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# Orienteering (OAA) Services for Secondary Schools

**HEANOR GATE SPENCER ACADEMY**

**USING A COMPASS**

Taking a direction bearing from an 'O' map - 3 simple steps:

1. Place the compass on the map so that the long edge of the baseplate joins together with your present position with your destination. Check that the direction-of-travel arrow is pointing towards your destination.
2. Keep the baseplate firm on the map and turn the compass housing until the orienting lines are parallel to the north-south lines on the map. Then check that the orienting arrow is pointing to north on the map.

## Combining Outdoor, Adventurous and Physical Activity with Problem solving

OAA - Orienteering Lesson Plan - Year 8

Session	Teacher Input & Students' Tasks	Key Questions & Vocabulary
1	<p><b>LO:</b> to stay on the correct route by using an <b>axe</b> to follow features</p> <p><b>Main Activity: The Map Walk</b></p> <p>Using your school site orienteering map. Distribute maps to students (one map per pair). Show students how to fold the map correctly and where to place their thumb to ensure they have orientated ("SET" is a word Orienteers use) the map correctly.</p> <p>Walk with the all students to specific points on the map. As you walk show students how it is important to keep thumb in correct place depending on where you are on the map.</p> <p>Gather at a certain point and then ask different pairs to walk to certain parts of the site. E.g. Using the map, walk from the trian trail, to the corner of the Year 8 classroom and then on to the centre of the playground. Take the most direct route.</p> <p>If time allows ask students to devise own route to another point on the map. They have to pass two other features</p> <p><b>Orienteering "Boundary Run" using the Permanent Course (POC)</b></p> <p><b>Preparation (Teacher/Coach)</b></p> <ul style="list-style-type: none"> <li>• Print sufficient POC maps, of the area you are using, for one per pair, or individual.</li> <li>• Each pair/individual needs a pencil/pen and piece of card (A7: 30cm x 7cm is usually sufficient)</li> </ul> <p><b>Preparation (competitor)</b></p> <ul style="list-style-type: none"> <li>• On their card the competitors write their names and list the "Numbers of the Controls" they will be looking for as they run round the boundary of the area. (e.g. 2-5-7-8-10-11-15-18-20)</li> </ul> <p><b>Activity explanation to participants (competitors)</b></p> <ul style="list-style-type: none"> <li>• Give out the maps and explain to the group that they are going to run round the "Boundary" twice.</li> <li>• First time just using the map and leaving their card/pencil behind and just looking for the Controls as they run.</li> <li>• Second time with their card and recording the Challenge you give them. (i.e. Either, Codes or Orienteering Symbols or Abbreviations)</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• You time their runs, setting them off as small groups, or pairs, or individuals, one clockwise and one anti-clockwise.</li> </ul> <p><b>Results</b></p> <ul style="list-style-type: none"> <li>• As they finish you call out the time which they write on their card.</li> <li>• When they have all finished they exchange cards, then you call out, or show, the answers for them to mark the cards.</li> <li>• The winners are the ones who have the most answers correct and in the quickest time.</li> </ul> <p><b>Bonus</b></p> <ul style="list-style-type: none"> <li>• When you use the Symbols or Abbreviations points can be awarded for naming these on their cards.</li> </ul>	<p><b>What is your strategy for this task?</b></p> <p><b>How can you improve?</b></p> <p><b>Vocabulary</b></p> <p>Discussion</p> <p>Navigate</p> <p>Relocation</p> <p>Concentration</p> <p>Map memory</p> <p>Planning ahead</p> <p>Positive interaction and ability to work individually and together to solve and perform a range of tasks.</p> <p><b>Assessment</b></p> <p>Planning of appropriate pair/small group tasks.</p> <ol style="list-style-type: none"> <li>1. Have listened to and understood instructions?</li> <li>2. Have worked well individually / in a pair / as a group?</li> <li>3. Have listened to teammates?</li> <li>4. Has everyone taken a turn to say their ideas? Have I done my best?</li> </ol>

**Net Weather Activities**

all pair faces the wall and covers eyes whilst their partner hides a marker. They then show partner where marker is on map. How quickly and accurately can they find it?

**Reverse Orienteering map symbols**

Planning Maps - @OS4Schools can provide these for you. Laminate the maps and then cut out to create a map jigsaw. Write the map number (e.g. 5) with a permanent marker on the ACE - the places don't get mixed up. Place the cut pieces in an A4 envelope and label the envelope.

**Be in teams of 3.** One person is the **Maker** and goes to the far end of the **goalball** gym and remains. One is the  **giver** who will take out the pieces from the envelope and the third person will be the **runner** with a loop piece like the **Maker** as quickly as possible.

runner returns for the next piece and so on until all pieces have been delivered. The **runner** and **giver** then join arms and then maps on to the next map.

Each round put the pieces back in the correct envelope.

As an alternative, the **Maker**, **Runner** and **Giver** could rotate roles after each shuttle run - so the **Maker** returns to the **giver** and the **giver** becomes the **runner**, etc.

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Supporting Partners



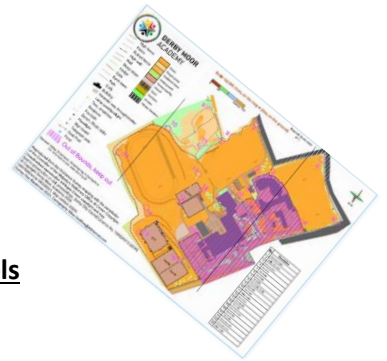


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**Orienteering Services for Derbyshire Secondary Schools**

**Combining Physical Activity with Problem solving.**



**KS3 Lesson Plans and Resources = £350.00**

An electronic pdf version of the progressive skills based lesson plans and supportive resources on a memory stick. Plus an A4 folder containing a paper copy of the lesson plans, wet weather activities and resources for Years 7, 8 and 9.

