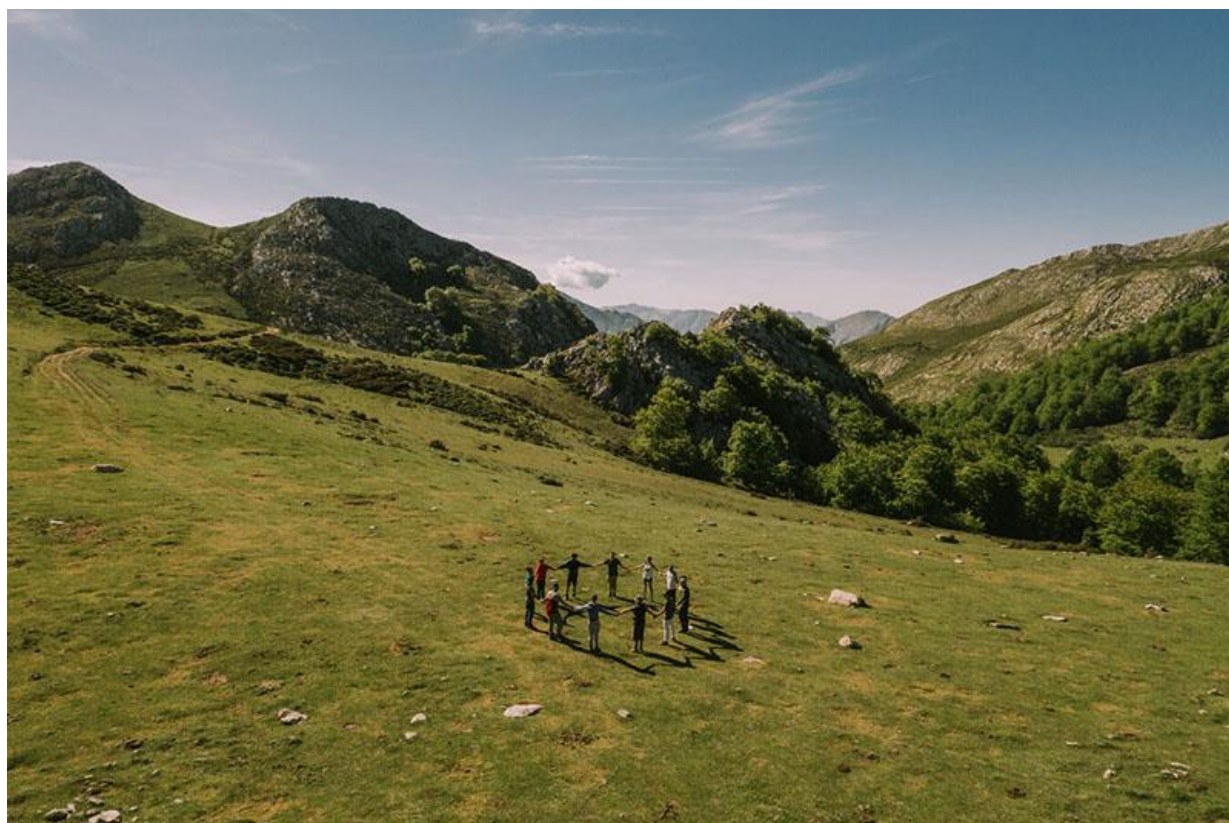


POLISH OUTDOOR LEARNING HANDBOOK

For Outdoor Learning Trainers



Polish Outdoor Learning

EDUCATION PROGRAMME. EOG/21/K4/W/0069

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POL HANDBOOK

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Polish Outdoor Learning Curriculum

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Introduction

Handbook for Outdoor Learning Excursions with Center of Innovative Education (CIE) is a technical and logistics guide for the Outdoor Learning Trainers (OL Trainers), particularly those trained within the CIE's Academy of Trainers and working with CIE on joint projects based on Polish Outdoor Learning (POL) Curriculum.

This comprehensive publication is designed to provide essential technical and logistics details that are crucial for successful outdoor learning (OL) experiences with CIE. Whether you are a seasoned educator, a dedicated facilitator, or an enthusiastic participant, this handbook will serve as your go-to resource for organizing and executing meaningful and impactful excursions.

Structure of the Handbook:

The structure of this handbook follows the same format as POL Curriculum, ensuring a cohesive and systematic approach to outdoor learning. It commences with a chapter on general information about outdoor learning, including the unique method employed by CIE to facilitate engaging and transformative experiences for participants.

Chapter 1: General Information and Methodology

In this chapter, we delve into the foundational principles of outdoor learning and CIE's approach. We explore the benefits of outdoor education, the pedagogical methods used, and the philosophy behind creating meaningful connections between participants and nature.

Chapter 2: Group Dynamics and Tools

Group dynamics play a pivotal role in outdoor learning excursions. This chapter focuses on understanding group dynamics, building cohesive teams, and utilizing appropriate tools and techniques to foster a positive and supportive learning environment.

Chapter 3: Empowering Individual Participants

Every participant's experience is unique, and this chapter addresses strategies to empower and support individual participants throughout the journey. It covers various methods to help participants comprehend the significance of the excursion, reconnect with themselves, and forge a deeper connection with the surrounding nature.

Chapter 4: Logistics - From Planning to Post-Excursion

The logistical aspects of organizing outdoor learning excursions are critical for a successful and safe experience. This chapter guides you through every stage of the journey, from pre-trip preparations and safety protocols to on-site management and post-excursion reflections.

Chapter 5: Addressing Specific Needs - Women at Risk of Exclusion

Inclusive education is at the heart of CIE's mission, and this chapter shines a light on addressing the specific needs of women aged between 18 and 35, who may be at risk of exclusion. It particularly emphasizes childcare provisions during the expedition, ensuring that all participants can fully engage in the learning experience.

By combining technical guidance with a focus on empowering individuals and embracing inclusivity, this handbook equips educators, facilitators, and participants with the necessary tools to make the most of their outdoor learning excursions with the Center of Innovative Education. Whether you are exploring the wilderness or engaging with the environment around you, we hope that this handbook enhances your journey and deepens your appreciation for the wonders of outdoor education. Let us embark on this transformative learning adventure together!

CHAPTER I GENERAL INFORMATION AND METHODOLOGY

The Outdoor Learning (OL) method, as developed and implemented by the Center of Innovative Education (CIE) based on the Edinburgh Model of Personal and Social Development Through Outdoor Learning, is a transformative and empowering approach aimed at fostering personal growth, social development, and employability skills in participants. The method draws inspiration from Scotland's leading position in using outdoor learning as a pedagogical principle, aligning with the OECD's key competences for success in private and professional life.

CIE's journey in incorporating OL into their curriculum began with collaboration and learning from the University of Edinburgh's Outdoor Environmental Education section. The partnership with Venture Trust, an expert in implementing OL with NEETs (young people Not in Education, Employment, or Training), further enriched the development of the joint project "From Outdoors to the Labour Market" (FOLM).

The FOLM project successfully engaged 990 Polish, Spanish, and Irish youth in Outdoor Learning, inspiring them to participate in coaching and mentoring activities. Building on this experience, CIE tailored the Edinburgh model into the Polish Outdoor Learning (POL) Curriculum, taking care to maintain its core values while introducing refinements based on continuous evaluations from the University of Edinburgh and Venture Trust.

