



02-08 August, 2018
Lithuania



MANUAL
for outdoor
activities

FOR YOU

List of activities and methods in this booklet

LARP scenarios and simulations:

1. **Simulation for night hiking (the method was adapted for the group during Training Course and was tried together)**
[p. 2-6]
2. **A Night Out – Hiking with overnight camping**
[p. 7-9]

Various outdoor and non-formal education methods:

3. **“PICNIC”** [p. 10]
4. **“PICNIC POINT”** [p. 11-12]
5. **“Bike ride”** [p. 13]
6. **“DOWN AND OUT”** [p. 14-15]



Name of Activity: Simulation for the night hiking (1)



Aims:

- To reflect on different social environments;**
- To highlight the importance we put on the people status;**
- To promote critical thinking.**

Time

4-10 hours, depending on the planned rout and group abilities

Size of the Group

10-50 participants

Setting

Outdoors



Materials

Maps (you can use gps and coordinates to move from one point to another or give a printed map);

Printed scenarios for two groups (attached at the end of the description of this activity);

Water;

Flashlights, reflectors (you can ask participants to bring it with them before).

Name of Activity: Simulation for the night hiking (2)

Preparation

As participants will be divided in two groups, choose or make two different routes for two different groups. Two groups should meet somewhere in the middle (after approximately 7-10 kilometers) and will continue together on the:

- 3rd route created by organizers or
- choose one route of one of the groups.

Important- each group has slightly different scenario and should not be told about it. It will be reflected after the night hike next day. One group has an assigned leader and another group needs to take all decisions together. You will find all the details in the following pages which you will print and give for each group during the preparation. Start preparation according to the needs of the group- our suggestion is to start around 4-6 PM and leave some time for the rest before the night hike, especially if the route will be long.

All group needs to come back together to the venue. Very important to take care of walking pace therefore there would not be huge gaps between faster and slower participants. The distance should be between 13 and 20 km. Adjust the itinerary according to your group's needs and capacities.

Check the weather forecast and be ready for the hike and anticipate the participants reactions to uncomfortable weather (rain, wind, heat or cold). Be informed on nearby healthcare services and prepare a plan in case of a medical emergency.

Print out the material that you will need during the activity (labels, signs, scenario etc.) and what you will need to hand out to the participants (maps & instructions). Check the condition of your materials and make sure they are safe to use.

Notify the local authorities (police or forestry) about your planned activity. Take all the necessary precautions to take care of the environment and not to put your group and yourself in danger.

There might appear such things like closed roads, loose dogs, private territories therefore it is crucial to check the road before. Safety comes first.

Simulation for the night hiking (3)

TASKS FOR PARTICIPANTS- group 1 (with assigned leader)

Print this task and give for the group

This is a simulation activity. The Simulation starts at 22:00 in the session room. Come prepared- with all the personal things you need to take for the hike and already dressed to leave. From 22:00 you completely forget about your real life and who you are. From 22:00 you have new identity, history and personage.

Your tasks are described below:

You are the nation, humans living in the particular society (DECIDE ON THE NAME OF IT). Think about your story, who you are, why you are in the forest. Also, personal story- who you are and what is your role in this nation?

As you have your identity, you will have to make the special totem, which you will carry with you during all the night hike. You are not allowed to leave without a totem. Also, you need to create a special pray/ anthem of your nation.

Your society needs to choose a leader who will take decisions. If you need to go the bathroom, you need to get the approval from the leader. If you want to complete any other tasks, you need to get the approval from the leader.

