Edited by
Igor Lisin, Paulina Kida

OUTDOOR
EDUCATION

from theory to practice

Edited by Igor Lisin, Paulina Kida

OUTDOOR EDUCATION
from theory to practice

Co-funded by Erasmus+ Programme of the European Union.

CONTENT

INTRODUCTION

**DEAR READER,
TRAINER, FACILITATOR**

We are thrilled to present you the "Outdoor Education: from theory to practice" book, as an outcome of international team work within strategic partnership project between 5 countries in frame of European Commission Program "Erasmus+".

FEW WORDS
ABOUT THE PROJECT

Project entitled "Outdoor Academy coaching and outdoor education in youth field" was a strategic partnership between organizations from Poland, Romania, Italy, Germany and Greece. Project was led by Foundation Institute of Animation and Social Development supported by Foundation Pracownia Nauki i Przygody, both from Poland. Partner organisations were: Outward Bound Romania, ASD L'Orma from Italy, Grüner Grashalm e.V. from Germany, Votsis Youth in Action Club from Greece.

Our aim was to create educational materials for youth, their educators and trainers, based on Outdoor Education, contributing to the improvement of the youth work quality, as well as directly to the development of competencies and skills the trainers and educators of youth have. Our project is also a chance to promote Outdoor Education approach in wider communities and encourage educational institutions, non-governmental organizations, non-formal groups to use this methodology in their regular work with youngsters.

One of the outcomes is educational youth program manual. Long term program includes a dozens of scenarios, based on different Outdoor Education approaches and experiments with various settings. Manual is addressed to teachers, trainers and educators, who work with groups of youngsters. Program is designed for approximately 6-month regular activities divided into around 2-hour blocks, most suitable for groups between 10 and 15 participants. Manual was tested by project partners in 5 countries with different pilot youth groups. Program can be found online at **www.outdooracademy.pl**

Program is interconnected with the second result of our project, the book, that is in front of you, by scenarios and their topics, but mostly as an example of program based on Outdoor Education.

INVITATION
TO THE THE BOOK

Outdoor Education experts, youth workers and trainers from Poland, Romania, Italy, Germany and Greece, on the basis of their experience and knowledge, prepared, tested and now share with you this book. We believe it will be useful for youth work, trainer practice and educators activities, and will bring a lot of inspiration and ideas.

Our Book has a specific structure to make it easier to navigate through and focus on parts that will be most often used in a daily practice.

First chapter consists introduction to Outdoor Education, its history and the most important principles, as well as description of facilitator role and responsibilities within Outdoor Education programs.

Second chapter is an explanation, in a very practical way, of most commonly used Outdoor Education theories with examples how to implement them and link

to specific activities, that might help you explain theory to participants. All theories are structured by questions: what?, why?, how?, where "what" means the description and introduction to the theory, "why" is the reason for using this particular theory in Outdoor Education in general and specifically in programs with groups, "how" is an example or the way of introducing the theory to the group or implementing in the program.

Third chapter is the beginning of practical implementation of Outdoor Education, because it consists of fundamental rules, program development instruction, as well as risk assessment and evaluation part.

Fourth chapter is a pure practice. You will find there dozens of scenarios and activities descriptions, divided into subtopics with all practical tips for their implementation.

Fifth chapter is a core of Outdoor Education. It includes activities in and with nature, such as expedition and solo, along with examples where you can observe connection between theories and real life.

All activities have hashtags (#), indicating connection with specific topic or theory within the Book, as well as most commonly searched subjects for activities. Hashtags indicate that activity might be used also for different topics than the one specified in the structure, which is only our perspective and we advice adjustment to specific circumstances and group needs.
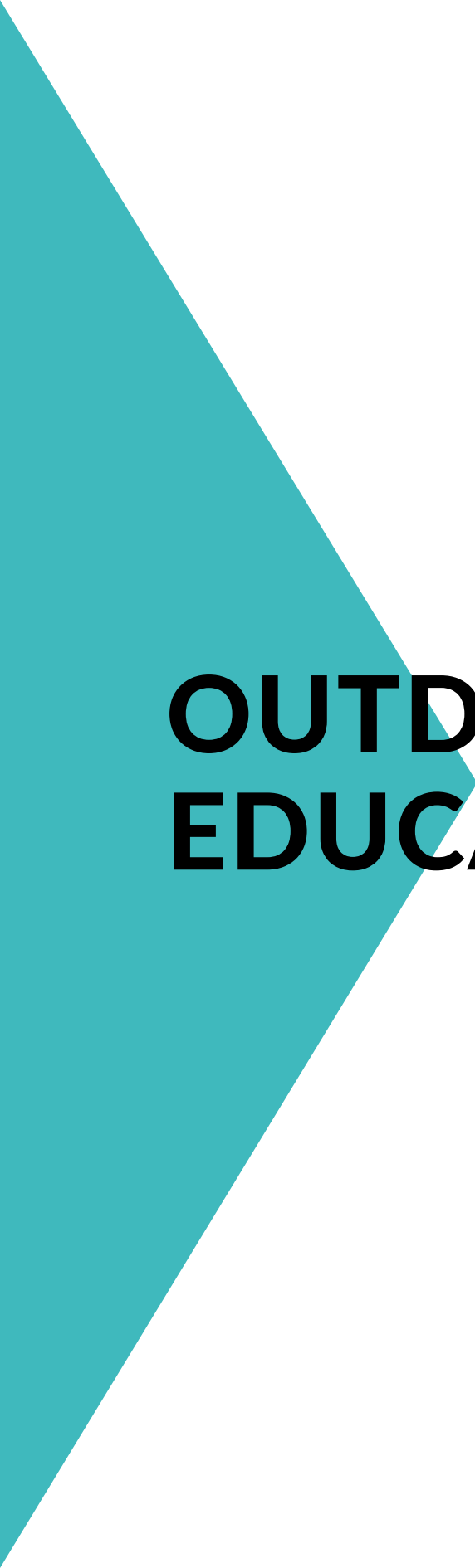
As this book was created by experts and trainers from several different countries and backgrounds, it purposely includes diverse methods and approaches. Thanks to this, you will see how various styles can be used in a daily work. Activities in this book are written in a clear, template style, which helps in understanding the subject and noticing important aspects. Consider this template as a guideline, that can be followed step by step, or adapted to your own reality and the group you are working with. We, as authors, recommend you the second way, as each time you are dealing with different people and circumstances.

In general, this book is a complex practical guide for those who are practicing Outdoor Education within their groups, and would like to deepen knowledge or just find new attractive activities, but also for those who would like to start 'adventure' with Outdoor Education or just occasionally add outdoor activities for own program curriculum.

Activities or programs based on Outdoor Education, are not only, as widely understood, mountain trips, climbing, canoeing or other adventure proposals, but can be a few hours outdoor games in a backyard. That's why everyone can find something appropriate for existing possibilities. Moreover we encourage to experiment and enrich current programs with new approaches and attractive activities to support effective learning and development of participants.

We, as authors, do not hold any credits for the activities and methods gathered in this book and are not responsible for incorrect use.

Igor Lisin

OUTDOOR EDUCATION

1

WHAT IS OUTDOOR EDUCATION?

by Peter Mitchell

Outdoor Education is a planned learning experience that takes place out of the classroom. It is a broad category that fosters discovery and experimentation, often in connection to the natural world. Outdoor Education engages with social interaction, inclusion, personal wellbeing and development, as well as individual and group learning processes. Drawing on the methods of non-formal education, outdoor educators place an emphasis on processes rather than on results. Outdoor educational programmes are normally developed and implemented in conjunction with a trainer or facilitator, but formal or standardised testing is generally eschewed. Instead, other markers – such as self-reflection, self-discovery and 'personal growth' – serve as indicators of success (Institute for Outdoor Learning).

Outdoor Education, as we will see, has a long history and tradition. But the current practice draws on modern learning principles, which are outlined below. Outdoor Education, incorporating experiential learning and non-formal learning, has the potential to engage learners in an active way, and it has a number of positive benefits when compared to formal education. Studies have highlighted the longer-term positive impact of non-formal education programmes on participants and the wider communities in which they live (Russell, 2001). Through enabling learners to actively shape and structure their learning environment, Outdoor Education fosters leadership and interpersonal skills, as well as emotional intelligence. Such 'soft skills' are often overlooked in formal education programmes. Moreover, the active learning environment often results in greater levels of knowledge retention than classic classroom based learning. If we also consider the health benefits of getting young people active outdoors, there clearly are many arguments in favour of widening access to Outdoor Education.

In recent years, the potential of Outdoor Education has been recognised by policy makers and educational authorities in several European countries. Germany was an early pioneer of *Erlebnispädagogik*, while in Scandinavia early childhood education places an importance on the outdoors (Becker, 2016, Sandseter & Hagen, 2016). Recently, the Scottish Government began promoting Outdoor Education as public policy, integrating the approach into its 'curriculum of excellence' (The Scottish Government, 2010). On an transnational level, Outdoor Education is increasingly being recognised as an effective method to be used in youth work and youth projects. Outdoor Education programmes and training courses are funded by the Erasmus+ Programme of the European Union and various national bodies that promote international youth work. In Germany, for example, Outdoor Education is promoted through the Federal Government's *Kinder- und Jugendplan*.

While Outdoor Education is gaining increasing support among educational policy makers and at an institutional level, there are a number of current challenges and perspectives for practitioners and the discipline itself. This includes broadening the accessibility of Outdoor Education offerings for diverse target groups, such as young people from underprivileged or ethnic minority backgrounds, or to participants with special needs. Moreover, Outdoor Education can play an important role in promoting gender equality. It is a common requirement for Outdoor Education programmes to demonstrate how their curriculum engages with and promotes gender mainstreaming.

THE SCOUTING MOVEMENT

by Peter Mitchell

Lord Baden-Powell, founder of the Scouting Movement, is often identified as one of the founding figures of Outdoor Education. Powell established the Scouts in 1907,

and his best-selling book, *Scouting for Boys*, encouraged activities such as camping, backpacking and bushcraft. In addition to installing 'character' amongst the ranks of its young cadets, the Scouting Movement also sought to promote patriotism and service towards the British Empire. Academics have criticised a number of characteristics of the early Scouting movement, such as its connections with themes like militarism, imperialism, homophobia, masculinity and racism (Brookes 2016). Still, the movement is still recognised as one of the first of its kind to identify the outdoors as a space for learning and development for the young generation. And Scouting today, though retaining some of its original marshal trappings, such as uniforms, is widely recognised as a movement that promotes inclusion and access to the outdoors for all.

KURT HAHN AND OUTWARD BOUND
by Peter Mitchell

The modern discipline of outdoor and adventure education is most commonly traced to Kurt Hahn (Hattie, 1997). Born in Wilhemite Germany in 1886, Hahn had a distinguished career which shaped the development of outdoor and non-formal education curricula in Britain, the United States, Germany and elsewhere. Raised in a wealthy German-Jewish family, Hahn was educated at Heidelberg, Freiburg, Göttingen and Oxford. He returned from England to his native country just two days before the outbreak of the First World War and served in the Foreign Ministry, analysing articles in the Allied press. During his military service, Hahn made a number of friends in high-places, including Imperial Germany's last Chancellor, Hahn's future patron, Prince Max von Baden. In 1920 it was von Baden who provide Hahn with the initial opportunity to test out his educational ideas, employing him as the headmaster of his newly founded school at his estate in Salem (Stetson, 1941, p.2).

The Salem project was an attempt to move beyond the traditional German state education system's focus on rote learning the 'three Rs' and to embrace a more holistic approach that placed an emphasis on the development of character. In the Salem school, as one biographer puts it, Hahn 'set out to train young people to have moral independence, an ability to choose between "right and wrong," and an improvement in their physical health. The school emphasized these aspects in its education' (Stetson, 1941, p.3). However, the ascendancy of National Socialism resulted in the project being cut short. In 1933, after a brief stint of incarceration, Hahn, a German-Jew and outspoken critic of Hitler, emigrated to Great Britain. He continued to pioneer his new approaches to education at the Gordonstoun's School in Morey, Scotland, which he founded in 1934. Here, the tenets of Salem – an inspiration drawn from the philosophy of Plato's Republic, on the one hand, and a holistic approach that integrated education outside the classroom in the form of hiking and sailing expeditions, on the other – were continued and further developed. Hahn's educational Philosophy would come to rest on a set of basic pillars and principles. His four pillars were: Physical Fitness,

Craftsmanship, Compassion, and Self-Reliance; while the four principles drew on Safety, Service, Courage, Leadership, Diversity and Environmental Stewardship.

Drawing on two decades of experience as headmaster of both the Salem and Gordonstoun's schools, Hahn then founded what would prove to be his main legacy in 1941: the Outward Bound programme which now operates over 40 schools worldwide and is one of the leading providers of Outdoor Education today (Veevers, Allison, 2010, p. 75). The original Outward Bound curriculum, first implemented at Aberdovey in Wales, evolved over time into the recognisable programme that still influences outdoor educational offerings today.

Like many of his peers, Hahn viewed the 'outdoors' as a material and ideological space in which perceived generational anxieties revolving around the themes of 'declines' in youth and a diminishing masculinity could be addressed and corrected through instilling values of 'self-discipline', 'leadership', community service and the development of character (Milikan, 2006, p. 842-843). While Hahn's original emphasis on the promotion of 'character' and 'leadership' encountered increasing criticism by the mid-1960s, and were largely jettisoned in favour of 'softer' attributes such as 'self-discovery' and 'personal growth', essential aspects of his early Outward Bound programme endured. As with Hahn's programme in Aberdovey, students, together with an outdoor trainer, normally spend a limited period of time at an outdoor 'centre', with the 'expedition' serving as a key catalyser of learning.

The Outward Bound programme can roughly be summarised as follows: it takes participants who are open and motivated to learn and inserts them into an unfamiliar and often testing outdoor environment alongside their peers. Over the course of the programme, participants undertake a series of incremental tasks that encourage problem-solving and teamwork, which 'creates in the individual a state of dissonance requiring adaptive coping', which on completion fosters a sense of achievement and competence. The whole experience, it is argued, stimulates self-reflection and encourages the participant to question their subjective perception of themselves. The empowering experience of mastering the harsh, unfamiliar environment of the outdoors in cooperation with one's peers is envisaged as having a longer-term effect; the journey to 'personal growth' be 'transferred' into the participant's everyday life on completion of the programme (Walsh, Golins, 1976, pp. 20-21). Through its programme, Outward Bound seeks to promote its mission of helping people to discover and develop their potential to care for themselves, others, and the world around them through challenging experiences in unfamiliar settings.

JOHN DEWEY: LEARNING BY DOING

by Ioanna Mirto Chatzigeorgiou

John Dewey has been widely recognized as one of the most influential philosophers of education. He was also a pragmatist, progressivist and social reformer. He was
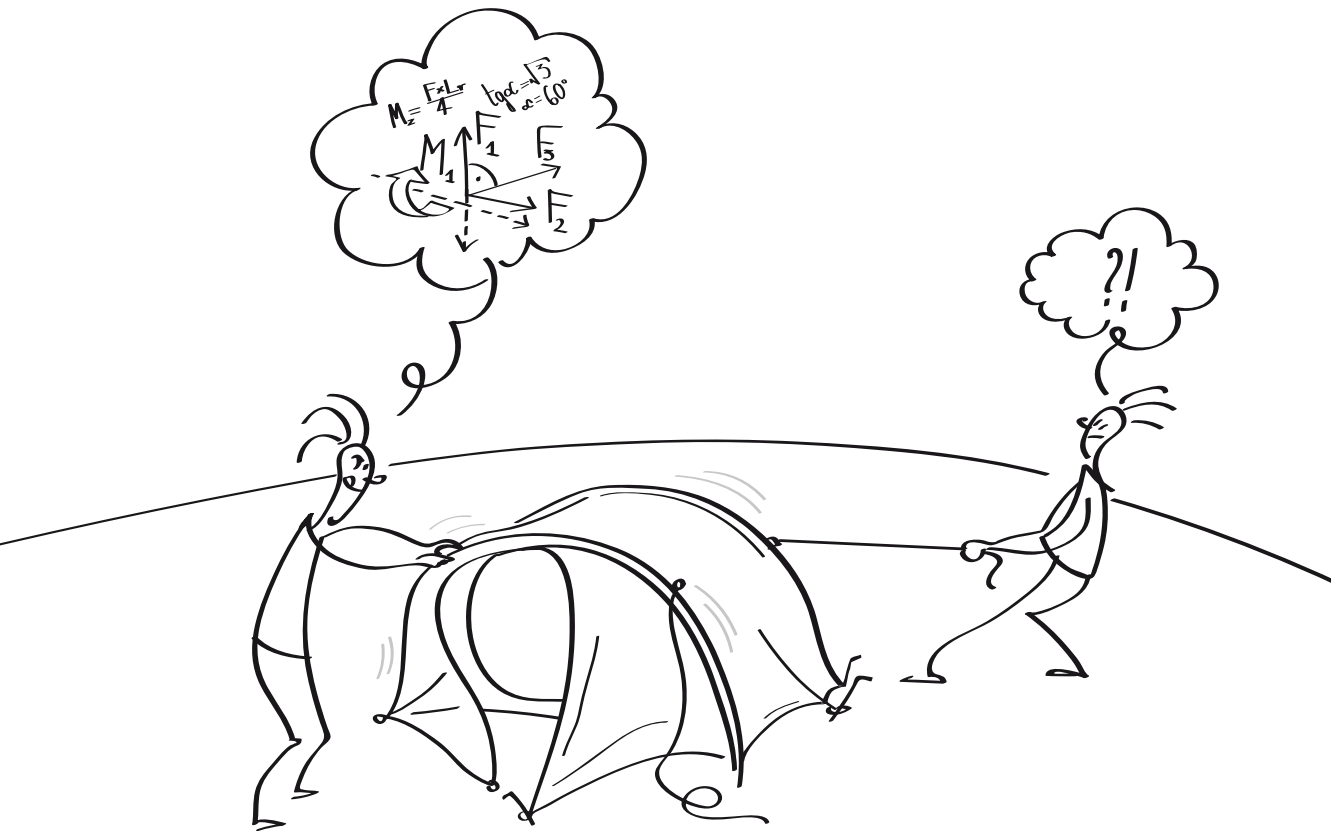
born in 1859 in Burlington, Vermont and died in New York City in 1952. During his life he worked for Michigan, Chicago and Columbia University and except for his famous essays and books on education, he researched the topics of epistemology, metaphysics, aesthetics, art, logic, social theory and ethics. Dewey believed that the traditional educational approach based on massive provision of information, or else the "spectator" theory of knowledge, is miseducative and instead suggested an education based on experience.

> An ounce of experience is better than a ton of theory simply because it is only in experience that any theory has vital and verifiable significance. An experience, a very humble experience, is capable of generating and carrying any amount of theory (or intellectual content), but a theory apart from an experience cannot be definitely grasped even as theory. It tends to become a mere verbal formula, a set of catchwords used to render thinking, or genuine theorizing, unnecessary and impossible (Dewey, 1916, p.144).

But what is an experience?

Dewey considered that education should be a question of, by and for experience. But he clearly stated that not all experiences are educative. In fact he said that traditional schools offer experiences that limit future growth and experiences, sensitivity, responsiveness, etc. and thus are miseducative experiences. Experiences can also be non-educative if they are not reflected upon and in this way disconnected from future actions. "Unless experience is so conceived that the result is a plan for deciding upon subject matter upon methods of instruction and discipline, and upon material equipment and social organization of the school, it is wholly in the air" (Dewey, 1938, p.44).

For an experience to be educative, a series of criteria should be met, most important of which are continuity and interaction.

Continuity describes the aspects of experience that can be cumulatively linked to each other. As Dewey stated "The measure of the value of an experience lies in the perception of relationships or continuities to which it leads up" (Dewey, 1938, p. 133). For him, the principle of continuity, also called the experiential continuum, is that all experiences are carried forward and influence future experiences. Interaction is when experience meets the objective conditions and the previous internal experiences, attitudes, beliefs, habits, prior knowledge, and emotions. Dewey claims that continuity and interaction are the longitudinal and lateral aspects of experience. In their relationship with each other, continuity and interaction provide the educative significance and value of an experience. Overall, he defined the educational process as a „continual reorganization, reconstruction and transformation of experience" (Dewey, 1916, p. 50).

Dewey never clearly stated the famous quote usually attributed to him "learning by doing", although he indeed underlined the importance of including "real life" inside schools.

Finally, in order to prove the broader sense of his philosophy, it is indicative to say that he later thought he might substitute the term "culture" for "experience" in his writing, since he believed education was a reciprocal process of social and individual change.

Outdoor Education is fundamentally based, since its birth, on Dewey's theory of education and experience. However, in Outdoor Education his theory is often misinterpreted as a "learning by doing" plus reflection sequence. But Dewey underlined the importance of reflection even more: he thought that reflection is a mode of experience, what he called the reflective experience: a real problem arises out of present experiences, a tentative interpretation of the given elements is made, relevant data are observed, and a hypothesis is formed, acted upon, and finally tested.

Accepting and applying Dewey's theory is to involve processes and exercises in Outdoor Education that lead to educative reflective experiences for the participants. Outdoor trainers and educators should offer the suitable environment and opportunities

for their participants to face real-life or simulated problems and help them grow while rethinking and observing their inside and outside world.

OUTDOOR EDUCATION PRINCIPLES
by Peter Mitchell

CHALLENGE BY CHOICE (CBC)

Challenge by choice is an important mechanism in non-formal education as it recognises that participants will have different strengths and weaknesses, and different priorities for learning (Wallia, 2008). For example, one participant could be physically very strong, but struggle to express themselves with words. Another participant might be great at talking, but struggle to cooperate in a team.

Outdoor Education activities should be balanced so that participants with different strengths feel able to contribute to the group, and also be challenged by unfamiliar situations. Rather than sticking to what they know, participants should be encouraged to push themselves and learn from their experiences.

Using challenge by choice is asking the participants to participate fully and actively during experiences and activities. It is up to each individual to find challenges for themselves and recognises that it is their own responsibility to work on their personal growth.

Challenge by Choice recognises that:

▸ Participants are good at different things
▸ Participants have different priorities for learning and growth

In Challenge by Choice, participation from participants should be:

▸ Voluntary
▸ Self-directed
▸ In the "learning zone"
▸ Collaborative

Challenge by Choice can be linked to other techniques that empower participants. CBC can be linked very closely to the Stretch Zone Experience model ().

Trainers can describe theoretical situations to see how different participants feel about different situations, how they perceive themselves and the skills they have to offer.

For example, where do these situations put you?

Running a Marathon

Writing a poem

Performing in public

Cooking

COMFORT ZONE

LEARNING ZONE

PANIC ZONE

With the use of three zones participants can think about pushing *as much as is possible to them* – everyone is different. This is the key message of Challenge by Choice.

CBC is also present during contract setting at the start of a project. Rather than rule-setting – the group decides the values that are important to them, and hold each other accountable to these standards. This again enforces values of self-assessment and Challenge by Choice. In this model, as a participant you are accountable to yourself and to the group, rather than to an authority figure (such as a teacher) as in Formal Education.

Think about how you would manage the following scenarios to make sure participants are making the most of Challenge by Choice:

1. A participant has climbed as far up the Jacob's Ladder as they feel comfortable with, but other participants are shouting at them to keep going.

2. During an Archery session, a participant sets themselves the challenge of scoring a bullseye. They achieve their goal in the first shot.

3. A participant who struggles to express themselves verbally says debriefing is "pointless" and tries to distract the others during it.

Challenge by Choice has a few important exceptions, such as:
▸ Following Health and Safety Guidelines
▸ Pitching in with cleaning, cooking, and other maintenance activities
▸ Racism, Sexism, Homophobia etc. cannot be tolerated

Challenge by Choice is also important when thinking about the feedback you give as a trainer. It's easy to automatically give praise in the way you were praised in formal education. Formal Education focuses on correct/incorrect, good work or bad work – and it is easy for this rhetoric to find its way into your language, if you're not careful. Instead, try to use language that focuses on the participant's personal goals, and their effort.

Rather than "you did well", try "are you happy with what you achieved?"
Rather than "you failed", try "what would you change for next time?"

LEARNING BY DOING

Learning by Doing is the key principle of Outdoor and Non-formal education, and the name pretty much sums it up (Dewey, 1936). In formal learning environments, such as in school, students are usually seated and taught theories and concepts through

lectures and book work. Learning is often abstract, and many find it difficult to engage with. Non-formal education takes a different approach and focuses on the practical.

Following the principle of the Kolb's Learning cycle (**page ▸ 29**), employing debriefing techniques are an integral component of learning by doing. This enables participants to reflect on the practical experience, self-evaluate, and ensures the sustainability of the learning experience through facilitating transfer.

Examples

LEARNING OBJECTIVE	FRONTAL LEARNING	LEARNING BY DOING
Knowing the parts and understanding the mechanisms of an engine	A lecture on motors. Using diagrams to show how the engine works and reading about the science behind it	Taking apart a car motor and putting it back together again, with the guidance of a mechanic
Understanding Plant Biology	Lectures, book work, diagrams	Going outside, comparing different plants. Collecting leaves, looking at and discussing them. Planting seeds, seeing how they grow.

TAB. 1 FRONTAL LEARNING TO LEARNING BY DOING, OWN ELABORATION BY: PETER MITCHELL.

CRITICAL THINKING AND PROBLEM SOLVING

Rather than being told facts that need to be learned and memorised, in non-formal education participants are encouraged to find their own solutions, using trial and error. Participants are encouraged to make mistakes and take time trying different solutions in an emotionally and physically safe environment. This contrasts to classroom learning, where teachers are often under time constraints to get through a set curriculum (for an overview of the scholarship on critical thinking (Moore, Parker, 2012).

Trainers must resist the temptation to explain the "easiest way" to do things. Participants need a judgment free atmosphere so they can feel comfortable enough to make mistakes.

TRANSFER

This is arguably the most important aim of Non-Formal education. Transfer means, simply, that the participant takes the learning that they have accrued over the project, and can apply it to other aspects of their life.

Transfer is crucial to non-formal education, and without it, the practice would struggle to remain viable in the wider economy. It's vital to be able to show participants progress, and demonstrate that Outdoor Education can and does have lasting effects on participants' lives.

This relates to the six stages of learning (Priest, Gass, 1997):

1. Letting the experience speak for itself (1940's)
2. Speaking for the experience (1950's)
3. Debriefing or funnelling the experience (1960's)
4. Directly frontloading the experience (1970's)
5. Framing the experience (1980's)
6. Indirectly frontloading the experience (1990's)

Stages 4, 5 and 6 emphasize a more nuanced approach from the practitioner, employing "Frontloading", to make the participant think about transfer throughout the activity, rather than simply at the end.

Frontloading – where transferable skills are explicitly framed before the task begins. The facilitator makes it clear that during the activity, participants will be using and developing skills relevant to other aspects of their life.

Example: "In this task we're going to be working together as a team to achieve our goal. It's not about the outcome, it's about the process."

Or perhaps less directly: "Think about what's important while completing this task. Think about how you can work most effectively to achieve the task."

Framing – using metaphors to create meaning and link activities to other parts of participants' lives.

Indirect Frontloading – using paradox or deliberately framing the activity in a confusing way to change participants expectations or surprise them.

Example: "This activity will be too difficult for you to achieve. You won't be able to work together to finish this task."

Don't feel obliged to stick only to one style of frontloading. It is best when a trainer can use a variety of these approaches in different situations to keep participants thinking about what they're learning and how they'll use it later.

Transfer can also be facilitated by employing reflection and debriefing techniques.

Whenever you frame, frontload or debrief activities, you are, in some way, attempting to foster transfer.Transfer of skills learnt such as team building and critical thinking is definitely possible and noticeable, and this is why Outdoor Education is so popular, not only with schools and learning groups, but also as team-building activities for businesses.

An obvious example of fostering transfer is the process of "soloing", where a participant spends time alone, usually in nature, contemplating on their learning and growth. This is usually done at the end of a project, and explicitly asks the participant to reflect on what they have learnt, think about how they can apply their learning to other aspects of their life, and what goals they want to set for themselves in their own lives. (Solo,)

REFERENCES

Becker P. 2016, From 'Erlebnis' to adventure: a view on the German Erlebnispädagogik', in B. Humberstone, H. Prince, & K.A. Henderson 2016, *Routledge International Handbook of Outdoor Studies*. Routledge, Oxon.

Brookes A. 2016, Foundation myths and the roots of adventure education in the Anglosphere, in Humberstone, B, Prince, H. & K. A. Henderson, *Routledge International Handbook of Outdoor Studies*. Routledge, Oxon.

Dewey, J. 1916, *Democracy and Education: An Introduction to the Philosophy of Education*. Macmillan, New York.

Dewey J. 1938, *Experience and education*. Macmillan, New York.

Fesmire S. 2015, *Dewey*. Routledge, New York.

Glassman, M. 2001, Dewey and Vygotsky: Society, Experience, and Inquiry in Educational Practice, *Educational Researcher*. 30 (4), pp. 3–14.

Hansen Sandseter, E. B. & Hagen, T. L. 2016, Scandinavian early childhood education: spending time in the outdoors, in B.Humberstone, H. Prince, K.A. Henderson, *Routledge International Handbook of Outdoor Studies*. Routledge, Oxon.

Hattie J. Marsh, H.W., Neill J.T. & Richards G.E. 1997, Adventure Education and Outward Bound: Out-of-class experiences that make a lasting difference. *Review of Educational Research* 67(1), pp. 43-87.

Institute for Outdoor Learning, *What is Outdoor Learning?*, viewed 1 February 2018, <https://www.outdoor-learning.org/Good-Practice/Research-Publications/About-Outdoor-Learning>.

Jorgensen, C.G. 2017, *Discovering John Dewey in the Twenty-First Century, Dialogues on the Present and Future Education*, Palgrave Macmillan, Aliso Viejo.

Milikan, M. 2006, The muscular Christian ethos in post-second world war American liberalism: Women in Outward Bound, *The International Journal of the History of Sports*, 1962–1975 24(5), pp. 838-855.

Moore B. N., Parker R. 2012, *Critical Thinking*, McGraw-Hill Companies, New York.

Russell S. T. 2001, The Developmental Benefits of Nonformal Education and Youth Development, *Focus* (summer 2001), pp. 1-11.

Quay J., Seaman J. 2013, *John Dewey and education outdoors: making sense of the 'educational situation' through more than a century of progressive reforms*, Sense Publishers, Rotterdam.

Smith, T.E., Knapp, C. 2011, *Sourcebook of experiential education: key thinkers and their contributions*, Routledge, New York.

REFERENCES

Stetson, C.P, *An Essay on Kurt Hahn Founder of Outward Bound (1941)*, viewed 25 March 2018, <http://www.kurthahn.org/wp-content/uploads/2017/02/2017-stet.pdf>.

Taniguchi S. T., Freeman, P.A.; Richards A. LeGrand 2004, Outdoor Education and Meaningful Learning: Finding the Attributes to Meaningful Learning Experiences in an Outdoor Education Program. *Journal of Experiential Education*, 26 (3), pp. 210–211.

The Scottish Government 2010, *Curriculum for Excellence Through Outdoor Learning*, viewed 1 February 2018, <https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf>.

Veevers, N. & Allison, P. 2011, *Kurt Hahn: Inspirational, Visionary, Outdoor and Experiential Educator*, Sense Publishers, Rotterdam/Boston/Taipei.

Wallia S. S. 2008, Challenge by choice: A sojourn at the intersection of challenge and choice. Australian Journal of Outdoor Education Vol. 12, Iss. 2, (2008): 39-46.

Walsh V. & Golins G. L. 1976, *The exploration of the Outward Bound process*, Colorado Outward Bound School, Denver.

2

FACILITATION
IN OUTDOOR EDUCATION

by Daniele Bettini

WHAT "FACILITATION" MEANS

A facilitator manages group process and by doing so, assists the group in achieving self-set goals or targets. In addition to managing the group dynamic, the facilitator is also responsible for providing leadership, instruction, and ensuring safety. This is a challenging process, requiring specific skill-sets, knowledge and experience.

Facilitation provides leadership, but at the same time leaves the group in control of the process. The facilitator introduces ideas and perspectives, enabling the group to work together effectively. This encourages the group to assume responsibility for their own decisions and actions. Facilitators create an environment for individuals, set their own learning goals according to their own needs. Facilitation fosters empowerment amongst individuals within the group.
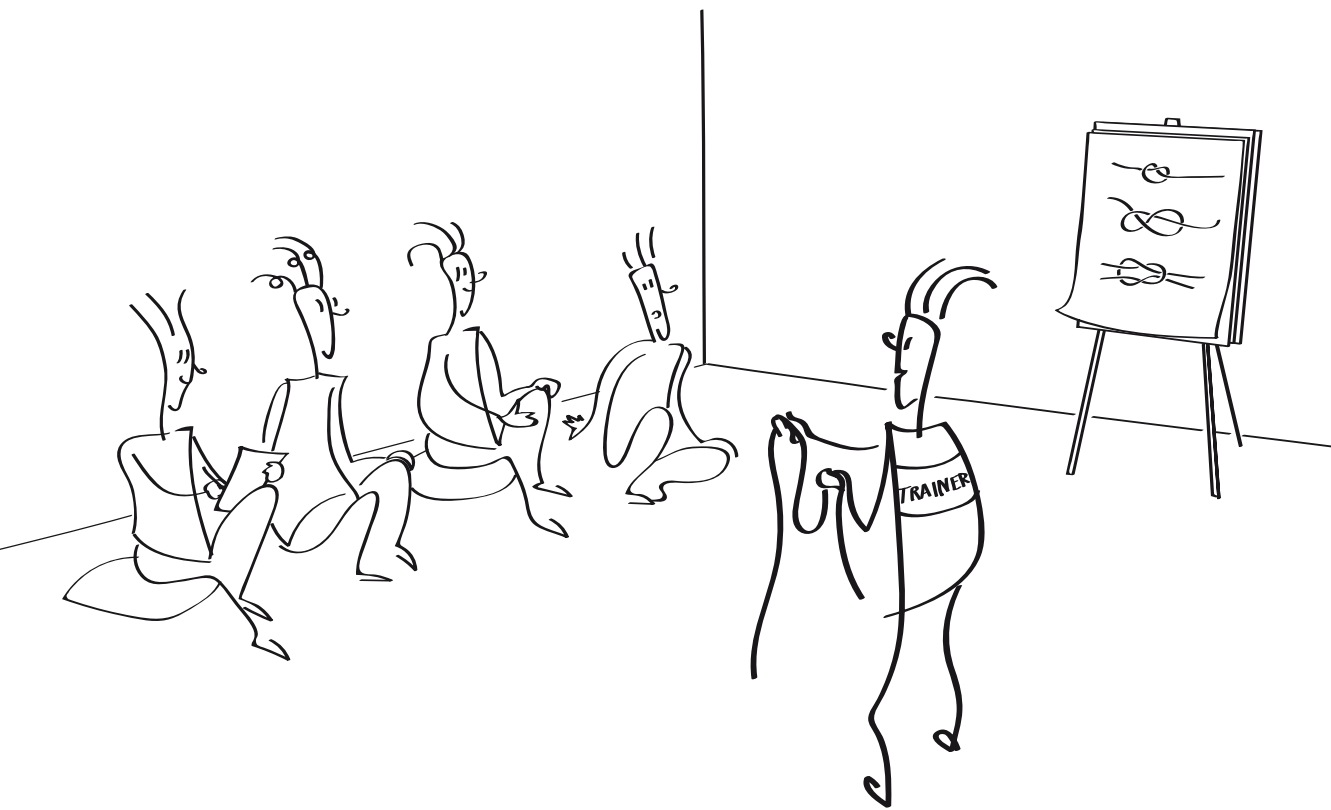
Facilitation is the developing educational method of the encouraging people to share their ideas, resources and thoughts, and to think critically in relation to identifying needs and finding the most effective ways to fulfill them. Facilitation is a process that allows the team to work together and efficiently. This is often an important part of the group activities (Schuman, 2011).

**PRINCIPLES AND VALUES
OF FACILITATION**

Through their actions and leadership, facilitators should demonstrate their commitment to the following principles (Prendiville, 2008, p. 15):

▸ **Active listening:** this is about listening to what people are communicating and having an awareness about what they are not articulating. This requires an awareness of both verbal and non-verbal means of communication.

▸ **Confidentiality:** to empower participants to fully engage, they should be confident that their views will remain confidential and they can discuss in an open and welcoming setting.

▸ **Respect:** a facilitator should create a respectful environment and encourage participants to follow their example.

▸ **Equality:** each participant should understand that their views and opinions are of equal value, irrespective of their gender, nationality, physical ability, ethnicity or sexual orientation.

▸ **Agreed goals:** participants should agree on common goals and set their own learning targets. This provides sense of ownership over the process.

▸ **Group process:** facilitators should be aware of the group dynamic, intervening in this process when necessary. This includes attempting to resolve conflicts that might arise within the group.

▸ **Trust and safety:** the facilitator should do their best to ensure participants' safety and to create a safe environment.

▸ **Focus on individuals:** the facilitators should recognize that each participant has their own individual needs and should attempt to engage with them on an individual level as well as members of the group.

▸ **Participation:** facilitation should ensure that all members contribute to group processes and group decision making.

**THE FACILITATOR'S
TOOLKIT**

The facilitator's toolkit is a set of techniques, knowledge, and experience, which they apply to protect the process the group is working through. Inspired by N. Trimble, the Facilitator is responsible for:

▸ Remaining content neutral by not contributing, judging, or evaluating the ideas generated by the group

‣ Listening actively to all group members
‣ Seeking agreement and understanding among group members by communicating clearly
‣ Navigating the process toward desired outcomes
‣ Seeking and encourage involvement and participation from everyone
‣ Helping to ensure group agreements and time specifications

THE DIFFERENCE BETWEEN FACILITATOR, TRAINER AND INSTRUCTOR

It is important to understand that training, public speaking (presentation) and facilitation have some similarities and often complement each other, but these are different types of providing the activities. You can see in the table some characteristics of each of them:

TAB. 2. CHARACTERISTICS OF FACILITATOR, TRAINER AND TEACHER,
INSPIRED BY: DONELLY T. 2012, DEVELOPING, FACILITATIVE LEADERSHIP.

TRAINER	INSTRUCTOR	FACILITATOR
Participants get experience and learn by doing	Students get prepared instructions to repeat	Participants are provided with structure and learn from own experience
Goals are based on communication	Goals are based on the fact and general knowledge	Goals are based on the process improvement
Plans are prepared to improve a quality of the learning	The are pre-prepared curriculum to follow	The agenda is used to structure experience of participants
The trainer boosts the process of the training	The instructor answer to the questions	Questions are used to involve everyone in the work of the group
The communication is assessed by the trainer's questions	The instructor uses diagrams, graphics, tables etc.	Contribution and ideas of members are saved by a flipchart
People are taught interactively with a usage of method	One-sided communication from instructor to the audience	The facilitator doesn't affect the content of a meeting, only its structure
Number of participants varies. As a rule – up to 40	A group can be any size, depending on technical ability to provide instructions	Commonly team consists of 10-20 participants

CHARACTERISTICS OF OUTDOOR FACILITATORS

The main skills and characteristics that determine if someone is suited for a facilitator role in Outdoor Education are (Schuman, 2005):

‣ **Technical skills:** There are a range of different outdoor skills relevant to outdoor adventure education such as kayaking, rock-climbing, making knots etc.

Having these skills in a higher level than participants, allows to keep the control over group during the activities and create a safe environment for learning.

- ▸ **Safety skills:** skills that are needed to maintain safe and adequate environment for the activities – navigation, first aid, weather predicting, water safety etc.

- ▸ **Environmental skills:** skills that are needed to prevent and minimize the damage to the natural environment posed by activities, and the introduction of environmentally friendly practices such as setting up campsites, garbage collecting etc.

