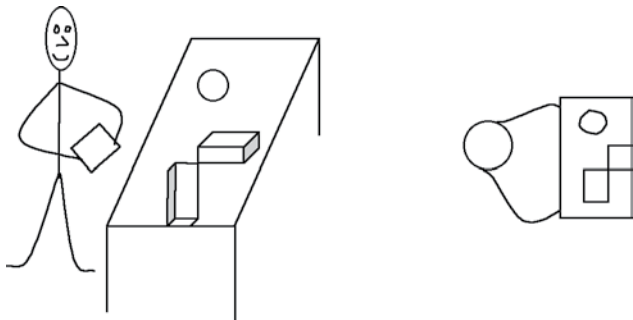


### **Aim of the Session**

- Map is an aerial picture of the ground
- Size of objects
- Relationship of objects to each other
- Setting the map

### **Exercise**

- To draw a map of simple objects
- Relate a map to the objects
- Set the map from different positions around the table
- Walk around the table keeping the map set



### **Preparation**

- Lay simple objects (book, ruler, rubber, glass) on a table
- Paper and pencils for drawing the maps

### **Key Points**

- Participant is a bird in the sky looking down on the objects, what shapes can they see?
- Discuss size and relationship to each other
- Use questioning to check understanding of map setting

### **Extension Exercises**

- Use more shapes
- Participants to place shapes to match an already drawn map
- Use Lego or models of houses etc and introduce symbols
- Create an island with a rope and place objects in it

### ***Aim of the Session***

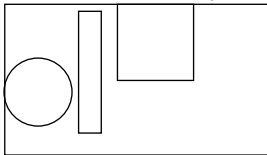
- Setting the map
- Identifying position on the map and a route on the map

### ***Exercise***

- Set map matching shapes on the ground to the map
- Walk around the outside of the shapes keeping the map set
- Instructor walks route on map, students follow with finger
- Participants walk a route and trace the route on the map with their fingers as they walk it
- Participants go to a place and point to where they are on the map
- Move to another place, set map, point to position
- In pairs around the outside of the area. One from each pair goes to somewhere in the area. Partner points to this place on the map.

Swap round

- One from each pair faces away from the area. Partner puts a marker somewhere in the area, returns and points to the place on the map. Partner studies the map and retrieves the marker. Swap round



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### **Preparation**

- Make shapes on the ground with cones
- Set of maps or pupils draw own map
- Markers required

### **Key Points**

- Does the position of the map match the position of the shapes on the ground?
- Is the map set?
- Identifying positions of markers, map to shapes, shapes to map

### **Extension Exercises**

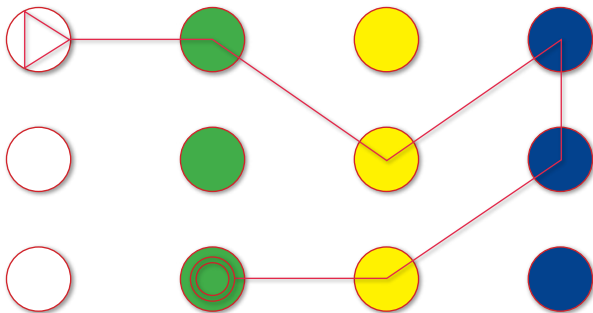
- Increase shapes
- 2/3 marker (control) course

### Aim of the Session

- Setting the map
- Thumbing
- Following a route whilst keeping the map set
- Symbols for the start and finish

### Exercise

- To locate the start cone and follow a route to the finish cone
- Thumbing the map



### Preparation

- 3 blue, 3 red, 3 yellow and 3 green cones in a grid
- Cones to be at least 2 metres apart
- Cards of several different routes



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## **Key Points**

- Check participants are in the correct start position
- Is the map set?
- Is the map thumbbed?
- Does the map stay set when changing direction?
- Is the participant at the correct finish position?

