

LECTURE NOTES IN P.E. 4/104

(Recreational Activities)

INTRODUCTION

It is becoming increasingly clear to a growing number of people that school can be a vital instrument in converting leisure or recreation activity into an asset of major importance. Although the education field has always advocated the optimum use of leisure time as one of its cardinal principles, schools have failed to devote sufficient emphasis on its execution and application.

It is a fact that a student can learn readily and ably outside the classroom during the time which is precisely his leisure. This education sought during one's leisure could be labeled as the "auxiliary curriculum." Many educative acts may take place during a particular moment when a person is completely unaware that such acts will have utility and purposes later. Some recreation activities are now accepted as part of the broad definition of the learning process.

The question of how valid and reliable an individual should consider this interpretation may depend upon his concept of education- its limitations, its expectations and objectives.

P.E. 4/104 (Recreational Activities)

WEEK 1

"Getting to know you"

Class Activities:

1. Introduce self and students;
2. Discuss Course description, objectives, scope, and credit;
3. Discuss course requirements and grading system; and
4. Present do's and don'ts in the class.

BREAK THE ICE

The first day of class is usually spent in part by getting acquainted and establishing goals. Icebreakers are techniques used at the first session to reduce tension and anxiety, and also to immediately involve the class in the course. Use an icebreaker because you want to, not as time filler or because teaching guides say one should be used. Listed below are several examples of icebreakers.

INTRODUCE MYSELF. Participants introduce themselves and tell why they are there. Variations: participants tell where they first heard about the class, how they became interested in the subject, their occupations, home town, favorite television program, or the best book they read in the last year.

INTRODUCE ANOTHER. Divide the class into pairs. Each person talks about him/herself to the other, sometimes with specific instructions to share a certain piece of information. For example, "the one thing I am particularly proud of is..." after five minutes, the participants introduce the other person to the rest of the class.

CHARACTER DESCRIPTIONS. Have students write down one or two adjectives describing themselves. Put these on a stick-on badge. Have class members find someone with similar or opposite adjectives and talk for five minutes with the other person.

I'VE DONE SOMETHING YOU HAVEN'T DONE. Have each person introduce themselves and then state something they have done that they think no one else in the class has done. If someone else has also done it, the student must state something else until he/she finds something that no one else has done.

FIND SOMEONE. Each person writes on a blank index card one to three statements, such as favorite color, interest, hobby, or vacations. Pass out cards

so everyone gets someone else's card. Have that person find the person with their card and introduce themselves.

FAMOUS PERSON. People write a famous name on a piece of paper and pin it on someone else's back. Person tries to guess what name is pinned on his/her by asking others around the room yes or no questions. Variation: use famous place instead of famous person.

MY NAME. People introduce themselves and tell what they know about why they have their name (their mother wanted to name me after her great aunt Helen who once climbed Pike's Peak in high heels, etc.). It could be the first, middle or nickname.

HOW DO YOU FEEL? Ask the students to write down words or phrases that described their feelings on the first day of class. List the responses on the blackboard. Then ask them to write down what they think you as the teacher are feeling this first day of class. List them on the blackboard in a second column and note the parallels. Briefly comment on your feelings and then discuss the joint student/teacher responsibilities for learning in the course.

WEEK 2-3

RECREATION - a field of endeavor concerned with those socially acceptable and worthwhile activities in which a person voluntarily participates during leisure hours and through which he may be better developed physically, socially, emotionally and mentally.

An activity chosen voluntarily, socially acceptable and morally sound. It meets certain basic human needs and interest. It has the potential to make a significant contribution to the well being of the individual and the society as a whole (**S.R Slavson**).

Leisure- (from the Latin word "Licere"- to be permitted) pertains to that period of time at the complete disposal of an individual, after he has completed his work and fulfilled his other obligations.

It means free from work, freedom or opportunity to do something of value.

It also means free time or spare time.

Leisure-An activity apart from the obligations of work, family and society, to which an individual turns at will, for relaxation, diversion, or broadening his knowledge and his spontaneous social participation, the free exercises of his creative capacity (**Joffre Dumazedier**).

Functions of Leisure

1. Relaxation
2. Entertainment
3. Personal Development
4. Recuperative
5. Relief from boredom
6. Source for the need for integration

Play- generally regarded as an activity carried on within leisure for purposes of pleasure, satisfaction, and self- expression.

Often carried on in a spirit of competition, exploration, fun, or make believe.

According to Arthur Weider "free play" affords the individual the opportunity to 'play out" his feeling and resolve frustrations just as he can "talk out" his difficulties'.

He pointed out the spin-of values of free play:

1. free-play encourages the development of self-reliance.
2. free-play inspires the respect for the individual.
3. free-play offers abundant opportunity and experience for social interaction and adjustment.
4. free-play is a training ground for coping with competition.

If we think of leisure as a **free-time**, then recreation is any activity pursued during leisure hour, either by individual or collectively, that is free and pleasurable, having its own intermediate appeal, not impelled by a delayed reward beyond itself.

Suggested Activity: Write – Up

1. Write about your recreation activity/ies and why you find these activities interesting?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Submit your write-up next meeting with a posted picture or cut-outs. This will be served as your Paper 01.

