



An Orienteering Program for Students in Years Prep - 2

About this Program

This program was written by Felicity Crosato, Orienteering Qld, with some ideas from NSW OK GO Kit (thanks to Barbara Hill). It is set out as a list of activities to teach and reinforce skills, and two different types of orienteering courses in which to practice those skills. As lesson times vary in length, the program is designed so that you can choose activities to suit your lessons and the overall time available for your teaching unit. Some activities from '**Orienteering Games**' compiled by Jen Woods, and '**Games Orienteering Play**' by Debbie Gale (free download) are included. Both of these books are available from the Orienteering Qld website, oq.orienteering.asn.au. Many of the activities can be played indoors (in the case of wet weather).

Suggested lesson progression (suits 45 min lesson):

Lesson 1: Activity 1, 2a, 2b, 3

Lesson 2: Activity 4, 5, 2a, 6

Lesson 3: Activity 7, 8, Course 1, then 4 if time

Lesson 4: Activity 9, 10, Course 2, repeat Activity 10

Lesson 5: Activity 11, 12, Course 2 (different from Lesson 4), Activity 4 if time

Lesson 6: Activity 13, 14

Lesson 7: Course 1, Line course, set as the assessment for the unit.

The basic skills are learned in the first 3 weeks. For a 4 week program, use Weeks 1 – 3 and 7, for a 5 week program, use Weeks 1 – 4 and 7, etc. For a longer program, use any of the extra activities.

Years 1 and 2 Achievement Standard

Students describe actions that help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations.

(Orienteering requires physical fitness, and has many changes of pace. During this program, students will work together to solve problems and complete activities).

Equipment and Resources

- The pdf files necessary for all games are included. They will need to be printed out and laminated.
- This program assumes the school owns control flags numbered 31 – 45
- Course setting on your school map can be done by hand (courses are always marked with a red pen) or by using free course-setting software Corpse <http://www.o-ware.com> or Purple Pen <http://purplepen.golde.org>.
- This program includes activities from '**Games Orienteers Play**' by Debbie Gale, a free download available from the Orienteering Qld website, oq.orienteering.asn.au
- '**Orienteering Games**' which is available for purchase from the Orienteering Qld website, oq.orienteering.asn.au

Risk Assessment

As there is some chance of an incident or injury requiring first aid (Medium Risk), the risks should be managed through your regular planning processes. As well as sun safety and hydration, carefully consider control sites, and how students will enter and exit the site.

Orienteering Skills

Activity 1 – Treasure Hunt – is orienteering a treasure hunt or not?

You will need:

- 8 control flags
- 8 containers
- 48 coloured blocks, (all primary classes have these – about 2cm cubes which clip together)
- Whistle

Hang 8 controls in a small area which you have already drawn a rough sketch map of (used for Activity 2a and 2b). The students should be able to see the controls. Put 6 coloured blocks in a container with each of the controls. It is best if you have 8 different coloured blocks, 6 of each. Show the students a control flag and tell them that you have put 8 flags around the area (describe the area), with a container of blocks at each one. The aim is to collect as many blocks as you can, BUT you can only take 1 block from each container (flag). When there don't seem to be any blocks left, bring students back and count the 'treasure' (that's what the whistle is for!). Now lead students into the idea that it would be much easier if you had a map showing you where the treasure is. Explain that that's what orienteering is, and it's not about luck, it's about the skill of map reading. In this unit on orienteering we are going to learn a lot about making and using maps.

Approximate time: 10 mins

Activity 2a – Orientating the map (Games Orienteers Play #14 – Walk Around the Map)

You will need:

- Sketch map of a limited area like the school oval, with a North arrow, 1 per student

Orienteering the map is the first and most important skill. (It is where the sport gets its name). Give each student a map (which has the control sites from Activity 1 marked and numbered) and give them time to study it. Talk about the symbols on the map (fence, gate, seat, goal post, etc) and how they correspond to what's 'on the ground'. Stand north of the students, and have them face you, so their maps are orientated. Now have them place their maps on the ground (still orientated). Ask the students to look at their map and then at what is in front of them and match the features. Now move around to each side of the map, looking at the map and matching the features with what is in front of them. Once back on the southern side of the map, ask the students to pick up the map and see if they can turn around in a circle again, but this time they have to turn the map in their hands, rather than having it not move because it is on the ground.

