

THESIS

Adventure Education Expeditions Creating a Mobile Program for Quellhof e. V.

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ABSTRACT

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This thesis is aiming to produce a mobile Adventure Education program for Quellhof e. V., focusing on establishing nature experience expeditions, as well as finding the ideal content for such programs and gaining insights on what makes a good and successful expedition.

In my thesis I used qualitative research methods including interviews for gathering information about the topics mentioned above. It also includes theories and previous research validating the effectiveness and benefits of Adventure Education methods, which are the core of my expedition programs.

To test the program practically I executed a test expedition with a cooperating school, having realistic participants and therefore being able to gather accurate information. This expedition showed the effectiveness of my program, measured by my own observation, the teacher's opinion and the participants' feedback.

Keywords: expeditions, teamwork, adventure education, reflection, self-efficacy, responsibility.

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ABSTRACT

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1 INTRODUCTION

Schools go to places and experience Adventure Education there. That's how it usually works in Germany. This is a beautiful concept and this kind of setting works well to deliver Experiential Learning to the participants but there are two things showing the need of an additional concept like the one I am developing in my thesis.

Number one: The teacher or school needs to be familiar with the concept of Outdoor Education and be willing to book a program like that instead of having a normal class trip. If the school is not into it, the kids are not going to have a training like that, which I will explain later in my thesis why I personally think Adventure Education is beneficial for everyone and add research that backs up my opinion.

Number two: Flexibility. There is many beautiful places and possibilities to do great expeditions but if you go to one place you are somewhat limited to it.

With my concept I will create a mobile program with a high focus on Adventure Education for Quellhof e. V., making it possible to go directly to schools and offering mobile services to them. This will give more flexibility also to the school because they can decide upon several trip options or have a training directly at their school if requested. With this amount of flexibility and our promotion we seek to overcome initial barriers, making Adventure Education more accessible.

Research shows that Adventure Education is hugely beneficial for personal growth and team development. It is a very effective and practical approach to learning and transforming the learned things into everyday life.

In my thesis I will focus on a trip which I planned for and executed with the 7. Grade of Waldorfschule Crailsheim as well as on already existing and own research of why this type of learning experience is a great tool for being challenged, learning new things, building resilience, improving teamwork and working on overcoming one's personal boundaries.

2 FRAME

2.1 Commissioner

Quellhof e. V. founded and run by Annemarie Thimm-Hoch and Jörg Thimm is a provider of class trips with a focus on experiential education and nature experiences. They are located at the end of a nice little village called Mistlau right next to a river. So far, their operations consist of two branches. Part one is to host seminars with topics like Nonviolent Communication, sustainability, spirituality and different workshops like forging. This often takes place on weekends. During the week, especially in the summer season, they have school classes there for outdoor education class trips.

Quellhof e. V. has a strong focus on sustainability and compatibility to nature. All of the food served to clients is sourced as local as possible and carries the label of either organic or even biodynamic and is doing so already since many years.

2.2 The Class

The class I am doing my practical part with is the seventh grade from Waldorfschule Crailsheim, to which we have a personal connection. I chose this group because there was a lot of trouble in the class. Their teacher left before the year ended and their last class trip had to be stopped midway. They were without a class teacher then for some weeks and I found it very important for them to be on a trip as a group once more and overwrite the previous negative experience.

2.3 Thesis Needs and Goals

Quellhof e. V. only has one center in Mistlau which has limited capacities and can only host one class at a time. Requests for experiential education programs are very high though and still getting more. Mobile programs would solve that problem through which Quellhof e. V. would be able to fulfill the growing demand and thus ensure customer satisfaction plus reaching more children with their work.

There is the need to make Adventure Education more accessible. As of now it very much depends on the individual teachers or schools if the kids will have some sort of Outdoor Education

or not. We usually only get customers at the Outdoor Education Centres I work if the teacher or school is very interested in the topic and willing to promote this to the kids and their parents.

In my opinion, Adventure Education is a very essential tool to bring people together, make them learn how to cooperate and get them in touch with nature. Therefore I think everybody should have the opportunity to be part of an Outdoor Education program and one realistic way could be if it is made easy and will be brought to schools, becoming part of their year's schedule.

My objectives are to design a program for Quellhof e. V. which I could execute at cooperating schools, aiming to use adventure educational methods to support children in learning how to become more independent, work as a team, take responsibility and respect nature, among many other goals. This program plan will of course be designed to be executed also through other trainers so it will not be obligatory to have me be the leader.

Another objective is to find out more about the effectiveness of mobile Adventure Education programs and how to design them in the most efficient way to be able to reach my goals.

Need for Adventure Education

As already said, Adventure Education programs are not yet fully established and rely on the school's interest in it. They are not yet a fixed part of the school's program and definitely not accessible for everyone. That being said, let's have a look at how other countries deal with this topic and what they might have in their curricula.

Finland:

At Finnish schools, the term "outdoor education" represents teaching and learning that takes place outside the classroom with the aim to achieve goals in the National core curriculum for basic education (NCC, 2004, 39) and in the National core curriculum for upper secondary schools (NCC, 2003, 28–29). In the basic education (pupils aged 7–16), the theme is "Responsibility for the environment, well-being, and sustainable future" and the objective (NCC, 2004, 39) is: "...to raise environmentally conscious citizens who are committed to a sustainable way of life. The schools must teach future-oriented thinking and building the future

on ecologically, economically, socially, and culturally sustainable premises.” In the upper secondary schools (students aged 16-18), the theme is “Sustainable development”. Students are encouraged to pursue a sustainable lifestyle, to take action for sustainable development, and to examine the challenges of SD (NCC, 2003, 28–29).

These goals are usually reached through trips, excursions and camp schools. Finland as a country has a big emphasis on nature connection and preservation. They have Youth Centers all over the country to provide outdoor education and nature experiences.

New Zealand:

In their curriculum for health and physical education, New Zealand has classified Outdoor Education as a key area for learning aiming to have children learn about concepts like care & responsibility, guardianship, social connections, leadership and cooperation.

When developing outdoor education programmes, schools should:

- create opportunities for pupils to connect with the land, and to explore local stories and important places
- take a ‘place-based’ approach rather than a ‘challenge-based’ approach
- emphasise safe and sensible enjoyment of outdoor environments
- make use of the school grounds and the immediate local environment
- take opportunities for direct experiences that can be completed in a school day.

(New Zealand Ministry of Education; Health and Physical Education Online)

England:

The English Government has published a guidance for the national curriculum in physical education programs. This curriculum has four “Key Stages”.

This is what the curriculum says about Outdoor Education:

- Stage 2: “Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team

- Stage 3: Pupils should be taught to take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Stage 4: Pupils should be taught to take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

(Statutory guidance; National curriculum in England: physical education programmes of study; 2013)

Other countries seem to have understood the importance of Outdoor Education and Team-Building and managed to integrate this part of learning outside the classroom into their curriculum for education. This is something I would also very much support in the case of Germany, because it brings more awareness to the topic and ensures that everyone will be granted outdoor learning. Resources on professionals guiding Outdoor Education programs are already plenty but would for sure have to be stocked up and financing would need to be ensured since not all parents would be able to afford such programs.

Other providers and programs

3 KNOWLEDGE BASE

This is going to be the part of my thesis in which I gather already existing information and research on different topics like Adventure Education, to be able to show that backed up by research and science, these tools are very powerful and worth developing further and using for my program. Some of these parts are also relevant to my own research, making me be able to draw conclusions from insights gathered from this already existing information. Scientific work is important also for showing that I know the topic I am writing about and have worked myself into it.

3.1 Concept of gradually giving more responsibility

The concept of slow release of responsibility is not a very new one. It has been built on several theories, backing its use and effectiveness like Jean Piaget's work on cognitive structures and schema (1952), Lev Vygotsky's work on zones of proximal development (1962, 1978) and Albert Bandura's work on attention, retention, reproduction, and motivation (1965).

In schools it gives a guideline for teachers to slowly get away from the practice of plain frontloading and keeping all the responsibility also for the learning of the students towards them working independently and working out things on their own which will boost student's intrinsic motivation and result in integrated learning. It is about changing the perspective from "all the responsibility for performing a task . . . to a situation in which the students assume all of the responsibility" (Duke & Pearson, 2004, p. 211).

In the practice of Adventure Education, this is a very common concept which is also being used by renown organizations like Outward Bound and the National Outdoor Leadership School. Due to the setting in which Adventure Education courses take place and the strong focus on the group and the individual using this model effectively works really well. During the courses I give as an instructor I often notice that in the beginning the participants are not really used to not being served all the information but having to work out things at their own and being given more responsibility. As the course continues, participants get used to this style and shift from being overwhelmed by the responsibility they have towards seeing the benefits of it and starting to enjoy it. Often I experience that we can give even young participants more responsibility and let them do more things on their own than we think.

