



About this Program

This program was written by Felicity Crosato in 2016, with input from Barbara Hill, and games from 'Games Orienteers Play' by Debbie Gale (see 'Resources'). 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. The activities have an estimated time to complete. As lesson times vary from school to school, the program is designed so that you may choose activities to suit your lessons. Some activities may seem very simple and you may choose to leave them out for your advanced class. The basic skills that should be taught before students do an actual course are the introduction, compass points, orientating the map and recognising map symbols (Activities 1, 2, 3 and 5). The other activities are designed to reinforce these basic skills and introduce contour line features and the international map symbol system. Contour lines are very important navigation tools on bush maps, but are often missing from school maps. Some of these activities should be played several times, to reinforce skills, and many can be played indoors in the case of wet weather.

Suggested Progression

There are many skills required for successful and confident completion of an orienteering course. It is recommended to focus on one skill at a time (through the activities in section 1), followed by a course (in section 2) to keep the interest high. However, Activities 1, 3 and 5 should all be covered before asking the students to do any courses. With that in mind, lessons are best made up of one or two activities (as time permits), followed by a course.

Eg. For a 45 min lesson

Lesson 1 – Activity 1, 2, 3, 5, 7A

Lesson 2 – Activity 2, 6, 7B, 7C

Lesson 3 – Activity 6, 4, Course 1

Lesson 4 – Activity 8, Course 2 etc.

Years 7 and 8 Achievement Standard

Students analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own and others' health and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.

Students demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement skills.

[Orienteering involves constant decision making. Post-race discussion provides opportunities for students to analyse errors, their response to those errors, and strategies to put in place for future events. It provides the opportunity to practice persistence and determination and allows the opportunity to learn strategies for handling stressful situations.]

Years 9 and 10 Achievement Standard

Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.

They apply and transfer movement concepts and strategies to new and challenging movement situations.

[Orienteering is a family sport crossing all generations. It improves fitness in a fun way and can be done in both urban and bush settings. Competitive bush orienteering is a very physically demanding sport which requires constant decision making to achieve success. Competitors must carefully adjust their running speed to allow for accurate navigation. However, orienteering can also be enjoyed at a more leisurely pace in parks, schools and around the streets.]

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 or by using free course-setting software Purple Pen <http://purplepen.golde.org> (requires pdf file of the map). For a quick guide to using Purple Pen, click here www.markroberts.id.au/OQ/OQ_PurplePen.pdf
- “**Games Orienteers Play**”, by Debbie Gale (1986) available to download for free on the Orienteering Qld website - oq.orienteeing.asn.au .
- Also included is a list of relevant worksheets from the book “**Orienteering Games**” by Jen Woods (2012) which is available for purchase on the Orienteering Qld website - oq.orienteeing.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 – Introduction

It is important that students understand what the sport of orienteering is, as there are many misconceptions. Orienteering involves navigating your way around (the bush, a school or parkland) by interpreting the features on a map. Competitive orienteering means getting around a given course as fast as possible. A successful competitor is the one who makes the best choices and the least mistakes. The fastest runners do not always win, but fitness is very important to the successful competitive orienteer.

Compasses are always associated with orienteering, but in the school environment they are not strictly necessary as the map can be orientated using the surroundings. However, it is important for students to learn the compass points as they are a big part of the language of orienteering. ‘I ran east along the fence until I came to the track’ or ‘the control is on the southern side of the tree’. In bush orienteering, a compass is used to orientate the map and to take bearings if the terrain does not have other distinctive features.

Approximate Time: 10 mins

Activity 2 – NSEW – a good warm up game

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
- NSEW cards. There are 10 different coloured sets.

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. 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

Activity 3 – Clockwork - another good warm up game

You will need:

- 8 cones/markers, preferably 2 different colours
- Clockwork card set – enough for one card per student. You may need doubles of some cards.

This is played on a similar 'field' as NSEW, except you only need to put a marker at each cardinal (N,S,E,W) point and each semi-cardinal point (NE, SE, SW, NW) (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.

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!
- 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 4 – Orientating the map

You will need:

- One school map per student (use the same map for Activity 5)

This is the most important skill in orienteering, and is what gives the sport its name. Competitors must learn to keep their maps pointed towards north at all times. Give each student a map and ask them to face north. Point out that the writing on a map always faces north. Now have them turn to all points on the compass keeping their map orientated. Sometimes it takes a few goes for them to work out how to turn their maps and keep them in front of them. If students are struggling, have them put the maps on the ground and walk around them, facing N, S, E and W. When facing south, the map is 'upside-down', when facing E or W, the map is 'sideways'. It is recommended that you do this when you hand them their maps over the next 3 or 4 lessons, until everyone is very confident with map orientation.

