

Recreational Orientation and Task Life in recreational activities in nature

Abstract

This paper addresses the use of Recreational Orientation as an alternative for strengthening the Life Task in Recreational Activities in Nature, based on the deficiencies in the use of the possibilities of this activity and the potential of the context that lead to how to improve Recreational Activities in Nature, to strengthen the Life Task from the Recreational orientation in the community of Remate, Remedios municipality. For this purpose, the objective was to design a system of recreational actions in nature, to strengthen the Life Task from the Recreational Orientation in the aforementioned community. The theoretical and empirical scientific methods are used, highlighting document analysis, observation, surveys, interviews, and the criteria of specialists. The results show a system of recreational actions that improve recreational activities in nature and strengthen the life task from the recreational orientation, making use of the natural potential of the context and transforming community action in this regard.

Keywords: Recreational activities in nature, Life Task, Recreational Orientation.

Introduction

In recent years, we have witnessed a significant evolution and boom in the use of nature by all sectors of society. This use can be translated into simple leisure activities, cultural and social activities, organized recreation, or even the highest level of sports. Currently, orienteering activities are probably among the most practiced and utilized in nature.

Human orientation, orienting oneself in relation to the natural environment, is the first action that living beings need to perform. They orient themselves in order to satisfy their primary needs, both the most basic movement that allows them to enter into contact with the environment and adapt, and the need to obtain the elements necessary to grow and procreate. Humans also need to orient themselves, but not so much to obtain vital elements, but to enjoy the external world that surrounds them.

For modern humans, orientation is highly codified and mediated by external tools that assist them, but at the same time, they contribute to the progressive loss of the ability to orient oneself naturally. Maps,

compasses, and even modern GPS devices are some of the tools that help us locate ourselves in relation to the outside world, and one of their objectives is to provide recreational opportunities and educational opportunities (García 2019).

“Climate change is recognized as one of the most complex global environmental problems and the one that presents the greatest challenges to society, the scientific and technical community, and political authorities” (Hernández et al 2022).

From this perspective, Cuba has prioritized Environmental Education as a state objective. In 2007, scientific and technological research was prioritized through the Macroproject on Coastal Hazards and Vulnerability for the Years 2050-2100, led by the Ministry of Science, Technology, and Environment and with the participation of 16 institutions from five agencies of the Central State Administration. On February 25, 2011, the Council of Ministers approved directives developed based on the scientific results and recommendations of this Macroproject. (Castro, 2018). (p. 2)

In 2015, under the coordination of the Ministry of Science, Technology and Environment, a process began to update the documents already approved by the Council of Ministers for addressing climate change. The country saw the need to create an alternative to address this problem. The Tarea Vida (Life Task) emerged as a State Plan for addressing climate change, approved by the Council of Ministers on April 25, 2017, and the Physical Recreation project emerged as part of the follow-up to the Management System of the National Institute of Sports, Physical Education and Recreation (INDER, 2023), which establishes the objectives, goals, and actions for the implementation of the Environmental Strategy, Resolution 134/22.

In this sense, results are obtained from scientific activity such as Pérez (2011), which addresses a community strategy for carrying out recreational activities from the sports complex in the community from environmental considerations; León (2020) and Rodríguez et al (2022) among others, delve into the work of the evaluation of professionals and the environmental strategy from the Sports Combines, having its application in the sphere of Physical Recreation, from its relationship with the Life Task and environmental education in the integration of the sociocultural context from primary education.

In line with the above, Díaz Rodríguez del Rey et al. (2022) highlight the importance of participation in Physical Recreation, which is characterized by the development of actions and activities with an educational orientation that acquires significance by highlighting respect for the rights of children and adolescents, the environment, and cultural traditions, aspects that highlight the socializing nature, while contributing to promoting healthy lifestyles.

For their part, Amador, EL; Fernández, R and Martínez, H (2019) carry out actions related to sustainability education from the environmental curricular strategy developed with undergraduate students at the Faculty of Pedagogical Sciences, taking as a theme The State Plan for confronting climate change in the Republic of Cuba "Task Life".

As can be seen from the comments and guidelines outlined above, this work is of great importance as part of the comprehensive training of new generations and raising awareness of the climate change phenomenon. This is an aspect in which, in Nature Recreational Activities, specifically in the Recreational Orientation, the possibilities for developing this activity are not fully utilized, with the gap clearly marked between what is expected and what is actually done.

The causes of these contradictions are diverse, including insufficient knowledge of the Life Task and its potential for relating to physical and recreational activity in nature, limitations in the design of recreational activities using Recreational Orientation that encourages the exit to the Life Task, and limitations in the different documentation that governs these procedures, both methodologically and in planning.

