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BAH

BE ACTIVE WITH HIKING

Deliverable 2.5.

Training Format

Learning, Teaching and Training Activity

Project	BAH - Be Active with Hiking
Project reference	ERASMUS-SPORT-2024-SSCP-101183877
Deliverable	D2.5 Training Format for LTT
Language	English
Format	Pdf document/English
Target users	Youth workers, trainers, sport clubs, hiking facilitators and partner organizations
Training activity dates	07.07.-11.07.2025
Prepared for	Erasmus+ Sport project implementation and replication

Document

Item	Description
Document title	BAH - Be Active with Hiking: Training Format
Purpose	To provide a reusable training format for organizations that want to develop skills for organizing hiking trails and facilitating non-formal games during outdoor activities.
Main users	Youth workers, trainers, sport educators, outdoor facilitators, partner organizations and local sport/community organizations.
Training approach	Five-day Learning, Teaching and Training Activity combining non-formal education, guided hikes, safety practice, card games, urban mobility, reflection and evaluation.
Main outputs	Partner activity modules, City Treasurer urban mission, evaluation format and LTT agenda.
Recommended update	After each implementation, partners should update local trail examples, safety contacts, materials, route maps and evaluation results.

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1. Introduction

1.1 Purpose of the Training Format

This Training Format has been created within the BAH - Be Active with Hiking Erasmus+ Sport project to support organizations in developing the practical and pedagogical skills needed to organize hiking trails and facilitate non-formal games during outdoor activities. It is intended as a complete, adaptable and user-friendly document that youth workers and trainers can use when preparing similar training activities in their own countries and local communities.

The Training Format connects hiking, active lifestyle, environmental responsibility and non-formal learning. It translates the project concept into a practical five-day programme that can be replicated, shortened or adapted depending on the duration, location, participant profile and local resources of the implementing organization.

The format is based on the project proposal, partner contributions for specific training activities, the Learning, Teaching and Training Activity agenda implemented in Rijeka from 7 to 11 July 2025, and additional evaluation and reflection tools prepared for the mobility.

1.2 Project Background

BAH - Be Active with Hiking promotes hiking as an accessible form of physical activity and as a tool for building healthier habits, stronger communities and more active lifestyles. The project connects sport, outdoor recreation and youth work by encouraging organizations to use hiking routes as learning environments. Hiking is not treated only as movement from one place to another, but as a structured educational experience where participants learn about safety, teamwork, the environment, wellbeing and responsible behaviour in nature.

After the research activity, trainers from the partner associations train youth workers to organize hikes and facilitate the Card Games. The trained youth workers can then implement local activities and motivate other youth workers, clubs and organizations to initiate similar training experiences. In this way, the Training Format functions both as a guide for the LTT activity and as a replication tool for future local and international actions.

1.3 Target Groups

Target group	Role in the Training Format
Youth workers	Main learners and future multipliers. They learn how to plan, organize and facilitate hikes using non-formal methods.
Trainers and facilitators	Responsible for implementing the training, guiding outdoor activities, ensuring safety and supporting reflection.
Sport clubs and associations	Potential local implementers that can use the format to add outdoor activities to their youth, recreation or health promotion programmes.
Outdoor and hiking organizations	Potential expert partners for route planning, trail interpretation, safety briefings and local environmental knowledge.
Young participants	Final beneficiaries of local activities who experience hiking, active lifestyle education and non-formal games.

1.4 Main Objectives

- Develop the competences of youth workers to organize safe, inclusive and meaningful hiking activities.
- Strengthen knowledge about preparation and rules for hiking, route planning, trail behaviour and risk prevention.
- Introduce Card Games and other non-formal methods as tools for learning while hiking.
- Promote active lifestyle, mental wellbeing, green behaviour and healthy eating through outdoor learning.
- Provide a five-day LTT programme that can be replicated and adapted by other organizations.
- Support local activity planning so that participants return home ready to organize hikes and facilitate games in their communities.

Training Format logic

The format is designed as a practical bridge between the project outputs and local implementation. It gives trainers a clear programme, but it also gives youth workers enough tools and templates to adapt the activities to their local trails, participant needs and organizational capacities.

2. Learning Framework

2.1 Competence Areas

The Training Format develops a combination of outdoor, social, educational and organizational competences. The learning process is built around active participation, experiential learning and guided reflection.

Competence area	What participants learn
Outdoor organization	How to choose a route, prepare logistics, brief participants, coordinate roles and manage a hiking group.
Safety and risk awareness	How to identify hazards, prepare basic equipment, prevent common outdoor risks and react calmly in emergency situations.
Non-formal facilitation	How to use Card Games, reflection questions, team tasks, debriefing and peer learning during a hike.
Active lifestyle promotion	How to communicate the benefits of physical activity, hiking and everyday movement in an engaging and inclusive way.
Environmental responsibility	How to apply eco-hiking principles, Leave No Trace behaviour and trail stewardship.
Teamwork and communication	How to plan and make decisions in teams, assign roles, communicate on the trail and support group cohesion.
Evaluation and follow-up	How to gather participant feedback, document learning and transform mobility learning into local actions.

2.2 Learning Outcomes

By the end of the training, participants should be able to:

- explain the main rules of safe and responsible hiking;
- prepare a simple hiking activity plan, including route, timing, materials, safety measures and group roles;
- facilitate non-formal Card Games during hiking breaks or learning stops;
- apply basic orientation, trail marker recognition and environmental observation techniques; using Toolkit
- support participants with different experience levels and create an inclusive group atmosphere;
- lead debriefing sessions that connect the hiking experience with active lifestyle, green behaviour, mental wellbeing and healthy eating;
- evaluate a hiking activity and identify concrete improvements for future implementation;
- design a follow-up local activity using the BAH methodology.

2.3 Non-formal Education Methodology

The methodology follows the principles of non-formal education: learning by doing, voluntary and active participation, peer exchange, reflection, creativity and adaptation to participants. Hiking creates an open and dynamic learning setting where participants can move, observe, discuss and solve tasks together. The trainer does not only transfer information; they create a safe structure in which participants learn through experience.

Each activity should include four phases: preparation, experience, reflection and transfer. The preparation phase sets the objectives, rules and safety conditions. The experience phase is the hike, challenge or game. The reflection phase helps participants understand what happened and why it matters. The transfer phase connects learning to future local activities and everyday life.

