



POP-UP LEARNING PROJECT

Co-funded by the
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POP-UP LEARNING



POP-UP LEARNING BE-AWARE RE-AWARE AND RE-DISCOVER CURIOSITY AND CONNECTION IN EDUCATION THROUGH OUTDOOR LEARNING

IN COLLABORATION WITH:



THE OUTDOOR APPROACH APPLIED TO ADOLESCENTS



IS THERE AN ANALOGY?

There is a symbolic analogy between Outdoor Education and the developmental dynamics of adolescence.

The adolescent out of childhood and into adulthood, to cross the threshold of the family and to prepare for entry into society, to go beyond own self to learn to meet others and finally the world.

**WHAT EDUCATIONAL EXPERIENCES CAN SUPPORT AND ACCOMPANY
THE DESIRE FOR THESE "OUTINGS"?**

**AND WHAT ROLE CAN BE PLAYED BY THE RELATIONSHIP BETWEEN THE
ADOLESCENT AND THE EXTERNAL ENVIRONMENT?**



ROUSSEAU'S PEDAGOGICAL PERSPECTIVE

According to Rousseau, outdoor is a transversal trait at the basis of the educational process educational process, it represents a fundamental moment of transition from adolescence to adulthood.





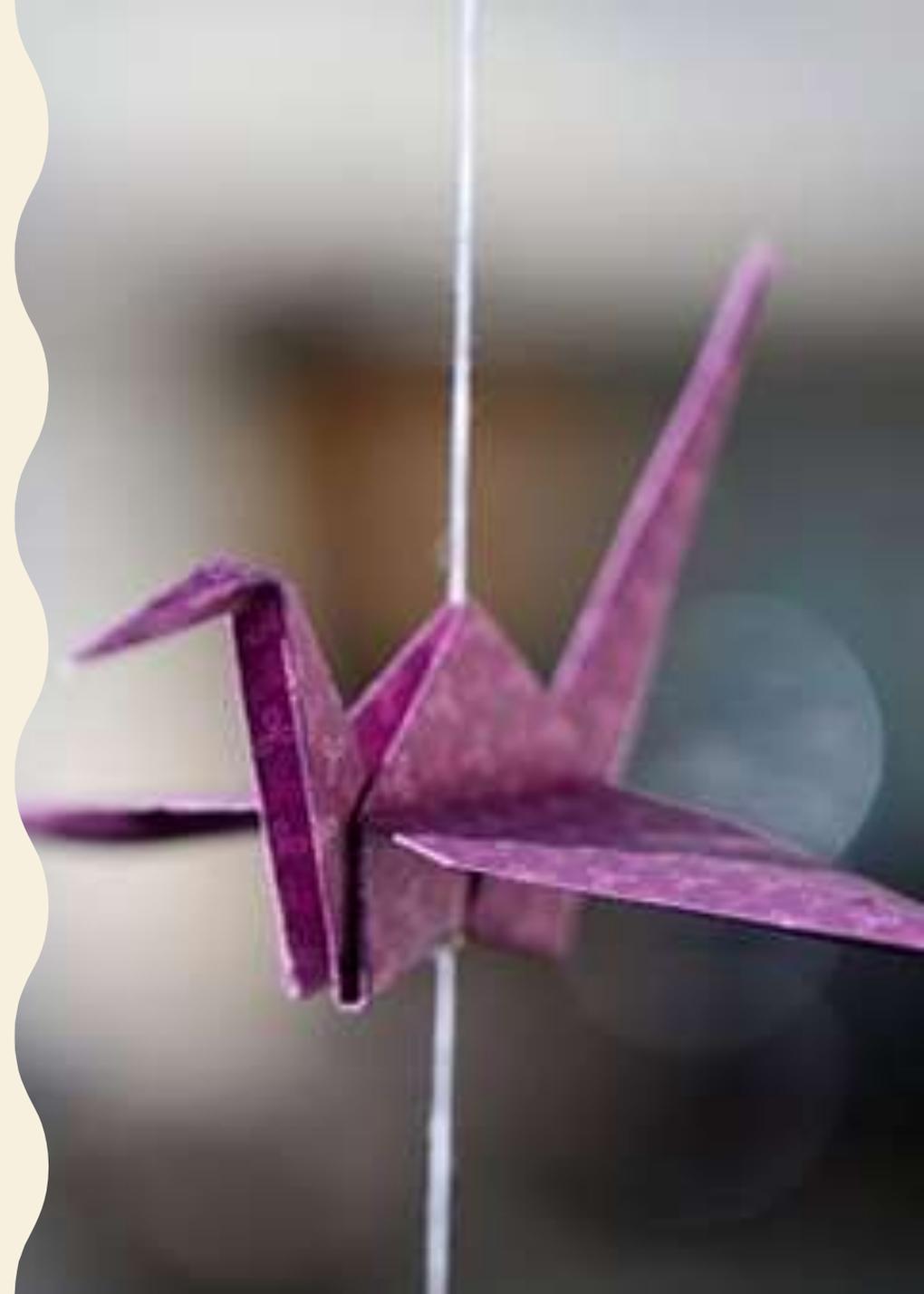
THE MONTESSORI VISION

According to Maria Montessori, the adolescent is a “social infant” who is called upon to transition from the mentality of the child living in the family is called to transition into the mentality of the man who lives in society.

