

GMPTE's Urban Orienteering: The ultimate challenge in a metropolis.

If you think you're familiar with orienteering, think again. No sensible shoes, no compasses and certainly no cagoules - this is a fast-paced, fast lane activity for young people of 21st century Greater Manchester.

Urban Orienteering gets young people:

- out into the community - with a purpose
- working together on real-life challenges
- learning important life skills
- developing confidence
- having fun safely

Don't just take our word for it, the following quote is from Angeli Sweeney, a leader of a group that initially trailed the Urban Orienteering Challenge.

"The group thoroughly enjoyed the Urban Orienteering exercise. Though some parts of it were challenging, they managed to put their heads together and come up with solutions and answers to their problems and questions.

The group are much more self-aware of problem-solving and their part in this process. They are much more confident when it comes to navigating their way on public transport to various locations. They have the knowledge and the experience to find out alternative routes which are cost and time-effective.

The group also have a new understanding of the problems that are faced by public transport users and their providers, whereas in the past they may have reacted negatively to a situation that was out of a service-providers hands, they are now more willing to be patient and tolerant of any problems that may affect them. They are also very vocal in their knowledge of public transport and will not miss an opportunity to impress this new found knowledge onto friends and family who may experience problems with public transport."

So, if you're helping young people to learn and grow - here's some useful information and resources.

3 Lesson Plans for Secondary Teachers/Youth Leaders (Green Space Challenge) – ideal for tutor led sessions

Urban Orienteering and Every Child Matters

Urban Orienteering and Key Stage 3 Strategy – Geography and Citizenship

Urban Orienteering and Thinking Skills

Urban Orienteering and Every Child Matters

Every Child Matters (ECM) is the Government's new strategy for the welfare of children and young people – birth to 19. Every organisation involved with their well-being will be working together to support ECM's 5 key areas:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-Being

Urban Orienteering contributes to all of them.

Here's how it meets over half of ECM's 25 aims:

Be Healthy encourages:

- **physical health** by getting out and about and active
- **mental health** by giving purpose and motivation through challenge and success
- **emotional health** by giving opportunities to interact with others - under pressure and in new situations
- **healthy lifestyles** by using public transport rather than expecting to drive/be driven

Stay Safe provides:

- opportunities learn about avoiding **accidental injury/death** (see [advice and tips](#) from Police)
- a positive and attractive alternative to **crime/anti-social behaviour** outside school

Enjoy and Achieve provides:

- opportunities to **develop personally, socially** and to **enjoy recreation**
- opportunities to **achieve national educational standards**, especially in Geography and PSHE

Make a Positive Contribution offers:

- the chance to make **decisions related to the environment**
- the chance to develop **positive, law-abiding behaviour outside school**
- situations where **positive relationships** can develop
- opportunities to develop **self-confidence and enterprising behaviour**
- the chance to experience and succeed with **real-life challenges**

Achieve Economic Well-Being encourages:

- access to and use of **public transport**

For more information about Every Child Matters, visit: <http://www.everychildmatters.gov.uk/>

Urban Orienteering and Key Stage 3 Strategy – Geography and PSHE

Urban Orienteering provides chances to use and develop a whole range of knowledge and skills - learned in school but applied and consolidated outside school.

The lesson plans and challenges give opportunities to work on the following Knowledge, Skills and Understanding from the Key Stage 3 Strategy

KS3 Geography

Geographical Skills

2c. to use atlases and globes, and maps and plans at a range of scales, including Ordnance Survey 1:25,000 and 1:50,000 maps

2g. decision-making skills, including using ICT

Knowledge and understanding of places

3a. the location of places and environments studied, places and environments in the news and other significant places and environments

3c. to describe and explain the physical and human features that give rise to the distinctive character of places

Knowledge and understanding of patterns and processes

4b. identify, describe and explain physical and human processes, and their impact on places and environments.

Knowledge and understanding of environmental change and sustainable development

5a. describe and explain environmental and recognise different ways of managing it

5b. explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives.

