

Trampoline - how to organize children camps, outdoor-activities & projects?

The project idea for this international camp was developed during a youth exchange in Hannover/Germany in summer 2014 with five of the six partners of this project. The objectives of the project, that took place in summer 2015 in the Republic of Mari El/Russia, was to share the experience in the field of youth-work, cultural features in environmental education, outdoor-education and particularly the organization of summer camps for children.

During the youth-exchange participants presented their own organization and exchanged their experience about the organization of summer tent camp projects and outdoor-activities. Also each participating organization was responsible for some inputs and workshops. The youth-exchange participants were included in setting up the camp for about 80 Russian children (half of them with difficult social background), and observed the last preparations of the organization team of this summer camp that took place at the same time. During the children-camp the participants of the youth-exchange offered activities to the children of the camp. That way they showed to other youth-exchange-participants how they work with kids/teenagers and it brought an international dimension to the children-summer camp.

The intercultural exchange included country-evenings, excursions in Joschkar Ola, discussions and a visit in a ethno-museum-village of the Mari-people to get to know their culture and daily life in the old days.

We were able to realize this project through the support of the European Union / Erasmus+

The project included also the publication of a small reader with best practice-ideas about the organization of groups and outdoor-camps.

We hope the following information is useful for you.



How to organize a project?

The workshop started with the following question:

Who of you organized already a project?

Most participants did not.

Some participants where not sure if they organized already one.

What exactly is a project was a question.

The second question was:

Who of you organized already a birthday-party?

Everybody did.

Feedback by the workshop-leader

O.K. I see, everybody of you organized already a project.

Because, a birthday-party is also a project!

Let's brainstorm: What is important if you want to organize a birthday-party?

Collection – what do you need?

- A place for the party
- Food and drinks / money
- The day
- Guests
- An Invitation
- Music
- Motto?
- Support by people who are willing to help you
- Informing neighbors (if it is going to be loud)
- Knowing about the Laws and rules

Next step was to bring the collection in a time-line, what comes first, what comes next while planning your party?

Finally we decided the following order

1. Guests
2. Motto
3. Laws and Rules
4. Place
5. Time
6. Informing neighbors
7. Support by people
8. Food and Drinks / Money
9. Music
10. Invitation

Why this order?

Guests: What guests would I like to invite to my party? How many guests do I expect?

Motto: What kind of party my guests would enjoy? What kind of party I would enjoy?

Laws and Rules: Is it allowed for my guests to drink alcohol, does the time of the party fit to the age of my guests? Can we play loud music at night without disturbing neighbors?

Place: What place fits to the motto and the number of people that I would like to invite.

Do I have to pay for the place and if so, do I have the money for it? Who could be disturbed during my party? Is the location easily to reach by my guests? Are any rules connected to the place and are they important for the party?

Time: What time fits to my guests? What day and also the time of the day? Does something else happens that day that could be a kind of concurrence to my party.

Informing the neighbors: Probably it will be loud and could disturb neighbors. Not much disturbs a party more than an angry neighbor who comes over. Inform your neighbors in time and ask for their understanding and tolerance. Give them a mobile-number to call you in any case, or even better, invite them to your party.

Support by people: You can't do everything just on your own. At least if you try to do everything on your own during your party, you will not enjoy your own party because of being too busy. Ask friends, family members to help, give them specific tasks they feel good with (DJ, Barkeeper, Taking care of dishes ...)

Food & Drinks or Money

Do I have the money to buy drinks and food? Will I prepare the food by myself or will I ask the participants to bring food and drinks? Do I want to have alcohol on my party? What food and drinks do fit to my guests, their expectations or the motto of my party?

Music

Do I need music on my party? If so what kind of music? Do I want the people to dance? Shall they just meet and talk – what music would be the best for this reason? Do I have the music and the needed technic for that?

Invitation & Timing

How do I want to invite your guests, by calling them, sending an email or an invitation by regular post? Do you expect an answer of them and if so, until what day?

What is the best timing to invite them, short in before or longer time in advance? If you expect guests from far away they should know it long before.

What information do your guests need to have in before? Should they bring something along?

What kind of expectations and emotions do I want to transport through my invitation?

**All this steps you can also transfer to most other projects.
Try it out!**

Useful links

- <http://www.smead.com/hot-topics/project-management-plan-1371.asp>
- <http://www.smead.com/hot-topics/project-management-plan-1371.asp>
- <http://www.cio.com/article/2389129/project-management/7-must-have-project-management-skills-for-it-pros.html>
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/31979/10-1257-guidelines-for-managing-projects.pdf

Good group dynamic

In this workshop we collected all kind of ideas, activities and situations that can influence a group dynamic. In the second part we decided together if they support the development of a good group dynamic or if they are creating a bad group dynamic.

Good group dynamic through...

- Group building activities
- Sharing the tasks
- Party
- Improving the situation
- Cooperation between the participants
- Good communication
- Helping each other
- Giving the time to exchange and to get to know each other – use good methods for that
- Fresh ideas
- A project
- Common goals
- Good food
- Good structured program
- Good information all the time
- Participants know what to expect, in before and during the program
- Good weather
- Nice place
- Good mix in the program
- Fun activities, also where not much communication is needed, like sports
- Daily meetings with the opportunity to bring up emotions, critics, wishes

Bad group-dynamics through...

- being selfish
- Egoism
- Misunderstandings
- Missing or bad communication
- No rules
- Rules that do not make sense
- No respect for each other, the rules ...
- Unclear structure
- Un-transparent decisions
- Stressed group leaders
- Bad organization
- Unclear organization
- Program does not meet the interests and expectations of the participants
- Bad weather
- Bad accommodation
- Bad food
- Not enough food
- Good food, but it does not fit to the expectations of participants

After the collection we discussed some of the topics and exchanged our own experiences.

