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IMPROVING FAMILIES WELLBEING THROUGH OUTDOOR AND INDOOR ACTIVITIES



ABSTRACT

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This research was conducted in collaboration with instructors at Maunula Playground with the aims of finding out from parent's perspectives of service users on how the activities and services provides by Maunula Playground has improved families lives over the years in terms of psychological, physical and social wellbeing.

It was carried on using a community based participatory research method in terms of qualitative and this was done through a written interview questions whereby participants have to write down the answers by themselves.

At the end of the research, it was found out that, there is more to the playground than to just play and have fun. It was discovered that, the activities and services at the playground has indeed improved family's wellbeing in terms of psychological, physical and social wellbeing. More details on how these activities and services has improved family's wellbeing can be found in chapter 6 in the finding section of this book.

Keywords: Playground, Wellbeing, Indoor Activities, Outdoor Activities

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1 INTRODUCTION

Family life is one of the most rewarding things that can ever exist, yet it can be very stressful and tough sometimes. Seeking support from various community base services for family can make this challenge and family lives easier and more flexible than one could think of. Connecting with family community services and people close to you are the main source of family wellbeing, as they support, gives comfort, safeguard and ensures sense of belonging (Familywellbing.org.uk).

The explanation above is the more reason why in Finland, there are lots of public and community playgrounds which provides a safe environment and meaningful activities for families and school children to ensures that the family live is secured and welcoming. Most playgrounds have a paddling pool, playing field and various play equipment. Some of the playgrounds have a playing field that turns into a skating rink during the winter. The equipment and functional possibilities vary according to the park. (City of Helsinki -The Department of Early Education and Care, 2019).

The Department of Early Education and Care organizes instructed outdoor and indoor activities at the parks for children, families with children and pre-adolescents on week-days for 7–8 hours between 9:00 am and 5:00 pm. The Public Works Department takes care of the park area maintenance and the safety of the play equipment. When schools are operational, schoolchildren are provided with a chargeable snack. Children must be registered to receive the snack. In the summer, open playgrounds serve free-of-charge hot meals to children under the age of 16. (City of Helsinki -The Department of Early Education and Care, 2019).

In addition to playgrounds, Helsinki has over 200 play sites maintained by the Public Works Department, which do not provide guided activities. They have other family houses where families with small children can meet, join activities and receive information. Family houses organize open, resident-oriented activities for families with small children. They also organize various courses and groups for parents, children and those who work with local families with small children. (City of Helsinki -The Department of Early Education and Care, 2019).

Each Municipality and Community in Finland has its own nearby playground which serves as meeting place for many residents who reside in the neighbourhood, mostly for families with children.

The thesis focuses more on Maunula Playground which is among one of the oldest playgrounds in the Helsinki region, it explains the services offers to residents and how those services has supported and improved family's wellbeing in terms of psychological, physical and social wellbeing.

2 CONTEXT

Every day in every neighbourhood and community, there is always a constant child that needs safeguarding measures needed to be taken care of by members of the local community's organization. There are always informal activities provided by community playground instructors to protect children at any given time (Gill & Jack, 2007, 88).

Parents therefore look up for such safeguarding places in their communities and make good use of them, as it is provided to support and improves family live as form of wellbeing. This is the more reason why Maunula playground Organizes all kinds of activities both indoors and outdoors as means of supporting and improving family wellbeing in terms of psychological, physical and social wellbeing.

2.1 History behind Maunula Playground

In the 1970s, the playground was redesigned to shape the terrain and build slides, swings, cable cars and tunnels. It was the first adventure playground in the city and until the early 1980s the experimental construction continued with a summer playground where one could saw, nail and flow with their instructors. The newest building was completed in 1988 and the whole yard was renovated. (Maunula Playground official page, 2019).

In the spring, Maunula Day is celebrated at the Playground and is the focal point of many other events. The old playgrounds of Maunula Playground are known to be the only playground in Finland and meet every year to meet each other.

The playground is well located along the main routes and passes not only by the residents of nearby houses but also primary, secondary and upper secondary students from different directions. (Maunula Playground official page, 2019).

2.2 Various Activities and Services Provide by Maunula Playground

The playground has both indoor and outdoor activities for families with children who are residents of the Maunula community or locality. Details on various services are explain under each service as follows:

2.3 Services for Families with Children

Playing, moving and being with other kids are important to kids. The Playground is for all families with children. Instructors organize a safe activity where children and their parents can experience play, movement and working together. Instructors also communicate with residents by sharing ideas and planning together about upcoming events at the playground. Residents comes to the playground according to their own convenient times unless for forest club kids, after school children and other regular family gatherings.

In addition to playing, residents can also warm up their food and make coffee and tea inside the playground building. The playground also has diaper changing facilities.

The playground's yard is also open to all families with children in the evenings and weekends even if the normal open hours has been ended. Residents can organize events at the playground premises and uses the facilities free of charge for regional activities. However, the building can be rented for family gatherings like birthday parties, graduation parties and wedding parties during the weekends. (Maunula playground official page, 2019).

