

## ORIENTEERING - PITCH 'O'

### Quick introduction

- Pitch orienteering takes place on a standard football pitch and involves completing a variety of mapped courses in relay style. Each course is different and each team completes the courses in a different order.

### A mapped course

- Each mapped course involves a series of points (called controls) to visit in a certain order. Each control has a number on, so competitors must add up the total of the numbers on their course, return to their team, record the number on the answer chart and hand over to the next team member who completes the next course.

### Getting started

- 16 cones or markers labelled with numbers are required (four cones with number one, four with number two, four with number three and four with number four).
- Maps for 10 courses can be downloaded from British Orienteering web site. See [www.britisshorienteering.org.uk/page/schools](http://www.britisshorienteering.org.uk/page/schools)
- Put out cones on a football pitch as per the downloaded diagrams, taking care to position them accurately.
- Make a start triangle on the ground with red cones to identify the team waiting area.
- Each team will have to complete several courses in relay fashion, and each team completes the courses in a different order.

### Safety

- Ensure the area is clear from hazards before starting competition.
- Be mindful of other competitors when running with a map and avoid wearing anything that may cause danger to opponents; this includes caps, jewellery and other sharp objects.
- Other competitors must stay away from inside the pitch area unless it is their turn.

### Think tactics

I will keep a balance between speed and accuracy, and where possible think ahead to where I am going next on my map.



Football pitch map.



# ORIENTEERING – PITCH 'O'



## Organising the game

- Reinforce the skills of map orientation and accuracy. The aim is to visit controls in order and add up the total of the course. The player then hands over to the next member of the team who takes the next course.
- The answer sheet for the courses is in circular layout to assist randomised completion of the courses.
- Teams must record their answers whilst also completing their courses quicker than other teams.
- Team size and numbers can be variable dependent on the numbers taking part in each competition, i.e. 50 competitors could be 10 teams of 5.

## Officiating

- Check and process results.
- Ensure the smooth running of the competition and record team finish times.
- Young Leader training is available (see [www.britishorienteering.org.uk/page/teaching](http://www.britishorienteering.org.uk/page/teaching)).

## Keep it enjoyable

- Use other pitches or court maps; download from [www.britishorienteering.org.uk/page/schools](http://www.britishorienteering.org.uk/page/schools).
- Try alternative one-off activities at control points for example spelling a topical word or cross curricular maths or geography questions.

## Make it easier

- If there are a small numbers of competitors competing, each competitor could complete two or three courses up to the maximum of 10 courses.

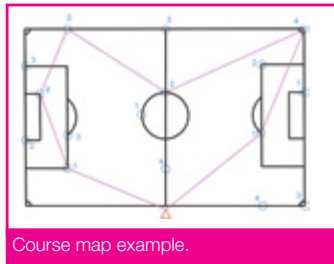
## Think inclusively

- Create a tactile map that visually impaired athletes can access.
- Raise controls off the ground to provide easy access for SEN/disabled athletes.
- Mix disabled and non-disabled competitors.
- Allow visually impaired athletes to work with a guide.
- Create a shorter or simpler course within or alongside the regular course.

## Spirit of the Games: *Excellence through Competition*



I will try my best for the team and show support for fellow competitors.



Course map example.



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# SECONDARY INTRA-SCHOOL/LEVEL 1 RESOURCE

## ORIENTEERING - TWO PERSON STAR RELAY

Sainsbury's  
SCHOOL  
GAMES

### Quick introduction

The Orienteering star relay is an interactive and fun competition for teams of two to take turns in relay style to visit a set number of points (controls) in the quickest time on an enclosed mapped site.

### Getting started

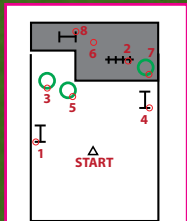
- Plan a number of points (control sites) across your mapped area; this might be your school playground, field or local park (we recommend 8 – 12).
- Choose a start point that is central on your site (the triangle on the map).
- Place markers on your chosen points across the site (for example use cones) and mark their position on the map with red or purple circles.
- Controls near each other should not be numbered consecutively.
- Make an answer sheet (called control card) as players must mark their control card to prove they have visited the controls.
- The distance of controls from the start depends on area and group size as this competition involves a lot of out and back running.

