

**Jan Neumann / Ivar Mytting /
Jiri Brtnik**

(editors)

OUTDOOR ACTIVITIES



**SEMINAR
PRAGUE '94**

CHARLES UNIVERSITY

edition erlebnispädagogik

Lüneburg

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VON
KONGRESSEN, TAGUNGEN, WORKSHOPS**

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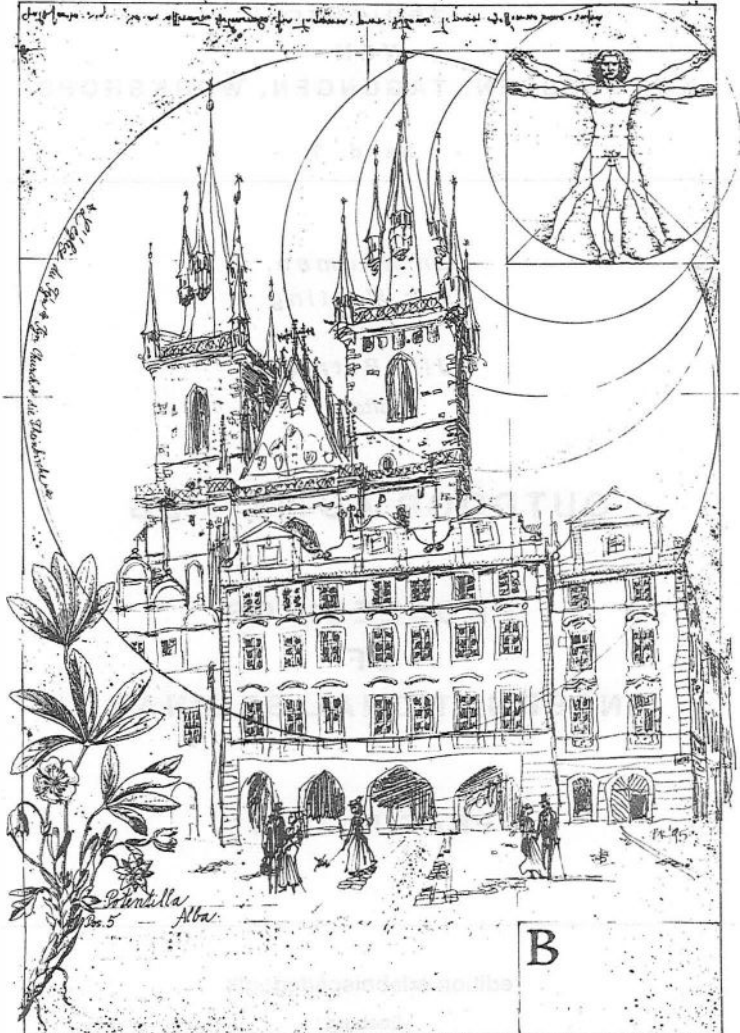
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*Jan Neuman,
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**OUTDOOR ACTIVITIES
PROCEEDINGS
OF
INTERNATIONAL SEMINAR**

PRAGUE 1994

**edition erlebnispädagogik
Lüneburg**



disegno per un affresco di palazzo per il duca di Savoia in Torino

Enrico Vici

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Hinweise zur Schriftenreihen:

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N o t i c e

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PREFACE

The Faculty of Physical Education and Sport of Charles University in Prague belongs among those colleges of physical education providing one of the most wide-ranging educational programmes in the field of outdoor activities in the world.

In this direction we can continue the long tradition connecting us, besides our Slavonic neighbours (Slovakia, Poland) to alpine countries (Austria, Germany, Slovenija, France, Switzerland), Norway, the United States and Great Britain.

Democratic reforms in our country after 1989 gave us an opportunity of wider participation in the international co-operation in all possible spheres.

We suppose that the "outdoor activities" usage for educational purposes represent a social need of all countries. Therefore we consider wider international co-operation and experience exchange very important and useful in this field for all European countries.

We believe that results of this first historical negotiation of the experts from various countries will contribute to further development of the branch, in the Czech Republic and other countries, called "*Human powered tourism*", "*Sport tourism*", "*Outdoor life*", "*Outdoor education*" or "*Adventure outdoor education*", etc. We are delighted with our co-operation in the seminar organization together with our colleagues from Norwegian University of Sport and Physical Education, Oslo.

The Norwegian University of Sport and Physical Education is pleased to be able to contribute of this report from the international seminar on Outdoor activities, held at Charles University in Prague.

Let me use this opportunity to give my regards to the faculty staff for taking the initiative to gather experts on the subject, not knowing too much about each other, for the purpose of this event. And for giving the meeting such an open and spontaneous atmosphere. It was surely an important contribution to a long step forward in the efforts to develop the field.

In the centre of Europe, the meeting of persons and institutions coming from both sides of political border too long dividing our part of the world, could give their contribution to bring forward a deeper understanding and progress to the subject through the various points of view presented.

It is with satisfaction that my university through our co-operation program with Charles University can contribute to make the papers presented at the seminar accessible for all those interested, through the publishing of this report.

J a n B ě l o h l á v e k

ADDRESS OF DEPUTY MINISTER

Ladies and gentlemen, dear delegates.

Short time ago I took part in a festive opening of a renewed sport facility in a former sports hall of Tatra Smichov. The matter was bringing golf indoor where various technical wonders imitate grounds, natural setting, which is so significant for golf. By unprecented expenses the possibility to play golf during each weather under constant conditions, lighting, temperature and so on was created. By day and night, whenever.

What I missed was an integration with beautiful surroundings of a natural golf field. Movement in sensitively chosen cultured grounds with all attributes of the richness of nature was substituted by the stay in the hall with sterile conditions of modern technology and modern materials.

Let's remind the fact that most sports were arising in connection with natural environment. However at present we witness a slow but firm process of shifting of sport from nature into halls and gymnasiums. Even such sports which by their qualities and essence pertain to nature try to be done indoors, on artificial walls, in pools, canals etc.

Only those activities that can't be done without nature remain there. So, as irrepressible trend to shift sport indoors is, new activities which are by their essence bound with nature are regularly arising. They try hard to employ nature conditions in all their forms and variants at their maximum.

In spasm of last attempts "homo sapiens" tries to find what closed halls can't provide - the feeling of managed nature elements /for example rafting/, or overpowering danger - mountaineering, paragliding, where he proves his outstanding qualities and tenacity. All that concerns the top sport sphere. In the sphere of sport for all these possibilities are very limited.

What the matter is that great number of children, youths and adults who find a life balance in nature, who employ the perfect settings for their relaxation, for their physical and psychical regeneration. That's why it is necessary to focus on creation of relations of human being towards nature, on understanding of nature and on its protection.

It is praiseworthy this seminar will concern those who bear these ideas, those who must understand that we have no chance, just to help each other to build a vital civilization in harmony with the environment we inherited. I wish you a great success to achieve these aims of the seminar.

J a n N e u m a n / J i ř í B r t n í k

THE PRAGUE SEMINAR ORGANIZERS

Educational programmes of the Department of Outdoor Sports are the most popular with the students of the Faculty of Physical Education and Sport of Charles University (FTVS UK).

This department is divided into three work groups - sections:

Department of Skiing

This department provides 3-week compulsory ski courses for most FTVS students. Two courses focus on knowledge and skills achievement referring to alpine skiing, cross-country skiing and ski touring. The third course aims at didactics of skiing. The other part of education is focused on skiing specialists preparation and optional ski courses. The department staff members are the main representatives of so called "Czech school of skiing".

Department of Water Sports

This department provides a 10-day compulsory course of basic canoeing, kayaking, rafting and surfing. Water sport specialists are being prepared there, and optional courses of water touring and white water canoeing are organized at this department.

The Department of Human Powered Tourism (or Sport Tourism) and Outdoor Sports organized an international seminar on "Outdoor activities" and therefore its programme will be presented in details.

It is a department that takes an inspiration from the Czech outdoor activities tradition and initiates new, non-traditional kinds of outdoor education. Enthusiastic educators have been meeting (each other) at this department, being supported by perceptive students.

During almost 45 years of its activity we could find the following key words in its title, such as tourism, outdoor life, outdoor activities, and the programme became more focused on the all-round usage of outdoor activities for educational and identification aims.

A certain turn of the work orientation at this department was represented by the reform development in the late 60 s. A primary education conception and various specialized types of education are concentrated on the problem that can be called, in the international context, "outdoor education", "outdoor adventure education" or "experiential education". In this respect, the former and present educators and department co-operators can be considered the leading Czech experts. Some of them influenced the development of a new sport - orienteering (M.Hlaváček, F.Dvořák), others were engaged in the touring movement (M.Hlaváček, J.Neuman, P.Tajovský). Also an experiential pedagogy conception was formed there (P.Tajovský, J.Potměšil,

J.Cihlář,J.Neuman)) and new ways for outdoor activities application are being searched (J.Neuman, J.Brtník, J.Šafránek, P.Ďoubalík).

At present, educators of the department together with their co-workers prepare a number of educational programmes and events. The following text will bring brief characteristics of several programme levels.

Basic course-Touristic and Outdoor Sports(TSP I)

The course is compulsory for most FTVS UK students.It takes place in the Sport and recreation centre in Stráž and lasts 8 days. The notion of the whole programme is presented by the program resources list:

I.Outdoor sports

Orientation,orienteeering,cycling,cyclo-touring,basic skills for climbing and mountaineering

II.Outdoor exercise

Icebreakers and initiative games,problem solving activities, ropes course and obstacles parcour
Morning activities,aerobics,stretching,meditation

III.Introduction to hiking and backpacking

Technical knowledge and skills,knots,equipments Tour-preparing and leading (cyclo-tour as an example) Cultural knowledge-sightseeing

IV. Outdoor games

Small games for individuals
Bigger games for teams

V. Ecological education

Theoretical introduction-video programmes
Eco-games,Natural trail around the centre

VI. Educational activities

Rewieving
Debates,discussions in small groups
Programme and teachers and students evaluation

VII. Psycho games

Didactic games,Communication games

VIII. Duty,service

Wake-up,meal preparation,clean up
Forest or farm service

IX. Culture and artistic activities

Music,singing
Drama,theatre playing
Folk and country dance

Outdoor activities and Outdoor life

These are short programmes for students of the Physiotherapy and Physical education for disabled people branch and information of possible outdoor activities applications for various population groups. They are included in the compulsory education programme.

