

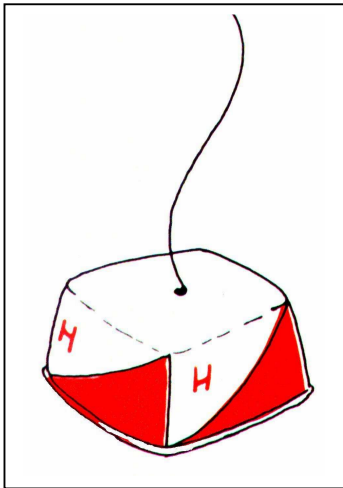
GENERAL INFORMATION

Making controls

Stickers of varying sorts can be used inside.

Milk bottle and other coloured drink tops can be used inside and out. These work especially well for the mini map event where the child doing the course collects them as they go.

Crayons can also be used inside and out and are used to colour in the matching circles on the map.



Outdoors you can use plastic ice cream or margarine containers with a distinguishing code printed on each one and attached with a string through the bottom to facilitate hanging.

Traditionally, orienteering controls have a red triangle emblem, which can be painted onto your control markers.

A small card marked with a code and slipped into a plastic bag can be sellotaped or stapled to any suitable feature on the school grounds, will last for a week, and is no loss if removed.

Control markers, stands, flags and clippers can be purchased from a number of suppliers -

see the "Resources" section (pages 42-43).

Enjoying and protecting the outdoor environment

Orienteers enjoy, appreciate and are concerned about the natural environment: parks, reserves, the forest, farms and the coast.

They appreciate and avoid disturbing special places: clumps of toadstools, bush orchids, wildlife and farm animals.

They do not go on to private property without permission.

They close gates they have opened and climb fences at strong places.

They climb gates at the hinged end.

They leave only footprints behind them.

They leave their dogs at home.

They know about hypothermia and dress appropriately for the weather.

They know that they enjoy the outdoors most if they are reasonably fit so they exercise and jog.

They sometimes injure themselves but they know how to take care of injuries like muscle strains. They can strap injured joints, such as ankles.

They cover any broken skin with a suitable dressing.

Children with physical disabilities

Because orienteering has such a strong mental component it is one of the sports particularly suited to people with physical disabilities. The observing, thinking and decision making involved can be the responsibility of the physically less able. A mobile partner can carry out the movement necessary.

Children with extreme limitations of movement, in some cases the ability to move only the head and eyes, are able to demonstrate a remarkable grasp of spatial relationships, to make quick accurate decisions about which way to go and to convey these to a partner.

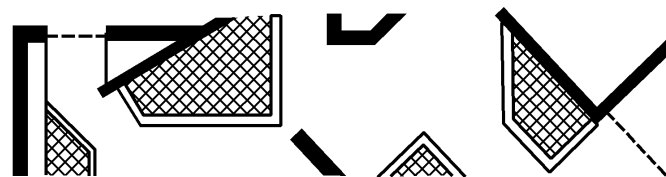
If half the children in a group can manage pencil and paper it is possible and desirable that the mini map-making activities be carried out. If most of the group have physical disabilities, it will probably be preferable for the leader to prepare and photocopy maps with control places marked and to place controls.



Children with sight disabilities

Children with severe limits to their ability to see can also enjoy and benefit from orienteering.

Modelling balsa wood of different cross sections can be used to construct simple maps for the few who are unable to use photocopied maps.



A tactile map looks like this. Printed features are raised above the surface.

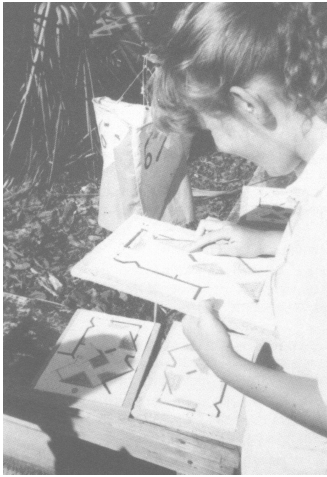
Choose a simple outside area or arrange furniture inside and draw a map. Pin copies to a soft board. Place control markers, such as boxes, at suitable places. Obtain pins with large round heads.

Put a child at an easily recognised place in the mapped area, turn the map to fit, place a pin in the map to show the location of a control marker which is close by the child. Help him / her to use the map to locate the control.

Add more pins and send the new orienteer off with a helper to do a map walk finding further controls as he or she goes.

