

ORIENTATION RACE, SPORT ORIENTATION, ORIENTATION: A REVIEW STUDY

CORRIDA DE ORIENTAÇÃO, ESPORTE ORIENTAÇÃO, ORIENTAÇÃO: UM ESTUDO DE REVISÃO

CARRERA DE ORIENTACIÓN, ORIENTACIÓN DEPORTIVA, ORIENTACIÓN: UN ESTUDIO DE REVISIÓN

Fernanda Leocadio Bitencourt SOMBRA¹

Cassio MARTINS²

Cassiane Leite NUNES³

Marcelo Paraiso ALVES⁴

ABSTRACT: This article aims to investigate the notions or terminologies linked to Orienteering Race, Sporting Orienteering, and Orienteering, as well as their specificities and the way they are used. To achieve the objective of the research, we opted for the integrative review and, respectively, for data production we opted for the following foundation: CAPES Dissertations and thesis bank; SciELO; LILACS, and, lastly, CBAA annals, due to its national and international relevance in the scope of Adventure Activities. Considering the data found, it was possible to notice: a) despite the Confederation's indication for the use of the nomenclature, the practices exceed the standardization propagated by sports institutions; b) the absence of a matrix terminology became evident; c) finally, the power of Orienteering as an educational element for the school was evidenced in the studies.

KEYWORDS: Orientation. School. basic education.

RESUMO: *O trabalho objetivou investigar as noções ou terminologias vinculadas à Corrida de Orientação, Esporte Orientação e Orientação, bem como as suas especificidades e o modo como são utilizadas. No intuito de atingir o objetivo da pesquisa, optamos pela revisão integrativa e, especificamente, para a produção de dados, optamos pelas seguintes bases: Banco de Teses e Dissertações da CAPES; SciELO; LILACS, e, por fim, os anais do CBAA, devido à sua relevância nacional e internacional no âmbito das Atividades de Aventura. Considerando os dados encontrados, foi possível perceber que: a) apesar de haver uma indicação da Confederação para o uso da nomenclatura, as práticas extrapolam a*

¹ Volta Redonda University Center (UniFOA), Volta Redonda – RJ – Brazil. Master's student (MECSMA). ORCID: <https://orcid.org/0000-0002-7911-5921>. E-mail: fernanda.leocadio@hotmail.com

² Volta Redonda University Center (UniFOA), Volta Redonda - RJ - Brazil. Professor. Professional Master's in Teaching in Health and Environmental Sciences. ORCID: <https://orcid.org/0000-0003-1851-9268>. E-mail: professorcassio@hotmail.com

³ Volta Redonda University Center (UniFOA), Volta Redonda – RJ – Brazil. Undergraduate in Physical Education. ORCID: <https://orcid.org/0003-3948-3970>. E-mail: cassianeln2.0@gmail.com

³ Volta Redonda University Center (UniFOA), Volta Redonda – RJ – Brazil. Professor 0000-0003-3948-3970. E-mail: cassianeln2.0@gmail.com

⁴ Volta Redonda University Center (UniFOA), Volta Redonda – RJ – Brazil. Professor. Doctorate in Education. ORCID: <https://orcid.org/0000-0002-6236-3224>. E-mail: marceloparaiso@outlook.com

padronização propagada pelas instituições esportivas; b) ficou-nos evidente a ausência de uma terminologia matricial; c) por fim, tornou-se evidente nos estudos a potência da Orientação enquanto elemento educativo para a escola.

PALAVRAS-CHAVE: *Orientação. Escola. Educação Básica.*

RESUMEN: *Este trabajo tuvo como objetivo investigar las nociones o terminologías vinculadas a la Carrera de Orientación, la Orientación Deportiva y la Orientación, así como sus especificidades y la forma en que se utilizan. Para alcanzar el objetivo de la investigación, optamos por la revisión integradora y, respectivamente, para la producción de datos optamos por las siguientes bases: Banco de Tesis y Disertaciones de la CAPES; SciELO; LILACS, y, finalmente, los anales del CBAA, por su relevancia nacional e internacional en el ámbito de las Actividades de Aventura. Considerando los datos encontrados, fue posible percibir que: a) a pesar de haber una indicación de la Confederación para el uso de la nomenclatura, las prácticas extrapolan la estandarización propagada por las instituciones deportivas; b) se nos hizo evidente la ausencia de una terminología matricial; c) finalmente, se evidenció en los estudios el poder de la Orientación como elemento educativo para la escuela.*

PALABRAS CLAVE: *Orientación. Colegio. Educación básica.*

Introduction

The interior of the "thinkable" is usually inhabited by some kind of heritage of ideological, pragmatic, and other kinds. Apparently, what can be thought is at rest, is something completed, full. Comfortable, I would say. However, according to what Certeau highlights, there are always possibilities to the overflow of the "thinkable" and the congruent emergence of another thinking (LACERDA, 2015, p. 2).

Surprise is marked by unpredictability, by doubt, because it shakes the certainties, unravels convictions and outlines new routes. Thus, inspired by Certeau (2011), specifically in the ordinary subjects, we understand that we are consumers of the products that reach us, however, we do not act passively; on the contrary, we act from multiform operations subtly intervening in the dominant order.

In this way, experiencing the extension project focused on Orientation⁵, developed by the Federal Institute of Rio de Janeiro (IFRJ) - Resende advanced campus, we have been surprised by the educational actions proposed by this extensionist practice.

⁵ "It is characterized by being an activity developed in forests, woods, trails, and fields, where participants use a detailed map and a compass to find points on the previously mapped terrain. The course is composed of a starting point, an ending point, and a series of numbered intermediate points (or CP - checkpoints), through which the participant will have to pass following the sequence determined on the map" (TAHARA; CAGLIARI; DARIDO, 2017, p. 3).

