



Hi-Ability

TOOLKIT

DEVELOPING SOCIAL AND PROFESSIONAL SKILLS
THROUGH OUTDOOR EXPERIENCES





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Hi-Ability – Developing social and professional skills through outdoor experiences.

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INTRODUCTION



THE HI-ABILITY PROJECT

Very often, social and cultural interventions aimed at the integration of people with disabilities tend to segregate the beneficiaries, as they are provided within protected, "closed" contexts, taking place in a perspective of "assistance" and isolation, with negative consequences on the perception of disability towards society and a misreading of the real needs of people with disabilities.

The Hi-Ability project wants to "open the doors to new spaces of education", promoting education for autonomy, independent and inclusive life for adult people with intellectual disabilities (PWID), in a context still not very accessible such as hiking and eco-tourism.

Hi-Ability puts the natural environment at the centre of the activities, becoming the theatre of an original methodological approach of a therapeutic-rehabilitation programme based on the socio-educational value of the natural environment. The project's general objectives are the promotion of the empowerment, the autonomy and the social inclusion of people with cognitive disabilities, by enhancing their abilities in the field of outdoor activities and trekking in all its connotations.

The specific objectives of the project are:

- ✓ improving the knowledge, skills and abilities of adult educators in autonomy education, on how outdoor experience can improve social skills and psycho-physical well-being of people with disabilities;
- ✓ promoting an innovative educational approach for adults with ID, in order to develop better personal and professional skills, useful to improve their quality of life;
- ✓ increasing participation in outdoor activities such as hiking and environmental tourism by people with ID, promoting accessibility through technological tools;
- ✓ defining a European model for the education of adults with disabilities through the use of outdoor activities.

The acquisition of specific skills and competencies by adults with cognitive disabilities is the ultimate goal of the project, which aims at the social and professional integration of target groups at risk of marginalization through the use of the environment as a resource of the community.

FROM THE RESEARCH TO THE TOOLKIT

The first intellectual product of the project is the 'Hi-Ability Toolkit for Educators' that lays the foundations for the construction of the methodology and material necessary for the implementation of the project and the planned training activities, as well as the guidelines for the definition of the Hi-Ability mobile app and the Green Guide. The main objective of the Toolkit is to provide educators and facilitators who carry out their service with people with ID the necessary tools and resources to work with target groups and train them to improve their knowledge and skills in environmental and outdoor education.

The Toolkit serves as a guide for adult educators to be able to apply the principles of adult education in the field of environmental education and outdoor learning with vulnerable learners in order to emancipate them through approaching nature and environmental issues.

The development of the Toolkit took place in different stages. Starting from a desk and field research aimed at identifying relevant methodologies and training contents to be used and adapted in the elaboration of the methodology and content of the Toolkit. Part of the research was based on two focus groups, which focused on the identification of the needs of adults with ID in terms of autonomy and empowerment and involved beneficiaries such as educators, trainers, family members, caregivers and potential stakeholders, in order to obtain complete information.

The findings analyzed from the focus groups in the three-country seem to confirm what was observed at the desk research level. The scarce and sometimes even missing training offer in the field of outdoor education in the adult sector is reflected by a general misunderstanding of what it fully entails to implement outdoor learning experiences with people with intellectual disabilities. In addition, the research showed how structured training is mostly addressed to people with physical disabilities making the field of intellectual disabilities a very innovative one where to test the Hi-Ability toolkit and the following piloting. According to the needs identified and the gaps observed both during the desk and the field research, the Hi-Ability consortium elaborated this Toolkit that aims to respond in an effective way to educators, families, caregivers and professionals willing to implement outdoor activities with adult people with ID.



HOW TO USE THE HI-ABILITY TOOLKIT

The Toolkit, together with the training material, which can be adapted, updated and expanded by interested users, includes a valuable learning package ready for future use by facilitators, educators, learning communities and interested organizations. The training content is based on open educational resources (OERs) that partners have developed and selected according to the learning objectives and outcomes to be achieved for each module.

The Hi-Ability Toolkit has the dual purpose of training educators and operators to improve their skills (technical and transversal) in working with people with disabilities through the innovative application in a sector such as environmental education and at the same time designing training material that will help target groups to develop skills in a field of strategic importance but also in future perspective. These skills promote the emancipation and legitimacy of groups at risk of marginalization that will result in an active contribution to environmental protection and good governance of the territory and a potential increase in employability.

So...how to make the most of this Toolkit? Here you find some tips:

- the 8 modules can be approached both as single learning experiences or considered as a whole educational package following the Hi-Ability path (from module 1 to module 8);
- annexes can be used as activity templates for deepening the knowledge on a specific topic and/or implementing the practical activities;
- many of the resources developed or selected under open educational licenses are provided in English with the aim of allowing educators across Europe to adapt them to their context;
- all the resources available in this Toolkit (OERs, external resources, inspirational material, etc.) are also made available on the EASPD learning hub, the [D-LOT platform](#) in an interactive way and with the addition of extra resources such as presentations of the 8 modules and quizzes.
Register to the platform and discover more!
- The Hi-Ability Toolkit is available in English, Italian, Croatian and Greek. We invite you to download and adapt it and its resources to your own context.

MODULE 1

**ENVIRONMENTAL EDUCATION
FOR SOCIAL INCLUSION**



INTRODUCTION TO THE MODULE

Nature study attempted to reconcile scientific investigation with spiritual, personal experiences gained from interaction with the natural world. According to the Tbilisi Definition of Environmental Education (EE), EE is a learning process that increases people's knowledge and awareness about the environment and its associated challenges, develops the necessary skills and expertise to address these challenges and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action.

Environmental Education has a great value for social inclusion as it helps individuals, communities and organizations to be familiar with their surrounding environment and to acquire knowledge, skills, experiences but also determination. The latter enables them to act smartly, both individually and collectively. Lastly, a growing number of researches have shown that time spent in nature provides physical and psychological benefits. Thanks to EE it is possible to build on the principles of sustainability, focusing on how people and nature can exist in productive harmony. To create a more sustainable society, it is needed to determine how to meet the needs of the present without compromising our ability to meet the needs of the future. Safeguarding future global developments of societal quality of life through the protection of the environment, eradication of poverty, minimization of inequalities and insurance of sustainable development. UNESCO emphasizes the role of EE in safeguarding future global developments of societal quality of life, through the protection of the environment, eradication of poverty, minimization of inequalities and insurance of sustainable development.

TRAINING SESSIONS

- 1 The relevance of Environmental Education for social inclusion
- 2 The importance of nature and environment
- 3 Tips to live a sustainable lifestyle

LEARNING OBJECTIVES

- Be aware of what Environmental Education is
- Understand why Environmental Education is important for social inclusion
- Understand the benefits of EE in the different spheres of life
- Understand the importance of the reuse
- Enhance the sense of belonging to earth and the urge to safeguard it
- Build on the principles of sustainability
- Be aware of the skills and commitment needed to act independently and collectively to sustain the environment.

LEARNING OUTCOMES



- | | |
|--|--------|
|  Educators will be able to talk about social inclusion and Environmental Education | 40 min |
|  Educators will be able to identify the benefits of Environmental Education in general and for their purposes. | 1 hr |
|  Educators will be able to talk about the importance of Environmental Education for social inclusion. | 40 min |
|  Educators will be able to strengthen the awareness of nature and the environment. | 40 min |
|  Educators will be able to distinguish between different types of environment. | 30 min |
|  Educators will be able to understand the main issues related to biodiversity. | 30 min |
|  Educators will be able to teach how to distinguish between the different types of pollution. | 45 min |
|  Educators will be able to work with waste reuse. | 30 min |
|  Educators will be able to teach how to live a sustainable life in individual terms trying to minimize any waste. | 30 min |
|  Educators will be able to teach what can be done to move towards a more sustainable lifestyle. | 45 min |



SESSION 1

THE RELEVANCE OF ENVIRONMENTAL EDUCATION FOR SOCIAL INCLUSION

The purpose of the session will be:

- ✔ To understand what social inclusion is
- ✔ To discover the history and features of Environmental Education
- ✔ To explore the importance of Environmental Education
- ✔ To understand the role of Environmental Education for social inclusion

Total duration: 2 hrs



→ WHAT IS SOCIAL INCLUSION?

Social inclusion is the condition in which all individuals live in a state of equity and equal opportunity. Social inclusion pushes for change in the cultural and social system in order to promote the active and full participation of all individuals.

The concept of social inclusion is based on the recognition of a person's right. This right is the main means to enable the person to counteract social and labour exclusion, which by definition is the opposite perspective to the inclusive perspective itself. The inclusive perspective determines how the strategies and actions to be implemented towards the person with disabilities must be aimed at removing all forms of social exclusion that the person with disabilities may encounter in his/her life.

→ THE RECREATION OF THE LINK BETWEEN PEOPLE AND THEIR NATURAL, SOCIAL, AND CULTURAL ENVIRONMENTS: THE BIRTH OF ENVIRONMENTAL EDUCATION

Environmental education was born in the 1960s by popular education movements, which raised awareness of nature by organizing immersion courses. With the appearance of associations for the protection of the environment in the 1970s, the notions of knowledge and preservation of natural environments were added. Several world summits organized in the 1990s and 2000s led to the establishment of an institutional framework with the writing of the Environmental Charter (2005) and the inclusion of this education in the circulars of national education. The UN also established a new global framework with the "decade for education for sustainable development" (2005-2014).

→ WHAT ARE THE MOST IMPORTANT PRINCIPLES OF ENVIRONMENTAL EDUCATION?

- People can rely on environmental resources to achieve economic development and achieve their well-being
- Organizing scientific planning to deal with the environment and reach the best methods that reduce environmental risks
- Increasing the individual's belonging and feeling of responsibility towards his environment and becoming a useful individual capable of preserving his environment.

→ WHAT ARE THE OBJECTIVES OF ENVIRONMENTAL EDUCATION?

- To correct all misconceptions that confirm that natural resources are continuous and inaccessible
- To clarify the ecosystems of individuals, the relationship between the environment and man, and that man cannot fulfil all his need only by relying/exploiting natural resources.
- To determine all the negative effects of wasting environmental resources

→ WHY IS ENVIRONMENTAL EDUCATION IMPORTANT FOR ADULTS?

Some of the environmental education importance points are the following:

- To learn about the current environmental situation and try to take all measures and procedures to form positive relationships between the individual and his environment
- To raise awareness of the human being about the important role of the environment, as it can be used in food production and finding water.

Furthermore, Environmental Education can support adult people with ID by:

- Improving the health: EE gets the participants active and helps to address common health issues such as depression, attention deficit disorder.
- Cultivating Leadership Qualities: EE emphasises cooperative learning with others, critical thinking and discussion, and a focus on action strategies with real-world applications.
- Improving focus and cognition: EE increases the ability of people to focus and improves their cognitive abilities. Adults with attention deficit disorder also benefit from more exposure to nature.
- Supporting Sound Decision- Making: EE ensures citizens are informed about sound science and equipped to make decisions that are critical to ensuring the greater world have the natural resources on which our economy and quality of life depend.
- Contributing to sustainability: EE builds the knowledge and skills needed to address complex environmental issues, as well as take action to keep our natural world healthy, our economies productive, and our communities vibrant.

- Conserving our natural resources: higher levels of environmental knowledge correlate significantly with a higher degree of pro-environment and conservation behaviour. The more people know, the more likely they are to recycle, be energy efficient, conserve water, etc.

→ ENVIRONMENTAL EDUCATION AND SOCIAL INCLUSION

The environment is a great leveller and bonder. It is something that inhabit, and all have vested interest in. It is also something that adults know relatively little about, especially in terms of way of living, the growing of food, what uses plants have, nature connection and of course, the importance of saving our environment for future generations.

The environment itself provides a wide range of opportunities for inclusion. The ability for everyone to play their part in positive action for environmental sustainability is also an inclusion point. EE is a good mean to involve a wide range of young people with fewer opportunities in their environmental projects. It can be a really rewarding experience for everyone involved. If the educators plan to organise some activities outdoors, give adult the opportunity to be in nature and observe it.

→ WHAT ARE THE BENEFITS OF ENVIRONMENTAL EDUCATION FOR EDUCATORS?

- Creating enthusiastic participants: EE offers opportunities for rich, hands-on, real world and authentic learning across the curriculum.
- Fostering innovative teacher-leaders: EE gives educators the confidence to take participants outdoor and to design more dynamic, interactive learning experiences that spark students' engagement.



HOMEWORK

- According to you, what are the weaknesses and strengths of EE?
- Considering your working environment, what are the possible challenges that may arise and how would you overcome such barriers?



REFERENCES/ OERS

- [Importance of biodiversity](#)
- [The concept of environmental education](#)
- [What is environmental education](#)
- [Inclusion in environmental youth projects](#)



SESSION 2

THE IMPORTANCE OF NATURE AND ENVIRONMENT

The purpose of the session will be:

- ✓ To learn about the nature and the environment
- ✓ To distinguish between different types of the environment
- ✓ To know the importance of biodiversity
- ✓ To be able to distinguish between the different types of pollution

Total duration: 2 .5 hrs



→ TO LEARN ABOUT THE NATURE AND THE ENVIRONMENT

Environmental education is a "Process whereby individuals acquire awareness and care for their environment; they acquire and exchange knowledge, values, attitudes and experiences, as well as the determination that will enable them to act, individually or collectively, to solve current and future environmental problems". In the words of the International Union for Conservation of Nature, Commission on education and communication (IUCN), it is grasped the fundamental importance of environmental education as a tool for changing behaviour and models through conscious choices oriented towards sustainable development.

It is essential that adult people and their families become fully aware of their role in the environment, starting with knowledge of the territory and the problems associated with its unsustainable use (management of natural resources, pollution, waste production, alteration of ecosystems, etc.).

Choices made in the present regarding the environment also affect the future, especially in terms of responsibility and the consequences that our actions may have.

Thus, attention to our actions must be linked to the acquisition of a sense of limits, as an awareness of the repercussions on the future of the planet.

The participation of adults with ID in the proposed activities will increase their knowledge, skills and competences, at the end of possible educational paths, touching on a number of themes:

- Protection of biodiversity - flora and fauna;
- Waste cycle;
- Energy;
- Sustainable nutrition with the aim of creating citizens who are aware of and responsible for the protection of the natural environment.

The activities proposed refer to the ethical content of Environmental Education, not reduced to a simple study of the natural environment, but as an action that promotes changes in attitudes and behaviour at both an individual and collective level.

In this sense, the following activities are suggested:
→ Initial brainstorming activity: includes a discussion on the importance of the environment as an ecological system to be respected and protected and the identification of natural elements and animal elements.

→ Activities of observation and exploration of the surrounding environment through the use of the five senses in order to obtain relevant information that can give rise to reflection and discussion, stimulating the curiosity of the participants.

→ Activities of guided excursions in natural contexts (lakes, woods, mountains, natural parks) that can stimulate the exploration of new natural contexts, increase the ability to distinguish and categorise the characteristics of different environments and observe changes over time.

→ Activities aimed at strengthening the knowledge of what they have learned (e.g. matching the tree with its leave, match the animal with its food)

→ Collection of leaves, flowers, berries, proposed as an activity aimed at studying and recognising the flora of certain environmental contexts;

→ Distinguishing recorded sounds, noises and as an activity aimed at recognising the fauna and flora.

→ Organisation of sensory paths aimed at creating direct contact with the natural environment. The aim is to develop the ability to actively observe and question natural phenomena, oneself and living organisms.

→ TYPES OF ENVIRONMENT

The natural environment includes all living and non-living things that occur naturally, which in this case means not artificially.

The concept of "natural environment" can be distinguished as components: complete ecological units functioning as natural systems without massive civil human intervention, including all vegetation, microorganisms, soil, rocks, atmosphere and natural phenomena occurring within their boundaries and nature; universal natural resources and physical phenomena without well-defined boundaries, such as air, water and climate, as well as energy, radiation, electric charge and magnetism, not originated by civil human actions.

The interrelated whole of the environment and the whole ecological community of organisms that inhabit it (including the organism to which the environment refers) defines what is called an 'ecosystem'. In order to highlight and study the effects of man on the surrounding environment, a distinction is made between the 'natural environment' and the 'built environment'.

In particular, we speak of the natural environment to refer to an environment that has not been modified by man or if the modifications made are such as to preserve its original appearance and functionality, while we speak of the built environment to refer to an "artificial" environment, i.e. one whose characteristics are a direct consequence of human activity.

In this sense, the following activities are suggested.

→ Brainstorming activities: discussion supported by video material, slides, to foster understanding of the distinction between the natural environment and the artificial environment understood as space organised and modified by human activities.

→ Group activity aimed at reflecting what changes have occurred during the years in the natural environment.

→ THE IMPORTANCE OF BIODIVERSITY

Biodiversity, also known as biological diversity, is defined as "the variability among living organisms from all sources, including terrestrial, marine and other aquatic ecosystems, and the ecological complexes of which they are part; this includes diversity within species, and between species in the ecosystem". Everything that exists on earth and has not been created or modified by humans is part of biodiversity. Biodiversity is a central element in the development of an area, a habitat or an ecosystem. This means that defending the biological diversity of an area enables it to be preserved to guarantee the conditions necessary for the development of life in that specific area. Biodiversity provides us with what we need to live and thrive as human beings, yet it is precisely humans, and human activities, that are destroying biodiversity, altering the ability of ecosystems to provide everything humans need. Hence the need for a commitment from humans to try to intervene in this trend by protecting biodiversity.

In this sense, the following activities are suggested:

→ Guided excursions to protected areas and study of the ecosystem (flora and fauna) to promote knowledge through exploration and direct experimentation.

→ Meetings with environmental experts (forest rangers, volcanologists, geologists, agronomists). aimed to favour the acquisition of awareness of the value of the environment and the territory.

→ TYPES OF POLLUTION

Pollution is defined as the disturbance of the equilibrium of an ecosystem, while a pollutant is defined as any substance, of natural or anthropogenic origin, which is not part of the composition of the matrix of interest (or is present in it in concentrations significantly higher than natural values) and which has an effect deemed harmful on the environment.

The protection of the environment is therefore one of the greatest challenges of the contemporary world, as it directly involves its future.

Pollution can be defined as various situations, depending on the factor that pollutes or is polluted, and there are some of the different types of pollution:

- atmospheric pollution is the most widespread and consists of air pollution due to vehicle exhausts and emissions from industrial plants and incinerators.
- Water pollution consists of pollution of the waters of the seas, rivers and lakes by sewage discharges, domestic, industrial and urban waste in general.
- Soil pollution is a factor that alters the natural chemical composition of the soil due to human activities, such as the use of chemicals and fertilisers, abandonment of non-biodegradable waste, discharge of dirty water and solvents.
- Noise pollution occurs in the presence of loud noises or sounds, which cause annoyance and disturbance to normal human activities but also damage the environment.
- Electromagnetic pollution is caused by magnetic radiation emitted by mobile phone masts, mobile phones, wireless devices and most IT equipment.
- Radioactive pollution occurs when radioactive substances are released into the environment and can be generated by industrial plants, accidents and malfunctions of nuclear installations or military experiments.
- Architectural pollution is caused by events that affect the eco-system, such as building abuses.

In this sense, the following activity is suggested: awareness-raising meetings on water wastage, during which the main reasons why excessive water consumption should be avoided or limited will be explained and guidelines and small steps to reduce water wastage will be provided.



HOMEWORK

ACTIVITY 1

Using the template provided (see Annex 1), the educators can work with adults on the observation and exploration of the surrounding environment.

ACTIVITY 2

Using the template provided (see Annex 2), the educators can work on the observation and exploration of the surrounding environment using the five senses.

ACTIVITY 3

Using the template provided (see Annex 3), the educators can work on the evaluation of the effectiveness of the activity on the adults.



REFERENCES/ OERS

[Natural and built environments](#)

[Natural and built environments \(Video\)](#)

[Biodiversity](#)

[Learn about biodiversity \(Video\)](#)

[Ways to reduce water](#)



SESSION 3

TIPS TO LIVE A SUSTAINABLE LIFE

The purpose of the session will be:

- ✔ To be aware of and to be able to work with waste reuse
- ✔ To understand the principles of sustainable life in individual terms trying to minimize any waste
- ✔ To understand the level of men' standards of living and moving towards a more sustainable lifestyle

Total duration: 2 hrs



→ BEING ABLE TO WORK WITH WASTE REUSE

Waste is unwanted or unusable materials. Waste is any substance which discarded after primary use, or it is worthless, defective and of no use. Examples include municipal solid waste (household trash/refuse), hazardous waste, wastewater (such as sewage, which contains bodily wastes), radioactive waste and others.

Regarding hazardous waste, it is defined as a waste that has substantial or potential threats to public health or the environment. Characteristics hazardous wastes have are: Ignitability, reactivity, corrosivity, toxicity.

According to the European Commission, the amount of waste generated in the EU is growing, and now it stands at around 3 billion tonnes a year. In the EU as a whole, only 40% of household waste is currently reused or recycled. The EU is fully engaged in developing Sustainable Production and Consumption. This provides the umbrella under which actions promoting the so-called 3-R (reduce, recycle, reuse) are included.

"Before you Recycle, Choose to Reuse". Why isn't recycling the first step? According to Rhonda Sherman, Extension Solid Waste Specialist, at the first place, there is the "reduce" activity, which involves the elimination and decrease of the amount of waste produced or the reduction of the toxicity of the materials (through making waste more durable, eliminating excessive packaging, avoiding disposable products, and decreasing consumption).

The step forward is "reuse" which means taking products that would be otherwise discarded and using them again in their current form- and in their original use - or with few changes or repairs.

The last-resort step concerns "recycling", and it involves collecting used materials, processing them and turning them into new products, sometimes having a different use than the original one. These processes consume energy, water, and other resources, causing pollution. Although the pollution associated with the recycling process is far less than the one created by producing virgin materials, it is greater than the act of simply reusing an item.

