



Department of
Education

APPENDIX K: ORIENTEERING, ROGAINING AND NAVIGATION

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ORIENTEERING, ROGAINING AND NAVIGATION

This document contains specific requirements related to orienteering, rogaining and navigation activities, and must be read in conjunction with the *Appendix A: General Requirements in the Recreation and Outdoor Education Activities for Public Schools Procedures*.

1. BACKGROUND

Orienteering, rogaining and navigation activities focus on the use and interpretation of maps in outdoor environments, with or without the aid of a compass for navigation. Navigation activities are generally suitable for a wide range of age groups. Beginners may be introduced to the skills of navigation using a simple map to locate points around a school environment. As a student's skill set progresses, more capable participants may be challenged by completing more difficult courses set in a natural environment.

DEFINITIONS

ASSISTANT SUPERVISOR

Assists the Qualified Supervisor and or Department teacher-in-charge. May or may not have relevant qualification or experience.

NAVIGATION ACTIVITIES

An activity where participants find their way around a predetermined course using a large scale orienteering map in natural environments with or without a compass.

ORIENTEERING

A competitive sport where participants navigate their way around a predetermined course using a large scale orienteering map with or without the use of a compass, at speed.

QUALIFIED SUPERVISOR

Has the required qualifications, skill, experience and technical knowledge to instruct the activity.

REMOTE OR ISOLATED AREAS

Includes any location where medical emergency assistance is more than one hour away by road and/or air.

ROGAINING

The sport of long distance cross-country navigation in which teams of two to five members visit as many checkpoints as possible in 24 hours. Teams travel entirely on foot, navigating by map and compass between checkpoints in terrain that varies from open farmland to hilly forest. A central base camp provides refreshments throughout the event and teams may return at any time to eat, rest or sleep.

TEACHER-IN-CHARGE

The member of the teaching staff who is authorised by the Department of Education to manage a school activity.

URBAN ENVIRONMENT

Human settlement area with high density population and the infrastructure of a built environment.

2. ENVIRONMENT

The suitability of an activity location is determined after considering the:

- skills, experience and capacity of each student, the planned activities and supervision required;
- objective dangers such as river crossings, exposed areas, slippery rocks, cliff and rock faces; and
- level of access to paths, roads and communication.

Many walking trails have been graded according to the *Australian Walking Track Grading System*, a voluntary industry standard.

Grade of walk	Gradient	Quality of path	Distance	Experience required
1	Flat	Well-formed track. Universal accessibility.	< 5km	None
2	Gentle hills	Formed track	< 10km	None
3	Short steep hills	Formed track, some obstacles	< 20km	Some. Moderate level of fitness.
4	Very steep sections	Rough track, many obstacles	N/A	Experienced
5	Very steep and difficult	Rough, unformed track	N/A	Very experienced with specialist skills including navigation and emergency first aid.

School groups using national parks should consult the *Department of Biodiversity, Conservation and Attractions* (DBCA) regarding fire bans, smoke, park closure alerts and updates that may affect their proposed activity.

Fires are only lit in approved areas or in existing fireplaces. Fuel stoves are used wherever possible (for further information about stoves and fires, refer to *Camping*).

Many sites have access restrictions. Written permission must be gained from the relevant authority (DBCA regional office, local land management body, lease holders or private property owner). These organisations/owners can also be consulted for information about:

- route planning (including evacuation);
- alternative routes in the event of restricted access;
- shelter, toilets, drinking water (etc.) availability at the location/venue; and
- procedures to follow when there is a risk of bad weather, storms, bushfires and/or other changes to the environment.

Orienteering courses must have clearly recognisable boundaries within a clearly defined area.

Weather considerations

Orienteering, rogaining and navigation activities are not to be undertaken in any area where high alert weather conditions are forecast and/or any area where the fire danger rating is very high or above. Refer to the [Department of Fire and Emergency Services](#) for fire alerts or fire danger ratings or contact the local shire as part of an environmental check.

If orienteering, rogaining, cross-country navigating or camping during the fire restriction season, plan a route that allows for evacuation and confirm that the group has access to current fire information via radio, mobile or satellite phones providing bulletins from a manned base.

Weather conditions need to be assessed and monitored in the days leading up to the activity, on the day of the activity and throughout the activity, to determine conditions and comply with fire ban regulations. The supervisory team may need to modify, relocate or cancel the activity at any time. Check the [Bureau of Meteorology](#) for up to date conditions and weather warnings.

