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Nature-Based Activities Supporting the Integration of Immigrant Families

Kohdataan luonnossa – A Guide for Organising Nature Excursions

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This functional thesis was carried out in cooperation with Yhteiset Lapsemme ry (All Our Children) and their project Kohdataan kotona (Let's Meet at Home). The purpose of the thesis was to create a guide for organising nature excursions to support the integration of immigrant families in the Capital Region of Finland. The guide will function as a tool for municipal workers, third sector workers and volunteers to be used as a tool when organising nature-based activities for immigrants and their families. In a two-way integration process, immigrants moving to a new country acquire knowledge and skills needed in that society, while the receiving society changes and becomes more diverse. Therefore, we recommend that local Finnish families participate in the excursions in order to foster interaction between immigrants and locals by using nature as a platform for positive encounters. The suggested nature-based excursions and activities in the guide are based on the concepts of participation, positive interaction and Green Care. The guide, entitled Kohdataan luonnossa (Let's Meet in Nature), consists of information on the benefits of nature and nature-based integration, suggested nature excursions, activities and locations, and practical information for excursion organisers. The sets of suggested nature excursions are based on the four different seasons and their characteristics and each set consists of three excursions. The aim of these excursions is to introduce immigrants to different ways of enjoying nature in their everyday lives, to increase their participation in society, and to create a space for interaction between immigrants and local people. The guide will be available on the All Our Children website. It is primarily meant for professionals and volunteer workers but can also be used by others who want to implement nature-based activities. In addition to immigrant families, the guide can be used with other client groups, taking their individual needs into consideration.	
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Tämä toiminnallinen opinnäytetyö toteutettiin yhteistyössä Yhteiset Lapsemme ry:n ja heidän Kohdataan kotona -hankkeensa kanssa. Opinnäytetyön tarkoituksena oli luoda opas luontoretkien järjestämistä varten maahanmuuttajaperheiden kotoutumisen tukemiseksi pääkaupunkiseudulla. Opas toimii työvälineenä kunnan ja kolmannen sektorin työntekijöille sekä vapaaehtoistyöntekijöille, jotka järjestävät luontolähtöistä toimintaa maahanmuuttajille ja heidän perheilleen. Kaksisuuntaisessa kotoutumisprosessissa uuteen maahan saapuneet maahanmuuttajat kerryttävät tietoa ja taitoja yhteiskunnassa toimimiseen, samalla kun vastaanotettava yhteiskunta muuttuu ja monimuotoistuu. Suosittelemme paikallisten perheiden osallistuvan luontoretkeille maahanmuuttajien ja paikallisten henkilöiden välisen positiivisen kohtaamisen ja vuorovaikutuksen edistämiseksi luonnon avulla. Oppaan sisältö perustuu osallisuuden, positiivisen vuorovaikutuksen ja Green Care -toiminnan käsitteisiin. Luomamme Kohdataan luonnossa -opas sisältää koosteen luonnon ja luontolähtöisen kotoutumisen hyödyistä, ehdotettuja luontoretkiä, aktiviteetteja ja retkikohteita sekä käytännön tietoa retkien järjestäjille. Oppaan ehdotetut neljä luontoretkipakettia perustuvat Suomen neljään eri vuodenaikaan ja koostuvat kolmesta retkestä. Näiden retkien tarkoituksena on tutustuttaa maahanmuuttajat eri tapoihin hyödyntää luontoa heidän jokapäiväisessä elämässään, kasvattaa heidän osallisuuttaan yhteiskunnassa ja edistää positiivista vuorovaikutusta maahanmuuttajien ja paikallisten henkilöiden välillä. Opas on saatavissa Yhteiset Lapsemme ry:n verkkosivuilla. Se on ensisijaisesti tarkoitettu ammattilaisille ja vapaaehtoistyöntekijöille, mutta myös muut luontolähtöistä toimintaa järjestävät voivat hyödyntää opasta. Maahanmuuttajaperheiden lisäksi opasta voi käyttää myös muiden asiakasryhmien kanssa, ottaen huomioon heidän mahdollisesti erilaiset tarpeensa.	
Avainsanat	Green Care, kotoutuminen, luontolähtöinen kotoutuminen, maahanmuuttaja, osallisuus, positiivinen vuorovaikutus