Afterwards we played some games that are good for creating a good group-atmosphere

Useful links:

https://en.wikipedia.org/wiki/Group-dynamic_game

https://en.wikipedia.org/wiki/Party_game

Key Points

To strengthen your team's dynamics, use the following strategies:

- Know your team.
- Tackle problems quickly with good feedback.
- Define roles and responsibilities.
- Break down barriers.
- Focus on communication.
- Pay attention.



Difficult Situations / Crises

- good or bad for the group dynamic? It is partly up to you and how you deal with the difficult situation. Also bad weather can give the opportunity for a good group dynamic, probably you all have to squeeze in one small cabin ...

Links:

- <http://www.yourarticlelibrary.com/management/group-dynamics-its-characteristics-stages-types-and-other-details-management/5363/>
- <https://www.mindtools.com/pages/article/improving-group-dynamics.htm>
- https://www.cengagebrain.com.mx/content/forsyth68220_0534368220_02.01_chapter01.pdf

Fundraising

You do have an idea for a project. To realize your idea you need money...

... First off all:

Are you sure you need money or do you need something that you usually buy with money?

- Food for a camp?
- Wood to build something?
- Colors for a painting workshop with children?
- Transfer a group from place A to place B?

Sometimes it is easier to find a sponsor who will give you what you need instead of the money that you would use to buy exactly the same thing?

If you look for something, for example a material-donation, never write a letter, better make a phone call, it is more personal! It will be harder for the one you are asking for something to reject you on the phone.

Probably the one you are talking to is asking you to send some more detailed information by email.

Be ready for this. The quicker you are...

- the more he/she remembers the phone call
- The better is the impression about your organizational skills and your motivation (wow, she is quick, she is good organized?)

If you do not get an answer during two weeks, call again and ask if they do need further information from you.

If you or your organization is not that well known, if you are young and people do not take you serious, find a person that is well known and respected, that could be a patron for your project. He

will probably not support you besides giving his name. But that can help already a lot. The effect is hopefully: "Oh if the major is the patron of this project, it should be a serious and a good one".

Sponsors & Donors often like to be named in the public, on a flyer, poster, named in an article in the newspaper.

- Think if you can offer some publicity to the donor?
- If so, offer them this opportunity.

But, on the other side...

Are you sure you want that others know that you are cooperating with this company or political party? If not, don't cooperate, don't take money from them! Because - the reputation is the wealth of an organization.



For example

A Youth organization sponsored by a brewery

Greenpeace sponsored by the chemical industry

...

Probably not a good idea

Still you need money to realize your project?

But were to get it from?

Take a paper.

Write down the title of your project and where it will take place, for example:

“Russian-German Youth exchange about the topic of environmental education, taking place in Hannover/Germany”

Now write down why sponsors could be interested to sponsor your project, because

- it is international
- it is focusing on Russia and Germany
- it will help to build up peace and global understanding
- it is a cultural project, international projects are always cultural projects
- it is a project for youth
- it is about environmental protection
- it is a local project in a region or town, where it will take place (Hannover for example)
- it is taking place in the province of Niedersachsen
- it is taking place in Germany

Now you can go on, and write down ...

Who could be a sponsor for an international project?

Who is especially interested in supporting projects between Russia and Germany?

...

What to put into an application

Letter of intend

Short description of the project as a quick overview

Short description about your organization and probably also about the responsible person and his/her personal experience

- Concept in detail including
- goals, need for the goals
- timetable
- activities in detail
- participants
- method of evaluation
- publicity
- partners and supporters
- Why could it be interesting for the sponsor to support this project
- calculation

The longer the application, the better – NO !!!

The ones who are going to read your application usually do have a lot to do and to read. The quicker they understand what you are asking for, the better. In general: The more money you expect the more you should write. If you write a lot, structure your text well. Use subheads, so the reader of your application can find quickly the information he is looking for.

How to find a sponsor or foundation...

Search in the Internet

- If it is a local project, the City-Administration of your city, probably in the “department for youth”, could/should help you to find the money.
- Ask experienced organizations/people who are active in the same direction
- Ask foundations, also if they are not going to support you, if they do know other foundations
- that could be interested in supporting your project

Wow, it worked and you got some money!

Inform yourself carefully before you start the project what the donor expects from you afterwards; for example a list of participants with signature, the bills, pictures ...

Things are changing

You need to do some changes in your project. The reality of a project is often different than expected. Or, some costs are lower, some higher ...

If that happens, you should inform the donor about the expected changes and ask them if it is still ok, for them. Usually they are open to this changes, but they want to be informed as early as possible.

How to organize eco-friendly camps**Leave No Trace When You Camp**

The “leave no trace principles” is an important guideline for the “eco-friendly camping ethics”.

Primitive and Backcountry Camping:

- Make your campsite as small as possible.
- Walk single file on new or unused trails.
- Know the wildlife you might encounter, avoid contact with animals, and do not disturb native plants.
- Know where and how to bury human waste.
- Leave everything as you left it whenever possible.

Campground Camping:

- Do not disturb campers in sites close to you.
- When hiking, yield to other trekkers and large groups.
- Use the assigned fire pit.
- Bring your own wood or buy it at the campground.
- Clean your site before you leave.
- Put out your fire completely.

Backpacking:

- Try to trek where trails have already been blazed.
- Travel in a smaller group.
- Know where to dispose of your waste.
- Pack only what you can take in and out with you.
- Keep your fires minimal to avoid any damage to the area.

The most important element of eco-friendly camping is having respect for the places you love to visit. It's a reciprocal relationship and the rewards are endless.

