

## **„Into the wild – Growing on the inside, act on the outside! “**

International Symposium December 9 to 13, 2013

*“Life is the profession I want to teach him. From my hands he will be released – and I agree – he will not be officer nor soldier nor priest, but human.” [Rousseau 1762]*

Since the early beginnings of modern educational theory the questions have arisen “How do we educate?” and “Where to do we educate?” Rousseau points to the interaction between individuals, education and society. His educational approaches focused on the shaping of a new and truly human society.

Even for Kurt Hahn, one of the founding father of experiential education in Germany, it was a guiding principle for his educational programs in nature that each individual takes on responsibility in society.

Adorno’s “Education to Maturity” implies even more the notion of a free and mature personality participating in politics, shaping life actively and with insight and accepting the challenges of our complex world.

The symposium would like to discuss responsibility and the potential options of action as learning and educational objective for educators, facilitators and the people they work with.

For this purpose we will take a look at facilitation methods, procedures and action-oriented learning in different countries that aim at strengthening individual potentials as well as reinforcing global, economic, ecological and social responsibility.

### **Speakers:**

Justin Betard (Jump Fundation, China)  
Lali Mili (Educo Africa)  
Martin Cadee (Knowmads, Niederlande)  
Reto Bühler (Plano Alto, Schweiz)  
Dr. Hans Gesslinger (Storydealer, Germany)  
Sylke Iacone (create your change; Germany)  
Dr. Geseko Lüpke (Germany)  
Joseph Eder (Germany)  
Andreas Joppich (Germany)  
Holger Heiten (Eschwege Institut, Germany)  
Karina Falke (Walden e.V., Germany)  
Damian Jörren (Landcruising Slacklines, Germany)  
Kai Dietrich (AGJF Sachsen e.V., Germany)  
Enrico Glaser (AGJF Sachsen e.V., Germany)  
Prof. Dr. Ulrich Lakemann (University Jena; Germany)  
Susann Riske (Germany)  
Jana Lehmke (Germany)  
Dr. Robert Kozljanic (Albunea, Germany)  
Mandy Merker (Germany)

## Facts

Methods → Presentations, workshops, forums, open space

Target Group → Educators and facilitators who accompany learning processes and processes of change and development

Venue → Hotel seminar Gut Froberg (Saxony)

Date → December 9 to 13, 2013 (incl. arrival and departure)

Expenses (incl. board and lodging)

Saxons: 200, 00 Euros

All others: 250, 00 Euros

Contact: Hendrik Hadlich e-mail: [hadlich@agif-sachsen.de](mailto:hadlich@agif-sachsen.de)

Andrea Scholz e-mail: [scholz@agif-sachsen.de](mailto:scholz@agif-sachsen.de)

Phone: +49 371/5336418

## Daily schedule December 9 to 13, 2013

### ***Monday Dec 9, 2013***

starting 4 pm Arrival and opportunity for first encounters and exchanges

### ***Tuesday Dec 10, 2013***

9.30 am Opening and joint metaphorical introduction to the Saxon network of experiential education

Noon Lunchtime

1.30 pm Presentation *Dr. Hans Geisslinger*

### **Chasing agents – An archeological report from the frontier between magic and reality**

4 pm Coffee break

!!!4.30 pm Presentation *Jana Lemke*

### **Alone in your/the wilderness – Outcomes of a longitudinal study about solo times in nature**

7 pm Dinner and joint evening activities

### ***Wednesday Dec 11, 2013 3***

9.30 am Joint group activity

*Sylke lacone* **World Model**

10 am Presentation *Geseko v. Lüpke*

### **Education to Maturity – Unfolding inner potentials through preliminary work**

11.15 am Break

11.30 am Workshops on the topics of WS1-WS8 including lunch break (see page 9-11)

5 pm Coffee break

5.30 pm Presentation *Dr. Robert Kozljanik*

**Vision and responsibility: From self-realization to “nature-realization”**

7 pm Dinner and joint evening activities

**Thursday Dec 11, 2013**

9.30 am Presentation *Prof.Dr. Ulrich Lakemann*

**Opportunities and limits of experiential education methods in psychotherapeutic settings**

11 am Forums on the topics F1-F6 (see page 12)

1 pm Lunchtime

2 pm Metaphorical exit from the symposium by 5<sup>th</sup> graduates additional qualification of “Experiential Facilitation” (AGJF Sachsen e.V.)