## **Extension Exercises**

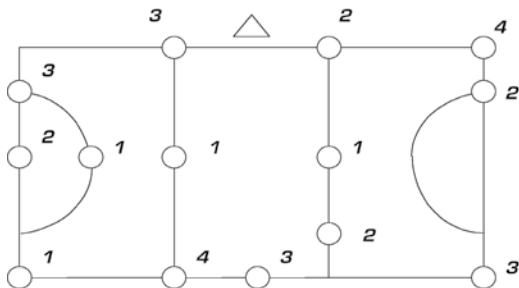
- Put letters/numbers/crayons/punches on the cones and students record for checking by the Instructor
- Use a variety of cone colours or black and white maps
- Increase the difficulty of the routes
- Have several courses on one sheet and introduce folding the map

### Aim of the Session

- Setting the map
- Thumbing
- Using the map to locate a control
- Planning a route from control to control and following it using the lines as handrails

### Exercise

- From the start triangle participants set the map of the netball court and using the lines as handrails navigate the course locating the cones in alphabetical order. The numbers on the cones are added up and checked by the Instructor.
- Instructors may want participants to locate one control only to begin with (Star Exercise) building up to a full course.



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### Preparation

- Numbered cones: Four cones of number 1, four cones of number 2, four cones of number 3 and two cones of number 4 are placed in the correct positions on netball court
- A start triangle (extra large cone or a red triangle of cones) is placed in the correct position
- Maps of courses in boxes
- Pencils and control cards to record numbers



### Key Points

- Set the map
- Where is the first cone?
- Which lines are you going to follow to get there?
- Where will you go next and which lines will you follow?

### Extension Exercises

- Allow cutting across the court
- Use a football pitch
- Participants to have a map of the court and plan courses for each other to include planning positions and putting out the cones

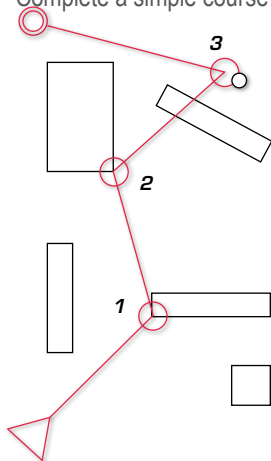


### **Aim of the Session**

- Setting the map
- Folding and thumbing
- Start and finish symbols
- Following a course
- Using a control card

### **Exercise**

- Participants to set the map
- Participants to fold and thumb the map
- Complete a simple course



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### **Preparation**

- Equipment (gym apparatus or chairs, boxes, tables) is placed in a gym or hall or outside on a field or court
- Small controls are placed on the equipment
- Several maps produced of courses
- Control cards for Participants
- Answer sheet for Instructor

### **Key Points**

Question the Participants to ensure that setting that map and keeping it set is understood and the need to check the control codes before marking the control card.

### **Extension Exercises**

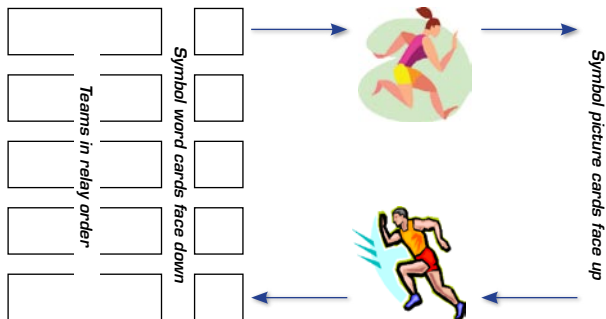
- Participants lay out the equipment from a drawn map
- Participants place the controls
- Score event
- Line event

### Aim of the Session

- Map symbols
- Map colours

### Exercise

- Teams of 4-6
- Teams are given all the symbols to match to the words or hold up picture flash cards for teams to name
- Symbols relay to test learning – team members take it in turn to take a name card, run to the pictures, select the correct match and return to the team. The next person repeats until all the cards are matched



### **Preparation**

- Sets of cards, symbols plus names
- The name cards are put in a pile face down
- The pictures are spread out on the ground opposite a word pile
- Teams line up behind the words

### **Key Points**

Ask questions – What colours are water features/man made features/ground features? If a fence has one diagonal slash what will a high fence have?

