



# PROGRAM DELIVERY GUIDE



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## INTRODUCTION

Learn to Orienteer is Orienteering Australia's beginner participation program, developed to teach the fundamental skills to those wanting to learn how to orienteer. Participants are guided through a sequence of activities to develop their ability to navigate. They will become more confident and connected, ensuring continued participation within the sport.

*Thank you for helping to coach Learn to Orienteer participants.  
Your help is invaluable for our sport as well as the health and  
wellbeing of your community.*

*We hope you will enjoy the activities, meeting new people and maybe help refine  
your own orienteering skills.*

### Purpose

This guide is designed to help coaches deliver a Learn to Orienteer program. It will resource the coach to provide engaging and informative sessions using experience-based activities.

- Information about how to run a Learn to Orienteer program
- Make it easier and less time-consuming for coaches (lots of activity cards and templates are supplied)
- Create a nationally consistent, high-quality program (branding, program and activity guidelines)

### Participation pathway

Learn to Orienteer is designed for those in the second stage of the orienteering participation pathway (Stage Two – LEARN). These participants have had an initial experience of orienteering (Stage One – EXPLORE) and are interested in learning orienteering skills so they can navigate competently. It will help them to flow onto the third stage of continued community participation (Stage Three – ACTIVE FOR LIFE).



### Audience

Orienteering requires a commitment unlike most other sports due to the differing locations of events. Therefore, Learn to Orienteer programs will **welcome a range of participants** (not just children). Families will be encouraged to participate together, alongside singles, friendship groups, retirees, couples without children... There may be times when a Learn to Orienteer program does focus on **one particular group** e.g. women and girls, scout group...

### Program overview

Learn to Orienteer has been designed to make getting involved with orienteering easier. It is a specific program people can enrol in to learn fundamental orienteering skills quickly. Other key ideas of the

program include: fun, social, confidence building, active and learning through doing. The main catch phrases are:

- Learn NAVIGATIONAL skills and build CONFIDENCE.
- Have FUN while boosting your FITNESS.
- Become part of an ACTIVE OUTDOOR COMMUNITY.

It may be a five-week program, or depending on the situation, it could be more appropriate to have something like a 10-week program or a 1 or 2 day intensive. Sessions will start with a warmup, have some skill activities and finish with an orienteering course.

Learn to Orienteer uses experience-based learning. While there is a place for direct instruction of technique in a game centred approach, the emphasis should be placed on learning the skill through doing the skill, not just an explanation or demonstration of the skill. Additionally, the atmosphere should be bubbling with enjoyment where participants encourage and help each other learn. There should be further opportunities for the participants to continue their orienteering journey and meet more orienteers.

The program has tried to make an easy process for participants to register and pay. It also aims to minimise the workload of the coach organising and preparing learning for beginners. Guidance, activity cards and resources have been produced to assist the coach. Learn to Orienteer has one activity for each skill to create specific and focussed learning. There is an A4 activity card to clearly explain each activity.

The rate of learning skills will be different for each group, therefore a level of flexibility is offered to the coach. A Learn to Orienteer program could teach some or all the listed skills. There is a specific activity to learn and practice each skill, as described on each activity card.

Warmup Activities
Importance of Map
Know the Legend (Map Puzzle)
Points of a Compass (cardinal and intercardinal)
Orientation / map matchup / thumbing
Forward thinking and fast running
Distance judgement
Control Descriptions
Skill Activities
The Orienteering Map
Orientating map with ground features
Map Interpretation
Orientating map with compass
Handrails
Attack Points
Reading Contours
Checking off Features
Catching Features
Bearings
Visualisation
Simplification
Navigation process
Map contact (Thumbing)
Rough vs Precision
Relocation
Orienteering Courses
Star
Cloverleaf
Score
Line
MazeO

### Social activity/interactions

Social interaction has become a major reason why people engage in sport. It is important to encourage this throughout the Learn to Orienteer program by:

- Creating an environment of teamwork
- Facilitating participants interacting together during the activities
- Having inclusive discussions, questions and answers, reflections...

A social activity can be organised for the participants after each session or at the end of the program. It will be a great opportunity for participants to connect, but even suggesting the idea can be enough to create a social atmosphere. This could be a shared afternoon tea, visit to a café, lookout... it will depend on the location of the program. The coach doesn't necessarily have to attend or be responsible for it.

