



PROCEDURE

Cataract Scout Park – Orienteering



Issued with the authority of the Head of Risk and Commercial Manager of Scouts Australia NSW

		Head of Risk Signature	
Sponsor	Activities Manager, CSP	Commercial manager Signature	
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Cataract Scout Park- Orienteering

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1 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. This activity can also be run from anywhere onsite if it is more practical. See map on the last page for information on where each control marker is located.

2 Aims of Orienteering

- To implement 'challenge by choice' by:
 - Enabling participants to expand their comfort zones, take initiatives and stretch their limits. (Necessary information and details are provided so that all participants can make an 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.

3 Pre-Activity Checks

- Check weather forecast as below.
- Complete Activity Equipment Log as per its directions. 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.
- Check the activity site for hazards (fallen trees, branches, excessive leaves, snakes, etc.).
- Ensure **liability forms** have been signed and participants are present during the Essential Briefing.

Weather conditions appropriate

- A BOM Weather check should be done prior to this activity.
- Activity **cannot** be conducted during lightning storms or in severe winds.
- It is at the discretion of the Program Manager, or staff in charge, whether the activity continues or not. In the case of a severe weather warning being issued for the area, the Program Manager, or staff in charge, must document justification of their decision if they choose to continue.

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 office.
- NB: Instructor must have current first-aid qualifications.

Supervision

- 1 Qualified/Assist Activity Instructor
- 1 Supervising Adult/Teacher

Equipment

- 4 different coloured pouches containing:
 - 15 maps for each of the following four orienteering courses:
 - Introductory course
 - Blue course
 - Green course
 - Orange Course
 - Control recording sheets (at least 10 for each course)
- Participant's Equipment
 - 15 compasses
 - 15 whistles on lanyards
 - Steriliser (Milton tablets or similar)
 - 9 watches
- Instructor Equipment
 - A4 size training compass
 - White board markers
 - Texters/pens
 - 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)
 - Methylated spirits
 - Cloth
 - Two example control markers
- Blue folder containing:
 - Answer sheet for controls
 - Score values for controls

Activity Setup

- Ensure all equipment is accounted for and in good working order.
- If appropriate to the group, attach the controls for the Intro course (31 to 39) to the correct locations as seen on the Intro course map.
- 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.
- Prepare sterilising solution for whistles as per directions on packet.

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	Time out	Score
	40 = 5	50 = 5	60 = 5					
	41 = 5	51 = 10	61 = 15					
	42 = 10	52 = 15	62 = 20					
	43 = 15	53 = 15	63 = 30					
	44 = 15	54 = 20	64 = 35					
	45 = 15	55 = 20	65 = 30					
	46 = 10	56 = 25	66 = 20					
	47 = 5	57 = 20	67 = 15					
	48 = 5	58 = 10	68 = 5					
	49 = 5	59 = 5	69 = 10					
TOTAL	90	145	185					IMAGE 1

Qualified/Assist Activity Instructor's Role

- The Qualified/Assist Activity Instructor must be signed off on induction and competent in facilitating 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 other area the session is run from) 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 by the supervising adult/teacher in the meantime.

4 Essential Briefing

Supervising adult /Teacher's role

- A Supervising Adult/Teacher works in conjunction with a Qualified Activity Instructor or Assistant Activity Instructor and does not assume responsibility of technical aspects of the activity.
- Supervising Adults/Teachers are responsible for supervising participants waiting in the designated area and to exercise a duty of care to dependent participants.
- The Supervising Adult/Teacher is expected to;
 - Be a role model and exemplar for the participants and follow all safety rules.
 - Provide positive reinforcement and support for all levels of achievement.
 - To undertake a supervisory role during a severer first aid incident.

Participant Briefing

The following sets out all the essential points that must be explained before any participant is allowed to attempt the activity. It is the responsibility of the Qualified/Assist Activity Instructor to ensure that all participants have fully understood the Essential Briefing before commencing the activity.

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

General

- Introduce yourself and the activity.
- Ask the participants to split into groups of at least four and preferably no more than eight.
- Ensure participants are aware of what to do if they see a snake.
- Introduce yourself and the activity to the participants.

