

**MANUAL**

# **“GET OUT”**



Co-funded by the  
Erasmus+ Programme  
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This manual is made by participants of training course “Get Out” about outdoor methods in use of developing social skills. The manual consists of basic theoretical aspects what are important designing outdoor activities for young people.

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# ABOUT PROJECT

Back in 2013, East & West Center for Human Resources Development and its EVS (European Voluntary Service) volunteers gathered to analyze past activities and discuss new ones. Few problems were identified - lack of free time activities for youth in refugee camps and poorer city areas, lack of social skills and environmental issues. It was then that the idea of a cooperation project on outdoor methods among four countries was born.

**Why outdoor methods? Because they are proven to be a great tool to improve young people's social skills and gain new knowledge while keeping them busy and active.**

The **project "Get Out"** was created as a cooperation project of four NGOs from **Jordan, Egypt, Romania and Latvia**. Main activity – training course for 20 youth leaders and activists – took place near Ventspils, Latvia in September 2014. During the training course, participants not only learned more about outdoor methods, when and how to use them in their future work with youth, they also got to practice some of them in real life – by going on an overnight camping adventure and by participating in a city race in Riga, Latvia.

This manual, available in English and Arabic, provides **basic information on outdoor methods**, how they work and how to use them in youth work. Some practical information on how to better organize outdoor activities as well as few activity examples can also be found in this manual.

