

TO THE ROOTS



THIS JOURNAL BELONGS TO

- THE FUTURE OUTDOOR
YOUTH TRAINER

Murzasichle

2021

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ABOUT

With this training course we would like to let you discover outdoor education and adventure-based learning and develop your competencies in this field so that you can use it in the work with young people.

We see learning processes as a life-long journey, full of discoveries, adventures, challenges and different emotions.

The aim of this journal is to support you with some theory which we will discuss and to help you with the reflection on your learning process on a daily basis in order to be able to identify learning moments/situations and to measure your progress.

Your learning is an adventure and you decide how exciting it's going to be!



HOW TO USE THIS JOURNAL

This journal is meant to support your learning process.

First of all, you can find some theories in relation to outdoor education. So after the session you can always come back to the journal and see the theory we discussed.

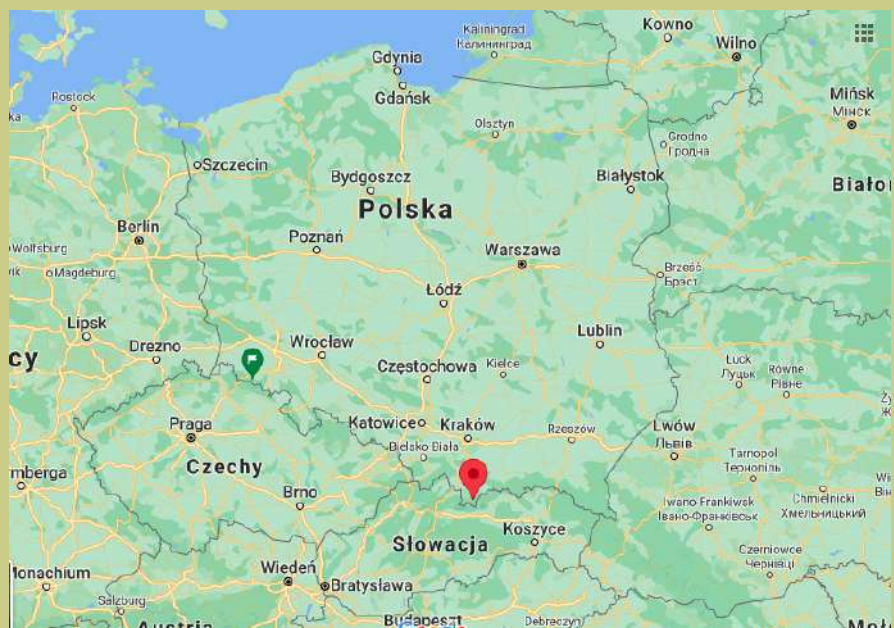
Secondly, it's your learning journal, where you can make notes, write down main learning moments of the day, concerns etc.

At the beginning of the day, spend some time to think of your own learning goals for the day.

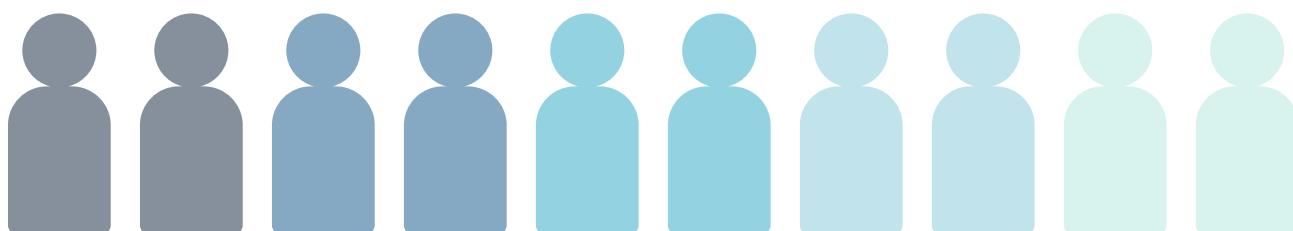
At the reflection time, in the evening, please meet with your learning buddy and reflect on the day from the perspective of personal/professional growth. Make notes in the journal. Write down your major learning moments to the daily reflection form of your learning journal.

