

# LOVE ♥ NATURE



# Project: LOVE NATURE

TRAINING COURSE, 15.06 - 22.06, 2015

ZIEMEĻGAUJA & "ĶEMPĒNI", LATVIA

An experience in Nature is unique and full of learning opportunities as it provides the perfect setting which no classroom or laboratory can replicate. The multitude of situations that can be encountered while being in Nature determines you to think and thinking is not only the "*beginning of the real education*" as naturalist David Polis says, but the key element of our existence according to René Descartes "*I think, therefore I am*"

Love Nature project was a "journey" that aimed to improve the knowledge about outdoor and experiential learning methods to be used in non formal education by youth workers, trainers and youth leaders in European Union, Eastern Partnership and Western Balkans countries for promotion of active participation, environment protection and healthy lifestyle.

"*A journey is a person in itself, no two are alike. We find after years of struggle that we do not take a trip, a trip takes us*" (John Steinbeck in his book "Travels with Charley: In Search of America")



The experience took place in Latvia hiking in northern part of the country and canoeing on the Gauja River and was directly influenced by the quality of work the participants put in preparing the tasks that were assigned to them before the main activity.

For the first part of the outdoor experience I will quote a paragraph from an article that was written by Maria, participant from Romania.

*"Two and a half days of rafting on the welcoming Gauja river, a river that calmly carried us, fed us with the gentleness of its landscapes and wisely guided us to the campsites protected by secular spirit of the forests in the area".* Outdoor experience then continued with a trip through the forests and marshes about which Maria wrote the following: *"What seemed to be hideously at first, transformed with every step in a way that only nature and the direct connection with this super force knows how to craft, in a sublime way coming from all around you and anchor into your mind. The famous version of "The Scream" by Edvard Munch was miraculously transformed during the 4.5km into Claude Monet's "Water Lilies". I was fully amazed by the marshes' silence, by the beauty of the carbon black that we were belonging to by now, by the undisturbed birdsongs, by the innocence of the bloomed water lilies that leaded us to joy with the characteristic ease of the children".*

The second part of the main activity was focused on the reflection and learning from the outdoor experience *"The art of teaching is the art of answering questions and saying enough but not too much"* - John Holt (author and educator) and took place in a guesthouse in the rural area of Burtnieku novads. This was the perfect setting for experiencing healthy lifestyle.

In the following pages we will give you some insights on the benefits of organizing outdoor projects and insights on how to get the best out of a project, making it not only an unique but also memorable experience.

*Sincerely,*

**Oskars Karls**

*Certified team building trainer  
Trainer of LOVE NATURE*

## Why "LOVE NATURE"?

The direct connection with Nature improves psychological health and wellbeing, as well as increases the physical activity levels. Disconnection leads to a fear of the outdoors, preceiving it to be a wild and unfamiliar environment. In the recent years the modern urban lifestyle influenced by the technological advancements has encouraged the extinction of outdoor experience. This seems to give birth to a new generation of young people who are disconnected to any place in particular and are unable to relate to the natural environment.

Looking at the core of the outdoor activities we can spot the benefits they bring to the personal development of any young person, providing opportunities for the direct connection of individuals with Nature, direct connection with other people and maybe the most important with themselves.

There are a variety of models used to analyse the benefits of the outdoor and adventure activities and it is hard to agree on which one is the best but we can highlight on what every of these models have in common using the following tables:

**Table 1 Benefits of Outdoor Adventure (Darst & Armstrong, 1980)**

<i>Dimension</i>	<i>Benefits</i>
Personal	New experience – adds a kick to participants" lives, allows then to experience something
	High-risk experience – facing perceived danger may help participants overcome fears, gain self-confidence, and enhance their ability to cope
	Escape – offers release form the tensions and complexities of modern life
	Success – allows participants to achieve a highly personal senses of accomplishment
	Knowledge – participants learn more about themselves and the environment
	Physical fitness – physical activity can help burn calories and increase strength, stamina, and flexibility
Economic	Minimal financial investment – provides interesting and pleasant activities at a reasonable cost
Social- psychological	Socializing – provides a chance to meet others who have similar interests
	Unity – promotes cohesiveness and doing things together without the distractions of everyday life
	Cooperation and trust – promotes better relationships through cooperation, appreciation of others, compassion and respect
	Nature and outdoors – promotes aesthetics appreciation for nature and concern for vanishing wild places

