



Activity

Aim: To recognise line features and to understand setting the map.

- Each runner has a map and a control card. The start is shown by a triangle on the map
- Set your map by moving the map round so that it matches the features.
- Work out which control you have to visit by looking along the line drawn on the map and by checking what the symbols on the map mean (use the key)
- Run to the control and mark your control card. Then return to the start
- If you were correct, choose another map and repeat the exercise.

Review & Evaluation

- How did you keep your map set all of the time?
- How do you know you visited the correct control?
- Do you know all of the map symbols?

Safety Points

- Avoid car parking area or school/centre drive.
- Be careful when running that you do not bump in to other people, benches or fences etc.
- Do not go out of the school/centre grounds.
- Be careful around water features.
- Do not go through any buildings.

Equipment

You will need:

- Maps of part of the site (or whole site). Each map shows a different individual control site. You will need about 15 control sites for a group of 30. It is a good idea to have at least two maps for each control site. If the maps are laminated they will last longer.
- An enlarged copy of the school/centre site map taped to a board which should be sited at the start.
- Mini orienteering controls or tapes with either crayons or orienteering punches
- A control card for each runner
- A clip compass (optional) each to assist with setting the map

Preparation

- It is a good idea to have the maps in plastic boxes. Either one map per box or 1-3 in one box, 4-6 in another etc. This cuts down the time searching for the maps that the young people have not used.
- The controls and punches need to be put out either before the session or at the start of the exercise
- An assistant or parent/helper could put them out whilst the leader is explaining the activity, or young people in pairs could put out one control each. It is important that the control is hung at the correct place.
- An assistant can be based at the start giving out new maps and checking answers whilst the leader helps those having difficulties.

Differentiation & Progression

- Have the group running in pairs
- Put out a number of controls, for example 20. The young people run around and see how many they can find. They are then given a blank map and they have to mark with a circle on the map, the position of each control they have found.
- Using a map of the whole site, repeat the exercise over using controls that are out of sight. Place controls out of sight.

Skills & Knowledge

Specific skills

- This exercise encourages young people to work on the skills of map reading, understanding the map symbols, keeping the map set and knowing where they are on the map. It also allows the introduction of compass work.
- Young people should be encouraged to work out whether they visited the correct control and explain how they would improve next time.