



KID-O IN PRIMARY SCHOOLS (YEARS P-2)

Orienteering games for younger years

PROGRAM DELIVERY GUIDE



ACKNOWLEDGEMENTS

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Orienteering Australia

Arpad Kocsik – Manager Coaching and Development
Jim Mackay – Manager Coaching and Officiating Administration
Daniel Stott- Participation manager
Bridget Uppill- KID-O Coordinator and program author

State Associations

Gordon Bossley (Orienteering Queensland)
Jane Calder (Orienteering Tasmania)
Barbara Dawson (Orienteering NSW)
Janet Fletcher (Orienteering Western Australia)
Stephen Goggs (Orienteering ACT)
David Jaffe (Orienteering Victoria)
Zita Sankauskas (Orienteering South Australia)

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All illustrated graphics were created by Bridget Uppill and can be used for re-printing for KID-O purposes only.

Photos by Bridget Uppill and Griselda Belba.

Maps by Adrian Uppill and Robert Edmonds.

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WHAT IS KID-O?

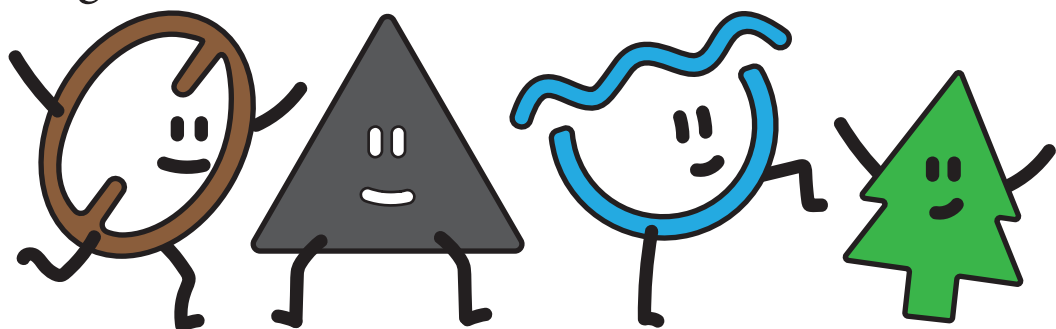
KID-O is a games based orienteering program for younger children. But what is orienteering?

Orienteering is a running sport where people follow a course using a map. Orienteers need to understand basic navigational skills to be able to complete an orienteering course.

KID-O was developed in Australia in 2021 as a program to introduce basic orienteering skills to children aged 0-8 through the use of games.

Not only do children develop navigational and gross motor skills, KID-O helps children foster a positive relationship with nature. KID-O helps children become confident with being in bush while also learning how to respect the environment.

In 2025, KID-O was introduced into the Sporting Schools program for students in Prep to year 2. The program has been altered for school settings but still focuses on key orienteering fundamentals so students can transition from this program into future Sporting Schools programs offered by Orienteering Australia. We hope children enjoy KID-O and we hope it fosters a life long love for getting outdoors.



ALIGNMENTS

ACARA alignments:

The KID-O program aligns with a number of learning areas from the Australian Curriculum for the years Prep-2. As KID-O involves physical, sensory and nature play activities, you will find that this program will align with not only HPE but also The Arts, HASS, Mathematics, Science and English.

Throughout this program booklet you will see the different ACARA codes that align with its relevant activity. These are located at the bottom of the activity pages.

Elaborations on the codes can be found on the Australian Curriculum website and before the resource chapter of this document.

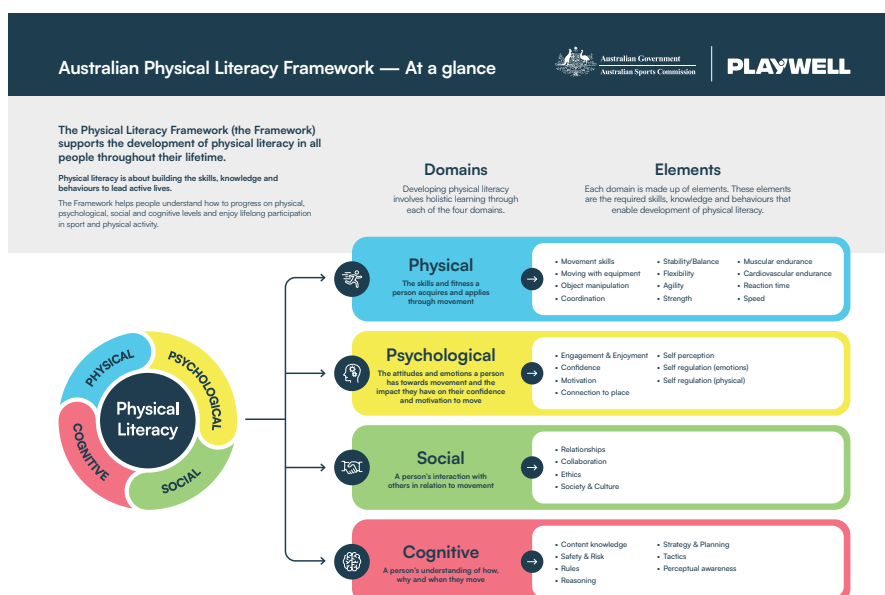
<https://www.australiancurriculum.edu.au/>

Physical literacy framework:

Orienteering is a sport for life and KID-O is a program that allows children to begin a love of Orienteering from a young age.

KID-O aligns with the Physical Literacy Framework as it helps children build skills, knowledge and behaviours to lead active lives.

“The Australian Physical Literacy Framework promotes a shared vision, common language, and consistent understanding about physical literacy to support all Australians to develop their physical literacy, at every stage of life.” (https://www.ausport.gov.au/physical_literacy, 2025)



WHO CAN DELIVER THE PROGRAM?

This program can be delivered by classroom teachers, orienteering coaches and Sporting Schools coaches.

This program is written so it can be delivered by those with no experience in Orienteering.

Orienteering Australia provides training on the KID-O program and its delivery via its e-learning website.

This can be accessed here: <https://learning.orienteering.asn.au/>

RESOURCES



In the KID-O resource document you will find a range of printable resources.

Resources in this document can be edited to suit your needs using a pdf editor software.

If you wish to purchase a pre-made kit of KID-O resources, this can be ordered and purchased by contacting kid-o@orienteering.asn.au

Sport Ident school kits are OPTIONAL for this program but have been found to be beneficial for some activities.

These can be hired from your state orienteering associations.

PROGRAM OPTIONS

KID-O can be run in a number of different ways. The key to this program is its ability to adapt to the needs of the school, equipment, environment and the students.

The program can be run over a number of weeks, depending on the schools' needs. Below is an example of a 6 weeks KID-O program. As KID-O is a game based program, there is no set order for activities to be run. You can pick and choose the activities as no prior knowledge is needed.

Week	Warm up	Gross Motor	Nature play/Sensory
1	Rob the nest	String course relay	
2			Make a Map
3	Knolls and Depressions	Wombat Hunt	
4			Play dough maps
5	NSEW Mini game	Number-O	
6	Where is North?	Star Relay	

Note: If you have more than one teacher you could set up the gross motor and nature play/sensory activities as a rotation within one lesson.

ACTIVITIES



PROGRAM OVERVIEW

The KID-O activities are split into two main categories:

Gross Motor activities- Running games that usually involve finding controls

Sensory/nature play activities- Activities that involve exploring the outdoors, creating, drawing or observing.

Warm up activities are also included within the program.

An example of how a KID-O session could be run is below.

Example session for a Prep class

Thursday period 2- 40mins

Warm up: NSEW

5-10mins

Activity: Animal-O

20-30mins

Introduction: Run around the controls with the students so they are familiar with the animals they are looking for. Give out animals cards and inform they need to find the animals on their card in the correct order

Main activity: Students spend the remainder of the activity completing the different animal-o courses.

CHANGE IT-UP: If time permits, children can work in teams to race in a relay using the animal-o courses.

Reflection:

Students are asked what skills they needed to make the activity successful?

What symbols represent the start and the finish of the course?

ACTIVITIES

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WARM UP ACTIVITIES

PICK AND MIX DIFFERENT WARM UP ACTIVITIES. APPROXIMATELY 5-10MINS LONG.

Rob the nest

Students try and collect beanbags from a centre hoop to place in their hoop. Once all the bean bags from the centre are gone they can start robbing from other student's hoops. You can only get one bean bag at a time. After 2-4 mins the winner of the game is the team with the most bean bags in their hoops.

Knolls and depressions

Split the class into two teams. Place cups upside down or the right way up across the centre line of a court. For a class of thirty, place 15 -20 cups out.

One team is called knolls and one team is called depressions. Split the teams so they are on either side of the cups about 10-15m away from the cup line.

Students must run to the cup and flip them to be either a depression or a knoll then run back to their team line before they can do it again. At the end of 5mins the team with most knolls or depressions is the winner.

Red Rover

Allocate one or two students as rovers. The remaining students line up and wait to be called over. The rovers try to tag the students as they run across. Once tagged, they join the rovers until there is one person left.

NSEW mini game

Place out direction cards on a court. Students to run around the court. Teachers will call out a direction and students are to run to correct card.

You can also do a version of this game where students run to a direction point and a teacher calls out a point which will eliminate anyone at that point.

Eye spy race

Teachers will call out a colour or shape or feature and students will need to try and figure out what it is and run to it. For example " Eye spy with my little eye, something in the playground you can climb on". Students would then run to the monkey bars.

Where is north?

Teacher to point out to students where north is. Students then run around a court. The teacher then blows their whistle and shouts a direction. Students need to spin around three times and then point in the correct direction.

Can use North, South, East or West.

Try not to use direction cards for this activity.

Six short blasts mini game

Allocate two students as taggers. The remaining students run around a court trying to evade the taggers. If they get caught they raise their hand and shout “beep “ six times until another student comes to high five them to set them free.

This activity helps students learn that 6 short blasts on a whistle is the international distress signal for when you are in an emergency in Orienteering.

Sardines mini race

In a controlled area have one student be the sardine and ask them to hide. The remaining students have to go and find the sardine and hide with them.

Line chasey

On a basketball court have students place themselves on the lines. Have 2-3 taggers. Students are to play chasey and avoid being tagged by the taggers however, they must stay on a line. Students become a tagger once tagged or can be “stuck” and wait to be freed.

Beep, Beep

This can be done with or without a Sport Ident kit and controls.

Line up a number of controls or cones in a line (6-10) students have to run as hard as they can to tag or punch each control/cone and then run back to their team. This can be done as a relay.

Triangles and circles

Students are put into teams. All students start at a start triangle. Students complete an obstacle course before running to the double circle finish. Once students tag the finish the next person in the team can go until all team members are finished.

GROSS MOTOR ACTIVITIES



Orienteering is an all terrain running sport. To be successful at orienteering, athletes need to develop skills in a number of gross motor movements.

