

Score Orienteering



Objective

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



Equipment

- Enrich Orienteering Maps
- Activity Sheets
- Marker Images sheet



Preparation

- Print off a copy of your school's orienteering map.
- Select a starting point on the school site. This should be at a point where there are some control points close by, and others a longer distance away.
- Choose a selection of control points that students can visit from the starting point. (There should be more control points than the number of students in each team e.g. twice as many).
- Assign a score for each of these control points, depending on their distance from the start point (the longer the distance, the greater the score). Each control point could be given an individual score, or scores could be assigned in sets (e.g. 1 point for near control points, 2 points for intermediate, 3 points for far).
- Mark the selected control points on your map with these scores and make a copy of a map for each team.
- Divide the class into teams of around 5 or 6 students and provide each pair/team with a copy of the map and an Activity Sheet.
- Explain the activity to the students.



Instructions

- The object of the game is for teams to maximise their score by visiting selected control points within a set time. *Ideally, the time allocated for this game should long be enough for students to visit a significant number, but not all, of the selected control points.*

- Games should always begin with team planning time (see 'Other Information')

There are two different ways in which this game can be played.

As a relay:

- Teams begin at the starting point. The teacher gives a signal, and the first team member runs to one of the selected control points, notes an item of information (control point number and 3rd letter), runs back to the starting point and enters the information onto their Activity Sheet. The Activity Sheet is editable, so, if necessary, can be changed for subsequent games.
- The next team member then runs to a different selected control point. (Control points can be only visited once.)
- Individual team members continue to take turns to visit different control points and return to the starting point, until the teacher signals for the end of the game.

As a whole team:

- Teams begin at the starting point.
- The teacher signals the start of the game.
- The team visit control points in the order that they have planned and record an item of information (control point number and 3rd letter) at each one until the teacher signals for the end of the game. Teams must stay together as they travel between control points.
- **At the end of games**, teams can check each other's Activity Sheets, ensuring that the required information has been accurately recorded and totalling their points score (using the scores allocated to control points on the orienteering map.)



Other information

- This game can be repeated, using different starting points and different points allocations for control points.
- Teachers could discuss potential tactics with students before the first time this game is played. Alternatively, they could choose not to give initial guidance, but to reflect on tactics with students following games. Students could then apply new tactics to the game and see if it improved their performance.
- Examples of tactical questions: If the game is played as a relay, do teams do multiple visits to close control points, or do they do fewer visits, but to further, higher scoring, control points? How are different team members assigned different control points to visit? If it is played as a whole team, do the team plan a route which visits high-scoring control points first, so that they ensure that they get these high scores before the end of the allotted time? Or do they plan to visit close control points first, and so rapidly accrue points?

