

Rochester Leads the Way!

KARL KOLVA, ROC

As former Chair of the O-In-School Committee, I felt that "O" should be made available to young children to help them develop the personal skills they need in later life.

These skills: problem solving, adaptability, perseverance, awareness of one's surroundings, resourcefulness, self reliance and confidence are all needed when one is alone out in the woods with just a map and a compass. One learns that one must be both mentally and physically prepared for the task.

Students do not learn these skills by listening to lectures or watching videos, but by doing. They do not learn these skills by just a few "O" sessions on their schoolgrounds. It takes several ventures out into the woods to learn these useful skills. We should promote "O" for school students to help them grow. While the growth of Orienteering is desirable from a parochial view, we should look to growth in USOF and local clubs as a by product of our efforts. If we do a good job of promoting "O" in the schools, we will reap increased membership and participation. It is happening in ROC, our club.

I would like to see "O" ultimately becoming a competitive sport in the schools, similar to volley ball or basketball. It could begin by having Mrs. Brown's 4th grade students challenging Miss Smith's 4th grade students to a competition. From intramural challenges, it could become intermural challenges within the local district. Ultimately, it could spread and become like football or baseball in its outreach to the students.

One huge advantage of "O" over all other sports is that most students can participate in it. One does not need to be a jock to be on the team. A good map reader can outperform a fast runner that is poor at navigation.

We should point out to the school administrators that "O" permits more student involvement for the buck than any other sports, and that there is no gender difference except at the elite level. This is a big plus for Title IX funds expenditures.

As a personal note, although I was very comfortable with navigational skills, thanks to my military experiences, I did not acquire the confidence to tackle unknown challenges until I ventured out into the wilds of Canada with just a map and a compass and found my way back to where my car was parked. That was a big buildup of self confidence for me.

Photo by Jim Russell, layout and editing by Greg Sack

Last year ROC reached out to over 1200 students and scouts, and over 75 teachers through classes and events such as the NYS Physical Education Conference. Because of their inspirational efforts, they were asked to share their philosophy and methods with the rest of the Orienteering community.

JIM RUSSELL, ROC

Over the last few years, ROC has developed a core of active members who are personally involved and committed to youth development. This core has gradually grown to about 15 participants in the various youth programs.

Some of these youth program members are well known to the USOF community. Karl Kolva served as the chair of the O in Schools program for some time. Both Linda Kohn and Rick Worner have been active supporters of the Junior Team and sponsors of other youth programs. Plus,

they have exposed many teachers in the Rochester area to Orienteering.

The prime mission for our youth program is youth development, increasing their problem solving skills, improving confidence and capability of the youth in our community.

Karl Kolva's vision of youth development describes the reason we take on these challenges (*see above.*) The ROC Board of Directors has set expanding our involvement and effectiveness with the community youth as a key objective for the last two years and into the future.

The ROC youth program attempts to show that Orienteering is both fun (important for youth) and has learning value (important for adults). The goal is to get folks to want to come to a local meet because of the positive experience at a youth program event.

Youth Programs

At the present time, our youth program is structured into program activities for youth participation and programs training youth group leaders and teachers.

As a community resource, ROC members (at least a few of us) make ourselves available for scout and other youth group activities and classroom activities. These may take place in or outdoors and usually have somewhere between 75 and 125 youth participants.

The events are varied and include Scout events (Cub Scout Pack meetings, Boy Scout camporees, Girl Scout District events), school events (field trips for environment awareness days and other school programs) and any other place we can be involved. We have one event each year that we run for the local school district that handles upwards of 500 students over the course of a few days.

A typical indoor program would start with a warm-up activity/discussion on what is a map and what do you do with one. From there the activity progresses to everyone, including the adult watchers, drawing a map of the room.

The fun starts once the maps are drawn. The participants are paired off, and one member of the pair puts out 3 "controls" in the room and marks them on the map





they made. The other member of the pair has to “find” the controls using the map. The pair switches roles and does it again. This type of activity is good for 60-90 minutes of great fun with masses of humanity going in all kinds of directions.

For longer indoor programs, we have made a map of the interior of the building available to us (hallways, and rooms open for the event) and the ROC leaders have constructed various games that have progressed well into the wee hours. Again, great fun for all involved.

The outdoor programs we have been running usually use variants on the “Word-O” concept. The use of multiple maps allows the program to be run in a fairly confined area so safety and personal coaching of groups that “don’t quite get it” are readily managed. These outdoor events tend to run between several hours to a half-day in duration.

