

POSITIVE OUTDOOR EXPERIENCE TOOLS

FOR

PREPARING OUTDOOR ACTIVITIES

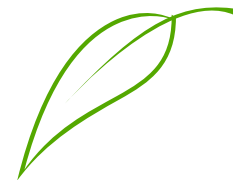


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| | NATURE | URBAN | ICE-BREAKERS | TEAM-BUILDING | ENERGIZERS | CRAFT | KNOWLEDGE | REFLECTION | INDIVIDUAL | GROUP | PAGES |
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INTRODUCTION



This toolkit was prepared within the Erasmus+ small scale partnership project Positive outdoor experience which took place **from March 2022 to January 2023**.

The aim of the project was to **develop activities and tools for outdoor experience** while enabling the professionalization of youth workers and offering young people the opportunity for **transformative** and **non-formal learning** experiences that contributed to their personal growth. We implemented upgraded methods in this field, shared our knowledge in the local environment and raised awareness of the potential that this type of work brings to various organizations in our environment.

All our partner organizations shared a common wish to develop specialized knowledge in our own organizations and increase awareness about outdoor education in the local, regional and international context.

Project activities were (1) a three-day kick-off meeting in Slovenia, (2) implementation and testing of tools in local environments for young people with fewer opportunities which took place throughout the project, (3) study visit to Croatia, (4) co-creation of online content with tools for outdoor education and presentations of it in local environments, (5) a final meeting.

Our local activities and international meetings were the ground for forming this toolkit of our favorite tools that we used during the implementation of the project and that we now wish to share with you.

We are aware that these tools were developed in **an environment of youth work** where ideas constantly circulate and upgrade one another, so we do not claim them to be invented by us, but rather that they are a result of our involvement in the field of mutual knowledge.

We hope this toolkit will serve as inspiration to all other youth workers who recognize the benefits of outdoor education or would like to discover them.

Have fun!



100 QUESTIONS

DURATION:
120 minutes

AGE:
15+

GROUP SIZE:
20 to 100

Categories:
Nature
Urban
Team building
Knowledge
Group

MATERIALS:

- 100 questions about nature (or any other topic) – cut
- 100 questions and their answers for the referees
- Tape
- Dices
- Area for judges (a flat surface to write an to throw the dice on)
- Paper and pen
- Source of information to answer the questions (books or other people or phones)

OBJECTIVES:

Encouraging group work, developing strategy, getting to know more about a specific topic or refreshing the knowledge gained in the past activities, being physically active

PROCESS:

Prepare 100 (or less) questions on a topic you want the group to learn about (for this option, you have to provide a source – people, books, phones) or to check their knowledge about (choose this option when you already had some workshops before). Cut the questions and stick them around the area where your group will be.

To begin, each group throws the dice at the referees' table. If they throw number 4, they start searching for the question number 4 around the area. Once they find it, they leave it there for others, find the answer to the question and come back to the referees' table. They have to answer the question and if it's correct, they throw the dice again. If they throw number 6 this time, they sum up the number 4 (the one they were searching for before) with number 6, so they start searching for the questions number 10. Once the first group finds the question number 100, the game ends. If you feel like the game lasts for too long, let them throw the dice twice.



BIOBLITZ (COUNTING SPECIES)

DURATION:
5 hours

AGE:
18+

GROUP SIZE:
10+

Categories:
Nature
Knowledge
Group

MATERIALS:

- Maps
- Compasses
- Forms

OBJECTIVES:

Collecting data, teaching about particular species, raising awareness about nature and biodiversity.

PROCESS:

The first part is an introduction to the activity, all the needed info for effective counting is given to participants. Then the group is divided into teams; every team is given a compass, map, and form. Every team then reaches the provided location and proceeds to the counting of a particular species.

At the end of the activity, the whole group meets together and the data is analyzed.

This kind of activity can be developed about a large number of species (not only animals) and also in a lot of different environments (we do it a lot in rivers).

CHALLENGES TO UNLOCK



DURATION:
90 minutes or
longer

AGE:
16+

GROUP SIZE:
10 to 20

Categories:
Nature
Urban
Team building
Group

MATERIALS:

- small pieces of paper with symbols, words, or riddles that take you to the location where you find your number to decode the lock
- cards (set of blue cards with one red – red is correct)
- 6 different herbs stored into paper cups covered with pierced aluminum foil; different numbers written on the bottom from the outside of the cups with a red pen (only one of them is correct); 1 small piece of paper with the name of the herb with the right number (e. g. ROSEMARY)
- 1 picture cut in three pieces with a calculation (e. g. $3 + 3 = _$); the line under the final sum should be red and it should represent one of the numbers of codes
- strap to cover eyes of a person
- treasure (candy, group photos, souvenirs, or anything else important or valuable for the group)
- box that can be locked
- lock with 3 numbers
- red pen

OBJECTIVES:

Developing group cohesion, observing and building group dynamics, getting to know your environment, sharing tasks and working for common goal, encouraging the use of different senses

PROCESS:

Define 5 different locations and write down riddles for the group to find them. To each location hide one task:

- the paper cups with herbs and a piece of paper with the name of ROSEMARY on it: They have to smell the herbs and figure out which one is rosemary and they have to find the red numbers on the bottoms of the cups (on the outside bottom). The correct number is the one on the bottom of the cup with rosemary.
- cards: They have to check the pile of cards and figure out that one of them is red and the number on it is the correct one.
- 3x1 piece of a picture with a calculation: First they have to put the three pieces of the picture together to get the calculation (it can be more or less difficult). They have to do the calculation and get the result (the line or square around it should be red). The result is one of the correct numbers to unlock the treasure.