## PHILOSOPHY

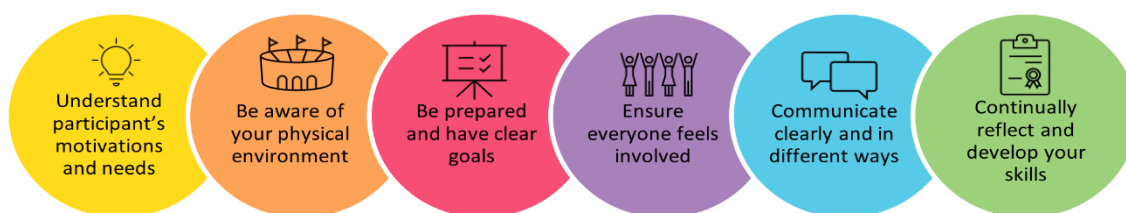
### Approach

It is important the coach follows a Modern Approach to sport coaching. It is designed to encourage more people to play, coach and enjoy sport. The Community Coaching Essential Skills course gives this overview:

Historic approach	Modern approach
Coach centred	Participant centred
Formal learning only	Customised learning opportunities
Compliance	Developing competencies to deliver an optimal experience for participants
One size fits all	Adaptable coaching to meet the needs of participants
Skill-based	Holistic approach that develops participants' physical, social, psychological and cognitive skills along with sport-specific skills
Commanding coaching style	Open, inquisitive, collaborative coaching style
Competitive, outcome focussed	Fun, inclusive, flexible, social
Decrease in retention and recruitment of coaches	Increases retention and recruitment of coaches

### Atmosphere

Coaches need to develop a **positive sporting experience** so they and the participants enjoy a successful Learn to Orienteer program. The Community Coaching Essential Skills course teaches six ways of achieving this:



#### *Understand participant's motivations and needs.*

Get to know the individual needs and motivations of every participant, including their previous experiences, their goals and aspirations, and most importantly, why they love to be involved orienteering.

#### *Be aware of your physical environment.*

Form a great coach habit for every session by making sure that facilities and equipment are safe, appropriate and accessible.

#### *Be prepared and have clear goals.*

Prepare a plan for every session to maximise everyone's involvement. Keep things moving smoothly and set goals to track improvement over time.

*Ensure everyone feels involved.*

Structure the environment so that everyone is included and there are plenty of opportunities to learn and grow from your participants, volunteers and stakeholders.

*Communicate clearly and in different ways.*

Communicate clearly using simple language or try other ways to communicate like demonstration or visual aids.

*Continually reflect and develop your skills.*

Adopt a variety of reflection approaches to continually improve your coaching practices.

### **Here are some specific tips for Learn to Orienteer:**

It is important to create a safe atmosphere for beginners. Navigation and/or being in a bush setting can be a daunting prospect for people. Coaches need to create a *learning* environment and be responsive to participant's feelings by:

- Quickly introduce newcomers to each other and the location
- Encouraging participants to collaborate and help each other learn
- Displaying positivity and thankfulness
- Allowing/encouraging groups or pairs to do activities together
- Ask for feedback along the way (thumbs up scale is a good way)

*Having effective communication techniques will also shape the environment and impacts participant engagement and feelings of inclusion:*

- *simple and clear instructions using key words*
- *positive energy*
- *age-appropriate and ability-appropriate language*
- *participant and volunteer assistance with demonstrations*
- *questioning participants to check their understanding*
- *being adaptable and flexible*

### **Responsive to participants**

The coach needs to be aware of the participants' ability and achievement. The Learn to Orienteer program should be flexible according to the individuals and group. Here are some suggestions:

*In Each Activity:*

Some participants may understand and master a skill quickly, others will take longer. The coach should assess competency at certain points through the activity. The quick learners may enjoy the challenge of doing it independently, whereas the coach may need to continue guiding and assisting the participants who need longer to learn the skill.

*In The Program Schedule:*

The coach should also be aware of how the group collectively is learning the new skills. Some groups may learn quickly and need an extra activity to complete each session. Other groups may need more time on each activity and therefore not cover as many skills in the program.