This concept improves self-efficacy and supports the participants in becoming independent persons which is why I chose it as a core part of the expeditions I am planning for Quellhof e. V., as it is a fundamental practice of effective Adventure Education programs and works very well for the intended age and target group.

Self-Efficacy

This term means a person's conviction to overcome difficult situations and challenges with their own ability (Bandura 1977).

Bandura also says that self-efficacy goes hand in hand with performance. Self-efficacy expectations will influence personal performance and one's performance at the other hand influences self-efficacy.

Researchers believe that information one gains through success has the most influence and effectivity, since it is based on and linked to actual experiences. (Paxton, T; McAvoy, L. 1998).

The expedition program which I develop will be built to improve self-efficacy in the participants.

3.2 Adventure Education

The concept of modern Outdoor Education has somewhat started with Kurt Hahn and Lawrence Holt opening the first Outward Bound School in Aberdovey, UK. That was the start of creating education centers, using this different way of learning as a way of teaching. A little bit before that even, organized camps like scouts camps, using methods of Adventure Education started to establish.

Definitions and descriptions of Outdoor Education and Experiential Learning:

“The ‘outdoors’ may be perceived, in one sense, as an ideological space where people alone or together engage actively or passively with their ‘environment’” (Humberstone, Brown & Richards, 2003, p. 7)

“[...] we can informally define experiential learning as learning by doing combined with reflection.” (Priest & Gass 2005, 146).

”Adventure Education is a goal and process oriented pedagogical intervention with tools that create experiences which differ strongly from everyday’s life of the participants” (Rutkowski, M. Translated form german).

Adventure Education is said to be a pedagogical tool which creates learning with head, hand and heart (Concept formed by Johann Heinrich Pestalozzi 1746-1827).

In the concept of Adventure Education, challenging adventurous activities are being used as a tool to improve one’s physical, mental and social skills. To make these situations effective, a certain amount of risk is involved but the aim is always to have subjective risk, meaning the participants feel like they are in a risky, challenging situation but keep the actual objective risk low to guarantee safe programs. (Eisinger, Thomas, Erlebnispädagogik Kompakt).

Learning Zone Model

To be able to create good Outdoor Education content for such programs, we need to have a look at how people learn and why challenge is actually something worth seeking. In courses at my work there often is the question – especially once the participants are not too hyped about a certain activity beforehand – of why we do certain things, opening the question of why we do and should actually challenge ourselves. Well there certainly is reasons for why to do that and proof also that it gives us many benefits. A model giving insight to that question is the Learning Zone Model.

Established by Nadler; Luckner (1992) and also called the Comfort Zone Model, it has become part of experiential education programs. This model describes the learning process and the potential for growth of the participant, using different zones. It can also be used reflecting

individual challenges including high fear/panic potential like actions including height. (Nadler, R.; Luckner, J. 1992)

Comfort Zone: This innermost zone is where the learner feels, as the name says, very comfortable and relaxed. Those usually are daily situations including little or no challenge, everything is in order and is being done with ease.

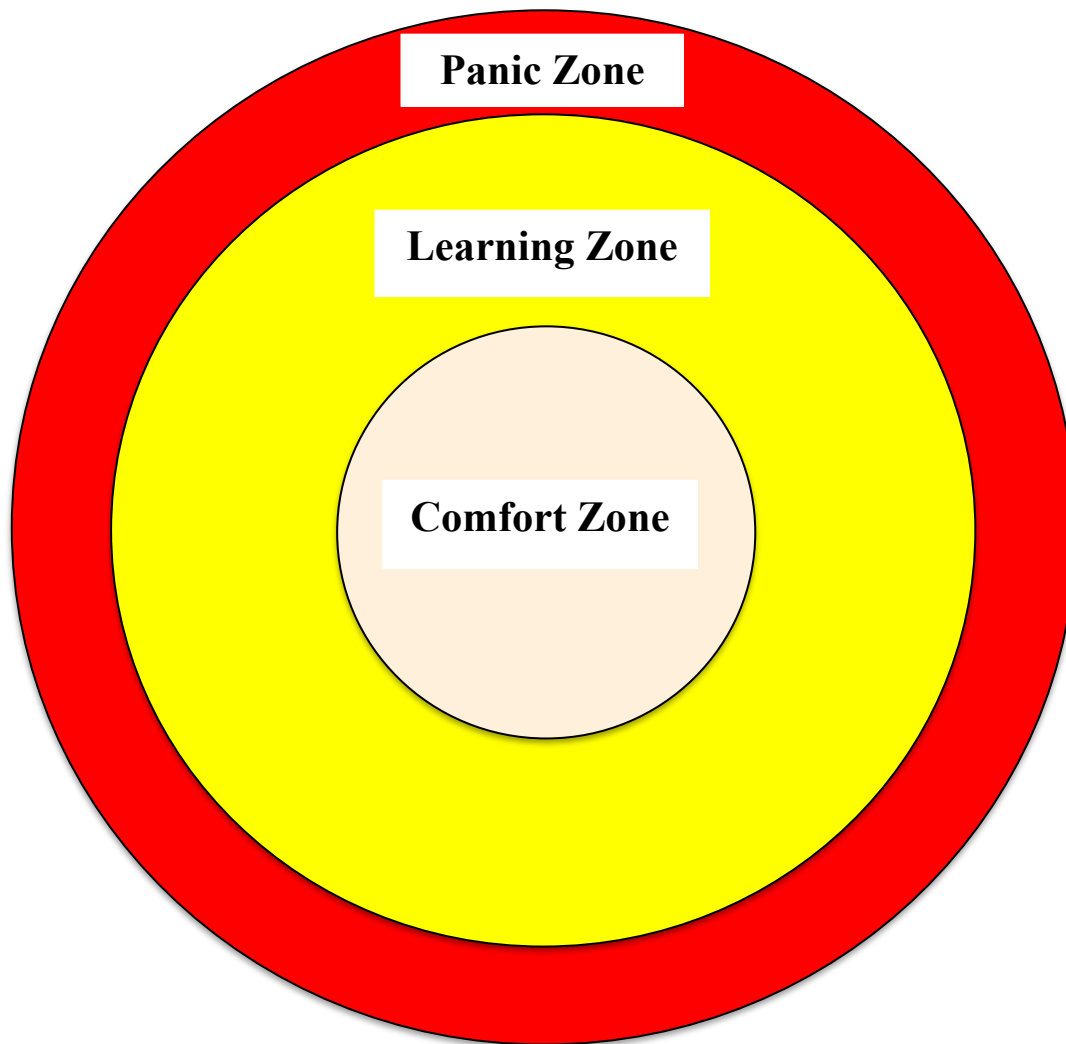
Learning Zone: This zone comes next to the comfort zone and goes into action when there is special challenges. It consists of situations which are new or little known for the learner. It requires some braveness to leave the comfort zone and step into this zone of unknown, uncertainty and unpredictability. This is where the most effective learning takes place. If the learner is ready to take an appropriate challenge and being supported there, they will achieve personal growth and broaden their comfort zone.

Panic zone: This zone should not be neglected, neither by the leader nor by the participant. It is when the challenge grows over their head and produces panic and fear in the learner. It somewhat creates a fight of flight mentality and the learner is no longer able to integrate and grow from these experiences. If the panic is very strong and/or repetitive, it can even cause trauma.

The Critical Moment: "Stepping over your own boundaries is a crucial moment. Having participants do that step out of their own motivation is important. This step means the broadening of the horizon of experience. Trying already is success: The person has dared to try overcome their boundaries. The experience of having risked something even without achieving change right away already is a win." (Senninger 2000, p 22)

It is our job as leaders of experiential education programs to be aware of the participants' processes and support them in reaching the critical moment, getting into their learning zone and achieving personal growth. We should also beware of not setting the challenge to high, having them be in their panic zone and becoming frustrated.

As Senninger says: "Learning happens exactly where a person leaves it's comfort area and moves forward into unknown terrain. In this moment, a person dares to reach for its limits and hits the 'critical moment', which is exactly what Adventure Education programs try to do.



Learning Zone Model by Nadler/Luckner (1992)

Learning by Doing

This concept greatly shows why it is so important and rewarding to leave the usual learning settings and get outside, experiencing hands-on practical learning.