Running



Jumping



Landing



Balancing



Crouching



Climbing



NUMBER-O

ACTIVITY TIME: 30mins

AIM

To learn how to follow a basic number sequence using a simplified map.

INTRODUCTION

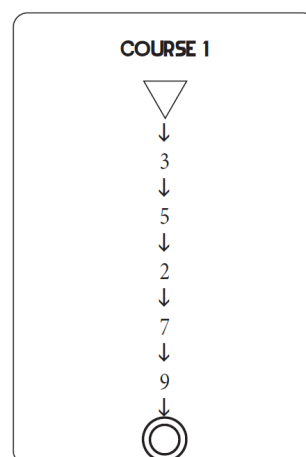
Have students observe the numbers on the field. They can run around the numbers in order so they are familiar with where they are.

Show the students to the maps so they understand they need to follow the numbers in order. They will also need to understand that the triangle is the start and double circle means the finish.

ACTIVITY

1. Split students into groups of six and allocate them numbers 1-6, this is the map they will take first.
2. Students will follow the numbers on the map to the controls on the field. Students need to touch or “punch” each control with their hand or S.I stick if using Sport Ident. Students start at the triangle and finish at the double circle.
3. Once students complete one of courses they move onto the next map.
4. Once students have completed all 6 maps, they can return to the start and try to better their time.

See Change-it-UP options for how to turn this into a teams relay.



REFLECTION

Ask students what skills they needed to do the activity well?

Ask students why following controls in the correct order is important in orienteering?

Ask students if they remember what symbols represent the start and finish on an orienteering course.

ACARA LINKS

Mathematics	Health and Physical Education
AC9MFN01	AC9HPFM01, AC9HP2M01
	AC9HPFM03, AC9HP2M03

NUMBER-O

ACTIVITY SET UP: Approx 20-30mins

ACTIVITY SET UP GUIDE

RESOURCES

- | | |
|--|--|
| <ul style="list-style-type: none">• Number-O map cards• stands or cones to place numbers on them (12)• numbers 1-10 cards• start and finish cards | <ul style="list-style-type: none">• somewhere to store the maps for easy access like boxes. It is best to clearly number these 1-6.• optional- timers• optional-Sport Ident kit with download or punches |
|--|--|

HOW TO SET UP

On a large area (oval, basketball court etc) set up the stands or cones in random places. Some could be close, some could be further away.

Place two stands/cones at the front of the other stands/cones. These should be about 2-3m apart and inline horizontally. These will be the start and finish.

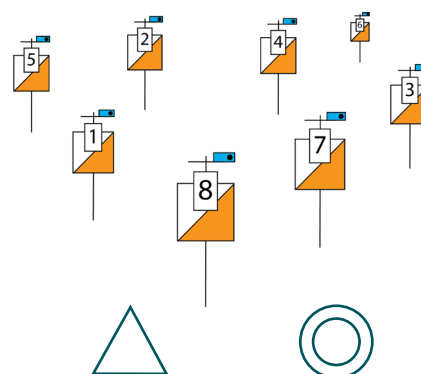
Place the numbers 1-10 on the stands, one number per stand. Make sure the numbers are facing towards the start and finish cones. Place the start and finish cards on the front stands.

Put the maps into boxes that correlate to the map's number. E.G. all of map 1 will go in box 1. Place the boxes near the start stand.

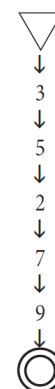
If using Sport Ident. Place S.I units at each control (doesn't matter about the number on the unit). Remember to put out the start and finish units as well.

Set up a clear unit next to the start. Students will need to clear their S.I stick before they start a new map.

Set up the a download so students can print off their times.



COURSE 1



CHANGE-IT-UP

You could set up a teams relay where two teams of 6 try to complete all 6 courses before the other team. Once one students complete a course, they tag another team member to complete the next course.

Students could also complete in a head-to-head elimination game where maps are chosen at random by the teacher and students are eliminated each round until there is only one winner.

This activity can be done with animal-o cards or description o cards. See Resource book for more.

See pages 6-9,
12-13, 17-25
for resources

LETTER CHASE

ACTIVITY TIME: 30mins

AIM

To learn how to follow a basic letter sequence, relate features from map to ground and learn to observe by using a simplified map.

INTRODUCTION

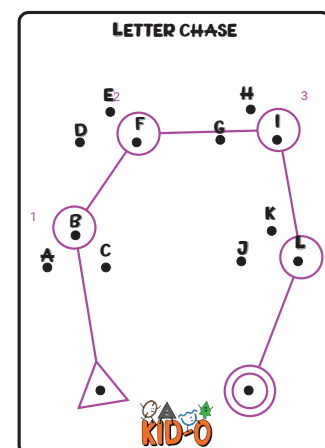
Have students observe the letters on the field. They can run around the letters in order so they are familiar with where they are.

Show the students to maps so they understand they need to follow letters in order. They will also need to understand that triangle is the start and double circle means the finish.

ACTIVITY

1. Split students into 9 groups and allocate them numbers 1-9, this is the map they will take first.
2. Students will follow the letters on the map to the controls on the field. Students need to touch or “punch” each control with their hand or S.I stick if using Sport Ident. Students start at the triangle and finish at the double circle.
3. Once students complete one of courses they then move onto the next map.
4. Once students have completed all 9 maps, they can return to the start and try to better their time.

See Change-it-UP options for how to turn this into a teams relay.



REFLECTION

Ask students what skills they needed to do the activity well?

Ask students why following controls in the correct order is important in orienteering?

Ask students if they remember what symbols represent the start and finish on an orienteering course.

ACARA LINKS

English	Health and Physical Education
AC9EFLY04	AC9HPFM01, AC9HP2M01
AC9EFLA08, AC9E1LA08, AC9E2LA08	AC9HPFM03, AC9HP2M03

LETTER CHASE

ACTIVITY SET UP: Approx 20-30mins

ACTIVITY SET UP GUIDE

RESOURCES

- Letter chase map cards
- stands or cones to place letters on them (14)
- letters A-L cards
- start and finish cards
- somewhere to store the maps for easy access like boxes. It is best to clearly number these 1-9
- optional- timers
- optional-Sport Ident kit with download

HOW TO SET UP

On a large area (oval, basketball court etc) set up the stands or cones as pictured in the image to the right. The groups of letters can be placed at what ever scale you like but just make sure the letters are grouped in the correct order.

Place two stands/cones at the front of the other stands/cones. These should be about 2-3m apart and inline horizontally. These will be the start and finish.

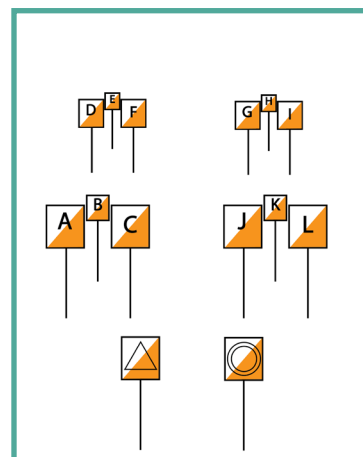
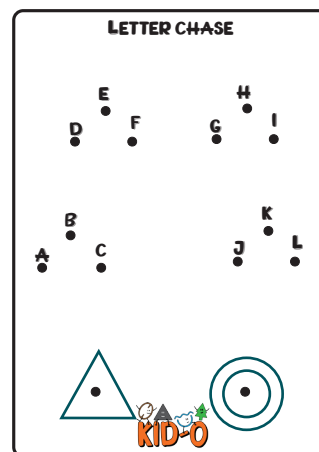
Place the letters A-L on the stands, one letter per stand. Make sure the letters are facing towards the start and finish cones. Place the start and finish cards on the front stands.

Put the maps into boxes that correlate to the map's number. E.G. all of map 1 will go in box 1. Place the boxes near the start stand.

If using Sport Ident. Place S.I units at each control (doesn't matter about the number on the unit). Remember to put out the start and finish units as well.

Set up a clear unit next to the start. Students will need to clear their S.I stick before they start a new map.

Set up the a download so students can print of their times.



CHANGE-IT-UP

You could set up a teams relay where two teams of 3 try to complete all 3 of the same courses before the other team. Once one students complete a course, they tag another team member to complete the next course.

Students could also complete in a head-to-head elimination game where maps are chosen at random by the teacher and students are eliminated each round until there is only one winner.

See pages
10-13 for re-
sources.

LINE-O

ACTIVITY TIME: 30mins

AIM

To learn how to follow a line on a school map using map to ground features.

INTRODUCTION

Students will need to be shown an example of the map with a line on it.

Ask the students to observe the features on the map. This is a birds eye view of the terrain. The top of the map is north. The map needs to be orientated this way. Show how you can orientate the map to north and keep it facing north even if your body changes direction. Sometimes the best way to help students figure this out and spin around 3 times and which ever way they are facing when you say stop, they have to orientate the map to north again.

ACTIVITY

1. Students will be instructed to follow the line on the map. Along the way they will find images of Australian animals. If they are in the right spot on the line, they should find all the animals. There are no lines to follow in the terrain, they just have to use the map to figure out where they are.
2. Once students have completed one map, they can select another to try.

This activity is best done in pairs but can be done individually for more confident students.

See Change-it-UP options for added challenges.

LINE-O

Use the map to follow the line exactly where it goes. If you are on track you will find 6 different Australian animals.

Start at the triangle
Finish at the double circle.



REFLECTION

Ask students what skills they needed to do the activity well?

Ask students how following a line helps with map reading skills?

Ask students if they remember what symbols represent the start and finish on an orienteering course.

ACARA LINKS

HASS	Physical Education
AC9HSFK03, AC9HS1K03, AC9HS2S02	AC9HPFM01, AC9HP2M01
	AC9HPFM03, AC9HP2M03

RESOURCES

- | | |
|---|--|
| <ul style="list-style-type: none"> • animal cards • digital Line-O map template • a digital copy of an orienteering map of the school OR a Google Earth map/screen shot. | <ul style="list-style-type: none"> • start and finish cards • line-O maps for the students* • optional: clipboards and markers • optional: blank maps. |
|---|--|

HOW TO SET UP

THIS ACTIVITY REQUIRES PRE-PLANNING

You will need to find a map of your school. If you do not have an orienteering map of your school, a satellite image or a school plan map will work as well.

Create a line course, like the example shown, on your map. This can be done digitally or can be hand drawn. Make sure north is on the map with a blue arrow.

Along the line place 6 animals around the school. Make sure they are on the line as this tells students they are in the right place.

Place a start and finish card out as per the map.

When students return they should be able to point on the map where they found the animal.

LINE-O

Use the map to follow the line exactly where it goes. If you are on track you will find 6 different Australian animals.

Start at the triangle.
Finish at the double circle.



Example map using satellite images



1 of the 6 animals to find

CHANGE-IT-UP

Students can also make a mark on their map as to where they think the animals were.

Students can also make their own line course on a blank map for a partner to follow.