WEEK 4

Views of Recreation according to Recreation Authors

Max Kaplan: Recreation is a period of light and restful activity, voluntarily chosen, which restores one from heavy, obligatory activity or work.

S.R Slavson: it pertains to motives, attitudes and value of doing things or activity that gives the individual its recreational significance.

Sebastian De Gracia: Recreation is activity that rest men from work, often by giving them a change, and restores them from work.

Howard Danford: points out, that if the individual engages in an activity for the sheer fun of doing so, it is recreation. If he does so because of an outer compulsion, such as the need for money, the activity is work.

Early Leaders of Recreation Movement (History)

"Recreation" comes from a Latin word *Recretio*, meaning that which refreshes or restores.

1. Joseph Lee- considered as the "father of the American Playground Movement." He was the President of the Playground Association of America from 1910 until his death in 1937.
2. Dr. Luther H. Gulick- regarded as one of the prime movers in establishing the Playground Association of America.
3. Beatrice Hill- was one of the first to recognize the recreational needs of the non institutional disabled person and advocated focusing service attention on therapeutic recreation.

Key Concepts of Recreation

1. Recreation is a leisure time activity.

The activity must be conducted in hours other than work. The activity must not be associated with productive labor that is aimed at profit that is a regular part of one's daily routine as a means of making a living.

2. Recreation is an enjoyable activity.

It is something from which one gains satisfaction, security and happiness.

3. Recreation is a voluntary activity.

The individual must have chosen, of his or her volition, to engage in this pursuit; there must have been no coercion.

4. Recreation is constructive in nature.

It is wholesome, it should do something to contribute to individual's physical, social, and emotional and mental welfare.

5. Recreation is non-survival in nature.

Eating and sleeping are not recreational activities in themselves. One may engage in a picnic in which a lunch is involved, but other facets of the affair, such as the social games and fellowship, are important parts of the recreational activity.

WEEK 5-6

Objectives of Recreation and Leisure

1. *Personal Fulfillment.* Recreation recognizes the need for people to become all that they are capable of becoming and the contribution that recreation can make to this goal.

2. *Democratic Human Relations.* Recreation recognizes that it has goals that contribute to individuals as well as to the democratic society of which they are part.

3. *Leisure skills and interest.* Recreation recognizes the importance of contributing to the alleviation of conditions such as mental illness, stress, and physical inactivity that prevail in many segments of the society.

4. *Creative Expression and Aesthetic Appreciation.* Recreation attempts to provide the environment, leadership, materials, and motivation where

creativity, personal expression, and aesthetic appreciation on the part of the participant exist.

5. *Environment for living in a leisure society.* Recreation plays an important role in encouraging such things as preservation of natural resources, construction of playgrounds and recreation centers, and awakening the population to an appreciation of esthetic and cultural values.

Features of Recreation

1. it is both creative and re-creative activity.
2. it may be Active, Passive and Quiet activity.
3. it occurs mainly during leisure time.
4. it provides a refreshing change-of-pace and helps one relax from constant tension and stress.
5. it provides enjoyment and contribute to the physical, mental, and moral welfare of the participants.
6. it is wholesome and constructive; thus, it prevents anti-social behavior.
7. it is broad in concept. Some people earn their living as carpenters others undertake carpentry as activity for recreation. "Building a boat can be an ideal form of recreation to one individual; to another, it would mean work".

Suggested Activities:

1. Film Showing of any culminating activities or shows of Service and major P.E class or documented Recreation Overnight camping.
2. Show the files of class albums of previous recreation classes and sample of arts and crafts done, projects and other outputs of previous recreation class.

WEEK 7-8

Characteristics of an Effective Team Leader

An effective team leader:

1. Communicate
2. is open, honest and fair
3. Makes decisions with input from others
4. Act consistently
5. Give the team members the information they need to do their jobs
6. Keep focused through follow-up
7. Listen to feedback and ask questions
8. Show loyalty to the group and the team members
9. Create an atmosphere of growth
10. Have wide visibility
11. Give praise and recognition
12. Criticize constructively and address problems and concerns
13. Set goals and emphasize them
14. Develop plans
15. Display tolerance and flexibility
16. Share their mission and goals
17. Demonstrate assertiveness
18. Exhibit willingness to change
19. Treat members with respect
20. Make themselves available and accessible
21. Want to take charge and assumed responsibility
22. Accept ownership for team decisions
23. Set guidelines for how team members are to treat one another
24. Represent the team and fight a good "fight" when appropriate

Characteristics of Effective Team Members.

