An Orienteering Program for Students in Years 3-6

About this Program

This program was written by Felicity Crosato, Orienteering Qld, with thanks to Barbara Hill, Orienteering NSW, for her input. It is set out as a list of activities to teach and reinforce skills, and different types of orienteering courses in which to practice those skills. It includes activities from '**Orienteering Games**' compiled by Jen Woods . As lesson times vary in length, the program is designed so that you can choose activities to suit your lessons, and to suit the overall time available for your teaching unit. The basic skills that should be taught before students do an actual course are the compass points, orientating the map, interpreting map symbols and using a punch card (Activities 3,4,6 and 7). Some of the activities should be played several times, to reinforce skills, and many can be played indoors in the case of wet weather.
Suggested lesson progression (suits 45 min lesson):
Lesson 1: Activity 1, 2, 3, 4, 5
Lesson 2: Activity 6, 8, 9, Course 3
Lesson 3: Activity 7, 11 (or you may prefer to do 10 with Yrs 3 and 4), Course 2
Lesson 4: Activity 12, 13, Course 1 or 5.
Lesson 5: Activity 14, Course 4, repeat activity of your choice.
Final lesson: Course 1 or 5, 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 Final, for a 5 week program, use Weeks 1 – 4 and Final, etc. For a longer program, use any of the extra Activities and course suggestions.

Years 3 and 4 Achievement Standard

Students recognise strategies for managing change. They investigate how emotional responses vary and understand how to interact positively with others in different situations. They understand the benefits of being fit and physically active.
Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges.
(Orienteering requires constant decision making and problem solving. It requires many changes of pace, and both physical and mental fitness. In this program students will work cooperatively to complete activities within the rules).

Years 5 and 6 Achievement Standard

Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.
Students demonstrate skills to work collaboratively and play fairly. They apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing.
(Orienteering requires constant decision making and problem solving, and a calm and confident approach. It can be competitive or social. In this program students will work cooperatively to complete activities within the rules).

Equipment and Resources

- The pdf files necessary for all games are included.
- This program assumes the school owns control flags numbered 31 – 45
- Course setting on your school map can be done by hand or by using free course-setting software. Purple Pen http://purplepen.golde.org (uses pdf map file).

- "**Games Orienteers Play**", a free download, available from the Orienteering Qld website, oq.orienteering.asn.au

- "**Orienteering Games**", 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:
- 15 – 20 Map Symbols cards
- Whistle

Place around a chosen area, some obvious, some more difficult to find. The size of the area is up to you. Show the students an example of the cards, tell them how many cards are hidden and what the boundaries of the area are, and send them out to find them. Use a whistle to call them back after 5 mins. Check that all cards have been found. Now explain the difference between a treasure hunt and orienteering (Activity 2).
Approximate Time: 8 mins

Activity 2 – What is orienteering

Orienteering is like a treasure hunt, because you have to find markers that have been placed around a school, park or bushland. However, in orienteering it's not about luck, it's about the skill of being able to read a map. You can go at whatever speed you like, but if you run fast without reading the map, you will make mistakes and have trouble finding the 'treasure' (control flags). Sometimes if the map is very complicated, walking is the fastest way! Orienteering is about persistence. Quitters never win and winners never quit!
During this unit, students will learn how to read the symbols on orienteering maps, and how to make good decisions about the best way to get to the control flags. Route choice is very important in competitive orienteering.
Approximate Time: 2 mins

Activity 3 – Orientating the map

This is the skill that gives the sport its name. Students must learn to keep their map pointing towards north at all times.

You will need:
- 1 school map per student (can be the map from Activity 4, Map Walk)

Stand north of the students and ask them to face you. Ask them to check that their maps are turned around the right way ('orientated'), facing north. This is the way that the map must always face. Now ask the students to face east, but the map must still face north. Turn again, to the south. Help them to turn the map so that it stays in front of them. Keep them turning in different directions until they are confident with turning their bodies, but keeping the map facing north (but still in front of their body).