**Friday Dec 13, 2013**

9.30 am Final plenary session

starting

10.30 am Public colloquium “Staging, end, appreciation” of 5<sup>th</sup> graduates additional qualification of “Experiential Facilitation” (AGJF Sachsen e.V.)  
We shape the ending after two years of joint work.

Noon Lunchtime

4 pm Departure

**Presentations**

Tuesday 2.30 pm

*Dr. Hans Geisslinger*

**Chasing agents - An archeological report from the frontier between magic and reality**

Let us close our eyes for a moment and imagine if above the gate of education there appeared a modified version of the famous phrase by the Delphi Oracle which at all times would give questions rather than answers. Instead of “Know thyself” there would be “Create thyself”! Below there could appear the official title: Education – A facility for educating imagination”. (simultaneous interpretation provided)

Tuesday 4.30 pm

*Jana Lemke*

**Alone in your/the wilderness – Outcomes of a longitudinal study about solo times in nature**

Is there anything like recurring, cross-individual topics that occur during solo times in nature? Which psychological processes are triggered and to what extent does this experience influence us in a sustained manner?

This presentation provides excerpts from the outcome of a scientific work on solo times in nature. Participants of an outdoor program (incl. 24h-solo) and a “walkaways” were accompanied up to a period of 18 months. Interviews, questionnaire results and their dreams were collected and evaluated. (simultaneous interpretation provided)

Wednesday 9.30 am

*Geseko v. Lüpke*

### **Education to maturity - Unfolding inner potentials through preliminary work**

Traditional school education still understands that knowledge and personal development derive from the transfer of school knowledge. This frequently results in an education of preservation rather than an education on probation. The preliminary work is embedded in an education which assumes that in each individual lies the potential to be unfolded. The presentation gives an outline of the latest neurological insights with respect to unfolding potentials and demonstrates in which way the experience of preliminary limits of education serve as an education to maturity. (simultaneous interpretation provided)

Wednesday 5.30 pm

*Presentation Dr. Robert Kozljanik*

### **Vision and Responsibility: From self-realization to “nature-realization”**

Which different forms of visions exist? How do vision/dream/wish/idea and responsibility correlate? Under what circumstances can visions turn into a source of life? When does a sense of responsibility evolving from a vision have a sustainable effect? What does vision have to do with self-realization? To what extent does it make sense to have the concept of self-realization accompanied by the concept of nature-realization and vice versa? And in what way is the own society involved in this? The philosophical presentation will address the questions mentioned as well as similar ones. (simultaneous interpretation provided)

Thursday 9.30 am

*Prof. Dr. Ulrich Lakemann*

### **Opportunities and limits of experiential education methods in psychotherapeutic settings**

Practical application examples of experiential approaches from the field of psychiatry and addiction treatment are demonstrated while taking system oriented basics as a starting point.

## **Big group activities**

Wednesday 9.30 am

*Sylke Iacone*

### **World Model**

Experience complexity and solidarity. The World Model provides a strong framework for transformative learning. The model enables us to deal with the huge complexity of our global state of emergency allowing us to experience the inner interconnectedness.

Wednesday 11.30 am – 5.00 pm

WS1 *Reto Bühler*

### **The fellowship on a long and dangerous journey**

There leads an unsafe way from the inside to the outside, from personal growth to responsible behavior with many dangers lurking along. The way leads over mountains and valleys passing some abysses. The arrival is unsure. The octopus, a creative technique taken from the systematic experiential education, methodologically supports us on this adventurous way. (German possibly with translation)

WS2 *Joseph Eder*

### **Body as voice**

We enter the natural space with personal questions about our creative skills and enter a process of dialogue with the present moment. What happens when we encounter nature as a source of movement and if we allow nature to touch our innermost? What happens when we open up to the parts that bear within them the deep knowledge about our self?