Indeed, the advantages of reuse over recycling are:

- reducing the waste stream
- reduction of greenhouse gas emissions, which contribute to global climate change

- causing less pollution than recycling or making new products from virgin materials
- preservation of resources
- delaying or saving purchasing and disposal costs
- making needed items available to those who cannot afford them.

The activities suggested in this session are aimed to spur the participants to think about reviewing their approach to waste and encourage the development of critical thinking and reasoning, act in a socially responsible manner; development of manual skills in the realization of new Items created in the perspective of reuse.

In this sense, the following activities are suggested:

→ initial brainstorming activity, including a reflection and discussion on the topic of waste, on the various types of waste and on the distinction between the 3R (reduce, reuse, recycle).

→ Group activities where you think of all the different items that have alternatives or reusable components: rechargeable batteries, lighters, shoes, water bottles, shopping bags, pens.

→ Group activities with the support of pictures: before throwing something in the trash, ask yourself if it can be used for some other purpose. Can you repair it instead of simply replacing it? Can you create something else from it?

→ Group activities proposing the participants to transform cardboard boxes, kitchen roll tubes, egg trays into useful items like planters, pen holders etc.

→ "Collection for reuse" (group activity): organize the collection of clothes, books, plays or other items to donate them to social enterprises, schools or reuse organisations.

→ BEING ABLE TO LIVE A SUSTAINABLE LIFE IN INDIVIDUAL TERMS TRYING TO MINIMIZE ANY WASTE

A sustainable lifestyle is an environmentally friendly lifestyle that needs to be applied in all our daily activities. This means that sustainable living is based on the practice of lifestyle in accordance with the needs of current and future generations.

A few changes in everyday routine can make a huge impact, indeed, the most basic definition of "living sustainably" is creating as little waste as possible: buy less in the first place, reuse instead of throwing away, and choose items that can be recycled.

More sustainable living tips like these include:

- reduce food waste
- reduce water waste
- reduce waste production, by reusing or fixing faulty items rather than replacing them
- mend clothes, upcycle furniture.

The activities suggested in this session are aimed at having knowledge of consumption and the ways in which it can be reduced to lessen the impact on our planet.

In this sense, the following activities are suggested:

- Initial brainstorming activity, including a discussion on the importance of reducing waste production and a discussion on ways to change our habits into more sustainable ones;
- Group activities to raise awareness on food waste reduction by doing a simulation of a stock check, writing a shopping list where you write only what really needed;
- Group activities to raise awareness on water waste reduction with the support of pictures showing the difference between a correct and incorrect behaviour (people who prefer to take a shower instead of long baths, turning off the tap when brushing teeth, using washing machine or dishwasher only when there is a full load);
- Group activities to raise awareness on the possibility to amend items to reduce waste consumption such as creating musical instruments using product packaging to make a guitar out of empty tissue boxes or percussion instruments out of old cardboard tubes.

→ UNDERSTANDING THE LEVEL OF MEN' STANDARDS OF LIVING AND MOVING TOWARDS A MORE SUSTAINABLE LIFESTYLE

The planet can only produce a finite number of resources, from food to water, and it can only withstand a certain degree of greenhouse gas emissions in order to be healthy. Both people and the environment are nowadays facing severe consequences if the humans' current consumption (the amount of energy used, the demand for resources to feed, as well as materials that everyone owns for pure enjoyment) increases. The biggest driver of environmental degradation is the fact that resources are exploited at an unsustainable rate, and therefore the production of goods is increasing. This is obviously the result of economic growth at the expense of resources that are coming under increasing pressure, so the constraints to growth are becoming increasingly visible.

Not only has one-fifth of the population access to most of the planet's economical resources including education and healthcare, but it also has more jobs, more land and more information available. Unless these standards of living change, inhabitants of developing nations will continue to be plagued by poverty and malnourishment. So, sustainability does not just mean reducing energy use and emissions as it means increasing access to jobs, promoting responsible and fair trade and decreasing poverty rates.

The 2009 Energy Outlook report predicted a 44% surge in energy consumption globally between 2006 and 2030 and 73% increase in non- OECD nations. As the global population increases, demand for energy and other resources increases with it. Although the effects of increased use of resources may not be immediately visible, they have begun to take effect in alarming ways, starting from climate change, air pollution and water shortages.

Despite living in a world where waste and overconsumption are the norm, developing good habits and positive behavioural changes can help. Furthermore, by making lifestyle changes you have the opportunity to save money and become more involved locally.

Some tips to transform your life into a more sustainable one:

- reduce the use of fossil fuels: don't drive if you do not have to, when possible walk or take public transports;
- conserve and preserve water: a lot of water waste happens right in the bathroom, from toilets to tubs' spillover;
- eliminate waste: reuse and recycle when possible. When shopping, consider buying in bulk as less packaging goes to waste.

The activities suggested in this session are aimed to raise awareness on the fact that being more sustainable does not require substantial lifestyle changes, on the contrary, all it takes is a little bit of effort and thought. By making small changes, everyone can naturally transform his/her habits into new ones, more in line with the interest of the planet.

In this sense, the following activities are suggested:

- Initial brainstorming activity, including a reflection and discussion to understand the importance of leading a sustainable life.
- Discussion activity where everyone shares examples of good practices that can transform an over-consuming lifestyle into a sustainably one.



HOMEWORK

ACTIVITY 1

Using the templates provided (see Annex 4), the educators will be asked to build a recycled pot to be planted in the soil and learn how to build a birdhouse.

ACTIVITY 2

Using the templates provided (see Annex 5), the educators will be learn how to make a birdhouse out of recycled materials.



REFERENCES/ OERS

Waste

[Before You Recycle, Choose to Reuse](#)

[The 3Rs \(Video\)](#)

[Sustainable Lifestyles: Today's Facts & Tomorrow's Trends](#)

[Sustainable Lifestyles: Options and Opportunities](#)

[7 simple ways your family can live more sustainably at home](#)

[14 ways to live a more sustainable lifestyle](#)

[Interesting facts](#)

MODULE 2

THE POWER OF OUTDOOR LEARNING
WITH VULNERABLE LEARNERS



INTRODUCTION TO THE MODULE

This module introduces practitioners (as well as parents and carers of people with disabilities-PWID) who are not familiar with the concept of outdoor education to exploring ways of using the outdoor environment as a tool to empower PWID.

The module gives an overview of benefits and methods of learning in an outdoor setting with vulnerable people. It intends to provide practical and straightforward advice for educators and others working with adults with intellectual disability on how to engage them with learning outdoors.

This module will also give you an understanding about the skills needed to lead outdoor learning activities.

LEARNING OBJECTIVES

- Explain what outdoor education is
- Identify the benefits of outdoor education
- Explore the soft skills relevant for successful leadership
- Support the development of transversal skills through learning outdoors
- Take an outdoor learning approach in your professional practice with PWID
- Understand how to use outdoor learning with PWID
- Adapt possible activities to be carried out in an outdoor setting
- Identify places to learn outdoors
- Discover the skills needed to lead outdoor learning experiences.

LEARNING OUTCOMES



- | | |
|--|--------|
|  Educators will be able to understand the concept of outdoor education | 1 hr |
|  Educators will be able to recognize the benefits of learning outdoor | 1 hr |
|  Educators will be able to consider how to take an outdoor learning approach in their professional practice | 30 min |
|  Educators will be able to understand how to use outdoor learning with PWID | 45 min |
|  Educators will be able to understand the skills required in leading outdoor activities | 1 hr |
|  Educators will be able to identify and support the development of transversal skills through learning outdoors | 1 hr |
|  Educators will be able to identify possible outdoor recreational activities | 45 min |

TRAINING SESSIONS

- 1 Concept and benefits of Outdoor Learning
- 2 Becoming an outdoor leader: essential soft skills to successful leadership
- 3 Outdoor recreational activities for PWID: best practices



SESSION 1

CONCEPT AND BENEFITS OF OUTDOOR LEARNING

The purpose of the session will be:

- ✔ To discover the background, history and features of Outdoor Learning
- ✔ To explore the advantages of Outdoor Learning
- ✔ To understand the wider benefits of Outdoor Learning for the community

Total duration: 2.5 hrs



→ TAKING LEARNING AND TEACHING OUTSIDE THE CLASSROOM: THE RISE OF OUTDOOR EDUCATION

Modern outdoor education owes its beginnings to separate initiatives that took place in the middle of 1900. The second half of the twentieth century saw rapid growth of outdoor education in all sectors (state, voluntary, and commercial).

Outdoor education now occurs in most if not all countries of the world. Since that time, many nature and adventure centres have incorporated outdoor experiential learning into their programming. However, outdoor education can be implemented very differently, depending on the cultural context. In some countries for example, outdoor education is synonym with environmental education, whilst other countries distinguish outdoor education from environmental education (*Outdoor education, Around the World*).

Using the outdoors as an environment for formal and non-formal education has become more popular during the past ten years. Although there is a shortage in the literature of outdoor education for persons with intellectual disabilities, PWD has become increasingly involved in outdoor adventure programming.

But what is *Outdoor Learning*?

Outdoor Learning – OL is an umbrella term for actively inclusive facilitated approaches that predominantly use activities and experiences in the outdoors which lead to learning, increased health and wellbeing, and environmental awareness. In many sports and pastimes, the outdoors provides the essential backdrop or surface that makes participation and play possible. OL goes further. Whilst OL happens predominantly, but not exclusively, in the outdoors, learning about the environment in which the activity and experience take place is often a key part of the overall process of participation and learning. OL is seen as a planned and purposeful facilitated approach led by an instructor, teacher, leader, coach, guide, etc.

Outdoor Learning covers the acquisition or refinement of specific knowledge and skills as well as the sometimes more subtle changes in behaviours and attitudes that can lead to increased health and wellbeing, and environmental awareness (Institute for Outdoor Learning).

→ WHY IS IT OF VALUE? BENEFITS OF OUTDOOR EDUCATION

Rickinson, M. et al. claim that OL “properly conceived, adequately planned, well taught and effectively followed up, offers learners opportunities to develop their knowledge and skills in ways that add value to their everyday experiences in the classroom” (Field Studies Council, 2004).

According to the English Outdoor Council - EOC, background benefits of OL are benefits that arise from spending time in the natural environment. Many studies explore the benefits that outdoor learning holds for educators and learners, as well as the need for implementing regular outdoor learning experiences to achieve the full benefits. The natural environment offers a multitude of benefits to all individuals who visit there, whether or not they have disabilities. They desire the same kinds of natural and wilderness areas, and the same kinds of outdoor recreation activities, as do people without disabilities. Research and evaluation findings indicate that there are a number of benefits realized through participation in inclusive outdoor adventure programs (L.McAvoy, J.G. Smith, and J.E. Rynders, *Outdoor Adventure Programming for Individuals with Cognitive Disabilities*).

Learning in the outdoors can indeed support a wide range of learning outcomes, including improving emotional, mental, and physical wellbeing, cognitive development and other socio-emotional outcomes.

In general, the overall positive experience of Outdoor Learning focuses on some key aspects, such as:

- Increased motivation
- Improved personal and social communication skills
- Growth in interpersonal relationships
- Increased positive behaviour changes
- Increased willingness to take risks,
- Increased health and wellbeing
- Improved engagement with the community
- Increased care for the worldwide environment/Sustainability.

The EOC also underlines that planned benefits of OL are “benefits that are determined by, or negotiated with, the provider of Outdoor Learning. Wider benefits of Outdoor Learning are benefits to stakeholders such as families, schools, sponsors, society and future generations, especially in relation to sustainability” (Institute for Outdoor Learning).

Building effective partnership with local stakeholders (e.g., outdoor organizations, sport clubs, activity clubs etc.) is vital for providing quality educational experience in the outdoors. Mutual collaboration with such entities is crucial for the efficient and effective development of all participants from a physical, emotional and social point of view.

For a deeper look at “Risk management in the outdoors”, please see module n.6.



HOMework

- How would you define OL?
- In your opinion, what are the strengths and weaknesses of OL?
- Considering your work environment, what are the challenges of OL (e.g. shortage of time, fear and concern about health and safety etc.) and how could overcome such barriers?
- “OL has little educational value”. What is your opinion about this sentence?



REFERENCES/ OERS

[History of outdoor education](#)

[About outdoor learning](#)

[Guide to Outdoor Learning](#)

[High quality Outdoor Learning](#)

[Outdoor Education 8 benefits: Adventure Alternatives \(Video\)](#)

[9 amazing apps to use in the outdoor classroom \(Video\)](#)



SESSION 2

BECOMING AN OUTDOOR LEADER: ESSENTIAL SOFT SKILLS TO SUCCESSFUL LEADERSHIP

The purpose of the session will be:

- ✓ To understand the relevance of leadership soft skills
- ✓ To understand the skills required in leading outdoor activities
- ✓ To discover the importance of using an outdoor learning experience to help others gain skills and learn more about themselves, each other and connect to the environment

Total duration: 2. 5 hrs



→ LEADERSHIP AND OUTDOOR LEADERSHIP

“Leadership is the capacity to move others towards goals shared with you, with a focus and competency they would not achieve on their own.”

- John Graham, *Outdoor Leadership*.

Being an outdoor leader means being an effective leader, applying soft skills. In fact, successful leadership relies on a variety of soft skills.

Soft skills are important for leadership because skills like effective communication with team members, making decisions and maintaining an organized team play a key role in ensuring an effective learning experience. Successful leadership depends on a leader's ability to listen to feedback and incorporate their team's ideas and contributions. Soft skills are therefore crucial because they determine how the leader interacts with his/her team.

The successful leadership relies on a variety of soft skills, such as:

- Communication skills
- Interpersonal skills
- Teamwork skills
- Motivational skills
- Problem-solving skills
- Decision-making skills
- Conflict resolution skills
- Willingness to learn
- Organizational skills
- Creativity
- Strategic planning
- Emotional intelligence
- Adaptability.

Leadership means being responsible for people and their safety in the outdoors, positively valuing nature, environmental protection and sustainable lifestyles (Bentsen, Andkjær & Ejbye-Ernst, 2009; Grimeland, 2009).

Indeed, Outdoor leadership combines outdoor skills (like backpacking, canoeing, kayaking, and rock climbing) with theory and practice in interpersonal communication, behavioural science, counseling, and being a leader.

Outdoor leadership, therefore, includes interpersonal skills and leadership skills such as group process, conflict resolution, program planning, and management issues.

→ WHAT WILL I NEED TO LEAD OUTDOOR LEARNING

According to the Institute for Outdoor Learning, “leading outdoor learning experiences is all about how you use the activity to help others be safe and gain skills and learn more about themselves, each other and connect to the environment”.

To work in outdoor learning, educators will need to “inspire and keep participants safe, and teaching skills to coach and develop people through the activities they lead. (..) It's more than just instructing or coaching others in an activity or sport. It is making a positive difference for others”:

1. Prerequisites: love for the outdoors, reliability and organization, passionate about working with people.
2. Acquire/enhance skills needed to inspire and keep participants safe and teach skills to coach and develop people through outdoor activities.
3. Be able to achieve an individualized approach: for people living with an intellectual disability getting outside and exploring nature is a task that requires plenty of planning. The educators should therefore be able to:
 - establish an individual learning plan
 - ensure needs-based learning support is provided
 - design individual health or well-being plans
 - mentoring / coaching
4. Be committed to further training and coaching
5. Find your ideal activity/subject area.

→ WHAT DOES AN OUTDOOR LEARNING EXPERIENCE INVOLVE?

Whatever the outdoor activity educators will lead, they should:

- promote inclusion, equality and participation by all
- respect the environment and encourage behaviours in others that preserves it
- encourage all participants to achieve to their limits
- achieve lasting benefits.

Planning and reviewing experiences with groups is crucial to ensure success of outdoor learning experiences. For a deeper look at “How to design outdoor training activities to develop PWD's skills and competencies” and “How to assess the outdoor experience”, please see modules n.3 and 8.



HOMEWORK

ACTIVITY 1

Using the Skillbox designed under the framework of the Erasmus+Project Flexible Educational Tool for Leadership Skills Development -FETLED Project (Nr. Project No. 2018-1-LT01-KA202-047026), educators can assess their leadership skills, improve and refine them.

ACTIVITY 2

Using the template provided (see Annex 6), educators are asked to work to make a trail more accessible for his/her group of adults with ID.



REFERENCES/ OERS

Working in outdoor learning

Learning leadership: Becoming an outdoor leader

Which leadership style is right for you?

Flexible Educational Tool for Leadership Skills Development

FOP Leader Handbook



SESSION 3

OUTDOOR RECREATIONAL ACTIVITIES FOR PWID: BEST PRACTICES

The purpose of the session will be:

- ✓ To inspire educators to use and integrate Outdoor Learning in their daily practice
- ✓ To explore some possible application of Outdoor learning

Total duration: 2. 5 hrs



→ ONE 4 ALL - ALL 4 ONE

The *One 4 All - All 4 One* project has been funded by the Erasmus+ programme under KA2 Cooperation for innovation and the exchange of good practices. It has been implemented by four special educational needs schools (SEN) from Germany, Lithuania, Slovakia and the UK.

The project focuses on outdoor learning experiences and aims to develop students' communication skills and self-confidence. The project addresses students with cognitive disability, and it focuses on the implementation of 4 workshops in each partner country. Project partners met in four different seasons in four different natural environments, with their students, to spend four weeks experiencing four different areas of outdoor learning.

- Germany: rock climbing on low mountains range
- UK: Forest School in north-east England
- Slovakia: skiing in the High Tatra
- Lithuania: activities on and near the Baltic Sea.

The main results of the *One 4 All - All 4 One* is the creation of a Handbook containing the activities implemented, the methodology used for delivering outdoor learning activities with students with cognitive disability.

→ HIKING PROJECT

AUTISMO E' is an Italian Association gathering people with great experience and expertise in ASD - Autism Spectrum Disorders. The mission of the Association is both to support both people with ASD and their families through training.

ASD can affect communication, can be linked to deficits in social communication and social interaction across multiple contexts. People with ASD can also tend to like repetitive actions and have unusual sensory processing.

Since nature is so powerful for our health and well-being and can play a key role in reinforcing people with ASD' positive self-esteem, autonomy to do things on their own, as well as building connections and establishing relationship with the other hikers participating in the activity, the Association has designed the Hiking Project, a project focused on the implementation of a set of hiking activities addressed to people with ASD.

→ LET ME SHOW YOU AROUND

"Ti illustro la città" (Let me show you around) is a project funded by the POR FESR 2014-2020 European funding programme (Axis II - Social inclusion and the fight against poverty) aiming to strengthen research and to foster technology and innovation advancement. The initiative has been coordinated by "La Rondine" an Italian cooperative based in Italy, on behalf of the Municipality of Città di Castello.

The project focuses on the communication and relational barriers that can sometimes limit the development of autonomy and social inclusion of young adults with disability (intellectual disability and/or ASD).

"Ti illustro la città" envisages the implementation of activities based on the active inclusion of young PWD and the development of their personal autonomy through AAC - Augmentative and Alternative Communication, which refers to a set of knowledge, techniques, strategies and technologies aimed at simplifying and increasing communication in people who have difficulties in using the most common communication channels, with particular regard to oral language and writing.

The project envisages the production of some promotional material in ACC about some local sightseeing tours and activities. The main purpose is to create accessible materials, make cultural sites accessible to all and create value for the whole local community.



HOMEWORK

- Are the practices mentioned above suitable for some of the PWD that you are working with? If not, how could you adapt and integrate them in your daily educational activities?
- What are the major challenges you may face in the implementation of such activities?
- Are there any local partners (e.g. sport associations, municipalities etc.) able to help you overcome such obstacles?



REFERENCES/ OERS

[One 4 All - All 4 One](#)

[Brochure Ti illustro la città](#)

[Hiking Project](#)

MODULE 3

HOW TO DESIGN OUTDOOR
TRAINING ACTIVITIES TO DEVELOP
PWID'S SKILLS & COMPETENCIES



INTRODUCTION TO THE MODULE

This module intends to explain how to design an outdoor activity for people with disabilities to have a broader and certainly more accurate vision of how to designate a group activity and which important precautions are necessary for its realization. This module will also provide educators both an understanding about implementing educational activities in the outdoor and practical tips.

LEARNING OBJECTIVES

- Collect information on the type of disability and necessary emergency care
- Get to know the family of PWID
- Evaluate the baseline of the skills of the PWID
- Understand how PWID act with the others in the group
- Set customized educational objectives
- Plan the path to take / the activities to do with PWID
- Explain how to design outdoor activities for people with disabilities
- Design and implement outdoor activities with PWID.

LEARNING OUTCOMES



- | | | |
|---|---|---------|
|  | Educators will be able to speak about the importance of education to autonomy to foster social inclusion. | 30 min |
|  | Educators will be able to outline the educational areas to work on in order to foster the learning process. | 45 min |
|  | Educators will be aware of the importance of the adults with ID's "protagonism" | 30 min |
|  | Educators will be able to use strategies to facilitate participation of PWD | 45 min |
|  | Educators will be able to create tailored pathways for PWD based on the results of the evaluation. | 2 hrs |
|  | Educators will be able to create tailored pathways for PWD based on the results of the evaluation. | 2.5 hrs |

TRAINING SESSIONS

- 1 The importance of education to autonomy
- 2 Intellectual disability and learning methods
- 3 Observation of participants and creation of tailored pathways based on the result of the evaluation
- 4 Preparing adults with intellectual disabilities for outdoor activities
- 5 Taking learning outdoor - How to shape effective outdoor learning for empowering PWID



SESSION 1

THE IMPORTANCE OF EDUCATION TO AUTONOMY

The purpose of the session will be:

- ✓ To inspire educators to use and integrate Outdoor Learning in their daily practice
- ✓ To outline the educational areas to work on to foster the learning process
- ✓ To understand the importance of actively involving the adults in the design and management of the activities

Total duration: 2 hrs



→ THE IMPORTANCE OF EDUCATION TO AUTONOMY TO FOSTER SOCIAL INCLUSION

The expression *Social inclusion* refers to society and its inclusive activities. The ultimate goal of social inclusion is to ensure the inclusion of each individual in society regardless of the presence of limiting factors.