2.4 Services for Families with New-born Babies

Instructors of the Playgrounds invite families with new-born babies to meet and share their daily routines with other families with new-born babies. This is done with the aim of making parenthood more enjoyable among families to make their baby years an experience where one can enjoy watching their baby grow and well develop. There are baby-friendly facilities where mothers can warm their baby's milk and breastfeed, where to change diapers and do the laundry.

They also participate with their babies in the weekly programs organized by instructors, like, koto-club cinnamon song and lore moments, friday-friday Friday, activities are done by planning together with the baby families. Playground workers and social

work counsellors works with families with children by organizing group-based sleep counselling for families where parents feel the "nightlife" of a 6-12-month-old baby is problematic. It is difficult for the baby to sleep, to fall asleep, or to wake up frequently during the night. All this is done to support the family wellbeing. (Maunula playground official page, 2019).

2.5 Activities for School Children

After School children have fun when they have friends and choose to do things for themselves. At the playground for school children, the children enjoy playing outdoor and relax with themselves and with friends. Daily guided activities include craftsmanship, physical activity, music, games and clubs invented by children, and occasional trips to and around Helsinki are most of the activities organized for the school children by instructors. Participation in the Wizard is voluntary, but instructors encourage children to try new things. Children are influence by the design and contents of activities themselves, they are also given the opportunity to talk and express their opinions on annual upcoming events like holidays and other annual activities of the playground. (Maunula playground official page, 2019).

The playground as a learning environment for good morals

Unlike in the house, children do learn good manners at the playground as they follow the daily schedules by obeying instructions of supervisors. When coming to the playground, the children greet the instructor and take the backpack indoors. Cell phones are then left in the backpacks. As they follow rules and regulation at the playground premises, it teaches them what is wrong and bad, makes them more discipline and try to tolerate each other no matter their background.

The afternoon usually begins with outdoor activities. Children are always reminded to come with appropriate clothes depending on the weather and spare clothing are important things to play in any weather. A snack is served from 1 pm to 2:30 pm, parents of the school children have the chance to decide whether to leave the playground for the child or whether to pick up him or her.

Sometimes there is a quarrel between children, and instructors try to teach them on how to make peace with friends. Supervisors guide the children through discussion and help settle misunderstanding between them during the playground working hours.

In some cases, parents are invited over to work out things together when necessary to resolve disputes among children. (Maunula Playground official page, 2019).

2.6 Play Club

It is highly believed that, most children learn through play, movement, art and exploration. The play club is often the child's first group of children to learn how to work together and age-appropriate skills. Kids get excited about inventing games, helping them practice their skills and trying new things. The activities of the club are designed according to the interests of the children. Club activities are aimed at home-based children in Helsinki from the age of two until the start of free pre-school education. (Early Childhood Education in Helsinki- Helsingin Kaupunki Official Site, 2019).

2.7 The Forest Club Kids

The Forest Club for under school children from the ages of 1-3 years are organized with the aims of the children getting closer to nature and increase their physical, psychological and social skills. Club hours and days are usually on Tuesdays, Wednesdays and Thursdays between the hours of 9am - 11:30 pm, in which the parents get free 2 and half hours to do anything they wish for during this time till the kids return from the forest. Parents gives foods like snacks that don't need to be warm up in the forest and water to the kids as they eat together after having enough fun in the forest.

In situations where the weather is not friendly and kids cannot go to the forest, activities like storytelling, singing and reading are done indoors within the same time period to fulfil the kids wishes. More colours are added to the activities with songs, crafts and games for more attraction to the kids taste. The operating environment is large (forest), which ensures familiar environments and gives the child a sense of basic security. early childhood education club's club offering (HELSINGIN KAUPUNKI OFFICIAL SITE-Maunula leikkupuisto).

