

# OUTDOOR ACTIVITIES A FOR INCLUSIONS

A toolbox of outdoor games and activities supporting the inclusion

Oivanki Outdoor Education Center

Kuusamo, Finland



Erasmus+



# SHORT INFORMATION ABOUT THE PROJECT

---

*Erasmus+ Mobility of Youth  
Workers funded by Finnish  
National Agency for Education.*

"Outdoor Activities for Inclusion" is a multi-stage project that aims to expand the use of outdoor activities as a tool supporting inclusion in youth work.

The objectives of the project are:

- To acquire and improve competencies for using outdoor activities as a tool for inclusion in youth work
- To acquire and improve competences on empathizing and defining the needs of target groups
- To acquire and improve competences on developing, prototyping and testing outdoor activities supporting the inclusion in local communities
- To acquire and improve competences on involving youth in developing Erasmus+ projects supporting inclusion through outdoor activities
- To develop and disseminate a toolbox of outdoor games and activities supporting the inclusion

The project improves the level of key competencies and skills of youth workers, young people and also promotes social inclusion, with this the project contributes to the first objective of the specific objectives pursued by the Erasmus+ Programme in the field of youth.

# BASIC DATA

“Outdoor Activities for Inclusion” has been made in 5 stages, including the Trainer Course from 3rd to 11th October 2019 and the Seminar in Kuusamo from 7th to 13th December 2019.

The coordinating organisation:

Nouriso-ja luontomatkakailukeskus Oivanki is an Outdoor Education Centre. It is a non-profit organisation based in Kuusamo and owned by the town of Kuusamo. It runs as an LTD-Corporation, with a separate budget for youth activities supervised by the Ministry of Education and Culture of the Republic of Finland.



The partner organisation were:

- Armenia (Armenian Youth League)
- Austria (Arbeitskreis Noah)
- Azerbaijan (Unistudy)
- France (EUROCIRCLE)
- Italy (P.E.CO.)
- Russia (Academy of innovation)
- Spain (Matadero Lab)
- Ukraine (Vzayemopomich)
- Turkey (Modern Youth Academy)

# OUTDOOR ACTIVITIES

---

*Get out to get in the outdoors. (L. Cerno)*

---

Outdoor games and activities are important for the physical and cognitive development of children and teenagers.

Being active in nature or in a semi-natural environment, implementing tasks promote active learning with direct personal experience.

Being given a challenge, which an outdoor adventure can provide, young people learn to overcome their challenges and fears, and are given opportunities to develop their independence, which will help to build their confidence.

Taking into consideration that children and youngsters are at the age when they make most of their friends, and get to know other cultures by themselves, the outdoor activities can also be used as a tool for inclusion and integration of youngsters with fewer opportunities.

Unfortunately, the potential for outdoor activities and games as a tool for inclusion and integration is not fully used. Youngsters facing cultural differences, social obstacles or educational difficulties will increase their opportunities for inclusion or integration, if outdoor games or activities are constructed or adjusted in a way to support this goal, or comprise of elements supporting it.

# EXAMPLES OF NATIONAL GAMES FROM THE COUNTRIES

A list of outdoor activities that can be used for inclusion

## Armenia

### The Sea is moving

**Group Size:** 20-30 participants

**Materials:** No needed

**Time:** 15min

#### Step by Step explanation:

The leader turns back to the players and says: "The Sea is Moving ONE. The Sea is Moving TWO. The Sea is Moving Three. The Sea Freeze! Stop!"

While the leader is speaking, the participants start to move and make different poses and when the leader says "The Sea Freeze! Stop!", participants need to stand with any pose without moving. The leader approaches to the participants and touches one of them. The participant needs to show his/her impression and the leader needs to guess what impression it is. If the leader doesn't guess, the participant changes his/her role being the next leader.

**What qualities does the game develop?** Imagination, spontaneity and artistry.



### Run! Stop!

**Size:** 20-30 participants

**Materials:** Colour in order to mark the border on the floor

**Time:** 15 min

#### Step by Step explanation:

The leader turns back to the players and stands on the border (it's preferable to have a big distance between the border and the participants) and loudly says: "Run, Stop". While the leader is speaking the participants try to come closer or run to the border. When the leader says: "Stop", participants need to stay on their places without moving, running etc.

The one who doesn't manage to stop or even moves leaves the game. The winner is the person who reaches the border and touches the leader. Then he becomes the new leader.



