

# out 4IN

Improving resilience and integration  
for refugees and migrant women  
through outdoor experiences.

## **ToolKit**



Co-funded by  
the European Union

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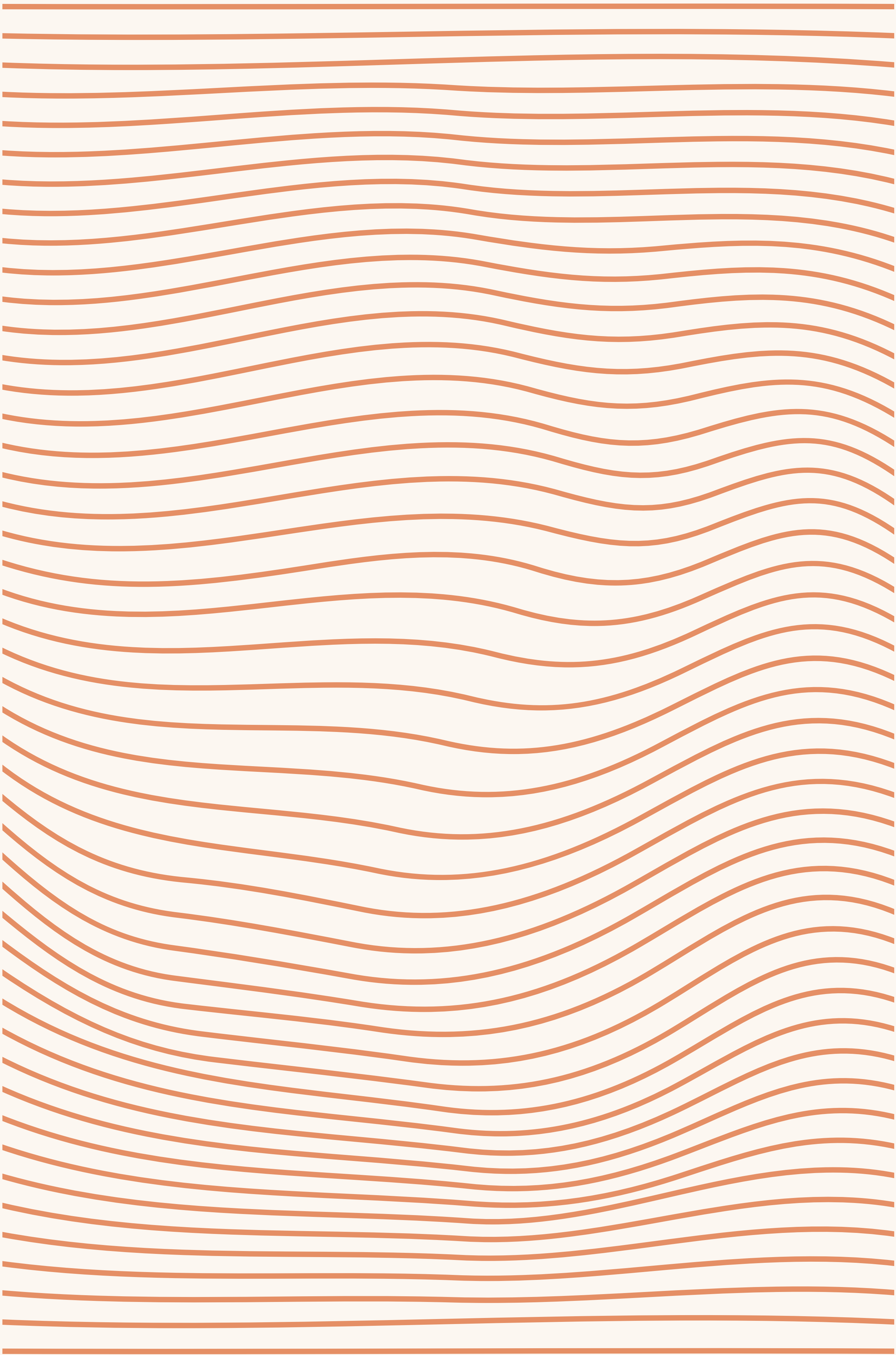
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# Introduction

Refugee and migrant women (RMW) encounter various barriers that hinder their participation in outdoor activities. These barriers include limited access to programs and locations, financial constraints, logistical issues like transportation, childcare, and social stigma. Despite these challenges, outdoor activities offer numerous potential benefits for RMW, including physical and mental health improvements, skill development, and opportunities for community integration.

Research has shown that spending time in nature can have positive effects on cognitive function, emotional wellbeing, and overall mental health. Access to green spaces has been associated with reduced stress levels, lower rates of depression and anxiety, and improved overall wellbeing. Additionally, outdoor activities provide a platform for RMW to connect with nature, foster a sense of belonging, and celebrate cultural diversity.

The OUT4IN Toolkit serves as a comprehensive resource designed to develop capacities both for educators engaged with RMW, as well as those specialised in conducting outdoor activities. This toolkit is tailored to meet the needs of both groups, providing essential knowledge and practical strategies to enhance their ability to foster inclusive and empowering outdoor experiences for RMW. Before exploring the toolkit, it is crucial to understand the specific challenges and opportunities that RMW face in engaging with outdoor activities.

For RMW educators, this toolkit offers insights into the specific challenges faced by RMW in engaging with outdoor activities. It provides guidance on understanding cultural diversity, addressing trauma, and promoting social inclusion within outdoor education settings. By equipping RMW educators with these tools, the toolkit aims to empower them to create safe, supportive, and culturally sensitive environments.

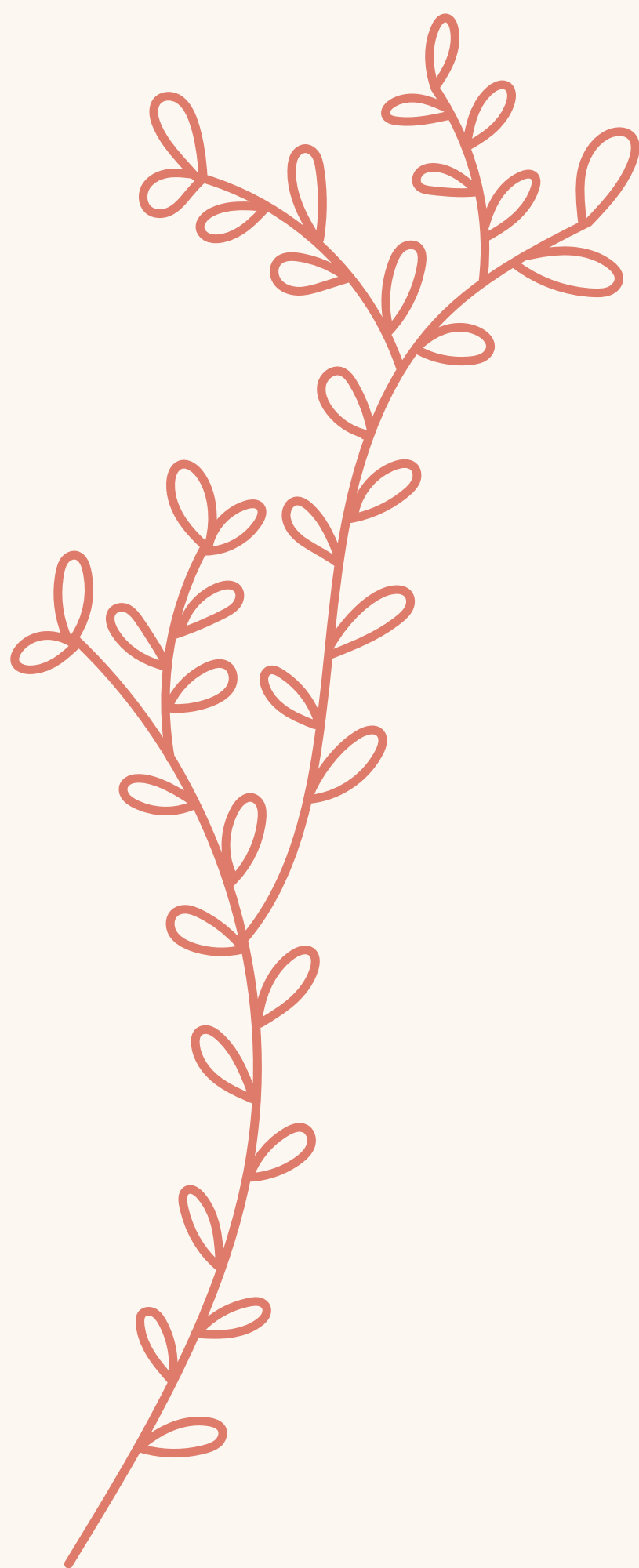
On the other hand, for outdoor educators, the toolkit offers valuable resources to deepen their understanding of the needs and experiences of RMW. It provides guidance on incorporating principles of cultural diversity and trauma-informed care into outdoor programming, as well as strategies for fostering community engagement and social inclusion. By providing outdoor educators with these insights, the toolkit aims to enhance their ability to create inclusive outdoor experiences that cater to the diverse needs.

The OUT4IN Toolkit facilitates collaboration and knowledge exchange, ultimately fostering a more inclusive and supportive outdoor education landscape for RMW. Through shared learning and collaboration, this tool is created with a purpose to create meaningful and transformative outdoor experiences that promote the social inclusion and wellbeing of RMW.









# About the project

The OUT4IN Toolkit is one of the outputs of “OUTdoor for INclusion: Improving resilience and integration for refugees and migrant women through outdoor experiences’ project. This Erasmus+ Cooperation Partnership initiative aims to improve the social inclusion of refugee and migrant women (RMW) through innovative educational pathways centered around outdoor experiences. The project seeks to address the unique challenges faced by RMW in accessing and participating in outdoor activities, while also leveraging the therapeutic and educational benefits of nature-based experiences. The first step to achieve this by developing and implementing an innovative educational pathway that focuses on outdoor experiences as a means of promoting social inclusion and empowerment for RMW.

The project involves collaboration between seven organizations from five different countries: Monaliiku (Finland), Innovative Education Center (Austria), Vienna Institute for International Dialogue and Cooperation (Austria), GEA (Italy), Trekkify (Italy), Crisis Responce and Policy Centre (Serbia), and Viaje a la Sostenibilidad (Spain). These organizations bring together expertise in areas such as youth work, outdoor education, community engagement, and migrant support services.

In addition to developing the toolkit, the project involves the implementation of pilot programs and activities to test and refine the educational pathway in some realistic settings. These pilot programs will provide valuable insights into the effectiveness of different approaches and strategies, allowing for continuous improvement and refinement of the toolkit.

Overall, OUT4IN aims to empower educators to create safe, supportive, and culturally sensitive environments where RMW can access the benefits of outdoor experiences. By promoting social inclusion and empowerment through outdoor education, the project seeks to contribute to the wellbeing and integration of RMW in their communities.



# Research

In order to effectively design the OUT4IN project's educational pathway and toolkit, a Skills Gap Analysis was conducted. This analysis aimed to assess the specific skill sets of educators associated with the organizations involved in the project, shedding light on areas of strength and areas for improvement.

The Skills Gap Analysis engaged 78 respondents from Austria, Finland, Italy, Serbia, and Spain, representing a diverse range of professionals including youth workers, facilitators, teachers, outdoor educators, coordinators, and similar roles.

Through an online survey and self-assessment process, respondents provided insights into their experience, knowledge, and skills related to outdoor activities with refugee and migrant women (RMW). The quantitative analysis of the survey data yielded some valuable insights into the current skill landscape within the participating organizations.

The findings of the Skills Gap Analysis served as a founding element in shaping the development of the OUT4IN Learning Outcomes that provided the basis for the Toolkit. By identifying areas where educators may require additional support or training, the analysis guided the project team in tailoring the content and resources included in the toolkit. This data-driven approach ensured that the educational pathway and toolkit were relevant, effective, and responsive to the needs of both educators and RMW.

Overall, the Skills Gap Analysis played a pivotal role in informing the design and implementation of the OUTforIN project, providing valuable data to guide the development of resources aimed at enhancing the capabilities of educators working with RMW in the context of outdoor education.









Learning Outcomes	Module
1. Develop enhanced intercultural skills by implementing effective communication and collaboration strategies across diverse cultures, addressing the expressed desire of 48.7% of respondents.	Module 2: Intercultural Competence
2. Acquire proficiency in intercultural competence to better engage in activities involving refugee and migrant women (RMW) and outdoor experiences, aligning with the emphasized importance of intercultural skills.	Module 2: Intercultural Competence
3. Cultivate effective communication skills to foster collaboration in diverse cultural settings, meeting the identified need for improved communication highlighted by 48.7% of respondents.	Module 1: Communication
4. Demonstrate the ability to plan and execute outdoor activities, as recognized by 42.3% of respondents, contributing to the perceived value of outdoor skills in the context of the Out4In project.	Module 3: Outdoor Activity Planning and Execution
5. Gain competence in environmental skills to align with the identified need for further development in this area, as noted by 38.5% of respondents.	Module 4: Environmental Skills for Inclusive Outdoor Education
6. Enhance soft skills, identified by 39.7% of respondents, including interpersonal communication, teamwork, and adaptability, recognizing their importance in the roles of educators.	Module 1: Communication
7. Demonstrate proficiency in assessing and planning outdoor activities, as indicated by the survey's focus on skills related to planning, explaining, demonstrating, and assessing various outdoor activities.	Module 3: Outdoor Activity Planning and Execution
8. Exhibit knowledge and understanding of local natural heritage, addressing the identified gap in this skill, securing the 12th position out of the 12 proposed skills.	Module 5: Local Natural Heritage Awareness

Learning Outcomes	Module
9. Improve confidence in outdoor skills, ranked 11th out of 12, through targeted training and development efforts, acknowledging the potential areas for improvement highlighted by respondents.	Module 3: Outdoor Activity Planning and Execution
10. Develop expertise in group decision-making for outdoor activities, recognizing the need for improvement based on the survey's findings.	Module 1: Communication
11. Acquire skills in risk assessment in intercultural activities, addressing the identified gap and ensuring a comprehensive approach to safety and wellbeing in outdoor education.	Module 7: Challenges of Mixed Groups in Outdoor Education
12. Prioritize mental health considerations in outdoor education, addressing concerns highlighted by respondents and fostering a supportive and inclusive learning environment.	Module 6: Wellbeing in Nature
13. Overcome obstacles in outdoor activities, addressing potential challenges raised by respondents and ensuring a smooth and positive learning experience.	Module 7: Challenges of Mixed Groups in Outdoor Education
14. Recognize the significance of mixed-skill groups for fostering comfort and overcoming possible trauma, incorporating this understanding into educational practices.	Module 7: Challenges of Mixed Groups in Outdoor Education
15. Contribute to social inclusion and positive community impact through the development of a tailored Toolkit and training program, aligning with the project's goal of promoting social inclusion for refugee and migrant women.	Module 8: Social Inclusion through Outdoor Education
16. Increase knowledge about the diversity of outdoor activities which could include urban trekking, biking, climbing, etc.	Module 3: Outdoor Activity Planning and Execution



# How to use the Toolkit

The OUT4IN Toolkit is a comprehensive resource designed to support educators working with refugee and migrant women (RMW) as well as outdoor educators. By providing essential knowledge and practical strategies, this Toolkit aims to enhance the capabilities of educators in creating inclusive and empowering outdoor experiences.

The Toolkit is divided into eight modules, each focusing on different aspects of outdoor education and social inclusion. Each module contains theoretical information as well as practical activities and includes an overview to help understand its objectives and relevance. After each module, the Toolkit provides a list of Open Educational Resources (OERs) as a resource pack and suggestions for further reading. The annexes offer additional materials and guides for the preparation and implementation of outdoor activities. The resources and materials provided in the Toolkit play a key role in testing the OUT4IN methodology in project partner countries and in ensuring its replicability at the European level.

A reader can engage with the Toolkit's content by studying the theoretical frameworks and concepts to gain a better understanding of the key theories and principles that underpin each module. This will provide a strong foundation for applying the suggested practices and activities. The Toolkit is designed to be a dynamic resource, evolving with the needs of its users and the communities they serve.

The Toolkit provides a step-by-step guide for implementing each activity. These activities are designed to be practical and adaptable to various contexts and group sizes. The objective behind the practical activities is to reinforce learning and provide hands-on experience. It is important to ensure necessary materials are available and that the instructions are clear before implementing the activities.

The activities can and should be modified to suit the cultural context, language, and specific needs of participants. This flexibility ensures that the activities are relevant and engaging for all group members.

Reflection is a critical component of the learning process. Reflection questions are provided at the end of each activity to facilitate group discussions, encouraging participants to share their experiences, insights, and feedback, and fostering a collaborative learning environment.

Encouraging an open and respectful dialogue among participants is also one of the key elements to a successful group facilitation. The questions should be used as a starting point, however, an educator should be open to explore other topics that emerge during group discussions. Having this in mind, it is advisable to keep a record of the key points and insights shared during reflections which can be valuable for future reference and evaluating the impact of the activities.



## Toolkit Tailoring

To maximize the effectiveness of this toolkit, it's crucial to tailor its use to meet distinctive needs. Some key principles include:

- Depending on your specific role and the needs of your participants, certain modules may be more relevant than others. Prioritize the modules that align closely with your objectives and the challenges you face in your educational setting.
- Conduct a needs assessment to identify the most pressing issues and areas where your participants require the most support. This assessment will help you select the most appropriate modules to focus on.
- The activities and exercises in the Toolkit are designed to be flexible. Adapt them to fit the cultural context, language, and specific needs of your participants.
- Consider incorporating additional resources or modifying activities to better suit your group.
- Be mindful of the cultural backgrounds of your participants and adapt the activities to respect and celebrate their diversity.
- If language barriers exist, consider providing translations or simplified instructions to ensure all participants can engage fully.
- Conduct evaluations to assess the impact of the activities and gather feedback from participants. Use this data to inform future improvements and adaptations.

# Module 1: Communication

## 1.1 What is communication?

Communication is a “process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour’. It is one of the most complex activities in human society, where different information is transmitted or conveyed. This process is a two-way task, involving the exchange of thoughts, ideas, opinions, and more between two or more individuals with the goal of mutual understanding.