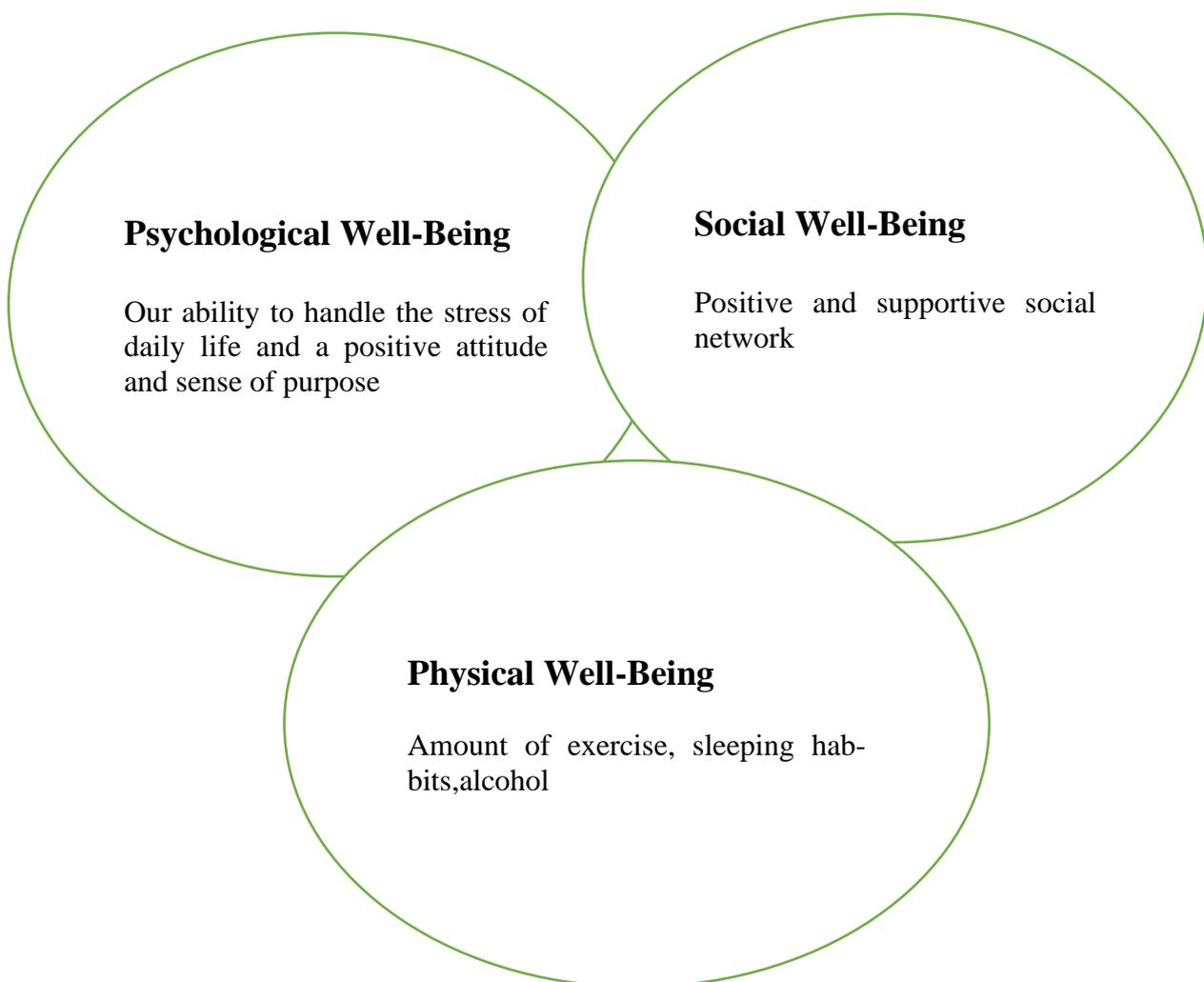
They provides all the above services and activities as means of improving the family wellbeing in terms of physical, psychological and social wellbeing.

3 UNDERSTANDING WELLBEING

In general, wellbeing is the state of being content with wellness in terms of health and how people are satisfied with their lives. In other words, is how people feel and how they function in terms of social and personal level and how they evaluate their lives. (New Economic Foundation, 2012).

3.1 The three components of wellbeing

The diagram below illustrates the three main components of wellbeing, which are physical, social and psychological well-being, (Cooper, R. 2011, 3)



3.2 Psychological well being

He explained psychological wellbeing as when people express and experience positive emotions and feelings of happiness. He believes that, improving family's wellbeing brings a wide range of benefits to them as individual's families and the wider society (Cooper, R. 2011, 51).

3.3 Physical wellbeing

Physical well-being is about being safe, sheltered and in good health and it is closely connected to mental well-being. If we have good physical health, we will automatically experience better mental and emotional well-being. On the other hand, it is essentially about accentuating the positive (good habits) and eliminating the negative (bad habits). For this reason, it is best to teach children good habits right from the start. These habits will fall into a holistic system of physical health, and includes, regular exercise, getting enough rest and getting a good sleep (Econation for people and planet).

3.4 Social Wellbeing

Is when people have good relationships, social stability and peace. People are social creatures who are mutually dependent, relying on others for our well-being, just as they rely on us. To be well, people need to love and be loved. We have the need to belong and to be connected (Econation for people and planet).

Social wellbeing is well understood as how a person feels some sense of belonging and social inclusion by a connected person who is a supported person in society. To explain further, it involves a person's relationships with others and how that person communicates, interacts and socializes with other people. It can also relate to how people make friends and whether they have a sense of belonging. In other words, is one's ability to get connected or along with other people. Children and friends interact well when they meet at the community playground which serve us a meeting place for many families with children who lives in the same neighbourhood, when they meet, the children play with other children and through that, they learn how to share, speak and interact with other people.

The above explanation of wellbeing sums up to fulfil the thesis topic as improving family wellbeing through outdoor and indoor activities. The Maunula playground provides space and structure for children's socialization, imaginative play and physical activities. Some playgrounds differ from others, some are naturally made with landscapes and trees some also are artificially designed to create space for children's outdoor play.

After school children who comes to the playground after normal school hours are taught so many things at the playground premises, sometimes parents don't have enough time to teach them some basic skills like, weaving, carpentry, needling, painting, cooking at home. Playground instructors therefore teaches after school children who uses their services these basic skills as part of their indoor activities on how to make things to sell and raise many in the form of donating through charity means to support large communities in another country who are homeless, starving and don't have greater access to education due to financial crisis as results of conflicts, flooding or war which has render the whole community into absolute poverty.

