

# eo<sup>e</sup> 2016

## Changing Horizons Challenges to Outdoor Education in Europe



15<sup>th</sup> European seminar of the Institute of Outdoor  
Adventure Education and Experiential Learning  
(EOE) on the occasion of its 20th anniversary

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## Book of Abstracts

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# eo<sup>e</sup>e 2016

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# Keynotes

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# 1 Verwirklichungschancen für ein gesundes Aufwachsen in einer Welt globaler Veränderungen und Krisen (Realisation opportunities in order to grow up healthy in a world of global changes and crises)

*Keupp Heiner*

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**Keywords: social changes; globalization; children; youth**

*English version (translated):*

The cultural discourse makes children and adolescents become “symptom carriers” of a social crisis. Data available in Germany demonstrate that 20% of adolescents (growing ups) suffer from more or less intense psycho-social problems. Hence this rises the question which realisation opportunities they would have needed to manage a more promising start into life. What are the conditions for a succeeding life that should be promoted for all adolescents?

Strategies are required that empower life-sovereignty of adolescents by reducing or skilful handling of risks and by enhancing chances for realisation opportunities, development- and resistance resources. Arrangements to promote education (Bildung) and health have to include answers to the question in which society children and youth grow up, and which resources they need to be able to engage actively in society. Hence, those arrangements need a time-diagnostic component.

*Deutsche Originalversion:*

Kinder und Jugendliche werden im gegenwärtigen kulturellen Diskurs immer häufiger zum „Symptomträger“ einer gesellschaftlichen Krisensituation. Die für Deutschland verfügbaren Daten zeigen, dass etwa 20 % der Heranwachsenden mehr oder weniger massive psychosoziale Probleme haben. Sie geben Anlass zu der Frage, welche Verwirklichungschancen sie benötigt hätten, um gut ins Leben hinein

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zu kommen. Damit ist die Frage nach Bedingungen für eine gelingende Lebensbewältigung gestellt, die für alle Heranwachsenden gefördert werden sollten.

Notwendig ist eine Strategie, die auf die Stärkung der Lebenssouveränität von Heranwachsenden durch die Verminderung bzw. den gekonnten Umgang mit Risiken und eine Förderung von Verwirklichungschancen, Entwicklungs- und Widerstandsressourcen zielt. Maßnahmen von Bildung und Gesundheitsförderung müssen Antworten auf die Fragen beinhalten, in welche Gesellschaft Kinder und Jugendliche hineinwachsen und welche Ressourcen sie benötigen, um sich an dieser Gesellschaft aktiv beteiligen zu können. Sie benötigen also eine zeitdiagnostische Komponente.

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## 2 Experiential education for Generation Z

*Beames Simon*

School of Education, University of Edinburgh

**Keywords: Experiential; education; generationZ; innovation; youth**

The world inhabited by the EOE 20 years on from its inception has changed considerably. Climate change, forced global migration, neoliberal politics, wealth inequality and exponential technological change have become a normal part of human life. It is not only these large-scale structures that have shifted, however; the learner — so central in experiential education — has arguably seen a far greater transformation. Generation Z, who are currently teenagers, are the most over-protected in history and have grown up with wifi and smartphones as the norm; they expect access to useful information with the swipe of a screen and to communicate by video link with those not present; and they are bombarded by media imploring them to buy goods, lose weight, and stay connected to online friends. This talk will attempt to map, and then navigate through, the complex and fluid landscape of experiential education practice in 2016, in terms of how the sector might be effectively mobilised to respond to society's changes, innovations, traditions and moral imperatives.

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### 3 Didactization and experiential learning

*Amesberger Günter*

Department of Sport Science and Kinesiology, University of Salzburg

**Keywords: Experiential Learning; emotions; implicit mechanisms**

Child centred approaches to education and upbringing grew in the early decades of the 20th century, informing and inspiring reform pedagogical ideas and experiential ways of working, allowing children and youth to explore and construct their own knowledge, meanings, and understanding of themselves and the world. Enhanced focus on economization and rationalization in education over the last decades has provoked outdoor educators to ask whether the field of outdoor experiential learning is deteriorating, or may already have moved 'beyond learning by doing'. For example, PISA and its consequences have changed the assessment of education radically to enhance on competences and learning outcomes. In turn – as numerous empirical surveys show – motivation and ways of learning are changing. The educational paradigm, which no longer is recognized as relevant is replaced by an economic paradigm. Thus, the beginning on the 21st century may be characterized as 'the end of experiential learning' or could it also be a step forward in a new dimension of experiential learning. Oral presentations or workshops addressing these kinds of developments and aligned topics are welcome, for example:

How are current trends of didactization in education influencing and altering outdoor experiential learning and education?

- How are experiential outdoor educators responding to challenges caused by current trends in education policy and practice, for example, do they analyze and review the alterations? Do they work to reconstruct and highlight the meaning of outdoor experiential learning?
- How are outdoor educators dealing with concepts such as facilitation, instruction, mentoring, and teaching and learning – today and over the last 20 years?
- What does outdoor experiential learning and education mean to younger generations of practitioners?
- How has outdoor experiential education altered regarding the ways in which goals are predefined, content is described and structured, teaching and learning methods

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are described, and learning 'outcomes' and outlooks are evaluated – today and over the last 20 years?

- How has outdoor education altered over the last 20 years regarding the ways in which children and youth learn and interact with outdoor surroundings, and regarding what they learn?
- How do practitioners provide learning situations in the outdoors today, and how have their practices changed over the last 20 years?
- How are changes in the presuppositions of children and youth influencing the outdoor practitioners' ways of reflecting and providing learning situations?
- How should outdoor practitioners legitimize the value of outdoor experiential education and learning to meet the needs of children and youth facing in the 21st century of societal changes such as increased urbanization, digitalization, social inequality, and cultural diversity?
- How does commercialization of outdoor education – for example, the use of ropes courses leveling out outdoor methods to simple games – influence the impact of qualitative high-level programs?

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## 4 Certification, regulation and risk / challenge management

*Siebert Walter*

IOA, Initiative Outdoor Aktivitäten

**Keywords: outdoor; Jouth; education**

Being born in the late 1950ths, I grew up in a heroic outdoor-culture: “succeed or die”. Mountaineering was something for tough guys, climbing dangerously, and mountain guides were the elite. Failure was not an option. I had accepted that I would probably die over the years, as about 1 percent of my fellow mountain guides do so each year.

In the late 1980ers, I had the opportunity to learn an important puzzle-piece in the struggle for safety: The zero accident philosophy. Günter Amesberger was the head of a project on personal development by outdoor activities. We invited Bill Daniels as a trainer who had transferred the famous DuPont Safety system to the world of outdoor education.

For me it was a paradigm shift: Bill’s philosophy does not accept the risk of death and injury as an unswayable partner of outdoor activities.

We built a pole and some low events: Redundant systems were new to me. Having standard operating procedures in written form, partner check, accident/incident review ... all this led me to a new world where the probability to die was way lower than in my mountaineering world – maybe even zero.

In my enthusiasm, I started to spread the news. Unfortunately, it remained unheard – or even worse: I was attacked by people who saw the end of adventure and freedom coming. In my keynote, I will look back to the last two decades, have a look on the safety systems in the outdoor field: What is left from the zero accident philosophy? Where did it go? And, where will it lead us?

# Issue related oral presentations and workshops

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## 5 20 Years of Outdoor Training and Consulting in Germany

*Vieth Jürgen*

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**Keywords: Outdoor Training; Outdoor Consulting in Germany; Development of the last 20 years**

More than 18 million Google entries about “outdoor training” suggest that this approach has been successfully established as a method in human resources development.

A more detailed/differentiated view, however, shows that manifold is subsumed under this label, which has nothing to do with optimization of cooperation and communication structures in companies: The “Outdoor-Gymnastics-Group”, body building outdoors or Nordic Walking classes are listed under those 18 million hits as well as mass events; and finally (professional) team- and personal coaches desperately trying to distinguish from each other. Even under the supposedly reputable term “Outdoor Consulting” the majority of entries found belong to event companies, as well as hotels in natural areas or equipment companies.

What has happened to a concept that took off in the late nineteen-eighties with such an optimistic spirit to roll up the occasionally boring scene of seminars and workshops in direction of new holistic ways of learning by involving participants seriously and initiating surprising, sustainable and deep going learning processes? The relevant training and consulting literature does not answer to this.

The already rare publications (usually based on practical reports or counsellor guidebooks) are dated from the first years after the turn of the century.

The last article on the subject in the journal “Manager Seminars” – home base of seminar providers and staff developers – has been published in 2008.

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Launched in the belief of sufficiency by offering a competent use of rope and carabineer in combination with an animating natural environment, many players in the field of personal development meanwhile have vanished into thin air. In recent years the ropes courses – already overestimated in their potential impact – were captured by recreational climbing gardens. Elaborate excursions in undisguised natural areas are only for a few companies and even there often only for the top management a tool of choice. At the same time numerous established consultancies operate by using the endless pool of smaller experiential activities and integrate them naturally in their tool cases of experience activating methods.

We will demonstrate, how the generous promises made by suppliers of outdoor training necessarily led to a market correction in Germany. It will be exemplarily displayed that the often formulated chances in "dealing with team conflicts" or "developing a structure of trust" in the conduct of outdoor activities simply did not meet this promises and, on the contrary, ran the risk of disguising difficult issues in many cases. At the same time, it will be an attempt to outline the requirements for the trainers and consultants and to describe appropriate occasions which will make the use of the undeniably impressive method successful in the meaning of achieving the aims of the participating groups and people.

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## 6 Sharp knives, dancing flames and climbing trees – early outdoor education in a risk-averse society

*Vollmar Martin*

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**Keywords:** Early childhood education; utilization; risk and safety; outdoors

Referring to a developmental perspective on childhood risk and uncertainty play an important role. Following L. Vygotsky the basis for child development „is overcoming the contradiction between the demands of a particular situation, forcing the individual to undertake new forms of behaviour, and the inadequacy of the individual's existing forms of thought to cope with the tasks at hand.“ There is always the risk of failure on the one hand and the chance to prove yourself and to benefit in terms of development on the other hand. Free play – especially outdoors – shows the interplay of risk, uncertainty, danger and development impulses very obviously. The presentation reflects on the developmental potential of risky play and activities outdoors against the backdrop of a risk-averse society, the heightened sense of risk and a wide-spread „better safe than sorry“ attitude. For this purpose examples of a German early educational outdoor approach and practice will be given and discussed.

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## 7 Outdoor adventure experiences for grieving children and adolescents in a transcultural context

*Oettl Therese*

M.A. Transcultural European Outdoor Studies, Outward Bound Germany

**Keywords:** grief; mourning; bereavement; children; adolescents; outdoor experience

Bereavement is theorised in many ways that have cultural as well as theoretical differences (Kuebler-Ross, 2014; Smeding, 2010; Neimeyer, 2012; Wolfelt, 2006). Drawing from my master thesis written for the international program 'Transcultural European Outdoor Studies' I will present my findings of the healing effects of the great outdoors for grieving children. This theoretical and qualitative research will shine light on the similarities and differences between North American and European healing concepts for the bereaved in the context of outdoor activities in terms of a socio-cultural approach by using the method 'Theory of Change'. From this theoretical background, I have introduced a concept for an outdoor adventure week for grieving children which is developed in cooperation with Outward Bound Germany. Here the core values stand for the right to have fun, the awareness of fellow sufferers and the presentation of the outdoors as a healing place and space. This program is a thought piece at this time and aims to enrich the literature about the healing effects of the great outdoors. In practice, it will be realized first-time in summer 2017 with Outward Bound Germany.

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## 8 Leave no trace education for the tourism industry: a wild atlantic adventure

*Lyons Maura, Price Sophie, Boyle Rachel*

Leave No Trace Ireland, University College Cork

**Keywords:** adventure education; Tourism; wildatlanticway; leavenotrace;

'Leave No Trace' is a national programme aimed at raising awareness of Ireland's rich natural heritage and protecting the outdoors for future generations. This is achieved through education, research and partnership. The organisation has existed in Ireland for the last 10 years and its activity and influence are gaining momentum. Failte Ireland, Ireland's tourism development authority, has adopted the programme in order to encourage environmentally responsible practices within the tourism industry. They state that 'The beauty of Leave No trace is that it's simple, reasonable and makes good sense' (Failte Ireland, 2010). However, a current challenge for the organisation is making its message relevant to the mainstream tourism industry. This research examines how Leave No Trace principles can be applied within a variety of tourism businesses to contribute to the protection of the natural environment while benefitting the businesses, their product offerings and their clients. This challenge is particularly relevant as the success of the recently developed 'Wild Atlantic Way' coastal touring route has already led to significant increases in tourist numbers visiting ecologically sensitive sites. This research utilises an innovative qualitative action research methodology encompassing a real 'Wild Atlantic Adventure' by bicycle in order to gather the data. The researcher, at the same time, gathers information and shares expertise with business owners met along the way. This expertise comes as a result of being an experienced Leave No Trace Advanced Trainer with a broad knowledge of the tourism industry. The outcome of this research is the development, in partnership with Leave No Trace Ireland and Failte Ireland, of an educational toolkit designed to assist tourism businesses to apply Leave No Trace effectively in their own contexts.

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## 9 Motor skills in outdoor education

*Hämäläinen Pekka*

Virpiniemi, Virpiniemi Sports Institute

**Keywords: motor skills; learning; teaching**

The learning and control of motor skills is an important part of outdoor education. Firstly, we need a huge variety of different motor skills; e.g. in order to be able to move, participate in activities and handle tools and objects. Secondly, the process of learning of motor skills has a potential impact on our basic psychological motives, such as perceived competence, autonomy and relatedness (self-determination theory; Deci & Ryan 2000) and also on the components of self-concept (self-esteem and sense of personal control; Ross & Broh 2000). Positive and strong emotional experiences of learning and success can enhance self-knowledge and self-esteem of the learner (McAuley 1994).

It's quite essential for all the outdoor educators to know the basics of motor skill learning in order to be able to use appropriate strategies and methods for learning.

In this presentation, I'll describe the natural processes of motor skill acquisition based on the human qualities and behavioural models & human interaction with nature. I'll then view the key elements influencing the learning process based on the numerous studies of many researchers. Probably the most important (and concurrently the least utilized) elements are individual learning challenges, practice variability and random practice, which all emphasise the importance of the inner processes of the learner and the natural ability to solve problems in real-life situations.

Finally I'll suggest ideas and examples how we can try to combine our natural learning abilities and the key elements of motor skill learning in outdoor education.

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## 10 After 5 Years: What we have learned about outdoor experiential education, outdoor educators, and the students we work with at the Maple Ridge Environmental School

*Blenkinsop Sean*

Education, Simon Fraser University

**Keywords:** outdoor; experiential; place-based; portraiture; double consciousness

In September 2011, after almost three years of planning, the “doors” opened on the Maple Ridge Environmental School. This place and community based public experiential elementary school was created by the school district in partnership with Simon Fraser University and myriad local environmental, First Nations, and other interested groups. It was understood to be a response to the conventional system, an attempt to integrate the natural world much more significantly into educational practice and an attempt to explore whether or not a school, the smallest intact cultural unit in the educational system, could be the heart of a deeper cultural change project. As such, this school has never had a building and spends almost every day outdoors no matter the weather. As a research team we have been involved in every step of the school's development with researchers present almost every day for the first two years and at least once a week thereafter. This presentation will focus on some of the key findings from this work. We will explore the role that the other-than-human world and its active members have played in the pedagogy, the changes we have noted in the students, parents/caregivers/educators with regard to their connection to the world and how we have come to re-think outdoor education (and the training of outdoor educators). We will also, if time permits, describe several concepts (e.g. eco-care, eco-double consciousness, splash violence) that have appeared throughout our work, and how we might better prepare educators for working in these kinds of innovative, outdoor, and change mandated environments.

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Theoretical background: The school itself grows out of a gathering of theoretical background. Most clearly are outdoor experiential and environmental education, but also place and community based education, emergent and project-based curricula, and critical eco-pedagogy. The research has myriad orientations as well, most prominently existentialism & phenomenology, eco-feminism, deep ecology, hermeneutics.

Research question: There have been many research questions explored over the course of the project. The two key questions to be discussed/presented upon here are: What skills do outdoor and experiential educators possess that are useful for public schools considering spending more time outdoors? And, what are some of our key findings with regard to the influence this school is having on students, parents/caregivers, and community members?

Empirical research: Method, results, discussion, conclusions/outlook: Again this project has used myriad research methods but for the purposes of this presentation we will focus on eco-portraiture (a method developed by us but resting on the portraiture of Davis & Lightfoot), and case study. The key results we will offer for the first research question are safety, pedagogical structure, changed concept of curiosity, and a different epistemology. The key results of the second research question will be summarized by explorations of trauma recovery for the parents, splash violence, eco-double consciousness, and an ethic of eco-care. The discussion for both of these questions and for the entire project is quite substantial for some of these that have already been published please refer to literature.

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## 11 "Tell us what to do and how to assess!" Swedish HPE teachers' experiences of the implementation of Support For Assessment in outdoor education.

*Backman Erik*

Department of Sport and Health Sciences, The Swedish School of Sport and Health Sciences and Dalarna University,

**Keywords:** Outdoor education; Health and Physical Education; Assessment.

In Sweden, as in many European countries, Outdoor Education (OE, or its Scandinavian equivalent as friluftsliv) is in the formal school setting positioned within the subject Health and Physical Education (HPE). In the curriculum for compulsory school, implemented in 2011, OE is organized as one of three areas of knowledge along with Health and Lifestyle, and Movement. In order to meet the increasing call for a more equal assessment and grading in Swedish Schools, the Swedish National Agency of Education (SNAE) completed the curriculum in HPE with a material (text and film) named Support For Assessment (SFA) in 2012. As responsible for the construction of OE in SFA the author followed up the implementation of the SFA with several presentations and workshops for teachers in HPE during 2013 and 2014. The purpose of this presentation is to describe how OE was constructed in the SFA in Swedish HPE for compulsory school and further to analyse and discuss reactions from Swedish HPE teachers expressed in evaluations after the mentioned presentations and workshops. The results suggest that while a part of the HPE teachers found the SFA useful and effective, another part called for more concrete advices on what to assess in OE and how to assess it. Drawing on Basil Bernstein's theories of how pedagogical messages are communicated and evaluated in school systems, the results will be discussed in relation to the classification of OE within Swedish HPE.

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## 12 Adventurous teaching for outdoor experiential learning in formal education: A guided and participatory approach with Higher Education students

*Prince Heather*

Department of Science, Natural Resources and Outdoor Studies, University of Cumbria,

**Keywords: Adventurous teaching; outdoor experiential learning; Higher Education; formal education**

Focusing on the question, "How do practitioners provide learning situations in the outdoors today, and how have their practices changed over the last 20 years?" with reference to the question, "How has outdoor experiential education altered regarding the ways in which goals are predefined, content is described and structure, teaching and learning methods are described and learning 'outcomes' and outlooks are evaluated – today and over the last 20 years?"

This approach to teaching undergraduate students in outdoor and experiential learning is designed to model best practice of engagement and motivation, so that graduates may utilise such adventurous approaches to engage young people in experiences where they are a teacher, leader or facilitator. In an educational system that is outcome driven and works within a framework of accountability in the UK (Prince & Exeter, 2015) structuring of learning outcomes and objectives to maximise learning gain is important but they can be articulated in such a way as to optimise the opportunities presented by experiential learning.