Breadth of study

6j. environmental issues, including:

- how conflicting demands on an environment arise
- how and why attempts are made to plan and manage environments
- effects of environmental planning and management on people, places and environments

6k resource issues, including:

- the effects on the environment of the use of a resource

- resource planning and management
- the sources and supply of a resource

Study of countries and themes

7a. study at a range of scales - local, regional, national, international and global

7b. study different parts of the world and different types of environments, including their local area, the United Kingdom, the European Union and parts of the world in different states of economic development

7c. carry out fieldwork investigations outside the classroom

The full KS 3 Geography curriculum can be found at: <http://www.nc.uk.net>

PSHE

Developing confidence and responsibility and making the most of their abilities

1a. to reflect on and assess their strengths in relation to personality, work and leisure

1g. what influences how we spend or save money and how to become competent at managing personal money.

Developing a healthy, safer lifestyle

2b. how to keep healthy and what influences health, including the media

2c. that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health

2f. to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel

2g. to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help

2h. basic emergency aid procedures and where to get help and support.

Developing good relationships and respecting the differences between people

3c. about the nature of friendship and how to make and keep friends

3h. to recognise that goodwill is essential to positive and constructive relationships

3i. to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises

3k. to communicate confidently with their peers and adults.

Breadth of study

4a. take responsibility

4b. feel positive about themselves

4c. participate

4d. make real choices and decisions

4e. meet and work with people

4f. develop relationships

4h. find information and advice

The full KS 3 PSHE curriculum can be found at: <http://www.nc.uk.net>

Urban Orienteering and Thinking Skills

Urban Orienteering provides lots of opportunities to think – whether it's working out how to get information, making decisions or comparing different plans.

The Key Stage 3 Strategy recommends that 6 types of thinking are developed:

- Information Processing
- Reasoning
- Enquiry
- Creativity
- Evaluation
- Metacognition

Here's how Urban Orienteering can use all of them:

Information processing

- Find the best sources for travel information – timetables, connections, timings, routes, costs
- Collect relevant travel information and facts about the route
- Sort travel information into chronological order - itinerary

Reasoning

- Explain and express opinions about chosen route/means of travel
- Give reasons for planning a particular route or for method of transport
- Make judgements about how to travel and by what means

Enquiry

- Ask questions relating to the challenge
- Anticipate potential problems, plan them out

Creativity

- Draw on previous experience of public transport/local areas to generate new ideas
- Consider innovative solutions e.g. keeping within a budget/only using one other method of transport on top of walking

Evaluation

- Develop and use own success criteria for the challenge – including skills and understanding

Metacognition

- thinking about thinking – plan, monitor and evaluate own thinking

For more information about KS3 Thinking Skills, visit:

http://www.standards.dfes.gov.uk/keystage3/downloads/sec_ppt1043904u16leading_a.pdf

For free thinking skills resources, visit: www.thinkingclassroom.co.uk

3 Lesson Plans for Secondary Teachers/Youth Leaders (Green Space Challenge) – ideal for tutor led sessions

The Secondary school curriculum is already jam-packed – so how can Urban Orienteering fit in?

It has a place - supporting aspects of Geography and PSHE, but finding school time to plan beforehand and evaluate afterwards might be tricky. If there's no where else, why not use tutor time?

Here are three sessions – 2 for planning and organising and 1 for evaluation and preparing for future challenges:

[Green Space Challenge 1 Planning](#)

[Green Space Challenge 2 Planning](#)

[Green Space Challenge 3 Evaluation](#)

For more information about challenge-based learning, visit: www.criticalskills.co.uk

Green Space Challenge 1 Planning

Time: 1 hour max.

Resources: Copy of Green Space Challenge for each learner; flipchart or similar (whole class answers to be preserved across sessions)

Organisation: Whole Class, Individual and Small group work

Curriculum Links:

Geography: 2c, 2g, 3a, 7a, 7b

PSHE: 3h, 3i, 3k, 4c, 4d, 4f, 4h

Thinking Skills: Information Processing, Reasoning, Enquiry, Creativity

What to do:

- Ask learners to think about how far they travel day to day in their spare time (not counting holidays)
- Now ask learners to stand up and line up in order from smallest to greatest distance travelled, smallest at one end, increasing smoothly to greatest at the other – they'll need to talk to each other to find their correct place
- When the line is formed, count off learners 1,2,3,4,5,1,2,3,4,5,1,2 etc. to make groups of 4 – all the 1s go together, all the 2s etc. (for example, you'd need to count up to 8 for a class of 32: $4 \times 8 = 32$)
- Have these new groups sit together and nominate a spokesperson and a recorder
- Ask the groups to talk for a couple of minutes about what they think 'orienteering' is, recorder making notes
- Ask the spokespeople to report back
- Record different ideas so all learners can see – value all responses, even if a group has no idea what orienteering is
- Hand out copies of the Green Space Challenge and give 3 or 4 minutes silent reading time
- Now ask groups the simple question: "What does the challenge say you have to do?"
- Allow 5 minutes discussion
- Go round to each spokesperson and ask for one thing that the challenge asks them to do
- Record these on the flipchart (or similar) so all can see and make sure that each response appears in the challenge
- Keep these answers for the next session
- Give an opportunity for learners to ask you questions
- The groups of 4 may not naturally want to, or practically be able to complete the challenge together. If this is an issue, reform new groups as appropriate
- Set homework task – each new group to find relevant information to complete the challenge (times/costs/method of travel etc.) and to plan a possible route by next session
- You could set additional criteria such as a budget limit or travel restrictions or a time limit
- The challenge explains where to find information and more general travel advice can be found at: <http://www.need2know.co.uk/travel>

Green Space Challenge 2 Planning

Time: 1 hour max.

Resources: Copy of Green Space Challenge for each learner; flipchart or similar (whole class answers to be preserved across sessions)

Organisation: Whole Class, Small group work

Curriculum Links:

Geography: 2c, 2g, 3a, 7a, 7b, 7c

PSHE: 1a, 2f, 3h, 3i, 3j, 4a, 4c, 4d, 4e, 4f, 4h

Thinking Skills: Information Processing, Reasoning, Enquiry, Creativity,

What to do:

- Ask learners to get into their groups from last time and to have their homework information ready
- Give groups 3 minutes to prepare a 1 minute presentation which explains one key feature of their proposed route and the reason for it
- Have groups present
- Explain that success in challenges like this requires more than knowledge - it needs certain skills and attitudes as well – skills such as map reading, communication, time-keeping and attitudes such as being motivated, willing to work together and able to cope with change (for example if the bus is late)
- Give groups 3 minutes to brainstorm the skills and attitudes which will be needed

- Go to each spokesperson and ask for one from their list
- Record all answers on the flip chart so that everyone can see
- If 'staying safe' has not appeared, add it and point out the safety tips on the challenge sheets
- Ask each learner to copy down the points
- Now bring out the flipchart sheet from the previous session and have each learner copy down these points as well
- Make it clear that these are the things which learners will need to do to be successful and we'll come back to them after the challenge
- Give learners a deadline by which to complete the challenge

Green Space Challenge 3 Evaluation

Time: 1 hour max.

Resources: Flipchart or similar (whole class answers to be preserved across sessions)

Organisation: Whole Class, Small group work

Curriculum Links:

Geography: 2c, 2g, 3a, 7a, 7b, 7c

PSHE: 1a, 1g, 2b, 2c, 2f, 3h, 3i, 3k, 3j, 4a, 4b, 4c, 4d, 4f, 4e, 4h

Thinking Skills: Information Processing, Reasoning, Enquiry, Creativity, Evaluation, Metacognition

What to do:

- Have learners sit in challenge groups and take a couple of minutes to prepare a 2 minute summary of their experiences – to include 1 good thing; 1 not so good thing and 1 interesting thing
- Display the two flipchart pages (what to do and skills and attitudes) and give groups 10 minutes to discuss and judge their experiences against these criteria
- Ask groups to come up with 2 things that they would do differently in another similar challenge, and reasons for these targets
- Groups to present their targets

Creative Challenge Evaluation

- Ask your learners to reflect on the whole challenge – the 3 sessions and the orienteering itself.
- Now ask them to select one of the following colours which most represents their experience of the challenge:
 - Red, White, Black, Purple, Grey, Yellow, Green, Blue
- For example, someone might choose red because they got angry, someone might choose yellow because it was a sunny day and they enjoyed the work.

Extension

This Urban Orienteering challenge leads naturally into the next one and also provides a route into aspects of the Geography curriculum: 3c, 4b, 5a, 5b, 6j, 6k