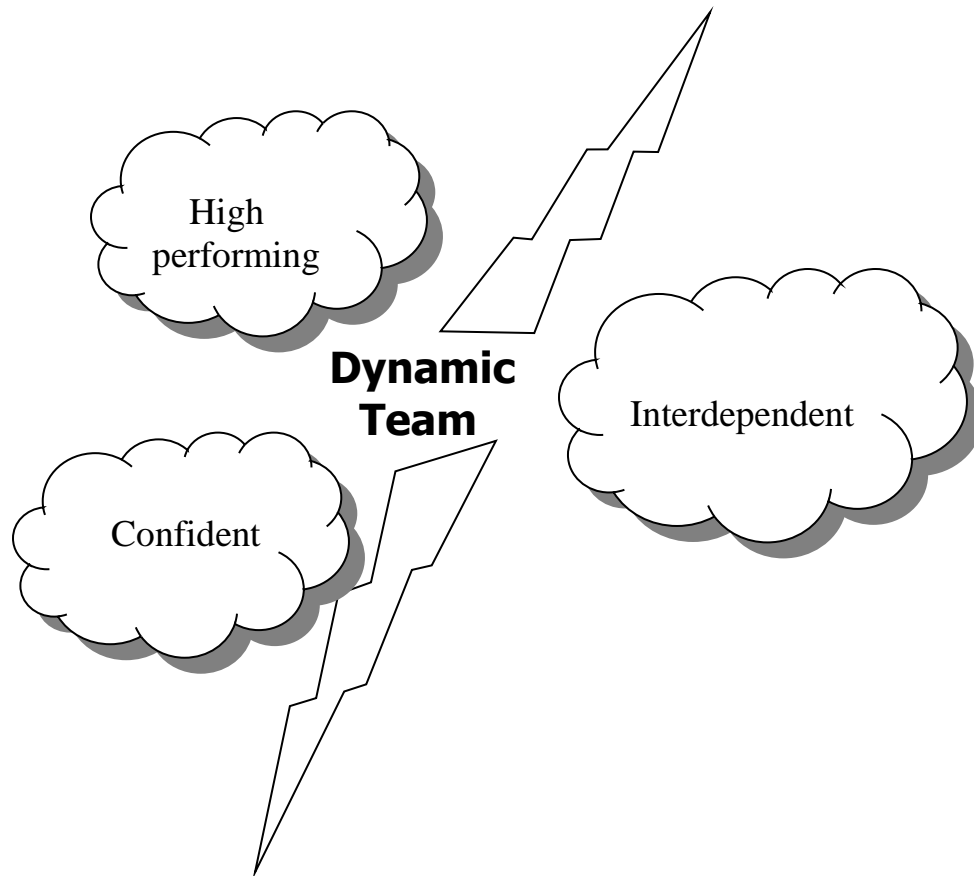
1. Support the team leader
2. Help the team leader to succeed
3. Ensure that all viewpoints are explored
4. Express opinions both for and against
5. Compliment the team leader on team efforts
6. Provide open, honest, and accurate information
7. Support, protect and defend both the team and the team leader
8. Act in positive and constructive manner
9. Provide appropriate feedback
10. Understand personal and team roles
11. Discuss problem to the team
12. Accept ownership for team decisions
13. Recognize that they each serve as a team leader
14. Balance appropriate levels of participation

Suggested Activity: Role playing.

1. Ask the class to present a skit showing behaviors of team Leaders and members in attempting to build a "human pyramid".
2. These behaviors should be noted by the other groups.
3. After all have presented, discuss the written observations.

THE ELEMENTS OF A DYNAMIC TEAM

A dynamic team is a high-performance team, one that utilizes its energy to produce. It's a confident team, one whose members are aware of their strengths and use them to reach their goals. And it's a team whose members rely on each other for assistance, feedback, and motivation. A dynamic team stands out from other teams.



All dynamic teams have certain key characteristics in common. Read through the following list to understand what makes dynamic teams distinctive. You'll know what to strive for if you're in the process of forming a team or you can use the list to assess an existing team's strengths and weaknesses.

A Dynamic Team...

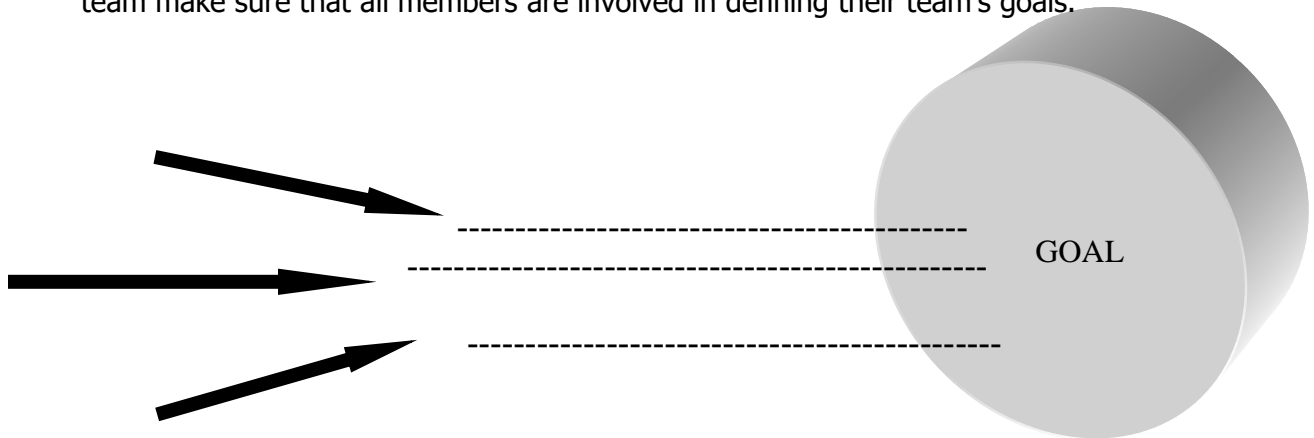
- Clearly states its mission and goals
- Operates creatively
- Focuses on result
- Clarifies roles and responsibilities
- Is well- organized
- Builds upon individual strengths
- Supports leadership and each other
- Develops team climate
- Resolves disagreements
- Communicates openly
- Makes objective decisions
- Evaluates its own effectiveness

