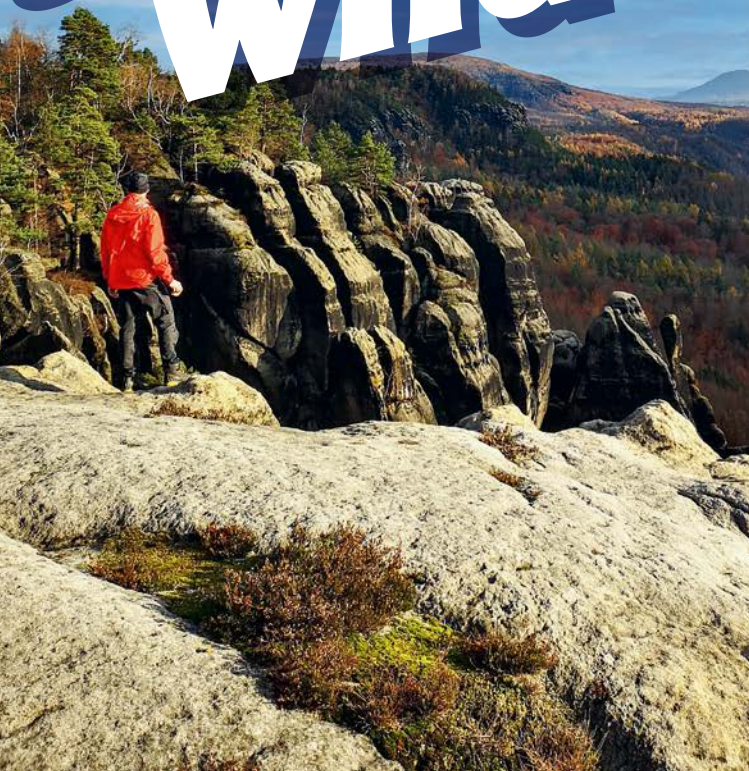


# into the wild

Crisis - Brains on:  
Creativity and Innovation  
in Process Facilitation



# into the wild

CRISIS – BRAINS ON:  
CREATIVITY AND INNOVATION  
IN PROCESS FACILITATION

The facts of the world climate report, global political developments, the experience of the Corona pandemic and the related conflicts and crises make us feel clearly that we are reaching obvious limits with a "more of the same". The challenge of having to imagine the unknown and remain capable of action despite risks that are difficult to assess is currently leading to a split in social and human creativity. As a result, people lose sight of the reality of existential imbalances.

More likely, it requires the ability to endure nescience and to let go of previous beliefs, concepts, and ideas in order to explore new solutions together. In these times, process facilitators are also forced to put the creativity and innovation of our work to the test.

This year's Into the wild symposium is intended to provide a platform to face and discuss creative ways for new perspectives in changing times. The global and individual crises require us to develop strategies for reflecting on and transforming personal attitudes, social interactions, and norms.

Likewise, new findings in neurobiology and epigenetics provide clues to understanding how changeable people are. This can be used to describe a new approach to process facilitation that can impact professional concepts and formats of facilitating people.

On the basis of appreciation of what we know and can do, it is worthwhile to challenge what is known with courage, to allow new unfamiliar perspectives and possibly to be able to welcome completely new things in a professional and authentic togetherness. The guiding principle that intelligence is not in us, but between us, could be a helpful guide.

The ability to relate to nature is the basis of our work. The truthfulness, the adventure, the freedom, the silence, the responsibility that people can feel in and with nature also offers a unifying leitmotif in this symposium.

## Speakers

**Andreas Borchert** (Dresden), **Dr. Marie-Luise Conen** (Berlin),  
**Carolina Dahle** (Drammen), **John Davis** (Big Pine/Kalifornien USA),  
**Kai Dietrich** (Chemnitz), **Dr. Rüdiger Gilsdorf** (Bad Kreuznach),  
**Nicole Handrack** (Leipzig), **Dr. Marascha Daniela Heisig** (Detmold),  
**Holger Heiten** (Eschwege), **Hans-Peter Hufenus** (Hundwil/Switzerland),  
**Sylke Iacone** (Lindau), **Sigrid Karnath** (Bad Kreuznach), **Irena Kokalj**  
(Ljubljana/Slovenia), **Astrid Habiba Kreszmeier** (Hundwil/Switzerland),  
**Carsten Kuniß** (Chemnitz), **Jasper Lemke** (Marburg), **Dr. Ilka Lennertz**  
(Dresden), **Tanja Liimatainen** (Rautavaara/Finland), **Mandy Merker** (Bad  
Schandau), **Andrea Scholz** (Chemnitz), **Nora-Helene Scholz** (Leipzig),  
**Ursula Seghezzi** (Clenze), **Robby Voigt** (Chemnitz), **Thore Volquardsen**  
(Dresden/Heilbronn), **Hannes Waldner** (Meran/Italy),  
**Rafaela & Reinhard Zwerger** (Hinterzarten), **Jump! Foundation** (Thailand),  
**Educo Africa** (Cape Town), **Educo Nepal** (Nepal)