Control markers will be found at first by travelling along handrails. It will not be long however, before a sensitive course setter will be able to tempt a new orienteer to take a short cut across an open space. This will represent a major step forward for a person with limited sight.

It is usual for the blind to memorise routes feature by feature. It is unusual for people with limited sight to build a mental overview of the features in the space about them and to risk new short cut routes as they travel within the space.



Heather has 95% sight loss.

"Short cuts, detours and novel routes become immensely challenging,"
Stephen Young, New Scientist, September '89

Heather, in the photo, has a 95% sight loss. She quickly learned to navigate freely about a relatively complicated space with the aid of a tactile map. The children with least sight concentrated hardest and made most progress.

Children with intellectual disabilities

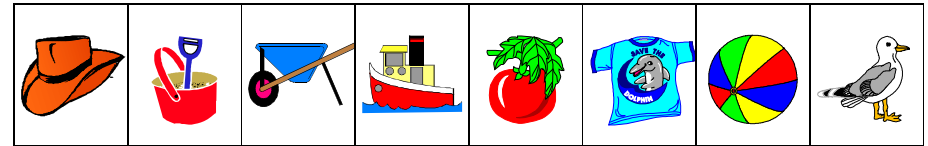
Children who are not yet able to grasp the use of symbols may understand pictorial maps.

If they are not able to draw their own maps then the teacher or another child can draw them for the child.

If they are still at the pre-map reading stage they can be buddied up with a competent map-reader and should be given their own recording sheet/clipcard.

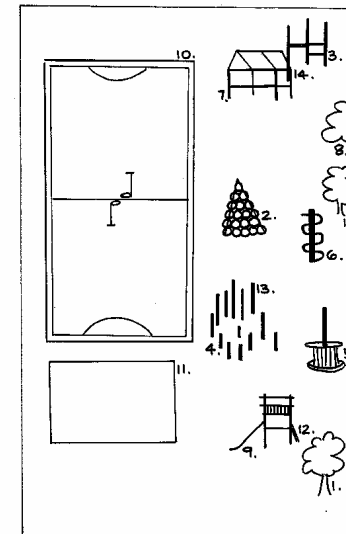
"String" courses are enjoyed by pre-map reading children of all ages. (Map-readers also enjoy string courses.) A rope or tape is used to lay out a course, 100 or more metres long. It can be made more interesting by going around trees, through bushes, under benches, etc.

Picture controls, and markers, e.g. crayons or proper orienteering clippers are placed at intervals along the course. The children are given a checking sheet that has small versions of the pictures.



String course clipcard

At each control the child matches the picture at the control with the one on his/her clipping sheet and marks the one that matches.




Pictorial map of school playground

GLOSSARY

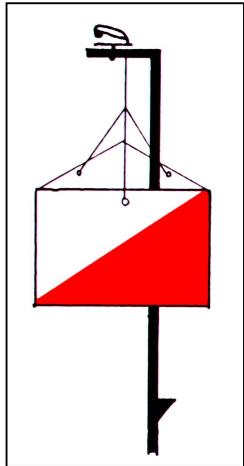
Aiming off. Deliberately aiming to the left or to the right of a control on or near a line feature that lies across the path of the orienteer.

Attack point. A large easily found feature near a control.

Catching feature. A line feature that lies across the direction of travel.

Control circle.  A circle drawn around a feature on a map to indicate the site at which the control marker is located. The marker should be located at the exact centre of the circle. There should always be a readily identified and mapped feature at the control site.


Control card, clip card or recording sheet. A convenient place to record control codes or clipper imprints as one visits controls, either on the map or a separate piece of paper.



Control marker. Stickers, ice cream containers, etc. A club control marker and standard with a clipper (used to show that a control has been visited) appears as illustrated. Children specially enjoy using clippers. Control flags, standards and clippers are available from various suppliers.

Control master map. A map with control circles marked to show the exact location of control markers on the ground. Control master maps are vital to your orienteering programme. Once a map has been drawn, lots of control sites marked and controls placed, children can plan individual courses for a variety of activities.

Course. First courses in unfamiliar parks should follow line features. Controls should be at turning places to reduce route choice to a minimum.

Finish symbol. A double circle,  or sometimes a triangle in a circle where the Start and Finish coincide.

Following. Following other competitors is regarded as unsporting. It is probably also unwise.

Handrail. Line features such as roads, tracks, fences, and streams that may be followed to assist in reaching a destination.

Orienteering skills

Observing features on map and terrain.