Learning by doing is a big aspect of Adventure Education, kind of being the base of all such programs. It means to not have a frontloading concept of teaching like in schools but have

people experience a situation, reflect upon it and learn from integrating the outcomes of the reflection and doing things better or differently next time if needed. This makes practitioners build new knowledge on existing practice. What makes experiential learning effective is that the things learned there can easily put into practice and are linked to everyday's reality. "Participants can use analysis, experimentation and practice to decide what new knowledge is relevant and how it can be applied." (Reflection Methods: Tools to make learning more explicit)

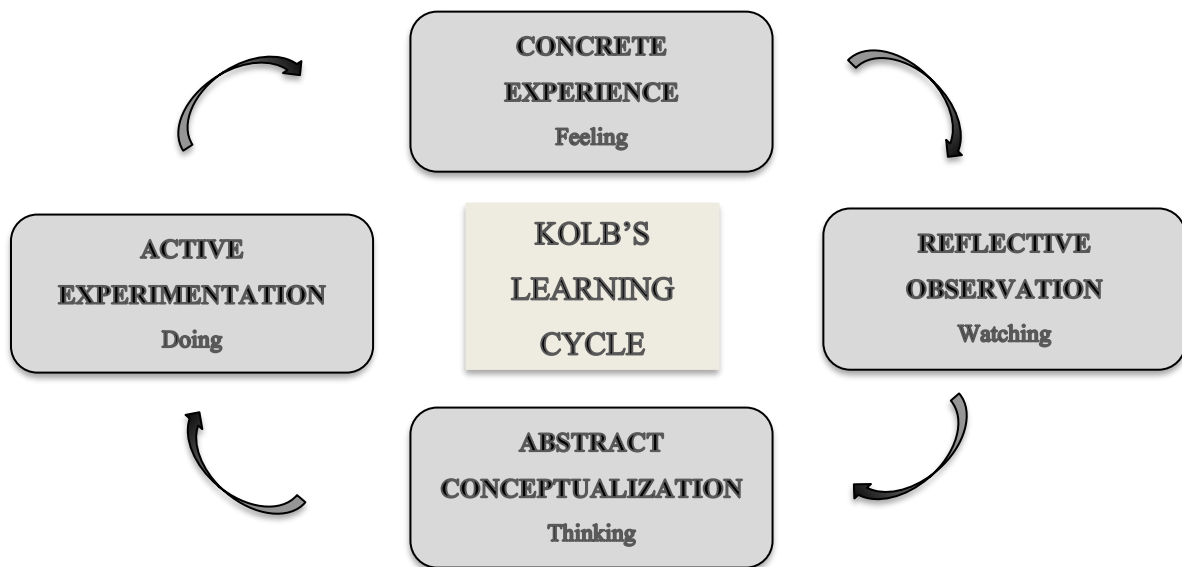
Some findings from brain research: Latest brain research has made some very interesting discoveries regarding how people learn and integrate the achieved knowledge.

"According to today's brain research, experiences, in particular intense ones can create new neurological connections, fine synaptic traces, which can be expanded into strong neural connections through successful use and time. Learning situations, seen under this aspect, give the possibility to plant seeds and the transfer effect of such experiences includes the caretaking of such young plants." (Zuffellato; Kreszmeier 2007)

Priest and Gass (2005) also state that experiential theories of learning are holistic, incorporating cognition and behavior with conscious perceptions and reflections on experience. They say that in contrast to information assimilation, being traditional cognitive learning, where you go from structure to substance, experiential learning follows a reverse structure. Coleman (1979) found information assimilation more time efficient but often less effective in achieving participant gains than experiential learning.

But how does this process of integrating experiences actually work? David Kolb published a learning styles model in 1984, which is still up-to-date. "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38).

Kolb's Learning Cycle visually explains this process of integrating experiences and sees it as a continuous loop, making learning a lifelong experience:

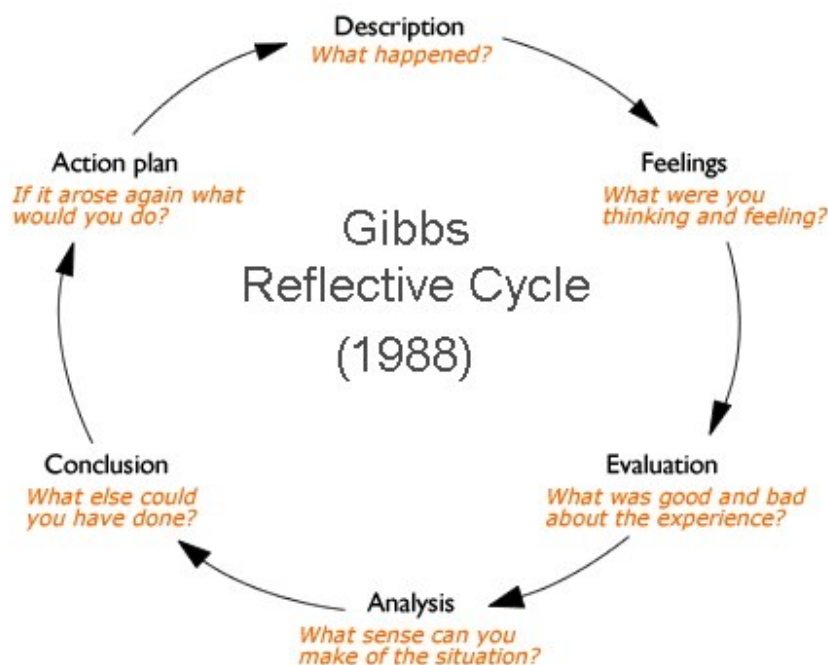


Reflection

The word means: "The action of turning (back) or fixing the thoughts on some subject; meditation, deep or serious consideration... (and philosophically) the mode, operation or faculty by which the mind has knowledge of itself and its operations, or by which it deals with the ideas received from sensation and perception..." Oxford English Dictionary, 1922.

We would not quite have the same effect in Adventure Education programs without including reflection into our program. A lot of its potential would be lost then. The goal of reflecting experiences and hosting reflection sessions at Adventure Education programs is to consciously experience situations and bring more awareness to them. That is one big differentiation to just

leisure activities. There, participants also experience adventurous things but are left alone afterwards and gives less likelihood for participants to reflect upon the experience and integrate the learning from it into their everyday's life. With hosting reflection sessions, the trainer ensures that reflection and integration takes place in its participants and learning can happen as displayed in Kolb's Learning Cycle. Also, sharing one's reflection gives the possibility for people to benefit and learn from other participants' experiences which has a second positive effect. Sharing their thoughts and feelings trains them to be open and trustful to other people and improves their social skills and capacity. John Heron describes, backed up by research, how important feelings and intuition are in the Learning Cycle. (Heron, John; "Feeling and Personhood")



(Diagram: Gibbs G [1988] Learning by Doing: A guide to teaching and learning methods. Further Education Unit. Oxford Polytechnic: Oxford. [Brookes.ac.uk])

Four F's Reflection method "active renewing" by Dr. Roger Greenaway (Greenaway, R. "Playback", P. 29)

- Facts
- Feelings
- Findings
- Future

Five finger reflection

- Thumb: Positive experience
- Index finger: A remarkable situation or person to point on
- Middle finger: Something that was especially challenging or did not go so well
- Ring finger: Learning outcome or experience participant takes with him from the event
- Little finger: What was lacking or too little of in this event

There are several other questions one can form to the fingers but these are the questions I personally use a lot and were also asked in my practical expedition.

There is tons of good reflection methods out there and depending on the event, situation, mood and energy level of the participants and complexity they unfold their full potential and work better or less good and need to be chosen individually. There is no need to overreflect things but it is important to keep it's potential in mind and create spaces in which it can happen effectively.

3.3 Leadership Styles

Paul Petzold, founder of the National Outdoor Leadership School (NOLS) has been part of some American Mountain Expeditions and found out that sometimes even though they had members of great physical capacity and skills, the expeditions would still fail due to social disagreements and lack of social structures and capacity. He said that good or bad leadership, active followership and self-leadership often influenced the group's destiny more than technical skills and physical strength. To target that problem he defined those terms, researched a lot on leadership and founded NOLS to teach outdoor leadership skills.

This part of the knowledge base displays the importance of designing settings in which the participants can learn about expedition behavior and how to be a good leader as well as transferring that into their everyday lives. Being on an expedition with participants just seems to be an ideal setting for being able to implement such things effectively.

The National Outdoor Leadership School, having decades of experience in teaching and researching on outdoor leadership, defined seven leadership skills every leader and in general every expedition member should focus on in order to guarantee success.

- Competence
- Communication Skills
- Judgement and Decision-making
- Expedition Behavior
- Tolerance for Adversity and Uncertainty
- Self-Awareness
- Vision and Action

Furthermore they highlight the importance of not only good leadership but practicing active followership and self-leadership (2008 NOLS Leadership Educator Notebook).

Priest and Gass (2005) divide the different leadership styles and influences you have into three different groups, defining three outdoor leadership styles. **Autocratic**, in which you will have a very authoritarian style, being the one responsible for all the decision making. **Democratic**, in which you involve the group into decision making and solve problems together. **Abdicratic** is when you leave decision making and solving problems to the group.

