

KIWI ORIENTEERING

Kiwi Orienteering focuses on the FUNdamental skills for children.

Kiwi Orienteering involves the children in playing a series of games and taking part in enjoyable events in which they learn and practise the basic skills of orienteering.

Kiwi Orienteering helps children become confident in their ability to use maps to find places.

A map is an orienteer's most valued piece of equipment and when first introducing orienteering to children, the skills of map reading are the first important skills to teach.

These skills are learned and practised in the school grounds. A description of these skills follows, with exercises or events to develop each skill, and type of map required.

The exercises and events are listed in order of difficulty; i.e. those most suitable for younger children come first. Older children will also benefit from doing the simpler exercises and activities, but will not need to spend as much time on them as younger children, and children with learning difficulties.

When the children have mastered the skills in the school grounds they can then use and develop those skills to orienteer at school camps and in parks. See the section on "School Camps and Parks Events and Maps" on page 21.

That can be followed by orienteering at more challenging venues in unfamiliar parks and reserves.

The next stage is orienteering on farms and in forests, but that follows the Kiwi Orienteering level, and is not covered in depth in this manual, though the skills used are basically the same.

Kiwi Orienteering is suitable for mixed age groups, for both boys and girls, for the well coordinated and for the relatively uncoordinated.

Children from the age of five and some children with intellectual disabilities will need to start off with pictorial maps, drawn by an adult or older child, symbols being introduced when they are ready. See page 40 for an example of a pictorial map.

Children from the age of six are able to read simple maps and draw perfectly adequate sketch maps.

Kiwi Orienteering Skills

The orienteering skills to be learned and practised are:

- understanding maps, i.e. knowing that a map represents a set area, and what a Legend (or Key) tells one
- turning and thumbing a map - holding it so it fits the ground and using a thumb to mark one's location on it
- navigating a simple course - reading the map, deciding on the direction to go and travelling around a set course shown on the map
- setting one's own simple courses

A fuller explanation of the skills follows, along with exercises and events to teach and practise each skill. Also the type of map needed for each exercise or event is listed.

The use of a compass is not part of Kiwi Orienteering; instead other ways of turning maps to fit the ground are used.

Skill: Understanding maps

Understanding maps requires looking at the area mapped, noting features in that area and their relative positions in regard to one another. It requires understanding that certain symbols represent those features and are used to draw the map.

It also means looking at the symbols on the map and matching them to the features in the mapped area. The symbols are usually listed in the legend (or key) on the map.

The children need to understand that relationships of distance and direction on the map are the same as those in the area which the map represents because a map is, in many ways, simply a miniature representation of the terrain.

Using a variety of maps helps develop map understanding.

Drawing maps is a very good way to learn to understand maps. To draw a map a child has to observe the features in the area to be drawn, then choose the symbol from the list that matches each feature.

Drawing different maps and playing map games practises and reinforces the understanding of symbols, and matching features and symbols.

A list of symbols for hand-drawn maps is on page 14.

Exercises and events

| | |
|--------------------------------|---------|
| Desktop Map game | Page 28 |
| Treasure Island game | Page 28 |
| Orienteering Island game | Page 30 |
| Individual Orienteering Island | Page 31 |
| Mini map game | Page 12 |

Type of map

| |
|-----------------------|
| Drawn by the children |
| Drawn by the children |
| Drawn by the children |
| Drawn by the children |
| Drawn by the children |

Skill: Turning the map

Turning the map means turning the map to fit the ground. The map is turned so the layout of the features on the map exactly matches the layout of the features in the area.

Some people, particularly males have less trouble reading a map without turning it to fit. But it is easier to read the map when it is turned to fit the ground, and is less work for the brain.

Some children find turning the map disconcerting at first, because it means any writing on the map, such as the title, will be sideways or upside-down. The writing needs to be ignored when turning the map.

Streets bordering a map can be named to help ensure the map is turned the correct way round.

Thumbing the map is a technique to keep track of where you are on the map. The thumb is used to mark where you are, and to trace your route as you move along.

The map sometimes needs to be folded so the thumb can comfortably reach your location on the map.