Such surprise is due to the educational potential of this practice (SILVA, 2020) and its scarce diffusion in the region, because, by going beyond the limits of Resende campus, occupying other spaces in the city, schools were invited to extrapolate the institutional walls, in order to appropriate new knowledge in the scope of body culture of movement (CÂNDIDO *et al.*, 2019).

In this line of thought, and taking the aforementioned project as inspiration, we chose to confront the view that operates privileging the hegemony of court sports in Physical Education classes - Handball, Futsal, Basketball, Volleyball - (TAHARA; CAGLIARI; DARIDO, 2017), because we understand that this teaching process reduces the students' experiences to ball sports.

Furthermore, we understand that there are challenges that have not yet been exhaustively debated, one of these issues emerges from the nomenclature of the mentioned body culture of movement, since it is called in multiple ways: Orienteering, Pedestrian Orienteering, Running Orienteering, Orienteering Sport, Orienteering Sport, to name a few.

Thus, in the track of the mentioned objective, we intend to unveil (PAIS, 2003) - to remove the veil, in the sense of showing⁶ -, actions linked to these terms leading us to the following question: To what extent such propositions dialogue with the multiple experiences that materialize in everyday school?

In this line of thought, it is important to emphasize that we understand experience not as something "that passes us by", but as something that happens to us and marks us (LARROSA, 2002, p. 21). Therefore, although the proposal of an experience may be unique for a given group, the experience is something that varies from individual to individual. In this regard, Lacerda (2015) defines experience as the encounter between what is already known and the meanings that emerge through new perceptions. Impossible to be experienced in the same way by a collective, but it can be socialized and known from multiple senses.

In this sense, it is possible that an orienteering course is experienced in very different ways by the subjects, and it can fulfill expectations linked to the accomplishment of a sport in a competitive and/or leisure perspective, socialization, or even as a content to be taught at school by different disciplines to reach convergent or non-convergent goals.

⁶ For Maffesoli (1998), the difference between demonstration and showing emerges entangled to the separation between thought and post-modernity. While in modernity the centrality is in the concern of proving something, therefore getting entangled in the conclusions of ideas and arguments, in post-modernity, the centrality is in the unveiling of plural thought: "[...] the world, its rhetoric, its doings are, essentially, plural, they do not lend themselves to a conclusion, but to an opening. [...] They must not, therefore, be the object of a demonstration, but of a showing". (MAFFESOLI, 1998, p. 114).

Methodological approach

[...] the craft engages in work in and of itself; the satisfactions of work are of themselves a reward; the details of everyday work are linked in the mind of the worker to the final product; the worker can control his or her actions at work; skill develops in the process of work; work is linked to the freedom to experiment; finally, family, community, and politics are evaluated by the standards of inner satisfaction, coherence, and craft experimentation (SENNETT, 2009, p. 38).

The Workshop and the craftsman: design and periodization

As a craftsman, we traced a path that could achieve the objective of this study. Thus, we chose to build the project by hand from the integrative review, because this procedure allows the composition of data from published studies, allowing considerations about the *modus operandi* of a particular phenomenon, concept, notion, among others.

We also emphasize that the integrative literature review (ILR) provides the problematization and identification of gaps in relation to the phenomenon under analysis, which, in this study, emerges from the notions of Orienteering, Orientation Sport, Orientation Sport, and Orientation Race.

Regarding the integrative review, Sousa, Silva and Carvalho (2010) mention that it also allows updating the discussions related to a specific theme, because it operates from the synthesis of published studies. Thus, following the logic for the construction of the review proposed here, we went through six steps: (I) establishment of the guiding question; (II) interpretation of data from the databases; (III) creation of a database on a spreadsheet; (IV) analysis of the studies by inclusion and exclusion criteria; (V) presentation and discussion of results and (VI) synthesis of knowledge.

In the first stage, the following question was delineated: what concepts base the terminologies Orientation Sport, Orientation Sport, Orientation Race, Orientation Sport, and Orientation?

Regarding the data production, the following bases were used: Banco de Teses e Dissertações da CAPES, SciELO, LILACS, and, finally, the annals of CBAA, due to its national and international relevance in the Adventure field.

In the second phase - production ⁷ of data and the inclusion and exclusion criteria -, we emphasize the need for singularization of the research process in the manner of the artisan. For

⁷ In this study, the notion that refers us to the use of the term - data production - emerges from the meaning given by Pais (2003, p. 69), when considering that investigating "comes from the Latin term *vestigio*, from which the

Sennett (2009, p. 19), "[...] craftsmanship designates a basic and abiding human impulse, the desire for a well-made work for its own sake." This notion of "craftsmanship" is broader than a work derived from manual skills, as it "[...] concerns the computer program, the doctor, and the artist," in our case, the orienteers and teachers who use such body culture of movement.

In view of the above, the singularity of the data production was due to the particular functioning of the CAPES portal, which required us to search with the descriptors separately and with the use of quotation marks: Orientation Sport, Orientation Sport, Orientation Race, Orientation Sport and Orientation. About the time frame, we decided to work from the period between the years 2001 and 2021, since the first study found in the referred platform emerged in 2001, justifying, therefore, the choice.

Proceeding with the production of data, we emphasize that, in the SciELO and LILACS databases, the descriptors mentioned above were articulated to the area of Physical Education, and the Boolean operator and was used to optimize the obtaining of information, as suggested by Teixeira et al. (2019). Therefore, the constitution of the descriptors remained with the following configuration: Orientation Sport and Physical Education, Orientation Race and Physical Education, Orientation Sport and Physical Education, Orientation and Physical Education.