WELCOME IN MURZASICHLE / TATRY /POLAND

Murzasichle is a small village in Podhale region of Poland located in The Tatra Mountains. The Tatras create a natural border between Slovakia and Poland. Both Slovak and Polish sides are protected as national parkland and are popular destinations for winter and summer sports. The Tatras are home to wildlife including the Tatra chamois, marmot, lynx and bears.



● — PEOPLE IN MY GROUP — ●



MY DEFINITION OF OAE
DAY I



MY PERSONAL GOALS FOR NEXT WEEK

MY GROUP GOALS FOR NEXT WEEK

MY KNOWLEDGE GOALS FOR NEXT WEEK

MY PHYSICAL-MOTORIC GOALS FOR NEXT WEEK

DIVING IN THE TOPIC



OUTDOOR EDUCATION
EXPERIENTIAL LEARNING
THE THEORY OF ZONES
THE FLOW
DEBRIEFING
THE KNOTS
RISK MANAGEMENT
PROGRAMME DEVELOPMENT



OUTDOOR EDUCATION

Outdoor Education is a planned learning experience that takes place out of the classroom (most of the time). It is a broad category that fosters discovery and experimentation, often in connection to the natural world.

Outdoor Education engages with social interaction, inclusion, personal wellbeing and development, as well as individual and group learning processes. Drawing on the methods of non-formal education, outdoor educators place an emphasis on processes rather than on results.

Outdoor educational programmes are normally developed and implemented in conjunction with a trainer or facilitator, but formal or standardised testing is generally eschewed. Instead, other markers – such as self-reflection, self-discovery and ‘personal growth’ – serve as indicators of success.

MODEL OF KOLB'S EXPERIENTIAL LEARNING CYCLE

1. **Concrete Experience** (experiencing) – a new experience of situation is encountered, or a reinterpretation of existing experience.
2. **Reflective observation** (reviewing) of the new experience – especially important is a difference between the experience itself and the way it is perceived.
3. **Abstract conceptualization** (concluding) – reflection gives rise to a new idea, or a modification of an existing abstract concept.
4. **Active experimentation** (planning) – the learner applies conclusions to the world around them to see what results

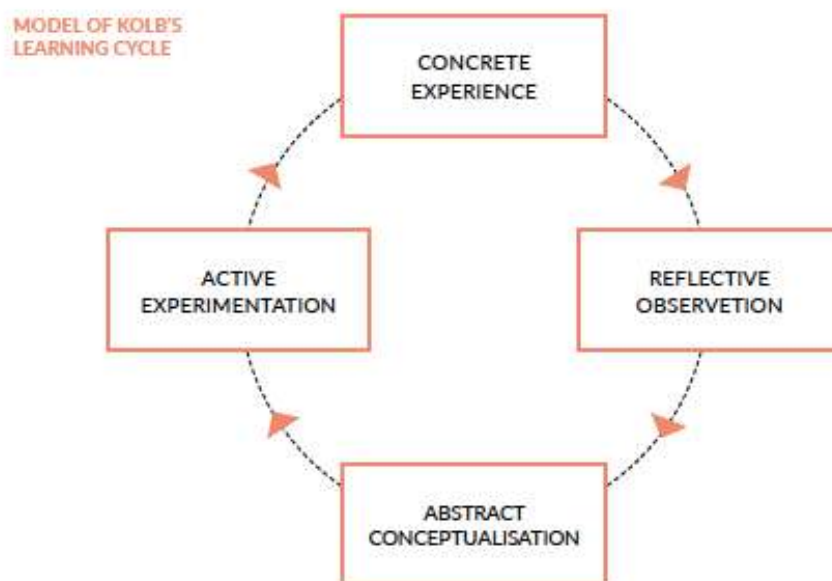


FIG. 1. MODEL OF KOLB'S LEARNING CYCLE, BASED ON: KOLB, A.D. 1984, EXPERIENTIAL LEARNING, PRENTICE-HALL INC, NEW JERSEY.