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List of Abbreviations

ELY	Elinkeino-, liikenne- ja ympäristökeskus (Centre for Economic Development, Transport and the Environment, ELY Centre)
EU	European Union
NGO	Non-Governmental Organisation
PTSD	Post Traumatic Stress Disorder
STEA	Sosiaali- ja terveysjärjestöjen avustuskeskus (The Funding Center for Social Welfare and Health Organisations)
SYKE	Suomen ympäristökeskus (Finnish Environment Institute)
TE Office	Työ- ja elinkeinotoimisto (The Employment and Economic Development Office)
THL	Terveyden ja hyvinvoinnin laitos (Finnish Institute for Health and Welfare)
UNHCR	The United Nations High Commissioner for Refugees

1 Introduction

In 2019, there were a total of 423,494 people with foreign background living in Finland, which is eight percent of its whole population. More than half of them reside in the Uusimaa area and one fourth of the whole population with foreign background in the city of Helsinki (Tilastokeskus, n.d.).

The main purpose of Finland's current integration policy is to promote the social inclusion of immigrants (Ministry of Economic Affairs and Employment, n.d.-b). According to the action plan of the Future of Migration 2020 Strategy, it is highlighted that there should be more interactions between different demographic groups. Moreover, professionals who are working with immigrants should be trained to gain more understanding in working with immigrants. (European Website on Integration, 2013.)

The integration process involves cooperation from different sectors. Cities and municipalities are responsible for developing and coordinating local integration activities. For example, the city of Helsinki has an integration programme which aims to encourage participation, to increase the skilled workforce, to support learning, and to fight social inequality (City of Helsinki, n.d.). A good practice of promoting integration must be goal-oriented to reduce inequality and improve wellbeing and inclusion of immigrants (Ministry of Economic Affairs and Employment, n.d.-a).

Nature can play an important role in the integration process, because it can create a setting for social interaction and help people to bond with their home region via their experiences in nature (Huhta & Santala, 2019 cited in Uusitalo et al., 2019 p.21). In general, cities in Finland have more green areas in comparison to many other European cities, and people residing in Finland are considered to have easy access to nature (Finnish Environment Institute, 2013). Currently, supporting participation and reducing discrimination among immigrants are a challenge in our society, in which the combination of nature-based activities and integration may help (Uusitalo et al. 2018, p.17).

The purpose of our thesis was to create a tool for organising nature-based activities to support immigrant integration from a social pedagogical point of view. The working tool is a guidebook for the Kohdataan Kotona project by All Our Children (Yhteiset Lapsemme ry). The aim was to create a user-friendly guide for professionals and volunteer workers in the field, to support organising nature excursions for immigrant clients.

2 Yhteiset Lapsemme ry and their work to support integration

2.1 The Kohdataan kotona project by Yhteiset Lapsemme ry

For the purpose of this thesis, we decided to work together with Yhteiset Lapsemme ry. Yhteiset Lapsemme ry is a non-governmental organisation (NGO) based in Helsinki, and their main task is to promote the wellbeing of culturally diverse children and to raise awareness of children's rights in Finland. The Kohdataan kotona project (2018-2020) has been funded by STEA, the Funding Centre for Social Welfare and Health Organisations. The project aims to develop a practice model for professionals working with refugee families and immigrants in both the public and the third sector, and to be utilised as a tool to support their integration (Yhteiset Lapsemme, 2019).

The clients of Kohdataan kotona are refugee families who are integrating into the Finnish society. They are building their lives in a new environment and participating in language courses and training programs by the employment office. The role of the project workers is to assist them with strengthening their everyday life skills and support their integration by providing them individual guidance as well as group meetings with different kinds of activities. The project workers' role can be seen as a bridge between the client and authorities, guiding them to different kinds of services and walking with them along the process of their integration.

2.2 Our working life partner's need for organising nature-based activities

The aim of the Kohdataan kotona project is to support the integration of immigrant families by focusing on children's participation, group activities, Finnish language, parenting, getting familiar with their neighbourhood, local services and the Finnish society, and co-operating with other organisations. Nature-based activities in the form of nature excursions fall under group activities and familiarising oneself with the current municipality or area of residence. According to the Kohdataan kotona project workers, group activities are a good way to show and teach refugee families about the Finnish culture and nature and show them places where they can spend time. This can in turn enhance their autonomy and wellbeing. (Lainà & Huuskonen, 2018.)

Learning the language of the host country can be important for immigrants to find employment and build their social networks. According to Lainà & Huuskonen (2018), learning Finnish is one of the most important personal goals and wishes that immigrant families have expressed to the project workers of Kohdataan kotona. Multiple client families have requested that the project workers speak Finnish with them in order for them to practice and have expressed their wishes to meet and make friends with local Finnish people. In their survey on professionals working in the field of integration, Pitkänen et al. (2017) found that several respondents perceived nature-based activities to be an effective way to promote social interaction between immigrants and Nordic people.

