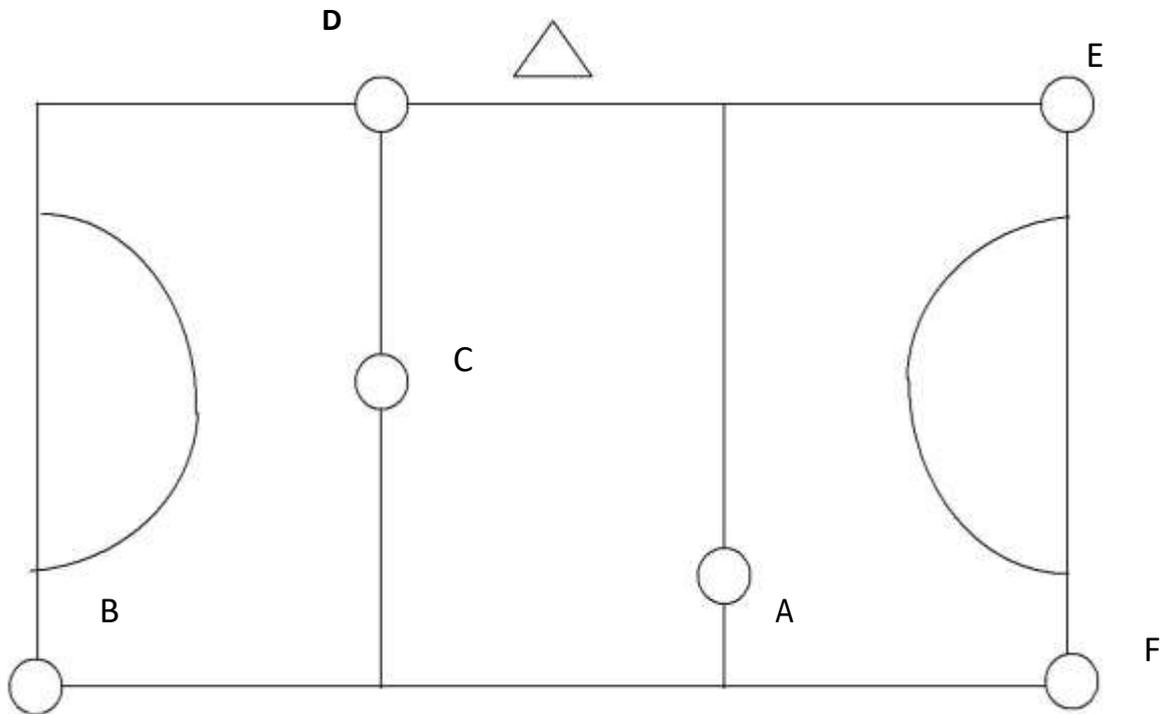
- The children should be in pairs
- Explain that the triangle on the map represents the start.
- Give child 1 the map of one of the courses, child 2 is responsible for adding up the total of the code numbers they find on the cones for the course they are doing

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

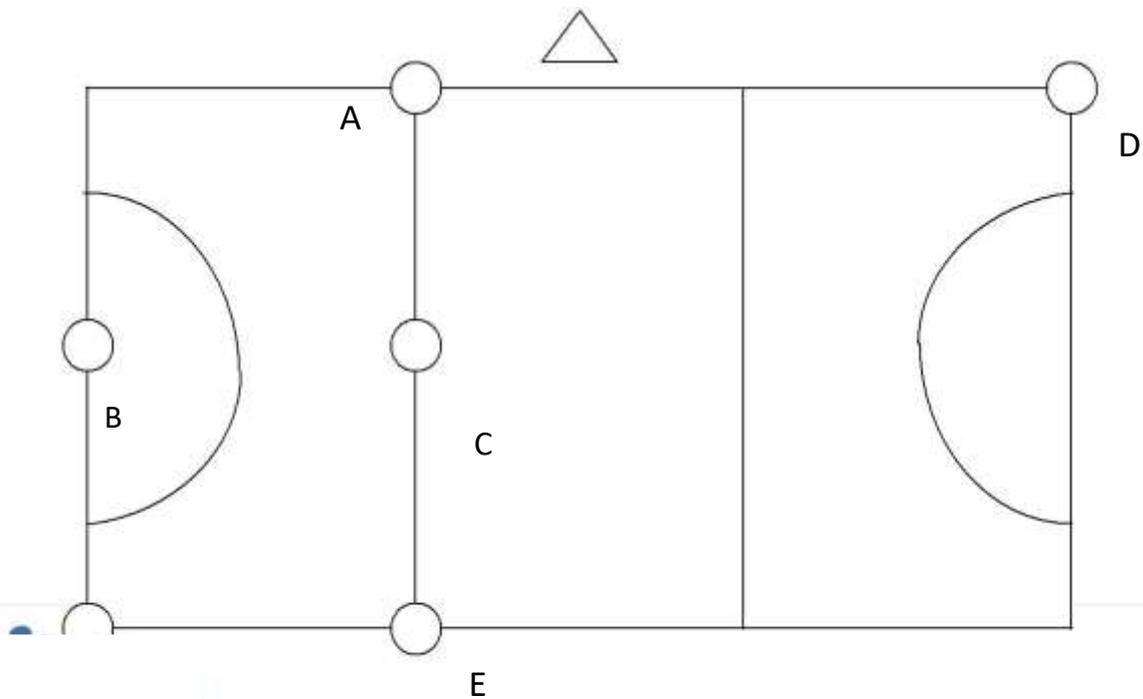
Give successive pairs different maps to start with, so that they don't all follow each other.