You need to decide which people in your group has following characteristics:

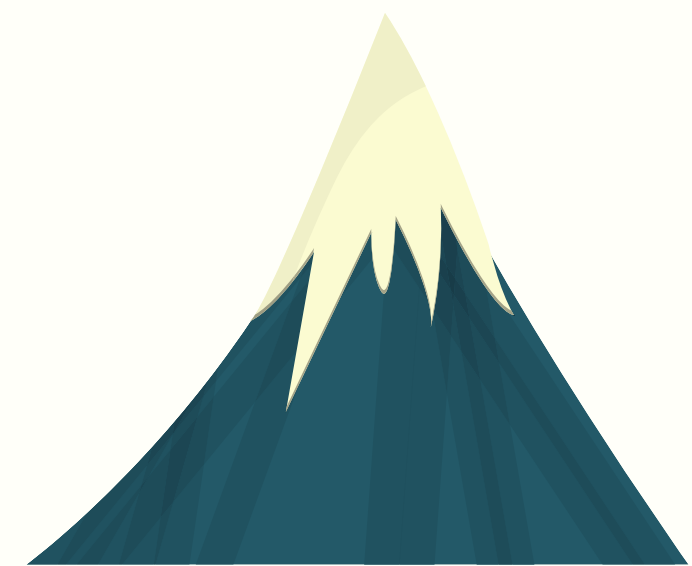
- 1 blind person;
- 1 person who will not be able to speak during all the hike;
- safety team (2 people at least);
- person who does not have arms.

Your special tasks during the night hike:

- make a pagan ceremony to worship the GOD of Forest;
- sing your anthem in the forest 3 times;
- build a pyramid of people of three stages and take a picture of it.

You are more than welcome to take personal challenges as well (decide if you want to achieve something during this hike and if you are willing, you can share with others- i.e. if you are smoker, maybe you want not to do it during the hike, or anything else).

Also you will be informed about any other tasks or needs during the night hike! (P.S. make this experience special and enjoy every moment of it)



Simulation for the night hiking (4)

TASKS FOR PARTICIPANTS- group 1 (no leader) Print this task and give for the group

This is a simulation activity. The Simulation starts at 22:00 in the session room. Come prepared- with all the personal things you need to take for the hike and already dressed to leave. From 22:00 you completely forget about your real life and who you are. From 22:00 you have new identity, history and personage.

Your tasks are described below:

You are the nation, humans living in the particular society (DECIDE ON THE NAME OF IT). Think about your story, who you are, why you are in the forest. Also, personal story- who you are and what is your role in this nation?

As you have your identity, you will have to make the special totem, which you will carry with you during all the night hike. You are not allowed to leave without a totem. Also, you need to create a special pray/ anthem of your nation.

Your society has no leader and you take decisions all together. All the questions needs to be discussed and taken in the group. If you need to go the bathroom, you need to get the approval from the group. If you want to complete any other tasks, you need to decide in the group as well.

You need to decide which people in your group has following characteristics:

- 1 blind person;
- 1 person who will not be able to speak during all the hike;
- safety team (2 people at least);
- person who does not have arms.

Your special tasks during the night hike:

- make a pagan ceremony to worship the GOD of Forest;
- sing your anthem in the forest 3 times;
- build a pyramid of people of three stages and take a picture of it.

You are more than welcome to take personal challenges as well (decide if you want to achieve something during this hike and if you are willing, you can share with others- i.e. if you are smoker, maybe you want not to do it during the hike, or anything else).



Also you will be informed about any other tasks or needs during the night hike! (P.S. make this experience special and enjoy every moment of it)

Simulation for the night hiking (5)

Reflections

Really important part is reflection. We recommend to give enough time for the rest and start the next day with the reflection about the night hike. Different methods might be used to reflect what have happened depending a lot on the process during the night.

Before open sharing in a group, we suggest to use different methods to start the brain work and future discussion:

- using Dixit cards . Participants could pick up one card which would represent their emotion or mood before the hike, important moments during the hike and after the hike in the present moment;
- painting the diagram, map or any related painting which would represent participants lowest and highest points of the hike.

After that, open sharing could start. If you want, we encourage to use Socratic questioning to invite participants sharing their thought.

Examples of question that could be asked:

How did people feel during the process?

For those who were fast and in front, at what point did they begin to notice that others were moving slower?

How easy or difficult was it to play the different roles?

How did you imagine what the person you were playing was like?

Does the exercise mirror society in some way? How?