The benefits of Outdoor Learning are multifaceted, varying for each individual participant. OL facilitates self-knowledge, self-esteem, effective communication, teamwork, responsibility, and respect. Participants develop new skills, discover existing abilities, and learn to ask for help while becoming self-efficient. The experience fosters support and collaboration within the group, encourages sharing knowledge and feelings, and empowers individuals to take on meaningful challenges with the group's support.

Outdoor Learning (OL) also provides a distinct and transformative opportunity for participants to engage in self-reflection and personal growth, particularly during activities like the "solo walk." This solitary experience allows individuals to immerse themselves in nature, giving them ample time and space to process their thoughts and emotions at their preferred pace. The "solo walk" serves as a powerful catalyst for self-discovery and self-awareness, enabling participants to confront challenges, overcome fears, and build resilience. While OL acts as an effective tool for facilitating this growth, its true impact lies in the individual's genuine willingness to embrace change and open-mindedness towards new perspectives. By fostering a sense of autonomy and encouraging a deep connection with oneself and the environment, OL empowers participants to embark on a transformative journey of personal development and self-belief.

Overall, the Outdoor Learning method embraced by CIE is not merely about engaging in outdoor activities but a profound journey of self-discovery, empowerment, and skill development. By combining academic understanding, experiential learning, and the power of nature, the method empowers participants to believe in themselves, connect with others, and find new strength and self-esteem while preparing them for success in various aspects of life, including the workforce.

CHAPTER II FOCUS ON GROUP

2.1 Social contract

A social contract is a fundamental aspect of any outdoor learning experience. It is a voluntary agreement between members of the group that outlines their rights and responsibilities in relation to the group and its environment. The contract establishes norms and rules for behavior during the activity, which helps to ensure that everyone is on the same page.

In addition to outlining rules and guidelines, the social contract also includes clear goals and expectations for the group. This can help to improve team dynamics and cohesion, as well as increase overall satisfaction with the activity.

One of the primary benefits of a social contract is that it promotes individual and collective responsibility. Members of the group are encouraged to take responsibility for their actions, and to respect others and the environment. This can lead to a more positive and respectful learning environment for all involved.

The social contract also establishes safety responsibilities, preparation, and equipment needed for the activity to be carried out. By ensuring that everyone is aware of their responsibilities in terms of safety, the group can work together to minimize risk and ensure a positive and safe experience.

The social contract is a living document that can be reviewed and updated as necessary as the group evolves and needs change. This helps to ensure that the contract remains relevant and useful throughout the duration of the activity.

Social contracts are not limited to outdoor learning experiences, however. They can also be useful in outdoor therapy programs, where they can help to set clear expectations and improve group dynamics.

In summary, a social contract in an outdoor learning group is a vital tool for fostering accountability, enhancing the learning experience, and establishing clear expectations for all group members. By promoting individual and collective responsibility, respect for others and the environment, and improving team dynamics and cohesion, the social contract can help to ensure a positive and safe outdoor learning experience for all involved.

2.2 Icebreaker

Icebreakers are an essential component of any outdoor learning experience. They are designed to help members of a group get to know one another, establish a safe and welcoming environment, and create a sense of cohesion. These activities can take many forms, ranging from games and presentation exercises to group discussions and other interactive activities that encourage communication and participation from all members of the group.

The importance of icebreaker dynamics in outdoor learning cannot be overstated. In addition to promoting a positive and collaborative environment, icebreakers can help to build trust between group members and create a sense of shared experience. Research has shown that icebreaker activities can improve group cohesion, facilitate communication, and promote leadership skills.

In particular, icebreakers can be a powerful tool for developing communication and leadership skills within the group. By encouraging active participation and collaboration, these activities can help to build trust and improve team performance. Moreover, by providing opportunities for individuals to take on leadership roles and develop their communication skills, icebreakers can help to foster a more dynamic and effective group dynamic.

In conclusion, icebreakers are an essential component of any successful outdoor learning experience. By promoting group cohesion, building trust, and developing communication and leadership skills, these activities can help to create a positive and engaging learning environment that benefits all members of the group.

Examples:

1st option

An example of an icebreaker activity that follows the format described would be the "Name and Favorite Things" game. In this activity, participants sit in a circle and take turns introducing themselves and sharing their favorite things.

- The first participant would begin by saying their name, followed by what they enjoy eating or drinking, such as "My name is John, and I love coffee." They would then pantomime taking a sip of coffee.
- The second participant would then repeat the first participant's name and favorite thing, saying "This is John, and he loves coffee," before introducing themselves and sharing their own favorite thing. For example, "My name is Sarah, and I love hiking," as they pantomime hiking.
- The third participant would then repeat the first two names and favorite things, saying "This is John, and he loves coffee. This is Sarah, and she loves hiking," before introducing themselves and sharing their own favorite thing.
- This activity continues around the circle, with each participant repeating the names and favorite things of all the previous participants before introducing themselves and sharing their own favorite thing.

This icebreaker activity is an effective way to help participants get to know each other and establish a sense of community. It encourages active participation and communication, while also allowing participants to share something personal about themselves. The pantomiming aspect of the activity adds a fun and engaging element to the game, making it an enjoyable way to break the ice and start the outdoor learning experience on a positive note.

2nd option

Another example of an icebreaker activity is the "Partner Interview" game.

- In this activity, participants pair up and have a short conversation/interview, lasting 3-5 minutes, where they ask each other questions about their name, age, place of origin, personal situation, hobbies and interests.
- After the interview, participants return to the larger group and take turns introducing their partner to the rest of the group. During the introduction, they share the name of their partner and some interesting facts they learned during the interview.

This activity encourages participants to engage in conversation and get to know their peers in a more personal way. It also allows participants to practice their communication and active listening skills. Additionally, the sharing of interesting facts about each participant helps to build a sense of community and establish common ground among the group.

The Partner Interview game is a simple yet effective icebreaker activity that can be easily adapted to suit different groups or settings. It is an excellent way to break the ice and set a positive tone for the rest of the outdoor learning experience.

2.3 Roles in Outdoor Learning

There are the most important roles that have to be taken under consideration while creating a camp and trying to maintain wellbeing. On first day's trainers are fulfilling the most important ones but than their giving space to participants. Number of roles depends on how many people are in the group. If there is not a lot of them then some could be skipped or combined, if there is more of them then more can be created. Below there is the list of ones that are the most common:

- Camp manager – has to organize the work of the others. Person that tries to stay conscious of everything that is happening in the camp and helps others to communicate.
- Navigator – leads the group during trips.
- Cook – responsible for preparing the food.
- Firekeeper – makes the fire and puts it out, has to cooperate closely with a cook and a lumberman.
- Lumberman – collects wood, prepares it for use and takes care it stays dry.
- Environmentalist – takes care of surrounding and is responsible for the fact that everybody collects their trash and respect the nature.
- Timekeeper – makes sure that events happen according to the plan.

2.4 Topics of the meetings

In the mornings and evenings there are meetings during which participants can familiarise themselves with topics important for development of social skills. After meeting with a group trainer should propose some that would be fitting needs the most. Of course, participants are involved in decision making and they opinion should be the most important factor. Flexibility in organising those meetings is crucial for wellbeing of everybody, it is possible to skip some of them, change the topics after experiences on the excursion or connect some of the subjects.

