

## ADVENTURE/QUALIFIED TOURISM IN THE REHABILITATION OF JUVENILES

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**Abstract.** The objective of this article was to show the educational values of adventure tourism in the process of rehabilitation of juveniles. Theoretical considerations concerning this topic give rise to the following conclusions:

1. Thanks to qualified tourism, young people shape their character and face weaknesses. It helps to change the behavior and create pro-social attitudes.

2. Qualified tourism teaches basic life skills.

All of the above-mentioned points prove that part of correctional facilities activity should be based on qualified tourism.

**Key words:** adventure/qualified tourism, rehabilitation, education, physical culture

### Introduction

Qualified tourism shares many features with the broadly understood physical education. Adventure tourism is defined as the relocation of an individual for a minimum length of one night, requiring prior mental and physical preparation. As emphasised by W.W. Gaworecki, such a change of venue is connected with the “change of daily lifestyle, meeting the needs for movement and physical effort, personal contact with a different social, natural and cultural environment...” (Gaworecki 1982). It requires above all an appropriate level of efficiency and physical fitness, as well as basic motor skills.

As pointed out by many experts (Gaworecki 2007; Sołtysik and Toczek-Werner 2010), qualified tourism brings along a lot of educational values, which is of great importance in the process of rehabilitation of the juveniles in correctional institutions.

### Methods

This report is a form of compilation based on the review of literature in the fields of physical culture, education and tourism.

## Discussion

The basic value of qualified tourism with reference to socially maladjusted youth is the so-called “balancing on the edge” factor, which reminiscents of their previous lives. Crossing the fine borderline may cause some tragic effects to life and health. Therefore, the disproportionate value of qualified tourism seems to be primarily the development of character traits (courage, responsibility for the life and health of self and others, ability to cooperate) (Napierała and Borek 2008; Reuß et al. 1994), overcoming weaknesses – such as fear (Reuß et al. 1994), or learning basic skills (e.g. use of sports equipment), which are required to practice this kind of tourism. Qualified tourism understood in this way is reflected in the various facets of the process of rehabilitation mentioned by L. Pytka. For instance, there is a certain modification of behaviors associated with a change of the environment. This allows for the formation of pro-social attitudes, which in turn contribute to the fundamental formation of a new hierarchy of values. Proper choice of behavior, fitted to the situation in which pupils have found themselves, is nothing but their adaptation to the conditions prevailing at the time. It is, after all, a hundred-mile progress in the process of rehabilitation (Pytka 2007).

The literature also highlights the hedonistic value of qualified tourism. It is associated with the change of whereabouts, and thus the greater opportunity for freedom (Sas-Nowosielski 2002). Pupils feel satisfied that they can see a new place, gain experience (e.g. learning rock climbing) and evaluate what life is like at large, outside the walls of the correctional institution. It seems that it is just the sense of freedom that can become one of the contributing factors to the process of rehabilitation.

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**Cite this article as:** Paczyńska-Jędrycka M., Łubkowska W. Adventure/qualified tourism in the rehabilitation of juveniles. *Centr Eur J Sport Sci Med.* 2013; 3: 31–32.