## Facts

**Methods** → theoretical inputs, interactive follow-up work, workshops,  
large group methods, etc.

**Target group** → social work employees who are specialized in

consultation and facilitation and people who take interest in the topic

**Place** → Seminarhotel Gut Froberg, Käbschütztal near Meißen (Sachsen)

**Date** → October 31<sup>st</sup> to November 4<sup>th</sup> 2022

**Costs** → (incl. accommodation and meals)

Members: 260,00 €

Non-members: 290,00 €

**Contact persons → content/organization:**

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**Registration** → [www.agjf-sachsen.de/itw](http://www.agjf-sachsen.de/itw)

The conference of the AGJF Sachsen e.V. is realized in collaboration  
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State Parliament.

*Please note that not all parts of the program will be translated into English.*

# Conference Schedule

October 31<sup>st</sup> to November 4<sup>th</sup> 2022

Monday, October 31<sup>st</sup>, 2022

3.00 p.m.	Check In of the conference participants
5.00 p.m.	Netzwerk Erlebnispädagogische Prozessbegleitung Sachsen <b>Opening and metaphorical introduction to the symposium</b>
6.30 p.m.	Dinner
7:30 p.m.	Basic impulses – Ursula Seghezzi <b>Learning transformation skills from nature</b>

Tuesday, November 1<sup>st</sup>, 2022

9.00 a.m.	Large group action – Rüdiger Gilsdorf <b>Connecting with each other and getting creative</b>
11.30 a.m.	Lunch
1.30 p.m.	Interactive input brain friendly – Sylke Iacone <b>Process facilitation in nature – a life-prolonging measure</b>
4.00 p.m.	Search for clues – Astrid H. Kreszmeier <b>Sympoietic explorations: Nature Dialogues</b>
6.00 p.m.	Dinner
7.30 p.m.	Fireside chats – Carolina Dahle <b>The Rooster in the Basket – Women in Experiential Education</b> Fireside chats – Jasper Lemke <b>Forest and World Relationship – Experiential Education against the Background of Resonance Theory</b> Interactive movie watching <b>»System Crasher«</b>



Wednesday, November 2<sup>nd</sup>, 2022

9.00 a.m.	Critical discussion – Marie-Luise Conen <b>System Crasher – Child protection thought through in a change-oriented way</b>
9.00 a.m.	Change of perspective – Holger Heiten <b>»A new story« – The world is just the way you are!</b>
11.30 a.m.	Lunch
1.30 p.m.	<b>Workshops on the conference topic</b> (incl. break)
6.00 p.m.	Dinner
7.00 p.m.	Discoveries (online) – John Davis (School of lost borders) <b>Four Faces of Process Facilitation</b>
8.30 p.m.	Evening program with live music

Thursday, November 3<sup>rd</sup>, 2022

9.30 a.m.	Reconnections – Thore Volquardsen <b>Process facilitation – When we change, we change the world</b>
12.00 p.m.	Lunch
1.30 p.m.	<b>Workshops on the conference topic</b> (incl. break)
6.00 p.m.	Dinner
7.30 p.m.	Degree holders of »Zusatzausbildung Erlebnispädagogische Prozessbegleitung« <b>Experience- and action-oriented conclusion</b>

Friday, November 4<sup>th</sup>, 2022

9.00 a.m.	World Café <b>Exploring Creative Sparks – International</b>
11:00 a.m.	<b>Evaluation, reflection and transition</b> from the symposium with the degree holders of »Zusatzausbildung Erlebnispädagogische Prozessbegleitung«
following	<b>Looking ahead</b> – last chance! – to get in touch with the international participants and topics of the symposium, to make appointments and to initiate projects. (Fachstelle Uferlos, AGJF Sachsen e. V.)



# Theoretical impulses & creative digestion with the participants

Monday, October 31<sup>st</sup>, 2022 (7:30 p.m.)

