

# **ORIENTEERING IN SCHOOL CURRICULA**

*only some of the many possible applications*

- **Problem Solving – Decision Making**
- **Navigating with Maps – Planning**
- **Team Building– Organizational Skills**

- **Self-Confidence – Self-Reliance**
- **Respect and Appreciation of the Environment**
- **Feeling Comfortable in the Out-of-Doors**

## **BIOLOGICAL SCIENCE**

- \_\_\_ Locating diverse habitats and their boundaries (e.g. forests, fields, swamps, ponds) and relating them to a map
- \_\_\_ Computing the size of various habitats
- \_\_\_ Plotting the locations of various species of plants
- \_\_\_ Plotting the homes and territories of various animal species

## **EARTH SCIENCE**

- \_\_\_ Locating and identifying different types of geological features, first on a map and then on the land
- \_\_\_ Understanding and interpreting contours
- \_\_\_ Relating topography to hydrology, geology, mineralogy, etc.
- \_\_\_ Magnetism and using a compass
- \_\_\_ Caring for the environment

## **MATHEMATICS**

- \_\_\_ Measuring map and land distances
- \_\_\_ Computing the size of different areas
- \_\_\_ Estimating and calculating distances
- \_\_\_ Teaching precision with map scales, proportion and ratio, angles and degrees
- \_\_\_ Working with word problems
- \_\_\_ Spatial relationships

## **PHYSICAL EDUCATION**

- \_\_\_ Introducing a lifetime recreational activity
- \_\_\_ Combining aerobic physical activity with thinking skills, done indoors or outdoors
- \_\_\_ Personal health and cooperative learning
- \_\_\_ Team-building and strategizing
- \_\_\_ Skills assessment
- \_\_\_ Designing a school-wide orienteering event

## **ENGLISH and LANGUAGE ARTS**

- \_\_\_ Listening and comprehension
- \_\_\_ Written or oral directions for students to follow while navigating from one location to another, using a classroom map or a map of the property
- \_\_\_ Having students write sets of directions, which other students then follow to check for both clarity and accuracy
- \_\_\_ Developing a creative story using various map locations and features
- \_\_\_ Writing stories, poems, journals about orienteering experiences

## **SOCIAL STUDIES**

- \_\_\_ Teaching basic map/ navigational skills
- \_\_\_ Learning about past uses of land from mapped features
- \_\_\_ Exploring new environments
- \_\_\_ Interpreting how humans change the land
- \_\_\_ How land features affect human use of the land (past and present)

## **ART–COMPUTERS–TECHNOLOGY**

- \_\_\_ Observation, perspective, visualization
- \_\_\_ Cartography – learning mapping skills, software applications, and printing process
- \_\_\_ Drawing, printing, posters, graphic arts
- \_\_\_ Surveying, accurate drawing
- \_\_\_ Internet communications

**What can you imagine?**

**Compiled by Orienteering Unlimited**  
[www.orienteeringunlimited.com](http://www.orienteeringunlimited.com)

© Orienteering Unlimited 2006

*This document may be reproduced and distributed  
only in its complete and original form.*

**Ed Hicks – Somers, NY – Owner & Founder**  
edhicks@orienteeringunlimited.com  
(914) 248-5957

**Bob Burg Trainer**  
bburg@comcast.net