- **What we need for camping:**

- Tent

- facilities for the preparation of food and enough water
- a sleeping bag
- flashlight (3 pieces: tent, hand, frontal) and batteries for lamps,
- funds for first aid
- comfortable clothes and shoes
- basis for the bag
- knife/ax/shovel
- Box to keep the food dry and safe
- gas device with cartridges
- bags for the trash

Plan Ahead and Prepare:

This includes familiarizing yourself with the area you plan to visit. Learn the rules for hiking and camping in that area and plan accordingly.

Travel and Camp on

Durable Surfaces: "Durable surfaces" are established trails and campsites. Try not to create new paths and campsites, which further disrupt the purity of the area.



Dispose of Waste Properly: The best way to remember this is: "pack it out, pack it in again." Don't leave anything at the site that wasn't there before. Remember that "human waste" should be buried 200 feet away from any body of water, and placed 6 to 8 inches in the ground.

Leave What You Find: Don't take anything natural, including rocks and plants, from the campsite. The key is to avoid introducing or transporting non-native species to or from the site.

Minimize Campfire Impacts: Use established fire rings and a small, lightweight camping stove. It's important to burn your fire down to ash, and then put out the fire completely; scatter cool ashes when possible.

Respect Wildlife: This is not only good practice for the environment, but your safety as well. Don't approach or follow a wild animal and never feed them.

Be Considerate of Other Visitors: Respect campers around you, and don't yield to them on the trail. Keep loud noises to a minimum so that others can enjoy the serenity of their natural surroundings.

Separating waste – recycling?

- The 6 R's Respect – Rethink – Reduce – Reuse – Recycle – Restore!
- Prepare! Leave sorry-ass packaging at home!
- Never let it hit the ground!
- Pack it in, pack it out! and Leave No Trace!
- Separate! Sort your recyclables trash before you discard them!
- Leave unnecessary packaging at home.
- Avoid handing out paper announcements.
- Use a pail with tight-fitting lid for wet garbage. Wet stinks, dry doesn't. If you choose to dry out the garbage, make sure it's secure from wind.
- Separate burnables from recyclable and wet materials.
- Avoid disposable utensils and paper products. Too much trash is a bigger problem than too much gray water.
- Onsite, prepare ONLY what you and friends will eat.
- Do NOT burn trash — it can be toxic.
- Store cigarette butts in a candy tin and take them back to towns.
- Do NOT throw bottles into fires, and don't leave them lying around just because you're done and can't find a trash bag. Carry it away with you, or find an appropriate receptacle.

How to take waste out of nature?

It is important to bring as less to the camping as possible, in order not to create additional unnecessary waste. But, we must take with us a bag for the waste that remains after camping. As for the remains of food, it would be best to bury it in the ground (peel of potatoes, apples, cabbage...) or fruit that originates from other parts of the world (bark of bananas, oranges, lemons, etc. must be pick up to the garbage bag).

How to wash dishes environmental friendly?

For dishes the best way is to try castile soap, made from vegetable oil and available in stores or we can use soda and water and that is really ecofriendly way. This kind of soap is also working for skin, clothes and more.

How to wash yourself environmental friendly?

For washing yourself a good way is to use ecofriendly soap, or just water from the lake or river. Important is that we NEVER use usual shampoo or soap and go in to the lake to clean ourself, that can be really dangerous for water and the ecosystem of the lake or river. Shampoo on the ground in the forest is also not good for the plants and animals.

Food, organic? From the region?

When we go camping, an ecofriendly way can be to buy food in the local bio market, from the farmer nearby or the market. This is a good way to save energy (less transportation of the food), to save nature, to support the local farmer and to taste the regional food.

Travel environmental friendly

Traveling is an important part of camping. The best way is to go by walk or using bicycle for short distance, but for long the best way is to use the train or bus. Train is not too expensive, it's more or less the eco way to travel, in the same time people can see many beautiful landscapes.

Crises in groups – for example on international youth exchanges

About Crises - First of all:

The Chinese do have traditionally a different relationship to “Crises” and “Problems”. They do have for the same symbol “crises” two different meanings.

One is “crises” like we usually understand it. Wow, we do have a problem, how bad !!!

The second meaning in Chinese language is “opportunity”, because a problem always gives the chance to learn, to grow, to try something new, to change direction, behavior ...

An example:

An international youth camp with 40 teenagers from five different countries. Every day a tractor comes to bring fresh water for the showers of the camp. But it is not enough water for everybody, or some of the participants shower too long. Anyway. In the end usually the last 10 participants do not have water any more to shower.

The camp-leader mentioned after discovering this problem, that everybody should shower not that long, so that everybody can shower. “Share the water”.

But unfortunately, nothing really changed. Two days later the camp-leader decided: “No water for anybody until you learned the lesson.”

Kids got mad, nobody felt responsible for the situation. And – how to learn to share, when you do not anymore get, what you should share.

After listening to that story, we discussed during our “crises-management workshop” options how to solve this problem, to improve the atmosphere again and to have at the same time a learning effect for everybody.

Our suggestion in the end was:

Competition:

Each country - delegation is developing a solution for the problem of “not enough water for everybody”.

The delegations will present their ideas. Together in the whole group all participants will decide which concept to try out. And if it fails, try out another one.

Hopefully soon everybody can shower and the participants

- became creative
- felt responsible
- where taking part in a democratical process
- reflected their own behavior
- improved their group-building-skills

Another example

Solving the problem before it appears

An international work-camp is taking place in a village. The international participants are building a playground in the garden of a home of children without parents. This place is situated also in the same village.

Out of nothing a conflict with the local youth appeared and some of the participants of the international camp got even beaten up by local youth.

