

HIKING 4 UNDERSTANDING



Manual for fostering intergenerational understanding through hiking

Hiking 4 Understanding Manual

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» Prologue

Hiking clubs, youth organizations, and eco-camps active in hiking and sports allow hiking to offer invaluable experiences and personal growth. Going to the mountains will enable people to explore nature and natural beauty, face certain challenges, become physically active, enhance fitness and well-being, and enjoy the peace and tranquility that only the mountains can provide.

We live in a time when the world, nature, and environment are changing drastically. The planet's appearance is changing, driven by the needs of modern human life. The race for success, well-being, and work responsibilities increase mental and physical fatigue. Hiking represents relaxation from the mental efforts that a person experiences at the workplace and the city noises caused by the fast pace of life.

Aside from that, the world and humanity are facing several social challenges. Active aging in Europe is causing intergenerational gaps and a lack of dialogue and understanding among citizens of different generations with much to learn about each other. This gap is bringing marginalization and mistreatment of elderly people, a rise in stereotypes and mistrust among generations, the breakup of intergenerational communication, reduced community cohesion, a rise in exclusion of vulnerable groups, further reduction of youth participation in the democratic process, etc. Therefore, supporting inclusion and intergenerational dialogue made their way to the forefront of societal needs.

There is evidence that intergenerational dialogue is most effective when intergenerational groups work together as a team to address common challenges. No more critical topic combines different generations and hiking than environmental protection and climate change. Issues becoming critical in recent times have managed to unite diverse socio-demographic groups in working together to address climate change and protect the environment where we live.

This manual is created to serve that purpose. To bridge the gap, the citizens of different generations are involved in the educational hiking programs of mountain clubs, youth organizations, and eco camps that promote environmental protection and engagement. It is designed to strengthen intergenerational dialogue, solidarity, and understanding, inside and outside of formal hiking practices, connect problems with solutions, develop exploratory curiosity, and guide hikers towards a sustainable, protected, and healthy environment.

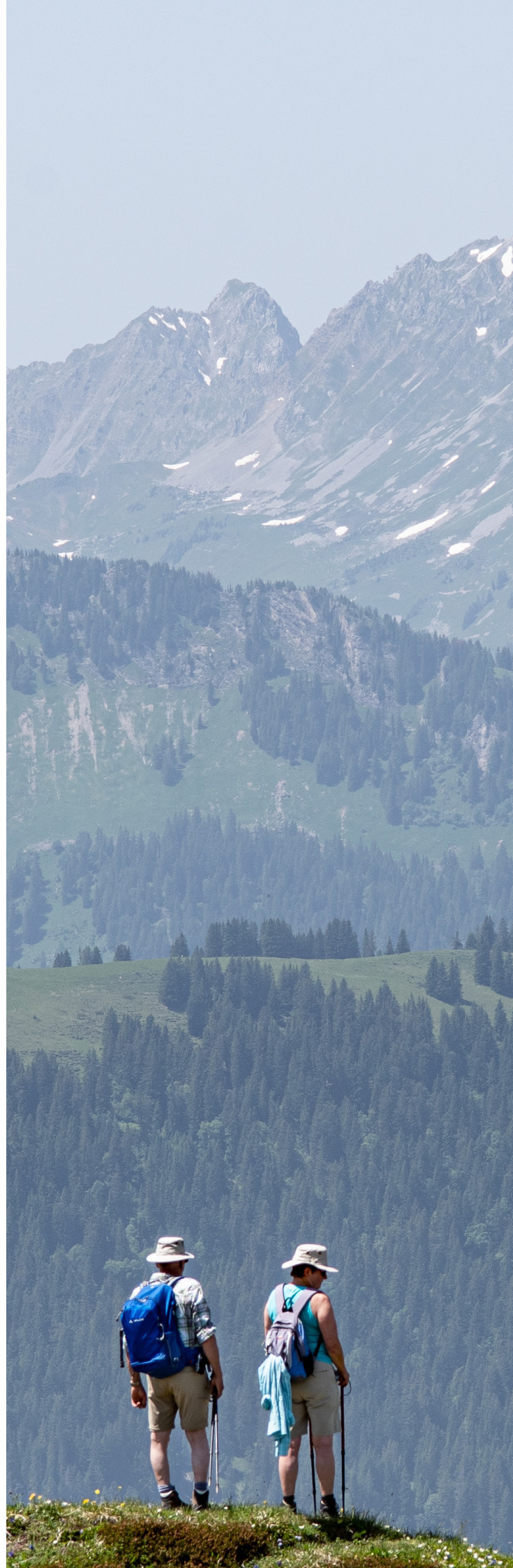
» Chapter 1: Introduction

The Hiking 4 Understanding manual is designed for Hiking Clubs, Youth Organizations, and eco camps from all over Europe. It allows them to explore integrated multidisciplinary, international educational programs and methodologies that aim to expand the knowledge and interests of young people and adults in intergenerational dialogue, environmental protection, ecology, and hiking.

The main goal of the manual is to expand the capacities of the stakeholders mentioned above to embrace innovative Hiking4Understanding programs and methodologies in their work. This will enable them to strengthen intergenerational dialogue through hiking-based activities and make them suitable for application in and outside formal hiking practice.

Hiking is essential for several reasons (Nordbø, Prebensen, 2015) and thereby plays a crucial role in strengthening intergenerational dialogue in Europe:

- Physical health benefits: hiking is an activity that positively affects physical endurance, cardiovascular system, and general physical fitness.
- Mental health and stress relief: hiking in nature reduces stress, anxiety, and mental fatigue. It offers a break from the pressures of daily life and promotes mental clarity, relaxation, and an overall sense of well-being.
- Connection with nature: hiking helps us reconnect with nature and fosters a sense of belonging to the natural world. This deepened connection can raise awareness and inspire greater environmental care and responsibility.
- Team spirit and social interaction: hiking can be enjoyed in groups or with friends, fostering teamwork, collaboration, and social interaction. This is especially true for intergenerational groups increasingly engaging in hiking practices.



· Adventure and personal growth: hiking offers us challenges, adventure, and personal development. It pushes our limits and helps us develop confidence, boldness, and resilience. Hiking challenges different aspects of the personality and can positively affect self-esteem and the development of personal potential.

This manual aims to enhance intergenerational dialogue and understanding through hiking, foster curiosity for exploration, explore nature and the environment through the educational method, and develop a love for hiking.

The H4U manual consists of the know-how in NFE (non-formal education), NFE in and through sport, and experiential learning as the critical skills needed for delivering effective H4U methodologies. Through the upcoming chapters, readers will have the opportunity to learn more about NFE and how to prepare and lead NFE practices that are based on sport. By getting familiar with experiential learning, readers can facilitate interactive and reflective sport-based educational experiences of intergenerational groups at H4U activities. Also, working with intergenerational groups requires specific know-how on facilitation and meeting the needs of diverse generations, but also addresses behavioral challenges that might arise. Lastly, this manual will offer eight innovative and tailor-made methodologies that can be easily applied in the work of hiking clubs, youth organizations, and eco camps. Each methodology is easily adjusted to diverse contexts but addresses different aspects of environmental protection and inclusion through intergenerational cooperation.



Tips for using the H4U manual

The Manual is a pedagogical aid and a guide for organizing activities. In itself, it contains all the necessary directions for developing the activities. Still, it does not have to and should not be the only pedagogical aid during the activity. To properly and successfully implement the activity, the following recommended guidelines should be followed:

1. **Adaptation:** The guidelines and activities in the Manual should be adapted to the conditions in the environment. All activities are planned to be easily adjusted and adapted to the existing conditions.
2. **Creativity:** The Manual is prepared in a way that will develop the creativity of the participant..

