

# BELONG



# SCHOOL GAMES

SUFFOLK  
VIRTUAL COMPETITIONS

2020/21

## Orienteering

*Intent: To develop character and life skills*

**DATES** 10<sup>th</sup> May to 28<sup>th</sup> May

### TARGET AUDIENCE

These events are non-competitive but participation focused, targeting students who lack confidence but want to participate because they understand the benefits of physical activity.

### YEAR GROUPS

All Year Groups

### WHERE

This challenge is to be in school.

### LEADERSHIP OPPORTUNITIES

- Using Leaders to demonstrate the tasks.
- Using Leaders to lead part of the session (eg. warm up / Cool Down).
- Using Leaders to time the activities.
- Using Leaders to record Results.
- Using Leaders to take photographs for use on social media.



## VALUES

During each of the competitions pupils are challenged to demonstrate the School Games values



**Determination** - Determination is about the journey you go on to push yourself and achieve your dreams.



**Passion** - Giving it 100 percent. Putting your heart and soul into the game and never giving up.



**Respect** - Respect for the referee, for the opposition, for your team mates, for yourself and for the game.



**Honesty** - Honesty with others and with yourself. Having the courage to do the right thing and what you know is right.



**Self Belief** - You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best.



**Teamwork** - Treating everybody equally, supporting each other and working together to achieve at your very best level.

## Challenge

This Challenge is all about proving pupils the opportunities to develop their character and life skills through different orienteering challenges. Below you will find activity cards for KS1-3, some of the challenges require your school to be mapped and other us netball and football courts.

**Matching Symbols Relay**

**Counting Cones**

**Netball Numbers**

**Score Competition**

**Football Pitch '0'**

**Two Person Star Relay**

## SCORING

N/a

## HOW TO ENTER

Complete the challenges by the end of half term, and let Jeffrey Hoey know many pupils have been take part in your orienteering challenges.



## ORIENTEERING – COUNTING CONES

### Quick introduction

- Counting cones is an interactive and inclusive activity to practice the skills of orientation and recognition of start and finish symbols.
- The aim is for all players to improve keeping the map orientated as well as getting the correct score.

### Map orientation

- A map is a representation of an area. By orientating a map, you are positioning the map so it lines up with the area. When you orientate a map and know where you are on the map, you can look in a certain direction and see what is there and find it on the map or vice versa. This game requires map orientation.

### Getting started

- Seat pairs around blue end of set up cones.
- Give children a copy of the demo map.
- Leader explains map orientation, start triangle, finish double circle and makes sure they have the map orientated. Leader then walks the route, orientating map. Children (seated) follow leader's route on the map with their finger.
- Give each pair a challenge map (there are sample maps on British Orienteering website or draw your own).
- Each pair stands at their start, shown by the triangle on the map.
- Explain that they will follow the route on their map from start to finish, adding up the numbers on the cones as they go along and keeping the map orientated correctly.
- When finished, children should check the answer with the leader, then take a different map and try a different course.
- The game is played for as long as you see fit, with the aim for all players to improve keeping the map orientated as well as getting the correct score.

### Health and safety points

- Players must stay away from the coned area unless it is their turn and avoid wearing anything that may cause danger to opponents; this includes caps, jewellery and other sharp objects.
- Ensure appropriate run off exists around the court; this avoids any momentum causing them to run into walls or doors.
- Ensure the area is dry and object free at all times.

### Equipment required

- 12 cones; 3 each of red, blue, yellow, green.
- Sticky labels for cones, numbered as shown.
- Resource - demo maps and sets of maps. See [www.britishorienteering.org.uk/page/schools](http://www.britishorienteering.org.uk/page/schools)
- Resource - answer sheet/recording sheet.
- Container for maps.





# ORIENTEERING – COUNTING CONES

## PHYSICAL ME

- Encourage the children to work quickly between the start, cones and finish.