Guidance

The qualified supervisor should have first-hand knowledge of the location. Other sources of information may include:

- *the venue manager;*
- *Department of Biodiversity, Conservation and Attractions;*
- *the Western Australian Police;*
- *the local ranger, lease holder, private property owner or land manager;*
- *experienced bushwalkers and rogainers;*
- *orienteering or rogaining clubs or associations;*
- *other schools that have conducted similar activities at that location;*
- *[Outdoors WA](#); or*
- *external providers.*

Possession of a map does not confer the right of entry to private property on some public reserves. Prior permission to use an area should always be obtained.

A member of the supervisory team should conduct a reconnaissance trip to survey the area to update the map, where necessary.

The most suitable bushland areas for orienteering have open forest, a network of tracks and clear boundaries.

Minimal impact practices are observed at all times, particularly in environmentally sensitive areas as some walking areas cannot sustain frequent usage by groups (dunes, caves).

The [Department of Biodiversity, Conservation and Attractions](#) considers school activities as non-commercial events and requires the relevant application form ([Non-commercial Government organisations application form](#) (including state schools) to be submitted and approved by the relevant Department of Biodiversity, Conservation and Attractions [district office](#).

Groups using the Bibbulmun Track, and the Cape to Cape Track will need to complete a [notification of intent](#). See the [Department of Biodiversity, Conservation and Attractions](#) (DBCA) for trail updates, maps and conditions.

A fire danger rating of Very High or above may trigger the closure of DBCA trails and facilities.

For overnight or multi-day walks, the selection of venues should also take into account the:

- *campsite/shelter availability;*
- *access to facilities;*
- *weather conditions;*
- *emergency procedures;*
- *access to communication;*
- *age, fitness and medical condition of the students;*
- *guidance in Camping for overnight stays; and*
- *advice from local rangers, land managers and other sources.*

It is recommended that when available, serviced camp sites should be used for students who are inexperienced at camping.

3. CAPACITY OF STUDENTS

Prior to commencing the program, the Department teacher-in-charge must confirm that each student has the capacity to participate safely.

Alternative, modified or adjusted activities should be provided for students who have limited capacity to participate.

Students with an impairment may participate in desired activities provided adequate safety and control measures are implemented. Specific consideration is given to:

- the type and level of impairment;
- location and access; and
- curriculum adjustments so that the student can access the curriculum activity on the same basis as their peers.

Students who have a medical condition that may impact on their safety must be cleared by a medical practitioner before they can participate.

Students may require additional skills if they are to participate safely in hiking, camping, and swimming activities. See the relevant activity specific document for further information regarding qualifications and supervision requirements that may apply.

4. STUDENT HEALTH CARE

Refer to *Appendix A: General Requirements in the Recreation and Outdoor Education Activities for Public Schools Procedures* for further guidance.

5. ACTIVITIES

Introductory activities should take place on school grounds or open areas before commencing courses in natural environments.

The full range of proposed activities (e.g. camping, swimming, cycling etc.) is assessed to determine whether students have the required skills to safely participate. Qualifications and supervision requirements for those various activities apply (refer to the relevant specific activity document document).

Route planning takes into account the availability of shelter, adequate and safe water supplies, and an escape route.

The area to be used for the activity is included in a map of the site, with distinct contour features marked.

In the initial stages of learning, or when in remote bushland settings, supervisors should rove the site and be positioned at control points and/or the extremities of the course.

A finishing time is set. All students must return to the assembly area at that predetermined time, irrespective of whether or not they have completed the activity.

River crossings can be extremely hazardous. Groups must not attempt a river crossing if the location or other elements are considered to be dangerous (e.g. during periods of flooding; where the depth, speed, bottom load or ability of the group is unknown; or in an estuarine crocodile habitat). Where possible, courses should avoid river crossings that require students to enter the water.

Guidance

Where practical, the Department teacher-in-charge should have first-hand knowledge of the location and the land features.

Students should initially be trained in map reading in an open area that is familiar to them.

The use of distinct contour features on the map is helpful.

Bush navigation activities should only be undertaken by students who are confident navigators and have a basic understanding of contour interpretation.

Out of bounds areas should be marked on the maps for the activity.

Inexperienced students should be accompanied by a supervisor.