Name of Activity: A Night Out – Hiking with overnight camping (1)

Aims:

- To increase empathy of the individual towards individuals with different gender identities than one's own
- To promote active lifestyle
- To reflect on gender identity
- To highlight inequalities based on gender

Time

12-15 hours

(5-6 hours of night rest, 6-8 hours for hiking, 1-3 hours of resting & on-site activities)

Size of the Group

10-12 pax, gender balanced. If prepared well, group could also be much bigger.

Setting

Outdoors

Materials

Maps, Printed materials, Provisions for the trip (water, dry food), tents, sleeping bags, flashlights, reflectors, two-way radios

Preparation

Choose or design the itinerary of the hike. The distance should be between 10 and 20 km. Walk on it to assess risks and locate challenges and settings that can be useful for your facilitation. Adjust the itinerary according to your group's needs and capacities. Set a camping site, approximately at the midpoint of the distance. Check the weather forecast and be ready for the hike and anticipate the participants reactions to uncomfortable weather (rain, wind, heat or cold). Be informed on nearby healthcare services and prepare a plan in case of a medical emergency.

Print out the material that you will need during the activity (labels, signs, scenario etc.) and what you will need to hand out to the participants (maps & instructions). Check the condition of your materials and make sure they are safe to use. Notify the local authorities (police or forestry) about your planned activity. Take all the necessary precautions to take care of the environment and not to put your group and yourself in danger. Safety comes first.



Name of Activity: A Night Out – Hiking with overnight camping (2)

Description of the Process

Gather the participants on the agreed time and ask them to brainstorm on gender roles and responsibilities. Ask about what they think people with certain gender identities behave like, also paying attention if the group includes LGBTQI+ identities in the discussion. Summarise the results for the group. The conclusions you draw will be decisive for the offering of the method. Then read the scenario to the participants, distribute the task lists, adjusting them to the previous conclusions, and the maps. Allow the group 15 minutes to understand the tasks and prepare.

Start the hike, following the group with at least one more facilitator for educational but also safety reasons.

Observe the group while hiking and remind them from time to time to fulfil their tasks. Mind the individual limits of the participants and be ready to intervene in case of emergency, but also don't forget to leave the group dynamics play out. This should be a challenging learning experience but within a safe learning space.

Scenario: An alien race is invading the earth. This alien race possesses a technology that traces those who act the gender identity they identify with. You need to avoid detection by acting a different gender identity and reach the safe spot on the map, until you can go back home.



Name of Activity: A Night Out – Hiking with overnight camping (3)

-After the night camp you will add the following to the scenario-

We received a transmission of the national radio program that the vessels of the invaders have left and move slowly but cautiously away. As they were not able to trace anyone but do not believe our planet is not populated, they still have their sensors off. You can now return home, still avoiding detection. The fleet is expected to be out of detection range within the next hours.

Task lists:

Task lists will be written according to a LARP approach. The roles will be defined by the input from the participants. Each role will address a certain presumption, stereotype, gender-based regulation, tradition or behaviour the participants assigned to a gender identity. If they have not mentioned one of the readily defined identities of the gender spectrum as it is being read by both heteronormative and LGBTQI+ approaches, you may introduce it. Use the group's assumptions and stereotypes in this fashion to assign the tasks.

Notice: You must allow the participants to define their gender before assigning them a task. This knowledge needs to be based on a preceding activity.

Reflection: Ideas and Questions

After coming back at your venue, allow participants to eat, shower and rest for some hours. Learning outcomes can be seriously hindered by the physical state of the participants, if the reflection follows the activity immediately after.

Sit in a circle with the participants. The following questions could be asked:

“Did you rest enough?” -> assess physical state of the group

“How do you physically feel after the hike?”

“What are your highlights of the night?”

“Did you feel challenged in some way?”

“How was the fulfilling the individual and group tasks?”

“Do you now think differently of a certain identity? Why?”

“Did you realized anything new that you did not realize before?”



Name of the Activity: PICNIC

Time: 2 hours

Aim: To motivate youth to use parks more and protect them, as well as to include them in advocating for establishing new green areas in their cities.

Objectives:

- to get to know the environment and become aware of animals and plants in urban park areas;
- to find out what is the purpose of city parks and why it is important to protect them.