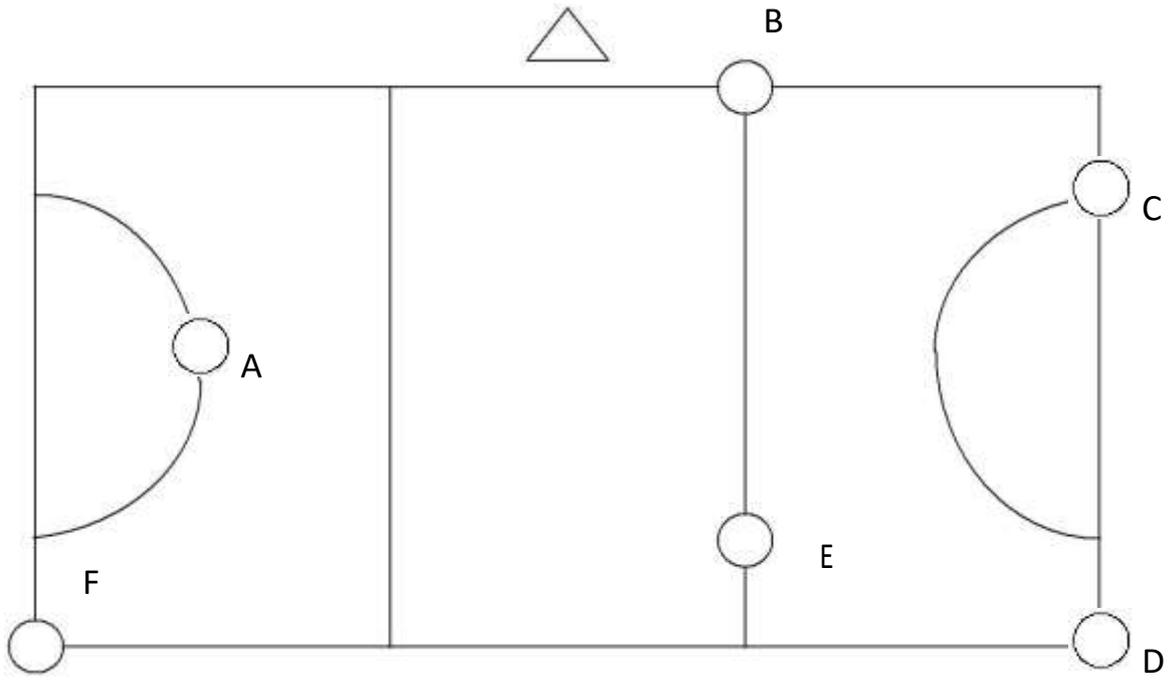
When a pair returns from a course with the correct answer give them the next map in the set, this time child 2 with the map and child 1 adding up. Swap roles each time they start a new course.