River crossings

River and creek crossings require careful planning and assessment of a number of factors on the day. The decision to cross, and the way in which the crossing might be made, is determined after considering the following. Consider:

- *access points;*
- *the nature of the river bottom;*
- *the depth and current;*
- *the energy, capacity and swimming ability of group members;*
- *weather;*
- *obstructions/obstacles; and*
- *the time of day.*

Rivers can be crossed using a bridge, various craft, rafts and/or Tyrolean Traverses (using a fixed line to cross from one point to another). Tyrolean Traverses should only be attempted if a supervisor is a qualified supervisor with the required knowledge and experience in this activity.

Strategies should be considered when assisting students as they cross a river or creek and include:

- *a line astern (single file), wedge formation, circle of support, or one person with support (e.g. stick or paddle);*
- *the use of stronger participants to carry backpacks and other equipment;*
- *the placement of stronger participants at strategic points across the river;*
- *the placement of upstream spotters for hazards floating downstream;*
- *downstream back-ups with a rope to aid distressed students;*
- *buddying less able students with those who are more capable (in groups of two or three);*
- *establishing a safety rope; and/or*
- *finding another crossing.*

6. EQUIPMENT

All equipment must be checked to confirm that it is appropriate for the activity, safe and in working order.

Guidance

If carrying backpacks, equipment may need to be shared amongst the group to manage weight limits. As part of the briefing for an extended or overnight course, students should be instructed how to organise belongings in their back pack so that their centre of gravity and comfort is not affected.

Prior to the commencement of the activity, the Department teacher-in-charge confirms that participants have easy access to:

- highly visible clothing that is appropriate in bush settings and potential weather conditions, with a particular emphasis on protection from sun, wind, rain, cold and heat conditions (woollen or thermal synthetic garments provide more warmth in cold or wet conditions. Shorts are better than long trousers for bushwalking, except in off-trail, scratchy bush);
- a broad rimmed or Legionnaire style hat;
- a backpack (if necessary) that ideally, does not exceed one quarter of the body weight of students, and one third of the body weight of adults;
- a broad-spectrum, water-resistant sunscreen, applied as per manufacturer's instructions;
- insect repellent;
- safe, sturdy footwear that is appropriate for the duration of the activity (e.g. walking shoes, joggers or sandshoes. Thongs, sandals and clogs are not appropriate);
- sufficient drinking water for the duration of the activity (and/or supplied at control points if possible);
- a watch or alternative time telling device;
- a waterproof map of the planned route or GPS coordinates; and
- an emergency whistle and/or torch, as relevant.

Supervisors require:

- a waterproof copy of the route plan, map and compass;
- a copy of the risk management and emergency response plans;
- emergency communication equipment as appropriate to the location, such as a mobile or satellite phone, radio, Emergency Position-Indicator Radio Beacon (EPIRB) or Personal Locator Beacon (PLB) and details of the nearest landline numbers;
- readily accessible emergency equipment (e.g. whistle, torch, fire-lighting equipment);
- readily accessible first aid equipment (preferably carried by the supervisor at the rear of the group). The first aid kit must include items appropriate to the type of training, location, duration, size and needs of the group. For larger groups, two kits may need to be carried;
- knowledge of where shelter, toilets, drinking water etc. might be found at the location; and
- tools for proper waste disposal (e.g. a trowel).

Guidance

For extended/overnight walks, the following items are recommended. These include:

- a map, a route plan, whistles and compasses (students should know how to use these items);
- a comfortable, well-fitting backpack;
- a warm sleeping bag appropriate for the conditions, and a sleeping mat;
- a suitable hiking tent and waterproof ground sheet;
- fire starting equipment, cooking and eating utensils;
- food, including supplementary energy food for emergencies;
- water - at least two litres per person per day;
- a stove with fuel (in some areas);

- a waterproof pack-liner (e.g. a strong garbage bag);
- a mirror (for signalling purposes if lost);
- a torch with spare batteries and globe;
- a plastic bag for carrying rubbish;
- a small plastic trowel for burying faeces;
- a waterproof rain jacket with a hood, a change of clothes in a waterproof bag, socks, gloves; and
- a toiletry bag.

7. THE SUPERVISORY TEAM

Refer to *Appendix A: General Requirements in the Recreation and Outdoor Education Activities for Public Schools Procedures* for further guidance.