- ▸ **Organizational skills:** skills that are needed to plan, organize and analyse the activities – risk management, choosing hiking routes, provide equipment etc.

- ▸ **Instruction skills:** the ability to introduce the group with an activity or concrete situation, explaining rules and teaching basic skills.

- ▸ **Conflict management skills:** the ability to resolve conflicts and foster good group dynamics, trust and cooperation.

- ▸ **Active listening skills:** both facilitator and the group of participants should practice active listening at all times.

- ▸ **Flexible leadership style:** the ability to quickly react and change plans in case of unexpected situations, adapting to the needs of the participants.

- ▸ **Experience based judgement:** sound judgement, reaction in situations with missing information.

- ▸ **Maintaining a focus on the objectives of the session:** groups have a tendency to wander from the original objectives, sometimes without knowing it.

REFERENCES

Prendiville P. 2008, *Facilitation Skills: a handbook for group facilitators*, Combat Poverty Agency, Dublin.

Vista Campus, *Training Facilitation*, viewed 12 Mai 2018, <https://www.vistacampus.gov/sites/default/files/legacy/50/Training/TrainingResources/LeadershipTrainingModule/facilitation.pdf>

Schuman S. (ed.) 2005, *The IAF Handbook of Group Facilitation. Best practices from the leading organization in facilitation*, Jossey-Bass, San Francisco.

Schuman S. 2011, *What is a Group Facilitator? Compiled by Sandor Schuman*, viewed 22 Mai 2018, <http://www.exedes.com/articles/What-is-a-group-facilitator.html>.

Trimble N. LeadershipTraining Module.Facilitation, viewed 21 Mai 2018, <https://www.vistacampus.gov/sites/default/files/legacy/50/Training/TrainingResources/LeadershipTrainingModule/facilitation.pdf>.

Donelly T. 2012, *Developing, Facilitative Leadership,* viewed: 22 Mai 2018, <http://www.familyinvolvementcenter.org/phocadownloadpap/Workshops/English/DLDevelopingFacilitativeLeadershipWORKSHOPEnglish.pdf>.

THEORIES AND MODELS

1

KOLB'S LEARNING CYCLE

by Kinga Vajda

WHAT?

This model was invented by John Dewey in 1938 and rethought by David Kolb in 1984. More about Dewey and his concept of experiential education you would find in the chapter one ().

The model was invented for adults, its simplified version can be used when working with youth, but we don't recommend using it with children.

Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences.

"Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984). He divides the experiential learning into 4 different but related phases. The phases form a cycle, or we can say a spiral, because the experiences are on higher level and the results are better after each circle.

FIG. 1. MODEL OF KOLB'S LEARNING CYCLE, BASED ON: KOLB, A.D. 1984, EXPERIENTIAL LEARNING,
PRENTICE-HALL INC, NEW JERSEY.

1. **Concrete Experience (experiencing)** – a new experience of situation is encountered, or a reinterpretation of existing experience.
2. **Reflective observation (reviewing)** of the new experience – especially important is a difference between the experience itself and the way it is perceived.
3. **Abstract conceptualization (concluding)** – reflection gives rise to a new idea, or a modification of an existing abstract concept.
4. **Active experimentation (planning)** – the learner applies conclusions to the world around them to see what are the results.

Transfer of learning: with the help of the learning transfer, our performance is higher and higher, because our ability to process and to use the experiences is better.

Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences.

Kolb views learning as an integrated process, with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence.

However, effective learning only occurs when a learner will go through all four stages of the model. Therefore, not one stage of the cycle is effective as a learning procedure on its own.

WHY?

Experiential education always focuses on the personal experience of the participants. It is so important to give enough time and space for them to absorb and process their experiences. Without this, the experiences are just simple actions and have no pedagogical value.

We use this model to raise awareness of a learning process amongst our participants, put their focus on learning outcomes, understand that they can learn from each situation (success and failures), and that they can stop in each stage and review, conclude and plan again than to continue.

If you, as a trainer, design your activity or program based on Kolb's Cycle, you can be sure that your participants, with different needs and styles of learning, could be satisfied by the program. You can read more about applicating Kolb's Cycle to your program in the program designing chapter on the .

HOW?

If you would like to raise awareness of learning process amongst participants, to put their focus on learning outcomes, to understand that they can learn from each situation (success and failures), and that they can stop in each stage and review, conclude and plan again, than you can present them the Kolb Learning Cycle as we do through an activity.

First, the trainer provides the participants an experience, than, during debriefing, explains the model.

Activities recommended to present the Kolb Cycle are: Fast ball – , Basecamp – , Nature machine – , Egg drop – .

The trainer should return to this model after other activities when needed.

REFERENCES

Kolb, A.D. 1984, *Experiential Learning*, Prentice-Hall INC, New Jersey.

Kolb, A.D & Yeganeh, B. 2011, *Deliberate Experiential Learning-Mastering the Art of Learning from Experience*, ORBH working paper case Western Reserve University, Cleveland.

Termésetjáró Fiatalok Szövetsége 2002, *Több mint játék*, Mackensen KFT, Budapest.

Jesse, D. 2012, *Training of trainers in outdoor education*-PPT presentation about Kolb Learning Preferences, Sovata.

Outward Bound Romania 2017, *Handout for the program Training of trainers*, Outward Bound Targu Mures.

McLeod S. 2017, *Kolb-Learning Syles*, viewed 15 April 2018, <https://www.simplypsychology.org/learning-kolb.html>.

2

THE STRETCH ZONE EXPERIENCE MODEL

by Kinga Vajda

WHAT?

The Stretch Zone Experience model describes how we respond/behave in different situations. The model was described by Karl Rohnke. Commonly known as Comfort zone model, Comfort-Stretching-Panic Zone model.

Comfort Zone: where many of us operate. It includes everyday activities, such as doing the same things and mixing with the same people. It's the location of the skills and abilities we've acquired. While the comfort zone is by definition the most 'comfortable', according to Ronke we can't make progress or build skills in the comfort zone since it consists of the abilities we can already do easily.

You can imagine that in the comfort zone there is a magnet, which tries to keep you in that zone. You should be aware of this fact and you should try to cut the invisible lines between you and the magnet, and step out of the comfort zone, to have the possibility to develop on a personal or group level.

COMFORT ZONE

LEARNING ZONE

THE EDGE

PANIC ZONE

FIG. 2. MODEL OF THE STRETCH ZONE EXPERIENCE, BASED ON: PANICUCCI J. 2007, *CORNESTONES OF ADVENTURE EDUCATION*,
IN: D. PROUTY, J. PANICUCCI, R. COLLINSON, *ADVENTURE EDUCATION. THEORY AND APPLICATIONS*, HUMAN KINETICS, CHAMPAIGN.

Learning (Stretch) Zone: Your Stretch Zone is the area of novelty, exploration and adventure. Here are the things that are a little or a lot out of the ordinary – the things you haven't done for a long time or have never done before. It is a challenging environment where support is necessary. It may be uncomfortable, but should not be unsafe, in an emotional, physical, mental, or social sense. Learning about yourself, others, and your interaction with the environment occurs here.

Panic Zone: If you've ever become so anxious you can no longer think, you've probably run into the panic zone. Activities in the panic zone are so tough that we don't even know how to approach them. The overall feeling of the panic zone is that you are uncomfortable and possibly discouraged. Like the comfort zone, we can't make progress in the panic zone. You may be in the panic zone when attempting something dangerous, far beyond your reach or under high stress.

It is very important to explain for the participants that each person is responsible for setting themselves the right level of and type of challenge. If somebody sets a low level of challenge it means the person did not step out from their comfort zone and if somebody sets the level of challenge to high they will enter into the panic zone and will not develop/learn, but their comfort zone will become smaller as a result (Panicucci, 2007).

WHY?

We use this model in each program, because if an individual remains in their comfort zone, there is little chance to learn, develop substantially from an experience. The trainers have to encourage the participants to step out from their comfort zone, and in the same time to ensure their physical and emotional safety. The adventure experience takes participants out of their individual comfort zones. Raising awareness when one approaches the panic zone is the first step towards stretching the comfort zone.

The three zones are constantly changing, and forcing oneself to stay in the learning zone is a hard task. As you operate in the learning zone, you will get more comfortable with the current skills and they'll start to move into the comfort zone. As this happens, tasks that were once a part of the panic zone will move into the learning zone and the cycle will continue.

We use it to help our groups to determine the right type and level of challenge, to set themselves in order to nurture their own development.

HOW?

Stretch Zone Experience as a concept is very important and can be very useful for trainers. How you could use it?
- present it to your participants, an example from Outward Bound Romania you will find in our book
- connect it with Challenge by Choice rule () and mention it every time when you know that there is a potential risk for participants

- never push your participants to do an activity they refuse to participate. Your role as a trainer is to encourage, create a safety environment but never force other to a challenge that they don't want to take
- be aware when others create a social or emotional pressure on a participant. For example screaming "you can do it", "every boy can jump through a river", "If you want to be a part of our team you have to cross" etc. In that kind of situation your role is to protect participant under pressure and come back to Stretch Zone Experience concept.
- during outdoor activity, for example climbing, you can ask participants to set their own goal. They would set a level of risk adequate for themselves.

REFERENCES

Brown M. 2008, Comfort Zone: Model or metaphor?, *Australian Journal of Outdoor Education*, 12(1), pp. 3-12.

Outward Bound Romania 2017, *Handout for the program Training of trainers*, Outward Bound Romania, Targu Mures.

Panicucci J. 2007, *Cornestones of Adventure Education*, in: D. Prouty, J. Panicucci, R. Collinson, *Adventure Education. Theory and applications*, Human Kinetics, Champaign.

3

ACTIVE REVIEWING
AND DEBRIEFING

by Kinga Vajda, Agnieszka Leśny

INTRODUCTION

Debriefing is like an art. It is one of the most fascinating aspect of a trainer's work. This skill has to be learn in practice. Good debriefing can have a strong impact on learning process of participant and by bad debriefing trainer can push group into conflict or impose their conclusions. Below you will find a brief theoretical background, examples, techniques and guidelines how to design a debriefing process. However, the best way to learn is to observe other trainers, keep asking questions why they use specific methods or ask specific questions, and study group dynamic process.

WHAT?

If you come back to learning process in Outdoor Education, as a simplification it could look like that:

FRONT LOADING	ACTIVITY	REVIEWING/DEBRIEFING

This schema is based on outdoor education principles (**page ▸ 17**).

There is no consensus between outdoor experts that debriefing and reviewing process are the same or different. For some of them, all steps after activity could be called debriefing, processing, reflection or reviewing.

Commonly used concept is to provide a space for the participants to reflect on the experience occurred, look back at the situation, feelings, process. During the activities participants gain a strong experience, which they are trying to share with the instructors and peers. In order to not lose some individuals thoughts, which are important for them, but in terms of the group are often an irrelevant detail, it's good to lead the review in a more structured form. For example, where everybody can have space and can speak. First you have to ventile emotions, then carry out the reviewing and the last step is debriefing. Methods used can be very similar or even the same.

Roger Greenaway said that "Reviewing is learning from experience – or enabling others to do so. Reviewing helps you get more from work, life and recreation – especially if you have the reviewing skills to match your ambitions". This process is strongly connected to the concept of transfer knowledge and skills.

Do you, as a trainer, have to debrief every experience? No. The simple activities like energizers, ice breakers, name games, the introductory activities (group contract, expectations, etc.), knowing each other activities don't need a debriefing. Their role is to create the atmosphere, direct the focus on something, energize the participants. But the complex and challenging activities (team building, problem solving, communication, climbing, etc.) only achieve their goal with a debriefing.

WHY?

Reviewing is intended to reflect by the participants on the activity occurred, look back at the experience of the situation and feelings. This is the way to go back to the experience and opportunity to analyse it. Greenaway defined reviewing as any process that helps participants to make use of personal experience for their learning and development. These reviewing processes can include (Greenaway, 1999):

- ▸ reflecting on experience
- ▸ analysing experience
- ▸ making sense of experience
- ▸ communicating experience
- ▸ reframing experience
- ▸ learning from experience

During the activities participants gain a strong experience, which they are trying to share with the instructors and peers.

The goal of the review is to recall the experience, feelings, actions, thoughts, reaction during the activity. It is not necessary to use the method after each small activity, but it is important and useful before starting the debriefing of a longer, bigger and complex activity, like: expedition, ropes course, implementation of own projects/programs, closing the day, closing the whole program etc.

Following Greenaway concept, you could understand reviewing in two senses:

▸ Sense 1: **Reviewing** = learning – the process of learning from experience itself (e.g. by keeping a diary, confiding with a friend, or talking with your mentor). Sense 1 is about what the learner does.

▸ Sense 2: **Reviewing** = helping others to learn – the process of facilitating learning from experience for others (e.g. by asking questions, giving feedback, or exploring alternative explanations). Sense 2 is about what the facilitator or trainer does (Greenaway, 1999).

Greenaway describes 10 reasons why trainers are supposed to do reviewing and it is worth to quoted all of them (Greenaway, 1999):

1. **Adding value to the experience**
   The value gained from experiences depends very much on how experiences are reviewed. Reviewing is an opportunity to add value and meaning to experiences however ‚small’ or ‚large’, ‚negative’ or ‚positive’ they may be.

2. **Getting unstuck**
   Without reviewing, groups and individuals can get stuck at a particular stage of development. Reviewing provides a range of strategies for moving beyond this stage and for getting the cycles of learning and development turning again.

3. **Achieving objectives**
   Reviewing can help to clarify, achieve, measure and celebrate objectives.

4. **Opening new perspectives**
   People may be in the habit of reviewing experiences from their ‚normal’ perspective. By also ‚seeing’ an experience from the perspectives of others and by ‚re-viewing’ an experience through a variety of ‚windows’ (reviewing techniques), people can escape from tunnel (or normal) vision and learn from the bigger picture.

5. **Developing observation and awareness**
   The more involving an experience, the harder it is to observe what is happening. Reviewing can encourage observation, perception and general awareness both during and after experiences.

6. **Caring**
   By reviewing activities we show that we care about what people experience, that we value what they have to say, and that we are interested in the progress

of each individual's learning and development. When people feel cared for, valued, and respected as individuals they will be better learners!

7. **Encouraging self-expression**
   It is not always easy to talk about experiences. An imaginative and sensitive approach to reviewing can help people find the medium, situation, symbol or question through which they can most readily express themselves. This is where the expressive and creative arts can be particularly helpful.

8. **Using success**
   Focusing on success may be a strange experience if it is usually problems that are the focus of attention in reviews. Reviewing can help people to enjoy success, to understand how it happened and to get accustomed to the idea that they can be successful.

9. **Proving support**
   Reviewing can be a valuable safety net. The reassurance that support will be available in the event of failure encourages people to take risks (of the kind that will be supported). Whether people experience failure or success, the causes can be analysed so that they learn how to avoid failure (or win from failure) and how to achieve success.

10. **Empowering people**
    Reviewing enhances people's ability to learn from individual or group experiences. Improved learning ability, together with increased confidence, allows people to become more independent and more capable of self-development, and even of self-actualisation! (‚Self-and-others-actualisation' may be a more suitable aspiration for those who acknowledge the mutually supportive nature of much reviewing.)"

HOW?
Reviewing methods
The reviews can be verbal, physical or visual. There are a lot of ways for reviewing, that depend on the instructor's goal, conditions, creativity, age of participants, weather, ect.

The crucial factor is a goal for a group (so also for an activity). If you are working on communication - your reviewing method should be relevant to communication. Also, especially during long process, it is good to switch between methods (visual, verbal, ect.) to be sure that participants with different way of expressing their feelings and thoughts could be involved in a reviewing process.

Here are a few examples:
Color: Choose a color that describes your experiences and explain why (this method is a metaphor based on and connected to emotions of participants).
One Word: Use one word to describe your day and explain why you would choose that one word.

In the Hat: Write how you feel (e.g. a problem or a fear) on a piece of paper. All the papers are put in a hat and are pulled out one by one. They can either be discussed by the entire group, or a single person can discuss what is written (not their own piece of paper). This brings different ideas to problems and can offer solutions.

Awards: Give each participant an award for their achievement or exact steps they did during the activity - they can be humorous or serious or both.

Plays/Skits/Songs/Poems: Dramatic productions are good for younger groups, they can often react their experience more effectively than they can describe it verbally.

Draw: Draw a picture describing your day or an experience. Present it to the group.

Image of Nature: Find something from the environment that represents how they feel. This will make them more aware of the natural environment and how they view it.

Planning and structuring a debriefing:

Having aims for your debrief will help to keep focused. It has to be also connected with a goal for a group and what happened during group process. Ask yourself the following questions:

  ‣ What are the most important questions to which I want participants to respond and why?
  ‣ At what level are these questions? How deep I want to go?
  ‣ What questions should I use to lay the foundation for the important questions to be more easily answered?

Depth of experience: main caution on the depth of the psychological content we expose.

If you are not trained to facilitate experiences therapeutically, you should be aiming to remain here and now. So in the focus of the debriefing are the facts of the activity, the affect/effect of them and the possible future consequences.

For example: if during an activity you observe strong conflict or storming and you are not trained how to deal with a conflict in a group, do not go deeper into the bad emotions. Let your group ventile their emotions to help them step back from an activity situation, clear their minds and stay on facts and findings level. More inspiration how to help group in different modes you will find in a The Scale of Cooperation chapter, ().

Motto: „only pull apart what you can put back together".

When to debrief?

The debriefing is effective if it's done as soon as possible after the experience is completed.

Where to debrief?

Debrief in a proximity to the location of the experience. The closer you are, the more participants will be able to visualize and recall the events. Outdoor environment gives

you a lot of possibilities to design creative reviewing methods. Greenaway wrote: "Once you discover that you can abandon indoor teaching aids and exploit resources and opportunities in the outdoors for reviewing, you will become tuned in to spotting good reviewing locations and making the most of them. By making reviewing active, mobile and outdoors, the reviews themselves can be at least as memorable as the outdoor experiences being reviewed. This makes the learning as memorable as the experience in which it is grounded" (Greenaway, 2004).

Guideline to an effective debriefing:
Basic Group Ground Rules adapted from Priest and Gass (2005)

▶ Establish a Full Value Contract and balance this with Challenge by Choice: This extends to debriefing. Participants have the right to select their own ways of getting involved and may choose to pass during either activities or discussion. (**page ▶ 17**)

▶ Single Speaking: Is a sign of group respect. Having one person speak at a time ensures an opportunity for each person to be heard and for everyone to hear what is being said.

▶ Non-violence is a must: Violence is not acceptable. (**page ▶ 58**)

▶ Confidentiality:
    a) Participants need to understand whether or not information can be shared outside the group
    b) Promising confidentiality can be difficult, as you may be legally required to report certain issues (ex. abuse)

▶ Group Position: Important for effective communication; needs to be in a configuration so that you can see everything; need to provide a setting that encourages discussion.

▶ Time is critical: Schedule sufficient time to reflect on the experience. Match the length of debriefing time to the maturity, needs, and abilities of the articipants.

▶ Participant Responsibility: They are responsible for their own actions during the debriefing, what they would like to take from the session.

▶ Commitment for success: Put them in situations where they can learn from the experience.

▶ Role Clarity: Establishing your role to eliminate confusion among the group.

▶ Ethics: Know your stance on ethical issues and non-negotiable values.

▶ Be Neutral: Be an observer and do not take sides. Don't play favorites.

▶ Construct Change Processes: Do review plan

▶ Good Listening Brings Useful Questions. Can't understand the group if you have not listened to them.

Questions

The most common question during debriefing is "How do you feel?". Why is that? It is not always useful and even not recommended to keep continue asking participant about their feelings. Trainer's question should be related to goals and what happend in a group. It is much better to ask open instead closed questions.

For ventilation group emotions you could also:
▸ ask participants to express their feeling through body posture or gesture.
▸ ask "what do you need now (from me, from others)"?
▸ ask participants to draw what do they feel or with what emotions they want to deal with?
▸ arrange pairs or small groups and let people speak in that groups.
▸ do reflection walk for everybody and after it ask if there is something that they want to talk about.

How long to debrief?

Duration of debriefing depends on a goal, age of participants and different circumstances mentioned above. However, it is good to remember that debriefing is a time-consuming process and after complex game it could takes even the same amount of time as an activity.

What to debrief?

The trainer observes the group during the activity (actions, reactions, processes, the atmosphere, relationships etc.) than choses a debriefing model/ questions according to the needs, goals, interests of the participants.

DEBRIEFING MODELS:

1. THE THREE QUESTIONS OF THE EFFICIENT DEBRIEFING BY T. BORTON.

The trainer should structure a debrief: What? So what? Now what?

FIG. 3. MODEL OF EFFICIENT DEBRIEFING BY T. BORTON, BASED ON: BORTON T. 1970. *REACH TOUCH AND TEACH: STUDENT CONCERNS AND PROCESS EDUCATION*, MCGRAW-HILL, NEW YORK.

What? The first stage is to look back over the activity. This involves the recall of facts in an objective way. It is usually more effective to concentrate on the positive to begin with, so that the group will become more comfortable talking about their feelings.

Possible questions: recount the main events leading to the end of the project:
▸ What was the best/worst/more interesting/most involved moment?
▸ What were the stages you went through in managing this event?

So what? Once the facts are discussed the next stage is to find out what people think or feel about them. This stage is in the NOW. It involves ideas and opinions. People are able to build on the activity described to grasp some meaning to them. Possible questions:
▸ What kind of communication helped/hindered?
▸ How did your risk taking change throughout the session?
▸ What could have increased the level of support you received?

Now what? This stage looks into the future. It is about change and development and is focused on action.

Possible questions:
▸ What will you do differently next time?
▸ What will you do the same?
▸ How will you tackle this next time?

2. THE FUNNELING MODEL
BY S. PRIEST

Guides the group through a series of steps that 'funnel' participants attention from the experience toward making beneficial changes in their lives.

Characteristics:
▸ Expansion of "What? So what? Now what?"
▸ Pour experiences through 5 'filters' to distil learning
▸ Each question filters out unwanted parts of the experience
▸ Important to know participants needs

FILTER #0: Review
▸ Focus the group on the topic of interest
▸ Replay / describe the experience to refresh memories
▸ If topic is obvious, then not needed

Questions: Let's talk about (issue / topic)
▸ Can you review the last activity for me?
▸ On a scale of 1-5, rate your team's performance
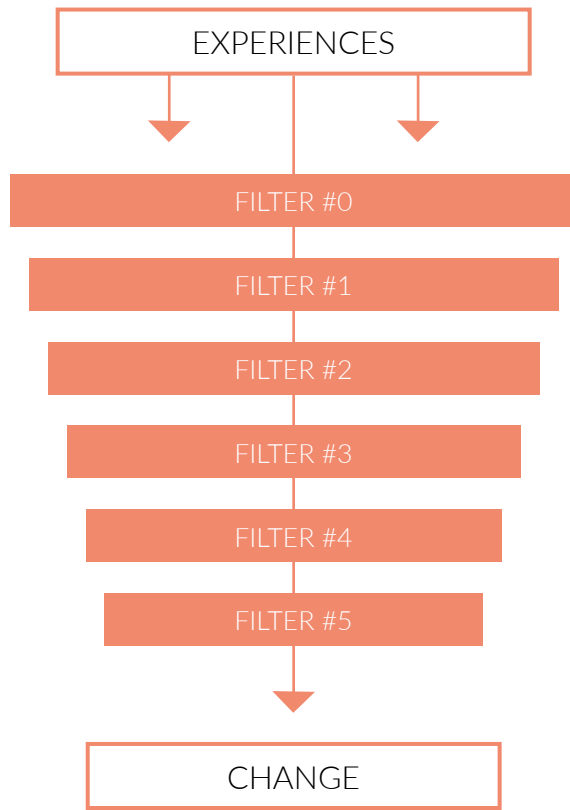
FIG. 4. FUNNELING MODEL BY S. PRIEST, BASED ON: PRIEST S. *LEADERSHIP MANAGEMENT*, VIEWED 21 MAY 2018, <HTTP://SIMONPRIEST.ALTERVISTA.ORG/LM.HTML>.

FILTER #1: Recall & Remember
- ▶ Participants identify incidents that happened during the experience
- ▶ Ask questions to bring up the topic or issue, to give the participants ownership of the incident & control of the situation

Questions:
- ▶ Can you think of an example of good / poor (issue / topic)?
- ▶ Can you recall when during the activity we saw this good / poor (issue / topic)?

FILTER #2: Affect & Effect
- ▶ Addresses emotions and causes
- ▶ Ask questions to ascertain the impact of the occurrence
- ▶ Allow group to recognize the positive & negative impacts of their behavior

Questions:
- ▶ How did you / the group feel during the experience?
- ▶ How did this emotion affect the group?
- ▶ What influence did it have on the task?

FILTER #3: Summation
- ▸ Helps highlight new learning
- ▸ Ask participants to summarize learning points of activity / experience

Questions:
- ▸ What did you learn from all this?
- ▸ Can you sum up what was discussed?

FILTER #4: Application
- ▸ Help participants to transfer learning to real life
- ▸ Ask participants to make connections through metaphors

Questions:
- ▸ Do you see a connection between this learning & your personal life?
- ▸ How can you apply this in your job?
- ▸ Do you see any parallels to your family?

FILTER #5: Commitment
- ▸ Looks toward change
- ▸ Ask for pledge or action plan
- ▸ At least till the end of the program the participants need to commit themselves

Questions:
- ▸ What would you do differently next time?
- ▸ How can you commit to change?
- ▸ Who can support you in your commitment to change?

You can see a concrete example, how to use the model during Moonwalk activity ()

3. 4 F MODE
BY R.GREENAWAY

This model can be used as a debriefing model or as an active reviewing model and it is closely linked to the experiential learning cycle (Kolb Cycle,).
In this context we are focusing on the model as a debriefing model.

Facts: this part concentrates on the happenings during the activity and you should focus on the experience of the participants and should help them analyze their actions and reactions. You should review the facts with the help of the similar questions:
- ▸ What happened?
- ▸ What did you notice?
- ▸ What did you see/hear/think?
- ▸ How did that happen?
- ▸ Why were you doing that?
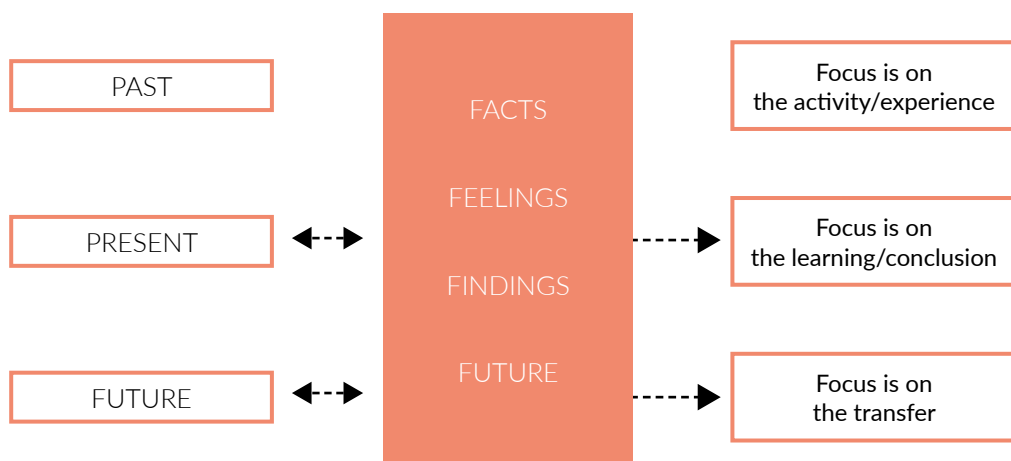
You can also use some active reviewing techniques, for example Action replay (dummy microphone or dummy remote control), when participants ask the questions and other participants answer them. Participants cam also replay the happenings as a theater play or move. Greenaway says about this technique: "it keeps involvement and energy high; it is an exercise in memory, creativity, and teamwork; it brings out humor and honesty; it provides opportunities for leadership, interviewing and commentating; and it can be used as a search technique to find incidents or issues to debrief more thoroughly." (Greenaway, 2007b)

Feelings: this part concentrates on the feelings which were born during the activity and which are triggered by the facts. You need to help participants identify and analyze their feelings. You should review the feelings with help of the following type of questions:

- ▸ What did you feel?
- ▸ How did you feel about it?
- ▸ Was that feeling good or bad in that situation?
- ▸ How that feeling influenced your actions and reactions?
- ▸ Do you see any correlation between your feelings and facts / between facts and your feelings?

An active way of reviewing the feelings is the Story Line, described by Greenaway (Greenaway, 2008a)

Findings: this part concentrates on the present, on what participants can learn now from the experiences. By using questions you facilitate the participants to draw

the onclusions and to express their learning outcomes. You can use the following type of questions:

- What did you find about yourself / about the group?
- What are the other / better solutions to resolve similar activities / problems / situations?
- What can I / we gain from this?
- What can I / we learn from this?

Greenaway describes the active version of the discovering the findings in the Horseshoe technique: (Greenaway, 2008b)

Future: this part concentrates on the future and ensures the transfer. You facilitate the commitment of the participants and help the participants to express things what they will do better. In another way, in the light of the past experience and in the light of the debriefing session.

You can use the following type of questions:

- What is going to be different next time?
- In a similar situation in future, how would you like to react?
- How can you use this learning / findings in my personal / professional life?
- What could you take from this experience into the school life / workplace?

The participants should complete the following sentence:

- From now on I am trying to…..
- From now on my goal is…… and I will do……

Reviewing in outdoor and through outdoor

Organizing your program in outdoor gives you unlimited tools and techniques that you can use for reviewing. Sticks, sands, water, trees can be very inspiring for you and also for participants. You can even use the same materials for reviewing that you use for activity, for example, you can design reviewing of high ropes activity using harness, helmets, carabiners, ropes as a metaphor of different sense of trust in a group. There are more reasons why it is good to review in outdoor (Greenaway, 2004):

- a naturally stimulating environment is more ‚brain-friendly' (and arouses more ‚intelligences') than the most well equipped indoor classrooms
- space that is useful for more physical reviewing such as action replays, human sculpture, human graphs, or human scales
- privacy for solo reflection
- freedom from fixed or cumbersome furniture – you can move quickly between large group, small group, paired and individual reviewing activities
- opportunities for walking and talking - for paired discussions or for interviewing each other

- sand or soft earth for drawing anything such as a graph for showing ups and downs, a journey towards a goal, a force field, a flow chart, or a learning model
- natural objects and materials that can be collected and arranged as collages, sculptures or maps of a journey
- natural objects that can be arranged and moved to represent the changing group dynamics
- opportunities for reflective drama inspired by the location or by environmental themes such as life cycles, the food chain, the web of life

REFERENCES

1. Borton T. 1970. *Reach Touch and Teach: Student Concerns and Process Education*, McGraw-Hill, New York.

2. Greenaway R. 1999, viewed 22 April 2018, <http://reviewing.co.uk/_review.htm>.

3. Greenaway R. 2004, viewed 15 April 2018, <http://reviewing.co.uk/articles/facilitating-outdoor-education.html>.

4. Greenaway R. 2007a, Active Reviewing Method and the Active Reviewing Cycle, viewed 22 May 2018, <http://reviewing.co.uk/articles/4-active-reviewing-methods.html>.

5. Greenaway R. 2007b, viewed 10 May 2018 <http://reviewing.co.uk/toolkit/action-replay.pdf>.

6. Greenaway R. 2008a, viewed 10 May 2018 <http://reviewing.co.uk/toolkit/storyline.pdf>.

7. Greenaway R. 2008b, viewed 10 May 2018, <http://reviewing.co.uk/toolkit/horseshoe-plus-questions.pdf>.

8. Outward Bound Romania 2017, *Handout for the program Training of trainers*, Outward Bound Romania, Targu Mures.

9. Priest S. *Leadership Management*, viewed 21 May 2018, <http://simonpriest.altervista.org/LM.html>.

10. Simon Priest, Michael A, Gass, Effective Leadership in Adventure Programming 2005, Human kinetics, s. 183 - 196.

4

SCALE OF COOPERATION

by Agnieszka Leśny, Floor Vullings

WHAT?

Scale of Cooperation* is a model and a concept for understanding how groups of people work together. While originally from the Netherlands, it is becoming increasingly popular in Europe. The concept has been developed for many years and it is still growing.

The source of the model was an experiential education practice from YMCA Netherlands. It is based on a few well-known theories like Maslow's hierarchy of needs or Hero's Journey and years of trainers' practice and observations. Pieter Schoe and Floor Vullings, the authors of the model, are working with it day by day with youth, public administration and business groups. There are some organizations that have adopted the model as the core of their work, for example: Team4Teams (NL), Buitendoor (NL) and Manufacture of Science and Adventure (PL). There are also

international teams of trainers that support Pieter and Floor in spreading the model in Europe and beyond Europe's borders.

The Scale of Cooperation is based on the notion that in every group or team there is cooperation. But there is a huge difference in how they cooperate and what the result of the cooperation is. In the model there are three different 'worlds' in which people coexist:

- a world of struggling (or even survival), in which people experience resistance
- a world of avoiding, in which they withdraw from tasks and relationships
- a world of cooperating, in which they focus on growth and trust

FIG. 6. THREE MODES IN SCALE OF COOPERATION, BASED ON: THE SCALE OF COOPERATION TM 2018.

People who have experienced real cooperation know that one plus one really can add up to more than two, and that you can achieve a lot if you're ready to share and learn from each other. This is the basic idea behind the Scale of Cooperation: Understanding how cooperation works, how you can influence it and help (groups of) people to move towards cooperation. Because we believe that in the end cooperation brings you more in life.

The keys to the Scale are struggling, avoiding and cooperating – the three 'worlds' or 'modes' that people tend to cling to. Struggling behaviour leads to more of the same, and people get stuck in it. The same goes for avoiding and cooperating behaviour. It might become a culture if the same happens over a longer period of time.

What does every mode mean?

Struggling means fight. A person in this mode feels they are under pressure; they push back; it's win or lose; being a victim or aggressor. They talk negatively about each other and antagonise each other in actions concerning their work and results. Attacking, blaming, sabotage, focusing on mistakes, bullying and provocation, among others, could be considered as examples of behaviours in this model.

In a feedback situation choice of blaming is the most common reaction when critics' has taken place. For example: "Don't mention ME, you (my boss, manager, wife, colleagues) have to change first!". In a struggling environment it is impossible

to admit a mistake because person would expose themselves for blaming and negative comments. It can be dangerous for an ego as well. Weakness and fallibility is perceived as a discrediting attitude.

A person in this mode is far away from internal learning. It is hard to learn from mistakes and that makes a struggling circle round; nobody learns from it and soon it is the right of the fittest.

Avoiding – considered by some to be the most fascinating of the three 'worlds' (modes), for the people in it usually don't show what they're avoiding or why:

‣ they may not want to struggle
‣ they may have doubts and think about the direction and the process they are in, about details that are not yet clear to them
‣ they may not have any goals
‣ they may not – or no longer – want to cooperate

As examples of behaviour in this mode you can consider gossiping, keeping a distance, refusing to take responsibility, waiting for the decisions of others, giving hints instead of feedback, complains, constantly stepping in and out of an activity, being absent (physically or mentally). You can hear "It is not my task", "Anybody else could do that?".

Cooperating means sharing, mutual appreciation and acknowledgement, having a common goal, making use of each other's qualities, learning from and with each other, and finding win-win solutions together.

As an example of behaviour in this mode you can consider showing recognition and appreciation, giving feedback and being open to receiving it, concentrating on resources and good solutions, being inclusive.

In every team people make mistakes, but the capability of the team for turning mistakes into learning points may vary a lot.

It is important to understand that one person can be in different modes depending on their situation or role in life. For example a politician can brutally fight for a law in parliament and at the same time perform cooperatively with their family. And within a group, team, department or company there can be many different ways of cooperation going on. Employees might feel they are cooperative with each other but struggling with their management. Or there might be sub-groups or 'islands' of cooperation within an overall situation of struggling and avoiding.

Sometimes somebody has to fight and it is not always their choice. Sometimes being in avoiding mode is the only way of coping with a situation; it would be utopian to think that cooperation is always possible.

There is another layer of a model represented by 7 steps related to feedback, because there is a huge difference in feedback given from the different paradigms of struggling, avoiding and cooperation.

SCALE OF COOPERATION ™

STRUGGLING   AVOIDING   COOPERATING

| fight conflict | criticism | talking about | observing | talking with | feedback | flow synergy |

FIG. 7. SEVEN STAGES OF SCALE OF COOPERATION, BASED ON: THE SCALE OF COOPERATION TM 2018.

The above graphic represents a continuum (scale) of behaviour between extreme conflict and a state of full flow.

Criticism – a key word for struggling mode in a context of feedback is criticism. It is negative, not supportive way of addressing a mistake or issue. It can be calling somebody out on making that mistake. What is typical reaction? They might try to defend themself. This situation might create resistance and atmosphere of a lack of trust. This whole process can easily lead to stagnation and antagonising behaviour.

When we get locked into the struggle paradigm, we stop listening to criticism and might hide or defend mistakes.

Gossiping – gossip is idle talk or rumor, talking about somebody behind their back. Sometimes a person wants to address something, but they don't know how to say it. Or they want to avoid the direct confrontation and might talk about it with others.

This is where struggle and avoid meet in feedback, which is given, but not directly to a person who would benefit from hearing it.

Observing – one of the avoiding behaviors is retreating. A person can step back of the situation and it could be physical or emotional. A person can step back to avoid the conflict, stop influencing people, staying safe within own mind. With this behavior person deprives the group of your influence.

Talking with (hints) – Giving advice or hints brings us to cooperation direction. Well intended advice is free for the other to pick up. For example, "wouldn't it be better if you would do this?" This is not real feedback, it's a hint. And it is good to realize that hints are open-ended. It is easy for the other person to avoid or completely miss the point. Hints depend on the receivers ability and willingness to deduce the feedback. Because of the freedom in the hints without any appointment it can easily lead to irritation of

the hint giver or distance because there is no any result. An uninvited advice does not bring anything.

Feedback – in the Scale of Cooperation context, feedback can be given and received in an atmosphere of trust, good intention and cooperation. Feedback means partner relationship, a two-way talk with acceptance of both to give the feedback, and also a two-way intention to work on the matter of both. Giving feedback with good intention is one of a crucial difference between feedback and criticism.

Creators of The Scale of Cooperation assumed that what is more important than thinking which mode is better, is understanding what are the consequences of being in it. Energy is a keyword to understand in this context: the more somebody struggles, the more energy they lose. The more they cooperate, the more they gain. A trainer working with a group in struggling mode could feel a lack of energy, resignation, physical fatigue. After a program with a cooperative group, they could feel flow, lots of energy and willingness to continue their work. If you are doing something against yourself and feel you are in a conflict, you are losing energy, motivation and self-awareness. If you are following your heart and values, making decisions in harmony with yourself: you gain strength and courage.

WHY?

The Scale of Cooperation is an universal model and can be applied to individual or group development. It can be useful for leaders or trainers to understand their own behaviour and understand what is happening in a group they are working with. The next step can be adapting methods that help individuals or groups to move to a mode that could be good for them in that particular moment. You can also use it in your daily life, what will be described at the end of this article.

FIG. 8. THE SCALE OF COOPERATION MODEL, BASED ON: THE SCALE OF COOPERATION TM 2018.

In our daily work we experience that if we are open to cooperation and willing to share with each other, we all eventually grow – so usually we wish to help people to learn how to support cooperative behaviours.

As you can see on a graphic below, being in a particular stages can drain energy or give energy. This is only one example why The Scale of Cooperation can help trainers or individuals to manage their own energy or energy of a group.

Of course this model is a simplification of reality – but that is what makes it such a useful method for obtaining insight into where a group stands, and then thinking about what the first step could be to help the group cooperate more effectively.

