



Curriculum Objectives

Venue

Equipment

Move up a level

PSSI Homepage

Reference

Strand Unit: Orienteering

- Undertake point to point (cross country) orienteering – visiting all controls in order, marking a control card or collecting permanent information at each control (e.g. how many steps are there at the door?).
- School grounds.
- Enlarged map of area, e.g. school grounds or local park.
- Good digital/stopwatch.
- Table and chairs.
- Controls, with a different coloured crayon hanging from each one.
- Control cards, and red pens for 6th Class (for marking own maps).
- Master control card.
- Photocopiable samples of all necessary resources are available at the end of this lesson.
- Primary School Curriculum (1999) Physical Education, page 57-59.
- Physical Education Teacher Guidelines, pages 91-93.



ORGANISATION

Prepare a master map by marking on your controls. Fill in your master control card. Controls to be laid out in advance. Divide the children into pairs. Conduct a fair draw and record the start order.

Pairs are seated with their backs to the start. They take a control card and write their names on it while waiting.

If you have sufficient controls out, you could divide the children into **odds** and **evens**, with one half of the children recording only odd numbered controls and the other half recording even ones. You can then start two pairs together every 30 seconds.

Alternatively, you may start two pairs together, one pair working clockwise and the other pair anti-clockwise.

ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Classroom preparation

In the classroom, display a large copy of the map with some of the controls marked.

Discuss the legend/key.

Identify features and **land marks**.

Discuss where the children think they are.

Explain that this is Point to Point/Cross Country Orienteering and that all the controls must be visited **in order**, that the course is timed and that the winner will be the fastest pair **with all controls correct**.

2 Point to Point Orienteering

Give the first pair/two pairs a map, a control card, a clipboard and pencil.

Mark their start time and count them down to start.

Call next pair/s and repeat until all pairs have set off.

Be sure to record finishing times, as the fastest pair may not be the winners.

Do not record the finishing time until both are back.

Have a task at the finish for those who finish first

- using the letters collected list a girl's name, boy's name, place name etc
- who can make the longest word, the most words

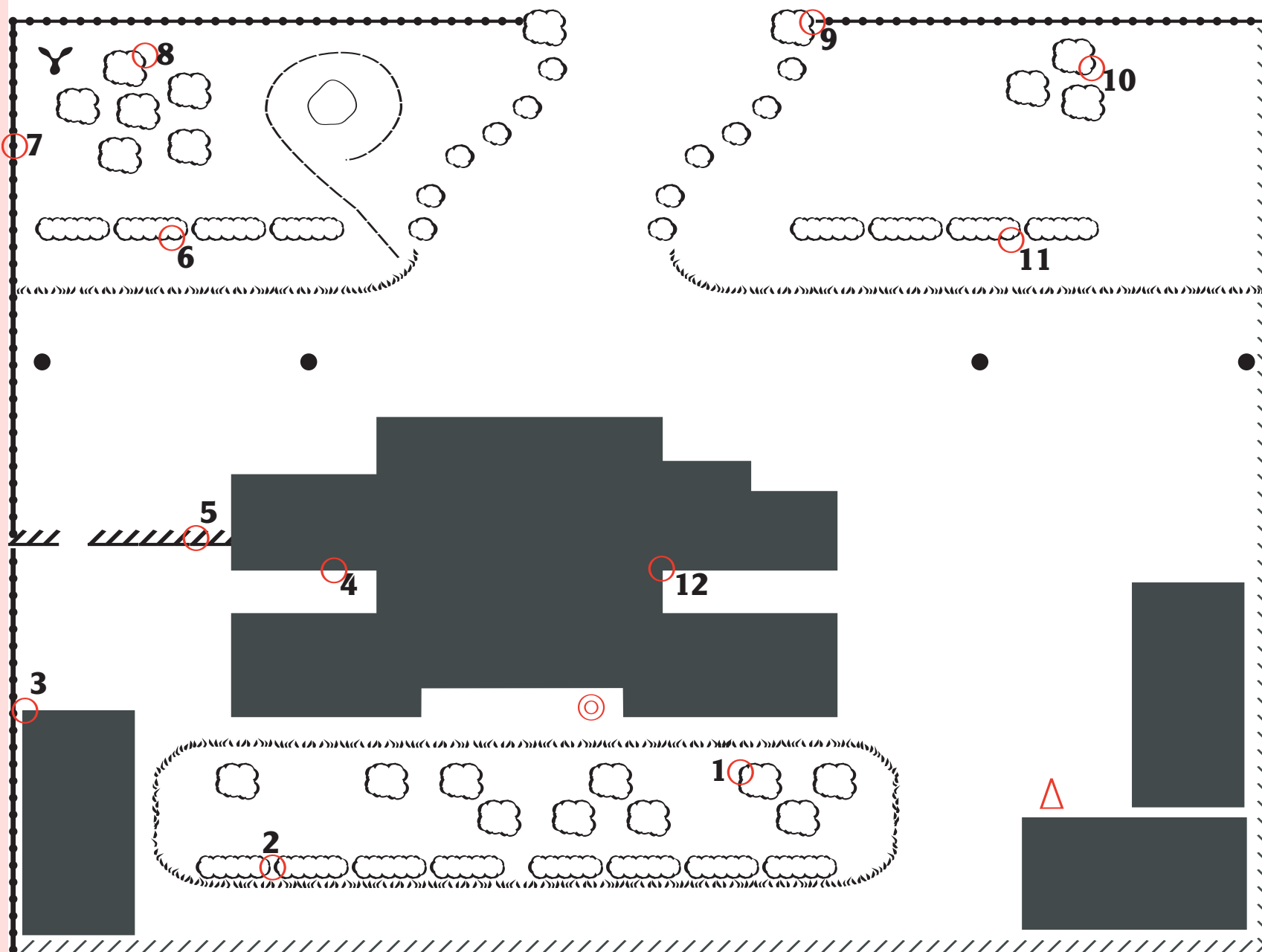
TEACHING POINTS












- Remind the children about the importance of orientating their maps.
 - Use a landmark – choose a large, easily recognisable feature.
 - Explain **staggered** start – at intervals of 30 seconds.
 - Stress the importance of **accuracy first**, and then speed – the fastest pair may not necessarily be the winners.
 - Be fair – take turns.
 - For safety insist that they stay together as a pair.
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- If you wish to start the whole class simultaneously put a number on the back of each map e.g. 1-12.
 - Whatever number is on the map becomes their first control, e.g. if they have map number 5, they visit 5, 6, 7, 8, 9, 10, 11, 12, 1, 2, 3, 4.
 - It would be unfair to time the activity. This is a good way to allow the children to become familiar with orienteering before they participate in a **real** event.

DEVELOPMENT

Where possible, take the children to an outdoor and adventure centre to experience orienteering in unfamiliar surroundings.

ACTIVITY CARD – SAMPLE MAP



-  *Start*
-  *Building*
-  *Wall*
-  *Fence*
-  *Grass border*
-  *Tree*
-  *Hedge or bushes*
-  *Path*
-  *Pond*
-  *Posts*
-  *Finish*

ACTIVITY CARD – CONTROLS

A

B

C

D

ACTIVITY CARD – CONTROLS

E

F

G

H

ACTIVITY CARD – CONTROLS

I

J

K

L

ACTIVITY CARD – CONTROL CARDS

1	7	1	7	1	7	1	7	1	7
2	8	2	8	2	8	2	8	2	8
3	9	3	9	3	9	3	9	3	9
4	10	4	10	4	10	4	10	4	10
5	11	5	11	5	11	5	11	5	11
6	12	6	12	6	12	6	12	6	12