Theoretical background: Research into outstanding outdoor learning in formal education indicates that children should have ownership and that learning should be creative and progressive (Graham, 2014). A case study of both practical and theoretical aspects of a module delivered to final year Outdoor Studies and Outdoor Leadership students on 'Curricular Applications' (of outdoor education in schools) comprising a participatory approach is presented to reflect this pedagogy and content in Higher Education. This mode of teaching and learning is designed to

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inspire and motivate students, leveraging engagement with an element of emergence and surprise (Adler, 2008), demonstrating a move away from 'didactization'. The curriculum aims to be innovative and creative and to extend students' non-replicated experience and critical thinking. It is designed to be escalated and applied to work with children in schools so that graduates can offer exciting and engaging experiential learning approaches in their work with young people.

Research question: What impact does an adventurous approach to teaching have on learning outcomes for students in Higher Education and their facilitation of outdoor and experiential learning with young people?

Applied methods, field of issue, experiences: Guided and participatory approaches to teaching Higher Education students about outdoor education in the National Curriculum are described, including the involvement of novel and unusual approaches, sometimes to familiar activities and experiences both practical and theoretical. The value of this method is evaluated by students and the impact illustrated by their work with children in a formal education setting. The learning is matched against pre-defined objectives and learning outcomes with an analysis of whether or not these have changed in the last twenty years (Prince, 1999).

Conclusion: The value and power of outdoor experiential learning is unequivocal to engender engagement and motivation. Learning outcomes can be written to encapsulate such adventurous teaching approaches and content matched to formal curricula. Such inclusivity does enable all students and children to participate in experiences. I suggest that experiential learning can exist in the 21st century in practical and theoretical contexts if objectives and curricula are articulated and interpreted to maximise learning with powerful outcomes, which thus transcend didactization.

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## 13 Risk, resilience and recognition on outdoor based learning

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**Keywords: Youth at risk; Outdoor Learning; Peer group; Resilience**

The main idea is to study the reflective methods and reflexivity of Youth at Risk Outdoor Learning Programs. The methods focused on the target groups' transitional needs are viewed from three contexts of Outdoor Learning; a) the work context that consists of recognizing of youth skills and dispositions b) the individual context that is of learning styles and c) the group context that is of resilience of a group. (a) The interventions targeted for youth at risk are mostly based on data collection in risk assessment. The idea of this is to identify and then to implement a corrective action to avoid that risk would repeat itself. The method that is based on recognizing of individual strengths shows that risks can be dealt with a learning strategy. The main idea is to help youngsters to adapt, to learn and to solve upcoming crises. This helps to deal with new up-coming risks that we are not aware of. (b) The agent of change working with youngsters tame problems wants to recognize the skill that would influence on learners' dispositions. This change of precursors requires a complex intervention that affects both, the learner and his environment. The method should be holistic and the support should be based on understanding of the dynamics of individual learning styles and transferal needs. (c) The resilience based assessment replaces risk based economic structure that has split the youth already into profitable or loss-makers. This community based practice takes time but its worth of it. To see the change from individualized risks to the resilience of group work, we should change our focus to the affective domain and learn about reflections and reflexivity inside the group.

The research question is about the contradiction of the risk and resilience approach. The content of the presentation is based on the research project of Recognition on Outdoors (Kujala 2016).

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## 14 Understanding the impact of Wilderness Therapy on adolescents and young adults living in state-care - with Narrative Psychological-Content Analysis

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**Keywords:** wilderness-adventure therapy; research; state care youngsters

The presentation discusses the challenges of the recent Hungarian social-political situation, its child and youth state-care system and the current stage and possibilities of implementation of Wilderness-, Adventure-Therapy, among adolescents and young adults (age 14-18, 18-24) living in state-care. The significance of the last few years started WAT program's introduction is the cognition of associated Narrative Psychological-Content Analysis methodology.

Most of the psychological research operates with classical psychometric measuring devices, tests, etc. However, we report on general characteristics and the application of a new, deeper method of analysis, which expands the knowledge of the attendees interested in research. The format is audio-visual presentation and discussion. Previous knowledge not required, research-practice is advantage.

Theoretical background: Our impact analysis is based on Narrative Psychological-Content Analysis, which was designed for quantitative analysis of autobiographies that enables diagnostic, predictive inferences relating to features and processes of personal and group-identity. The tool comprises several modules, each exploring linguistic markers of a unique psychological dimension. They operate in the NOOJ language-technological system that enables identification of complex linguistic structures, morpho-syntactic, textual-level analysis. (For instance the markers of "agency" or "mentalization" can be identified in texts. Agency is the ability to act effectively, has psychological forms like autonomy, self-efficacy, self-esteem, coping. Mentalization is the ability to attribute mental-state to others and the self.)

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Longer description: Hungary has nothing new to add to the Wilderness Therapy. Since the '60s, these programs are widespread throughout the American and Australian continents. By now, we all recognize WAT's social and individual benefits as evidence, especially for the adolescents' struggling difficulties. Different research conducted and been recognized inspire the adoption and dissemination of the WAT methodology in Hungary, but the task is not trivial!

Some pilot programs have been completed for youngsters, young adults, in the last years in Hungary, but this target group living in state care, has a very different life situation, specific heritage of historical and territorial situation compared to a similar group of the US. Our foundation started work with adventure therapy method in 2005, and in 2014 we started to prepare a special, long term WAT program for adolescents (age 14-18) living in SOS Children Villages, accompanied by an impact assessment. The development of the program-design is an important aspect, to maximize the constancy of the program's maintaining variables, during the repetitions in the future – in order to strengthen the validity of the research. Later, work with young adults started as well (18-4 age). The uniqueness of the IA is the use of Narrative Psychological-Content Analysis, which is based on the narrative theory of identity development, where psychological contents connects to linguistic-structural features of narratives. The analytic tool comprises several modules, each exploring linguistic markers of a unique psychological dimension. The modules operate in the NOOJ language technological system that enables identification of complex linguistic structures. Analysis of in-depth interviews, made at different times, with youngsters participating in the research, shows exciting specificities, or even the evidence may reveal to the impact of therapeutic interventions on identity change. Brief overviews

- of the social-political-economic characteristics of Hungary, and its residential care system,
- of the current situation of WAT's implementation in Hungary
- and a recently started WAT program's application, associated with narrative psychological content analysis research

constitute the context of the presentation.

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## 15 The changing character of Outdoor Education Centres in the UK

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**Keywords: Outdoor education; Outdoor education centres; Outdoor Activity Centres; Educational change; Neo-liberal ideals; Risk Aversion; Culture of Fear; Standardisation; Consumerism; Commercialisation; Professionalisation.**

This paper considers how neo-liberal ideas, expressed in the themes of the conference have spread to outdoor education and outdoor recreation. More particularly it examines the changes brought to outdoor education centres and includes some personal reflections from a long experience of working with young people in this field. The paper outlines the separate traditions that gave rise to the establishment of day and residential outdoor education centres in the UK. These centres were set up as a response to science teaching, physical education and training in personal and social skills (Drasdo, 1972). The Field Studies Council and Outward Bound both opened outdoor centres with quite different aims in the UK in the 1940s. There was a rapid growth in the 1960s and 70s as many local authorities opened outdoor education centres to extend educational opportunities for young people (Ogilvie, 2013). Since the 1980s there has been a series of political, social and economic pressures that have influenced the character of outdoor education centres and the programmes they provide. A Canoeing accident in 1993 triggered far reaching changes as it coincided with a society becoming more risk averse and open to litigation (Furedi, 1997). Formal education faced sweeping political changes which affected teachers' ability and willingness to take young people outdoors. Schools became more regulated with the imposition of a National Curriculum and a more formal Inspection regime. A shift towards neo-liberalism has led to less financial support to local authorities and the encouragement of commercial practice. Outdoor education centres have felt the impact of these changes and the paper explores the effects in terms of philosophy, sustainability, staffing, programmes and activities (Loynes, 1996; Cooper, 2007; Becker, 2008; Beames and Brown 2014). It

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also considers positive repercussions and demonstrates how some outdoor centres have adapted to these changes.

Questions to consider:

1. To what extent have political, social and economic factors shaped the development of outdoor education centres in the UK?
2. How have outdoor educationists and leaders adapted to the changes and confronted the challenges?

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## 16 Leave More Trace: a post-humanist environmental education

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**Keywords:** Environmental education; post-humanism; sustainability, democracy

The North American approach of 'leave no trace' has crossed the Atlantic to the UK and to some other Europe wide programmes, especially those with US provenance or influence. In the USA the organisation sets out to promote the ethic that will minimise human impact on public lands (<https://Int.org>). The seven principles of the organisation focus on human behaviour during a visit to public land. It can be argued that this intention, whilst well meaning, ignores the many impacts that are the result of human behaviour when not visiting public lands, the ecological and, especially, the carbon footprint (Chambers et al; 2000) of everyday life and of travel to public land (see, for example, Orr, 2004 for an environmental education perspective). Arguably these impacts are far more significant on the health of the ecosystems of public lands and elsewhere. This opens the 'leave no trace' concept to criticism (Alagona & Simon, 2012). For example packing out rubbish from an area, whilst laudable, is a small contribution when the carbon footprint of your travel to visit the area is ramping up climate change that is a significantly larger threat to the land by several orders of magnitude (Rawles, 2013).

Of course the 'leave no trace' approach has value in fragile 'wilderness' settings. However, in Europe the areas that can truly be called wild land are few and far between (Agnoletti, 2006). Despite this the 'leave no trace' ethic is becoming widespread and sometimes, I would suggest, an unhelpful approach. Most of our ecosystems have developed with humans as one of, and often the most influential species. This has led to centuries of co-existence e.g. coppiced woodlands and flower rich meadows, some of the most bio-diverse habitats in the temperate zone. Even our uplands and the Arctic tundra have been grazed extensively leading to the current bio-diverse balance between people and other species. As agricultural

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practices change these habitats can be abandoned or overrun by industrialised agriculture. In these cases the response might be 'leave more trace' in order to protect and sustain the habitats and the wildlife we have come to value as part of our culture.

I argue that 'leave no trace' has another more pervasive consequence in that it strengthens the modern view of humans as separate from nature (Rawles, 2010). This is reinforced by the objective 'leave no trace' which is necessarily predicated on the idea that humans are apart from nature and not a part of nature (Beery, 2014). Arguably the concept of separation, a consequence of the ongoing enlightenment project supported in practice by industrialisation and urbanisation, is an important part of the environmental problem. Perceived as apart from nature it therefore 'matters' less, we care less and we can trash it more.

So, to open this up to debate, I offer the maxim of 'leave more trace' i.e. that humans are a part of nature and that we inevitably leave a trace. What matters is what this trace is. It is more about leaving the right trace than none at all. Sometimes a bigger trace could be the better ethical decision. This acknowledges that traces are inevitable and encourages a debate about what traces are reasonable, proportional and ethical; and what are not. Perhaps what humans should be seeking is the restorative approach of living landscapes (Steiner, 2008) in which we intervene in order to promote the flourishing of humans and other than humans alike. I suggest that such approaches require and can enable a democratisation of decision making about landscapes.

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## 17 Can Outdoor learning be a bridge between formal and non-formal education?

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**Keywords:** non-formal learning; formal learning; outdoor learning; youth centres; schools

This presentation takes the concept of formal and non-formal learning within the Icelandic context into account. For the last few years the Department of Education and Youth at the city of Reykjavik, Iceland, has been developing the organizational structure between schools and youth centers. We seek to investigate the potential synergies afforded by the nature of the structural changes between schools and youth centers and how outdoor learning can influence this.

We ask the question, if outdoor learning can bridge the gap between formal and non-formal learning.

That will be done by describing an emerging research project, where we investigate this issue by looking at different perspectives (professionals, participants and the systems). The study will draw on case studies from a range of contexts available for outdoor learning including day visits, longer visits and then longer residential stays in outdoor centres.

The aim of the study is to provide a deeper understanding of the possibilities that exist for the development of outdoor learning considered from a local perspective and subsequently to develop recommendations for policymaking for both formal and non-formal education. This would take account for the range of contexts for outdoor learning including those within Reykjavik city and those located further afield.

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## 18 Government recommendations and teachers' implementation of outdoor education in Slovenian primary schools

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**Keywords:** primary school; outdoor education; everyday conduct

The curriculum of primary school in Slovenia prescribes two types of activities that encourage outdoor education. In the compulsory part of the program, each pupil in a school year cumulatively has 3 weeks of one-day activities (nature, culture, sports and technics days). The extended part of the curriculum also obliges schools to include in their annual work plan at least 2 "School in nature" events in 9 years of compulsory schooling but it is recommended to have at least one "School in nature" at the end of each 3-year cycle. The "School in nature" is defined as an activity that takes place for 3 or more days in a row outside the area of the school. Since the "School in nature" is a part of the curriculum, the government provides funding for teachers but parents themselves must contribute for the material costs (accommodation, transport). Outdoor education can be/should be carried out also during the everyday education. To get a glimpse into the everyday conduct of teachers at an early stage of compulsory education, we have compiled a questionnaire. We used a descriptive and causal non-experimental method of research. The sample is not random and includes 138 primary school teachers. Outdoor education is most frequently implemented in sports (33.5% of the total hours), and in natural sciences (33.1% of the total hours). Most teachers (45%) estimate to have between 11% and 20% of lessons in natural sciences in the open air and only slightly less (32% of teachers) estimate to have between 21% and 30% of lessons outside. It has been shown that teachers' experience impact their behavior in a statistically significant proportion. We have also found that there are a number of reasons that motivate teachers to teach outdoors, but that there are lots of obstacles to the implementation of lessons outdoors at the same time. Outdoor

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education can be implemented in two extremes: in a guided/directed mode or leaving students free to play. From the literature it is evident that each approach has its advantages and disadvantages. Guided (didacticised) activities have a greater impact on the students' knowledge (cognitive area) and non-guided activities have a greater impact on attitudes (affective area) and health. However, it is a big challenge not to lose the purpose of non-guided activities, because young people today, if not directed, tend to pay full attention only to smart phones or tablets.

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## 19 Experiential education, wild pedagogies, and reclaiming educational possibilities

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**Keywords: pedagogy; education; wild; wilderness; control; experiential education; outdoor education; environmental education**

Introduction: Sometimes wandering down different trails can suddenly bring divergent experiences into close proximity. As trails bend towards each other, there can be, as if from nowhere, a moment of resonance – unannounced, unanticipated, uncontrolled-arising out of the earth, through our footsteps and into our being. It is this kind of wild arising that gave life to the idea of wild pedagogies.

One of these trails leads to wilderness. Here we mean literally real places and existential experiences with wilderness. In a world of postmodern scepticism, some of us have not given up on the reality of wild places as places of engagement. Another entwined trail explores the idea of wilderness, and a need to reclaim and refresh understandings of this idea.

On a different track, there is a trail that leads to pedagogy, and the stifling control, or taming, sometimes felt by educators. This does not feel like a crucible for inspiration and transformation. Travelling this track, can lead to wonder about a wilder pedagogy. Resonant notes arising from these paths play out in the interplay between wildness and control.

This “wild” entrée riffs off of the Old English wilderness, or self-willed land – as opposed to tamed, or domesticated land. At times, wild places have been sources of inspiration and insight. These places have provided glimpses of other ways of being in relationship with the world. Often, wilderness pilgrims did not set out as “nature lovers.” Rather, they were social critics who went into the woods to be in places that were less hostile to their task. There, in emergent relationships with wolves, fleas, woodland linnets, big trees, small flowers, and Indigenous folks, they broadened

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their understandings of the world and what it can mean to be human. Their transformative moments were not planned; they arose from the landscape in moments of attentiveness and resonance.

Taken together, then, the term “wild” challenges dominant cultural ideas about control – of each other, of nature, of education, and of learning. It rests on the premise that an important part of education can include intentional activities that provide a fertile field for personal and purposeful experience without controlling the outcomes – hence wild pedagogies.

Objectives: We begin with the assumption that we cannot “solve problems” by using the same kind of thinking that created the “problems” in the first place. And, we can’t solve these problems by being the same beings that created the problem, either. Given this need for a more radical change, this presentation will use the idea of wild pedagogies to liberate thinking from the control of present conventions, to frame and test new possibilities. Seen this way, ideas about wildness will help to: problematize ideas about control, anthropocentrism, and notions that nature is merely a passive recipient in this endeavour.

With this as background our objectives are to examine the following questions: What is there about wild experiences that people value; what are the core elements? And, at this core, are there elements important for everyone in education? If core elements can be framed as wild pedagogies, how can they be welcoming and relevant for people across disciplines? What could self-willed pedagogy or self-willed education look like? What touchstones can we draw on to test the wildness of our own pedagogies?

Methods: Methodologically, this is a theoretical piece that draws on two strands of analysis. The first is conceptual analysis, enhanced by Deleuze and Guattari’s framing of conceptual components and their ideas about the construction of concepts. The second is exegetical analysis coupled with practical examples that examine complex ontological orientations and epistemologies.

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Conclusion: Given the hegemonic persistence of current thinking and pedagogy, we suggest that the touchstones are important to enable a hyperactive vigilance. That is, if you think you are being radical – check the touchstones. We argue that immediate intuitions are often too comfortable. We also maintain that pedagogical challenges are ubiquitous – there is critical work to be done by all educators in reclaiming educational possibilities.

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## 20 Views from a pinhole: Experiments in wild pedagogy

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**Keywords:** Wild; wild pedagogy; self-willed learning; lyric philosophy; ontological experiments; pinhole photography; arts-based inquiry

This work – written and photographic art – consists of a series of ontological experiments that engaged two young participants with experiences in a new landscape, ideas about wildness in that landscape, and ways to represent their experiences and ideas. Taken together, this is also an experiment with self-willed learning, or a kind of wild pedagogy.

The experiments began with a workshop on pinhole photography. I described and demonstrated techniques of this art form, including making pictures and developing them in the field. We then made photographs reflecting the participants' interpretations of wildness while travelling by canoe and on foot. The photographs, artistic expressions of these experiences, have been made with a homemade pinhole camera that has neither a lens nor a viewfinder. Making photographs thus demanded special sensual presence during creation.

The written expression of this work is comprised, in part, of reflections gathered through interviews that asked participants to consider the photographic images and, in some cases, experiences making them. These reflections are conjoined with philosophical analysis of wildness, and the wild learning, experienced in the new landscapes.

The representation of this work is reminiscent of a lyric philosophy (Zwicky, 1992, 2003) that seeks to engage the connoisseur – reader of text and viewer of images – with our experiments. Component pairings are arranged for viewing with text on the left and photographs on the right. Together these pairings invite participants to explore patterned resonances in the world and to probe ontological positioning in

spaces beyond what linguistic expression and artistic representation can singularly provide.

The experiments were situated on the Snake River in Canada's Yukon, my home.

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## 21 Blended Learning for professional outdoor practitioners: A case study from a bachelor's degree programme in Ireland

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**Keywords:** Outdoor Learning; Blended Learning; higher education; work-based learning

Outdoor Learning (OL) and Outdoor Education (OE) in the twenty-first century has seen huge leaps forward with both an emphasis on awareness of international practice and an increased appreciation of the 'Local' through place based learning. OL practice and practitioners have embraced, all be it at different speeds, the tools of a digital world from mobile phones to GPS units to the virtual world of the world-wide-web. These interactions have been identified and undergone critique (Martin & Wagstaff, 2012) but no clear model of practice has emerged. Our case study is set in the context of two paradigms which are not so frequently linked in Ireland. These are the professionalization of those working in the arena of OL and the other being higher education (HE). Specifically the use of Virtual Learning Environments (VLEs) in HE. A small number of studies have previously examined of the complications of merging online learning and OL (Doering et al., 2008; Collins, 2015 and Smith et al., 2016), but only Smith et al. explored its use in HE.