2.4 Role of Trainers and Youth Workers

Role	Main responsibilities
Lead trainer	Coordinates the training programme, explains objectives, manages time and ensures educational coherence.
Outdoor/hiking expert	Advises on route, terrain, equipment, weather, safety and responsible conduct in nature.
Facilitator of non-formal games	Introduces Card Games and Toolkit, supports group dynamics and leads reflection.
Safety responsible person	Carries first aid kit, checks participant readiness, monitors risks and manages emergency communication.
Youth workers/participants	Actively test activities, practice facilitation, give feedback and prepare local activity ideas.

2.5 Using Card Games while Hiking

The Card Games are integrated into hikes as short, mobile and interactive learning moments. They are best used during planned stops, breaks, viewpoints, shaded areas or after a specific trail challenge. Trainers should avoid using the cards in unsafe locations, on narrow trail sections, during difficult terrain or when weather conditions require full attention.

Project field	Possible use during hiking
Green behaviour	Participants discuss how to reduce waste, respect nature, stay on marked trails and protect local ecosystems.
Mental health	Participants reflect on how walking, nature, social contact and physical activity influence stress, mood and wellbeing.
Active lifestyle	Participants connect hiking with everyday movement habits and discuss how to include more physical activity in daily routines.
Healthy eating	Participants discuss hydration, balanced snacks, food choices before and after physical activity and responsible consumption.

Recommended facilitation pattern for Card Games:

1. Choose a safe stop and gather participants in a circle or small groups.
2. Introduce the topic and explain the task in one minute or less.
3. Let teams draw a card and discuss or complete the challenge.
4. Ask each team to share one conclusion, example or commitment.
5. Close with a short link to the next hiking segment or local activity planning.

3. Five-Day Training Programme

3.1 Programme Overview

The LTT Training Format contains a five-day programme. The structure can later be modified depending on the duration of the activity, but the recommended sequence is: getting to know each other and team building, identification of needs, preparation and rules for hiking, practical hiking activities, Card Games, coffee and lunch breaks, debriefing, evaluation and local activity brainstorming.

Day	Date	Main focus	Venue / location	Core outputs
Day 1	7 July 2025	Arrival, welcome, project goals, partner outputs and preparation for local activities	Rijeka Sports Association, Jadranski trg 4, Rijeka	Shared understanding of project goals, deliverables, training outputs and local activity logistics
Day 2	8 July 2025	Guided hiking tour and implementation of outputs during hiking	Platak	Practice of hiking facilitation, outdoor learning stops and Card Games integration
Day 3	9 July 2025	Guided hiking tour, route interpretation and continued practical implementation	Ucka	Improved hiking leadership, environmental awareness and group management skills
Day 4	10 July 2025	Interactive first aid workshop and City Treasurer urban mobility challenge	RSS office, Korzo, city center and Trsat	Safety knowledge, active urban exploration, teamwork and cultural learning
Day 5	11 July 2025	Evaluation, recap, conclusions and next steps	Rijeka Sports Association, Jadranski trg 4, Rijeka	Evaluation results, learning conclusions and local activity follow-up ideas

3.2 Day 1 - Opening, Needs and Project Outputs

Time	Session	Venue	Description
10:00 - 10:15	Arrival of participants	RSS, Jadranski trg 4	Participants arrive at the RSS offices located on the first floor. Informal welcome and registration.
10:15 - 10:30	Welcome words by RSS	RSS	Brief presentation of the host organization, logistics, arrangements and itinerary for the LTT Activity.
10:30 - 11:30	Presentation of project goals and objectives	RSS	Review of project timeline, discussion about project scope, key deliverables and dissemination.
11:30 - 11:45	Coffee break	RSS	Short break and informal exchange.
11:45 - 13:00	Presentation of outputs by each partner	RSS	Presentation of the Toolkit for active lifestyle, Card Games for Hiking and Training Format.
13:00 - 14:00	Lunch break	Close to meeting venue	Lunch and informal networking.
14:00 - 15:00	Logistics and arrangements for local activities	RSS	Discussion on how the outputs will be implemented during the hiking days and future local activities.

Training purpose of Day 1: The opening day creates a common learning frame. Participants understand the project aims, exchange expectations, identify learning needs and prepare for the outdoor implementation days. Trainers should use this day to clarify safety expectations, participant experience levels, communication channels, equipment requirements and the role of each partner in the training.

Recommended methods: short presentations, expectation mapping, partner output gallery, group discussion, needs identification cards and a short debrief circle at the end of the day.

Suggested debriefing questions: What do I already know about organizing hikes? What do I need to learn before leading a group? Which project output do I feel most ready to use? What should the trainers know about the group before the hiking days?

3.3 Day 2 - Hiking Tour: Platak

Time	Session	Venue	Description

09:00	Departure of participants	Main bus station - Zabica, Rijeka	Bus pick-up of all participants and approximately 30-minute drive to Platak.
09:30 - 13:15	Hiking tour - Platak	Platak	Guided hiking tour with implementation of the project outputs during hiking. Trainers facilitate learning stops, Card Games and reflection moments.
13:30 - 15:00	Lunch break	Veliki dom Platak	Lunch served at the starting point after the tour. Informal reflection and participant exchange.
15:00 - 15:15	Departure to Rijeka	Platak	Bus returns participants to the city center.

Training purpose of Day 2: Participants move from indoor preparation to outdoor implementation. The hike is used to practice group management, pacing, communication, route awareness, learning stops and the practical use of Card Games. Trainers should demonstrate how to plan a hike that is both physically active and educational.

Recommended facilitation sequence: pre-hike briefing, equipment and water check, group roles, warm-up, first hiking segment, Card Game stop, trail observation task, second hiking segment, safety reflection, final debrief and lunch exchange.

Key learning points: managing different fitness levels, keeping the group together, choosing safe places for non-formal games, respecting weather and terrain conditions, and connecting the hiking experience with active lifestyle messages.

3.4 Day 3 - Hiking Tour: Ucka

Time	Session	Venue	Description
09:00	Departure of participants	Main bus station - Zabica, Rijeka	Bus pick-up of all participants and approximately 30-minute drive to Ucka.
09:30 - 13:15	Hiking tour - Ucka	Ucka	Guided hiking tour with continued implementation of project outputs during hiking. Focus on trail interpretation, environmental observation and leadership practice.
13:30 - 15:00	Lunch break	Doppo Lavoro, Ucka	Lunch served after the tour. Trainers collect first impressions and practical suggestions.
15:00 - 15:15	Departure to Rijeka	Ucka	Bus returns participants to the city center.

Training purpose of Day 3: The second hiking day reinforces the skills practiced on Day 2 and gives participants more responsibility. Youth workers can facilitate parts of the route, test a card game, lead a short reflection or present a safety reminder. Trainers should use this day to observe participants and provide constructive feedback.