When the group starts, hand out all riddles at the same time and the participants decide who searches for which one. Once they find all the numbers, you take them to the location where the treasure is hidden. One member of the group has to tie their eyes (so they don't see) and the others have to guide them to pick up the treasure. Once they pick up the treasure, they should open the lock with the three numbers they got from – the bottom of the correct herb, cards and the result of the calculation.



EVOLUTION



DURATION:
10 minutes

AGE:
8+

GROUP SIZE:
Minimum 8

Categories:
Nature
Urban
Icebreakers
Energizer
Group

MATERIALS:

Nothing

OBJECTIVES:

Encouraging group work, developing strategy, getting to know more about a specific topic or refreshing the knowledge gained in the past activities, being physically active.

PROCESS:

Every player for themselves. Everybody starts as an Egg: squat and arms above their head. They move around to find a pair on the same evolutionary level. When one Egg finds a pair they play Rock, paper, scissors. The winner evolves to a next level: Chicken. Chicken stands with arms like chicken wings and cackling. Chicken must find another chicken and play with them rock, paper, scissors. Winners evolve to Eagles. Eagles are waving their arms like wings and searching for other eagles. Next level is Human, walking, and then a Superhuman who flies around with one fist lifted in the air. Final level is Immortal. Immortals take some higher ground (e.g., climb a bench) and observe the rest of the world. When the group reaches a chosen number of Immortals (depends on number of players, can be more than one) the game is over.



FEATHERS WORKSHOP

DURATION:
2 hours

AGE:
8-13

GROUP SIZE:
5 to 15

Categories:
Nature
Craft
Knowledge
Individual
Group

MATERIALS:

- bird feather (local species)
- pencils / sticks
- paper sheets
- colored markers
- scissors
- glue
- (speaker)

OBJECTIVES:

Teaching about birds and how they fly, improving manual skills and creativity.

PROCESS:

The first part of the workshop is a treasure hunt: participants wander in the woods and find the feathers you precedently hid. Every time a feather is found by a participant, the whole group meets together and there is a discussion about how feathers are structured, how they work, and the different kinds of birds. It's also a good idea to play with participants about the singing of birds using a speaker and inviting them to repeat them.

The second part of the workshop is the "feather building": every participant is given a pencil/stick and they need to build their own feather around it. Paper, markers, scissors, and glue will be their instruments.

Useful link:

<https://academy.allaboutbirds.org/feathers-article/>



FEEDBACK STICKS



DURATION:
30 minutes

AGE:
14+

GROUP SIZE:
6 to 15

Categories:
Nature
Urban
Reflexion
Group

MATERIALS:

3 different sticks.

OBJECTIVES:

Raising awareness about the ways of communication, constructive criticism, giving and receiving feedbacks.

PROCESS:

You choose three participants to go and find themselves a stick, and then present why they choose those sticks to the rest of the group. While those participants are away, agree with the rest of the group that for the 1st participants stick you all give a bad critic, for the 2nd all constructive critics, and for the 3rd all the compliments. After the presentations and feedback from the group, make a short reflection. Ask the three participants how they felt during the group critics.

After that, you ask the whole group what they think about who took out the most of their critics (the answer is 2nd participant who got constructive critics) and why. Start a discussion with the participants about the ways we communicate in daily life and which ways are most constructive and helpful for people to grow better.



FIRE WORKSHOP



DURATION:
2-3 hours

AGE:
8-13

GROUP SIZE:
5 to 15

Categories:
Nature
Teambuilding
Craft
Group

MATERIALS:

- flint strikers
- cotton balls
- knife
- handsaw
- natural elements (such as rocks, sand wood, and hay)

OBJECTIVES:

Giving the participants a new skill and at the same time improving their manual abilities.

PROCESS:

The workshop is structured into three parts: the first is a theory part where you go through the history of fire lighting and explore the different techniques available (from nowadays to the stone age). This part also includes a briefing about safety.

The second part is the challenge: the participants are divided into groups and the aim of every group is to create their own fireplace and prepare all the materials needed to:

- light it up
- maintain it lit for the night
- put it out quickly in case of emergency (sand, soil, water etc)

The third part is evaluating the results and the actual lighting of the fire, going through all the teams one by one with the whole group. A prize could be given to the best team, not based on the fire lighting but on all the requested tasks.

ADDITIONAL COMMENTS:

The activity can be shaped as needed depending on the age of the group and their manual skills.