We take those experiences back to an artistic and choreographic space and establish a communication with our creative forces. In conjunction with the question “what moves us” we will explore a new “how do we move”.

For the first time a workshop based on this idea was conducted in Palestine with young adults in 2012 and ended after 10 days with a public performance. (German possibly with translation)

WS3 *Martin Cadee und Holger Heiten*

### **Quest goes Quest**

How can we create Rites of Passage for youth in a way that meets them, where they are? When Young people (18 +) travel after Highschool or other commitments, they often unconsciously follow the ancient call for, what in medieval times was known as the Quest.

Holger and Martin will present the project “The Journey Network” through which young people can co-create their real journey into a soul journey and rite of passage, together with their mentors and a huge network of hosts. (*Bilingual English / German*)

WS4 *Justin Bedard*

### **The World is A Playground: Engaging in Global Issues through Experiential Education**

Educating students on the complex, multidimensional environment of global challenges and issues is no easy task. Cross-cultural communication, creative problem solving, and lateral collaboration define success when engaging with global issues. How can we best assist students in cultivating these skills? How can educators inspire and impassion students to become involved in Global Issues? This workshop will show educators how to incorporate basic principles of experiential education, namely, learning through doing, into global issues curricula. (*English*)

WS5 *Andreas Joppich*

### **Conveying globalization outdoors**

Andreas Joppich developed an approach to address global implications in youth centers and at youth camps. He uses very common methods from free time work such as outdoor-games, interactive live crime stories or adventurous activities with experiential problem-solving tasks. This means, learning takes place outdoor with a lot of movement and action. Besides the knowledge those young people gain about the implications, they also acquire the competency to shape the future. The workshop

presents and tries out concrete actions. The methods and the educational concept behind them are reflected and further framework conditions for an incentive through leisure activities to establish global responsibility are discussed.

WS6 *Sylke Iacone*

### **Solo - pathway to a more resilient world**

Experiencing a solo in nature is a journey that connects us more deeply both to what wants to emerge in the world and to our emerging, higher self.

Listening to and following our inner calling is the key in this process that leads us to a more resilient world. In this workshop we will have the chance to experience a solo in nature. Together we will reflect on our personal journey and ability to listen to our own inner voice. We will discuss the relevance of a solo experience in programs that have the focus and desire to engage young global citizens in the great turning of this world. Please bring warm clothes and something to sit on.

*(English ggf. mit Übersetzung)*

WS7 *Dr. Hans Geisslinger, Storydealer*

### **About trauma transfusions and dream pilots, laugh-diseases, tickle-physicians and sadness epidemics, about chasing dinosaurs and agents, Trojan Easter bunnies, gravitation holes and other outrageous occurrences in a small wild country**

The place where the common normal world shows cracks, that is where you slip in, into a land, where the borders between adults and children have been removed to the extent that all travelers discover them as new grounds during their stay. On one point, there is no difference between young and old and that is the desire to be enchanted. The workshop provides an insight to the possibilities of education focusing on constructivism – an education to deduce the visionary.

WS8 *Kai Dietrich und Susann Riske*

### **Alpenglügen und Genderromantik**

#### **Nur eine genderreflektierende Erlebnispädagogik ist in der Lage gesellschaftliche Emanzipation zu gestalten.**

Erlebnispädagogik versteht sich als Bestandteil moderner Erziehungs- und Bildungskonzepte. Während sich hierbei häufig auf die Bearbeitung von „Schlüsselqualifikationen“ bezogen wird, muss das grundlegend emanzipatorische Potential in der sozialpädagogischen Anbahnung von Erlebnissen wieder verstärkt in den Blick genommen werden.