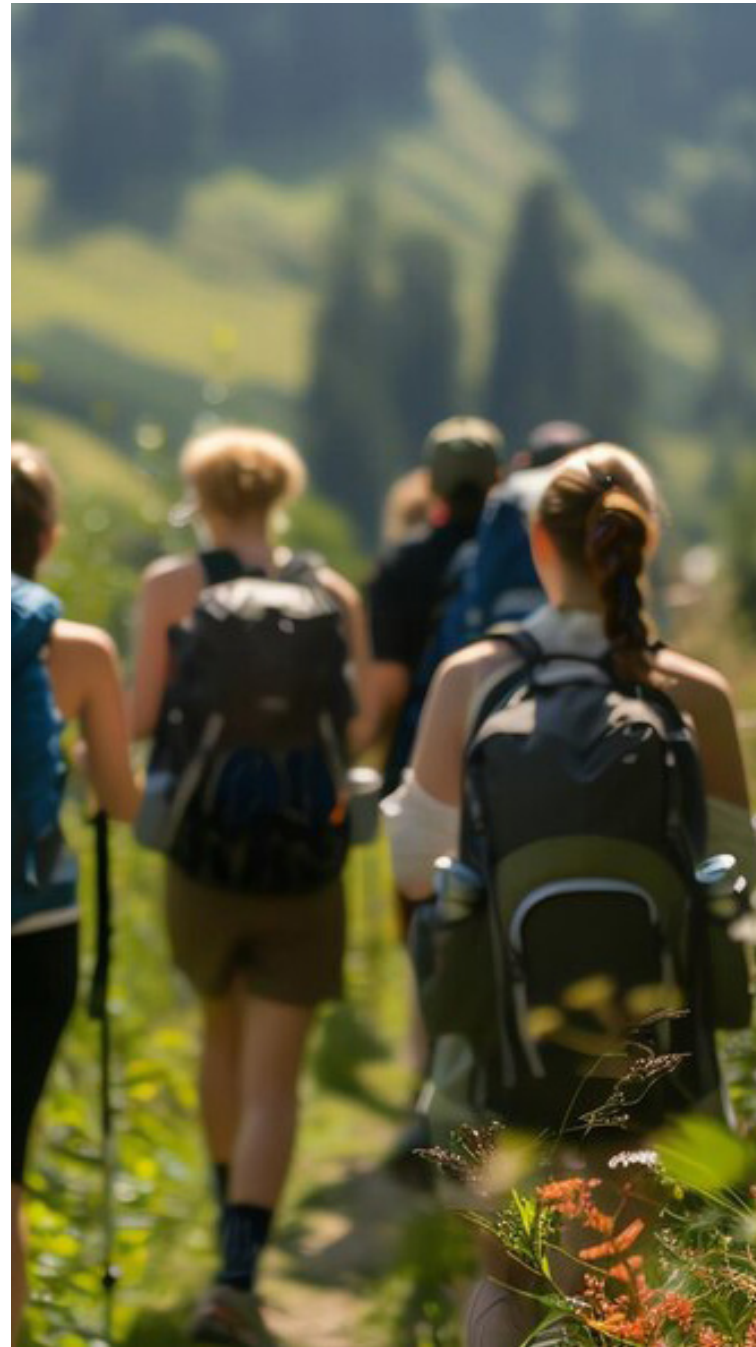


Chapter 2: NFE in and through hiking

What is Non-formal education (NFE)

Non-formal education (NFE) refers to structured learning that occurs outside traditional school settings. It focuses on specific goals or skills tailored to the needs of specific groups. NFE is typically more flexible than formal education, giving learners autonomy and allowing the learning experience to align with personal or collective interests (Johnson & Majewska, 2023). Unlike informal learning, which occurs spontaneously, NFE can be intentional and organized, often featuring planned curricula that still retain learner-centered flexibility (Cambridge University Press & Assessment, 2023).

In hiking-based programs, NFE manifests through experiential activities that encourage environmental awareness, teamwork, and personal development. These activities often include goal-oriented tasks such as navigation challenges, team-building exercises, ecological clean-up actions, and, most importantly, strengthening intergenerational dialogue for our cause. All H4U methodologies inside this manual are based on NFE, offering an organized activity structure for boosting intergenerational dialogue.



Education in sport and education through sport

Education in sports focuses on learning in the context of organized physical activities such as hiking, running, or climbing. It often emphasizes personal discipline, physical fitness, and motor skills development. Meanwhile, education through sport extends beyond technical competencies, using physical activities to teach life skills such as teamwork, leadership, problem-solving, and inclusion (Jung & Choi, 2016).

Hiking can be both education in and through sport. For instance, teaching participants how to read a map or navigate a trail is an example of education in sports. On the other hand, using hiking activities to foster intergenerational communication or environmental responsibility exemplifies education through sport.

Skills required to facilitate NFE in and through hiking

To effectively facilitate NFE in the context of hiking, facilitators need a blend of technical, interpersonal, and educational skills. These include:

1. Environmental awareness

Facilitators must be knowledgeable about local ecosystems, sustainability practices, and the importance of environmental conservation. This knowledge allows them to integrate lessons on nature preservation into hiking activities. So, before starting to apply H4U methodologies in practice, get acquainted with local ecosystems, environmental challenges, and topics of importance for your action.

2. Interpersonal and communication skills

Effective facilitation requires the ability to foster trust and communication across generations. Facilitators should encourage active listening and create inclusive spaces for dialogue, ensuring participants of all ages feel valued.

3. Outdoor leadership and risk management

Facilitators need skills in outdoor leadership, such as navigation, first aid, and risk management, to ensure the safety and well-being of participants during hikes. Managing risks while promoting safe participation is crucial for an enriching experience. If you are a youth organization striving to implement H4U activities, consider partnering with some hiking club or eco camp whose profession and staff capacities will be beneficial here.

4. Creativity and adaptability

Hiking programs often involve unpredictable conditions. Facilitators must be adaptable and creative, capable of modifying activities on the spot to maintain engagement and align with environmental circumstances.

5. Digital literacy

Digital tools like GPS devices or social media platforms are sometimes integrated into NFE activities. Facilitators benefit from digital literacy, as it enables them to guide participants in using technology effectively (e.g., GPS navigation or raising awareness via Instagram).

6. Inclusive facilitation techniques

NFE activities thrive when facilitators adopt inclusive practices that engage diverse groups of participants. These include intergenerational collaboration and addressing individual learning styles and abilities. Before starting with the H4U activity, get familiar with the participants with whom you will be working and adjust/tailor your educational approaches to each one of them.



Hiking programs structured around NFE principles are precious because they combine physical activity, learning, and personal growth. They promote environmental stewardship, teamwork, and resilience by offering participants meaningful outdoor experiences beyond traditional education settings. Thus, to utilize the power of NFE in and through hiking, think about whether you have all of the above-mentioned capacities or need to develop further or even partner with someone who can support you in implementing the H4U methodology.

» Chapter 3: Experiential learning

What is the experiential learning process?

Experiential learning is a dynamic educational approach where knowledge is developed through direct experience. David A. Kolb's Experiential Learning Theory (ELT) outlines a **four-stage learning** cycle designed to transform experiences into meaningful knowledge:

- 1. Concrete experience** – In this phase, learners actively engage in a hands-on experience. For example, during hiking, participants might learn to navigate a trail using maps and compasses.
- 2. Reflective observation** – After the activity, participants reflect on what happened. This phase allows learners to consider what worked well, what didn't, and how they felt during the experience. Reflection helps participants make sense of their experience, enhancing future performance. Hence, after each phase of the program or the activity, gather you participants to reflect on the process and experience.
- 3. Abstract conceptualization** – Learners interpret the experience to develop theories or concepts. In hiking, this may involve understanding how different approaches to activity can further enhance intergenerational teamwork.
- 4. Active experimentation** – Learners apply the new concepts or insights in a different context. For example, participants might plan a new route based on lessons learned, reinforcing knowledge through action (Kolb, 2015; Cambridge University Press & Assessment, 2023).



How to use the learning process in hiking activities

An example here is a hiking navigation challenge (a methodology that could be found in the H\$U methodology section), where participants practice reading maps (Concrete Experience). Afterward, they reflect on their successes and challenges (Reflective Observation). Then, they analyze the strategies that worked and conceptualize improvements (Abstract Conceptualization). Finally, they apply these insights in a second challenge, experimenting with new techniques (Active Experimentation).

Preparing for each phase: facilitator tips

1. Concrete experience:

- Ensure clear instructions and provide necessary equipment (maps, compasses).
- Encourage active participation and set achievable goals.

2. Reflective observation:

- Create time and space for participants to discuss their experiences.
- Ask open-ended questions, such as, “What did you notice?” or “What was challenging?”

3. Abstract conceptualization:

- Guide participants in identifying patterns and formulating lessons.
- Use visual aids (e.g., diagrams) to help conceptualize insights.

4. Active experimentation:

- Encourage participants to apply what they’ve learned in similar activities.
- Provide feedback and opportunities for further reflection.

» Chapter 4: Conflict management

Introduction to conflict situations in H4U activities

Conflict is a natural part of human interaction, particularly in activities such as **Hiking for Understanding** (H4U), which involve mixed groups with different perspectives, age groups, and competitive elements. Differences in expectations between younger and older participants or the competitive dynamics inherent in outdoor activities can sometimes escalate into disagreements (De Dreu & Gelfand, 2007). Conflicts during H4U might arise from generational misunderstandings, disagreements over strategies, or frustration due to the physical and mental demands of the activity. Proactively managing these conflicts ensures that activities remain enjoyable and inclusive for all participants.

