LEARNING OUTCOMES

The student will:

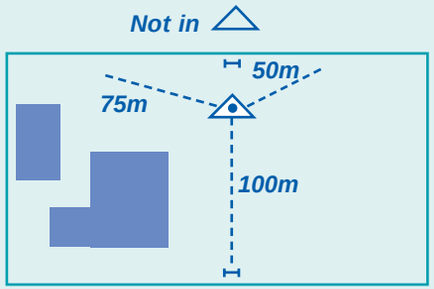
- *relate distance on the ground to distance on the map in a more accurate way*
- *identify a personal pacing scale.*

RESOURCES

Distance estimation card, measuring tape (30m), cones.
Master copies available in appendix.

TEACHER PREPARATION

Select a suitable area
Identify 3 distances from a starting point using observable features, tape or orienteering controls.
These distances should be 100m, 75m, and 50m.



Draw up a distance estimation card and copy for each student.

Distance Estimation

Names *Pace Count*

Walking Pace *100m=* *75m=* *50m=*

Running Pace *100m=* *75m=* *50m=*

Estimated Distance	*by eye*	*pacing*	*answer*
△ *to 1*			
1 to 2			
2 to △			

EXERCISE EVENT PROCEDURE

ESTIMATING BY EYE

Take the group to the starting point. Identify the 3 points on the circuit/course. Outline the importance of good distance estimation in helping to reduce and minimise errors and particularly the risk of over-running controls. The students are required to estimate the distance between control points by eye. They may use the scale on the map as a guide. Ask them to run the various legs of the course before confirming their opinion. Inform them of the correct answer to the various legs.

CALCULATING PACE COUNT FOR 100M

Measure and make a distance of 100m along a track path or boundary. This should be a straight line distance. Identify the pacing system which is to be adopted - i.e., counting 'double paces' only. Each student walks the 100m and back, counting only when their left leg hits the ground. The number of double-paces for 100m walk is recorded on the distance estimation card. The exercise is repeated at a reasonable running pace. Students should take care to maintain an even pace and not to run beside another student.

Using the course as set out ask the students to estimate their pace count for the 2 other legs. Confirm by walking and running each leg.