Activity 2b – Map Walk

You will need:

- Map from Activity 2a, 1 per student
- 8 control flags and punches, as per Activity 1

Continued on from Activity 2a, Show them the north arrow and remind them where north is in the school. Take the whole group around the area, visiting each control flag and noting what number it is marked as on their maps. Point out other features on the map (and collect boxes of blocks) as you go.

Approximate time for Activities 2a and 2b: 20 mins

Activity 3 – Orientating and reading the map – Scatter Course

You will need:

- Sketch map, flags and punches from Activity 2
- 8 control flags and punches, as per Activity 1
- 1 Punch card for each pair of students

After doing Activity 2, the students have now visited all the control sites. Go over the connection between the circle and number on the map, and where each of the flags ('treasure points') is. Divide students into pairs and give each pair a punch card. Tell them they are going to find the same 'treasure' points as before but this time they have a map and a punch card. Instead of taking a block, they have to punch in one of the boxes on their punch card. When they have visited all 8 flags (tell them they can get them in any order), they are to run back to you. This time everyone who finds the 'treasure' (control flag) and punches their card wins, not just the people who got blocks from the last



game. Don't introduce the idea of 'the right number in the right box' yet, they can punch in any box. Have students bring the flags in at the end of the lesson.

Approximate time: 15 mins

Activity 4 – N-E-S-W game (a good warm up/warm down game if time permits)

You will need:

- 4 ice cream containers or similar to collect the cards
- Blotak/tape to stick the large N, S, E, W onto the containers. Extra challenge – only put out the 'N'
- NSEW cards. There are 10 different coloured sets.

Place the containers at the compass points of the playing area at least 20m from a central point. Stand at this central point and line students up in a single line (preferably facing NE or NW, not due north). Teach the compass points, and explain that north is the most important and always goes at the top of the map. There are north lines on all orienteering maps. Explain that they will be given a card with N, E, S or W written on it, and that they have to run and place their card in the correct basket, then run back to the end of the line. Continue until all cards are in the baskets. Now divide the students into 4 groups and have them sort each of the 4 containers of cards (ready for next time), and check that they are all correct. Help students to recognise which part of their school is 'north'. You may wish to use a compass to show students which direction the red needle is pointing, but otherwise compasses are not used.

Approximate time: 10 mins

Activity 5 – Lost in Space -(Games Orienteers Play #12) - best done in a hall or tennis court

You will need:

- A4 size pictures of a planet, a rocket, a star, a spaceship, a moon
- Blotak or pegs to hang pictures up
- blank A4 page, pencil and eraser for each student (or laminated map and whiteboard marker)

Put pictures up around the hall/court. Note doorways, windows or gates. Give students a piece of paper and have them draw a sketch marking on the pictures and any doors, windows or gates in their relative positions. Talk about what is to the left and right, in front and behind, near and far from them. Have correct copies ready to give students who have not got it right. Now have a student stand somewhere within the space, and all other students are going to mark an 'X' on their maps where they think that student is standing. Compare answers and talk about how to find the right answer using the pictures. Erase this 'X', and choose another student to stand in a different spot, etc. Check answers as before. Divide students into 2 groups according to those who understand and those who need a little more help. For the group that understands, divide them into pairs and ask them to take it in turns, one stands in a spot and the other marks the spot on their map. Take the other group and continue to work with them as a whole group.

The exercise can be reversed where the student marks an 'X' on their map, and their partner has to go and stand in the correct spot.

Approximate time: 15 mins

Activity 6 - Red Line Course

You will need:

- School orienteering map with a red line, 1 per student
- Optional: up to 8 flags and punches

You are going to draw a red line on the map for the students to follow. Mark a red triangle (the start symbol) on one end of the cricket pitch (for example). Now draw a red line from this triangle across the oval, along fences and paths, past buildings and gardens etc, but keep it VERY simple. The line must be straight, with distinct bends when you turn corners. Finish back at the other end of the cricket pitch with a double red circle (the finish symbol). It is recommended that you use this same route for the Line Course in Week 4 for very young students. Give each student a map and explain that when doing a course in orienteering the start is always a triangle and the finish is always a double circle. Tell the students that you are all going to follow the red line, stopping at each bend in the red line to look at the features on the map and match them to what they see around them. This is a good chance to judge the skill level of your group and to identify the students that will need a little extra help.



