Orienteering as a Tool to Map Reading and Compass Skills

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Abstract

A map is an essential tool for orienteering and map making skills in introductory geology students. A map is a field tool that prioritizes problem-solving skills. The goal of the activity includes increasing students’ understanding of how to navigate with a compass and map, interpreting landforms on a map and deciding the most effective route through an area. In this activity, students were given a base map of the Kent State University Campus and compass and a GPS unit. The course

Materials, Text and Logistics

Orienteering requires a base map, compasses and orienteering pacing. Readings for the week prior to the activity can be found in the scavenger hunt and pop quiz. The base map is used to map the course and is the only map that the students will use during the activity. Scavenger hunts and orienteering pacing

Activity 1 – Sighting Objects with a Compass

Activity 1 was designed to train students to locate a beacon from a compass. Five stationary objects were placed around the Kent University Campus to create a map of objects. Each object was placed at a different location on campus, and the students

Activity 2 – 3 Legged Walk

Activity 2 was designed to train students to move a long a course and observe closely. The students were given a base map of the Kent State University Campus and a compass. Each student was assigned to a group of three students and each group was given a compass. Each group was asked to find the three objects on the base map and mark their location on the map.

Results of the Post-Lab Evaluation:

1. Did you enjoy this week’s activity?
2. How did you enjoy this week’s activity?
3. Would you recommend this activity to a friend?
4. What did you dislike about this activity?
5. What was your favorite part of the activity?

Conclusions

Students enjoyed the activity. All of the post lab questions were positive. Most students expected to learn a new activity and felt that they had mastered all the new skills. One student suggested that we create a new activity with basic orienting skills once a week, and the next a longer and more elaborate course for the next. The students liked being outside and actively learning.