The lack of individual autonomy and the inability to make one's own choices are certainly among the most serious aspects that people with disabilities can experience during their lives, a condition that is the result of several disadvantageous situations that interact with each other in a negative way. Social inclusion can also be expressed through participation in numerous activities, particularly cultural, naturalistic and sporting activities.

In the academic and research field, many scholars have given their own definition of inclusion: Andrea Canevaro states that "it is the widening of the horizon in the reconquest of a sense of belonging. Patrizia Gaspari understands it "as a method and perspective capable of achieving a process of mutual recognition, in which the reasons of each person fit into a path of common growth"; Marisa Pavone argues that "being included is a way of living together, based on the conviction that each individual has value and belongs to the community. Understood in this way, inclusion can take place in multiple environments: work, play and various activities.

It is mainly social and personal autonomy skills that play a decisive role in social inclusion and in predicting successful acceptance and future employment. In fact, a lack of autonomy and social skills has a negative impact on adaptation processes at different ages and also leads to difficulties in social integration and job placement (Soresi, 2007).

This makes it essential to work during each activity to be able to develop a good level of autonomy to facilitate social inclusion at any age, in fact a good personal autonomy facilitates inclusion in sports, in associative groups, with friends and subsequently proves to be an essential prerequisite at work and for an independent adult life. (Contardi, 2004).

Autonomy can be defined as an individual's ability to take control of his or her own life. It must be pursued, achieved, conquered and consolidated (Mannucci, Domenici, & Gheri, 2007).

A disabled person starts in a disadvantage position in this process of continuous achievements, but through the combination of various interventions and social and psychological supports, it is possible to achieve a personal level of independence. According to Contardi (2004), autonomy does not mean being able to do everything by oneself, but also being able to integrate one's own skills with those of others and being able to ask for help when necessary.

Autonomy includes different aspects in relation to age and different stages of life, and it is important to stimulate it as much as possible.

→ OUTLINING THE EDUCATIONAL AREAS TO WORK ON TO FOSTER THE LEARNING PROCESS

In order to outline an educational pathway in the field of external autonomy and to define areas to be explored and skills to be achieved, it is necessary to answer the question: "What are the essential skills to "get by" on one's own?", and even "What do I need for my daily life, to work, for leisure time?".

The result is a list of skills linked to various abilities. By analysing these training needs, it is possible to gather the objectives of the educational itinerary in various areas. Indeed, each outdoor activity can become an opportunity to increase skills in different educational areas:

- Communication
- Socialisation
- Orientation
- Use of transport

Communication

From an analysis of the requirements to reach an independent adult life, it immediately emerges that one of the first steps towards independence is having good communication skills, in other words, the ability to express one's needs, wishes and thoughts. It is essential to develop the ability to ask for information, to provide personal details if necessary, to use the telephone in an emergency and to ask for help in case of difficulty.

Possessing these skills and possible strategies to circumvent personal language difficulties (e.g. use of cards, alternative augmentative communication systems, etc.) are the goals to be pursued in this area.

Socialisation

Adults with intellectual disabilities frequently encounter various difficulties in integrating into their peer's groups. It is therefore necessary to work towards the full development of social skills. As L. Nota points out, social skills are learned behaviours oriented towards a goal and governed by rules that vary according to the situation and context, which are based on observable and unobservable cognitive and affective elements, able to elicit positive or neutral responses from others and to avoid negative responses (Chadsey-Rusch, 1992).

It is therefore necessary to define these rules very carefully. There is certainly no lack of studies on programmes and techniques to foster the development of social skills. L. Nota and S. Soresi (1997), for example, suggest to proceed first of all with careful observations and analysis of contexts and situations, so as to be able to identify the objectives and adequate paths to favour the development of social skills. They then suggest a number of techniques useful in different contexts.

First of all, it is important that each activity is accompanied by clear instructions, discussions and examples, in order to prepare adults for the different types of activities they are going to carry out. Central to this is the use of modelling, with models and spectators, in order to encourage observation and analysis of the activated behaviour. Shaping is also fundamental, i.e. reinforcing behaviour that comes close to the desired behaviour (not emphasising what is lacking but emphasising the positive aspects).

Role-play techniques, on the other hand, can foster processes of awareness and empathy, as they focus on the interpretation of specific roles. It is important to give information, constant feedback on the correspondence between the activated and expected behaviours, as well as to reinforce the positive behaviours, reiterating the improvement occasions and constantly proceeding with self-observation and self-verbalisation, also in order to favour the development of metacognitive awareness on the matter.

Orientation

A person with an intellectual disability is often used to being guided by parents or other caregivers to get anywhere.

This leads to a lack of attention to the route to be taken, landmarks, street names or paths. We also know how important it is to be able to find one's way independently.

It is therefore necessary to increase the adults' ability to look around consciously, learning to recognise different reference points.

Educational objectives in this area can include the ability to know how to use a map and the ability to ask for information and follow directions.

Use of public transports

In order to increase the independence of people with intellectual disabilities, the ability to recognise and use the means of transport necessary for the activity plays an important role.

With regard to the means of transport, it is necessary to develop skills of orientation in space (routes) and time (timetables) and skills related to the use of the specific means of transport.

→ THE IMPORTANCE OF ACTIVELY INVOLVING THE ADULTS IN THE DESIGN AND MANAGEMENT OF THE ACTIVITIES: THE ADULTS WITH ID'S PROTAGONISM

Autonomy does not just mean acquiring certain skills but it also means having a greater perception and awareness of oneself and of being an adult. It is therefore important to achieve awareness of one's identity as an adult by working on the perception of oneself as a grown-up person and as such recognised by others.

Motivation and protagonism are the key words of an educational project oriented in this sense.

→ ACTIVE INVOLVEMENT OF THE ADULTS IN THE CHOICE AND MANAGEMENT OF ACTIVITIES

To enable a person with intellectual disabilities to achieve adequate autonomy, it is necessary to intervene by enhancing the importance of the dignity of the individual, bearing in mind that growth requires promoting the recognition of oneself and of others.

This is possible through a good psycho-pedagogical intervention that encourages self-expression by becoming aware of one's own existence, emotions and hopes, in order to plan one's own life, reaching the most satisfactory level of quality possible. The educational path must be centred on real motivations, which spur the adults' behaviour and help them learning by doing.

The more actively they are involved in choosing and managing activities, the more they will feel like active participants and will be encouraged to act correctly. Their role in the activities must be as central as possible.

During the activity, it is important to show them trust, as it encourages them to be more prone to initiative and audacity in doing new things.



- How would you define social inclusion?
- Among the educational areas discussed, what are the one that, in your opinion, is more important to foster the learning process? And the most important for Outdoor Learning?
- What could be the main challenges in applying the learning by doing approach to adults?

HOMEWORK



[The Benefits of Supporting the Autonomy of Individuals with Mild Intellectual Disabilities: an Experimental Study.](#)

[Principles: Personal Autonomy.](#)

REFERENCES/ OERS

[You have to care': Perceptions of supporting autonomy in support settings for adults with intellectual disability.](#)



SESSION 2

INTELLECTUAL DISABILITY AND LEARNING METHODS

The purpose of the session will be:

- ✓ To deepen the knowledge of intellectual disability
- ✓ To discuss and acquire learning strategies

Total duration: 1.5 hrs



→ INTELLECTUAL DISABILITY

Defining intellectual disabilities is not a simple matter, as people with intellectual disabilities can be very different from each other and the environment in which they live also plays a central role.

Only when the intellectual disability is an expression of a particular genetic condition, e.g. Down's syndrome or fragile X syndrome, can there be a typical physical appearance. Even in these cases it must be remembered that each person, without or with an intellectual disability, is unique.

In order for a condition of intellectual disability to be diagnosed, the following three criteria must be met:

- Deficits in intellectual functions, such as reasoning, problem solving, planning, abstract thinking, judgment and learning from experience, confirmed by both a clinical assessment and individualised and standardised intelligence tests;
- Deficits in adaptive functioning leading to failure to meet developmental and sociocultural standards of autonomy and social responsibility. Without ongoing support, adaptive deficits limit functioning in one or more activities of daily living, such as communication, social participation and independent living, across multiple environments such as home, work environment and community;
- Onset of intellectual and adaptive deficits during the developmental period. The age and characteristics of onset depend on the aetiology (cause) and severity of the impairment of brain structure and/or function.

In other words, people with intellectual disabilities may have difficulties in performing activities of daily living, such as household tasks, time and money management, interpersonal relationships, etc. They also tend to have slower learning processes with the need for support to develop new skills, understand difficult information and interact with others. They also tend to lose acquired skills.

There are different degrees of intellectual disability. According to DSM-5®, the level of severity can be classified as mild, moderate, severe and extreme.

The support needed, in terms of type, frequency and duration, varies from individual to individual and is also related to environmental contexts.

→ DISCUSSION AND ACQUISITION OF LEARNING STRATEGIES

Among the characteristics of people with intellectual disabilities there is a deficit in the executive functions.

Executive functions are the abilities that enable an individual to anticipate, plan, set goals, implement goal-oriented projects, monitor, and if necessary modify their behaviour to adapt to new conditions. This is linked to the difficulty of processing and reasoning through abstract thinking, making it necessary to use techniques and strategies that start from concrete experience to promote the learning of people with intellectual disabilities.

For each activity that will be implemented, it is recommended to start from a concrete experience, during which the participants are the protagonists. Learning by doing has always been considered one of the most effective teaching strategies.

Strategies to enhance learning of adults with intellectual disabilities:

- Knowledge of the individual adult' strengths;
- Direct and concrete experience
- Visual support
- Plain language
- Individualising and personalising learning.



HOMEWORK

- Could you give the definition of intellectual disability?
- According to you, what can be good strategies for individualising and personalizing learning related to OL?



REFERENCES/ OERS

[Intellectual disability \(Video\)](#)

[Executive profile of adults with intellectual disability.](#)



SESSION 3

OBSERVATION OF PARTICIPANTS AND CREATION OF TAILORED PATHWAYS BASED ON THE RESULT OF THE EVALUATION

The purpose of the session will be:

- ✓ To observe and collect facts about the participants
- ✓ To outline tailored, long-term, sustainable pathways for the participants based on the results of the evaluation

Total duration: 1.5 hrs 

→ TO OBSERVE AND COLLECT FACTS ABOUT THE PARTICIPANTS

An initial interview organized with the families to understand the context in which the participants live. The importance of establishing a family-professionals' relationship is central as numerous scientific contributions have highlighted. Indeed, following Summers and other authors' argument, a collaborative relationship is understood to be "interaction of mutual support, which focuses on satisfying the needs of a person with a disability and their family, and is characterized by a sense of competence, commitment, equality, communication and trust" (Summers et al., 2005, p. 49.) The intent is that this first dialogue will encourage professionals to replicate the procedures in the future and by doing so, the evaluation of the context approach is also strengthened. Furthermore, since the project and its activities are aimed at the realization of a sustainable and long-term autonomy, it will be necessary to investigate the level of autonomy that the beneficiaries have in everyday life and this analysis starts precisely from the family.

The other part of the assessment is focused on participants, on their language and social skills, and other important areas. Following the previous observation and dialogue with the families, the operator will fill out a form outlining the skills and competencies owned by the subjects. Particular attention will be paid to the following areas:

- problem solving skills
- possession of space and time notions (right, left, near, far, etc), this assessment is very important because it would make outdoors activities more effective;
- level of personal autonomy;
- risk analysis;
- communication and socialization;
- orientation;
- autonomous (and non- autonomous) use of public transports and service.

In this sense, the following activities are suggested:

- Group activities where the participants are given situations of daily life aimed at understanding their way of approaching the subject;
- Conversational meetings aimed at identifying the level of communication and socialization;
- Outdoor activities to investigate the approach in the outdoor environment, the perception of space and spaces;

→ Quizzes formulated to explore the desires, aspirations and personal interests of the participants.

→ OUTLINE TAILORED, LONG-TERM, SUSTAINABLE PATHWAYS FOR THE PARTICIPANTS BASED ON THE RESULTS OF THE EVALUATION

Given the multiplicity of the aforementioned factors, most of which are not objectively measurable, and which affect the overall situation in different ways, the implementation of an individual project must not be carried out through mere technical-administrative fulfilments, but with an approach that has the person, as such, as its guiding star.

Consequently, in both the planning and implementation phases of the project, the wishes of the beneficiary, should be considered indispensable.

Furthermore, it is necessary, to think of the individual project not only as a document that describes "what can be done today" but as a planning act that is articulated over time and on the basis of which the institutions, the person, the family and the territorial community itself can/must try to create the conditions so that those interventions, those services and those positive actions can actually be carried out.

Following the evaluation of the information gathered in the assessment phase, a specific individual project is prepared for each subject, taking into account the interests and potential of the subjects that can be promoted. Through it, personalized pathways in which the various interventions are coordinated in a targeted manner would be created, thus maximizing the beneficial effects and succeeding, unlike sectoral and disjointed interventions, to respond in a comprehensive manner to the needs and aspirations of the participants.

In carrying out the activities, "facilitating tools" are also used, which can facilitate the execution of certain tasks and act as an aid to achieving the objectives set. The facilitating tool keeps the focus on the end goal, making it easier to achieve.



Conversational group work aimed at identifying together the ways educators can investigate the participants' approach to the outdoor environment, their perception of space and spaces.

HOMEWORK



[Connecting stories: A narrative approach of social inclusion of persons with intellectual disability](#)

[The role of support staff in promoting the social inclusion of persons with an intellectual disability](#)

REFERENCES/ OERS



SESSION 4

PREPARING ADULTS WITH INTELLECTUAL DISABILITIES FOR OUTDOOR ACTIVITIES

The purpose of the session will be:

- ✔ To plan and design the activities in order to prepare adults to outdoor activities
- ✔ To include the use of plain language in the planned activities

Total duration: 3 hrs



→ ICEBREAKER ACTIVITY

Rather simple and short activities can be used to break the ice at the beginning of the sessions, to warm up the group and prepare it for subsequent work of a more complex nature.

- "Speed Meeting" (20'): Participants are offered the "Speed Meeting" exercise to foster social interaction and socialisation. A large space is required for this exercise. The activity involves participants forming two circles, one inside the other. The participants of the inner circle will be asked to turn towards the outer circle and start talking to the person in front of them. After about a minute the facilitator will say "Change!" and the people in the outer circle will move to the right and talk for another minute with their new interlocutor.
- "Let's get to know each other better" (20'): coloured cards are created, each of which contains several questions aimed at getting to know the other, the questions are as follows:
 - What are your hobbies?
 - What are your interests?
 - Which city would you like to visit?

Participants are asked to take turns to draw a card containing a question and ask it to their partner, who in turn will answer it.

This exercise is very useful to work on social and relational skills, the ability to introduce oneself and to tell about oneself.

→ ORGANISATION OF THE ACTIVITIES

The aim is to make the adults the protagonists and encourage them to act. In order to actively involve them in the organisation and planning of the activities, participants are supported in drawing up a task list, using plain language, which contains the material and everything that could be useful for carrying out the activities (suitable clothing, tools, materials, etc.). The creation of this list is particularly useful to stimulate thinking skills, organisation and enhancement of executive functions. This activity will enable them to become more aware of their own abilities and be able to organise themselves independently. The participants will also be stimulated by the operator to choose the most appropriate means of transport to reach the places where the activities will be carried out. By doing so, they consciously participate in all the preparation phases of the activities and in their own path towards achieving personal goals.

→ MANAGEMENT OF THE ACTIVITIES

In order to capture and maintain the attention of the participants, techniques such as circle time will be used, which can be used to improve the social-affective dimension between the participants and the operator. Participants can be arranged in a circle and the operator will solicit and coordinate a discussion on a topic according to the order of the circle in order to facilitate and develop circular communication and interpersonal exchange.

An initial brainstorming moment can also be arranged during which, starting from the knowledge already acquired by the subjects, a situation can be created in which the group of subjects will meet to generate new ideas about a specific area of interest, using the support of simplifying images and key words. Activities can be organised to increase the use of words in different contexts. Such exercises will be useful to expand vocabulary, to enhance the ability to interact in a conversation by formulating questions or requests, to understand and give simple instructions and to increase overall comprehension. Cooperative learning activities and exercises can be initiated to foster cooperation and social interaction among participants.

→ ACTIVITIES

Knowledge means modifying the object, reality, with thought, interacting with the world, so learning does not mean passively receiving notions, but actively elaborating ideas. Starting from this consideration, keeping in mind the basic assumption of Dewey's pedagogy, according to which one learns by doing, the so-called "*learning by doing*", we highlight the importance of making the subjects an active and conscious part of the activities and process of knowledge. By carrying out these concrete activities, subjects have the opportunity to gain experience in the field which can lead to new insights and stimulating learning opportunities,

The use of the plain language: Plain language is a tool used to simplify texts and make them easily understandable especially for people with learning difficulties, mental disabilities or cognitive disorders. Plain language uses only simple main sentences containing a single piece of information, written on a single line. Difficult words are generally avoided or explained and abstract concepts are exemplified.



HOMEWORK

ACTIVITY 1

Using the template provided (see Annex 7), the educators can facilitate socialization and group formation.

ACTIVITY 2

Using the template provided (see Annex 8), the educators can help adults to evaluate what is necessary to bring with them during the outdoor activity and realizing a check list of the materials to be brought.

ACTIVITY 3

Using the template provided (see Annex 9), the educators can evaluate the effectiveness of the activity on the adults.



REFERENCES/ OERS

Use plain language



SESSION 5

TAKING LEARNING OUTDOOR - HOW TO SHAPE EFFECTIVE OUTDOOR LEARNING FOR EMPOWERING PWID

The purpose of the session will be:

- ✔ To explore the role of Experiential Learning for the development of transversal skills
- ✔ To lead outdoor learning experiences
- ✔ To understand the relevance of having a clear vision of what we want to achieve when using the outdoors
- ✔ To identify and support the development of transversal skills through learning outdoors
- ✔ To understand the implications for practice
- ✔ To use the outdoor setting for empowering PWID
- ✔ To help educators integrate Outdoor Learning in their daily practice
- ✔ To evaluate the impact of learning outside the classroom

Total duration: 4.5 hrs



→ EXPERIENTIAL LEARNING AND OUTDOOR LEARNING

Many studies show that nature makes a particularly ideal classroom for experiential learning. “Nature allows participants the spirit of self-reliance, of risk and adventure, the freedom to make mistakes, the sense of exhilaration when achievement overcomes fears, the excitement of learning about oneself and the overwhelming feeling of space and harmony” (P. Burrige, *Outdoor Experiential Learning: Building Exemplary Practice*). According to Burrige, nature allows the imagination ultimate freedom and learners to experience the direct results from their actions.

Experiential learning can be defined as “learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking” (L.H. Lewis, C.J Williams *Experiential Learning: A New Approach*). It isn’t the particular activity that is experiential; it is the way that it is designed and framed that makes it experiential. “Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking” (Ryerson University, *Experiential Learning Report*).

→ DESIGNING AND RUNNING LEARNING AND EXPERIENTIAL CHALLENGES OUTDOORS

Since PWDs have become increasingly involved in outdoor adventure programming, educators are in charge of facilitating safe and effective inclusive programs.

Having a clear vision of what we want to achieve when using the outdoors is the starting point in the delivery of high quality outdoor learning and early involvement of PWID and their families in this process is essential (High Quality Outdoor Learning).

Three interconnected issues should be considered when planning and leading a learning activity in the outdoors:

- Outdoor learning “seeks to use the outdoor environment as a vehicle for transforming the experience into knowledge, skills, attitudes and behaviours (High Quality Outdoor Learning).

- Experience alone is not the basis of the learning: it is crucial to implement regular outdoor learning experiences to achieve the full benefit of Outdoor Learning. Outdoor Learning is not an end in itself; it should be integrated, regularly and routinely, in your training programme. To maximise the positive impact that outdoor learning may have upon your participants, they should have access to frequent, continual and progressive experience of outdoor learning.
- Design and implementation of tailored learning pathways: “There is no ‘one-size-fits-all’ approach to everyone being active and learning outdoors”. The design and facilitation of a particular set of experiences - properly conceived, planned, taught and followed up, - is vital for providing quality educational experience in the outdoors and helping participants acquire/strengthen their soft skills.

Over the years, Experiential learning has proven to have a wide range of benefits that contribute to participants’ development, in terms of:

- Understanding real-world situation
- Reflection
- Creativity
- Learning from mistakes

The best outcomes are achieved when outdoor learning is designed as a frequent and progressive activity relating to broader learning that links to everyday experiences in a classroom and to real-life experiences beyond (High Quality Outdoor Learning).



HOMEWORK

ACTIVITY 1

Using the template provided (see Annex 10), design at least 2 outdoor recreational activities addressed to a small group of PWD that you are working with.

ACTIVITY 2

Using the template provided (see Annex 11), create your own Action Plan.



REFERENCES/ OERS

[Best Practices in Experiential Learning](#)

[High Quality Outdoor Learning](#)

[Institute for Outdoor Learning](#)

[Tailored learning pathways](#)

[Experiential learning and reflection](#)

[Get outside - Supporting teachers to take their learning outside the classroom](#)

[Outdoor Adventure Programming for Individuals With Cognitive Disabilities](#)

MODULE 4

HOW TO MANAGE OUTDOOR ROCK
CLIMBING AND BOULDERING
WITH PWID



INTRODUCTION TO THE MODULE

This module intends to explain how to implement rock climbing and bouldering activities for people with intellectual disabilities, what are the potential benefits, the risks and the key factors to take into account.

Rock climbing can be a very powerful intervention that can help any climber to develop personal and social skills, counter fears, anxiety and depression. It requires a high level of concentration and coordination—engaging both body and mind to move in a fluid way. For these reason, climbing can be seen an extremely important activities to be carried out with people with intellectual disabilities.