Of course, the choice of your style depends a lot on the process and the situation you are in. Autocratic might be needed especially in dangerous situations, whereas when the group is prepared for it, an abdicratic style can have a very positive effect on the group.

My mobile program and the way it is being designed is intended to improve leadership and self-leadership in participants, trying to transfer these leadership skills into other parts of life.

3.4 Towards Safety

We are in the outdoors which make an ideal playground for the things we want to deliver. Outdoor settings will always bring some uncertainty with them, which is actually good for what we want but it also means that we need to have a good focus on being able to control that risk as good as we can. In these settings, absolute safety is of course not possible and there will always be a certain amount of residual risk. It is crucially important though to gain a maximum safety standard for what is being done in the field of Adventure Education.

Heckmair & Michl (2004, p261) point out that even though safety is an important factor, Experiential Educators are often not as consciously aware of this topic as they should be. To not have this branch fall into disrepute, subjective and objective dangers are to be minimized through safety precautions and professionally educated leaders. (Gilsdorf, R; Kistner, G. p 27)

Creating subjective risk for a participant is definitely something which is wanted to be achieved through this work but needs to be in accordance with the person's mental capacity. Having this subjective danger means that we will not be able to eliminate the objective risk totally (Lang, S; Rehm, G. (2010 p. 95). Kölsch and Wagner (2004 p. 47) state that safety is something that needs to be actively created by the trainer.

Objective danger

A risk, such as an avalanche, flood, or storm, over which a person has little or no control, and which is not merely a figment of his or her imagination. (Oxford Dictionary)

Subjective danger

An avoidable and manageable danger that is potentially under the control of an athlete. (Oxford Dictionary)

Careful planning and preparation

Part of a good preparation is to carefully analyze and detect all the risks beforehand (Heckmair, B; Michl, W. 2004 p. 263).

It is also rather important, especially in work which is being done many times and also by different trainers to create a manual for ensuring (safety) standards for the program.

Heckmair and Michl say: *“Manuals, giving a detailed description of the materials used, the responsibilities and the methods applied, help to establish a ‘safety culture’ and – both inside and outside – create reliability and transparency.”* (Heckmair, B; Michl, W. 2004 p. 263)

These manuals and following them correctly also plays a big role in the liability of the trainer in case of an accident.

One important aspect we can not neglect looking at safety is that there is different types of safety we humans experience.

1. Physical safety: The most obvious one, regarding our physical body and the things threatening it being e. g. environmental hazards like rockfall, drowning etc.
2. Mental safety: This part plays more into the subjective danger and here I can refer to the comfort-zone-model mentioned earlier. Being in the panic zone there would most likely mean a reduction of felt mental safety and thus experienced as a threat for the participant.
3. Social safety: This aspect of safety is widely neglected in standard leisure time programs. However, research shows that the aspect of social safety seems to be very important not only in a person's mental but also physical well-being. So called life stress negatively affects one's to cope and even has a negative influence on the immune system. On the other hand, social safety confers substantial benefits for human health and behavior.

(Slavich, G. M. 2020. Social Safety Theory: A Biologically Based Evolutionary Perspective on Life Stress, Health, and Behavior)

As an Outdoor Educator, it is very important to have all three aspects of safety in mind, making sure our participants experience them all, because if one of them is missing, the positive aspects of Adventure Education programs can not be reached.

3.5 Leave No Trace

This is a concept formed in the USA by people being a lot in the outdoors and having a strong call to preserve nature as good as possible. Just staying away from nature would be a very simple method of preserving it but since there is so much value in humans interacting with nature, we cannot just not go there. Their solution was to create a set of rules, like a codex on how to act when moving in nature settings.

1. **Plan Ahead and Prepare** This means to know beforehand where you want to go, which tracks you will use and where you will camp. If you have planned your trip you know where you are going, what awaits you, that you don't get into unnecessary risky situations and you will not just pitch up your tent everywhere.
2. **Camp and Walk on Durable Surfaces** Go off-track only if really needed, stay on established tracks and routes, camp in designated areas and if not possible then at least on surfaces which will not be destroyed afterwards.
3. **Dispose of Waste Properly** Take out what you brought in! All trash produced needs to be carried back out of nature to ensure that we have rubbish-free natural environments. Dig a hole for your human waste (at least 70m from streams or lakes) and bury it afterwards.
4. **Leave what you find** Take memories and pictures but don't take any natural material with you e.g. flowers, plants. Do not build structures, furniture or dig trenches.
5. **Minimize Campfire Impact** Make sure your campfire does not get out of control as bushfires can have a huge destructive impact. Respect fire bans. Use established fireplaces and only light a fire where permitted. Keep your fire small to not burn unnecessary amounts of wood, burn it all down to ash and put out fires completely when leaving the fire.
6. **Respect Wildlife** We are coming into their living space and have to respect them and leave them some space. Observe them from a distance if you see any wildlife, don't approach or follow them. Keep pets under control and never feed wild animals as it harms their health and alters their natural behaviors. Avoid sensitive areas and beware of sensitive times like mating, nesting and winter.
7. **Be Considerate of Others** We are often not the only humans in nature, all wanting to have a good experience which is why we should respect each other and protect the quality of their experience. Avoid to make a lot of noise to not disturb others and wildlife. Don't block trails and greet other people, help each other if needed.

(@ Copyright Leave No Trace, 2021)

Preserving natural environments is very important for myself and my commissioner which is why we have a big focus on planning the programs I create in a way that they will have as little impact as possible. I am a certified Leave No Trace master educator and not only having a low impact program but also educating the participants during the expeditions is an important part of my work.

The river Altmühl, where the test-expedition took place is host for many water animals and thus has some rules people using that river need to follow. It is classified as a Nature Park and has several nature protection areas.

Other Adventure Education Providers and Programs

I have done some research in what other providers for Adventure Education and expedition programs there are in order to see what I could learn from their program structure and how they work. In Germany, there is a National Association of Experiential Education, called "Bundesverband Erlebnispädagogik" (be), ensuring standards and providing a network. They run a list naming the 24 Organizations or Companies which are (be) certified providers for Adventure Education programs with classes or groups. These are among the biggest organizations having several thousand participants a year like in the case of Outward Bound Germany, where I did my 8,5 month training to become a Trainer for Experiential Education.

Next to those, there are several smaller providers not being certified, like Quellhof e. V., which sometimes are too small or work in a slightly different way or just didn't apply for a certification, not seeing the need for it.

There are a few organizations offering expedition style Adventure Education programs similar to the program I designed for Quellhof e. V., of which some have flexible operations according to the customer/school's wish and others providing pre-made expeditions available for booking.

Some of them in Germany are:

- Outward Bound Germany
- Aventerra
- Event Nature
- N. E. W. Institute

In the case of Aventerra for example, their educative expedition program is all booked out, underlining my opinion of this program being effective and demanded. Since existing programs are few and Quellhof e. V. has quite a big network already, I am confident that this program will find its place on the market.

Worldwide, there are quite some providers offering similar kinds of expedition focused Adventure Education programs.

- Outward Bound: Definitely one of the best known organizations for Adventure Education worldwide. Existing since 1941, they nowadays operate in 34 countries on 6 continents, all working independently but with the same ethics and mission.
- National Outdoor Leadership School: Short NOLS is offering wilderness education and leadership programs. Quite special about them is that they really seek quite remote settings and often provide programs lasting for a month or longer.
- Adventure Treks: They provide summer camp adventure programs for teens age 13-18 using all sorts of different activities in an adventure education setting.
- Wilderness Inquiry: Wilderness Inquiry offers inclusive outdoor adventures for people of all abilities. They provide accessible wilderness experiences and canoe, kayak, and hiking trips.
- The Expedition School: The Expedition School offers outdoor education programs for schools and organizations, with a focus on character development, leadership, and outdoor skills.
- Bigfoot Adventures: One of New Zealand's leading outdoor activity providers offering a huge range of activity options.
- PGL: For young people, teachers, group leaders and parents, PGL is the UK's leading outdoor education provider, delivering inspirational learning through adventure.

4 METHODS AND DATA COLLECTION

This section of my thesis is dedicated to display the research methods I used how they were conducted/executed, as well as giving an understanding why these methods were adequate and how they work. Research is an integral part of scientific work and writing a thesis

4.1 Interview

Interviews are a research strategy used to gather qualitative data in a specific area, often used to collect data about the view, beliefs and/or experiences of the person interviewed (Lambert, S.; Loiselle, C. 2007). According to (Sandelowski, M. 2002) one-to-one interviews are the qualitative research data collection tools which are most commonly used.