### **Extension Exercises**

- Harder symbols
- Control description cards
- Symbols worksheets
- Map jigsaws

### ***Aim of the Session***

- Setting the map to the ground
- Following a route on the map
- Symbols

### ***Exercise***

- Fold and thumb the map
- Set the map
- Walk a route with some changes of direction
- Stop frequently and check that the map is orientated and the position can be identified



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### **Preparation**

- One map each

### **Key Points**

Ask Questions:

- Where are we on the map?
- Is this fence/wall/building marked/ What is the symbol?  
Show me.
- What colour are these trees on the map?
- What will we pass next?

### **Extension Exercises**

- Do not allow looking at the map until stopped
- More changes in direction
- More detailed questioning: What can we follow to get to B?  
What will we pass on the way? What will stop us from going to far?
- In pairs, one with map one without. Person with map navigates, other follows and when the leader stops identifies their position on the map. (relocation)

### ***Aim of the Session***

- Setting the map
- Folding and thumbing the map
- Recognition of features on map and ground
- Individual progression at own pace (harder controls for stronger participants etc)

### ***Exercise***

Participants visit, one at a time, a number of controls which are set out around a static base. After finding each control, the participant returns to the Instructor at base.



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### Setting Up

- Put out control kites and punches (at least one per participant)
- One map each showing all controls
- A separate control description sheet
- Control cards for Participants
- Answer sheet for Instructor

### Key Points

- Checks that the correct control has been visited and allocates a new control.
- Uses questioning before and after each leg e.g. 'In which direction are you going?', 'How will you get there?', 'What features will you pass?', 'Show me the route you took', 'Tell me how you found the control', etc.

### Extension Exercises

- Place controls to develop specific skills and strategies.
- Map memory (participant is allowed to look at map but not take it with them).

Use 2 or 3 controls as a mini loop.



### Aim of the Session

- Setting the map
- Folding and thumbing the map
- Recognition of features on map and ground
- Individual progression at own pace (harder controls for stronger participants etc)

### Exercise

Participants visit, one at a time, a number of controls which are set out around a static base. After finding each control, the participant returns to the Instructor at base.



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### **Preparation**

- Put out control kites and punches (at least one per participant)
- Several maps each showing one control (at least 2 per control)
- Box for maps (or weight to hold down)
- Control description shown on map
- Control cards for participants
- Answer sheet for Instructor

### **Key Points**

Each time a participant returns the instructor:

- Checks that the correct control has been visited
- Allocates a new map with a different control to find
- Uses questioning before and after each leg e.g. 'In which direction are you going? How will you get there? What features will you pass? Show me the route you took. Tell me how you found the control etc.

### **Extension Exercises**

- Place controls to develop specific skills and strategies
- Map memory (participant is allowed to look at map but not take it with them)
- One participant places a control - another participant finds it



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### **Aim of the Session**

- Setting the map
- Folding and thumbing the map
- Recognition of features on map and ground
- Individual progression at own pace (harder controls for stronger participants etc)

### **Exercise**

Participants visit, one at a time, a number of controls which are set out around a static base. The control position is marked on a blank map at the beginning of each leg by either the participant or the instructor. After finding each control, the participant returns to the instructor at base.



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### **Preparation**

- Put out control kites and punches (at least one per participant)
- One blank map per person
- One master map showing all controls
- Master control description sheet (descriptions to be memorised)
- Control cards for participants
- Answer sheet for Instructor

### **Key Points**

Each time a participant returns the instructor:

- Checks that the correct control has been visited
- Allocates a new control (at the beginning of each leg) to mark on the blank map
- Uses questioning before and after each leg e.g. In which direction are you going? How will you get there? What features will you pass? Show me the route you took. Tell me how you found the control etc.

### **Extension Exercises**

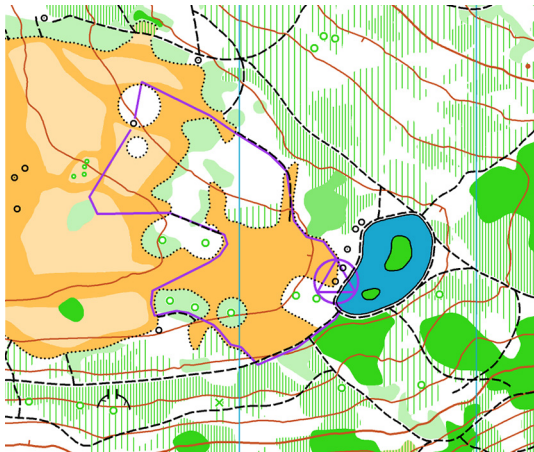
- Place controls to develop specific skills and strategies
- Map memory (participant is allowed to look at map but not take it with them)
- One participant places a control - another participant finds it

