
ORIENTEERING AS A PEDAGOGICAL COMPONENT**O ESPORTE ORIENTAÇÃO COMO COMPONENTE PEDAGÓGICO****Denise Corrêa da Luz¹, Wanderley Marchi Júnior², and Amauri Aparecido Bássoli de Oliveira^{1,3}**¹State University of Maringá, Maringá-PR, Brazil²Federal University of Paraná, Curitiba-PR, Brazil³Catholic University of Maule, Talca, Chile**RESUMO**

O Esporte Orientação (EO) se destaca pelo potencial pedagógico e formativo, pois engloba aspectos físicos, cognitivos e sociais que contribuem para a formação integral dos estudantes. A sua reprodução ou recreação no contexto escolar pode ser uma experiência concreta de transformação e estímulo às ações de protagonismo estudantil. O objetivo do presente estudo é indicar as possibilidades de inserção do EO nas unidades escolares, em todos os anos de ensino da Educação Básica, apresentando-o como modelo de esporte educacional. Trata-se de um estudo descritivo de característica propositiva. Buscou-se apresentar as especificidades do esporte fundamentas na perspectiva relacional de Pierre Bourdieu, no modelo analítico do 5E's de Wanderley Marchi Junior e na análise documental da Base Nacional Comum Curricular, ressaltando o conteúdo rico que pode ser contemplado nas aulas de Educação Física durante o processo educacional.

Palavras-chave: Orientação. Contexto Escolar. Esporte Educacional. Educação Física.

ABSTRACT

Orienteering is a sport that stands out for its pedagogical and formative potential because it includes physical, cognitive and social aspects that contribute to the integral education of students. Its reproduction or recreation in the school context can be a concrete experience of transformation and stimulus to the student leadership actions. The present study aims at showing the possibilities of inserting Orienteering in school units over the years of Basic Education by presenting it as a model of educational sport. This is a descriptive study with propositional characteristics. The specificities of this sport are shown based on Pierre Bourdieu's relational perspective, the analytical model of the 5E's proposed by Wanderley Marchi Júnior, and on the document analysis of the National Common Curricular Base. The pedagogically rich content that could be included in Physical Education classes is emphasized.

Keywords: Orienteering. School Context. Educational Sport. Physical Education.

Introduction

The sport conceptualization and understanding has undergone changes in the historical trajectory of societies. Therefore, its conception must not be guided 'only' as a socially and historically determined phenomenon. A broader analysis of its concept needs to be sought, which reflects and treats its polysemic condition by interpreting the multiple meanings, senses, contexts and functions that this phenomenon allows and prescribes¹ and, thus, overcome some contemporary resistance to understanding and applying it in the school environment.

The sport takes place in different contexts, levels of demand, different senses and meanings, both for the practitioner and the spectator, appreciator².

In order to direct the study and contextualize the practice of modern sport in the school environment, the definition of what sport is, presented by professor and researcher Wanderley Marchi Júnior, will be shown. Such a definition is considered to have a significant approximation with the normative document of the National Common Curricular Base (NCCB) that defines the essential learning for Basic Education students in Brazil. The author describes that:

[...] sport is understood as a physical, social, economic and cultural procedural phenomenon, dynamically and historically built, which is on the scene in most peoples and intercontinental cultures, regardless of nationality, language, color, creed, social position, sex or age, besides having become globally popular, and having its meaning re-dimensioned by the contextual logic of the commodification, professionalization and spectacularization processes.^{1;59}

According to Pierre Bourdieu³, a French sociologist, sport is configured as a field in which the positions of the agents and social structures dispute and compete, interconnected according to the objects of interest and different positions on social issues.

Considering the social issues, the process of sport globalization and spectacularization is noteworthy, which has increasingly been on the scene in society, perhaps due to the growth of sport insertion and its dissemination in the media, as well as the approximation with realities^{1,4}.

Providing opportunities for reflections on the correlation between sport and media, and recognizing the different possibilities of practicing sport in society, in environmental education, activities in nature, among others, might help students to incorporate these practices into their lives, which contribute to the human and critical education with better conditions to appreciate and enjoy the sporting phenomenon⁴⁻⁷.

These correlations and contributions of the sport practice provide (and it should provide) significant contributions to the teaching and learning process in the school environment where students have the right to expand their knowledge, experiences and possibilities of choices⁸.