## **Learning Transformational Competence from Nature** (Ursula Seghezzi)

With our nature work we accompany individuals and teams through transformation processes. Our entire society is challenged to transform into a more life-serving lifestyle. What becomes clear in today's situation of upheaval – both in relation to the pandemic and the climate crisis: With the current dualistic world view with its separation and evaluation into good and evil, we will not arrive at any creative solutions. We are moved by the question of how else it could go. We urgently need guidance on what transformation really is and which stages in such a process must be passed through, as a matter of course. It is nature itself that helps us along with its ever-changing cycles. Using the natural model »The Transformation Wheel«, we show which treasures from our European tradition lie in fairy tales, myths and rituals and how the Wheel of Life, in analogy to the seasonal cycle, can be helpful as a map for transformations.

Tuesday, November 1<sup>st</sup>, 2022 (1:30 p.m.)

## **Process facilitation in nature – a life-prolonging measure** (Sylke Iacone)

If we look at the findings from neurobiology and epigenetics from the last 20 years, we get a new view of human beings and especially of their development potential. The possibility of self-directed and goal-directed neuromodulation, known to many as neuroplasticity, opens up new avenues for transformative change processes. One important finding here is that our brain is much more flexible than we previously imagined. Neuroscience has repeatedly proven that neuromodulation also happens through our thought processes. Our thinking has immediate and long-term effects on our physical and mental health. This even goes so far as to prove that the length of telomeres, the protective caps on our chromosomes, change over the course of our lives. These represent the length of life available to a person – shorter or longer telomeres – more or less life. This is an interactive exploration of what these groundbreaking findings can mean for the work of process facilitation in and with nature – both for ourselves and for the people we accompany in our offerings.



Tuesday, November 1<sup>st</sup>, 2022 (4:00 p.m.)**Sympoietic explorations: Nature Dialogues** (Astrid H. Kreszmeier)

In times when everything is upside down, it is challenging to keep our perception, thinking and acting awake and agile. Life is wonderfully spontaneous and unavailable, at the same time it wants to be lived and shaped. Thus, it is worth looking for languages and models that do not talk down life in an explanatory way, that do not hold on to it in a controlling way, but for those that are oriented towards creative co-existence – the constant co-becoming of human and other-than-human worlds. With this intention I set out, researching, searching, remembering, and came to the land of Sympoiesis. I'm happy to tell you about these explorations and invite you to discover them together.

Wednesday, November 2<sup>nd</sup>, 2022 (9:00 a.m.)**System Crasher – Child protection thought in a change-oriented way**

(Marie-Luise Conen)

Professionals working with high-stress families should have hope and confidence in families' abilities, potential, and resources. In a systemically oriented child protection, it is important to positively influence the experiences of powerlessness, resignation and hopelessness that have often existed for generations. Practitioners know about the special challenges of such work, in which different life worlds and attitudes meet. A dependency and power imbalance can quickly develop in the professional helper-client relationship, which can lead to a repressive and controlling approach rather than working on individual solutions. Discussions on the movie »System Crasher« are often characterized by bias, shyness about conflicts and a burden of uncertainty, as it becomes clear that work is only being done on »symptoms« and not on the causes. In such a systemically oriented child protection work, however, it is necessary to consider the – also destructive – loyalties, multigenerational traumas, biographical imprints and, above all, the family communication and interaction patterns and to take them into account in the change dynamics within the helper systems. To be able to do this, professionals need space and time for reflection, because it is often necessary to »rethink« quality-oriented and effective child protection.



Wednesday, November 2<sup>nd</sup>, 2022 (9:00 a.m.)

**»A new story« – The world is just the way you are! (Holger Heiten)**

We can deliberately perceive at most one half of a thousandth of what is actually happening around us and consider this to be reality. We let this tiny fraction through our perceptual filters because it fits us and it confirms a story about our being and that of the world that we once chose to believe. We live in a reality trance that excludes an entire universe of alternative and possibly greater reality. If there were not the chance of two noteworthy ways out of this always self-confirming orbit of thoughts and perceptions, we would remain trapped in it forever. This contribution will be about trance, or the nature of our reality, as well as those two opportunities called mindfulness and crisis. Even the myth of our culture is merely a story we chose to believe. We all live in the trance of a consensus reality that has very real consequences for our natural livelihoods. The global crisis of humanity is an opportunity to grow beyond the old myth and begin to tell a new story about ourselves, in which we are deeply connected and mindful, cultivating an adult love relationship with the living Earth.