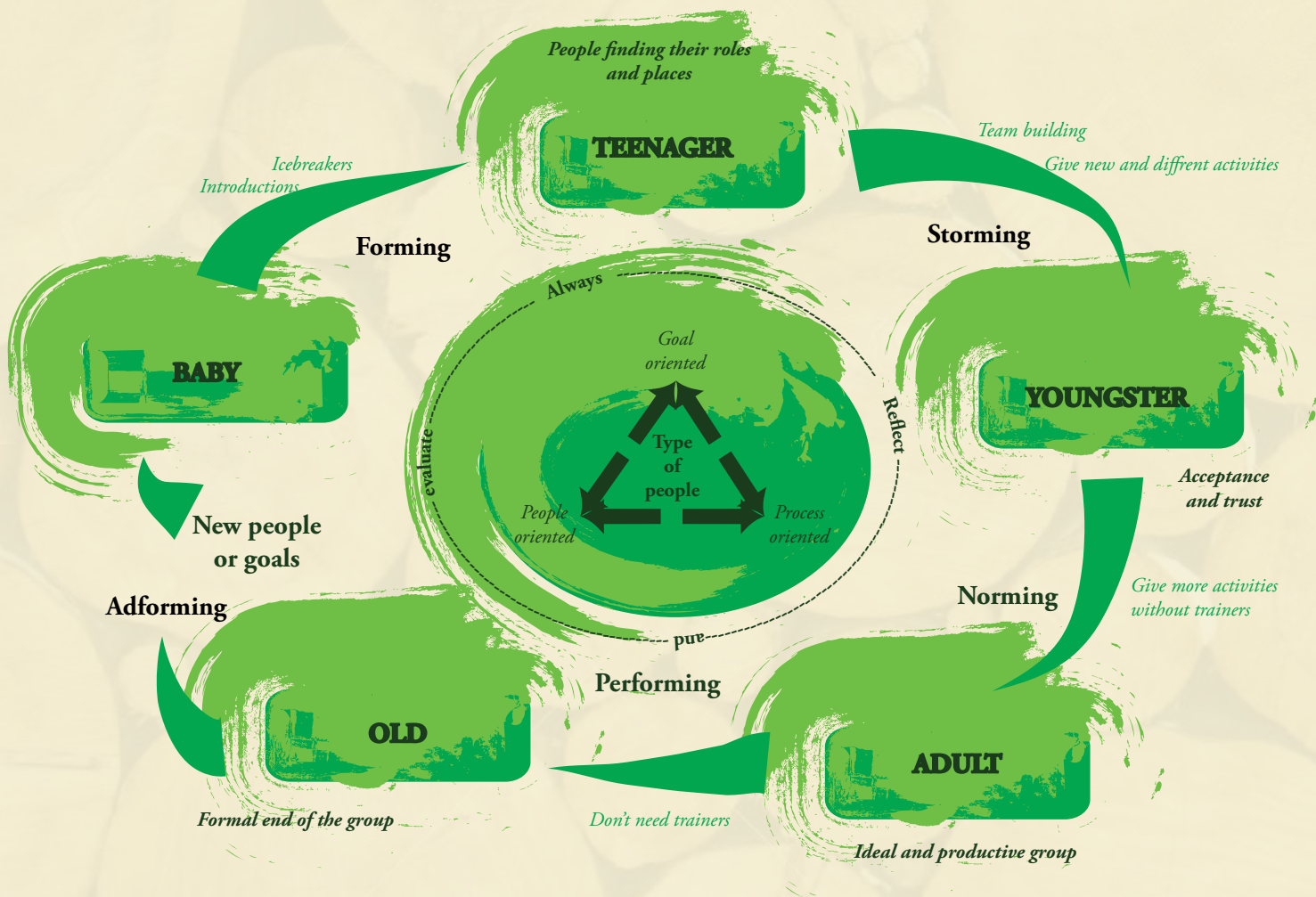




# GROUP DYNAMICS

Group Dynamics refers to the interactive nature of individuals within the contexts of a group. These interactions between individuals within the group are distinctly different than in one-on-one interactions.

The majority of Outdoor Education activities are performed in groups. These groups, usually ranging in size from 10-14 individuals, complete the majority of these activities as a unit. It is through these groups and the interaction of individuals within the group that the learning of leadership qualities, the ability to communicate, share, organize and discuss, are learned from one another. The dynamic between the individuals itself is as powerful a learning experience as any analysis or debrief following the activity.





# CAMPING

## How to choose a place

- find a good campsite
- camp near the woods so you won't have to go far for campfire material
- camp near a river (but not on the shore or the banks – so you won't get flooded) to have a source of water (for washing hands and to put off fire)
- camp and build tent on a lean surface (not in a hole or on rocks) in order to have a smooth sleep
- order of priorities is build shelter, campfire, toilet facilities, water, garbage, hygiene

## Fire – how to make and safety

- you have to build at least a campfire (two if your group has more than 20 people – 1 for heating and 1 for cooking)
- you have to build the fire at least 10 feet from trees, tents, roots, overhanging boughs or dry leaves
- build a hole in the ground (make “bricks” ground and set them aside – you will put the back when you're finished and put off the fire)
- you can make a ring of rocks around the fire so it won't spread
- be sure you have water near so you can put it off if it spreads
- gather firewood – dry ones, sticks, twigs, tree bark, thick branches – NEVER burn or cut down green trees
- start the fire by building a small pyramid with pinestraw, leaves or similar things (put them in the middle of the pyramid because they will burn fast and they will light up the firewood)
- make sure you have plenty of firewood so your fire won't die when you need it
- keep your matches in a small plastic box so they won't get wet if it rains
- when not needed, put off fire with plenty of water, cover the ashes and coals with a shovel and dirt, make sure it's off and after that put the dirt bricks back
- DO NOT leave the fire unattended





## Shelter

- build the shelter first so in case if it rains you have a place to put your things in order to keep them dry
- you can use a tent or a tarp
- practice building your shelter (tent or tarp) before you go camping



## Toilet facilities

- at least 50m from water source and tents
- carry and use a shovel – pick a place, make a hole in the ground, do your business, cover with dirt and maybe use a stick to make an X so people will know not to dig there

## Waste

- use garbage bags to collect trash that is plastic or other non-organic materials and take them with you when you leave
- bury the organic waste (like food or paper) in the ground

## Water

- you will need water for drinking and for putting off fire and washing your hands