Regarding the publications present in the CBAA annals, we searched the ten existing editions in the period between 2006 and 2018. We read all the complete papers, longer than 5 pages, which were articulated to the terminology Orientation. This choice was made due to the possibility of using the search tool, through Ctrl - F (Adobe Acrobat) for Windows.

It is worth mentioning that the word searcher allowed us to find the term Orientation in all the papers published in the annals. Later, the complete papers were read and included as research data.

Thus, considering the publications produced from the databases, we initially read the titles of the works in order to identify clues (GINZBURG, 1989) that adhered to the descriptors and to the research objective, therefore, that referred us to the phenomenon studied here: Orientation.

Having identified the descriptors in the titles or in the key words, we started reading the abstracts to verify the adherence of the work seized in the databases with the scope of the investigation. Finally, the selected documents were read in their entirety.

word vestige also derives. To investigate means, then, to go in the footsteps of traces. Vestiges that are indicative of scientific discoveries".?.

In order to create a database, we prepared a spreadsheet divided into four columns that had the purpose of presenting the following information: title of the publication; authors; research design; year of publication.

Thus, the selection process of the studies was done via an indicative perspective (GINZBURG, 1989) in titles and abstracts, so that the works that met the inclusion criteria already mentioned went to the final process. At the end of the aforementioned process, the following were selected: no articles from SciELO; one work from LILACS; eight productions from CAPES (two theses and six dissertations); 12 complete articles from CBAA, composing a review with 21 papers.

Orienteering, Orienteering Sports, Orienteering Sport, Orienteering: signs of the various routes traveled

By Way of Data Presentation

Considering that the phenomenon - Orientation - to be investigated in the study is constituted in a complex way, making it impossible to establish linear and deterministic relations, it became evident to us with the results that multiple routes were taken by the social actors.

Thus, we delineate now some paths, probable meetings and bifurcations that permeated this path: initially, we will present the data referring to the CAPES Theses and Dissertations Database with the use of the following descriptors: Orienteering, Orientation Race, Orientation Sport and Base Orienteering Sport. The insertion of the terms occurred individually and between quotation marks. The time frame used was 2001 (period of the first publication) until January 2021. Therefore, when we inserted the term "Orienteering", we found 13 works; six of them were discarded because they dealt with the term Orienteering in another sense than the one approached in this study, for example, food orienteering, school orienteering, among others.

Regarding the term "Orientation Race", we found a total of four works, and the dissertation by Murray (2001) was discarded because we did not have access to the full production; the work by Franca (2016) and Silva (2019) were already identified with the descriptor "Orientation", resulting in only one work.

On the other hand, the descriptor "Orientation Sport" presented in its search five works, being two discarded for not dealing with the theme in question: Hirota (2006) and Chaves (2015) used the Sport Orientation questionnaire for task and sport motivation in soccer. Therefore, in both studies, the term "orientation" was employed in another sense.

Both the works by Scherma (2010) and Bezerra (2018) have already been identified by means of the previous descriptors. And the dissertation by Valeriano (2011) was not found in its entirety. Finally, with the descriptor "Orientation Sports", we did not find any work in the CAPES database. Thus, a total of eight studies were selected, as shown in table 1.

Table 1 – CAPES Database

	Title	Author(s)	Research	Year
1	Orienteering Sports and the Education of Geography Teachers: an experience with school cartograph	Arcênio Meneses da Silva	Participatory research	2013
2	Orienteering Sports as a tool for teaching Mathematics'	Adriana Hartmann	Bibliographic research	2014
3	Adventure body practices in Physical Education classes: the pedagogical possibilities in the 5th grade of elementary school	Dilvano Leder de Franca	Bibliographic, Documentary, Participant Research	2016
4	Atenah's Memory: the trajectories of Brazilian women in adventure racing	Fabiana Duarte e Silva	Descriptive research	2018
5	The teaching of Orientation Sport in school: possibilities and limits of a proposal in the light of the critical-superior methodology	Dayse Alisson Camara Cauper	Participant search	2018
6	Cartographic Literacy through Orienteering Sport'.	Kleitton Ramires Pires Bezerra	Field research	2018
7	Orientation Race: a pedagogical strategy for Physical Education in Professional and Technological Education	Flávia Heloisa da Silva	Case study	2019
8	Orientation race: a methodological proposal for teaching Geography and Cartography	Elka Paccelli Scherma	Action research	2010

Source: Prepared by the authors

Regarding the data obtained in SciELO and LILACS, we emphasize that we had the opportunity to use the aforementioned descriptors (Orienteering, Orientation Running, Orientation Sport and Base Orienteering Sport) in quotes, together with the term Physical Education. We emphasize the use of the Boolean operator and thus optimizing the search. Thus, in SciELO, when we entered the terms Orienteering Sports and Physical Education, we found 27 results, but all of them were discarded.

When we included the terms Orientation Running and Physical Education, we didn't get any results. The same happened when we used the term Orientation Sports.

The search with the terms Orienteering and Physical Education found 75 results. After reading the title and the abstracts, only two works were chosen, because the 73 excluded works used the term Orientação in a different sense than the one recommended by the present study. However, when we read the papers further, we realized that the articles referred to tests of

procedural tactical knowledge and, therefore, were not useful for the necessary data collection. In this sense, the two papers were also excluded, as it was not possible to gather data from this descriptor.

Regarding LILACS, when we used the term Orientation Sport and Physical Education, we found a total of nine papers, but only the article by Scopel *et al.* (2019) established a dialogue with our object of study.

The search with the terms Orientation Race and Physical Education found five studies, which were discarded for not contemplating the research theme.

Finally, with the term Orientation and Physical Education, 164 articles were found, and 163 were discarded, for not meeting the scope of the study, remaining only one selected study (SCOPEL *et al.*, 2019). However, the referred material was already included in the study, for having already been selected in the search by the descriptor Orientation Sport.