## SOCIAL ME

### Leading and volunteering

- This game can use officials and leaders to ensure the smooth running of the competition. Young Leader training is available (see [www.britishorienteering.org.uk/page/teaching](http://www.britishorienteering.org.uk/page/teaching)).
- Officials can check that teams have added up correctly and ensure the players are keeping their map orientated when moving round the course.

## Think inclusively (STEP)

### Space

- Reduce or increase the running distance between the cones.
- Ensure equal distances between cones to assist orientation.

### Task

- Change the numbers on the cones to larger numbers or letters to spell a word if visited correctly.
- Award scores for each cone or spot reached.

### Equipment

- Create a tactile map that visually impaired athletes can access. Use colour contrasting spots or tactile markings instead of cones for SEN/disabled pupils.

### People

- Allow visually impaired athletes to work with a guide.

## THINKING ME

- I will keep my map orientated and know where I am on the map at all times.
- I will keep a balance between speed and accuracy.
- I will plan where I am going to next.

## SPORTING ME

### Spirit of the Games



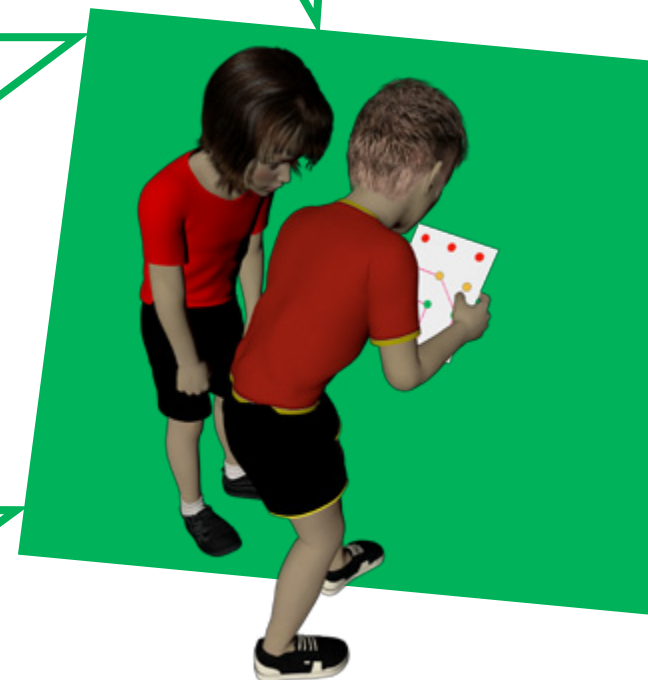
I will develop confidence through the satisfaction of perseverance and skill improvement.

## TACTICAL ME

I will work effectively and co-operate with my team-mate.



Demo map.



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## ORIENTEERING – MATCHING SYMBOLS RELAY

### Quick introduction

- Matching symbols relay is a fun, fast and easy introduction to the basic orienteering symbols and map colours.
- The aim is to encourage co-operation and discussion to match up the map name cards correctly with the corresponding map symbol cards.
- This competitive challenge can accommodate a large number of participants and be played in nearly any available space (indoor or out).
- The aim of the game is to be the team that correctly matches their symbols the quickest.

### Getting started

- Place cards as shown (indoor or outdoor depending on available space).
- A key of symbols can be made available for consultation if the children are unsure of the symbols. See [www.britishorienteering.org.uk/page/schools](http://www.britishorienteering.org.uk/page/schools)
- The first child in pair or team picks up a name card, runs to the symbol cards, and returns with the correct matching card.
- Each returning runner places the two cards (name and symbol) next to each other beside the team for easy checking.
- Runners then take it in turns to pick up a name card, run to match it up with a symbol card and return (until all the cards have been matched up).
- Leaders to check cards are correctly matched when finished.

### Health and safety points

- Players must stay away from the coned area unless it is their turn and avoid wearing anything that may cause danger to opponents; this includes caps, jewellery and other sharp objects.
- Ensure appropriate run-off exists around the court or outside area being used; this avoids any momentum causing them to run into walls or doors.
- Ensure the area is dry and object free at all times.