### Think tactics

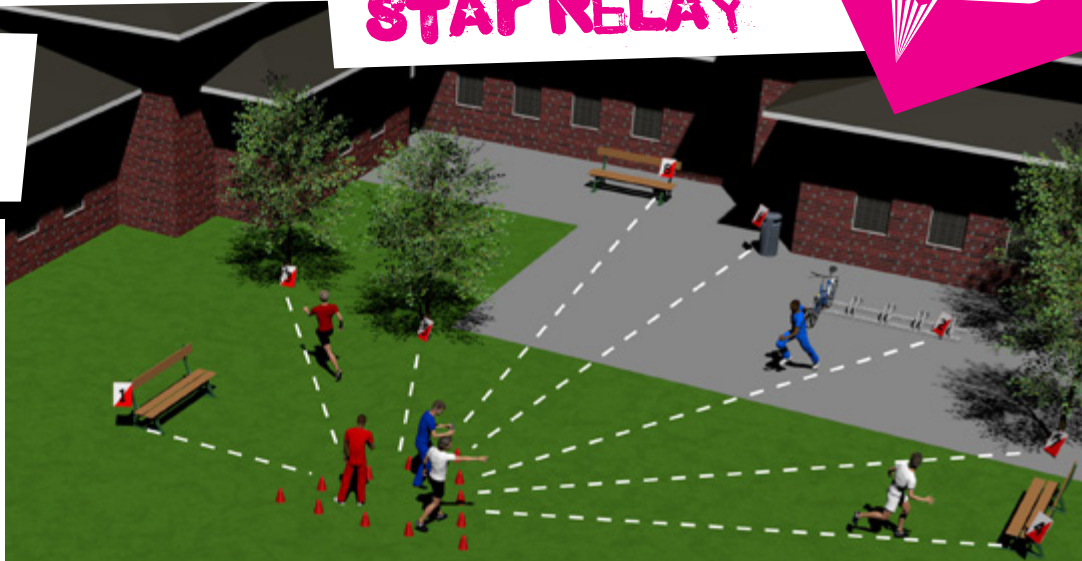
Players must demonstrate co-operation and teamwork to discuss and plan which controls to visit to be the quickest and most effective team.

### Safety

- Be aware of the boundaries or out of bounds areas of the competition, e.g. car parks.
- Be mindful of other competitors when running with a map.



Map.



# ORIENTEERING – TWO PERSON STAR RELAY



## Organising the game

- Spend a few minutes checking that competitors are familiar with the map, symbols and the map is correctly orientated to the ground. This can be done as a short group walk with the map before starting the competition.
- Divide your group into teams of two.
- Identify the waiting area and start triangle for teams.
- Each team of two will need a map with controls marked on, e.g. 10 controls to visit.
- Give out different control numbers for teams to start on.
- Start the competition and the first team member in each team should be responsible for locating their one control, returning after it is found to hand over to their team mate to complete the next one.
- Controls do not need to be visited in a specific order (it is up to them to decide).
- The first team to visit each control correctly in relay fashion and return wins the competition.

## Officiating

- Officials can be positioned at out of bounds points/places of danger/out on the course.

- Officials should be at the start and finish points to ensure the smooth running of the competition and time the teams finishing and to check and process results.
- Young Leader training is available (see [www.britisshorienteering.org.uk/page/teaching](http://www.britisshorienteering.org.uk/page/teaching)).

## Keep it enjoyable

- Challenge your players to a map memory star relay (where participants have to memorise the control location and leave map behind to run and get it).
- Mix up the competition by adding some additional physical or intellectual tasks before players can changeover (to be monitored by Young Leaders). For example ten star jumps!