There is three major types of how to structure an interview which have different pros and cons and thus are used for different outcomes and circumstances. The most fixed form is the standardized or structured interview which contains a specific set of fixed questions all asked in the same way to all interviewees. This gives you data which you can compare better to each other but takes all the flexibility away. The semi-structured interview also has preset questions and/or topics but leaves room for spontaneous issues and questions, making it a lot more flexible but a little less comparable. The unstructured interview does not have a specific frame and focuses on the topic itself, having the conductor and the interviewee openly discuss upon it. This form of interview is most flexible but also hardest to compare the data collected. (Berg, 2009)

In order to have some other opinions and learn more about what is needed and how to optimize the pedagogical content of my program I conducted several interviews with experts in the field of Adventure Education, teaching and working with groups of kids. My choice went to semi-structured interviews because I could have a good frame and compare the data collected but also have some flexibility to discuss about other issues raised, ask more questions coming up during the interview and dive deeper into an especially interesting topic since on top of collecting data for my research this was a good learning and exchange opportunity for me as a professional outdoor educator.

In my interviews I especially wanted to find out about how to have the highest safety standards, how to make them as environmentally friendly as possible, how the need on the market was for

such a program and how I could promote such programs. Having experience with working in the field I can fill the program with Adventure Education content and methods but wanted to hear some more opinions on how to best structure it pedagogically and which methods I could use. Another very important aspect was to learn more about the planning of expeditions and how to make that work smoothly since this is an area I don't have as much experience with yet.

The interviews were conducted person to person and each lasted about 30 minutes. With the consent of the interviewees, I chose to record the interviews in order to not miss data and being able to evaluate and compare it afterwards. During the interview I tried to stick to my notes and the questions I wrote down but also include interesting other questions as they came up. Keeping a straight track sometimes was challenging as the structure was a bit open. As everywhere, practice helped me to be more focused and on point in the following interviews, having learned from the previous ones and reflected how they went and what I could improve.

It was a very good choice to start analysing and processing the interviews shortly after the conduction as then I still was very much in the matter and could remember most of the conversations and their meaning. If I would have done that later, I would have lost time, getting back into what had actually been discussed.

For analysing the data from the interviews it was important to recap what things I actually wanted to learn from the interviews to stay focused. As a method of analysing the data collected in the interview I did a thematic content analysis, splitting the content into themes and finding common patterns from what each interviewee has said.

For the analysis I used this 6 step process (O'Leary, Z. 2021):

1. Identifying biases/ noting overall impressions
According to O'Leary, researchers should "acknowledge preconceived notions and actively work to neutralize them" at this early step.
2. Reducing and coding into themes your data
3. Searching for patterns and interconnections
4. Mapping and building themes
5. Building and verifying theories
6. Drawing conclusions

4.2 Practical Project (Test expedition)

One core part of this development plan was to create a first expedition in order to see if my plan is actually practically usable and the development need will be met with what I created. That is why I chose a cooperating school to do a first test expedition. The class I had for this was quite in need of such a program since their last class trip got cancelled midway and their teacher left before the end of the school year. This was ideal to also evaluate the effectiveness of the educational methods used. To gather data from that I used a little participant's feedback sheet, an observation sheet for myself, doing field notes and a final reflection at the end of the trip.

“Field notes are widely recommended in qualitative research as a means of documenting needed contextual information. With growing use of data sharing, secondary analysis, and metasynthesis, field notes ensure rich context persists beyond the original research team.” (Phillippi, J; Lauderdale, J. 2017)

These field notes paired with using an observation sheet are super important for sorting my own thoughts and focusing on what I can learn from this test expedition for making a good plan for my mobile product. In my opinion, having a practical run and evaluating that is of great value for providing good expeditions.

Because I also wanted to have an overview of how the trip was experienced by the participants and what they say about the different program contents, I created and evaluated the participant's feedback sheet.

Having exchange and feedback sessions together with the teacher during and after the trip gave me yet another perspective on how the expedition went. What was very nice about the teacher's perspective was that he was like a silent observant in the background being able to give objective feedback not being too immersed in the program.

It was very important to find a new adventure for this group and not do something hiking-related since they were quite fed up with hiking trips due to their previous class-trip experiences with their former teacher. They had never done any canoeing before and considering the fact that you sit in a boat together for the day and that you can only move forward and get somewhere if you work together in a coordinated way was ideal for reaching the goals intended for this trip. This already forces teamwork and paired with evening reflections already does a lot. In order to prepare the group for this expedition I had a preparation day beforehand where they

learned some basics of canoeing and how to manage the camp. As support for the practical execution of this trip I had Lena Uhrebein, herself being an experienced outdoor educator and enthusiastic outdoor person.

The trip was planned in arrangement with the new teacher of this class in order to minimize conflicts and also use this trip to help the teacher develop a relationship with the kids.

They took the train with their teacher to the starting point where they met us and the canoes. After storing the gear in the canoes and a last safety talk we headed down the river towards our first camp. The participants had to arrange tent groups and a cooking team at the preparation day in order to organize camp and to increase their involvement into the success of this trip, hence giving them responsibility. The cooking was arranged over an open campfire since one goal of this trip also was to create impressing nature-connection experiences. After the camp was organized and dinner was eaten we had a closing, reflecting what has happened during our first day on the river and had a little guitar and singing session. Participants reported that they had experienced some very nice nature moments on the river but are also tired from the day.

Day two was started with a morning check in and eating breakfast together afterwards, which was again organized by the kids. On this day we had planned a bigger break at some water slides through which you had to drive with the canoe. We had a little less distance to cover and that left us some more time at the campsite, playing little team games and just also having some free time. As every day we had a self-organized dinner this day and a closing afterwards.

The third day we organized some games and had a focus on our reflection over the whole trip and what had happened the past two and a half days. After finishing to pack away things, the participants already left again, being picked up by their parents.

This expedition was a fundamental part of my work since it was crucially important to test how and if my plans would work, what needs to be adjusted and to see what the actual learning outcomes were for the participants. To do so I had a little observation handbook with me on which I could write down the monitored group process and the development of the individuals. Also, I created a feedback sheet for the participants to catch their point of view. Being in close contact with the teacher, sharing observations and hearing his feedback was a third perspective on the outcomes of this expedition. All this information was gathered and evaluated to draw a conclusion about the future effectiveness of my program and what needed to be adjusted in order to make it work better.

5 EVALUATION

In this part of my thesis I will present what I have found from analysing the research data I have collected, the semi-structured interviews, my observations on the test-expedition, the teacher's feedback and the participants' feedback sheet. Including all of these different knowledge sources, I got a pretty good understanding of what it takes to build high quality well working safe Adventure Education expeditions. Collecting all the findings into different themes or topics helped a lot for having a structured overview over what I found out. Since I haven't been involved in planning expeditions for customers before starting my thesis, it was super important to use all those different sources, learning from experts through the interviews and collecting a lot of data from planning and actually executing a test-expedition. Gathering knowledge from real-life based things has a lot of value to me.

5.1 Results

This will be a first introduction of the results I have gathered from all the research. As mentioned earlier in the data collection chapter, I used different methods of collecting data for evaluating the effectiveness of my program, what to include and how to best reach the goals I set for my thesis.

In the interviews, one big topic was safety. All the interviewees at some point strongly suggested to have a high focus on preventing dangers or at least having them under control with doing planning and consideration work beforehand. Creating a flexible plan was mentioned to be key for reacting to situations coming up. My research, as well as the experience of the people interviewed showed that there should be a special emphasis on also maintaining social safety as this is something which could easily be neglected during an expedition where people have little private space and there is so much happening at once.

This is something that matches with what I learned in my studies, in my training to become a Experiential Educator and in all the other trainings I had regarding outdoor work with people and therefore is considered a very important topic.

Another finding was the importance of creating good experiential education content, having good reflections matching the topic, situation and group and focusing on fewer well placed and

well evaluated activities instead of overwhelming the participants, giving them little chance to reflect themselves. An important factor in making this work again seems to be flexibility, a big pool of tools to choose from and observing the group's process and needs carefully. What was found that on expeditions there is less need for having additional content like problem solving activities and such since the group is interacting a lot all the time and for example paddling in a canoe already is a problem solving task for the participants.

Finding the right target group was something which several participants have emphasised since it is an important aspect for both having a successful expedition and executing it safely. Finding the right group for the right expedition or vice versa is something that came up in my research.

All of these aspects are linked to proper planning and organization, which is why this topic deserves a separate chapter in my evaluation. As shown in my research chapter, proper planning also has an effect on minimizing impact through travelling (See "Leave No Trace" chapter).

5.2 Evaluation

Finding the right target group

To be able to find customers and promote the expedition-style Adventure Education programs it was important to find the ideal target group. Here I relied a lot on expert knowledge and my own knowledge and research. According to Outward Bound, Adventure Education programs are ideal for people with an age of 13 and older. Starting at this age, people are more and more confronted with their own personality, trying to find what makes them unique and finding their place in the world. Being given responsibility and self-efficacy has a strong positive effect because they get the feeling of being taken serious and are not just seen as kids who can't have any real responsibility. In the chapter "Adventure Education Content" I will give some examples on how they can be given more independence and responsibility.