### Equipment required

- Resource - set of matching symbol and words cards.
- Map symbols key. See [www.britishorienteering.org.uk/page/schools](http://www.britishorienteering.org.uk/page/schools)



# ORIENTEERING – MATCHING SYMBOLS RELAY



## PHYSICAL ME

- Encourage children to run with pace and stamina.
- Support children to make decisions quickly.

## SOCIAL ME

### Leading and volunteering

- This game can use officials and leaders to ensure the smooth running of the competition. Young Leader training is available. See [www.britishorienteering.org.uk/page/teaching](http://www.britishorienteering.org.uk/page/teaching)
- Officials can check that teams have matched the word with the correct symbol and ensure players do not go before their team-mate has returned.

### Think inclusively (STEP)

#### Space

- Reduce or increase the running distance between the queue of players/pile of words and the symbols.
- Place cards on a chair and match names and symbols on a table to provide easy access for SEN/disabled athletes.

#### Task

- Simplify the activity e.g. name cards are colours and symbol cards match the colours.

#### Equipment

- Use raised lettering on the names and tactile drawing

on the symbols for visually impaired athletes.

- Use contrasting colours on the name and symbol cards.

#### People

- Allow visually impaired athletes to work with a guide.
- If beneficial allow SEN/disabled athletes to work in teams.

## THINKING ME

- I will work effectively as a team in the relay task.
- I will try and remember the meaning of the symbols.

## SPORTING ME

### Spirit of the Games



I will show support for fellow competitors and help out my team-mates to match their symbol correctly.

## TACTICAL ME

I will think and discuss the symbols I have learnt with my fellow competitors so I am prepared.



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# ORIENTEERING – SCORE COMPETITION

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## Equipment required

- Map of site
- Controls (with punches/crayons/numbers or questions).
- Map with control locations marked on – enough for each competitor or team.
- A control card with space for answers - e.g. space for punching, writing the number etc.
- Stopwatch/whistle to start and finish competition.
- See [www.britishorienteering.org.uk/page/schools](http://www.britishorienteering.org.uk/page/schools) for resources and further information.

## Quick rules

- Players start and finish at the same place.
- Controls can be visited in any order in a set time (e.g. 20 mins).
- A score competition can be a mass start or staggered start at intervals.
- Individuals or teams have to arrive at the finish within the set time or they get a penalty for a late return.

## Health and safety

- Follow the instructions carefully.
- Be aware of the boundaries for the competition.
- Explain or be clear on any out of bounds areas (e.g. car parks).
- Be mindful of other competitors when running with a map.
- Know where you are on the map at all times.



## FOR YOUNG PEOPLE

### Think tactics

- Keep the map set to the ground and know what the symbols around you (e.g. trees) represent on the map.
- If competing as a pair or a three think carefully about the members in your team and how you can be the most effective.

### Spirit of the Games: Excellence through Competition



Develop your passion for orienteering. Finding controls at speed or in a set space of time involves challenging your physical and intellectual limits. Feel the excitement when you find the controls.



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## ORIENTEERING – SCORE COMPETITION

SCHOOL GAMES

### Quick introduction

The score competition involves players visiting as many points ('controls') as possible in a given time on an enclosed mapped site.

### Getting started

- The game can be played individually, in pairs or as a team competition.
- A network of controls are planned which are distributed over a mapped site (e.g. school playing field).
- The controls can be control markers with a marking device (e.g. punches); questions to answer at each control site or number values (e.g. based on difficulty or distance from the start/finish points).
- Players have cards on which they make a mark to show they have visited that control.
- The player/team that visits the most controls in the given time wins.
- A team competition can involve pairs or groups of three going round together or individually.
- If controls are worth a numerical value, the player or team that scores the most points in the given time wins.



## ORIENTEERING – SCORE COMPETITION

### Hints and tips

- No orienteering equipment is required - you can simply use cones with numbers to mark control points.
- This game can be done indoors (draw a map of your sports hall or indoor space).
- Although being indoors limits distance - think cross curricular e.g. maths or geography questions at the control points.

