



LABYRINTH

TRAINING COURSE
ON OUTDOOR EDUCATION
FOR YOUTH WORKERS

A collection of outdoor activities for various purposes in youth work and education





SHORT INFO ABOUT THE PROJECT



“LABIRINT Training Course on outdoor education for youth workers” is a long-term project, aiming to let youth workers actively working with young people discover outdoor education and adventure-based learning and develop their competencies to apply them in their practices, especially in relation to empowering young people with fewer opportunities at local level.

OBJECTIVES:

- discover outdoor and experiential learning, their historical perspective, principles and models
- articulate and reflect on participants' own values base for outdoor and experiential learning
- experience various outdoor methods and techniques and reflect on ways of incorporating these methods and techniques into their daily youth work with young people including young people with fewer opportunities, young people from marginalized background, radicalized youth or with refugees
- share practices, experiences, methods and techniques of outdoor education across and increasing the quality of youth work in participants' countries
- develop participants' reflexive skills and critical, innovative, creative thinking and challenging outdoor learning contexts and their application
 - develop participants' competences in designing, planning, implementing and evaluating outdoor and experiential learning activities
 - understand and handle risk and safety in outdoor settings
- increase knowledge of the participants on Erasmus+, support creating new project ideas based on using outdoor methods and techniques and promote networking and cooperation



STRUCTURE

The course consisted of 2 TCs hosted in different locations and a local phase:

PART 1

1st TC- “Outdoor In Action”, Sondershausen, Germany, 17 – 24 April 2019. It focused on learning and discovering what outdoor is, trying out different methods and tools and acquiring a set of competencies needed for a youth worker when working with outdoor activities.



PART 2

The local phase was done by participants in the local communities where they put the gained knowledge to practice in the work with their target groups.



PART 3

2nd TC - “Outdoor in YouthWork”, Baikal Lake, Russia, 20 – 28 July 2019. It focused on the ways of integration of outdoor education in work with youth with fewer opportunities, developing tools to use in outdoor education and reflection on quality.

ONCE THERE'S THE REAL
OUTDOOR CHALLENGE,
ALL THE MASKS FALL
AND PEOPLE ACT AS
REAL SELVES

IT GIVES THE OPPORTUNITY
FOR PEOPLE'S GROWTH AND
CHANGE

OUTDOOR ACTIVITIES HAVE
REALLY BIG IMPACT ON THE
GROUP

IT MAKES YOU BELIEVE IN YOUR
TEAM AND TRUST YOUR GROUP
MATES

WHY OUTDOOR ?

*from the testimonies of
participants*

IT'S A GREAT POSSIBILITY
FOR THE GROUP OF
DIFFERENT PEOPLE TO
BECOME A TEAM AND
MANAGE THEIR ROLES

SHOWS IMPORTANCE
OF BALANCE BETWEEN
PROCESS AND RESULT

IT MAKES YOU LOVE,
RESPECT AND
APPRECIATE THE
NATURE

IT'S VERY POWERFUL TO BUILD
SOFT SKILLS (COMMUNICATION,
TEAM WORK, PROBLEM-SOLVING
ETC.)

IT'S OPEN FOR
UNPREDICTED, WHICH
STIMULATES UNPREDICTED
BEHAVIOURS

THE COLLECTION OF OUTDOOR ACTIVITIES FOR YOUTH WORK

THESE ACTIVITIES WERE DEVELOPED BY THE PARTICIPANTS IN THE SECOND STAGE OF THE PROJECT. THEY WERE IMPLEMENTED DURING THE TRAINING, EVALUATED AND CAN BE USED AS INSPIRATION FOR YOU AND YOUR WORK. FEEL FREE TO ADJUST ANY PART OF THESE ACTIVITIES ACCORDING TO THE NEEDS OF YOUR LEARNERS.



Trust session

(THE TOOLS OF THE SESSION DEVELOPED AND IMPLEMENTED BY WOLFGANG SIEBERTH, MATEUSZ GORECKI, VLADIMIR GJORGIEVSKI)

Objectives of the session:

- identify elements that create or disturb trust
- learn how to make clove-hitch knot

Group size: 20-30 participants but can be smaller or bigger, it's good if groups can be divided in pairs

Materials: ropes, blindfolds, markers and paper

Time: 90 min

Step-by-step:

Step 1: INTRODUCTION

The session starts with the explanation of the plan of the session and its objectives.

Step 2: BRAINSTORMING

Participants are invited to brainstorm what trust is for them and facilitator puts down all the ideas on the flipchart.



