



Tri-O
Orienteering made easy



A complete introductory orienteering activity package for schools



Introduction

- ❑ **Tri-O** is a package of simple orienteering activities.
- ❑ Each activity can be a stand alone exercise used within curriculum lessons or an after school club or used together to provide the basis for a festival of introductory orienteering and appropriate multi skills stations (ideally suited for KS2).
- ❑ These activities are designed to enable the teaching of basic orienteering skills and associated physical skills in a fun and exciting manner.
- ❑ Resources required to run the activities and organise a festival are included in this pack, the only specialised equipment needed is orienteering punches for activity 5.
- ❑ The stations provide plenty of opportunities to encourage teamwork and co-operation.



Orienteering Festival

If ran as a Festival:

- ❑ A template certificate is available at the end of this package.
- ❑ The running activity card can be used as a warm up.
- ❑ The ideal location would be a large astro turf pitch.
- ❑ Teams should consist of 8 -12 pupils maximum.
- ❑ A maximum of 8 school teams can participate.
- ❑ Each activity will last 10 -12 minutes, with a festival lasting for approximately 120 minutes, with a 10 minute break after the first 4 activities.
- ❑ Combine activities 1-4 and 5-8 together to create a balance in each half of the festival. Activity 9 can be substituted or added in as required.
- ❑ Secondary school sports leaders will be required to run each activity with preferably 2 leaders on each station.



Warm Up - Running Drills

Aim

- Development of Agility

Organisation

- Teach Mechanics for Running Movement.
 - Step 1: legs together
 - Step 2: legs shoulder width apart
 - Step 3: 'Sl-iii-de' - slide one leg back still shoulder width apart, both feet facing forward
 - Step 4: 'Sink' - knees bent, back straight (drop your bottom)
 - Step 5: 'Arms' - 90 degree elbows, opposite arm to leg forward
 - Step 6: 'Roll' - roll onto balls of feet so heels off ground and balanced
 - Step 7: 'GO' - move forward on balls of feet, increasing stride after 3 steps
- Mark running distance of 15-20m with flat spot. Ask pupils to increase stride as they come out of third step. As they approach the spot they need to shorten stride for stopping. Push off from spot with lead leg and return.
- Repeat making sure each 'step' is followed.



The Activities

- 1. Funny Faces
- 2. Orienteering Obstacle Challenge
- 3. Matching Symbols
- 4. Hurdles
- 5. Punching Relay
- 6. Counting Cones
- 7. Slalom Ball
- 8. Playschool Jigsaw
- 9. Varied Running

Resources

- Pages 6-13
- Pages 14-17
- Pages 18-28
- Pages 29-30
- Pages 31-38
- Pages 39-46
- Pages 47-48
- Pages 49-52
- Page 53



1. Funny Faces

Aim

- ❑ Use the equipment indicated and map key to create the Funny Face accurately using information on the map.

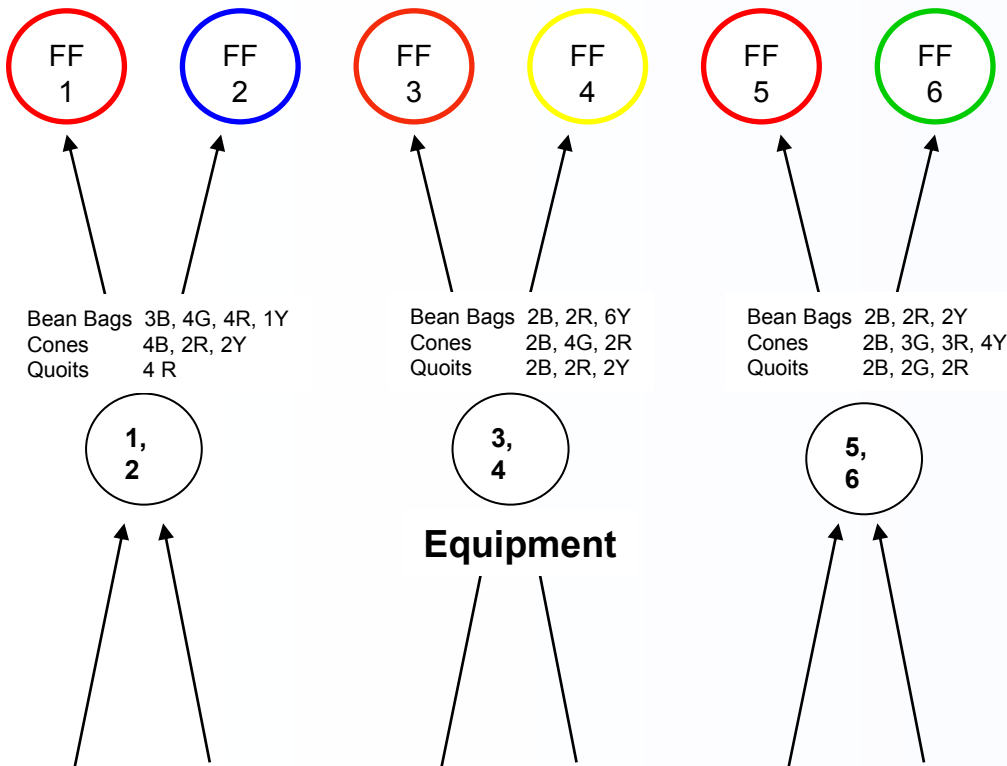
Organisation

- ❑ Set up equipment as shown. Put out extra if available to allow for mistakes.
- ❑ Explain to children the concept of the word 'symbol'.
- ❑ Arrange children preferably in pairs so they don't have long to wait for a turn.
- ❑ First child in each pair is given a Funny Face map, runs to their pile of equipment, selects the right piece for No 1 on their map, then places it in appropriate place in their Funny Face hoop.
- ❑ The child then runs back and hands map to other person. Continue till Funny Face is complete (12 items), placing each item in the correct number order as shown on the map.
- ❑ If preferred, the pair can work as one unit throughout, in which case place the equipment store hoop on the Start line.
- ❑ Pairs can swap over and try another 'Face'

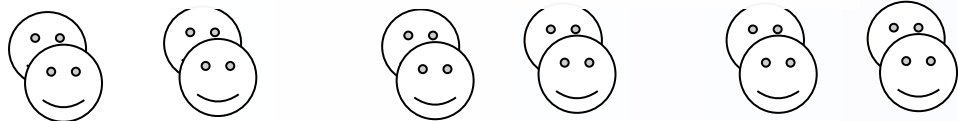


Funny Faces

Hoops for Funny Faces



6 pairs of children, each pair with a map



Objectives

- ▣ To understand the concept of a map or plan.
- ▣ To reinforce the concept that a map is like a picture.
- ▣ To understand the use of symbols and a key.
- ▣ To develop spatial awareness of the relationship of shapes to each other by transferring information on a plan to reality.

Equipment

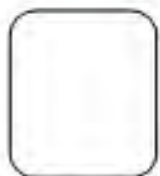
| | Yellow | Green | Red | Blue |
|-------------|--------|-------|-----|------|
| Bean Bags | 9 | 4 | 8 | 7 |
| Quoits | 2 | 2 | 8 | 4 |
| Cones | 6 | 7 | 7 | 8 |
| Large hoops | 1 | 1 | 3 | 1 |