Approximate Time: 5 mins

Activity 5 - "Labyrinth", from "**Games Orienteers Play**", Activity 19, page 29 (see **Resources** above)

You will need:

- 'maps' (red lines 'courses' drawn to follow a set route along the lines marked on the court)
- 15 Control flags and punches
- Punch cards, several per student (paper will do)

This is an excellent way to teach orientating the map. As all schools are different, these 'maps' are not included, but there is an example file which may be used as a template. Draw a map showing the lines on your court. Mark in gates/doors/seats or other permanent features around the edge of the court that will help with orientating the map. Draw 15 red circles at junctions along the lines, and put the control numbers next to the circles. This is your master map. Now draw a course (red line starting with a triangle and finishing with a double circle) on the original map, following the lines on the court and passing 6 – 8 of the controls. Do not mark the control circles on the map. Draw some more different courses, starting at different places around the court. Make up an answer sheet with the control numbers for each course. *There are example maps from Linville SS which you may be able to use as a base template. Note the 2 gates marked in to show orientation of the map.* Print off several copies of each map and place them at the start triangles around the edge of the court (kitty litter trays are good for putting the maps in). Divide the group into the number of different maps you have and line them up at the different starts. Give each student a punch card and a pencil to write in the numbers of the control flags that they pass along the course (it is quicker to check the answers this way, than if they punch, but you may prefer to get them to punch the

controls. Make sure they don't move the flags too much if they are punching). Start one person from each start at a time, then at 30 second intervals. When finished they need to check their answers. If they are incorrect, they can try again, otherwise, they return the map to the box they got it from and try a different course.

Approximate Time: 10 - 15 mins

Activity 6 – Map Walk - introducing map symbols

You will need:

- School orienteering map with a red line, 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 around the school, past many different features. 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 7 – Map Feature Symbols - card game

You will need:

- 6 sets of Map Feature Symbol cards
- 6 sets of Word cards
- 6 Map Symbols for Orienteering Maps

Divide students into 6 teams and give each team a Map Symbols explanation sheet.

This is run as a relay. Give one set of picture cards to each team, to place face down on the ground beside the first runner. 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 picks up the top feature card, checks with team mates if they don't know what it is, runs up and finds its matching word card and runs back to tag the next runner. They place their pair of cards on a new pile to be checked afterwards. You can play this again, this time give them the word cards and spread out the picture cards.

Approximate Time: 10 mins per game

Activity 8A – Distance and Scale - introducing the scale and relative distance 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). Give each student a map and refresh their memory on ORIENTATING the map. Now point out the scale on the map. Show them the cone markers which show what 1cm on the map looks like. Explain that it is extremely important to be able to estimate distances. It not only helps with navigation, but also reduces the risk of running off the map! Ask students to estimate how far away features are, then use the map to work out the actual distances.

Approximate Time: 5 mins

Activity 8B – Distance and Pace Counting - calculating your distance in the bush

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)

Place cones at 0m, 50m and 100m. Go over the map scale and what 1cm on the map looks like. 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 if 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 use pace counting to estimate the distance and finally use the map to measure the actual distance.

Approximate Time: 10 mins

Activity 8C – 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
- 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 Compass Activity – the same except give students a compass and use the answer sheets with the compass bearings. Teach students to set their compasses to follow the bearing in 2 steps –

Step 1: Turn the dial until the Direction of Travel arrow lines up with the required degrees (ie to travel east, turn the dial to 90°)

Step 2: Hold the compass level, with the direction of travel arrow pointing straight out in front of you. Turn your body until "Red is in the Shed" – the north arrow lines up with the N on the compass dial.

Approximate time: 15 mins

Activity 9 – Run as fast as your brain!

You will need:

- 1 Answer sheet
- 14 Maps A and 14 Maps B
- 24 coloured letter/number cards (Level 3)
- 24 cones

Optional:

- 24 wire pegs to hold the coloured cards in place

There are 4 levels of this game available. Level 3 is suitable for Years 7-12. Set out both sets of coloured cards (red, orange, yellow white and blue, green, pink, mauve) 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 cards and the answers. Split the group in half. Give one half a map each from the red, orange, 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, then return to the teacher to check they are correct and collect a new 'map'. After they have done a few maps each, swap groups.

Extension Option: Run as map memory – let them study the map, then put it down and run from memory.

Approximate Time: 10 - 15 mins

Activity 10 – Contour Bingo

You will need:

- Set of Contour Bingo cards (12 different cards, 2 of each in the laminated set)
- Tokens
- Contour Bingo words
- Contour Bingo answers

Approximate Time: 10 mins

Activity 11 – Contour card game

You will need:

- 6 Sets of Contour cards
- 6 Sets of Contour words

Play as for Map Feature card game, Activity 6.

