

Orienteering

Standard Operating Procedure Cataract Scout Park

Version 3

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Location

Orienteering is run out of the Scout House next to the office buildings. If the Scout House is already occupied, it may be run from the grassy area between the Scout House and Commonwealth Hall. See map on the last page for information on where each control marker is located.

Aims of Orienteering

- To implement 'challenge by choice' by:
 - enabling participants to expand their comfort zones, take initiative and stretch their limits. (Necessary information and details are provided so that all participants can make their own informed decision whether to participate in the activity and to what point.)
 - respecting each individual's limits, strengths and weaknesses so that no participant is 'forced' to do anything outside their wishes.
 - encouraging others no matter their decision.
- To become aware of their surroundings and use teamwork to find specific points on a map.
- To learn basic map reading and compass skills.

Pre-Activity Checks

- Check weather forecast as below.
- Complete usage log – insert tally mark on the correct date. Check for any previous comments regarding equipment and if any, ensure they have been addressed.
- Ensure all equipment is accounted for.
- Check all equipment before the activity begins to ensure that it is safe, clean and in working order.
- Ensure **liability forms** have been signed and participants are present during the Activity Briefing.

Weather conditions appropriate

- A BOM Weather check should be done first thing in the morning.
- Activity cannot be conducted during storms, heavy rain, lightning or severe winds. It is at the discretion of the Program Coordinator whether the activity continues or not. In the case of a severe weather warning being issued for the area, the Program Coordinator must document justification of their decision.
- Specific consideration must be given to:
 - Water on climbing surfaces making them slippery.
 - General health and wellbeing of the group (it is extremely important to consider the effects of the weather on the participants, not only the infrastructure and equipment).

Medical

- Obtain briefing from Supervising Adult/ Teacher on particular medical needs for each group.
- Instructor must carry a first-aid kit at all times, located in the kitchen of the office. NB: Instructor must have current first-aid qualifications.

Supervision

- 1 Qualified Activity Instructor
- 1 Supervising Adult/ Teacher

Equipment

- 4 different coloured pouches containing:
 - 15 maps for each of the following four orienteering courses:
 - Introductory course (1km)
 - Blue course (1.5km)
 - Green course (2.5km)
 - Orange Course (3km)
 - Control recording sheets (at least 20 for each course)
- 15 compasses
- Pencil case containing:
 - 15 pencils
 - Pencil sharpener
 - 3 White board markers
- Control markers for the Intro course, numbered 31 to 39 with 'punches' attached (NB: The control markers for the blue, green and orange courses are already permanently in place)
- The two *example* control markers for the four different courses
- Answer sheet for controls
- Score values for controls

Activity Setup

- Ensure all equipment is accounted for and in good working order.
- Attach the controls for the Intro course (31 to 39) to the correct locations as seen on the Intro course map.
- Lay out the four coloured pouches on a table along with the pencils, compasses and example control markers.
- Create a table on a whiteboard or paper as appropriate (see image 1) to record the details of each group that goes out on a course and the control markers they are looking for.
- *OPTIONAL*: If running a 'rogaining' style session, draw up the point score system for each control for each course (see image 1).

	OPTIONAL			COMPULSORY			OPTIONAL
	Blue	Green	Orange	Team Name	Map	Controls	Score
1	10	10	20				
2	10	20	25				
3	20	20	25				
4	20	20	25				
5	20	25	25				
6	20	25	30				
7	20	25	40				
8	10	20	25				
9	5	10	5				
TOTAL	135	175	220				

Image 1

Qualified Activity Instructor's Role

- The Qualified Activity Instructor must be signed off on induction and competent in operating an orienteering session before taking responsibility for the session.
- They must ensure all essential briefings have been conducted before the activity commences (see 'Essential Briefing' below).
- The Qualified Activity Instructor remains at the 'base' (Scout House or grassy area) to oversee all groups as they come and go during the session, and to record the scores and intended locations of each group.
- If a group goes 'missing', it is the responsibility of the Qualified Activity Instructor to ensure that the group is found by:
 - requesting the help of a second instructor to conduct a search or, if this is not possible,
 - conduct the search themselves, ensuring the rest of the group is adequately supervised in the meantime.