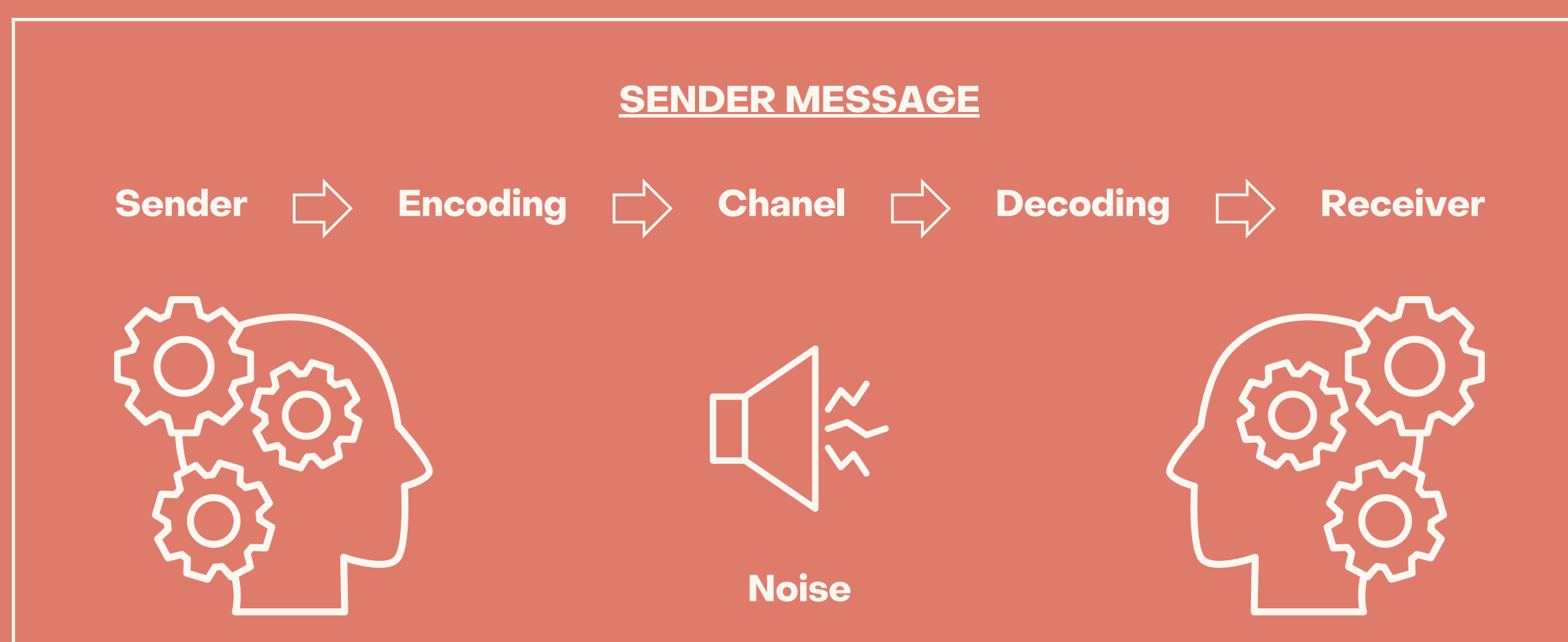
The basic model of communication, as proposed by Shannon and Weaver in 1949, involves the exchange of messages between a sender (communicator) and a receiver over a medium (channel). In this model, the encoder refers to the transmitter that converts the message into signals (e.g., human brains that encode ideas into messages). The decoder is the receiver that converts the signals back into a message (e.g., the ears and eyes of individuals engaged in communication).

According to H.D. Lasswell’s 5W model of (predominantly mass) communication, every communication process has to answer questions such as : Who; Says What; In Which Channel; To Whom and With What Effect? (Lasswell, 1971). This model highlights that successful communication involves much more than just sending and receiving messages.

## 1.2 Types of communication

There are four basic types of communication (Usera, 2024):

- 1.Verbal: Communication via language, including sign language, pitch, and tone of voice.
- 2.Non-verbal: Communication through body language, gestures, facial expressions, posture, physical touch, eye contact, etc.
- 3.Visual: Communication through images, photos, videos, charts, sketches, emojis, GIFs, etc.
- 4.Written: Exchange of information through letters, symbols, and similar means.



[Link](#)

Figure 1: Shannon and Weaver’s model of communication – transmissive model

More than 90% of all communication is non-verbal. It takes different channels – through personal characteristics (related to physical features such as physical attractiveness, hair, skin colour, facial features, appearance, body modifications such as tattoos), environment (location), motion (movement-oriented gestures) and vocal cues (non-linguistic elements of communication). These channels can significantly impact initial impressions and relationships.

### 1.3 Noise

While traveling from sender to receiver, a message can be influenced by noise, which can alter or distort the intended message. Noise can subtly or significantly impact successful communication. It can take various forms:

- Environmental/Physical Noise: Background noise like car horns or other people talking.
- Semantic Noise: Misunderstandings due to grammar or technical language that the receiver cannot comprehend.
- Psychological Noise: Biases, stereotypes, assumptions, current mood, and interest in the topic.
- Physiological Noise: Physical conditions like illness, headache, hunger, or thirst.

Communication can also be influenced by symbols, social and shared practices, norms, culture and identity, common experiences and rituals, but also emotions, context where communication sets place, environment and similar factors (Usera, 2024).

### 1.4 Improving communication skills

Interpersonal communication and the transmission of even the simplest messages is a complex process. Communication competence involves the ability to create and send a message in a manner that ensures it is received as intended. Sometimes, an error in communication channels can create a distortion, when the intention of communication can vary from its impact. For instance, someone may intend to communicate one thing but inadvertently sends a different message.

A successful communicator has to be able to recognise the appropriate communication practice (to have relevant knowledge), apply this knowledge in practice (developed skill) and to be motivated to communicate effectively and appropriately (Spitzberg & Cupach, 2011). Successful communicators are empathic and attentive to others' feelings and points of view, adaptable in their approach and choice of communication channel depending on the context, and they strive to understand the multiple factors that can impact communication. A competent communicator is actively involved in conversation, maintains eye contact, and uses both non-verbal and verbal gestures to signal interest and involvement.

### 1.5 The 5 C's of Effective Communication

Effective communication can be guided by the 5 C's, applicable to all types of communication:











# Activity 1: Broken Phone

## Objective:

The aim of this activity is to practice communication within the group and observe how the content of information can change as the communication progresses.

## Setting:

This activity can be conducted outdoors. If windy weather makes it difficult to use paper, opt for describing instead of drawing or use small whiteboards that are easier to manage. Ensure that all participants can hear each other clearly, and encourage them to speak softly but audibly to avoid eavesdropping by others.

## Materials: –

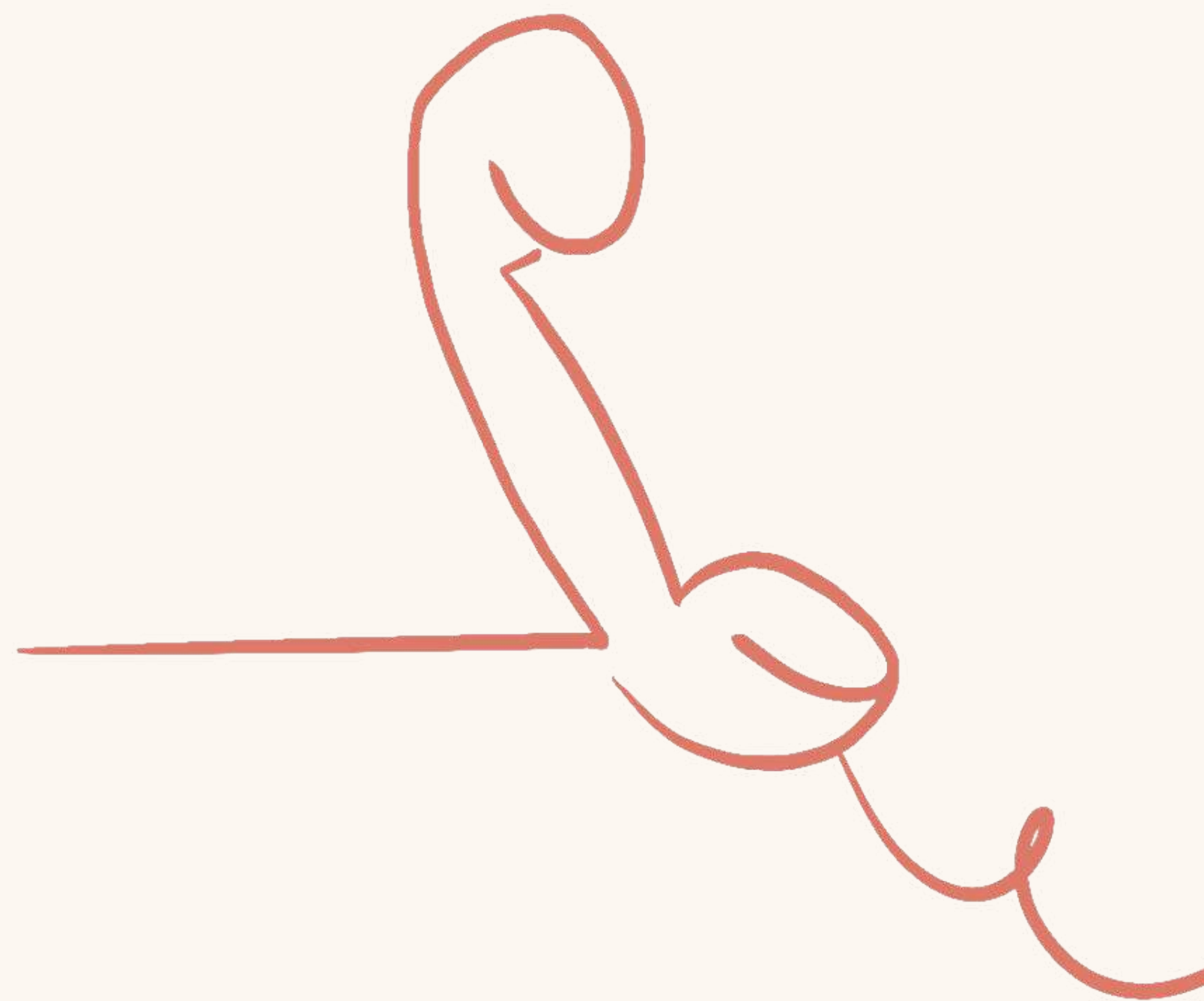
**Number of participants:** 6–10

## Duration:

- Time for preparation of activity: none
- Time for realization of activity: 45 minutes

## Group sensitivity:

- Ensure the outdoor space allows for comfortable movement and interaction.
- Encourage participants to be creative and spontaneous in their questioning.
- Highlight the importance of active listening and quick thinking as key skills developed through this activity.
- Relate the exercise to real-life scenarios where thinking on your feet and responding appropriately is crucial.



## Step 1: Group Formation (5 minutes)

Group formation depends on the number of participants. In case of a 6–8 participants arrange them in a single line. If the group is larger, divide them into smaller groups of 5–8 participants. Each group should stand in a line, facing the same direction. The last person in each line is given a paper or small whiteboard and a marker.

## Step 2: Describing the Picture (15 minutes)

Show the first person in line a picture for a brief period (e.g., 10 seconds). The first person then describes the picture in a low voice to the next person in line. This process continues, with each person passing on the description to the next person in line. The last person in line draws the picture based on the description they received.



### **Step 3: Comparison (5 minutes)**

Compare Drawings: Once all groups have completed the task, compare the final drawings or descriptions to the original pictures.

Emphasize the importance of clear and precise communication, and relate the activity to real-life scenarios where miscommunication can have significant consequences.

### **Step 4: Repeat (optional)**

Change the picture and the direction of the group, additionally you can also mix up the groups so they could try different roles. By repeating, participants can try different strategies to see if their communication improves

◦

### **Step 5: Reflection and Discussion (10-15 minutes)**

Gather the whole group and reflect on the following aspects:

- How did you find the communication process during the activity? Was it easy or challenging?
- Were there any instances where you made assumptions about the picture based on the descriptions you received?
- What did you learn about the importance of clear communication from this activity, and how can you apply it in your daily life?
- How did the environment (being outdoors) impact the communication process?
- What strategies could you use to improve communication in similar activities or real-life situations?

# Activity 2:

## Questions Only

### Objective:

This activity serves as an energizer and encourages participants to think creatively and work on their skills in a limitative communicational setting.

### Setting:

This activity has been designed to be conducted outdoors. It is thought out for RMW with sufficient knowledge of the host language.

### Materials: –

### Number of participants: 6–16

### Duration:

- Time for preparation of activity: 5–10 min
- Time for realization of activity: 45 minutes

### Group sensitivity:

- Communication activities should be inclusive of all participants, regardless of their physical abilities, cultural backgrounds, or language proficiency.
- Activities should be adapted when needed to accommodate diverse needs and ensure everyone can participate fully.

### Step 1: Setting and rules (5 min)

All participants stand in a line and form a semicircle. The goal of the exercise is to maintain a conversation in which only questions are asked. Everyone should understand the task and should be given enough time to do so. It is important to use clear language.

The facilitator can give an example using one of the participants or another facilitator.

Example:

Participant 1: “What is your favourite hobby?”

Participant 2: “Why do you ask?”

Participant 1: “Is curiosity a bad thing?”

Participant 2: “How would you define something being bad?”

The following rules should be explained:

- Participants cannot repeat questions during the game.
- If they do not understand the question however, they can use “can you rephrase that?” and it will not be counted as a repetition.
- No statements followed by a question are allowed.
- One shouldn’t continuously mirror what the other person says. For example: do you like hiking? Why do you think I like hiking?
- Each participant who makes a mistake, stumbles, or takes too long to ask a question moves to the last place in the line, and the remaining person forms a new pair with the participant next-in-line.
- The communication should be quick and without pauses.
- The pair who lasts the longest without making a mistake is the winner.

Possible conversations topics can include: hobbies, sports, music, or situations like at the airport, in a restaurant, or at a shop.



Time limit based on group improvement. For example, start with no time limit if the language skills are not proficient enough within the group. If after several rounds of questions the group has improved, consider adding a time limit of three seconds between questions if possible.

### **Step 2: Question-Only Conversation (20-25 minutes)**

First two participants from one end of the line form the first pair. They are then asked to hold a conversation by asking each other questions on a given topic.

Allow each participant to have a chance and if time provides they can even have a second round.

### **Step 3: Reflection and Discussion (10-15 minutes)**

- What was the most difficult part of the activity?
- How does it make you feel asking questions all the time?
- What was your tactic during this task?
- How did you feel when you had to think quickly to ask a question?
- How can this exercise help improve your communication skills in real-life situations?

# Open Educational Resources

- The mathematical theory of communication, Book on basic communication model, Book, EN, [Link](#)
- Why Is Listening Difficult?, Describes different types of noise that can interfere communication and public speaking, Article, EN, [Link](#)
- The Structure and Function of Communication in Society, Deals with 5W model of communication in the society, Article, EN, [Link](#)
- The Five C's Of Effective Communication, Detailed 5C's model presented, Article, EN, [Link](#)
- Communicating to Connect – Interpersonal Communication for Today, Introduction to interpersonal communication, Book, EN, [Link](#)





# Module 2:

## Intercultural Competence

Intercultural competencies in the context of working with refugee and migrant women considers understanding several basic terms listed in the following text:

### 2.1 Migration definition

Migration can be defined as “the movement of people from one place of their residence to another” (Marjanovic et al. 2023). Forcibly displaced persons are those who move outside their homes or places of residence to avoid different life-threatening situations and/or human rights violations. They can be displaced internally (residing within one state as internally displaced persons – IDPs) or externally, crossing the international borders.

### 2.2 Refugee definition

A refugee is a person who cannot return to their country of origin due to “a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion” and is in the need of international protection based on a fear of persecution or threats to their life, physical well-being, and freedom in their country of origin caused by an armed conflict, violence, serious disruption of public order etc. (Sironi, 2019). As of mid-2023, there were 110 million forcibly displaced persons worldwide (UNHCR, 2023).

### 2.3 Mixed-movement definition

Mixed-movement represents “the cross-border movement of people, generally in an irregular manner, involving individuals and groups who travel alongside each other, using similar routes and means of transport or facilitators, but for different reasons. People traveling as part of mixed movements have different needs and profiles and may include asylum-seekers, refugees, victims of trafficking, unaccompanied or separated children (UASC), stateless persons, and migrants – including migrants in irregular situations or migrants in vulnerable situations” (Sironi, 2019; Marjanovic et al. 2023).

### 2.4 Intercultural competences

Intercultural competence is an ability to effectively communicate with people of various cultures, and it includes different attitudes, skills and knowledge (Petrović, 2019). For example, attitudes are related to openness to other cultures, being aware of multiple cultural contexts such as identity aspects, race, gender, nationality, ethnicity, sexual orientation, class, ability.. (Usera, 2024). Knowledge on cultural heritage, customs, norms, gender relations, power relations etc. are also crucial in creating cultural competences which include understanding different viewpoints and

cultural practices, recognition of cultural diversities (Petrović, 2019).

### **2.5 Intercultural Sensitivity**

Intercultural sensitivity defines individuals' ability to "develop emotion towards understanding and appreciating cultural differences that promotes appropriate and effective behavior in intercultural communication' (Chen & Starosta, 1997). Also, a person who is interculturally sensitive is, at the same time, motivated to identify, learn, understand, and establish an effective intercultural interaction and communication, and facilitate the educational process along the way.

### **2.6 Role of Educators**

Educators, teachers, trainers, social workers and other similar professions play an important role in promoting intercultural dialogue and integration of different groups and individuals within the society (Martorana, et.al. 2021). In some countries, cultural competences development is a part of their academic education, while this is not the case in others, so professionals tend to develop such competences during their professional careers.

### **2.7 Improving Cultural Competences**

To be successful in intercultural communication, educators should be mindful of several key points:

- Understand social aspects and practices – recognize that there are diversities not only between individuals from different cultures but also within the same cultural groups. Communication is an interaction between people, not just an exchange of information. It is audience-centered, not-self centered.
- Adapt communication styles to diverse audiences. Social etiquette varies across cultures. In some, separation of genders and respect for age hierarchy are prevalent. It is considered impolite for women to shake hands with a not-family male member and greet them in public. In other cultures, loud burping after a meal is considered acceptable. In some traditional African or Asian cultural settings, for example, greetings are expressing concern, and wishes of good health and long life to another person. On the other hand, in European countries "how are you" question is just a part of a greeting ritual, without a deeper meaning.
- Be aware of different meanings of non-verbal communication, such as appearance and gestures – nodding can express both "yes" and "no", depending from which part of the world you are coming from.









# Activity 3:

## Building Trust

### Objective:

The purpose of this activity is to build trust and integration among participants from different cultures by encouraging them to share specific cultural traits. This fosters unity and conversation, breaking down barriers between cultural groups and promoting open dialogue to explore differences and similarities.

### Setting:

This activity should be conducted outdoors.

### Materials: –

**Number of participants:** 10–20

### Duration:

- Time for preparation of activity: 10 minutes
- Time for realization of activity: 30 minutes

### Group sensitivity:

- Some cultural topics or experiences may be sensitive or evoke strong emotions. Educators should be prepared to handle these discussions with sensitivity, empathy, and respect.
- It's essential to create a safe space where participants feel comfortable expressing themselves. Educators should be prepared to address any conflicts or misunderstandings that arise with cultural sensitivity, guiding the group towards mutual understanding and resolution.

### Step 1: Divide into Small Groups (5 minutes)

Divide the participants into groups of five.

### Step 2: Sharing Session (20 minutes)

Each group will have 20 minutes for the sharing session. Allocate 2 minutes per person to ensure everyone participates. Encourage open discussion for the remaining 10 minutes within the whole group.