The Critical Elements

Now we'll explore each element of a dynamic team. A dynamic team is one that:

Clearly states its mission and goals

A team requires a clearly stated purpose and goals; not just an understanding of what needs to be done at the moment, but an understanding of the overall focus of the team. Shared goals and objectives lead to commitment. Leaders of a dynamic team make sure that all members are involved in defining their team's goals.



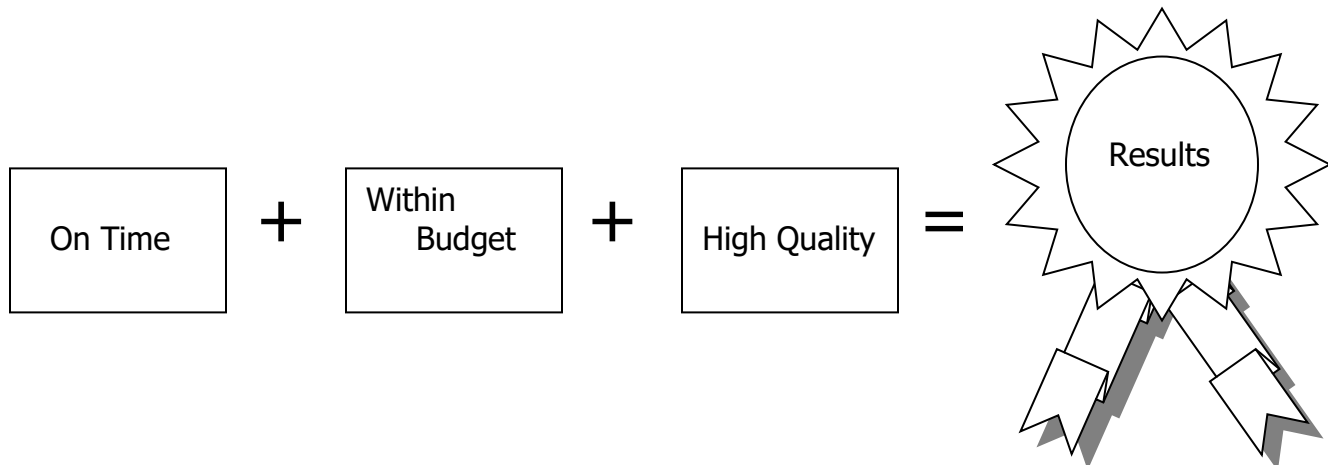
Operates creatively

Experimentation and creativity are vital signs of a dynamic team.

Such teams take calculated risk by trying different ways of doing things. They aren't afraid of failure, and they look for opportunities to implement new processes or techniques. They're also flexible and creative when dealing with problems and making decisions.

Focuses on results

The ability to produce what is required is the true test. A dynamic team is capable of achieving results beyond the sum of its individual members. Team members continually meet time, budget, and quality commitments. "*Optimum productivity*" is a shared goal.



Clarifies roles and Responsibilities

A dynamic team clarifies roles and Responsibilities for all its members. Each team member knows what is Expected of him or her, and knows The roles of fellow team members. A dynamic team updates its roles And responsibilities to keep up With changing demands, Objectives and technology.

Roles & Responsibilities Team Member A	
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____

Is well-organized

A dynamic team defines protocol, procedures, and policies from the very beginning. Structure allows a team to meet the demands of any tasks it must handle.

