Level

F	1	2	3	4	**5**	6	B6

HEALTH AND PHYSICAL EDUCATION

Cunning running!

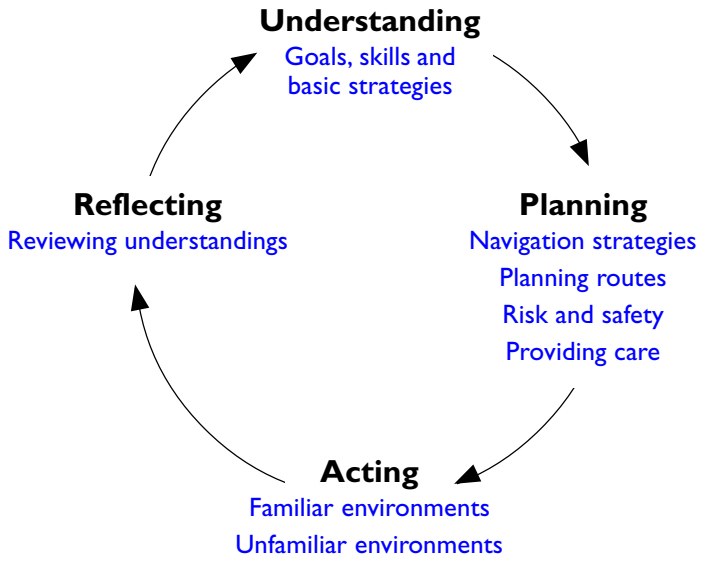
Strands
Developing Concepts and Skills for Physical Activity
Promoting the Health of Individuals and Communities

Purpose

Students develop an understanding of the strategies required to complete orienteering courses at the novice to intermediate levels. They learn how to manage risk associated with orienteering in a bushland setting, including how to administer first aid to themselves or their partners if the need arises.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



QUEENSLAND SCHOOL CURRICULUM COUNCIL

Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

Promoting the Health of Individuals and Communities

5.3 Students demonstrate behaviours and actions to provide care or manage risk in responding to unsafe or risky situations and behaviours.

Developing Concepts and Skills for Physical Activity

5.2 Students demonstrate a range of tactics and strategies to achieve an identified goal in games, sports or other physical activities.

Core content

This module incorporates the following core content from the syllabus:

Promoting the Health of Individuals and Communities

- safe, unsafe, risky and challenging behaviours in physical activities;
- preventative, protective and treatment actions in emergencies, particularly in risk assessment, risk management and first aid;

Developing Concepts and Skills for Physical Activity

- specialised skills for movement, in particular for adventure and challenge activities;
- components of movement, such as space awareness and relationships with objects.

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

Promoting the Health of Individuals and Communities 5.3

- **During participation in orienteering courses students demonstrate behaviours and actions that will enable them to provide care and manage risk.**
  - Does the student wear appropriate clothing and carry appropriate first-aid equipment?
  - Does the student demonstrate appropriate behaviours and actions to manage risks on the courses?
- **Students interpret scenarios requiring administration of first aid and taking action to provide care to a fellow orienteer in bushland settings.**
  - Can the student demonstrate appropriate provision of care?
  - Can the student effectively manage the risks involved?

Developing Concepts and Skills for Physical Activity 5.2

- **Students complete novice or intermediate orienteering courses in familiar settings as well as in unfamiliar settings. They apply a range of basic navigation strategies to achieve the goals identified with orienteering and describe the navigation strategies they used with reference to orienteering-specific terms.**
  - Can the student demonstrate a range of orienteering strategies to achieve the goal of orienteering?

Background information

Orienteering

Orienteering provides opportunities for students to experience challenge and adventure in both familiar and unfamiliar environments as well as to develop decision-making abilities. Through orienteering, students learn skills and strategies that are important for safety in other outdoor activities.

This module is designed for students who have had little prior experience in orienteering. They learn to manage risks and develop skills in map-reading and navigation strategies in both familiar and unfamiliar environments. The range of navigation strategies encompassed in the module includes *collecting features*, using *handrails, aiming off* and using *attack points*. The module also provides students with the opportunity to develop knowledge and skills associated with administering first aid for bites and stings, a sprained ankle and dehydration in bushland settings.

Resource sheets provide a glossary of orienteering terms and other activities to develop students' understanding of orienteering strategies.

In terms of resources, most of this module involves map-reading; therefore, it is essential to have good quality orienteering maps of the school and other areas. Compasses are not required in introductory activities. Moreover, it is recommended that they not be introduced until orienteering in bush areas, and then only for map orientation and safety bearings. Other equipment required includes controls, control cards and control punches, an emergency whistle for each student and first-aid equipment.

To assist students to achieve the aims of the various activities safely, it may be useful to establish codes of behaviour and safety procedures at the outset of the module. It may be necessary to provide 'streamer rails' to guide students through difficult areas where there are no handrails.