HOW?

The way of working with The Scale of Cooperation depends on what your group is like and how much time you have with them. Of course it is more fruitful in long-term projects.

1. The first step of implementing The Scale of Cooperation is trying to understand which mode your group is in.

Organise a teambuilding game where you can observe behaviours in your group. The game is supposed to have some tasks based on communication and creating a strategy. Example activities: "123=12" (). Indicators of specific behavior you would find above.

2. Insight. Explain the general context of the model to your group. It will help them to understand why you are talking about struggling, avoiding or cooperating.

3. Depending on where your group is – you can apply different strategies.

Let us assume that your goal is to support the group to "move" on the scale "to the right" – from the side of struggling to the side of cooperation.

The above graphic shows the ideal course of action for groups in individual stages.

If you do not have time or possibilities to work on such a complex level, you can still help your group to grow:
  1. **Remember that you are a role model.** If you show a cooperative attitude, refuse to fight, try not to avoid - your group will learn from you and you will not give them opportunities to fight with you. Do not get caught up in unwanted behaviours such as gossiping or blaming.
  2. **Try to appreciate someone's behaviour.** You can always find good aspects even when you're working with somebody who fights with you.
  3. **Be careful with (time) pressure.** Pressure can push people towards fighting or resistance.
  4. **Teach people how to give and receive proper feedback.**

SCALE OF COOPERATION

Stairway to
sustainable collaboration

COOPERATING
creates trust

feedback | flow
synergy

4. Team building
ready to perform

AVOIDING
creates distance

talking | observing | talking
about | (without | with
(gossip) | contact) | (hints)

3. Communication skills
to listen, tune in & appeal to

STRUGGLING
creates resistance

fight | criticism
conflict

1. Conflict Management to
regain positive energy

2. Team coaching
connecting goals

www.scaleofcooperation.com

FIG. 9. STAIRWAY TO SUSTAINABLE COLLABORATION BY P. SCHOE, ADDED WITH AUTHOR'S PERMISSION, NOT PUBLISHED YET.

5. **Enable cooperative behaviour in your daily life.** It will affect your work as a trainer without your knowledge. You will see how it spreads to others and how many people will notice a change in the way you function.

6. **Support people to have a growth mindset instead of fixed mindset.** Growth mindset is needed to focus yourself on goals instead of concentrating on problems. This attitude is necessary for cooperation.

INDIVIDUAL PERSPECTIVE

You can also be inspired by Scale of Cooperation as an individual to enhance cooperation in life. You can do small steps and also, as a trainer, help others to take them. What those small steps can look like?

- Learn how to ask open questions. Help people think for themselves instead giving ready-to-use answers.
- Train yourself in giving more appreciation. It is one of the easiest strategies to help people go into cooperation.
- Give more responsibility to others. It will help them become more self-sufficient and raise their self-awareness.
- Learn more about communication. NVC, Communication Styles can help you to be better understood and to better understand others.

REFERENCES

The Scale of Cooperation TM 2018, *The Scale of Cooperation model*, viewed 26 March 2018 <https://scaleofcooperation.com/the-model/>.

The Scale of Cooperation TM 2018, *Three modes in Scale of Cooperation*, viewed 8 March 2018, <https://scaleofcooperation.com/>.

The Scale of Cooperation TM 2018, *Seven stages of Scale of Cooperation*, viewed 26 March 2018, <https://scaleofcooperation.com/the-model/>.

5

NONVIOLENT COMMUNICATION

by Paulina Kida

WHAT?

Marshall Rosenberg said: When people can get over their diagnoses of each other – their judgements, evaluations, criticism – and connect to what's going on in each other, conflicts which seem impossible to resolve seem to almost resolve themselves. The theory of nonviolent communication (NVC), developed by him, says, that by consciously constructing and interpreting messages it's possible to eliminate aggression and violence in the communication process. It focuses on expressing needs and feelings, as well on avoiding judging and assessing (Rosenberg, 2003).

In his theory Rosenberg used the figures of giraffe and jackal to visualize the styles of communication. The giraffe is a symbol of empathetic communication. Her long neck expresses healthy distance and ability to look at things in a wider perspective. The language used by it is based on understanding, truth and respect. That is exactly what NVC is. The jackal's language symbolizes how people are used to address one-another in difficult and conflict situations. It refers to negative emotions, causes aggression and there's no room for empathy in it. One party wants to be above the other, which excludes equal, partner attitude between conversationalists. People, instead of opening to other person's experiences, start to defend and attack alternately.

WHY?

NVC improves communication because it releases the dialog from ambiguity and conflicts escalated by accusations. It helps to find the real source of misunderstanding and develops a solution that includes the needs and emotions of parties involved. NVC holds that in a first part we describe the observations of behavior. However, the description is entirely devoid of judgement – it's based on accurate and concrete name of an action or behavior. Both should be settled in a specific moment, otherwise we expose ourselves to responses – you always, you never.

Next part in NVC is expressing emotions triggered by the partner or group. In this phase it is important to express genuine feelings, not our opinions. The third element of the NVC communicate is the expression of needs – precise naming of what we need in this particular moment. Only clear announcement gives a chance to fulfil them. The difficulty is in identifying these needs, because frequently we ourselves have to reach to and verbalize them. The last, fourth element is expressing the request. It's an opportunity to reveal our expectation to the other party in order to fulfil our request.

Four-stage communication NVC therefore contains elements:

OBSERVATIONS → EMOTIONS → NEED → REQUEST

FIG. 10. MODEL OF NONVIOLENT COMMUNICATION BY M. B. ROSENBERG, BASED ON: ROSENBERG M.B. 2003, *NONVIOLENT COMMUNICATION: A LANGUAGE OF LIFE: LIFE-CHANGING TOOLS FOR HEALTHY RELATIONSHIPS*, PUDDLEDANCER PRESS, ENCINITAS.

Example:
I'm always lazy. I feel I'm a terrible coach. I would like to change it, but I can't. Do this workshop with me! – this statement evaluates us negatively, it doesn't contain any concrete things, so it's difficult to understand and resolve the problem.

How this statement would look like in NVC?
All week I have a problem with waking up, I'm constantly yawning. I feel tired, sleepy and frustrated. I need someone to take a look at my project and give me some essential

feedback. Could you meet me during lunch-break to discuss the selection of activities for the training? – this message is a description of a specific situation in a specific time, articulating the specific need and request. It gives a big chance to resolve this issue.

Why it's useful in Outdoor Education?
For a trainer NVC brings many outcomes to resolve conflicts with and inside group (PuddleDancer Press and the Center for Nonviolent Communication, 2018):

- resolving conflicts peacefully – personal or public, domestic or international
- getting to the heart of conflict and dispute quickly
- improving cooperation – listen, so others are really heard
- transforming criticism and blame into compassionate connection
- preventing future pain and misunderstanding.

HOW?
In order to visualize the benefits of using the NVC messages to the participants, it's allowed to record the participants during any activity or game, that they have done before introducing the NVC theory at the workshop. Split the group into four smaller ones thereafter. In these groups the participants play the recorded material in order to find the messages which express observations, emotions, needs and requests.
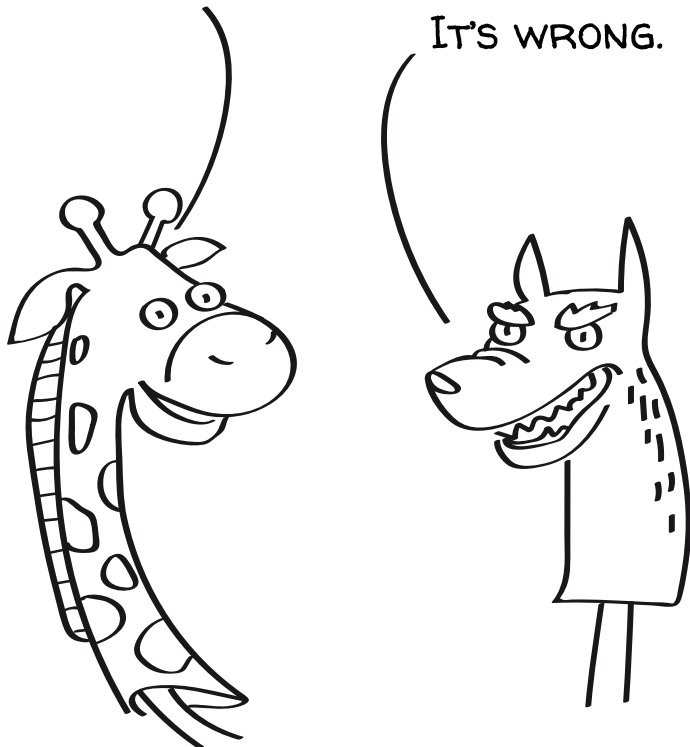
Obviously we create some forms of a laboratory, artificially created situation and we inform the group about it, because this enhanced analysis is exaggerated. However, the purpose is to learn the effective communication on the example of a real event in lives of the participants. The groups present the results of their analysis. Next, every member of the group reminds oneself a moment with their involvement, which evoked negative emotions, conflict, dissatisfaction, rejection of an idea, need. Afterwards, there's an individual task: everyone tries to construct a message composed of four stages of communication NVC and presents it to the group.

The group may now repeat the game with the inclusion of new knowledge and experience. Following the game we evaluate it by using the report method and we close the process with collectively creating the group banner, which will accompany them to the end of the project. Participants get an opportunity to create their own masterpiece by having each team completing a portion of a bigger picture using real paints, brushes and canvases.

Examples of activities that may be used to present non-violent communication and practice it with participants are gathered in dedicated part in Activities chapter on .

The way of building messages in accordance with NVC is helpful in Outdoor Education. It's a tool that can prevent the difficulties, which can be potentially generated by you, as a trainer, towards the group. It can also counteract conflicts created between participants. It's a universal way of communicating, which allows to get to the genuine source of lack of understanding and not only to its outer symptoms. When some problems stay unresolved, the resistance appears and it may turn out that we're looking for a reason in a totally different place than it really is. For example, we're arguing about that someone doesn't care about the group's success, because they don't want to work during the task. After deeper analysis it turns out that the participants had a fight prior to the project and the current conflict is only an aftermath of other situation. We can ask ourselves, or the group, questions opening them to what lies at the heart of their motivation, for example:

▶ What was the real reason of my reaction?

▶ What was the real intention of my words?

▶ What feelings occur in me/you at the moment?

▶ What need is behind my/your desire? (Leu, 2003, p. 23)

Open questions, reversing the point of view, which sometimes is stuck in a completely wrong place, create a space for a discussion about needs and inner intentions, which are the source of behaviours and motivate or demotivate to action and cooperation. It is worth noting if the questions we are asking throughout the conclusion of the activities, create the opportunity to meta-analyse the task, not its course. Here's the proposition of opening questions in the spirit of NVC (Watanabe-Crockett, 2017):

1. Define some of your most challenging moments. What made them so?

2. Define some of your most powerful learning moments. What made them so?

3. What would you say is the most important thing you learned personally? As a team?

4. When did you realize that you had come up with your final best solution?

5. How do you feel your solution relates to real-world situations and problems?

6. What do you feel most got in the way of your progress, if anything?

7. How well did you and your team communicate overall?

8. What were some things your teammates did that helped you to learn or overcome an obstacle?

9. How did you help others during this process?

10. Were your milestones and goals mostly met, and how much did you deviate from them if any?

11. What did you discover as being your greatest strengths? Your biggest weaknesses?

12. What would you do differently if you were to approach the same problem again?

13. What would you do differently from a personal standpoint the next time you work with the same group or a different one?

14. How can you better support and encourage your teammates on future projects?

15. How will you use what you've learned in the future?

REFERENCES

Leu L. 2003, *Nonviolent Communication Companion Workbook*, PuddleDancer Press, Encinitas.

PuddleDancer Press and the Center for Nonviolent Communication 2018, *Key Facts About Nonviolent Communication (NVC)*, viewed 22 Mai 2018, <http://www.nonviolentcommunication.com/pdf_files/key_facts_nvc.pdf>.

Rosenberg M.B. 2003, *Nonviolent Communication: A Language of Life: Life-Changing Tools for Healthy Relationships*, PuddleDancer Press, Encinitas.

Speaking peace: Connecting with others through nonviolent communication. CD Recording. Sounds True, Boulder, CO: Centre for Nonviolent Communication.

Watanabe-Crockett L. 2017, *A List of 15 Ultimate Reflective Questions for Debriefing Learning*, viewed 22 Mai 2018, <https://globaldigitalcitizen.org/15-reflective-questions-debriefing-learning>.

6

ACTION CENTRED LEADERSHIP MODEL

by Kinga Vajda

WHAT?

A leader has three main, interrelated areas of their work: the task to be done, the individuals to work through, and the team.

Ideal situation is when the areas meet each other and the group can perform. To achieve the task, the leader must be aware that the team needs to work together in harmony, with a sense of team spirit, and that the individual in the team has personal needs which must also be met.

They must therefore develop the individual and maintain the team.

A breakdown in one area will affect the others. It will hamper progress and prevent the effective accomplishment of the task.

Good leaders should have full command of three main areas of the Action Centred Leadership model, and should be able to use each of the elements according to the situation. Being able to do all of these things, and keeping the right balance, provides results, builds morale, improves quality, develops teams and productivity, and that's the mark of a successful leader.

The ideal situation is where total assimilation of the three actions is accomplished (Mullins, 2005). That means:

1. The task is done/the objective is achieved.
2. The team cooperates well, and the atmosphere is harmonious.
3. The individual needs of the group members will be satisfied to a greater extent.

WHY?

This model is important for two reasons: first for you, the trainer, who is a group leader at the same time, because you lead the group on the way of the development. It is very important to be aware of these 3 areas and to focus on them in equal measure. You should know that however the task may be very obvious to the teams, this is just the top of the iceberg, which biggest part is underwater. The most important actions (like cooperation, individual contribution, communication, trust, etc.), on-goings inside the team and the individuals are not so visible. But you have to identify them and work with them during the debriefing part.

Secondly, in each group there are formal and/or informal leaders and is good to present them this model, but you should adjust the presentation to their age. The participants will understand the importance of these three areas and the leaders will understand how they can influence the performance of the group.

HOW?

The trainer can use a complex problem solving, team building, or communication activity and during the debriefing part should present the model based on the participants' experiences during the activity. Recommended activities: Nature machine (), Egg drop ().

E.g. 1: After the debriefing, on personal level you can ask the following questions:

1. What was important to you during the activity?
2. What did you focus on during the activity?

From the participants' answers you can identify the 3 areas and do the connection between the model and the answers.

E.g. 2: Prepare 3 circles from 3 ropes and put a paper with the name of the three areas into the circles (task, team, individual). After the activity ask the participants to enter the circle and choose the area they were focused on during the activity. You can ask

IDEAL SITUATION,
where the areas
eet each other and
the group can perform

The job that needs to be
done at a particular time.

TASK

TEAM

INDIVIDUAL

The group of people that
the leader is responsible for and
who have the work toghether
in order to achive the task.

The individual people who make
up the team, who have different
personalities, motivations, and skills.
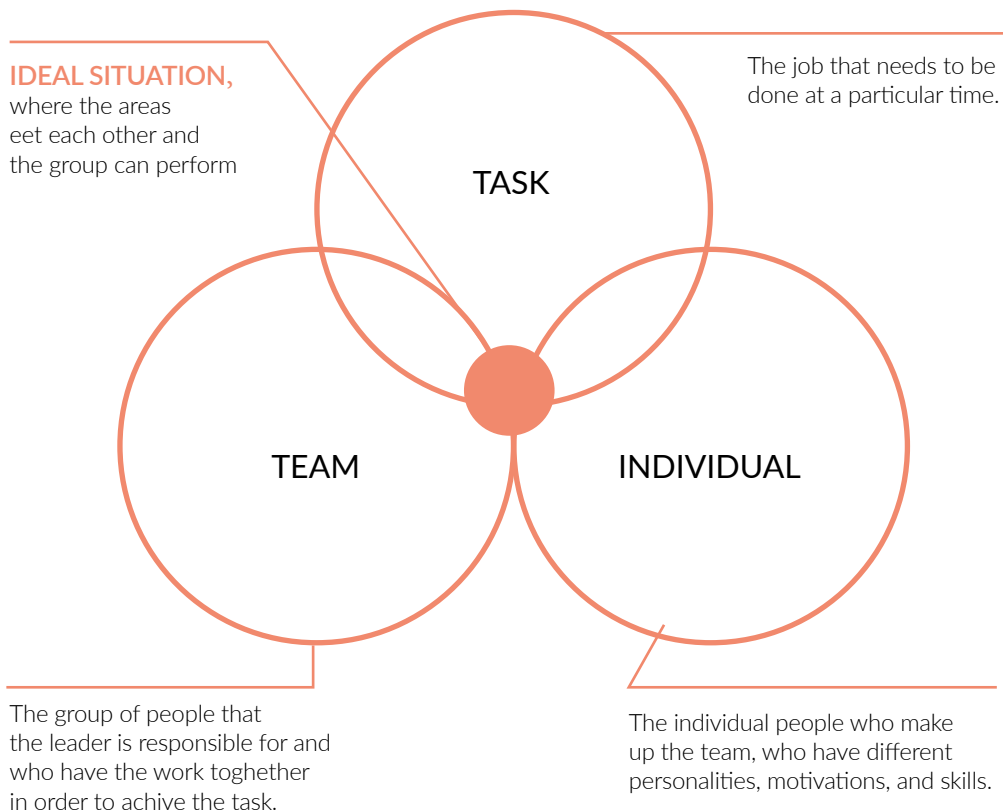
TASK:
• define the task
• make the plane
• allocate work and resources
• control quality and rate of work
• adjust the plane

INDIVIDUAL:
• attend to personal problems
• praise individuals
• give status
• recognize and use individual abilities
• develop the individual

TEAM:
• maintain discipline
• build the team spirit
• encourage, motivate, give a sense of pupose
• appoint sub-leaders
• ensure communication within group
• develop the group

FIG. 11. ACTION-CENTRED LEADERSHIP MODEL BY J. ADAIR, BASED ON: ADAIR J.2009, *NOT BOSSES BUT LEADERS-3TH EDITION-HOW TO LEAD THE WAY TO SUCCESS*, KOGAN PAGE PUBLISHERS, LONDON AND PHILADELPHIA.

the participants for some explanation why the particular area is important to them. After that, from each circle at least one person should explain the idea and you should present the model.

At the end you can ask:
- ▸ what does this image tell you about your team?
- ▸ what would you like to improve?
- ▸ if you would be the group leader, would you use this model to improve the performance of the group?

REFERENCES

Adair J. 2009, *Not bosses but leaders-3th edition-How to lead the way to success*, Kogan Page Publishers, London and Philadelphia.

Businessballs 2012, *John Adair's Action-Centred Leadership*, viewed 7 May 2018, <https://www.businessballs.com/leadership-styles/action-centred-leadership-john-adair-4335/>.

Mullins L. J. 2005, *Management and Organizational Behaviour*, Pearson Education Limited, Harlow.

Okpalad 2015, *Managing diverse teams*, viewed 5 May 2018, <https://okpalad.wordpress.com/2015/03/25/managing-diverse-teams-2/>.

PROGRAMMING IN OUTDOOR EDUCATION

1

ROLE OF ENVIRONMENT

by Paulina Kida

WHAT?

The National Association of Outdoor Education (NAOE) defines the meaning of Outdoor Education (Hunt, 1989): Outdoor Education is a means of approaching educational objectives through guided direct experience in the outdoor environment, using its resources as learning materials. This experience combines both a study of environmental aspects and topics and participation in those activities associated with the natural environment.
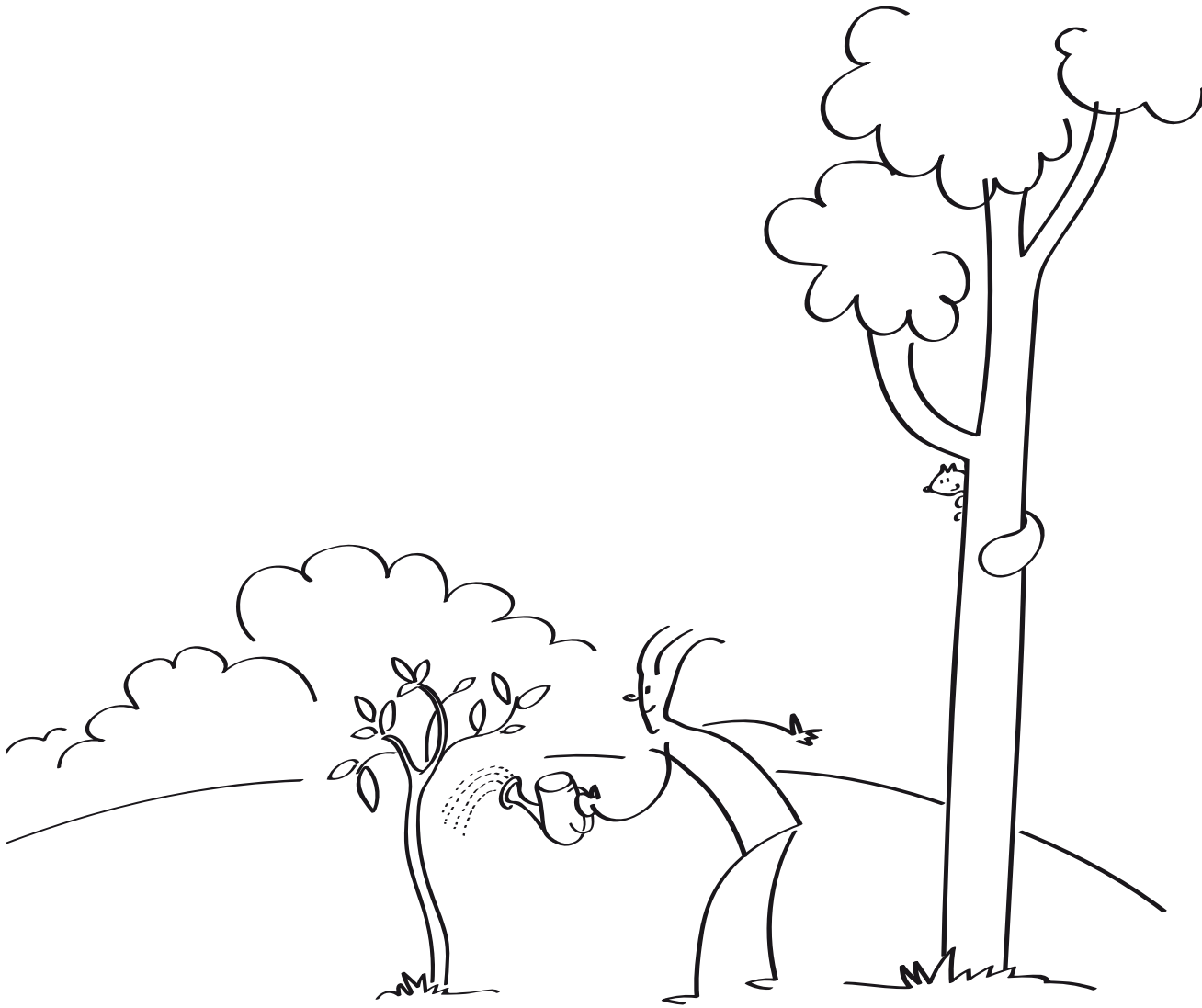
This definition indicates that Outdoor Education is in strong connection with natural environment within 3 aspects: we teach about environment, through environment (by using its elements as educational tools) and in environment (we put outdoor activities above indoor). That's why Outdoor Education should be carried out as an education "about" environment, "for" environment and "in" environment. The first of these aspects means a set of information "about", for example a study about which species of local plants are edible, what are the rules of behaving in forests and landscape parks, or knowledge of Leave no Trace principles – a set of instructions to enjoy our natural world in a sustainable way that avoids human-created impact.

Education "for" means the actions towards environment based on proactive attitude (separation of waste, implementing no waste rules during the project etc.). The last element "in", understood also as "through", is about multi-sense discovering, testing process and field work. Practically it means that our goal is to go into the nature and be outside the classroom, but also to go out from our comfort zone. For some people that means hiking, climbing, kayaking, for some others it means staying alone in the forest, sleeping and eating outdoors. Education "for" and "through" are aspects which should be exposed the most, "through" means being outdoor, in the nature, facilitate by nature, even use nature elements as a tool, e.g. to evaluate you can use rocks, branches, leaves; "for" means using Leave no Trace rules, separating waste, making projects, like bees in the city, planting trees, etc.

WHY?

Authors of publications about the nature playgrounds describe the tendency of inhibiting the education in the aspects described above. Unfortunately, nowadays many children grow up far from the natural environment, which is more and more affected by the modern civilization. Our everyday life recedes from nature, which disappears from our surroundings. Life of our ancestors was coupled with the cycle of nature. They felt that they're a natural part of the world and knew how to live and use its resources without destroying it (Danks, Schofield, 2006). Humans have been vastly exploiting the natural environment during the last years and have not been educated on how to protect and respect it. Now the pupils have very limited occasions to be in a natural environment, like regular being in a forest, on a field, meadow, or garden and experiencing this with every sense, in the most individual and personal way. And yet to make a direct bond, the child's commune with nature is required.

In the famous book *"Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder"* Richard Louv suggests that many disorders may have their sources in the lack of contact with nature. This can cause concentration disorders, even ADHD, allergies, overweight, depressed mood. Louv discovered that when we take children into the woods, the symptoms of attention deficit. Author came to the conclusion that nature deficit concerns not only children, and on top of that, it becomes more common. According to Louv, renewing contact with nature has a fundamental meaning to our mental health status. Communing with nature

strengthens immunity, sharpens senses and intelligence, improves health, and affects positively on social relations (Louv, 2008).

Spending time outdoors in the natural environment can be challenging, in a way that could end up being harmful either for us or the environment. However, in outdoor education we learn to value nature and find ways we can connect with it. By offering endless chances of exploration, nature can provide new powerful experiences for our group. The environment should not be considered as a neutral space where the learning process takes place, but also as a formative factor that can shape and enrich it.

HOW?

The participants are encouraged to get acquainted with the world of nature, in which they going to learn and develop. Besides just staying in it, exploring on heights and depths, in heat and coldness, in water and air, it's important to sign a contract with nature in the spirit of balanced development.

Activity "Leave What You Find", that can be used to introduce Leave no Trace idea you can find on . Further on all steps of idea are presented.

In recent years the Leave no Trace idea was widely spread. It consists of seven rules, that are very worthy to acquaint with the Outdoor Academy participants:

1. Plan Ahead and Prepare
2. Travel and Camp on Durable Surfaces
3. Dispose of Waste Properly
4. Leave What You Find
5. Minimize Campfire Impacts
6. Respect Wildlife
7. Be Considerate of Other Visitors

Plan Ahead and Prepare

Before visiting the place it is important to know special concerns and regulations about it. The groups require a small number of people, so large groups should be decreased to smaller groups. It is highly recommended to use a map and compass to eliminate the usage of marking paint, flagging, etc.

Camping:

Camping should be organised on existing trails and campsites. If camping is organised close to a lake or stream, the minimal distance is 200 feet. It's better to keep the small size of the campsite to minimize the impact on pristine areas.

Waste:

All trash, including toilet papers and hygiene products, spilled and leftover food, should be packed out. Solid human waste should be deposited in cat holes – 6 to 8 inches deep and covered after finishing. Place to wash dishes also should be 200 feet

away from water sources. It's important to use a biodegradable soap for washing dishes and other stuff.

Leave What You Find:

It's prohibited to introduce and transport non-native species. All structures, furniture and dug trenches shouldn't be built on the visiting places. Preserve the places from the human impact.

Campfire impact:

There are few recommendations about using campfire. For cooking use lightweight stove. It is better to keep small fire and completely burn all wood and coal to ash. Don't use sticks that cannot be broken by one hand.

Wildlife:

Feeding animals by human food affects their life and habits and therefore should be avoided. In addition, pets can destroy wildlife and it's better to leave them at home. All food waste should be packed and trash securely.

Other visitors:

To keep quality of own experience, respect other visitors and their experience. Be courteous. Yield to other users on the trail. Step to the downhill side of the trail when encountering pack stock far from water sources. Breaks and camp should be taken away from trail and other users of it.

REFERENCES

Danks F., Schofield J. 2006, *Nature's Playground: Activities, Crafts, and Games to Encourage Children to Get Outdoors*, Frances Lincoln, London.

Hunt J. (ed.) 1989, *In Search of Adventure*, Talbot Adair Press, Guildford.

Leave No Trace Center for Outdoor Ethics, *The Leave No Trace Seven Principles*, viewed 23 March 2018, <https://lnt.org/learn/7-principles>.

Louv R. 2008, *Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder*, Algonquin Books, Chapel Hill.

2

PROGRAM DEVELOPMENT

by Agnieszka Leśny

WHAT?

There are many books about Outdoor Education, but if you looked for a chapter „How to design an outdoor program" – you faced challenge. Have you ever thought why? One of the reasons is there are so many different approaches, methods and currents so there is no pattern for all themes. It would be extremely hard to find general rules that can be applied for 30-day mountain expedition and for 1-hour program of science class – and both themes belong to Outdoor Education program.

In Outdoor Academy we propose you a program for youth, divided to regular, 3-hour workshops based on experiential education and Outdoor Education principles. Solving problems, overcoming various obstacles, accepting and dealing with challenges are concepts that inspired us.

Below you will find advices and tips coming from theories and our trainers' practices adapted to Outdoor Academy Program.

WHY?

Outdoor Education is not about searching for pleasing experience or nice activities. It is a process that evokes learning and personal growth. Activities should fulfil the needs of participants or individuals. As a result of taking part in an outdoor program, people:

▸ may feel their importance (outside and inside of a group)
▸ may wonder about abilities they discovered in themselves and what they have overcome (Neuman, 2004, p. 17-18)

We claim that there are changes you can inspire and expect after being a participant of an Outdoor Education program. Changes can be seen in three areas:

1. In the relationship to oneself.
2. In the relationship to others (we learn more about the group through the experience, cooperation, information exchange, common decision making, giving and receiving feedback).
3. In the relationship to the environment.

HOW?

How can you know what level of activities or tasks are good for your group? You can't. Because of many different factors, connected, among others, to group dynamics, it is extremely hard to adjust activities to your group. Trainers have different strategies to deal with that.

No matter if you are beginner or master in trainer's role; it is always good to check from time to time if your agenda is designed in accordance with the Kolb's Cycle ().

Let's take a look how Outdoor Academy program was designed regarding to Kolb's Cycle.

BIG AND INNER
CYCLE

If you take a helicopter view on the program you'll see that as a whole concept it is based on Kolb's Cycle. We start from getting to know each-other, building trust, learning about our talents and needs. Next step is a group development to rise their potential. It is a base for implementation when participants can experiment with their own ideas. As an end we suggest a long evaluation and reviewing process which could evolve to next projects. This is our "big" cycle. In a process of designing every meeting

during a program we also had a Kolb Cycle in our mind. It means that during one workshop a group is going through particular stages of a cycle - this we called "inner cycle". Look for proposition of meeting #2 in Outdoor Academy Program (Leśny, Lisin, 2018):

NAME OF ACTIVITIES	COMMENTS	RELATION TO KOLB'S CYCLE
PICNIC	Energizer. We are going deep in getting to know each other as a base for trust.	**Concrete Experience** (a new experience or situation is encountered, or a reinterpretation of existing experience).
THE HERD AND THE SHEPHERD	This is an activity with big potential of trust building and improving communication skills. We are doing complex debriefing which brings us to a next activity.	**Concrete Experience** (a new experience or situation is encountered, or a reinterpretation of existing experience). **Reflective Observation** of the new experience. (of particular importance are any inconsistencies between experience and understanding).
TEAM CONTRACT	We are going to set a contract regarding to experience from previous meeting and experience from a game. We will finish this activity with ideas how to bring contract to life and what would be the consequences if somebody would not follow common rules.	**Abstract Conceptualization** (reflection rises to a new idea, or a modification of an existing abstract concept). **Active Experimentation** (the learner applies them to the world around them to see what results).

TAB. 1. RELATION BETWEEN ACTIVITY AND KOLB CYCLE, OWN ELABORATION BY A. LEŚNY.

GOALS BASED PROGRAMS

Goals and needs are supposed to be the first question for attentive instructor. "Experienced programmers know that most good designs begin with a goal in mind. They view a program in terms of the problem the program might address or the need it might fill" (Ewert, Sibthorp, 2014). Think about your goals first and then decide on the proper steps. Below you will find examples of different programs regarding to different goals:

GOAL	TYPE OF A PROGRAM	EXAMPLES	COMMENTS
Learn about yourself, relations to and into a group. Think differently, "out of the box"	Program based on new ideas and the attitudes that participants should change	"The herd and the Shepherd", "Fly on our hands", "Minefield"	Requires a precise goal, trained instructor, concept of final evaluation

GOAL	TYPE OF A PROGRAM	EXAMPLES	COMMENTS
Change certain behaviours, develop the abilities of leader or follower, overcome critical situations	Program based on simulation games, dealing with mistakes, improving communication skills, encouraging creativity	Low Ropes Course, High Ropes Course, big simulations games, "Ball Factory", expedition	Reflection is a critical part of a program. Instructor helps people shift, transfer the experience form simulated situations into everyday life. The result of a program should be transferable into everyday life of participants
Healing and therapy (Grant, 2018)	This program aims to change a participant's behaviour and habits, encourage for change, give emotional support. Usually it is concentrated on supporting self-awareness and self-confidence or ability to overcome problems and challenges.	Solo, Vision Quest, "Nature's Medicine Wheels", "Stone Sculpture "	The program must be done with specialists. The whole program is a sensitive matter so do it with professionals or with trained colleague
Relaxation, fun, recreation	Activities that offer a new experience, interest and amusement	Hiking, diving, playground games, gumizela games, energizers	

TAB. 2. GOALS BASED PROGRAM IN OUTDOOR ACADEMY, OWN ELABORATION BY A. LEŚNY.

THINK ABOUT THE RISKS AND SAFETY

One of major meanings of Outdoor Education is overcoming obstacles (natural or artificial), resolving tasks, dealing with danger which confronts us during our personal growth. Jan Neuman says:

> "Looking for a new ways, overcoming uncertainties and undertaking risks – these used to be important human characteristic that influenced people and their development" (Neuman, 2004).

What does it mean for us? When designing outdoor programs, you are supposed to arrange a situation where participants take a risk. They should do it consciously. Risk can be emotional, physical, sociological. Of course we want to play it safe. Besides choosing the right level of risk, so the challenge will be optimal for the group, you, as a trainer, also have to take safety measures. More about risk assessments you can find in chapter "Risk management" (page ▶ 83). However, the removal of all risk within activities would not only be educationally undesirable, but would also be very difficult to guarantee as unforeseen conditions, inappropriate decisions and/or behaviour of

the part of participants can all generate risk. Concept of Mortlock's wave of risk or theory by Priest's & Martin named 'Adventure Experience Paradigm' could be useful for you to design experience with proper level of risk (Priest, Gass, 2005).

The choice of activities which bring adequate level of risk requires experience and knowledgeable instructors.

THE PROCESS

Outdoor activity is not about you as an instructor. It is about your participants. Your role is to design a process in which people would develop themselves (Priest, Gass, 2005). While thinking about the program do not forget your role: it is not necessary for an instructor to show participants how they could manage the task. How does the process look like?

1. **Leader presents a task (activities, game)**
   ▸ the best task is that when there's more than one solution, there are many ways of fulfilling it
   ▸ a few clear rules are presented
   ▸ to overcome the challenge, people need to cooperate and use all the abilities (resources) of all members of a group

2. **The group decides if they accept the challenge**

3. **There is a discussion and people seek ways and solutions**
   ▸ you can see different strategies, roles and interactions between people
   ▸ compromises are usually necessary and people need to stick to the process on which they decided
   ▸ sometimes you can see tension and uncertainty, when people guess if they are able to find solution and fulfil the task

4. **Group in activity**
   ▸ participants are absorbed in the game and they "live" in a different world. You can see authentic behaviours and roles that people take
   ▸ you can see how participants do (or do not!) mobilize their strength, abilities, resources, look for solutions

5. **Risk**
   ▸ no one (even you…) can predict the result of the task
   ▸ you can observe how some people need to be decisive and courageous
   ▸ there is a possibility of conflict, tension, stress atmosphere
   ▸ you can observe different strategies to deal with a situation (Scale of Cooperation, (**page ▸ 50**))
   ▸ people can experience the close presence of others, which affects their emotional sphere
   ▸ you can see fear of physical risk

6. **The end**
   ▸ at the end of a task (success or failure?), by the debriefing, reviewing or evaluation – people can look back and study their own participation in achieving the goal
   ▸ by exchanging opinions a group can learn and take decisions for future cooperation

SEQUENCE OF ACTIVITIES

Outdoor activities are designed to create growth in participants and are composed of the following elements:
   ▸ significance: they contain meaning and relevance to the participants
   ▸ challenge: they involve new experiences that encourage creative thinking
   ▸ support: they emphasize teamwork to develop trust and healthy risk taking
   ▸ satisfaction: they build on success to create greater success
   ▸ fun: they capitalize on the inherent joy of learning

There is a proper time and place for each game or activity (some guidelines you will find below). There is no sense to play "name game" at the end of the whole day program, when people already know each other. There are games that can be played in many different contexts and situations, but there is no game that can be played any time. A good instructor will use activities in sequences. For example, it is important not to jump right into trust activities when the group has just met or when there is unresolved conflict from yesterday.

Depending on energy of a group, energy of the instructor and many more different factors – you can switch, exchange or move activities that you plan for a specific time. There is no sense to stick to the schedule by all means. Even if you have a plan, leave 20% - 40% of time for spontaneous changes and modifications.

Unfortunately there is no receipt for a good or bad sequence of activities in a program. You have to follow your intuition and try to have as much experience and possibilities to develop a sense of group dynamics as possible. However, in different organizations, there are some "frameworks" or steps to take to design a good program. Outward Bound, Scouting, Project Adventure – all these organizations have different strategies to deal with a challenge to set a program for their groups.

As an example, we can look into An Adventure Based Learning Sequence, which considers particular "stages":

Activities in this model are introduced in such a way as to lead the group through a progression of learning through the following stages.

1. **Awareness:** Initial stage to introduce the group to each other or a specific program concept. This stage may include activities such as ice-breakers and quick introductions. This stage also begins to build community and develop the concepts of cooperation and communication.

2. **Goal setting**: The stage where the group will begin taking ownership for program goals and concepts. This stage may include activities that have certain goals to meet that may be time or quantity-driven. Goal setting review may be necessary throughout the course of any program.

3. **Communication**: Effective communication is a key to any program, however, it is often difficult to attain. This stage focuses on communication in multiple ways including body movements, gestures, tone, as well as spoken words.

4. **Trust**: This stage can be divided into two subsections: emotional trust and physical trust. Developing trust within the group including trust in the facilitator is crucial for moving forward to other stages. When considering activities that may produce apparent physical risk, we cite physical trust as a core concept. However, emotional and physical trust goes hand-in-hand to creating safe environments where learning prospers.

5. **Problem solving**: Problem solving activities will often bring together the other stages into one. These activities will often take more time and deliberation on the part of the group. They may culminate in enhanced frustration, but create an open forum for learning.

6. **Individual & group challenge**: Often referred to as the final stage, individual and group challenge puts the group to the test by bringing together the concepts taught in previous stages. Individuals and groups may not initially see connections and fall back to old habits. However, they will eventually see the need to come back together as a group, review goals, communicate effectively, trust unwaveringly, and problem-solve quickly. Although these stages are most often used in order, certain stages will often be integrated throughout an experience depending on group needs. Facilitators will learn the art of reading a group and understanding which type of activity will best fit the group at the time (Bradford Woods, 2018).