- Expectations – very good as a first talk. It helps to understand the needs of participants and plan the excursion.
- Concerns – goes very well with the meeting about expectations and it shows what to avoid and how to work with people so they do not get discouraged. Some might be afraid to share openly their fears so it is nice to for example give participants pieces of paper on which they would write their concerns and they put them into a box. Afterwards trainer is taking them out and reading, author stays anonymous. Everybody is trying to find solutions together and encourage each other.
- Teamwork – this meeting could be held after some time in the camp to conclude actions that were already taken and use them as an example. During that talk it is very good to bring the subject of roles and try to divide them between participants.
- Attitudes – that talk should help to understand some of the roles people are getting in society. Basic ones are participant, prisoner, passenger, protester and pilot.
- Comfort zone – there are three zones in which person can be during his life: comfort, progress and panic zone. It is very important to have time to relax in a comfort zone but a courage to

get to the progress one is what let us get grow and reach our goals. Still staying in it for too long or pushing to much might cause getting into a panic zone where everything seems scary and overwhelming.

- Motivation – that talk should show how the goal is helping to take the actions and to differentiate pressure or order from the need that drives one from inside, on one's free will
- Excuses & reasons – distinguishing between those two and being sincere with oneself gives possibility to let go what is impossible to reach without remorse
- Needs – that meeting is showing that everybody might have different needs and it is important to ask and try to emphasise with others to understand their situation and actions. It also encourages to talk about difficulties that one is facing to ease communication.
- Goals – almost all dreams are possible to achieve with small steps. Stories of people who did what they hoped for might encourage participants. Difference between the dream and a goal is that the second one is based on a plan that take personal resources under consideration. SMART method is a great tool of making suitable and realistic plan.
- Planning – acronym STOP helps to get through even the hardest times. It stands for: stop, think, observe and plan. Rather than rush or panic it is much better to use some time for trying to find easier way of dealing with a problem.
- Feedback – criticism and giving advises is easy but how to do it in a way that is helping the other person and showing what was good and what still needs to be improved. Holding back judgement, negative but also too enthusiastic, is a crucial point of constructive feedback.
- Habits – there are positive (like accepting, trust or respect) and negative (complaining, criticising or threatening) ones. It is good to be conscious of them and knowing that actions are provoking reactions of others.

2.5 Dynamics

Those are exercises helping people to understand social skills while having fun and playing together. This is the best way to get into things and do them with involvement. Dynamics also help to bond relations in the group and let people laugh together while learning. They also get into memory much better than lectures. Below there are just some examples, that can help with teamwork, problem solving, communication, concentration and emphasizing with others.

Examples:

Dynamic one

This dynamic is known as the "Rope Circle" and is used to foster communication, collaboration and continuous improvement in a working group.

- In this exercise, participants must pass together through a circle made of a one-and-a-half metre rope as quickly as possible.
- Once the group has gone through the circle, they should analyse their method or technique to find ways to improve and do it in an even shorter time.
- They can make suggestions and try different approaches to see what works best.
- Once they have found a way to do it faster, they should try again and keep improving.

This dynamic fosters collaboration and communication among group members, as they must work together to find the best way to get through the circle. It also encourages continuous improvement, as the group must analyse their technique and find ways to do even better with each attempt. In addition, this activity can help participants develop problem-solving, teamwork and leadership skills.

Dynamic two

NASA Dynamics is a tool used to encourage creativity and problem solving in a group. It is based on the methodology used by NASA to solve complex problems during its space missions. The dynamic consists of four steps:

- Identify the problem: in this first step, the group must clearly identify the problem or challenge to be solved. It is important that all group members agree on the problem definition.
- Generate solutions: once the problem has been identified, group members are encouraged to generate as many solutions as possible, without judging or discarding them at this point. Brainstorming techniques or any other technique that encourages creativity can be used.
- Evaluate and select: Once several solutions have been generated, the group should evaluate each of them and select the best option based on several criteria. It is important that the evaluation is objective and that both positive and negative aspects of each solution are taken into account.
- Implement the solution: Once the best solution has been selected, the group should implement and carry it out. It is important that clear responsibilities are assigned and an action plan is established to ensure that the solution is implemented effectively.

The NASA dynamic is useful because it encourages creativity and problem solving in a collaborative environment. Group members can work together to identify and evaluate solutions, and select the best option based on objective criteria. In addition, implementing the solution can help develop critical thinking and group decision-making skills. This dynamic is especially useful in situations where a creative and innovative solution to a complex problem is needed.

Dynamic three

The "antidote" dynamic is an activity in which participants must work together to pass an object from one side of a simulated dangerous area, such as a cliff or river, to the other.

- This activity requires two groups of participants and an object that represents the antidote. The groups should be at a safe distance from each other, and a simulated dangerous area should separate them.
- The aim of the activity is for the groups to work together to pass the object from one side of the dangerous area to the other without losing or damaging it. Groups can communicate with each other to coordinate their efforts, but they cannot cross the danger zone.
- Once a group has passed the object to the other side, they must separate further and repeat the process. The goal is for the groups to work together effectively to overcome obstacles and achieve a common goal.

The "antidote" dynamic is useful for fostering collaboration and communication in a group, as participants must work together to achieve a common goal. In addition, this activity can help develop problem-solving skills, leadership and confidence in teamwork.

Dynamic four

- Participants stand in a circle and pretend they are holding an invisible object in their hands.
- At a certain point, they are instructed to exchange their invisible object with that of another participant in the circle.
- Each participant must say out loud the object they are giving to the other participant.
- Once all participants have exchanged their invisible object and have revealed aloud the objects they have handed over, the word "stop" is said.
- Participants must pay attention to make sure that they do not lose their invisible object and that all objects remain in the circle.

The dynamic is useful to encourage attention, communication and memory in a group. Participants should pay attention to the objects being exchanged and remember which object each person received. In addition, this activity can help develop teamwork skills, confidence and coordination.

CHAPTER III INDIVIDUAL PARTICIPANT

3.1 Individual Development Plan

The starting point in the IDP is future oriented. The IDP invites you to answer open-ended questions such as:

- The week in the forest was for me...;
- On the expedition, the most...;
- While outdoors, the least...;
- After returning from the forest...

It invites you to talk about what was enjoyable about the expedition, what was perhaps difficult, what was challenging and how the participant(s) coped with it. The IDP allows for a summary of the overall activities and tasks carried out during the expedition. It offers a chance to acquire new insights into oneself (qualities, competences, resources, strengths, values), new conclusions and reflections. It is an opportunity to look at oneself in a social mirror - by knowing what the perception of others is through feedback from other participants. IDP also allows for in-depth feedback from a personal trainer who summarises the joint work, but also shares tips for the future.

The IDP also shows where the person wants to go, what goals they want to achieve and what specific actions they should take and within what timeframe to achieve their goals. The author/author of the IDP is able to clarify and precisely define their goals by making them SMART. SMART is an acronym to guide your goal setting. To make sure that goals are clear and reachable, each one should be e.g.: Specific, Measurable, Achievable, Relevant, Time bound.

By answering open-ended questions (e.g. what specifically do I want to achieve...; this is important to me because...; what nice things will I do for myself when I take this step...; this step I want to finish by...), the participant creates their personal vision for further actions and development of their career and/or life ambitions. IDP is a space for mapping dreams, desires and concrete actions to get closer to realising dreams and achieving goals. It allows you to name your own resources to help you take action, as well as to identify support networks and help coming from the environment.