Essential Briefing

Supervising Adult / Teacher's Role:

- A Supervising Adult/Teacher works in conjunction with a Qualified Activity Instructor and does not assume responsibility for technical aspects of the activity.
- They are responsible for supervising participants waiting in the designated area and should be aware that they have a duty of care to all participants.

- They are expected to:
 - Be a role model and exemplar for the participants and follow all safety rules.
 - Supervise the participants during the activity where necessary.
 - Provide positive reinforcement and support for all levels of achievement.

Participant Briefing

The following sets out the minimum amount of knowledge necessary to undertake the orienteering courses. As the participants' skills and knowledge of orienteering may range from beginner to advanced levels, it is important that the Instructor ensure that all participants understand what is required and are able to undertake the courses successfully and safely. For this reason ensure that understanding is confirmed on the following points.

NB: It is the decision of the Activity Instructors regarding whether or not a participant is safe and ready to take part in the activity.

General

- Introduce yourself and the activity.
- Ask the participants to split into groups of at least four and preferably no more than eight.
- Hand out one map and one compass to each group.
- In order to gauge the amount of information you may need to give participants, ask if anyone has done map reading or compass work before.

Map

- Ensure that the participants understand that there are different kinds of maps and what they are used for, for example:
 - nautical maps
 - climate maps
 - topographical maps
 - atlas
 - street directory
 - globe
- Show the participants the first topographical map that they will be using and ask them to identify the information that can be found on it, for example:
 - contour lines
 - key/legend
 - north arrow
 - scale
 - road/paths
 - buildings
 - colours (scrub density)
- Point out:
 - the blue lines that run north to south.
 - the orange circles with adjoining numbers that show where the control markers are.

Compass

- Ask the participants about the following information, and explain if necessary:
 - Identify the things on a compass and what they do, for example:
 - Directional arrow: shows which way to hold the compass and directs you where to go
 - Dial: ensure that the N is in line with the directional arrow.
 - Red lines running from top to bottom: used to line up correctly on the map (compass edge can also be used)
 - How a compass works and how it is used, as follows:
 - The earth's magnetic field pulls the compass needle towards magnetic north.
 - Must hold compass flat (horizontal to the ground)
 - Keep away from phones or electronic/magnetic items to avoid an incorrect reading.
 - *OPTIONAL EXTRA*: How many Norths there are (three Norths, those being, grid north, magnetic north and true north).

Current location

- Ensure that the participants understand how to orientate their map either 'to the ground' or by using a compass. Walk around the groups and ensure that they have understood at least one of the following:
 - Orientating their map to the ground by:
 - placing the map flat on the ground,
 - looking at the surrounding features and finding them on the map.
 - turning the map so that all surrounding features match up correctly with the map
 - Orientating their map using a compass by:
 - placing the map flat on the ground,
 - placing the compass on the map and lining up the red lines on the compass to the blue lines on the map, ensuring that the directional arrow on the compass is pointing the same way as the N arrow on the map
 - turning the map and compass together until the red half of the compass needle also lines up with the directional arrow and the N arrow. (All three arrows point the same way).
- Ask the participants to identify on the map where they are by looking at their surroundings, and walk around the groups to ensure that they are correct. Help if necessary.

How to get there

- Ensure that the participants understand how to work out how to get to wherever they might go, for example by:
 - placing a finger on their current location
 - drawing an imaginary line between that location and the orange circles of any other location that you suggest, continuing that line and lifting their finger off the map to point in that direction.
- Ensure that they understand that they would be able to choose to either walk in that direction cross country or look for roads marked on the map and follow the roads instead.
- Explain that, if they are given a time limit, they must ensure that they return by the time they are instructed to, whether they have found the controls or not.
- You may like to mention that they could estimate the distance to the orange circle, and take note of the relevant topographical features, to prevent them walking too far.

What to look for

Introductory course.