# Austria

## Räuber & Gendarm (robber & police)

**Group Size:** 4-15

**Materials:** Some bandanas/headbands, a playing field with places to hide, but also open fields (with set borders), preferably in the woods

**Time:** to be set at 15-30 min

### Steps by Step explanation:

The game is a mixture of Catch & Hide/Seek. There are two groups, one group will be the robbers and the other will be the police. It's better to mark a team with some headbands in order to distinguish it easily.

In the middle of the playing ground there will be a jail (marked on the floor with sticks or drawn onto the ground). First, the robbers will have 2 minutes to hide from the police. Once the game starts the policemen have to find and touch the robbers. A robber is caught once he's touched by the police and then he is brought to jail. The robbers have to stay in jail until another robber comes and frees them by touching them.

The game ends once the policemen catch all the robbers on time.

## Cooperative chairs

**Group Size:** It doesn't matter

**Materials:** One chair less than the number of participants, speakers and music.

**Time:** depends on the number of participants, but normally around 15 minutes.

### Step by Step explanation:

The game is another version for the "chair dance". You'll need one chair less than the number of participants. When music starts the participants dance around the chairs.

As soon as the music stops, everyone should find a chair to sit down. In this case, no one will be out of the game, because the aim is that everyone should sit, it does not matter how many chairs we have.

That means, the group should work together and try to use the space in the chairs, in order not to let anyone out. We should do as many rounds as we can (each round, one chair less) and work in team.

# Azerbaijan

## 7 stones

**Group Size:** 8 - 12

**Materials:** 7 flat glasses (jar lids or flat stones), ball, a piece of chalk

**Time:** 15-20 minutes

### Steps by Step explanation:

One of the most popular games in Azerbaijan. The group is divided into two teams. Then you need to draw one big circle and another little one inside of it. Divide the big circle into 7 parts. Place the 7 stones (jar lids, glasses) into the small circle, one on top of each other.

Then the team A should hit these stones with the ball from 5-7 meters (if the team does not hit the stones, then it's team B turn). As soon as a team hits the ball, they should run away. Team B places the stones into the 7 sections of the big circle. From the moment that the stones are placed on the sector the team B should not touch those stones anymore. Team B chases team members of team A with the ball. If they hit a member of team A with the ball, this person leaves the game. The aim if team A is to gather all target stones back to the inner circle. The game ends when all 7 stones are gathered in the inner circle as in the beginning or if all members of Team A are hit with the ball.

The purposes of this game are socialization, gross motor skills development and problem-solving

## Magic Senses

**Group Size:** 7-15

**Materials:** a bean, a small stone, a feather or a piece of paper

**Time:** 15-20 minutes

### Step by Step explanation:

This is one of the well known sensory games played in Azerbaijan and it is very popular among kids and teenagers.

It is a team game played by 7 to 15 people, usually in Spring or summer. Seven people sit and hold their hands attached to each other.

The leader of the game takes any object in his/her hands and squeezes it in between the hand of every participant. Then the leader decides to whom he/she passes the sensory object. Once the object is left in the hands of a member, he should run to the leader so that the others do not catch him/her. However, s/he should guess the object in his/her hand. If the guess is wrong, the participant sits down again and the second round starts. The successful participant becomes leader and it goes round.

The purpose of this game is to improve sensory skills, cognitive growth and social interaction.

# Finland

## Environmental Nature Trail

**Group Size:** 2-15

**Materials:** Prepared trail in the forest with posters that have information of different environments, as well as assignments related to them. Materials for making a birdhouse (two people per house). During wintertime, it's possible to also use snowshoes.

**Time:** 3 hours

### Step by step explanation:

Gather the group at the start and inform them of what they're going to do. If it's winter, get the snowshoes and poles before going on to the trail. Follow the trail and stop at every poster. Go through the information on the poster with the group and then have them do the assignments written on it. Discuss with the group what thoughts arose during the assignments.

Posters List:

- **Swamp:** Swamp types of Finland. How much diesel could you get from the peat of the swamp near the poster?
- **Forest industry:** What is the percentage of Finland covered in forests (75 %) and how much do they grow each year? Measure a nearby tree and count its value. How many trees of that size would you need to buy a motorbike worth 1000 €?
- **Food chain and hunting:** The food chain of the forest, hunting and traps, feeding animals during winter. Discuss the food chain. Have the group try to identify what fur belongs to which animal. Introduce the old trap for catching big predators.