If students are having difficulties, place the map on the ground (facing north) and have them walk around it.
Approximate Time: 5 mins
Activity 4 – Map Walk - Introducing map symbols

You will need:
- School orienteering map marked with a red line course, 1 per student

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. 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). Give each student a map and explain that 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 (as a group), 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.
Approximate Time: 15 mins depending on the length of your 'red line'.

Activity 5 – 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 marked

Before the session starts, put out 8 controls in an area where they can be seen. Give them each 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 there are and that they can get them in any order. Use a mass start, 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 the sport. Get them to check each others' cards when they get back to check for mispunches.

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

Approximate Time: 15 – 20 mins

Activity 6A – NSEW - Introducing the compass points in relation to the school

Orienteering is about using a map to find our way around. The most important thing about using a map is making sure that it is always turned around the right way ('orientated', which is where the sport gets its name from). To do this we need to know the points of the compass – north, N, south, S, east, E, west, W.

You will need:
- 4 ice cream containers or similar to collect the cards
- Blutak or tape to stick the large red N onto the northern container
- NSEW cards. There are 10 different coloured sets.

Optional
- Blutak or tape to stick the large red S, E and W cards onto the other 3 containers

Place the 4 ice cream containers or similar on the oval at the 4 points of the compass, each container about 20m from a central point. For younger students, stick the large letter N card onto the northern baskets. Explain that north is the most important compass point. It is marked on all maps, and is where the red needle on the compass points. Divide the class into 10 teams and give each team a set of cards. Have the team shuffle the cards and then swap with another team. Everyone stands in the centre. The cards become **the relay baton**. They must **hold the cards face down**. On 'Go', the first team member turns over the top card, runs and puts it in the correct box (if it isn't in the box it doesn't count) and runs back to hand the whole set over to the next person in the team. They then turn over the next card and take it to the right box, etc until all cards are put out. Whole team then runs to coach (who stands out at a halfway point NE, NW, etc) and lines up, until all teams are finished. Send 4 students not in the first finished team to collect the cards belonging to the winning team. If they are not correct, do the same for the 2nd placed team until you have a team who has placed all their cards correctly.
Send each team out to collect their own cards back again so you are ready to play again.
Approximate Time: 10 mins including explanation. Subsequent games – 5 mins.

Activity 6B – Clockwork

You will need:

- 4 (for cardinal points only) or 8 (for cardinal and semi-cardinal) cones/markers, preferably 2 different colours
- Blutak or tape to stick the large red N onto the northern marker
- Clockwork card set – either cardinal points only or cardinal and semi-cardinal. You will need Enough for one card per student. You may need doubles of some cards. Give different cards to each pair.

This is played on a similar 'field' as NSEW, except you only need to put a marker at each cardinal point. For older students, you can add in the semi-cardinal points – NE, SE, SW and NW. If using these, you will need the extra 4 marker cones at these points. (eg use red for cardinal and blue for semi-cardinal points). You can set the space up yourself, or make it part of the lesson. The size of the 'field' is up to you. This works well for pairs competing against each other, but students can participate singly if preferred.
There are 2 ways to play:

- Option 1 – using the cardinal points only
- Option 2 – using all 8 points

Form the group into 2 lines, with pairs going out together, a reasonable distance from the compass, . Everyone will be given a card. On 'go', the first pair in line will start together (ensure that they do not have the same card). Start pairs about 5 – 10 seconds apart.
The rules are:

- Visit the nominated points of the compass in the order that they appear on the card
- Touch each cone at each control site – avoid collisions with other students!

OPTION 1:

- If the next point is N or S, you may run across the middle of the 'compass'.
- If the next point is E or W, you must run around the outside of the 'compass'.

OPTION 2:

- If the next point is a cardinal point (N,S,E or W), you may run through the middle of the 'compass'
- If the next point is a semi-cardinal point, you must run around the outside of the 'compass'.
- To finish, run back to the end of the line.