This case study looks at the first iteration of the Bachelor of Arts in Outdoor Learning (EQF Level 6); a work-based learning programme using a blended learning model of delivery. This programme was offered in the summer of 2013 with the first graduates of the programme receiving their bachelor's award in October 2015. The programme grew out of a learning requirement within the Irish outdoor sector. OL/OE in Ireland is just 50 years old. It's genesis in the 1960's coincided with the initial popularisation of adventure sports as fringe recreation activities in Ireland. The first canoe clubs, first orienteering competitions, first scuba diving clubs and an increase in hillwalking/ mountaineering activity all began in Ireland in this period. As the sector's requirements for instructors and leaders expanded, National Governing

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Bodies of Sports (NGB's) leadership and instructor qualifications became the benchmark for employment. Although a bachelor's degree in OE has been in place since 1996 at GMIT, Castlebar in the west of Ireland, the number of graduates working in the sector has been slow to grow. A legacy of this is a layer of professionals working in the outdoors across education, adventure tourism, youth work and in therapeutic roles who do not hold a third level education award. This is set in the context of them having considerable workplace experience, often over decades. The cohort recruited were very much "generation X" learners with post-modernist perspectives, a demanding set of expectations and relatively technologically savvy. They were keen to find authenticity in their learning and were seeking to be part of a learning community (Strauss & Howe, 1992; Gelter, 2009).

The programme was devised to meet the needs of this community of learners spread out across a small island nation with learners often living more than 4 hours driving time from the college or from each other. Each learner was a professional working in the outdoor sector and needed to continue that full time employment while studying concurrently. All had completed some form of vocational training over their careers, typically at EQF 4 or 5. Some had left post primary education on bad terms 30 years previously and so across the group, there was some trepidation about returning to formal education. As a blended learning programme for this group involved a number of learning strategies, the development of the programme was shared between the Health & Leisure Department at the college and the E-learning Development and Support Unit (EDSU) at the college.

This paper will explore some of the key learning points from delivering this programme. Smith et al (2016) identified student engagement with and through an online medium as an issue, with the key concern relating to the quality of student engagement and interaction. Especially when traditionally the students who attend OE/OL programmes often display learning preferences toward the more kinaesthetic and social forms of learning who relish direct human interaction. A further learning point from this programme was in the development of the online material for the

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course. This involved a substantial and unexpected workload. Not only were the staff repackaging existing learning materials but also developing modules for new and emerging concepts. All of this content then had to be packaged into a form which would support the needs of online learners on a blended learning programme.

The need for a multi-disciplinary team became evident where we had multiple delivery modes running over the course of each semester. There were both synchronous (live) and asynchronous (recorded) lectures; live online tutorials; webinars and outdoor learning seminars days. The latter were streamed live on our YouTube Channel. In addition we had guest lecturers/speakers engaging through mediums such as SKYPE and Collaborate; a plug-in for the Blackboard VLE platform.

Conclusions will be drawn from this experience with reference to recent research on VLE use in HE in Ireland and specifically, the experience of other online learning programmes related to OL from the USA and Australia. Specifically, we will look at how blended learning may be an approach which can help to engage outdoor practitioners in CPD in a sector in which professionals are spread across the European Union and are not always a part of discreet networks or communities of practice for professional development.

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## 22 The impact of the 'human factor' in (outdoor) educators on the personal and social growth in their learners

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**Keywords:** educator; facilitator; personal skills; social skills; personal growth; social growth; personality; emotional intelligence; leadership;

Educators are a crucial factor for the learning process and growth of learners. This is widely accepted in general and outdoor / experiential education (OEE). There is a popular discussion on whether "a teacher that can be replaced by a machine, should be!" (Anonymous). Quite likely, most of us will agree that we as teachers or facilitators in OEE cannot adequately be replaced by machines. This poses the assumption that there is a 'human factor' in facilitation and in being a facilitator that is of essence for our participants' learning success, as indicated above. The author explored what constitutes this human factor by drawing on a range of literature in general education and OEE, with a focus on attributes and interaction strategies of educators that are reported to promote social and personal growth in learners. Key themes that evolved from the literature are emotional intelligence, personality, leadership styles & behaviours, and the values underlying all of these.

Based on this literature review, a study was conducted with 55 outdoor educators in the UK, using a combination of three standardised self-report measures on emotional intelligence (EQi 2.0), personality (NEO-FFI 3), and leadership (MLQ 5X). The data were statistically analysed and compared to the norm group of the general working population.

Several findings are of interest. E.g. the group of outdoor educators scored notably\* higher in the scale Social Responsibility, and notably lower in Emotional Expression (both EQi 2.0). They also present an altogether different leadership profile than the norm group of the MLQ 5X leadership questionnaire. This might be due to the

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particular parameters that are alleged to increase the learning process and outcome in OEE programme, and that OEE facilitators deliberately adopt their actions and interactions to feed into these. An alternative explanation is that certain job profiles tend to attract certain personalities, implying that the differences to the norm group are not learned but inherent.

While the factors that are argued to promote social and personal growth in OEE participants cannot perfectly be mapped onto the three self-report measures, an attempt to do so is made, creating a number of potentially ideal profiles, which might be used as targets for training OEE practitioners. Caveats – e.g. based on the diversity of the OEE field, and cultural factors in leadership – are presented.

Future research including feedback of OEE programme participants and an intercultural scope is recommended.

\* = statistical significance to be determined

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## 23 Outdoor education with youth in Poland

*Jońca Marta*

Association, Non Formal and Outdoor Education Center

**Keywords:** youth; outdoor; group process

We would like to share our experiences in the youth field, where we are developing outdoor methods for our everyday work.

We also would like to summarise the last two years, during which we have implemented a big Outdoor Project and the first Polish conference. Both will be presented in the way of a presentation as well as in the way of practical activities.

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## 24 'L'Ecole Joyeuse' (the merry school): A democratic school based on peace, for oneself, with others and nature.

*Araujo Emmanuelle*

Education, GRANDEUR NATURE - SETE -

**Keywords:** democratic education; self-motivated learning; environment; Sudbury school

Innovative solutions throughout the world are dealing with ecological, political and social crisis. The particular observation of ecosystems' functioning reveals a great source of inspiration to restore or create sustainable and resilient systems. For instance, ecological engineering, defined as the design of sustainable ecosystems does integrate human society within its natural environment for the benefit of both (Mitsch 2012).

If applied to education? To perceive a school like an ecosystem, we can rely on two educational movements: "Education through Environment" and "Democratic Education".

Education through environment is not an education about the environment, but it is mainly the environment itself, being the support of the child's development. It is experiential learning: children learn simply by interacting with their environment. They observe and absorb their environment – with their "absorbent minds" (Montessori 1949) – and then they reply to it. While most of our lives and most of our schools are confined within four walls, making people suffer from a "nature-deficit disorder" (Louv 2005), education amongst a natural environment allows us to be immersed into the outdoor world.

Democratic education is based on self-motivated learning and a learning community based on equality and mutual respect.

In democratic schools like the Sudbury Valley School (US) founded in 1968, children can enjoy life, liberty and the pursuit of happiness as they grow up (Greenberg

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1991). No matter what their age (4 to 20), students are given the freedom to use their time as they wish, as well as the responsibility of designing their path to adulthood. They are free to work (play...) and fully immerse in whatever passions and interests they engage themselves. Free play in nature means teaching children how to control their lives, solve problems, create and abide by rules, get along with peers, become emotionally resilient and discover what they love (Gray 2013).

Free from scheduled lessons and curriculum, students decide for themselves how to organize their own time. In doing so, they learn to experience their independency, their specific lives based on individual goals and aspirations. The model is based on a simple idea that nature has provided children with the innate drive, desire and necessary tools to become effective adults. Therefore the central function of the school is to provide an environment in which children can grow and find their particular paths to living and flourishing as adults. These schools are run democratically and transparently. Staff and students work together to manage the school by creating the school's rules, as well as their constant evolutions. Every student and staff member has an equal vote. So children are not taught democracy, they actually live democracy and learn to deal with others.

After a Master's degree and a PhD in ecological engineering and an experience in environmental education, I decided to create a school inspired by nature, relying on these two educational movements.

Managing a school like an ecosystem considers vital items like autonomy, sharing, equality, responsibility, age mixing, free play, being part of a territory, exchanges and openness to the world. With my school team we are on a start up for a democratic school named 'Ecole Joyeuse' ("Merry School") for students from 4 to 20 years old, located in Aveyron, a rural area in the South of France. "L'Ecole Joyeuse" is a non-profit independent private school (cost reduction by crowd funding, local financing, volunteers, etc. ...). We intend to operate within a yurt with full access to nature. Indeed, in this school children are allowed to go wherever they want, inside

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or outside, as long as they respect the rules decided together during the weekly school meeting. There is no predetermined educational syllabus, no prescriptive curriculum and no standardized instruction or testing. Learning is 100% self-directed: we can say that the school is the "environment" (nature, people, proper rules, ...) and the teacher is "life" (experiences, successes, failures, ...). Our school start-up is member of an international network: the European Community for Democratic Education (EUDEC). At the International Democratic Education Conference in Mikkeli (Finland) in last June, I met a lot of people from all around the world trying to implement these fundamental ideas. We shared our experiences and the difficulties to open such schools, so different from many mainstream schools. As many others, in our little town we have to overcome the fears of the local authorities and of a part of the inhabitants.

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## 25 Becoming-crocus, becoming-river, becoming-bear: A relational materialist exploration of place

*Mikaels Jonas*

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**Keywords:** relational materialism; place; skill; journey; Deleuze; Guattari

Introduction: The focus of this article is exploring modes of relating to place(s) using a “relational materialist” approach (Hultman & Lenz Taguchi, 2010). Proponents of place-responsive theory and practice in outdoor and environmental education are concerned that practices centred on personal and social skill development promote and reinforce anthropocentric world-views, rather than challenge them. An alternative to a people centred practice, focusing on personal and social development outcomes, may be found in using place as the focal point for learning in outdoor and environmental education.

Theoretical background: Drawing on the work of relational posthumanists (Barad, 1998; Haraway, 1997), the relational materialist approach (Hultman & Lenz Taguchi, 2010) critiques and challenges anthropocentrism. By embracing more-than-human perspectives, all other non-human forces and matter itself are granted active agency. For Deleuze (1990), all bodies, human, non-human or any kind of matter, in an event are understood as causes. In thinking with Deleuze, the relationship between bodies needs to be read horizontally as a flat ontology (DeLanda, 2002).

Research question: To guide the research process, the following research question was formulated: What modes of relating to place(s) may emerge from a decentring of humans in favour of mutual and relational engagements with matter and human-nonhuman encounters?

Empirical research: The article draws on qualitative data from reflective journals of a group of university students based on their experiences from a month long outdoor education journey in the Canadian Rockies. Empirical data consists of 14 reflective journals, 3 focus group discussions and observation. The relational materialist

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approach, combined with a focus on the entangled elements of skill, place and journey provides an outline for data collection and analysis. Findings suggest that a decentring of humans in favour of mutual and relational engagements with matter and the more-than-human, in combination with place stories and outdoor skill development that involves reading the land from learning about its natural and cultural history, opens up new possibilities for embodied relations to place(s).

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## 26 The didactic triangle – A way to figure out outdoor education and experiential learning

*Karppinen Seppo*

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**Keywords: Didactic Triangle; Outdoor Education and Experiential Learning; Special needs; Finland's basic education**

In this presentation I shall take a look at the didactic triangle and its contingency during the past two to three decades as an instructional design related to education in the outdoors and in nature. How can we make our education effective to our society and motivating to all kinds of students with their needs? I will discuss on how experiential learning meets today's academic demands of the curriculum, especially in Finland's basic education; or on what kind of didactic process we need to enlarge our understanding about outdoor experiences and activities in nature or out of our school classes.

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## 27 Outdoor learning and 21st century educational goods: Farmers' market or corporate mall?

*Waite Sue*

Institute of Education, Plymouth University,

**Keywords:** outdoor learning; purposes of education; cultural influences; performativity; freedom

Introduction: Traditional educational aspirations are to provide a well-rounded broad and balanced educational curriculum that enables children to live fulfilling and happy lives. This was the education imagined by Plowden (1967), but in the latter part of the 20th century, educational goals were skewed markedly towards academic attainment, driven by regimen of inspection and performativity (Ball, 2003). Yet as the 21st century unfolds, there are some signs that this narrow focus seems to be opening and widening to a more holistic view of the purpose of education in several countries in recognition of the impact of increasing urbanisation, screen time, social inequalities in access to public goods and diversity (Louv 2005). Nonetheless, at the same time, pressures for academic excellence remain strong and there are concerns about whether instrumental approaches in outdoor education will degrade these wider ideals and practices, twisting their motivation to extrinsic performative educational goals (Rea and Waite, 2012). Should these nascent glimmers of political interest be seen as a threat or an opportunity? Is something 'natural' being commodified so it becomes part of the machine?

In this presentation, I will discuss a framework of 21st century student outcomes developed by Malone and Waite (2016) that considers relationships between theory and practice in various forms of outdoor learning. It is hoped that this will provoke debate about how more nuanced approaches to establishing the value of outdoor and experiential learning for specific purposes might be achieved that will validate both research and practical endeavour and promote the usefulness to society of taking learning outside the classroom both intrinsically and for political and instrumental purposes.

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Contemporary societal contexts: The United Nations Convention for the Rights of the Child (2009) asserts the right of all children to play and learn freely in safe environments and encourages regular school attendance and reduced drop-out rates. Concerns about rising obesity and mental stress in young people and their associated health costs drives a shift to preventive policies. Recognition that delivery forms of education may not develop creative and self-motivated learners or resilient characters have prompted exploration by government of the social and emotional aspects of learning and foundational skills (Gutman and Schoon, 2013). Equally perceived breakdowns in community are supporting greater governmental interest in activities that will build teamwork and citizenship (such as the National Citizen Service in England). Finally, the acknowledgement that we need a healthy and sustainable planet underpins the concern to make children more aware of their impact on the environmental impact and care for nature (HMG, 2011).

Being and learning outdoors in its many forms and cultural influences: There has long been an association between outdoor and adventurous learning and some of these policy drivers; the idea of challenge and resilience have been common in outdoor education literature but what do these terms actually signify, for whom are these approaches intended and to what end? The paper will also seek to consider the apparent 'taming' of adventurous education and its application to indoor and outdoor teaching (Beames and Brown, 2016) and the increase in local outdoor learning with its possibilities for community, congruence with home values and recognition of other 'funds of knowledge' (Moll et al, 1992). I will argue that greater nuance is needed to maximise the possibilities from across these many forms and invite reflection on the extent to which we have research evidence available that would help with this finessing. The lens of cultural density (Waite 2013, 2016) will be used to consider some of these issues.

The framework of 21st century desired student outcomes: This includes research evidence and policy vectors linked to:

- a healthy and happy body and mind

- a sociable confident person
- a self-directed creative person
- an effective contributor
- an active global citizen

and will be shown in the presentation.

Conclusions: In concluding, I will ask colleagues present about resonances across the different countries represented at EOE 2016 and whether alternative or new student outcomes could be offered from their perspectives. I will also invite comment about whether the labelling, classification and packaging in the framework is yet another symptom of neoliberal colonisation of what was once perhaps a field of freedom (Loynes, 1998; Beames and Brown, 2014). Are we as a sector now offering shrink-wrapped ready meals rather than cooking up whole food banquets?

The Policy Context What (Themes /desired student outcomes)	The Research Context Why (evidence/research/ literature/theory)	The Practice Context How (Outdoor Learning forms/ place/ pedagogies/ people)
Theme 1: Encouraging healthy bodies and positive lifestyles Desired student outcome: a healthy and happy body and mind	Role of Green restorative theory/ADHD/ anxiety/depression Active bodies/ motor skills/physical fitness/skills development Healthy foods/gardening Outdoor living skills	Experiential learning in natural settings Outdoor education/learning LOTC Vegetable gardens
Theme 2: Developing social, confident and connected people Desired student outcome: a sociable confident person	Human social relations Independent and critical thinking skills Problem solving Social development Resilience- building	Problem based learning Project based pedagogies Social learning Residential programs
Theme 3: Stimulating self-regulated and creative learning Desired student outcome: a self-directed creative learner	Taking responsibility for own learning Self-regulation/self-awareness Self-management, self-efficacy Curiosity/inquiry Creativity	Inquiry learning Self-directed learning 'Adventurous' education Play pedagogies Wild free - nature play Cross-curricular and interdisciplinary learning STEAM outside
Theme 4: Supporting effective contributions and collaboration Desired student outcome: an effective contributor	Team building Leadership skills, development Risk assessment/taking calculated risks Innovator/entrepreneur Responsible decision-making, social resilience, collaboration skills	Adventure education Residential programs Problem based learning Team building Field trips Service learning
Theme 5: Underpinning care and action for others and the environment Desired student outcome: an active global citizen	Appreciation of national and natural heritage Understanding issues of globalisation, cultural diversity and sustainable futures Environmental stewardships Volunteersm Empathy/care for more than human world Active environmental citizenry Contributing to planetary issues	ESD/EE Geography & Science Field trips Global education Indigenous studies International studies Animal husbandry Place based learning

Figure 1: Framework for 21st century desired student outcomes

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## 28 Cavallissimo Program – leadership, personal- and teamtraining with horses

*Proksch Elisabeth*

Consultancy and Training, Dr. Prokschconsult KG

**Keywords:** Leadership training; team development; development of emotional intelligence; horse as co trainers and feedback providers

Dr. Prokschconsult KG would like to present its CAVALLISSIMO Program at the EOE 2016. CAVALLISSIMO is a leadership, personal and team development method with horses. Target group and fields of application of CAVALLISSIMO:

- profit (economy) and non profit organizations: leadership, team and sales training with horses, for managers, top executives, teams, sales people or key account managers
- school and university: personal and team development for teachers and also students
- private: parents or people of interest

References

Please find detailed information on our website (English and German):

[www.prokschconsult.at/cavallissimo](http://www.prokschconsult.at/cavallissimo)



Figure 1: Logo



Figure 2:



Figure 3:

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## 29 Environmental topics in Slovenian elementary curriculum over the years and their effects on outdoor learning

*Pečavar Živa*

cšod

**Keywords:** environmental topics; outdoor learning topics; approaches to teaching

Approximately 15 years ago, the school system in Slovenia changed. The age of starting school moved from seven to six, there was a new curriculum: topics that are covered in a certain grade changed and so did some subjects. Elective subjects were added to the last three years of compulsory education. The new system also brought some changes in the evaluation of students.

In the presentation, we will compare environmental topics in both curriculums in early elementary years. The focus will be on concrete natural elements – mainly animals and plants. We will discuss the effect of these changes on outdoor education. Due to a modern lifestyle, but also due to a different curriculum, it is a general belief that the level of children's exposure to and knowledge about the natural world has decreased. This brings a surprising result – because of less environmental topics in the curriculum, teachers often choose more such activities in our outdoor education centre. They want to give their students experiences and knowledge that are not covered in the curriculum.

The lack of children's knowledge about the natural world also affects the approaches to teaching and methods used. The activities need to be basic. Yet at the same time, the children's needs for constant entertainment, animation and fast-paced happening dictate the type of activities that bring fun into a lesson, which helps to make learning successful. That includes games, role-play and contests. For me, what works is a combination of these high-excitement activities intertwined between calming bug-counts on a meadow, listening to natural sounds, sitting in a 'secret spot' and similar.

