

Cone Orienteering

Several different Cone Orienteering activities are included in this document.

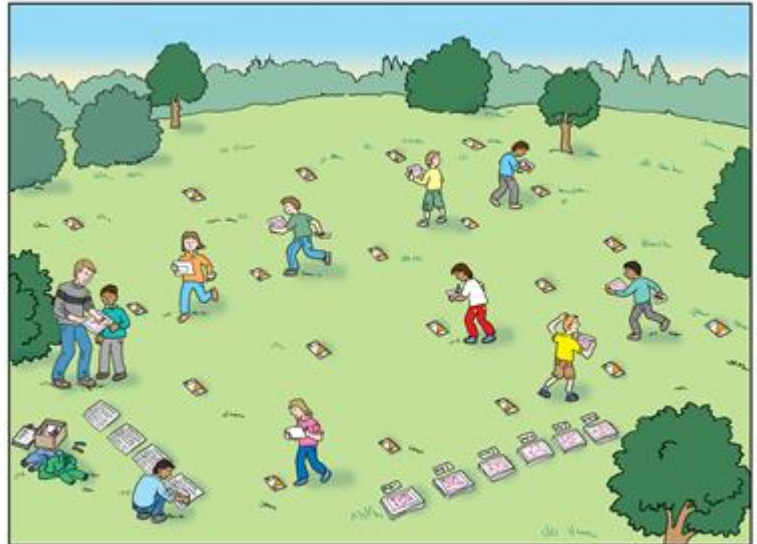
9 Cardinal Cones (Page 1-3)

16 Cones exercise (Page 4&5)

Simple Cone Orienteering (Page 6-9)

Aims: In a different environment

- Practice setting the map
- Thumbing the map
- Start, control and finish symbols
- Planning and following a course, map to ground.



9 Cardinal Cones Map Courses

Resources:

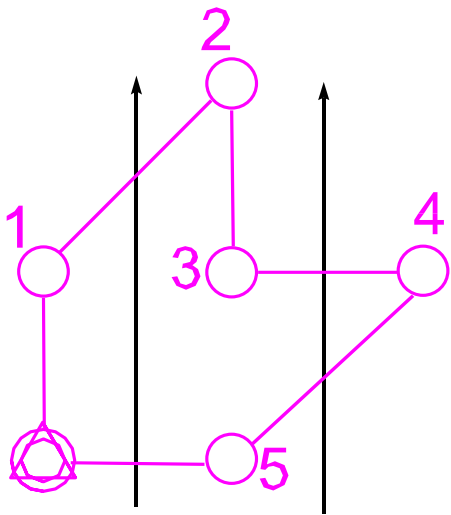
- 9 markers – e.g. cones, upside down plant pots, cards pegged into the grass, each one with a north arrow and a code letter.
- Large north arrow placed at the appropriate end/side of the area to be used.
- Make a few (4 or 5) copies of the course maps, cut up the maps and laminate each course map.
- Sets of Cardinal Cones maps; each different course map in separate bags or boxes which are clearly labelled with the course number.
- Slips of paper and pencils.
- Answer sheet.

Preparation:

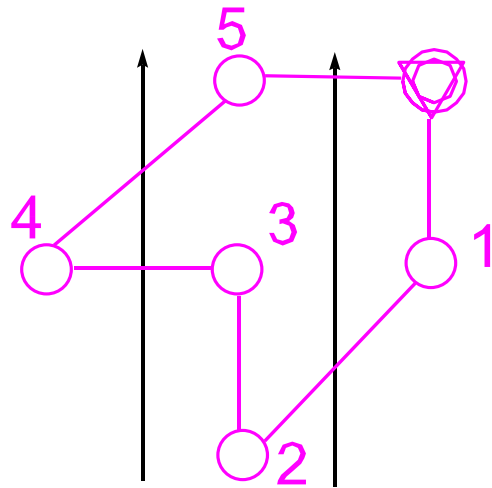
- Put out the markers in three rows of three as shown on the diagram bottom right, taking care to put the correct code in the right place according to a pre-determined plan.
- Prepare an answer sheet for each course map.
- For a large group, it may be preferable to have 2 or more sets of grids in the area so as to avoid congestion.

The Session:

