

Sharing Human Resources

□ GREG SACK, OCIN

Early in the school year anything seems possible. By this time most of us are wondering.

Inevitably we run into the questioning that makes all teachers cringe. "I don't get it. What does this have to do with me? I'll never use this stuff in a million years!"

Often it is not really possible to spend the time helping the students identify practical uses of the material being covered. A single class period is just not enough time. It just seems that the material is finally all out when it is time to pack it all away.

Then there is the matter of having the resources necessary to bring the lesson home. In this age of shrinking budgets it is increasingly difficult to "get out of the textbook."

These are areas that teaming up with other teachers can help. Idea sharing can really get the creative juices flowing. Non-traditional teaching methods can bring a sense of freshness to the classroom. The combining of classes adds a chance to study a concept in greater depth. Plus, the insights gained by looking at a problem from the differing perspectives of various disciplines makes the concepts involved much more relevant to the students.

It would be possible to build a multidisciplinary project on the Jr High level around a book such as **My Side of**

Taken from <http://palisadessd.org/palms/teamteach.html>

TEAMING

A study conducted by the National Association of Secondary School Principals entitled Breaking Ranks (NASSP, 1996) reported that effective teams:

Are committed to reaching consensus regarding goals for students; Identify the core values and strategies for modeling in the school environment; Make decisions which are contingent upon the norms, values, and goals of the group; Are committed to planning as a group; Strive to become a learning community; Openly address issues raised by diversity through the effective application of team-building skills and those issues that are most effectively addressed in a positive team environment; Consider themselves powerful advocates for student learning.

Team building has many positive results:

Being part of a team can help teachers overcome their isolation and provide them with a team spirit that reminds them they have colleagues who also want to pursue change. Team building also builds the process skills that enable teachers to interact more productively in a variety of settings and to become sources of knowledge for their peers. The school benefits from teaming in the sense that an intellectual atmosphere is fostered by the continuous discussion of significant concerns (Richardson, 1996).

the Mountain. The students would make a creative writing project where they are finding ways to survive on their own. For science they can develop their own mountain describing a complete ecosystem or biome. But they would need some familiarity with mapping skills to make it work.

The study of maps, the use of mapping games like Sim-Isle in Geography and Art could greatly enhance the unit. History could take a look at the development and use of maps in the exploration of the world. Physical science can explore Magnetite and the compass, the three Norths and

their uses, and landforms and the forces that would produce their mountain. Math could work on plotting, vectors and angles and distance calculation.

Running an Orienteering course (Gym?) can create the concrete foundation that all of this information can firmly rest on.

Letting the students create their own world would give them a chance to see the interrelation of their studies. No less importantly, it would give the teachers the "team spirit" mentioned above.

The students are innately interested in learning. They just need to feel that their work is important and relevant. It is important to get the students to think about the subject. This can often mean finding ways to present "outside of the box" concepts. How better to do this than to get out of the box, i.e., the classroom?

Take it outside!

Orienteering can be used as a way of uniting multi-disciplinary studies. The sport can help bridge the gap from concrete to symbolic conceptualization and it develops a sense of community.

Orienteering is a natural fit in the team-teaching environment. After all, our sport is the thinking sport. □

Take me to your Teachers!

*It is our pleasure to announce the **Orienteering In Schools Newsletter**. Based on this regular feature, the article will be made available to any education professional ten times per year. The newsletter will be expanded and will include material not in the magazine article due to space considerations. These items include maps, photos in color, teaching aids, resources and space for a teacher's forum of ideas. And you can't beat the price. It's **Free!** Well, almost free. We need your input, ideas and experiences.*

The newsletter will be made available as hardcopy for those wishing snail-mail and as a PDF for electronic delivery. PDF's are opened in Acrobat Reader, a free download from Adobe. Those electronically inclined will see the benefits of immediate delivery and the ability to output some aids to transparencies.

Please send your name, address and e-mail address to: Greg Sack, 5523 Whetsel Av, Cincinnati, Oh 45227 –or to– raphic@fuse.net along with your school affiliation and your preference of delivery. This will in no way obligate you nor will any of this information be passed on to anyone else.



ORIENTEERING INSTRUCTION

PAUL PEARSON, NEOC

Recently, I conducted teacher In-Service sessions for physical education teachers in which I showed them how to develop the concepts needed for orienteering. (See chart at right.) Some of the ideas used in the sessions come out of the **From the Classroom to the Forest** video.