Education must not be reduced to “mere specialisation”, necessary to secure a “good place” for the future.

Activities that require manual dexterity, practicality, commitment and even creativity play an irreplaceable role in acquiring inner discipline and strengthening the young person's self-esteem.

The adolescent who feels capable and autonomous will certainly be better able to build social relationships.



IN OR OUT?

The desire to 'come out' that so many adolescents feel today is strongly conditioned by the historical, socio-cultural context in which we live.

Leaving childhood and entering adulthood, from the family to society, from the self to the other, are not at all easy, which is why today we are witnessing an extension of the adolescent age.



In order to understand the relational difficulties of our time, we think of how children, young people and adults today are inseparable from their smartphones, even when they are immersed in situations or places that require interaction and interpersonal communication.



WHAT ARE THE POSSIBLE SOLUTIONS?

The experiential learning envisaged by Outdoor Education makes it possible to cultivate three feelings that are the cornerstones of the educational process of the adolescent of yesterday, but particularly of today:

- Belonging;
- social utility;
- cooperation.



FEELING “PART OF A WHOLE”

The feeling of belonging is built up with time and dedication and is translated into activities that allow one to “live spaces” and take care of them.



FEELING "USEFUL"

Manual work makes the adolescent feel useful to society.

The adolescent's need for protagonism and appreciation must be satisfied with concrete activities and tangible changes.

Only in this way can a sense of responsibility be transmitted.

"Doing things together' is an extraordinary motivational lever. The peer group is the best context for the flowering of sociality and morality.



FEELING OF COOPERATION

At the heart of it all is **reality**, which is made up of challenges and requires authentic responses and helps to define the idea of competence at all levels, from personal and social to entrepreneurial and the construction of a sense of active and aware citizenship.



OUTDOOR EDUCATION IN ADOLESCENCE

It can eradicate disengagement, individualism and narcissism, promoting peer cooperation and active participation in society.

RECOMMENDED ACTIVITIES

DAISY OF POSSIBILITIES

Objective: to help boys and girls to choose their school future

- A) Give the boys and girls a sheet of paper, stationery and some magazines and ask them to think about how they see themselves in the future
- B) After this activity give another sheet of paper to the boys and girls and ask them to draw a daisy with very large petals.
- C) At first it is useful to leave the boys and girls free to dream about their scholastic future and to insert the schools they wish to go to. Then the educator will help them to investigate the feasibility of the desire



Tips for trainers:

- Leaving girls and boys free to dream during the first phase of the exercise, doing a feasibility analysis could be counterproductive.
- If the pupil doesn't have many ideas during the first phase, use very general stimulus questions which very general stimulus questions that point to wishes. For example, "What would you like to learn more about?"
- During the second phase (feasibility analysis), listen to the young person and reason with him/her on the expectations
- Help the young person choose the type of school (vocational, technical, high school), not specific schools.
- It can be useful to get information materials, to show them the websites and to invite them to physically visit the schools before the final choice.

Time:About 1.30

RECOMMENDED ACTIVITIES

FLASH CHALLENGE

Objective:

- developing creativity
- getting to know the territory
- constructive use of technological devices

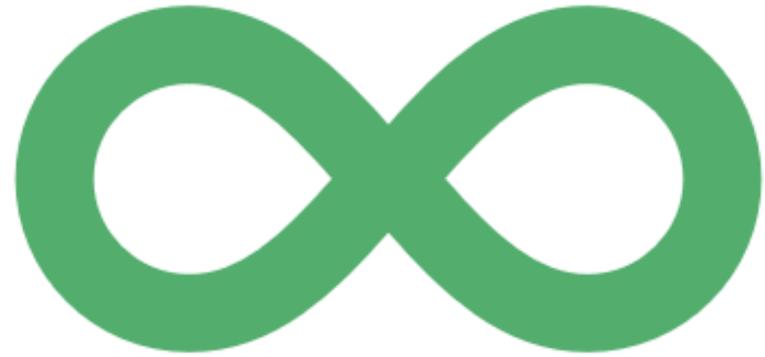
- (Opening): Launch the activity in circle-time: the beneficiaries in small groups will have to engage in a photo treasure hunt.
- (Central activity): The activity consists of a kind of treasure hunt: instead of the stages of the route there are photographs to be taken.
- (Closing): The activity ends with the meeting in front of a projector and the sharing of the photos with the joint choice of the winners, for originality and liking.



Tips for trainers:

- The list of photos to be taken can be drawn up according to the skills to be worked on. For example, if you want to support the pupils in discovering their neighbourhood, you could ask them to take a photo of the most beautiful mural. To work on strictly didactic or linguistic aspects, you can write complex instructions, using specific terms, e.g. "take a picture of the capital of Romania on the plan".
- Strengths: Encourage pupils to look around with greater interest, find creative solutions to the questions posed, as well as support them in the constructive use of technological devices.
- The activity can also be easily adapted to the beneficiaries of fourth and fifth grade primary schools

Time: 1st part - 1h30'



**"TRANSFORMING
REALITY TOGETHER TO
FEEL PART OF THE
WORLD"**

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**THANK FOR
YOUR
ATTENTION!**





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