**Table 2 Benefits of Outdoor Adventure (Ewert, 1989)**

<i>Dimension</i>	<i>Benefits</i>
Psychological	Benefits on a personal (versus group) basis: Self concept (enhanced or strengthened view), self-efficacy (self-confidence), self-actualisation (well-being, improved self-expression, feelings of psychological health)
Sociological	Compassion, cooperation, respect for others, communication
Educational	Improved academic abilities, awareness of nature and the environment, problem solving, outdoor skills, values clarification
Physical	Strength, co-ordination, balance, cardiovascular endurance

**Table 3 Goals and Benefits of Outdoor Adventure (Webb, 1999)**

<i>Dimension</i>	<i>Benefits</i>
Recreational	Enjoyment, relaxation, entertainment, excitement, catharsis, self-expression
Skill	Goal setting, decision making, problem solving, responsibility, physical development, nature awareness, communication, leadership
Character	Independence, interdependence, self-efficacy, willingness to take risks, tolerance, respect, trust, compassion

**Table 4 Benefits of Camping (American Camp Association, 2005)**

<i>Dimension</i>	<i>Benefits</i>
Positive identity	To the participant: e.g. self-esteem, determination, dependability, ambition, independence
Social skills	Beyond the individual: group bonding, cooperation, conflict resolution, appreciation of differences, leadership, community, connected to others
Physical and thinking skills	Activity skills, psychometer and technical skills; physiological benefits of physical activity Thinking skills: knowledge of safety measures, planning, problem solving, environmental awareness
Positive values and spirituality	Acquiring and strengthening virtue; selflessness, compassion, keeping commitments, fulfilling obligations, self-discipline, honesty; Connection to earth, others and even a higher power

Achieving all these benefits requires careful organising and preparation, yet at the same time participants require space to experience, make choices and face the consequences.

# Preparation

## The Programme

When planning an outdoor activity it's important to make sure that the participants will experience a good time, there will be an adventurous component and activities will stimulate both the body and the mind. Having the participants experience unfamiliar situations in an unfamiliar environment will make them reflect and have a new perspective on themselves, the groups they belong to and the everything around them.

In order for all this to happen a thorough preparation is needed for the programme, the itinerary, and the practical and logistical arrangements.

Outdoor projects are born from the desire to learn, experience or to address issues. When preparing an outdoor project it is important to design the programme of the activities according to your aims and objectives and not the other way around.

Before starting you need to ask yourself simple questions such as:

### Why? Who? What? Where?

You need ask to yourself **why** do you want to do this activity and you need to be clear to your objectives and methods.

No matter the aims and objectives of your outdoor activity, most likely the whole experience will have an impact on the relationships in your group so there will always be the possibility for the group improve and establish new connections not only amongst themselves but also with staff. This can be the main reason to have an outdoor activity.

The next question is: **Who** is going to participate in your outdoor activity? Depending on your aims and objectives you will need to think about certain characteristics of the participants such as: age, gender, disabilities, culture and very important level of skills and knowledge about the outdoors. All these features will lead to specific group characteristics and group dynamic. There are different aims regarding the groups in an outdoor learning experience, some of them are focused on challenging the group dynamic whilst some of them are focused on consolidating it.

These **first two questions** will help you make sure that the programme you designed is suitable and doable.

Usually the aim of the outdoor projects is to give the participants a new experience but always having in mind health and safety both emotionally and physically so this leads to **other questions to be asked:**

- what are the opportunities?
- what are the risks?