### Leadership and volunteering opportunities

- Young leaders can check that teams or individuals have got the correct answers from controls.
- Ensure others compete fairly, keeping the information found at a controls to themselves and not seeking answers from other competitors.
- Young Leader training is available. See [www.britishorienteering.org.uk/page/teaching](http://www.britishorienteering.org.uk/page/teaching)

### Officiating

- Officials can deal with timekeeping.
- Be positioned at out of bounds points/places of danger.
- Be at start/finish points to ensure the smooth running of the competition.

### Think inclusively STEP

#### Space

- Consider using a hard surface when including SEN / disabled athletes.

#### Task

- Reduce or increase the number and distance of controls away from start/finish.
- If appropriate create a shorter or simpler course within the regular course. Add additional controls if required.

#### Equipment

- Create a tactile map that visually impaired athletes can access. Raise controls off the ground to provide easy access for SEN/disabled athletes.

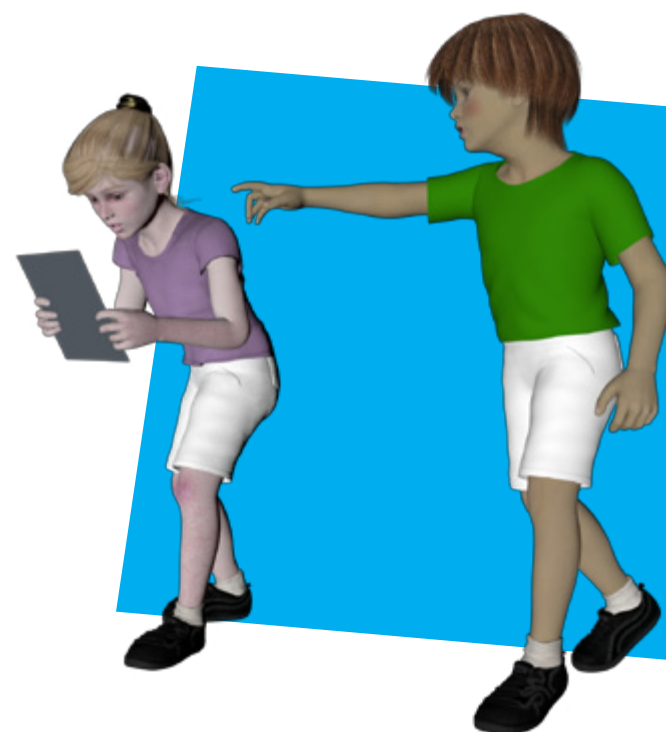
#### People

- Ensure appropriate teams compete against each other.
- Allow visually impaired athletes to work with a guide.
- If beneficial allow SEN/disabled pupils to work in teams.



Score card.

SCHOOL GAMES





# ORIENTEERING – NETBALL NUMBERS

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## Equipment required

- Map of court being used, i.e. netball court.
- Cones to act as control points (with punches/crayons/numbers or questions).
- Master map courses – with cones/courses marked on (and answers if applicable if course adds up).
- Map with cone locations marked on – enough for each competitor or team.
- A card with space for answers, e.g. space for punching, writing the number etc.
- Stopwatch/whistle to start and finish competition.
- Once you have established these courses they can be used many times by different classes.

## Quick rules

- Start at the start point and finish at the finish point.
- Make sure you visit all of the points that are marked on the map in the correct order.
- Fill in the correct information that you find at each control point.
- Have your answers checked after you have finished.

## Health and safety

- Recognise the dangers of running with a map.
- Avoid pushing or bumping into other competitors when running in an enclosed space.
- Players must stay away from the competition area unless it is their turn.
- Avoid wearing anything that may cause danger to opponents; this includes caps, jewellery and other sharp objects.
- Ensure appropriate run off exists around the court; this avoids any momentum causing them to run into walls or doors.
- Ensure the area is dry and object free at all times.



## FOR YOUNG PEOPLE

### Think tactics

- Competitors need to be as quick and as alert as possible.
- Competitors need to know where they are at all times.

