



Orienteering for SGOs

PRIMARY

What's unique about Orienteering

Orienteering is the sport for everyone. Combining problem solving, teamwork and physical activity, it encourages students to explore the outdoors, develop map-reading and navigation skills, and think critically under pressure, thus developing a rounded learner.

The map-reading portion is as important as the physical side, meaning SGOs can engage students who don't usually enjoy traditional sports, and help them engage through their other skills to succeed!

Young people who have orienteered in schools tell us they're more confident, they feel more comfortable with leadership, and how enjoyable it was to have to problem solve alongside their physical activity.

What is the intent of your format



Engage new/target groups of young people (tackling inequalities)



Create positive experiences



Develop leadership, character, life skills

As a truly inclusive sport, Orienteering provides a fantastic experience for students to get active, build confidence, develop cross-curricular skills, and to reach students who don't usually engage with physical activity. Specifically:

- Orienteering's combination of physical literacy, map-reading, and problem-solving skills give every student a chance to succeed
- Map-reading is as important as your speed to the controls, engaging pupils who don't usually engage in sport
- Developing cross-curricular skills that are transferrable, into maths and geography
- Developing a rounded learner, through leadership, communication and problem solving
- Orienteering can be a team, or solo sport, so success can be measured by personal bests or teamwork.

It's just not Orienteering if you...

1

Don't use a map to find the controls

2

Follow other people – planning your own route and following it is part of the fun!

3

Don't enjoy the adventure!

Target group benefits



All young people



Behavioural challenges



Targeted groups of young people

Our school games offer can be delivered to target all young people, but the benefits for targeted groups of young people, and young people with behavioural challenges have been proven to successfully get them engaged with sport, the outdoors, and learning without even knowing.

Orienteering is a versatile sport, and our offer can utilise any space, big or small, to offer the feeling of adventure – indoors or outdoors.

For young people with behavioural challenges, the opportunity for teamwork, cooperation, and the positive outdoor experience has been shown to reduce stress, and benefit emotional well-being, engaging them through physical activity.



Orienteering for SGOs

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How to run inter-competition: Score Course



How to set up

- Place controls around the site, each with a unique number and point value
- Create a map showing all control locations for participants
- Prepare score cards so learners can record each control they visit
- Set a time limit for the activity
- Explain boundaries and safety before starting
- Start the timer and let learners choose their own route to collect as many points as possible within the time allowed.



Age group

KS2 (7-11 years old)



Gender

Mixed



Participant numbers

1-50

Orienteering score courses offer a flexible approach to participant numbers, as the large number of controls will see pupils running in every direction!

Staggering the start until the first runner is out of sight can prevent pupils following one another, but with so many controls to choose from, this doesn't have to be too long.



Target audience

Orienteering invites all to take part but can particularly benefit less sporty and disengaged pupils, as well as those with behavioural challenges.

The outdoor adventure takes pupils who struggle in a classroom setting to the outdoors, where they engage more readily without even knowing!

With a score course, the challenge to visit as many controls as possible requires decision-making skills on the fly. The winners will be those who can identify which controls to visit, and which to avoid.



Benefits for YP

Orienteering can offer huge benefits for young people taking part.

Participants can have fun in the outdoors, and if used as a team event, the quick and strategic decisions required to pick the best route to visit all controls is key! This can develop teamworking skills, as well as thinking on the fly, and respect for others.

As a solo event, avoiding the temptation to follow people develops respect for others, and the independence of planning your own route is a fantastic opportunity to develop independent learning skills in unfamiliar situations.



Roles for YP

Roles young people can take on:

- Control setter — help place controls around the site and check they're visible, safe, and correctly numbered, as well as collecting them at the end
- Timekeeper — manage the start process, set off participants at intervals, and keep track of timing
- Finish marshal — record finish times, collect score cards, and ensure everyone returns safely
- Score checker — verify punches/answers and calculate total points.



Progression

Intra-school competition is the opportunity for young people to develop their skills. From map-reading, to navigation, to the strategy of which controls to visit and which to leave, intra-school competition is the competitive opportunity to put the skills they currently have to use and develop them before visiting larger competitions.



Orienteering for SGOs

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Additional support

Orienteering is a fully inclusive sport. To support you to adapt your practice, check out the [SEND Inclusion Toolkit](#) co-created by YST and the National Disability Sports Organisations (NDSOs) who are the leading experts within inclusive sport. They provide advice, support and opportunities for people of all ages with specific impairments. [The toolkit](#) provides you with an introduction to each Special Educational Needs and Disability, key top tips for creating an inclusive environment and signposting to further training and development opportunities within each National Disability Sport Organisation. It will help you adapt any practice in addition to our suggestions to make it inclusive for all.

