

**SOULESPORT**

## **ORIENTEERING**

# **SESSION 1**



Special Sport for Special People



Co-funded by the  
Erasmus+ Programme  
of the European Union

### **SESSION 1**

#### **TEAM BUILDING**

Promote sport and team-building.

### **SESSION 2**

#### **CONCENTRATION**

Promote sport practice, team-building, Stimulate competences and attitudes such as concentration, decision making and memory.

### **SESSION 3**

#### **ORIENTEERING SKILLS**

How to develop physical prowess and readiness for personal effort and orienteering skills.

### **SESSION 4**

#### **GROUPS**

Team building, event organization, sense of initiative and entrepreneurship, digital competence and learning to learn.

### **SESSION 5**

#### **WEEK PROGRAMME**

Develop physical prowess and readiness for personal effort, planning a week and training plan.

### **SESSION 6**

#### **ORGANIZATIONAL LEVEL**

Develop physical prowess and readiness for personal effort, event organization and team building.

### **SESSION 7**

#### **PROMOTING**

Team building, event organization, use skills acquired at school, improve self-image and self-esteem (students will be promoters of an activity in their own environment) and learning to learn.

### **SESSION 8**

#### **CHALLENGING**

Reaching the goal, cooperation and negotiation skills.

### **SESSION 9**

#### **RACE**

Promote volunteering and active citizenship through sport. Improve self-image and self-esteem students will be promoters of an activity in their environment.

### **SESSION 10**

#### **EVALUATION**

Final Evaluation

## 2. ORIENTEERING



### STAFF

1 teacher and 1 orienteering expert/trainer

### DURATION OF THE SESSION

60 Minutes

### MATERIAL

information video  
<https://goo.gl/mXVrOf>  
 and orienteering  
 rules manual  
<https://goo.gl/HdvyqB>

1 LIVE DIFFERENT

3 LONG DISTANCE  
RUNNING

4 QUICK PICK

## SESSION 1 > TEAM BUILDING

Promote sport practice and team-building



10 minutes

### INTRODUCTION

Introduction of the activity in general. Orienteering is a wonderful teaching tool. It allows the teacher to illustrate many abstract ideas in concrete terms. The sport also appeals to students operating on multiple learning levels. In the beginning of the activities it is often used as an Orientation device to introduce new students to the school and classmates.



50 minutes

### GENERAL PRESENTATION

Orienteering expert presents the activity that is a family of sports. It requires navigational skills, using a map and compass to navigate from point to point in diverse and usually unfamiliar terrain, and normally moving at speed. Participants are given a topographical map, usually a specially prepared orienteering map, which they use to find control points. The most popular is foot orienteering, the one this unit will use. Foot Orienteering is the most common form of orienteering. Foot orienteering is an endurance sport which involves a huge mental element. There is no marked route – the orienteer must navigate with map and compass while running.

The map gives detailed information on the terrain such as hills, ground surface, obstacles etc. To be successful in foot orienteering, the athlete needs excellent map reading skills, absolute concentration and the ability to make quick decisions on the best route while running at high speed.

Orienteers often run over rough ground, completely unprepared forest terrain or rough open hills – cross country in the true sense of the word. Therefore, considerable body strength and agility is needed. Fitness similar to that of a 3000m steeplechase or marathon runner is required. There is a wide variety of orienteering events: individual competitions and relays, ultra-short park races and mountain marathon events.



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## **ORIENTEERING**

# SESSION 2



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#### **GROUPS**

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### **SESSION 5**

#### **WEEK PROGRAMME**

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#### **ORGANIZATIONAL LEVEL**

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### **SESSION 10**

#### **EVALUATION**

Final Evaluation

## 2. ORIENTEERING



### STAFF

1 teacher and 1  
orienteering expert/trainer

### DURATION OF THE SESSION

60 Minutes

### MATERIAL

personal computers  
with orienteering websites  
as an example

1 LIVE DIFFERENT

3 LONG DISTANCE  
RUNNING

4 QUICK PICK

## SESSION 2 > CONCENTRATION

Promote sport practice, team-building, stimulate competences and attitudes such as concentration, decision making and memory



60 minutes

## BRAIN STORMING

With a brain storming activity the students plan the race orienteering event. Every participant is encouraged to think aloud and suggest as many ideas as possible, no matter seemingly how outlandish or bizarre. Analysis, discussion, or criticism of the aired ideas is allowed only when the brainstorming session is over and evaluation session begins, encourage the students to decide which are the topics for the formation of the work groups (e.g. event location, economic matters, needed equipment, physical training, etc...):

①

Problem solving has become part and parcel of teaching and learning process. Brainstorming can make group problem-solving a less sterile and a more satisfactory process.