### Spirit of the Games: Excellence through Competition



Develop respect and trust between yourselves and for others. Encourage the involvement of young people with cognitive or learning difficulties using a safe and familiar sports area.



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## ORIENTEERING – NETBALL NUMBERS

SCHOOL GAMES

### Quick introduction

Netball numbers is a fast paced competitive introduction to orienteering, reinforcing the skills of map orientation and accuracy to complete a course in the order stated on a map.

### Getting started

- Find a court with markings and place cones on a series of points on the court.
- Using a diagram of the court as the basis of a map, draw on a course linking a set number of cones. Make sure you include a starting point and a finishing point. Examples can be downloaded from the British Orienteering website. See [www.britishorienteering.org.uk/page/schools](http://www.britishorienteering.org.uk/page/schools)
- Using the same layout of cones, you can draw on separate maps different competitive courses by linking the cones in a different way.
- Competitors are given a map of a course. Keeping the map orientated as quickly as possible they must go to the cones in the order it states on the map, adding up the points along the way.
- Once they have found each cone and added up the total the answers must be checked to ensure they are correct.
- The competition can be run as an individual competition or as a team/relay competition.



## ORIENTEERING – NETBALL NUMBERS

SCHOOL GAMES

### Hints and tips

- A plan of a football pitch, badminton court, all weather pitch or similar provides a variation.
- Even a playground can be used with their lines/ markings.
- Get the children to draw their own mapped area on which to do the competition.

### Leadership and volunteering opportunities

- Encourage young leaders or older pupils to set courses for a competition by planning and placing cones on the court markings and drawing these locations on a blank court map.
- Encourage them and support competitors.

### Officiating

- Setting up the course/s.
- Timekeeping.
- Checking answers.
- Be at start/finish points to ensure the smooth running of the competition.

### Think inclusively STEP

#### Space

- Consider using a hard surface when including SEN/ disabled athletes.

#### Task

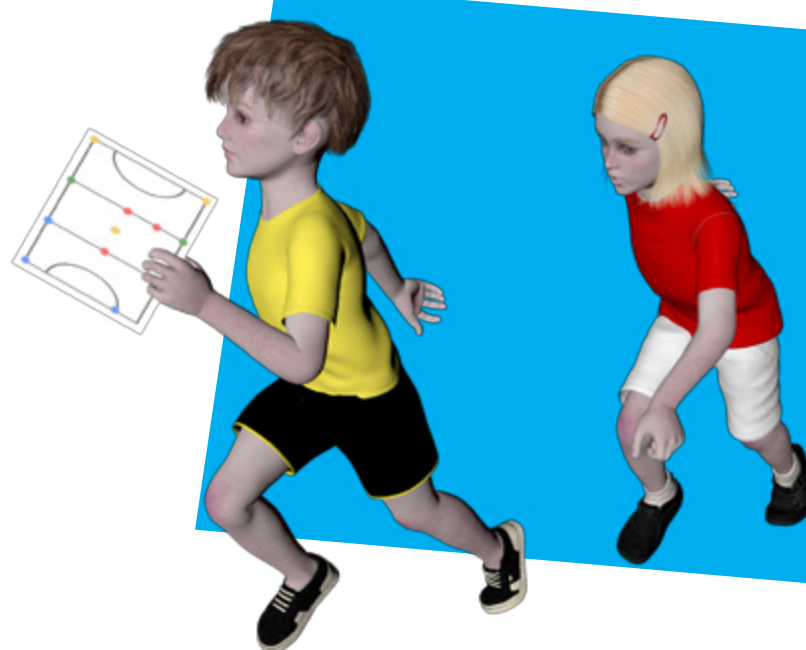
- If appropriate create a shorter or simpler course within the regular course. Add additional controls if required.

#### Equipment

- Use letters instead of numbers to create this word.
- Create a tactile map that visually impaired athletes can access. Use spots or tactile markings instead of cones for SEN/disabled pupils.