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## GUIDELINES

### Safety

Orienteering has many safety hazards. Minimise as many of these as possible by completing the State's relevant risk assessment form. Remember to always tell participants what risks are present for each activity. Some risks are identified on the activity cards.

Safeguarding and Child Safe practices are taught in the Community Coaching Essential Skills course. Safeguarding is the process of protecting adults and children from harm and is the responsibility of everyone in sport. Child Safe Practices are a preventative and proactive approach to keeping children safe.

What you can do to minimise the risks:

- Plan all sessions using the session builder in the resources
- Don't mismatch participants (i.e. don't only consider age – also consider size, strength, skill level, aerobic fitness levels, etc.) when forming pairs or groups
- Ensure the safety of activity areas, facilities and equipment
- Cater for individual participant needs

Specifically for orienteering, coaches should:

- Articulate the map boundaries, safety bearing and course/activity closure time
- Articulate how controls are marked and numbered
- Phone number should be on the map
- Encourage whistle use and correct clothing
- Share the importance of helping others in need

### Accreditation

Coaches of the Learn to Orienteer program will need to be **experienced orienteers** and hold (or are working towards) the **Learn and Play coaching accreditation**. (If working towards, the coach must already hold an Orienteering Instructor accreditation). This will ensure coaches have the required safety documents (per State needs) and the necessary training to provide a safe and effective coaching environment.

### Schedules

Learn to Orienteer is designed to be flexible. It allows the coach to create a schedule that suits the group and the orienteering community. Here are some suggested schedules:

Intensive (One day or two half days)	Five-week Program (Ideal)	Ten-week Program
<ul style="list-style-type: none"><li>• This may be appropriate for groups who need to travel to attend (e.g. regional) or a special weekend course/camp for a group (women / scouts...).</li><li>• Less skills would be taught.</li></ul>	<ul style="list-style-type: none"><li>• 1 – 1½ hours each session.</li><li>• Could be consecutive weeks or once a month...</li><li>• Could join with a regular event series (learn for the hour before and then use the regular event courses).</li></ul>	<ul style="list-style-type: none"><li>• 30-45 minutes each session.</li><li>• Suits being run during a school term.</li><li>• Could join with a regular event series</li></ul>

- |                               |  |  |
|-------------------------------|--|--|
| • Less practice courses used. |  |  |
|-------------------------------|--|--|

A table with a suggestion of how to schedule weekly activities can be found in the resources section.

### Connection with community orienteering events

The Learn to Orienteer program can be an independent program. It could be at the same location each week using a different part of a map, or it could visit a new map each week.

Another option is to join with a community orienteering event. The Learn to Orienteer session could happen in the 30-60 minutes prior to completing an orienteering course as part of a regular club event.

A hybrid option could be the Learn to Orienteer program running independently and then joining with a community orienteering event for the final sessions.

*A shared afternoon tea can be a great way to conclude a Learn to Orienteer program. It is a chance to celebrate successes, look forward to next opportunities and link with other experienced orienteers.*

### Session structure

For safety and effectiveness, a session should follow the simple structure of:

- Warm up activity (a moving activity to warm the body up, to turn on the mind and work on skills)
- Skill activity (explicit teaching of the skill followed by a practice, usually a small course)
- Orienteering course (a course to use the skills learnt, could use punches or SI)
- Reflection and sharing of further opportunities

A more detailed structure:


Warm up activity
Welcome
Goals
Skill activity 1 (explain, do it together, do it independently/pairs, reflect)
Skill activity 2 (explain, do it together, do it independently/pairs, reflect)
Skill activity 3 (explain, do it together, do it independently/pairs, reflect)
Orienteering course (explain, set up, complete, analyse),
Reflection on goals
(Wellbeing/Healthy Living check-in)

### Selection of activities

The activities have been grouped by type of activity (warm-up, skill activity, course) and sequenced based on skills needed to progress. Ideally a Learn to Orienteer program follows the general sequence of activities, but the coach needs to be responsive to the ability and experience of the participants in the group. The features of the map should also be considered in choosing activities. Therefore, selection and sequence of the activities can be flexible.

A similar activity can be used if the coach is already familiar and resourced for it. An example may be an activity from the Sporting Schools Orienteering curriculum. Be mindful of the participants prior experience and remember this is a 'Learn' program.