Conflict management: definition, approach, and resolution

Conflict management refers to the strategies and practices used to **handle disagreements constructively**, ensuring they do not escalate and that they produce positive outcomes when possible (McCorkle & Reese, 2017). Conflict management does not aim to eliminate conflict entirely but to guide conflicting parties toward productive dialogue and solutions.

A key distinction within conflict management is between **conflict resolution** and **conflict transformation**.

- **Conflict resolution** seeks to end a specific disagreement, often focusing on immediate solutions that address both parties' concerns.

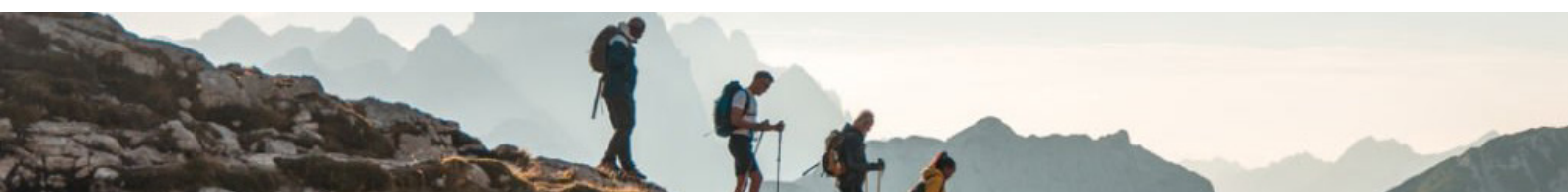
- **Conflict transformation**, on the other hand, aims to change the underlying structures and relationships that caused the conflict, promoting long-term positive change (De Dreu & Gelfand, 2007).

Tips for conflict management in Hiking for Understanding (H4U) activities

-**Preparation and prevention:** Set clear expectations before starting activities to prevent misunderstandings. Assign clear roles and responsibilities, and ensure everyone understands the goals.

-**De-escalation techniques:** Encourage participants to take breaks when emotions run high. Physical fatigue can exacerbate conflicts, so short rest periods can be beneficial.

-**Third-party facilitation:** Facilitators can play a neutral role, helping participants reflect on their feelings and mediate disagreements without taking sides (McCorkle & Reese, 2017).



-Focus on inclusion: Encourage cross-generational empathy by framing disagreements as opportunities to learn from different perspectives.

Key skills for conflict management

Effective conflict management relies on several interpersonal skills:

1. Open communication: Promote honesty and transparency by encouraging participants to voice concerns directly and respectfully.

2. Active listening: Facilitators should model active listening by paraphrasing participants' concerns to ensure they feel heard and understood (De Dreu & Gelfand, 2007).

3. Collaborative problem solving: Involve both parties in generating solutions to promote shared ownership of the outcome.

4. Win-win solutions: Seek outcomes that satisfy the needs of all parties to ensure conflicts are resolved sustainably.

5. Empathy and emotional regulation: Encourage participants to reflect on their emotional responses and understand the emotions of others.

Application of conflict management concepts in H4U activities

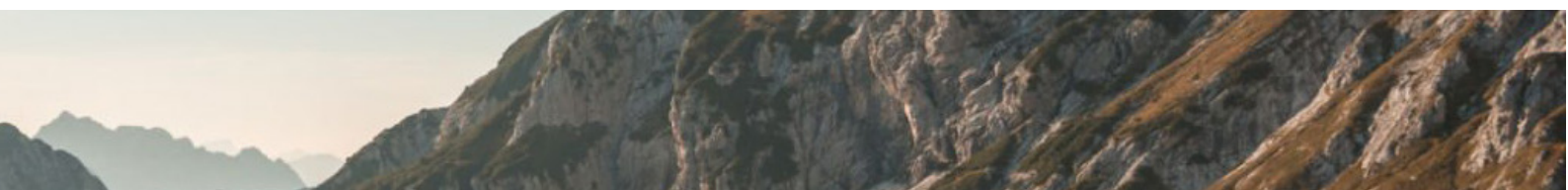
Consider a scenario where younger participants want to pursue a challenging hiking route, while older participants prefer a safer, less strenuous path. The facilitator can apply conflict management skills by:

- **Listening** to both groups' concerns without judgment.

- **Encouraging dialogue** about their motivations, helping them understand each other's perspectives.

- **Facilitating a compromise** by suggesting a middle-ground route that provides both challenge and safety.

- **Reflecting on the experience afterward**, discussing how the group navigated the disagreement and what they learned.



» Chapter 5: Organizational management

Preparation

Organizing a Hiking for Understanding (H4U) activity requires thoughtful preparation to ensure both safety and a meaningful experience. Effective preparation involves several key steps:

1. Selecting participants

- Understanding participants' physical fitness, experience level, and group dynamics ensures the activity matches their capacities. Assessing participants' profiles helps tailor the hike to suit the group (DeMarco & Salvesen, 2014).
- Inclusion is critical; diverse groups foster intergenerational learning and cooperation. Ensure there is a balance in age, experience, and abilities.

2. Tailoring activity

- Once participants are identified, the hike can be adjusted according to their needs and preferences. This could involve selecting appropriate routes or modifying activities to suit the group's fitness and interests (Robinson, 2019).

3. Preparing participants

- Provide participants with an overview of the route, expected weather conditions, required equipment, and behavioral guidelines (DeMarco & Salvesen, 2014).
- Encourage participants to prepare mentally and physically by providing pre-hike recommendations, such as light training or packing advice.

Implementation

The smooth execution of an H4U activity relies on careful planning, coordination, and safety protocols. This stage includes several key elements:

1. Introducing the Rules of the activity

- At the start of the hike, introduce participants to the rules and goals of the activity. Clear guidelines prevent misunderstandings and ensure smooth cooperation throughout the event (Robinson, 2019).



2. Team building activities

- Before starting the hike, engage participants in icebreakers or team-building exercises. These activities foster trust and communication among group members, essential for intergenerational collaboration (McCorkle & Reese, 2017).

3. Preparing teams and volunteers

- Assign responsibilities to volunteers, including route guides, first-aid responders, and activity facilitators. Ensure all team members understand their roles and responsibilities.
- Conduct a pre-hike briefing with volunteers and coordinators to address logistical and safety concerns.

4. Safety measures

- Safety planning is crucial for outdoor activities. Identify potential risks, provide participants with safety guidelines, and ensure access to first-aid kits and emergency communication devices (DeMarco & Salvesen, 2014).

Follow-up

The follow-up phase ensures continuous improvement and provides participants with closure and reflection opportunities.

1. Feedback sessions

- At the end of the activity, organize group reflection sessions where participants share their experiences. This encourages personal reflection and provides valuable insights for organizers.

2. Evaluation forms

- Distribute evaluation forms to gather feedback on the organization, activities, and overall experience. Use both qualitative and quantitative questions to assess the effectiveness of the event (Robinson, 2019).

3. Improving future activities

- Analyze feedback to identify strengths and areas for improvement. Document lessons learned and adjust future activities to enhance participant experiences and address challenges.





Chapter 6: Hiking 4 understanding methodologies

The methodologies represent a detailed schedule of the activity and the sequence of events in it. The methodology contains all the necessary information for the correct implementation of the activities. The methodology is not a code to be followed blindly, but rather a direction, support, and help for the performance of the activity. Freedom and creativity with the implementation of the activities are recommended, as long as the main scientific research and educational goals of the activities are not lost.

We invite you to explore these innovative Hiking 4 Understanding methodologies, adjust them to your local context and enjoy the power of bringing diverse generations in learning about and addressing burning societal challenges while hiking.