Topics: Provide the following topics to start the conversation:

- Time
- Nature/Landscapes from home country
- Cultural symbols
- Festive Foods
- Music and Dance

Guiding Questions: If participants encounter difficulties in sharing, the facilitator can use these guiding questions and write them down on paper:

- Time: Can you share a significant holiday or celebration from your culture and how it is traditionally celebrated?
- Nature/Landscapes from home country: What natural landscapes or geographical features are prominent in your home country?
- Cultural symbols: What are some symbols or icons that represent your culture? What do they signify?

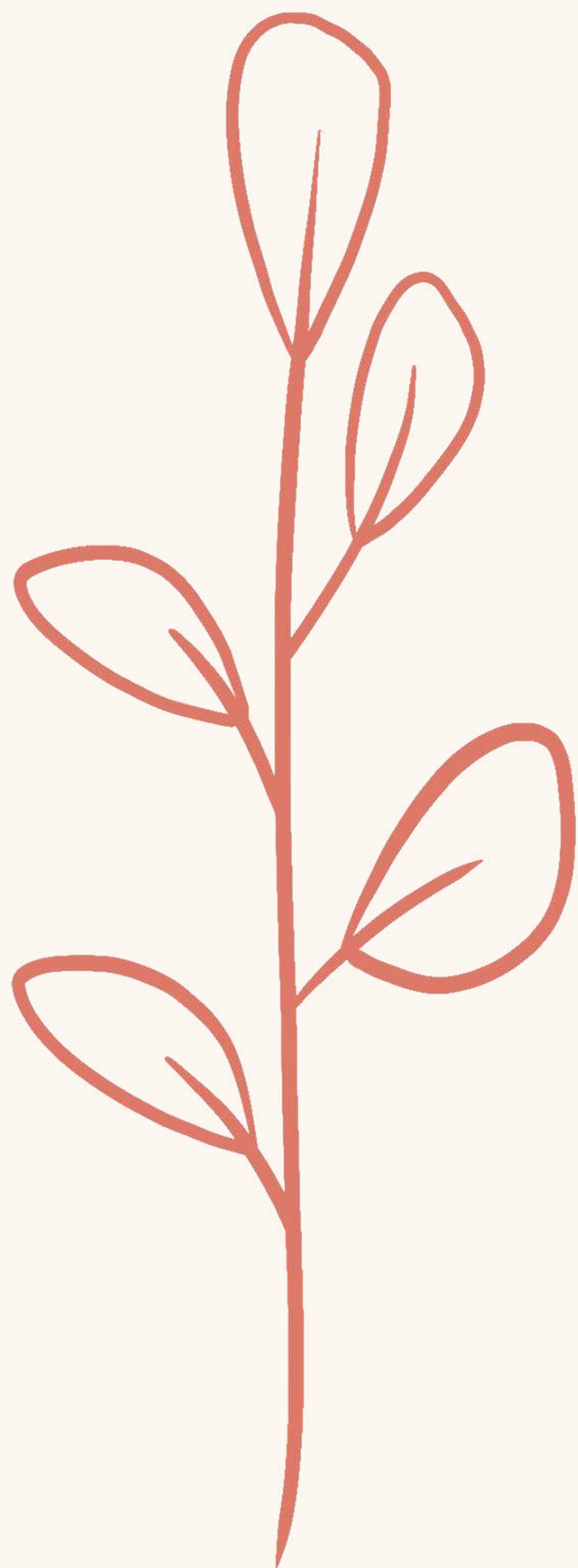


- Festive Foods: Can you describe a traditional dish or meal that is typically prepared during festive occasions in your culture?
- Music and Dance: What types of music or dance are popular in your culture? Can you describe a traditional dance or instrument?

Facilitator's Role: The educator can lead by example by sharing their own experiences to encourage participatio

### **Step 3: Reflection and Discussion (10 minutes)**

- How was the activity for you?
- Did you enjoy talking about the proposed topics?
- Was there something that was not enjoyable?
- Did anything surprise you?
- How do you think this activity helped in understanding and appreciating cultural differences?



# Activity 4:

## Emotion Communication

**Objective:**

The purpose of this activity is to learn and discuss how feelings and emotions are expressed in different cultures.

**Setting:**

This activity can be conducted in various environments. If held outdoors, ensure the space is comfortable and safe for all participants to express their feelings freely.

**Materials: -**

**Number of participants:** 5-15

**Duration:**

- Time for preparation of activity: none
- Time for realization of activity: 30 minutes

**Group sensitivity:**

- Be culturally sensitive in your choice of non-verbal communication exercises and examples.
- Recognize that different cultures may have varying norms regarding gestures, body language, and physical contact.

**Step 1: Preparation (5 min)**

Prepare a set of cards with the emotions written down in the local language. If the language level of the participants is not high, opt to say the emotion rather than write it down. If a cultural mediator is required, leave enough time for them to translate and check the understanding and then taking action.

Some examples of emotions to express:

Happiness	.Amazement
Joy	Doubt
Sadness	Boredom
Anger	Envy
Frustration	Love
Fear	Pride
Surprise	Hope
Trust	Relief

As some emotions are easier to express than others, prepare some notes on the meaning of each emotion.

Examples:

- Joy: Smiling widely, raising arms in the air, hand clapping or jumping up and down could signify joy in many cultures.
- Anger: Some cultures might be more expressive and vocal, while others may prefer restraint.



### Step 2: Setting and rules (5 min)

Explain to the participants that they will be asked to express a set of emotions using only their body language. They can use gestures, facial expressions, body movements, and similar to convey the emotion in question.

If the group do not know each other you can opt to show the first emotion as an example.

### Step 3: Expression of Emotions (25 minutes)

Each participant takes a turn expressing the emotion they were given non-verbally. Encourage creativity and authenticity in their expressions.

Once they have finished, ask the other participants to guess what emotion was expressed.

Add questions that make participants reflect on emotions and engage participation.

For example:

How did you guess?

What did you see?

How did you see this emotion?

What movement/action/gesture made you guess this is the emotion you guessed?

What similarities or differences did you notice in the expressions?

Discuss different gestures that can show emotion.

### Step 3: Reflection and Discussion (10 minutes)

After all the participants had had a chance to express an emotion, they can reflect on the exercise as a whole.

- How did you feel expressing the emotion in front of an audience?
- Are there any emotions difficult to express in your culture? Why?
- Is it easier to express emotions with words or non-verbally? Why?
- Are emotions expressed the same way across generations?
- Did you learn something from this exercise? Would you like to share?





# Open Educational Resources

- Student's Handbook on Cultural Mediation, Cultural mediation, work with culturally mixed groups, Book, EN/SER, [Link](#)
- Glossary on Migration: International Migration Law, Collection of definitions of migration-related terminology, Glossary, EN, [Link](#)
- UNHCR, Mid-year trends 2023, Statistics and trends presentation, Report, EN, [Link](#)
- Petrović D, 2019, Umešnost komuniciranja: teorijski i praktični aspekti, Theoretical and practical aspects of communication, Book, SER, ISBN:978-86-7102-609-3
- Communicating to Connect – Interpersonal Communication for Today, Introduction to interpersonal communication, Book, EN, [Link](#)
- Which intercultural competences for teachers, educators, and social workers?, Intercultural competencies of educators and social workers in Europe, Article, EN, [Link](#)
- A review of the concept of intercultural sensitivity, Intercultural sensitivity study, Article, EN, [Link](#)







# Module 3: Outdoor activity planning and execution

Providing quality outdoor experiences for refugee and migrant women requires educators to be aware of and manage many aspects of risk: psychological, emotional, physical, cultural, social, and others.

## 3.1 Outdoor Education Programs

Outdoor education programs for RMW should have a range of outcomes, focusing on social or skill development. According to Parkin and Blades (1998), to achieve these outcomes, educators may use adventure and challenge to enhance participant learning and knowledge acquisition. Combined, adventure, risk and challenge offer a powerful medium for personal growth and development by building self-esteem and self-confidence. However, when using these elements, outdoor educators need to ensure that their programs meet important criteria:

1. Identifiable aims and objectives where it is clearly defined what the program intends to achieve.
2. Appropriate site selection to achieve the program's aims.
3. Activities are planned based on a comprehensive risk management strategy.

## 3.2 Safety Considerations

Key steps to prioritize safety during outdoor activities include:

- Supervision: ensure all activities are supervised by experienced outdoor educators, and that necessary safety equipment is available to all participants.

- Preparation: provide safety briefings to all participants before the activity begins. Cover important information such as emergency procedures, communication protocols, and relevant safety guidelines.
- Risk assessment: identify potential hazards such as terrain, weather conditions, wildlife, and participant experience levels.

Effective risk management is essential in outdoor education programs. The following steps are crucial:

- Understanding Risk. Risk can be defined as the potential to lose or gain something of value. Risks can be physical, environmental, emotional, psychological, social, and medical. The motivation for participating in risk activities is often to gain something of value, such as good health, increased confidence, increased self-esteem, the challenge of an adventure and fun (The New Zealand Mountain Safety Council).
- Identifying Risk. Identify potential hazards associated with the activity. For example, in a hiking program that includes a river crossing, hazards might include slippery, moss-covered rocks, weather conditions, footwear, participant age, skill level, and knowledge. Some hazards are visible and easily identified (e.g. size of the group, age, clothing, footwear etc.), but others are less definable and they are deeply linked to our participant's attitude and state of mind.



- **Assessing and Reducing Risk.** As highlighted in the Risk assessment guide for outdoor activities, it is crucial to: 1. identify hazards; 2. understand who might be harmed; 3. evaluate the risks and decide on control measures; and finally 4. review your assessment and update as necessary.
- **Developing Risk Assessment Strategy.** By developing a sound risk assessment strategy you can minimize the risk of injury to participants; guaranteeing that program outcomes are fully achieved; and enabling the outdoor educator to lower the possibility of an incident occurring.

### **3.4 Planning for the Worst-Case Scenario**

When planning the activity, identify the worst-case scenario by asking:

- What could go wrong?
- How severe is the potential outcome?

By doing so, educators can identify the measures that can be adopted to reduce the occurrence of hazards.

The primary goal for maintaining the physical and emotional safety of participants in an outdoor education program is to minimize actual risks. Effective risk management, clear objectives, and thorough preparation are key to ensuring the safety and success of outdoor education programs.



# Activity 5:

## Capture the Essence - A Photographic Journey

### Objective:

This activity emphasizes the importance of understanding and meeting the diverse needs of participants during outdoor activities. While the primary focus of the module is on planning, executing, and ensuring safety - fostering inclusivity and creating memorable experiences for all participants are integral components of successful outdoor events.

### Setting:

This activity should be conducted outdoors.

**Materials:** Polaroid cameras and films (1 set per group), laminated voting cards. If you do not have polaroid cameras you can use paper and pens.

**Number of participants:** 4-20

### Duration:

- Time for preparation of activity: 10-30 min
- Time for realization of activity: 90 minutes

### Group sensitivity:

- Ensure that the chosen location for the nature photography expedition is accessible to all participants, including those with mobility challenges or disabilities.
- Provide guidance on basic photography techniques and composition principles to help participants make the most of their equipment.

- Acknowledge and respect the diverse cultural backgrounds and perspectives of participants when selecting words or feelings for the "Capture the Essence" exercise.

### Step 1: Form Groups (5 minutes)

Begin by dividing participants into small groups, ensuring a diverse mix of photography skill levels and cultural backgrounds.

### Step 2: Distribute Voting Cards and Explain Task (5 minutes)

Equip each group with a set of voting cards containing various words or feelings they are tasked with capturing through their photography. Examples might include "serenity," "joy," "adventure," "connection," and "inclusion."

### Step 3: Discuss Meanings (10 minutes)

Encourage participants to discuss the meanings of these words and feelings in their respective languages and cultures. Share stories or personal experiences related to each word to deepen understanding and connection within the group.

### Step 4: Capture the Concept (30 minutes)

Once each group has selected a word or feeling, assign them a designated area within the park/nature reserve to explore and capture photos that embody the chosen essence.



Participants are challenged to creatively interpret the chosen essence through their photography, allowing for individual expression and exploration. Alternatively, you can ask them to draw the concepts if polaroid cameras are not available.

#### **Step 5: Share and Present (15 minutes)**

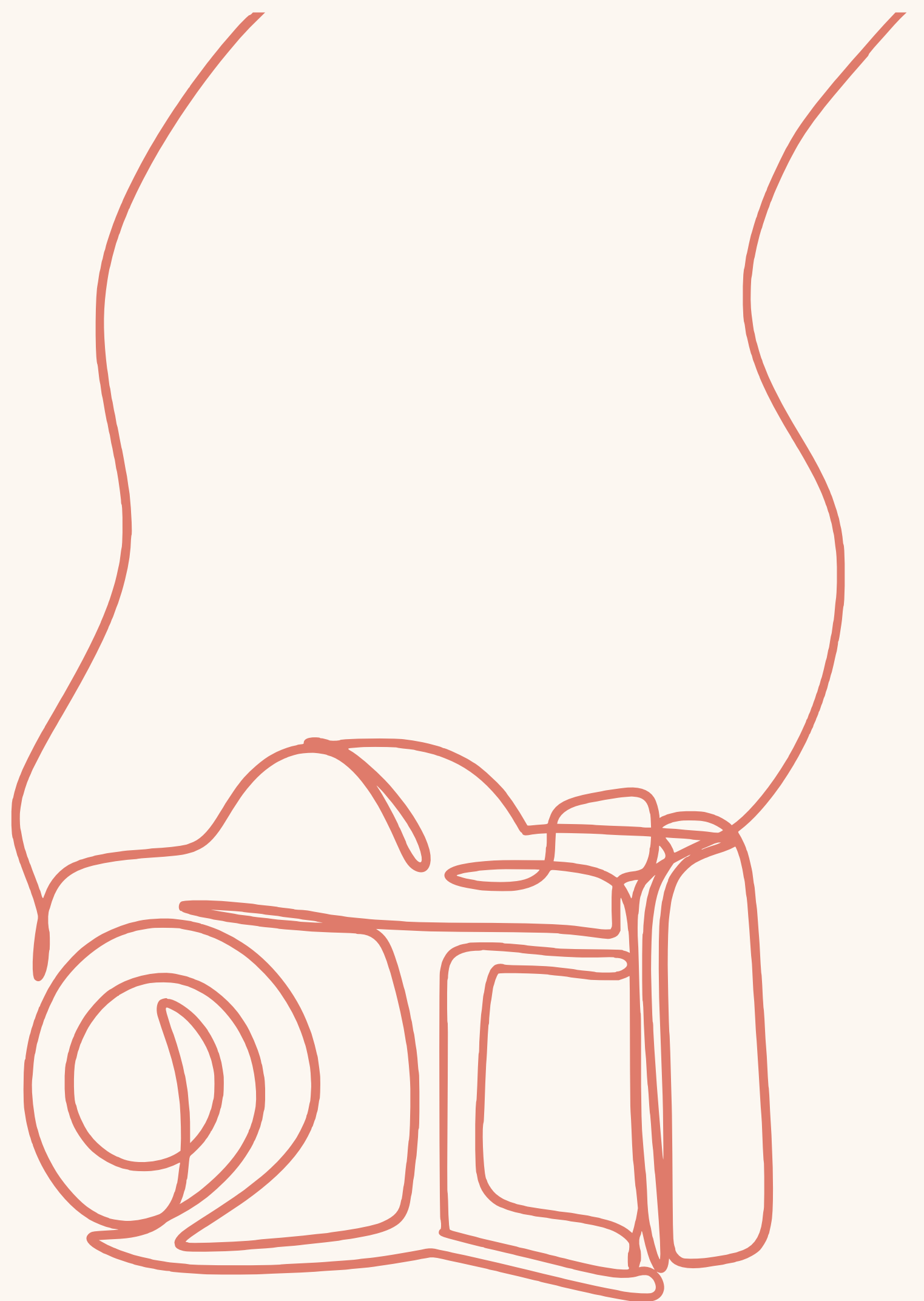
After the photography session, reconvene as a group and ask each group to place their photographs together on the ground. Allow time for the group to take in all the images and then ask the participants to guess the concepts of the other groups. Once they have guessed, ask each group to share their concept and the stories behind the photos, highlighting how they captured the essence they chose. Encourage participants to reflect on the power of photography to communicate emotions and experiences, transcending linguistic and cultural barriers.

#### **Step 6: Reflection and Discussion (20 minutes)**

Facilitate a discussion on the diversity of interpretations and perspectives represented in the photos, as well as the universal themes that resonate across different languages and cultures.

Reflection questions:

- How did you decide the setting of the photograph?
- Was it easy to choose the concept to go with?
- Did sharing personal stories deepen your connection with fellow participants?
- Did any particular image or narrative resonate strongly with you? Why?
- Did you learn anything from this activity? Would you like to share?





# Open Educational Resources

- Hi-Ability Toolkit for educators, Guide for adult educators in the field of environmental education and outdoor learning with vulnerable learners, Toolkit, EN/IT/GR/HR, [Link](#)
- Outdoor leadership curriculum project, This article focuses on the relevance of minimizing any possible risks when in the outdoors, Article, EN, [Link](#)
- 5 tips for planning the perfect outdoor activity for everyone, This article gives an overview of the issues to consider to create an experience that is enjoyable and inclusive for everyone involved, Article, EN, [Link](#)
- Risk and Benefit in Outdoor Learning, This article analyzes the risks and benefits that leaders of outdoor learning experiences should consider when planning/implementing an outdoor event, Article, EN, [Link](#)
- Risk Management and Outdoor Education: a practical approach to ensuring positive outcomes, This paper gives an overview of the key aspects to consider to minimize hazards and risk of injury related to any outdoor program, Document, EN, [Link](#)
- General Guidance for Organised Outdoor Activities, The Guidelines are designed to help people plan organized outdoor activities for others, Guidelines, EN, [Link](#)
- Risk assessment guide for outdoor activities, The document describes the key steps to risk assessment, Document, EN, [Link](#)
- Why are facilitation skills so important when working with others?, The article provides examples for successful facilitation in teamwork, Article, EN, [Link](#)
- The Stepladder Technique, This article provides a practical explanation of the Stepladder Technique to encourage individual participation in group decisions while using creativity, Article, EN, [Link](#)







# Module 4: Environmental Skills for Inclusive Outdoor Education

## 4.1 Introduction to Environmental Skills

Environmental skills refer to the knowledge and abilities required to understand, protect, and sustainably interact with the natural world. These skills encompass an understanding of ecosystems, biodiversity, and the impact of human activities on the environment. They also involve practicing sustainable habits and include a range of competencies related to understanding, interacting with, and caring for the natural world. These skills go beyond theoretical knowledge; they empower individuals to actively engage with their environment, make informed decisions, and contribute positively to sustainability efforts.

Engaging in activities designed to deepen human connection with nature enhances the appreciation for its beauty and complexity. These experiences are crucial for developing a sustainable relationship with the environment.

## 4.2 Environmental Skills for RMW

Environmental skills are essential for understanding, protecting, and sustainably interacting with the natural world. Acquiring environmental skills helps RMW adapt to their new home's ecological aspects, fostering a sense of belonging and community and supporting their social integration.