Outdoor sports and outdoor education

This is a name of an optional subject for a full and part-time one-branch study. It includes theoretical knowledge developing information achieved in the basic course, provides a review of new lines and the outdoor education application in teaching programmes. Students work on their own project that they realize in the primary and secondary school pupils.

Touristic and outdoor sports (TSP II)

It is a specialized optional programme for all students. Within this programme, skills and knowledge achieved in the basic courses are developed. The courses last 5-6 days and take place in the Czech Republic or abroad as well. Students can choose from the following offer:

Cyclotouring: multi-day cyclo-touring

Orienteering : training and participation in competitions, cyclo-orienteering

Climbing and mountaineering : for students with previous preparation

Cross-Country Skiing : crossing the mountains, off-trail skiing with crossing the mountains and winter camping

Outdoor education course with "Outward bound" elements

Summer and winter camping

Initiative games and rope courses

White water canoeing ,kayaking and rafting(Water Sports Department)

Windsurfing(Water Sports Department)

Outdoor sports

Optional programmes inclusive of sports and activity combination are focused on recreation, qualification increase and motivation for further activity. It is prepared usually for the first and second year students

Outdoor sports - Outdoor leadership

A specialized programme for selected students who achieved good results in the basic and optional course. It is aimed at preparation of all-round experts in the outdoor activities field. This specialization is described in details in a separate contribution.

Specialization in selected outdoor sports

The department worked on several specializations: cycling, orienteering, rowing, triathlon, climbing. Teaching programmes are focused on the training process and therefore sport associations will be more engaged in financing these programmes. These specializations will be organized by FTVS UK training centre.

Sport clubs

The department staff members participate in the organization and programme making of the university sport clubs associated in the university organization - University Sport Club (USK). They serve for all students sport activities. The activity of these clubs is often connected with the specialized programme. At this point we have to mention the effort of touring, cycling, orienteering and survival clubs.

Other activities

The department annually participates in organization of several traditional events for students and educators. The longest tradition has a faculty championship in night orienteering of coeducated couples. 150 students and educators take part annually in this championship.

An other traditional action is long-distance cyclo-touring from the Low Tatras to Prague . This touring is a Memorial of Pavel Tajovský (outstanding department member until 1980). It is a regular meeting of teachers and students, long-distance touring enthusiasts.

A project of a new type called "Competition of the Experienced" founded by Petr Ďoubalík met a lively response in the press. It is a multi-discipline competition known as "Survival". The competition has been organized for several years as the Academic championship of the Czech Republic.

Within the last years the department organized several outstanding national seminars. "New views of outdoor activities" seminar introduced new trends in the outdoor activities field. Other seminar "Outdoor Education -Outdoor Activities - Outdoor sports" informed of the present state of the experts preparation in the outdoor activities sphere in the Czech republic and abroad.

The department staff members keep in contact with outdoor activity equipment producers and co-operate in testing of selected products.

The department keeps contacts with the branch experts in the Czech republic and abroad, and works towards the international co-operation in educational programmes preparation, joint research and exchange of students and educators.

Outdoor activities centre

The department staff members founded a commercially oriented centre that is included in Bohemo-joint stock company. Within this centre, an international programme called "Project Wiking", courses and events are held which can be marked as Corporate training. Students - specialists can take the leadership practice at this centre. One of the centre activities is outdoor activity equipment rent and sale.

The department staff members in 1995 :

Associate Prof. Jan Neuman, PHD -Head of the Department
Jiří Brtník PaedDr, Jiří Šafránek PaedDr, Mgr. Petr Ďoubalík,
Ota Louka PaedDr.

Internal co-operators:

Jaroslav Cihlář, PHD, Mgr. Světlá Hudečková, Mgr. Marek Ročejdl,
Václav Škrlant PaedDr., Mgr. Zuzka Ježková, Mgr. Pavlina Žáčková,
Mgr. David Chaloupský, Mgr. Radka Paštiková, Slávek Luňáček
PaedDr.

Students providing long -term co-operation in the department activity :

Jiří Dufek, Markéta Marijczuková, Slávek Vomáčko, Soňa Bošτίková,
Michal Bílý and others.



A n n a H o g e n o v á

Reasons for outdoor sports pursuits

Incontestably, Time is one of man's biggest problems. We don't have enough of it, all the time doing something that should have been already done. It seems to us that most important things are still ahead of us, in the future: more precisely, what is important appears to us as our conception of the future. We do everything for these fictitious objectives - objectives that are our own ideas of our own future. Our present is in fact filled with what is to realize our conception of our own future. And thus the sense of what we are doing now comes to us from what is expected, from what is rated as good, beneficial etc. We thus live in an echo mode, our present is shaped by an echo that reaches us as if from ahead, i.e. from the future time. This gives rise to an interesting situation when the present is merely a certain contingency, something "as if", quasi, which we perceive as something yet to be fulfilled, as an expectation because the right thing is still to come. As if we were postponing our real life until later because what we are doing now is preparation for authenticity.

We live in advance, sometimes even so consistently that we commit absurdities: this happens when we give our present contents which is determined by our erroneous conception of the future. In such a case, we impose on a natural situation something from ourselves, we abuse reality and reality then "responds" in an adequate manner. It is in this way that we "fought for peace" in the past. We postulated a future threat of war, and therefore we were securing ourselves against war already in the given present. But this securing endangered world peace more than anything else. Many people are so afraid of diseases that in the course of their endeavour to secure and ensure their life they finally fall ill because the securing actions exhaust all the reserves of the defence capability of the organism. This Heideggerian schedule of experiencing time controls our existence, our individual life, whether we want to be aware of existence, our individual life, whether we want to be aware of it or not.

In our ongoing life, it is virtually impossible to be anchored in the present and to experience it fully. To settle in the present and to experience it fully is nothing else but self-affirmation, self-confirmation. Without this ontic self-experience, life is something that does not belong to us, we feel alienation, we become senseless puppets, we lack a firm point.

People then look for what the ancient Greeks called "Galéné tés psychés", for the "lee of their soul". There is an ever increasing quest for this need. We must therefore include among the existential needs of civilization also the need for this

internatization, rallying, an inner stoic calm. To evidently experience one's own existence means above all to extricate oneself from the urgency of conceptions of the future, from anxiety whether they will be realized. In other words, we could say that present-day man needs ecstasy in its original meaning, i.e. extrication from the successional order of the commonly perceived course of life. However, this extrication is not participation but an encounter with wholeness and entireness in a moment just experienced, in the just experienced "now". How to find entireness in something so partial as a moment, as "now", as the "pre-sent"? This is possible only in the Böhm es or Taoist schedule of the universe which so often appears today in speculations about postmodernism. It is no coincidence that prefixes holo-, eco- and trans- appear so frequently in postmodernism.

The prefix holo- conceals the need for entireness, the prefix eco- conceals the need for home /oikos - eco - house in Greek/, and the prefix trans - contains the need to overcome chronological succession and to enter transcendence. All the three prefixes indicate authentic experience which can be evoked during outdoor sports pursuits, in ecogames, in experiences of nature evoked by physical exercises. It is possible to evoke such a state in which all the three prefixes are realized, a feeling of consummation, proximity, humanity and discovery of a new horizon of human existence, i.e. affinity with nature.

Outdoor sports pursuits have a similar cleansing character as catharses in ancient Greek tragedies. In them, too, the spectator was carried out of the present chronological succession into a new space of timelessness, finiteness in confidence in that exceeds us infinitely.

Nature, forests, rocks, water - all this creates a perspective that directly imposes on man its aspect, its own project of time. The future with its "obsessive conceptions" does not come to the forefront so much because what we find ourselves in is surely more original than the world of artifacts. Nature and exercise in it provide us with an opportunity for another experience of the concept of time. Outdoor rituals have always been attempts to make present the original beginning of the world, these ecstatic "returns" were reminders of what had long fallen into oblivion. The original Greek gods created Mimesis, the goddess of memory, only for the purpose of her taking care of constant reminders of what the gods had done for the world by creating Cosmos as an order for people to live in. From time immemorial, people have been presenting this divine act in celebrations and festivities, and at these celebrations, they have been "returning" into the original time-frame of the beginning of the world.

This has always been taking place on the basis of motion, and in nature. People must not forget this "first time". Therefore, however, it is necessary to evoke experience of another time frame, and this is possible by tearing man out of the chronological succession of commonly perceived life on the plane past - present - future. At holiday time, no one gave a thought to

what was to come, worries were so to speak prohibited, in joy experienced by all, a moment similar to that of the original creation, the original genesis, surely had to appear. People were brought into this state by outdoor rituals, dancing, movement. It was movement which released man from the "gaul of the present". Movement in nature was a means of overcoming pressing concerns what tomorrow and the days after tomorrow would bring. Repeated rhythmic movements tear out the dancers from the ties of the present state of anchorage, carry them to a moment which embodies the entirety of the world, life and one's own existence. Outdoor games have something of this magic power. Exercises in nature thus do not guarantee only the always cited health function, they give direct access to authentic experience of one's own existence. The semantic significance of the relief of the countryside opens also new horizons of meaning, in the direction of the prefixes cited above.

According to Heidegger, technology is realization of the will to gain power, technology imposes the need to win, to subdue others, to subdue nature itself, within and around ourselves. But "Galéné tés psychés" can be found only in nature, it is not coincidental that ecological ethics is so much spoken about at present. Indians of the Puri tribe - who are said to have only one word for yesterday, today and tomorrow, and express its different meanings by pointing behind themselves for yesterday, forward for tomorrow, and upward for the present day - are proof of the effect on us of our experience of the time continuum, they are constantly within nature, and thus have another schedule of the time continuum, they are closer to that magic beginning of the life of the universe, and therefore it is not that important for them to define time exactly, phonetically and phonologically, as we do.

In purposeful experience of kinetic character in natural surroundings, entirety /holo-/ is thus realized, a strong experience is also transition of home is present /oikos-, and finally, there is also transition to another time frame, the one which makes possible the original creation, the original birth - trans. Puri Indians are closer to the significance of these prefixes than we, people who are so knowledgeable, so capable etc.