See pages
12-13 for re-
sources

WOMBAT HUNT

ACTIVITY TIME: 30mins

AIM

To learn how to observe surroundings and to link map to ground features.

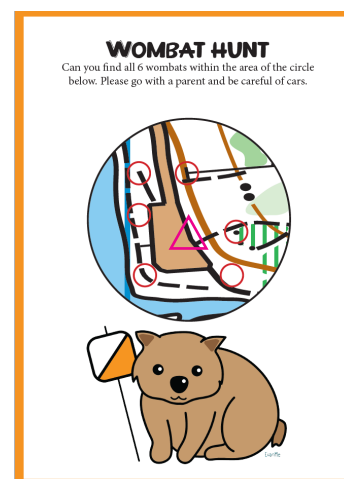
INTRODUCTION

NOTE: this activity can be done with a map or without a map. The without map option is in Change-it-Up
Hand maps out to students and have the students orientate the map to north.
Inform students that there are a number of wombats hiding in the school that they need to find using the map.

ACTIVITY

1. Students will be given wombat hunt maps. Inform the students that within the circles on the map there will be one wombat hiding.
2. Inform the students they are at the start triangle.
3. Students will need to find the wombat before they proceed to the next one.
4. Make sure students are confident with finding north and can identify big features on the map like buildings or the oval.

Students can go in pairs or confident students can go by themselves.



REFLECTION

Ask students what skills they needed to do the activity well?

Ask students why observing the terrain in detail is important for this activity?

Can the students point to north?

ACARA LINKS

HASS	Health and Physical Education
AC9HSFK03, AC9HS1K03, AC9HS2S02	AC9HPFM01, AC9HP2M01
	AC9HPFM03, AC9HP2M03

WOMBAT HUNT

ACTIVITY SET UP: Approx 20-30mins
ACTIVITY SET UP GUIDE

RESOURCES

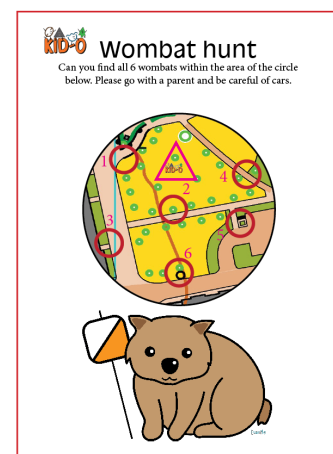
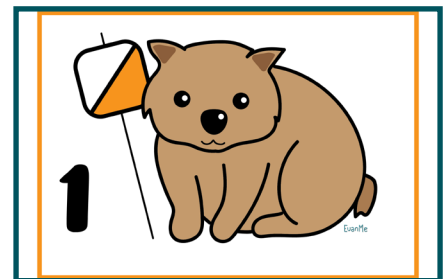
- Wombat cards
- start card
- Wombat hunt map templates

HOW TO SET UP

Using a school orienteering map or a satellite map of the school, create a wombat hunt map using the template from the resource page. On your map draw 6 control circles in areas that are easy to access. Include a start triangle which is where you will start the activity. This can be done digitally or by hand.

In the terrain, place your 6 wombats at the control sites, one card per control.

These can be stuck anywhere within the circle as the aim of the exercise is for the students to observe and search, however, do not make them too difficult to find.



CHANGE-IT-UP

If you do not have access to a map, place the wombat cards within a controlled area so students do not wander. Inform the students that they need to search for the 6 wombats within the area. Use the punch cards in the resource book. Have stickers or punches on the wombats.

Another alternative is for students to have a blank map and they draw where the wombats are on the map.

This activity can be done inside such as in a gym with smaller wombats.

See pages
26-29 for re-
sources

STRING COURSE RELAY

AIM

To learn how to punch orienteering controls while running. To improve gross and fine motor skills.

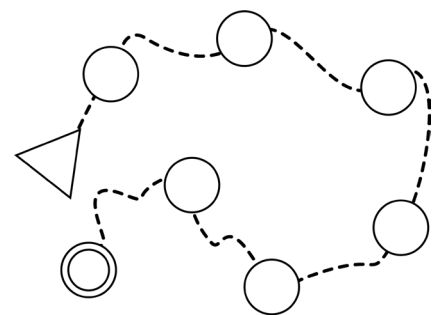
INTRODUCTION

Have students observe the string course and jog around the course so they are familiar with the format and how to punch the controls (see Change-it-UP for punching options).

ACTIVITY

1. Students will split into teams of 3-4.
2. Students will have a mass start where the first person from their team will race.
3. Once the first leg runner is back, the second leg can go until all team members have finished.

See Change-it-UP for different options for this activity.



REFLECTION

Ask students what skills they needed to do the activity well?

Ask students why following controls in the correct order is important in orienteering?

What was fun about the activity?

ACARA LINKS

	Health and Physical Education
	AC9HPFM01, AC9HP2M01, AC9HP2M05
	AC9HPFM03, AC9HP2M03, AC9HPFM04, AC9H-P2M05

STRING COURSE RELAY

ACTIVITY SET UP: Approx 20-30mins
ACTIVITY SET UP GUIDE

RESOURCES

- | | |
|--|---|
| <ul style="list-style-type: none">• bunting tape• stands or cones to place numbers on• numbers 1-10 cards• start and finish cards | <ul style="list-style-type: none">• optional- orienteering flags.• optional- punch cards and stickers or Pegs• optional-Sport Ident kit with download |
|--|---|

HOW TO SET UP

On a large area (oval, basketball court etc) set up the stands or cones in any order. Connect the stands with bunting tape from the start, through the stands to the finish. This is the "string" the students follow so they complete the course in order. You can set this up however you like.

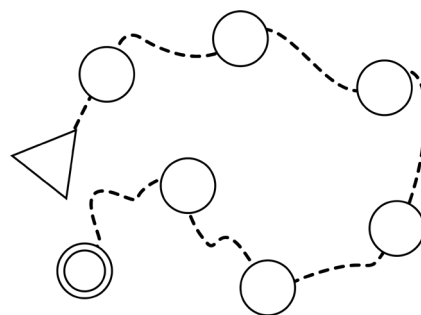
Each stand represents a control. Place the numbers 1-10 (or ever how many controls your have for your course) on each stand. At each control you can place an orienteering flag or S.I unit, punches, hole punches, stickers or pegs. See Change-it-UP for the different punching methods.

Place the start and finish cards at the beginning and finish of the course.

If using Sport Ident. Place S.I units at each control (doesn't matter about the number). Remember to put out the start and finish units as well.

Set up a clear unit next to the start. Students will need to clear their S.I stick before they start a new map.

Set up the a download so students can print of their times.



For mass starts- use pegs or Sport Ident as they prevent backlogs at each control.

CHANGE-IT-UP

Punching alternatives:

S.I units- students can punch each control using a sport ident stick.

Stickers- Students can collect stickers at each control and place them on a punch card (see resources)

Pegs- students can collect different coloured pegs at each control. The teams must have the correct number of pegs at the end of the relay. Place different colours at each control.

Novelty hole punches- use pattern hole punches at each control for student to punch.

See page 12-13 and 32 for resources

AIM

To learn the different direction points. This activity is good as a warm up but can be used as a larger activity.

INTRODUCTION

Ask the students which way they think north is? Why do we need to know where north is? What other direction points are there?

Ask the students to look around at the field or court at the 8 different direction points so they are familiar with them.

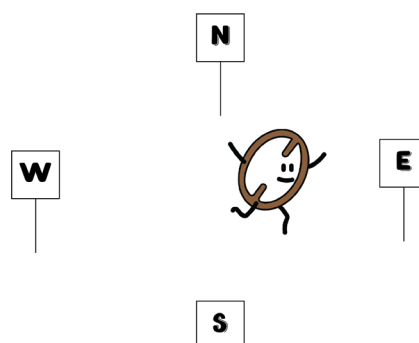
ACTIVITY

Racing game:

1. Students will all start in the middle of the field.
2. The teacher will tell the students to start running around. The teacher will then call out a direction point and the students have to race to get to the point as fast as possible.

Elimination game:

1. Students will all start in the middle of the field. The teacher will say GO and the students have 10-15 seconds to go to a direction point of their choice.
2. Once they are at a point the teacher will call out a direction E.G. NORTH EAST. Anyone at that point is eliminated. Repeat the activity until there is only one student remaining.



REFLECTION

Ask students to review the different direction points again.

Ask how students can find north when they do not have a compass?

ACARA LINKS

Mathematics	Health and Physical Education
AC9M1SP02	AC9HPFM01, AC9HP2M01
	AC9HPFM03, AC9HP2M03

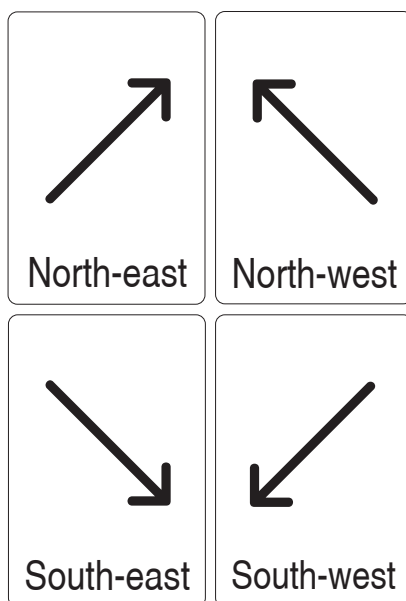
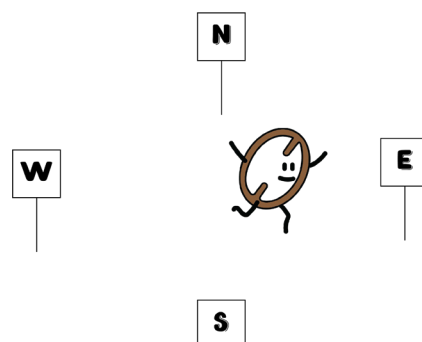
RESOURCES

- direction cards
- cones or stands to put the cards on

HOW TO SET UP

Place the direction cards in the correct spot around an oval or court. Try to keep them orientated to true north as best your can. This will help students familiarize themselves with north. Have the cards facing inwards towards the centre of the court or field so they are visible for the students to see.

Set up the direction cards with enough space for students to run to. This activity can be done indoors, such as in a class room or gym if there is enough room available.



CHANGE-IT-UP

Instead of using direction cards, you could also use orienteering symbol cards.(see resources for the orienteering symbol cards)

See page 30-31 for re-sources

STAR RELAY

AIM

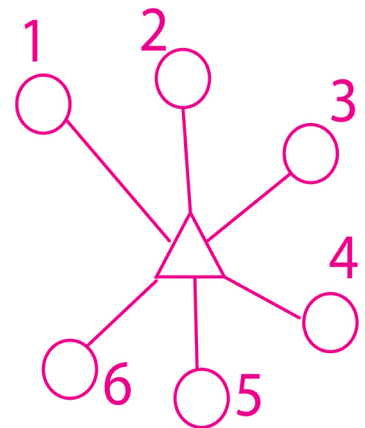
To learn basic map reading skills while working in a team.