8. EXTERNAL PROVIDERS

Refer to *Appendix A: General Requirements in the Recreation and Outdoor Education Activities for Public Schools Procedures* for further guidance.

9. MINIMUM QUALIFICATIONS AND COMPETENCIES

The Department teacher-in-charge must confirm that the supervisory team members possess skills in navigation, and have the appropriate experience, knowledge and skills to identify and manage potential risks at any stage during orienteering, rogaining and navigation activities.

If undertaking an extended overnight and multi-day course, all members of the supervisory team must:

- be experienced and competent in the navigation activity;
- have experience in lightweight camping;
- be proficient in the use of maps and compasses; and
- have knowledge of search, rescue and emergency procedures.

Supervisors should maintain evidence of their qualifications and experience in orienteering, rogaining and other navigation activities through the use of a log book, or similar.

Refer to *Appendix A: General Requirements in the Recreation and Outdoor Education Activities for Public Schools Procedures* for mandated:

- first aid qualifications; and
- evidence requirements of qualifications and competencies.

Minimum qualifications and/or formal training accreditations:

A qualified supervisor must hold a relevant current first aid certificate including current cardio-pulmonary resuscitation (CPR) accreditation. In the case where the group is in an isolated or remote area, a member of the supervisory team must have the appropriate first aid qualifications for remote areas. Remote or isolated areas include any location where medical emergency assistance might be more than one hour away, by road and/or air.

Refer to the *Swimming and Water Based Activities* activity specific document for qualifications and supervision requirements that apply if students will be going into water, or if water is likely to be an inherent risk.

Refer to the *Camping* supporting document for qualifications and supervision requirements that apply if students will be camping overnight.

Guidance

It is recommended that supervisors taking students into natural environments for navigational activities hold a:

- *Level 0 Coaching qualification (available through Orienteering Western Australia); or*
- *relevant units in Orienteering and/or cross country navigation completed as a part of a Certificate III (or higher) in Outdoor Recreation.*

Skills and experience

The Department teacher-in-charge must confirm that the supervisory team:

- has experience in the activity at the level being offered to students;
- has at least one member with current first aid;
- has at least one member with a current CPR qualification; and
- understands the emergency responses and supervision responsibilities.

10. MINIMUM LEVELS OF SUPERVISION

Supervisory requirements must take into consideration the:

- purpose of the activity;
- age, capacity, experience and skills of each student;
- qualifications, capacity and experience of the supervisor(s);
- types of activities to be undertaken;
- students' medical conditions or disabilities;
- characteristics of the route;
- location and nature of the environment (e.g. local or remote, school, parkland, unfamiliar bushland); and
- weather conditions.

Greater supervision must be provided for beginners or primary aged or less able students who are participating in activities off school grounds.

Students not directly involved in activities must be supervised.

Inexperienced students should work in pairs or small groups of greater ability.

Different levels of supervision are required for those activities:

- requiring an overnight stay; or
- undertaken in controlled and uncontrolled environments.

The group size is determined after considering route characteristics, land manager restrictions and environmental considerations.

NAVIGATION ACTIVITIES: URBAN ENVIRONMENTS

Kindergarten - Year 3

There must be two supervisors at all times:

- one qualified supervisor for every 22 students of part thereof; and
- one supervisor for every six students or part thereof (including the qualified supervisor).

Year 4 - 6

There must be two supervisors at all times:

- one qualified supervisor for every 22 students of part thereof; and
- one supervisor for every 11 students or part thereof (including the qualified supervisor).

Year 7 - 12

It is recommended that there are two supervisors at all times:

- one qualified supervisor for every 22 students of part thereof.

NAVIGATION ACTIVITIES: BUSHLAND ENVIRONMENTS

Kindergarten - Year 3

This activity is not recommended for students in Kindergarten to Year 3.

Year 4 - 6

There must be two supervisors at all times:

- one qualified supervisor for every 22 students of part thereof; and
- one supervisor for every six students or part thereof (including the qualified supervisor).

Year 7 - 12

There must be two supervisors at all times:

- one qualified supervisor for every 22 students of part thereof; and
- one supervisor for every 11 students or part thereof (including the qualified supervisor).

The table below illustrates the supervision requirements for common group sizes. Groups may be larger than those indicated here but must remain within the prescribed supervision ratios and any limits set out earlier in this document.