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

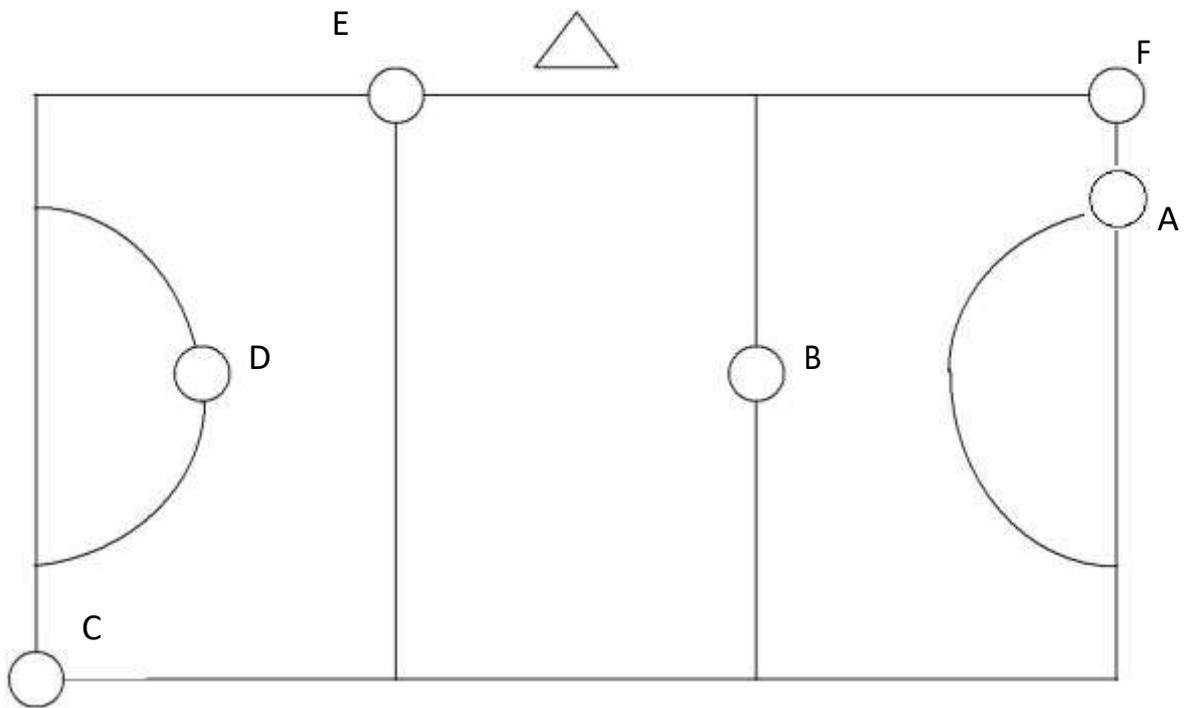


Map 1