Adventure Education and Teambuilding activities can of course also be done with children younger than 13 but there would be a need for a different approach and smaller steps. Anyone in general can benefit from nature-based teambuilding and challenges.

What became clear already in the interviews is that depending on the age of the participants, the content of the program, the toughness of the expedition and the amount of challenge had to

be adjusted. Doing a seven day hiking expedition through the wilderness of the Bavarian Forest, carrying everything you need with you would not quite suit ten year old children but would be a very interesting challenge for lets say sixteen year old people slowly discovering their strength and capabilities. Setting up a basecamp somewhere and doing smaller team activities, games and other things might at the other hand be a bit boring for those sixteen year old's but be ideal for the younger ones. Even in the same age group it can sometimes be challenging to find the right amount of challenge for everybody since people have different physical capacities and different skillsets.

“Having different types of challenges, some being more physical, others more mental and some more for the brains of the group is important to have everybody's skills be seen by the others and give everyone the chance to be good at something” (Interviewee)

For the mobile programs I have planned, I identified an ideal age of 13 until young adulthood, maybe twenty years of age. The upper age level is more flexible but generally the program is designed for youngsters and young adults.

An obvious target group, since that is what I had in my test expedition and what Quellhof e. V. mostly has in their center based programs, is school classes. Many schools anyway go to an excursion often lasting several days each year or at least every second year. Doing Adventure Education programs has a huge potential to improve teamwork in the class, break up social clusters and create a positive class climate.

They then have different options they can choose from. Possibility one would be a mobile program being conducted somewhere near to the school or even at the school's outdoor facilities. This choice doesn't require too much planning and effort since the class can just easily participate at the program, not having to travel big distances. At the other hand, they don't get this feeling of being somewhere new and coming away from their usual structures, which might inhibit some positive effects of Adventure Education programs. The second choice, which already exists, is booking a program at the Quellhof e. V. facilities. They get away from home, everything is new and there are already many set up challenges and possibilities. Choice three would be going on a real expedition. This will definitely have the biggest excitement factor and will challenge the participants on yet another level. Nature impression wise this will also be the most impressive of the three options.

“You need to promote Adventure Education at schools to spread the knowledge of its benefits and raise the awareness and interest for it.” (Interviewee)

As also found out through my research, starting with offering simple, easy to book and execute programs for raising the interest and showing that and how Adventure Education works and then taking it to the next level with working towards an expedition. This also gives the pupils the chance to get used to the way of working and the responsibility they will be given. Preparation beforehand and knowing the participants already also hugely helps in finding the right amount of challenge for the group.

Just as suited for such expeditions are individual participants. The programs then would have to be offered for an age span and it can actually benefit the group to have slightly differing ages. The younger ones could learn from the little bit older participants, like in Montessori’s approach to school classes. A huge plus for individual participants is that they decide freely to go to the program as opposed to classes where usually there is less free choice and the whole class has to drive. This could result in even more motivated participants and might leave you the freedom to do even more unique trips. Since there is a lot of offers for overnight hut trips especially in the central European Alps area, the expeditions would definitely have to have an unique selling point, distinguishing them from classical guided trips to attract the interest of our target group.

A positive thing I found out is that the interest in Adventure Education is rising, not only in schools but also for individuals. Especially since the pandemic situation, there is an increased need for getting the youth out into nature and giving them challenges outside their house or computer. Parents seek to have their children interact and cooperate with other young people, for which Adventure Education programs are just the right setting.

Experiential Education Content

This part of my evaluation displays the findings about which Outdoor Education content would be most useful in the program I created. The results are mainly taken from my research and the expert interviews. Having good content is key for a successful course.

What has been found is that rituals help participants a lot to get used to the structure and develop habits. This can be started with simple things like having a check in round every morning. Establishing a structure and keeping it will have participants know what awaits them and adapt

to it. Having a reflection round each evening can also be a very good tool. You can either keep the same set of questions or adapt the questions according to the process and depth you want to reach.

Reflection is key for transferring the learning into everyday life situations. Without reflection, except for some situations, the program would rather be leisure adventure activities and a lot of potential would be lost. As with everything, the intensity needs to be built up and adjustment is made according to the situation. There is no one perfect reflection model or set of questions. There are good models to make you understand the fundamentals of reflecting and you can have a good set of different questions and models for different activities but it depends a lot on the situation what you would use.

Most of the other content depends very much on the context and the type of the program. In an expedition you might choose less additional content since planning, making decisions, organizing camp and being on tour together is in the focus. If you would have less expeditive programs, teambuilding activities, awareness exercises and trust-building work are an important part of the content. Participants need to be challenged, get into action with each other, plan and organize together, communicate, build trust and learn to work as a team. It is the trainer/leader's work to see the group's process and choose activities accordingly.

Safety Considerations

Providing good safety is crucial for executing expeditions. That is why this topic should have a special focus and needs to be planned thoroughly. Having a high safety standard starts well before the actual expedition with identifying potential risks and figuring out prevention methods for each hazard. Writing a good risk analysis and drawing upon previous knowledge is a good way to be aware of the potential dangers. Having identified them and being prepared also plays an important role in liability. If you can show that you have prepared yourself in the best way possible and the accident which has happened was beyond what you could foresee or prevent, you will less likely be sentenced guilty for this situation. Of course, only if you have put thought also into appropriate prevention methods.

Another important aspect of providing safety is to prepare participants and choose accurate challenges for them, meaning not to have a program that exceeds their physical capacities and

start the expeditions slow and prepare them well for the things to come or, ideally even have preparation days beforehand.

“The best way of dealing with accidents is to prevent them from happening” (Interviewee).

The gear used should always have high quality and participant’s gear needs to be checked for usability beforehand. Instructors need to have appropriate training, technical skills and physical capacity for the task, have a clear plan of what to do when accidents happen and hold an actual first-aid training certificate. Ideal would be to have an extended wilderness first-aid training to be better prepared for remote settings. Knowing the terrain well is a big plus for being able to provide good safety.

“Guides should at the end of the day always have at least 30 per cent ‘left in the tank’ to be able to perform also in difficult and challenging situations providing safety for the group with this.” (Kai Lehtonen, Senior Lecturer Humak UAS)

Taking safety serious is our duty as instructors since we mostly bring less experienced people into remote settings in which they somewhat rely on our knowledge and skills.

Expedition Planning and Organization

This section is about how to successfully plan the expeditions, which will always be a part of my work because even if once there will be a set of expeditions established which we can choose upon, they will still always require some pre-organization. Also, there might always be individual expeditions requiring a more in-detail planning together with the client.

As mentioned earlier, I do have experience in executing expeditions and in planning expeditions on my own but lack experience in planning expeditions for clients. What I draw a lot upon in the evaluation of this topic is the learnings from my test expedition and the knowledge of experts in this area.

Start the planning process well ahead if possible. This is especially important in an area where you are reliant on facilities like mountain huts in the Alps region. There, huts are often being booked well ahead and booking with a bigger group it makes sense to book early. Having a rough plan early on gives you time to work towards a well working, detailed plan and also gives

your participants the possibility to maybe even build more physical capacity, knowing well ahead what awaits them.

When making a plan it is crucial to have options and at least a plan B, if not even more. This became very clear during the test-expedition when luckily we were very flexible and could figure out a plan B according to the situation and the participants' needs. Thinking about alternatives and scenarios which require a change of plans beforehand also plays a big role in making expeditions safe. Of course, you can not be prepared for everything but having solutions for obvious scenarios and things likely to happen is key.

5.3 Conclusion

This is the last chapter of my thesis, aiming to synthesize my findings and conclude what I learned from it. The aim of this thesis was to create a mobile Adventure Education program for Quellhof e. V., finding out what makes a good expedition and finding out if this program finds resonance on the market and is actually executable.

At the start of this project, I wasn't quite sure about how to successfully plan these projects and make them work effectively and safely. A big question mark was how to find the right program and challenge for each

participants' group. Very important realizations here were that this can be worked out with having at least one preparation day and thus getting to know the group and what they might be capable of. For me, the teachers (in case

of the test-expedition and having a school class) were important information sources, being able to give me a first impression on what kind of a group I would have in front of me. What I found absolutely key for this uncertainty was to be as flexible as possible in your planning and having tons of options, being able to adapt to changes.

One limitation for the success of such expeditions and programs I found is the participants' motivation. As described earlier, in a school setting, everybody usually is asked to join regardless of their intrinsic motivation to do so. Adventure Education programs do have a high ability to get participants motivated, even those being sceptic in the beginning but also somewhat relies on having participants willing to participate. Imagine having someone on a multiday hike who

is not motivated to hike or even boycotting it. This issue is more likely to happen in a school setting but not exclusive to it.