It also equips them to respond effectively to environmental challenges and emergencies, enhancing safety and well-being. Outdoor education with an environmental focus promotes mental well-being, stress relief, and social connections. RMW can find a supportive space to interact with others while exploring nature. By learning about local ecosystems, wildlife, and conservation, RMW gain knowledge and a sense of responsibility toward the environment. Consequently, they can become advocates for environmental protection within their communities.

Moreover, incorporating environmental skills bridges cultural gaps. Participants of outdoor activities from diverse backgrounds learn together, fostering respect for nature and improving the group cohesion.

## 4.3 Nature Observations

Biodiversity includes the variety of life in an area, such as animals, plants, fungi, and microorganisms like bacteria, all part of our natural world. These diverse species interact within ecosystems, functioning as a complex network to maintain balance and support life. It's the foundation of natural resources essential for our survival, including food, clean water, medicine, and shelter.

An ecosystem is a dynamic mix of plant, animal, fungal, and microorganism com-







# Activity 6:

## Nature Logbook

### Objective:

Enhance observation skills through attention to natural objects, improve species identification abilities, and master the use of digital tools for recognizing various plants and animals.

### Setting:

Natural park

### Materials:

- Nature logbook or paper (Annex 2)
- Pen or pencil
- Camera (optional)
- Smartphone with the iNaturalist app installed (optional)

**Number of participants:** 4–20

### Duration:

- Time for preparation of activity: 5–10 min
- Time for realization of activity: 60–90 minutes

### Group sensitivity:

- Respect cultural differences – encourage participants to share their cultural perspectives on nature. Be sensitive to different cultural interpretations and significances of natural objects.
- Inclusive participation – ensure all voices are heard. Facilitate the activity in a way that everyone, regardless of their background or skill level, feels comfortable contributing.

### Step 1. Arrival and Orientation (15 min)

Gather the group in the natural area.

Provide a brief overview of the activity's objectives and materials.

Encourage participants to select a natural object to observe closely, something that attracts their attention and has a positive conotation. Once they have selected the object explain the next steps.

### Step 2. Exploration Phase (15 min)

Distribute nature logbooks or paper, pens or pencils, and optionally cameras or smartphones with the iNaturalist app.

Ask participants to note down the place, date and weather conditions. Once they have completed the first task, instruct participants to engage their senses and record their observations under "What I See." At this point, the participants should focus on describing what they see, hear, feel, and smell. What colours, shapes, and movements did they notice? Explain that they should try to describe what they see (like “blue’, “smooth’) instead of just naming it (like “an egg’, “a leaf’).

### Step 3. Questioning Phase (15 min)

Prompt participants to write down any questions that arise about their observations under "What I Wonder."

Propose that as they write or draw, they write down any questions related to what they are seeing. Ask them to explore whether they had noticed anything interesting that they would like to learn more about?



#### **Step 4. Reflection Phase (15 min)**

Ask participants to reflect on how the observed object triggers thoughts or memories under "It Makes Me Think of."

Ask the participants if what they are looking at reminds them of anything else they have seen before? Does it remind them of a time when they saw something similar or felt the same way? Encourage participants to share their reflections with the group.

#### **Step 5. Utilizing Digital Tools (Optional)**

Propose and reflect on utilizing digital tools like iNaturalist, Seek, or Merlin Bird ID for further identification.

#### **Step 6: Reflection and Discussion (10 minutes)**

- Did this exercise improve your connection with nature and if yes, then how? What new insights did you gain about the observed natural object?
- Did this activity enhance your skills in species identification? If so, how?
- How did utilizing digital tools impact your understanding of the natural world?
- Did this activity change in any way the way you connect with nature?
- In what ways can you apply the knowledge gained from this activity in future interactions with nature?

In case the app was not used, the following reflection questions can be used:

- Did this exercise improve your connection with nature and if yes, then how?
- Did this activity change in any way the way you connect with nature?
- Was it easy to complete the activity?
- Did you use all your senses?
- Do you think you will use the activity again?



# Open Educational Resources

- Creating inclusive and impactful outdoor learning experiences, It emphasizes addressing access and equity barriers to ensure all youth can connect with the natural world and grow through outdoor experiences, Webpage, EN, [Link](#)
- Why is biodiversity so important?, Biodiversity emerges as the pivotal factor for an ecosystem's resilience, as eloquently conveyed by Kim Preshoff in the context of environmental changes, Video, EN, [Link](#)
- The 7 Principles of Leave No Trace, The 7 Principles of Leave No Trace provide an easily understood framework of minimum impact practices for anyone visiting the outdoors, Guide, EN, [Link](#)
- Traveling on Durable Surfaces: Leave No Trace Skills Series, Explaining the 3rd principle of the Leave No Trace Concept, Video, EN, [Link](#)
- SOSPARKS Project Outputs, Guidelines and educational initiatives, aligning with the principles of the Green Deal, Manual & Guide & Questionnaire, EN, [Link](#)
- DISPO Project, The guidebook is dedicated to enhancing outdoor experiences through mobile apps, Guidebook, EN, [Link](#)
- Butterfly body parts, Butterfly's anatomy and understand the functions of each part, Video, EN, [Link](#)
- How to Make an Observation on iNaturalist using our Mobile App, A short video showcasing how effortless it is to make an observation using the iNaturalist mobile application, Video, EN, [Link](#)
- Main features of iNaturalist, The webpage at iNaturalist provides guidance on getting started with using the iNaturalist platform, Guide, EN, [Link](#)
- Main features of Seek by iNaturalist, The webpage at iNaturalist provides guidance on getting started with using the Seek by iNaturalist app, User Guide, EN, [Link](#)
- Main features of Merlin Bird ID by Cornell Lab, The webpage at Merlin Bird ID provides a free, instant bird identification guide for thousands of birds, Website, EN, [Link](#)







# Module 5: Local Natural Heritage Awareness

## 5.1 Cultural Heritage Definition

Cultural heritage encompasses both tangible and intangible elements, often closely linked. It includes rituals and practices that facilitate communication within communities, frequently represented through physical objects. These objects symbolize the collective cultural values agreed upon by the community (UNESCO 1972). Examples include, cultural and archaeological sites, museums, monuments, artworks, old towns, literary, musical, and audiovisual works, as well as the knowledge, customs, and traditions of the people of a local area.

## 5.2 Intangible Cultural Heritage Definition

Intangible Cultural Heritage consists of knowledge, practices and expressions that are passed down from generation to generation, in families and communities everywhere around the world. Living heritage is continuously recreated in response to an ever-changing environment and includes oral traditions, performing arts, social practices, rituals and festive events, knowledge and practices concerning nature and the universe, and the knowledge and skills related to craftsmanship (UNESCO 2003). Living heritage provides meaning in the everyday lives of communities, groups and individuals, and a sense of identity, continuity and belonging.

## 5.3 Natural Heritage Definition

Natural heritage refers to the natural features, landscapes, flora, and fauna that are considered valuable and characteristic of a specific geographic area (UNESCO 1972). This can include ecosystems, wildlife, and geological formations that are unique or significant to the local environment. Local natural heritage and cultural heritage are interlinked as people intervened on nature in the process of time and adapted to environmental conditions by applying tools and ways of working that result in cultural heritage, more specifically cultural landscapes.

## 5.4 Local Environmental History and Significance

Heritage as an integral part of the environment highlights the intrinsic relationship between the physical landscape and the cultural artifacts, traditions, and histories associated with it. This concept emphasizes the importance of preserving both natural and cultural elements, as they mutually influence and improve each other, contributing to the overall richness and diversity of our surroundings. Outdoor activities should consider heritage as deeply rooted in a specific local and regional context, acknowledging the influence of different landscapes on practices.



## **5.5 Benefits of Integrating Cultural and**

### **Natural Heritage in Outdoor Education**

Incorporating heritage in education contributes to its safeguarding by ensuring that practices, knowledge, or skills continue to be passed onto future generations. It fosters an appreciation of cultural diversity for sustainable living, global citizenship, and peace. Preventing the loss of direct experiences is crucial for a sustainable future. The conservation of cultural heritage and its sustainable use aim to enhance human development and quality of life (UNESCO, 2021).

Social hiking involves combining outdoor activities like hiking with reflections on socially relevant topics. This approach can apply to any outdoor activity that provides space for movement, outdoor experiences, and reflection. When planning outdoor activities with a focus on cultural and natural heritage, an educator should consider both theoretical and practical skills essential to the activity, while being open to adapting the methodology to the needs of the participants.

## **5.6 Cultural and Natural Heritage for RMW**

Providing quality outdoor experiences for RMW by focusing on natural and cultural heritage requires educators to

be aware of the local heritage as well as to have basic knowledge of the cultural and natural heritage RMW grew up with. Outdoor education programs focusing on cultural and natural heritage for RMW should aim to create a sense of belonging within the group and with the location in which the activities occur. Therefore, providing knowledge, as well as listening to the insights and stories of the participants is crucial and requires good preparation as well as flexibility of the educator.

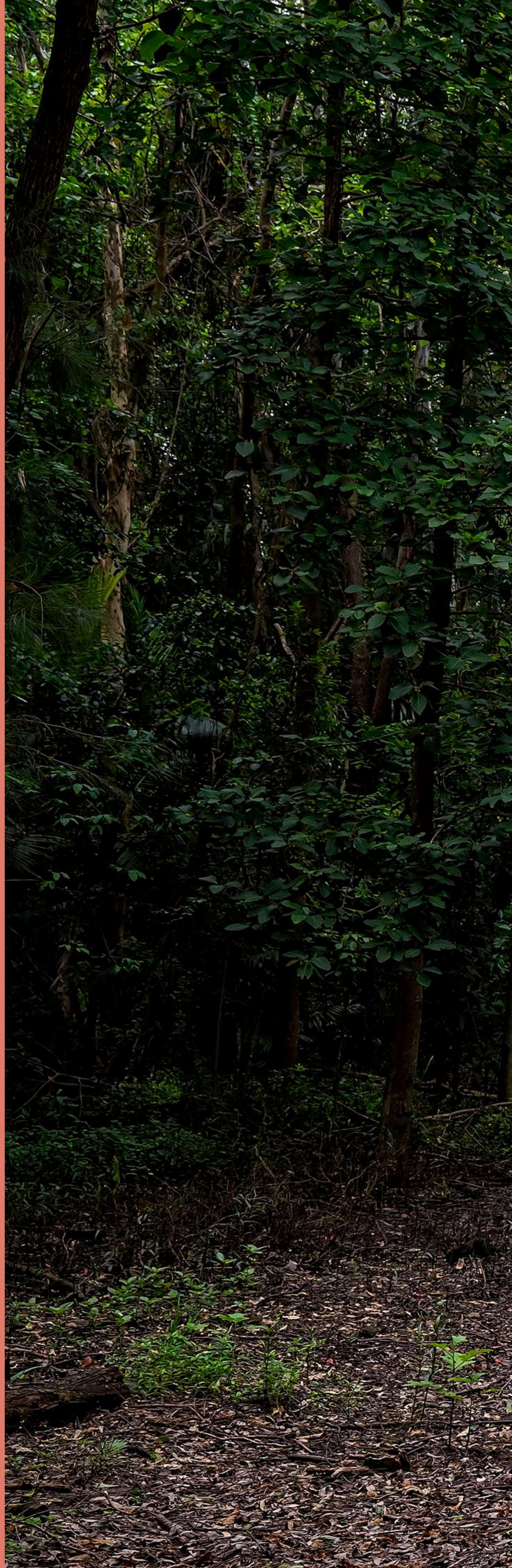
Recognizing the deep connection that peoples in various countries have with the land, participants' perspectives and knowledge should be integrated into outdoor education programs. This approach enriches the curriculum by offering diverse ways of understanding and interacting with the natural world, promoting respect for cultural heritage and traditional ecological knowledge.

## **5.7 Benefits of Incorporating Participants' Knowledge**

Refugees and minorities have the right to preserve their cultural identity. Integrating participants' knowledge in educational programs acknowledges their experiences and enhances social stability and cohesion. Research indicates that failing to do so can negatively impact both minority-refugees and the host society.



The current situation is somewhat paradoxical, as minority-refugees flee persecution while striving to maintain their cultural identities, yet this struggle can undermine human dignity, the preservation of minority identities, and social stability and cohesion (Berry & Taban 2021). While the article focuses on minority refugees, the same concerns apply to refugee and migrant women, who become minorities in new environments. Therefore, integrating participants' knowledge into educational programs is essential, especially when considering heritage and unique experiences of every individual.









# Activity 7:

## Hiking Past Beehives

### Objective:

Encourage group cohesion among participants by recognizing the interconnectedness of honey with natural and cultural environments, and by emphasizing the significance of beekeeping across cultures. Recognizing these connections can foster a deeper appreciation for biodiversity and cultural heritage, promoting unity and mutual respect.

### Setting:

Natural area with beehives.

### Materials:

**Number of participants:** 10–15

### Duration:

- Time for preparation of activity: 1h
- Time for realization of activity: 2–3 hours

### Group sensitivity:

- If bee allergies are known, participants as well as the educator should bring sufficient anti-allergy medication.
- Adapt communication to different language knowledge.
- Define the difficulty level of a hiking trail. Make sure to emphasise which trails are child-friendly, so RMW can engage in hiking activities with their families.

### Step 1. Arrival (5–10 min)

Pair up participants and explain that they will take a leisurely hike past beehives. If possible pair participants from different cultures, keeping in mind any language barriers.

### Step 2. Walk (45–60 min)

Participants start the walk, keeping enough distance from the other pairs, so as to provide intimacy while staying in the group.

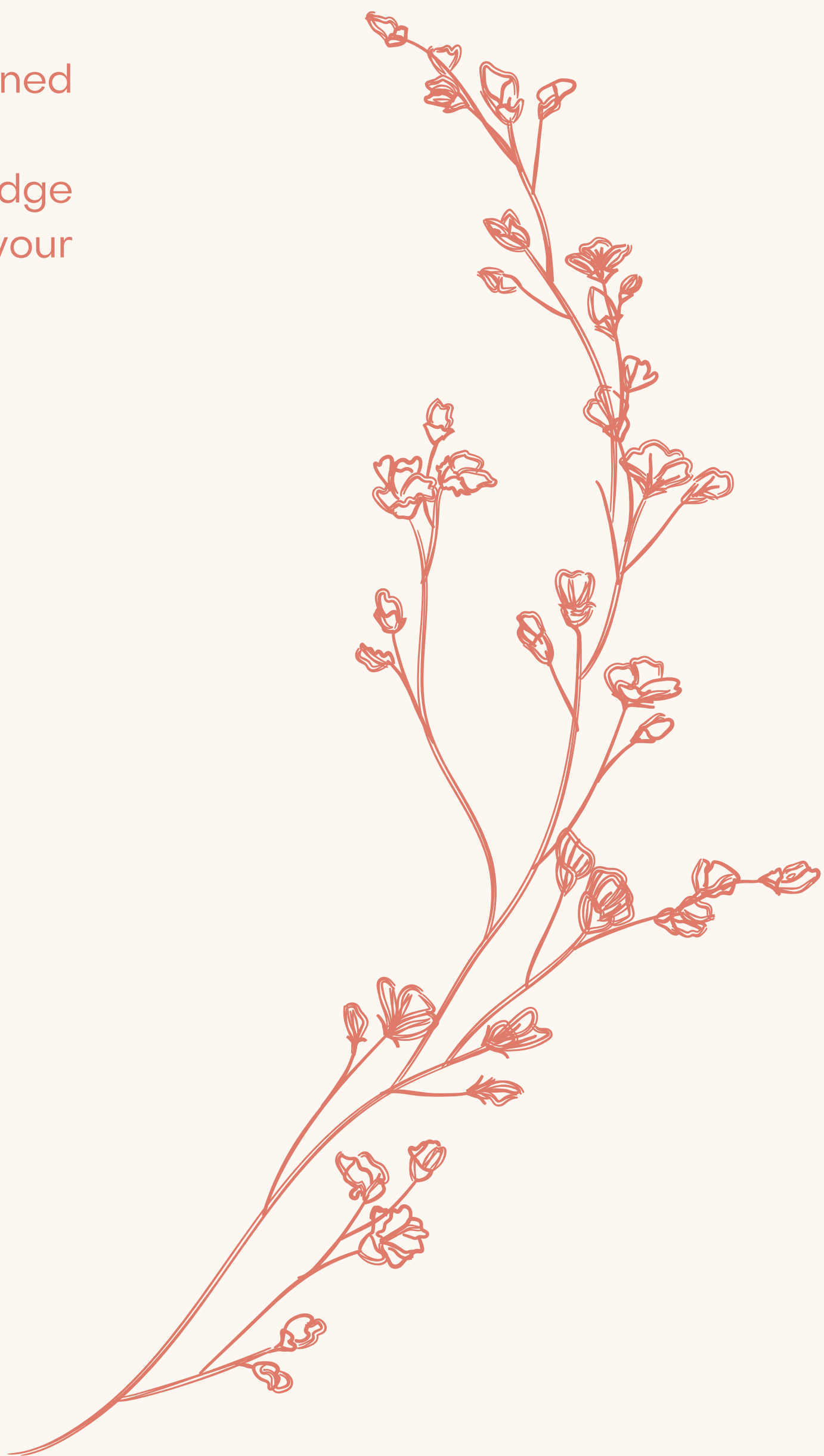
### Step 3. Re-grouping and sharing (45 min)

Once the educator considers all participants had had time to share and enjoy the experience the group should be asked to regroup. The participants are then asked to share with the rest of the group some stories or interesting facts they heard during the walk. The educator may then provide information about the intangible cultural aspects of honey-making, starting with local traditions and, if possible, providing additional information about other cultures. Offer information about the environmental impact and sustainability of beekeeping.



#### **Step 4. Reflection and Discussion (10-15 min)**

- How was the experience?
- Have you had the chance to be so close to beehives before?
- Did the experience of hiking past beehives deepen your connection with nature and the group?
- Was there anything new you learned about honey making?
- Can you apply the knowledge gained from this activity in your everyday life?





# Activity 8:

## Heritage Walk

### Objective:

To encourage mindful walking while reflecting on natural and intangible cultural heritage through a series of thought-provoking questions. Participants will walk alone from one designated spot to the next, finding envelopes with questions along the way.

### Setting:

This activity should be carried out in an outdoor setting. Two educators are needed for this activity.

### Materials:

- 5 envelopes
- 5 printed questions (one per participant)
- A designated trail or path with 5 specific spots for the envelopes
- Maps of the trail (optional, for guidance)

**Number of participants:** 5–10

### Duration:

- Time for preparation of activity: 60 min
- Time for realization of activity: 90 min

### Group sensitivity:

- When conducting this activity with RMW, it's important to be sensitive to cultural differences, language barriers, and potential emotional triggers related to past trauma and homesickness.

- Ensure the trail is accessible to all participants, provide language, outdoor, and other support, in order to create an encouraging, stress-free environment where participants are welcomed to engage in communication with other group members, exchange thoughts, share experiences and express feelings.