NOTE: this activity is run on an honour basis – no need to check who is doing it properly. It is a great introduction to 'integrity in sport and in life'. Pairs can race each other to give that competitive element, but only they will know whether they did it properly or not.
To go again, pairs can swap cards, or one pair can swap with another pair.
Approximate Time: 10 mins

Activity 7 – Distance and Pace Counting – estimating how far you have travelled

You will need:

- Cones
- 30m (minimum) tape measure (or markers on the 100m athletics track)

Place cones at 0m, 50m and 100m. Explain that pace counting helps you to know how far you have run/walked and is very important when running through the bush. Point out to students that your pace length changes when going up or down hill, and when the vegetation changes (thick or open). This exercise is to help calculate an AVERAGE pace count, to help you estimate how far you have travelled. Starting at the first cone, jog along the fence counting the number of paces to 100m (or 50m is you don't have a long enough fence). Count only 1 leg (ie all right foot-falls). If your stride is 1m, you will count 50 paces in 100m. Less than a metre will mean a higher pace count number. Now ask students to estimate how far away some features you can see are (eg goal post on oval, fence corner, building, etc). Then invite them to test their answers using pace counting.
Approximate Time: 10 mins

Activity 8 – Distance and Scale – understanding distances using the scale on the map

You will need:

- Cones
- Map with line course marked on it, ready for next activity
- 30m (minimum) tape measure (or markers on the 100m athletics track)

Using the scale on the school map, place cones/markers along a fence or the 100m athletics track at '1cm' intervals (ie on a 1:2000 map, place the markers 20m apart) for 100m (if possible). Tell students what the scale on the school map is, and show them that the markers are showing 'centimetres' on the map. Ask students to estimate how far away some features are. Now give each student a map and ask them to use the map to work out the distances to those features. Remind students how important it is to be able to estimate distances not only to navigate well, but also to reduce the risk of running off the map!
Approximate Time: 5 mins

Activity 9 – Distance and Direction Grid

You will need:

- Open area 20 x 30m/30m x 20m (1: 250 scale) or 40 x 60m/60m x 40m (1:500 scale)
- 12 flags
- 12 cones or poles to hang flags on
- Maps of the grid (1 between 2 students is enough)
- Answer sheets, 1 per student
- 1 answer sheet with punch patterns (all files in folder marked 'Compass and Pacing')

Optional: 1 compass per student

Set up the 4 X 3 or 3 X 4 grid at 1:250 (20x30m space) or 1:500 (40 x 60m space) depending on the size and shape of your open area. If you don't have poles to hang the flags from, just place them on the ground beside cones for visibility. Make sure the grid is accurately oriented. Create an answer sheet with the punch patterns for students to check their result. Give students a copy of the grid 'map' and ask them to work out how far apart the poles are (across, down and diagonally – note the diagonal distance is approximate) either using pace counting or the map scale, or both. Collect maps back, hand students the answer sheets, and show them that all courses start in the NW corner of the grid. Explain that they need to follow the directions for each of the 5 courses. At the **end** of each course only, punch in the box on the answer sheet. They should check their answers after they have finished all 5 courses.

Optional: Teach students how to take a bearing using a compass and use the Answer Sheet for 'Compasses', which uses degrees instead of 'NW', etc.
Approximate Time: 15 mins

Activity 10 – Observation Game – orientating the map, and matching map to ground (Yrs 3 and 4 only)

You will need:
- 2 Observation Game master maps
- 28 Observation Game maps
- 4 large N S E W cards
- 20 Map Symbol Answer cards
- Map with any course marked on it for Advanced game

Optional:
- Wire pegs to hold the cards down
- Cones to place with each symbol card to make it more visible

Place the symbol cards on the ground, as far apart as you wish, as shown on master maps, remembering to orientate the maps to north. Using the symbol 'answer' cards will help students to become familiar with what each symbol represents. Place red N, S, E, W cards as well. On windy days, use wire pegs to hold the cards in place. Setting up both 'maps' at once will allow for a class of up to 28 students. Teacher stands in the middle with both sets of maps. Make two lines of students, facing the two maps. Give each student a map. They find the start (at one of the points of the compass), then follow the red dashed line on the map, walking carefully around the map symbols on the ground, until they get to the other compass point. They can start at either end. When finished, they return to the end of their line, hand back that map and get a different one. This activity can also be done in pairs.
Advanced game: Pair students up and create a short course (about 4 controls) from the controls on any course map. One partner then guides the other around the course using appropriate language. This is good practice for what they should be thinking themselves as they do their own course. It is NOT a race, and can be done by fast finishers after any course.
Approximate Time: 10 mins (or up to 20 mins for Advanced game).