5 Activity Instructions

Map

- Ensure that the participants understand that there are different kinds of maps and what they are used for, for example:
 - 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 purple triangles 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 purple triangle of any other location that you suggest, continuing that line and lifting their finger off the map to point in that direction.
- 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 purple triangle, and take note of the relevant topographical features, to prevent them walking too far.
- Ensure that participants are aware that they are not allowed to walk across campsites (green areas) and that the Archery area is out of bounds.

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 purple triangle.
 - 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, next to the purple triangles, are the same as the on the recording sheet and on the control markers on the course.
 - Explain the extra clues on the recording sheet that is 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 texta/pen/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.
 - Use the whistle in the following manner
 - Only use the whistle if you need assistance.
 - Blow the whistle once every minute
 - Once you have blown the whistle stay where you are and wait for help
 - If you hear a whistle being blown then return to base and alert the instructor and give a description of where you were when you heard the whistle

Beginning the activity

- Ensure each group has a map, compass, whistle and watch.
- Explain that only one person is to use the whistle in each group so as to avoid cross contamination.

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.
- For experienced participants.
 - 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 ten 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.

6 Debriefing

As Activity Instructors we assist participants in understanding and realizing 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.

- There are many ways to perform debrief/reflection. You may like to:
 - 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.

7 Packing Up

AFTER EACH SESSION

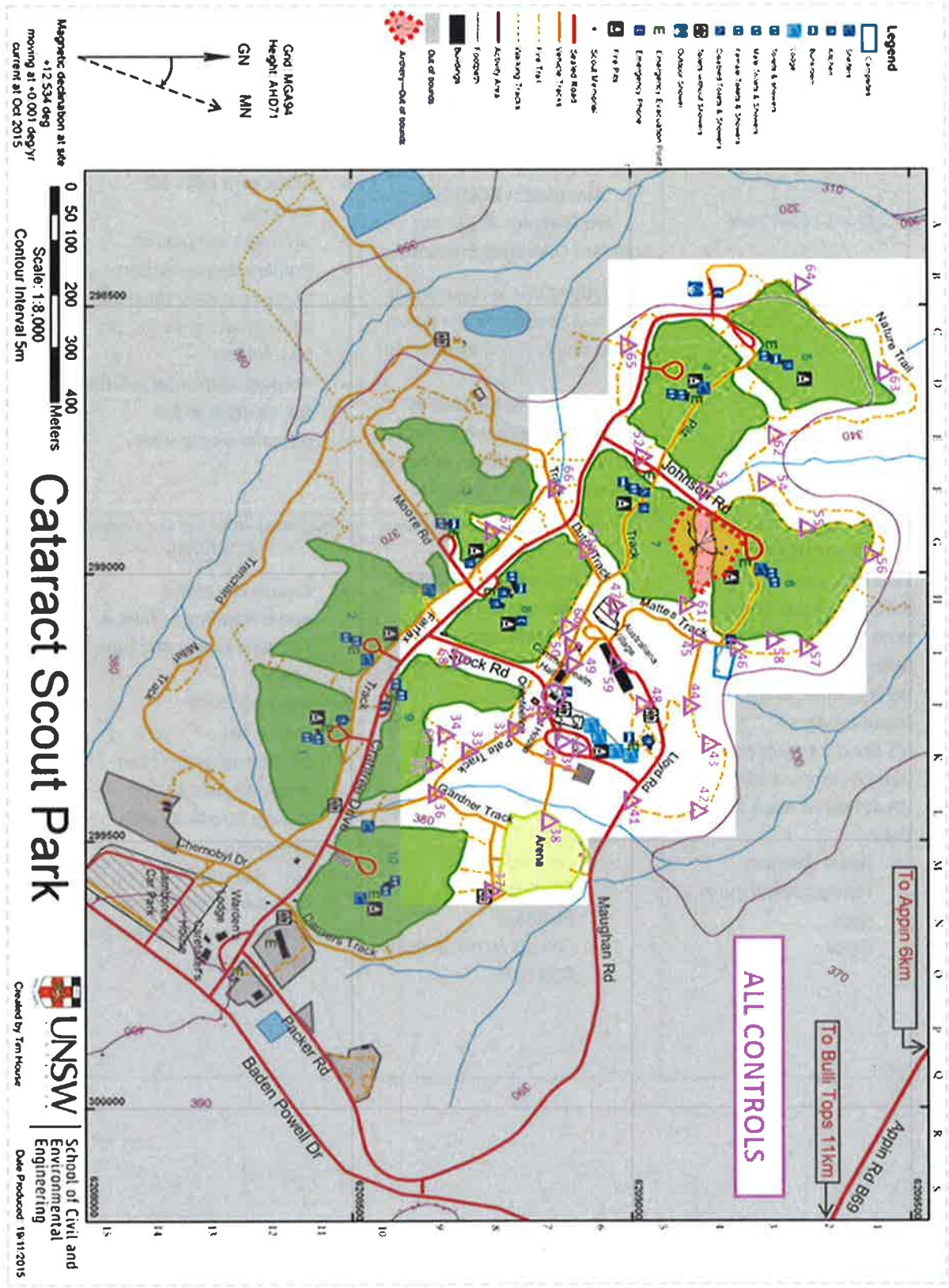
- Sanitize each whistle that was sent out by submerging it in sanitizing solution that has been prepared as per directions on the packet. Allow to air dry before packing into box.
- Ensure all equipment is cleaned and accounted for.
- Rub out any writing on the white boards.
- Ensure all rubbish, such as used recording sheets, is put in the bin.