Recommended methods: peer-led trail segments, eco-observation tasks, short team challenges, role rotation, card-based discussion and final learning circle. The trainer should connect the practical hike with future local activities and ask participants to identify what could be replicated in their own communities.

3.5 Day 4 - First Aid and City Treasurer Urban Mobility Challenge

Time	Session	Venue	Description
09:00 - 10:00	Interactive first aid workshop	RSS, Jadranski trg 4	Participants learn and practice basic outdoor first aid and safety principles relevant for hikes and mobility activities.
10:15	Arrival at meeting point	Korzo, main street	Participants meet in the city center for the urban challenge.

10:30 - 13:30	City Treasurer - Explore, Discover and Collect Rijeka	Rijeka city center and Trsat	Teams complete an active photo-hunt mission exploring Rijeka, cultural landmarks and healthy local choices.

Training purpose of Day 4: This day widens the methodology from natural trails to an urban active lifestyle setting. The first aid session strengthens safety readiness, while the City Treasurer mission demonstrates how active movement, teamwork, local culture and healthy choices can be combined in a non-formal educational challenge.

The City Treasurer activity is particularly useful for organizations working in urban environments or places where access to hiking trails is limited. It shows that the BAH approach can also motivate participants to walk, explore and learn actively within a city context.

3.6 Day 5 - Evaluation, Recap and Next Steps

Time	Session	Venue	Description
10:30	Arrival of participants	Rijeka Sports Association, Jadranski trg 4	Participants arrive for the final evaluation session.
10:30 - 12:00	Evaluation and recap of the activities	RSS	Evaluation of the LTT activity, conclusions, next steps and planning of local follow-up activities.
12:00 - 12:30	Departure of participants	RSS	Closing of the training activity and departure.

Training purpose of Day 5: The final day helps participants consolidate learning, express feedback and prepare for transfer. Trainers should combine emotional reflection, practical evaluation and local activity planning. The evaluation should capture what participants learned, what they can apply, what needs improvement and what support they need for local implementation.

4. Activity Modules

This section contains the partner activity modules prepared for the Training Format. Trainers can use them as stand-alone sessions or integrate them into hiking days depending on the route, time available and participant profile. Each module can be shortened, expanded or adapted to the local environment.

4.1 Activity Module 1: Orienteering Challenge

Participants navigate a set course using maps & compasses and develop orientation & navigation skills

Element	Description
Purpose of the activity	Participants navigate a set course using maps & compasses and develop orientation & navigation skills
Profile of the facilitator	Experienced hiking instructor
Profile of the participants	Youth participants with basic outdoor experience
Group briefing	Overview & safety briefing. Facilitators introduce the basic principles of orienteering: How to interpret maps and identify symbols Proper use of the compass, including setting bearings and following directions Strategies for route selection and pacing Following this, a brief demonstration will be conducted where a facilitator shows how to locate control points on the map and align the compass with the terrain.
Estimated size and type of the group	15-25 participants, mixed group (2 to 4 members each)
Learning outcomes / objectives	Improve map reading, compass skills, teamwork

Goal	Build confidence in outdoor navigation
Duration	2 hours
Task Description	Participants find control points on a map using compasses. The activity simulates real-world orienteering scenarios where participants must locate specific control points within a designated area using only a map and compass, relying on their spatial awareness, problem-solving abilities, and effective communication. Before the activity begins, facilitators will provide a thorough briefing covering safety instructions, the importance of environmental respect, and overviews of map symbols, compass operation, and route planning. Participants will be divided into small teams (ideally 2-4 members each) to promote collaboration and allow for more personalized guidance. Each team receives: A detailed map of the designated area with marked control points, compass, control card or punch sheet to record visitations The control points are strategically placed to cover varied terrain, encouraging participants to practice different navigation techniques and to challenge their orientation skills. Once teams are equipped, the activity formally starts. Teams plan their route based on their understanding of the map, identifying the order in which they will visit control points. They then set out, using the map to identify their current location, setting a bearing with the compass to travel toward the next control point. Following terrain features, landmarks, and trail signs to stay on course. During the activity, facilitators will monitor and assist as needed, ensuring safety and offering hints if teams are facing difficulties. The teams should aim to visit all control points as quickly as they can.
Remarks	Ensure safety & clear instructions
Supporting materials	Orienteering maps, compasses, control point markers
Sources of more information in the subject	Orienteering manuals, outdoor navigation guides

Suggested debriefing questions:

- How did the team decide which route to take?
- What was the most difficult part of using the map or compass?
- How can navigation skills increase safety during hikes?

4.2 Activity Module 2: Team Trek & Trail Markers Recognition

Improve and develop trail recognition skills, teams identify and follow trail markers in varying terrain. To enhance participants' ability to recognize, interpret, and follow various trail markers and signage in outdoor environments. The activity aims to develop practical trail navigation skills, teamwork, and increase confidence in outdoor orientation. It also promotes awareness of environmental signage and the importance of trail stewardship. Through hands-on practice, participants learn to make quick, informed decisions based on trail signs, which is critical for safety and efficiency during hikes and outdoor adventures.

Element	Description
Purpose of the activity	Improve and develop trail recognition skills, teams identify and follow trail markers in varying terrain. To enhance participants' ability to recognize, interpret, and follow various trail markers and signage in outdoor environments. The activity aims to develop practical trail navigation skills, teamwork, and increase confidence in outdoor orientation. It also promotes awareness of environmental signage and the importance of trail stewardship. Through hands-on practice, participants learn to make quick, informed decisions based on trail signs, which is critical for safety and efficiency during hikes and outdoor adventures.
Profile of the facilitator	Trail expert. The ideal facilitator for this activity should possess a strong background in outdoor education, mountain guiding, or environmental studies, with practical experience in trail navigation and signage recognition. They should be familiar with local trail systems, trail marker standards, and environmental conservation principles. Possesses a passion for outdoor activities and the natural environment, with the patience to guide participants through learning processes at different skill levels.