Outdoor sports pursuits thus have the significance of eternal return to the original "experiences" of which we can say that they are not quasi, not alienated, not substitutes. In this sense, we can say: movement in nature is humanization of what we designate today as homo habilis, homo economicus etc. In other words, the era of outdoor sports pursuits is yet to come, what is taking place today are mere beginnings.

M a r e k W a i c / J i ř í K ö s s l

THE ORIGIN AND DEVELOPMENT OF ORGANIZED OUTDOOR ACTIVITIES IN THE CZECH COUNTRIES

Permanent stay of man in nature is of course as old as mankind itself. The idea of a programmed return to nature was outlined by the philosophers of humanism, Vitorino da Fetre, later on by J. A. Comenius and also the enlighteners. Not even the representatives of romantism legged behind. However, till the 19th century has brought a more frequent and organized stay in nature with cognitive and recreational purposes, together with the beginning and development of modern sport.

The Czech countries take up a significant and in a way singular place in the history of the European - as we call it now - outdoor activities. The Czech pioneers of outdoor activities not only absorbed very quickly above all the *Anglo-Saxon influence*, but very soon they became in some sports initiators of the European development and they enriched European outdoor activities with new forms and original contributions. The Czech outdoor activities were developed both in physical education and sport corporations and in touristic and scouting organizations. A considerable part of youth, especially campers used to go to nature without any organization.

The members of the *Sokol corporation* became the first protagonists of the Czech organized outdoor activities as early as since the year 1862. That was immediately after the foundation of the Sokol corporation. They organized Sunday excursions to places where some significant events of the Czech history occurred. The Sokol excursions had to contribute to a national self-conscience and to propagation of the Sokol ideas to the Czech countryside.

The Czech youth from higher and middle classes imitated very soon the oncoming sport penetrating above all from England and Germany. Among the oldest Czech sports it was rowing which in the second half of the 19th century was closely connected with outdoor activities. Water tourism was an integral part of activities of the Czech rowing clubs founded in the end of the seventies of the last century. That tourism on the Czech rivers ended mostly - in the end of the day - in some pub closely to the river. Skating became a very widened winter amusement, especially in Prague. In the eighties cycling was developing very quickly with a recreational and cognitive character. The rowers and skaters had already their National Associations in the year 1884.

It was *Josef Rössler Ořovský* an all-round sportsman, sport official, pioneer of the Czech and European sports who deserved credit for the expressive development of *rowing* and the Czech sport altogether. Josef Rössler Ořovský belonged to the founders of many events of the Czech sport, among others also *skiing*. He was the first in the Czech countries who owned the

skis. Already in the year 1899 he suggested to Pierre de Coubertin to arrange skiing competitions in Bohemia in the framework of the 2nd Olympic Games in Paris. He assisted at the birth of the first European national skiing federation - the Skiing Federation of the Czech Kingdom, founded in the year 1903. In the year 1906 he gave a suggestion to the foundation of International Skiing Committee which then originated in the year 1910. Josef Rössler Ořovský was also the first pioneer of canoeing in the Czech countries. In the year 1910 he has brought the first genuine canoe from Canada, and in the years 1908 - 1914 he ran down in boats of different types all greater Czech rivers. *Canoeing* was always connected with outdoor activities in the Czech countries; this was supported by variegated long distance competitions, the best known of which was the competition České Budějovice - Praha, with a length 189 km, the first time realized in the year 1921. Since the origin of canoeing the canoeists have been towing their boats for many years up the stream of rivers. From the wide basis of canoeists the later Czechoslovak superior competitors had grown up who had been reigning on the world tracks between the wars. In the year 1933 our Federation of Canoeing was entrusted to arrange the 1st European Championship in Prague where Silný won the competition in single canoe and Cigner - Šanda in doubles. The success of the Championship convinced the International Olympic Committee to include canoeing into the programme of the 11th Olympic Games in Berlin, which were very successful for Czechoslovak canoeing - our canoeists gained two golden and one silver medals. Also at the 1st World Championship in Waxhol in the year 1938 our canoeists gained two first and one second place.

The Czechoslovak *climbing* - which began to develop after the World War I - had very good conditions, above all mountain climbing terrains from variegated sandstones over limestone up to high mountains in Slovakia.

The development of *organized tourism* in the Czech countries did not fall behind the expansion of sport. In the year 1884 the first Czech touristic organization was founded - the Foot-hills Unit Radhošť - a corporation the activity of which remained limited to the Beskydy mountains. In the year 1888 the foremost members of the Czech society founded the Club of the Czech Tourists - a touristic organization which began very soon to develop its activity in the entire Bohemia and then in Moravia and in Silesia. *Vojtěch Náprstek* - a well-known Czech patriot, traveller and ethnographer - became the first chairman of that club. Since the very beginning of the existence of the

Club its members were very active. So e.g. already in the year 1889 members of the Club - 263 in number - went to the World Exhibition in Paris. For the jubilee exhibition in the year 1891 the Club proposed to build a look-out tower and funicular leading to the Petřín hill. For the exhibition itself a maze was built and other attractions. The funicular (reconstructed in the eighties of this century) is appreciated by tourists even today since it enables them to reach the tower easily.

After the origin of independent Czechoslovakia in the year 1918 the Club of - originally Czech and then - Czechoslovak Tourists developed fully the activity. The extent and quality of that work was amazing since it reached far over the range of current touristic organization.

The officials of that Club were in charge of the majority of material - technical bases of our tourism. In a very short time they built an extensive net of touristic objects - cottages, hostels and shelters, they marked thousands of kilometers of touristic ways and they transmitted those territories of Czechoslovakia into the maps. The maintenance and protection of natural and cultural memorials, especially of castles, belonged to praiseworthy activities of the Club. The officials of the Club took over as a property of the Club or as a lease all castles which were not a private property or in which the state was not interested. The maintenance of those witnesses of the past was secured by the officials of the Club in cooperation with the State Office for the Care of Historical Monuments at a high expert level. The Club of Czechoslovak Tourists was at the birth of our speleology, gained recognition for the development of mountain climbing (as e.g. in organizing services of leaders and guides in the High Tatra Mountains), canoeing and skiing.

At that the greatest part of activities was secured by voluntary officials of the Club without demanding any reward. The Club was namely owing to higher membership fees an exclusive corporation of intelligentsia and middle classes. The officials of the Club always found in their members architects, economists, lawyers who were able to manage expert works connected with the activities of the Club at a high professional level.

Professionality and sensitivity to nature and cultural monuments that belonged to all activities of the Club of Czechoslovak Tourists should be admired. The contemporary activities of many subjects in that area do not attain the level of the Club in that respect.

In the Czech countries the idea of *scouting* found its position as early as in the beginning of the first decade of the 20th century.

František Hofmeister who knew both the English and American scouting was probably the first Czech who applied the scouting ideas in the practice, and that in the year 1911 in his American colony in Rožmitál pod Třemšínem.

However it is *Antonín Benjamin Svojsík* who is regarded as actual founder of the Czech scouting. In the year 1914 he founded the corporation "Junák" - the Czech Scout. A. B. Svojsík was inspired above all by the English scouting, the ideas of which he nevertheless adjusted very properly to the Czech conditions and he joined so scouting with the Czech national traditions. The Czech scouting left religion to individuals in their privacy and it was typical of its loose discipline.

Besides scouting also the American *Woodcraft* appeared in Bohemia with Miloš Seifert as its main protagonist. After the origin of the Republic in the year 1918 a great number of scouting organizations were founded, different by their activities and political focus. A considerable number of those, mostly with a low number of members, was of leftist till anarchist focus corresponding with the then radicalism of a considerable part of the Czech youth.

After the World War I also *YMCA* and *YWCA* began to be active in Czechoslovakia. In the year 1919 the President T. G. Masaryk invited the representatives of the American *YMCA* to Czechoslovakia. During the year 1919 - 21 they operated above all in the army. In the year 1921 the Czechoslovak *YMCA* was established and already in the same year a first permanent summer camp near Soběšín on the river Sázava was founded.

After the World War I tramping also began to develop. The *Czechoslovak movement of tramping* is a singular historical phenomenon (and it may be better to call it camping or hiking), it has no analogy in the history of European nations. The Czech campers were seeking for inspirations in North American tramps. However the American tramping was developed in different historical and geographic conditions, its forms and contents were different. The Czech camping concerned above all a week-end movement of the Czech youth for a stay in nature. That movement was inspired in the main by American literature of adventures (J. London, Z. Grey, B. Hart, E. T. Seton, J. O. Curwood) and by movies mainly with Tom Mix. The Czech campers produced a specific culture with their own habits, dress, slang and above all songs. The camping songs became most popular hits in the thirties.

The Czech campers were seeking for romantic corners since the beginning of the twenties, they visited especially the valleys of rivers in the outskirts of greater cities, they used to sit at the campfire, they were singing, making jokes, and later on also sporting - preferring especially volleyball, canoeing, athletics and others. They were sleeping at first in the open air and later on they began to build primitive logcabins.

The campers always protested against bourgeois mentality and social hypocrisy and therefore they were more or less prosecuted - both by gendarmes in the period between the wars and by the communist police after the year 1948. In spite of it that movement continues to live in the Czech countries even today preserving its specificity.

In the second half of the 19 century, although Bohemia and Moravia were component parts of Austria-Hungary, tourism and sports bound to nature were developing at the highest European level. Also scouting looked up relatively very quickly. The origin of an independent republic in the year 1918 has brought an other impulse to the Czech outdoor activities. Between the two World Wars a unique system of outdoor activities was

created in Czechoslovakia, developed in its mansidedness and wide acceptance. The Germans living in the Czech countries were participating by a significant contribution in that system since the second half of the 19th century up to the World War II, since they founded their own touristic and other corporations.

After the communist coup d'état in the year 1948 that system was forcibly *dissolved* and *reorganized*. In spite of it many components of that system survived and for a considerable part of youth outdoor activities became on the contrary one of the possibilities to escape from the "totalitarian reality". Although prosecuted in the fifties and seventies camping continued to be living, and also the prosecuted scouts, who in the year 1968 for a short time revived scouting (called "Junák"), survived in some semi-official youth, physical education, touristic, sport and other organizations.