Der Erlebnisraum Natur wird genutzt für Vielfalt und Dynamik im Sinne individueller Entfaltung und gesellschaftlicher Emanzipation. Wichtig dafür ist, dass erlebnispädagogische Angebote nicht bewusst oder unbewusst Geschlechterbilder und genderspezifische Verhaltensweisen reproduzieren.

Fachkräfte brauchen eine gendersensible Haltung sich und Teilnehmenden gegenüber. Das sollte eine emanzipatorische Erlebnispädagogik leisten. *(Deutsch)*

## **Forums**

Thursday 11 am -1 pm

F1 *James Fleming*

### **Global Leadership Trips: Creating life changing experiences for youth that change the world**

In this workshop, the JUMP! Foundation brings together strategies and actions for engaging, inspiring, and empowering students through high-intensive global trekking trips. By learning through experiencing, students involved in Global Leadership Trips embark on a journey to discover

themselves and, through this process, use their personal strengths and passions to impact the world around them. *(English)*

F2 *Reto Bühler, Planoalto*

### **Birth and growth**

The aim of sustainable development is to serve life on a local and global basis, not only today but also tomorrow. Together we explore and follow the steps of this holistic future prospect. We mainly focus on social aspects. Which law does growth succumb to and which supporting actions can we take to help life to give birth to itself? (German possibly with translation)

F3 *Mandy Merker, Netzwerk erlebnispädagogische Prozessbegleitung Sachsen*

### **„Klimahelfer – Änder' was, bevor's das Klima tut.“**

So heißt das aktuelle Kampagnenthema des Deutschen Jugendrotkreuzes 2012-2014. Sachsenweit beschäftigen sich über 4000 junge Menschen mit dem Thema Klimawandel und Klimaanpassung unter dem Motto „Global denken und lokal handeln“. In dem Forum werden wir uns mit den verschiedenen Projekten und Ansätzen der Kampagne beschäftigen – insbesondere mit der Fragestellung, inwieweit nachhaltiges Denken und Handeln durch verschiedene handlungsorientierte Methoden innerhalb der Kampagne vermittelt werden können. *(Deutsch)*

F4 *Lali Mili*

### **Personal Leadership and Development**

South Africa: a Rainbow Nation, how to use wilderness as a framework for getting to know the inter-personal and intra-personal relationship in such a diverse country. How young people can build capacity to lead themselves and other people effectively in their lives and communities presented from a perspective of more than 12 years of experience with and in nature. Lali considers himself as a product of the very nature he works with and in – his and Educo Africa's unique approach to personal development and leadership development in a wilderness setting will be the focus of this workshop. *(English)*

F5 *Karina Falke and Damian Jörren*

### **Slacklining: on-line in nature**

“Slacken” is like a trend sport but it offers an unexpected richness of opportunities to reach young people at levels that go way beyond them but nevertheless lead deep into them. Running the “Slackline” enables especially young people to develop a stance in dealing with security and risk and to develop a relation to nature and a feeling for their own condition. There is an exciting world for team and group processes as well as for personal and inner movements that opens up to the educational practice: the world on-line. (German possibly with translation)

F6 *Enrico Glaser und Kai Dietrich*

### **Alle für Eine\_n statt Eine\_r für alle**

Aufgeklärte Pädagogik begleitet das Individuum während der alltäglichen Herstellung, Erneuerung und Veränderung der eigenen Identität. Diesen Prozess mit einem intensiven Blick auf das ICH und seine Potentiale organisieren auch Erlebnispädagog\_innen in ihren Prozessen mit Kindern, Jugendlichen oder Erwachsenen. Gleichzeitig erreichen diese Prozesse dort ihre Grenzen, wo Gesellschaft als Basis und Referenzrahmen für die Anerkennung oder Verweigerung individueller Existenz aus dem Blick gerät und Pädagogik damit ihre gesellschaftliche Fundierung verliert. *(Deutsch)*

Contact: [www.aqif-sachsen.de](http://www.aqif-sachsen.de), [scholz@aqif-sachsen.de](mailto:scholz@aqif-sachsen.de), tel.:+493715336418