P. E. teachers don't usually get to go on field trips. I encouraged them to team up with teachers in other disciplines so that they too could enjoy a field trip and the kids would also have a fun experience in the woods.

First, the teachers made a map of the gym with some equipment spread on the floor. Then, they selected checkpoints for an orienteering in the classroom activity.

They next did an activity to focus on keeping the map oriented and using "thumbing" to keep track of their position. This is an activity that we picked up at the Oringen clinics 2000. Every line on the gym floor is mapped. A path is shown on the map for each person. The path is followed and checkpoints are noted as they are passed.

We went outside for the rest of the day. There was a 100 meter track on the field. They were able to determine their pace count utilizing this track. Then they could use pace count along with the scale on their compass to determine distance. I explained that, since orienteering is a European sport, we use the metric system.

Then, using a map of the athletic fields that I had previously prepared, the teachers participated in a "Try-O". By sighting landmarks, the map could be oriented. They found two controls that were in sight of the start to learn the process of checking codes and punching.

For their first O course, I used a motola format. There were four loops of three controls which went both CW and CCW. With the eight courses, it was possible to use a mass start. After one loop was completed, others could be done by exchanging maps with another team. This format works well for a class period and following is practically eliminated.

Next was a lunch break. That allowed time for all of us to travel to Gay City SP. The reason for going there was to have them find some of the same controls that the children on white found during the '88 Troll Cup.

I showed the group how to follow a compass bearing using the triangle exercise. I told them that they wouldn't need the compass to do the white course that I had prepared. They could use the compass to orient the map. But I emphasised that the important skill to be gained is the ability to read and understand the map.

They could also use the compass if they became "navigationally challenged" (I tell them that L _ _ _ is a four letter word) by using the Safety Bearing at the bottom of the control description sheet.

They were then sent off in groups to do a white course. Actually, I had two white courses with some shared controls. The groups were sent both CW and CCW to create 4 courses. They were sent out in two waves with a five minute interval between.

Some of the points that I would like to stress to anyone wishing to teach Orienteering are:

Orienteering is a way to develop map skills;

A compass need not be used for a beginner's orienteering event—it's main use may be to orient the map;

All compasses that are used must have a mm or cm scale to be able to measure distances off the orienteering map. □

Basic Orienteering Concepts

DETAILS

Map Familiarization

A. There are five colors used on Orienteering maps:

Blue: Water (streams, marsh, pond)

Green: Vegetation (dense woods, individual trees)

Yellow: Clearings & fields

Brown: Earth topography or contours (valleys, hills)

Black: Natural objects (boulders, cliffs) Man-made features (trails, buildings)

White: Normal forest

B. Map Symbols: Use map legend and symbols to locate various features on the map starting with immediate surroundings.

Orient the map

A. Using the terrain: Turn the map until what is in front of you in the terrain is in front of you on the map.

B. Check using a compass: The north lines on the map should align with the compass needle.

Thumbing

A. Fold your map into a small easily held piece. Try to make the first fold on a N-S meridian.

B. Place your thumb on the map near where you are.

C. As you move along, move your thumb also to a new location on the map. This helps keep track of where you are.

Map Walk: Read the map as you go along.

A. Point out features as you go and identify them on the map.

B. Check map orientation.

C. Check thumb position on the map.

D. Check what features you will be seeing next.

E. Contour reading: Compare terrain with map contours. Are you traveling uphill or downhill? Is it steep or level ground? Is there a rise on the left or right side?

Orienteering techniques: C A R

A. Control: Note control description and symbol on the map.

B. Attack Point: This is an easily found feature, such as a trail junction, trail bend or stream crossing, near a control that is used to take a short, precise compass bearing to find a control.

C. Route Choice: Should we follow a trail or follow a compass bearing? What is the best route to a good attack point? Is a trail faster than through woods and brush? Does it avoid steep climbs?

DISTANCE

Pace Counting: Determine your pace (using a pace course). Then scale distances from the map and use your pace to locate controls.

DIRECTION

Compass Bearings: 3 step method:

A. Place the edge of the compass on the map so it goes from where you are to where you want to go.

B. Holding the compass on the map, and ignoring the needle, turn the dial so the lines in the housing line up with the north-south lines on the map.

C. Leaving the setting alone, turn yourself with the compass and map until the red end of the compass needle points to N on the dial. (Put RED in the SHED.) The travel arrow on the compass now points in the direction you want to go.