3.2 1 to 1 talk

- 3.2.1 Who? – Pairing up participants and trainers: When matching participants to trainers, it is worth taking into considerations observations of participant behaviour on Day 1 of the expedition. Pay attention to similar levels of team dynamics, gender and any contraindications arising from this.
- 3.2.2 Where? - Location of individual talks
- A secluded place, not too far from the camp, which guarantees confidentiality;
 - Dry, pleasant, comfortable according to conditions (e.g., nice view);
 - Coffee, tea, snack.
- 3.2.3 What? - Individual talk topics: The most valuable talk topics are those that the participant brings. If it is difficult for the participant to initiate a conversation, here is a list of topics that have worked well in our practice:

- Assertiveness - a universal theme that fits most cases (two extreme attitudes: submissive and dominant, third post: assertive - as a "balance");
- Analysis in terms of one's own attitude towards others, emotions, way of communicating, relationships, health. Preparation for the role of Leader or other camp role - most participants are apprehensive about this role, so this is a good space to talk, dispel doubts and talk about the qualities and tasks of a leader;
- Talk about values, what is important to the participant;
- Referring to group meetings and asking precise questions (e.g. What motivates you? And what demotivates you?);
- Discussing attitude towards other participants, if this topic comes up as relevant and cannot be omitted (e.g. Anger/irritation with another participant); it is useful to de-escalate these emotions (it is important that this has the character of shedding a burden and not talking down to other participants); the trainer can share their personal experience on a specific topic (authenticity), showing a human face and that everyone has similar problems and everything can be dealt with (be careful that the trainer does not become a topic of conversation);
- Topics from the group meetings that can be discussed further, explained, explored deeper, etc. as needed (elaborations, clarifications, additions - e.g. If the participant has difficulties in speaking up).

3.2.4 How? - How to lead the 1to1s?: Be authentic. The most important task of the trainer is to 'just be'. Just creating a space to speak out is already a valuable experience for the participant.

It is good practice to plan the talk in such a way that the first talk is an explanation of what the 'onesies' are about (e.g. it's a time for you, we can talk about what happens while you are outdoors, we can be silent, do something together. Talks 2 to 4 can be a continuation of the first talk as well as being devoted to new topics brought in by the participant.

The last talk is a wrap-up talk with an IDP, i.e., defining one's dreams and goals - the IDP is not subject to any evaluation, everyone works individually to create a starting point for further action within the project.

During the talks, tools such as:

- Elements of individual coaching - working with a goal, asking questions, hierarchy of values, metaphor, life balance wheel, GROW model and others known to the trainer leading the talks
- Giving feedback;
- Dixit cards, values cards, others...;
- Giving 'homework' - e.g., find out something about 2 selected persons; from the group (make contact, initiate a conversation, get information) or do something nice for the other participants/selected people. In the next talk the conclusions of the task can be a pretext to lead a conversation.

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 - c) Talk about values, what is important to the participant;
 - d) Referring to group meetings and asking precise questions (e.g. What motivates you? And what demotivates you?);
 - e) Discussing attitude towards other participants, if this topic comes up as relevant and cannot be omitted (e.g. Anger/irritation with another participant); it is useful to de-escalate these emotions (it is important that this has the character of shedding a burden and not talking down to other participants); the trainer can share their personal experience on a specific topic (authenticity), showing a human face and that everyone has similar problems and everything can be dealt with (be careful that the trainer does not become a topic of conversation);
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3.3 Solo walk

A "solo walk" - is an independent walk along a trainer-protected section of a walking route, providing an opportunity for in-depth reflection on oneself, one's goals and resolutions, which precedes reaching one's accommodation for the final night of OL. During the march, the participant, after spending several days in intensive contact with the group and the OL trainers' team, has the opportunity to be alone with his thoughts and work through the experience while walking alone, unhurriedly, at a pace that suits him. The transition is also intended to "close" the process of the trek from the start of the excursion to its conclusion, to provide a sense of continuity and coherence to the experience, so it also has a symbolic dimension.

An individual walk can be a way to deepen self-reflection, take stock of the moments experienced and integrate them on a deeper level, or it can involve visualizing an individual goal and reflecting on how one intends to function when returning from the forest.

Walking itself can also be a meditation of mindfulness, an exercise for body, mind and soul, allowing one to become grounded in the present moment with each step.

Mindful walking also provides an opportunity to relax, enjoying every step and every breath. It quiets the mind and provides an opportunity for contemplation. Walking can be at a slower than normal pace, in which case it involves focusing and concentrating on the here and now.

For some people, the experience can also be a challenge, measuring themselves by walking the route on their own, without a guide, with a backpack, relying on their own orientation skills. Walking the route on your own reinforces your sense of self-efficacy and gives you a sense of strength.

Course of the exercise

- Design a "solowalk" route by designating a starting point A and an ending point B.
- The walking route can take about 25-30 minutes.
- The route is secured by 3 trainers so that at different parts of the route participants do not confuse the way.
- A good practice is to set the first trainer at the starting point, who determines the rhythm of setting out on the route of subsequent people, the second trainer usually acts as a signpost in a place that may be troublesome for the participants, the third trainer is located at the end of the route his task is to greet each participant in a particularly ceremonial way (for example, by handing "amulets", souvenirs from the forest, etc. symbolizing the participant's connection with nature).

CHAPTER IV LOGISTICS

Logistics is an important aspect of an excursion. To make the OL method go smoothly and without disrupting the method, a whole background of logistic must be properly fixed. For the easier understanding of this chapter we divided it on three section; logistics that must be done; I. before; II. during; and III. after the excursion.

4.1 Before

To the part that must be done before, following activities are included:

1. Set of Information for the participant on the purpose and basic rules of participants
2. Preparing for the excursion (Camp sites and route - what they should look like, what to pay attention to when choosing a camp and route in terms of method with safety in mind, what natural resources, terrain, transportation, resources like wood for a campfire, etc.);
3. "Zero Day" (a day before the excursion given to the OL trainers to close the final preparation, such as weather, terrain and equipment checking, buying food, and other necessary stuff and products, discuss the strategy for ongoing excursion.
4. Depot; principalities, organization and usage.

4.1.1 Set of information for the participant on the purpose and basic rules of participants

Adequate preparation of the OL trainers' team to receive the group and work with excursion participants in a way that meets their needs is only possible if there is an efficient flow of information between recruiters, trainers, and participants. Basic information about the group and its individual members, especially those pertaining to the specific needs of some participants, should reach the OL trainers' team early enough to make such preparation possible and thus avoid unpredictable situations (conflicts, security threats or otherwise difficult) as much as possible.

The general rules of participation should be formulated in a clear and unambiguous manner, preferably in the form of a list. The participant should have the opportunity to inquire about all matters of concern at the pre-decision stage- either at the information meeting or by phone/email before leaving on the excursion. The participant should be informed about general rules, time, and the terrain of excursion, but also should be given with the information about necessary clothing, despite the CIE provides the whole Outdoor set of equipment.

4.1.2 Excursion preparation

The process of logistical preparation for an excursion includes activities that largely determine its success. Undertaking preparations early enough and taking care of the details with proper attention allows trainers to focus all their attention on working with participants and avoid getting distracted from the process during the excursion. Adequate attention to the quality of preparation undertaken improves the sense of security and order among trainers and participants. Good preparation can also can be a kind of group work model for excursion participants.