- Show the participants the example control marker for the Intro course (orange and white fabric cube with a plastic hole punch) and explain that:
 - this is what they will be looking for at the location signified by the orange circle.
 - the control markers on the course will each have a number.
- Give each group a recording sheet for the Intro course and explain how the numbering and recording system works, as follows:
 - The numbers on the map (1 to 9), next to the orange circles, are the same as the top numbers on the recording sheet.
 - The second number on recording sheet, which is **bolded**, is the number on the control marker that they will be looking for.
 - Explain the extra clues on the recording sheet that are given to help them.
 - When they find the correct control marker, they will need to 'punch' the corresponding blank square on the recording sheet.

Blue, green and orange courses

As for the Intro course, except that:

- The example control marker is an orange and white plastic square with a two letter code instead of a hole punch.
- Each group must take a pencil with them.
- When they find the correct control marker, they will need to write the two letter code in the corresponding blank square of the recording sheet.

Lost or injured

- Explain the following rules.
 - Never be alone. There must always be a minimum of two participants together.
 - If a participant is hurt and needs assistance, the whole group should return immediately to 'base' via the shortest, safest route possible. However, if a participant is unable to move, at least one other participant must remain with them and at least two others return to 'base' for help.
 - If participants become lost, they should discuss their options as a group. They could, for example:
 - retrace their steps to their last known location and begin navigating again.
 - remain where they are and wait to be found once the activity session is nearing an end.

Beginning the activity

There are many ways to run an orienteering session and it will depend on the participants' experience and understanding for how you do so. Below are two examples.

- For inexperienced participants.
 - Send each group to complete the Intro Course, allowing five minutes between each group. They may begin at the same or opposite ends of the course.
 - If a group has successfully completed the Intro Course, choose two controls on the blue course for it to find before returning to base.
 - Each time the group returns, give it slightly harder controls to find by increasing the distance or map difficulty.
 - Continue this way until the session is finished.
- For experienced participants.
 - Send each group to complete the Intro Course, setting a time limit of approximately 15 minutes.
 - Upon return, explain to the groups the scoring system and that points will be deducted if they come back late.
 - Give the groups the blue course map and instruct them to choose any three of the nine controls, bearing in mind the distance and score value of each control, along with their time limit, when choosing the three controls.
 - Write the departure times on the groups' recording sheets and also their return times. Depending on the time that each group has spent on the course, you can decide whether to deduct points from that group's score (for example, reduce the score by each minute that the group is late).
 - When a group returns for the second time, give it a choice of all three maps and scores.
 - The group with the highest score at the end of the activity wins.

Debriefing

As Activity Instructors we assist participants to understand and realize what they have achieved and how it can apply in everyday life. A debrief works best if the participants feel they can contribute most of the input and ideas themselves.

- Address aims (see page One) and discuss the participants' successes and challenges.
- Discuss the teamwork and trust elements of the activity and how these can apply in everyday life.

Packing Up

- Ensure all coloured pouches contain the correct number of maps and all leftover recording sheets. Inform the Program Coordinator if more recording sheets need to be printed.
- Ensure that all compasses and pencils are returned.
- Collect all the Intro Course control markers and wrap them up neatly to avoid tangling of strings.
- Place all the above equipment neatly in the black orienteering box and put the box in the Equipment Shed.
- Rub out any writing on the white boards.
- Ensure all rubbish, such as used recording sheets, is put in the bin.
- If necessary, an Incident, Accident and Near Miss Report Form should be completed and handed to the Program Coordinator at the earliest convenience. (The form is located in green instructor folders or in the office).

Approved by: _____



(Name and Signature)