After you have your answers, **ask** the participants:

- What do you want to gain from the experience?
  - What would help to make it a success?
- What are you willing to give/do to make this happen?

When you have the answers it's the time to **set up** the group agreements. When designing the programme together with your partners and staff team you need to consider your capability to be able to do the activity by yourselves or if you require help and equipment from specialized persons. In what will that help consist in?

Another important thing to consider: **What** will be the time length of the activities? Outdoor activities are physically demanding and it often happens that the participants will get tired and lose concentration and motivation. The programme will need to be flexible. The outdoor experience can be a lot of times influenced by different factors: weather can change, equipment can break down, participants can feel tired to take on planned exercise, injuries may occur etc., so you need to think What can influence your activity, in order to be able to adjust the programme if needed.

**Where?** The place where your outdoor activity takes place is strictly related to the learning experience and will influence the final outcome. Depending on how much time you will spend in the nature you need to correlate the location with the goals you established. The outdoor learning experience can take place in a variety of places, the advantage of international projects is that the ground is unfamiliar for the participants and they will be more opened for learning. If the outdoor activity will last for more than one day, you need to consider the accommodation for the night(s). You can choose to spend the nights in nature or in a dedicated facility, or you can do both depending on the activities, the budget, the groups needs and the unpredictable events that may occur.

In each group there will be participants who will have different opinions on the type of accommodation, some will prefer spending more time in the nature while others will want to be close to the safety and comfort of the modern facilities (such as beds, showers, electricity, internet etc.), once again it depends on your initial aims and objectives, but as said before you need to be flexible.

## Budget and Planning

Outdoor activities don't require big financial investments, but depending on your programme you should keep in mind that the budget is very important. You need to consider your total budget and then split it according to the needs of your activities to cover every aspect such as:

- Transportation: bus or minibus hire, public transport etc.
- Accommodation: self-built shelters, camping, residential centre etc.
- Food: self-catering (provided with equipment that allows you to cook your own food), ration packs, all inclusive etc.
- Activities: rented facilities, rented equipment etc.

## The Team

The team that is running the activities, also known as the staff team has an essential role in the activities programme. It is important to have a team agenda in which you establish the roles depending on the skills and experience of each team member. You need to discuss the fears and expectations they may have regarding their roles, the activities, their experience, the participants, the location.

For the best results and for a great impact it is essential that the staff team will share the same intense experiences together with the participants.

There are cases when staff members are not able to participate in all the activities, in this case you need to take into consideration the impact it may have on the group.

## The Group

The group bases were already established when you decided "WHO" comes on the trip: age, gender, background, nationality, skills etc. The step you need to take further is to make the group bound before the event and one effective way to do that is to involve the participants in the planning and organisation stage of the outdoor trip. You can set out tasks related to each aspect of the trip such as cooking and menu, safety, cleaning, logistics and support, orienteering etc. The participants should be encouraged to organize themselves into groups and handle these tasks according to their skills and will. Once you go into the outdoors it should be clear "who does what". The preparation of the group has to be done in such way that the participants know what to expect without cutting out the excitement offered by the unknown. Sometimes maintaining the element of surprise can be an advantage, but you also need to take into consideration that the unknown can create fear and anxiety leading to bad atmosphere in the group.

Being in a new and unfamiliar environment, having to face the elements, away from the comfort of the modern facilities, having to adapt to new schedules, to the dietary requirements or living and cooperating together with strangers can prove to be discouraging and intimidating for some of the participants at first, but surpassing this stage it can be a valuable opportunity for development. Taking the participants out of their comfort zone will affect their perception of the risks involved and although the activities are carried out safely the learning experience is more intense and the group will build confidence in each other.