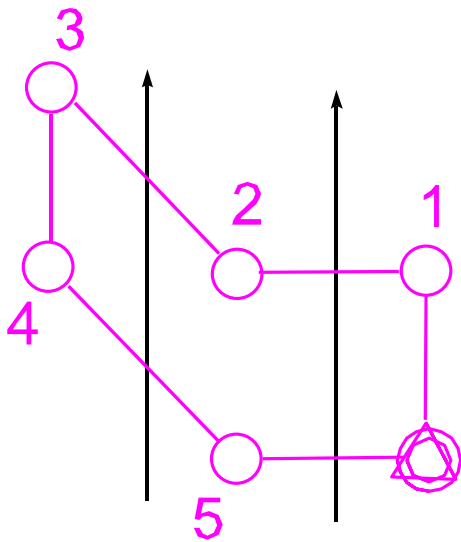
1. A warm-up activity which revises the compass directions is a good idea e.g. all jog round and when the whistle is blown call out a direction (North, south, north east etc) and they all run to that side or corner of the area.
2. The students should be in pairs, explain that:
 - a. The map does not show all nine cones but just the ones needed on the course.
 - b. The triangle on the map represents the start and the information on each map tells them which marker on the grid is the start place for that course.
 - c. Each course finish point is marked on the map with a double circle and is the same as the start point.
3. The students should keep that map orientated so that the north lines on the map always point to the northern edge of the area (as indicated by the large north sign or arrow).
4. In each pair, one student is responsible for navigating, whilst the other notes the code letter at each marker which is visited on the course, including the start and finish place.
5. Pairs come and check their answers and if correct they take a different map.
6. Swap the navigating and answer-writing roles each time.
7. Continue in this way until the time is up or everyone has completed all the maps.



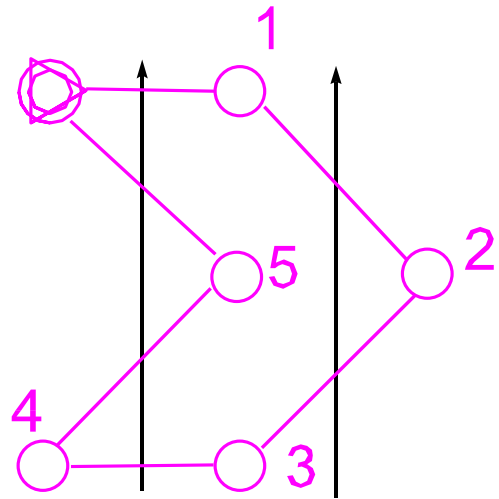
Course 1 (S.W.corner)



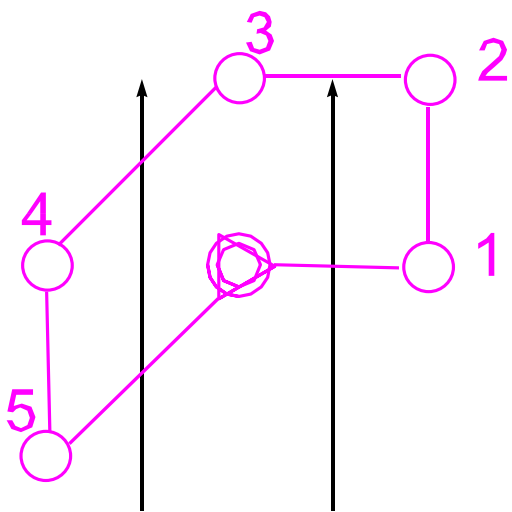
Course 2 (N.E.corner)



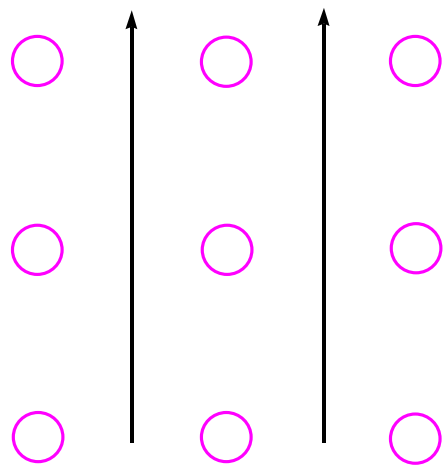
Course 3 (S.E corner)



Course 4 (N.W.corner)



Course 5 (Central point)



Cone layout, set to North

16 Cones Exercise

Resources:


- 16 cones.
- Large north arrow placed at the appropriate end/side of the area to be used.
- One sheet of maps per student.

Preparation:

- Put out 16 cones to form a square. Use as large an area as possible, either in or outside (Each grid of squares will accommodate 12 students).
- Place a cone or arrow to indicate north.

☆ Safety note: If this exercise is completed at speed, the grid must be large enough to ensure pupils are not clashing.