Optional: Hang flags along the red line, then after returning to the start, give students a punch card and tell them to visit any 5 (?) of the flags they just walked past – no map, just from memory

Approximate time: 10 - 15 mins

Activity 7 – Jigsaw Puzzles. (Games Orienteers Play #8).

You will need:

- 6 laminated school maps
- 6 laminated school maps cut into 8 pieces each

Play as a relay, keep it simple. Cut 6 of them into 8 pieces to make 6 jigsaws. Divide class into 6 teams. Each team is given a laminated map, and a set of 8 map pieces. Put the complete maps on the floor/table. Line the teams up a distance away from their complete map and put the 8 pieces on the ground in front of each team. The first runner takes the top piece, runs to their complete map and places the piece in the correct place on the base map (need to play out of the wind). They run back and tag their next team mate who runs up and places the next piece, etc, until the puzzle is completed.

Approximate time: 10 mins

Activity 8 – Punch cards - punching controls in the right boxes and checking control numbers

You will need:

- 8 flags and punches
- Punch card for each student, with flag numbers written in
- If doing Course 1 in the same session, ensure that all flags are on the set course, but students do not do this activity with a map.

Before the session starts, put out about 8 controls in the same area as the treasure hunt, Activity 1. You should be able to see all of the controls. Give each student a punch card with the flag numbers of the flags you have put out, already marked in the boxes. Tell them they have to go to each of the flags that they can see and punch the right number in the right box. Tell them how many flags there are and that they can visit them in any order. Use a mass start (everyone starts together), and emphasise MANNERS required for orienteering. If there is someone else already at the flag, make a line behind them and wait your turn. This is an important part of our sport. Students can compare their punch cards with other students to see if they are the same.

1	2	3	4	5
51	52	53	54	55
6	7	8	9	10
56	57	58		

Approximate time: 10 mins

Activity 9 – Observation Game – Orienteers are good looking runners!

You will need:

- 2 Observation Game master maps
- 28 Observation Game maps
- 20 Map Symbol Answer cards
- 4 cones to place at the compass points
- *Recommended:* Cones to place with each symbol card to make them more visible
- *Optional:* wire pegs to hold the cards down

This can be a whole group activity, or just set up one of the master maps ready for fast finishers when doing courses. See Instruction Card for how to play.

Suggestion – use wire pegs to hold the cards in place if it is a windy day. If using both master maps, Coach stands between the two areas and holds all the maps. Students line up single file, and are given a map. After they have finished that map, they return to the end of the line to swap for a new map. Continue until all students have done at least 3 of that map, then swap (there are 2 sets of maps – Map 1 and Map 2).

Approximate time: 10 mins

Activity 10 – Map Symbols card game

You will need:

- 6 sets of selected Map Symbol cards (see below)
- 6 laminated school maps

Optional:

- 6 sets of selected Map Symbol Word cards for extension activity.

Select the following symbols from the complete set : fence, uncrossable fence, track, building, pass-through, pole, man-made object, watercourse, tree, paving, water, open land, out of bounds garden, rock wall, gate, stairs (or similar if any of these symbols are not used on your school map). Divide the students into 6 teams and give each team a laminated map (from the Jigsaw puzzle activity). Using the picture cards as flash cards, teach the students what each symbol means. Have the students find examples of each symbol on the school map.

Now collect the maps and line the teams up ready to run a relay. Place one set of picture cards, spread out on the ground face up, about 20m (or whatever distance you like) away from each team. If it's very windy or wet, you may need to play this inside a hall. Explain that you are going to call out a feature (eg 'fence'), and the first runner from each team has to run up to their set of cards, pick up the correct one, and run back to the back of their team line. When everyone is back, repeat for 2nd runners in each team with a different feature, until every student has 1 card. Students can now form themselves into groups according to the cards they are holding. These students can now form a new team. Repeat a second time, or until all cards have been collected.

Extension Activity: If students can read, give each team a set of picture cards, to spread out on the ground in front of the team. Spread the word cards out about 20m away from each team (where the picture cards were in the previous game). The first runner picks up one of the picture cards, (asks for help if not sure what it is), runs up and places this card onto the matching word card, then runs back to tag the next person. Once all picture cards have been placed, check the pairs of cards are correct and announce the winning team.