## Rules of Conduct and Agreements

The complex personalities of the participants together with the emotional character of the outdoor activities can trigger behaviours that can disrupt the course of your activities. It is suggested that you develop a discipline policy and rules of conduct in correlation with the aim of your project. You must work together with your staff team to develop the discipline policy and agree how it is going to be put in practice and by whom. The rules you establish together with your staff team should be presented together with the sanctions and made clear that you are not going to compromise. A written document with the organising team policy and rules must be acknowledged, agreed and signed by every participant before the departure in order to take part the activities. It is recommended that the sending organizations or parents (when the participants are underaged) to be aware of your policies too.

Another recommendation is that the participants should be given the opportunity to come out with their own group rules and negotiate in developing a group agreement regarding their behaviour and conduct.



## Recap

To ensure that everything goes according to plan take a look again over the following aspects

### Budget and Financial aspects

Is everything (transport, accomodation, equipment etc.) paid for? Do you need to raise any additional funds? How much cash will your staff and participants need whilst you are away? Do you need safety deposits for the rented equipment? Do you have easy acces to cash in case of an emergency situation?

### Consents:

- for the underaged participants, do you have parental consent?
- have you asked about specific needs of the participants (dietary requirements, allergies, medical condition etc.)
- do you have the consent of the participants (parents) to take photos and videos and publish them later?

### Risks and Insurance and Emergency Situations

- have you completed risk assessments for your travel, activities, equipment and the facilities you will be using?
- Is your organisation insured for the activities you have planned? Do the participants require individual insurance?

### In case of a medical emergency:

- Do you have at least one member of your staff first aid qualified?
  - Have you got a fully stocked first aid kit and accident book?
- Do you know where the nearest hospitals from your place of activity/ accomodation are located?
  - Are you authorised to agree to medical assistance in the event of an emergency?

### Travel:

- Have you found the most convenient way of getting to your destination? Have you booked your travel in advance?

### Accommodation:

- Does it satisfy your requirments in terms of comfort and accessibility to the activities you have planned?
  - Is it suitable for hosting mixed genders,
    - Will you be able to supervise your group easily whilst you are there?
  - Will you be sharing the facilities with other groups or people outside your group?

### Food:

- When and where will you get food and drinking water?

## Programme of activities

It is recommended to plan a visit in advance to the venues you want to use and if possible do it together with the staff team. Be clear about your aims for the visit and communicate these.

### Activities:

- are the times and schedules set right?
- Is the correct equipment booked?
- Have the instructors been booked and briefed?

#### Reflection and informal time

- what sort of spaces have you made for talking and thinking about the experience?
- what sort of spaces have you prepared for spending informal time?

### Weather:

- Is your outdoor activity weather dependent?
- Do you have an alternative plan in case of extreme weather conditions?

### Clothing and Equipment:

- Do the participants know what type of clothing to bring?
- Have you prepared spare clothing in case of need?
- What equipment, do you need to bring?
- What equipment are the participants required to bring?
- What equipment are you expecting your instructor(s) to bring?

### Staff roles and responsibilities:

- Have you planned staff meetings to discuss the needs of the group?
- Who will do what and when?
- Have you established a chain of command? Who is the leader staff person with ultimate responsibility?

## Recording the experience and Evaluation

Outdoor activities are dynamic and full of memorable moments, but time takes its toll and you need to document your trip for future references. The event represents a learning opportunity for everyone involved, not just the participants.

The recording of the experience can be done through photos, videos, journals, collection of artefacts and testimonies or interviews. Having a clear idea on how you are going to record the journey before it begins will help the staff and the group not to miss any of the events that will happen.

Plan what methods will you use to evaluate the trip and what type of feedback are you looking for in relation to the aims and objectives of the project and in relation to your organization and staff performance.

## Carrying out the activities

Outdoor learning is experiential and it is powered by what people go through and feel.

A successful outdoor experience is composed of three key activities:

- **Journey** or the actual experience;
- **Reflection** or the activity in which participants and staff reflect upon what has happened in different situations, think about their feelings and emotions, develop new understandings and skills.
- **Future Actions** or the activities that take place upon returning back home.