4.1.3 Campsites and route

The selection of the site for the implementation of the excursion is one of the key conditions for effective operation of participants and trainers. The action area consists of one base point (agritourism,

guesthouse) and two/three campsites. When looking for areas for the operation of the excursion, private land belonging to either forest districts or municipalities can be considered, depending on the formal situation in the country of operation and the financial possibilities of the project. The experience of previous excursions suggests that, regardless of the form of ownership of the area on which the excursion takes place, it is worth establishing contact with representatives of the local community before the excursion and maintaining such relations at a good level, which can be helpful in many situations. The following points should be taken into account when selecting the area of operation:

The place, where the excursion starts and ends should be:

- With an opportunity to change to more comfortable conditions after the time spent in the field (heated, comfortable sleeping space, bathroom where you can take a warm shower);
- Equipped with a space with tables and chairs (hall, room,) allowing for a group workshop of several hours after the "field" part of the excursion;
- Organized in a way, that allows you to efficiently carry out the preparation for the excursion (distribution of individual equipment, changing for the field trip, repacking of individual equipment);
- Located as close as possible to the camp sites so that they can be reached quickly and efficiently by car regardless of the weather;
- With internet access and in good mobile network coverage;
- Include Depot.

Campsites should:

- Be located so that it is possible to reach them by car in all weather conditions (especially for safety reasons, also for the logistical support of the excursion);
- Be 2-4 hours walk away from each other, one of them closer to the starting point (solo walk);
- Located in an area that is not waterlogged or rocky (access, operation, digging latrine and refrigerator);
- Be sufficiently away from civilization, allowing a break from daily contact with the environment, out of sight and hearing range of nearby residents, unpolluted, allowing one to feel comfortable (aesthetic considerations important to build participants' well-being);
- Be located within range of a mobile network;
- Be located in or just below the forest (the forest provides shelter from wind and sun, provides places to walk and sometimes-if agreed with the landowner also a source of wood);
- Consist of a sufficiently large, flat area on which it is possible to pitch tents and improvised shelter (tarp) and light a campfire (stable, flat, non-wet ground);
- Include an area with trees where a tarp/tarp can be stretched over the campfire (preferably ones with lots of sturdy branches at various heights).

4.1.4 Route:

The route of the passage must be thought out both in terms of the movement of participants between camps, but also in terms of the possibility of transporting group equipment and on foot, the independent return of participants to the place of start and finish (solo walk).

The route on the line of the starting place - the first camp:

- Cannot be too long, as it is at the beginning of the excursion, when we have limited information on the psychophysical conditions of the participants. At the same time, it should be long enough to provide the trainers with information on how the participants function on the march and provide them with their first "small" challenge. Suggested route length is 3-4 km;
- It should lead out of a built-up area to a more natural and remote place from civilization, give the impression of transition to a less distracting, natural environment;
- Preferably if it does not lead along asphalt roads and if so, they must not be busy roads, it must be safe and not too difficult (no danger from livestock, like dogs), it must not lead through pastures, cross private land (electric shepherds), streams and creeks, wetlands, rocky, steep and exposed areas).

Routes between campsites:

- These routes should give participants the opportunity to experience hiking more than they did at the beginning of the excursion. It is optimal if the OL trainers' team has more than one campsite located at each location, so that after the first days of activity with the group, they can decide how long a trek their capabilities allow and how much of a challenge it is worth to give the group;
- Passage routes between camps can range from 4 to 12 kilometres in length and include more difficult terrain difficulties (approaches, little-used paths, small streams to be crossed) still must be completely safe and allow the trainers to control the situation;
- The route of the walk should be plotted on a paper map in as many copies as there are trainers, and on a map in an app on each trainer's phone so as to prevent getting lost/losing orientation;
- It is worthwhile that participants during the march may also be given maps with the march destination or route marked, and can navigate using maps and compass after being trained in the basics of topography;
- During the march, the excursion logistician should transport group equipment and supplies by car to the camp site or as close to it as possible.

The route between the last encampment and the termination point:

- The walk route should be long enough to allow the participant to calm down during the walk and think about what is important to him at the moment, as well as to take a break from the experience of working in a group. It must also not be too long and cause too much tiredness, because the evening after arriving at the end of the excursion is intended, among other things, for the workshop part with the „trainer plus“. The suggested length of the route is 3- 5 kilometres;
- The route must meet the safety conditions described in subsection a) and not lead through any terrain difficulty. In addition, it cannot be a challenge in terms of terrain orientation or otherwise overly engage the participant. Its route should be as simple and obvious as possible, so that the participant can focus on internal processes and calming down after the often intense impressions of the previous days;
- This route, like the previous ones, must be marked on paper maps and in apps available to all trainers;
- It is optimal if there is a OL trainer at intermediate points (where there is a risk of confusing routes - crossroads, intersections, other non-obvious places) who can direct participants. This

also increases the feeling of safety and going in the right direction. If the route is longer and there are more points, the trainer sending participants on the route can, after the last person leaves the encampment, move by car to the next point along the route, so that walking participants meet two people along the way;

- When the being of trainers on the route is not possible, it is advisable to mark the route with a pre-arranged symbol or a clear and easy-to-read message in the form of cards.

4.1.5 Changing the program in terms of group diversity

Changing the programme - e.g. no intensive movement and instead staying in one camp - as in the CIE experience. The programme should always be tailored to the participants and while for any (standard) group it was possible to be flexible with plans, for a group with physical disabilities it would have worked much better to have the coaching, the programme, the mode of transport and the location of the camp (suitable ground) properly prepared and already in the basics to realise activities as only camp exits rather than moving the whole camp.

Special attention should be paid to sanitation (a participant using crutches will find it difficult to use the classic latrine).

According to this, as an example, following equipment might be needed

- seats/pads adapted to height/weight/age,
- a car suitable for transporting children (if it was to be the one we had - make sure the airbags in the front can be switched off), plus the car should have considerably more luggage space,
- age-appropriate food and possible food allergies (extensive and thorough interview during recruitment necessary) - more snacks suitable for children,
- emergency gas burner - heating meals, drinks, water for washing,
- additional tent (size adjusted to the number and needs of the children) - for spending time with the animator, e.g. during group sessions in the rain, protection from mosquitoes, a place for naps,
- extra tarp (optional) if children need more exercise and find it hard to sit in the tent,
- age-appropriate toys, books - we found cards very useful; get a good idea of what the children like to do - perhaps organizing a 'forest activity' for them will do,
- Icaridin-based repellents, IR3535 (without DEET or in lower doses adapted to age); mosquito nets for the youngest - our experience - mosquitoes can be a real nuisance for children, severely undermining morale and discouraging the "forest activities" proposed to them,
- sleeping bags/boots/warm clothes for children,
- UV filter cream,
- emergency baseball caps/hats,
- children's work plan - suggestions for games, bibliography for trainer-animator (separate document).

4.2 Zero day

The allotted time for realization of OL Method takes 5 days with participants, however, in order to prepare and organize whole excursion Trainers meet each other one day before the proper start with participants. This day is so called "Zero Day". This time is given a specially to the trainers, the Leader and the person responsible for logistics and repository, to get to know with group characteristics, check the route, weather, and adjust or modify plan of the week to ongoing conditions.

“Zero day” it is the time to:

- Stock up and refill the repository with necessary products, grocery, hygiene, equipment;
- Check the Check lists;
- Make a technical review of the equipment;
- Make a weekly food plan;
- Do the necessary shopping;
- Check the potential camps and their accessibility in terms of safety procedures;
- Check the potential ways of evacuations and rescue points, appointed with medical service;
- Check accessibility of the supplies such wood and water;
- Organize the rubbish storage;
- Get to know with the area in general.

Depot

CIE is disposed with the whole set of equipment, both individual (like sleeping bags, tents, sleeping pads, outdoor clothing, individual cooking set, etc.), and common one (such as big shelters, ropes, kitchen utensils, big pots, grills, pans, fire and navigation accessories, other tools for workshops, shovels, axes, and so on) that is stored in a Depot located nearby the campsites and routes, or in the agritourism farm where the final activities take place. In this spot whole excursion should have been started and closed. One can say it is the heart of the Logistics.