LEARNING OBJECTIVES

- Explain what rock climbing, bouldering and outdoor activity means (in terms of expectations, requirements and conditions).
- Differentiate rock climbing and bouldering to other similar activities that might be familiar (i.e. Alpine Climbing).
- Show that the educational intervention for PWID is deemed essential for the regulation of depression and anxiety
- Explain the benefits of climbing, bouldering
- Get to know the necessary equipment
- Get to know the basic rock climbing techniques.

LEARNING OUTCOMES



- | | |
|---|-------|
|  Educators will be able to choose the appropriate activity taking into account the special needs of the target group | 2 hrs |
|  Educators will be aware of the power of rock climbing in helping PWID | 2 hrs |
|  Educators will be able to manage bouldering with safety. | 2 hrs |

TRAINING SESSIONS

- 1 Introduction to rock climbing and behavioural activation
- 2 Manage fears and limitations
- 3 Effective emotional regulation and centre of gravity.
- 4 Social Relationships and Rock Climbing



SESSION 1

INTRODUCTION TO ROCK CLIMBING AND BEHAVIOURAL ACTIVATION

The purpose of the session will be:

- ✓ To familiarize with bouldering
- ✓ To understand how to manage fears and limitations
- ✓ To understand the therapeutic effect of bouldering (Rock Climbing).

PREPARATION TO THE SESSIONS

Rock Climbing intervention is a combination of bouldering and behavioural activation for depression and consists of 5 consecutive sessions of 2 hours, taking place in a bouldering gym (preferably) or crag once a week in the late afternoon. The intervention takes place in a group of about 10 PWID who are supervised by their educators and two climbing instructors.

MATERIAL REQUIRED

- ➔ Bouldering mats
- ➔ Sport shoes and Clothes (Climbing shoes are optional)
- ➔ An available rock-climbing gym or boulder area.

Total duration: 2 hrs



→ THE POWER ROCK CLIMBING AND BOULDERING

Climbing is a sport of many disciplines. We can distinguish firstly between indoor and outdoor climbing:

- *indoor climbing*: developed initially as a form of training for outdoor climbing. There are two types of climbing disciplines practised indoor: bouldering and sport climbing. Indoor bouldering is a form of free climbing that is performed on small rock formations or artificial rock walls without the use of ropes or harnesses. Indoor sport climbing. Indoor sport climbing means climbing routes with a rope either in lead (meaning you clip the rope in protection points using fixed quick draws while you climb higher) or top-rope (meaning you are protected from falling by a pre-installed rope).
- *outdoor climbing*: it involves climbing of routes in which protection against falls is placed by the climber while ascending. Sport climbing involves climbing routes that are equipped with fixed protection such as pre-installed bolts and anchors.

To define a route's difficulty, a sub classification system of letters (a, b, c or d). There are a variety of different systems used around the world to define rock climbs grades.

Climbing is suitable for everyone. Beginners, including those who have never climbed before, have to be supported by rock climbing instructors able to introduce the sport in a fun, safe and professional manner.

According to the Faculty of Sport and and Exercise Medicine UK, "despite this progress, there is still a stigma that surrounds people suffering with mental health conditions, which can act as a barrier to physical activity and participation in sport". The Guide produced by the Faculty of Sport and and Exercise Medicine UK focuses on the role physical activity has in treating mental illness for health professionals, sports participants, schools, parents and carers.

Physical activity has long been used as therapy to treat trauma, but the use of climbing as such is just starting to gain ground. Indeed, climbing requires a high level of concentration and coordination—engaging both body and mind to move in a fluid way.

Depression is likely to be much more common in people with intellectual disabilities than the general population. Recent studies suggest that bouldering could be an effective treatment for depression in adults with ID. Considering that climbing has to do with the way that behaviors and feelings influence each other, it is deeply connected with behavioral activation (BA), thus reducing the risks of depression and anxiety.

BA is based on the understanding that depression often keeps us from doing the things that bring positive feeling to our lives. This "downward spiral" causes us to feel even worse.

Climbing can support BA in:

- Identification of goals and values
- Building a positive process of motivation and energy through concentration
- Problem solving needed for overcoming challenges to activation
- Reducing avoidance
- Working in group
- Practice helps the mindset, step by step!

→ STEP 1: ACTION PHASE

Participants are split into two smaller groups and they are supervised by one educator and a climbing facilitator.

The action phase takes place in (preferably) the rock climbing gym or outdoor rock climbing crag and consists of climbing boulder problems (i.e., Traverses) that are supposed to evoke underlying emotions (e.g. anxiety), unveil patients' characteristic patterns (e.g. avoidance), and enable participants to engage in new experiences (i.e, falling on the mat!), which enable them to learn their personal comfort zone.

The remaining time in the action phase is used for free climbing, meaning that participants work on their individual goals while supported by the educators.

→ STEP 2: DEBRIEFING

The closure phase ends up in all the participants gathering to talk about lessons they learned through the action phase and how to integrate them in their everyday activities.



HOMEWORK

- In your opinion, why sport is so important for the wellbeing of PWID?
- Considering your work environment, how would you prepare your group of PWID to the climbing session?

To find out more about rock climbing tips for beginners, please see Annex 12.



REFERENCES/ SOURCES

[Anxiety and Depression in Adults with Autism Spectrum Disorder](#)

[Indoor rock climbing \(bouldering\) as a new treatment for depression](#)

[Bouldering psychotherapy is effective in enhancing perceived self-efficacy in people with depression](#)

[Bouldering psychotherapy is more effective in the treatment of depression than physical exercise alone](#)

[What is Traversing for Indoor Rock Climbing? \(Video\)](#)

[Introduction to rock climbing.](#)

[The Mental Health Benefits of Climbing](#)

[Behavioral activation for depression](#)



SESSION 2

MANAGE FEARS AND LIMITATIONS

The purpose of the session will be:

- ✓ To familiarize with bouldering and more advanced techniques of rock climbing
- ✓ To understand how to stay safe while rock climbing
- ✓ To learn how to master and control own's emotions
- ✓ To manage emotions through attention shift to the individual sense of the centre of gravity
- ✓ To show how the regulation of personal feelings can be adapted to the regulation of our own personal centre of gravity

Total duration: 4 hrs



→ STEP 1: BREATHING MEDITATION

The first activity of the session is a relaxation exercise based on mindful breathing aimed to help participants deal with stress, anxiety, and negative emotions and sharpen their ability to concentrate.

Participants will be asked to:

- Find a comfortable position
- Notice the shape of their body and relax any areas of tightness or tension. Just breathe.
- Tune into their breath. Feel the natural flow of breath—in, out. When one breath ends, the next breath begins.
- Be kind to your wandering mind. Now as you do this, you might notice that your mind may start to wander. You may start thinking about other things. If this happens, it is not a problem. It's very natural.
- Notice your breath, in silence.

→ STEP 2: STAYING SAFE WHILE ROCK CLIMBING

The action phase takes place (preferably) in the rock climbing gym or outdoor rock climbing crag and consists of climbing boulder problems (i.e., Traverses, see the previous session), while at the same time assessing personal risk and ways to lessen it through the use of essential rock climbing techniques (like optional spotting, the use of climbing pads, etc) expanding, at the same time, personal comfort zone, through exposure. Depending on where the climbing activity takes place, several measures must be taken in order to have the safest experience possible. While performing outdoor rock climbing the following safety measures have to be considered in order to minimize risks:

- accept your and others climbing ability level, start small and simple
- always wear a climbing helmet
- double-check the harness, the belay, the ropes and knots of your climbing partner
- always climb with an instructor or experienced climber.

In a climbing gym, risks might seem less than in the outdoor but in fact a greater level of attention is requested. The following measures are recommended in all climbing gyms:

- stay away from the climbing area of another person as it might be dangerous in case of fall
- do not leave your stuff (bottles, bags, shoes) under the climbing area as it may hurt you or another person in case of a fall inform other climbers of loose holds

- learn how to fall safely (do not lock your legs and place your hands on the mattress as you land)
- use chalk regularly to improve your hands' grip
- always climb with an instructor or experienced climber.

The action phase takes place in (preferably) the rock climbing gym or outdoor rock climbing crag and consists of climbing boulder problems (i.e., Traverses, see Practical tips), while at the same time assessing personal risk and ways to lessen it through the use of essential rock climbing techniques (like optional spotting, the use of climbing pads, etc) expanding, at the same time, personal comfort zone, through exposure. The remaining time in the action phase is used for free rock climbing, meaning that participants work on their individual goals while supported by the rock climbing facilitators and their educators.

→ STEP 3: CLIMBING AND EMOTIONS

The concept of awareness makes us think about how we construct reality. Each of us automatically uses our senses to build an image of the reality that surrounds us. The perception of reality that comes to us from our senses generates an emotional state that allows us to react to reality depending precisely on how it is perceived.

The action phase takes place in (preferably) the rock climbing gym or outdoor rock climbing crag and consists of climbing boulder problems (i.e., Traverses, see Practical tips), while at the same time assessing personal risk and ways to lessen it through the use of essential rock climbing techniques (like optional spotting, the use of climbing pads, etc) expanding, at the same time, personal comfort zone, through exposure. The remaining time in the action phase is used for free rock climbing, meaning that participants work on their individual goals while supported by the rock climbing or boulder facilitators and their educators. Fear in climbing is more than an emotion linked to the possibility of falling, it is a way of reacting to the reality that we adopt in sports as well as in life. It can represent the drive that makes us do something more than we think we can do, but it can also block us completely sending us into a state of anxiety. Climbing is very useful at the level of emotional self-regulation: for a successful outcome it is essential that the people with ID learn to manage anxiety and stress often caused by the difficulty of not immediately finding the "right hold

to face the wall". On a psycho-pedagogical level, climbing with a climbing partner means always taking into account the other person, their actions and working together for a common goal. Therefore, if on the one hand, it puts the person to the test from a relational point of view, on the other hand, since it is a more structured environment, less chaotic, in which there is no loser or winner, but a challenge with oneself, it is more suitable than other team or individual sports activities. Fear can be very limiting but it can be overcome through practical strategies and techniques that will support the emotional development of the climbers not only during the climbing experience:

- try to breathe in through your stomach and diaphragm: four/five seconds in, four/five seconds out. This practice, instead of feeding the stress cycle, triggers the relaxation response
- focus on the experience: you can remove the negative emotions that prevent you from concentrating on the only thing you can control: what to do next on the wall.
- increase your trust on your belayer: you need to be fully confident that, if you fall, your partner will be there to catch you
- learn how to fall: practice the fall and all the situation that create fears.

→ TRANSFORMING LIMITATIONS INTO ADVANTAGES: THE POWER OF CLIMBING

On a wall, it can happen that you find yourself ten meters from the ground and are unable to find a solution to continue climbing. It can happen that we instinctively react to this situation with an emotion of rage and, at this point, our minds will be clouded, our muscles will stiffen and we will find it difficult to think clearly. Thinking can turn from a resource into a limitation. The excessive insistence of questions and doubts can generate a real obsession, a block. The wall at this point becomes an obstacle and the mind exalts its negative characteristics.

In this specific case, the key is not answering the doubt, only in this way the question really loses importance and we can find effective solutions in front of the wall. Climbing helps us to know ourselves in a deeper way, encouraging a reflection on our ways of perceiving and reacting to reality. Only by learning to know ourselves differently, to be flexible, accepting the possibility of modifying our patterns of thought and behavior, can we truly transform our limitations into resources.



HOMEWORK

Self-reflection for educators: think of the adult people with intellectual disabilities you're working with and try to set specific goals for all of them. In your opinion, what will be the benefits for them? Is the climbing experience something that could work for them?

By following module 4 and with the support of a climbing instructor check the specific goals you have set for the people with ID you are supporting and design some climbing activities.



REFERENCES/ OERS

[Delivering More Effective Exposure Therapy In CBT - Psychology Tools](#)

[Outdoor Bouldering 101 - Beginner's Guide to bouldering outside - YouTube](#)

[Beck Depression Inventory - Wikipedia](#)

[What is Traversing for Indoor Rock Climbing? \(Video\)](#)

[A 6-Minute Breathing Meditation To Cultivate Mindfulness - Mindful](#)



SESSION 3

EFFECTIVE EMOTIONAL REGULATION AND CENTRE OF GRAVITY

The purpose of the session will be:

- ✓ To familiarize with more advanced techniques of rock climbing
- ✓ To show how the regulation of personal feelings can be adapted to the regulation of our own personal centre of gravity
- ✓ To manage emotions through attention shift to the individual sense of the centre of gravity

Total duration: 2 hrs



→ CENTER OF GRAVITY PLACEMENT IN CLIMBING

Grotto claims that "our sense of balance is the reason we can ascend, reach, grasp, grip, and keep moving with strength and agility when you climb. How can balance fuel stronger, more agile rock climbing? The key is understanding our own center of gravity and how we can use it to activate our body extending our own time to fatigue when climbing".

Before we can improve our own balance techniques, it's vital to understand the physiology of our body when we're climbing (See Annex 13).

Balance is the basis of all the climbing techniques. It conserves energy so one can climb higher and longer. Using our center of gravity will keep us on the wall. To avoid swinging or falling, being aware of our center of gravity is vital, as it allows us to counterbalance, using our own weight to maintain balance and stay on the wall.

Good footwork, agility and balance play a key role in rock climbing and mountaineering. Only when you master, one will be able to tackle technically difficult climbs with better results and with increased confidence.

→ STEP 2: ACTION PHASE

The action phase takes place in the outdoor rock climbing crag and consists of climbing two or three single pitch or boulder problems, while at the same time paying enough attention to their own centre of gravity. This kind of exercise consists of keeping self in balance with the morphology of the rock. Any participant is able to realize how the movement of his/her arms and feet can change the centre of gravity in terms of the exhaustion one feels in his/her forearms while climbing rock. The less the exhaustion, the best the technique used in relation to centre of gravity.

If you can keep your center of gravity within your base of support when climbing, you can keep your movement stable and efficient. But failing to keep it within the base of support can result in a tiring movement loss of energy or worse, fall.

For any human being, the primary base of support is our legs. You can test this by leaning on one side when standing up on one leg. This position reduces our base of support to one leg, making this leg only support. As soon as your center of gravity passes your axis leg, it becomes more and more difficult to stand up.



Using the template provided (see Annex 13), the educators are asked to improve balance, one of the most important rock climbing technique.

HOMEWORK



REFERENCES/ SOURCES

[Center Of Gravity Placement in Climbing - Daily Climbing](#)

[Delivering More Effective Exposure Therapy In CBT - Psychology Tools](#)

[Outdoor Bouldering -Beginner's Guide to bouldering outside \(Video\)](#)

[Clever ways to improve balance for rock climbing](#)

[3 Reasons Balance Is Important in Rock Climbing](#)

[Techniques for Improving Balance](#)

MODULE 5

TREKKING-RELATED SKILLS



INTRODUCTION TO THE MODULE

There is ample evidence that time in nature provides a range of physical, emotional and mental benefits and can enhance a sense of belonging.

Research has shown PWID who regularly play outdoor activities tend to be less stressed and more creative.

Time in nature also can encourage a sense of connection to community and place that will have benefits even beyond the individual.

This module intends to provide practical and straightforward advice for educators and others working with adults with intellectual disability on how to implement hiking and long distance walking activities aimed at boosting PWID's well being.

LEARNING OBJECTIVES

- Understand the importance of how hiking helps individuals to regulate negative emotion
- Discover the procedure of scheduling hiking as an outdoor activity in terms of preparation and selection of participants
- Be able to identify the suitable path taking into account individual needs
- Be able to identify and prepare the equipment needed for the hiking

LEARNING OUTCOMES



-  Educators will be able to to organize hiking with PWD 2 hrs
-  Educators will be able to manage groups outdoor 2 hrs
-  Educators will be able to set criteria for the selection of the participants according to individual characteristics and level of overall functionality. 1 hrs

TRAINING SESSIONS

- 1 Benefits of hiking of PWID and things to consider before heading out
- 2 Time to hike!



SESSION 1

BENEFITS OF HIKING FOR PWID AND THINGS TO CONSIDER BEFORE HEADING OUT

The purpose of the session will be:

- ✓ To understand the importance of hiking for PWID
- ✓ To discover the therapeutic effect of walking
- ✓ To explain the whole process of hiking from the selection of a path or route to logistics and individual physical capacity
- ✓ To understand key principles about time management, when to take a break, respects the other's pace, weather forecast and when to get back
- ✓ To be able to set goals considering participants' individual needs
- ✓ To be able to select the proper equipment (essential clothes, hiking boots and sticks, etc).
- ✓ To explore the "rules" of the Outdoors.

Total duration: 3 hrs



→ BENEFITS OF HIKING FOR PWID

The introduction begins with psychoeducation on the effects of hiking on PWD. Emphasis is given to the role of activation on regulating emotion and relative scientific proof is shown to the participants. Long-distance walking might be a low-cost intervention to promote mental health. It is highly accessible as the intensity of long-distance walking can be adjusted to the individual's physical capacity. There is no consensus as to what exactly constitutes a long-distance walk. Most commonly, it is defined as a walk of a certain distance (e.g., 30 km) or of a certain stretch of time (e.g., lasting several days).

Emphasis is given to the assessment of participants' willingness and overall ability to participate according to the overall level of physical capacity and functionality, depending on the pathology. Examples of various clinical cases are discussed in relation to hiking activities, which include long-distance walking.

It is really important to show them proof of evidence supporting the notion that hiking can enhance the well-being and mental health of people with disabilities. We emphasize the importance of the "starting small" motto, which means that our initial target is to set hiking goals requiring minimal effort, while assessing participants' capabilities.

→ BEFORE HEADING OUT

Willingness to participate: If one does not feel like participating in the activity, we can lessen our hiking goal or temporarily let him/her not take part in the activity.

It is important to show them videos or photos of what we are planning and let them decide prior to actual participation.

START SMALL: choose trails on the shorter side to start which means that our initial target is to set hiking goals requiring minimal effort while assessing participants' capabilities.

The introduction begins with a description of how one can organize a hike with people with intellectual disabilities. Emphasis is given to the selection of the equipment, knowledge of the rules of outdoors "Live no Trace Behind", basic orienteering, possible challenges they face during hiking, etc.

Individuals taking part in the hike should be autonomous in terms of self-care and the carers have to schedule the hike properly and provide the participants with visual stimuli (maps, photos, etc) of the selected path and destination providing at the same time information on weather, walking time and clothes needed (it depends on the weather).

Basic training on orienteering, the role of nutrition and the use of the essential equipment (boots, hiking sticks, hydration packs, etc).

Special emphasis is given to possible challenges they might face during hiking, such as sensory overload in the case of Autism (see Annex 13) and the selection of the proper hike to avoid various risks (heat, rain, orienteering, rock falling, etc).

It is really important to Know the Limits. Mark Reid of TeamWalking talks about the four levels of comfort in the outdoors:

1. Play. This is your comfort zone in the outdoors when you're functioning within your limits. Play is fun and easy. When working with people with intellectual disabilities, the first goal is to give them a chance to function within their limits. So, it is essential to set small goals at first (i.e., initially, 30-45 minutes of walk will do the job, in some cases it may be too much). The path has to be really accessible for all, visible and well marked with signs. At first, it may be a very popular path in a well-known mountainous park or forest.

2. Adventure. This is when you're heading into your stretch zone. You may be experiencing a new trail, new weather conditions (like hiking in light snow), or a new activity (like wild camping). This can be fun and easy, too—if you've prepared well in advance (always take into account the level of functioning of the involved participants).

3. Frontier adventure. This is when you're really pushing your boundaries. Maybe you're hiking a really challenging trail, you're going snowshoeing, or you're wild camping in a new place all by yourself. This may feel challenging, and it might lead to a meltdown on the trail. Know your limits, and plan, plan, plan (Probably not recommended as a first experience with someone who is not confident in the outdoor).

4. Misadventure. This is your panic zone. Something has gone horribly wrong, and you don't know what to do. You might have made a poor decision and are now suffering the consequences, or you might be in the middle of a full-blown meltdown. Stop. Reassess. Take new action when you're ready and able (To be avoided).



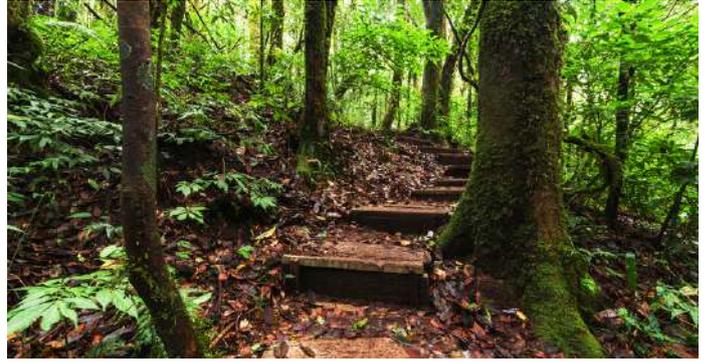
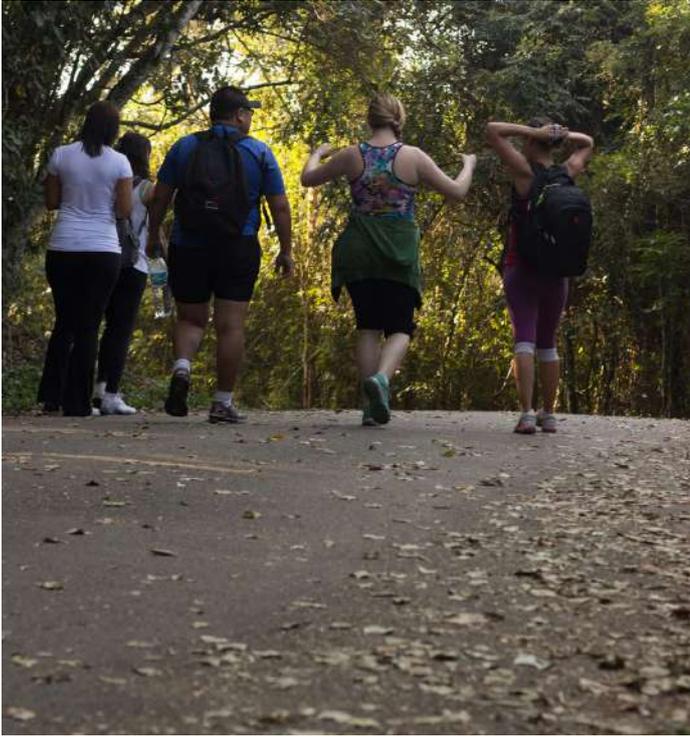
Autism is associated with hypersensitivity to sensory input, making sensory overload more likely. Using the template provided (see Annex 14), the educators are asked to prepare a short list of tips for coping with sensory overload.

