

Editors

Jan Neuman

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Proceedings from the international symposium

Outdoor Sports Education

18 – 21 November 2004, Hrubá Skála, Czech Republic





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Organisers

Department of Turistika, Outdoor Sports and Outdoor Education,
Faculty of Physical Education and Sport, Charles University in Prague

Duha – Czech Young Friends of Nature

International Young Naturefriends (IYNF)

Naturfreunde Internationale (NFI)

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All papers were reviewed in discussions and workshops during the OSE symposium and in conclusions they were recommended for publication.



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I. Opening speeches

Opening speech of Jan Neuman, Chair of the Symposium

Dear colleagues,

I am very pleased to welcome you at the Outdoor Sports Education Symposium, which we organise together with Friends of Nature. I am glad we meet together in such a beautiful area, in the heart of Czech paradise at Hrubá Skála.

The symposium takes part at the end of the year 2004, which has been claimed as the Year of Education through Sport. We have thought, together with the representatives of Friends of Nature, that it is necessary to bring to this EU initiative also our contribution. We have invited representatives of academics and representatives of an international organisation working with young people. In our discussions we would like to find out journeys how to use outdoor sports and outdoor activities for education of young generation.

We, teachers and students of Charles University, Faculty of Physical Education and Sport (FTVS), follow Czech national seminars and conferences and our last bigger international seminar „Outdoor Activities“ that took place in Prague in November 1994. We would like to keep this tradition of international meetings into the future but in a shorter interval than 10 years.

For me, personally, the place of symposium is interesting and maybe symbolic from several reasons.

Firstly, our Department started its mountaineering courses for ITVS students (now FTVS) here in Czech paradise 50 years ago. From the beginning we have cooperated with excellent climbers and tried to find out how to use climbing for education of young people.

Secondly, I am very pleased that I can meet many friends after 10 years and keep the continuity of international discussions about educational strength of outdoor activities and sports.

Thirdly, every November I celebrate my birthday. I love autumn and all friends of outdoor activities and outdoor sports. I am happy to write into my diary that this year birthday was for me especially significant. I could have celebrated it with my colleagues who have the same interest in outdoor activities and I could have celebrated it under the sight of two ghosts of this castle – two ladies of this symposium called Skála and Hrubá.

I wish you a successful Symposium and many pleasant experiences in the Czech Paradise.

Doc. PhDr. Jan Neuman, CSc.
Chair of Symposium
Department of Turistika, Outdoor Sports and Outdoor Education

Letter from Václav Bunc, Dean of FTVS UK

Dear ladies and gentlemen, dear friends,

Allow me to once again thank all the participants of our symposium. Thank you all for taking part and for your professional/expert contribution, which led to the high professional and social level of the symposium. I'm very happy that the international symposium "Outdoor Sports Education" was organized with the contribution of the teachers and students of Charles University in Prague, The Faculty of Physical Education and Sports. The help of the youth organization "Duha", a member of the international organization "Friends of Nature", was very welcome as well.

Let me look back to the past. Charles University in Prague is one of the oldest universities in Europe, which means that it is one of the oldest places of education and learning. There are many known specialists among its graduates, who work in many foreign countries. The Faculty of Physical education and Sports is also very proud of its existence. It is the oldest faculty of sports and physical education in the Czech Republic and celebrated 50 years of existence last year. The Department of Outdoor sports, whose members took part in the preparation and the course of the symposium, has an important role in the history of our faculty. In the first years, they offered a great deal of courses for future teachers of physical education. A lot of time was devoted to skiing- downhill skiing, cross-country skiing and ski jumping. Other compulsory sports in the programs were cycling, canoeing, rowing, orienteering, climbing and tourism. The Faculty of Outdoor Sports played a great part in developing new teaching forms of skiing and in founding and popularizing new sports such as orienteering and windsurfing. Cycling and climbing became very popular as well, due to their inclusion in of compulsory programs. The Department of Outdoor Sports, with its sport intention, later changed its interest in various types of tourism and stressed more and more the educational, learning and experience aspects of outdoor sports and activities. Thanks to the intensive work of the teachers of the Department of Outdoor Sports, there was an expanded specialized program dealing with tourism, starting in the sixties. This program joined other programs of active recreation. Since the nineties, the Department of Turistika, Outdoor Sports and Education has been offering a specialized training called "Adventure Education and Outdoor Leadership", which encountered great interest from the students of the faculty.

The teachers of the Department of Turistika, Outdoor Sports and Education initiate many international conferences and seminars, take part in international projects and support the international cooperation in the area of outdoor sports and activities and outdoor education. In the last 6 years, they have publicized 20 books and studying materials, and all of them are very popular among Czech specialists.

It has been 10 years since the first big international seminar called "Outdoor Activities" took place in the Faculty of the Physical Education. It was organized during the time when people in various European countries were searching for international cooperation and when the "European Institute of Adventure and Experience Education" was founded.

This symposium took place at the time when we look for new teaching programs. We believe that outdoor sports and activities have a very important role in the process of education and that is why we include them in many areas under the name "Outdoor Activities". I hope that the results of the symposium and the new professional and human contacts help to enrich our teaching programs and international cooperation as well. But more professional meetings must follow. The Faculty of the Physical Education and Sports welcomes all specialists in this interesting and perspective area.

Prof. Ing. Václav Bunc, Csc.
Dean of Faculty of Physical Education and Sport, Charles University in Prague

Opening speech of Ondrej Pohanka, Coordinator of the project Outdoor Sports Education

Dear friends,

It gives me great pleasure to be here and to welcome you at the international symposium Outdoor Sports Education. It is two organisations that I represent here: Duha, the actual organiser of the whole project Outdoor Sports Education and the International Young Naturefriends, who provided organisational background, which made the project possible to realise.

I would like to thank you for coming here to the castle Hrubá Skála and spending three days in discussions about the topics of outdoor sports and outdoor education. This activity is the last and most important action of the project called Outdoor Sports Education organised in the framework of the European Year of Education through Sports 2004. The project was carried on in the mutual cooperation of seven partner organisations; however six of them are part of international movement Friends of Nature.

Friends of Nature are international, mostly European, movement with more than 600 thousand members. Even though we have a long tradition in outdoor education and outdoor sports, this activity is quite unique for us. It is the first gathering of representatives of Naturefriends with top academic experts in the field of outdoor sports and outdoor education.

There are ten Naturefriends among us here and I must say that first of all we have come here to learn, to get new impulses, inspirations and experience. Besides learning new things, methods and approaches, we have also come here to use this outstanding opportunity for reflection on our experience. We realised at certain time that it is highly important for us to stop and look at what we do in our outdoor activities, otherwise we cannot develop any more. And last but not least, we have also come here to show off a bit. And I believe that there is a lot what Friends of Nature may bring into.

In presenting project partners I definitely cannot forget Department of Outdoor Sports of Charles University in Prague. My great thanks go to our dear colleagues from the Department as it was great pleasure for us to cooperate with them on the preparation of the symposium. Even though it was Naturefriends who initiated the project, it was Jan Neuman, Ivana Turčová and Dušan Bartůněk, who actually organised the symposium and we have really enjoyed helping them with it.

Dear friends,

I wish you three fruitful days spent in cooperative, joyful and learning atmosphere.

Thank you for your attention

Ondrej Pohanka
Vice-president of Duha

Opening speech of Jan Přerovský, Czech national coordinator of EYES 2004

Dear delegates, Dear Sports friends,

On behalf of the Ministry of Education Youth and Sports and as a National Co-ordinator of EYES 2004 it is my great pleasure to welcome all of you in this beautiful part of the Czech country called Czechs Paradise.

I have very personal relationship with this sand rocks area. It is quite a long time since I visited this nice sand towers in order to do sand rock climbing. I should say it was a really nice time and I used to spend all weekends here. During the day we practised climbing, than we had to wash ourselves in the lake or in the brook and after it we spent nice evenings in the bivouac under sand towers. Even now whenever I think of these days I feel very happy and my palms sweating remembering the touch of sand rock towers.

It was a bit of my private history. You are not here to listen to an old man memory, but I should like to stress my personal relationship to this most beautiful part of our country and once again – your are cordially welcomed.

The Czech Republic was invited to take part in EYES Program in May 2003. I was nominated as a National Co-ordinator and we establish National Co-ordination Council. We have translated the entire necessary document and started the information campaign. As you probably now, there were three rounds of „Call for Proposals“ and due to the financial conditions and the schedule of each round we could participate in the 3rd round only.

In the EU Program EYES 2004 in the Czech Republic we have had 12 applications of which and 8 Projects were accepted by the European Commission. This Seminar devoted to one of these 8 Projects and I hope this Seminar will meet all expectations and I wish you all the success in this.

Thank you for your attention. Have a nice stay and enjoy your stay in the Czech Republic and especially here in Hrubá Skála area.

Jan Přerovský
Ministry of Education, Youth and Sports

II. Keynote speakers

Outdoor Sports Education and Czech Contribution

Jan Neuman, Department of Outdoor Sports, Charles University Prague, Faculty of Physical Education and Sport

It has been 30 years, when I shifted from a scientist into a teaching specialist dealing with outdoor sports and activities. Soon, I realized that these activities include various areas and they offer great opportunities in teaching and education of pupils, students or various participants of outdoor courses. Even though I have experienced and studied a lot, I'm still daily amazed by new opportunities, which are offered by the modern age or the inexhaustible inspiration from our history. I'm fascinated by adventure and challenge games and activities and the touches of nature. I like meeting people and discussions with those of the same "tuning" and interests. That is why I welcome any new discussion about the usage of outdoor sports and activities and the ways of their application in education. It is another possibility how to keep „the fire of interest, enthusiasm and understanding" burning inside us.

In my paper I will open several topics, which will be discussed in other contributions during the seminar and in workshops.

I would like to mention the importance of the Czech contribution of outdoor sports and activities for the educational application. I will also mention the work of the Department of Turistika, Outdoor Sports and Outdoor Education and the experience with its basic subject of studying "Turistika and Outdoor Sports".

I will contribute to the discussion with a survey of criteria, which we should consider when we evaluate the quality and development of outdoor activities and sports.

I will attempt to evaluate the stage of development in the Czech Republic.

I will come back to the wide area of learning and education through outdoor sports and activities. I want to draw your attention to the problem of different ways of understanding of various theories.

Furthermore, I will mention problems that are related to training professionals and voluntary instructors. The last topic that I will open is the mutual support of cooperation on the national and international level.

Czech contributions to the educational applications of outdoor sports and activities

I keep wandering if I have sufficiently evaluated and used all experiences of generations of Czech pedagogues and educators. When I look back at my work, I can see a

strong influence of the specialized English and German literature. Recently, I feel the need to return back to the original Czech sources more and more. It feels it as an obligation to open local wells of knowledge and pour a drink to our friends from other countries. It is also required by our participation in the big family of the European countries.

Jan Amos Comenius

After studying piles of specialized literature about the new directions in education, with a great respect, I love to return to the teaching of J.A. Comenius. I believe that in his teaching we can find examples of the experiential education, basics of the "holistic" approach of teaching and education, and elements of outdoor and global education.

Briefly, we can summon the ideas of J. A. Comenius that affect our problematic in following:

- The most important experiences are those achieved by one's own senses.
- It is necessary to educate the mind, the tongue, the heart and hands.
- It is necessary to educate the whole person (holistic education)
- It is important to travel and this way completes the education of young people.
- Teaching and learning must be inter-connected with experience in nature and must be a preparation for the life itself

Comenius supported the use of games as means of achieving educational outcomes.

His knowledge supporting the usage of games for fun, learning and education is still valid.

He interconnected theory and experience.

He saw relationship and connections between school subjects.

Let me remind Comenius' seven rules of games:

1. Basic trait of a game is a movement; movement is the basic manifestation of life
2. Second trait is spontaneity and freedom of choice.
3. Third trait is the social character of games.
4. Forth trait of games is competition. An oscillation between hope and fear that evokes enjoyable feelings.

5. Important trait of a game is learning by doing. players become players through the game.
6. The game is pleasant when the players follow the rules. The order and rules are sixth characterisation of a game.
7. Last important trait of a game is its limited time. There is much more that can be used from the teachings of J. A. Comenius. He is certainly the person who gave the basics for the experiential and outdoor education.

Contribution of other Czech programs

I would like to mention other important Czech contributors to the development of learning and education by the means of outdoor activities.

Sokol corporation

Sokol is a powerful sport movement established in the 60's of the 19th century. After The World War I, they established so called "Outdoor Life", which was devoted to outdoor activities. They developed camps and various games and exercises that take place outdoors. In their history, we can also find manmade obstacles and their usage for raising fitness and improving cooperation among people.

Club of Czech Tourists

This organization was founded in 1888 and outdoor activities were the basics in their program. From the beginning of the 20th century, the Czech concept of tourism started to differ from others in the world. They stressed the connection of physical activities, which take place outdoors and special knowledge necessary for staying outdoors. People got educated how to stay outdoors and learned about the nature.

Tramping

Tramping is a very specific Czech phenomenon, which started to be popular at the beginning of 20th century. This movement helped people fulfil their demands and freedom and life in the harmony with the nature.

Woodcraft Indians

Woodcraft Indians were established in 1915 in Bohemia. They were strongly influenced by E.T. Seton. The movement was adapted to the Czech environment and become a romantic "Forest Wisdom League". The Czech Republic still belongs to a few countries where Seton's outdoor education is still alive.

E. Storch – was a teacher and writer who founded specific summer camps and educational camps. He founded a school in nature called Children's farm (1924).

J. Foglar – an educator and writer. His books influenced several generations. His education of the youth by means of outdoor activities had following features:

- It influenced personalities, self-esteem and relations to other people, self-control and independent decision making.

- Foglar presented models of children that want to be followed by young people. He stresses the romantics of the nature and children's longing for adventure.

Summer and winter youth camps

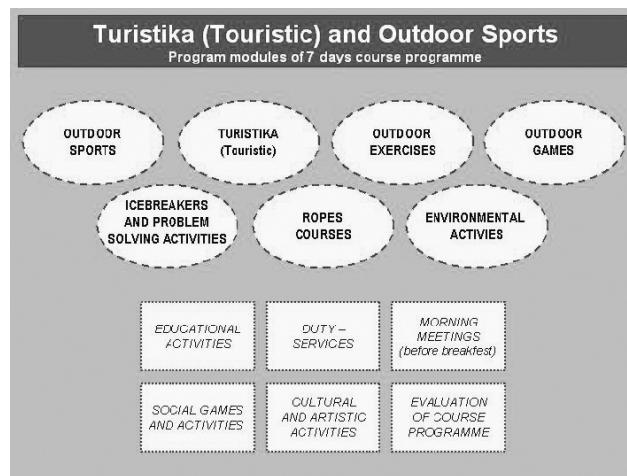
After The World War II, summer and winter camps for children and youth became popular. Teams of instructors systematically created programs of outdoor education.

Vacation School Lipnice (1977)

This organisation stresses the usage of a wide range of games for outdoor education. Their programs of courses are elaborated in details and have special intentions. The work of this organization supported the development of learning by experience and experiential education in the Czech and the Slovak Republic.

Department of Turistika, Outdoor Sports and Outdoor Education

The Department, in which I have been working, has 50 years of experience in teaching outdoor sports and activities and their applications. The content and intent of our basic subject "Touristika and outdoor sports" is an example of connection of educational and learning aims in a compulsory study program. The basic principles are shown on the following picture.



The content of this course represents a tested and approved combination of activities, which can be connected together into a meaningful whole by a sensitive work of the instructors.

Minischools of selected outdoor activities

When we want to use outdoor sports and activities as educational means, we must make sure that the participants manage basic skills. There are many theories how to introduce a new physical skill to people.

We gained a good experience in teaching the basic skills in our short and intensive course, which consists of "mini schools". There" is for example a minischool of cycling, orienteering, climbing, games, overcoming natural and artificial obstacles.

You can see the individual steps and the time devoted to them in this chart. After a short practice, students are able to work with the gained information with groups of children or pupils in schools.

The Minischool of Cycling (20 hours)

- Cycling theory – history, forms of cycling, technology, safety rules (1, 5 hour)
- Cycling in a group, communication, test of skills- “gymkhana trail”, a short trip (1,5 hour)
- A cycling trip – techniques of cycling in a group, safety rules (1, 5 hour)
- A cycling tour– we test the technique and condition of participants, learn more about the countryside (5 hour)
- A one-day-expedition – a whole group task, individually, students plan and lead a 9-hours tour
- A creative evaluation of the expedition (1,5 hour)

The minischool games (11 hours)

- Opening, warm up activities, icebreakers (0,5 hour)
- Small outdoor games (1,5 hours)
- Bigger outdoor games – treasure hunt etc. (1,5 hours)
- Trust games (1 hour)
- Initiative games, problem-solving games, communication games (2 hours)
- Environmental activities and eco-games (2 hours)
- A night game (2 hours)
- Drama games
- Social and psycho games

The minischool of orienteering

- Basic theory – map, compass (1 hour)
- Confronting the map with the landscape around the area of the outdoor centre (the scale 1:1000)
- Finding 10 easy controls (by individuals or in pairs), three of the controls are missing. Feedback.
 - Confronting a map (scale 1:10 000) and a landscape. Exercises for individuals or pairs
 - follow red line on the map and find 5 controls. Discuss problems. (1,5 hour)
- “Ovčín Ring” – a relay for teams of five. Each member of a team looks for 3 controls (not further than 100 m from the starting point). Each team has the same controls, but not in the same order. It is possible to estimate mistakes of each member of a team. (45 minutes)
- Maps with 4 different routes (circles) with different levels of difficulty. Each student must find controls in the right order. We measure the time. Individual reviewing with a teacher.(1,5 hour)
- “Scorelau” – looking for controls, deciding on their order, there is a time limit, an instructor evaluates the results individually (1,5 hour).
- Final orienteering race – has all features of competitive races (4 hours)

Minischool of climbing rope work (5 hours)

- Knots – learning how to tie eight or ten basic knots (1 hour)
- Prusik knots – using Prusiks to climb up a rope, how to put on a harness and how to belay (30 minutes)
- Bouldering – on a wall, big stones; traversing as a test of climbing skills (1 hour)
- Abseiling. “Via Ferrata” climbing, top rope climbing (2 hours)

Mischool of outdoor exercises and ropes courses (5 hours)

- Running in the woods, overcoming natural obstacles, tasks for individuals or groups (2 hours)
- Exercises on prepared standpoints, examples of simple preparations, low rope courses (2 hours)
- High rope courses (1 hour)

The contribution of the course for the development of Experiential and Outdoor Education in Czech Republic

After using this program many years, we can summon its results and influence in the following way:

- The program of this course was founded at the end of the fifties (lasted 14 days). It has always been a very creative and original program.
- It included outdoor sports (climbing, orienteering, cycling), various ways of turistika, expedition, games, creative activities, and ecological activities. The program can be regarded as an integrated education.
- Many years ago, this program was accepted as a common model for other schools and youth organizations.
- The objectives of the course were progressively formed at the end of the 60's. (12 days) The course changed its orientation on experiential learning and education.
- The program joins three concepts together: learning new skills, increasing fitness, learning and educating through experiences.
- For more than 20 years the university students evaluate the course positively.
- The program of the course was successfully adapted in many other areas:
outdoor education, recreation, sport, sport management, sport of disabled people, physiotherapy, youth associations, elementary and middle schools' students, international courses.

I believe that I have the right to say that the Czech Republic has a strong tradition of outdoor sports, activities and education, which can also offer many interesting impulses for the educational and recreational use to other countries.

Quality indicators in outdoor activities and outdoor sports

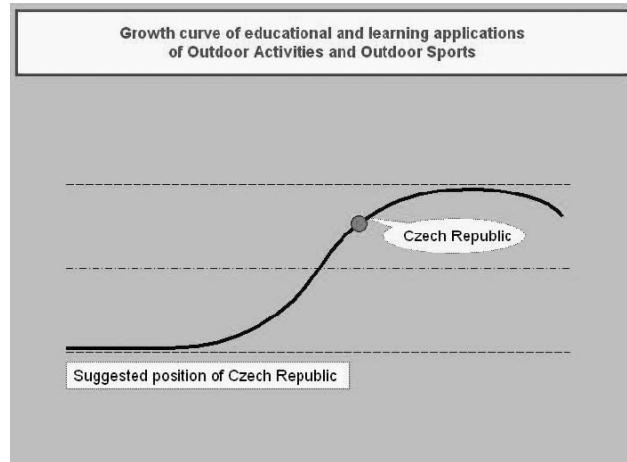
In development of each school or a movement, there are times when people intensively search for the ways of raising the quality of their work. In the Czech Republic, the time for changes and raising quality were the 90ies of the last century. What has been achieved can be evaluated from several points of view. According to my experience, we can evaluate the development in the Czech republic in the following ways:

- We evaluate rich national traditions and historical roots from different points of view.
- Our country has sufficient natural resources and interesting environment for practicing outdoor activities and outdoor sports.
- There is a sufficient number of recreational areas and a good access to protected natural areas and regions.
- We create new outdoor centres and facilities. They grow not only in number, but in quality as well. There are safer materials used and accesses are very often without barriers.
- There is a great number of Civic associations and youth organisations in the Czech Republic.
- In the programs of elementary and middle schools, there is still a space to include more outdoor sports and activities. We traditionally use summer and winter courses. There may also be short courses and projects that attempt to prevent antisocial behaviour and support experiential and outdoor education. There is a tradition of "Schools outdoors", when children spend two or three weeks in the countryside learning and spending a lot of time with outdoor activities.
- The number of universities and colleges with a specialized outdoor study programmes arises. Outdoor activities and outdoor sports are applied to various target groups- disabled people, managers, therapeutic groups, young people at risk.
- There are better conditions for the "professionalism". The requirements for instructors and teachers and qualifications are better described and we discuss the ways of accreditation and the ways of cooperation.
- There is a great number of volunteers, who are ready to raise their qualifications.
- We improve the safety- safety rules for activities and insurance.
- There is a system of ethics of the work of leaders. Ethic problems become more important and better dealt with.
- We care more about law and public interest.
- There is a process of standardization of methods by many schools and organizations.
- We give more importance to program evaluation – comparison, reviewing and survey.
- There are specialized magazines, publications and websites.

According to many criteria, the Czech Republic is a de-

veloped country. I can use the information from S. Priest, who compared the state of outdoor education in various countries. I can state that the level of development of outdoor education in the Czech Republic is relatively high as shows the curve of growth of educational and learning applications of Outdoor Activities and Outdoor Sports in Czech Republic.

On the following growth curve we can locate the stage of development of educational applications in Czech Republic on the rising part of the developmental curve, in its last third.



Czech institutions using and developing outdoor activities and outdoor sports as tools of education and learning

The following survey indicates the variety and great number of subjects, which in some way or other develop the educational applications of outdoor sports and activities. These are:

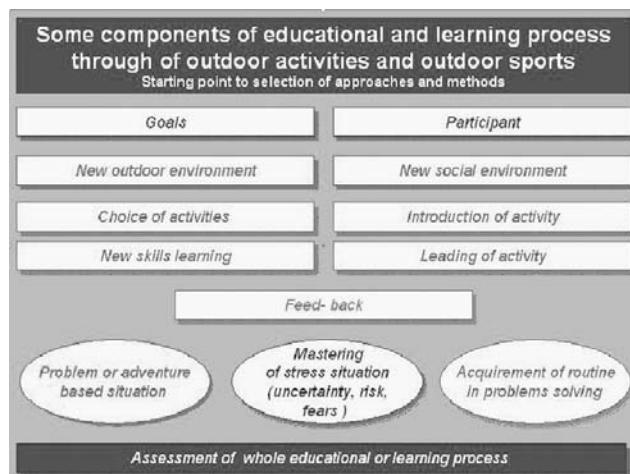
- Schools (elementary, secondary, middle schools, college's, universities and private high schools)
- Specialised institutions of Ministry of Education (Institute of children and youth)
- Municipality institutions (Houses of leisure time)
- Civic youth associations (Scouts, Pioneers, Duha, Youth Hiker Groups Ass. in CZ...)
- Civic organizations working with youth (J. Foglar Fan Association)
- Civic associations (Woodcraft League, Czech Campers Union)
- Various projects and movements (Movement GO, I manage it)
- Ecological organizations and activities
- Associations of the Czech Union of Physical Education (Sokol, Ass. of sports for all, Club of Czech Tourists)
- Recreation of trade union (summer camps)
- Individual, unorganized practice of outdoor sports and activities (tramping)

I feel it as an imperfection that there is not a good communication and information transfer between these organizations.

The topics that deal with teaching and educating by the means of outdoor sports and activities.

All social changes affect education. We look for the ways how to influence the youth by the means of outdoor sports and activities. First, we must find out what affects and influences the participants of the courses and events, which use natural environment for teaching and education. To evoke a discussion, I present a scheme, which includes individual elements of learning and education which we must consider to assessment of outdoor activities effect on personal development.

It is also the starting point to selection of appropriate approaches and methods.



Theories and approaches – explanations of the usage of outdoor sports and activities

Let me enter the expanded area of learning and education through outdoor sports and activities again.

Many times we stressed that we aim to influence the hierarchy of values of young people and their personality growth by the means of gained experiences.

That means we must offer people such experiences that can be used in the educational processes, so that we reach necessary changes (for example in social behaviour) We must confess that it is not yet quite clear if there is a direct connection between experienced reality and the educational influence (adaptation to educational normatives).

On the contrary of the experiential pedagogy, which works with groups, the pedagogy of sports may look for the educational aspects in the individual acceptance of a challenge. Many outdoor sports and activities have one in common: a failure is a fall that may cause an injury, which may negatively affect the game. We must count on a stimulus that is evoked by a dangerous situation (only seemingly dangerous situation).

Pedagogical theory is very slow in reaction to that fact. The praxis moves much faster. There is a big difference between these two. The pedagogy that deals with outdoor sports and activities must rely on its own

work and must develop its own theories, hypothesis and concepts.

There are some theories that attempt to explain the effect of outdoor education programmes. We can find examples in the professional literature (K. Hahn, W. Schleske, C. Mortlock, S. Priest, J. Ziegenspeck, G. Amesberger, Smith at all., D. Hopkins – R. Putnam, P. Higgins – Ch. Loynes, P. Neumann, P. Becker, C. Beard and others).

It seems that there is a lot of misunderstanding in both academic and lay discussions. There are many theories, approaches and information, which overlap each other and we do not evaluate and apply them critically.

It should be our goal to select necessary information for facilitating problems solutions, which relate to the area of outdoor sports and activities. We need a detailed theoretical elaboration of these questions in the pedagogy of sports and a good empirical research.

First attempt in this direction did James Neill 2004 who summarized the theories related to outdoor education programs.

Training of professionals

There are many level on which professional may achieve in Czech Republic their certificates and qualifications, which can be applied to the leadership of outdoor sports and activities. These are:

- Universities and Colleges
- Accredited Workplaces of Ministry of Education
- Civic Youth Associations
- The Club of Czech Tourists
- Czech Union of Physical Education (Outdoor sports association)
- Civic Associations
- Travel Agencies
- Commercial Organizations of Outdoor Industry.

Each organization has its own system of training. It is a problem that individual certificates can not be used in all branches and various organizations. It is difficult to reach similar levels of certificates and mutual communication and cooperation between individual organizations. We hope that the year 2004 is the breaking point, when they will all realize that we should start comparing the various types of qualifications and mutually acknowledge them and work on their perfection. We should follow examples abroad.

It would be helpful if the results of the symposium suggested ways of creating various qualifications and certifications related to outdoor sports and activities.

The cooperation of foreign organizations

There are many associations and information networks that deal with outdoor activities from one way or another.

On the recreational level, there are organizations as:
European Leisure and Recreation Association.

The contacts of academicians in sports and physical education is works through

European network of sport sciences in higher education.

International association that coordinates some outdoor sports is

Union Internationale des Associations d'Alpinisme (UIAA)

Experience education is roofed by the American **Association for Experimental Education AEE** and its European part is the **Association for Experimental Education in Europe.**

The European scene is also coordinated by **The European Institute for Adventure Education and Experimental Learning.**

An influential organization in Great Britain is the **Institute for Outdoor Learning.**

In German speaking countries there are several important organizations as:

Bundesverband Erlebnispädagogik, Deutsches Zentrum für Erlebnispädagogik in Lüneburg and **Hochschulforum Erlebnispädagogik in Augsburg.**

In Austria, there is **Integrative Outdoor Aktivitäten**, with the head in Wiena.

In the Czech Republic, the work of commercial organizations is coordinated by the **Association of professional outdoor centres** (Adventura, OWB CZ) and there is a new **Association of outdoor education and experimental learning** (UK FTVS Praha) ready to work in the area of outdoor sports and activities. Others are the **Association of Experimental learning** (UP FTK Olomouc), **Czech Council of Children and Youth** – these organizations associate important Czech youth organizations, which use outdoor sports and activities in their work.

We can see that there are a number of associations that deal with the usage of outdoor sports and activities and its development. It would be very welcome, if all these organizations improved the mutual communication and information transfer, which would evoke mutual cooperation. It would be great if all the problems that we discussed during our symposium (the methods of effective work, training of specialists, programs and courses improvement) were discussed in the cooperation of various organizations and associations.

Conclusions and suggestions

I repeated topics, which are still alive. We know that each return or looking back offers a new point of view. I believe that the Czech experience reach new dimensions in the European praxis.

All the discussions and the contributions of the symposium hopefully deepen mentioned facts and ideas. I

really look forward to our future cooperation, which will be held in the progress of the theory and practice of educational applications of outdoor sports and activities.

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Friends of Nature and Outdoor Sports Education – an adventurous and sustainable relationship

Wilfried Meulenberg, NFI (International Friends of Nature)

Dating back to its foundation in Vienna in 1895, from the womb of the labour movement, the Friends of Natures' aims were:

'...neben die alpinen Vereine des Bürgertums zu treten und durch geringe Mitgliedsbeiträgedem Arbeiter die organisierte Teilnahme am Bergsport möglich zu machen ...' (1)

'.. Wir wollen vor allem die Arbeiter losreisen van den Stäten des Alkohols, vom Würfel – und Kartenspiel. Wir wollen sie aus der Enge der Wohnungen, aus dem Dunst der Fabriken und Wirtshäuser hinausleiten in unsere herrliche Natur, sie der Schönheit und Freude entgegenführen... (2)

The founders of the so-called 'Touristenverein der Naturfreunde', wanted to give working-class people the opportunity to enjoy outdoor-life as way to escape from their unhealthy living and working conditions. The organisation's activities were not only aimed at getting people to beautiful natural settings, but also at awakening their love for nature and imparting knowledge about nature and culture to them. So, it is clear that from the beginning 'outdoor sport' was a core business of Friends of Nature, and that outdoor sports were not the aim as such, but tools for education. From the beginning, Friends of Nature wanted to do it in a specific way, different from the average, common, so called 'bourgeois' way, their way.

In this lecture, I would like you to explain to you something about what that way is, more specifically: how the Friends of Nature today see OSE. I will only go very briefly into the history and evolution of NF, just to see the perspective of our point of view today.

The method of Friends of Nature from the beginning was to gather people in local groups and offer them 'sports & culture' in their leisure time. In a era where workingclass people had workingdays of more than 10 hours, at least 6 days a week and no paid holiday, that was something new. From the beginning they also started building shelters, the so called 'Friends of Nature – Houses', as an alternative to the inaccessible (elitist, expensive) mountain-huts from the Alpine-Clubs. This building of their own huts was at the same time a social activity, promoting and putting into practise solidarity (all the work was done by volunteers), and a political statement. They were a very concrete expression of their slogan: Berg Frei! (Mountains Free!), that they used in opposition to the 'Berg Heil!' ('Mountains Be Greeted!') in the bourgeois clubs.

Outdoor activities (in the nature around their houses) were their main activities. But at the same time, Friends of Nature were politically active. Being convinced internationalists they were in the frontline of the anti-war movements when Europe was set on fire in the beginning of the 20th century, and even more when the fascists took over the lead in the 30s in Germany and later in Austria. They paid for their resistance against the nazis with a ban, confiscation of goods and houses, and many of their leaders were sentenced to concentration camps.

After the war the work continued, local groups were re-founded, houses were re-erected and new houses were built. Friends of Nature, still strongly connected with the social democratic parties in western countries, were again in the frontline of a political struggle: this time for the 8-hour workingday, 5-day workingweek and more paid holidays. Growing wealth in the west made all this possible, and the outdoor activities NF offered attracted more and more people.

At the same time, the movement and the houses in the east were 'nationalised' by the communist regimes. Only after the fall of the wall, were the houses slowly given back to the newly re-founded local groups. Thus starting in these countries a process that took place in the west in the 60-ties.

'Friends of Nature' is now a large international organisation. With the growing wealth of the population (and also the 'working class'), many of the original political and social aims of the organisation seem to be achieved: so called 'working-class' people have paid holidays and can go to spend time outside. But now new groups (such as the deprived youth, immigrants,...) are the target-groups the Friends of Nature in organising a 'natural' leisure-time. And the major interest for Friends of Nature now is the environment: once they tried to get people to the 'unspoiled nature', now that the people discovered nature, Friends of Nature continue working on protection and the sustainable use of this nature. Thus, Friends of Nature gradually became less 'red' and more 'green'. Local groups continue organising outdoor-activities (although today no longer alone in their NF-Houses), but the political action has become more ecologically focussed. NFI, the international umbrella organisation, is very active in this field. It has even obtained an advisory status in the DG for Environment of the European Commission.

Today Friends of Nature have about 700.000 members, organised in about 3500 local groups, spread over more than 25 countries, mostly in Europe. There are

more than 1000 Friends' of Nature houses situated in the most beautiful natural areas in Europe and overseas.

Adventure according to the Nature-friends

But, this is no 'history-lesson', we should talk about OSE, Outdoor Sports Education. So let me bring you back to our core-subject.

That is not all that difficult: when I show you these karabiners and slings, and you only hear this typical clicking noise, the adrenaline level in this room rises, some sit up a little again. The hearts of the real 'addicts' start beating faster, and some hands may start to tickle and even get sweaty. Some of us may even already picture ourselves on the rocks...

This behaviour, this ability to go up into a fantasy, we notice mainly with children. It's not for nothing, that we climbers and alpinists, are often called 'big children'... Indeed: in many ways we still resemble these 10-12 years old boys and girls that we once were.

As soon as we put on our 'disguise' (climbing pants, helmet, sun-glasses, climbing-harness...) we change into someone else. Like a young boy who becomes Batman, only by putting on a black mask, climbers, just by roping in, become a little bit one of their idols: Reinhold Messner, Alexander Huber, Jan Rakoncraj... And thus live a little bit of the adventures these big adventurers live and talk about in the magazines that feed our imagination. And just like that little boy who in his fantasy can make flick-flacks in mid-air like Batman does, the rock walls and mountain faces we tell about in our stories get steeper, higher, more difficult and more cold, every time we talk about them.

'Adventure', one the key-words in modern outdoor-sports in general and in mountaineering more specifically. Magazines, commerce and alpine-organisations, don't sell us muscle-pain, sweat nor tiredness or danger, no, they sell us 'adventure'. And we love to bite into it.

But what does this have to do with 'OSE and Friends of Nature'? Everything. Since the notion of 'adventure' is so central in the modern OS, it is the definition of it, that makes it a tool to understand the 'educational' perspective of NF.

What is adventure ? What makes an OS adventurous ?

For sure, it's got to do with emotions. That's why we find it so difficult to call mountaineering a 'sport', because the word 'sports' refers mainly to a physical activity. And that's why the feeling of 'adventure' is strictly individual: what one person may find very adventurous, someone else may find quite normal or even boring.

So, is there no way to describe 'adventure' as a notion? Of course there is. At least, in NF, we see some elements to define 'adventure'.

The first element is '**RISK**', and the challenge to take the risk. The challenge exists in the fact, that we never know 100% for sure, whether what we undertake, will really succeed: that is the risk (and thus it has nothing to do with the notion of 'danger').

When I go to find my way with a map and compass over hills and through forest, or even more remote areas like the mountains there is always the risk that I won't find the way. If I start a long climbing-route – like 15 pitches – I am never 100% sure if I will find the route, find the cracks to belay, have enough physical power till the last pitch... Both hikers and climbers will always go in search for that kind risk, find a challenge in it. The conquering of it gives satisfaction, for some it is even a drug. To me, there is nothing more thrilling, than finding a route on a mountain where there is no marks, no trace, no certitude in the beginning that there would be a way through.

The next element is '**COMMITMENT**'. Only a few outdoor-activities have this element to a high level: climbing and alpinism share this quality with 'adventures' like cave-exploring and high-sea sailing. It means simply: once you are 'in', there is no easy way 'out'. Maybe it is easiest to explain the opposite: a football player of course runs like hell and fights like a devil to get the ball in the goal, to make his team win, so he shows – in the classical meaning of the word – a great deal of commitment. But: if something goes wrong, for example he twists his ankle, the game is stopped, until he is taken from the field to a doctor. And no real harm is done. If on the other side, a hiker on his way deep in the hills, twists his ankle, he may be in deep shit. Or even worse, imagine a climber being surprised by a storm during a tough mountain-climb...

A lot of 'commitment' is lost with the use of technical support like lifts, helicopters, red marks, bolds, use of mobiles... All these enhance the security, but slowly destroy the possibility for commitment, and so at last real adventure.

The third element is '**SELF RELIANCE**': whether or not your action will be successful does not depend on what others (or technical helps) do, but what you do yourself (and your own physical effort). Today, anyone can get to the top of Mt. Blanc (if needed by helicopter), raft down Grand Canyon, drive with a land-rover through the Taklamakan-dessert. With (a lot of) money you can buy any mountain (even Everest is for sale these days), any 'adventure'. But nothing gives more satisfaction than walking on foot, than finding the way yourself, carrying your own backpack and tent, cooking your own meal, tracking your own path in the snow. Self reliance is a main feature in the character of 'adventure'.

These three elements together: RISK, COMMITMENT and SELF-RELIANCE, and most importantly: the level of their presence in your activity, decides on whether the action is really adventurous or not.

With this definition, we can easily unmask a lot of (mainly commercial) activities that use the name 'adventure' in their advertisement, but are merely fake, or even a pure rip-off. 'Dakar' (a prototype of commercialised 'adventure') has nothing to do with adventure, since there is no risk nor commitment, since there is full satellite-navigation (no risk to loose the way) and full-time heli-support (at any time there is 'a way out'). But closer to our activities: lets be honest, what is the self-reliability of a client walking up Mt. Blanc on the rope of a mountain-guide? None: the guide will take him where he wants to be and search the safe way through the crevasses. And one may feel like a great adventurer rushing through the remote planes of Lapland in a queue of powerful snowmobiles, ending the day in the ultimate 'adventure-hotel', completely erected in ice. But is this real adventure as we see it? Not at all: because you are merely a consumer of what others prepared for you (igloo, trace...), hardly have any personal input, apart from the full dose of adrenaline. The same goes for the super trendy sport heli-skiing. Again, the adrenaline level in this so-called 'adventure' will be exhuberant, but this is far from a real adventure as we see it while the risk (of losing your way f.i.) is fully excluded by the mountain-guide leading you downhill, the commitment is excluded since these adrenaline-freaks are in constant contact with the helicopter waiting to take them to next mountain top, and 'self reliance' (which would include some own effort reaching your goal, i.e. getting on top of that mountain you want to ski down) is bought of with a credit-card.

And most of all: what is the point of rushing through nature with howling machines? Or speeding down the snow-covered slopes, rushing to get to the next one? ... Difficult to really enjoy what we came for: Nature. 'Cause this is the 4th element, that covers the three previous: NATURE. Real adventure – the way we see it – is connected with nature. Which means also, that adventure can only survive, if there is respect for nature. Even if we look at the three first elements closely, we see that 'nature' – and respect for it – is the binding element.

The more we perform our activities in a more natural environment, the more there is RISK. The wilder, more unspoiled nature is, the harder it is to find your way and the higher is the risk you won't find it. Just compare the risk you run by doing an alpine-tour on tourski or snow-shoes with the perfect certainty of finding your way when following the tracks when you do crosscountry-skiing.

It is the same with commitment. The less we use technical help, the more the commitment is needed. For western alpinists like me, spoiled by the over-exploited Alps, it is a relief, a re-discovery, to go climbing in areas

like the Caucasus, where there is no network, no heli to call if you are in need, no huts to buy a meal or find a warm bed, ...

And of course, pure self-reliance is at its strongest in a purely natural environment. If there is no trace nor marks, you have to find your own way. If there is no lift, you have to go on foot. If there is no hut, you have to carry your own tent and food.

So it is clear, if we want to live real adventure, we need real nature. If we destroy nature, we will be doomed to live our 'adventure' in artificial environments.

If you look at the great alp-resorts like Chamonix, Kitzbühel or Zermat you can see what this leads to. Nature is as far as possible 'domesticated', so 'risk' is excluded (every single path is marked to the extreme), the 'commitment' is excluded (heli-rescue is as common as calling a taxi there) and 'self reliability' means only having to show your credit-card. It is a pain to see that in these cradles of alpinism, the soul of mountaineering itself is been murdered. Nature, the beautiful mountains, itself is slaughtered for the sake of profit.

In this sense Friends of Nature in their activities, in their outdoor sports, will always try to be as 'adventurous' as possible. The core thing in our programmes will always be to teach people to be 'self reliant' (courses in using compasses & maps, navigating over glaciers, surviving in the snow, weather observation, ...). We will never 'guide' people, but educate them to find their way. We will stimulate people, and teach them, to go beyond the 'beaten track', where there is a greater commitment, a greater risk (not danger!!), a greater satisfaction, a greater connection with nature.

And of course, this also has consequences for the way we organise our activities. Some examples: transport will be public if possible, our NF-Houses are run in an ecological way and mass-activities, gathering hundreds of people in the same place are not on our program.

We still believe, like the founders of Friends of Nature about 100 years ago, that we can contribute to create a better world. Or at least to keep this world enjoyable.

And, sometimes we are lucky to find ourselves in good company with our way of working, our ideology. Like the company of Reinhold Messner, without doubt one of the greatest adventurers of last decades. I quote:

*'Heut zu Tage, ist das abentuer tot!
Today, adventure is dead!
At least, it is only still possible if we resign
technology. And this tendency will grow: I
believe in the future of pure alpinism.'*

*'If not, it doesn't make any sense any more!
Climbing Everest using oxygen, or climbing*

any mountain along those fixed lines, is fooling your experience. It is not a matter of ethics or moral: but a matter of feeling, the wish that you don't want to miss a unique feeling. You can fool everybody, but you can't fool yourself!

The core of Messners pledge, says it all: whether we chose this approach or not, is not a matter of ethics, but just a matter of common sense and own interest. For if we keep on 'adjusting' nature, we will kill adventure. And that's what it's all about. At least, that's how Friends of Nature see it.

Berg Vrij!

Notes

- (1) '... to stand besides the bourgeois alpine clubs and by asking low membershipsfee, give the opportunity to working-people to practice mountaineering ...' (K. Renner, An der Wende zweier Zeiten, Wien, 1946)
- (2) '... We want to pull the working-class-people out of the places of alcohol, gambling and playing card.

