

COACH AS A CATALYST

Icehearts ideology in everyday activities

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ABSTRACT

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The goal for the study is to explain the role of an Icehearts pedagogue in the process of preventing social exclusion of children through analysing the connection of the observed methods and the ideology, with the help of other studies.

The students used qualitative research methods. By conducting data collection through observation, video recording and note taking, and structured and semi-structured interviews. Observation focused on the Icehearts pedagogue, during 12 visits in Lahti.

A tool of their own was created to analyse the connection between ideology and methods. Two analysis boards, video- and notebook analysis boards, which contains different themes of observed situations and observed methods replying to the needs of Iceheart boys. The boards also contain the ideology, which according to two Icehearts books, Icehearts- koulun kyljessä by Teemu Vartiamäki & Miika Niemelä (2010) and Icehearts- Joukkue kasvun tukena by Ilkka & Ville Turkka (2008), have been studied so that the ideology of the books can be related to the observations.

By connecting the observations and the ideology, the students are able to create a theory of the Icehearts pedagogue in action. From the study it comes clear that the work of the pedagogue is well directed by the ideology and it works for the pedagogue as a tool that allows him to be successful in what Icehearts ideology demands.

To conclude, the research that was done in order to complete this thesis, and the findings, can be profitable for Icehearts in order to build a stronger image of the role of their pedagogue work. Showing the importance of their mission for the prevention of social exclusion.

Key words: Icehearts, pedagogue, coach, ideology, catalyst, children, boys, prevention, team sports, recreational activities, social exclusion, social inclusion, elementary school.

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1 INTRODUCTION

The following work is a qualitative analysis of the first three years of the Icehearts' methods for preventing social exclusion. The observation, which took part in Lahti Icehearts, was on a team that has been functioning approximately three years, out of a 12 years process that is based on long-term pedagogy.

The observed team was composed of 16 boys ranging from first graders to third graders. The observation process took place in spring 2013. The student observed the action from an angle that allowed decanting the methods of the pedagogue/coach, the person in charge of the upbringing and sports coaching of the Icehearts boys. After two months of qualitative research, sufficient material was gathered for the subsequent analysis of the job description of what pedagogue/coach does. Analyzing the data collected by the students, Juan Breccia and Aapo Mustonen, was sectioned according to different categories of phenomena. Dissecting the situations so that the need for the service comes out naturally and the answer emanates from the methods to satisfy the needs of the children. Using the Icehearts books as a guide, the authors could section the different methods to reflect on the Icehearts ideology in an understandable way. During observation and material gathering the students observed Icehearts ideology and saw the coalescence of the methods and the ideology. Plans for implementing the thesis came clear through that, and the division of work was more achievable. The authors chose to use the word "ideology" because of its etymological meaning, and its suitability to the idea of the thesis. The word "ideology" is not used in a dogmatic manner, since Icehearts is open to development, as shown in their acceptance of the idea of the thesis, which was ratified in the beginning and reviewed during its process.

In the upcoming chapters, the authors will go through three first steps of six steps, six steps being a 12 years long process. In the first chapter the three steps are clarified to the reader so that the profile of the group comes evident. Then the thesis elucidates the issues that lead to the need of Icehearts for the

children and their families which are further explain in the general information section.

Also, there is a section dedicated to the “Catalyst Theory”, which was developed by the authors in order to help connect the ideology used by the pedagogue/coach and the use of it in practice in the field. Therefore, the aim of the thesis is to explain to the reader the role of the Icehearts pedagogue in preventing social exclusion of children through the manifestation of the ideology in practice, with supportive literature. The manifestation was accomplished via the two analysis boards that helped to visualize the ideology out of the context of every situation. The appearance of the ideology was done according to the tables of analysis that were created to facilitate the conception of methods being applied in various circumstances and their key elements. These represent a given ideological element of Icehearts that is used by the pedagogue on the field. Finally, the thesis will help Icehearts as it constructs a viable structure, supported by a theory from where further research and development could be achieved.

2 ICEHEARTS

Icehearts philosophy came into blossom in 1996 as an ice hockey team that was composed of 24 children from Vantaa daycare centers. The boys were chosen based individuals who could not afford to play ice hockey otherwise. Many of the children came from single parent-, immigrant- or extended families. (Joukkueet 2009)

The preparation of a team begins as an association in a given municipality. Together with the city, the association searches for a pedagogue/coach to abide to the team for the 12 year process. In practice, the social office, together with the school board maps the area with a high percentage of child protection service needs. A letter is sent to the kindergartens around the area who simultaneously also inform the parents of the services that Icehearts provides. An optional route to gather a team is through schools. When the process starts at the age of six, the process lasts for 12 consecutive years. Meaning that it lasts up until adulthood, therefore keeping the players in the team is critical for its success that is reason that the team members are not expelled. (Turkka & Turkka 2008, 15-16.)

Nowadays, in 2013, Icehearts has 17 teams, five in Helsinki and six in the metropolitan area. In spring 2013, a team for girls is being organized. (Utiset 22.08.2013) One team is being organized in Turku, starting in January 2014. Two more can be found in Seinäjoki and in Lahti, whereas Ulvila has two teams. In Vantaa two teams have graduated from the 12 year process. (Personal communication 14.11.2013.)

3 THREE STEPS OF ICEHEARTS – RUNNING THE TEAM

The authors acquired field data in Lahti Icehearts, the team had been formed three years before the students started observation. The children were in elementary school, the team was built from children in first to third grade. The team was on its third step, from six steps of Icehearts process, which lasts in total for 12 years.

This particular team had had a change of coach after almost two full years; the coach that was being studied through observation told that he had been with the boys for over one year (personal communication 6.3.2013).

It is important for the reader of this study to understand the process that the observed team has thus far gone through, and what is waiting in the future. The group was in the beginning bigger than usually, and was in the beginning split to smaller groups that visited Icehearts afternoon activities on different days. On Wednesdays all of the boys came to play softball all together. By the end of the observation process of the thesis, the coach had changed the groups so that the boys could join the afternoon activities more often.

3.1 Step one- Finding the right boys

In the first step of Icehearts the coach is being tutored by a coach who already has a functional team, enabling the new coach to see what kind of procedures the work includes. At the same time the recruit works with a big network of people to find the boys in need for the 12 years of Icehearts upbringing. The coach has two main tasks when commencing the job. Starting as a trainee, the coach is with a tutor that teaches the customs of the job with the help of a functioning Icehearts team. As the second task he builds a network of cooperatives with the areas social service- and pedagogical professionals that he needs to be able to run the team. He familiarizes with the local daycares and pre-school centers and the workers in them. Furthermore he works there to map out the team for

the fall. Additionally, he runs in meetings with child welfare department about future cooperation. At the core of the target municipality, the coach goes to the school where the boys will be located to familiarize with the school staff telling about Icehearts work. (Vartiamäki & Niemelä 2010, 29.)

The first step is also known as starting an organization. Icehearts starts a team in a new municipality, with the municipality. The idea is to bring two teams to the municipality, first in the beginning and second the next year. (Personal communication 20.3.2013.) The boys gathered at the beginning of this team were 16, which are more than usually (Personal communication 6.3.2013).

The body of the team is built with the professionals mentioned before and it is consisted of around 10 boys. Social strengths are taken in account, social-carrying capacity wise, when gathering the group. Together with the parents of the suggested child the coach discusses about their child's participation in the Icehearts action; the process and its purpose. Then decide about the commitment of the child, coach and the parents, together. (Vartiamäki & Niemelä 2010, 29.) Talking with the coach about the group, he told that the group was oversized in the beginning, this being the reason for its stagnant team merging process (Personal communication 20.3.2013).

The coach was telling that he had an exceptional challenge since he took over the team in the middle of the second step of Icehearts. As he did not take part in forming the group, it took a long time before he started to be trusted by the boys, even though he was assisted and tutored by the previous coach in the during the transition period. In the sense of building believe to the Icehearts action, he had tutoring also from older coaches by joining other older teams' activities. Also after the old coach left the team the observed coach had an assistant coach to work with the boys for some time simultaneously. In autumn 2012 he split the team into smaller groups. (Personal communication 20.3.2013.) Having a conveniently sized group from the beginning is essential for the onset of second step of a team. It gives the coach a chance to have more control over the group.

3.2 Step two- Starting as a group

In August the actual occupation of an Icehearts coach starts from a family camp where the new team participates with older groups that are further in the Icehearts process. Also the parents of the boys are invited. The older groups help the recruited coach to build an image of the effectiveness of early cooperation and long term effective work. Common experience helps to vision the gradually evolving results of Icehearts pedagogy. This way the coach can understand more authentically how children learn, each at their own pace. The primary task is to give a sense of safety, care, friendliness and commitment to the boys. (Vartiamäki & Niemelä 2010, 32.)

Children in the age of starting school need to be connected somehow to the school environment, to increase the growth of their interests towards being in school. Sometimes school, teachers or fellow students are not able to make it happen when a child is behaving badly.

“The true measure of a nation’s standing is how well it attends to its children- their health and safety, their material security, their education and socialization, and their sense of being loved, valued and included in the families and societies into which they are born. (UNICEF 2007, 1.)” (Morris, Barnes & Mason 2009, 12.)

According to Annu Brotherus, Juhani Hytönen and Leena Krokfors (1999, 78) one must take account not only of the learning environment, but also the cognitive learning situation of an individual, the system of understanding and thinking. Learning is an individual's personal process that is built from gaining knowledge on how to achieve it, and is simultaneously dependent on the possibilities given by the environment. In order to be functional, these two sides of learning factors together, the environment and the abilities of an individual to meet, it needs caring communication and interaction between the individual and the environment.

The new Icehearts group starts its action on a day to day basis in autumn. As most of the Icehearts boys go to school the pedagogue/coach works there as a supporter of the group, working towards cooperation with people around the

boys; parents, school counseling, rector and the teachers. In the center of concentration is the support of all of the boy's scholar and individual childhood growth. Most of the time in the work of the pedagogue/coach goes to the schoolwork; especially in the first steps of Icehearts which is central to the job description. The school needs to understand, that the role of an Icehearts pedagogue/coach is not of a teacher or class assistant, but a special pedagogue who help his team members, who gives support to those who need it the most. (Vartiamäki & Niemelä 2010, 33.)

Afternoon Icehearts activities during the first years are constructed mostly of play. The pedagogue/coach focuses on daily situations of bullying and violence with determination. In Icehearts boys are ought to learn socialization skills and being in a group, the pedagogue/coach helps the boys to be in a safe recreational environment. Always paying attention to bullying is a part of the everyday tasks of the Icehearts pedagogue, which keeps the pedagogue/coach connected to the boys. Daily conflicts in the group can last year but the pedagogue/coach has peer support from other groups as a reminder of the successfulness of determined repetition procedures such as stopping bullying and violence, and on the other hand to reward the children for positive action. With peer support the pedagogue/coach will see that the determination to apply these procedures will create wellbeing in the long run, even if it takes thousands of repetitions with some boys. Most important task is to create a feeling of care, friendliness and happiness in everyday encounters, this way the child can start to believe in it and start to share it with others. For some of the boys, Icehearts coach is the only adult that generates positive feelings. Remembering this, keeps the pedagogue/coach attached to his group. (IBID.)

In conclusion the second step is the time when the team grows slowly together, the first year of school is a great part of the familiarization. The boys are getting used to the coach and the coach is getting used to the boys and the people around them.

3.3 Third step- Leading the boys to middle school

As the third step of Icehearts starts, the children that have become the basis of the team have gone through their first grade at this point of the steps. Afternoon recreational activities start to change towards more directed action, such as sports. Together with the boys, the pedagogue/coach starts to discuss about an appropriate game to start practicing as a team. Slowly the group is put together, by introducing more boys to the team, taking in account its social strengths. (Vartiamäki & Niemelä 2010, 34.)

“When a link between physical activity (sports) and health is reviewed, it is often done from the perspectives of physical activity and physical dimension of health. For example, high level of physical activity (sports) decreases the risk of developing type II diabetes, heart illnesses, obesity, etc. (Cavill, Kahlmeier & Racioppi 2006). However, health has at least three dimensions- physical, social and mental- that are equally valid (Greenberg, Dintiman & Oakes 2004). The social dimensions of health are to a large degree dependent on social networks within club activities (Hyypä 2006).”(Kokko 2010, 39.)

The team trains a few times a week in the beginning, some of the play is changed to practicing team sport. Not with the idea of making top athletes, but learning group work where one is able to take instructions and to consider people next to them and also to play according to the rules. Through learning life skills helps to bear the future challenges, this is what a self- responsible future is built on. (Vartiamäki & Niemelä 2010, 36.)

At the beginning of third step, which was when the students were in Lahti, the ages of the boys alternated from eight to ten years. Hitherto the networks that the coach has built to this point support the lives' quality of each of the boys, by further developing the networks. The boys might be facing problems in school, which make the role of the Icehearts pedagogue/coach stronger. As he works as a link and a booster between homes, school and other possible helping parties and showing possibilities for cooperation among them. One of the jobs is to

help the boys to endure through school with the necessary support. (Vartiamäki & Niemelä 2010, 35.)

The team might grow automatically, through finding new boys from nearby. Some, so called “hang- arounds” might come to me and ask for permission to join the team. (personal communication 20.3.2013.)

Through observing the team, and asking the boys their age, was discovered that numerous boys of the observed group were from different grades. Participation in playing floorball on Wednesdays practice differed among them, some liked to play outdoors, some played something else indoors. Interest towards floorball was growing during that spring. The coach was talking about making some changes inside the group, on what days and which of the boys came to play, to change to enhance the practices.

The size of the team grows, taking account its social strength. Need for special support is assessed separately on each individual. Some participate by focusing in sport, some focus in supported schooling and others on both of them. The evaluation of the requirements of each boy helps the coach to be committed to the children. To specify, the support is given according to the abilities of the boys. Letting the boy know that he is valuable to the team and that a spot is open when the time is right, is important. For some boys group activities might be too much at a time, therefore it is smart to let the boy be on a break from it and let him know that this is best for now. (Vartiamäki & Niemelä 2010, 36.)

During the time of observation, the team was on the verge of action mentioned above; becoming more ready to play floorball, each of the boys growing on their own pace. The coach was planning to make adjustments so that those willing to play would have the space for it, and wait for the others to grow to become ready for the game. By changing the afternoon activities according to the social strengths, the coach is able to give the needed support for the boys. Furthermore the team being on the third step of Icehearts was on the time of adjustment and growing as individuals, with the help of the team. At this point of the

study, the reader is able to picture the process that the observed team has gone through; enhancing their togetherness, during the third step, as its training days started going better and the coach was organizing the first match for the team, to play against the Icehearts team located in Helsinki.

4 GENERAL INFORMATION

4.1 Thesis process

Thesis data gathering took place in Lahti, Liippola elementary school. The school was shut down because of a mold problem and the classes took place in construction barracks next to a hockey ring. A number of the boys went to school in those barracks, but others went to different schools in Lahti. The pedagogue/coach followed the boys to their schools, to help them in separate days. As the students were observing they accompanied him, in places such as school of Kivikallio, Liippola and Jalkaranta. School of Liippola was the main place where the Icehearts afternoon activities took place. The only place that did not have mold in the school was the canteen and the gym hall where the boys had their practices during the study.

The authors of the thesis visited Lahti 13 times; they traveled there by train and were sponsored by Icehearts with the travel expenses. Observation was done and written on notebooks to explain what the students saw. An official authorization had to be conceived to ask for video recording permission from the children's parents even though Icehearts had permission (Figure 1). In a concealed manner the video recording took place during floorball practice, and in a visible manner in the rest of the occasions. Video was taken on recreational-, pedagogic- and sports situations. In the end, the collected amount of video recorded was an average of 110 minutes. Interviews done during the observation process were very much informal in regard of the Icehearts pedagogue/coach and also a set of simple questions sent via email to the Icehearts development manager. In addition, at the end of the visiting day, the observers discussed with the pedagogue\coach to clarify what was witnessed during the session at Lahti.

4.2 Previous researches

As the ideology of Icehearts was to be studied before, during and after the observation, to make the thesis more accurate, the students revised Icehearts books thoroughly. Two books only exist written by the organization and these two describe the ideology with practical examples.

In addition, to explain the first book, written by Teemu Vartiamäki and Miika Niemelä (2010), *Icehearts- koulun kyljessä* explains about the process of an Icehearts team, and the pedagogue/coach. Six steps of Icehearts are explained so that the reader understands the development of the group from age six to eighteen. It also overlooks the pedagogue/coach role by describing the vision behind the work they do. Furthermore, the first book published from Icehearts, by Ville and Ilkka Turkka (2008), called *Icehearts- Joukkue kasvun tukena* gives the reader an insight to how Icehearts ideology works in team sports within a period of 12 years, which is the timeframe that ideally the pedagogue/coach works with the chosen team for ice hockey. These sources are used to discuss the study that is based on observation and other empirical comparison.

Conclusively, only two books were used as previous research since the very nature of the thesis' aim was unique, the rest of the material was used to reflect on it. Numerous researches and theses exist about Icehearts, but the focus is on the societal and administrative perspectives rather than on the methods. For this reason the other theses are not mentioned or used in this research. For the reader to acquaint to different perspectives of Icehearts, different material can be found from Icehearts website (www.icehearts.fi).

