

## Title of BIP: Outdoor Education

### – experiential learning in the natural environment –

<b>General information</b>
<p><b>Objectives and Description:</b></p> <p>This BIP immerses participants in the theory and practice of designing and leading outdoor learning experiences. The virtual component focuses on fundamental knowledge, including the principles of experiential learning, designing outdoor scenarios, and risk management strategies.</p> <p>The physical component builds upon this foundation with intensive hands-on experience in natural settings. Participants will engage in team-building activities, explore diverse outdoor didactic strategies, transform natural environments into dynamic learning spaces, and participate in challenging physical activities. The culmination involves participants planning, leading, and reflecting on their own outdoor teaching sessions, integrating all learned concepts into practical application. This BIP emphasizes the development of practical skills, critical thinking, and a strong understanding of safety and ethical considerations in adventure education.</p>
<p><b>Methods and outcomes:</b></p> <p>Participants will design effective outdoor learning scenarios by applying principles of experiential education and environmental inquiry. They will analyze and mitigate risks, developing comprehensive safety protocols for outdoor activities. Practical skills will include facilitating engaging outdoor physical education sessions using natural environments and limited resources. Participants will also lead and evaluate their own outdoor activities, demonstrating strong group management and problem-solving abilities. Finally, the program will cultivate the capacity to critically reflect on personal and professional development within adventure education, connecting insights to future practice.</p>
<p><b>Field of Education:</b></p> <p>Physical education and Sport</p>
<p><b>Target audience / Participants profile:</b></p> <p>Students that are enrolled in Physical Education faculties, future physical education teachers</p>
<p><b>No of ECTS issued:</b></p> <p>3 ects</p>
<p><b>Language of instruction and requirements:</b></p> <p>English</p> <p><b>Dates for physical activity:</b></p> <p>May – June 2026</p> <p><b>Location of physical activity:</b></p> <p>West University of Timisoara, Faculty of Physical Education and Sport</p> <p><b>Dates for virtual component:</b></p> <p>April – Mai 2026</p> <p><b>Virtual Component Description:</b></p>

Virtual component will take place in Google Meet Platform. Virtual component will be composed from two online meetings before the physical activity and one after the physical part as a follow up meeting.

### Organizing Board

#### Receiving/Host university:

**Universitatea de Vest din Timișoara**, Romania

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#### Sending/Partner universities:

**P1. University of Primorska**, Matej Plevnik ([matej.plevnik@fvz.upr.si](mailto:matej.plevnik@fvz.upr.si));

**P2. Palacky University in Olomouc.**, Michal Kudláček ([michal.kudlacek@upol.cz](mailto:michal.kudlacek@upol.cz));

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### Detailed programme

#### 1. Planned activities during virtual component:

##### Designing outdoor learning scenarios

Students will explore key principles of experiential learning in outdoor contexts. They will work in small groups to design an outdoor activity based on a given scenario (e.g., team-building, motor skill development, or inclusive play). Each group will complete a structured template covering objectives, materials, safety, and reflection. Groups will present their designs and receive feedback from peers and the instructor.

Complete a planning template including:

- Educational goals
- Required materials
- Time structure
- Safety measures
- Reflection questions for participants

##### Risk management and safety in outdoor activities

Students will examine common risks in outdoor education and discuss safety strategies. They will complete an interactive quiz and analyze case studies in groups. Each group will identify potential hazards in a proposed activity plan and develop safety protocols. Students will also create a basic safety checklist to use in future outdoor sessions.

Students will:

- Learn about key risks (environmental, physical, logistical, behavioral) and legal responsibilities of outdoor activity coordinators
- Take part in an interactive quiz based on real-life safety scenarios

- Analyze a case study in groups and identify potential hazards
- Propose risk-reduction strategies
- Create a basic safety checklist covering first aid, emergency procedures, and equipment checks
- Present safety protocols for a sample outdoor activity

### Post-Experience Reflection and Portfolio Presentation

Students will reflect on their practical experiences and present a brief portfolio or recorded summary of their involvement. They will share key insights, challenges, and personal development outcomes. The session will conclude with open discussion and feedback, encouraging students to connect the experience to their future professional practice.

Students will:

- Complete a brief interactive reflection (e.g., using Mentimeter or Padlet) on personal learning outcomes
- Present a short digital portfolio or video summary of their practical involvement
  - Include photos, activity descriptions, and lessons learned
  - Highlight teamwork, problem-solving, and student engagement
- Participate in an open group discussion on challenges, successes, and future applications
- Provide feedback on BIP experience

### 2. Planned activities during physical component:

1<sup>st</sup> day: Opening & Team building in nature

- Welcome briefing and programme overview
- Name games in a natural setting
- Team-building exercises (e.g., human knot, blindfold trail, trust fall circle)
- Low-impact cooperative games (emphasizing physical coordination and group dynamics)
- Group reflection circle using guided questions (What did we feel? What did we learn about teamwork?)
- Introduction to safety rules and environment ethics (Leave No Trace principles)

2<sup>nd</sup> day: Outdoor learning strategies and creative use of space

- Introduction to outdoor didactic strategies (place-based learning, inquiry-based learning, thematic circuits)
- Exploration walk: identifying learning opportunities in natural settings (e.g., trees as stations, terrain as obstacle course, open spaces as game zones)
- Workshop: transforming natural environments into learning areas (e.g., using logs for balance, stones for counting games, leaves for creative tasks)
- Group challenge: design a short physical education micro-session using only natural elements (warm-up, main task, reflection)
- Peer facilitation: each group leads their designed micro-session for the others
- Guided reflection

3<sup>rd</sup> day: Outdoor games and physical challenges

- Group relay tasks with limited resources (carrying, balancing, transporting)
- Orienteering with didactic stations
- Creative use of environment
- Problem-solving games (cross the river, tower building with natural materials)
- Peer-led reflection: group feedback

4<sup>th</sup> day: Planning and leading outdoor activities

- Learning how to structure an outdoor session (goal-setting, logistics, safety)
- In teams, students plan a 30–45 min outdoor activity for peers
- Students lead their own activities with peers participating
- Feedback session using structured observation tools

5<sup>th</sup> day: Applied practice and professional reflection

Student-led Outdoor Teaching Sessions

Each student or small group will plan and deliver a 20–30 minute outdoor physical activity session to the rest of the group, simulating a real PE lesson.

Sessions may include:

- Clear learning objectives (motor, social, or cognitive)
- Use of natural environment
- Safety and organization plan
- Short reflective debrief with participants

[Application procedure](#)

fill in application form available here: *to be generated later*