INTRODUCTION

Inform students that they will be working in teams of two to complete a course of 6 controls. One student in the team will place the control, the other person in the team will collect the control. Students will need to use a map to complete the activity. This is an activity of trust as the first person in the team needs to make sure they are putting the control in the correct spot.

ACTIVITY

1. Teams will be given one map and one control flag per pair. They need to decide who will be first and who will be second.
2. Give each team a number from 1-6. This is the control they start at first. Once they complete that control they move onto the next number. E.G. A team might start at control 3, once they have both gone to that control they move onto control 4. They do this until all control are completed.
3. When ready, say GO and all first leg runners take their control to their control using their map. They then run back to their team mate once they place their control in the right spot. They then give their map to their team mate who then as to run to the control to collect the flag.
4. This is repeated until the team has completed all 6 controls.



REFLECTION

Ask students what skills they needed to do the activity well?

Ask students why following controls in the correct order is important in orienteering?

Which way is north? How do they know?

ACARA LINKS

Mathematics	Physical Education
AC9MFN01, AC9MFN03	AC9HPFM01, AC9HP2M01, AC9HP2M04
AC9MFSP02, AC9MF1SP02, AC9MF2SP02	AC9HPFM03, AC9HP2M03, AC9HP2M05

STAR RELAY

ACTIVITY SET UP: 5mins

ACTIVITY SET UP GUIDE

RESOURCES

- maps of the school with a star relay drawn by hand or digitally (satellite or school map) see non-map options in Change-it-UP.
- control flags or laminated control cards.
- different coloured dot stickers or something to stick on the flags to identify it to that team.

HOW TO SET UP

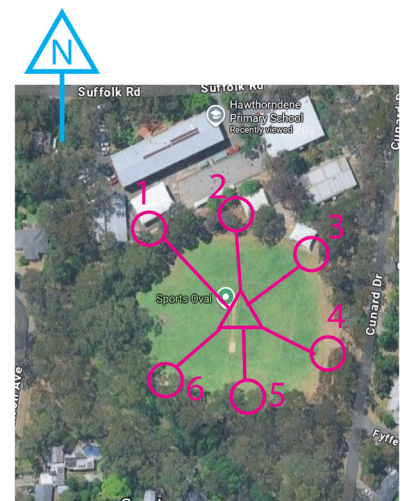
The beauty of this activity is that you do not have to set anything up in the terrain. You just need to have maps and controls prepared before hand.

Place a different coloured stickers on each control flag so the team can identify that this is their flag.

When making the maps for the star relay, place the control circles on obvious features such as building corners, playground equipment etc. Do not put them on features that would be too obscure for younger students to find.

You may find that you need to go through each control site with Prep students or even take them to the control site so they are familiar with it.

Star relay



CHANGE-IT-UP

Non-map option

This activity can be done without a map. You will need to use a court or oval instead and have six number cards place on the outskirts of the court or oval. This is so students can see where the “controls” are. Students then still work as a team to complete all six controls. One person puts out the control, the other person collects the control.

For younger years, put large numbers at the control site so they can place their flags in the right place.

See page 32
for resources

LINES AND CONES (AKA COUNTING CONES)

ACTIVITY TIME: 20mins

AIM

To learn basic map reading skills.

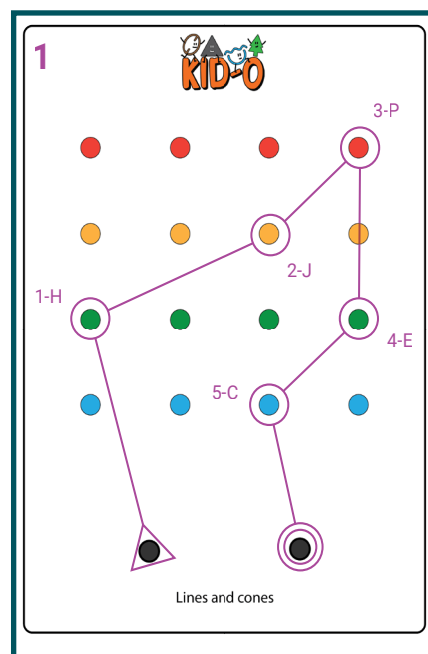
INTRODUCTION

Inform students that they will be using a basic map to follow a course. Remind students that they start at the start triangle and finish at the double circle.

ACTIVITY

1. Have the students observe the 16 cones in front of them.
2. Each student will be given a map and orientate the map to the cones.
3. Students need to follow the course on the map to the correct cone depending on its position and its colour.
4. Students might like to do this as a head to head race.

NOTE: This activity is also called "counting cones" in the year 3-6 sporting schools orienteering program.



REFLECTION

Ask students what skills they needed to do the activity well?

Ask students why following controls in the correct order is important in orienteering?

How did students orientate the map for this activity?

ACARA LINKS

Mathematics	Health and Physical Education
AC9MFN01, AC9MFN03, AC9M1A02	AC9HPFM01, AC9HP2M01, AC9HP2M04
AC9MFSP02, AC9M1SP02, AC9M2SP02	AC9HPFM03, AC9HP2M03, AC9HP2M05

LINES AND CONES

(AKA COUNTING CONES)

[Requires pre-planning*]

ACTIVITY SET UP: 5mins

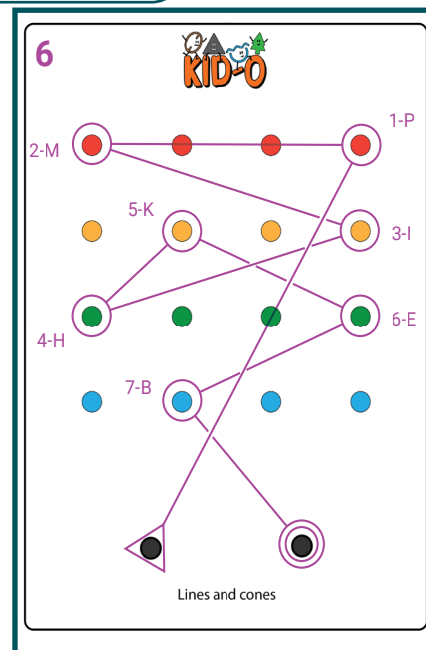
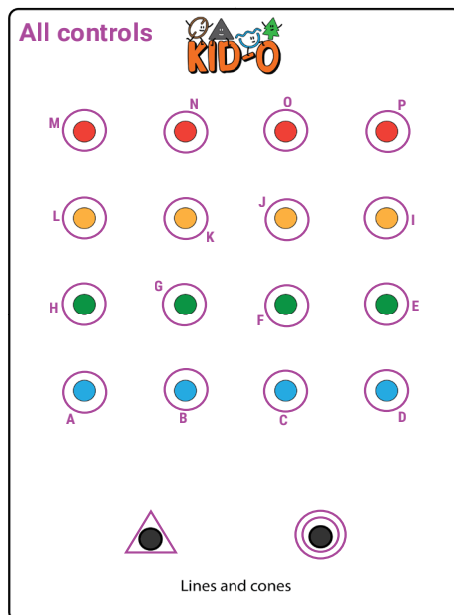
ACTIVITY SET UP GUIDE

RESOURCES

- | | |
|--|---|
| <ul style="list-style-type: none"> 4 red cones 4 blue cones 4 green cones 4 yellow cones | <ul style="list-style-type: none"> lines and cone maps start and finish cards letter cards |
|--|---|

HOW TO SET UP

Place cones in the correct rows depending on the colours and letters
Print and laminate lines and cones maps.
If you wish to use S.I for this activity you will need to stick them onto the cones.



CHANGE-IT-UP

This can be done as a team relay or individually to make it more competitive.

See pages 12-17 and 33-35

SARDINES

ACTIVITY TIME: 20mins

AIM

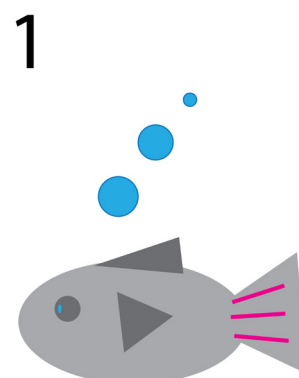
For students to use observational skills to find control sites.

INTRODUCTION

Students will be informed that this activity is the opposite of hide and seek. Students will be informed that there are 6 sardines hiding around the school and the teacher will explain in detail where each sardine is. The students have to use their observational skills to find the sardines and hide until all students have found it.

ACTIVITY

1. Students will be informed that they will be playing a big game of reverse hide and seek as a class.
2. Students will need to find one sardine at a time as per the teacher's instructions of where to find it. E.G. the teacher may say, sardine number 1 is hiding near the entrance of the library. Find the sardine and then hide until all the students have found it.
3. Once all students are at sardine 1, the teacher can tell the students where they can find sardine 2.
4. Repeat until all sardines are found.
For safety, blow 3 whistles to bring any missing students back to the group.



REFLECTION

Ask students what skills they needed to do the activity well?

Ask students why following controls in the correct order is important in orienteering?

What was fun about the activity?

ACARA LINKS

	Health and Physical Education
	AC9HPFM01, AC9HP2M01, AC9HP2M04
	AC9HPFM03, AC9HP2M03, AC9HP2M05

RESOURCES

- sardine cards 1-6

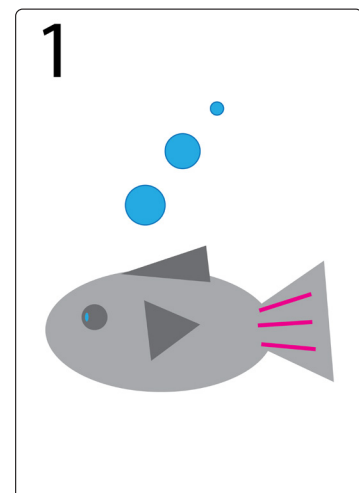
HOW TO SET UP

Place the sardine cards around the school in places that have large enough areas for students to hide. Remember where you have placed each sardine so you are able to give a description of the location to the students.

This activity can be done inside or outside.

For safety reasons, blow a whistle if you are missing students. They will then come to you when they hear the whistle.

You'll find that most students will follow each other in this activity and that is fine. If some students are slower at finding the sardines, send them off first to find the next sardine so they have the opportunity to find it first.



CHANGE-IT-UP

Map option.

You can do this activity with a map that is made in advance. Instead of telling students where the sardine is hidden, you say we are all going to try and find the sardine at control 1. Students will then have to use the map to find the sardine and then hide there.

See pages 36-37

DIRECTION-O

ACTIVITY TIME: 30mins

AIM

To learn how to orientate a map to ground features.