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education (see Resource Sheet 1, 'Glossary of orienteering terms'):

aiming off
attack point
collecting features
compass
control
control card
control code
control description
control feature
control punch
course
handrails
legend
line feature
master map
navigation
orienteering
orienting the map
relocation
route
safety bearings
scale
thumbing the map

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in 'Cunning running!'. Some safety issues that teachers should consider are:

- hazards and level of risk associated with terrain, flora, fauna and climatic conditions;
- instructions regarding finishing times and safety bearings;
- providing an emergency whistle for each student and first-aid equipment where necessary;
- student capabilities, including any reported medical conditions;
- ensuring students wear protective footwear and appropriate clothing;
- supervision requirements in bushland settings;
- appropriate warm-up activities;
- pairing students where necessary.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:

- create physical and social conditions that support their own wellbeing and that of others;
- acknowledge success in terms of personal goals and meeting new challenges.

Students with disabilities or learning difficulties may require some activities to be modified to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

Australian Red Cross 1995, *First Aid: Responding to Emergencies*, Mosby Lifeline, Artarmon, NSW.

Australian Sports Commission, *Australian Sport WWW*. Available URL: http://www.ausport.gov.au/ (accessed June 2000).

Bagness, M. 1995, *Outward Bound Orienteering Handbook*, Ward Lock, London.

Gale, D. 1986, *Games Orienteers Play*, Queensland Schools Orienteering Association, Brisbane.

Gale, D. 1989, *Elementary Orienteering Instructor's Handbook*, Orienteering Service of Australia, Clifton Hill, Victoria.

McNeill, C., Cory-Wright, J. & Renfrew, T. 1998, *Teaching Orienteering*, 2nd edn, Harveys & Human Kinetics in collaboration with the British Orienteering Federation, Leeds, UK.

Orienteering Association of South Australia.
Available URL: http://www.oasa.asn.au/ (accessed June 2000).

Orienteering Association of South Australia 1990, *What a Crazy Way to Spend a Sunday*, video, cat. no. V75022, DECS Tape Services, Electronic Media Services, Ingle Farm, SA.

Orienteering Federation of Australia 1994, *Among the Best Orienteers*, video, Adelaide, SA.

Orienteering Federation of Australia.
Available URL: http://www.sportnet.com.au/orienteering/ (accessed June 2000).

Queensland Orienteering Association.
Available URL: http://www.qoa.asn.au/ (accessed June 2000).

St John Ambulance Australia 1989, *Australian First Aid, Volume 1*, 2nd edn, Forrest, ACT.

Organisations

Orienteering Federation of Australia
PO Box 740
Glebe, NSW 2037
Tel: (02) 9660 2067
Fax: (02) 9660 2067

Orienteering Service of Australia
44 Alexandra Parade
Clifton Hill, VIC 3068
Tel: (03) 9489 9766
Fax: (03) 9481 5368

Queensland Orienteering Association
PO Box 114
Spring Hill, Q 4004
Tel: (07) 3202 6856

Activities

Orienteering equipment will be required — for example, control markers, control punches, control cards, maps of the school or local orienteering areas, compasses and whistles. Student first-aid equipment (including bandage) may be required in some situations.

Understanding

GOALS, SKILLS AND BASIC STRATEGIES	**Developing an understanding of the goals, skills and basic strategies of orienteering**

▶ Students discuss the goals, skills and strategies required in orienteering. They view a video or recall prior knowledge.

Focus questions could include:

- **What is the major goal in orienteering?**
- **What are some other goals in orienteering?**
- **How do orienteers prove they reached each control feature?**
- **What skills do you need for orienteering?**
- **Where does orienteering take place in the community?**

Teaching considerations

Refer to the video *What a Crazy Way to Spend a Sunday*, if available.

Clarify to students that:

- In orienteering, participants find their way through an area using a map or a map and compass.
- The major goal for participants is to find a series of control markers associated with the control descriptions located on the map.
- Other goals might be to compete against others over the course for the fastest time or to simply enjoy orienteering as a recreational or health-related fitness activity in the bush.
- Control markers at each control are fitted with a hole punch. Competitors punch their control card at each control.
- Skills of map-reading, orienting a map to north, estimating distance, planning and navigating a route and fitness are needed.
- Orienteering takes place in parkland or bushland areas for which orienteering maps are available or can be drawn, and where permission to enter the property has been obtained. Assist students to identify local areas used specifically for orienteering.

▶ Using a simple map of a defined area in the school grounds, students explore how to orient a map, interpret a legend and use course descriptions to assist them to locate controls. In this activity, called '3D orienteering', students locate as many controls as possible within a set time period.

Focus questions could include:

- **What is a map?**
- **What are the features on an orienteering map?**
- **What is a control? How is a control shown on a map?**

Teaching considerations

Resource Sheet 2

Refer to Resource Sheet 2, '3D orienteering', for further information.

Prepare in advance and duplicate for each student a simple pictorial map of the area to be used — for example, a courtyard, hall, shelter or other defined area in the school grounds. Include a legend on the map, using particular symbols to indicate benches, trees, fences, gates and buildings.

Prepare an OHT, or large copy, of the map for display.

Set controls prior to students using the course.

Discuss with students the symbols on their map, advising them that a map is an abstract representation of the ground.

Have students copy control circles from a large master onto their own map.

Explain to students how to orient the map before signalling them to start.

▶ Students reflect upon their performance in the previous activity to identify what strategies they could apply to achieve the major goal of orienteering.