4.3 Theoretical tools

In this section the authors explain three factors as they represent the framework where the thesis is developed. The first part was drawn with the help of interviews made for the coaches in appendix figure 2. Addressing on the boys,

being the focus of the organization, followed by social pedagogy, which is the framework where Icehearts performs. Finally the pedagogue is presented, as he is the main resource of Icehearts to implement their ideas.

4.3.1 The boys

Icehearts team members are the boys. They start earliest at the age of six and continue with the process of Icehearts pedagogy until eighteen years old. In order to assist children in danger of social exclusion as told by various coaches in email interviews (Figure 2, in Finnish), they take them into the 12 year process of Icehearts.

Results from the interviews (five answers were acquired from the pedagogue/coaches) point that, the boys come from single parent, immigrant and low income families and some individuals also being dysfunctional in the role of a parent (example given: father is imprisoned). Moreover for many of the boys, ice hockey is too expensive without Icehearts. As the questionnaire shows, numerous Icehearts boys attend to special needs classes and numerous boys might have Attention Deficit Hyperactivity Disorder, Conduct Disorder and many of the boys are exceptionally restless. (Personal communication 25.4.2013) In addition, these boys can have challenges within group situations, cursing is common and problems are solved with violence. (IBID) Commonalities can be found from the answers as they point out the need for a trustworthy adult support in a long term period. (IBID)

4.3.2 Social pedagogy

In Cameron & Moss (2011, 8) is quoted Jensen & Hansen (2002, 5):

“Improving learning and developing options on behalf of ideas of individuals and society, the pedagogical theories combine i) ideals of a good life (philosophy), ii) understanding of individuals and groups and their resources and needs (psychology and biology) and iii) understanding of social resources, values and demands (cultural and social sciences).”

Petrie et al. (2006) are mentioned in the text; key features of social pedagogy that the authors present are; there is a focus on the child development as he represents a whole person, special emphasis is put into teamwork and valuing the work of other pedagogues into upbringing children. Professional pedagogues are encouraged to reflect daily on their work and apply both theoretical and practical knowledge to meet the demands of challenges encountered. (IBID.)

In regard of social pedagogy as stated in the book, it appears that the Icehearts ideology might be based on this line of work and thinking, taking into account important factors as considering the child as a whole person (child centered work) and a more dynamic approach to the work of the pedagogue. This provides the reader with an insight of the theoretical framework that Icehearts is using.

4.3.3 The pedagogue

Abilities of the coach in building inner motivation and support for personal sustainable development are the most important didactic aspects of a coach, in achieving success. Even when inner motivation can seem as a mere individualistic factor it can be changed according to environment changes, as it is a social phenomenon. The comity built by the pedagogue and his influence affects also the children's motivation. (Jaakkola 2009, 333.)

4.4 Summary

The pedagogue is the last element that completes the circle in the framework. Being the person that uses pedagogy to influence the children and then the latter in return gives an output from which the circle commences again.

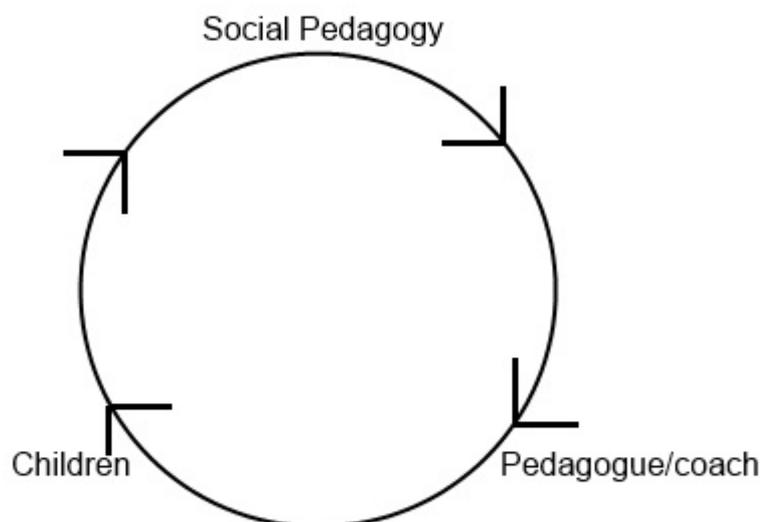


Figure 3

In other words the pedagogue is the advocate of the cause, which is social development. Therefore is the person who makes the wheel turn toward development of the process. Assembling the three in a circle complements each other and provides a better understanding of the framework. This same approach is used to explain the catalyst theory in the end of the thesis.

4.5 Challenges

Apart from developing a theory to support the authors' findings, there was no major literature review or comparisons to other studies, since the thesis is a developmental research. The material gathered was to be connected to the existing literature made by the organization, Icehearts, and other empirical data was connected according to the structures of the ideology. To explain this in a simplistic way, first the observation was completed, after that, observation material was transcript and connected to the organizations' ideology by discussing it in depth with the help of other studies. Thus the main task of the authors was to develop a theory to support their findings.

5 METHODOLOGY

The authors of the present study, discussed which method would suit better the characteristics of the thesis, and decided to use the qualitative method. Denzin & Lincoln (2005, 3) being referred by John W. Crosswell (2007, 36-37) stated that qualitative method situates the activities in the action or natural setting, it facilitates “making visible” the “invisible” phenomena. Though observation, interviews, field notes, video recording the authors attempted to make sense of what they witnessed in the field.

Qualitative research also has an important characteristic that proved vital for the students, emergent design, meaning that the research process and subsequent structure of the findings is bound to “emerge” as the process cannot be completely prescribed. Questions raised or were changed, methods also varied but the research aim remained constant during the process of analyzing and writing the findings. (Crosswell 2007, 39.)

The qualitative approach that matched the research necessities was a grounded theory. The reason being as it was the best tool to design a theory to explain the involvement of the pedagogue/coach of Icehearts in the process. Therefore the students designed a theory that would explain how Icehearts ideology and action meet. The analyses that led to the theory were systematic approaches.

5.1 Observing

Due to the nature of the research question, observation was a natural approach to finding data in the interaction between the pedagogue/coach and the children involved. At the beginning of the observation of the team in Lahti, the authors of the thesis did not know yet completely the focus of the study. The focus of observation was different in the beginning, but after a few visits the observers started to understand the action that they were observing.

Participant of the observation, the observer, is part of the process but there are major differences between the diverse roles as an observer such being a quiet, distant observer and an active observer that has a grade of responsibilities in participating in the action. To achieve a better understanding, the observer must have certain degree of knowledge of the participants, activities and settings that are being observed. (Miller & Crabtree 1992, 14.) As there were two students doing observation, taking notes could be done in turns when present simultaneously in the same area with one taking active part and the other undertaking a more distant role. In times when the group was divided in different places they took notes when possible.

5.1.1 Methods of observation

Different methods were used for observing the action, namely note taking and video recording. Note taking was preferable in times when video recording changed the behavior of the children being filmed, which happen quite often if they were aware. When in active role the observer wrote notes after the action was over, trying to recall, especially, personal interactions to get the insight of the moment, when in distant role, note taking took a more detailed nature, writing down small details of different interactions taking place but lacking the sense of participation. Video recording has advantages compare to note taking since it allows the observer to analyze in distant role the situation repeatedly and gaining a deeper insight of the action. In contrast, the main issue with video recording was that it changed the behavior of the children involved in Lahti as proved in practice. Still the authors managed to record several videos covertly and subsequently analyzed them, which happened by feeding the data into the self-made video analysis board. The videos were transcript and fed into different sections of the analysis board according to different topics such as, conflict, sport and guiding situations and other themes that appear in the boards of analysis. The analysis boards used will be explained in depth in its own section.

Many approaches exist for analyzing video data. In a grounded theory approach it is said that ideas naturally come from watching the video recordings

yourself. (Pirie, 1996) To avoid data loss there are no transcriptions or audio made from the videos. (Thompson 2008, 136.) To find material for analysis it was important to go through the videos numerous times with different focuses.

5.2 Interview

Interviews are a form of communication between the student and the target of research, in an unnatural manner since it involves setting explicit rules to regulate them (Hammond & Wellington 2013, 91). “Structured” interviews are inflexible and the amount of information gathered from them is very precise, in the other end there are “unstructured” interviews where there is no set of question in a rigid order allowing a more free flow of information in detriment of precision. Somewhere in between are “semi-structured” interviews that tend to be more manageable, than unstructured and more flexible than structured. (IBID, 92.)

There were two kinds of interview in the thesis, one as a semi-structured interview with the pedagogue/coach from which much knowledge was gained for the students about the correlation of the ideology and the work, as the understanding of the ideology in the books came clearer. The semi-structured interviews, with the observed pedagogue/coach, took place when the students spent enough time observing the group and from there developed questions to gain a deeper insight. With these open ended questions the students were able to get new information that would be difficult otherwise. The second kind of interview that was used was a simple set of structured questions (Figure 2) send via email to the Icehearts’ development manager, Teemu Vartiamäki, helping the students to format the questions to be according to the ideology. As the questions were handling the background and the need of Icehearts, they are not used in this thesis as it is imbalanced with the focus of the thesis which concentrates in the methods of the coach.

5.3 Analysis boards

Themes for the analysis boards were done according to different themes coming out during the observation process. They were put in different sections to divide the methods used in different situations. There is also a notebook analysis board that was built from writing the data that was transferred from a note diary to the analysis board. They both had an identical structure as follows: Explaining the boxes from left to right is a good way to approach the board. First box is included with the theme of pedagogy such as; conflict, advisor/guiding situations and reconciliation. To explain the box of pedagogy including its subcategories represents what the Icehearts pedagogue/coach goes through on a daily basis.

In the next box, "Observation", data is feed in a manner that correlates to the former pedagogy theme, as subcategory. For instance, a conflict is analyzed by breaking it down into subcategories, to give an example; "Asioihin puuttuja" (in Finnish) which is in English "sticking to the norms", which stands for a situation where a child is not respecting the rules and the pedagogue/coach is engaging to solve the problem.

"Key elements" is the box that follows after "Observation". This third box is used to further analyze the methods shown in the "Observation" box in manner that helps to decant it into key elements, for instance and following the given example of "Asioihin puuttuja" the situation is further compressed to make the methods more visible. With this box, the linking of ideology and methodology starts to become clear for the reader.

On the right side of the board is "Ideology" that is constructed with the help of the list of ideology that was built by reading the books of Icehearts Vartiamäki & Niemelä (2010) and Turkka & Turkka (2008). To make it easier for the authors of the thesis, the ideology of Icehearts was listed in a similar order as they appear in the books (see figure 3. in appendix). This list of ideology is used with

the analysis board to bridge the two, methods and ideology, so that the observed phenomenon meets with the ideologies given in the books.

To get a better picture how the board would be used by the authors, an exemplary board is shown below.

PEDAGOGY	OBSERVATION	KEY ELEMENTS	IDEOLOGY
Conflict	1.“Asioihin puuttuja”: 1. A boy with a ball (date of the event): Transcription of the whole situation from video or from note diary...	1.1 A boy with a ball: Summary of events in the observation section. To stress an item, bolding is used in those words. At the end the methods are highlighted to a list in <i>italic form</i> .	1.1 Listing the ideology that matches with the methods used. for example: - Everybody plays, everyone gets along

5.4 Validity

Since validating the gathered data is vital for the reliability of a research that is discussing what is adequate between elucidation of data and the data itself which will show the uniformity of the measurement given. (Hammond & Wellington 2013, 150.)

Having used other researches to contrast them with the data gathered has helped a great deal to interpreter what is suitable to prove the phenomena. Ice-

hearts books were the main source for contrasting the data used for comparison of the observed pedagogue/coach, being reliable as the writers have years of experience in the same line of work. Having their material for the comparison made it possible for the observers in Lahti Icehearts to bridge the data gathered (pedagogue/coach input) and the ideology found in the books.

5.5 Limitations

The observed environment was Finnish speaking, which was a challenge for Juan Breccia, the other observer. His language level was tested, as he had to listen to “child talk”. Understanding the adults was achievable, but the children spoke with a lower level of knowledge of the Finnish language, that made it considerably difficult to be understood.

Also using the Icehearts book was done through teamwork, in order to fully grasp the meaning of the text. This was a weakness, but simultaneously it allowed better paraphrasing, as there were two writers, allowing a more rich use of language.

As Icehearts’ work is a 12 year process the authors already assumed from the beginning that the thesis would reflect only on the three first steps. Also due to the nature of observation, which lasted only for a short period of time, the students are not able to see the change in the children. For this reason they had to reflect their observations to the ideology which was built through a long term prevention period.

6 RULES ARE CLEAR, LIKE IN SPORTS- IDEOLOGY IN ACTION

Referring to Telama (1999); sports are good activities when striving in increasing individual's cooperation skills and learning ways to understand others. Learning rules in an abstract environment can be difficult, like in many other pedagogical situations, but in sports rules are learned in practice. (Telama 2000, 57-58.)

Observing Icehearts floorball, the coach uses the whistle to show what rule was broken. The coach gives the boys a chance to see the causation of breaking the rules by directing the boys who are doing faults, with violence or by bullying, to sit out for a while. Repeating them and learning that by breaking rules one has penalty, and by obeying them one can play and score as a team.

Adding to this with the words of Patriksson (1995), by Risto Telama (IBID), that in sports arrangements in including children together into intense communication mitigates, and between adult and child the relation intensifies. Social- and ethical behavior are under stress and development through situations of social collision, and possibilities in learning to control situations occur through this. Well organized sport environment is ideal for learning, according to social scientists. Because of its specific rules and causations for faults and through them strengthen adjustment to rules and decrease abnormalities.

6.1 Everybody plays, everybody gets along

Icehearts ideology does not nostrify that a child learns by being put aside from wrong doing. Some children learn to distinguish that in team sports' victories are result of cooperation. Other play for themselves, rather than for the team, but due to Icehearts ideology they also have their share of game time. Even those boys would not find blames in themselves in times of failure, everyone plays at least 20 games a season. (Turkka & Turkka 2008, 76.)

This is taught from the start of Icehearts activities, learning to play considerately together, accepting other children to join a game and giving signs of approval to each other. Observing Icehearts activities gave the authors an insight on how the ideology implied to both playing children's games under the pedagogue/coach's supervision and playing structured floorball as a team.

The students video recorded and took notes on different activities from the angle of pedagogical and coaching methodology. After and during data collection they made a table for analysis, where they could bridge ideology with samples of methodology answering to the Icehearts action (Figure 4.).

6.1.1 Ideology lesson corresponding to conflict

Beginning with a case from the video recordings where a boy brought his own ball to the afternoon recreational activities and tried to control who is allowed to touch it, a conflict among the boys got the pedagogue/coach 's attention. Regarding the possibility that the boy would try to regulate who could participate in the game, the pedagogue/coach took the boy to a discussion but the later continue in a state of refusal towards cooperation for an unknown reason. Instead of letting the boy decide who could use the ball, the pedagogue suggested that they play with some other ball that everyone can touch, he told the boy not to bring the ball to Icehearts if the boy would not change his behavior, as it could spark into conflict. As the boy resisted him by showing no cooperation and giving signs of violence, the pedagogue stayed calm and firmly educated the boy with the ideology behind his actions, holding the boy as long as the child calmed down and was cooperative and ready for discussion.

As a pedagogue/coach of Icehearts ideology with his own methods and nature of approach, the pedagogue was pursuing, with persistence, the boy towards understanding the rules of Icehearts. With authority he repeated the same question, wanting answers from the boy. He stopped the conflict with repetition of the rules and by staying with the boy who needed attention, calming together into a discussion.

Berger and Luckmann (1994, 39-44), conforming Allport (1954), stated; that in everyday activities in school, play and hobbies, our skills in interaction are formed. It defines our abilities in facing people who are close to us and are part of the everyday social encounters. Variation in natural persons' encounters in daily lives, are affecting our sense of distinguishing others as "we" or "they". Categorization of encounters direct our socialization abilities, face to face encounters break the borders between "we" and "they", and people stepping in from the impersonal encounters can be referred as friends. A person's vision of impersonality on others is depended on closeness among one to another. Stereotyping of others could be based in the lack of communication. (Saari 2011, 17-18.)

Exposing the ideology to the children can enhance their ability in future encounters, as they are bind to play together, they learn to face each other and eventually could become friends, combining their efforts as a team regardless of culture or abilities. The pedagogue/coach also stays near the boys by taking each conflict under discussion with the boys, and this way can get their respect and trust.

Participating to the recreational activities of the boys is important, putting clothes on that can get dirty, playing with them as a committing and open-minded adult. (Personal communication 20.3.2013)

6.1.2 Continuity in practices

As another example of the ideology, from video recordings was distinguished a situation where the pedagogue/coach is endorsing the boys for playing as a team. He is teaching the boys the basics of team play, and shouting advises for good passes, giving credit for good action out loud with an excited voice, as a sports commentator.

Before the game started, one of the boys had problems with accepting the team choices in that practice. Wanting to be on the other team and violently re-

fusing to join the game as agreed in the beginning. After the pedagogue had the chance to discuss with the boy about what was making the boy appear sad, the pedagogue/coach got the child to participate in the practice as agreed. Pursuing on what was agreed to the boy the pedagogue/coach can also enable the boy to adjust to the whole group, as a considerate team player.

As the coach helped the boy in his personal conflict, he refereed the practice simultaneously. Getting the others to play regardless of their difficulties, he promised all boys who participate in floorball a reward at the end of the practice. Subconsciously teaching the boys, who were eager for the game to continue as the practice was under distraction, that cooperation and patience will be rewarded.