Name	Hike for Nature: Bridging Generations
Topic	Environmental protection, inclusion, intergenerational communication
Duration	3,5 hours
Location	Forest trails or protected nature reserves accessible to all ages
Target group	The general public (families, young people 15–30 years old, adults 45+ years old), activists
Group size	30 participants (15 young people aged 15-30, 15 older adults aged 50+)
Human resources	Coordinator (1), hiking guide (1), environmental expert (1), volunteers (5)
Spatial requirements	Nature trails with educational signage, resting spots, and scenic viewpoints
Required material	Reusable water bottles, trail maps, educational flyers on environmental protection, a first aid kit, camera for documenting activities
Objectives	<ul style="list-style-type: none"> - Encourage intergenerational communication through shared hiking experiences. - Raise environmental protection awareness, focusing on sustainability practices and the importance of nature conservation. - Foster inclusion by enabling participants of different ages to contribute their perspectives on environmental issues. - Promote a collaborative approach to learning about nature and ecology.
Description	This methodology focuses on creating an interactive environment where participants can hike together and learn about environmental protection. Participants are divided into intergenerational pairs, where each pair is tasked with completing fun, nature-related challenges along the trail. The hike is split into three stages, each encouraging participants to engage in different aspects of environmental awareness.
Event preparation and start	<p>The coordinator welcomes participants and explains the hike’s objectives, emphasizing the importance of communication between generations for environmental protection. Each participant receives a trail map and a reusable water bottle. Intergenerational pairs are formed, ensuring a mix of ages, and each pair is given a “Nature Mission” card, which includes tasks such as identifying environmental challenges, picking up litter, or discussing their personal connection to nature.</p> <p>Stage 1: Explore & Discover</p> <p>Pairs begin the hike and are encouraged to explore the natural surroundings. At various stopping points along the trail, they complete their first “Nature Mission,” which may involve identifying any environmental challenges, such as litter, deforestation, signs of erosion, etc. Participants mark the locations of environmental challenges on a map (digital or paper).</p> <p>Objective: Encourage participants to engage with their surroundings and share knowledge across generations.</p>

<p>Event preparation and start</p>	<p>Stage 2: Play & Protect</p> <p>Pairs come together at a designated rest spot for a fun, interactive group activity focused on environmental protection. Each pair must present a straightforward action they believe people of their generation can take to protect the environment. Every action should be different from the previous one. Younger participants can discuss modern approaches (like recycling and reducing plastic use), while older participants can share traditional wisdom (such as water conservation or planting trees). Start a dialogue on how solutions from older generations can be amplified with the know-how of younger people and vice versa. This discussion highlights generational differences and similarities in environmental responsibility.</p> <p>Objective: Promote active dialogue about protecting the environment and emphasize generational knowledge sharing.</p> <p>Stage 3: Reflect & Act</p> <p>During the final leg of the hike, participants work together to clean up the trail by collecting litter and documenting areas where further environmental protection is needed. They are encouraged to reflect on the differences in environmental practices between their generations and discuss how they can work together to build a more sustainable future.</p> <p>The final task is to create a local map of the trail, including locations where all participants have identified the need for further environmental protection.</p> <p>Objective: Inspire participants to take real-world action on environmental protection while fostering intergenerational cooperation.</p>
<p>Questions</p>	<ul style="list-style-type: none"> - How did communicating with someone from another generation shape your understanding of environmental issues? - What environmental practices can we adopt today that draw from the wisdom of older generations? - How can young people inspire older generations to embrace modern sustainability practices? - What can we do as a community to ensure intergenerational collaboration for nature protection? - What were the biggest challenges? - What was the most important intergenerational moment you noticed?
<p>Useful (additional) information</p>	<p>Send to the participants follow-up emails containing educational materials on sustainability practices and environmental protection across generations. Additionally, share a photo gallery of the hike and the environmental actions completed with all participants.</p>
<p>Evaluation</p>	<p>Share an evaluation form assessing whether the hike improved communication between generations and inspired new ideas for environmental protection. The coordinator can use this feedback to plan future events, incorporating suggestions to improve inclusivity and engagement.</p>

Name	Creative Nature: Sculptures for Environmental Awareness
Topic	Environmental Protection and Climate Change Through Art and Social Media
Duration	4 hours
Location	Nature trails, parks, or other outdoor areas in need of cleaning
Target group	The general public (families, young people 15–30 years old, adults 45+ years old), activists
Group size	30 participants (5 intergenerational teams of 6 people each, with 3 younger participants aged 12-30 and 3 older participants aged 50+)
Human resources	Coordinator (1), environmental educator (1), art facilitator (1), volunteers (3)
Spatial requirements	Nature trail or park with areas for cleaning and outdoor spaces for creating sculptures
Required material	<ul style="list-style-type: none"> • Gloves, trash bags, and collection tools for cleaning • Natural elements (leaves, sticks, stones) for creating sculptures • Safe and clean trash collected from the environment (non-toxic materials) • Camera or smartphone for taking photos of sculptures • Instagram account for posting photos • Recycled materials (optional) • Art supplies (paint, wire, tape, etc., if necessary)
Objectives	<ul style="list-style-type: none"> • Promote environmental protection by creatively cleaning trails and using trash/nature elements. • Foster intergenerational cooperation in developing art projects and using social media to raise awareness. • Encourage participants to learn from each other, with younger participants teaching digital skills and older participants contributing their experience and creativity.
Description	<p>This methodology focuses on environmental protection and raising awareness about climate change through creative, team-based activities. Participants work in intergenerational teams to clean a designated nature trail or park area, collect trash, and use those materials and natural elements to create sculptures that convey messages about environmental protection. The sculptures are photographed and posted on an Instagram page, with the team whose sculpture gets the most likes winning the challenge.</p> <p>Preparation and Beginning of the Event</p> <p>The coordinator welcomes participants and splits them into five intergenerational teams, each with six people (three younger and three older participants). The coordinator explains that the goal is to clean the trail, collect trash, and then work together to build a creative sculpture that raises awareness about environmental protection and climate change.</p>

Description	<p>The coordinator outlines the steps:</p> <ol style="list-style-type: none"> 1. Clean the designated area and collect trash and natural elements (sticks, rocks, etc.) that can be safely used for the sculpture. 2. Collaborate within the team to develop a concept for the sculpture that relates to environmental protection or climate change. 3. Build the sculpture, photograph it, and post it to the designated Instagram page, adding a caption that explains its message. 4. The sculpture that receives the most likes within a week wins the challenge. <p>Stage 1: Trail Cleaning & Trash Collection</p> <p>Teams begin by cleaning the trail or park area, collecting trash, and safely discarding harmful materials. They also gather natural elements that can be used for their sculptures. This step promotes hands-on environmental protection and encourages participants to work together.</p> <p>Objective: Engage participants in environmental protection through direct action while fostering cooperation and teamwork.</p> <p>Stage 2: Sculpture Creation</p> <p>Once the area is cleaned, each team creates a sculpture using the collected trash and natural elements. Teams must discuss their ideas, divide roles, and decide on their sculpture’s message. For example, they might create an animal endangered by climate change or a representation of a polluted planet. The purpose of the sculpture, who proposed the concept, and how the team divided tasks are key aspects to reflect on during the debrief.</p> <p>Objective: Promote creativity and teamwork while conveying a powerful message about environmental protection and climate change.</p> <p>Stage 3: Social Media Awareness</p> <p>Younger participants guide their older teammates in photographing the sculptures and using Instagram. They explain how to post pictures, write captions, and tag relevant environmental protection and climate change hashtags. Each team posts their sculpture to the Instagram page created for the event, where it will compete for likes.</p> <p>Objective: Use social media as a tool for environmental awareness, fostering intergenerational learning where younger participants teach older ones digital skills.</p>
	Questions

Useful (additional) information	<p>Share follow-up materials via email, including:</p> <ul style="list-style-type: none">• Photos of all the sculptures and captions posted on Instagram.• Educational resources on environmental protection and climate change.• Tips for using social media effectively to raise awareness about important causes.
Evaluation	<p>At the end of the activity, participants complete an evaluation form that asks:</p> <ul style="list-style-type: none">• How did your team work together across generations?• Did you feel that everyone's contribution was valued, regardless of age or role?• Did you learn new skills from other participants (e.g., digital skills, creative ideas)?• How well did the activity increase your awareness of environmental protection?• What suggestions do you have for improving this activity in the future?



Name	Exploring Nature Through the Five Senses
Topic	Understanding and Experiencing Nature Through Sight, Smell, Hearing, Taste, and Touch, communication, inclusion
Duration	3 hours
Location	Nature trails or parks with access to natural elements like trees, plants, and herbs
Target group	The general public (families, young people 15–30 years old, adults 45+ years old), activists
Group size	30 participants (mixed generations, 15 young people aged 12-30, 15 older adults aged 50+)
Human resources	Coordinator (1), herbal expert (1), volunteers (3)
Spatial requirements	Nature trail or park with open spaces for creating collages, access to natural herbs, trees, and fruit-bearing plants
Required material	Maps, role-play cards with character descriptions, compasses, markers for “landmarks,” walkie-talkies for safety, first aid kit
Objectives	<ul style="list-style-type: none"> • Foster an appreciation for nature through immersive sensory experiences. • Encourage intergenerational collaboration by comparing results from young and older participants. • Promote mindfulness and awareness of the natural environment using all five senses. • Understanding disabilities
Description	<p>This methodology is designed to help participants connect with nature using their five senses: sight, smell, hearing, taste, and touch. Participants will explore how different generations experience the natural world through sensory-focused exercises. Each exercise will involve younger and older participants, encouraging intergenerational comparisons and discussing how senses shape our experiences.</p> <p>Preparation and Beginning of the Event</p> <p>The coordinator welcomes participants and splits them into pairs: one young person and one older adult. The coordinator explains that the goal is for them to use their senses to explore nature and reflect on how they perceive the natural world. Each exercise focuses on a different sense, and the results from younger participants will be compared to those from older participants to encourage discussion about how sensory experiences differ across generations..</p> <p>Exercise 1: Sight – Creating a Landscape Collage</p> <p>Objective</p> <ul style="list-style-type: none"> • Encourage participants to use their sense of sight to represent the natural landscape visually. <p>Description</p> <p>Participants are tasked with gathering natural materials (such as leaves, flowers, stones, etc.) and using them to create a landscape collage. Each pair will work individually but can discuss their choices and what they see in nature. The young and older participants compare their final collages to see how their visual perception of nature differs.</p>