Focus questions could include:

- **What did you do to keep your map oriented?**
- **Were you able to locate all of the controls in the set time? Why?**
- **What strategies did you use to help you locate the controls?**
- **What strategies did you use to help you to complete the course in the set time? How quickly did you need to move?**
- **Which personal factors limited your own and others' ability to complete the course?**
- **Which other personal factors might limit your ability to complete a course in a bushland environment?**

Teaching consideration

Clarify to students that personal factors limiting their performance might be influenced by map-reading abilities, route planning or lack of fitness.

▶ Students discuss whether the fittest, most confident or most strategically minded individual would be the most effective orienteer.

Teaching considerations

Show students the video *Among the Best Orienteers*, if available, to assist them to understand the qualities required for successful orienteering.

Explain that although all three qualities — fitness, confidence and strategic understanding — are desirable, it is essential that orienteers have an understanding of strategies. Explain further that this is why orienteering is sometimes referred to as 'cunning running'.

Planning

NAVIGATION STRATEGIES	**Investigating navigation strategies that enable the demands of orienteering to be met**

▶ Students examine an orienteering map to identify its various components. In doing so, they identify scale, legend and magnetic north, and become aware of contours.

Teaching considerations

Orienteering maps can be obtained from the Queensland Orienteering Association.

Show students both black and white maps and coloured maps that have been developed specifically for the sport.

▶ Using a map of the school grounds, students learn how to 'thumb' a map, orient it to north using features of the environment, orient their body to the direction of travel and estimate distance. They then participate in a map walk where they match features of the legend with features in the environment and relate distance on the map to distance on the ground.

Focus questions could include:

- **Why is it important to orient your map to north?**
- **Why is it important to orient your body in the direction of travel?**
- **Can you locate the corner of a particular building on your map?**
- **How far would it be from here to the library (or other facility)?**
- **Why would it be inappropriate to clear a pathway through tree lines?**

Teaching considerations

If a map of the school grounds is not available, students could develop one from a base map, and include a legend, features, magnetic north and a scale.

Ensure students are aware of the need to respect the environment.

▶ Working in pairs and using the map of the school grounds, students take it in turns to place a control (for example, a streamer) within a nominated distance of the teaching area (about 300 metres), marking the location of the control with a neat circle on the map. Upon return, their partners apply their map orientation and reading skills to locate and collect that control.

Focus questions could include:

- **Were you able to locate the control?**
- **Was the route that you took the most effective one for getting to the control?**
- **Did you follow pathways or did you take a more direct route?**
- **Why did you choose the route you took?**
- **Were you aware of the features you passed along the way?**

Teaching considerations

Encourage students to take care to mark the control circle accurately and clearly on maps.

Ensure students are aware that controls should not be hidden and that those placed by others should not be interfered with.

The above activity could be conducted as a map memory exercise whereby students must only preview the map in the teaching area and mark in the control upon their return.

► Students discuss the strategy of using handrails. They follow a teacher-prepared novice course in the school grounds using handrails only.

Teaching considerations

Explain to students that handrails are linear features, such as tracks, roads, fences and creeks, which are easily followed to lead the orienteer from one place to another.

At this 'novice' stage of learning, controls should be placed only on or near handrails, and a change of direction should occur only at a control site.

Preparing more than one set course may avoid congestion on courses and prevent groups of students from following one another.

► Students discuss the importance of maintaining contact with the map by collecting features. They then complete a line course in the school grounds.

Focus questions could include:

- **Why is it important to maintain an association between the map and the features you pass in the environment?**

Teaching consideration

Advise students that the strategy of collecting features enables them to maintain an awareness of where they are in the environment in relation to the map and provides them with feedback on their progress from control to control.

PLANNING ROUTES

Developing the strategy of planning a route

► Students discuss the importance of planning a route from one control to the next. They view an orienteering map with a pre-marked course and consider the alternative routes that could be taken between identified controls. In doing so, they become aware of other strategies besides using handrails — for example, using attack points, aiming off and relocation.

Focus questions could include:

- **Why has the orienteer planned a particular route to follow?**
- **What features would it be important for the orienteer to 'collect' along the way?**
- **Is the route the orienteer planned a safe route? Why?**

- **Is the route planned the quickest? What may be a quicker way?**
- **Has the orienteer used handrails?**
- **Has the orienteer used attack points, that is, aimed at obvious features just to the right or left of a control that they can move to at speed and then turn from to attack the control? What attack points could the orienteer use?**

Teaching consideration

The course marked on the map should provide opportunities for students to understand the strategies of attack points and aiming off.

▶ Students use their knowledge of attack points and aiming off to plot a more direct route than that suggested. They also reflect on how comfortable they would feel about following that route.

Focus questions could include:

- **How safe would you feel taking the more direct route? Why?**
- **Given your experience and confidence, which route would you feel more comfortable taking — the more direct route or the longer route using handrails?**

▶ Students consider the route that might be most appropriate for an individual in a wheelchair, using calipers or with vision impairment.

Focus questions could include:

- **What route would you recommend for an individual in a wheelchair, using calipers or with vision impairment? Why?**

Teaching considerations

Remind students that physically impaired individuals can participate in orienteering when the terrain is suitable and controls are easily accessible.

A route planned with handrails might be best for these orienteers.

▶ Students examine a compass, identify its parts and use it to orient their map to north.

Teaching consideration

Students should know how to use a compass to orient their map to north if they are participating on courses outside the school grounds. This skill is necessary to follow safety bearings.