### Step 1. Trail preparation (60 min):

Select a suitable outdoor location: Ensure it has a defined trail with five distinct spots for the envelopes.

Distance between the spots: Make sure there is enough distance between the designated spots (it should take around 10 min to walk from one spot to the next), in order to avoid gathering of participants in the same area and to support exploration and movement around the trail.

Place the envelopes: Position the envelopes with reflection questions at the designated spots along the trail. In each envelope there should be one piece of paper with question per participant.

Mark the starting point and each subsequent spot: Indicate the spots on a map, if needed (optional).

### Step 2. Introduction (20 minutes):

Welcome participants and explain the purpose of the activity.

Outline the steps and rules, emphasizing the importance of walking mindfully and reflecting on the questions.



Hand out maps (if used) and assign starting times for each participant. Allow each participant to start the walk in 2–3-minute intervals to ensure solitude and mindfulness.

### **Step 3. Mindful Walking and Question Reflection (50 minutes):**

As they reach each of the five spots the participants are asked to take out one of the pieces of paper which contains a question for reflection. Suggested questions for reflexion:

Envelope 1:

"As you begin your walk, take a moment to observe the natural surroundings. What elements of nature do you notice first? How do these elements make you feel?"

Envelope 2:

"Think about a story from your culture that involves nature. How does this story influence your view of nature?"

Envelope 3:

"What are some natural places that are significant to your culture? Why are they important?"

Envelope 4:

"Reflect on the ways in which nature is celebrated in your culture. Are there any practices which connect people to the environment?"

Envelope 5:

"As you near the end of your walk, think about the natural elements you see in the present moment and how they make you feel "

### **Step 4. Gather the group (10–15 min)**

As the participants reach the end point, they are asked to gather and wait for all participants to arrive. The second educator should be located at the end point, facilitating gathering of the participants.

### **Step 5. Reflection and Discussion (10–15 min):**

- What was your overall experience during the walk?
- Did you notice anything new about nature or your surroundings?
- Were there any particular questions or thoughts that stood out to you? Why?
- How does being in nature make you feel?
- Was there a natural element that attracted your attention? Would you like to share?



# Open Educational Resources

- Nature-based learning, Basic information on the importance of holistic (heritage!) outdoor education and tips, Blog article, EN, [Link](#)
- Cultural Innovation for Social Innovation and Migrant Inclusion, Set of recommendations for participatory cultural experiences, Policy paper, EN, [Link](#)
- Schools for climate action in the alps, The benefits of outdoor education on climate change awareness, PPT Padlet, EN/SLO, [Link](#)
- Teaching and Learning with Living Heritage – A Resource Kit for Teachers, Toolkit, EN, [Link](#)
- UNESCO Convention Concerning the Protection of the World Cultural and Natural Heritage 1972, Recommendation concerning the Protection at National Level, of the Cultural and Natural Heritage, Convention Text, EN, [Link](#)
- UNESCO Intangible Cultural Convention 2003, Intangible cultural heritage concept, Convention text, EN, [Link](#)







# Module 6: Wellbeing

## Activity in Nature

### 6.1 Understanding Wellbeing

The concept of wellbeing is a multidimensional construct that has been subject to extensive debate within various academic disciplines. While there is no universally agreed-upon definition, wellbeing generally encompasses physical, psychological, social, and environmental dimensions of health and satisfaction (Dodge et al., 2012). At its core, wellbeing reflects an individual's overall state of comfort, health, and contentment, often intertwined with happiness and life satisfaction. This holistic perspective underscores the importance of considering multiple factors to understand and promote wellbeing effectively.

According to the World Health Organization (WHO), wellbeing extends beyond the mere absence of disease or infirmity to encompass the presence of positive factors such as physical fitness, emotional resilience, and social connections (WHO, 1948). This comprehensive definition highlights the interconnectedness of various aspects of wellbeing and emphasizes the need for a multifaceted approach to its promotion.

### 6.2 Nature and Wellbeing

One significant aspect of wellbeing is the relationship between nature and human health.

Research has consistently demonstrated the restorative effects of spending time in natural environments on cognitive function, emotional wellbeing, and physical health (Hartig et al., 2014). Proximity to green spaces has been associated with lower levels of stress, depression, and anxiety, as well as improved overall mental health.

However, accessing nature is not always equitable, with certain groups facing barriers such as limited mobility, financial constraints, or trauma from previous experiences. This highlights the importance of creating inclusive outdoor environments that cater to diverse needs and circumstances.

Addressing these barriers requires a multifaceted approach that includes urban planning, community engagement, and recognition of cultural diversity. Urban planning and community engagement play crucial roles in ensuring that green spaces are accessible and welcoming to all members of society (Markevysh et al., 2017). By addressing social inequalities in access to nature, policymakers and practitioners can promote more equitable wellbeing outcomes.

### 6.3 Cultural Perspectives

In addition to physical access, promoting inclusive outdoor environments requires recognizing and respecting diverse cultural perspectives on nature.



The concept of "biophilia," introduced by biologist Edward O. Wilson, suggests that humans have an innate affinity for nature, stemming from the evolutionary history and biological need for contact with the natural world . However, the ways in which this connection is expressed may vary across cultures. Incorporating cultural diversity into outdoor programming and environmental education can enhance engagement and promote a sense of belonging for individuals from different backgrounds.

#### **6.4 Promoting Wellbeing through Outdoor Activities**

Despite the challenges, there are numerous opportunities for individuals to connect with nature in meaningful ways. Community gardening projects, outdoor education programs, and virtual nature experiences are just a few examples of innovative approaches that can help overcome barriers to access and facilitate engagement with the natural world. By embracing diverse perspectives and adopting inclusive practices, educators can create supportive environments that promote wellbeing for all.

Incorporating nature-based activities into educational programs can significantly enhance participants' wellbeing. Activities such as hiking, gardening, nature walks, and outdoor mindfulness exercises provide physical,

mental, and emotional benefits. These activities not only promote physical fitness but also offer opportunities for social interaction and emotional healing. Moreover, community engagement is a key component of promoting wellbeing through nature-based and outdoor activities. Involving community members in planning and implementing these activities ensures that they are culturally relevant and meet the needs of the participants. Collaborating with local organizations, schools, and healthcare providers can also enhance the reach and impact of these programs.



# Activity 9:

## Sense the Walk

### Objective:

To foster a deeper connection with nature and promote group cohesion by exploring sensory experiences together.

### Setting:

This activity can be conducted in various environments, such as parks, riverbanks, lakes, or any other green space. Even if the activity takes place in an urban setting, the main focus is to be aware of the present moment. As the educator, try to be mindful of changes in weather or the sounds of nature.

### Materials:

**Number of participants:** 10–20

### Duration:

- Time for preparation of activity: 10 minutes
- Time for realization of activity: 90 – 120 minutes

### Group sensitivity:

- To facilitate a welcoming environment, the focus of the group should be directed towards sensory experiences, prompting participants to engage with their immediate surroundings. This may involve discussing the tactile sensation of the ground or the density of the air, grounding the conversation in the present moment.

### Step 1. Preparation (10 min)

Lead the group to a carefully selected natural area taking into consideration that during the activity the participants need to be mindful of their senses and should not have too many distractions.

### Step 2. Introduction (5 min)

Explain to the group that the activity focuses on exploring their senses and connecting with nature. Encourage them to engage in silent observation, emphasizing that they'll have an opportunity to share their experiences later.

Encourage them to use all their senses, for example to try and feel the textures and smell the scents as they walk along.

### Step 3. Symbolic Connection (5 min)

Instruct participants to find a small, non-living natural element that resonates with them, such as a stone or a leaf. Emphasize the importance of not disturbing living things and not picking flowers for example.

### Step 4. Nature Walk (30–60 min)

Begin the walk, allowing participants to explore at their own pace while staying together as a group. Respect individual paces and ensure everyone has space to immerse themselves in the experience.

### Step 5. End of Walk (15 min)

When the educator considers enough time was spent walking, the group



should regroup. The educator can indicate in a discrete way to the participants that they should form a circle. Once the circle is formed the educator can then explain the the walk has come to an end and that the natural objects which were gathered during the walk are now to be placed in the middle of the circle. One by one the participants contribute to their natural elements and in doing so they create a spontaneous form of landart. Then ask them to reflect on what they see.

#### **Step 5. Group Sharing (20 min)**

Ask the group to reflect on their sensorial walking experiences within small groups of 3-4 participants, allocating 2-5 minutes per person for sharing to ensure everyone has a chance to contribute.

#### **Step 6. Reflection and Discussion (20 min)**

Facilitate further discussion by guiding questions and encourage open discussions after everyone has contributed.

- Did you manage to engage all of your senses during the activity?
- Why did you choose this particular natural element?
- What does the unified form piece represent to you?

- Did you feel that you slowed down and were more present in the moment?
- Could you use the elements to create something that represents wellbeing to you as a group?



# Open Educational Resources

- World Health Organization. Wellbeing: Definition, A global framework for integrating well-being into public health utilizing a health promotion approach, Framework, EN, [Link](#)
- Nature-based integration Nordic experiences and examples, This report presents the results of the pre-project ORIGIN (Outdoor recreation, nature interpretation and integration in Nordic countries), Report, EN, [Link](#)
- Migrant women's mental health & wellbeing, An overview of mental health, wellbeing, and mental ill-health among migrant and refugee women and girls, Report, EN, [Link](#)
- Promoting Psychosocial Well-Being and Empowerment of Immigrant Women: A Systematic Review of Interventions, Impacts of promoting psychosocial well-being and/or empowerment (PWE) of immigrant women, Article, EN, [Link](#)
- Immigrant women, nature and mental health, Immigrant women, nature and mental health, Article, EN, [Link](#)
- International Journal of Wellbeing, The challenge of defining wellbeing, Article, EN, [Link](#)
- Annual Review of Public Health, Nature and Health, Article, EN, [Link](#)
- National Library of Medicine, Exploring pathways linking greenspace to health: Theoretical and methodological guidance, Article, EN, [Link](#)
- Britannica, Biophilia Hypothesis, Article, EN, [Link](#)







# Module 7: Challenges of Mixed Groups in Outdoor Education

## 7.1 Outdoor Education Challenges

Outdoor education presents various challenges that require thoughtful consideration and evidence-based strategies to ensure successful outcomes, particularly when working with mixed groups. Key challenges include implementing trauma-informed approaches, creating inclusive environments, and fostering positive group dynamics.

## 7.2 Trauma-informed Approaches

Integrating trauma-informed practices into outdoor education can enhance group connections and promote safety. According to the Substance Abuse and Mental Health Services Administration (2014), trauma-informed approaches prioritize safety, trust-building, peer support, collaboration, empowerment, and cultural sensitivity. Key components include:

- Prioritizing empowerment by utilizing individuals' strengths to empower them.
- Offering choices by providing the group with information about various activities so they can make informed decisions.
- Promoting teamwork by encouraging collaboration among educators, trainers, and group members.
- Ensuring safety in settings and activities to safeguard the overall well-being of the group.
- Building trust through transparent communication.

Key Ingredients for Trauma-Informed Practices (Menschner & Maul, 2016):

1. Engage the entire group with activities and projects that foster a sense of active participation. Prioritize clear and participatory communication with the group, utilizing informal educational methods.
2. Create a physically, socially, and emotionally safe environment to prevent anxiety and potential re-traumatization. Ensure all participants feel welcomed, respected, and supported, fostering healthy interpersonal boundaries and conflict management.
3. Open, respectful, and compassionate communication is vital, as is understanding how cultural differences impact perceptions of safety and privacy.

According to Ecotherapy, being in nature has been shown to have therapeutic benefits for individuals who have experienced trauma. Outdoor settings can help reduce stress, anxiety, and negative thoughts. Moreover, outdoor activities serve as an equalizing element, promoting resilience and problem-solving skills, and creating opportunities for open discussions about safety, relationship-building, and empowerment.

## 7.3 Inclusive Environments for Diverse Skill Levels

Ensuring inclusivity in outdoor activities involves accommodating participants



with diverse skill levels. Each participant has unique needs and abilities, making it essential to create an environment that caters to everyone. Following Universal Design Learning (UDL) principles can enhance inclusivity:

- Representation: Present content in various formats (e.g., photos, videos, music) to engage a wider range of learners.
- Action and Expression: Use different communication methods to help participants express themselves.

Engagement: Create dynamic and meaningful instruction to keep participants motivated and interested in learning.

#### **7.4 Facilitating Positive Group Dynamics**

Positive group dynamics are essential for support, comfort, and a sense of belonging. Being part of a tight-knit group can boost confidence and influence how individuals see themselves. Burlingame et al. (2002) introduced a group structure to foster shared purpose, commitment, respect, and compassion among group members. The steps include:

1. Starting on time: initiating the session punctually promotes stability, enhances psychological safety, and shows respect for the boundaries and dedication of those who arrived on time. However, an educator should be aware of specific cultural practices – for example in some of the home countries of RMW, being late is a socially acceptable behaviour.

2. Closing the door: either physically or metaphorically, this action encourages members to trust each other and listen without sharing information outside the group, reinforcing the value of privacy and respect for boundaries.

3. Remaining until the end: agreeing that all participants stay until the session ends strengthens interpersonal commitment and fosters trust among group members.

4. Facilitating interaction: encouraging interaction within the group cultivates interpersonal trust, member commitment, and a focus on group-centered interactions.

5. Ensuring the inclusion and participation: emphasizing the value of each group member signals that everyone is important and contributes significantly to the group's success, while fostering empathy and altruism.

6. Ending on time: adhering strictly to time boundaries demonstrates safety and respect for all members involved.

Designing activities to be universally usable is essential for creating an inclusive environment. By following these guidelines, educators can create a supportive and productive group environment, ensuring successful outcomes in outdoor education with mixed groups. Trauma-informed approaches, inclusive environments, and positive group dynamics are key to overcoming the challenges of outdoor education and fostering meaningful connections among participants.



# Activity 10:

## I Can't, We Can

### Objective:

To improve teamwork, communication, trust, and empathy among participants. By experiencing different sensory and physical challenges, participants learn to depend on each other and work together to complete the task.

### Setting:

Choose an outdoor area which is quite spacious. Make sure the area is free of obstacles like large rocks, water bodies, and large roots.

### Materials:

Cloth for a blindfold (choose pleasant material); 5 miscellaneous items (e.g., rocks, flowers, feathers, berries, and twigs); 1 blanket per group for the can't walk person to sit down.

**Number of participants:** 6–30

### Duration:

- Time for preparation of activity: 15–20 minutes
- Time for realization of activity: 45–60 minutes

### Group sensitivity:

- The educator should prioritize creating an environment that gives participants the necessary space, time to exercise the tasks, and security to interact with each other.
- The educator should also encourage participants to engage in the activity and express themselves freely in their own way.

- Ensure enough space between sub-groups for better comfort and successful completion of the tasks.

### Step 1. Group Formation (15 minutes)

Divide the group into smaller groups of three. Explain to the groups that each member is faced with a challenge of impossibility: one person "cannot speak", another person "cannot see", and the last person "cannot walk". Ensure participants understand they will rotate roles, allowing each person to experience all three challenges.

### Step 2. Initial Setup (10 minutes)

Have one person in each group wear a blindfold (the "I can't see" person) and another sit in a chair (the "I can't walk" person). The person designated as "I can't walk" sits facing the "I can't speak" person and with their back turned to the blindfolded person.

Allow 5 min for each group to think up a strategy.

### Step 3. Explanation of Rules (10 minutes)

- The 'I can't walk person' receives instructions from the "I can't speak" person on the location of the item.
- – The "I can't walk" person speaks only to the "I can't see" person, guiding them without turning around to look for the item;
- The "I can't see" (blindfolded) person listens to the "I can't walk" person to find items on the ground.



- The “I can’t speak’ person can only use non-verbal communication to show the “I can’t walk’ person the position of the item and a way to come to it;
- Both “I can’t see’ and “I can’t walk’ can talk.

#### Step 4. Item Placement (5 minutes)

Place 5 items (e.g., rocks, flowers, feathers, berries, and twigs) on the ground for each group before the search. Ensure no team member sees the items being placed.

Safety Check: Make sure the area is free of obstacles like large rocks, water bodies, and large roots.

#### Step 5. Task Execution (20 minutes)

The “I can’t see’ person must find and pick up the items placed on the ground as specified by the educator. The “I can’t speak’ person uses gestures to show the “I can’t walk’ person where the items are, who then verbalizes this to the “I can’t see’ person.

The educator attentively monitors each team to ensure safety and provide support as needed.

#### Step 6. Role Rotation (15 minutes)

After completing the task (find all five items), the group should rotate the role of its members. It is important that the educator changes the position of the items after each rotation. An educator should ensure that each participant experiences all three roles (if limited by time, the educator can choose fewer items to be placed on the ground).

#### Step 7: Reflection and Discussion (20 minutes)

Gather all groups into a circle for a group discussion. Encourage participants to share their experiences, thoughts, and insights.

- Which “role’ did you feel most comfortable in? Why?
- Which role did you dislike? Why?
- Who did you trust most? Why?
- Did you encounter any difficulties in accepting guidance and help from your team?
- What did you learn from this activity?





# Activity 11:

## Active Treasure Hunting

### Objective:

To foster teamwork, problem-solving, and communication skills in a fun and engaging way through an interactive treasure hunt. Following the traditional concept of treasure hunting, each team must quickly locate their designated clues, to uncover the final treasure.

### Setting:

Previously selected natural area. For this activity five educators are needed, one supervising the activity and one educator at each of the four destinations to explain the games.

### Materials:

Puzzle, sacks, printed words, matching nature-related pictures (preferably laminated for future use) and materials for planting a plant (– e.g. bucket, water, shovel, compost, soil mix, pot etc.).

**Number of participants:** 8–32

### Duration:

- Time for preparation of activity: 30 minutes
- Time for realization of activity: 60–75 minutes

### Group sensitivity:

- If a group member chooses not to participate in a particular test, an educator should respect this and not force them.
- It is recommended that at least half of the team participates in the test.

### Step 1. Group Formation (10 minutes)

Divide the participants into four groups (depending on your overall number of participants the teams can consist from 2 up to 8 members in each group).

Ensure teams are balanced in terms of skills and abilities.

### Step 2. Distribute Initial Clues (5 minutes)

There are four clues in total. Educator provides each team with the first clue (a different clue for each team), which will guide them to the initial destination.

### Step 3. Destination Challenge (15 minutes)

The first destination is different for each group. At each destination there is one educator waiting to administer the first test that the group must pass in order to proceed to the next location. Each team will need to successfully complete all four tests.

### Step 4. Subsequent Challenges (15 minutes each)

After the final test, each team will receive a simple object. At this point they have to collaborate and combine all of the objects, by doing so they will uncover the ultimate treasure – a package for planting a plant.

The 4 tests are:

1. The mime game (15 min) It is a fun activity in which each team selects a player to act out a word without speaking, while the rest of the team tries to guess the word.