Everybody was shocked. Why to beat up people who try to do something good in the village?

What was the problem?

Nobody told the local people in the village that an international camp will take place in their !!! village. Nobody asked them about their opinion. Nobody invited the local youth to participate, to meet and to get to know the international guests. The organizers missed the chance to organize a meeting with everybody to introduce the project, the participants etc.

The camp got stopped, the participants left, they did not feel safe anymore.

Together we discussed during our workshop options to manage the crises differently.

Our suggestion was in the end:

1. Try to find out: Who is respected in the village by the people and especially by the young people? Does the youth do have a leader who's opinion is important?
2. Try to talk with this people.
3. Try to motivate this people to initiate a meeting with the locals and to moderate this meeting where the locals and the participants of the international camp are coming together, to give the possibility to everybody to speak, to get to know each other, to criticize and to evaluate solutions and options.

Problems usually start small, give the opportunity to mention them:

For example:

The local youth in the village looked strange at the international volunteers

Or coming back to the first example

- at the first morning some kids left the shower without having showered.

Give the participants the opportunity to bring up their emotions, space to critics something.

How? For example ...

- Daily meetings with the opportunity for everybody to speak out.
- A wall of critics – put up a big piece of paper where participants can bring up anonym their critics and wishes.
- Organize country-meetings where the participants can bring up their critics and wishes in their own language and among the people they know. Later on a spooks-person of the group can bring up the critic as a representative of the delegation. That way nobody personally have to bring up the critic and might be blamed afterwards.

Ten steps to solve a problem**1) CHANGE YOUR LANGUAGE ABOUT THE PROBLEM FROM NEGATIVE TO POSITIVE**

Instead of using the word problem, use the word situation or call it a challenge or an opportunity. The more positive your language is, the more confident and optimistic you will be when approaching any difficulty. The more creative and insightful you will be in identifying creative solutions and breakthrough ideas.

2) DEFINE THE SITUATION OR PROBLEM CLEARLY

What exactly is the challenge you are facing? What is causing you the stress and anxiety? What is causing you to worry? Why are you unhappy? Write it out clearly in detail.

3) USE CRITICAL THINKING TO APPROACH THE PROBLEM FROM SEVERAL DIFFERENT DIRECTIONS

Ask, "What else is the problem?" Don't be satisfied with a superficial answer. Look for the root cause of the problem rather than get sidetracked by the symptom. Approach the problem from several different directions. **Brainstorm different solutions**, because there are likely multiple solutions to the same problem, not just one.

4) CLEARLY DEFINE THE IDEAL SOLUTION TO THE PROBLEM

What exactly must the solution accomplish? What ingredients must the solution contain? What would your ideal solution to this problem look like? Define the parameters clearly.

5) PICK THE BEST SOLUTION TO SOLVE YOUR CHALLENGE

Pick the best solution by comparing your various possible solutions against your problem, on the one hand and your ideal solution, on the other. What is the best thing to do at this time under the circumstances?

6) PREPARE FOR THE WORST POSSIBLE OUTCOME AND HOW TO OVERCOME IT.

Before you implement the decision, ask, "What's the worst possible thing that can happen if this decision doesn't work?" If your solution doesn't work be ready to accept that and try something else.

7) MEASURE YOUR PROGRESS

Set measures on your decision. How will you know that you are making progress? How will you measure success? How will you compare the success of this solution against the success of another solution?

8) TAKE COMPLETE RESPONSIBILITY FOR YOUR DECISION

Accept complete responsibility for implementing the decision. Many of the most creative ideas never materialize because no one is specifically assigned the responsibility for carrying out the decision.

9) SET A DEADLINE FOR WHEN THINGS SHOULD BE SOLVED

A decision without a deadline is a meaningless discussion. If it is a major decision and will take some time to implement, set a series of short-term deadlines and a schedule for reporting.

With the deadlines and sub-deadlines, you will know immediately if you are on track or if you are falling behind. You can then use your [creative thinking](#) to alleviate further bottlenecks or choke points.

10) TAKE ACTION AND SOLVE YOUR PROBLEM!

Get busy. Get going. Develop a sense of urgency. The faster you move in the direction of your clearly defined goals, the more creative you will be. The more energy you will have. The more you will learn. And the faster you will develop your capacity to achieve even more in the future.

CONCLUSION

Links:

- [DOC] Problem Solving Analysis Method:
www.uwex.edu/.../Problem_Solving_lesson_plan_for_camp_counselor_workteam.doc

Inclusion

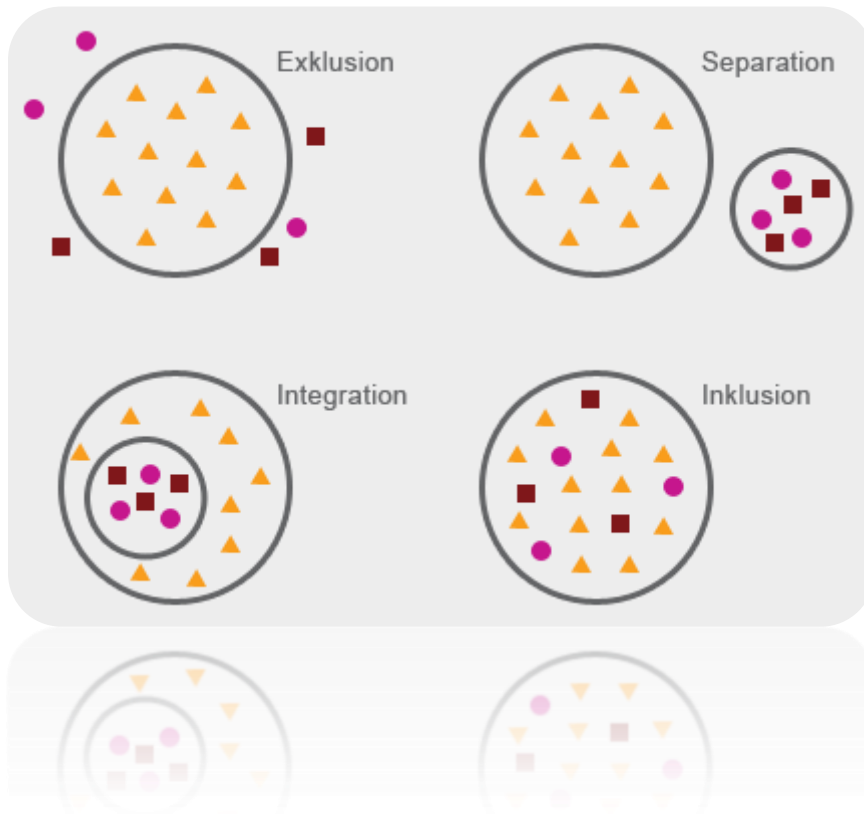
Inclusion - What is Inclusion? Many people have heard the term. But what exactly is behind this? And what does inclusion for each of us personally means?