After the November revolution in the year 1989 some historical organizations of the Czech and Czechoslovak outdoor activities were revived. Today they work in other and mostly in more difficult conditions. The traditional liking for outdoor activities in the Czech countries and the persistent enthusiasm of tourists, scouts, campers, skiers, canoeists, climbers and all those who are fond of outdoor activities may be nevertheless regarded as a promise for the future.



J a n N e u m a n

OUTDOOR ACTIVITIES

VARIOUS OPPORTUNITIES OF APPLICATION AND DEVELOPMENT

To enter this speech, I'd like to say, that we realize the difficulty of exact limiting the sphere have given working title "outdoor activities". It deals with interdiscipline branch which must look for its place among expert and scientific disciplines.

What is in store for future

Hitherto world development as well as our experience confirm our opinion that it is a perspective branch for pedagogues especially for pedagogues of physical education. The sphere of activities and sports outdoors has gone through a rapid development. The "*Outdoor Recreation Coalition of America*" published the results of analysis of the main trends in 1993, showing that further growth of interest in outdoor activities may be expected till the year 2040 in the United States as well as in other advanced countries of the world. Our interest in this sphere is also influenced by Czech tradition of relation to outdoor life and to adventure (tramping, camping, phenomenon of Foglar and so on). Next, not the least, it's been the tradition of our Faculty, which used to have wide teaching programme in the past and has kept high standard till now - our students pass nearly 40 days of compulsory and elective program at courses of outdoor sports and hiking.

Terminology in the field outdoor activities

We've chosen the term "*Outdoor Activities*" just like other authors, to cover the widest range of activities used in the programmes of schools and institutions. It's "a complex of human activities performed in milieu of nature through their own strength and aimed at the development of human potential". Of course, activities recorded on a working scheme (Fig.1) only represent complex of programme sources. It rather concerns so called hard skills (Fig 2) which are relatively easy for training and control.

Directions and range of influence of these activities on a man is given by further qualitative aspects such as:

The way of putting programme together, time range, intensity and place for concrete program block. We sometimes speak of dramaturgy in this connection.

The way of introducing each programme block, which may either be a game, creative activity or conquering a mountain, using a legend, metaphor, one's own fabulation is being offered here.

V l a d i m i r I . G a n o p o l s k i j

TOURISM: ANALYSIS OF THE SUBJECT MATTER AND STRUCTURE OF EDUCATION

The country once called the USSR had been in existence for 70 years. Its organized system of tourism, included state-operated Trade Union and sports travel - for more than 60 years. The types of tourism formed in the USSR coincided in many cases with those existing in Western countries, not coinciding in other things, though. Respectively, similar or unlike were the principles of tourist education: professional travel business education had never existed in the USSR. Though training coaches and instructors for sports and tourism were highly developed there. This very kind of activity attained a vast scope and a very high level. Since 1991 in every state formerly belonging to the USSR commercial or shopping tours have sprung up which had not been known in the USSR. On the living standards in all newly-formed states substantially affected the quantitative indices of active tourism. The state system of school tourism for children and teenagers, however, proved to be very steady which testifies to strong traditions.

Another side of the USSR decay and of the Perestrojka Period was a quick change in the accepted forms of organization, like unitarian and totalitarian ones and in functioning of the entire system of education. First signs appeared there demanding a structure of education in tourist business starting from classes in tourism at secondary schools up to training high professionals in teaching and management for all the spheres of tourism. There appeared the necessity to analyse in detail the subject matter of tourism on the one part and to ensure the development designing and software for tourist education on the other part the latter covering a vast scope starting with classes in tourism walking tours and contests in schools up to building up a system of professional training in tourism like in colleges and universities.

Analysis of Tourist Activities

Every imaginable form of tourist business can be presented as a very simple model. However if we consider the specific character of the business including health-building and sports activities being its active forms we should first try to imitate the relations within Physical Culture - Sports - Tourism system /hereafter we shall attempt to describe every term used as different countries and different languages developed different determinations within the system. The problem however should not be a serious obstacle in mutual understanding between the Author of the model and his readers and preponents/.

In Russian the term Physical Culture is related to every type of motor activity /hygienic exercises, gymnastics involving training appliances and devices, weights, skating, skiing and others/none

connected with competitions. All activity implying competitions, championships, sports ratings are described as Sports. Some of Physical Culture types are implemented in competitions, others are not. Similarly, some of the Sports have nothing in common with motor activities /like modelling sports, chess and checks, some radio sports etc./.

The coinciding aspects of physical culture and of sports are shown in Fig. I.A. What then will be the place of tourism in this connection? While health-building tourism has an overlap area with physical culture and sports tourism with sports, a substantial sphere of tourism is beyond those /See Fig. I.B./. These are sightseeing and educational tourist travel and business travel.

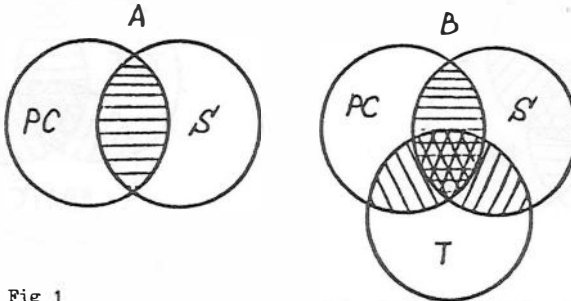


Fig 1

Thus we have named four directions of tourism :

business travel sightseeing and educational tourism

health-building and sports ones.

The interrelations of these systems are shown in a model given in Fig. 2.

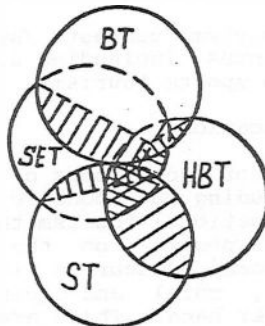


Fig 2

We would like to analyze the contents of the latter ones. This is not neglecting the first two ones. The reason in the personal interests of the author and his professional activity cover health-building and sports tourism i.e. Active Forms of tourism.

Health-building tourism /fig. 3/ can be shown in three subsystems or three forms of health-building tourist activities:

- recreation and health-building /walking tours, hunting and fishing, swimming etc./,
- recreational sports /underwater swimming, orienteering, hunting, photography, water skiing and mountain skiing, various forms of active recreation etc./,
- health-building walking trips, including, those lasting for many days.

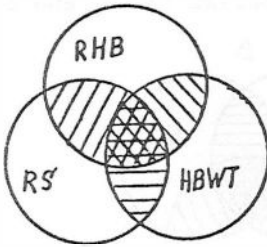


Fig 3

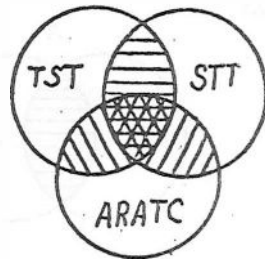


Fig 4

Sports tourism system can be structured in three subsystems /Fig. 4/:

- sports tourist trips /with four methods of travelling - walking, skiing, boating and bicycle/,
- technical sports trips /surface, air, water and underwater ones involving the use of motor transports, sails, balloons nad other flying devices harness and saddle animals etc./,
- all-round applied tourism contests /sports where a contests involves various distances including all compounds of tourism technique pertaining to sports tourism/.

Analysis of tourist education

The analysis of two out of four forms of tourism given above, as well as the value /including the economic importance/ of business and sightseeing and educational tourism the place held by tourist services in the life of people - on the one hand . And a great efficiency of active forms of tourism in health-building and in upbringing /ecological, moral and spiritual/ of the younger generation - on the other hand. These are proofs of necessity of carefully structure the system of education for those who go in for tourism and for those who ensure the entire functioning of the megasystem of tourist activity.

Classes in tourism at general secondary schools are aimed at solving two problems: giving the school students a sufficient

scope of knowledge and skills required for active participation in tourist events, and a professional orientation of school graduates in receiving a further tourist education needed in their work in tourist travel business.

These classes as well as extra curricula tourist activities /trips and contests in tourism/ require a teacher possessing a very good training in tourism and methodology. At the initial stage of building up tourism at schools this is a teacher in physical training and further a teacher of natural science.

Further for training secondary school teachers in tourism it is necessary to have professionally trained teachers of higher educational establishments. Training programmes for both levels have been developed by the Author as well as the curricula of school classes in tourism.

Therefore it is indispensable to have higher educational establishments training personnel for the entire system of tourist education. Specialized higher educational establishments provide training not only for teachers but also for those who would be high professionals in tourist services such as managers of travel business, professional guides, economists etc. The professionally orientated choice of tourist business is not sufficient for building up a University system of education. The applicants should be prepared in a special way. Tourist colleges capable of providing special tourist education to their graduates are to serve this purpose. At the same time these colleges are to prepare the majority of their graduates to continue on the university level and to actively participate in scientific research on the problems of tourism.

The system also ensures the participation of individuals belonging to different strata of population and to different age groups in an active and continuous tourism. Among these people students hold a special role /meaning students of non-tourist specialization/ as irrespective of ideological systems students youth is a most active and most energetic group of population in any country.

The Author takes the responsibility to comment on the birth of sports tourism phenomenon in the Soviet Union as a reaction of students and intellectuals as recent students to totalitarian regime and the lack of opportunities to realise their intellectual potentials. It is most interesting and very important to work with student youth. The high activeness of the young can be implemented in wonderful travel in sports tourism contests in the work of "survival schools" providing the knowledge and skills so needed for oneself and for saving others who happen to be in extreme situations.

In most respects there is no alternative to participating in the active forms of tourism. It is important however that going in for active tourism has a professional level. This is where the system is indispensable.

J i ř í K r a t o c h v í l

**THE ACTUAL COMPARISON OF PHYSICAL
AND OUTDOOR EDUCATION IN CZECH
EDUCATIONAL SYSTEM**

Physical education has historically every qualitative aspect of human being. There were objectives pertaining to an individual's mental, emotional, and social well-being as well as their physical well-being.

But we can say that this holistic goal seems to have been lost or reduced, at least, to the physical fitness and skill development alone. And according to our opinion this is the way which prevails in the official Czech school educational system.

