



Orienteering with Adventure Education: New Games for the 21st Century

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Orienteering is an outdoor pursuit in which participants try to locate a series of different control points, using only a map and compass (Laubach, 1998). Traditionally, orienteering has been taught in physical education classes as a tool for navigation when participating in outdoor pursuits. When taught correctly, students can be challenged to find predetermined control points on a course that is developmentally appropriate for their skill level. According to the International Orienteering Federation, more than one million people in over 58 countries participate in orienteering each year (Bird, George, Theakston, Balmer, & Davidson, 2003). Orienteering is a life-long skill that can be taught to all ages in both a natural and urban setting. The activities presented in this article require minimal equipment and provide worthwhile experiences for students.

Adventure education is an approach to teaching where an individual is placed in an unfamiliar environment that creates disequilibria, and focuses learning on problem solving (Rohnke, 1995). Teaching adventure education and outdoor pursuits in physical education classes has been around since

the 1970s (Claxton, Grube, & Young, 2001). Adventure racing has taken off with its exciting débuts of shows like "Amazing Race" and "Eco-Challenge." Adventure racing is a competitive team sport that occurs basically on a glorified orienteering course where the participants must do different activities along the course. The activities can include paddling, hiking, climbing, orienteering, and problem-solving initiatives.

Organizations like Project Adventure have been a pioneer in providing educators a different approach to teaching. Since the 1970s, their workshops and seminars have offered safe and tactical strategies for teaching adventure education. There have been many articles and books published in the last 20 years relating to cooperative/problem-solving activities. Karl Rohnke has written popular books such as *Silver Bullets* (1984) and *Quicksilver* (1995), offering educators multiple resources for initiative games. Through these activities, children of all ages and abilities can learn life-long lessons such as working on a team, leadership, communication, decision-making, and conflict resolution (Hall, 2002). Team building in physical education can help promote cohesion within