THE THEORY OF ZONES

Comfort Zone:

where many of us operate. It includes everyday activities such as doing the same things and mixing with the same people. It's the location of the skills and abilities we've acquired. While the comfort zone is by definition the most 'comfortable', according to Ronke we can't make progress or build skills in the comfort zone since it consists of the abilities we can already do easily.

You can imagine that in the comfort zone there is a magnet, which tries to keep you in that zone. You should be aware of this fact and you should try to cut the invisible lines between you and the magnet and step out of the comfort zone, to have the possibility to develop on a personal or group level.

Learning (Stretch) Zone:

Your Stretch Zone is the area of novelty, exploration and adventure. Here are the things that are a little or a lot out of the ordinary – the things you haven't done for a long time or have never done before. It is a challenging environment where support is necessary. It may be uncomfortable, but should not be unsafe, in an emotionally, physically, mentally, or social sense. Learning about yourself, others, and your interaction with the environment occurs here.

Panic Zone:

If you've ever become so anxious you can no longer think, you've probably run into the panic zone. Activities in the panic zone are so tough that we don't even know how to approach them. The overall feeling of the panic zone is that you are uncomfortable and possibly discouraged. Like the comfort zone, we can't make progress in the panic zone. You may be in the panic zone when attempting something dangerous, far beyond your reach or under high stress.