The player who successfully guesses the word then takes a turn miming a new word. After four words have been successfully guessed, the team can move on to the next set of cues.

2. Sack race (15 min) In this test, each team must race by jumping in sacks. Once all team members have crossed the finish line, they can then move on to the next challenge.

3. Garden memory (15 min) The test involves a garden memory game using matching nature-related pictures. Teams must find all the matching pairs in order to advance to the next game.

4. Outdoor Puzzle (15 min) Teams assemble a puzzle that forms a picture related to nature. Pieces are scattered within a defined area, and teams must find and assemble them.

### **Step 5. Final Challenge and Treasure Unveiling (20 minutes)**

After the final test, each team will receive a simple object. By combining all of the objects, they will uncover the ultimate treasure. The treasure will be a package for planting a plant.

Educators have to ensure collaboration of all teams that work together to solve the final challenge.

### **Step 6. Reflection and Discussion (20 min)**

Once the group uncover the final treasure everyone sits on the ground and reflects on the activity done.

### **Reflection Questions:**

- Which “game” did you feel most comfortable in? Why?
- How important was it to help each other?
- Was it easy to trust the words of others?
- Did you encounter any difficulties in collaborating?
- What did you learn from this activity?



# Open Educational Resources

- DROP IN. A catalogue on non-formal education methods, A compilation of various non-formal educational activities, Catalogue, EN, [Link](#)
- Effects of trauma-informed approaches in schools: A systematic review, Article on the significance of trauma-informed practices in education, Article, EN, [Link](#)
- Key Ingredients for Successful Trauma-Informed Care Implementation, Book about key elements of trauma-informed approach, Book, EN, [Link](#)
- Cohesion in group psychotherapy, Article on the Importance of Fostering a Positive Group Dynamics, Article, EN, [Link](#)
- Universal Design and Its Applications in Educational Environments, Article about Universal Design Learning principles, Article, EN, [Link](#)
- Universal Design Learning (UDL) principles, UDL guides the design of learning experiences to proactively meet the needs of all learners, Article, EN, [Link](#)
- Wellview Counseling, Exploring Nature Therapy: A Fresh Start in the Great Outdoors for Trauma Survivors, Article, EN, [Link](#)







# Module 8: Social Inclusion through Outdoor Education

## 8.1 Designing Inclusive Programs For Diverse Communities

Drawing upon extensive research analysis, the International Organization for Migration (IOM) presents a series of evidence-based recommendations in its publication "[The Power of Contact](#)." This publication explores strategies for fostering migrant integration and social cohesion through social and cultural activities, which can also provide valuable insights applicable to outdoor activities. In particular:

1. Entertainment and goal orientation: The design of pleasant and dynamic activities fosters a relaxed and inclusive environment in which individuals socialise, engage, and create social connections. At the same time, mutual goal setting, in which the success of each group depends on the involvement of the other, increases attractiveness and involvement in activities.
2. Identification of common goals: Participants need to understand, recognize, and value culture, traditions, and history as an integral part of overcoming disparities. It is important to enhance mutual strengths and identify common goals.
3. Involvement of refugees and migrants and local communities: this will increase their participation, empower their self-esteem, and open up new opportunities for responsibility and engagement

4. Confidence supervision and facilitation: Those tasked with managing group dynamics, such as team educators, facilitators, project staff or event organisers, must take proactive measures to promote equality in group interactions and establish an inclusive atmosphere for all participants. This intentional effort is essential to counter the innate inclination of participants to align themselves based on their most important characteristics and status.

## 8.2 Community Engagement Strategies

Community engagement refers to a strategic process with the specific objective of engaging distinct groups of people, whether they are unified by geographical proximity, shared interest, or common affiliations, to identify and tackle the issues that affect their wellbeing.

Strategies for fostering inclusion through community engagement involve prioritising diversity, equity, and accessibility. By embracing community engagement strategies tailored to the needs of migrant women, outdoor educators can harness the power of nature to facilitate meaningful connections, promote well-being, and contribute to the social integration and empowerment of migrant communities.



### **8.3 Understanding the Community Context**

Before undertaking community engagement strategies, it is crucial for outdoor educators to understand the specific cultural backgrounds, languages, and social dynamics of the migrant women they aim to reach. Conducting thorough needs assessments and building relationships with local migrant communities are vital initial steps. By actively listening to the needs of refugee and migrant women and understanding their aspirations, challenges, and interests, educators can tailor their engagement strategies to meet RMW's unique needs and preferences.

### **8.4 Implementing Engagement Strategies**

Once armed with a deep understanding of the community's context, educators can implement a variety of strategies to engage RMW in outdoor activities. These strategies may include culturally sensitive outreach efforts, such as hosting community gatherings or workshops in familiar settings, providing translation services, and incorporating activities that resonate with the cultural backgrounds and experiences of RMW. Additionally, creating opportunities for leadership development, skill-building, and collaborative projects can empower RMW to become active participants and leaders within their communities, fostering a sense of belonging.

To effectively involve diverse communities, careful planning and essential strategies are important:

- 1.To establish personal connections with the cultural/ethnic community: Build trust and relationships with the community by being transparent, responsive, and respectful throughout the engagement process.
- 2.To set a welcoming environment: Select a meeting place that is both comfortable and conducive to the interactions you desire to engage in.
- 3.To enhance accessibility: Select an adequate method of communication to promote opportunities for involvement taking into consideration language, location, time, transport, childcare, food, incentives, appeal, etc.) to reduce barriers to participation or effective communication at events.

By embracing community engagement strategies, educators can create supportive and inclusive environments that promote wellbeing and social inclusion for RMW. Effective community engagement fosters meaningful connections, enhances self-esteem, and empowers RMW to actively participate in and contribute to their communities. These efforts not only improve individual wellbeing, but also strengthen the social fabric of the communities they integrate into.



# Activity 12:

## Cultural Exchange Picnic

### Objective:

The aim of this practical outdoor activity is to exercise community engagement.

### Setting:

Identify a suitable outdoor location such as a park or community garden, that is easily accessible to participants. In collaboration with with local refugee and migrant women's groups, educators should invite participants from diverse backgrounds to prepare and bring their traditional foods or snacks.

### Materials:

Picture cards of different ingredients (laminated for future use). The educator should ask all the participants to provide a list of ingrediants used to prepare the meals. Then a card is prepared for each ingredient with a picture and name of the ingredient in the host language.

**Number of participants:** 7-10

### Duration:

- Time for preparation of activity: 1 hour
- Time for realization of activity: 2-3 hours

### Group sensitivity:

- Be mindful of cultural differences and potential language barriers to ensure inclusivity and respect for all participants.
- Facilitate emotional support and gather feedback to improve future activities, promoting a sense of belonging and ongoing community engagement.

- Inquire about any dietary preferences and restrictions in advance to ensure that the offerings are inclusive and considerate of all group members' needs.

### Step 1. Cultural sharing (20 min)

Each participant is invited to explain to the rest of the women in which situation the meal they have prepared is eaten (festivities, daily), how it is prepared, who typically prepares it (men, women, elders), what inspired them to choose this particular dish. At this point they should not talk about the ingredients used for the preparation.

### Step 2. Savouring (45 minutes)

After the presentation of the food, participants are invited to taste the different dishes in a relaxed atmosphere to foster informal conversations and deeper connections.

### Step 3. Pick the Ingredients (15-30 min)

The educator will now ask the participants to try and guess which ingrediants were used for the preparation of the meals. Different picture cards are laid out and the participants have to decide which ingredients were used (including spices) to prepare each dish. After reveling the ingredients they can additionally share the names in their local languages.



#### **Step 4. Reflection and Discussion (30 min)**

Here there are some questions you can use to facilitate the discussion:

- What was your favourite part of today's cultural exchange picnic, and why?
- Did you learn anything new about different cultures or traditions that surprised you?
- Have you ever shared your dish with people from different cultures before? How did it make you feel?
- How easy or difficult is it to find the necessary ingredients?
- Are there any dishes in the host country that remind you of your cuisine? How do these similarities or differences impact your experience of living in the host country?

Gather feedback from participants about their experience and their ideas for future activities. Use the insights gathered to inform the development of ongoing community engagement strategies that prioritise inclusivity and cultural diversity. Maintain regular communication with participants and continue to involve them in the planning and implementation of future initiatives.



# Open Educational Resources

- The power of contact, Integration and Social Cohesion Between Migrants and Local Communities, Manual, EN, [Link](#)
- Hi-Ability Toolkit, Guide for adult educators in the field of environmental education and outdoor learning with vulnerable learners, Toolkit, EN, [Link](#)
- World Places, Meaningful and integration of migrant women, Toolkit, EN, [Link](#)
- Principles of community engagement, The paper provides practical guidance for engaging partners in projects that may affect them, Manual, EN, [Link](#)
- Six essential strategies for inclusive engagement, Important strategies to consider for an effective inclusive community engagement, Document, EN, [Link](#)
- Designing for Inclusion: How Might We Create a World for Everyone, Article on inclusive design, Article, EN, [Link](#)
- Tips on Facilitating Effective Group Discussions, Features of effective discussions, and conditions that promote small group interaction and engagement, Article, EN, [Link](#)











# ANNEX



1. M4. Steps for identification of plants, birds and butterflies.
2. M4. Activity 6. Nature Logbook
3. Planning Outdoor Activities
4. Leave No Trace – Sustainable Outdoor Practices
5. Evaluating the social impact of outdoor education initiatives



# Annex 1

## M4. Steps for identification of plants, birds and butterflies

### *Steps for plant identification*

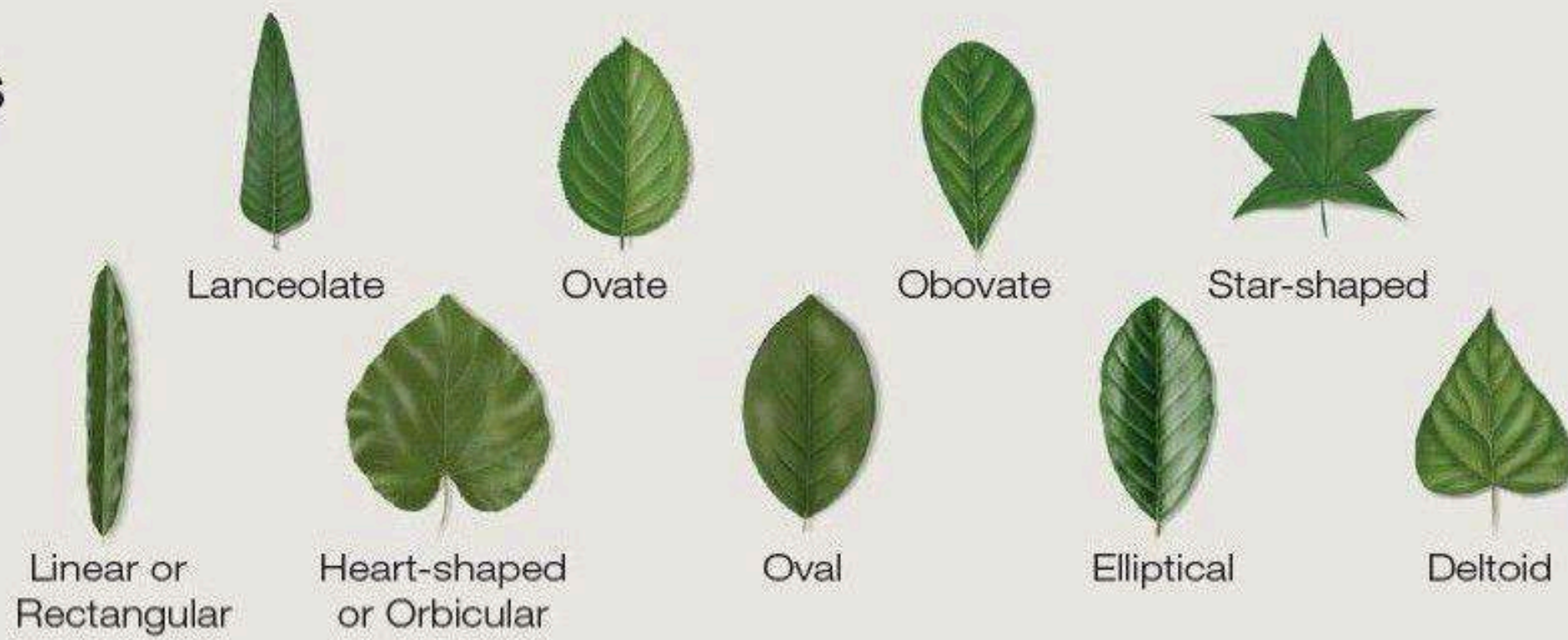
- **Observe the Plant's Characteristics:** Pay attention to details like size, form, leaf shape, flower colour, and fragrance. These features can provide valuable clues. Note the branching patterns and the overall structure of the plant.
- **Count the Flower Petals:** Even if you're not a botanist, remember that most plants have flowers. Count the petals to narrow down the possibilities.
- **Expand Your Focus:** Sometimes, focusing solely on leaves or flowers might not be enough. Consider other aspects like bark texture, stem colour, and growth habit.
- **Learn About Leaf Shapes:** Familiarize yourself with common leaf shapes. A leaf shape cheat sheet can be handy for quick identification.
- **Observe the Habitat:** Where does the plant grow? Is it in a wooded area, wetland, or open field? The habitat can offer clues.
- 

You can also use Seek by iNaturalist and the iNaturalist mobile app to identify flora species.

