

# Collect the Controls



## Objective

- For students to take part in intellectual and physical challenges.
- For students to work as a team.
- For students to plan a route on a map.
- For students to follow a route on a map



## Equipment

- Enrich Orienteering Maps
- Activity Sheets
- Marker images



## Preparation

- Identify a starting point for the activity.
- Decide on the time limit for the activity.
- Divide the class into pairs or small teams.
- Provide each pair/team with a map.
- Provide each pair/team with an Activity Sheet.
- Explain the activity to the students.



## Instructions

- The object of the game is for teams to collect the maximum number of control points in a given time. Teams are told the starting point for the activity and the time limit that they have.
- The activity begins with a planning session in which each team uses their map and Activity Sheet to plan for how they will visit control points.
- At the end of the planning session, teams go to the starting point for the activity. The teacher then signals for the activity to start.
- Team members set off at the same time and visit control points individually. They collect them for their team by recording the item of information stipulated on their course card e.g. 1<sup>st</sup> number etc. (The Activity Sheet is editable, so this can be changed for different games.)
- Each team's course card is left at the starting point, so individual team members can visit one or more control points, take note of the required information, then return to the starting point to enter the information on their course card. Each control point can only be collected once.
- The teacher signals for the end of the time limit. No more control points can now be collected.
- Teams could then swap control cards and use the marker images sheet to check that information had been recorded accurately. Any control points not recorded accurately should not be counted.
- If the activity is being played competitively, the team that has collected the most control points wins the game.
- Following the activity, 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:

- Did teams plan for which control points each team member would collect (or just set off without planning)?
- How could teams avoid team members visiting the same control point (NB control points can only be collected once)?
- This is an activity that could be repeated on several occasions, with students starting from different points on the school site.
- The teacher could nominate a student in each team to be responsible for ensuring that their team keeps to the time limit or assign two or three students to be 'referees' or timekeepers.