THE THEORY OF ZONES

MODEL OF THE STRETCH
ZONE EXPERIENCE

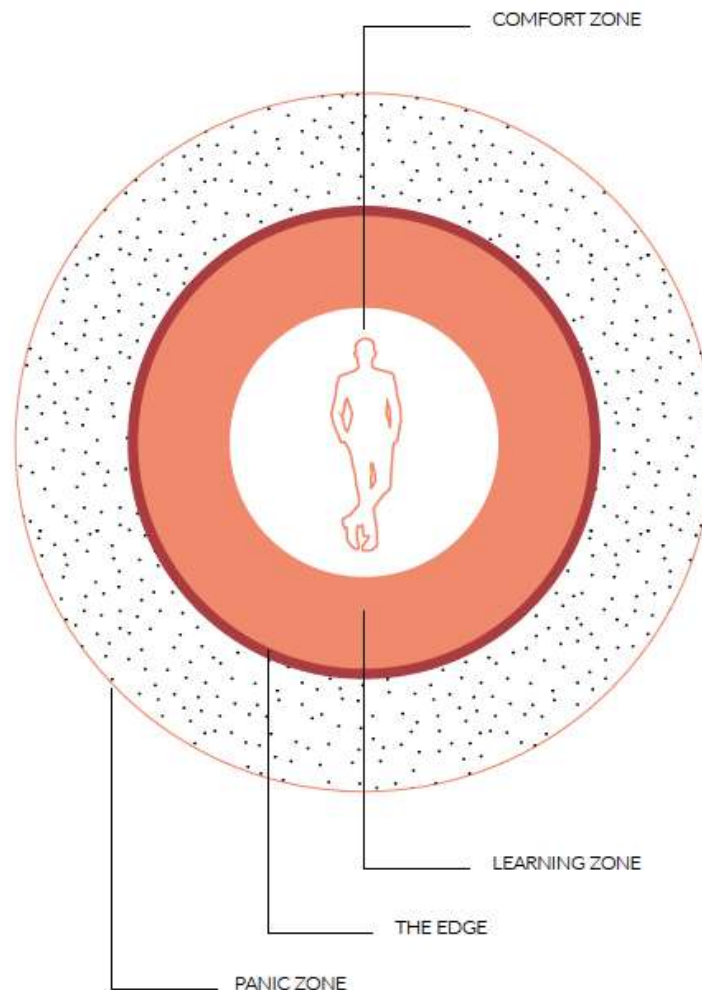
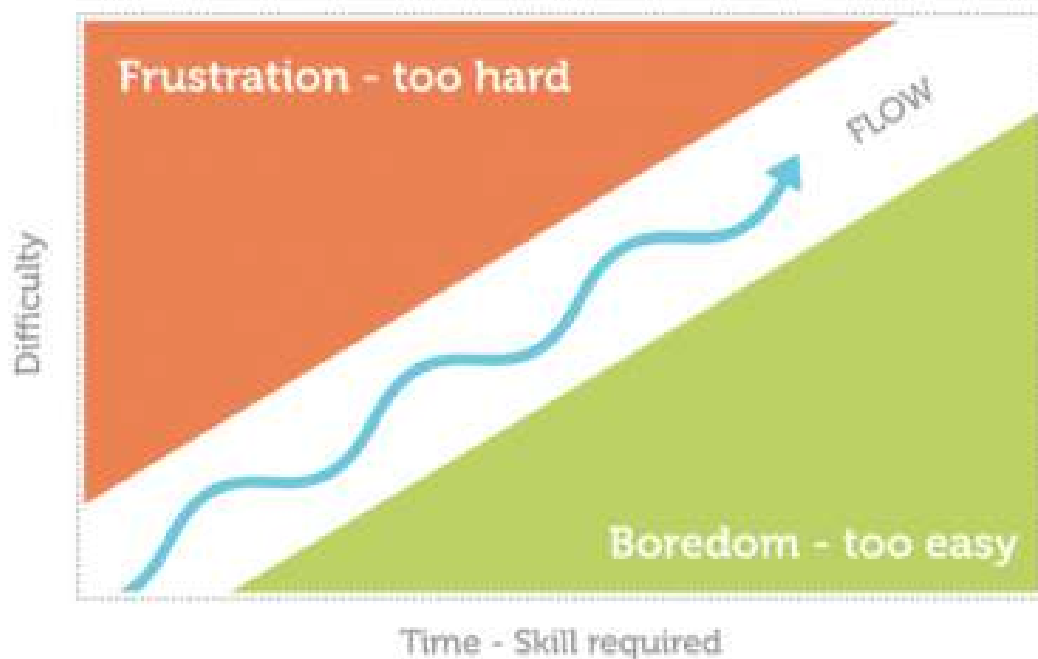


FIG. 2. MODEL OF THE STRETCH ZONE EXPERIENCE, BASED ON: PANICUCCI J. 2007, CORNESTONES OF ADVENTURE EDUCATION, IN: D. PROUTY, J. PANICUCCI, R. COLLINSON, ADVENTURE EDUCATION: THEORY AND APPLICATIONS, HUMAN KINETICS, CHAMPAIGN.

It is very important to explain for the participants that each person is responsible for setting themselves the right level of and type of challenge. If somebody sets a low level of challenge it means the person did not step out from his comfort zone and if somebody sets the level of challenge to high they will enter in the panic zone and will not develop/learn, but their comfort zone will become smaller as a result (Panicucci, 2007).

THE FLOW



The FLOW theory by Mihály Csíkszentmihályi: in order to have the most optimal experience, it's very important to try to organise the activities and experiences in a way that participants are in the FLOW.

Flow - is the mental state of operation in which a person performing an activity is fully immersed in a feeling of energized focus, full involvement, and enjoyment in the process of the activity.

So if participants' skills are too limited but the task is too difficult - it will lead to frustration. If the task is too easy for participants' skills - it'll lead to boredom. So we need to plan the learning experience of the participants in a way, that it's in the flow zone - it's difficult enough to provide challenge yet possible to accomplish with the skillset they have.

DEBRIEFING IN OE

4F MODEL

Facts:

- What happened during expedition?
- What did you notice within the group/area?
- How division of the group and responsibilities was done?
- Why did you choose this team in expedition?