As an educational institution, the school environment is not aimed at training athletes. On the contrary, deepening a sport modality in its time and spaces is rarely possible. Thus, one should seek experiences in the school environment that represent needs and possibilities of moving and reconstructing. This might emerge as alternatives to qualify the experience of sport⁹.

Therefore, Physical Education classes should be thought according to the following dimensions: conceptual (what the student should know), procedural (what they should know how to do) and attitudinal (how to be and relate). Such dimensions go beyond an education that prioritizes technical and tactical gestures, since they offer parameters for strengthening actions that ensure essential learning, such as resolving complex demands of everyday life¹⁰.

The NCCB advises that Physical Education classes need to privilege, through pedagogical actions, the development of a set of skills by making use of thematic units. Thus, it proposes Physical Education skills in eight dimensions of knowledge: experimentation, use and appropriation, fruition, reflection on action, construction of values, analysis, understanding and community leadership, which reinforce that the teaching actions should go beyond and expand learning possibilities through contextualized education⁵.

The document, through the thematic unit known as Adventure Corporal Practices (ACP), advocates that the practitioners, when interacting with a challenging environment, experience body expressions centered on skills and feats caused by unpredictability situations⁵.

Orienteering is an individual sport according to which the practitioners orient themselves with skill in natural environments or urban spaces with the purpose of navigating along a certain unfamiliar route the fastest and safest possible from point to point to find control points in the terrain, sequentially marked and previously mapped¹¹. This makes the participants to explore capabilities to interact with a challenging environment and experience moments of skill and prowess.

Being approached under a pedagogical, competitive, environmental and tourist way¹², Orienteering makes us reflect on the complexity of this sport by adding potential to its application in interdisciplinary and transversal themes, attributing to these contexts the external logic of the sport, and evidencing the possibility of it be a model of educational sport.

Orienteering has a pedagogical and training potential that includes, among several skills, the possibility of developing physical, cognitive and social aspects through which the students have the chance to broaden their view of environmental preservation, the direct relationship with the environment they live in, the location-spatial correlation, the possibility of participating on equal terms, besides many other contributions to the teaching and learning process, breaking hegemonic practices of the school environment¹³⁻¹⁶.

Through Orienteering, the teacher can propose the expansion of individual and collective practices that provide the students with some qualities, such as self-esteem, overcoming, quick decision-making and problem solving, in addition to the development of physical fitness and motor skills. This can be a concrete experience of transformation and stimulus to student leadership actions^{10, 17,18}.

The present study aims at showing the possibilities of inserting Orienteering in the school units over the years of Elementary School by presenting it as a model of educational sport. This is a descriptive study with propositional characteristics that seeks to reveal greater familiarity with the theme and make it clearer, in addition to showing possibilities of intervention that starts from the perception of reality to understand the phenomena, articulating the empirical work to theoretical reflections.

Development

Based on a theoretical perspective, an analytical model of modern sport and a normative document for the school systems in Brazil, this study aims at subsidizing possibilities for applying Orienteering in school Physical Education (PE), pointing it out as a potential pedagogical component for the development of physical, cognitive and social skills of Elementary School students.

The study is developed in stages based on the following directions: Pierre Bourdieu's relational perspective and Orienteering; Educational Sport in the analytical model of the 5E's proposed by Wanderley Marchi Júnior; the Orienteering space in the National Common Curricular Base (NCCB) and possible methodological proposals. Such directions are shown in Figure 1.