The Depot is the place where you will find all the equipment you need to complete a field trip, as well as specimen documents. Its good organization will guarantee easy and quick use and efficient preparation and execution of the excursion. It will also allow you to keep the place in order. Any place for storing equipment should meet the basic technical conditions:

- Proximity to camp sites - the storage facility should be close enough to be quickly and efficiently accessible from the camp site, if necessary;
- Independent access without the need for third parties;
- Location in a place with car access at any time of the year regardless of weather conditions;
- Size adequate to the dimensions and amount of equipment held;
- Temperature in the room at the level of 15 - 18 °C;
- Humidity in the room at the level of 50 - 60%;
- Tightness of the building;
- Doors secured with a key (at least 2 pairs);
- Space including hangers and brackets for drying wet equipment. It is recommended that the drying room be in a different room from the rest of the equipment, so that the items left there can dry freely and so that they do not wet the rest of the equipment in storage
- A place to wash kitchen equipment (e.g. sink) along with kitchen utensils (cloth, dish liquid)
- A place for washing tourist equipment (tub, rag, sluice, lawn, yard);
- Numbering of kits - each piece of individual equipment should be numbered and forms a kit along with others, e.g. meniscus, cup, spoon, bottle, thermos, sleeping bag, tent, sleeping bag liner. The participant gets equipment assigned to only one number which will prevent confusion and loss of equipment on the excursion. The participant's private equipment, which is packed in a bag or plastic container in the warehouse, is also marked with such a number.

For numbering, it is best to use permanent markings that will not be destroyed during use. It is recommended to use a printer designed for printing labels. organization of the space:

- it is recommended to segregate equipment by category which will make it easier to find and provide easy and quick access

- for segregation it is recommended to use sturdy shelves, cabinets and plastic containers. It is not advisable to keep textile equipment on the floor in cardboard boxes in case it gets damp. Plastic containers will also work well for transporting and storing equipment at the camp site. They will guarantee to keep the equipment dry, good quality and tidy

Labels should be placed on each piece of individual equipment and on the shelves where the equipment is stored. Individual equipment is issued only if the participant does not have their own.

It is necessary to check the wear and tear of equipment after each excursion and make an inventory of it, that is, count it and check the condition of individual items. The inventory should also include documents and available food. In case of spoilage, significant wear and tear precluding further use, or resources running out, such information should be included in the notes. The inventory list is divided into sections: camp equipment, kitchen equipment, personal equipment, hygiene supplies, first aid kit, paper equipment, workshop equipment, campfire equipment and food. To avoid including the same equipment or products in the table under different names, one name and the parameters or colour have been entered for better identification.

In the Depot, we do not store products that need to be kept at low temperatures (meat, fish, cheese, yogurt, butter, cream, etc.) due to the high probability of spoilage, with the exception of pre-packaged milk. If the depot has a refrigerator in its equipment, then the above products can be stored in it. Open products (a.k.a.) with a short shelf life, depending on the type of contents and packaging, should be disposed of in the appropriate container as required by the municipality where the depot is located.

4.3 During

This part of the logistic aspect is focused on the excursion itself, safety, and role of trainers in a logistics. Once the whole process of preparation is done properly, it is important to follow and control:

1. Plan of the week in which OL method is strongly taken into account;
2. Safety;
3. Trainers. Their role, and tasks sharing during the excursion;
4. Organization of the campsite;
5. Ecology – taking care of nature, “leave no trace” philosophy.

4.3.1 Plan of the week.

An example of the weekly plan in the context of OL Method has been introduced already in chapter 1 “Introduction...”. In following chapter this plan will be reintroduced again shortly in the context of Logistics with an emphasis on the first day in which most of the logistics is happening in cooperative with participants.

Day one starts within the arrival of the participants to the starting point of the excursion (it may be either agritourism centre or the repository place) in which it is possible to deliver to the participants proper place with sense of safety, comfort, and roofed space big enough to introduce, integrate, and

workshops. This supposed to be a place with the possibility to store the whole other equipment obligatory in the excursion, repack, refill the lacks of tourist individual and group equipment. The place should also have an access to the toilet, drink water, and electricity.

Activities at the beginning the excursion:

- Welcoming participants; tea, coffee, snacks, etc.;
- Integration/workshops;
- Drafting up Social contract;
- Individual packing up/repacking;
- Packing up the group equipment, grocery, hygiene, camping equipment;
- Refilling water supplies;
- Depositing mobile phones and the other unnecessary individual staff brought by the participants which won't be needed during excursion;
- Departure to the first camp (the rule is that individual equipment such as back packs are always carried by the participants, the common equipment goes with the logistic vehicle).

Once the group reaches the goal, the camp must be set up. Therefore following activities should be introduced:

- Unpacking logistic vehicle;
- Building up the big roofed common shelter;
- Wood collecting and fireplace making;
- Meal preparing – Lunch/Dinner;
- Latrine digging/building up.

During this group activities first observations by the trainers take place.

Depending on the weather, rout conditions, and other campsites accessibility, each of every next day may be both, stationary or mobile day in which camp changing takes place. Which from the methodological point of view is optimal to do at least 3 times during excursion. At first, Campsites changing gives opportunity to the participants, to check their new skills, new challenges, keep them active and provoke them to leave the comfort zone in context of OL method. Secondly, it helps to avoid excessive exploitation of the nature in one spot. Those middle days are introduced in a week plan in the first chapter "Introduction to OL"

During the excursion one logistic car is at one's disposal in order to group equipment and food transportation, but also in terms of safety and potential evacuation. Car should be properly adapted to the terrain of the excursion, weather condition, season, and amount of the equipment. The level of the fuel should be monitored, and technically it must be in a good condition.

From the point of view of the Logistics, it is important during those days to control supplies such as food, water, wood, fuel, First Aid Kit location and content, but also weather, routs and campsites in the general aspect of safety to be constantly aware of the location in case of emergency.

4.3.2 Safety

Despite the general frame and schema of the excursion, the situation in which group of people spend 5 days in the nature is very dynamic. There are plenty of factors, that may affect the change of plans or interrupt the OL process and method. Starting from the human factor, ending on the weather

phenomena Trainers are making decisions not only during morning staff meetings and evening supervisions but they need to react up to date. Some of them in extreme cases may eventually end up with Evacuation. Causes that may lead to the evacuation are many. Trainers do their best to avoid them, and for this reason special safety procedures has been worked out.

Most typical factors concerning the health are:

- An accident caused by the unskilful use or storage of sharp tools such as knife or axe;
- Other wounds like cut, broken bone, sprains, twists, serious burnings, intoxications;
- Infections;
- Exacerbation of the chronic disease;
- Allergy activation and its exacerbation.

To minimize the risk of above causes group is equipped with a First Aid Kit with a professional content, and trainers are trained in the first aid procedures. They share their knowledge during the workshops with participants, but also present and give instruction in terms of fire, sharp tools, navigation in camp surroundings. However in extreme situations in which life and health of the participant is seriously endangered some accidents may end up with evacuation.

Other factors:

- Rapid deterioration of the weather condition e.g. flood, strong wind under weak trees, etc.;
- Direct threat of life and health caused by the serious conflict within a group, which under any circumstances and efforts put by the trainers is impossible to solve;
- Any other aggressive behaviour that affects the safety of the group;
- Simple resignation, sustained by the participant despite of negotiations, since the participation is voluntary;
- Any other rare and unpredictable factor such as endanger of wild animals, or threat of other people beyond the group.