One of the goals of the Kohdataan kotona project is for their immigrant clients to get to know their local surroundings and neighbourhood to support their integration into the Finnish society. Our original plan for this functional thesis was to plan and implement nature excursions for their clients and local families. However, due to the coronavirus epidemic, the planned excursions and group activities had to be cancelled. As nature-based activities are a developmental need for the Kohdataan kotona project and of their clients' interests, we agreed to create a guide for organising these nature-based excursions.

3 Immigrant integration in Finland

3.1 Recent migration trends

By the end of 2019, there were 423,494 people with foreign backgrounds living in Finland, and the total population was 5,525,292 (Statistic Finland, 2020). Population growth in Finland has been influenced by immigration in recent years (THL, 2018). Since 1992, individuals with EU citizenship have the right to reside and work in other EU countries as part of Directive 2004/38/EC on the right of citizens of the Union and their family members to move and reside freely within the territory of the Member States; Regulation (EU) No 492/2011 on freedom of movement for workers within the Union. (Fact Sheet on the European Union, 2020.)

The largest number of immigrants have come to Finland from the former Soviet Union, Estonia, and Somalia (THL, 2018). In 2015, Europe faced a sudden increase of people applying for asylum when a large number of people fled their countries from across the Mediterranean Sea to different countries in Europe because of war, conflicts or persecution (UNHCR, 2017). Finland received a total of 31,959 first asylum applications in 2015. In 2019, there were 4,550 individuals who applied for international protection in Finland, out of which 2,467 were first applications. By the end of 2019, there were approximately 8,400 people in total who were registered in the reception system. However, the largest groups of immigrants entered Finland in 2019 on the grounds of family ties (10,251 individuals), employment (9,461), registration of EU citizens (8,533), and education (5,246). (European Migration Network, 2020.)

Migrations and its challenges have become an important topic which is also widely discussed in the media. In the government resolution on the Future of Migration 2020 Strategy, it is stated that immigrants should be included to help build the future of the country as participants and active agents. They should not just be a target for services and procedures. Immigration can be seen to enhance the wellbeing of the population and it supports Finland's competitiveness. (Ministry of the Interior, 2013.)

3.2 Refugees, immigrants, and asylum seekers

In statistics on individuals with foreign background in Finland, there are several ways to categorise foreigners depending on the purpose of research, including nationality, country of origin, and different language groups (Statistics Finland, 2020). According to UNHCR (2016), there is an important legal difference between asylum seekers, refugees, and immigrants.

Asylum seekers are individuals who have applied for asylum and national protection, and their refugee status has not yet been granted (UNHCR, 2020). UNHCR (2016) defines refugees as people who have fled their country of origin because of violence, war, conflict, persecution, or other circumstances that have seriously disturbed public order, and who, as a result, require international protection. International protection refers to refugee status or subsidiary protection in Finland. Asylum seekers who have been granted asylum become refugees. Finland receives refugees also on a basis of a submission by the UNHCR with respect to the refugee quota set for each country.

After being granted refugee status, a person is entitled to receive support and services from the state according to the Aliens Act (Ministry of the Interior, n.d.). In Finland, asylum seekers who have been granted a resident permit or a refugee status are assigned to municipalities under the Act on the Promotion of Immigrant Integration and agreement between the municipality and the ELY Centre. The integration policy is being planned and developed by The Ministry of Economic Affairs and Employment. ELY Centres are responsible for arrangements of integration training for immigrants in their responsible areas. The Employment and Economic Development Offices (TE Offices) will guide immigrants to different integration trainings. (National Audit Office of Finland, 2018.)

Refugees are defined and protected by international law and often have had a long journey behind them before receiving refugee status and before most integration measures begin. A study conducted in Switzerland by Schich et al. (2016) shows that refugees with symptoms of both Posttraumatic Stress Disorder (PTSD) and depression predicted difficulties in integration.

Refugee and immigrant have a different meaning from a legal point of view, as mentioned earlier. Compared to refugees and asylum seekers, the term immigrant refers to an individual who voluntarily leaves their home country to another and has the intention to stay

there for a long time or permanently (Väestöliitto, 2020). Commonly, immigrant can also refer to people who are living outside of their country of origin, and this wider term covers refugee people. All immigrants need to be respected and their human rights need to be protected regardless of their resident permit status (Amnesty International, 2020).