Exercises and events**Type of map**

| | | |
|--------------------------------|---------|-----------------------|
| Desktop Map game | Page 28 | Drawn by the children |
| Treasure Island game | Page 28 | Drawn by the children |
| Orienteering Island game | Page 30 | Drawn by the children |
| Individual Orienteering Island | Page 31 | Drawn by the children |
| Mini map game | Page 12 | Drawn by the children |
| Trying to Trick You game | Page 32 | All types |
| Turning the map | Page 9 | School grounds map |

Turning the map exercise

Purpose

- To give practice in turning the map accurately

Required

- Class set of maps of a familiar area.

Procedure

Take children to a place on the map.

Tell them to turn their maps to fit the ground.

Talk with them about how they did it.

Ask questions such as "how do you know it's turned to fit the ground?"

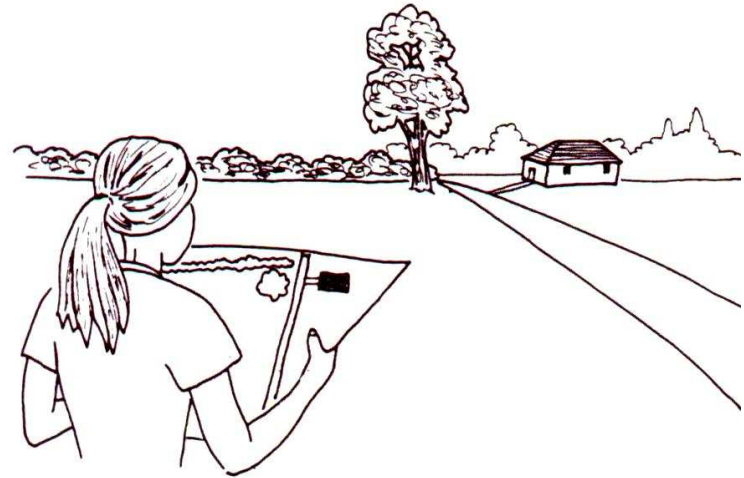
Establish that a good way to do it is to look around and find one or two big features that they think ought to be on the map. Ask everyone to do that. Look for a fence line, a building, a footpath or road.

Ask them to look at their maps and find the big features, and to put a thumb on the map to show where they are standing. Then turn their maps until the big feature on their maps is on the correct side of their thumb, ie on the same side as the real thing is.

Next, they should check that the second big feature is also on the correct side of their thumb. They may need to turn their maps a little.

The map being turned correctly, the children should then be led to look about and check that other features fit too.

Repeat the practice at a different place on the map, preferably on the opposite side of a given building.



Map turned to fit big features

Folding and thumbing the map

Once the map has been turned to fit the ground the tip of a thumb should be placed on the map immediately below the position where you are standing. As you move along the thumb is moved along, checking off each feature as it is passed. Thumbing helps keep track of where you are on the map.

From time to time it will not be possible to comfortably thumb the map because of the width of the paper and where you need to put your thumb. In that case the map needs to be folded so the thumb can reach your present location on the map. Care has to be taken to fold the map so the areas around where you presently are and where you are next going to are visible. As you proceed around the course it will probably be necessary to refold the map to expose the next area that the course goes through.

Turning, folding and thumbing exercise

To confirm that each child is secure in the practice of:

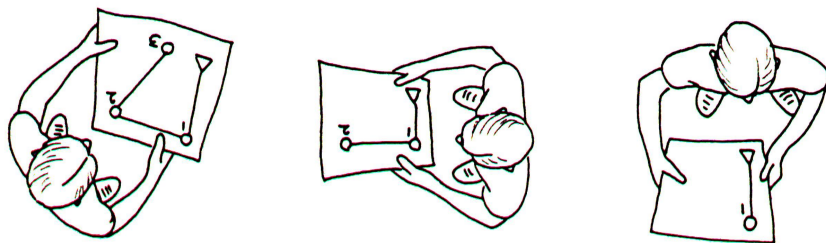
Turning the map to fit the ground at each change of direction.

Determining the direction of travel using the lines from control to control as a guide.

Maintaining contact with the map by moving the thumb from feature to feature along the line of travel while progressing.

Required

- Class set of maps with a three or four control cross-country course.
- Controls placed.



The map should remain orientated to surrounding features. The orienteer turns.

Procedure

Children stand at the start.

Each child puts the map on the floor or on the ground and turns it to fit the ground.