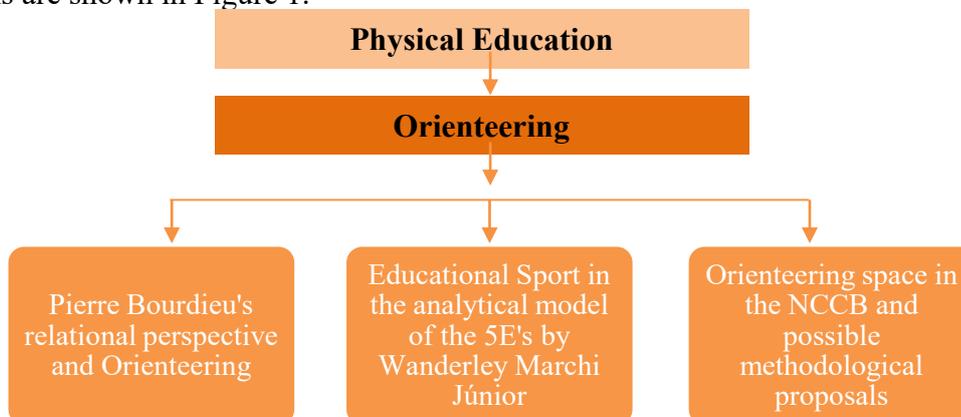


Figure 1: Study design

Source: the authors

Pierre Bourdieu's relational perspective and orienteering

In order to understand the Theory of Fields structured by Pierre Bourdieu³, which interconnects the reproduction mechanisms of society and its cultural perspectives, a discussion on some concepts that configure the relations of disputes among the agents and social structures is essential. According to the author, field is:

[...] a state of power relations among the agents or institutions engaged in the struggle or, if we prefer, the distribution of the specific capital, which accumulated in the course of previous struggles, guides subsequent strategies. This structure, inserted in the origin of the strategies destined to transform it, is also always on the scene at stake: the struggles, whose space is the field, have the monopoly of the legitimate violence as their purpose (specific authority), which is characteristic of the considerable field, that is, definitively the conservation or subversion of the specific capital distribution structure^{3,123}.

Therefore, the social structures, which aim at distancing themselves from external influences in order to protect the hegemony of internal beliefs, are interconnected to the size of their power, that is, the greater their autonomy, the greater their decision-making power and modifications of external factors¹⁹. The field is a dynamic space in constant movement. This emphasizes the dialectic between field pressure and the agents' actions²⁰.

In general, the position of the agents in the field or even subfields is related to the *habitus*, which refers to the individual and collective history of the agents. Under this premise, the *habitus* of the agents takes into account the strategic mode of their performance in the field where the position, influence and historical cultural baggage will influence their actions²¹.

On the other hand, the agents in the field and their specificities in relation to the *habitus* are related to the accumulation of capital (cultural, economic, symbolic and social), to be inserted or to understand social disputes, which defines the chances of success in certain disputes²². The concept of capital according to the Bourdieusian theory enables us to understand and assess the social space as a hierarchical space permeated by an unequal distribution of resources²³. The references or resources acquired can be owned by an individual, a group, a community, a country, etc.^{3, 24}.

The concepts of field, *habitus* and capital are essential for contextualizing the factors that involve educational sport. As a training institution, the school is a place for the reproduction of social structures, transference of capital from one generation to another and accumulation of cultural capital²⁵.

According to Bourdieu²⁵, the family plays an important role in the sense of offering cultural capital that should be expanded by the school through new possibilities.

In order to be legitimized the cultural capital transmitted in the school environment needs to be shown to students in a neutral way. Each individual becomes characterized by a socially inherited baggage (from family and school articulation) of economic capital, social capital and cultural capital; the latter is constituted by tastes in art, cooking, sports, among others²⁶.

Considering the taste for sport, Bourdieu asks the following question: "How do people come to have a 'taste' for sport and precisely for a certain sport more than another, as a practice or as a spectacle?"³

Thinking about sport manifestations leads us to two possible answers, that is, sport in relation to other practices; and the need to contextualize sport practices and the spectrum of representations and social signs (supply and demand)^{3,25}. The connection of

dynamics fields + *habitus* + capital brings us pertinent discussions on the themes that involve sport²⁵.

Educational sport in the analytical model of the 5E's by Wanderley Marchi Júnior

The Analytical Model of the 5 E's proposes a sport analysis model in contemporaneity, which:

[...] seeks to construct a reference for sports analysis based on five dimensions inserted in the macro-social context, which allow better situating, understanding and discussing the sport phenomenon in its complex correlations: Emotion, Aesthetics, Ethics, Spectacle and Education¹.

The formative principle of Sport inter-relates the perspectives of the different social dimensions.

Based on the educational dimension, analyzes that contribute to the reflective education of human beings in modern society can be carried out, especially regarding the sporting phenomenon. This dimension relates and dialogues with Emotion, Aesthetics, Ethics and Spectacle, always with a formative intention¹. Thus, education problematizes and supports reflections on all aspects of practice, beyond the function of teaching practice.

The application and correlation of the sporting dimension must be observed under the essence and context of the social reality involved¹. Thus, it will be feasible to broaden the discussions on sport in the educational context by associating it with formative perspectives, characteristics, behaviors and values of current society.

