

ORIENTEERING – SCORE COMPETITION

SCHOOL
GAMES

Equipment required

- Map of site
- Controls (with punches/crayons/numbers or questions).
- Map with control locations marked on – enough for each competitor or team.
- A control card with space for answers - e.g. space for punching, writing the number etc.
- Stopwatch/whistle to start and finish competition.
- See www.britishorienteering.org.uk/page/schools for resources and further information.

Quick rules

- Players start and finish at the same place.
- Controls can be visited in any order in a set time (e.g. 20 mins).
- A score competition can be a mass start or staggered start at intervals.
- Individuals or teams have to arrive at the finish within the set time or they get a penalty for a late return.

Health and safety

- Follow the instructions carefully.
- Be aware of the boundaries for the competition.
- Explain or be clear on any out of bounds areas (e.g. car parks).
- Be mindful of other competitors when running with a map.
- Know where you are on the map at all times.



FOR YOUNG PEOPLE

Think tactics

- Keep the map set to the ground and know what the symbols around you (e.g. trees) represent on the map.
- If competing as a pair or a three think carefully about the members in your team and how you can be the most effective.

Spirit of the Games: Excellence through Competition



Develop your passion for orienteering. Finding controls at speed or in a set space of time involves challenging your physical and intellectual limits. Feel the excitement when you find the controls.



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ORIENTEERING – SCORE COMPETITION

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Quick introduction

The score competition involves players visiting as many points ('controls') as possible in a given time on an enclosed mapped site.

Getting started

- The game can be played individually, in pairs or as a team competition.
- A network of controls are planned which are distributed over a mapped site (e.g. school playing field).
- The controls can be control markers with a marking device (e.g. punches); questions to answer at each control site or number values (e.g. based on difficulty or distance from the start/finish points).
- Players have cards on which they make a mark to show they have visited that control.
- The player/team that visits the most controls in the given time wins.
- A team competition can involve pairs or groups of three going round together or individually.
- If controls are worth a numerical value, the player or team that scores the most points in the given time wins.



ORIENTEERING – SCORE COMPETITION

Hints and tips

- No orienteering equipment is required - you can simply use cones with numbers to mark control points.
- This game can be done indoors (draw a map of your sports hall or indoor space).
- Although being indoors limits distance - think cross curricular e.g. maths or geography questions at the control points.

Leadership and volunteering opportunities

- Young leaders can check that teams or individuals have got the correct answers from controls.
- Ensure others compete fairly, keeping the information found at a controls to themselves and not seeking answers from other competitors.
- Young Leader training is available. See www.britishorienteering.org.uk/page/teaching

Officiating

- Officials can deal with timekeeping.
- Be positioned at out of bounds points/places of danger.
- Be at start/finish points to ensure the smooth running of the competition.

Think inclusively STEP

Space

- Consider using a hard surface when including SEN / disabled athletes.

Task

- Reduce or increase the number and distance of controls away from start/finish.
- If appropriate create a shorter or simpler course within the regular course. Add additional controls if required.

Equipment

- Create a tactile map that visually impaired athletes can access. Raise controls off the ground to provide easy access for SEN/disabled athletes.