②

Brainstorming ideas can be used with your group to bring the various students experiences into play. This increases the richness of ideas explored, particularly before reading, listening and writing activities.

③

Brainstorming is fun. It can help student to student and students to teacher relationships to get stronger as they solve problems in a positive, stress-free environment.



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# SESSION 3



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#### **EVALUATION**

Final Evaluation

## 2. ORIENTEERING



### STAFF

1 expert trainer

### DURATION OF THE SESSION

60 Minutes

### MATERIAL

running outfit, various maps of past orienteering events

1 LIVE DIFFERENT

3 LONG DISTANCE RUNNING

4 QUICK PICK

## SESSION 3 > ORIENTEERING SKILLS

How to develop physical prowess and readiness for personal effort and orienteering skills

### INTRODUCTION

Training is the key if you want to get involved with orienteering ... the more time you commit to training then the easier you will find events and the more successful you will be.

### TRAIN FOR ORIENTEERING



20 minutes

#### DO SOME RUNNING TRAINING THREE TIMES A WEEK

Keep your training interesting by varying what you do such as hill running, interval training, time trials and long stamina building runs as well as short speed building runs. Use the examples from the long distance running kit.



20 minutes

#### PRACTICE YOUR NAVIGATION!

In orienteering it doesn't matter how fast you can run if you don't know where you are going! Focus on your map reading in training and you will increase your chances of succeeding in a race.



20 minutes

#### DON'T OVERTRAIN!

Your body needs time to rest and recover and many athletes do more harm than good by over training. Plan a sensible training schedule, allowing at least one full rest day per week, and when starting out increase the duration and level of your training gradually as your fitness increases.



**SOUL&SPORT**

## **ORIENTEERING**

# SESSION 4



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### **SESSION 10**

#### **EVALUATION**

Final Evaluation

## 2. ORIENTEERING



### STAFF

1 teacher

### DURATION OF THE SESSION

120 Minutes

### MATERIAL

Interactive whiteboard,  
post it, marker pen and  
flip chart

1 LIVE DIFFERENT

3 LONG DISTANCE  
RUNNING

4 QUICK PICK

## SESSION 4 > GROUPS

How to develop physical prowess and readiness for personal effort and orienteering skills



90 minutes

### DEVELOPMENT ON THE EVENT

Provide an example of an orienteering event, explain the technical, promotional and management tasks required. The students work in groups to create their own event using all the steps to organize the event/race. This method will help the students to 'learn by doing', it's a reproduction of reality. The students, like a business organisation, will have different roles in order to make the business work, the teacher become an observer because the real planners are the students. Some of the objectives of this method are.

| ①   | ②  | ③  | ④   | ⑤   |
|---|--|--|---|---|
| to provide students with the typical relational skills required in any working environment; | to allow students to experience the working climate; | to improve students' behavioural skills; | to help students become more aware of their skills and roles; | to allow students to apply the knowledge acquired, and to develop new skills that could be used later on in their career. |



30 minutes

### GROUPS

Creation of the groups for the preparation of the event/race:

#### Technical organization

The first group will think of all the material necessary for the performance of the race;

#### Promotion

The second group will deal with the promotion of the event, at school, on social networks, even on the territory, creating advertising, videos, flyers;

#### Management

The third group will handle all financial matters, expense management and how to obtain various permits for the holding of the race.



**SOULESPORT**

## **ORIENTEERING**

# SESSION 5



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### **SESSION 10**

#### **EVALUATION**

Final Evaluation

## 2. ORIENTEERING



STAFF

1 expert trainer

DURATION OF THE SESSION

120 Minutes

MATERIAL

running outfit, stopwatch  
or mobile phone with  
stopwatch function

1 LIVE DIFFERENT

3 LONG DISTANCE  
RUNNING

4 QUICK PICK

# SESSION 5 > PLANNING A WEEK'S PROGRAMME

Develop physical prowess and readiness for personal effort and planning a week training plan

The trainer help the students to build a week plan that will help the transition from run/walk to running without walk breaks. This plan begins with a 25-minute run/walk and builds up gradually, so that by the end you'll be able to run for 30 minutes - without stopping!