HOMEWORK



Center Of Gravity Placement in Climbing - Daily Climbing

REFERENCES/ OERS



SESSION 2

TIME TO HIKE!

The purpose of the session will be:

- ✓ To understand the whole procedure of hiking with PWID
- ✓ To learn hiking with PWID
- ✓ To encourage and provide feedback to the participants.

Total duration: 2 hrs



→ TIPS BEFORE HEADING OUT

Step 1: Selection of participants

Emphasis is given to the initial assessment of their level of overall functionality.

- For example, as for autism, It is strongly recommended that the participants are of medium to high functioning Autism.
- Concerning mental retardation, a limit IQ level value is needed.
- Carers should be responsible for ensuring that all the participants have been diagnosed according to ICD-10 diagnostic criteria by a psychiatrist or clinical psychologist. The level of functionality is the key to participation.
- Willingness to participate: If one does not need to participate in the activity, we can lessen our hiking goal or exclude him for participation.

Step 2: Choose the hiking trail wisely

As pointed out in the previous session, starting small and choosing the right trail for the participants' physical level and their level of functioning is crucial.

The following fundamentals are most often considered factors that play a key role in outdoor recreation and trails accessibility:

- facilitation for the acquisition of technical information related to the trail;
- rest and refresh stop
- adequate infrastructures: it refers to the possibility of accessing visitor information center (both onsite and online) to get detailed information about the specific attraction or place of interest;
- easy to read signs and indications.

To find a hiking trail that will meet the needs of your group, it is recommended to contact a local hiking club. Cooperation with local hiking clubs is strongly recommended for the organization and implementation of outdoor activities.

Step 3: Preparation of participants

Some weeks before heading out, organize a meeting aimed at providing both PWID and their families all the relevant information related to the outdoor activities, namely:

- hiking trail: location, duration, points of interest etc.
- what to bring: the ten essentials (please see Annex 8)
- what to wear hiking
- food and water
- safety

- respect the environment: It is important to learn how to preserve the natural surrounding. The *Leave No Trace* principles are the following:

- 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 visitor.

→ DURING THE HIKING

Hiking is about endurance, not speed. Finding our own's rhythm and pick a pace that we can easily maintain for the duration of the hiking is crucial. Below some tips for pacing yourself on the hiking route:

- keep a steady continuous pace
- take regular breaks
- keep your muscles moving
- stay hydrated.

When hiking, it is important to collect feedback from your group on physical conditions, joy and pleasure using simple questions, such as:

- 1) Do you like the activity? Why?
- 2) Would you like to participate again?
- 3) Are you tired?

It is also important to congratulate the members of your group on their performance, encourage them often and make clear that the group can get back at any time.

In case of excessive stress:

- Stop. Find a safe place alongside the trail to stop and rest. Sit down.
- Relax. And always have a plan for going back easily.
- Drink and eat. Having a drink of water or a bite of food can be very grounding and calming.
- Take your time. Take all the time needed to feel better.



HOMEWORK

Using the template provided (see Annex 15), the educators are asked to choose a local hiking route suitable for his/her group of adults with PWID.



REFERENCES/ OERS

[Walking on sunshine: scoping review of the evidence for walking and mental health](#)

[Are Long-Distance Walks Therapeutic?](#)

[Hiking With Autism: How to Get Outdoors When You're on the Autism Spectrum](#)

[Hiking for beginners](#)

MODULE 6

RISK MANAGEMENT IN
THE OUTDOORS



INTRODUCTION TO THE MODULE

“Some risks are more ‘risky’ than others and many of the risks associated with hazards in the outdoors are of the ‘less likely’ variety - otherwise our splendid safety record would be strewn with accidents - which it is not. Being able to assess the likelihood of risk and its bad consequences is a key skill for leaders”

Ken Oglivie, Leading and Managing Groups in the Outdoors

According to the Institute for Outdoor Learning, "one of the key foundations of the Outdoor Learning approach is the intentional acceptance of both the benefits of undertaking activities in the outdoors and the potential risks of doing so. Challenges might be physical and/or psychological and may include real and/or perceived risk for the participants where real and often immediate consequences can lead to powerful and highly memorable learning experiences".

This module will support professionals and caregivers in identifying, assessing and managing risks on outdoor activities with PWID.

LEARNING OBJECTIVES

- Define what risk management is
- Identify risks related to outdoor activities by people with intellectual disabilities
- Recognize the different levels of intellectual disability
- Identify the difficulties of people with intellectual disabilities in doing outdoor activities.

LEARNING OUTCOMES



Educators will be able to safely conduct outdoor activities for people with intellectual disabilities

3 hrs



Educators will be able to develop a risk assessment plan

1 hr

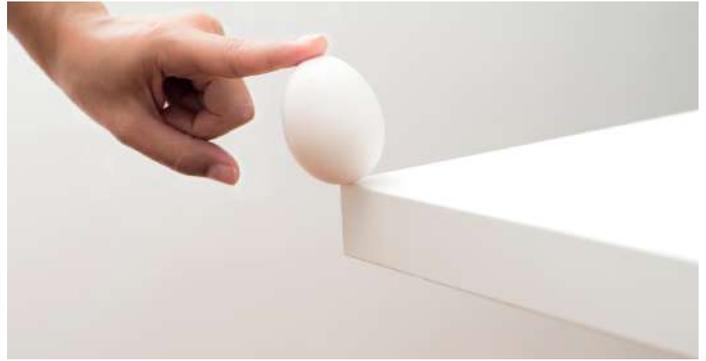


Educators will be able to prepare outdoor activities adequately

2 hrs

TRAINING SESSIONS

- 1 Definition of risk management
- 2 Identification of risks related to outdoor activities of PWID
- 3 Difficulties of PWID in doing outdoor activities



SESSION 1

DEFINITION OF RISK MANAGEMENT

The purpose of the session will be:

- ✓ To discover the background, history and characteristics of outdoor education
- ✓ To define risk management, get familiar with the terms
- ✓ To recognize the different types of risks

Total duration: 2.45 hrs



→ DEFINITION OF RISK

Providing quality outdoor experiences for people with Intellectual Disability or Mental Health problems requires outdoor leaders to be aware of and manage many aspects of risk: psychological, emotional, physical, cultural, social and other. Outdoor leaders have legal and moral responsibilities to effectively manage risks in outdoor activities.

The Chinese culture expresses the concept of risk and its relationship to the development and education of the individual with the term *wei-jan*. Translated, it means 'opportunity through danger'. This is the essence of why we place people into risky situations, whether the danger is real or imaginary. Without the danger the opportunity evaporates.

Risk can be defined with a more simple phrase: "The potential to lose or gain something of value." The presence of risk creates uncertainty. Potential losses may be physical (broken bones), mental (fear), social (embarrassment) or financial (lost equipment).

The motivation for participating in risk activities is to gain something of value. Potential gains include good health, increased confidence, increased self esteem, the challenge of an adventure and fun (The New Zealand Mountain Safety Council).

According to Wikipedia "Risk management is the identification, evaluation, and prioritization of risks followed by coordinated and economical application of resources to minimize, monitor, and control the probability or impact of unfortunate events or to maximize the realization of opportunities.

Risk Management collective procedures are utilized to keep risks and losses within an acceptable range. The term outdoor safety management, or hazard management, is increasingly being used in countries where outdoor activity is popular in place of risk management. Safety management, hazard management and risk management are compatible concepts.

According to the Outdoor Safety Risk Management for Outdoor Leaders (2013): "Outdoor leaders should be aware that perceptions of risk may vary greatly between individuals in a group.

What appears to be risky to one person may not be to another. People may be influenced by factors such as:

- Confidence level
- Experience level
- Degree of tiredness
- Equipment familiarity
- Psychological make-up
- Location
- Perception of others
- Awareness of own limitations
- Leader approach
- Knowledge of the situation
- Fear of the unknown
- Mood
- Feeling of being safe
- Anxiety level.

Some outdoor managers observe that outdoor leaders are often encouraged to 'push' participants; increasing participants' perception of risk is seen as desirable and often essential for growth and change in participants. They advocate a shift away from this way of working. They suggest that the best scenario for growth and change is one in which participants feel safe, secure and cared about. They suggest outdoor leaders can create a safe atmosphere for participants, especially those at risk, by taking steps to reduce their perception of risk.

They can achieve this by:

- Taking care of participants' basic needs such as food, water and shelter.
- Working just outside comfort zones and avoiding pushing people with intellectual disabilities into the panic zone: participants should be challenged, encouraged and supported to try different activities and work through their fears.
- Putting equal emphasis on physical and emotional safety and learning to assess, and intervene with, anxiety.
- Using collaborative and cooperative leadership styles to help foster security, stability and safety.
- Assessing participants' medical and cultural needs can also help ensure participants' emotional and physical safety.

→ WHAT SHOULD EDUCATORS/LEADERS CONSIDER REGARDING RISK?

Educators/Leaders should consider multiple risks that can be both objective and subjective. For example:

- Issues such as injuries
- weather conditions
- participants' willingness to take part in outdoor activities
- Sleeping arrangements for overnight events
- Finding out food and medical treatment requirements from all participants
- equipment and gearing

When you are deciding on strategies for reducing risk, you should break them into three categories, consider each strategy in order and apply them to each hazard or risk that you have identified.

Let's take the example of a tramping trip that involves river crossings.

1. Eliminate risk: if the severity of the risk in the activity is identified as being at an unacceptable level, the risk should be eliminated by either removing the risk or removing the activity. For example, eliminate the risk by not crossing the river. This can be achieved by either turning back or choosing to do a different route that doesn't involve river crossings.

2. Isolate risk: if the severity of the risk in the activity is identified as being at an unacceptable level, but it is not practical to eliminate it, the next step is to try to isolate it, by putting in place a process or mechanism that keeps people away from the hazard. An example of managing the risk associated with river crossing would be choosing a route that uses structures such as bridges, walkways or aerial ropeways to cross the critical rivers.

3. Minimise risk: if you have attempted to eliminate and isolate the risk, but decided that these approaches are not possible (or practical), the next step is to minimise the risk. You should use your skills and knowledge of appropriate safety practices to minimise the risk in the activity. For example, wait for the river to drop to a safe level before attempting to cross; use correct river-crossing techniques, such as the mutual support method; carefully choose your crossing point and/or travel to a different part of the valley to cross, such as the head waters or braided river flats.

Risk reduction strategies need to be used even when deciding what kind of activity you will do.

A good leader will have considered all of the above strategies to provide a safe experience that is aimed at the correct skill level development, meets the aim of the activity and takes into account any limitations of the people, the equipment or the environment that may be present. Once the leader has decided on a plan, they will then need to identify which hazards are significant (a potential cause or source of serious harm) and record the strategies they will use to mitigate the risks associated with them as part of their risk management plan, such as their Risk Analysis Management System [RAMS] or Safety Action Plan [SAP]. It is important to note that this is not where the process ends. It is vital that, while the activity is being undertaken, a constant re-evaluation of the hazards is being done. As part of this, the risk reduction strategies should be adapted accordingly to ensure that all hazards are continuously managed. The content in this publication may not be up to date.

According to the Outdoor Safety Risk Management for Outdoor Leaders (Revised 3rd Edition 2013). There are many ways to reduce risk levels before and during activities. Leaders can consider one or a combination of strategies to reduce risks, including:

- involving everyone in safety
- having appropriate rules, policies and guidelines
- using appropriate leadership styles
- knowing the group
- offering challenge by choice
- teaching by progression
- developing safety consciousness
- having competent leaders
- disclosing the risk
- pre-visiting the site
- checking equipment (usage and maintenance logs)".



HOMEWORK

ACTIVITY 1

- How do you define an accident?
- Have you ever been in a risky outdoor activity?
- How did you overcome it as a leader?
- How did the group react?
- What measures did you take

ACTIVITY 2

Using the template provided (see Annex 16), the educators are asked to work on a case study.



REFERENCES/ OERS

[Risk Management \(Video\)](#)

[An introduction to risk, adventure and risk management. Risk Management in the Outdoors](#)

[10 steps to better Risk management](#)

[Outdoor Safety Risk Management for Outdoor Leaders](#)

[OA Guide to Outdoor Safety Management](#)



SESSION 2

RISKS RELATED TO OUTDOOR ACTIVITIES OF PWID

The purpose of the session will be:

- ✔ To identify the risks related to outdoor activities of PWID
- ✔ To plan and implement safe outdoor activities addressed to PWID

Total duration: 1.45 hrs



→ FRAMEWORK/ THEORETICAL BACKGROUND

Inherent in adventurous outdoor activities are varying degrees of challenge and risk. Although the degree of challenge is greatly influenced by the perception of the individual, it can be manipulated together with the element of risk, to appeal to all individuals regardless of skill level (Dattilo & Murphy, 2007). Thus, it is possible for people with all levels of disability to engage in these activities and guidance manuals for staff are available (Schleien & McAvoy, 2009).

→ RISK FACTORS

When assessing the potential hazards in outdoor activities there are two factors to take into account: environmental and human risks. In particular, when it comes to environmental risks there are:

1. activity hazards (static-activities in which the environment is relatively unchanging e.g., hiking, dynamic-activities in which the environment changes very quickly in unpredictable ways (e.g., whitewater paddling, biking).
2. Location & terrain (remoteness, away from medical help, rocky trails, walking off trails, exposed ledges, darkness, poison ivy, Beestings).
3. Season/Climate (cold temperatures, overexposure to sun etc.). Beyond the activity, the equipment and driving/transportation are also considered environmental hazards.

The second category is Human Factor Risks, which can be organized into:

1. Participants (no awareness of hazards, no skills to avoid hazards, resistance to instructions, irresponsible/careless attitude towards self-others-equipment, poor physical strength-stamina, fear, anxiety)
2. Leaders (lack of knowledge of environmental hazards, inadequate skills to extricate group and self from hazards, poor safety judgment, Poor teacher of necessary skills, unclear Instructions, poor supervisor-does not correct problems, ineffectual under stress, lack of solid plan).

3. Group (group not yet formed, lacks cooperative structure, Interpersonal frictions unresolved, Poor communication patterns, Excessive competition, Scapegoating or lack of concern for slow or different individuals, Excessive pressure or stress to "perform", No practice in working harmoniously under stress, Lack of leadership within groups, Splintering into sub-groups).

If all the above-mentioned risks are carefully considered, the results of study of Patterson & Pegg (2008), indicate that people with disabilities have the ability to participate in serious leisure activities and to successfully engage at such a level so as to enable them to develop increased levels of confidence, skills and self-esteem.



HOMEWORK

Using the template provided (see Annex 17), the educators are asked to plan an outdoor activity for people with ID using the 'Six Thinking Hats' exercise,



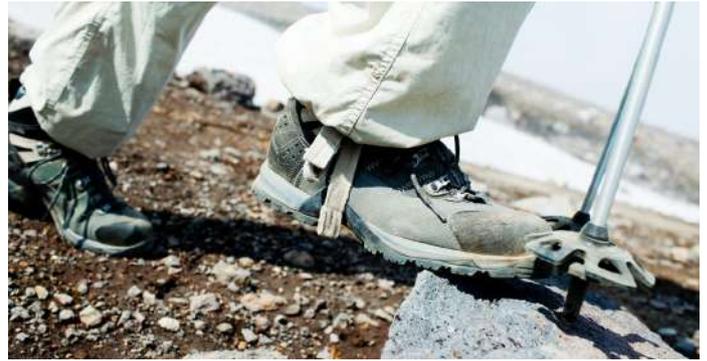
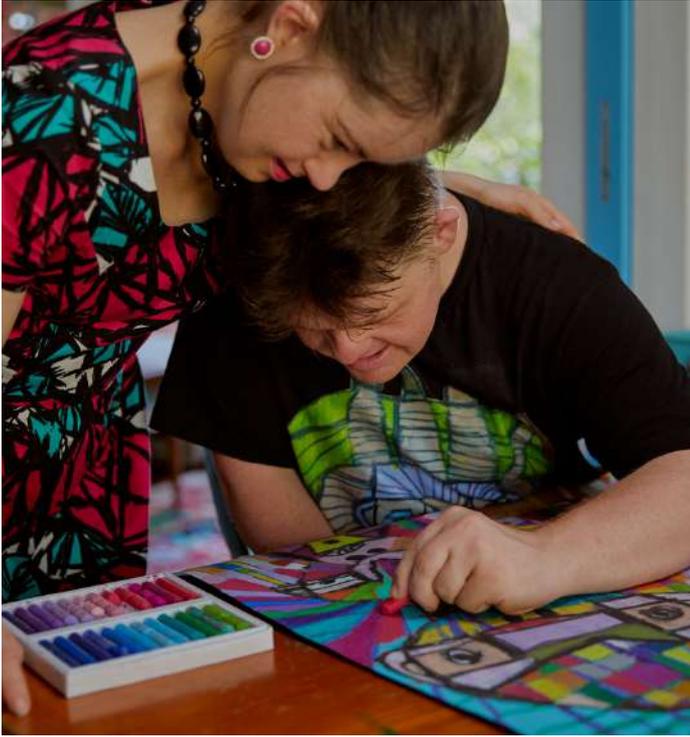
REFERENCES/ OERS

[7 Adapted Physical Activities for Individuals with Intellectual And Developmental Disabilities \(Video\)](#)

[Injury and Fall Prevention for People with Learning Disabilities](#)

[Assessment of risk in people with learning disabilities: why is it needed?](#)

[Major hazards and people with disabilities: A toolkit for good practice](#)



SESSION 3

DIFFICULTIES OF PWID IN DOING OUTDOOR ACTIVITIES

The purpose of the session will be:

- ✔ To recognize the different levels of intellectual disability
- ✔ To explore the stereotypes regarding people with intellectual disabilities
- ✔ To recognize the difficulties of people with intellectual disabilities in doing outdoor activities

Total duration: 3.5 hrs



→ DEFINITION OF INTELLECTUAL DISABILITIES

DSM-5 defines intellectual disabilities as neurodevelopmental disorders that begin in childhood and are characterized by intellectual difficulties as well as difficulties in conceptual, social, and practical areas of living.

The DSM-5 diagnosis of ID requires the satisfaction of three criteria:

1. Deficits in intellectual functioning— “reasoning, problem solving, planning, abstract thinking, judgment, academic learning, and learning from experience”—confirmed by clinical evaluation and individualized standard IQ testing (APA, 2013, p. 33);
2. Deficits in adaptive functioning that significantly hamper conforming to developmental and sociocultural standards for the individual's independence and ability to meet their social responsibility;
3. The onset of these deficits during childhood.

→ LEVELS OF SEVERITY

The terms “mild,” “moderate,” “severe,” and “profound” have been used to describe the severity of the condition. This approach has been helpful in that aspects of mild to moderate ID differ from severe to profound ID.

The DSM-5 retains this grouping with more focus on daily skills than on specific IQ range.

Mild to Moderate Intellectual Disability

The majority of people with ID are classified as having mild intellectual disabilities. Individuals with mild ID are slower in all areas of conceptual development and social and daily living skills. These individuals can learn practical life skills, which allows them to function in ordinary life with minimal levels of support. Individuals with moderate ID can take care of themselves, travel to familiar places in their community, and learn basic skills related to safety and health. Their self-care requires moderate support.

Severe Intellectual Disability

Severe ID manifests as major delays in development, and individuals often have the ability to understand speech but otherwise have limited communication skills (Sattler, 2002).

Profound Intellectual Disability

Persons with profound intellectual disability often have congenital syndromes (Sattler, 2002). These individuals cannot live independently, and they require close supervision and help with self-care activities. They have very limited ability to communicate and often have physical limitations. Individuals with mild to moderate disability are less likely to have associated medical conditions than those with severe or profound ID.

→ FACTORS ASSOCIATED WITH LOW UPTAKE OF OUTDOOR ACTIVITIES OF PEOPLE WITH INTELLECTUAL DISABILITIES

Factors associated with low uptake of outdoor activities of people with intellectual disabilities have included lack of friendship, deficit in skill and independence, deficient social skills (self-care and communication) as well as cognitive deficits associated with outdoor and hobbies skills including picture recognition, numeracy, time and money recognition (Browder and Cooper, 1994; Hoge and Dattilo, 1995). In a study investigating the obstacles to participation in activities for older adults with a intellectual disability, Browder and Cooper (1994) identified changes in health status, change in social networks as various life transitions are met, limited community access, underdeveloped outdoor skills, lack of support to fully partake in existing opportunities, as well as limited opportunities for choice making.

Factors associated with low uptake of outdoor activities of people with intellectual disabilities have included lack of friendship, deficit in skill and independence, deficient social skills (self-care and communication) as well as cognitive deficits associated with outdoor and hobbies skills including picture recognition, numeracy, time and money recognition (Browder and Cooper, 1994; Hoge and Dattilo, 1995). In a study investigating the obstacles to participation in activities for older adults with a intellectual disability, Browder and Cooper (1994) identified changes in health status, change in social networks as various life transitions are met, limited community access, underdeveloped outdoor skills, lack of support to fully partake in existing opportunities, as well as limited opportunities for choice making.