In other words, it means understanding, discussing, reflecting (and why not in the educational environment, that is, the school) on Sport and factors that lead, for example, to the creation of new sport modalities that value overcoming and aesthetics, overlapping ethical pre-determined values.

The correlation between society and sport in the contemporary context leads to reflections on the interconnections among contexts, dimensions and meanings. Through the educational dimension, technical and specific knowledge on sports is given by understanding the different characteristics of each one¹.

The society likes, admires, practices and consumes sport by reproducing, for example, the sporting attitudes of professionals¹. Thus, the theme of Educational Sport assumes different and rich meanings to Physical Education contents in the school context.

It is necessary to bring to the school environment, through Educational Sports, a greater understanding of the world, control of emotions, overcome of challenges and, consequently, a greater approximation between human education (preparing for social life) and its social role.

Organizing initiatives that promote teaching through a respectful relationship between the school culture and the culture of origin of the students, that is, listening to and valuing their speeches and experiences²⁶, can help school performance, which relieves the school from mere reproductions of content.

Thus, by inserting Orienteering practices in the school environment, the teacher, respecting the levels of knowledge, experiences, speeches and age, provides the students with possibilities for overcoming challenges. The students, motivated and focused on the objective, manage to control distractors and achieve meaningful learning.

Overcoming challenges, making quick decisions and having courage are some characteristics of Orienteering learning. These characteristics are also fundamental for

life in society. If such characteristics are intentionally inserted in the school context, they give students the opportunity to identify their skills, emotions and self-control.

Orienteering space in the NCCB and possible methodological proposals

The NCCB contemplates the inclusion of Orienteering in the thematic unit known as ACP over the final years of Elementary School. However, asking questions that help us to build this process is essential: What purpose to teach Orienteering? What should the student learn? What to teach in Orienteering? What should the student know how to do? How and when to teach Orienteering? What correlations and meanings will the students be able to make with their daily life by using the experiences with Orienteering?

What purpose to teach Orienteering?

It is a primary function of PE teachers, who use elements of body culture to build knowledge through the teaching and learning process, to propose meaningful and reflective activities^{5,27}.

Thinking about these practices demands a difficult process of breaking paradigms already rooted in school history. Addressing themes that relate corporal practices to the environment and nature in the school context might stimulate unique experiences that make students recreate and enjoy practices by building solid knowledge and expertise that enhance social values.

With the experiences, students should be able to get involved in corporal practice without the help of the teacher or specialist. The intention must be to prepare a citizen in an integral way, capable of recognizing and questioning aspects that involve sport, leaving aside performance and technicality, exploring the formation of values and character for the exercise of citizenship²⁸.

Knowing how to practice and practicing to know are skills that need to be inserted in the teaching and learning process²⁹.

Since Orienteering requires strategic reasoning and intelligence confrontation, experimenting and experiencing this modality at school can contribute to the formation of moral and ethical values, which collaborates with the behavioral development of students and the development of future citizens with knowledge beyond physiological one for themselves and their family^{12,13}.

Guided by the NCCB, when privileging the ACP, the teacher must contemplate the knowledge dimensions. Chart 1 shows examples of each of them by making a link with learning purposes through Orienteering teaching, explored in one or more methodological proposals.

It is worth mentioning that these are suggestions. It is up to the teachers interested in the application to understand and reframe them according to their school reality.

Knowledge Dimension	Brief meaning according to NCCB	Learning purposes through Orienteering practice
Experimentation	Originated by the experience of corporal practices, it is a unique possibility to apprehend cultural manifestations and essential access to experience.	Carrying out guided tours with clues, drawings or symbols. Participating in fun and games such as: treasure hunt, memory game and puzzles. Having a sense of direction.
Use and Appropriation	Knowledge that enables the student to be able to autonomously perform a certain corporal practice (know how to do).	Creating models or sketches of the school space.

