## Contents

List of Figures	instructor roles
List of Figures	Ferensi tesa membera
Acknowledgements	rator das F
Preface	
Overview	Pre-crome planning
Part 1 Theory: Methods and Application	
1 The Evolution of an Holistic Process	
Outdoor education in the Czech Republic	
Educational roots: Comenius	
Foundation: <i>Turistika</i> activities	
Communism 1948–89	
Outdoor Education since 1989	
Vacation School Lipnice	
Philosophical roots: Kalokagathia	
Development since 1989	
Different types of courses	Disadvantages of a team approach
International courses	
2 Theoretical Underpinnings of Dramaturgy	Intermiorità nago nervirati sconarattiti.
The experiential education process	Using Games in the Programme
1970s: The educational process model	1 What is a game?
1980s: The metaphoric model	Understanding games
1990s: The active learning cycle model	Camte elements
2000 plus: An holistic model	Role of games
Dramaturgy as a method of course design	1 Getting out of familiar environments
Aims and methodological principles	o bas sabstanod Isnocus galbears 1
Extending comfort zones	1 Exploiting social interaction and play-
Reflection and review	20120 to insurpote of 2
3 The Five Stages of Dramaturgy	2 Common to Pagy T
The five stages of developing dramaturgy	Seems to seed 2
Stage 1 Development of the main course the	
Stage 2 Development of the scenario	earning moltshamik 2
Stage 3 The practical dramaturgy (activity)	
Stage 4 The completion of the scenario	2 Reste-based games
Stage 5 The dramaturgy on the course	2 Psychological/reflective games
The dramaturgy wave	zoniga masibolon2. 2
The dramaturgy arch	Pre-course genies
Dramaturgy events	zmant benjama (

Example Course – Intertouch 2002	2
Dramaturgy	2
Scenario	211151110.2
Part 2 Practice: Courses and Games	de novelecto mand in a retreval sensus or con- denseral, photocorrelag recording protherwise = 3
4 A Team Approach to Programming	3
Preparing and planning courses	
Team independence	at read burner (mail
Instructor roles	3
External team members	25 upid to 13
Task roles	2 annaylalyotol 4
Instructor specialisation	4
Pre-course planning	4
Running the course	4
Updating the scenario	4rt I. Theory: Methods and Application
Team meetings	4 The Evolution of an Holistic Process
5 Running Enhanced Courses	4. Outdoor education in the Czech Republic
Running enhanced courses in your organ	
Team considerations	4 Foundation Turksika activities
Participant considerations	4 Communism 1948-89
Game preparation	a seema affect sould mathematical temptres 4:
Running the games	Vication School Lighter 4
Utilisation of existing programme elem	ents will a substitute a soon is sufficiently 48
Running games on expeditions	48 Development since 1989
Disadvantages of a team approach	4 Different types of courses
Application of methods to PDP design	p Infernational confres
Differences between open enrolment co	
6 Using Games in the Programme	The experiential education process
What is a game?	lebom alexage function by entre (NR) 58
Understanding games	labori aborigetam self (2000) 58
Game elements	58 1999x The active learning cycle model
Role of games	2000 plan An holistic model
Getting out of familiar environments	on the manuage is a method of course designed
Extending personal boundaries and exp	
Exploring social interaction and play	59 September 2011
Development of skills	walker beneficially 60
Types of games	60 The five Stages of Diametergy
Staged games	6) The five stages of developing demantage
Team and strategic games	below to kee and to the english of T. L. 1980? 61
Simulation games	ottation suffro Henry oleveld Segatz 61
a principal design of the control of	61 Stage 3 The practical dramatury (activity
Role-based games	charge sail to not blombe sail 4 mark 61
Psychological/reflective games	sensor and no equipmental and 7 solds 62
Sociodrama games	by aw you demand out 62
Pre-course games	63 The drammagy as it
Combined forms	de amova vandament 63
Forms other than games	64

Fitting the game into the scenario	65 Physical Games
Dramaturgy considerations	snerA 1 65
Rhythm	66 A Camel Trophy
Participant demographics	Hert delmer 1, 66
Using the environment	67 4 Mountain Colf
Timing	orl2-mid2 zeronim 8 67
Adapting the game	67 6 Sitting Game
7 Game Logistics	69 Cheathye Cames
Set-up	zasMando ) 1 70
Staffing	07 2 Dead Poets Society
Material	emptd bodycom 1 70
Environment- and atmosphere-creating e	lements 70
Logistical plan and team briefing	71 S Pointiffied 71
Participants' preparation	27 6 Rebearsal of the Orchestra
Types of introduction/motivation	god one gold X 72
Division into groups	73 Web Pages
Rules Rules	47 Psychological (Reflective/Emotional) (
Running the game	275 Logaces without Borders
The co-ordinator	to selbend this bhow sitt to dishydal 5 75
The juror	auneV rieM & 76
Game staff role	17 aprel 1 76
Instructors as game participants	76 S. Algebra angula 2. 76
Game flow	77 6 Stalker
Safety first	ability 77
Timing	77 Summary and Conclusions
Rule changes	78
	Jutward Bound barros brawin 0 - aibres 79
Risk management	bound approaches and and and 80
Observing participants	08 Durward Bound International
	18 comparisons with other Outward bound S
Physical safety	81
Psychological and emotional safety	Manyol 82
Part 3 Games: Description and Logistics	85
8 Games Introduction	87
Game template	88
9 Social Games	91
1 Auntie Amalda	92
2 Czech Dream Book	95
3 Dance Hall	98
4 Ecosystems	101
5 In the Skin of John Malkovich	106
6 Las Vegas	109
7 Poseidon	112
8 Running Letters	116
9 War of the Roses	121
, . MI OI LIIC HOUCE	121

10	Physical Games		123
	1 Arena		124
	2 Camel Trophy		126
	3 Finnish Trail		129
	4 Mountain Golf		131
	5 Princess Shin-Sho		133
	6 Sitting Game		137
11	Creative Games		139
	1 Colour Mass		140
	2 Dead Poets Society		142
	3 Improvised Drama		144
	4 Land Art		147
	5 Pointillism		149
	6 Rehearsal of the Orchestra		152
	7 Wag the Dog		154
	8 Web Pages		157
12	Psychological (Reflective/Emotional) Games		159
	1 Games without Borders		
	2 Labyrinth of the World and Paradise of the He	art sommer-orad)	164
	3 Mars Venus		170
	4 Nexus VI		172
	5 Night Images		176
	6 Stalker		
	7 Triffids		182
13	Summary and Conclusions		185
App	endix – Outward Bound		187
K	urt Hahn		
C	outward Bound International		187
C	comparisons with other Outward Bound Schools		188
Bibl	iography	Parchological and emotional sales	191
nde			195
			1