Activity 11 – Map Feature Symbols - card game

You will need:
- 6 sets of Map Feature Symbol cards
- 6 sets of Word cards
- 6 Map Features explained pages

Divide students into 6 teams and give each team a Map Symbols explanation sheet and go through the symbols.
This is run as a relay. Give one set of picture cards to the first runner in each team. Spread the sets of word cards face up, about 20m (or whatever) away from each team. If it's very windy, you may need to play this inside a hall. Good for wet days. On 'Go', the first member of each team turns over the top feature card, checks with team mates if they don't know what it is, runs up and places this card on its matching word card and runs back to hand the stack of remaining cards to the next runner, who turns over the top card, and so on. You can play this again, this time give them the word cards and spread out the picture cards (a bit harder to describe if they need help).
Approximate Time: 10 mins

Activity 12 – Matching map symbols to real life – card game

You will need
- 1 set of 36 Feature Photo cards
- Matching Word cards from Map Symbols set and Control Descriptions set as per instruction page.
- 1 Instruction page

Optional
- Map Feature and Control Description cards

In this game students are going to be given a word card and asked to find the matching feature photo. Place the set of 36 feature photo cards spread out on the ground face up, about 25m away from the group. Line the students up. Hand each student a word card and tell them to find the matching photo. 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.
This game can also be played in reverse – give them a photo card and tell them to find the matching word.
Optional: Play with the Map Feature symbol or Control Description cards instead or any combination.
Approximate Time: 5- 10 mins

Activity 13 – Run as fast as your brain! - concentrating while running fast

You will need:
- 1 Answer sheet
- 14 Maps A and 14 Maps B (Level 2)
- 18 coloured letter/number cards (Level 2)
- 18 cones

Optional:
- 18 wire pegs to hold the coloured cards in place

There are 4 levels of this game available. Level 2 is suitable for Years 3 - 6. Set out both sets of coloured cards (red, yellow white and blue, green, pink) in a grid pattern, according to the Answers. Put a cone beside each card to make the grid pattern more visible. Make sure the pattern is orientated to north. Spread the cards as far apart as you like. 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. Stand in the middle with the 'maps' and the answers. 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. Students must locate the start triangle, then either spell a word or add the numbers and return to the teacher to check if they are correct and collect a new map. After they have done a few maps each, swap groups. Students can go alone or in pairs.
Approximate Time: 10 - 15 mins

Activity 14 – International Control Descriptions, Column D, Control Feature Symbols – card game

You will need:
- 6 sets of International Symbol cards, Column D
- 6 set of International Symbol Word cards, Column D
- 6 copies of International Control Descriptions explained

Divide students into 6 groups. Give each group a copy of the International Control Descriptions sheet and briefly explain all the columns. Explain the important columns for now are A , B & D. This is played exactly the same as the map feature symbols card game, Activity 8. These cards will help students to learn the symbols in Column D which are used to describe the feature that the control flag

is on. They can be a bit confusing if the student is not concentrating (eg a boulder on the map is a solid black circle of varying size. A boulder on the control descriptions is a solid black triangle). Control descriptions are always black and white.
Approximate Time: 10 – 15 mins

Activity 15 – International Control Symbols, Column G – location of the flag, within the feature

You will need
- 6 sets of 12 International Symbol, Column G cards
- 6 sets of 12 International Symbol, Column G words
- International Control Descriptions explained

Play as for Map Feature Symbols card game, Activity 8.
Approximate Time: 10 mins

Activity 15 – Contour Bingo

You will need:
- Set of Contour Bingo cards (there are 12 different cards, play in groups or print off extras)
- Tokens
- Contour Bingo words
- Contour Bingo answers

Approximate Time: 10 mins

Activity 16 – Contour card game

You will need:
- 6 Sets of Contour cards
- 6 Sets of Contour words

Play as for Map Feature Symbols card game, Activity 8.
Approximate Time: 10 – 15 mins

