

. Orienteering Instructor - LEARNING PROGRAMME (Outdoor Centres/Schools)

Day 1

Outcome	Content	Delivery	Resources	Assessment
1. Learners should be able to: <ul style="list-style-type: none"> Relate to each other and the Tutor Have fun Know why we are orienteering 	Building rapport – knowing names What is Orienteering The value of orienteering	20 mins <ul style="list-style-type: none"> Welcome to the course. Housekeeping Warm up game punching/jig saw and learn names of people in your team Course Induction Video to show what Orienteering is if needed In pairs discuss why we are going to instruct orienteering What constitutes a high-quality orienteering session? 	PP Video Jig saws, punching relay, N/S/E/W	
2. Learners should be able to: <ul style="list-style-type: none"> Describe the instructing process: How to instruct What to instruct 	How to instruct skills What to instruct skills.	10 mins <ul style="list-style-type: none"> In groups of 3 with flip chart paper. What skills does an Instructor need? Introduce the Instructor cards as they feedback. Introduce the step system Going to work through the How to instruct Kites as we work through the Step System. 	How to instruct Kite Cards Step System PP	
3. Learners should be able to: <ul style="list-style-type: none"> set up and organise an activity using the instructing cards Instruct Step A	How to kite: Organise and communicate Skills Orientate map Fold Thumb Symbols Start triangle Finish circle Controls	60 mins <ul style="list-style-type: none"> What constitutes a good session? Going to work through the How to instruct Kites as we work through the Step System. Practical exercises will concentrate on organise and communicate How to Kites. As we work through the Learning Programme each activity will build on the previous How to. Learners work in pairs/threes to organise and deliver to the group an activity from an Instructing card. From: gym maps, cones exercises, netball numbers or equivalent, map symbols. Coach educator and group to feedback, review concentrating on organise and communicate. 	Cones, paper, pens, mini controls, grid courses. symbols cards Coaching cards How to Kites: Organise and Communicate on the wall.	Opportunity to give instructor feedback

<p>4. Learners should be able to:</p> <ul style="list-style-type: none"> Use a map walk to teach the skills and techniques of TD A, B and C Practice the use of a questioning learning style. 	<p>How to Kite: Question What to: Fold and thumb Orientate map Handrails Tick off features (collecting) Stopping features (catching) Decision points Distance judgement</p>	<p>45 mins</p> <ul style="list-style-type: none"> Discuss maps and the centre/school map Coach educator led map walk to show what can be taught and coached by this process. Learners in pairs then take each other on a map walk. Walk to be used to cover the skills and techniques of Steps A, B and C (would not all be covered in one walk if learners were working with beginners) Use questions e.g., what are you going to follow, what will you pass on the way? etc. 	<p>Maps How to Kite: Question on the wall</p>	<p>Opportunity to give instructor feedback</p>
<p>5. Learners should be able to:</p> <ul style="list-style-type: none"> Give a safety brief <p>Plan and deliver a star exercise</p>	<p>Centre/school Safety Procedures How to Kite: Keep it Safe</p>	<p>45 mins</p> <ul style="list-style-type: none"> Coach Educator to run the first few controls then had over to the instructors. Build up from one control to two to small loops of 3. Discuss the advantages of a star and loops. Bring in differentiation. 	<p>SOPS How to Kite: Keep it safe</p>	<p>Opportunity to give instructor feedback</p>
LUNCH				
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<p>6. Learners should be able to:</p> <ul style="list-style-type: none"> Plan, organise and run safe, fun, exercises to practise orienteering skills. Select control points, mark up maps and give control descriptions. Give feedback 	<p>How to Kite: Fun Feedback What to: The skills and techniques of A-C through orienteering exercises</p>	<p>2-3 hours</p> <ul style="list-style-type: none"> Learners in pairs to plan, risk assess, organise from score, relays, using the instructing cards. When planning, note any hazards and controls to be put in place to reduce the risk. Exercises to begin with a safety brief. Exercises to include some instruction on the skills and techniques of A-C of the Step System. Groups deliver exercises followed by peer and coach educator feedback. Coach educators to concentrate on How to Skills peers to concentrate on giving feedback 	<p>Controls Control cards Instructor cards How to Kite: Fun Feedback</p>	<p>Opportunity to give individual instructor feedback</p>
<p>7 Review of the day</p>		<p>Quiz if time. Tomorrow.</p>		

Day 2 AM

Outcome	Content	Delivery	Resources	Assessment
8. Learners should be able to: <ul style="list-style-type: none"> Run an introductory/warm up activity 		30 mins <ul style="list-style-type: none"> Introductory activity. 2 control circles marked on a map. In pairs, put out one cone and collect in partners. Re-cap on the previous day leading onto the how to instruct and the what to instruct that will be covered today. Step 3 of the step system. 	Maps Cones	
9. Learners should be able to: <ul style="list-style-type: none"> Understand the step system and how it relates to the colour coding. 	Step system chart.	30 mins <ul style="list-style-type: none"> Exercise with course maps. 3 different courses, groups to decide the colour and explain why 	Step System White/yellow/orange course maps Step system cards or power point	
10. Learners should be able to: Understand the areas of operation for an instructor.	Where can and Orienteering Instructor operate?	15 minutes Explain grade A, B & B+ areas.	Cards or PP	
11. Learners should be able to: <ul style="list-style-type: none"> Demonstrate a skill Check for understanding Observe a skill Correct basic faults Have an awareness of the common faults 	How to Kites: Demonstrate Observe What to: Use of a compass Distance judgement	60mins <u>Coach Educator to teach how to set the map, take and walk on a bearing..</u> <ul style="list-style-type: none"> Learners to work in pairs to teach their partner how to use a compass. Use of compass exercise cards. Coach Educator to explain pacing, learners to use the map to identify 100m and then pace. Short compass and pacing exercise set by the Coach Educator using the Centre/school POC. 	Compasses Compass exercise cards How to Kites: Demonstrate Observe	Opportunity to give feedback

<p>12. Learners should be able to:</p> <p>Plan and organise an activity</p> <ul style="list-style-type: none"> From TD 3 System using all the How to Skills 	<p>How to Kites:</p> <p>What to:</p> <p>Steps 3 of the Step System</p>	<p><u>2 hrs</u></p> <ul style="list-style-type: none"> Learners look at the whole process of plan, do, review putting the How to Kites into practice by planning a 15-minute session. In pair's learners to plan, set up, risk assess a 15-minute activity from the coaching cards to coach from the skills of aiming off, attack points, distance judgement, route choice, relocation, compass Coach educators need to ensure that learners understand these skills first Selected pairs of learners deliver their activity to the group and as a group coach educators need to review the delivery with particular emphasis on the How to instruct. 	<p>Refer back to Kites</p> <p>Controls</p> <p>Maps</p>	<p>Opportunity to give feedback</p>
<p>13 Review</p>		<p><u>30 mins.</u></p> <p><u>Review the whole course.</u></p> <p><u>What to instruct and how to instruct skills.</u></p> <p><u>How can these be used in Centre/school sessions?</u></p> <p><u>What does a typical centre/school session look like?</u></p>	<p>Copies of the delivery centre programme/links to school curriculum.</p>	