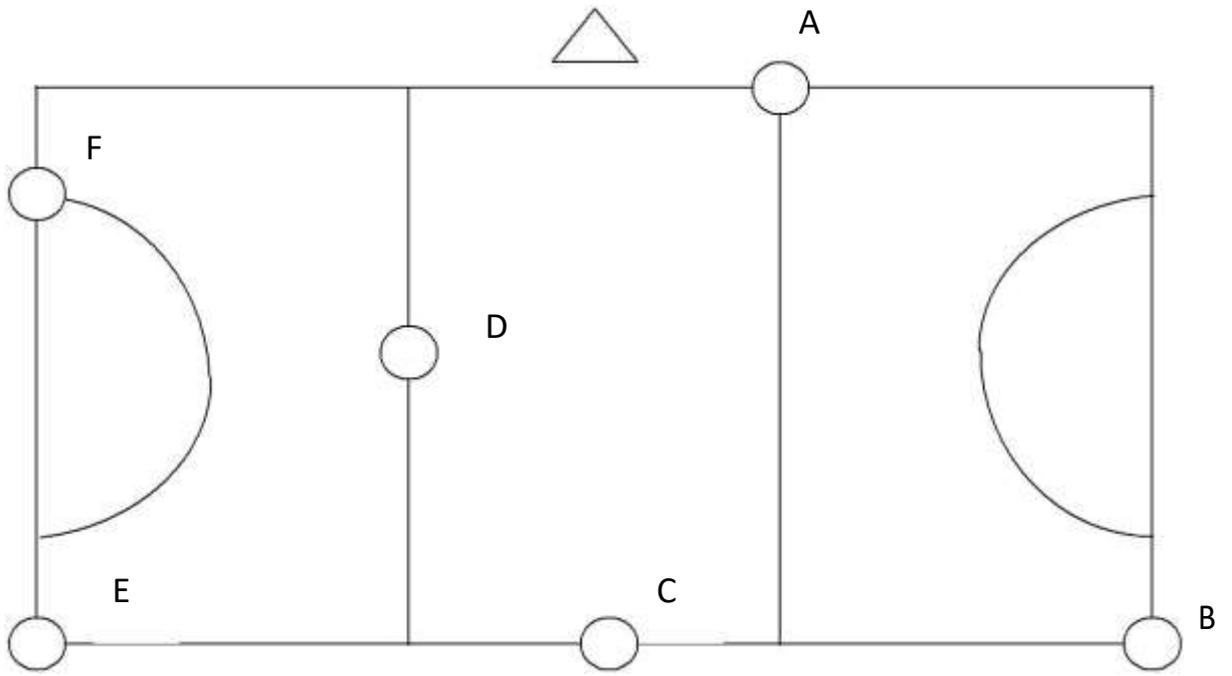




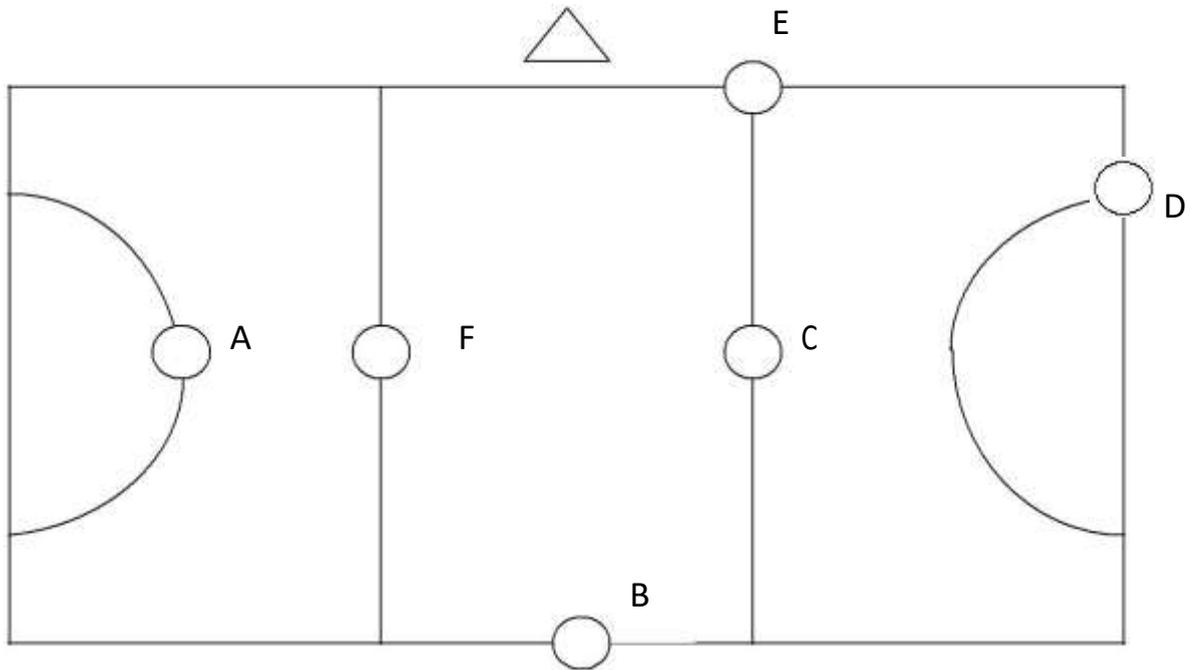
Map 3



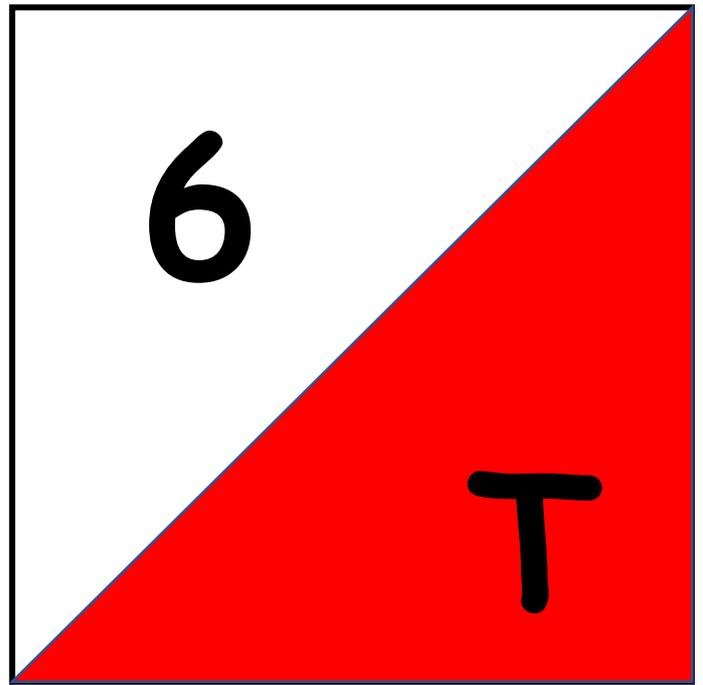