Approximate time: 10 mins

Activity 11 – Photo features card game – matching symbols to real life

You will need

- Selected Feature Photo cards
- Matching Word cards from Map Symbols set as per instruction page.
- 1 Instruction page
- **Optional:** map feature cards

In this game students are going to be given a word card and asked to find the matching feature photo. Select the photos of the features the students will recognise from the set of 36 feature photo cards. Spread out on the ground face up, then stand about 25m away with your back to the cards. Line the students up, single file in front of you. Hand each student a word card and tell them to find the matching photo. You may need to tell them what the word is as you hand it to them. They bring both cards back and join the end of the line. As they get to you, check they are correct. If not send them back to put the photo card back and try again. If they are right, take their word card, give them a new word card and ask them to put that photo card back with the others and find the new one. May be played in a hall on wet or windy days.

Optional extension: this game can also be played using both map symbol cards and photo cards and students can choose whether to bring back the photo or the map symbol.

Approximate time: 5 – 10 mins

Activity 12 - Run as fast as your brain!

You will need:

- 1 Answer sheet
- 20 Maps A and 16 Maps B
- 18 coloured animal pictures (Level 0) or 18 coloured letter/number cards (Level 1)
- 18 cones
- Optional: 18 wire pegs to hold the coloured cards in place

There are 4 levels of this game available. Levels 0 and 1 are suitable for Prep – 2 classes. Level 0 uses pictures, while all other levels use letters and numbers.

Spread the cards as far apart as suits your group. The further apart they are, the more it simulates the difficulty in concentrating while running hard. It is also teaching students to orientate their maps. Set out both sets of coloured cards (red, yellow white and blue, green, pink) according to the Answers. Make sure

they are orientated to north. Stand in the middle with the cards. Split the group in half. Give one half a map each from the red, yellow, white set while the other half work on the other set. After they have done a few each, swap groups. Students can go alone or in pairs.

Approximate time: 15-20 mins

Activity 13 - Arranging the furniture

You will need:

- 'Games Orienteers Play', #1 and #10
- Chairs, tables (or cones and hula hoops; or clothes pegs and blocks to play on a table)
- Maps of arrangements of the chairs and tables (as per GOP, #10)
- A large space (or small space if using smaller objects instead of chairs and tables)

First tell the students you are going to draw a map, and discuss what symbols you might use ('Games Orienteers Play' #1). Then move onto 'Arranging the furniture', #10. You may like to use cones and hula hoops instead of tables and chairs as they are not as heavy to move around.

Approximate time: 20 mins

Activity 14 - Simple course around the furniture

You will need:

- The same set up and maps as for Activity 13 (not suitable if Activity 13 was played on a table)
- Control flags and punches, enough for 3 per group
- punch cards

Divide students into groups and give each group 3 flags and a red pen/pencil, and an A4 size copy of one of the arrangements from Activity 13. Each group is going to set a course with a start, 3 controls and a finish, around the furniture, for the other groups to do. Suggest that they make the start and finish at a door or window marked on the map.

Approximate time: 25 mins

Activity 15 – International Control Symbols, Column D – card game

At events, the control descriptions for young children (up to 12) are always in English, but as young students have limited reading ability, the international control descriptions are often easier for them.

You will need:

- 6 Sets of Selected Control Descriptions Column D cards
- 6 Sets of Selected Control Descriptions Column D word cards

For students who are beginning to read:

From the complete set of Control Description cards, select the following - fence, track, rock wall, building, building pass through (pergola), significant tree, watercourse, water tank, thicket (garden), bridge, stairs, manmade object, pole, road, gate, cairn (the first 2 pages on the file). Then select the matching word cards. These symbols are found in Column D (see 'Control Descriptions Explained'). This is played in teams, as a relay. Place one set of either word or symbol cards at the top of each team. Spread the other cards out on the ground about 20m away from each team. On 'Go', the first team member picks up the top card, checks what the word is (and asks for help if needed), runs up to the spread-out cards to find the symbol.

For students who are not reading yet:

Play the same way as Activity 7, map symbol card game, where you call out the symbol that they have to find. (Hint: To distinguish between these 2 sets of cards – map symbols are coloured, control descriptions are black and white)

Approximate Time: 10 – 15 mins

Activity 16 – Worksheets in 'Orienteering Games' (available for purchase from the OQ website)

- Spot the flags, pp 128-129
- Mazes pp 132-133
- Flag codes pp 13-139
- Puzzles pp 142-143

Extra Activities:

There are more activities in “Games Orienteers Play” (available as a free download from the Orienteering Qld website, oq.orienteering.asn.au). You may like to try #11, Creating Landscapes and Maps.