- ▣ 3 extra hoops for equipment store
- ▣ Funny Face maps – 1 - 6

Funny Face 1



Key



Bean bag

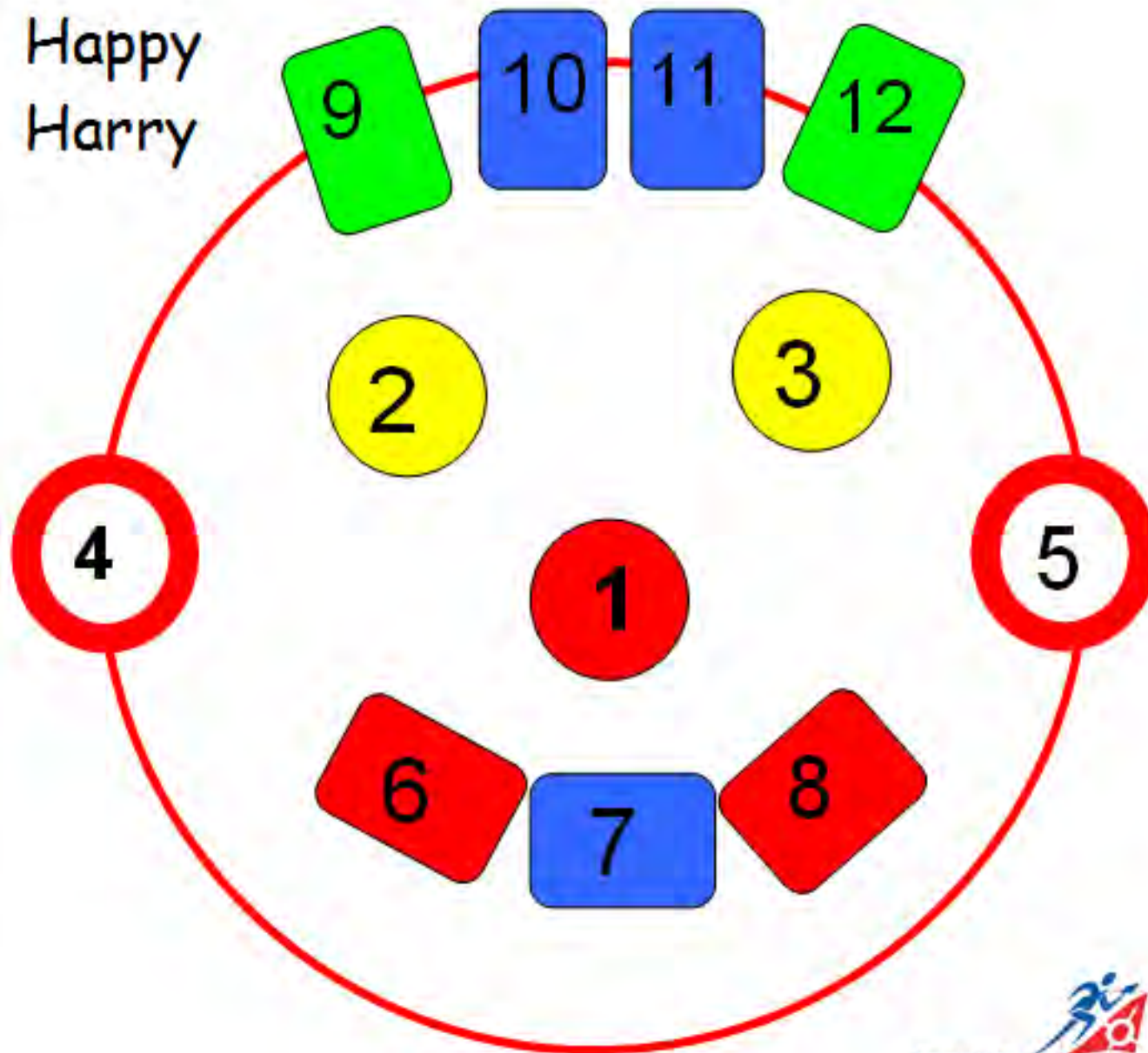


Cone



Quoit

Happy
Harry



Funny Face 2



Key



Bean bag

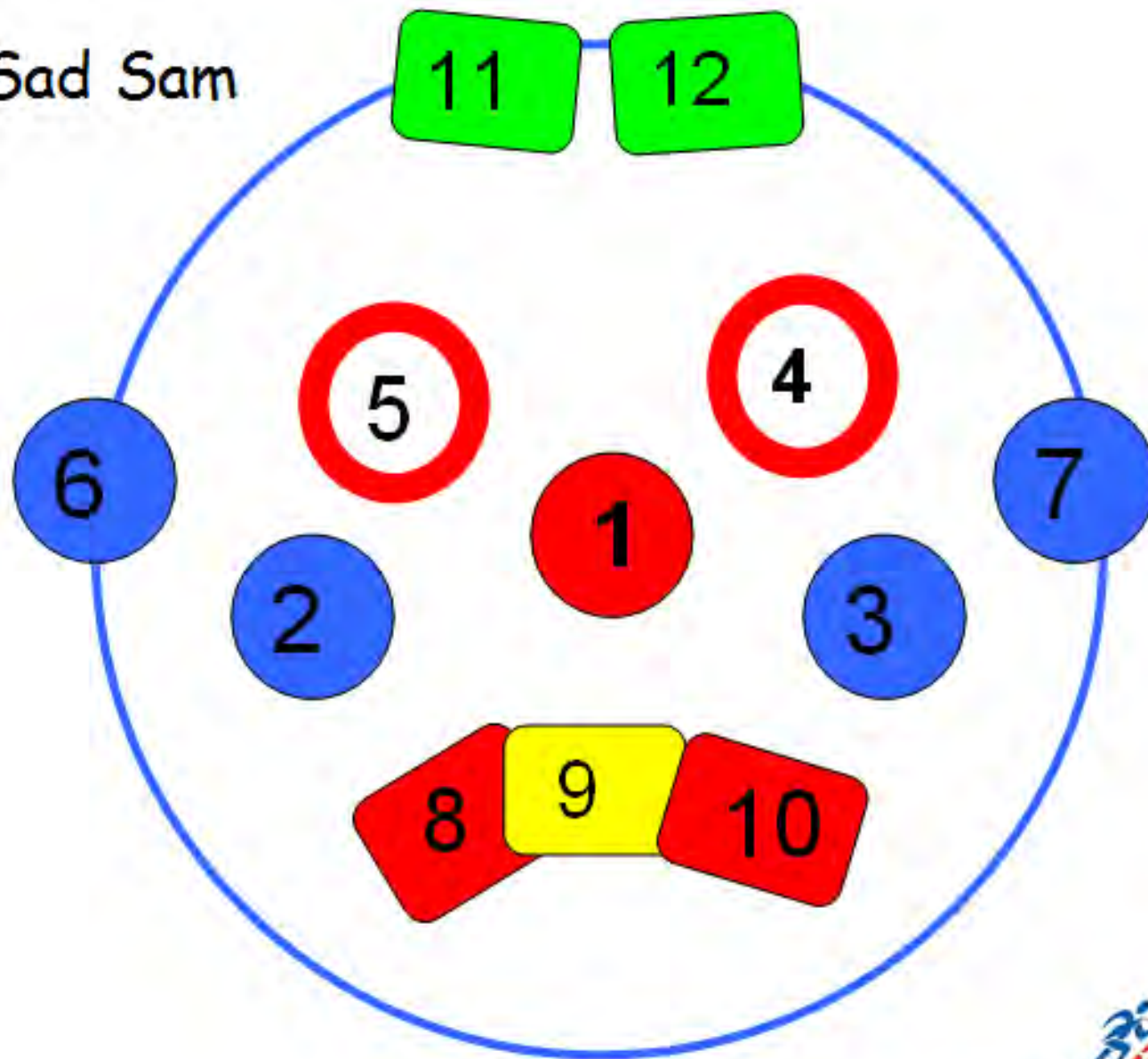


Cone



Quoit

Sad Sam



Funny Face 3



Key



Bean bag

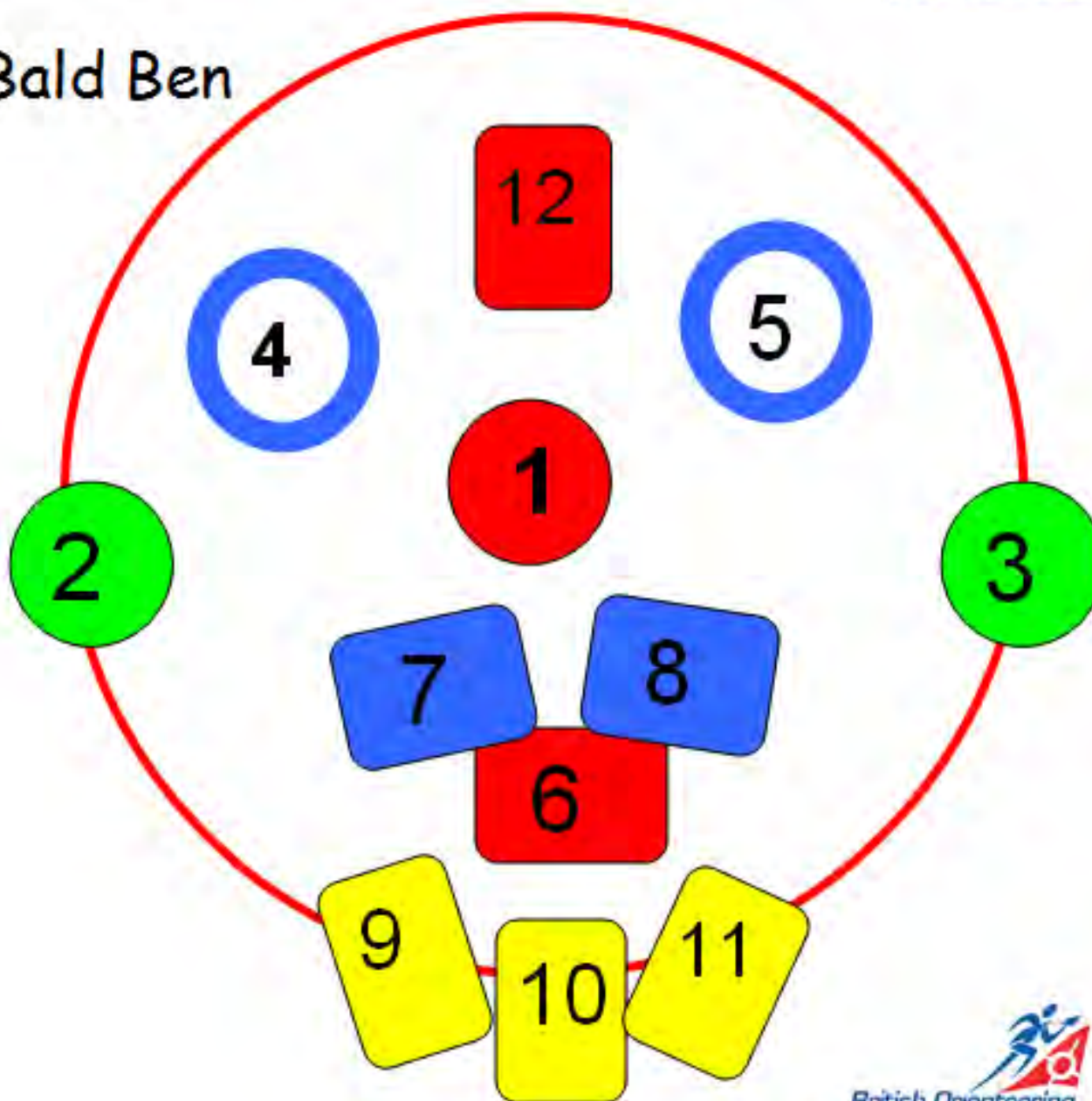


Cone

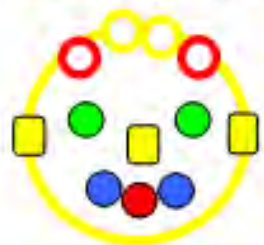


Quoit

Bald Ben



Funny Face 4



Key



Bean bag

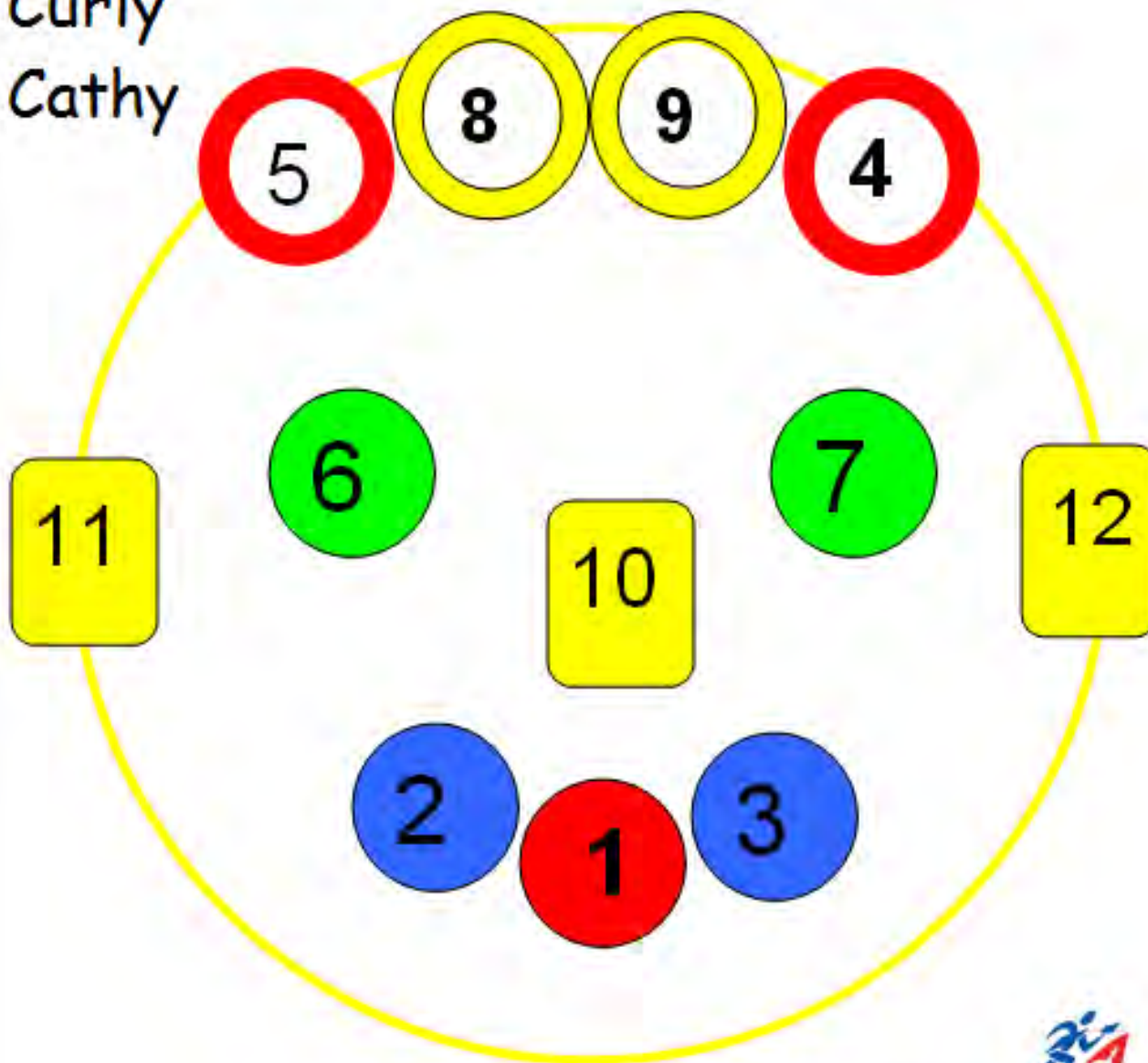


Cone



Quoit

Curly Cathy



Funny Face 5



Key



Bean bag

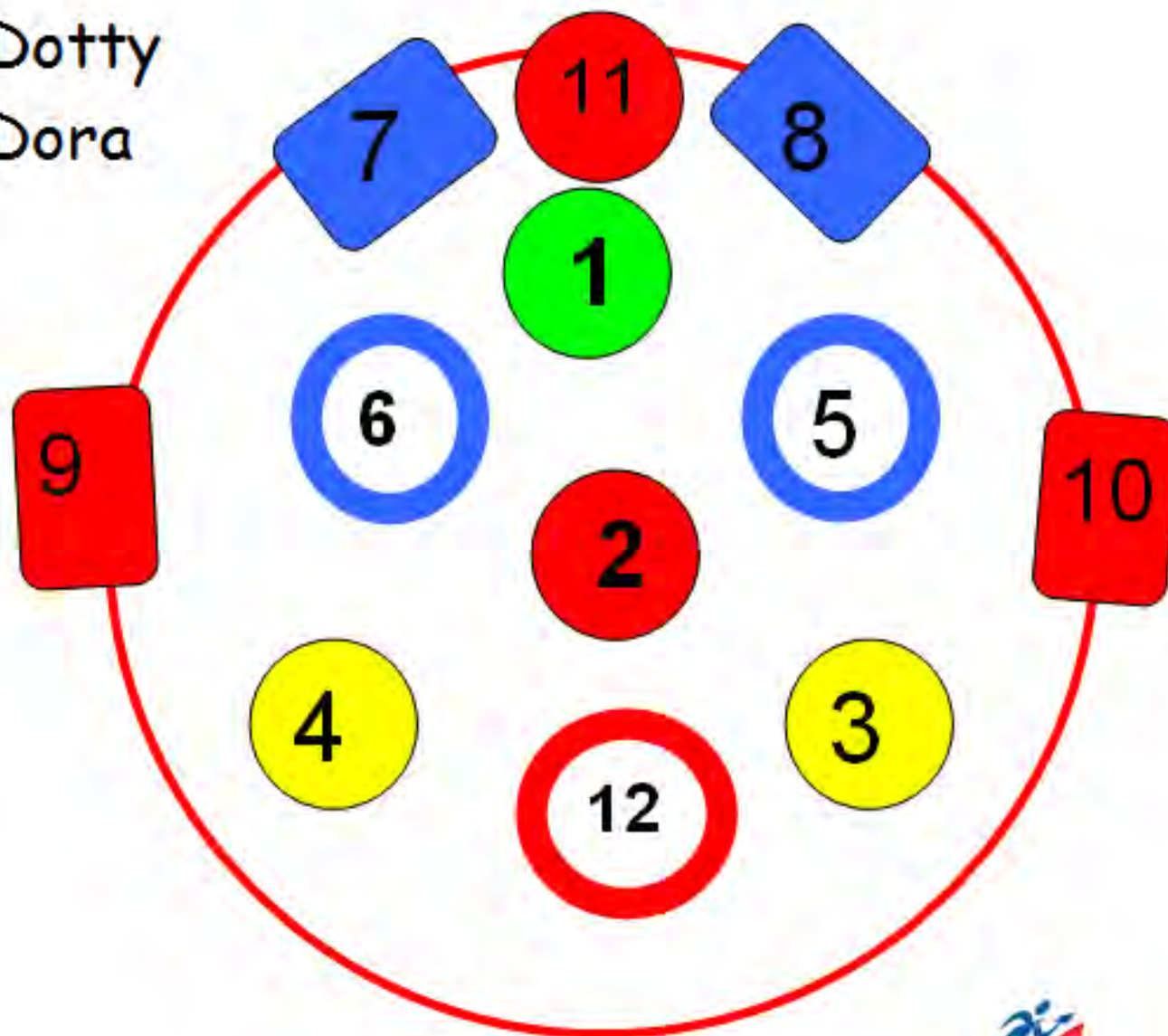


Cone



Quoit

Dotty Dora



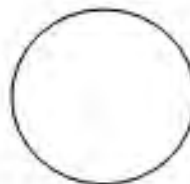
Funny Face 6



Key



Bean bag

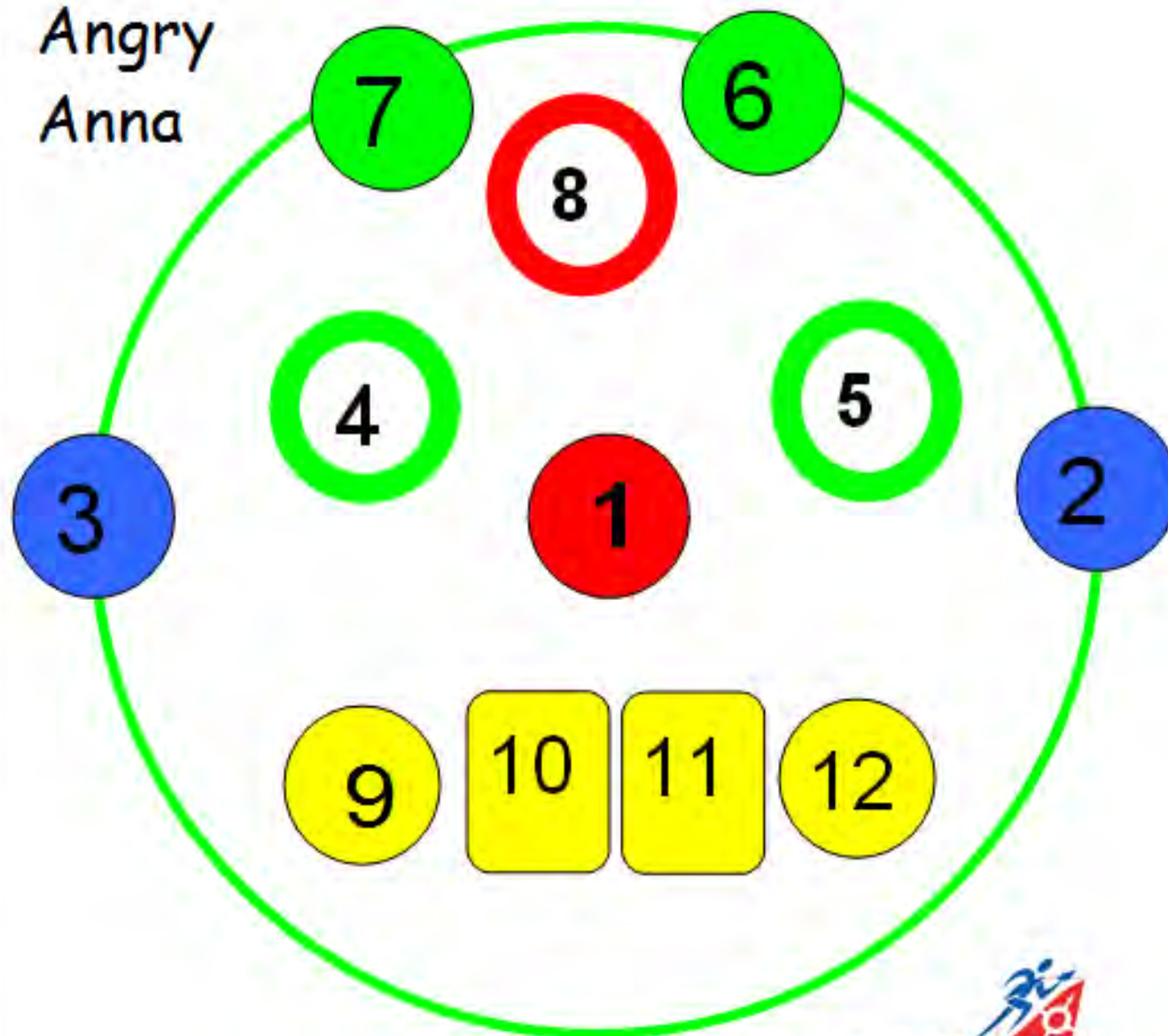


Cone



Quoit

Angry
Anna





2. Orienteering Obstacle Challenge

Aim

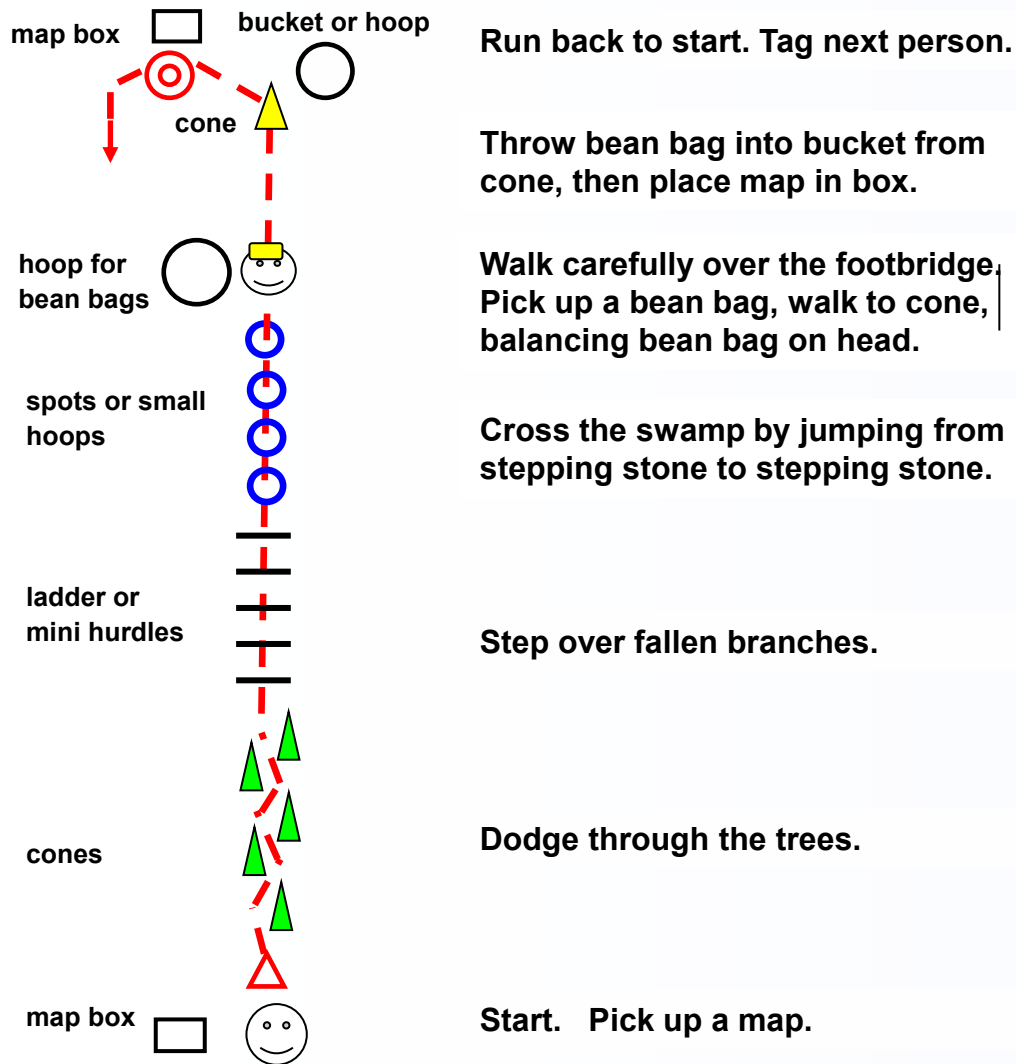
- ❑ To simulate a cross country leg of an orienteering course. A scoring option is available to introduce an element of competition.

Organisation

- ❑ Set up the equipment using the full length of space available. The equipment/layout shown is a suggestion and may be altered or adapted. One set of equipment is needed for each group.
- ❑ Put the children into small groups. These do not have to be the same size. For instance, with 10 children, split into 2 x 3, 1 x 4.
- ❑ The course is run as a relay. Each child picks up a map at the start, negotiates the course as shown, holding the map, and deposits the map in the box at the end of the line.
- ❑ The child then run back round the outside of the line of equipment to tag the next person, who then starts.
- ❑ Carry on until the final whistle is blown. Allow practice time, then time the 'competition' for a set time which is the same for each group – e.g. 5 minutes
- ❑ The total number of maps deposited in all the boxes at the far end is then the team score.