Profile of the participants	Active youth, outdoor enthusiasts. The activity is designed for youth participants, including beginners and those with some outdoor experience. Suitable for a group size of 20-30 participants, including mixed ages (teenagers and young adults). Participants should show enthusiasm for outdoor activities, possess basic physical fitness, and have a willingness to learn outdoor navigation skills. Prior knowledge of map reading or compass use is not required but is a plus. The activity aims to boost confidence in recognizing trail markers and following guided routes in natural environments. Participants should be respectful of the environment and open to teamwork and peer cooperation.
Group briefing	Introduction & safety tips. The facilitator begins with a comprehensive introduction to the importance of trail markers and signage for safe and sustainable hiking. They explain the different types of trail signs, their meanings (e.g., direction arrows, warning signs, mileage markers, symbols indicating trail difficulty), and why correct interpretation matters. Safety protocols are emphasized, including staying on designated trails and respecting local flora and fauna. The briefing outlines the activity sequence, safety rules, roles within teams, and expectations regarding teamwork, communication, and environmental responsibility. Participants are encouraged to ask questions and clarify any doubts before starting the activity.
Estimated size and type of the group	20-30 participants, divided into small groups by 2-4 people
Learning outcomes / objectives	Participants will be able to recognize and interpret various trail signs and markers used in local or regional trail systems. - develop basic trail following skills, including understanding directional signs and interpreting trail symbols. - improve teamwork and communication by working collaboratively to identify trail markers and plan routes. - increase awareness about environmental preservation and responsible trail use. - gain confidence in outdoor navigation,
Goal	Follow trail with signs, discuss signage, increase trail recognition knowledge To enable participants to confidently recognize, understand, and follow trail markers and signage, thereby improving their outdoor navigation skills and promoting responsible trail use
Duration	2 hours
Task Description	Practice trail marker identification & route following The activity comprises an introductory briefing, practical trail marker recognition exercises, and a trail-following challenge. Teams will first receive a short training session on trail signage and how to read and interpret common markers. They will then be guided to a designated trail area where multiple trail signs and markers are placed strategically. Each team will navigate a marked route, identifying and recording trail markers as they go. Each team will be provided with a trail map (if applicable) and a checklist of trail signs to find and interpret. As they progress, team members will need to communicate effectively, assign roles, and work collaboratively to decide the best route options based on signage and their understanding of the terrain. During their trek, teams may encounter different types of trail markers, including directional arrows, coloured blazes, distance markers, warning signs, and environmental symbols. Facilitators will monitor the teams' progress from a distance, offering guidance if needed
Remarks	Prepare for different weather
Supporting materials	Trail maps, trail signage samples. Trail maps with marked routes (can be simplified or detailed depending on skill level) Examples of trail signs and markers (physical or printed) Checklists of signs to identify
Sources of more information in the subject	Mountain trail navigation resources.

Suggested debriefing questions:

- Which trail markers were easiest or hardest to interpret?
- How did teamwork help the group stay on route?
- Why is it important to respect marked trails?

4.3 Activity Module 3: Outdoor Safety & First Aid Skills Workshop

The main aim of this activity is to equip participants with essential safety knowledge, practical first aid skills, and hazard awareness necessary for outdoor activities, especially hiking and mountain trekking. It seeks to foster a safety-first mindset, boost confidence in managing emergencies, and promote responsible conduct in natural environments. Through interactive demonstrations, hands-on practice, and scenario-based learning, participants will understand how to prevent injuries, respond effectively to emergencies, and protect both themselves and fellow outdoor enthusiasts. The workshop also emphasizes environmental safety, risk assessment, and communication during crises, preparing youth to act responsibly and calmly in unexpected situations on the trail.

Element	Description
Purpose of the activity	The main aim of this activity is to equip participants with essential safety knowledge, practical first aid skills, and hazard awareness necessary for outdoor activities, especially hiking and mountain trekking. It seeks to foster a safety-first mindset, boost confidence in managing emergencies, and promote responsible conduct in natural environments. Through interactive demonstrations, hands-on practice, and scenario-based learning, participants will understand how to prevent injuries, respond effectively to emergencies, and protect both themselves and fellow outdoor enthusiasts. The workshop also emphasizes environmental safety, risk assessment, and communication during crises, preparing youth to act responsibly and calmly in unexpected situations on the trail.
Profile of the facilitator	The facilitator should have a strong background in outdoor safety, wilderness first aid, or outdoor leadership. Certification in first aid (First Aid at Work, or Red Cross First Aid Certification) is essential. They should have practical experience in outdoor safety management, emergency response, and risk assessment, preferably with a history of conducting safety training for youth or beginner outdoor groups. Excellent communication skills, patience, and the ability to simplify complex safety procedures into clear, understandable steps are crucial. The facilitator must be confident in demonstrating first aid techniques. Familiarity with local terrains and environmental hazards is helpful.
Profile of the participants	The activity is designed for youth participants aged approximately 14-25, with various levels of outdoor experience. It is suitable for beginners and those with some outdoor activity background. Participants should be curious, motivated to learn safety procedures, and open to hands-on practice. The session can accommodate groups of 10-20 individuals, preferably with mixed gender and background, interested in outdoor recreation, adventure sports, or environmental conservation. Prior knowledge of basic outdoor activities is not required, but participants should have a basic level of physical fitness and willingness to actively participate in demonstrations and practical exercises. Participants should also demonstrate respectful behaviour towards safety guidelines and each other.
Group briefing	The facilitator begins by emphasizing the importance of safety in outdoor activities, outlining the potential hazards associated with hiking, trekking, and mountain sports. The briefing covers topics such as trip planning, hazard identification, weather considerations, proper gear, and communication protocols. The group is introduced to key safety principles like "Leave No Trace," risk assessment, and the importance of buddy systems. Participants are informed that the workshop will include interactive activities, role-plays, and hands-on practice of first aid techniques, and they should actively participate and ask questions. Clear instructions are provided on safety behaviour, how to recognize signs of fatigue or injury, how to communicate effectively during emergencies, and what to do in case of an accident. Safety is stressed as everyone's responsibility.
Estimated size and type of the group	The ideal group size ranges from 10 to 20 participants. The group should be well-balanced in age (teenagers to young adults) and experience levels. The activity is suitable for youth organizations, adventure clubs, or educational groups engaged in outdoor pursuits. Smaller groups ensure safety, effective supervision, and meaningful skill practice, while larger groups may require additional facilitators or splitting into smaller sub-groups for practical exercises.
Learning outcomes / objectives	Participants will understand fundamental outdoor safety principles and hazard prevention strategies. - gain practical skills in basic first aid, including wound management, splinting, and injury assessment. - able to recognize signs of common outdoor emergencies, such as dehydration, hypothermia, heat stroke, and injuries.

