

Orienteering

The planning considerations that are common to all curriculum activities can be found in the [CARA generic template](#). These must be considered as well as the activity-specific considerations outlined below.

Activity scope

This document relates to student participation in orienteering as a curriculum activity, including skills development, training and competitions.



Orienteering is an activity in which participants navigate their way through an area using a map and compass. The aim is to find a series of control markers at natural and man-made features located on the map. Students can treat orienteering as a race to test their navigational skill or as a recreational activity.

Mandatory/special requirements

Mandatory requirements must be met for the activity to be conducted. Special requirements are to be considered in the planning and delivery of this activity.

Nominate a first aid officer for events held outside of school hours or not on school grounds.

For mountain bike orienteering, the minimum requirements in the [Cycling: mountain bike/off road](#) activity guideline must also be adhered to.

Risk level

- **Medium** risk: Orienteering in modified, semi-natural or managed terrain with clearly defined containment features (e.g. parkland).
- **High** risk: Orienteering in natural, generally unmodified terrain with little, poorly-defined or no containment features (e.g. bushland).

Minimum supervision requirements

- Covered in the Planning considerations section as outlined in the [CARA generic template](#).

Minimum qualifications for supervisors

Medium risk level

- A registered teacher with competence (knowledge and skills) in the teaching of orienteering.
- OR**
- An adult (working under the direct supervision of a registered teacher) with [Level 0](#) coaching accreditation from Orienteering Queensland.

High risk level

- A registered teacher or an adult (working under the direct supervision of a registered teacher) with [Level 1](#) coaching accreditation from Orienteering Queensland.

Note: Activity leaders must have demonstrated current skills in leadership and group management, the technical components and safety requirement of orienteering and familiarity with the environment/course and its specific emergency procedures.

Minimum requirements for equipment/facilities

- First aid equipment and emergency management plan.
- Equipment for each student/group of students and the activity leader, including:
 - an accurate orienteering map (i.e. [larger scale](#) appropriate for the age group);
 - a whistle or airhorn for an emergency signal;
 - an orienteering compass (for bush orienteering); and
 - timekeeping device (e.g. watch, mobile phone, stop watch).
- Drinking water available (e.g. start/finish areas, individual water bottles).
- Comfortable covered footwear and clothing appropriate to the terrain and weather conditions (e.g. shoes that can get wet, long pants, leg protectors, hat).

Hazards and controls

Hazards	Control measures
Biological material	<ul style="list-style-type: none"> • Brief students on basic first aid procedures for biological hazards they may encounter. • Adhere to established practices regarding the use of insect repellent, outlined in Viruses, allergies and skin infections caused by insects.
Environmental considerations	<ul style="list-style-type: none"> • Seek permission and/or relevant permits from landowners and land-management agencies to enter their property and adhere to the requirements specified by the owner/agency. • Survey the area and update the map where necessary. • Access weather conditions (Bureau of Meteorology) for any relevant alerts in the area. • Ensure students are briefed on what to do if they become lost or injured. • Avoid setting controls at the top of cliffs or on steep slopes. • Be aware of hazards when setting courses and monitor throughout the activity. • Provide students and supervisors with information about the risk associated with animals and vegetation that may be present on the course (e.g. cattle, native animals, poisonous plants, fallen trees) and how to navigate these. • Recommend having staff roving the site/course, positioned at control points and/or on the extremities of the course, especially when students are beginners or where the area contains uncontrollable risks.
Equipment	<ul style="list-style-type: none"> • Carry electronic and other equipment that can be damaged by water in water resistant containers. • Ensure the teacher responsible for the activity has a copy of all courses to be used, including any updates made during the initial survey. These should be on-hand and available for the duration of the orienteering activity.
Physical exertion	<ul style="list-style-type: none"> • Ensure appropriate warm-up activities are conducted prior to the start of an event. • Instruct students to proceed 'at their own pace' to avoid over exertion. • Adhere to Orienteering Queensland's' Extreme Weather Conditions Procedure.

Hazards	Control measures
Student considerations	<ul style="list-style-type: none"> • Ensure the suitability and competency of students participating in the activity. • Organise beginners to work in pairs or small groups. • Follow a program of graded development in: <ul style="list-style-type: none"> - map and compass work; - basic physical fitness; and - navigation skills including the use of handrails, attack points, aiming off, collecting features and catching features. • Include instruction to participants regarding: <ul style="list-style-type: none"> - relocation techniques; - predetermined safety bearings (e.g. easily identifiable geographic feature) and how to use them; - use of the emergency whistle; - the set finishing time and the requirement to return at that time, whether or not they have completed the course; and - areas that are out of bounds. • Ensure all start times are recorded and that all students report in to the finish, even if they have not completed their course.
Vehicles	<ul style="list-style-type: none"> • When courses expose students to traffic and/or roads, ensure they have been instructed to be aware of vehicles and adhere to pedestrian road rules.
Water – still/moving	<ul style="list-style-type: none"> • Avoid setting courses that cross dangerous/deep water. • Be aware of potential hazards from rising water.

Additional links

- Orienteering Australia
<http://www.orienteering.asn.au/>

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