Description	<p>Exercise 2: Smell – Recognizing Aromatic Herbs</p> <p>Objective</p> <ul style="list-style-type: none"> Engage participants’ sense of smell by identifying different aromatic herbs. <p>Description</p> <p>Participants place an aromatic herb from nature (such as rosemary, mint, or sage) in a paper bag. After mixing the bags, each participant must recognize their chosen herb by smelling it. The young and older participants compared how well they could identify herbs and discussed whether smell perception differs across generations.</p> <p>Exercise 3: Hearing – Drawing What You Hear</p> <p>Objective</p> <ul style="list-style-type: none"> Use participants’ sense of hearing to create visual interpretations of the sounds in nature. <p>Description</p> <p>Participants sit quietly in a natural space and listen to the sounds around them (birds, wind, water, etc.). They are asked to draw what they hear and indicate the direction of the sounds. Afterward, participants compare their drawings, discussing what they heard and how they interpreted the sounds.</p> <p>Exercise 4: Taste – Guessing the Flavor of Natural Foods</p> <p>Objective</p> <ul style="list-style-type: none"> Challenge participants’ sense of taste by identifying the flavor of herbal tea or fruits. <p>Description</p> <p>An expert in foraging or herbalism will provide participants with fruit or tea made from plants found in the area. Blindfolded, participants taste the items and try to guess the flavor. Younger and older participants compare their ability to identify the taste and discuss how taste perception varies between generations.</p>	
	Description	<p>Exercise 5: Touch – Identifying Trees by Feel</p> <p>Objective</p> <ul style="list-style-type: none"> Encourage participants to use their sense of touch to explore and identify trees. <p>Description</p> <p>One participant from each pair is blindfolded and led by their partner to a tree. The blindfolded participant uses their hands to feel the tree’s surface, trying to memorize its texture. After returning to the starting point and removing the blindfold, the participant searches for the same tree based on touch alone. The pair discusses how touch helped them connect with nature, and the younger and older participants reflect on their sensory experiences.</p>

<p>Questions</p>	<ul style="list-style-type: none"> • How did the younger and older participants experience each sense differently? • Were there any surprises in how you used your senses in nature? • What did you learn from the other generation about perceiving nature? • Which sense was the most challenging during the exercises, and why? • How can these sensory exercises deepen your appreciation for the environment and foster mindfulness?
<p>Useful (additional) information</p>	<p>Share follow-up resources on sensory awareness and mindfulness in nature, along with tips for using these exercises in everyday outdoor activities. Participants may also receive suggestions for how to continue practicing mindfulness and sensory engagement during their own hikes or nature experiences.</p>
<p>Evaluation</p>	<p>Participants complete an evaluation form that covers:</p> <ul style="list-style-type: none"> • How well did the exercises engage your five senses? • Did you notice differences in sensory perception between generations? • Which exercise helped you connect most deeply with nature? • What did you learn from working with someone from a different generation? • How can sensory awareness contribute to environmental protection and mindfulness?



Name	Nature Bingo
Topic	Environmental protection, inclusion, communication
Duration	2 hours
Location	Park, forest, meadow, open space in nature
Target group	The general public (families, young people 15–30 years old, adults 45+ years old), activists
Group size	36 participants (6 teams of 6 people each, with 3 young participants aged 12-30 and 3 older participants aged 50+ per team)
Human resources	Coordinator (1), hiking guide (1), volunteers (3)
Spatial requirements	Accessible nature trails with plenty of natural elements like trees, plants, streams, and wildlife
Required material	<ul style="list-style-type: none"> • Bingo sheets listing nature elements (e.g., specific plants, animals, types of rocks) • Pens/pencils • Bags for collecting small nature elements (only if safe and appropriate) • Camera or phone for documenting large or living elements
Objectives	<ul style="list-style-type: none"> • Foster teamwork and collaboration between generations while promoting environmental protection. • Encourage participants to appreciate nature by exploring and identifying different natural elements. • Build intergenerational bonds by having participants work together and learn from each other's strengths.
Description	<p>This methodology encourages intergenerational teams to explore nature, identify different natural elements, and work together to find items on a "Nature Bingo" sheet. Each team is free to organize and divide roles as they see fit, combining their knowledge and skills to complete the activity. The focus is on environmental protection, encouraging participants to appreciate and protect the natural world while learning from each other.</p> <ul style="list-style-type: none"> • Preparation and Beginning of the Event The coordinator welcomes participants and divides them into six intergenerational teams of six people. Each team has three younger participants (aged 12-30) and three older participants (aged 50+). The coordinator explains the rules: Teams will receive a Bingo sheet that lists different natural elements (plants, animals, rocks, water sources, etc.). The first team to find all the elements in a straight line (horizontally, vertically, or diagonally) on their sheet will win.

<p>Description</p>	<ul style="list-style-type: none"> • Stage 1: Organize & Start Teams are given their Bingo sheets and asked to organize themselves however they prefer. They must decide who will search for which elements, how they will communicate, and how to divide the tasks. Once ready, teams start searching for the elements in nature. • Objective: Encourage collaboration and intergenerational communication as participants work together to complete the task. • Stage 2: Collect & Document Participants collect small elements (such as leaves or stones) or document larger or living elements (such as trees or birds) using a camera or phone. Throughout the activity, teams will need to strategize how best to find the required elements and divide tasks based on the strengths of different team members. Some clues that are hard to find can be printed out or represented with a model (3D print). • Objective: Build teamwork and strengthen problem-solving skills while encouraging environmental awareness. • Stage 3: First to Win The first team to complete a straight line of elements on their Bingo sheet shouts “Bingo!” and gathers at the starting point. The activity continues until all teams return. • Objective: Foster a sense of accomplishment and fun through teamwork and friendly competition.
<p>Questions</p>	<p>After all teams have returned, the coordinator leads a debriefing session focused on team dynamics and intergenerational learning. The following questions guide the discussion:</p> <ul style="list-style-type: none"> • How did your team divide roles and responsibilities? • What were the specific contributions of younger participants? What did the older participants contribute? • How did the generations work together to solve problems and find the natural elements? • What did you learn from the other generation during this activity? • How did your team communicate and make decisions? • Were there any challenges, and how did your team overcome them? • How can the lessons from this activity apply to real-world environmental protection efforts?
<p>Useful (additional) information</p>	<p>After the event, send a follow-up email to all participants, including additional resources on environmental protection, nature conservation tips, and suggestions for continuing intergenerational collaboration in local environmental initiatives.</p>

Evaluation	<p>Participants are asked to complete a brief evaluation form that covers the following areas:</p> <ul style="list-style-type: none"> • How well did your team collaborate across generations? • Did you learn something new about the environment from your teammates? • How did this activity increase your awareness of environmental protection? • What suggestions do you have for improving this activity in the future? <p>This feedback helps assess how effectively the activity promoted intergenerational communication and environmental learning.</p>
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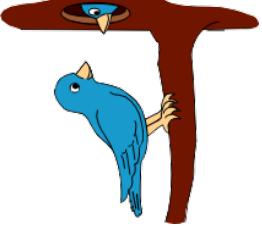


EXAMPLE:

Carpinus betulus	Lynx lynx	Thaumetopoea pityocampa	Pica pica	Amanita caesarea
Mentha piperita	Sus scrofa	Cetonia aurata	Tetrao tetrix	Cantharellus cibarius
Quercus trojana	Martes martes	Forficula auricularia	Falco peregrinus	Boletus edulis
Hypericum perforatum	Cervus elaphus	Coccinella septempunctata	Bubo bubo	Coprinus comatus
Pinus peuce	Vulpes vulpes	Lucanus cervus	Sturnus vulgaris	Fomes fomentarius

Hiking 4 Understanding Safari

When you see or hear some of the things offered, put an "x".

Try to find 4 solutions in a line.