Regarding the CBAA, being this one of the significant congresses in the adventure area, we chose to investigate its ten editions. Such choice allowed us to work manually (SENNETT, 2009), because the annals of the event were in PDF format, allowing us to use Ctrl - F (Adobe Acrobat) for Windows.

In our research, we detected that in the I, II, III editions there were no productions with this theme. In the IV issue, we did not find complete papers (minimum of five pages), only abstracts, which did not allow us to access details of the papers.

In view of the above, we emphasize that from the V CBAA on, the following quantity was identified: four complete papers by Silva, Kippert and Merlo (2010). In the sixth edition we found a paper by Pereira (2011). In the VII edition, we found two articles by Pereira *et al.* (2012). We also registered two articles in the VIII CBAA, whose authors are Auricchio *et al.* (2014). In IX, we did not obtain any results and in the last congress we identified three articles authored by Silva *et al.* (2018) and Silva, Mourão and Bandeira (2018). One shall take a look the following table:

Table 2 – List of data collected in the annals of the CBAA

	Title	Author(s)	Type of research	Year
1	Adventure Physical Activity in nature at school in the city of Bonito, MS: A case study	Melo, R.A.; Soares, I.C.	Case Study	2010
2	Adventure Sports: between urban and nature	Santos, J.P.; Mendes, M.T.; Alves, M.A.F.	Research	2010
3	Sport in nature: contradictory fragments	Pimentel, G.G. de A.	Research	2010

	of an object under construction			
4	Education through adventure? The opinion of educators participating in the Open Doors extension program	Silva, A.; Kippert, G.C.; Merlo, J.A.	Essay	2010
5	Noah's Ark and Physical Education	Pereira, D.W.	Qualitative exploratory and descriptive research/field research	2011
6	Adventure activity as a pedagogical practice for Physical Education classes	Pereira, G.G.C.; Bezerra, A.F.S.	Qualitative/descriptive case study	2012
7	Application of adventure activities in military high school: challenges and possibilities	Júnior, O.C.R.; Bezerra, A.F.S.	Qualitative/action research	2012
8	Training professionals in the city of Socorro-SP in adventure activities in leisure	Auricchio, J.R.	Qualitative/action research	2014
9	Second Half Program: a proposal for the insertion of adventure activities	Silva, E.R.; Alves, F.B.; Pimentel, G.G.A.; Oliveira, A.A.B	Field research	2014
10	Memories of Atenah: Trajectories of Brazilian women in adventure racing	Silva, F.D.; Mourão, L.N.; Bandeira, M.M.	Action research	2018
11	Adventure in School Physical Education at issue: dialogues about teacher training	Nicácio, L.G.; Freitas, A.F.S.; Silva, M.T.	Qualitative/personal narrative research	2018
12	The real adventure: report of a mother who was an adventure race athlete in the World Championship round	Silva, F.D.; Mourão, L.N.; Bandeira, M.M.	Qualitative / narration	2018

Source: Prepared by the authors

Thus, finalizing the fifth phase - data presentation - we emphasize that the selection process of the studies was carried out by reading the titles and abstracts, so that only those that met the inclusion criteria mentioned above in the methodology went to the final selection. In the end, eight articles were selected from CAPES; 12 articles from CBAA, and one article from LILACS, which made it possible to compose a review process through 21 articles.

Among the 21 articles found, 14 have the school as the space for discussion. In the CAPES Theses and Dissertations Bank, we found seven works about the school, facing a fragmented curriculum in disciplines it was observed that the practice under study (Orientation) was thematicized in the disciplines Physical Education (three works found), Geography (three works found) and Mathematics (one work).

Discussion of Results

Considering the movement proposed in the introduction of the work, we let ourselves be surprised by the data through a comprehensive sociology - demonstration (MAFFESOLI, 1998) -, as opposed to the one that excels in demonstration and verification of the same, we chose to present the discussions from two themes that we consider central and that were indicatively revealed (GINZBURG, 1989): the first thematic, which is entangled to the aim of the study - to investigate the concepts that base the terminologies Running orienteering, Orienteering, Orienteering Sport and Orienteering Sport, which in the discussion are being conceived as a place of contradiction between what is said and what is practiced⁸; And the second, which emerges from the rupture with it, that is, which presents itself in a hybrid, fluid, multifaceted space, because it dives with all its senses into the singular reality of the space-time practiced (CERTEAU, 1994).

Orientation Race, Orientation Sport, Orientation: Where is the Azimuth?

What was evident, at first, were the works of Silva (2013) and Cauper (2018), in which the option for a certain term occurs, in this case, Orientation. The justification for this use emerges from the suggestion made by the Brazilian Orienteering Confederation (CBO), as set out below:

To avoid misunderstandings, the **Brazilian Orientation Confederation (CBO) established the use of the term Orienteering**, starting with a capital letter, as being the most appropriate to name this sport in Portuguese (SILVA, 2013, p. 57, emphasis added by the author).).

Thus, we would like to bring up a clue (GINZBURG, 1989) that leads us to a direction: the use of the CBO as a reference and the denomination of sport for the mentioned corporal practice. Bringing these signs to the surface is because we realize that when working with the proposition of the confederation, Silva (2013) approaches the meaning of sport characterized by a concept that establishes relationships with the notions of competition, practice of physical activities, and health promotion.

⁸ In this study, we will work with the Certeauian idea that the ordinary subject is not only a passive consumer, but that, in several opportunities, reinvents what comes to him in order to meet his demands, desires and needs (CERTEAU, 1994), therefore, the ordinary subject, through his daily practices, gives new meaning to the products he consumes.