Knowledge Dimension	Brief meaning according to NCCB	Learning purposes through Orienteering practice
		Recognizing the cardinal points through elements of nature and body posture. Reading ahead when moving.
Fruition	It implies the aesthetic appreciation of sensitive experiences generated by body experiences, as well as the different corporal practices from the most diverse times, places and groups.	Finding one's way around the school space. Interpreting, expressing and representing facts and concepts of Orienteering. Observing the characteristics of the environment and elements. Experiencing and enjoying adventure games through practices in urban environments and nature.
Reflection on Action	Observation and analysis of one's own corporal experiences and those performed by others.	Participating in relay races and relay games with speed and quick decision-making. Respecting body characteristics and limitations (individual and others). Valuing one's own safety and physical integrity, as well as those of others.
Construction of Values	Construction of values related to respect for differences and the fight against prejudice of any kind, overcoming stereotypes and prejudices expressed in corporal practices aimed at exercising citizenship in favor of a democratic society.	Guiding oneself with the help of a colleague by isolating the sense of sight. Respecting public and private property, as well as the environment by using alternative safe and conscious practices in different spaces. Acquiring ethical values and civic training.
Analysis	Understanding the characteristics and functioning of corporal practices (know about). Example: sport classification, the effect of a certain physical exercise on the development of a physical capacity, among others.	Participating in activities characteristic of performance, such as sprints (racing against the clock). Interpreting symbols and colors on the map. Recognizing the orienteering modality known as precision originally intended for people with disabilities or reduced mobility. Identifying the environment in which the practice takes place (terrains in forests or urban areas).
Understanding	It refers to the clarification of the process of inserting corporal practices in the sociocultural context, gathering knowledge that makes it possible to understand the place of corporal practices in the world.	Understanding Orienteering history and origin. Recognizing the introduction of the magnetic compass in the practice of this sport.
Community Leadership	It refers to the attitudes/actions and knowledge necessary for students to participate confidently and authoritatively in decisions and actions aimed at democratizing people's access to corporal practices, taking the values that favor social	Participating in the construction of materials to be used in classes. Actively collaborating in teamwork by manifesting actions and decisions. Planning overcome strategies. Recognizing ethical conduct, that is, doing good and valuing efforts.

Knowledge Dimension	Brief meaning according to NCCB	Learning purposes through Orienteering practice
	coexistence of the agents involved in this configuration as reference.	Encouraging conduct of respect, tolerance and justice.

Chart 1. Knowledge dimensions and possible correlations with Orienteering purposes.
Source: adapted from NCCB⁵

When starting the practice, some methodological strategies can be suggested from the research of different types of maps, equipment for the practice, and exhibition of videos related to the sport and construction of sketches of the school space, among others.

What should the student learn? What to teach in Orienteering?

In order to answer these questions that make teachers uneasy in their professional practice, and based on the safety of the official guiding document, that is, the NCCB, the present study shows a model for classifying Sports on an internal logic, having as reference the criteria of cooperation, interaction with the opponent, motor performance and tactical objectives of the action (Figure 2).



Figure 2. Classification of sports in the NCCB
Source: adapted from TAHARA, CAGLIARI and DARIDO,⁴ and NCCB⁵

This classification model distributes sport modalities into categories, bringing together sports that have similar driving requirements in the development of their practices, namely: sports without opponent interaction (performance, precision and combinatorial technique), and sports with opponent interaction (net/divided court or rebound wall, field and bat, invasion or territorial and combat).

Performance (without opponent interaction) consists of a set of modalities that are characterized by comparing the results recorded in seconds, meters or kilos⁵. Considering this classification, a possibility of inserting Orienteering at school is identified, since in official competitions, regarding the pedestrian modality, the result of the athletes'

performance (who run their routes without proximity to their opponent) is compared according to the time spent to complete the route.

Another possible classification characterizes sports according to the following: when practitioners are affected in different ways by the practice environments (without environmental stability, changeable) and practiced in non-standard spaces (requiring adaptation of motor actions to environmental variations, such as Orienteering), and sports with environmental stability or practiced in standardized spaces. If this classification is considered, Orienteering is framed in the changeable non-standard environment, which offers uncertainty and choices of routes to the participants, thus, allowing a new possibility of teaching action³⁰.

Why to teach Orienteering? What should the student know how to do?

Orienteering practice consists in identifying a problem, seeking the best solution and taking action. It requires memorization skills and quick thinking in decision making.

In order to discover the best route, the students need to make connections (map x terrain) and ask themselves: Where am I? Where am I going? How am I going to get there?

These questions can lead to significant learning aspects, which enhance decision-making power. The learning process depends on the attention that the students give to the object, that is, the interest in something to be known. When the students are attentive to the object, they perceive it and make references in their memory to store the information, thus, organizing a learning cycle (attention, perception and memory)³¹.