RISK AND SAFETY | **Developing ways to recognise hazards and assess potential risks and safety issues**

▶ Students examine a map or survey of an area to identify potential hazards. They then plan ways to manage these risks and consider safety issues faced by individual orienteers, especially in unfamiliar environments. They identify and note the inclusion of safety bearings such as: 'Follow road north to fenceline, follow fence south to assembly area.'

Focus questions could include:

- **What types of hazards associated with terrain could threaten the health and safety of you and other orienteers?**
- **What types of hazards associated with flora and fauna could threaten the health and safety of participants in orienteering?**
- **What personal factors could increase your own or others' risk of becoming lost, injured or ill while orienteering?**
- **What actions by other participants might threaten your safety? How? What are the possible consequences of such actions?**
- **What clothing would it be most appropriate to wear? Why?**
- **Whether orienteering in the school grounds or bushland, what skills do you need to ensure you stay oriented?**
- **Faced with a hazard in the terrain (for example, slippery rocks) what actions would minimise risk or the threat to your health and safety?**
- **Faced with a hazard associated with fauna (for example, a snake in your path) what actions would minimise risk to your health and safety?**
- **What motto might you develop to remind you to be cautious?**
- **What procedures would you like to see established to ensure your sense of safety in bushland settings?**
- **What equipment must an orienteer carry to summon assistance?**
- **In an emergency situation, how would you communicate the need for assistance?**
- **What skills might you need to provide first aid in a bushland setting?**
- **What steps would you take to adequately prepare for an event?**

Teaching considerations

Advise students that impulsiveness, lack of planning, not looking where they are going and not referring to their map increase their risk of becoming disoriented or injured, and not keeping up fluid intake increases chances of heat exhaustion.

Safety bearings are included on maps to assist orienteers who are lost or disoriented to return to assembly areas.

Ensure students are aware of the importance of carrying safety equipment such as an emergency whistle and of monitoring their level of exertion and energy levels. First-aid equipment and water may be necessary in some situations.

Preparation for an orienteering event would include the following: adequate food and fluid intake, attention to clothing and footwear and warming up.

► Based on their discussion about communication and first aid in the previous activity, students prepare basic first-aid equipment.

Focus questions could include:

- **What first-aid supplies would you take orienteering?**
- **How is a roller bandage used?**
- **When might the broad bandage be useful?**

Teaching consideration

First-aid equipment should include a broad bandage and a roller bandage.

PROVIDING CARE	Practising first aid

► Students investigate and practise first-aid behaviours and actions to provide care and manage potential health risks arising from incidents which could occur in the bush. They practise these behaviours and actions in response to scenarios involving themselves or their partners. These could include:

Scenario 1: Sprained ankle

Scenario 2: Snake bite to lower leg

Scenario 3: Bite or sting

Scenario 4: Sting from plant

Scenario 5: Overexposure to heat (heat cramps or heat exhaustion)

Focus questions could include:

- **What signs or symptoms might indicate a sprained ankle, a snake bite, an insect bite or a nettle sting?**
- **What health risk, circulation difficulties or breathing difficulties should you be alert to?**
- **How would you respond to the risk?**
- **When monitoring the response of your partner, what signs or symptoms would you check for?**
- **In what position would you place your partner if he or she became unconscious? How would you do this?**
- **How would you monitor your partner's airway, breathing and circulation?**
- **When would you seek assistance? How would you do this?**
- **What might be the consequences for you or your partner if you failed to apply first aid?**

Teaching considerations

Refer to first-aid manuals for guidance — for example, those published by St John Ambulance or Red Cross.

Ensure students know how to:

- apply a roller bandage to the ankle
- pressure immobilise both upper and lower limbs
- monitor circulation
- apply a broad bandage for various injuries.

Advise students that all unconscious casualties should be placed in a lateral position with their head tilted (for a clear airway) and mouth turned towards the floor (for draining fluids).

Correct position for an unconscious person

Acting

FAMILIAR ENVIRONMENTS

Applying orienteering strategies to complete a course in familiar environments

▶ Students participate in activities or courses requiring them to apply their knowledge of using attack points, aiming off, handrails and collecting features, and their knowledge of appropriate rules for the activity or course.

Teaching considerations

Resource Sheet 3

Refer to Resource Sheet 3, 'Star orienteering'.

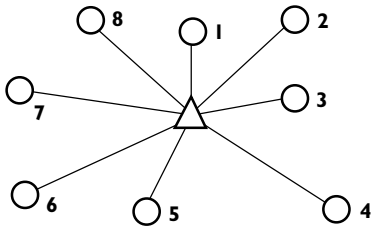
The activity or course should also provide opportunities for students to consider rules and procedures associated with orienteering — for example, completing the course in the correct sequence, punching a control card.

Ensure that students know that if they miss a control they should re-establish contact with the map at an identifiable feature or return to the previous control (relocation).

'Familiar' environments are those areas where students can readily identify features and orient themselves — for example, within the school grounds.

Resource Sheet 4

Refer to Resource Sheet 4, 'Event types', for examples of different types of orienteering events.



Star event

UNFAMILIAR ENVIRONMENTS

Applying orienteering strategies to complete a course in an unfamiliar environment

▶ Students undertake a map walk or a star relay in an unfamiliar environment, applying their knowledge of risks and safety. Before starting the activity, students familiarise themselves with features of the environment in relation to the map, identify north, and understand safety procedures to follow should they become disoriented.

