

# Extra-Curricular OAA Club

## 1. Introduction

An extra-curricular club based on OAA activities provides a great opportunity to introduce more variety into your school's extra-curricular 'offer' and to engage students who may be reluctant to take part in traditional team sports.

These resources provide you with everything you need to run an extra-curricular OAA club, using the resources on the Enrich School Orienteering and Outdoor Learning Hub and your school's Enrich orienteering course. The sessions are mainly based on orienteering activities, but there are some short OAA challenges which can be included in sessions e.g. as short 'starters'. There are also longer OAA challenges which can be used for whole sessions (particularly if the weather is too bad to run the session outdoors).

You can adapt your extra-curricular club according to the age of the students, whether they are already familiar with orienteering and whether it will be a lunchtime or after-school club.

### Contents:

The documents 2 – 6 below give you all the information and advice that you will need to plan and prepare for your OAA extra-curricular club.

The activity plans, editable course cards and orienteering control marker guide are all available to download by logging into your account on the Enrich Orienteering and Outdoor Learning Dashboard and using the Activity Browser to locate "**Extra-Curricular Club**" in the 'All Topics' filter.

- **2. Things to Consider When Preparing for Your Club:**

Some suggestions for things to think about when introducing a new extra-curricular club.

- **3. Sessions 1 - 6:**

How to prepare the first 6 sessions of your club. (These sessions introduce students to different types of orienteering. They have bespoke activity plans.)

- **4. Session 7 Onwards:**

How to prepare session 7 onwards. (The suggested activities for session 7 onwards can be selected and downloaded from the Enrich Education Orienteering and Outdoor Learning Hub.)

- **5. Overview of Orienteering Activities:**

Details of the orienteering activities that can be included in your club.

- **6. Overview of OAA Challenges:**

Details of the OAA challenges that can be included in your club.

- **Activity Plans, Session One to Session Six:**

Bespoke Activity Plans for the first six sessions.

- **Editable Course Cards, 3 Control Point, 6 Control Point:**

Editable orienteering course cards to use in the first six sessions.

- **Enrich Orienteering Control Marker Guide**

Set of images of each of the 15 Enrich Control Markers



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## 2. Things to Consider When Preparing for Your Club.

### Where will your club take place?

- Will you be using all your school's orienteering course, or limiting to just a section of the course (e.g. an area of the school site which is easy to manage/supervise)?
- Is there a 'wet weather' space that will be available if the weather is too bad to run your session out of doors?
- In wet weather, consider selecting control points that are on hard-standing or dry ground to avoid parts of your site that may be boggy.

### When will you run your club? (After-school or lunchtime).

- Check to make sure that your club doesn't clash with another popular club.
- Ensure that the site manager and cleaners know about the day/time of your club.

### How many students will you allow to attend?

- Will your club be targeted at a specific group of students (e.g. from a specific year group/s)?
- Will you have help from another member of school staff?
- Ensure that you keep a register to monitor students' attendance of your club.

### How will you advertise your club to students?

- Using the school's newsletter?
- Announcement at a school assembly?

### How will you inform parents about the club?

- If your club is after-school, ensure that you have received parents' written permission for all students who are attending.  
Ensure that you have contact details for all students.
- What will the arrangements be for the collection of students? Will any older students be allowed to walk home (with parents/carers' consent)?

### Risk assessment?

- Will you need to complete a risk-assessment for your club (check with the lead in your school)?
- Ensure sure that you are aware of any medical conditions or needs of participating students – e.g. administration of medicines, allergies etc.

### What will students wear? (Students will need suitable clothes and footwear for outdoor physical activity).

- Where will students get changed?
- Will there be a safe place for students to leave any valuables whilst they are taking part in the club?

### What are your students' 'starting points'?

- How familiar are your students with orienteering?
- Which of the activities in this resource will you use for the first few sessions?