When analyzing a terrain and its correlation with the map, the students are placed in a situation of decision-making, which allows them to know themselves and recognize the environment, which requires other aspects such as courage (deciding), responsibility (choosing) and consciousness (consequences of choice, acting).

Some skills, such as, paying attention to the object (map x terrain), noticing the reference points that differentiate environments, choosing the route, memorizing and acting efficiently, are aspects of human orientation that during the teaching and learning process enhance the students' integral development³¹.

The correct choice will result in less physical effort, less time on the course, concentration on the task, achievement of goals, new experiences and satisfaction for having had good decisions. This enables the students to feel safe and able to calmly solve problems generated in situations of lack of control or 'stress', making them more aware of their human potential.

Considering the ACP thematic unit inserted in the NCCB, the teacher must offer possibilities according to which the students can explore expressions and forms of corporal experimentation. These must be centered on skills and feats caused by situations of unpredictability that arise when the practitioners interact with a challenging environment, differentiated based on the environment they need to be performed: in nature and/or urban areas.

The ACP broadens and sensitizes corporal production and its correlation with nature. Sports in nature, due to the characteristics of the scenario, allow going beyond disciplinary learning, in addition to bringing specific learning together with meaning and significance, such as ecological awareness, attitudes of admiration, respect and preservation of nature, overcoming challenges, and managing risks^{29,32}.

Teaching Orienteering in its sport aspects (sport in its traditional form), tourism (leisure, fun, entertainment), environmental awareness (protection standards and less environmental impact in competitions) and, primarily, with regard to the pedagogical

aspect, is aimed at improving the quality of teaching and motivation, regardless of performance, but rather its contribution to the integral training of the participant¹².

How and when to teach Orienteering?

Deciding on the expected and precise time for teaching Orienteering at school will depend on a number of factors. The school reality will direct the actions that can integrate teaching in the school's political pedagogical project by providing experimentation during PE classes, offering a project in the second shift, and dedicating some classes of the bimester/trimester to organize the distribution of content and objectives.

Next, a spatial methodological progression model designed for Orienteering is shown (Figure 3). This model proposal implies a gradual advancement of progression in three levels of learning: discovery, mastery and technique³³.