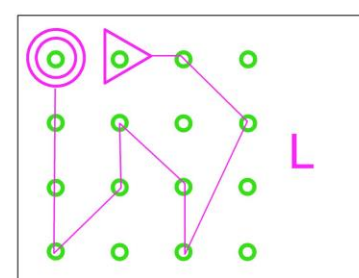
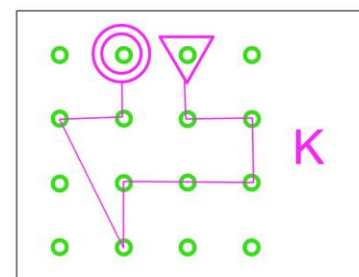
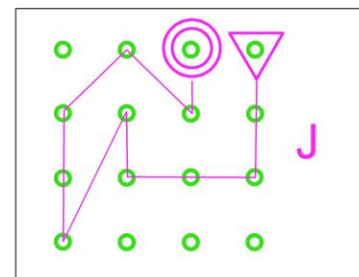
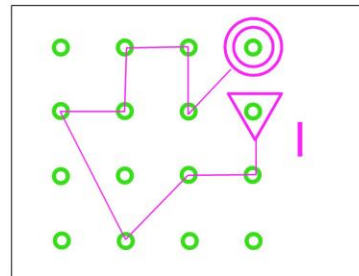
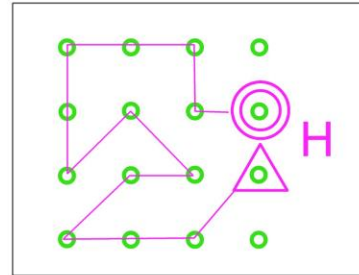
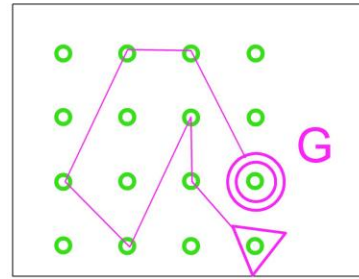
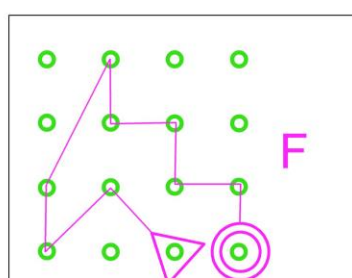
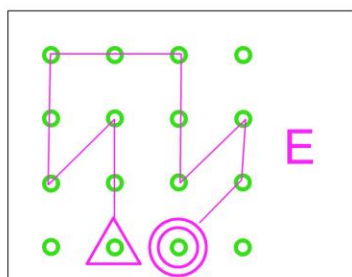
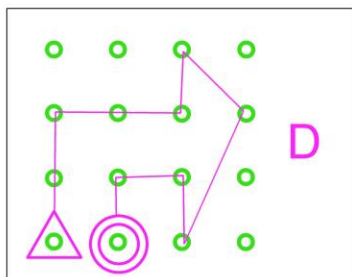
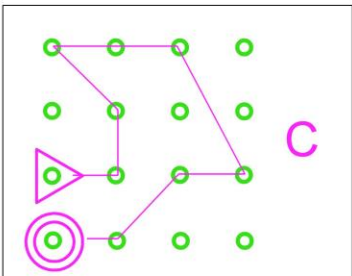
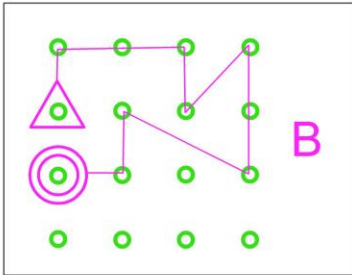
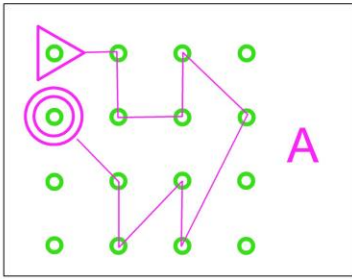
The Session:

1. Each student has one sheet showing 12 maps, each represents a different starting point and is allocated a letter. Give each student a letter, they then must find their own starting cone indicated by a  on their lettered map. You can easily see if one student is wrong, as there should be one student at each cone.
2. Each student should then navigate around the course until they finish at the double circle. The map should always be kept orientated to the ground and students should be encouraged to fold the map so that they can thumb their way along the route.
3. Students can then move onto the next map and complete the next course. Refolding if necessary. The start triangle is where the finish circle was on the previous map.

Alternatives:

- Let the students try the exercise without explaining about folding and thumbing and then discuss how they could improve their speed by folding etc.
- Let a partner (from the outside of the grid), follow the route on the map with their thumb and make sure the route is followed correctly. Then swap over.
- See how long it takes to complete 3 grids.
- See how many grids can be completed in 1-2 minutes.
- Cones can have letters/numbers on to use as control points.
- Set up a different shaped grid and provide new map.
- Master sheet for photocopying - below.

Magnetic North



Alternative Simple Cone Orienteering

Resources:

- 3 red cones, 3 yellow cones, 3 green cones and 3 white cones.
- Cones maps from below. For a group of 30 you will need a copy of map 1 for each pair, 4 copies of maps 2-6.

Preparation:

- Set out the 12 cones in a grid as given on the map. Leave a space of 2 metres between each cone.
- Put students into pairs.

The Session:

Practice map

1. Give each pair a copy of map 1.
2. Discuss map orientation and ask each pair to set the map to the cones on the ground.
3. Ask each pair to go to the start cone (purple triangle on map).
4. Discuss - is everyone in the correct place?
5. Select one pair to lead the class to the next cone, discuss location and if correct continue until the class reach the finish cone at the double purple circle.

Pair work

1. Give each pair one map numbered between 2 and 6.
2. Each pair starts at the cone marked on their map, they navigate to each control until the finish.
3. You check they have finished on the correct cone.
4. Swap maps and repeat.