In contrast the outdoor education follows the ideals of the Greek philosophy of education concentrating at the same time on body, mind and soul-kalokagathia, which emphasizes an experienced-based learning in an outdoor setting as well as strenuous activity using the natural environment and we can say that this is the way that is used in non official educational organizations /Scouting, Outward Bound, Vacation School Lipnice etc./.

Outdoor education and physical education has many common objectives, but the methods by which they achieve those objectives can be different.

Now, try to compare these two ways:

Physical Education (PE)

PE: has used team sports to claim social and emotional development, when in fact, so much emphasis is placed on winning that social and emotional involvement can be a negative experience /it is a fight one against another/ /team sports/

Competition

Primary Goals:

physical fitness and skill development
/time, meter, goals, points/ automatic activities passive solving of problems compulsory, etc.

difficult to learn easy to teach

Outdoor Education(OE)

OE: one of the main objectives beyond developing technical skills is helping the participants to learn about themselves and how to work effectively with others /canoeing, rock climbing, ropes activities etc./

Cooperation, Team Work

Primary Goals :

educating the whole person through the use of integrated activities "byproduct": ph. fitness activity, creative challenges, intimate association with the natural environment /understanding of and cooperation with/ self-esteem, self-confidence

difficult to teach easy to learn

The systems of physical and outdoor education :

| | |
|-----|------------------------------|
| age | IN O |
| 24 | IN S O university |
| 18 | IN S O FA secondary school |
| 15 | S O FA IN primary school |
| 6 | FA PS preschool-kindergarten |
| 3 | FA PS preschool-nursery |
| 0 | |

Educational influence

- FA = family /can be problematic/
- PS = Pre-school facilities
- O = organizations
- I = individual

So if we want to influence in favour of intensive spending of their leisure time, /from classic physical education to the modern philosophy of outdoor education/ we must try to change the system of students preparation at the Universities and Pedagogical faculties /teachers/. We have to support the organizations that are interested in upbringing of people by the

system of outdoor education. We can say, that these organizations which cooperate with the similar organizations abroad /Outward Bound/ are on a very high level /Vacation school Lipnice, Scouting, Czech way etc/.

The system of physical and outdoor education used in by Department of Recreology at Palacky University in Olomouc

Four levels/ grades for different types of studies:

Sport management, Health/Fitness/Welness, Sport journalist, Outdoor leadership and Outdoor education

I. Technical activities, Communication, Outdoor education, Winter and summer courses /skiing, snowboarding, canoeing, climbing, rope activities .../

II. Outdoor education, Technical activities, Winter and summer courses /methodical, survival - no limits, canoeing, rafting, windsurfing, mountain biking, camping .../

Topics I. and II. are common for all branches of study/first two years of study.

III.

Technical activities

Outdoor leadership, Philosophical and psychological aspects of outdoor education, Ecology, Tourism, Outdoor games, Outward Bound, Survival /winter and summer courses/

IV: Ecology, Sport management, Technical activities, Outdoor education, Tourism, Theory of travel agencies ...

Topics III. and IV. are specific for Outdoor Leadership nad Outdoor Education specialization.

The personality of a recreologist-specialist should be that of a unity of pedagogical, psychological, professional, social and physical aspects together with creative communicative and organizing abilities.

Notes to Seminar

First we can say that the problem of Outdoor education was already discussed from the great variety of points of view here-philosophical, psychological, physiological, historical, economical, ecological, safety aspects etc.

And this is the most important thing. I think that according to my opinion our goal is to define the objectives (direct and indirect) of this educational direction which is very important as an alternative way of our university or as a branch of classical physical education.

Professional profiles of Physical education teachers:

Physical educator as a teacher -concentrates on achieving goals with his students

Physical educator as a trainer concentrates on fitness and physical activity

Physical educator as an entertainer -concentrates on giving enjoyment, satisfaction and opportunities for free play



T a d e u s z L o b o z e w i c z
L e s y e k B r y s z e w s k i

THE ROLE OF THE OUT-OF-DOORS IN THE PHYSICAL EDUCATION PROCESS

There are two French-origin words widely used in Polish, in physical education and tourism: "teren" /terrain/ and plener /plein-air/, the first of which defines the country, its shape and covers where an event takes place, the other - the out-of-doors, literally, the open air which better reflects the purpose of organizing the physical education process outside sports halls and swimming pools. In English the word most widely used is outdoor or out-of-doors and the terms of outdoor recreation and out-of-doors or country education.

"Getting teachers and pupils used to the indoor-lesson system of education creates the impression that this is the only possible system of work" - writes W. Panczyk /12/ one of the most enthusiastic contemporary propagators of outdoor physical education. As he sees it, the physical education teacher should try to hold lessons outside enclosed premises as often as possible, out-of-doors, in the "open air".

There are many eminent propagators of physical education teachers fascinated with the out-of-doors as the place to stage the physical education process. Z. Gilewicz /3/ draws special attention to using the outdoor in physical education. Summarising his deliberations on this subject he states that the out-of-doors constitutes a stimulus conditioning specific personal reaction. The open spaces are always active in their relation to a man and thus should be qualified as factors of man's physical and mental development. The activity of the outdoors towards man is expressed in the irrevocable manner in which man has to adapt his mobility to the features of the out-of-doors. Taking the issue of an open space into consideration in the entirety of physical education, it should - at all periods of man's life - become the starting point to rationalise methods of renewal of man's strength, rooted in the coincidence of motives, states of awareness and forms of mobile activity.

The outdoor excursion during physical training lessons.

Pupils have, for a very long time, been led into the country by teachers and educationalists. The school excursion became an integral part of the education process during the period of the National Education Committee /1773-1794/.

A large number of lesson hours were set aside for various kinds of outdoor activities held within physical education time in pre-1939 primary schools. The items of excursions, outdoor games and lessons and outdoor athletics figured in school programmes up to the 1970s.

The "physical culture" programme introduced during the 1978 education reform did not contain an "excursion" item. It was reinstated only with the introduction of the "Programme of year-long outdoor and tourism lessons in primary and secondary schools" /8/.

The authors of many works published between 1950 and 1970 encouraged physical education teachers to hold lessons out-of-doors stressing that the outcome would be better physical fitness and resistance to long-lasting effort, the development of courage, willpower, durability, resourcefulness, discipline, love for the natural habitat, health and the body's physical proficiency. Excursions in the physical education curriculum allow young people to enter the natural environment, to take part in out-of-door games, to practise a multitude of sports and gain the ability to remain in the open and to find one's way about. A.Kalinowski(5), A.Litwin (6), W.Petraszkiewicz (13) were among those who wrote about the methodology of physical education teachers holding excursions.

Thus one may talk about an excursion-lesson for the needs of physical education, also called an outdoor lesson, for instance when a teacher holds a class outside of school: in a wood, park, near a stretch of water, to enrich physical education forms with environmental and landscape values. Physical education teachers can also hold inter-subject excursions, for instance together with a geography, biology or other teacher. J.Jaroszowa(4), A.Nonas (10), T.Lobozewicz (7,9) and W.Panczyk wrote about such excursions.

According to A.Zlotkiewicz /17/ excursions can be treated in the physical education process as an organizational form of education, a method of becoming acquainted with the surrounding realities or an introductory course to tourism. Each of such viewpoints is reflected in a different manner in the school reality and in professional activity preparing a person and a group for life in an adult community. The teacher-educationalist recognises the possibility of substantiating teaching and educating tasks in a more attractive and effective methodological form than of the class. The question the author poses is: what is the intrinsic and long-lasting attraction and charm of the outdoor excursion? A.Zlotkiewicz claims the absolute value of excursions, regardless of their nature and the time they last, to be a change: change of workplace, mood, climate and atmosphere, a change of roles - with pupils becoming persons performing functions while the teacher does not necessarily have to be a guide, even being substituted by someone else during the outing. In school where everything slowly becomes very much run-of-the-road, uninteresting and vague - an excursion is a great benefit which satisfies the most immediate needs of fresh air, movement, new experiences and links with the "real life" environment.

A well-prepared and educationally effective excursion requires the same educational principles to be fulfilled as a lesson. An

excursion, as a lesson, should find its place in a school's teaching programme designed on the foundations of a school curriculum and the lessons schedule of class with which it is to be organized. Should it be an independent excursion organized solely by the physical education teacher, then he is committed to the use of his own lesson hour planned for his day's schedule, while he has to perform and implement preparations by himself or with the assistance of the pupils. But should the excursion be jointly organized with the teacher of another subject, then the preparatory and organizational tasks related to the excursion will be tackled by two or more persons.

The following purposes may be accomplished during an excursion within the framework of a physical training class:

- games and open-air exercises,
- marching and alternative walking and running,
- open-air athletics,
- swimming in natural stretches of water,
- training sports and tourist techniques
 - a/ in the summer: canoeing, rowing, yachting, cycling,
 - b/ in the winter: cross-country and downhill skiing, skating, tobogganing, horse-sledging,
- camping,
- training one's body physical endurance.

The preparatory stage concerns both teacher and pupils. The teacher must identify and prepare the area where the future excursion exercises will be held. This is normally done in class-free time, usually with pupil assistance. The very greatest stress should always be placed on active pupil participation in preparing an excursion. Appropriate equipment to ensure that the outdoor exercises are performed must be well prepared: maps, compasses, flags, spades and other camping equipment satisfying the planned purposes. An emergency medical kit should be packed corresponding to the nature of the excursion to the time the excursion is to last and also to the time of year.

The teacher should prepare a detailed plan of the exercises to be performed during the excursion, assuming that its various stages will take several hours (arrival, exercises proper and return), also the programme and time-schedule and a plan which will prepare the group to the event awaiting them.

Prior to the excursion, a preparatory training session should be held, adequate funds collected and knowledge gained of the tourist spots to be visited. Tourist activities should be prepared during each pupil excursion lasting several hours and also inter-subject excursions organized and implemented jointly with the teacher of another subject.

Should an excursion last one or more days, adequate catering and sleeping facilities should be ensured. A physical training teacher should give preference to scouting methods in this case, teach the participants how to prepare meals on their own and how sleeping in tents is organized. The pupil should make his own

preparations for the exercises to be tackled. To do this he must be informed of the purpose of the exercise, the place where it is to be held, its duration, proper clothing and footwear and additional equipment such as haversack, mess-tin and water bottle. Should wide games be planned during an excursion, the teacher should draw up the game rules, define the area and boundaries of the game, set the signal for the beginning and the end of the exercise.