## Make it easier

- Shorten the distances to controls.
- Reduce the number of controls to visit.

## Think inclusively

- Allow SEN/disabled pupils to work in larger teams.
- Create a simpler or shorter course.
- Create a tactile map that visually impaired athletes can access.
- Allow visually impaired athletes to work with a guide.
- Consider mapping the course on a hard surface when including SEN /disabled athletes.

## Spirit of the Games: Excellence through Competition



I will develop confidence by combining speed and accuracy to find my controls quickly and work well with my team-mate.



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# SECONDARY INTRA-SCHOOL/LEVEL 1 RESOURCE

## ORIENTEERING – SCORE COMPETITION

Sainsbury's  
SCHOOL  
GAMES

### Quick introduction

The score competition involves players visiting as many points (called controls) as possible in a given time on an enclosed mapped site. Students can compete individually or in pairs.

### Getting started

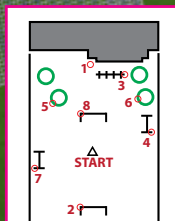
- Your chosen site needs to be mapped; this might be your school playground, field or local park.
- Choose a start point that is central on your site.
- Choose a number of points, e.g. 10 prominent features like on a tree or bench to use as control sites round the playground/field/park.
- Place markers on these points across the site (for example use cones) and mark their position on the map with red or purple circles.
- Make an answer sheet (called control card) as players must mark their control card to prove they have visited controls.
- If you have a large amount of competitors think about a larger enclosed area so people can spread out – for example a permanent orienteering course (POC) in a local park. Beforehand check to ensure that all the markers are in place and it is safe to use.
- Set a fixed time limit depending on the size of the area. This might be 20 minutes on a school site or 30 - 40 minutes at a local park. The time limit should be such that it seems possible to get a high score whilst still challenging the students to have to run.

### Think tactics

- Pace yourself.
- If competing as a pair think carefully about how you can get the most controls in the time allowed.

### Safety

- Be aware of the boundaries for the competition and any out of bounds areas, e.g. car parks.
- Be mindful of other competitors when running with a map.



Map.

# ORIENTEERING – SCORE COMPETITION



## Organising the game

- Spend a few minutes checking that competitors are familiar with the map, symbols and the map is correctly orientated to the ground. This can be done as a short group walk with the map before starting the competition.
- Explain that the triangle on the map represents the start where a teacher/leader will always be found.
- The players all start together and are only out for a set time which can accommodate a large number of participants without designing lots of courses.
- Players must finish within the set time limit.
- If all controls are found within the time the fastest back wins.
- Points are deducted for late return. The penalty should be sufficient to dissuade people from staying out longer, e.g. one point lost for every minute late.
- Controls which are missed or incorrectly marked are not counted.
- The winner is the person or pair with the highest score.

## Officiating

- Involve young people as officials or timekeepers.
- A stopwatch/whistle is needed to start and finish the competition.

- Officials can be positioned at out of bounds points/places of danger/out on the course to check and process results.
- The teacher should be at the start and finish points to ensure the smooth running of the competition.

## Keep it enjoyable

- No matter what the fitness level, participants have to be back within a set time period so mix it up with different challenges at the controls.
- These could be questions to answer at each control site or number values, e.g. based on difficulty or distance from the start/finish points.

## Make it easier

- Shorten the distances to controls.
- The controls can all have the same value or be differentiated. If controls are worth differing values this should be noted on the map next to the circle, e.g. 3 (5), 10 (10) or at the side of the map and this needs to be explained to the competitors.

## Think inclusively

- Pair players of different abilities or allow SEN/disabled pupils to work in teams.
- Allow visually impaired athletes to work with a guide.

- Create a shorter or simpler course.
- Raise controls off the ground to provide easy access for SEN/disabled athletes.

## Spirit of the Games: Excellence through Competition



Finding controls at speed or in a set space of time challenges both physical and intellectual limits.



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