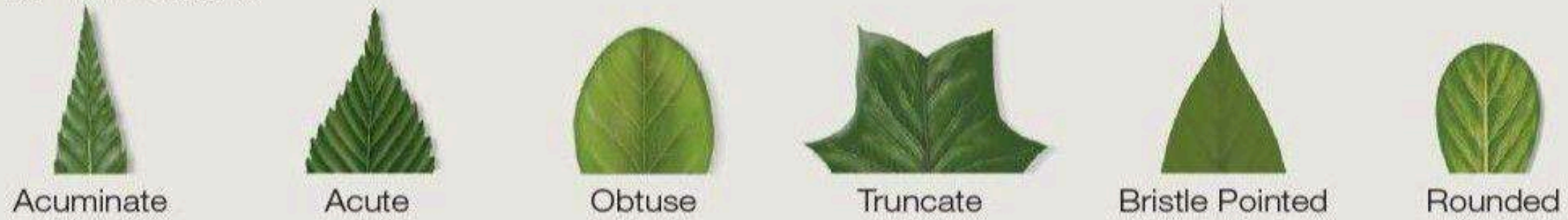


## LEAF SHAPES

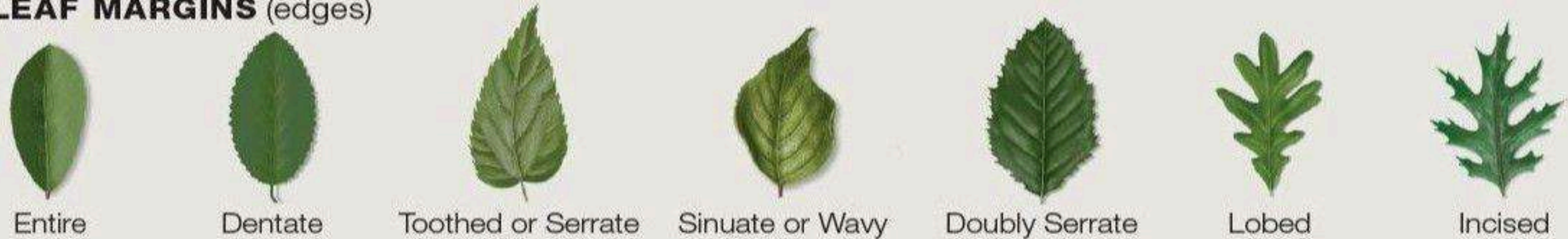
### LEAF FORMS



### LEAF APEXES (tips)



### LEAF MARGINS (edges)

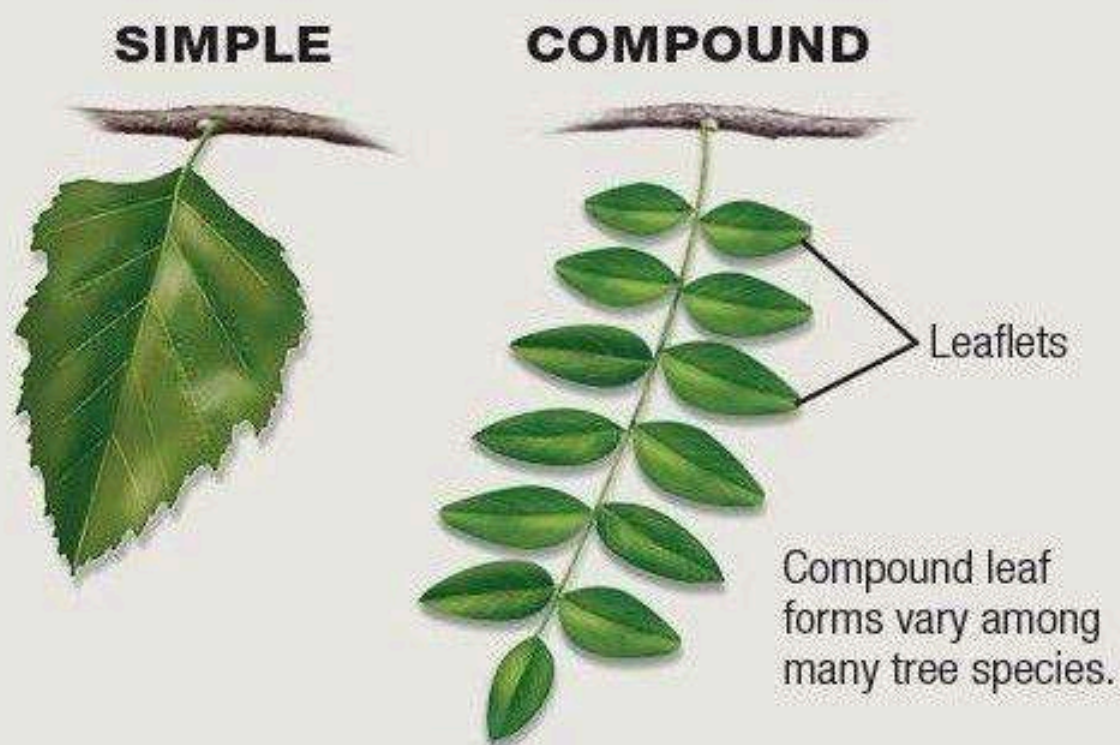


### LEAF BASES

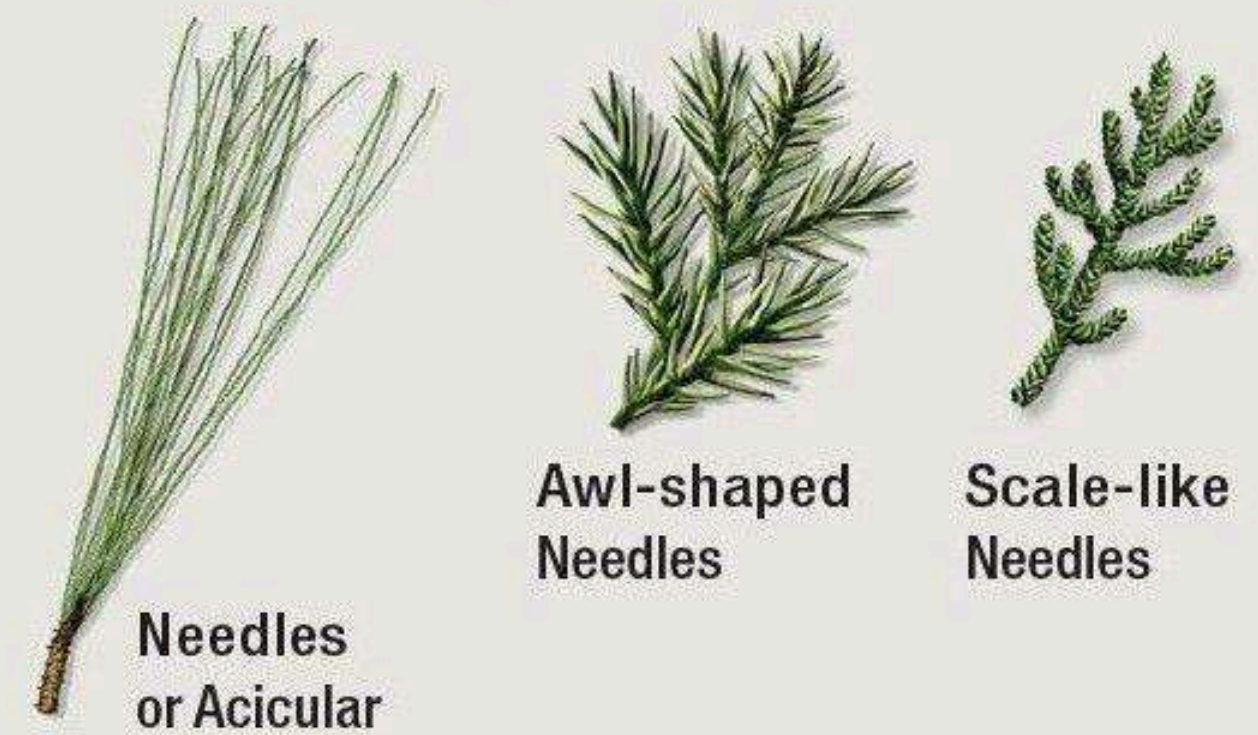


## LEAF TYPES

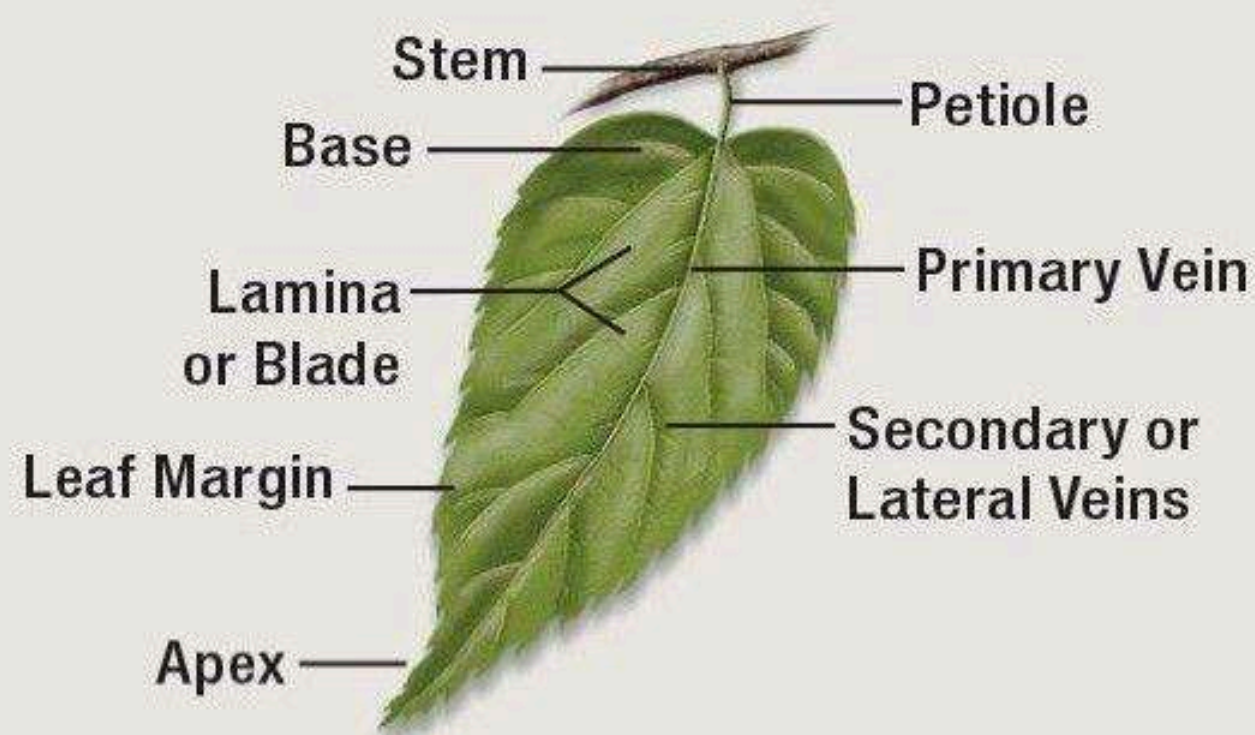
### BROADLEAVES



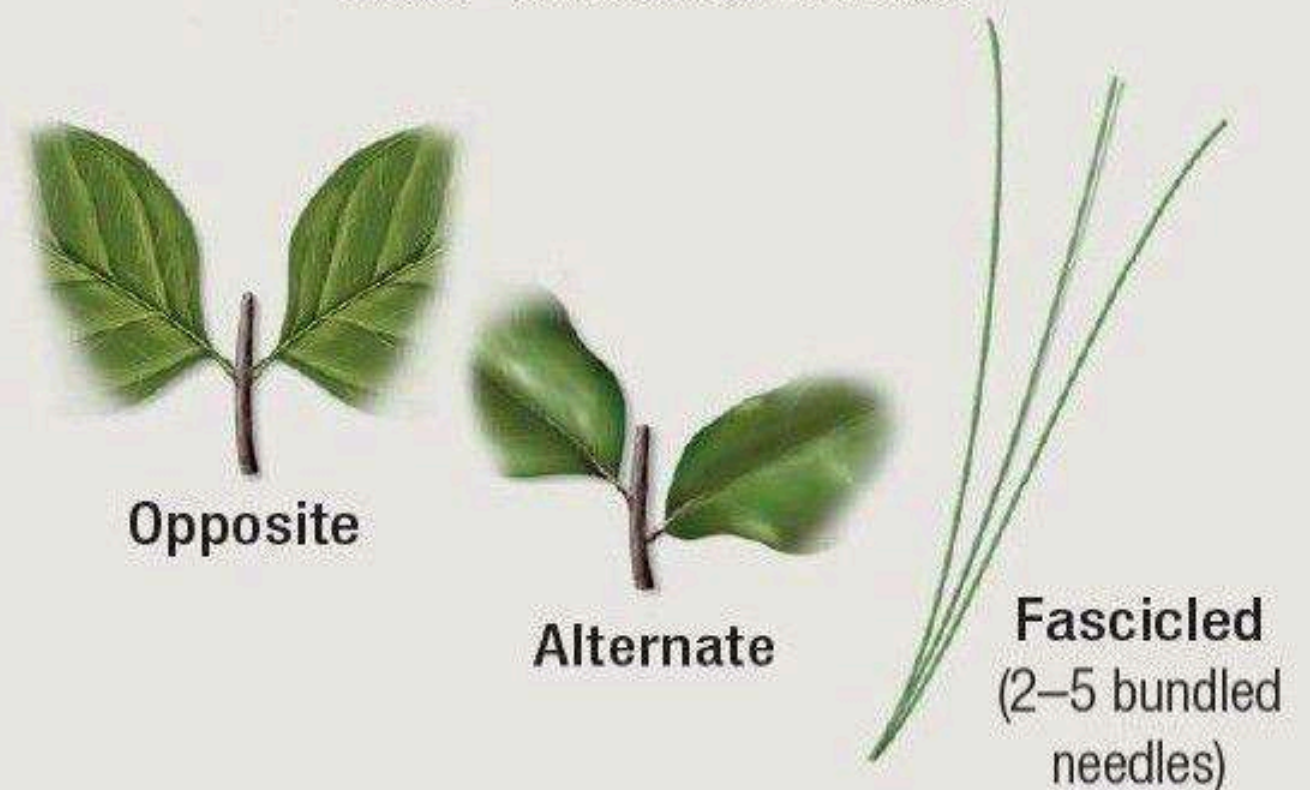
### NEEDLES



### PARTS OF A SIMPLE LEAF



### LEAF ARRANGEMENT





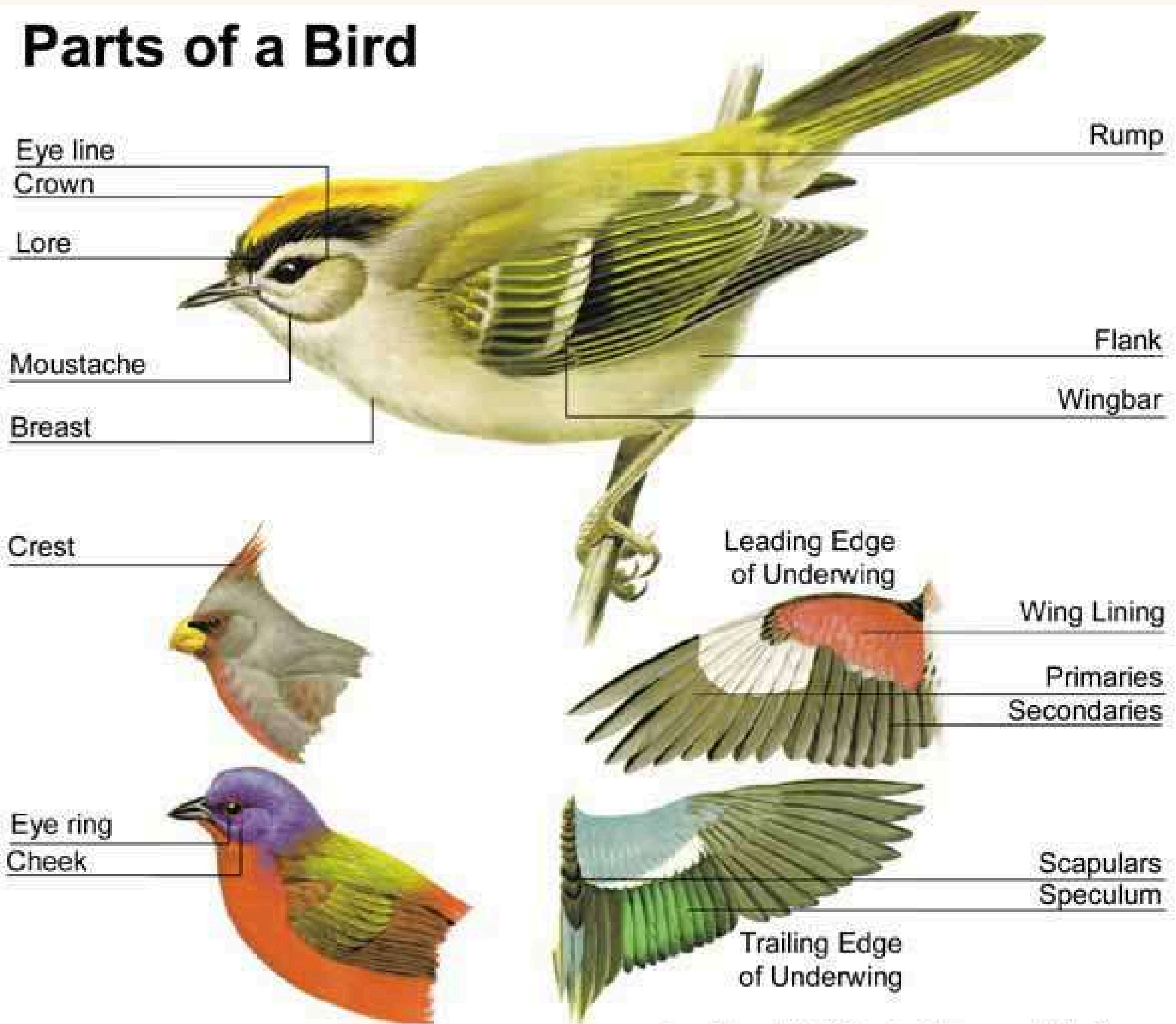
### **Steps for bird identification:**

- *Observe the Bird: Start by watching birds whenever you can. Pay attention to their size, colours, and any other eye-catching traits. Most birds will require multiple viewings to identify accurately.*
- *Physical Features: Use a bird identification guidebook or app to observe physical features. Look closely at the bird's shape, bill size, wing shape, and tail length.*
- *Note any distinctive markings, such as eye rings, wing bars, or colour patterns.*
- *Listen for Calls and Songs: Bird songs and calls can provide valuable clues. Learn to recognize common bird sounds by listening deeply. Apps like Merlin Bird ID offer real-time suggestions based on bird songs and calls.*
- *Habitat and Behaviour: Consider the bird's habitat. Different species prefer specific environments (forests, wetlands, grasslands, etc.). Observe behaviour: Is the bird perching, hopping, or diving? These actions can help narrow down the possibilities.*
- *Grouping: Group birds based on their characteristics. Start with broad categories like waterfowl, raptors, songbirds, etc. Size, shape, and behaviour are key factors in grouping.*
- *Seasonal Patterns: Some birds are migratory and appear only during specific seasons. Knowing the time of year can aid identification.*
- *Field Marks: Look for distinctive field marks such as wing bars, eye stripes, or tail patterns. These unique features can help differentiate between similar species.*
- *Voice: Bird calls and songs vary widely. Learning to recognize them can be a powerful tool for identification.*

You can also utilize Merlin Bird ID from Cornell Lab, Seek by iNaturalist, and the iNaturalist mobile app to identify birds.



# Parts of a Bird



Original Art by John P. O'neil

Texas Parks and Wildlife Department, Nongame and Urban Program  
Reproduced by permission of the National Geographic Society

Reference: <https://ornithology.com/bird-external-anatomy/>



### ***Steps for butterfly identification:***

- **Observe the Butterfly's Appearance:** Pay attention to the butterfly's colour, size, and markings. Note whether it has any distinctive patterns, spots, or stripes.
- **Wing Position:** Observe the butterfly's wings. Are they spread open (dorsal side) or closed (ventral side)? The dorsal side reveals more details about the wing patterns.
- **Antennae:** Look at the antennae. Butterflies: Smooth and end in a small knob. Moths: Feathery or threadlike.
- **Flight Behaviour:** Observe how the butterfly flies:
  - **Quick and Nervous:** Some species have rapid, erratic flight patterns.
  - **Soaring and Graceful:** Others glide smoothly through the air.
- **Habitat and Location:** Consider where you spot the butterfly:
  - **Wooded Areas:** Some species prefer wooded habitats.
  - **Open Fields:** Others thrive in sunny fields.
  - **Near Water:** Certain butterflies frequent wetlands or water sources.
- **Host Plants and Nectar Sources:** Learn about the plants that butterflies use for laying eggs (host plants). Observe which flowers they visit for nectar.

### **References and Guide Apps**

- iNaturalist is an online community where you can share your observations, discuss, identify, and generate high-quality citizen science data for science and conservation purposes.
- Seek by iNaturalist enables curious nature enthusiasts of any age to earn badges and engage in challenges by observing organisms and utilizing on-screen identification through image recognition technology, leveraging data from iNaturalist for identifications.
- Merlin Bird ID by Cornell Lab is a user-friendly app designed to assist bird enthusiasts in accurately identifying bird species. With Merlin Bird ID, you can identify the birds you see or hear using photos, sounds, maps, and more. It's a valuable resource for bird watchers and outdoor enthusiasts worldwide!



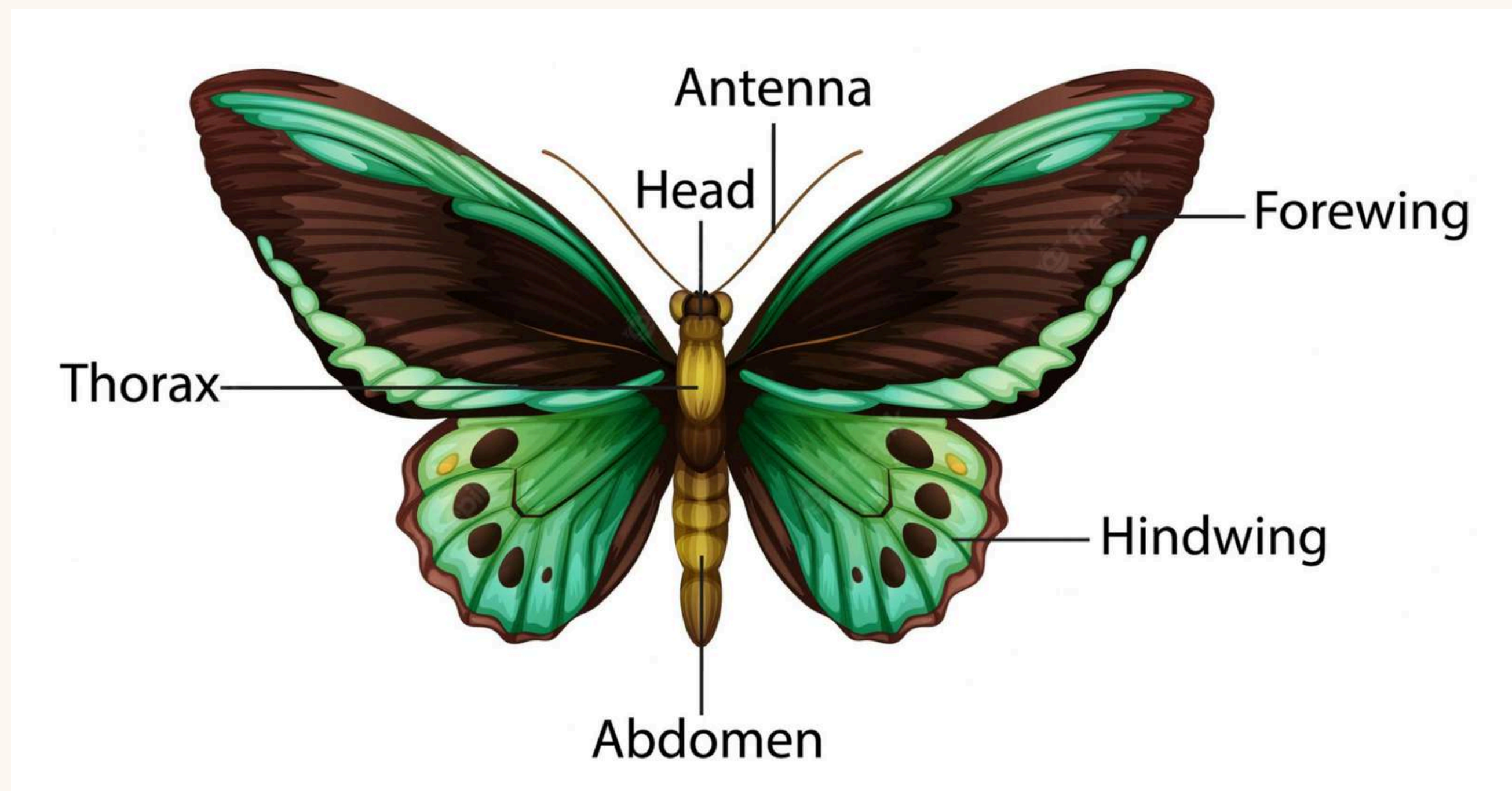
# Butterflies vs Moths



- Usually colorful
- Hard chrysalis
- Thin body
- Day active
- Long straight or clubbed antennae
- Wings rest upright
- Wings rest closed
- No wing hinges