Skills inventory Team Member C	
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
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Skills Inventory Team Member A	
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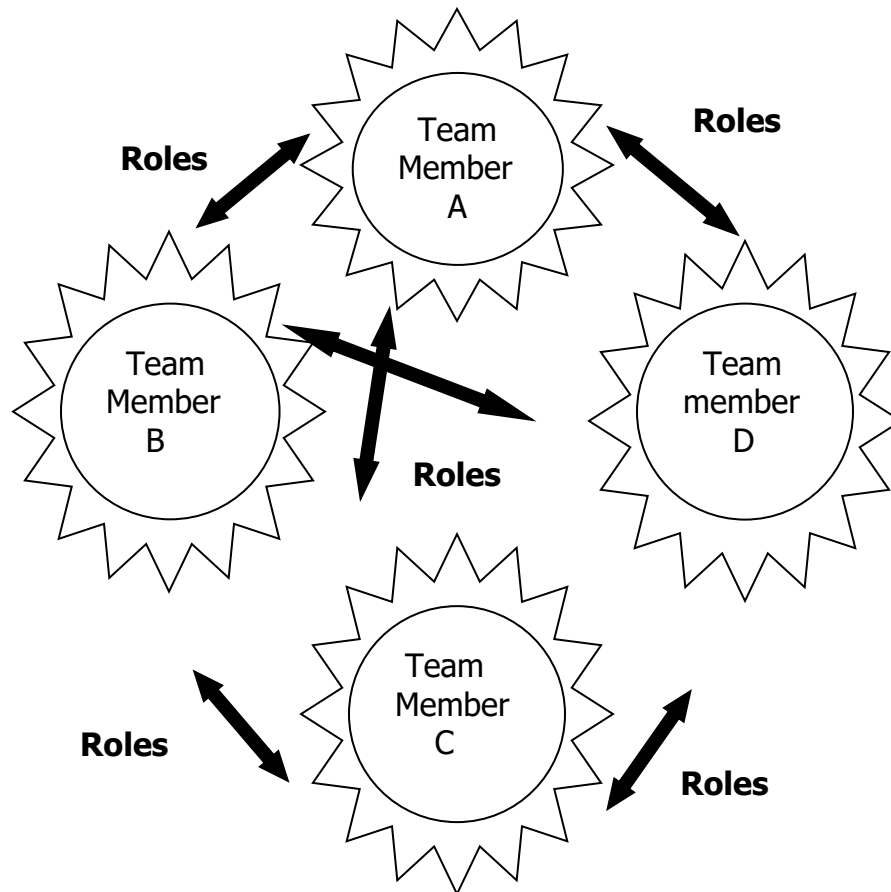
Skills Inventory Team Member B	
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<input checked="" type="checkbox"/>	_____

Builds upon individual strengths

Coaches of sports teams constantly inventory their players' skills. Likewise, leaders of dynamic business teams regularly catalog their team's knowledge, skills and talents. Team leaders are aware of their members' strengths and weaknesses, so they can effectively draw upon individual competencies.

Supports leadership and each other

Dynamic teams share leadership roles among members. Such teams give every member the opportunity to "*shine*" as the leader. The team members also appreciate formal supervisory roles, because the formal leaders of a dynamic team support team efforts and respect individual uniqueness.



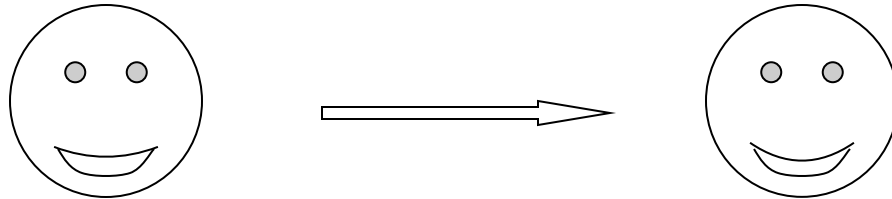
Develops team climate

A high-performance team has members who enthusiastically work well together with high degrees of involvement and group energy (*i.e., synergy*). Collectively, individual members feel more productive and find that team activities renew their interest and spirit. Such a team develops a distinct character of its own.

Resolves disagreements

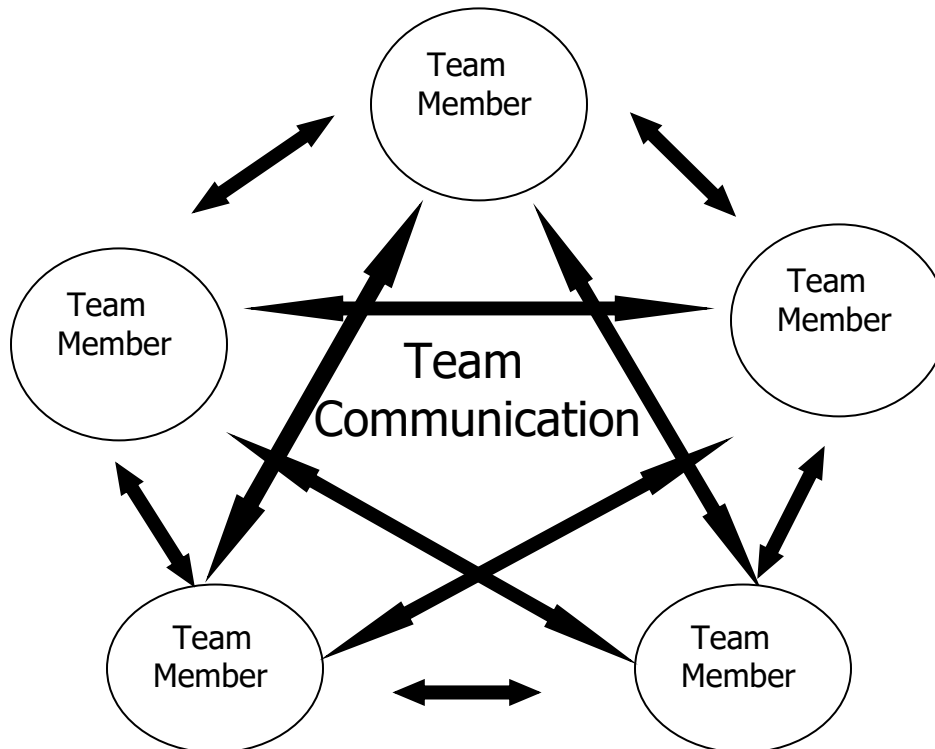
Disagreement occurs in all teams. It's not necessarily bad or destructive.