## Equipment list

- tent or tarp
- sleeping bags
- mat (mattress)
- ropes
- shovel
- toilet paper
- matches or lighter (put in a small plastic box)
- saw or axe
- pot(s) for cooking
- cooking and eating utensils
- bowl or a plate
- clothes (extra ones, lots of socks, 2 pairs of pants in case you fall and might get wet, raincoat, jacket)
- cup
- plastic bags (for garbage and to have extra to protect your things from getting wet)
- soap or sanitizer (something to wash hands)
- light source (a torch)
- bottles of water (for drinking and for putting off fire)
- map
- bug repellent
- first aid kit
- phone
- food
- good mood



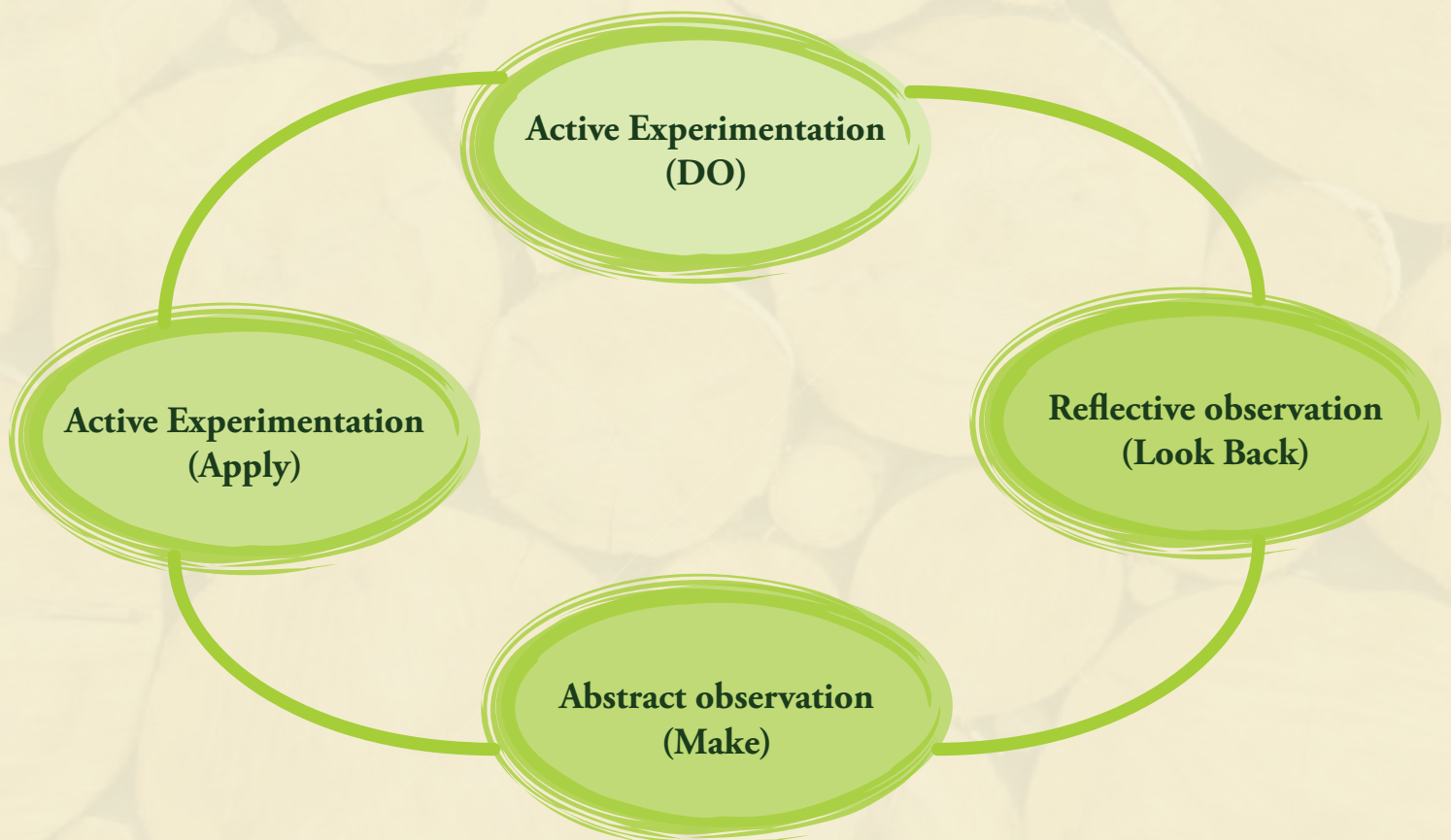
# EXPERIENTIAL LEARNING

**Aim:** Understanding the four-stage cyclical theory of learning that combines experience, perception, cognition and behavior.

The theory shows how experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new experiences.

The below are the four stages of the **experiential learning theory**:

1. **Active Experiment (Do):** where the learner actively experiences an activity such as field work.