#### People

- Ensure appropriate teams compete against each other.
- Allow visually impaired athletes to work with a guide.
- If beneficial allow SEN/disabled pupils to work in teams.





# SECONDARY INTRA-SCHOOL/LEVEL 1 RESOURCE

## ORIENTEERING - PITCH 'O'

Sainsbury's  
SCHOOL  
GAMES

### Quick introduction

- Pitch orienteering takes place on a standard football pitch and involves completing a variety of mapped courses in relay style. Each course is different and each team completes the courses in a different order.

### A mapped course

- Each mapped course involves a series of points (called controls) to visit in a certain order. Each control has a number on, so competitors must add up the total of the numbers on their course, return to their team, record the number on the answer chart and hand over to the next team member who completes the next course.

### Getting started

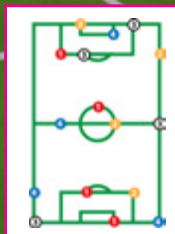
- 16 cones or markers labelled with numbers are required (four cones with number one, four with number two, four with number three and four with number four).
- Maps for 10 courses can be downloaded from British Orienteering web site. See [www.britisshorienteering.org.uk/page/schools](http://www.britisshorienteering.org.uk/page/schools)
- Put out cones on a football pitch as per the downloaded diagrams, taking care to position them accurately.
- Make a start triangle on the ground with red cones to identify the team waiting area.
- Each team will have to complete several courses in relay fashion, and each team completes the courses in a different order.

### Safety

- Ensure the area is clear from hazards before starting competition.
- Be mindful of other competitors when running with a map and avoid wearing anything that may cause danger to opponents; this includes caps, jewellery and other sharp objects.
- Other competitors must stay away from inside the pitch area unless it is their turn.

### Think tactics

I will keep a balance between speed and accuracy, and where possible think ahead to where I am going next on my map.



Football pitch map.



# ORIENTEERING – PITCH 'O'



## Organising the game

- Reinforce the skills of map orientation and accuracy. The aim is to visit controls in order and add up the total of the course. The player then hands over to the next member of the team who takes the next course.
- The answer sheet for the courses is in circular layout to assist randomised completion of the courses.
- Teams must record their answers whilst also completing their courses quicker than other teams.
- Team size and numbers can be variable dependent on the numbers taking part in each competition, i.e. 50 competitors could be 10 teams of 5.

## Officiating

- Check and process results.
- Ensure the smooth running of the competition and record team finish times.
- Young Leader training is available (see [www.britishorienteering.org.uk/page/teaching](http://www.britishorienteering.org.uk/page/teaching)).

## Keep it enjoyable

- Use other pitches or court maps; download from [www.britishorienteering.org.uk/page/schools](http://www.britishorienteering.org.uk/page/schools).
- Try alternative one-off activities at control points for example spelling a topical word or cross curricular maths or geography questions.

## Make it easier

- If there are a small numbers of competitors competing, each competitor could complete two or three courses up to the maximum of 10 courses.

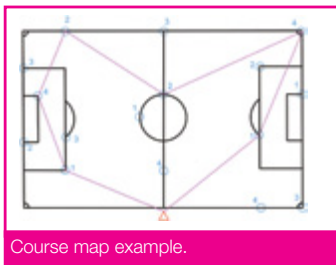
## Think inclusively

- Create a tactile map that visually impaired athletes can access.
- Raise controls off the ground to provide easy access for SEN/disabled athletes.
- Mix disabled and non-disabled competitors.
- Allow visually impaired athletes to work with a guide.
- Create a shorter or simpler course within or alongside the regular course.

## Spirit of the Games: Excellence through Competition



I will try my best for the team and show support for fellow competitors.



Course map example.



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# SECONDARY INTRA-SCHOOL/LEVEL 1 RESOURCE

## ORIENTEERING – TWO PERSON STAR RELAY

Sainsbury's  
SCHOOL  
GAMES

### Quick introduction

The Orienteering star relay is an interactive and fun competition for teams of two to take turns in relay style to visit a set number of points (controls) in the quickest time on an enclosed mapped site.