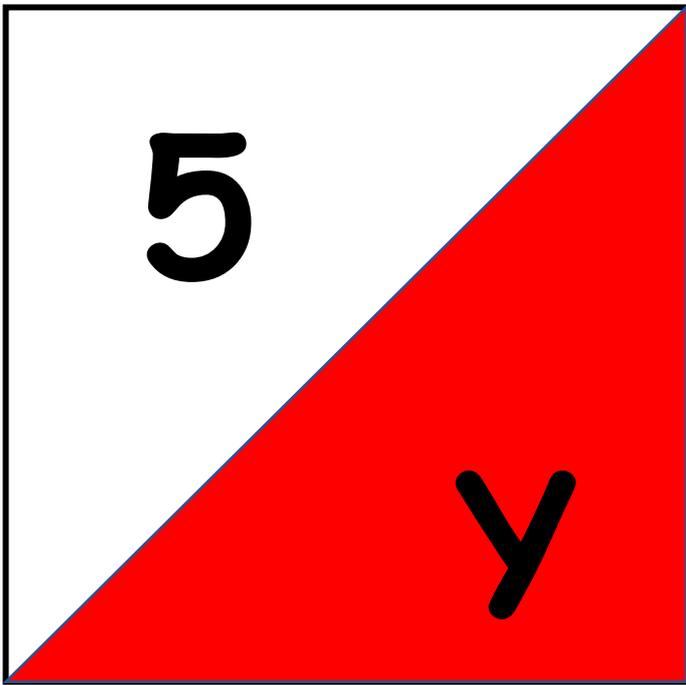
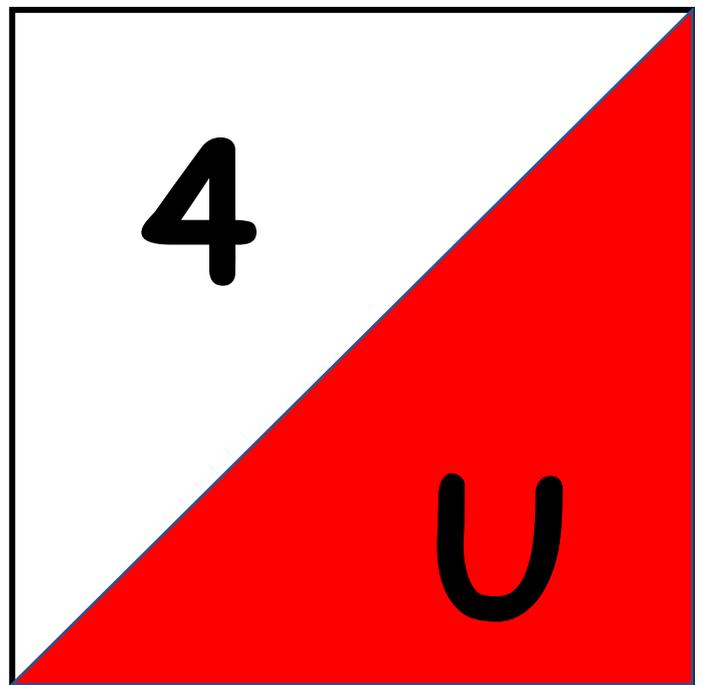