Approximate Time: 10 – 15 mins

Activity 12 – International control symbols – 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. The important columns for now are A, B & D. This is played the same as Activity 6.

Column D is used to describe the feature that the control flag is on. Note the differences between map symbols and control descriptions (eg a boulder is a solid black circle on the map, but black triangle on the control descriptions). Control descriptions are always black and white, map features can be coloured.

Approximate Time: 10 – 15 mins

Activity 13 – 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 the same way as Activity 11

Approximate Time: 10 mins

Activity 14- Jigsaw puzzles

You will need:

- 6 Laminated maps, 2 copies of each

Cut one copy of each map into at least 20 (5 X 4) pieces. The smaller the pieces the harder the puzzle. This is an excellent way of teaching students to recognise small sections of a map which helps significantly in relocating when you discover you are not where you thought you were. Orienteering is not about not making mistakes; it is about fixing your mistakes as quickly as possible.

Divide the class into 6 teams. Place a whole map about 20m away from each team, and place the pieces of the corresponding map beside the first runner in each team (as with previous relay activities). The first runner picks up a puzzle piece, runs up and places it on the base map and runs back and tags the next team member, who runs up and places the next piece, and so on until the puzzle is complete.

Approximate Time: 10 mins

Orienteering Courses

At the end of each lesson, get the students to bring the controls in.

Course 1 – Cross Country (Line) course - see #25 '**Games Orienteers Play**' (free download, see Resources, above).

You will need:

- 1 master map for putting out the controls
- 1 map per student or pair of students
- 1 punch card per student or pair of students (paper is ok for short events)
- 1 control descriptions per map (or print them on the map)
- 10 – 15 control flags

This is the traditional orienteering course. Set a course using 10 – 15 controls and mark up a master map. It is most convenient to have the start and finish in the same location if possible. Mark another map using the same controls, but going in the reverse direction. This is not good practice for bush events, but can be done in a school setting. This gives you 2 courses so that you can start 2 people at once. You may like to send them out in pairs if this is their first attempt. Hang the controls before the session starts. In competition, maps are not seen before the time starts. In the beginning you may like to allow the students to study their maps before starting. Start the students at 30 – 60 second intervals. Stress that they must visit the controls in the given order on the map, and on the control descriptions – 1, then 2, then 3, etc, and punch in the right boxes – first control in box #1, second control in box #2, etc. Make sure they understand that the control descriptions indicate what feature the control is on.

Approximate Time: 20 – 25 mins

Course 2 – Star relay - see #23 '**Games Orienteers Play**'

You will need:

- 1 master map for putting out the controls
- 1 map per pair of students
- 1 punch card per pair of students (paper is ok for short events)
- 8 control flags

Set a star course (8 controls radiating out from the start triangle). Print the control descriptions on the map (or on a piece of paper and glue them on before printing). Hang the controls before the session starts. Explain to the students that they will work in pairs. 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 and then must return to the start and give their partner the map and the punch card. Remind students that the control descriptions are the clues to what feature the control is on and what number they are looking for. Students requiring extra support can go out with another student until they gain confidence.

Have a mass start, but start the teams on different control numbers. With 8 controls, two 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 next 2 teams can start on 3 and get 3,4,5,6,7,8,1,2 etc.

See also #29, **Games Orienteers Play**, Map Memory Star course

Approximate Time: 15 - 20 mins

Course 3 – Loop Course

You will need (for a class of 27):

- 1 master map for putting the controls out
- 9 copies of map Loop ABC
- 9 copies of map Loop BCA
- 9 copies of map Loop CAB
- 1 premarked punch card (controls in numerical order for ease of checking) per student
- 9 – 15 control flags and punches (3 – 5 per loop)

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. Each of the 3 loops finishes with this pivot control so students punch this flag 3 times in total. You will have 3 different courses using the different combinations of the 3 loops - Loop ABC, Loops BCA, Loops CAB, but in reality all of these courses are exactly the same. For a class of 27, you will need 9 copies of each of these maps. Hang the

controls 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. Students 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 and punching correctly.)