The clients of the Kohdataan kotona project are refugees, but the targeted participants for the nature-based activities of the guidebook developed can be anyone with an immigrant background: asylum seekers, refugees, or immigrants. The handbook made at the end of the Kohdataan kotona project also focuses on the integration of immigrants in general, and therefore, in our guide we also refer to the target group participating in nature-based activities as immigrants instead of refugees.

3.3 Integration as a two-way process

Integration is defined by the Finnish legislation as an interactive development between immigrants and society, in which the aim is to provide immigrants with the knowledge and skills required in that society. Authorities in different sectors are required to provide services to support the integration of immigrants and allow them to maintain their culture and language (Laki kotoutumisen edistämisestä (1386/2010)). From this aspect, the two-way integration process first means that the goal of an immigrant as an individual is to participate in working life and to be part of society, which in Finnish is referred to as *kotoutuminen*. The authorities' duty is to organise support and services to promote the integration process by considering the needs of immigrants while planning and organising services and procedures, which in Finnish can be referred to as *kotouttaminen*. (Saukkonen, 2018, p.15.)

Integration is a dynamic, two-way process of mutual accommodation by all immigrants and residents (UNHCR, 2010). It is multidimensional and the process takes place between immigrants themselves and the receiving society (Hämäläinen, 2020). According to the Executive Committee Conclusion of UNHCR (2005), integration requires efforts of immigrants to adapt to the host country without having to let go of their own culture. All parties involved are obliged to support the participation of immigrants leading to their full and equal membership in society. In Finland, the current Act on the Promotion of Immigrant Integration focuses on supporting and promoting immigrant integration and the active participation of immigrants in the Finnish society, and aims to promote equality, non-

discrimination and positive interaction between different population groups (Laki ko-toutumisen edistämisestä (1386/2010)).

3.4 The dimensions of integration

Integration is a multidimensional process, where immigrants balance between two cultures and adapt to the dominant or host culture. Four types of acculturation strategies can be identified: integration, assimilation, separation and marginalisation, and these can vary depending on time, place, and life situation of an individual (Berry, 1980 cited in Schubert, 2013, p.65). Integration occurs when individuals want to maintain their original culture, while wanting to become part of the dominant culture. This can only be achieved in a society, where cultural diversity is acceptable. Assimilation occurs when individuals give up their own cultural identity and adopt the host culture. Separation means an individual rejects the dominant host culture and lives separately from it, while maintaining their own cultural identity. Marginalisation is characterised by exclusion and individuals not identifying with their own culture or the host culture, which can in turn result in a lost identity and withdrawal from society. (Schubert, 2013.)

Immigrant integration can in turn be categorised into four dimensions in integration which are structural, cultural, interactive and identificational integration (Heckmann, 2005, pp.15-18). Structural integration means the access to core institutions of society, such as labour market, educational system, and welfare system. Cultural integration (or acculturation) is mainly about language learning, which is the key to many doors in life. It also includes adopting and understanding norms and values in society. In the principle of two-way integration, cultural integration also applies to the mainstream population who learn and understand different cultures in the changing society. The main point in interactive integration is about building social network to different groups of people. Identificational integration usually builds up alongside other dimensions of integration. Integration and identification will progress well when the immigrant starts to feel included as an equal member of their current society. (Saukkonen, 2017, p.18.)

In two-way integration, the integration processes and their success are affected by both migrants and the receiving societies (Reuter & Jaakkola, 2005 cited in Faehnle et al., 2010). Integration is said to be impossible if the migrant experiences continuous discrimination targeted at their group (Säävälä, 2009 cited in Faehnle et al., 2010). In addition

to employment and economic security, factors such as language skills, social networks, and the feeling of belonging affect integration.

4 Nature-based activities and relationship with nature

4.1 Human-environment relationship

According to a study conducted by the Finnish Environment Institute (SYKE) in June 2018, nature is important to over 90% of Finnish people. Most Finns feel that nature is an integral part of the nation's identity and believe that nature increases human wellbeing and promotes good health (SYKE, 2018). Nature excursions are a common outdoor activity for children with their peers, and a traditional activity with families. According to the same study, 67% of Finns like to go out in nature at least once a week. The result from this study shows that the most important nature setting for Finns are the green areas near where they live. 86% of the Finns who participated in the study feel that nature should be considered more in city planning and development (Ympäristöministeriö, 2018).

The way immigrants relate to nature depends upon their cultures and their countries of origin. The factors that affect the way immigrants spend their leisure time and the opportunities to do so are age, gender, phase of life and educational background (Joronen, 2009a cited in Faehnle et al. 2010, p.24). Buijs et al. (2009 cited in Hurly and Walker, 2019) states that attitude to nature, landscape preference and environmental values are affected by culture.