## Aim of the Session

- Keeping map contact
- Identifying exact position on the map

## Exercise

- Follow a line marked on a map
- Controls found along the line to be marked with circles on the map



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### **Preparation**

- Draw a line on a map
- Place controls along the line
- Maps with the line only for the participants
- Map with the controls for the Instructor

### **Key Points**

- Folding and thumbing the map
- Knowing all the time exactly where you are
- Marking the exact control position

### **Extension Exercises**

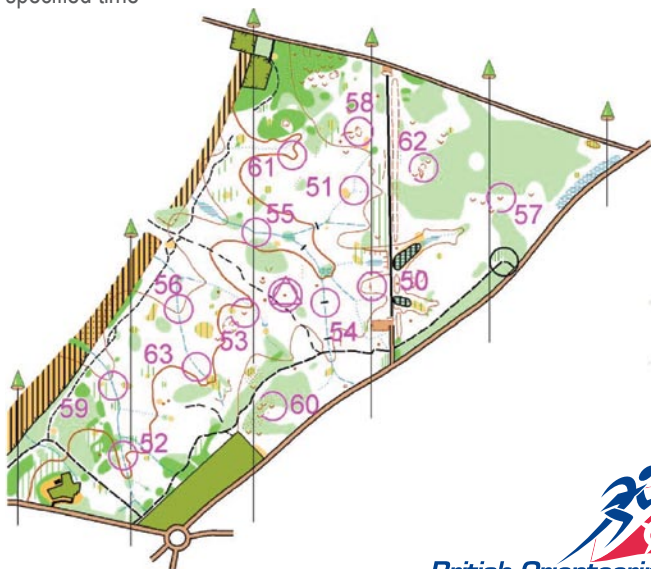
- Dummy controls off the line to confuse the participant
- Line drawn to develop specific map interpretation (contours)

## Aim of the Session

- Decision making
- Skills needed to navigate between controls
- Choice of skills for each leg

## Exercise

Participants to visit as many controls as possible in a specified time



## **Preparation**

- Controls placed around a start/finish point
- Control cards
- Answer sheet

## **Key Points**

Questions on choice of controls and skills used

## **Extension Exercises**

- Points given for individual controls with the aim of participants scoring a high number in a given time. Some controls need to be in harder locations or further away
- Points given for individual controls with the aim of the first person to score 21 points wins (Pontoon Score)
- Team Score

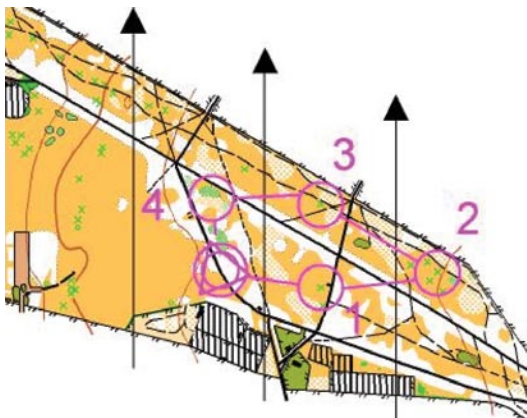


### **Aim of the Session**

- Quick decision making
- Skills according to the course legs

### **Exercise**

- Participants race each other on the same course, setting off at the same time but one runs the course in a clockwise direction and their partner runs anti clockwise
- The first person to finish is the winner



## **Preparation**

- A loop of controls is set up with the start and finish in the same place
- Maps are marked up
- Control cards
- Answer sheet

## **Key Points**

Questioning about the skills selected to find the controls.