- **Birdhouses:** Tell about the importance of making birdhouses. Introduce different kinds of birdhouses for different birds. Have the group to pair up in order to make birdhouses (outside during summer, inside during winter). The group can either put the birdhouses up in the forest or take them home with them.

## (Lapp) Yurt Circle

**Group Size:** 6 - 30

**Materials:** None

**Time:** 5 - 15 minutes

### Step by Step explanation:

Participants should stand in a circle, facing inward and holding hands. Then, step backwards until everyone is stretched out but still able to have a firm grip on the two people whose hands they are holding.

Everyone needs to keep their feet planted and lean back as far as they can. They must use the group to maintain their balance.

Once they have done this, number the group 1s and 2s, alternating around the circle. Then, have the 1s lean inward and the 2s lean backward at the same time.

Each person should be able to lean inward or backward while being held up by other participants.

**Options:** Once a group has perfected the Yurt Circle, have each participant switch positions upon command.

**Instructor tips:** Choose a clear, open area for this activity for safety reasons.

**Reflection:** Interdependency, trust



## France

### Petanque

**Group Size:** 2 - 6

**Materials:** Petanque balls

**Time:** 30 minutes

#### Step by Step explanation:

It's one of the most popular games in the south of France. It's "french molky". First balls are placed on the playground. The teams have to throw balls as close as possible to the first one.

### Potato Rally

**Group Size:** 30 participants

**Teams:** 5 teams of 6 persons

**Materials:** a potato and a map of the area for each team

**Time:** 2 hours

#### Step by Step explanation:

Each team receives a potato. The goal is to exchange it with an object that has more value.

Participant can exchange the object as many times they want. They have to find people, visit shops, and ask people if they can exchange their object to another.

Learning to communicate, discussing with people, creating a social link are very interesting and funny activities.

They can also get to know the city, learn new words, anecdotes and meet local inhabitants.

In the end, each team presents its object and the most valuable wins.

## Italy

### Lupoghiaccio (Icewolf)

**Group Size:** 3 or more

**Materials:** none, just a large area

**Time:** 10-20 min

#### Step by Step explanation:

One or two participants are selected as the wolves that try to catch the others. When someone is caught he/she should stop as a "tree" with spread legs, so the other participants can free him passing below legs.

If the wolves catch everyone they win, if not the others win. After a few minutes it's possible to change the wolves.

**Options:** let the wolves assign different positions to the captured players, like "rock" standing curled up on the ground. This allows to develop different motor skills.

Or give the wolves different objects (like foam balls) which they must use to touch their opponents.

## Russian Federation

### Waka Waka

**Group Size:** 16-40

**Materials:** just a large area

**Time:** 15-20 minutes

#### Step by Step explanation:

This game is as an energizer which is good to implement in the beginning of workshops to awake participants' energy. Participants should be divided in couples and stay in round (facing center). Their partners should stay behind them.

One person is the leader, staying in the center (he/she can be also a participant who is not able to run).

There are 4 commands, the leader is the one who shouts them. After each command participants should complete an action:

1. "Waka" the partner standing behind should hold the partner ahead by the shoulders.
2. "Waka Waka" partners should switch between each other
3. "Waka to the right" the partner standing behind should run to the right, run around the circle, until stopping behind the same partner again and put hands on his shoulders.
4. "Waka to the left" - the same but running to the left.

Last two commands are made as challenge: the last participant who does it drops out of the game with his/her partner and they make a bridge with their arms, 1-1.5 metres far from their original position.

During next challenges (commands 3&4) all running participants should pass through the bridge (if not they also drop out of the game).

Game continues until a last winning couple remains. It's possible to play inside but then it should be a big free non slippery floor space.



## Spain

### Balón prisionero

**Group Size:** 2 or more

**Materials:** A ball and proper clothing for the weather

**Time:** up to to dynamics

**Step by Step explanation:**

the group is divided into two teams. One team uses the ball to hit the other team, in order to eliminate them from the game.

If they catch the ball in the air, one member of their team who was previously eliminated can return to the game. The people who are out can also catch the ball and hit the other teams from outside.

### Bomba

**Group Size:** 3 or more

**Materials:** A ball, proper clothes for the weather

**Time:** 10-20 min

**Step by Step explanation:**

One participant sits in the middle, and the other ones have to stand around him/her passing the ball as fast as they can.

The person in the middle starts to count from 1 to 10. When the first 10 seconds pass through, the person rises one arm and says "the bomb has being purchased". Starts to count again, and the second time, rises the other arm and says "the bomb is activated".