During the preparations stage the teacher should keep in mind:

- the planned course of the excursion programme
- that the pupils exertion should not be excessive and that the exercises should be adapted to the weather conditions,
- that the environment in which the excursion is held should be respected,
- state of order and the safety of the pupil participants,
- that the excursion starts and ends in the planned time,
- that the results of the excursion should be reviewed after conclusion.

The out-of-doors as an important element of pupil recreation.

The part played by nature and the outdoors in the recreative activity of the contemporary person is highlighted in available foreign literature. Much is made of the fact that we exist in partnership with nature but are isolated from it. The end of the rural society expresses the end of our relation with the natural environment, claims C. Westland /16/. We have been given to understand that we wield a dominating role over nature and can use it for our own ends. The open-air recreation and sports-based tourist movement which we have termed "qualified tourism" in Poland and which emerged in the west, attempts to amend that situation, to reactivate human interest in nature to reopen the partnership relation and mutual dependence.

The stress which the industrial revolution placed on mechanisation and the rationalisation of the production process left civilized communities and nature at odds with one another. That, and the urbanisation explosion were the principal reasons why contemporary man feels uncomfortable in the natural environment. No longer is he an integral part of nature. When alone in a forest he feels lost and even helpless. The job of the physical education teacher is to revive children's interest in open-air recreation.

The outdoors is again becoming a place for a specific kind of education called "outdoor education" in some western countries. According to h. Ruskin /14/, the principal aims of such education are:

to deliver direct experience in the natural sciences, to appreciate and protect natural resources, to teach dexterity imperative when out of doors as regards hunting, camping, swimming, fishing, to teach principles of safety and health, to

teach how to live in a group, to teach how to spend time attractively in the open air, to teach how to process nature's gifts, integration to the greatest degree of outdoor experience with knowledge gained in school.

Outdoor recreation is becoming a modern expression of organizing physical education, regardless of the participants age.

The out-of-doors is becoming a specific laboratory offering possibilities of direct experience leading to more rapid assimilation, clearer interpretation, also of making wider use of the natural environment to reach set educational targets. It seems that contemporary youth continues to sense a specific attraction to renewing contacts with the earth, to learn the secrets of nature, of camping and living in the wild. Some expression of this approach is the rising popularity of so-called adventure tourism /tramping, roving, survival, excursions and the like/.

The development of open-air tourism and recreation has led to the appearance of various terms defining such activity. Polish literature uses the term qualified tourism, elsewhere the term sport tourism is used, also open-air recreation, outdoor education, health tourism and, recently, adventure tourism. H. Ruskin /14/ attempted to define the relationship among sport tourism, open-air recreation and outdoor education and concluded that these are synonyms varying only in the manners of approach and the final individual target. They may be used alternatively since their basic common denominator is the outdoors and the resources of the natural environment.

Open-air recreation is what we call the using of natural resources for our own pleasure and the sense of well-being. Open-air education, however, are the lessons held in the open air and the gathering experience when out-of-doors to make better use of natural resources, for the best possible good of the individual person.

The separate nature of sport tourism lies in its place, partly in outstandingly attractive localities and, partly, man-made land and sports centres.

These three forms of activity also differ in the way they are organized. Open-air education in the various countries is largely controlled by government institutions /schools, urban units/. Open-air recreation is run by both government and private institutions. Sport tourism is closely linked to private bodies which are only accompanied by government units.

During six lectures concerning tourism, presented to the international conference on recreation, open-air education and sport tourism held in Jerusalem's Wingate University in 1986, the term: sport tourism, was used in four cases. One might thus expect that it will, in the future, be used for what we, in Poland, call qualified tourism.

W a l t e r S i e b e r t

**SAFETY CONCEPTION OF OUTDOOR
ACTIVITIES**

"We, as Outdoor Instructors are, all doing something with somebody more or less in the outdoors."¹

I came to this conclusion at the end of a conference where a number of people had tried to find a common denominator - people who probably have no more in common than the fact that they spend time with people outdoors.

The programs and tasks were extremely diverse -the scale reached from tourism managers to psychotherapists.

My topic during the conference was to concern them all: safety concepts. But this does not mean that this is a unifying topic. Opinions vary too greatly on the question: "How certain is certain enough?"

In this article I would like to describe my organization's safety system. As manager of a consulting firm which offers Outdoor Trainings for businesses, I have set myself the highest possible goal in the area of safety: a zero accident rate². I define accident as any physical (and mental³) injury. But even events which remain without consequences out of pure luck fall into this category. For me this goal also goes for all other target groups I also work with: school classes, mentally handicapped persons, teachers, social workers, sports students, etc. If you set yourself such a high goal, you will soon come across the term TQM (Total Quality Management). Quality in this sense is described as the fulfilment of demands:

$Q = (d = f)$

Quality = the demands are fulfilled

Now the demands on a zero accident rate are very high, so that at the present level of knowledge and experience a very ingenious safety system is necessary for its fulfilment.

As a basis I shall take principles I postulated during a talk in 1992⁴:

No. 1: Outdoor Activities should work with risk consciousness, while actual danger should move towards zero⁵.

No. 2: No participants can be forced to participate in an activity against his/her will⁶.

No. 3: The participants must be informed about all risks.

No. 4: The safety system should be as redundant as possible⁷.

No. 5: Every vital action must be tested - "four eyes principle"⁸.

No.6: The safety procedures must be written down.

No.7: The program is to be reviewed by external consultants⁹.

No.8: Accidents and incidents are to be recorded and analyzed.

No.9: Instructors should bring good prerequisites in soft and meta skills primarily - hard skills are easier to assess and learn¹⁰.

Another term has turned up in TQM's wake: ISO 9000 ff. This is a quality standard that has become a sales hit. It sets down 20 elements that can serve as a basis for a company's internal quality assurance system. For a good deal of money, a company can now seek certification according to this ISO 9000 ff, during which a quality system checked by external consultants is built up.

The above theses already cover part of those 20 elements. The certification is meant to see that the safety standards are kept.

Examples:

- How can you be sure that the instructors don't put the group under pressure to perform? (Principle No. 2)
- How can you be sure that all participants are informed about the risks? (Principle No. 3)
- How can controls through external consultants be secured? (Principle No. 8)

I would like to refer to an article by Michael Jagenlauf and Helmut Wunder in e&l on this subject, not going into this standard and its elements in any greater detail here¹¹. It seems important to me that the safety standard must touch upon all levels. From clarifying responsibilities to making certain that every employee is up to date, all the stones of the safety mosaic in all areas of the company must be included. With that, a concept which is very wide-spread in outdoor areas is broken up, for here.

Safety is often covered through the aid of one expert (mountain guide, rafting instructor, etc.) I consider this simply an alibi action that many outdoor businesses use to calm their conscience and the insurance companies. The many accidents rate, show that it is not enough.

Accident research from other research areas also confirms the failure of monocausal concepts¹².

Thus a few important additions must be made to the above theses:

Leadership and trainer responsibilities
Organizational structure

Medical screening of participants

Which activities are used how (activities set)

What about changes in old activities; how are new ones tested and installed?

How is the safety manual kept up to date?

How is continued Supervision secured¹³?

How can you be sure instructors don't get under time pressure?

What decision-making models do the instructors use?...

To name a few. I would like to emphasize two more important details:

Organization of instructors :

Each group is led by two instructors (duality principle). One has final responsibility for mental health safety (reflection, selfawareness, conflicts, crisis, intervention, etc.), the other for physical safety (activities, alpine dangers, weather, etc.

Final responsibility means that the instructor responsible intervenes in case of doubt. This leads to

1. The Rule of Final Responsibility :

In case of unclear situations where the team cannot agree on value and effectiveness, the person in charge of that area or project decides.

However, if an instructor vetoes the decision (i.e., disagrees on a major point), the following rule goes into effect:

2. The Stop Rule :

This rule principally rectifies in the direction of greater safety:

If there is disagreement, the voice seeking the greatest safety counts. And:

Cancellation if no agreement is reached (activity, day, course, project).

Generally, adhering to these two rules is enough to avoid or solve conflicts.

Problems :

At the end of my discourse, I would now like to discuss the problems that come up when installing such a safety system.

1. The team spirit must be one of openness, and its members must have confidence in one another and value one another. Bringing this about is a difficult and sensitive process facilitated by external counseling (Supervision). This, however, costs money.

2. Not everyone has the capability to work in such an atmosphere. Communication ability and being able to deal with feedback are necessary skills.

3. Mountain guides are trained to be "an elite in rock and ice" (favourite instructor statement upon training completion). Competent safety behavior demands a search for one's own shortcomings, however, bringing these to light and discussing them within the team. This clashes with the idea of a "perfect" elite, which is what classical training demands and evaluates.

4. The four eyes principle underlines this problem even more strongly: Acting elite and "perfect" is exactly the opposite of letting a participant, for example, check and correct you.

5. Seeking a zero accident rate seems odd to the average sports student. Hardly anyone finishes their sports studies without an injury. The public, too, considers sports injuries "normal". No one gets excited over broken legs during a ski course. Thus, in my experience, sensitivity for accidents (let alone near accidents) is generally quite low among traditionally educated sports trainers.

Problems occur when an instructor cannot deal with this safety philosophy. In such a case, the leadership must either demand this or part with that team member.

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J a r a P o p e l k o v a

**FROM TOP PERFORMANCE ATHLETE TO
EXPERIENTIAL EDUCATION**

As an introduction of this contribution it is necessary to say that it is based on the lecture which Jara had at the International seminar in Prague 1994.

We are glad she helped us with the organisation of the whole event and brought a lot of useful ideas to our work.

Jara Popelkova is graduate of the Faculty of Physical education and sport at Charles University in Prague.

Her path towards "outdoor activities" and "experiential education" is very interesting and that is why we want to present her and her work.

As a national -level athlete and olympic team coach in her native Czechoslovakia, Jara fled Prague during the Soviet invasion.

Working her way through Germany and Norway, Jara eventually immigrated to Canada, becoming a Canadian citizen in 1976.