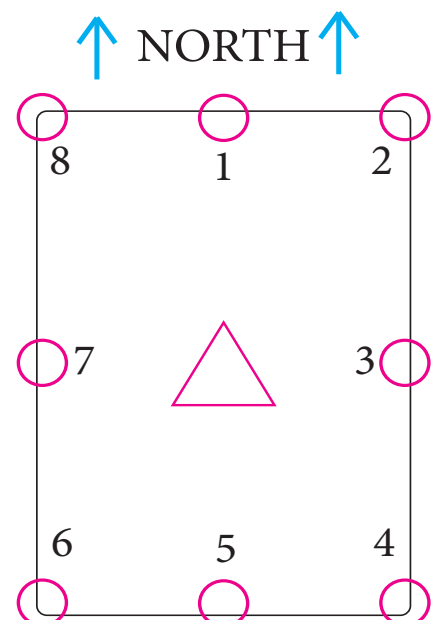
INTRODUCTION

Introduce the activity by asking students where is north? Ask the students to look around the court at the 8 cones. Inform them the cones have numbers on the other side. They will be using simplified maps of the court to find the correct number.

The NSEW game is a good warm up game to do for this activity. You can put the direction cards on the opposite side of the multi-coloured number cards.

ACTIVITY

1. Students will be given a map. There are 4 different coloured options and students will all have different maps. Students are in the middle of the court at the start triangle.
2. Ask students to orientate their maps to north. The cones on the ground relate to the controls on their map.
3. Ask one student to see if they could run to their number 1 on their map. If they have the black map, they would then run to the most north cone. If they are at the correct cone they would see there are 4 numbers on the other side of the cone and the black number 1 should be there.
4. Once students have figured out the concept of the activity, call out numbers or number sequences for students to find in relation to



REFLECTION

Ask students why orientating their map to north each time they start is important?

How do you orientate your map to north but face the direction of the control you need to go to?

ACARA LINKS

	Health and Physical Education
	AC9HPFM01, AC9HP2M01, AC9HP2M05
	AC9HPFM03, AC9HP2M03, AC9HPFM04, AC9HP2M05

RESOURCES

- north card
- stands or cones
- multi-coloured number cards
- course cards; black, pink, orange, green.
- start triangle card

HOW TO SET UP

On a court or open area, place 8 cones as per the set up on the maps. Place a cone in the middle of the court. This is the start triangle. Try and set this up so the cones are orientated to north as per the maps.

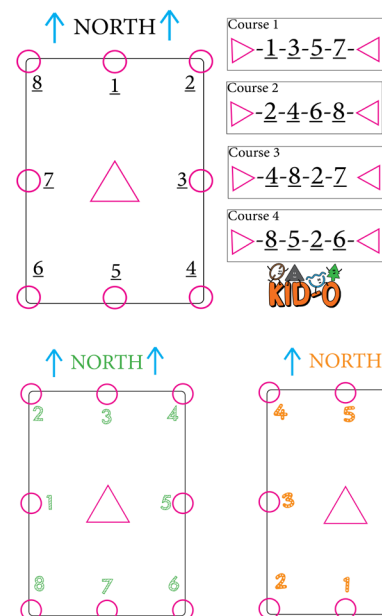
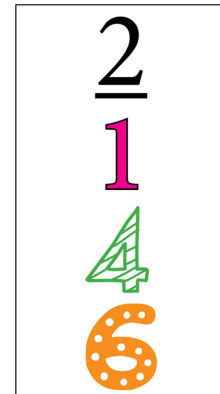
On the most northern/centered cone stick a North card on the cone so it faces towards the start triangle. This is used as a north reference for the students.

On the opposite side of the cones place the 8 multi-coloured number cards in relation to the black maps' numbers. (This is the easiest one to follow as it is the top number)

Print off the maps so they are double sided, black with pink, green with orange. This way the students can easily change to a different map.

Once students are ready to go, call out "Map to north, now head to number 4 on your map". Students will head in different directions to find their correct cone. Repeat with different numbers or number sequences. After a while swap the maps around.

Note: the numbers on this map have been altered in a way so they are identifiable for students with colour blindness.



CHANGE-IT-UP

Older students may want to use the maps that have course options already on the map cards.

See pages 12
and 82-91

AIM

To learn how to follow a sequence and use observational skills.

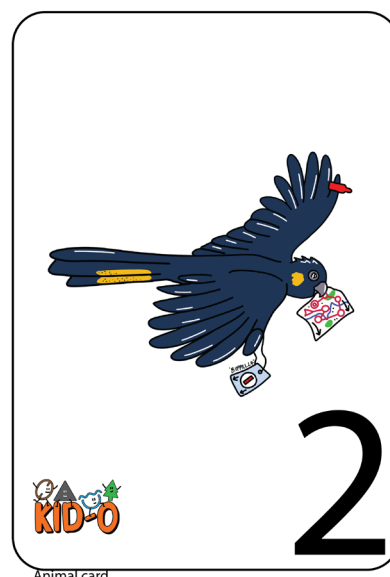
INTRODUCTION

This activity is much the same as number-O but uses animals instead of numbers.
Have the students run around the controls so they are familiar with the animals and where they are.

ACTIVITY

1. Students will be allocated animal course cards and instructed to find the controls that match the animal.
2. Once students have finished their card, they can select another card to complete.
3. Students can find the animals on their card in any order or they can follow the animals from top to bottom.

See Change-it-UP options for how to turn this into a teams relay.



REFLECTION

Ask students what skills they needed to do the activity well?

What did you like about this activity?

Ask students if they remember what symbols represent the start and finish on an orienteering course.

ACARA LINKS

HASS	Health and Physical Education
AC9HSFK03, AC9HS1K03, AC9HS2S02	AC9HPFM01, AC9HP2M01
AC9HSFS02	AC9HPFM03, AC9HP2M03

RESOURCES

- | | |
|--|---|
| <ul style="list-style-type: none"> Animal-O course cards stands or cones to place numbers on them (12) animal picture cards start and finish cards | <ul style="list-style-type: none"> somewhere to store the maps for easy access like boxes. optional- timers optional-Sport Ident kit with download |
|--|---|

HOW TO SET UP

On a large area (oval, basketball court etc) set up the stands or cones in random places. Some could be close, some could be further away.

Place two stands/cones at the front of the other stands/cones. These should be about 2-3m apart and inline horizontally. These will be the start and finish.

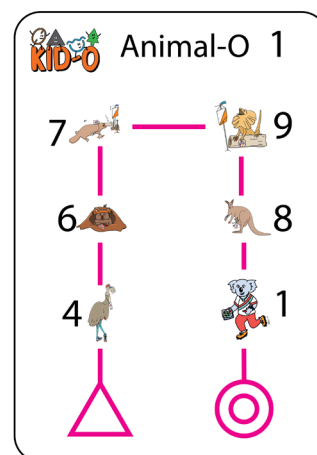
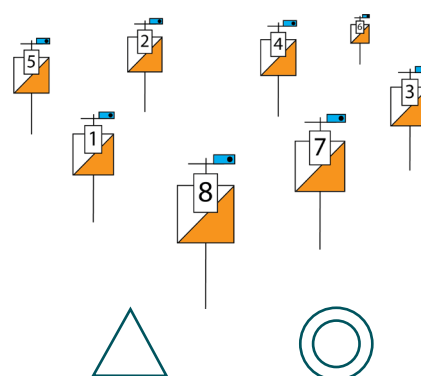
Place the animal picture cards on the stands, one animal per stand. Make sure the animals are facing towards the start and finish cones. Place the start and finish cards on the front stands.

Place the animal course cards on clipboards or in boxes so they are easily identifiable to the students.

If using Sport Ident. Place S.I units at each control (doesn't matter about the number). Remember to put out the start and finish units as well.

Set up a clear unit next to the start. Students will need to clear their S.I stick before they start a new map.

Set up the a download so students can print off their times.



CHANGE-IT-UP

You could set this activity up a teams relay. Teams try and complete their animals cards before the other team. Once one students complete a course, they tag another team member to complete the next course.

See pages 12-13 and 17-21

MAP RACE

ACTIVITY TIME: 30mins

AIM

To learn how to observe and memorise the features of a map.

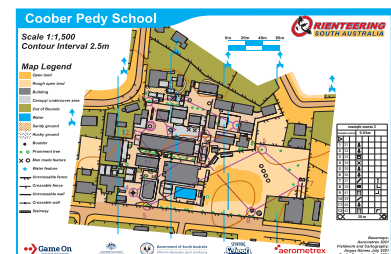
INTRODUCTION

Students will be in teams and use their memory skills to re-draw an orienteering course on a blank map. Give students the blank map and talk to them about what the features of the map are. Blue is water, black is rock or man made items, green is vegetation.

Ask the students why they think open grasslands in yellow like an oval?

ACTIVITY

1. Students will be placed into teams of two and be given a blank map and pencil/pen.
2. One student from each team will run to the far side of a court or room to a map that has a course on it. They need to memorise each control one at a time, come back and draw it on their blank map.
3. Once a student draws a control they need to swap with their partner who then goes to memorise the next control.
4. Students are finished once all controls are drawn.
5. At the end of the activity students can compare their course with the master course and see if they got it right.



REFLECTION

Ask students what skills they needed to do the activity well?

Why is it important the control circle goes on the centre of the feature it's on?

Ask students what they learnt about the symbols on maps.

ACARA LINKS

HASS	Health and Physical Education
AC9HSFK03, AC9HS1K03, AC9HS2S02	AC9HPFM01, AC9HP2M01,
AC9HSFS02, AC9HS102	AC9HPFM03, AC9HP2M03, AC9HP2M04, AC9H-P2M05

MAP RACE

ACTIVITY SET UP: Approx 10mins

ACTIVITY SET UP GUIDE

RESOURCES

- map with courses (see resources or use your own)
- blank maps
- clipboards
- pens or pencils

HOW TO SET UP

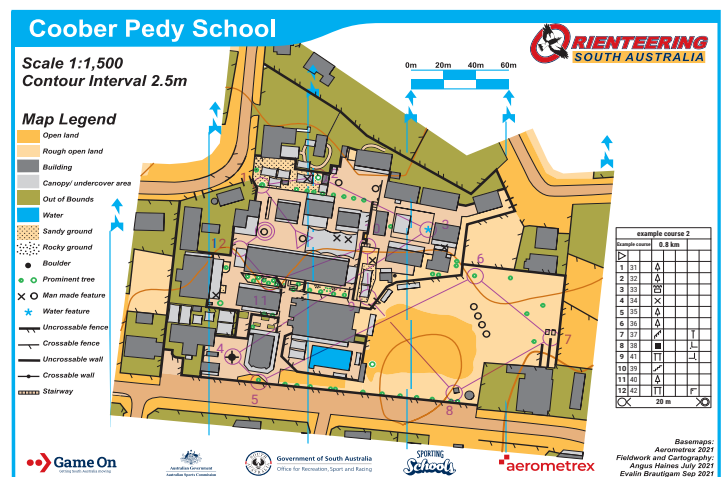
Print off the maps with courses or create your own courses on the blank maps from the resources.

