

# AASC (NSW) Orienteering Coaching

## Week 5 and 6 Games

### **Weeks 5 and 6 – Decision making and introduction to courses**

1. Deal or No Deal A
2. Deal or No Deal B
3. Pick a Path
4. Courses

Activities	Instructions	Time	Equipment	Comments
<p><b>Activity 1</b></p> <p><b>Deal or No Deal A</b></p>	<p>Issue maps and pencils to pairs or individuals.</p> <p>Take the children to visit control sites around the school. There is a flag at the site but very nearby there will be a similar feature, but no flag. e.g. there may be 2 trees side by side or 2 doorways side by side or 2 seats but on opposite sides of a doorway.</p> <p>The children must decide which is the correct feature where the flag is and draw a circle on their map in the place where the flag is.</p>	10 min	<p>B/W paper copies of the school map for all students.</p> <p>Pencils</p> <p>Flags</p> <p>Convenient adjacent features</p>	<p>This activity can be done initially as a group activity but can be repeated as a paired activity.</p> <p>If the school has a good amount of undercover routes this is a good activity to do in wet weather.</p> <p>This Activity can also be done as an oral activity - using the cry Deal or No Deal (Control or No Control) or the children can stand by the feature that they think is the correct one.</p>

<p><b>Activity 2</b></p> <p><b>Deal or No Deal B</b></p>	<p>As for Deal or No Deal A however there are flags at both similar sites.</p> <p>Students must decide which is the correct feature where the circle is on their map and write down the code from the flag near the circle on their map.</p>	<p>10 min</p>	<p>B/W paper copies of the school map (with control circles drawn) for all students.</p> <p>Pencils</p> <p>Flags</p> <p>Convenient adjacent features</p>	<p>This activity can be done initially as a group activity but can be repeated as a paired activity.</p>
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<p><b>Activity 3</b></p> <p><b>Pick a Path</b></p>	<p>Form teams of two people.</p> <p>Issue 1 map and 1 control card to each team + 1 pencil</p> <p>The map should have a series of control sites for which there are at least 2 reasonable route choices. The control card has the descriptions.</p> <p>All students need to go to the Start and then in their teams, choose a route to the first control (marking it with the pencil). All students then follow their route to control 1 and punch control</p> <p>Meet at control 1 and discuss route choices/variations.</p> <p>Repeat for the remainder of the course.</p> <p><u>Rules</u></p> <p>Team members must stay together. It isn't a race.</p> <p>Team members make decisions together.</p> <p>Team members take turns in carrying map, pencil and control card.</p>	<p>10 min</p>	<p>School maps</p> <p>Pencil</p> <p>Control cards</p> <p>Control flags</p>	<p><u>Purpose</u></p> <p>Feature reading</p> <p>Route choice validity</p> <p>Ignore other runners and their routes.</p> <p><u>Foreseeable Problems</u></p> <p>Area may not support enough route choice</p> <p>Discussion/dissension within group or even team</p>
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<p><b>Activity 5</b></p> <p><b>Courses</b></p>	<p>Gradually introduce courses. It can be helpful to start with a star course so that the children only need to visit one control at a time before having an opportunity to consult with the coach. Clover leaf courses and line courses should be introduced., then cross country , then introduce sticker code courses etc.</p>	<p>30 min</p>	<p>School maps with courses.</p> <p>Control cards.</p> <p>Stopwatch if timing.</p>	<p>If the children progress rapidly or the school is particularly limited, smaller controls such as stickers or cards can be used to make the course harder.</p> <p>Codes can be added to controls so that the quicker students can spend spare time decoding.</p> <p>Use split controls and multiple courses at once to speed up the starts.</p> <p>When students finish one course they can swap maps and complete a second or third.</p>
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