GUIDELINES
How to design a training which is adequate to participants? In most cases, but there will always be situations which require deviations, skipping some points or complete reversal of the schema. You can follow below rules:

From quiet to loud
At the beginning of the training it is useful to quiet down the mood to make a space for communication and trust.

From known to unknown
To reduce the stress accompanying new challenges it is useful to keep transparency about what to expect and refer as often as possible to previous experiences.

From inductive to the deductive
Going from reasoning from particular to general to reasoning from general to particular.

From small to big
Small activities are good at the beginning as they do not demand yet complex solutions. Keeping in mind difficulty of tasks helps to observe development of competences within the group.

From distant to close
It is useful to start with activities that leave adequate space between participants. It gives room to deal sensitively with individual comfort zones and time to build up trust.

From simple to complex
Difficulty of challenges for group and single participants should be gradable, more difficult with each exercise – so that learning process can be developed on each stage.

Balance between relaxing and exciting
Relaxing activities might be helpful to open up to the new and unknown and perhaps more demanding exercises.
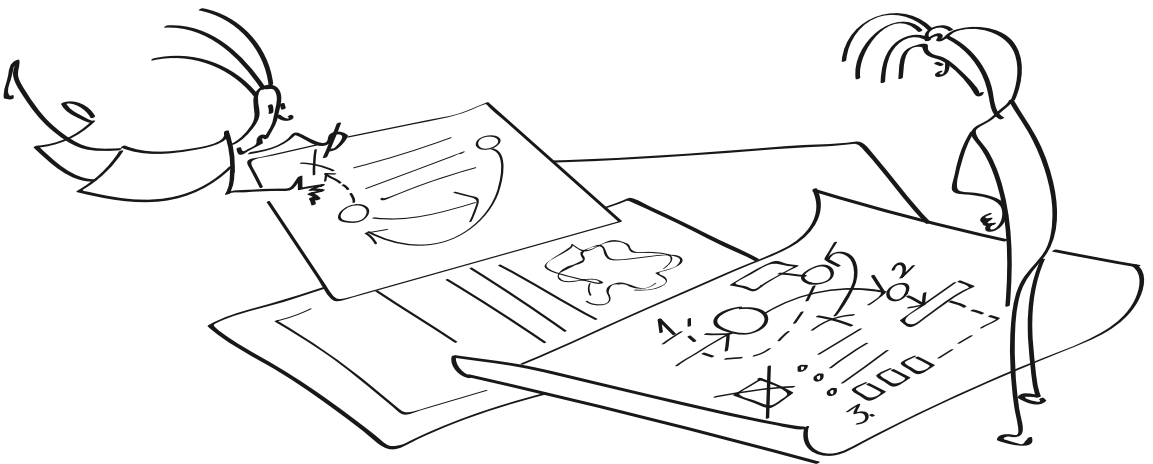
Leave space for exploring

You, as an instructor, should not give group all information they need. Group must ask questions how to achieve the goal; they should not be told how to get there.

It is good to remember that:

▸ We learn more easily the things that are useful to us ▸ help your participants recognize and name why activity is related to their life

▸ Most learning occurs through our sense of sight, hearing, taste, touch, and smell, and the more senses utilized in the learning situation, the more easily things are learned and the longer they are retained

▸ We tend to associate things we are learning with things we already know ▸ this is why sometimes it is good to repeat a game that your group already knows

▸ The more we see, hear, or do a thing, the better we are able to recognize or do it

DIDACTIC RULES

In praxis, there are some tested and approved rules, that can help you improve gaining new skills and knowledge in outdoor activities (Neuman, 2004):

▸ Gain and hold the attention of participants
  • make sure that everybody is ready to listen and watching you
▸ Use stories, metaphors, props to help people go into your program
▸ Point out the connection to previous parts of a program or knowledge
  • ask if people understood previous topics and their meanings
  • point the links
▸ Outdoor activities with elements of danger are trained in modified situations first
  • a complex problem is divided into smaller parts
▸ Support hesitating individuals and those who are having troubles. Help people go from struggling or avoiding to cooperation
▸ For a first game/activity choose something that you know well and it is prepared properly from the beginning
▸ Do not play until a complete exhaustion. Try to finish your program when people still love to play. You can end with a calmer game, which evokes a good mood to participants and they leave you feeling good and ready to come back
▸ If you don't know how to start, implement rule of 3-Ds, means: **describe, demonstrate, do**. In this strategy, the instructor first describes the skill or topic to be learned. Then they demonstrate how to do the activity. Finally, the participants have the opportunity to do the task.

ALWAYS

1. Do the risk assessment.
2. Prepare "Plan B" for bad weather or other unexpected situations (i.e. only half of participants appears).

3. Set a realistic goal. Choose goals that can be achieved within a certain time limit, given material and personal provided. The program should correspond with the level of participants.

REFERENCES

Bradford Woods 2018, *An Adventure Education Manual and Standard Operating Procedures in accordance with ANSI/ ACCT 06-2016*, viewed 22 Mai 2018, <https://www.bradwoods.org/wp-content/uploads/2013/01/Adventure-Education-Manual-2018.pdf>.

Ewert A., Sibthorp J. 2014., *Outdoor Adventure Education*, Human Kinetics, Champaign.

Grant F. 2018, *Flightless Albatross*, Pracownia Nauki i Przygody, Warszawa.

Leśny A., Lisin I. 2018, *Outdoor Academy: educational program for youth groups*, IAIRS, Wrocław.

Neuman J. 2004, *Education and learning through outdoor activities*, JUHA, Praque.

Priest S., Gass M. 2005, *Effective Leadership in Adventure Programming*, Human Kinetics, Champaign.

3

RISK MANAGEMENT

by Kinga Vajda

WHAT?

The risk management refers to all those procedures, which help us in reducing or preventing the possibility of accidents.

TYPE OF RISKS

Actual risk: the inherent and objective danger that exists for any situation. E.g. rock fall, slippery ground, lack of emotional safety, etc. The trainer must reduce the actual risk to the minimum.

Perceived risk: the degree of risk that participants or trainers sense a situation has. This type of risk is hugely influenced by a person's previous experience, confidence level, energy level, fears, etc. Because of this the perceived risk of a situation is different for each person.

Residual risk: the degree of risk present in any given experience once the trainer has addressed and managed the actual and perceived risks.

LEVEL OF RISK

Depending on the goals of the program, different levels of risk may be acceptable. For example, taking children on an introductory course would have a different risk tolerance than a program where instructors are trained to manage mountain ascents in Himalayas.

There is always some inherent risk in any activity and one can never say an outdoor program or any other activity in life is absolutely safe.

Danger gives rise to risk, and risk is one of the critical components that make adventure programing popular and successful. Balancing the amount of risk in an adventure experience is a central paradox for outdoor leaders: with too much risk the danger of the experience becomes unreasonable, with too little risk the adventure program fails to remain adventurous (Priest, Gass, 2005).

Hazard management model taken from the NOLS Leadership Toolbox can help you in the assessment of specific activities and hazards, and in making decisions about to do or not to do the activity. You have to analyze the probability of the risk and the severity of the consequences, and then decide.
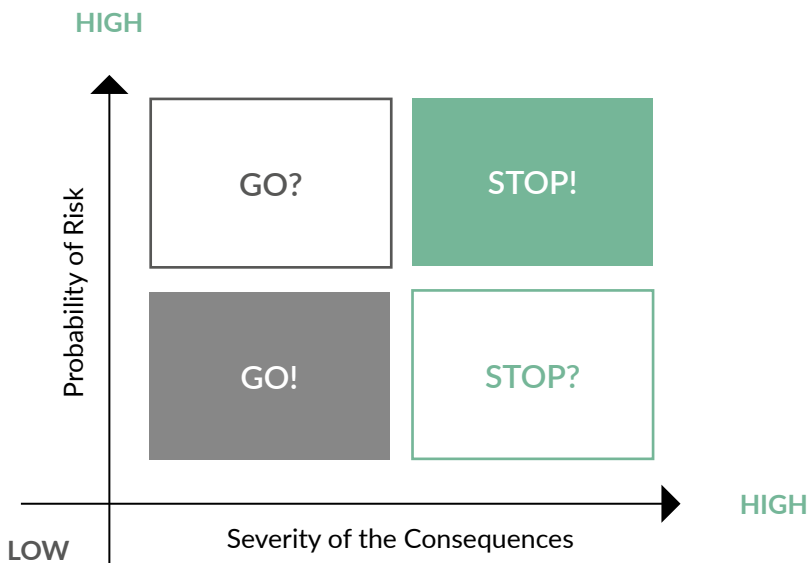
An example how to use the diagram:

FIG. 12. ACCIDENT POTENTIAL IN RISK MANAGEMENT, OWN ELABORATION BY K. VAJDA, BASED: OUTWARD BOUND BOSTON 2008, OUTWARD BOUND STAFF MANUAL, BOSTON.

ACTIVITY	PROBABILITY	SEVERITY	CONCLUSION	DISCUSSION
Crossing a shallow river on a long, wide log	Low	Low	GO!	The river crossing seems rather tame, but some risks does exist, a damp foot, perhaps. In any case it seems probable that the group will pass without a slip.
Crossing a deep, raging river on a backcountry bridge	Low	High	STOP?	The crossing presents some greater hazards beacuse the consequences of a fall are serious. However, as long as the bridge is in good repair, the probability of falling off is very low.
High ropes course balance beam using a belay system	High	Low	GO!	Doing a high ropes course balance beam element presents an increased likelihood of falling, but always into a secure harness clipped into a strong point.
High ropes course balance beam without using a belay system	High	High	STOP!	Doing high ropes course unbelayed invites near-certain disaster because of the likelihood to slip and the height which victim would fall from.

TAB. 3. EXAMPLE OF USE ACCIDENT POTENTIAL IN RISK MANAGEMENT, OWN ELABORATED BY K. VAJDA.

ACCIDENT THEORY

An accident can be: physical (e.g. fractures), social (e.g. being embarrassed in front of peers), emotional (too high fears), financial (losing equipement).

The first step of implementing risk management is understanding how accidents happen in adventure programs and how accidents can be minimized (Dussap A., Merry P., 2000).

Meyer in late 1970s created a model which explains the factors associated with accidents: most accidents occur when 3 sources of risks (unsafe outdoor environment, unsafe acts of the participants, errors made by the trainers) combine to create an accident potential.

This is the accident equation model adapted from J.Williamson and D. Meyer (1978).

ASSESSMENT OF RISK

Assessing what might go wrong in any given activity requires some careful thoughts, but also considerable experience of the kinds of hazards that can arise in adventure

activities. To make analysis of what may go wrong more systematic, at Outward Bound Romania below three sources of risk are considered:

Activity: the things that typically might go wrong during the activity

People: participants and trainers

▸   their unique skills and knowledge level

▸   their health and physical condition

▸   their energy level

Environment: the weather or surface conditions, equipment, location, etc.

This assessment method is very similar with the accident model presented above.

Before starting an unknown or a challenging activity you have to assess sources that can influence the accidents and to think about how these factors can be reduced and how accidents can be avoided.

You can use the following table to do the risk assessment.
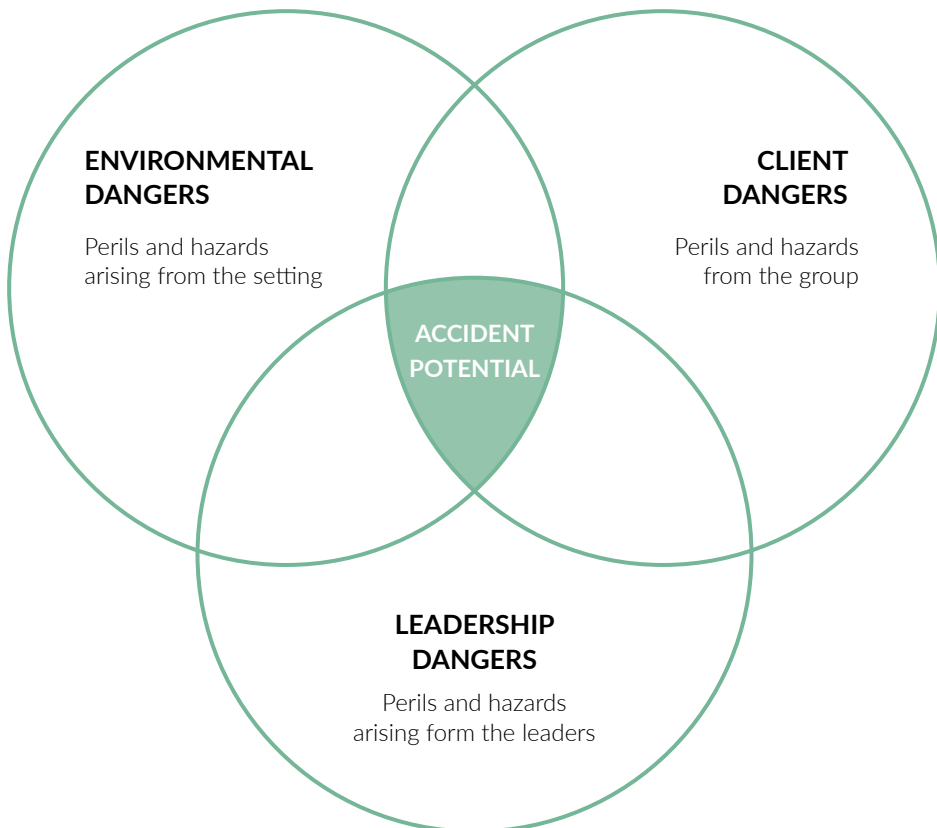
FIG. 13. MODEL OF ACCIDENT EQUATION BY J. WILLIAMSON AND D. MEYER, BASED ON: PRIEST S., GASS A. M. 2005, *EFFECTIVE LEADERSHIP IN ADVENTURE PROGRAMMING- SECOND EDITION*, HUMAN KINETICS, CHAMPAIGN.

NAME OF THE ACTIVITY:………………………………..

SOURCES OF RISKS (HAZARDS)	PROBABILITY 1 - low 2 - medium 3 - high	SEVERITY 1 - low 2 - medium 3 - high	POTENTIAL OF THE RISK	HOW TO AVOID IT (EXAMPLES OF ACTIONS)
PEOPLE 1: PARTICIPANTS - - -				
PEOPLE 2: TRAINER - - -				
ACTIVITY - - -				
ENVIRONMENT - - -				

TAB. 4. RISK ASSESSMENT ELABORATED BY OUTWARD BOUND ROMANIA, BASED ON: HANDOUT FOR THE PROGRAM TRAINING OF TRAINERS, OUTWARD BOUND, TARGU MURES.

RISK MANAGEMENT PLANNING

S. Priest and M. A. Gass say that the risk management has 3 categories (Priest, Gass, 2005):

1. Proactive or primary procedures: all procedures carried out before the program/activity with the purpose to prevent the accident.

What can we do?

- checking the equipment, the weather forecast, the environment
- organizing skill development trainings for the staff
- reading the enrolment forms of the participants (health status, physical condition)
- assessing the risks
- ask the participants and the trainers to be aware and to be responsible for each other, for the environment

2. Active or secondary procedures: all procedures taken during the program, usually as a result of an accident.

What can we do?

- first aid
- search and rescue
- evacuation
- call the 112

3. Reactive or tertiary procedures: all procedures after the accident.

What can we do?

- follow up the status of the accidented person
- completing the papers
- contacting the insurance representatives
- It is very important to have a general risk management plan written into a staff manual
- and in some cases to do a risk management plan before a new type of program

Why?

It is very important to do a risk assessment and then a risk management plan to avoid the accidents. The trainer should be aware of the physical and mental risk as well. The programs have to be safe in mental and psychical level for both the participants and the trainers. There are a lot of cases when accidents can be avoided by thinking about risk before starting the program/activity.

REFERENCES

Ajango D. 2000, *Lessons learned: A quide to accident prevention and crisis response*, University of Alaska, Anchorage.

Barton B. 2007, *Safety, Risk & Adventure in outdoor activities*, Paul Chapmen Publishing Ltd, London.

Dussap A., Merry P. (ed.) 2000, *T-kit no.3 Project management*, Council of Europe and European Commision, Brussels.

Outward Bound Boston 2008, *Outward Bound Staff manual*, Outward Bound Boston, Boston.

Outward Bound Romania 2017, *Handout for the program Training of trainers*, Outward Bound Romania, Targu Mures.

Priest S., Gass A. M. 2005, *Effective Leadership in Adventure Programming - second edition*, Human Kinetics, Champaign.

4

EVALUATION

by Kinga Vajda

WHAT?

The evaluation in general is a key element of a project/program/action. The trainer can use it in two situations: during a long time program after each activity/block of activities with the purpose of monitoring the program, and at the end of the whole program as a final evaluation.

Because evaluation is a very large topic and can be done in many different ways – depending on the project, program, activity – in this description we would like to share two types/examples which fit our project.

3 P MODEL:

With this model you can evaluate 3 important segments of a project/program/action: the trainer/participants (people), the program (product) and the methods/activities (process).
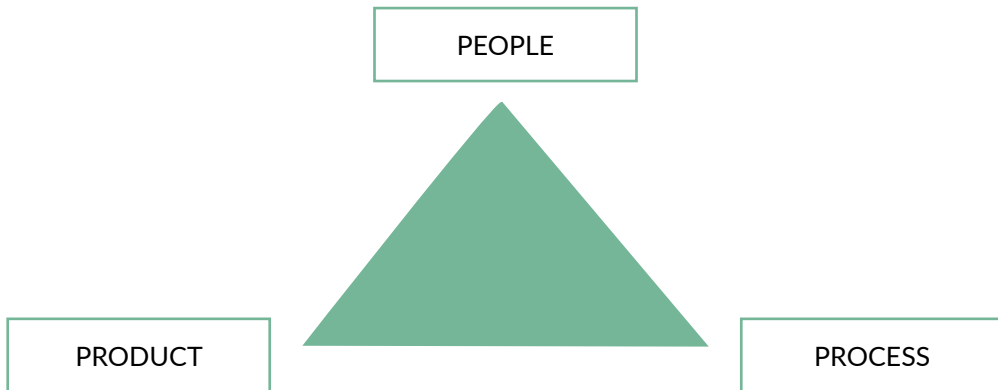
FIG. 14. 3 P MODEL BY 3P WAS DEVELOPED BY MR. CHIHIRO NAKAO,
A FORMER SENIOR MANAGER AT TOYOTA AND FOUNDER OF SHINGIJUTSU

People: means the group members (trainers, facilitators, logistics, group leaders, etc.) working on the project. The team should analyse the individuals with their roles, actions, feelings, knowledge, motivation, contribution, etc. The members should give feedback for each other – related with the contribution of the individual to the project, personal involvement, motivation, development during the project and about what to improve / what to do better next time.

Product: refers to the final result, to what extend the development of the participants achieved as the goal of the project.

Process: is the sum of actions the people took as a group, the teamwork, communication, the different steps of the project management. The process also refers to the methods and the different activities used by participants during the project. The team should also analyse the group atmosphere.

When the team is ready with the analyses (positive and negative aspects) they can draw up conclusions and future plans.

EVALUATION REPORT

Before starting the program you should set a main goal and some objectives with concrete quantitative and qualitative indicators, and should match the program to those indicators. After the program the team should do the final evaluation by analysing the achievements of the goals, objectives and indicators. At the end they should write conclusions and plan the next steps in a report.

You can use the following type of document to evaluate your project and to prepare report.

I. General information:

Date:

Place:

Trainer team:

Participants:

II. Information about the program/project:

The goal, objectives and the indicators of the program/project:

The schedule of the program/project (describe the activities in chronological order, in the observation column write down the changes and how did you customize the activities according to the group's needs).

**III. The evaluation of the product
(program/project) and of the process (methods, activities)**

did you achieve your goal, objectives, what kind of methods, activities worked and what not, were the indicators achieved, what and how could you improve next time):

IV. Evaluation of people (trainer team)

Personal evaluation (in which area were you excellent, in which area did you improve yourself and what are the skills that you would like to work on):

feedback (how was the collaboration between the team members, give specific details, and give personalized feedback to each member):

V. Additional information

Hazard situations that could have been dangerous for physical or mental integrity of the participants (with whom - gender, age; what, how and in which activitiy(-es) might have happened):

Accidents (what, how and with whom did the accident happen, what did you use for treatment):

DATE:	
NAME OF TRAINER:	
TYPE OF PROGRAM:	

NAME OF PARTICIPANT:			
AGE:			
GENDER:			
WITNESS:			
PLACE:			
ACTIVITY			
INJURY			
TRANSPORT TO THE HOSPITAL?			
NUMBER OF LOST DAYS:			
SITUATION OF CASE	EASY	MEDIUM	HEAVY

TAB. ACCIDENT TEMPLATE, OWN ELABORATION BY OUTWARD BOUND ROMANIA.

DESCRIPTION OF SITUATION:	
SUGGESTION TO ELIMINATE SIMILAR CASES:	
DATE:	
NAME:	

TAB. ORGANISATION ACCIDENT ASSESSMENT TEMPLATE, OWN ELABORATION BY OUTWARD BOUND ROMANIA.

REFERENCES

Dussap A., Merry P. (ed.) 2000, *T-kit no.3 Project management*, Council of Europe and European Commision, Brussels.

Outward Bound Romania 2017, *Handout for the program Training of trainers*, Outward Bound, Targu Mures.

ACTIVITIES

1

INTRODUCTORY ACTIVITIES

by Peter Mitchell

Introductory activities are amongst the important in an Outdoor Education program. They set the scene, introduce aims, goals and methods and help to create the sense of a group amongst the participants. Introductory activities also allow the facilitator to gauge the expectations, motivation and potential concerns of participants. And they give an impression of the group, particular strengths and weaknesses, as well as the opportunity to flag up any potential difficulties, issues or problems that may lie ahead.

Typically, introductory activities begin with name-games and ice-breakers, as it is important for participants and especially for facilitators to learn each other's' names as quickly as possible. These vary from

simple formats, where participants introduce themselves or other members of the group in a circle, to more complex activities involving movement, play and mime. Activities that identify common interests or qualities within the group – such as the strong wind – also help to forge a sense of group cohesion and break down barriers between participants. Ice breakers also help participants (and trainers) to learn names in the group as well as serving to foster trust within the group and to bring participants closer. If you wish to create a safe environment, where participants trust one another, and feel comfortable enough to step out of their comfort zone, icebreakers are crucial. A good icebreaker can ensure every member of the group feels engaged, gets the blood flowing and, most importantly, is fun! As the trainer, observing icebreakers of all kinds will help you to see group dynamics forming and notice which participants may have different learning styles.

At the beginning of any programme, facilitators should explain the programme objectives and consult participants about their expectations and fears. There are a number of standard methods for doing this, but whatever method is chosen, the results should be stored away and then displayed to participants at the end of the project. This allows them to evaluate to what extent the programme met their expectations and whether particular fears were justified or were overcome.

In addition to engaging with expectations and fears, introductory activities provide an opportunity for allowing the group to create its own project rules or guidelines. This can be done, for instance, through asking participants to create a group contract. For a group of people coming from different backgrounds or cultures, contract setting and expectations are crucial to avoiding misunderstandings, and ensuring that all members of the group are treated with respect. By asking the group to co-create their own contract, participants are empowered, rather than being told to adhere to set of rules, as in formal education.

Creating a group concept enables the facilitatory to introduce the concept of Challenge by Choice. The introductory activities provide a good opportunity to introduce this concept. Challenge by choice strives to empower participants through providing them with the opportunity to set their own challenges, depending on their own experience and abilities. This encourages pro-activism, whereby participants are not forced to achieve outputs set by the trainer but rather take on ownership and responsibility for their own involvement and learning outcomes.

INTRODUCTION, CONTRACT AND EXPECTATIONS

INTRODUCING THE PROGRAMME

AGE: 8+   10-30

approx. 60 min.

GOAL	MATERIALS	LOCATION
▸ Encouraging participants to think about the separate stages of the project	Paper or cardboard to make a sign and marker pens Flipchart paper Large sheet of A2 paper	outdoor/indoor

Description

Set up the stations that will represent the themes of the program, for example: communication, team-work, self-development and implementation. The group is then divided into four smaller groups. Each group is invited to go to one station and has five minutes to brainstorm and write down a list of 5 keywords associated with each individual theme. They are informed that there are no right or wrong answers. After each 5-minute interval the groups change their station and repeat the process.

Once each team has completed a brainstorming session for each station, the trainer collects all the results. Participants are invited to gather round and compare the keywords identified by each group. In a larger group (all participants), they are invited to create a word cloud using the gathered results.

Comments & suggestions

This can provide useful information to the trainers as to the participants' preconceptions of the subjects. It would be advisable for trainers to make a note of the keywords, which will provide material they can return to later in the project.

#expectation #teamwork

approx. 30 min.

GOAL	MATERIALS	LOCATION
▸ Getting to know each other ▸ Learning about each other's qualities, interests and characteristics	A rope or something to make a boundary from	outdoor

Description

A circle or other shape is made on the ground. The trainer enters the circle and explains the task: each participant, starting with the trainer, enters the circle and identifies a quality or characteristic that they have, which is shared by one or more other participants, but not by everybody. For example, if the trainer wears glasses, and one or more (but not all) participants also wear glasses, the trainer could mention this specific quality. After it is mentioned, all those who have this quality enter into the circle. If nobody or everybody shares the quality mentioned, the trainer has to try again, choosing a new quality or characteristic.

The trainer mentions several qualities and characteristics that they have, so that the participants can begin to form an impression of them. It is recommended that the trainer repeats the process at least a dozen times. After this, the trainer can invite participants into the circle and they can continue the process. The process is then repeated until everybody has entered the circle and identified a quality or characteristic that they share with one or more but not all of the group.

#knowingeachother #confidence #empowerment

approx. 90 min.

GOAL	MATERIALS	LOCATION
▸ Encouraging participants to reflect on their objectives from the project ▸ Encouraging participants to reflect on their personal goals and how they can contribute to the project ▸ Enabling participants to articulate their expectations of their peers and trainers	A role of flipchart paper Crayons or marker pens Tape or scotch Post-it notes (3 to 4 different colours) Flipchart	outdoor/indoors A wall clear without any obstacles. At least 5 meters long and 3 meters high is required

Description

Using the flipchart paper and the tape, a canvas of dimensions approx. 5x2 meters is created on a wall. The canvas begins approx. 0.5 meters from the ground and reaches a height of approx. 2.5 meters. Participants should be invited to help to construct the canvas.

The group receives the task of drawing the outline of each participant onto the canvas – creating a profile of the entire group. Participants can assume any position for the pose. As the canvas is raised from the ground, participants will need the support of others in order to hold the pose steady while their outline is being drawn. It is possible for differing outlines to overlap each other.

The whole group should have their silhouette drawn. If any individual participant is uncomfortable with this, the trainer can invite them to draw the outline of their hand onto the canvas.

Once this first task is complete, the trainer distributes four different coloured post-it notes to each participant. Participants are invited to write down:
   ▸ Their expectations from the project.
   ▸ Their expectations from their peers and trainers.
   ▸ Any fears or worries that they might have.
   ▸ A personal goal that they choose to set themselves.

Each participant is then invited to share their expectations, fears and goals with the rest of the group. Upon sharing them, they are asked to stick them onto the flip chart. When it comes to their personal goal, however, they are invited to find their profile on the canvas and match their personal goal to the outline of their body.

Safety
   ▸ Note that marker pens can damage light coloured clothing.

- The trainer should be ready to spot any participants who are elevated into a potentially dangerous position while their outline is being drawn.
- Pay special attention to the head and neck support.

What to observe

The initial task of constructing the canvas can provide an insight to the communication within the group. Who is appearing as the leader? Which participants are more reserved?

Debriefing

For the debriefing divide the participants into smaller groups and provide them the following questions to engage with:
- Reflect on how it felt to be drawn on the canvas.
- How did it feel to draw your fellow participants?
- Was this different?
- In each small group, come up with three adjectives to describe the canvas.

Each group should then nominate one member to share the results of these questions with the rest of the participants.

Variations

The canvas can be constructed as to start from ground level to make the task of drawing outlines easier. For a mixed physical-ability group this might be necessary.

Comments and Suggestions

If possible leave the canvas on the wall for the duration of the project and return to it during the final evaluation.

#expectation #trust #teamwork

TEAM CONTRACT

approx. 45 minutes
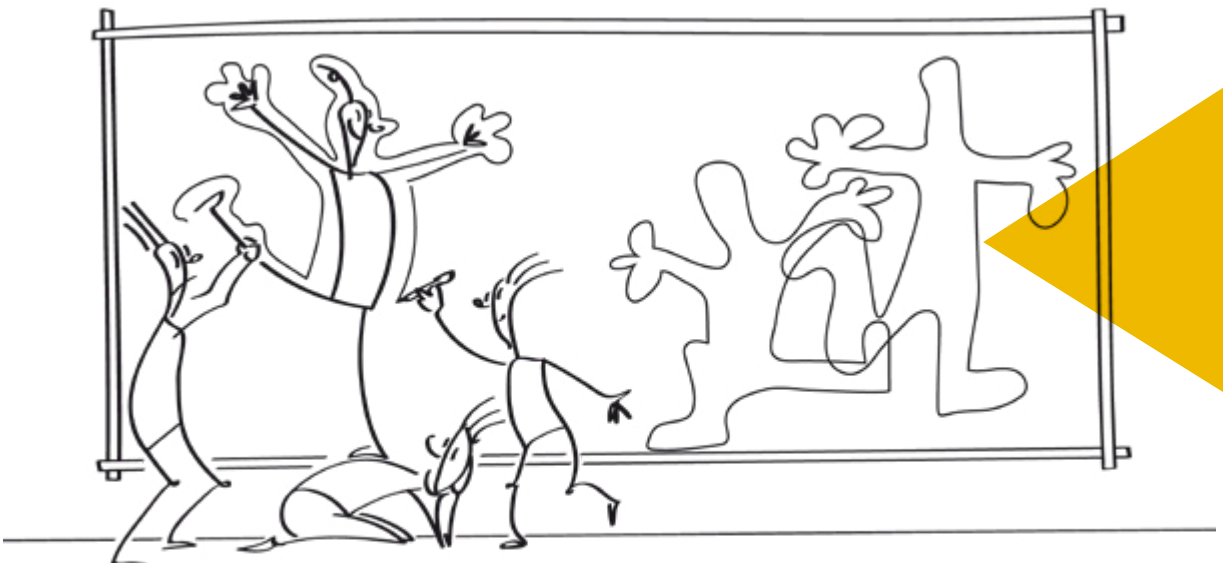
GOAL	MATERIALS	LOCATION
▸ Identifying behaviors and actions expected in the group ▸ Stating common rules ▸ Setting a team contract	Flipcharts Papers and markers A long rope	outdoors/indoors

Description

The trainer tells the participants to think about what makes a good team. The trainer then asks for words that come into mind, and writes the answers provided by the participants onto a flipchart that stays in common view. Participants are then divided into small groups of two to four. They are asked to develop a short-list of three to five guidelines or rules that they think will help foster good teamwork within the group. For this task they are given 10 minutes. The group then gathers together and each group shares their suggestions. Using the format of a large group discussion, participants are invited to draw up a project contract with between four to eight concrete guidelines. Once the guidelines have been written down, the trainer gives a rope to the first person on the left and asks to tie a knot if they agree with the agreement as completed. When they tie the knot, the participant hands on the rest of the rope to the next one. In the end, the trainer ties the edge of the rope, thus creating a circle, and tells everyone to hold their knot. This rope with the knots, represents the agreement and commitment of the team.

What to observe

The extent to which the group reaches consensus during the discussion and decision-making process.

Debriefing

The trainer can posit the following open questions:
   ▸ Do you feel satisfied with the result?
   ▸ Do you feel confident to follow these suggestions?
   ▸ Do you believe they will be followed by others?

Variations

The contract could also be done by letting the participants completing their names on the paper of the contract. An outdoor element was preferred to represent the fact

that this agreement follows us during all activities. The participants could also say a common sentence like "I agree and will respect everything written on our team contract"

Comments & suggestions

It is important to set a general agreement that if the contract is not respected, there will be a group meeting to decide on how to deal with this situation.

#trust #teamwork

WHERE WOULD YOU BE NOW IF NOT HERE?

AGE: 12+   10-30

approx. 30 minutes

GOAL	MATERIALS	LOCATION
▸ Encouraging to reflect on their motivation for participating in the project	none	Outdoors/indoors

Description

This exercise is very simple. Participants are invited to gather in a circle and the trainer asks them to think about what they would be doing right now if they were not taking part in the project. The trainer provides one minute for participants to think and then each participant in turn shares their answer with the group.

Variations

Instead of sharing the information in a large circle participants can be divided into small groups.

Comments & suggestions

The exercise can be combined with another activity whereby each participant brings an object, and shares with the rest of the group the meaning behind their choice of object, and its significance with respect to their participation in the project.

#knowingeachother #icebreakers

THE FAST BALL

AGE: 10+ 15-25

approx. 30 minutes

GOAL	MATERIALS	LOCATION
▶ Demonstrating the Kolb cycle with the specific debriefing questions ▶ Energizing the group ▶ Getting to know each other	One tennis ball Timer Paper and pen	outdoors, but it can be indoors if the space is big enough and it is possible to throw a ball

Description

The participants stand in a circle, their task is to throw a tennis ball to each other and to tell the name of that person to whom the ball goes. During the first round it is not allowed to throw the ball to the person next to them, and the ball has to arrive to each person but can't go twice to the same person. The trainer measures the time and tells the result/the time to the participants.

In the next 3-4 rounds the task is to review their action, to conclude and after to prepare a plan, than implement again with the purpose of reducing the time.

The ball has to arrive to each person, but can't go twice to the same person. If the participants would like to swap their places it is allowed, and in this case they can throw the ball to the person next to them.

The trainer measures the time in each round and tells the result/the time to the participants. Usually with each round the time is reduced.

Safety

The trainer should raise the attention of the participants to throw the ball carefully to avoid the injuries.

What to observe
- ▶ What is the strategy?
- ▶ What is the group doing after each circle (are they discussing, how is the strategy changing)?
- ▶ What kind of elements of the Kolb's Learning Cycle are present?

Debriefing

1. The trainer presents the 4 phases of the cycle one by one and the participants give examples based on their experiences during the activity.
2. They analyse their action in each phase and think about what can they do differently next time, taking in consideration the presented model.
3. They can brainstorm in which situation and how they can use this model during the program and in their personal life.

Variations

Without a debriefing you can use as a name game or as an energizer.

#knowingeachother #teamwork

UNTANGLING THE WEB

AGE: 10+ 👤👤 8-15

approx. 20-40 minutes

GOAL	MATERIALS	LOCATION
▸ Getting to know other members of the group ▸ Learning each other's names	A ball of string that will unravel easily. The string should be long enough to be passed back and forth between all participants. The more participants, the longer string is necessary.	outdoors/indoors

Description

Participants are invited to gather in a circle. The first person starts introducing themselves by providing three pieces of information: their name, their age and their favourite hobby. The trainer can demonstrate this by going first. After providing this information, the ball of string is thrown to the next person. The thrower holds on to the end of the string, so that it unwinds itself and starts to form a web as it is passed from participant to participant. This process continues until all participants have introduced themselves. By this point, all participants are connected by the web of string they have woven. Now the trainer announces that the next challenge is to unweave the web. However, in order to unite themselves, the participants have to correctly remember the three pieces of information about person who passed them the string. If they cannot remember, they are allowed to ask. The process continues until the web has been disentangled.

Variations

Other information can be substituted instead of age and hobby.

#knowingeachother #challenge #teamwork

AGE: 10+ 🧍🧍 8-24

approx. 30 minutes

GOAL	MATERIALS	LOCATION
▸ Breaking the ice between participants ▸ Exploring common interests	none	outdoor/indoor

Description

Participants are invited to divide into pairs. They are given one minute to determine four common facts or interests that they share. After the time is up, the pairs present their findings to the rest of the group.

Participants are then invited to join in groups of 4. Again they are provided with one minute to determine three common facts or interests that they share. After the time is up, the groups present their findings to the others.

For the last round, participants are invited to form groups of eight. They are given one minute to determine one common fact or interest that they share. After the time is up, the groups present their findings to the others.

#knowingeachother #teamwork

BOMB AND SHIELD

AGE: 15+ 👤👤 10-20

approx. 10 minutes

GOAL	MATERIALS	LOCATION
▸ Increasing participants' level of energy ▸ Providing space for interaction	none	outdoors in an area with plenty of space and even ground underfoot

Description

Participants are invited to select from amongst the other participants one 'bomb' and one 'shield'. They should not say who they have chosen for the respective roles. Participants are then invited to walk around in a random direction and after half a minute or so, the trainer begins a slow countdown from 10 to zero. At zero, the bombs detonate and participants have to 'freeze'. The aim of the game is for participants to align themselves so that their 'shield' protects them from their 'bomb'.

Participants are instructed to hold the final position and the trainer then asks each participant who was their 'bomb' and 'shield' to determine whether they survived or not. The exercise can be repeated several times.

Safety

As the countdown goes towards zero, participants might scramble to get into position, so ensure an area with even ground and no dangerous objects.

Comments & suggestions

Participants will often scramble to get into position after the countdown is already at zero. The trainer should emphasise to participants that on zero they 'freeze'.

#challenge

MOLECULES

approx. 5 minutes

GOAL	MATERIALS	LOCATION
▸ Getting to know other members of the group ▸ Feeling comfortable in the group with respectful touch ▸ Creating subgroups which can be used to transition to a following activity	none	outdoors/indoors (in a hall)

Description

Participants are asked to quickly walk around the place. When the trainer calls out a number, participants must form a "molecule" – holding/hugging the number of people called. Have fun with wildly different group sizes – it is fun to try one with all the group, too. If you want the group divided for your next activity, save this number for last and then tell participants to stay in these groups.

What to observe

Notice if participants always grab the same people - the objective is to grab whoever is next to you, not the same friends each time.

Variations

You can add more walking instructions inbetween to lengthen this warm up, like Fast, Slow, Jump, run to North, South, East and West. You can also add reverse instructions ("when I say Slow, go fast, when I say Jump, squat down", etc.)

#challenge

AGE: 10+ 🧍🧍 8-40

approx. 10 minutes

GOAL	MATERIALS	LOCATION
▶ Breaking the ice between participants ▶ Learning names	none	outdoors/indoors

Description

A simple game of catch. Before you throw the ball, say the name of the person that you throw to.

Variations

▶ Each time a participant catches the ball, they take one step forward – or one step backward.

▶ Add walking - throw the ball to someone, then walk towards them to take their place in the circle. They have to throw the ball to another person and start walking before you get to them.

▶ Instead of saying the name of the person you are throwing to, say the name of the person to their right (this is really difficult, and could open up some interesting conversations about directions)

#knowingeachother #challenge

MUSEUM OF ME

GOAL	MATERIALS	LOCATION
▸ Getting to know other members of the group ▸ Learning each other's names	The contents of participants' bags or pockets Paper, pens, bluetack, sellotape, string, etc.	outdoor/indoor

Description

Participants are divided into small groups and then take up a small area of the room each.

In groups, everyone is asked to look through their pockets and bags, find things and think about what they represent. What do these things show, in groups what qualities do they have in common, what shared hobbies and interests do they represent?

In groups, everyone creates a small exhibit of objects. After 20 mins to half an hour, we go around the room, and each group explains their exhibition to the others.

#energizer #knowingeachother #teamwork

ULTIMATE ROCK PAPER SCISSORS

approx. 10 minutes

GOAL	MATERIALS	LOCATION
▶ Learning each other's names ▶ Building up positive energy in the group	none	outdoors/indoors

Description

Participants are invited to divide into pairs. At the same time, everyone plays Rock Paper Scissors with their partner, until one person wins.