Students will need the blank map, one per team.

Place the maps with the courses on them on the far side of the room or court.

Use clipboards as drawing supports.

Students will run back and forth to try and memorise and draw the course on their own map.



CHANGE-IT-UP

See the resource book for different versions of the maps for different abilities.

See page 63,
64, 65

SENSORY/NATURE PLAY ACTIVITIES



Not only do successful orienteers need to be able to run, they also need to be able to think on the move. Being familiar with the bush and being able to use sensory skills is key to being a successful orienteer.

Sight

Processed via eyes, detecting light, color, and movement.

The ability to know one's location

Direction

Touch and hearing

Processed by the ears and via skin receptors.

The sense of what is happening
The sense of knowing where your limbs are without looking.

Proprioception

Vestibular

Involves movement and balance via the inner ear.

The sense of what is happening inside the body, such as hunger, thirst, or heart rate.

Interoception

MAKE A MAP

ACTIVITY TIME: 30mins

AIM

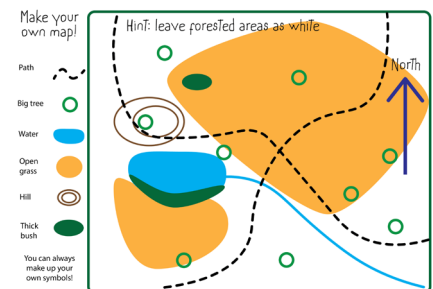
To learn how to turn ground features into symbols.

INTRODUCTION

Students will be shown example orienteering maps. Discuss with the students what they think the symbols on the map represent. Use the example simplified map to talk about the features. Discuss with the students about symbols you could use to represent features in your school. Discuss what the purpose of a legend is.

ACTIVITY

1. Students will be given a blank map template, pencils and a clip-board.
2. Students will be given the task to make a map of their school (can be inside or outside).
3. Students will need to use orienteering symbols or they can make up their own. The key is they need to create a legend for their symbols as they go.



REFLECTION

What symbols did students use?

What was challenging about making the map?

If you had another chance at making the map, what would you do differently?

ACARA LINKS

Visual Arts	HASS
AC9AVAFC01, AC9AVA2E02	AC9HSFK03, AC9HS1K03, AC9HS2S02
AC9AVA2C01	AC9HSFS02, AC9HS102

MAKE A MAP

ACTIVITY SET UP: Approx 5mins

ACTIVITY SET UP GUIDE

RESOURCES

- example orienteering maps
- blank map templates
- coloured pencils
- clipboards

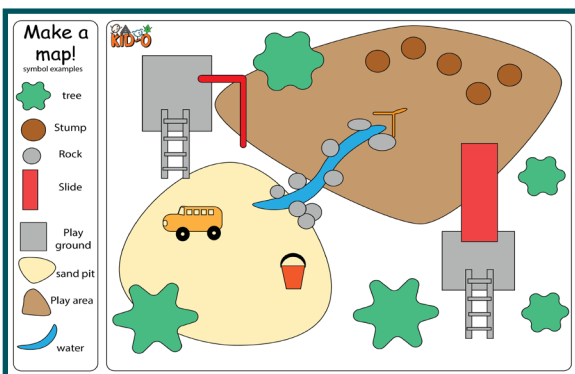
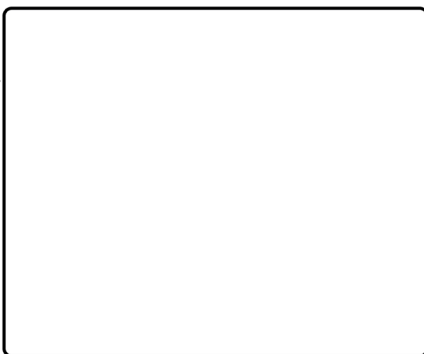
HOW TO SET UP

Print off example orienteering maps from the resources.
Have example maps on display for discussions. You may find younger years respond better to the playground example map than actual orienteering maps.
Print off blank maps.
Set up pencils and clipboards for students to use.

Make your own map!

- Path
- Big tree
- Water
- Open grass
- Hill
- Thick bush

You can always make up your own symbols!



CHANGE-IT-UP

Students could draw a control on their map and swap it with a partner who then has to use that map to find the control site.

See pages 38-39 and 63-65

PLAY DOUGH MAPS

ACTIVITY TIME: 30mins

AIM

Learn about different orienteering symbols through hands on play.

INTRODUCTION

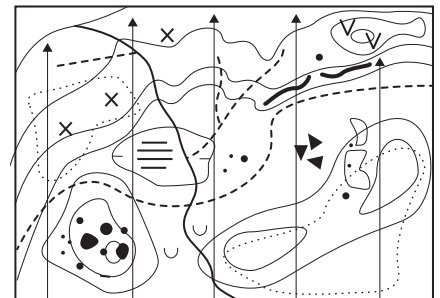
Show students a number of different orienteering maps. Explain to them that they are made of symbols that represent what is in the terrain.

See Change-it-UP for how to create mountains using contours.

ACTIVITY

1. Students will use play dough to build up a 3D model of their map.
2. Students can decide which colours they are going to use for their symbols.

Alternatively students can also try and represent the contours on the map. They can build up layers to represent different heights.



REFLECTION

What symbols did students use?

What was challenging about making the map?

What was interesting about the contours?

ACARA LINKS

Visual Arts	HASS
AC9AVAF01, AC9AVA2E02	AC9HSFK03, AC9HS1K03, AC9HS2S02
AC9AVA2C01	AC9HSFS02, AC9HS102

PLAY DOUGH MAPS

ACTIVITY SET UP: Approx 10mins
ACTIVITY SET UP GUIDE

RESOURCES

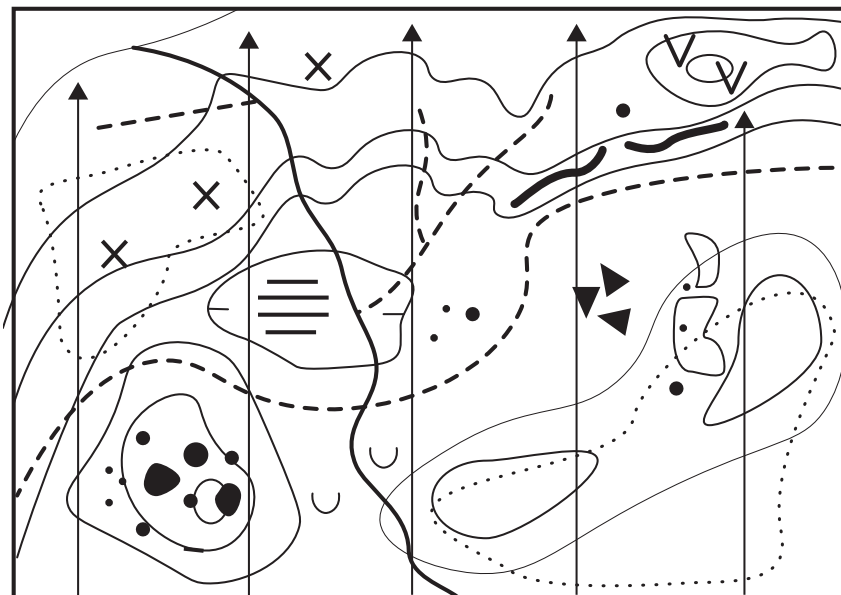
- different coloured play dough
- black and white map templates laminated

HOW TO SET UP

Print off example orienteering maps from the resources.

Print and laminated the black and white base maps from the resources.

Set out different coloured play dough next to the laminated maps.



CHANGE-IT-UP

Students can use the contour only cards to build up contour layers using play dough.
See resource book for contour cards.



See pages 42-45

SCAVENGER HUNT

ACTIVITY TIME: 30mins

AIM

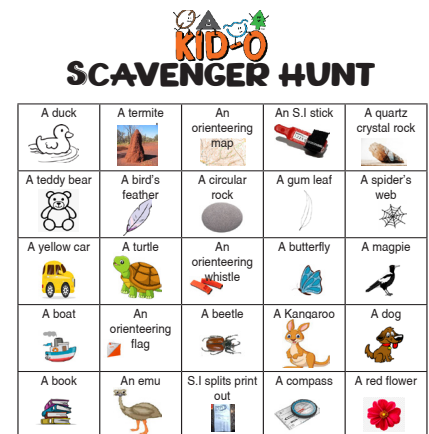
To use your senses to become more observant of your surroundings.

INTRODUCTION

Students will conduct a scavenger hunt within the school grounds using the cards. Inform students the aim of this activity is to use their eyes to search for the items

ACTIVITY

1. Introduce students to the activity by handing out the scavenger hunt cards.
2. Students can work in pairs or individually to find the items.
3. Items can be collected if they are nature based items or can be spotted and "ticked" off if the items cannot be physically collected.



FIND AS MANY ITEMS AS YOU CAN ON THE SCAVENGER HUNT. CROSS THEM OFF AS YOU GO. YOU ONLY HAVE TO SPOT THE ITEM.

REFLECTION

Ask students to discuss what skills they used to find the items.

For example if they needed to search for a feather, was it easier to find bird feathers in places where birds nest or roost?

ACARA LINKS

Science	
AC9SFU01, AC9SFH01	
AC9SFI01, AC9S1I01, AC9S2I01	

SCAVENGER HUNT

ACTIVITY SET UP: 30mins pre-prep
ACTIVITY SET UP GUIDE

RESOURCES

- scavenger hunt template (or make your own)
- access to software to edit the template (Canva, Adobe pdf, Word, Adobe InDesign)

HOW TO SET UP

Using the scavenger hunt template, create your own scavenger hunt based on the environment of your school.

The items can be based on animals, natural items, man-made items etc.



SCAVENGER HUNT

**FIND AS MANY ITEMS AS YOU CAN ON THE
SCAVENGER HUNT. CROSS THEM OFF AS YOU GO. YOU
ONLY HAVE TO SPOT THE ITEM.**

STAY WITH AN ADULT.
YOU MAY FIND SOME OF THE ITEMS WHILE ON AN ORIENTEERING
COURSE.

CHANGE-IT-UP

For students with vision impairments, you can conduct this activity by placing a number of different items on a mat or table. Students would need to find items that relate to a tactile sense. For example “find an item that is smooth”. Students would search the items until they find a smooth rock. Vision able students could also participate by using blindfolds.

