

Part 2: Theoretical Background and Further Information

As it is only possible to provide a brief outline of the extensive theoretical background and further information that is available on this topic we shall confine ourselves to this level of information. The main theoretical aspects that reappear in the activities presented above are:

1. Concentration difficulties experienced by boys
2. Leisure-time and adventure education

The choice of background information below is not exhaustive:

1. Concentration difficulties experienced by boys

Concentration difficulties may be due to a number of reasons, including overburdening or under-stimulating a child at school, family problems and mental health issues or, as is frequently the case, too little motor activity.

If a child experiences concentration difficulties, particularly in connection with the **demands of schoolwork**, learning therapy is recommended to assist concentration (linked to the school curriculum). If inner psychic conflicts are likely to be the root cause, psychotherapy may be useful (and necessary).

It is a good idea to consult a **school psychologist** initially and then take further steps before the child's symptoms worsen and he develops a fear of school and becomes caught in a vicious circle of failure and fear from which he is only able to extricate himself with great difficulty.

2. Leisure-time and adventure education

Leisure-time education is a scientific theory which is primarily concerned with typical issues in the leisure-time domain and is designed to make an individual capable of dealing with the problems in his life himself and playing a part in making the world of work more humane and democratic and changing the environment.

The aims of leisure-time education are to:

1. Live independently
2. Take the initiative
3. Make social contacts
4. Be spontaneous
5. Have fun
6. Relax and rest

Leisure-time education uses stimulating didactic methods and informative advice, communicative stimulation and participative planning.

Adventure education is a method of inducing individuals and groups to act with all the implications and consequences that this entails, by giving them tasks to do and placing them in situations that are as real as possible and allow them to experiment safely, and is of a suitably serious nature.

Adventure education uses different types of experience.

1. Adventure

The most important aspect here is the challenge posed by the unknown, i.e. the assumption of incalculable risks, the individual is compelled to leaving his comfort zone and hence put - at least a part of his self - on the line.

2. Fascination

This involves a distinct ability to be fascinated, to marvel and be filled with enthusiasm.

3. Sociability

Adventure education makes use of the 'desire to be sociable' and 'feeling at ease in one's inner circle'. Schilling has attempted to develop a didactic and methodical concept: "sociability as the object of an educational process", which should familiarise adolescents with different forms of expression and enable them to practise and cultivate them and transfer them to their daily lives.

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