

*Bachelor thesis in the bachelor program*  
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*TREE HOUSE CAMPS AS A METHOD*  
*OF EXPERIENTIAL EDUCATION*  
*Concept development of a qualified further education*

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#### 4.4 Setting learning objectives

Based on an analysis of needs and target groups, teaching and learning objectives are defined, which in turn serve as the basis for the concept. (cf. Quilling/ Nicolini 2009: 20) In planning, these goals are a structural aid; during implementation, they are an orientation aid; and in evaluation, they can be used to secure results. (cf. Nitschke 2011: 12) In addition to the categorization of learning goals into indicative, coarse, and fine goals (cf. Quilling/ Nicolini 2009: 21), Nitschke's classification of learning goal types into cognitive, affective, and psychomotor goals is applied here. (cf. Nitschke 2011:32) While the cognitive learning objectives refer to knowledge, thinking and intellectual skills, personal attitudes, interests, values and attitude belong to the affective objectives, whereas manual and motor skills in movement sequences, material and tool handling belong to the psychomotor ones. (cf. *ibid.*) It remains unavoidable that the individual areas partially overlap.

The guideline goal describes the desired end result, from which the broad goal is derived, describing essential behaviors. The detailed goals are then operationalized goals that specify measurable changes in behavior. (cf. Quilling/ Nicolini 2009: 21) Based on the trainer profile designed by Raab/ Späth and on the author's personal experience in tree house construction as well as in experiential education settings, a competence profile for BHT (short for: tree house trainers) was created. This was validated by the German providers for BHC as well as a provider of experiential education trainings (Zwerger & Raab). This ensures the competence orientation required by the quality principles of the Federal Association. (cf. *ibid.* 2015: 4f) The competencies to be acquired can be categorized as psychomotor, cognitive and affective goals (see tables 1, 2, 3). In order not to restrict the freedom and flexibility of both the program design and the adult course participants too much and to be able to respond individually to the BHT and their

needs, the goals are not operationalized. (cf. Döring 2008: 41; Nitschke 2011: 38). If necessary, this can be worked out with the BHTs at the further training itself.

Since some of the competencies mentioned are already included in the EP training according to the quality principles of the be the EP (short for experiential education) training (cf. be 2015) and the BHTs already have them according to the participation requirements, they are considered background knowledge and are exemplified non-directively by the trainers practicing the behaviors, but not explicitly deepened. In the following table, these learning objectives are marked 'Hw'. Other competency areas are considered basic knowledge. These build in part on the experiential education prerequisites, but the concentration here is on treehouse-specific aspects ('Bw'). A third category is that of detailed knowledge. This relates to different focuses of the leadership task ('Dw'). All training graduates must know that these tasks exist and what they involve. In the course of the training, however, each BHT can only go through one of the four detailed knowledge areas. In order to carry out a tree house project, a team is then required in which the respective missing areas are covered.

4.4.1 Table 1: Psychomotor learning objectives (hand)

| Indicative target   | General objective   |
|---|---|
| <b>Materials science</b><br>The BHT know the required material and can use them appropriately.                                | The BHT are a role model for their PT and can instruct them in the proper use of the climbing and building materials as well as in the observance of the order system.  |
| <b>Knot tying: (Bw)</b><br>The BHT masters the proper use of various knots and frets in tree house construction.              | The BHT know which fret and which knot is used at which point in the tree house and why. They can apply this appropriately and instruct their team accordingly.   |
| <b>Tool science: (Bw)</b><br>The BHT know the various tools required for building tree houses and are proficient in their use | The BHT are a role model for their participants and can instruct and supervise them in the proper use of the tools. They know about the necessary safety measures for motorized tools (e.g. chain saw license). |
| <b>Tree Climbing: (Bw)</b><br>The BHT masters the technique of tree climbing.   | The BHT can instruct and supervise the participants in tree climbing. They know the risks and instruct necessary safety precautions (e.g. partner check, do not hang in the harness for too long).              |
| <b>Tree house construction: (Bw)</b><br>The BHT masters the technical construction of a tree house.                           | The BHT know the sequence of construction for platforms with railings, stairs, bridges and  |

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|  | stairways. They can install the necessary safety systems (tension belts). They can pass this knowledge on to their team.   |
| <b>Tree house construction II: (Dw)</b><br>The BHT have a profound technical and organizational understanding of the construction and dismantling of the tree house. | They know how the elements have to be constructed to ensure proper statics and know how the construction and dismantling of a tree house are coordinated.  |
| <b>Dismantling: (Bw)</b><br>The BHT know the procedure for dismantling a tree house.   | The BHT know the individual steps of dismantling, can carry out the necessary preparatory safety measures and dismantling under supervision.   |
| <b>Safety: (Bw)</b><br>The BHT know the risks and dangers involved in building tree houses and are able to take preventive action.                                   | The BHT know the camp rules <sup>1</sup> and can ensure that they are enforced. They know the safety concepts and know who in their team is responsible for first aid, tree rescue, the evacuation concept and emergency management. |
| <b>Safety II: (Dw)</b><br>The BHT masters the necessary safety concepts.   | The BHT are proficient in safety concepts (first aid, tree rescue, evacuation, emergency management), know how to assess hazardous situations and can take the necessary steps.  |

#### 4.4.2 Table 2: Cognitive Learning Goals (Head)

| Indicative target   | General objective  |
|---|--|
| <b>Communication: (Hw)</b><br>BHTs can communicate clearly with their TNs in the context of the construction process. | The BHT can guide their small groups in the building process, explain work processes, give constructive and appreciative feedback, respond to the TN in a situational and empathetic manner. They can pay attention to compliance with standards and safety rules and enforce them verbally. |
| <b>Theoretical competence: (Hw)</b>   |  |