## **Extension Exercises**

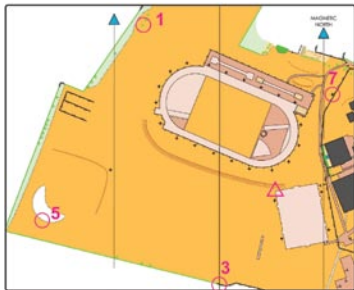
- Several more loops could be run with different pairings and a score system set up so that winners achieved 3 points and the runners up 1 point. The total scores for a series of races could be calculated to find the overall winner.

## ***Aim of the Session***

- The control positions will dictate the skills and techniques
- Fast decision making

## ***Exercise***

- Teams of 3
- One team member has the odds map and a control card and the other the evens map and a control card. The third team member will wait at the start.
- All start at the same time and visit any control on their map and mark their control card. Only one control at a time is visited before returning to the start
- The first team member to return to the start hands the map and control card to the waiting team member
- This handover continues until the team has visited all controls



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## ***Preparation***

- Place controls around a start point
- Mark up maps with the even numbered controls and maps with the odd numbered controls
- Control cards
- Answer sheet

## ***Key Points***

Questioning on the choice of route and strategy to find the controls depending on the skills to be practiced.

## ***Extension Exercises***

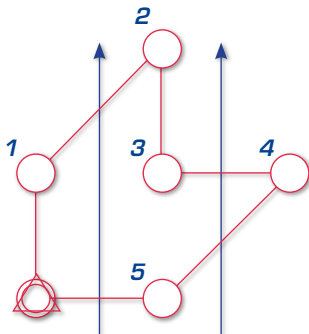
- More or harder controls

### **Aim of the Session**

- The importance of North
- Using the compass to orientate the map
- Following a route keeping the map orientated with the compass

### **Exercise**

- Starting at the start point orientate the map with the compass
- Follow the route on the map keeping the map orientated with the compass
- Finish at the double circle



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## **Preparation**

- 9 marker cones are put out in a 3 x 3 grid
- Cones to be about 3 metres apart
- Cards of different routes
- Compasses for participants

## **Key Points**

- Keep map orientated with the compass
- North arrow on the compass to match North line on the map

## **Extension Exercises**

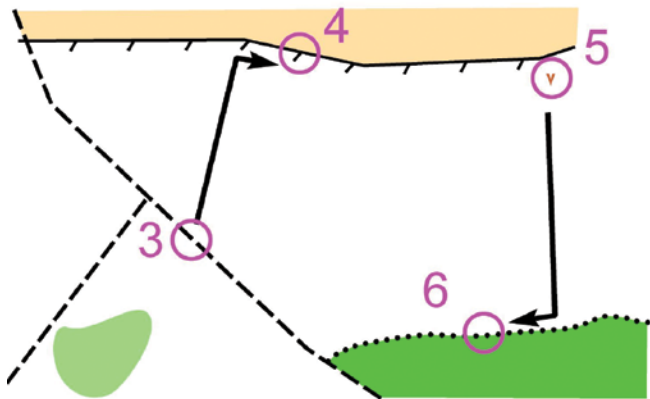
- Put codes on the cones to be checked by the Instructor
- Harder routes
- 12 cones
- Orientate the map by placing the side of the compass along the route to be followed and turning the whole body until the North arrow on the compass lines up with the North arrow on the map. Now facing the direction of travel.
- Compass bearings given to navigate from cone to cone

### Aim of the Session

- The reasons to aim off
- The technique of aiming off

### Exercise

Participants locate controls on line features by navigating to one side of the control and then running in the correct direction into the control



## **Preparation**

- Controls are placed on line features that can be located by aiming off. Ensure it is easy to identify the point to begin the aiming off.
- Mark up maps

## **Key Points**

- Ask questions to check understanding that aiming off is a technique to find a precise point on a long line feature.
- Question the decision of the point to aim off from. Which side of the control to aim off to and how far to aim off?