Inclusion literally means belonging, therefore it is the opposite of exclusion. If everyone - with or without disabilities - may participate everywhere, at school, at work, in the residential district, in their free time, then this is successful inclusion.

In an inclusive society, it is normal to be different. Everyone is welcome. And it benefits everyone: for example, by eliminating barriers so that the environment is accessible for all, but also by less barriers in the minds, more openness, tolerance and a better coexistence.

Inclusion is a human right that is enshrined in the UN CRPD. We are committed to ensuring that people naturally live with and without disabilities together, learn, live and work together.

Inclusion is not just a topic for experts. The idea can only succeed if as many people as possible do participate. Everyone can contribute in his environment to do so.



After talking about inclusion, a term not so easy to understand, we talked about the possibility how we as representatives of youth organizations are able to support the idea of inclusion in our own activities, for example while organizing camps.

First of all it is not easy. You should be well prepared and you should have the support of experienced people.

Good intentions are not always well done

That why check carefully if you are able to realize a inclusive-project.

What can help you to realize a inclusive-project

- Using games designed to build community
- Openly dealing with individual differences
- Share tasks to everybody up to their possibilities to build community
- Teach participants to look for ways to help each other
- Focusing on the strength of participants with special needs
- Take breaks when necessary
- Create an area for children to calm down
- Create a self and welcoming environment
- Set ground rules and stick with them
- Help establish short-term goals
- Communicate regular with parents and/or caregivers
- Seek support from experts

It will take a lot of efforts, but be sure everybody will benefit, not just the participants with special needs, also the so called “normal” participants will learn a lot.

Nonformal education

There are a lot of ways to learn about lots of stuff. Usually people collect knowledge during formal and non-formal education.

First, what is formal and what non-formal education?

✓ **Formal education** is the knowledge we get during schooling (primary school, high school and faculty).

✓ **Nonformal education/learning** is a kind of education which we usually can't get in school or similar situations. Non-formal learning refers to learn something in a life and real contexts, which was originally viewed primarily as a learning outside the formal education system (Schools ...). Since the 1990s, the discussion on non-formal learning has gained steadily in importance and is currently being discussed in almost all educational sectors.



A lot of Non Governmental Organizations (NGO) are offering non-formal-educational projects, and that is a big reason why NGO's need to be strong (leading with people who have really good knowledge in some specific area, or in more areas in the same time) and that is important in every society/country. Nonformal education is a way to collect and share a lot of good information and experience about a lot of stuff which is interesting for people.

Non formal learning

... is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be temporarily, and the activities or courses that take

place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders).

The activities and courses are planned, but are seldomly structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways.

Non-formal education is taking place in the framework of hobbies, volunteer work, projects or in everyday life. It is a kind of informal learning. For example: People try to solve a problem. While solving the problem they learn consciously or unconsciously. This learning-processes are taking place in the family, with friends, at work, in an organization.

It was confirmed by studies that non-formal learning relates particularly to a social and personality development of the people in that process. Moreover, political, professional, media or organizational skills are acquired.

Next to non-formal learning – informal learning:

Informal learning contributes significantly to the learning experiences of young people. The use of a mobile phone or a computer are examples of informal learning processes. Young people are superior to many adults in both areas. Important for such learning success is the motivation to learn, to be able to dominate and use a device. The immediate feedback from the device support the learning process.

Formal learning

... is purposive learning that takes place in a distinct and in an institutionalized environment specifically designed for teaching/training and learning, which is staffed by learning facilitators who are specifically qualified for the sector, level and subject concerned and which usually serves a specified category of learners (defined by age, level and specialism). Learning aims are almost always externally set, learning progress is usually monitored and assessed, and learning outcomes are usually recognized by certificates or diplomas. Much formal learning provision is compulsory (school education).

formal education - the structured educational system usually provided or supported by the state, chronologically graded and running from primary to tertiary institutions;

informal education - learning that goes on in daily life and can be received from daily experience, such as from family, friends, peer groups, the media and other influences in a person's environment;

Links:

- <http://assembly.coe.int/nw/xml/XRef/X2H-Xref-ViewHTML.asp?FileID=8807&lang=en>
- <http://www.techne-dib.com.br/downloads/6.pdf>
- http://etec.ctlt.ubc.ca/510wiki/Nonformal_Education

That way our international camp itself was a place/situation for non-formal education:

Environmental Education

A lot of activities during our camp were dedicated to the topic of environmental education.

Results of the Workshops.