Relating by distance and direction.

Turning the map to fit the ground.

Establishing direction of travel.

Maintaining direction while travelling.

Folding and thumbing the map.

Locating and relocating oneself on the map.

Recognising alternative routes and choosing between them.

Copying control circles accurately from the master map.

Finding and using handrails.

Finding and using attack points.

Finding and using catching features.


Aiming off.

Drawing a mini-map.

Planning courses and putting out controls.

Recording codes.

Safety. Unmistakable features, for example roads and fences, should bound courses set in unfamiliar places. Boundaries should be explained at the start.

Start symbol.  A triangle, or a sometimes a triangle inside a circle marking the start and finish place when they coincide.

RESOURCES AND CONTACTS

Orienteering Clubs in New Zealand

Whangarei
North West - north and west Auckland
Auckland
Counties Manukau
Hamilton
Rotorua
Pinelands - Putaruru/Tokoroa
Taupo
Hawkes Bay
Egmont
Red Kiwi - Manawatu/Wanganui/Taranaki
Kapiti Havoc - Kapiti Coast
Wellington
Orienteering Hutt Valley
Wairarapa
Nelson
Marlborough
Peninsula and Plains - Canterbury
Dunedin
Southland

They will do their best to help you, for instance lend equipment, provide maps, help you to plan courses and organise events.

Contact the New Zealand Orienteering Federation for up-to-date contact details for your local club.

New Zealand Orienteering Federation

Email nzof@nzorienteering.com

Website www.nzorienteering.com

Providers of Orienteering Services and Supplies

Cre8ive Connexions

Permanent control markers for schools and permanent orienteering courses

Lindsay Smith

PO Box 119, Lincoln 8152, Christchurch

Phone/Fax: (03) 325 7785

Email cre8ive.connexions@paradise.net.nz

MAPsport Services Ltd

Equipment, books, mapping services: *Specialist orienteering supplier*

Michael Wood

5 Atahu Grove, Lower Hutt

Phone: (04) 566 2645

Email michael.wood@mapsport.co.nz

Website www.mapsport.co.nz

Orienteering Services

Professional Development in Kiwi and school orienteering, mapping of schools, parks, etc., coaching for schools and school camps, organisation of orienteering activities and events, and assistance in the delivery of NZQA Orienteering Unit Standards

All areas of the North Island from Waikato to Wellington

Robyn Davidson

24 Moyne Avenue, Palmerston North

Phone: (06) 353 3262 Mobile: 025 672 4782

Clipper Controls

Available from: Rod Mackintosh, Phone: (03) 327 8457

Cost \$5 for 1 punch and small plastic control

Other Coaches

North and West Auckland

Contact Jill Smithies, Secretary, North West club

Phone: (09) 838 7388

Auckland

Contact Craig Pearce, Secretary, Auckland club

Phone: (09) 579 4340

Counties Manukau

Val Robinson

Phone/Fax: (09) 238 6911

Rotorua

Raewyn Simpson

Phone: (07) 345 9291

Taranaki

Judy Martin

Phone: (06) 758 7955

Nelson

Don Fraser

Phone: (03) 546 4472

Canterbury

Stuart Payne

Phone: (03) 337 2275

Southland

Ann McCarthy

Phone: (03) 217 8745

Written Material

School Journal Story Library: "Get Lost!" by Maggie Lilleby. Published 2002 for the Ministry of Education by Learning Media, Box 3293, Wellington, NZ
www.learningmedia.co.nz

This is a story about a brother and sister taking part in an orienteering event. The narrative and illustrations give an accurate account of a typical orienteering event.

OCAD Software

Hans Steinegger, Steinegger Software

Email: hs@ocad.com

<http://www.ocad.com/download.htm#ocad6>

Sports Distributors NZ Ltd - Equipment and books

P O Box 300226, Albany

10A Piermark Drive, Albany

Phone: (09) 415 8640 0800 656 73 Fax: (09) 415 8656

Email sales@sportsdistributors.co.nz

Sportlink International - Equipment and books

P O Box 65005 Mairangi Bay, Auckland

Phone: (09) 473 8300 Fax (09) 473 8301

Email sales@sportlink.co.nz

Website www.sportlink.co.nz

SPARC <http://www.sparc.org.nz/whatwedo/yp/kiwisport.php>

Regional Sports Trusts:

www.sportnet.co.nz

Some Regional Sports Trusts have a set of orienteering controls in their sports library. Contact the Junior Sport Coordinator.