When considering how well immigrants integrate into Finnish society regarding their relationship with nature; immigrants are considered to be integrated to their new country successfully when they adopt a typical way of living by using nature areas. Additionally, they do not need to let go of their traditions, identities or culture. Ideally, nature is a factor that helps support integration by improving people's quality of life and offering positive experiences to help them bond with their new living surroundings. (Faehnle et al. 2010, p.46.)

Immigrants who have recently moved to the country may find Finnish nature setting to be scary or unsafe even though many locals might find the same setting to be pleasant and peaceful (Faehnle et al., 2010, p.46). Lovelock et al. (2011, cited in Hurly and Walker, 2019) also points out that some immigrants may have a fear that may prevent them from going out and spending time in nature. Fear is usually explained by the feeling of unknown, experiencing untamed nature and being afraid of getting lost (Bialeschki, 2005 cited in Hurly and Walker, 2019). Participating in nature excursions with other people, may help immigrants become familiar with the nature setting in their new home country and this may relieve their fear.

4.2 The benefits of people-nature interaction

There is a growing number of empirical evidences supporting the positive effect nature has on human health and wellbeing: including physical health, cognitive abilities, psychological wellbeing and social cohesion (Keniger et al., 2013, p.930). Some of the most studied positive effects of interacting with nature are improved mood and increased self-esteem. Additionally, nature enhances psychological wellbeing in general with positive effects on behaviour and emotions. It also has physical health benefits such as stress reduction, increased cognitive function and increased social interaction.

Viewing nature can improve one's mood and health, as well as reduce anxiety and lower heart rate. In addition to sight, people interacting with nature can receive multiple benefits through the other senses: sound, touch, taste and smell. Nature sounds contribute to place attachment, relativeness and positive feelings about the environment and help with attention recovery. Both viewing and listening to nature can reduce stress. Smells of nature can affect human behaviour, mood and cognition, and provide information about the surrounding environment. Growing one's food, gardening and farming can cause multiple benefits, such as self-fulfilment, self-help, mutual support, skill development, identity affirmation as well as promote community cohesion. In a natural environment, people can gain benefits from experiencing touch by being in contact with natural elements and animals, which can increase relaxation, reduce stress and lower blood pressure and heart rate. (Franco et al., 2017.)

Through people-nature experiences, some of the negative impacts of urbanisation can potentially be alleviated, such as individual isolation, intercultural conflicts and a lack of

social support (Keniger et al., 2013, p.925). Compared to urban experience, walking in nature has been proven to decrease anxiety, rumination and negative affect and to increase verbal working memory and positive affect (Bratman et al., 2015, p.47). According to a research conducted by the University of Exeter, the British Trust for Ornithology and the University of Queensland, people are less likely to suffer from depression, anxiety and stress when they live in a neighbourhood where they can see trees, shrubs and birds (Cox et al., 2017).

Spending time in a natural environment has been proven to increase health and wellbeing and can create opportunities for social interaction (Hartig, 2007; Wong, 2007 cited in Faehnle et al., 2010). Some of the social benefits of interacting with nature include social empowerment, enhanced intercultural interaction and social cohesion and support (Keniger et al., 2013, p.925). Through people-nature interaction, common memories can be created, and this can support place attachment and the feeling of belonging to a community.

Helsinki has many green areas and natural attractions that serve as recreational areas for its residents. Nature in the Capital Region of Finland includes a wide range of nature settings from woodland, wetland and meadows to seashores and islands. Nature areas can also be found in manmade parks and other settings, which provide local residents opportunities for various types of outdoor activities. Most nature destinations in Helsinki are accessible by public transportation and bicycle (Helimäki, 2018, p.9). Vantaa and Espoo also have plenty of green areas close to residential areas, providing opportunities for outdoor recreation. Nature in the Capital Region is rich and diverse with old-growth forest and nature reserves that have ecological value.

4.3 Green Care

In Finland, practices utilising nature-based methods in services promoting health and wellbeing are often referred to as Green Care (THL, 2020). Green Care Finland ry divides these nature-assisted methods into two domains: Green Care and Green Empowerment (Green Care Finland ry, n.d.-a). Green Care is often used for therapy and rehabilitation purposes and provided within the current legislation of health care and social services, whereas Green Empowerment includes services that support health and wellbeing and are often preventive or educational. In our thesis, we will refer to this method as Green

Care. On their website, Green Care Finland ry has defined the ethical principles that guide their work (Green Care Finland ry, n.d.-b). We have considered these principles and values when planning nature-based activities for the guidebook.