The losing player is then part of the winners "entourage", following them around, cheering their name. The winner goes on to play against another person, joining their entourage if they lose, or gaining more followers if they win.

The game should end up with two players with a huge audience of fans on each side, cheering them on.

Participants love the energy of this warm up, you can play it a few times if you like.

What to observe

You may want to note if anyone is a "sore loser" and target this as a team building activity another time.

Debriefing

▶ How does it feel to be followed by the group?
▶ How does it feel to be the followers?

#knowingeachother #leadership

FRUIT SALAD

approx. 10-15 minutes

GOAL	MATERIALS	LOCATION
▸ Breaking the ice between participants ▸ Exploring common interests	chairs for all the participants, in a circle	outdoor/indoors

Description

The trainer goes around the circle, labelling each participant: Banana, Orange, Apple, Banana, Orange, Apple, and so on.

The trainer stands in the middle and calls the name of fruit. When you call "Banana!", all the Bananas have to swap chairs, and so on. When you call "Fruit Salad!", all participants swap seats.

After a few tries, the trainer can also try things people might have in common, like "wearing blue" or "speaks Russian". Then these people have to swap.

After a while, the trainer jumps into an empty seat, leaving a participant in the middle. Now, taking it in turns, participants in the middle call out a fruit, or a personality trait, and then have to try and jump into an empty seat.

Safety

Remind participants not to push and to be careful of others.

#knowingeachother
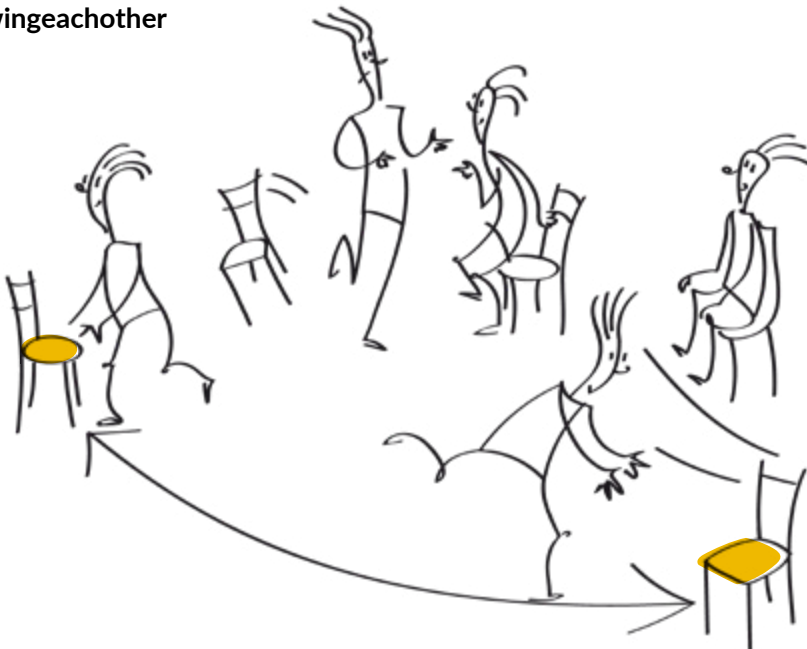
2

COMMUNICATION

by Philippos Nachmias,
Anastasia Rodopoulou, Igor Lisin

Communicating efficiently, effectively, smoothly and respectfully is a fundamental skill not only in an educational context, but also in everyday life. In outdoor education we are interested in all aspects of communication happening between the trainer and participants, inside the team, between the team and the outer world.

Communicating means sending and receiving a message, so that it is perceived the way it was meant to be. More than just "talking and listening", communicating consciously is about understanding why, how and to whom we are talking, how we are listening, how do we send messages with and without words, which elements improve and which deteriorate communication, different strategies and styles of communication, etc.

When we develop communication skills, the first step is to actually observe, self-reflect and analyse all the above aspects of communication. First of all, we are ensuring a safe and encouraging space for experimentation. Then we are inviting participants to challenge the typical processes of communication by offering different contexts in which they can actually observe themselves. We are inviting them to understand unconscious and external barriers to effective communication, that may include mental blocks, technical jargon, social norms or values. Finally, we are offering them the time and space to practice different techniques in order to improve their communication skills such as providing feedback, paraphrasing, impression checking, behavior description and active listening.

In context of communication within the group we can experience different styles of communication based on personalities, preferences, habits, circumstances where communication taking place. It is important to be aware of those differences in order to provide safe environment for effective communication between participants. Most commonly used models are Insight Discovery, developed by Insight Learning & Development, and DISK by John Wiley & Son, Inc. 4 basic styles of communication differently named can be divided in line for direct and indirect communication, task or people oriented communication, with high and low acceptance and assertiveness.

One of those focuses on how to solve problems and often dominate in group, second focuses on ideas and influence on others, third builds relations with people and take care about atmosphere, fourth analyses and develops processes.

Outdoor Education offers an ideal environment for self and team development in communication skills because it encourages the perception of new experiences and new contexts in an active way, and also integrates the self-reflection on them.

**STYLES
OF COMMUNICATION**

FLYING POT   AGE: 10+ 👤👤 8-20

approx. 40 minutes

GOAL	MATERIALS	LOCATION
▸ Based on dialogue reaching a common strategy ▸ Expressing oneself and listening inside a team	Tiny ropes Kitchen pot Glass Water	outdoors/indoors

Description

The goal of the game is to transfer water from one pot to a glass without spilling it. The trainer prepares the activity by tightening ropes (1.5m long), as many as the number of the participants, around the pot. After that the trainer empties a glass of water inside the pot and places the glass by the pot. The participants while holding the ropes should find a way to put water from the pot to the glass.

What to observe

- ▸ Verbal and non-verbal communication.
- ▸ Roles in the team.
- ▸ Active listening.

Debriefing

Put a square cross from ropes (or other materials) on the ground and mark one arm as assertiveness and the second one as acceptance. Ends should be marked from left to right with "Low and High". Assertiveness stays for standing behind own ideas, not easily following other without good reasons. Acceptance stays for being connected with team, taking care of others and atmosphere.

Participants should place themselves in part of the figure regarding below situations:

- ▸ Planning phase, when people express their ideas.
- ▸ Moments when someone takes a lead and directs others.
- ▸ Performing first trial.
- ▸ Situation when any disagreements appear.

Ask participants:

▸ To describe why are they choosing particular place.
▸ How communication process looked like during those phases from their perspective.

Variations
An advanced or older group could be asked to fill a bottle instead of a glass of water.

Comments & suggestions
You can precede or follow this activity with communication styles test.

#challenge #strategiesinteamwork

HIGH

ACCEPTANCE | ACCEPTANCE

LOW | HIGH

ASSERTIVNESS

LOW

approx. 50 minutes

GOAL	MATERIALS	LOCATION
▸ Based on dialogue reaching a common strategy ▸ Expressing oneself and listening inside a team	Ropes to create the base camp Different items to collect	outdoors

Description

Before the activity starts, the trainer creates a base camp with a rope and spreads all items around the base camp in different distances. The goal of the group is to collect all items lying around the base camp without any of the members of the team staying more than one minute outside of the base camp. Participants should also have body contact with each other and the base camp throughout the exercise.

Safety

The outdoor space should permit participants to lie on the ground.

What to observe

Verbal and non-verbal communication.

Debriefing

Create 2 lines (scale):
▸   from direct to indirect communication
▸   from task to people oriented communication

Ask participants (one by one, not obligatory everybody) to describe a situation when they felt faced on of those types of communications (direct, indirect, task/people oriented). The rest should place them on appropriate scale regarding their perception of described situation. Afterwards participants can comment why they chose to stay in particular place on scale.

Variations

Trainer can introduce the "wind" which can move lying objects in any time.

#strategiesinteamwork #verbal&non-verbal
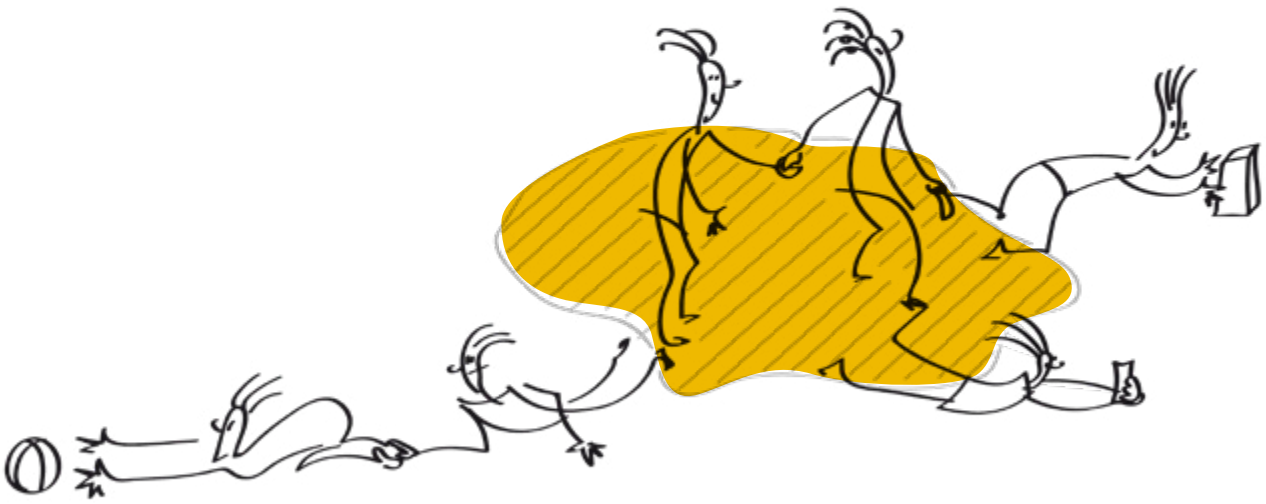
NON-VERBAL COMMUNICATION

MIRROR

AGE: 13+ 8-20

approx. 45 minutes

GOAL	MATERIALS	LOCATION
▸ Understanding the body posture in communication and its implications ▸ Understanding the role of emotions in communication	none	outdoor/indoor

Description

The participants are divided randomly in pairs and are asked to stand facing each other. In the beginning one is moving and the other is acting as their mirror. Participants are asked to be totally silent and try to communicate only through eye contact and body movement. After 10 minutes they are asked to change. In the end they are given 10 minutes in which they should act both as the mirror and the mirrored one.

What to observe

- ▸ Are the participants staying silent and getting deeper into non-verbal communication?
- ▸ Are the ones having the initiative facilitating the task to the ones copying them?
- ▸ Is anyone feeling uncomfortable?

Debriefing

Discussion with the whole group and answering to following questions:

- ▸ Which of the three parts did you prefer?
- ▸ How was to keep eye contact?
- ▸ Was it easy to focus on the other person?
- ▸ Was there anything that was difficult for you?
- ▸ What were the main feelings arising?
- ▸ What facilitates the good results of the performance? (easy movements, proper execution speed, etc.)
- ▸ Why do you think it is important to look and react at someone's body, facial expression and emotions during active listening?

Comments & Suggestions

In case the participants are too shy to explore their body movements, the trainer can ask them to focus on some specific parts. E.g.: hands, face, eyes, etc.

#trust #teamwork #initiative

IT SEEMS SO SILENT

AGE: 13+ 2-30

approx. 45 minutes
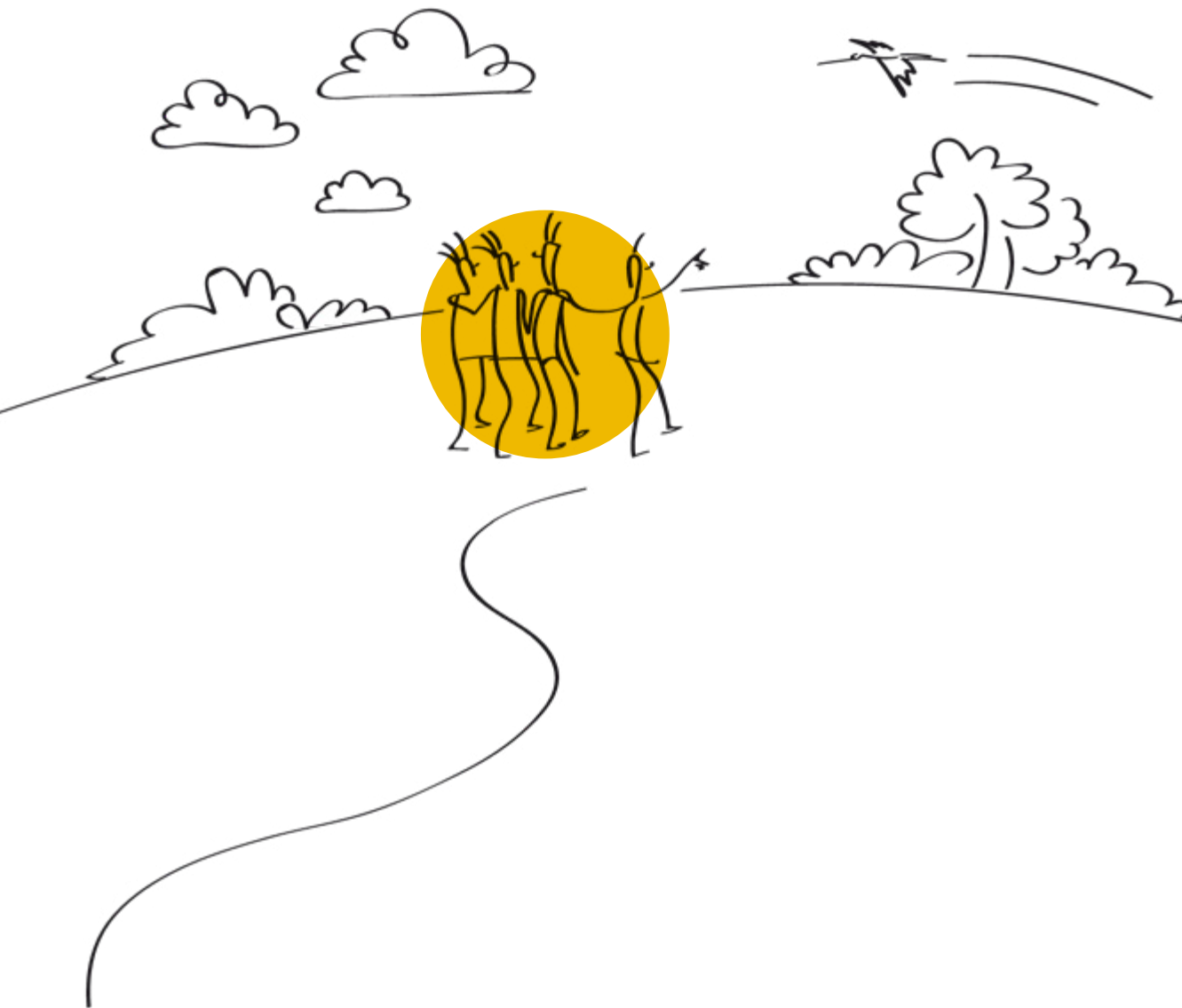
GOAL	MATERIALS	LOCATION
▸ Realising non-verbal but communicative expressions and body postures ▸ Developing understanding of the other person's non-verbal communication signals	none	outdoors

Description
Participants are divided in teams of 4. They are asked to leave their mobiles in a box. Then they are asked to spend together 30 minutes outdoors in silence. Motivate them in order to follow the rule.

Safety
- ▸ Make sure that the area is not very complicated and there are no chances for them to get lost.
- ▸ Make sure each team has one mobile or any other communication device in case of emergency.

Debriefing
Ask the participants to create a group sculpture in order to share one of their moments with the rest of the group. Then discuss in the whole group:
- ▸ What was happening?
- ▸ How did you feel?
- ▸ How did you decide what to do?
- ▸ Was there any other special moment?

Comments & Suggestions
The facilitator plays an important role in creating a motivated atmosphere and convincing the participants to really try and stay silent for 30 minutes in a row.

#trust #teamwork

DUBBING

approx. 45 minutes

GOAL	MATERIALS	LOCATION
▸ Developing non-verbal and verbal communication skills ▸ Understanding the importance of body postures	none	outdoor/indoor

Description

Participants are divided in teams of 4 people. Two of them are the actors and two are the dubbing team. The actors are asked to come up on stage while the dubbing team is sitting in front of them on the floor. The actors are given a topic/context (e.g. you are in the supermarket, you are a couple during a fight, etc.) and they start to talk in gibberish. The dubbing team is "translating the dialogue", trying to imagine what they are actually talking about.
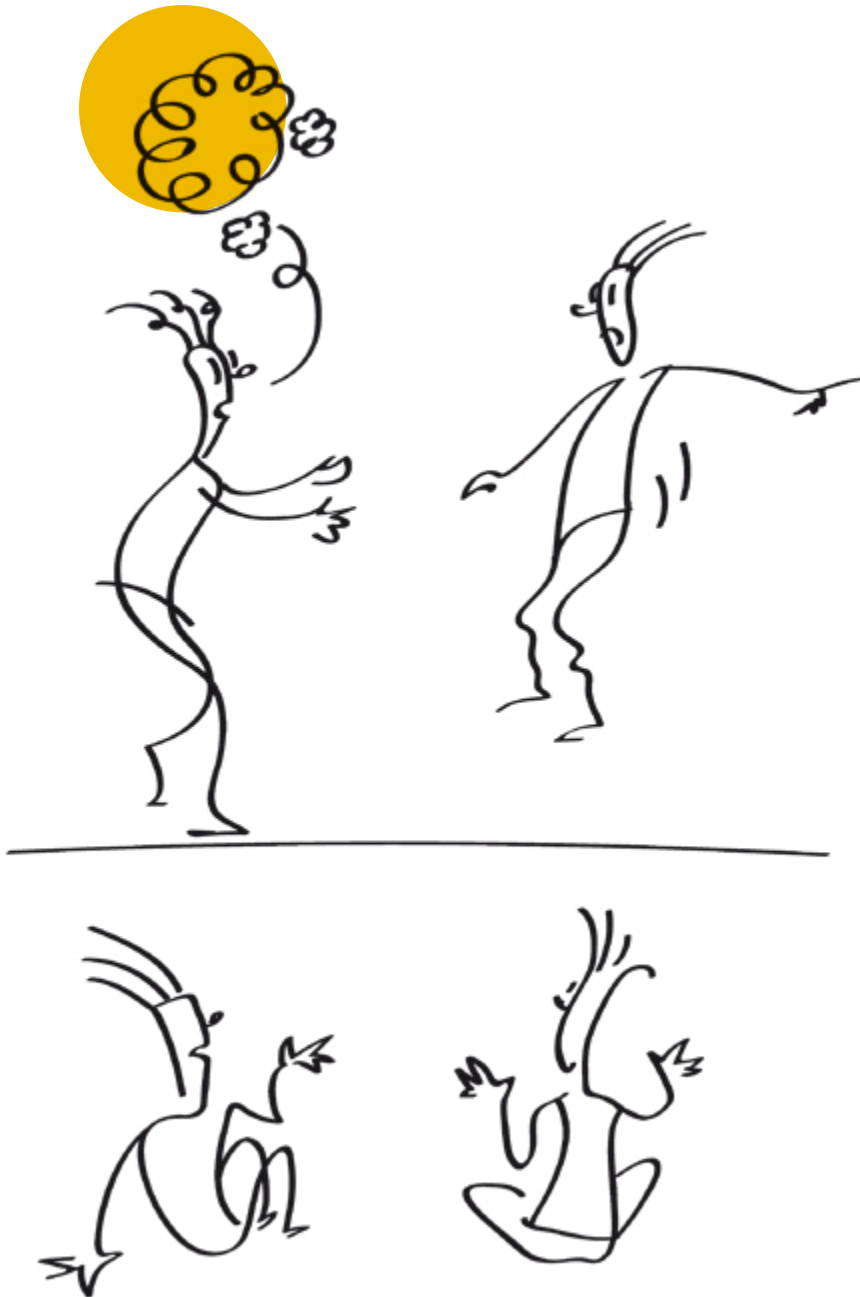
What to observe

Body postures and non-verbal communication.

Debriefing

Questions for the group:
- ▸ Do you feel that you were dubbed well?
- ▸ Do you feel that you were successful in dubbing?
- ▸ What was important when trying to dub?

#confidence #teamwork

GOAL	MATERIALS	LOCATION
▸ Raising awareness of the importance of body posture, movement and gestures in creating meaning ▸ Understanding the potential for non verbal messages to be falsely interpreted or misread	a pre-prepared list of sentences. There should be enough sentences for each participants a hat or bucket a stop-watch a bell or gong to indicate when time is up	outdoor/indoor (ensure enough space so that the audience can sit comfortably and the actor has enough room to move around freely)

Description

Participants are invited to sit on the floor facing the trainer. The trainer instructs the participants that where he/she stands is the 'stage' and that they are the 'audience'.

Each participant gets the chance to act. To begin, they draw a sentence from the facilitator's hat and then position themselves on the 'stage' facing the 'audience'. Their task will be to use non-verbal communication – gestures, body posture, movement – to 'speak' a whole sentence. The task of the audience is to interpret this non-verbal communication. The 'actor' has 90 seconds on stage. At the end of the 90 seconds the facilitator rings a bell to indicate that time is up. During the 90 second intervals, each member of the audience has to write down what they think is the exact sentence being communicated. No shouting out answers or verbal communication is permitted! After the 90 seconds is up the audience members read out their interpretation of the non-verbally-communicated sentence. This process is repeated until all participants have communicated one sentence non-verbally.

Safety

The area should be free of any obstacles that might hinder the performance.

What to observe

Observe whether 'actors' use gestures covered in the previous workshops or by previous participants.

Debriefing

This exercise lends itself naturally to a non-verbal active feedback debriefing session, such as a freeze frame. Questions to be asked during the debriefing include:

▸ How did you feel on stage?

- ▸ How did you feel as an audience member?
- ▸ Did you find communicating non-verbally easy or difficult?

Variations

The 'audience' is allowed to shout out the answer verbally. The actor and audience thereby enter into a 'dialogue' where one element is communicating verbally and another non-verbally.

Comments & suggestions

Building on the previous workshop non-verbal communication is used to communicate full sentences. Participants should become aware of the importance of body posture, movement and gestures in creating meaning. Moreover, the exercise demonstrates the potential for non-verbal messages to be falsely interpreted or misread.

Suggested sentences

1. Go away!
2. Well done
3. Help!
4. I have something to say!
5. Turn right.
6. Excuse me can I sit down?
7. Please be quiet.
8. Shut up!
9. I'm so excited!
10. This is boring!

This workshop can be combined with the previous workshop, 'gestures'.

#confidence #challenge

NATURE MACHINE

approx. 60 min.
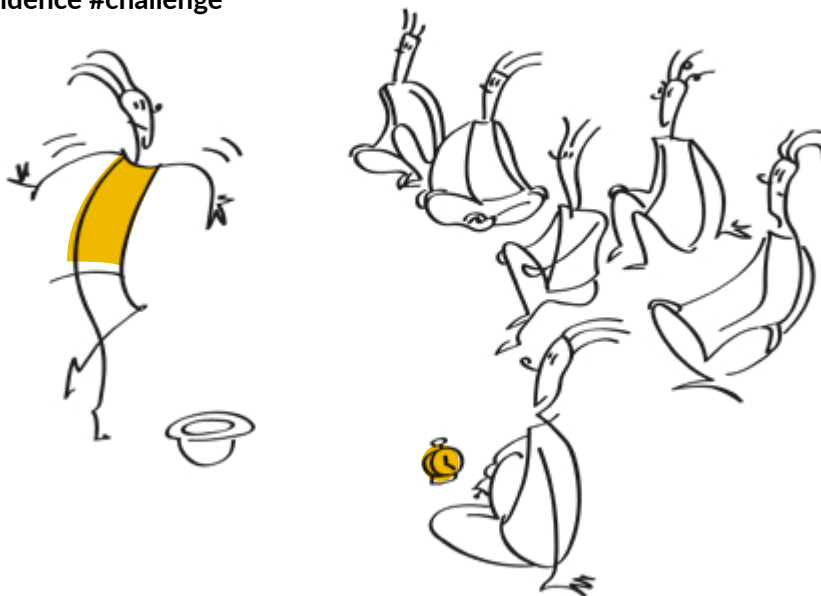
GOAL	MATERIALS	LOCATION
▸ Developing verbal & non-verbal communication ▸ Focusing on problem solving	rope (around 10 m), 3-8 lindfolds	outdoor (nature preferably)

Description

The aim of activity is to build a machine from ropes and natural materials, like branches, sticks, stones, etc. Activity includes 3 teams of engineers, managers and workers. There should be around 6-8 workers and 2-4 engineers and managers. All teams have a task of constructing the parts of a new machine together. Each group is highly specialized. The engineers draw the plan and present it to the managers. Their jargon is very complicated, so they communicate without word or drawing, when they conveying information to managers. The managers have to direct the workers in constructing the machine. The workers can't see the plan, have to listen to the managers and construct the machine from available materials. The workers have to wear eyes protection (blindfolds) during the construction process. Only they can touch materials.

On the beginning the engineers should get information how machine will look like (equilateral triangle with 2 kinds of natural materials in the middle, like wood, stone, etc.). Tolerance for equal length of the triangle's sides is +/- 20 mm. The engineers should agree on instruction and then pass it to the managers, without words and drawings. The managers would need to agree on a strategy and have to direct the blindfolded workers in building the machine. At the end the engineers check the result by measuring sides of the triangle.

Safety
- ▸ Remind to be careful when walking blindfolded.
- ▸ Remove stones and sharp objects from the ground.
- ▸ Instruct how to move, when blindfolded.
- ▸ Observe safety of the blindfolded participants.

What to observe
- ▸ What the engineers are expressing during informing managers.
- ▸ Engagement of managers when they are directing workers.

Debriefing

Using active reviewing. 4 stages: facts, feelings, findings, future.

Examples of questions:

1. Facts: The story of what has happened, the objective situation, teams involved

2. Feelings: What have you experienced, how do you feel in this situation, what does the situation do to you?

3. Findings: What meaning can you give to the situation, what can you learn out of it, is it similar to other situations? To express underlying assumptions, emotional schemes, theory in use.

4. Future: What do you want to apply, what do you need to implement, what's important, what alternatives are generated out of the experience, what can you reframe and how, what can we do together?

Variations

▶   Depending on the group, a more complicated machine could be built.

#grouproles #teamwork
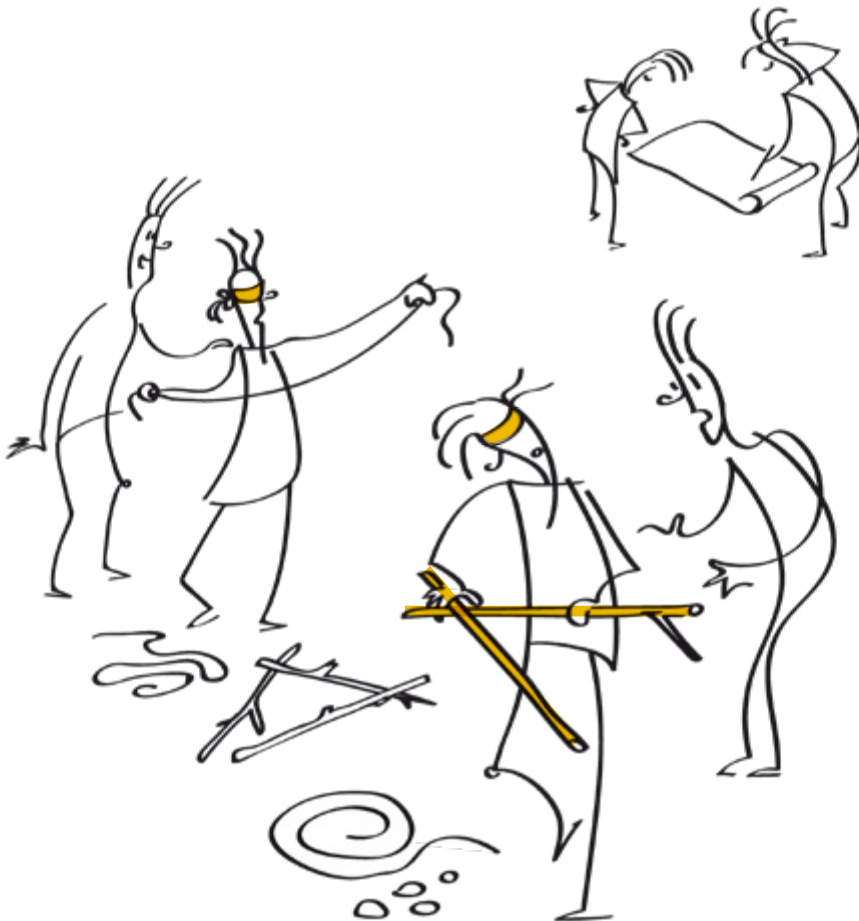
**ACTIVE
LISTENING**

RESHAPING THE DIALOGUE   AGE: 13+ 👤👤 2-30

approx. 20 minutes

GOAL	MATERIALS	LOCATION
▸ Isolating and observing the acts of talking and listening ▸ Understanding the non-verbal aspects of communication ▸ Understanding active listening	none	outdoor/indoor

Description

The team is divided in pairs. In each pair one is talking on any topic they want. The other one is listening and is allowed to react on what they are listening, but is not allowed to talk. After 5-8 min they change roles. Then both can talk freely for 5 minutes.

What to observe

How comfortable/uncomfortable do the participants seem?

Variations

The trainer could provide a certain topic, or suggestions of different topics.

Debriefing

Discussion of the whole group in a circle based on the questions:
  - ▸ How did you feel when talking/listening?
  - ▸ Was it difficult/easy?
  - ▸ What was different for you than in a normal conversation?
  - ▸ How do you think your pair received what you were saying? How could you understand it?
  - ▸ In which ways did you try to express your feelings when listening?

Comments & Suggestions

The idea of the game is to activate participants natural mechanism of listening and it is important not to mention the goal of the activity at the beginning.

#knowingeachother #trust #teamwork #empowerment

TEAM RHYTHM

approx. 30 minutes

GOAL	MATERIALS	LOCATION
▸ Developing non-verbal communication skills inside the team	none	outdoor

Description

The trainer asks the team to pick up a big wooden stick (1m) and bring it to the circle. The team creates a tight circle and the trainer starts counting, so that the team exchanges the sticks from one to another to the right. Then gradually the team is asked to do it in silence.

Debriefing

- ▸ What helped you to synchronize?
- ▸ How did it feel?

Variations

The sticks are staying at the same place standing on the ground, and the people are moving to the left.

#teamwork #empowerment

AGE: 13+ 👤👤 6-30

approx. 30 minutes

GOAL	MATERIALS	LOCATION
▶ Practicing active listening	none	outdoor/indoor

Description

The exercise follows the exercise "Reshaping the dialogue". The participants are asked again to form couples, but this time the listener is encouraged to:

▶ Mirror the posture of the speaker.
▶ Reflect back emotions nonverbally but also acknowledging them in a sentence when the speaker completes a thought.
▶ Paraphrasing, so that the speaker is aware of the message he is conveying.
▶ Asking for clarifications and details (asking for examples) in a non-judgmental way (without interpreting others' words).

After 10 minutes the participants exchange roles.

In the end they can talk 5 minutes freely.

What to observe

The trainer should pay attention to the posture and gestures between the couples to notice any difference with the first activity and about the level of focus, concentration and involvement.

Variations

The trainer can provide a certain topic, or suggestions of different topics.

Debriefing

Discussion with the whole group and answering to following questions:

▶ How was it?
▶ Was it different from the first conversation? In which way?
▶ What do you think of the different elements of active listening?
▶ How this activity could help you in real life situation?

Comments & Suggestions

The trainer can give a handout with examples of paraphrasing and summing up expressions to facilitate the participants.

#knowingeachother #trust #teamwork

COMMUNICATION LINE

AGE: 8+ 👤👤 10-20

approx. 40 minutes

GOAL	MATERIALS	LOCATION
▸ Raising awareness of disturbing factors in communication ▸ Eliminating them	none	outdoor/indoor

Description

According to the number of participants, the trainer forms minimum 5, maximum 10 pairs. The pairs form two lines, the people stay face to face and close to each other. The pairs talk about a given topic (E.g. their actual mood, their opinion about the challenges, their goal for the day, their role in the group, about nature, about last vacation, about a film, etc.) After 1-2 minutes the first pair separates, one of them remains in the front of the line, the other one goes to the end of the line and everybody continues the discussions. The separated pair also tries to continue the conversation. 30-60 second later the pair stands next to each other again and the second pair separates. The group continues till all the pairs try out the conversation in the separated position.

Safety

Choose a topic that is not stressful for anybody.

What to observe

- ▸ Werbal and non-verbal communication amid disturbing factors.
- ▸ Differences in reaction.
- ▸ How empathetic is the rest of the group.

Debriefing

Walk and talk (outside)/ sit and talk (inside) method.

The participants in the same pairs share their opinion about the following questions:

- ▸ What kind of feelings did you have during the conversation?
- ▸ What was your goal?
- ▸ What obstructed you in reaching your goal?
- ▸ What did you do to overcome the obstacles?
- ▸ What will you do in another way in a similar situation?

After each question you can stop and ask the pairs to share their opinion with the whole group.

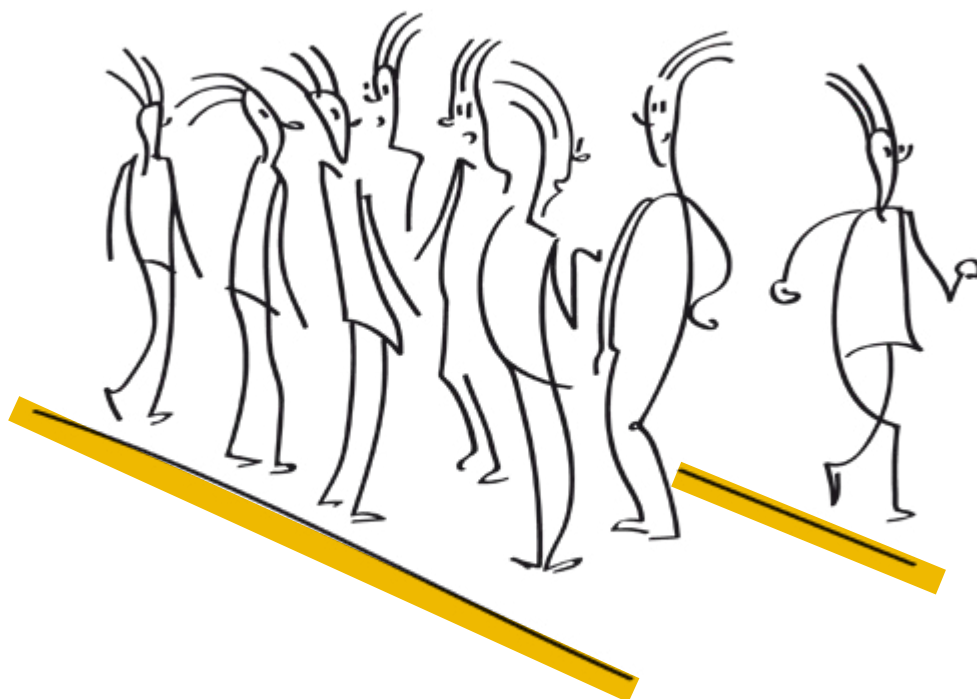**Variations**

▸ The group can stand between the two people in a circle and make noises, not just talking.

▸ The pairs can keep a 2-3 meter distance between them and try to communicate like this.

Comments & suggestions

It is important to choose a large topic, and pay attention to the age of the group, otherwise the participants may not talk 15-20 minutes.

#challenge

NON-VIOLENT COMMUNICATION

CAN YOU FEEL IT?

AGE: 14+ 👤👤 10-30

approx. 85 minutes

GOAL	MATERIALS	LOCATION
▸ Discovering feelings ▸ Learning how to describe and communicate them	pens and paper	outdoor/indoor

Description

All participants are asked to lay down, close their eyes and recall an intense moment that they experienced recently. After 5 minutes they are asked to open their eyes and write down their feelings related to the incident. After that they are divided in pairs. Without showing their notes to each other, each one starts sharing for 5 minutes their own story. The other participant's task is to carefully observe not only the content of the story, but also the verbal and non-verbal feelings of the storyteller expressed throughout their descriptions and write them down. In the end, the facilitator asks them to discuss and compare their notes. Next, the participants change roles and repeat the procedure. In the end the participants are asked to voluntarily share their experience with the group, referring to their common or different feelings that they observed, in a common debriefing round.

What to observe

- ▸ Do the participants observe or evaluate their feelings?
- ▸ Do the participants understand the difference between feelings and thoughts?

Debriefing

During the common debriefing round, the following questions can be used:

- ▸ Could you describe your feelings effectively?
- ▸ Were you able to understand the feelings of the other person?
- ▸ What was helpful, or what was difficult for you?

In the end of the debriefing round, the participants are asked to describe with one word their learning from the session.

Variations

The participants can also draw their stories and/or feelings.

Comments & Suggestions

The Center for Nonviolent Communication has created a feelings' inventory, that can be introduced to the pairs in order to help them comment on their notes. Inventory can be found here: http://www.cnvc.org/Training/feelings-inventory

#knowingeachother

FINDING THE TREASURE

AGE: 12+ 👤👤 10-30

approx. 60 min.

GOAL	MATERIALS	LOCATION
▸ Developing a common strategy ▸ Developing non-verbal and verbal communication skills ▸ Understanding different communication styles	a special object	outdoor (ideally forest)

Description

Participants are divided in teams of 3 or more people. Then they are given a letter and are asked to walk as far as they can for ten minutes, in order to ensure that nobody listens to their instructions. The instructions are the same for everyone: go back to the starting point and try to get a special object from the trainer (e.g. a frisbee) without them seeing you. The trainer sits with their eyes closed and maybe even walks around, close to the object. The time limit shall be 30 minutes.

Safety

Make sure that the participants don't get too far away or lost, and have a communication device in case of emergency.

Debriefing

The participants in the same groups share their opinion about the following questions:
- ▸ What kind of feelings did you have during the planning phase?
- ▸ What was your goal?
- ▸ What was challenging you in reaching your goal?
- ▸ What did you do to overcome the obstacles?
- ▸ What will you do in another way if repeat this activity?

Comments & suggestions

Adding more rules/restrictions could make the exercise harder depending on the age/skills of the participants.

#strategiesinteamwork #stylesofcommunication #challenge

SCULPTING FEELINGS

AGE: 14+ 👤👤 10-30

approx. 65 minutes

GOAL	MATERIALS	LOCATION
▶ Discovering feelings ▶ Learning how to describe and communicate them	pens and paper	outdoor/indoor

Description
The group is divided into two smaller groups. One group is called sculptures and the other one artists. The two groups form two lines that are facing at each other. The trainer gives the name of a feeling and the artists start sculpting the sculpture that stands in front of them. After one minute they have to change position with the artist next to them and start changing their sculpture. When they finish sculpting, they are asked to take a step back and look at their sculptures. Then they change roles. The exercise can be repeated with 2-3 feelings.

Safety
Ask the participants to be careful with their sculpting material and respect each other's bodies.

What to observe
▶ Do the participants accept or reject the positive comments?

Don't focus only in the issues pointed out by the majority of the members, but also cast light on minority contributions and individual ones. The new elements that could lead to a new level of collective development are often firstly expressed by a small number of people.

Debriefing
When one group finishes their sculptures they are asked to shortly reply to the question, e.g. for the feeling "Anger":
▶ Was it easy to demonstrate emotions nonverbally?
▶ Which parts of the body did you use most?
▶ Do you notice body postures when you communicate in everyday life? Could you give some examples?

Comments & suggestions
The participants can also be divided in two groups. The first one is given a feeling and have to create a body posture and the other one is commenting afterwards.