Furthermore, the importance of environmental conservation for the present and future of human life is recognized, Therefore, it is necessary to consider how to improve recreational activities in nature, to strengthen the Life Task from a recreational perspective in the community of Remate in the municipality of Remedios. The objective is to design a system of actions for recreational activities in nature based on the Life Task from a recreational perspective in the community of Remate in the municipality of Remedios.

Materials and methods

In relation to the scenarios and subjects under study for the development of the investigative process, these are specified in the community of Remate in the municipality of Remedios, Villa Clara province, in the year 2022 and two (2) directors were taken into account, the president of the Popular Council and the president of the CDR; two (2) teachers, one of Recreation and another of Physical Education; children between 9 and 12 years old from the Remate community in the Remedios municipality (45).

The research went through three fundamental stages: a first stage of diagnosis, a second stage of developing the proposed solution (system of actions), and a third stage of implementing the system of actions and assessing the results of its application.

Based on the review of all official provisions that govern community work and taking into account the requirements of the diagnostic-investigative work in this paper, the following theoretical methods are required:

- analytical-synthetic method: to penetrate the essence of the phenomenon under study and systematize the information necessary for the development of actions.
- inductive-deductive method: for the study of particular elements in the development of general conclusions and vice versa, during the process of structuring and verifying actions.
- method of transition from the abstract to the concrete: based on the foundations of the theoretical principles of Recreational Activities in Nature that support the work to be developed with the Life Task from the Recreational Orientation, arrive at the precise definition of the actions to be carried out.

It also became necessary to use empirical methods such as:

- Document analysis: to achieve an adequate understanding of the guidelines and provisions of the Ministry of Education at its various levels in general, as well as those of the Ministry of Science, Technology and Environment, regarding programs, resolutions and laws in force in the country.
- observation, to verify in practice the performance of Recreation teachers in Recreational Activities in Nature with the Life Task from the recreational orientation in the Remate community of the Remedios municipality.

- the interview, to learn the criteria and opinions of teachers and managers about the work with the Life Task from the Recreational Orientation that takes place under current conditions.
- the survey, to determine the community's level of knowledge regarding the Life Task and its role in Recreational Activities in Nature.
- the criteria of specialists, to determine the quality and relevance of the proposed actions.

In addition, statistical-mathematical methods are used, descriptive statistics (frequency tables) with empirical frequency distribution.

The diagnostic stage was carried out based on the application of the following empirical methods: observation of Recreational Activities in Nature in the 2022 academic year to verify the work carried out by the teacher in relation to the Life Task in the Recreational Orientation, as part of the Recreational Activities in Nature, in addition to interviews conducted with Physical Education and Recreation teachers to find out their considerations about the implementation of the Life Task from the Recreational Orientation.

In the case of children, a survey was applied to verify the level of knowledge regarding the Life Task and its actions in general and particularly in the Recreational Orientation, which allowed, through the results obtained in the application of such research instruments, to characterize the existing situation regarding the work of the Life Task, conceived and carried out in the community with the population selected by the author for the performance of his scientific work.

A total of 16 activities were observed, one activity per week over the course of 3 months based on the observation guide designed for this purpose.

Results and discussion

From the application of the methods described above, the results are summarized as follows.

The results obtained from the observation of the activities were the following:

- The contextual conditions are taken into account to enhance work with the Life Task from Recreational Activities in Nature in only 2 activities, it is evaluated with R for 12.5%.

- The teacher's intentionality with the Life Task from Recreational Activities in Nature is appreciated, but it is not carried out in 5 activities for 31.2% evaluated as B and 1 as R for 6.2%.
- The design of Recreational Activities in Nature makes explicit the relationship between physical-sports-recreational needs and Recreational Orientation with the Life Task in only 2 evaluated R activities for 12.5%.
- The motivation of participants in Recreational Activities in Nature that are related to the Life Task is evident in only 2 for 12.5% of the activities evaluated and 2 of R for 12.5%.
- The mastery of Physical Education and Recreation teachers on the Life Task is appreciated through their performance in Recreational Activities in Nature in 6 activities evaluated as B for 37.5%.
- Modes of action consistent with the internalization of the Life Task are observed among participants in the Recreational Orientation, only evaluated as B in two activities for 12.5%.

In general, the activities visited did not show a systematic approach to environmental education linked to the work of the Life Task through Recreational Activities in Nature. Furthermore, there was insufficient emphasis on the affective and attitudinal dimensions of these activities.