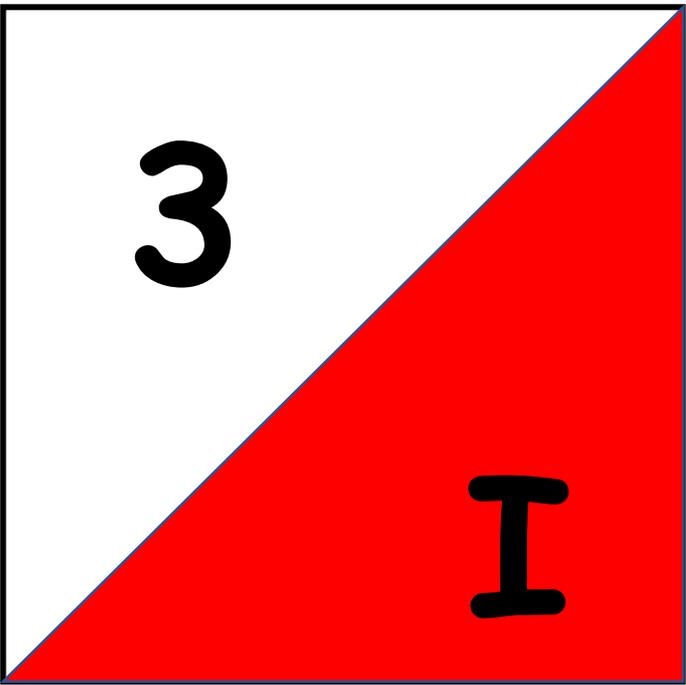
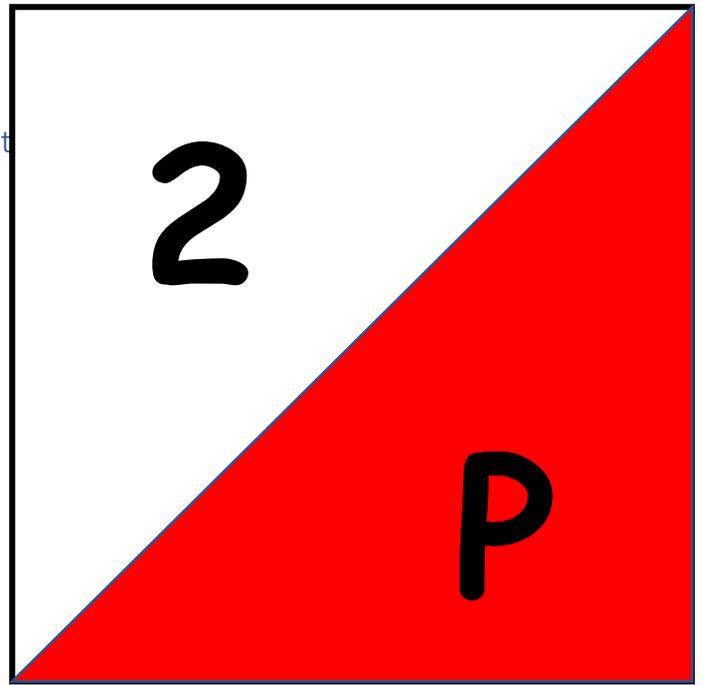
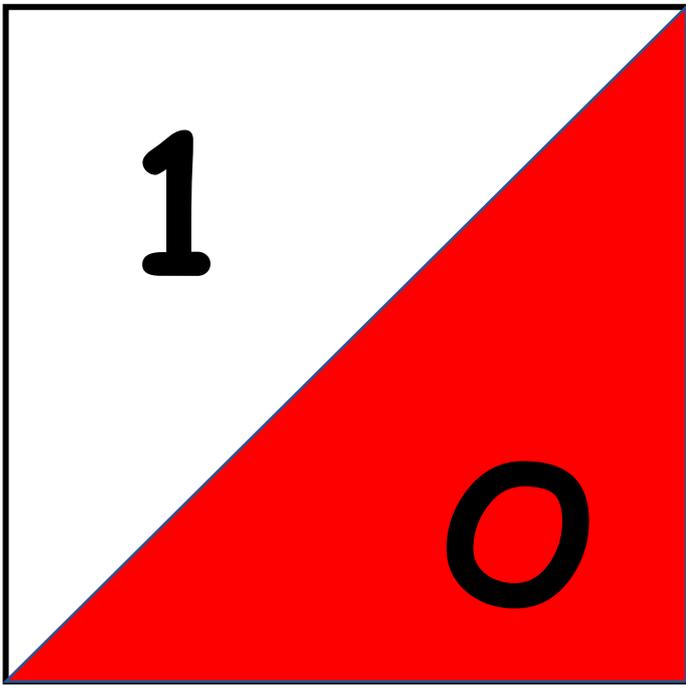
Map 4