At the playground, children learn to become volunteers as they offer help to each other when the need arises, and this can help make a huge difference in the community for social change. Some children are talented in some specific way than other children, they offer help by teaching others what they can do if others are willing to learn new things, and this prepares them to be good citizens in the future generation to come.

Children can help the people in their communities in so many ways as a form of volunteering by asking permission from their parent or guidance to do so, such as helping at a cake sale or another school fundraising events, communicating to elderly people and visiting them reduce their loneliness days, helping the homeless by donating their clothes and giving them food, helping at the hospital by visiting patients with gift cards and singing to them on their sick bed offer them some source of hope by putting smiles on their face. (Vick parker,2012).

Little actions can make a greater impact on other people's life and can make a great difference to the society.

3.5 Outdoor Activities

Outdoor activities are the various kinds of activities which usually takes place outside a building. Children benefits a lot from learning outside, it support their physical activities which is important for their social, psychological and physical development, it allows children to gain more knowledge, helps to strengthen the social and emotional ties between children and their parents, thus contributing to the development of stronger bonds within families. They get enough access to space to play and move around as they play outside without any restrictions of being inside. They get fresh air and use all their five senses (like the ear, eyes, nose, skin, tongue) to appreciate the colours, different noises, the sense of space and of scale.

Being outside improves and support their confidence level, problem-solving and creativity in the company of other children. Their physical skills in terms of motoring also increases as they move a lot playing outside. In the outdoors, children's use of language is five times greater than indoors. When they play outside, it gives them greater access to the natural environment. The outdoor activities support and improves their early activities in learning. (Early Years Matters, 2019).

3.6 Indoor Activities

They are all kinds of activities that happens or are used inside a building, rather than outside. Examples includes, Cooking, painting, dancing, playing card games, reading of books, storytelling, crafting, weaving, singing, drumming. All these activities help to creates happiness, reduces stress, serves as opportunity for socialization as people spends time together indoors, expresses cognitive skills, sharing of ideas, problem solving.

4 LITERATURE REVIEW

4.1 About Kaboom

Kaboom is the national non-profit dedicated to giving all kids, especially those living in poverty, in their childhood, they deserve great and safe places to play. Kaboom inspires communities to make play the easy choice and works to drive the national discussion about the importance of play. Kaboom has collaborated with partners to build or improve more than 17,000 play spaces, engage over 1.5 million volunteers and serve nearly 10 million kids to learn why play matters for all kids.

TORONTO, ON & WASHINGTON, D.C. (June 02, 2011), state that, the more time a family spends together at a community playground, the greater their sense of family wellbeing, according to a recent study conducted by Harris Interactive, and commissioned by Forester life insurance provider committed to the wellbeing of families. The study includes the views of over 1,100 parents of 2-12-year-old children in the United States to learn more about the role of community playgrounds in the current state of family time and family wellbeing.

The study shows that time spent at a community playground is valuable to American families, with 77% of parents agreeing that spending more time at a playground increases a family's sense of wellbeing. Almost unanimously, 95% of parents agree that the more time a family spends together being active, the better their sense of family wellbeing. Three-quarters also wish their family had time to visit a playground more often.

Foresters has invested \$7 million with Kaboom, a non-profit organization dedicated to saving play, to build community playgrounds. Over their 15-year lifespan, these playgrounds will provide more than 2.6 million children and their families with the opportunity to spend quality time together.

In addition to building playgrounds with Kaboom, Foresters is a member of the Leadership Circle within the Kaboom National Partner Program. National Partner program

members invest in programs which have a nation-wide impact on the health and well-being of children and families.

By building playgrounds, Foresters provides opportunities for families to spend quality time together, playing, learning and having fun," said Kasia Czarski, Chief Membership and Marketing Officer at Foresters. "Over the next three years, Foresters has committed to building over 60 playgrounds throughout North America in addition to the 32 already built prior to 2011.

In addition to promoting family wellbeing, the playgrounds Kaboom builds help solve the Play Deficit, a national problem concerning the physical and mental health of children. Kaboom is saving play by working to ensure that every child has a great place to play within walking distance of their home. Kaboom also virtually maps the national state of play and advocates for great places to play.

Kaboom Founder and CEO Darrell Hammond said, Kaboom appreciates Foresters support in our fight against Play Deficit. Not only is the investment in playgrounds an investment in family wellbeing, but it's also an investment in the long-term health and success of our children. Today's kids aren't getting the play they need to develop their bodies and minds, and Foresters understand that for children and their families play isn't a luxury, it's an absolute necessity. (TORONTO, ON & WASHINGTON, D.C., 2011).

4.2 Children's right to play

Article 31 of the United Nations Convention on the Rights of the Child recognises a children's right to play and play related issues emerge as a key theme within research on children's use of space. Research has looked at how children play, their differing play needs and the role of the outdoors in their play experiences (e.g. Cole-Hamilton, 2002; Fjortoft, 2001). Engaging in 'play' activities constitutes a large proportion of children's time and is a key aspect of their physical activity levels (Dietz, 2001).