<p>Wildflowers: How does it smell?</p> 	<p>Hidden Creatures: Find Insects or Worms</p> 	<p>Snails: With or without shells</p> 	<p>Birds: pay attention to the color of their feathers.</p> 
<p>Frogs, turtles, or perhaps a reptile?</p> 	<p>Animal tracks: feather, footprint, etc.</p> 	<p>Spring water for flora and fauna</p> 	<p>Nectar collectors: Butterflies, moths or bees.</p> 
<p>Seed: acorn, cone, thorn or pod.</p> 	<p>Mini beasts: There are 200 million bugs per person in the world!</p>  <p>Insects have 6 legs!</p>	<p>Leaves use the sun's energy to produce food</p> 	<p>Listen! Can you hear at least 3 different nature sounds?</p> 
<p>Something that does not belong to nature.</p>  <p>Waste should be recycled and disposed of in a waste bin</p>	<p>An animal's home should be on a tree, on the ground, or under a stone.</p> 	<p>The spider has 8 legs!</p> 	<p>Three different types of trees</p> 

The winner is the team that shouts BINGO when they complete the task!

Name	Puzzle: Find your way using these sticks and stones.
Topic	Environmental protection, inclusion, communication, teamwork, problem solving
Duration	2 hours
Location	Park, forest, meadow, open space in nature
Target group	The general public (families, young people 15–30 years old, adults 45+ years old), activists
Group size	24 participants (12 younger participants aged 15-30, 12 older participants aged 50+)
Human resources	Coordinator (1), hiking guide (1), volunteers (2)
Spatial requirements	A woodland area with multiple trails and natural features (trees, streams, clearings)
Required material	Maps, role-play cards with character descriptions, compasses, markers for “landmarks,” walkie-talkies for safety, first aid kit
Objectives	<ul style="list-style-type: none"> • Promote intergenerational communication and problem-solving in an immersive, playful scenario. • Foster inclusion by ensuring all participants, regardless of age or role, are integral to the group’s success. • Teach environmental awareness and survival skills through hands-on learning.
Description	<p>This methodology immerses participants in a role-playing scenario where they must work together to “escape” the forest after becoming lost. Each participant is given a character role that plays a specific part in the team’s survival, encouraging collaboration between generations. The key to success is ensuring that all participants, regardless of their role, age, or ability, contribute equally to solving the problem and returning safely to civilization.</p> <p>Preparation and Beginning of the Event The coordinator welcomes participants and explains the scenario: “You are part of a hiking group that has wandered off the trail and become lost in the forest. The group must work together to find the correct path back to civilization. Along the way, there will be challenges, and each of you has a special role in ensuring the group’s success.”</p> <p>The participants are divided into two intergenerational groups of 12, with an even mix of younger and older participants. Each participant receives a role-play card detailing their character’s strengths, weaknesses, and any specific tools or knowledge they possess that could help the group.</p> <p>Roles for Younger Participants:</p> <ol style="list-style-type: none"> 1. The Navigator A tech-savvy young adult with a smartphone and GPS, but needs to improve outdoor survival skills. 2. The Enthusiastic Adventurer Full of energy and ideas, but with no practical experience in hiking or survival. Needs guidance.

<p>Description</p>	<ol style="list-style-type: none"> 3. The Tech Genius Capable of fixing broken equipment, good at problem-solving, but easily distracted by gadgets. 4. The Strong-But-Uncertain Helper Physically fit, they can carry heavy gear or help others, but they must figure out their decision-making skills. 5. The Optimistic Dreamer A cheerful, positive young person who boosts team morale but often underestimates real risks. 6. The Nature-Lover in Training Knows the environment but lacks experience applying it in real-life survival situations. <p>Roles for Older Participants:</p> <ol style="list-style-type: none"> 1. The Wise Survivalist Experienced hiker with strong survival skills who knows the area but struggles with new technology. 2. The Group Organizer Skilled in delegating tasks and managing group dynamics, but physically slower than others. 3. The Former Scout Leader He knows basic outdoor survival techniques but relies on old-fashioned methods that may need updating. 4. The Local Historian Familiar with the area's history and geography but doesn't trust modern technology like GPS. 5. The Quiet Observer A good listener with deep knowledge of plants and animals, but hesitant to voice opinions in group discussions. 6. The Compassionate Healer Trained in first aid, focused on the well-being of the group but may prioritize care over quick decisions. <p>Scenario: Lost in the Forest</p> <p>The group starts at a clearing where the trail has split into several unmarked paths. They must decide which path leads back to civilization, but they will encounter various challenges along the way that require different skills and knowledge from each participant.</p>
<p>Description</p>	<p>Stage 1: Decision-Making at the Fork</p> <p>The group must use the map and available knowledge to choose the correct path. The Navigator suggests following GPS coordinates, but the Local Historian argues that the terrain is misleading. The group must come to a consensus on which path to take, utilizing input from both younger and older participants.</p> <p>Objective: Encourage intergenerational communication, with younger participants offering technological solutions and older participants sharing traditional navigation skills.</p> <p>Coordinator inputs: Prepare two paths that participants can choose to take: the "dead end" path and the correct path. In case the wrong path is chosen, follow the team's communication and how they reacted when they found out that it was the wrong way. At the end of the wrong path, offer an opportunity to go back to the beginning and choose the right path.</p>

Description	<p>Stage 2: Natural Obstacles</p> <p>As the group progresses, they encounter obstacles such as a fallen tree blocking the path and a fast-flowing stream. The Strong-But-Uncertain Helper and the Wise Survivalist must work together to clear the tree, while the Compassionate Healer ensures everyone crosses the stream safely.</p> <p>Objective: Foster collaboration and ensure that all participants, regardless of physical ability or experience, are involved in overcoming the challenges.</p> <p>Coordinator inputs: The key to stage 2 is preparing for several physical obstacles that appear along the way. You can think of others that would require a team effort to resolve.</p>
	<p>Stage 3: Finding Water</p> <p>The group runs low on water and must locate a freshwater source. The Nature-Lover in Training, with help from the Quiet Observer, identifies edible plants and suggests a nearby stream where they can refill their bottles. The Former Scout Leader and the Group Organizer ensure everyone stays hydrated and rested.</p> <p>Objective: Promote inclusion by allowing participants to take leadership based on their skills, regardless of their age.</p> <p>Coordinator inputs: Prior to this stage, make sure that all of your participants are introduced to edible plants and nature symbols that may suggest a water source. In case your terrain doesn't have a natural water source, you can always leave some marks that participants should follow one after another to find the water and leave some bottles of water at the destination place.</p>
	<p>Stage 4: The Final Puzzle</p> <p>As the group nears the end of the hike, they encounter a landmark that requires solving a puzzle to find the way out. With input from the Wise Survivalist and the Local Historian, the Tech Genius cracks the code using both technological tools and traditional knowledge.</p> <p>Objective: Combine modern and traditional problem-solving approaches to find the way back, reinforcing intergenerational cooperation.</p> <p>Coordinator inputs: Instruct your participants to use phones at a place in nature where you are sure that they can catch a signal. They should use their phones to search for videos that explain how to orient themselves in nature using only elements in nature. One video example is provided in the additional info section of the methodology.</p>

<p>Questions</p>	<p>After completing the hike, participants gather to reflect on their experience. The coordinator asks questions to facilitate discussion:</p> <ul style="list-style-type: none"> • How did your group make decisions about which path to take? • How did younger and older participants contribute differently to solving problems? • What did you learn from each other during this role-play scenario? • How did the group ensure that everyone, regardless of age or role, contributed to the task's success? • In what ways could the group have worked better together? • What survival and teamwork skills did you gain from this experience? <p>The debriefing encourages participants to reflect on how different generations can learn from each other in problem-solving situations and the importance of inclusion and teamwork.</p>
<p>Useful (additional) information</p>	<p>Share follow-up resources on survival skills, environmental protection tips, and strategies for improving intergenerational communication and teamwork in future outdoor activities.</p> <p>Video for the stage 4 of the methodology: https://www.youtube.com/watch?v=FYnaqan8CMM</p>
<p>Evaluation</p>	<p>Participants complete a short evaluation form that asks:</p> <ul style="list-style-type: none"> • Did you feel included and valued in the role you played? • How well did your group collaborate across generations? • Did you learn new skills or knowledge from other participants? • What aspects of this activity were most enjoyable or challenging? • How can the lessons from this role-play apply to real-world problem-solving and teamwork?