We know, from Melo (2010, p. 45), that the "literature is not conclusive about the possibility of a history of the concept of sport," but there are trends or currents that seek to define it:

A panoramic look allows us to identify two major trends regarding the theme: a) **it is proposed that the sport manifestation already existed in antiquity, being perceptible in games that were practiced by Chinese, Egyptians, Greeks, Romans, among others**; b) we seek to understand it **as a modern phenomenon, which, despite presenting technical similarities with ancient cultural manifestations, has senses and meanings quite different from those "pre-sportive" games** (MELO, 2010, p. 45, emphasis added).

In this line of thought, and considering to be accompanied by the reference established by the confederation, institution that regulates and is responsible for the direction of national sports, we have the impression that we report to the model of competition sport, as announced in the work.

However, in the context presented by Silva (2013), the modality is addressed as a didactic resource and entangled to the teaching of cartography in order to develop certain teaching objectives in the processes of teacher training within the Geography discipline.

In this way, when we consider the multiplicity of meanings of the word "orientation", especially from a study whose object is cartography, we observe that only the use of the word Orientation in capital letters may not be enough to account for its meaning, and may generate some confusion. In this context, to avoid this kind of situation, we understand that the solution found by Silva (2013) was to add the word "sport", with lowercase, after the term Orientation:

What **Orientation sport** brings new and contributes to the development of the school Cartography universe is the fact that the participant, when he runs a course, lives a concrete experience, putting into practice the spatial notions, besides intensely resorting to the cartographic language through the use of a map and a compass (SILVA, 2013, p. 165, emphasis added).

Besides, it is important to notice the use of the terminology Orientation Sport, used in the title and written in capital letters, not being evident to the reader if the intention was only to name the modality. However, in the body of the study, Silva (2013) evidences the option for the referred nomenclature - Orientation -, including the presentation of arguments, making us understand that this was his choice.

Cauper's (2018) study, on the other hand, is presented from his experience as an orienteer and, simultaneously, as a Physical Education teacher in Basic Education, so that one of his concerns is the contextualization of Orientation within the body culture of movement, a

heritage to be democratized in the school in a critical way, therefore, he problematizes the propositions made by the Common National Curricular Base (BNCC).

Thus, even though Cauper (2018) uses the term suggested by the Brazilian Orientation Confederation (CBO), an institution that operates in order to universalize and standardize the practice of Orientation, in the body of the dissertation it is possible to find signs of ruptures with the dominant logic:

As if it were possible to have a practice that was not guided by a theory. In order to break with the dichotomies, the critical overcoming teaching methodology proposes work as an educational principle and assumes dealing with the human being from its totality, indicating the overcoming of fragmentation of the individual and of knowledge. It is about conscious action, the inseparability of theory and practice, represented by praxis (CAUPER, 2018, p. 47).

The effort undertaken by Cauper (2018) made emerge a series of appropriations of Orientation, considering beyond the sport, amateur, and Olympic biases, the pedagogical in a critical perspective, the military training, and the treasure hunt game, among others. In the following paragraph, the author makes the following consideration about the term Orientation Race:

Although it is very common the use of the term "Orientation Race", the BOD recommends that this term is not the most appropriate, considering that in this sport the practitioner can perform it walking, running or skiing, and the use of the word "Race" is restrictive, because it does not contemplate all the possibilities of practice of this sport. Therefore, in our text, we use the term Orientation, established by the CBO as the most appropriate to refer to this sport (SILVA, 2013, p. 57).

This prevalence about the term Orientation Race was identified in the interpretations of the annals of CBAA, in which of the twelve works found, eleven advocated the use of the nomenclature Orientation Race, with exception only of the study of Santos, Mendes and Alves (2010), entitled "Adventure Sport: between the urban and the nature", which approaches the Orientation (walking or running) as a possibility of practice. It is worth mentioning that the authors mentioned above defend the sport within the social dimension, making evident its possibility of application at school.

When making this approach, Santos, Mendes, and Alves (2010) bring a necessary reflection: would the term orienteering race be adequate to the school space? Since the practitioner can do it running, walking, using wheelchairs, bicycles.

The term Orientation race or *carrera de orientación* arose due to a difficulty in the translation of the term Orientation in the Latin speaking countries. In English speaking

countries, the term orientation refers to the sense of help, vocation, aid and, to refer to the modality under study, Orienteering is used.

In the Portuguese language, we have a single word for both meanings, which causes confusion. For Pasini (2003), the word race was introduced in order to make the proper distinctions.

Another work that uses the terminology Orientation emerges from the production of Silva (2018). The study investigates the sporting life of adventure race athletes, a sport in which there is a predominance of men, white, with high purchasing power. The work points out the need for the application of Orientation in school, as a privileged space to discuss gender issues, social and racial inequalities.

The study by Silva (2018) also provokes us to reflect on the democratization of adventure practices in the school environment, breaking with the sports traditionally worked in Physical Education classes and thematizing fundamental issues in the formation of subjects, as mentioned above (gender, social and racial inequalities).

In the work by Scopel, Pimentel, Starepravo (2018), found in the LILACS database, the authors identified two coalitions: the first, called multiple strands, understands Orienteering as a comprehensive phenomenon that concomitantly encompasses sport, tourism and leisure and proposes its insertion in school curricula: "[. ...] in all levels, the sport Orientation, as an activity capable of acting in the integral formation of children, youngsters, and adults, within a perspective of continued education" (SCOPEL; PIMENTEL; STAREPRAVO, 2018, p. 163).

On the other hand, the second coalition, which is in force, understands Orienteering as an exclusively competitive sport phenomenon, and, also, has as a proposal its insertion Orienteering in the curriculum of Physical Education classes. However, it presents different goals: the promotion of the sport, conquering more adepts, and the performance in the formation of athletes.