GUIDE ME WELL



DURATION:
30 minutes

AGE:
10+

GROUP SIZE:
6 to 15

Categories:
Nature
Urban
Teambuilding
Reflexion
Group

MATERIALS:

Blindfolds (one for each group – up to 4 groups with maximum 5 members), colourful, well-seen ribbons (3 for each group – up to 12 ribbons), ribbons should be prepared before – hanged in the terrain for each group in different spots, but in the same distance from the starting point and level of difficulty to reach.

OBJECTIVES:

Cooperating in small groups and building trust, raising an awareness about power of good communication and finding common rules, building team spirit, understanding power of different senses when not using seeing.

PROCESS:

Ask participants to build equal groups of 3 to 5 people (or do this by yourself) and give colour to each. Every group is choosing one person to be blindfolded for the whole task and will receive commands from the rest of the group. Members of each group discuss between each other the way to communicate without using words, only sounds. All the groups start at the same time. The task of the blindfolded person from each group is to find 3 ribbons of their colour hidden in the terrain, following non-spoken instructions from the rest of their group. Members of each group who can see stay in the same spot (base camp) and cannot move when communicating with their blindfolded member. The challenge wins the group who will collect all the ribbons and safely go back to the starting point.

ADDITIONAL COMMENTS:

You can propose time limitation for making task more challenging or not lasting too long.

It is highly recommended to have a proper reflection time after this experience.

Reflection can be divided into two parts: reflection in colour groups and after that plenary discussion.

First part: Proposed questions to discuss in small groups:

- How was this experience for you?
- Are You happy with result of the task?
- What was Your strategy to communicate? What was good about it? What could be improved?
- What was the most challenging about this task and why?
- What are the golden rules of good communication?

Second part: Each group is sharing in plenary with all the participants what they discovered thanks to this experience.



INSPIRING QUOTES



DURATION:
15-45 minutes
depends on the
group size and
willingness to
share

AGE:
12+

GROUP SIZE:
4 to 20

Categories:
Nature
Urban
Teambuilding
Reflexion
Group

MATERIALS:

Reflection cards or postcards (with photos of nature, pictures of magazines, Dixit also can be used) with inspirational quotes written/ printed/ attached to cards.

OBJECTIVES:

Helping self-reflection process, learning how to express own's feelings, evaluating learning process.

PROCESS:

Put all the cards on the table or floor to make all of them visible for participants. Ask each person in the group to find and take one or two cards with quotes that best represent their feelings and reflections about discussed experience (for ex. participation in the training or in whole project).

Ask everyone who wants to share to show the card to the group, read the quote, say why they picked up this one and explain how it relates to them.

ADDITIONAL COMMENTS:

If the group is big, it's good to take care of timing (for example 2 minutes per person to speak), to make sure that everyone has their chance to express themselves. It's also important because of the level of concentration in the group – the more people the more difficult it is to keep everyone's focus till the end of sharing.

In some groups it can happen that participants will be really moved during the sharing process. It's needed to take care of the safe and trustful space and ensure participants that all emotions are welcomed.

It can be a nice idea to prepare the whole (separate) workshop about creating cards by the whole group. Everyone can propose one quote and picture that they like and all together do a whole set of cards that can be used in the future.

ATTACHEMENTS:

Proposed quotes that can be put on cards:

- "Look deeply into nature and then You will understand everything better" Albert Einstein
- "Wherever You go, no matter what the weather, always bring your own sunshine." Antony J. D'Angelo
- "How You climb the mountain is more important than reaching the top" Yvon Chouinard
- "A goal without a plan is just a wish." Antoine de Saint-Exupery
- "A year from now you my wish you had started today." Karen Lamb



KING'S CHAIR



DURATION:
30-45 minutes

AGE:
14+

GROUP SIZE:
7 to 15

Categories:
Nature
Urban
Reflexion
Individual
Group

MATERIALS:

Paper crown, colored blanket

OBJECTIVES:

Helping participants to see the good in others. Giving and receiving positive feedback.
Looking for good manners in other people. This activity is meant for the last days of programs, as a closure.

PROCESS:

One participant puts on a crown and a blanket as a cape and sits in front of the group. The group forms a half circle around him/her. The king starts with a statement „Give me my gold! “. Then the participants, one by one, give compliments to the king saying „The gold I see in you is... “(e.g. „the gold I see in you is your courage “, „ the gold I see in you is your patience “). Every participant is allowed to tell more than one compliment. In the defined time limit (3-5 minutes per participant) participants take turns to be a king or a queen. The game is over when all the participants have their turn on the Chair.



LANDART YOUTHPASS

DURATION:
45 minutes or
more

AGE:
16+

GROUP SIZE:
large group
divided into
teams of 3-5

Categories:
Nature
Urban
Teambuilding
Reflexion
Group

MATERIALS:

- Lists of questions for different Youthpass topics
- Pins

OBJECTIVES:

Evaluating the learning process after a group activity by using elements from the nature to help us find our words and make sense out of our experience, getting to know different groups of competences.

PROCESS:

This activity is strongly connected to the Erasmus+ activities that put a lot of importance into following your own learning process. Youthpass is a document filled in by participants and handed in to them after the end of the experience; it states what they have learned in the process.