Feelings:

- How did you feel about surrounding/route?
- How that feeling influenced your actions and reactions during expedition?
- Can you connect your feelings with facts?

Findings:

- What did you find about yourself during expedition?
- Did you discover any improvement or better solutions for similar situation during following days of expedition?
- What can you learn from your role in team?

Future:

- What can be improved next day of expedition?
- How would you solve this situation during next expedition?
- How can you use expedition knowledge in my personal/professional life?



KNOW THE KNOTS

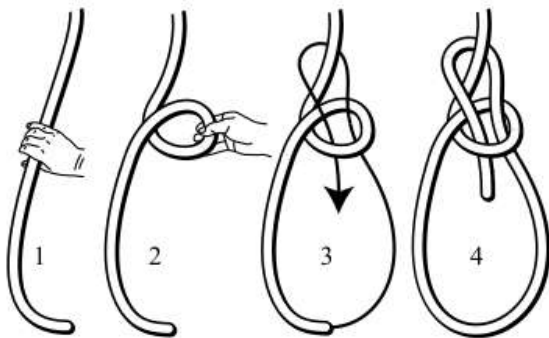
You never know when you might need a knot!

Knots are classified as hitches, bends, splices, or knots. A hitch fastens a rope to another object; a bend unites two rope ends; a splice is a multi-strand bend or loop.

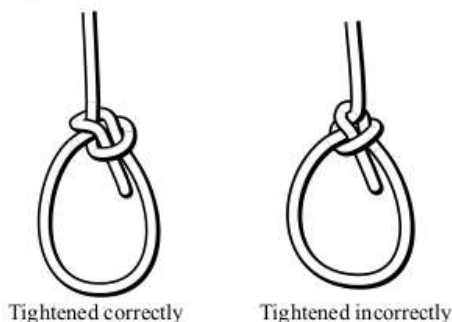
A knot in a sense serves as a stopper or knob at the end of a rope to keep that end from slipping through a grommet or eye. You use knots in setting up your tent and in making camp gadgets. You use knots in pioneering and boating and canoeing. And someday you may even save a life because you know how to tie the proper knot. The trick in knot tying is to use the right knot and to tie it correctly. The right knot holds when you want it to hold and unties quickly. The wrong knot may come untied when you put a strain on it or may jam so hard that you can't untie it.

Bowline

The bowline is used to make a non-slip loop on the end of a rope. It is called the king of knots and it is so dependable that it can be used for rescue work.



After the bowline has been formed, you must tighten it correctly like this.