We want to get them out of their small houses, the smoke of the factories and the pubs, to lead them into the wonderful nature, to let them discover beauty and happiness...' (K. Volkert, General Assemble of Friends of Nature Austria, Vienna, 1925)

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About Naturefriends

Organisation and program today:
www.nfi.at – adults
www.iynf.org – youth

Turistika Activities, Dramaturgy & Creative Course Design: Connections to the Czech Outdoors

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“Life is not measured by the number of breaths we take, but by the moments that take our breath away”.

This paper provides insight into the outdoor and experiential approaches of the Czech Republic. The links between the indigenous cultures of the Turistika activities in the Czech Republic, the concept of Friluftsliv in Norway, and the approaches of the Māori people in New Zealand and Aboriginal people in Australia have much to offer the constructed and commercialised fields of outdoor and experiential education of Western Europe and North America.

Dramaturgy is a method of course design developed at Outward Bound Czech Republic, which links, integrates, and intertwines a range of innovative and creative games. During the course, instructors change the scenario to react to the needs of participants. Dramaturgy is a continuous process that ensures that the course themes provide a thread throughout the scenario. A range of games and activities is carefully sequenced to maintain a balance of intensity and ‘rhythm’. The concept of dramaturgy presents training ideas for creative programming practice and its application to more holistic experiential courses.

The paper provides depth and conceptualisation of this methodology from a theoretical perspective and challenges the notion of established concepts such as the action – review approach of the ‘adventure wave’, pushing people out of their comfort zones, and frontloading activities.

Turistika Activities, Dramaturgy & Creative Course Design: Connections to the Czech Outdoors

This paper aims to demystify the Czech style of experiential and outdoor programming and open up these techniques, in English, to those experiential educators who wish to embrace the creative potential and inspiration of the Czech Way. The challenge is to capture the essence of some of these innovative, novel and refreshing approaches, and creatively design future programs and activities.

Turistika Activities

Many of the unique elements of the Czech outdoors are linked to turistika activities. The Turistický club (KČT – Klub českých turistů – the official title of the Club of Czech Tourists, founded in 1888) was instrumental in developing a range of previously traditional turistika ac-

tivities, which included active movement (travelling on foot or by bike, skies, and canoe), outdoor and cultural activities (learning about nature, local history and sights, theatre, and life of local people). By the end of the 19th century, due to English and German influence, there was also a rapid development of outdoor sports, especially rowing, water sports, skiing and cycling (Waic & Kössl, 1994). Interestingly until recently many authors have translated turistika as ‘tourism’ despite its specific Czech context (Neuman, 1994, 2001; Waic & Kössl, 1994). Whilst tourism definitions do involve travelling and movement away from normal environments (Mason, 2003), turistika activities can be divided into several types, according to what means of transport you use -on foot, by bike, skies, or canoe – and are very unique to the culture and environment (Turčová, Neuman, & Martin, 2004).

Tramping as a movement also fulfilled the demands of young people for a life of freedom in natural surroundings. Tramping can be, in this respect, considered as a spontaneous way of coping with new society rules and restrictions. Tramps developed their own culture, their own slang, songs, clothes, flag, anthem, rituals, magazines, literature, etc. Activities were adapted to the specific conditions of the country. It developed further the creation of an indigenous Czech culture of turistika activities that combine outdoor sports and activities such as camping with music and artistic creativity.

The development of the outdoor programs at the Faculty of Physical Education and Sport (FPES) at Charles University Prague, from 1958, was in many ways original, as it associated sport and turistika activities with group experiences, activities in natural environments and learning about the landscape. One of the main features of the program was the integrated approach to education. From the beginning it included sports, games, creative activities, and learning about nature. Development of these concepts was slowed down by the political normalisation, as opinions (which did not correspond with the socialist views) were suppressed. However, within the Socialist Youth Union organisation new experimental forms of outdoor education emerged, despite the tensions of the communist regime (Turčová, Neuman, & Martin, 2003). In 1977, with considerable support of educators and volunteers, Vacation School Lipnice (VSL) was founded (which then linked to Outward Bound in 1993). Both VSL and the FPES, through the combination

of sport, turistika and creative activities have been foremost in the development of outdoor education programs over the past 25 years.

Dramaturgy

VSL have their philosophical roots linked to *kalokagathia*, the ideals of the Greek holistic philosophy of education, which concentrates on activities involving mind, body and soul. The VSL method of course design, dramaturgy, is known rather from the sphere of theatre, film and TV. Dramaturgy, 'the art of theatrical production', involves the dramatist choosing themes from society and then linking pieces of work and music to reflect these themes on the stage (Shantz, 1998). At VSL, the dramatists are the trainers, and dramaturgy is a method used to plan, select, and then order the activities and other events with the goal of maximizing the pedagogical course effects (Holec, 1994). VSL's philosophy runs counter to the idea of frontloading (Priest & Gass, 1993) activities with pre-prepared learning objectives; instead it idealistically seeks to help people discover solutions themselves (Holec, 1994). Broderick and Pearce (2001) advocated indoor adventure training that uses drama/theatre activities. They suggested that the use of the indoors and drama is a dramaturgy approach, but fail to point out that dramaturgy is much more than just drama. At VSL the outdoors is just one option, as is drama, and the wide use of media has other benefits in that it allows trainers and participants to exercise their imagination.

The Dramaturgy Wave (see Figure 1) (Martin, Franc, & Zounková, 2004) involves pushing comfort zones in an atmosphere of physical and emotional safety, framing (Priest & Gass, 1993) games in fantasy and the use of 'play' in achieving educational outcomes, providing a broader and refreshing perspective for outdoor and experiential learning. Examples of these games are:

- Social: A 'dance-hall' in which delegates find themselves interacting with people and events from earlier generations, experiencing world war, the roaring twenties;
- Physical: A strategic game involving balancing 'ecosystems';
- Creative: Developing 'MTV' videos resulting in an 'Oscar ceremony';
- Psychological: Exercises based around the themes of science fiction novels ('Fahrenheit 451', 'Day of the Triffids').

The use of games and non-physical activities is also common in professional development programs, as these activities aim to move people out of their comfort zones in a variety of ways, whilst still applying the 'experiential learning cycle' (Kolb, 1984). Pushing people out of their comfort zones does offer opportunities for personal growth; however, peak learning may also come from other activities and

course experiences (Leberman & Martin, 2002).

The Dramaturgy Wave illustrates social, physical, creative, and reflective waves, but other waves such as environmental and cultural waves can be built into the course scenario. Using the metaphor of waves on a beach, many other programs contain elements of these waves, but these tend to be small waves that are often crushed by the bigger waves following. The challenge is to provide a balance between the waves that provides the greatest opportunity for truly holistic experiential learning (Martin et al, 2004)

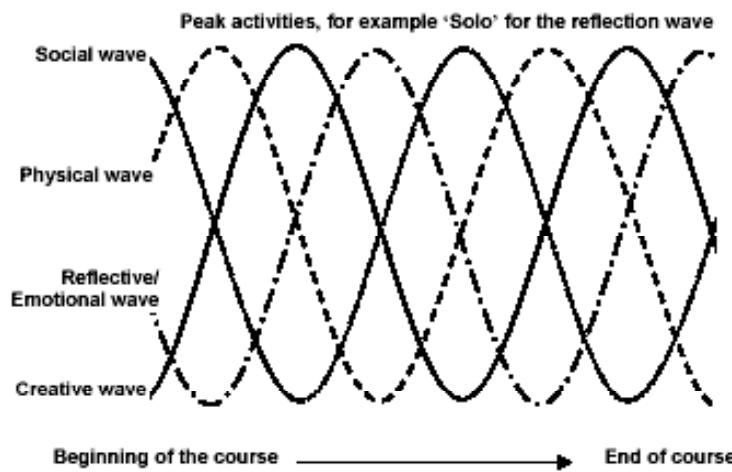


figure 1

There are five stages to developing dramaturgy (Figure 2) (Martin & Leberman, 2004; Martin et al, 2004).

- The dramaturgy before the course (stages 1 to 4): Pre course planning involves both theoretical and practical dramaturgy: choosing the themes, which then provide a thread throughout the logistics of the activities and games that make up the programme 'scenario';
- The dramaturgy on the course (stage 5): During the course trainers change the scenario to react to the needs of participants.

While Schoel, Prouty and Radcliffe (1988) illustrated

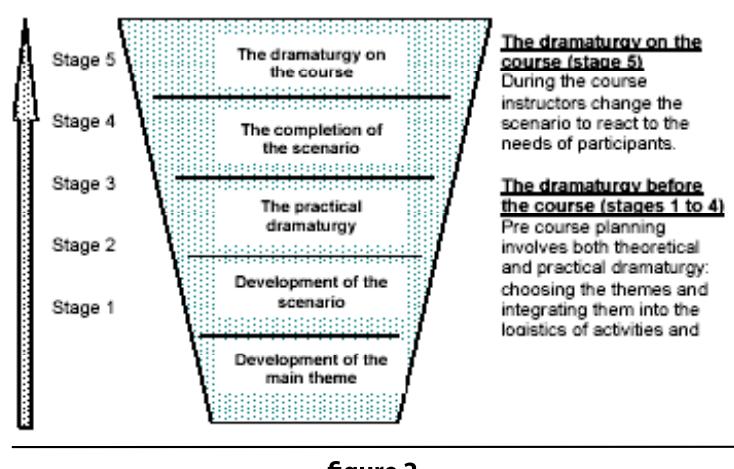


figure 2

how a sequence of activities could be briefed and debriefed as part of the 'adventure wave', Mikšicková (cited in Martin, 2001) suggested that the 'Czech way' offers different kinds of waves (social, physical, creative, and psychological) all intertwined with associated peaks and troughs. Equally important is consideration of emotional, intellectual and spiritual aspects as well as utilising all the senses. The intertwining of the 'dramaturgy waves' is also important in maintaining a balance of intensity and 'rhythm' during the course (Martin, Leberman & Neill, 2002). Boniface (2000, p.66) supported this flexible type of approach and concluded that "adventure is individual and where facilitated for others needs to be differentiated for each participant... not everybody will enjoy the physical challenge provided by many outdoor and adventurous activities".

Dramaturgy requires that each activity or 'game' is part of a whole. The wide range of powerful learning activities 'let the mountains speak for themselves' for a greater variety of participants (James, 1980/2000). The reflection component, so important to the philosophy of experiential education (Boud, Keogh, & Walker, 1985; Dewey, 1938/1965), is integrated as part of the dramaturgy. This approach is in contrast to the 'adventure wave' approach, which involves a series of pre-planned activities, each followed by a review – facilitated structured reflection (Bacon, 1987; Hopkins & Putnam, 1993). By incorporating reflection into the whole experience, it can be argued that dramaturgy rather more accurately reflects life, as most of us reflect on our day-to-day activities but few of us actually review them.

These creative and imaginative methods and games have also been applied to management development programmes. This provides the following opportunities (Krouwel, 2000).

1. **A wider range of activities:** Released from the confines of the outdoors, a wider use of activities, for example, arts and drama are available as experiential tools, helping to reintroduce the element of the unexpected, which once featured strongly in outdoor management development programmes.
2. **A flexible approach:** The approach aims to offer a flexible and energised approach for trainers and, for participants, the benefit of programmes aimed exclusively at them.
3. **Self-development:** The approach is focussed on self-development. In particular, the variety of the games aims to broaden and open the mind. Dainty and Lucas (1992) asserted that the development of self and other awareness is potentially the most important outcome of management development programmes.

Conclusions

In summary, the course dramaturgy and range of

games and turistika activities have much to offer in terms of training of staff and course development. The methods used offer a more holistic challenge than traditional outdoor approaches in providing the next generation of effective personal and management development programs. The balance implied by the experiential philosophy *kalokagathia* is maintained by the use of dramaturgy – a method of course design, which links, integrates, and intertwines a range of innovative and creative activities. During the course, trainers change the scenario to react to the needs of participants. Dramaturgy is a continuous process that ensures that the course themes provide a thread throughout the scenario. A range of activities is carefully sequenced to maintain a balance of intensity and 'rhythm'. The approach provides experiences, which challenge more people in more ways, whilst aiming to satisfy the needs and demands of both personal and management development markets, without compromising the original organisation's philosophy. A director of one Outward Bound School, also a course participant, indicated that the philosophy, methods and games offered "a greater exploration of the whole human person – mind, body, and soul. The Czechs were very good in attention to detail... all the thought that went into the creative ideas. The variety of activities was wonderful".

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Home and nature lost

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In our existence, we are always ahead. There are always possibilities open to us in advance. Psychologists refer to Dasein, to being, existence "here and now". Today's Dasein is very simple, affording the possibility "to have and not to have", "to possess and not to possess". This substantial possibility faces us from a multitude of advertisements along motoways and in cities from all streetcars, buses and all free spaces on buildings. Dasein has "contracted" and man sometimes feels like in a cage. To possess means to have power, and "power" is today the basis of the evidence of existence. In other words, when I don't have power, in fact I "don't exist", even though I do reside here physically. Onticity, existence of individual persons, is derived from that power. Friedrich Nietzsche presaged it very ably. Of course, the power in question has one disadvantage: it is a force that we must display all the time so as not to lose power, as well as the certainty of our own existence. Simply said, the sportsman must always finish first, repeatedly, otherwise he is soon forgotten. The politician must be seen daily on TV and stare at us from the screen, to make sure that we reelect him. Our existence, our life is undergoing transformations, and yet almost no one notices the process because everything of fundamental significance, everything great comes "on dove's feet", as F. Nietzsche asserts.

It is nothing simple to enjoy the clear sky and the colourful autumn. We are constantly forced to deal with matters making claims to our life and all its energy. More sensitive persons know it and frequently suffer from resulting depressions. Man is today being placed into a very scanty life schedule, being forced to assert himself, to be assertive, to be strong, young and vigorous. Such a schedule is vey aggressive and simple. That is why today's man looks for a home in which he finds kindness. Today, it is nature that affords such kindness.

The pure antithesis to the kindness of the home, of the spiritual, fiery centre, is alienness (to δεινον). This alienness is frightening, being precisely that alienness that we feel when considering the systematic killing of people in concentration camps; that's what the Greeks referred to as "to δεινον".

This alienness is implacable, cannot be assuaged by tears and suffering. This alienness is perceivable, for example, in Medea's hate after her murder of her sons, after the betrayal of her husband. In alienness of this kind, there is no forgiveness, no understanding; it is the exact exclusive antithesis to home. Neopositivists could speak of an asymmetrical and irreflexive relationship. It is an absolute exclusiveness of such a nature that permits us

to speak of antitheses of the Heracleitian type that become antithetical simultaneously, similar to flames fed by burning wood; they are antitheses of "inception by extinction and extinction by inception". Home is that place where we are "born" again as full-fledged beings, where we again become entire and self-confident persons. Home is thus the outset, the beginning. But the outset is truly brought about only in the commencement process, the outset is not reality which is a result of commencement. It is necessary to experience this outset, this foundation. Freedom is merely freedom aimed at the foundation, i.e. freedom in the commencement process, freedom aimed at the outset. "Failure to understand may sometimes mean ability to understand only what is serviceable, usable and useful", Fink¹⁾ points out.

How is it possible to experience the outset – home? Only when the outset – home comes into existence, when it originates, and that os possible only where fundamental questions exist. How is it possible to ask questions in this way? With Hölderlin and Heidegger. it is possible only when we experience what is alien, even what endangers us in our existence. It is therefore necessary to look for a home, to seek a home as the centre of existence "along the Ister (along the Danube)." Home is where our inception is, where the source is from which we can spring forth, and where fire exists at the same time because fire is the site of the highest concentration. Through concentration, fire is inception by extinction. "Die Fuge" (German for joint) is between these antitheses coming into existence simultaneously. Simultaneously with the inception of fire, extinction of wood takes place; fire ensues from the death of wood, just as we live through death. There is a joint between antitheses but we cannot visualize it, it does not have objective validity, nothing verifiable and falsifiable can be said about it, and yet the joint exists (or rather "es west", as Heidegger puts it). Home is the centre of existences, it is a fire which provides warmth (oikos), light (non-concealment – truth), dispenses justice (everything burns in it), lends beauty – and all this is one (Unum, To hen). This commencement does not have a "commencement", does not belong to temporal causality of causes and effects. This commencement is a gift, there being here no will to exercise power, to self-assertion. Scientific methodologies do not grasp commencement by their tentacles oriented on processes in time.

Hestia guards the fire at home, whereas the other gods take rides in the supraheavenly realm of ideas. To be "rooted" at home means to experience repeatedly this commencement in kindness. Who is supposed to take care of that? It is the woman who knows the joint (die

Fuge), who knows it well, and therefore she is that being at home who also knows what piety is. An example of respect for home is Sophocles' story about Antigone. She buried her brother

Polynices against the order of her uncle Creon; she obeyed that which has no identifiable and falsifiable form, i.e. existence itself which is that joint, she obeyed the voice and the unwritten law of the netherworld gods and did not betray her home, despite all warnings, all well-meant advice. Loyalty of this kind has riits, takes origin where the joint (die Fuge) of all well-meant advice is between that tightest possible collectedness, concentration (legein in Greek, hence logos with an enormous number of present-day meanings). Concentration is precisely what we all are vitally in need of. Man has manufactured untold thousands of things that only distract us, that make it impossible for us to concentrate. Collected concentration at home constitutes a meeting with the kindness of commencement. It is a matter of "Er-eignis" but does not concern ownership, possession of things which is today erroneously regarded as essential. It is only one kind of our wandering along the Ister where home cannot be found. Hence so much anxiety, so much fear, so many problems!

When Patočka says that home is the extended organism, I add that the countryside is the extension of the home, and that cosmos is the extension of the countryside. Home penetrates distances, provided that we succeed in making the right preparations for our children.

Family begins and ends with the home. Patočka's three life motions are divided according to the referent, i.e. to what is the source of the meaning of the life motion. The first motion is anchoing at home, where Mom and Dad are the referent of the life motion of the small child. Mom and Dad are the centre of existences, are that fire which provides warmth, truth, good, beauty and justice. Many people return to the source in late adulthood – let's recall only the novel *Babička* (Gradma) by the Czech writer Božena Němcová. Every small thing then becomes, per accidens, that which brings back to mind home so intensely that we even smell a familiar scent, hear a stream flowing behind the cottage. Which retentions are being pretended here, what kind of a spring is that which enters our present, and even takes part in controlling our future?

Commencement is the home, the site of the fiery centre (der Herd), it is always where also the joint is which is in fact the most important but is difficult to talk about.

Nature is that home, commencement from which we incessantly come into existence. Our trips in nature are our returns to the kindness of home. That is why we feel each felled tree as if endangering our corporeality, our home. Never have we been in such a need of nature, naturalness in the sense of "fysis" as we are today. The technical, systematical and methodically managed world

will not give us a home; on the contrary, it deprives us of a home. Sports activities in nature, games, sojourns in nature are returns home. In nature, we encounter commencement in the course of its commencing. We do not encounter there commencement as the subject of any psychological, sociological or anthropological analysis. It is where man gets entitlement to the validity of himself, where he is "born" again. The extended organism is home, extended home is nature, countryside into which we grow and which always, again and again, gives us a tune-up for the way home. Activities in nature then become a need *sui generis*. Activities of this kind become general therapy for hundreds of people harmed by the systemization of our functioning technical world. That is why Heidegger takes note of Hölderlin's poems on the search for home. The pilgrim follows the course of the Ister (Danube) because the river springs from the depths of the Earth. It is only in the depths of the Earth (Gaia, Nérthus) that the commencement is of all of us, because after death, everything live returns into the chernozem (black earth), into the chthonia of our earth. Each handful of soil contains an infinite number of concrete lives that had lived their life at a certain time and in a certain space, and then returned into the earth. The old alchymistic belief held, therefore, that precisely for this reason, there must be in chernozem the seeds of all substances, including e.g. gold etc. Typical for the earth is growth of what is live, i.e. emergence into non-concealment. Already for the ancient Greeks, non-concealment was the ultimate truth. But every seed germinates, growth is the death of the seed which is transformed into roots. Thus nature, physis, is growth into the state of non-concealment, which is accompanied by simultaneous process of concealment. In nature, everything is produced, brought forth, nothing is manufactured. Life exists only where growth is accompanied by a simultaneous process of extinction. What would we be without this growth, without nature, without physis? What would be left for us? This question resonates in innumerable forms in the mind of the pilgrim who wanders along the Danube, seeking for a place that will be his home. The pilgrim attunes himself to what the Earth "is saying", and tried to understand the symbols of the gods. That is why Heidegger speaks of a foursome, o.e. the relationship of the Earth and the Heavens, and the relation of people and gods. Where these relationships intersect is home, the site of the ultimate collectedness. And that can be found only by incessant attunement to what is not communicable by words. That is why man is a pilgrim, that is why man is in a constant dialogue with nature. In a sip of wine, the marriage of the heavens and the earth is present. The sun gives wine its content and the earth gives wine its content, both in the course of a special game which we term since ancient times "Hieros gamos".

Sensitively performed activities in nature give to the present-day man what he needs most – home. Even when he may fail to designate things exactly enough, he will sense in nature his roots, he will find there the point of intersection of Earth and Heavens, as well as of the re-

lationship between people and gods. It is also necessary to learn to understand the fact that “denken ist danken”, that to think means to thank. It is necessary to learn how to be useless, to exist only like grass in wind. And that is very difficult, because everything around us commands us: be useful, beneficial, pragmatic – otherwise you’ll be lost!

Activities in nature have to bring calm, not competition, kindness, not tension and constant strife!

Notes

(1) Fink, E., Existenz und Coexistenz. Wurzburg 1987, p. 101

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III. Quality standards and professional qualifications

Professional Qualifications in Outdoor Education and Outdoor Sports Education: Balancing theory and practice in the degree curriculum

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Introduction

Higher Education in UK is currently undergoing considerable change with government aspirations for 50% of young people to attend university courses and students paying for their courses in a variety of ways. The consequences of these policies in the UK are significant and may be impacting upon the outdoor 'industry' and career development within the sector.

There is a trend towards business practices and some might say away from educational vision and values in the provision of Higher Education (HE). Curriculum development in HE is now more than ever before a hostage to market forces with arguably educational principles being somewhat lost in the ensuing skirmishes. This is no less the case for degrees associated with the outdoors. Many providers of outdoor learning experiences may well consider that the influence of market forces on HE courses in outdoors is no bad thing. Since not unreasonably there has been criticism of HE from sectors of the outdoor profession. This criticism is frequently in relation to a) the issue of practical sports related activities-Do post-graduates possess the governing body awards (GBAs)¹ of the sport (kayaking, sailing and so forth.) and so presumed to be competent to teach/instruct these activities? and b) What do practitioners in the outdoors need with academic outdoor 'theory'? Or even more so, what uses are theories about society for the outdoor practitioner?

This paper considers these criticisms and some of the influences upon outdoor studies degrees, their diverse curricula and the professional fields which call upon outdoor learning to further their aims. The current significant issue of theory and practice in professional outdoor programmes will be discussed. This paper draws partly upon the pilot study from the UK research project -'The Outdoor Sector-Curriculum and Pedagogy in HE' (CAPHEOS)² and more particularly upon the Outdoor Education and Adventure Recreation degree available at BCUC.

Brief background to degree courses in Outdoor Education and Studies in UK

10-20 years ago in UK there were few degrees specifically designed for those people anticipating working in the

outdoors and these were largely concerned with formal teacher education. Consequently, outdoor educators and practitioners gained much of their knowledge and skills of outdoor sports and outdoor learning whilst working in schools or outdoor centres or with other providers. A large majority of these practitioners, particularly those working in Local Authority schools were qualified teachers and/or had degrees in subjects such as geography, biology, english or physical education (cf. Humberstone 1995). The good practice of gaining outdoor knowledge and skills 'on the job' is currently being consolidated through the graduate apprentice schemes, where some HE institutions are working partners with outdoor providers, and through current initiatives such as the Institute for Outdoor Learning Professional Accreditation (APIOL) scheme (see Crawford & Brown 2004). The UK pilot research project survey all degree courses in the UK with outdoor education, adventure education or outdoor studies in the title and identified over 100, which were offered in more than 30 Higher Education institutions in the UK.

Diversity of the outdoor degree in UK: initial findings from the CAPHEOS project

The pilot project surveyed all the HE institutes in the UK that appeared to offer outdoor studies type degrees. The aim is to undertake a philosophical mapping of courses which might enable comparison of theories of learning, outdoor learning, relationships with the outdoors and so forth as used to underpin learning experiences in Outdoor Studies and also to explore the variations and ranges of courses. 25% of questionnaires were returned. These returns give only a partial view of the philosophy and background to courses on offer at the time of the survey in the UK, although the project did examine all documentary material publicly available through UCAS and websites to provide a substantial over view of course titles and where they are located.

The titles of the degree courses included: BA Hons Watersports Studies and Management; BSc Hons Outdoor and Environmental Education; BA Hons Adventure tourism; Ba Hons Education Studies and the outdoor Environment.

The diversity of focus of degrees identified was also demonstrated by the range of module titles. Most courses had cores which included aspects of theory and phi-

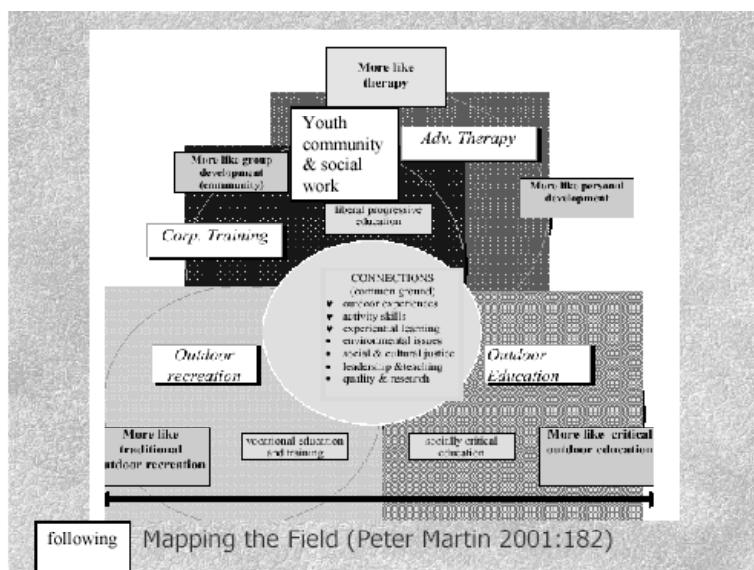
losophy, together with outdoor practice. Most also included aspects of management, ranging from classroom management and programme/outdoor centre facilities design and management, to more general management modules (including finance, people management, ICT, marketing), particularly in leisure services.

Beyond that, optional modules showed the specialist focus of each course, and included areas such as environmental studies, geography, education, sociology, psychology. Most courses included a research methods module and a project or dissertation of some sort, although not all.

Most courses are located within faculties of Leisure, Sports and Tourism, with some within Social studies or business schools. In addition to the considerable variety in the undergraduate degrees providing opportunities for students to study to become professionals in the various outdoor sectors there is also an increasing number of masters degrees and PhDs concerned with the outdoor studies. Clearly, then, from this overview it appears that providers of degrees associated with outdoor learning do perceive a broad view of the outdoor sports education.

Professional sectors and outdoor learning

Furthermore, this variety and diversity of degree courses in outdoor studies reflects the diversity and variety of professional sectors utilizing the outdoors as a practical and philosophical context for their programme aims. These sectors are usefully identified by Martin (2001:182) through his 'mapping' of the outdoor field. In the diagram below, Martin sets out the different professional sectors in which outdoor learning or outdoor sports make a



significant contribution.

The sectors identified in Martin's map are a) recreation which includes outdoor leisure and outdoor sport, b) outdoor education –formal & non-formal education³; personal and social development; field studies and outdoor sports c) outdoor or corporate development through outdoors and d) therapy through adventure or

wilderness therapy. The 'map' shows that common to all these outdoor sectors are outdoor experiences, outdoor skills, experiential learning, environmental issues, social and cultural justice, leadership and teaching, and quality and research. These shared values and practices provide a framework for and a 'signpost' towards the outdoors as a profession. Courses now available through HE and Further Education (FE) institutes in UK share some or all of these values and practices. Consequently, degrees that provide the professional underpinning for post graduates to work in all these sectors need to reflect similar principles, values and practices.

Clearly, then a degree that purports to provide professional grounding for either working in or developing further knowledge of the outdoor industry must pay attention to the shared values and practices which Martin has identified. For the outdoors to develop as a profession, these shared values and practices need to be understood and reflected upon as part of the professional development of outdoor practitioners. Consequently, a degree in outdoor studies needs to provide a curriculum whose content reflects such knowledge and skills and whose pedagogy is consistent with the pedagogic approaches most frequently favoured in outdoor learning such as experiential learning⁴. Such a requirement demands that there is a balance between theoretical content (knowledge) and practical content in the degree.

Balancing theory and practice in the degree curriculum

For the purposes of this paper, the BCUC degree will provide an example. This is not to say it is the only example or even the most appropriate or relevant provider of outdoor studies degrees in UK. In relation to a number of degrees, it is very much an infant. In 1998, in consultation with a variety of people in the outdoor sector BCUC developed the Outdoor Education and Adventure Recreation (OE&AR) degree⁵. High Wycombe, 30 kilometres from London, where BCUC is located, is not favourably placed for access to natural 'wilderness', although it is surrounded by English countryside including the 'Ridge-way' national trail and has easy access to the Thames and has numerous urban fringe facilities including dry ski slope, three climbing venues with a variety outdoor centres close by. The degree was developed through consultation involving an external consultant, taking account of the location and the particular strengths of the staff. The resulting degree is underpinned by social-cultural perspectives and includes knowledge drawn from youth work, management development, cultural & social studies, environmental studies and outdoor theory and practice.

The BCUC degree⁶

The BA (Hons) Outdoor Education & Adventure Rec-

reation (OE&AR) degree programme offers students the opportunity to study the socio-cultural aspects of the outdoors through engaging students with the traditional roots of Outdoor Education and Adventure Recreation and providing opportunities to challenge these views through relevant literature on the outdoors and society from a variety of academic and industry based sources.

Key theories of learning

The simple philosophy underpinning the programme is

one which encompasses the following basic principles: to encourage students to develop a respect for a) themselves, b) others and c) the environment whilst aiming to be critical reflective practitioners for a modern industry. Students are encouraged to critically reflect upon their own actions and experiences and upon the material, texts, and events that are made available through the course. Independent learning is facilitated and progressed through the course. The progressions are made at three levels:

Course structure*

	September – June Level 1
Level One Theoretical Knowledge & Skills Development in Outdoor Education & Adventure Recreation	
Level 1	Personal Development (practical module)
	Leisure – a Multidisciplinary Approach (LAMDA)(theory module-shared with sports students)
	Outdoor Education and Adventure Sport & Recreation Theory (theory module)
	Outdoor Adventure Skills for the Outdoor Industry (practical module)
	Outdoor and Environmental Learning (theory/practical module)
	Risk and Safety in Outdoor Education & Adventure Recreation (practical /theory module)

	September – February Semester 1	February – June Semester 2
Level Two Issues, Themes, Research and Reflection in Outdoor Education & Adventure Recreation		
Level 2	Gender, Difference and Leisure (GDL) (theory-shared with sports students)	International Perspectives (studied in Finland-students spend three months in Nurmes, Finland) ⁷ includes 10 days expedition on skis
	Winter Adventure Skills (practical/theory)	Environment (theory)
	Providing Programmes & Facilities in Adventure Recreation (theory)	
	Outdoor Development Training (practical/theory)	Adventure Skills for the Coastal Environment (practical)
	Urban Adventure (theory)	
Level Three Analysis, Synthesis and Professional Development in Outdoor Education & Adventure Recreation		
Level 3	Internship (June – Oct) (practical)	Expedition, Organisation and Experience (practical)
	Culture, Nature, Community & Difference: Outdoor Education & Outdoor Adventure as Counter Cultures? (theory)	Sustainable Business Management (theory)
	Project (research dissertation)	
	The Adventure Experience: Issues and Ethics (theory)	
	Advanced Skills (practical)	

*subject to change

At level one students develop their: *Theoretical Knowledge & Skills Development in Outdoor Education and Adventure Recreation*.

At level two students develop their: *Issues, Themes, Research and Reflection in Outdoor Learning and Adventure Recreation*.

Finally at level three students develop their: *Analysis, Synthesis and Professional Development in Outdoor Education and Adventure Recreation*.

At each level of the course students undertake core practical skills development which may enable individuals to attain qualification. The latter is however, not necessarily the outcome provided by the degree course. The course provides the opportunity for the student to pursue Governing Body Awards of the Activity eg climbing (These are equivalent to certificates awarded through the Outdoor Sports Federations in continental Europe) as extra curricular to the course itself whilst the course content includes practical experiences equivalent to those available in some GBAs.

A Hons Outdoor Education & Adventure Recreation

(see the table at the previous page)

This overview of the course shows the ways in which the module content includes both theoretical and practical aspects with some modules a mixture of both. At level one, the first year, the six modules run for the whole year, whereas levels 2 and 3 consists of eight modules which each run for half a year (a semester). It is expected that the knowledge and skills appropriate for all the sectors, except therapy, identified by Martin are provide through the OE&AR module content.

This particular modular content has been chosen for the BCUC course because it is felt that this possibly provides the more holistic introduction to professional outdoor practice. There are a number of themes running through the course. The first is premised upon the wish to ensure that understandings of outdoor adventure education theory is not learnt in 'splendid isolation' from theories of society, community and youth work practice. The outdoor practitioner will be working in a social context largely either in a leisure, youth work or community context. Consequently, BCUC students share the sociological modules LAMDA and GDL with leisure and sports students (cf. Evans and Davies 2002; Humberstone et al. 2003)⁵.

Psychological theories are largely omitted from the course because of staff's particular knowledge of the field and shared pedagogical philosophies (Bernstein, B. 1979; Friere, P. 1971) and shared understanding about the significance of social cultural dimensions and reflectivity and our focus upon youth and community.

Theoretical knowledge dimension

The final year of the course brings together the learning from the preceding years. The Internship provides 'hands on' experience in the industry and its assignment draws upon the APIOL. Culture, Nature, Community and Difference brings together the social cultural theories considered and analysed in level 1 LAMDA & level 2 GDL and applies them to the outdoors. Ethics of the outdoors and adventure is an important level 3 module as is sustainability in industry a progression from the previous environmental modules. The dissertation projects offer the opportunity for students to research a particular area of interest. The last year cohort undertook research largely underpinned by the social-cultural theory that they had gained during the course. These projects included research into gender and the outdoors; two projects on disability and the outdoors; a project on sexuality and the outdoor practitioner; Black snow boarders and skiers; skate boarding and urban adventure.

Practical and theoretical synergy

The advanced skills module offers the opportunity for the student to pursue and develop further a practical skill of their choice which may or may not involve the acquisition of a GBA. The culmination of the whole degree is the expedition which is organised and undertaken by the students independently, but monitored and assessed by the module tutor and external assessors. It brings together all the aspects including personal and group development, cultural dimensions, environmental aspects, risk and safety assessments and understanding and expertise of the necessary practical skills to undertake the expedition, together with a special topic of study.

The aims of the expedition module as stated in the document are:

"The expedition, a journey with a goal, is a central theme in much of outdoor education and adventure. Planning and participating in an expedition can create challenge, leadership, team work and independent opportunities, whilst exploring diverse environmental conditions. The module aims to develop the appropriate knowledge and decision-making skills to plan and execute an expedition into an unfamiliar area whilst utilizing the journey to undertake an exploratory project".

The expedition is normally expected to be undertaken in groups of six students and normally undertaken during a period covering five nights. The condition for undertaking the expedition is that each group presents a feasible risk assessed plan. This is examined by an external person as well as BCUC staff. In 2004 the cohort organised successfully four different expeditions.

- a) Four students skippered a yacht within the Solent;
- b) Two students undertook a 140 mile (224k) sustainable kayak expedition on the Thames sponsored by Thames environmental Agency;
- c) Four students undertook a walking trip in the Mercantour National Park, Southern France.

d) Eight students undertook a walking expedition in the Vencor region of the French Alpes.

The students comments on the expedition module include:

- “Enjoyable but a lot of work.”;
- “Excellent end to programme.”;
- “Enjoyable module – great expedition. Lots of different assignments – seemed a like a lot of work for one module.”;
- “Fantastic, loved every minute of it. Learned loads & the practical was great to back up the theory.”
- “Best module in my eyes. Great way to finish the course.”

The expedition is an important aspect of the degree as it draws together all aspects of the programme and requires students to manage and organise an expedition independently within a framework of safety. Importantly, it requires a balance of both practical and other capabilities including theoretical knowledge. Clearly, it is also seen as a valuable experience by the students.

Concluding remarks and additional comments

This paper has argued that there is more to outdoor learning than developing the skills of the sport. It argues that there are a number of social and cultural theories as well as theories developed in the outdoor field, which are important for developing the outdoors as a worthwhile profession. The BCUC OE&AR programme has been drawn upon as an example to highlight the importance of balancing theory, knowledge and practice in outdoor sports education and ways of synthesising theory with practice within the curriculum of an outdoor studies degree.

The discussion workshop following this presentation gave further insight into qualifications and training in a European context. This is a complex arena with countries following their own particular schemes. However, I would continue to express the importance of recognising that at University level a degree in outdoor studies is more than communication ('soft') and technical ('hard') skills (those skills gained through Governing Bodies Awards or Federation Certificates) and additionally includes knowledge from a variety of fields. These fields are identified in Martin's (2001) map and the knowledge depends on the particular focus of the degree. It seems that in some continental Universities the outdoor degree is located in sports departments and so the knowledge may generally be sports focused whereas in UK, as highlighted above, it may be located in a variety of departments and consequently have a broad knowledge base.

Notes

(1) The UK term Governing Body from which Governing Bodies Awards (GBA) is equivalent to the continental term Sport Federation.

- (2) The steering group includes members of the IOL HE interest group (Ian Harris, Barbara Humberstone and Hugh Mannerings) and the researcher is Heather Brown.
- (3) There is currently a large scale European funded project in the youth programme:-Non-formal education through outdoor activities (NFEA). This has 12 countries and 19 partners. (www.nfe-network.org). A major partner is the European Institute for Outdoor Adventure Education and Experiential Learning (EOE) (www.eoe-network.org).
- (4) This paper focuses mainly on content, rather than pedagogic approach or method.
- (5) As a consequence in decrease in numbers to the OE&AR degree and to develop the outdoors portfolio a Sports management and outdoor studies degree was validated in 2003.
- (6) Much of the material here is taken from the BCUC OE&AR (Hons.) course documents.
- (7) See Humberstone, B. & Mannerings, H. (2004) Degrees in the 'Outdoors'! What's the Purpose, What's the Point? The Finnish Project. *Horizons*, issue 25 pp25-29. This discusses in more detail the course and particularly the Finland experience from the perspectives of the students.

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Youth community& social work

Environmental quality standards for educational outdoor sports activities – a step towards a sustainable outdoor culture?

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Outdoor sports activities enable a dialog with nature

Mountains, rocks and boulders, rivers, lakes and beaches, glaciers and other natural landscape formations are essential for outdoor sports activities. They host the climbable crack, the slope worth a ski descent, the exciting rapid for kayaking, the picturesque hiking trail or the hidden surf spot. From a sporting point of view, natural landscape is a challenging space for many activities. Its suitability for sports is dependent on topographic factors related to the activities, e.g. steepness of slopes, duration of snow cover, solidity and height of rock formations, water discharge and decline of a river etc. But the quality of the experience is not only dependent on the topographic or “abiotic” characteristics of landscape. A kayak slalom canal rated class IV can be a sporting challenge as great as a class IV rapid on a white water river. Training in an indoor climbing wall may be much more effective on the sporting performance than climbing on natural rock. For a beginner, a ski descend in an indoor ski arena may be as good fun as the descend on the beginners slope of an alpine ski resort and the “après skiing” may be even better then in many ski resorts. But thousands of kayakers and climbers spend their holidays in the mountains of the world and not on canals or indoor climbing walls. Millions of skiers travel to the alps instead of spending their days on indoor ski slopes. On nearly every survey on motives of outdoor sportsmen/sportswomen the item “nature experience” is one of the top ranked items (e.g. Beier 2001). Obviously, the experience of the same activity in a natural setting is regarded as somehow “better” than in an artificial context. Liedtke (2004) investigated this thesis and found strong evidence for the said.

Undoubtedly, a natural scenery offers impressions that can not be rebuilt even by the best landscape architect: The magnificence of an alpine mountain in a clear blue sky, its summit covered with snow, inspired hundreds of painters and photographers. The dignity of an old tree on a green meadow with its mighty trunk and knotty branches, telling a silent story of hundreds of years, inviting the tired hiker to rest in its shade. Seel (1991) named this romantic nature experience “aesthetic contemplation”. But also non-visual impressions contribute to nature experience, some may not even be consciously perceived: The smell of salty air and rotten algae on a beach, described and associated by many literates with “a smell of freedom”, the perfect silence of a cave, giving some people the feeling of a perfect shelter, others

a taste of death or the intense taste of wild blueberries picked on a trek after days of packed food. The variety of sensual impressions is like a language: the language of nature. “This language has deepness, it is touching us in our heart of hearts. Some moments in nature are poesies, some are profoundly cruel” (Kraus & Schwiersch 1996, p. 13). Maybe an archaic layer of experience is reactivated as Kraus and Schwiersch (ibid., p. 42) postulate, or as Seewald et al (1998, p. 166) express an “explanation of me myself in nature and with nature” is in progress.

Nature is interesting the human beings “naturally”: The phenomena of natural life correspond to the good or bad possibilities of our own existence. The processing of those nature experience could be described as meeting with one self by looking into the mirror of nature. Seel (1991, cited in Seewald et al 1998, p. 214) describes the role of nature as a corresponding place as follows: “The corresponding perception of nature means presence of the own situation of life, it means finding an access to the emotional possibilities of living and experience in and with nature, to the own plan of live, it means to experience answers on the possibilities of the own existence.”

In extreme situations the dialog could be very existential. The most extreme possibility of life is death. In (or more often after) an expedition with the risk of death or serious injury, some people feel more alive than ever. The presence of the possibility of death can be found implicitly or explicitly in every alpine literature (e.g. Diemberger p. 234-247) and also in kayaking literature (e.g. Neumann 2003). But death or injury is a possibility in all outdoor activities. It is part of nature and therefore part of being outdoors. To be clear, no outdoor sportsman is seeking death or injury. Only few are willing to take a higher risk, most they try to reduce it to the lowest possible level. To experience existential nature experience, the experience has not necessarily to be extreme. It is enough to make a step out of the personal comfort zone. If you spend a day or more in a dark, cold and wet cave you will experience the sun and the light, the green of the grass and trees, the whispering of the wind in the leaves or the voice of the birds much more intensively than before.

We can experience nature also in a very existential way, if we experience nature as place were we belong to. The climber on a cliff is not a visitor. The moment he climbs the rock he is part of nature with his body and mind. His success or even his existence is depending on

his skills and on his concentration, on his movements, balance, handholds, friction of the rock under his feet and his anticipation of the next formation big enough to hold. It is in an intense dialog with the rock. Maybe it is a fight, maybe a flow. However, the environment is not longer around, through our body and mind our existence is part of the ecosystem. Humans are part of different ecosystems, we depend on intact ecosystems. A fact that is often forgotten in the grey walls of the cities.

