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Kind regards,

Alena Verrel
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“Come on, everyone!” – Educational work with groups can be a challenge for professionals: processes related to group dynamics must be taken into account, in addition to the external framework and educational content. The authors describe 77 (experiential) educational games. Here, the focus is placed on the group and its social dynamic as opposed to the actual learning or training goal. While the group is “just playing”, its members begin to cohere, motivation is boosted, a volatile atmosphere defused and a learning session started with a bang or rounded off successfully. The games, designed to be played inside and outside, are fun, and serve as warm-ups, refreshers, icebreakers, energisers, relaxation exercises and much more. Includes a host of game options for various applications!

Author information

Grad. educationalist Eva Mauch runs the Caritas Main-Taunus region’s sheltered housing scheme for unaccompanied minor foreign nationals and teaches at the Fresenius University of Applied Sciences in Frankfurt a. M., Germany.

Dr. Martin Scholz teaches sport didactics, heads the Faculty of Experiential Education and runs the high-rope course at the University of Augsburg, Germany.
Leave the mobile phones outside. And then, plunge into adventure! It only gets really exciting when there are hardly any aids from civilization available.

In a nature camp, the children and adolescents spend the night in huts they have made themselves. They cross rivers hanging on ropes, catch fish without fishing rods and learn to differentiate between poisonous and edible plants. Making rope-ladders, climbing, felling trees – all part of the experience. Just in case of emergency, the kids practise transporting the sick. There is no chewing gum or chocolate here. But the spaghetti tastes twice as good after a rafting trip or a hike in the mountains. Campfire evenings round off the nature experience.

There are wilderness trainings for adults too, for instance, for managers. The authors, both survival trainers, give advice on how orientation, first-aid and problem-solving can be practiced also at night or under difficult conditions.
Standard work for experiential education

- A compact introduction
- Presents different approaches
- With a list of useful addresses

The standard work on experiential education offers a broad introduction and is, simultaneously, an important reference book which includes everything from Rousseau to Kurt Hahn, experience-based projects at school, work with disabled people, outdoor management training sessions and the Vision Quest and City Bound methods. The overview is complemented by an appendix containing annotated internet addresses. The book has become an indispensable foundation for teachers, students and practitioners.

Target readership
Education professionals, experiential educators in training and practice

Author information
Grad. educationalist Bernd Heckmair, is a systemic consultant and trainer in the field of further education.

Prof. Dr. Werner Michl taught social sciences at the Georg Simon Ohm Technische Universität in Nuremberg, Germany, and held the post of professeur associé at the University of Luxembourg.
Experience, reflection, education

- Where does experimental pedagogy come from?
- How does experimental therapy become pedagogy?
- Learning models: burden or delight of learning?
- From the practical to research: how does experimental pedagogy operate?

For a long time, experiential pedagogy was regarded as controversial, however, it is now accepted in the practice of youth work, institutional education, professional training and in nearly all (social) pedagogic fields of work. This book offers an introduction to the most important basics of experiential pedagogy and deals with the questions: How has it been established? What exactly is on offer and where? For whom is it suitable?
Riding experiences for everybody

- Offers lots of projects and ideas
- Written by practitioners
- Perfect for working with children and adolescents

One can no longer imagine working with children and adolescents without including experiential pedagogy. This book encourages the incorporation of horse riding into this work and offers an abundance of projects and ideas.

The authors are riding pedagogues and therapists who ride and their projects are exciting – sometimes serious, sometimes playful, always within a pedagogic framework or with therapeutic goals. The necessary conditions, goals, possibilities and limits of experiential pedagogy using horses are clarified.

This book is a treasure trove for all those who use horses in experiential pedagogy or are planning to do so.