Input about the situation in Germany:

- 80 % of children like to spend time in the nature
- for 83 % of children it is relaxing to be in the nature
- 62 % of children think nature is the best place to be at, if you would like to relax
- 42 % of children think nature is the best place to be at, if you would like to think

Up to that, it is not just a goal to go with people into the nature because of the slogan „you are just willing to protect what you know“. It is also important to go with kids into the nature because it is a chance to get a rest from

- hectic
- noise
- stimulus satiation

Also if people in general like to go to nature, just one third of them would like to get to know something about the nature itself during the time they spend inside of the nature. The motivation of the others is just to use nature as a kind of setting for their picnic, jogging, mountain-biking etc.

Our goal is, to make them interested in the setting (nature) itself by our activities and creativity.

The old philosopher Emanuel Kant, born 1724, even wrote down:

„By absorption into nature the development of the moral of human beings can be raised“.

Children don't know the nature

An example from Germany

Nearly all children find birds very interesting or at least interesting. But they do not know too much about them. 10 year old children in Germany know in average 2-4 different kinds of birds by name. Just 1 % of all ten year old kids in average can identify the ten most frequently bird-species.

Just one third of all kids in the age from 12 – 15 in Germany had ever a butterfly or a beetle crawling on his hand. Just one fourth of kids of the same age saw ever a deer in the nature.

The same kids spend up to four hours per day in front of a TV or Computer. 2/3 of kids have their own TV or Computer.

Different ideas and aspects how to work with people (especially kids) in nature. Our „strategy“ we subdivided into five different Stages:

How to start, if you are with a group in nature:

If we go with people, especially children, into the nature we try to follow the following concept to open up their mind to their surrounding

STAGE 1: AWAKEN ENTHUSIASM

- THROUGH A GAME
- A STORY
- A SURPRISING BEGINNING

STAGE 2: FOCUS ATTENTION

to the area where we are at or/and to the one who is running the program through

- GAMES
- a story
- A MEDITATION
- focusing on something and connecting it to a story
- A SONG
- a poem

STAGE 3: DIRECT EXPERIENCE

Don't talk too much; don't try to explain too much in before.

MAKE IT POSSIBLE THAT THE PARTICIPANTS DO HAVE A DIRECT EXPERIENCE

Try to arrange them that way so that the participants...

- KNOW WHAT TO DO
- are getting surprised
- ARE BECOMING ACTIVE BY THEM SELF
- are becoming creative
- ARE FROM TIME TO TIME TEAM-WORKING WITH OTHERS

Stage 4: Share Inspiration & Experiences

ALSO IF EVERYBODY DID THE SAME AT THE SAME PLACE AND AT THE SAME TIME, PEOPLE HAVE DIFFERENT EXPERIENCES AND NOTICED DIFFERENT THINGS, WHERE FOCUSING ON DIFFERENT ASPECTS.

Come together from time to time and share the inspiration and experience.

OFTEN IT HAPPENS THAT PARTICIPANTS JUST UNDERSTAND AND NOTICE THEIR EXPERIENCES & EMOTIONS, WHEN THEY HAVE TO TALK ABOUT THEM AND WHEN THEY ARE LISTENING TO WHAT THE OTHERS HAVE TO SAY.

Stage 5: Putting the experience into a bigger frame

EXPLAINING HOW THINGS ARE CONNECTED IN AN ECO-SYSTEM, HOW HUMAN BEINGS ARE INFLUENCING THE BALANCE OF NATURE. IF THE PARTICIPANTS BECAME INTERESTED, YOU HAVE THE CHANCE ALSO TO EXPLAIN MORE COMPLICATED THINGS IN A THEORETICAL WAY AND PROBABLY THEY WILL LISTEN TO YOU.

What are our goals? What do we want to reach?

WE ALSO DISCUSSED WHAT WAS ALREADY IN BETWEEN AN IMPORTANT TOPIC DURING OUR SEMINAR:

- What are our goals when we are going out with people into the nature?
- WHAT DO WE WANT TO REACH?

We were surprised how many goals we collected.

OUR GOAL IS,

- that people do know more about the nature
- THAT THEY DO KNOW MORE ABOUT HOW THINGS ARE RELATED TO ANOTHER IN THE NATURE
- that they get an understanding how human beings are influencing on nature
- THAT THEY UNDERSTAND THAT NATURE IS IMPORTANT/VALUABLE FOR HUMAN BEINGS AND OUR WELL-DOING TODAY AND IN FUTURE
- that nature is valuable because of itself not just because it is useful for us
- THAT PEOPLE ARE GETTING EMOTIONALLY CONNECTED TO NATURE
- that they become more interested in nature
- THAT THEY ARE HAVING A GOOD TIME AND AFTERWARDS GOOD MEMORIES ABOUT THEIR TIME IN NATURE
- that they use their wits in a different way than usually they do
- THAT ESPECIALLY KIDS SPEND SOME TIME IN NATURE AND WITHOUT COMPUTERS, TV AND GAME-BOYS
- that especially adults are watching at nature like kids do
- THAT ESPECIALLY ADULTS PLAY IN NATURE AND ARE GETTING ANIMATED TO PLAY LIKE KIDS DO
- that people are spending time at a quiet and peaceful place
- THAT KIDS ARE LOSING THEIR FEAR AGAINST DEEP FORESTS, SPIDERS AND OTHER ANIMALS
- that people like to go again into the nature
- TO GET A BETTER UNDERSTANDING OF YOUR ENVIRONMENT
- to get to know more about your home area
- TO LEARN SOMETHING
- to have fun
- TO BECOME CURIOUS (IN GENERAL AND ABOUT SPECIFIC TOPICS)

Six games that you can use while being with people, especially kids, in nature

Created by Joseph Cornell

Blind Walk

Form pairs, with mixed adults and children or children together. Each pair decides who'll be the leader first, and who'll be blindfolded. The leader guides his partner along any route that looks attractive - being very careful to watch for logs, low branches, and so on. The leader also guides his blind partner's hands to interesting objects, and brings him within range of interesting sounds and smells. After a certain time they change their

parts.