Research has shown that encouraging children to play may be a keyway of increasing their levels of physical activity (Burdette, et. al., 2005). Therefore, if one of the keys to tackling contemporary health problems, such as obesity, is to create environments that encourage greater levels of physical activity (Department of Health, 2004), for children this will mean an engagement with the production of environments that fa-

ciliate active play. Children learn about and come to know their environment primarily through play. (Aybaniz Ibra-himova, Shannon Piedt and Ian Pike (2013).

4.3 Children in the Outdoor Space

Research has shown that people derive a sense of wellbeing from using public space for different reasons (Cattell, et. al., 2008). This suggests that there is a need to look at the differentiated ways in which people experience the natural outdoors and derive wellbeing and health benefits from its use. Children have been identified as one of the key social groups to examine within this context (Nilsson, 2007). Although this literature review examines research relating to children – as defined as those under the age of 16 – it does not exclude research relating to teenagers as the particular needs of this group straddle the child/ adult divide. Where research findings relate specifically to the teenage group, this is stated. (Muñoz, S., 2009).

There is discussion within social science research concerning the definition of ‘child’ and ‘children’ (Matthews, 1995) and concern over placing children into a “meta-narrative” (Philo, 1992) that ignores differences of ethnicity (Woolley and Amin, 1995), gender, age and disability etc. (Aitken and Herman, 1997). Although research on children’s use of outdoor spaces has recognized the gendered issues relating to use of such areas (e.g. Roemmich et. al., 2007), the experience of childhood by ethnicity and disability remains relatively underexplored (Dunn and Moore, 2005). The key links between health and outdoor use have been described in the proceeding section and the literature review now moves on to discuss these issues in relation to children’s use of the outdoors. This is achieved by highlighting the main themes within current research on children’s use of outdoor spaces. (Aybaniz Ibra-himova, Shannon Piedt and Ian Pike (2013).

4.4 Children Use of the Outdoor Space as means of wellbeing

In terms of wider wellbeing, time spent outdoors has been suggested to have restorative benefits and a positive force on stress reduction and prevention of depression (Douglas, 2005). This is well recorded in literature surrounding “restorative environments” (Berto, 2005). Korpela et. al., (2001), for example, found that for university students, ‘natural’ places were “over-represented among favourite places” and linked to “being relaxed” and “forgetting worries”. . (Aybaniz Ibra-himova, Shannon Piedt and Ian Pike (2013).

Time spent in outdoor settings has also been highlighted as “therapeutic” for sleep- and gastro-related childhood problems (Frost, 2006). In relation to children’s wellbeing there has been a particular focus on the link between contact with nature and the alleviation of ADHD symptoms. Taylor and Kuo (2001, 2008) found that outdoor activity as simple as a “walk in the park” has benefits for children with attention deficit hyperactivity disorder by increasing their concentration levels and generally easing ADHD symptoms. Taylor et. al. (2001) also found that ADHD symptoms were less severe for those children that had the opportunity to play within outdoor settings that incorporate aspects of nature. Korpela and Hartig (1996) link a sense of wellbeing with attachment to place and the provision of a space for young people to spend time quietly and release tension built up in other areas of their life. . (Aybaniz Ibra-himova, Shannon Piedt and Ian Pike (2013).

The literature review has shown that children are a key social group in relation to the health and outdoors agenda. Not only is there an increasing interest in facilitating outdoor play as a way of tackling a perceived increase in sedentary lifestyles and contemporary health problems but also as a way of ‘reconnecting’ children with nature. It is perceived that children have decreasing amounts of contact with natural spaces and natural features within their daily lives and research points out the key role that these could have within child development and education. Therefore, the review has shown that there is much discussion within the research about children’s play spaces both those designed by adults and the spaces that children appropriate for their activities. (Aybaniz Ibra-himova, Shannon Piedt and Ian Pike (2013).

There has been both a focus on incorporating natural elements into designed play spaces such as parks and school playgrounds but also of facilitating access to outdoors spaces not necessarily designated as ‘for play’ but in which children can engage in play activities and derive benefit from doing so in an outdoors location.

The role of parents, guardians and teachers as boundary setters or ‘gate keepers’ in relation to children’s use of outdoor spaces has been widely discussed within the literature. The influence of parental fears and anxieties on children’s mobilities and use of outdoor spaces suggests that increasing children’s use of the outdoors is about more

than just designing spaces that children like to play in. (Aybaniz Ibra-himova, Shannon Piedt and Ian Pike (2013).

Much research suggests that, in line with Tandy's (1999) findings, children's use of outdoor space is a reflection of the ways in which they negotiate their own desires alongside "parental constraints". Encouraging use of the outdoors for positive health benefits requires an understanding of the myriad of influences on children's use of space – from children as social actors, to the role of societal pressures and public policy. To gain maximum benefit from research on children's use of the outdoors, researchers, therefore, need to think about how their findings can be translated into policies affecting children's use of the outdoors. Naker's (2007) discussion of the "dis-juncture between the rhetoric and the practice of promoting children's participation" needs to be considered in relation to this issue. This literature review has also revealed the focus within research on examining the (re)connection of children with nature and the outdoors within the educational context. More research is needed to examine the inter-connectedness of play, education and the outdoors. (Aybaniz Ibra-himova, Shannon Piedt and Ian Pike (2013).