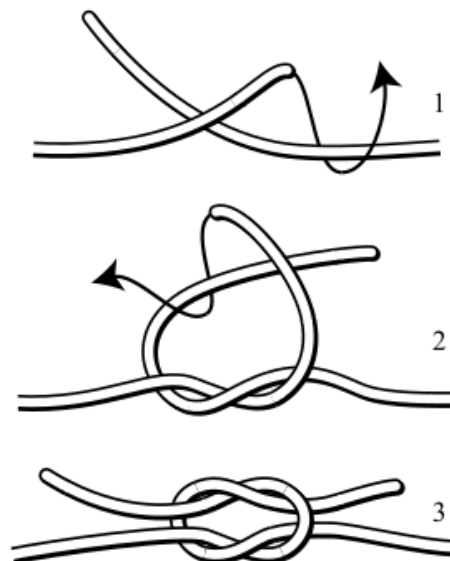


Tightened correctly

Tightened incorrectly

Square Knot

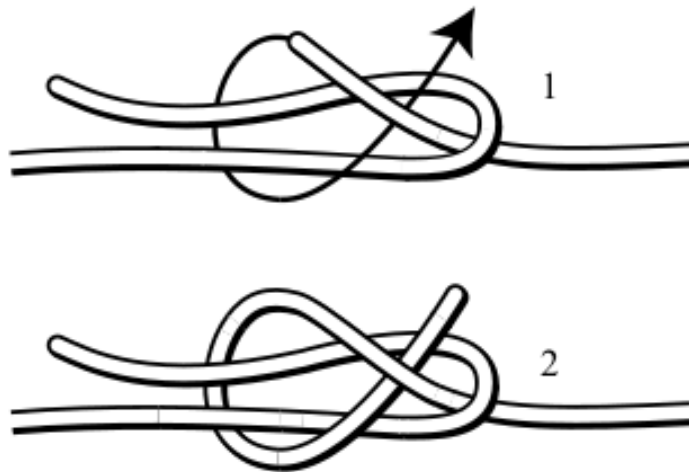
The square knot is used as a binding knot for such things as clamping a pad on a wound, tying a gathering rope on the male end of an extension cord, or as a shoestring knot. The bowknot we all use to tie our shoes with is really just a double slipped square knot. The books say not to use the square knot to tie two ropes together because it can untie itself under the right conditions but I have used a single slipped square knot to tie two ropes together for years without a problem yet.



KNOW THE KNOTS

Sheet Bend

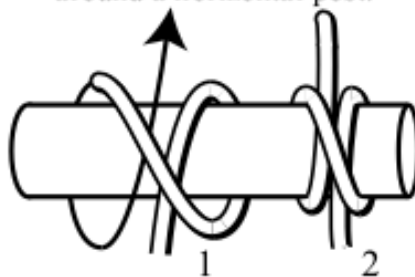
The sheet bend is the knot you are “supposed” to use to tie two ropes together. You can tie on to a sheet or blanket with it if you fold the corner of the sheet into a point and substitute it for the left rope below.



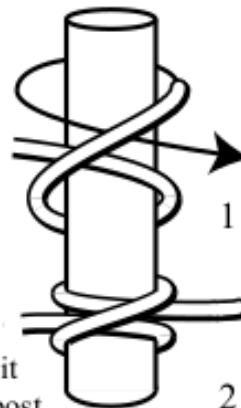
Clove Hitch

The clove hitch is known in the oilfield around here as a claw hitch. It is the best knot to use with stiff large diameter rope because it never makes a sharp bend. It is also used to start and finish lashings. A lashing is a series of wraps tying two poles together.

Here is how to tie it around a horizontal post.



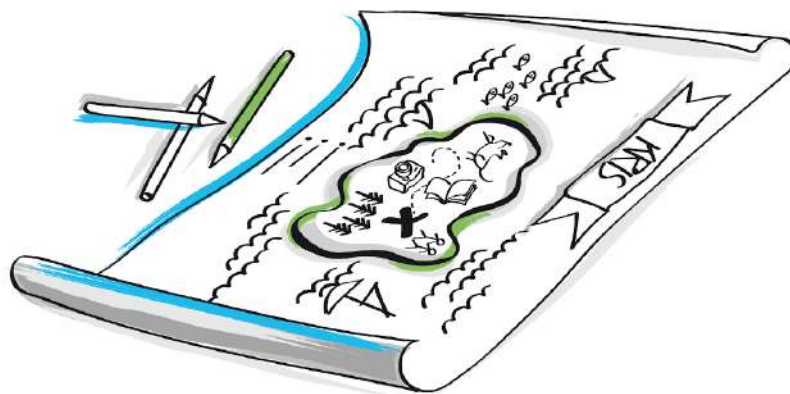
Here is how to tie it around a vertical post.



RISKS MANAGMENT

TYPE OF RISKS

1. **Actual risk:** the inherent and objective danger that exists for any situation. E.g. rock fall, slippery ground, lack of emotional safety etc. The trainer must reduce the actual risk to the minimum.
2. **Perceived risk:** the degree of risk that participants or trainers sense a situation has. This type of risk is hugely influenced by a person's previous experience, confidence level, energy level, fears etc. Because of this the perceived risk of a situation is different for each person.
3. **Residual risk:** the degree of risk present in any given experience once the trainer has addressed and managed the actual and perceived risks.