Wednesday, November 2<sup>nd</sup>, 2022 (7:00 p.m.)

hybrid

**Four Faces of Process Facilitation (John Davis, School of lost borders)**

The natural world offers a four-fold framework for listening, understanding, and working with ourselves and others. This framework can also help us engage a group's process, calling our attention to a group's dynamic energy, sensitive places, helpful and limiting structures, and creative illumination. Grounded in nature, this model can be easily shared with a group since we already know it in our bones. At the same time, it offers unlimited potential for subtle depth and exploration.

Thursday, November 3<sup>rd</sup>, 2022 (9:30 a.m.)

**Process facilitation - When we change, we change the world**

*(Thore Volquardsen)*

Whenever we are torn from our natural rhythms and cycles, conflicts or even violence, disruptions, disenablers, suffering, misery, even disease and death arise. In favor of an artificial and structured matrix world, which is almost completely clocked and structured, we leave our coherence to Mother Earth and to the Library of Life. Coherence in this context means a synchronicity with the laws of order. In addition, the early and deeply connected cultures of our ancestors also play a not insignificant role. The remembrance and practice of the »ancient knowledge« in a modern time provides just as much coherence as the immersion in the natural spaces of Mother Earth. So we are dealing here with two different systems, which are of great importance for the development of the »soul-self« areas within us. Clocking and structuring of the artificial matrix provide in return for an ever progressive decoupling from the connectedness to the library of life - and thus also to the collective connection with Mother Earth - as well as to ourselves. We all know the result: A world of increasing ego dominance and traumatization in all areas of life.



## Fireside chats

Tuesday, November 1<sup>st</sup>, 2022 (7:30 p.m. each)

### **The Rooster in the Basket - Women in Experiential Education** (Carolina Dahle)

The history of experiential education is now an intensively researched field and the names of those who contributed to it are well known even outside experiential education circles, at least when it comes to the male developers of experiential education. Thus, Jean-Jacques Rousseau, Henry David Thoreau, Kurt Hahn, and others can be found in all the relevant works on the subject. It is striking that only very few female educators have their say. Maria Montessori and Ellen Key may be familiar to some, even if they are not directly associated with experiential education. Information on Minna Specht and Waltraut Neubert and the dissemination of their achievements is already more sparse. In the process, one of them was the first ever to put the term »experiential education« in writing. We want to find out who that is in an interactive workshop and approach the history of experiential education from a completely different perspective.

### **Forest and World Relationship - Experiential Education against the Background of Resonance Theory** (Jasper Lemke)

The questions about the effectiveness, transfer as well as meaning and purpose of adventure and experiential education move the professional world again and again. With the help of the resonance theory (H. Rosa) these crucial questions can be looked at under a new light. Pedagogical situations, experiences of nature, games and activities, human being in general are primarily thought of and examined as relationships in resonance theory. The nature of relatedness is what constitutes both a situation, a process, and »the good life.« The questions are: what it is that participants in a program relate to, how these relationships are formed, and how process facilitation can have an impact. In line with the theme of the conference, a resonance-theoretical perspective on our work holds promising possibilities for building bridges between educational programming and societal challenges, between mountain hiking and climate crisis, between pedagogical stance and political perspective. After an introduction to the theory and its relevance to experiential education, there will be space for joint exploration and discussion.



## Interactive movie watching

Tuesday, November 1<sup>st</sup>, 2022 (7:30 p.m.)

»**System Crasher**«, 2019 Germany

»How is a child whose only continuity is change supposed to find a foothold anywhere?« Nora Fingscheidt, Director

## World Café

Friday, November 4<sup>th</sup>, 2022 (9:00 a.m.)

**Exploring Creative Sparks – International** (Fachstelle Uferlos, AGJF Sachsen e.V.)

After four days of professional inputs and discussions, this offering will be about experiencing the conference community in a creative process and experiencing group intelligence. A creative space is opened up communally, in which the potential of all participants can be included through different methods to bring forth powerful ideas. The subsequent walking through the created gallery allows the perception of the results of this process. People can be experienced in a creative exchange, global contacts are made and networking is »fired up«.



# Workshops

Wednesday, November 2<sup>nd</sup> 2022 (13.30–18.00 Uhr)

## **What does the mating behavior of bears in Canada have to do with the population of squirrels in Saxony? (Rafaela & Reinhard Zwerger)**

WS1

The world is interconnected in many ways, and the influence of a single person on the entire structure has been known not only since the global climate debate. Experiential education offers can initiate a sustainable acquisition of competencies. Primary experiences are particularly important in this area, and this is where experiential education and its providers offer their expertise. In this workshop, we want to explore together how we can make experiential educators experience this topic in our programs and trainings. This is accompanied by an awareness of the responsibility we have in discussing the content of the extent of the threatened environment, as well as the polarities of nature use and nature conservation. There is the possibility, in the group of participants, to modify known exercises from the field of interaction and communication in such a way that they are action-oriented and exciting to bring about interest and understanding of these significant topics.