## **Extension Exercises**

- Lesson the aiming off distance from the control
- Combine with attack points



## ***Aim of the Session***

- Number of double paces to cover 100 metres walking and running
- Measure distance on the map
- Use of pacing

## ***Exercise***

- Calculating the number of double paces needed to walk and run 100 metres
- Measuring distance on the map
- Pacing course

## ***Pacing Details – 100 metres***

<i>Ground</i>	<i>Running</i>	<i>Walking</i>
<i>Flat</i>		
<i>Uphill</i>		
<i>Downhill</i>		
<i>Paths</i>		
<i>Terrain</i>		

***Name:***



***British Orienteering***

### **Preparation**

- 100 metres to run and walk in different terrains
- Map
- Exercise for participants to measure and pace to controls

### **Key Points**

- The difference for different terrains
- Pacing is a guide only
- Use of scale bar on map and romer on compass to measure

### **Extension Exercises**

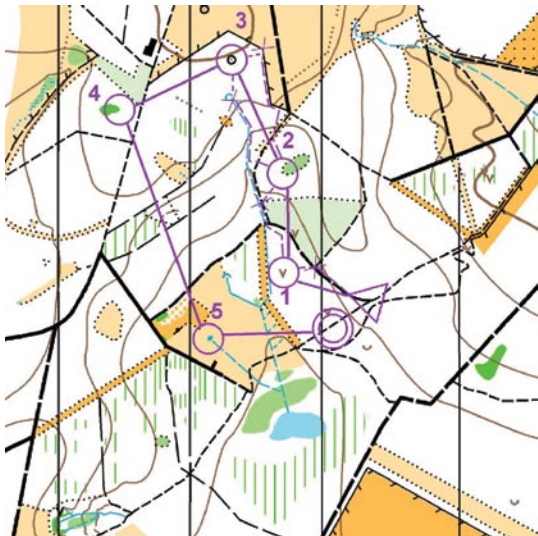
- Estimating distance by eye and pacing
- Combining compass and pacing

### **Aim of the Session**

- The use of attack points
- The selecting of an attack point

### **Exercise**

Participants navigate to an identified attack point and use it to locate a control



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### **Preparation**

- Set up a course with controls that can be visited from a marked (small kite) attack point
- Mark up maps (the attack points could be marked on the maps with X or squares)

### **Key Points**

- Ask questions to ensure understanding that an attack point is a feature close to a control from which the control can be located.

### **Extension Exercises**

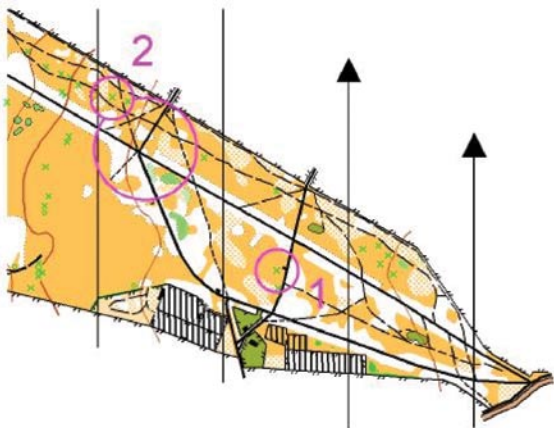
- Not marking the attack point
- Control sites with a choice of attack point
- Using one control as the attack point for the next control.

### Aim of the Session

- The process of relocation

### Exercise

- In pairs, one with map and one without.
- Person with the map navigates to within the large circle marked on the map and their partner follows. In the circle the map is handed to the follower who has to relocate and find the control.
- Change over for the next leg.



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### **Preparation**

- Controls placed according to the technical ability of the participants
- Maps marked to show the control circle and a larger circle

### **Key Points**

- Ask questions to discuss the process. What have I passed/ what can I see that fits the map? What direction does the path, wall, vegetation boundary run in? What can I see if I move around the area?
- Orientate the map with the compass.

### **Extension Exercises**

- No controls to visit just running in pairs with one map and regularly changing the map over

## ***Aim of the Session***

- Identifying the different routes to a control
- Making a choice to suit the orienteer

## ***Exercise***

- In pairs participants discuss the route choice to a control.
- Select a different route each and race each other to the control
- Return to the start on their partners route
- Discuss the pros and cons of each route



## **Preparation**

- Controls placed that allow route choice
- Maps marked up
- Participants paired according to ability and fitness

## **Key Points**

- Discussion on routes and why choices were made.
- Include technical and physical reasons
- Emphasize that the straight line route may not be the quickest

## **Extension Exercises**

- More complicated Route Choices