Attach the description of each Youthpass category of competences with 3-5 crucial questions helping participants to discover what they have developed in each category. Below you will find ideas for questions you can choose from. Ask them to find an element from nature which represents something they have learned in each of the groups of competences. They should bring those elements with them and share what the elements represent to a smaller group of 3 to 5 people. They should use all the elements and put them together in a symbol that represents their experience as a group and then present it to other groups.





Mathematical Competence and Competence in Science, Technology and Engineering

'Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts).

- In what way were you involved in the planning of the project? What was new for you? What did you learn?
- How did you plan the project? With whom and in what way?
- How did you solve problems in your project? How did you look for solutions? How did you implement them?
- Did you present your project to others? Did you use any models, charts, etc? Did you develop any new presentation skills? Which?
- Did you get any new scientific knowledge? Which and how?
- How did you cope with new and unexpected situations in your project?
- What else would you like to learn in this field? Who can help you?



Digital Competence

'Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cyber security), intellectual property related questions, problem solving and critical thinking.'

- What competences do you already have in this area? What kind of digital tools do you use for which purposes?
- Which digital media (computer, telephone, internet, camera, social media, apps, websites etc.) did you use for preparation, realisation and follow up of the project?
- How did you use information technology and social media to communicate with others in the project? What was new for you and what did you learn?
- Which computer programmes and new applications did you use and learn? How did you use them?
- Did you create online tools to promote your project or to inform others about it (website, Twitter, Facebook, blogs etc.)? What did you learn from that?
- What was challenging in working with such digital tools? Did you have any problems? How did you overcome them?
- Did you develop your confidence in using digital media? In what way?
- What would you still like to learn in this area? Who can help you?





Cultural Awareness and Expression Competence

‘Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one’s own ideas and sense of place or role in society in a variety of ways and contexts.’

- Did you meet any new forms of cultural expression during your project? If yes, how did it influence you?
- What forms of cultural expression are practiced in your community? How would you describe them?
- Did you learn new ideas or methodologies for working with art and culture? How and from whom did you learn?
- How willing were you to get involved in new forms of cultural experience?
- When were you able to use different media and forms of expression (e.g. verbal, drawing, body) to express yourself in different situations?
- In which context did you use creative and artistic methods?
- Did you get more self-confident in this area? In what way?
- What did you learn from the partners in the project about culture?
- What do you still want to learn in this field?

Entrepreneurship competence

‘Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.’

- Which interests, passions and talents did you develop during the project?
- What stimulates you to take action? How do you make ideas become a reality?
- What values are important for you when you work with others?
- Which ideas did you put into action during the project? How do you feel about it?
- In which part of the project could you express your creativity and be innovative?
- How and from which situations did you learn about ‘taking the initiative’ and ‘being active’?
- What did you learn about project management, action planning, teamwork and cooperation, taking risks, creativity and flexibility?
- How do you feel about taking initiative? How is it to follow others?
- What values are important for you when you work with others?
- Do you think of yourself as a creative and innovative person? In what way?
- Which projects and experiences can you use for your future personal and professional development?
- What else would you like to learn in this area?





Citizenship Competence

‘Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.’

- What did you learn about the living conditions of the young people from other countries? What was different from your situation?
- Did your perspective on Europe change? In what way?
- Which ‘European values’ do you identify with the most?
- What was the impact of the project on your local environment?
- Would you call yourself an active citizen? Why?
- How did your knowledge of local/regional/national and/or European structures change?
- How can you contribute to any social or environmental initiatives around you?
- What else would you like to improve concerning these competences?
- Do you feel more self-confident now when you want to express yourself in a foreign language? In what way?
- What else could you do to improve your skills in this area? Who and what can help you in that?



Multilingual Competence

This competence defines the ability to use different languages appropriately and effectively for communication. It is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one’s wants or needs. Language competences integrate a historical dimension and intercultural competences. It relies on the ability to mediate between different languages and media, as outlined in the Common European Framework of Reference. As appropriate, it can include maintaining and further developing mother tongue competences, as well as the acquisition of a country’s official language(s)

- What foreign languages do you know already? On which level can you talk, read, write and listen?
- What would you still like to learn? How?
- What aspects (ways of communicating, expressing yourself, new words and phrases, traditions, etc.) of the foreign language did you learn? Which situations in the project helped you in that?
- Did you face any problems to express yourself in the foreign language? In which situations? How did you deal with that? What did you learn from that?
- Which way (talking or writing, or maybe other) did you find the most helpful to express your thoughts and feelings in a foreign language?
- How did you communicate before and after the project with the people you met (email, Skype, telephone)? What did you learn from that?
- What did you learn about other countries, nations or cultures in the project?
- Do you feel more self-confident now when you want to express yourself in a foreign language? In what way?
- What else could you do to improve your skills in this area? Who and what can help you in that?

Source : <https://www.youthpass.eu/en/>



MISSION IMPOSSIBLE

DURATION:
45-60 minutes

AGE:
10-14

GROUP SIZE:
**large group
divided into
teams of 3-8**

Categories:
Nature
Reflexion
Individual
Group

MATERIALS:

- Work sheets (our example on the next page)
- Pens
- Something to make pictures with

OBJECTIVES:

Motivating the group to observe the nature surrounding them with different senses, building a strategy, communicating within the group, reading instructions carefully, getting organized as a team, developing group connection and solving conflicts.