The last point that should be pointed out in the relation of humans and nature is freedom. Nature, and especially (sporting-) activities in nature are one of the rare opportunities in our world full of social and technical dependencies, to experience a feeling of freedom. The freedom to go where you want, the freedom to rest when you want, the freedom to think and to say what you want, the freedom to push your body to the limits or to be lazy when you want. Beside this objective forms of freedom, there is a strong correspondence of freedom in nature generally: wild plants and animals are absolutely free, the untamed wilderness is the metaphor for freedom. If you look at wilderness, you can see the possibility of a free life. Breaking out of the narrowness of city walls and social situation was and is one of the strongest traditional motives in outdoor activities. The slogan of the German "Naturfreunde" (Friends of Nature) "Berg frei" (mountain free) historically claims everybody's right of access to this place of freedom against middle and upper class protectionistic policies.

The entrance chapter should point out that nature is more than just a nice scenery and likewise outdoor sports can be – and indeed for many people are much more – than just sporting exercises outdoors. The explanation of some of the most important aspects will be the basis to reason the responsibility of educational outdoor sport programmes for nature and derivate actions resulting from this responsibility.

Perception (or ignorance) of the environmental situation

We have an ecological crisis. There could be no doubt. The crisis is visible in global and local phenomena. Global warmth – the so called green-house effect, overfishing of the oceans, thoughtless exploitation of fossil resources, the chopping of the last native forests for paper and wood or the decline of the worldwide biodiversity are all clear evidences that our way of living is not sustainable, that short time profit or particular interests of powerful groups are dominating the human-nature relationship, that economic imperatives hold sway over environmental concerns. Social injustice is both result and cause of this global ecological crisis. Although environmental issues are not the prevailing issue in today's political discussion, big international efforts have been made during the last decades. The Agenda 21 document of the UN conference on environment and development in Rio de Janeiro 1992 (also known as UNCD or

Earth Summit) is such an effort, presenting a balanced and integrated approach which addresses many of the global social and environmental problems (United Nations 1992). The term "Sustainable Development" was stamped by this conference (although it is a much older term of forestry management and was recovered and redefined by the World Commission on Environment and Development in the report "Our Common Future", the so called Brundtland Report in 1987). Hauff (2003) called the Agenda 21 a "window of opportunity", but stated, that most of the national political and economic decision making is not yet orientated on sustainability. Following a survey of the Germany Ministry for Environment, Nature Conservation and Nuclear Safety (Kuckartz & Grunenberg 2002, p. 32) more than 80 % of the population agree to the core principles of sustainability and more than 60 % are seriously concerned about the living situation of future generations.

Many of the global problems as air pollution, global warmth, radioactive pollution or the chopping of tropical rain forests obtain high attention in western societies (whereas others, for example the overfishing of the oceans, are purely perceived). About 80 % of the German population regard the global environmental situation as poor or very poor (ibid. p. 36). Environment is still ranked place four on the order of the most important problems in Germany, behind job market, social justice and economic situation (ibid. p. 18). Very interesting in that context is, that in contrast to the global environmental situation only 18 % of the population regard the local environmental situation as poor or very poor. The shifting of responsibility suggests itself. Because impacts are far away and reason and cause are hard to determine, many of the environmental problems mentioned above are put into categories like "third world problems" or "overseas problems" – neglecting the fact, that our lifestyles in western societies contribute very much to the problems. Own acting is not urgent as long as one is not affected oneself, and as long as others are regarded as the chief cause of the problem. According to Beck (1986) this is a general characteristic of modern societies: "The sophisticated division of labour is equivalent to an universal complicity, and this is equivalent to an universal irresponsibility. Everybody is cause and effect and therefore not the reason."

Although only 18 % of the German population see local environmental problems, it is a sad fact, that in many parts of Western Europe nature is seriously depleted. While the local status of environment regarding air pollution, water quality or floor loading indeed became much better in western societies during the last decades (but still is far away from being very good), the German environment council ("Rat der Sachverständigen für Umweltfragen") calls the status of nature and landscape in Germany "unaltered alarming" (SRU 2000, p. 28) and complains multiple, persistent problems, especially the loss of valuable nature areas and species (SRU 2002, p. 1). In Germany for example 15 % of all existing types of

biotopes are nearly completely destructed, another 32 % are seriously at risk to become extinct (BfN 2002, p. 89) Wilderness or landscape little influenced by men can only be found on the summit regions of the Alps or in some parts of the Wadden Sea. In central Europe in general the situation is not much better, for example between 50 and 75 % of all mammal special became extinct or are endangered (ibid. p. 70).

The poor status of nature and the ongoing depletion gains few attention by the public, although there is a kind of awareness. Asked about progress in environmental protection, 68 % of the German population see no significant progress in nature protection, actually 8 % see a degradation of nature in the last years (Kuckartz & Grunenberg p. 45). The majority is indifferent towards that problem, otherwise it can't be explained, that 50 % of the Germans see no environmental problems when asked about the biggest environmental problem in their local community. Nature depletion or nature destruction was mentioned not at all (ibid. p. 40). How can this indifference against nature depletion be explained? Is nature regarded as unimportant or irrelevant in the context of local environmental problems? Is nature not regarded as part of the environment, is the discrepancy just a problem of the asked terms? Has responsibility for nature completely been shifted to nature conservation groups or authorities? Or, the worst case, is there little or no nature where most people live, or already damaged to see the depletion? Maybe the best answer can be found in the human–nature relationship.

Many authors stated that in western societies the dominant historical human-nature relationship is one of exploitation and criticized the subject-object dualism inherent in this relationship: Humans are not part of the natural world, nature is something to be controlled (e.g. Capra 1988, Seewald et al. 1998, Haluza-Delay 1999). The logic consequence is, that nature is only where humans are absent. 72 % of the Germans support the statement "nature would be in harmony and peace if humans would keep out". A mirror of that dominant view is the perception, that "real" nature is somewhere out there, but not in the local environment or maybe not even in the own country. Haluza-Delay's (1999) observation, following a 12 day wilderness programme is a typical example: "Nature was in the unfamiliar environments where there are no people. It is undisturbed and lacks human development, where a sense of peace and freedom reigns." Another angle of the same view is the commonly spread understanding of nature as "the green world around". Nature is reduced to a scenery, to a green environment for human activities. This reductionistic view ignores the interdependencies of human activities and nature and even more, it fades out the interdependencies between abiotic and biotic factors and between the biotic factors itself. This thinking is neither ecological, nor systemic nor integral. It could be regarded as a sign for the alienation of industrialised societies from nature. Nature is an object constructed through narrow

anthropocentric, mostly utilitarian, at the best aesthetic perspectives. The value of nature is measured in categories like beauty or uniqueness. Natural succession or wilderness have no place in this romantic nature. The urban park or the tidy forest are as well symbols for that nature image as the neatly kept biotope. Not even human use, other than regarding or keeping, is accepted. Often the consequence of this thinking is either total conservation or total use.

Very strong evidence for the alienation of western societies from nature can be found in surveys investigating attitudes towards nature or use of natural resources and images of nature. Brämer (2003) investigated the nature relationship of adolescents in Germany and found a bag of contradictions. Obviously, a mixture of traditional nature images, some messages from environmental education, certain rules of good practise and lack of experience, lead to a confuse relationship with nature that can be described by the metaphor "Bambi-Syndrome": "Nature is like a fawn, innocent, good, spiritual, beautiful and clean. It must be kept and nursed and especially be protected against the evil wolf named man [...]. Such a "Bambi-nature" is appealing to the sense of care and nursery of young people, who on the other side obviously don't refer the image of the wolf, which they draw of their species, to themselves (ibid. p. 41)." The described image of and relationship with nature leads either to an attitude of indifference towards the local degradation of nature or to little perception of the local degradation of nature. Authentic experiences outdoors are not part of personal life experience. A feeling of being integrated, of being part of nature, has not been developed. Emotional binding on local nature, a sense of place, is not common, especially not among urban population. Not surprisingly finding a connection between own activities or own lifestyles and nature depletion is difficult without personal experience and involvement in nature. What is at risk of degradation, is not the kind of nature many people have in their minds. It is fatal, that ordinary nature conservation strategies contribute very much to the dualistic view of nature and the resulting alienation from nature.

Of course the description above can only be a spot light on the relation of nature and western societies. But what have educational outdoor sports to do with all this? Why have educational outdoor sports programmes a special responsibility and special opportunities for the care for nature?

The responsibility of educational outdoor sports programmes for nature

1. (Educational) – outdoor sports are dependent on nature

Every outdoor sports uses nature as a kind of natural playground. As explained above the quality of experience is highly dependent on the existence of natural phenomena. The depletion of nature hits outdoor sports

in its heart. In the last decades, consumption of nature has reduced the recreation opportunity spectrum due to reduction of usable resources, accompanied by the reduction of the quality of natural experience opportunities (see Jakob et al 2004). Examples are: The building of hydroelectric power dams that flooded many of the best kayaking rivers in the alps and worldwide; the straightening of rivers, that transformed living bodies of water into canals as aesthetic as a dead, run over snake; industrial agriculture with its rectangular, clean and uniform fields, that transformed landscapes of great varieties into agronomic deserts without hedges, flowering field borders and diverse fauna; but also the sneaking growth of cities, that made urban surroundings more and more unsuitable for outdoor recreation. Also the few remaining areas of high value are often endangered due to industry and infrastructure development. Therefore it is a vital interest of people doing outdoor sports or using outdoor sports for educational purposes, that nature is protected against consumption and is used in a sustainable way. Sustainable use also includes the use of nature for outdoor sports itself.

Pressure on landscape arises from all outdoor user groups: tourism industry, competitive sports, organized or unorganized leisure/recreational sports and educational outdoor sports. The increasing demand on recreational spaces stands in contrast to the decreasing offer of natural opportunities to practise outdoor activities. Often outdoor sports encourage the development of infrastructure. Typical examples are boathouses, landing stages, lifts, as well as car parks and access roads. Especially the tourism industry reacts on the increasing demand for comfort and easy consumable experience with the development of infrastructure that enhances comfort and effortless experience (see Jakob, Roth & Krämer 2004). Natural surroundings are made consumable like products in shopping malls. This is not the kind of nature valuable for educational outdoor sports. It must be a vital interest of educational outdoor sports not to contribute to that development or even to stop it. Educating people in sustainable recreation opportunities helps to stop the demand for comfort and effortless experience.

2. All outdoor programmes lead people into nature.

One could argue, it is the task of environmental education programmes to raise consciousness for environmental care. I would argue, if you as a leader go out with children, adolescents or even with inexperienced adults, you are an outdoor educator, if you want or not. Nature is as well the environment for your education as it is the social environment of the group. It is very probable that at least some students will follow your example when dealing with the use of nature. If you lead outdoors, you do environmental education, reflected or not.

Outdoor sports can offer a direct and authentic entrance into nature. For many children and youth (especially children from cities) outdoor sport programmes

are one of their first experiences in nature. Sports are part of the every day life of most young people, associated mostly with joy and fun. Unfortunately, nature is not part of the everyday life of many young people in western societies. Nature is often associated with discomfort, asceticism, renunciation or boredom. Sports might tear some barriers down, environmental education programmes might have. Once directly physically involved, people have to deal with the challenge that physical activity in a natural outdoor environment always presents. Bunting & Townley (1999) describe the development of relationship through the challenge: "The adventure lies not in overcoming the natural challenge, but in communicating or negotiating with it. Such communications requires appropriate skills, respect, and adequate knowledge of the particular environment. Ideally, over time and through a series of experiences leading to appropriate change and adaptation, interdependences develop between participants as well as between the environment and participants."

Outdoor sports are often regarded as a part of the problem. And indeed, the pressure on the remaining natural landscapes in western Europe is very high. Untrained visitors and increasing numbers of outdoor sportsmen have directly led to degradation of natural areas. Some sports or even general access have been restricted by area management.

The impacts on nature greatly depend on the chosen place, type of activity and the environmental behaviour of the visitors. Naturally, responsible outdoor sportsmen try to minimize impacts as much as possible. Educational outdoor programmes have the obligation to teach responsible behaviour including minimal impact techniques.

3. Modern educational concepts outdoors have a practical and moral obligation for nature

Personal development outcomes are in the actual discussion on education outdoor sports (at least in Germany) still considered a major reason for educational outdoor sport programmes in schools, universities, and application to fields as diverse as corporate management and at-risk youth (see also Martin 1999). These are very important aspects, but facing the nowadays situation, a central issue in every educational effort outdoors must be the human's relationship with the nature (or with the outdoors general). Martin (ibid.) brings it to the point: "The global and local environmental crises we currently face are those born of a culture that has lost its sense of connectedness with nature." Haluza-Delay (1999) claims: "If adventure educators are to lead programmes in the forests, mountains, oceans, rivers, and other natural environments, they have a moral obligation to also teach for their protection and help participants care for the earth after they come home from the wilderness."

The principle of experience-based learning is teaching by doing, is to create an experience out of the activity.

It is a process of learning through physical involvement that engages the psychomotor, affective, and cognitive learning domains. And what we do if we practise outdoor sports, is developing a relationship of self to self, self to nature and self to others. Too often the relationship self to nature is ignored. The values of nature upon which the human community builds its prosperity, are overlooked, whereas it is one of the most obvious aspects to be taught (see Miles & Priest 1999, p. 431). It can be brought to the point: It is a practical and moral obligation for educational outdoor sport programmes to teach not only in nature, but to teach also for nature.

Experience-based outdoor sport programmes have the potential to contribute to care for nature and sustainable living. They lead people into the natural world and have the opportunity to develop a sense of connectedness between self, others and the broader world. Because direct and immediate connections and relationships to a problem are fundamental to change attitudes and behaviour, they have at least the chance to develop sustainable and environmental sound behaviour in outdoor settings. Probably teaching environmental care is a personal development transferable to the domestic environment.

There are several examples of good practice and also some conceptual approaches that combine outdoor sports and care for the environment. The concept of outdoor education explicit has two branches (Priest 1986): One representing environmental education and the second branch representing adventure education. Also the Scandinavian *Friuftsliv* idea, which is based on outdoor activities and stresses the simplicity, nature and sustainable use of natural resources, is such a holistic approach (Liedtke & Lagerström 2004).

4. Nature gives educational outdoor (sports) programmes an unique position

It is not unique for outdoor sport programmes to facilitate personal development. You may facilitate personal development also in indoor seminars with a variety of methods. Transfer to everyday life situations might even be easier. Hard skill development of sporting techniques is often more effective in artificial surroundings. For example you might teach Eskimo-rolling much quicker in a pool than in a lake or climbing techniques easier on an artificial climbing wall. Assumed educational outdoor sport programmes take place in (more or less) natural surroundings, first of all the experiences triggered by the natural surroundings are unique for outdoor programmes. No indoor programme can offer that quality. Compared to other outdoor programmes, sports offer an authentic physical entrance to nature and picks up students where they are.

Which issues should educational outdoor sports programmes address?

1. Bringing people out of doors

One of the most obvious and most important tasks of outdoor education is to bring people out, to let them experience success at physical endeavours in natural settings and to show them sustainable recreation or leisure options. If people don't go outside their city boundaries, they'll never get connected to the natural world, they'll most probably not notice the dramatic decline of natural settings. Of course educational outdoor sports programmes should reduce indoor activities to a minimum, for example for sheer sporting or technical skill training. Rainy weather conditions should be only exceptional a reason to stay indoors (real dangers due to storm or flooding).

2. Developing people's relationship with nature

A focus should be centred around developing people's relationship with the outdoors. Ideally a sense of connectedness to the natural world is developed through the programme. Haluza-Delay (1999) calls it a compassionate sense of place, a thought rooted in deep ecology (see Henderson 1999). To develop a positive emotional binding to nature, nature should be treated not only as challenger but as much as a friend. Broaden perception and raise sensual awareness for nature is an important issue to address in that context. That means, deemphasizing group experience for the benefit of nature experience, less sporting activity or shorter distances. The hope is, that participants build positive associations and connections to nature and therefore a motivation to act and care through specific experience (see Martin 1999). A step beyond would be trying to transfer environmental care to local home environments of participants.

3. Minimizing impacts on nature and environment

As described, outdoor sports use nature or natural resources. One of the most obvious hard skills to teach is how to use nature. What seems to be clear or a matter of course, is -when regarded closer – a very tricky task. There are little or no universally valid guidelines. Namely, there exist "10 golden environmental guidelines" for nearly every outdoor activity in Germany, but mostly the rules are too general to help in concrete situations, or a matter of course, or simply not applicable. Good practise can be found in the materials of the "Leave No Trace" organisation (LNT 2004), but materials are mostly applicable for remote wilderness areas. It has to be stated, there are no easy recipes. It is in the responsibility of each leader to make decisions of appropriate behaviour in concrete situations. For example, staying on a footpath or walking cross country is a question of group size, vulnerability of vegetation and soil, possibility of disturbance of animals, legal restrictions and educational goal.

Practising minimal impact is only one side of the issue, the other is to teach appropriate behaviour in nature. There is no common consensus, which way to

achieve effective changes in behaviour. It is more or less consensus that knowledge, attitudes, values and behaviour are categories to address (Berchthold & Stauffer 1997, p. 26). It seems to be proved, that the gap between knowledge and acting can only be bridged in a long-term process. I would suggest, that many of our behaviour outdoors is habitual and traditional. Learning is a kind of "Meisterlehre". Therefore it seems to be most promising to live "good" habits and traditions in outdoor programmes. A step beyond would be to broaden the principles of minimum impact on nature to a concept of minimum impact lifestyles.

4. Value education

No praxis is without theory. Implicitly or explicitly every educational program is based on traditions, social conventions and their inherent values. Because the how is always connected with the why, with explicit or inherent values, it is absolutely necessary to reflect this values. For nature there are two important value concepts: Sustainability and the inherent value of nature. Whereas sustainability is reflecting an anthropocentric view, the inherent value of nature is reflecting a biocentric or holistic view. It would go far beyond the extension of this article to explain the value concepts in deep. Comprehensive treatises offer Gorke (2001) or Meyer (2003). The most important points for education outdoors are:

Life on earth has value in itself (intrinsic value, inherent value). These values are independent of the usefulness of the nonhuman world for human purposes. Richness and diversity of life forms contribute to the realization of these values and are values in themselves. Humans have no right to reduce this richness and diversity except to satisfy vital needs. To this point the concept of sustainability might be tied on. Sustainability means to use natural resources only to the extend, that they can regenerate naturally. Or more general: development must fulfil and equitably meet developmental and environmental needs of present and future generations.

Regarding the case of outdoor sports against the background of these value concepts, it must be asked:

- Are outdoor sports a vital need?
- If so, which forms of outdoor sports are most suitable to satisfy the vital needs with less impacts?
- How do we have to behave in outdoor sports, that future generation can satisfy their vital needs?

Let us assume that nature experience and motion are vital for the harmonious development and well being of humans. Than many outdoor sports are dedicated to satisfy this needs and the answer to the last two questions – especially in the case of educational outdoor sports – is in the design of the programmes.

Addressing programmes

Unfortunately, learning respect for nature and care for the environment is not an automatism in outdoor programmes. Also the consciousness of being responsible for nature and environment, based on a philosophy of

sustainable use and an ethic environmental care, are just the necessary basis for responsible leadership, but philosophy and consciousness is not enough. Leaders need to act according to their philosophy. Their acting and their programme sends the message to participants, not verbally expressed consciousness. Reviewing the programme elements and leadership to alignment with goals resulting out of the philosophy, might be helpful to develop a appropriate programme. It should be asked (see also Amesberger 1995), if

- the planned activities are appropriate to develop relationship with nature,
- the chosen venue is suitable for the pre-experience of the participants and the desired outcome,
- the context and the setting are suitable to help to develop a sense of place,
- participants are informed about aims and goals regarding environment,
- the personal skills are good enough to facilitate positive nature experience.

Making the most of learning opportunities means understanding that everything during the outdoor education experience is programme. This includes the preplanning, the bus trip, arrival, setting up, outdoor activities, community living (meals, free time, bed time, cooking, dishes) evening programmes, packing up, the trip home, and follow up afterwards (Orford 1993, in Martin 1999). Programme characteristics for a programme seriously addressing nature relationship might be for example (see also Deluza-Delhay 1999, Seewald et al 1998, Henderson 1999, Martin 1999):

- Skill training is offered, that enables students to remain at ease and comfortable in the outdoors.
- Opportunities for solitude experience, self-reflection and observation of the natural world are part of the programmes.
- Different programme venues are chosen for beginners initiation to activities, sporting skill training and deep nature experience.
- Settings and opportunities are created to let students become familiar with the visited place, including exploring of the cultural and natural history.
- An activity is executed over a longer period rather than multiple activities in short time.
- Travel to the visited venue is made by train or bus if possible and only as an exception (expeditions with very far distances) by plane.
- The emphasis of activity is on functional mobility and in acquaintance with environment, rather than in technical performance.
- Technical equipment is reduced to the minimum necessary to meet safety standards.
- The equipment is suitable but not sophisticated.

Values, knowledge and reflection empower participants to act on their own. If participants in educational out-

door sports programmes develop an interest for nature and its phenomena, resulting in a relationship with nature and learning appropriate behaviour in nature, a big step towards a sustainable outdoor culture has been made. A sustainable outdoor culture will become reality, if the issues and values addressed above are shared by a broad community.

Environmental quality standards as a tool for sustainability?

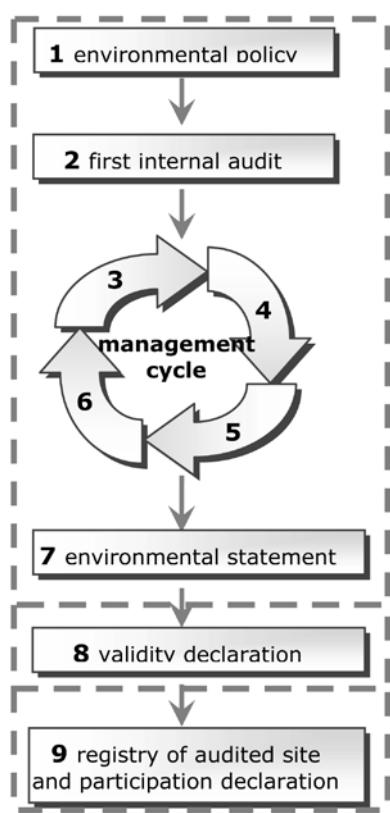
Outdoor sports are business, are part of a commercial market. Even social organisations nowadays have to compete with other organisations and against profit orientated offers in the outdoor market. To be environmental friendly belongs to political correctness in the outdoor business, sustainability is chic. Often marketing materials announce a philosophy which can hardly be detected in the programmes. On a general level, there is great common agreement about goals. But if it becomes tangible, measurable and provable sustainability goals are often reduced to low cost situations.

Environmental Management Systems have been proven a valuable tool for companies to improve their environmental safety and to save money and resources. The formal structure is universal (see pic. 1 and Landesanstalt für Umweltschutz Baden Württemberg et al. 2001): The first step is to formulate an environmental policy. The policy covers at least the company's environmental or sustainability strategy and environmental

guidelines. The first internal environmental audit reveals relevant issues, sets priorities and clearly defined goals. The plan – do – check – act circle (no. 3,4,5 and 6 in pic. 2) is the heart of the management system. According to the first environmental audit, an environmental programme is developed (3). The management defines responsibilities, processes and time tables (4). An internal check (5) evaluates successes and opportunities for improvement. The goals may be redefined or tuned according to the results (6).

For a full, certified audit an environmental statement has to be given to the public and all stakeholders. The certification is given by authorized auditor on behalf of the documentation of the management system and a visit of the site. The audited site is registered and the certification is given to the company, including the right to advertise with the EMAS logo.

While the goals of environmental management systems are specific for a company, standards have been proved valuable to commit all companies active in the same economic sector to binding, specific norms. A prerequisite is, that standards can be specified exact enough, which is not always easy for educational or immaterial aspects. To gain broad agreement on standards is a long process. Standards have the inherent danger to hinder creativity, stop evolution and to prevent people to think on their own. But the discussion about standards can be a very fruitful process, enlighten hidden barriers, values and attitudes.



Regarding educational outdoor sports and environment, three groups of standards might be classified:

1. Standards of minimizing impacts on nature and social environment.
2. Standards that help to develop a relationship with nature.
3. Standards that contribute to sustainable use of others resources than nature.

In the symposium leading to this proceedings, suggestions for environmental standards – originally part of the paper – have been discussed in a workshop. The results are published in the proceedings.

In my opinion standards are a step – and maybe a necessary step – towards a sustainable outdoor culture. Probably it is just an utopia, but if sustainable use and respecting the intrinsic value of nature will become part of our culture, our outdoor culture, standards will be unnecessary and obsolete.

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Methodology of Friluftsliv Education – Norwegian Paradigm and Paradox (abstract)

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In Norway, training and qualification of instructors in outdoor sports and in outdoor leadership started in the 1960's. The approach to learning and the preferred methods that became dominant, was those known from training staff in the army and in (Olympic) sports.

The 1970's, "friluftsliv" (free -air-life) was established in training centres, offering courses and qualifications. And at the same there was an opening for academic education in this field. The concept of "vegleder" (mentor, conveyor) was introduced: In opposition to the traditional instructor, the role of the outdoor leader should be more like what we recognize as facilitator today. Education based on instructional methods was abandoned, and alternative criteria was set: This concern the size of the group, the preferred kind of environment (free nature), the duration of the stay in nature, the equipment and tools allowed, and the kind of challenges and experiences desired. It also questioned standards for qualification of the leader, and assessments of what was good methodology.

This emerged in groups outside the formal educational system, and was advocated by leaders and staff

without formal pedagogical education. The methodology has similarities with that in later pedagogical theory known as "mesterlære" (german: Meisterlehre). And it became the dominant educational philosophy.

But rather than a concept based on pedagogical theories, it was ideological and based on beliefs and normative values. The values quite similar to that of the elite bourgeois regarding bildung (education) .

I the new millennium we now see other alternatives emerging, challenging this paradigm. Rather than doing friluftsliv and vegledning to the means for gaining ideological goals, and authorising the ideas of certain groups, the friluftsliv is put in the context of quality of life, individual growth, and search for identity and meaning. The methodology preferred is more distinct put in a theoretical framework, based on a mix of research based and experiential based knowledge

This paper will describe and discuss the principles and practices of the two paradigms, and the status presens for the situation in education and qualification of outdoor leaders in Norway today.

Friluftsliv – the Mysterious, the Ordinary, the Noticeable, and the Extraordinary

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As the headline suggests, this article is going to look at the phenomena of Friluftsliv from different perspectives. Several double-faced aspects that can be contradictory and complementary at the same time are included. Firstly, myself writing about Friluftsliv and coming from the Czech Republic. Secondly, breaking down as well as supporting the arguments around the meaning of Friluftsliv. Lastly, intentionally blending emotional and research-based opinions.

This article is focused on the meaning of Friluftsliv and its connection to lifestyle and education. It starts with the personal experience under the themes “the Mysterious” and “the Ordinary”. “The Noticeable” is based on my Master Thesis research on “Friluftsliv in Sweden – the history and the presence”. “The Extraordinary” is connecting the personal and the scientific together in the final discussion.

The Mysterious

I am starting with my personal experience. I have met the term Friluftsliv six years ago at a conference. Hearing people talking about it with bright eyes, refusing to accept any proper translation, emphasizing connection with the Nordic culture, certain values. I could even hear statements like: “When we go to the nature, we say we are going home.” What a nation! People relating to nature with a great respect and love.

Few years later, here I am, coming with my backpack, outdoor equipment (including cross-country ski), with bright eyes and enthusiasm, eager to learn about “that thing” during my studies at Linköping University.

The Ordinary

Learning about Sweden and meeting common people, I soon found out, that Friluftsliv doesn’t mean much to them. Some of them relate to it as to outdoor activities, like camping, etc. However, I didn’t see the bright eyes, nor I saw people going home to the forest. More likely I saw students watching TV, using computers, cooking in a microwave and spending time at parties.

Confused by the contrast and eager to find out the truth, I started researching and ended up staying one more term in Sweden, talking to people, going to courses and reading about Friluftsliv.

The Noticeable

The goal of my Master Thesis (Kubala, 2002) was to find out what is Friluftsliv, how did it develop in Sweden and what is the present picture of Friluftsliv in Sweden. Here, I want to focus on the first part – what is Friluftsliv.

Methodology

The methodology is based on written resources and personal experience. I started with the Czech resources and continued with English and Swedish resources. I have used the University library, the Internet and personal libraries of the University teachers.

The practical experience comes from consultations with teachers and other people, and from participation on several courses including Friluftsliv as a theme.

At this point, I want to inform the reader about the limits of my research. I am not a Scandinavian citizen and only spent 8 months in Sweden. I haven’t read other resources than those written in English and Swedish. There are not many English resources, so most of my resources are Swedish, and I admit my limited understanding of the language. However, I have done all possible to discuss both English and Swedish resources with competent people to grasp the right meaning of the texts. I also see a value in being foreigner, which enabled me to look at the phenomena from a distance and different perspective. Using original resources, discussing with experts, experiencing on my own and looking from the inside and the outside at the same time, I see a value in the view that is offered here, both for Swedes and foreigners.

Definition of Friluftsliv

There is no place to write about natural and cultural background and the system of Friluftsliv in this article. In that aspect, I just want to mention that Sweden has a great natural conditions (forests, lakes, sea-shore, mountains) as well as cultural dispositions in form of the “Right of Public Access” to the nature, together creating background for outdoor recreation.

Talking about terms I want to premise that I distinguish between the name and the meaning of the name. The name is strictly tied to language and culture, the meaning not necessarily. The term Friluftsliv was first used by Henrik Ibsen in the poem “Paa Vidderne” in 1859. It is used in North-Germanic languages in Norway,

Sweden, Denmark and Iceland. It is composed of three words: "fri" – free, "luft" – air, "liv" – life. Combination of these words gives us expressions like "free air life", "life in the open air", or simply "outdoor life".

Looking for the exact meaning of the term is harder. Several factors, like historical and cultural development, geographical factors, and difference between academicians, enthusiasts and lay public, create space for different definitions. In Sweden, up to 1930', the meaning was almost equal to "fritid" (free time, leisure). Later, until 1950'/60', it was close to "idrott" (sport). These two started separating when sport became more competitive and performance oriented.

How is it today? Let's look at the resources. In Czech dictionary (Hlavičková, Svatošová & Červenka, 1999), friluftsliv is translated as "život v p-írodě" (life in the outdoors). We have not found friluftsliv in any of Swedish and English dictionaries (Swedenborg, 1999; Strömborg, 1998, Bergman, 2001, Engelska Institutionen, 1996). This signifies that Swedes themselves do not consider the term exceptional and that we can understand it as a synthesis of the three mentioned words.

Dictionaries mention only word "frilufts-" which means "under free sky, outdoors" (Swedenborg, 1999). Strömborg (1998) adds explanation "in the free" (i det fria). In both dictionaries, the explanation is almost same as the term "utomhus", which means "outdoors, in the free, in the free/fresh air, under wide/open/free sky, frilufts-" (Swedenborg, 1999), particularly "outdoors, in the free, in the free air, under wide sky" (Strömborg, 1998).

In English texts, friluftsliv is translated as "outdoor recreation" (Reed & Rothenberg, 1993), "outdoor recreation and adventure" (Pedersen, 1998, 1999), "outdoor life" (Repp, 1994). In literal translations, we have found connections "free + air + life" (Repp, 1994), "free-life-in open spaces" (Pedersen, 1999), or "open air life" (Reed & Rothenberg, 1993).

At this point, let me state the first definition of Friluftsliv, as understood from the general point of view. It can be translated as "outdoor recreation" with following characteristics:

- it contains outdoor activities that are not competitive and performance based,
- it happens in the free time as a voluntary activity.

However, most of the authors are not satisfied with any translation, because they see Nordic traditions and certain values as parts of the term. These get lost by translation. Therefore, I distinguish "general Friluftsliv" as outdoor recreation defined above, and "deep Friluftsliv" as Friluftsliv with deeper meaning. The adjective deep is inspired by the term "deep ecology", which is focused on looking for deeper questions and answers

in ecology. Similarly, there are people who are looking for a deeper meaning in outdoor recreation. (Connection between Friluftsliv and deep ecology movement is noticeable in Norway.)

Talking about deeper meaning of Friluftsliv, we need to look at relations with the lifestyle, education, motives, and natural environment. We also come to blend the rational and the emotional again.

Perception of Nature and Environmental Engagement (adapted from Sandell 1995, 1999b, 2000)

Attitudes towards Friluftsliv have been developing as well as the perception of nature, relation to nature and interest about nature. We can see several important changes in perception of nature and relation to nature during the last century.

At the turn of 19th century it was the stage of nature protection (naturskydd). In this approach, people are perceived as disturbing and destroying elements in nature and therefore, nature is protected against them, e.g. by establishing national parks and reserves. In 1930's, the approach towards nature was changed to conservation (naturvård). Nature conservation means actively intervening into nature's run. People can not be divided from nature, because they will always intervene into it. Therefore they must actively control and organize their intervention into nature. For the difference between protection and conservation see also in Allaby (1994).

The next stage is environmental conservation (miljövård). In this stage, engagement has broadened from nature to other parts of human environment, e.g. social environment, working environment, house surroundings, etc. It is about systematic solution of environmental problems.

In the end of the 1960's, ecological problem became more and more visible. Terms like sustainable development or sustainable way of life appeared. Relations towards nature changed in sense, that economic growth for any costs stops being the most important. People started looking for possibilities of social development, so that it doesn't perish itself due to environmental intervention.

Concluding thoughts on environment, it seems necessary to focus on sustainable way of life in our lifestyle. It is necessary to become environmentally conscious and incorporate sustainability into our everyday life.

Friluftsliv and the Lifestyle

We have already mentioned that Friluftsliv is a free time activity, which means it is also a part of our lifestyle. As we have various values, motives, habits and opinions that we project into our lifestyle, we also project them into outdoor recreation.

Sandell (1999a) distinguishes three main styles of friluftsliv according to the attitude of man to nature.

The first style is “dominant”. Nature is here as “an arena” or “a factory” for human activities. Goals of the people are to abase, come to control, or surpass the nature, particularly obstacles that nature lays in their way. Examples of activities can be downhill skiing, mountain biking, etc.

The second style is “passive adaptation”. Nature performs in the role of “museum”, people are guests observing nature, but not actively intervening into nature’s flow, e.g. bird-watching.

The third style, standing between the first two, is “active adaptation”. Nature is understood here as a “home”. People come into nature to become part of it. They are neither passive observers nor fighting sportsmen. They intervene actively in the flow of nature by their action, but at the same time they adjust to nature conditions and law, not to disturb nature, e.g. eco-tourism.

Sandell (1999a) names two motives for Friluftsliv. The first is “Friluftsliv as a method”. This attitude is widely spread and still broadening. Activities in the nature are instruments to other goals. Mostly, we talk about connection of Friluftsliv with health (increasing physical condition, adaptability, development of motor skills, being in the fresh air, etc.), with education (development of co-operation, self-reliance, psychological immunity, etc.) and knowledge (cognition of nature, learning in and about nature).

The second motive is “Friluftsliv as a goal”. This means, that being in the nature and life according to the natural conditions itself is the motive. Of course, this attitude also fills the goals of health, education, etc., but they are not primary.

Deep Friluftsliv

The motive of Friluftsliv as a goal and the active adaptation style resonate with other authors writing about the “deep” Friluftsliv. Let us mention some quotations.

“...there is only one outdoor life. And that is simple life in nature.” Repp (1994, 32).

In the chapter about Nils Faarlund in the book “Wisdom in the open air” (Reed & Rothenberg, 1993, 158) is written: “In Norway, the tradition of friluftsliv is a way of recreating understanding for nature, of rediscovering the true home of mankind.”

For Faarlund, nature is the true home of culture. Friluftsliv is a “way home”. As a representative of deep ecology movement he sees in friluftsliv also a way to change people and solution to ecological crisis. “There is no way leading to peace”, wrote Gandhi, ‘Peace is the way’. Friluftsliv is not an armed battle, not a sports

event, not an academic discipline, but a move toward lasting cultural change. It is a process” (Reed & Rothenberg, 1993, 169).

Friluftsliv can be looked upon as our last contact with nature. It can be considered as some kind of lifetime which still makes it possible for us to experience, with our own senses, the living systems surrounding us (Öhman, 2001, 26).

Karlsson (1997) writes in an interview with Öhman: “When we use nature as environment e.g. to stimulate child’s development, we don’t call it friluftsliv. Friluftsliv – it is when meeting with nature itself stands in the centre.”

“Friluftsliv is not ,natural’. Friluftsliv is a cultural phenomena. It is given its contents in the cultural context” (Tordsson, 2000, 59).

According to Sandell (2000, 223) we can understand Friluftsliv directly as a lifestyle. Friluftsliv “... can be seen as environmental education and development perspective, which builds upon joy from meeting with alternative life values (alternative to material consumption in the broader sense).” When speaking about meeting with nature and about nature, he understands it as “this, what human, voluntarily or involuntarily, cannot control”(Sandell, 2000b, 225).

Very interesting is the way Roger Isberg (1995) writes about Friluftsliv:

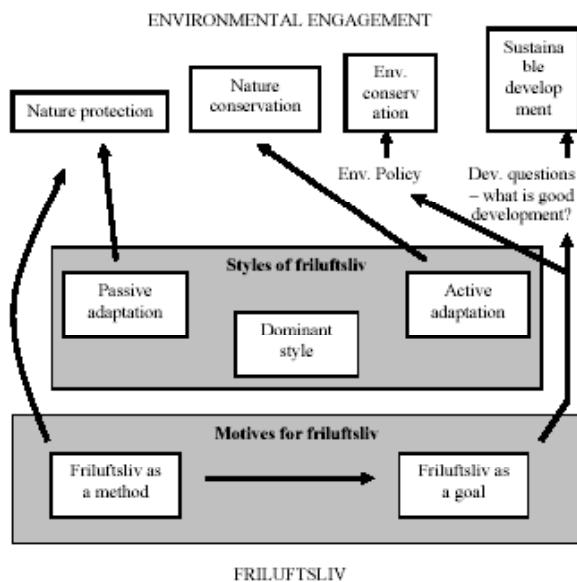
“Friluftsliv is a simple life” (5). “Whole culture must arise from nature. Therefore, meeting free nature is so important” (10). “To travel often means to go to several look-outs as a spectator. To live friluftsliv means to respect life, which is lived in the free nature” (12). “But from Fridtjof Nansen till our days, there is another tradition of friluftsliv. Friluftsliv as a way to understand the whole” (18). “Friluftsliv is a game. Human must let himself absorb by the game, so that it is interesting. It is impossible to stand aside, it is necessary to engage in it with the whole heart” (21). “Friluftsliv is a way to reach personal relation to nature. This, what we all above experience, are not various species, but the connections and structures concerning relationship between human and nature” (50). “Natural friluftsliv is meeting between human and nature” (75). “To be lost means to feel separated from home. I feel safe there, where I feel myself at home. Friluftsliv is way, how to come home” (79). “Friluftsliv is a form of life and not an activity or entertainment” (81). “Friluftsliv is a Nordic cultural tradition, which could develop the right way thanks to our huge access to the free nature” (114).

The amount of quotations is meant to bring the core of deep Friluftsliv with a grasp of emotional tincture. However limited space this article provides, there are some similarities in the statements, that are worth to highlight.

- the emphasis on meeting with nature, meeting with ourselves through nature, looking for wisdom and harmony in relation to the environment,
- the aspect of adventure, the uncontrollable element of natural environment,
- the value of reality and authenticity of simple life according to the law of nature,
- the cultural aspect and conscious choice of Friluftsliv as a lifestyle,
- individual and personal understanding of life, nature and environment is providing the exact meaning of deep Friluftsliv for each individual.

Friluftsliv, Lifestyle and Education

To put the things together, we can look at the picture 1, outlining relations between environmental engagement, Friluftsliv styles and motives.



Let us conclude along with Sandell (1995, 1999a, 1999b, 2000). Having sustainable way of life as a goal, there are several ways to reach this point. There is always a combination of approach to nature, style of Friluftsliv and motives for Friluftsliv. The way to sustainable development can lead through Friluftsliv as a goal (deep Friluftsliv) and active adaptation style. The dominant style doesn't go well together with environmental engagement. The passive adaptation and the motive of Friluftsliv as a method can lead more likely to the view of nature as being separated from human. However, there are open ways from one stage of understanding nature to another. As well, through Friluftsliv as a method, people can get to Friluftsliv as a goal. This leaves us with open variety of options where to direct our lifestyle or where to focus our educational intervention.

Discussion

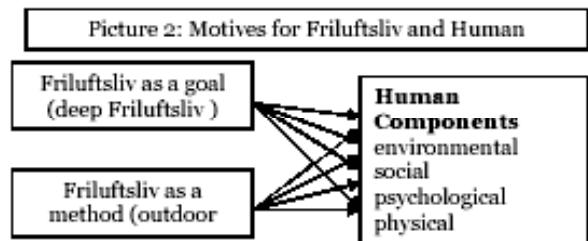
Relating Friluftsliv to education and lifestyle, I want to suggest an idea that is based on above mentioned text and other educational theories I have met. Commonly, we talk about 3 components of a human that we are trying to educate, develop or keep in well being. These are:

- physical – the physical body
- psychological – the cognitive and emotional part
- social – related to other people and the society, to our work environment, etc.

The social part suggests understanding of a person as an open system. It is not just "the body and the soul" limited by the physical boundaries of the physical body. It includes also the dynamic relations with other people and our environment that we cannot ignore or live in isolation from.

Mostly we accept other people and culture as something we can relate to. However, we usually refer to nature and natural environment as something outside of us, something we fight with, something we are in battle with and we are not part of (close to the dominant style). According to the thoughts mentioned in the text it is possible to relate to natural environment as a home, as something we are part of and we can live in harmony with. Referring to the need of sustainable way of living, it becomes even necessary to change the relation to the natural environment and accept it as a part of ourselves and accept us a part of it. With that comes a suggestion to open the frame of reference when talking about human development, education, well being from physical, psychological and social part, to one more part that is even broader – the environmental part (see picture 2).

Accepting environmental component as a part of human would probably change our understanding of and approach to the natural environment. It would also change our lifestyles, values, habits, etc. How would it change our goals and methodology in education? How would it change our view to the education through outdoor activities/sports?



The other interesting point is relating motives for Friluftsliv to experiential education. In experiential education we talk about using activities as a tool to create an experience. The more we process the experience the higher into personal development we aim. Experience as a goal is understood as fun, only when we start processing it, we can get to education, personal development

or therapy. Thinking about Friluftsliv as a goal, is there another level of experience that is not fun, but that is so rich, that it brings us into a state of mind where processing is not necessary? Is there a state of mind where we become one with the experience, and where there is no difference between experiencing and processing?