One last time, this person counts and says "BOMB!" and claps his/her hands. Then , the person that has the ball at that moment "dies" and he/she has to sit with his/her legs extended. So the next time the person counts, people on both sides of the "dead" has to jump above him/her and pass the ball to the next one.

## Ukraine

### Horses

**Group Size:** 10 or more

**Materials:** none, just suitable music

**Time:** 5 - 20 minutes

**Step by Step explanation:**

Facilitator chooses two persons. Participants are standing in a circle or line holding hands. Two more participants make something like an arc (or "gate") above this circle, holding hands (it's something like "traps"). While everyone is singing a song (or while music is playing), children run below the arc. When the song ends, the participants doing the arc lower their hands and someone gets into this "trap". Those kids who get into the trap make another arc, standing next to the first two children. So the arc becomes bigger, and the trap grows. The whole game goes to another level of difficulty, because the main goal of the game is not to fall into the trap.

## Turkey

### Capture the Flag

**Group Size:** 2 groups with same number of participants

**Materials:** Flag, water balloons, if it's winter time you can use other materials.

**Time:** 40 minutes (flexible)

**Step by Step explanation:**

"Capture the flag" game is one of the most classic turkish games and requires full teamwork.

Divide your group equally into two or more groups. Each team should be given a flag or colored piece of cloth, and they should hide their flag well. However, at least a little part of the flag must be visible, it should not be hidden under the stones invisibly.

Each team will move away from each other and determine the strategies to find the other flag after hiding its own, they ten minutes to decide that. With the mark, teams will start to compete to find other teams flag.

Flags must be brought to their side without being caught by the enemy team members.

Participants can be eliminated if he/she is hit with a water balloon. This game is a good example of team strategy and teamwork.

The aim of the game is ice-braking, fun and positive vibe sharing. Cultural traditiong sharing.

Song

### Drykhman

**Group Size:** 8 or more

**Materials:** none

**Time:** 3 minutes

**Step by Step explanation:**

Participants are standing in a circle, and the Leader (Drykhman) stands in the middle of the circle.

Participants sing a song, and when the song finishes Drykhman shows something that everyone should repeat. If you are not careful, you will lose and become a Drykhman. And then everything repeats.

Song

# IMPLEMENTED ACTIVITIES

These activities were developed by the participants in the first stage of the project, following the STEPS method which served as a guide for them to know how to structure and organize a workshop.

Then, they were implemented in each country to see if they can be improved



## Armenia

### Happy Thoughts

**AIM:** To spread positive messages to the passengers in the city, town, village etc.

**SPACE:** Yerevan, Armenia.

**TASK:** Write positive messages on colorful small papers (For example: "Life is full of positive vibes", "Enjoy every moment of your life", "Stay positive", "Live life to the fullest and focus on the positive", etc.), roll the papers and put them in the box. Approach people and ask them to take one message from the box and read it out loud. Then, take a photo of each passer-by and at the end create a poster with photos of everyone.

**EQUIPMENT:** Colourful papers with printed messages, a box, a camera or a phone.

**PEOPLE:** 50-70.

**SPEED:** 1 day (preparation and action).

**SENSES:** All senses.

**TARGET GROUP:** Passers-by (locals, tourists etc.).

**WHAT TO TAKE INTO ACCOUNT:** Weather conditions, the way to approach people, the possibility to share photos on social media pages/profiles.

**SAFETY:** Completely safe.

## Austria

### Das kleine wir"/"The small us

**AIM:** to create a group where they can feel they belong to a group.

**SPACE:** it can take place anywhere.

**TASK:** find the treasure ("the us") hidden in the building and to achieve the final task participating in several games.

Assign different tasks in the group (everyone has a different role) to improve group dynamics.

**EQUIPMENT:** different objects for the hunt, final treasure (chocolates or something similar).

**PEOPLE:** 4-12

**SPEED:** one hour.

**SENSES:** every sense apart from smelling.

**TARGET GROUP:** kids and youngsters from any age

**WHAT TO TAKE IN ACCOUNT:** competition against each other, the age difference

**SAFETY:** First aid kit.

IMPLEMENTED  
ACTIVITIES

# Austria

## The Hidden Labyrinth

**AIM:** Find a way through the Labyrinth without losing too many points.

**SPACE:** large indoor or outdoor space. You need to create with the tape a grid on the ground of 7X6 boxes. And a delimited area for leaders and observers.