	- learn how to use safety equipment such as first aid kits, helmets, and protective gear appropriately. - able to act calmly and effectively in emergency situations, including calling for help, providing first aid, and managing risks until professional assistance arrives. - develop responsibility for their own safety and for the safety of others during outdoor activities.
Goal	The primary goal of the Safety Skills Workshop is to empower young participants with the essential knowledge, practical skills, and confidence needed to identify risks, prevent accidents, and respond effectively in emergency situations during outdoor activities such as hiking and trekking. By the end of the workshop, participants should be able to apply basic first aid techniques, recognize signs of common injuries and health issues, and understand the importance of proactive safety measures.
Duration	The total duration of this activity is approximately 3 hours, which may be adjusted depending on the size of the group and the depth of practical exercises.
Task Description	Participants will be introduced to common hazards and safety protocols specific to hiking, including weather considerations, terrain risks, and equipment checks. The facilitator then demonstrates fundamental first aid procedures such as cleaning and dressing wounds, splinting broken limbs and managing burns. Participants observe these demonstrations closely, asked to note key points. Next, the participants divide into pairs or small groups, where they will practice the demonstrated skills through guided exercises. For example, they will practice applying bandages, stabilizing sprains, and using basic first aid kits. Facilitators provide immediate feedback, encouraging proper technique and procedural correctness. The most engaging part involves scenario-based role-plays, where each group is given a simulated emergency situation, such as a fall injury, dehydration, or a sudden health problem. Participants work through the scenario, making decisions on how to assess the situation, communicate, provide initial treatment, and seek help. Facilitators oversee these exercises, stepping in as rescuers or bystanders as needed. Throughout the activity, safety is reinforced-highlighting the importance of pre-trip planning, environmental awareness, and the correct use of safety gear
Remarks	Ensure all necessary materials and equipment, such as first aid kits, bandages, splints, and mannequins or role-play props, are prepared in advance. Tailor the content complexity based on participants' age and prior knowledge, providing additional explanation or simplified instructions as needed. Safety during the activity is paramount. All exercises should be conducted under close supervision, and facilitators should emphasize the importance of not attempting techniques beyond their skill level or without proper training. Adapt exercises to the local context, including specific hazards relevant to the terrain or environment where the outdoor activities will take place. Encourage active participation by creating a supportive environment where questions and discussions are welcomed. Consider including a quick refresher or cheat sheet covering key points for participants to take away at the end of the session, promoting ongoing safety awareness.
Supporting materials	First Aid Kits: Fully stocked basic first aid kits including bandages, antiseptic wipes, gauze, adhesive tape, splints, scissors and gloves. Gloves, masks, and other gear necessary for practicing first aid techniques safely.
Sources of more information in the subject	Outdoor safety manuals

Suggested debriefing questions:

- Which safety risk is most relevant for our local hikes?
- How can youth workers prevent panic in an emergency?
- What should always be checked before departure?

4.4 Activity Module 4: Eco-Hiking Workshop

To raise awareness about environmental conservation and responsible outdoor recreation among youth participants. This activity aims to teach participants about local ecosystems, flora, fauna, and the principles of Leave No Trace (LNT)

to minimize their impact while hiking. The goal is to foster eco-friendly habits, promote respect for nature, and inspire active participation in environmental protection. Participants will explore a natural area, observing ecosystems , while learning how to navigate, identify species, and apply conservation principles during outdoor activities.

Element	Description
Purpose of the activity	To raise awareness about environmental conservation and responsible outdoor recreation among youth participants. This activity aims to teach participants about local ecosystems, flora, fauna, and the principles of Leave No Trace (LNT) to minimize their impact while hiking. The goal is to foster eco-friendly habits, promote respect for nature, and inspire active participation in environmental protection. Participants will explore a natural area, observing ecosystems , while learning how to navigate, identify species, and apply conservation principles during outdoor activities.
Profile of the facilitator	The facilitator should have a background in environmental science, ecology, or outdoor education, with experience leading nature walks and conservation-oriented activities. Certifications related to environmental education, outdoor leadership, or eco-tourism are desirable. They should possess in-depth knowledge of local flora, fauna, and ecosystems, as well as the Leave No Trace principles. The facilitator must be engaging, able to communicate ecological concepts clearly, and skilled in guiding nature observation activities. Strong interpersonal skills and patience are essential to foster curiosity and ecological responsibility among youth.
Profile of the participants	The activity targets youth participants. Participants should have basic physical fitness, a genuine interest in nature, and a respectful attitude toward the environment. Prior outdoor experience is beneficial but not necessary. The group size ideally ranges from 15-30. Participants should be eager to learn about ecosystems, wildlife, and sustainability and willing to actively participate in observation and discussion.
Group briefing	The facilitator begins with an introduction to local ecosystems, emphasizing the importance of biodiversity and the role of humans in conservation. The briefing covers key Leave No Trace principles, such as planning ahead, traveling and camping on durable surfaces, disposing of waste properly, respecting wildlife, and minimizing campfire impacts. Participants are informed that they will walk through a natural area, observing signs of ecosystem health and discussing human impacts. Expectations include respectful behavior, sticking to trails, and actively participating in ecological observations and discussions. The importance of responsible outdoor conduct is highlighted to promote sustainable hiking practices.
Estimated size and type of the group	15-30 participants. Ideally in small teams or pairs to facilitate close observation and discussion. Larger groups can be split into smaller groups to enhance engagement.
Learning outcomes / objectives	Participants will understand basic ecological concepts and local biodiversity. - learn to observe and identify native plant and animal species, understanding their roles in the ecosystem. - acquire knowledge of Leave No Trace principles and how to apply them during outdoor recreation. - develop deeper respect for the environment and learn how individual actions impact ecosystems. - gain practical skills in eco-friendly hiking, trail stewardship, and environmental observation.
Goal	To increase youth awareness of local ecosystems, promote ecological responsibility, and teach sustainable outdoor practices that ensure the long-term health of natural environments.
Duration	Approximately 3 hours,
Task Description	The activity kicks off with a short introduction to local ecosystems and conservation principles. The facilitator guides participants on a nature walk along a trail, encouraging close observation of plants, animals, and ecological indicators like soil and water conditions. Participants are equipped with notebooks, binoculars, or plant ID guides to aid their observations. Small teams discuss their findings, identify species, and reflect on ecosystem health. Periodic stops are made to discuss human impacts, such as trail erosion or litter, and how participants can minimize their footprint. The activity concludes with a reflection circle, where participants share key insights and commitments to eco-friendly conduct.
Remarks	Encourage participants to minimize disturbance to wildlife and plant life. Reinforce the importance of staying on designated paths, not picking plants, and leaving no litter.

Supporting materials	Identification books or laminated plant and animal field guides specific to the local region. Binoculars, for observing distant wildlife or plant details without disturbing the environment. Detailed maps of the hiking route highlighting points of ecological interest and hotspots for observation. Eco-Stickers or badges
Sources of more information in the subject	Nature conservation guides.

