

Orienteering 'Attack and Defence'



Objective

- For students to take part in intellectual and physical challenges.
- For students to work as a team.
- For students to use tactics and strategies to overcome opponents.



Equipment

- Enrich Orienteering Map
- Orienteering Control Markers
- Coloured sashes - 6-8 sets, each of a different colour, plus a central set of each colour.
- Activity Sheets, pens, clipboards
- Marker images sheet



Preparation

- Identify a starting point for the activity.
- Identify a set of control points for each opposing pair of teams. There should be more control points than defenders e.g. 8 control points for a team of 6 defenders.
- NB Two/three pairs of opposing teams could use the same set of control points for their game. (Defenders only defend against attackers from their opposing team.)
- Divide the class into teams of around 6/7/8 students. Give each team a name or number.
- Pairs of teams play against each other. One team is designated as attackers, one team as defenders.
- Give each team a different colour of sashes. There should also be several sashes of each colour at the starting point.
- Provide each team with a map. Teams familiarise themselves with the location of their specified control points prior to the start of the game.
- Provide each team of attackers with an Activity Sheet. Each team of attackers must write their team name/number on their Activity Sheet and leave it at the starting point.
- Explain the activity to the students.



Instructions

- Teams should be provided with a short period of planning time before the game starts to enable them to discuss tactics. At the end of the planning time, each team of defenders gets into position to defend their set of control points.
- The teacher signals the start of the game and teams of attackers can then attack their set of control points.
- To capture a control point, an attacker must note its 2nd letter and 3rd number, return to the starting point and enter details on their team's Activity Sheet (number of control, 2nd letter, 3rd number). The Activity Sheet is editable, so, if necessary, this can be changed for subsequent games.
- Defenders can capture an attacker by tagging them. When an attacker is tagged, they must return to the starting point, exchange their attacking sash for one that is the colour of their opposing defenders, and become a defender.
- The teacher signals the end of the game and teams return to the starting point.
- The attackers note the number of control points they captured within the time period. (The information on their Activity Sheet can be checked for accuracy against the Marker Images sheet).
- Each pair of teams now swap roles. Attackers become defenders and vice-versa. At the end of the second game, the team that captured most controls as attackers are the winners.
- At the end of the session, teams review the tactics that they used. Which ones were the most successful? How could they improve performance next time the game is played?



Other information

Example of 'tactical' questions:

- How will defenders defend their set of control points? Do they position themselves at a specific control point or 'roam' between control points.
- Will attackers/defenders allocate specific control points to individual team members?
- How will attackers avoid 'capturing' a control point that has already been 'captured' by another member of their team?
- Should attackers attempt to capture a control point in pairs (to make it more difficult to defend against them)?
- How could attackers /defenders change their tactics as control points are captured / attackers are tagged during the game?