<sup>1</sup> exemplary camp rules: Appendix U

|   |   |
|---|---|
| <p>The BHT knows the theory of action learning/ DP and can act accordingly.</p>   | <p>The BHT know the experiential pedagogical action-reflection cycle, the model of the E-chain and the comfort zone model and can design processes on this basis. (cf. Michl 2011: 10ff, 39ff)</p>  |
| <p><b>Ecological competence: (Hw)</b><br/>The BHT know about the forest habitat and its nature conservation issues.</p>   | <p>The BHT know the rules of conduct to be observed and ensure that they are enforced (e.g. appropriate noise levels, not leaving garbage lying around).</p>  |
| <p><b>Process support: (Hw)</b><br/>The BHT can accompany processes experienced by the participants (individually and in the group) on the factual, structural, relational and personal level. (cf. Raab/ Späth 2010: 17)</p> | <p>The BHT can create structures in which experiences are possible. They know the pedagogical learning fields that become relevant for the participants in the context of a BHC (e.g. dealing with fear, ability to cooperate, taking responsibility - for more see 4.5.1.10) and can accompany the participants individually in their learning fields.</p> |
| <p><b>Process support II: (Dw)</b><br/>The BHT masters the necessary skills for the pedagogical management of a construction team.</p>  | <p>The BHT are able to give constructive and appreciative feedback, they have mastered the basics of time and conflict management and know various methods of process design.</p>   |
| <p><b>Organization: (Bw)</b><br/>The BHT knows the necessary organizational skills to conduct a BHC.</p>  | <p>The BHT can adhere to time constraints and rules in camp life and building design and maintain structures of the order system in the camp.</p>   |
| <p><b>Organization II: (Dw)</b><br/>The BHT master necessary organizational skills for the execution of a BHC.</p>  | <p>The BHT can install order systems and keep track of current construction projects. They know about the necessity of public relations and donor support, as well as about necessary communication with authorities (e.g. building authorities, environmental and nature conservation authorities, foresters).</p>   |
| <p><b>Didactics: (Bw)</b><br/>The BHT can train a team of employees to conduct a BHC.</p>   | <p>The BHT know how to teach the necessary steps and standards of tree house construction using a sample tree house construction.</p>   |

#### 4.4.3 Table 3: Affective Learning Goals (Heart)

| Indicative target  | General objective   |
|--|---|
| <p><b>Performance: (Hw)</b><br/>The BHT know their personal nonverbal signals and can use them flexibly. (cf. Raab/ Späth 2010: 18)</p>                      | <p>The BHTs are able to adopt different attitudes (e.g. motivating, provocative, directive, corrective, reserved, humorous) depending on what they think the situation requires. (cf. ibid.)</p>  |
| <p><b>Self-reflection: (Hw)</b><br/>The BHT are aware of their own behavior and can talk about it.</p>   | <p>The BHT are aware of their personal limits, their comfort zone, avoidance strategies and their communication behavior and can verbalize them. In this they are a role model for their participants.</p>  |
| <p><b>Team: (Bw)</b><br/>The BHT know about the necessity of working in a team.</p>  | <p>The BHT develop their personal specialty for working in a team and learn to let themselves be complemented, to delegate tasks and to name responsibilities (e.g. height rescuer, material caretaker, pedagogical leader, technical leader, paramedic).</p> |
| <p><b>Religious Education: (Bw)</b><br/>The BHT develop an attitude through which they can offer their TN a Christian interpretation of the experiences.</p> | <p>The BHT know about the chances and limits of DP in a Christian context and are able to use them to complement the process support in terms of religious education.</p>   |

#### 4.5 Training plan creation

The focus of the training plan creation is on the learning content derived from the competence profile. (cf. Quilling/ Nicolini 2009: 21) The aim is to prepare the learning content didactically, to discuss the framework conditions of the 12-day training (including arrival and departure days) and to draw up a schedule. A concept of further education is then developed, which has not yet been carried out in practice, but which is based on the knowledge gained so far.

##### 4.5.1 Learning modules

In order to structure the wealth of topics, learning modules are formed according to Nitschke on the basis of the learning objectives, which are considered to be independent and self-

contained chapters. According to the learning objectives for the basic knowledge (see Table 1, 2, 3), there are eleven learning modules, which are arranged as follows<sup>2</sup>: Right at the beginning of the training, the organizational framework and obligations are worked out on the day of arrival through the learning module 'Organization'. The module 'Construction of tree houses' is explained step by step by the trainers over all following days on the basis of the practical execution and is learned thereby. As an introduction to the construction phase, the learning modules 'material science', 'knot science', 'tool science' and 'tree climbing' are worked out on the second day. In order to gain an awareness of safety right at the beginning, the corresponding learning module is carried out on the third day. On the fourth day, the module 'Didactics' is taught. The BHT should be sensitized to the necessity of didactic transfer at an early stage and observe, evaluate and reflect on the processes didactically again and again in the course of time. On the sixth day, the learning module is about dealing with the 'team'. Building on this, the detailed knowledge in the four in-depth modules 'Safety II', 'Treehouse Construction II', 'Process Support II' and 'Organization II' is developed in various special groups. The learning objective 'Process support' is considered background knowledge. Due to the specific processes that can be made pedagogically useful in the course of tree house construction, there will nevertheless be an additional learning module for it. This will be divided temporally over several days, in each case matching the daily topics that are determined by the learning modules of the basic knowledge. On the day before the dismantling, the module 'Religious Education' will be taught. It serves, among other things, the reflection and summary of the religious pedagogical elements that occurred in the course of the training. On the last day the tree house is dismantled and the module 'Dismantling' is taught. Raab/ Späth see the challenge of a trainer to advance his own self-development in order to be able to accompany the participants in their development from this experience. (cf. Raab/ Späth 2010: 21) "[T]he measure of one's own implementation [reflects] the measure of the ability to accompany others." (loc. cit.: 25) In order to promote this development of attitude, continuing education has a high self-experience component. The learning modules are practiced in one's own experience, in relationship and interaction with the other course participants and trainers. The actions of the trainers serve as visualization, if necessary frontloading<sup>3</sup> (cf. Zuffellato/ Kreszmeier 2007: 51) at the beginning of the day sensitizes for a certain topic. After completion of the construction time, the experience is reflected on a meta-level in the 'meta-time' and underpinned with theory. For more in-depth work on their own, literature is recommended to the BHTs as a supplement to the units of the day's topics and is made available during the further training.<sup>4</sup> This supports the step-by-step acquisition of new knowledge through another medium. (cf. Döring 2008: 49) In the following, the individual basic learning modules as well as the module 'process support' are elaborated. The content of the in-depth modules can only be roughly outlined in the context of this work

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<sup>2</sup> Flowchart: Appendix 2

<sup>3</sup> The action is thematically 'loaded' in advance to raise awareness about the meaning of the action of the action.