Activity 17 – Jigsaw Puzzles

You will need:
- 6 laminated school maps
- 6 laminated school maps cut into 12 - 16 pieces each

Divide students in 6 teams. Place a set of pieces beside the first runner in each team. Place a complete map about 20m away from 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 (this is a good game for in the hall on wet days). 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: 5 – 10 mins

Extra Activities for Rainy Days – Worksheets in '**Orienteering Games'** compiled by Jen Woods

- Spot the difference, pp 135 – 137; Colours on a map (colouring in), p144
- Map symbols, p148; Map markup, pp 155-156 (can be done as a race)
- Control descriptions, pp157-158

There are also many more games and activities in the free resource "**Games Orienteers Play**" which is available for download on the Orienteering Qld website oq.orienteering.asn.au

Orienteering Courses

At the end of each lesson, get the students to 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 pre-marked map per student or pair of students
- 1 control descriptions per student or pair of students
- 1 punch card per student
- 12 control flags and punches

Set a line course with 12 controls (see #25 **Games Orienteers Play**). Hang control flags before the session starts. This can be run in pairs or on their own. Start the students 30 – 60 seconds apart. Stress that they must visit the controls in numerical order and punch in the right box (first control is punched in the first box , 2nd control in the 2nd box, etc). Fast finishers can do the course again in reverse order, or set a second shorter course.
Approximate Time: 15 - 25 mins

Course 2 – Star relay

You will need:

- 1 premarked map per team (two or three students)
- 1 control descriptions per team
- 1 punch card per team
- 8 control flags and punches

Set a star course with 8 controls (see #23 **Games Orienteers Play**). Hang control flags before the session starts. Explain that the students will work in pairs (or three if an odd number). One student will go to the odd numbered controls and their partner will visit the even numbers. They can only get one control at a time, then must return to the start and hand over the map and the punch card to their partner, who will go to the next control and return. Explain control descriptions and how they are clues to what feature the control is on. (eg fence bend, foot of stairs, man-made object, etc). Use a mass start, but start each team on a different control number. With 8 controls and 10 teams, 2 teams can start on control 1 and get them 1,2,3, etc. The next 2 teams can start on 2 and get 2,3,4,5,6,7,8,1, the other 6 teams can start on 3, 4, 5, 6, 7, 8 respectively. One team members will visit 1,3,5,7 and the other will visit the even numbered control sites. You can put out more than 8 controls, but make sure you have an even number.
For fast finishers, let them do the course again, but swap the control numbers they visit.

OR you may like to try **Orienteering Games**, 6.1 (available for purchase from the Orienteering Qld website oq.orienteering.asn.au)
Approximate Time: 15 - 25 mins depending on the number of controls (8 controls may only take 15 mins)

Course 3 – Scatter Course

You will need:

- 1 map per student with all control numbers marked, not numbers 1 – 15 as in a line course
- 1 control descriptions per student
- 1 punch card per student
- 15 – 20 control flags and punches
- Pencils for writing control numbers on cards before they start

Set a scatter course with at least 15 controls (see #26 **Games Orienteers Play**). Put the controls out before the session starts. Give everyone a punch card and their control descriptions and ask them to write the control numbers in the boxes. Descriptions for a scatter course should always be in numerical order. If using controls 31 – 45, then 31 is in box 1, 32 in box 2, etc. If flag #33 is not being used, then 34 will be written in box 3. Divide students into 3 groups, but explain whether you want them to go on their own or if they can go in pairs. Use a mass start with 2 minute intervals. Give each group of students their maps 1 minute before their start time so they can plan their route. This is a new skill as they need to decide the best way to visit all controls in the fastest possible time, rather than having to follow a set order. To add another challenge, tell them to get any 12 of the 15 controls – more decisions!
The easiest way to time them is to have a start list with the first group starting at 0 time, the second group at 2 minutes and the 3rd group at 4 mins. List all students names in each start group, then record their finish time as they come in to calculate their actual finish time.