2. **Reflective Observation (Look back):** when the learner consciously reflects back on that experience.
3. **Abstract Conceptualization (Make):** where the learner attempts to conceptualize a theory or model of what is observed.
4. **Active Experimentation (Apply):** where the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.





# COMFORT ZONES & 3F THEORY

**Comfort zone** = in which a person feels secure and not challenged by anything. Lack of anxiety.

*Example: you're in the comfort of your own home, with familiar people around you*

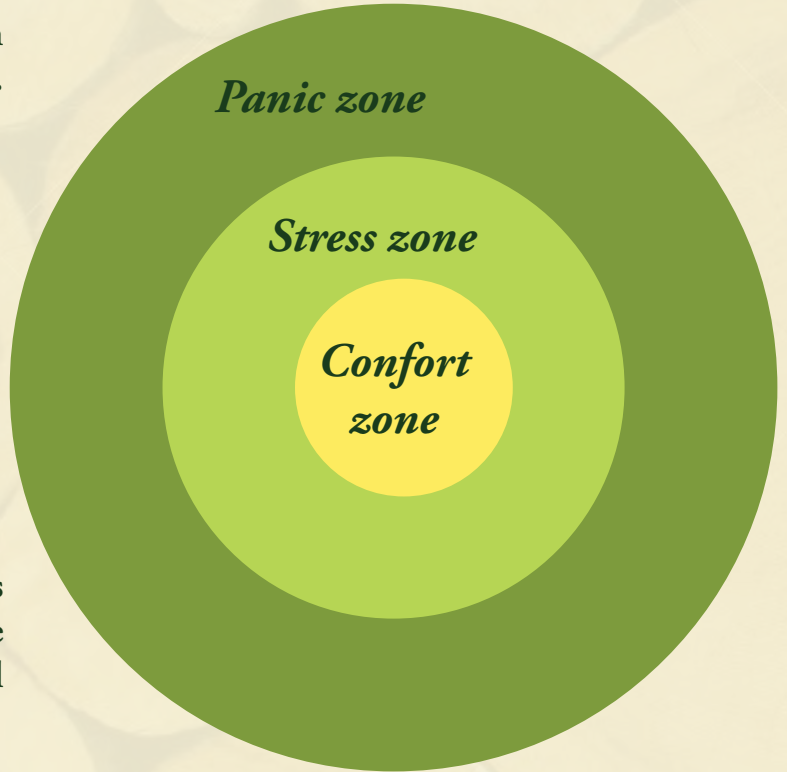
**Stress zone** = in which obstacles appear and the learning may begin. There are 3 typical reactions to stressful situations:

- **Freeze** – lack of action
- **Fight** – active disagreement
- **Fly** – escaping

*Example: giving a speech in front of a group about a subject you don't know.*

**Panic zone** = high level of stress, the survival instincts kick in.

*Example: getting lost in the woods at dark with no dry clothes or food (for normal people).*