<sup>4</sup> List of literature: Appendix 3

### 4.5.1.1 Organization

The BHT learn through the training indirectly organizational steps that are necessary for the design of a BHC(short for tree house camp) (e.g. material organization, camp infrastructure). It is crucial that the trainers name these steps, thereby drawing attention to them and raising the awareness of the course participants. At the beginning of the training, the BHTs get an overview of the organization of the week, the time planning as well as the valid building and camp rules in an organizational block. In order to get to know the organizational structures of the camp, the installation of the camp takes place together with the course participants. The working method, however, follows the principle of 'learning by doing' from the very beginning. Raab/ Späth formulate: "To have really penetrated means to have integrated knowledge through experiencing and doing in the body!" (Raab/ Späth 2010: 11) Moreover, the BHTs experience the organizational structures during the entire training period and thus become familiar with them.

### 4.5.1.2 Materials science

Some of the trainees will have prior knowledge from their DP training. Consequently, these skills can be used in the course. There is an introduction to the material storage system. Climbing and building materials are differentiated with the help of appropriate markings and their use is explained. Each BHT receives personalized personal safety equipment for which he or she is responsible during the course of the training.<sup>5</sup> After this initial introduction (phase of absorption and processing), teams with different levels of prior knowledge are put together to present what they have learned to each other once again (transfer and application phase). (cf. Döring 2008: 49) On the one hand, this serves the purpose of repetition, and at the same time it trains didactics. The use of the material is then tested in the introductory workshops and during construction, and the knowledge is consolidated in the process.

### 4.5.1.3 Knot tying

As in the case of material knowledge, it is also true here that the participants have diverse prior knowledge about knots. The instructors must therefore respond individually to the needs of the future BHT. For tying the logs to the trees and in the platform scaffold, the main knot to be learned is the cross-knot<sup>6</sup>. The partial knots required for this are repeated in advance. The aim of the unit is to learn how to use this knot safely. For this purpose, a beam is pre-fixed and tied to a tree at waist height as an example. A test platform is created. The course participants then try out what they have learned by explaining it to each other and tying a second main beam and the secondary beams<sup>7</sup> in teams with different skills.

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<sup>5</sup> Material list: see documentation platform

<sup>6</sup> Sequence of the bunch and fixation of the beams to the tree: see documentation platform.

<sup>7</sup> Building a platform: see documentation platform

The less frequently used parallel bundle is exemplified to the BHTs in a second phase. The testing of this bundle as well as the penetration, at which point which knot/bundle is necessary, then takes place in the course of the construction.

#### 4.5.1.4 Tools

The tools relevant on a BHC are knife, axe, hatchet, pliers, various hammers, cordless screwdriver (for stairs). Following on from the module on knot theory, the trial platform is continued with the help of the necessary tools (hammer, saw, pliers). At the beginning there is an introduction to the differences and proper use of the tools, as well as the necessary safety precautions. In three groups, which rotate according to specific time intervals, what has been learned (nailing, pulling nails, sawing) is tested on the trial platform and internalized in playful settings - competitive nailing and tree trunk sawing. Using an axe and hatchet to chop wood for a campfire log is not primarily part of treehouse building and can be learned in informal settings around the campfire if needed. Proper handling of knives can be assumed among adult CET participants. However, since the topic is relevant for the BHTs who will work with children and adolescents, especially from a didactic point of view, this will also be pointed out in the informal setting during construction.

#### 4.5.1.5 Tree climbing

The tree house is built several meters up in the trees. In order to transport both participants and materials to the top, a pulley must be installed at the top of each tree. For this, the BHT learn tree climbing with the help of webbing slings.<sup>8</sup> Depending on the target group and the supervision ratio of a BHC, this activity is reserved for staff members alone. Nevertheless, the goal is for all BHTs to master tree climbing both technically and didactically. For this purpose, the technique of tree climbing is introduced and a ritualized procedure is established (partner check, material check, climbing, assessment of condition, climbing, rappelling). The BHT are informed about the risks of suspension trauma<sup>9</sup> and possible prevention options. (cf. Oster 2013: 66) They then have time to try out what they have learned. Depending on the trainers' assessment of their course participants, this takes place exclusively for practice purposes or the first deflections are installed for the start of construction.

#### 4.5.1.6 Tree house construction

Tree house construction is not taught as a theoretical learning module, but the BHTs acquire the necessary knowledge on a daily basis (third to ninth day) through 'learning by doing'. The morning work meetings in the construction team serve as additional knowledge transfer. Here there is the opportunity to ask questions. In the distribution of tasks, the trainers make sure that everyone has the opportunity to receive an explanation of all required work steps.<sup>10</sup>

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<sup>8</sup> Explanation of the technique of tree climbing: see documentation platform.

<sup>9</sup> Danger of loss of consciousness due to hanging motionless in harness.

<sup>10</sup> Explanation of the work steps: see documentation platform



#### 4.5.1.7 Safety

Since sound safety management is required in the area of DP, especially in the case of new methods, among other things in justification to third parties, this is discussed in more detail at this point.

The 'Risk Working Group' of the be worked out in a first meeting that classical DP always moves in the area of tension between basic safety and necessary risk, (cf. Schuh/ Zwerger 2016: 1) whereby "a lasting physical or psychological impairment of the participants is excluded as far as possible." (ibid.) Pedagogically, developmentally necessary risk behavior can be promoted through the development of risk competence. Specifically, this involves raising awareness of risk behavior, educating about danger, avoiding trivial increases in danger, and training language skills about risk. (cf. Töchterle 2007b: 17) The latter can mean, for example, distinguishing between danger as putting one's life on the line and risk as an experience with an uncertain outcome or as a venture. (cf. Koller 2007b: 33f).

The BHT should be given an understanding that even with the best safety concept, 100% safety cannot be guaranteed. Tree house construction is associated with risks that cannot be ruled out. In this context, Töchterle speaks of risk optimization. This means that on the one hand measures are taken that reduce the risk, on the other hand a chosen risk remains. (cf. Töchterle 2007a: 128) Nevertheless, this is not a risk that is "accompanied by the shattering of existence." (loc. cit.: 34) The task of the educator is to dose the degree of risk behavior and to support in the development of risk competence. (cf. Raithel 2007: 82) Possible ways of doing this include: Enabling communication about experiences and adventures; promoting the transfer of risk experiences into everyday life so that personal development can result; responsibly shaping and accompanying risk experiences through pre- and post-processing. (cf. Koller 2007a, 101ff) Sensitization to the chosen risk goes hand in hand with the fact that common sense is not replaced despite comprehensive safety concepts. (cf. Outdoorstech 2015: 2)

The BHTs should be trained to complete a risk assessment and to communicate this in an appropriate way to their team as well as to their TNs. In this way, the participants can be sensitized to their self-awareness, because the risks of accidents are significantly reduced simply by being aware of the risks that their actions entail. (cf. Fürst 2012: 19) Knowledge of and compliance with the building, operating and storage rules<sup>11</sup> are crucial for risk optimization. After the BHT have already experienced the rules in the first three days, these are then explained in detail and interventions for compliance with the rules are developed. In addition, the BHTs are to be enabled to "decide and act confidently in critical moments." (Seidel 2012: 28) For this purpose, they are given an informative overview of the safety concept on which the advanced training camp is based: First Aid, Tree Rescue, Evacuation, Emergency Management. (A deeper elaboration of the safety concept takes place in the in-depth module 'Safety II').