The interview with teachers and administrators revealed that there is knowledge of the Life Task and Recreational Orientation in particular, but difficulties arise in integrating these into the implementation of Recreational Activities in Nature.

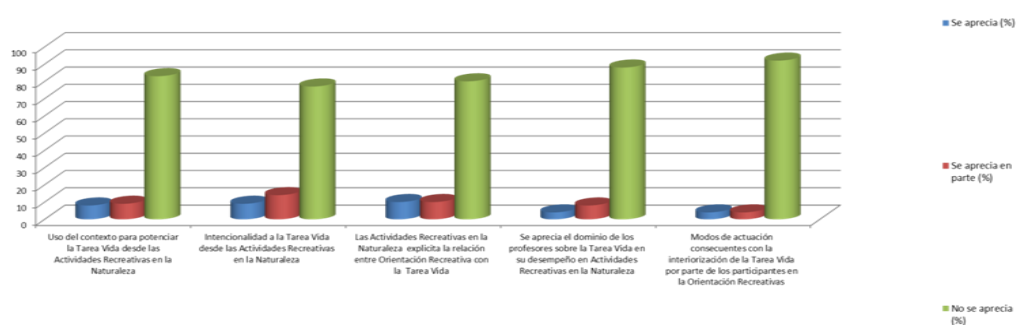


Chart 1. Diagnostic results (Own elaboration)

The survey conducted among children in the Remate community revealed a lack of knowledge regarding the Life Task. However, they are aware of environmental protection for the development of human life. They also have a preference for engaging in recreational activities in nature, but they do not recognize how to develop and integrate these activities with the Life Task.

In assessing the results obtained from the activity observations and those obtained through the other research instruments applied, it can be seen that the implementation of the Life Task in the community under study still presents serious difficulties. There is no doubt that the preparation and adequate self-preparation of teachers to systematically and thoroughly guide this type of work still presents significant challenges.

Taking into account the results of the diagnosis, the following system of actions was built:

To conceive this system of actions, it was necessary to go through different stages that built the system, establishing these as follows:

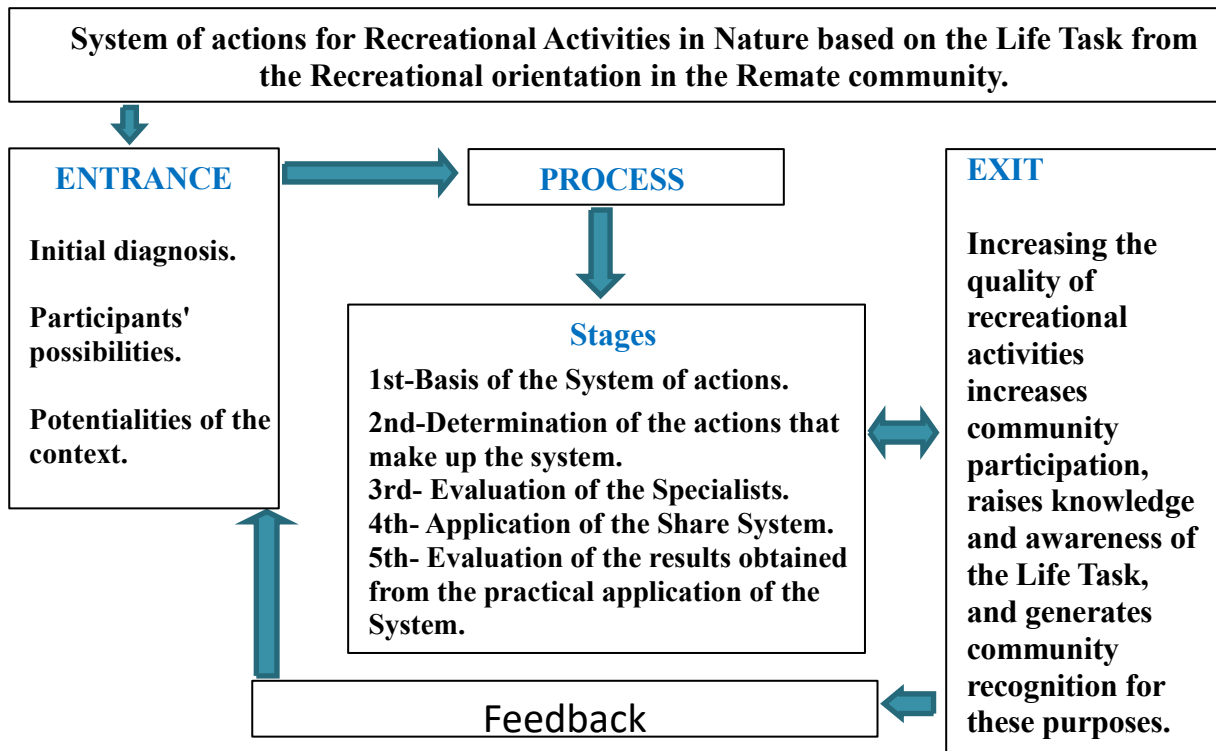
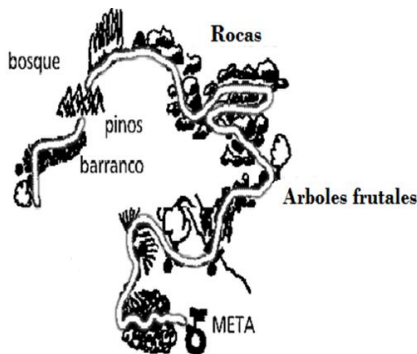


