



# ORIENTEERING IN SCHOOLS

[www.longtownoutdoorlearning.co.uk](http://www.longtownoutdoorlearning.co.uk)

These resources are intended as an aid for use by anyone teaching orienteering in schools for children aged between 8 and 12 (with credit to the British Schools Orienteering Association)

Some exercises and events are also suitable for children aged 5 – 7.

## Orienteering and Social Distancing

The following activities have been selected because the children can conduct the exercises apart whilst remaining outdoors, participating in healthy exercise and learning new skills.

**Preparing Mini maps of the school grounds** - Follow the full details below but each child will prepare their own map and then place their own set of up to 10 markers (a sample set is attached, these could be produced in different colours or the children could hand draw their own in different colours) at different points on the ground which are then marked up on their map.

**Safety** - Whilst preparing the map the child should only use their own stationery. They are briefed that they may not go closer than a distance represented by a PE bench / picnic table / dinner table (as appropriate to school setting) to other participants whilst drawing their map, setting their course or when taking part in the Mini-Map event and should not touch any other child's resources (map / pencil / pens / control markers) .

**Mini-Map event** - Each of the maps is taped to the ground (or weighted down so it can't blow away). Each child will use another child's map (suggest this is selected by the teacher - if there are odd numbers a teacher may need to give children alternate access to a single map i.e. one looks then goes to find a control marker whilst the other looks....) but does not touch the map or control markers. Their job is to go away and find the 1st marker and then return to search on the map to find where the second marker is before going to find that, until all markers have been found. If time allows they can move on to try another child's course.

**Safety** - At the end of the event the children all retrieve their own control markers and maps and place them in a bin liner which is double bagged and then disposed of by school staff. Each child replaces their own stationery in its normal storage.

### **Trivia event**

This can be used as an extension to the ideas introduced in the previous examples. In this example the course setter thinks of appropriate trivia questions for each control location e.g. what colour is the drainpipe? how many rungs on the gate? The questions can be written down and taped next to the map. The participant can write down their answers as they go. At the end of the event the children can stand apart and can check the answers with each other.

**Safety** - The same rules apply as for the previous examples.

## Full details:

### **Mini Maps and Mini Map Events**

Orienteering is enjoyed most when there is a new challenge to be faced. Most children will be very familiar with the layout of the school grounds.

Mini maps - maps of small areas of the grounds, initially provide more of a challenge than a map of the whole grounds.

In this section, the objective is to provide children with the challenges arising from a succession of new "maps". In this way the mental gymnastics involved in relating a new map to new terrain and terrain to map, of determining location, direction and distance, and of playing the new game, result in a high level of interest, challenge and skill development.

The Mini Map event should be repeated at least once, using new small areas.

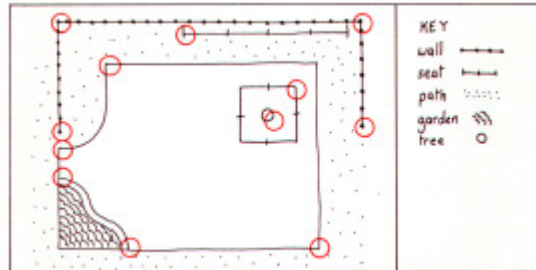
## Mini Maps

The new maps are drawn by the children to improve map understanding and to save teacher preparation time.

Children from the age of six are able to draw perfectly adequate sketch maps. Usable maps do not need to be strictly accurate. They just have to look right in terms of direction and distance.

Mini maps may be of a small simple area: a patch of lawn with a few shrubs, or of a larger detailed area: the school buildings.

Representing land features on paper, regardless of size, require understanding of, and some skills with respect to relationships of direction and distance, feature to feature, and map to terrain. Thus children will find their way successfully from place to place.



Mini maps may be of small simple areas, a patch of lawn with a few shrubs; or of larger, more complicated parts of the school grounds.

## Mini Map Event

### Required for each child

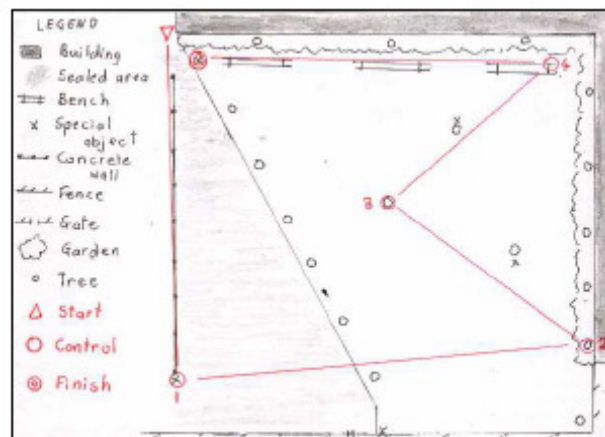
- clipboard or something similar for resting paper on
- unlined paper, pencil, rubber
- list of symbols to be used (see page 9)
- sets of mini controls, e.g. control markers / coloured bottle tops (see page 26 for other ideas)

### Procedure

The areas should have at least 10 suitable places to use as control sites, such as single trees, posts, a rubbish tin, a path junction, a path corner, a building corner, a permanent seat or table.