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## 30 Playfully being outdoors: Developing a pedagogy for creativity

*Leather Mark*

Department of Education, University of St Mark & St John Plymouth

**Keywords: university; Experiential Learning; creativity; adults**

In this presentation I argue for a re-conceptualisation of “playtime” and the development of playfulness as a useful learning tool to cultivate creativity. “Playful play facilitates creativity – sometimes immediately and sometimes after a considerable delay” (Bateson and Martin, 2012, p.8-9). Teaching at a University the question I address is why we may wish to engage in “playtime” and this might be achieved experientially. There are two arguments for including “playtime”. Firstly, the neo-liberalist discourse about higher education is concerned with employability and “getting a job”. In this sense, creativity is seen as a graduate employability skill by the Confederation of British Industry (CBI) who considers the skill of creative thinking as a prime outcome of higher education. This CBI report found that a fifth of employers were not satisfied with graduates’ use of creative thinking. Secondly, there are theoretical and empirical accounts about adult playfulness that describe its relation to positive outcomes including: quality of life, creativity and spontaneity, virtuousness, stress coping and academic achievement. Playfulness also has the potential in serving as a lubricant in social situations and for teamwork in work-related settings. There is a clear relationship between exhibiting playfulness and experiencing positive emotions. In this paper I suggest that outdoor educators engage in “playtime” and I propose a pedagogy of play to do this. However, we need to overcome the Victorian values of our educational past and its cultural association of playtime as childish and frivolous, since, as Proyer and Ruch (2011) argue, playfulness can be seen as an intellectual act, which opposes the view of playfulness in adults as being childish and without any great sense.

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### Endnote:

- [1] Creativity, the generation of novel actions or thoughts, different from innovation, in which new ways of doing things are implemented and adopted by others
- [2] The Confederation of British Industry is a UK business organisation that is the UK's premier business lobbying organisation, providing a voice for employers at a national and international level.

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## 31 Future perspectives: After twenty years of gender sensitive outdoor pedagogies

*Gurholt Kirsti Pedersen*

Physical Education and Pedagogy, Norwegian School of Sport Sciences

**Keywords:** gender; diversity; transformations

Right from the beginning of the EOE in 1996 female outdoor educators and academics from across Europe initiated action-oriented projects to enhance girls' and women's participation in and contributions to the broad fields of outdoor education/learning. In part, they questioned the male dominance in numbers of staff and students. However, their main concerns centred on how outdoor education could empower, build resilience in and contribute to the lives of girls and women.

Their interests and inventions originated in their own lived experiences and theoretical understandings inspired by feminist critique in education and social sciences. The women commenced informal networks and initiated projects aiming at empowering girls and women but also at educating female outdoor educators/leaders and stimulating future research. Female only approaches, representing a gender-segregated strategy, were complemented by gender sensitive approaches to teaching, learning and personal growth in gender-mixed settings.

Twenty years later, one may conclude, that we have witnessed a strong growth in the numbers of females entering outdoor education courses, higher education programmes, and fields of outdoor education research. Sometimes, the numbers of female students at university level even doubles that of male students. This anticipated 'female turn in outdoor education', parallels a growing awareness and appreciation of cultural and generational diversity and a broadening of perspectives, activities/practices, and ways of defining and understanding the field of outdoor adventure education and outdoor learning.

This paper aims at discussing ideas of gender, femininities and masculinities, gender-nature relations and outdoor education practices that have been expressed

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through EOE-related projects and presentations during the last twenty years. This way I want to address how gender-nature relations do affect our ways of understanding and working pedagogically and what gender sensitive outdoor practices involve and what effects can be observed. Moreover, this paper aims at presenting insight and draw our attention to the history and current practice, and future challenges, of cultural diversity and gender sensitive outdoor pedagogies.

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## 32 Our narratives – 20 years of outdoor learning – Personal reflections

*Humberstone Barbara, Collins Diane*

Bucks New University, Adventure & Environmental Awareness Group, UK

**Keywords:** Narrative; autoethnography; change and continuity'personal reflection

This presentation takes a narrative approach to exploring continuity and change in outdoor learning over the last 20 years from the perspectives of its two authors.

First, after introducing ourselves, we will examine different forms of interpretative qualitative methodology which we have developed to provide for understanding and making sense of personal experience within social, cultural and environmental contexts. Such forms will include autoethnography, life narrative, portraiture and others. Next, mention will be made of the theoretical framework lenses through which our embodied experiences within outdoor learning and nature based sport will be then viewed, analysed and (re)-presented. Finally, in the spirit of creative ethnography / portraiture narrative text will provide for our diverse feeling, interaction and relations.

The presentation will be supported photographically.

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## 33 Beyond the Bubble-wrap: Managing risk in outdoor environments

*Carr Caroline*

Outdoor Learning, Outdoor Learning Consultancy,

**Keywords:** risk; benefit; challenge; balance; litigation; perceptions; solution focused;

Research question: How can providers of outdoor & adventurous activities balance challenge and risk in activities through safe practice to overcome impediments to the exploration of our somatic potentials and the experience of limits?

Introduction: This workshop & discussion sets out to identify some of the issues and misconceptions associated with how our society deals with risk when planning and implementing outdoor adventures.

Through a range of stimuli, research and ideas I seek to look at solution focused approaches to enable young people to access an outdoor environment that challenges, engages and supports their own development of independent risk management whilst maintaining an acceptable level of security-mindedness. The outcomes of ensuring security systems, standard operating procedures and risk management will enable a greater sense of freedom for young people to explore their own journey in adventure.

The impact of this workshop is to support and enable delegates to find their own solution-focused answers to managing risk in adventure activities. Through shared discussion based on theory and case studies delegates will create their own strategy map that outlines their organisations goals, objectives and the risk management strategies. The value of a solution-focused approach to risk management will focus on:

- Changing & challenging perceptions of what is 'safe practice' to all stakeholders, including clients, parents, staff and directors.
- Providing an environment that promotes self-management of risk

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Theoretical background: This workshop will refer to the work and research of Tim Gill's Risk Versus Benefit with particular consideration to a discussion held at a keynote given at AIM's CPD Event. The discussion that involved both an advocate for risky play alongside an outdoor activity insurance company in response to how I as a provider could push reasonable boundaries of health & safety to achieve a challenge outcome.

Through my experience as a provider in outdoor & adventurous activities for 30 years of working both in the outdoor industry and in schools I seek to share and facilitate discussion to enlighten perceptions on risk. As a Director of an outdoor company the experience I have gained by balancing risk to benefit young people versus the risk of litigation has given me the insight to lead a workshop on this topic.

My practical experience also draws on a wider experience of leading young people on expedition in remote areas of 3rd world countries and also through coaching and leading on increasing challenging water as a canoe coach. Additional theoretical background will be sought from the work of Colin Mortlock's The Adventure Alternative and his viewpoints on misadventure. The research by Hickman and Stokes, Beyond learning by doing: an exploration of critical incidents in outdoor leadership education, (Journal of Adventure Education & Outdoor Learning, 2016), will inform the workshop of the industry's approach to training outdoor leaders through NGBs.

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## 34 Challenging concepts of savouring in adventure sports – some preliminary findings from climbers, cagers and sea kayakers aged 65+.

*Hickman Mark, Gammon Sean, Inkster Allison, Rosser Sharon, Brooks Matthew, Beard Colin*

School of Sport and Wellbeing, University of Central Lancashire, School of Management, University of Central Lancashire. ,School of Sport and Wellbeing, University of Central Lancashire ,School of Sport and Wellbeing, University of Central Lancashire ,School of Psychology, University of Central Lancashire., Sheffield Business School, Sheffield Hallam University

**Keywords: Adventure Sports; Ageing; Caving; Climbing; Sea Kayaking**

Introduction: Despite calls for research in adventure to consider age groups other than children, adolescents and young adults (Barrett & Greenaway, 1995) the voices of older adults, particularly those in young-old age (Brennan, 2008) are still rarely heard. Additionally, whilst Jamieson's (2002) call for more sophisticated life-course investigation in social gerontology has generated many interesting perspectives those from adventure sports remain largely silent. Phillipson and Baars (2014) show that portraying old age as a problem is still common and we suggest that this has contributed little to our understanding of the process of ageing nor has it given voice to those experiencing the positive and potentially liberating aspects of adventure sports participation.

Research Focus: This current research reports preliminary findings from projects looking into the relationship between serious project-based leisure in three adventure sports and the process of savouring across life-course involvement by older adults aged 65+. The focus was to chart what is savoured as part of the initial socialization into the activity, what is then savoured as part of the socialization through the activity, and how savouring is currently experienced in young-old age.

Theoretical Background: This project used a qualitative approach and with our experiences as outdoor educators acted as insider or opportunistic researchers (Anderson, 2006). Recognizing the drawbacks of this we concluded belonging to the sense-making community increased the likelihood that the research would yield

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findings of value to both participants and a wider readership (Weick, 1995). Small sample sizes were recruited to reflect the preliminary stages of research (Biggerstaff & Thompson, 2008) and semi-structured focus groups carried out. Short schedules were employed and limited questions asked in order that the participants' lived experiences could emerge rather than attempt to cover too many areas (Hefferon & Gil-Rodriguez, 2011).

A further stage of semi-structured targeted interviews will be conducted during the summer of 2016.

Findings: Four key themes emerged, the value of:

1. Traumatic experiences as platforms for savouring.
2. Social versus private sense making.
3. Savouring as 'handrails' to (re-) interpret life: past, present and future.
4. Nostalgic storytelling and identity.

No generalization is claimed for these findings only the identification of themes worthy of deeper consideration by gerontologists in adventure sports.

Discussion: What emerged and is reported here is that contrary to the tenets of savouring, where the focus is on positive experiences, this is not always the case. Neither are these experiences ameliorated or savoured privately but instead are the object of highly social sense making. The nature of the very strong inwardly-focused adventure sports communities allow for negative experiences, that are commonly observed in a very public sphere to be mitigated through group reflection and sense making and for the polarity of these outcomes to be reversed in order that they offer long term savouring opportunities that act as rights-of-passage, community bonds, and key points in the constant process of interpretation and re-interpretation of identity that highlight the value of adventure sports as resources for health and wellbeing (McAdams, 1993).

Conclusion: This project will report more detailed findings at the September conference.

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## 35 How we know that the outdoors is a power for good

*King Mike*

Trustee, Institute for Outdoor Learning,

**Keywords: education; review; analysis; reflection**

The presentation is concerned with a study conceived by the IOL working with the Blagrove Trust to bring together existing evidence on the effectiveness, scale, outcomes and good practice of outdoor learning. The study reviewed the approaches to evaluation of the impact of outdoor learning with children and young people in order to provide guidance of good practice. The conclusion was concerned with, if we are to fulfil the potential services of the outdoor sector we need to be clear on how we achieve the most far reaching and sustainable impacts, whether that is concerned with health, education, environment or a business sector.

The report and the findings can be found on two links. The first being on the Institute for Outdoor Learning (<http://www.outdoor-learning.org/Default.aspx?tabid=369>) and the other is on the Blagrove Trust's website (<http://www.blagrovetrust.org/outdoor-learning-study/>), both sites outline the study and the rationale why the body exists so that you can understand the context for the commissioning of the report.

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## 36 Adventure education in context of family rehabilitation / therapy

*Lyytinen Pekka, Kananen Satu, Mellenius Nina*

The Foundation for the Rehabilitation of Children and Young People, The Mannerheim League for Child Welfare,

**Keywords:** Family therapy; family rehabilitation programs; neuropsychiatric symptoms; fatherhood; adventure education

Goal: The goal of the presentation is to describe the outdoor and adventure-based techniques that are used in the context of family therapy and family rehabilitation, especially with sons and their fathers. It is also discussed how these activities promote the goal of the rehabilitation, which is to support the relationship between the son and his father. The important points of views will be discussed, for example the active participation of all family members, the role of the worker and the relation of adventure-based activities to the public funding.

The presented data is acquired from a project called "Fathers and sons up in the trees – adventure activities for young boys with neuropsychiatric symptoms". The project has been maintained in the years 2015-2016 by the Foundation for the Rehabilitation of Children and Young People, and is funded by Finland's Slot Machine Association.

Impact: During the presentation there will be demonstrated how adventure-based therapy (family rehabilitation) could be considered as a part of child's natural domestic relationships without taking the child apart from the family members during the intervention. This is done by involving the parents as the child's most significant attachment figures to outdoor and adventure activities with their children. This is a relevant factor when assessing the long-term effect on supporting the development of adolescent boys.

Value of the approach: The value of the approach is to present an example of a family-centred adventure program and the outcomes. There are not very many studies of adventure-based interventions for families. According to the data

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gathered for meta-analysis of the intervention studies, the interventions produce positive outcomes. Further studies are needed to understand how these interventions can lead to positive and permanent changes.

Theoretical background: Resource-centeredness; narrative techniques in therapy; systems theory; mentalization; intersubjectivity; regulation of affect, emotion and interaction; coherence and resilience. Mentalizing functions of the father and the moments of attuned interaction between the son and the father are considered to be very important factors for achieving the individual goals in this project.

Research question: How can the relationship between a son and his father be supported by adventure-based techniques?

Applied methods: The project "Fathers and sons up in the trees – adventure activities for young boys with neuropsychiatric symptoms " will include over 30 sons with their fathers by the end of the project. The project is aimed for boys aged 12-16 years with some kinds of neuropsychiatric symptoms. A neuropsychiatric symptom refers for example to difficulties to make and maintain social contacts, social communication difficulties, attention deficits, hyperactivity, and deficits in regulation of affect. In July 2016 there were 29 sons with their fathers in the process. In the beginning of the process the ages of the sons varied between 11 and 16 years, mean age being 13 years.

Each son and his father go through a process of about six months. The process consists of pre and post interviews, three adventure weekends in a group, and two sessions for hobby activities in the domestic everyday and home environment. Every individual process is different from all the others. Sons and fathers can choose their own adventure weekends from four different themes: climbing and abseiling, canoeing, hiking and staying overnight in the nature, and adventure-based activities. Maximum group size is six sons with their fathers. The weekends typically begin on Friday at 5 pm and end on Saturday at 4 pm. Hobby activities take place in

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between the weekends. Examples of hobby activities are gym training, BMX-driving, and archery.

The aim of the project is to support the growth and development of the adolescent by strengthening the relationship between him and his father. Shared experiences and feelings are promoted to achieve this. One of the central neuropsychiatric symptoms tends to be the difficulty in maintaining social contact even with the most intimate and close relationships. Many parents in our foundation's client population say that they do not get a proper social and attuned connection with their children or they have to work very hard to get and maintain it. In our experiences mothers are clearly more patient than fathers in doing this and so many fathers feel excluded or helpless. Most of the children with neuropsychiatric symptoms are boys regarding the prevalence of the diagnosis. That is why the risk of losing very valuable years of living and growing together as son and father is remarkable.

The aim of the project is also to encourage the boy to find activities proper to his own age and personal interests for his leisure time in his home environment. The father is actively involved in this process.

The effects of the project were verified by analyzing the collected data. The data was systematically assembled by the documented interviews and the KINDL-R questionnaire (Revised Children Quality of Life). In total the research material will consist of over 30 sons and their fathers. In July 2016 five sons with their fathers have completed the process and their results can be reported. The long-term effects are assessed by some follow-up interviews 6 months after the intervention.

The Foundation has experience on adventure-based activities in family therapy and rehabilitation for over 20 years in Finland. The project "Fathers and sons up in the trees – adventure activities for young boys with neuropsychiatric symptoms" is based on this experience and the best practices of it.

Field of issue: Family therapy, family rehabilitation programs, neuropsychiatric symptoms, fatherhood, adventure education

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Experiences: The preliminary results of the project from five sons and their fathers demonstrate that taking part of the adventure activities seems to have positive effects on the relationship between the son and the father. According to the interviews the relationships between the sons and their fathers can be seen as stronger than before the process. For example two fathers reported increased mutual feelings of belonging together. Two fathers reported increase in the amount of discussions. One boy reported increased confidence from his father's side, and the father agreed with the notion of increased respect towards his son. In the final interviews all the five pairs reported having spent more time together during and after the process. Almost all pairs reported feeling closer than before, due to the process. Also activities for the leisure time were found for the boys. Some of the boys also reported having more social contacts with peers than before.

According to the results from the KINDL-R questionnaire about the quality of life, it could be seen that the quality of the boys' life had changed positively.

The project team observed that some of the boys were increasingly seeking support from their fathers during the process. The team also found out that the fathers observed each other's ways of conducting their sons. For example some fathers gave more supportive feedback to their sons after observing the other fathers. The team assumed that immediate feedback and positive support for the co-operation of a father and his son from the other group members were useful means of instruction. As an interesting by-product of the project three families got interested in hiking in the nature. During the process some fathers and sons reported that they had begun to involve the other members of their families to the outdoor experiences.

Conclusions: The experiences of the project indicate that using emphatically adventure-based activities in a reasonably short intervention, the growth and development of the boy can be supported. The father being actively involved in this process seems to be crucial. Also the peer group for both the fathers and their sons

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is reported to confirm the results. The conclusion is that if the sons have neuropsychiatric symptoms, action and shared experiences strong enough are needed to promote enhanced and attuned contact between fathers and sons. It can be assumed that this kind of adventure-based intervention is corresponding to the needs of this target group. We think that from the ethical point of view it is justified to activate the fathers to be more involved in their children's lives.

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## 37 Breaking Barriers 2016: "Ashes to gold – from sheer surviving to improving life"

*Riehl Jochen*

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**Keywords: Disability; Breaking Barriers; travel experiences; knowledge transfer; adventure for all; metaphoric learning;**

Mutual knowledge transfer involving disabled daughters and sons in Greece and Germany, 40 European citizens, experience Europe, go for a mutual visit: 20 from Germany to actively visit the region of Nafpaktos in June, 20 from Greece to actively visit the region of Nuremberg in September/October 2016.

MÜHLENKRAFT e.V. is a German association close to a complex special school for youngsters with physically disabled (!) youngsters. They try to find acceptance and support for their project: "School for Humans with Wirtshaus on the edge of nature" – to prove that methods of non-formal education (like travelling, accessing nature, solving problems in real life settings ...) are efficient and sustainable, that they need to find their way into settings of formal education. They want to build up a European model of a place where people meet and develop sustainable ideas of enabling, empowering and placing young persons (with special needs, from very different backgrounds) to get self-competent, socially competent and competent in a certain professional field to find their ways into and their places in the midst of the society. That is why they go for learning with partners from all over Europe: always to be reset to the very substantial questions and chances of our work.

HALCYON is a young association committed to the improvement of lives of disabled sons and daughters, brothers and sisters, friends and hidden nobodies. The partners from Greece just started to unfold a huge commitment for improving life conditions for those families and individuals who live with the fact of any kind of disability. They are parents and friends of people with disabilities, they started to invent und establish fundamental structures. "Breaking Barriers 2016+" will identify steps to go forward even in bad economic circumstances:

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'Ashes' as a metaphoric expression means something basic, raw material of life: Fundamental things like space, time, company; body regulation; the elements; safety; food; locomotion; tasks; seeds; duties; rhythm... Ashes are not anything – it is in the circle of life a clear and clearing substance, maybe the product of crisis or catastrophes.

'Gold' might be created from 'Ashes' by dealing freely with lives' basics – go out without fear; access nature with an idea; feel locomotion by own efforts; enjoy community; go for something; experience space and time beyond overprotection; find a role; create a product; get engaged for something; find friends; get in contact; discover seeds, empathy and optimism; get curious; identify structures; get active; become responsible; live life by breaking barriers; promoting independency and get-togethers; being different – joining in...