It is said that the benefits of nature-based activities can be explained by the effect nature has for human health and wellbeing, participation, social inclusion and experientiality (THL, 2020). In research on Green Care services provided for people out of school or work, or with drug abuse or mental health problems in the Nordic countries, a variety of positive effects of participating in Green Care activities have been identified, and these effects vary according to their context and conditions. These benefits can be categorised into mastery and coping, physical activity, positive effects on mental health, structure and meaningfulness, social gains, the feeling of dignity achieved by performing an ordinary job, and nature and animals experienced as being supportive. (Steigen et al., 2016, pp.709-711.)

In Green Care, nature can be used as a backdrop for activities where one passively experiences the natural environment, or as an object, where individuals actively interact with its elements (Sempik et al., 2010 cited in Soini et al., 2011, pp.324-325). Passive interaction can happen through for instance a walk in a park or observing a scenery. Active interaction with nature happens when, for instance, an individual picks mushrooms in a forest or takes care of a garden. As mentioned earlier, social inclusion is an important concept within Green Care, as many nature-based activities are inclusive and work towards re-engaging disengaged people with themselves and others (Sempik et al., 2010, p.106).

People interacting with animals is a part of Green Care activities, and this can happen passively when observing animals or actively in animal-assisted interventions, animal-assisted therapy, animal-assisted activities and care training. Animals can have a positive effect on human health by stimulating psychological mechanisms, exercise and physical condition (Sempik et al., 2010, p.39). Interacting with animals is familiar to many immigrants and a part of their perception of nature, and therefore, excursions to animal farms can be a good way to start exploring local nature. An individual's reaction towards animals is affected by their cultural background and this needs to be kept in mind when planning and organising activities involving animals (Uusitalo et al., 2019, pp.91-92). We applied this idea while planning the themes for the excursions listed in the guide, where human-animal interaction was chosen as the theme of the first excursion.

4.4 The use of nature-based activities to support immigrant integration

According to Gentin et al. (2018, p.17), nature-based integration can be defined as ‘the process in which an immigrant gets familiarised with the local environment, through activities that take place in a natural environment’, where the basic pillars are building up identity, providing experiences and improving capabilities to empower the migrant to participate in society. This is the definition that we have used when addressing nature-based integration in our thesis. It is said that both nature in itself and nature as a platform for gaining empowerment to participate in society are important in this type of integration.

The topic of nature-based integration is still quite unknown, and there is a lot to be done with its definition and terms used as well as its core concepts, methods and goals (Pitkänen et al., 2017). However, in recent years, nature-based activities supporting integration have received more attention and interest as a form of integration, which has been seen in an increasing number of such practices and projects initiated (Gentin et al., 2018).

According to the 2017 report by the ORIGIN project studying the use of nature for integration purposes in Nordic countries, nature-based integration can potentially be a cost-effective and efficient way of improving the integration of immigrants in Nordic countries and can benefit human health and wellbeing (Pitkänen et al., 2017). According to their survey, the most used nature-based activities for integration purposes were organised and guided excursions and events with an educational purpose and spreading knowledge about for instance the public right of access (everyman’s rights) and responsibilities.

In workshops and interviews conducted as a part of the PoLut - Pohjoinen luonto maahanmuuttajien kotoutumisessa (2017–2019) project, it was found that the immigrants participating in the interviews seemed to have a more people-centred relationship with natural environments, knew less about nature and used it less for recreational purposes than local people (Uusitalo et al., 2019, p.91). Ideally, natural environments should support integration and create opportunities for positive experiences, which can in turn help with place attachment, and the majority population would also have opportunities for cultural enrichment through nature (Faehnle et al., 2010). Deci et al. (1994, cited in Ryan and Deci, 2000) states that providing meaningful activities along with supporting autonomy and relatedness promotes internalisation and integration. Esser (1999) argues that

nature acts as a platform of social interaction, which supports the ideas of Germann-Chiari and Seeland (2004) who state that greenspaces have potential as a platform for social encounters.

