

EduTrend Contents

G4C · ADVENTURE AND OUTDOOR GAMES · MIDDLE SCHOOL

School Grounds Orienteering

Use a simple map to find control points around the school grounds, setting the map and choosing routes

Ages 11–13	Level: Intermediate	50 minutes	Pairs · up to 30	Activity 03

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 03 · AT A GLANCE

School Grounds Orienteering

The teacher prepares a simple map of the school grounds with ten numbered control points, each marked by a card with a letter. Pairs learn to set the map so it matches the ground, then visit the controls in order and record each letter. Pairs start at timed intervals. Afterwards they compare route choices and discuss where they lost time or direction.

Learning outcomes

By the end of the session students can:

- set a map to the ground;
- relate map symbols to features;
- choose and compare routes;
- work as a navigating pair.

KEY WORDS

map · setting · control · symbol · route · key

CURRICULUM LINKS

Geography: maps and symbols. Maths: scale and direction. PE: outdoor and adventurous activity.

1	2	3	4	5	6
WARM UP	**EXPLAIN**	**PLAY**	**ADAPT**	**TALK**	**COOL DOWN**
Get moving safely	One rule at a time	Short rounds	Easier or harder	What helped?	Calm and review

Materials (per pair)

- Map of the school grounds with key
- Ten control cards with letters
- Record cards, pencils
- Stopwatch
- Worksheets 1, 2 and 3

Before the session

- Draw or print a simple map.
- Place controls in safe, visible places.
- Set boundaries.
- Plan start intervals.

SAFETY

Stay within school grounds. Walk near buildings and steps. Return on the whistle.

ACTIVITY 03 · SESSION PLAN

Step by step

Teach map setting before the course: turn the map so features line up with the real world.

Time	What happens	Say or ask
0–10 min **Map skills**	Symbols and setting the map.	*"Which way is the hall?"*
10–15 min **Explain**	Course rules and recording.	*"What do you record?"*
15–40 min **Course**	Pairs complete the course.	*"Is your map set?"*
40–50 min **Review**	Compare routes and letters.	*"Where did you lose time?"*

CHALLENGE CARD (print or copy onto the board)

Find all ten controls in order by keeping your map set and choosing sensible routes.

ACTIVITY 03 · FACILITATOR NOTES

The game know-how in brief

Setting the map means turning it so its features line up with the real ones around you, which makes directions easier to follow.

Route choice involves weighing distance against how easy a path is to follow, a decision-making skill used in all navigation.

Common ideas to listen for

- “North is always up the page in front of me.” Set the map.
- “The straight line is always fastest.” Paths can be quicker.
- “Running helps.” Thinking helps more.

Adapting the activity

Support

Use a photo map and fewer controls.

Stretch

Add a score event with controls worth different points.

WORKSHEET 1

Control card

Name: _____ Class: _____ Date: _____

Record letters.

Control card

Control	Letter	Time

WORKSHEET 2

Route review

Compare with another pair.

Route review

Leg	Our route	Their route	Better?

WORKSHEET 3

Navigation tips

Explain.

Setting the map helped because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Sets the map	Finds controls	Evaluates routes

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

School Grounds Orienteering is a sample activity from the EduTrend Contents G4C Adventure and Outdoor Games programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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