### Prior to the first session:

- Talk through 'ground rules and expectations' with students e.g. expectations about safety, behaviour, attendance, commitment etc.
- Ensure that students know each other – introduce students to each other as necessary. Emphasise the importance of working together and supporting each other.
- Check that students are clear about practicalities e.g. what to wear, where to leave valuables, timing of sessions, duration of club etc.
- Emphasise the need for students to help with e.g. giving out and collecting resources.



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## 3. Sessions 1 – 6

The first 6 sessions introduce students to each of the key elements of orienteering, to using tactics as an orienteering team and to different ways that teams can complete an orienteering course e.g. staying together as a team, as a relay etc. For students who are already familiar with orienteering, you may decide to begin at Session 2, at Session 4 or even to skip these 6 sessions and to begin your activities with sessions identified on the **Additional Orienteering Activities** sheet.

- Log into your account on the Enrich Orienteering and Outdoor Learning Dashboard.
- Go into the 'My account' / 'Resources and Training'. Download, print off and laminate a set of orienteering maps - one between two students?
- Go to the Activity Browser and locate "**Extra-Curricular Club**" in the 'All Topics' filter.
- Download and print off the Activity Plans for any sessions from 1 – 6 that you will be using - familiarise yourself with each session.
- Download and print off a copy of the 'Orienteering Control Markers Guide'.
- Download and save a set of '3 Control Point Editable Course Cards' and '6 Control Point Editable Course Cards'. There are several prepared course cards, plus blank course cards.
- These are word documents which you can edit. For each blank course card, you can insert the numbers for three/six control points that students need to visit and which of the letters or numbers (1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>/4<sup>th</sup>) they need to record from the control marker.
- See the worked example below – on this course, students would need to visit control points 5, 8 and 13 and record the 1st letter from each control marker.

COURSE 1		1st Letter
5	8	13

- These can be laminated and cut up to produce multiple course cards that can be used on several occasions, with children using whiteboard markers or water-based felt tips to record on them.
- For the first couple of sessions, you may wish to select control points that are in a particular section of the school site e.g. around the school field. Similarly, you can create courses which provide different levels of challenge (e.g. by selecting three control points that are close to each other or a longer distance from each other) so that you can cater for different levels of ability/confidence in your club.

### Short OAA Challenges (See 6. 'Overview of OAA Challenges')

- Each one of these activities could be used as 'starter' during the first six sessions, before commencing the main orienteering activity. Alternatively, you could use the activities to create one or more fun team-building sessions before commencing with the orienteering sessions.
- These 6 short OAA challenge activities are all available on the Enrich Orienteering and Outdoor Learning Hub. They can be located using the 'Activity Browser' facility within the OAA 'Subject Area'.
- Download and print off the Activity Plan for each of these activities. Familiarise yourself with the activities.



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## 4. Session 7 Onwards.....

When pupils have completed sessions 1 – 6 (or as many of these sessions as you have chosen to use), you can select from the 10 orienteering sessions listed in:

### 5. 'Overview of Orienteering Sessions – Additional Orienteering Activities'

These 10 activities are all variations on orienteering and can be used for extra-curricular club sessions after students have completed sessions 1 – 6.

In addition, there is a suggested list of longer OAA activities in:

### 6. 'Overview of OAA Challenges – Longer OAA Challenges'

These activities are OAA challenges that could be used for indoor extra-curricular club sessions if the weather is too bad to hold sessions out of doors (or for an alternative to orienteering for some sessions).

All these activities are available on the Enrich Orienteering and Outdoor Learning Hub. They can be located using the 'Activity Browser' facility and selecting OAA within the 'Subject Area' filter. Whilst they are designed as whole-class activities, they can be very easily adapted for your extra-curricular club.

Prior to your club session, download and print off the Activity Plan and any Activity Sheet/s for the activity that you are planning to use and familiarise yourself with the activity.