Name	Survive and Thrive: Water Purification and Essential Survival Skills
Topic	Environmental protection, inclusion, intergenerational communication, basic survival skills
Duration	3,5 hours
Location	Forest or wilderness area with access to water sources, open spaces for skills practice
Target group	The general public (families, young people 15–30 years old, adults 45+ years old), activists
Group size	30 participants (6 cross-generational teams of 5 people, with a mix of younger and older participants)
Human resources	Coordinator (1), survival skills expert (1), volunteers (3)
Spatial requirements	A nature area with access to water sources (like a stream or pond), flat spaces for practicing other survival skills
Required material	For each group/pair: <ul style="list-style-type: none"> - Water filtration equipment: One plastic bottle, 3-4 balls of cotton, two pieces of cotton canvas, 6-7 small pebbles, water, two palms of soil, and two plastic cups. - Fire-making kits (flint and steel, matches, dry kindling) - Shelter-building materials (tarps, ropes, sticks) - First aid kits - Notebooks for participants to record skills and lesson
Objectives	<ul style="list-style-type: none"> - Teach participants essential survival skills, including water purification, fire-making, and shelter-building. - Foster intergenerational collaboration and teamwork while learning practical outdoor skills. - Promote environmental awareness and responsible practices in survival scenarios.
Description	<p>This methodology focuses on essential survival skills, with a special emphasis on water purification. Participants work in cross-generational teams to learn how to make clean drinking water, build shelters, and start a fire safely. These practical skills ensure survival in the wilderness, build teamwork and strengthen problem-solving abilities across generations.</p> <p>Preparation and Beginning of the Event</p> <p>The coordinator welcomes participants and divides them into six teams, each with a mix of younger and older members. The coordinator explains the objectives: participants will learn water purification techniques, fire-starting methods, and shelter-building skills through hands-on activities. The skills they acquire will help them survive outdoors while encouraging teamwork and environmental responsibility.</p>

Description	<p>Stage 1: Water Purification – Clean Drinking Water</p> <p>Objective: Teach participants to purify water using both natural and portable methods.</p> <p>Description</p> <p>Participants perform activities through hands-on work, observation, and research.</p> <p>The educator and the participants discuss the importance of clean water and how it can be purified if it is not available for drinking.</p> <p>The educator provides clear guidelines for the participants' work and a detailed activity description.</p> <p>Each group/pair receives a leaflet with directions for work on the activity.</p> <p>The educator monitors the participants' work, guides them, and helps them if necessary.</p> <p>Activity:</p> <p>The bottom part of the plastic water bottles is cut, and then the group/pair takes a plastic bottle and cuts (the top part of the bottle).</p> <p>Participants place the neck of the bottle down on the mat (bottom of the bottle or cup).</p> <p>Participants fill the neck of the bottle with cotton balls through the cut part.</p> <p>They placed a few small pieces of cotton cloth over the cotton and a few small pebbles on top of it.</p> <p>The participants in a glass make a mixture of soil and water and pour the mixture of soil and water through the wide open part of the bottle until the water flows into a clean glass.</p> <p>Participants noticed a difference in the purity and clarity of the water before and after passing through the filter composed of stones, canvas, and cotton.</p> <p>Participants notice that the materials in the bottle purify the water from the soil.</p> <p>Once filtered, the water is boiled to ensure it is safe for drinking. Participants reflect on the importance of clean water and discuss environmental practices that protect water sources.</p>
	Description

<p style="text-align: center;">Description</p>	<p>Activity:</p> <p>1. Choose a Safe and Legal Location: Find a clear spot away from overhanging branches, dry grass, or flammable objects. Build your fire in a fire ring or pit if available. If not, clear a space about 2 meters in diameter of any leaves or debris.</p> <p>2. Create a Base: Lay some dry sticks on the ground to keep the fire off moist earth. This will help it start faster.</p> <p>3. Gather Your Materials: Collect a handful of tinder, a pile of small kindling, and a stack of larger fuelwood.</p> <p>4. Build Your Fire Structure:</p> <p><i>Option 1: Teepee Structure</i> Place a bundle of tinder in the center. Lean small kindling sticks around the tinder, forming a cone (teepee shape). Leave an opening on one side for airflow and lighting the fire.</p> <p><i>Option 2: Log Cabin Structure</i> Place the tinder in the center. Build a square structure by placing two sticks parallel to the ground and two more sticks on top in the opposite direction. Add layers, increasing in size, and place smaller sticks inside.</p> <p>5. Ignite the Fire: Use matches, a lighter, or a flint and steel to light the tinder at the base. Blow gently on the fire to provide oxygen and help it spread to the kindling.</p> <p>6. Extinguish the Fire Safely: Use water or sand to extinguish the fire fully. Stir the ashes to ensure no embers are left burning.</p>
<p style="text-align: center;">Description</p>	<p>7. Add Fuelwood: Once the kindling is burning well, add larger sticks and logs to keep the fire going.</p> <p>8. Maintain the Fire: Monitor the fire, adding wood as needed to maintain the flame.</p> <p>9. Extinguish the Fire Safely: Use water or sand to extinguish the fire fully. Stir the ashes to ensure no embers are left burning.</p>

<p>Questions</p>	<p><i>Assistants/educators will discuss the following questions with participants after the event:</i></p> <ul style="list-style-type: none"> - How did your team work together to complete each task? - What was the most challenging survival skill to learn, and how did your team overcome that challenge? - How did the different generations contribute to the success of the activities? - What did you learn about the importance of water conservation and fire safety? - How can these skills be applied in real-world outdoor situations?
<p>Useful (additional) information</p>	<p>Share follow-up resources on survival skills, environmental protection tips, and strategies for improving intergenerational communication and teamwork in future outdoor activities.</p>
<p>Evaluation</p>	<p>Participants complete a short evaluation form that asks:</p> <ul style="list-style-type: none"> - How well did your team collaborate across generations? - Which survival skill was the most valuable to learn? - Did you learn any new techniques or perspectives from other participants? - How did the activities increase your understanding of environmental responsibility? - What suggestions do you have for improving future survival skill activities?



Name	Trail Relay Race
Topic	Teamwork, Inclusion, and Environmental Appreciation through a Relay Race
Duration	4 hours
Location	Mountain trails, forest paths, or nature parks
Target group	The general public (families, young people 15–30 years old, adults 45+ years old), activists
Group size	30 participants (6 intergenerational teams of 5 participants each, with a mix of younger and older participants)
Human resources	Coordinator (1), volunteers (8 for checkpoints and logistics), race marshals (2), safety personnel (2), entertainment crew (3 for post-race festivities)
Spatial requirements	A well-marked 4 km trail with checkpoints every 1 km, an area for the start/finish line, and a space for post-race festivities
Required material	<ul style="list-style-type: none"> • Relay batons or wristbands for handoffs • First aid kits at checkpoints and start/finish line • Cones, ropes, and small hurdles for obstacle courses • Trivia cards for the environmental quiz • Clipboards and pens for puzzle activities • Water and snack stations • Portable speaker and music for the finish line celebration • Compostable plates, cups, and utensils for sustainable post-race food
Objectives	<ul style="list-style-type: none"> • Promote fitness and teamwork while enjoying the trails. • Foster intergenerational cooperation in developing art projects and using social media to raise awareness. • Encourage participants to learn from each other, with younger participants teaching digital skills and older participants contributing their experience and creativity.
Description	<p>This methodology focuses on the participants' physical abilities and promotes a stifling spirit through physical activities. It also promotes the participants' printed work as more successful and interactive.</p> <p>Preparation and Beginning of the Event</p> <p>Participants work in cross-generational teams. A relay race is set up on established tracks, with different teams finishing at other parts of the race. Participants are more motivated in the activity because it is a relay race that will take them on an unforgettable journey through incredible mountain landscapes and peaceful natural surroundings. This exciting event combines the excitement of competition with the beauty of the great outdoors, making it perfect for avid runners and nature lovers alike.</p> <p>Do fun activities like a mini obstacle course or a mountain trivia quiz at checkpoints.</p>