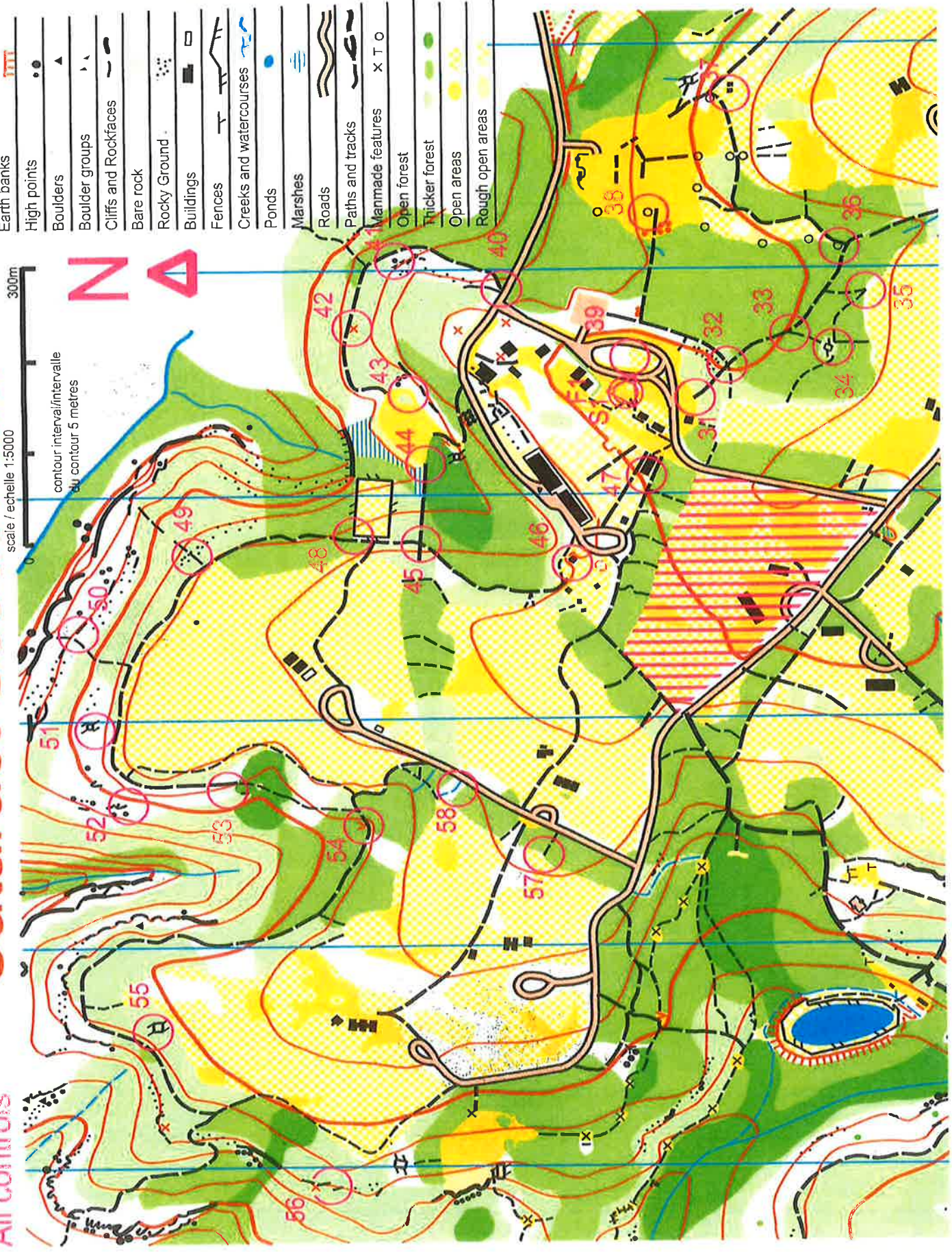
Date: _____

3/7/16

Cataract Scout Park

orientering map of / carte d'orientation de
All controls

scale / echelle 1:5000
 contour interval/intervalle
 de contour 5 metres



- Contours
- Pits, termite mounds
- Earth banks
- High points
- Boulders
- Boulder groups
- Cliffs and Rockfaces
- Bare rock
- Rocky Ground
- Buildings
- Fences
- Creeks and watercourses
- Ponds
- Marshes
- Roads
- Paths and tracks
- Manmade features
- Open forest
- Thicker forest
- Open areas
- Rough open areas

Fieldwork and cartography by Terry Bluett May 2009. Property of NSW Scout Association and Illawarra Kareelah Orienteers.
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 For information on Orienteering contact - www.nsw.orienteering.asn.au