In nature-based activities developed and organised for integration purposes, the four dimensions of immigrant integration can be supported: structural, cultural, interactive and identificational integration. In addition to the psychological, physical and social benefits of nature, nature-based activities can support structural integration by introducing immigrants to different nature-related hobbies and occupations, which can potentially lead to education or employment in the field. The cultural dimension of integration can be achieved, when during the nature-based activities immigrants learn more about the surrounding society and its norms, increase their vocabulary and learn the local language and get to know the local nature and different ways to use it. Identificational integration and with that the feeling of participation increase with place attachment and as immigrants' people-nature relationship develops and deepens. (Uusitalo and Jokela, 2019.) Participation, feeling of belonging, participating in society and successful integration can prevent social exclusion and support one's wellbeing (THL, 2019). Nature-based activities can also support the interactive dimension of integration by creating opportunities for immigrants to meet local people, maintain social relationships and practice the language. Nature-based activities support two-way integration by teaching local people about other cultures and creating opportunities for interaction and intercultural encounters. (Uusitalo and Jokela, 2019.)

A report of the Finnish Environmental Institute (2018) about nature-based integration perspectives and practices in Nordic countries shows analysis of 16 practices of nature-based activities in Nordic countries. Each practice links to three pillars; 1) Identity, 2) Experiences and 3) Capabilities. The identity pillar refers to the practices that promote participation and connection to local environment. The experience pillar refers to the practices promoting activities which lead to mental experiences, and the capability pillar refers to the practices that promote three capabilities which are job skills, learning and health. (Gentin et al. 2018, p.17.)

As mentioned, facilitated activities in natural environments can increase the wellbeing of immigrants in safe and peaceful surroundings, strengthen the emotional connection they have to a place, enable them to meet new people and decrease prejudices that different groups of people have about one another. Therefore, it could be beneficial for those

providing integration services to use local nature to promote intercultural encounters and cooperation, possibly with the help of local associations and residents. (Uusitalo et al., 2019, p.91.)

In Finland, the freedom to roam, also known as the ‘Everyman’s Right’ (jokamiehenoikeus) is a legal concept, which refers to the right of those living in Finland to have free access to all natural areas except yards, cultivated fields and other areas under special use (Ympäristöministeriö, 2013). Everyman’s right and the fact that the Capital Region has plenty of green areas that are easily accessible by public transportation can make it easier for those working to support the integration of immigrants to use these factors to their advantage. Visiting nature sites together with immigrant clients, implementing nature-based activities and giving guidance on how to use nature in one’s everyday life can also be beneficial in supporting these clients’ integration process.

4.5 Previous projects and activities to promote integration

In Finland, multiple associations promote immigrant and refugee integration through activities where immigrants and locals meet. For instance, there are activities to teach immigrants Finnish language and culture and to meet others (Suomen Pakolaisapu ry, n.d.), family camps for local and immigrant families to get to know each other (Parastalapsille ry, n.d.), and matching trained volunteer friend families with new immigrant families (SPR, n.d.).

Previously, nature-based activities have been used for integration purposes in multiple projects and by different organisations. For instance, through their Vihreä Veräjä project, Sininauhaliitto provides education and training for volunteers and professionals on using Green Care, have put together a nature integration guide, and continue to develop methods for nature-based integration (Sininauhaliitto, 2020). Each year, Plan International Finland organises one to three projects in the Capital Region using nature-based activities to support the integration of children, young people, and families with immigrant background (Plan International Finland, n.d.). The ORIGIN project (2016-2018) funded by the Nordic Council of Ministers aimed at increasing the understanding of using nature-based activities to support immigrant integration in Finland, Sweden, Norway and Denmark (SYKE, 2016).

Some projects and organisations have also developed materials and methods, which have been shared publicly. Some recent examples of these are instructive cards created for nature workshops supporting the integration of immigrants in northern Finland by the PoLut - Pohjoinen luonto maahanmuuttajien kotoutumisessa project (2017-2019) (Santala et al., 2019), and instructive videos and a guide created by the ESIKOTO project (2016-2018) in North Ostrobothnia to support the pre-integration of asylum seekers through nature-based activities (Metsähallitus, 2020).

The topic of using nature-based activities to promote immigrant integration in Finland has also been discussed in multiple bachelor's and master's thesis in recent years. There have been reports and functional theses from the perspective of using nature-based activities for the integration of refugee mothers and their daughters (Blom and Tynnyrinen, 2019), aging Somali women (Gråsten and Hokkanen, 2014), immigrants' perceptions of the role of urban natural areas in integration (Leikkilä, 2010), and immigrants' experiences on nature-maintenance activities (Kivelä, 2019).