→ SOME OTHER DIFFICULTIES

Some other difficulties that people report are:

- Enough time
- Enough money
- Way to get there
- Place to do it
- Have a friend
- Feel allowed to do it
- Know how to do it
- Feel welcome
- Feel well
- Feeling of not deserving to have fun

According to Rose & Massey (2010), it is important to avoid the danger of turning leisure into 'therapy'. People with severe intellectual difficulties often need skilled assistance to help them meet their needs and wants. People undertaking adventurous outdoor activities need skilled training and sometimes leadership. When people with severe learning difficulties undertake adventurous outdoor activities, the requirement for both types of skilled intervention must be recognized and met.



HOMEWORK

ACTIVITY 1

Using the template provided (see Annex 18), the educators are asked to reflect on the levels of disability.

ACTIVITY 2

Using the template provided (see Annex 19), the educators are asked to create a poster, answering some key questions.



REFERENCES/ OERS

[Bendrigg Trust - Outdoor Adventures for Disabled People \(Video\)](#)

[Disability leisure: in what kind of activities, and when and how do youths with intellectual disabilities participate?](#)

[Activities for Adults with Intellectual & Developmental Disabilities](#)

[Severe to Profound Intellectual Disability: Circles of Care and Education \(Video\)](#)

[Six Myths About People With Intellectual Disabilities](#)

[Intellectual Disability: Definition, classification, causes and characteristics](#)



MODULE 7

COLLABORATION IN THE
OUTDOOR

INTRODUCTION TO THE MODULE

Collaboration in the outdoor module describes communication channels and principles needed for successful and effective joint effort, but also activities that encourage collaboration between educators as well as between educators and PWID. Engaging in outdoor activities greatly contributes towards better physical, mental and spiritual health of individuals and also strengthens collaboration. Generally, collaboration in the outdoor should be adapted to environmental conditions, planned activities as well as the specifics of the target group.

Communication channels refer to types of communication used in collaboration during outdoor activities. Depending on specific circumstances and target group, such communication channels can be verbal, non-verbal and written. Most often in order to achieve and maintain adequate collaboration, combination of communication channels is required.

Activities encouraging collaboration mainly focus on team building activities, icebreaking activities, teamwork activities and other similar activities that can take place in the outdoor.

The module provides insights on common approaches and best practices in collaboration in the outdoor through effective communication and planned activities.

LEARNING OBJECTIVES

- Describe what collaboration in the outdoor is
- Indicate importance and benefits of collaboration in the outdoor
- Define communication channels and outdoor activities
- Adapt communication channels and outdoor activities to environmental conditions and target groups
- Establish personal and group tasks and responsibilities
- Identify and apply common approaches and best practices of outdoor activities.

LEARNING OUTCOMES



-  Educators will be able to understand the concept of collaboration in the outdoor 2 hrs
-  Educators will be able to perceive importance and recognize benefits of collaboration in the outdoor 1 hr
-  Educators will be able to define and adapt communication channels and outdoor activities depending on specific conditions 2 hrs
-  Educators will be able to establish, delegate and manage personal and group tasks and responsibilities 1 hr
-  Educators will be able to use strategies to facilitate participation of PWID 2 hrs

TRAINING SESSIONS

- 1 Definition of collaboration in outdoor
- 2 Communication channels and outdoor activities for PWID
- 3 Best practices for encouraging collaboration



SESSION 1

DEFINITION OF COLLABORATION IN OUTDOOR

The purpose of the session will be:

- ✓ To define basic concept of collaboration in the outdoor
- ✓ To perceive importance and recognize benefits of collaboration in the outdoor

Total duration: 3.25 hrs



→ ICE BREAKER: BACK-TO-BACK DRAWING

Trainer will start the introduction to the module with a simple team collaboration exercise. Teams are divided into pairs, with each pair sitting with their backs touching. One person is given a shape and the other a sheet and a pen. The person holding the image must give verbal instructions to their partner as to how to draw the image without telling them what the image or shape is. This team-building activity focuses on the listening and collaborating skills. The pair with the best image replica wins.

→ OUTDOOR COLLABORATION: FRAMEWORK

Collaboration has been one of the main drivers of group success and main ingredient in reaching groups goals for a long time. Generally, collaboration is the situation in which two or more people work together in order to create or achieve the same goal. Although the definition may sound a bit generic and straightforward, it doesn't limit collaboration to a specific setting or group of people.

There are different types of collaboration used depending on the objectives, strategies and tools. Furthermore, collaboration is based on individual and group skills, expertise and specific traits, as adapting collaboration to the specifics of the group increases the likelihood of achieving a fruitful collaboration.

Most common type of collaboration is group (team) collaboration. Team collaboration occurs when individuals from the same team work together and embrace a combination of processes and technologies to achieve common organizational and team goals.

Group collaboration results with the ability to master complex and extensive problems, increased performance of the working group and more satisfaction of all members. Also, group collaboration is important because:

- It helps in problem-solving
- Brings people closer together
- Helps people learn from each other
- It opens up new channels for communication
- Boosts morale individually and in group
- Makes individuals and groups more efficient.

Different forms of collaboration may positively affect groups to be able to work together with an aim to achieve higher levels of success. Collaboration in the outdoor manifests in activities where participants are working co-operatively

in pairs or groups in a specific outdoor environment. Main point of collaboration in the outdoor is to have various group activities that foster better communication and bonds in group. Such activities that improve collaboration are teambuilding activities, icebreaking activities, teamwork activities and other similar activities that can take place in the outdoor.

→ BENEFITS OF OUTDOOR COLLABORATION

Outdoor activities have clear physical and mental benefits as spending time in nature and the natural light can improve mood and reduce stress and depression. Engaging in physical activity produces similar benefits and often times relaxes and cheers people up.

Research has shown that spending time in nature has been associated with decreased levels of mental illness, with the strongest links to reduced symptoms of depression and anxiety, in addition to increased self-esteem.

When organizing collaboration activities in the outdoor the program must be based on the developmental needs, interests and experiences of target group, taking into account the differences of individuals and group. An interesting and dynamic outdoor play space which includes natural features adds interest and stimulation to the program provided and creates additional variety for persons learning. There are lots of benefits of group collaboration, including collaboration in the outdoor, such as:

1) Increased creativity, perspective and innovation
In collaborative working everyone benefits from multiple perspectives. Even though people may have completely differing views on a particular task or objective, diverse views and personalities help to foster fresh ideas and innovative insights as well as create a dynamic working environment. With the right instructions, collaborative work can help complete tasks and solve problems in more efficient and effective ways.

2) Teams educate and learn from each other
Bringing together group of individuals different knowledge, each other complementing, they create new collective knowledge which is one of main benefits of collaborative working. To an individual they are unattainable! Also, when collaborating in a group, individuals will start to pick up on each other's abilities.

3) Camaraderie breeds engagement and productivity

When a team really starts to work well together, they will develop a sense of camaraderie. A common goal will unite a well-chosen team and foster affinity no matter how different they are as people. This increased level of engagement helps create and increase productivity. As team members progress in their work, they are encouraged by both colleagues and the environment they create. The combination of all this will increase the productivity of both individual members and the group.

4) New channels of communication

By communicating directly, group members become successful creatives. Talking reveals new! Also, group members exercise their personal and common needs.

5) Improved mental health

Perhaps one of the most important benefits of collaborative work is the effect it has on the mental health of those involved. Developing a good relationship with your colleagues helps members feel valued as part of a team, which offers many benefits for mental health.



HOMEWORK

According to the covered topic, provide your opinion on the following questions:

- What is the most important benefit in group collaboration? Why?
- What type of activities would you organize to improve collaboration in the outdoor?
- How would adapt outdoor activities to make them accessible to PWID?

Prepare a draft script, approximately 300 words. Learners will be then asked to read their answers to the group during the session.

DEBRIEFING

To wrap up the session, the trainer will facilitate a debriefing moment where participants are encouraged to express their questions, doubts, ideas and feelings toward the topics discussed.



REFERENCES/ OERS

[Outdoor Education and Collaboration: Creating a Localized Adventure Learning.](#)

[What is team collaboration and why it matters?](#)

[7 reasons why collaboration is important](#)



SESSION 2

COMMUNICATION CHANNELS AND OUTDOOR ACTIVITIES FOR PWID

The purpose of the session will be:

- ✔ To define and adapt communication channels and outdoor activities depending on specific conditions
- ✔ To establish, delegate and manage personal and group tasks and responsibilities in outdoor activities

Total duration: 1.45 hrs



→ ICE BREAKER: “WHOSE JOB IS IT, ANYWAY?”

Trainer will start the introduction to the session with a story about four people named Everybody, Somebody, Anybody and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have.

Afterwards, short group discussion on the story message that refers to lack of communication and task and responsibilities.

→ COMMUNICATION CHANNELS AND OUTDOOR ACTIVITIES FOR PWID

Communication, in the broadest sense, is the exchange of messages (information, opinions and feelings). The main goal of group communication is to make it rich and effective.

Communication between people (including PWID) takes place in different ways. In addition to direct contact, people communicate by various channels (telephone, video conferencing, e-mail, mail, fax, telegram, etc.). mutually called verbal communication.

Non-verbal communication is a way of communication in which there is no word between the recipient and the sender of the message, but movement and facial expressions.

While within the group, verbal communication is much more important, non-verbal communication is of great importance in working groups, especially when working in a specific environment. Experts claim that most messages are conveyed by quiet, nonverbal cues.

Communication within the group is crucial for successful collaboration, especially in specific groups that include PWID. It is a guarantee that each group member gets the information he/she needs to complete the task and coordinate activities with other group members. However, since group consists members with intellectual disabilities, barriers to accessibility need to be taken into account when establishing communication channels.

According to the Government of Ontario, there are five identified barriers to accessibility for persons with disabilities. These barriers are attitudinal, organizational or systemic, architectural or physical, information or communications, and technology.

For PWID, information or communication barriers occur when sensory disabilities, such as hearing, vision, or learning difficulties, are not taken into account. These barriers apply to both sending and receiving information. Examples of information or communication barriers include:

- Electronic documents that are not properly formatted and cannot be read by a screen reader;
- Confusing and poorly organized materials;
- Not clear language;
- Printed documents that are difficult to read (e.g., print too small or in a font that is hard to read);
- Videos without caption or transcriptions.

On the other side, educators have a significant amount of autonomy in selecting, creating, and distributing materials and information to PWID. When possible, educators should consider distributing information and making materials available in multiple formats.

Also, joint communication between group members of PWID can be improved by using a form of communication that requires equal activity of all participants, with short presentations, exchanges of views, dialogues, sub-questions, repetition of what is important for understanding.

Furthermore, it is important to create a positive atmosphere in the group, a sense of equality of all group members, the right to freedom of speech, which includes the choice of appearance in conversation, work, content and emotional freedom. Educators need to maintain the flow of feedback that connects the speaker and the listener is ultimately the basis of communication (understanding the message sent by the speaker).

The communication system within the group is partly consciously designed, and partly established "on the go". A large number of problems that arise in communication within a group stem from what is listened to in order to give an answer to a question asked, rather than to be understood.

Proper use of communication in a group can be achieved through assertiveness. The words and behavior of an individual influence the behavior of other people, so if something is to be achieved without conflict, in a nice way, it is necessary to be assertive.

Today it is common to collaborate in a group, with different people, which requires constant communication between members.

Although technological communication is advancing faster than interpersonal communication, face-to-face communication cannot be replaced or compensated for now due to the non-verbal components that can be experienced in this way of communication.



HOMEWORK

Organize a team building activity for a specific group of PWID in order to improve collaboration in the outdoor. While structuring team building activities, answer the following questions:

- What accessibility barriers did you take into consideration?
- What would you take into consideration in terms of communication when establishing collaboration in the outdoor for specific PWID group?
- How would you delegate tasks and responsibilities for the teambuilding activity?

Prepare a draft script, approximately 300 words.

DEBRIEFING

To wrap up the session, the trainer will facilitate a debriefing moment where participants are encouraged to express their questions, doubts, ideas and feelings toward the topics discussed.



REFERENCES/ OERS

[Outdoor Team Building Activities](#)

[The Story of Everybody, Somebody, Anybody And Nobody](#)



SESSION 3

BEST PRACTICES FOR ENCOURAGING COLLABORATION

The purpose of the session will be:

- ✓ To define and apply best practices of outdoor activities for effective collaboration in the outdoor

Total duration: 2.45 hrs 



→ ICE BREAKER: “CATEGORIES”

Everyone is given 10 minutes to talk to five other people and write down information according to some categories they have been given.

The categories could include:

- What is your favourite food?
- What is your best memory?
- What is your favourite hobby?
- What is your favourite place in the world that you have been to or want to visit?

At the end of this ice breaker, short group presentation of the outcomes and discussion about the results and the overall ice breaking activity.

Afterwards, short group discussion on the story message that refers to lack of communication and task and responsibilities.

→ TEAMBUILDING - FRAMEWORK

Recently, team building has emerged as the most popular solution to communication problems. Involving group members in a particular activity strengthens ties within the group and strengthens collaboration.

Team building in a means forming groups that solve the problems set before them. In this way, it is possible to encourage members of the group to meet on a private level with relaxed communication.

Team building organized in the outdoor encourages more effective interaction among members due to specific setting, making the collaboration a relaxed and informal environment.

Various outdoor activities such as picnicking, tracking, climbing, camping, in addition to serving to relieve stress, contribute in the long run to the development of interpersonal communication, reducing conflicts among group members and increasing creativity.

Creating a healthy work environment requires persistent development and improvement of interpersonal relationships in the group, and team building is one of the tools that can greatly help in this.

When it comes to organizing outdoor activities involving PWID, accessibility barriers again need to be taken into account. There are various specters of intellectual disabilities and proper evaluation needs to be done before engaging in organizing outdoor activities. Taking into account that outdoor activities are methods of increasing collaboration in the outdoor, they need to be accessible to all. Accessibility can be met by adapting some rules or simplifying the activities. Either way, collaboration in the outdoor can't be established if all group members are not involved.

→ TEAM BUILDING ACTIVITIES - BEST PRACTICES

Below check some of the teambuilding outdoor activities for outdoor collaboration that can be considered:

Organized Walk/Run

Organized walking / running is a great way to get involved in group outdoor activities because it is simple and easy to organize in various places in nature. Additional activities such as fundraising in favor of a specific goal can be added.

Picnicking

Outdoor activities where the group takes an al fresco meal as part of an excursion, especially in a picturesque setting such as a park, lake shore or other place with an interesting view of nature. It is also sometimes combined with cooking, usually in the form of a barbecue: grilling, sautéing (combining a barbecue grill or a barbecue with a pot filled with soup), baking or a combination of all of the above.

Camping

The basic principle for any camping or hiking adventure is the same - put on a backpack filled with camping gear, bring a tent and head to camp. But not all types of camping are the same. Depending on the specific group and goals, different types of camping can be organized: camping in tents, backpack or hiking, canoeing, etc.

Hiking

Picking a local trail to explore and enjoy an invigorating day out in nature. Educators need to be aware that depending on the specifics of the group, they may consider choosing easier or harder hikes.

Scavenger hunt

Great idea for an outdoor activity where the organizers prepare a list by defining specific items, which participants try to collect or complete all the items on the list. Usually participants work in small teams, although the rules may allow individuals to participate. The goal is to complete the list first or fill in the most items on that list. Hunting for scavengers in the open is a great way to turn on your senses. It is good practice to consider a search that requires participants to identify things they can look at, smell, and hear.

Needless to say, the prepared list of specific items and difficulty of the game should be tailored to a particular group of participants.

→ ICE BREAKERS – FRAMEWORK

When organizing a team building activity, it is a good idea to include icebreaking activities as well. Ice breaking games are a great way to break the ice when team building. It is a great tool for encouraging people to bond and learn more about each other, their skills and preferences. Furthermore, it provides an ideal way to put participants at ease in an unfamiliar environment and begin the process of forming a cohesive group that works. Icebreakers can play an important role in helping young people integrate and connect with each other in a group environment. Icebreakers can also improve teaching by helping to encourage collaboration and participation. They can give a positive impetus for study and discussion in small groups by:

- Developing social skills.
- Creating a good atmosphere for learning and participation.
- Encouraging cooperation.
- Encouraging listening to others.
- Encouraging teamwork.
- Encouraging new group get to know one another.
- Helping integration in group for new members.
- Helping young people feel comfortable together.
- Building a rapport with leaders.

The perfect ice breaker activities are designed to encourage participants to get to know each other without feeling insecure or foolish. Ice breaking activities are best run at the start of a team building activity day. After the initial welcome, the organizer should get everyone sitting down and explain what the ice breaker game is all about. Make sure to prepare any resources such as pens and paper beforehand for the activity.

If the ice breaker activities involve people standing up on their own and speaking to everyone, it is recommended to ask someone who is more confident to do so to go first. This will give support to those team members who are more reserved, shy or embarrassed by the whole team building activity.

→ ICE BREAKERS - BEST PRACTICES

Below check some of the icebreaking activities for outdoor collaboration that can be considered:

Who Can...?

This ice-breaking activity requires a sheet of paper the size of a letter that is given to everyone. A piece of paper is divided into 9 boxes, each of which has an unusual skill.

Skills could include juggling, playing drums, riding a unicycle, holding your breath for one minute, etc. This should be pre-printed. The group then has ten minutes to find someone in the room who can perform one skill from each box and write their name in the box. By encouraging people to write their name in just one box per piece of paper, people will need to talk to more of their colleagues. When the time runs out, everyone sits down and the organizer goes through each box to find out who has what skills. This will now give everyone something to talk about with each other when they start talking.

True of False, or 2 Truths 1 Lie

Each participant takes turns getting up and making three statements about themselves. Two claims must be true and one must be a lie. The rest of the group has to guess what the lie is and why they think so. The group can learn some amazing things about the participants of this ice-breaking game.

Punch Lines

Punch lines ice-breaking activity involves dividing the group into teams and giving each team a piece of paper with a wacky sentence. The team then has to play a two-minute game where the sentence is uttered. In the end, the other teams have to guess what the line was.

Draw Me

Give everyone a sheet of paper and a felt-tip pen. They are given 10 minutes to draw a picture or cartoon that represents themselves. It can be absolutely anything, even just a smile. Examples they could draw are a dog if they love dogs, a musical instrument, a hobby or a place. When the time is up, each person has to get up one by one and say why what they have drawn says something about who he is. This is one of the most successful ice breaker games, as it gives people the freedom to express themselves freely, giving away as much or little about themselves as they like.

Birds of a Feather

This ice-breaking game requires an open space for people to move. The organizer invites a category, such as "your favorite hobby". Everyone then has to get into a group with everyone who has the same favorite hobby as them. This will include talking to everyone. After a while, groups will form.

The great thing about the ice breaking activities is that it enables participants to form groups of like-minded individuals. They will immediately have something to talk to each other about for the rest of the team building activities.



HOMEWORK

ACTIVITY 1

Organize a team building activity for a specific group of PWID in order to improve collaboration in the outdoor. While structuring team building activities, answer the following questions:

- What team building activity would be the most adequate for specific PWID group?
- Which adaptations in team building activities would you make for specific PWID group?
- What ice breaking activities would you chose as part of your team building activities? Why?

Prepare a draft script, approximately 300 words.

ACTIVITY 2

Using the template provided, (see Annex 20) educators will learn how to plan a scavenger hunt.



REFERENCES/ SOURCES

[Understanding Barriers to Accessibility](#)

[The Ultimate List of Team Building Activities](#)

[Steps in Successful Team Building](#)

[How to plan a scavenger hunt](#)

MODULE 8

HOW TO ASSESS
THE OUTDOOR EXPERIENCE



INTRODUCTION TO THE MODULE

Educators are implementing assessment for learning when they are using the information from the evidence of participant learning/experience to provide descriptive feedback to participants and to develop meaningful learning tasks to help move participants' achievement to a higher level.

Educators can use a variety of assessment strategies to elicit information about participant learning. These strategies should be triangulated to include observation, participant-educator conversations, and participant products. Educators then use the information gathered to adjust instruction and provide feedback.

LEARNING OBJECTIVES

- Describe the benefit form an outdoor experience
- Evaluate the outdoor experience and to propose ideas for improving the outdoor experience
- Share the personal understanding of the outdoor experience
- Understand what is mostly impressing a PWID from such an activity
- Gain self-confidence working with PWID.

LEARNING OUTCOMES



- | | |
|--|--------|
|  Educators will be able to identify how and what to assess preparing an appropriate to-do list for the activity evaluation | 2 hrs |
|  Educators will be able to observe process of revoking the impressions and feelings | 30 min |
|  Educators will be able to guide the conversation properly | 1 hr |
|  Educators will be able to transform the impression to the artistic expression | 1 hr |

TRAINING SESSIONS

- 1 "Voice out" your feelings
- 2 From the Impression to the Expression



SESSION 1

“VOICE OUT” YOUR FEELINGS

The purpose of the session will be:

- ✓ To analyze the outdoor activity
- ✓ To categorize what feedback is needed to improve the activity
- ✓ To plan how to facilitate and stimulate the participants into receiving feedback

Total duration: 1.5 hrs



→ ICE BREAKER

The educator will start the introduction to the module by welcoming the participants and by asking participants to watch the video and/or the PowerPoint presentation of the outdoor experience or of the project goals.

→ CONVERSATION: FINDING WHAT TYPE OF FEEDBACK WE WOULD LIKE TO OBTAIN TO COMPLETE THE ASSESSMENT

The educator will initialize the conversation in the way to facilitate the participants into trying to address and underline what feedback would be useful to assess and to improve the outdoor activity.

The goal would be to better understand what the physical aspects and efforts were when doing the activity considering the activity length, landscape and nature, the proper equipment and supplies needed, what could be the potential weather influence.

Would the activity require working in smaller and bigger groups? All of these considering that the participants of the activities are PWID. After that, the educator will try to discuss with the participants what would be the best ways of expression for a PWID to express the most dominant feeling from such an activity.

