ORIENTEERING

CORE 1 – STAR RELAY

Summary

Students complete a relay where they remain in sight of the teacher and class at all times. Students are involved in the setup and pack-up of the activity.
They develop and reinforce their confidence with basic map reading and orientation whilst working in an outdoor environment.

Resources

- Set of Control Flags with punches attached
- Set of School Maps with a star relay course marked on them.

Curriculum Links

Health & Physical Education – Years 3 & 4
Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097)

Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104)

Geography – Years 3 & 4
Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance (VCGGC076)

Focus Question Naming

Focus Word: Orientation
Who has heard or seen this word before?
Is it similar to any other words you know?
What does it mean?
Moving an object (such as a map) or a person to face a particular direction.
Usually we orientate a map to face north.

Group Discussion Reflecting

OPTIONAL: Classroom Compass
This is a quick elimination game. It is important to emphasise that students make their own decisions (and don't just 'copy' other students) as they will need to make their own decisions in the orienteering activity.

- All students begin in the centre of the classroom or gym. One of the walls is designated as "north".
- The teacher calls out a compass point (IE. West). The students then move to the wall that they believe correlates to that direction.
- The teacher reveals the correct wall. Students who chose the wrong wall then return to the centre and sit out for the remainder of the round.

The teacher can increase the challenge by including more directions (NE, NW, SW, SE) and by regularly changing the wall that is designated as 'north'.
A variation to this game is to have students remain in the centre of the room and point in the direction given by the teacher.

Explain: Map Orientation
Identify the north arrow on a map.
Demonstrate how you would orientate the map by aligning the north arrow with magnetic north / the

direction of north.

Think/Pair/Share
Why do you think it is important to orientate the map?
Share responses with the class.

Exploring Story and Vision

Give each pair of students their (one) control flag and a map indicating where the control is to be placed.

Explicit Teaching:

- Identify the control circles on the map, explain that the centre of the circle is the exact location of the control flag.
- Ask the students to identify what feature they're control flag is going to be placed on. Have each pair verbalise their feature.
- Ask the question "Exactly where are you going to hang the control?"
  Students should respond appropriately IE. "on the fence end."
- Demonstrate how to attach the flag to the feature, emphasising that it is placed precisely on the feature (not on a tree nearby etc).
  Take time to ensure that students understand the exact locations.
  Do not rush this past of the lesson.

Give students time to set off and hang their control flag (tie onto fence/ post etc) and return.

For the first session it is ideal to have all control sites within view of the start so that the teacher and their classmates can monitor accuracy.
Students now know where at least one of their controls is; that is okay!

Activity Interacting

Star Relay
Explain the activity.
Emphasise and demonstrate orientating the orienteering map.
Pairs compete to complete the course in the fastest time.
Within each pair the students take it in turn finding the checkpoints in order. 1 partner will punch each odd control, and the other will punch each even control.
The teacher can choose to record the finishing order and times.
The Relay can be completed a second time. This time students who found even controls will find the odd controls and vice-versa.

Group Discussion Responding

Pack-up
Students collect the control flag that they hung out at the beginning of the lesson.
store it neatly. The teacher should demonstrate how to tie up the flag with the punch ready for safe storage.

Peak and the Pit
In a circle. Give the students 1 minute to discuss with their classmates the peak (highlight) of the activity and the pit (a challenge or difficulty).
Go around the circle and have the each student quickly nominate their peak and pit. Did anyone have difficulty as a result of not orientating their map?

Further Notes

Having the students involved in the setup of this activity means that the teacher does not have to 'race' around during lunch break to set up courses. Make setting up/retrieving / tieing up controls part of every lesson, this will mean no equipment is lost or damaged. Students learn to respect equipment.

Reporting Groups
(Achievement Standards)

Year 1 and 2	Year 3 and 4	Year 5 and 6	Year 7 and 8
They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges.	They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges.	They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.	They apply and refine movement concepts and strategies to suit different movement situations.
Student performed a range of fundamental movement skills including running and walking whilst completing orienteering activities in both indoor and outdoor settings. (VCHPEM080)	Student practised a range of fundamental movement skills in an outdoor setting whilst completing the orienteering activity. (VCHPEM097)	Student demonstrated a range of specialised movement skills in an outdoor setting whilst completing the orienteering activity. (VCHPEM115)	Student applied movement strategies to overcome the variety of obstacles and terrain present in the orienteering activity. (VCHPEM135)
Students demonstrate positive ways to interact with others.	Students apply strategies for working cooperatively and apply rules fairly.	Students demonstrate skills to work collaboratively and play fairly.	Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.
Student could identify the rules and expectations for participation in orienteering activities. (VCHPEM087)	Student could identify and demonstrate the rules and expectations for participation in orienteering activities. (VCHPEM104)	Student could demonstrated an ethical application of the rules and fulfilled sportsmanship expectations for participation in orienteering activities. (VCHPEM122)	Student proposed a scoring, timing or partner system that reflected a sporting and inclusive attitude toward participation. (VCHPEM141)
They interpret data and information, and use geographical terminology, to identify and to develop descriptions, explanations and conclusions.	They interpret data and information, and use geographical terminology, to identify and to develop descriptions, explanations and conclusions.		
(If completing the "Classroom Compass" Activity) Student could identify the cardinal points of the compass relative to north during orienteering games. (VCGGC062)	Student demonstrated that they could identify the cardinal points of the compass relative to north to successfully participate in orienteering games. (VCGGC076)		