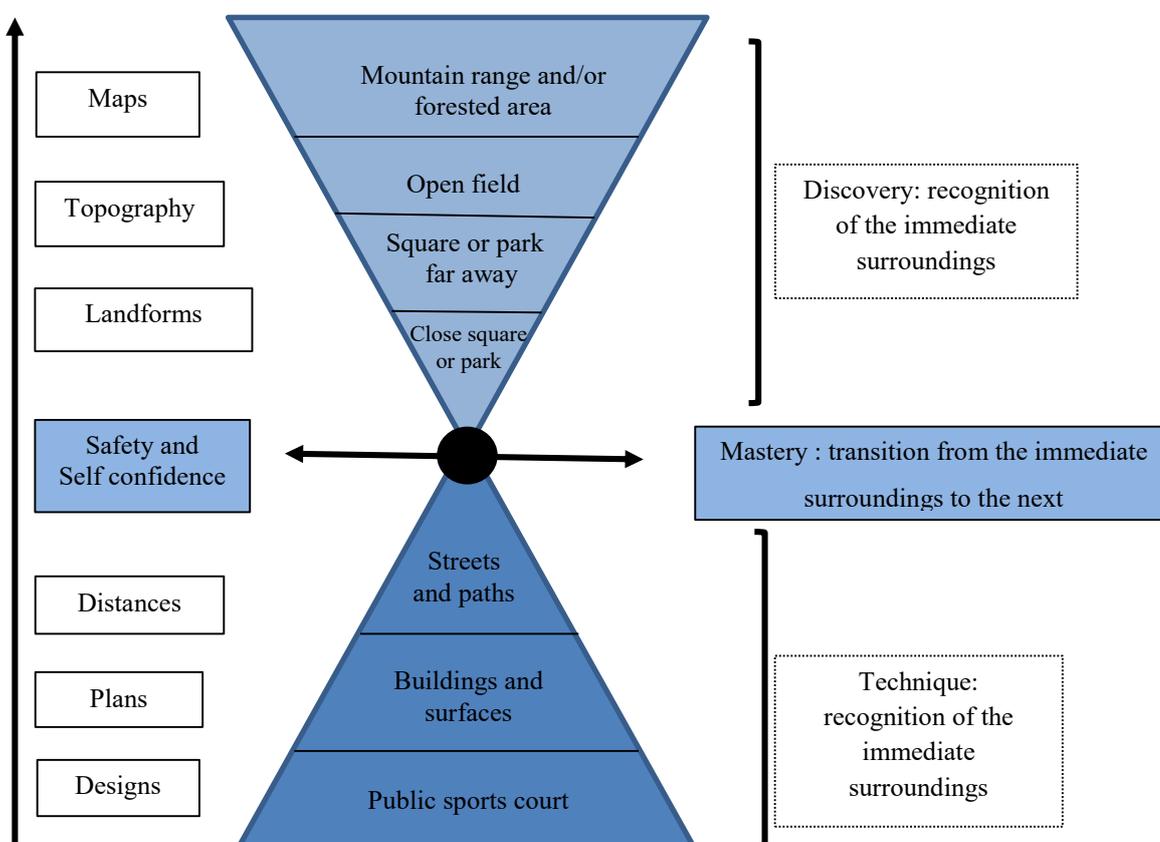


Figure 3. Spatial methodological progression model for Orienteering

Source: adapted from Scopel^{33:73}

It is seen that in the transition from the immediate surroundings to the close ones there is a resumption of concepts and contents. Transversal themes can be included here, such as respect for the environment in view of ecological awareness for quality of life.

When teaching, the teacher must respect the individuality and pace of each student's learning by proposing ludic games, allowing and instigating concentration, using alternative and accessible materials, bringing activities with simplicity of motor requirements, favoring autonomy in unfamiliar environments, bringing the teaching and learning process in a spiral way and with attention to the speech and experiences of students.

It should also be mentioned that the difficulties the teacher may face at school, in terms of materials or equipment, can be overcome with creativity. The important thing is to recognize the ability to promote the development of psychomotor, social and cultural aspects, among others, through Orienteering.

The teachers manage to transmit knowledge when they recognize the success of the students. Regarding Orienteering, when the teacher is not following the student during the course, which occurs most of the time, a frank dialogue must exist so that observing if the students understood the activity is possible.

What correlations and meanings will the students be able to make with their daily life by using the experiences with Orienteering?

Orienteering can significantly contribute to the integral education of the students, as it includes diverse broad principles of daily life, such as ethical and moral aspects, responsibility and autonomy, fair play, contact with the environment, development of physical and cognitive aspects.

The ability to guide oneself individually, even in an unfamiliar environment through Orienteering learning, enhances the development of autonomy. Moreover, other aspects of everyday life might also be developed: being engaged in a task, realizing one's physical and mental capacity to resolve situations, acting with respect and cooperation with others and the environment, having a sense of direction and distance, etc.

Next, a proposal for forwarding and structuring Orienteering in the school context is shown based on the characteristics and abilities of the students, adequate to the specific sport objectives in Elementary School. This organization is based on experiences lived in the school environment, supported by the book 'Orienteering at school for children aged 6-2 years', developed by the Swedish Orienteering Federation and translated into Portuguese³⁴. They are subject to readaptation, discussion and reorganization (Chart 2).

CONTENT: Orienteering	Elementary School Year								
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
What is Orienteering?									
- Playful learning (treasure hunt)	x	x	x	x	X	x	x	x	x
Orienteering maps									
- What is a map? What are maps for?	x	x	x	x	X	x	x	x	x
- Colors of the Orienteering Map	x	x	x	x	X	x	x	x	x
- Reading of Symbols in Orienteering	x	x	x	x	X	x	x	x	x
- Understanding the meaning of asking oneself 'where am I?' (start) and 'where should I get?' (control)	x	x	x	x	X	x	x	x	x
- Interpreting scales and distances						x	x	x	x
- Drawing sketches or floor plan	x	x	x	x	X	x	x	x	x
- Reading of colors and correlation with the terrain	x	x	x	x	X	x	x	x	x
- Contour Curves								x	x
- North Lines					X	x	x	x	x
- Reference points	x	x	x	x	X	x	x	x	x
- Route choice	x	x	x	x	X	x	x	x	x
- Spatial dimension - geolocation sense	x	x	x	x	X	x	x	x	x
- Colors on the map that indicate the possibility of racing			x	x	X	x	x	x	x
Routes and Techniques									
- Check Point technique						x	x	x	x