Small children have a natural motivation towards sports and exercise. The most central factor to sport, inner motivation, is important in the commitment to hobbies and the continuity of practice. Later in the development of an individual, children in the age range of 12-13 years start to be affected by comparison to others and competition. At this point that becomes a larger proportion of the hobby, which is the reason for many of the athletes to quit participating. (Jaakola 2009, 333.)

Inner motivation can be comprised from individual abilities, even though it is a social phenomenon. This makes the didactic knowledge of a coach important in creating inner motivation and sustainability on the players. A young players' drive is greatly affected by the environment that the coach constructs around the hobby. (IBID.)

6.2 Nobody gets expelled

The basic idea is that the pedagogue/coach never expels a boy from the team. Those children that give the most difficulties are the ones who need Icehearts

the most. Expelling as a punishment would only lead the boy to break rules somewhere else. (Turkka & Turkka 2008, 76.)

Profiling this ideology better with an example of the pedagogue/coach in action in this case comes from the notes of the authors, where two boys were playing around in the cafeteria and disturbed other classes' dining. The pedagogue/coach went to instruct the boys about the rules of the cafeteria and gave the boys two warnings with a punishment of not participating to the days' afternoon activities in the gym hall, in case that the boys would not comply with guidelines. As the boys did not react to the warnings, the pedagogue/coach applied basic behavior rules turning the boys to a state of visible regret. As they responded with the wanted reaction the pedagogue/coach came back to the boys, explained to them why he accepts them to participate in the end, and told them that showing regret was a good thing and therefore they are welcomed to the fun activities if they promise to behave.

Mika Siltala (2006, 53) refers to Mirja Kalliopuska (1990) that empathy stabilizes aggression in behavior. In science of cognitive-pedagogical psychology, aggression is seen as immature and empathy as mature morality, and they are seen as antonyms of each other. For instance, taking other people's feelings as an insignificant matter is related to an aggressive and competitive individual. Highlighting competition diminishes the will for assisting others, cooperation and also empathy. Whereas in levels of psychological pedagogy it is recommended that competitiveness is directed to team competition. Competition in individual level can build an environment of redundancy for learning balancing of relationships.

Giving a chance to learn communion is the frame of preventing individual growth of aggression and learning how to channel feelings of uncertainty and insecurity is what Icehearts ideology of acceptance offers to the boys. This way they can learn to unravel distress through positive peer relations instead of anger and denial.

Icehearts teams have numerous children from broken families. As the children dislike change and feel exclusion and abandonment in circumstances of divorce, those times are hard for everyone in a family. As the children feel abandonment presently, dropping out from the team would be just another situation of abandonment. (Turkka & Turkka 2008, 76.)

This is something that the pedagogue/coach must understand when rearing the boys, giving a lesson of communion to the boys is important, as the boys can feel a detriment of cohesion in their homes.

6.3 Zero tolerance towards violence and bullying

According to Ilkka & Ville Turkka (2008, 77) violence is a topmost target of intervention. By conflict management repetition time after time and using authority with the voice to direct, holding discussions together and separating the children into groups that will challenge them. Separating the ones in conflict and reorganizing the boys to groups where the problematic are together, learning toleration in company. Solving problems and making peace. As a crucial part they have also offered positive communion in order to make the children get on well.

“At the center of this triangle is the relationship between the pedagogue and the young person linked by the task that has to be fulfilled. In this case, it is the conflict that has to be resolved. Within the inner circle – the pedagogical setting – the discussion about the pocket money might only be a short dispute that can easily be dealt with. The young person can either accept that there is going to be more pocket money or challenge this decision and negotiate it. The residential childcare worker might just give in and give more pocket money in order to keep the situation calm.”

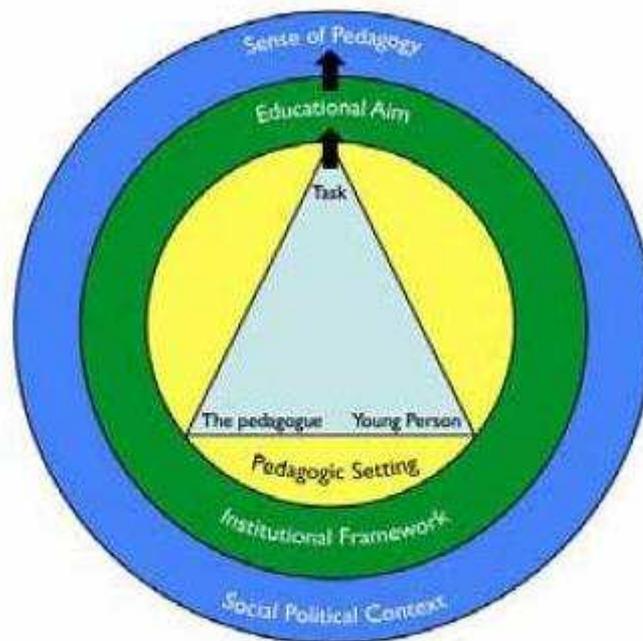


Figure 7.1 The sense of pedagogy

Figure 4

“However, from a pedagogical point of view, the institutional framework also has to be considered. Could the pedagogue make these decisions or is it necessary to discuss them with the team, the manager and the allocated social worker, or even with the social worker’s team manager? The pedagogue has to communicate these restrictions to the young person to enable the young person to understand decisions being made and maybe even empower the young person to challenge the institutional framework.” (Kleipoed-szus 2011, 130-131.)

This relates well to the Ideology of Icehearts as the organization has a definition of policy; as Teemu Vartiamäki and Miika Niemelä (2010, 18.) indicate that solving the problem is the most constructive way for the child. As Icehearts founds its ideology to “sticking to problems” and that bypassing problems is neglecting them. Pointing that bullying is not solved in teams of professionals, but through everyday encounters and conflict resolutions, and sometimes holding tight to calm the child, is the only safe way to reassure the discussion and the empowering work.

6.3.1 Boy and the ball

Analyzing the case that was presented earlier in the text about the boy who brought his own ball, it is good to explain the methodology further from the side of intervention. As the pedagogue/coach approached the boy, telling to stop neglecting other players and the boy showed signs of violence, the pedagogue/coach told the boy with confidence to stop threatening him. Not flinching a face muscle and saying to the boy “do not hit”, with a kind voice. Approaching the boy and holding his both hands, as the child started kicking he started to hold him tighter and went to the ground to a comfortable looking position, to hold the boy. As the boy struggled the coach gave the school assistant a mission, who was helping with the afternoon activities directing, to take others to the school canteen to eat. He stayed with the boy and talked the situation over, and came out that the boy was feeling bad from something that is happening in his personal life, which affected the boy’s behavior. After talking for a while, the pedagogue/coach and the boy came to the canteen together to join others.

By calming the situation and sticking to resolve the matter thoroughly, the pedagogue/coach gave a chance for the boy to overcome the temper, and forced the reasons for the outbreak to come to the center of discussion. Furthermore if the pedagogue/coach would not have stayed with the boy and the matter would have not been talked through, this would have increased the risk of the boy being left alone with the negative feelings for a longer time.

Communication can trigger conflict as it can be a beginning for communication which is used in reconciliation, both being seen as concepts influencing together. Therefore for an individual’s dispositions growth, it is important to have a constructive conflict. (Kleipoedszus 2011, 138.)

Conflict and communication can be multidimensional, which makes it difficult, and can result in avoidance of them. This means that it can be even more complicated for the young person to learn how to resolve conflict through discussion, and not using other ways than communication in it. By engaging in con-

flicts as a worker, it can enable the young person to have situations where learning social skills of large significance can take place. (IBID.)

6.3.2 One at a time, when possible

Usually the observed pedagogue/coach had help from a teacher with the afternoon activities taking place in Lahti. In this case the authors were helping with the boys, participating in the activities.

Two boys started an oral confrontation which escalated to swinging floorball sticks. As soon as the pedagogue/coach saw the fight, he stopped it by dragging the one boy outside, who visible started the violence. As he put the boy to calm down and the Wednesday practice continued. The other boy from the confrontation stayed playing, but as he played for a while, he started a fight with another boy. The pedagogue/coach took the boy aside and gave the student the referee's whistle. The student started a penalty shot competition, as the boys were not willing to focus to a game without the pedagogue/coach present. Punishing the boy with violent behavior by putting him on a penalty period the pedagogue/coach showed the boy what is done in reality and giving the boy a chance for learning about the rules of the sport, and real life. Doing this he followed the ideology of Icehearts.

Taken as an educator, sports' rules and, specifically, team sports can be highly functional. Breaking rules leads to penalty immediately. If a person trips someone on purpose or by accident the penalty is "power play" (the faulting team has one player less) for the other team or a penalty shot. The pedagogue/coach is a natural teacher of rules of life, as he is also the teacher of rules of sport. Icehearts does not have a large quantity of rules and therefore it can be hard to solve the transgressions in social behavior. This is why the pedagogue/coach has to be close to the action permanently. Best tool for coping is conversation. (Turkka & Turkka 2008, 46.)

6.4 Summary

Strengthening social understanding of the boys and doing it with the help of a prescriptive adult who is familiar with the cognitive abilities of the children in the group, allows Icehearts ideology to work. A foreword against some researches about contact sports damaging the ability for empathy, it can be said from the angle that presence of the right adult enhances the social togetherness. The researches mentioned hitherto defend the social learning that is built from conflict situations.

Numbers in the study of level of empathy for others decreased and the need for teacher's presence increased when the target of the study played contact sport. Other pro-social phenomenon were not affected by contact sport in the study. The study also distinct that helpful behavior did not raise much in ice hockey, American football, and combat sports, because it does not allow much situations of helping the opponent. Nevertheless these sports can bring out other kind of help, like giving the opponent a good opposition. Competing in wrestling, they might learn from one and other. The teacher bounded action can be a result from contact sport, as the coach has a strong role, for example in combat sport. This can condition the children to be lead. Sport, such as ice hockey, has a rough physical nature, which demands a lot from the coach when restricting the players from escalating the controlled violence to an uncontrolled state. (Liimatainen 2000, 91.)

The need for the teacher bonding action is a known quality with the Icehearts boys. This criticism for the sport in that sense does not seem to harm Icehearts action. As the pedagogue/coach of an Icehearts team does not leave the boys alone with the teacher dependency, as they follow the boys throughout the school years.

Eric Anderson (2010, 77) concludes in his chapter; Learning to Accept, Inflict, and Enjoy Damage, that it discusses the side of sport that strengthens socio-negative aspects in it. Seeing the reason for being elected for the next round of

the game is coming from the negative aspects such as action emulating sporting greed and over-conforming that strains norms. Often these sports men and women, with their experiences from the past in sport as youths who have developed a master's identity around it, go on to coach. Consequently the personal experiences enable them to entitle their methods even when their style increases the amount of damage, by teaching to accept damage. As it would be inevitable, also that it would be good in building character of an individual. Those coaches can change our self-image and wither our agency, directing our path to different thoughts and actions to athletes' greed. This is why those coaches can guide away from sports health and fitness to orientate towards endorsement of physical and personal sacrifice, tremendous pain and many forms of violence.

As the ideology forbids violent behavior and insists taking others in consideration, the negative effects of team sport and competition in one's ability on empathy can be diminished through the years in Icehearts. These might be the main reasons for the need of a pedagogue/coach that is dedicated for the whole period of 12 years.

7 PEDAGOGUE QUALITIES

Working in Icehearts as a coach requires dedication for 12 years. Dedication for the boys is made durable with peer support (Personal communication 20.3.2013) and the suitability for the work is evaluated by the person himself with the help of ideology, that Icehearts offers for the coaches as a tool to accomplish the upbringing of the team. The most important characters of the needed attitude for a pedagogue/coach are in the figure below:

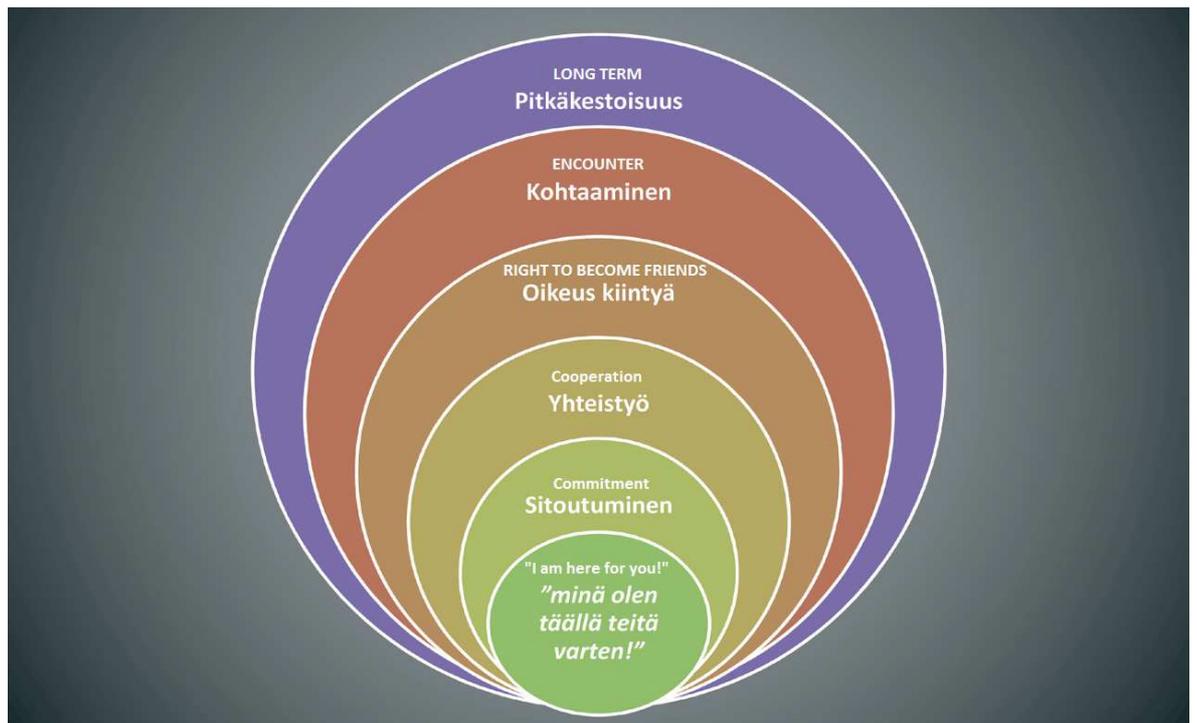


Figure 5 (Vartiamaäki & Niemela 2010, 15.)

Usually a school includes two Icehearts teams, in those cases it is important that the two pedagogues/coaches fit together as Icehearts pedagogue partners. (Personal communication 20.3.2013)

Remembering the fun in the old hobby that a coach had is important. To reflect the same feeling for the boys is a good thing to remember. An Icehearts coach should never force anyone to play if they do not feel like it. (IBID.)

An Icehearts coach listens to the dreams of the children, he lets the “train pass on”, to the important years when the children’s actions deter what they will do in the future. Therefore he helps them to evaluate their dreams with conversation and to see the work and results that are needed. He reasons with them about school, and how to achieve their dreams. The pedagogue/coach sees to the future with the child and their parents, when the boy is yet at a playing age. Thus the pedagogue/coach needs the child and the parents to advocate for the actions needed, as well as their own supporting network, friends and especially commitment. (Turkka & Turkka 2008, 44-45.)

“It is on a responsibility of the adult to listen to the child. Every child is intelligent. Children can, according to their own personal level of development, affect their and other peoples’ environmental wellbeing when a child is given support and space.”(Vartiamäki & Niemelä 2010, 20.)

In this chapter will be described the fundamentals of an Icehearts coach attitude in attribution with the observed action and other studies.

7.1 “I am here for you”- Promise keeping

In this case of Icehearts action in Lahti the observer witnessed the harm of vandalism inside the school. Lahti team was supposed to have their first game of floorball against another team. This did not happened as the gym was destroyed by unknown people in the previous weekend. As he discovered, the pedagogue/coach tried his best to reserve new spaces for his team, but with no result on such short notice. This was caught on video. On the video he welcomed the boys and gathered them together, being serious and showing signs of despair. He told the boys what had happened, and told them that he had tried everything to organize the game to the same day. He kept talking to the boys and told them that the game would move forward to the following weeks.

Afterwards, taking the boys to the Icehearts class he told everyone that he will show them the vandalism that was done. Noticing the chance for teaching the boys a lesson through didactic pedagogy, he took the boys in two groups to see the damage in the gym hall. On the way there with the first group, the pedagogue/coach showed the harm that was done, and explained why they could not play as was promised before. Taking the boys inside the gym he talked about situations in life, where they are making choices, good or bad. He told an imaginative story about the gym, and what probably had happened. Telling the boys that vandalism was a good case about submission to incitement, he told them that the group that smashed the school, probably had one provoker that insisted the group to go and break the interiors in the school. After this the pedagogue/coach asked the boys, if they had an idea who was going to pay for the

damage. As the boys answered that the vandals should pay, the pedagogue/coach asked once again if it was going to be their parents paying. The boys repeated the same answer. After that he asked the boys if they would go and break property when they were provoked by others. Letting the boys answer first, he told them that doing it is ludicrous. Repeating his words about the stupidity, emphasizing that in that situation they will be alone and should take responsibility for their actions, being a time to be clever and think what is right or wrong. He continued by pointing out on his shoulders where “the angel and the devil” sit and whisper advice to their ears. By showing the destruction in the school, he gave the boy a reason why he was not able to keep his promise.

