

Feedback from break-out sessions

Top 5 tips for:

School/club links

- involve parents immediately (favoured by 4 groups)
- get schools to use CPD opportunities for Teaching Orienteering course, devolve responsibility for introduction to O to schools, create self-reliance (3 groups)
- automatic free membership (3 groups) – for parents as well as kids
- target a limited audience, focus on few schools (2 groups)
- build in a social element
- have school club membership category
- make coaches/contacts available, allow 2-way communication
- actively search for talent
- include local events
- separate e-mail list for juniors
- define objectives/goals – an experience for all or depth and generate membership
- identify team doing the work
- have clear pathway to club membership (if that's your goal)
- make sure membership brings identifiable benefits
- identify contacts in schools & clubs
- link O with Curriculum for Excellence
- include a competition as a target for series of activities

Adult beginners

- improve accessibility of O, simplify it
- club nights in urban areas
- mentor/buddy for each newcomer (3 groups)
- use available material, GB-J's book, step system
- understand each individual's motivation, what they want from the sport
- run sessions parallel with junior sessions
- encourage club tents & flags, club identity, recognise people
- have "New Members' Day" but get everyone to come along
- club leaflets and other guidance
- club weekend away
- social aspects, meals, pub, tea & cakes after activity
- coaching by stealth – most adults are reluctant to admit they need coaching (2 groups)
- be welcoming
- offer adult coaching
- frequent local events and activities
- non-comp option at events

Effective Technical Development

- coaches at appropriate level, support coach development
- use technology
- encourage post-race analysis
- isolate specific skills, using step and/or star system (2 groups)
- exploit the potential of even the smallest area; be imaginative in use of them (2 groups)
- engage with individuals, know their capabilities and limitations
- focus on 1 or 2 topics in each session (2 groups)
- have long-term and short-term plans for sessions
- establish athletes' competence & background now
- review/check for learning regularly (2 groups)
- be prepared for wide range of abilities and fitness
- use "talk-O" (pairs)
- regular analysis, recording and review of athletes' progress
- repetition & consolidation

Underlying it all: plenty of good quality MAPS!

A few follow-on comments from me:

- coloured version of step system is at http://www.scottish-orienteering.org/documents/natcen/The_STEP_SYSTEM.pdf and I'll get laminated copies out to people
- and various other bits that you might find useful are at <http://www.scottish-orienteering.org/natcen/page/materials-for-junior-incentive-scheme/>
- the new risk assessment form will be available online soon; BOF are likely to fine-tune the appearance though the content has been agreed.

If you think I can help with any other stuff, do please get in touch and I'll do my best.

Hilary Quick
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