This is related to the need for more quantifiable evidence of the link between children's outdoor use and measured health benefits and greater use of "quantitative indicators" (O'Brien, 2004) in the monitoring of projects designed to engage children with the outdoors and nature. Work like Liddicoat et. al., (2007) emphasizes that cross-cultural and country comparisons could be beneficial in providing further evidence in relation to this topic. There is a need to understand more about the motivations, behavioral decisions and constraints underlying the way in which children within different countries and regions understand nature and use the outdoors. This needs to sit within a comparison of the different cultural and political contexts that influence children's use of outdoor space. This will allow us to develop an understanding not only of the relationship between children's use of the outdoors and health but also of the influence of different socio-cultural contexts on such behaviour and health outcomes. (Aybaniz Ibra-himova, Shannon Piedt and Ian Pike (2013).

There is also need for a more systematic engagement with the investigation of how outdoor experiences and health benefits differ for children of different ages and gender. A research agenda for children in the outdoors that is inter-disciplinary in nature could take forward this important avenue of research. This will help increase understanding of what kinds of spaces, facilities and policies could promote use of the outdoors for positive health outcomes. It will help us move towards the development of a common theoretical framework, methods and standards of evidence that lay the foundations for collecting evidence on causal relationships between the natural environment and health which contributes to family wellbeing. (Muñoz, S., 2009).

5 IMPLEMENTING THE RESEARCH

5.1 Aims and the needs for the Research

With a reference to a statement I read from the Education Unity Training (ETU) page, research is an organized and systematic method of finding answers to set questions. It is systematic because is a gradual process that needs to be broken up step by step which leads to conclusions. It is organized because there is a planned structures or method that are followed to reach the conclusions.

Research is only successful if there are answers to research questions whether the answers are acceptable or not. If there are no questions, there can never be no research too (Education and Training unit, ETU).

Based on the above statements, the research was needed to be carried on in order to find out how the various activities and services provided by the Maunula playground has improved service users families wellbeing as well as how it has improved the family's life over the years in terms of psychological, physical as well as social wellbeing.

5.2 Research Questions

Base on the services provided by Maunula Playground to families with children, the research questions were agreed together with instructors at the Maunula Playground. The questions were set based on services and activities provide by the instructors at the playground and how these services and activities has improved the family's wellbeing over the years. Four questions were set as follows:

- a. How does the forest club support your child and the family wellbeing?
- b. How do you think about the activities here for your child and you as a parent?
- c. How does the activities in the playground connect you and your child together?
- d. How do you see/describe the playground as a safeguard for your child?

5.3 Method Used

Qualitative research consist of understanding and exploring the qualities of a person, place, process, it seeks to explain and present the reality as it exist in context and highlight the ways in which participants experience that reality (Biddix, J. Patrick 2018, 50).

This research was conducted using a community participatory based method in terms of qualitative through a written interview as agreed together with the supervisors at Maunula Playground. The research was supposed to be carried on in autumn 2018, but for some reasons which was beyond control, it couldn't come on as expected and it was suspended to the year 2019.

5.4 Data Collection

In early January 2019, a reminder for research permission was enquire again from the supervisors at the Maunula Playground about the thesis research. An agreed period of time was then given on how to reach up to all parents who were willing to participate. Parents who were willing to participate were then informed a month earlier which was in February 2019, before the interview date arrived.

In late March this year, early on Wednesday morning around 9am, the usual time to get all parents who kids are in the forest club arrived to bring their children to the forest club routine as usual.

After the kids has gone to the forest, parents were then given the interview question papers to be answered, it was 5 of them in the morning, and each of them was willing to participate since they were already aware about the written interview.

It was carried on at the Maunula Playground premises where parents were given pen and the research question papers to be answered. Some were writing it in English some in Finnish, and one of the supervisors who has been supportive as usual tried to explain it to me in English. Same question papers were given to each of them.

The remaining interview questions was given to one of the supervisors and gave it to the after-school children parents who were also willing to participate to answer the research questions as they came around the playground in the evening around 3-4pm to pick their children as usual. Three of them answered and the supervisor gave it to me when I visited the playground the next day. In total, 8 people participated, in which

each of them uses the various services provided by the Maunula playground instructors/supervisors.

Before the original answered interview questions was handled over to me, supervisors took a copy for themselves for future references which was very important. The original written interview questions with the answers was then given to me and I thanked them for being very supportive throughout the research process.

Data Analysis

Interviews give us a clear meaning on what people really think, believe or do. It is conducted with the aims of finding out a specific information and perspectives ways on how people see things differently. (Silverman D., 2004,137).

The table below was the research interview questions and answers by the 8 participants who took part and follows with my personal interpretation on each question. For confidentiality and security reasons, no name was written on the papers. Since the same questions were given to all participants, some of the answers were a bit similar, some common answers were generalizing under each question as illustrated below.