#non-violent #communication #initiative

EXERCISE ON OBSERVATION

AGE: 14+ 👤👤 10-30

approx. 45 minutes

GOAL	MATERIALS	LOCATION
▸ Understanding the difference between observation and evaluation	none	outdoor/indoor

Description

The participants are asked to take a look at the space around them and write down 3 observations (5-10 min). Once they complete them, they are encouraged to read them aloud and share what they observed with the group. Then they are asked to write down 3 observations for three different people of the group (5-10 min). Again, the facilitator encourages the participants to share their notes with the others.

What to observe

- ▸ Do the participants observe or evaluate?
- ▸ Pay attention to the language used.

Debriefing

The facilitator gives some time (+-5min) to the participants to read again their notes and reflect on them. The following questions can be asked afterwards:

- ▸ Are your observations free of evaluations?
- ▸ Did you include your opinion in your observations?
- ▸ When did you mostly include your opinion? While observing the environment or the people?
- ▸ Why do you think evaluation could lead towards a violent communication?

The participants who want to, are given space to talk and share their thoughts.

Variations

The participants can also be asked, after the debriefing, to rewrite their observations without introducing evaluation or judgement.

Comments & suggestions

The facilitator can introduce, at the end of the debriefing, the difference between observation and evaluation.

#knowingeachother

THANK YOU! (+)

GOAL	MATERIALS	LOCATION
▸ Receiving appreciation ▸ Understanding our response to appreciation	none	outdoor/indoor

Description

All participants sit around in a circle. A volunteer starts by saying something nice to the person sitting on his right side. The one that receives the positive comment can react any way they want. Then they continue by saying their own comment to the person sitting on their right. When the circle finishes a group discussion takes place.

What to observe

Do the participants accept or reject the positive comments?

Debriefing

During the discussion round, the following questions can be used:
- ▸ Was it easy to accept a positive comment?
- ▸ Did you undermine or reject it?
- ▸ How did you feel when your compliment was rejected?

Variations

We could suggest to those that rejected the appreciation, to rephrase and accept it.

Comments & suggestions

Make sure that no one goes home with a feeling of being rejected.

#empowerment

3

TEAMWORK

by Peter Mitchell

Developing teamwork is one of the main goals of outdoor education in particular and non-formal education in general. Whereas formal education often focuses on individual attainment, the non-formal approach fosters the group process. Indeed, many of the activities in outdoor programmes require teamwork in order to be effectively completed.

For good teamwork to emerge within a group, a range of key competences and attributes need first to be developed. Effective teamwork relies on good communication skills, problem solving, the ability to divide and delegate tasks, as well as taking on board

differing arguments and points of views in order to develop effective collective strategies. And importantly, good teamwork depends on creating a level of trust within the group.

Moreover, for a team to function properly it is important for its members to take on individual responsibilities and roles based on their assessment of their strengths and weaknesses. This topic is connected with leadership. Participants should develop an understanding of when and where they should take a leading role in planning and implementation, when they should step back to allow others to contribute.

The activities in this chapter are all designed to foster effective teamwork through engaging with strategies in teamwork, group roles, leadership and trust. Simply going through the motions of the following exercises will not on its own be enough to forge good teamwork within the group. That is why the debrief is so important: it provides the opportunity for the group to reflect on their strategy and communication, as well as other essential elements of good teamwork, in order to understand better how to improve as a group. If participants fail to complete a specific task, this can provide an opportunity for them to draw learning outcomes, as long as they identify what their weaknesses were and develop strategies for improving their performance in future activities.

STRATEGIES
IN TEAMWORK

123=12 AGE: 13+ 👤👤 8-20

approx. 60 minutes

GOAL	MATERIALS	LOCATION
▸ Building teamwork as the group attempts to solve a riddle ▸ Challenging participants to pay close attention while engaging in a physical activity ▸ Working on how to deal with different emotions during the game ▸ Observing different attitudes (struggling, avoiding, cooperation) during the task	jump rope flipchart with instruction (optional)	outdoor: preferably a place with safe ground (grass, soft ground) or indoor. Space enough for the group to move from one side of the room or area to the other; ceiling height sufficient to have a jump rope turning.

Description

The trainer identifies a person to join them in turning the jump rope. Next, they ask the group to stand on one side of the jump rope. Their goal is to get the entire group to the end on the other side of the room, but to do so, they must solve the riddle of 123=12. The solution to the riddle is: One person passes through the rope, then two people together, then three people together, then back to one, two then three (the pattern is repeated) until the rope has turned a total of 12 times.

The only way they can get an information about whether they are on the right track is by observing the rope. If it continues to turn, they are on the right track. If the rope stops turning, they are not solving the riddle. When the rope does stop, they must all go back to the beginning and start again.

The trainer gives the group time to ask questions, but most of the answers will be clarified by the rope telling them if they are right or not. Eventually they will get the idea and begin trying some solutions.

The trainer has to remind the group that they will receive feedback in the following manner: whenever the rope stops turning, they will know that they are solving the riddle incorrectly, and they have to return to the starting place and begin again. If they pay close attention to the moment when the rope stops turning and what they were doing just a moment before the rope stopped, they will gather important information that will assist them in solving the riddle.

When the rope stops, the group should stop working and analyse what happened.

They should focus on what they are doing to discover what actions solve the riddle and what actions cause the rope to stop.

Variations

▸ Allow people to pass the rope, not to jump.
▸ Count the number of turns to yourself to make it more difficult, or out loud to make it noticeable. This can help a group figure out the 12 part of the riddle.
▸ Another way to make it more difficult is to drop the rope if they skip a beat (meaning that the solution involves someone going through every time the rope turns). It is easier to let it skip beats.
▸ Allow people to go back to the other side of the room behind you or under the rope, instead of trying to jump through the 'back door' of the jump rope while turning.
▸ End with everyone on the same side of the room.
▸ Vary the end number if the group is larger than 12 people…it can be 123=20, 30, 17 - you decide!

Debriefing

This can be a very frustrating activity. Process it accordingly.

▸ Review what happened during the activity. What role did people play? How many attempts did it take? How did people feel throughout?
▸ Did people want to give up at any point? How did they rally and persevere?
▸ How did the group arrive at the solution? How do they feel now, when they have solved it?
▸ What can the group learn from this activity about working together?

#communication #challenge

BLIND SHAPES

approx. 30 minutes

GOAL	MATERIALS	LOCATION
▸ Providing a team-challenge for the group ▸ Testing problem-solving as a team ▸ Improving communication skills ▸ Developing group decision-making processes	rope blindfold	outdoors (any kind of field, where we are able to do a rope shapes with big group)

Description

Ask the group to line up in a straight line and give everyone a blindfold. Get participants to put their hands in front of them and then place the length of rope into their hands. Explain that everyone must hold onto the rope with both hands for the entire activity. Letting go of the rope, even for a moment, is not permitted and will result in restarting the challenge.

Now give them a shape to create with the rope. Start with something simple such as a square. When group members feel the task is completed, they can take off the blindfolds to check the results. Once they have completed the challenge, allow time reflect on the task and review with the group. If time permits, give them another shape to form (triangle, hexagon, octagons). You can make a time limit – and ask during the game – if you see, that they need more time.

Safety

Ensure the area is clear of any potential hazards: branches, uneven terrain, potholes, etc.

What to observe
- ▸ Observe the dynamics of the group decision making process when the group is stuck. Are they calm or noisy? Passive or aggressive? Are they frustrated?
- ▸ Is everybody involved to making decision process? Who are the leaders?

Debriefing

Discussion with the whole group based on the following questions:
- ▸ How did being blindfolded affect the challenge?
- ▸ What other challenges did you face as a team?
- ▸ How effective was your teamwork and communication?
- ▸ Were some participants more active than others?
- ▸ Would you do anything different if you were to try the activity again?

Variations

The trainer can choose to 'silence' certain participants to change the dynamic of group communication.

#communication #challenge

EGG DROP

approx. 60 minutes

GOAL	MATERIALS	LOCATION
▶ Developing teamwork ▶ Organisation ▶ Time management ▶ Creative thinking ▶ Group strategy	Raw eggs, a string and measuring tape to measure the height dropped, duct tape, cardboard, step ladder, paper towels to clean up	outdoors, preferably close to a building or an elevated structure that can be used to drop the eggs from differing heights

Description

Divide the group into teams of 3-4. Each team is given a raw egg and 20 minutes to design a protective case to protect the egg and cushion its fall. Participants can use the material provided – cardboard, duct tape – and are encouraged to use any other materials they can find in the outdoor setting. These could be leaves, twigs, earth etc.

After the 20 minutes are up, the trainer then invites the participants to estimate the maximum elevation of drop that they think their construction will allow the egg to withstand without breaking. A step ladder can be used to increase the elevation of the drop or, if the group has access to it, a building can be integrated into the exercise.

The groups then test this, dropping their eggs, and unwrapping their construction to see if the egg breaks or not.

Safety

If using a step ladder make sure it holds stable to prevent it from wobbling. If participants are dropping their egg from the window of a building, make sure that they do not hang themselves out of the window in a potentially dangerous manner. The facilitator should make sure that the area below the drop is cleared so that nobody is hit by the falling egg.

Debriefing

Ask the teams about their experience: what did they do well as a team, how did they experience time-management. Ask whether their strategy changed over time and, if so, how did the group decide on a new strategy. A final question can focus on whether the teams would do anything different next time.

Variations

The activity can also be framed in a competitive way. Then the challenge would be to see which group can drop the egg from the highest elevation without it breaking.

#communication #challenge

OBJECT SHARE

approx. 45-60 minutes
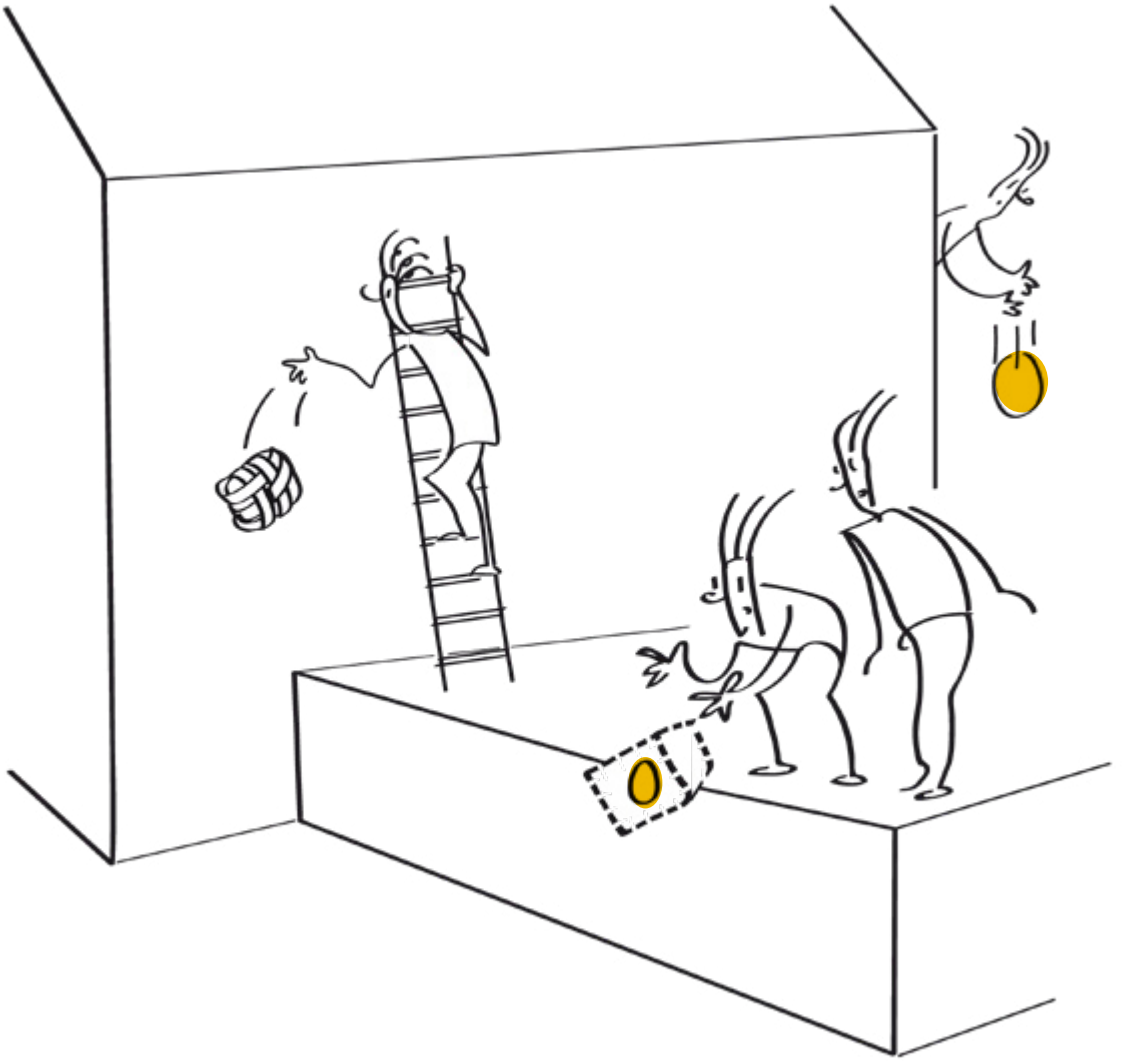
GOAL	MATERIALS	LOCATION
▸ Reflecting on and expressing roles in the team ▸ Providing and receiving feedback	none	outdoor, a grassy area, woods or riverbank where participants can easily find objects to collect for the exercise

Description

Participants are given 10 minutes to collect two objects – e.g. stones, wooden sticks, leaves – which they use as a metaphor for their and the group's teamwork. After the 10 minutes are up, participants are invited to gather together in a circle with their objects.

During the first round, participants present their object to the group and share their feelings about their personal contribution to the team. Using the second object, they share what they have found difficult working together and things that could be improved in their group's teamwork strategy.

What to observe

Ensure that people who might have negative feelings to share are given enough space/time and emotional care to express them without the fear that they will be rejected.

Debriefing

A group discussion drawing on the following questions:
- ▸ Why did you choose this item to represent your contribution to the team?
- ▸ How do you feel about your role in the team?
- ▸ Why did you choose this item to represent difficulties in the collective functioning?
- ▸ Which do you think are the reasons for the issues that you pointed out?
- ▸ What could be a solution?
- ▸ How do you feel while sharing it with the rest of the team? Is it easy/hard for you? Why?
- ▸ What do you expect from the team and yourself regarding the next steps?

Variations

Creating a mosaic with the objects they collected as a team.

#grouproles #communication #confidence

**GROUP
ROLES**

ELECTRIC JAIL

AGE: 16+ 👤👤 10-30

approx. 60 minutes

GOAL	MATERIALS	LOCATION
▸ Developing effective communication ▸ Creating a common strategy ▸ Identifying roles ▸ Working in a team	4 ropes (2-3 meters)	outdoor

Description

The trainer constructs a hypothetical jail by creating a perimeter with ropes tied to trees. The perimeter should conform roughly to the shape of a square. The ropes (i.e. 'wall' of the jail) are positioned at different heights. They are "electric" and the participants should not touch them.

At least three people should escape from the highest rope which is about the height of their shoulders. A maximum two couples should escape together from the lowest rope, positioned at a height where they can pass over it simply by raising their legs (jumping is not an option). There's no limitation for the other two ropes, whose other than they should be lower than the highest one. If any participant touches the rope during the escape the game starts over again and all participants return to the jail.

Safety

Spotters should provide safety measures when participants are climbing over the ropes. Participants should be careful with the people that they are taking over the rope.

Debriefing

The debrief can begin with an open discussion, asking participants to recount their experience. Following this, the scaling method can be used. Here participants use their hands as a measure. The facilitator asks quantitative questions, participants provide feedback through putting their hands initially on the ground and then raising them as much as they could, from "not much" to "extremely".

Possible questions include:
▸ How much did you enjoy the activity?
▸ How much did you think that you listen to each other during the activity?
▸ How much satisfied are you from your work as a team?
▸ How much involved did you feel during the activity?
▸ How possible is it to play this activity again?

Variations

Different rules for each side.

#communication #strategiesinteamwork #challenge

BACKPACKING YOUR TALENTS

approx. 40 minutes
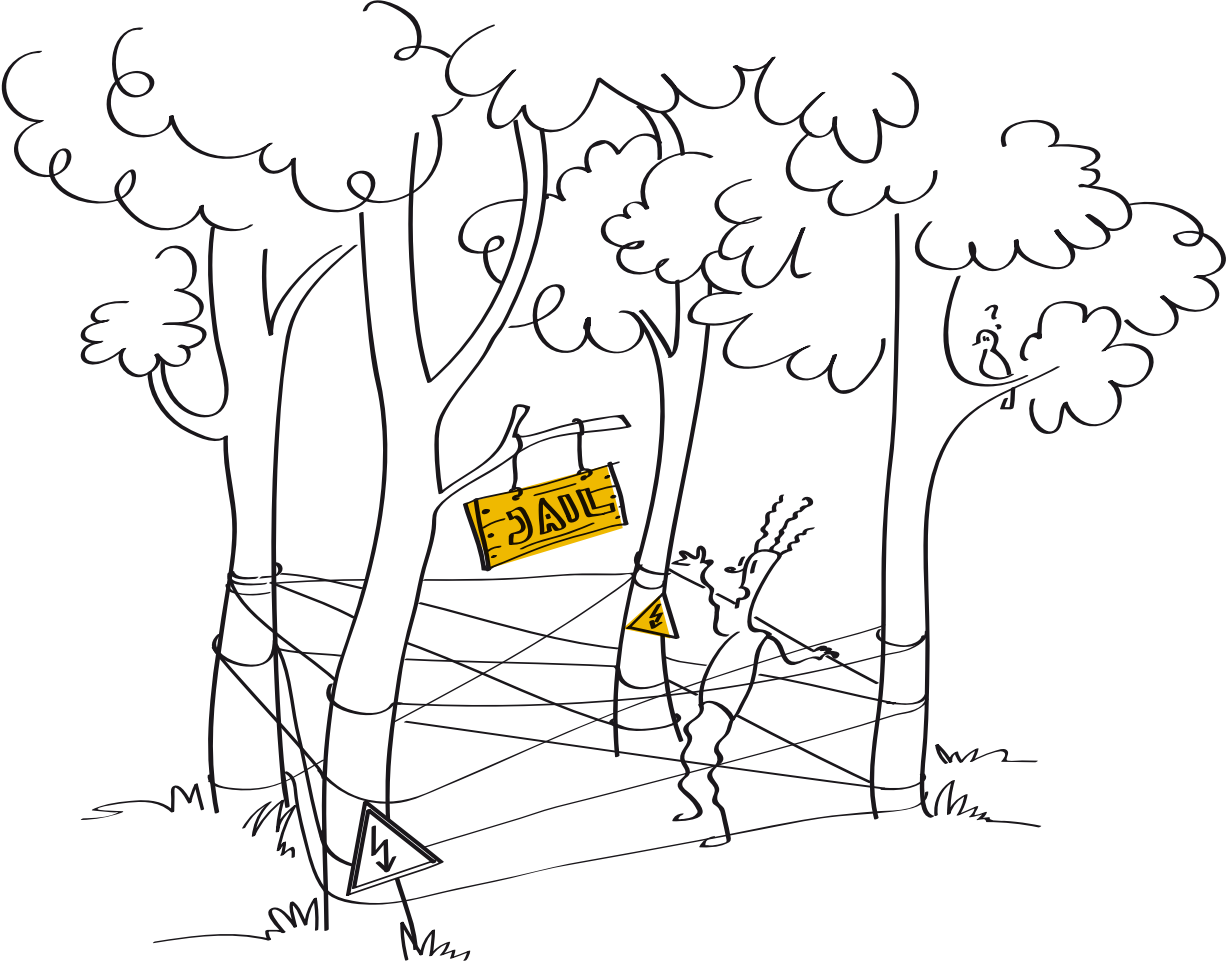
GOAL	MATERIALS	LOCATION
▸ Discovering and identifying talents ▸ Selecting, prioritizing and applying talents according to the task	A4 paper, post-it notes, pens, markers, flipchart	outdoor/indoor

Description

The aim is to identify your talents and "pack" them into the backpack which will be used by a group of people to accomplish a fictional extraterrestrial mission.

The facilitator begins by inviting each participant to individually identify at least 20 talents they possess. They should write these talents on a piece of A4 paper. For this task, participants are given 10 minutes. To provide participants with prompters, the facilitator can write the following questions on a flipchart.

- ▸ What can I do well?
- ▸ What do I feel comfortable doing?
- ▸ What am I appreciated for, according to my friends? And my family members?
- ▸ Which skills do I use for my hobbies?

Once participants have a list of c. 20 talents, the facilitator invites them to gather in a circle. Now they should select from these 5 talents which could be helpful if the group were to go on an extraterrestrial mission. These should be written onto post-it notes, and then placed in the middle of the circle.

Now the facilitator invites volunteers to create groups of 4-5 for the mission. Taking turns, each volunteer chooses a talent from the center, which they think will be useful for the mission. The person whom the talent belongs to, becomes member of the team and they can now pick the next talent from the central pile. The process continues until the teams have reached the 4-5 members.

Now that the teams have been constructed, the groups can commence a talent auction. The teams compile the talents that they have and what they think is missing, and can offer to exchange their members with another member of a different team. Both of the teams has to agree on exchanging their members, and the swapping members have to agree too.

What to observe

If participants are able to identify their talents or if they face difficulties, support them with examples.

Variations

If the participants know each other well you can ask them to write down individually 10 talents, and let the others write one or two talents of each other. In this way each of them will have a sheet of paper with the 10 talents written by themselves, plus another one written by the others.

Debriefing

- ▸ How have you selected your talents? How was this process?
- ▸ Which criteria have you used to decide the necessary talents when creating the teams?
- ▸ From 1 to 10, how many of your talents do you think will be useful for the mission?

Comments & Suggestions

A list of possible talents could inspire some people with new ideas and underlying talents that participants might think irrelevant but are actually a resource, since sometimes people take some talents for granted and not to be mentioned.

#empowerment #knowingeachother

CLIFFHANGER

approx. 90 min.

GOAL	MATERIALS	LOCATION
▸ Fostering teamwork ▸ Encouraging participants to think about their strengths and weaknesses and what they can contribute to the team ▸ Encouraging participants to both take a leading role and step back and allow space for others when appropriate ▸ Building trust	2 climbing ropes (minimum 50 meters), 4 climbing harnesses, 2 semi-automatic belay devices (Grigri, Click-up). marker pens, paper, tape, 2 blindfolds	An indoor or outdoor climbing wall (20 meters in height)

Description

The group is divided into two teams. The teams climb on routes of equal difficulty on a 20 meter climbing wall. Beforehand, the trainer places numbered markers on the route in ascending height order. Number 1 is relatively close to the start of the route (3 meters from the ground, for example), while number 5 and number 6 are placed at the top of the route.

The challenge for each group is for participants to climb the route and to fetch all the numbered markers. The first group to fetch all numbers wins. Each participant is allowed to climb only once and can collect only one number, so the group has to assign a number to each participant. For the last number, the participant should climb blindfolded.

The group is given 15 minutes to decide on a strategy. Once the time is up, the challenge begins. The group is set a time limit of 30 minutes to collect all the numbers.

Safety

The belayer should have a certified climbing qualification, so that they can belay in a secure manner. Semi-automatic belay devices should be used and the belayer should know how to use them. The climber should be properly tied in to the rope using either a figure of eight knot or a double bowline. Before each participant climbs, the climber and the belayer should go through the motions of the partner check: here they check the knot, the harness (that it is tight enough and properly closed), check that the belayer's carabiner is closed and that their belay device is properly functioning, and check that there is a knot at the end of the rope.

Debriefing

‣ Questions should focus on teamwork, group roles and time-management.
‣ How were the roles assigned within the group?
‣ Was the group strategy effective?
‣ What did the group do well concerning task division and what could be improved?
‣ How was it to 'step back' and allow others to climb to a higher point?

#strategiesinteamwork #communication #challenge
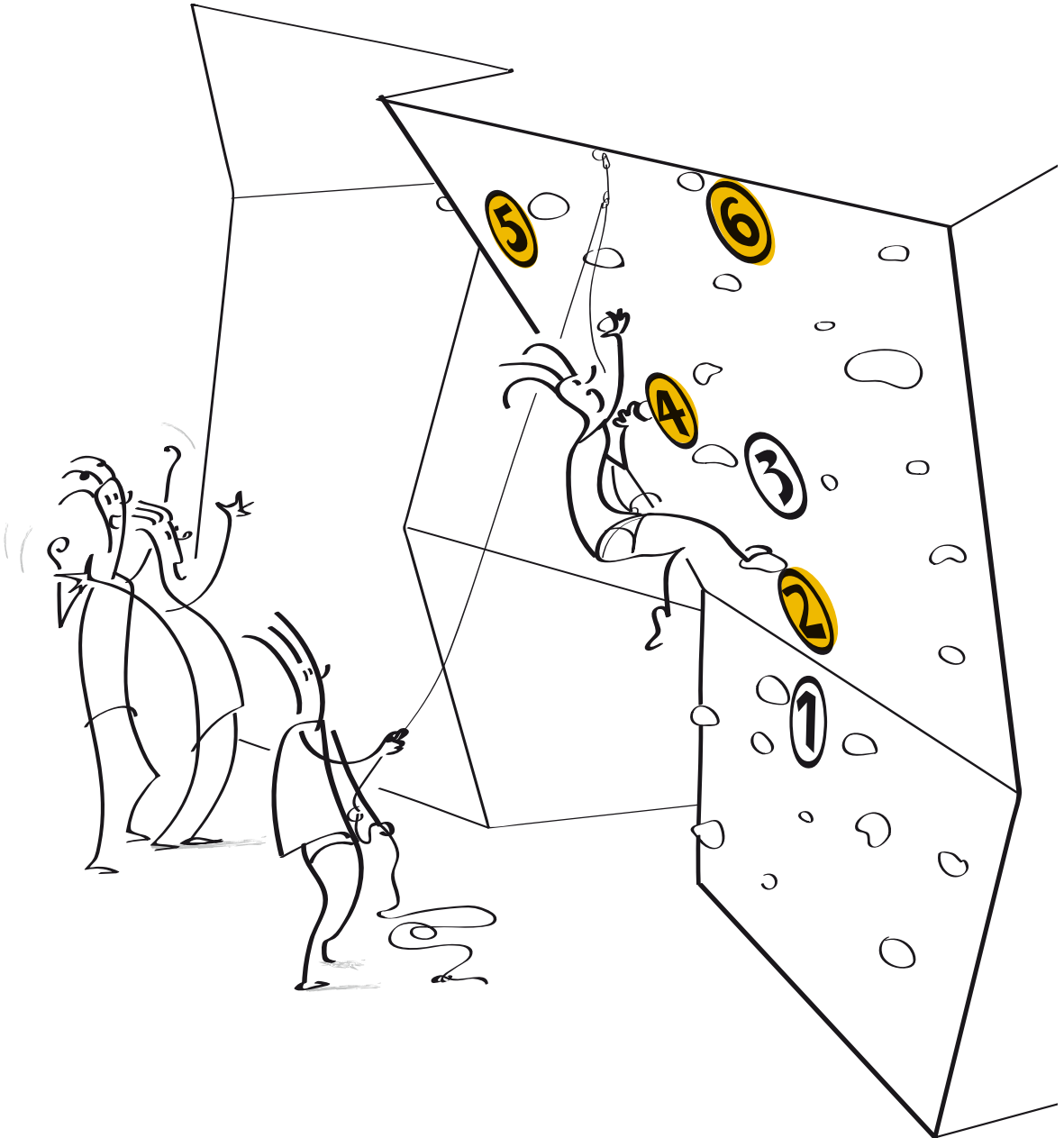
LEADERSHIP

TAKE THE BEST OF EVERYONE / DO THE BEST FOR EVERYONE

AGE: 12+ 👤👤 10-30

approx. 2 hours

GOAL	MATERIALS	LOCATION
▸ Learning to focus on the strengths and positive sides of every person ▸ Learning to adapt approach to the special needs and desires of the co-workers ▸ Learning the importance of mutual share and giving as a motivation to work together	pieces of paper, pens, pencils	outdoor

Description

The people of the group are given 1,5 hour and are invited to prepare a unique present for every single member of the group in the following way:

▸ to walk around in the nature and collect small pieces of materials and objects that would suit to this person,

▸ to accompany their present with a small text that will describe the strengths and positive aspects of the receiver of the present and what they like in them.

After this 1,5 hour the group meets again, the members exchange the presents and a debriefing discussion takes place.

What to observe

▸ Are there people who find it difficult to create different presents?

▸ Are there people who might find some of the presents offending?

Debriefing

▸ How did you feel the procedure of focusing to each one of the members separately?

▸ Was it easy to focus on the positive aspects of the others?

▸ What were the main criteria of choosing your presents? Why?

Variation

The exercise can also take place in an indoor environment or a shorter-in-time version if one eliminates the collection of objects and keeps only the papers part.

#knowingeachother #trust

TO BE OR NOT TO BE... HELPFUL

AGE: 12+ 👤👤 10-30

approx. 60-90 hours

GOAL	MATERIALS	LOCATION
▸ Building self-confidence to get involved in situations of tension and conflicts ▸ Developing conflict resolving skills ▸ Learning how to interact and communicate constructively	none	An indoor or outdoor climbing wall (20 meters in height).

Description

The group is divided into groups of 3-4 people. The groups are given 30 minutes to discuss about situations of argument and conflicts in their everyday life and select one that they would like to share with the rest of the group. They are invited to discuss deeper about the situation they have chosen and build up a short improvisation performance with two different ways of plot evolution. In the first version the people interact in ways that are not constructive, the conflict escalates and there is no solution. In the second version people interact in way that deepens the mutual understanding and the plots evolves towards a solution.

In the next 30-45 minutes each group presents their scenarios to the rest of the members and every pair of performances is followed by a debriefing discussion.

What to observe

▸ Are there people who find it difficult to expose and perform in front of an audience?
▸ Are there people who remain silent during the debriefing discussions?

Debriefing

▸ How did you feel performing/attending this conflict situation?
▸ Do you have any personal experience similar to the one presented?
▸ What would you consider the key differences between a constructive and a not constructive communication in the scenario we just attended?
▸ What are the skills one has to develop, to be able to efficiently in situations of tension?

#knowingeachother #confidence #teamwork

AGE: 14+ 👤👤 10-30

approx. 60 min.

GOAL	MATERIALS	LOCATION
▸ Training in some aspects of active listening ▸ Learning to observe when I focus on myself and when focus on the other	paper, pens, pencils	outdoor / indoor

Description

The facilitator asks if there is anyone in the group that would enjoy to share a personal story very detailed. If no one is willing, then the facilitator takes this role. After the story-teller is found, the group is invited to listen carefully to the story and is informed that when it finishes, every member will be invited to write down to a paper what they have heard. After writing down what they've listened to, they read the papers in the circle. After each text the story-teller is invited to comment, which parts of the text are part of the story that they narrated, which parts were forgotten by the writer of the text and which parts of the text are related to the writer and not to the story. After the comments of the story-teller the group discusses, trying to clarify the difference between listening to the others and listening to myself while communicating.

Debriefing
   - ▸ Are there parts in the text you think that correspond to the narration?
   - ▸ Are there parts in the text that correspond more to the personal experience of the writer rather than the experience of the narrator?
   - ▸ What are the differences between focusing on the others and on ourselves when communicating?
   - ▸ How could we listen more efficiently?
   - ▸ Do you have any examples of the different listening styles from your everyday life?

#communication #trust #teamwork

TRUST

ROPE ELEVATOR   AGE: 15+ 👤👤 11-30

approx. 20-30 minutes

GOAL	MATERIALS	LOCATION
▸ Building trust amongst participants through recourse to an accessible exercise	static rope (min. 10 mm x 5 m)	outdoor / indoor

Description

An equal number of participants (at least four) hold the rope at each end in a 'tug-of-war' pose. The rope is held loose so that in the mid-point it touches the ground. One participant stands on the rope in the middle, while two other act as 'spotters' standing on either side. The participants holding the ends of the rope pull back so that the rope becomes taut and the person standing on the rope is elevated upwards.

Repeat for all participants.

Safety

Always use spotters. Make sure the area is clear from any obstacles that could cause people to trip or lose their balance.

Debriefing

Participants can be asked whether they initially thought it would be possible to elevate a participant. Was it easier or more challenging than expected? What are the benefits of working as a team? Participants can also be asked about how they felt the group helped them to overcome any fears or apprehensions. Ask them to comment about the role of the 'spotters' in creating a trusting environment.

Comments & suggestions

This activity can also be used to engage with teamwork. It shows that, working together as a group, participants can achieve something (in this case elevating an individual without expending much energy) unexpected.

#trust #teamwork #confidence #empowerment

FLY ON OUR HANDS

AGE: 14+ 👤👤 10-30

approx. 40 minutes

GOAL	MATERIALS	LOCATION
▸ Building trust between the members of the team ▸ Enhancing the skill to let yourself depend on others ▸ Overcoming barriers of body communication ▸ Relaxing and releasing yourself	none	outdoor / indoor

Description

The exercise is carried out in silence. One person of the group lays horizontally down to the ground facing the sky/ceiling and keeping the eyes closed. The rest of the group comes around the person in the center, puts their hands all around beneath the body of this person and slowly raise them up over their heads. When they reach a height where their arms are stretched they stay there for some time, around 1-2 minutes, keeping the person "floating" in the air. After that, they bring them down and another person comes to the center.

Safety

Although the central person might be heavy, the weight is divided to many hands, so the pressure for every single member is not so strong. However, the facilitator should ask if someone has problems of health linked to raising heavy things.

It might be necessary to have a short break if the people of the group get tired at some point of the exercise.

The facilitator should also keep an eye on the possibility of sexually aggressive touches.

What to observe

▸ How does the team cooperate? Is there an equal distribution of the weight?
▸ How does the person in the center react?

Debriefing

▸ How did you feel having to trust that the team will not let you fall down?
▸ How did you feel when floating in the air? Was it relaxing, stressing and why?
▸ How was it having to keep patient and concentrated to keep the others in the air efficiently?
▸ How did you feel being responsible for another person?
▸ Was it easy to cooperate and share the burden with the rest of the team?

Comments & suggestions

If the group is bigger than 20 people, two sub-groups can be created to perform the exercise faster.

#empowerment

AGE: 15+ 10-20

approx. 30-60 minutes

GOAL	MATERIALS	LOCATION
▸ Building trust amongst participants through an incrementally more challenging exercise	none	outdoor (meadow or grassy area)

Description

Participants are divided into groups of five. One participant, the 'faller', allows themselves fall back towards the ground while the other four, the 'spotters', are responsible for catching them and cushioning the fall. The participants should stand so that two can catch the faller around the shoulders and two around the waist. Participants should start off with a small fall which can be incrementally increased as they become more trusting of the support of their fellow participants.

Safety:

The spotters should always stand holding their arms extended in front of them ready to catch the fall. This exercise requires uninterrupted concentration on the part of the spotters.

It is good practice to establish clear communication calls (like climbing calls), e.g.,
▸ Faller: "I am ready to fall. Are you ready to catch me?"
▸ Catchers: "We are ready to catch you. Fall away."
▸ Faller: "Falling."
▸ Catchers: "OK"

The faller should adopt the falling posture:
▸ standing upright
▸ feet together
▸ hands across chest, resting on shoulders
▸ body tension (to avoid buckling)

The catchers should be instructed on "spotting"
▸ one leg in front of the other,
▸ arms extended,
▸ "give" with the weight, taking it mostly through the legs.

What to observe:

Some participants will find it very difficult to overcome their fear of letting themselves fall backwards. In such cases, the trainer can support the spotter to provide the participant with more confidence.

Debriefing

A group discussion drawing on the following questions:

▸ Which role did you prefer? Falling or supporting?
▸ Did you feel scared? If so, how did the group help you to overcomes your initial fear?
▸ In what way did your individual safety depended on the rest of the group?
▸ How can we create a trusting environment and ensure the trust of others?

Variations

▸ Participants can be asked to close their eyes to make the activity more challenging.
▸ The activity can progress to trust falls and dives from chairs, tables, rocks, platforms, with whole group catching.

#challenge

GUIDED BLIND WALK

AGE: 15+ 👨 👩 8-20

approx. 75 minutes

GOAL	MATERIALS	LOCATION
▸ Building trust between participants ▸ Encouraging participants to assume responsibility for the safety of their peers ▸ Stimulating the other senses through visual sensory deprivation	a blindfold a stopwatch a bell or horn for the trainer to signal when time is up	Outdoor, preferably a grassy space or meadow with easy underfoot conditions and no traffic

Description

The group is divided into pairs. One participant wears a blindfold and the other is their guide. Together, they embark on a silent walk for 20 minutes. The non-blindfolded participant is responsible for the safety of the blindfolded one. They are also responsible for designing the walk, such as the encounters, contacts and experiences they will make along the way.

For the first ten minutes, participants are instructed not to communicate verbally. Instead, the guide holds on to the shoulder of their partner. For the last 10 minutes, the guide lets go of their partner's shoulders and uses only oral instructions.

After 20 minutes are up the participants swap roles.

Safety

Guides should be instructed not to lead the blindfolded participant over uneven ground or dangerous terrain (e.g. walls, close to roads, etc.)

Debriefing

Beginning in pairs, participants discuss how it felt to be the blindfolded person, how it felt to take on the responsibility of leading the blindfolded person, and how they experienced the sensory deprivation.

▸ Were they scared?
▸ Did they trust their partner?
▸ Did this change as the activity progressed?
▸ Was it an enjoyable experience and, if so, why?

After discussing in pairs for 20 minutes, the group gathers together and the individual pairs are invited to compare and contrast their experiences with the other members of the group.

#verbalnonverbal #communication

THE HERD AND THE SHEPHERD

AGE: 14+ 👤👤 10-30

approx. 40 minutes

GOAL	MATERIALS	LOCATION
▸ Building trust between the members of the team ▸ Enhancing concentration and listening skills ▸ Improving teamwork through communication	blindfolds, whistle, rope to make a barn	Outdoor in a large open space e.g. park or field

Description

The group is divided into a herd of 'sheep' and one 'shepherd'. The sheep are blindfolded and scattered around the area. The sheep are not allowed to speak with human language. They must develop other means of verbal and non-verbal communication. The shepherd is given a whistle. The facilitator makes a barn using rope. The heard should attempt to collect together near the shepherd. The shepherd uses the whistle to call the herd to follow him/her and to direct them into the barn. The game ends when all members of the heard are inside the barn.

Safety

Beware to clean the area of the game from obstacles, stones and things that could cause the members to fall.

What to observe

- ▸ How does the members of the group react? Is there anyone that might feel overstressed?
- ▸ Is the shepherd careful and attentive enough so that they don't lead the herd to dangerous areas?

Debriefing

The group is divided to sub-groups of three people. They are given 5 minutes to discuss their feelings during the exercise, and to form a frozen picture to present their thoughts to the rest of the team. Each picture is presented and discussed.

- ▸ What are the feelings you want to emphasize with your picture? What made you feel like that?
- ▸ How did you feel having to trust the shepherd and the collective walking of the herd?
- ▸ How did you feel being the shepherd?
- ▸ Was it easy to improvise and create sounds?

Variations
Different sizes and shapes of areas can be used to increase the difficulty.

#strategiesinteamwork #verbalnonverbal #communication

4

SELF-DEVELOPMENT

by Daniele Bettini

Building self-confidence and self-esteem is a fundamental to any young person's development. The next step after making a good atmosphere in a group and trust activities, is to concentrate more on supporting good self-esteem of the individual participants. In such case, Outdoor Education can be instrumental in the teaching of self-reliance, interdependence and leadership, it helps in the development of an adventurous spirit and managing personal risks. Outdoor activities can inspire the person to move out of the comfort zone and to develop personality through challenges. In addition, they give the value of lifelong outdoor recreation for enjoyment, health and well-being and understanding nature through direct experience. In these environments, youth develop the skills to move safely and competently while valuing a positive relationship with natural environments and promoting the sustainable use of these environments.