With this example was also introduced the ideology “promise keeping” and “bringing up adherence to guidelines”. As many of the ideologies support each other, this can lead to many different versions of analysis. Due to this, many of the ideologies need to be explained by using the previous example of the section by sub-sectioning them.

Pedagogy is bind to values, and is directed by normative and philosophical understanding of self, society and the world. A teacher has to recognize their own values and take notice that they are indirectly affecting the children. (Brotherus & et. al. 1999, 112.)

A teacher has to have a goal in his teachings. He has to have a vision of the pedagogical results, which makes it difficult. Having proper knowledge about the materials and methods of teaching is crucial. To know the curriculum and the essence of the teaching contents, are important when carrying out teaching in a way that is didactic. The teacher has to know the children and their cultural and cognitive readiness. He has to have knowledge and pedagogic vision of the factors that affect learning, so that he can plan a curriculum where learning itself can meet with the child in a comfortable way. (IBID, 116.)

A child remembers all the promises made, and wants them to come true. Giving false promises to the children is something that the pedagogue avoids, but if

for a reason or another they do not come true, the pedagogue is bind to show regret and apologize with explanations. This can seem natural phenomena, but sadly it is not taken for granted. (Vartiamäki & Niemelä 2010, 25.)

As in Icehearts pedagogy is defined, the pedagogue/coach must know the boys and to see them as the main objective of all services in a way that they advocate their need. The pedagogue/coach follows the boys for 12 consecutive years, which allows the right pedagogical moves.

A teacher that is able to love has a civilized mind. Probable the most visible character is the sense of reality, which is the practice of professional updating of science knowledge. A teacher's attitude is the most meaningful factor in work, not reporting. A teacher who is reaching to have updated knowledge does not blindly believe different authorities, not even the scientific ones, and on the other hand is not too critical to new information. This is why he thinks and does not reply that this is something he is not prepared for. He does not just love children, but he is interested in the facts of people's learning abilities and physical possibilities within different ages. He keeps on building knowledge about different possibilities in pedagogy and the subject that the teacher is working with. (Skinnari 2000, 161.)

7.1.2 Bringing up adherence to guidelines

Team sports are great in bringing up adherence to guidelines. Making a fault in a game gives the person a penalty, even when it is an accident. Rules are equal to all. The pedagogue/coach points out the rules and therefore he is a natural choice for giving advice about life. There are not many rules in an Icehearts team. Because the nature of faults in sports are easier than social misconduct they are slightly more difficult to handle, but being present gives the ability to discuss the matter. (Turkka & Turkka 2008, 46.)

Explaining the thinking in Icehearts, that there are not many rules, it is easy to point out to the chapter "Rules are clear, like in sports". Explaining time as a tool

in the chapter “Long- term prevention” will open to the reader why the argument is rational.

In the example given of the tour to the vandalized school, the pedagogue/coach talks to the boys right after they have experienced great disappointment. Giving them the space to think about the effects of the wrong doing of the ones behind it, and by showing regret from not being able to give the children what was promised, the boys could also see the consequences of wrongdoing to others, and that time it was inflicted on them.

Reflexivity is important in the work of the pedagogue/coach, as he has to reflect his work to follow the ideology of Icehearts and develop himself according to the challenges of the work. As Gary Stridder (2013, 29.) expresses that reflexivity helps to think different from the traditional patterns. New ways of understanding are mixed with the old sense. Wanted outcome, style, starts to reflect according to the larger population and become more appealing. This is not to say that the practices are not idealistic as neither realistic. A beginner physical education teacher has to act accordingly and accept that if you cannot change a person you need to become one with him.

Saying this it is clear that the physical education that a teacher offers is not as close contact as the pedagogue/coach offers. With time as a supporter of the pedagogy given, the pedagogue/coach knows that he can achieve “the impossible”.

Because boys want to participate in hockey, they have to obey the rules of the sport. Faults are discussed and analyzed, sometimes to the point of saturation. They are sorted out well, so that the boys will learn more than just the rules of sport. Learning why rules exist is the goal. (Turkka & Turkka 2008, 103.)

7.1.3 Zero tolerance to disappointments

With the most difficult boys of Icehearts, tolerance to disappointments, frustration or disagreements can be difficult. They are likely to solve things with violence. Self-esteem and confidence are low and feelings of worthlessness and incompetence are evident in some of the boys. Therefore having constructive or positive feedback can be challenging. (Vartiamäki & Niemelä 2010, 12.)

To explain the previous words by Vartiamäki & Niemelä, it is good to give an example that links to this chapter of “promise keeping”. During that day, when the school was vandalized, three videos were recorded and a note taken that included a major disappointment. In those videos one boy had brought a drawing to the pedagogue that said “Icehearts, the best floorball team ever” that spoke on behalf of excitement towards the game. Disappointment was great on this very same boy, as he was found on the video on the side of the field, with floorball gear on him. The pedagogue played football with a couple of boys next to the former, after nurturing the child and inviting him persistently to join the game, the sad boy joined the game.

After showing the destruction to a group the pedagogue came back to the football field, where the same boy was in a conflict about his football, the same example given hitherto. Giving his presence to the boy was needed also when they joined others in the canteen, as the boy ended up into a dispute with another child.

On the second video, the student recording talked with the coach about the disappointed child on the side of the field. The pedagogue asked if the student saw the drawing that the boy had brought. He explained that this boy had obviously looked forward for the game, and that the disappointment was great. Also stating that, disappointments for this child were challenging to handle.

Giving this example explains the importance of the promises made, as the pedagogue/coach has to truly consider what promises he is able to make. Even

though this promise, given before, was not kept, it shows the validity of the ideology about the profile of the Icehearts boys.

Citing Mika Siltala (2006, 53-54) paraphrasing Mirja Kalliopuska (1990):

“An empathic person has a good imagination. In imagination a person can wonder in present and old memories, and in future plans. Imaginations, sometimes daydreams, are necessary for controlling impulses and mental health. In studies, children who have a wild imagination have been valued less aggressive, than their counterparts. They have also been noted to be more empathic. Apparently children with good imagination can already in their childhood develop skills of optional actions and rules for behavior that reflect on their play. Children playing imaginary games are less aggressive and hostile and their self-control is better. Deliberately aggressive children are more self-centered and less empathic, which makes understanding of another’s position difficult in two ways: self-centrality binds energy in emotional level so that thoughts go around one- self and secondly low level of empathy shows inability to take other persons role or perspective to account. Impulsively aggressive children do have empathy, but they have not developed the functions for slowing their need for satisfaction: when they face a situation of disappointment, they reply with violence towards it.”

Remembering the fragile nature in a number of the boys, the pedagogue/coach approaches his promises with caution, not giving promises that cannot be made.

7.1.4 Supportive adult

Children are peculiar creatures, active and playful, competing and teasing each other. Children live for the moment and find difficult to plan their life in a long-term basis, being able to dream of what hobby or job would suit them better. When playing sports for instance, the games are rarely carried out for themselves only, as they look for their parents’ attention and approval of what they can do. In the case of Icehearts, the pedagogue/coach is a source of positive feedback for the boys, getting excited and rewarding verbally them for what happens in the situation. . (Turkka & Turkka 2008, 47-48.)

During the observation period, two examples appeared to the students, one at an individual basis showing a boy and the pedagogue/coach playing throwing a baseball and catching, and the next were in a group situation during a floorball game.

The first example, taken from the notebook analysis board, tells of a boy playing with the pedagogue/coach to throw and catch a baseball with proper gloves, as the game develops, the boy throws the ball and as the pedagogue/coach catches it, positive feedback is given back to the child; “hyvä, tosi hyvin heitetty, kova heitto!” (Very good, well thrown, excellent!), with an excited voice.

In the second example, taken from the video analysis board, the team is playing floorball in an organized manner, the pedagogue/coach shouts to the children as they play, giving directions and positive feedback as they do something valuable for their own team, providing equal feedback for both teams.

In both examples, there is observational feedback and “challenges” in the form of directions for game-play improvement. Although both are given, feedback plays an important role in the relationship with the children.

Black & Weiss (1992) stated that the coach’s strong caring, positive communication and connectedness plays a vital role as it improves the boy’s perceived competence, enjoyment and motivation as well as playing a role in his psychological, social and physical growth as defined by Conroy & Coatsworth (2006) and Côte & Fraser-Thomas (2007). (Holt 2008, 39-40)

The role of the pedagogue/coach is supportive in most cases when feedback is given, fulfilling the child’s inner need to seek for approval from a family member or an important person such as the pedagogue/coach.

7.2 Commitment to the boys

The pedagogue does not let the boys leave the team without a proper reason; things are discussed thoroughly with the family and the child. As the pedagogue is devoted to the team for a long time, he is also committed to those who need help the most, and he would not let them go away easy. Nobody will be pushed away from the team, but if team work does not function then other activities are arranged for the boy, still keeping the child's role as a member of the team. (Vartiamäki & Niemelä 2010, 24.)

One day at Lahti, one of the authors visited one of the schools where a boy goes to. There being a class for children with concentration problems, the pedagogue visited the boy's schooldays regularly to see how the school works for the child. The pedagogue/coach was assisting the boy with the tasks in class. During recess, he observed that a fight broke between the Icehearts boy and another child, which he then resolved. After the school day the pedagogue/coach and the authors sat down in the car and discussed about the day in school.

The pedagogue/coach told the students that the boy was in the wrong class in his opinion, and a class for socially aggressive children would suit the boy better and enhance his learning. Giving this example he told that an Icehearts pedagogue gives special attention to the child and therefore is a great consultant on what is good for the child's learning when education plans are reformed. (Personal communication 8.4.2013.)

“Social attitudes to children and young people are reflected in some of the tensions and dilemmas that confront professionals, such as teachers and lawyers as well as social workers, in their work with children. Although New Labour placed children at the heart of the Every Child Matters agenda, this does not ensure that services are child centered or that children should be taken seriously. Brandon et al. (2008) talk of ‘agency neglect’ in relation to the high numbers of adolescent children with multiple difficulties who are not receiving services, reflecting, among other things, disjunc-

tive attitudes to young people who are more likely to be regarded as troublesome than troubled.” (Bell 2011, 91.)

Boys do not have problems according to Icehearts. The society distinct them as problematic and therefore they have become marginalized and not supported, due to these they have problems in the society. Not because they are vicious, but because they are displaced in society and they are unable to cope. They need support and advice, not punishments. (Personal communication 8.4.2013.)

What can be said from the meaning of commitment in Icehearts for the workers is that they do their best in ensuring that the children receive the right services and the help from other professionals towards the most proficient direction, so that the boys can grow safe and learn easier. But the main line in this ideology is that it ensures the presence of an Icehearts pedagogue/coach in all cases where the boy needs help.

7.2.1 Gathering resources

Collecting resources is an important part of the pedagogue/coache’s everyday tasks. Getting to know the environment around the boy is vital for the pedagogue/coach, reconnaissance is done when parents come to the trainings to take the boys home, as well as other family members and teachers. In regards of the training gear, majority of it was acquired in flea-markets from friends and acquaintances. Other gear was given by ice hockey organizations. During the first winter the team does not spend much time in indoor ice hockey ring. (Turkka & Turkka 2008, 48)

As an example from the notebook the observers participated in one practice where several boys hit each other on the feet with the floorball stick unintentionally but nevertheless the pedagogue/coach communicated out loud that shoes were in need and this issue should be taken care of. In a matter of few weeks the pedagogue/coach brought new shoes for the boys. He contacted a person working in the sport industry to get the shoes with discount.

This example is clear evidence that the pedagogue/coach not only provides quality support for his team but also is willing to take care of gear issues that might come during working days.

7.3 Conforming to the child's needs- Cooperation

During the observatory part of this study the students did not get a chance to visualize or hear about meetings on the children. But notes were taken from situations where the pedagogue/coach focused on the child completely and followed the ideology and the need of the boy.

Respecting all the cooperatives and familiarizing with their methods is crucial for the work of the pedagogue to be beneficial for the child's growth and development. Before starting working at the school, he must know the principles of the work and notice how the environment functions. As he is beginning the work at the school, he is familiar with the working habits and respects them. He focuses on the child during his work and takes decisions for the benefit of the child, having the role of "bridge builder" between school and home. When requested, participating in meetings and taking part in supportive action is natural for the pedagogue. During meetings he advocates for the best of the child to cover their needs. (Vartiamäki & Niemelä 2010, 23.)

In this example from observation the authors of the thesis followed the pedagogue/coach to a school where a number of the boys go to, being in the same class. Working in cooperation with the class teacher, he helps the boys to focus on the teaching. When the boys are behaving well, the teacher gives the boys "golden stars" that they put on the wall. Next to that wall was a list of the students' names, and a magnet that moved over them, on the magnet read the name of the pedagogue/coach. Having turns the pedagogue/coach worked with a couple of the boys, helping them to focus on doing assignments. Visiting this very school a few times, the students saw that the pedagogue/coach always

took the boys to play for a while when the assignments were done, which motivated them to finish their assignments.

On the second time the students visited the school; one of the boys had a hard time in the class and started yelling out loud. He left the two boys that he was working the assignments with to the students for a while, and took the yelling boy for a walk around the school halls. As they returned the boy was calm, the pedagogue/coach told the students that the boy calmed at the very moment they left the class for the walk. The boy continued participation to class, being calm.

Furthermore to analyze the cooperation between the pedagogue/coach and the teacher, it is clear that what the pedagogue/coach does; give the teacher time to focus to the other children. This also is a matter of cooperation that answers the needs of the boy, as the child calmed down from a simple change of environment. With a flexible curriculum of working, the pedagogue/coach can comply for the betterment of the learning environment of the boys, and allow a more flexible learning environment.

Referring to Uusikylä & Atjonen (2007) rarely, teaching by itself is enough, as learning is individual and it is not only about technique or reading, but it is about socialization. Therefore it is about pedagogy that affects a person as a whole. Salovaara and Honkonen (2011, 21) add, that in pedagogy one's feelings of safety and continuity of it are to be conscious. One cannot teach without pedagogy, as it is basis from childhood to youth and as the foundation is built in an early stage. Growing up to be self, part of the society and a part of the school, happens between a world of self and the adult world. Students with the need of special attention might have been without the needed adult attention in the early stages, therefore during youth hood there is a new possibility to get that missing attention and fulfill the empty gap, feelings of safety and in the upbringing of the child. Feelings of safety in school leave a mark in the children's memory that affects the children in their ability to cope.

As defined above, it is notable that having flexibility with the help of the cooperation that the teacher and the pedagogue/coach have, the children can profit from a better experience of early school. With these experiences, the children can learn to feel safe in the school environment and better continue pursuing their learning in the future, as their attitudes towards school can be positive.

“Skipping school without reason should be the beginning of a positive intervention. Does the child need help? Everyone should know those children, that skip school, better than those who are sitting nicely in school.” (Turkka & Turkka 2008, 59.)

7.3.1 Flexibility and openness

School and teachers, not having time for the difficult students, are not to blame, it is the systems fault, where student-adult relationships are not given much value. As a third sector worker, an Icehearts pedagogue can offer the individual service needed, when it is wanted. If a child is longing for his father, the pedagogue can be the safe adult, who rejects the need for violent behavior of the child. Longing and indisposition are more important than school. Taking this as a part of the curriculum is responsibility of every teacher. Feeling acceptance and belongingness is important for the child in order to feel welcome to school. (Vartiamäki & Niemelä 2010, 48-49.)

As in the part “cooperation”, the child that became upset in class, needed to get out from the class to calm down. Walking with the pedagogue/coach enables the boy to get the needed curriculum to support his schooling. As the teacher focuses to the class, no one needs to take the child to detention.

The pedagogue/coach not only works with the school, but works in cooperation with the home of the children. According to Vartiamäki and Niemelä (2010, 48-49) Talking with the parents about the wellbeing of the child and how the boy behaves in school is part of the work. Being a third sector worker these discussions can take place in a game or during an Icehearts family camp sauna. Hear-

ing about bad behavior can come as a surprise to the parents and without the pedagogue being in the middle, the parents might start to blame the school for it. The pedagogue has a special position in solving contradictions between home and school, being with the boy constantly he is able to bring possible solutions to the education of the child. Participating in school and sports, the pedagogue can see two sides of the behavior of the child. Therefore he can see what methods could help the boy.

One day in Lahti the group was split in two, as some of the boys had school still for an hour and were supposed to join the rest of the group afterwards. With the first group the pedagogue/coach left to the nearby swimming hall, the other observer was given the task to gather the rest of the boys when their school ends and follow them. As the school ended, one of the boys run away from him when called at, therefore the student tried to find the boy from the school premises. Calling the pedagogue/coach for help, on the phone, he advised asking the other boys, and clues were gathered of the boy's whereabouts finally finding out that he went to smoke a cigarette. He was found nearby, and the rest of the group could then assemble.

Talking afterwards with the pedagogue/coach, he knew where the boy had been during the weekend, telling that the company that the boy had might give bad influence on him, expressing that this has happened before. (Personal communication 16.4.2013)

Knowing the boys' family and other services that the child is getting outside Icehearts allows the coach to stay on top of the situation of an Icehearts boy. This allows the pedagogue/coach to direct the child to the right direction, and know what is happening on the life of the boy, and adjust to its movements.