**TASK:** You start with one point for each person in the group.

You need 2 game leaders:

- Leader1: checks if the labyrinth rules are being followed and allocates minus points
- Leader2: is responsible for counting the minus points.

Find 3 special roles for the observer:

- Observer1: looks if participants are respecting the order in the line. It's not allowed to go in front of another player during the game.
- Observer2: searches for changes in leadership roles.
- Observer3: tries to identify the emotions that come up and name them in the debriefing.

Observers do not play The Hidden Labyrinth.

**Just the following instruction should be printed for the game, not the previous ones.**

Reading person: (one person in the group should read the rules out loud for the others). Find one person who will read the Instructions.

All players have to move from one side to the other.

You are only allowed to have one player in the field.

The rest have to be behind the starting line/finishing line.

As a group stay in a fixed order throughout the game, if you change your position it's -1 point.

Start with a random field and wait for the answer of leader1. The rest stay behind the starting line.

If you are on the right field you can go on until you are on the wrong one - now you will not get any minus points.

Now take the same way back - if you are going back through a wrong field it is also -1 point.

When you are out of the labyrinth, the next player can go in. S/he tries to find the same way and some more steps. If they step into an already named "wrong" field, it is -1 point.

You are only allowed to step into a nearby field, like in front, backwards, right, left or diagonally. If someone touches a field with any part of the body - it counts.

The group has 15 minutes to plan the whole process, if the planning goes on for more than 15 minutes, there will be -1 point for each minute extra.

You are not allowed to take notes or mark the fields with something/someone.

That is a rule for the duration of the game.

After the planning phase you are not allowed to talk, make any noise or do gestures. If you do, YES again -1 point!

If you have questions, ask before the planning phase has started.

Before you start to go through the labyrinth, give the instruction sheet back to one of the leaders.

And, YES again! If you forget it will be -1 point.

Good luck!

**EQUIPMENT:** Masking tape, flip chart, rules printed.

**PEOPLE:** 10-30

**SPEED:** Introduction 10 min, preparation 15 min, run 20 minutes, debriefing 30 min

**TARGET GROUP:** Groups who will work together for several sessions



# Finland

## “Stop & Bee”

**AIM:** Using Participatory-pedagogy methods to inspire a sense of connection & urgency about the environmental crisis.

**SPACE:** outside.

**TASK:** Exercise will consist of 3 parts. In the first part, participants will need to explore the local environment through experiential learning. Introduce them to the timing of the task and explain in which area they can be in. For setting the tone you can read the poem “Leisure”, by W.H. Davies. Ask them to relax & be aware; to notice & reflect on what might be wrong in the environment (no matter how pretty). Participants need to focus on 3 things while completing the task: i) What do you notice? ii) How do you feel in relation? iii) In light of the climate crisis, is there anything out of place with what you are observing? As a facilitator just silently observe participants’ engagement. Exercises 2 & 3 build on experience through reflective dialogue. In the second part (~22 minutes) invite participants to reflect and process the observations of the first part through dialogue (relating to the topics/observations), focus on things they think are relevant. They should come up with one or two words that express their feelings and thoughts based on previous parts of the program.

What do they feel strongly about. As a facilitator you should silently observe participants’ engagement. Highlighting the results in the sharing circle. Third part (~18 minutes) is dedicated to encourage participants to reflect on their impact & responsibilities for our shared planet, and what opportunities they have to influence society for positive change. Ask participants to discuss and collect ideas with your neighbors about what can be done today to help the environment. EG: What is there in your daily routine that could be changed/what can be done at the local community level/what structural changes are needed at the societal level? Collect all ideas on stickers and place on 1 large sheet. This big sheet of paper will be placed in the common area afterwards, giving the opportunity to continue generating new ideas. In the end, a large sheet of paper is filled with ideas of actions. Ideally, people continue the thought-work and even more notes appear on the big sheet later.