To understand this topic more and know how to act accordingly it is important for me to know what to do in case of such a situation happening and learn/research more about motivation, where it comes from and what might influence it. Of course, people can't always be motivated and it is good also to experience demotivation and overcoming it but I found that a person's ability to be focused and have a maximum learning outcome is strongly influenced by their motivation. I do already have some experience in that due to my work as an instructor and could gain more of an insight into this topic through my research for this thesis but it is a field that can be explored even more.

In general, what I found is that such a program requires some continuous effort in planning and organizing but therefore is quite unique and can be an intense rewarding experience for the people participating. To find a good amount of participants it is likely important to actively promote this program at schools. Quellhof e. V., having a long history in Adventure Education programs and working together with schools, already has a very big network to draw upon for making this program a success. Not only did I manage to set up a good program for Quellhof e. V., I could also improve my own planning and organizing skills as well as reflect upon my work as an instructor. The test expedition showed that what I planned can actually be put into practice and was a big success in terms of the goals set for it.

6 FURTHER COOPERATION AND RESEARCH

What I wasn't able to research much in my thesis was how to finance such projects. At the moment, participants or their parents will have to pay all the costs of such a program on their own. Doing further research on how to find financial support for it. There might either be unused financial resources in the school's budget or even funding possibilities from the governmental side. Finding such funds is worth putting some effort into since this means more participants in the programs and gives more people a chance to participate, especially those who don't have the required financial resources. Unfortunately, these are often people who could benefit a lot from Adventure Education programs and seeing a bit more from the world.

As this development work has turned out to be quite successful and both I and Quellhof e. V. are very pleased with our cooperation, it just makes sense to keep working together.

Expeditions are something I have a big personal interest in because I have done several myself and know about the positive impact they can have. Not only do you learn about the beauty of nature and want to help protect and immerse yourself more and more into it, expeditions are also highly beneficial for personal growth and group development. The more you leave your comfort zone and find out about toughness, the beauty of special moments and places, challenging situations and what it means to be away from everyday's services, making you appreciate them so much more afterwards. It is so much about learning to not take everything for granted. Being out there as a group, you don't have the possibility to just escape challenging social situations and leave them unsolved. You are dependant on each other and on having a working team. This forces groups to actually solve issues and learn to do so in a good environment, especially when having the support of experienced Outdoor Educators who know how to support such situations. This way of being together also makes you really get to know each other in many different ways since there simply is no way to not show it being with each other 24/7 and at the same time facing challenging and maybe also overwhelming situations.

Long story short, with the support of Quellhof e. V. I plan to offer multiday hiking expeditions in beautiful and remote places like the Bavarian Forest, Finnish Lapland, remote places in the European Alps and whichever nice places come to our mind and are logistically doable. Those trips will most likely be for individual applicants and will have a minimum age of 16 or even 18, depending on the legal situation and the content of the trip. Quellhof e. V. will support me

with their knowledge, gear and network to make sure these trips are practicable. Most trips offered in an expedition context lack Adventure Education content and are designed such that all the things are readymade, everything is taken care of and the guide walks in front and brings the groups from A to B. In the trips I want to offer, all the general planning is done but the participants kinda become part of the team, learning of to after the expedition plan and execute trips themselves. They will be involved in food planning, familiarizing themselves with the track and reading the map, setting up camp and many other things. This involves the participants a lot more and empowers them to take responsibility. Paired with a focus on nature experience and reflection, this will become unique, impressive trips.

Having been able to do this work with Quellhof e. V. I have learned a lot about planning and executing programs myself and am very much looking forward for further cooperation and many more successful trips.

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APPENDICES

Interview Questions

These are the core questions asked in the interviews. As I chose to conduct semi-structured interviews, there were several questions popping up during the interview, which gave me more important insights on my topics.

- 1. Most important aspect of successful expedition**
- 2. Important Experiential Education Content**
- 3. How to maintain high safety standards**
- 4. How to plan and prepare for mobile programs**
- 5. What is the right target group for mobile expeditions**
- 6. Opinion on need for such mobile programs**

PROJECT PLAN

(updated 30.9.2020)

INFORMATION FOR CLIENTS	
Name of event	Multiday Canoe trip
Description of event	Three day canoe expedition with grade 7 of Waldorf-school Crailsheim
Group	Students end of 7 th grade
Goals	Interaction, taking initiative, teamwork, nature-connection, creating significant experiences
Place	Altmühl River: Pappenheim -> Dollnstein -> Eichstätt
Time	Monday 17.07. 10 am until Wednesday 19.07. 1 pm
Language	German
Programme	Paddling from Pappenheim to Dollnstein on the first day, campfire cooking at Dollnstein campground. Continuing to Eichstätt campground on the next day, stay there overnight, pickup from parents at 3 rd day.
Equipment needed	See participants packing list
Important information	Preparation and planning day for expedition on Thursday 06.07.2023

INFORMATION FOR INSTRUCTORS

Goals of organizers	Professional planning and execution of expeditions, see how plans on paper become real action, getting used to contacting facilities staff for organizing trips, collaborating with schools and teachers, pedagogical input and reflections during expeditions.		
Target group	Students 7 th grade Waldorf-school Crailsheim		
Health information	See separate health information sheet		
Instructor's equipment	Canoes, PFD, waterproof containers, paddles, tents, campfire cooking equipment, 2x First-Aid-Kit, Food,		
Preparations and person in charge	Contact and information flow with parents:	Gisela Uhrebein	x
	Project Plan, risk analysis, packing list:	Bihma Wolf	x x
	Information transfer beforehand to students:	Mr. Betz (Teacher)	x
	Presentation at parents evening:	Lena Uhrebein	x
	Canoe rental, campground reservation:	Bihma Wolf	x x
	Schedule and content of expedition	Lena U., Bihma W.	x
	Student questionnaire:	Bihma Wolf	
	Medical information sheet:	Lena Uhrebein	x

SCHEDULE

(add more rows if needed)

Activity / Person in charge	Time	Additional instructions	Duration
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Monday, 17.07.2023

Arrival at Pappenheim, preparation for takeoff	10:00	Welcome words and gathering everyone by the boats, packing boats, safety instruction and departure	1 h
Paddling from Pappenheim to Dollnstein	11:00	Passing one dam shortly after starting position. Have to take out boats at right side as marked, carry them 150m and then put them back into water. Make sure kids don't paddle too close to the dam!	5 to 6 hours
Setting up camp	Approx. 16:30	Kids set up camp independently as learned on preparation day. Supervisors makes sure everything works smoothly and give support if needed	30 min
Campfire cooking	17:00	Cooking groups have been assigned on preparation day. Make sure participants remember who is in charge. Organize wood, hand out fire steel. Only give support if kids can't handle it themselves.	60 – 90 min
Closing of the day, reflection	19:30	Round about best moment of the day for each participant, preview for next day and organizational questions, appreciation round.	30 min
Campfire evening with guitar and singing	21:00	Lyrics book for every participant	1h
Sleeping time	22:00	Everybody has to be silent by this time since campground is shared with other people/groups	
Tuesday, 18.07.2023			
Waking up participants	07:30	Has been agreed with participants (include them into scheduling and decision making), Make sure to wake up breakfast team some minutes earlier	
Breakfast preparation	07:30	Prepared by team in charge	30 min

Breakfast	08:00	Breakfast is started together to establish common rituals and schedules also for upcoming trips Make sure participants don't forget to pack lunch and have enough water for the day	1h
Goal setting for the day	09:00	Participants work out goals they want to reach for the day and change the canoe sitting order	30 min
Departure	10:30	Final walk over campground with all participants to make sure nothing is left behind and remove all trash	
Paddling to next campground		Two dams on the way. Carrying canoes not needed since there is waterslides. Instruct participants beforehand how to slide down and make sure they hit them. Big lunchbreak at second waterslide. Possibility for unloading the canoes and sliding down several times.	5 to 6 h
Set up second day's camp	Approx. 16:30	Same as the day before	30 min.
Canoe return	16:30	As agreed with rental agency. Participants help loading the trailer	
Campfire cooking	17:00	Inform group in charge, organize firewood from camp supervisors.	1 h
Evening reflection	19:30	What did not work well today, what was especially challenging, what on the other hand worked very well. How do participants feel within the group?	30 min
Singing evening	21:00		
Sleeping time	22:00	Same rules apply as the day before. Even more important because campground is smaller and usually more crowded	
Wednesday, 19.07.2023			