Conclusion

We have looked at the phenomena of Friluftsliv from different perspectives. We have defined the Friluftsliv in general meaning as outdoor recreation, a term that doesn't need to be kept under the mystery of a foreign word. However, there is a deeper meaning of the term connected to certain traditions, values and lifestyle that is very specific and there is a reason to keep the term Friluftsliv at its place. It doesn't mean that the deep Friluftsliv is exclusive. On the contrary, the meaning of the term is very dynamic, since the basic common understanding is further refined and divided by personal meanings of each person.

There are various motives for and styles of Friluftsliv and we can relate them to our approach to nature and natural environment. Undoubtedly, Friluftsliv is related to lifestyle and education. The styles and motives determine (or are determined by) our goals and methods in education and forming of a lifestyle.

We have talked about the Mysterious, the Ordinary, and the Noticeable Friluftsliv. There is one more left – the Extraordinary. This is the one that is private and individual and we will leave it with everyone's self.

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Experiential Learning in the context of sport educational system

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Give me the patience to tolerate the things which I can't change.

Give me the courage to change what I can change.

Give me the wisdom to distinguish one from another.

The modern sports movement is going through a process of differentiation. New activities are developed and developing. New values and new organizational forms and methods of sports training replace older ones (sometimes – according to the attitudes of coaches and teachers). Sport is part of a modern lifestyle and various subcultures show the diversity of modern sport. In this paper I try to say something (little) about the new philosophy of changing values in modern society and try to give a description of process of value differentiation in sport.

The normal and natural position for man is not to be at rest but to be „on the move“. It is not activity and movement that need explanation but immobility and rest. The Norwegian climber and philosopher A. Naes was asked by a journalist why he was still climbing 72 years old. Naess looked at him and said: „Why have you stopped? Both of us climbed as children, I have only continued to do what is natural. It is you who need to explain things! Please tell me why you don't climb (...running, canoeing, walking, swimming etc.) any more? (Breivik 1991).

To move is to learn. The newest research on animal and human play tell us that during play the brain develop „programs“ of „what can I do?“ Therefore play is important in children's lives but if they are going to have „good programs“. Recent research tells us for instance that early toughening by adventures play will strongly influence adult stress coping abilities. Sport has to with fundamental knowledge about ourselves and the world. It is necessary to realize that this idea is very important moment in long time sports preparation.

Being able to use all your skills, getting immediate feedback, be greatly concentrated, be immersed in something you value, appreciate it and like it give us a feeling of „deep flow“. It is experienced in activities like climbing, dance, music composing, basketball, according to social scientist Csikszentmihalyi. Athletes need to build more of their identity around valuable activities that move their hearts, that give them excitement and joy.

In the context of current serious discussions regarding the modernization of educational targets, methods and means applied in the school system, a completely logic question arises whether the same professional discussion should not be conducted in the area of sports preparation. It is becoming increasingly obvious that dozens untrue ideas still predominate about education, and it is difficult to stamp them out. As a consequences

children are uselessly stressed by the applied system of assessment, which cannot motivate positively to learning, which does not support the ability to use the obtained knowledge in practice and to make independent decisions, on the contrary it tries to guide them to discipline, passivity, easy to control, dependence on authorities, etc. (the opposite to Hemingway's attitude: „Sport teaches not only to win, but it mainly teaches to live“).

If in this connection we focus on sport, sport remains a phenomenon, and despite its partial and possibly even serious problems it still is a significant means of education of young people, though burdened with the conflicting relation of two „E“: economy versus ethics. However, it raises the question whether currently it is still fulfilling its mission of all-round and balanced development of all components forming an athlete. Are the goals of the personality harmonic development not only rather declarative? Is the pursuit of performance not dominating for the majority of trainers, even in the youngest age categories? Is our sports environment not too poor in stimuli?

Training is a long-term systematic process, split into several logically linked phases (the ones that are important for us are: the phase of basic preparation and general preparation, partially the phase of special preparation). Each of these stages has its own goals and tasks. We know from our own experience that the pursuit for actual results leads to violation of elementary principles of the youth sports preparation. However, sport as said in the introduction should bring joy and pleasure, it should contribute to active health and develop all aspect of the athlete's personality. Let us put a question: „Is it not possible to find any impulses for the sports training in the broad offer of alternative pedagogic approaches?“

We think that it is, and it may be emphasized, that it is the various activities connected with one of the basic components of natural environment – water – that in view of the personality development offers indefinite possibilities to apply a wide range of untraditional approaches, methods and means, predominantly in the area of experience pedagogy, with the aim to affect not only the actual performance in the sense of the development of physical abilities and skills, but to affect the mental and emotional state, but also for example the character or social qualities of athletes by using different and varied activities.

In our opinion there are enough enthusiastic people in the area of sports, in water sports in particular, who find the sense of sports and sports preparation not only

in potential financial profit from possible victory. They may feel that „it is a simplistic approach to wish to do sports merely for winning, every victory is relative and can be beaten in the future, that it is far better to go in for sports to gain experience, evident experience that is always undoubted and deep confirmation of one's own existence in a particular time, space.“ (Hogenová 1996). They look for new, not quite traditional ways (methods, means) how to work with their trainees.

A significant contribution of such approaches is the finding that the use of non-standard training methods enables to reach minimum comparable training effect and benefit for the individual personality development as well as positive qualitative changes in the concerned team, which is indisputable.

We are convinced that if we focus on the inner state of an athlete in the initial stages of sports preparation, and if we direct him/her not predominantly to the goal but to the way, to the course of the respective activity (activities), it is more beneficial for him/her and for his/her both sports and personal future than if we just check his/her times on the stopwatch continuously. It is the experience of the respective activity that is in question, then it is the performance, and a good performance may be its result.

Top sports performance can be only achieved by the individuals who have the necessary gift based on long-term and systematic sports preparation. The decisive form of the sports preparation is sports training, which can be defined as „a specialized pedagogic process aimed at reaching the individually best sports performance in the selected sports branch based on all-round development of the athlete“ (Choutka, Dovalil, 1991)

As indicated by the definition, the capacity and achieved performance are becoming more and more dominant in the sports training. The desire to reach the best performance is major driving force for the athlete. However, the original content of „sport“ – experience, joy, game, is vanishing. And it is the game that is amusing, predominantly for children and youth, which enables to experience, which has a sense. It gives roles, it enables to simulate (imitate), it enables to recognize others as well as oneself, it reveals the character, etc.)

We will try to give some examples and share experience of our experimental training camps where we used some untraditional approaches, methods and means, primarily from the area of experience pedagogy, applied with the aim to affect not only the actual performance in the sense of the development of physical abilities and skills, but with the aim to affect the mental and emotional capacities as well as for example character or social qualities of the participants by means of different and varied activities.

An integral part of sports preparation are training camps. The athletes together with their trainers spend total 168 hours in the weekly action. We know from experience that sports preparation and special sports training takes maximum 35 hours. May the remaining

133 hours be used meaningfully for fulfilling other goals and tasks?

Experience pedagogy in sports training:

The methods and principles applied by the different educational systems should ensure the optimization of ongoing pedagogic processes. Drafting the scenarios (programs) and dramaturgy of our actions, we applied the basic principles used in experience pedagogy.

- a) Principle of purposefulness – applied and identified as the educational intention. It covers exercise and development of motor activity (ability, special skills), mental abilities (thinking, will), social skills (enhancement of self-confidence, co-operation ability, development of responsibility) and creative abilities. (Vážanský, Smékal, 1995)
- b) Principle of activity – it expresses the general requirement for independent activity of an individual, activate his/her emotional, cognitive and volitional processes, etc. (Jůva, 1995)
- c) Principle of adequacy – content, form and methods of education are adequate for the age group and its actual maturity, individual approach is assumed, leads to tolerance and consideration, etc. We simulate situations when individuals of a group are forced to take on the execution of the activities, when their own initiative and independent decision-making are required.
- d) Principle of emotionality – it should encourage adequate emotional experience and maintain joyful creative atmosphere (Jůva 1995). Based on Holec (1994), the experience pedagogy develops the individual, respects the individual, refines the individual features to the maximum extent. It develops intellect, creativity, social skills, will and self-knowledge.

It is obvious that these principles enrich and develop the content of the basic principles as well as the principles of sports training.

Other dimensions that are offered by some trends of experience pedagogy:

Cognitive dimension: the ability to estimate one's own limits, development of self-confidence, the ability to withstand, to overcome one's fear, development of imagination and creativity, performance readiness, etc.

Social-affective dimension: the ability to solve conflicts, to apply proposals, to act independently, to cooperate, to take account of the others, to assess and control stress and challenges, to accept and express criticism, the ability to decide in critical situations, etc.

Training camp as a challenge:

The actions may be characterized as actions with an intensive program and training schedule, focused on

maximum and mainly meaningful use of the available time by application of dynamic and varied programs and elimination of empty spaces. The interconnection of complex physical activities with interest, creative, artistic and cognitive activities. We always tried to create stimulating atmosphere for creativity by means of suitable motivation. The dominant means used for develop-

The selected sports branch was of individual risky character and the impact was positive (racing seasons with very good results can be only hypothesized). It may be assumed that the impacts predominantly in team sports could be very effective and currently there are tendencies in some sports (basketball, hockey) to apply the above-mentioned untraditional system of preparation.

Tab 1 Content of the training camp – shares of traditional and untraditional activities.

Percentage share of hours	Trad. TC	Non-trad. TC
Spent in physically demanding exercise (games)	17%	24-30%
Other programs (education, creativity)	2%	20-24%
Others – passive relaxation, meals, sleep...	81%	46-55%
Total number of hours	168	168

ment of the program was the game („a game as a prelude of serious things“).

Group characteristics:

The participants of the courses (training camps) were members of junior representation teams in water slalom and down race. The athletes achieve the top sports level. It can be stated that the interesting and absolutely untraditional methods and means used in the actions fully took their interest.

It can be stated that the methods and means of experience pedagogy that were applied in our actions can address and address sporting youth up to the top sports level. We could track certain shifts in the group cohesion, which is very important for creating the overall atmosphere in the team as well as in view of further work of trainers, primarily in psychically demanding situations.

A significant contribution is the confirmation that minimum the comparable training effect can be achieved (mainly regarding the physical preparation) by using non-standard training methods, and the benefit for the personality development of the individuals as well as positive qualitative changes in the team are indisputable. (see Tab 1)

Conclusion

It is obvious that the presented problems may be assessed from various points of views that become a basis for various, frequently very different, opinions regarding the reasons and advantages (disadvantages) of the indicated connection of the two, currently very remote, areas (sports training, experience pedagogy) of educational work with young people. We tried to look at all the problems from various points of view with the aim to optimize the training process (routine) in selected sport. The major problem of the application of these approaches seems to be the professional level of the trainers and instructors. Similarly as in the school system, it is probably necessary to focus on possible modifications of the system of preparation of physical education and sports workers – trainers and teachers.

We try to follow the benefits for the individual and the society when the system of experienced learning is applied into the training program of the youth. Goal is the personal development of the athletes.
(See Tab 2 and Tab 3)

Tab 2 Benefits for Individual (adapted from Ewert, 1986)

Psychological	Sociological	Educational	Physical	Health
Self-concept	Compassion	Problem solving	Fitness	Stress reduction
Confidence	Cooperation	Value clarification	Endurance	Wellness behavior
Self-efficacy	Respect for other	Sport Techniques	Strength	Health value
Actualization	Communication	Nature Awareness	Coordination	Nutrition awareness
Well-being	Behavior Feedback		Catharsis	
Well-evidence	Friendship		Exercise	
Self-estimation	Conflict Resolution			

Tab 2. Benefits for Society
Citizenship
Leadership
Democratic process
Fellowship
Long time life activity
Health

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Teaching and Learning in Outdoor Sports

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In the report of UNESCO International commission “Education for 21st Century” four basic principles of education that support it and determine its progress have been defined [10].

They are as follows:

- learning to know,
- learning to do,
- learning to exist,
- learning to live together.

Pedagogical experience shows that the first two principles of education (*learning to know* and *learning to do*) have been realized and carried-out more qualitatively, but the last two of them – *learning to exist and learning to live together* – have been realized and implemented insufficiently.

With the concept *learning to exist* we understand that in the process of education it is equally important to respect all potential aspects of personality. It is the development of a person’s understanding of his/her own uniqueness and individuality, as well as being aware and respecting diversities. The uniqueness of each personality has been created by his/her experience primarily gained from adhesion to certain culture that, in its turn, is characterized by the core values: family, religion, language and other aspects of culture. Secondly, the uniqueness and unrepeatedness of a person are determined by his/her nationality, age, individual differences, place of living etc. In our opinion, our diversities form the basis and create the idea of multiculturalism as well as the demand to respect these diversities when living together.

Learning to live together means to accept and respect diversities of other people and recognize positive interdependence. This is learnt by carrying out projects and actions, solving problems, etc. In our opinion, this educational principle has been implemented with the help of successfully acquired social skills.

It is important to realize that social skills are not innate; they are being acquired and taught during the life, improving and enriching gradually.

Social skills give the possibility for everyone:

- to use own experience and learn from each other;
- to develop awareness, that he/she can express his/her opinion and will be acknowledged;
- to develop self – confidence, own values;
- to be aware of other people’s values;
- to be interested in and take care of each other as well as of the result of mutual group work;
- to create human and emotional mutual relationships with others;
- to cooperate and take responsibility for himself/ herself and others etc.

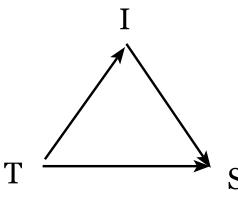
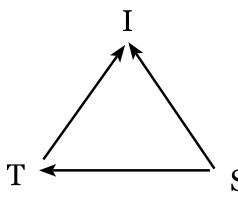
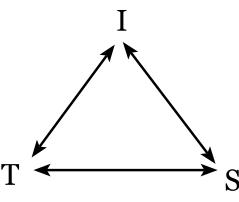
Taking the above mentioned into account, the aim of outdoor sports today is not to achieve definite results, increase students’ movement skills, abilities and physical condition, but also social aims and the development of a versatile personality.

Formal education systems tend to emphasize learning of knowledge, movement skills and abilities, development of physical condition, but they pay insufficient attention to other type of learning in outdoor sports. The models of pedagogical interaction worked out by professor D. Liegeniece reflect the tendency from traditional learning to using a new approach to learning. Pedagogical process also in outdoor sports includes a pedagogical activity planned by the teacher, as well as students’ reaction and action what is variable and individual. In this process both the teacher and the student are active and influence each other. Thus interaction in the pedagogical process is understood as a mutual cognition of learning subjects in the process of teaching and learning, where the exchange of information, ideas and behavioral patterns take place. The mutual influence of the subjects of the pedagogical process expresses as the changes of opinions, evaluations, self-evaluations, attitudes, teaching and learning process. The beginning of interaction should start with the teacher influencing his students. In this process the aims, tasks, methods and means of the teacher and his students are clarified, and as a result interaction is developed. The process of interaction is closely linked with motivation. A positive learning motivation creates mutual communication between the teacher and the student.

Interaction is realized differently according to the philosophy worked out by the teacher and his students’ experience. Let us take a look at three different models of pedagogical interaction, based on behavioristic philosophy, cognitive theories and humanistic attitude towards a student (Chart 1).

Learning based on the *behavioristic model* puts a teacher who “owns” all information in the center, but his student tries to perceive and acquire it. The task of the teacher is to “fill in” the student with this knowledge, skills, abilities and exercises, and he teaches according to the formula: stimulus – reaction. What the students have learned can be objectively evaluated and measured – “is able to do” or “is not able to do”. In this case the acquiring of knowledge, skills and abilities is comparatively weak, as the teacher is in the center of the action. For example, an active role of an individual in his self-realization is recognized, but, considering a collective as primarily and an individual subjected to it, a student is not respected as the subject of the activity, but the result is forwarded.

Chart 1. Models of pedagogical interaction [10]

	Behavioristic model 	Model orientated to cognitive theories 	Humanistic interaction model 
	Quantitative model	Qualitative model	Model respecting human values
Teacher's aims	To prepare the lesson well, basing on the program	To equip the environment and create conditions for students' activity and development, to know psychology	To provide trust and understanding between the teacher and the student; To foster the student's motivation and responsibility; To give support to the student in the teaching – learning process.
Ideal student	"The more exercises I will do, the better..."	Quality of knowledge and skills is important, not quantity; every student has his own learning pace, etc.	Forms learning motivation and sense of responsibility; Is able and interested to self-actualize (shows and develops his "I" power).

Symbols: T – teacher; S – student; I – information, skills and abilities

The model orientated to cognitive theories respects the forming of students' understanding, it includes the ability to solve problems, intuition, imagination and perception. This model pays greater attention to structuring of inner ideas than to outer stimuli and evaluation. The development of physical condition, acquiring of knowledge, skills and abilities is more active and broader in this model, creating such learning environment that motivates students to act.

The main idea of the humanistic interaction model is to help students to self-realize. This model respects the development of students' motive sphere and students' involvement is significant for their studies that are directed to develop students' initiative, self-control and self-evaluation. The development of physical condition, acquiring of knowledge, skills and abilities in this model is wider and more perfect. The American psychologists I.Maslov and D.Kolb can be mentioned as the greatest developers of this model. In this case an outdoor sports class is held according to the students' own initiative in cooperation with the teacher. A problem is put forward in the outdoor sports class, thus students are involved in problem solving and they are responsible for their results. In his research D.Kolb emphasizes that learning usually is "a specific activity that is separated from real life and is not connected with every individual's life." He considers that involving the student in problem solving the task should reflect real life and the student should be responsible for the execution of the task [9].

In the learning process in outdoor sports today the development of thinking, students' involvement in an active cognition process and knowledge application in practical sport activity are stressed greatly. Its basis – the teacher organizes and heads students' cognitive action so that students both independently and with the teacher's help come to a logical solution of the problem. The aim of this approach is to foster a student himself to acquire knowledge and think logically, and to form interest about the technical execution of the sports kind to be learnt, special physical condition and achievement of good results in the class, school or regional events. The teacher should remember not to tell what a student can tell himself, and not to give what a student can take himself.

Using the new approach to learning in outdoor sports, and applying various teaching and learning methods we carry out not only the academical and social goals, but also foster students' image about themselves, responsibility for their own life.

In our opinion it is important for teachers to understand, which model of pedagogical interaction is working when using different teaching methods. When teaching skills and abilities in outdoor sports as orienteering, skiing, camping, kayaking etc., there are several teaching and learning methods to be employed. Let us take a look at the teaching and learning methods and approaches, that are used in practice by teachers already for a long time, as well as the ones, that are gradually integrated

in the study process. They are as follows: the method of demonstration, the word method, two kinds of exercise methods (the undivided exercise teaching method and the divided exercise teaching method), ideomotoric method, different movement games, plays and relays are used as the means of the game method.

Since 1999 the new theories of teaching – learning methods and approaches as *cooperative learning* (Bennett et al., Cohen, Grineski, Johnson & Johnson et al., Kagan), *interdisciplinary learning* (Cone et al., Gardner), *complex instruction* (Batelaan et al., Cohen) and *self-evaluation* (Bennett et al., Silverman et al.) have been implemented in practice in outdoor sports in Latvia.

Using the method of *cooperative learning* in outdoor sports together with the learning of academic knowledge, skills and abilities, and physical conditioning development, the development of social skills is also carried out. This term is made by the notions: cooperation (the form of work organization) and learning (the process of personality development, that everybody realizes in his own style of learning). It can be said that cooperative learning is the process where orientation to achievements by every group participant and the whole group takes place. Group members learn themselves and help each other to learn, thus promoting the increase of every group member's competence. The cooperative learning method helps the students of Latvian Academy of Sport Education (LASE) acquire the theoretical and practical parts of outdoor sports, for example, the technical skills of sports, the methodology of movement teaching and learning in sports, more effectively. It is testified by various research works carried out, for example, the application of this method in outdoor sport games has been investigated by J.Zidens and G.Perkone (2001). In the research work by J.Grants and I.Spike (2002) Cooperative Learning in Skiing Studies several methodological means of cooperative learning have been modified ("Zig-zag", "Corners", "Graphites", a.o.) and integrated in the study process in the framework of the skiing studies for LASE students. The results of the research show that during two weeks of winter outdoor education cross country skiing movement skills and abilities have improved per 29,82 % ($p < 0,05$) in the experimental group ($n = 23$), and per 21,05 % ($p < 0,05$) in the control group ($n = 19$); the improvement of the social skills have also been observed, correspondingly per 11,6 % and 5,3 % ($p < 0,05$). The application of the cooperative learning method in acquiring theoretical knowledge is effective only when it is based on both the practical experience in practical classes and theoretical knowledge gained with the help of discussions, brainstorms and lectures.

Cooperative learning is a group work, but not all work in groups is a cooperative learning. It differs from group work in several aspects: the groups are heterogeneous; all the participants are actively involved; individual accountability is guaranteed; there is face-to-face interaction (all the group members can see and hear each

other), intentional development of social skills, evaluation of the process and the outcome. Cooperative learning demands all these principles. Cooperation improves the quality of social relationships, the ability to adapt oneself in a group, facilitates the social and intellectual development of a personality. Cooperative learning tasks are aimed not only at the results of the work, but also at the process and social skills that promote academic education. Taking into account that cooperative learning equally develops social and academic skills, it can be concluded that it improves the social and cognitive sphere of the individual.

Interdisciplinary learning is the development of varied abilities in outdoor sports. Teachers help their students to find the area where his/her talents can find the best expression, where they will feel themselves competent and satisfied with their performance not only in some outdoor sports events, but also in other educational areas. The theory of multiple intelligences was developed 1983 by Dr. Horward Gardner. Today, Dr.Gardner proposes nine different intelligences to account for a broader range of human potential in children and adults: bodily/kinesthetic intelligence, logical and mathematical intelligence, linguistic intelligence, musical intelligence, spatial intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence and existential intelligence. I.Bula (2002) in her Master dissertation Integrated Learning in Winter Outdoor Education in Elementary School has worked out an approach to the development of various abilities (bodily/kinesthetic, linguistic, logical/mathematical and spatial intelligences) for schoolchildren in skiing education.

On the basis of the *complex instruction* lies the observing of the basic principles of cooperative learning, at the same time facilitating the development of various abilities in the outdoor sports. The founder of complex learning is the professor from Stanford University E.Cohen. The teacher's task using complex learning is to put forward a problem and stimulate students to solve the problem cooperating together. The complex studies provide activity also for passive students, developing a successful cooperation in small groups. The group work is organized so, that students would be able to help each other. The tasks can be varied in order to solve problems successfully. Activities in the classes of the complex learning concentrate around the central or "big idea". The complex studies require from the teacher a careful preparation. It is important to form heterogeneous groups when giving roles and tasks. The teacher's task is not only to provide information, but also to involve students in active work – to learn actively.

Self-evaluation as the learning method can be done by the teacher, another student or the student himself (self-evaluation), group, and a neutral evaluator. Every of these evaluators have their advantages and disadvantages – a neutral evaluator can be more objective, the teacher knows his students well and can evaluate the progress, pupils' evaluation is a good stimulus for their

growth. Self-evaluation is a step forward in education, its main aim is to create independence, not dependence. Advising students to evaluate their own work is showing respect to them as being responsible. An important argument to involve students in self-evaluation is that such activity helps a student to develop his judgment, abilities to make decisions. The quality of self-evaluation, as well as other student evaluation will depend not only on the student's academic progress, but also his social skill development. In the research Student Self-evaluation in Skiing Study Process, having evaluated the academic progress of the experimental and control groups, we stated that the experimental group which used self-evaluation questionnaires in the study process had higher results. Movement skills were per 8,77 % (p < 0,05), but academic knowledge – per 7,21 % (p < 0,05) higher than the ones of the control group. Thus we can conclude that involving students in self-evaluation the ability to evaluate their own work is developed, as a result, their academic progress increases, as well as their reliance on their self-evaluation.

In the article the teaching and learning methods and approaches, used by teachers in Latvia already in their practical work in outdoor sports, have been summed up. Not all of the new methods and approaches are accepted by all teachers. However, the research shows, that applying a set of various methods and approaches in their practical work, teachers promote the development of competitive European citizens who could find a place for themselves in labor market and solve work problems professionally in changeable conditions, caused by work internationalization and fast development of technologies.

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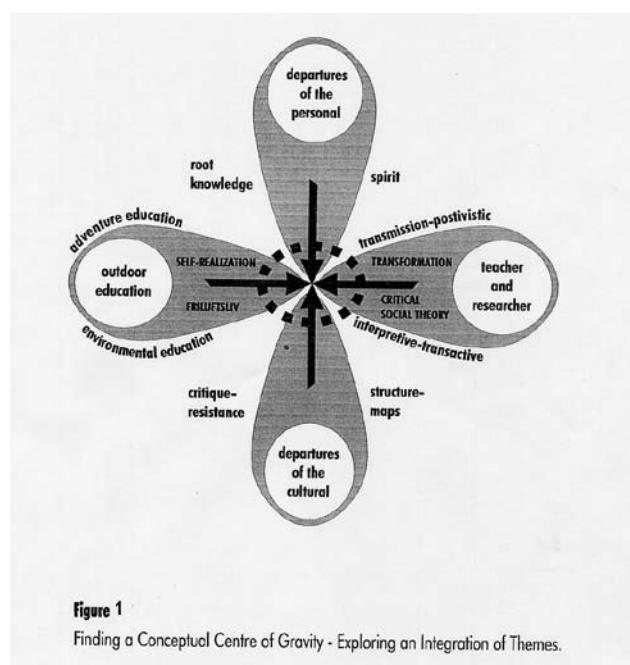
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Unpacking the Canadian Canoe and Snowshoe Travel Experience: Building an Outdoor Educational Conceptual Framework

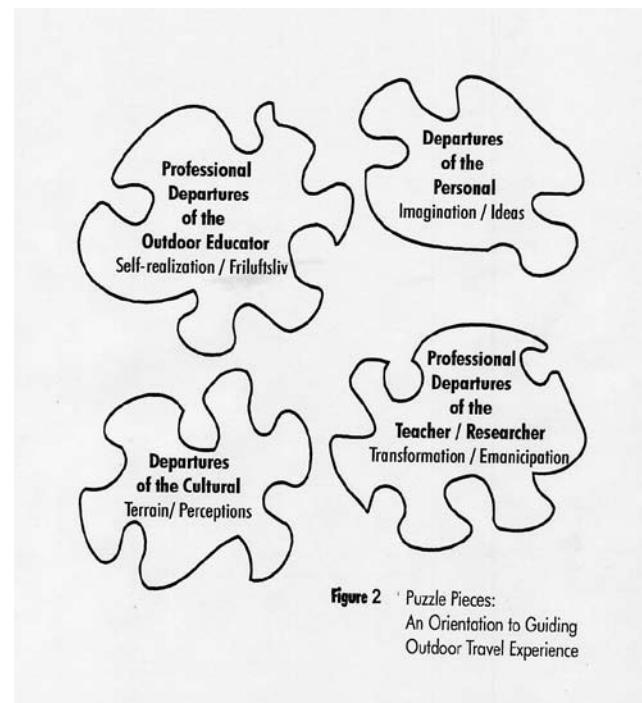
Bob Henderson, McMaster University, Department of Kinesiology, Hamilton, Ontario, Canada

At one's desk, away from the immediacy of travel experiences, ideas are explored and emerge or further emerge in literature, concepts are formulated, and loose terms take shape and meaning. Language is developed. Concepts are combined and built into theories. The experiences themselves are the main inspiration and are constantly referred to, as testing of theory is ongoing. Readings from several and separate lines of inquiry and themes come to bear on one's experiences to support the theories that are taking shape. The emergent theories are found to have emergent properties with many diverse sources and this, consequently, helps to validate the line of inquiry. Many terms become understood as sharing similar or the same meaning. Favourites are selected as most appropriate.

What can emerge is a strong flow of ideas into an over-arching theory. I have one. Here.



I think of any model metaphorically as a puzzle that I must put together, as if branches to a river whose connection at first is not obvious and like any watershed in a water cycle, in the words of American poet, Wallace Stevens; "one turns to first words of the imagination [for the self-propelled travel experience in the wild] with the same expectations with which one turns to the last words of reason [this theory building effort]" (1942, p.150). The puzzle pieces of this watershed (see Figure 2) include central and marginal themes.



There is thought, action and storylines inherent within the pieces. The puzzle includes two axes (see Figure 3) that inter-relate and are continually shaped by new information and sophistication. I have turned to the basic ideas and only the basic ideas of deep ecology and critical social theory from which to develop missing understandings. I have the expectation here at this particular symposium gathering that my thought will resonate with Europeans connected with the Czech touristika, the Scandinavian friluftsliv and members of Naturefriends.

It is rare to hear people talk of outdoor travel as an education of revelation for an emerging critical redesign of basic beliefs via the asking of such fundamental questions as, "what is our place in society and the earth?", "who might we become?", and "how do we find the will to re-enchant ourselves within our social communities and with the earth?". Such questions connect outdoor education with moral principles and the cultural work of critical professional appraisal towards advances in socio-cultural, and ecological systems. Education can be of a structural, rational, procedural design or can be of a critical, visionary, and exploratory design. Both are necessary. The latter is underdeveloped. We need to fundamentally examine and change our relationship with the earth and how we dwell on this planet. In this basic task, outdoor education can and does have a major role.

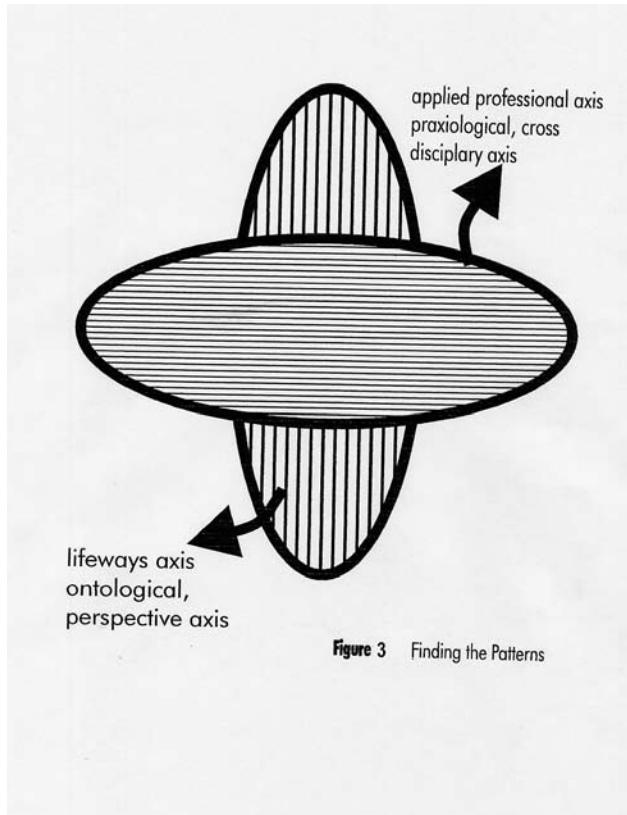


Figure 3 Finding the Patterns

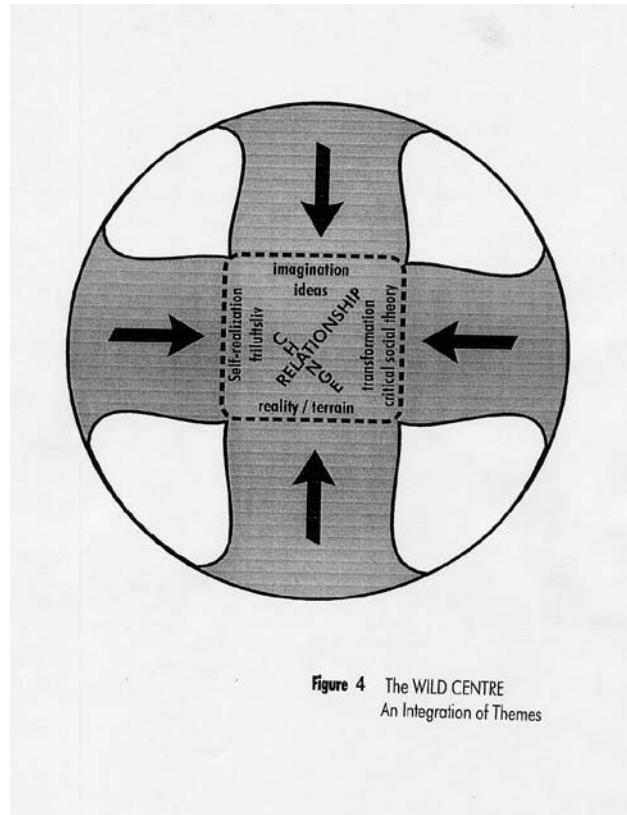


Figure 4 The WILD CENTRE
An Integration of Themes

Orientation to the Model

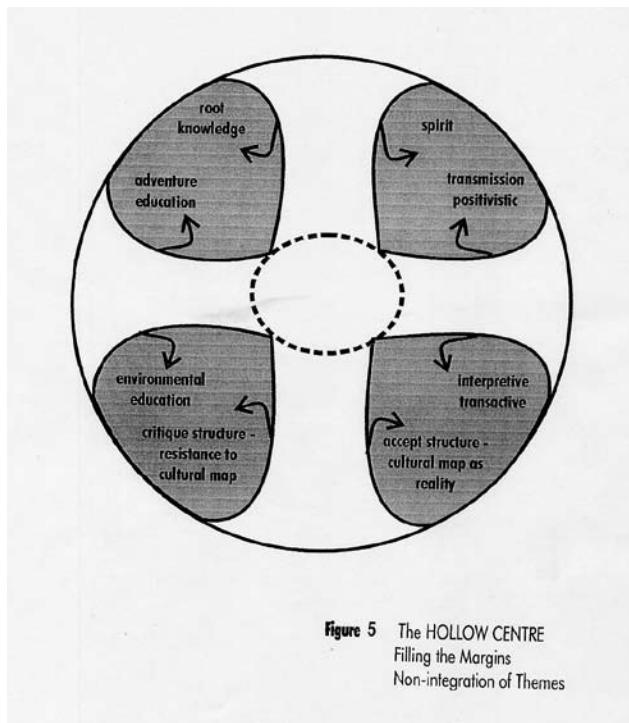
All the labels/language to follow and the themes presented are the terms of reference from which outdoor educators might consider their practice. Before the themes were able to be integrated into patterns towards a common understanding, of a more radically transformational practitioner view they existed as if puzzle pieces in my mind (see Figure 2). For me, as travel guide, these pieces of a whole theory needed an integration that joined two key branches, professional practice and personal/cultural orientations. The Figure 1 synthesis model, as constructed from the puzzle pieces, represents this needed integration. Educators might consider their professional practice and personal/cultural point of view. The model can be broken down as follows: 1) a professional/practitioner axis, and 2) a lifeways axis which is concerned mainly with ontological (ways of being) issues that reveal one's point of view (see Figure 3). There is a direction along each axis towards a wild centre (see Figure 4) which is the integration of themes to which all the work of this inquiry points. A truthful Self is wild when he/she is not bound solely by cultural forces that inhibit an awakening of ourselves as natural beings. These themes or directions constitute basic ideas of a deep ecological and critical praxis.

There is a collection of terms that one needs to move beyond in order to be receptive to the deep ecological and critical perspective for one's practice as evident in the wild centre of Figure 4. These themes exist on the margins, but they actually tend to be dominant in mainstream outdoor education practice. If any theme from the margins controls and dominates the flow toward the

centre, then the centre will be less than it might be and will not allow for a deep ecological and critical praxis. This is because the margins represent conflicting primary objectives to the centre. Hence the themes of the margin represent a non-integration or a hollow centre (see Figure 5). The themes of the centre are all necessary to work in harmony to offer the personal will necessary to inspire change and action.

In total, there are four conceptual departures that can be examined and explained as the means to describe a quality of education that needs to discover its discourse, that needs a voice, that, I believe, is our way home to a participatory/ecological consciousness, rather than a retreat into the denial of the true wild Self, a spiritual and empowered Self. While the professional axis is discernible by disciplinary and professional departures such as 1) outdoor education, and 2) teaching (general pedagogical issues) and the politics of research, the vertical lifeways axis is characterized by the interplay of 3) personal and 4) cultural themes and departures. The horizontal professional axis is our *community* orientation. It concerns our place and role in society which offers us our particular sense of belonging, rootedness or place. Our vertical lifeways, ontological, personal orientation, is our *solitary* perspective, which includes our creative aspirations; this is our private complex self. While the former concerns practice, or our professional departures, the latter concerns our visions and departures of the personal/cultural, how we think of ourselves and our awareness of our cultural worldview. The two orientations, professional-community and personal/cultural-solitary, exist together in a dynamic personal tension that is poorly explored. I will focus on the prac-

titioner horizontal axis here and present a third way between classic adventure and environmental education as generally perceived in North America.



What is sought, then, is a voice for *an* outdoor education that inspires change in self towards a transformative ecological/participatory consciousness. The integration of themes into a wild centre need not suggest a pinpoint narrowing of purpose. The centre (see Figure 4) implies a coming together of purpose in an exciting and passionate way that is far from conventional and limiting, or even fully comprehensible or expressible. The wild centre is a gathering for a further launching out. Our engagement in life is enlarged from this gathering of themes. To be wild implies being true to yourself and a being expanded by a broader identification within the world (Horwood, 1993, p. 5).

This releasing of Self to one's surroundings assumes those surroundings to be moral, to be the virtuous direction for humanity. It should be stated as a formative belief to this inquiry that nature is restorative to the human psyche, that the earth is primary to all human thought and action. And, that it is nature, a nature able to be restorative and frame our place on the earth, that we are largely losing as part of our culture/self-misunderstanding.

Professional orientations

Professional Orientation: Outdoor Education

- Terms having a flow toward the centre: a way of education Out-of-doors.

- Self-realization
- Friluftsliv

- Terms at the margin
 - Adventure education
 - Environmental education

Professional orientation: outdoor education

Terms toward the centre

Self-realization

It is a caress, welcoming you to become a part. I am sure there are many steps to achieve this sort of relationship, of which the primary ones most of us have only begun to take.

Student Field Notes

There is an illusive quality of potential inherent in our outdoor education experiences. There is potential to grow with a swell of self-awareness that draws out a biological earthbound connection. John Livingston refers to this earth bonding as a "biological memory" (1994, p. 5). This potential earth bonding self-awareness can be thought of in more precise terms as Self-realization (Naess, 1989, pp. 9-12, 84-86). We are not only a self-contained ego separated from our surroundings by our skin and our objectified cultural stance in the world. This particular shallow self can come to connect with a greater Self, a Self of deeper and benevolent identification with the total milieu of one's surroundings. Such a broadening conception and perception of self-as Self-is liberating because it disarms our illusions of separateness and our cultural constructs of self-centredness. What we discover about self is a whole Self, a wild Self, attentive and thoughtful in a larger reality of nature. Self-realization involves a participatory conscious/ ecological consciousness (Berman, 1984, p. 2), dwelling in a grand mystery and greater understanding of living. Philosopher Arne Naess suggests that Self-realization as an ultimate norm is more an intuition than a philosophy (Naess, 1989, p. 9). Our greater identity as engagement within relationship with our surroundings is our ultimate norm of Self-realization.

Such an understanding and quest of education can govern a guide's particular "tone of teaching" (Van Manen, 1986). That is, the guide's particular "pedagogic thoughtfulness" can be oriented around Self-realization. The travel experience in wild nature is a most conducive setting to exploring one's Self-realization, a choice medium to develop this particular pedagogic thoughtfulness. The guide provides a learning/exploring environment where holistic qualities of understanding life/self as Self-realization are central to the educational curriculum. Self-realization as a "programme" goal is too often unwittingly neutralized either by neglect or in ignorance of holistic goals. This quality of Self-awareness may be stifled by the guide's actions in the name of an allegedly more "concrete" educational outcome,

what British Outdoor Educator Roger Putnam calls the “common triptych of outdoor activities, environmental education and personal/social education” (Putnam, 1992). To remain curious about Self-realization as the ultimate educational outcome is not too abstract an idea from which to orient one’s guiding. How can such Self-awareness be brought forth in experience? How can such a Self-understanding towards a wild ecological Self serve as the beginning and end of the education inherent in one’s guiding practice? These are the critical questions for the gathering of current toward the centre.

Friluftsliv

Each day we reacted less like tourists and more like tenants [natives, as in native to place].

Student Field Note

Friluftsliv is a Norwegian term to denote a quality of outdoor education (confusingly, the term is often connected with outdoor recreation). Friluftsliv, as the lived experience in nature, concerns an aspiration towards a genuine meeting face to face: nature in its primacy, as it genuinely is! This quality of experience is unfettered by an aggressive human agenda of conquest or study of nature as “other”, as a cultural construction. Friluftsliv is a quality of experience through which the guide and student can come to understand and **EXPERIENCE** a particular spirit of relationality.

Translated as “open air life”, friluftsliv concerns “thoughts” of nature as “a way home”, not an escape from urban pressures, but a surfacing of a free, nature-inspired lifestyle, not a departing from a village/city but an actual arrival to authentic home. Friluftsliv is an outdoor educational/recreational movement that requires a shift from a vacationer’s superficial sensibilities. Naess states:

Conventional goal direction: to get there, to be skillful, to be better than others, to get things done, to describe in words, to have and use new and fancy equipment—is discouraged. The ability to experience deep rich and varied interaction in and with nature is developed. (Naess, 1989, p. 19)

Nils Faarlund, a leading spokesman for this tradition, connects friluftsliv beyond personal growth towards the individual as a “transformational tool” in creating “an ecologically sensitive society”. Friluftsliv is, “not meant to shore up our modern way of life but to help us-as individuals and as a society-out of it” (Faarlund, 193, p. 164). Friluftsliv, as an expression of the lived experience in wild nature, is a tuning out, a disorientation turn, decontextualization for a corresponding tuning in to a sincere listening, meeting, touching of the harmony and order and rhythms of living with nature.

Terms at the margin

Outdoor education has been defined as a matter of relationships (Priest, 1988, p. 13). The common catego-

ries involve the following: 1) ego-relationships concerning the self to self and others as an intra-personal self awareness and an inter-personal social awareness, and 2) eco-relationships concerning the land and how ecosystems work and our effect on them. Ego-relationships or adventure education involve outdoor pursuits and challenges to improve self-concept and one’s social function within groups. Eco-relationships or environmental education involve the focus to study and the quest to understand how nature works and how we impact on nature. It is common that these two branches of outdoor education take separate programming orientations; one focused on challenges and initiatives, the other on objective field study/reporting and creative sensual activities. I can only address their most primary objective here.

Adventure education

“Adventure education is people work” (Miles, 1990, p. 471). Along the intra-personal vein, self-esteem, self-discovery, self-enhancement, all under the general heading of self concept, comprise the site of learning. Along the interpersonal vein, communication skills, trust, conflict resolution, and leadership comprise the themes for learning. Brought together, adventure education concerns the enhancement of self concept (self building), and social interaction (team-building).

All this attention to the self through tasks of challenge and initiative involves the notion of advancement in personal and social development. In thinking about connecting puzzle peoples, adventure education remains at the margin, however, because the specific change sought in the main remains within the normative domain. The self is challenged to develop within the dominant cultural ideology (the inclusive set of assumptions and practices that shapes our membership within a -particular worldview), such that while the goal of adventure education is that individuals become “becomers”, the aim of their becoming is self efficacy within the social order: to enhance communication in order to increase organizational effectiveness, to improve self-confidence in order to compete more effectively within one’s surroundings, to improve in self-esteem generally by “overcoming” obstacles, be they social or natural. The natural world (and indeed the social world) is to be courted, met, and all-too-often, overcome. The way the world is met will determine whether the adventure is ultimately about conquest or communication.