7.3.2 Responsibility

In the third sector, municipality's resources are best employed and carefully managed by a responsible organization, which is controlled by overseers that

are checking that the operations run as planned. Therefore the process of a NGO must be responsible as they are being checked by controllers. Following the same line of thinking, the Icehearts pedagogue/coach is responsible first and foremost to his boys. As in the former example, there are also controllers that check that the pedagogue/coach's work is being done correctly as well as offering aid, namely, parents, caretakers, cleaners and teachers. They provide with valuable feedback if needed so the Icehearts' operations remain flexible and responsible at the same time. All Icehearts' pedagogues/coaches are in the same network and help each other. The network extends more as the pedagogue/coach can participate on the planning of daily activities for the boy as well, and communicate any changes to another pedagogue/coach and/or to the parents of the boy. This whole network is connected and remains flexible and responsible for its actions towards other actors in the boys' lives. (Turkka & Turkka 2008, 48-49)

As seen in the last paragraph, the pedagogue\coach must be responsible for his boys, since many eyes are overseeing these actions. In a well interconnected network of pedagogue/coaches, parents and school teachers, the pedagogue/coach's operations are certain to be responsible and can fulfill his task properly.

Responsibility means working ethically, meaning to base your decisions in values to make them meaningful. In social work ethics, a worker must develop himself according to the changes of the field. Simultaneously, an Icehearts pedagogue/coach follows the ideology of his organization that has been built through experience, he, as a pedagogue/coach, reflects the people around him to make ethically correct decisions. Working with families and school staff is also defined in the ideology, but the real environment is always unique and therefore the pedagogue/coach cannot work with hypotheses coming from the ideology only, but needs to assess the setting continuously.

According to G. H. Mead (1938, 1962, 1964b), one must choose a combination of values that correlates to the issue which in turn relate to define a work plan.

Through these methods the problem solver does not know the consequences but uses a working hypothesis which can be modified in the face of the action. (Törmä 1996, 48.)

7.4 Right to be attached- Friendship

The pedagogue is a friend, as well as a figure of authority for the child. As an example, if the later ask for the telephone number, he has the right to get it. The pedagogue/coach, if invited, could participate in the child birthday party. He, the pedagogue, has the possibility to become friends not only with the boy, but also with the parents of the child, always keeping a professional mindset. (Vartiamaäki & Niemelä 2010, 22.)

For instance, the case brought forward, is about a boy that during the floorball practice, was ill behaving; cursing and being disrespectful to others and above all not complying with the simple rules for playing, as seen in the video analysis board. For instance the child increased his resentfulness and started to sabotage the game itself, so then the pedagogue/coach took him into the changing room beside the sport hall, after carrying him twice into penalty period, and after a while asked him why he was upset. Finally told the reason to the pedagogue/coach about his ill behavior, which was him longing for his father a great deal. After the pedagogue/coach spoke comforting words for the boy, he was reinstated into the game and played very well, with no visible ill feelings whatsoever.

From the notebook analysis board it is clear that during the observation the boy was asking for attention. During the time before the conversation, the boy was unwilling to participate and abide by the rules, even after the pedagogue/coach warned him several times to stop his ill attitude. As he would not comply and his aggressiveness only amplified, the pedagogue/coach set in motion several orders to the students such as to “keep an eye” on the ongoing game while he goes to the boy to talk in the changing room. The pedagogue/coach saw that

the boy was in need, so the former provided the support needed and as a friend and responsible adult, talked the child into rationality once more. The pedagogue/coach approaching the child in private could deliver the friendly conversation needed by the boy. In the video recording of this scene, it could be seen that the boy was asking for attention by opening the changing room door and throwing things to the floorball field to draw attention. As the pedagogue/coach noted this, he went to the boy when the group allowed it.

Carl Rogers (1951, 1957) was one of greatest pioneers in the field of counseling. Stating that emphasis in a quality relationship is a humanistic-experimental approach to helping, unconditional optimistic regard, precise empathy and authenticity offered to the client by the helper will help the therapeutic process. A highly emphatic relationship helps the clients to understand themselves, managing their lives more efficiently. (Egan 2002, 42-43)

In the other hand, other authors see this approach as inheritably wrong since it does not help the client to concentrate on the goal. One of the authors, Arnkoff (1995) acknowledged that the relationship was the “means to an end”, being influential for attaining the helping goals. (IBID)

This analysis provides another view for the reader, being able to see briefly different methods. The first one is clearly Icehearts methods towards helping, creating good healthy relationship to achieve maximum autonomy for the client in time.

The pedagogue/coach stated very clearly that in order to get closer to the boys you must “get dirty” (participating in the children’s games), meaning that the person should be able to play with the boys as a playful adult, keeping this last point in mind it is important because if it is not taken into consideration, the children might start to regard the person as not reliable rather than an adult friend that is there to be with them. (Personal communication 19.3.2013)

7.5 Encounter

Being correct to the children is vital, even when the pedagogue has a bad day or the child is unlikable. Professionalism has to be maintained, remembering that a bad day is not the fault of the child. All the children have the right to be encountered in a respectful manner, no matter how difficult they are. (Var-tiamäki & Niemelä 2010, 16.)

Observing the group, some boys were more difficult than others, and had ill behavior. Having those children participating, according to Icehearts ideology, is the core of the action. Talking with the pedagogue/coach came out that for him it was clear, that those encounters with the children were important for their wellbeing, as those encounters could have been the most positive in their daily lives.

When the pedagogue/coach started his work, he asked one of the boys if he wanted to come and “piggyback”-ride (riding on the back of another person), after that he asked the boy if he had experienced it before, the boy told him that it was his first time. He had a father, but never been on his shoulders. (Personal communication 19.3.2013)

Every school morning that the students followed the pedagogue/coach to school, where most of the boys went to, they greet him with hugs and punches. When walking to class with the boys he took a child on “piggyback” and talked about daily business with the children around him.

Doing this every day, he gives the children positive memories about everyday encounters. Being an encouraging person to the children, the pedagogue/coach is a man that the children are waiting to meet, when they do not see him.

Physical contact can be one of the methods that help the children to get good experiences in their childhood. According to Ritva Enäkoski and Pirkko Routasalo (1998, 102) in moments of danger or discomfort, memories of touch

can appear and in situations of malfunction or illness of a person, relating to the memories from childhood. Someone afraid in an unfamiliar place does not always understand verbal communication, but knows sign language and touch.

It has been proven that safe and calming feelings are followed by touch, as it calms, and releases anxiety. Sense of touch, decrease of pain and orientation are increasing with the help of physical contact. On the counter side of touch can linger feelings of hate and anger, subjugation and contempt. (IBID, 103.)

Giving good memories of encounters, happy or sad, the pedagogue/coach builds the base of reaction to communication through the early steps of Icehearts towards later steps of action, which leads to the other side of encounters below.

7.5.1 No fear

Boys in the age of six are nothing to be afraid of, early intervention defines that they are nothing to be afraid of even when they turn sixteen, partly because the duration of time together is long enough for the coach and the boy to trust each other. This has been built during hundreds of encounters. Being professional means not being affected negatively by bad behavior or threats, not being afraid of a six year old. Ill behavior only gives a reason to get involved, not intervening is impassiveness. (Vartiamäki & Niemelä 2010, 17.)

“Me emme puutu- me puutumme” (We are not absent- we intervene) is a slogan that is used by Icehearts, describing what is said before. Through the light of an example, it can be brought up with the earlier case of “boy with a ball”, projecting to the methods a deepening link to the ideology.

As the boy is resistant to show cooperation, the pedagogue/coach stays calm. Insisting the boy to listen and understand what he is being told, not withdrawing from the situation. As the boy raises his floorball stick to threaten the pedagogue/coach, he stays calm and keeps talking about the matter. Looking down

to his feet, the boy starts to retreat. Therefore the pedagogue/coach goes to him and knees down to the same level with the boy, and holds his hand, talking about a possible solution with the boy. This gets the boy to raise his fist and showing signs of an upcoming punch, the pedagogue/coach tells the boy “älä lyö” (do not hit) with a kind but firm voice. As the boy fights against the pedagogue/coach by calling him names and struggling on the ground, the pedagogue/coach stays with the boy until the boy and environment is calm.

“The child does not have to be afraid that he will be beaten”, “the child knows that physical restraint does not hurt”, “physical restraining is sometimes a good thing”. (Personal communication 20.3.2013) Citing these words of the pedagogue/coach make sense as the results of the physical restraint lead to a relaxed discussion, where the boy opened the reasons for his ill behavior.

Acceptance in work is important, tolerating the client and his or hers reluctance or resistance is a central principal. One should not avoid but accept what is found, telling what feelings the resistance builds and reflecting it with the client is approachable. Exploring one’s own negative feelings should be done as a professional. Talking in a laypersons manner is crucial, and helping the client through the feelings of reluctance and resistance. Moralizing should be avoided, and feeding the resistance or reluctance with hostility or defensiveness should also be eluded. (Egan 2002, 169.)

The pedagogue/coach relating to the observations has worked according to this, he has gone through the issue with the boys, and has tried to find the reasons with the boy that is under his focus. Finding solutions is something that he has used in group situations and in individual conflict resolution as well.

By establishing a “just society” with the client, one can offer a place of mutual respect and team work. This is according to Smaby and Tamminen (1979) a “two- person just society”. Flowing with mutual respect helps to achieve the wanted goal, by supporting participation. Helping the client to be a part of the decision making process, because it can bring new possibilities for the devel-

opment in the helping procedure. Going through the helping plan together will stimulate the client to commit to it.

Pursuing towards a common goal, the pedagogue/coach asked the boy for several possibilities for a deal. He did not tell the boy what was going to follow, but he insisted in making a deal about the ball, giving the boy a chance to come forth with a possible solution.

7.6 Long-term prevention

Due to the characteristics of the research, the authors would not be able to expose a case of a child after the 12 years process of Icehearts since it was not in the research question. Nevertheless, the students emphasize the long-term factor for its implications in the viability of the whole process.

Icehearts perception is of a long-term process, where the boys grow from childhood into adulthood. The pedagogue/coach cannot predict the outcome but does the best to provide quality support for the children. (Vartiamäki & Niemelä 2010, 19)

By this, long-term is the ultimate factor in Icehearts ideology since it is the one that transcends and groups the rest as seen in figure 5. The critical element that affects the rest of the ideology through the long-term perspective is time. Without this component it would be impossible for the Icehearts ideology to truly transcend and have a therapeutic effect on the children.

There is a sense of hope in the future as they learn to manage better their own lives (Egan 2002, 261). None of the outcomes could be achieved without the pedagogue/coach as explained in former sections; the pedagogue/coach is the tool that stretches the process and reaches to the children in the 12 years' time frame. The pedagogue/coach does not evaluate the child's family methods of upbringing although always ready to discuss with them if the situation demands it, as his main task in to help the child's social development. (Turkka & Turkka

2008, 44.) It is evident that for the whole process to be successful, there are several factors that need to work at the same time, the child needs to be present and active during the whole 12 years process, involving him in the action with the assistance and support of the pedagogue/coach, creating and allowing actual positive change.

7.7 Summary

Qualities of the pedagogue/coach are known at this point, but to emphasize on them more it is vital to comprehend chapter 7. For instance, promise keeping is based on honesty and loyalty that helps the children to develop from their fragile nature and closed character. To lead the boys to a better future, the pedagogue's commitment ensures that their interests are met. Attentive of their therapeutic process and their logistical needs, he develops a sense of fidelity towards his team and directs all efforts to their improvement. The pedagogue generates consensus among other players in the children's life, as an independent middleman. Simultaneously, using this opportunity to reflect upon his development as a flexible third party professional approaching all issues with outmost responsibility.

Sincerity to the boys means walking alongside and not for them, a tool that friendship with the child offers to the pedagogue. With this in mind, making meaningful encounters is possible and instructive. Rearing children is a long term process that requires resilient character from the pedagogue.

8 CATALYST THEORY FOR READING THE CONNECTION BETWEEN REALITY AND IDEOLOGY

In chapter 6 and 7, a deep analysis occurred of the qualities of the pedagogue\coach and the values and ideas that he has to use with the children. This whole model has a supporting theory developed by the students to better grasp the importance of the working methods of the pedagogue\coach in the 12 year process.

Seeing the analysis board in usage it is important to explain the theory that concludes from the connection of the different components. As the theory is taken from a chemical reaction to form a picture to the reader, it is good to begin with explaining the theory that is made to describe the role of the pedagogue/coach.

In order to achieve a better grasp of what Icehearts is doing for the wellbeing of the children the students developed a theory for explaining the role of the pedagogue/coach as the linking part between Icehearts ideology and the target group, the children. The catalyst as a name for the theory comes from the chemical reaction when a catalyst, as a changing element in a chemical reaction, creates a new element that intensifies the rate of change in another element. As a changing element, the catalyst (pedagogue/coach) reacts with a given component, Icehearts ideology, to transform it into the critical factor that shapes positively the behavior of the children involved and thus fulfilling the “chemical reaction”.

As an analogy that enlightens the understanding of the theory, the case of an oil refinery should be explained. Taking the “oil” as Icehearts ideology, that is needed in a car (a child) to “fuel” it, and would not work in its crude form, needing a substantial change in itself, the “oil refinery” (a catalyst) steps into the picture to create the element compatible that will fuel the car, gasoline. In other words the gasoline is the pedagogue/coach work given to the children.

In the following figure the green arrows represent the motion of the organization's working procedures. The development arrow represents the Icehearts meetings that the pedagogue/coaches hold in order to offer each other peer-support in their working challenges. The blue arrow defines the feedback from the boys to the catalyst as he performs his work, using this information for adjusting methods and procedures.

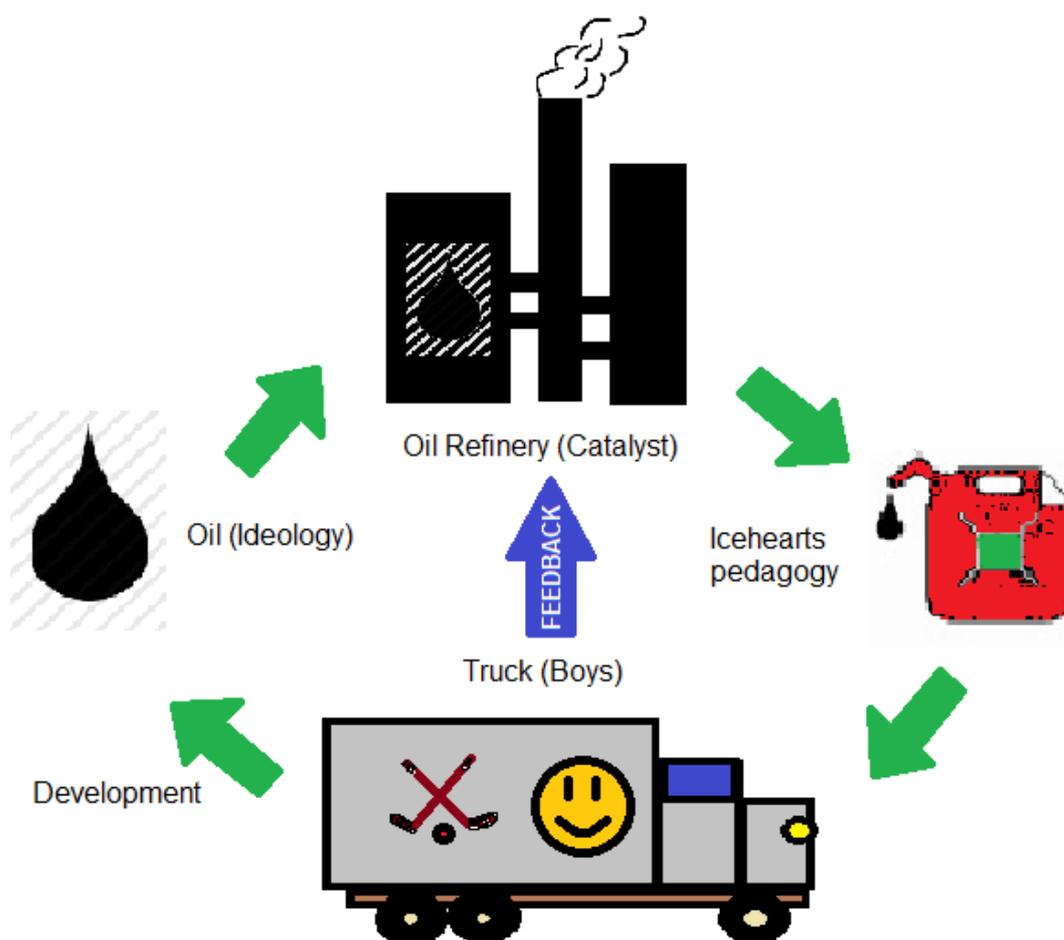


Figure 9.

9 CONCLUSION

First, from introducing the organization, Icehearts, to explaining the role of an Icehearts pedagogue/coach in the rearing process of a team during only three steps of six was a highly complex task. The process of gathering the information and analyzing it brought up key elements that were used as “bricks” to build the framework, that together with the ideology, represent the work as an inclusive idea. The finishing touch of this building was the theory that synthesizes the whole process. The thesis also explains to the reader how competitive team sports can help the children and how Icehearts ideology, driven by a pedagogue, can direct positive change to the children’s development by removing the negative aspects of competitive sports. Something as simple as the catalyst’s steady presence, can act as a powerful helping agent in the boys’ lives.

10 DISCUSSION

10.1 Development

This research brings a more deepening perspective about the role of an Icehearts coach. It gives a reliable picture about the work of the coach, which allows the reader to evaluate the meaning of continuous presence over the years of pedagogy. The beneficial effects of this new prism to the organization can occur when new recruits familiarize themselves with the work, as the thesis defines it in an understandable and structured manner.