Teaching considerations

An unfamiliar environment could be an area of parkland, or bushland in the vicinity of major roads.

Ensure students carry emergency whistles and first-aid equipment as necessary.

Explain to students the potential hazards and appropriate safety procedures. Instruct them in the procedures to be followed if they become lost.

Safety instructions should include mention of boundaries, such as major roads identified on the map, which would assist students to return to the starting area should they become lost (safety bearings).

▶ Students adapt skills and strategies to complete an orienteering course in this new environment.

Teaching considerations

To cater for the abilities of all students it may be desirable to set up courses at different levels of difficulty — for example, a novice course (coded blue) that relies on the use of handrails as the primary route and an intermediate course (coded orange) that enables students to have a greater range of route choice.

Students should be given the choice as to which course they feel confident in completing.

'Unfamiliar' environments are those areas not regularly frequented by students — for example, local bushlands or parklands.

Reflecting

REVIEWING UNDERSTANDINGS	**Reflecting on what has been learnt during the module**

▶ Students reflect on the strategies they have learnt while orienteering. They also reflect on the ways they learnt to manage risk and safety and to provide care for themselves or their partners in response to incidents occurring in bushland settings.

Focus questions could include:

- **What range of navigational strategies have you learnt to assist you to achieve the goals of orienteering?**
- **Are there some strategies you are more confident of using than others?**
- **Have your map interpretation skills improved?**
- **Can you make decisions on the move? What factors influence these decisions?**
- **Has your attitude to orienteering changed? Why?**
- **How confident were you applying your skills in bushland settings?**
- **Why are you confident or lacking in confidence in orienteering in bushland settings?**
- **What risks associated with orienteering did you learn to manage?**
- **What management skills and procedures did you learn? Why did you learn these?**
- **How confident were you in managing the risks associated with orienteering?**
- **How useful will the management skills and procedures be to you in the future?**
- **How could you apply what you have learnt to other activities or situations?**

Glossary of orienteering terms

aiming off: the deliberate aiming and travelling at a line feature that is either left or right of a control and then turning in to the control upon reaching the feature. A line feature usually has length, for example, a fenceline or stream, and runs at right angles to direction of travel. This strategy enables the orienteer to travel at speed on a less precise bearing while being certain of which way to turn on reaching the line feature.

attack point: obvious features close to a control which permit the orienteer to use rough map and compass work and run at speed towards them from some way off, and then to 'attack' the control

collecting feature: a relatively large and easily identifiable feature that the orienteer uses on the way to a control. Any obvious line or large feature on the ground can serve as a 'collecting feature'.

compass: a precision-built piece of equipment that enables the orienteer to take accurate bearings from a map and establish the direction of travel. It relates the map, the terrain and the user to a common factor — the direction of magnetic north.

control: a point on the terrain to be visited by the orienteer. It is marked on the master map by a red circle, and in the terrain by a prism-shaped orange-and-white marker.

control card: a card with numbered squares. The square that is the same number as the control is punched by the orienteer on site to prove that the control was visited.

control code: the code (for example, no. 1 84) used on the course description and the control. The orienteer reads the code on the control to check that they have identified the correct control.

control description: the description of the location of a control and the code on the control — for example, no. 1 84 swamp, east tip; no. 2 61 boulder, overgrown, 1.5 m, east side

control feature: the feature on which the control is situated — for example, a swamp or boulder

control punch: a specially made clip attached to a marker, which is used to perforate the control card

course: a set of controls that have to be visited in a sequential order or within a set time

(continued)

Glossary of orienteering terms *(continued)*

handrails: linear features, such as tracks, roads, fences, creeks, earth banks, ridges, which are easily followed on the ground to lead the individual from one place to another. These reduce the need to refer to the map while travelling between controls.

legend: the key to the set of symbols used on a map to denote particular features in the terrain

line feature: features with length, such as power lines, streams, roads, fences, which are used as collectors and handrails

master map: the map showing the controls or route which participants copy onto their own map at the start of an event

navigation: the art of directing oneself around a course

orienteering: a sport in which competitors race over a course consisting of a number of checkpoints that must be located with the aid of maps and possibly compasses

orienting the map: turning the map so that north on the map points to north on the terrain (using a compass for accuracy), and the features on the terrain correspond to symbols on the map

relocation: the act of identifying a nearby large feature that can be reached once it is realised that a control has been missed. Knowing whether a control has been overshot or undershot, contact with the map has been lost or one has drifted off a bearing helps with relocation.

route: the course of travel selected by an orienteer to take him or her from one control to the next

safety bearings: specific directions included on maps to assist orienteers who are lost or disoriented to return to assembly areas — for example, follow road north to fence line, follow fence south to assembly area

scale: the relationship between distance/size in reality and the form used to construct a map

thumbing the map: a map-reading method where the map is folded with the relevant terrain only in view where the orienteer is headed, and the thumb of the hand holding the map placed on the precise point where the orienteer is located

3D orienteering

Aim

To introduce map-reading and the sport of orienteering to students.

Preparation

- Draw a map of the area to be used — classroom, hall, playground area or courtyard.
- Add a legend.
- Draw control circles on the map and make copies for each student.
- Place a marker or letter at each control point for students to identify.