Jara's early work in Canada revolved around both education and mountains. In formal studies, she received her B.C. teaching certification, as well as her second master's degree, this time from University of Victoria. At the same time, she worked on her mountaineering skills, becoming the first woman to be certified by the Association of Canada Mountain Guides.

Among other jobs, she returned to instruct a variety of courses in several seasons over an 8-year period.

Opportunities drew her to the USA where she eventually worked for most of the Outward Bound schools there.

In Florida -she was working with special populations-juvenile delinquents, drug addicts etc. She was working on Additional Treatment Programme as a counsellor both in Canada and the USA. Then as a family counsellor for the Accord Wilderness Educational Alternatives she was dealing with emotionally disturbed children in 6 different states. The participants were in communities in the woods but the programme was not very effective.

Eventually, Jara decided to return to Canada becoming a Programme Manager Professional Development Program for Canadian Outward Bound Schools.

She worked as a manager for Corporate programmes for various companies.

She was responsible for designing, supervising and often instructing 5-9-day wilderness courses for corporate clients.

She worked closely with other staff on the preparation and implementation of shorter workshops for groups consisting of up to 90 people.

She has been working on wilderness based programmes in the mountains, deserts, rivers (rafting) etc. and on base -camp courses (Low and High-Ropes Courses)

She became a director of programme development-designing, selling and running programmes.

The main goals of all events were communication, working together, sharing information, cooperation.

She has been working on corporate courses up to now.

Jara thinks that Outward Bound (OWB) uses the skills and the environment to create experience to promote personal growth. Some of the most powerful tools in area outdoor activities are metaphors.

The use of the metaphors in OWB system is to help people to understand and learn the purpose of what they are doing.

For example one can compare life to climbing a mountain :

you can go straight for the top, climb by yourself, catch up to a friend, wait for a friend, help each other to the top, go in style, go bare bones.

Rappelling can mean friendship - a kind of a marriage contract - the sense of responsibility for a person on a rope .

Jara has found that one of the most useful metaphors for a corporation is that of a family. We all play certain roles in our original families, depending on whether we are the first or last born, whether or not there were problems, or what was happening while we were growing up. Like in families, we bring roles and behaviour to our work where, quite often, they clash.

Jara says that is why a manager can spend so much time dealing with "people" problems. Behaviour is learned, and can be changed, especially if we can see the faults in our old behaviour and the pleasure that comes with the new ones.

Jara is persuaded that we all live our metaphors. She does activities to help people to create their metaphors.

Jara's mottos :

"We have to do something- we can't wait for anybody else doing (things) something instead of us "

People can be divided into 3 categories :

- 1) those who make things happen
- 2) those who watch things happen
- 3) those who wonder what happens

Let s be the ones who make things happen.

In her activities she always stresses unforgettable words based on eastern philosophies :

I hear I forget - I see I remember - I do I understand.



S t o j a n B u r n i k

**OUTDOOR ACTIVITIES AS PART REGULAR
SPORT EDUCATION AT UNIVERSITY OF
LJUBLJANA**

(Poster with photos)

The aims :

Activities that can go in for the life time.

Sport objects.

Country sightseeing.

Environment protection.

Outdoor Activities

Skiing

We organize:

- 7 day courses for alpine and cross country skiing,
- several one-day trips for alpine and cross country skiing,
- 6 day tours for high mountain tour-skiing,
- 1 two- day tour for high mountain tour-skiing.

Mountaineering

Mountain range of medium hight of Alps.

We organize tours all seasons of the year:

- 6 - 8 day tours in spring and autumn,
- 3 - 4 day tours in winter,
- one 3 day tour in summer.

Bicycling

Road and mountain biking.

We organize biking trips in spring and autumn.

- 10 afternoon trips with mountain and road bikes /40 km/,
- 4 one-day trips /80 km/,
- one 2 days trip /200 km/.

Camping

We organize summer camp at the river /one week/.

Water activites.

Scuba diving

We organize:

- several cruising on the Adriatic sea,
- 10 one-day trips to the coast, lakes and rivers.

Kayaking, Canoeing, Rafting

We organize:

- beginner course /5 days/,
- advanced course /3 days/,
- several one-day trips.



J a n N e u m a n / J i ř í B r t n í k

SPECIALIZED OUTDOOR ACTIVITIES TEACHING PROGRAMMES

Recently outdoor activities have presented one of most dynamic development area of physical education, sport and recreation. The origins of this trend were influenced by the development in the USA from the 60 ties.

According to the latest data the interest in outdoor activities will have increasing tendency in 21 st century.

We can say that outdoor activities will have strategic importance even for experts in physical education and sport. There are the reasons we have been dealing a long time with outdoor activities programmes.

The aim of this article is to give :

- a) a brief outline of current situation in specialized outdoor activities training programs,
- b) more information about our "Outdoor sports-Outdoor leadership" specialization.

Main features of outdoor experts training at universities in selected countries

We cant analyze all programmes in the selected countries detailed because we have not available the latest information from some of these countries as far as the changes are continued.

We have obtained a lot of information by studying specific literature and some questions have been discussed with the teachers and professors from different schools and countries. We have been assisting with number of thesis in last 5 years and we visited many countries to discuss the topics of our study.

East European Countries

Slovakia

There is a lot information of the basic curriculum for all P.E. students in Bratislava and 2 Faculties of Education (Prešov, Banská Bystrica). Faculty of Physical Education in Bratislava has the specialized outdoor program.

Russia

In the former Soviet Union the experts in human powered tourism (samodějateľnyj turizm) were trained at more than 20 sports institutes.

Even in this field there are constant changes. It seems that

former Institute in St. Peterburg is still the leading school especially in the outdoor activities and tourism. A lot of students are trained at many sport universities which have in their curriculum outdoor activities for commercial use as in expeditions, adventure trips, human powered tourism (the participants move on their own power) recreation, leisure time etc.

Poland

Several sports schools train their experts in outdoor recreation and leisure time and also in commercial tourism.

There is a tendency in increasing and completing the education of sports experts especially for the field of human powered tourism (turistika kwalifikowana).

Bulgary

This is a country with a big tradition of teaching outdoor activities at the Sports university in Sofia.

The students get broad knowledge of skiing, human powered tourism and mountaineering from their basic and specific tuition.

The tendency of application of the new forms is very obvious, the Outward Bound school has been founded, the tendency of commercial use of outdoor activities is increasing as well.

Slovenia

At the university in Ljubljana the outdoor activities form part of the curriculum of physical recreation training and especially within the human powered tourism.

Scandinavian Countries

The countries with old tradition of outdoor life.

The sports high school in Stockholm presents a lot of outdoor sports and activities to their undergraduate students.

In Finland there is a special tradition in outdoor activities and experiential education at organisations and sports schools.

The specialization called Friluftsliv is taught at the Sports university in Oslo. With this teaching program students spent about 700 hours per year.

Great Britain

Is the country which has started the preparation of experts in outdoor activities.

At this time there are more than 14 colleges which offer a certain type of specialization in outdoor education or outdoor activities.

It is possible to study "outdoor activities" as the postgraduate form of education at North Wales University in Bangor, where students spent almost 300 days (it means more than 2000 hours) on their specialization.

Murray House College in Edinburgh offers the similar studies, where students are taught nearly 500 hours in modules (some qualifications must be obtained at other sports clubs).

Jordanhill College in Glasgow offers undergraduate in outdoor education. The diploma thesis of Paštikova 1994 shows the difference in attitude towards the curriculum between undergraduate and postgraduate studies. The postgraduate students estimated practical teaching process (courses) and shared solution of problems. On the contrary the undergraduate students felt the lack of practical outdoor courses.

Alpine Countries

Austria

Interesting studies were originated at University of Wiena (Institut für Sportwissenschaften). Was grounded association termed "Initiative Outdoor Aktivitäten." It is possible to register an interesting approach to outdoor activities area at high sports schools in Graz, Innsbruck and Salzburg.

Switzerland

The experts for many outdoor sports are trained at sport school in Magglingen, Switzerland also is running the versatile specialization in experiential education at Wildnisschule by St. Gallen and at University of Basel.

France

France has a big tradition of outdoor activities. Well known is so called Methode Naturel. France is a leading country in Management and sport teaching program which is being run at 20 universities. Three of them - Aix Marseile, Nancy, Pau - have already main specialisation on human powered tourism, leisure and physical recreation. Well known is also the school ENSA - Ecole Nationale de Ski et Alpinisme - which trains leaders for skiing and mountaineering.

Germany

As many as 40 high sports schools in their curriculum acquainted the students with chosen outdoor activities. Many schools pay attention to experiential education (Erlebnispädagogik). The specialization at Köln is focused on leisure and sport for all (contain also games and hiking). Some high schools organize partial specializations of Adventure and Experiential Education - Abenteuer und Erlebnisport. The Experiential education (Erlebnispädagogik) is very popular at social pedagogic area.

Many organisations develop and support postgraduate courses or continued education in experiential education (Erlebnispädagogik)

North America- USA

In the USA, a great tradition exists in the field of Outdoor education. The specialists in the field, as well as whole institutions (schools) are the world leaders in the area of outdoor activities.

While analyzing the current state of affairs, we found out, that more than 70 Universities are offering similar programs to Outdoor leadership training. It is even possible to gain the title of "Master of science in education" in Northern Illinois University.

Since 1986 the Wilderness Education Association has been organizing the National Standard Program for Outdoor leadership certification with chosen colleges and universities. The development in the North America in many ways inspire and motivate the development here in Europe.

Outdoor leadership topic was studied very complete by Priest 1986.

Czech Republic

It is fair to say, that in the field of outdoor activities a great tradition exists.

At the beginning of 20th century an interesting movement happened in this field - the tramping. It in was many ways inspired by similar movement in USA (The stories of J. London, woodcraft..). Scouting was also adapted to Czech condition. There is more than 100 years long tradition Sokol clubs (Outdoor life of Sokol) and Czech tourist club.

Adventurous outdoor activities have many followers and enthusiasts in Czech republic.

Currently, schools and organisations preparing specialists in the field of outdoor activities, included in so called accredited institutions of Ministry of education, youth and sport. These institutions are designated by Job trade law from January 1992 to award certification in the Field of outdoor sports and activities. The above certification serves as a requirement of specialization necessary for registration of job trade with Job trade office included in those organization are 9 Sport Faculties and Schools of Education (Fig 1.), as well as 6 other organizations (Fig 2). The offerings (programs) of those organizations differ in length of the program and in its content.