Suggested debriefing questions:

- What signs of human impact did we notice?
- Which Leave No Trace principle is most important for this trail?
- What can we do differently during our next hike?

4.5 Activity Module 5: Exploring Plant Life & Ecosystems

This activity is designed to deepen participants' understanding and appreciation of local plant life and ecosystems through direct exploration and research during a guided hike. This activity aims to provide participants with hands-on experience in plant identification, ecosystem interactions, and the significance of biodiversity. Participants will engage in collecting observational data, analysing plant features, and discussing ecological roles while fostering a connection with nature. The activity promotes critical thinking and enhances participants' observational skills, encouraging them to become more informed and environmentally responsible hikers.

Element	Description
Purpose of the activity	This activity is designed to deepen participants' understanding and appreciation of local plant life and ecosystems through direct exploration and research during a guided hike. This activity aims to provide participants with hands-on experience in plant identification, ecosystem interactions, and the significance of biodiversity. Participants will engage in collecting observational data, analysing plant features, and discussing ecological roles while fostering a connection with nature. The activity promotes critical thinking and enhances participants' observational skills, encouraging them to become more informed and environmentally responsible hikers.
Profile of the facilitator	The facilitator should have expertise in botany, environmental science, or a related field, with experience in leading educational outdoor activities and nature walks. Knowledge of local plant species, ecosystems, and conservation practices is crucial. The facilitator should be skilled in teaching plant identification and ecological principles, using both scientific and layman terms to ensure comprehensive understanding. Strong communications skills, enthusiasm for ecological education, and patience in guiding participants through hands-on learning are essential. Ability to engage with various age groups and manage dynamic outdoor settings is necessary for effective facilitation.
Profile of the participants	This activity is suitable for youth participants and adults, including students, outdoor enthusiasts, and nature club members. Participants should possess basic physical fitness and an interest in learning about plants and natural environments. No prior experience in botany or plant sciences is required, although curiosity and a willingness to engage in outdoor exploration are needed. The optimum group size is 20-30 participants to allow for individualized attention and active involvement. Participants should be respectful of nature, inquisitive, and cooperative in both individual and group observational tasks.
Group briefing	The activity starts with a group briefing by the facilitator, who provides an overview of the hiking route and highlights regions of noteworthy plant diversity. Safety guidelines, the importance of staying on marked paths, and responsible behaviour in ecosystems are emphasized. The facilitator introduces basic plant morphology and key features for identification, using visual aids or samples of common local species. Participants are encouraged to ask questions and are briefed on the purpose of observational notes and data collection. Instructions are given on how to use provided tools for documenting plant observations and conducting mini-research tasks individually and in small groups.
Estimated size and type of the group	Ideal for 20-30 participants, allowing personalized guidance and effective group participation. The focus is on diversified learning experiences and hands-on engagement with the local flora, suitable for a mix of ages and educational backgrounds within the specified range.

Learning outcomes / objectives	-Participants will learn to identify various types of plants and recognize key morphological features. - gain insight into the ecological roles and adaptations of plants within their environments. - develop observational skills and learn techniques for recording and analysing plant biodiversity. - understand the implications of plant diversity on local ecosystems and human activities. - build a connection with nature, motivation for conservation and sustainable exploration practices.
Goal	To engage participants in direct exploration and study of plant life, promoting understanding and appreciation of local biodiversity while learning of ecological knowledge and observational skills. This aims to make environmentally responsible behaviours and a sustainable relationship with natural habitats among participants.
Duration	Approximately 3 hours, with flexibility depending on trail complexity and depth of engagement. Adjustments may be made based on group interest and environmental conditions.
Task Description	Participants, while hiking a pre-determined scenic route, engage in detailed plant observation, documenting characteristics such as leaf shapes, flower structures, and growth habits. Equipped with field guides, magnifying glasses, and data sheets, participants engage in active observation, noting plant characteristics, adapted features, and environmental interactions. The trail has designated observation points where the facilitator provides context on different plant ecosystems, explaining symbiotic relationships, plant succession, and survival strategies. Using provided materials, they document observations and participate in tasks like creating a species checklist, sketching plant features, or capturing digital photographs for further study. Throughout the trek, participants visit designated observation points where they gather insights into ecological concepts, such as plant roles in the food chain, adaptations to the environment, and seasonal changes. The facilitator guides discussions on how plants influence broader ecological dynamics and human activities, inviting participants to hypothesize on plant interactions and ecosystem services. Moreover, participants employ mobile apps or field guides to verify plant species and learn additional facts about their ecological and cultural significance. After the trek, participants compile their findings into brief presentations or reports.
Remarks	Choose a trail that provides a variety of plant life and ecosystems, and ensure it's suitable for the participants' fitness levels and safety. Check local regulations for group activities and obtain any necessary permits. Before the hike, conduct safety checks and brief participants on potential hazards, staying on paths, and respecting private or protected lands. Facilitators should carry emergency communication devices and first aid kits. Be prepared to modify the route or focus based on weather conditions, ecological observations, or participant energy levels.
Supporting materials	Comprehensive, region-specific resources for identifying local plant species. Notebooks for sketching and noting observations during fieldwork. Smart Devices with Plant ID Apps.
Sources of more information in the subject	National and Local Park Websites: Parks often offer educational resources, plant profiles, and conservation advice specific to their regions. Books on Local flora

Suggested debriefing questions:

- What signs of human impact did we notice?
- Which Leave No Trace principle is most important for this trail?
- What can we do differently during our next hike?

4.6 Activity Module 6: City Treasurer - Explore, Discover and Collect Rijeka

City Treasurer is an urban educational mission for Erasmus+ Sport mobility participants in Rijeka, Croatia. The activity focuses on active movement, teamwork and exploration of the city`s cultural, historical and gastronomic richness through searching for and photographing specific landmarks and experiences.

Element	Description

Type	Urban mobility challenge / photo hunt
Project context	Erasmus+ Sport mobility
Location	Rijeka, Croatia
Duration	Half-day activity, approximately 3-4 hours
Group size	Small teams of 3-5 participants
Purpose	Promote active lifestyle, team spirit, local culture and healthy choices.
Mission	Teams receive a list of locations, culinary items and traditional drinks. They find locations on foot, take creative photos, try healthy local dishes or drinks where possible, and return with a City Report.