Target readership
All those who (wish to) work in the field of therapeutic pedagogical stimulation with horses

Author information
Marianne Gäng, graduate social pedagogue, is founder of the Schweizer Gruppe Therapeutisches Reiten (SG-TR, Swiss Group Therapeutic Riding) and manager of the COLLEGIUM for training at SG-TR.
Outdoor education with the mountain bike

- Making use of the popular sports in an educational manner
- Activities, games and tour organisation
- With many examples and real-life suggestions

Outdoor education makes use of outdoor sports to promote personality development and social competence. This also works with the mountain bike!

Various activities with the bike can be put into practice in an outdoor educational manner: orientating oneself, designing tours, driving through passages, cooperating, securing, playing, jumping etc. Apart from real-life exercise description, this book offers compact information regarding competence promotion with the mountain bike, material and equipment, nature and environmental aspects and risk management.

Target readership
Outdoor pedagogues, mountain bikes guides and coaches, youth / sports group leaders who wish to deploy the mountain bike

Author information

Jochen Simek works as an educational consultant and outdoor pedagogue in the field of youth and adult education and is head of “additional qualification mountain bike” (Institute for Youth Work of the BJR, Gauting, Germany).

Simon Sirch, grad. sports scientist, outdoor pedagogue, is part of the mountain bike teaching team of the Deutscher Alpenverein and in the teaching team of “additional qualification mountain bike” (Institute for Youth Work of the BJR, Gauting, Germany).
Mountains – pure experience!

- Handy hints towards laws and insurances
- With many hands-on examples, exercises and guides
- Promotes personality development

Outdoor educators make use of outdoor sports activities for personality development and for promoting social competences. Which setting has more to offer in this respect than the mountains?

Activities cover things like hiking and bivouacking, mountaineering, rappelling, mobile rope structures and igloo building. Apart from hands-on guides for educational work, the book also provides concise basic information on equipment, nature, environmental aspects as well as insight to legal and insurance matters. Plenty of case examples let outdoor education with children, youngsters or groups of adults in the mountains come to life.

Target readership
Outdoor pedagogues, mountain bikes guides and coaches, youth / sports group leaders who wish to deploy the mountain bike

Author information

Prof. Dr. Bernhard Streicher, graduate psychologist, teaches social and personality psychology at the University of Health Sciences in Hall, Austria, and works as a freelance coach.

Heidi Harder, M.A., educational scientist and outdoor educator, officially certified mountain and skiing guide, works as a teacher with youth educational organisations of the German Alpine Association in Hindelang, Germany.

Hajo Netzer, graduate social pedagogue, officially certified mountain and skiing guide, works as a freelance coach in the field of outdoor educational work and for the German Alpine Association’s Federal Mountaineering Coaching Team.
Experiences are an individual phenomenon and cannot be directly "contrived". However, experiential educators are able to initiate these among their learners - both young and old. The necessary planning and implementation processes include the clarification of the specific assignment and the collection of information, followed by methodical conception and reflection and evaluation. The book explains how experiential educational projects and activities can be prepared, implemented and successfully concluded in a professionally substantiated, practical manner. It is complemented by concrete tips and suggestions for one's personal role and the associated tasks, making it a competent practical tool.

Target readership
Experiential educators, educational specialists, outdoor trainers

Author information
Tobias Kamer (M.A.) is an adult and experiential educator based in Bern, Switzerland. As a freelance trainer, he designs and implements learning settings on topics in the fields of social learning, education for sustainable development and adult education.
The suitable place for experiences

- Encourage play in urban areas
- Integrate children and young people
- Present a natural, elemental space or experience

Suitable places for children are rare in urban areas, children have seen banned from the courtyards and the pavements for a long time. It is therefore even more important to offer children and young people suitable places. The adventure playground presents a natural, elemental space for experience: working with wood or other materials, learn the contact with animals, form the earth with your hands or with tools, have fun with other people, plan projects and discuss your intentions. Johann R. Krauss uses the experience he has gathered for years at the adventure playground and gives answers to basic questions which people would certainly ask when planning an adventure playground.