Physical Literacy

We have designed these formats with physical literacy at their heart. We want all young people to have a positive experience with physical activity from an early age. As far as possible, we've considered opportunities for young people to move, think, feel and connect through our activities, and given you suggestions to make adaptations. But, if they don't work for you and your young people, then use the THRIVE principle to remove barriers, make changes and give young people greater ownership of their experience.

For further support, look to the Physical Literacy Enactment Guide - Community, which can be found by [clicking here](#), and going to the "Getting Started" guide section to download it.

NGB regional contacts

For more information and additional support to use Orienteering as part of your curriculum offer, you can:

- Get in touch with British Orienteering at schools@britishorienteering.org.uk
 - Here, we can offer tailored advice and support for your school, as well as helping connect you with local clubs, or our Recognised Delivery Partners
- Visit the British Orienteering website, where you can find information on Schools [here](#)
 - You can find all the information about what British Orienteering offer schools, as well as sign up for our Schools Newsletter, and find out more about regional, and national schools' events

- Get in touch with your local club – you can use our [Club Finder](#) to see which is closest to you
- Our local clubs are always keen to help schools in their communities – they can advise on getting maps created for your school, equipment, and offer their support for any Orienteering activities that your school would like to offer. Our clubs are also the next step for any pupils who enjoyed their Orienteering experience and would like to continue.

Personal development

If you are interested in learning more, then check out our courses via these links:

- [Introducing Orienteering eLearning Course](#), which aims to help you understand what Orienteering is and how to introduce it in a fun and exciting way
- [Orienteering Instructor Qualification](#) – If you are looking to run introductory Orienteering sessions this course could be for you! Instructors will be able to deliver high-quality introductory orienteering sessions that teach orienteering skills whilst working towards personal and group development outcomes
- [Young Leader Award](#) - Each session includes leadership activities and games that progress from the basics of Orienteering to outdoor environments, supporting young people on their leadership journey.

Where to participate next?

- Our network of orienteering clubs are regularly hosting smaller activities, and larger events, and are always excited to find new members. Many of these will be 'Come and Try It' events or targeted at Juniors. Find out where and when the next events for you could be with our [Event Finder](#).

Where to compete next?

- The British Schools Orienteering Association (BSOA) has information about the annual [Regional Schools Orienteering Championships](#) and national [British Schools Orienteering Championships](#).





Why Orienteering for your school?

Orienteering is an exciting alternative to traditional school sports, engaging learners in cross-curricular activity using PE, Geography, and Maths skills, as well as bringing the classroom outdoors!

Orienteering stands out from the crowd, as a great leveller for students – many excel at the physical aspect, many excel at the map-reading aspect, but very few excel at both! The sport is also inclusive, with no gender bias, and can offer excellent opportunities for teamworking in groups, developing leadership skills, as well as the enjoyment of getting out of the classroom to learn.

How to use activities in curriculum time

The cross-curricular nature of Orienteering allows Teachers to tailor Outdoor, physical activity across a wide range of subjects. By adding questions, tasks, or activities at each of the controls across a set course. Courses can be set within any space and to any level of difficulty using mathematical problem-solving or cross-curricular questions at checkpoints. As long as the learners use a map to find their way, it's cross-curricular orienteering!

Activities can be shortened or extended to fit lesson durations, with smaller course areas and fewer checkpoints used for introductory sessions.

Orienteering activities can form part of a wider Outdoor and Adventurous Activities (OAA) unit, helping pupils develop navigation, communication, leadership and problem-solving skills throughout a sequence of lessons.

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- **TAILORED:** does your event support the needs, strengths and circumstances of the group?
- **HOLISTIC:** do the selected activities support young people to move, connect, think and feel?
- **REFLECTIVE:** have you built in time to allow young people to reflect on their engagement and to make choices about what they want to take part in next?
- **INCLUSIVE:** does your event support all young people to engage, feel welcome and included to take part?
- **VARIED:** have you planned for activity differentiation with equipment, space, task and outcome to provide appropriate challenge and maintain interest for all?
- **EMPOWERING:** have you consulted your young people to ask what they want to do, and how they want the event to run? Often, they create better rules and adaptations than we do, which gives them ownership and a positive experience.

For further support, look to the Physical Literacy Enactment Guide - Education, which can be found by [clicking here](#), and going to the "Getting Started" guide section to download it.



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Orienteering for Schools

PRIMARY

How to run intra-competition: Counting Cones



How to set up

- Set up the grid of cones as shown in the diagram
- Seat the young people around the blue end of cones
- Give the young people a demo map and lead them through a map orientation to explain key elements
- Give each pair a map, and start them at their red triangle
- Each pair will follow their route on the map, adding up the numbers on the cones as they go until they finish
- At the end, they give the teacher/leader their answer.



Age group

KS2 (7-11 years old)



Gender

Mixed



Participant numbers

1-25, in teams of 1-5.