→ ASSESSING THE EFFECTIVENESS OF EXPERIENTIAL LEARNING

This session aims to help you evaluate the impact of experiential learning.

Good evaluation practice will help you assess your learners' learning and whether other benefits are as expected, as well as uncovering any unexpected outcomes. It is important to underline that there is no 'right' way to evaluate your practice outdoors.

Evaluation should be seen as a collaborative process that is done 'with' all those involved. Evaluation is most effective when it:

- is a continuous process informing the planning and delivery of activities (the assess, plan, do, review cycle)

- involves everyone in identifying the questions they want answered
- uses creative approaches, which engage those involved
- highlights and celebrates successes and achievements
- encourages an honest appraisal of progress, to learn from what hasn't worked as well as what has (Get Outside).



HOMEWORK

Prepare a PPT of an outdoor activity (real life experience or invent one for the purpose of the homework) . Define the potential questions that could arise from that outdoor experience and try answering your previous questions from the point of a PWID person. To evaluate this activity, present it to a group of PWID people and their facilitators.



REFERENCES/ OERS

Understanding Barriers to Accessibility.



SESSION 2

FROM THE IMPRESSION TO THE EXPRESSION

The purpose of the session will be:

- ✓ To evoke the experience from the outdoor activity
- ✓ To initialize the conversation between participants about the experience from the outdoor activity
- ✓ To make evidence of the subjective and objective outcomes from the outdoor activity
- ✓ To engineering classroom and small-group conversations that encourage participants to articulate what they are thinking and further develop their thinking
- ✓ To learn how to pose effective questions to help students make their thinking explicit
- ✓ To observe participants as they perform tasks
- ✓ To design tasks that provide participants with a variety of ways to demonstrate their learning

Total duration: 2.5 hrs



→ ICE BREAKER: “REVOKE THE FEELING

The educator will start the introduction to the module by welcoming the participants and by asking participants to watch the video and/or the PowerPoint presentation of the outdoor experience.

Answers will be documented and then reused to customize the training material.

→ CONVERSATION: FINDING THE WAY TO EXPRESS THE FEELING AND LEARNING FROM THE OUTDOOR EXPERIENCE

The educator will initialize the conversation in the way to facilitate the participants to express their feelings and emotions when experiencing the outdoor activity.

The educator will moderate the conversation and will try to obtain subjective and objective answers from the participants.

The educator will mark all the answers on the flip chart and will try to group them into checklist.

STEP 1

It is important to track all the information about the physical activity (was it hard/moderate/easy?, was the proposed gear and equipment enough and comfortable?, what are the emotions regarding the nature and the outdoor experience taken)

STEP 2

Collecting all the answers the educator will have to initialize the conversation with the participants into generating answers and emotions that could potentially improve the same outdoor activity or to create modifications to diminish the eventual negative aspects of the outdoor activity.

Answers will be documented and then reused to customize the training material.

→ PRODUCTS: TRANSFORMING THE FEELING AND LEARNING FROM THE OUTDOOR EXPERIENCE INTO ART WORK

The educator will explain what the possibilities are of producing the Artwork about the outdoor experience impressions.

It can be a simple sketch, a written story, a drawing or a filmed interview (with a mobile phone). Then, the participants will produce their individual or group Artwork about the subject.



HOMework

Make 2 different Art Works from the Session 1 Homework. Present your artworks in a group of PWID people and their facilitators to see the reactions and to get some feedback from the homework



REFERENCES/ OERS

[Nebraska Physical Education Vetting Rubric](#)

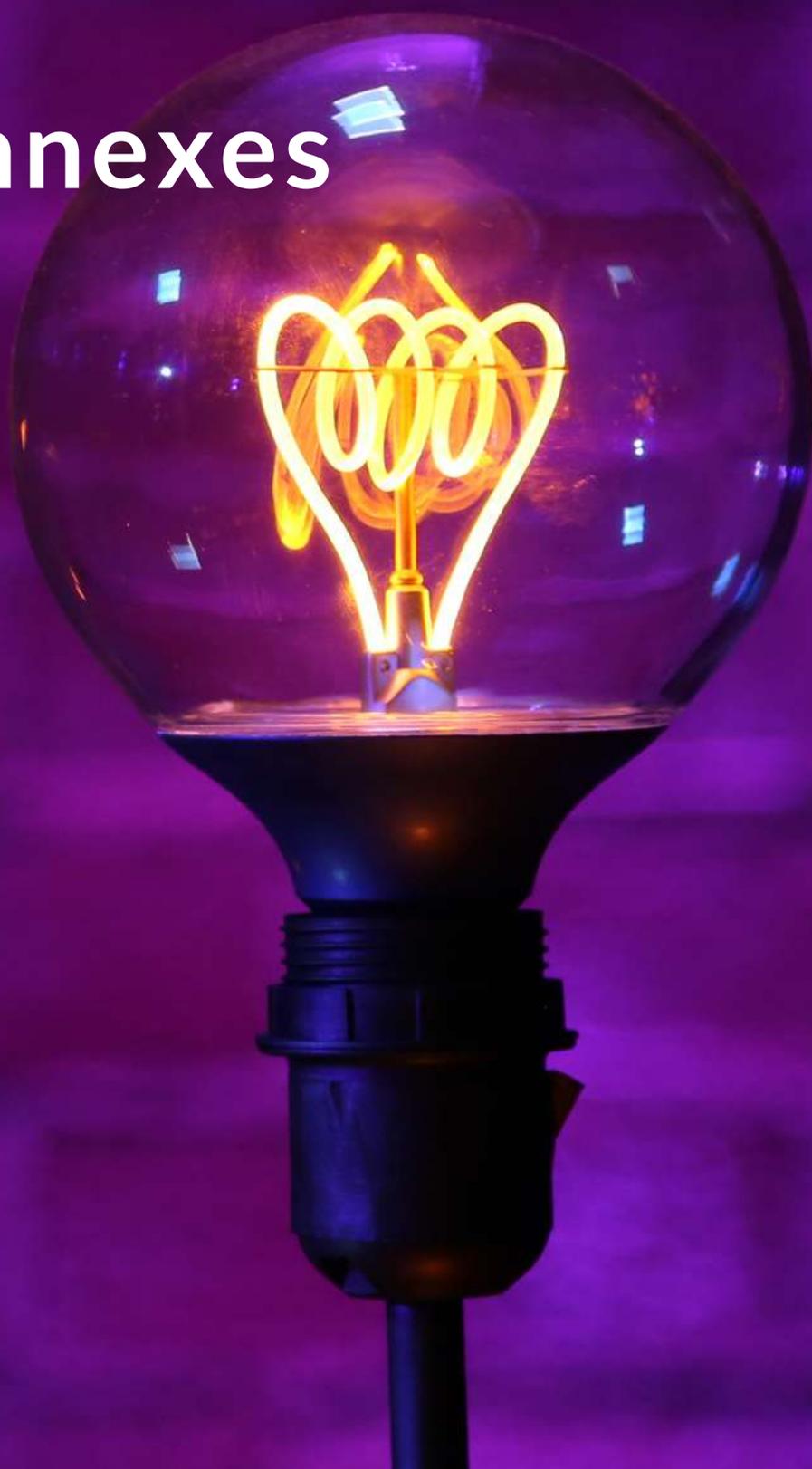
[The Benefits of Collaborative Working](#)

[A cross-modal analysis of learning experience from a learner's perspective](#)

[Dealing Emotions With Art Therapy Techniques](#)

[Icebreakers for Small Groups](#)

Annexes



ANNEX 1: ANIMAL TOMBOLA

MODULE NR.1 - ENVIRONMENTAL EDUCATION FOR SOCIAL INCLUSION SESSION NR. 2 - THE IMPORTANCE OF NATURE AND ENVIRONMENT

This activity can be replicated by educators with adults with intellectual disabilities to reinforce the skills acquired through the theoretical part. In particular, skills relating to the knowledge and distinction of fauna that can be encountered outdoor are reinforced.

Before the activity

The educator chooses 8 (or more) pictures of animals and the food they eat. He/ she also prepares extra cards depicting foods that the chosen animals do not eat. The educator collects the sounds of the selected animals. The participants are divided into 2 or more groups and given a sound button through which they can book their turn when asked. The educator covers the pictures of the animals with a sheet of paper.

Instructions

The educator plays the first sound and asks the participants to guess which animal it is. The first who books its turn has two attempts to guess. If they are right, the animal is discovered and all the teams have 30 seconds to attach the right food next to the corresponding animal.

Whoever scores the most points (the animal's verse + its food) wins.

It is possible to have several food alternatives for the animals. The educator monitors the progress of the game and encourages the adults to participate.



ANNEX 2: FIVE SENSES

MODULE NR.1 - ENVIRONMENTAL EDUCATION FOR SOCIAL INCLUSION SESSION NR. 2 - THE IMPORTANCE OF NATURE AND ENVIRONMENT

Activities of observation and exploration of the surrounding environment through the use of the five senses in order to enhance the reflection and discussion, stimulating the curiosity of the participants.

Items needed

- Dried fruit (e.g. peanuts- walnuts- hazelnuts- almonds- chestnuts)
- 1 bandage

Instructions

1. Organize adults into pairs - one to wear the blindfold and the other as the guide. If adults are reluctant to wear a blindfold, they can just shut their eyes instead.
2. Remind the guide that they must communicate clearly with their partner and warn them of obstacles.
3. Ask the guide to lead their partner to an object by gently holding hands or allowing them to hold their shoulders.
4. Encourage adults to carefully feel the item in depth, reaching as high as they can and as low as possible. Can other senses be used as well as touch?
5. Once thoroughly explored, ask the guide to bring their partners back to where they started.
6. Adults can now remove the blindfold and attempt to guess where they have been taken and what object they were exploring e.g. a specific tree.



ANNEX 3: THE COLOURS OF EMOTIONS

MODULE NR.1 - ENVIRONMENTAL EDUCATION FOR SOCIAL INCLUSION SESSION NR. 2 - THE IMPORTANCE OF NATURE AND ENVIRONMENT

The activity aims at evaluating the effectiveness of the activity on the adults and expressing their emotions
The final objective is to verify the effectiveness of the activity, letting each participant express his/her opinion.

Creating review moments at the end of an activity helps educators to plan future activities together with the same participants, also on the basis of previous evaluations.

Preparation and materials needed

Rock salt, coloured chinks, paper, scissors, pencils or pens., spoons, jars or bowls, glass bottle, funnel

Divide the salt among the different bowls and use scissors to scrape the coloured chalk into the small bowls, each bowl has a different color. The number of bowls varies at the educator's discretion, for example 4.

Prepare a card for each bowl on which to write the key words to be associated with each colour (e.g. suggestions, things learned, involvement, new friendship, other).

Arrange the small bowls with spoons in a circle around the bottle.

Instructions

The participants stand in a circle and take turns, following the example of the educator, to pour the salt corresponding to the emotions felt into the bottle, explaining the reasons for their choices.

At the end, the bottle can be kept as a present of the beautiful experience lived together with the group.



ANNEX 4: 3R CYCLE

MODULE NR.1 - ENVIRONMENTAL EDUCATION FOR SOCIAL INCLUSION SESSION NR.3 - TIPS TO LIVE A SUSTAINABLE LIFE

The activity is aimed at raising awareness and strengthening competences on the “3 R cycle” by building a recycled pot to be planted in the soil.

Items needed

- Old plastic containers or cartons
- Paints, wool and other craft materials for decoration
- Glue and scissors
- A mixture of top soil and compost
- Suitable crocks such as rocks, gravel or broken pots
- Seeds or seedlings

Instructions

1. Take a plastic container
2. Cut a wide enough space out to enable the filling of the planter with soil
3. Pierce the base several times to allow the water to drain through
4. Decorate the planter
5. Fill the base with some suitable crocks
6. Top up the planter with a mixture of soil and compost
7. Plant a seedling into the soil and water it in.



ANNEX 5: A HOUSE FOR BIRDS

MODULE NR.2 - THE POWER OF OUTDOOR LEARNING WITH VULNERABLE LEARNERS SESSION NR.2 - BECOMING AN OUTDOOR LEADER: ESSENTIAL SOFT SKILLS TO SUCCESSFUL LEADERSHIP

Items needed

- 3 or 4 plastic bottles
- Pin
- String
- 2 sticks
- Scissors

Instructions

1. Use the PIN to make HOLES in the BOTTOM of the bottle
2. Make TWO LEVELS HOLES on opposite sides of the bottle
3. Use the SCISSORS to widen the two holes
4. PUSH the stick THROUGH the holes to create a PERCH
5. Make TWO HOLES in the top and thread the string
6. Fill with BIRD FEED and replace the bottle cap

For further information, click [here](#).



Excellent work! Go find a place to hang your birdhouse!

ANNEX 6: OUTDOOR FOR INCLUSION

MODULE NR.2 - THE POWER OF OUTDOOR LEARNING WITH VULNERABLE LEARNERS

SESSION NR.2 - BECOMING AN OUTDOOR LEADER: ESSENTIAL SOFT SKILLS TO SUCCESSFUL LEADERSHIP

Instructions

The participants are divided into small group of 3/5 people.

Roles

Each person of the group is assigned a specific role(s) as follows:

- Facilitator-> The facilitator helps the group focus and assures that all may participate and that none dominate.
- Time-keeper- > This role monitors how long the group is taking to accomplish its tasks. They give regular updates to make group members aware of where they are in terms of time. They may ask the group to determine if they can do the work within the allotted time or if a change needs to be made.
- Motivator -> This role encourages participants implement the activity and acknowledges everyone role inside the team.
- Presenter -> The presenter is the person in charge of presenting the results of the group work. She/he collects info during the activities and gets ready to organize them in a meaningful way.
- Planner -> is the person responsible for guiding the teammates in the organization of the work.

Once assigned, each participant is asked to respect everyone's role and not to take over someone else's responsibility.

TASK

STEP 1

The groups are given the task below to complete in 25 minutes: You are spending some days at Wild Oaks Natural Park in Norway. The nature is amazing, and the landscape is heartbreaking. You've been camping there for some days now and you would like to visit the Stenseth Waterfalls. You asked for pieces of information to the local rangers as you would like to come back with a small group of adults with PWID. The ranger explained you that the only trail available to reach the waterfalls is the E5 path with the following features:

- 6 km length
- 150 mt difference in height
- Marked with blue and yellow signs every 350 mts – not very visible
- No refreshing points along trail
- Terrain is rocky but quite regular and easy to walk on
- It's a rainy area

What would you do to make the trail to Stenseth Waterfalls more accessible for your group of adults with PWID?

STEP 2

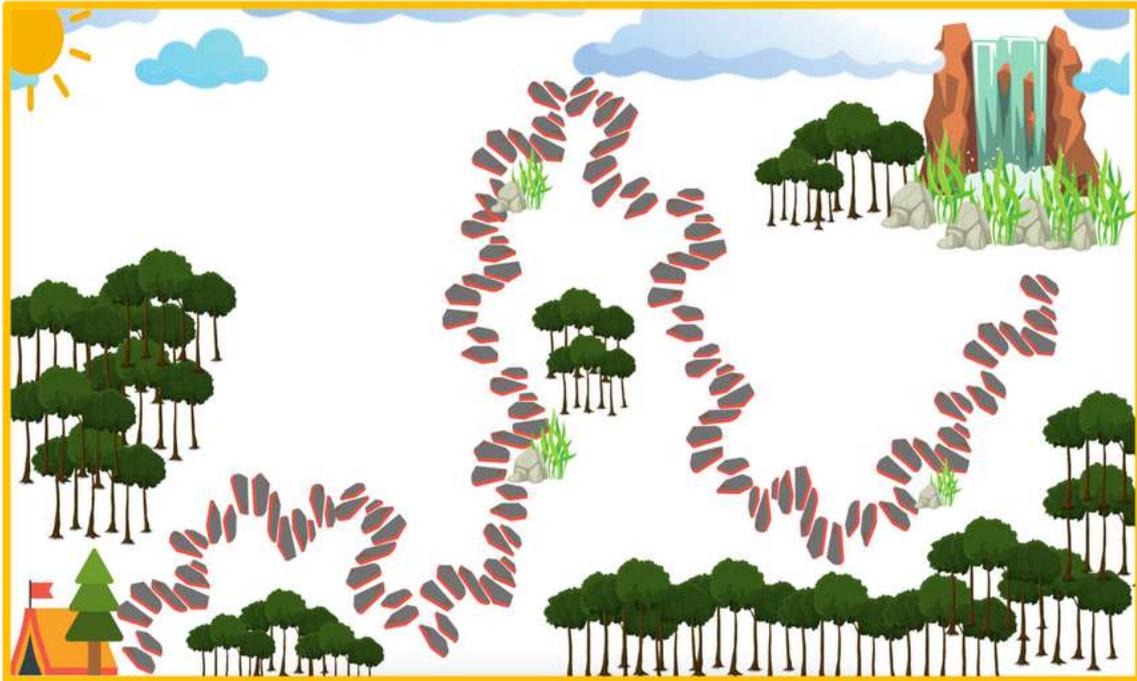
Each group is asked to prepare a final presentation (max 5 minutes Any kind of presentation is accepted, from ppt to using the map with the notes taken. Each group is given the instructions, the cards appointing the roles and the following map about the Stenseth Waterfalls trail.

Aims of the activity:

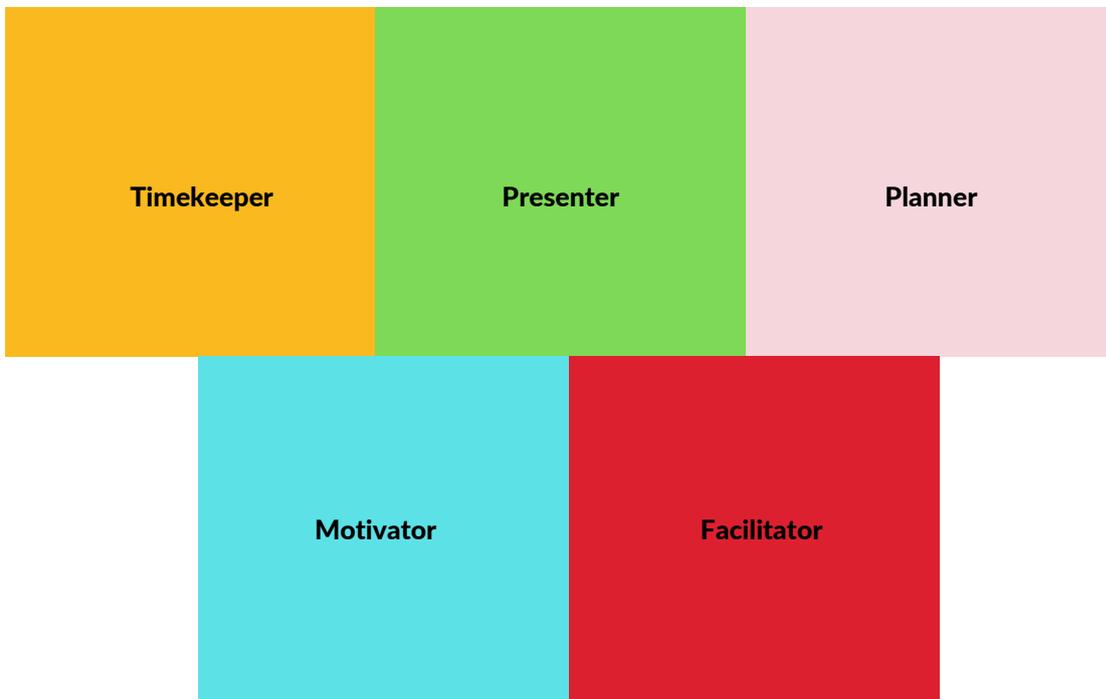
1. Working in a team to solve problems in a given time
2. Respecting everyone's role in a cooperative environment
3. Encourage everyone's participation
3. Elaborate creative solutions to concrete issues in the outdoor.



The Stenseth Waterfalls Trail



The cards



ANNEX 7: LET'S START THE ADVENTURE - ICEBREAKING ACTIVITY

MODULE NR.3 - HOW TO DESIGN OUTDOOR TRAINING ACTIVITIES TO DEVELOP PWID'S SKILLS AND COMPETENCIES

SESSION NR. 4 - PREPARING ADULTS WITH INTELLECTUAL DISABILITIES FOR OUTDOOR ACTIVITIES

This activity aims at facilitating socialization in the preparatory phase and promoting group formation.

Summary of the activity:

The activity can be proposed during an initial phase in order to foster the bond between the different participants. Moreover, the activity consolidates the adults' competences to be promoters within the relationships in building new ones.

Preparation and materials needed

The attached file to this template needs to be printed on both sizes and to be cut following the puzzle tiles; scotch.

Suggestion: If you want you can print on card or laminate the card.

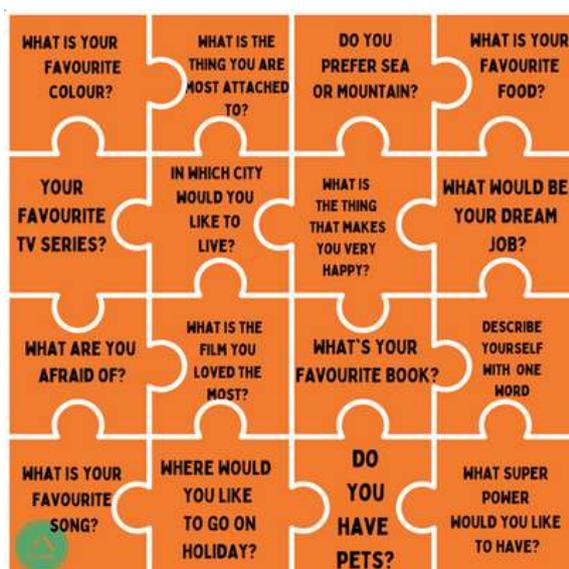
Instructions

The activity is structured in two stages:

1. In the centre, place the cards cut out with the questions facing downwards. In turn, each participant draws a card and answers the question, holding the card in his or her hand (to break the ice, the educator can start first).
2. Once everyone has answered one or more questions, participants can be invited to turn the cards over to the side of the drawing and work together to build the puzzle. Once the puzzle is complete, all the pieces can be taped together to show how everyone's contribution is valuable to the group.