## **Think outside the box – experiential education process facilitation in the context of school (Nicole Handrack)**

WS2

The institution of school, with its principles of learning and the regularities of living together, stands in stark contrast to the principles of experiential education process facilitation. In most cases, people who learn at school are important cooperation partners for experiential education programs. Then, facilitators are faced with the challenge of uniting contradictions, creating space for creativity, building bridges, and ensuring a transfer from one planet (nature) to another (school as a learning space). This clash of opposites requires self-confidence as well as a great deal of sensitivity for the people from the system. In the best case, this is accompanied by the vision of initiating change processes within schools as well. In this workshop, concrete methods of experiential education work with school classes and teachers will be experienced and reflected upon, and their suitability for different types of schools will be examined. It also examines the conditions that are essential for the success of experiential education work with schools.

## **The triangulation of life (Andreas Borchert)**

WS3

Bringing one's own life (back) into balance is a task that comes to the fore particularly in times of crisis – especially after experiences of separation, accidents or a serious loss, when a part of one's life seems to be missing. Constant attention to keeping different areas of life in balance in a mindful way also contributes to the prevention of life crises. The Herbst-Borchert triangle is intended to offer orientation and guidance for action in the conduct of life in general and in crisis in particular in a simple, rather physical way. In this workshop, the triangle will be presented to a professional audience for the first time and theoretically classified. The goal is to test the triangle with the participants for its suitability in practical application and to develop ad hoc (experiential) pedagogical methods for accompanying people in groups.

**WS4** **Come together - An exploration of shared beliefs underlying different**

*(Rüdiger Gilsdorf) approaches to experiential learning*

Experiential learning as a field is drawing on many sources and concepts and the resulting practical approaches at times rather appear as self-sufficient islands in the vast sea of learning. In the first part of this workshop we'll have a closer look at some of these ideas which are fundamental to our understanding of learning. Building on that, participants will be asked to frame and present a couple of short activities based on concepts which are precious to them or of which they themselves want to gain a deeper understanding. Finally, we'll have a look back at what makes sense within a shared understanding of experiential learning.

**WS5** **Into the wild of our nature. Nature Dialogue - Sympoietic Models for Successful**

*Living (Astrid H. Kreszmeier)*

In his book »Resonance« Hartmut Rosa describes that the precondition for a successful relationship to the world is a resonance-sensitive »bodysoul« self-relationship. He means, that the core of the ecological crisis is that we lose nature as a sphere of resonance if we consider it only as a resource. The concept of »sympoiesis« spins this idea further in manifold practice. In this workshop we experience »phenomenal« dialogues with the »more as a human world«.

**WS6** **Creativity - Humor - Clown (Sigrid Karnath)**

The head is round so that thinking can change its direction. Humor brings everything that falters into flow. The clown is the archetypal and cultural-historical figure that has occupied a place in all human groups, clans, tribes and societies. Firmly established patterns of thought and action are turned upside down by him/her and reduced to the point of absurdity, always with benevolence and a wink. The clown, that is the child, the animal, the irrational, the crazy, absurd, silly and creative in us, which leaves the beaten track and takes the next detour, because there is something interesting, fascinating and unknown. In this workshop we will take a look at our own highly individual clown. Perception, intuition and improvisation are our means and guideposts: clown pedagogy!

**WS7** **Use of inner parts for appreciative processing of stresses (Carsten Kuniß)**

Brain research emphasizes that experience is generated second by second and that the direction of our attention is significant. In difficult situations, people are understandably closely connected to their experience of suffering and usually focus rather one-sidedly. They often experience relief when they realize that mainly one side in them suffers, sometimes other sides reinforce the problem experience through inner devaluation processes and all sides are ambassadors of needs worthy of respect. In the workshop we look at working with inner parts as a meta-model for dealing with current or past painful experiences of those seeking help. Backgrounds are approaches of Ericksonian hypnotherapy, different multiplicity models (e.g. side model, ego states, inner team) combined with systemic solution-focused strategies. We will try out the procedure in an action-oriented way with psychodrama and embodiment elements in order to experience which intervention strategies promote the path to constructive inner dialogues and sustainable inner balance.