**NB** There are a wealth of other orienteering and other OAA activities available on the Enrich Orienteering and Outdoor Learning Hub that you can select from to use for additional sessions for your Extra-Curricular OAA club. These include sessions within other subject areas. You could also utilise your set of 10 blank interactive markers, which can be written on with whiteboard pens and can be placed at different locations on your school site and used together with the Enrich interactive map. There are activities in the OAA section of the Enrich Hub that are specifically designed to use these markers, or you can use them to design your own bespoke activities.



# Extra-Curricular OAA Club

## 5. Overview of Orienteering Activities

Session	Introducing Orienteering
	(These can be located through the Enrich Hub Activity Browser by using the 'All Topics' filter to locate 'Extra-Curricular Club'.
1	Introducing the map and control points
2	Introduction to 3-Control-Point courses
3	Introduction to 6-Control-Point courses
4	Introduction to tactics – planning a route.
5	Introduction to completing courses as a relay.
6	Introduction to completing a course with individual team members setting off together, then visiting different control points on their course.

Additional Orienteering Activities (Session 7 onwards...)	
(These can be located through the Enrich Hub Activity Browser, using the 'All Subjects' filter to locate 'OAA')	
<b>Collect the Controls</b>	Teams attempt to visit and 'collect' as many orienteering control points as possible within a given time.
<b>Orienteering Bingo</b>	Students have a 6-letter word. They locate and record control points where the marker has one of the letters until they have collected all the letters in the word.
<b>Beanbag Grab</b>	Different coloured beanbags are placed at a series of control points. Teams race to locate these and collect beanbags of their allotted colour.
<b>Battleships Orienteering (Four Figure Grid References)</b>	Teams play 'Battleships' against each other. Each team has to find the location of their opponent's battleships by using their Enrich Orienteering Map and 4-figure grid references.
<b>Orbit Orienteering</b>	Teams play against each other in this relay game. Starting from a central point, each team must visit markers and collect information as specified by their opponents.
<b>Plan the Longest Route</b>	Teams play against each other. They have to defeat their opponents by planning the longest route possible for them to complete.
<b>Capture the Control 1</b>	Teams play against each other, attempting to be the first to 'capture' as many orienteering control points as possible.
<b>Remember the Control</b>	Team members need to remember control points from a sequence that the teacher calls out and to visit as many as possible within a given time.
<b>Competitive Orienteering – Mass Start</b>	Teams take part in orienteering time trials, setting off together.
<b>Competitive Orienteering – Staggered Start</b>	Teams take part in orienteering time trials, setting off at intervals.



# Extra-Curricular OAA Club

## 6. Overview of OAA Challenges

### Short OAA Challenges

(These can be located through the Enrich Hub Activity Browser, using the filters for the 'OAA' subject area or the 'Team Building' topic.)

<b><i>Bench Buddies</i></b>	The group must re-arrange themselves along a bench according to given criteria, without any team members touching the floor.
<b><i>The Magic Hoop</i></b>	Teams must work together to lower a hula hoop whilst holding it with one only finger on each hand.
<b><i>Hoop Race</i></b>	Teams must race to pass a hoop around the group without breaking the connected circle.
<b><i>Tarpaulin</i></b>	Teams must work together to flip a PE mat over, whilst remaining on it.
<b><i>Gimme a Leg To Stand On</i></b>	Students work together to have minimum contact points with the ground.
<b><i>Rollerball</i></b>	Students work together to transfer a ball around the team using only their legs.
<b><i>Cone Match</i></b>	Students use their communication skills to find with a person with the same colour cone as them on their head.

### Longer OAA Challenges

(These can be located through the Enrich Hub Activity Browser, using the filters for the 'OAA' subject area)

<b><i>Fox, Chicken and Grain</i></b>	Students use problem-solving and communication skills to solve a physical challenge.
<b><i>Crossing the Swamp</i></b>	Students use PE hoops in a problem-solving activity to move between two points.
<b><i>Compass Directions</i></b>	Students use directional language to navigate around a grid of cones.
<b><i>Compass Cones</i></b>	Students use compass directions to follow a route around a grid of
<b><i>Counting Colours</i></b>	Students use a simple map to follow a route around a grid of cones.