PROCESS:

Divide the worksheets to the groups. Limit their time and tell them to stick together. Remind them to read instructions and to make a strategy. Then let them go. Once they come back, check their worksheet – give them points for everything they can prove (either by bringing to you or by taking a photo/video of it).

SOME RULES BEFORE STARTING:

- Your team's goal is to collect objects, record sounds and images, do tasks. Each of those that you can prove (with object, photo or recording) will bring you points which are written in the brackets.
- You should be back in 30 minutes (or after you collect everything).
- The team that collects most points will be the winning team and will receive a prize.
- All team members have to be actively involved and we suggest you make a strategic plan before beginning.
- Ask the locals to give you tips on where you can find what.
- Only take what is necessary or in abundance in nature. Respect and take care of the environment.
- Try to be as original as possible. You are not allowed to buy anything.
- At the end there're some tasks to prepare for extra points, get ready cause we'll check them together.
- For every minute that is more than 30 minutes, we will remove one point.



FIND AND COLLECT:

- 3 differently shaped flowers (3) ☐
- A dry leaf (1) ☐
- 3 different colors of moss (3) ☐
- Bark of a tree (1) ☐
- A feather (1) ☐
- Berries of something edible – but don't eat it! – (2) ☐
- Seeds (3) ☐
- Three rocks with different textures such as smooth, coarse and slimy (3) ☐
- Some fruit (1) ☐
- A mushroom (1) ☐
- Some grass (1) ☐
- A plant that you can make tea from (4) ☐

**Listen and record:**

- The wind blowing through the trees (2) ☐
- An animal sound (4) ☐
- Running water (1) ☐
- The crunch of leaves (1) ☐
- The sound of humans (2) ☐
- The sound of insects (4) ☐

Watch and take a photo of:

- An animal hunting for food (5) ☐
- Something that's growing (3) ☐
- The weather changing, or the clouds going by (2) ☐
- How shadows move with the sun (1) ☐
- Selfie with the board that explains why we should not feed animals (5) ☐
- How families use the park or the woods for recreation (2) ☐
- Three different kinds of birds (3) ☐
- A dead tree (1) ☐
- Animal tracks (1 per different footprint) ☐
- A spider web (1) ☐
- Four different types of insects (4) ☐
- An ant hill (2) ☐
- A bird's nest (2) ☐
- Botanical garden (5) ☐
- Together with someone who is gardening and their produce (5) ☐

**Extra points!**

- Using just your body, recreate a popular natural sight in this area. – All the team should participate! (10)
- Draw a sketch of an animal you spotted. (10)
- Write and sing a poem or a story including at least 10 things from the list above. (20)

MY NATURAL ITEM



DURATION:
20-30 minutes
depends in the
group size

AGE:
10-14

GROUP SIZE:
6-20

Categories:
Nature
Individual
Group

MATERIALS:

Natural materials found by participants during the exercise. In this case natural environment is needed to find objects.

OBJECTIVES:

Getting to know each other, giving everyone chance of self-expression and find connections between themselves and nature, use creativity, realizing resources that nature can offer.

PROCESS:

Ask all the participants to go around and find a natural object that represents themselves in any way they want to present themselves to the group in not obvious way (facts about them that are easy to notice and can be surprising). It can be a symbol of their values, characteristics, passion in life, what they like, or they don't like, what is their connection with the nature etc. Ask them to share first their name and then give a short explanation.

ADDITIONAL COMMENTS:

It's important to underline that best option when finding natural elements is picking up only these ones that are not alive, to not harm nature.

If You don't have an easy access to the nature, you can prepare a lot of different, natural items for participants to choose from and put them on the table/ground.

One of the possible options to extend this exercise and give it an extra meaning, can be storing all the objects in one particular place (as an "altar", symbolical place of first meeting) and come back to it whenever there is something important for the group happening (for example reflection time). It can be also used at the very end of the whole process. Then everyone from the group takes their object, makes final reflection, and gives it back to the nature.



NAME GAME



DURATION:
10-30 minutes
depends in the
group size

AGE:
10+

GROUP SIZE:
5+

Categories:
Nature
Urban
Icebreakers
Group

MATERIALS:

Nothing.

OBJECTIVES:

Introducing participants, getting to know each other's names, setting the foundations for next, more complex group activities. (Not very useful if all participants already know each other).

PROCESS:

Form a circle, one says his/hers name and adjective with same first letter (e.g. Catherine, curious). Next person repeats that and adds his/hers name and adjective, and every next person repeats all previous and adds theirs all the way to the first person who again repeats what everyone said.

ADDITIONAL COMMENTS:

You can also add a hobby segment where every participant can, with name and adjective, name a hobby and make a quick mimic of hobby movement. If there are too many participants in a group everyone can repeat just from a previous person and add their own.

For participants younger than 12-13, make simpler variations – name + animal, name + food, name + pantomime...