25 minutes

MONDAY, DAY 1

RUN/WALK

This seven-day plan will help the transition from run/walking to running without walk breaks. The plan includes four workouts per week with an optional fifth day of walking. If you don't have time for the longest workout of each week, it's okay to split it in half. If you have a BMI of at least 25, are 60 years or older, or if you'd like to take a more gradual approach, you can repeat any week, or every week, and stretch this out to an 8-, 10-, or 12-week plan. If you're over 40, or have a family history of heart disease or other health problems, see a doctor before you



25 minutes

TUESDAY, DAY 2

RUN/WALK

Today you'll repeat the same workout as yesterday, but the workout will stretch out to 40 minutes. Start with 5 minutes of walking. Then spend 30 minutes alternating between 3 minutes of running and 2 minutes of walking. Cool down with 5 minutes of walking. Depending on how fast you're going, you'll cover about 2.9 miles.

This week, establish an exercise routine that blends well into the rhythm of your daily life. Figure out what times of day are most convenient for your workout. Scout out a few flat, scenic, traffic-free routes that you can regularly take in a variety of weather conditions. You should always walk against the flow of traffic and assume that drivers cannot see you.



20 minutes

WEDNESDAY, DAY 3

WALK

Today you have an option: You can rest or, if you're feeling good, you can walk for 20 minutes. Don't include any bouts of running in the walk. Just enjoy the stroll. In these first few weeks, start with four workouts per week and see how your body responds. If you're feeling sore or extra fatigued, continue to rest. If you feel healthy and energized, make Wednesday a short workout day. Take a 20-minute walk, with no bouts of running.



25 minutes

THURSDAY, DAY 4

RUN/WALK

Today you'll repeat the same workout that you did Tuesday. Start with 5 minutes of walking. Then spend 30 minutes alternating between 3 minutes of running and 2 minutes of walking. Cool down with 5 minutes of walking. Depending on how fast you're going, you'll cover about 2.9 miles. While longer sessions are ideal, if you'd like to split up the workouts into two or three sessions at first, that's okay. Studies have shown that, say, two 20-minute sessions of exercise deliver the same health benefits as a single 40-minute workout.



25 minutes

SATURDAY, DAY 6

RUN/WALK

Today is your first long workout. Start with 5 minutes of walking to warm up. Then spend 45 minutes alternating between 3 minutes of running and 2 minutes of walking. Walk for 5 minutes to cool down. Depending on your pace, you'll cover about 4 miles.

Since you'll be walking longer, you can start out slower than you usually do. On these days, your goal is to just complete the workout. The important factor in these workouts is how you feel. They should feel smooth and comfortable, as if you could go forever.

SUNDAY, DAY 7

REST

Rest today to recover from this week's workouts. Congratulations, you've finished the first week, and earned a well-deserved rest day. You have completed 160 to 180 minutes of exercise, and covered anywhere from 11.6 to 12.9 miles.



start a regular  
exercise program.

// You'll kick off the  
plan this week with  
workouts that have a  
run/walk ratio of 3:2.  
Today you'll have a  
25-minute workout, and  
depending on how fast  
you're moving, you'll  
cover about 1.8 miles.  
Walk for 3 minutes to  
warm up. Then spend  
20 minutes alternating  
between running for 3  
minutes and walking  
for 2 minutes. Cool  
down with 2 minutes  
of walking. Don't worry  
about the distance  
or your pace, just  
focus on getting out  
and completing the  
25-minute workout  
feeling good.

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**SOULESPORT**

## **ORIENTEERING**

# SESSION 6



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### **SESSION 3**

#### **ORIENTEERING SKILLS**

How to develop physical prowess and readiness for personal effort and orienteering skills.

### **SESSION 4**

#### **GROUPS**

Team building, event organization, sense of initiative and entrepreneurship, digital competence and learning to learn.

### **SESSION 5**

#### **WEEK PROGRAMME**

Develop physical prowess and readiness for personal effort, planning a week training plan.

### **SESSION 6**

#### **ORGANIZATIONAL LEVEL**

Develop physical prowess and readiness for personal effort, event organization and team building.

### **SESSION 7**

#### **PROMOTING**

Team building, event organization, use skills acquired at school, improve self-image and self-esteem (students will be promoters of an activity in their own environment) and learning to learn.

### **SESSION 8**

#### **CHALLENGING**

Reaching the goal, cooperation and negotiation skills.