See pages 52-
53 in resource
book

SYMBOL BINGO

ACTIVITY TIME: 10-20min

AIM

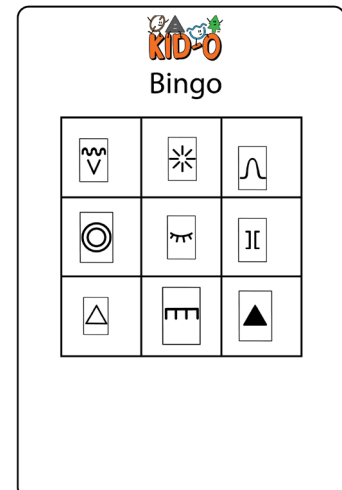
To learn the symbols used in orienteering.

INTRODUCTION

Present students with symbols chart for orienteering. Inform students that because orienteering is a world sport, symbols are used to represent features on the map, not words.

ACTIVITY

1. Give students blank bingo cards and ask students to copy down 9 orienteering symbols on their cards.
2. The teacher will then randomly select a symbol, say its name and show the symbol.
3. Students will cross it off their card if it matches.
4. Students call BINGO! When all symbols are crossed off.



REFLECTION

Ask students to recall which symbols they learnt. Maybe as an extension they could try and draw the symbol as a real life object.

ACARA LINKS

HASS	
AC9HSFK03, AC9HS1K03, AC9HS2S02	

SYMBOL BINGO

ACTIVITY SET UP: Approx 10mins
ACTIVITY SET UP GUIDE

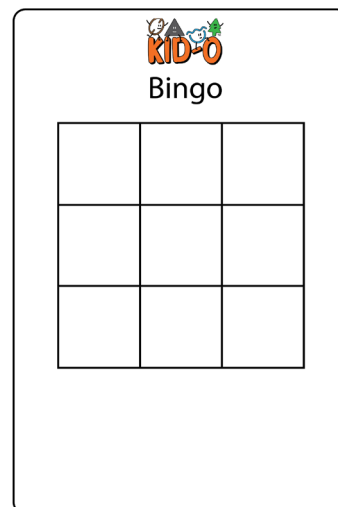
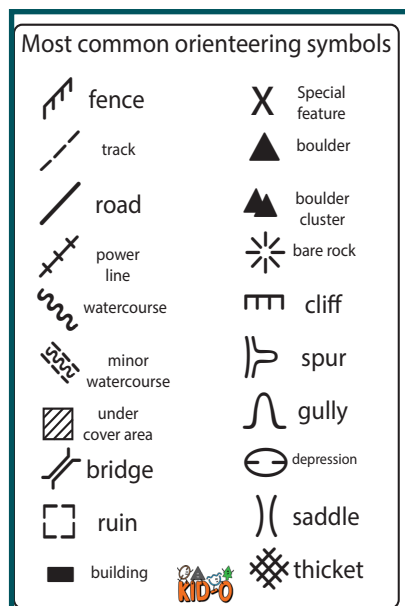
RESOURCES

- Orienteering symbols sheets and individual cards
- blank laminated bingo cards
- whiteboard markers
- Alternative options- Laminated maps

HOW TO SET UP

Each student needs one blank bingo card, a copy of the orienteering symbols and whiteboard a marker.

The teacher needs to cut up the orienteering symbols or have a digital way to display each symbol randomly.
If you do the Change-it-UP option, students will need an orienteering map laminated.



CHANGE-IT-UP

More advance: Instead of using a bingo card. Present students with laminated orienteering maps.

When a symbol is called, students need to circle the related map feature.

There may be more than one so ask students to circle one.

See pages 46-53 and pages 55-61. More flash cards in separate file.

BEAR HUNT

ACTIVITY TIME: 30mins

AIM

For children to use their senses to explore nature. This activity helps children become confident with being in nature.

INTRODUCTION

Optional: Read “We’re going on a bear hunt” to your students. Instruct that today we will be going on a bear hunt to find three bears. Children will go as a group into different parts of the school where they will need to jump, climb or crawl their way through different areas. On the way they need to keep their eyes open for three bears that have been hidden.

ACTIVITY

1. Introduce the activity to the students. This can be done by reading the book “We’re going on a bear hunt” to the students.
2. Inform students that will be searching for bears outside and they may need to jump, climb and crawl to find these bears.
3. Take the students to different areas of the school (can be man made areas or more native ares). These areas will have some form of physical challenge for students to get through. For example if there is an area of the school that has a bushland, students may need to use their arms to swish through the bushes. If there is a playground, maybe students need to crawl under equipment to get through it. There will be cones along the way so students follow the right path.
4. Along the way, students need to keep their eyes open for bears hidden by the teachers or coaches.



REFLECTION

Ask children what they enjoyed about that activity.

What worried them initially? Do they feel more confident with being in nature now?

ACARA LINKS

English	Health and Physical Education
AC9EFLA07, AC9E1LA07, AC9E2LA07	AC9HPFM02, AC9HP2M02
AC9EFLY04	

BEAR HUNT

ACTIVITY SET UP: Approx 10mins
ACTIVITY SET UP GUIDE

RESOURCES

- three bears- stuffed toys or laminated pictures
- cones
- We're going on a bear hunt book

HOW TO SET UP

CHECK ANY AREAS BEFORE HAND FOR HAZARDS. While there are some risks in all outdoor activities, it is advised to reduce as much risks as possible before students participate in this activity. Check for snakes, hazards on the ground, bushes that may have thorns etc.

Place cones along three different paths that children need to follow around your school area. For example cones that go under play ground equipment or go over logs or rocks.

Along these paths hide a bear that is not obviously found unless children go along these paths.



CHANGE-IT-UP

Children could split into smaller groups and hide the bears for other children. This activity could also be done indoors with gymnastic equipment.

CHALK MAPS

ACTIVITY TIME: 30mins

AIM

Children work together to draw large maps using chalk.

INTRODUCTION

Remind students how maps are bird's eye view of the land. Students can be shown images of orienteering maps or Indigenous artworks to describe how both images use symbols to represent the land. Inform students that they will be working together to draw their own maps using chalk.

ACTIVITY

1. Introduce the activity and take the students to an area that is suitable for chalk drawing.
2. Students can discuss as a group what type of map they would like to make. (real map, imaginary)
3. Students can start drawing their own map with the aim that as a group it will join up into a larger map for the whole class.

REFLECTION

Have students look at the overall map once finished. Students can discuss which symbols they used to represent features. Did students draw people or animals on their map? Did their map have a story?

ACARA LINKS

Visual Arts	
AC9AVAFC01, AC9AVA2C01	

CHALK MAPS

ACTIVITY SET UP: Approx 5mins
ACTIVITY SET UP GUIDE

RESOURCES

- chalk for the whole class. Different colours
- orienteering map examples
- Indigenous art examples

HOW TO SET UP

Find orienteering map examples or Indigenous art examples for the students to observe.

Students will probably need a large supply of different coloured chalk.



CHANGE-IT-UP

Students could work in pairs to make maps. Maybe they could include people or animals in their maps and develop the map into a story.

Once students draw the map, maybe they could draw an orienteering course over the top of it with a start triangle, a number of controls and a finish.

See page 54-
65

MATCH THE MAP

ACTIVITY TIME: 15mins

AIM

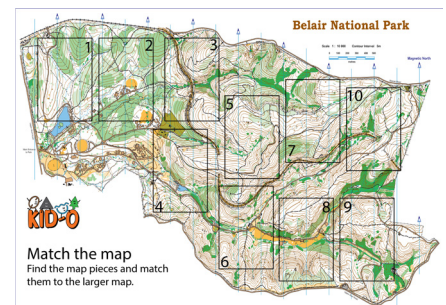
Students learn to observe features on maps.

INTRODUCTION

Students will be given a base map with a number of rectangles on it. Students will be informed to match cut out pictures of the map to their map.

ACTIVITY

1. 10 individual smaller maps will be placed around the room.
2. Students will be given a base map with numbered rectangles on it.
3. Students are to walk around the room and try and match up the smaller map to where they belong on the base map.



REFLECTION

Ask students what features on the map helped them identify which smaller map belonged where.

ACARA LINKS

HASS	Mathematics
AC9HS1K03, AC9HSFS02	AC9MFSP01, AC9M1SP02, AC9M2SP02, AC9MF-SP02

MATCH THE MAP

ACTIVITY SET UP: Approx 5 mins
ACTIVITY SET UP GUIDE

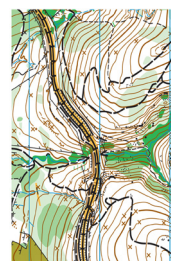
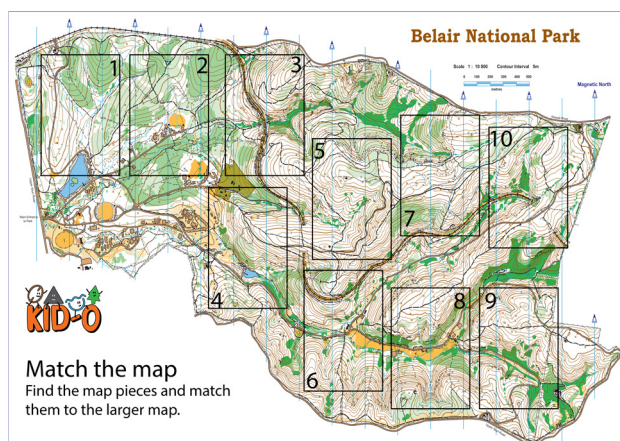
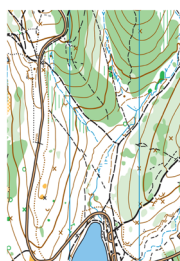
RESOURCES

- Match the map activity from the resources

HOW TO SET UP

Place the 10 smaller maps around the room. Check they are the right orientation to the base map.

Print off the master maps for the students.



CHANGE-IT-UP

If the rectangle maps are printed smaller, students could place the cards over the top of the larger map to match up the maps.

See pages 78-81

MEMORY

ACTIVITY TIME: 15 minutes

AIM

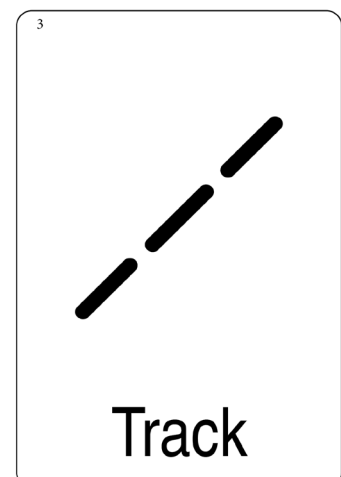
For students to learn the symbols used in orienteering.

INTRODUCTION

Remind students of the different symbols used in orienteering by giving students a symbols sheet or projecting them onto the board. Remind students that these symbols represent features on the ground and are used by people all over the world for map based sports like orienteering, rogaining and adventure racing.

ACTIVITY

1. Place students into groups of 2-4
2. Give each group a pack of symbol cards.
3. Students to place the cards face down
4. Students have a go at selecting two cards at a time to try and match a pair.
5. Once they have a pair they can keep the pair and have another go.
6. The game is finished once all pairs are found.