Materials: flip-charts, pencils, markers, paper.

Instructions:

Present the importance of green areas in urban environment and provide basic information about parks in cities. After participants got instructions about activities, divide them in two groups.

1. One group will have the task to find out which plants, animals, insects, etc... they can notice (see and hear) around themselves.
2. The other group's task is to make a list of activities they do in parks and how they use them, and the another list how to improve and implement new ideas and activities in green areas.

Evaluation:

Afterwards, each group will discuss differences and similarities in their individual fulfilled tasks.

Then, both groups will sit together in circle and reflect what they did and share their ideas about raising awareness of conservating parks in our urban areas.



Name of the activity: "PICNIC POINT"



Idea: Concept of citizenship/democracy

Age: 14 - 18 or 19 - 21 years old

Group: 10 people

Coordinator/facilitator: 2 people

Place: Forest/Park/Town (... 2 different paths)

Time: Day time, 3 - 4 hours + 1 hour reflection

Logistics: Food, water bottles, Picnic (lunch/dinner), Map of the route, Stories for the participants (printed), Things for every task.

Tasks:

- 1) Choosing the a path
- 2) Trash collecting problem
- 3) Mute person (choose)
- 4) Random person with disability (walk slowly/talk slowly) and how the group reacts and functions.



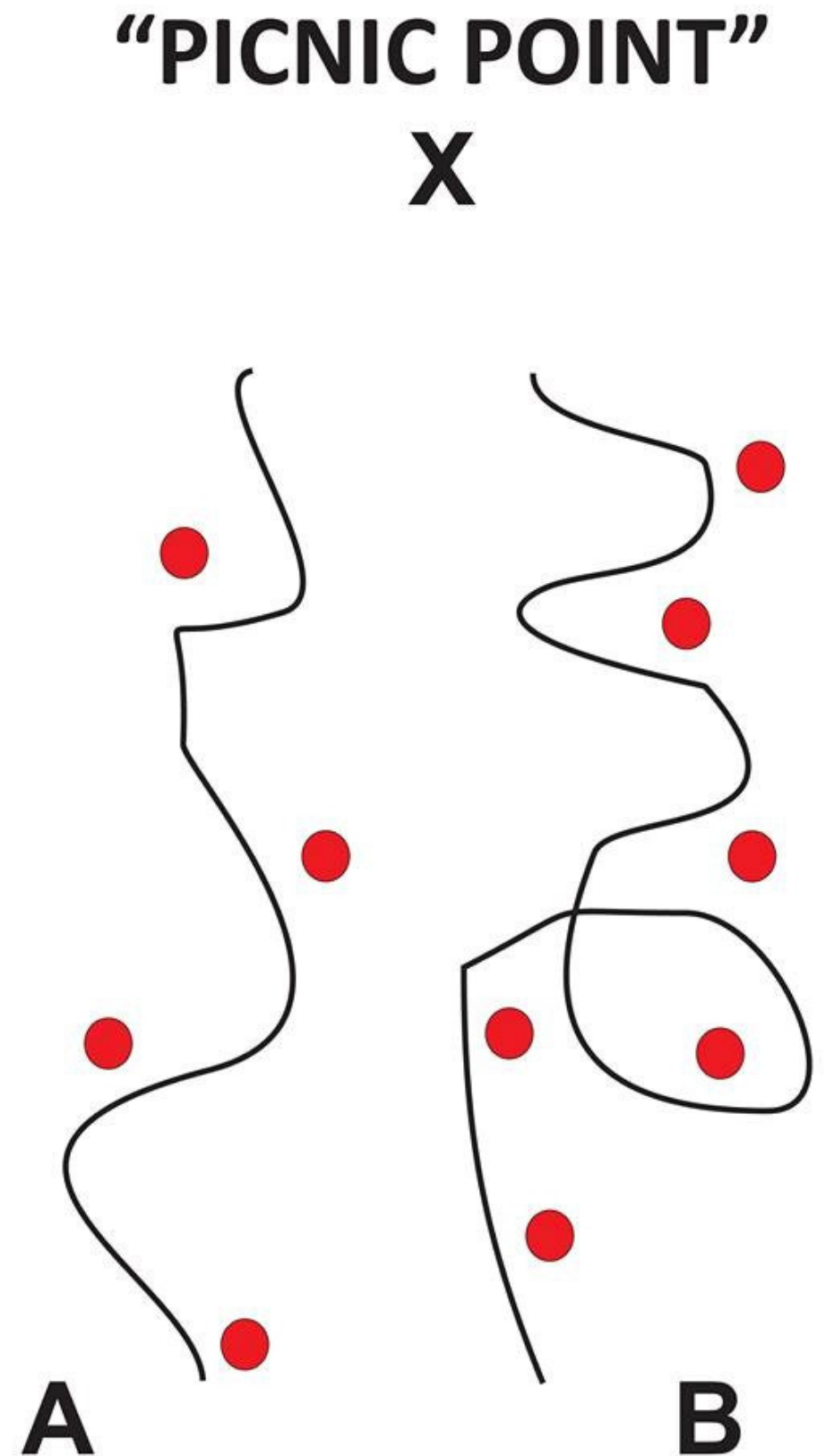
Name of the activity: "PICNIC POINT"