Chart 2. System of actions.

Recreational Orientation Activities

1-. Thinking and acting



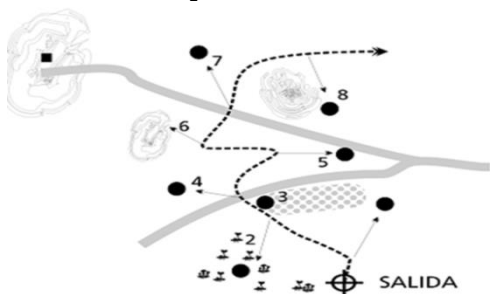
Objective To exercise memory about places visited.

The game guide takes the players in a group through a complicated route, crossing bushes, steep, rocky places, tree plantations, etc. Then, and in turns, each player must repeat the route, committing the lowest number of possible errors.

Execution: Once everyone has returned to the starting point, the guide walks alone along the same route, setting up different situations along the way, such as collecting solid waste, planting trees, identifying areas affected by erosion from natural disasters and/or human activity, and the effects of deforestation. Upon returning from the route, he or she signals the players to leave, one by one. A referee will monitor their arrival time.

The intervals between outings will be arranged so that each player has enough time to explore and avoid potential encounters. Each player will have paper and pencil and must write down all the tasks they found and solved along the way. Each task found and solved will be deducted from the total time spent on the route.

2-Lost Troop



The game guide will lead the players to the forest; once there, he will explain to everyone that he is lost and must reach a certain point marked on the map (he shows it) and that he is counting on them to get out of trouble.

One player must pinpoint their current location. Everyone takes turns approaching the leader and whispering their estimated location. The first player to guess correctly wins 3 points. Then, each player takes a turn leading the group along a portion of the route. All guides can use only a compass or consult a map.

The game director constantly checks the directions followed, and in case of an error, he warns the guide by saying "FOUL." Each foul represents 1 to 3 negative points depending on its severity:

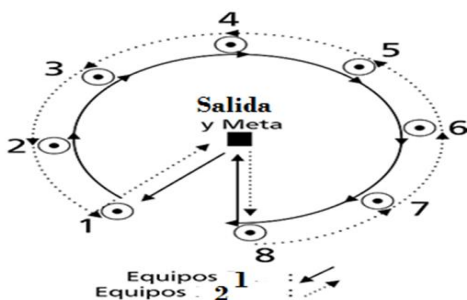
- 0 to 30 degrees...1 pt.
- 30 to 90 degrees: 2 pts.
- 0, More than 90 degrees....3 pts.

If the guide needs to change direction to avoid obstacles, he will announce it: changing direction and when he has found the direction again he will say "on HEADING" and continue forward.

Every time the Game Guide calls "FOUL" the guide must try to rectify it. If he fails to do so after 3 changes of direction, he is eliminated and the next guide will take his place.

No guide may be in charge for more than the stipulated course. If the goal has not been reached after everyone has been through "guides," a volunteer is asked to reach the finish line. The volunteer must be correct, otherwise they will be eliminated entirely. If they are correct, they will earn 10 to 20 points depending on the length of the course. During this final course, the game leader will not give any instructions regarding direction errors, but will estimate the time needed to reach the finish line. After this time has passed, they will inform the guide of their error and, if there is time left, ask for another volunteer.

4-Around the globe on opposite routes. Its organization is simple.



The same route is covered in 2 opposite directions to increase the intervals between players,

Sketch:

It consists of choosing one route whose posts are all equidistant from a point. Interior: The starting and finishing points. The advantages are that the route doesn't need to be strictly circular; it's sufficient

that it approximates a circle, and the two opposing routes must be truly equal in distance and difficulty.