Ending this game they changes their experiences.

Earth Windows

The forest becomes more interesting and live, when you can see it from another position. The children are covered with leaves and they look through gaps of it to see the trees and the clouds in the sky. Perhaps there will appear some animals because the children are calm and silent.

Children will be more willing to be covered with leaves when they have played in the wood-ground in a longer time before.

There are two possibilities to organize this:

- Everyone lay down and than you cover them one after the other with leaves and little sticks until their heads. So they can feel themselves as a part of the earth without having anxious. Finally you cover the face carefully so that the child can look through the gaps. If the children know the sign of ending the game they will be calm enough to lay more longer than normaly.

- Another more practical method with larger groups is to devide them in small groups from 4 to 7 members. But it is very important that they are covering one of them without speaking anything.

Meet a Tree

This game is for groups of at least two. Par off. Blindfold your Partner and lead him through the forest to any tree that attracts you. (How far will depend on your partner's age and ability to orientate himself. For all but very young children, a distance von 20 -30 yards/meters isn't too far.)

Help the "blind" child to explore his tree and to feel its uniqueness. I find that specific suggestions are best. For example, if you tell children to "Feel the tree," they won't respond with as much interes as if you say "Rub your cheek on the bark." Instead of "Explore your tree," be specific: "Is this tree still alive? . . . Can you put your arms around it? . . . Is the tree older than you are? . . . Can you find plants growing on it? . . . Animal signs? . . . Lichens? . . . Insects?"

Also it is possible to announce the direction of extraordinary signs: "Feel some signs nearby the roots . . . above your head . . .!"

When your partner is finished exploring, lead him back to where you began, but take an

indirect route. (This part of the game has its fun side, with the guides leading their partners over imaginary logs and through thickets that might easily have been avoided.)

Now, remove the blindfold and let the child try to find the tree with his eyes open.

Suddenly, as the child searches for his tree, what was a forest becomes a collection of individual trees.

A tree can be an unforgettable experience in the child's life. Many times children have come back to me (Joseph Cornell) a year after we played Meet a Tree, and have literally dragged me out to the forest to say, "See! Here's my tree!"

Make A Film by Yourself

You make a film with your cardboard-tube. For the first time you need a director who shows you with a pencil of what you have to make a film. Later you'll find your own objects. A tip: before filming you mark the way (no more than a half meter).

Bat & Moth

Have the group form a circle 10-15 feet across. Choose a member of the circle to be a bat, then have him come to the center of the circle to be blindfolded. Designate three to five other children as moths and ask them also to come to the center of the circle. The bat tries to catch the moths. Whenever the bat calls out "Bat!" the moths call back "Moth!" Tell the moths: "Every time you hear the bat call out 'Bat!' it's his radar signal hitting you. He sends it out to see if there's anything out there. His cry bounces off you and returns to him like a radar signal. The return signal is the word 'Moth!' that you shout. Now he knows moths are near - and he's ready to eat!" The bat tracks down and tags the moths by listening to their responses. It takes good concentration to be a successful bat. So this game is good for developing concentration, especially then the bat must chase several moths at the same time. Add some excitement by bringing two bats into the circle at once. Encourage the bats to hunt as a team. I usually choose a tall bat and a short one. So they won't bang heads if they bump into each other.

Camera

Camera is one of the most powerful and enjoyable activities in this book. In a simple and natural way, it quiets distracting thoughts and restlessness and frees the attention for absorbing nature with unobstructed clarity.

One player takes the role of photographer, and the other plays the camera. The photographer guides the camera, who keeps his eyes closed, on a search for beautiful and interesting pictures. When the photographer sees something he likes, he points the camera's

lens (eyes) at it, framing the object he wants to "shoot." Then he presses the shutter button (see below) to open the lens.

It's important that the camera keep his eyes closed between pictures, so that the 3- to 5-second "exposure" will have the impact of surprise. Many people have told me they remembered their "pictures" fondly for years after playing the game.

Encourage the photographers to be creative in choosing and framing pictures. Tell them, "You can make stunning photographs by taking shots from unusual angles and perspectives. For example, you can both lie down under a tree and take your picture looking upward, or you can put your camera very close to a tree's bark or leaves. Try looking down into a flower, or panning the horizon. Be open to the opportunities of the moment."

Sometimes while playing the Camera Game and playing the photographer's role, I've used a bird call (see "Bird Calling" in *Sharing Nature with Children*) to attract birds to within a few feet, then take their pictures with my "camera."

Because the Camera Game uses nature experiences instead of verbal explanations, very young children can participate just as fully as adults. It's very touching to watch five-year-olds guide their parents or grandparents, taking pictures and sharing their delight in natural things.

I suggest that children "press the shutter button" by tapping the camera's shoulder. A second tap tells the camera to close his eyes. For the first picture, it may help to say "Open" with the first tap, and "Close" with the second.

In a mixed group of adults and children, or children of varied ages, I ask the players to use the tragus (the flap of cartilage at the front of the ear) as the shutter button. I don't generally recommend the tragus with small children because of the temptation to stick fingers in one another's ears!

The preferred "exposure time" is 3 to 5 seconds. With longer exposures, the camera's mind begins to wander, reducing the impact of the picture just as too much light overexposes real film.