CONTENT: Orienteering	Elementary School Year								
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
- Handrails technique					X	x	x	x	x
- Thumb technique	x	x	x	x	X	x	x	x	x
- Attack points				x	X	x	x	x	x
- Double step						x	x	x	x
- Drawing/creating routes			x	x	X	x	x	x	x
- Going through simple routes (known environment)	x	x	x	x	X	x	x	x	x
- Going through elaborate routes (unknown environment)				x	X	x	x	x	x
- Setting the route				x	X	x	x	x	x
- Butterfly route				x	X	x	x	x	x
- Star route				x	X	x	x	x	x
A Compass									
- What is a Compass?				x	X	x	x	x	x
- Use of the compass						x	x	x	x
- Types of Compass			x	x	X	x	x	x	x
- Cardinal points			x	x	X	x	x	x	x
- Orienteering the map	x	x	x	x	X	x	x	x	x
Control card and description card									
- What is a control card?			x	x	X	x	x	x	x
- Checking passage across the control point	x	x	x	x	X	x	x	x	x
- Base and electronic chip				x	X	x	x	x	x
- What is a description card?				x	X	x	x	x	x
- Interpreting the symbols and descriptions				x	X	x	x	x	x
Characteristics of Orienteering									
- Orienteering emergence				x	X	x	x	x	x
- Equipment				x	X	x	x	x	x
- Orienteering modalities				x	X	x	x	x	x
- Clothing / uniforms				x	X	x	x	x	x
- Categories				x	X	x	x	x	x
- Relay race				x	X	x	x	x	x
Orienteering and Transversal Themes									
- Orienteering and the media				x	X	x	x	x	x
- Night competition				x	X	x	x	x	x
- Women in Orienteering	x	x	x	x	X	x	x	x	x
- Environment and Orienteering	x	x	x	x	X	x	x	x	x
- Orienteering and Health	x	x	x	x	X	x	x	x	x
- Professionalism in Orienteering						x	x	x	x

Chart 2. Methodological proposal for teaching Orienteering per year of Elementary School

Source: the authors

In addition to the human development capabilities already mentioned, there are other correlations and meanings that the students will be provided with through their experiences in Orienteering, such as different manifestations of corporal culture, reflections on quality of life, free time, media, spectacle sport, professional sport, harmonious relationship with nature, individualized and simplified view of the fields of knowledge, learning about cartography, aesthetics, ethics, use of digital equipment, among others^{33,35}.

Introducing techniques, symbols and colors, history, transversal and interdisciplinary themes can help the students' physical, cognitive, social and affective development, thus, improving their ability to understand the world and their correlation with space.

The pedagogical proposals and methodological approaches in the school units must incorporate contemporary themes that affect everyday life with regard to the local, regional and global spheres in a transversal interdisciplinary way by adopting integrative, interactive and collaborative strategies, and proposing integration between the areas of knowledge and high interaction. The idea is providing the students with a culture of knowledge according to which they can encourage themselves to stand and reflect on their leadership role⁵.

Search of interdisciplinary in PE classes through Orienteering make approximation and collaboration among areas possible.

Conclusion

The macro theoretical view shown in the present study based on the studies by Pierre Bourdieu, the Analytical Model of the 5E's by Wanderley Marchi Júnior and the highlighted points of the NCCB, supports the possibilities of including Orienteering practice in the school environment, considering all the possible contributions to the integral development of the students.

It is noteworthy that the Bourdieusian theory shows a dialectics among the agents and social structures that articulates the importance of knowledge transmission or reproduction in the school context, taking the particularities of social spaces into account. The approximations of the agents and structures make teaching and themes that address sport in the school context possible and relevant.

The proposals and possibilities for teaching Orienteering in the school context are based on the guiding document of the Brazilian teaching process. Based on the learning levels, the teachers will be able to perform their pedagogical work safely.

The proposals for Orienteering practices must be understood in their complexity and favor reflections and connections among the physical, biological, social, cultural and psychological aspects by giving a new meaning to human relationships. The experiences lived in the school environment should provide rich and meaningful opportunities.

Further investigations on the subject might contribute to the expansion of scientific and academic knowledge. In this sense, it is believed that new contributions will bring debates and support under the sphere of sport in the educational field, as well as prepositions of a sociological nature, alternating between classic and contemporary authors.

We hope that the proposal for organizing and developing Orienteering shown in the present study, which is the result of research and experiences in everyday school life, can effectively contribute to encourage teachers to experiment it in their pedagogical practices.

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