**EQUIPMENT:** Facilitators: bell/gong, watch, post-it notes, pens, large sheets of paper, tape; Participants: Outdoor clothing & mat to sit on

**PEOPLE:** facilitator

**SPEED:** around 1h10min to complete all tasks

**SENSES:** all senses

**TARGET GROUP:** 25 young adult male & female students

**SAFETY:** depending on the space where the exercise is done

# France

## The Guardian Angel

**AIM:** Getting to know each other

**SPACE:** Indoors/Outdoors

**TASK:** 1 - Find your guardian angel: don't read you post-it even if it falls on the floor. You can only ask close-ended questions Yes/No. Once you've found your character wait for your GA to find his character. (10 min to guess who you are). You get 5 min to find your GA, 5 min to talk to them. The host of the session can disclose a few clues if needed (if guessing is too difficult). 2 - Tell your story: each team gets 5 questions (Either the same for all teams or different ones picked out of a bowl) 10 min. 3 - Share a new experience with your GA. Exchange with your GA about a common activity you'll do together for the first time (10min)

**EQUIPMENT:** post-it, a box, a camera or a phone.

**PEOPLE:** 8 people or more

**SPEED:** 60 min + 5/10 min for debriefing

**SENSES:** All senses.

**TARGET GROUP:** New-comers in a group / age :14 +

**WHAT TO TAKE INTO ACCOUNT:** trainers can tell the names of all other participants written on the post its to the visually, audibly etc. impaired participants.

**SAFETY:** Completely safe.

# Italy

## Biocaching

**AIM:** To allow families to spend time together playing in nature

**SPACE:** outdoor natural environment with large biodiversity

**TASK:** to find specific points using GPS devices or maps (caches are natural elements) and answer questions about local environment.

**EQUIPMENT:** maps, compasses, GPS devices (a simple smartphone will be good), hiking shoes, small backpack with a bottle of water and some food.

**PEOPLE:** max 10 family groups (families play as teams)

**SPEED:** no pre-announced time limits in order not to transform the game in a speed race

**SENSES:** sight and touch

**TARGET GROUP:** families with children between 7 - 12 years old

**WHAT TO TAKE IN ACCOUNT:** easy paths, the use of different senses in order to complete the tasks, easy to find caches (it is not an orienteering), to use different difficulty levels (questions for kids, questions for parents).

**SAFETY:** use limited area, check the weather forecast, every child has to be joined by at least one adult, always have a first aid kit.

# Russia

## Solo video time

**AIM:** to give volunteers a space for personal reflection about previous weeks (months), to define their phase of adaptation in new cultural environment, to get audio-visual outcomes for project dissemination.

**SPACE:** online

**TASK:** to create individual videos of 30-90 seconds with the topic "What have changed from your point of view about your own culture since you started volunteering project". It can be both personal or general. It can have text, background music, words or just be images. It should be done in English or in your national language. No other limits of ideas, leave some space for creativity.

**EQUIPMENT:** camera or cell phone with good camera, app for editing. Simple examples: iMovie for iPhone, animoto for laptop (online access), but be aware that the logo of app will be on screen.

**PEOPLE:** coordinator who gives tasks and track their implementation and dissemination.

**SPEED:** 2 weeks for planning and recording, 1 week for editing.

**SENSES:** sight

**TARGET GROUP:** ESC volunteers or any other international participants on long-term projects, who have already passed the phase of cultural shock and have had enough time to explore the new place where they are living and have got used to that.

**WHAT TO TAKE INTO ACCOUNT:** - not everybody is competent at online tools for editing or is able to work with them. Be ready to help volunteers with technical support.- if volunteers don't have a big sense of responsibility, it would be better to push them sometimes and check how the process is going on.

**SAFETY:** sense of self-preservation.

# Russia

## "Photo & Video & Audio" stories

**AIM:** to develop team building skills, imagination and creativity

**SPACE:** implemented in the city, without limitations (outdoor/indoor, in nature)

**TASK:** To create a story.

- Divide participants in small groups of 3-6 people
- Give each team a different task: video, audio or photo
- Give one general topic (eg. "How does nature survive in the city?" Or "What do superheroes do nowadays?" etc.
- Present your work or upload it online
- Communicate only in English

**EQUIPMENT:** camera/smartphone with a full battery; screen/TV for presentation / community or chat in a social network; good sound system for presentation

**PEOPLE:** groups with 3-6 people; 1-2 facilitators

**SPEED:** 1-2 hours

**SENSES:** sight, hearing

**TARGET GROUP:** Age: 13+, Level of English: A2 (Elementary+)

**WHAT TO TAKE INTO ACCOUNT:** Weather conditions (for outdoor), consider privacy laws/rules, give time limits parental permission to share photos/videos

**SAFETY:** Basic safety rules

# Turkey & Azerbaijan

## Discovering the City

**AIM:** Discovering the city, team building of the group, integrating new-comers to the city, enhancing self-confidence of the new-comers within the group

**SPACE:** City Center

**TASK:** Groups should complete the mission that they get, finding and photo hunting the tasks with coordinates (geo-caching), they should talk with specific people. The tasks will be written by group leaders and organizations beforehand.