Show the players how to pan the camera-i.e., move it slowly with the shutter held open, like a movie camera. While panning, they may keep the shutter open longer than five seconds, since the movement will hold the camera's interest. Suggest that they also pan vertically for example, starting at the base of a tree and slowly moving up the trunk to the highest branches, then into the sky.

The photographers can prepare their cameras for the next picture by telling them which lens to use. For a picture of a flower, tell the camera to choose a close-up lens; for a sweeping scenic panorama, a wide-angle lens; and for a far-away object, a telephoto lens.

Take time to talk to the group about the elements of creative and beautiful pictures otherwise they may end up with pictures of deer scat or the insides of trash cans! This is especially important with small children. It's also very important to encourage the photographers and cameras to talk only when it's unavoidable. Explain that silence creates pictures that have greater impact for the camera.

You may need to take time to show the group how to guide their "blind" cameras sensitively and protectively. I've found it works well to hold the camera's hand and gently pull an arm in the direction you want to go.

Tell the photographers they'll have about 10 minutes to take pictures, then they'll trade roles. It works well to tell the photographers to take a certain number of pictures (six to ten is fine), then trade places with their partners. With these rules, everyone will finish at about the same time.

After everyone has played both roles, give each player a 3 x 5 index card and tell them, "Remember one of the pictures you took when you played camera. Develop it by drawing it, and give it to the photographer." If some players groan self-consciously about their lack of artistic talent, tell them they can blame the quality of their pictures on the photographer!

The goal of the game is to give the players a more lively appreciation of nature's beauty. You can extend the game by asking the group to write about their pictures. You might also have the photographers take 8-10 pictures on a single theme: plant succession, animal homes, or conifers, for instance. The camera can then write a story in which he must use all the pictures. Afterwards, the camera and photographer can discuss their stories.

You can have all the players be cameras at the same time. Have them hold on to a rope and pull them along gently to the next picture with their eyes closed. Ask everyone to turn in the direction of the subject ("Please turn left"), then take a picture with one camera at a time. (Make sure the people at the end of the rope don't sway off the trail when you turn.) The number of players you can guide will depend on the age of the group and the terrain.

Contact for further info:

The participating organizations of this camp

OPORA (our hosting organization) - Regional youth public organization of Mari El Republic

The aim of organization is to assist in development of civil society, local communities and institutions and to support initiatives in the sphere of state youth policy; to support the choice of healthy lifestyle and general development of personality; to create conditions for self-realization of personality in its different stages through both international and local projects/programs helping young individuals to grow and become socially active.

www.opora-russia.ru

JANUN e.V. - While during the first years after the establishment, nature – and environmental protection stood in the centre of activities, other topics added over the years.

At the moment there are around 80 young people actively involved in the following working groups: Environmental education, Radio (producing an own monthly radio programme), Nature observation, Indigenous peoples, “KonsuMensch” – consumerism & globalisation, Belarus & Chernobyl, Siberia, Serbia, Kurdistan, Global Warming, Protection of Rainforest, Multicultural society & Migration, Utopia & Lifestyles.

Over the year there are around 20 weekend seminars and 10 – 12 international youth exchanges, mainly with partner organisations from Belarus, Russia, Kurdistan, Ukraine, Norway and Serbia, are taking place.

The volunteers are being supported in their projects by two pedagogues and two participants of the voluntary ecological service.

Further than that there are two big projects which are supervised by two other pedagogues.

These are the projects “Kleiner Jugendtreff Südstadt”, a small youth centre and a children and youth participation project. These two projects are done by JANUN for the city of Hannover.

www.janun-hannover.de



Ekološko udruženje fanova kampova (Eko fun kamp) - Association „Eco fun camp” is a non-profit association, established for an indefinite period of time to achieve the objectives in the promotion of environmental protection, education of citizens, especially children and young people about the importance of preserving and protecting the environment, education workshops and various other activities to raise awareness about the need to preserve and protect the environment.

www.ekofunkamperi.blogspot.com

Genclik ve Degisim Dernegi - Association is founded in order to make powerful to relationships between youth, women and decision makers of which has more partners and more actors, strengthen democratic participation and structure, provide youth and women participation to sustainable development so realize youth and women attendancy to all parts of life (social, cultural and economic), improve sense of belonging to the city and participating in the city life, assure youth and women taking an active role in the management of the quality and livable city, bring solutions to the problems of youth and women.

www.genclikvedegisim.org



KURO Hradec Králové - (KURO is abbreviation from two Czech words: KULTura, ROzvoj, which means culture and development) is non-profit, non-governmental organization founded on 20.08.2012. Main aim of the KURO Hradec Kralove is focus on the acceptance of volunteering as a real life and work experience in the society (starting with local context).

www.kuro.cz

NGO "EKOSPHERA" - The main purpose of the organization is to promote the conservation movement in the Carpathian region of Ukraine by conducting environmental research, environmental education work and advocacy and protection of environmental rights.

Since 2001 as part of the author's program "School in Nature" EKOSPHERA held the annual summer environmental campsites "School in Nature". The program included training camp sessions on the basics of ecology, ekoihry, performances, competitions, research, practical camping, campfire, trips to the mountains. Participants had had the opportunity to get interesting knowledge and skills about life in nature, camping rule, cooking etc.

www.ekospha.org

(Because of political/security-reasons and economical problems our friends from EKOSPHERA decided not to participate in this project. A big pity. We all hope the situation in Ukraine and the relationship between Russia and Ukraine will become better soon.

The international camp was taking place with the financial support of:



Check out the web-side. It gives you a lot of opportunities

http://ec.europa.eu/youth/index_en.htm

contact about this brochure

JANUN e.V.
Fröbelstr. 5
30451 Hannover/ Germany
Tel. 0049-511-5909190
Email: buero@janun-hannover.de