A dynamic team deals openly with conflict when it occurs. The team members recognize conflict and try to resolve it through honest discussion tempered by mutual trust.



Communicates openly

Members of a dynamic team talk to each other directly and honestly. Each person solicits suggestion from other members, fully considers what they say, and then builds on their ideas.



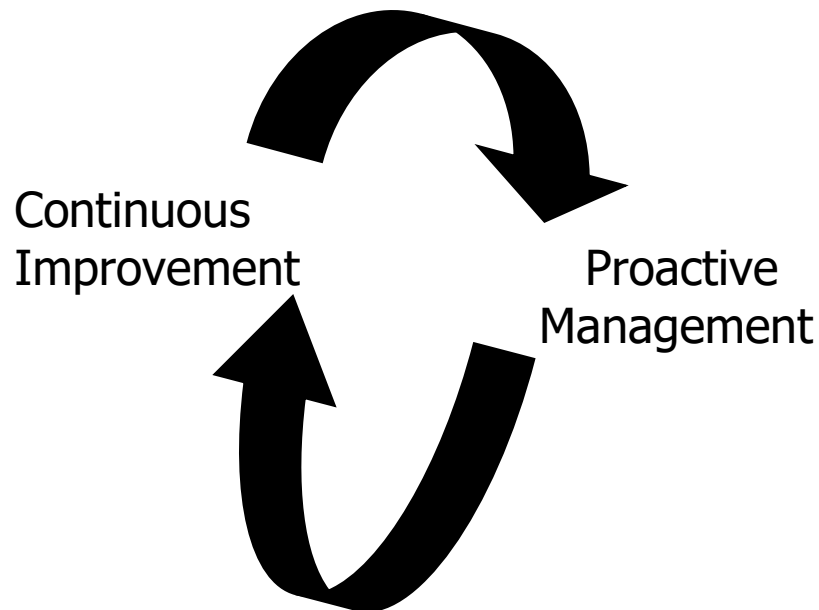
Makes objectives decisions

Dynamic teams have well-established, proactive approaches to solving problems and making decisions. Decisions are reached through consensus; everybody must be able to "*live with*" and willingly support the decisions. Members feel to express their feelings about any decisions. The team members clearly understand and accept all decisions, and they come up with contingency (*back-up*) plans.

Evaluates its own effectiveness

A team needs to routinely examine itself to see how it's doing.

"Continuous improvement" and "proactive management" are operating philosophies of dynamic teams. If performance problems arise, they can be resolved before they become serious.



That's quite a list! While it's a rare team that receives top scores on every item team's that work toward becoming dynamic often achieve high overall marks. If you desire to lead a dynamic team, prepare to embark on a journey that will be rough in spots, but ultimately rewarding.

WORKSHEET: RATING YOUR TEAM

Direction:

Use the following assessment to rate your team. For each characteristic of a dynamic team, rate your team on a scale of 1 to 7; circling a "7" means your team is exceptional, and a "1" means it is deficient.

"Dynamic Team" Assessment

1. Clearly states its mission and goals	1	2	3	4	5	6	7
2. Operates creatively	1	2	3	4	5	6	7
3. Focuses on results	1	2	3	4	5	6	7
4. Clarifies roles and responsibilities	1	2	3	4	5	6	7
5. Is well-organized	1	2	3	4	5	6	7

6. Builds upon individual strengths	1	2	3	4	5	6	7
7. Supports leadership and each other	1	2	3	4	5	6	7
8. Develops team climate	1	2	3	4	5	6	7
9. Resolves disagreements	1	2	3	4	5	6	7
10. Communicates openly	1	2	3	4	5	6	7
11. Makes objective decisions	1	2	3	4	5	6	7
12. Evaluates its own effectiveness	1	2	3	4	5	6	7

Total score _____

Interpreting your score:

If your score is 75-85: Congratulations! Your team is at, or near, Optimum performance. Maintaining your team at this high level Should be your goal.

If your score is 65-74: Not bad! Your team's in pretty good shape, Although there is room for improvement.

If your score is 55-64: Your team has problems, some of which may Be serious. To rectify them, your team needs to focus on improving Its lowest-scoring characteristics.

If your score is 54 or below: Your members are not functioning as a team. Your team needs to work on the basics of team building.

2. Discuss the following with your team:

a) What are your team's strong points? What contributes to these strengths?

b) What are your team's areas for improvement? What is contributing to the lack of high scores in these areas?

3. What ideas do you have for becoming a more dynamic team?

LEADERSHIP METHODS AND RESOURCES FOR RECREATION ACTIVITIES

GAME LEADING

Duck, Duck, Goose! Red Rover! Lap sit! Crows and Cranes! Taffy Pull!
Pin

The Tail on the Donkey! Musical Chairs! Electric Fence! Monopoly!

Games are an essential part of the recreation services for many organizations.

They are a part of recreation programs for all ages and ability levels and may include physical, mental, dramatic, musical, literary, dance, or sport activities.

Games involve participants in strategy, choice, and interference to compete

Against or cooperate with other participants, objects, or even themselves.