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<sup>11</sup> exemplary rule catalog: Appendix U

#### 4.5.1.8 Didactics

The BHTs finish the training with the implicit task of training a team for their tree house project. For this, the BHTs need a basic didactic knowledge. Through the introductory workshops (4.5.1.1-4.5.1.4) didactic skills have already been practiced in each case. In this supplementary unit, basic didactic knowledge is imparted, against the background of which the BHTs can reflect didactically on the further training events. "D.i.w.S. [didactics in the broader sense] today is the teaching of the organization of teaching and learning processes with regard to cognitive, social and emotional human activities." (Müller 2013: 213) Bauer follows on from this when he says that people must be given the opportunity to cooperate with one another and to form relationships in order to motivate them. (cf. Bauer 2006: 196) "Wherever people [...] bear responsibility for others, the ability to shape relationships should be developed to mastery." (ibid.) In a teaching-learning context characterized by social relationships, the intention is to stimulate learning, to organize learning arrangements, and to support learners in self-learning. (cf. Lehner 2009: 10) In this context, a conscious choice of the didactic principle (cf. loc. cit.: 54) as well as the orientation of teaching between the focus: 'teaching' to the focus 'learning' (cf. ibid.) is important for the corresponding learning goal. Additionally, the construction of a trial platform from the first day is recapitulated and considered on the meta-level. Likewise, a training concept is presented as an example.<sup>12</sup> The learning module 'Didactics' cannot do justice to the claim of didactic training, but serves to provide the BHT with practical, didactic assistance.

#### 4.5.1.9 Team

The training is based on the idea of being trained as a team or, at the end of the training, of putting together a team with different professional specializations in order to implement a tree house project together in a mutually complementary manner. The necessity of working in a team is considered so central that this is specifically addressed. The goal is to teach the trainees an attitude that they can adopt towards themselves. This is described by Raab/ Späth as 'appreciation of oneself'. By this they mean, among other things: "Knowing our own way of being trainers and being able to stand behind ourselves.", "Accepting our limits and being able to forgive ourselves for inabilities.", "[...] living what we want to convey to others.", "[...] taking advantage of and allowing support with and from colleagues." (Raab/ Späth 2010: 20) Based on the composition of the trainer team and the presentation of the different areas of responsibility, the BHT get to know a team composition as an example. It is important to define clear responsibilities in their future team. In a second step, the course participants give each other feedback on their mutual perception. This assumes that the BHTs have already experienced each other for a few days by this point and have already gotten to know each other enough to be able to name the strengths and weaknesses of their colleagues. Therefore, this learning module is conducted on the sixth day. Based on the feedback from the other BHTs, the participants are then asked to work out for themselves where they, as the leader of a tree house project, need to supplement their knowledge and which area they would like to deepen

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<sup>12</sup> Training concept: Appendix U

further. They then decide, if necessary in consultation with the team in which they are completing the training, for one of the four in-depth modules.

#### 4.5.1.10 Dismantling

The dismantling of a tree house as a team of employees is the conclusion of a temporary tree house project. In the sense of ecological responsibility, the entire tree house is dismantled without leaving any residues. After eight strenuous days of construction, dismantling requires full concentration. In order to be able to ensure this and to be able to savor the result of the building process for one day, there is sufficient time for regeneration on the tenth day. The participants of the 'Tree house construction II' module have learned the theoretical coordination of dismantling and can apply it directly. Thus, at the beginning, all BHT get an overview of the dismantling process, take preparatory measures together (cordoning off, installing safety systems) and are then guided step by step in the dismantling process.

#### 4.5.1.11 Process support competence

According to the quality principles of the be, the prospective BHT as experiential educators already have the following skills and competencies that are relevant in process support: Design of learning processes, moderation, discussion and presentation methods, reflection and transfer methods, process-oriented action. (cf. be 2015: 8f) In the field of BHC, the focus is therefore on developing competencies to accompany the treehouse-specific learning fields. In general, an observation performance is central for the accompaniment of the TN in their learning fields. Based on their observations, the BHTs should form hypotheses as to why what happens, check these hypotheses and then, on the basis of these hypotheses, think about and communicate alternative courses of action, set priorities and make decisions. (cf. Raab/ Späth 2010: 17) To learn how to do this, tandems are formed daily within which topic-specific observation tasks are carried out. In the corresponding theory units, the observations are then methodically taken up, reflected upon and deepened.

In cooperation with Daniel Ossenber-Engels, member of the 'Netzwerk Baumhauscamp', who has developed a pedagogical concept for a BHC, the following seven focal points were identified in the area of pedagogical learning fields, which serve as a basis here: Dealing with Fear, Sense of Responsibility, Cooperation, Communication, Self-Efficacy, Creativity, Determination. In the following sub-items, the relevance of the pedagogical learning field in the context of the BHC is explained at the beginning, then theoretical background knowledge is named, which is to be conveyed, and finally a method is proposed, which is explained in the appendix<sup>13</sup>.

Dealing with anxiety:

Relevance:

In the course of a BHC, the participants can come to the limit of their comfort zone<sup>14</sup> and are confronted with their fear through this borderline experience. In these border crossings it is

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<sup>13</sup> Explanation of methods: Appendix 4

<sup>14</sup> Comfort zone model: see Einwanger 2015: 88f; Michl 2009: 39ff.

good and important to accompany the TN in their processes. The transitions from the comfort zone to the learning zone or from the learning zone to the panic zone depend on the individual previous experience of the TN. (cf. Einwanger 2015: 89) Consequently, the topics that can trigger fear are also very individual and diverse: e.g. height, handling tools, life in the forest. The focus of this learning module is on climbing and dealing with fear at heights. However, transfer to other areas is possible.