Orienteering Obstacle Challenge



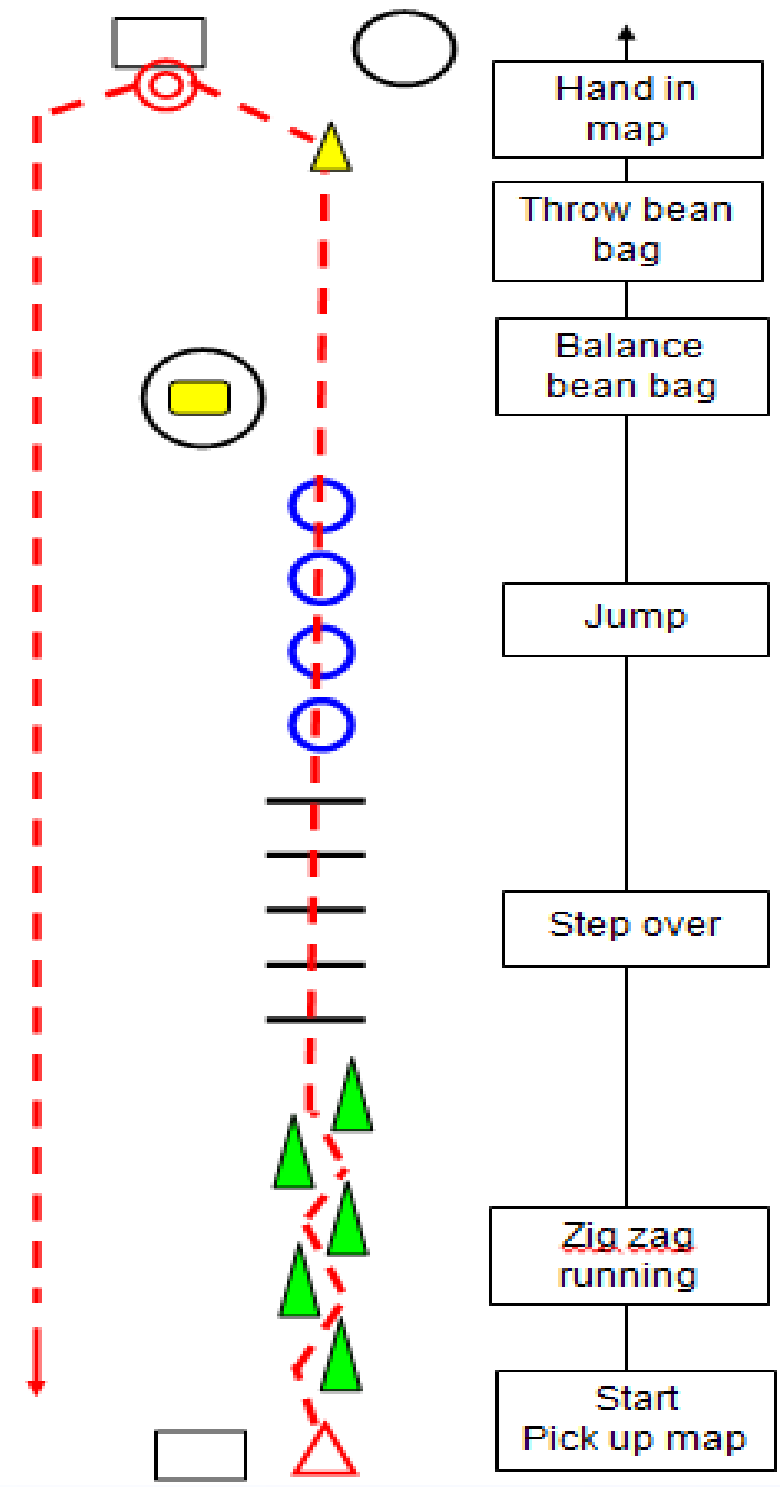
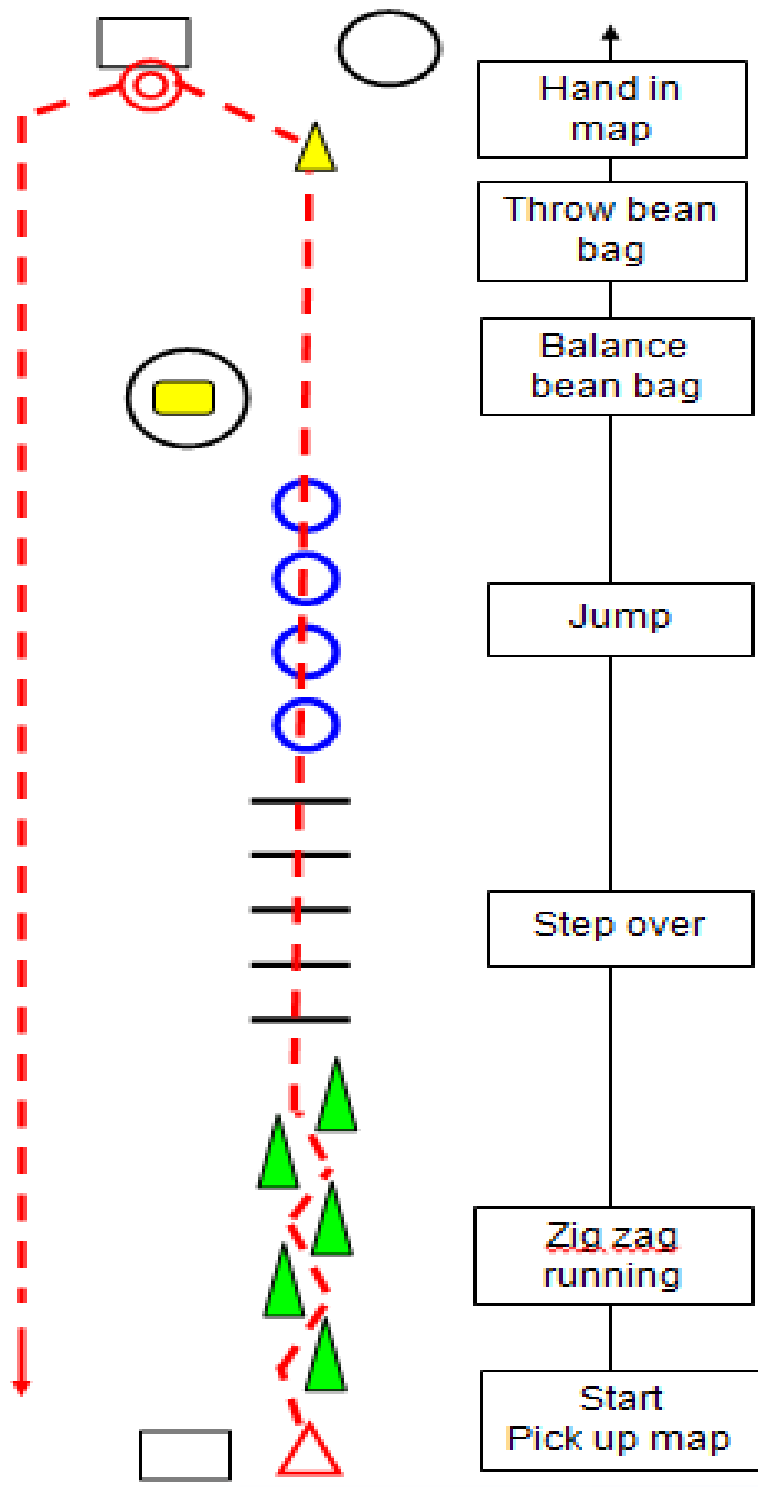
Objectives

- ❑ To introduce a competitive element.
- ❑ To encourage team support
- ❑ To demonstrate all the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map.

Equipment

For each group:

- ❑ 2 map boxes
- ❑ 6 cones
- ❑ 5 mini hurdles or a ladder
- ❑ 4 spots or small hoops
- ❑ 2 large hoops or buckets
- ❑ Stop watch (one for the whole activity)
- ❑ Resource Obstacle map
- ❑ Resource Score sheet. Only 1 copy is needed per team.





Obstacle Challenge Score Sheet

| | Team Name | Number of maps in each box | Total |
|---|-----------|----------------------------|-------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |



3. Matching Symbols

Aim

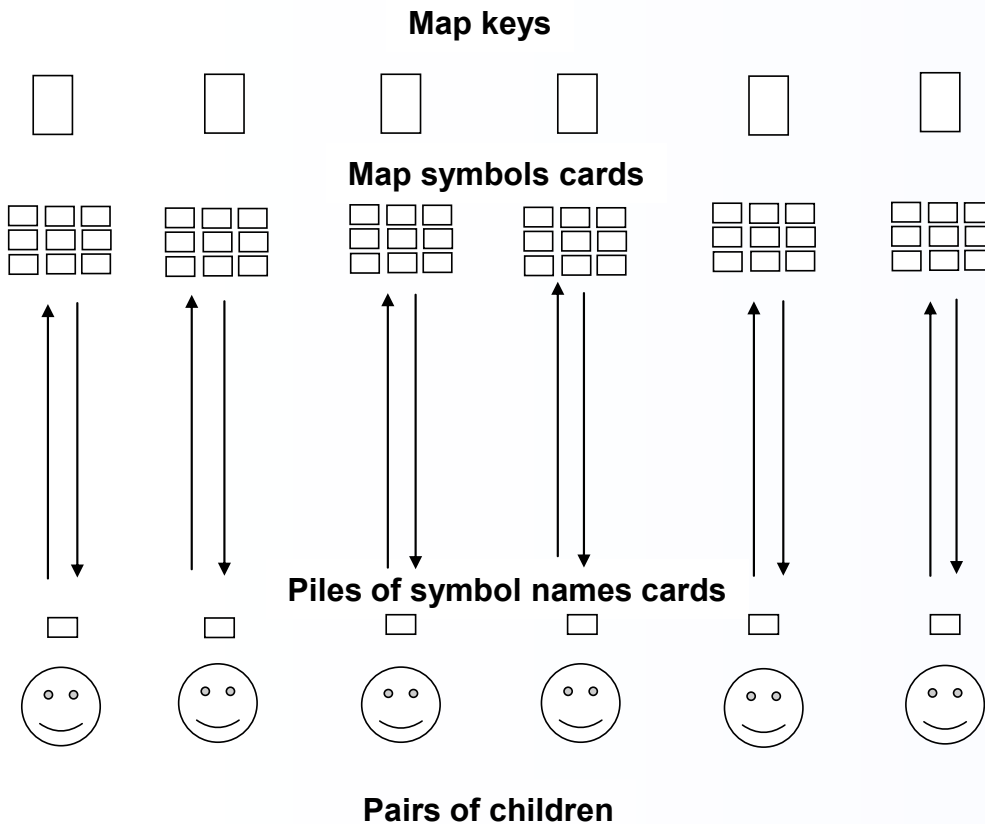
- ❑ To match up the map names symbol cards correctly with the corresponding map symbol cards.

Organisation

- ❑ Set up as shown. A key of symbols can be placed just beyond the cards for consultation if the children are unsure of the symbols.
- ❑ 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 2 cards (symbol and name) next to each other beside the team for easy checking.
- ❑ Runners then take it in turn to run to pick up a card, return, match it and so on until all the cards have been matched up.
- ❑ Leaders to check cards are correctly matched when finished.



Matching Symbols



Objectives

- ▣ To learn the basic orienteering symbols and colours.
- ▣ To encourage cooperation and discussion.

Equipment

For each pair/team

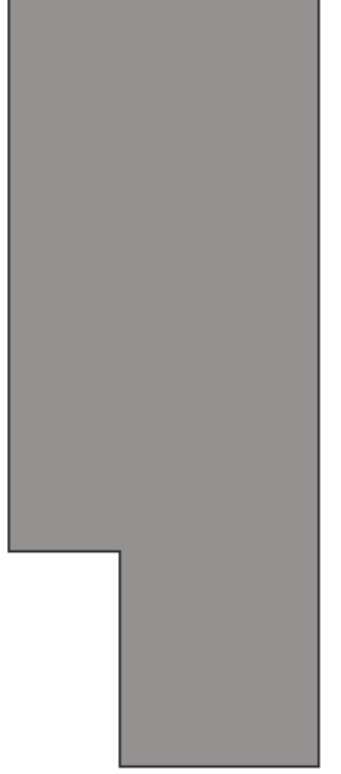
- ▣ Resource - map key
- ▣ Resource - set of laminated symbol and words cards. Each A4 sheet contains 4 symbols or words which need to be cut up and laminated separately to produce 16 word cards and 16 symbols cards.