Step 3: WARM-UP

Participants are formed in couples and they decide who is a person A and a person B. They stand facing each other in a long distance. After that, person A is asked to come as close as safe he/she feels towards person B - if they feel very safe and relaxed they can have 5 cm distance, but it's important for participants to take their time and only go to the distance they are comfortable with.

Participants can change partners if need be. After that, they come back to the distance and a person B is asked to do the same. After the warm-up, participants are asked to share a short round of feelings and reflect what made them feel safe or not.



Step 4: WARM-UP 2

Participants are split in trios, one of them is blindfolded and other 2 people choose one object, which a blindfolded person can touch and guess what it is. After that, another person gets blindfolded and the other 2 people in the trio choose an object and let the blindfolded person guess. Then - the last person experiences the guessing while being blindfolded.



Step 5: BLIND WALK

Participants are asked to stay in the same trios and divide the roles where person A - a blindfolded person, B - a guide, C - an observer. The task is for person B to let a blindfolded person walk around the area (big open field, or , for bigger challenge it can be a forest area) and explore it as much as possible - plants, smells, hills etc. Person B needs to guide the walking person and ensure his/her safety as well as provide as interesting 'nature experience' as possible. Observer follows the walking couple and makes notes on the process. After 10 minutes the roles change and then change one more time, so that in 30 min all the participants experiences all of the roles. The walking trios are gently pointed a general direction of exploration by the facilitators, so that by the end of the 30 min, all the participants reach the forest area, prepared by facilitators for the next stage.



Step 6: KNOTS

Participants can change their trios or stay in the same trios. Facilitators introduce the next stage of the activity - how to make a clove-hitch knot. Facilitators demonstrate the steps in making the knot and then participants have the chance to practice.

After that, one participant is being blindfolded and the other 2 need to provide verbal instructions for him/her to make a knot of the rope around the tree while being blindfolded. The most challenging part is later to check the knot - the blindfolded participant, stands closer to the tree and while holding the ropes, makes a 'free fall'. (at least one person from the two must be a spotter while the participant is doing it). If the knot was done correctly the rope will hold participant, if not - the rope will slide from the tree.



Step 7: DEBRIEFING

The session is followed by debriefing, reflecting on the experience and trust issues during different stages of the session.

Remark: For the Knot exercise, it'll be even more challenging, if you find an area with the trees which is on the angle to the ground (hilly area), so that the 'fall' feels more real.

Rescue the Captain

(THE TOOL DEVELOPED AND IMPLEMENTED BY
CHRISTOPHER EHLING, ALEKSANDR GORDEEV, URTE
VASERIENE, FILIP MODZELEWSKI, KZLYAN LUSINE,
ROMAN SYDORENKO)

Objectives of the session:

-to practice social inclusion and attention to detail through effective communication and developing a cohesive group dynamic

Group size: 20-30 participants

Materials: ropes, character cards, survival book, a map, a bottle, empty water jugs, the lake, a captain, Rules sheet, first aid kit, letter from a captain (containing both explicit and implicit instructions), blindfolds, coins