When participants play *closed games*, the situation is predictable or predetermined such as tossing bean bags into the mouth of a wooden clown face.

When participants play *open games*. The situation is unpredictable or not predetermined such as dividing up into teams and stumping each other in charades.

Game formats can also differ. Whereas a *conventional game format* specifies the rules as predetermined, an *original game format* encourages the participants to invent or modify the rules before or during the play.

Types

NOTE: Specific games may overlap categories.

- Low-organized games: few rules, simple skills required, minimal amount of leader control needed, spontaneously initiated.
- Self-test games: competitive games where the opponent is yourself.
- Lead-up games: emphasis on practice of one or more skills needed for a more complicated game.
- Team games: participants subdivided into groups that cooperate together to achieve the game goal before the other groups.
- Table games: equipment that can be set on a small flat surface involved.
- Mental games: competitive focus on mental abilities such as problem solving and puzzle solving.
- Wide games: a series of games for a large group of people, in a large physical space, over an extended period of time, usually according to theme.
- Simulation games: role playing situations simulating real life.
- New games: Physical or social, group, cooperative competition with an emphasis on group fun rather than winning.
- Group initiative games: initiative taking and decision making involved, certain tasks requiring the joint effort of all group members.
- Ropes course activities: individual games applied to a configuration of ropes in the outdoors.
- Group course initiatives: group initiative games applied to high perceived risk experiences.

Suggestion for leading

- Select games appropriate to the abilities and interests of each participant group.
All games are not successful with all groups.
- Feel free to modify game rules or formats to more effectively achieve the recreation experience goals.
- When safety is not hindered, encourage participants to modify game rules or formats if doing so will enhance the recreational experience.
- Select games designed to eliminate one player at a time with caution.
- Avoid games that cause embarrassment.
- Avoid games that introduce health problems.
- Be sensitive to how participants might react and select games with care.
- In a multiple game session offer both new and familiar games.
- Depending on the game, feel free to assume player roles when appropriate.
- Be enthusiastic: enjoy the game playing yourself.

Prior preparation

- Have equipment needed for games ready, at hand, operational, and clean.
Have extra equipment in case of breakage.
- Rehearse with yourself and other leaders the game rules and procedures.
- Inspect the physical area where games will be played for such concerns as size, adequacy, and safety hazards before games are selected.
- Alert participants to clothing and footwear needed if the games this consideration.

- Know something about the participants in terms of ages, ability levels, and interests.
- Develop a time frame to know how many games to prepare.
- Secure leader, referee, or other supervisory assistance if needed

Safety considerations

- Participant should wear athletic shoes for active indoor and outdoor games.
- Leaders and referees should be well trained and competent.
- Remove potential hazards from the game playing area, or if this is not possible, modify the game.
- Never force participants to play.
- Stop games that get out of hand or become dangerous.
- For active games encourage participants to remove jewelry or sharp clothing objects.
- In games requiring active physical contact between players, match according to similar size and weight.

Steps in teaching

1. Get participants' attention.
2. Arouse interest in the game by explaining the game's background or other interesting features.
3. Organize participants into the formation required of the game such as form relay lines or get in a circle.
4. Tell the object or goal of the game.
5. Explain how the goal is achieved.
6. Demonstrate (or have selected participants demonstrate) any game procedures or skills the players are unclear about.
7. Practice with participants the skill or procedure of the game (first without equipment if complex).
8. Review the game rules.
9. Add rules, strategies, or changes as the game is played.
10. Stop the game before participant interest begins to diminish.

Practice experiences

- Visit a recreation organization in your community and observe the staff leading games. After the session, discuss with the leaders their techniques for leading the games.
- Lead games from as many types as possible with both small and large groups of classmates. Critique each other.
- Volunteer to lead games with participants from community recreation groups, campers, and playground attendees and ask them for their help in improving your leading ability.
- Organize and conduct a New Games leading workshop for recreation majors from your college or recreation professionals from your community.
- Visit a recreation agency that sponsors ropes course or group course initiative activities. Observe the use of these activity areas and discuss with staff the leadership competencies for conducting these games.
- Invite school children to your class and lead them in group initiative games. Discuss the benefits of this type of game with the children's teacher.
- Videotape yourself leading a group in a game. When viewing the film later, identify strengths and improvement areas for your games leading.

WEEK 10-15 (TO BE UPDATED)

Kinds of Recreational Activities

1. **Active**- pertains to activities which calls for direct participation. These include Sports activities, group games, hiking, biking, swimming and camping.
2. **Passive**- refers to activities that involve watching, looking, spectating or listening and does not require physical involvement.
3. **Quiet**- these are activities that need concentration and use of the mind. Board games like chess, scrabble and computer games are examples to this kind.

Categories of Recreation

- | | |
|---------------------|--------------------------|
| 1. Amusements | 8. Outdoor recreation |
| 2. Arts and Crafts | 9. Reading |
| 3. Dance | 10. Writing and Speaking |
| 4. Drama | 11. Social Recreation |
| 5. Games and Sports | 12. Voluntarily Service |
| 6. Hobbies | 13. Spectating |
| 7. Music | 14. Special Events |

DISH GARDENING

A dish garden is an arrangement of plants placed inside dishware. This arrangement is most seen in florists. Unlike plant pots, dishes don't have drainage holes. The main difference between a potted floral arrangement in a gardening pot and a dish garden is that actual dishware is used. The dishware used in dish gardens may be everyday items such as cereal bowls or coffee mugs or they may be ornamental pieces.