The presentation will also give a short overview on 20 years of the "Breaking Barriers Network" within the EOE-network. It might provoke new contacts in the field of "adventure for all" even to the UK after the Brexit.

co-funded by ERASMUS+

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## 38 Youth at risk of social exclusion and outdoor education. How it works in Youth Sociotherapy Center in Ryszewko (Poland)

*Krzywaźnia Michał*

-youth worker ,Youth Sociotherapy Center in Ryszewko

**Keywords:** youth; education; outdoor activities

This presentation's concern is about the therapeutic education program of the Youth Sociotherapy Center in Ryszewko. Its program is based on outdoor education directed towards youth that suffers from disorder and that is at risk of social exclusion, marginalization, auto-aggression and addictions, too. The core elements of this program consist of outdoor activities in everyday educational and upbringing processes. Other elements of the program are therapeutic expeditions and they take place minimum twice a year. The characteristics of that kind of expeditions must be adapted to the individual goals and group possibilities. We show activities consisting of leaving the comfort zone to allow them developing group processes. This activities are based on learning by experience in a natural environment. They focus on creating skills in group work, on communication, autonomy and creativity. During outdoor activities and expeditions our pupils can find out more about themselves, their weaknesses or strengths. They can check their character in difficult situations and how to manage when you are outdoors. The participation in different forms of outdoor education can enhance the development of humility, responsibility for each other, but it also reveals resources and potential, both at individual and group level.

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## 39 Centre for School and Outdoor Education (CSOE)

*Gradišar Boštjan*

CŠOD PLanica, CŠOD (Center šolskih in obšolskih dejavnosti), Slovenia

**Keywords: Outdoor Education; Outdoor programs; School in Nature; Centre for School and Outdoor Education (CSOE); Slovenia**

Outdoor Education (School in Nature) today appears everywhere in the world in various forms. Organization of Outdoor Education (School in Nature) in Slovenia is compulsory for a school to offer, however, attendance is voluntary for pupils. The school must organize at least two events of Outdoor Education during the 9-years primary schooling, and children can apply for one, two or none. In 2001, the concept of Outdoor Education was adopted. Outdoor Education can be organized not only in primary school, but also in kindergarten and middle school.

With the creation of the Centre for School and Outdoor Education in 1992, the State created the foundations for the accelerated development of the Outdoor Education. Favorable financial conditions, relatively good technical facilities (sports facilities, such as a hall, a climbing wall, swimming pools, various playgrounds, bicycles, kayaks, canoes) and good educational personnel, who care for sports, social sciences, and natural history programs in the centres, allow to carry out quality and relatively affordable Outdoor Education.

Today, the Centre for School and Outdoor Education owns 23 facilities that perform weekly programs and a number of day centres, where they carry out day programs. The programs are constantly being updated and upgraded, the focus has recently been on developing thematic and project weeks and programs for gifted children. The programs are based on expertise, interaction with everyday life, independent work of children and spending time in a healthy and sporty way. The programs are affordable and therefore accessible to the general population of children.

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## 40 Outside of my comfort zone, challenging the Comfort Zone Model

*Nicholls Fiona*

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**Keywords: Comfort Zone Model; Emotional Safety; Risk; Outdoor Adventure Education; Personal Growth and Learning**

The benefits to be gained from being “outside of one’s comfort zone” is not only frequently referred to in the outdoor adventure education literature (Luckner & Nadler, 1997; Barnes, 1997; Exeter, 2001; Gill, 2010) but in the UK it is also common place in the conversations of outdoor adventure education practitioners (Brown, 2008; Brown & Fraser, 2009), teachers, youth workers and others involved in aspects of personal development.

The Comfort Zone Model (Tuson,1994) illustrates the idea that a positive personal experience outside of one’s ‘comfort zone’, i.e. in an area that is unfamiliar to the individual concerned, results in an increase (or growth) in the sphere of ones perceived comfort zone. This experience is said to take place in the ‘learning zone’.

Consequently, children and young people may be intentionally pushed ‘out of their comfort zone’ by well-meaning outdoor educators in the belief that this will not only result in personal growth and learning but that these benefits will be transferable to experiences later in that child or young adults life. This is referred to by Wattchow and Brown (2011:39) as a ‘pedagogy of risk’, “... based on the belief that when placed in a stressful situation people will respond by overcoming their fear and therefore grow as individuals” (Brown, 2008:3).

Whilst uncertainty and risk might be recognised as an important aspect in everyday life (Gill, 2010; Press Association, 2016), it is the “manipulation of risk and the promotion of stressful situations to push individuals outside their comfort zone as a sound pedagogical principle” (Wattchow and Brown, 2011:36) that is challenged in this presentation.

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To be out of your comfort zone implies that you have to be 'uncomfortable' (e.g. with your surroundings or with the personal situation you are in) and this may lead quite naturally to levels of anxiety (Davis-Berman and Berman, 2002) and the feeling of being out of control (Ringer & Spanoghe, 1997). Unsurprisingly, the research evidence suggests that contrary to this popular belief, the greatest amount of change and growth occurs when a participant feels safe (Davis-Berman & Berman, 2002) and within the familiar.

This presentation offers an alternative perspective for adventure educators, challenging outdoor leaders to keep participants within their 'comfort zones' and in a place of emotional safety. This approach encourages purposeful activities which whilst maintaining and reconceptualising levels of challenge (Dweck, 2012), build on previous learning experiences, so that participants may exercise a sense of control over their actions.

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## 41 Survival – or the essence of (outdoor) education

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**Keywords:** primary experience; virtual world; survival knowledge

Outdoor Education as a bridge between the modern world and reality, leading towards a positive and sustainable future.

Introduction: Why is it so plausible to put outdoor education to the next level? What is the connection between the purpose, history and future of education? How does Outdoor Education play a key role in our transition towards a sustainable and peaceful future? How do we create a transition from today's outdoor education towards a joined European education concept that is leading us into a positive and sustainable future?

Structure: The basic info I would like to offer as a short mind-setting speech to all participants. Building up on this I would like to facilitate a workshop in response to the addressed issue.

Background: The purpose of education is to pass on living skills to next generations. Our existence today is the evidence, that education so far fulfilled this purpose. For the most part of human history, "outdoor education" was the only available and viable form of education, which at the same time provided following generations with the skills and knowledge to lead a lifestyle that was sustainable. Our present global situation, however, shows alarming signs, that recent generations have failed their responsibilities to provide adequate education. Most of us are not capable to survive as naked as we were born according to human nature. Instead, we know and teach how to survive inside a system that itself does not survive, by "eating five out of three apples". According to the IUCN red list, we are a "species of least concern", even though this listing stands good grounds to be challenged.

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What was once considered common and basic survival knowledge for a life in correspondence with human nature is now considered an exotic, expert skill. Outdoor education today has a big focus on adventurous activities and the development of a variety of soft- and hard skills.

Objective: As Outdoor educators, we are in contact with both worlds. I like calling these worlds “the modern world” and “reality”. The purpose of education has not changed and we are still born naked. Our life still depends mostly on a healthy natural environment and our interaction with the natural world. Outdoor education has the best potential to play a leading role in providing education to present and future generations that will lead us to a peaceful and sustainable tomorrow. The direct contact with the rest of the natural world as well as the confrontation with our basic needs have in the past opened eyes and doors to a more wholistic consciousness. In response to the situation explained above (see: “Background”), outdoor education has every reason to take a more progressive role. As we can see in forest schools, basically every traditional school subject can be taught outdoors.

Currently none of the European countries offers a school system, where children have access to skills and knowledge that allow for a sustainable lifestyle. At the same time, we have solutions to basically all our problems and we do know how to live sustainably. Since outdoor education can very easily communicate the simplicity of our needs and the dependency on the rest of the natural world, we should feel ourselves encouraged to initiate a transition in European education towards sustainability. We must always remember that the objective of all education is peace and survival. In terms of priorities, outdoor education has recently filled a “nice to have” position as a substitute to conventional education. In response to our real needs however, we have every reason to place it on the highest need-to have level in the whole educational system.

Besides our need to promote and implement the potential and importance of our work, we must also develop our own professional understanding. The purpose of

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(outdoor) education is clearly defined and it can never be profit. We must be more aware of our role and our responsibilities to provide more than just “valuable fun”.

As an example, we could easily combine our forces to provide “natural transition camps” all over Europe, where after a year or two of preparation (in or out of school), young adults would take part in camps, where life is more in accordance to human nature than it is in our today's society.

Participants learn and live skills that are needed in response to our survival priorities while at the same time strengthening interaction and active participation in our modern society. The content would be ranging from wilderness skills and sports to recycling, group communication and decision making and would for example involve subjects like foraging, permaculture, ...

Questions for the workshop:

- How to implement the natural transition camps?
- How are we already now addressing the above issue?
- How else could we do it?
- How would we like to do it?
- “It’s possible, if...” → What are we missing?
- What we can and what we will do (how and why).

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## 42 The use of high ropes courses in school settings: Safety risks and needs for different approaches

*Poscher Sacha*

sociology, University of Vienna,

**Keywords: High ropes courses; Schools; Experiential Learning**

**Introduction:** The thesis looks into the aspect of safety as well as the lack of safety within the use of ropes courses in school settings. As high rope courses are becoming a popular extracurricular activity for schools, the aspect of safety and safety management needs to be examined.

**Theory [Hypothesis]:** The lack of consideration for safety issues is due to a variety of factors. In identifying these factors and their respective relevance, the responsibility of the involved persons and organizations can be more clearly defined as can the need for their interaction and communication. Thus, the stakeholders in such activities can gain important insight into the general and specific safety requirements, the need for clear communication channels, risk factors and liability.

**Method:** In order to examine the hypothesis above, a qualitative empirical survey among teachers was carried out as well as analyses of different artefacts. This target group was chosen as it represents the stakeholder group with a clear middle position in the chain of liable and involved groups and, moreover, this is the group that decides on engaging the students in this form of activity.

**Results:** This survey rendered data on risks and insecurity, limited range of relevant know-how, lack of information and communication as well as possible measures for improvement.

The analysis are based on professional approaches to rope courses, approaches to experimental learning, accident statistics as well as the author's own professional observations and experience.

The gained insight into the reasons for the negligence of safety guidelines can hopefully contribute to a broader understanding of the information channels required in a school setting, the significance of risk definition, the awareness of the potential and objectives of high rope courses in the context of experimental learning as well as bring light into the question of responsibility.

**Discussion:** The issue that at present seems the most promising topic for further discussion in this context is the approach of experimental learning. The aspect of

fresh air fun and excitement activity is certainly a nice side effect, but should not be the sole objective of such activities.

Teachers' awareness of the application of rope course activities as an immanent part of a clearly defined greater learning aim would it itself lead to a deeper appreciation of safety aspects and to a much more keen involvement in obtaining and sharing the required know how. An aim in accordance to experimental learning requires structured preparation and follow up measures in the participating groups. In the execution of the activities, this approach can deliberately promote team work, challenge inhibitions, stimulate motor functions and physical fitness and last but not least sharpen all participants' awareness of safety issues.

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## 43 First step in outdoor learning and activities. What the hell am I going to do?

*Grétarsson Hafsteinn, presented by Nils Óskar Nilsson*

Fun, SNU

**Keywords:** Obstacles; comfort zone; first step; promoting outdoor;

Working to promote outdoor learning and activities within schools and afterschool programs, we have come across many obstacles. Leaving the comfort zone of what you know is usually stressful and that is not different in this case. In this presentation we will share our experience, what tools and ideology we are working with and what we have learned.

Following the presentation, we will ask the question, if our experience is universal? Are there any hints, tips or good practices out there that we can benefit from?

Frístundamiðstöðin Gufunesbær is a Youth Center in Iceland. Its main focus is running several afterschool programs and youth clubs (age 6 to 16). It is also leading the way in promoting outdoor activities within the Department of Education and Youth at the city of Reykjavík.

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## 44 Be-gleiten - JAZZMethod

*Hofer Winfried, Prangl Martin, Maier Gerhard*

Grazer-Berater-Gruppe, Greenpark, Grazer-Berater-Gruppe, Prangl Consulting, Grazer-Berater-Gruppe, Primawera

**Keywords:** Learning from the scenes of performative resistance; Aesthetic Education in processes of coaching; Structures – Minimal for maximal flexibility; Leadership – The competence to challenge; Involvement – ensemble members, not background actors; Responsibility

TOP 1. be-gleiten - Learning from the scenes of performative resistance

Winnie Hofer

This article, on the one hand, focusses on the mechanisms of action of body- and nature-related coaching interventions as described in the BENE-model of coaching. Winnie Hofer established the BENE model in 1999. This model extends the comfort-zone learning model by further specification of "comfort". Thus, "comfort" describes a state of persistence in familiar levels according to Maslow's hierarchy of needs. Developmental decisions are made at the time when "balance" (comfort) at the individual levels of needs is disturbed. This imbalance causes "consternation". The success of action-oriented learning builds on the possibility to get in touch with multiple levels of needs, which may be physical or spiritually abstract (cf. Hofer, 2013, p. 6-42). Beyond that it is concerned with two more approaches of action-oriented coaching. These are the approach of Aesthetic Education, as well as that of Contexts of Development in coaching-settings.

Our approach to action-oriented processes of coaching and organizational development

Action-oriented consulting forces us away from our habitual patterns. This accounts for both clients and trainers. It challenges us, it prompts new and unknown knowledge and abilities, and it makes us memorize them. Action-oriented consulting utilizes settings ranging from individuals to teams, which can affect and change our

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motives. Motives determine our everyday behaviour – far from our personality structures – and unlike them they can quickly be adapted in appropriate contexts.

In the “wrong hands”, action-oriented consulting can be misused in directive and manipulative ways, which history and the present unfortunately have shown. It can then push us beyond the wrong limits, set us on false tracks, and make wrong promises. We however stand in a tradition of action-oriented consulting which seeks to pursue our clients’ very own tracks of development based on partnership and discursive and humanistic principles.

Methods of Aesthetic Education in processes of coaching and organizational development

Macro-social insecurity and its coping strategies

The increasing sensation of feelings of insecurity among clients have become a salient trend in processes of coaching. This development becomes apparent despite the fact that we live in an objectively highly safe age (cf. Pinker, 2013, pos. 12). Another trend spreading through all layers of society is the want for aesthetic optimization of everyday processes.

This first trend can be circumscribed as a feeling of macro-social insecurity. It arises when the subjective feeling of a lack of control or decision-making power comes up against complex sociopolitical events. Henceforth, the latter are that opaque that trying to comprehend them cognitively/intellectually leads to radicalizations of all kind (cf. Gerhold, 2009, p. 223). Active coping mechanisms which are helpful in personal problem-situations lead to radical stances and actions in these individually insoluble problems. Less active coping strategies – such as reframing, change of perspective, etc. – however result in a decrease of feelings of insecurity (cf. Gerhold, 2009, p. 224f.).

The second trend, that of aestheticization, can be regarded as an attempt of reconstructing one’s identity in times of fragile identities (cf. Gugutzer, 2015, p. 72).

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For this purpose, forms of sport or movement and artistic forms of expression are being utilized. They simulate insecurity and address coping with risks and pain while also having a high aesthetic potential (cf. Alkemeyer/Schmidt, 2003, p. 82). They form a non-institutional contribution to Aesthetic Education that attracts only few attention in today's common approach to education, which is strongly reduced to cognitive and intellectual processes and competition (cf. Plake, 2010, p. 202f.). Being individual activities which use the group/scene as 'stage and feedback', they all per se consist of phases of: Reception, Production, Reflection and Transfer (cf. Wheaton, 2013).

#### Depiction instead of reduction of complexity

Methods of Aesthetic Education are capable of spontaneously depicting complex realities of life and labour. Clients can link things like smells, coldness, colours, heartbeat, breath, movement, foothold, balance, flying, gliding, falling, etc. with themselves, with their memories, their development, and with their personal constructs of their professional reality. Thereby, pre-cognitive matters become receivable, producible, reflexible, and transferable. Moreover, according to Elk Franke, methods allowing for rhythmic and balance-actions will trigger processes of reflection in persons performing them, much stronger than other actions will. The body becomes an instrument of insight, accompanying and making possible decision-making processes through an increasingly refined sensorium (cf. Langbehn, 2011, p. 62). Methods of Aesthetic Education do utilize flow-processes, yet they interrupt them through their phase-orientation. In doing that, they are diametrically opposed to those experience-oriented programs which lead to an escalating and radicalizing conclusion of flow-processes. Thus they rule out transferring processes (cf. Gugutzer, 2012, p. 143f.). By contrast, aesthetic methods create a basis for constructions of reality which enhance development (cf. Kirchner et al., 2006, p. 13). These constructions of reality can be brought to effect in a performative way in coaching processes (cf. Stockmeyer, 2004, p. 135).

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## A multitude of methods, a multitude of demands

Beyond the physical approach, Aesthetic Education integrates into coaching processes the work with textual, scenic, constitutive, and – as below – musical forms of expressions (Kirchner, et al., 2006, p. 15f.). It allows for the adaption of subjective constructions of reality, it provides self-regulated qualities of experience and it disrupts routines of perception. Thus, it sets impulses that activate problem-solving competences, the utilization of tools, adequacy, self-reflection, as well as rationalization (cf. Slibar, 2009, p. 192f.; cf. Mühldorfer, 2006, p. 202). Aesthetically framed coaching programs offer rare affectionate qualities, such as: awareness, compassion, appreciation, renitency, and reliability. These qualities incentivize clients to develop in the domains of empathy, orientation to needs, successful communication, resilience, trust in their own abilities, and constructive criticism (cf. Steinweg, 2009, p. 36). Accordingly structured coaching programs especially activate tolerance to complexity and ambiguities, as they accept a broad variability of solutions (cf. Fischer, 2014, p. 148f.). As a result, the clients' linguistic range will grow, as it needs to grasp what is hard to comprehend (cf. Stockmeyer, 2004, p. 127).

## Contexts of Development in processes of coaching and organizational development

### Behavioural change and implicit motives

In 1961 David McClelland introduced his model of implicit motives, distinguishing between motives of affiliation, achievement and power. He stated that these have a stronger effect on our behaviour than explicit motives, which also hardly ever coincide with our implicit motives. Moreover, they cause spontaneous behaviour changes, far from almost unalterable personality traits (cf. Kuhl, 2010, p. 259f.). Julius Kuhl later expanded McClelland's model, adding the motive of freedom.

### Leadership and complexity

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Up to now, those motivated by power have been the ones to occupy positions of leadership. In our complex times, more and more people who are averagely motivated by affiliation, achievement and power might fill up these positions. They are more capable of 'be-gleiten' teams which are multi-competent, big, and difficult to lead, through difficult terrain, through macro-social insecurities (cf. Scheffer, 2005, pos. 1330). These people can 'begleiten' , they can lead – and quite often, they want to glide . After all, they are often to be found in scenes of freedom-motivation, in scenes of Aesthetic Education. Representatives of this group of people wish to do without intervening authorities and norms – they want to be self-controlling and to stay true to themselves while integrating the unknown, the uncomfortable, the new (cf. Kuhl, 2010, p. 24f.). Through their distinctive extensional memory – containing a storage of alternatives and sequences of action, as well as their own needs, values, etc. – these leaders have an enormous general overview, and are thus better than others capable of spotting chances at hand. According to Erving Goffman, those motivated by freedom stay at the back of the 'stage' in their companies (cf. Moser, 2000, p. 33). In doing that, they are better able to also stick to their other three averagely marked motives by not letting themselves become fully involved. Thus they can stick to balancing, to the rhythm, to the aesthetic (cf. Scheller/Kuhl, 2006, pos. 832; cf. Scheffer, pos. 1776).

#### Learning from scenes

Bringing motives into average manifestation in coaching and organizational development can be learned from the 'aesthetically educating' scenes.

Scenic feature 1 – shaping the motive of affiliation: Scenes have a rather loose cohesion. Entry and walking off are easy to organize, yet comfort is still – internationally and almost anonymously – possible. Transferred to a coach's behaviour, this would imply: Abstinence, yet being noticeably accepted in the vast world of coaching.