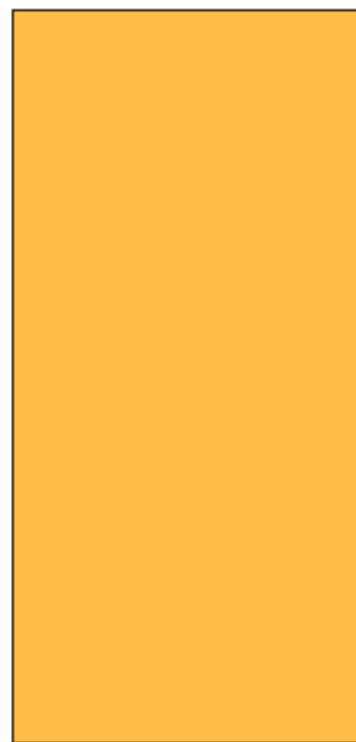
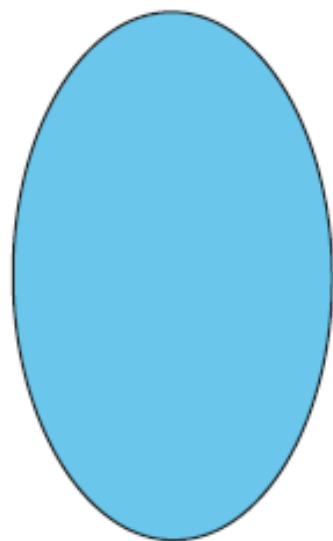


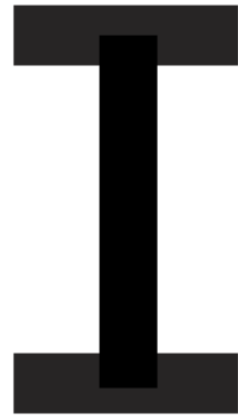
Map Key

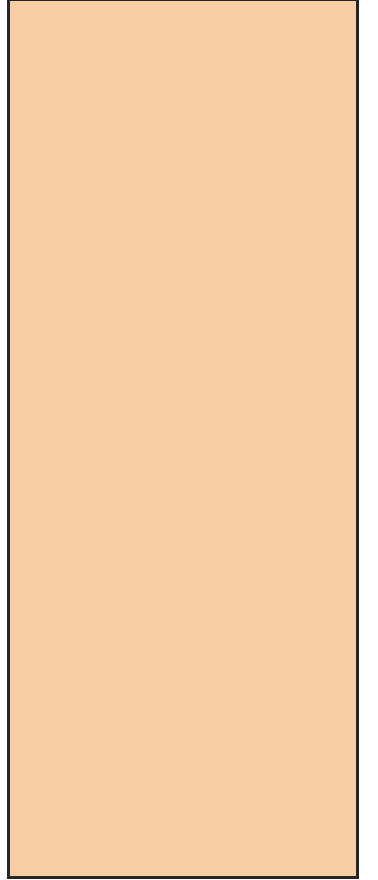
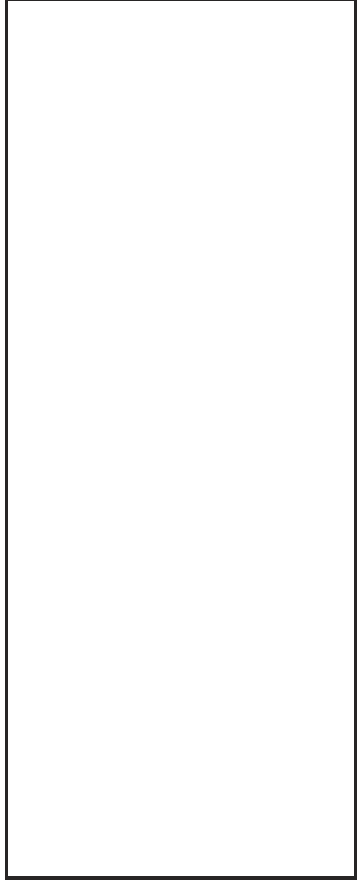
| | |
|--|----------------|
| | Building |
| | Wall |
| | Fence |
| | Tree |
| | Tree stump |
| | Seat |
| | Play apparatus |
| | Steep slope |

| | |
|--|------------------|
| | Open land |
| | Playground |
| | Forest: run |
| | Bushes |
| | Pond |
| | Stream |
| | Footpath |
| | Man made objects |









Building



Wall



Fence



Tree



Open land



Bushes



Pond



Footpath



Stream



Play
apparatus



Seat



Man made
objects



Playground



Tree stump



Forest: run



Steep slope





4. Hurdles

Aim

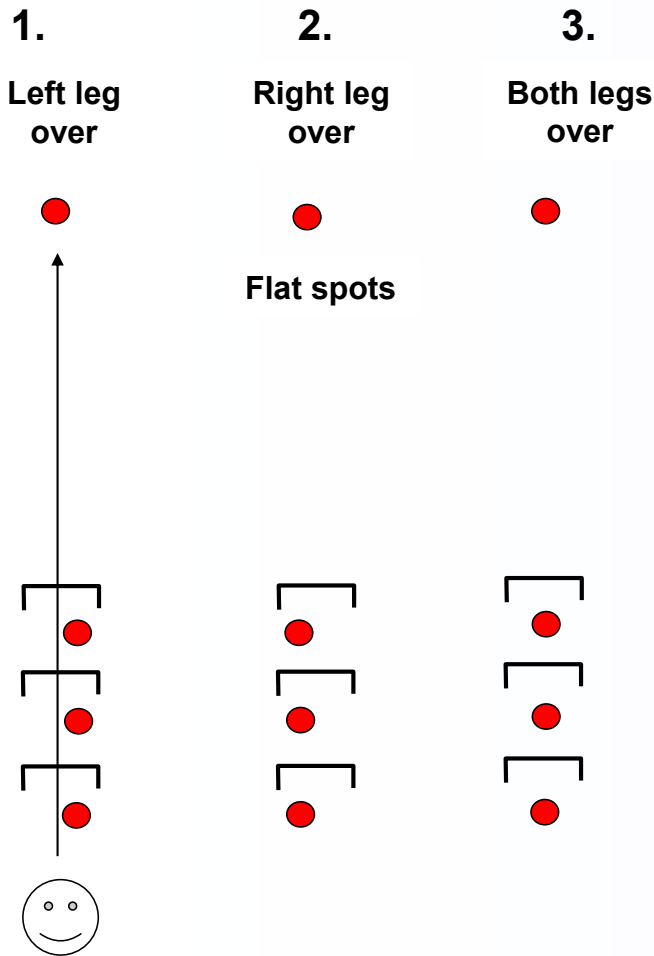
- Development of agility and running technique for through terrain.

Organisation

- Lay out 2 sets of equipment. Place 3 hurdles using length of hurdle as a guide for distance between each. Place flat spot 15m beyond last hurdle. Feet of hurdles should face feet of child.
- Arrange children into 2 groups in front of hurdles.
- Left leg only over hurdle.
- Right leg only over hurdle – move spots to left side of hurdle.
- Both legs over hurdles – move spots to middle of hurdle, both feet down between each hurdle, right leg lead and left leg lead.
- Step over hurdles – one foot between each hurdle.
- Continue all steps by jogging through hurdles, if time allows continue increasing speed.
- Check: Foot placement should be forward, head up, no looking down, arms in 90 degree position.



Hurdles



Objectives

- ❑ To clear the hurdles, concentrating on technique.

Equipment

- ❑ 6 mini hurdles
- ❑ 10 flat spots

Left leg only over hurdle

- ❑ Set up 2 lines of Left Leg Over hurdles.
- ❑ Place spots in front of hurdle right side.
- ❑ Place left foot on 1st spot, walk on balls of feet, lifting left leg over hurdle and placing on each spot.
- ❑ Run to final spot, then return direct to start line. (Never come back the wrong way through hurdles).
- ❑ 2nd pupil can start when 1st has cleared all 3 hurdles.
- ❑ Continue as above, moving spots as appropriate for right leg (2), both legs (3).



5. Punching Relay

Aim

- ❑ To punch the control card accurately, with the correct punch patterns in the corresponding numbered boxes on the card.

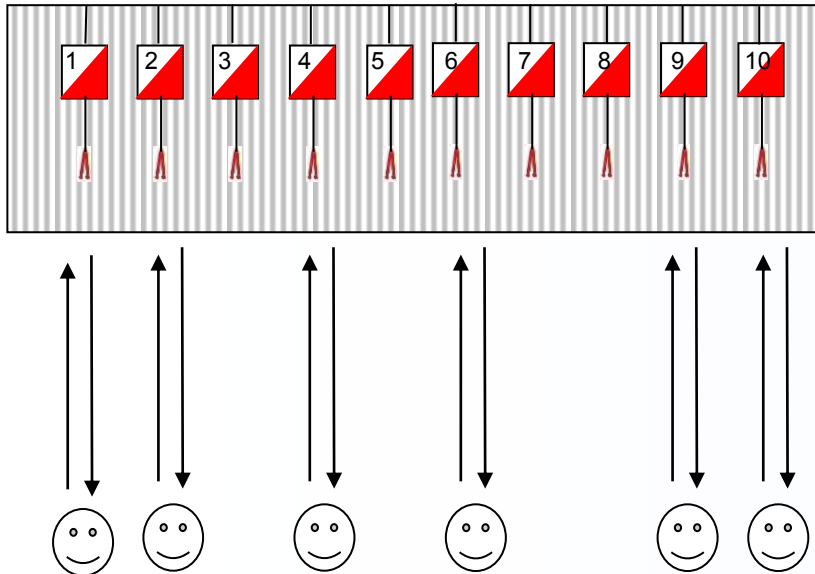
Organisation

- ❑ Hang the 10 markers in number order with punches attached spaced out along one side of the boundary. Tie to fence, or if none is available, tie on to a rounders posts or cones.
- ❑ Line the pairs up, spaced out, opposite the punches/markers. Give each pair a control card.
- ❑ The first child runs to the marker opposite, and punches the control card in the correct square on the **top row**, then returns and hands over to the 2nd child.
- ❑ The 2nd child runs to the same marker and punches the card in the correct square on the **bottom row**, then returns and hands the card back to the 1st child.
- ❑ Children continue, taking it in turns, until they have each completed their row on the control card. They can punch each square in any order after their first turn.
- ❑ Leader to check cards are punched correctly when finished.



Punching Relay

Markers and punches attached to fence



Pairs of children, 1 control card per pair

Objectives

- ❑ To familiarise children with orienteering equipment: control cards, punches, orienteering markers.
- ❑ To practice using control cards and punches, and to understand that control cards must be punched in the correct numbered box.

Equipment

- ❑ Resource - set of laminated orienteering markers.
- ❑ Resource – control card, 1 for each pair.
- ❑ 2 Check control cards (prepare in advance by clipping each box with the correct punch).
- ❑ 10 Orienteering punches, tied to fence with string. If unavailable, then coloured wax crayons could be used.
- ❑ If no fence on which to tie clippers – 10 rounders posts/cones.

A square with a diagonal line from the bottom-left corner to the top-right corner. The area below the diagonal is filled with red, and the area above is white. A large black number '1' is centered in the white area.

1

A square with a diagonal line from the bottom-left corner to the top-right corner. The area below the diagonal is filled with red, and the area above is white. A large black number '2' is centered in the white area.

2

3



4



5



6



7

8



9



10

| | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1st person | | | | | | | | | |
| 2nd person | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1st person | | | | | | | | | |
| 2nd person | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1st person | | | | | | | | | |
| 2nd person | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1st person | | | | | | | | | |
| 2nd person | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |



6. Counting Cones

Aim

- ❑ To practice the skills of orientation and recognition of Start and Finish symbols.

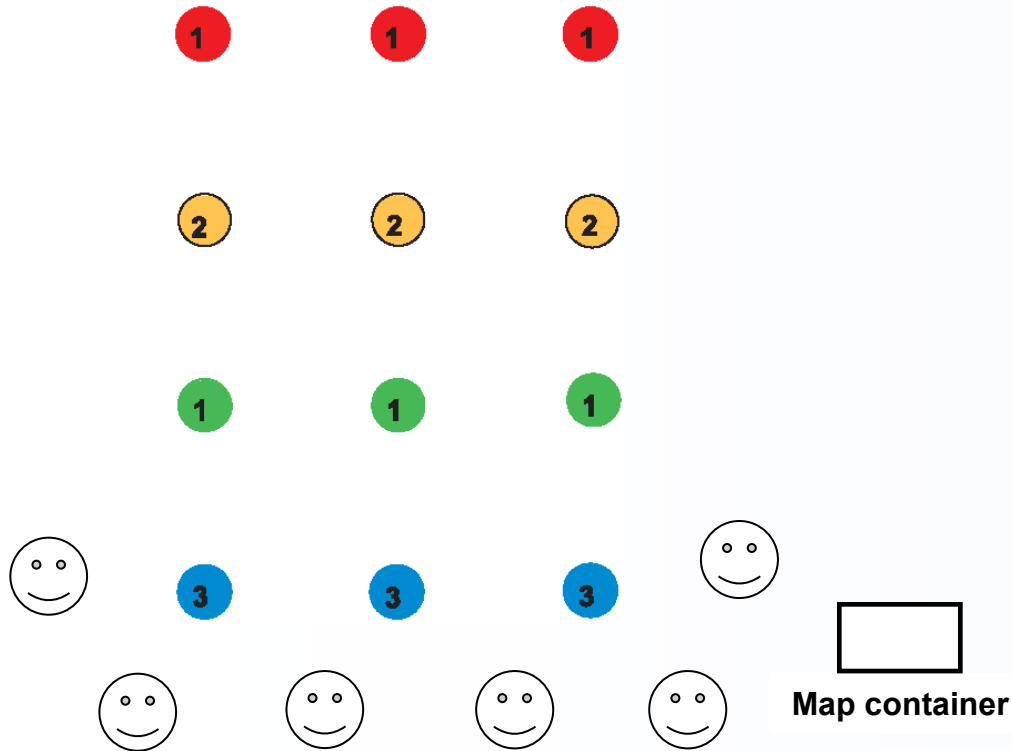
Organisation

- ❑ Seat pairs around blue end of set up cones.
- ❑ Give children a copy of the demo map. Make sure they have it orientated.
- ❑ Leader explains **map orientation, Start triangle, Finish double circle**, then walks the route, orientating map. Children (seated) follow Leader's route on the map with their finger.
- ❑ Give each pair a map (1-6).
- ❑ Each pair stands at their start, shown by the red 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, check the answer with the Leader, then take a different map and try a different course.