Take the children step-by-step through drawing:

- the boundary features
- features easy to relate by distance and direction to those already mapped
- Add the key (legend) to the map.



Example of a mini map course

Talk about suitable places to put controls: the end of something, the corner of something, on something small, e.g. not the centre of a long thing, not hidden, not high up like in a tree.

Each should mark circles on their map to show the location of each control. The circles should be numbered in the order to be visited. (The number should be beside each circle, not in the circle as that could hide the feature to be found.) They choose start and finish places and mark those on their maps.

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### MAP SYMBOLS FOR HAND DRAWN MAPS

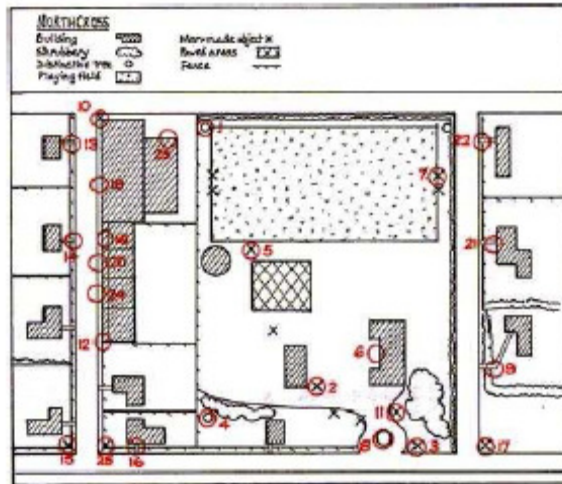
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## Preparing for a Trivia event

A Trivia event is an orienteering event where participants answer questions about a series of features, rather than using a control. It saves the time taken to put out controls for each event.

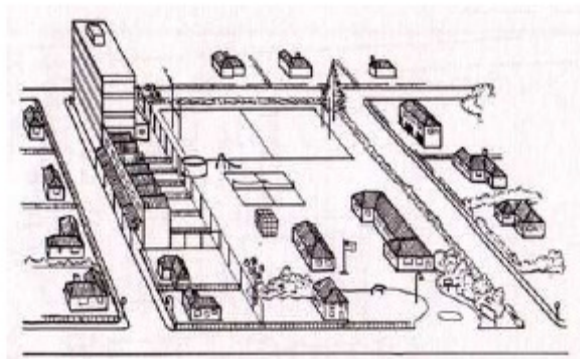
Each child will walk around the area to prepare a map of the school grounds, identifying features that provide an opportunity to ask questions, marks each location on the map, numbers each feature, and writes down a question about the feature.



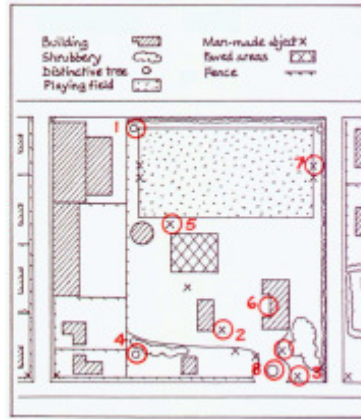
A master Trivia map

Questions should be simple. It is the navigation that is being tested, not the Trivia knowledge.

1. How many main branches?	2. Who made this feature?	3. What holds this up?
4. What kind?	5. How many bolts?	6. When?
7. Made by?	8. Bricks or concrete?	9. Message?
10. Who says?	11. Not allowed?	12. When?
13. Who?	14. Number?	15. Speed?
16. Colour?	17. Made of?	18. Owner?
19. Registered office of?	20. Name of shopkeeper?	21. Who for?
22. Business?	23. Fresh or frozen?	24. Male or female?
25. Speed?	26. Local Body?	27. Material?



## Trivia event



Trivia Event Map: A question at each control.

### Required

- Map of the school grounds.
- Make a class set of maps, with control circles, questions and space for answers.
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### Procedure

Prepare mini maps and questions.

Children visit controls in random order to obtain answers and record them on their own piece of paper.

To prevent queues at the nearest controls children are told that they can move to the next control and return when the control is 'free'.

Run the activity as a memory event. Children memorise one or more control sites and questions, visit the sites to get the answers and return to memorise further control sites and questions until the map course is completed.



A set of control markers are enclosed, however it is easy to make your own. Stickers of varying sorts can be used inside.

Milk bottle and other coloured drink tops can be used inside and out. These work especially well for the mini map event where the child doing the course collects them as they go.

Crayons can also be used inside and out and are used to colour in the matching circles on the map.

Outdoors you can use plastic ice cream/milk or margarine containers with a distinguishing code printed on each one and attached with a string through the bottom to facilitate hanging.

Traditionally, orienteering control markers have a red triangle emblem, which can be painted onto your control markers. A small card marked with a code and slipped into a plastic bag can be sellotaped or stapled to any suitable feature on the school grounds, will last for a week, and is no loss if removed.