PHOTO PATH



DURATION:
45 minutes
(it can be longer, depending on locations)

AGE:
13-15

GROUP SIZE:
20-40

Categories:
Nature
Urban
Icebreakers
Teambuilding
Group

MATERIALS:

- Document with photos guiding them to the final location (each group different final location)
- Glass jars or other boxes to store 1 piece of the code and 1 task for the group at the final location
- 1 picture with the code on the other side, cut into smaller pieces (as many as the number of groups)
- Watches or stop watches for the teams
- Different tasks to be done on their way back:
 - On your way back find plants in as many different colors as you can.
 - On your way back try to find 5 edible plants.
 - Pick up as much trash as you can on your way back and bring it to the school.
 - Focus on sounds that you notice around you and write down at least 5 different sounds that you hear on your way back.
 - Find materials of at least 5 different textures on your way back (something sharp, something smooth, something slimy ...).

OBJECTIVES:

Developing group cohesion, observing and building group dynamics, getting to know your environment, sharing tasks, doing sports, working for common goal, using different senses and deepening the connection with nature.

PROCESS:

You first have to define as many final locations as there are groups. Then you should take a walk there and take pictures of elements on the way to the final location. Put them together and print a sheet for each group.

When the participants are together, divide them into groups and give each group a sheet. Remind them to keep together, to be back in the planned amount of time and to work together since they have a common goal. Then let them find their location (with their part of the code and the task for the way back). When they come back they should put all the pieces of a picture together to find the code and show the tasks they've fulfilled. In case some group doesn't find their piece, they get a challenge to pass in exchange for the solution you give them.

For the challenge we suggest something that encourages group work and creative thinking, e. g. a group of 5 people has to stand on 2 legs and 4 hands all together.

FIND YOUR LOCATION: BENCH



1. Take the path in the middle of the gardens and follow it into the forest.



2. On your left, you will notice this tree trunk.



3. Go up these natural stairs ...



... and turn left at the top.



4. Pass by this and continue until you reach...



...this stream. Cross it on stones (not on wood!).



5. After the stream, turn left and follow the path up to these stones. Then continue and keep right and ...



... you will reach this bench where your task is hidden.

Search for a glass jar, take out your envelope, read the instructions and return back to our meeting point.

QUICK HANDS



DURATION:
10 minutes

AGE:
10+

GROUP SIZE:
6-30

Categories:
Nature
Urban
Energizers
Group

MATERIALS:

Nothing.

OBJECTIVES:

Raising the level of energy in the group, having fun and laugh together, raising the level of concentration.

PROCESS:

Ask participants to meet in couples and stand in front of each other in pairs. There are three moves that are going to be used in this game: both hands up to the right + clapping own knees, both hands above the head + clapping own knees, both hands up to the left + clapping own knees. There is also one special movement that is going to be used in particular moment – clapping each other's hands in front and clapping own knees.

Both participants in couple are showing first three movements in any order (each person in their own order). They are going with the same rhythm, which means that doing first part of each movement happens at the same time and then clapping own knees at the same time. Whenever they meet with the same first part of the movement at the same time (like mirroring each other) and clapping own knees, the next movement they do in row is special movement – clapping each other's hands in front and clapping own knees.

To raise the difficulty of the task, each time they can go faster and faster. Swap pairs whenever You want. Practice makes perfect!



SHELTER BUILDING

DURATION:
2-3 hours

AGE:
8-13

GROUP SIZE:
5 to 15

MATERIALS:

- ropes
- tarps

OBJECTIVES:

Developing a new skill, learning about survival basics, improving teamwork.

PROCESS:

The first part of the workshop is a discussion about survival basics, the importance of shelter, etc. Then a lesson about knots is given to the group, but no info about shelter building is shared.

The second part is a challenge about building a shelter (participants are divided into teams), every unit is given just a tarp and some rope. At the end of the given time, each shelter is analyzed together with the whole group, and through a discussion weaknesses and strengths are identified. Finally, a good shelter is built with the whole group.

Categories:
Nature
Icebreakers
Teambuilding
Craft
Group



SITTING SPOT



DURATION:
15-60 minutes
(the older participants are, the longer is the time they can stay in the nature alone)

AGE:
13+

GROUP SIZE:
1 to 20

Categories:
Nature
Reflexion
Individual

MATERIALS:

Access to natural, wild surroundings.

OBJECTIVES:

Building intimate and comfortable connection with nature, learning to spend quality time alone, raising self-awareness, building curiosity about nature, awaking senses.

PROCESS:

Ask participants to go for a little wonder in the nature, to explore the surroundings and themselves. Their task is to find a place in natural world that they will visit regularly (best every day) and sit there for certain time (from 15 to 60 minutes) to get to know it very well and befriend with this spot. Best if it is quiet and alone, what gives a chance to observe diversity of life-forms, specificity of the place and get to know it really well, understand how it works and changes in time. It's also the place to dive into self-inner world, meet with own different emotions (also challenging ones like fear) and peacefully reflect about important issues. Sitting spot finally allows to meet nature as a home, safe place.

ADDITIONAL COMMENTS:

Best if activity is done in the area with wild nature (away from the city) to allow participants feel free with choosing in big variety of accessible places.

If participants are young, provide some boundaries of the area to not letting them spread too much. Make sure they are attentive and will not know to go back to the meeting spot.