- Usually dull
- Silky pupa
- Thick body
- Night active
- Short feathery antennae
- Wings rest along body
- Wings rest open
- Upper and lower wings attached





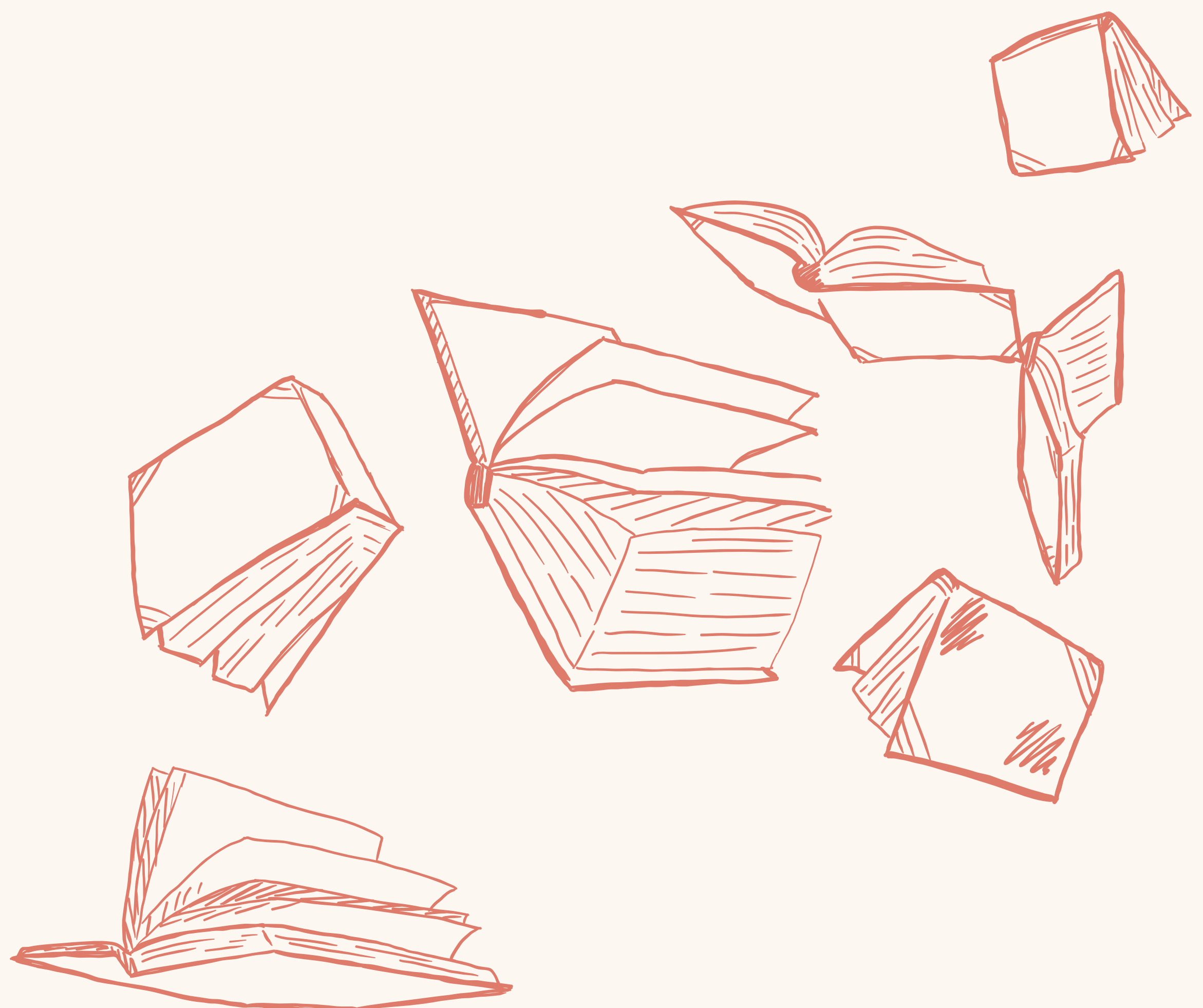
Reference: <https://sciencediagrams.com/butterfly/>



## Annex 2

### M4. Activity 6. Nature Logbook

A nature journal is used for documenting observations of the natural world, enhancing one's connection to nature, fostering curiosity and learning, and developing artistic and writing skills. It serves as a personal record of experiences, reflections, and discoveries, often incorporating sketches, notes, and other creative expressions to capture the beauty and intricacies of the environment. On the following pages you can find an example of a Nature Journal.





# Nature Journalling

Date & Location

Weather:

**Pick an animal, plant, rock, or something else from nature and fill in the following:**

**What I See:** Focus on describing what you can see, hear, feel, and smell. What colors, shapes, and movements do you notice? Try to describe what you see (like blue, smooth) instead of just naming it (like an egg).



**What I Wonder:** As you write or draw, write down any questions you have about what you're seeing. Did you notice anything interesting that you want to learn more about?

**Makes Me Think of:** Does what you're looking at remind you of anything else you've seen before? Does it remind you of a time when you saw something similar or felt the same way?



# Annex 3

## Planning Outdoor Activities

Prior to the activity there are several things each educator should take into consideration (equipment, physical state differences, possible obstacles etc.).

Planning and preparing for the activity is important to ensure a pleasant and successful experience for everyone involved. These steps consist of understanding the activity, ensuring the necessary equipment and clothing items, and additionally considering safety measures.

**Accessibility** – when choosing the destination of the activity, research the accessibility of the location. This includes ensuring the walk or hike is reachable by walking or driving, and looking up the hours of the destination if necessary. To guarantee a smooth and calm walk, study beforehand the directions, path or trail. Select trails and paths that are easy to navigate, and consider providing alternative routes for individuals with varying levels of mobility. Make sure to be clear and provide the information of precise time and location to everyone.

**Weather** – checking the weather in advance will prevent unexpected circumstances and help to provide or advise the correct attire to the participants.

**Respect Nature** – during the activity, it is also important to respect nature. Remember to appreciate wildlife. Wildlife and plants should be observed from a distance to avoid causing them stress or harm. Interacting with or feeding wild animals is strongly discouraged. Also, it is crucial to try to leave nature untouched. The aim is to minimize changes to the environment and also encourage leaving cultural artefacts undisturbed on public lands. That includes never leaving waste or litter behind you.

**Safety** – prioritize the safety of participants by conducting a thorough risk assessment of the chosen outdoor venue. Consider the equipment needs of participants. Identify potential hazards such as uneven terrain, slippery surfaces, or wildlife encounters, and implement appropriate safety measures to mitigate risks. Provide clear safety guidelines to participants, including instructions on staying hydrated, wearing appropriate footwear, and respecting wildlife. Always bring a first aid kit with you to prevent dangerous situations and do not forget to stay hydrated. Be mindful about everyone's comfort level and abilities.



Some questions that can assist and guide the assessment can be:

- What potential negative outcomes could arise?
- What are the underlying reasons for these potential outcomes? (Identifying the hazard)
- To what extent could these outcomes be impactful? (Assessing the risk severity)
- What measures can be implemented to mitigate or reduce the risk?

**Cultural Sensitivity** – acknowledge and respect the diverse cultural backgrounds and perspectives of participants when selecting words or feelings for each exercise. Avoid using words or concepts that may be culturally insensitive or exclusive, and encourage participants to share their own interpretations and experiences related to the chosen essence.

**Inclusive Facilitation** – foster a supportive and inclusive environment during the activity by actively engaging participants of all skill levels and backgrounds. Encourage collaboration and peer learning among participants, and provide opportunities for individuals to share their unique perspectives and insights. Be mindful of language barriers and ensure that instructions and explanations are clear and accessible to all participants.



# Annex 4

## Leave No Trace – Sustainable Outdoor Practices

In this section we are inspired by [The 7 Principles of Leave No Trace](#) concept which are applicable for outdoor education activities.

### Principle 1: Effective Outdoor Planning and Preparation

- **Know the Regulations and Special Concerns:** Familiarize yourself with the specific rules and considerations for the area you intend to visit. Understand any restrictions or permits required.
- **Prepare for Extreme Conditions:** Anticipate extreme weather, hazards, and potential emergencies. Proper preparation ensures you're equipped to handle unexpected situations.
- **Strategize Timing:** Schedule your trip to avoid peak usage times. This minimizes overcrowding and reduces impact on the environment.
- **Travel in Small Groups:** Opt for smaller groups rather than large parties. Smaller groups are less disruptive and allow for a more intimate outdoor experience.
- **Mindful Food Packaging:** Repackage food to minimize waste. Use reusable containers and avoid excess packaging.

Navigate Responsibly: Use a map and compass instead of relying on rock cairns, flagging, or marking paint. This preserves the natural landscape and prevents unnecessary markings.

### Principle 2: Travel on Durable Surfaces

Our footsteps can damage our favourite outdoor spaces. But you can reduce this by knowing where to walk. Stick to marked trails in busy places. This helps keep the soil and plants safe. It also protects wildlife, who stay away from people on trails.

Sticking to designated trails is crucial for preserving natural spaces and minimizing ecological damage. Here are key points to remember:

- **Concentrated Impact:** Trails concentrate foot traffic, protecting surrounding areas' ecological health and scenic beauty.
- **Trail Design Matters:** Undesignated trails suffer from poor design, leading to erosion, poor drainage, and damage to sensitive plants and habitats.
- **Impact on Wildlife:** Animals avoid trails, making them safer spaces for their habitat. Travelling off-trail can disturb wildlife and their vital resources.
- **Preserving Vegetation:** Continuously walking around muddy spots on trails widens them, damaging plants and animal habitats. Even a few passes over sensitive vegetation can cause permanent damage.

Remember, sticking to trails not only preserves nature but also shows appreciation for trail-builders' hard work.



Educating yourself on recognizing durable off-trail surfaces and dispersing your group to avoid repeated plant trampling are vital practices for responsible outdoor recreation.

### Principle 3: Manage your waste

When enjoying outdoor spaces, it's crucial to manage waste responsibly to minimize environmental impact. Here are some key points during outdoor activities to consider:

- **Pack it in, pack it out:** Carry all rubbish, leftover food, and litter out of the outdoor space.
- **Minimize Waste:** Use recycled packaging and bottles to reduce the amount of waste you generate. Avoid dropping rubbish and ensure all waste is disposed of properly.

Use Bins: If bins are available, use them. If there are separate recycling bins, sort your waste properly into plastics, paper, and non-recyclable materials.

### Principle 4: Leave What You Find

Nature's treasures, from rocks to artefacts, have their place in the ecosystem and landscape story. By leaving them undisturbed, we preserve their value and the joy of discovery for others.

- **Respect Cultural Heritage:** Admire but do not disturb cultural or historic artefacts. Leave them for others to appreciate.
- **Preserve Natural Wonders:** Leave rocks, plants, and other natural objects where you find them. Avoid introducing non-native species.
- **Protect Trees and Plants:** Avoid damaging live trees and plants. When engaging in outdoor activities, using broad straps for securing items to trees helps prevent damage.
- **Mindful Foraging:** When gathering flowers or edible plants, do so with care to avoid over-harvesting and preserve local ecosystems. If you're not an expert, it's best to refrain from foraging.
- **Leave Cultural and Natural Artefacts:** Leave natural objects and cultural artefacts untouched. They enrich outdoor experiences and may have ecological importance.
- **Minimize Alterations:** Avoid digging trenches or constructing rudimentary structures. Leaving areas undisturbed maintains their natural beauty and ecological balance.
- **Prevent Invasive Species:** Regularly clean outdoor gear to prevent the spread of invasive species. Boots, tents, bike tires, etc., should be cleaned regularly.



## Principle 5: Minimize Campfire Impacts

In outdoor education activities where campfires may be needed, it's important to understand how to minimize their impact.

- **Environmentally-Friendly Alternatives:** Use lightweight stoves for cooking and candle lanterns for light to minimize environmental impact.
- **Choose Established Sites:** Utilize established fire rings, pans, or mound fires are permitted to minimize disturbance to natural areas.
- **Keep Fires Small:** Gather only sticks from the ground that can be easily broken by hand, and burn all wood and coals to ash.
- **Considerations Before Building a Campfire:** Assess fire danger, check for administrative restrictions, ensure sustainable wood sources, and confirm group members' Leave No Trace skills.
- **Responsible Wood Gathering:** Purchase firewood locally or gather responsibly where allowed to preserve habitat and prevent landscape degradation.
- **Respect for Trees:** Leave standing trees, dead or alive, intact, as they provide habitat and contribute to ecosystem health. Avoid stripping branches from trees and use dead and down wood for fuel.

- **Proper Extinguishing:** Burn wood to white ash, thoroughly soak with water, and scatter ashes away from camp. Ensure fires are fully extinguished before leaving.

### Safety Measures:

- **Supervision and Safety:** Always supervise young individuals around stoves or fires, follow safety labels for equipment, and keep water nearby for emergencies.
- **Fire Management:** Never leave a fire unattended, maintain a reasonable fire size, and keep wood and fuel sources away from flames.

## Principle 6: Respect Wildlife

When venturing into outdoor spaces, we enter the natural habitat of numerous wild animals. Understanding how to minimize our impact on wildlife is essential for responsible outdoor exploration. Human actions can disrupt ecosystems, endanger wildlife, and lead to negative human-animal interactions. By respecting wildlife and practising mindful behaviour, we can mitigate these impacts and foster a harmonious coexistence with nature.

- **Observing Wildlife Respectfully:** Admire wildlife from a distance without approaching or following them. Maintain a respectful distance to avoid causing stress or harm to animals.



- **Avoid Feeding Wildlife:** Refrain from feeding wildlife as it disrupts natural behaviours, compromises their health, and increases dependency on humans for food.
- **Control Pets:** Keep pets under control at all times or leave them at home. Unrestrained pets can disturb wildlife, endanger themselves, and spread diseases.
- **Sensitive Times:** Respect wildlife during sensitive periods such as mating, nesting, raising young, or winter. Extra caution is needed to avoid disturbing animals during these critical times.

### Principle 7: Be Considerate Of Others

Maintaining courtesy toward others is a fundamental aspect of outdoor ethics, ensuring that everyone can enjoy nature respectfully and safely.

- **Respect for Others:** Be kind and considerate to others in outdoor spaces. Let them enjoy nature in their own way by yielding to them on trails and maintaining a peaceful atmosphere.
- **Mindful Noise Levels:** Remember that people have different preferences for outdoor experiences. Keep noise levels down to respect others' desire for tranquillity and a peaceful environment.

- **Trail Etiquette:** Share trails with others respectfully. Yield when necessary, maintain control when moving quickly, and announce your presence to ensure safety and courtesy.
- **Pet Etiquette:** Keep your pets under control to ensure the safety and comfort of others. Clean up after them and follow leash regulations to minimize disruptions and maintain a peaceful atmosphere.
- **Respect for Indigenous Cultures:** Recognize and honour the indigenous peoples whose lands we visit. Learn about their communities, boundaries, and cultural practices, and respect any closures of public lands for indigenous ceremonies and activities.



# Annex 5

## Evaluating Social Impact of Outdoor Education Initiatives

"One of the key foundations of the Outdoor Learning approach is the intentional acceptance of both the benefits of undertaking activities 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" ([Institute for Outdoor Learning](#)).

Outdoor education initiatives can have a significant social impact by fostering positive interactions, promoting community engagement, and facilitating personal growth. Through shared experiences like team sports, hiking, or camping, outdoor activities create opportunities for people to build relationships and a sense of belonging. These activities also encourage effective communication and collaboration, helping individuals develop teamwork and leadership skills.

By engaging with nature and the outdoors, participants can develop a deeper appreciation for the environment and a sense of responsibility towards its preservation. Additionally, outdoor education initiatives often involve diverse groups of participants, facilitating cross-cultural exchange, understanding, and respect.

Consistently assessing the program's impact on various communities is essential to verify its effectiveness and fulfillment of desired goals. This involves the collection and analysis of both quantitative data, such as participation levels and satisfaction survey results, and qualitative feedback. Conducting thorough evaluations of these initiatives is crucial for several reasons:

- Assessing whether initiatives meet their objectives — such as integration, empowerment, and skill development — effectively using resources and making a significant impact on participants' lives.
- Ensuring organizations running these programs are accountable for their resource use, enhancing transparency and responsible management.
- Identifying successes and areas for improvement, ongoing assessment helps refine programs to better serve the needs of participants, particularly migrant women.
- Providing data for developing more targeted and effective policies and programs.
- Including participants in the evaluation process ensures programs are culturally sensitive and meet their specific needs, fostering inclusivity.



- Sharing of best practices, promoting successful strategies within the field, enhancing the quality, and reaching out to outdoor education initiatives.

In summary, evaluating the social impact of outdoor education is key to advancing social justice and equity, ensuring initiatives are impactful, inclusive, and continuously improved upon.

Here's a brief guide on how this kind of evaluation can be approached on:

**1. Define evaluation goals:** articulate the purpose of the evaluation, such as assessing the effectiveness of outdoor education initiatives in promoting social integration, empowerment, skill development, etc. among migrant women.

**2. Assess Diversity:** evaluate the diversity of the participants, considering variables such as nationality, religion, and language proficiency. Understanding these demographics is crucial for a thorough analysis of the program's reach and impact.

### **3. Choose Evaluation Techniques:**

- Surveys and Questionnaires: Craft surveys to capture quantitative data on the demographics of participants, their perceived benefits from the program, and any changes observed over time.

**4. Gather and analyse data:** collect data both before and after the program using the selected methods. This pre- and post-program comparison is vital for tracking shifts in attitudes, skills, and social networks among participants. When collecting participants' information, one has to make sure that their organisation is GDPR-compliant, and all data collection processes comply with GDPR regulations by obtaining informed consent from participants for the use of their personal information.

**5. Improvement:** use the insights gained from the evaluation to continuously refine and enhance the program. This should include making necessary adjustments, introducing innovations, and implementing best practices to maximise effectiveness and impact.



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