The activities presented in this chapter are aimed to exhibit and develop effective interpersonal skills, such as:
- overcoming personal challenges and limits
- boosting self-confidence
- empowerment of individuality
- development of leadership and initiatives, etc.

EMPOWERMENT

AM I THERE YET?   AGE: 15+ 👤👤 10-25

approx. 6-12 hours

GOAL	MATERIALS	LOCATION
▸ Getting information about life goals and the ways of achieving those goals ▸ Receiving the sense of achievement; experiencing deep emotions through individual tasks ▸ Seeing how our individual attitude influences on whole group	comfortable clothes	outdoor

Description

Facilitators must find an appropriate area in order to make the workshop special. A mountain with at least 3 higher tops or a chain of at least 3 hills is recommended. The height of the hills/mountain tops is not specific as long as they are taller than the rest of the mountain. Participants will start from the bottom of the mountain or a place the facilitators think it's appropriate for the activity. They will climb the first hill which is called "Goal from your past". Climbing this hill represents a certain goal which the participants achieved in the past. Participants will have a couple of minutes to rest. After that they have to be gathered and asked the following questions:

▸ How ambitious were your goals when you were a child?

▸ Think about your childhood dream.

After each question, the participants have a few minutes to think about what they did so far, as well as think about and answer the question. Participants are given a choice: they can keep going to the next hill or go back if they feel they achieved enough. The second hill is called "Your present goal". Climbing this hill represents successful completion or planning of a certain participant's goal in the present. After climbing and resting, the facilitators ask the following questions:

▸ How did your dream and goals change?

▸ Do you plan the future more than living right here and now?

▸ Have you already reached your goal or are you still waiting to reach it?

After thinking about and answering each question, participants are given the same choice as the one on the first hill. The third hill is called "Your future goal". Climbing this hill represents successful starting of participant's future goals. After climbing and resting the facilitators ask the following questions:

▸ Is this your real goal or do you dream about something else?

▸ What is the difference between a dream and a goal?

The participants are gathered for debriefing which can be done at the start or at the top of the third hill.

Debriefing

The group gathers in a circle. They talk about the sense of achievement they felt after climbing each hill. They share their goals and dreams and encourage each other. They also think about other goals they already completed.

Comments & suggestions

A fourth hill can be added if the environment is appropriate. It represents participant's dream. If the fourth hill is active, it's very important that participants realize the difference between goals and dreams on the third hill. Give the participants enough time to think deeply about their life. Encourage them to climb as many hills as they can.

#confidence #knowingeachother

BACKPACKING YOUR TALENTS

AGE: 10+ 👤👤 5-25

approx. 40 minutes

GOAL	MATERIALS	LOCATION
▸ Discovering and identifying one's own talents ▸ Selecting and prioritizing one's talents according to the task	papers, pens, markers	outdoor / indoor

Description

The aim for the group is to identify their talents and "pack" them into the backpack, which will be used by a group of people to accomplish a generic extraterrestrial mission.

Instructions:

Participants individually identify at least 20 among their own talents (10 min). To help them out, the trainer can provide them with following questions:

- ▸ What can I do well?
- ▸ What do I feel comfortable doing?
- ▸ What am I appreciated for according to my friends? And my family members?
- ▸ Which one of my capacities do I use when I practice my hobbies?

Participants write the talents that they consider important for an extraterrestrial mission, on pieces of paper (max. 5 talents each) and place them in the middle of the room, well visible. The trainer regroups them if they are equal or very similar to the other ones.

The facilitator asks for some volunteers who will be starting the team's creation (a number of volunteers equals a number of groups of 4-5 people, that can be done from a total amount of participants). Taking turns, each volunteer picks a talent written on a piece of paper from the center.

The volunteers then name the talent that they choose. The person whose talent belongs to, becomes the member of the team who can now pick the next talent from the central pile. The process continues until the teams have reached the 4-5 members. Now a talent auction can start: since it may happen that a person calls out for a talent which belongs to a person of another team. So, if a group doesn't have the people to which the talent corresponds, they can exchange the member with another member of a different team. Both of the teams have to agree on exchanging their members, and the swapping members have to agree too.

What to observe

If participants are digging out deeply enough the talents; if they face difficulties, support them with examples.

Variations

If the participants know each other well you can ask them to write down individually 10 talents and let the others write one or two talents of each other. In this way each of them will have a sheet of paper with the 10 talents written by themselves plus another one written by the others.

Debriefing

How have you selected your talents? How was this process? Which criteria have you used to decide the necessary talents when creating the teams? From 1 to 10, how much your talents will be used in the mission, according to you?

Comments & Suggestions

An introductory explanation, possibly graphic, about abilities, skills, competences, attitudes could be useful to categorize and identify the talents. A list of possible talents could inspire some people with new ideas and underlying talents that participants might think irrelevant but are actually a resource, since sometimes people take some talents for granted and not to be mentioned.

#teamwork #knowingeachother

approx. 90 min

GOAL	MATERIALS	LOCATION
▸ Creating an effective task division according to the individual characteristics ▸ Managing and recognizing one's talents during team-work	For the backpack: papers, pens, glue, scissors, markers For the fire: matches, flint, natural materials such as branches, firewood, leaves, etc. For the shelter: 3 ropes, one tarp, natura materials, cardboard For the boat: cardboard, tape, strings, cloths, basin filled with water	outdoor: preferably a place with trees and a stream

Description

The aim of the mission is to accomplish at least two of the four tasks:

1. Create a backpack/pouch for the talents of the group.
2. Create a shelter protecting from wind, cold and rain.
3. Make a fire which burns at least 5 minutes.
4. Make a miniature boat which is able to float for 5 minutes.

Suggest the groups to take some time to discuss a strategy. With young participants it may be useful to show, with graphic examples, different ways of building a fire and to explain, in general, how to make a fire. With older participants you can tell them which kind of fire you request: for light, for heating, for cooking, a fire using also wet firewood, a fire in a windy place. If the boats get also esthetic points, the artistic talents will also be included. The shelter can also be prized for its complexity and beauty.

Safety

▸ Remind participants about safety measures when using open fire.
▸ Take care that area is appropriate for setting up the fire.

What to observe

▸ How many people used their own talents?
▸ How many talents from the backpack have been used?
▸ How the leading role changes according to the task?
▸ How the responsibilities are shared according to the talents involved?
▸ How many people have not spoken or taken part in the decision process?

Variations

Organize an Awards ceremony (the groups will have to engage in the same tasks) for:
- the most esthetic fire stack, boat, backpack, shelter (artistic talents prized)
- the most solid object
- the fastest boat in the boat race
- the longest fire and most durable boat (burn or floats for longer time)
- fire master: the group/s which lit the fire by using the flint

Debriefing

Possible debriefing method:
1. Ask the participants to pin the talents used onto the group creations in order to immediately see how many of their talents have been involved in their works.
2. Later, ask them to tell in what measure, from 1 to 10, have they used their talents in the mission.
- Are you satisfied with your creations?
- How did you take the decision in selecting the talents?
- Has everyone contributed?
- What helped the realization of the craft?
- In which way supported the individual talents the process and the achievement of the objectives?
- Has anyone discovered extra talents? Which ones?
- How did the talents influence the harmony of the group?
- How have you divided tasks and responsibilities? How have the talents played a role in it?
3. Check if what you have observed during the activity has been noticed by the participants and discuss it.
4. Going deeper:
- What did you learn about yourself? About others? What role have you given to yourself and why?
- How does this relate to your situation in the real life?
- What will you do differently as a result of this experience?
- How and when will you apply your learning?

Comments & Suggestions

An introductory explanation about abilities, skills, competences, attitudes could be useful to categorize the possible talents.

A list of possible talents could inspire some people with new ideas and underlying talents that participants might think irrelevant but are actually a resource.

Repeat a similar activity with a larger group and see how the group dynamics change with the size.

POSSIBLE LIST OF TALENTS

- Ability to deal with Failure
- Ability to focus
- Ability to handle Change
- Ability to make Friends
- Brainstorming
- Academics
- Courage
- Conflict Resolution
- Creativity
- Critical Thinking
- Decision Making
- Detail Orientation
- Dexterity
- Drawing
- Adaptability
- Advertising
- Athleticism
- Analyzing the past
- Art
- Articulate
- Asking Questions
- Communication Skills
- Computers / IT
- Identify Strengths and Weaknesses
- Imagination
- Imaginative
- Initiative
- Magic
- Inventiveness
- Jokes / Humor
- Juggling
- Leadership
- Learner
- Legal
- Risk Management
- Sales
- Self Control
- Self Management
- Self-Assurance
- Self-Discipline
- Singing
- Social Intelligence
- Social Networking
- Raise Money
- Empathy
- Encouraging
- Enthusiasm
- Fairness
- Foreign Language
- Future Thinking
- Encouraging
- Graphics
- High Energy
- Listening
- Leadership
- Inspiring
- Integrity / Honesty
- Intuition
- Negotiating Skills
- Networking (in the virtual world)
- Networking (person to person)
- People Judgment
- Math
- Money Management
- Music
- Persuasive
- Photography
- Planning
- Software
- Storytelling
- Typing
- Video Creation
- Visualization
- Teaching / Training
- Reading
- Polyglot (learn/ know a many languages)
- Positiveness
- Problem Solving
- Programming
- Project Management
- Public Speaking
- Reliability
- Relieve Stress
- Research
- Time Management
- Trouble-shooter
- Website
- Wisdom
- Woodworking
- Writing

#grouproles

AGE: 16+ 👤👤 9-30

approx. 100 minutes

GOAL	MATERIALS	LOCATION
▸ Overcoming fears ▸ Developing self-esteem ▸ Developing trust in yourself and others ▸ Learning how to ask/ accept help from the others	Slackline long enough to be tied between trees, pals about 8-10 m long 1 lower harness and 6 strong ropes (better rock-climbing ropes) of about 2 m long. We have to tie the 6 ropes to the upper part (around the waist) of the harness Strongly recommended, but not mandatory: helmets for all participants taking part at the activity	outdoors, forest, area where you can install a slackline about 8-10 m long area should be even, not inclined

Description

Tie the slack line at a height of 80 cm. One participant wears the harness with the ropes on it. They step on the slackline, and have to walk to the other end without holding to anything, but being held by the other participants with the 4 ropes tied to the harness. The participant on the slackline is not allowed to hold on to any of the 4 ropes. They can communicate to the others on which side should the ropes be tighter.

Participants go over the slackline one by one.

Safety
- ▸ Tell the participants to wear proper shoes (closed, sport) for the activity, and that they should step on the slackline with toes heading front, not to the side.
- ▸ Make sure all the participant wear helmets during the activity.
- ▸ Make sure those who hold the ropes, don't tie them around their hands, wrists because they can be hurt if the person falls down. You can tie figure of eight knot to the end of the ropes, and the participant can hold the rope from the knot.
- ▸ There must be at least 2 people spotting the person on the slackline: one from front, the other from back. If there are enough participants, there can be 2 from front and 2 from back spotting.
- ▸ Teach participants how to spot before the activity.

What to observe
- ▸ How do they walk, with confidence or with fear?
- ▸ How do they communicate with the others, how is trust in the group?
- ▸ Is it hard or easy to ask help from the others / explain the needs for the others?

Debriefing

Example how to use the funneling debriefing model you can read about on .

The participants should find a natural object which symbolizes how it was the activity for them, than they should explain their choice to the group.

Recall & Remember
▸ Please tell to me your best and your worst experience and try to recall what did you do in that situation.

Affect & Effect
▸ Please think about which kind of emotions did you have during the activity and how affected your emotions the group or the task.
▸ Which kind of emotions did you noticed in the group and how did this affect your performance?

Summation
▸ What did you find out about yourself during the activity?
▸ What did the others find out about you during the activity?
▸ What is the learning point from this activity for you?

Application
▸ What do you do in the same way and what do you do in different way in your everyday life?
▸ Do you see a connection between this learning and what can you do differently from now on in similar situation in your personal life?

Commitment
▸ Please think about a plan what would you like to do/how would like to behave in similar situations in your further personal/professional life?
▸ Who and how can support you?

Comments & suggestions

The facilitator can tell some words about the comfort zone model and encourage the participants to step out of their comfort zone, to take the challenge and develop their self-confidence.

The facilitator can increase the awareness of the participants about asking/ accepting help and/or explaining their needs.

#teamwork #confidence

TEAM ROLES

approx. 30 minutes

GOAL	MATERIALS	LOCATION
▸ Identifying own strengths and weaknesses regarding the project management	Cards with different pictures/roles a person can have in a team	outdoor / indoor

Description

Put cards with pictures of different roles/qualities a person can have in a team (e.g.: problem solver, vision mission principles, fundraising, coordinator, partners finder, motivator, project design, PR skills) on the ground.

Ask participants to look at the pictures carefully. Then each person has time to think for themselves (10 minutes) about what their strengths and weaknesses are. If they want they can write them down, pick from the cards or add a quality if it is missing on the cards.

What to observe

How do they react in the discussion of their strong and weak points?

Debriefing

After you can divide participants into groups. Each group then discusses their strong and weak points that they would like to improve; they try to give advice to each other about how to improve their skills in different fields. For example, if someone is good at something and the other person wants to be good at the same thing, etc.

#grouproles

AGE: 15+ 👤👤 10-25

approx. 50 minutes

GOAL	MATERIALS	LOCATION
▸ Raising self-awareness and self-expression ▸ Practicing active listening	papers, pens	outdoor / indoor

Description

In this activity each participant has a paper with a picture of the same island and has to draw or write something about themselves.

1. First step: each participant has to work alone 10-15 minutes to personalize their Island.
2. Second step: the group has to work in pairs and then has to share their personal island with each other.
3. Third step: Through active listening in step 2, each participant has to summarize the idea of their pair and share with the entire group.
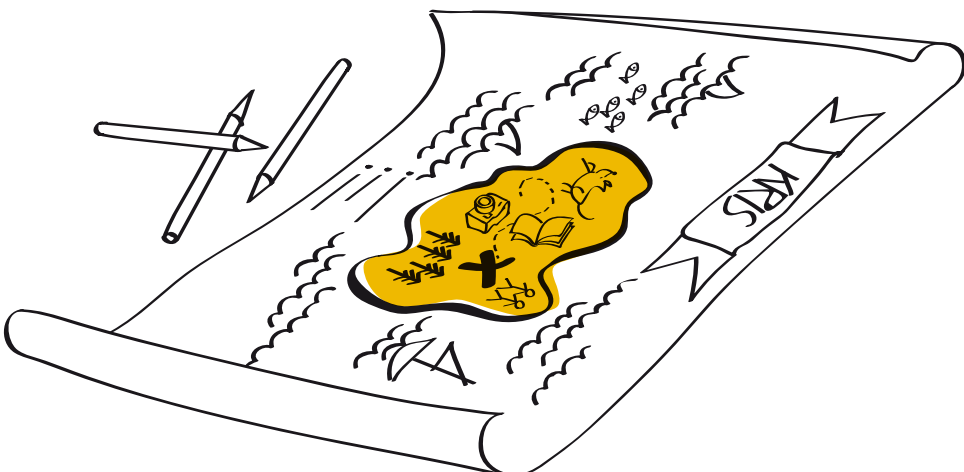
What to observe

How they work individually and in contrast – how they work in pair.

Debriefing:

▸ How was the activity?
▸ Are you satisfied with your current situation?
▸ Do you want to change, in what way?

#teamwork #activelistening #communication

CONFIDENCE

I APPRECIATE IN ME...

AGE: 12+ 👤👤 10-15

approx. 15 minutes

GOAL	MATERIALS	LOCATION
▶ Getting to the atmosphere of the topic ▶ Understanding self-appreciation ▶ Analyzing inner-self	none	outdoor / indoor

Description

The participants are sitting/standing in a circle. One by one the participants will complete the following sentence: I appreciate in me ...., because I am unique. Those who think that the affirmation is true for them should go near the speaking person and put hands on their shoulder. The person has to complete the sentence again, with a different quality, until there is no other person who feels like that, there is no hand on their shoulder. When this happens, the next person can continue with completing the sentence.

#icebreakers #knowingeachother

RUN YOUR WAY

AGE: 15+ 👤👤 10-30

approx. 30 minutes

GOAL	MATERIALS	LOCATION
▸ Developing self-confidence ▸ Exploring personal limits ▸ Developing trust for the group	none	outdoor (enough space to run about 30 – 40 meters)

Description

One person aims to run into rest of the group standing in two lines facing each other. The Group holds their hands raised before them, in the way that they can touch elbows of the person they are facing.

The group should be ready to put their hand down as running person approaches. Pairs in the line are letting hands down one after the other.

Aim for group: to let hands down in the last moment before running person hits them.

Aim for runner: to run without stopping or slowing down.

Each person should run one by one, replacing each other in the lines.

Safety

▸ Remind to be careful while running.
▸ Group should be very concentrated to let hands down on time to avoid hitting runner.

What to observe

Whether participants slow down and/or try to protect their bodies from hitting hands.

Debriefing:

Action replay: each participant should replay 2 moments (taking position/placing themselves and rest of the group in the particular moment of game) when they felt the most and the least confident and then explain why those moments and what could help them to feel more confident in challenging situation.

#communication #trust

ARE YOU IN YOUR COMFORT ZONE?

AGE: 10+ 👤👤 10-30

approx. 45 minutes

GOAL	MATERIALS	LOCATION
▸ Presenting the concept in an interactive way for the participants and to raising their attention about having their own responsibility to step out from their comfort zone	3 different color ropes, post-it, pen	outdoor

Description

1. The trainer asks the participants to choose a partner. The pairs can observe each other for 30-60 seconds, then they turn their backs on each other and they change 3 things on themselves (this could be items of clothing, jewelry, hairstyle, hat, etc.). Next, they turn back again and the task is to find out what those 3 changes were. After the short activity group can talk about:
    ▸ How was it to observe somebody for 30-60 seconds?
    ▸ Was it in or out of the comfort zone?
    ▸ How was it to find out the changes?

    Secondly, trainer asks the participants how many of the changed things have been changed in the original position after finishing the short activity? (lot of the participants changed all 3, some of them 1-2, and few of them none)
    ▸ What does this mean for you?

    After the answers the trainer explains the meaning of this activity: the fact that a lot of the participants changed all the changes shows how much we insist on the usual things, how difficult it is to spend time outside of the comfort zone.

2. The trainer puts the 3 zones from ropes and presents the Comfort Zone model described above.

3. The trainer asks the participants to write situations/activities which are in their comfort zone, stretching zone, panic zone. Next, the trainer collects the post-it's, and reads one by one (min. 5 situations from each zone), after each situation asks the participants to step in that zone in which the situation belongs to them. Than the trainer can ask the following questions to collect the conclusions:
    ▸ What did you observe?
    ▸ What does it mean to you that some of you stepped in comfort zone, some of you stepped in learning zone and some of you stepped in panic zone despite the same situation/activity for everybody?

    After the discussion the participants will understand that our zones are not similar, we are used to different things, but all of us can overcome our limits, and stretch our comfort zone. We, as trainers or as group, should encourage, support the person to face with challenges and to develop.

COMFORT ZONE

LEARNING ZONE

PANIC ZONE

approx. 2.5 hours

GOAL	MATERIALS	LOCATION
▸ Fostering creativity and creative thinking ▸ Encouraging self-expression ▸ Exploring one's identity ▸ Exploring identify and articulating emotions and feelings	paper A4 scissors adhesive marker pens, crayons and paint isomats snacks dixit or other cards	a field or meadow, ideally near a forest or river

Description

Participants are invited to gather in a circle. They are provided with isomats, so they can sit on the ground. At the beginning of the activity all participants receive a white or coloured paper.

The trainer then explains the task: to create a selfie of themselves using a mixture of artificial materials – markers, crayons and paints – and natural materials. Participants are invited to spend 10 minutes foraging for materials to create their image. Participants are asked to use their imagination and creativity and are informed that all artistic techniques are allowed.

Safety

The workshop utilises sharp objects (scissors) and potentially toxic materials (adhesives). Extra caution should be taken when working with children.

What to observe

This activity will come more naturally to some participants than others. If participants are struggling for inspiration the trainer can provide them with hints or ask them questions (i.e. if you were to describe yourself as a colour what colour would it be) to encourage the creative process. Other participants might finish their self-portrait before others. In this case the trainer should encourage them to create another self-portrait or a portrait of another participant.

Debriefing

The workshop utilises a three-tier evaluation process:
▸ First, collect all pictures and make an exhibition using all works from workshop. Participants are given 10 minutes to look at the pictures and mingle informally. Snacks and drinks could be provided.

- Participants are asked to describe one of their works. The trainer can ask the following questions to engage with the learning goals of the activity:
  Can you describe the picture? What materials did you use? How did you choose the materials? Did you find the task challenging? If so, how were you able to overcome this challenge? Why do you consider this collage represent you? What is the meaning of the colours/pictures used on your collage?
- Following this, participants are provided the opportunity to ask questions regarding other participants' works. They can also add their own thoughts and feelings about the collage.
- During the last evaluation round, the trainer can use picture-cards, such as "Dixit". Every participant chooses one card. It should be a picture that displays their perception about the workshop. They are asked to articulate why they took this card and to share their feelings and learning outcomes from the workshop.

Variations
- Participants can be paired off and create a picture of their partner instead of a self-portrait.
- The exercise can be adapted into a group effort to create a picture of a person or an object of their choice.

Comments and suggestions
As this is a challenging activity, it should take place at a point in the process where participants have already built confidence and a group cohesion has formed amongst the group. It would also be advisable to provide participants will smaller and easier activities focusing on the creative process and self-expression before running this activity. This could be, for instance, to create an abstract collage using natural materials, or to gather materials which they find visibly interesting and appealing and present them to the group.

#empowerment #knowingeachother

AGE: 14+ 10-30

approx. 40 minutes

GOAL	MATERIALS	LOCATION
▸ Overcoming the difficulty to trust other people ▸ Overcoming the fear of physical contact with other people ▸ Enhancing the confidence to say no and set limits to the other people ▸ Enhancing the skill of empathy towards each-others feelings	none	outdoor/indoor

Description

The team is invited to form couples. Each couple is invited to sit down with the one facing the other. Then the one becomes an explorer and the other an alive statue. The explorer can start to explore the statue, get closer and closer, move around and see it from different points of view and distances, maybe touch the statue. All these on condition that the statue doesn't say no with a facial, body or verbal expression. The explorer is invited to explore the statue closer and closer and keep their eyes and ears open to see and receive any negation. The statue is strongly encouraged to say no whenever it feels uncomfortable. The game of the yes and no goes on for 10 minutes and then the members switch roles.

Safety

Beware to observe the reaction of the statues and politely suggest that the explorers keep a longer distance in case the statue feel uncomfortable.

Debriefing
- ▸ How was it to explore the other person?
- ▸ How was it to test their limits?
- ▸ Was it easy for you to interpret the messages of the statue?
- ▸ How was it being the statue?
- ▸ Was it easy to set limits to the explorer?
- ▸ Was it easy to allow the explorer come closer?
- ▸ What was the most stressing for you?
- ▸ What was the most inspiring?
- ▸ Would you have any observation to share about your partner?

#communication #nonverbal #trust #teamwork

approx. 40 minutes

GOAL	MATERIALS	LOCATION
▸ Individual reflection about goals ▸ Supporting trust to yourself and others	ropes for every second participant "Gifts" of the forest: cones, stones, leaves	outdoor, preferably in a wooded area

Description

In this activity one person is a "traveller" and one is a "supporter". They are going together to a short journey in which the "supporter" asks the "traveller" some questions and helps them to reflect about personal achievements in a program.

Ask participants to divide into pairs. The 'traveller' places on the floor a word, symbol or picture that represents their goal and explains it to their "supporter". Both walk about 5 meters away – optionally laying down a rope to mark out the journey. "Traveller" puts a symbols of key-moment of a program next to the rope. The 'traveller' faces away from their goal and towards their "supporter". The "supporter" asks what "traveller" have or did that helped on their journey. See below for sample questions. Whenever the 'traveller' states a helpful factor they take a step (backwards) towards their goal. Large steps indicate very helpful factors; small steps indicate slightly helpful factors. When "traveller" pass symbols or object, "supporter" could ask why this item is here and how that moment was important. After the journey is over, they are switching roles.

Useful questions to ask the traveller include:
▸ What knowledge and experience helped you on this journey?
▸ What skills and strengths developed?
▸ What values or motivations did you have?
▸ What do you know about your strengths as a goal achiever what helped you achieve this particular goal?
▸ What resources and support you received that helped you on this journey?
▸ What existing contacts, networks or relationships you earned that helped you on this journey?
▸ Has this conversation helped you to think through what strengths and resources you developed during a program?

Safety

Be sure that participants have enough space to go backward.

What to observe

What kind of key moments participants mentioned?

Comments & suggestions:

Inspired by Reviewing Skills Training by Roger Greenaway.

#knowingeachother

CHALLENGE

WALKING MEDITATION

AGE: 15+ 👤👤 10-25

approx. 15 minutes

GOAL	MATERIALS	LOCATION
▸ Relaxation and releasing tension ▸ Raising self-awareness	container glasses	outdoor/indoor

Description

The idea is to ask participants to fill one container up to the top, and walk around with it. If they are not paying enough attention, and they don't notice what the water is telling them – they will spill it. And they will do it – everyone does. It's not a big deal if they spill it, but every time they do that, the instructor asks to stop and fill the glass back to the top again. The instructor can explain to the participants that water gives them an immediate feedback about whether or not they are paying attention. If the person lets the mind wonder, is impatient or tries to rush through this exercise, there will be immediate feedback – they will spill the water.

The participants are walking for 10 minutes. There is no specific place necessary to reach during this exercise. The task is just to stay on the go for a certain period of time and come back to practice every time the water is spilled.

What to observe

The instructor asks participants to observe their moves, their emotions during the meditation and how their ability to focus attention changes during this period of time. One helpful tip for the participants: take a pause and make a few deep breaths before filling the glass to the top – make sure that you are fully ready for the exercise.

Debriefing

▸ How was the activity?
▸ Are you satisfied with their results?

Comments & suggestions

The instructor can ask participants to remember about this way of walking before they go to bed. When they make their last 3-4 steps before reaching the bed, they can try to make it slowly and concentrate on every move they are making as if they were carrying a bowl of water in hands or even on the head.

#confidence

SPACE WALK

approx. 60 minutes

GOAL	MATERIALS	LOCATION
▸ Exploring personal limits ▸ Discovering own potential and inner strengths ▸ Boosting self-confidence	gumizela with appropriate size for group or climbing rope (9-11 mm diameter)	outdoor (flat and clear area)

Description

For this activity participants should stay in a circle, holding tightly rolled gumizela (might be also dynamic rope tied in circle).

Participants hold gumizela on the level of their waist. One person climbs up on gumizela and starts walking around the circle. Walker can support himself with shoulders of other participants. After walking a full circle person goes down and exchanges with next participant. There should be 1-2 spotters securing walking person and enough participants to hold tight gumizela and walking person.

Safety

Explain the weight is divided between all people and group is able to hold a person, as well all participants with different weight can participate.

- ▸ Spotting of walking person is necessary.
- ▸ Participants should be aware the they can't run or jump on the line.
- ▸ Everyone should hold gumizela all the time to provide possibility for safe walk.

What to observe

- ▸ How walker behaves on the line.
- ▸ Emotional expression of participants.

Debriefing

Emoticons: place on the ground pictures with different emotions expressions (Emoticons), ask participants to place themselves near one the feel closest during activity. You may ask following questions:

- ▸ Why did you choose this picture?
- ▸ In which particular moment you felt like this?
- ▸ Did you have other feelings?
- ▸ What is the most memorable moment?

Variations

For advanced level participants can lean a bit backward and hold gumizela on level of their chest. Participant might wear a blindfold while walking.

#trust #teamwork #empowerment

INDIVIDUAL BLIND WALK

AGE: 16+ 👤👤 2-30

approx. 100 minutes

GOAL	MATERIALS	LOCATION
▸ Inner self-reflection ▸ Overcoming personal challenge, limits	blindfolds different kind of ropes and materials: alpinist ropes, plastic ropes, long silk scarf, linen scarf, knitted scarf, chains of different size, small animal toys out of plastic, fur, etc. whistle for the instructor	outdoor

Description

With the given materials trainer makes a long trail: ties them together, then fix them on trees, different objects, so that it becomes a long trail, at a height of about one meter. It has to be at least 40 m long trail, or longer, so that it offers a challenge for participants. Trainer attaches the small toys, objects on this line.

For better understanding and results, trainer can explain in the frontload to the participants, that in this activity they will walk on a path, which should remind them of the happenings in their own life.

Trainer takes the blindfolded participants one by one, and puts them near one of the rope's end. They have to hold on to the line and walk near it to the other end.

Participants are not allowed to see the path before the activity. They have to keep silent during the activity, even after they finished, and take off the blindfolds, until everybody is done, so that they don't bother each-other.

Safety

▸ Make sure the trail goes in an area, where there are no very dangerous big holes in the ground, or sharp objects. It can be in a courtyard, or even in a forest, smaller, harmless obstacles are all right.

▸ Tell participants how to behave when blindfolded: move very slowly, carefully, attentively in all directions, to hold out one hand in front of them, move this hand in front of the head, eyes, and even lower, so that they don't hit themselves in any objects.

▸ Tell participants that they can possibly meet others on their way, then they have to be careful, not to hit each-other. Just decide who is going faster, and continue the walk.

▸ Make sure there are enough instructors to see all participants at all times, so they can interfere or stop them, if needed.

▸ Inform participants to stop and raise their hands up above their heads if they need an instructor.

▸ Inform participants that they should immediately stop moving, if they hear you whistle once.

What to observe
▸ How are participants moving: slow, very fast.
▸ Do they enjoy being blindfolded? Do they pay attention to the surroundings, to the objects they meet?
▸ How do they react to the different kind of materials they have to hold on to, and the objects attached to it?

Debriefing
Some possible questions to debriefing:
▸ How did you feel when you were blindfolded and left alone with the rope in your hand?
▸ How was your way of moving, what did you pay attention to?
▸ What was it like to have the different kind of materials and objects in your hand, to follow the line up, and down, without knowing where does it take you?
▸ In what way did this path relate to your life? Did it make you discover something about yourself?
▸ What can be your guide/rope to hold on in your real life, job, etc.?

It's a good idea to choose a nice place for the debriefing, with nice, quiet atmosphere (in nature, or inside, with candles).

Variations
▸ We can make the trail longer or shorter, easier or a little bit more difficult by putting the line lower, near to the ground, or higher, at the level of the head – as we consider it an appropriate challenge for our group.

Comments & suggestions
It can be a very intense feeling for some participants, an emotional challenge, make sure you don't take them out of these feelings before the debriefing.

#confidence
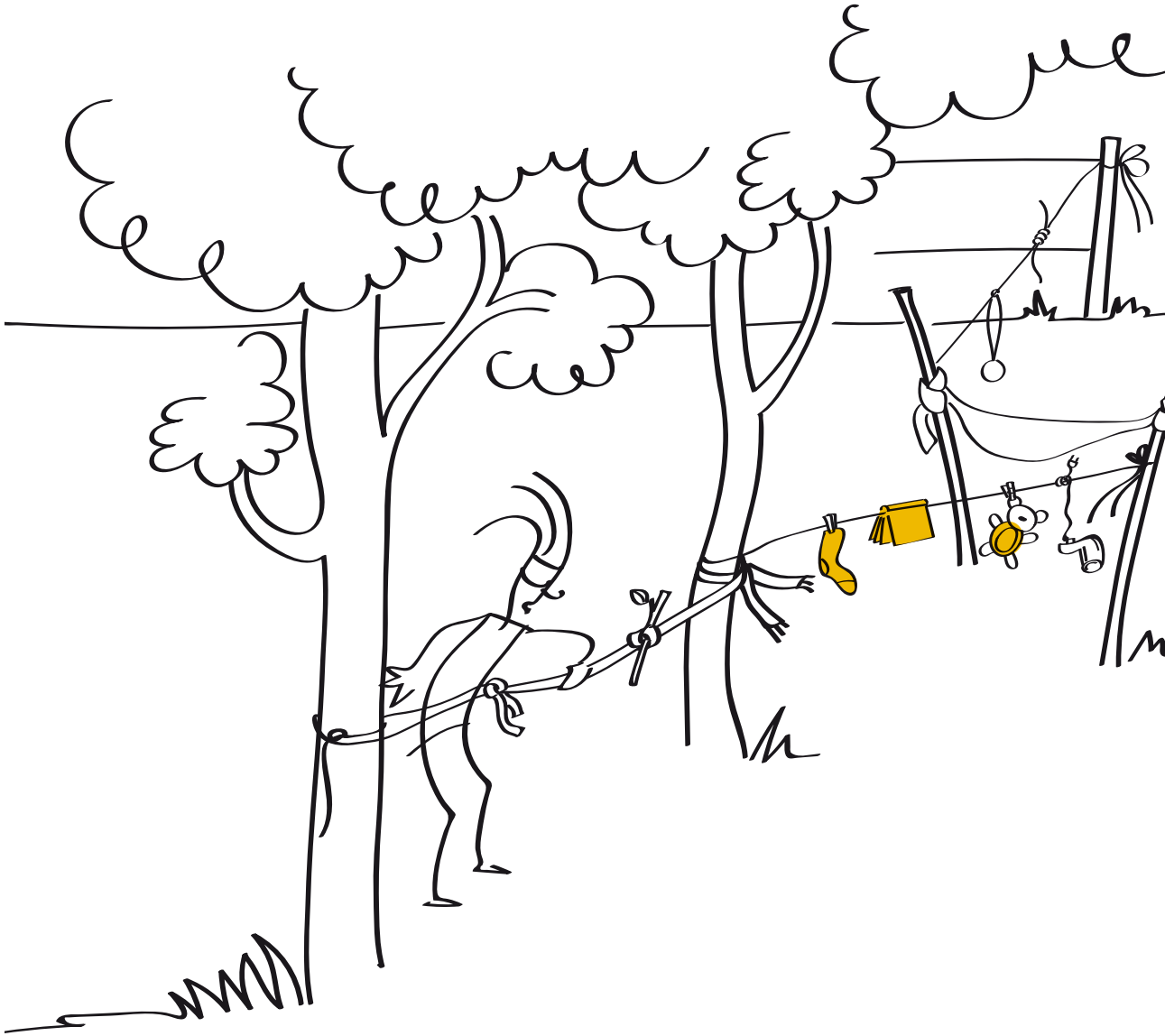
INITIATIVE

BLIND TRAIN

AGE: 15+ 👤👤 8-15

approx. 70 minutes

GOAL	MATERIALS	LOCATION
▸ Developing leadership skills ▸ Boosting self-confidence ▸ Building sense of responsibility for others	blindfolds	outdoor

Description

The goal of activity is to reach destination as a group with one driver. To set up activity trainer needs to ask participants to stand in line one by one placing hands on shoulders of person in the front.

The last person is driving the train with open eyes. The rest should have eyes blindfolded. Driver gives direction by clapping on the shoulder of person in front of them (to left on left shoulder, to right on right shoulder), that person is passing the signal further ahead and then first person starts to move. To stop, driver pulls gently backward on both shoulder.

Group should pass from certain point to finish line. Every few minutes driver is changing the front of the train, and last person becomes a driver.

Very important that people should take care and listen to signal.

Safety
- ▸ Wemind to be careful when walking blindfolded.
- ▸ Instruct how to move, when blindfolded.
- ▸ Observe safety of the blindfolded participants.

Debriefing

Survey:

divide group in small teams (2-3 persons), each of them gets questions to ask, and they need to interview the rest of the team. The groups present the results afterwards.

Examples of questions:
- ▸ What was the most interesting/challenging moment?
- ▸ How was it to be leading blindfolded person?
- ▸ How was it to navigate the group?
- ▸ What did you learn for yourself from this experience?
- ▸ Did you feel confident being in the front – leading/in the middle – member/in the back – navigating?
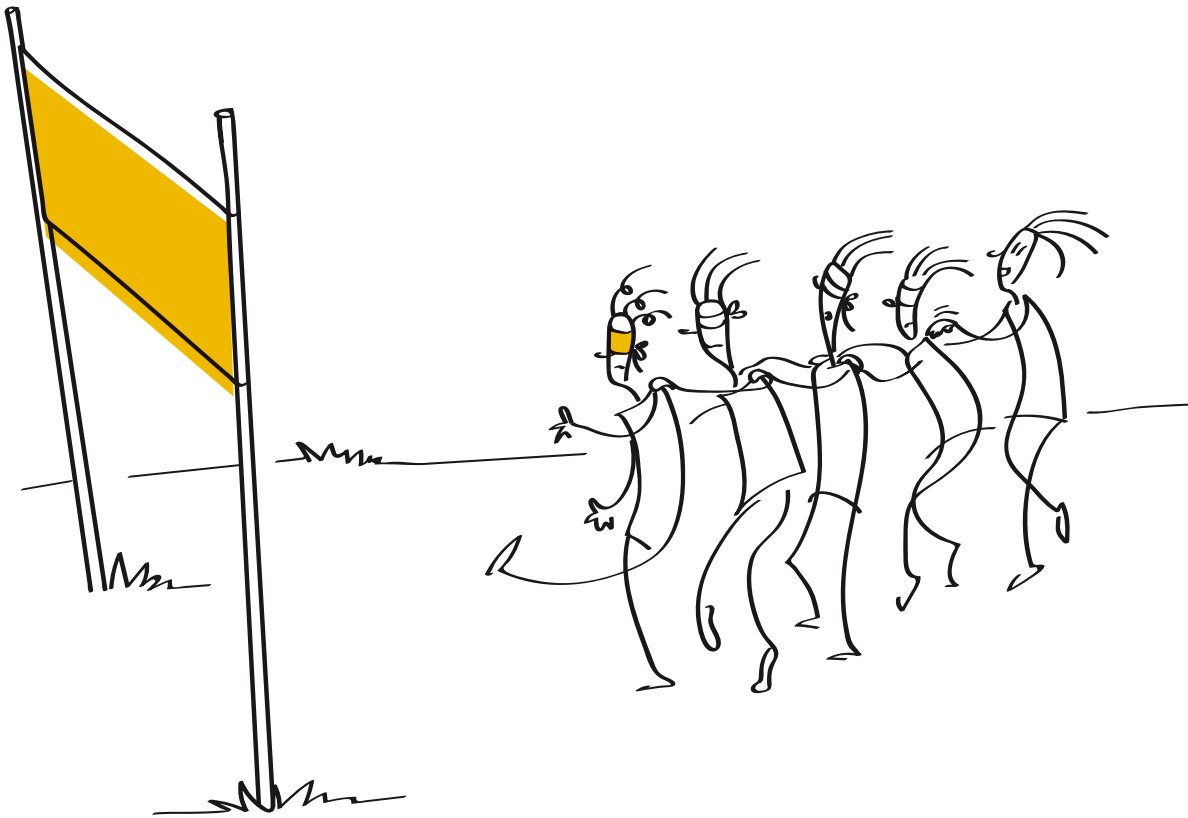
Variations

Level may rise with difficulty of the path, which group should walk.

Comments & suggestions

It's good to make this activity away from roads or pedestrian paths, where participants could interfere with someone.

 With some groups it can be very challenging for one person to lead all group blindfolded.