The examples give an overview how an adventure playground can be created. A very informative book which belongs now, 60 years after the foundation of the first adventure playground in Denmark, in the pocket of every educator.

Author information

Johann R. Krauss, Heilbronn, Germany, graduate social worker, graduate educator. He worked on the adventure playground in Freiburg-Weingarten from 1991 to 1999, is co-founder and initiator of two adventure playground and founder of the „Horker Spielkarre“ in Heilbronn.
Minimal material, major impact!

- Minor organisational effort
- Low material consumption
- Includes numerous ideas for flexible implementation

Managing experiential learning and development education processes well can prove challenging. However, one thing is clear: elaborate climbing equipment and similar paraphernalia are certainly not prerequisites!

Getting activities off to a successful start, organising groups, evaluating the event - with her „simple things“ concept, the author demonstrates how easily experience-oriented activities can be implemented using existing resources on site with a range of different objectives. The book presents a host of practical methods and provides concrete instructions for process monitoring. In addition, experiential educators are given tips on how to develop their own exercises and activities.

Author information

Dr. Jule Hildmann, special educational needs teacher and experiential educator, lectures and researches on the subject of outdoor education at the University of Edinburgh, UK. She is also part of the teacher training team at the Volkersberg Centre for Experiential Education, based near Würzburg, Germany.

Target readership

Experiential educators, social workers, team development trainers
The experiential learning concept “City Bound” transforms cities into a diverse sphere of experience. People with disabilities can also participate in a variety of activities designed to allow them to gain new insights and transcend their current limits. They leave their familiar environment, explore the urban space and make contact with new people, facilitating personality development and promoting social and everyday skills in the process.

Taking a compilation of 50 City Bound activities as its basis, the book demonstrates ways in which experiential learning activities can be organised and implemented for those with physical and cognitive disabilities, visual or auditory impairments or behavioural disorders.

Target readership
Special education and experiential education teachers, remedial therapists and social workers caring for those with a variety of disabilities

Author information
Paul Häb, a special education teacher, certified forest educator and “City Bound” trainer, works at a residential facility and accompanies people with physical and cognitive disabilities and those with impaired vision as they pursue their daily routines.
Top class!

- 89 experiential educational activities and games lasting 45 minutes
- Towards team and cooperation development
- For indoors and outdoors

Experiential educational activities can be integrated easily into everyday primary school life, and can make an important contribution to team and cooperation development. The author demonstrates practically how teachers can find space and time for such activities, applying the principles of experiential education in just 45 minutes.

Nowadays, children frequently spend up to eight hours per day at school. Games and exercises designed to help children get to know one another, and to cultivate cohesion, mutual support and trust can successfully improve the social climate in both class and school communities. 89 activities and games for indoors and outdoors can effectively promote the social competence of primary school children and are fun at the same time!

Target readership
Primary school teachers, social workers, educators and experiential educators at primary schools and other establishments including all-day schools

Author information
Marcus Weber, a graduate social education worker specialising in leisure education, holds the post of educational director at the „open all day division” („Offene Ganztagsschule”) of the Albert-Schweitzer primary school in Neuss, Germany, where he gives experiential educational project classes.
Creative game methods with digital media open up new ways within educational work. This way children, youngsters and young adults can be addressed in a way connected with their often medially dominated world. The authors present various alternatives of mobile game approaches such as geocashing, media rallies or mobile game based teaching approaches, but also the deployment of computer games at schools and non-school environments and media deployment in senior citizens work.

Technical terms are explained and tried, tested concepts are introduced so that the “media layman” gets an easy access. The book along with the related website provide plenty of references, links, pictures, check lists, hands-on ideas and much more.

**Author information**

Andrea Winter graduated as Art Educator (M.A.), with environmental further education, and a focus on outdoor and adventure education as well as art & nature. She is also trained in the field of role-playing games and alternate reality games. Right now she works as a lecturer in the fields of Creative Teaching and Learning and New Media at the Goethe University, Frankfurt, Germany.