FINAL PACK UP *(as above and additionally):*

- Collect all the Intro Course control markers and wrap them up neatly to avoid tangling of strings.
- Pack away all equipment in the appropriate place.
- Complete Activity Equipment Log (HS-30.8) as per its directions.
- If necessary, an Incident, Accident and Near Miss Report Form should be completed and handed to the Program Manager at the earliest convenience. (The form is located in green instructor folders or in the office).be handed to the Program Manager at the earliest convenience

8 Appendices

- Map
- Briefing Cards



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<p style="text-align: center;">Version 5</p> <p style="text-align: center;">Cataract Scout Park</p> <h2 style="text-align: center;">Orienteering</h2>	<p style="text-align: center;"><i>Orienteering - Page 1 of 14 – Version 5</i></p> <p>These briefing cards have been designed to assist in jogging your memory during briefs and sessions.</p> <p style="text-align: center;">Anything in BOLD is a requirement as per our Standard Operating Procedures.</p> <p>Everything else is suggestions and will depend on the group and its ability if you include it or not.</p> <p style="text-align: center;">These are to be used in conjunction with the Standard Operating Procedures as not all information is included</p>	<p style="text-align: center;"><i>Orienteering - Page 2 of 14 -Version 5</i></p> <p style="text-align: center;"><u>SET UP</u></p> <ul style="list-style-type: none"> • Set up maps and score cards. • Make sure pens are working. • Untangle compasses. • Prepare demo markers. • Write recording table on whiteboard or paper. (In blue folder) • Prepare sterilising solution for whistles as per directions on packet.
<p style="text-align: center;"><i>Orienteering - Page 3 of 14 - Version 5</i></p> <p style="text-align: center;"><u>INTRODUCTION</u></p> <ul style="list-style-type: none"> • Split into smaller groups – minimum 4 per group • Who has done Orienteering before? • Do you know what orienteering is? <i>It's like a treasure hunt using a compass and map.</i> • What kind of maps are there? <ul style="list-style-type: none"> - <i>Street directory</i> - <i>Topographical maps</i> - <i>Atlas</i> - <i>Globe</i> 	<p style="text-align: center;"><i>Orienteering - Page 4 of 14 - Version 5</i></p> <p style="text-align: center;"><u>MAP</u></p> <ul style="list-style-type: none"> • Confirm understanding of map features and information and point out purple triangles that mark the controls. • Where is North on a map? • What can you find on a map? <ul style="list-style-type: none"> - <i>Key/legend</i> - <i>Scale</i> - <i>Contour lines</i> - <i>Road/paths</i> - <i>Buildings</i> - <i>Colours (scrub density)</i> - <i>Grid lines</i> 	<p style="text-align: center;"><i>Orienteering - Page 5 of 14 – Version 5</i></p> <p style="text-align: center;"><u>COMPASS</u></p> <ul style="list-style-type: none"> • Ensure adequate understanding of how a compass works and how to use it. • Magnetic field. • Hold it flat. • Directional arrow (Red arrow on plastic). • Always turn body with compass. • Turn dial so all is facing N with directional arrow. • Compass lines up with grid lines on map.