Approximate Time: 20 - 25 mins

Course 4 – Scatter Course – see #26 ‘Games Orienteers Play’

You will need:

- 1 pre-marked map per student (can be used as the master map to put the controls out)
- 1 punch card per student
- A number of pencils for marking the control cards before the start of the event
- Control descriptions per student
- 15 – 20 control flags and punches

Set a course with up to 20 controls. Hang the controls before the session starts. Mark the start triangle, but do not put red lines to join up the control circles. Controls circles should be numbered with the actual control number, not numerically. On a scatter course, controls may be visited in any order. The number of controls that students must visit must be specified. You can have a short course of any 10 controls and another course of any 15. Students can choose which 10/15 they visit (added problem solving!). Give each student a punch card and the control descriptions and ask them to write their selected control numbers in the boxes in numerical order ie 31, 36, 37, 38, 40, 44, etc. Descriptions for a scatter course should always be listed in numerical order (1 is 31, 2 is 32, 3 is 34 if there is no 33, etc so it is easy to find which box to punch when you arrive at a control). You can give them the maps and let them decide now which controls they will visit, or have them write all the control numbers in, and just not punch the extra boxes. Divide students into 3 groups. Then mass start one group at a time with 2 minute intervals. Give them their maps 1 minute before you say ‘GO’ each time and tell them to plan their route. 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. Record their finish time as they come in, then 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

(NOTE: If your kit includes pre-set courses, the Route Choice exercise has been set using the same controls and is recommended to be done in the same session).

Approximate Time: 20 - 25 mins

Course 5 – Route Choice

You will need:

- 1 master map for putting the controls out
- 1 pre-marked map per student
- Control descriptions per student
- 6 – 8 control 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. (NOTE: This is a short exercise and is best set using 6 controls from Scatter Course 4. If you choose to do these courses together, set these first 6 controls first, then add more to make the scatter course). Send students out on this exercise as they finish the scatter or have some do this while others do the scatter). There is no need for punch cards for this activity.

Approximate Time: 10 - 15 mins

Course 6 – Correct control descriptions

You will need:

- 1 map per student or pair of students (can be used to put out the controls)
- 1 control description sheet per student or pair of students, with only the control numbers marked
- 1 pencil per student or pair of students

Mark a Scatter Course (#4) with 10 - 15 controls and hang the control flags before the session starts. Using a mass start, send the students out in pairs to visit all the controls (in any order) and fill in the missing control descriptions. Decide whether you want them to write them in English or use the International Symbols.

Approximate Time: 20 - 25 mins

Course 7 – Hat Relay

You will need:

- 1 master map for putting controls out
- 1 map per team of 2 or 3 students
- 1 party hat or coloured bean bag or control flag per team
- 8 – 10 control flags and punches

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

Course 8 – Peg Race – You may like to try this one. (There is no premarked course for this activity).

From '**Orienteering Games**', page 50, Exercise 6.8.

Set a line course with 8 controls as far apart as the school grounds will allow. By hand, mark on the extra controls, calling them 1P, 2P, etc up to 7P. Do not put an extra control at No. 8. These should all be short legs. Place about 10 pegs (or blocks or whatever) at each of the 8 original controls. There is a mass start. The first 10 to the first control collect a peg and go to control 1P, then to control 2. Those who miss out on a peg go straight to control 2. Rules of the game are, if there is a peg at the control you collect it then run to the extra 'P' control before going on to the next numerical control. If there are no pegs left at the numerical control, you go straight to the next numerical control. If you collect a peg at a control you go to the extra P control, if you don't you go straight on to the next control. The winner is the first person back with the most pegs (3rd back with 5 pegs beats first back with 3 pegs and 2nd back with 4 pegs). This game also teaches them about honesty and integrity (there is no one really checking that they are going to the extra controls if they get a peg, as no control cards are used. They just touch the flag as they go through.

Approximate Time: 20 - 25 mins

Final Week – Assessment

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 3) works well as you can start more than one student at a time.

For information about how an orienteering club could support your school, please email either sportingschools@oq.asn.au or juniordevelopment@oq.asn.au

For questions or any problems with 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.

Additional Theory Resources

Relevant Worksheets from '**Orienteering Games**' (see Resources, above)

- Spot the difference, pp 135 – 137
- Colours on a map, p144
- Crossword puzzle, p146
- Map symbols, p148
- Glossary quiz, p149 (answers p150)
- Map markup, pp 155-156 (can be done as a race)
- Control descriptions, pp157-158
- Time calculations, pp159-162
- The thumbing the map, pp163-166
- Optional Assessment tasks, pp167-174

Go to the Orienteering Qld website oq.orienteering.asn.au for more very useful free downloads:

Basic Skills

- Using a compass to set (orientate) the map
- Handrails
- Aiming Off
- Following a compass bearing accurately
- Attack Points
- Collecting features
- How to read contours
- Planning your route

Advanced Skills

- Control extension
- Parallel errors
- Distraction
- Rough orienteering
- Visualisation

For the serious competitor

- Goal Setting
- Pre-event checklist
- Orienteers' food