Counting cones is usually individual in an indoor space, but you can alter this however you like:

- If you have a larger space, make the teams bigger and help your participants develop their team-building skills
- As an individual activity, it's a great independent activity with the essence of time pressure to win.



Target audience

This activity can take place in any space your school have available, making it a great flexible option for warm-ups, or competition.

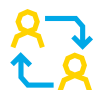
This flexibility extends to the alterations you could make to the activity to tailor it to your group's needs. You can extend or close the playing area, adapt the numeracy skills, or even remove the counting – and use letters instead!



Benefits for YP

Counting Cones will help young people to:

- Have fun and enjoy themselves
- Become more determined and demonstrate resilience
- Experience being part of a team and understand their contribution to it
- Learn how to set realistic goals and work towards achieving them
- Aspire to improve and challenge themselves.



Roles for YP

Roles young people can take on:

- Course setter – check the cones are correctly set up and numbered, as well as collecting them at the end
- Finish marshal – check final scores against the known answers, and hand out new maps once complete
- Score checker – verify answers and keep track of completed maps.



Progression

Counting cones is a fantastic introduction to orienteering and provides an opportunity for young people to develop their map-reading skills.

Once competent, the natural progression would be attempting the score course.



Orienteering for Schools

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How to run intra-competition: Score Course



How to set up

- Place controls around the site, each with a unique number and point value
- Create a map showing all control locations for participants
- Prepare score cards so learners can record each control they visit
- Set a time limit for the activity
- Explain boundaries and safety before starting
- Start the timer and let learners choose their own route to collect as many points as possible within the time allowed.



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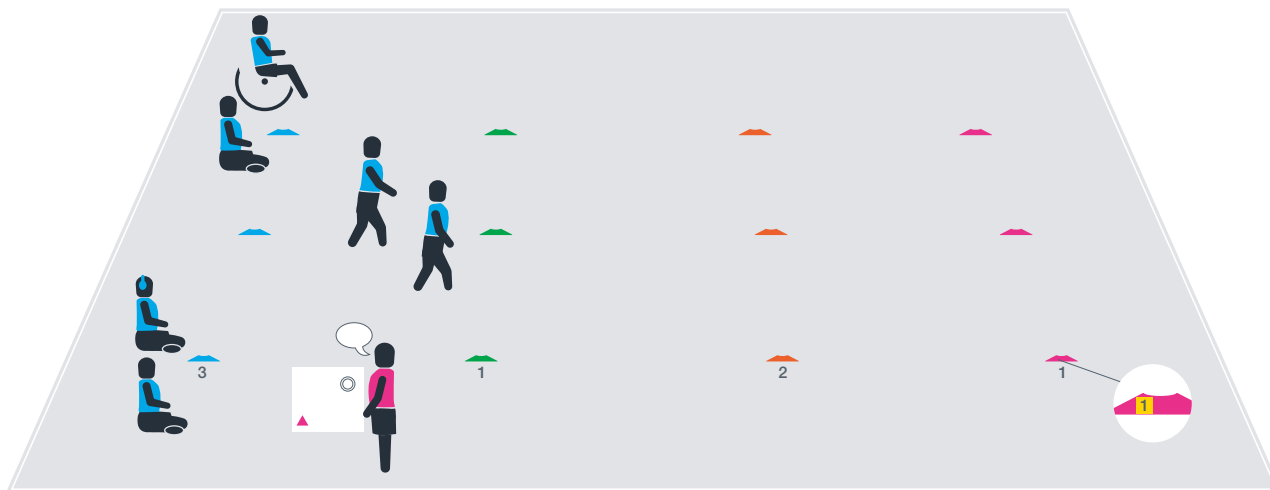
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Counting Cones

PRIMARY



How to make it easier

- Make the space between the cones smaller, or reduce the space used for the game
- Change the team sizes – this could make things easier, or even more difficult depending on teamworking skills and the fast-paced nature of the activity!

How to make it harder

- Make the space between the cones bigger, or increase the space used for the game
- Change the team sizes – this could make things easier, or even more difficult depending on teamworking skills and the fast-paced nature of the activity!

Space required

- Sports hall, netball court, or any other space of a similar size.

Estimated set-up time

- 5 minutes.

Difficulty level



Spirit of the Games



- Did you and your partner have different answers at any point? How did you decide your final answer?
- How did you and your partner work together well?



- Did you get any of the answers wrong? How did you fix this?
- What did you do if your partner was faster than you?

How to play

- Seat pairs around blue end of set up cones
- Give children a copy of the demo map. Make sure they have it orientated
- Leader explains map orientation, Start triangle, Finish double circle, then walks the route, orientating map
- Children (seated) follow Leader's route on the map with their finger
- Give each pair a map (1-6) ([using this link, page 42-44](#))
- Each pair stands at their start, shown by the red triangle on the map
- Explain that they will follow the route on their map from Start to Finish, adding up the numbers on the cones as they go along and keeping the map orientated correctly
- When finished, check the answer with the Leader, then take a different map and try a different course.