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Scenic feature 2 – shaping the motive of achievement: Individual achievements are of high value in scenes. The path towards them is voluntary and can be shaped freely. Transferred to a coach's behaviour, this would imply: Questions, overview and free decisions instead of advice and guidance.

Scenic feature 3 – shaping the motive of power: The scenes' hierarchies are flat and support working on oneself. Transferred to a coach's behaviour, this would imply: Encounters occur on equal footing, and responsibility stays with the clients.

Scenic feature 4 – shaping the motive of freedom: This motive will be maintained automatically if scenic features 1 – 3 are upright. Transferred to a coach's behaviour this would yet further imply: Extension of the methodic portfolio towards aesthetically educating methods (cf. Scheffer, 2005, pos. 1646f.).

What this implies for processes of organizational development in highly complex contexts: We need leaders and employees

- who do not let themselves get absolutely involved with their companies,
- who act in the Goffmanian 'back of the stage' of their companies,
- who are capable of keeping an outside view,
- who stay with their beloved GLIDING?

Following these assumptions, they can stay free and within their average manifestation of motives – to see things which others do not see, to keep an overview within the chaos of the others.

TOP2: The JAZZMethod as an example of application in action-oriented processes of coaching and organizational development. Martin Prangl

The JAZZMethod is used in analysis and consulting. When setting up a consulting process, this method can be used to determine the essential fields of action. Further, in an ongoing developmental process it provides action-determining cornerstones. In the ideal and full stage of expansion, a "JAZZ-ensemble" performs the seven pillars of the model "live on stage". Thus, jazz-derived improvisation theory is translated into analogies of entrepreneurial processes. Thereafter, concrete

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problems of the company, which are mainly change management or organizational development processes, are elaborated. The JAZZMethod was developed by Univ. Prof. Karlheinz Miklin and Martin Prangl based on relevant literature.

Our model works with the seven pillars of a company, which are critical for a successful company-orchestration. Within this concept, companies are to be understood as orchestras. A successful, co-creative performance is only possible if the needs and demands of all levels are at least 'well enough' recognized.

#### Fundamental assumptions of the model

- Modern companies constantly find themselves standing before a multitude of challenges. Primarily, changes, which only vaguely announce themselves, have to be dealt with. In the process, often far-reaching decisions have to be made within a short timeframe and with only few factual knowledge as basis. Thus, professional improvisation is necessary.
- The JAZZMethod combines the two worlds of management and jazz-improvisation. Maximum security while managing insecure situations means:
  - Security of performance despite insecure parameters
  - Improvisation as necessary know-how of management
- This model is – only! – suitable for companies which trust in their managers, executives and employees to make the right decisions at the right time. Freedom, self-responsibility and support, even when (alleged) errors occur, are indispensable presuppositions when implementing this model of management.

#### Description of the model's seven pillars

##### Structures – Minimal for maximal flexibility

Instead of excessively dimensioning processes and systems, it is vital to nurture and develop the 'senses of cohesion and coherence'. This is best done via known visions and images, allowing for all involved parties to experience the overall picture. Therefore, it is especially necessary to break through the segmentation of corporate processes. However, the necessary structures and processes have to be communicated clearly and transparently.

##### Leadership – The competence to challenge

In order to endure in challenging situations, it needs the courage to leave behind familiar patterns. Managers need to challenge (and thus support) their employees

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again and again by exposing them to these unfamiliar situations. It is hereby vital to live a style of 'supportive leadership'.

Involvement – ensemble members, not background actors

Being a real member in a social entity greatly exceeds mere technical incorporation/explanation. In order to understand the workings of a social and complex entity it needs far more than the technical instruction manual. It is essential for organizational learning to legitimize 'peripheral participation', even more so, to nurture it. 'Culture' is learned through participation.

Responsibility – Rotation according to situation

Now we have arrived at the most crucial principle: in a jazz band, 'leadership' usually rotates. In other words, the individual members take turns in occupying center stage, or on the other hand, to support others in playing solos. Thereby every member gets the chance to develop his/her ideas while the others provide the space for their unfolding. In a space of – social – symmetry innovation and creativity can succeed. Nevertheless, it remains clear who the band leader is!

Synchronization – Stability from dynamic

'Groove' and 'flow' are not producible, only dynamically 'experience-able'. Analogously, productive organizational processes are ongoing social and technical processes of coordination, in which employees and organizational systems mutually adapt and 'update' themselves. While searching for this dynamic synchronization, a balance between order and disorder emerges – the stability arising from dynamic, not from regulation.

Intuition – Experience pioneers the future

In dynamic jazz sessions it is not possible to reliably predict what will happen next. At the most, a basic melody is given. Likewise, interactions in organizations are very often hardly predictable. From learned experience born from previous situations –

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successful or not – an intuition will emerge, allowing to put together a puzzle for the future out of the presently available. The combination of the possibilities adds up to the instruction manual for the future.

Errors – The source of learning for the future

The aim of (absolutely) avoiding errors strongly limits the involved parties' openness to risk. In jazz – and in innovative organizations – mistakes provide the opportunity to develop something new and previously unknown (aesthetics of imperfection). In doing so, the participants need to (be able to) strongly refer to and trust each other. Thus – often unnoticed by non-members – unsuspected solutions can arise.

Implementation of the model in consulting projects

Ideally, at the beginning of a consulting process (e.g. change-management, organizational development, strategy process, etc.), or in order to survey the status quo in an organization, a 1.5 days long workshop takes place. On the first half-day (in the afternoon), the method 'Live on Stage' is introduced with a jazz ensemble. At first, the seven pillars are here explained theoretically and then demonstrated live on stage, made 'experience-able'. Band leader and musicians have to take up to the challenge of a complex situation and trust in the performance to succeed in the flow, as has been explained theoretically before.

Since explaining and showing do not suffice (from the viewpoint of learning and experiential theory), this is on the second day followed by applying the theory to concrete organizational topics in a workshop. At this point of time 'only' the band leader and the consulting team are present. Together with the participants, they translate organizational challenges into problem-solving approaches resp. explanatory models for subsequent implementation (see above: organizational development, change...) on the basis of the JAZZMethod.

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## 45 Planning and Reviewing Outdoor Experiences using Beard's Combination Lock Model

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Self Employed The Adventure and Environmental Awareness Group

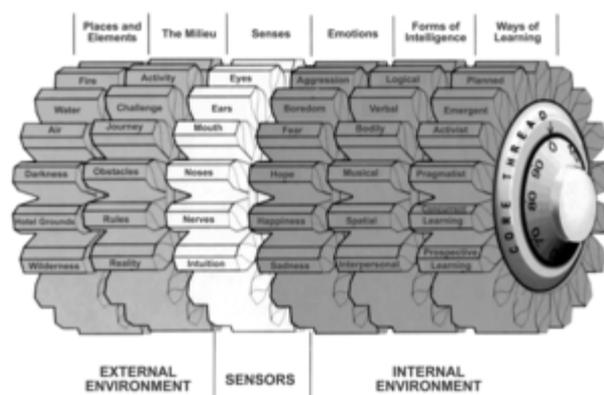
**Keywords: Theoretical; Model; Praxis; Experiential; Reviewing; Planning; Pedagogy;**

The Combination Lock Model published in 'Experiential Learning' by Beard and Wilson (2002) is a useful framework for de-constructing educational experience and can be adapted to any number of environments and pedagogies.

This hands-on workshop will explore the use of the model, as participants remake it in light of their own work places, groups and methods. During this process we will examine the pedagogical continuum from didactic, adult led activity to freely chosen, self-directed, 'free play' and discuss how different approaches will be needed to meet different outcomes at different times.

All workshop participants will be involved in creating their own customised physical version of the model and will be actively working with their hands as well as discussing key ideas with colleagues. It is an opportunity for practitioners to reflect on academic work in the field and apply it to their own practice.

The workshop will conclude with use of the model as a reviewing and planning tool directly related to participants' own work in outdoor experiential education.



**Figure 1:** Beard's Combination Lock Model as published in "experiential Learning" 2002



**Figure 2:** Conference participants reflect on practical applications of their own combination lock model to their work in Forest Education.



**Figure 3:** Forest Educators recording their ideas on the learning activity cog of the combination lock model.

# Practical work (workshops)

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## 46 'River of life' – Metaphors in nature used for story telling and narrative approach in reviewing

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**Keywords:** therapy; metaphor; nature; adventure; wilderness;

Goal of workshop: to introduce the concept of using metaphors in wilderness therapeutic work for practitioners particularly through the "river of life" exercise. Self-experience combined with a narrative therapy framework in reviewing.

To serve this aim, the workshop leader decided to distance the demonstration from therapeutic topics toward a more professional one by focusing on the persons' professional development. "My professional river of life" provides the possibility to get into this exercise and minimize possible emotional harm in a non-therapeutic environment at the same time.

After a short icebreaker, the group gets into a guided imagination of a river, which helps the participants to get closer into the framework of this metaphor. Once the group is ready to build their own personal "professional river of life", they spread out and find a proper place in nature. After the time is up for the construction a volunteer is needed to show an example for reviewing the story with narrative techniques. After the demonstration triads of the participants can review each other's constructions. The workshop closes with a presentation of the methodical and theoretical background and an open discussion is welcome.

**Figure 1:** The "river of life" built metaphor of an 18-year-old boy in foster care at a 3 days camping out



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## 47 How to offer young people equal possibilities to a physically active lifestyle?

*Muittari Jussi*

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**Keywords: Physical activity; well being; activity based method; inactive lifestyle; preventive work**

In our societies of today, there is a clear trend of polarization between the physically active and not so physically active young people. The link between physical activity and wellbeing is clear and therefore preventive measures needs to be taken to ensure the future wellbeing of our young people.

The gap between young people who don't practice physical activities and the ones who are physically active is getting bigger. The Finnish government has acknowledged the polarization and set a goal in the governmental programme to increase the amount of physical activity offered during the school day. One measure taken by the government is to offer earmarked funds for schools and organizations that are willing to take on the challenge to offer more possibilities to a more active everyday life for young people.

Humak, University of Applied Sciences, which in Finland is the leading higher educational institution in youth work and civic activities has decided to take on the challenge, looking at it as an important preventive measure in youth work. Having expertise in both physical and adventure education as a tool in youth work, Humak has started a national project, ToiMeen! – Activity-based methods as a tool in subject teachers' everyday work, funded by the Ministry of Education and Culture. The aim of the project is to increase the use of activity-based teaching methods in secondary school, which will cater for a more physically active school day for the pupils and foster them to a physically more active lifestyle. The project ToiMeen is closely linked to one of the key projects in the field of education and knowledge, Finnish Schools on the Move, organized by the Board of Education and funded by the Ministry of Education.

The workshop will focus on the preventive measures taken in Finland, for combating a physically inactive lifestyle of young people with the aim to foster the young people to a healthy and active way of living. The methods used in the workshop will be interactive small group activities focusing on the following two questions.

1. What are the roles of the different players in the field of education, social, youth and NGO work when it comes to foster and encourage today's youth to a physically active life?
2. What are the measures that need to be taken and working methods that need to be introduced and strengthened, despite the tight economic situation?

This workshop takes two hours and participants are going to join small group activities. The activities presented and tested in this workshop are the same as used in the project when we train teachers to use activity based method. The workshop involves walking and moving.

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## 48 From 'back to the roots' 'into the future'

*Roth Sibylle*

Institution, Stadtflucht

**Keywords: learning through different generations; professionalism; economisation**

What is it about? In this session I am aiming to create a platform for sharing practical experience as well as discuss opinions on the development of outdoor practice. Being one of the “younger generations” within the Outdoor Education field of work, I feel we can have a great impact on future development through what we have experienced. During my own studies, I had the great opportunity and honour to undertake courses in “Abenteuer- und Erlebnispädagogik” from Prof. Dr. Werner Michl, Prof. Dr. Peter Becker in Germany, Dr. Andy Williams in the UK as well as Tommi Pantzar and PhD Seppo Karppinen in Finland. All these characters have influenced my personal approach towards the outdoors in a significant manner.

Today, I feel blessed when I look back on my education; I have been self-employed and worked as a Lecturer and Research Fellow at Universities and Polytechnics in Germany, I'd like to raise some issues. Have you ever been awed by the beauty of a mountain or ocean? Have you ever been excited to see a wild animal in its natural habitat? Have you ever stopped to admire a lovely flower, tree or view? If so, you will understand how nature can impact you and it sometimes is beyond words and any logical understanding.

By nature, I mean the natural world and the nested ecosystems within it. This is the “non-built” world of water, air, earth, vegetation, and animals. Humans are part of nature and interact constantly with it in many ways on the molecular level.

But nature is not just positive and always nice and beautiful. If you think about the amount of natural disasters we had to face over the last year (e.g. the massive earthquake in Nepal in April 2015, the Typhoon in Myanmar in summer 2015 or the heat wave in southern India are just a few major ones – for more visit: <http://www.disaster-report.com/>), where we felt nature as a force majeure. Here –

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all of a sudden – you are just a small outdoor education facilitator who has no power to influence or instruct anything anymore and massively feel part of the big picture. Sometimes nature is intense and it takes a lot of sensitivity to handle it. Further critical voices might state “nature? – doesn’t exist anymore – all we find out there is manmade and somehow treated”. So this could be another angle we will look from – do we even have any nature out there anymore, to work with and to explore with our senses?

Unfortunately many people in the 21st century, especially youngsters and young adults spend a lot of time online, in their cars, at Starbucks, playing Pokemon-Go or sitting inside an office or building. Due to this they may have little connection to any unique place and the incredible nature on earth. This interaction is deeply beneficial to humans, especially with the growing prevalence of depression caused by “nature deprivation,” which is largely due to increasing time spent in front of televisions and computers. Apart from meeting some of our most basic needs, nature relaxes and refreshes us.

I’ve experienced a variety of youngsters and young adults amongst my groups (mainly trainees and students) that all have been very keen to experience the outdoors, but more and more underneath the roof of economization, professionalization and didactization. What do I mean with that? Where I as a participant and student had to work my way to adventures and experiences, got dirty whilst undertaking some outdoor activities, felt quite scared sleeping outside in Patvintsoo National Park Finland. Nowadays, I observe more and more the phenomena of my participants who want to take part in programs, want to have first-hand experiences, want to have “the” adventure and meet “the” challenge but are not willing to do anything for it or put much effort in.

In this workshop, I will provide a broad range of scenarios and experiences in different contexts and cultures, which the participants shall critically discuss. They will, for example, be provided as print versions to discuss or role plays to act out.

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Invited is anyone who feels appealed by this introduction, is keen to practical experience different challenges and wants to discuss possible solutions as to how we can deal and react on them. During this session I would like to question current theoretical backgrounds, exchange experiences and build towards future ideas and possibilities for the next 20 years of experiencing the great outdoors.

“It is only in adventure that some people succeed in knowing themselves – in finding themselves.” ..(Andre Gide)

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## 49 The affordances and issues of modern portable technology in environmental education

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Child protection, City of Helsinki, Social work,

**Keywords: technology; Nature; environmental education**

### Introduction

"The students already sit too much in front of the screen technology. When the devices are brought outdoors, the basic environmental education is in danger to be disadvantaged. The use of all the senses: smelling, tasting, and feeling, are more efficient when the child is in straight contact with the natural elements without the screen in between. I think that the most important thing is to strengthen child's relationship with nature. Many children can be so estranged from nature that with a technological device, such as a tablet computer, nature appears in a whole new way than through direct experience. The device might also inspire the students to explore nature when the use of technology is justified." (Finnish female educator)

In the modern fast-paced lifestyle, technology seems to be the answer for everything. Lately, the popularity of technology in people's everyday lives has increased dramatically. The rise is remarkable and the influence of the constant presence of technology has had an impact on various matters. As the numbers of portable technology owners has increased, educators have been encouraged to integrate new, innovative technology use into their curriculum (Solomon & Schrum, 2007).

In the meanwhile, life in western societies is focusing on technological devices in one's everyday life, more authors and outdoor educators express their concern of children and adults not being engaged with natural environments. A well-known American writer, Richard Louv (2008), has written about children suffering from "nature-deficit disorder". That is to say, humans are experiencing less primary experiences due to the lack of touch with nature. Consequently, the lack of time

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spent in nature has been linked to decreased wellbeing, overall happiness and “eco-literacy” (Capra, 2009). In addition to improving mental issues, it cannot be excluded that the physical and cognitive health benefits, that nature can offer time, such as attention capacity and memory (Hartig et al., 2003), as well as help with obesity and ADHD symptoms (McCurdy et al., 2010).

As the world is changing, schools of the 21st century are living through a great transition. In the meanwhile, the world around the schools is globalising and technologizing, the schools have to follow the progress to respond modern labour market demands. Traditionally, education has focused on the importance of the content knowledge and the subject, but it is suggested that nowadays the schools should emphasize on developing students’ capacity for transferable skills alongside of the content (Garner, 2015; Noteborn, Dailey-Hebert, Carbonell & Gijsselaers, 2014; The Educational Department of Helsinki, 2015). In many cases (Cheng, Lou, Kuo & Shih, 2013; Ruchter, Klar & Geiger, 2010; Welshe & France, 2012; Palmárová & Lovászová, 2012) this is suggested to be done by introducing digital teaching tools to the children to engage the learner to the topic and to increase the learning motivation.

On the other hand it is suggested that schools should focus more on environmental awareness and real experiences in nature (Louv, 2008; Nyholm, 2014; Ruchter et al., 2010; Puhakka, 2014a). The latest innovations that the schools have been adopting into their everyday use in western countries consider using tablets, smartphones, and other portable technological devices for teaching purposes. Portable technological devices are often suggested to be used inside the classroom to replace the original textbooks (Kelly, 2013), but also to expand the possibilities for teaching outdoors (Uzunboylu, Cavus, Ercag, 2009; Kamarainen et al., 2013; Welsh & France, 2012). Namely, the potential that the devices hold for teaching, for example, problem solving, location-based and student-centred practices, is enormous (Palmárová & Lovászová, 2012).

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This workshop draws interest from three simultaneous issues. Firstly, the rise of modern technology is changing the lifestyle over the western world making people more passive. Secondly, humans are alienating from their natural environment and so suffering from increased number of various difficulties. The third, and the most important point of this workshop, is to explore different methods to deliver environmentally focused activities, some of the participants using modern portable devices and some more traditional methods (see implementation of the workshop).

The research questions follow the same themes as introduced above:

1. Can the technological devices be used at school enrich the learning experience outside the classroom and increase pupil's engagement in the subject?
2. Can the technological devices be used at school enable children to spend more time in nature and make children more curious about the outdoors and natural phenomena?
3. Ascertain how the technological devices have to be used to reach the best outcome.

Theoretical background: According to many authors, students hold positive attitudes towards the use of handheld technology in the learning activities (Chen et al., 2008; Cheng et al., 2013; Ruchter et al., 2010; Uzunboylu et al., 2009; Mayben, 2010; Kamarainen et al., 2013). For instance, Chen et al. (2008) reported more than 75% of the participating students attending with increased learning motivation and learning content knowledge better with the devices than without. Lai et al. (2007) also support this by stating the children using mobile computers being more motivated, having enhanced awareness of learning in context, and better enriching their conceptualization of knowledge through experience, than their counterparts using paper-based workbooks on a field trip. Additionally, Mayben (2010) offers three main factors that represent student perception of the activity: fun, altered perception of learning, and motivation.

In their Ambient Wood project, Rogers et al. (2004) argues mobile technologies supporting self-initiated exploration in nature, increasing peer and facilitator communication, and enhancing children to build and test hypothesis in the natural environment. Such independent activities support the idea of promoting children-nature relationship, and improving students' collaboration skills. Likewise,

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Kamarainen et al. (2013) reported technology to promote children interaction with natural elements and classmates, and thus enriching the learning experience.