## *Good to know:*



**Learning starts with exiting comfort zone and ends at approaching panic zone**



**Staying too much in your comfort zone makes it smaller. On the bright side, you can stretch your comfort zone by experience**



**It is necessary to return to comfort zone to process information obtained outside of it**

## *Challenge by choice*



**Autonomy related to the way you want to participate in the activities**



**Setting own goals**



**Being aware of own limits**



**Divide main goal into several smaller goals**

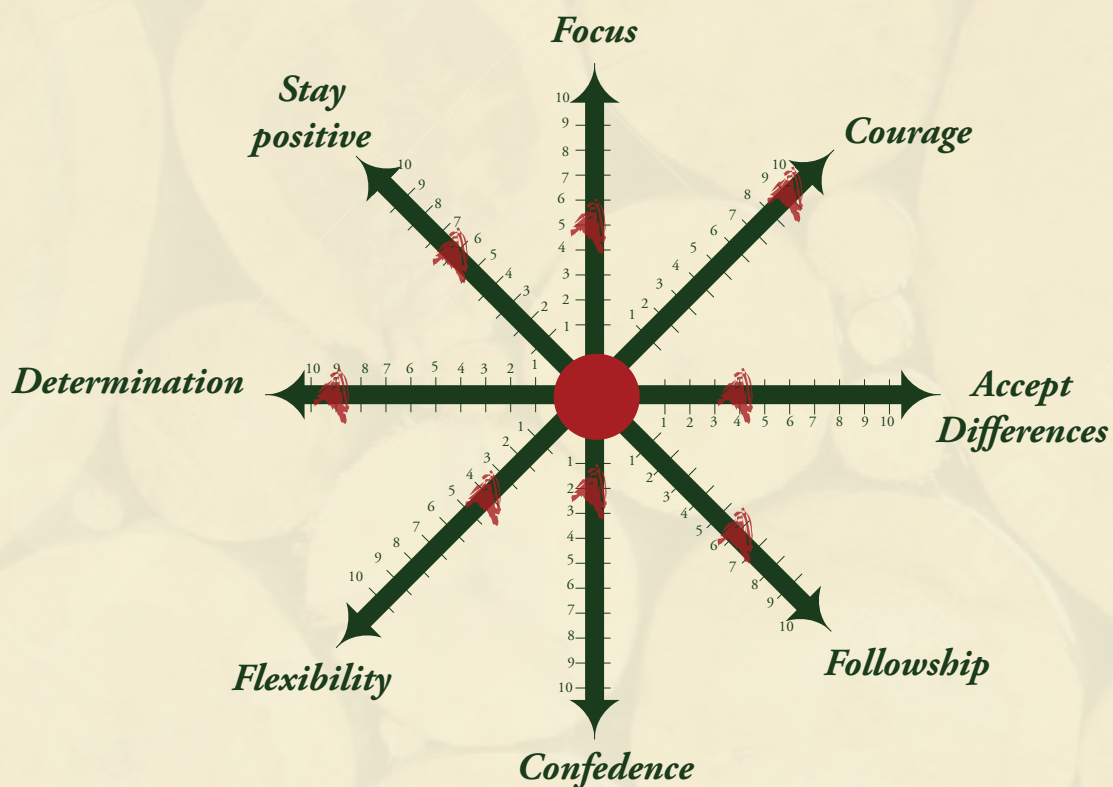
*Example: The same task can mean different challenges for different people. An extrovert's challenge could be to give space to others and focus on themselves, while an introvert's challenge could be to take action and speak out.*



# COMEPETENCES & LEADERSHIP SKILLS

**Aim:** Improving, developing, enhancing & changing individual and/or team attitude towards dealing with different situations.

The competency compass is about discovering your own and/or team skills that are related to leadership & management skills & to start finding where we stand in order to try new ways to develop & improve the existing skills.



*Competences are balanced mix between skills, attitude and knowledge. If one of these components were missed there will be low competency in dealing with situations.*