Theory:

"Fear is understood as a feeling of threat, confinement, or a mood of anxiety." (Zuffellato/ Kreszmeier 2007: 18) Through the encounter and confrontation with the fear trigger and the fear itself, a fear management can take place. (cf. *ibid.*) "[...] [W]ith each confrontation and successful overcoming of fears, the fear of fear changes and decreases and the feeling of self-efficacy and confidence in one's own abilities grows." (op. cit.: 19) Thus, self-efficacy and confidence in oneself are goals of process facilitation. When the participants are confronted with their fear, it is important to build on their personal resources and abilities and to develop new perspectives and solutions. (cf. op. cit.: 124) "[T]he goal [is] not to be free of fear [...], but to deal successfully with fear." (Kowald/ Zajetz 2015: 22) Creating an awareness of the fact that everyone has anxiety and can deal with it to varying degrees prevents stigmatization as a 'scaredy cat' and strengthens self-esteem. (cf. *ibid.*) Crucial for accessing one's own fear is the willingness to go to one's limits. For this, a setting is important that conveys a feeling of security. (cf. op. cit.:28) Clear rules and routine procedures, but also repeated inquiries about the climber's feelings, help here. (cf. op. cit.: 29f) The BHT supports making development processes visible, e.g. by naming them, in order to enable transfer to other areas of behavior. (cf. op. cit. 89)

Method:

'buddy principle'

## (2) Sense of responsibility

Relevance:

The participants of the BHC belay each other while ascending the tree via a top-rope redirection. Following the principle of the partner check (cf. DAV 2012: 44f), they check each other's personal safety equipment and correct belaying both when climbing and when working on the platforms via the safety tensioning systems. In doing so, they assume responsibility for each other. Other aspects such as responsible use of tools or cooking for the group are also relevant, but not elaborated on here. The participants learn to take responsibility for each other and for themselves. The task of the process facilitator is to sensitize the participants to this and to support them in this. Theory:

The experience of being able to secure someone can have a significant meaning for children and adolescents, in which self-responsibility is directly perceived. (cf. Kowald/ Hufnagl 2015: 143) "The belayer is aware of his responsibility due to the clear situation, the climber trusts the concentration of the belayer." (Heckmair/ Michl 2012: 199) The participants should experience that their behavior has an impact on the group. In addition, they should be introduced to assessing themselves, which responsibility they can and want to bear.

For a reliable handling of the participants' sense of responsibility, a suitable safety framework is required in which the behavior can be learned (see 4.5.1.7). In this context, the BHT always moves in a field of tension between too much and too little control. "Too much control prevents self-responsibility and nips one's own structuring attempts in the bud [...]" (Kowald/ Zajetz 2015: 30) If there is too little control, there is a risk that the participants are overwhelmed. (cf. *ibid.*)

As a process facilitator in this setting, one must learn to empathetically give space to the "needs [...] for freedom, boundaries, autonomy and responsibility and at the same time provide a framework that offers security and protection." (op. cit.: 36) The BHT learn to encourage their TN to take responsibility and to support them in taking responsibility. The ultimate responsibility for what happens on the BHC is always borne by the BHT themselves. In order to fulfill this task responsibly in the context of climbing, it is recommended, following the recommendation of the 'Institute for Therapeutic Climbing', that at least one of the leadership team has completed a relevant climbing training. (cf. Tanczos/ Zajetz

Method:

'Talking along

(3) Cooperation

Relevance:

Tree house building is a team process. Consequently, cooperation with other participants is inevitable and everyone will notice that depending on how well they cooperate with the colleagues in their construction team, the construction will progress better or worse. This is also a learning gain for everyday cooperation. It is therefore the task of the process facilitator to promote the transfer.

Theory:

"Cooperation is necessary in two senses: 1. in the planning, preparation and implementation of actions. 2. in mutual support to cope with developmental tasks." (Fürst 2009: 127) From a neurobiological point of view, humans are designed for cooperation, that is, they strive to "find and give interpersonal recognition, appreciation, attention, or affection" (*ibid.*) and are oriented toward successful relationships. (cf. Bauer 2006: 21f)

This means that in the need for cooperation in building a tree house, basic human needs are addressed. BHTs learn to be role models for their TNs and to support them in "seeing and [paying] attention to the other, sharing attention, practicing joint action, showing emotional resonance, and striving for understanding empathy."

(Bauer 2006: 2014) A cooperative working attitude means that everyone makes their resources available to contribute to the success of the current need situation. (cf. *ibid.*) In order to moderate conflicts that arise in the process, the BHTs are trained to work out possible solutions together with the participants (see also (4) Communication). In case of successful cooperation, transfer possibilities can be worked out with the TN.

Method:

'bartering'

(4) Communication

Relevance:

Communication another aspect that has a decisive influence on teamwork. During the building process, the participants experience communication as a necessary factor for clear agreements,

to communicate their needs and to verbalize ideas. They are thus trained in their communication behavior. The BHTs have the task to mediate in case of conflicts, to support the TNs in their communication behavior and to empower them where this is not yet successful.

Theory:

"A communication is always successful when the message reaches the recipient unaltered, i.e., when there are no distortions or losses of information in the communication process."

(Wellhöfer 2007: 27) Here, the communication process is conditioned by the content level and the relationship level. The message is sent on the content level linguistically-verbally, the relationship level is conveyed via body language. (cf. op. cit.: 23ff) The BHT train to mediate in conflict situations and to work out incongruence between content and relationship level.

Method:

'communication caricature'

(5) Self-efficacy

Relevance:

The participants of a BHC experience in different processes (e.g., belaying; climbing; rappelling; tying waistbands; building platforms that support; contributing platform ideas) that their own actions have an effect that is very significant for the overall event or for them personally. These self-efficacy experiences should be made possible for all participants, if possible, and will boost self-confidence.

Theory:

People who experience self-efficacy learn that they can make a difference with their actions and that their actions are effective. This increases their belief in their own abilities, which in turn influences their motivation. (cf. Zuffellato/ Kreszmeier 2007: 149f) Positive feedback after realization of one's own strengths and qualities strengthens self-esteem and enables the correction of negative beliefs. (cf. Kowald/ Zajetz 2015: 38) "From pedagogical leadership, the idea of self-efficacy demands a restrained accompaniment, to provide help for self-help, to promote autonomy and self-reliance, to enable honest successes and also to appreciate them." (Zuffellato/ Kreszmeier 2007: 150) The BHTs should learn to use the medium of the work meeting to enable all participants to experience self-efficacy. They are trained to observe the processes attentively and to appreciate the actions of the participants. They learn under which conditions independent work of the participants is possible, so that self-efficacy experiences are favored.