Waking up	07:30	Make sure to wake up breakfast team some minutes earlier	
Breakfast	08:00	Starting together	
Taking down camp	09:00	Don't take too much time there. Should go fast because participants know the routine	30 min
Walk to nearby rocks	09:30	Make sure participants wear good shoes, not bathing shoes	30 min
Group games	10:00	Ninja, find the tree, guided blindwalk in pairs, "Alcatraz", electric fence or other teamwork activities	2h
Final reflection, closing of expedition	12:00	What did I experience, what were my findings/what did I learn, what was my biggest challenge, where do we stand as a group right now	1h
Departure	13:00	Kids are being picked up by parents. Quellhof gear is being brought back to their facilities	
Maintenance and person in charge	Participants take care of tents and personal camping equipment. Supervisor support if needed. Supervisors take care of food and cooking equipment.		
B Plan	If foreseeable that scheduled camping spot can't be reached, make decision to take earlier spot to set up camp and reduce day's distance. Inform camp operators as soon as possible. Discuss issue with group and include them into decision making. Don't forget to also inform canoe rental agency.		
Logistics and person in charge	Personal Equipment: Participants Canoe rental: Bihma Wolf Campgrounds: Bihma Wolf Campfire cooking and other group equipment: Quellhof e. V. Medical Information sheets: Lena Uhrebein Arrival and departure: Mr. Betz (teacher)		

SUSTAINABLE DEVELOPMENT

Preserving the natural environment	Don't cut any branches, paddle in the middle of the river, try to avoid delicate shore areas, camp only in designated areas, use only as much wood as needed for the campfire, no shouting and screaming.
Waste management	Try to not produce any waste/use material that produces waste, set up waste separation system at campgrounds, brief participants what to do with their trash on the boat, repack dry goods into waterproof containers to store them and minimize trash on the expedition.
Minimizing the use of energy	Minimizing the use of electricity by being outdoors.
Minimizing the use of the material	We are using the material we and Quellhof e. V. already have and additionally make people bring their own stuff. Buying as little extra material for this event as possible.
Environmental friendly procedures/ attitude	We apply and emphasize the "leave-no-trace" principles, we use reusable materials, we use only as much as needed.

EVALUATION OF THE EVENT

<p>Goals programme logis- tics safety equipment</p>	<p>Good follow-through of the programme. 48</p> <p>Doing a canoe expedition was a good choice for this group, just the right challenge. Flexibility of this program was nice. Logistics were well planned and super easy due to the van following along at land, making it possible to bring more gear, especially for campfire cooking. Participants' tents and equipment was adequate since it was summer and the nights are not too cold but one can't call it premium quality. For more demanding expeditions or harsher weather conditions, better gear is highly recommended. Canoes, PFD's, paddles etc. were in good condition. Safety was always well taken care of due to a good instructor/participant ratio, good rescue equipment, good safety instructions, prior practising and having the participants swim only under supervision.</p>
<p>Feedback from target group</p>	<p>Very nice three days of being out in the nature. Created impressive nature experience, improved our teamwork, lots of new experiences and challenges, very inspiring instructors, was very good to get to know our teacher better, nice to be given some responsibility and having to do and plan some things on our own. Canoeing was fun to do. Could have had more time for swimming.</p>
<p>Feedback from the staff</p>	<p>Program was very well planned and flexibility was super good and important. Nice cooperation with school and teacher. Group was very loud and sometimes challenging especially with their choice of words but at the same time very nice and active.</p> <p>Second camping spot was not ideal due to many campers and not too much own space, especially for such and not always silent group.</p> <p>Renting the canoes worked very well, rental agency is very recommended.</p>
<p>Feedback from the partners</p>	<p>Teacher was very happy that we did this expedition with his new class. Good opportunity for him to get to know the individuals, implement some rituals and creating a relationship with his class.</p> <p>Didn't have to plan anything and just had to be part of the program thus having a lot of flexibility and time to observe. Made him have a different role and not be the one having to do the announcements.</p>

SAFETY PLAN

GENERAL

Event	Multi-day canoe expedition with 7th grade of Waldorfschule Crailsheim
Time and Location	Starting point: An der Lach 10, Pappenheim, Germany. Camp 1: Camping Dollnstein Camp 2: Camping Eichstätt (final destination)
Group	14 pupils, 1 teacher, 2 instructors

Persons total	17	Aduts	3	Youth (12-17 yrs)	14	Children (0-11 yrs)	0
Group description: Classtrip 7 th grade Waldorfschule Crailsheim at the end of the school-year. Described by school personnel as a chaotic class. Used to have another teacher but had difficulties with that one.							
List of participants:							

	Name	Phone	
Responsible leader	Bihma Wolf	+49 162 5793123	
Instructor 2	Lena Uhrebein	+49 152 54035496	
Person on call	Waldorfpädagogik Crailsheim	+49 7951 9625560	

Event/activity description: (activity/route/location)

Three day Canoe Expedition on river Altmühl from Pappenheim to Eichstätt with two nights at different camps including campfire cooking and several games/team activities.

Night one is at Camping Dollnstein, night two is at Camp Eichstätt, two days on the water, last day for team activities and closing the trip.

PREVENTATIVE PLANS		
	Who checked?	When, date
Health forms	Bihma Wolf, Lena Uhrebein, Stefan Betz	10.07.2023
Equipment	Bihma Wolf, Lena Uhrebein	17.07.2023
Risk analysis	Bihma Wolf	14.07.2023

Other facts that promote safety: (Prior planning, training, education, lecturers, experience, local knowledge...)

Bihma Wolf holds an up-to-date Wilderness First Responder certificate, both instructors are trained in water activities, canoe trips and water rescue, instructors carry throw ropes with them, the chosen river is very slow and ideal for beginners, plan is made quite flexible to be able to adapt if participants can't make the distance, use of high-quality material.

RESCUE PLAN

EMERGENCY NUMBER 112

Leader in accident scene	Bihma Wolf (due to highest First-Aid qualification)
Second in charge	Closest leader

Group actions in case of accident:

Builds one big pack as already practiced on preparation day. If accident is more severe, group paddles to the shore and waits at the side, pulling the canoes out to make sure they don't float away. This was also taught in the preparation day.

If leaders are incapable to act / leaders are not present, the group will follow the plan as stated:

Call 112 and act according to their advises, group knows where to find First-Aid Kit, use it if having knowledge on first aid, keep calm, only leave location if having to call for help and then only three people at once.

Rescue and evacuation:

Phone coverage everywhere. Good network of rescue professionals. Not very remote, professionals can always easily get close to the water.

Other important phone numbers	
Organisation	phone
Water-Rescue	Reached through 112
Poison information centre	+49 89-19240
ATTACHMENTS:	
1	Risk analysis
2	

RISK ANALYSIS			
EVALUATION OF HAZARDS AND RISK MANAGEMENT			
Organization	Multiday Class-Trip for 7th grade Waldorfschule Crailsheim planned and executed by Bihma Wolf for his Bachelor's Thesis at Humak UAS	Date	14.07.2023
Course	Canoe Expedition	Written by	Bihma Wolf
Hazards	Typical consequences	Actions for controlling hazards and risks: prevention and reducing the risks, precautions	Improvements and adjustments
In/On the water			

Drowning	death	Absolutely mandatory to wear PFD when on canoe, prior canoe training day including water-rescue training, participants are able to swim, no driving of canoe without instructor present, no swimming at breaks without presence of instructor, instructors are trained in water rescue and first-aid.	
Falling out from the canoe	Back injuries, head injuries, bruises, broken bones, scratches, cuts	Only sitting in canoe no standing, no trespassing on canoe, prior canoe and balance training.	
Bumping into something or into each other	As above including elevated risk for squeezing or breaking fingers through bumping into each other	Paddling mindfully, having good mix of more and less experienced people in each canoe to guarantee good steering and handling, briefing participants beforehand, point out hazardous objects/situations when occurring.	
Taking wrong turn at dams	As in falling out from canoe	When dams come close, instructors take the lead and safely guide participants into the right direction.	
Loss of control of canoe	Could result in falling out from canoe, bumping into something/someone or drowning	Same prevention as in all the above-mentioned situations. Instructors have own canoe to be able to react quickly and catch the out-of-control canoe, instructors carry and know how to use rescue ropes.	

Camping

Burns at campfire/while cooking	Burns at different parts of body	Cooking team is instructed how to use equipment and is aware of the hazards, always one instructor nearby, others keep safe distance from fire, first-aid material to take care of burns.	
Cuts	Cut somewhere, from light to serious bleeding	Knife use rules: Away from yourself, only use knife when sitting, keep safe distance to others, first-aid material to stop bleeding and take care of wounds	
Stumbling/slipping when running around at campground	Sprains, bruises, broken bones	Wear accurate footwear, only run in designated open areas, make sure participants don't overdo it, have an eye on them.	
Other: Social turbulences, mental struggle			
Picking poisonous mushrooms/ berries	Poisoning, nausea, dizziness, vomiting	Only collect what you recognize, ask instructors before using/eating them.	