The possibility to experience real life phenomena outside the classroom by using handheld devices enables children to create personal connections to the natural environment which on the other hand is suggested to influence learner's attitudes towards nature (Uzuboylu et al., 2009; Kamarainen et al., 2013). Teaching environmental subjects with technology outdoors made students to observe nature more carefully and thus increase their environmental awareness (Uzunboylu et al., 2009), improve their environmental knowledge and attitudes (Ruchter et al., 2010), and to "overcome one of today's fundamental challenges for environmental education, namely, learners' alienation from nature" (Cheng et al., 2013, p. 105). Additionally, Palmárová & Lovászová (2012) believe computer mediated outdoor activities in schools to contribute to a healthy lifestyle.

The National Research Council (2011) supports similar ideology of teaching as introduced above. Science should be learned in authentic situations, "which take place in context and communities that are meaningful to students and provides connections to their own experiences" (in Kamarainen et al., 2013, p. 545). By giving the student a possibility to work in a self-initiated method gives students the feeling of having control over how they access the information and shifts the learning responsibility towards the student (Rogers et al., 2004). In that way, the student will get more motivated and engaged in the topic, and the learning becomes will be more efficient.

Implementation of the workshop: The aim of this workshop is to increase the participant's understanding of how portable devices can be used to support environmental education. The participants will reflect their own experiences through the exercise and discussion. The reflective discussion part of the workshop will be led by the host of the session and it will draw topics from the introduction presented

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above. Also, the participants will learn different methods to deliver environmentally loaded topics for a school class and get a quick insight into Finnish curriculum.

The workshop is suitable for all regardless of their physical skills, age or professional background. Participants might have an interest in formal teaching, environmental education, human-nature relationship or revolution of technology in the Western lifestyle. This workshop will be held out of doors in as natural environment as possible. The participants will be invited to explore the local nature by using different methods and sharing the experiences with others.

During the workshop the participants will be divided into smaller groups and each group will have their own given method to explore the surroundings. Depending on the size of the group, the methods given will be for example:

- Using all the recording features of your smartphone, e.g. camera, voice recorder or notebook to explore and learning of the local environment. The aim is to collect data from nature to be used back in class. (A regular mobile phone is needed – no internet connection)
- The group will get a certain topic from the natural environment to be studied by using all the sources available. Most likely, the group will search information from the internet with its mobile phones. (A smartphone/tablet computer is needed with internet connection)
- Third, the group will approach the environment in a more aesthetical way. The group will be given a paper and some pens and is invited to use its creativity when exploring nature. Good ways of reflecting nature experience is to draw a painting or to write a poem of what they see.
- The participants will be invited to do different things during the workshop. They will put their hands in mud and get dirty, walk barefoot in the forest or climb in trees as high as they can. In other words, the aim is to get as authentic childlike nature experience as possible.

After 30-40 minutes of exercise, the whole group will meet and share its experiences, thoughts and ideas of the method used. The discussion will be enriched with Greg Mannion's stages of place: whether the activity could be considered as place-ambivalent, place-based or place-sensitive learning.

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The workshop is applied from MA Transcultural European Outdoor Studies master dissertation by Paavo Heinonen in 2015. Link to the dissertation: <http://whm14.louhi.net/~ekopaku/ekopaku/wp-content/uploads/2015/10/ThesisFINAL.pdf>

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## 50 Outdoor education around an alpine hut – or: Experiencing benefits of living simple

*Stockert Markus*

Outdoor-education in school- & social-field, Set In Motion

**Keywords:** outdoor-education; young people; learning environment; didactical approach; school; social learning;

„Young humans (V 2002) – highly competent in the use of cell phones, internet and communication technologies, caring well for own interests and expecting high-level standards & comfortable solutions in managing the challenges of daily life. Poor level of social competences, non-healthy nutritional habits, little physical activities ...“

... could be a definition of those young people, which education systems (e.g. schools or others) have to deal with and try to encourage to get to know different learning processes through didactical approaches.

Based on the background idea of ‚social learning as a lifetime process‘ (see concepts of humanistic psychology) we want to cover the question, what these young people need to experience in order to support personal development and learning. And – if we want to contribute to this process by providing outdoor education for them – what kind of approach / attitude / methods / ... to successfully create a learning environment, will they accept?

In our workshop (part 1 / 45min) we want to offer a view into a successful outdoor education project with 13year-old pupils, by showing the process of three of them during these days. The intention was to find a simple environment that includes the opportunity of being outdoors most of the time as well as being challenged mentally, socially and physically. We chose the special setting of an „almhut“, which allowed the participating pupils to find an open space which they could fill by creating their own ‚contents‘ together as well as experiencing self-awareness by the challenges offered by us. As practically orientated facilitators we were challenged to

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find the appropriate path between meeting the needs of the children and providing “invitations” to leave their comfort-zones ... in a way it brought us back to one of the roots of outdoor education.

In a practical part we will invite you to experiment / play with one method. This method should stimulate openness as an important part of implementing outdoor education at the background of today´s society. (part 2 / 45min)



**Figure 1:** How do young people deal with taking steps outside their comfort zones ...?

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## 51 Educating young people on the compensations of ecological footprints, targeting a philosophy of 'Leaving as positive footprint'

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**Keywords: IMPRINT; LEAVENOTRACE ; ENVIRONMENTALEUCATION;**

The IMPRINT + Project helps to raise awareness of environmental impacts. Portugal, Spain, Italy, Austria and Ireland have partnered to develop a pilot programme which will examine how to raise awareness and assist people reduce their ecological footprint. The three year international project is financed by the Erasmus+ programme, the European Union instrument for education, training, youth and sports. The project aims to specifically educate young people on the compensation of their ecological footprint, targeting a philosophy of "leaving a positive footprint on the environment" (IMPRINT Plus). The programme includes the development of new digital innovative experiential educational resources for students, teachers, educational assistants and communities. New Digital resources including an app are also being designed to measure, map and demonstrate remediation of degraded areas and a 'healthy competition' in the running to the most effective teams in offsetting the carbon footprint, all grounded in research from the state of the art and the most avant-garde practices in the fields of sustainability and environmental education. The project will conclude with a tutorial for green entrepreneurship, in order to empower young people with tools to self-employ in environmentally responsible projects.

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## 52 Team building within large groups with team challenges. Experiences, construction principles, evaluation

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**Keywords:** team building; team challenge; interdisciplinary; learning environment; experience-oriented; communication; group cohesion; self-efficacy; leadership;

Introduction: Participation in the “Wintersportscourse” is a requirement in the curriculum at the Pädagogische Hochschule Heidelberg. The primary aim of the course is the improvement of technical skills in skiing and snowboarding and the enhancement of didactical skills by leading groups. In order to achieve the objectives of the module “Interdisciplinary work and practical implementation”, the teaching and learning processes are designed to be experience-oriented. The course lasts 8-10 days and takes place in the French Alps, and about 70-80 students participate.

Problem: The organizational framework is determined by the group size. All students share different apartments in the same house. During the day they are taught on the slopes in groups by 8-10 students. So the question is how to set-up the course in a way that encourages the whole group to create a beneficial social learning environment.

Method: One answer could be the development of specific team challenges. The experience-oriented design challenges the whole group to accomplish different goals by

- promoting successful communication in the team,
- encouraging self-induced social integration,
- intensifying social relationships and group cohesion.

The students are challenged to engage in activities to experience self-efficacy. We suppose that this is the key to adapting beneficially to present requirements and, as a consequence, enhance social and leadership competency.

Workshop: In the workshop we present our model of „Social Team Challenges“, show different practical examples from recent years and discuss construction principles, as well as evaluation options.

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## 53 KAYAKS – The transformation of kayaking as educational experience

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**Keywords:** kayaking; education; spirituality; river protection; outdoor learning; white water

The following paper concerns how the activity kayaking can become an educational experience (mostly related from the perception of white-water boating).

To understand the artefact especially in context with the activity, I will start with a brief introduction into the history of kayaking, give an overview about the varieties of kayaks and a short input about the classification of river difficulty.

Further on I will discuss my personal experiences/ background related to the activity and compare it with the literature. By treating the kayak as an artefact and me as the subject, I will be exploring the educational value of being in/on and by the river and review literature concerning similar ideas to underline the theory. In particular, I will explore the findings of an article of (Sanford, Whitney A, 2007), who concerns kayaking as a religious experience, looking at the values of spirituality and rituals as pedagogical experiences for outdoor learning. The central question of this paper is: what are the educational values in relation to the activity kayaking?

The finding of expected educational effects are not easy to narrow, as kayaking is an activity involving many skills.

Physically, it develops muscular strength and endurance in the upper body and core of the body, it develops "balance, agility, quick thinking skills and, as with many sports, kayakers can never reach perfection" (Oatman, 2010, p. 10). The whole package of being and living outdoors and reaching mindfulness where one connects to the river and the elements.

Kayaking is a training of mindfulness in the sense of understanding a river as something alive and inseparable as a part of us. The development of mental strength, to quell the natural instinct when the boat flips to not abandon the boat as fast as possible, to stay clear even in a situation where you are upside down in the water, can help you to manage situations in daily life, where you are proverbial upside down.

The metaphoric potentials of rivers, related to our lives as something which is always in a changing process, a permanent interplay between finding control and losing it again. Probably the human constructed concept of 'control' describes our wish to be able to predict, decide and stabilize our lives, but in reality, as soon as we have found it, we will lose it again. It might be more about moments when you become one with the river or (life) and its features, it will not last, it will always change, and moving water demonstrates this process in a very simple way.

The connection of paddlers to water can lead to spiritual and devotional experiences, which explains the humble relationship of paddlers to the river. This aspect also leads to the commitment of the kayaking community to protect and save our rivers, to give the rivers a voice, this might be one of the biggest educational values; to preserve the rivers as a place of protection and spirituality.

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## 54 City Bound – Challenges of experiential practices in urban areas

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**Keywords: City Bound; personal development; experiential learning**

Belief in oneself, orientation, mobility and the ability to convince people of oneself and one's individual concerns are crucial factors for personality and a successful biography. City Bound as a method in youth work and adult education is a proven approach to foster such competencies by confronting participants with challenging situations in urban spaces and enabling positive experiences by dealing with them. In other words: The main goal of this experience-based educational approach is to encourage the personal development and qualifications, e.g. communication skills, individual initiative, problem solving competences, organizational skills, ability to feel empathy for others, self-efficacy, etc.

Historically, during the development of City Bound, the focus was transferring classical experiential education elements like climbing, roping, canoeing, amongst others, into the urban environment. Recently, however, activities concerned with orientation and mobility in urban areas and challenging social interactions (alone or as a team) have become increasingly important. Interviews with personalities such as a city's chief of police, games involving public transport or having breakfast in an open public space are potential building blocks of City Bound workshops.

For more than 15 years the bsj Marburg has been realized different City Bound workshops with school classes and other groups of youngsters or adolescents and has continuously developed and adapted its City Bound concept. Within the EU-funded project "IVET-Venture" the bsj Marburg, as one out of seven official partner organizations, worked successfully on the adaption of the City Bound-approach to the work with initial trainings which led to the publication of a City Bound Manual available in various languages.

City-Bound-Seminars comprise a mixture of challenging practical activities and intensive phases of reflection, in which the practical experiences are reviewed and an individual transfer with regard to everyday or work applied actions is aspired. During this workshop the participants will perform a selection of typical City Bound activities themselves. Afterwards there will be a session to reflect on the individual experiences made and discuss implications and their implementation for professional activities with specific target groups. In a short theoretical input there will additionally be outlined how bsj Marburg is using City Bound in its professional context.

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## 55 Multicultural young leaders/ Lets get out!

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**Keywords: Integrate; Your Refugees; outdoor learning;**

How to integrate young refugee youths to the Swedish Nature!

### Introduction

Issue: There are many young people in Sweden today who all have in common that they have escaped their home countries, some of them alone, some of them with parts of their family and very rarely some who escaped with their entire family, and for some it has taken years to arrive to a safe country. It is hard, not even possible for us to imagine their situation and exposure, being strangers in a new country with different culture and different ways of raising a family. As an adult you have to start all over again while you have to depend on your children to learn the language and interpret for you. Friluftsförbundet "The Swedish outdoor association", has a mission to reach new target groups in Sweden who have lack of knowledge about how to use the Swedish nature as an area for learning and recreation. This project has been an important mission for us to spread the knowledge of the Swedish nature within groups who have newly arrived in Sweden.

Methods within the workshop: In this workshop we want to arrange an outdoor activity based on teambuilding and learning. We also want to show how to work with flexible and adjustable leadership. The outdoor activities practiced during the workshop will be based on the project which is further described below.

Goal of the project: The goals of the project have been:

- To give newly arrived youths a possibility they normally wouldn't get – to offer them a chance to grow as persons, individuals and leaders and become role models for younger children as well as youths of the same age.

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- To introduce newly arrived youths to the Swedish nature and to the fantastic concept of “The right of public access”. Also to make them comfortable in the Swedish nature and use it as a best friend when creating activities and happenings.
  - To create interaction between newly arrived youths and youths who are born in Sweden. To get these groups to learn from each other and for us as leaders to learn how work in the best way.
  - To let at least six newly arrived youths take part in the project.
  - For us as an organization to learn more about different cultures and work efficiently to reach newly arrived groups.

Methods of the project: The methods that we used during the education week were outdoor education with dialog and reflection during the sessions. The whole week was out in the nature and the participants lived together in a cottage at Idre Fjäll, a resort in the Swedish mountains. The six members of the group are both female and male from 16-20 with a refugee background.

Impact of the project: This project has helped these newly arrived youths to grow as individuals. They now have more knowledge than before about the nature and how to interact in it and about the possibilities to grow as a leader within a non-profit organization like Friluftsförbundet. They have all become more confident and the project manager has become an important person to them, as well as the local division. The project has been a way of integrate newly arrived youths into the Swedish society.

As an organization we have learned a lot about differences in culture, customs and other issues of which we had no knowledge about before. After the pilot week in July 2015, we had so many new insights and learning outcomes that we had to change some of the structure in the education program. We are now able to spread our knowledge and offer this education to regional and local divisions in Friluftsförbundet all over the country.

During the pilot week of education we had to restructure the education plan every day due to the group’s skills, their interaction, their knowledge about the nature, but also due to religious aspects of individuals in the group.

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A key to success in the project was to focus on communication. We decided to put a big amount of the budget on film and photos. The result of the project and our insight was communicated in media and the attention was massive. This also led to that we now have received attention from new companies and communities who would like to give us support in this project.

The six newly arrived youths from the first education session are now working to get activities started in the local division. One of them started a parkour activity directly after the education session and now all of the leaders are working with parkour. They are also an important part of taking this project further and their knowledge and experiences are important inputs for further planning of the project. The six youths will also function as extra leaders for the new education session this summer.

Value of the approach in the field of work: Approaching this field of work is of great value for Friluftsförbundet. We have gained insight in: entry knowledge, how to make the educational plan for groups without prior knowledge in outdoor learning, religious aspects, how to interact with parents etc. For the youths, they have gained more knowledge, confidence and skills about the Swedish nature, which is also valuable for their families. The sponsors and contributors all got media attention in a very positive way and all of them felt that they are supporting a good thing. Some of them have already told us that they want to continue this support. Using media, especially social media, is extremely important in order to make a project successful and to communicate.

The organization behind the project: Friluftsförbundet – The Swedish Outdoor Association is a voluntary, non-political, non-profit, non-religious and independent organization, founded in 1892. The organization is still working with the same goal, “That through an outdoor lifestyle, positively affect public health and quality of life.” We offer experiential learning for a sustainable development in practice.

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Friluftsrämjandet have 84,000 registered members, 8,000 voluntary leaders, 320 local divisions covering the whole of Sweden from north to south. We have 6 regional divisions supporting the local divisions. Our activities where we meet the members of the organization are in our local divisions. In "Friluftsakademin", which is our organization for education, we work with comprehensive leader training programs that are constantly building competence within the organization. Our main areas in education are:

- Skiing
- Hiking
- MTB
- Kayak
- Children's activities in the nature from 1-13 years old

As an organization we meet over 27,000 children in our daily activities where the main area is Skogsmulle. Skogsmulle is a unique concept where we educate children between 6-7 years old with pedagogic teaching for all senses. Friluftsrämjandet started Skogsmulle in 1957. From then on it has developed into a highly successful concept. Skogsmulle has a serious message: to care and look after nature and all living things. Through his playful image Skogsmulle triggers the children's lust to discover, which has led to a real success. Skogsmulle is a part of Friluftsrämjandets pedagogic program.

**Figure 1:** The Multicultural young leaders team



## 56 Beyond the Bubble-wrap: Managing risk in outdoor environments (WS)

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**Keywords:** risk; benefit; challenge; balance; litigation; perceptions; solution focused

Introduction: Workshop programme (45 mins)

Theory and practice: discussion and thoughts: What is current thinking? What is current practice?

Starters: Unwrapping the bubble-wrap: What do we want to achieve...? What adventures shall we have... ? What are the barriers to overcome?

Main: Solution Focused Approaches: developing a strategy plan

Dessert: So what...? Now what...? Future actions

"What would life be if we had no courage to attempt anything." Vincent Van Gough

**Figure 1:** Risk versus benefit: Helmets or not...?



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## 57 Nature awareness in outdoor education / youth work

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**Keywords:** nature awareness; use of our senses; personality development

Introduction: Why “Nature Awareness” in Outdoor education? Nature awareness as an important aspect of outdoor education. Sharing different experiences and understandings as well as examples of tools to increase nature awareness.

Background: Increasing nature awareness is probably among the most popular motivators for our work as outdoor educators. Teaching about the three different levels of nature awareness is easy and fun and often happens “without so many words”, kind of on the side. This workshop is the place where we (participants and me) share principles, tools, ideas, experiences and wishes regarding nature awareness as a part of our work.

Objectives & Questions:

- What or who is nature (to us/ to me/ to you).
- The three levels of nature awareness
- How do I fit in?
- How do I “work” and how do I interact with the rest of nature?
- Examples of exercises and games
- How to increase nature awareness?
- What can we (animals) sense?
- How can we make better use of our senses?
- How to increase the circle of awareness and decrease the circle of disturbance?
- Ways to observe animals
- Nature awareness as a tool in youth work to increase self-confidence and consciousness
- What the f\*\*\* is going on? Opening doors to the depths and magical fascination of the natural world. Some unbelievable stories.
- Who, when, where, what and why? Short intro into tracking; theorizing of science.

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## 58 Therapeutic climbing : Climbing like a salamander. Experiential learning in the context of a therapeutic climbing and movement group for children and teenagers.

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**Keywords:** therapeutic climbing ; paediatrics; Ergotherapy ; challenge; support

Therapeutic climbing is a relatively new form of therapy which is mainly used in paediatrics, neurology, orthopaedics and psychotherapy. In the context of paediatrics the focus is not on athletic achievement but rather on a variety of therapeutic and rehabilitative approaches to support individual growth and personal development. Indeed, climbing does not only require strength but also agility and physical flexibility. Skilled balancing is needed to keep one's equilibrium, "just as in real life".

The two approaches of the occupational therapy and the concept of Integrative Outdoor Activities (IOA®) combine in several points. Both approaches are based on the assumption that "being active" and "engaging" have a healing effect, if activities are consciously chosen for each patient in order to achieve the greatest possible capacity to act and a maximum of independence in daily life. Activities are always focused on physical activities and tasks of persons and groups and are evaluated together within the frame of reflection, retrospective thinking. This working method offers the possibility to integrate the body, cognition (spiritual recognition), emotion (the soul, the feeling) and the social conditions of the children. Success is celebrated in the small group, crises are dealt with together, and the German saying "Gemeinsam an einem Strang ziehen um hoch hinauszukommen" (which means "to pull on the same rope" in order to "move up high") can actually and literally be experienced. Concluding remarks: Climbing lessons with children are characterized by the joy of the children. The activity climbing, the climbing walls and the colorful equipment induces high motivational effects. A special value is the direct

perceptibility of success, failure and positive social relationships, for example, if a child asks another child if it could secure him at climbing, or if a child climbs higher up than ever before and it is admired and cheered by the other kids.