1.How does the forest club support your child and the family wellbeing?

Parents who kids are part of the forest club have similar answers to the same questions that, the forest club is free and it helps the families to have some free short time to work on other important things while the kids are taking away to the forest for 2 and half hours.

It has improved a lot on how to schedules family daily routines especially on the forest club days which is 3 times a week between 9am-11.30am depending on the weather.

It has also improved the child's psychological and social wellbeing in the family as they learn lots of things in the forest which gives them wider understanding of nature and it relations to mankind.

It also has taught the children how to be in a group with others without mum and dad, helping to improve their intellectual skills, more independent and discipline among others.

Parents said, they make good use of the free 2 and half hours by going for shopping, cleaning the house while the child is having fun and being happy at the forest.

They have little time for parents hobbies because husband is working and schooling at the same time, so sometimes, this free time helps parent to have little time for themselves without the kids and that has helped a lot to improve and maintain the parent's emotional wellbeing in terms of reunion ability to handle stresses of daily life and a positive attitude towards each other which support the upbringing of their children growth.

Interpretation to Question 1

The answers from participants on question one shows how beneficial and important role the forest club plays in families daily routines. Kids have fun in the forest while parents have a free period of 2 hours to do many important things within that free period. As kids goes to the forest together with other kids, they learn, support and tolerate each other which gradually prepares them towards the future where everyone in the society must learn, support and tolerate each other no matter their cultural background. It also shows how active thinkers' children has become through the things they learn on their way to the forest, inside the forest and their way back from the forest.

It has reduced family stress and improved their ability to have good attitude among family members. Is always good for parents to have free time to themselves without any child interruptions, this helps them to have some sault of freedom to themselves as they discuss other family issues where children don't need to be around and hear. These help them to plan well for the whole family in a positive manner and in a good atmosphere. All these gradually contributes to the psychological wellbeing of the family.

2. How do you think about the activities here for your child and you as a parent?

Most of the parents replied that, the activities at the playground are nice and lots of different toys for the children to play with. Inside the house, they don't have enough space for the kids to play, and parents are always busy doing other house chores to have time to play together with the kids, but outside here at the playground, they have all the free chance to play together with their kids, or better still, to supervise them while they are playing.

And many of them said best time is the summertime, when they have holidays and swim with their kids in the pool of the playground with some nice music and games at the background.

They are happy that the playground has good areas for different age group of children to play safely alone or with other children and parents have the chance to talk to other families who lives in the same neighbourhood as them, and that has helped improve the family wellbeing in terms of their social interaction skills among children and other family members. the outside play connects parents together more than in the house.

Interpretation to Question 2

Answers from participants above shows how spacious the playground is to the family than in the house. Children also get more interreacted with other kids as they play together at the playground, these helps to increase their social interaction skills and improves their social wellbeing making them feels some sense of belonging.

As parents also goes to the playground with their kids, they get the chance to meet other families from different cultures of which they get interreacted with by sharing ideas as they talk about their daily routines in the family. Communication with other families helps to learn and understand each other's culture which contributes to social change in the community as people try to respect and tolerate each other's culture.

3. How does the activities in the playground connect you and your child together?

They always have quality time and enjoy together with their kids at the playground.

Is more like away from home, no duties to be done outside the home, so coming to the playground helps us to have more time to play together with the kids.

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There are nice things for families during vappu, Christmas and Maunula day, this events helps to connect the family more since we have all the time to enjoy outside together with the kids and among all, it helps the kids from troubles as they are with the family instead of going out with friends along which is not safe sometimes.

the outside atmospheres makes us in good mood so that one can carry on in raising up the child knowing that there is always a bigger place like the playground that can make her experience new things to save them from home stress, and that improve a lot on the family wellbeing.

Interpretation to Question 3

The above answers from participants shows how connected the playground binds parents and their children together. Most of the time in the house, parents are hooked up with many house chores like cooking, cleaning, laundry, ironing, which prevents them from having enough time to play with the kids or help them with their school homework, but outside the house at the playground, parents get enough time to play with the kids since there are no house chores there. These help to connect parents and their kids more than in the house.

4. How do you see/describe the playground as a safeguard for your child?

Is safe and clean, children learn on how to interact with other children.

very spacious to develop social skills and make new friends from the neighbourhood.

Our after-school children are safe when they come here after school while we the parents are at work then we know and believe that they are in safe environment without encountering any trouble.

The company of friends makes the child feels safe and other parents and happy and help the children build a good sense of security and confidence. other parents also help to keep an eye of other children and not only their own, so they build a better community together like this way.

School kids have great benefits of the playground after school and during summer, while parents are still tat work.

kids have opportunity to build childhood trust as they meet other kids and mingle with them, they feel more protected and secured'

Is a safe place to play with kids without any fear, for supervisors are always there to support in times of injuries during accidents, which has help to support the family well-being in terms of security and sense of belonging

Interpretation to Question 4

The statement above from parents shows how the playground serves as a safe place for many families and their children. There are always 1-3 instructors at the playground to supervise after school children both indoor and outdoor. They feel secured and well protected while being at the playground premises.