**Breakthrough (Educo Nepal)**

Our experience with the pandemic has been different based on our access to resources, privileges, where we were in the world, and who were our leaders. However, we have transcended through the tough time with what we had, and have learned how to deal with adversities in the personal, communal, and global spheres. In the four hours, we will dig deeper into our access to resources, privileges, how we navigated through these volatile and uncertain times, and how we resorted to mindfulness to keep ourselves resilient and supportive. We will be using participatory activities, reflection, narrative sharing, singing bowl, and guided meditation as tools and techniques to help us dig deeper in the session.

WS8

**Advantages and disadvantages of using ICT in outdoor learning (Irena Kokalj)**

The rapid development of information and computer technology and their presence are pushing the limits of educational opportunities. Using ICT sensibly can add value to outdoor learning. The use in outdoor learning makes sense e.g. when it intensifies contact with nature, enables better experience and relationships or improves the perception of natural processes and encourages group dynamics. ICT allows us to 'save' and share such experiences and to reflect in different ways. As well we must be careful that ICT doesn't distract children from nature and does not focus only on ICT. In the learning process, it is necessary to develop an intrinsic desire for knowledge and satisfaction in the independent acquisition of knowledge. During the workshop we'll experience how to use different ICT tools such as smartphones, tablets, GPS, camera, different applications in different outdoor learning situations.

WS9

**Cultural context to experiential education: support and guidance facilitating leadership to different cultures (Jump! Foundation - Thailand)**

Jump! spends a lot of time building out shared language in our cross cultural teams to avoid communication pitfalls. In this workshop we will share the JUMP! approaches with cultural connections and normalizing shared language.

WS10



# Workshops

Thursday, November 3rd, 2022 (1.30 p.m.–6.00 p.m.)

WS11

**Into the wild of our ancestors. Deep Memory – Genetic models for successful life**  
(Astrid H. Kreszmeier & Hans-Peter Hufenus)

In his book »Im Grunde gut«, historian Rutger Bregman describes how, contrary to what is assumed in the Western tradition of thought, man is not evil but, on the contrary, fundamentally good. Hans-Peter Hufenus has also dealt with this topic in his book: »Urmensch – Feuer – Kochen«. In this workshop, we will share the memory of a sacred space of human history and its radiation in the present time at the ancestral fire.

WS12

**Writing history(ies) in a playful way** (Hannes Waldner)

In many processes, seminars, conferences and trainings, despite all the (experiential) pedagogical methodology and content expertise, something often falls by the wayside: excitement, imagination, surprise and playfulness. What effect could unfold if a seminar day was as exciting as a Hitchcock thriller, if a training session would beam the participants into another reality, if the unexpected waited behind every break. With the help of game stories, we create motivating realities that open up personal and collective new spaces for action. They give participants the opportunity to experience themselves and their fellow human beings differently, to view challenges from a different perspective: Get out of the daily routine and into another world that could stay in your memory for a long time. Developing game stories adapted to the setting, the target group and the general conditions is no magic with the right know-how. Join this workshop, play along and develop your own game story within the story.

WS13

**Surfing the leadership wave** (Andrea & Nora Helene Scholz)

People need security when they engage in self-learning processes in nature. However, with the attitude of process directivity, with its uncertainty-triggering openness, unbound forces of debate and resistance to change are unleashed in participants, which can be stressful for the facilitators. In addition, there are a number of contradictory demands on the process leaders: they influence relationships and model appropriate behavior, should enjoy being an experiential companion, and at the same time remain distant from the gang member. They set accents and take a step back to open the space for the participants to gain new insights about themselves. In the understanding of the Circle of Courage development model, facilitators have the significant value of giving and, through their role, power and influence. Therein dwells the desire to be sure of one's own competence and the danger of getting too caught up in one's own goals. Last but not least, the longing for real belonging, recognition and being seen lurks. We offer a creatively moving and mindful space to become more aware of surfing and balancing between inside and outside.

**Reconciliation in process facilitation** (Marascha Daniela Heisig)

In increasingly unforgiving times, for drastic situations and experiences, people seek ways to deal with feelings that are difficult to bear, with doubts, anger and hurt. In the face of cracks and divisions in society, which also run through private space, people long for deeper understanding, connectedness, and a sustainable, negotiated »peace« beyond pressure, conformity, or silencing. In process facilitation we encounter all the unresolved issues from unresolved or unreconciled relationships of people. The question moves, what kind of support (by the accompaniment) could be helpful in opening up views, in order to be able to entrust oneself anew. In the workshop there will be space and inspiration to explore more deeply the dynamics of the reconciliation process and different steps of reconciliation. Possible exercises and (nature) rituals are presented and their use in process facilitation is reflected upon. In small exercises of their own, imaginations and rituals, the participants can experience an impression of the effect of these exercises for reconciliation.