Stands behind the triangle so he or she can look along the line from the start triangle to the number 1 control.

Looks further along the line in the same direction to where control 1 really is.

Picks up the map, holds it turned the right way round, puts his/her thumb on the triangle, and walks in the direction shown by the line on the map to

the first control. The thumb is moved along the map following the direction taken.

Having reached the first control the procedure is repeated until the course is completed.

Time being available, the course may be travelled in reverse, holding the map in the hand instead of placing it on the ground.

Skill: Navigating simple courses

Navigating means deciding on what route to take to get around a course. It involves working out which direction to go and what features you will pass as you go along.

Each leg of the course requires a decision as to which direction to go and what is the best route to take between those two places. A leg is each section of the course, that is: from the start to the first control, each section between each two controls, and the section between the last control and the finish.

Once the direction of travel is established, it is also necessary to maintain that direction while travelling. On simpler courses where there is no route choice you can look ahead to the next feature you are going to. On handrail (linear features such as tracks, fences, and streams) courses it is easy to follow the handrail. Maintaining direction can become more difficult when shortcuts are taken.

Before you start you need to locate your position on the map. While travelling it may be necessary to relocate; that is, if you have lost track of exactly where you are, being able to work out exactly where you are by looking around you to identify nearby features, and to find those features on the map.

The first courses the children do should **not** require decision making as to which is the best way to go.

As the children become more experienced route choice can be introduced. For example, if there is a building or high fence in the way on a leg, is it better to go round to the left or the right of the building or fence? Which is the shortest and quickest route?

Exercises and events

| | | Type of map |
|-------------------------|------------|-----------------------|
| Circle of Friend | Page 26 | Drawn by the teacher |
| Indoor Navigation game | Page 26 | Drawn by the children |
| Individual Islands game | Page 31 | Drawn by the children |
| Mini Map game | Page 12 | Drawn by the children |
| Motala event | Page 16 | School grounds map |
| Trivia event | Page 17/18 | School grounds map |
| Cross country event | Page 19 | School grounds map |
| Camp and park events | Page 21 | Camp and park maps |

Exercises and events

| | |
|--------------------------------|---------|
| Orienteering Island game | Page 30 |
| Individual Orienteering Island | Page 31 |
| Mini map game | Page 12 |
| Cross country event | Page 19 |

Type of map

| |
|-----------------------|
| Drawn by the children |
| Drawn by the children |
| Drawn by the children |
| School grounds map |

Skill: Setting one's own simple courses

Getting the children to set their own simple courses helps reinforce map reading and navigation skills.

The children choose a start place, 3 or more control sites and a finish place. They need to place the controls in the correct places. Controls should be put by a feature: and not, for example in the middle of an area of grass or concrete.

Ideally controls should not be placed too close together. Also they should be visible when near them.

Mini Maps and Mini Map Events

Orienteering is enjoyed most when there is a new challenge to be faced. Most children will be very familiar with the layout of the school grounds.

Mini maps - maps of small areas of the grounds, initially provide more of a challenge than a map of the whole grounds.

In this section, the objective is to provide children with the challenges arising from a succession of new "maps". In this way the mental gymnastics involved in relating a new map to new terrain and terrain to map, of determining location, direction and distance, and of playing the new game, result in a high level of interest, challenge and skill development.

The Mini Map event should be repeated at least once, using new small areas.

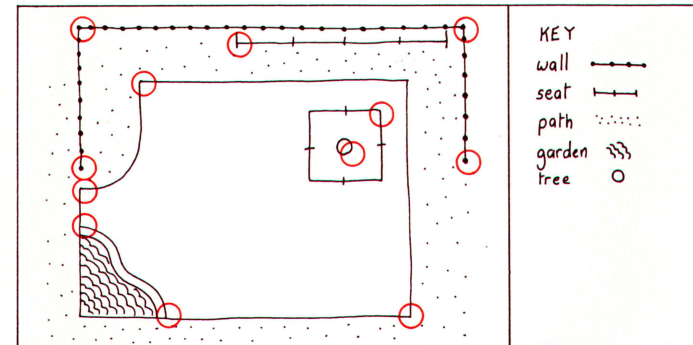
Mini Maps

The new maps are drawn by the children to improve map understanding and to save teacher preparation time.