Adult Engagement

One thing we realize is that we cannot get youth involved without going through adults. So where do we find suitable adults? We look at Scout leaders, Church group leaders, other youth group leaders . . . and teachers.

Many of the ROC youth program members are teachers by profession. The thought of formalizing a workshop and making it available to the teacher community really came together just over two years ago as an answer to the question of how we could best reach a large number of youth in the community

A pilot program was developed and delivered in September 2000. Without a great deal of publicity the program has closed out (24 participants) each of last two years. Last year, a second (evening) session was run to accommodate many of those we had to turn away.

The workshop is presented in conjunction with a local meet, and at the beginning of the school year. A copy of the flyer for this year’s program can be found at <http://members.aol.com/RLShadow/TeachersClinic.html> (see next page.)

The program is structured to show how orienteering enters the curriculum at many levels, and how it can serve as a bridge between many disciplines. Most of this is established through dialog as the participants learn more about orienteering and how to introduce the sport to

the students.

The program is “hands-on” (experiential in professional jargon) and we attempt to introduce material that can be used at the level the participants are teaching in their schools.

The workshop material utilizes existing material, standard introductory videos and Meg Garret’s “Map Activities for the Classroom”. The personal experiences and creativity of the presenters are also heavily relied upon.

Participants get some very useful ideas and materials to take back to the classroom and, in addition, they learn about and get access to community resources . . . ROC members.

Other ROC youth program members have more direct contact with scouting units. They have taken advantage of the opportunities presented by BSA Outdoor leader training and Cub Scout Pow Wows to introduce a new set of Scout leaders to map and compass skills with an orienteering emphasis.

The same type of materials and messages used in the teacher workshop are adapted to introduce Orienteering as a fun way to influence youth development.

We have found that, while some of the leaders are locked into the “bearing and distance” compass games, many are interested and eager to experience a different way of looking at things. As a result we are seeing a gradual change in the kinds of map and compass activities occurring in the local districts.

The ROC Organizational Method

All requests for programs come into either the hotline (phone) or webmaster (email). Requests are then passed on to our youth coordinator who obtains the information we need about the event (time, location, what kind of program is desired) and tries to connect an ROC contact to the program.

The ROC contact takes care of the logistics of adapting the program, and recruiting any additional help needed to present the program.

We are trying to develop a “standard, adaptable” program that can be delivered by a wider set of people. We are also attempting widen the pool of people with the confidence and experience to develop and deliver a program. These are key program objectives for the year. ▲

ROC Teacher’s Workshop Program

Introductions of Participants and Presenters;

Video – **Orienteering - All Welcome;**

Discussion: what is Orienteering and where does it fit into the curriculum;

(note: in each of the following sessions, the presenter works with the participants to develop an understanding of how to use the material in the classroom setting – what are the learning objectives and how can this type of experiential activity support it);

Round Robin Sessions AM

Make a classroom map – use it for an O-game

Visualizing the map – using toys as an aid
Memory-O and Random-O games

Visualizing the map – contours and land forms

Word-O games (including the Bird-O)

Motala games

Participate in a regular O-event

Course review

Round Robin Sessions PM

Types of Orienteering (team letter scramble,

Vampire-O, Score-O, Trivia-O, Bookmark-O)

Schoolyard mapping (how to build a map if you don’t have one)

O-skills: pacing and compass bearings

Lesson plan development

(what will the participants take back to the classroom)

Workshop Evaluation

Word-O (short description)

This is a motola event. A number of words are chosen that related to the “theme” of the motala.

All of the words should have the same number of letters. That makes things easier. Prepare a map for each word.

The participants will visit the controls on the map and obtain a letter at each control. They must unscramble the letters to find the word linked to that map before moving on to the next map. The group that gets the most words correct wins the event.

You can use the same control and letter on more than one map. Try not to use them on too many or the kids will remember the letter and not visit the control . . . this is OK – it IS a thinking game!



The forms that follow were from last year and are offered as models for other clubs' use.



ORIENTEERING WORKSHOP FOR TEACHERS

Sponsored by
The Rochester Orienteering Club

Date: September 14, 2002

Time: 9am-5pm
Location: Webster Park,
Parkview Lodge

The workshop is designed for teachers who are interested in using orienteering to teach skills in science, social studies, physical education, and math. Separate groups will focus on activities appropriate to grade level to meet the specific needs of workshop participants.