Evacuation is indeed in OL method an eventual and final solution of critical situation, after all the available means to solve it have run out. Evacuation may concern one or few participants, or even whole group.

4.3.3 Trainers and their roles

In order to lead effectively the whole group of maximum 12 participants through the OL process, three trainers are assigned to the excursion plus one responsible for outer logistic. Logistic secure the excursion in terms of reservations, camps, participants arrival and departure, but also some aspects of supply delivery and safety procedures and evacuations. Beyond of that its role is run out after the trainers meet the group, but it is also possible that one of the trainers takes responsibility over the logistics. Among three of the trainers, one of them is the leader of whole excursion and takes responsibility for all the crucial decision during the excursion, and coordinates whole work of the trainers, process, and OL method. However other trainers cooperate and support the leader in every aspect of excursion. It is the mutual trust and common goal to lead the whole group through the OL Process.

In OL process and method most of the camping tasks are being done by the participants, which are assigned to the specific temporal roles which are changeable, and the team of trainers just coordinates it, observe the group and individual. Main tasks of the trainers are:

- Providing the safety during whole excursion and its activities, and minimalizing the danger situations;
- Controlling legal and ecological aspect of the excursion;
- Leading the group sessions;
- Leading individual sessions;
- Providing the workshops;
- Coordinating group processes and conflict solving;
- Being watchful and reacting on the dynamics of the excursion
- Controlling the basic supplies such as water, grocery, first aid kit content;
- Controlling the technical condition and fuel of the car;
- Coordinating evacuation if necessary.

4.3.4 Eco-perspective in OL

Below is practical tips to the "leave no trace" philosophy (organization and segregation of garbage description of the operation of the latrine. Justification of avoiding overexploitation of one camp, organization of fuel, etc.

OL works for climate protection and sustainable development, which is manifested in many fields during our programs:

- We promote the minimum impact practices inspired by Leave No Trace approach promoting conservation in the outdoors. Leave No Trace consists of seven principles: plan ahead and prepare; travel and camp on durable surfaces, dispose of waste properly, leave what you find, minimize campfire impacts, respect wildlife, be considerate of other visitors. This means e.g. proper preparation, a decision about where to camp (selecting an appropriate campsite of low-impact use, minimizing ecological and social impacts, camping in a fixed place, the "don't destroy the ground" approach). We want to minimize the likelihood of wildlife disturbance (e.g. camping on a separate part of the pasture). Also we try to restore the original appearance of the area when leaving the camp;
- We apply responsible construction of the camp and preparation of a campfire - we want to minimize damage to the land: firewood supplies; build a campfire in a responsible way (covering the fire place, also the economy of one-pot meals);
- We apply economical use of water and other products during the trip;
- We do not use disposable plastic products, everyone has their own set of dishes (kiss tin, mug, used cutlery, water bottle);
- We take into account a vegetarian diet and using local products in the kitchen (cheese, milk, eggs, sustainable use of forest treasures: preparation of tea from collected herbs, dumplings with blueberries or mushroom sauce);
- We follow the rule "pack it in, pack it out" as a familiar mantra to wildland visitors. We are responsible to clean up before we leave. We inspect our campsite and rest areas for trash and pack out all trash - we care of garbage collection. We promote "zero-waste" approach ("no garbage" or "no waste") - a lifestyle according to which a person tries to generate as little waste as possible;

- We learn how to care of our hygiene in the forest - by preparation of latrine (burying human faces in the correct manner, pack out used toilet paper) or using sanitary containers and showers;
- One example of actions sensitizing people to wildlife are visits to the Wild Birds Rehabilitation Centre in Bukwałd (a well-known bird hospital in Warmia and Mazury region) organized during the camps.

4.5 After

This section is intended for the activity after the excursion is over. Which means to make sure that all the equipment is in good condition, make a final report, cost calculations and other formalities.

- Do the cleaning and make sure that all the equipment is in good condition – this part could be done with the help of participants;
- Goodbye session;
- Transporting the participants home;
- Report the damaged or lost items;
- Make an inventory list of products (quantitative, and qualitative) such as camping and workshop equipment, individual, grocery, hygienic, chemicals;
- Deliver used clothing to the laundry;
- Other formalities:
 - Collect the necessary documents for the required settlement with CIE;
 - Calculation of costs, final payments if needed, invoices, etc.;
 - Return the lent items, e.g. car;
 - Make a final report.

4.6 Other principles and objectives behind the OL logistics

The main and most general goal of the excursion is to work on selected areas surrounded by nature and in isolation from the broader everyday life, so as to reduce the influx of distractions and be able to devote all the time to being attentive with each other and the group.

- We leave the daily environment of life (surroundings, relationships, responsibilities, dependencies, social roles) for a certain period of time to be able to work on the selected areas;
- Participants, with the help and support of the OL trainers' team, themselves formulate individual goals that are important to them at the current moment in their lives;
- The OL trainers' team is responsible for organizing the excursion and ensuring safety and convenient working conditions for the participants
- Trainers reserve the right to make decisions regarding the choice of the camping location, modification of the week's plan or other elements in such a way as will be most beneficial and safe from their point of view;
- Alcohol and psychoactive substances are not allowed during the excursion;

- Trainers reserve the right to remove a participant of the excursion in a situation where he/she will pose a threat to others or to himself/herself and/or will blatantly violate the accepted rules;
- The excursion participant should bring the personal belongings listed in the following list. Bivouac equipment and equipment for smooth and comfortable operation in the field will be issued to participants on the day of arrival;
- Personal belongings can be left at the depository. The OL trainers' team will certify the seizure of items for deposit with an appropriate document signed by both parties;
- The use of cell phones is not allowed during the excursion. Getting rid of phones is intended to help participants work carefully with their chosen goals and be more fully in touch with each other and the group. The phone for the duration of the excursion can be kept in the depository;
- Provide the recruiter with truthful and as complete information as possible about one's health status (including in the area of mental health, past illnesses affecting physical fitness, current medical treatment and other relevant issues). The OL trainers' team and the recruiter undertake to maintain secrecy within the scope of the data received (an obligation regulated, moreover, by separate regulations). The provision of such information allows you to more fully respond to the needs of participants and appropriately modify the excursion plan, which increases the level of comfort and significantly affects the safety of participants, and in an emergency situation helps to provide appropriate assistance.

CHAPTER V GROUP OF POL BENEFICIARIES

5.1 Taking children into the forest

Before deciding to organize a trip for participants with children, it is important to consider all aspects of such a decision. The suggested age of the child is, in our opinion, a minimum of 5-6 years.

Cons:

- The parent is committed to the child's care and well-being, rather than focusing on themselves and their own development (stepping out of the parental role and taking a break from everyday life - looking at things from a different perspective, can be very beneficial and even crucial);
- The need to care not only for the needs of the participants but also for those of the children; children's needs usually require even more resources, both logistical and emotional;
- Constant and, in the case of some children, extreme vigilance and attentiveness on the part of all participants, without exception, to keep children safe - axes, knives, fire, hot dishes, flints (our experience - children smuggle flints into the tent and want to use them there);
- More potential crises - fear of the dark, difficulty finding their way in new conditions and rules, more frequent and faster progressing infections requiring medical intervention, etc;
- The need to hire an additional OL trainer to look after the children, especially during sessions;
- Lack of complete freedom in terms of the topics discussed (sex, violence, past traumas, "how hard it is sometimes to be a parent", "children prevent me from developing professionally") and self-expression (swearing);
- Greater logistical requirements due to the possible large total number of people taking part in the expedition (increased costs, difficulty in feeding the group based on campfire cooking, reduced possibilities for efficient evacuation and emergency accommodation (e.g. 3 trainers + 1 animator + 8 adults + 5 children = 17 people).