Children from the age of six are able to draw perfectly adequate sketch maps. Usable maps do not need to be strictly accurate. They just have to look right in terms of direction and distance.

Mini maps may be of a small simple area: a patch of lawn with a few shrubs, or of a larger detailed area: the school buildings.

Representing land features on paper, regardless of size, require understanding of, and some skills with respect to relationships of direction and distance, feature to feature, and map to terrain. Thus children will find their way successfully from place to place.



Mini maps may be of small simple areas, a patch of lawn with a few shrubs; or of larger, more complicated parts of the school grounds.

Mini Map Event

Required for each child

- clipboard or something similar for resting paper on
- unlined paper, pencil, rubber
- list of symbols to be used (see page 14)
- sets of mini controls, e.g. coloured bottle tops (see page 38 for other ideas)

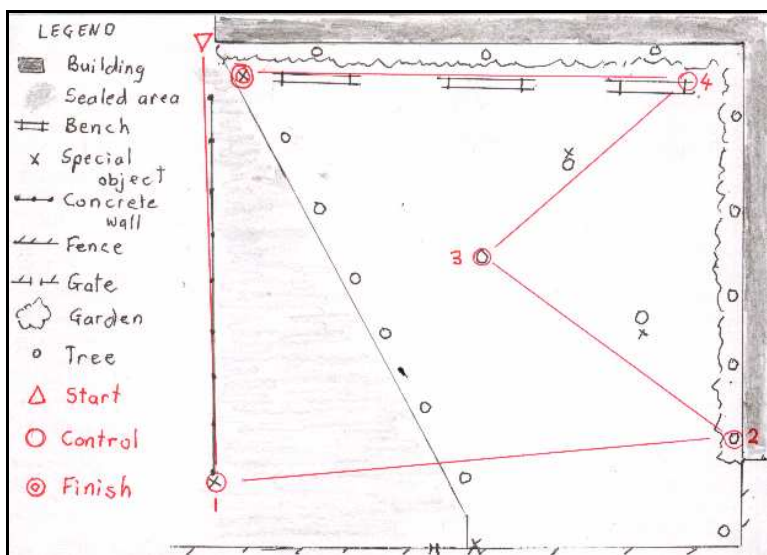
Procedure

Choose two small adjacent outside areas bounded by clearly defined features, maybe a wall, a fence, a concrete curb, a hedge or a path.

The areas should have at least 10 suitable places to use as control sites, such as single trees, posts, a rubbish tin, a path junction, a path corner, a building corner, a permanent seat or table.

Take the children step-by-step through drawing:

- the boundary features
- features easy to relate by distance and direction to those already mapped
- Add the key (legend) to the map.



Example of a mini map course

The best map can be photocopied for those children having difficulty with map drawing.

Talk about suitable places to put controls: the end of something, the corner of something, on something small, e.g. not the centre of a long thing, not hidden, not high up like in a tree.

Organise children in pairs. One partner of each pair draws a map of one area, and the other draws the second area. Each child then takes 4 - 6 mini controls and chooses places to put them.

Each should mark circles on their map to show the location of each control. The circles should be numbered in the order to be visited. (The number should be beside each circle, not in the circle as that could hide the feature to be found.) They choose start and finish places and mark those on their maps.



























Each child then gets their partner who does the course, starting at the Start, going around the course, collecting the controls as they go. The "course setter" should follow the "orienteer" to offer help if there are any problems.

The children then reverse roles.

Children who finish the activity early could set out another course for their partner.



MAP SYMBOLS FOR HAND DRAWN MAPS

| | | | |
|---|--|---|--------------|
|  | Building | | |
|  | Water tank | | |
|  | Seat / bench | | |
|  | Fence | | |
|  | High fence |  | Start |
|  | Wall |  | Control site |
|  | Gate / stile |  | Finish |
|  | Special (man-made) feature | | |
|  | Road | | |
|  | Vehicle track | | |
|  | Footpath / track | | |
|  | Paved area | | |
|  | Tree | | |
|  | Tree stump | | |
|  | Log | | |
|  | Bushes / garden | | |
|  | Sand / bark | | |
|  | Marshy area | | |
|  | Stream | | |
|  | Bridge | | |
|  | Large rock / boulder | | |
|  | Knoll (small round hill / earth mound) | | |
|  | Hill | | |