Time: 4 hours

My faithful Crew,

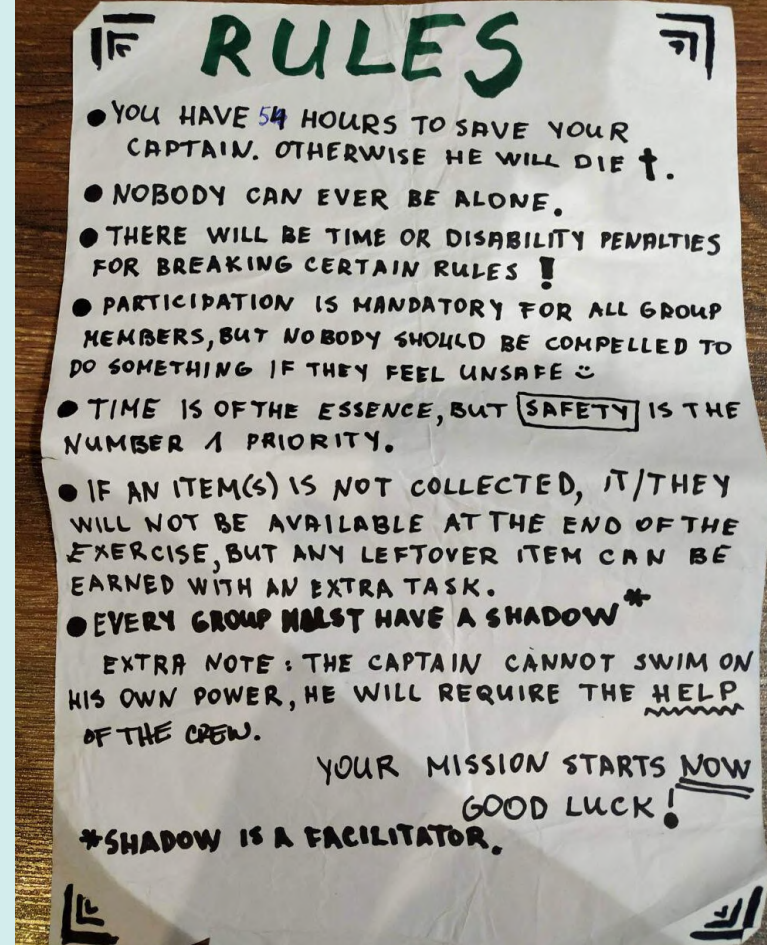
I've broken my own cardinal rule and ventured out alone to scout passages away from shore. The tide came in and I've been stranded on the tip of the peninsula in a cold, wet cave. I've been without food and drinkable water for nearly 12 hours and am feeling very weak. I need you all to gather the supplies we landed for and construct our emergency raft to rescue me and return to the ship. Please rely on your collective skills and training, I have faith that you will accomplish this mission and rescue me before the tide is fully in and I am washed out to the sea. I hope this letter will find you and you can come and save me. Remember you have only 4 hours to find me... Every minute is important... Please hurry up...
Your Captain.

Step-by-step:

Step 1: INTRO AND BRIEFING

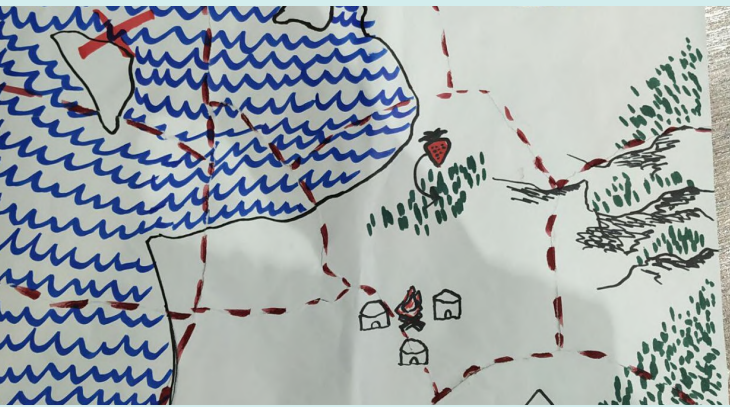
Participants are gathered in one space. Each participant gets a role card (it can be just 'sailor', so no specific task is given to a role, there can be a person who is blind, a person who can not hear, or can not talk, a person with certain behaviour - very bossy or the one who has an extra info but can not openly state it's the correct info etc.) One of the facilitators is giving the intro to the role play: They are all a crew of a ship currently resting on a shore and they are missing their captain. One of the facilitators happen to find the letter from a captain and he/she reads it out. (see above)

The task for participants is to gather the supplies hidden in different spots, build an emergency raft and save the captain from a cave (which is located in the lake and there's no 'walking' path to there).



Participants have certain rules and steps which they need to follow together with a torn up map which shows the location of the supplies (materials for building the raft, some plants which could "cure" some disabilities, coffee break)

After reading the rules facilitator give the basic safety briefing.



Step 2: HUNT THE SUPPLIES

Participants start implementing their 'mission', the team of facilitators act as shadows and only interfere if the rules are not being followed or the safety of participants is compromised. They also act as time-keepers informing participants how much time they have left.

First, participants collect the map and search for supplies. (It's important you let the group live through this experience and let them decide themselves how to divide the tasks and fulfil the mission, it's THEIR group dynamics, so everything what happens is the right thing to happen).



Step 3: BUILD AND TRANSPORT THE RAFT

After participants gathered the supplies they need to build the raft and put it on the water (in this case it also required the walk from the venue to the lake in about 15 min).



Step 4: SAVING THE CAPTAIN

Once the raft is on the water, the groups need to get it to the cave to save the captain. There's one rule, all the group need to hold onto the raft or a rope at all times.

Once the captain is saved or the given time is up - the Role Play is over.



Step 5: DEBRIEFING

This big experience is followed by the reflection on experience.

Some questions which could be asked:

(these questions can and should be adjusted according to the experience the group went through?)

How do you feel after this activity?

What happened during these 4 hours?