Counting Cones

Cones set out equidistant apart using all the available space



Pairs of children, seated for Leader's demo

Objectives

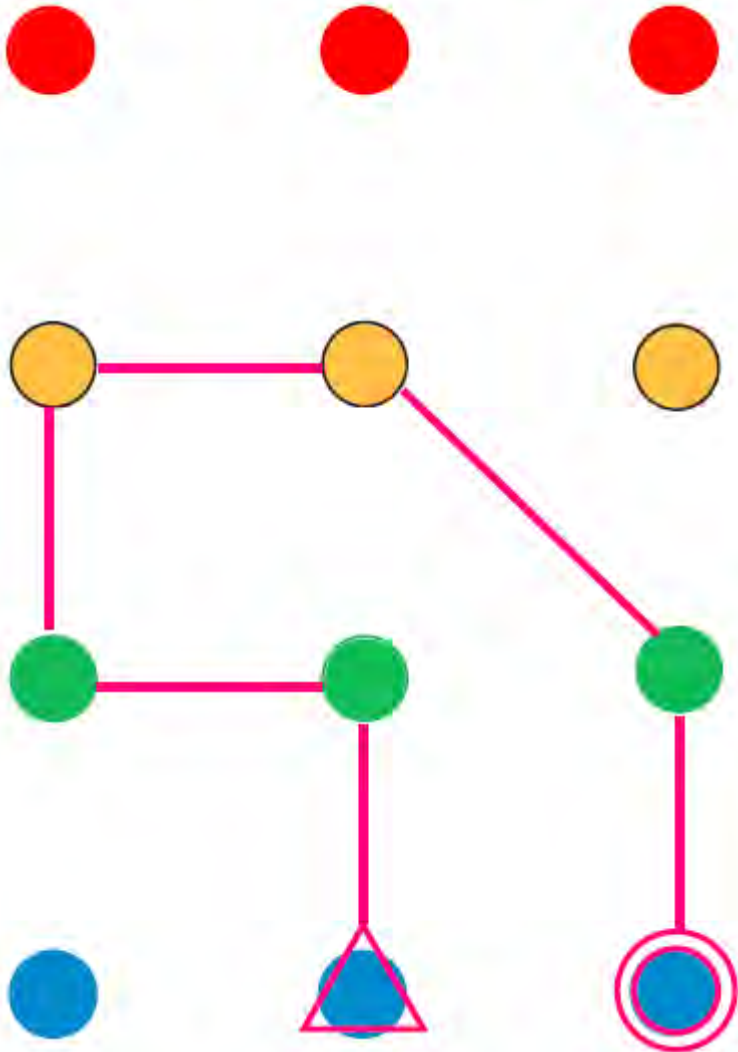
- ❑ To teach the skills of map orientation.
- ❑ To encourage cooperation .

Equipment

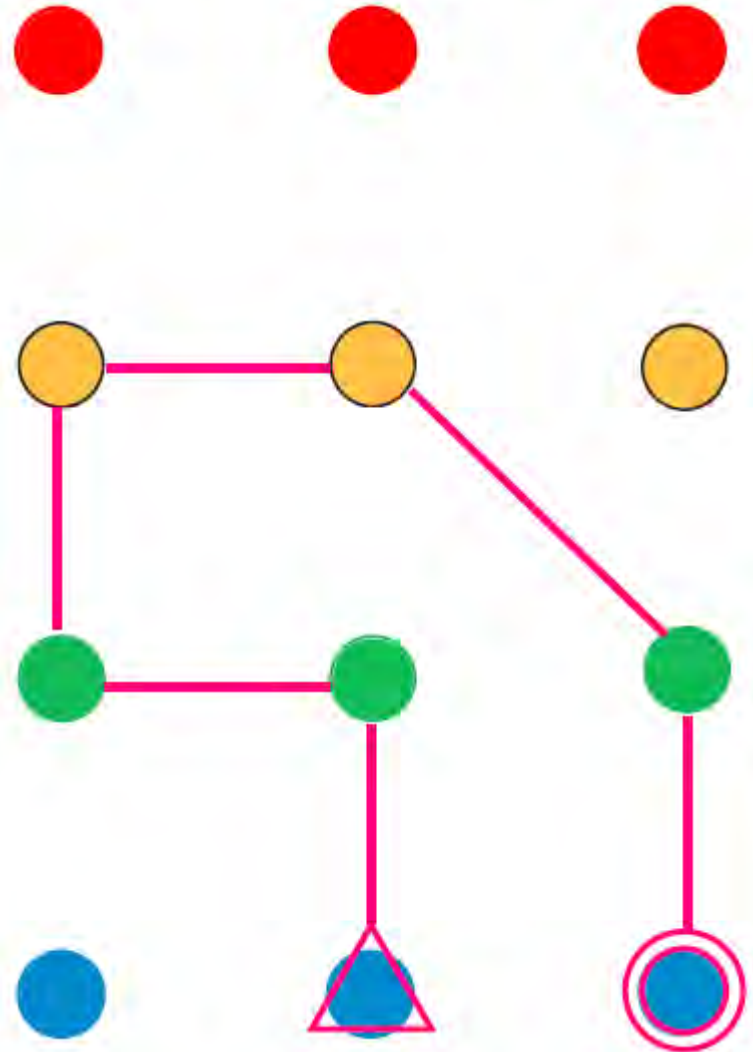
- ❑ 12 cones; 3 each of red, blue, yellow, green.
- ❑ Resource - laminated demo maps.
- ❑ Resource – laminated sets of maps 1-6
- ❑ Resource - Answer sheet.
- ❑ Resource - Recording sheet.
- ❑ Sticky labels for cones, numbered as shown.
- ❑ Container for maps.