### Example of activity card

BOLTSS – Know the Legend (Map Puzzle)				
Purpose	Complexity	Group	Time	Equipment
To memorise the features, symbols and symbols of an orienteering map.	Easy	3-4	15 mins	Sample maps Map Puzzle cut into pieces (1 set per group)
<b>Definition</b>	• BOLTSS – Border, Orientation, Legend, Title, Scale, Source			
<b>Set Up</b>	• Give each group a sample <b>map</b> • Place each puzzle set 30 metres away from <b>GOAL</b>			
<b>Instructions</b>	<p><b>BOLTSS</b></p> <ul style="list-style-type: none"> <li>Call out each feature of a map and groups identify it on their sample <b>map</b></li> <li><b>Map Puzzle</b></li> <li>Call out one item from the legend and one member from each group runs to collect that puzzle piece.</li> <li>Group members take turns collecting puzzle pieces and cooperatively arrange them together to complete the sample map.</li> <li>When complete, groups make up a story imagining they are travelling from one side of the map to the other <b>egg</b>. We run along the path and across the grass.</li> </ul> <p><b>Assistant role:</b> Checking teams collect correct pieces.</p>			
<b>Coaching Points</b>	• 'Decide the map by using the legend'			
<b>Reflection</b>	• What is the thickest symbol/colour? <b>usually</b> yellow = open land, grass			
<b>Change it</b>	• Area after the distance • How to work as a team determine level of each participant's participation			
<b>Safety</b>	• Be aware of crashing into others after turning and running • Remove hazards from running space.			
<b>Photos or diagrams</b>				

### Healthy living

Sport Australia is encouraging sports providers to help participants develop their 'Physical Literacy'. Orienteers know the benefits of the sport and like to take the opportunity to tell others! The Learn to Orienteer program will present many chances to share information about healthy living. The 'Healthy Physical Activity and Exercise Across the Lifespan' module gives information and links to help when the conversations or questions arise. Topics include:

- Amount of physical activity an adult should do per week
- Why strength activities are important
- Benefits to mental health
- Exploring motivations for being active
- Making exercise social

The coach could initiate some of these discussions at the end of the session as part of a 'Wellbeing Check-in'. Some open-ended questions could be:

- How has the physical activity today influenced your energy levels?
- What motivates you to 'get out the door'?
- Does using a map make physical activity easier?
- How does learning to navigate impact your confidence?

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## ORGANISING THE PROGRAM

### Program planning

Here is a list of what could be organised during the planning stage of a Learn to Orienteer program:

- Coach and helpers: number of helpers, who gets paid and for how many hours...
- Purpose: e.g., to teach local inner-city people / intro to bush orienteering / a specific group?
- Locations (maps and permission) and date/time
- Advertising
- Schedule of activities

### Coach vs admin vs volunteer responsibilities

Learn to Orienteer is designed to be easily run by a coach and not require many volunteer hours from others. Because it is a user-pays program, it is suggested the coach is paid and does most of the work. An administrator or helper could be assigned to help. It is important to have at least two adults officially attending for safety reasons. If there are volunteers available, the ratio 1:7-8 seems to be effective to support the individuals' learning.

*Remember, all helpers must satisfy State volunteering requirements, e.g., Working with Children Checks.*

**Paying a coach (or accepting pay as a coach!):** To make Learn to Orienteer sustainable, the lead coach should be paid. They have a higher level of responsibility and usually experience or accreditation level than the other coaches/helpers. They will spend about 6 hours for every session preparing and delivering. Furthermore, support coaches or an administrator could be paid to be at most, if not all, the sessions. Volunteers could be called upon to help at one or multiple sessions.

### Maps and permission

The locations and orienteering maps chosen to be used for the Learn to Orienteer program should reflect the purpose of running the program and be appropriate for the participant's ability. As this is a 'LEARN' program, it is advised to **use maps that are more simple and have less risk of participants getting lost**. A school map could be used for the first week. City parks are beneficial as they contain main paths and boundaries. Small forest sections can be a good introduction to bush orienteering at later stages of the program. A good option (if available) is to use the same map but utilising different sections each week.