<p><i>Orienteering - Page 6 of 14 - Version 5</i></p> <p style="text-align: center;"><u>ORIENTATE MAP</u></p> <ul style="list-style-type: none"> • Ensure that the participants understand how to orientate their map correctly. • Place map on the ground. • Line up red lines(compass) with grid lines (map). • Turn map and compass together to face North (3 arrows facing North). • Use nearby, visible features to check map orientation. 	<p><i>Orienteering - Page 7 of 14 - Version 5</i></p> <p style="text-align: center;"><u>WHERE TO GO</u></p> <ul style="list-style-type: none"> • Ensure that the participants understand how to get to wherever they might go. • Find current location. • Find control to head to. • Draw imaginary line between the two and follow off map. • Take note of what you will be passing • Follow roads makes it easy. 	<p><i>Orienteering - Page 8 of 14 - Version 5</i></p> <p style="text-align: center;"><u>WHERE TO GO</u></p> <ul style="list-style-type: none"> • If they are given a time limit, ensure they return by that time, whether they have found the controls or not. • Estimate the distance to the purple triangle, and take note of the relevant topographical features, to prevent them walking too far. • They are not allowed to walk across campsites (green areas). Archery area is out of bounds.
<p><i>Orienteering - Page 9 of 14 – Version 5</i></p> <p style="text-align: center;"><u>EXPLAIN CONTROLS</u> <i>Intro course</i></p> <ul style="list-style-type: none"> • Show demo control and explain ‘punch’. • Number on map corresponds to number on score card and control. • Eg. ‘31’ on map = ‘31’ on score card which shows number ‘31’ on control. • Explain extra clues given 	<p><i>Orienteering - Page 10 of 14 - Version 5</i></p> <p style="text-align: center;"><u>EXPLAIN CONTROLS</u> <i>Coloured courses</i></p> <ul style="list-style-type: none"> • Show demo control and explain number and code system. • TAKE PEN - Write letters on score card. • Explain extra clues given • Answer sheet in blue folder 	<p><i>Orienteering - Page 11 of 14 - Version 5</i></p> <p style="text-align: center;"><u>LOST PROCEDURE</u></p> <ul style="list-style-type: none"> • Never be alone. -minimum of two participants together. • If a participant is hurt, whole group return immediately to ‘base’ • 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.

<p><i>Orienteering - Page 12 of 14 - Version 5</i></p> <p><u>LOST PROCEDURE</u></p> <ul style="list-style-type: none"> • Retrace steps to last known location, begin navigating again. • Use the whistle in the following manner <ul style="list-style-type: none"> - Only use whistle for assistance. - Blow whistle once each minute, stay where you are and wait for help - If you hear a whistle, return to base, alert instructor and describe where you heard the whistle 	<p><i>Orienteering - Page 13 of 14 - Version 5</i></p> <p><u>BEFORE THEY LEAVE</u></p> <ul style="list-style-type: none"> • SNAKE BREIF • Record team name for each group • Record which controls each group are looking for (in case they get lost) • Ensure each group has a map, compass, whistle and timepiece. • Only one person is to use each whistle so as to avoid cross contamination. <p><i>INSTRUCTOR REMAINS AT STARTING POINT</i></p>	<p><i>Orienteering - Page 14 of 14 - Version 5</i></p> <p><u>ROGAINING - (optional)</u></p> <ul style="list-style-type: none"> • Explain points system. • Give time limit to find controls • Deductions for late groups. • Groups must stay together <p><u>PACK UP</u></p> <ul style="list-style-type: none"> • AFTER EACH SESSION Sanitize whistles in sanitizing solution as per directions on the packet. Air dry before packing into box.
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