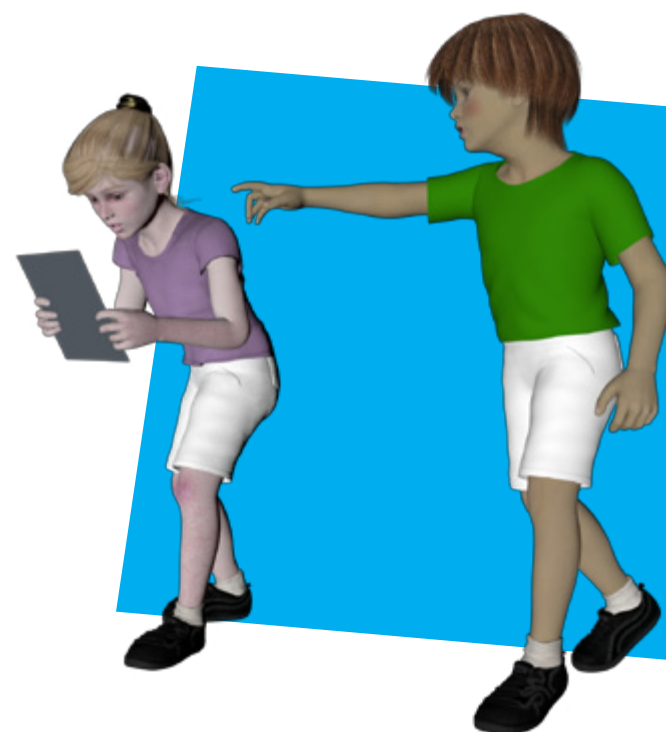
People

- Ensure appropriate teams compete against each other.
- Allow visually impaired athletes to work with a guide.
- If beneficial allow SEN/disabled pupils to work in teams.



Score card.

SCHOOL GAMES



ORIENTEERING – NETBALL NUMBERS

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Equipment required

- Map of court being used, i.e. netball court.
- Cones to act as control points (with punches/crayons/numbers or questions).
- Master map courses – with cones/courses marked on (and answers if applicable if course adds up).
- Map with cone locations marked on – enough for each competitor or team.
- A card with space for answers, e.g. space for punching, writing the number etc.
- Stopwatch/whistle to start and finish competition.
- Once you have established these courses they can be used many times by different classes.

Quick rules

- Start at the start point and finish at the finish point.
- Make sure you visit all of the points that are marked on the map in the correct order.
- Fill in the correct information that you find at each control point.
- Have your answers checked after you have finished.

Health and safety

- Recognise the dangers of running with a map.
- Avoid pushing or bumping into other competitors when running in an enclosed space.
- Players must stay away from the competition area unless it is their turn.
- Avoid wearing anything that may cause danger to opponents; this includes caps, jewellery and other sharp objects.
- Ensure appropriate run off exists around the court; this avoids any momentum causing them to run into walls or doors.
- Ensure the area is dry and object free at all times.



FOR YOUNG PEOPLE

Think tactics

- Competitors need to be as quick and as alert as possible.
- Competitors need to know where they are at all times.

Spirit of the Games: Excellence through Competition



Develop respect and trust between yourselves and for others. Encourage the involvement of young people with cognitive or learning difficulties using a safe and familiar sports area.



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ORIENTEERING – NETBALL NUMBERS

SCHOOL GAMES

Quick introduction

Netball numbers is a fast paced competitive introduction to orienteering, reinforcing the skills of map orientation and accuracy to complete a course in the order stated on a map.

Getting started

- Find a court with markings and place cones on a series of points on the court.
- Using a diagram of the court as the basis of a map, draw on a course linking a set number of cones. Make sure you include a starting point and a finishing point. Examples can be downloaded from the British Orienteering website. See www.britishorienteering.org.uk/page/schools
- Using the same layout of cones, you can draw on separate maps different competitive courses by linking the cones in a different way.
- Competitors are given a map of a course. Keeping the map orientated as quickly as possible they must go to the cones in the order it states on the map, adding up the points along the way.
- Once they have found each cone and added up the total the answers must be checked to ensure they are correct.
- The competition can be run as an individual competition or as a team/relay competition.



ORIENTEERING – NETBALL NUMBERS

SCHOOL GAMES

Hints and tips

- A plan of a football pitch, badminton court, all weather pitch or similar provides a variation.
- Even a playground can be used with their lines/ markings.
- Get the children to draw their own mapped area on which to do the competition.

Leadership and volunteering opportunities

- Encourage young leaders or older pupils to set courses for a competition by planning and placing cones on the court markings and drawing these locations on a blank court map.
- Encourage them and support competitors.

Officiating

- Setting up the course/s.
- Timekeeping.
- Checking answers.
- Be at start/finish points to ensure the smooth running of the competition.

Think inclusively STEP

Space

- Consider using a hard surface when including SEN/ disabled athletes.

Task

- If appropriate create a shorter or simpler course within the regular course. Add additional controls if required.

Equipment

- Use letters instead of numbers to create this word.
- Create a tactile map that visually impaired athletes can access. Use spots or tactile markings instead of cones for SEN/disabled pupils.

People

- Ensure appropriate teams compete against each other.
- Allow visually impaired athletes to work with a guide.
- If beneficial allow SEN/disabled pupils to work in teams.