10.2 Ethics

As a research ought to be ethical, that being, not only in the particular sense but also in essence as the procedures, analysis, purpose, are carefully used as it would not be ethical to published names, present data disrespectfully or manipulate the individuals involved in the research. (Hammond & Wellington 2013, 60.)

In the case of the present research, the authors made a video recording permit to be given to the parents of the boys involved in Lahti Icehearts, avoiding unethical video recording practices. It must be noticed that close communication with the organization assured that the data analyzed was not being disclosed together with any of the notebooks or video recordings. Careful attention was also given to not publishing any of the children's names in the thesis as they would appear in the notebook and video analysis boards.

The most important law connected to social research is "personal law" where no especial regulations exist about the under-aged. Decisions are made according to common perceptions and guidelines that construct different understandings. As Makkonen (2009) defines that minors are not able to decide over their matters and that Nieminen (2009) thinks that the later have authority over their

personal affairs. Under the Finnish law (361/1983) 4§, states that a guardian of the child has the authority to decide about a child's care taking, treatment, place of living and personal matters. Still this, 4§, does not mean that all kind of communication/information gathering with the children have to go through their parents. (Lagström 2010, 76-77.)

10.3 Professional development

10.3.1 Juan Breccia

During the process of gathering data, various ideas came and went as the methods proved useful or useless, nevertheless, a great deal was learnt by applying different methods as the involvement proved of great importance. Time management was important as it allowed to put time where it was needed, learning the hard way how to be effective. The unique experience of participating in a developmental thesis for an organization such as Icehearts also highlighted that communication skills, especially in Finnish language are vital for our line of work. Being with the boys also was a complete experience by itself since there were varying degrees of acceptance by the children's part as two complete strangers came to where they play and study and engage in activities with them. When the time arrived to start to analyze the data gathered, innovation proved useful to develop the analysis boards and after making use of them, thinking of a theory that would connect the written values or ideology of Icehearts and what they actually achieve in practice, and so it came to be the "catalyst theory", the jewel of this research.

As the data was gathered and analyzed, key elements were unfolded, organization skills came to play a primary role as the thesis had to be assembled. This proved to be a difficult task as the ideas that were clear in our minds had to be expressed in a paper for a reader that certainly would not have any clue of what Icehearts is and their methods. With the research, communication skills and

team work were highly valuable, as a clear division of work in some parts had to be made where was needed, but it was mostly joint work.

Finally, I must add that this has been a great experience, full of learning and enjoyments as well as some disappointments, that helps to picture myself deepening in some of the methods used both during the placement and thesis writing process. Improving my English languages skills as well as writing academically was a challenge, one that I was happy to undertake. I want to use this chance to thank my colleague Aapo Mustonen for his amazing work, as well as the whole Icehearts team that together with Mika Alavaikko help me a great deal to fulfill this research.

10.3.2 Aapo Mustonen

Developing this thesis together with Juan Breccia has given me a great lesson in research strategies. Beginning with an idea that writing would be divided into two areas of phenomena that did not work in real life circumstances forced us to think of another focus than in the beginning. Doing this taught me about working in a pair, both with own ideas, towards combining them. Not forgetting that cooperation with the organization and the thesis supervisors from school, that gave their suggestions to the process, taught to be sensible towards new information or styles of performing the thesis. Organizing all the observed material was a time consuming task as it is a crucial part in structuring all the collected information. Doing this correctly brought me to an understanding of the demands of making qualitative research, and how quick moments, during observation, lead to great discoveries that combine with other particles of the observation. Learning as a professional, working with children and young people, how small can children's suggestions be even when simultaneously containing an important meaning was special, especially as I saw it when doing transcript of the videos. This showed me the strengths of the tools used in this study, the experience of applying the analysis board information to text was fun, when I saw the advantages they gave in the making of empirical material. Working with a pair, writing separately in the beginning and in the end together, showed me

how to sum a great flow of information into one body, so that parts of the thesis connect to each other. Combination of all information to a comprehensible form was the most interesting part of the thesis, as it showed me the strengths of long term teamwork.

Doing proper sectioning of observation data and other material also taught me how to be able to postpone the writing process, the product, of the study. This applies in all areas of intellectual working, and it is something that I keep most valuable as a lesson from this thesis. Writing the thesis in “a third person manner” developed my skills in academic writing and escaping repetition in the text forced me to gather new words to my academic vocabulary, taking my academic English skills to the “next level”. This leads me to give appreciations to Juan Breccia, my thesis partner and colleague, Lahti Icehearts and especially the school for teaching me the skills needed in producing this study.

10.4 Further research ideas

In order to further develop the organization’s image, it is possible to make a research based on the present study. This can be carried out by using the tools developed by the authors. The study would focus on the remaining last six steps of the process.

If studies of the whole process exist referring to the above mentioned, a follow up study can be made of the aftermath of the Icehearts children, as adults that have gone through the process. Focusing on what they are doing with their lives.

Video material that was gathered for Icehearts can be organized into an instructional film for the newly recruited pedagogue/coaches, as a preparation for their upcoming roles. The empirical material connected to this thesis can be synthesized to the video, to clarify the pedagogical meaning of its contents. All this is possible as the organization has a license for video recording as well.

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APPENDIX

Figure 1:

Icehearts toiminnan kuvaamislupa

Hei,

Olemme sosionomi opiskelijoita Järvenpään Diakonia- ammattikorkeakoulusta ja teemme opinnäytetyötutkimusta Icehearts kasvatustyöstä. Tarkoituksenamme on saada lisätietoa Icehearts valmentamisen ja kasvatuksen eri tasoilta. Tarkoituksena on selventää Icehearts kasvattajan metodeita yksilö- ja joukkueetasolla. Opiskelijat tekevät vuorotellen tarkkailutyötä ja he tekevät myös muistiinpanoja erilaisista kasvatuksellisista ilmiöistä ja metodeista joita Iceheartsin toiminnasta kumpuaa. Kameraa tarvittaisiin tilanteissa, missä tapahtuu paljon ja ilmiöitä on vaikeaa kerralla havaita. Kameran filmiä analysoitaisiin ainoastaan siinä tarkoituksessa, että tutkijat huomaisivat mitä kommunikoidessa/toiminnassa tapahtuu. Materiaali olisi ainoastaan meidän nähtävänä, ja kaikki materiaali tuhoetaan analyysin jälkeen. Korostamme, että emme analysoi poikia, vaan Iceheartsin toimintaa ja kasvattajan roolia. Kerätyn materiaalin pohjalta me yritämme auttaa luomaan työkaluja Icehearts valmentajien/kasvattajien toiminnan profiloimiseksi.

Terveisin Aapo Mustonen ja Juan Breccia

Myönnän täten Aapo Mustoselle ja Juan Breccialle luvan kuvata lastani (nimi): _____ heidän opinnäytetyötänsä varten.

Paikka ja ai-

ka: _____

Huoltajan allekirjoitus:

Figure 3:

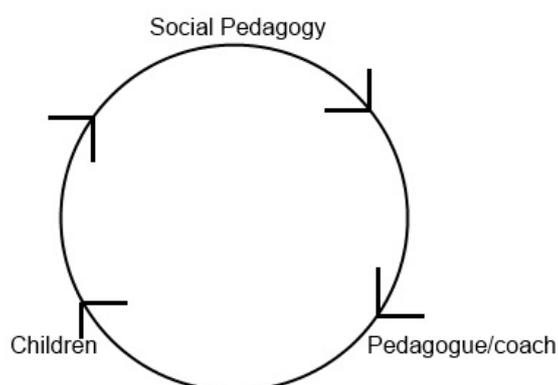


Figure 4: VIDEO ANALYSIS BOARD

PEDAGOGY	OBSERVING *should have indicators	KEY ELEMENTS	IDEOLOGY
Conflict	<p>1. Judge – Right and Wrong:</p> <p>1. A boy brought his ball and told others not to touch it:</p> <p>The Coach: “jos et anna muiden koskea sun palloon, niin jätä kotiin.”(selvästi ja tiukkana) -taukoa puheessa</p> <p>”se on ihan saletti et joku koskee siihen jos tuot sen tänne”</p> <p>Kasvattaja yrittää tehdä sopimusta siitä että poika tuo tai ei, mutta antaa ihmisten koskea palloon.</p>	<p>3.1 The pedagogue asks what was the problem when hears conflict.</p> <p>Tells the boy that he cannot define what people do, and toys are meant for common use. Even if they are his own and hi brings them to the club.</p> <p>The pedagogue is persistent in get-</p>	<p>1.1-no fear.</p> <ul style="list-style-type: none"> -zero tolerance for disappointments. -everybody plays -no violence, no bullying -need for an safe adult -supportive adult -focusing on the child <p>3.1 - rules are clear, like in sports</p> <ul style="list-style-type: none"> - zero tolerance to violence and bullying -safe adult

	<p>Kasvattaja antaa mahdollisuuden. Kuitenkin sanoo että riidaksi menisi jos poika pallon toisi. poika kieltää ja kiertää, Kasvattaja toistaa monta kertaa. kasvattaja myös korostaa, ettei hän rupea katsomaan pallon omimista (paikan auktoriteetti). Poika kieltäytyy koko ajan, (intää vastaan)</p> <p>Kasvattaja sanoo vievänsä pojan rauhoittumaan jos ei tule sopimusta, kasvattaja pitää pojasta kiinni, koska poika vastustaa vihäisesti/fyysisesti kädestä kiinni pitäen juttelemista, poika rauhoittuu.</p> <p>2.Punisher:</p> <p>3.Asioihin puuttuja:</p> <p>1. A boy brought his ball and told others not to touch it: Pedagogue:”mikä siellä on hätänä” poika2:”toi otti pois sen oman pallon” Pedagogue: ”jos et anna muiden koskea sun palloon, niin jätä se kotiin” ”se on ihan saletti et jos tuot ni joku muuki koskee siihen, jos siit tulee riita ni älä ota sitä mukaan” Pedagogue: ”se ties et se on mun pallo” Pedagogue” hei älä ota sitä mukaan jos muut ei saa siihen koskee.</p>	<p>ting the boy to agree with the rules he gives. But is soft to the boy. Even if the boy threatens him with physical gestures he stays calm. He holds the boy until the boy is calm. Talks to calm the boy down. Joins the group together with the boy.</p> <p><i>Agreement, persistence, calms by holding, going together to snack.</i></p> <p>1.1 A boy brought his ball and told others not to touch it: The pedagogue clearly states that the boy cannot decide who plays with what ball. He tells the boy that he cannot decide those kinds of things, and therefore if it embarks conflict he has to leave the ball home. (he repeats his words, tries to get the boy to agree, doesn't give</p>	<p>-supportive adult -long term -no fear -nobody gets expelled -every child is intelligent</p> <p>3.3.- bringing up adherence guidelines - rules are clear, like in sports - aimlessly dysfunctional individuals - nobody gets expelled - long term -</p>
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	<p>Mä en rupee kattoo et tääl on pallo johon vaan sä yksin kosket”</p> <p>Poika elehtii niin kuin löisi anttia mailalla päähän. Pedagogue: ”hei.. ihan oikeesti.. mä en rupee chiigaa semmost.. jos siihen ei saa muut koskee ni sovitaan et se pysyy kotona se pallo, sovitaaks niin (pojan nimi)” poika1: ”ei” Pedagogue: ”mitä?” poika1: ”ei” Pedagogue: ”sit otan pallon pois jottei muut koske. saat sen sit päivän jälkeen takas.” Poika1: sit sä saat maksaa sen Pedagogue: sä saat sen päivän jälkeen, mut sitä mä en rupee kattoo et sä määräilet täällä et kuka koskee mihinkäki palloon. poika1:”ei käy”</p> <p>Pedagogue hypää aidan pelikentän laidan yli pojan luokse ja tarttuu tätä kädestä: ”eli miten nyt olikaan?” poika on lyömäisillään: ”älä lyö” rauhallisesti Pedagogue sanoo ottaa lyövän kä-</p>	<p>up(even when an other boy is tying to annoy him next to them)) The pedagogue talks with authority, and makes the boy to stop whining by going to the boy and talking from holding the hand, and then he holds the boy until the boy is calm.</p> <p><i>Clear speaking (calm, authority), Repeats his words, Wants an answer from the boy (wants the boy to talk back in an understanding), Agreement, touching the boys hand to get attention, holds the boy to calm him down.</i></p>	
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	<p>den ja poika huu- taa:”vitun hoo- moo” vähän mu- risten antti: ”nyt sovit näähommat munkaa, vai men- näänkö rauha- riin?” Pedagogue pyytää Avustajaa vie- mään pojat ruoka- laan ja jää jutte- lemaan poika1 kanssa. Poika1 ja Pedago- gue jäävät jutte- lemaan kentän lai- taan ja muut läh- tevät ruokaile- maan. Kasvattaja pitää poikaa sylis- sä vaikka poika rimpuilee vähä- sen. Pojan rauhoi- tuttua he ottavat mukavamman asennon ja kes- kustelevat kasvo- tusten nurmikolla löhöillen. keskus- televat asian lop- puun ja tulevat perästä ruokai- luun.</p> <p>2 Bored and ag- gressive. Poika1 was bored and aggressive, kicking stuff around and bothering other people in IH room at the school. Pedagogue several times warn him to stop that behaviour and the poika would not com- ply. SO then Pedagogue took him by the arm firm- ly away and told him to cool down outside.</p>	<p>3.2 The peda- gogue clearly states rules of behavior indoors, telling him to not bother other people and not to throw things around when it could be danger- ous, as the boy does not comply and listens, The pedagogue uses minimal physical restraint to drag him out and talk him out of his silly behavior. It</p>	
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	<p>After a while the boy seem to calm down and went back inside, this time no complains.</p> <p>3 Eating problems When two boys don't eat and play around, Pedagogue warns them to stop that behaviour cause it is not nice for other that are eating. As they don't complain, Pedagogue fires another round, this time if they don't eat, they don't play later. Still fooling around, Pedagogue finally says that is enough, you are not playing, they feel very bad the two boys and after a while, Pedagogue has mercy on them and lets them play.</p>	<p>worked.</p> <p>3.3 Boys don't eat and bother people eating, the pedagogue fires first warning, let other people eat and feed yourself. It does not work, Second try, you don't eat, you don't play it does not work. They end up being punished. After a while the pedagogue is merciful and gives another chance, they seem visibly happy.</p>	
Advi- sor/Guiding situations	<p><u>1.Guiding situations(avoiding further troubles):</u></p> <p>1.1 A boy doesn't want others to touch his ball: The pedagogue advises the boy on how to act with sport equipment; if he brings a ball, he must allow others to touch it also. He teaches the boy that he cannot define who plays with which ball. He came to the boys because he heard a conflict.</p> <p>1.2 A boy takes a ball from another kid poika1: toi ei syöttele!</p>	<p>1.1 Telling about rules to the boy</p> <p>The pedagogue is persistent in making the boy to understand that he cannot define who touches what ball. Gives the boy two choices, leave the ball home or let others to touch it as well.</p> <p><i>Giving the boy choices to make, teaching about rules of playing.</i></p> <p>1.2 A boy takes a ball from another kid</p>	<p>1.1 -need for a safe adult man - every child is intelligent (In the sense to talk and reason with them) - bringing up adherence guidelines</p> <p>1.2 -rules are clear, just like in sports - long term - encounter</p> <p>2.1. -support(like an healthy parent) - every child is intelligent -violence and bullying are not tolerated -promise keeping -raising up towards rules obedience - pitkäkestoisuus/longterm, kohtaaminen/encounter,</p>