Safety

- Players must stay away from the coned area unless it is their turn
- Players should not wear anything that may cause danger to opponents; this includes caps, jewellery and other sharp objects
- Ensure appropriate run off exists around the court; this avoids any momentum causing them to run into walls or doors
- Ensure the area is always dry and object free.

Equipment required



12 cones; 3 of each colour (or equivalent) red, blue, yellow and green



Sticky labels for cones, numbered



Container for Maps



[Resource: Answer sheet/recording sheet \(Page 39-46\)](#)

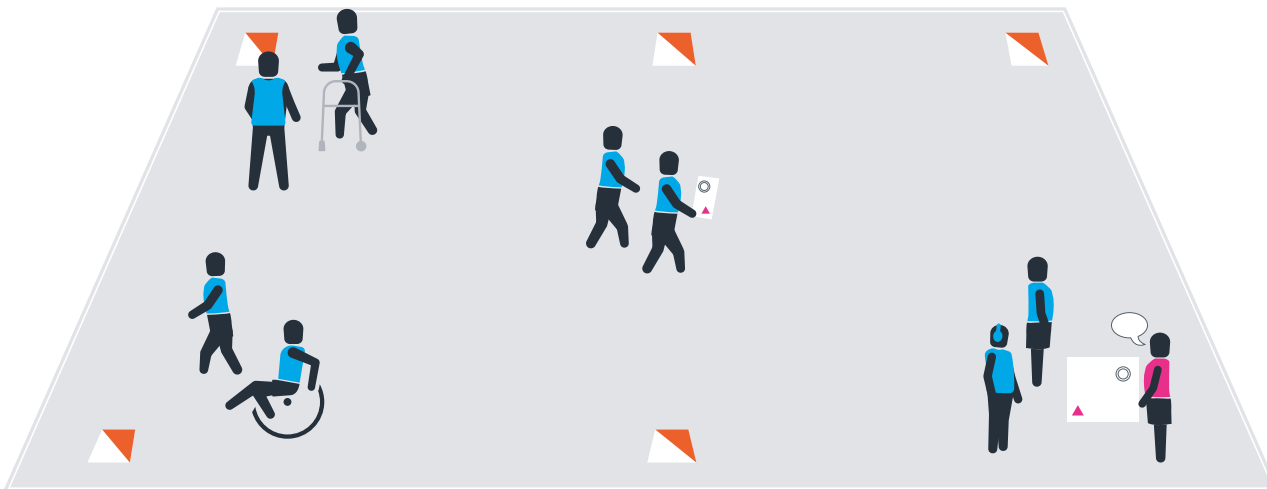


[Resource: Demo map and sets of maps \(Page 39-46\)](#)



Score Course

PRIMARY



How to make it easier

- Make the course smaller
- Use less controls, or increase the time they have for the course
- Make the controls more visible

How to make it harder

- Send the participants out in smaller groups, so there's less chance of people following each other!
- Add more controls, or reduce the time they have to find them
- Make some of the controls challenging – hide them somewhere that isn't easy to see from a distance

Space required

- Any outdoor space your school has! From a netball court to a field, this activity can be adapted to meet the space your school has available
- You can choose the size of your course, make certain areas out of bounds, and adjust any aspects of the space to fit your needs.

Spirit of the Games



- Did you have any problems finding some of the controls? And how did you solve them?
- Did you get lost at any point? How did you get back on track?



- How did you and your team decide your route together?
- How did you all work together to get to the controls and find them?

How to play

- The score competition involves players planning their own routes to visit as many points ('controls') as possible in a given time on an enclosed mapped site
- The game can be played individually, in pairs, or as a team competition
- A network of controls are planned which are distributed over a mapped site (e.g. school playing field)
- The control sites can be control markers with a marking device (e.g. punches); questions to answer at each control site or given number values (e.g. based on difficulty or distance from the start/finish points)
- Players have cards on which they make a mark to show they have visited that control
- The player/team that visits the most controls in the given time wins
- A team competition can involve pairs or groups of three going round together or individually
- If controls are worth a numerical value, the player or team that scores the most points in the given time wins.

Safety

- Follow the instructions carefully
- Be aware of the boundaries for the competition
- Be clear on any out of bounds areas (e.g. car parks)
- Be mindful of other competitors when running with a map
- Know where you are on the map at all times.

Equipment required



Map of the site



Controls (with punches, numbers, questions, or any other activity you'd like)



Map with control locations marked on them – enough for each competitor or team



Score cards, with each control and space for answers listed (e.g. space for punching, or writing numbers/answers)



Whistle and stopwatch, for starting and timing the competition