Popular plants for dish gardens include pretty greenery such as [ivy](#) and [fern](#) as well as flowering plants with bright colored blooms. Dish gardens are categorically called foliage gardens, European gardens, foliage with fresh flowers, and cactus gardens.



A European style dish garden is often filled with flowers such as gerberas, azaleas and begonias. European and other types of dish gardens are often displayed in beautifully woven baskets. For everyday dish gardening, baskets with plastic liners are popular. Deep plastic *terra-cotta* look saucers are used for woodland scene arrangements. Cactus dish gardens are usually planted in *terra-cotta* without holes, sometimes inside a plastic liner.

KITE FLYING

Kite flying is one of the **easiest** hobbies to learn. With just a little practice and a slight breeze, anyone can launch a homemade or bought kite with ease.

Kites in Ancient China

Kites have made their appearance **over three thousand years ago**, in *China*. All the right materials were found there, for its making: Bambou for the frame, and silk for the sail and bridle. It had a mythical and religious dimension. **Later** it was experimented as a science instrument for various researches. From *China*, the kite was reproduced throughout Asia, then later, in Europe, and now, in the modern age, in America, Australia and other countries.



Puppetry



Puppetry is a form of theatre or performance which involves the manipulation of [puppets](#). It is very ancient, and is believed to have originated 30,000 years [BC](#). Puppetry takes many forms but they all share the process of [animating](#) inanimate performing objects. Puppetry is used in almost all human societies both as an entertainment – in performance – and ceremonially in [rituals](#) and celebrations such as [carnivals](#).



Most puppetry involves [storytelling](#). The impact of puppetry depends on the process of transformation of puppets, which has much in common with [magic](#) and with play. Thus puppetry can create complex and magical theatre with relatively small resources. A puppet is an inanimate object or representational figure animated or manipulated by a [puppeteer](#). It is usually - but by no means always - a depiction of a human character, and is used in [puppetry](#). The puppet undergoes a process of transformation through being animated, and is normally manipulated by at least one puppeteer.

Origami



Origami (from *ori* meaning "folding", and *kami* meaning "paper") is the traditional [Japanese folk art](#) of [paper folding](#), which started in the 17th century AD and was popularized in the mid-1900s. It has since then evolved into a modern art form. The goal of this art is to transform a flat sheet of material into a finished sculpture through folding and sculpting techniques, and as such the use of cuts or glue are not considered to be origami. The number of basic [origami folds](#) is small, but they can be combined in a variety of ways to make intricate designs. The most well known origami model is probably the Japanese [paper crane](#). In general, these designs begin with a [square](#) sheet of paper whose sides may be different colors or prints. Traditional Japanese origami, which has been practiced since the [Edo era](#) (1603–1867), has often been less strict about these conventions, sometimes cutting the paper or using non-square shapes to start with.



CAMPING

Camping is an outdoor [recreational](#) activity. The participants (known as campers) leave [urban areas](#), their home region, or [civilization](#) and enjoy nature while spending one or several nights outdoors, usually at a [campsite](#). Camping may involve



the use of a [tent](#), [caravan](#), cabin, a primitive structure, or no shelter at all.

Camping as a recreational activity became popular in the early 20th century. Campers frequent [national parks](#), other [publicly owned natural areas](#), and privately owned campgrounds. Camping is a key part of the program of many youth organizations around the world, such as [Scouting](#). It is used to teach self-reliance and team work.

Camping is also used as a cheap form of accommodation for people attending large open air events such as sporting meetings and [music festivals](#). Organizers often provide a field and other basic amenities.

Camping describes a range of activities. Survivalist campers set off with little more than their boots, whereas [recreational vehicle](#) travelers arrive equipped with their own electricity, heat, and patio furniture. Camping is often enjoyed in conjunction with activities, such as: [hiking](#), [whitewater kayaking](#), [hill walking](#), [climbing](#), [canoeing](#), [mountain biking](#), [motorcycling](#), [swimming](#), and [fishing](#). Camping may be combined with hiking either as [backpacking](#) or as a series of day hikes from a central location.

OUTDOOR PHOTOGRAPHY



Photography is the process, activity and [art](#) of creating still or moving [pictures](#) by recording [radiation](#) on a radiation-sensitive medium, such as a [photographic film](#), or an [electronic sensor](#). Photography uses foremost radiation in the [UV](#), [visible](#) and [near-IR](#) spectrum.

Nature photography refers to a wide range of [photography](#) taken outdoors and devoted to displaying natural elements such as [landscapes](#), [wildlife](#), [plants](#), and close-ups of natural scenes and textures. Nature photography tends to put a stronger emphasis on the aesthetic value of the photo than other photography genres, such as [photojournalism](#) and [documentary photography](#).

[Wildlife photography](#) is devoted to capturing interesting animals in action, such as eating, fighting, or in flight. Although usually shot in the wild, game farms are also a frequent location for wildlife photography.