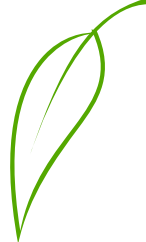
ATTACHEMENTS:

Here You can find questions that can be proposed to discuss after first experience like this. It's good to ask them also later, after few days of visiting the spot:

1. How was this experience for You?
2. Describe Your place.
3. Which emotions appeared when during this experience?
4. What did You observe about Nature around and about Yourself?



SPIDER'S WEB



DURATION:
40-60 min
(including participants preparations and reflection)

AGE:
10+ Make sure that they can lift up each other safely. Simplify the rules for younger than 10, e. g. they chose any hole they want to pass.

GROUP SIZE:
5-15

Categories:
Nature
Urban
Teambuilding
Reflexion
Group

MATERIALS:

Two trees (2-4 meters far from each other), enough rope to make a web between the two trees.

OBJECTIVES:

Strengthening bonds in a group, team building, decision making and leadership skills, bonding through physical contact, developing patience and devotion.

PROCESS:

Make a net of ropes between two trees that are about 3 meters far from each other, with the holes big enough for a person to pass through. It's the best to have same number of holes as participants. The whole group stands on one side of the net, and the goal is for the whole group to pass through the spiderweb without touching it with any part of the body. It's not allowed to touch the trees.

EXPLAIN THE SAFETY RULES:

1. Make sure everyone passes through the web safely
 2. It's a challenge by choice activity – do not force each other to do something they are not ready for
- Observe the group and guide them to help each other, if they don't take initiative themselves to do it. Every participant should pass through a different hole – after one participant passes through a hole, the spider comes and closes that hole. Those who pass on the other side should stay there till the end. If anyone touches the web, the whole group starts from the beginning – depending on the timing and situation decide how strict are the rules. At the end of the activity, make a reflection.

REFLECTION QUESTIONS:

1. How was this experience
2. What was the most challenging for you?
3. What was your strategy?
4. What was your role in the team?
5. What was this challenge about? What did you learn?



STEP BY STEP TO THE TREASURE

DURATION:
45-90 minutes

AGE:
8-13

GROUP SIZE:
large group
divided into
teams of 3-5

Categories:
Nature
Urban
Teambuilding
Group

MATERIALS:

- 5 small pieces of paper with symbols, words or riddles (hints of the locations where next hints are hidden)
- 5 tasks to be hidden on the same locations
- treasure (candy, group photos or anything else important or valuable for the group)

OBJECTIVES:

Developing group cohesion, observing and discussing group dynamics, getting to know your environment, sharing tasks and working for common goal.

PROCESS:

First find the locations where the hints will be hidden and draw a symbol that represents each location (e. g. symbol of stairs) or write one word (STAIRS) or a riddle (e. g. I can be climbed but I'm not a mountain). Prepare tasks to hide them on the same locations (optional addition – depending on the time you have).

These tasks can be:

- find things in nature in 12 different colors
- find 5 edible plants
- write a poem about your group using all the words from the hints
- find a living animal
- list as many things as you can hear around you

Then set up the hints (together with the tasks) on the locations you've chosen. Pay attention when setting it up: the hint you hide at a certain spot should be about the next location (not the present one). You will hand out the first hint to the group when they begin, they will find the next hint (and task) at the first location and the last hint has to bring them to their treasure.



UNLOCK YOUR TREASURE

DURATION:
10-30 minutes
depends in the
group size

AGE:
10+

GROUP SIZE:
5+

Categories:
Nature
Urban
Icebreakers
Group

MATERIALS:

- small pieces of paper with symbols, words, riddles or a piece of a map that tell you where you have to search for a piece of a picture (the same number as the number of small groups and locations)
- questions for getting to know the people in your group (5 questions for each location)
- 1 or 2 group pictures with codes written on the other side of the paper, cut into as many pieces as there are groups
- treasure (candy, group photos or anything else important or valuable for the group)
- box that can be locked
- lock with numbers

OBJECTIVES:

Developing group cohesion, observing and discussing group dynamics, getting to know your environment, sharing tasks and working for common goal.

PROCESS:

First decide how many groups there will be; divide the group in smaller groups of 3 to 5 people. Define the same number locations where the pieces of the common picture will be hidden as the number of groups (we chose a church, a famous staircase, a school, a municipal beehive etc.). Prepare hints for these locations. Hide 1 piece of the picture (with a part of the code on the other side) to each location and add a set of questions they should answer about each other. Set up the box and fill it up with candy/photos/similar.

When you meet the group, divide them into smaller groups. Tell them that they have separate tasks but are working for a common goal. Then give them a hint to find their piece of the common picture/code and define where and when you meet in the end. Each group has to figure out the riddle and find their hidden piece. There will also be a few questions for getting to know each other they should answer on their way back to the final location. In the end, they put their picture together, turn it around and get the code that opens the treasure. In case they don't find their hint, you can give them a group challenge and tell them the number they are missing.

For the group challenge we suggest something that encourages group work and creative thinking, e. g. a group of 5 people has to stand on 2 legs and 4 hands all together.