Method:

'Strengthening the back

(6) Creativity

Relevance:

The learning field of creativity includes the aspects in which the participants independently advance the construction process by developing creative ideas and being able to implement them. This comes into play both in the area of the shell construction, but also in the development of the interior design of the tree house. It is true that the more the participants themselves help to shape the construction, the higher the identification with the final result.

Theory:

Creativity means on the one hand artistic-formative potential, on the other hand "it combines the ability to think laterally, divergently and independently with imagination and a sensitivity to

phenomena that occur." (Zuffellato/ Kreszmeier 2007: 88) Zuffellato/ Kreszmeier describe that creativity goes hand in hand with courage, self-confidence, humor and openness. (cf. *ibid.*) In opening up spaces for creativity, it is important for the leadership team to find its own harmonious balance: How much predefined information does the team need in order to be able to prepare sufficiently and to guarantee security in the building process? How much free design space can the participants be allowed in order to offer creative development space?

Method:

'writing conversation'

(7) Determination

Relevance:

The participants of the BHC are challenged to complete all projects they have started. While progress is quickly visible after the initial steps, perseverance is needed for final completion. Participants learn to achieve their goal through determination and perseverance. With the help of the process facilitator(s), transfer to everyday life can succeed.

Theory:

"Goal setting becomes more important the more a person identifies with his or her goals and the greater their affective content is for the person." (Zuffellato/ Kreszmeier 2007: 253) By opening up the vision of a tree house so that the participants assign themselves and take personal responsibility, goal setting can succeed. (cf. *Outdoortech o.J.*: 5) If this behavior is recognized in the TN, framework conditions that favor such behavior can be worked out together and parallels in everyday life can be sought.

Method:

'Scaling questions'

#### 4.5.1.12 Religious Education

*"'Why are you going into the forest,' the father asked. 'To look for God,' the boy answered. 'But - isn't God everywhere?' 'He is,' said the child, 'but I am not the same everywhere.' (Elie Wiesel) "15*

This poem gives a sense that experiences of nature, as experiences outside of the everyday, can be linked to religious encounters with God. The BHC can also be such an event space in which experiences take on religious meaning. If this is to be brought up consciously, religious pedagogical competence is needed. "In our time, religious and community pedagogy [...] want to follow 'holistically' a religious methodology oriented to all senses." (Nipkow 2005: 65) EP as a holistic approach thus fulfills an important requirement.

Furthermore, Nipkow mentions the challenges of addressing life-relevant topics with biblical reference as well as introducing new perspectives and conveying them in a pedagogically competent and understandable way. (cf. *op. cit.*: 23, 31) Under this premise, BHTs are urged not to treat their religious education responsibility lightly. As an affective learning goal, religious education for BHTs cannot be taught in the proper sense, but only the development of

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<sup>15</sup> <http://www.baumhauscamp.org/> (Stand 07.04.2016)

an attitude can be stimulated. For this, the following four points are relevant and should be brought to the attention of BHTs:

(1) DP in the Bible: in the biblical action of God with the people of Israel and in Jesus' dealings with his disciples, some parallels to today's DP can be identified. (cf. Oberländer 2005: 22) Thus the Bible gives us humans an indication that God wants to reveal himself to these people through a "visible, audible, tangible or at least palpable experience" (loc. cit.:25). The experiential dimension is thus deeply rooted in the history of religion. (2) The BHC can become an event space in which spiritual experiences are made possible for the participants. (cf. Muff/Engelhardt 2007: 17) "It is further characteristic of experience that it cannot be transferred like an object, but must be made by oneself." (Grümme 2011: 112) On the way from experience to religious experience there is an interpretation of the experience from the perspective of Christian faith traditions. (cf. op. cit.: 98) To this end, Grümme recommends juxtaposing biblical texts with the experiences, so that text and experience "interpret, criticize, inquire into each other in an inconclusive critical-productive correlation." (op. cit.: 117) The selection of biblical texts is done in coordination with the target group and the thematic focus. Together with the BHTs, suitable biblical starting points can be sought. The danger of imposing one's own religion on the participants must be taken into account (cf. Muff/Engelhardt 2007:17), since the participants ultimately retain the authority to interpret what they have experienced. (cf. Pum 2005: 50) (3) The prerequisite for religious experiences in the context of BHC as an experiential setting is, on the one hand, "the openness of the participants to engage with their own spirituality and the ability to reflect on their own beliefs" (Zimmermann 2016: 522) is necessary. On the other hand, it requires the personal authenticity of the instructors, who themselves stand behind what they convey within the pedagogical relationship, which corresponds to the Christian faith as relational knowledge. (cf. Muff/ Engelhardt 2011: 43; Nipkow 2005: 72) Accordingly, each BHT must decide for him/herself to what extent he/she can and wants to exploit religious pedagogical potentials in his/her tree house project. (4) All religious pedagogical action takes place in humility before the unavailability of God and in trust in divine action. "The educating and teaching Christian takes a back seat to Christ as teacher, who alone can inwardly address the heart and convince it of the truth." (Nipkow 2005: 56)

#### 4.5.1.13 Specialization modules

In four different in-depth modules, BHTs are taught the detailed knowledge, through which they acquire their specializations. In 'Organization II', basic knowledge for the development of organizational systems is imparted. The BHTs are also trained in public relations, fundraising and communication with authorities. In addition, the legal framework of a BHC is discussed. The module 'Safety II' includes a tree rescue training, special first aid measures (e.g. suspension trauma) and a corresponding concept are developed as well as an emergency management concept. The module 'Tree house construction II' included basic knowledge in statics of the construction elements. In addition, technical specifics for stair and bridge construction as well as handling of special material (e.g. chain saw) are explained and the coordination of dismantling is explained.



In the module 'Process Support II' the process support basics are deepened in order to train pedagogical leaders. Time management and conflict management basics are taught, a feedback culture is practiced and further methods for process accompaniment are collected.

#### 4.5.2 General conditions

Since Quilling /Nicolini take this step for granted or do not explicitly discuss it, it is inserted here in deviation from their conceptualization procedure. The external framework conditions (infrastructure, place and time of the further training, material, catering) are not discussed in the context of this elaboration. However, it is recommended to arrange the further education as a whole outside and to pay attention to short distances between building site, material storage and accommodation/camp area in order to avoid loss of time.