	<p>Pedagogue:Et sä silti saa ottaa toiselta sitä palloa. Jos sä et pysty antaa palloa, ni sä voit mennä chillaa ni jätkät pelaa. Poika antaa pallon. Ja poika tulee hakemaan kasvattajalta huomiota (roikkuu kasvattajassa ja hän leikkii pojan kanssa keskustelun ohessa) Ja peli alkaa.</p> <p><u>2.Guiding situations(didactic pedagogy/opettavainen kasvatust):</u></p> <p>2.1. Pedagogue takes the boys to see the destruction of the school (group 2): The pedagogue asks the boys if they have heard about the changes regarding their upcoming game. Pedagogue:”poika1 sä sait jo tietää huomisest pelist eikö?”(kokeillen varovasti asiaa tuoden) poika1:joo(hiljaa myöntäen) poika2:nii mäki! (hieman huomiota kääntäen) Pedagogue: Sait? Et se on peruttu? poika2:En mä sitä saanu(vähän pettyneen kuuloisena) Pedagogue:Elikkä nyt kun sä näät ton salin n isä näät et siel ei pysty pelaan. Yritin jokapaikast meille hoitaa Sali vuoroa, ni mä puhuin vs. joukkueen koultsin kanssa ni me siirretään se peli, johonkin kevälle/kesälle. Mutta sitä ei pelata huomenna. (hän koskee pojan olkapäätä.</p>	<p>Antti lets the boy to choose from participating and giving the ball or going to the side and calm down. The boy gives the ball, and becomes calm and comes to hang in the pedagogues’ arms.</p> <p><i>gives choices, tells about fairness, gives positive attention on a good solution physically.</i></p> <p>2.1 The pedagogue takes the boys to see the destruction of the school (group 2):</p> <p>The pedagogue talks with the boys and sees who knows about the changes. Explains that he had tried everything to keep promise.</p> <p>The pedagogue doesn’t let the boys talk too much bad language. Says no to that, but as they boy doesn’t seem to be serious the pedagogue doesn’t raise his voice that much. He just tells the boy that with bad language there is</p>	<p>oikeus kiintyä/right to be attached, yhteistyö/cooperation, sitoutuminen/commitment ja <u>lupauksen pitäminen/promise keeping</u></p> <p>2.2</p> <ul style="list-style-type: none"> -flexibility and openness -promise keeping - sustainable and effective form of cooperation (being responsible)
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	<p>poika2: Mennääks me hesaa pelaa se?!</p> <p>pedagogue: todennäkösesti, mut sielläkään ei oo huomenna salivarausta.</p> <p>pojat kyselevät toisia paikkoja ja kasvattaja kertoo yrittäneensä. Luettelee kaikki yrityksensä. (vakuuttaa pojille yrittäneensä)</p> <p>Poika2 kysyy kuvaamises-tani, sanoo kameralle kuinka "Kasvattaja on homo" muistakaa se. Nauramme asialle, ja kasvattaja jo kyselee humoristisesti "mistä sä sen tiedät? onko sulla todisteita?" Ja juttu jatkuu, ja poika innostuu kiroilemaan ja sanoo että "siks ku meidän koultsi on niin vitun paska".</p> <p>Siihen minä ja kasvattaja toteamme: "Tollasilla puheilla ei oo tonne saliin mitään asiaa."</p> <p>Poika1 sanoo että kuvaaminen vituttaa. Asia sivutuu nopeasti ja pojat leikkivät matkalla antin kanssa ja antti pyörittää poika1stä. kasvattajaa heittää pallolla ja hän on mukana leikissä ja kaatuu maahan "kitumaan" leikkisästi.(jää katsomaan poikien reaktioita.)</p> <p>tulemme ovelle.</p> <p>Kasvattaja:sisäl ei olla kauan, keuhkot sanoo ittensä irti hetkessä.(hieman liioitellen, kuvailen paikkaa)</p> <p>Eli ei mennä nyt sinne saliin kävelemään, ettei</p>	<p>no access to the building . He is playful with the boys on the way to the gym, as if he is building a relaxed environment.</p> <p>Hän kertoo ovella ennen sisään menoa pojille mitä he tulevat näkemään, ikään kuin valmistellen pojat näkemäänsä.</p> <p>He tells about the destruction that has been done to the school when inside. And explains why the boys cannot go further from where they are. Tells about how badly the place is wrecked.</p> <p>He shows and explains the boys why they cannot play in the gym as it is dusty and unhealthy.</p> <p>Then has a pause in speech and points out the boys and asks the boys if they know who pays the damage. He makes them think about the person who is responsible for the damage and how the costs will affect their life. He tells the boys about similar situations that</p>	
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	<p>tehä enempää jalanjälkiä jos poliisit tulee chiigamaan, ni ei tehä sinne teijän kengänjälkiä.(pojat kuuntelevat ja odottavat)</p> <p>Kasvattaja: oottekste käy-ny viel täällä?(samalla kun avaa ovea ja katsoo poikiin)</p> <p>poika1,2 ja 3: Ei (kaikki nopeasti vuoronperään,melkeen yhteen ääneen)</p> <p>Kasvattaja: ”Se on aika karun näkönen”, hän jatkaa ja avaa oven.</p> <p>Pojat tulevat taskulampun ja oven valon avuin salin eteen.</p> <p>Kasvattaja kertoo miksi Sali on pölyinen. Hyvin selkeästi.</p> <p>Kasvattaja: eli pöly käy keuhkoihin jos täällä rupeaa pölyymään, ni ei voi siksi pelata.</p> <p>Poika2 kyselee: mites jos peittää suun.</p> <p>Kasvattaja: niillä on ihan happipullot ja systeemit selässä.</p> <p>Poika kuuntelee.</p> <p>Kasvattaja: Mut mä veikkaan et nää ei siivoo tätä enää ennen kesää.</p> <p>Kasvattaja kertoo muistakin vahingoista, mitä koululle on tehty. Pojat kuuntelevat tarkkaan.</p> <p>Kasvattaja: haluuttko nähä kuvia muistakin tuhoista.</p> <p>pojat sanovat ”joo!” ja kertyvät puhelimen kuvia katsomaan.</p> <p>Kasvattaja osoittelee tuhoja kuvista ja kertoo mistä mikäkin kuva on.</p> <p>Näytettyään kuvat ja korostettuaan tuhojen laa-</p>	<p>are possible, and that they are responsible about their own doings, and asks them to be strong and not to do stupid things like that.</p> <p>He also explains the boys why they should not go to wonder around the school as police is doing investigation and no marks should be left.</p> <p><i>Pohjustaa mitä pojat tulevat näkemään, korostaa käyttäytymisen tärkeyttä, luo rennon ilmapiirin, toistaa esimerkin avulla miksi ei voi pelata, pitää taukoja puheessa kun vaihtaa aiheenpoikia koskevaksi ja osoittaa heille puheensa(sanoin tämän muillekin), pistää pojat ajattelemaan paikan tuhoajia ja seurauksia mitä heille tulee, kertoo pojille millainen tilanne on luultavasti ollut, korostaa poikien omaa vastuuta tulevaisuuden tekemisistään, korostaa oikein toimimisen merkitystä. Kasvattaja myös kertoo poliisin tekeväen tutkimuksia ja</i></p>	
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	<p>juutta kasvattaja aloittaa: Niin pojat.. Teillekin sanon.” ja osoittaa jokaisen pojan päätä sormella, ikään kuin valiten heidät kaikki.</p> <p>K: Sanoin tän muillekin.. Täs on nyt hyvä esimerkki siitä, et jos joku yllyttää ni ” että et uskalla”, ni täski on varmaa ollu kans se yks yllyttäjä, joka on sanonu muille et ette uskalla tulla. Lähetää rikkoo.(hieman paheksuvan kuulosesti sanoo tämän viimeisen sanan. tulee tunnelma että on hölmön hommaa)</p> <p>Pojat kuuntelevat tarkkana ja katsovat ympärilleen.</p> <p>K: Muut on lähteny mukaan... Tiettekste mitä näille jätkille tapahtuu, tytöille, en tiä ketä tääl on ollu... Ne korvaa tän homman.</p> <p>K:Tiettekste miten ne korvaa tän? (pojat kohauttavat hartioitaan tietämättömyyden merkiksi)</p> <p>K: Maksaks niitten vanhemmat?</p> <p>pojat yhteen ääneen: Eeeiii, ne ite.</p> <p>K: toistaa saman ikään kuin varmistaakseen saman: Ne maksaa ite.</p> <p>K: Hetken pitää taukoa ja sanoo: eli niil on varmaa semmonen homma et ku ne menee kesätöihin, niitten palkast lähtee puolet ihan vaa siihen, et ne maksaa tän kaiken.</p> <p>poika2: sä oot sanonu jo. (hieman malttamattomana)</p> <p>K: Joo ja sanon vieläkin, koska mä haluan et tää</p>	<p><i>että osa rikkojista on jo jäänyt kiinni. Tarinan kertominen, vastuuttaminen, miksi lupaus on petetty.</i></p> <p>2.2 The pedagogue takes the boys to see the destruction in the school (group 1):</p> <p>The pedagogue asks the boys gently not to go to the wrecked school, so that they don't leave marks. He tells the boys why it is forbidden. He gets the boys to be serious about the damaging of the school and with patience he answers the questions as good as he can. He listens to all the boys. He takes the boys well into his attention and gives them attention. Leaves no boy hanging with their thoughts. Then he uses humor to brake the situation. He tells the boys again not to go inside and then tells them the same he told</p>	
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	<p>jää teille mieleen. Koska jos joku pyytää teit tekemään esimerkiks "tägejä"(osoittaa seinää) tomosii..tai rikkoo ikkunoita. poika2:en vitus meee. K: ni se ei kannata. (nap-paa pojan kommentista kiinni ja simuloi puheessaan poikaa) ni sanot tolee, "en varmaa tuu" (ja nyökyttää päätään varmana) ja lähet sit vaik himaa. Koska se on typerä homma lähtee siihen mukaan. (toistaen asian ytimen) poika2 sanoo heittävänsä sellasia pallolla. kasvattaja vaan hymähtää ja sanoo "mmmm" K: mut jätkät te saatte siinä ittenne liriin. te ite päätätte miten siinä toimitte, siin ei oo mitään aikuista neuvomassa miten te toimitte. Sillon kannattaa olla fiksu ja mieltä, et mikä on oikein ja mikä on väärin. poika1:mist ovest ne on ees päässy sisää. K: En tiiä. (valkoinen valhe, turvallisuutta haluava) Mut kandee muistaa, mullakin on ollu sellasia tilanteita, sillon on se enkeli toisella ja se piru toisella olkapäällä ja ne huutelee toisilleen.</p> <p>Pojat haluaisivat lähteä tutkimaan, mutta kasvattaja selittää asian olevan kielletty, koska he eivät saa sotkea kengänjäljillään poliisien tutkimusta. K: Ja se peli pelataan.(Kasvattaja nyökkää varmana) siitä teijän ei</p>	<p>them inside that it is their own choice and responsibility. He turns away and starts walking trusting that the boys will come. And they did.</p> <p><i>rauhallisuus, asioiden toistaminen, selittää tarkasti, saa poikien huomion ja antaa heille paljon huomiota, vastaa poikien kysymyksiin, vastuuttaa poikia toimimaan oikein itseenäisesti, käyttää huumoria pake-toidakseen tilanteen.</i></p>	
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	<p>tarvii stressata. Sitten he puhuvat salin varaamisesta ja pojat utelevat aikaa, jota kasvattaja ei vielä tiedä. Ehkä sit kesälomalla, siel voidaan olla koko päivä sitte. (kasvattaja selittelee ettei tiedä vielä ja päivä ei ole lukossa, luultavasti etteivät pojat ota mitään "varmuuden päällä" epävarmuuden keskellä)</p> <p>2.2.The pedagogue takes the boys to see the destruction in the gym hall. (group 1):</p> <p>Poika 1 hyppää kasvattajan reppuselkään ja roikkuu tämän selässä kun porukka kiertää koulua.</p> <p>poika2: mennää kasvattaja kattoo sitä ovea mist noi meni sisään. Kasvattaja: mennää vaan. poika2: poika1 ja poika3 kävi siel ovel. K:älkää jättäkö sinne jälkiänne. (varoittaa poikia) poika1: mä heitin sinne ki- ven!(selittelevästi/leveille n?) K: Älkää ny jättäkö niitä sormenjälkiä sun muita sinne. (korostaen, äänen paino mukana) poika3: Miks, miks! (ihmetellen) minä: siitä tulee rikostutkinta sinne kato. (selittäen) sormenjäljistä joutuu epäiltyjen listalle. (varoitellen) Ovella pojat pelottelevat poika4sta ettei olisi kannattanut ovea kokeilla.</p>		
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	<p>K: Ei ne nyt siitä sua mitään, kuhan ette sinne sisälle vaan mene. Tutkii sisällä ketä siel on käyny ja sen mukaa etenee. Poika2:miten ne on uskaltanu mennä? (ihmetellen) K: no kyl on täytyy vähän hölmö mennä, siis olla. En mä ainakaan menis toisen kämppään silleen. poika1: mitä ininää tuolt oikeen kuuluu.(ihmetellen/huomiota kääntäen) K:Hymähtää ja sanoo pillailen, ”no varmaa.. zombeja..” pojat rehahtavat nauramaan. Anttikin nauraa. poika2: oikeesti mä halusin mennä tonne sisälle mut ei voi.. K: joo ei mennä sinne sisälle, ei nyt mennä.. Mennäänkö pelaa vaik fudista? poika2:ois jännittävää harmi ku ei voi.. (vaikuttaa ymmärtäneen pointin) poika4: tois vois pelaa vaik, sählyy!! (vähän holtittomasti puhuen) K: siin vois pelaa vaik, katulätkää! (kompaten poikaa) Kasvattaja valvoo että pojat tulevat rikutulta ovelta: älkää menkö pojat, ihaan oikeesti. (korostaa rauhallisesti) ootte sit ite liris. vaik nyt kuinka houkuttas mennä, ni sinne ei mennä. (toistaa samaa) ja lähtee kävelemään luotavaisena jutellen poika 2sen kanssa. poika2:voiskohan tuolla</p>		
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	<p>kuolla. K: perjaattees voihan kuolla nyt vaik tähän. (tee hassun kuolevan miehen elkeet) antti kertoo että: sisällä saattaa olla paljon lisinsiruja ja saattaa tulla aika paha yskä siitä pölystä.</p> <p>Kasvattaja reppariin!(ärrä vikasena suloinen lapsenomainen pyyntö), pojat tulevat pois ovelta</p>		
Reconsiliator	<p>1. Verbal agreements (individual and group): 1. A boy doesn't want others to touch his ball:</p> <p>The pedagogue talks to the boy that he cannot decide who touches what ball. Tries to get the boy to agree with him, the boy denies, the pedagogue leads the situation to holding the boy that the boy calms down, makes an agreement about the ball.</p>	<p>1.1 A boy doesn't want others to touch his ball: <i>Persistence (sisu) in getting the agreement, physical attention and sedation (rauhottaminen)</i></p>	<p>1.1 – Long term</p> <ul style="list-style-type: none"> - commitment - no fear - encounter - right to become friends -
Feedback situations	<p>1. Good feedback (overall and individual):</p> <p>2. Asiohin puuttuja ("we talked about this.."):</p> <p>2.1. "last day in IH" inside: Yksi poika yllyttää ja sanoo menevänsä saliin katsomaan, ja kysyy toista poikaa mukaan. Pedagogue: " mä sanoin et mä voin käydä sillä pienryhmissä teijän kans-</p>	<p>2.1. "last day in IH" Pysäyttää yllyttämisen, toistaa lupaamansa ja kertoo miten on sovittu. <i>puuttuminen varmuuden vuoksi, asioiden toistaminen opin perille menon vuoksi, säännöistä muistuttaminen</i></p>	<p>2. -every child is intelligent</p> <ul style="list-style-type: none"> - the rules are clear, just like in sports - encounter -no fear -zero-tolerance towards disappointments -everybody plays

	<p>sa, ja siis siellä salissa, ei siellä koulussa.” Kasvattaja tarkentaa pojalle. Hän toistaa asian ollakseen selvä(kertaa säännöt ääneen)</p> <p>Hän näyttää kuvia puhe- limestaan pojille, millaista tuhoa kouluun on tehty.</p>		
Trust/Support situations	<p>1.Support: 1.1.”missing father” ”aiijaij nyt sattui.” When a boy gets hurt a little in practice and cries. empathic voice.</p> <p>1.2.”last day in IH” Outside: Kasvattaja kertoo pojille ryhmässä, että peli on peruuntunut, koska koulun Sali on tuhottu. Hän kertoi yrittäneensä kaikkensa saada uuden salin, mutta ei mistään ole saanut. Hän lupasi tämän peli aikaisemmin, mutta ulkoisista syistä peli peruuntui, hän kuitenkin ei perunut peliä vaan sanoi pojille siirtäneensä peliä ulkoisista syistä. Kertoessaan hän näyttää pettymystään ja osoittaa olevansa hyvin pahoillaan tapahtuneesta, vaikkei hänen syytään asia olekaan.</p> <p>Kasvattaja myös kertoo pojille, että hän näyttää salin tuhot pien ryhmässä.</p> <p>Inside the club room after telling: The pedagogue explains why they didnt get a place in short notice as he heard about the destruction on thuesday, one day be-</p>	<p>1.1.”missing my father” <i>Empatian toisen kipuun</i></p> <p>1.2”last day in IH” The pedagogue told the boys that he had tried his best to keep the promise. He shows expressions of regret, even if it is not his fault. He tries to explain the boys where all he called to try to get another gym. <i>want to keep promise, expressions of remorse when not succeed, asks for forgiveness</i></p> <p>1.3 “destruction day”- dissapointments: The pedagogue tells the group and explains why they cannot play, showing regret. He tries to encourage the boy</p>	<p>1.1 -need for a safe adult man!!! - supportive adult</p> <p>1.2 -promise keeping -gathering resources - not intentionally disturbed -no fear</p> <p>1.3 –Promise keeping -aimlessly dysfunctional individuals - supportive adult - zero tolerance for disappointments -no fear</p>

	<p>fore. "Saleja ei saa näin lyhyellä varotusajalla, salit on varattu ku siel on kaikkia kevätjuhlaharjoituksia, ni mä en nyt saanu salia." Kasvattaja kertoo ja osoittaa siltä että on tehnyt kaikkensa.</p> <p>1.3 "Destruction day"-dissapointments: Main points from three videos and one from notebook: video1: The pedagogue gathers the boys to tell them about the destruction of the gym and that there is no game today, just before that one boy had given him a piece of paper that says "Ice-hearts- the best floorball team". This boy gets angry and yells after hearing the news. video 2: The pedagogue goes to the field with a few boys to play football, and the same boy can be found from the field. The boy is at the side and sits alone with a lot of floorball equipment around him. The pedagogue goes to him and talks asks the boy to join football, the boy replies negative, pedagogue asks if the boy would rather play floorball, the boy sounding sadly agrees. The pedagogue nurtures him that they will play a lot in the future, and the game will come. He continues playing and ones a while encourages the boy in the corner to join the game. The student is discussing</p>	<p>in the corner to come play and nurtures by reminding that there is going to be more games. The boy comes after many repeats of invitation and encouragement. The pedagogue has to intervene to the boys behavior on the field as the boy is behaving ill on others. Talks with the boy with 100% focus. Comes to the canteen with the boy after they had discussed, the boy gave reasons for being sad, the cancelled game was a big disappointment, that he had really waited for (as he brought the drawing to the pedagogue). The pedagogue kept on focusing on the boy. The boy needed a lot of attention from the pedagogue.</p>	
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	<p>in the video with the pedagogue: The boy is sad because the game is cancelled, the boy has very low tolerance for disappointments, as he gets disappointed, he stays sad for a while.</p> <p>Video3: “the boy with the ball.” The same where the boy did not agree about others using his football.</p> <p>Notebook: After talking together (video3) they come to the canteen, the boy starts to fight with another boy. The pedagogue has to carry the boy out.</p>		
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Figure 5: NOTEBOOK ANALYSIS BOARD