How were the tasks divided in the group?

How was the communication in the group?

How did the communication process with people with certain limitations go?

Which strategies did you use in order to ensure efficient communication?

Was there inclusion of everyone in the group? If yes, how did you manage to achieve it? If no, why?

What would you change in the communication process next time?

What be one learning moment for you after this activity regarding you as a part of the group?

What would you change in your communication style next time you need to work in a group?

A day hike

(THE TOOL DEVELOPED AND IMPLEMENTED BY EKATERINA PRAKAPENE, RAED AL AZAWI, BASANSKA ALISA, VICTOR ZATIKYAN, ALEXANDRA ISAICUL, SERGEI VRABII, KHURELBAATAR DAVKHARBAYAR, VLADIMIR DEGTIAR, ZAFAR SAYDALIEV)

Objectives of the session:

To let the group experience a hike as a form of outdoor activity and support group dynamics process

To let participants learn the basics of orienteering with compass

To support inclusion process through undergoing a physically challenging activity

Group size: 20-30 participants but can be smaller or bigger

Materials: suitable clothes and footwear for hiking, a backpack, a few compasses, snack food for the day, colourful ribbons

Time: whole day



Step 1: PRE-PREP

Participants are introduced with the timeline for their day and the necessary things which they need to take in the evening before the activity (swimsuit, water, hiking clothes and shoes, sun protection, a hat, a backpack, no phones and a camera).

Step 2: BRIEFING

In the morning participants are met by the organising team. They give a general instruction for the hiking and the plan of the day: at the beginning participants will have a small workshop on how to use compass and after that they will receive 8 checkpoints, which they need to find by compass coordinates. The usage of phones is not permitted. The way to each checkpoint should be lead by 2 new people all the time. The group should start and finish all together. The team explains the basic safety briefing.

Step 3: INTRODUCTION

The session started by a small introduction and participants were invited to reflect on the question 'How relevant and useful can be hiking for your Youth Work?' Some answers are collected and participants are invited to reflect on this question throughout the hike.

Step 4: FOOD

Participants are given 2 boxes of food snacks (not organised). The need to divide them and make sure everyone has enough food.



Step 5: COMPASS

Participants are divided in pairs, one person from the organising team joins each pair and explains how the compass works (if there's a lack of offline compasses, iPhone compass can be used for the demonstration). After that, in pairs, under the supervision of facilitators participants practice in finding different coordinates.



Step 6: THE HIKE WITH ORIENTEERING

After that, the group is given a sheet with the checkpoints which they need to find. (the checkpoints were prepared by the team in advance and as a sign of a checkpoint a colourful ribbon was tied up to the tree in the location of the checkpoint !make sure the ribbons are taken off afterwards!). Plan the route through the various landscapes - e.g. at some point the checkpoint was located on a little island easily reachable without swimming, but the group needed to through the lake to reach it.

Step 7: THE LUNCH

When only 1 checkpoint is left, participants can enjoy the lunch in the shadow and have some rest. After that, they continue their hike uphill to reach the last checkpoint.



Step 8: THE CHOICE

Once the group reached the hill, they are invited to decide which level of challenge they want to continue with: they can simply hike back, enjoying the nature or do additional group challenges on the way (e.g. go through a harder terrain, do the silent challenge, or simulate an 'accident' when one person loses mobility etc.).

Step 9: DEBRIEFING

Once the group returned to the venue, they are invited to reflect on the experience, including their feelings after, the group work, inclusion as well as coming back to the meta reflection on the hike as a learning method in youth work.





Morning outdoor meditation

(THE TOOL DEVELOPED AND IMPLEMENTED BY ILYA FEYGENOV,
NATALIA SKORIK, LĪGA JUPATOVA)

Objectives of the session:

- let participants connect with the nature
- provide new experience for participants
- receive the feeling of gratitude
- create the feeling of belonging to the nature

Group size: does not matter

Materials: swimming suit, towels, warm clothing, recorded meditation and loudspeakers (optional).

Time: 60-80 min (NB. this is a sunrise session, so make sure you check the time of sunrise in the day you're planning to implement it and plan the timing accordingly)

Step-by-step:

4:00 a.m. Participants meet together next to the Shamanic pole. (you can choose any location, it's better if it'll be big open area)

4:00 -4:10 Participants are invited to hold the hands together, while standing the circle and think what they are grateful to the nature for. After that, participants are invited to thank the nature in their thoughts for each things they are willing to. In this ritual only facilitator speaks, the others are in the silent reflection.