<i>All navigation activities</i>	<i>Year level</i>	<i>Number of students</i>	<i>Qualified supervisor</i>	<i>Assistant supervisor</i>	<i>Total supervisory team</i>
Orienteering and navigation activities: In urban environments	K - 3	1 - 12	1	1	2
		13 - 18	1	2	3
		19 - 22	1	3	4
		23 - 24	2	2	4
		25 - 30	2	3	5
	4 - 6	1 - 22	1	1	2
		23 - 33	2	1	3
	7 - 12	1 - 22	1	0	1
		23 - 44	2	0	2
Orienteering and navigation activities: In bushland environments	K - 3	This activity is not recommended for students in K – 3			
	4 - 6	1 - 12	1	1	2
		13 - 18	1	2	3
		19 - 22	1	3	4
		23 - 24	2	2	4
		25 - 30	2	3	5
	7 - 12	1 - 22	1	1	2
		23 - 33	2	1	3

Guidance

Schools should adhere to maximum numbers of participants and supervisor to student requirements where stipulated by land managers or government agencies.

It is also recommended that for navigation activities:

- a buddy system be established so that students can monitor and check the safety and wellbeing of a partner; and
- lost buddy procedures are outlined to all participants.

Overnight stays

Refer to the *Camping* activity specific document and appendix for further guidance on overnight stays.

11. SUPERVISION STRATEGIES

Supervision strategies must be established to confirm that the safety and wellbeing of students are maintained at all times.

The Department teacher-in-charge is to determine the roles of supervisors, the number of supervisors and the method of supervision.

Supervisory strategies for orienteering, rogaining and navigation activities must be considered in accordance with the:

- age of the students;
- experience and ability of the students;
- student medical conditions or disabilities;
- capacity of the supervisor(s), e.g. ability, competence and experience;
- type or purpose of the activity to be undertaken;
- nature of the environment;
- location (local or remote) of the activity; and
- weather and climate.

Supervision strategies must address the circumstance where students are not in clear view of the supervisors.

Guidelines

At competitions such as the WA Schools Orienteering Championships, teachers are normally not allowed on the course. Orienteering WA uses volunteers from its membership to patrol the courses and monitor students.

12. IDENTIFICATION OF PARTICIPANTS

In bushland settings, students should always be clearly visible. Coloured clothing should take into account minimal impact on environment protocols (e.g. if following Leave No Trace principles, students should carry a high visibility item in case of emergency).

Systems for identifying students may include the wearing of school shirts, uniforms, school hats, other hats, vests, sashes and armbands, name tags or stickers. Each identification system may be used in combination with others.

Supervisors should carry brightly coloured equipment and/or wear coloured clothing that promotes visibility.

Refer to *Appendix A: General Requirements in the Recreation Outdoor Education Activities in Public Schools Procedures* for further guidance about the identification of students.

13. COMMUNICATION STRATEGY

Refer to *Appendix A: General Requirements in the Recreation and Outdoor Education Activities for Public Schools Procedures* for further guidance.

14. RISK MANAGEMENT PLAN

Refer to *Appendix A: General Requirements in the Recreation and Outdoor Education Activities for Public Schools Procedures* for further guidance.

15. EMERGENCY RESPONSE PLAN

Refer to *Appendix A: General Requirements in the Recreation and Outdoor Education Activities for Public Schools Procedures* for further guidance.

16. BRIEFING STUDENTS AND SUPERVISORS

The Department teacher-in-charge must confirm that all participants are briefed about:

- the educational purpose and the cooperative nature of the activity;
- the activity itinerary;
- required skills appropriate to the activity;
- participants' roles and responsibilities, including standards of acceptable behaviour and activity rules;
- the role and location of supervisors;
- the system for identifying students and supervisors;
- food and water requirements;
- procedures that will be followed if members of the party are overdue, or become lost or separated from the group (refer to *Appendix 1: In the event of separation*);
- potential hazards and safety procedures appropriate to the activity and venue;
- buddy practices and lost buddy procedures;
- health and hygiene protocols;
- areas demarcated and identified specifically for student groups;
- communication strategies that will be used throughout the activity, including a signal to gain the attention of the whole group, and a signal to be used if assistance is required;
- emergency and evacuation procedures, signals and location of emergency equipment;
- appropriate clothing for the activity and weather conditions, including thermal and sun protection;
- minimal impact principles for that location (see *Leave No Trace* principles);
- aspects of the environment and expected weather conditions (if appropriate); and
- the route to be followed including pre-determined stops and/or meeting points along the way (if applicable).