Thus, although the articles by Silva (2018) and Scopel, Pimentel, and Starepravo (2018) do not deal directly with the school theme, both present important elements regarding the school. The first proposes the experience of adventure practices in school with the intention of democratizing them by discussing gender and understanding it as a plural space. The second one signals the insertion of Orienteering in school in a competitive perspective encouraged by the CBO in search of performance in a process of exclusion and standardization of bodies. Would it be possible?

Orientation, Orientation Sport, Sport Orienteering: possible approaches to ordinary practices

If initially we visualized studies that chose to conceptualize Orienteering from the CBO guidelines, in this topic we will privilege the works that did not have as centrality the concern with the use of nomenclature and with the guidelines of the mentioned confederation, because they presented different terminologies with the use of two or more terms to refer to the same body culture of movement: Orienteering.

In Scherma's (2010) study, it was possible to find several expressions to refer to the practice under discussion: Orientation Race, which appears right in the title of the work; the term Orientation, used in the summary preceded by the word sport, appearing also in several parts of the text; another way to denominate the referred body culture of movement was through the term Orientation alone; the word sport was also used, however, Scherma (2010) mentions that, in this case, the meaning is the same as the word sport, being a translation from the European Portuguese to the Portuguese spoken in Brazil.

At first glance, it seems to us that the perspective adopted by CBO (Orienteering) seems to be the most used by the authors, however, under a closer look, some clues are evident (GINZBURG, 1989) that reveal that the modality is requested as a strategy to achieve teaching objectives related to Cartography. And, in this context, the entanglement of terms used so far seems not to account for what is practiced in everyday school life.

Given the above, we were referred to the thought of Ginzburg (1989, p. 177), in order to follow the clues to understand what is going on, because in several moments we were led to look at it as if it were a vanishing point: "reality is opaque, there are privileged areas - signs, indications - that allow us to decipher it".

On the other hand, a combination used by Scherma (2010) called our attention, for when determining the research objective, she mentioned she would "reflect on the use of Orientation practices as an alternative to promote cartographic reading" (SCHERMA, 2010, p. 20, our emphasis).

Thus, we must emphasize that, despite looking for the term "orienteering practices" (SCHERMA, 2010) as an indication (GINZBURG, 1989) of rupture with it, that is, with the actions that are close to the sportivist perspective advocated by the BOD, we emphasize that Scherma (2010) does not define what would be the orienteering practices.

Such indefinición is not unusual, because Lazarotti Filho *et al.* (2010), when investigating the use of the term - body practices - from a review study, considered that from

"260 articles analyzed, [...] the vast majority does not explain the understanding of body practices and only 8% do" (LAZAROTTI FILHO *et al.*, 2010, p. 18).

Likewise, Lazarotti Filho *et al.* (2010, p. 24) draw our attention to the fact that the term appears, for the most part, referring to multiple expressions related to various forms of action: "[...] bodily activity or cultural manifestations, such as: motor activities, leisure activities, gymnastics, sports, the arts, recreation, exercises, diets, cosmetic surgeries, dance, games, fights, capoeira and circus.

The authors Lazarotti Filho *et al.* (2010), at the end of their study, present as one of their considerations, the potentiality of using the term body practices to refer to a common fact of reality:

We identified in the texts analyzed that the term "body practices" already has **the potential to be structured as a concept**, requiring, however, **greater stability and a certain level of consensus among the academic community** (LAZAROTTI FILHO *et al.*, 2010, p. 25, our emphasis).

Thus, we notice that the term practices of orientation helps us to enhance what happens to us in the midst of educational actions developed in the school everyday life, since such productions - contents of the body culture of movement -, coming from school Physical Education, are marked by the singularity of the social reality in which they are immersed, being affected, therefore, by the particularities of the practitioners (CERTEAU, 1994) who inhabit this school space-time in detriment of their demands, needs, interests, which are determined by political, cultural, gender, sexuality, race, social class issues, among other demands.

Specifically in the works by Hartman (2014), Franca (2016), Bezerra (2018), and Silva (2019), we indiscriminately find the terms orienteering race, orienteering sport, or even orienteering sport and orienteering sport, not allowing us to define the term most used by each of the aforementioned authors. However, the word that is repeated in all terminologies is Orienteering. Based on that, we can ask: Could it be because it, Orienteering, is the origin? For Carmona (2013), for many years, to orient oneself by the sun was a technique used in a significant way for many cultures.

Following this path, Pereira (2011) sought in the human ability to orient himself by the elements of nature - such as the sun, the stars, the tides - to thematize the teaching issues in his pedagogical process. The study was presented at the VI CBAA, and used Noah's Ark as a counterpoint.

Thus, the referred study established a direct relation with Orientation, however, the dialog was performed from the navigation, because its centrality was in the problematization of

a discipline of Extreme Sports in Higher Education in order to propose the construction of a navigable implement. In this way, orientation, as it emerges entangled with navigation, gains the singularity and contours of other ways of thinking-doing (CERTEAU, 1994) the mentioned practice.

Such contour is covered by the Polynesian logic that breaks with the Western rationality that was imposed on us, as Pereira (2011, p. 98-99) points out:

The first lesson was attention in the act of orienting oneself, which was learned from childhood by the children, who would observe the sea, the winds, the animals, the stars, and the waves for days, so that they could acquire a second knowledge, the perception of the reference points of each place, at each moment. It was necessary at this stage to distinguish the sea currents at each time of the year, because the animals move according to this, and people should know this in order to locate themselves and head for safe points. The third lesson involved remembering everything that was perceived, as there were no maps, compasses, GPS and other instruments, all learning had to be kept in the minds of the navigators of that region.