Activity

- Distribute maps.
- Explain to students that the centre of each circle on the map marks a control site. The marker or letter at the control could be at any height.
- Set a time limit for students to find as many control sites as possible. (They should record the marker or letter displayed at each site.)
- Explain how to orient the map before students start the activity.

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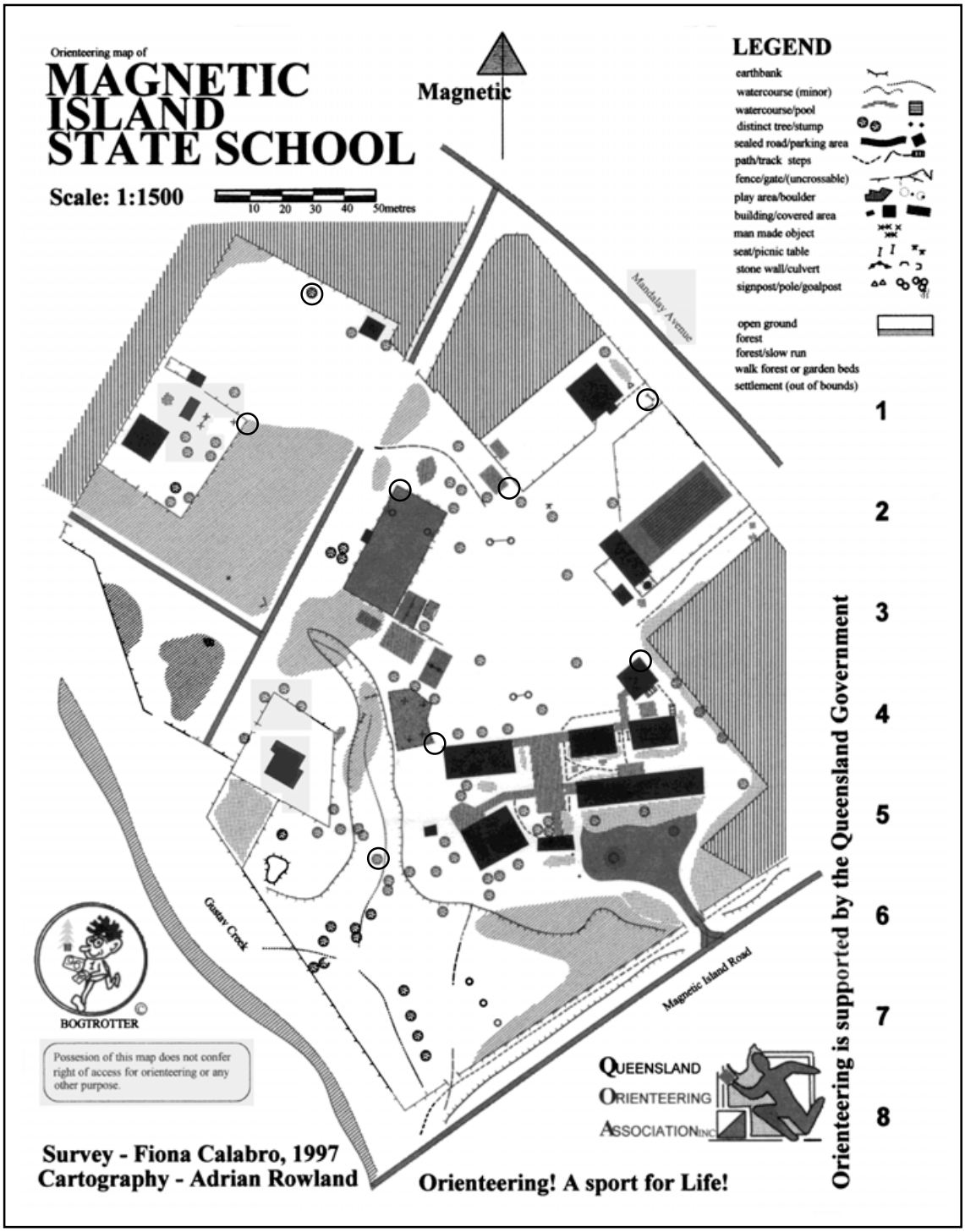
3D orienteering *(continued)*

Sample map of school grounds



Source: Queensland Schools' Orienteering Association and Queensland Orienteering Association Inc.

Star orienteering

Aim

To give practice in map-reading and relating a map to terrain in a controlled situation.

Preparation

- Design a course with each leg radiating from a central point. The legs should follow handrails and the control sites be clearly visible from the handrails.
- Prepare several master maps.
- Hang the control markers.