Information about the workshop: The workshop provides insights into the work of a therapeutic climbing group. With reference to specific questions and challenges of the daily training, there will be exchange in the group with the opportunity to do some climbing as well. Training sequences for climbing, games, and methods to integrate parents into the therapeutic process will be presented.

Themes dealt with in the workshop:

- Experiencing movement, for example experiencing one's body in different positions.
- Dealing with social issues such as trust, support, safety, and challenge, which young people also have to deal with in daily life.
- The often strained everyday life of participating children and parents. "What do I need to feel good?", "What do I need to do for my climbing partner to make him / her trust me?", "What do I need from my climbing partner to take on the challenge of climbing that route?" are typical questions in a therapeutic climbing session.
- Climbing, belaying and observing are central themes in every therapeutic climbing session. The significance which these themes can have in their everyday lives is "discovered" together with the children and teenagers in reflective conversations.
- Familiar sequences vs. new offers. Reliance on established habits is necessary to successfully deal with new things. In accordance with the situation of the group, the trainers set appropriate tasks.

We are looking forward to your participation in the workshop. Bring comfortable clothing with you, as you have the opportunity to climb. Climbing equipment will be provided.



**Figure 1:** Warming up sequence

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# Poster

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## 59 Outdoor education at Alojzij Sustar primary school, Slovenia

*Rupert Ela, Radojevic Dragica, Banko Klemen*

Alojzij Sustar Primary School, St Stanislav Institution, Alojzij Sustar primary school, St Stanislav Institution, Alojzij Sustar primary school, St Stanislav Institution

**Keywords:** outdoor education at primary school; outdoor education in practice; sharing; connecting;

In the poster, we will present some of the main activities of outdoor education that we practice at our school. Our primary school was formed 8 years ago and since then one of our main goals is outdoor education. The students at our school are from 6 to 15 years of age. We try to include outdoor learning on all levels of education, from the youngest to the oldest students. We execute school lessons outdoors, in our outdoor classroom and at the school's yard (outdoor maths, physics, science, languages, art, etc.). For the outdoor lessons, we use pre-prepared outdoor boxes, which include a lesson plan and the materials a teacher needs to execute a lesson in the outdoor classroom. We make these outdoor boxes ourselves and we are going to present them in the poster as well. Our afternoon activities are in the outdoor classroom, where pupils learn and practice different skills (cutting woods, making fire, gardening, making wooden play tools and sheds, making food outdoors, etc.). We also have many school clubs connected to outdoor learning, like gardening, where pupils take care of the school gardens and flowers. We have a small school farm with some sheep that our students have to take care for. We have a lot of outdoor science and sports camps for our students, where we go to the nature and do different activities outdoors.

We have just finished a very successful project on outdoor learning, where we cooperated with Borge Skole from Fredrikstad, Norway and with Slovenian Scout organization. With this project, we have improved our methods of outdoor learning, we have upgraded our knowledge and spread it around our country by organizing a seminar about outdoor learning for Slovenian teachers and pedagogues and an

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international conference on outdoor education. With this two events and the project, we have connected with many organizations that practice outdoor education. We are planning an Erasmus K1 seminar on outdoor education for foreign teachers in August 2016.

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## 60 "ToiMeen!" -project links youth services, schools and NGOs to work towards common interest with the aim to improve young people's health

*Muittari Jussi*

Adventure Education, HUMAK, University of applied sciences

**Keywords:** ToiMeen! project; activity based method; inactive lifestyle;

Humak, University of Applied Sciences, is the leading higher educational institution in Finland in youth work and civic activities. Humak has expertise to use sports and adventure education as a method in youth work. Based on this subject expertise and demand from the field, Humak started a national project, "ToiMeen!". This project focuses on promoting activity based methods for secondary school subject teachers. The project is funded by the Ministry of Education and Culture. The aim of the project is to increase the use of activity based teaching methods in secondary school. The goal is to offer more physically active school day for the pupils and encourage pupils for physically more active lifestyle. The "ToiMeen!"-project is closely linked to one of the key projects in the field of education, the "Finnish Schools on the Move program", which is organized by the Board of Education and funded by the Ministry of Education.

In this presentation we will enlighten how Humak, the "Finnish Schools on the Move program" and the "ToiMeen!"-project are recognizing a physically inactive lifestyle of young people and aiming to resolve this challenge and fostering young people for a healthy and active way of living. We will go through different ways which are used in Finland to activate pupils socially and physically at secondary schools.

### References

Heidi Syväoja (2015). Active body, active mind. How does physical activity affect learning? LIKES – Research Center for Sport and Health. Sciences / Finnish Schools on the Move programme.

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## 61 Implementation of action-oriented methods which are based on the concept of Integrative-Outdoor-Activities in systemic family therapy and coaching given the example of two group offerings for children and adolescents

*Hemmelmayr Paul, Amesberger Günter*

Universitätslehrgang Training und Beratung/Integrative Outdoor Aktivitäten, Universität Wien, Department of Sport Science and Kinesiology, University of Salzburg,

**Keywords:** psychotherapy; experiential; learning; group; therapy

Systemic family therapy methods were developed in order to support children and their parents to cope with difficult psycho-social problems. Although those methods are well proofed, still, something is missing to find a transfer from the therapeutic room to everyday life. This presentation suggests a combination of family therapy with experiential learning outdoors.

The following research deals with the implementation and evaluation of systemic family therapy with experiential group offers for children and adolescents by applying the the concept of Integrative Outdoor- Activities®. The overall concept is based on „systemic-constructivism-theories“. The main research question is, if and how the modification of the goal-coherence causes changes on the psychological symptoms.

A pre, post and follow up test design was used to investigate two ambulant groups (n=12), each consisting of six persons (children aged 9 to 12, mean 10.5; adolescents aged 11 to 15, mean 13.2). Goal-coherence was measured in an analogue way by a systemic formation procedure. Additionally, the following questionnaires were used: Self-assessment and the assessment of the behaviour by others (YSR for 11-18 year olds, CBCL for 4-18 year olds), the diagnostic system for mental disorders (DISYPS-KJ) as well as a questionnaire for personality (PFK 9-14) and emotion regulation (Feel-KJ). Furthermore, initial and final interviews were evaluated in a qualitative analysis.

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Through multiple regression analysis significant links between the goal-coherence and a reduction of the symptoms were found. The symptom reduction treatment showed more explicit effects, which were checked upon the basis of the univariate analysis of variance for repeated measures. The evaluation of the parents' behaviour with regard to the mental disorders of their children showed more significant differences than the self-evaluation of the children/adolescents on variables of personality and emotion regulation. The effect sizes can be interpreted as small to medium regarding the parents evaluation and "very small" for children's self-evaluation. The qualitative changes of behaviour concerning the patterns of interactions reveal a high analogy to the measured quantitative changes of behaviour.

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## 62 Adventure education in the Adolescent Forensic Unit (EVA)

*Turunen Ville*

EVA-unit, Tampere University Hospital

**Keywords:** forensic care; psychiatric unit; therapy

I am an occupational therapist and I use the adventure educational frame of reference to guide my work with adolescents with severe mental disorders. The main goal for this program is to teach and help our patients to take responsibility for your choices and though that be a master of yourself and your life. Adolescents often have a thought that they have no control over or influence in their own life.

The Adventure education program in the Eva-unit consists of different kinds of projects, daytrips, overnight trips and sometimes even longer trips. We use activities like sailing, camping, alpine skiing, rock climbing, paddling, bmx-biking etc. regularly to achieve our goals. Every project and every goal is planned with adolescents from the very beginning. That is the way to bond and motivate the person or group to our mutual goals.

The Adolescent Forensic Unit (EVA) is a nationally serving tertiary level adolescent psychiatric unit for assessing and treating adolescents with severe mental disorders and severe and persistent violent and non-compliant behaviors. The adolescents are admitted to formal forensic assessment or treatment, or through civil commitment measures. The structured assessments, whether forensic or civil, last 2 months, and individually planned treatment periods usually from 6 to 12 months. The adolescents admitted mainly suffer from autism spectrum disorders, schizophrenia group psychoses and emerging personality disorders. The 12 bed inpatient medium secure unit has a 3:1 nursing staff patient ratio, and all the staff has been trained in Management of Actual and Potential Aggression (MAPA).

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## 63 Countering SCHOOL ABSENTEEISM by doing adventurous excursions

*Wilde Peter*

Transnational & european projects, bsj Marburg

**Keywords:** School Absenteeism; Youthwork; adventure education;

With a group of four youngsters the "2. Chance"-Project from bsj Marburg made a hiking trip in the Italian Alps. With this experience we wanted to foster and activate the process of self-reliance and resilience as well as bringing the participants into an unknown and challenging situation. During the five-days excursion we focused also on digital media approaches combined with reflection sessions and group processes.

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## 64 Tandem bikes – two on wheels across the country

*Daniela Knie, Gutmann Markus*

Verein IOA Outdoorprojekte für Bildungsinstitutionen, Verein IOA Outdoorprojekte für Bildungsinstitutionen

**Keywords: Tandem bike; trust; cooperation**

People meet on the tandem bike, where powers and experiences are united to be joyously and safely on the move together.

A tandem bike is a special kind of bike. Two people are pedalling, the one in front is steering. It requires trust and cooperation. Activities according to the guidelines of Integrative Outdoor Activities (IOA) are offered to address issues such as mutual support, decision making or responsibility. Experiences are shared in sessions of reflection.

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## 65 Personal development in the line of the IOA approach in the training of peer mediators – examples from two Viennese schools

*Knie Daniela*

**IOA-Bildung**

**Keywords:** Peer mediation; settle a dispute; conflict management

Many schools in Austria are training students to become certified peer mediators. This project is supported by the Austrian Ministry of Education (<https://www.bmbf.gv.at/schulen/unterricht/ba/peer-mediation.html>, [www.peermediation.at](http://www.peermediation.at)). The concept involves the mediation of conflicts between students by students who are trained in mediation techniques and mentored by equally trained teachers.

In the course of their formation as peer mediators, which is based on practice-oriented communication techniques, self-reflection and theoretical background knowledge, additional training along the guidelines of Integrative Outdoor Activities (IOA) seems helpful to encourage self-awareness and self-experience as means of personal development. The IOA concept is based on experiential learning and supports the students in the following areas:

Applying communication techniques effectively:

- sharpening of awareness/perception (undifferentiated perception is the source of a lot of conflicts)
- differentiating between observation, description and evaluation
- making use of individual experiences in processes
- observing and describing non-verbal communication
- giving and receiving feedback

Embarking on processes of personal development and change:

- reflecting one's own behaviour in conflicts and seeing conflicts as chance
- consciousness of physical and emotional perceptions
- reflecting one's handling of stress and relaxation
- clearly voicing one's needs and interests
- becoming aware of one's personal boundaries and protecting them
- recognising group dynamical processes
- changing perspectives

Developing leadership qualifications:

- guiding younger students through the mediation process
- contributing to a good conversational atmosphere
- mentoring younger students in their daily school routine
- leading games and activities with younger students

Respect towards others, especially the other gender, is encouraged in all training settings.

Ideally, the IOA concept can be applied outdoors in blocked sessions, where one or several of the above mentioned areas will be focussed on in carefully chosen group tasks. However, experience based learning can also take place indoors, and IOA methods can be used to more effectively reflect role play exercises and simulation games in a way to support the young mediators' personal development.

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## 66 Alpe Agtenwald – holidays for children on an Austrian alp

*Petrovics Alexandra*

IOA - Outdoorprojekte für Bildungsorganisationen,

**Keywords:** adventure; animal-assisted therapy; alp; children

The project Alpe Agtenwald was initiated by Dlin Simone König, a town and country planner with a fascination with the agricultural practice of transhumance in the Alps, i.e. using summer pastures in the mountains. In addition, she used to take in children from children's homes for their summer holidays. The project on Alpe Agtenwald in Vorarlberg became the logical combination of both: a summer camp for children in an alpine hut, a pedagogy based on the principles of animal-assisted therapy, a herd of goats, a donkey trained to walk on the leash and some chickens. Finally, an agreement was made with the local agrarian community and the tenant of the alp to place the goat paddocks in specific places so as to contribute to the care of the alpine landscape by keeping the area free of bushes.

Seen from an outdoor trainer's perspective, experience, adventure and responsibility are central concepts when we accompany the children. The special surroundings do not require much intervention in the way of suggesting activities. Most days provide enough challenges like handling tools, stoking up the stove or climbing a rocky creek bed. On daily walks we include nature in our games. Daily rhythms and slowness are in themselves a worthwhile experience. Reflexion is integrated into the day, when we talk with the children, or done in the group, when we have our Alp Council.

The interaction with the animals is central to animal-assisted pedagogy and requires courage, trust and responsibility. The animals need us, but they also reflect our emotional state, our behaviour. Especially the playful and curious goats have a positive effect on children and like to interact with them. Leading a strong-willed

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donkey, on the other hand, is a challenge and requires presence and purposefulness.

The result is an utterly meaningful way for children aged 8 to 14 or on equivalent developmental level (and their caretakers) to spend their holidays. Electronical devices are restricted and soon forgotten. Taking care of the animals and the landscape, making cheese, cooking, eating and playing define our daily routine. It is a way of getting your "feet back on the ground" for all involved and it is a chance to develop skills and encourage development and growth in young people.

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## 67 The "IOA®-Training for SIP-Promotion" - An outdoor-training for the promotion of effective Social Information

*Albrecht Martin, Amesberger Günter*

Volkshilfe NÖ, Universität Salzburg

**Keywords:** Social information processing; experiential learning; childhood

This master-thesis deals with the question whether an outdoor-training - intervention following the IOA®-approach (Integrative Outdoor Activities®) has the potential to promote the development of effective social information processing (SIP) of 4th grade elementary school children. The Crick and Dodge (1994) model of social information processing (SIP) has become one of the most influential psychological approaches to explain the correlation of SIP of children and their social behavior in various social situations. As an important part of this treatise the SIP-model of Crick and Dodge (1994) will be examined thoroughly on a theoretical basis, including findings of current research. There will also follow a depth analysis of developmental conditions concerning 9-10 year olds. From a theoretical perspective the IOA®-approach appears to represent suitable access to address SIP. Therefore as part of the master-project an SIP-based IOA®-intervention was designed, accomplished and evaluated.

As a specific feature the training was designed to address each of the six SIP-Steps. The evaluation design included a comparison of experimental group (n = 39) and control group (n = 22) and a pre-, post- and retention test. In the course of this quantitative research children's self-assessment of their personal SIP-style was measured via Social Cognitive Assessment Profile (SCAP), whereas teachers reported on children's social behavior in everyday classroom situations (external assessment) via Social Behavior Questionnaire (SBQ). There are significant results from the SBQ supporting the assumption that the IOA®-intervention promoted the development of prosocial

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behavior. Some of the SCAP-results allow for the conclusion, that the intervention potentially affects children's consciousness of social cognitive processes and thereby promotes cognitive activity regarding response construction in distinct social situations. One result showed that experimental group children both in pre- and retention test generated far more response options in hypothetical social scenarios than control group children. The thesis closes with conceptual considerations regarding possible adjustments and further development of both the SIP-based IOA®-intervention and future evaluation design.

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## Interest Groups

Time slots available:

- Thursday 8 pm – open end
- Saturday 6 pm – 6.45 pm
- In addition to practical workshops on Thursday (2 pm-6 pm) and/or Saturday (2 pm-6 pm)

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### **Topic of interest: Learning Away: a proposed dissemination project to support 'brilliant' residential outdoor education**

Moderator: Chris Loynes

Organisational affiliation/convened by: convened by the Learning Away Initiative

Issue: "I want to propose an EU project to disseminate the best practice of the Learning Away project. This would be of interest to potential partners such as outdoor centres, schools and universities. Previously I have had expressions of interest in this idea from Iceland, Poland, Germany, Slovenia and Finland and all would be welcome to find out more and develop the idea ready for an EU funding application."

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### **Topic of interest: Developing employability in Europe: developing opportunities for outdoor education undergraduates for employment in the EU**

Moderator: Chris Loynes

Organisational affiliation/convened by: co-convened by University of Cumbria and the University of Santiago de Compostela

Issue: "I would also like to propose a meeting of the Compass network – this is a university group but the topic on this occasion would be to consider a project to develop collaborative strategies to support transnational employability for outdoor graduates. This means I would like to attract the providers of outdoor education as employers, placement and apprenticeship providers as well as universities to this gathering."

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### **Topic of interest: EOE Interest Group "European Network of Outdoor Education Centres"**

Moderator: Geoff Cooper

Organisational affiliation/convened by: Adventure and Environmental Awareness (AEA) Group

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**Topic of interest: New materialisms and post-human theorizing. What does this have to offer outdoor education theory and practice?**

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Moderator: Jonas Mikaelis

Organisational affiliation/convened by: The Swedish School of Sport and Health Sciences (GIH)

Issue: "I would find it very interesting to discuss this ontology and what it has to offer outdoor education theory and practice. If, and how, post-human theorizing may challenge current ways of relating to, as well as understanding, human-nature relationships, and more."

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**Topic of interest: Personal and community resilience**

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Moderator: Maayan Fux

Organisational affiliation/convened by: Kaye college

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**Topic of interest: work in therapeutic settings, using adventure techniques or studying them on scientific basis**

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Moderator: Pekka Lyytinen

Organisational affiliation/convened by: MLL Lasten ja Nuorten Kuntoutussäätiö

Issue: "We are very interested in meeting people who **work in therapeutic settings, using adventure techniques or studying them on scientific basis**. My workmate is Satu Kananen who is also my fellow presenter in our presentation on Saturday 11.00 am. We need to get in contact with people from other countries to widen our perspectives in general and to get ideas for defining or redefining our quality standards."

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**Topic of interest: "Breaking Barriers"**

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Moderator: Tomás Aylward

Organisational affiliation/convened by: Institute of Technology Tralee

Issue: **Outdoor and experiential learning for inclusion:** connected to the "Breaking Barriers" work but somewhat different in looking to create inclusive opportunities not just ones for the people with disability together.... connecting to UNESCO's work on Education for Sustainable Development where they identify learning outside the classroom and Exp. Ed. as teacher training content subjects which can lead to reduced conflict in our society. And finally, building on the work of UNESCO in promoting the development of empathy in young people as a global strategy to combat violence, conflict and radicalization

<http://en.unesco.org/9th-unesco-youth-forum/youth-researchers-invoking-empathy-and-activating-young-people>).

**Topic of interest: The Visibility of Outdoor and Experiential Learning across the EU**

Moderator: Tomás Aylward

Organisational affiliation/convened by: Institute of Technology Tralee

Issue: **The Visibility of Outdoor and Experiential Learning across the EU:** this subject was identified at a plenary session at the conference in Iceland. It was seen as being pertinent and the increased organisation, structure and visibility of the commercial outdoor active leisure sector in Europe further focuses attention on the lack of such visibility of our sector. We have a form of 'invisibility' to the decision makers within the core of the Europe, the EU Commission. Perhaps a strategic plan to seek partnerships for our network in each of the 28 member states of the EU might be a positive starting point. Such a plan might also seek case studies or models of good practice in the areas of OAE and EE to be identified and which could be highlighted.

Sponsors