*Remember, we want participants to succeed so they develop competence. Try to match map type and scale according to the group's ability.*

The **scale of the map should be large** at this level of learning. For example, 1:2000 or even 1:500 could work depending on the map terrain and activity. If large scale maps are not available, a 1:10000 map could be enlarged and the group can work towards orienteering on the 1:10000 scale map as the participants increase in skills and confidence.

Follow State guidelines for acquiring the appropriate **permissions** for using maps and locations.

*Keep in mind parking, transport needs and toilets.*

## Weekly jobs

Here is a checklist of tasks needed for each week:

Task	Complete?
Lesson plan created	
Risk assessment completed	
Courses created for each activity	
Print materials selected and modified (posters, control cards, answers...)	
Maps and materials printed	
Weekly email sent	
Resources compiled (flags, controls, cones, whiteboard, paper, pens...)	

## Lesson plan and risk assessment

The lesson plan and risk assessment should be completed at the beginning of your preparation. The risk assessment will inform the activities you choose (access from your State orienteering association). And the lesson plan will guide all other tasks for the week.

There are opportunities to reflect on the session in order to alter future coaching.

The final box is for further notes and to record any incidents that occurred and need to be reported.

Time	Activity	Notes
<b>What do I want to keep doing?</b> <small>What activities did you enjoy of your facilitation were you happy with... why?</small>		<b>Session Review</b>
<b>What do I want to stop doing?</b> <small>What did you not like about... of your facilitation were you not happy with... why?</small>		
<b>What do I want to start doing?</b> <small>What would you do differently...?</small>		
<b>Incidents to Report</b>		

## Create courses

Each activity card states how the map or courses should be prepared. As this is a 'LEARN' program, it is a good idea to record the key learning in a textbox on the map, see examples on activity cards.

Purple Pen (free software) or Condes (contact your club or State organisation for subscription) could be used to create orienteering courses.



## Create posters

Visual guides help a learning to understand and retain information. One way is printing key skill information on the map. Another is displaying posters about 'Today's Goals', 'Course Instructions', 'Answers'...

There are A3 **poster templates** in the resources to make it easy for the coach. Just add your words and print them out.

One idea for easily displaying the A3 posters is Blu-Tacking them onto a corflu A-frame. These can be made by cutting and folding a sheet purchased from an art or hardware store.



### Print materials

There are a number of items to print each week:

- Maps (might be a few different files depending on activities chosen)
- Posters (today's goals, course instructions, answers, safety...)
- Control cards (if using)
- Activity resources (cone courses, compass running...) *\*you may have these already laminated*

The map is the golden key to having a good orienteering experience. Therefore, each participant should **have their own map**. Keep this in mind when printing materials.

### Prepare resources and materials

#### Controls:

It is beneficial for participants to find the iconic orienteering orange and white flags rather than tapes for the **skill activities** because this is a 'LEARN' program.

Control flags with punches would be fine to use for the **orienteering courses**. Control cards and an answer sheet will also need to be provided. Sport Ident gear could be used if it is available and can be set up beforehand. MapRun with orienteering flags is another option.

If the Learn to Orienteer program is being run in conjunction with a community orienteering event then those maps, courses and controls can be used. **Prioritise communication with the course setter to ensure the courses are appropriate.**

#### Activity resources:

Prepare all required materials and resources as defined on the activity cards. These could include cones, whiteboard, labels, pens...

#### Print materials:

Sort the printed materials and place in appropriate tub/envelope or on display board...

### Set up and safety

Choose an appropriate place to set up for the session. Things to keep in mind are:

- Access to toilets and parking / transport
- Space for participants to leave items
- Space to set up coaching equipment
- Open space for gathering and teaching
- Doesn't hinder other users

Make sure the place has minimal hazards. And share the risks with the participants at the start of the session. The safety poster template from the resources could be used.

### Start with an arrival warm-up activity

A warm-up activity that participants can get straight into can alleviate the awkwardness of hanging around waiting for the session to start. These activities need to be at the start/finish area. This is a good chance for people to meet each other.

### Acknowledgement of Country

An Acknowledgement of Country would be valuable at the start of each session as orienteering facilitates an intimate connection with the land. This acknowledgement can be said during the welcome, printed on the maps, displayed on a poster or another creative way. A printable example is in the resources section.