We are at a point in time where the adventure educator might heed the words of Alfred North Whitehead who thought of adventure as a civilized virtue in a way akin to advancing culture. Whitehead hoped a quest for the adventure of ideas would counter the tendency to cling to inert ideas. As Whitehead stated in 1933,

A race preserves its vigor so long as it harbours a real contrast between what has been and what may be; and so long as it is nerved by the vigor to adventure beyond the safeties of the past. Without adventure civilization is in full decay. (1967, p. 279)

Adventure education that does not address the vigor to move beyond the challenge of obstacle toward the challenge to communicate is an education that, while bent on an attention to “becomers”, turns away from the challenge of the central pathway. The central direction here is toward change, change in a spiritual guided way to Self-realization and friluftsliv.

Environment education

The focus of study of environmental education is how nature works and our role within nature. Steve Van Matre highlights the specific interests of Environmental Education. They are, 1) how the ecological systems of the earth function; 2) how we are personally tied into those systems in our lives; and 3) how we can make changes (individually and collectively) in order to lessen our impact upon those systems (1990, p. 25). Our interconnectedness to the earth and to our responsibility to live our lives in accord with natural systems moves environmental education beyond field studies. Field studies would be the development of knowledge acquisition about natural systems. Field studies, as environmental education, have long been the conventional understanding and the authorized bias for what is the “proper” education about, for and in the environment.

Environmental education remains at the margin from the central current when it holds to its conventional practice of field studies unsupported by its loftier interests. The assumption that knowledge leads to awareness and changed behaviour is false. For environmental education to draw out our spiritual dimensions and to promote activism for change, it must accept a more radical direction and interest.

Professional Orientation: Teacher and Researcher

- Terms having a flow toward the centre: a way of Education
 - Transformation
 - Critical social theory
- Terms at the margin
 - Transmission – positivistic
 - Transaction – interpretive

Terms having a flow toward the centre

Curriculum positions in education fall into three categories: transmission, transaction, and transformation (Miller, 1988, pp. 4-6). Similarly, orientations to research are commonly presented as three distinct types: positivistic, interpretive, and critical (Fay, 1975; Lather, 1986a). Transformation and critical social theory, the two terms having an impulse or flow toward the centre, involve people becoming and being self-determined agents in the educational and research design. These two terms can represent conscious orientations toward personal, socio-cultural and ecological change.

Transformation

It was an ‘out of this-reality’ experience for which I am different now.
Student Field Note

As an outdoor travel guide, I am moved in the deep ecological direction of Self-realization and the lived experience of friluftsliv because I have been shocked by a transformational tacit energy involved in the simple camping trip. I am often reminded of an epigram by William Kilpatrick, an early camping movement leader: “not being counted ‘educative’ in the traditional sense, the camp is free-if it will-to be honestly and seriously educative in the true sense” (Dimock and Hendry, 1929, p. ix). Nils Faarlund, thinking of the friluftsliv experience, but, as an agent of transformation, has said, “no force is stronger than joy” (Reed and Rothenberg, 1993, p. 158). The joy is the moment of being that makes transformative action in our lives possible. The joy is the “realization”, often experienced as a revelation, of connectedness over fragmented meanings, when we sense a larger spiritual path that acknowledged our being as part of a greater enterprise. We sense a wholeness, perhaps fleeting, and ineffable, but very real in our experience. We experience relationship where there was alienation. We feel strangely liberated from ourselves. Attaining this feeling requires seeing our physical, intellectual, and spiritual being as a holistic emphasis. Within a position of transformational rather than a transmissional curriculum position, there is the acknowledgment of an integration of subject matter and an integration of student and curriculum.

We can perceive, design, and evaluate new basic human systems and structures. The transformational curriculum position is linked to emancipatory action as students take control of their lives. This focus of teaching is grounded in celebration and critique with a view towards cultural action. The more-than-human presence of nature is central to this curriculum, not secondary.

Critical social theory

This link was not formed until I had returned from the bush. I wanted desperately to return but knew that I could not. I recreated every scene, every emotion, and every deep thought that I experienced in the bush time and again. Gradually these thoughts and emotions were a common theme as I struggled to balance the stress, responsibility, and problems of my everyday life. These feelings were no longer tools to create a world out of reach, but were now a part of me. . . . I didn't realize that summer camp truly was a new beginning for me until it had ended. But, boy, was this a most wondrous realization.
(Student Commentary)

There are profound lessons to be learned in a transformational curriculum. The goals are personal and social change, with a shifting of power from the teacher

and researcher's needs to the student's needs and aspirations. These goals are attainable only if individuals themselves are genuinely unhappy in the present cultural circumstances and, therefore, are actively willing to collaborate in the undoing of those circumstances. People can come to understand the oppressive forces at play in their lives and then use this understanding to change themselves and society. Social theorist, Brian Fay, discusses the possible lessons to be learned "within" a transformational curriculum:

Coming to a radical new self conception is hardly ever a process that occurs simply by reading some theoretical work; rather it requires an environment of trust, openness and support in which one's own perceptions and feelings can be made properly conscious to oneself, in which one can think through one's experiences in terms of a radically new vocabulary which expresses a fundamentally different conceptualization of the world, in which one can see the particular and concrete ways that one unwittingly collaborates in producing one's own misery, and in which one can gain emotional strength to accept and act on one's new insight. (Fay, 1977, p. 232)

Critical social theory in its broadest context involves the critical examination of the constructive and destructive assumptions and practices that shape our self-understandings. The goal is to engender responsible citizens as self-determined rather than determined beings, as "critically pragmatic" rather than "structurally pragmatic" (Cherryholmes, 1988, pp. 151-152). People become aware that they are bound by a conventional socio-environmental construction regardless of whether or not the particular societal version of common sense genuinely makes sense. The travel experience can awaken the active subject and launch an emancipatory euphoria experienced as a self-acclaimed process. Be it for teaching or research, as a theory for social change and a research orientation, critical social theory involves three clear stages, which Brian Fay calls "an educative model". The individual 1) seeks to ARTICULATE felt grievances, 2) seeks to EXPLAIN why the general and particular conditions oppose one's participation in life as an active, responsible subject, and 3) seeks to OFFER, or design and follow, a programme of action to positively pursue a self-formative process to end the grievances expressed (Fay, 1977, p. 207).

The researcher/co-investigator is an active facilitator in the creation of a setting whereby these three stages can be experienced. The researcher facilitates the learner's understanding of needs and pathways to new liberating directions. The researcher does not impose ideas on students but rather acknowledges a student's ideas through a co-investigative interpretation, in order to understand the student's own point of view. The researcher

then moves beyond the interpretation to help the student counter oppressive forces that exist and explore liberating ones. The researcher is thus a guide in the literal sense of the word, although the agenda must be the student's. Research results, as a transforming educational experiment, are measured simply by the response and subsequent actions of the students to the experience. Straightforward questions such as "how has this worked for you in ways different than you would have thought?" and "is there any way in which you feel you are changed by this experience?" are helpful. These questions initiate a critical reflection on otherwise possibly "frozen understandings" (Lather, 1986a, p. 267).

The travel guide may or may not be in a position to do more than initiate the ambience for emancipatory action. Certainly, the guide as teacher/researcher occupies a position to offer his or her research to participants who are endeavouring to understand and ultimately change their situation in the world. In such a reciprocal relationship, the best teachers/researchers are attentive students and the best students learn to become teachers and even researchers of their own destiny.

Terms at the margin

Teachers' curriculum positions and research paradigms are limited. There are only a few encompassing categories. Transformational and critical social theory departures are intent on a co-investigative process of creating meaning together towards emancipatory action. Transmission and positivistic orientations to teaching and research and transaction and interpretive orientations are both fundamentally different at the root-level of ways of knowing/valuing and ways of being. It follows, therefore, that the pedagogical and research orientations would reflect different interests and intents. They are paradigmatically different from the current toward the centre.

Transmission and positivism

Transmission as a curriculum position and positivism as a research paradigm share a common world view. Both are bent on explanation, control, and objective knowing. The focus is always "what is" not "what ought to be"; therefore, they are concerned with questions of means, not ends. If phenomena or certain propositions lie outside the scope of their view of technical rationality as analytically or empirically testable/presentable, they are deemed to hold no meaning.

Transmission as teaching at the margin involves drawing from the legitimate, approved doctrine of stored prepositional knowledge and then telling it, evaluating students on their ability to repeat it, and recording the results. Students are held accountable for their rote response. Its attitude of behaviourist stimulus/response to curriculum originates in the view that the facts of the physical and social sciences exist within a single, objective reality that is distinct and apart from individual

beliefs. Power is controlled and distributed by teachers who reflect the norms and serve the norms of society overall. The social order is maintained and certain types of knowledge perpetuated.

Positivism seeks to explain, predict, control, and verify in a deductive manner. The world is knowable and will be discovered in a single tangible reality. The knower is separated from the knowing in order to be value-free which means data is collected with measurement devices (Lincoln and Guba, 1985, pp. 29-32). In both views, a general perspective for handling and prescribing knowledge dominates. This view puts the power of knowledge and prescription in the hands of teachers and researchers who objectively pursue their interests in quantifying the world.

Transaction and interpretation

Transaction as a curriculum position seeks to move the student from receiving the curriculum passively to interacting with it through problem solving. Also called problem-based learning, the teacher poses the problem to be studied and guides toward results that acknowledge student input but offer no new solutions to a greater complexity of reality than that which the transmission position allows. The teacher, in short, guides the student to "the" answer. Students experience some freedoms, but they do not co-design the curriculum or freely determine a solution that is a defining quality of the transformation position. The wide gap between transmission and transformation is filled with a subjective input to the curriculum, which the transaction curriculum allows.

The interpretive method acknowledges the subjectivity of the researcher centrally. Rather than seeking laws for generalizable *Truths*, the interpretation paradigm of qualitative research, seeks understanding towards the assumed multiple realities or lower case truths and acknowledges the value bias of the researcher. With interpretive inquiry, two subjects meet and multiple perspectives are accepted so that we move beyond our own biases. The interpretive process or qualitative research involving phenomenology and ethnographic research seeks to immerse the research in the setting. This type of research aims to rely on a "disciplined subjectivity" in order to cultivate understanding of the essence of the phenomena under investigation.

The two paradigms at the margins of the central current-positivistic and interpretive research-differ in fundamental principles, and their respective methods lend themselves to differing kinds of rhetoric. Interpretation and transaction are not about certitude, as are transmission and positivistic approaches. They are not bent on the discovery of how things really are. Rather, they attempt to enlarge the conversation and to move one's understanding forward. And so, we tend to be rooted in one form of professional departure or another as we make sense of the world. Knowing our central and marginal positions, for curriculum as teacher, and for

researcher paradigms as researcher, is a way from which we can begin to acknowledge and explore the variance from societal norms.

Personal/Cultural Orientation

This vertical axis in the overall model conveys a sense of who we are as persons and cultural members from which our professional orientations must be derived. One cannot look at professional practice without considering who we are both personally and culturally. The following are the key questions about such reflexive departures.

PERSONAL: How are we in relationship to our personal being? What is the root knowledge or context we bring to experience? How do we respond to that moment of spirit when a relationship comes into being? Are we receptive or apprehensive? In terms of relationship, what are the resultant images and ideas that take shape from our knowledge/context base and spirit?

CULTURAL: How are we in relationship to our cultural world view, the cultural maps by which we live? Do we think critically or structurally of these maps? Are the maps functional or dysfunctional to our healthy evolution as a cultural and indeed as a species? And what of the territory itself, not our cultural stance but the "real reality" of "Nature" (the mapless reality, our organic/psychic reality as natural beings less mediated by cultural conditioning)?

I have had space here to map out an effort to conceptualize Outdoor Education in a way well suited to the long duration (5 to 50 day) Canadian travel experiences by canoe and snowshoe. This attention to a spiritual and self determined dimension of Outdoor Education where nature is at the Centre of relationship, I believe is strongly in keeping with the Scandinavian *friluftsliv* and the Czech *touristiká* experiences of engaging with nature.

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Danish Sea Kayak Council¹

– An example of successful cooperation and partnership among educational institutions and non-governmental organisations

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Introduction

This paper presents and discusses the insights and the experiences gained from a development project that the Institute of Exercise and Sport Sciences, University of Copenhagen has participated in since 2000. The Department of *Friluftsliv*² and other educational institutions cooperated with non-governmental, public and private organisations that work in the field of *friluftsliv*, outdoor sports and outdoor education. The aim of the project was to promote and increase security in sea kayaking and enhance the training techniques and qualifications of sea kayakers and sea kayak instructors.

There are no unified certification systems presently existing in Denmark. Central government control is non existant in the field of *friluftsliv*, outdoor sports and outdoor education, nevertheless, the development project and cooperation led to the creation of the Danish Sea kayak Council and a set of voluntary guidelines.

The paper will introduce some of the history and background information about the project, the council and the voluntary guidelines. Then presenting the idea behind the council and the voluntary guidelines, concluding with discussion points of the problems and results of the project.

History & Background

Several factors influenced the project. The popularity of *friluftsliv*, outdoor sports and outdoor education has grown rapidly in Denmark. In particular, sea kayaking as an outdoor and *friluftsliv* activity has grown strongly in the last decade (Andkjær 2003b). Denmark is a small country in Scandinavian and in *friluftsliv* matters. We do not have high mountains, boundless forrests or running rivers, but we have bays, fjords and islands and a total coastline of more than 7000 kilometres. This coastline is often referred to as “the last wilderness” of Denmark and sea kayakers as the “wanderers of the sea”.

The advancement of *friluftsliv* and sea kayaking has grown in many areas of society: As an organised outdoor sports activity, as an informal and unorganised activity and especially for educational purposes. There is a growing market for *friluftsliv* and outdoor sports. Educational institutions, schools and youth organisations present

sea kayaking as a part of their program, courses and outdoor activities. Starting in Denmark in the early 1980s, *friluftsliv* became a concept that all folk high schools, continuation schools and youth schools adopted and are still using. The Swedish lecturer Tordsson refer to this as an “educationalisation” of *friluftsliv* (Tordsson 2003).

The Institute of Exercise and Sport Sciences is no exception and has since the beginning of the 1980s offered short and long term courses in *friluftsliv* (Mygind 2003). The department of *friluftsliv* offers students of exercise and sport sciences a possibility to study selected subjects related to *friluftsliv* and outdoor education both in theory and practice. Next to these compulsory courses the department offers specialised and extra courses for teachers, educators, guides and other people who work or want to work in the field. Since 1994 it has been possible to study a one year fulltime course “*Friluftsliv guide*” (Ulstrup 2001). This is a specialized programme for those who want to guide and teach people and effectively use *friluftsliv* and outdoor activities for educational and recreational purposes in schools, leisure centres, organisations, travel agencies and counselling institutions.

The course is approved by the authorities and qualifies the student to arrange and manage shorter and longer *friluftsliv* trips and activities for both small and larger groups. The students specialize in one of four subjects/outdoor activities (sea kayaking, canoeing, sailing or climbing). Experiences from this course with examination and certification of students influenced the cooperation and played a role in the creation of the Danish Sea Kayak Council and the guidelines.

As no unified or central certification systems for *friluftsliv* and outdoor sport exist in Denmark, everybody can arrange and teach even high-risk activies. There are very few rules, standards and guidelines in the area of *friluftsliv*, outdoor sports and outdoor education in Denmark. Danish *friluftsliv* and outdoor recreation is inspired by two different traditions and cultures: The Nordic/Scandinavian and the English/North American (Andkjær 2003a, Tordsson 1993).

Tordsson argues that the English and American tradition is different from the Nordic one (Tordsson 1993). The Scandinavian philosophy of *friluftsliv* and outdoor life is often charaterized for its simplicity and general

popularity in contrast to the more commercialised and specialized outdoor activities of North America and Continental Europe. The principle "voyage according to one's qualifications" (tur efter evne) is a very good example of the Nordic/Scandinavian approach to *friluftsliv* and outdoor life. This means that we have to plan and chose outdoor activities and trips which harmonize with our own qualifications (i.e. it is up to the individual instructor or teacher to decide whether he is capable of leading the activity or not).

The Danish Sea Kayak Council

Friluftsliv and sea kayaking can be dangerous. There is a potential risk because of wind, waves, water or the coldness of wind and water. As a consequence of the increased popularity and the increased "education-alisation" and institutionalisation of *friluftsliv* and sea kayaking Danish Forum of Nature & *Friluftsliv*³ (DFNF) invited and gathered representatives from youth organisations, sports organisations and educational institutions working with sea kayaking in 2000. The aim of the project was to promote and increase security in sea kayaking and to increase the training and qualifications of sea kayakers and sea kayak instructors.

The educational institutions and non-governmental organisations held several meetings, shared and exchanged their experiences and ways of handling security and training of instructors in sea kayaking. This cooperation led to the creation of Danish Sea Kayak Council at a national seminar in 2002: An independent and non-governmental council which works to promote security in *friluftsliv* with sea kayaking in Denmark.

The council consists of representatives from organisations, institutions, clubs working with seakayaking in the field of *friluftsliv*, outdoor sports and outdoor education. The member organisations and institutions of the Danish Sea Kayak Council are:

- The Danish Canoe & Kayak Federation
- The Danish Gymnastics and Sports Associations
- The Danish Association of Folk High Schools
- The Danish Sea kayaking Association
- The Danish Independent Residential Schools
- The Danish Association of Leisure & Youth Clubs
- Danish Universities with Institutes of physical education and sport sciences (Copenhagen, Odense and Århus)

Each of the organisations are represented by one person – usually a sea kayak specialist. The Council cooperates with a number of public and governmental organisations: The Danish Seasport Security Council, Danish Maritime Authority, Admiral Danish Fleet and the non-governmental organisation the Danish Outdoor Council which have supported the project and the council financially.

The primary aims and objectives of the council are the:

- Promotion of security in sea kayaking in Denmark
- Development of cooperation and network among institutions, organisations and clubs working with sea kayaking
- Development of international contacts and networking within sea kayaking

What is special about this council?

This cooperation and partnership started at grass-roots level without governmental intervention. It was a bottom-up and not a top-down process. It is not a classical unified certification system. It can be characterized as decentralized, voluntary and simple. Information and cooperation are the main keywords in the work of the council.

Results & Problems

The national guidelines for sea kayaking have only been in use since 2002. The most important consequence so far, is the discussion focus of what it requires to paddle, practice and teach sea kayaking. There is no doubt that the awareness of security, training and didactics in sea kayaking has grown. The project has given institutions and organisations an opportunity to get new inspiration and learn from each other. In addition, the Danish *friluftsliv*s institutions and organisations gained important experiences in gathering information, networking and cooperation.

The council has made a homepage and has published a small booklet with a description and a set of guidelines for sea kayaking. Each year the council arrange a sea kayak seminar in different locations throughout Denmark. The seminar is open to everybody with an interest in sea kayaking. Each year the seminar deals with different topics. This is a great opportunity for exchanging of good practice and didactics concerning sea kayaking. Last seminar had teaching of kids and beginners as an overall topic.

The voluntary guidelines

The Council has formulated a set of guidelines for sea kayakers and sea kayak instructors. The council is working with three levels. The guidelines are voluntary – this means it is up to the individual institution, organisation or school to choose if, and how, they want to use the guidelines. The individual organisation is responsible for training, education and examination, but the council can provide help if necessary. It is not compulsory to follow and use the guidelines. The council can only recommend, inform and encourage institutions and organisations to do so.

The three levels are:

1. Sea kayaker. For the person who wants to paddle and be safe in a sea kayak. Will paddle near the coastline in familiar waters in the summer and fall.

2. Sea kayak instructor. These instructors will typically work in schools, non-governmental organisations, kayak clubs etc. Will lead and arrange trips near the coastline in familiar waters in the summer half-year (May to October). Can train and examine sea kayakers.
3. Sea kayak guide. This level is for those who work professionally with *friluftsliv* and sea kayaking. A qualified guide can train and examine sea kayak instructors.

Soft versus hard skills?

The making and formulating of the guidelines was not an easy process. The bigger problem was not defining the technical skills, but the discussions were long: What measure of importance should be given to practical skills, contrary to theoretical skills? What measure of importance should be given to hard skills, contrary to soft skills? How to train and examine soft skills? Etc. At the Institute of Exercise and Sport Sciences these questions have also been discussed in relation to the curriculum and the *friluftsliv*-courses (Mygind 1999, Mygind 2003).

The voluntary guidelines were divided into 3 categories for each level. 3 categories of competencies:

- Technical and practical skills (could be called hard skills)
- Theoretical knowledge (techniques, nature, environment, risks, waves, first-aid etc.)
- Experience, educational and psychological knowledge/qualifications. The ability to teach, act and judge in different situations and under different conditions (could be called soft skills or “the third competence” (Andkjær 2003b, p.27 my translation from Danish))

I do not want to go in to details⁴, but I will point out some of the central methods and elements in the training and examination of the last category of competencies according to the council:

- Log book. A log book or a description of experience is required. The sea kayak instructor must have paddled 150 kilometres and/or 100 hours within the last year in different waters, different conditions and different weathers. Experience with crossing open waters, packing and trimming the kayak and overnight trips of two to three days as a minimum is necessary.
- Teaching practice. The aspirant should gain experience with teaching and communication to other sea kayakers. Trainee arrangements with supervision and feedback are recommended.
- Working with cases. In training and examination working with cases is central. Focus on the unexpected and the ability to make decisions and act in different situations and conditions.
- Overall evaluation. The council decided to have an overall holistic evaluation in the training,

examination and certification of sea kayakers, instructors and guides:

- Would I feel safe sending this person on a trip and to go on a trip with this person (sea kayaker)?
- Would I feel safe letting this person take care of my kids as a sea kayak instructor? (sea kayak instructor)
- Would I feel safe letting this person lead trips, courses and activities in sea kayaking year round in all situations and conditions? (sea kayak guide)

Unified certification systems or not?

Another discussion point was about unified certification. There has been an intense debate in Denmark (and the rest of Scandinavia) whether to introduce unified certification systems or not. The Danish *friluftsliv*-educator Ydegaard (2004) argues that certification can lead to professionalism. He refers to the Norwegian pedagogical philosopher Erling Lars Dale and his descriptions of the knowledge and skills of the professional teacher (Dale in Ydegaard 2004). Others, however, do not believe in certification and argue for “responsible anarchy” (Johansson 2001, p. 19, my translation from Swedish). If one chooses a unified certification system, inevitably, a lot of other questions arise:

- Who is going to train and examine?
- How to examine?
- Who is going to train and examine the examiners?

Summing up: Security, standards and qualifications are not solutions in themselves, and they should not be the primary aims of *friluftsliv* and outdoor education. But the guidelines can be seen as a necessary basis to reach educational aims and objectives.

Future perspectives

What will happen in the future? At the moment it is too early to say something extensive and final about the consequences and results of the project, the council and the voluntary guidelines. But some tendencies can be seen. The guidelines are being used and referred to in the Danish sea kayak environments.

Other outdoor activities?

At the moment similar cooperations are being established for other outdoor activities with a potential risk. This is, once again, happening by request of Danish Forum of Nature and *Friluftsliv* (DFNF). Representatives of canoeing, sailing and climbing are having their first meetings. The procedures and the way of organizing the sea kayak council are being reused.

International cooperation?

A similar tendency to create guidelines and certification can be seen in other Nordic countries. Sweden has started to certify and examine sea kayak instructors a few years ago (Johansson 2001). A representative from the Norwegian Canoe Association participated in several meetings of the sea kayak council and in one of the yearly

national seminars. One of the objectives of the council is to develop international contacts and network within sea kayaking. Hopefully, we will witness further international cooperation in the future?

Danish Ministry of Education

The Danish Ministry of Education has shown interest in the projects and the councils. DFNF is planning a national seminar and presentation of the councils in 2006 in cooperation with the Danish Ministry of Education.

Conclusion

The conclusion is optimistic: It is possible to successfully gather different cultures, organisations and institutions in cooperation, partnership and action. It demands on representatives, institutions and organisations participating in dialogue with humility and patience. Respect for other opinions and different points of view are essential.

First and foremost, this project led to a stable cooperation and partnership by creation of the Danish Sea Kayak Council and the voluntary guidelines, secondary to increased focus on security and training of sea kayakers and sea kayak instructors. In this manner, it has shown to be a way to enhance the quality and security in *friluftsliv*, outdoor sports and outdoor education.

The project and the Danish Sea Kayak Council is/was supported financially by The Danish Outdoor Council (www.friluftsraadet.dk).

Notes

- (1) The Danish word is "samråd", which means something like co-council. Forum or network might be better words.
- (2) *Friluftsliv* is a Nordic term/word and way of understanding and conceptualizing outdoor education and outdoor activities (openly translated as outdoor life).
- (3) Danish Forum of Nature and Friluftsliv (DFNF) is a non-governmental organisation: A network of people working with guidance and teaching of *friluftsliv*. DFNF is established in 1987 (www.danskfriluftsliv.dk).

⁴ Those who are interested in a more detailed description of the guidelines can contact the author or look at www.havkajaksamraad.dk

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IV. Theory and research examples

Outdoor Education or Education Outdoors – educational concepts towards an active lifestyle?

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Introduction – the lack of physical activity

Looking at recent reports concerning the topic of public health it is obvious that a general lack of physical activity is one of the most serious and most expensive problems of today's society (cf. Hollmann & Hettinger, 2000; U.S. Department of Health and Human Services, 1996). Looking at some figures in Germany, we can see, that overweight (BMI 25-30 kg/m²) is a problem of about 20 % of all children putting to school (cf. Deutscher Sportbund, 2003) and of 48,7 % of all men and 30,1 % of all women in the former western part of Germany. Even 17,6 % of all west German men and 19,3 % of all west German women suffer from obesity (BMI 30-40 kg/m²) (cf. Bergmann & Mensink, 1999). However not only overweight and obesity but also the risk of heart diseases, circulatory disturbances, diabetes, high blood pressure, colon cancer, depression and anxiety can be reduced considerably by a moderate amount of physical activity (cf. Rost, 2001; U.S. Department of Health and Human Services, 1996). According to the German Health Surveys in 1998 (cf. Mensink, 1999, p. 128) only 23,5 % of the German men and only 15,4 % of the German women reach the recommend level of 30 minutes of moderate activity "on most, if not all, days of the week" (U.S. Department of Health and Human Services, 1996, p. 4).

Doing sports

When searching for strategies leading out of this situation of too little physical activity the traditional concepts of sport are not very promising. The interest in doing sport is in last years quite constant by about 40 % (cf. B.A.T. Freizeit-Forschungsinstitut, 2000; Deutsche Gesellschaft für Freizeit, 1999; Opaschowski, 1996). From this 40 % of sporty people are about 17-19 % of the German population exercising at least once a week while about 22 % are only occasionally (less than once a week) involved in sport activities (cf. B.A.T. Freizeit-Forschungsinstitut, 2000; Opaschowski, 1996). All these facts show, that on the one hand we depend by biological

means on a certain amount of physical activity and on the other hand the bigger part of a population in most modern countries is not physically active enough to keep health and well being on a sufficient standard. Although sport is a social highly accepted sector in which about 70 % of the German population is interested in, only 40 % are doing sport by themselves – about 30 % are just interested in watching sport. Again from the 40 % of sporty people only 23,5 % of the men and only 15,4 % of the women are doing sport that frequently that the biological requirements are served (cf. Mensink, 1999).

Developing an active lifestyle

To prompt people to more physical activity sport seems – as pointed out – not to be the method of choice. When concerning the subject of physical activity especially in the educational system there shouldn't be focused only in on the traditional idea of sport, which often means to bring people in contact with sport activities like football, volleyball, track and field, gymnastics etc. Instead of dealing most of the time with kinds of sport activities nearly nobody goes for form the age of 35-40 years, ideas of lifetime and nature orientated activities should be considered more. With these kinds of activities not the rarely practiced activities come in the focus of interest but these one, which could be part of an active lifestyle, which could be practiced every day, every weekend, without great requirements and which give great experiences and help to improve the general quality of life.

Nature and activities outdoors (deliberately the term outdoor activities is not used here) transported over the educational system can have with their possibilities to exceptional experiences great influence on the behaviour in leisure time and on the habits of daily living. Especially when children and young persons come in contact with various kinds of activities outdoors so that – on one hand – they feel quite normal to stay in nature and when – on the other hand – they have the opportunity to develop a feeling that the various kinds of experiences can

be a real enrichment for their personal life, then there is quite a good chance, that these people will integrate nature orientated activities in their lifestyle and habits of daily living (cf. Bixler, Floyd & Hammitt, 2002).

Nature – area for exceptional experience

That nature is an extraordinary medium for pedagogical work is not only pointed out by the effects for the development of motor skills, that are very good (or maybe even best) improved by the great variety of nature (cf. e.g. Andresen, 2000), it is also an extraordinary medium because of the great variety of experience-dimensions that make nature also for adults to an interesting and attractive area for spending leisure time with various kinds of activities.

When analysing the various dimensions of experience possibilities which come up in the course of activities outdoors in conjunction with the perception of nature or natural environment, then we can find the following dimensions: "body and movement", "social experience and bonding", "performance", "excitement", "time and space", "nature and naturalness" and last but not least "context". While working out connections between the certain qualities of experience and the environmental conditions there turned out, beside the dimension of "nature and naturalness", to be a special coherence between the dimension of "context" and the perception of nature (cf. Liedtke, 2004, 2004, in print). In these so called context experiences people have a special feeling of aesthetics, of mood and atmosphere, of being integrated, of liberty, clearness, value and of an intensity that is not a quality of other experiences but a experience of its own. All these qualities of experiences which allow people to get a feeling of correspondence with liveliness come up preferable in conjunction with the perception of nature, while nature means a phenomenon of dynamic high-handedness not necessarily an area which can be classified as wilderness (cf. Liedtke, 2001, 2004, in print). Since nature makes the coming up of these qualities of experiences more likely (for the reason of the human evolution and co evolution with nature) a natural environment will be and will remain as an area, where humans will gladly spend their time. This facts make nature to such an interesting place not only for spending leisure time but also for pedagogical work, to help people getting a feeling of quality of life, of fundamental values and of connection with liveliness, which means with basic experiences. Working with nature, with activities in nature, with basic experiences gives reason to hope that this leads to an attitude where experience of nature in conjunction with activity will be central elements of an active and sustainable lifestyle.

Friluftsliv – nature orientated lifestyle or educational concept?

When searching for phenomena where nature orientation and active lifestyle come together the Norwegian "friluftsliv" or translated to English "Norwegian outdoor

life" seems to be interesting and promising. Trying to understand what is meant by the term *friluftsliv* the easiest approach – beside the translation to "Norwegian outdoor life" or "living in the open air" – is the official definition of the Norwegian government: "friluftsliv is stay and physical activity in the open air in leisure time with the aim of nature experience and change of scenery" (cf. Milj-verndepartementet, 1985, p. 5). When coming from this sweeping definition and trying get a closer look on the phenomenon we find a confusing discussion about the kind of activities and the kind of performing these activities which might or should belong to the category *friluftsliv*. According to some premises, that mark off the field of *friluftsliv* like:

- people stay / life outdoors in an natural environment
- people do not use technical help for locomotion
- the human being as a whole should be included
- there is no competition
- people avoid to soil or destroy nature (cf. Haugsjå, 1975)

especially the point of no-use of technical help (for locomotion) gives reason to wide discussion whether e.g. cycling is *friluftsliv* or not. Here we are coming up to the question on which point something is judged as technical: is the use of a ski a use of technical equipment, is there a difference if the ski is made of wood or of synthetic material? Trying to evade this discussion and looking at the supposed essential of *friluftsliv* we come back to experience dimensions described above: to the so called context experiences of aesthetics, of mood and atmosphere, of being integrated, of liberty, clearness, value and of intensity which could be gathered in the ideas of correspondence with liveliness (cf. Liedtke, 2004, in print) and aesthetic correspondence with nature (cf. Seel, 1996). Looking from this dimensions of experience which make *friluftsliv* to an interesting enrichment of life the premises mentioned above can be understood as an effort to maintain these essential dimensions of experience. In this sense e.g. the premise of no-use of technical help (for locomotion) tries to maintain qualities of experience that might become stunted or even vanish when the perception of nature and the self are superimposed by being busy with technical equipment. *Friluftsliv* should be – like the Norwegian philosopher Arne Næss says – a rich life by simple means, coming from the insight that life might be rich because the means are simple – not although they are simple (cf. Næss, 1999; Rothenberg, 1992).

Looking at *friluftsliv* in the described way we see above all a leisure time phenomenon, an active lifestyle or a philosophy of life – not a pedagogical concept. Trying to bring people in contact with the ideas and activities of *friluftsliv* hoping to help them finding an own way to develop an active and nature orientated lifestyle that is enriched in an outstanding way of experience dimensions obtained in nature, the pedagogical perspective comes up: How is it possible to integrate *friluftsliv* and *friluftsliv*-activities in the educational system to open up

the described benefits in health, well-being and quality of live for the individuals and the society?

Outdoor education or education outdoors?

In Norway the answer to this question is an integration of friluftsliv in the whole educational system from the university, where friluftsliv is either a part of sport or physical education respectively or a subject of its own, going over schools and kindergartens. When being in pedagogical contact with end users like in schools, adult education programmes or kindergartens nature and nature orientated activities should be presented on the one hand as something that enables exceptional experience and on the other hand as something quite normal that can be experienced every day to enrich the personal quality of live. In this sense the educational work should focus above all on exceptional possibilities of experiences offered by stay and activity in nature and the improvement of the personal quality of live an not too much on imparting hard skills like orientation or bivouac building. Even if these skills are important e.g. for save travel in nature the main focus is not addressed to these subjects but to the personal experiences and the attitude that activity in nature could be a common an natural part of ones lifestyle.

Comparing this approach with the concepts of (classical) outdoor education influenced by Kurt Hahn a lot of differences become visible. The probably most evident is the function of nature, that in classical outdoor education is a mean or way to reach pedagogical targets that in many cases have no relations in content to the used activities in nature: Nature and activities in nature are in classical outdoor education means to an end (cf. Fischer & Ziegenspeck, 2000; Heckmair & Michl, 1994; Liedtke, 2003; Schad, 1998). Instead of using nature and nature activities as means to an end in special situations, 'going friluftsliv' (or however it might be called) offers the great chance to bring people in contact with activities in nature offering possibilities of exceptional experiences that can be integrated in an individual manner in ones own lifestyle promoting health, well being and a higher quality of life (cf. Lagerstr-m & Liedtke, 2004; Liedtke & Lagerstr-m, 2004).

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Self-Development

Willem Krouwel, MA ACIS FITOL

Introduction

For 25 years I have worked with adults in young people in the outdoors. I chose this way to earn a living during a time when, as a Corporate HR manager, I was strongly influenced by experience in a T-group, strenuously examining cherished assumptions about myself and my relationships to others (Yalom 1995), resultantly setting out on a different personal path. Part of this path was to seek an arena in which other people could do the same, perhaps with some of the stress removed. In the late 1970's, I discovered a particularly group-dynamic focused version of outdoor management development (Creswick and Williams, 1979) with which my personal values harmonised. I got involved and my working life took a new direction.

Having found a personal paradise – a socially useful, enjoyable, and reasonably well-paid job – I largely suspended my critical faculties and concentrated on enjoying the work. Although a little uneasy over the years with ever-shortening course durations and a clamour for managerialist (rather than human development) justification for programmes, I continued largely untroubled. Nevertheless, alarm bells slowly began to ring in my mind as I reached a point where I was doing the work simply for the tangible rewards. This became clear during reflection and discussion on a Masters' Programme, and through interaction with instructors from Prazdninova Skola Lipnice (see Martin, A and Leberman, S, 2000, www.psl.cz) simply because they were still working for idealistic rather than financial reasons.

A commission to write a book (Krouwel 2002) turned into a critique of current OMD thinking, added to a growing feeling of dissatisfaction. At the end of 2003 I found employment with the charity dare2, which enables me to adopt a facilitative (Rogers and Freiberg, 1993) and reflective (rather than directive and reactive) approach to work and research, whilst still staying in the outdoors. What follows is the first fruit of that reflection.

What do we mean by "Outdoors?"

In working and conversing with outdoor educators, reading, and reflecting it seems that the educational use of outdoors has different focuses. I will expand upon this later, but in summary, three (sometimes overlapping) sets of values and objectives predominate (See figure 1).

Focus 1: Social Utility

For many years the outdoors has been promoted as a way of preparing young people to be useful citizens. Current state policy in the UK, for example, seeks to use youth work (including outdoors) to "develop the skills and knowledge needed for (young people's) long-term employability" (DfES 2002).

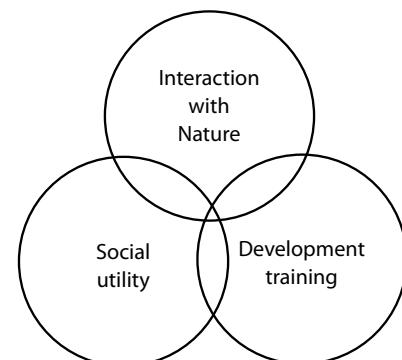


Figure 1: Outdoor paradigms

Focus 2: Interaction with Nature

For others, the outdoors carries its own lessons, sometimes summarised as "*the mountains speak for themselves*" (James, 1980). They assert that nature itself provides effective lessons for life – the medium is the message.

Focus 3 Development Training

A substantial number of practitioners adopt ideas from group process, counselling and experiential learning theory (e.g. Kolb, 1984), emphasising a type of outdoor development characterised by a focus on the underlying intrapersonal and interpersonal processes, and utilising facilitated reflection.

I intend to examine each of these fields in a little more detail, and to propose a fourth which, although existing, may be currently overshadowed by the others.

Social Utility

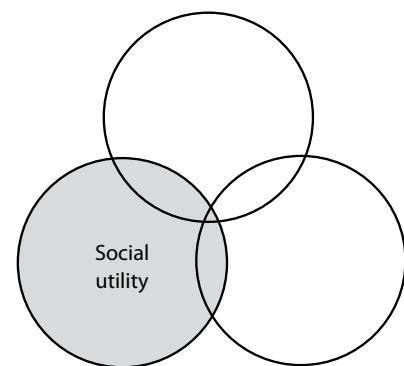


Figure 2: Social Utility

Arguably beginning (as far as Britain is concerned) with the founding of the Boys' Brigade in 1883 (Peacock, 1954), the outdoors certainly took a central place in *Scouting for Boys* (Baden Powell, 1908), the inspiration behind the nascent Scouting movement. As has been noted in the introduction to the 2004 edition¹,

"The cover of each part edition featured an eye-catching illustration....of a Boy Scout absorbed in the fascinating activities of spy-

ing and spooring (tracking), activities which to date had been confined to the pages of adventure romance. Now, boys were being encouraged to go out and do these things themselves" (Ibid).

All well and good and, one imagines, a welcome diversion from stultifying Edwardian Sundays. Underneath the tales of daring and hints on woodcraft skills, however, there are some interesting ideological claims. In particular, the book:

"takes on the ideological burdens of imperial expansion inculcating the values of service and discipline – and of racial self-defensiveness and self-promotion – and will consolidate the white Great Britain beyond the seas" (Ibid), clearly spelling out that "Scouting will be to imperial Britain the training in discipline and patriotism that latter-day imperial Rome so woefully lacked" (ibid).

So, the outdoors was seen by at least one early pioneer to be used to produce, among other things, socially useful citizens of the British Empire. This agenda was by no means confined to the United Kingdom – just about the opposite of British imperialists would be Czechoslovakian anarchists. And yet we learn that in these lands between the World Wars:

".....a great number of scouting organisations were founded..... A considerable number of those, mostly with a low number of members....of leftist till anarchist focus..." (Waic and Kössl, 1994)

It seems likely that such groups existed at least in part to produce people useful to the leftist/anarchist cause.

Neither is an agenda of social usefulness confined to Scouting. A short history of the early years of Outward Bound makes even clearer imperial utility pronouncements, claiming a desire to produce successors to "the great empire-builders" (James, D., 1957).

Although ideas of the outdoors as a place to produce useful citizens may spring from a lost past, they continue to be influential in UK government funding for outdoor courses. The British Department for Education and Skills makes this clear in its blueprint for 21st Century youth-work in England (DfES, 2003) that a given proportion of young people who in the DfES's own words should undergo (ibid) personal and social development – which includes outdoor programmes – must experience an accredited (i.e. prescribed) outcome. The effect of this is to move away from relational work and into outdoor tasks with predictable and desired (by the sponsors) learning outcomes. Thus, we are confronted with outdoor residential aiming to "develop the skills and knowledge needed for (young people's) long-term employability" (Ibid). The social utility agenda is further underlined

by the British Minister for Young People, speaking at a conference aimed at developing best practice in summer activities for young people:

"If we're going to be competitive, (My emphasis) we need the kind of skills the programme is giving young people...." (Challenge and Choice 2002)

An approach characterised by one commentator as:

"...outcome driven – and this is a particular worry. As we know from the experience of some youth work initiatives, a narrow concern with outcome leads to an inability to follow-up on significant areas of interest and learning" (Smith, 2002)

Despite these reservations, it is likely that strongly target-focussed governments will continue to seek clear and measurable learning objectives from any outdoor training they fund, rather than using them as a vehicle for people to reflect and perhaps find means to develop themselves.

That is not to say that good things do not happen on state funded outdoor residential. Targeted areas may coincide with points in a young person's reflective journey. Also, interaction with instructors shows that many are adept at bending externally-imposed programmes to meet the needs of the particular young people with whom they are working, perhaps relying on an unspoken conspiracy with delegates to conceal deviations in the programme-as-delivered from the programme-as-sold.

Nevertheless, objectives of social utility in outdoor programmes limit the potential of the medium to achieve outcomes most helpful to participants.

Interaction with Nature

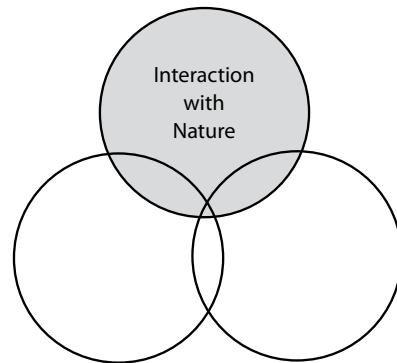


Figure 3: Interaction with Nature

For others, the outdoors carries its own lessons, summarised by one trainer as "Let the mountains speak for themselves" (James, T. 1980). This body of opinion takes the view that interaction with the environment can of itself provide effective lessons for life. In effect, the medium is the message. To quote James again:

"I would interpret their point of view as saying that the learning that takes place natu-

rally and integrally on an Outward Bound course does not need elaborate verbalisation and testing in a controlled group process in order to be conscious, useful and transferable" (James, T. 1980)

Early delegate-reports from Outward Bound in Britain give this approach some credence. One states:

"Another thing is my tolerance towards people. I never used to take anybody else's feelings into account.... (James, D., 1957)

Another asserts that:

"....I have learnt, through necessity, how to live, understand and get on with people that I would never otherwise have wanted to associate with...I used to think it a point of honour to do better than these chaps but now I consider it an honour to have the chance to run and jump and throw together with them.." (ibid)

For me, this is powerful – especially as although the courses were very much outdoor media-focussed, the reported learning is about human interaction and tolerance of others.