### **SESSION 9**

#### **RACE**

Promote volunteering and active citizenship through sport. Improve self-image and self-esteem students will be promoters of an activity in their environment.

### **SESSION 10**

#### **EVALUATION**

Final Evaluation



## 2. ORIENTEERING



### STAFF

1 teacher and  
1 expert trainer

### DURATION OF THE SESSION

60 Minutes

### MATERIAL

running outfit,  
stopwatch

1 LIVE DIFFERENT

3 LONG DISTANCE  
RUNNING

4 QUICK PICK

## SESSION 6 > ORGANIZATIONAL LEVEL

Develop physical prowess and readiness for personal effort, event organization and team building



60 minutes

### SIMULATION ON THE FIELD

Using the skills previously developed the students work together in developing a orienteering event, at the venue close by. This will give them an opportunity to organise and carry out their own event.

We believe it is necessary to provide an orienteering event/ race, provides hands on experience for the students.

We propose the school field or any other safe place available to implement an event. Problems can be looked at by the students and managed more easily by the students.



**SOULESPORT**

## **ORIENTEERING**

# SESSION 7



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Reaching the goal, cooperation and negotiation skills.

### **SESSION 9**

#### **RACE**

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### **SESSION 10**

#### **EVALUATION**

Final Evaluation

## 2. ORIENTEERING



STAFF

1 teacher

DURATION OF THE SESSION

120 minutes

MATERIAL

PC with internet  
connection, whiteboard

1 LIVE DIFFERENT

3 LONG DISTANCE  
RUNNING

4 QUICK PICK

## SESSION 7 > PROMOTING

Team building, event organization, use skills acquired at school, improve self-image and self-esteem (students will be promoters of an activity to the territory) and learning to learn



30 minutes

### INTRODUCTION

Preparing lists of what to do and which material and resources are needed in order to complete tasks, working in teams with different and specific targets.



90 minutes

### USE VARIOUS SKILLS

Using skills acquired at school the students will try to apply to their tasks:

①

Searching the location for the event, using internet, and try to understand which are the correct steps to obtain permits to use the location chosen.

②

Using internet and a spreadsheet (e.g. Excel) organize the needed material with a detailed account of the costs.

③

Using a spreadsheet organize the costs about the location and all necessary checks to carry out for the location.

④

Using presentation software or video software try to promote the event by creating a poster or a kind of advertising campaign.

There is also a lot of connection with many school subjects:

**IT**, for example the students must be able to read a page of a website in English, develop posters, websites, send e mail etc.

**Mathematics** to measure course length on map (length on map in cm. or mm. Students will be using scale to convert to m. or km.)

**Statistics** for example to compare average times on courses: mean, median and mode. Compare statistics: boys vs. girls. 2 (or more) different classes. 1st time doing a course vs. 2nd time doing same or similar course.

**Geometry** to measure angle (change of direction) at each control point.

The Language and Literacy to be able to correctly write reports and all advertising material.

**Scientific** knowledge to understand the territory and the environment prepared for the orienteering competition.

Develop their Interpersonal skills to **communicate** with their peers and professionals who will meet during the project.





**SOULESPORT**

# ORIENTEERING

# SESSION 8



Special Sport for Special People



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## SESSION 1

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## SESSION 3

### ORIENTEERING SKILLS

How to develop physical prowess and readiness for personal effort and orienteering skills.

## SESSION 4

### GROUPS

Team building, event organization, sense of initiative and entrepreneurship, digital competence and learning to learn.

## SESSION 5

### WEEK PROGRAMME

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## SESSION 8

### CHALLENGING

Reaching the goal, cooperation and negotiation skills.

## SESSION 9

### RACE

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## SESSION 10

### EVALUATION

Final Evaluation

## 2. ORIENTEERING



### STAFF

1 teacher  
1 orienteering expert

### DURATION OF THE SESSION

60 Minutes

### MATERIAL

OCAD free software  
and some pre-prepared  
.ocd maps

1 LIVE DIFFERENT

3 LONG DISTANCE  
RUNNING

4 QUICK PICK

## SESSION 8 > CHALLENGING

Reaching the goal, cooperation and negotiation skills



60 minutes

### PREPARE THE MAP AND THE FIELD

Let's assume that you have to make a map on your own. First, obtain any existing maps of the area you plan to use. You might also run across aerial photos; these can be helpful as well.