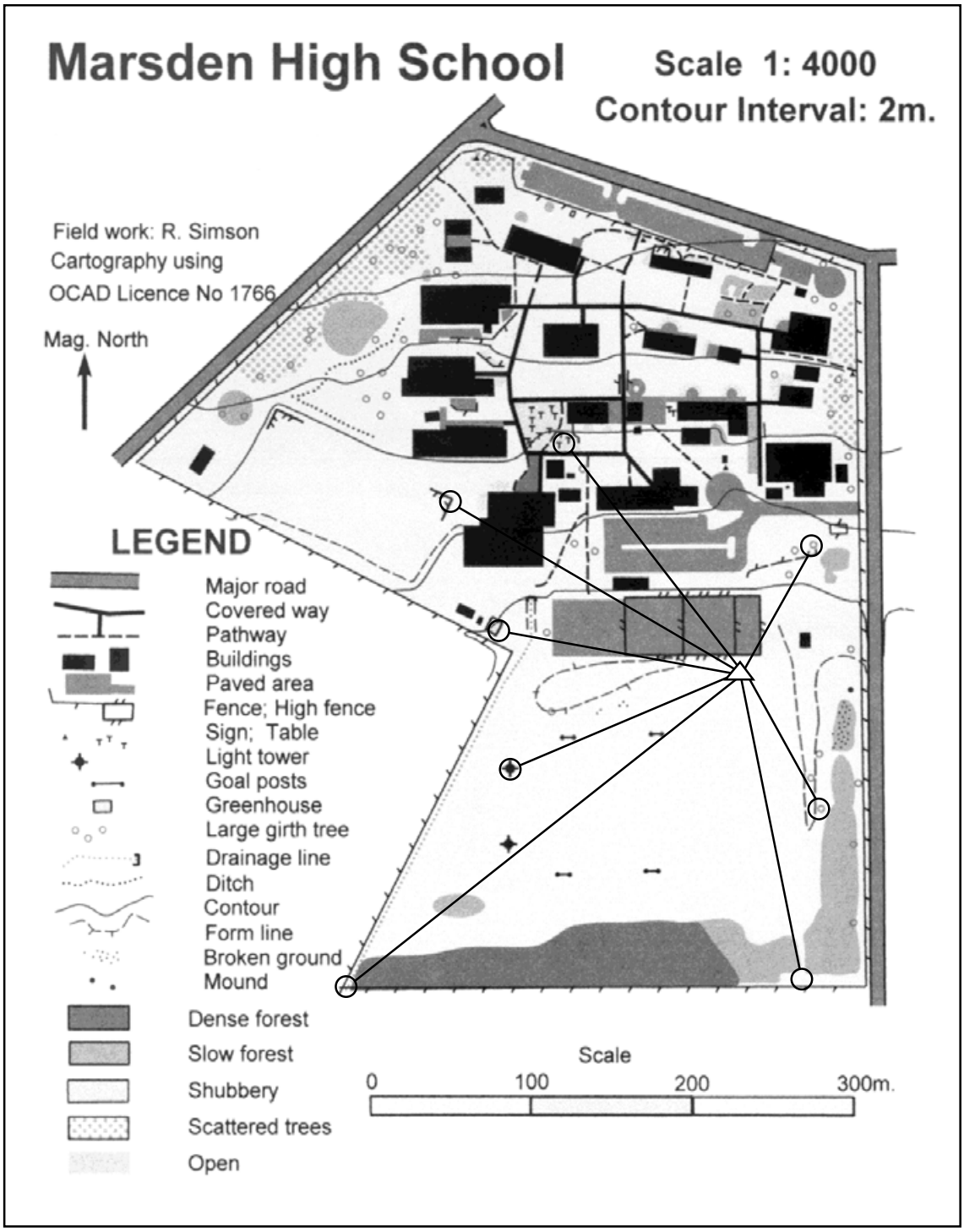
Activity

- Distribute maps to students and help them locate the start (to be marked with a triangle).
- Give students a control number before they begin. They copy that control site onto their map from the master map, and then go to that control and record the marker.
- They then return to the master map and choose another control site, continuing in this manner until all sites, or a set number, have been visited.

(continued)

Star orienteering *(continued)*

Sample map of parklands

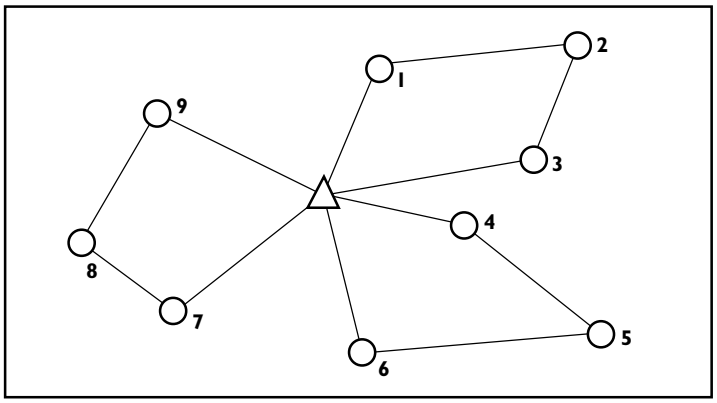


Source: Queensland Schools' Orienteering Association and Queensland Orienteering Association Inc.

Event types

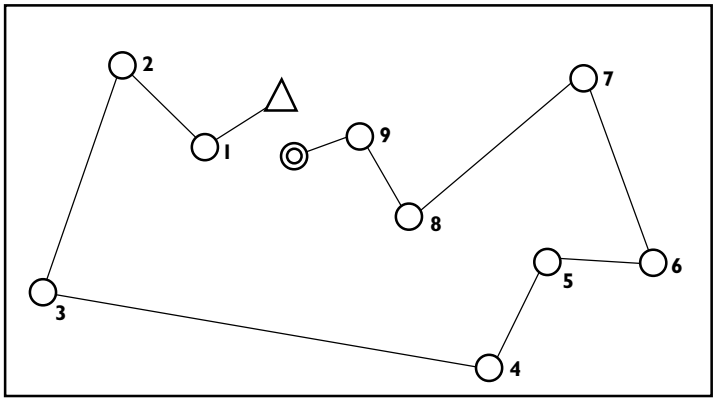
Below are six different examples of orienteering events. Select the event most appropriate for your students' needs, interests or abilities. The terrain being used may also influence the type of event chosen.