Bold claims for interaction with nature (and the media of rock, hill, and wild water) are made by some. One asserts stirringly that:

"If the human species is to continue, then each individual needs to face up to the tremendous problems of the modern world, and to act according to his conscience. Hope and optimism can give us the strength of mind, along with the acceptance that our mother earth, divided against itself, cannot stand; and that war is not the answer. A world without frontiers must be the aim of modern man. First, however, he must learn to cross the frontiers of his own mind and discover something of his enormous potential for constructive and expanding activities rather than self-destruction" (Mortlock, 1984)

and specifies adventure as part of the way to achieve these wide aims:

"My experiences have led me to believe that the adventurous and self-reliant journey in the natural environment, can provide him with an opportunity to discover himself" (Ibid)

Whilst baulking at such bold claims, I have developed a feeling of warmth for the "Nature's Realm" school of outdoor education. Interaction with a daunting but beautiful environment can widen young peoples' horizons, and help them see the world as potentially a better place.

Reasons why interaction with nature and the media of outdoor experience can be developmental require some reflection, but the quotes below (all from recent dare2 courses) may help:

On natural beauty: *"This is not like being in England. I never knew this existed in England"* (the dare2 newsletter, 2004) This demonstrates that for an inner-city course member, the sheer beauty of the Quantock hills – in which the course took place – made him see his home country as a more beautiful place than he had ever imagined. Interaction with natural beauty had a positive effect on the delegate. Just knowing that England is more than an urban sprawl may make life more bearable. Alternatively, the beauty of the Quantocks may lead to the delegate becoming dissatisfied with his home milieu and seek to reconnect with the beauty experienced. Either way, the interaction has raised the delegate's awareness of himself and his actual and potential worlds.

On learning: *"I've got a different side of me that's been unlocked"* (Ibid). The delegate gained an enhanced understanding of her own competence in unexpected areas, and realistically enhanced self-regard. One can see how this might benefit her in her wider life.

On how to meet challenges: *"In the end I enjoyed it. You have to trust people and let them help you, then you can overcome your fears"* (Ibid) Another very direct benefit: During a canoeing task, the delegate had worked hard to overcome fear of water, received encouragement from peers and instructors, gradually relaxed, and completed a river trip. The point for her was more than achievement of the task; it raised her understanding that fears can be overcome through trusting others and letting them help.

These examples show for me that simply meeting challenges in the outdoors *does* have real benefits. *Why* that should be is less easy to illustrate but Neill et al (2003) boldly assert that:

"Outdoor education has emerged out of two forces – our evolutionary history and the rapid cultural shift away from natural living forces of nature. These forces have created a perfect storm and outdoor education has emerged in post-industrial Western societies as a semi-ritualistic compensatory effort for humans to re-engage with their indigenous heritage and inner indigenous nature....The rapid departure from relatively natural living environments has left strong vestigial physiological and psychological remnants of connections to nature which still predominantly drive human beings.... (Neill et al, 2004)"

Thus, interaction with the outdoors can be seen as a return to our roots, *"a semi-ritualistic, compensatory effort to reconnect with nature."* (Ibid).

Development Training

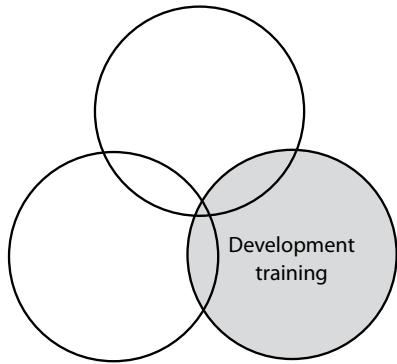


Figure 4: Development Training

Over the years, “pure” interaction with the outdoors has been modified for many by the adoption of ideas from the worlds of group process and counselling, together with emerging theories of experiential learning originating perhaps in Lewin and others’ work with groups (Lewin and Weiss Lewin, 1948), and including theories of experiential learning codified by David Kolb (Kolb, 1984). These (and the occasional adoption of ideas from transactional analysis, neuro-linguistic programming, Jungian typology, multiple intelligences, team formation theory and others) have led to the emergence of a therapeutic type of outdoor development which is characterised by a focus on the underlying human processes arising from interactions with the outdoors, which aims to engender change in individuals by a mixed process of experience and facilitated reflection.

The purpose of such training for young people is summed up by a respected British provider as leading to a *“systematic and purposeful development of the whole person – body, mind and spirit”* through application of *“a particularly powerful form of experiential education, in which young people take part in a structured process... ...with much emphasis given to the review of experience, the transfer of learning, and to group process and individual growth”* (Brathay, 2004) – in contrast with school education which is seen as focussing on a *“relatively narrow range of learning, centred around the linguistic and logical-mathematical intelligences”* (Ibid). In effect, development training makes claims for second-loop learning (Argyris and Schon, 1996) by outdoor experiential means.

This is the area of outdoor education related most closely in theoretical background to the T-Group which I found so personally influential. Roots are hard to pin down, but in Britain, Lindley Lodge began using these techniques in (mainly indoor) experiential programmes in the early 1970’s (Marsh, 1974) and Outward Bound in the Netherlands and later Belgium, were early adopters, realising that it’s difficult for mountains to speak for themselves when, actually, there are no mountains (Hovelynck, 2000) So that the school’s instructors:

“very soon adopted other methods to promote program participants’ reflection and

group discussion. They drew these methods mainly from human psychology and the T-group tradition, which were very present in Dutch adult education in the mid-sixties... progressively, the Dutch Outward Bound Instructors developed an experiential approach which was closer to the educational principles of Kurt Lewin than to those of Kurt Hahn...” (Ibid)

Since then, and possibly influenced by the advent of outdoor management development (see Krouwel, 2002), this approach – sadly sometimes reduced to a simplistic plan-do-review cycle – has been widely adopted, both by old-established providers (Brathay for example) and by relative newcomers (for instance the Impact Development Training Group).

In its desire to see past the immediate experience and to enrich the learning with guided reflection and review, this approach to outdoor education has much to recommend it. It is a potent mix of the outdoors and groupwork.

If it has a weakness, it is that its complexity is deceptive. All one has to do, it seems to the novice trainer, is to ask a few open questions at the end of an exercise and – *voila!* – it’s development training and bigger fees can be billed.

It’s more complex than that. Exercise design, selection and sequencing can have a serious effect on the reflection process; group interaction must be carefully observed; the selection and timing of review techniques and questions is vital; course duration has a fundamental influence on what can be achieved. Instructors need to avoid manipulation. And the “mix” of these factors – what is called at Vacation School Lipnice the “dramaturgy” (Martin, Franc and Zounkova, 2004) is absolutely vital. True development training is *complicated!*

Self-Development

Although all three of the above approaches contain great differences of emphasis, they have one thing in common. In the overwhelming majority of cases, programme design and delivery is largely the responsibility of the training provider, influenced by the buyer. Those perceived as experts provide a course, and those perceived as trainees carry it out.

Is this true to the philosophical roots of experiential learning?

Hovelynck (2002) expresses concern about this. Using the term “actorship” to describe the delegates’ own construction of their learning agenda, he asserts that:

“Unfortunately, conventional standards of “professionalism” often confirm educators in their tendency to control program events rather than encourage participants”

actorship. Accreditation programmes, for example, especially safety audits, tend to value the predictability of strictly followed schedules more than the uncertainties of “organic programme design” (Barron, 1996) regardless of the fact that the latter may be more appropriate in the light of participants’ emergent experiences.”

Thus are we tempted by the siren-songs of professionalism and predictability to substitute a fixed programme with pre-planned learning for the reality of (unpredictable) group and individual processes.

Self-Development – A Fourth Way?

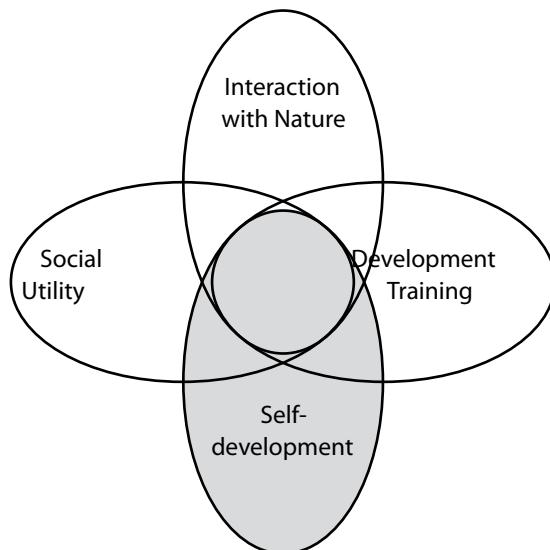


Figure 5: A Fourth Way

Perhaps we need to think about how we might facilitate more and train less. Such a way exists and, borrowing from Mossman’s 1983 borrowing from Boydell and Pedler (1981), I term this “fourth way” self-development.

Reflecting on my own experience I recall that the real value of that T-group was being able to find my own learning. Certainly, this affected my behaviour – but that was subsequent and subordinate to the reflection process I’d been through. Similarly, my older son was allowed the freedom to think and develop on a Vacation School Lipnice programme – with outcomes that far exceeded all expectations.

Mossman (1983), writing in the context of outdoor management development, asserts that:

“There seem to be two distinct manager development philosophies at work outdoors just as there are in more conventional MD....the Management Training approach and the Self-Development approach....At the most basic level two questions distinguish Management Training from Self Development (after Boydell and Pedler 1981 p7):

- To what extent are learning needs defined by the delegate (as opposed to the trainer or manager)?
- To what extent does the delegate take responsibility for meeting those learning needs (as opposed to the trainer)?”

He also usefully supplies a comparison between self-development and training (see figure 6) Although this originates in outdoor management development, it has relevance across the outdoor spectrum, and I have very slightly modified the wording.

Does self-development exist in outdoor learning? Some programmes at least approach it. In the Czech Republic, Vacation School Lipnice (Martin, Franc and Zounkova, 2004) and Studio Zazitku in Slovakia certainly offer courses which meet some of the criteria. Although design remains the province of the trainers, a great deal of time and effort is spent during each programme modifying the “dramaturgy” of the following days to more closely meet the delegates’ emerging needs.

An as-yet experimental approach which more thoroughly meets the criteria is that of the Stoneleigh Project (Loynes, 2004) in which groups of young adults (selected for showing leadership potential), along with older mentors form short-term communities in remote, beautiful and dramatic (ibid) settings and take part in experiences which emerge from the group rather than being preordained by trainers. Discussion in the retreats thus far has been:

“about values more than any other topic. Sometimes abstract and often practical and very real issues would be explored. In many cases the chance to do this with adults but not in a way determined by adults (my emphasis) was a critical factor” (Ibid)

The experience is characterised as an emerging one in which people develop meaning and value, addressing issues of justice and sustainability.

Although described by Loynes as “outdoor learning, retreat style” (ibid), the Stoneleigh experience seems to adopt most of the characteristics of self-development – and has very stronger support from ex-participants.

Certainly, the Stoneleigh programme moves closer to self-development than any other programme I know, although an unanswered question arises about the suitability of such programmes with more marginalised young people than the average Stoneleigh attendee.

Does self-development work with them?

Over the next years, this is something that I will investigate by introducing the self-development approach to my work with the marginalised.

OUTDOOR TRAINING	SELF-DEVELOPMENT
Uses outdoors to help delegates learn specific skills. The needs of the delegates are assumed to be similar.	Uses outdoors to help delegates develop in areas identified by delegates as important. Serendipitous learning is also experienced and welcomed.
Tasks and activities are formally reviewed, focussing on social and interpersonal issues of a group or inter-group nature	Review focuses on personal as well as interpersonal / Intergroup issues.
Based on a desire to improve delegate behaviour	Based on holistic ideas of humanistic psychology
Philosophical basis is that there are experts who know what is best, what delegates need	The delegate knows more about their own needs than do others
Objectives pre-set by trainers and/or sponsors	Objective negotiated personally by each course member with staff /course members
Tasks are pre-set to meet trainers/sponsors objectives	Delegates work with tutors to select tasks to explore the issues they have decided upon. Specific tasks may surprise, but the learning objectives will not.
Delegates control the way in which they tackle the task, which may be influenced by trainer inputs / learning from previous tasks	Delegates control the tasks, but roles may be set within them based on individual learning objectives
Review dominated by trainers who draw out the learning points they wish to emphasise	Management of the review process is shared by all – delegates and trainers.
Group tasks, with little individual focus in review.	Group tasks, with individual, as well as interpersonal and intergroup matters reviewed.
Course designed without reference to delegates	Course designed with delegates
Limited programme flexibility	High programme flexibility. Event process can be re-negotiated
Delegates can choose to opt-out of a given task. A straight on/off decision.	Delegates have decided which needs they should work on and on the tasks to meet those needs
Attitudes:	Attitudes:
Staff – “we know what you need”	Staff – “delegates know what they need, our job is to help them find it”
Delegates – “You’re the experts”	Delegates – “How can you help me?”
Sponsors – “This event is designed to meet our definition of your needs”	Sponsors – “How can we help you develop yourself”
Actively engages the intellectual, social, and physical, and sometimes also the emotional	Actively engages the physical, emotional, intellectual, social, aspects of each person

Figure 6 – Training and Self-Development

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Footnotes

(1) The quotations from “Scouting for Boys” are taken either from Elleke Boehmer’s excellent introduction to the 2004 Oxford University Press edition, (which restores the original 1908 text), or from that very text. “Scouting for Boys” was frequently modified after the 1908 edition, the imperialist subtext being gradually modified or removed.

Developing the Ability of Adventure

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...and I think to myself – what a wonderful World!

Luis Armstrong

In my paper I am going to start with one or two thoughts inspired by the famous Luis Armstrong's song written by G. D. Weiss and R. Thiele. Then I am going to offer a speculation about the recent development in the supposedly progressive adventure education possibly heading towards what is in the former Austro-Hungarian region referred to as the "Theresian educational model". In explanation, I am going to provide a few thoughts on learning and adventure and a subjective view at the recent situation in the field of adventure education. Further on, I am going to offer a few ideas concerning possible further development via interdisciplinary thinking and looking for inspiration in the general learning theory.

Listening to Luis Armstrong a few weeks ago I asked myself: "What makes the phenomenal musician and singer call the world wonderful so convincingly?" When we look at our World, the World in the first decade of the 21st Century, we would probably call it confusing, crazy, exciting, fragile, cruel, polarizing, unfair,... – everything, but wonderful. Was he completely blind? Is the song just silly? Is the problem in the way of seeing? Or has the World changed so much? I asked two groups of my students the same question. According to most of them, not surprisingly, the last answer was right. It is quite easy to agree. In many ways, the World has changed. Communism has basically fallen, Internet is pushing post offices towards the scrapheap of history, it may be cheaper to fly to London from Prague than go to Brno by train, people in American cities drive economical Asian cars, many places around the globe experience kinds of weather they have never had before and the September 11th terrorist attacks changed the perception of security in all of us.

Some, though, impressively wisely thought that although the last answer was undoubtedly right, the key may be in the third option, assuming that the **way of seeing** is crucial.

When I tried to think about some possible aspects of such way of seeing, I came to a quite nice acronym – **LUFT**.

"**L**" would stand for looking at the world non-selectively, with curiosity, with eyes wide open for whatever life has to offer, in other words, looking in a manner typical for a learner.

"**U**" could stand for understanding. Whether with success or not, the man singing the song is always trying to interpret what he sees, to give it some meaning within his associational basis (...*I see friends shaking hands*

sayin' how do you do...They're really sayin' I love you. I hear babies cry... I watch them grow...)

"**F**" can represent feelings. A whole variety of emotions accompany the actual experience as well as the process of trying to understand it. Beard & Wilson stated that "*to deny feelings means to deny learning*" (2002, p.142). I believe that emotional involvement transforms an observer into a learner.

"**T**" stands for tolerance and what is meant is the ability to tolerate the feelings of learning (Claxton, 2001) as well as the ways in which the experienced reality differs from our various paradigms.

The **LUFT** characteristics offer an inviting possibility for thinking about adventure learning: Almost every time adventure learning is discussed, the discussion seems to inevitably lead to the experiential learning cycle diagrams. But what if we pass this path without a notice and simply decide to feel comfortable with the adventurous nature of learning and vice versa the learning component in every step into unknown and uncertain, in other words adventure. This might result in a shift from the invasive structured nature of adventure programs mainly meant to provide a "kick start" to change or development, towards something closer to a state of mind. Consequently, one of the key aims for adventure programs could be seen as developing the "ability of adventure".

The intersection of learning and adventure becomes even more obvious when we revise some of their important components: challenge, evaluation with the use of available existing knowledge, stepping out into the new and unknown, uncertainty, emotional involvement, associations.

I see two good reasons to consider refocusing towards the development of '**general adventure ability**'.

One is the recent development in the theory of learning where we can see a significant stream of thinking characterized by focus on developing the learners' ability to learn instead of looking for ways how to teach them more knowledge. In explanation of the import of the personal development in relation to societal dangers Prof Claxton states:

"Lacking the ability, the courage and the weapons to embark on the learning journey, people may be forced to latch on to whatever shallow source of security comes along. It is perhaps not too fanciful to see the signs of 'il-learnacy' in the rise of fundamentalism; ... in the slacker culture and political apathy; in the substitution of gossip about sex life of celebrities for sustained, frustrating, de-

manding engagement with personal, political, moral and global complexity. The conjunction of moral complexity and individual responsibility with a widespread neglect of learning power as a vital and educable resource is socially dangerous. Not only can learning power be developed; it must be." (1999, p.19)

The second reason for me comes from my view of the recent development in adventure education.

The academic community, trying to respond to the practitioners' demand for theoretical grounding of their work (mainly for marketing reasons: 'Give us something that we can tell the human resources managers when we are asked what we do.') has been spending immense amount of energy and time on **defining the difference** between adventure/experiential education and 'common, traditional, formal, school or simply other' kinds of education. There is little said about educational objectives, we don't dare to bother the civilized world with things like Kurt Hahn's formulation of social declines anymore. The community's rhetoric is sometimes becoming unpleasantly similar to the one of washing powder advertisements always featuring nothing but the declaration of the superiority of *our* powder over a *common* one.

Meanwhile, the practitioners are faced with escalating **demand for more adventurous, more extreme, more adrenaline producing, more powerful experience**. Everything needs to be more intense as courses and programs are getting shorter and shorter. A module which would sell well as a four and a half days program a few years ago would now be dead stock unless packed into two days. Time is precious. (*Our precious*, as the Gollums of the financial world may be whispering in their artificially lit caves.)

Hand in hands with this trend goes the **deterioration of words**. If there is realistically no time in a review to break a statement like 'We need to improve communication and teamwork' into something more concrete, imaginable and graspable, people easily settle for shallowness and unreal simplification instead of frustrating complexity.

Lars Owe Dahlgren of Swedish Örebrö University once called this phenomenon "perversion of learning" in his lecture. German biologist Frederic Vöster explains: "If we ask a small child what a chair is, the child will probably answer that it is something we can sit on. In this definition, the chair exists connected with the environment, with activity and a possibility. (We can sit on it but we don't have to) As soon as children come to school the process of mental deprivation begins. Immediately, the chair is not something we sit on, after the correction by the teacher we learn that a chair is furniture. The chair has become just a construct."

Similarly, words in program reviews become hollow. Inside where should be hidden associations and meanings they are empty. The short duration requires logistic, material, technical and dramaturgic sophistica-

tion making it basically impossible for the participants themselves to affect or control the running of the program. That moves all the responsibility towards the instructor which brings us back to the Theresian school. It is important to realize that in the Theresian period the transmission model was quite appropriate. It was quite possible for the teacher to absorb all the agreed to be necessary knowledge at an institution equipped for this purpose, and then to deliver it to the students. It worked because there were fairly clear answers for the all learners' questions concerning right or wrong, justice, home and foreign, possible and impossible, etc.

The growing complexity of the global world we live in now; the number and complexity of choices and decisions make us a "generation of choosers" (Claxton, 1999, p.18). With the postmodern nebulosity of right and wrong it has become a ridiculous expectation of even a team of instructors to bear the responsibility for providing (or if it makes someone happier, for leading the participants to) the good answers, in other words for providing a meaningful experience. A meaningful experience, nowadays in particular, can not be provided. **The experience needs to be made meaningful by the participants.** Similarly, the participants need to collaborate on making the experience powerful, fun and exciting.

The key factor is **investment**.

I have depicted the conceptual proximity of learning and adventure earlier. In a way, we could see them as twins. Although twins live independent lives, there is a more than usual tie between them. One wouldn't be quite the same without the other. One's way of being affects the other. Equally, adventure and learning as two phenomena are interconnected and deterioration of sense of one in the society causes the other to decay, too.

Therefore, if "learning power is capable of being strengthened" (Claxton 1999, p.17) it may be worth looking at the areas of development and seeing if and how it could apply to developing the **ability of meaningful adventure experience**.

From this perspective, there are two main specifics of adventure learning to be mentioned. First is connected with what Jüva calls education in the narrow sense. Understanding and cultivation of attitudes, needs and interests as well as of behavior, represents the most natural and straightforward learning challenge in the adventure context.

The second is the environmental aspect. The environment within which the adventure experience takes place is always consciously and unconsciously interpreted. Thus, its main role in adventure learning may be seen as the restoration of the sense of the meaning of words, the sense of the real. As the emotional involvement gives the new information a chance of survival in the tough competition for being admitted the right to move from ultra short to short term memory, the environment represents the learning context within which new associations can

be created and reinforced and thus accommodated in long term memory.

The two aspects never exist separately. They are always interconnected and overlapping. The cultivation of attitudes is conditioned by the interpretation of the environmental context. Vice versa, learning about the environment and investing the effort into understanding the complexity of relations in natural and social settings has an indirect impact on our attitudes and possibly on our behavior.

Having paid some attention to these specifics we can move on. Prof Claxton introduces a developmental strategy for the “four Rs of learning power” (2002, p.17).

These four Rs stand for Resilience, Resourcefulness, Reflectiveness and Reciprocity. The words may not sound very familiar but what they mean is quite natural part of an adventure learning experience.

Resilience is described as “being ready, willing and able to lock on to learning” (2002, p. 19). Its components can be found in adventure learning for example in the following forms: Absorption (or according to Czikszentmihalyi flow) is the state into which we get during a long climb, a state when everything except for the movement up the mountain is put off and we are carried away by the feel of the rock and the continuous challenge of putting the moves together. For the climber as well as for a course participant performing a play on a stage it is essential to learn how to manage distractions. In a review it pays off to be noticing “to let underlying patterns of connections emerge into mind” (Claxton, 2002, p.23). Perseverance as an ability to tolerate the feelings that come with the activity is also crucial; e.g. when working on a low ropes traverse has been nothing but a series of frustrating failures; or when the group can’t figure out the solution in a challenging initiative game. A climber working out a bouldering problem is literally modeling the ability to bounce back after failing.

Resourcefulness is described as “being ready, willing and able to learn in different ways” (Claxton, 2002, p.25). Having the development of it on mind, it makes much more sense for the instructors to offer a colorful mosaic of activities. Please, note the difference from the philosophy of trying to make an impression of competence by showing how wide variety of activities we can squeeze into a corporate training. A good program elicits curiosity. If a success on an initiative doesn’t awaken a desire to see how it would work in a different setting or after modifying some of the components we might have rushed the activity too much. In the Czech language the word wisdom has almost completely disappeared from the vocabulary of education. Concurrently, majority of students seem to be lacking the need to make links, look for relevance of what they are learning or experiencing, to seek coherence. This is what the experiential learning cycle is made for! Imagining comes to use when we are running a jump over a narrow crevasse in our mind over and over during a glacier practice before we actu-

ally do it. Climbers “climb” the whole route with their eyes firmly closed sitting on the ground, with their palms sweating and arms indicating the moves of a difficult sequence before they tie on. Conducting (as well as failing on) a search and rescue simulation stimulates reasoning – the use of logical and analytical thinking. Students definitely capitalize when they are trying to work out what to do with a pile of different tools which will probably be needed at ten different places where, according to the map, should be some strange strongboxes with codes they must collect. Similarly, they do so when assigning responsibilities according to what different people are good at.

The third R stands for **Reflectiveness** and while according to Prof Claxton it is meant to be about being “ready, willing and able to become more strategic about learning” (2002, p.31), in the adventure education context it could mean being more thoughtful, analytical and strategic about the learning component of adventure. It may mean that we are aware of the potential learning outcomes of the experience and to a certain extent we plan them. If a student realizes that rehearsing with amateur theatre has helped him improve his non-verbal communication, he may decide to focus consciously on the body acting next time. In climbing we can for example be strategic about fighting fear. My partner and I used to take a planned “First Spring Fall” at the beginning of the outdoor climbing season to get comfortable with falling. After the individual rounds of a strategic game the players often need to revise the strategy. The whole process of reflection is driven by the will to distill learning lessons from the experience. What is much less common to see is meta-learning in the sense of trying to understand ourselves as learners – to become aware of our own needs, preferences and drawbacks in learning.

With the significance of the social aspect of adventure education the last area of development named **Reciprocity** is probably the easiest to identify in our work. Being reciprocal we are “ready, willing and able to learn with others.” (Claxton, 2002, p. 37)

At the same time, it doesn’t immediately imply that it is always happening. Processing an activity together in a group setting should be balanced with times of solitude and meditation. In some situation it may be important to realize that it is time to stop cheering up and encouraging a person and leave him or her alone in their own battle with fear and anxiety and respect their right to back off and learn from the failure. Interdependence means balancing self-reliance and sociability. Collaborating shouldn’t only refer to working on a task together using the individual potential of all the team members but also to working out useful learning outcomes for the group as well as for the individuals. The skills of empathy and listening can be developed within debriefs as well as when deciding on direction in tense situations of bad weather. (e.g. What we may be hearing between the lines of an aggressive talk may actually be anxiety and doubts about the adequacy of the goal). When ‘learning by doing’ the

most natural thing for people to do is to look how others do it. The further out of our comfort zone into the unknown and unfamiliar we leap, the more we are likely to imitate once we are out there. Having never sailed I can imagine that I will be imitating most the time when I will be on a sailboat for the first time.

To conclude: I see making the adventure experience more and more powerful via offering more and more sophisticated kick and fun in an increasingly shorter time as a dead end road. We let the students get out of our programs as much as we dare to aim for. If we protect them from the inconvenience of working on their "adventure ability" we foredoom them to little meaningful outcome. Offering more powerful adventure should be replaced with the offer to help people become a bit more of adventurers in their lives.

Adventure education features some very useful tools. We can waste these tools or we can try to help people to make their lives more adventurous by becoming more

open to learning and consequently to help the society to become more of a learning society. I am convinced that such change is essential for the sustainability of lifestyle.

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'The Czech outdoor terminological jungle'

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Introduction

Czech outdoor terminology has adopted and adapted many English outdoor terms. However, a number of words have been incorrectly translated, or borrowed from English with Czech endings (Průcha, 1997), and some words have no Czech equivalents. Previous research by Turčová (2001, 2002, 2003) and Neuman (1994, 1999, 2001) discussed the problem of the 'outdoor terminological jungle', which is characterized by many terms, primary from English. Turčová, Neuman & Martin (2003a) indicated that there are very few studies related to the problem of outdoor terminology despite differences existing not only among different countries but also within individual English speaking countries. Moreover, many terms are used interchangeably. This paper is based on doctoral research undertaken by the leading author, which investigated the most commonly used terms and the relationship between them by analysing opinions of British and Czech outdoor experts (academics and practitioners) using qualitative content analysis of semi-structured interviews.

In Czech literature the term *výchova v přírodě* (outdoor education) is found in Czech translations of E.T. Seton's (1917) adventure books (about the American Woodcraft movement) and was adopted in the 1920's by A. B. Svojsík, the founder of the Scouting movement in the Czech Republic. Today, terms such as *dobrodružná výchova* (adventure education), *výchova prožitkem a zkušeností* (experiential education), *výchova výzvou* (challenge education), *rekreace v přírodě* (outdoor recreation), *ekologická výchova*, *environmentální výchova* (environmental education), *iniciativní hry* (initiatives), *problémové hry* (problem-solving games), *reflexe* (reflection), have a place in Czech outdoor terminology. Some terms have been borrowed from English in the same lexical form, for example, 'outdoor' and 'survival'. As Czech is a Slavic language which changes word endings in declensions and conjugations, English terms with Czech endings and Czech pronunciation are often created, for example, *outdoorový*, *dynamicsy*, *iniciativky*, *kurzy team-buildingu*, and *review*.

There are also many Czech synonyms for some English terms. For example, the term 'ropes course' exists in the Czech language as: *lanové dráhy*, *lanové překážkové dráhy*, *vysoká a nízká lana*, *lanové překážky*, *lanovky*, *lanové kurzy*, *lanové aktivity* and *lanová hřiště*. To make it more complicated for non-English speaking readers, 'challenge course' is sometimes used instead of 'ropes course', which is even more difficult to trans-

late. According to the Czech experts *lanové překážkové dráhy* and *lanové překážky* are most commonly used. It is of interest to note that the introductory compulsory course 'turistika and outdoor sports' at the Faculty of Physical Education and Sport of Charles University Prague had activities called *cvičení v přírodě* (outdoor exercises) for over 30 years, without the staff knowing that some of these activities were called 'ropes courses' abroad. But the Czech term *cvičení v přírodě* is broader than the English 'ropes course' term. It includes besides ropes courses various exercises done outdoors using just nature, like throwing a stone, climbing up trees, jumping across a stream, and crossing a river over a tree.

Outdoors is another difficult word to translate. English-Czech dictionaries translate outdoors as *venku*, *ven*; *pod širým nebem*; *ne uvnitř*; *pohyb*, *směr ven* (out of doors, out; under open skies; not indoors; movement, or direction out). Even more difficult is combining outdoor with other words, like education or learning. For example outdoor education is translated as *výchova v přírodě* (*výchova* = education, *příroda* = nature). This has resulted in English words (with Czech endings) being used. One of the most difficult English words to translate to Czech is 'experience'. In the Czech language there are three distinguishable words *prožitek*, *zážitek* and *zkušenost* (Turčová, Neuman & Martin, 2004). Even though original outdoor terminology is mostly English, there are some non-English terms, for example, Norwegian *friluftsliv*, German *erlebnipädagogik* or Czech *turistika*. The term *pobyt v přírodě*, translates closely to 'outdoor life', but there are cultural differences between these terms. *Pobyt v přírodě* in the Czech context is historically related to the Sokol movement, to camping, and also to outdoor activities (Waic & Kössl, 1994).

Methods

Expert survey

The analysis of expert opinions, a Delphi group, is a research technique aimed at providing a summary of the anonymous group responses (Linstone & Turoff, 1975). 14 British experts were selected from academics lecturing on undergraduate or postgraduate courses of 'outdoor education', 'outdoor studies', 'adventure education' or 'development training'. In the Czech Republic, the sample of 13 experts was from academics lecturing 'turistika and outdoor activities and from practitioners at Outward Bound. *Turistika* activities can be divided into several types, according to what means of transport you use (bike, skies, canoe, or feet). Learning about new

places, culture and history is an important part of turistika (Turčová, Neuman & Martin 2003b).

The semi-structured interview (Veal, 1997; Henderson, 1991; Hammersley & Atkinson, 1995) consisted of two closed questions and eight open questions (Turčová, 2003). Each interview lasted 45 to 60 minutes, were tape-recorded and fully transcribed. The transcribed text was organized, sorted, and compared, according to themes (categories). The categories have been coded and further analysed by continuous comparison and analytical induction. The data analysis was done with the help QSR N6 software (formerly called NUD*IST) created by Richards and Richards (1994, 2002) Content analysis of interview transcripts by QSR N6 brought not only qualitative data but also some quantitative. It includes for example vocabulary analysis of text documents, frequency of certain words, ideas or expressions.

Results and Discussion

British terminology

Interviewees were asked to tick terms commonly used in a given list of outdoor terms (drawn from books, articles, research reports related to the field). Only 7 terms out of 119 were chosen by all experts (outdoor education, experiential education, environmental education, outdoor recreation, adventure activities, outdoor pursuits, ropes courses). 13 experts out of 14 agreed on further 5 terms (adventure education, outdoor activities, outdoor adventure, outdoor management training, Outward Bound) and 12 out of 14 on further 3 (development training, education for sustainability, sustainable development). The following terms were marked by 10/11 experts: deep ecology, earth education, experiential learning, holistic education, outdoor adventure, active learning, adventure tourism, outdoor adventurous activities, outdoor industry, outdoor learning, education in the outdoors, learning out of doors. The following terms were also suggested by the experts themselves (survival training, residential education, outdoor studies, outdoor residential centres, outdoor education centres, outdoor sector, character building, field studies). 24 out of 119 terms were marked by none or just one respondent. Table 1 shows that the most commonly used term is outdoor education, followed by experiential education, and adventure education.

Table 1 Frequency of the key terms in British transcripts
(n = 14, N=1165)

term	outdoor education	experiential education	adventure education	development education	environmental education	adventure therapy	outdoor recreation	outdoor learning
Z	179	77	57	49	48	48	39	24
% out of N	15%	6.6%	4.9%	4.2%	4.1%	4.1%	3.3%	2.1%

Z = total number of text units found, N = total number of text units in online documents, n = number of online documents

Other questions were related to the characteristics and differences among selected 7 terms (outdoor education, adventure education, experiential education,

environmental education, outdoor recreation, development training and adventure therapy). All experts were asked to draw a diagram or schema which would show relationships among individual approaches. All experts agree that all these terms are overlapping, although two different views on understanding of the relationship between outdoor education and experiential education were presented. 10 experts understand outdoor education as an umbrella term, which includes, to a certain extent, all the others. 4 experts regard experiential education as the broadest term, whose subset is outdoor education. Other relationships show Table 2

Czech terminology

Czech interviewees were asked to choose commonly used terms from the given list. Only 4 terms out of 98 were ticked by all experts – *sporty v přírodě* (outdoor sports), *výchova v přírodě* (outdoor education), *outdoor, turistika*. 12 experts out of 13 agreed on further two terms – *aktivity v přírodě* (outdoor activities), *hry v přírodě* (outdoor games) and 11 out of 13 on a further 10 terms – *pobyt v přírodě* (outdoor life), *cvičení v přírodě* (outdoor exercises), *lanové překážkové dráhy* (ropes courses), *táboření* (camping), *učení týmové spolupráce* (team-building), *výchova hrou* (game education), *ekologická výchova* (environmental education), *výchova prožitkem a zkušeností, zážitková pedagogika* (experiential education), *rekreace v přírodě* (outdoor recreation). The following terms were marked by 9 to 10 experts – *outdoorové aktivity, výchova k trvale udržitelnému rozvoji, environmentální výchova, učení prožitkem a zkušeností, outdoorový program, kempování, rizikové aktivity, outdoorový kurz, výchova v přírodním prostředí, výchova k ochraně životního prostředí, survival, outdoor management training*. The following terms were also added by the experts themselves (*cestování za dobrodružstvím, psychologie rizikového chování, kooperativní hry, komfortní zóna, oblast učení, reflexe, zpětná vazba, zpracování prožitku, aktivity v přírodním prostředí, programy aktivit a výchovy v přírodě, dramaturgie programů aktivit a výchovy přírodě, oblast aktivit a výchovy v přírodě, zkušenostní výchova, hluboká ekologie*). 12 out of 98 terms were marked by none or just one respondent.

Table 3 shows that the most commonly used term

is *výchova v přírodě* (outdoor education) followed by *zážitková pedagogika, výchova prožitkem* (experiential education).

Table 2 Relationships between English terms

<i>outdoor education and outdoor recreation</i>	11 agree that outdoor recreation partly overlaps outdoor education; 2 experts draw outdoor recreation completely apart because there is no education in outdoor recreation, but it is just sport or activities in leisure time.
<i>outdoor education and environmental education</i>	9 agree that environmental education partly overlaps outdoor education; 4 experts claim that environmental education is a subset of outdoor education; 2 experts think that environmental education stands apart as a theoretical discipline.
<i>outdoor education and adventure education</i>	Adventure education is usually regarded as a subset, part of outdoor education (7); they are same (1); 4 experts claim that it overlaps outdoor education; 2 experts refuse to use this term, do not agree with it
<i>outdoor education and development training</i>	Development training overlaps outdoor education, can stand also alone (7); it is a subset of outdoor education (5); grew out of outdoor education (2); doubt the difference between outdoor education and development training (2).
<i>outdoor education and adventure therapy</i>	Adventure therapy partly overlaps outdoor education (6), 5 experts think that adventure therapy is a subset of outdoor education; 3 claim that it stands outside of the others.
<i>development training and adventure therapy</i>	There are again quite contrary opinions. These 2 terms stand apart (7), overlap (6), or are similar to each other (1).
<i>adventure education and adventure therapy</i>	Adventure therapy is a subset of adventure education (3), overlaps with adventure education (4), or stands completely apart (7).
<i>adventure education and environmental education</i>	Environmental education can use techniques of adventure therapy, which is why there is a small overlap (3), most experts think the terms stand apart (11).
<i>experiential education and adventure education</i>	All experts think that experiential education and adventure education overlap, 4 experts claim that adventure education is a part of experiential education (4).
<i>experiential education and environmental education</i>	Most experts think that these terms overlap (10), environmental education is a subset of experiential education (2), 2 regard these terms as separate.
<i>experiential education and outdoor recreation</i>	Experiential education and outdoor recreation are separate (9), they overlap (4), experiential education is a subset of outdoor recreation (1).
<i>experiential education and development training</i>	9 experts claim that experiential education and development training overlap (9), moreover development training is possible to regard as a part of experiential education (4); these two terms are very similar (1).
<i>experiential education and adventure therapy</i>	2 contrary opinions: adventure therapy is separate from experiential education (8); it is a part of experiential education (3), they overlap each other (3).

Table 3 Frequency of the key terms in Czech transcripts

(n = 14, N = 1289)

term	výchova v přírodě	outdoor	zážitková pedagogika	výchova prožitkem	dobrodružná výchova	environmentální výchova
Z	98	73	70	54	47	37
% out of N	7.6%	5.7%	5.4%	4.2%	3.6%	2.9%

term	dobrodružná terapie	ekologická výchova	rekreace v přírodě	OMT	aktivity v přírodě	turistika
Z	38	31	29	24	16	9
% out of N	2.9%	2.4%	2.2%	1.9%	1.2%	0.7%

Z = total number of text units found, N = total number of text units in online documents, n = number of online documents

Table 4 Relationships between Czech terms

<i>výchova v přírodě</i> and <i>výchova prožitkem a zkušeností</i> (zážitková pedagogika) (outdoor ed./ experiential ed.)	Similarly as in Britain, there were 2 different opinions in understanding the relationship between <i>výchova v přírodě</i> and <i>výchova prožitkem a zkušeností</i> . One group (5) understands <i>výchova v přírodě</i> as a general, broad term which includes, to a certain extend, all the others, they overlap each other. The second group (4) regards <i>výchova prožitkem a zkušeností</i> as the broadest term, the subset is <i>výchova v přírodě</i> .
<i>výchova v přírodě</i> and <i>rekreace v přírodě</i> (outdoor ed./outdoor rec.)	There were these opinions: they overlap (2), <i>rekreace v přírodě</i> is a subset of <i>výchova v přírodě</i> (1), <i>výchova v přírodě</i> stands on the same level as <i>rekreace v přírodě</i> (2), they are separate (5).
<i>výchova v přírodě</i> and <i>environmentální výchova</i> (outdoor ed./environmental ed.)	Most experts (6) agree that <i>environmentální výchova</i> partly overlaps <i>výchova v přírodě</i> . 1 expert thinks that <i>environmentální výchova</i> is a subset of <i>výchova v přírodě</i> and 1 claims that these two terms are equal. The opinion of British experts that environmental education stands apart as a theoretical discipline did not appear here.
<i>výchova v přírodě</i> and <i>dobrodružná výchova</i> (outdoor ed./adventure ed.)	<i>Dobrodružná výchova</i> is a subset of <i>výchova v přírodě</i> (4) or it overlaps <i>výchova v přírodě</i> (1). 1 expert does not acknowledge this term – where is the adventure?
<i>výchova v přírodě</i> and <i>dobrodružná terapie</i> (outdoor ed./adventure ther.)	Half of the experts claim that <i>dobrodružná terapie</i> overlaps <i>výchova v přírodě</i> ; is related to it, but stands a little bit apart (2) or it is its subset (1); 3 experts think that it stands completely apart, goes somewhere else, has different goals, but uses the same tools, programmes.
<i>dobrodružná výchova</i> and <i>dobrodružná terapie</i> (adventure ed./adventure ther.)	Czech experts do not join <i>dobrodružná výchova</i> with <i>dobrodružná terapie</i> , only one expert claim, that <i>dobrodružná výchova</i> lies in the middle of <i>výchova v přírodě</i> , <i>environmentální výchova</i> and <i>dobrodružná terapie</i> overlap.
<i>dobrodružná výchova</i> and <i>environmentální výchova</i> (adventure ed. /environmental ed.)	Only one expert claims that <i>dobrodružná výchova</i> overlaps <i>environmentální výchova</i> , most experts, similar to British think that these terms are separate.
<i>výchova prožitkem a zkušeností</i> and <i>dobrodružná výchova</i> (experiential education/ adventure education)	Most experts think that <i>výchova prožitkem a zkušeností</i> and <i>dobrodružná výchova</i> overlap, 4 experts claim that <i>dobrodružná výchova</i> is a subset of <i>výchova prožitkem a zkušeností</i> .
<i>výchova prožitkem a zkušeností</i> and <i>environmentální výchova</i> (experiential ed./environmental ed.)	Most experts agree that <i>environmentální výchova</i> is a sub-discipline of <i>výchova prožitkem a zkušeností</i> , or they overlap each other.
<i>výchova prožitkem a zkušeností</i> and <i>rekreace v přírodě</i> (experiential ed./outdoor rec.)	<i>Výchova prožitkem a zkušeností</i> and <i>rekreace v přírodě</i> are separate, only 1 expert claims that <i>rekreace v přírodě</i> stands on the same level as <i>výchova v přírodě</i> , under <i>výchova prožitkem a zkušeností</i> .
<i>výchova prožitkem a zkušeností</i> and <i>dobrodružná terapie</i> (experiential ed./adventure ther.)	Two contrary opinions: <i>dobrodružná terapie</i> stands apart from <i>výchova prožitkem a zkušeností</i> ; it goes somewhere else, or it is a part of, subset of <i>výchova prožitkem a zkušeností</i> .

The English word 'outdoor' is also commonly used. The broadest term is regarded as *výchova prožitkem a zkušeností* (3), *zážitková pedagogika* (2) – both translated as experiential education, *výchova v přírodě* (3) – outdoor education, *pobyt v přírodě* (1) – outdoor life.