Learning is not only shaped in the learning modules, but also the framework conditions shape the learning atmosphere, support the contents and thus contribute to learning. Therefore, Outdoortech's way of working applies to the structure of the content: "Outdoortech has clear structures and processes that help the participants to orient themselves. On the one hand, this structure is found in the daily schedule, on the other hand in the order of the material, but also in the simplicity of the whole project." (Outdoortech o.J.: 9) The exact daily structure can be found in the schedule (Appendix 2). During the first six days, meta-time is designed in the whole group. From the seventh day on, there is a four-way division of the group during the theory units, in which the in-depth modules are taught. At the end of the training, the program includes a final reflection and, according to the quality standards of be, an individual evaluation interview with each BHT. (cf. be 2014: 10)

Two recurring structural elements, the morning murmur group (1) and the evening personality time (2) are further elaborated here as examples. Both elements serve to train the course participants' self-reflection. (1) The ritualized start of the day in murmur groups is structured as follows: In small groups (two to four persons), the trainees discuss the experiences of the previous day and thus internalize what they have learned. There is room to ask unanswered questions and there is an overview of the upcoming day. In this way, the course participants have the opportunity to set their own concepts and co-determine topics in the sense of self-determined learning (see 3.).

(2) After dinner, the day is concluded together. In the personality time, each day a metaphor that comes up during the construction of the tree house is taken up and can be linked to personal experience and thus promote transfer. "On the technical level, metaphor means a figure of speech wherein one thing is linked to another in such a way that this comparison sheds new light on the object." (Bacon 2003: 30) (Bible) stories or anecdotes that link to what has been experienced also find their place here. The metaphors, stories and anecdotes are either named by the trainers or taken up from the events of the day. In this way, the metaphors of the participants are brought to the center and the learning model 'reflecting in action' comes into play. In this way, what has been experienced can be consolidated and brought into a new focus.

Under 'Appendix 5' you will find a list of possible metaphors that can be thematized. However, neither completeness nor relevance can be claimed, as this depends on the individual participants.

## Appendix 4: Methods of process support

| Explanation   | Justification  |
|---|--|
| <b>Dealing with fear: buddy principle</b>   |  |
| <p>Participants get together in pairs before the tree climbing unit and share their concerns, fear related to height, and possible support mechanisms.</p> <p>During the climbing session, these two people are in close exchange to support each other.</p> <p>Afterwards, a reflection discussion takes place within the tandem, where personal progress and limits are named.</p>  | <p>Within a tandem there is a trusting, closed framework in which fears can be discussed. Mutual support can help to develop a good way of dealing with one's own fears.</p> <p>An awareness of one's own fears and personal development can arise through the exchange of ideas.</p>  |
| <b>Sense of responsibility:</b><br><b>Talking Along</b><br>(cf. Kowald/ Hufnagl 2015: 145)  |  |
| <p>The participants are asked to support the partner check and the mutual belaying by 'speaking along' during the construction. E.g.: "I checked the function of your belay device, it works.", "You can start climbing. I'm holding you.", "I checked your belay. You are correctly belayed.",....</p>   | <p>"Naming what is currently experienced creates the possibility of conscious awareness and reinforces it." (ibid.) Through this, the focus is directed to the sense of responsibility, so that the participants are trained not to treat their responsibility lightly.</p>  |
| <b>Cooperation: bartering</b>   |  |
| <p>After the work meeting, the BHTs receive cards. For the first upcoming work project, they think about what their contribution can be and write it on their cards (e.g. get material). Afterwards, they go into barter with each other, offer their little card and receive support from the others. If there are missing work steps, negotiations may have to be completed and new cards written. Only when all work steps are distributed, the building begins.</p> | <p>The BHT should develop a double view of cooperation through this exercise:</p> <ol style="list-style-type: none"> <li>1. what is my contribution to success?</li> <li>2. where do I see strengths in someone else that serve success and can encourage him/her in this?</li> </ol> <p>By illustrating with cards, it becomes visible that everyone makes a contribution to success.</p> |
| <b>Communication:</b><br><b>Communication cartoon</b>   |  |
| <p>At the beginning of the day, the BHTs are given the observation task of identifying non-verbal communication in the work process.</p>  | <p>By verbalizing non-verbal communication, the BHT are trained to consciously perceive and interpret it. This sensitizes them to</p>  |

|   |   |
|---|---|
| <p>For the meta-time, they decide on one of the identified communication processes. In small groups, these are caricatured. The rest of the small group then shares what they observed.</p>   | <p>different ways of interpreting them and clarification processes can be learned.</p>  |
| <p><b>Self-efficacy: strengthen back</b></p>  |   |
| <p>At the beginning of the day, the BHTs are given the task of observing the strengths of their colleagues. In the meta time, each BHT sticks a piece of paper on his/her back. Afterwards, they have the task of writing the strengths they have discovered on each other's slips of paper. After the writing phase, there is time to read these compliments and ask questions if necessary.</p>   | <p>In the mutual observation, the BHT's eye for the strengths of their fellow human beings is trained. This should enable them to recognize strengths in their participants and to name them. In this way, self-esteem can be strengthened and correction of possible negative beliefs made possible, thereby promoting self-efficacy.<br/>(cf. Kowald/ Zajetz 2015: 38)</p>  |
| <p><b>Creativity: writing conversation</b></p>  |   |
| <p>The BHT get 20-30 minutes to collect ideas about what else they would like to realize in the tree house construction. They write down these ideas on different thematic posters (interior design, accessories, building elements). Freely according to the principle: 'Can't be done - doesn't exist! During the writing there is no verbal communication. There is the possibility to comment and ideas of the others in writing and to expand them. In the following days the created posters serve as a source of inspiration and it is tried to realize different ideas.</p> | <p>Free of reality limits and without pressure to justify oneself to colleagues, it is possible to awaken creative potential. The ideas of others serve as mutual inspiration. Through the variety of ideas gathered, it becomes clear that creativity can be promoted if it is given a framework. In the second step, the BHTs try out how to implement creative ideas and experience how to get involved with 'other people's' ideas. However, the limitations that not everything can be implemented also become clear and a way of dealing with this must be learned.</p> |
| <p><b>Determination: scaling questions</b></p>  |   |
| <p>The BHT have the task of lining up on the following statements on a scale of 1-10 depending on how much they agree with that statement. At each line-up, there is a short murmur phase of the people standing together. They share their assessment of why they positioned themselves the way they did. Statements:</p> <ul style="list-style-type: none"> <li>• When I start my work here at BHC, I have a goal in mind.</li> <li>• When I tackle something in my everyday life, I finish it.</li> </ul>  | <p>The statements provide suggestions for dealing with the topic of determination and perseverance. Through different reference systems (at the BHC/ in everyday life) it becomes clear that one's own behavior depends on external conditions. In the exchange, these conditions can be highlighted. In this way, self-awareness is trained so that the BHT can also recognize this in their participants and learn to accompany them in their processes.</p>  |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• It is easy for me to leave things unfinished - at the BHC/ in everyday life.</li> <li>• I am only really satisfied when my work is perfect - at the BHC/ in everyday life.</li> <li>• If the goal seems unrealistic to me, I find it difficult to tackle the project - at BHC/ in everyday life.</li> <li>• I need a plan before I start a project - at the BHC/ in everyday life.</li> </ul> |  |
|--|--|