#leadership #communication #confidence

AGE: 15+ 👤👤 10-25

approx. 45 minutes

GOAL	MATERIALS	LOCATION
▶ Seeing how our individual attitude influences on whole group ▶ Showing that each person participating in the group process is important	picture cut into pieces as above larger pieces of paper, pens, pencils, paints and other decorating, drawing materials rulers/tape measures	outdoor / indoor

Description

This problem solving activity will teach participants how to work in a team and it demonstrates divisionalized 'departmental' working, which is the understanding that each person working on their own part contributes to an overall group result. This is good opportunity to introduce group to the topic of collective decision-making in constitutivism way, because they can be surprised, that the goal is wider strategy for better group work.

Trainer chooses a well-known picture or cartoon that is full of details. The picture needs to be cut into as many equal squares as there are participants in the activity. Each participant should be given a piece of the "puzzle" and instructed to create an exact copy of their piece of the puzzle five times bigger than its original size. They are posed with the problem of not knowing why or how their own work affects the larger picture. The leader can hand out pencils, markers, paper, and rulers in order to make the process simpler and run more smoothly. When all participants complete their enlargements, trainer asks them to assemble their pieces into a giant copy of the original picture on a table.

What to observe

How they work individually and in contrast – how they work in group.

Debriefing

If the completed, enlarged version is not right in any area, where did the task fail and for what reasons?

Next organize a group discussion:
▶ How our individual attitude and expectations influence on the other members of the group?
▶ How can we cooperate in next exercises as a group to be better prepared for collective decision making process? Can we agree on some rules for effiecient decision making in our group?

Comments & suggestions

This exercise is more challenging and fascinating if the group does not see the whole original picture until the end of the activity, although this is entirely up to the facilitator. Be specific about what you mean by x10 when you ask for an enlargement multiplying length.
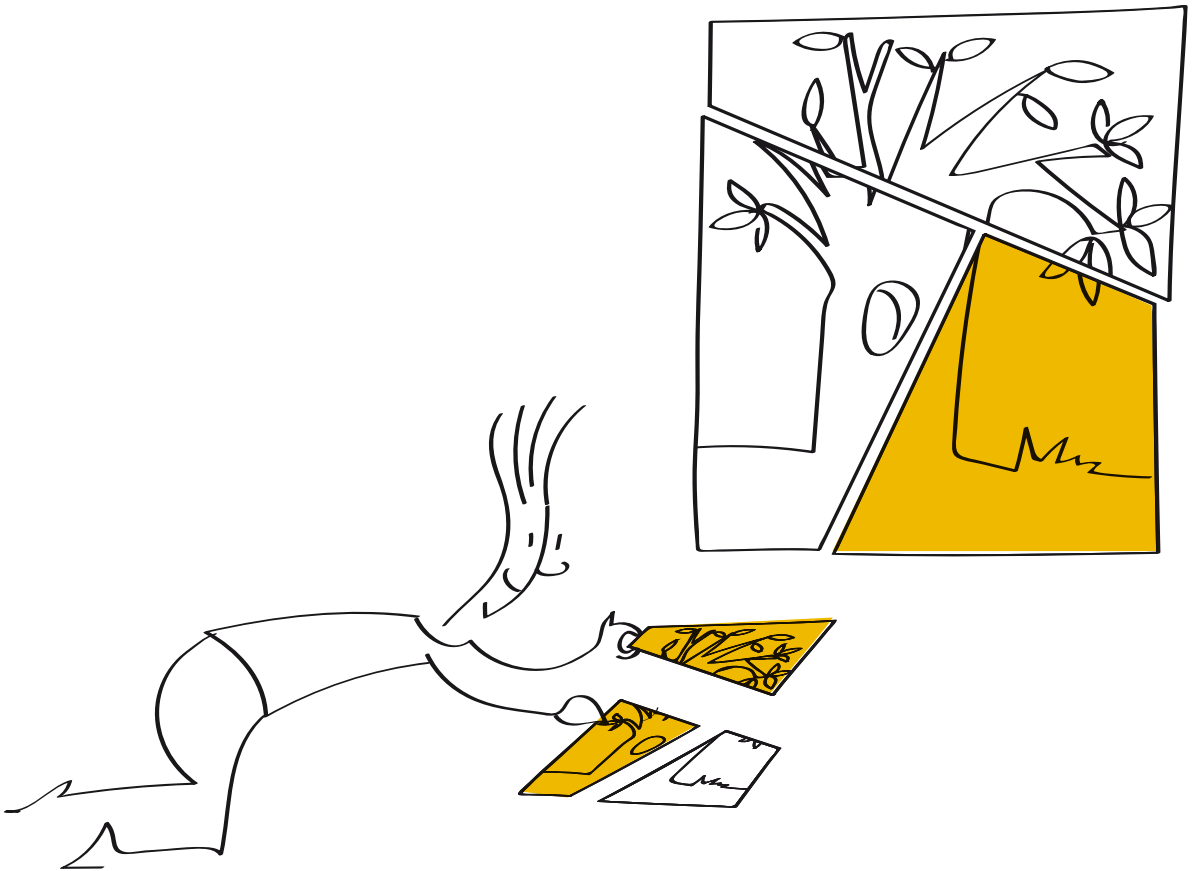
#teamwork #empowerment

WHERE THEORY MEETS PRACTICE – EXPEDITION

by Paulina Kida, Reka Puskas

1

INVITATION TO ADVENTURE

In the last chapter we invite you on an adventure. The expedition is the most filled with experience element of the Outdoor Education programs. The ideas of Kurt Hahn, David Kolb and Karl Rohnke are manifesting during this element. Finally, expedition is the authentic process of a group who cooperates for a longer or shorter period, however its participants have met closer, know their resources, communication styles and know how to use them. What's important, during the expedition the group stays in the launched process and the rules included in the contract are valid.

The perfect space for an expedition is a forest in a mountain surrounding. It allows to highlight the role of nature, one of three main Outdoor Education components. In this case, apart from the contract already concluded by the participants, it is good to make a contract between the group and nature in a form of following the Leave no Trace rules. The activity introducing the group to these rules, which fits perfectly into the natural conditions, is described below.

In next part, Know-how, you can find the detailed specification of preparing an expedition as a challenge for the participants. Organisation of an expedition is the best method to deliver the most important element of the Kolb cycle – the experience. As early as the stages of planning, preparing, packing, shopping, the risk assessment (for example see **page ▶ 85)**, the group verifies their capability of cooperating, communication and division of roles. During the expedition plans of the group revise and unexpected problems need to be solved on an ongoing basis. We are presenting below the three activities, which allow to fully prepare the expedition – from both, trainer's and groups' perspective.

In the first place we propose to add to the group contract the Leave no Trace rules, through the Leave What You Find activity. It's an opportunity to establish before the expedition the sense of connection with the environment, which for the next couple of days will become the foreground host of the expedition. Next, we present organisational frames of the expedition. Despite the fact, that the entire group is responsible for organising the expedition, as a trainers we provide the information about the tasks assigned to each group. First and foremost, we should inform the participants about the list of thing needed to be taken from home (e.g. sleeping bags, isomats) and find out about their special needs (disabilities, special nutritional needs) when their still at home. Thanks to this, they can preserve their basic needs before coming to the project. One of the group's task is describing the risk assessment, dedicated to the expedition (example **page ▶ 215**).

As a variation and opportunity to increase self-awareness, we suggest to propose the participants the Solo challenge,

Solo is a strong self-awareness activity. Usually performed before or after expedition or project's ends. Solo lasts usually 20 hours and over night. For the purposes of the expedition, the solo experience can last even for one night. The most precious is acquiring new, a bit emotionally risky challenge. After all, Outdoor Education consists of 3 components: group, environment and ME. During the solo experience the participants have a rare occasion to stay alone with their thoughts, in a natural environment, without electronic devices. Night's silence, disrupted by the sounds of surrounding vegetation and animals, exacerbated by the imagination, can be a little bit frightening journey inside oneself, especially for those living in the city.

The last part, **Is this for recreation?**, contains the meeting of theory and practice. The most important theories, which were outlined in this book, and at the same time are the foundations of Outdoor Education, manifest in a different phases of expedition. We decided to correlate these theories with a particular fragments and tasks during the expedition in a form of clear table. (**page ▶ 219**)

KNOW-HOW

LEAVE WHAT YOU FIND

AGE: 6+   👤👤 2-30

approx. 60 minutes

GOAL	MATERIALS	LOCATION
▸ Introducing leave no trace rules ▸ Connecting with nature ▸ Reflecting on human influence on natural environment	objects from nature paper label with string (with author, name of object, time of creating, history of object) pens for each participant blanket, tarp	outdoor (preferred wild nature, especially mountains or forest, to have an exhausting hiking)

Description

Invite the group for archaeological works. It is important to perform the exercise in a place that offers natural objects, such as stones, branches. The wilder the place is, the better and more interesting the exercise will be. It is also an exercise that provides reflection and calms down. For 15 minutes, everyone walks alone and in silence in the area like forest, park or other place. It is a time to ground yourself in space, to catch contact with nature. At this time, each person should find an object that seems special in this space. Everyone will receive a label, such as in a museum (paper label with a string containing: author, name of the item, time of creation, history). During the walk, each person completes the label, describing a unique history of this object, what interesting things from everyday life or an important historical event. They attach a label to the artefact with a string. It is important for participants to remember exact place where they found this item. After 15 minutes, everyone meets in the place from which they set off for archaeological work. They place collected artefacts on a blanket or simply on the ground. Everyone can present the subject, or if there are a lot of participants, everyone can go around the collection and read the labels. After debriefing, participants should place the object exactly where they found it.

AUTHOR: ……………………………….
NAME OF ITEM: ……………………….
TIME OF CREATION: ………………….
HISTORY: ………………………………..
………………………………………… .

FIG. 16. LEAVE WHAT YOU FIND LEBEL, OWN ELABORATION BY P. KIDA.

Safety

Take care that participants don't collect alive objects or dangerous plants.

What to observe

If participants keep silent during collection and try to stay connected with nature.

Debriefing

During the debriefing it's time to explain role of environment and introduce leave no trace rules.

▸ What is the connecting between leave no trace rules and this activities?
▸ How the history of this place is changing when we are taking, destroying elements that are found there?
▸ How during expeditions, hikes, outdoor activities we can implement leave no trace rules? Together with group choose most important rules (around 5). Divide group into 5 teams, where each team has to prepare pictograms for chosen rule. Place pictograms together with group contract or in visible for the group place.

Variations

Group can be divided into half and limit the area of collecting items. First group can choose object from a limited area, the next group comes to the same area afterwards. Groups should create separate exhibitions, and invite other group to see collections. Groups can observe, that removed objects from natural environment are changing its history.

Comments & suggestions

Important aspect of this activity is to take care that each person does it individually, calm and in connection with nature.

#environment

At least 2 days (depending on the goal, it can also be longer)

GOAL	MATERIALS	LOCATION
▶ Development of self-initiative, leadership, learning how to take responsibility for yourself and for others ▶ Experience of team-work ▶ Getting experience in outdoors	Equipment lists should be written for trainers and for the participants separately, for personal use and for the use of the group too. These lists should take into consideration all details of the trail/environment, tasks, weather. Mandatory equipment for participants: sleeping bag, isomat, backpack, one set of spare clothes (can do more detailed once you have more precise information), hat/cap, scarf/buff, gloves, sunscreen, sunglasses, raincoat, waterproof gear, hiking boots, personal hygiene products, headlamp, 2l water bottle. Group equipment: axe, matches, paper, tarps, ropes for putting the tarps, shovel, map, compass, whistles, pepper spray, first aid kit, toilet paper, plastic bag for waste, etc. Outdoor kitchen staff: pot, knives, spoons, plates, bigger bottle for more water. Mandatory equipment for trainers: sleeping bag, isomat, backpack, one set of spare clothes (can do more detailed once you have more precise information), hat/cap, scarf/buff, gloves, sunscreen, sunglasses, raincoat, waterproof gear, hiking boots, personal hygiene products, headlamp, 2l+2l water bottle, first aid kit, pepper spray, mobile phone, swiss army knife, spare batteries for headlamp, sweets (glucose, chocolate), portable gas stove, official papers for the groups	outdoors: carefully choose an area for hiking and camping for several days, that is adequate for your group and the goals you want to achieve through the expedition. Depending on the location, it can be woods, mountains, desert, river, lake. Trainers should know the area, the environment very well, and make sure they use all the advantages nature offers in that specific place.

Description

Expedition can be a tool, a method and a learning environment. It contributes to experiential learning in practice, in a real life context. It includes responsibilities, physical, mental and social dimensions of challenges and possibilities for the group and the individual to discover their capacities. Also, the possibility for improvement.

On the other hand, the expedition provides the possibility to enjoy nature and to discover our own individual place in it. It provides a dialogue between a human and the greatness of nature.

The group will go on a 2 (or more) days expedition, whereby the complete preparation, organization and leading is left in charge of the group.

Trainers will present the general concept for the group, what the expedition will look like, and what are the tasks of the group during the expedition: to follow the route marked on the map, to reach the appointed sleeping place, set up the camp, and come back. To overcome unexpected obstacles, to cook warm meals on fire (one or more). Trainers also tell the group, that they will be divided into 3 smaller groups with different responsibility areas: equipment, food, navigation, and these teams will have different tasks.

Tasks for Equipment team
- Writing down personal and group equipment list
- Borrowing and returning equipment – write list
- Dividing the things to carry
- Keeping an eye on toilet needs on the way and at campsite
- Organizing the sleeping place (assign rooms if it's a hut)
- Keeping food in a safe place for the night, at a distance from campsite, safe from animals (in areas where it's needed)
- Keeping the track of the equipment, and making sure it is cleaned before returning it
- Making a presentation for the rest of the group

Tasks for Food team
- Deciding on the menu, using the provided food (list available)
- Considering special diets/needs in the group
- Organising the drinking water, control of water supplies
- Deciding on the eating schedule
- Planning food for each member
- Cooking 1 warm meal a day
- Writing down a list with kitchen equipment needed – for each individual and for the group
- Waste/trash management
- Making fireplace and fire – taking into consideration general and local regulations
- Following "Leave no trace" principles
- Making a presentation for the rest of the group

Depending on the desired outcomes, Food team can be given a small amount of money calculated per person, to be able to buy the necessary food for the expedition.

Tasks for Navigation team

- Learning map and compass reading and leading the group on the given route
- Collecting the information about the route – distance, going up-down, difficulties, making the plan of the hike
- Setting the walking pace
- Deciding about the breaks
- Time management
- Rules of walking as a group
- Risk management (weather, animals, health concerns) (example below)
- Safety and basic first aid
- Finding the campsite
- Making a presentation for the rest of the group

Tasks can be added or reduced depending on the group and goals we want to achieve with the group.

After the tasks are presented by trainer and discussed by the participants, the group splits into the three teams. If participants know about the tasks, there can be another challenge and group decision to form the small groups. It's also a very good opportunity to introduce and speak about **challenge by choice principle** ().

Each group has to be supervised by a trainer, who can follow what they are doing, and can teach them what they need to know (e.g. using map and compass) and can give them advice.

Tasks of the trainer supervising the Equipment team

- Teach group about what and how to pack, advise them when writing down the lists.
- Teach group how to put up the tarps, how to make a shelter.
- Teach group about toilet-use in nature.
- Supervise how the group handles equipment, control everything when back to base camp.

Tasks of the trainer supervising the Food team

- Advise group about outdoor cooking.
- Make sure the menu put together by the group is good and enough, contains the necessary amount of calories.
- Check the cooking/eating equipment they planned.
- Teach group how to make fire and what are the rules.
- Teach group about waste management and leave no trace principles.
- Go with group to buy the food (if the case).

Tasks of the trainer supervising the Navigation team

- Teach group about maps.
- Teach group how to use a compass.
- Advise on risk management, speak about possible dangers.

One or even two general group leaders can be chosen to coordinate the preparation, the expedition and the activity of the three groups. They have a task to communicate with all groups, make sure that everyone does their tasks and that the group dynamics stays good. Also responsible for communication with instructors, if needed.

After planning and preparation the group goes in the expedition, and they have a chance to implement their plans. Even more, the second day they can improve on the things which were not working (well) on the first day.

Besides having the tasks in the three groups, while on expedition, we can include other challenges, if we consider the group needs higher level of challenge: rock climbing, river crossing, abseiling, etc., or even create more obstacles (split them again, unexpectedly, and give them 10 minutes to divide the food and gear so that the two separate groups can camp on two separate locations; have a person theoretically injured, and group has to solve this situation, etc.)

Safety

The expedition is a complex activity where a lot of safety issues can appear.

- ▸ Trainer should have knowledge and experience for the area and activities led, also should be trained in first aid, carrying a first aid kit.
- ▸ A proper risk assessment should be made when planning the expedition, taking into consideration all possible risks.
- ▸ Safety issues have to be included in group preparations for the expedition itself, so that all members of the group are aware of necessary procedures.
- ▸ Trainers should keep in mind emotional safety of participants too.

What to observe

- ▸ How group members work individually and in contrast – how they work in group.
- ▸ How do they react when facing challenges and problems.
- ▸ How do they divide tasks, what are the roles in the group.
- ▸ Leadership challenges, attitudes and styles.

Variations

Every day team's responsibilities can be changed, or group can be switched giving participants the possibility to try different roles each day. This has to be also related to the desired learning outcomes, keeping in mind, that if tasks will be switched, groups have to have the time and opportunity to learn what they need to know for completing the tasks. As one of the additional individual challenges the participants can be suggested, if the area is safe, the **Solo** experience.

If the group doesn't have an opportunity to undergo a longer expedition, or the trainer wants to include an additional individual challenge, but not so involving as solo, the activity focused on achieving the individual goals might be proposed. (Am I there yet?,)

Debriefing

▸ One of the ways of debriefing after expedition is to ask participants to create illustration of their expedition with maximum details by drawing or painting. Provide participants with materials:

  ▸ few meters long paper or several connected flipcharts papers
  ▸ markers, pastels, etc.

  Illustration has to be structured, starting from the beginning until the end of expedition, so participants should follow the structure, with their ideas and drawings added in appropriate positions within days or parts of expedition.

  Participants should illustrate facts, emotions, personal and group highlights, as well as personal and group challenges.

  After drawing is done participants in small groups can reflect on expedition by looking back at image and discuss what were their learning points, and what they can use in their future practice.

  Finally, whole group can make a round with sharing most valuable findings, learnings or discoveries participants finished expedition with.

▸ Another, less time consuming way to debrief is to ask participants to describe one of their experience. The trainer can ask the following questions to engage with the learning goals of the activity:

  ▸ Did they learn how to satisfy their personal needs (hygiene) in the nature and work together with others fulfilling their team roles?
  ▸ Did they also learn some basic outdoor survival skills - how to build a shelter in nature, basic knots, how to make a fireplace, etc?

▸ The trainer can also follow one of the debriefing models described on the .

Comments & suggestions

▸ Starting from the moment when participants are divided in the groups and know each other's responsibilities, trainers should step back and try to intervene as little as possible, giving participants an opportunity to learn from their own experiences and failures.

▸ Keep in mind, that everything, plan, materials/equipment should be adapted to the area, environment and conditions you are working in.

#communication #teamwork #selfdevelopment
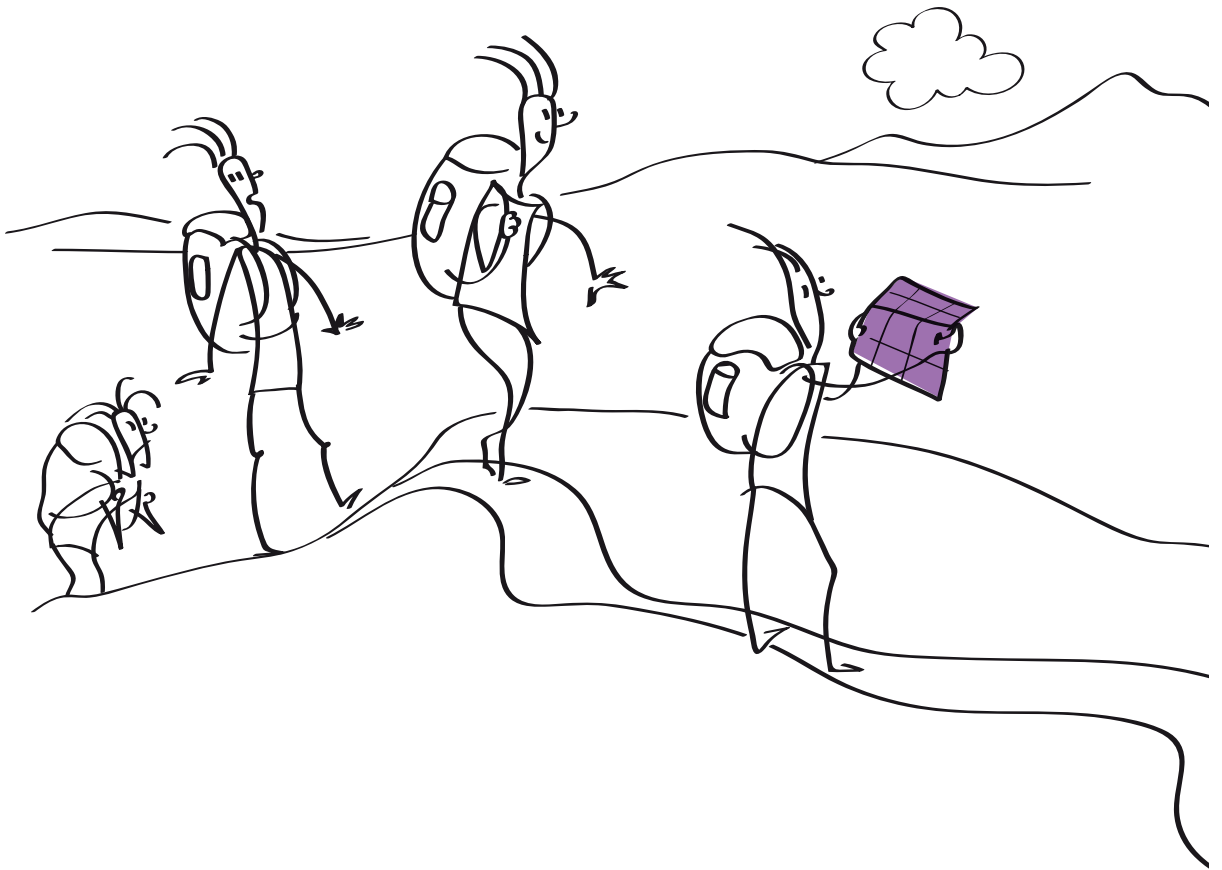
One of the group's tasks is also the risk assessment. Considering importance of this subject, we present below the example of the completed risk assessment for an expedition. With its help, the group's trainers can eventually suggest the potentially difficult elements of the expedition missed by participants and ways of solving them prior to start of the adventure.

RISK ASSESSMENT – EXPEDITION

	SOURCES OF RISKS/HAZARDS	PROBABILITY (low, high, medium)	IMPACT (low, high, medium)	HOW TO AVOID IT?
TASK				
PEOPLE	Fatigue, tiredness (trainers and participants)	Medium	Medium	▸ take a good rest the nights before the expedition ▸ tell the others if you feel tired ▸ have an adequate rhythm of walking (start slowly, speed up the rhythm step by step if it's necessary and the group can do it) ▸ take good and enough food at least 1 warm meal/day) ▸ take calcium, magnesium, salt pills if needed
	Hunters, chasers, helpers of hunters	low	high	▸ check with local authorities that there is no hunting on the days you organise the expedition ▸ make noise
	Panic attack	low	medium	▸ assure participants that they are safe
	Other, preexisting illnesses	low	high	▸ if they are on medication make sure they have their medicine with them
ENVIRONMENT	Low, high temperature (depending on season) hipotermia/ freezing, hyperthermia	medium	high	▸ participants should have adequate equipment check their equipment) ▸ stay hydrated, drink enough (warm drink in wintertime) ▸ trainer should have vacuum flasks, and portable gas cookers ▸ tell participants what are the symptoms of hypothermia and hyperthermia ▸ have iso-blanket in the first aid kit
	Sun	high	high	▸ hat ▸ sunscreen ▸ sunglasses

RISK ASSESSMENT – EXPEDITION

	SOURCES OF RISKS/HAZARDS	PROBABILITY (low, high, medium)	IMPACT (low, high, medium)	HOW TO AVOID IT?
ENVIRONMENT	Dehydration	medium	medium	▸ have a person in charge with drinking, who will make sure group drinks enough ▸ have salt pills ▸ trainers should carry extra water, and make sure the water supplies are enough ▸ tell participants about possible water sources
	Animals bear/dogs	medium	medium	▸ have a whistle, group should have also one ▸ make noise ▸ stay close to the group ▸ have pepper spray at hand
	Fire	medium	medium/high	▸ raise awareness of the participants ▸ know the rules about making fire ▸ attention on moving around near the fire ▸ don't put any unattended objects near the fire, also smoking is forbidden
	Getting lost	medium	high	▸ don't leave the group ▸ check the trail, trainers should have map and compass too ▸ if there's a fog, follow the line of the forest, the first trees
	Precipitation/ wind	medium	medium	▸ change clothing, raincoat – check it before leaving ▸ keep the change clothing dry in the backpack ▸ show participants their backpacks – there is a rainbag on them
EQUIPMENT	Equipment in general			▸ check it in advance, so that there is plenty of everything and the adequate quality
	Walking stick	medium	medium/high	▸ tell participants how we use walking sticks ▸ keep distance to others when walking ▸ keep the sticks always pointed to the ground, don't show directions with them, don't lift and move them in every direction
	axe knife shovel	low	high	▸ tell participants how to use tools

TAB. RISKS ASSESSMENT FOR EXPEDITION, ELABORATION BY REKA PUSKAS, BASED ON: *HANDOUT FOR THE PROGRAM TRAINING OF TRAINERS*, OUTWARD BOUND ROMANIA, TARGU MURES.

AGE: 15+ 👤👤 10-25

approx. 1.5 hours - 24 hours

GOAL	MATERIALS	LOCATION
▶ Developing self-awareness	tarp (alternatively hammock or tent) sleeping bag and a sleeping mattress water and food/snacks (or not) pen and paper	outdoor

Description

Participants are divided each in their own spot, not hearing or seeing anyone else. The spot is usually a calm, beautiful, relaxing and/or comfortable place. If time is up to few hours, participants can just spend it sitting at spot with themselves. In case activity is planned for a longer period, participants should build their own shelter on the given spot. Instructor should be nearby for safety reasons, but not seen. Participants are given pen and a paper to write their thoughts. Give participants questions to think about, depending on moment when activity is organized.

One of the task can be to write a letter to your future self:

Where are you now, where do you want to be in future, what do you want to say to yourself when you open the letter after a year?

Safety

▶ Check the area where participants will have their spots, for dangerous plants, animals nests, etc.
▶ Agree on common signal in case of danger (e.g. whistle 3 times).
▶ Stay around for all duration of activity.

Debriefing

Debriefing after activity is not necessary. Optionally, let participants share how was their experience on their own terms, without asking specific questions.

Comments & suggestions:

Sharing personal thoughts formulated during the solo is not mandatory.

#selfdevelopment #empowerment #expedition #challenge
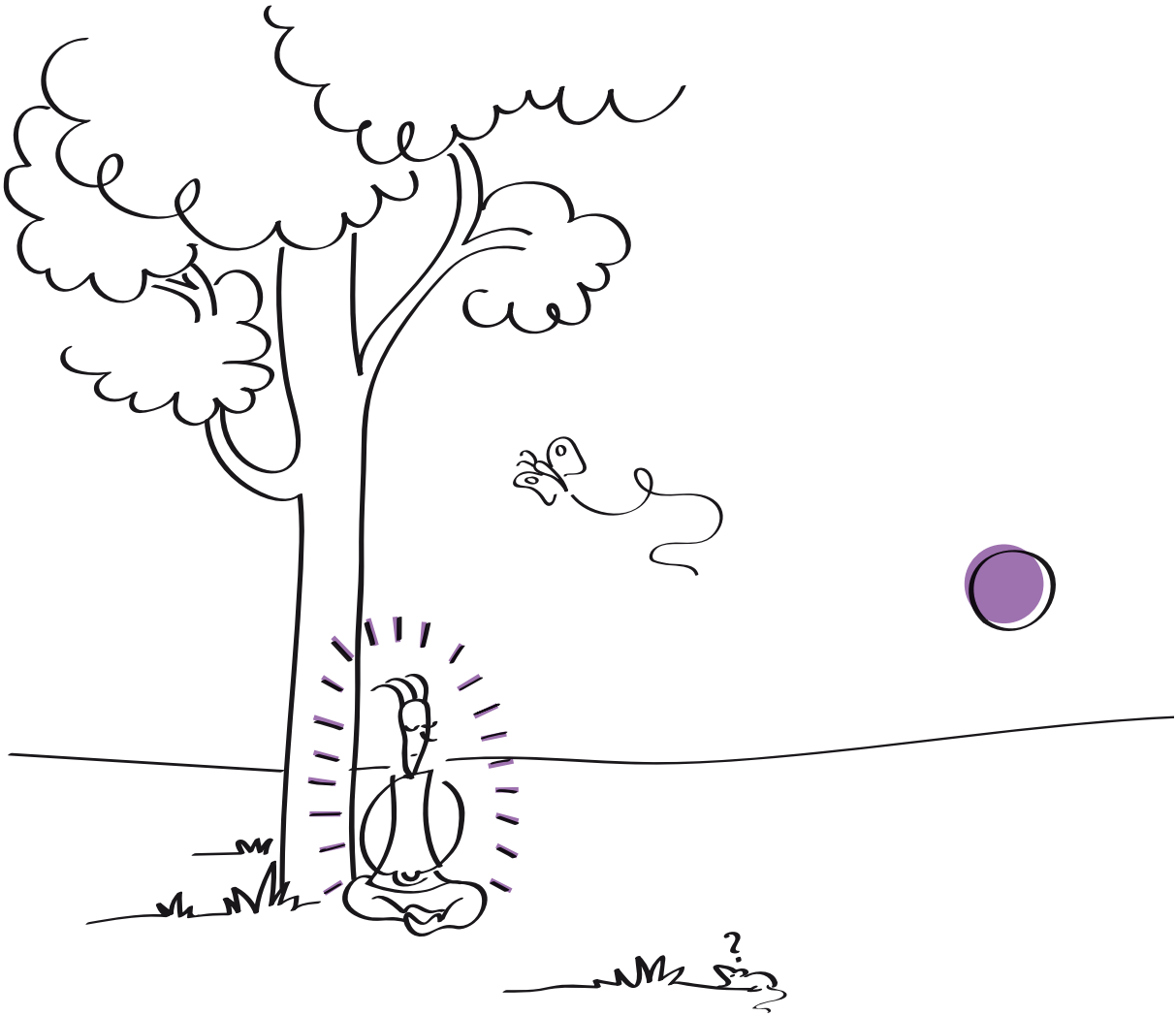
IS THIS FOR RECREATION?

FROM OUR BOOK…	…TO EXPEDITION

KURT HAHN
(page 11)

We will use expedition as practical example of Hahn's idea. For the purposes of the Salem school, Kurt Hahn created 7 rules, which materialise during the expedition. Although the rules were dedicated to children, they are used for participants of all ages (Neill, 2004, Hahn, 1930, p. 1-3):

▸ Give the children opportunity for self-discovery.
(During the expedition participants are given opportunity to get closer to inner self and go outside the comfort zone in a circumstances that can't be paused. Wilderness, hunger, rain, or coldness have to be confronted here and now.)

▸ Make the children meet with triumph and defeat.
(The expedition delivers multiple occasions to celebrate own success, as well as confront with failure, and take responsibility. This has to be experienced both physically and mentally. Getting to the top of the mountain, crossing the water, leaking tent, burned food. These are the moments when participants can feel the taste of success and the bitterness of defeat.)

▸ Give the children the opportunity of self-effacement in the common cause.
(The expedition is a perfect example of a balance between individual and the group. On one hand, each person has to fulfil their own needs. On the other hand, making an individual effort in group, task or a community, contributes to the common success.)

▸ Provide periods of silence.
(Today's world provides many incentives, which attack our nervous system. We live in a rush, noise, children often have sensory disorders, they suffer a nature deficit disorder (see Louv 2008). The youngest generation, brought up in the city, doesn't have an opportunity to be in a quiet, natural surrounding, with a rhythm determined by the nature.)

▸ Train the imagination.
(Expedition is an opportunity to take action in an unusual habitat – it requires usage of the imagination muscle, which is not often used. How to carry a water? How to spice up a dish? Where the ruins came from? How it could look like sometime

ago? How to cook dinner when it rains? Remember about a role of imagination during the travel.)

▶   Make games important but not predominant.
(In other words: journey, not the goal. Perhaps at the beginning of the expedition the group will establish a difficult goal: high peak or a distance counted in kilometers. Often it won't be the most precious success of a groups, but only collective challenges and failures, overcoming difficulties, deeper friendships. Game is only an excuse to launch some group processes and achieving its goal don't determine achieving success or failure in a group.)

▶   Free the sons of the wealthy and powerful from the enervating sense of privilege.
(Although Kurt Hahn wrote down the rules of Salem school in a specific circumstances and time, the last rule seems to be up-to-date today, maybe even more than in 30s, when it was formulated. Wealthy life is a gift, which the current generation has received. High life comfort, development of services, technologies, communication is a blessing, but also a curse. During the expedition, people of different communities, cultures, ages and physical abilities meet and cooperate. When the group's success depends on each person's well-being, people start to cooperate above the divisions, looking for a way to achieve the goal. No matter how privileged or excluded people are, all are equal to wind, water, hunger and exhaustion).

- -

People have opportunity in real life to do what they have already learned, e.g. cooking, using map, compass.

Before the expedition the group prepares in substance to cover the distance, adequate packing, planning of shopping. Going a step deeper: division of tasks, communication, assessing and minimizing the risk. A little of this knowledge would be assimilate if the expedition would take place only theoretically. Only during the phase of experiences, repeats, corrections and further repeats people learn.

CHALLENGE BY CHOICE (page ▶ 16)	Participants can choose which group they are in, what task they want to do, and at what level they would like to be involved. As a group they decide on the length of the route, number of stopovers and meals. Participants can take an individual challenges – the tasks which are not easy for them (e.g. shy person takes a role as a leader).
CRITICAL THINKING AND PROBLEM SOLVING (page ▶ 19)	Participants have to decide about everything during expedition and solve all upcoming problems (trainer is there only for safety). Participants have to act quickly and decide which solutions are the most practical and possible to use in a specific place and time. The group with each subsequent task works out its ways of voting, presenting idea. The decisions are made increasingly faster and less emotional. It's a precious opportunity to observe the group dynamics and roles of specific participants.
TRANSFER (page ▶ 19)	During and after the expedition the trainer can initiate discussion about what experiences from the expedition can be used in real life. The processes are supported by different debriefing methods. Frequently asked questions combine experience from expedition with daily life.
FACILITATION IN OUTDOOR EDUCATION (page ▶ 23)	Role of the trainer in expedition is to become a group's shadow, which observes their work at a distance. Trainer is ready to intervene only in case of physical or mental danger. During the expedition they're not responsible for leading the group or checking the implementation of the tasks. Even if participants lose their way, burn the food, get cold or wet. However, trainer has a phone and medications in case of exceptional situations. They carry out a small daily summary and the morning round.
KOLB'S LEARNING CYCLE (page ▶ 29)	Everything during expedition starts from experience. Second day of expedition is completing the Kolb cycle, where participants use their previous experience and apply new knowledge.

FROM OUR BOOK...	...TO EXPEDITION

In the nature participants are doing something they are not used to, mostly out of their comfort zone (e.g. no electronic device rule).

Some activities for one person are within their comfort zone (like climbing, crossing the river) and some far beyond it (public speaking in front of group) can be completely opposite for another person.

- -

Following models are used to support learning and transfer during and after expedition.

4F MODEL:

Facts:

▶ What happened during expedition?
▶ What did you notice within the group/area?
▶ How division of the group and responsibilities were done?
▶ Why did you choose this team in expedition?

Feelings:

▶ How did you feel about surrounding/route?
▶ How that feeling influenced your actions and reactions during expedition?
▶ Can you connect your feelings with facts?

Findings:

▶ What did you find about yourself during expedition?
▶ Did you discover any improvement or better solutions for similar situation during following days of expedition?
▶ What can you learn from your role in team?

Future:

▶ What can be improved next day of expedition?
▶ How would you solve this situation during next expedition?
▶ How can you use expedition knowledge in my personal/professional life?

FUNNELING MODEL:

Review
- ▸ Can you describe most intense situation from expedition?
- ▸ Please rate expedition team success from 1 to 5.

Recall & Remember
- ▸ Can you think of best and worst experience during expedition?
- ▸ Try to recall what did you do in that situation.

Affect & Effect
- ▸ How did the group feel during this hard moment?
- ▸ What influence did it have on the expedition?

Summation
- ▸ Can you summarize what did you learn from expedition?

Application
- ▸ Do you see a connection between expedition & your personal life?

Commitment
- ▸ Can you plan what and how would you like apply your experience from expedition in your further personal/ professional life?
- ▸ Who and how can support you in realisation of your plan?

- -

SCALE OF COOPERATION
(page ▸ 50)

Expedition is an intense group process where you can identify in which phase of cooperation the group is in at different times.

Trainer can use this model to support solving conflict and create cooperative atmosphere.

The model can be also used for reviewing and partial evaluation during the day and at the end of expedition.

- -

NON-VIOLENT COMMUNICATION
(page ▸ 58)

If the group knows the 4 stages of communicating NVC, they have a simple tool that improves the division of roles, clears communication, expresses needs and solves conflicts.

It's also a tool for trainer and group to solve conflicts during the expedition.

FROM OUR BOOK…	…TO EXPEDITION
ACTION CENTRED LEADERSHIP (page ▸ 63)	Tool to team leaders on what to focus during expedition. When there is clear goal for the group and the leader wants the group to achieve it, the focus of the leader should be put on the individual needs, the tempo, and the motivation of the members. Observation on different level can help in evaluation process, and support solving conficts. If during the first stage of preparation and dividing the tasks the conflict of interest will occur between expedition teams (navigation team, food team, equipment team), it's worth to recall this theory at the very beginning of the adventure.
ROLE OF ENVIRONMENT (page ▸ 68)	Role of environment as unfamiliar setting, which represents a challenge for participants. According to the definition Outdoor Education is a learning with a usage of a tools offered by nature. Do we know what plants are edible? Do we know how to set out the course withn the constellations? Environment will be the host of our expedition. It's good to know its rules and learn how to enjoy its benefits. It's also good to set a Leave no Trace rules as a contract with nature during expedition (**page ▸ 71**).
RISK MANAGEMENT (page ▸ 83)	During preparation for the expedition, it's a group task to take care about risk assessment. Facilitator is there to remind of missing important point. Despite this, the tainer, as a shadow, is always responsible for the group. In our book we are specifically showing the tasks of each group, so that expedition will have high chance of success (**page ▸ 210**). You will also find, as a tool, the risk assessment dedicated to the expedition. (**page ▸ 215**)

TAB. . WHERE THEORY MEETS PRACTICE, OWN ELABORATION BY P. KIDA, I. LISIN, R. PUSKAS.

Hahn K. (1930), *The Seven Laws of Salem* in: *Salem*, Schule Schloss Salem, Salem, viewed 25 Juni 2018, <https://www.jugendprogramm.de/bibliothek/media/kurt-hahn/7_Laws_of_Salem.pdf>

Neill J. 2004, *Seven Laws of Salem - Kurt Hahn*, viewed 25 Juni 2018, <http://www.wilderdom.com/sevenlawsofsalem.html>.

REFERENCES

ORGANIZATIONS INVOLVED IN CREATING THIS BOOK:

INSTITUTE OF
ANIMATION AND
SOCIAL
DEVELOPMENT

PRACOWNIA
NAUKI i PRZYGODY

Outward Bound® Romania

Grüner Grashalm e.V.

L'ORMA

VYiAC
Votsis Youth in Action Club