### Getting started

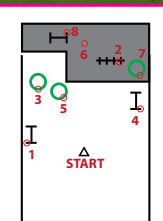
- Plan a number of points (control sites) across your mapped area; this might be your school playground, field or local park (we recommend 8 – 12).
- Choose a start point that is central on your site (the triangle on the map).
- Place markers on your chosen points across the site (for example use cones) and mark their position on the map with red or purple circles.
- Controls near each other should not be numbered consecutively.
- Make an answer sheet (called control card) as players must mark their control card to prove they have visited the controls.
- The distance of controls from the start depends on area and group size as this competition involves a lot of out and back running.

### Think tactics

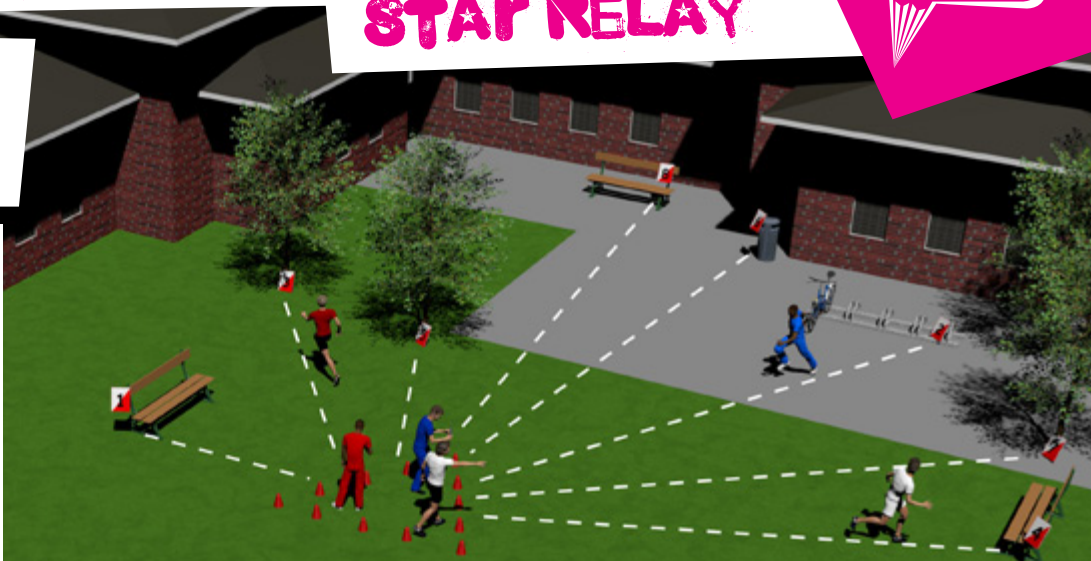
Players must demonstrate co-operation and teamwork to discuss and plan which controls to visit to be the quickest and most effective team.

### Safety

- Be aware of the boundaries or out of bounds areas of the competition, e.g. car parks.
- Be mindful of other competitors when running with a map.



Map.



# ORIENTEERING – TWO PERSON STAR RELAY



## Organising the game

- Spend a few minutes checking that competitors are familiar with the map, symbols and the map is correctly orientated to the ground. This can be done as a short group walk with the map before starting the competition.
- Divide your group into teams of two.
- Identify the waiting area and start triangle for teams.
- Each team of two will need a map with controls marked on, e.g. 10 controls to visit.
- Give out different control numbers for teams to start on.
- Start the competition and the first team member in each team should be responsible for locating their one control, returning after it is found to hand over to their team mate to complete the next one.
- Controls do not need to be visited in a specific order (it is up to them to decide).
- The first team to visit each control correctly in relay fashion and return wins the competition.

## Officiating

- Officials can be positioned at out of bounds points/places of danger/out on the course.

- Officials should be at the start and finish points to ensure the smooth running of the competition and time the teams finishing and to check and process results.
- Young Leader training is available (see [www.britisshorienteering.org.uk/page/teaching](http://www.britisshorienteering.org.uk/page/teaching)).