Clover leaf



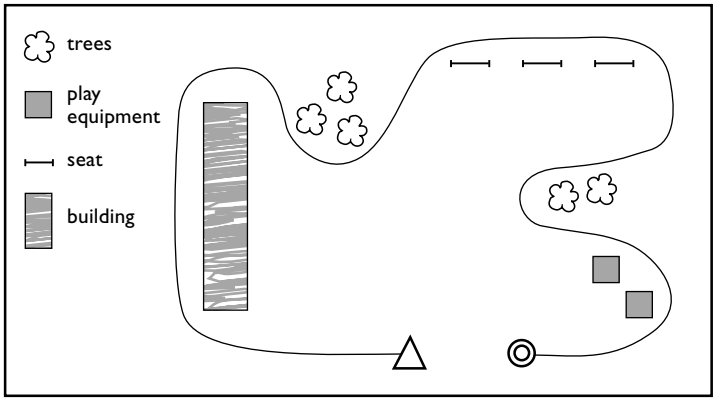
Three teams could participate on this course, each team completing one of the loops.

Cross-country



Students visit each control from start to finish in the sequence shown.

Line



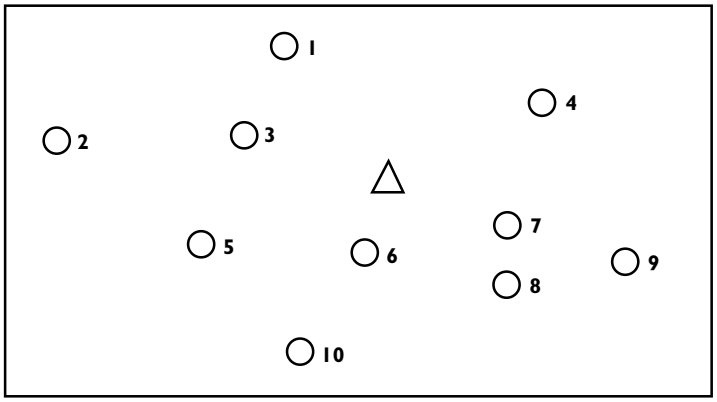
Maps are marked with a line; the controls are not marked on the map. Students must follow the line to find the controls.

School courts such as netball, tennis or basketball courts could be used for line events.

(continued)

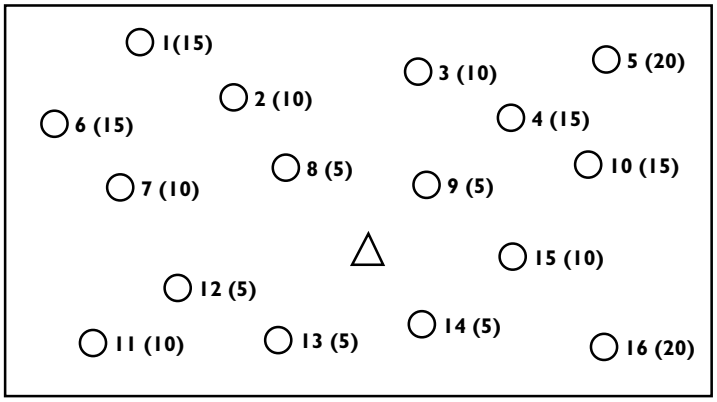
Event types *(continued)*

Scatter



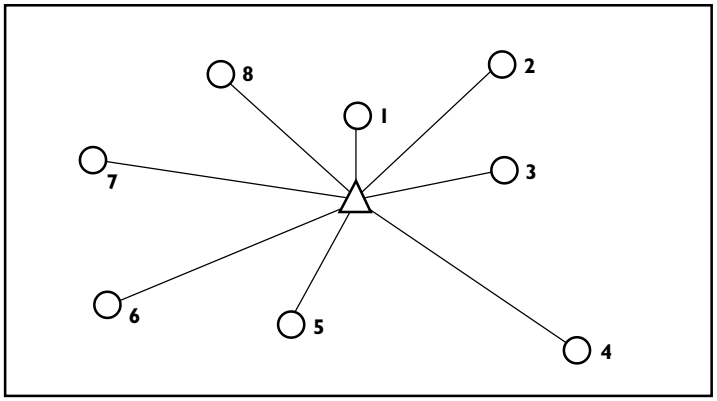
Students must visit all controls but they may choose the order in which this is done. Having participants begin at different controls will make it more difficult for them to follow others.

Score



Students visit as many controls as possible in a fixed time. (Points allocated for each control are indicated in brackets.)

Star



Participants must return to the start after visiting each control.

This event is useful for novices and for conducting relay events.

Acknowledgments

Grateful acknowledgment is made to the following organisations for granting permission to use copyright material:

Queensland Schools' Orienteering Association and Queensland Orienteering Association Inc.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus
Years 1 to 10 Health and Physical Education Sourcebook: Guidelines
Health and Physical Education Initial In-service Materials

ISBN 0 7345 2025 5

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PIP 995028