WS14

**Relational Emancipation – Experience as a Starting Point for Critical Educational Processes in and on Existing Conditions** (Kai Dietrich)

A socio-educational process design always implies a specific educational process. If it wants to be critical in the existing dynamics and have a potentially emancipatory effect, it is not enough to continually engage in conflicting standpoint discussions in the current disputes. Social educators are much more required to understand individual attitudes and positions of people as an expression of their everyday experiences. At the same time, the underlying social conditions must be examined more closely. The workshop explores the question of which experiences tend to lead to authoritarian and nationalistic communal practices and pleads for taking the structural constitution of our society as the starting point of an emancipatory critique in social pedagogical settings as well. It is about the democratic sharpening of one's own attitudes and the common view into the socio-pedagogical settings. The goal is to enable new, solidary experiences of young people and thus also non-formal educational processes for an emancipatory society.

WS15

**Your Future – Experiential Education as an Encourager** (Robby Voigt)

Growing up and finding one's place in the world is an impressive challenge with all the uncertainty and the many global and climatic crises we face. Young people justifiably ask whether there is any hope at all for them to lead a good, fulfilling life and to cope with the sheer overwhelming number of problems. Taking these uncertainties seriously and tying them to experiential action enables ways to confront discouragement. A nice perspective can be to set out together as a generation responsibly to embrace change. This cohesion in a strong community and belonging to nature can be developed and used with experiential education elements to inspire creativity, confidence in one's own sovereignty, personal unique talents and abilities, and passion and enthusiasm to feed the fire of hope.

WS16

WS17

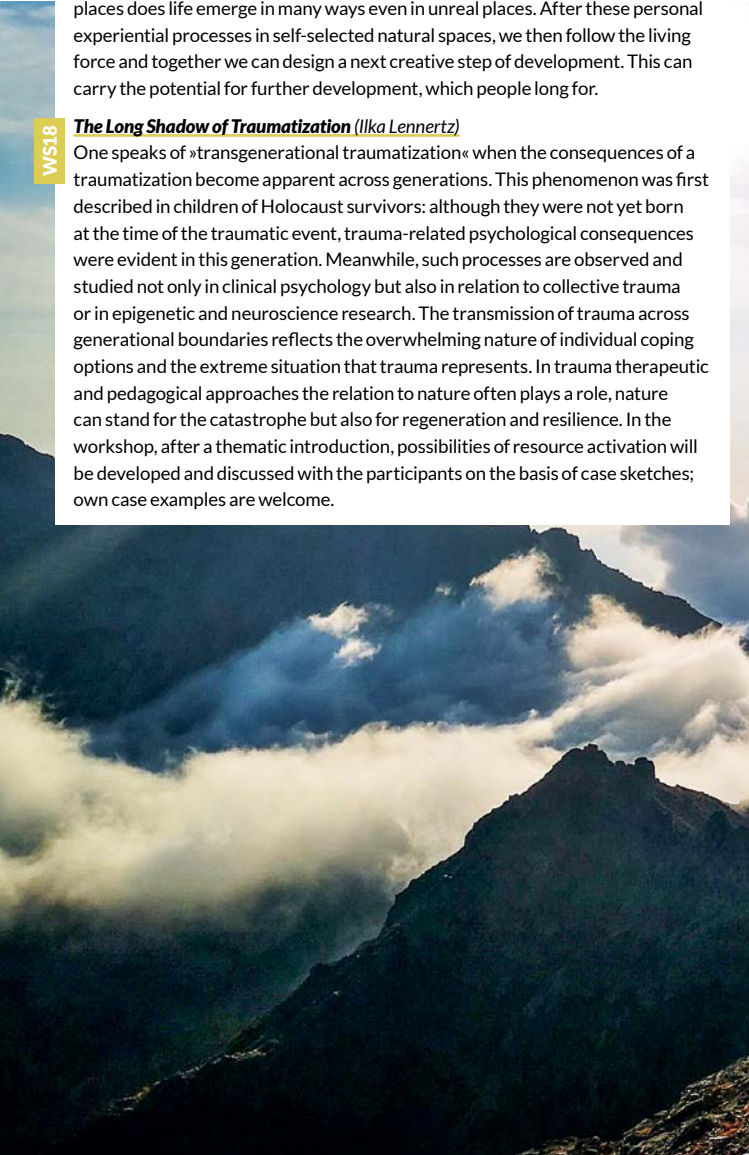
**Getting creative in Unreal Areas** (Mandy Merker)