Parents also has a good sound of mind at work knowing that their children are in safe hands until they return home from work. Good security system can always be assured at the playground, since instructed plays their role so well by monitoring children while around the playground premises. All these has help to improve the family wellbeing in terms of security.

6 FINDINGS

The research was conducted with the aim of finding out from parents' point of view on how the various activities provided by Maunula playground has supported and improve the family wellbeing. At the end of the interview, it was discovered that, the playground has indeed improved the family lives in many ways as explained further below.

Psychologically- The forest club has help the kids to be more active thinkers, intellectual skills has improve, as they asked so many questions on their way to the forest and inside the forest, answers given to them by the instructors base on their question type improves their learning skills and thinking ability Snacks that are taken to the forest helps them to think what kind of food can be taking to the forest where there are no microwave to warm. Also, as they sing on their way to the forest, eat and listening to storytelling reading makes them identify their purpose in life in their early stage of live. All these has contributed to the family wellbeing psychologically, as kids turns to be more independent in the house sometimes by doing some basic things for themselves which has gradually reduce family stress and prevents many intellectual disabilities.

Social Wellbeing- When children interact with other children through the activities at the playground, they learn, support, volunteer, share ideas making them feel some sense of belonging which also helps to build up the child family relationship as parents have more free time to connect with their children outside the home by making good uses of the playground premises which is more spacious and full of fun for families with children.

Physical Wellbeing- Children moves a lot at the playground yard, they learn science, math, their exposure into the natural environment offers them free natural fresh air which is good for their health. They exercise a lot as they play by running, playing football, skating, skipping, moulding with the sand/clay, all these contributes to their physical skills which is a major source of good health. When children are comfortable, happy, safe and healthy is seen as a core source of family wellbeing.

7 ETHICS NEEDED FOR THE RESEARCH

Ethics are the procedures/methods which needs to be considered on how to act, and analysing complex problems, (David B., 2015).

There are several things one needs to be considered before participating in any research activities in order to be able to identify their goals and interest for why they want to carry out the research, this will help them to come out to make the right research ideas/decision.

As Kerrigan and Davies stated, knowledge is created through interactions with different people from different cultural background, therefore, social workers should be able to recognize their relationships with their service users and carriers by respecting and being honest to them. Also explained that, understands how the means of communication should be modified to address and take into accounts of a range of factors including age, capacity, hearing of ability and physical ability (Kerrigan and Davies, 2013, 97).

Based on the above statement, everything has been kept very confidential during and after the research, in terms of papers or grants submitted for publication, personnel records of all participants. Whatever that happens in the working environment stays there and keep it confidential.

Respect- I tried to respect both supervisors and service users by obeying the rules and regulations in the organization premises during my research process.

No Discrimination- Every individual is entitled to their own opinions and freedom to life and share their ideas, therefore, I tried not to discriminate anyone during my research period as I tolerated each other's point of view no matter their gender, religious or cultural background.

7.1 Challenges During the Research Process

Language barrier- I don't speak much good Finnish so communicating to participants was very difficult.

Inadequate access to participants-How to be able to reach up to all participants during research process was very challenging, since some of the participants couldn't show as expected even though I was targeting 5-10 participants. 8 participants who took part was still more than enough though.

- Time limit- In adequate time to reach all participants at the same time, some parents comes around at different time depending on the services their children were using at the playground, so getting all parents at the same time to answer the research questions was very difficult, some comes around in the morning, some comes in the evening. However, with the help research supervisor, participants were reach at different times.

7.2 Personal Development

I have improved and sustained my own professional competences through what I have learnt during my studies by putting theory into practice.

It also thought me how good research questions are set, and methods needed to carry on a research.

I also learnt on how the same interview question can be answered in a different way by target groups/participants.

8 CONCLUSION/SUMMARY

In conclusion, at the end of the research interviewed, it was discovered that, there is more to the playground than to just play and have fun. The outdoor and indoor activities at the playground plays a very important role in children's social, mental and physical development and health which contributes to the family wellbeing, as the playground serves as a place for families meeting place to interact with other members of the same neighborhood, it safeguard, place for socialization, and serve as a multicultural environment for social change.

Families share ideas when they meet at the playground with other families, this helps reduce family stress and helps in some family problem solving, all these gradually improves wellbeing of the family in terms of physical, psychological and social wellbeing. When everyone in the family is doing well, and each family member is happy, safe, healthy enough to cope with everyday life routines, it helps to improves the family wellbeing, since if the family is well, the whole community is well too.

Most of the social services courses talks about diversity, inclusion, exclusion and wellbeing, all these can be found at the community playground which serve as a multicultural environment for all diverse Group of people. The playground activities therefore can be applied to all social services, social work or community work as means of community development, since all the major and familiar topics in social services programmes can be found and practice at the playground, such as wellbeing, inclusion, multicultural environment, diversity Group.

Suggestion

Is of my biggest interest to suggest that, more research should be conducted on a similar topic in the future, since finding a literature review on this topic was very challenging. Conducting more research on this similar topic will help instructors to know the most important areas that needs to be tackle and improved upon.

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