Place / item	Challenge
Korzo Street	Take a group photo mimicking locals walking or shopping.
City Tower (Gradski Toranj)	Snap a selfie from below. Bonus: find out what year it was built.
Trsat Castle (Trsatska gradina)	Reach the top. Extra point for a photo with the panoramic view.
St. Vitus Cathedral	Find and photograph a cross-shaped window.
Rijeka Market (Placa)	Try and photograph a local fruit or snack.
Local dish (for example, manestra)	Take a photo of the plate and explain what the team liked or disliked.
Healthy drink: elderflower juice or herbal tea	Buy from a local cafe and toast with teammates.
Molo Longo promenade walk/jog	Track steps or take a team photo stretching by the sea.
Bonus: talk to a local	Ask for a recommendation in English or Croatian and take a selfie with the advice.

Rules and reflection: Teams should be physically active, creative and respectful of local people and public spaces. After the mission, each team presents a short slideshow or collage of photos, one healthy food or drink they discovered, and one fun moment or challenge they overcame.

Learning goals: stimulate active urban exploration and physical activity; encourage cultural awareness and healthy food discovery; develop team collaboration and planning skills; and promote reflection on personal lifestyle choices through playful engagement.

4.7 Activity Module 7: Evaluation Session for Erasmus+ Sport Mobility

The evaluation session is designed as an approximately two-hour non-formal reflection block. Trainers may use all activities or select the most suitable combination depending on the group size, available time and desired depth of feedback.

Evaluation activity	Duration	Goal	Description
Emotional Thermometer + My Erasmus Word	20 min	Assess the emotional experience of participants.	Draw a large thermometer on a flipchart with levels from disappointed to inspired. Participants place a sticker with their name or symbol and share one word describing their Erasmus+ experience.
A Postcard to My Future Self	25 min	Encourage personal reflection and forward thinking.	Participants write a short message to their future self: what they learned, what they will take home and how they will apply it. The postcards can be sent by mail or email three months after the mobility.

The Live Feedback Wall	20 min	Collect constructive feedback creatively.	Divide a wall or flipcharts into Best experience, What could be improved and Thank you messages. Participants add anonymous sticky notes.
Erasmus+ Sport Bingo	25 min	Reflect on shared experiences in a fun way.	Create bingo cards with prompts such as talking to someone from another country, trying a new sport, learning a new word or stepping out of the comfort zone.
Open Stage: The Participant`s Voice	30 min	Allow free and creative expression.	Volunteers express their favorite Erasmus+ memory through a story, song, dance, mime or other creative form.
Reflections - Symbolic Object Sharing	30-45 min	Encourage personal reflection through symbolism.	Participants choose an object such as a key, stone, feather, paperclip, shell or pencil and explain what it symbolizes for their experience and what they will take home.

5. Practical Implementation Guidance

5.1 Preparation Checklist for a Hiking Training

Area	Checklist items
Route and venue	Select a route suitable for the group. Check distance, elevation, terrain, shade, water access, rest points, toilets, public transport or bus access, mobile signal and emergency access.
Participant information	Collect names, emergency contacts, allergies, medical limitations, experience level and consent where needed. Explain the expected physical effort before the activity.
Weather and timing	Check forecast 48 hours and 24 hours before departure. Prepare an alternative route or indoor plan. Avoid extreme heat, storms, strong wind and unsafe trail conditions.
Safety equipment	First aid kit, charged phone, emergency numbers, route map, whistle, reflective vest for group leader, water, sunscreen and basic repair or protection items.
Learning materials	Card Games, pencils, sticky notes, printed tasks, field guides, trail marker examples, evaluation forms and camera or phone for documentation, Tooklkit
Group roles	Lead facilitator, back marker, safety responsible person, timekeeper, photo/documentation person and team leaders for small groups.
Communication	Brief participants on meeting point, departure time, route, expected return, clothing, footwear, food, water and rules. Create a group communication channel if appropriate.

5.2 Hiking Safety Rules for Participants

- Stay with the group and follow the instructions of the trainer or hiking leader.
- Wear suitable shoes and clothing for the terrain and weather.
- Carry enough water and personal snacks; drink before feeling thirsty.
- Inform the facilitator immediately about pain, dizziness, fatigue, injury or discomfort.
- Stay on marked trails and do not take shortcuts through sensitive or unsafe areas.
- Respect nature, private property, local rules and other trail users.
- Do not leave waste behind; carry out everything you bring in.
- During learning games, stop only in safe places away from traffic, steep edges or narrow trail sections.

5.3 Risk Management Matrix

Risk	Prevention	Response

Weather change	Check forecast, prepare alternative route, bring suitable clothing and set cancellation criteria.	Stop activity if conditions become unsafe. Move to sheltered area or return by the safest route.
Participant fatigue	Use realistic pacing, regular breaks, water reminders and group monitoring.	Reduce pace, shorten route, assign support person or arrange transport if needed.
Minor injury	Brief group about terrain, use proper footwear, carry first aid kit.	Provide basic first aid, document the incident and decide whether the participant can continue.
Getting separated	Use lead and back markers, count participants regularly, define meeting points.	Stop group, call missing participant, use agreed route and emergency procedure.
Environmental impact	Stay on trails, avoid picking plants, limit group size and use Leave No Trace principles.	Correct behaviour immediately and include reflection on responsible hiking.
Low engagement	Use interactive tasks, rotate roles and connect activities with participant interests.	Change method, shorten explanation, use small groups or peer facilitation.

5.4 Inclusion and Accessibility

Inclusive hiking requires planning. Trainers should adapt the activity to participant abilities, not the other way around. When possible, offer different route options, mixed teams, clear instructions, predictable timing and sufficient breaks. The focus should be participation, learning and confidence building rather than speed or competition.

- Use simple language and demonstrate tasks visually.
- Create mixed teams where participants can support each other.
- Provide roles that do not depend only on physical endurance, such as photographer, map reader, discussion reporter or timekeeper.
- Avoid shaming participants for lower fitness levels; use supportive pacing.
- Consider dietary restrictions, health needs and cultural differences when planning breaks or food-related activities.
- Make evaluation activities accessible for participants with limited English by using symbols, objects, drawings and small-group discussions.

5.5 Environmental and Sustainability Principles

The Training Format promotes a responsible relationship with nature. Environmental learning should not be a separate lecture only; it should be embedded into the hike through observation, discussion and behaviour. Trainers should model good practices throughout the activity.

Principle	Practical behaviour
Plan ahead	Choose appropriate route, inform participants, bring reusable materials and avoid unnecessary waste.
Stay on durable surfaces	Use marked paths and avoid trampling sensitive vegetation.
Dispose of waste properly	Carry all waste back, use reusable bottles and avoid single-use items.
Respect wildlife	Observe from distance, avoid noise and do not feed animals.
Respect other users	Keep group organized, allow others to pass and avoid blocking trails.
Leave what you find	Do not pick plants, remove stones or damage natural/cultural features.