In the last two years, we have been thrown back on our very own experiences in many areas of life in a way that was previously unknown. Certainly, there were moments in the process when many things felt unreal and yet we had to deal with them. Perhaps certain natural spaces we enter trigger similar things. Thus, a harvested field, a bare tree, or an impenetrable web of thorns can appeal to us in very different ways. Depending on the perceptual orientation with which we enter these spaces, we can also discover vitality, living and creative in these places in dialogue with nature. Following the nature-dialogue principle of a culture of resonance, we explore the question of what relates to us in seemingly unreal and uncomfortable spaces. What do we perceive, gets our attention and in what places does life emerge in many ways even in unreal places. After these personal experiential processes in self-selected natural spaces, we then follow the living force and together we can design a next creative step of development. This can carry the potential for further development, which people long for.

WS18

**The Long Shadow of Traumatization** (Ilka Lennertz)

One speaks of »transgenerational traumatization« when the consequences of a traumatization become apparent across generations. This phenomenon was first described in children of Holocaust survivors: although they were not yet born at the time of the traumatic event, trauma-related psychological consequences were evident in this generation. Meanwhile, such processes are observed and studied not only in clinical psychology but also in relation to collective trauma or in epigenetic and neuroscience research. The transmission of trauma across generational boundaries reflects the overwhelming nature of individual coping options and the extreme situation that trauma represents. In trauma therapeutic and pedagogical approaches the relation to nature often plays a role, nature can stand for the catastrophe but also for regeneration and resilience. In the workshop, after a thematic introduction, possibilities of resource activation will be developed and discussed with the participants on the basis of case sketches; own case examples are welcome.





**Aesthetic journey through decades** (Tanja Liimatainen)

We live in a world where we are bombarded with information and there is constant pressure to absorb and process it. The digital age has brought many benefits but also stress through promoting competition, commercialisation and an emphasis on self-image. Time in nature by using aesthetic activities frees us from the noise and pressures of everyday living. It allows us to slow down. Through sensory experiences, we can appreciate that we are part of and not apart from nature. It can open our minds, leading to curiosity and creativity. During this practical workshop you will follow 25 years journey with different age groups in many countries by using aesthetic approaches activities as part of a group program. You will have the possibility to experience the activities, reflect on how it would work with your groups and hear what did and did not work on this 25 year journey.

**Covid - 19: How it has impacted our Mental Wellness from a Global perspective - especially for young people?** (Educo Africa)

Educo Africa's programmes and facilitation processes have been a catalyst for the young people during the pandemic. We will be unpacking what it means to be Human during this pandemic and looking at the 4 elements that make up our Humanness (mental, emotional, physical, spiritual). We also will explore Compassionate Fatigue, Diversity & Exclusivity. - all in an experiential way.



Zusatzausbildung 2022 bis 2024

# Erlebnispädagogische Prozessbegleitung in der Natur

Diese Zusatzausbildung basiert auf einer Kooperationsvereinbarung zwischen Walden e. V. und AGJF Sachsen e. V.

**Beginn** → 19. bis 23. September 2022

**Zielgruppe** → Sozialpädagog\*innen, Psycholog\*innen  
oder vergleichbare Abschlüsse

**Programmflyer** → bitte anfordern

**Information und Beratung** → über Walden e. V.

Andrea Scholz

E-Mail: [info@abenteuer-walden.de](mailto:info@abenteuer-walden.de)

Folgende Seminare werden als optionale **Pflichtseminare**  
der Zusatzausbildung anerkannt:

**26. bis 28. April 2022** Vertiefung: Erlebnispädagogik im Jugendalter

**18. bis 20. Mai 2022** Natur und Gruppe im Spiel erleben

**Anmeldung und nähere Information dazu unter** →  
[www.agjf-sachsen.de/seminare.html](http://www.agjf-sachsen.de/seminare.html)





# uferlos

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## Uferlos Fachstelle für Internationale Jugendarbeit (IJA) im Freistaat Sachsen

**Uferlos** is a state-wide effective professional and service offer to strengthen international youth service in Saxony. Uferlos draws on the experience of Saxon professionals and aims to support and qualify them in and for IJA measures through further training and consulting.

### Offers

- Process-oriented consulting of supporting organizations and specialists
- Lobbying, networking of national and international actors
- Digital platform for IJA
- Needs-oriented educational offers
- Project work in the international field

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# INTO THE WILD

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## International

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**Registration** → [www.agjf-sachsen.de/itw](http://www.agjf-sachsen.de/itw)

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*Please note that not all parts of the program will be*



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