Description: Group activity of 10 people (age 14 - 18 or 19 - 21). The activity will be a walk/hike in a forest facilitated by 2 coordinators. The duration of the activity will be 3 - 4 hours with an hour for picnic and reflection at the end. The goal of the activity is how young people can be active in their community and participate in decision making processes. (Concept of citizenship/democracy)

Description for participants: You are a young citizens in your town named "...". Each one of you will have a specific roll that you can not share with the others. During the hike you will have to solve various tasks and take decisions based on a system that you will decide.

Reflection Questions:

- 1) Did you have problems making decisions?
- 2) Why did you choose this method to take decisions?
- 3) How did the people that did not want this method (for decision making) feel?
- 4) How was the "disabled" person feeling?



Name: Bike Rides

Time: 3-6 h, weekly (afternoon)

Objectives:

- Introducing teens to non-formal education
- Create alternatives for being active locally
- Increase empathy, using group as a resource
- Connect teens with local community

Materials: Bicycles (either provided or owned), safety equipment, GPS

Preparation:

- Advertise (poserts,SM), increase visibility, use your network
- Create a volunteering team (small group, probably youth)
- Preapare route & activities

Instructions:

- Gathering (place & time)
- While waiting enegrgizers (get to know the group)
- 1/2 of the distance make a STOP
- Providing the activities linked to group building and self reflection
- 1/2 of the distance games and “small talk” plus evaluation

Evaluation:

- Tiredness (Monitor needs of the group)
- Was it interesting?
- Check group dynamics (possible mishaps)
- Inform about the next meeting



ACTIVITY: “DOWN AND OUT”



Description of Activity: Urban Hike in a selected Urban Area in the Outskirts of a City, in order to identify and raise awareness on the issue of discrimination against homeless people.

WHAT: The participants will not receive too detailed information about the activity.

- Before: we will organize a session of blind-anonymous voting (personal), including strong quotes on the issue of homelessness, in order to make the participants reflect. They will be given a blank paper stating “I DON’T HAVE A HOME” and each one should create his/her own story. We will organize a physical activity before, make the participants sweat, and continue the activity straight away, without allowing cleaning or shower.
- During the activity: We will allow them to carry with them whatever they wear and can carry in their pockets at the given moment of the beginning of the activity. We will inform them that they will have to stay and “survive” in a specific urban neighborhood for 24 hours, with the resources that they have. However, the actual time of the activity will not be over than 6 hours, but we would like the participants to feel the need to survive for the whole day. There will also be limited resources hidden in different parts of the area (water, food, blankets, sleeping bags, clothes), but not for all the participants (first come, first take). Volunteers from our behalf (unknown to the participants) will play roles of actual homeless people, that will either try to interact with the participants (discuss, ask what the participant is doing in their area, share food, ask help or company) or attempt to put barriers for them. The purpose will be that participants will actually interact with the “homeless”. The participants will not have the right to interact with one another until a specific time-but they will not be given watches, so they have to find out the time in other ways.
- After the activity: we will ask the participants for reflection and learning taken place.