RISKS MANAGEMENT

NAME OF THE ACTIVITY:.....

SOURCES OF RISKS (HAZARDS)	PROBABILITY 1- low 2- medium 3- high	SEVERITY 1-low 2-medium 3- high	POTENTIAL OF THE RISK	HOW TO AVOID IT (EXAMPLES OF ACTIONS)
PEOPLE 1: PARTICIPANTS - - -				
PEOPLE 2: TRAINER - - -				
ACTIVITY - - -				
ENVIRONMENT - - -				

PREPARATION OF EXPEDITION

Tasks for Equipment team:

- Writing personal and group equipment list
- Borrow and return equipment–write list
- To divide the things to carry
- Keep an eye on toilet needs on the way and at campsite
- Organize the sleeping place, (assign rooms if it's a hut)

Tasks for Navigation team :

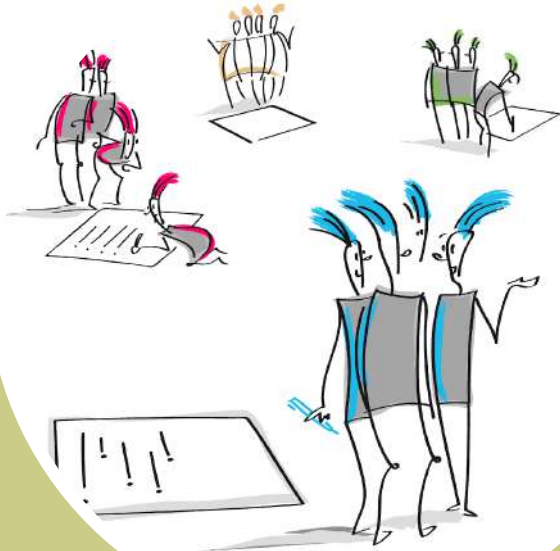
- Learn map and compass reading and lead the group on the given route
- Collect the information about the route – distance, going up-down, difficulties, making the plan of the hike
- Setting the walking pace
- Deciding about the breaks
- Time management
- Walking as a group rules
- Risk management (weather, animals, health concerns) (example below)
- Safety and basic first aid
- Finding the campsite
- Make a presentation for the rest of the group





Tasks for Food team :

- Decide on the menu using the provided foods (food list available)
 - Consider special diets/needs in the group
 - Organize the drinking water, control water supplies
 - Decide on the eating times
 - Planning food for each member
 - Cook 1 warm meal/day
 - Write a list with kitchen equipment needed – for each individual and for the group
 - Waste/trash management
 - Making fireplace and fire – taking into consideration general and local regulations
 - Following “Leave no trace” principles
 - Make a presentation for the rest of the group
- Depending on the desired outcomes, food team can be given a small amount of money calculated per person, to be able to buy the necessary food for the expedition.
- ### Tasks for Navigation team
- Learn map and compass reading and lead the group on the given route
 - Collect the information about the route – distance, going up-down, difficulties, making the plan of the hike



PROGRAM DEVELOPMENT

Awareness: Initial stage to introduce the group to each other or a specific program concept. This stage may include activities such as ice-breakers and quick introductions. This stage also begins to build community and develop the concepts of cooperation and communication.

Goal setting: The stage where the group will begin taking ownership for program goals and concepts. This stage may include activities that have certain goals to meet that may be time or quantity-driven. Goal setting review may be necessary throughout the course of any program.

Communication: Effective communication is a key to any program, however, is often difficult to attain. This stage focuses on communication in multiple ways including body movements, gestures, tone, as well as spoken words.