### Participant's Handbook

The Participant's Handbook is a valuable resource to give to each participant or family group during the first week. It has general information about orienteering and descriptions about each fundamental skill.

There is a 30-page full colour version for printing or emailing. There is also a skill checklist and quiz to reinforce the learning.

There is also a 10-page condensed version for cheaper black and white printing.



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## ADMINISTRATION

### Advertising

There is a collection of resources and assets to use for advertising, including: logo, hero image, posters, flyers, social media tiles, templates to use for websites, emails and other advertising. These are designed to be editable to make advertising consistent and quicker for coaches to create. All of these can be accessed in the resources section. The assets can be used with State or club images or colours too.

Effective advertising avenues for Learn to Orienteer are:

- State and club weekly email newsletter
- State and club social media and website
- Emailing a relevant contact list
- Supplying a flyer to local schools and groups

OA has an information page on the website directing participants to the Learn to Orienteer webpage on each State website. These webpages can direct participants to information about a specific Learn to Orienteer program and/or to the Eventor event. Club websites can also include Learn to Orienteer information.

OA will assist advertising by regularly highlighting Learn to Orienteer on the website and social media accounts.

*Start advertising as soon as possible so participants can plan to attend. A long advertising period gives more people the opportunity to hear about it and register.*

### Registration and payment process

Registration and payment should be through Eventor. This will register and familiarise the participant to the national process for entering events. A google form or directly contacting the organiser is an alternative method if the participant doesn't want to go through Eventor.

Information about Eventor administration can be accessed through State and club organisations.

### Formal communication with participants

There are three areas of formal communication the coach should make with the participants.

**Pre-program:** An initial communication (e.g., by email or other preferred channel) should be sent to participants after registration confirming dates, times, locations and contact information for the specific Learn to Orienteer program.

**Weekly:** An email should be sent to participants during the week, a few days before each session. It should contain a review of the previous session and information about the upcoming session.

**Post-Program:** A final email should be sent to participants reviewing the program and celebrating successes. It is also a chance to follow up on future opportunities for engagement with orienteering.

Templates for each of these messages can be found in the resources.



## Suggested Weekly Program (5 Weeks)

		Activity	Skill
<b>Week One</b>	<b>Warm Up</b>	Hand out Info Pack/Handbook	
	<b>Learning</b>	Know the Legend (Map Puzzle)	<i>The Orienteering Map (BOLTSS)</i>
		Orientating map to Ground Features - Map Walk	<i>Orientating map with ground features</i>
		Control Flag Search	<i>Describing a location</i>
	<b>Practice</b>	Star Relay	
<b>Week Two</b>	<b>Warm Up</b>	Compass Point Running	<i>Points of a Compass (cardinal and intercardinal)</i>
	<b>Learning</b>	Orientating map with compass - Map Walk	<i>Orientating map with compass</i>
		Handrails and Attack Points	<i>Handrails and Attack Points</i>
		Contours	<i>Reading Contours</i>
	<b>Practice</b>	Score Course	
<b>Week Three</b>	<b>Warm Up</b>	Cone courses	<i>Orientation / map matchup / thumbing</i>
	<b>Learning</b>	Collecting Features	<i>Collecting Features</i>
		Catching Features	<i>Catching Features</i>
		Bearings (for teens/adults)	<i>Bearings</i>
	<b>Practice</b>	Cloverleaf Courses	
<b>Week Four</b>	<b>Warm Up</b>	Cone courses	<i>Forward thinking and fast running</i>
	<b>Learning</b>	Visualisation	<i>Visualisation</i>
		Simplification	<i>Simplification</i>
		Method of navigating (here, where, there)	<i>Navigation process</i>
	<b>Practice</b>	Maze O or Score Course	
<b>Week Five</b>	<b>Warm Up</b>	Count steps to 20m, 50m, 100m	<i>Distance judgement</i>
	<b>Learning</b>	Follow purple wiggly line	<i>Map contact</i>
		Rough vs Precision (Traffic Lights)	<i>Rough vs Precision</i>
		Error Recovery Process	<i>Relocation</i>
	<b>Practice</b>	Line Courses (Champs)	
<b>Week Six</b>	<b>Optional</b>	Join with a regular orienteering event	