ACTIVITY: “DOWN AND OUT”

WHEN: Summer or Autumn time, duration from evening until night. The simulation will actually last for 6 hours, but the participants should be in the perception that it will last for 24 hours.

WHY: We want to address the various misunderstandings and stereotypes that revolve around homelessness (e.g. identity of homeless people as criminals, areas where homeless find shelter as dirty and dangerous)

WHERE: Small-scale urban neighborhood, that our organization will have the resources and capacity to control. Preferably on the outskirts of the city and not in the dense city center. Licenses of the municipality and agreements with local property owners will also need to be made. Risk-assessment of the area will be carried in detail, in order to ensure full safety of participants.

WHO: The participants will be youngster, aging from 16 to 20 years. The volunteers that will participate simulating the homeless will also be responsible for monitoring safety of the participants.

Debriefing: The aim of debriefing is to record the learning that has taken place with the young people involved in the activity. Different creative methods could be utilized in order to best record the experiences.



The manual has been developed as the result of the Training Course Hike Un(essentials) by participants of this project. Project was financed by Erasmus plus programme.

Participants were the youth workers and young leaders who were already active in their work but aimed to develop concretely in the sphere of outdoor education.

We concentrated on the following aspects of non-formal and outdoor education in this project:

- 1. outdoor education**
- 2. education through sports- ETS**
- 3. live action role-playing (LARP) during the hiking
(day & night)**
- 4. using GPS and open-badges**
- 5. active lifestyle**



1. outdoor education

In outdoor activities challenge (learning) zone is very close to a person.

This work field requires good preparation and strong observation. Exploring environment, adapting and experimenting with it is very important for personal development and self-confidence. Outdoor activities influence positive growth of everyone who participates or organizes it.

2. education through sports- ETS

The approach of ETS itself consists of the integration and implementation of sport elements to be used for an educational purpose to address a social issue, develop social competences and provoke a lasting social transformation. Also, ETS should be seen more as a plan for reflection than for a field action which is really important for youth workers.

3. live action role-playing (LARP) and geocaching during the hiking (day & night). According to some studies, a 90- minute walk through a natural environment had a huge positive impact on participants. It also makes participants more creative, boosts focus, raises self-esteem. LARP is important to add to outdoor activities as well as today youth need more motivation to engage in learning. For participants the engaging nature of the activity is obvious, the fiction and narrative providing a valued gateway to the learning process while enabling them to construct valid experiences that they will retain out of the fictional frame. In addition, geocaching combines outdoor play with team-building, problem-solving and other valuable educational outcomes.

4. using GPS and open-badges

Using innovations in youth work is crucial nowadays. According Council of the European Union (14277/16) in published document on "Promoting new approaches in youth work to uncover and develop the potential of young people" (21 November 2016) there are new recommended ways working in youth field: "To appeal to young people and to ensure greater impact on their lives, new settings where young people spend their time, such as modern city infrastructure and virtual space, as well as new approaches using innovative online and offline tools (such as gamification, GPS based activities, learning badges or design thinking), should be reflected upon and taken into account in the further development of education and training of youth workers."

5. active lifestyle

Lack of physical inactivity is ranked just behind cigarette smoking as a cause of ill health. Active lifestyle is good for mind, body and spirit. Furthermore, it is good for learning accountability, dedication, and leadership.



PARTNERS OF THE PROJECT

BELARUS



ЗАДЗІНОЧАННЕ
БЕЛАРУСКІХ СТУДЭНТАЎ

SERBIA



INŽENJERI ZAŠTITE ŽIVOTNE SREDINE

ARMENIA



YOUTH AND COMMUNITY ACTION CLUB

UNITED KINGDOM



LITHUANIA



INOVATYVI KARTA
INNOVATIVE GENERATION

GEORGIA



GREECE



Funded by



Erasmus+



JAUNIMO
TARPTAUTINIO
BENDRADARBIAVIMO
AGENTŪRA