Orienteering Courses

Note that children under the age of 9 are not expected to complete an orienteering course unassisted. It is expected that students will be in pairs or groups. All courses should be set at ‘very easy’ standard, which means that the controls should all be visible on the approach side, the courses should follow linear features where possible, and the next control may be visible to the students if the map is orientated and they are facing the right direction. On a line course, controls should be in numerical order (1 is 31, 2 is 32, etc). More information on setting courses can be found in “**Games Orienteers Play**”, a free download available from the Orienteering Qld website, oq.orienteering.asn.au

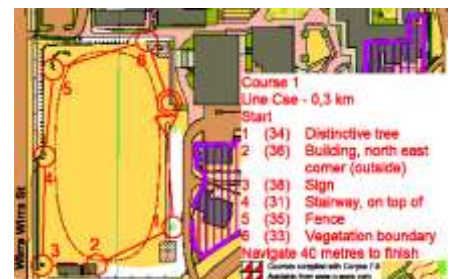
At the end of each lesson, the students may be able to help you bring the controls in.

Have a signal (eg whistle) which lets the students know that they must return to you, whether they have finished their course or not. Explain that if they are having trouble finding the next control, they should return to you. However, encourage them to try themselves to solve the problem before returning.

Course 1 – Cross Country (Line) Course

You will need:

- 1 map per student
- 1 control descriptions per student
- 10 – 15 control flags and punches
- Punch card per pair of students



Set a very easy line course which follows linear features as much as possible. Controls should almost be seen from the previous control and should be in numerical order. Put the flags out before the session starts. See “**Games Orienteers Play**”, #25 Cross Country orienteering. Give each student a map, the control descriptions and a punch card. Allow students to work in pairs (or 3’s if need be), and start each pair of students at 30 – 60 second intervals. Fast finishers may be able to do the course backwards, but check that this will work!

Approximate Time: 20 – 30 mins

Course 2 – Scatter Course

You will need:

- 1 map per student or pair of students
- 1 control descriptions per student or pair of students, if not printed on the map
- 10 flags and punches
- 1 punch card per student or pair of students



Set a scatter course with 10 controls, mostly in sight. See “**Games Orienteers Play**” #26, Scatter Orienteering. Put the controls in an area where most can be seen (around the oval is good, with a couple ‘around the corner’. Put the flags out before the session starts. Mark all 10 controls on a map and print copies for all students. Courses are always printed in red ink, as no map features are red. Descriptions for a scatter course should always be in numerical order (1 is 31, 2 is 32, 3 is 34 if there is no 33, etc). Give everyone a map and a punch card, with the numbers of all 10 controls marked in the boxes in numerical order, as per Activity 8. Explain that they have to find 6 (or 8 or all) of the 10 controls that are out there. They can choose any 6 (or 8), but they must punch in the right box. No 34 must be punched in the box with ‘34’ written in it. When they have punched the required number of boxes, they run back to the start/finish. Use a mass start. Encourage them to work together in their pairs rather than just following the other students.

Approximate Time: 10 - 20 mins

Course 3 – Star Relay (Games Orienteers Play #23)

You will need:

- 1 map per pair of students (or per 4 students if going out in pairs)
- 8 (or an even number) flags and punches
- 1 punch card per pair of students (or per 4 students if going out in pairs)

Set a course such that the start is central and the controls radiate in a circle around the start. In teams of 2, the first runner takes the map and punch card and visits one control and returns to the start, hands over the map and the punch card to the other team member, who visits the next control and returns, etc, until all controls have been visited (can be done in teams of 4 if students wish to go out in pairs). Each team can start on a different control number, so they are not all visiting the same one and having to wait to punch. (ie Team 1 visits 1,2,3,4, etc, Team 2 goes to No 2 first, then 3,4, and then No 1 last, etc).



Assessment:

You may wish to set a Cross Country course for assessment at the end of the unit. However, it is recommended that assessment is done throughout the unit with each activity. Students under the age of 9 are not expected to complete orienteering courses unassisted.

For more information on orienteering in Qld, please go to oq.orienteering.asn.au . For assistance with this program, please email sportingschools@oq.asn.au.