### The Journey



Unlike an usual session in a project, a day at work or anything else in the daily life, the outdoor experience brings up new opportunities as well as challenges that haven't been encountered before. Being away from the daily comfort of the home can prove to be an intense experience for both participants and staff team.

As staff or facilitator it is not easy to keep the same attitude and image for the whole duration of the activities as you will be within the group for every hour in the day. One of the key challenges in providing a memorable experience is how the staff and facilitator work together and make shifts in leading the group and combine the outdoor learning with informal learning.

Although you have an initial plan of the activities, you must adapt the programme as it progresses and work with your team to adjust it to the group needs. The plan you designed initially in order to achieve your aims and objectives may suffer changes due to the new understanding you have over the people taking part in the project. The first knowledge you have on the group is based on the application forms which in many cases are not objective in reflecting the reality (skills, background, needs, fears etc.) and even in the case you are working regularly with a certain group of young people you may discover that they will behave differently than at home (school, organisation, club etc.).

**Take time to analyze the experiences you are choosing and how they may change but still meet the initial aims and objectives.**

In order to have a flexible approach to maximise the learning opportunities or take full advantage of new ones that may occur, your staff needs to clearly understand their roles and responsibilities

Continuous communication within the staff team and the group is essential, and in order to have it, active participation on the journey is a must for everybody.

Using nature as a learning tool brings everything back to basics, conversation, interaction, relationships. Aside the learning opportunities there is room for exposure of feelings. There can be a whole range of feelings, from excitement and desire to enjoy every minute to feelings of uncertainty and in some cases a real fear. It's a thin line between encouraging participants to step up to the edge of their comfort zone and pushing them over that edge thus causing them to become reluctant to further participate in the activities.

**Allow time for the participants to be with nature – try to avoid constant activity and allow and encourage people to experience all aspects of nature, relax, enjoy and engage with it.**

Encouragement can come not only from the facilitator or staff members but also from the participants. Look for the group members who are 'natural encouragers' and support them in their efforts. Look out for those who are not 'downers' and talk with them about their feelings and ways in which they could act.

Outdoor education provides real situations more powerful than any indoor sessions. Things are unpredictable and emerging issues need fast solving if the group is to progress. People are in an environment where some may feel vulnerable while others may feel more confident. It is a great opportunity to encourage them to come together in order to support or be supported by each other.

### Start of the experience



As said in the "Preparation" chapter, participants should have been encouraged to get to know each other and be involved in the planning of certain aspects of the activities before the beginning of the outdoor experience. In the case of international projects where it is nearly impossible to get the participants to meet in person, this can be done using the online platforms (mail, facebook, skype etc.), but still will not be sufficient, so before going on the trip you need to arrange a session dedicated to getting to know each other face to face, break down boundaries, discuss the fears, hopes and

expectations and all the other aspects related to the time that you are all going to spend together (practical arrangements, behaviour policy, signing agreements, assuming roles and responsibilities etc.).

There are a lot of activities and games in the arsenal of a youth worker or facilitator that should get the participants active and involved. They are called icebreakers, starters and energizers and they will ensure you a nice transition towards the rest of the planned experience. You can continue using these methods throughout the whole duration of your project.

## Group Dynamics

Relationships between the members of the group and staff will often change visibly as the journey progresses. Depending on the intensity and excitement of the experience you planned, certain behaviours are accentuated.

Participants working together, sharing experiences and relying on each other can find joy and enthusiasm when looking at their achievements, but at the same time the whole atmosphere can be easily flipped over by incidents that in other circumstances would seem insignificant. **The moments of success and moments of despair within the progress of the outdoor activity, provide the perfect material to explore and reflect on.**

When pushed out of the comfort zones, the team element and sense of all being in it together becomes more prominent. It can also sweep away the hierarchical structure that was defined in the beginning. Being outdoors often requires new skills to be learned and developed: this can be an opportunity for people that would usually stay at the back to step forward. Participants are forced to find common ground and establish a way of doing things that works for them as a group.