Pros:

- Bringing children's energy into the group; in our experience, participants got an "energy kick" in the presence of children, they were also eager to play together, which facilitated integration and helped break the ice, adults were more flexible and children's participation in group sessions introduced fun and creative energy, a looser atmosphere and more freedom; it was easier for participants to fool around and distance themselves, it was possible to "work through" some difficult issues in a playful manner (prerequisite - everyone is happy with the presence of children or at least accepts it);
- Calmer parent - the parent sees that the child is being looked after and is doing well, and does not dwell on how the child is with another carer outside the camp;
- The opportunity for the parent to see that the child does not have to be an obstacle to development;
- The potential to build a close relationship between parent and child - a new situation can break out of old patterns, which are not always supportive;
- If the group supports the parent in caring for the child - showing the parent that he or she can count on the help of others - building a community that can continue even after the programme has ended;
- Greater potential to bring together a group of female participants - it will be harder to bring a group together if children cannot be taken.

What to watch out for:

Clear and shared communication, clear conditions - whether children can take part or not (at the "Power of Warmia" some participants were surprised by the presence of children, some, at the beginning, were not happy with the unequal treatment (someone could take children and someone couldn't or didn't know it was possible) - this can generate conflict in the group already at the beginning of the expedition).

What to consider:

- Include in the budget a line item with remuneration for childminders for children whose parents participate in the project - not everyone can afford to pay for childminding (with a small number of children in a group, the cost of childminding, e.g. at their home, may be lower than the salary for an animator in their home);
- If the participating parent is the sole carer of the child, the possibility of contact between him/her and the child/children's carer in crisis situations is necessary (what alternative contact possibility in case of lack of coverage?);
- It additional budget - there must be an additional - dedicated person to work with children who, apart from knowledge related to outdoor education, also has experience in working with children.

5.2 Alternatives - childcare outside the camp

It might be worth thinking about organizing an alternative camp for children tailored thematically to their needs/age (the age group should be determined) - in close proximity to the mums' camp - a form of camp e.g. at the premises of some NGO, village hall etc.

Cons:

- Uncertainty about how the child and parent will bear the separation;
- An extra person for 24-hour care (in the field less hours - part of the day the child spends with the parent) or even more people if the children are very young or particularly challenging/disabled;
- The parent may not be fully present in spirit in the forest - thoughts wandering towards the child.

Pros:

- The parent can fully focus on themselves and their needs;
- No need to adjust plans to suit children's needs;
- Possible longer transitions between camps and a tighter daily schedule.

5.3 Safety

In the case of a trip with children, there is a particular need to lean into the topic of safety - trainers especially need to take care of the following aspects:

- Storage areas for sharps;
- Tool handling;
- General cleanliness of the camp area;

- Caution during camp work;
- Telephone coverage in the selected camp area;
- Contact with fire and campfire (incinerated embers invisible to the child);
- Learning the topography of the camp and the immediate area;
- Whistles, signalling devices permanently 'strapped to the child';
- Prevented access to the first aid kit.
- In addition to this, the location of the camp and the surrounding area should also be verified for telephone coverage - whether, for example, it will be possible to contact the rest of the team if the trainer/ animator is away with the children.

5.4 Age of children

In the proposals presented so far, the lower age limit for a child going out into the woods - 5 years - has been adopted.

If we assume the participation of younger children additional care should be taken:

- Securing basic needs - milk (including modified milk matched to needs), nappies, etc. - this is where a good diagnosis is needed to determine what a particular group will need so that mothers do not feel uncomfortable;
- Additional warming "layers" - sleeping bag, clothing, need to secure additional clothing, especially shoes in different sizes, special consideration of weather conditions;
- In the event of the participation of young children (in nappies), the need to provide more running water for washing;
- The inclusion of additional luggage space so that mothers of small children can take, for example, a pushchair and their child's personal belongings.

When younger children are involved (especially up to the age of 3-4), there is little opportunity to relieve the participant of her care, and this can be particularly troublesome in group and individual sessions. For children over 5 years old, OL trainers may try to include them in camp activities.

5.5 Natural inclusion of children in the group's work flow

As long as the conditions and the dynamics of a diverse group (children and adults) allow, there is no contraindication for children to participate in most of the activities offered to participants. It is even recommended so that the whole team can act together at as many times as possible. The exception to this is the time of one-to-one sessions, which should invariably be carried out with one participant and one trainer talking in private. During this time, it is essential to include an animator and provide alternatives for the children. Children can participate in group sessions, provided that no disruption is introduced during the session. In the course of the session, children can speak, as well as adult participants, provided that the time regime defined for the session is respected (risky in the case of extremely large groups which means 15 participants or more) and provided that the leading trainer agrees to this arrangement (combined work pattern). The assessment in this regard belongs to the trainer implementing the session in each case. The children's participation in the group's activities should be predetermined during the trainer's briefing (on the zero day, in which the trainer-animator also participates) and then verified during the first days of the expedition, which are a time of observation and verification of the children's needs and abilities. The children should participate in the work and activities of the camp. This arrangement introduces the group:

- Natural rhythm of activities and team cohesion;
- Increases the chance of maintaining a temporary daily routine;
- Builds equal involvement of all people present in the camp, according to their psycho-physical capacities;
- Can add value in terms of substantive work with adults, e.g., through joint action between child and parent, contribute to raising awareness of the child's resources and deficits, sensitise adults to the phenomena of proper communication with children, understanding their needs and building bonds through shared adventures and responsibilities, deepening the relationship with the child;
- Can also be of value in terms of a child's development: learning to be independent, discovering one's strengths, broadening one's interests, building group relations, including learning to respect group norms, deepening knowledge of environmentally friendly attitudes;
- Children's programme proposals - the implementation of the children's programme depends on a number of factors, including;
- Opportunities for the natural integration of children into the standard workflow and activities of adult participants;
- Rigidly defined timeframes in which it is necessary to provide children with alternatives (session time);
- The needs and capacity of the children's group to participate in activities of a particular type/theme;
- External conditions - mainly weather;
- Specific programme proposals are included in Annex 1, which describes activity proposals in the following categories: Forest Animation, Nature Education, Technical Workshops, Sports-type activities, Outdoor learning like activities and free time activities.

5.6 Animator

Requirement for the Trainer-animator: as a general rule, this type of function can be performed by a CIE Trainer who has completed the Trainer Academy; - by way of exception, it is possible for another person who meets the following requirements to participate:

- Has a teaching qualification;
- Will show proof of a clean criminal record;
- Has the necessary experience to function independently in the forest including starting a fire, Cooking on a campfire, backpacking, pitching a tent;
- has experience of delivering any children's activities; of an animation, workshop, educational or sporting nature;
- Guarantees that activities are carried out in a safe manner and adapted to the psychological and physical abilities of the children;
- Is able to manage time and offer a joint activity or two parallel activities to two age groups of children (at the same time, if necessary, he/she will be able to involve e.g. 6-year-olds and 11-year-olds at the same time);
- Is creative, shows initiative and a willingness to technically support the group with camp work and activities;
- Has read and agreed to follow the CIE Safety Procedures and the CIE OL Trainer Work Standards;

- Agreed to follow the instructions of the Leader of the trainers of a given expedition and to act within the structure of the trainers' team.