PEDAGOGY	OBSERVING	KEY ELEMENTS	IDEOLOGY
Conflict	<p>1. Judge – Right and Wrong:</p> <p>1. (27.3. keskiviikko): The pedagogue takes a boy away from the gym after many repeats of telling the boy to go play something else, if the boy doesn't go to the team he was chosen to go to.</p> <p>The pedagogue carries the boy away from the gym after the boy started to hit the floor with his bat. As the pedagogue lifts up the boy (calm but with decisive power) the boy beats him with his bat. The pedagogue yells: Mailalla sä et lyö!! (raising his voice for a moment) boy stops it immediately.</p>	<p>3.1 (19.3 Tiistai): Kasvattaja toistaa pojille aina nähdesään, kun pojat tekevät jotain kiellettyä, vaikka olisivatkin leikkiä.</p> <p><i>forbits the forbiten, repetition of rules.</i></p> <p>1.1. (27.3. Keskiviikko): The pedagogue is persistent with the boy. He doesn't let the boy to decide about the rules. He carries the boy away when the boy is not co-</p>	<p>2.1 – zero tolerance to violence</p> <ul style="list-style-type: none"> - long term sticking to conflict - aimlessly dysfunctional <p>1.1 – Persistence</p> <ul style="list-style-type: none"> - Long term - bringing up adherence guidelines - aimlessly dysfunctional individuals - focus on the child - zero tolerance for violence and bullying <p>3.1 – focus on the child</p>

	<p>2.Punisher: 1. (3.4. Keskiviikko): The pedagogue takes a boy out from the gym as he violently oppresses another boy with a stick. He escorts the boy from his hand away from the gym all the way outside. Another boy starts to behave bad and starts to fight and The pedagogue takes the boy away for a talk, the game doesn't continue and the other boys are frustrated and start to go wild. I have to start another game as they seem to need something to do.</p> <p>3.Asioihin puuttuja: 1. (19.3 Tiistai): Pojat ottavat antin vastaan avosylin, kaksi poikaa leikkisästi tönivät toisiaan. Kasvattaja: "Varokaa pojat, ettei mene tappeluks."(rauhallisella lempeällä äänellä) Pojat lopettavat tönimisen.</p> <p>2. "For a walk" (DATE MISSING) The pedagogue takes a boy that is yelling in the class and swearing out loud for a walk. Tells us that the boy calmed down immediately after they went for a walk, and started concentrating on other things like nothing happened. Came to the class back and behaved well.</p>	<p>operative also doing violent suggestions. <i>persistence, obeying rules, carrying away, stopping the forbidden with words, physical restraining when words don't work.</i></p> <p>2.1 (3.4 keskiviikko) <i>Interferes to violent behavior, takes the boy out by hand, doesn't show fear,</i> as the other boy stays he starts to fight with someone else in the gym hall, game does not continue until The pedagogue comes back, I started a shoot off being a goalie.</p> <p>3.2 "For a walk" The pedagogue tells the teacher he takes the boy for a walk. Comes back and the boy has calmed down.</p>	<ul style="list-style-type: none"> - safe adult - encounter - right to become friends - 3.2 –Cooperation - focus on the child
Advisor/Guiding situations	1.Guiding situations(avoiding further troubles):	1.1 (6.3 Keskiviikko): <i>Giving clear in-</i>	2.1 - bringing up adher-

	<p>1. (6.3 Keskiviikko): The class assistant is telling the boys the timeschedule, tells what things happen and in what order.</p> <p>2.Guiding situations(didactic pedagogy/opettavainen kasvatus):</p> <p>1. (19.3. Tiistai): Boys are playing in the gym and some are starting to behave wrong, The pedagogue asks the boys to say sorry, the boys deny this, the pedagogue obligates the boys to apologize or leaving the gym to go outside, the boys deny doing both. The pedagogue carries the boys out, and lets them in when they are ready to apologize. The boys come in and apologize; The pedagogue tells the boys that they are welcome and they are ought to behave better. (this happened in front of all other boys that were in the gym)</p> <p>2. (3.4. keskiviikko): A boy jumps from the window and throws a ball also. The pedagogue awaits as long as the boy agrees to go around the building and come from the door. He tells the boy that it is his own fault if he misses the buss. The boy finally comes after 10 minutes of waiting and catches the bus.</p>	<p><i>structions, going through the schedule to all in a group, clearness.</i></p> <p>2.1.(19.3. Tiistai): The pedagogue did this in front of everyone else of the boys in the group. They saw what behavior leads to what kind of treatment. The pedagogue was clear, gave instructions about the two choices. <i>giving choices, clearness, persistence, talking in front of a group (letting everyone hear), escorting away if not in the right behavior demanded.</i></p> <p>2.2.(3.4. keskiviikko): <i>persistence, teaching responsibility of own actions, teaching the right way of doing things.</i></p>	<p>ence guidelines - zero tolerance for violence and bullying - aimlessly dysfunctional individuals -focus on the child - commitment</p> <p>2.2 - commitment - long term - aimlessly dysfunctional individuals - focus on the child - bringing up adherence guidelines - rules are easy</p>
Reconsiliator	Verbal agree-		

	ments(individual and group):		
Feedback situations	<p>1. Good feedback (overall and individual):</p> <p>1. The pedagogue lets the boys know in the end of a day (20.3) that they had a successful day. He rewarded them with a penalty shot game.</p> <p>2. Asiohin puuttuja (“we talked about this..”):</p> <p>1. (6.3 Keskiviikko): The pedagogue asks all boys to come to the clubhouse, he talks to them: “miltä luulette että musta tuntuu kun pojat on ympäriinsä ja mä oon teistä vastuussa?”</p> <p>Poika1: ”Sun pitää saada tietää ollaanko paikalla..”</p> <p>kasvattaja pulkkailijoille: ”Pulkkailijat voisivat jatkossa tulla välillä ilmoittamaan, mitä tekevät..”</p>	<p>1.1 (20.3): The pedagogue gives something to wait for as a reward. “carrot for the horse”. When successful lets the boys know it, by saying it and with fun games.</p> <p>2.1 (6.3 Keskiviikko): shows concern about safety of the boys, tells about his own feelings, asks the boys for answers that he is about to give sees if they know the answers, gives instructions for future procedures. <i>Shows concern, shows feelings of concern, suggests the boys’ future patterns.</i></p>	<p>1.1 – Supportive adult</p> <ul style="list-style-type: none"> - long term - everybody plays, everybody gets along - promise keeping
Trust/Support situations	Support:		

Figure 6:

IH Toimintamalli/IH Operational model:

-poikkihallinnollinen/(paid by municipality(if it is a HANKE/PROJECT), paid by 3rd sector, works in schools, but not by the school, works with the municipality (**CROSS ADMINISTRATIVE**) (**CASE NEEDED**)

-pitkäkestoinen ja vaikuttava yhteistyömuoto/**Longterm and Influential Cooperation** (**CASE NEEDED**)

-Joustavuus ja avoimuus (koulu, koti ja IH)/**flexibility and openness** (between school, home and Icehearts)(OK)

- sääntöjen noudattamiseen kasvattaminen/ **bringing up adherence guidelines**(OK)

Toiminta/action (säännöt ovat helpot, niin kuin urheilussa/ **rules are clear, like in sports**)(OK):

-kaikki pelaa, kaikki viihtyy/ **everybody plays, everyone gets along** (OK)

-ketään ei pudoteta/**nobody gets expelled** (OK)

-väkivaltaa ja kiusaamista ei suvaita/**zero tolerance to violence and bullying** (OK)

Pojat/boys:

-ei tahallaan häiriintyneitä/ **aimlessly dysfunctional individuals** (OK)

-Pettymyksen sietämättömyys/ **zero tolerance for dissapointments** (OK)

-tarve turvalliselle miehelle/**need for a safe adult man**(OK)

-jokainen lapsi on älykäs(kuuntele heitä)/**every child is intellingent** (OK)

kasvattaja/the pedagogue:

-pitkäkestoisuus /**long term**, kohtaaminen/**encounter** : **always friendly attitude**, oikeus kiintyä/**right to become friends**, yhteistyö/**cooperation**, sitoutuminen/**commitment** ja lupauksen pitäminen/**promise keeping** (OK)

- ei saa pelätä (pitää pitää kiinni, kunnes rauhoittuu, ei saa lähteä pois) (puuttuminen asioihin aina)Me puutumme- emme puutu /**no fear** (for example:do not leave the boy, stay with the boy even when he angry; hold the boy still)(OK) *(this cannot affect the everyday encounters)*

-tukeminen(niin kuin terve vanhempi(isä tai äiti))/**supportive adult**(OK) **MORE?**

-resurssien kerääminen/**gathering resources** (CASE NEEDED)

-vastuu lapsille ja vastuu ulkopuolisille(monet opettajat tai sivustakatsojat arvioivat valmentajan toimia)/**responsibility for children and surrounding people in the activity**(they are there to evaluate) (CASE NEEDED)

-keskittyminen lapseen(palaverit joskus hyödyttömiä)/**focusing on the child**(sometimes it is more useful to be with the child than being in an administrative meeting about the child) (OK) **MORE?**

Figure 7:

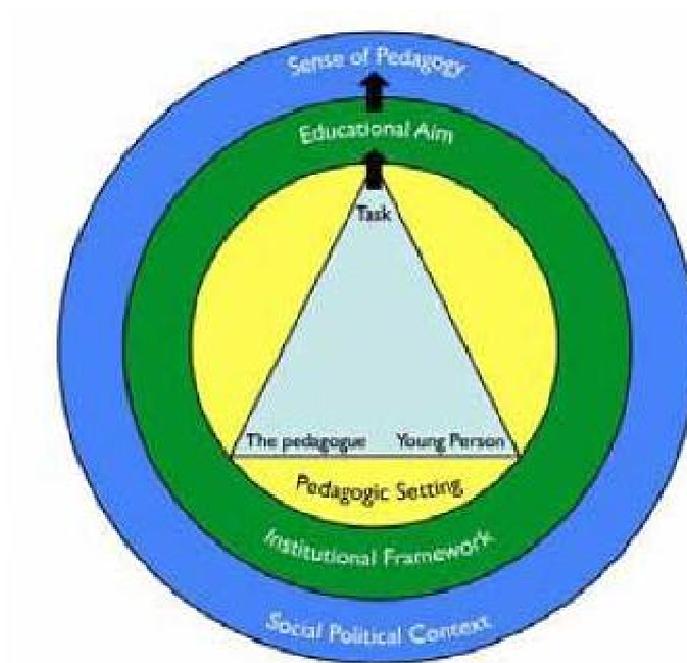
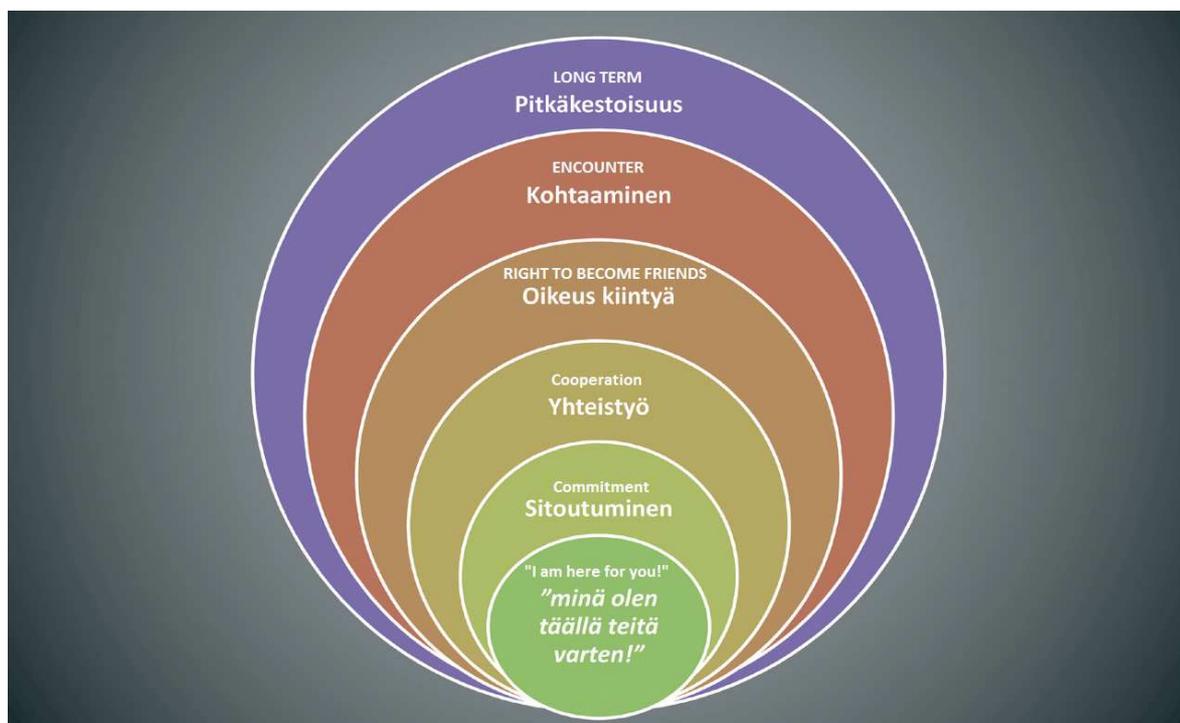


Figure 7.1 The sense of pedagogy

Figure 8:



(Vartiamäki & Niemelä 2010, 15.)

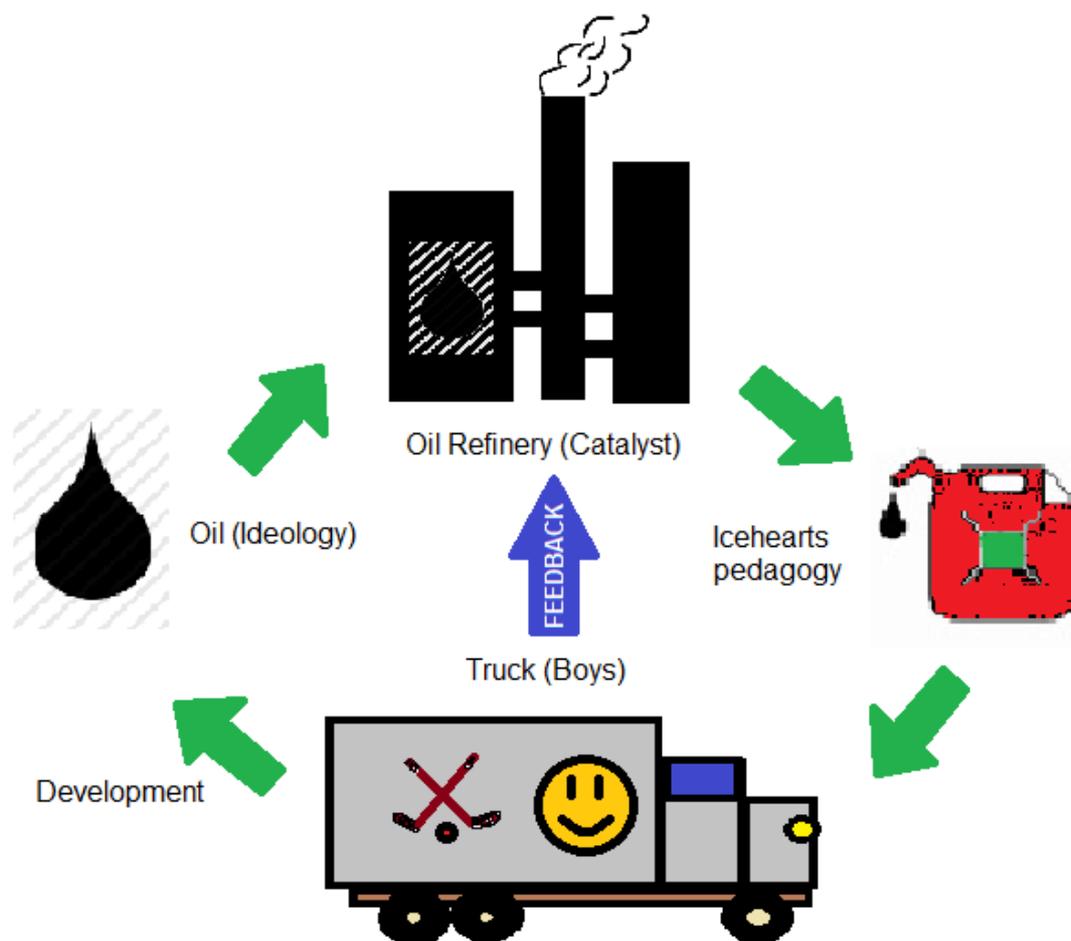


Figure 9.