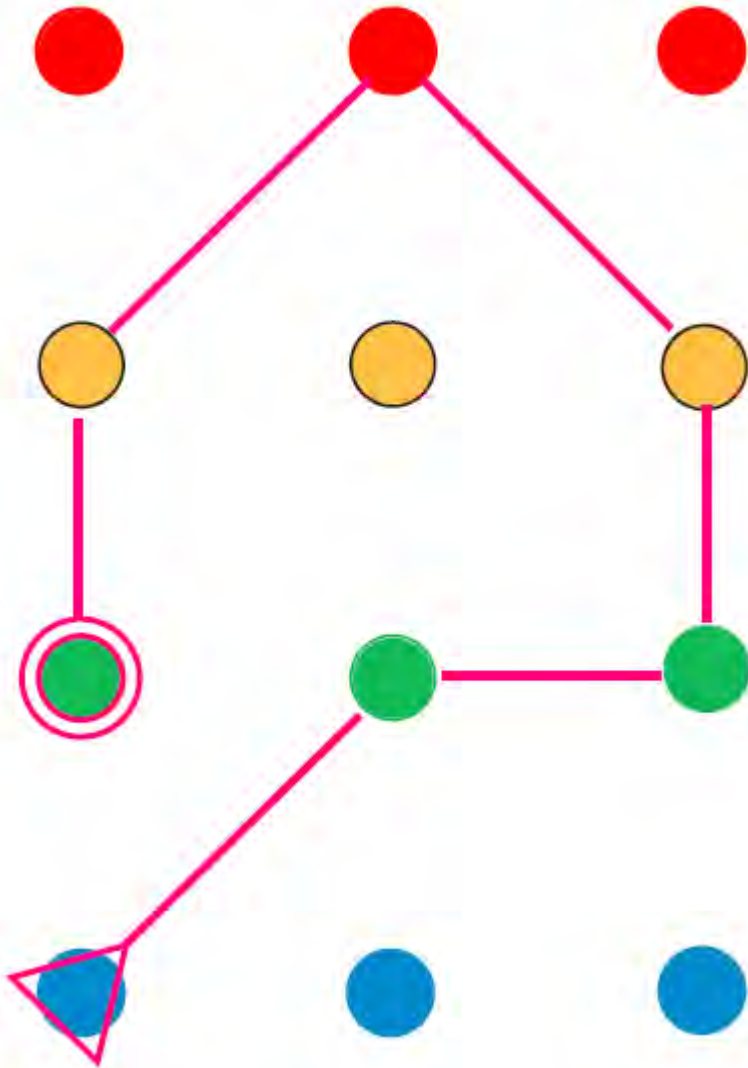
DEMO COURSE



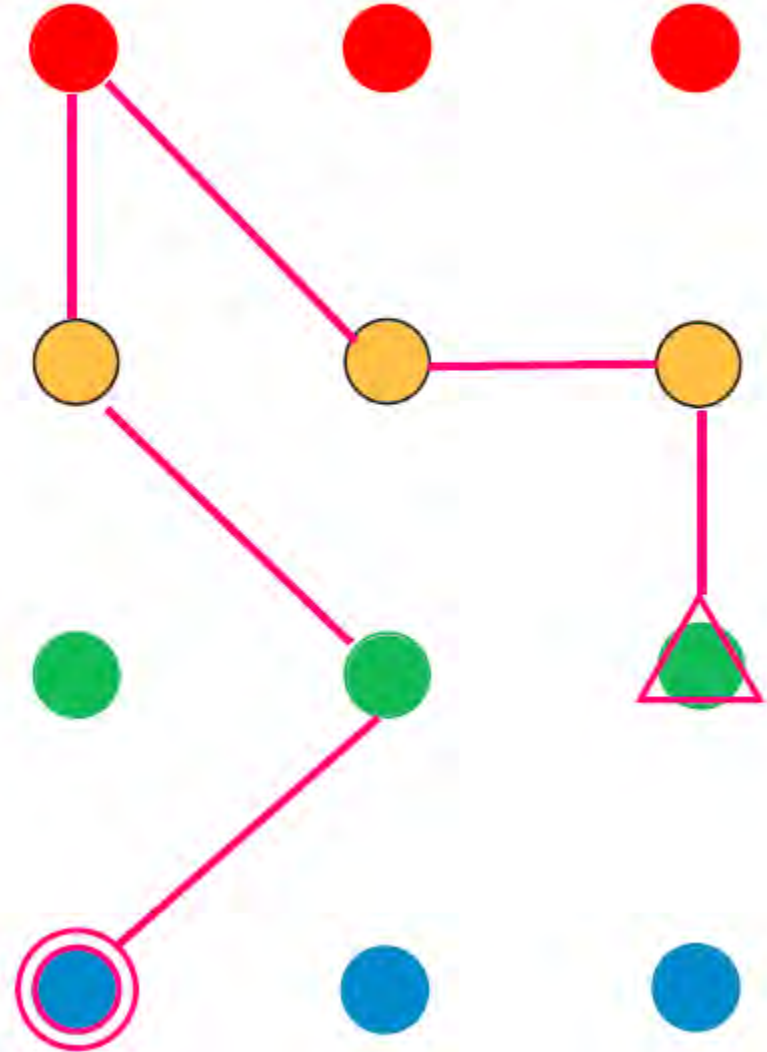
DEMO COURSE



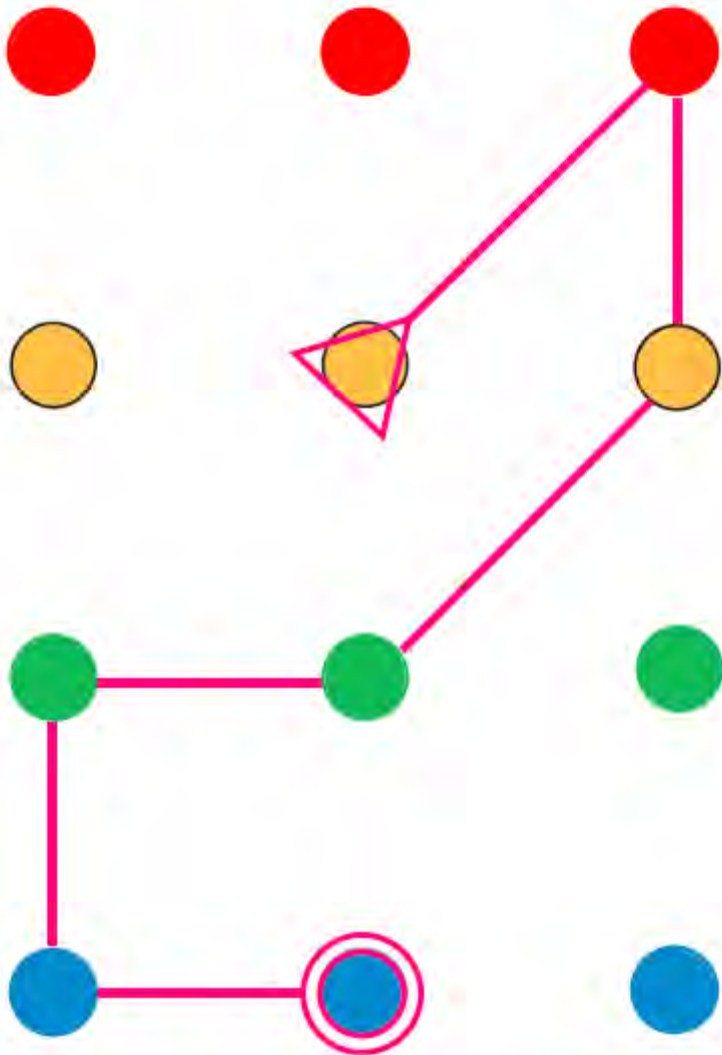
MAP 1



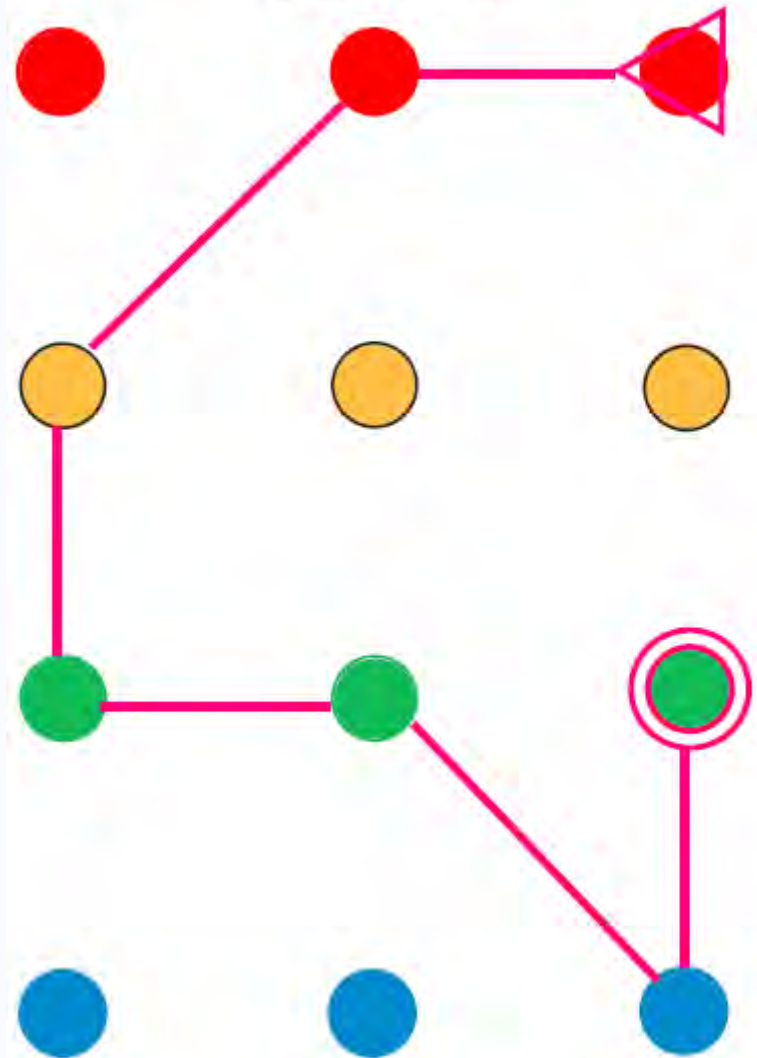
MAP 2



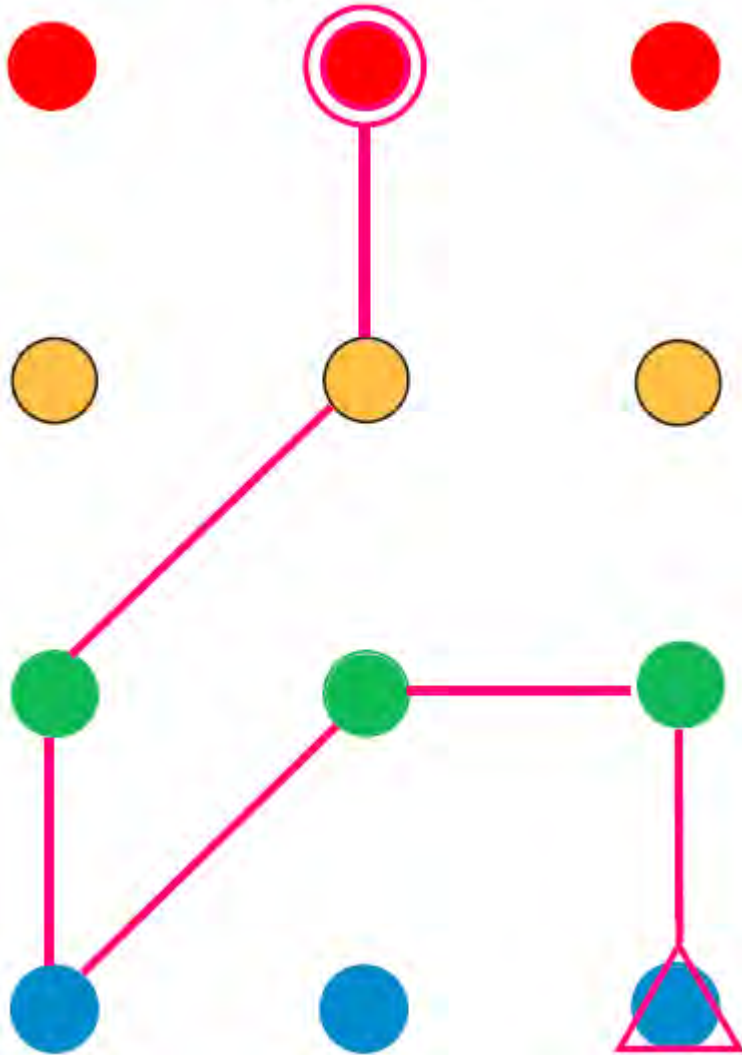
MAP 3



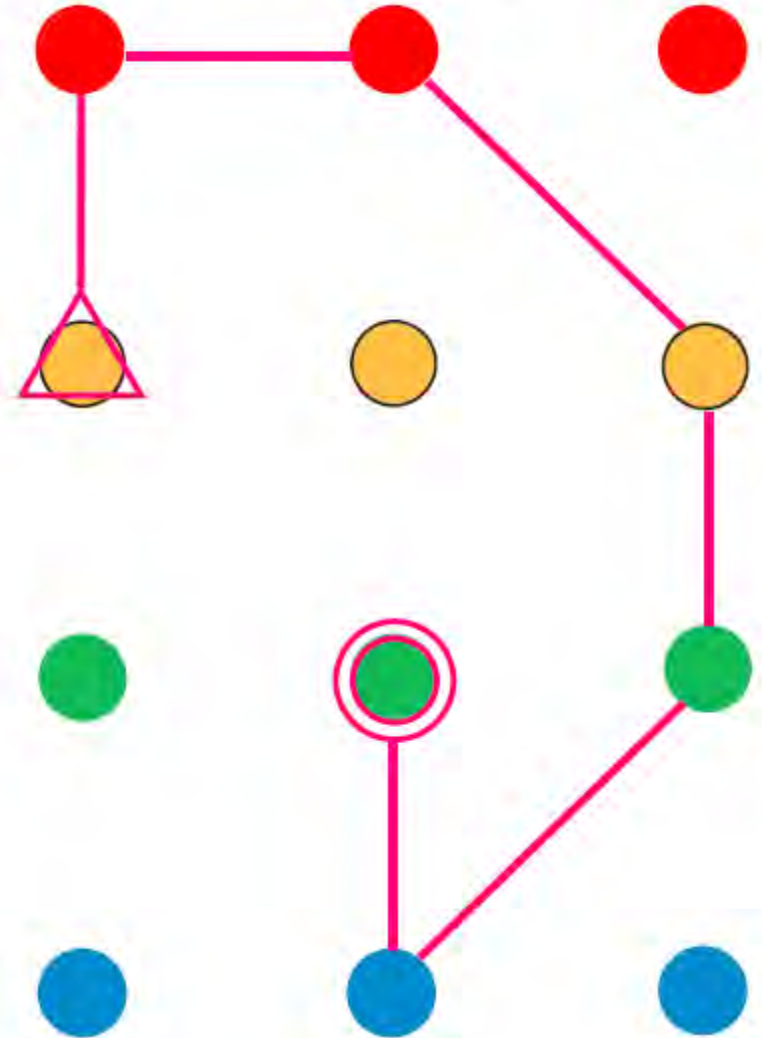
MAP 4



MAP 5



MAP 6





1

1

1

2

2

2

1

1

1

3

3

3

Set up as shown.

ANSWERS

Map 1 = 11

Map 2 = 12

Map 3 = 13

Map 4 = 10

Map 5 = 12

Map 6 = 11



7. Slalom Ball

Aim

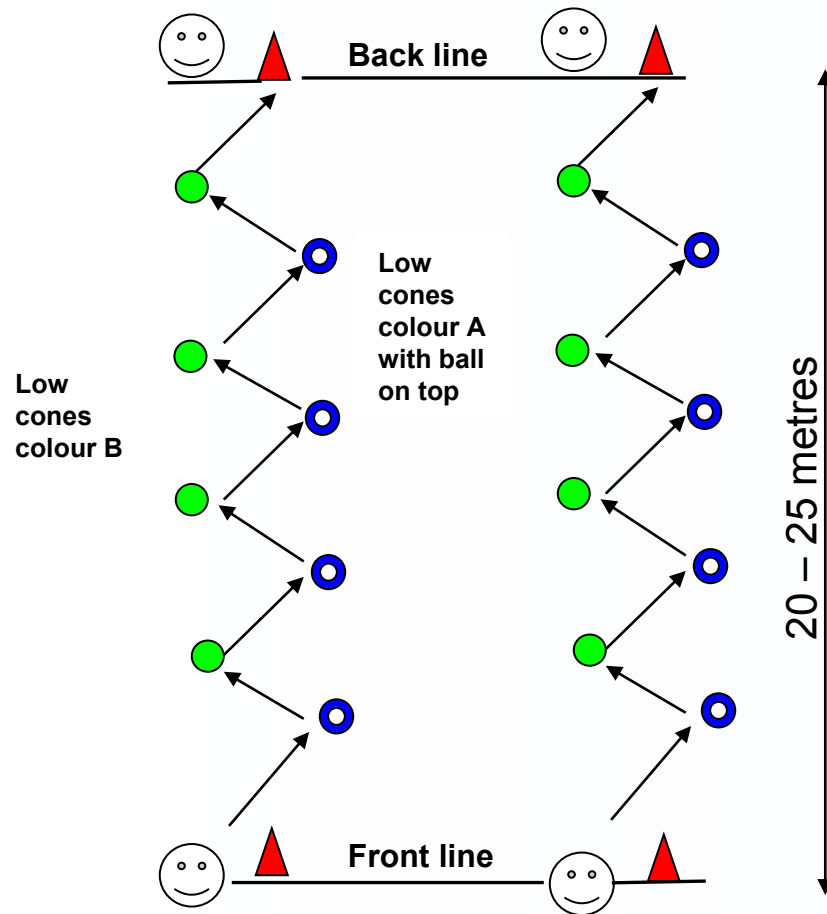
- ❑ To improve agility and hand-eye co-ordination.

Organisation

- ❑ Set up 2 sets of equipment as shown.
- ❑ Arrange children in 4 even groups (2 teams) if possible, 1 group at each start cone and 1 group at each back cone. If there are 10 children per team, have 3 in the first group and 2 in the second group.
- ❑ First runner moves balls from right to left, continues to back cone tagging next runner, who returns balls to original position. Continue until each runner has had a go.
- ❑ How can you do it quicker?
Pick up ball with right hand, swap it to left hand before placing down.
Don't overrun cones – stretch to pick up/place down balls.
Sidestep between cones instead of running.
Pupils to practice these techniques.
- ❑ Race between the 2 teams.