The intensity of the activities can also provide a way for the facilitator and staff members to reflect on how the group is changing.

## Keep in mind

- You are all in it together, encourage the team element where possible;
- Expect the highs and the lows as both are part of the experience and will provide good material to reflect on and work with afterwards;
- The outdoors offer the opportunity to explore new and unexpected abilities of the participants. Encourage participants that would normally stay at the back to take the initiative;
- Look for the group members who are 'natural encouragers' and support them in their efforts. Look out for those who are not 'downers' and talk with them about their feelings and ways in which they could act.

## Achievements and Outdoor Awareness

One major concern when talking about achievements is considering what works best for the participants as individuals in correlation with what works best for the group.

Participants may experience breaking points and will be afraid to continue. Pushing at these moments can trigger a recoil and this could have a negative impact on their esteem, abilities, and completely discourage them on trying again.

The effects of achieving a new experience can build confidence in other situations, the challenge can be a personal one, or could be a group challenge, for example when a very shy person is taking part in something the group can also feel that sense of achievement.

While many of those involved may feel some sense of achievement, it is often necessary for facilitators and staff to encourage people to dig a little deeper. We need to recognise there may be other important things that have been gained or realized.

Being in nature can have a profound effect on the human being and everyone's reaction is different. There are uncontested researches done to highlight the benefits of the outdoor experiences (see the tables at the beginning). These benefits create an attraction to nature and being outdoors, but sometimes participants fail to acknowledge them.

Although we are part of the environment, in the recent years we are living mostly indoor or in highly urbanised areas surrounded by modern technology and there are common beliefs that the younger generation is suffering from a fear of nature and a disconnection with the world around. Respect and enjoyment of nature also leads to a sense of spirituality and an appreciation for powers larger than oneself. The opportunity to be in a wild place can teach that each individual is unique and part of the larger whole. In a world bogged down by social pressures, standards of conduct, and the demands of others, nature gives us a chance to appreciate a sense that the world is alive, fascinating and meaningful.

Whether you chose to lead an activity that can bring an understanding of these concepts or whether they happen informally and you choose to discuss them at that point, it is important to have an open mind and to promote the fact that nature is more than a disposable resource.

### Keep in mind

- Achievement motivates further engagement. Being part of something may bring enjoyment and encourage participants to stay involved;
- Your participants have to experience and enjoy nature and its benefits not just pass through it so that they can get back to the comfort of the indoors;
- you have the responsibility to ensure that you have limited or no lasting effects on the environment;
- help participants understand that their actions can have huge long-term effects on the areas that you take them to.
  - one of the greatest achievements is to "leave no trace" of your passing through nature.
- inform yourself ahead about the requirements of conduct in the specific area you plan to have the outdoor trip.



## Reflection

Getting the most out of the outdoor experience is not an easy task. Facilitators must combine the ability to work with the participants and develop programmes that go along with the occurring of the events, responding to the moment and not leaving things to chance.



Their focus is upon helping people to engage with the things they have set out to do and to learn from the experience. Their tasks include encouraging people to attend to what has been going on; look to their feelings; build new understandings; and to act. It involves what has become known as experiential learning. You can find more info at: <http://infed.org/mobi/david-a-kolb-on-experiential-learning>

Alongside this facilitators have to work in a way that allows and encourages people to take responsibility to make things happen for themselves. They encourage people to ask and answer questions like:

Why did it happen that way?

What was good and not so good?

What could we have done different?

What did we learn?

Many of us recognise that just being outdoors and undertaking adventurous activities has really positive outcomes. It also creates opportunities to do more in terms of facilitating learning and development opportunities.

**A good way to start a review is using diagrams, to look back on what happened. In non formal education you can use a variety of activities that you can also corelate with the main activity in your project (in this case "The river of reflection").** Each participant can have the freedom to represent their "flow of events and experiences" in a graphic or any other artistic way and then share it , talking about their peaks of high and low and why they felt like that.