**EQUIPMENT:** Camera, smartphone, city map, selfie-stick

**PEOPLE:** Five participants in each group, groups must be international

**SPEED:** Half a day

**SENSES:** Sight, speaking, touching, hearing

**TARGET GROUP:** People over 18

**WHAT TO TAKE INTO ACCOUNT:** they need to have full battery, good walking shoes, a certain amount of money to travel around the city

**SAFETY:** Be careful about the traffic, don't forget to take permission while taking photos of governmental buildings, also ask for the people who are in the interview before posting.

# Spain

## Magic Quest

**AIM:** This game is conceived as a role-play game of which the main aim is to teach young people to cooperate in order to resolve problems and achieve a greater good.

**SPACE:** any park or natural space controlled and delimited.

**TASK:** Before the game begins, give an introduction of its background to the participants. Then participants are split into two groups and they are told that the other team are their enemies. Their objective is, according to the game background, to find a cure for their sick king. This quest lead them into several challenges consisting in small skill games distributed on different places in the chosen area. As a reward they are given a clue that lead them to the next skill game and some piece of the game story. As they go deep into the game the participants will discover that the other group is not their enemy and they are not fighting against "the others", because they must cooperate and work together.

**EQUIPMENT:** various objects to be used in the challenges

**PEOPLE:** 20 young people and 10 facilitators

**SPEED:** about 3 hours.

**SENSES:** sight, hearing and touch.

**TARGET GROUP:** Teenagers, but you can do it with young adults.

**WHAT TO TAKE INTO ACCOUNT:** All the rules must be explained before the game to the whole group.- It's better if they have some shirts with the same color in order to mark the different group.- exclusion must be punished with deduction of points.

**SAFETY:** The game is safe, just basic common sense

# Ukraine

## "Excitement"

**AIM:** teambuilding, spending time together, having fun

**SPACE:** outdoor or indoor

**TASK:** Every team should be 4-5 person and score points. The team with more points wins the game. You should prepare as many stations as teams number. You can create any kind of tasks, but they should be fast and have funny names. Team can get 10 points for each station.

Example stations:

1. "Lamb foreheads" - two people hold a cup filled with water between their foreheads and do 5 squats. If water stays in the cup they get 10 points (2 points each squat), if water spills out -2 points.
2. "Kangaroo" - all participants in the team must jump over a skipping rope. They get 10 points if they jump 5 times (2 points for each successful jump).
3. "Solomon" - team should answer 5 questions or solve puzzles. Right answer is 2 points.
4. "Sniper" - they have to hit a target. Every hit is 2 points. You can use darts, baskets and balls etc.

Every station should have a facilitator writing down the points. All teams start to play at the same time and have 20 minutes to finish the game.

When the starting signal is given all teams run to the stations and complete the tasks. After 10-15 minutes you give one more information: "Team can visit one station several times". The mission is to earn as many points as possible. Game ends at the same time for everyone.

**EQUIPMENT:** All materials needed for stations, papers for writing points, prizes for winners

**PEOPLE:** 20+

**SPEED:** 40 minutes

**SENSES:** sight, touch, hearing

**TARGET GROUP:** any age

**WHAT TO TAKE INTO ACCOUNT:** . When you prepare stations you should decide how to give points. It is good to play some music when the game is going on. You print stations names and stick it on the person which work at the station.

**SAFETY:** stations should be safe



# LESSONS LEARNED & TIPS

during the implementation stage

## Lessons learned

- More communication (helping and letting you be helped means less stress for everyone)
- Explain the activities slowly and before the games
- Have an extra person to support the group and help to solve the conflicts during the activities.
- Check the weather forecast or choose a backup date in order to carry out the activity.
- Less is more!

---

## Tips

- Take into consideration organizing a meeting between participants and facilitators beforehand.
- Make everything clear for everyone and let them meet each other and know the place before the activity.
- More five minutes breaks during the sessions, in order to increase concentration and to avoid health issues.



# GLOSSARY



---

Facilitator – A person within a non-formal education context who is responsible for the goals of the project being attained by the inclusion of all participants through dialogue and team-work.

Friluftsliv - A Norwegian term, first coined by playwright Henrik Ibsen for “open-air living”, denoting the Nordic attitude to the wellbeing gained from outdoor living.

Geocaching - An activity in which participants use GPS devices, maps and coordinates to locate boxed/natural items hidden within the outdoor vicinity.