## Appendix 5: Metaphors

The following metaphors can be used in treehouse projects.  
The collection of the same remains incomplete.

| Medium                 | Metaphor and transfer issues  |
|------------------------|---|
| <b>Climbing</b>        | <ul style="list-style-type: none"> <li>• Being held - What holds you? What gives you support? To whom do you give support?</li> <li>• Letting yourself go - What does it mean for you to let yourself go? When can you let yourself go?</li> <li>• Something pulls me up - What motivates you? By whom/what do you let yourself be pulled upwards?</li> </ul> |
| <b>Construction</b>    | <ul style="list-style-type: none"> <li>• Tackle something - What should/ have you wanted to tackle for a long time?</li> </ul>  |
| <b>Creating ideas</b>  | <ul style="list-style-type: none"> <li>• Building castles in the air - What are your dreams for life? What does your dream house look like?</li> </ul>  |
| <b>Nailing</b>         | <ul style="list-style-type: none"> <li>• Getting things done - What does it mean to you to get things done?</li> </ul>  |
| <b>Interior design</b> | <ul style="list-style-type: none"> <li>• Feeling at home - What does home mean to you? With whom do you feel at home?</li> </ul>  |
| <b>Bridge building</b> | <ul style="list-style-type: none"> <li>• Bridge as connection to other people - What do you need to build bridges to other people? Where are there bridges in your life that you would like to build/renew?</li> </ul>  |

Further metaphors for building tree houses can be found in the pedagogical-theological concept by Göran Schmidt (see Appendix U) starting on page 14.

## 6.1 Internetseiten

<http://treehouse.cvjm.de/>, Stand: 07.06.2016.

<http://www.baumhauscamp.org/>, Stand 07.04.2016

<http://www.bundesverband-erlebnispaedagogik.de/be/pages/start/fachbereiche.php>

(Kurz-URL: <http://bit.ly/1qFYIRP>), Stand: 17.04.2016.

<http://www.cvjm-blog.de/2015/07/12/erstes-europaisches-baumhauscamp-inmichelstadt/>  
(Kurz-URL: <http://bit.ly/1SdR42H>), Stand: 14.04.2016.

<http://www.cvjm-hochschule.de/institute/institut-fuer-erlebnispädagogik/ueber-dasinstitut/ziele-und-leitbild/> (Kurz-URL: <http://bit.ly/1qKDYDo>), Stand: 17.04.2016.

<http://www.cvjm-hochschule.de/institute/institut-fuer-erlebnispädagogik/>,  
Stand: 6.4.2016.

<https://www.facebook.com/Baumhauscamp-Erlebe-das-Abenteuer-deines-Lebens-126886500982376/timeline> (Kurz-URL: <http://bit.ly/1SQhEky>), Stand: 17.04.2016.

Anhang 2: Flow chart

|                     | 1.Day                                  | 2.Day  | 3.Tag                                    | 4.Day                                       | 5.Day                         | 6.Day                           |
|---------------------|--|--|--|---|-------------------------------|---------------------------------|
| <b>Basic-module</b> | Organization and arrival               | Pioneering technology<br>pL: dealing with fear | security<br>pL: responsibility           | didactics<br>pL: cooperation, communication | pL: self-efficacy, creativity | Team<br>pL: determination       |
| 8:00                | <b>BREAKFAST</b>                       |  |  |   |                               |                                 |
| 8:30                | Talking-Groups                         |  |  |   |                               |                                 |
| 9:00                |  | Material science                               | work discussion and construction time    |   |                               |                                 |
| 11:00               |  | EARLY SNACK                                    |  |   |                               |                                 |
|                     |  | Tool knowledge                                 | construction time                        |   |                               |                                 |
| 12:30               | arrive                                 | <b>LUNCH</b>                                   |  |   |                               |                                 |
| 15:00               |  | Knot science<br>Tree climbing                  | construction time                        |   | Break (Regeneration)          |                                 |
| 16:30               | Organizazion                           |  | Reflection-Time                          |   |                               |                                 |
| 18:30               | <b>Dinner</b>                          |  |  |   |                               |                                 |
| 20:00               | Personal - Time                        |  |  |   |                               |                                 |
|                     | 7.Day                                  | 8.Day  | 9.Day                                    | 10.Day                                      | 11.Day                        | 12.Day                          |
| <b>Basic-module</b> | Advanced modules<br>in special groups: | Security II<br>Technics II                     | Litigation support II<br>Organization II | Religion Education                          | Dismantling                   | Closing                         |
| 8:00                | <b>Breakfast</b>                       |  |  |   |                               |                                 |
| 8:30                | Talking-Groups                         |  |  |   |                               |                                 |
| 9:00                | work discussion and construction time  |  |  | Feedback-Talks                              | Dismantling                   | Evaluation und Farewell         |
| 11:00               | SNACK                                  |  |  |   |                               |                                 |
|                     | construction time                      |  |  |   | Dismantling                   |                                 |
| 12:30               | <b>LUNCH</b>                           |  |  |   |                               |                                 |
| 15:00               | construction time                      |  |  | End of Construction                         | Dismantling                   |                                 |
| 16:30               | Reflection-Time                        |  |  |   |                               |                                 |
| 18:30               | <b>DINNER</b>                          |  |  |   |                               |                                 |
| 20:00               | Personal Time                          |  |  |   |                               |                                 |
|                     |  |  |  |   |                               | pL = educational Learning field |