Adaptations

The activity is versatile according to needs and can therefore be carried out both outside and inside. Each element of this activity (front and back of the puzzle, the questions and the slogan) can be modified and readjusted according to the needs of each group.



ANNEX 8: BE READY FOR ADVENTURE!

MODULE NR.3 - HOW TO DESIGN OUTDOOR TRAINING ACTIVITIES TO DEVELOP PWID'S SKILLS AND COMPETENCIES

SESSION NR. 4 - PREPARING ADULTS WITH INTELLECTUAL DISABILITIES FOR OUTDOOR ACTIVITIES

This activity aims at helping adults to evaluate what is necessary to bring with them during the outdoor activity and realizing a Check list of the materials to be brought

Summary of the activity

The activity serves to reason together with the participants about the material that may be needed to be carried in the outdoor activity.

Through this activity the participants' skills of planning and organisation, attention, decision-making and problem-solving are supported and strengthened.

The educator stimulates adults to think about the motivation for choosing one thing rather than another according to its utility, respect to the season, needs, unforeseen events.

Preparation and materials needed

The educator prepares different materials, some of which are useful, others not (e.g. swimming suit, shoes, long trousers, umbrella, torch, hat, etc.); Board or poster.

Instructions

The activity is divided in two steps:

1. The educator puts the materials on the floor, asks the participants to choose one of them. To let the activity be more interactive, it is possible to create a path with the different materials. One volunteer participant is blindfolded and the group guides him/her to pick up the objects by giving directions (go right, go left, stop). It is possible that each of the participants, in turn, is blindfolded.
2. Afterwards everything is collected, the educator promotes a collective discussion about the reasons why the group chose that object. After the discussion, when together they have come to the decision, they mark the object chosen on the board or on the poster.

The educator will have already prepared the list with the necessary objects and will distribute it at the end of the activity in the form of a checklist to be given to adults. These latter will bring them at home and use it whenever needed.

Adaptations

This activity can be done in a more static way, by keeping the materials on the table.

BE READY FOR THE ADVENTURE!



What do i carry in my backpack?



	SWEATER	
	WATERPROOF JACKET	
	SCARF AND GLOVES	
	CHANGE OF CLOTHES (T-SHIRT, PANTS, SOCKS...)	
	SNACK AND LUNCH	
	A BOTTLE OF WATER	

ANNEX 9: FINAL EVALUATION -YES OR NO?

MODULE NR.3 - HOW TO DESIGN OUTDOOR TRAINING ACTIVITIES TO DEVELOP PWID'S SKILLS AND COMPETENCIES

SESSION NR. 4 - PREPARING ADULTS WITH INTELLECTUAL DISABILITIES FOR OUTDOOR ACTIVITIES

This activity aims at evaluating the effectiveness of the activity on the adults and expressing their emotions

Summary of the activity

The final objective is to verify the effectiveness of the activity, letting each participant express his/her opinion.

Creating review moments at the end of an activity helps educators to plan future activities together with the same participants, also on the basis of previous evaluations.

Preparation and materials needed

Participants stand in a row, in front of them are two chairs (one with the red card on top, one with the green card on top).

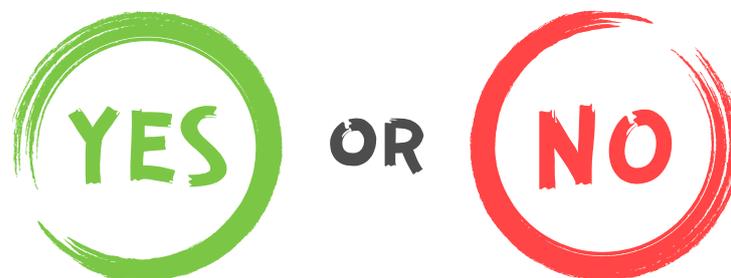
- a green sheet with the word yes
- a red sheet with the word no
- scotch tape
- two chairs

Instructions

The educator has already prepared a list of questions that he/she will ask the participants who will take turns to sit on the chair corresponding to their answer. Once seated, the educator invites the participants to motivate their choice.

Adaptations

An example could be to prepare some cards (green for yes, red for no) to be placed on two chairs (if the activity takes place outside, stick them on the trunks of two trees). In advance, the educator has prepared a series of questions related to the activity and poses them to the participants who, one at a time, will sit on the chair-answer. The educator, in order to enhance the conversation, asks them to motivate their choice.



ANNEX 10: HOW TO DESIGN OUTDOOR RECREATIONAL ACTIVITIES

MODULE NR.3 - HOW TO DESIGN OUTDOOR TRAINING ACTIVITIES TO DEVELOP PWID'S SKILLS AND COMPETENCIES

SESSION NR.5 - TAKING LEARNING OUTDOOR - HOW TO SHAPE EFFECTIVE OUTDOOR LEARNING FOR EMPOWERING PWID

Identification of participants

Why have you selected these learners?

Identification of outcomes

What are the key areas to focus on / skills to target? Which indicators will you use?

Identification of outdoor recreational activities

Which outdoor activities will you implement? Why have you chosen those specific activities? Have you provided your learners with outdoor activities that interest, challenge and motivate them?

Integration in the educational programme

Are the outdoor activities integrated in your educational programme? If so, how?

Engagement of PWD

How will you engage your learners in the planning of such activities? Will you involve parents/carers and take account of what they say?

Guiding students and educators' reflection

How will you guide learners' reflection during and after their experience? How will you/other educators reflect on the upcoming experiential learning activity, its connections to course content and expectations for student learning?

Creating a safe environment

How will you ensure a safe environment?

Monitoring and Evaluating the impact of the outdoor activities

Will you provide opportunities for your learners to review and evaluate their progress? How will you evaluate the impact of your outdoor learning activities?

ANNEX 11: CREATE YOUR OWN ACTION PLAN!

MODULE NR.3 - HOW TO DESIGN OUTDOOR TRAINING ACTIVITIES TO DEVELOP PWID'S SKILLS AND COMPETENCIES

SESSION NR.5 - TAKING LEARNING OUTDOOR - HOW TO SHAPE EFFECTIVE OUTDOOR LEARNING FOR EMPOWERING PWID

INTENTION

What do you intend to achieve, including any desired outcomes?

ENGAGEMENT OF PWDS

What action you will take to engage PWDs before-during ad after the activity?

INCORPORATION

Are the outdoor activities incorporated into your educational programme?



IMPLEMENTATION

What action you will take
(including how much it will
cost and be funded)?

IMPACT

How will you monitor and
evaluate this?

STAFF/ COLLABORATORS

Within/outside your
Organisation (e.g. outdoor
organisations etc)

TIMELINE



ANNEX 12: ROCK CLIMBING TIPS FOR EDUCATORS WORKING WITH PWID

MODULE NR. 4 - HOW TO MANAGE OUTDOOR ROCK CLIMBING AND BOULDERING WITH PWID

SESSION NR. 1 - INTRODUCTION TO ROCK CLIMBING

WEAR COMFORTABLE SHOES

Climbing shoes to help secure footholds. Rock climbing shoes have to be worn tight and they are usually painful for novice climbers. So, sport shoes are a good option.



IMPROVE YOUR GRIP!

Just like gymnasts, climbers use chalk to improve their grip. Chalk to keep your hands dry and to provide a firmer grip.



DON'T BE AFRAID TO FAIL

Bouldering mats to prevent injuries from falls. If you use a certified climbing gym, bouldering mats will be available.



START SMALL!

Climbing easy staff might be the best choice. In the beginning, participants will have to use the larger holds and footholds possible.



TRAVERSING

The first rock climbing technique which can be used with PWID is traversing. Traverse is climbed vertically. The fun and challenge of a traversing is making it from one side to the other, rather than to the top. No ropes or harnesses are needed.



WARM UP BEFORE YOU CLIMB

Learn a basic warm-up and do it before each climbing session (hip rotations, flag & reach etc)



ANNEX 13: IT'S ALL ABOUT BALANCE

MODULE NR. 4 - HOW TO MANAGE OUTDOOR ROCK CLIMBING AND BOULDERING WITH PWID

SESSION NR. 3 - EFFECTIVE EMOTIONAL REGULATION AND CENTRE OF GRAVITY

There are plenty of exercises we can do to improve our own balance, below you can find four exercises that one can perform when he/she not in the process of climbing.



How to find your own center of balance (Video)



Single leg balance: eye closed (Video)



Single leg balance: head turns (Video)



Single leg balance: eyes closed with head turns (Video)

ANNEX 14: COPING WITH SENSORY OVERLOAD

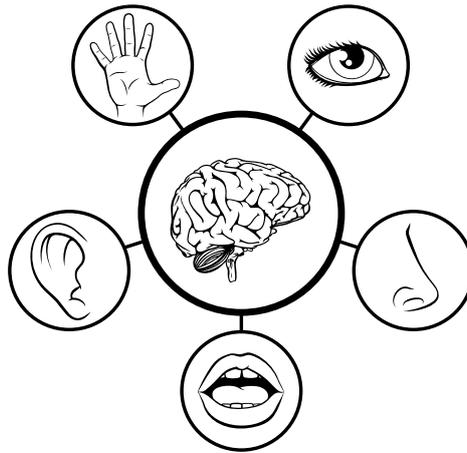
MODULE NR. 5 - TREKKING-RELATED SKILLS

SESSION NR. 1 - BENEFITS OF HIKING FOR PWID AND THINGS TO CONSIDER BEFORE HEADING OUT

Bring a small mat or pad to sit down on for breaks. If you really don't like bugs, then bring your bug spray. It's important to know the sticky or otherwise dangerous plants in your area—so you can avoid touching them.

Bring sunglasses

If you're sensitive to noise from traffic, plan your walk away from roads. Keep to quiet areas, like woodlands. Trees can do a good job of muffling sound.



Bring an essential oil you can sniff when going through areas with smells (i.e., Cow dung), which are known that can bother you

Bring the foods and the snacks you love. Always have a spare protein bar, bag of nuts, or whatever is your go-to emergency snack.

ANNEX 15: TIPS FOR CHOOSING A HIKING ROUTE

MODULE NR. 5 - TREKKING-RELATED SKILLS

SESSION NR. 2 - TIME TO HIKE!

Participants: physical level & their level of functioning

How much time do you have

Distance

Elevation gain

Terrain

Time of year and weather

Logistics

ANNEX 16: OUTDOOR AND PWID: A CASE STUDY

MODULE NR. 6 - RISK MANAGEMENT IN THE OUTDOORS

SESSION NR. 1 - DEFINITION OF RISK MANAGEMENT

You have the following case study;

- Activity: Hiking of 1 hour in your local mountains for a youth group of 15 people with mild ID, with no previous experience and average physical state
- Equipment: No
- Instructors: 2
- Date: October

1. List some Causal Risk Factors for:

- a. People
- b. Equipment
- c. Environment

2. List some Risk reduction strategies for:

- a. People
- b. Equipment
- c. Environment

Example:

	Causal factors	Risk Reduction Strategies
People	Poor group supervision	Keep group together at a suitable pace - Appoint tail-enders
Equipment	No mountain radio carried in case of medical emergency	Carry mountain radio, arrange schedule in advance
Environment	Mist and poor visibility possible during winter	Ensure staff have navigation skills, particularly map, compass and route-finding skills



3. Provide risk management solutions to the case study taking into account the following:

- Hazard Observed
- Who may be harmed?
- The possible Outcome
- Risk Rating Before taking controls
- Control Measures
- Risk Rating after controls
- Further Controls required
- Risk Rating after additional controls

Here is an example

- Hazard Observed: Soils from earthworm handling
- Who may be harmed?: Educators and adults with ID
- The possible Outcome: Allergic reaction to soil bacteria
- Risk Rating Before taking controls: Low
- Control Measures: Use of gloves, antiseptic hand gels and handwashing
- Risk Rating after controls: Low
- Further Controls required: N/A
- Risk Rating after additional controls: N/A

4. Reflect on the above material and come up with your own definition of risk management.



ANNEX 17: THE "SIX THINKING HATS" EXERCISE

MODULE NR. 6 - RISK MANAGEMENT IN THE OUTDOORS

SESSION NR. 2 - RISKS RELATED TO OUTDOOR ACTIVITIES OF PWID

STEP 1

In different small groups of six (their own choice of who to work with as this is now a sensitive subject), participants discuss their understanding of the term 'intellectual disability'. It's preferable to include into the groups people from diverse cultural backgrounds. The groups have to "Plan Their Trip". In order to make this plan, they will be using De Bono's Six Thinking Hats exercise.

The instructions will be the following: In this session you have to come up with your plan regarding organizing an outdoor activity for people with ID. Your team has to agree on a final activity. In order to do that we will be using the "Six Thinking Hats", an exercise for making the decision making process easier. Each thinking role is identified with a colored symbolic "thinking hat." By mentally wearing and switching "hats," you can easily focus or redirect thoughts, the conversation, or the meeting.



When drafting your plan, you may take into account the following issues:

- traffic management
- ultraviolet (UV) radiation exposure
- adverse weather conditions (rain, wind, ice, temperature extremes etc.)
- natural disasters (storms, fire, floods etc.)
- animals and insects
- noxious plants
- general environment (sharp objects, trip hazards, terrain etc.)
- participants with pre-existing medical conditions
- injuries and accidents
- uncontrolled environments (public places, strangers etc.).

STEP 2

Presentation of the trip to the rest of the group and share thoughts and ideas.

STEP 3

Reflect on the above material and if possible list additional risks related to outdoor activities of PWID.

ANNEX 18: STEREOTYPES AND BELIEFS OF PWID

MODULE NR. 6 - RISK MANAGEMENT IN THE OUTDOORS

SESSION NR. 3 - DIFFICULTIES OF PEOPLE WITH INTELLECTUAL DISABILITIES IN DOING OUTDOOR ACTIVITIES

STEP 1

The facilitator will make a short presentation and analysis of the different levels of intellectual disability (as mentioned above in the theoretical background). More specifically, the following levels of disability will be discussed:

- Mild
- Moderate
- Severe
- Profound

STEP 2

On the floor, on 4 points, there will be 4 papers that will state "Agree", "Strongly Agree", "Disagree", "Strongly Disagree".

The participants will be standing and the facilitator will read the following phrases. The participants will go and stand on the state that they agree mostly with. Participants who are not sure of their answer can stand in the middle. The phrases are the following:

- The lives of people with disabilities are totally different from the lives of people without disabilities.
- There is nothing one person can do to help eliminate the barriers confronting people with disabilities.
- People with disabilities are brave, courageous, heroic and inspirational for living with their disability
- People with disabilities always need help.

After participants have chosen the state they agree most with ("Agree", "Strongly Agree", "Disagree", "Strongly Disagree") they have to explain why they believe that.

STEP 3

Reflect on the above material and if possible list additional levels of intellectual disability and identify stereotypes and beliefs that you may carry, and which are often rooted in misinformation and misunderstandings about what it's like to live with a disability.

ANNEX 19: CREATING POSTERS

MODULE NR. 6 - RISK MANAGEMENT IN THE OUTDOORS

SESSION NR. 3 - DIFFICULTIES OF PEOPLE WITH INTELLECTUAL DISABILITIES IN DOING OUTDOOR ACTIVITIES

STEP 1

The team will split into 4 groups (preferable with different cultural background and level of experience).

The 4 groups have to create a poster, answering the following questions:

- What kind of outdoor activities would they recommend to a youth person with intellectual disabilities to start participating in (no experience), who is asking their advice? - One group will have a person with mild, one with moderate, one severe and one with profound ID-
- When and how to participate?
- How long?
- Just like everybody else – or not?
- What difficulties would you take into consideration?

STEP 2

Each group has 3 minutes to present their main ideas of the poster. The next 2' the rest of the team will share impressions.

STEP 3

Reflect on the above material and if possible list additional difficulties related to outdoor activities of PWID.

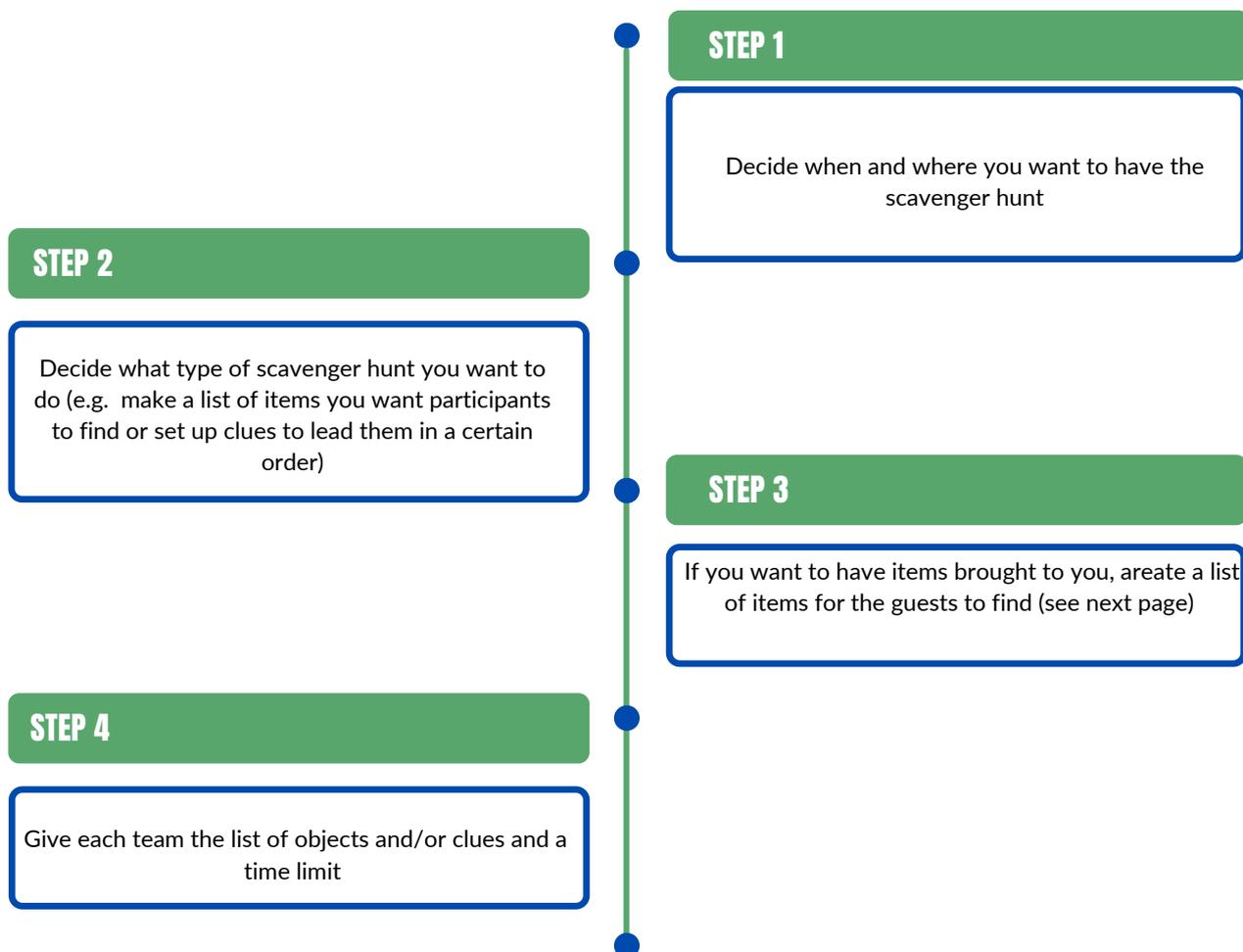
ANNEX 20: NATURE SCAVENGER HUNT - HOW TO GET STARTED

MODULE NR. 7 - COLLABORATION IN THE OUTDOOR

SESSION NR. 3 - BEST PRACTICES FOR ENCOURAGING COLLABORATION

Scavenger hunts can be done indoors, outdoors or a combination of both. They can involve finding items or just following clues to the next spot.

Here's how to get started:



Happy hunting!

NATURE PHOTO SCAVENGER HUNT



From: www.homemadeheather.com



Nature Scavenger Hunt

- 1. LISTEN TO BIRDS CHIRPING.
- 2. A COOL STICK
- 3. A LARGE ROCK
- 4. FIND SOMETHING POINTY.
- 5. SMELL SOMETHING BEAUTIFUL.
- 6. FIND SOMETHING GREEN.
- 7. JUMP IN A LEAF PILE (A SMALL ONE IS FINE)
- 8. SOMETHING ROUND.
- 9. SOMETHING SMOOTH
- 10. PIECE OF LITTER



www.inspiredbyfamilymag.com

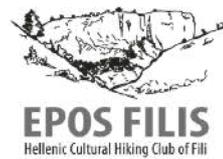
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Nature Scavenger Hunt

- | | |
|--|--|
| <input type="checkbox"/>  flower | <input type="checkbox"/>  rocks |
| <input type="checkbox"/>  water | <input type="checkbox"/>  green leaf |
| <input type="checkbox"/>  tree | <input type="checkbox"/>  grass |
| <input type="checkbox"/>  spiderweb | <input type="checkbox"/>  bird |
| <input type="checkbox"/>  sand or dirt | <input type="checkbox"/>  cloud |
| <input type="checkbox"/>  bug | <input type="checkbox"/>  ant |
| <input type="checkbox"/>  brown leaf | <input type="checkbox"/>  tree bark |
| <input type="checkbox"/>  butterfly | <input type="checkbox"/>  fern |

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HI-ABILITY: ABOUT US



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Hi-Ability – Developing social and professional skills through outdoor experiences.

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