4:10-4:40 After the ritual, participants are invited to find a stone on the ground, the size of which will represent all the negative issues in participants' lives(e.g. problems, offences, negativity etc.). After they found the stone, they are invited to do a solo-walk to the lake, thinking who and what they are grateful for in their lives. They need to carry a stone in one hand all the time of their walk (without changing hands) and they are asked not to speak and use this time for their self-reflection. (It can be a walk to another point in the nature - make sure it takes around 25-35 minutes).





4:40-4:50 At the end of the walk, participants climbed a small hill on the lake. As soon as they reached the top of the hill, they are invited to mentally put all the negativity, problems and insults in the rocks they were carrying and as soon as they are ready - through the stones to the lake, saying good bye to all of them.

4:50-5:00 After that, participants are invited to take a comfortable position on the hill and close their eyes. They are invited to do a gratitude meditation session, which facilitators prepared themselves and recorded on the speaker (if you have bigger experience with mediations, you can as well lead it 'live'). After that, you ask participants to open their eyes and enjoy the sunrise (ideally, count the time that they open their eyes just before the sunrise starts, it will create a 'magical' environment).

5:00-5:10 Participants are asked to share a round of feelings after the session and after that, they are invited to swim together in the morning refreshing lake and walk back to the venue.

Remarks:

Please make sure you inform participants about the time of the session and the clothing needed in advance so that they have time to prepare and feel warm enough during the meditation.

Please make sure participants have some time to rest after this session due to its early timing.

The recording of the meditation participants created: [here](#)



Outdoor ART reflection

(THE TOOL DEVELOPED AND IMPLEMENTED BY LAZLO MILUTINOVITS, IVANA IVANOVSKA, JELIZAVETA OBRAZCOVA)

Objectives of the session:

- to give space to participants to share their experience
- to let participants reflect on their own learning experience
- To boost creativity
- To get an understanding for other participants' experiences
- To let participants understand the nature and outdoor from a different point of view

Group size: does not matter, participants will work in small groups of 3 people.

Materials: paper, markers, flipcharts, laptop, projector, cameras, natural material: stones, flowers, wood etc.

Time: 90 to 180 min



Step-by-step:

Step 1: INTRO 5 min

The facilitators start the session, by introducing the workshop and explaining that participants now will have time to reflect on the experiences which they went through in practical phase through ART.

Step 2: GROUP DIVISION 5 min

Participants are split in the groups of 3 (it's worth to let participants form the groups by themselves here and give them the opportunity to choose people they feel most comfortable working with and reflecting).

Step 3: BRAINSTORMING 20 min

In small groups participants need to brainstorm on:

- What outdoor education gives me?
- Reflect on the highlights, experiences (group or individual), skills etc. which they went through this practical phase and training general

And as a result of their brainstorming they need to put their outcomes of brainstorming on a paper.





Step 4: ART CREATION 50 min

After that, participants need to identify how they want to represent the outcomes of their brainstorming (or choose one outcome) in a piece of art. They are offered to create a piece of art in any form they find appealing (e.g. painting, photos, installation, performance, video etc.). They are free to choose the location where they want to create/ present their art piece. One basic rule for creation: to use materials of the nature and use the outdoor space for their art.

Step 5: PRESENTATION 60 min

After participants finished with their art pieces, they present their pieces of art one by one in the locations which they chose, the rest of the group is asked about the impressions and ideas behind the art pieces.





Step 6: DEBRIEFING 15 min

After that, facilitators invite the group for a small reflection after the experience.

Possible questions to ask:

How was this experience for you?

How did the process go?

What are the main learning outcomes for you from this experience?

How can you use outdoor art reflection in the work with your target groups?

Participants and organisers of the second stage of Labirint project, who developed and implemented the above described activities and contributed with some photos for this publication: Līga Jupatova, Jelizaveta Obrazcova, Urte Vaseriene, Ekaterina Prapakene, Raed Al Azawi, Wolfgang Sieberth, Filip Modzelewski, Roman Sydorenko, Basanska Alisa, Victor Zatikyan, Kzlyan Lusine, Alexandra Isaicul, Sergei Vrabii, Ilya Feygenov, Aleksandr Gordeev, Vladimir Gjorgievski, Ivana Ivanovska, Khurelbaatar Davkharbayar, Vladimir Degtiar, Zafar Saydaliev, Christopher Ehling, Vera Goriunova, Natalia Skorik, Mateusz Gorecki, Bogdan Imre, Laszlo Milutinovits, Eduard Oganyan

LTC LABIRINT: TO BE CONTINUED...

