



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
Summer 2004

FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: Compass and GPS integration

List of group members: Becky Raymond and Terry Raymond

**The final report must be word-processed and submitted both in print and on disk using this form.
Include information under each of the following headings.**

Describe the initial goal of the group noting any adjustments that had to be made as time passed.

Goal- Develop materials to build a lesson around the use of compasses and GPS's into the physical education and wilderness survival classes.

Adjustments- Found that multiple mini-lessons were easier to develop than one large lesson since they facilitated modifications to different age groups. Discovered that the compass lessons were needed as a springboard for GPS use. Found that 16 hours was not enough time to fully investigate this topic so more time was spent on compass lessons and less on GPS lessons than initially planned.

Describe the ACTION PLAN that the group followed.

1. Brainstorm ideas
2. Search for lessons
3. Create lessons
4. Modify lessons
5. Make trial runs of lessons

Describe how the action plan was implemented.

1. Brainstorm sessions were held between the study group and our teenage children to get ideas that we all liked.
2. Searched for lessons and ideas on the internet, from articles, and from various books.
3. Took the lessons and then adapted and modified them to fit our needs while at the

same time creating our own lessons for the compass and GPS.

4. Compared various topographic maps and maps from NYSGIS site to find maps that best suited our needs.
5. Created our own maps for geocaching activity by adjusting a topographical map after recording waypoints.
6. Field tested lessons

Evaluation of the impact of the study group effort on teacher/student performance.

- How has this study group changed you as a teacher? Do you anticipate that any of your teaching practices will have changed?

The study group has emphasized the need to brainstorm ideas with other teachers in different fields of study to create more varied lessons and to see the limitations that other lessons offer. It also became apparent that teenage input is important.

Teaching practice change will be an increased collaboration with other teachers in the development of cross-curricular studies.

- What evidence do you expect to see of student achievement is improving as a result of your participating in this study group?

The integration of two or more fields of study within the school will emphasize to students that a skill learned in one class can be built upon and strengthened in another class and that the lessons learned in physical education, for example, can also be applied in wilderness survival and in social studies.

- What evidence is there that the goals of the study group has/has not been met?

Met goals:

1. Development of lessons for compass and GPS work.
2. Lesson integration between wilderness survival and physical education
3. Development of closer integration of skill building between these 2 areas of study

Not Met:

1. Absence of equal number of lessons for both compass and GPS work
2. Difficulty in developing adequate transition between compass and GPS work while integrating map use

3. Lack of adequate number of (expensive) GPS units for multiple student use

Comment on the value of the study group process? Did it work for you?

The study group was very valuable. It presented the opportunity for brainstorming and the mutual support of ideas between 2 different subject area teachers. The study group project encouraged us to sit down and plan integrated lessons that build upon each other's skill base.

How can we make this study group program better?

One way to improve the program would be to allow a study group to apply for an extension on their project right away. This would motivate an enthusiastic group to maintain their momentum to not only complete their project, but to also to expand their project.