

O Integrated Into Entire Curriculum

The following is an article that came out of an education conference attended by Paul Pearson. This article can serve as an introduction to how orienteering can be a creative and unifying addition to curricular development for those unfamiliar with the sport. —Ed.

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Got a great group of teachers? Do you use inquiry and movement to teach concepts in class? Then working together to help students learn through orienteering is for you and your colleagues.

Organization and planning take time, but offer a great venue for learning, cohesion through the unit, opportunities for field trips, cooperation and peer interaction. Once your school has established an orienteering unit, it can be utilized year after year. It can be modified to encompass student and teacher needs as well as new technology.

The vision of one of our physical education teachers helped our middle school to design a program that integrates orienteering with the seventh grade curriculum and physical education.

The program originated on a small scale in 1995. It has blossomed to include all four seventh grade teams as well as physical education. Teams include math, science, foreign language, language arts, unified arts and social studies.

O-In-Schools new web address

Due to the expanding nature of the site and to the limited nature of the previously used domain, it has become necessary to find new quarters for our website.

Past issues of OIS plus teaching aids will be available for free downloading. Future issues will be posted upon publication. The website is:

<http://www.ocin.org/school>

Please encourage your friends in education to check it out!

All told, about 430 students are served through this program. It is a success due to the dedication of teachers and the belief that orienteering is a great hands-on method of integrating academic concepts and incorporating movement.

Orienteering is used to meet curricular goals in math, science, foreign language, language arts and social studies. However, it also fits in with physical education curricular objectives.

Math concepts like angles, degrees, direction, intervals, spatial awareness and mirroring can be related directly to orienteering principals. Language arts focuses on orienteering for writing directions, keeping journals, descriptive essays, and creative writing assignments.

Science incorporates geology, ecology, topographical maps and forestry concepts which relate well to environmental preservation and awareness. Foreign language focuses on learning vocabulary, writing directions and creative writing pieces. Social studies classes learn about land features, cultures, map drawing, and how space/land has been used traditionally and currently in society.

Physical education integrates all of the information gleaned in other disciplines by using activities and orienteering meets. Orienteering offers physical educators opportunities to incorporate physical skills and technology like heart rate monitors and pedometers.

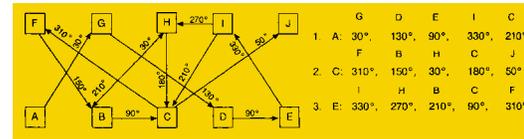
Since orienteering can be done on the run or by walking, it offers students the opportunity to assess their fitness, train in their target heart range as well as count steps. School based orienteering meets help teachers to assess student learning, grasp of concepts, and focus on cooperation and teamwork.

Our goals for our students are broad and varied, but well constructed and cohesive. As physical educators we enjoy the opportunity to work with our colleagues in providing an intense and integrated learning experience for our students.

Learning begins in the academic classroom with pacing, compass reading, map reading, symbol identification, room mapping and vocabulary. Once students have a basic understanding of symbols, compass headings and their paces we start

activities in physical education class.

Activities include: symbol relay, "Bear In The Woods," "Find Your Way Back," and pacing. After we have practiced pacing and using compass bearings we have an orienteering meet during class time.



Using a hand copied map of our school grounds we have created six courses using 36 controls. Due to the small area that we have to work in we have modified the control flag to small, numbered and laminated index cards that show symbols.

Students are required to draw the symbol on their control card to give evidence that it was found. This orienteering meet gives students practical application of map features and compass bearings. Students are assessed in many ways: the number of controls found correctly, ability to set a compass bearing, accuracy of pacing, teamwork and cooperation, symbol identification and map reading.

As a culminating team activity, students are taken to a local orienteering course for practical application of skills and an introduction to nature and its preservation. We hope to teach students skills needed in academic settings and engage them in physical activity. However, it is also our wish that students develop an appreciation for nature and a total mind/body experience outdoors so that they remain active for a lifetime. ▲



Picture above is from US Champs. Diagram at upper right is from the USOF Coach's Manual: Exercise 24.