QUESTIONS FOR GETTING TO KNOW EACH OTHER IN THE GROUP

What is your favorite snack?

Can you lick your nose?

Where do you live?

Do you prefer salty or sweet snacks?

Do you prefer dogs or cats?

What is your favorite school subject?

What have you done in the past summer?

If you were an animal, you'd be ...?

Do you have siblings? How many?

Do you play an instrument? Which?

Are you a morning or evening person?

Do you prefer to sing or dance?

If you were a famous person, you would be ...?

Do you prefer coca-cola or pepsi?

What is your favorite series?



WAY OF COUNCIL



DURATION:
30-75 minutes
depends in the
group size

AGE:
14+

GROUP SIZE:
6-25

Categories:
Nature
Craft
Knowledge
Group

MATERIALS:

- talking item - natural object that will be used to pass around the circle
- candle
- altar - symbolical place in the middle of the circle to put a candle in and other natural elements found around (altar can be created with piece of cloth, scarf to look special)
- pillows/ mats - for participants to sit on in comfortable position

OBJECTIVES:

Creating an intimate moment for all participants and strengthen the feeling of being close as a group, summarizing part of the learning process and check how participants are feeling, sharing deep insights and reflections.

PROCESS:

The Way of Council is a way of communication, which has its roots in the many indigenous cultures and traditions, where the people were sharing personal stories, feeling, ideas in a circle with the symbolical centre (altar with natural objects and candle). Whenever one person is speaking the whole group is listening carefully. The talking item (natural object allowing to speak) is passed from person to person one after another and allows them to speak. There should be also one leading person (best You as a facilitator) who is opening and closing the process, presenting rules, also keeping the time. It's also the only person who can speak, besides the one holding talking item.

There are few rules that need to be followed and announced in the beginning:

1. What is said in the circle stays in the circle. People are sharing their personal stories, deep reflections, so the rule of confidentiality is very important.
2. Speak or skip. People are invited to share, but not forced to do this. Whenever somebody get the item, they can choose to speak or hold the item for a moment and kindly pass the item to another person.
3. The topic of the council. Provided by the leading person, who propose the main theme or question at the beginning and then members of the circle are asked to follow it. Possible questions can be:
 - What is in your heart?
 - Why You are here?
 - Which change do You want to see in the world?
 - What are Your fears and what gives You courage?



4. Timing. It is important to take care of the time. Some people are not ready to share, some of them are ready to share a lot, so it's important to give everyone the same chance to speak for themselves for the same amount of time. It's good to decide at the beginning how long is one person going to speak. Can be from 2 minutes (with big group) up to 10 minutes (with very small group).

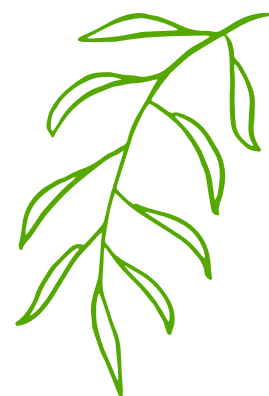
5. The 4 intentions. Rules that are helping to make a sharing process deeper.

- Speaking from the heart (sharing important, personal stories)
- Listening from the heart (listening with full attention and empathy, with no judging)
- Speaking the essence (sharing the most crucial part of the story, not making it too long)
- Spontaneity (not preparing what to say, saying what comes at ones moment).

ADDITIONAL COMMENTS:

This activity should be delivered only by experienced trainer/ educator, who already have an experience in holding the space for other people for deep sharing.

Because Way of Council can be very emotional process, it's important to be prepared for people opening up and showing strong emotions, for example crying. It's needed to create the safe space for sharing, but at the same time give people chance to go through their personal, emotional process without direct reaction. If situation goes in highly unexpected way, then it's good to make sure there is someone else (best another trainer/ educator) who can take person in strong emotions on the side and support or talk with them if needed.



ZERO WASTE PICNIC



DURATION:
**1 morning and
lunch time (6h)**

AGE:
16+

GROUP SIZE:
2 groups of 3-5

Categories:
Nature
Craft
Knowledge
Group

MATERIALS:

- Reusable boxes, containers and bags for shopping
- Containers to store food for picnic, plates and cutlery (if needed)
- Some money for each group (5-10 EUR)
- Equipment for cooking (knives, pots, cutting board)

OBJECTIVES:

Encouraging innovative thinking, going out of comfort zone, emphasizing the importance of reducing waste, taking care of each other.

PROCESS:

Give the groups everything they need to shop without making trash (boxes, bags, containers), by buying local products and tell them that they should prepare lunch for another group. You can choose to give them some money, so they can buy some waste-free things in shops. Encourage them to dare: ask locals for some home-grown food, find a place to dumpster dive*, find wild plants* in nature. They should then start finding ingredients, making recipes, cooking and packing everything for a group picnic in nature.

* Dumpster diving is an activity that involves picking food that ended up in trash but is still edible. Most commonly, we pick food from dumpsters next to supermarkets that have to throw away food that is officially expired or that will not be good when the shop opens again. This activity can be illegal in some countries, so make sure you take care of your safety before doing this.

* Pick edible plants only if you really know them or if you are well educated about them. Do not take any risks.