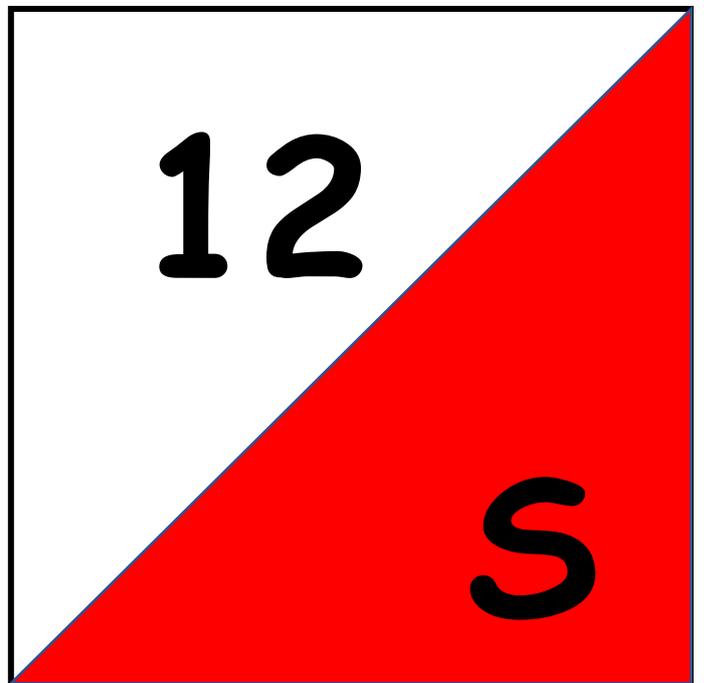
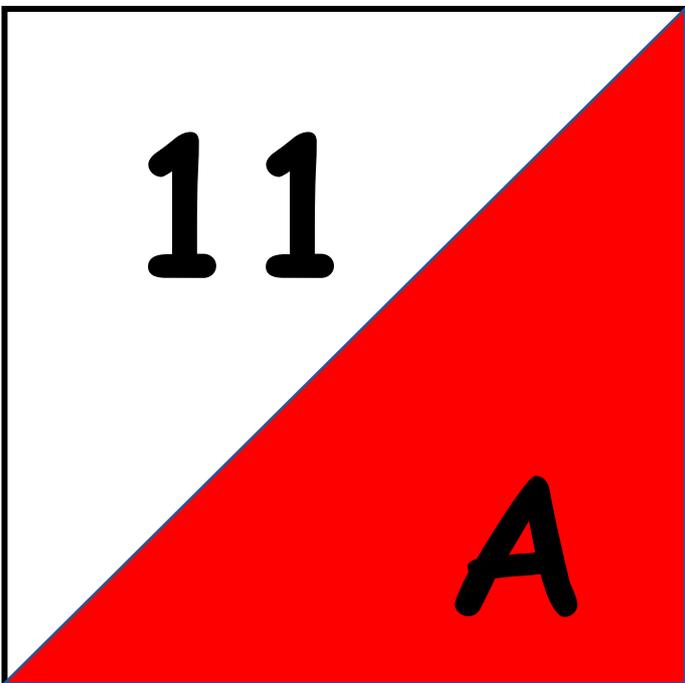
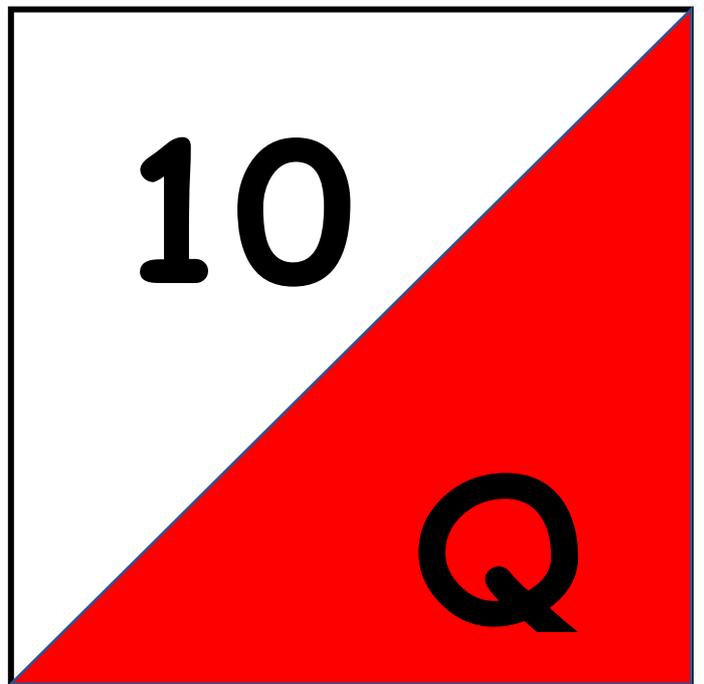
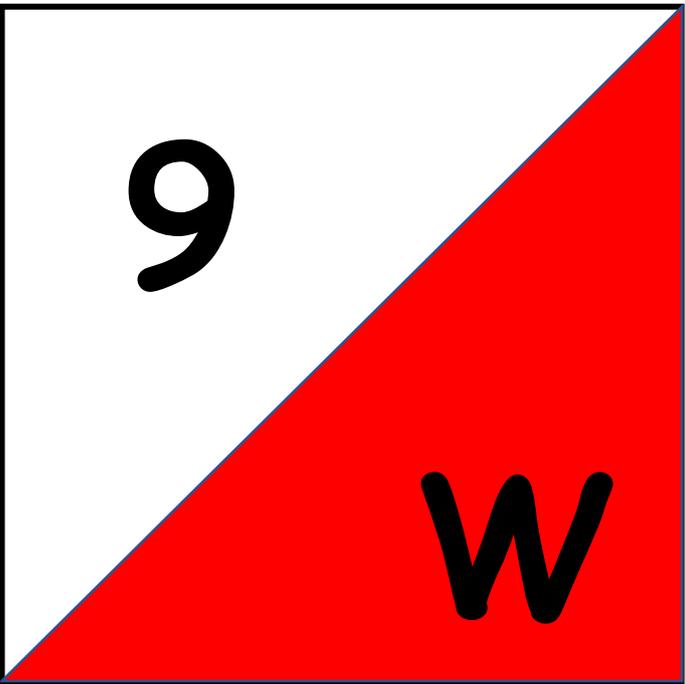
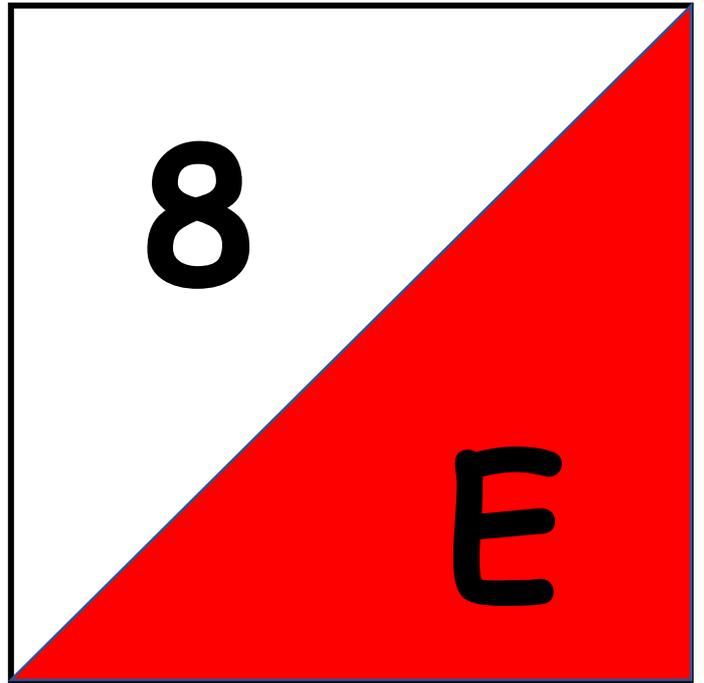
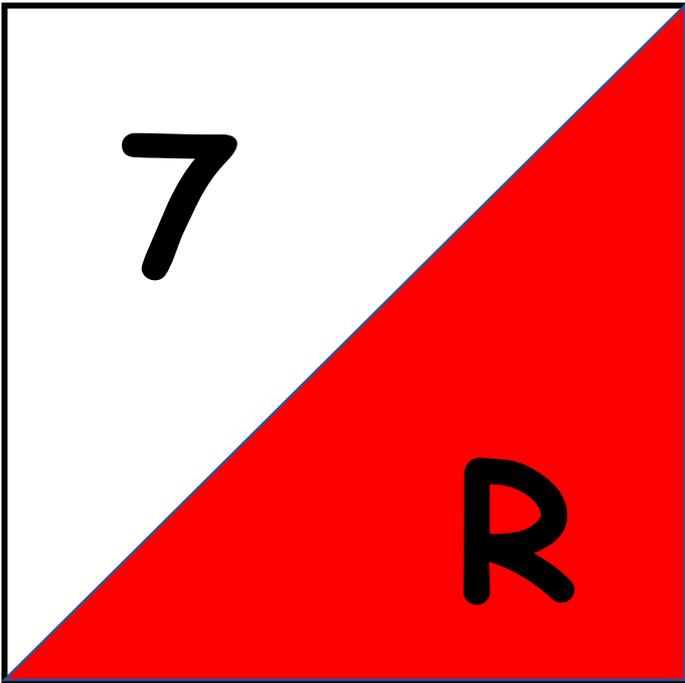
Map 5



Map 6



nd lett



13

D

14

F

15

G

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K

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L

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M

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N

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B

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V

24

C