Description	<p>Set the Course and Assign Checkpoints</p> <p>Mark a 4 km course with clear signs at every 1 km.</p> <p>Place 4 checkpoints along the route (every 1 km). Each checkpoint must be staffed by volunteers who explain the activities and record completion.</p> <p>Divide participants into Teams</p> <p>Form 6 intergenerational teams of 5 participants each. Teams should have a mix of ages (young and older participants) and varying skill levels.</p> <p>Each team receives a wristband or baton to pass between runners at each checkpoint, symbolizing teamwork.</p> <p>Explain the Rules and Safety Guidelines</p> <p>Brief participants on the route, safety protocols, and relay rules. Remind them to respect nature by staying on the trail and leaving no waste behind.</p> <p>Start the Race</p> <p>The first runner from each team begins the race, carrying the baton. Each leg is 1 km, with the runner handing off the baton at the checkpoint.</p> <p>Checkpoint Activities</p> <p>Checkpoint 1: Environmental Puzzle Challenge (1 km mark)</p> <p>Objective: Work together to solve a puzzle about environmental conservation.</p> <p>Setup: Provide a jigsaw puzzle featuring a picture of an endangered species or a map showing protected areas.</p> <p>Instructions: The arriving team must complete the puzzle before the next runner can begin their leg.</p> <p>Resources: Jigsaw puzzles, table, chairs, timer.</p> <p>Volunteer Role: Ensure teams complete the puzzle and monitor fair play.</p>
Description	<p>Checkpoint 2: Mini Obstacle Course (2 km mark)</p> <p>Objective: Strengthen teamwork through physical activity.</p> <p>Setup: Arrange a mini obstacle course with small hurdles, ropes, and cones. Teams must work together to get through the course without touching the obstacles.</p> <p>Instructions: Each team must complete the course together or help each other through.</p> <p>Resources: Cones, ropes, small hurdles, stopwatches.</p> <p>Volunteer Role: Monitor the obstacle course and ensure teams complete it safely.</p> <p>Checkpoint 3: Mountain Trivia Quiz (3 km mark)</p> <p>Objective: Test environmental knowledge and encourage cross-generational learning.</p> <p>Setup: Prepare trivia questions about local wildlife, sustainability practices, and hiking safety.</p>

Description	<p>Instructions: To proceed, each team must correctly answer at least 3 out of 5 questions. The younger participants can provide hints, and the older participants share their insights.</p> <p>Resources: Trivia question cards, clipboard, pens.</p> <p>Volunteer Role: Keep score and provide hints if necessary.</p> <p>Checkpoint 4: Creative Task – Build a Mini Sculpture (4 km mark)</p> <p>Objective: Use collected natural elements to build a small sculpture that reflects environmental themes.</p> <p>Setup: Provide an area with collected natural materials (e.g., leaves, rocks, sticks) and ask teams to add their creative touch to the sculpture.</p> <p>Instructions: Teams must contribute to a collaborative sculpture before continuing to the finish line.</p> <p>Resources: Natural materials, base for sculpture, markers to label the sculpture.</p> <p>Volunteer Role: Ensure teams contribute meaningfully to the sculpture.</p> <p>Finish Line and Post-Race Festivities</p> <p>Once all teams finish the race, participants gather at the finish line for post-race celebrations.</p> <p>Food and Drinks: Serve locally sourced snacks and refreshments using compostable utensils.</p> <p>Music and Entertainment: Play music to create a festive atmosphere and encourage participants to share their race experiences.</p> <p>Awards and Recognition: Award eco-friendly prizes for the winning team and teams that excelled in collaboration and creativity.</p>
Questions	<ul style="list-style-type: none"> • How did the relay format encourage teamwork between younger and older participants? • Which checkpoint activity was the most challenging or enjoyable? • How did participating in the obstacle course or trivia quiz enhance your experience? • What did you learn about the environment during the race? • How did running through nature affect your connection with the environment?
Useful (additional) information	<p>Share follow-up materials via email, including:</p> <ul style="list-style-type: none"> • Photos from the event, highlighting key moments and team achievements. • Educational resources on sustainable outdoor practices and environmental conservation. • An invitation to future cross-generational activities or environmental events.

Evaluation

At the end of the activity, participants complete an evaluation form that asks:

- How well did your team collaborate across generations?
- Did the race inspire a deeper connection with nature?
- How effective were the checkpoint activities in raising environmental awareness?
- What aspects of the event were most enjoyable or challenging?
- Do you have any suggestions for improving future events?



Name	Nature Detectives
Topic	Environmental Education Through Intergenerational Problem Solving
Duration	3 hours
Location	Forest trails or nature parks with varied natural elements (streams, plants, wildlife traces)
Target group	The general public (families, young people 15–30 years old, adults 45+ years old), activists
Group size	30 participants (5 intergenerational teams of 6 people each, with a mix of younger and older participants)
Human resources	Coordinator (1), environmental expert (1), volunteers (4 for checkpoints and clues management)
Spatial requirements	Nature trail or park with multiple checkpoints
Required material	<ul style="list-style-type: none"> • Clue cards about environmental issues (pollution, endangered species, deforestation) • Nature identification sheets (for plants, animals, and tracks) • Compass, magnifying glass, and GPS devices (optional) • Bags for collecting harmless environmental samples (like fallen leaves or rocks) • Scorecards to track progress at each checkpoint
Objectives	<ul style="list-style-type: none"> • Promote teamwork between generations through collaborative problem-solving. • Encourage environmental awareness and stewardship in a playful, immersive way. • Teach participants about local ecosystems by engaging them in nature exploration. • Foster intergenerational learning, with participants of all ages contributing unique strengths.
Description	<p>In this methodology, participants become “Nature Detectives,” solving environmental mysteries as they explore the natural environment. Each intergenerational team will work together to find hidden clues along the trail, identify plants and animals, and solve puzzles related to environmental challenges. The activity emphasizes teamwork, environmental awareness, and learning from each other through shared problem-solving.</p> <p>Preparation and Beginning of the Event</p> <p>The coordinator welcomes participants and splits them into five intergenerational teams of six people each (three young participants and three older participants per team). The coordinator explains the rules: Teams must follow a designated trail, collect environmental clues at checkpoints, and solve puzzles related to environmental issues. Each clue provides hints toward solving an overarching “mystery” that the teams need to figure out by the end of the trial.</p>

Description	<p>Teams are equipped with a bag for samples, a nature identification sheet, and a scorecard. The goal is not only to solve the environmental puzzles but also to work together effectively across generations.</p> <p>Stages of the Event</p> <p>Stage 1: Gathering Clues Along the Trail</p> <p>As teams hike along the trail, they encounter checkpoints where volunteers provide clue cards related to environmental problems (e.g., deforestation, endangered species, climate change). Each clue relates to something they can observe or collect along the trail. For example:</p> <p>A card showing a photo of animal tracks for the team to find.</p> <p>A card with a riddle about a native tree they must identify.</p> <p>A task to collect fallen leaves from specific tree species.</p> <p>Objective: Engage participants in hands-on learning by exploring and identifying elements of the natural environment.</p> <p>Stage 2: Solving Environmental Puzzles at Checkpoints</p> <p>At each checkpoint, teams solve environmental puzzles using the collected clues. For example:</p> <p>Matching collected leaves to descriptions of tree species and their ecological importance.</p> <p>Interpreting animal tracks to understand wildlife behavior.</p> <p>Answering trivia questions about local ecosystems and sustainability.</p> <p>Each solved puzzle earns the team points on their scorecard.</p> <p>Objective: Promote intergenerational teamwork using traditional knowledge from older participants and problem-solving skills from younger ones.</p>
Description	<p>Stage 3: The Final Mystery</p> <p>At the trail's end, teams must use all the clues and answers they gathered to solve the final environmental mystery. For example, the final mystery might involve identifying which local species are most threatened by pollution or climate change and proposing a solution to protect them.</p> <p>Objective: Reinforce environmental awareness and encourage creative problem-solving, with participants working together to find practical solutions.</p>

<p>Questions</p>	<ul style="list-style-type: none"> • How did the younger and older participants contribute differently to solving the puzzles? • What did you learn from working with someone from a different generation? • How did this activity increase your awareness of local environmental issues? • What strategies did your team use to solve the final mystery? • How can you apply what you learned today to help protect the environment in your own community?
<p>Useful (additional) information</p>	<p>Share follow-up resources on survival skills, environmental protection tips, and strategies for improving intergenerational communication and teamwork in future outdoor activities.</p>
<p>Evaluation</p>	<p>Participants complete a short evaluation form that asks:</p> <ul style="list-style-type: none"> • How well did your team collaborate across generations? • Did the activity enhance your awareness of environmental issues? • Which part of the event was most enjoyable or challenging? • What did you learn from the other generation? • Do you have any suggestions for future events?





Conclusion

The theme of strengthening intergenerational dialogue through hiking-based activities that promote environmental protection and inclusion, solidarity, and understanding within and beyond formal hiking practices has major benefits for the mental and physical health of people of different generations. Informal teaching, which is based on interaction, dialogue, and teamwork, offers greater creativity and motivation among hikers.

Therefore, we believe that this H4U manual will find its way with its innovative character to the programs and activities of your organizations, be it if you are coming from hiking club, youth organization, eco camp or any other complimentary and relevant stakeholder that strives to boost intergenerational dialogue through hiking. From one side, that it will help you make your activities on intergenerational dialogue more efficient and impactful, while from the other allow you to explore hiking as tool for addressing burning societal challenges.

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