

HANGING CONTROLS

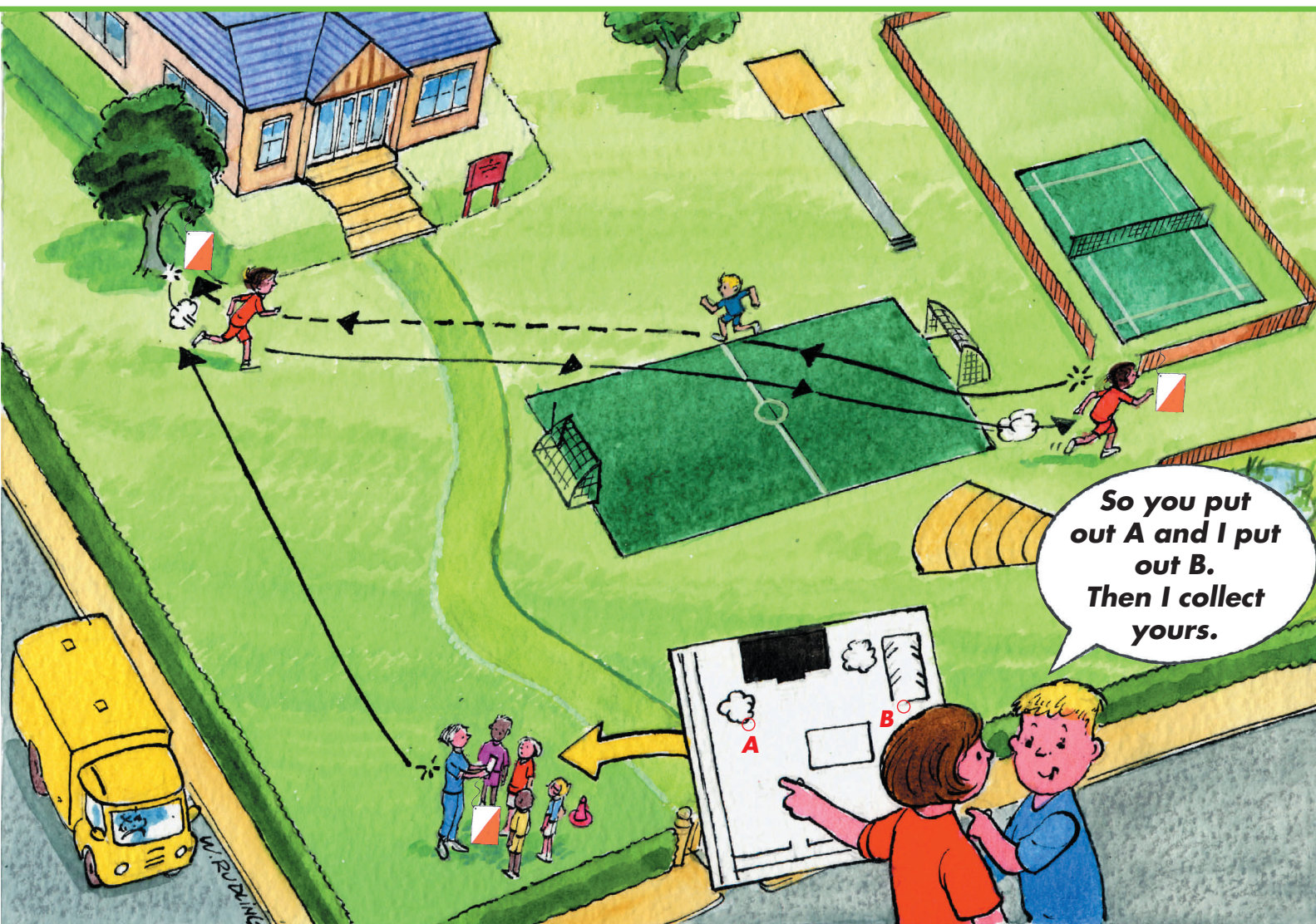
Activity

Aims: to improve confidence in map reading and the transfer of information from map to ground.

- Use a map of the whole school site
- Divide the group into pairs.
- Each person is given a map with 2 controls marked on it (eg 1A/1B, 2C/2D, 3E/3F etc).
- Each person hangs their control in the position shown on the map. One goes to A, partner goes to B.
- Each person then navigates to their partners control, collects it and returns to the start.
- Repeat with a different set of maps eg 4G/H.

Review & Evaluation

- What did you do to make sure you put the control in the correct place?
- Did you have trouble finding your partners control? If so, why?
- Was the control hung too high or low?
- Did you know the map symbols without checking the key?



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Safety Points

- Young people must understand the area for the activity, any hazards and what is out of bounds.
- Beware of others when running with the map.
- Ensure control sites are in safe locations (eg avoid deep water).

Preparation

- Divide the group into balanced pairs, either by physical or technical ability. Each person puts out their control at the designated circle on the map. They then navigate to their partner's control to pick up their marker, and then return to the start. The exercise works on the same principle as a star exercise (O8).
- When both people have returned they repeat the exercise with a different set of maps.

Organisation & Resources

- This exercise is a good way of using an area with which the young people are familiar. It also works well in new areas.

Equipment

- You will need for each person a map of the school grounds or area to be used. and a control marker (an orienteering flag or other marker). The maps need to be premarked in pairs showing the start and 2 controls.

Differentiation & Progression

- Young people could work in pairs putting out and collecting the controls. The control sites could be premarked with tape and a letter to help identify locations. This is helpful in a new area.
- The location/terrain should be suitable to the level of experience of the young people.
- Each person hangs 2/3 controls, returns to the start, exchanges map with partner and then completes partner's course.
- Young people select their own control sites (within 400m of the start). They then circle these on each others maps, and then hang and retrieve as for the main practical exercise.
- In pairs again, controls are hung out; but this time each person returns directly to the start. The map is handed in. Each person is then given paper/pencil/crayons and has to draw a sketch map for their partner to find the control.

Skills & Knowledge

Specific Skills

- This exercise requires young people to be able to set the map, to understand what symbols on the map represent on the ground.
- This exercise builds confidence in map reading eg identifying control sites and recognising control features.
- Young people have to adjust their speed and accuracy of navigation. For example – being careful hanging their own control, speeding up in identifying their partners and then sprinting into the finish.
- Young people are encouraged in this exercise to solve problems, make decisions and to act on them.
- Young people will be encouraged to analyse and review their actions and to collaborate with a partner over decisions. There will be the opportunity to provide support and feedback to others.
- This exercise encourages young people to follow instructions carefully,

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