Special information sessions must be arranged for students absent from preparatory briefings.

Guidance

Supervisors are briefed about the management of dehydration, hyperthermia, hypothermia and other relevant factors (e.g. geographical position, weather patterns etc.).

For extended navigation activities that involve an overnight stay, all participants must be briefed on:

- *the use of camping equipment (see Camping);*
- *food preparation;*
- *personal hygiene in the bush;*
- *navigating and route planning;*
- *safety practices;*
- *first aid;*
- *care of the environment; and*
- *group skills.*

17. INFORMED CONSENT

Refer to *Appendix A: General Requirements in the Recreation and Outdoor Education Activities for Public Schools Procedures* for further guidance.

APPENDIX 1: IN THE EVENT OF SEPARATION

ADVICE FOR THE SUPERVISORY TEAM

If the whole group is lost

If the group is lost, the students must remain in one place. One supervisor takes responsibility for maintaining morale, while the Department teacher-in-charge or a qualified supervisor attempts to locate the group's position. Possible strategies include:

- using cross-bearings;
- retracing the route to the last known bearing;
- if on a track, clearly marking a set position before walking approximately a kilometre in either direction; or
- if not on a track, walking in a fixed direction and keeping a written record of all bearings.

The qualified supervisor leading the group marks the route by breaking twigs or building rock cairns, and maintains higher ground.

A cut-off time is set. At this time steps will be taken to notify outside support services and initiate the communications system, as per the *Emergency Response* plan for the activity.

If the whole group remains lost

- Where the group remains unclear about its position, the Department teacher-in-charge or qualified supervisor locates a sheltered campsite and sets up camp.
- The group attempts to attract attention using known forms of distress signals such as SOS signals, whistle blasts, flashing mirrors or torches, or by lighting a smoky fire by day and/or a bright fire at night.
- The group listens for voices, shouts, and/or whistles.
- Water, food and energy are conserved.

If an individual group or sub-group becomes lost

- Stop and establish a base.
- Question the group as to who is missing, how long they have been missing, what their intentions might have been, and what equipment they have with them. Use this information to assess what might have happened and how large an area might have to be searched based on the students' skills and possible actions they may take.
- Send two lookouts to the nearest prominent high point with instructions on using caution and communication signals.
- Confirm that the two lookouts have food and water.
- Send a group of three (including, and under the direction of, another supervisor) to:
 - retrace steps to the point where the missing person/s was last seen;
 - look for clues of other groups along the way;
 - signal, call and listen for replies;
 - leave a note at the point last seen (instructing the lost party to remain where they are, should they return); and
 - check other possible points they might have gone to.
- The above group is given a time limit for reporting back to the Department teacher-in-charge.
- Should resources and other factors permit, the base camp and lookout are maintained, lookouts relieved, and efforts made to be as visible and observant as possible.

At this point, a large number of variables are considered, depending on the:

- time of day;
- ability and maturity of the students;
- equipment and food carried by the students;
- any relevant medical/psychological information;
- information collected by gathering evidence from the retracing party and other group members;
- the terrain; and
- weather.

Where specific situations have the potential to worsen, the Department teacher-in-charge reviews the

Cut-off time at which steps will be taken to notify outside support services and initiate the communications system.

All relevant information is gathered, and the emergency response plan to call in outside help is set in motion - whether that be the immediate notification of the police, Department Site Manager or Principal, office of the external provider (which might have its own procedures to follow), or some other previously documented strategy.

The implementation of the emergency response plan is delayed only if the supervisory team is confident that no imminent danger exists and that there is a reasonable expectation that the students will soon be found.

ADVICE FOR INDIVIDUAL GROUP MEMBERS

Prior to the bushwalking activity, students should be made aware of the following procedures that will be followed should they and/or others become lost, or separated from the group.

They need to:

- stop, as continuing to walk will make it more difficult for searchers to locate them;
- try to attract attention of the group by blowing their whistle, or shouting;
- listen for a reply or signals from the rest of the walking group and/or searchers;
- make themselves comfortable in a sheltered area; and
- mark their position with brightly-coloured articles or broken branches placed in a conspicuous location.