Considering the above, we emphasize that the aforementioned work approaches a more fluid, plural perspective, unlike those coated by the uniformity and plastering of the sportive character.

Furthermore, Pereira (2011) dialogues with the notion of orienteering practices, because he seeks the construction of knowledge through other logics, other ways, as one can see:

Thinking in terms of graduation, it can be an incentive for the emergence of school Physical Education classes that require from the student the **taste for the new, for the discovery, for doing and understanding what is done**. Starting from the empirical in the sense as proposed by the researched subject is to get rid of unlibertarian methods of teaching, and propose a method that **leads to autonomy to learn and enjoy what is learned** (PEREIRA, 2011, p. 99, our emphasis).

Thus, when suggesting the use of the notion of Orientation Practices, we do it for those who seek the development of actions in schools, since we chose to bring elements that help us understand it entangled in a plural perspective. We emphasize that we understand the notion as an element that does not seek precision, the exactness of the concept or category, because we work with the idea of veracity, which is the production of truth from a specific time and space, therefore not safeguarding signs of universalism and/or conclusions and absolute truths (MAFFESOLI, 1998).

In this sense, we emphasize that the notion of Practice, in this study, emerges founded on the theoretical assumptions of Mayol (1996), because we conceive it as a:

[...] more or less coherent combination, more or less fluid, of concrete daily elements (gastronomic menu) or ideological (religious, political), at the same time passed by a tradition (of a family, a social group) and performed day by day through the behaviors that translate a social visibility fragments of this cultural device [...]. **Practical comes to be that which is decisive for the identity of a user or a group** to the extent that this identity allows it to take its place in the network of social relations inscribed in the environment (MAYOL, 1996, p. 39-40, our emphasis).

Admitting the logic mentioned above shows, therefore, that when we work with the notion of Certeauian practice, we operate from the idea that we are all ordinary subjects who walk the "lines of erre drawn by autistic youngsters" (CERTEAU, 1994, p. 45): subversive, random, that do not follow the pre-established, the linearity.

Therefore, we are not passive consumers, but producers of a silent, almost invisible fabrication, because we employ in a subtle and multiform way, reinventing in a thousand ways everything that comes to us in our daily school life.

Based on this conception, we take as a proposition the use of the notion of Orientation Practices, so that, perhaps, it contemplates the multiplicity of actions that will be reported below: Franca (2016) proposed in his study the limits and possibilities of adventure practices in school with a focus on Environmental Education. The author detected some difficulties, such as: specific materials, space, conception of the direction, of the technical pedagogical orientation, teachers, students, risks and unpredictability of the practices, time of experience of the practices. From this, suggestions were proposed to overcome the difficulties: the bricolage "[...] the union of several cultural elements that result in something new" (CERTEAU, 1994).

The article produced by Bezerra and Pereira (2012) approached the notion of Orientation Practices when suggesting pedagogical actions for Basic Education with a focus on Environmental Education. In the experience reported in VII CBAA, Bezerra and Pereira (2012) narrate the making and the "[...] realization of practical experiences that were thought according to the reality of the school and the surrounding spaces available and safe" (BEZERRA; PEREIRA, 2012, p. 149).

Another work that came close to the notion defended in the study - Orientation Practices - was the article by Franca (2016) that, despite pointing out countless difficulties in the development of that practice - lack of space, acquisition of specific equipment, risk management due to the lack of technical knowledge on the part of teachers -, started from the movement made by ordinary subjects to implement an extension program to attend Basic Education schools.

In the study by Bezerra (2018), which had the proposition of analyzing the use of Orienteering Sport as a didactic tool enabling the learning of critical cartographic literacy, it was evident to us a didactic action that went beyond the mere reading of maps, in view of the movement made towards the understanding of social reality:

When they arrived at the park the Physical Education teacher informed them that the intention was not to perform the orienteering sport for competition, aiming to win, but to learn the characteristics of the place, observe, question what most caught their attention and make the relationship with the contents taught in class (BEZERRA, 2018, p. 95).

Thus, from the experience developed, Bezerra (2018) asks students to answer a questionnaire and, in view of the answers, he realizes that they establish connections with social inequalities, that is, he contextualizes the content going beyond the procedural issues required by Orientation: compass, map reading, among other procedures.

Another research that showed signs of a movement contrary to the sportivist logic emerged from the dissertation by Silva (2019). The study was developed at the Federal Institute of Paraná, Cascavel Campus, in the Technical Course in Computing, integrated to High School, with 88 students aged between 14 and 17 years.

The research was developed through action research, an experience that allowed the participation of the students, since at each stage, "[...] they interfered and, consequently, contributed to the process, through the evaluation of the practices and the previous stages, proposing and suggesting actions for the following practices" (SILVA, 2019, p. 57).

Silva (2019) clarifies that the pedagogical sequence was developed during five classes and the final process occurred on Saturday at Hilário Zardo Park, a space beyond the school environment. Afterwards, the students were invited to think about how it would be possible to develop that practice inside the school, "[...] the students gave their opinion about the experience of the previous class and how to improve the practice, so that the school facilities could be used" (SILVA, 2019, p. 97).

To conclude, we would like to emphasize that the option of working with the notion of Orientation Practices allows us to break with the specific actions of that sport modality, enabling teachers and students, who live in the plurality of schools existing in a country like Brazil, to intervene and recreate the ways of using and doing the educational actions entangled to local themes, meeting the demands, needs, and determinants that affect the multiple spaces.

Final remarks

Considering that the aim of the study was to investigate the concepts that support the terminologies related to the practice of Orienteering, it can be said that: (a) in spite of several authors opting for the nomenclature Orientation, because it is the term suggested by the Brazilian Orientation Confederation (CBO), the practices developed by them extrapolate the standardized and universal forms propagated by sport institutions; b) the lack of preoccupation in opting for a single terminology was evident, since several studies use different terms to refer to the same body culture of movement; c) finally, the power of Orienteering as an educational element for the school was evident, since the studies presented in their practices the preoccupation in providing experiences, contributing to the construction of knowledge.