REFLECTION

Ask what they liked about the game. What did they learn?

To test student's knowledge of the symbols, ask them to draw a symbol from memory.

ACARA LINKS

HASS	
AC9HSFK03, AC9HS1K03, AC9HS2S02	

MEMORY

ACTIVITY SET UP: Approx 20mins
ACTIVITY SET UP GUIDE

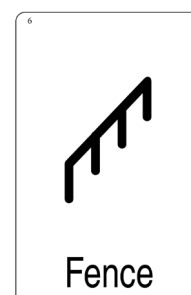
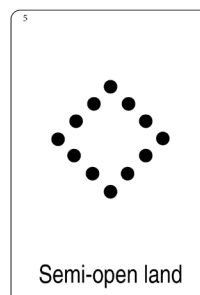
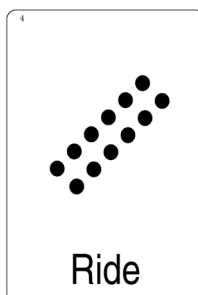
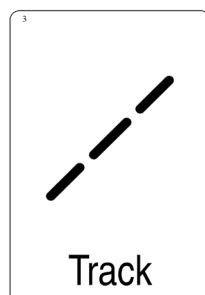
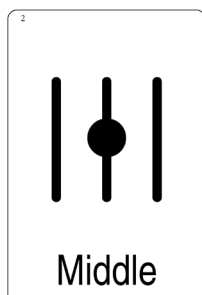
RESOURCES

- Orienteering symbol cards- small version
- Orienteering symbol sheet

HOW TO SET UP

Print and laminate symbol cards.

Print or project orienteering symbol sheet for students to revise.



CHANGE-IT-UP

Play the game using images of the features with the symbols.

This way students have to match the feature to the symbol which teaches them what the real life object for the symbol is.

See flash card
file for re-
sources.

MAP MYSTERY

ACTIVITY TIME: 20mins

AIM

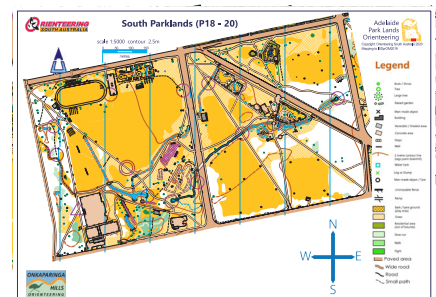
Students use comprehension skills to draw the missing course on a map.

INTRODUCTION

Show students an orienteering map with a course on it. Inform students that people read the map follow the course from the start, to the controls in order, to the finish. People use features like tracks, creeks, fences to find their controls. Today students will be given a map but the course is missing. They will listen to the teacher's story to determine where the course goes.

ACTIVITY

1. Students will observe a real life orienteering course on a map.
2. Students will be given their own orienteering map that only contains control circles, no course.
3. Students are to listen to the teacher's map mystery story to figure out where the course goes. When they think they know where a control is, they write a number for the corresponding control and draw a line between controls.



REFLECTION

Once students are finished, show them the actual course. Discuss what they thought was difficult? What was easy to understand? What did they have to know to be successful at this activity?

ACARA LINKS

English	Mathematics
AC9EFLY04, AC9E1LY04, AC9E2LY04	AC9MFSP01, AC9M1SP02, AC9M2SP02, AC9MF-SP02
AC9EFLA07	AC9M2M05, AC9M1SP01, AC9M2M05

MAP MYSTERY

ACTIVITY SET UP: Approx 10mins
ACTIVITY SET UP GUIDE

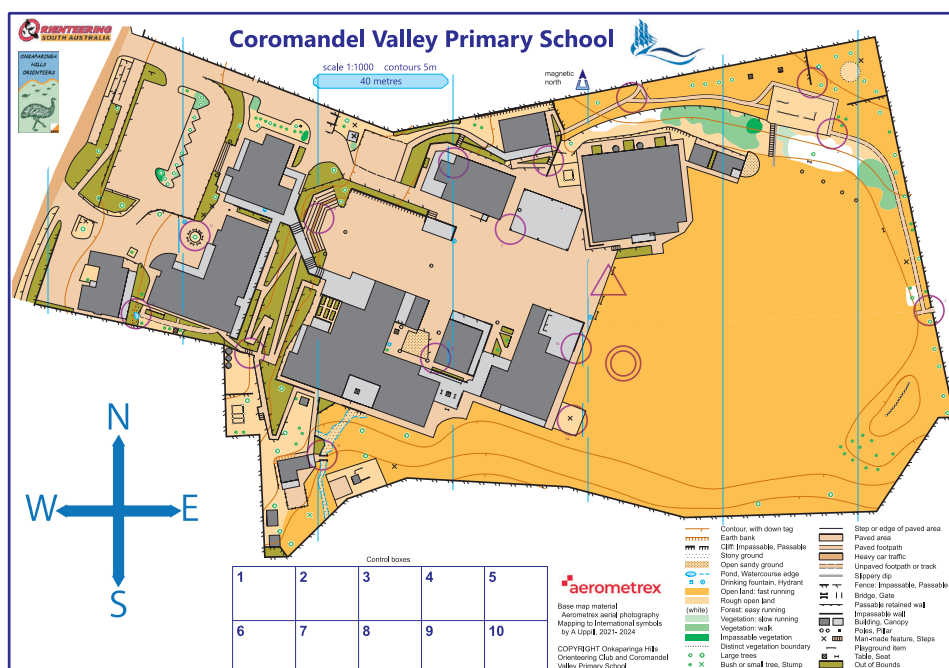
RESOURCES

- Map mystery story
- blank map mystery maps
- pens
- example orienteering course map

HOW TO SET UP

Print off control only maps for students.

Have the story, example course map and actual course ready to read and show the students.



CHANGE-IT-UP

Students could have a go at drawing their own courses on blank maps.

They could tell a partner how they would get to each control.

This is a challenging activity so you could do the whole activity as a class to solve the mystery.

See pages
66-77 for re-
sources.

MUDPIE MOUNTAINS

ACTIVITY TIME: 30mins

AIM

Students use their hands to create mountains using sand or mud.

INTRODUCTION

This activity is perfect for a rainy day. Students are encouraged to get dirty in this activity so be aware that you need to be prepared for wet weather. Students are shown a number of different images of hills. Students will try and make these hills using mud or wet sand.

ACTIVITY

1. Place the students into small groups and give them a pack of mountain cards.
2. Students are to work in their groups to recreate the mountains by using mud or sand.
3. They can decorate their mountain with sticks, rocks and leaves.
4. Students to clean cards and hands after.



REFLECTION

Students can discuss and share their mountains.

Students can also try and guess which mountain belongs to which card.

ACARA LINKS

HASS	Science
AC9HSFK03, AC9HS1K03	AC9SFH01

MUDPIE MOUNTAINS

ACTIVITY SET UP: Approx 10mins
ACTIVITY SET UP GUIDE

RESOURCES

- | | |
|--|---|
| <ul style="list-style-type: none">• mountain cards• towels• buckets• spades | <ul style="list-style-type: none">• wet weather gear• water if needed. |
|--|---|

HOW TO SET UP

Find a suitable place in the school that has clean mud or use a sand pit. You may need to moisten the ground with more water to make it easier to manipulate.

Print and laminate mountain cards.

Gather any other wet weather gear you might need.



CHANGE-IT-UP

This is an outside alternative to play dough maps.

This activity can be done inside with play dough for a less messy option.

See pages
42- 45 for
resources.

ACARA CONTENT DESCRIPTORS

Health and Physical Education

Prep		Year 1 and Year 2	
AC9HPFM01	Practise fundamental movement skills in minor game and play situations	AC9HP2M01	Practise fundamental movement skills and apply them in a variety of movement situations
AC9HPFM02	Experiment with different ways of moving their body safely and manipulating objects and space	AC9HP2M02	Investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness
AC9HPFM03	Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active	AC9HP2M03	Participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable
AC9HPFM04	Follow rules to promote fair play in a range of physical activities	AC9HP2M04	Co-construct and apply rules to promote fair play in a range of physical activities
		AC9HP2M05	Apply strategies to work collaboratively when participating in physical activities

ACARA CONTENT DESCRIPTORS

English

Prep		Year 1		Year 2	
AC9EFLA08	Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school	AC9E1LA03	Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain	AC9E2LA03	Identify how texts across the curriculum are organised differently and use language features depending on purposes
AC9EFLA07	Explore the contribution of images and words to meaning in stories and informative texts	AC9E1LY04	Read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and monitoring meaning using context and grammatical knowledge	AC9E2LY04	Read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting
AC9EFLY04	Read decodable and authentic texts using developing phonic knowledge, and monitor meaning using context and emerging grammatical knowledge				

Mathematics

Prep		Year 1		Year 2	
AC9MFN01	name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals			AC9M2M01	measure and compare objects based on length, capacity and mass using appropriate uniform informal units and smaller units for accuracy when necessary
AC9MFN03	quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning	AC9M1A02	recognise, continue and create repeating patterns with numbers, symbols, shapes and objects, identifying the repeating unit	AC9M2M05	identify, describe and demonstrate quarter, half, three-quarter and full measures of turn in everyday situations
AC9MFA01	recognise, copy and continue repeating patterns represented in different ways	AC9M1SP01	make, compare and classify familiar shapes; recognise familiar shapes and objects in the environment, identifying the similarities and differences between them	AC9M2SP01	recognise, compare and classify shapes, referencing the number of sides and using spatial terms such as “opposite”, “parallel”, “curved” and “straight”
AC9MFSP01	sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons	AC9M1SP02	give and follow directions to move people and objects to different locations within a space	AC9M2SP02	locate positions in two-dimensional representations of a familiar space; move positions by following directions and pathways
AC9MFSP02	describe the position and location of themselves and objects in relation to other people and objects within a familiar space				

HASS

Prep		Year 1		Year 2	
AC9HSFK03	the features of familiar places they belong to, why some places are special and how places can be looked after	AC9HS1K03	the natural, managed and constructed features of local places, and their location	AC9HS2S02	collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models
AC9HSFS02	sort and record information including pictorial timelines and locations on pictorial maps or models	AC9HS1S02	collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models		

Visual Arts

Prep		Year 1 and Year 2	
AC9AVAF01	create arts works that communicate ideas	AC9AVA2E02	explore examples of visual arts created by First Nations Australians
		AC9AVA2C01	use visual conventions, visual arts processes and materials to create artworks

Science

Prep		Year 1		Year 2	
AC9SFU01	observe external features of plants and animals and describe ways they can be grouped based on these features				
AC9SFH01	explore the ways people make and use observations and questions to learn about the natural world				
AC9SFI01	pose questions and make predictions based on experiences	AC9S1I01	pose questions to explore observed simple patterns and relationships and make predictions based on experiences	AC9S2I01	pose questions to explore observed simple patterns and relationships and make predictions based on experiences