Non-formal education - A pedagogy that takes place outside of formal schools. There are no assessments, exams or strict rules, but there is a pedagogical framework and clear learning goals.

Outdoor education – An outdoor pedagogy designed to develop at least three competencies: physical skills; interpersonal growth and ecological relationships.

Snowshoeing – The act of walking in the snow with footwear designed to enable you to traverse deep snow.

Social inclusion - The process by which individuals and groups are included within society by improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity. It aims to reach active participation within the family, education, job or any other kind of social or cultural process.

Youth worker – A person who works with young people in informal settings to the benefit of society.

# REFERENCES

## ADVENTURE EDUCATION

**Bachelor's Degree in Adventure and Outdoor Education - Human University of Applied Sciences**

<https://www.humak.fi/en/bachelor-of-humanities-adventure-and-outdoor-education/>

**Outdoor Adventure Education: Foundations, Theory, and Research by Ewert, A. and Sibthorp, J. (2014)**

## ARTICLES

**Friluftsliv - A Way of Living with Nature**

<https://www.tandfonline.com/toc/raol20/current>

**Impacts of Outdoor Environmental Education**

<https://www.frontiersin.org/articles/10.3389/feduc.2018.00046/full>

**Inclusive Coaching STEPS guide**

[http://ucoach.com/assets/uploads/files/Inclusive\\_coaching\\_quick\\_guide.pdf](http://ucoach.com/assets/uploads/files/Inclusive_coaching_quick_guide.pdf)

**Inclusive Outdoor Education: Facilitating Groups That Include People with Disabilities**

<https://journals.sagepub.com/doi/10.1177/105382590102400307>

**Journal of Adventure Education and Outdoor Learning**

<https://www.tandfonline.com/doi/full/10.1080/14729679.2019.1697715>

**Outdoor Experiential**

[http://simonpriest.altervista.org/OE.html?](http://simonpriest.altervista.org/OE.html?fbclid=IwAR3Hf2SdS9Juug02vJKFj00Up5oApnSXT0NeKvSawD_0maiFd7_Ydg5XaEE)

[fbclid=IwAR3Hf2SdS9Juug02vJKFj00Up5oApnSXT0NeKvSawD\\_0maiFd7\\_Ydg5XaEE](http://simonpriest.altervista.org/OE.html?fbclid=IwAR3Hf2SdS9Juug02vJKFj00Up5oApnSXT0NeKvSawD_0maiFd7_Ydg5XaEE)

**Tolerance for Adversity and Uncertainty in Adventure Education Leadership Training**

<http://aded.humak.fi/tolerance-for-adversity-and-uncertainty-in-adventure-education-leadership-training/>

## GAMES

**Geocaching - outdoor treasure hunting game**

<https://www.geocaching.com/>

**Icebreakers and Mixers that Promote Inclusion**

[https://fonddulac.extension.wisc.edu/files/2012/12/Icebreakers\\_and\\_Mixers\\_that\\_Promote\\_Inclusion-WebVersion.pdf](https://fonddulac.extension.wisc.edu/files/2012/12/Icebreakers_and_Mixers_that_Promote_Inclusion-WebVersion.pdf)

**ViewRanger - digital guide to the outdoors**

<http://viewranger.com/>

**Wikiloc - Trails of the World**

<https://www.wikiloc.com/>



## Outdoor Activities for Inclusion - Training Course & Seminary Participants

Ángel Fernández Marín - Atef Khémiri - Benjamin Hammond - Biata Tikhonova - Burak Ural - Constance Keisser - Dana Diakova - Dmytro Danchevskiy - Francesca Chinellato Gülce Güner - Héloïse Dyot - Hokuma Mammadzada - Izabella Tovmasyan - Javid Akhundov - Karoliina Määttä - Laura de Soignie - Leonardo Cerno - Mattia Tomasino - Marta Rossi - Michael Scheuchenegger - Misha Budeichuk - Monica Sekoyan - Murat Aydoğmuş - Nare Hovhannisyan - Nastya Melnychenko - Nina Gaevskaja - Nurlana Mammadova - Panu Päivärinta - Paula Hontanilla Rojo - Riki Pahlić - Rocío Agundo - Sergio Valero Ruiz - Sona Gevorgyan - Tiina Laine - Toma Aleksandrovna - Verena Mag. Phil. Maierh - Vitaly Volodchenko - Yago Rubio - Yaroslav Shevchenko - Zaurbek Elsakhadzhiev