This is a hands-on workshop that will prepare teachers to use orienteering in their classes. Each participant will come away with:

- 1) a short video about orienteering;
- 2) the book *Map Activities for the Classroom* by Meg Garrett;
- 3) experience participating in sample orienteering events and samples of maps;
- 4) experience setting up activities for their class;
- 5) complimentary membership in the ROC for one year;
- 6) school discount at ROC events;
- 7) assistance in preparing a schoolyard map of their school and assistance preparing and holding events for their classes.

Cost: \$50/person (includes video, book, ROC membership, lunch, all maps and materials for the workshop)

Presenters:

Linda Kohn: Physical Education teacher, National Orienteering Champion, International Orienteering Federation Certified Official.
Kathy Bannister: High School Math teacher, national/international orienteering competitor, nationally certified orienteering coach.
Karl Kolva: ROC mapper, former chairman of the USOF O in the Schools Committee.
Jim Tappan: One of the original ROC members, current club president, nationally ranked orienteer.
All of the presenters have extensive experience teaching orienteering.

For more information please contact:

Linda Kohn 581-2979 (e-mail wornerkohn@aol.com) or
Jim Tappan 482-0993 (e-mail jim.tappan@kodak.com) or
ROC Web site: <http://members.aol.com/RLShadow/ROCHome.HTM>

Some Additional Food For Thought

“. . . how a teacher can use "O" in her classroom . . . must be an important consideration in any workshop program we put together."

Then I thought about advertising. We (USOF) do not do much advertising about our activity.

In advertising one needs to 1) point out a need, then show how your goods or services will satisfy that need; or 2) create a desire for goods or services, then show the viewer how that desire can be realized.

No one needs to go on a cruise. Yet, people do go on cruises, and the number that do is increasing at such a rate that cruise lines are building more and more cruise ships. How do these companies persuade people to part with their money in exchange for a week or two on a boat? They advertise. They create a desire and then they work hard to satisfy that desire.

We must advertise Orienteering. We must show the teachers that "O" will help them in their programs. Then, when we have either persuaded or convinced them that they need "O", we must show them how to use it in their classrooms.

First, we must advertise, then we can teach.

Devil's advocate questions: Why should a teacher use "O" in her programs? What are the needs of a (Phys.Ed.; Mathematics; Social Studies; Science; etc.) teacher? How can "O" meet these needs?

Karl



APPLICATION FOR ROC WORKSHOP FOR TEACHERS

Return this application with a check for \$50 made out to Rochester Orienteering Club to reserve your place in the clinic. Deadline for registration to be assured copies of the book, video and other materials is September 11, 2002.

If you have concerns/questions please call either Linda Kohn (581-2979) or Jim Tappon (482-0993).

Name _____

Address _____

_____ zip _____

Phone _____ e-mail _____

School name _____ District _____

Address _____

_____ zip _____

School phone _____

Your position: _____

Age group you work with: _____

Do you have any experience with orienteering?

Make check payable to and mail to:
 Rochester Orienteering Club
 c/o Linda Kohn
 874 Edgemere Drive
 Rochester, NY 14612

Liz Kotowski and I attended the "O" workshop at Northfield Mountain this past Friday. It was attended by about 18 teachers from the northeast and two non-teachers - the two of us. Dwight and Bill did an good job of presenting and explaining "O" to those teachers. Their program structure is excellent, as are the facilities there. The portion of the Northfield Mountain "O" map that they used is at a 1:5000 scale. The only improvement that we would suggest is to extend the workshop over a longer time, perhaps two or two and a half days instead of only one.

We (USOF) should prepare to do similar workshops for teachers throughout the USA.

All we need is: 1. suitable locations, 2. "O" maps of the locations, 3. competent instructors, and 4. publicity to get the word about the workshops to the prospective teachers.

A suitable location might be a 4H Educational Center, a state Conservation Center, a scout camp, a "Y" camp, a college campus or even a small community park. Housing and food service would be needed if the program extends into several days.

Competent instructors already exist within the "O" community. We have many teachers that Orienteer, and many Orienteers that could present a workshop to teachers.

There may be programs already in progress, such as the one that we attended, that would fulfill our need. If so, we could help promote those programs to prospective teachers.

As a start toward this goal, we can undertake some surveys in the "O" community 1. to learn if there are other existing programs like the one we attended, 2. to list teachers, both active and retired, that might be amenable to short term workshop commitments, and 3. to seek out and evaluate potential locations for such workshops.

Shall we get started? Karl