## Suggested Weekly Program (Intensive)

		Activity	Skill
<b>Session 1</b>	<b>Warm Up</b>	Cone courses	<i>Orientation / map interpretation / thumbing</i>
	<b>Learning</b>	Know the Legend (Map Puzzle)	<i>The Orienteering Map (BOLTSS)</i>
		Orientating map to Ground Features - Map Walk	<i>Orientating map with ground features</i>
		Orientating map with compass - Map Walk	<i>Orientating map with compass</i>
		Handrails and Attack Points	<i>Handrails and Attack Points</i>
		Extension: Contours	<i>Reading Contours</i>
	<b>Break</b>		
<b>Session 2</b>	<b>Warm Up</b>	Compass Point Running	<i>Points of a Compass (cardinal and intercardinal)</i>
	<b>Learning</b>	Collecting Features	<i>Collecting Features</i>
		Catching Features	<i>Catching Features</i>
		Extension: Bearings	<i>Bearings</i>
	<b>Break</b>		
<b>Session 3</b>	<b>Warm Up</b>	Count steps to 20m, 50m, 100m	<i>Distance judgement</i>
	<b>Learning</b>	Visualisation	<i>Visualisation</i>
		Simplification	<i>Simplification</i>
		Rough vs Precision (Traffic Lights)	<i>Rough vs Precision</i>
		Error Recovery Process	<i>Relocation</i>
	<b>Practice</b>	Line Orienteering Course	

## Suggested Weekly Program (10 Week)

		Activity	Skill
<b>Week 1</b>	<b>Warm Up</b>	Hand out Info Pack/Handbook	
	<b>Learning</b>	Know the Legend (Map Puzzle) Control Flag Search	<i>The Orienteering Map (BOLTSS)</i> <i>Describing a location</i>
	<b>Practice</b>	Star Relay	
<b>Week 2</b>	<b>Warm Up</b>	Cone courses	<i>Orientation</i>
	<b>Learning</b>	Orientating map to Ground Features - Map Walk	<i>Orientating map with ground features</i>
	<b>Practice</b>	Cloverleaf Courses	
<b>Week 3</b>	<b>Warm Up</b>	Compass Point Running	<i>Points of a Compass (cardinal and intercardinal)</i>
	<b>Learning</b>	Orientating map with Compass - Map Walk	<i>Orientating map with compass</i>
	<b>Practice</b>	Score Course	
<b>Week 4</b>	<b>Warm Up</b>	Map Contact – Thumbing	<i>Thumbing</i>
	<b>Learning</b>	Handrails and Attack Points	<i>Handrails and Attack Points</i>
	<b>Practice</b>	Line course	
<b>Week 5</b>	<b>Warm Up</b>	Cone courses	<i>Orientation / Thumbing</i>
	<b>Learning</b>	Collecting Features	<i>Collecting Features</i>
		Catching Features	<i>Catching Features</i>
	<b>Practice</b>	Scatter Courses	
<b>Week 6</b>	<b>Warm Up</b>	Hill Running	<i>Explore Contours</i>
	<b>Learning</b>	Contours	<i>Reading Contours</i>
	<b>Practice</b>	Line Courses	

<b>Week 7</b>	<b>Warm Up</b>	Forest Run	<i>Running in terrain</i>
	<b>Learning</b>	Visualisation Simplification	<i>Visualisation</i> <i>Simplification</i>
	<b>Practice</b>	Score Courses	
<b>Week 8</b>	<b>Warm Up</b>	Count steps to 20m, 50m, 100m	<i>Distance judgement</i>
	<b>Learning</b>	Method of navigating (here, where, there) Bearings	<i>Navigation process</i> <i>Bearings</i>
	<b>Practice</b>	Cloverleaf	
<b>Week 9</b>	<b>Warm Up</b>	Cone courses	<i>Forward thinking and fast running</i>
	<b>Learning</b>	Map Contact – Thumbing Rough vs Precision (Traffic Lights)	<i>Map contact / Thumbing</i> <i>Rough vs Precision</i>
	<b>Practice</b>	Line Courses	
<b>Week 10</b>	<b>Warm Up</b>	Forest Run	<i>Running in terrain</i>
	<b>Learning</b>	Error Recovery Process	<i>Relocation</i>
	<b>Practice</b>	Line Courses (Championships)	