Outdoor education

The British experts agreed on many characteristics of outdoor education – associated with a school former

education, implies formality, structure, school environment, is done in the outdoor environment, aims at personal and social development, there is a teacher, facilitator, is based on experience, content, etc. However, there was a variety in opinions about what outdoor education is

- a broad field of educational philosophy and techniques
- an approach to learning
- a way, a process
- a subject in a school setting

- a branch, concentrating on environmental education, personal and social education and outdoor activities
- a part of different subjects at school, not independent subject
- any kind of experience where is some learning
- any kind of learning based on experience in the outdoors

Although *výchova v přírodě* has been translated into Czech from English in the past, it is regarded now as a Czech term, which has historical roots and is mostly associated with education of children in youth organisations, such as scouting and others. In the Czech Republic it has always been associated with non-formal education as opposed to British outdoor education, which is connected with schools. Today *výchova v přírodě* is often understood as almost everything done in the outdoors, including also outdoor management training.

Experiential education

Experiential education, experiential learning, and experiential pedagogy are often used interchangeably and regarded as the same even by experts themselves. However, the differences are summarised in Table 5. As with outdoor education there was a variety of opinions about what experiential education is:

- an approach
- a branch, subset of pedagogy
- a method of pedagogy
- the technique used as part of the others

- a subset of pedagogy
- a formalized process, more useful to think about than philosophically
- the way in which people teach outdoors
- a set of philosophies

The term experiential pedagogy and pedagogy itself is used more in the Czech Republic than in the UK. There is also a difference in understanding of this term between the two countries. In the Czech Republic it is understood and translated to English as educational sciences. Pedagogy (educational sciences) is an important part of teacher training and there are the university courses and faculties named as such. *Zážitková pedagogika* is understood as an educational science, a theoretical discipline, which studies *výchova prožitkem a zkušeností* as practical experience.

Conclusion

The findings of this comparison of Czech and British outdoor terms indicate differences in understanding and definitions, even though concepts are similar in individual countries. These differences highlight regional differences in practice, as well as different theoretical focus, which is helpful for communication with colleagues from other countries and for international co-operation in the European Union. There is a need to recognise the historical development, cultural differences, and contexts of terms within individual countries, for example, the indigenous nature of the Czech *turistika* activities.

Table 5 Experiential definitions

Experiential education	Experiential learning	Experiential pedagogy
<ul style="list-style-type: none"> - being educated - is teaching - teacher-centred, control of the learner, there is an educator involved, a guide, a support – educating, directing, learning, helping the student, organising the educational experience, orchestrating the content - a set of philosophies 	<ul style="list-style-type: none"> - more focused on learning - related to the learner, happens within individual, more student centred (difference from experiential education is in direction) - talk about the process what is happening 	<ul style="list-style-type: none"> - teaching and learning, grounded more to teaching - the way you are teaching - what a teacher does, how teacher designs the activity - the way of being a teacher - a theory about learning, how things are learning - a philosophy, thinking, the whole concept of the experiential

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Meta-analysis in Outdoor Education Research – Outcomes and Current Situation

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Introduction

The 'Turistika' and Outdoor Sport dilemma can be understood as an organic part of Physical Education and Sport. According to Neuman (2000) there are new sports emerging, various new activities coined and there are new organisations being created to promote, trigger and to develop the presented activities. This is caused by a response to a changing lifestyle. In general these tendencies can be distinguished as broadening the space for raising up the outdoor activities corresponding to the needs of population. Thus there is an effort to lead the development of outdoor activities into harmony with the maintenance of natural equibalance, an effort to carry out an education as a multiple filler for leisure time and recreation and an effort to develop man in relation to motion activity and natural environment.

Nowadays the adventurous outdoor activities are acknowledged to offer the young people valuable enjoyment and experience for their personal as well as social development (Greenaway, Barret, 1995). It appears that it was a success to partly open the "black box" (Walker, 1972) of informal procedure of education and so that the influence of various man's personality programs can be adjudicated. We can say that something really works and has an effect, but we do not know exactly why and how (Neuman, 2003). This matter of fact led in the past years to a dynamic development in the sphere included in the terms of Outdoor Activities, Outdoor Education and Outdoor Teaching. The programs that are offered in this sphere do encourage the motion activity of the community and they do concern the quality of life (Hošek, Tilinger, 1999). In the context of the world global trends, according to Miles and Priest (1999), more people will continuously be looking for experiences in the nature and the rate of adventurous programs demand will increase. According to some authors the research of Outdoor Education is becoming a necessity for further development.

We want to contribute to judging an effectiveness of educational programmes applied in outdoor activities. A component of this piece of work is a minute outline of meta-analytic study structure, the ways of computation the effect size with the help of Cohen's d . Further on this work lucidly displays the results of pilot meta-analytical studies, it describes individual statistic techniques and presents an interpretation of results towards a future research in this sphere.

What is meta-analysis

Before defining meta-analysis itself it is appropriate to clarify the relationships between primary analysis, secondary analysis and meta-analysis (Průcha, 1990. p. 419):

- the term "primary analysis" indicates common application of well-known research methods used with some pedagogical or other objectives (e.f. familiar methods of observation or experiment used in a pedagogical research)
- the term "secondary analysis" does not refer to the procedures examining the initial objectives, but they refer to manipulation with results achieved in particular primary analyses. This elaborate can be either qualitative, quantitative or combination of both. Buriánek (1988) presents the term "secondary analysis" in a broader meaning as new, active and creative work with already accomplished research conclusions.
- Meta-analysis is then a kind of a secondary analysis, when the results from the primary analysis are compared and evaluated by quantitative statistic procedures with the purpose of integrating the conclusions

Meta-analysis can be thus distinguished as a method of comparison, evaluation and integrating research conclusions published about a particular theme, dilemma etc.

More accurate definition is featured by one of its founders Gene Glass (1976):

Meta-analysis is the statistical evaluation of a large set of analytical results from particular research works carried out for the purpose of integrating research conclusions. Lysay and Wilson (2001, p. 2) indicate to the formula likewise: meta-analysis is only one of many ways of summing, integrating and interpreting selected research studies of different disciplines. It elaborates the results from empiric studies without an insertion of theoretically aimed works and it presents statistical evaluation of examined spheres. When the meta-analysis is applied we need to increase our attention to unsufficiency and unobjectiveness of analysed primary studies and to quantify the conclusions of various studies into standard norms (Thomas, Nelson, 1996, p. 248). An application of meta-analysis thus means to analyse (and consequently synthetize) many exploratory deductions which concern a particular sphere or a particular problem.

The aim of meta-analysis is to come to more credible, synthetising conclusion and therefore to overcome and to resolve relevant discrepancies in deductions.

According to Cooper (1989) processing meta-analysis proceeds similarly as with any other academic process and it consists of five stages: defining the dilemma (research issue), data collection (literature retrieval), evaluating data quality and coding, data analysis and its interpretation and presentation the conclusions.

The main features of meta-analysis were defined by Průčka (1990. p. 419):

- 1) Meta-analysis is administered on research conclusions which have been reached by objective methods within a particular theme (dilema)
- 2) Meta-analysis is an application of statistic techniques based on quantitatively expressed research results. Thereupon the subject matters of meta-analysis are the data represented as the average rate (means), as the degrees of variability (cones of dispersion, variance etc.), as the degrees of dependency (correlations, test's characteristics of interdependence measure etc.)
- 3) Meta-analysis is carried out on broader result sets (if they are available) so that the integration can cover as many research works as possible. As to some authors the minimal sufficient amount of primary analyses included in meta-analysis equals to 6.
- 4) Meta-analysis employs the ways of evaluation that have a different level of complexity with the range from the elementary result comparison on the two pole scale (positive vs. negative results) up to the ways enforcing complicated statistic procedures for the "effect size" computation throughout the research assessment.

Generally we can say that meta-analysis is a statistical device for congregation and summary of picked research conclusions in various studies. With the help of meta-analysis we can summarise the results into only one outcome from many different sources and we can consequently analyse the overall effects. However according to Hendl (2001) we need to keep in mind critical moments when using this method, in particular content comparability, representativeness of primary studies, methodical quality of primary studies, objectivity and reliability of analysis. Meta-analysis presents the results in a form of effect size (ES). The effect size, as summarised in this article, is a device which informs us about the difference in assessment between two time moments (e.g. before and after finishing an Outdoor Education programme). That is to say ES alleges quantitative amount of a "change".

Statistic approaches in meta-analysis

Meta-analysis is a process used to summarising evaluation of results from a greater amount of various studies dealing with the same matter. According to Hendl (2001, p.107) we can differ four possible approaches to meta-analysis elaboration:

- 1) frequency rate of positive and negative results and their analysis
- 2) combining p values taken from independent tests in individual studies
- 3) point and interval judging of effect size
- 4) a homogeneity analysis and a study of affecting a consequence by moderating variables

To use the meta-analysis statistical methods it is necessary to assign quantitative information for each study included in the elaboration. This information indicates the size effect figured out in the study. By determining so called "effect size" for individual effects the data are normalised. ES or the size of effect is measured in the same metric for all the studies.

Data Elaboration and Evaluation An index ES

Individual studies are from the methodological point of view conceived differently and they express the results in a different way. If we want to integrate these diversely conceived results of our research, it is essential to convert various statistical indexes into a common denominator. This denominator is an effect size index – ES. The index is called so called Hay's coefficient ω^2 , which expresses a relative fraction of experimental factor on the effect size cone of dispersion. On the contrary of other effects, especially the incidental or unknown ones, it is expressed in percentage (Blahuš, 2000).

To meta-analysis elaboration we can generally say that ES is possible to be expressed in two ways:

- 1) standardized difference between two means
- 2) a correlation between arbitrary variable and a score on dependent variable itself. This correlation is called "effect size correlation" (Rosnow & Rosenthal, 1996).

In terms of a general criterion it is necessary to consider problematic aspects of statistical testing hypotheses in relation to the amount of the choice, to statistical importance and practical importance. The term "size effect" is used in this respect. The size of effect serves to judge if the differences in measured values are big enough and if they can be used for comparison with other studies results. That is because the test statistic value itself does not allege much about practical importance of the results.

The "size effect" can be figured out from the relation (Thomas, Nelson, 1996, p. 248):

$$es = \frac{M_e - M_c}{S_c}$$

Where M_e is the mean of an experimental group
 M_c is the mean of a control group
 S_c is standard deviation from the control group
When using the meta-analysis there are many transforming formulas serving to convert diverse statistical indicators into one of the two coefficients mentioned above.

In the similar way it is possible to use Cohen's index d (ES), which indicates the amount of the difference between chosen groups of data. This difference is caused by the influence of the elaborated arbitrary variable.

An interpretation of ES

Meta-analysis presents the results in a form of effect size, ES. The ES is a variable that indicates how big is the difference between evaluation in two time moments (analyses before and after finishing the Outdoor Education programme). In another words ES informs about a quantitative size of a change.

For a general interpretation we allege that $ES = 0$ means a state without any change, negative ES means a decrease of the measured value and positive ES means an increase of the value. ES is proportional which means that $ES = 0.4$ represents a double change $ES = 0.2$.

Many experts come out with certain statements about an importance of various ES. For instance it was assigned that $ES 0.5$ has a practical importance and 0.25 is a considerable change in terms of education (Wolf, 1986). Cohen (1977) claims that 0.2 is a small change, 0.5 is a medium change and 0.8 is a significant change. Another authors warn against generalisation when interpreting the ES because we are missing the information about who and what is an object of measuring, which is needed for defining the real value of a certain ES. In practice it means that small ES may be very important, e.g. it is very difficult to change an assigned value (for instance a personal attitude) or it may be a worth value (such as a change of a value orientation). On the other hand a big ES does not mean a practical change of a value. Especially if it is not relevant to the aims of a program.

There are even some critics to meta-analysis. The criticism concerns two categories (Bangert-Drowns & Rudner, 1991). Some explorators object to meta-analysis covering important information by averaging the results from componential studies. Another researches oppose that the survey is best summarised by an expert who closely examines it and who creates important items of an outline from the big amount of argumentation

including both meta-analytical approach and traditional methods.

A methodological part of meta-analysis

On the example of Stauton's (2003) work we can distinguish basic criteria of methodological part in the course of elaborating meta-analysis:

This chapter of the study is divided into four parts:

- methods of searching and collecting the data (database, bibliography, web portals, research works, final research reports)
- criteria of choice (the reports from empiric surveys with descriptive statistics, information about diagnosis and description of basic complex (population) – interventional adventurous programmes)
- methods of coding (the year of the research, authors, an institution, a country, the type of the programme, a measuring instrument, the quality of measuring, the quality of a study, a mean value and a standard deviation before the program /at the first day of the program, at the last day and consequently after about a month).
- Statistical methods – elaborating the data (effect size, correlation between the amount of the effect and primary or secondary variant / 95% confidence intervals/ regression analysis)

Outdoor Education research with the help of meta-analysis

There have been five pivotal meta-analysis of results achieved in Outdoor Education researches and similar programmes (Bunting & Donley, 2002; Cason & Gillis, 1994; Hans, 2000; Marsh, P. E., 1999; Hattie, Marsh, H. W., Neill, & Richards, 1997 – tab 1¹. For more see the chart). The studies are by far broad both in the coverage and in the focus. The main research (Hattie, Marsh, H. W., Neill, & Richards, 1997) comprehends 96 studies with more than

Table 1

Study	Focus	d	N studies	N effects	N participants
Cason & Gillis (1994)	Adventure programming for adolescents	0,31	43	147	~7,030
Hattie et al. (1997)	Adventure education and Outward Bound programs	0,34	96	1,728	12,057
Hans (2000)	Adventure programming locus of control outcomes	0,38	24	30	1,632
Marsh, P. E. (1999)	Camping programs	0,20	22	37	
Bunting & Donley (2002)	Ropes Challenge Courses	0,55	15		

not using any statistic methods. Thus there are advantages and drawbacks both conventional procedures and meta-analysis. The ideal aggregated method would be

12 000 participants and the conclusions of the outdoor programmes both for the youth and adults. Furthermore it gathers the operating effects before the

programme, within it and the consequent effects. Cason & Gillis (1994) compiled the first meta-analysis of Outdoor Education based on the adolescent research results (by measuring before and after the accomplishment of the programme / 43 surveys). The most of Cason & Gillis (1994) researches are included in the Hattie et al. study (1997) and therefore the conclusions of these surveys are correspondent.

Another three outdoor education meta-analyses enclosed the results from researches of certain types of programs (measurement before and after the accomplished program). Marsh, P.E. (1999, 22 studies) focused on the impact of American Camping Programs. Hans (2000, 24 surveys) targeted himself on the impact of adventurous programmes and on the changes in self-concept and self-control. Bunting & Donley (2002, 15 researches) focused on the effects of programs specialized in rope and obstruction tracks and on the teamwork, self-concept and self-respect.

Overall results

These five outdoor education meta-analyses present that the outdoor programmes have little or medium effect (to see the chart 1). The minimum average size effect is introduced in American Camping Programs (0.20, Marsh, P. E., 1999) and the maximum average size effect is initiated within rope and obstruction track programmes (0.55, Bunting & Donley, 2002). Another researches, Hans (2000) present the size effect 0.38, Hattie et al. (1997) 0.34 and Cason & Gillis (1994) 0.31. The results of the most extensive studies and the studies focused on outdoor programs (Cason & Gillis, 1994, Hattie et al., 1997) present the overall size effect between 0.3 and 0.4. According to comprehensive educational and psychological norms such a change is considered to be small or medium (Cohen, 1977).

The little size effect (0.20) of Camping Programs refers to assumptions, if we consider that not all the camps are focused on the personality and social development of the participants. The Camping Programs that focused on personal development had a size effect of 0.41. We also need to consider that the complex Bunting & Doneley (2002) which have relatively high value of the size effect (0.55) for the rope and obstruction track courses are based on 15 surveys only and they exhibited a wide scale of size effect. Another element that discourses against the reliability of this study is the fact that there was an inverse proportion found between the quality of the study and the size of effects. In another words, the less quality surveys had a rather higher size effect. These elements are mentioned even by Cason & Gillis (1994).

An overall equivalent and credible conclusion of these five outdoor education meta-analyses is a fact that outdoor programs have little or medium impact on generally monitored features such as self-respect, behaviour problems and team-work. Hattie et al. (1997) tries to be more accurate and presents the conclusion that 65% of participants managed better after completing outdoor programs.

Conclusion

The efficiency and impact of Outdoor Educational Programs on the participants still remain in many significant researches' field of view. Hundreds of empiric pre-studies were presented towards more explicit and apposite reflex of outdoor education effects and impacts. Typical surveys are distinguished by psychological layout of measuring self-concept before and after realising the program. The research verified that Outdoor Educational Programs have an influence on self-concept, self-control of participants' behaviour and on the development of team-work. It is an impressive fact that some effects appeared within a longer period after accomplishing the program. The results even demonstrate that an organisation, leadership, an integration of adult participants and the length of programs have to a great extent an impact on overall effectiveness. If we compare meta-analytical studies with other types of researches focused on the changes of self-concept and other psychological attributes we can say that the consequential changes are evident. However the result of influencing an individual psychotherapeutic development of participants is negligible. Encouragement coming out of this researches lays stress on the future aim – why and how different programs and various groups of participants bring out various conclusions (to define mutual relations). They emphasize that the value of effect size can be used for monitoring effectiveness of Outdoor Education Programs.

For further research in the sphere of Outdoor Education it is necessary to pay greater attention to the methodology of research studies (Bartuňek & Neuman, 2001) and to increase strictness and depth of comprehending the analysed direction of the research procedure itself. From the general point of view there is a demand for analysing an exploitation of Outdoor Activities, Outdoor Education Programs and Adventurous Education in the current society (education of young generation, health, quality of life). Furthermore it is necessary to monitor the outcomes and particularities of Adventurous Outdoor Activities for various groups of population (Neuman, 2003). Even further we need to look for explaining and predicting models that interpret the reasons for attending Outdoor Education Programs and Activities and that clarify the effect on man.

Recently many researches that are characterised by qualitative approach to the analysed sphere have risen up. According to some experts (R.Greenway, J.Neill) the creation of meta-analytic study of researches from European countries would have an important benefit in the field of Outdoor Education. However the main obstacle is a deficit of quantitative researches in this sphere. Thus we will be glad for any recommendation and help in elaborating meta-analytical studies.

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V. From theory to practice

Hiking and Mountaineering with Kids – a challenging balance between fun and education

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Die kinderseilschaft (1)

It was Prof. Fritz Moravec, leader of the 'Hochgebirgsschule Glöckner Kaprun', (2) who made us see that the mountains are not a restricted area for tough men with beard and steel muscles, but that for children mountains are a natural play-ground, a perfect place for personal and social development, and the place to do 'ecological education' in a experiential way.

Together with Dr. Frans Berghold (leader of the Austrian Mountain-Rescue Team) he developed a way to work with children, not seeing them as 'little adults', nor 'future big alpinist', but children, with their specific physical and psychological needs. They especially paid great attention to the security: preventing accidents, taken in consideration children's ability to adapt to height and preventing injuries (specifically on the spine and limbs).

In the 70s they were pioneers in this field and only slowly they got respect from the 'adult' alpine-world.

must be fun! But mountains are dangerous! Yes, they are an environment full of risks. But in the first place, that is a thing for us, as adults, to take care of. Kids will only slowly learn about it. Let them feel the joy of being in the mountains, not the fear. Slowly, gradually we will introduce to it and them and give them more responsibility, so they will learn step by step to anticipate the dangers in mountaineering.

This way of approaching the education of children in the mountains may sound very familiar to us, experienced and modern trainers in OSE. But 30 years ago it was quite new and still today many alpine schools chose the other – I would like to call it 'macho'-approach, where pupils in the first place are taught about 'dangers' in stead of 'beauty', are asked to have 'respect' and not 'fun'.

As said, the method developed by Prof. F. Morevec today has spread over the alpine-world, and can be compile in a scheme:

Aim	overall: having fun mountaineering		
Method	playing/learning by doing	schooling/training	hiking/climbing
Basics	learning techniques	practicing & reflecting	
joyful, stimulating atmosphere			

They formed a 'school' that spread their method, not only within the Friends of Nature's movement, but in alpine clubs all over the Alps. When the prominent S.A.C. published their handbook on 'Bergsteigen mit Kindern', the front-picture was one of Prof. F. Moravec, working with his kids. Respect where it is due!

In the mean time, the method, as developed in the school of F. Moravec, has proven to be so successful, that we now even use these insights, when working with adults.

Mountains as a Playground

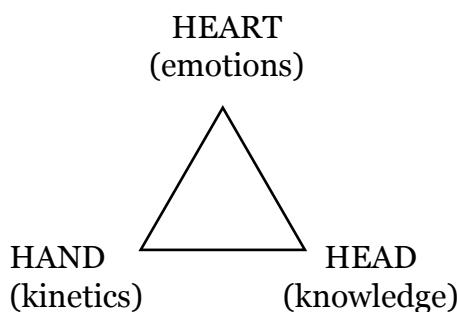
The core statement when it comes to working with kids in the mountains, (having established that they are not just 'little adults') is realising that they see these mountains differently than us adults. That they see this wonderful region as a playground. They want to play, it

The heart, the hands and the head

While introducing kids to the mountains, we must respect that their whole personality is involved even more than when working with adults. We can see three main 'workingfields': the hearth, the hands and the head. Note that I put purposefully 'the head' in third place. When working with adults in the mountains, one works more with the head (explaining why and how things work) and the hands (teaching practical skills). When working with youngsters, we learned that it is more effective to start with the hearth, the emotions. When taking into consideration the emotions, kids (and adults) go through, they will find it easier to learn something. And in contrast to the classical approach of 'scaring' and 'warning' about all the dangers in the mountains – thus creating emotions like 'fear', 'respect', 'submission'..., we find it more effective to create a friendly and stimulating atmosphere, thus

making kids feel safe, self-assured, ready to explore,...

Teaching children to install a pulley on a glacier is most effective if they feel good on that glacier, when they are not scared to death because of the crevasses. It is up to us, adults/trainers/guides, to seek a place on the glacier that is safe to work. Yelling and loud warning of the dangers are not effective, it kills the learning process.



If we create a positive learning atmosphere and a safe environment, the children's 'heart' will be emotional free and happy. Only this will allow them to explore their physical possibilities and learn new skills ('hand'). After experiencing they are able to reflect on what they have done, and learn how to use the gained skills and insights while mountaineering.

The 10 commandments

1. Always have a clear goal and make sure the kids know that goal.

When going in the mountains, it is stimulating for kids to know where exactly you are going to. We as adults can enjoy walking just for walking. They hate that: long hikes on monotonous roads, or along paths with little variation are a killer for kids. Set the goal of your tour together with them: a hut, a place where you can see marmots, a waterfall... Find attractive goals, 'a nice view' is not really interesting for kids. If you need to get somewhere in time (in the hut before dark, catching the last bus, ...) start in time: speeding up with children can be very difficult.

2. It is up to the adults to ensure security and avoid dangerous situations.

The younger kids are, the less they are aware of danger. Mountains though hide a lot of hazards. We as adults have to take care of the security, not by yelling at the children or tiding them up all the time an a fixed-rope. But by choosing our route, or place for pick-nick... By planning our tour according, weather, strength of the weakest of the group.

3. Take care of their physical needs.

We always take raincoats, warm clothes, etc. with us. The weather in the mountains can change in one day from fresh in the morning, over burning heath at noon, to freezing cold in a storm.

Children need regular food & drink stops: it is up to us to take enough food and beverage. They may not

show it, but they can get tired. Don't overestimate them and always think of the way back. Active stops (games, map-studying, observing plants...) are to be planned at regular times.

With children we never walk out of reach of the network of our mobile phone. So in case of accident we can always call the mountain-rescue service.

4. Avoid fear, stimulate self-confidence: positive reinforcement works best.

In the education process it is stimulating to focus on the positive reactions of a child, more than punishing the kid because it would do something 'wrong'. Especially in the mountains, where maybe we as an adult don't feel that much at home, it is a attitude to think about constantly. All to quickly we project our un-familiarity or even fear to the kids, by warning or even shouting at them. Fear is never a good adviser. Give the kids, according to their age and consciousness, responsibility during your hike: carry his own raincoat, look at the altimeter, find the route on the map, find next road-mark, ...They will love it and grow!

5. Let kids explore, let them try out things in a safe situation.

Kids like exploring more than the pure physical act of walking or general sight-seeing. Take time to observe plants, animals, rocks... (always take binoculars and magnifying glass). Small streams are a hit, a glacier and its crevasses are the ultimate adventure. Let them – under safe conditions – explore and by exploring they will learn a lot more than by hours of lectures. The same goes for climbing: it is their nature to climb on obstacles, so let them go. Just belay them and they will ask you for technical advice to get up the most difficult pitches.

6. First correct in general, then go into details. Learn step-by-step.

The physical strength and their drive to learn, may trick us. We might be tempted to go to fast. Yes, let them play and learn by doing. But then step back and do some reflections on what they have done. If they have been able to explore their possibilities they are very willing to go into analysing their movements, skills... To learn a child how to use a compass and read a map, start with easy maps, use a simple compass, let the little children compare the map with the landscape, let them judge what way to take, do little orienteering games (even inside a hut or house) and slowly build up to more difficult orienteering.

7. Keep in mind the personal development of the kids, as an individual and as a group.

Kids are not just 'little adults', so we can not just address them like that. They are growing, in evolution: both physically and psychologically. It is important to look very carefully at them, know them, pay attention to their reactions, take time (again!) to listen to them. We must keep pace with them, never force them into 'our' direction. For fathers, especially when they have some

alpine experience their selves this may not be all that easy.

When working with kids in a group, we must pay attention to the group-dynamics. Little children may be very much focused on their father or trainer, but the older they get, their friends (their 'peers') become more important. We may not underestimate the emotional dynamics between boys and girls when working with mixed groups.

What children are interested in is priority in the learning process.

We should plan our activities according to the needs and aspirations of the kids, not ours. As these may not be all the same as ours, especially when going in the mountains, it is best to communicate very clearly with them. Ask them what they like, tell them what you want and what you know that is needed: f.i. it is important to get up early in the mountains, although they would like to stay in the hut longer. Kids show their interests to us, if they feel that we pay attention to them. Using these interests is the best way to build up an educational process.

Have fun, play!

We adults may have all kinds of 'higher' goals when going to the mountains. For children it all starts with one thing: I want to have fun. For little children that means: let's play. So a catching-game on boulders is more effective than a dull climbing-instruction on a wall. Orientation-games are big fun and learn them the use of compass and maps. Even teenagers and youngsters (even adults...) love those games, and learn from it far more then from many lectures.

Skilled and specialised trainers are needed when working with kids.

All this needs skill and training. Sorry to say, but parents are in this not always the most suited educators. Because this mountaineering involves – in their eyes – some dangers and risk, they easily tend to be too restricting and project their fear to the children. Two, three families together already offers the children more 'space' to learn (and have fun...). Young children are best introduced in mountaineering by walking in the sub-alpine region with their parents. Once at the age of 10-12 they love to be in a group with peers, and the best trainers to learn them the finesse of mountaineering are the specialised youth-trainers of the mountaineering federations. These trainers too should be prepared especially to work with kids.

In more and more countries special youth trainers are trained to perform this challenging but fun job of taking children in the mountains.

Stages in development and consequences

Of course it is best to work – when it comes to really learning something – in age-groups. So trainers can build a program adapted to that specific age group. But

we do have very positive experiences with working in mixed age-groups. We can see how effective it is when older children could help younger ones, and many times also a young one could help an older one.

The most important is that a trainer (or a parent) looks at each child as an individual with her/his needs. You have to like children to work with them in an effective way. You have to be interested in them, get to know them, to see what they feel, what they want, what they need.

However we can differentiate some age-groups with specific possibilities and needs, when it comes to mountaineering. I would like to list some of them & add as an extra the maximal weight their backpack should have (according health-tests done by Dr. F Berghold, Kaprun/A):

Babies (0-3)

Because of their vulnerability (sensitivity to the sun, altitude, infections), babies should not be in the mountains, unless under the direct supervision of a parent. A child so small should never go over 2500 metres, the use of mountain-lifts is to be avoided. Extreme protection against wind, cold and sunburn is needed.

Short walks in the buggy or in back-pack (with sun/windprotection!).

Small children (3-6)

These children want to move, play and explore. Their eyes catch everything, they want to reach it with their hands. Nature and the mountains are a super playground: the little rivers, the boulders, the flowers, the insects, ...

Let them play and move, let them explore. Don't plan long hikes, that's only boring them. Active pauses (play!) are more important than walks. They love to boulder on little rocks and so they develop their natural feeling for balance (at the hand of their parent).

Take care of security. Use your fantasy: every little rock can become a Mt. Everest!

Short hikes (half day) with lots of pauses. Backpack: maximum 1 kg (little drinking bottle + their teddy-bear)

Primary-school-children (6-10)

These children have growing kinetic possibilities and a great learning-ability. They love sports. They start having a clear in-sight in complex situations.

They still need a lot of variation. But this is the age to adjust their skills, capacities and insights. So it is the perfect age to learn them some climbing techniques. Don't stimulate too much competition.

Day-tours in safe environments. Backpack: maximum 3 kg (they can take their own rainwear, drinking bottle, something to eat and some things they 'need')

Teenagers (10-13)

These girls and boys are strong, but they have their limitations! From this age, we start seeing the difference

between boys and girls. We have to take this in consideration and respect that. They have a reflective attitude: they always want to know why and how. Help them find the answers. Set the goals, plan the tour with them. If you give an explanation, give an exact one. Be honest if you don't know it yourself, go an look it up with them!

At this age, they will start liking to go on hikes with friends more than with their parents. Why not letting them take part in a children's mountaineering course? This is the perfect age for adjusting climbing-techniques.

Don't over estimate them: they are strong, but can get very tired unexpectedly.

Perfect age for introduction in real mountaineering. Maybe even in a group and with a skilled trainer. Backpacks: not more than 5 kg.

Youngsters (13- ...)

They start being less spontaneous in their movements and make big physical, psychological en emotional leaps. Have an eye for that. Never force them. Their peer-group is more important than their adult leader (parent or trainer).

Positive reinforcement is the best approach in their training. With these youngsters you can only work if they are really motivated themselves. If they are so, they will be prepared to get into physical training, and trying out more advanced techniques. They are 'performance' minded. Sports-medical coaching is needed when going into real training.

Always take care of security (helmet, roping in...), they might 'forget'... Learn them to asses danger. Learn them to plan a route. At this age, longer mountain-tours can be undertaken. But avoid dangerous situations: they would not be able to cope with too much stress yet.

Perfect age to go on Via Ferratas, longer climbing tours, glacier-tours. Strong and experienced trainers are important to guide these guys. Backpack: not more than 7 kg.

We could go deeper into these needs of children and the steps to introduce them into the mountains. But maybe this scheme already gives a general view on the step-by-step method. It is important, every time again, before going in the mountains, to look very carefully to the children you have under your supervision. Whether you are a parent, or a trainer: before you go higher up, you need to prepare your tour 'down in the valley' (camping, hotel, NF-House) by getting to know the children and see what they are capable of. Trainers need to discuss this in detail, and have an eye for every individual child. (During our training-camps we have a daily briefing with the trainers, not only concerning the program but especially concerning the children: we follow every single child, talking about their physical and emotional evolution day-by-day.)

To conclude

My experience in working with children in the mountains is a joyful one. When I worked for the first time with children, back in the 80s, in the 'Hochgebirgsschule Glöckner Kaprun' lead by Prof. F. Moravec, I had just finished my training as an aspirant-mountain-guide. I had been prepared to take adults up the mountains, but I could hardly believe what I saw with my own eyes there: children of 12, both girls and boys, being transformed in only one week from totally unprepared – some of them even spoiled – town-kids, into reliable rope-partners for glacier-tours and scrambles on 3000-m high mountains. They made me realise there, that the future of mountaineering lay not in the strong hands of the super-heros of the alpine magazines, but in the smiling eyes of those young alpinists. With me, loads of trainers in Friends of Nature became enthusiast about working with these youngsters. And why ? I will let the pictures answer that question...(4)

Notes

- (1) 'Children's Rope-Group': group of children tied up in one rope
- (2) High Altitude School Glockner-Kaprun
- (3) Mountaineering with Kids
- (4) As a part of the OSE-programme we ran three international climbing and mountaineering camps with youngsters this year. On the Symposium we showed a slides of this activity. All information about these and future camps, as well as these slides can be found on two websites: www.ynf.org and www.bergstijgers.org (click to 'CLIMB')

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Earth Sciences Education under the Earth

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Introduction

This study describes possibilities of experiential and natural-experiment-based education in the field of Earth Sciences for groups of children and youth directly “under the Earth.” One may think that Earth Science means the same as Geology. Nevertheless, except for Geology, Earth Sciences involve also Palaeontology, Mineralogy, Petrology, Karst Science, Archaeology, etc. This quite large complex of disciplines is linked with another sciences, especially with Physics, Chemistry, Cartography and Biology. It is possible to study all of these disciplines directly in terrain—in caves, mines, quarries, and their close vicinity. Access to these places is unthinkable without techniques widely used in outdoor sports. A sophisticated connection of outdoor sports and Earth sciences provides unique possibilities of attractive and effective education of sciences.

Motivation

Let's study the connection of outdoor sports and science education in details.

Education in nature can – if leaded properly – offer totally different experiments and observations than those that can be performed at school. Nature offers a variety of possibilities how to demonstrate both basic physical or chemical principles and advanced or very specific Earth science problems. It is true that there is a lack of literature dealing with “interesting” experiments in nature. Most of the published resources are suitable for in-door lectures but not for a terrain investigation. If there are some recommended terrain works, they have more or less the same pattern. But if we consider nature as a very big and excellently equipped laboratory, we can prepare very attractive and surprising experiments and programs, which can not only teach our learners some new mater, but also entertain them. As a result, it can make participants familiar with the Natural Sciences. And if however there is somebody who does not like sciences at all, we can tell him: “Excursions are not our goals, but they lead us to the places where we can conduct interesting outdoor sports.”

On the other hand, certain skills in outdoor sports are required to perform this type of education. There are many places where we can study the Earth Sciences: in all types of caves (horizontal or vertical, dry or wet), in quarries, on mountain walls, rocks, in old mines, riverbank cliffs, etc. All of these places are specific—they are not easily accessible. Access to them may be very often dangerous, requiring special equipment, and, finally, both leaders and participants have to be properly trained and equipped with corresponding skills and knowledge. There is no doubt about attractiveness of the Single

Rope Technique, rock climbing, canoeing and other “adrenaline” outdoor sports used as ways of transport to the uneasily accessible places of interest. Of course, some participants – not familiar with outdoor sports or sport in general – may exhibit drudge against our “ways of transport.” It is up to leaders to persuade these participants that “Performing outdoor sports is not our goal, but a way how to reach uneasily accessible places interesting from the scientific point of view.”

Applying the two above presented basic principles, both sport and science lowers can be attracted to our activities. In reality, there are not only these two strictly defined categories of participants, but these overriding groups can be determined. To support activity and involvement of the participants, it is necessary to support their interest, sometimes artificially. Among the science-lowers, we may for example pretend that the best places to study nature are in the middle of a rock wall or deep in a cave. This can motivate them to practise and apply some outdoor sport techniques. On the other hand, among the sport-lowers, we may pretend that there is no better place for outdoor sports than that one which is also the place of a geological interest.

Types of activities

Many types of activities combining both the outdoor sports and education can be considered. We have a long-time experience with organising “research expeditions” with our participants. Simply said, participants have to absolve a research expedition and then to present their findings and results to the rest of participants at a “scientific conference.”

The typical structure of all of such activities is as follows:

1. Introductory games, warming-up and team-building games. This part of the programme comprises standard types of games with the aim to form the group and to encourage activity of its members.
2. Lecture about the region of interest. The lecture is given by a person familiar with the region, very often a local caver, scientist or nature conservator. This introductory lecture should inform participants about the specific interesting phenomena and natural values of the region. It should also introduce questions that would be interesting to answer during the activity.
3. Outdoor sport games. These non-specific games as high-rope courses and other rope activities should entertain participants, activate their bodies and prepare their minds for mental activities as well. It helps to keep balance between active and passive activities and it also acts as a well-known self-confidence educational programme.

4. Division to the groups, announcement of the research topics and preparation of the draft plan of the expedition. Subgroups of participants are informed about the exact goals of their research and methods of examination. Each subgroup should make a draft plan of the expedition and research, including decisions about localities to visit and ways how to approach them.
5. Training of specific sports. Each subgroup practise their particular sport or sports according to their needs of access to the places of interest. The biggest stress is applied on the Single Rope Technique as a universal method how to approach places both in height and depth.
6. Detailed preparation of expedition. The participants should prepare detailed itinerary of the expedition, list of material needed, plan of research, documentation style, etc.
7. Research expedition. The subgroups absolve the expedition – a mixture between science and outdoor sports.
8. Evaluation. The subgroups evaluate their findings, formulate their results and prepare their presentations for the final scientific conference. Furthermore, participants write a short report about the research and results in a form of an extended abstract.
9. Scientific conference. The subgroups present results of their research to the other subgroups by means of presentations at a “scientific conference.”

The structure described above is applicable during activities with duration of at least a weekend or longer time. If the activity is designed as a single weekend one, former skills in the Single Rope Technique are required, or demandingness of the rope techniques used during the expedition is decreased.

Furthermore, the presented structure mixes well both the sport and science activities and supports another skills in participants as for example communication and presentation skills, organisation, self-confidence training, etc.

Topics of research

Because participants do not have experience with research activities and their planning, the leaders should prepare the participants for this purpose very well. The preparation involves first of all a very precise and exact definition of the research topics that the participants subgroups should study. Help of the leaders during the expedition is very often necessary in order to avoid disappointment and consequent loss of motivation in the participants when they face significant obstacles or lack of luck during conducting a research programme of the expedition. For leaders, it means that they have to know the results of the research in advance so that they could help the participants to find the right way of solving any problem.

Many interesting research activities are possible to conduct in the caves and their vicinity. Some of them are listed here:

- Luminescence, fluorescent analysis of minerals
- Experimental studying of basic acoustic principles
- Studying the cave animals
- Studying the flowstone formations
- Biostratigraphy using fossils
- CO_2 monitoring and tracing
- Tracing of the cave air dynamics
- Photographing in the cave
- Geophysical measurements
- Archaeological research
- Minerals and their collecting
- Fossils and their collecting
- Studying of sediments
- Searching evidences about cave development
- Underground mapping
- Underground water tracing
- Humidity, its measurement
- Chemical principles of flowstone creation
- Optical experiments
- Physics of gases, experiments with CO_2

In the above listed topics, a cave is used in two different ways.

First, the cave is a place where studied phenomena naturally appear. It comprises especially minerals, flowstone formations, cave animals, etc. As an example, we can describe what we do during luminescence experiments. In the beginning, the participants play with fluorescence and phosphorescence; they have a set of tools as ultraviolet light sources, chemical fluorescent agents (e.g. fluorescein), and samples of fluorescent and phosphorescent things used in everyday life (e.g. washing powder, security protection of documents, phosphorescent safety labels, marks, toys, etc.). Then, the basic principles of luminescence are explained to the participants and demonstrated in reality. These involve:

- What the terms luminescence, fluorescence and phosphorescence stand for (see Fig. 1 and Fig. 2 for examples of slides from a lecture dealing with the theory of luminescence)
- Methods of excitation
- Types of light sources (optical, UV, RTG, γ)
- Causes of photoluminescence
- Differences between atom and crystal luminescence
- Influencing luminescence colours, intensity and time duration
- Methods of fluorescence imaging, photographic techniques
- Photoluminescence in daily life
- Significance of photoluminescence in science, bases of fluorescent analyses in geology, biochemistry and other disciplines
- Fluorescence and phosphorescence of minerals
- Thermoluminescence of crystalline calcite
- Fluorescence and phosphorescence in caves

Luminescence

Emission of cold light (light with a discrete spectrum)

1. Excitation of an atom by photon (visible light, UV, γ , RTG), electron, proton, etc., absorption of energy
2. Recombination by emission of a photon with a defined energy

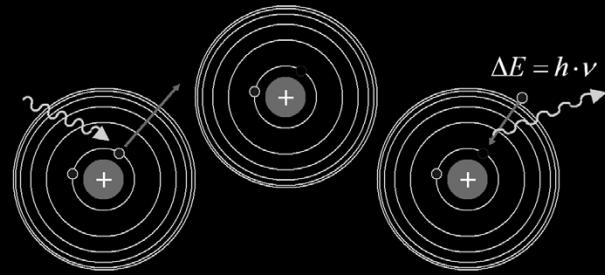


Fig. 1: Example of a slide from the theoretical lecture about luminescence – Explanation of the origin of luminescence of an atom after absorption of a single photon.

Types of Luminescence

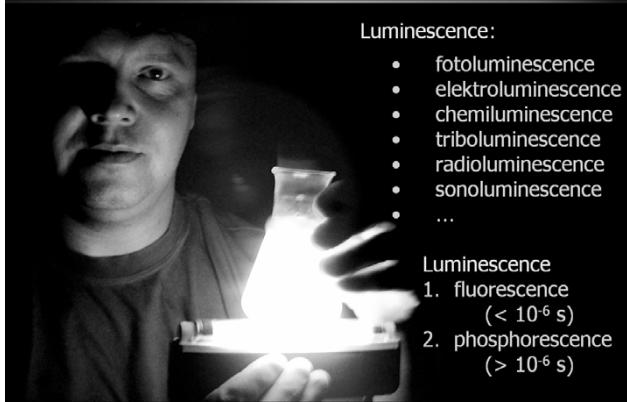


Fig. 2: Example of a slide from the theoretical lecture about luminescence – Work with fluorescein in UV light generating greenish light and different types of luminescence.

Later, the participants use the presented luminescence phenomena directly in a cave during the expedition while investigating fluorescence and phosphorescence of cave minerals and flowstone formations. Fig. 3 shows an example of phosphorescence in stalactites.

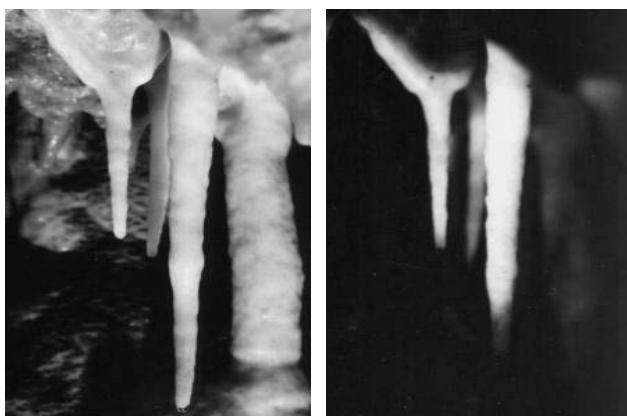


Fig. 3: Flowstone formations in (a) carbide light and (b) during phosphorescence – The phosphorescence was evoked by excitation using a flashlight.

The second activity from the list: “Experimental studying of basic acoustic principles,” represents the

case when the cave is used only as a space suitable for experiments that are not necessarily connected with the underground. During these acoustic experiments, the narrow tunnels and cave corridors are used to demonstrate functioning of an acoustic waveguide, propagation of regular and evanescent acoustic waves, importance and properties of the critical wavelength, generation of stationary waves, etc. These experiments can be easily conducted by simple hearing of acoustic signals generated using common musical instruments.