PROGRAM DEVELOPMENT

Trust: This stage can be divided into two subsections: emotional trust and physical trust. Developing trust within the group including trust in the facilitator is crucial for moving forward to other stages. When considering activities that may produce apparent physical risk, we cite physical trust as a core concept. However, emotional and physical trust goes hand-in-hand to creating safe environments where learning prospers.

Problem solving: Problem solving activities will often bring together the other stages into one. These activities will often take more time and deliberation on the part of the group. They may culminate in enhanced frustration, but create an open forum for learning.

Individual & group challenge: Often referred to as the final stage, individual and group challenge puts the group to the test by bringing together the concepts taught in previous stages. Individuals and groups may not initially see connections and fall back to old habits. However, they will eventually see the need to come back together as a group, review goals, communicate effectively, trust unwaveringly, and problem-solve quickly. Although these stages are most often used in order, certain stages will often be integrated throughout an experience depending on group needs. Facilitators will learn the art of reading a group and understanding which type of activity will best fit the group at the time (Bradford Woods, 2018).

● ——— ●

LOOKING IN



DAILY REFLECTIONS

DAY I

MAIN EVENTS OF THE DAY

REFLECTION SPACE

INSIGHT(S) / HIGHLIGHT(S) OF THE DAY:

QUESTIONS LEFT / I NEED TO THINK MORE ABOUT....

NEED TO DISCUSS MORE / I NEED TO DIGEST THE....

PERSON OF THE DAY / I WANT TO TALK TO...

DAY 2

MAIN EVENTS OF THE DAY

REFLECTION SPACE

INSIGHT(S) / HIGHLIGHT(S) OF THE DAY:

QUESTIONS LEFT / I NEED TO THINK MORE ABOUT....

NEED TO DISCUSS MORE / I NEED TO DIGEST THE....

PERSON OF THE DAY / I WANT TO TALK TO...

DAY 3

MAIN EVENTS OF THE DAY

REFLECTION SPACE

INSIGHT(S) / HIGHLIGHT(S) OF THE DAY:

QUESTIONS LEFT / I NEED TO THINK MORE ABOUT....

NEED TO DISCUSS MORE / I NEED TO DIGEST THE....

PERSON OF THE DAY / I WANT TO TALK TO...

DAY 4

MAIN EVENTS OF THE DAY

REFLECTION SPACE

INSIGHT(S) / HIGHLIGHT(S) OF THE DAY:

QUESTIONS LEFT / I NEED TO THINK MORE ABOUT....

NEED TO DISCUSS MORE / I NEED TO DIGEST THE....

PERSON OF THE DAY / I WANT TO TALK TO...

DAY 5

MAIN EVENTS OF THE DAY

REFLECTION SPACE

INSIGHT(S) / HIGHLIGHT(S) OF THE DAY:

QUESTIONS LEFT / I NEED TO THINK MORE ABOUT....

NEED TO DISCUSS MORE / I NEED TO DIGEST THE....

PERSON OF THE DAY / I WANT TO TALK TO...

DAY 6

MAIN EVENTS OF THE DAY

REFLECTION SPACE

INSIGHT(S) / HIGHLIGHT(S) OF THE DAY:

QUESTIONS LEFT / I NEED TO THINK MORE ABOUT....

NEED TO DISCUSS MORE / I NEED TO DIGEST THE....

PERSON OF THE DAY / I WANT TO TALK TO...



MY DEFINITION OF OAE

DAY 6



MY PERSONAL GOALS AFTER THIS WEEK

MY GROUP GOALS AFTER THIS WEEK

MY KNOWLEDGE GOALS AFTER THIS WEEK

MY PHYSICAL-MOTORIC GOALS AFTER WEEK

[illegible]

TO THE ROOTS

MANUAL "TO THE ROOTS" BY VERA GORIUNOVA AND PAULINA KIDA

based on

Lisin I., Kida P., Puskas R.(red.) Outdoor Academy, From Theory to Practice, Foundation Institute of Animation and Social Development, Wrocław 2018, ISBN 978-83-943238-2-0.

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