For example:

Name	Start time	Finish time	Actual time
Mickey Mouse	0.00	12.45	12.45
Donald Duck	2.00	11.49	9.49
Superman	4.00	14.12	10.12

Approximate Time: 20 - 25 mins

Course 4 – Correct control descriptions

Your will need:
- 1 map per group of 2 – 3 students
- 1 control description sheet per group, with only the control numbers marked
- 1 pencil per group

Mark a scatter course with 10 controls and hang flags before the session starts. Send the students out in pairs to visit all the controls (in any order) and fill in the missing control descriptions. Try to find control sites that have 'sides' so they can't just fill in the descriptions by looking at the map. Or put the control circle on the stairs, but where they can't tell whether it's 'on top of' or 'at the foot' until they get to the site. For younger students you may like to partially fill in the description – 34 fence _____, or 41 _____, at the foot. You may also like to do this exercise once they have learned International Control symbols.
Approximate Time: 20 - 25 mins

Course 5 – Loop Course

You will need:
- 1 map per student
- 1 control descriptions per student
- 1 punch card per student
- 9 – 15 controls flags and punches

Set a course with 3 loops – Loop A, Loop B, Loop C - all of which come back to a control near the start/finish area, say No 45. Each of the 3 loops should finish with No 45 so students punch this flag 3 times in total. Mark up 3 sets of maps with different courses – Loop ABC, Loops BCA, Loops CAB. For a class of 27, you will need 9 of each map. Hang control flags before the session starts. Divide the students into 3 groups. Start 3 students at a time, each on a different course, but all of them doing all 3 loops. This is best done on their own, not in pairs or groups. They should be practising the skills they have learned – orientating the map, checking control numbers, punching in the right box. (For a line course, controls must be visited in numerical order as marked on the map, so you would end up with 3 different sets of punch patterns for the 3 different loops. However, for ease of checking you

may like to write the control flag numbers onto the punch cards in numerical order so that all students will have the same punch patterns. This will also reinforce checking control numbers.)
Approximate Time: 20 - 25 mins

Course 6 – Route Choice

You will need:
- 1 map per student
- 10 – 15 flags

Discuss the idea of route choice, and the importance of recognising and choosing the fastest route. Set a 3 loop course with as much route choice on each leg as your school will allow. 5 controls per loop would be good. Hang control flags before the session starts. Send students out in pairs. At the beginning of each leg, they should discuss the 2 possible routes, then take a different route each and meet at the next control to see which way was faster. Send 3 pairs at a time starting on a different loop each, with 30 – 60 second intervals before the next 3 groups, etc. There is no need for punch cards for this activity
Approximate Time: 20 - 25 mins

Course 7 – Hat Relay – extension activity
You will need:
- 1 map per team of 2 or 3 students
- 1 control descriptions per team
- 1 party hat or coloured bean bag or control flag per team

This does not require you to put out controls. However, it should not be done until the students are confident with control placement. It is a lot easier to find a control that is already there than to put one in the right place yourself! Set a star relay (Course 2), *but don't hang any flags*. Give each team of students a coloured bean bag (or party hat or control flag). Each team needs to be able to identify their own 'hat'. If using flags, explain that there is no need to tie it up (unless it is very windy!), just place it in the right location. The first runner in each team takes the 'hat' to their first control, leaves it there and runs back to the start. The second runner in the team takes the map, runs and collect the 'hat' from the first control site and takes it to the second control site, then returns. The 'hat' must visit all controls before being brought back to the finish. If the 'hat' is not placed correctly then the team mate won't find it!
Approximate Time: 20 - 25 mins

Final Week – The "Championships" – all units should culminate in an opportunity for students to demonstrate what they have learned by racing in an individual Cross Country (Course 1) event. When setting this course, note that following linear features like fences and paths is easier than navigating around complex building areas, although most students will be very familiar with their school map by now. Controls should never be hidden, but for more difficult standard courses, the control is placed on the far side of the feature so that the feature is found first, then the control flag. If space permits, 1.5 – 2km is a good distance. If you have a large group, setting a loop course (Course 5) works well as you can start more than one student at a time.

There are many more theory resources available in '**Orienteering Games**' (see Resources, above), pp 137 - 174

For questions about this program, please email Range Runners Orienteering Club on rroc@oq.asn.au. For more information on orienteering in Queensland please go to the Orienteering Queensland website oq.orienteering.asn.au