If you are using school grounds, you should be able to find an engineering or architectural map of the property. For parks, start with the park administration. Other good sources of existing maps are County Auditors and County or City Engineering Departments. Any of these materials you can find we will call your base maps. When you have finished field checking, you will want to draft a finished map. You can do this manually by tracing over your field notes onto clear plastic film (mylar) or onto tracing paper. If you are computer literate, you can scan your field notes into a computer and use just about any drawing program to create a neat, professional looking map.

Once you have a map, plan one or more courses and put out markers. You can use official orienteering markers and punches available from many suppliers. Or you can often borrow markers from the local club. If these are not options, simple ones can be made from a variety of materials. Plastic milk bottles painted orange are quick and easy to make. Students could also make them from white and orange construction paper laminated with contact paper. Don't forget to give each marker its own, unique code and record the location of each marker.

The students, on the venue of the event, will set all the necessary for the race.



**SOULESPORT**

## **ORIENTEERING**

# SESSION 9



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### **SESSION 10**

#### **EVALUATION**

Final Evaluation

## 2. ORIENTEERING



### STAFF

all the available teachers, 1 trainer, 1 orienteering expert

### DURATION OF THE SESSION

120 minutes

### MATERIAL

running outfit for the race, orienteering maps, mobile phone with "lorienteering" app, QR code, medical kit, isotonic drinks, award cups and medals

1 LIVE DIFFERENT

3 LONG DISTANCE RUNNING

4 QUICK PICK

## SESSION 9 > RACE

Reaching the goal, cooperation and negotiation skills



120 minutes

### ORIENTEERING RACE

The 2 hours race needs a lot of labor, because the students should check the registration of the participants, should be in check-points of the race, will help in all phases from the subscription to the award ceremony.

It is best if you plan to recruit volunteers or helpers for the actual activity. A volunteer can handle the timing of starts and finishes and make sure that every student or team has checked back in. An additional teacher or volunteer can be stationed at key points where they can see most, or all, of the course. Depending on the area used, you may need several helpers. You may want one or two "tail runners" to go out on the course and assist students who are having difficulty.

As the activity winds down, you want to be sure that all students have checked back in. Often the slowest students will take 3 times as long as the fastest students to complete the course. If time permits, quick finishers can be sent out on a second course or they may be recruited to assist students having difficulty. Just be sure that they check out and in for each course they do. Quick finishers can also be sent out to collect control markers.



SOULESPORT

## ORIENTEERING

# SESSION 10



Special Sport for Special People  
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Co-funded by the  
Erasmus+ Programme  
of the European Union

### SESSION 1

#### TEAM BUILDING

Promote sport and team-building.

### SESSION 2

#### CONCENTRATION

Promote sport practice, team-building, Stimulate competences and attitudes such as concentration, decision making and memory.

### SESSION 3

#### ORIENTEERING SKILLS

How to develop physical prowess and readiness for personal effort and orienteering skills.

### SESSION 4

#### GROUPS

Team building, event organization, sense of initiative and entrepreneurship, digital competence and learning to learn.

### SESSION 5

#### WEEK PROGRAMME

Develop physical prowess and readiness for personal effort, planning a week training plan.

### SESSION 6

#### ORGANIZATIONAL LEVEL

Develop physical prowess and readiness for personal effort, event organization and team building.

### SESSION 7

#### PROMOTING

Team building, event organization, use skills acquired at school, improve self-image and self-esteem (students will be promoters of an activity in their own environment) and learning to learn.

### SESSION 8

#### CHALLENGING

Reaching the goal, cooperation, negotiation skills.

### SESSION 9

#### RACE

Promote volunteering and active citizenship through sport. Improve self-image and self-esteem (students will be promoters of an activity to the territory).

### SESSION 10

#### EVALUATION

Final Evaluation

## 2. ORIENTEERING



### STAFF

1 teacher, 1 orienteering expert, 1 trainer

### DURATION OF THE SESSION

60 minutes

### MATERIAL

whiteboard, blank sheet, marker pen and post it

1 LIVE DIFFERENT

3 LONG DISTANCE RUNNING

4 QUICK PICK

## SESSION 10 > EVALUATION

### Final evaluation



60 minutes

## ANALYSIS OF THE INDIVIDUAL RESULTS

Analysis of the individual results. Evaluate the activity with your class. It is helpful if you can show an overhead transparency or slide of the map during this evaluation and have students explain how they did the course, what route choices they made and where they had difficulty.