**(N.B. For some of the activities a set of Portable Controls will help add variety and skill development, which we can supply - see below.)**

**In order to use this Scheme your school needs an orienteering map of the school site, or local park.**

**Survey of School site and mapping = £350.00\***

A survey of your school site (2-3 hours visit) in order to produce an Orienteering map of the site. Once agreed, we will provide 30 hard copies on waterproof paper and an electronic pdf of the map.

**\*Occasionally, extra costs may apply for complicated local authority searches and mapping licences. We can advise specific costs on request.**

**Permanent Course = £480.00\***

Most schools now choose to have a Permanent Course of about twenty, multi-challenge, signs installed on the school site plus details of Activities and Challenges to use with the Permanent Course. Such a set-up saves a lot of lesson preparation time for staff. Setting up a Permanent Course involves site-specific work and costing. **\*Average cost for most schools. Additional travel costs may apply.**

**Portable Controls = £150.00**

A set of twenty Orienteering Punches, including instructions of how to make them up into portable Bottle Controls. We also include numerous additional Activities and Challenges that can be used with these Portable Controls.

**CPD Opportunities**

We provide a range of training options for teachers/TAs:

Option 1: In school 90 minutes Introduction to Teaching Orienteering (Max 20 people) = **£250.00**

Option 2: Online (45 minutes) + In school 90 minutes Introduction to Teaching Orienteering (Max 20 people) = **£300.00**

Option 3: A bespoke team-teach day to suit your school timetable and requirements = **£450.00**

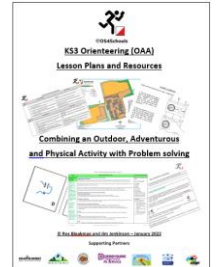
Option 4: Option 3 team-teach day plus a 90 minutes staff CPD twilight session = **£600.00**

**Complete Package: Lesson Plans + Resources, Survey + Map, POC + Map, Portables and Training Option 1 = £1422.00\* (10% saving on individual prices)**

**Travel Expenses:** We charge 45p per mile for any school beyond a 20 miles round trip (We are based near Derby).

**To discuss and purchase any of the above options please contact:**

✉ [jimdjenkinson@gmail.com](mailto:jimdjenkinson@gmail.com) | 📞 07910 802458 or ✉ [rexbleakman321@btinternet.com](mailto:rexbleakman321@btinternet.com) | 📞 07808 173590





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## Skills Map



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### Orienteering is a great sport combining Physical Activity with Problem solving.

- For fitness with fun
- Problem solving
- Develops self-confidence
- Inexpensive
- Safe
- Cross Curricular

### Teaching/Coaching the fundamental Orienteering Skills

**N.B. it is essential that these Skills and the associated Activities be taught using a real Orienteering Map of a school site or local park.**

#### **Skills progression (X = when first taught)**

The skills are developed, as appropriate, to the needs of the students throughout the Key Stage. These learnt skills will be applied throughout the student's Orienteering lessons. Some repetition / reinforcement is recommended at the beginning of each year group.

#### **Activity Progression (X = when, initially or appropriate to use)**

If students start Orienteering in Year 7 these Activities would be ideally used as shown. However, the activities, with age-appropriate situations and resources, can be used for any year group. Activities may take up more than one lesson.

On the following pages you will find: -

1 - A plan setting out the Skills Progression and Progressive Activities

(N.B. Teaching Skills J to N needs more complex terrain)

2 – Lesson Plans assuming a six-week, half term, programme

3 – Information on Resources, Contacts and support.

Activity	Key Skills	Yr. 7	Yr. 8	Yr. 9
Simple Map Exercises	A, B, C, D	X		
Cones walk/run	A, B, C, D, E, F	X		
Gym maps	A, B, C, D, F	X	X	X
Court/pitch Numbers	A, B, D, F, G	X	X	X
Map symbols	A, B, C,	X	X	X
Symbols learning activities	C, A, B	X	X	X
Site map walk	A, to I	X	X	X
Site map Star based activities	A to I	X	X	X
Site maps loops activities	A to I	X	X	X
Team competitions	A to I	X	X	X
Individual Head to Head competitions	A to I	X	X	X
Score Competition	A to I	X	X	X
Compass Work	A to N	X	X	X

### Key Stages 1, 2 and 3 Skills

A = To be able to 'Set' the map or plan using the terrain or plan features

B = 'Map to Ground' and 'Ground to Map' – To be able to read / understand the map or plan and relate it to the actual features

C = To be able relate real features to drawn symbols on a map/plan

D = To be able to know where you are on your map/plan at all times "Thumbing"

E = Folding the map to enable you to concentrate on your immediate area and route.

F = 'Route Choice' – Being able to choose the best route from your current location to the next place/Control you are visiting.

G = Navigation – To be able to plan your travel from one place to the next using the best route.

H = Distance Judgement – Using the scale of the map and relating it to the area/ground/terrain to help you estimate fairly accurate distances.

I = Handrail – To be able to use a linear/line feature such as a path ditch, stream or edge of a wood to keep you on the right route.

J = Aiming Off – Deliberately aiming to the left or right of a place that you want to go to/ Control, but cannot see, will enable you to know that when you get close to the place it will be on your right or left.

K = Attack Point – An easily identifiable feature near to where you want to get to, so that you can then confidently get to your destination.

L = Catching Feature – A place or feature beyond, but near to your destination, which tells you that you have gone too far.

M = Rough O and Fine O – The first enables you to move quickly to an attack Point near your destination. The second is when you are in a complex area, often near your destination, and need to be more care, often using a Compass.

N = Relocation – If you are lost you need to find a feature you can see on the map which enables you to relocate/know where you are.