REFERENCES

- BEZERRA, K. R. P. **Alfabetização cartográfica a partir do esporte de orientação**. Dissertação (Mestrado em Educação) – Universidade Estadual do Mato Grosso, Campo Grande, MS, 2018.
- CAUPER, D. C. **O ensino do esporte orientação na escola: possibilidades e limites de uma proposta à luz da metodologia crítico-superadora**. 2018. 388 f. Dissertação (Mestrado em Ensino na Educação Básica) - Universidade Federal de Goiás, Goiânia, 2018.
- CERTEAU, M. de. **A invenção do cotidiano**. 1. Artes de fazer. Petrópolis: Vozes, 1996.
- GINZBURG, C. Sinais: raízes de um paradigma indiciário. *In: Mitos, Emblemas e Sinais*. São Paulo: CIA das Letras, 1989. p. 143-275.
- HARTMAN, A. **O Desporto Orientação como ferramenta para o ensino da Matemática**. 2014. Dissertação (Mestrado em Educação) – Universidade de Brasília, Brasília, 2014.
- LACERDA, M. P. de. Em práticas pedagógicas e investigativas... a surpresa. **Revista Entreideias**, Salvador, v. 4, n. 1, p. 7-22, jan./jun. 2015. Available at: <https://periodicos.ufba.br/index.php/entreideias/article/view/8260>. Accessed in: Feb. 2021.
- LARROSA, J. Notas sobre a experiência e o saber de experiência. **Revista Brasileira de Educação**, n. 19, p. 20-28, jan./abr. 2002. Available at: <https://www.scielo.br/j/rbedu/a/Ycc5QDzZKcYVspCNspZVDxC/?format=pdf&lang=pt>. Accessed in: Feb. 2021.
- MAFFESOLI, M. A terra fértil do cotidiano. **Revista FAMECOS: mídia, cultura e gtecnologia**, Porto Alegre, v. 15, n. 36, p. 5-9, ago. 2008. Available at: <https://revistaseletronicas.pucrs.br/ojs/index.php/revistafamecos/article/view/4409/3308>. Accessed on: 15 May 2021.
- PAIS, J. M. **Vida cotidiana: enigmas e revelações**. São Paulo: Editora Cortez, 2003. p. 272.

SENNET, R. **O Artífice**. 5. ed. São Paulo: Record, 2009. 362 p.

SCHERMA, E. P. **Corrida de orientação**: uma proposta metodológica para o ensino da Geografia e da cartografia. 2010. Tese (Doutorado em Geociências e Ciências Exatas) – Universidade Estadual Paulista, Rio Claro, 2010.

SILVA, A. M. da. **Esporte orientação e formação de professores de Geografia**: uma experiência com cartografia escolar. 2012. Tese (Doutorado em Geografia) – Instituto de Geociências e Ciências Exatas, Universidade Estadual Paulista, Rio Claro, 2012.

SILVA, F. H. **Corrida de Orientação**: estratégia pedagógica, para Educação Física na Educação Profissional e Tecnológica. 2019. Dissertação (Mestrado em Educação Profissional e Tecnológica) – Instituto Federal do Paraná, Curitiba, 2019.

SILVA, M. C. **Aplicabilidade da Prática Corporal “Esporte de orientação” no espaço escolar**. 2020. Dissertação (Mestrado em Educação) – Faculdade de Ciências e Tecnologia, Campus de Presidente Prudente, Universidade Estadual Paulista, Presidente Prudente, 2020.

SOUSA, M. T.; SILVA, M. D.; CARVALHO, R. Revisão integrativa: o que é e como fazer. **Revista Einstein**, v. 8, n. 1, p. 102-106, 2010. Available at: <https://journal.einstein.br/pt-br/article/revisao-integrativa-o-que-e-e-como-fazer/>. Accessed on: 12 Mar. 2021.

TAHARA, A. K.; CAGLIARI, M. S.; DARIDO, S. C. Celular, corrida de orientação, Educação Física Escolar: elaboração e avaliação de um material didático. **Arquivos de Ciências do Esporte**, Uberaba, v. 5, n. 1, p. 2-5, 2017. Available at: <https://seer.uftm.edu.br/revistaeletronica/index.php/aces/article/view/1983>. Accessed on: 10 May 2021.

TEIXEIRA *et al.* Socialidade, Tribos Urbanas e o cotidiano dos(as) ciclistas de Volta Redonda. *In*: COLÓQUIO TÉCNICO-CIENTÍFICO DO UNIFOA, 8., 2019, Volta Redonda. **Anais [...]**. Volta Redonda: Centro Universitário de Volta Redonda – FOA, 2019.

UVINHA, R. R. Esportes radicais nas aulas de educação física do ensino fundamental. *In*: UVINHA, R. R.; MOREIRA, E. C. (org.). **Educação Física escolar**: desafios e propostas. Jundiaí, SP: Fontoura, 2004. p. 99-111.

How to reference this article

SOMBRA, F. L. B.; MARTINS, C.; NUNES, C. L.; ALVES, M. P. Orientation race, sport orientation, orientation: A review study. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 17, n. 2, p. 1555-1575, Apr./June. 2022. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v17i2.15331>

Submitted: 17/08/2021

Revisions required: 21/11/2021

Approved: 08/03/2022

Published: 01/04/2022

Management of translations and versions: Editora Ibero-Americana de Educação

Translator: Thiago Faquim Bittencourt

Translation reviewer: Alexander Vinícius Leite da Silva