Besides traditional concept "human powered tourism", new ways of study programs are developed, where outdoor activities are part of the curriculum in management of leisure or recreation.

Czech Republic accredited institutions

Fig 1 UNIVERSITIES -SCHOOLS OF EDUCATION

Faculty of Physical Education and Sport of Charles University

- basic outdoor sports program 312 hours
- outdoor sports specializations 240 hours
- outdoor leadership specialization 700-1000 hours

Faculty of Physical Culture of Palacky University Olomouc

- basic outdoor sports program
- study of recreology (4 ears)-part of study outdoor life and outdoor sports (about 700 hours)

School of Education Hradec Králové

- recreational sport and artistic creativity(3 years)
- recreational sport and tourism (3 years)
- significant outdoor sports program

School of Education of Masaryk University Brno

- basic outdoor sports program 320 hours
- human power touristic specialization 730 hours
- water touring specialization 458 hours
- cross-country skiing specialization 330 hours

School of Education of Charles University

- basic program outdoor sports 328 hours

School of Education of Technological University Liberec

- basic outdoor sports program cca 300 hours

School of Education of J. E. Purkyně University Ústí nad Labem

- basic outdoor sports program 382 hour
- optional outdoor sports climbing, mountaineering 172 hours
- cycling 116 hours

School of Education of South Bohemia University České Budějovice

- basic outdoor sports program

School of Education of West Bohemia University Plzeň

- basic outdoor sports program

J a n N e u m a n

RECAPITULARY INFORMATION REGARDING
THE SEMINAR "OUTDOOR ACTIVITIES
" PRAGUE 94 "

The seminar was held under the auspices of Mr. Jan Bělohávek, PhD, Deputy of Minister of Education, Youth and Sport of the Czech Republic and Associate Professor Josef Dovalil, PhD, Dean of the Faculty of Physical Education and Sport, Charles University Prague.

The seminar was organized by the Department of Sport Tourism and Outdoor Sports at the Faculty of Physical Education and Sport, Charles University, Prague and by Friluftsliv Department at the Norwegian University of Sport and Physical Education, Oslo which participated in publishing the proceedings and supported from the beginning that seminar took place.

The rooms for the seminar accommodation and other material support (sending letters invitation, fax, copies, audiovisual technology) was provided by the management and leadership of the Faculty.

Editorial centre participated in the express print of letters of invitation.

Bohemo, joint-stock Co. lent its office, computer and copy machine. Members of the management Mr. Juhan and Mr. Cihlář participated in the programme. Outdoor Activities Centre of Bohemo Co. which closely collaborates with Department of Sport Tourism and Outdoor Sports was presented in the public for the first time.

Our colleagues Associate Professor Mr. Amesberger and Mr. Siebert, Outdoor Trainer both from Sportwissenschaft Institut Viena and Mr. May, PhD from OITC Kiel supported the seminar with their proposal.

The seminar was sponsored by Prof. Ziegenspeck, University Lüneburg by printing the seminar proceedings.

The members of Organisation Committee were:

Jan Neuman, Jiří Brtník, Jiří Šafránek from Department of Sport Tourism and Outdoor Sports and Pavlina Žáčková, Jiří Dufek, Radka Paštková, Markéta Marijczuková, Marek Ročejdl, Zuzka Ježková, Jára Popelková, Soňa Polišínská.

To success of seminar contributed also Olina Petrová, Soňa Boštková, Petr Kasal, Čestá Paštika, Petr Vyšohlíd a Denisa Konečná.

There were 34 participants from the Czech Republic including students of specialization. There were 6 German, 4 Polish, 3

Austrian,2 Norwegian,2 American,1 Canadian,2 Slovak,1 Slovenian,2 Dutch,2 British,1 Finnish and 1 Belorussian participants. That means 27 foreign participants altogether and guests representing 12 states.

Organizers of the seminar contacted other experts from Austria, Russia, Switzerland, Netherlands, France, USA, Canada, Slovenia and Great Britain.

Unfortunately we have not had the connection to our colleagues from Bulgaria, Romania, Hungary, Italy, Spain, Portugese, Belgium, Sweden, Baltic Republics, Ukraine, Croatia, Serbia and Greece.

Participants presented 22 papers (17 foreign participants). There were 4 posters. Even those Mr. Priest, Canada, Mr. Ziegenspeck Germany who could not participate in the seminar sent their papers to be published in the proceedings.

An exhibition of specialized journals and books was also a part of the programme. In connection with the seminar we contacted the most important journals and publishing houses and we obtained thus lots of interesting journals and professional publications.

During the programme participants could also see the exhibitions of Czech producers of outdoor equipment (8 companies showed their products).

There was also an opportunity for personal contacts which was offered during the trip on a steamboat on the Vltava river and which in a suitable way completed a friendly atmosphere and high spirits of the seminar.

Meetings and lectures for students with some participants from Norway, Belorussia and USA were organized after the end of the seminar.

Professional contacts will be extended in the future.

The international seminar continued in the topics of two national seminars held by Department of Sport Tourism and Outdoor Sports. In 1992 the seminar called "New views of outdoor activities" was held. The members of the department presented experience from abroad- study stays and suggested new attitude to the other specific applications. Practical examples in games known as Icebreakers, Initiative games, Ropes course were parts of the programme. The conclusion was creating the Subcommission of Czech Academic Sport and new voluntary elective subject of learning Outdoor Education and Outdoor Sports.

In April 1994 another national seminar was held "Outdoor Education-Outdoor Activities-Outdoor Sports" to which besides pedagogical and sport faculties also other organisations with accreditation for professional preparation of experts in outdoor activities and sports (except skiing) were invited. Department of Sport Tourism and Outdoor Sports presented there current situation

of preparation of experts in the field of outdoor activities in the Czech Republic and abroad. Specialization "Outdoor Sports-Outdoor Leadership" was introduced in detail. Participants agreed on the need of coordination and detailed demands for various types of qualification. It is necessary to make use of great experience that is in this field in many developed countries, which calls for need of exchanging information. There is the necessity of clarifying the meaning and content of used terms.

The time has come for Pan-European discussion.

The tasks for the International seminar "Outdoor Activities" were:

To begin the discussion of experts from the whole Europe.

Contact Eastern and Western experts .

Make experience from the U.S.A. and Canada.

Look for possibilities of coordination of preparation of university experts in the field of "outdoor activities".

Point out that there are perspective objectives for schools and institutions with pedagogical orientation above all for university degree school of P.E. and sport.

The Seminar was successful as the response of participants indicated.

Present speeches and discussions documented that under the title of "outdoor activities" many fields that are connected are hidden and these fields are included in such terms as "outdoor sports", "sport tourism", "human powered tourism", "outdoor recreation", "outdoor education", "outdoor adventure education", "experiential education". All these terms have one in common - they apply various outdoor sports and activities with the aim of contribution to the education and development of a man, they open space for gaining own experience.

Preparation of the seminar, and its results belong to the efforts to coordinate within European bounds university education in the field of Outdoor Education or Adventure Education.

As the seminar showed several organisations with which it is necessary to have closer contact within work in the international scene:

National Association for Outdoor Education and Association of Heads of Outdoor Education Centres (Great Britain)

Bundesverband Erlebnispädagogik Deutschland (which joints together also Austrian and Swiss experts)

Initiative Outdoor -Aktivitäten (Verein für Natur- und Bewegungsbezogene Gruppenarbeit -Austria)

Association for Experiential Education (headquarters in the U.S.A., joints together experts from the whole world).

Meždunarodnyj turistsko-sportivnyj sojuz- International association of sport tourism (which joints republics of the former Soviet Union and Bulgaria).

It seems that the time has come to initiate creating of the professional association of similar type in the Czech Republic too.

The participants of the seminar expressed their conviction that such professional meetings should continue in various European countries .Prague organisers are prepared to repeat such a meeting in the year 2000(or sooner). The next international seminar will be held in Tornio(Steve Bowles),Finland in 1996 and it should be followed by an international conference in 1997 which will be prepared by Norwegian University of Sport and Physical Education Oslo,Department Friluftsliv (Ivar Mytting et all)

There is a possibility to organize a similar professional meeting for countries that are connected by Slavonic languages and which have undergone similar development during the last 50 years.

The participants agreed that the Faculty of P.E. and Sport of Charles University should create Coordination and Information Centre for the Field of Outdoor Activities in Europe and so contribute to better contacts with countries of Eastern Europe and obtain information about programmes ,schools ,qualifications and publications.

Perspectives of the sphere of Outdoor Sports and Education and proposals coming from the seminar should lead to reflection on work objectives and professional qualification of teachers of university degree P.E. schools. It is connected with an inovation of teaching programmes ,new forms of collaboration and looking for other sources of development (new activities,other view on traditional sports,new didactic approaches,interdisciplinary collaboration).

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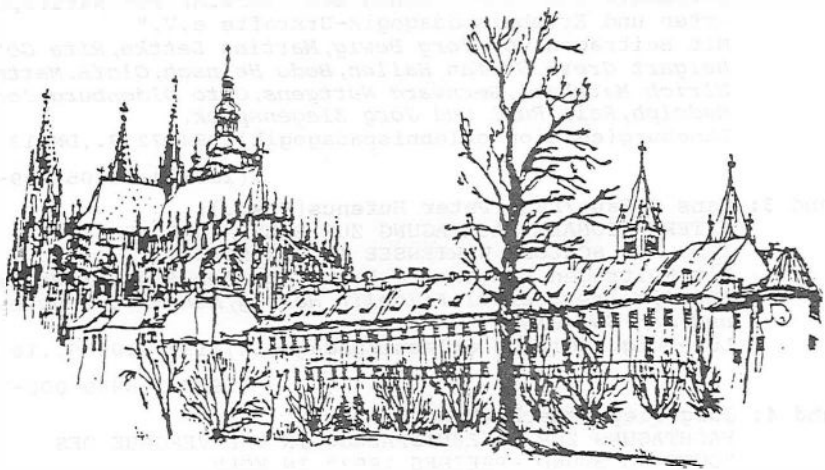
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