## Keep in mind

- Try to include regular sessions of reviews (reflection corners) where learning can begin to be identified;
  - Take photographs, use learning logs or diaries as these are essential tools to aid reflection;
  - Encourage everyone to be involved;
- Don't give them all the answers. Give them tasks to solve and take ownership of as a group, this is a tried and tested way of working in the outdoors;
- When talking with participants who are facing difficulties, remind them of the achievements they experienced in the outdoors.

**Remember you can only facilitate learning – you can't make people learn. That is something they have to do on their own and do for themselves.**

The learning experience during an outdoor experience can be transferred. Participants can be enabled to realise the problems or situations they face in day-to-day life contain the same elements that they overcame during outdoor experiences. They can be encouraged to look at situations from different angles before making a judgement. Facilitators and staff must point out when group members faced a similar problem in the outdoors, giving them more confidence and a wider frame of reference.

Reflection can be encouraged by holding a specific evaluation activity with the group. A reflective activity that encourages them to point out the learning that has taken place in other people can be particularly powerful. It is a real confidence booster when peers are able to point out where others have changed, overcome challenges or stepped out of their comfort zones. As staff or facilitator make sure to be part of this process as a participant.

## Future actions

The participants and staff learning from their outdoor experience does not stop as soon as the activity or project finishes. You must encourage people to reflect on the learning that has taken place and keep building on it when they arrive back home.

**A common issue for many participants in projects in general and in outdoor projects in particular is the feeling of something great happening while they are away and the feeling that nothing has changed once they return back to their homes and they are in the same environment they left from. A key element of learning through outdoor experience concerns what can be achieved back home.** Both, in terms of individual change and development, and also around strengthening local communities and making them better places. Outdoor experience can be used as a tool to contribute to much larger projects.

It is worth it though to avoid learning from outdoor experience being lost or failing to impact on everyday life. In order to prevent the loss of learning from the outdoor experience or the failing of having an impact on the everyday life you must:

- accentuate on what the participants gained in terms of knowledge, understanding and feeling;
- encourage them to develop new projects based on the new skills they acquired, momentum and confidence;
- have them return to their organizations and communities and share about their experience; build links into local and international networks and groups;
- Use news items in local papers, newsletters and social media like Facebook to tell the story of outdoor experience.



## Summary of the learning material

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## Thank you!

### LOVE NATURE, enjoy its beauty, learn and respect

When being outdoors always remember to leave clean and tidy place after your camps!

### Thank you very much, dear partners and participants, for this amazing experience and exchange of knowledge during "LOVE NATURE" project

Baltic Youth Way (LV); Surf The Earth Project - STEP (RO); Aktyvistai (LT); Youth Association DRONI (GE); HochDrei e.V. - Bilden und Begegnen in Brandenburg (DE); Shokkin group (EE); Civil Life Association (TR); UNique Junior Enterprise (AL); League of Youth Voluntary Service (BY); Inkluzivni pokret (RS); Armenian Progressive Youth (AM); Naturschutzbund Steiermark (AT)

### Project LOVE NATURE was carried out under Erasmus+ Key Action 1

Key Action 1: Learning Mobility of Individuals

Key Action 1 supports mobility in the education, training and youth sectors and aims to bring long lasting benefits to the participants and the organisations involved.

The Education, Audiovisual and Culture Executive Agency (EACEA) manages the selection of projects under:

- Large Scale European Voluntary Service Events;
- Erasmus Mundus Joint Master Degrees;

These two actions are included in the General Call for proposals and described in detail in the Erasmus+ Programme Guide.

The other actions of the KA1 are managed at decentralised level by the National Agencies.

Applications under this action cannot be made by individual students, staff or volunteers. People wishing to participate in an activity will need to contact one of the organisations receiving support from the Erasmus + programme.

For more information please contact your local national agency.



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