## Keep it enjoyable

- Challenge your players to a map memory star relay (where participants have to memorise the control location and leave map behind to run and get it).
- Mix up the competition by adding some additional physical or intellectual tasks before players can changeover (to be monitored by Young Leaders). For example ten star jumps!

## Make it easier

- Shorten the distances to controls.
- Reduce the number of controls to visit.

## Think inclusively

- Allow SEN/disabled pupils to work in larger teams.
- Create a simpler or shorter course.
- Create a tactile map that visually impaired athletes can access.
- Allow visually impaired athletes to work with a guide.
- Consider mapping the course on a hard surface when including SEN /disabled athletes.



I will develop confidence by combining speed and accuracy to find my controls quickly and work well with my team-mate.



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# SECONDARY INTRA-SCHOOL/LEVEL 1 RESOURCE

## ORIENTEERING – SCORE COMPETITION

Sainsbury's  
SCHOOL  
GAMES

### Quick introduction

The score competition involves players visiting as many points (called controls) as possible in a given time on an enclosed mapped site. Students can compete individually or in pairs.

### Getting started

- Your chosen site needs to be mapped; this might be your school playground, field or local park.
- Choose a start point that is central on your site.
- Choose a number of points, e.g. 10 prominent features like on a tree or bench to use as control sites round the playground/field/park.
- Place markers on these points across the site (for example use cones) and mark their position on the map with red or purple circles.
- Make an answer sheet (called control card) as players must mark their control card to prove they have visited controls.
- If you have a large amount of competitors think about a larger enclosed area so people can spread out – for example a permanent orienteering course (POC) in a local park. Beforehand check to ensure that all the markers are in place and it is safe to use.
- Set a fixed time limit depending on the size of the area. This might be 20 minutes on a school site or 30 - 40 minutes at a local park. The time limit should be such that it seems possible to get a high score whilst still challenging the students to have to run.

### Think tactics

- Pace yourself.
- If competing as a pair think carefully about how you can get the most controls in the time allowed.

### Safety

- Be aware of the boundaries for the competition and any out of bounds areas, e.g. car parks.
- Be mindful of other competitors when running with a map.



Map.

# ORIENTEERING – SCORE COMPETITION



## Organising the game

- Spend a few minutes checking that competitors are familiar with the map, symbols and the map is correctly orientated to the ground. This can be done as a short group walk with the map before starting the competition.
- Explain that the triangle on the map represents the start where a teacher/leader will always be found.
- The players all start together and are only out for a set time which can accommodate a large number of participants without designing lots of courses.
- Players must finish within the set time limit.
- If all controls are found within the time the fastest back wins.
- Points are deducted for late return. The penalty should be sufficient to dissuade people from staying out longer, e.g. one point lost for every minute late.
- Controls which are missed or incorrectly marked are not counted.
- The winner is the person or pair with the highest score.

## Officiating

- Involve young people as officials or timekeepers.
- A stopwatch/whistle is needed to start and finish the competition.

- Officials can be positioned at out of bounds points/places of danger/out on the course to check and process results.
- The teacher should be at the start and finish points to ensure the smooth running of the competition.

## Keep it enjoyable

- No matter what the fitness level, participants have to be back within a set time period so mix it up with different challenges at the controls.
- These could be questions to answer at each control site or number values, e.g. based on difficulty or distance from the start/finish points.

## Make it easier

- Shorten the distances to controls.
- The controls can all have the same value or be differentiated. If controls are worth differing values this should be noted on the map next to the circle, e.g. 3 (5), 10 (10) or at the side of the map and this needs to be explained to the competitors.

## Think inclusively

- Pair players of different abilities or allow SEN/disabled pupils to work in teams.
- Allow visually impaired athletes to work with a guide.

- Create a shorter or simpler course.
- Raise controls off the ground to provide easy access for SEN/disabled athletes.

## Spirit of the Games: Excellence through Competition



Finding controls at speed or in a set space of time challenges both physical and intellectual limits.



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