Requirements for leaders

Three main requirements can be defined concerning the skills of leaders:

- Excellent knowledge of the locality
- Excellent knowledge of an outdoor sport
- Excellent knowledge of an Earth science

A special attention is paid to training of Single Rope Technique, which is the most frequent way of transport to uneasily accessible places of interest during the research expeditions. A special course for leaders (Fig. 4 and Fig. 5), lasting 10 days each summer, is organised so that leaders are skillful enough not only to use the Single Rope Technique, but they are able to teach it as well.



Fig. 4: Practising the Single Rope Technique during a summer school for youth leaders. – The Single Rope Technique is practised on (a) a tree and (b) an artificial “cave” established in a quarry wall simulating the most of situations occurring in real caves including rigging, setting the rope, overcoming anchorages, horizontal Tyroleans, etc.

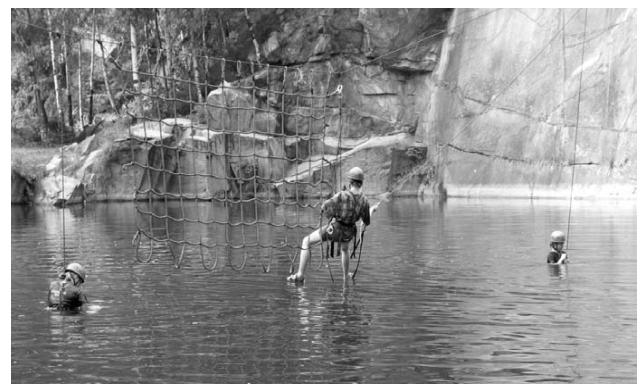


Fig. 5: Practising the Single Rope Technique during leisure activities, here during swimming in an old flooded quarry.

Conclusions

Combination of outdoor sports and science provides an attractive and popular way of out-of-school education, which is acceptable for both sport and science oriented participants. We have a seven-year experience with this project organised by Children and youth association Duha in a close co-operation with Institute for Biomedical Engineering of Czech Technical University in Prague, confirming advantages of synergistic conjunction of sports and science leading to a significant improvement of both the science and sport skills of the course participants.

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Flash background History of Czech climbing

Slávek Vomáčko, Pavel Vojtík, Jiří Baláš, Department of Outdoor Sports, Faculty of Physical Education and Sport, Charles University, Prague, Czech Republic

Second half of the 19th century

- 1st climbing club in the Czech region – 1870 – Prager Sektion des deutscher Alpin Verreins (1857 The Alpine Club, 1874 CAF – Club Alpin Francais)
- Czech division Slovenian planinský team 1897: climbing and expedition activities in the area of the Julské a Savinské Alpes – national objectives, resistance against the germanising pressure in the area of the Austrian Empire.

80's – 90's 19th century

- First reference to the overcoming of the sandstone towers in the Hřensko area (SZ Bohemia) by German climbers (1888 Pevnost tower ascent).
- Framing the rules on sandstone tower climbing.

Beginning 20th century

- German climbers pursue the expedition and climbing activities on the Elbe sandstone in the Czech paradise region (1906 – German ascent on Dračí zub in the Hruboskalsko area, rating VII or 6 UIAA).*
- Foundation of the climbing club Prachov by Jičín students in 1907. The mission of this club was to overcome sandstone towers in the Prachov area, Czech paradise region.
- The German lawyer Rudolf Fehrmann publishes the first Elbe sandstone guide in which he also discusses the controversial use of artificial aids in climbing.
- In the supplement of the Fehrmann guide from 1913, the author defines the first written rules on sandstone tower climbing (the rules with only minor modifications are valid up to the present date ** !!!) and the seven-grade scale rating.

From the foundation of Czechoslovakia until the end of WWII (1918-1945)

- Czech climbers are organized in the Czech tourist club and in the Czechoslovak Alpine club
- Germans discover the largest Czech sandstone area, Adršpašsko-teplické rocks, with its virgin peaks
- Czech climbers follow the German ascents and start the period of Czech first climbs
- The renowned Czech climber Josef Janeba transfers his training activities to the Prachov area. He also publishes the first Czech guide.

Post-war development

- Development of mountaineering, reclimbing of the most difficult ascents in the Alps and the first climbs in the Caucasus (Kuchař, Zibrín, Kopal etc.)

60's – 80's 20th century

- Czech sandstone climbing is dominated by Czech climbers, increasing difficulty of ascents
- Fragmented character of the climbing ratings impulses the creation of a standard Czech sandstone classification, which is open and from the 7th grade is divided up into subgrades a, b, c.
- Significant first Czech ascents in the Alps and in the Caucasus:
 - First ascent up the N face of Grandes Jorasses via "Rubáš"
 - First ascent up the N face of Eiger (Kysilková, Plachecký, Rybička, Šmíd)
 - Route via "fish" in the S face of Marmolada (1981 – Koller, Šustr)
 - First feminine ascent up the Harlin route in the Z face of Petit Dru (1981 – Stehlíková)
 - First feminine winter ascent up the English route in the V face of Piz Badille (Hofmanová, Stehlíková) etc.
- Expedition to the high mountains
 - First 8000 meters – Nangá Parbat – in 1971
 - First ascents up the W face of Dhaulagiri and S face of Lhotce (1984)
 - First 8000 metres women ascent (1984 Ščerbová – Čho Oju)

Nowadays

- Success in sport climbing (1st place in the category MS 2003 – Mrázek, 3rd place ME 2002 bouldering – Kotasová)
- Expedition (first woman without oxygen Makalu, Lhotce, 1998,1999 – Vomáčková-Boštíková)

The UIAA seventh grade is achieved at Elbe sandstone around the year 1918. This grade of difficulty is only to be overcome by Pierre Allain in Fontainbleau on his trip "Angle Allain" in 1934.

Extract of rules on sandstone climbing:

- During the ascent and descent it is the climbers' obligation to act in such way that there is minimal impact on the rocks surface.
- Climbing is strictly forbidden on damp sandstone due to its little resistance and exceptional brittleness.
- It is forbidden to change in any way the sandstone surface.
- It is forbidden to use any artificial aids that, by its mechanical impact or chemical (magnesium) characteristics, could harm or pollute the sandstone.

- The first climber must fit the ring from the pure climbing position. The top rope belaying or other unfair techniques are forbidden.

History of education of climbing instructors

The development of sandstone climbing is closely related to the exploring of new non-sandstone areas. However, these are not that important in the history of Czech climbing. The two branches, sandstone and non-sandstone climbing, are strictly separated in the history of climbing and in the Czech climbing literature.

Already around 1906, organized training sessions were held on the non-sandstone rocks in the areas around Prague, e.g. Divoká Šárka and Černolice.

In 1928, the first trainers' association, the Czechoslovak Alpine Club, was founded. The initial number of members was seven and by 1933 they would sum up to 24.

The Prachov rocks were one of the sandstone climbing centres. From the beginning of the 30's, climbing in this area was managed by Josef Janeba who also published a book "Climbing exercises on the Prachov rocks". It is basically a climbing guide provided with didactic notes and recommendations. Other people co-operating with Janeba were, among others, Rudolf Otto Bauše and Miroslav Jedlička.

Rules of sandstone climbing

The sandstone climbing rules influenced the instruction of the following generations. The original sandstone climbing rules were not in written, they were transmitted only in its oral form. All climbers observed them and passed them on to the other climbers. The first written rules were brought from Saxony by Rudolf Hermann. The first printed version was published in the Jedlicka sandstone climbing guide.

In 1968, the Central Committee of CSTV (Czech Association of Physical Education) approved the rules which, among others, contain the following statements:

"The climber shall use only his own power to move vertically up, use only the natural formations for climbing and belaying, use only the massive rings installed during the first ascent for belaying and use slings only for additional belaying." The rules, of course, also deal with the first ascents, which shall be made from the foot of the rock.

Climbing and mountaineering education at the Universities

- First mountain climbing course appeared in a University curriculum at the former ITVS (nowadays FTVS), where the students had to complete a climbing course in the High Tatras and climb safely a route classified III according to the UIAA.
- Climbing and mountaineering had been a part of the FTVS and pedagogical faculties' curricu-

lum with the PE specialization for a long time, however, climbing started to build up its position only after the 1990. Thanks to the development of the artificial climbing walls, which are frequently constructed in school gyms, the instruction of teachers has been developing.

- Artificial wall climbing is frequently a part of the obligatory and optional University curriculum.
- The focus of the climbing and mountaineering education differs from one department to another.

Teaching of climbing at UK FTVS Prague

At FTVS (Faculty of Physical Education and Sports) of the Charles University in the Department of Outdoor sports and education, climbing and mountaineering instruction is divided as follows:

Artificial wall climbing:

Climbing I – the objective is to inform about the climbing movement safety rules and belaying techniques. The theoretical contents comprise the basic knowledge of climbing disciplines, rating and climbing rock areas. Having completed this course, one is eligible for Climbing II course.

Climbing II – the objective is to inform the students about the possible use of artificial walls in the PE classes and youth leisure time programmes. Students learn the basics of bouldering, climbing route setting and the use of climbing games in class. Having completed this course, it is possible to open licence proceedings.

- To obtain the licence, it is necessary to complete a certain number of hours of pedagogical practice. The licence- Climbing Instructor is issued in cooperation with the Czech Mountaineering Association. Its validity is restricted in compliance with the U.I.A.A. standards.

Climbing III – "Rope techniques" – this semester course is organized at the artificial climbing wall and focuses on the techniques of rope manipulation (rescue operations, abseiling with additional load etc.)

Natural terrains

Mountaineering weekends – natural terrain climbing (sandstone, non-sandstone), natural terrain skills practice (climbing route setting, safe abseiling and first-aid after the fall).

Mountaineering course – lower high mountains climbing (climbing route forerunning, terrain knowledge, meteorology and geomorphology basics etc.

- For other activities related to mountaineering, see the poster of the Department of Outdoor sports and education.

Teaching climbing and mountaineering at other universities

- Climbing and mountaineering is also taught at other Universities. (we state only the universities with a PE major specialization)

University of West Bohemia

- The curriculum of the University of West Bohemia in Pilsen also contains Climbing I and Climbing II courses. Their contents are quite similar to Climbing I and Climbing II taught at FTVS. Having passed successfully these courses and done the necessary practice, the student can obtain the licence – Artificial Wall Climbing Instructor.

TUV Liberec

- TUV Liberec offers a semester course – Basics of Artificial Wall Climbing. Students will learn the basic climbing techniques, belaying and rope manipulation. No more advanced course is available.

University of J.E. Purkyně

- University of J.E. Purkyně * the Department of Physical Education offers a semester course of climbing basics and climbing material manipulation.

As a continuation, a three-day course for Artificial Wall Climbing Instructors is organized. Having completed this course, the student is eligible to obtain the licence – Artificial Wall Climbing Instructor.

In addition, the Department provides a Winter mountaineering course.

Faculty of Sports Studies in Brno

- Faculty of Sports Studies in Brno organises several courses specialized in artificial wall climbing with the option to obtain the licence – Artificial Wall Climbing Instructor. As a continuation, a Course on rope techniques (rescue) is organized. These courses form part of the curriculum of the Department of Sports Education. In addition, courses related to the climbing activities are also provided by the Department of Sports Activities.

Technical University of Ostrava

- Technical University of Ostrava includes artificial wall climbing in its curriculum. It is a basic artificial wall climbing course.

Olomouc Department of Recreology

- Olomouc Department of Recreology. Within the curriculum framework, it is possible to obtain a licence Mountain-climbing Instructor. This licence is not issued in co-operation with CHS (Czech Mountaineering Association).

Czech mountaineering association

Czech mountaineering association (CHS) is an irreplaceable entity in the instructors' training. CHS trains mountain and rock climbing instructors who work in the climbing clubs associated within CHS.

CHS is accredited for training instructors in compliance with the U.I.A.A. standards.

- **Rock Climbing Instructor course** comprises 3 parts:
A three-day course with theoretical input and practice. It is concentrates on the first-aid and health care. The last part of the course is held in the High Tatras, it is a week practical course.
- **Mountain Climbing Instructor course**
A continuation of the previous course, which teaches the avalanche awareness, mix and ice climbing. Students can sign up for this course within three years after the completion of the previous one. The validity of both licences is, in compliance with U.I.A.A., five years.
- These licences are similar to the British ones: Czech Rock Climbing Instructor is Mountain instructor Award in GB and Mountaineering instructor is Winter Mountain Leader Award.

Czech Association of mouintain guide

Professional qualification:

Mountain guide UIAGM – international validity (86 day, 768 hours)

1. Theory, 6 days
2. Alpine skiing, 10 days, (Pitztal, St.Anton)
3. Ski alpinism, avalanches, 10 days, (5 days Giant mountains, 5 days Totesgebirge, Spital am Pyhrn)
4. Sports climbing, 4 days, (Arco)
5. Sandstone climbing, 6 days, (Czech Paradise, Prachov)
6. Climbing in the mountains, 10 days, (Totes Gebirge, Prielschutzhäus)
7. First aid, health care, 5 days
8. Climbing on ice, 5 days, (Hohe Tauern, Alpincentrum Rudolfshütte)
9. Ski alpinism, avalanches, 14 days, (Chamonix)
10. Mountaineering routes – easy, 6 days, (Glocknergruppe, Oberwalderhütte)
11. Mountaineering routes – difficult, 10 days, (Chamonix)

Other organization preparing instructors

- Since 1st October 2004, the entrepreneurs (travel agencies) are obliged to employ for the provision of guiding services people who are professionally qualified for provision of such services. The qualification certificate can issued only by state-accredited entity.

- Since 1989, 9 subjects have received the accreditation (climbing instructor, mountaineering instructor, mountain guide).
- The accredited organizations were e.g. Woodcraft – Wood wisdom league, First Czech expedition school „Česká cesta“, civic association AISIS which could issue the Climbing Instructor Licence. All these organizations were accredited by the Ministry of Education and Sports, however, none of them co-operated with the Universities nor CHS.
- To the 1st November 2004, four entities, which provide qualification for guiding groups within a travel agency, were accredited.

Adventura s.r.o. – School of outdoor sports and activities

Qualification:

- Mountaineering instructor (200 hours)
- Climbing instructor (150 hours)
- Theory: 20 hours, health care: 30 hours, practice: 100 hours (mountaineering – 150 hours)

(the content of the individual parts is not specified)

Sports agency B.E.N.

PaedDr. Zdeněk Brázdil – lecturer at the Department of Physical Education at the Technical University of Ostrava

Qualification:

- Mountain guide (3 weekends + 5-day course)
- 4 parts – each part is closed by a test or practical exam
 1. Movement in the winter mountainous terrain.
 2. Health care, tourism, theory.
 3. Movement and safety in the mountains.
 4. Movement and safety in the glacial mountains.

- Training contents: ski movement, orienteering, avalanches, bivouac, injured person transport, communication with the rescue crew, calling the helicopter, meteorology, equipment, legal issues, expedition preparation, group guiding strategy, nods, belaying, rope rescue, injured person descending and transport, glacial movement, walking in crampons, ice axe manipulation, glacial crevasse rescue, detection of a person in the avalanche, via ferrata, injured person rescue and transport.

Moreover, the accreditation of Ministry of Education and sport was granted to:

Ing. Karel Pilný, CSc. – mountain guide

René Bulíř – ALERT – climbing sports instructor
no data found about these subjects

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Use of outdoor activity with adventure elements in student's education

Louka Oto, Hnízdil Jan, KTV PF UJEP Ústí nad Labem., Kirchner Jiří, FTVS UK, Šeflová Eva, FF UK Praha

Using movement activities with adventure elements for youth enlightenment has a major importance in present days. It brings a possibility of passive lifestyle (watching TV, playing games on PC) compensation.

Adventure brings strong experiences to all participants. Experiences are pleasurable, satisfactory (by the instrumentality of under threshold stimulation) and unpleasant or destructive (by the instrumentality of above threshold stimulation).

There are lots of activities in the outdoor group. We are focusing on climbing and mountaineering in our article. These are activities where is strong link between amount of experience and amount of risk we can forge.

Examples of some study programs with adventure aspects on Faculty of Education UJEP:

Indoor climbing – a semester lesson

Rock climbing – 7 day course

High mountain hiking – 7 day course

Mountain climbing (summer) – 7 day course

High mountain hiking and climbing (winter) – 7 day course

Mountain climbing (winter) – 7 day course

It's obvious that these programs are very pretentious in area of skills and technical background as well. It's hard to say if the more wondrous adventure the better response and as a rule, the more risky business the adventure is. Whole matter is more complicated. For example, indoor climbing is for regular climber common and can be even boring. On the other side, for beginners the same activity can be thrilling.

It's evident, that amount of adventure is under subjective students and teachers view. There is strong connection with personal experience, self-confidence and abilities of students and teachers. These aspects influence limits which one can reach.

There are many proofs based on experience that no "artificial" activities (rope courses, indoor climbing walls) can substitute nature outdoor activities (climbing, mountaineering, rafting, etc.). The reason is that nature conditions are unpredictable, we can't assure or programming them. They can be a full of surprise for both sides, students and teachers too.

Conclusion

Risk amount determination to ourselves is often difficult, but more difficult is amount of risk determination to other person. It can be troublesome in the moment when we take decision on behalf our clients, especially students.

With bit of reduction we can say if activities are starting to be thrilling even for instructors we can ask if we just reached a risk border for clients (students). And it's clear that this situation is unwished.

Adventure is spice of education and more or less adventure makes programs and course attractive and has a important place in education of future teachers. We need to propagate particular programs and plead them not as an abnormality, but as a significant possibility of personality influence.

Methodology: Climbing Games

Hilde Tousseyn, Naturvrienden Bergstijgers, Antverpen, Belgium

*The nature of a child is playing
and isn't there a child deep inside all of us?*

Why play games on the climbing wall?

There are many reasons one can imagine, but the most important one is to play the game for the sake of the game, just for fun. But as a child learns so much out of its play, climbing games learns the aspirant climber also much about climbingtechniques (psycho-motoric and cognitive purposes) and him/herself, his playing partners and the group (dynamic-affective purposes).

Is it safe to play games on a climbing wall?

It's just the same as climbing on the wall or in nature: you have to make it safe. Make sure your aspirants never climb higher than a certain limit (depends on the age, 2m50 – 3m is a maximum), never climb above another climber and always climb down to come off the wall (jumping is dangerous, certainly if there are no mats).

What games can one play?

There are many games, many variations and besides: everyone has his/her own creativity, isn't it?

But if you want some inspiration, here are a few interesting books and websites:

In German:

- WINTER, S., 2000, Sportklettern mit Kindern und Jugendlichen (Training für Freizeit, Schule und Verein, München, BLV, 154p.

- On www.sportundgut.de you can order the CD-Rom: Klettern, spielend lernen. Sporthalle, Kletterwand, Naturfelsen from Oliver Aha and Marc Wiehl 2003

In English:

- http://www.indoorclimbing.com/climbing_games.html
- http://www.passemontagne.com/en/climbing_8910.html gives an interesting excerpt about how to use a climbing wall with your students

In French:

- You can order on <http://www.ffme.fr/boutique/escalade/jeux.htm>: BEROJON, Y; C. Gachet, M. Matera e.a., 2001, Jeux sur escalade. 47 jeux, avec et sans matériel d'escalade, ffme, 139p.

This site with a description of some games is available in English, French, German, Italian and Spanish:

- <http://escalade.campocamp.com/article195-10.html>

And off course: there are many search-engines to help you with your exploration of the internet ! Good luck and... have fun!

Cross country orienteering on outdoor courses in Czech Paradise area – some aspects

Jan Hnízdil, Ota Louka.– UJEP Ústí nad Labem, Kirchner Jiří, FTVS UK Praha, Šeflová Eva, FF UK Praha

Introduction

Department of Physical Education, Univerzita J. E. Purkyně in Ústí nad Labem organizes summer courses for P.E. students (primary, secondary and high school) and bachelors study "P.E. and sport". These courses take place in base named "Bukovina" which is situated near Castle Hruba Skala, in protected area Czech Paradise, on the edge of the spectacular rock city.

Courses (compulsory or elective) are focused on outdoor sports and outdoor activities, which are useful for future P.E. teacher's practise. Among many activities such outdoor games, mountain biking, climbing, hiking, rope courses, there is orienteering which we want to approach closely in this article.

Orienteering has a specific condition in this spectacular surrounding area, and there are some background influences, which brings some impacts on these activities.

There are extreme ambitious conditions for cross country orienteering, especially for beginners, which are (with few exceptions) all students, taking part on courses. Terrain is ups and downs, rocky, and there is high physical and orienteering difficulty. On the other side, beautiful landscape brings many great experiences with this fine outdoor activity.

There is important role of course organizers, especially of route planners and map makers. We use detailed orienteering maps (scale 1:10 000 or 1: 5 000). Our map makers spend every single year about 1 month to prepare new and to correct old maps. This is very ambitious work due to rocky terrain characters.

Because almost all course participants are beginners in orienteering, there is important role of route planning. There is still question "How difficult orienteering course should be?" Easy to find all check points and length of course should not exceed 1 hour? Or make a competition like a "survival", many difficult control points, in middle of rocky terrain, length about 3-4 hours?

Our solution depends on participant levels and type of course. At present time, we offer to students of compulsory courses "easy" orienteering and participant on optional courses a "survival" orienteering. We promise participants more orienteering experiences at optional courses.

We use many forms of orienteering like a relay, score orienteering, mountain bike orienteering, night orienteering.

But there is something more than pure orienteering as a sport discipline. We use orienteering's aspects as a background for many other activities which purpose is to teach students to work with and in group, solve the

problems or try to find way – not only through forest, but through the life too.

We use orienteering as a metaphor of life. In the same way as orienteering, life has a start, finish and many, many "check points" and many, many possibilities how to find a way through them. Every participant, everyone of us can choose different way, depends on abilities, skills and personalities. Although the fastest back wins (in orienteering), mental skills are more important than running speed and the competition is often more with self than other.

Try to compare this question, which are typical for orienteering competitors, with some situation in our everyday life:

Route choice:

- Where I'm now?
- Where am I going?
- Which way can I go?
- Are there any other possible routes (ways)?
- Are there obstacles or difficulties on my route?
- Which route (way) is shortest, quickest, easiest, best?
- How long will it take?

On route:

- How do I know I'm still on route?
- How will I know when I'm near my destination?
- How can I keep a check on my position?
- What skill do I need to do all this well?

On arrival:

- Did my plan work in action?
- Did I find the destination precisely?
- Was the route a good one?
- Did I meet unexpected problems?
- How to do it better next time?

Another important aspect of orienteering principles has strong application in school practise. Orienteering brings combination of physical abilities and mental skills. This fact we can transform into national curriculum.

What orienteering has to offer physical education within the national curriculum?

- Use of skills in new situation
- Assessment and evaluation training and performance
- Respect for the environment
- Problem solving

- Leadership and Co-operation with others team (group)
- Practise in discussion, comment, explanation, promotion
- Health and exercise , improving fitness
- How the body works
- Complex skills and advanced techniques with map and compass
- Development and improvement of navigation skills
- Special needs
- Creating, planning and organising activated and challenging for others
- Cross curricular links

There is strong link between orienteering and cross subjects link. Obvious is link with subjects as P.E., Mathematics, and Geography. But we can find a many useful links with other subjects as Biology, Languages, Information technology, Art, Environmental education, etc.

For these purposes we found very useful orienteering games. These games come from orienteering background and they we can use in wide variety forms. On our course we use orienteering games, or games based on orienteering as a:

- Ice breakers
- Team building
- Communication and cooperation development
- Skills development
- Navigation skills development etc.

Our goal is show to students and participant how to use as similar type of orienteering games in school practise with focus on links with other subjects and cross curriculum links.

Conclusion

Orienteering is basically simple sport in which competitors navigate round a series of check points using map and compass. It can be run everywhere on earth even in cities, deserts or among sand rocky towers. Experienced map makers and route planers can prepare great experiences and adventure for everybody.

Other aspects of orienteering consist in use its resources as a background for many activities and games which are useful in school practise.

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VI. Workshops – discussions and results

1. Quality standards for organisations using outdoor sports activities as educational tools

Speaker: Edwin Jakob

Members: Ivar Mytting, Jan Neuman, Ondřej Pohanka, Michal Procházka, Miroslav Prokeš

Topics for discussion

- a) What characteristics should a good quality program feature?
- b) What are standards of duality?
- c) Give concrete examples from your own experience.
- d) Suggest any other ways how to further develop a discussion concerning this topic.

Results

Environmental Guidelines for Educational Outdoor Sports

This paper is presenting the results of the workshop “quality standards for educational outdoor sports” held on the international symposium on Outdoor Sports Education in Hruba Skala, Czech Republic. Participants are listed above and came from four European countries, representing leading universities and non-governmental organisations in the field of educational outdoor sports. When the personal pronoun “we” is used in the following, the participants of the workshop are meant.

Quality standards of programmes

The quality of outdoor sports programmes depends on a variety of factors. In a brainstorming factors like qualifications of leaders, equipment, ethics of educators work etc. have been mentioned. Three key-issues have been figured out: Safety, pedagogic or education and environment or nature. Safety in outdoor sports and the connected training of leaders and guides in sports related technical or safety skills are topic of a variety of different systems in the European countries. Some systems have a high legislative power. Accreditation to leading in different outdoor sports is ruled by councils by the government. For example, in Great Britain the sports federations strictly rule the curriculum of leaders training and examinations and in Belgium and France this is the task of a governmental council. Other countries, e.g. Germany, have no strict or universal regulations on leaders qualifications for educational outdoor sports. Therefore, leaders in educational outdoor sports hold different qualifications, for example university degrees, degrees of different non-governmental profit or non-

profit organisations and licences of sports federations. These licences have poor legislative power. Furthermore safety standards are strongly dependent on the kind of activity. The resulting quantity of standards would have far exceeded the frame of a two hours workshop. In spite of the differences, some common safety rules for all outdoor activities and outdoor sports, like mandatory first aid certificates, written description of the emergency management, minimum requirements on leaders and participants, etc. can be found. In EU-countries, all equipment relevant for safety has to fulfil the EN.

The participants of the workshop shared the opinion, that there is a need for collecting and analyzing different European safety rules and standards, as well as training curricula, as a prerequisite before quality standards can be discussed. It was regarded as an important and rewarding task, but only possible in a multi-day workshop.

The pedagogical or educational qualifications of leaders in educational outdoor sports in Europe vary even more than the safety or sports related qualifications. Beside country specific differences, there are differences due to institutional reasons (educational outdoor sports at universities, schools, non-profit organisations, sports clubs, profit organisations). An homogenous defining and naming of leader's soft skills was regarded necessarily, before standardisation of qualifications could be further discussed. Scientific evaluation of different programmes was proposed as a suitable and necessary tool.

Concentration on the environment

There was general agreement during the conference that nature and environment are central issues in educational outdoor sports programmes. The participants of the workshop regarded the issues connected with nature and environment as universal for all outdoor sports and felt able to formulate a set of guidelines defining good practise in educational outdoor sports.

Character of the guidelines

The results presented have no legal binding functions. They can be regarded as an advice to all those who are engaged in educational outdoor sports and seeking for orientation for environmental sound programmes. We hope, the publication of the guidelines will encour-

age all people engaged in outdoor sports to a deeper discussion of,

- how to avoid or minimize impacts on nature and environment,
- how the principles of sustainable development can be realized in (educational) outdoor sports,
- how a relationship with nature can be developed through (educational) outdoor sports and further more,
- how participants in (educational) outdoor sports programmes can be encouraged to care for nature and environment.

Why guidelines and not standards?

The participants agreed that the definition of standards would go beyond the scope of a single workshop. Standards are the result of a long process and have to be accepted by a broad basis of stakeholders. Eventually, standards can be as formal as the international ISO, the European EN or the German DIN system. Examples in outdoor sports can be found in scuba diving, where a DIN exists, or in the construction of ropes-courses where a DIN is in progress. We had neither the authority to set such formal norms nor have all important stakeholders been included, nor was there a wish for norms at this stage of discussion. There was a clear awareness of the possible dangers of very strict suggestions at this time on the willingness to contribute to the development process. Therefore we decided to formulate guidelines. The task of guidelines is to guide, to show the direction. This is what we want to achieve.

1. Guidelines of minimizing impacts on nature and social environment

Training of outdoor leaders:

- Each leader is familiar with the natural situation of the venue, with its cultural history, natural peculiarities, common plants and animals, legal restrictions and voluntary agreements between outdoor sports and other users (e.g. anglers, NGOs in nature conservation)

Example of good practise: If more leaders are using the same venue, for each activity a short fact sheet is prepared, which has to be updated from time to time.

- Each leader is trained in minimal impact techniques in general, as well as in the offered activities.

Venues:

- If a venue is often used, agreements with the landowners and other stakeholders (fishermen, hunters) have to be made. The same is valid for events.
- Venues for sporting skills training are those with tolerance against trampling, disturbance of animals, erosion and other impacts made by intense

use. That implicates, that nature protected areas are mostly not suitable for sporting skill training.

- Beginner's skill training in climbing, mountain biking, canoeing or caving should not take place in vulnerable natural surroundings. Initiation to activities has to take place in suitable facilities like quarries, artificial climbing walls, parking lots (mountain biking), canals, bathing lakes, little rapids behind weirs, etc.
- Technical skill training in vulnerable natural locations, e.g. rescue techniques, has to be reduced outdoors to the necessary level to attain experience in the specific location. Quarries, artificial climbing halls, slalom canals etc. are often better suited to train technical skills.
- Activities in the core zone of national parks and nature protected areas must have a focus on nature experience. Prior consultation of park management or conservation authorities is mandatory.
- For the construction of temporary facilities, like mobile ropes courses, abseiling, etc, always the same site should be used to minimize trampling and disturbance impacts.

Group size:

Group size is depending on the vulnerability of nature, the activity and the experience of participants. As a general norm group size should not exceed:

- Every activity in remote or wilderness areas: 12 participants + leader
- White water canoeing: 6 participants + leader
- Single pitch climbing (leading): 6 participants + leader
- Top rope climbing: 12 participants + leader
- Touring canoeing: 12 boats + 2 leaders, on vulnerable rivers 6 boats + leader
- Trekking in nature protected areas: 12 participants + leader
- Trekking in other areas up to 30 participants.
- Caving in caves with vulnerable formations: No caving with participants of mixed sports programmes, only special caving courses: 4 participants + leader
- Caving in less vulnerable caves: 6 participants + leader
- Caving initiation in easy caves without vulnerable formations: 12 participants + leader.

Camping or running an outdoor camp:

- Groups of more than 12 participants are restricted to designated campsites.
- If camping off site, bivouacking must be preferred whenever possible.
- Before camping off site, obtaining information about legal restrictions is mandatory.
- Practising minimal impact camping is obligatory in remote areas.
- Body hygiene with detergents or washing is not allowed direct in water bodies.

- Music is played with music instruments and does not origin from loudspeakers.
- Existing fire places have to be used. New places can be built only with permission of the camp-ground owner.
- Fire prohibition must be respected.

2. Guidelines that help to develop a relationship with nature

Training of outdoor leaders:

- Each leader is trained in basic principles and theories of environmental education.

Venues:

- Local bioregions must be preferred for programmes with children.
- Expeditions should be restricted to adolescents and adults and must be properly prepared regarding the cultural and natural peculiarities of the visited region.
- Each leader is familiar with the bioregion the programme takes place in.

Programme:

- One activity per day.
- Distance from camp to activity or from centre to activity must not exceed 1.5 hours car driving for a day trip.
- Whenever possible, the way to the activity is made without motor power.

Reflection:

- Programme reflection contains the relationship of participants to the place (of the activity).

Equipment:

- Equipment enables comfortable nature experience even in adverse weather conditions. Minimum prerequisites for standard activities are: Walking boots, rain proofs and hat.

3. Guidelines that contribute to sustainable use of other resources than nature

Running an outdoor (education) centre:

- A minimum of 30 % of the food is from regional production.
- A minimum of 10 % of the food is from biological production.
- Training of educators includes environmental education.
- When renovating or building heating, energy or water installations, high environmental standards are mandatory.
- The car park should be fuelled with environmental sound fuels, e.g. bio diesel.

Running an outdoor camp:

- Litter caused by packing must be minimized by buying large boxes and/or unpacked food. (Food see also running an outdoor centre).
- Litter is separated, boxes are provided.
- One way dishes must not be used.

Travel:

- Travel must not consume more than 4l/participant/100 km of fossil fuels.
- The relation of travelled distance to trip duration must not exceed 150 km/day for inner European trips.

Future opportunities

The guidelines should be spread around the European outdoor community and should be discussed in university courses, leader training courses and conferences. We hope the discussion will rise awareness for the responsibility and opportunities of educational outdoor sports for nature and environment. If a significant interest could be stated, there is a possibility to create a certificate for nature and environmental sound educational outdoor sport programmes. Criteria and a certification authority have to be defined. If training of outdoor leaders or educational outdoor sports programmes will become subject of an European norm, we would strongly recommend that nature and environment issues are part of the norm framework.

2. Methodology and methods in outdoor sports education

Speakers: Andy Martin, Luděk Šebek, Bill Krouwell, Bob Henderson

Members: Seamus Anderson, Dušan Bartůněk, Jeske de Kort, Juris Grants, Jan Hnízdil, Lenka Jevulová, Petr Kubala, Hilde Toussey, Ivana Turčová

Topics for discussion

- To reflect on symposium's presentations – to note down methods which has been mentioned.
- To remind other possible methods.
- To suggest what methods can be used to which educational aims and purposes.
- Share your own experience
- Suggest any other possible methods and ways how to further develop a discussion concerning this topic

1. At first we wrote down on a flipchart some aims and purposes:

Nature/environment, sustainability

Development (self-development)

Social utility

Learning (experiences linked to, exchange ideas)

Culture, e.g. turistika, friluftsliv

2. A brainstorm of methods (wrote everything on a flipchart).

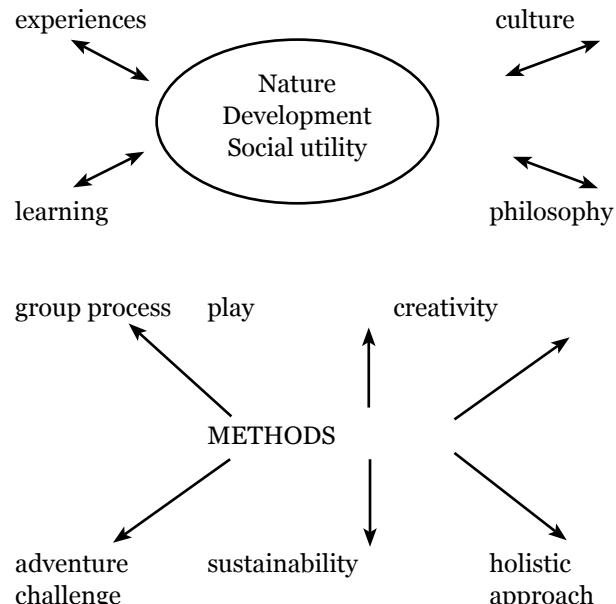
3. Then we divided into two smaller groups and discussed the methods, we tried to divide them somehow, sort them out and relate them to aims and purposes.

Results of the 1st group:

Division of methods under 4 headings: soft, hard, warm and green.

Soft - motivation - creative - group processes - dead mouse learning - reflection	Warm - (bringing to) flow - co-operative learning - adventure - provoking - humour - being an example of yourself
Green - local knowledge/ history - earth science - journey - nature first - personal sustainable life	Hard - outdoor sports - game (knowledge of) - hiking - learning demonstration - earth science

Results of the 2nd group:



3. Training of leaders and instructors

Speakers: Barbara Humberstone, Wilfried Meulenbergs

Members: Aigars Lasis, Peter Bentsen, Jiří Kratochvíl, Karel Roubík, Ota Louka, David Thornley, Pavel Vojtík

Topic for discussion

- a) Programmes at universities
- b) Programmes organised by other institutions
- c) Cooperation among the above mentioned institutions
- d) Training programmes for
 - professionals
 - volunteers
- e) Share your own experience
- f) Suggest any other possible training programs and ways how to further develop a discussion concerning this topic

Results

11 participants from 5 countries (Great Britain, Belgium, Czech Republic, Denmark, Latvia) discussed problems and experience with qualifications, certifications and homologations on all educational levels. Every participant shared with the others experience from his/her country, university, and from practice or information about experience of colleges from abroad.

To obtain a certain qualification it is necessary to have certain skills – communication skills and technical skills. The rate between these groups is different in different countries. Difference is also related to the level and kind of qualification.

The problem of qualifications was discussed on the level of higher education. Generally we can say that

former eastern countries put more attention and emphasis on technical skills. On the other hand the western countries emphasise communication skills. But they are aware about the necessity of technical skills as well.

Qualifications for instructors provide mostly non-governmental organizations. If they have a lack of own staff to train instructors, they invite external workers for cooperation. There is a bigger emphasis on communication skills.

Validity of individual qualifications within one country is different. For example, in Belgium, all qualifications are issued and directed by the state and therefore a qualification is valid within the whole country, e.g. at the level of universities, federations and even between them. In other countries is the validity of individual qualifications incompatible, i.e. certain organisation/institution directs its own qualification and it is not recognised by other organisations/institutions at the same level.

In Denmark, qualifications are not necessary for doing certain activity. Responsibility holds the employer. Danish approach is possible to sum up: "Everyone does what he wants and what he thinks is appropriate."

The other discussed topic was homologation of qualifications in individual countries in the EU. We have summed up that the problem is that outdoor industry and sport and leisure industry stand against recognition of national qualifications in other countries.

Programme of OSE symposium

Thursday 18th November

19.00 – 21.00	Arrival to Hrubá Skála Dinner Registration
22.00	Introductory meeting – welcome, introduction of the castle ghosts – Hrubá and Skála Bar

Friday 19th November

8.00	Breakfast
9.00	Opening session
9.00 – 9.20 Welcome part	Jan Neuman, Chair of symposium, Charles University in Prague Ondřej Pohanka, Vice-president of DUHA Jan Přerovský, Ministry of Education, Youth and Sport
9.20 – 9.30	Informal welcome activity
9.30	Key speakers' session
9.30 – 10.30	Jan Neuman – Outdoor Sports Education and Czech Contribution Wilfried Meulenberg – Naturefriends and outdoor sports education – an adventurous and sustainable relationship
10.30 – 10.45	Tea and coffee
10.45 – 11.45	Anna Hogenová – Home and Nature Lost Andy Martin – Turistika Activities, Dramaturgy, Creative Course Design and Connections to the Czech Outdoors
12.00	Lunch
13.00	A guided little walk during a lunch break around the castle.
14.00	Plenary session
14.00 – 16.00	Miroslav Prokeš – Outdoor education in Czechia before and after 1989 Barbara Humberstone – Professional Qualifications in Outdoor Education and Outdoor Sports Education: Balancing theory and practice in the degree curriculum Bob Henderson – By Canoe and Snowshoe: Unpacking Canadian Outdoor Travel Experiences Ivar Mytting – Methodology of friluftsliv Education – Norwegian Paradigm and Paradox
16.00 – 16.30	Tea and coffee
16.30	Plenary session
16.30 – 18.45	Luděk Šebek – Do we really want to use the outdoors for sending our students back to the 18 th century school? Ivana Turčová – 'The outdoor terminological jungle' Wilfried Meulenberg – 'Mountaineering with Children' J. Grants and J. Zidens – Teaching and Learning in Outdoor Sports Education
19.00	Dinner
Evening programme	Sandstone climbing in the Czech Republic – a drama indoors, film JUMP.

Saturday 20th November

8.00	Breakfast
8.30 – 11.45	Plenary session
8.30 – 10.00	Willem Krouwel – Self-Development Edwin Jacob – Environmental quality standards for educational outdoor sports activities – a step towards a sustainable outdoor culture Karel Roubík – Earth Science Education Under the Earth
10.00 – 10.30	Tea and coffee
10.30 – 11.45	Peter Bentsen – Danish Seakayaking Council – a Danish example of corporation and partnership between educational institutions and nongovernmental organisations Petr Kubala – Friluftsliv – the Mysterious, the Ordinary, the Noticeable, and the Extraordinary Jan Hnízdil – Cross country orienteering on outdoor courses in Czech Paradise area, with focus on orienteering games Hilde Tousseyn – Methodology: Climbing games
12.00	Lunch
13.00	A hiking trip round sandstone towers – a short walk through one of the most beautiful parts of Czech Paradise covered by snow.
16.30 – 18.30	Workshops
topics:	1. Methodology of outdoor sports education 2. Training of leaders and instructors 3. Quality standards for educational outdoor sports activities
19.00 – 20.00	Concluding session
	- workshop chairs – presentation of the workshop - summary of the presentations
20.00	Festive dinner, live music

Sunday 21st November

8.00	Breakfast
9.00	Good bye activity (closing and informal activity)
10.00	Departure to Prague

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Department of Outdoor Sports has three main lines of activities: Skiing, water sports and other outdoor sports and outdoor education. Department runs along outdoor courses also seminars and lectures concern of theory and didactics for all branches of studies: one-branch study of physical education and sport, two branch teacher's study, adapted physical education and rehabilitation. Short time educational courses are organized according to the requests and orders with different orientation, e.g. outdoor sports related courses for teachers and youth leader, courses of problem solving games and ropes courses. Department puts stress on ecological relationships of outdoor activities .

Duha

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Duha (Rainbow) is colourful spectrum of activities for leisure time. Our main aim is personal development of particularly young people. Outdoor sports are one of the most important methods we use, but we do many other outdoor activities. Duha has been founded in October 1989 and officially registered in February 1990. There are more than 100 local groups and more than 5000 individual members associated in Duha.

The real youth work is organised in activities of local groups. They organise regular weekly meetings, weekend activities, trainings and summer camps. Central office of Duha provides central services for local groups. Duha also organises trainings and experience exchange meetings for youth workers and instructors from local groups.

International Young Naturefriends

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IYNF is an international youth organisation, with member organisations in more than 20 countries. The main type of activities of IYNF member organisations are outdoor sports. IYNF's general aim is promoting environmental and social justice. Its main activities are various seminars and trainings for youth workers from within (but also outside of) member organisations. IYNF organises joint projects, where youth groups and youth workers can meet each other.

For local youth groups of member organisations IYNF provides networking programme to help them with organising international exchanges and joint meetings.

Beside this activities, the main purpose of IYNF is giving the common ideas and the feeling of unity in aims to member organisation and their volunteers.

Friends of Nature International

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The Friends of Nature International focus on activities in the following fields: Europe and Sustainable Development, Sustainable Tourism, Sustainable Regional Development, Environmental Education, Association Management and Networking of the Friends of Nature movement with its various sustainable sports and tourism activities. The main target groups of the IFN are, on the one hand, approximately 45,000 voluntary workers, on the other hand, opinion leaders, representatives of institutions and the media. In the light of the above the IFN is the moving force behind a wide European and international network which has an important role to play in creating insight into and in producing new strategies for sustainable development in tourism, nature protection, recreation and sports. The IFN is a member of the European Environmental Bureau and co-operates with all other European environmental organisations in the framework of the so-called „Green 8“ - co-ordination meetings on an ongoing basis.

Outdoor Sports Education

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