5.6 Materials List

Category	Recommended materials

General training	Agenda, participant list, pens, flipchart paper, markers, sticky notes, tape, name tags and evaluation sheets.
Hiking	Route map, weather information, first aid kit, emergency contacts, water, snacks, sunscreen, trash bags and reflective vest.
Navigation activities	Orienteering maps, compasses, control point markers, control cards or punch sheets.
Trail marker activities	Trail maps, examples of trail signs, checklist of signs, printed symbols and route-following tasks.
Eco and plant activities	Field guides, plant identification sheets, notebooks, pencils, binoculars, magnifying glasses and mobile plant ID apps.
Card Games	Printed card deck, topic cards, simple instructions, portable folder and debrief questions.
Evaluation	Thermometer flipchart, stickers, postcards, envelopes, bingo cards, small symbolic objects and camera for group photo.

6. Evaluation and Follow-up

6.1 Evaluation Objectives

Evaluation should help trainers understand whether participants gained the knowledge, skills and confidence needed to organize hiking activities and facilitate non-formal games. It should also help participants recognize their own learning and identify how they will use the Training Format after the LTT activity.

Evaluation dimension	Possible questions
Learning	What did participants learn about hiking preparation, safety, facilitation and active lifestyle?
Skills	Can participants plan a simple hike and facilitate at least one Card Game or reflection activity?
Confidence	Do participants feel ready to support or lead a local hiking activity?
Methodology	Which activities worked best and which require adaptation?
Impact	What changes do participants plan to make in their organizations or local communities?
Sustainability	How can the activities be repeated, promoted and improved after the project mobility?

6.2 Suggested Evaluation Flow for Day 5

Time	Activity	Purpose
10:30 - 10:45	Welcome back and recap circle	Reconnect the group and recall the five-day learning journey.
10:45 - 11:05	Emotional Thermometer + My Erasmus Word	Capture emotional feedback and personal impressions.
11:05 - 11:25	Live Feedback Wall	Collect constructive feedback on best experiences, improvements and thank you messages.
11:25 - 11:45	Postcard to My Future Self	Encourage participants to write what they will apply after returning home.
11:45 - 12:05	Local Activities Brainstorming	Transform learning into concrete local activity ideas.
12:05 - 12:20	Closing reflection and group photo	Celebrate the training, gather final messages and create visibility material.
12:20 - 12:30	Departure	Close the activity and confirm follow-up steps.

6.3 Local Activities Brainstorming Template

At the end of the training, each partner team or participant group should prepare a simple local activity concept. The following template can be copied and used during the final session.

Planning question	Notes to complete
Activity title	Name of the planned local hike or active lifestyle activity.
Location and route	Where will the activity take place? What is the approximate distance and difficulty?
Target group	Who will participate? Age, number, experience level and special needs.
Learning objectives	What should participants learn or experience?
Card Games to use	Which cards/topics will be included and at which stops?
Safety plan	Who is responsible for safety, first aid, weather checks and emergency communication?
Partners and resources	Which local clubs, schools, municipalities, hiking experts or volunteers can support?
Communication	How will the activity be promoted? What photos or reports will be produced?
Evaluation	How will feedback be collected? What indicators will be used?
Follow-up	How can the activity be repeated or developed after the first implementation?

6.4 Dissemination and Visibility

The Training Format should be promoted after the LTT activity to motivate other youth workers and organizations to use hiking and non-formal games as tools for active lifestyle education. Dissemination should be simple, visual and practical: short posts, participant quotes, photo stories, local activity reports and downloadable materials.

- Share the Training Format as a digital PDF on project and partner channels.
- Publish short stories from the LTT activity showing practical learning moments from hikes, card games and evaluation.
- Encourage trained youth workers to present the format to their organizations and local partners.
- Use photos and short videos to show how hiking, games and reflection were combined.
- Collect examples from local activities and use them to improve future versions of the Training Format.

7. Annexes

Annex 1 - Standard Session Template

Template field	Description
Session title	Name of the activity.
Purpose	Why the activity is included in the training.
Duration	Estimated time needed, including briefing and debriefing.
Target group	Participant profile, group size and experience level.
Learning outcomes	What participants should know, practice or understand after the session.
Materials	All physical and digital materials needed.
Preparation	What trainers must prepare before the activity.

Step-by-step process	Briefing, implementation, facilitation notes, debriefing and closure.
Safety considerations	Risks and prevention measures.
Evaluation	Questions, indicators or feedback tools.
Adaptation notes	How the session can be adapted to other local contexts.

Annex 2 - Sample Debriefing Questions

- What happened during the activity?
- What was easy and what was challenging?
- How did the group make decisions?
- What did we learn about active lifestyle, wellbeing, safety or the environment?
- How did the Card Games help us discuss the topic?
- What would we change if we repeated the activity?
- How can this method be used in our local community?
- What is one personal commitment after this training?

Annex 3 - Trainer`s Final Checklist

Before the training	During the training	After the training
Confirm venue, route, transport, accommodation if needed and trainer roles.	Start each day with clear objectives, timing, safety information and participant questions.	Collect evaluation results, photos, participant outputs and local activity ideas.
Prepare all materials, Card Games, first aid equipment and evaluation tools.	Monitor group wellbeing, weather, time, hydration and engagement.	Prepare a short implementation report and update the Training Format with lessons learned.
Share participant information, packing list, meeting points and emergency contacts.	Use debriefing after each major activity to connect experience with learning outcomes.	Support youth workers in planning and promoting local activities.
Check accessibility, dietary needs and health considerations.	Encourage peer facilitation and give constructive feedback.	Disseminate the Training Format and share examples with the project partnership.

Annex 4 - Adaptation Notes for Shorter Activities

If an organization cannot implement the full five-day format, the programme can be adapted as follows:

Available time	Recommended structure
Half-day	Welcome, safety briefing, short hike or urban walk, one Card Game, short debrief and feedback wall.
One day	Opening and needs, preparation and rules for hiking, guided hike, two Card Games, debriefing and local activity planning.
Two days	Day 1: methodology, safety, Card Games and route planning. Day 2: practical hike, peer facilitation, evaluation and follow-up.
Three days	Day 1: introduction and preparation. Day 2: hiking implementation. Day 3: first aid/urban mobility, evaluation and local activity planning.
Five days	Full LTT programme as described in this Training Format.

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