The system of actions was submitted to specialists to assess its application possibilities, and the results were favorable and unanimous, as shown in the following graph.

Following the specialists' approval, the actions were implemented, and the instruments used to assess them in practice yielded the following results.

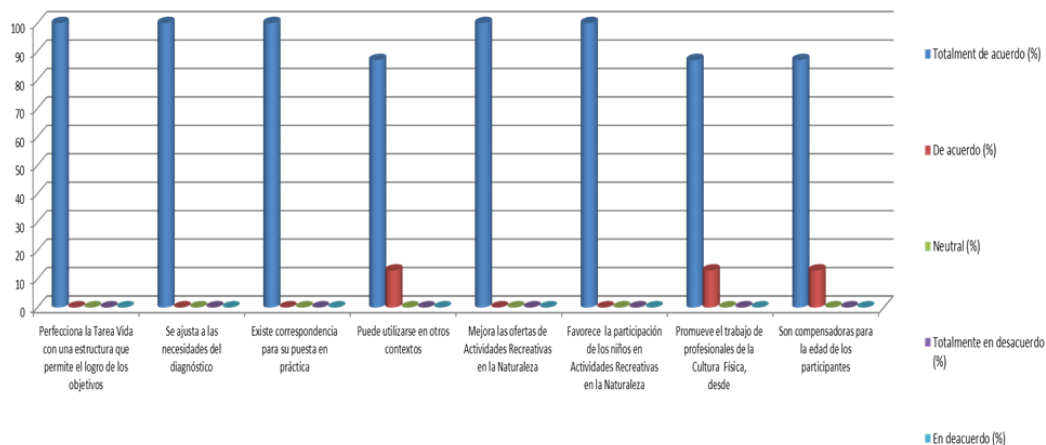


Chart 3. Stock valuation by specialists

In general, there is a systematic approach to the treatment of the Life Task from a Recreational Orientation in Nature Recreational Activities, also showing, in general, the treatment of the cognitive dimension in the activities. A transformation in the children's ways of acting was achieved to a very large extent, and with it, the incorporation of families.

Many were the examples used by the teachers, demonstrating the impacts of the work carried out with the Life Task from the Recreational Orientation and special recognition to the affective aspect of the Life Task in the treatment of recreational activities in nature and the attitudinal dimension from the Orientation, it turned out to be very positive in all cases, highlighting:

- The increase in the practice of activities related to the Life Task.
- Samples of satisfaction and enthusiasm in the development of activities.
- Increased participation in recreational activities.

- Managers and teachers recognize the strengthening of the Life Task.
- Incorporation of actions from Recreational Activities in Nature.
- Expanding knowledge of the Life Task in the daily life of the Remate community in the municipality of Remedios.
- Increase the planning of recreational activities with a focus on the Life Task.

These results coincide with research carried out by Viñales (2021) and Rodríguez et al (2022) that implemented a trend study of environmental education in the integration of the sociocultural and camping context in primary education; environmental education is inserted into the general educational process of comprehensive formation of the personality of the new generations, as enshrined in the Constitution of the Republic of Cuba, its intention is to develop in all its human plenitude the intellectual, physical, and spiritual capacities of the individual. "Thus, environmental education is included in the fulfillment of the objectives of Cuban educational policy, as it responds to scientific intellectual education, political-ideological education, moral education and aesthetics, among others" (Rodríguez et al 2022).

Sport for All plays an important role in working with the Life Task within the educational work of Physical Recreation, taking into account its potential, but it is therefore necessary to understand its concepts in order to guarantee its efficient use and interrelation with different guidelines.

Conclusions

1. The study of the current state of quality and development in Nature-Based Recreational Activities for the Life Task from a Recreational Orientation perspective in the Remate community of the municipality of Remedios is insufficient and presents difficulties in its effective implementation, stemming from a lack of knowledge among those responsible for directing the process and a lack of interest among students in their participation and involvement. There is no systematic approach to environmental education linked to the Life Task through Nature-Based Recreational Activities.
2. The actions developed based on the diagnosis effectively integrate the needs of the participants, the context, and the possibilities for implementation. This has been recognized by specialists with indicators of "strongly agree" and "agree" for their implementation.

3. The results obtained from the application corroborate the effectiveness of the actions, based on the increase in the quality of the Recreational Orientation activities, the increase in community participation, the increase in knowledge and awareness of students and teachers based on the Life Task outcome, as well as the community's recognition for this purpose.

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