Slalom Ball



Objectives

- Development of agility.
- Development of hand – eye co-ordination.

Equipment

- 8 low cones colour A.
- 8 low cones colour B.
- 8 small balls – to be placed on top of cones A.
- 4 cones to mark start and back lines.



8. Playschool Map Jigsaw

Aim

- ❑ To match the map jigsaw pieces correctly to the underlying picture to create a complete map.

Organisation

- ❑ Revise map symbols with flash cards using Resource.
- ❑ Arrange children preferably in pairs, each pair beside a container of jigsaw pieces.
- ❑ As a pair, children take 1 jigsaw piece at a time, run to the picture board and place the jigsaw piece on top of the corresponding picture in the correct place.
- ❑ Run back to the container and continue until jigsaw is complete.
- ❑ Sports leaders should be positioned by the picture to supervise/help if necessary.
- ❑ When finished, collect all pieces and return them to the container.
- ❑ If time, they can try to do the jigsaw without the aid of the picture.



Playschool Map Jigsaw

Objectives

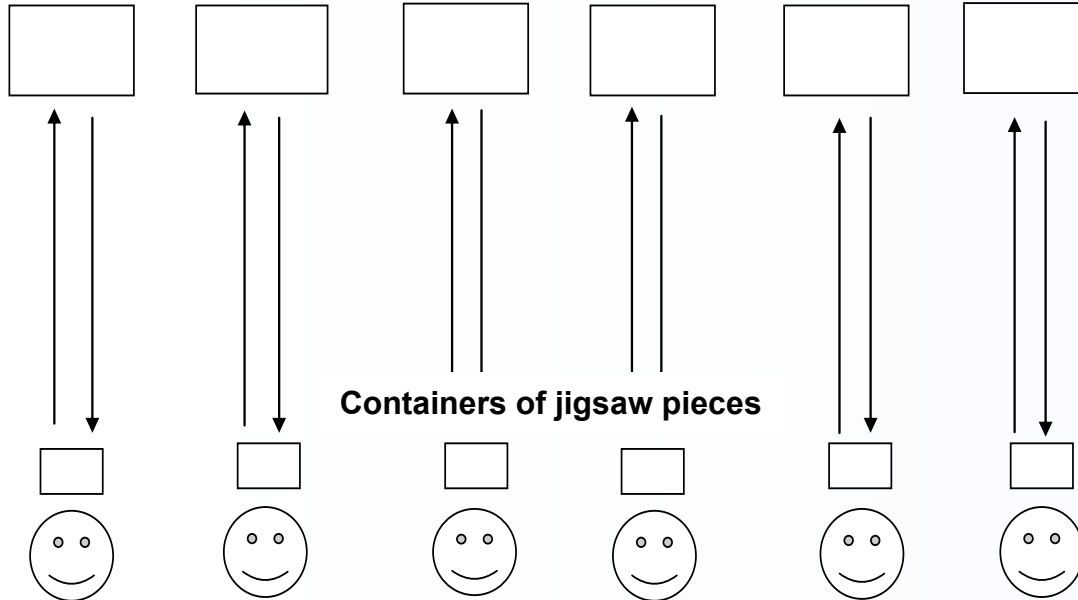
- To understand how a map relates to a picture.
- To understand the use of symbols.
- To learn the basic orienteering symbols and colours
- To encourage cooperation and discussion.

Equipment

For each pair

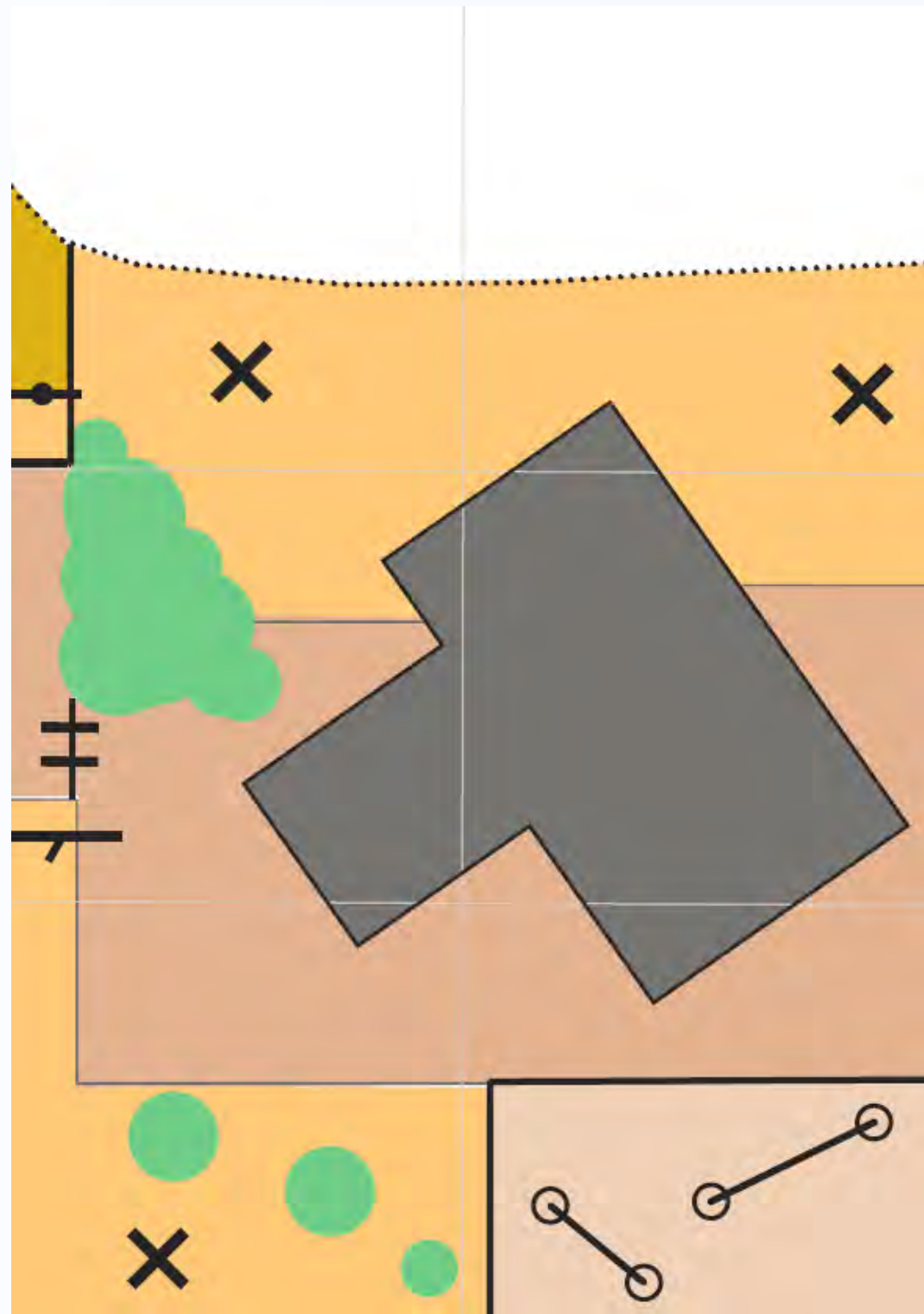
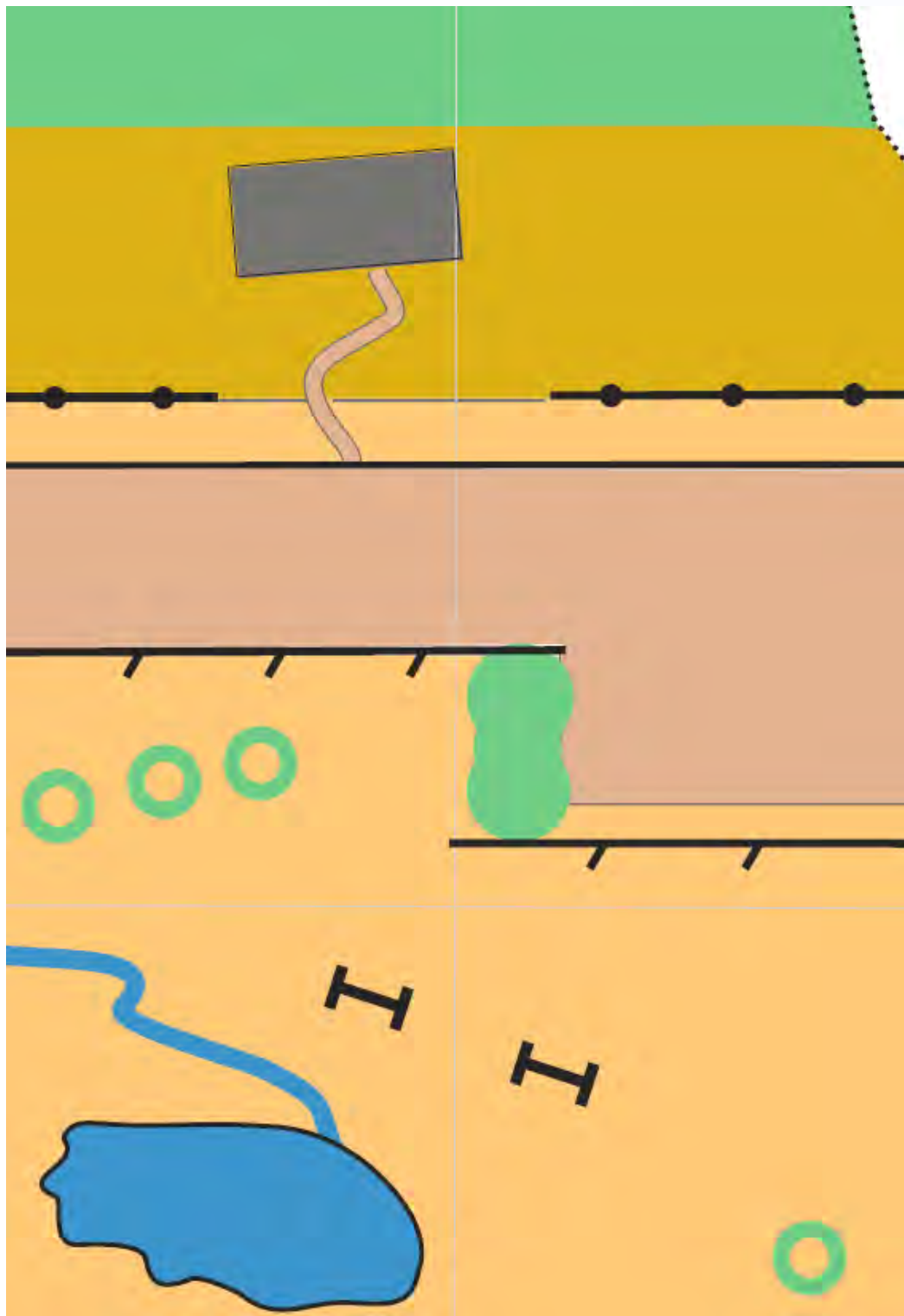
- Resource 1 – print A3, laminate outside
- Resource 2 - print A3 (so it would fit over 1st map) laminate and cut into pieces using the grey guidelines to make 12 jigsaw pieces.
- Blu tack – place a small lump on the back of each jigsaw piece to stick it to the picture.
- Container for each set of jigsaw pieces

Playschool picture (A3) on board



Pairs of children







9. Varied Running

Aim

- Improve Agility, Balance and Co-ordination.

Organisation

- Within restricted space move around each other; listen for new instruction on whistle.
- Walk; fast walk; jog; walk backwards; run; jog backwards; sidestepping; hop left foot; skip; hop right foot; high 5; low 5.
- On whistle place right/left hand or foot on spot.
- On whistle stop and balance as per:
 - ‘**Orienteer**’ - running with map and compass
 - ‘**Beckham**’ - football strike
 - ‘**Murray**’ - tennis swing
 - ‘**Button**’ or ‘**Hamilton**’ - hold steering wheel
 - ‘**Strauss**’ - cricket bat

Equipment

- Cones to mark restricted space, whistle, flat spots.



TRI-O



Orienteering

Awarded to

For excellent participation
in the Tri-O Orienteering Festival

at

date



For more information about orienteering
in your local area, contact British Orienteering.



www.britishto Orienteering.org.uk



TRI-O



Orienteering

Awarded to

For excellent participation
in the Tri-O Orienteering Festival

at

date



For more information about orienteering
in your local area, contact British Orienteering.



www.britishto Orienteering.org.uk