

Schools Activities

Loop/Cloverleaf Courses

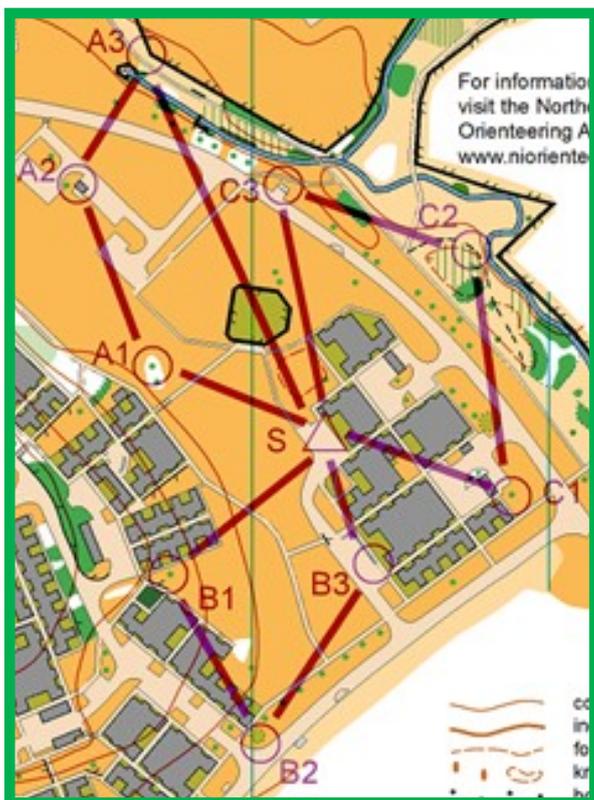


Brief Description

Participants leave a central point (start) to complete a loop, returning to start. This is repeated with several (3-5) loops all starting and finishing at same point. Cloverleaf is the name given for three loops.

Aims and Objectives

1. Students develop skills and confidence by completing a series of loop courses.
2. Teacher has opportunity to give individual coaching before and after each loop.
3. Students experience navigating in different areas of map and finding controls in various location sites and using control descriptions.



Equipment

Permanent markers or a set of control flags with punches or numbers/letters attached.

Sets of maps of each course. The map next shows three loop courses (A, B and C) with three controls on each course.

Teacher answer sheet for the three courses.

Punch/Control cards and pens for each student/pair.

Set up / Preparation

Choose an appropriate start/finish point—sheltered with good visibility of area.

When planning, make the courses progressively more challenging (technically and physically).

Use each student/pair to set out one control each and then collect in at end.

Activity

Standing at the start each student/pair is given a loop to complete.

Allow time for students to orientate their map and ask for help before sending them off.

Students return after each loop with proof they have visited each control (e.g. control number/letter).

Students are then given another loop to complete and so on.

Top Tips — To prevent following and bunching send students off at time intervals (30 sec). Sending some students off clockwise and some off anti-clockwise, will allow 6 students to go off at the same time if using three loops for example.

Print off extra maps, to avoid students having to wait for others to finish before starting a new course.

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Key Questions

What is a control?

What features are you looking for at the control site?

Orientate map and face the direction of your first control.

What was the most challenging loop and why?

What was the most challenging leg and why?

Were the controls where you expected them to be? Did they agree with the control descriptions?



Differentiation/Extension Ideas

When planning you can vary the level of challenge of the loops. Remember challenge can be increased physically and technically—Physically through increasing the number of controls or the length and/or climb involved and technically through using more complex terrain, more changes in direction between controls and having greater route choice.

If for example you plan 5 loops, A-E make A the easiest and E the hardest, so students can progress through the letters. Not all students need to start at A, if you only want only 3 loops to be completed, start the more able on Loop C.

Try and encourage individual participation but less able students can do as a pair.

Spend more time with less able students to discuss their plan before the start of a loop and at the end of each loop to discuss how the plan went.

Reflection—Pair and share

In pairs students can discuss:

What challenges or mistakes occurred during these loops?

Why did they have this challenge / make this mistake?

What they would do differently next time to help prevent the same mistakes happening again?

Nominate someone in each pair to share their thoughts with the group.

Share something positive about the exercise.