According to a report by the ORIGIN project studying the views of professionals working in the field of immigrant integration, multiple nature-based practices are also used to support the integration of immigrants in other Nordic countries (Pitkänen et al., 2017). In Sweden, similar activities have been organised by for instance organisations such as Hej Främling!, who promote integration by offering common outdoor, culture and sport activities for refugees and local citizens (Hej Främling!, n.d.), and the Grön i naturen project by the Swedish Society for Nature Conservation in the Örebro county, where participants learn about what can be done in nature and practice Swedish during outdoor activities (Naturskyddsföreningen, 2020). In Denmark, nature excursions and outdoor family camps have been organised by mainly private organisations, and in Norway, nature-based integration is often based on traditional outdoor activities, such as hiking and fishing (Pitkänen et al., 2017).

5 Concepts and methods to support participation

5.1 Socio-pedagogical concepts and methods used in the guide

5.1.1 Social pedagogy as an orientation in work with immigrants

Storø (2013 p.15) states that the social pedagogical practice is based on professional assessment carried out in ordinary everyday situations in which the main aim is inclusion in the community. In addition, the goal of social pedagogy is to create conditions for social participation in mainstream communities (Madsen, 2006 cited in Storø, 2013, p.18). Böhnisch (1997 cited in Hämmäläinen, 2003, pp.69-80) states that social pedagogy concentrates on integration of individual in a society, aiming to alleviate social exclusion. Promoting an individual's social functioning, inclusion, participation, and social competence as members of society are the core ideas of social pedagogy.

Social pedagogy can be defined by its two tasks: general and specific. The general task is pedagogical: to support an individual's education, growth, and upbringing both in their communities and as a part of society. The specific task is social: to reach people who have social challenges, specific needs, are disadvantaged or at risk in society, to prevent, alleviate and improve these problems through pedagogic support, and to influence the society. The separation of these tasks is merely theoretical and, in reality, socio-pedagogical work is both pedagogical and social in all working environments. (Nivala and Ryyänen, 2019, p.49, 198.)

Preventive work done with immigrants, refugees and asylum seekers can be categorised under the social task of social pedagogy, which aims at supporting wellbeing and preventing and decreasing disadvantage and inequality. In encountering this client group socio-pedagogically, the main idea is that by helping them understand norms and customs and find their own place in society, they can integrate and become functioning members of society, and their social exclusion can be prevented. Socio-pedagogical orientation can be seen in multiple working environments, such as in the integration services by cities and municipalities, in culturally diverse activity centres by the public, private and third sectors, as well as in reception centres. In this work, non-judgmental encounter, dialogue, listening, equality, increasing communality, working together and promoting the participation of immigrants are emphasised. (Nivala and Ryyänen, 2019, pp.224, 234-235.)

We have included multiple socio-pedagogical principles and methods in our guide. The suggested nature-based activities promote participation, empowerment, sense of belonging, equality, and working together as a team to achieve a common goal.

5.1.2 Promoting individual participation, empowerment, and sense of belonging

According to THL (the Finnish Institute for Health and Welfare), successful integration and feelings of participation can prevent exclusion and promote wellbeing (THL, 2019). Participation can be seen as each individual's right to health, work, education, living, housing and social relationships. Everyone should have the possibility to participate in society. Participation is related to the relationship between the individual and society, and it is an essential component of life management and for social subjectivity to develop (Hämäläinen, 1999). It can also be viewed as three overlapping parts: participating in one's own life, in influencing society, its services and social environment, and in local communities (Isola et al., 2017).

The Finnish integration policy aims to promote the social inclusion of immigrants in all areas of society, their employment, their integration as a two-way process and it supports immigrants becoming members of Finnish society (Ministry of Economic Affairs and Employment of Finland, n.d.-b). According to the Act on the Promotion of Immigrant Integration (1386/2010), Section 29, the general objectives of promoting integration at local level are to support internationalisation, gender equality and non-discrimination, and to foster positive interactions between different population groups (Laki kotoutumisen edistämistä 1386/2010). The promotion of immigrant participation and dialogue between cultures, as well as supporting opportunities for preserving one's language and culture have also been mentioned as the goals in promoting integration in municipalities and by different local-level authorities.

Supporting the participation of immigrants in leisure activities is included in the Finnish government's integration policy mentioned earlier. Immigrants need more mutual interaction with Finnish people in order to familiarise themselves with Finnish culture. Meaningful leisure time activities are shown to be important measures for immigrants to encounter the mainstream population, which can support their language learning and inclusion (Ministry of Economic Affairs and Employment, 2016, pp.53-54). NGOs have an important role in providing these services and activities to immigrants and refugees, and our working life partner Yhteiset Lapsemme ry is one of them.

Supporting the empowerment of immigrants promotes their opportunity to participate in society. Jönsson (2010 cited in Fernandes, 2015) states that the fundamental concept of empowerment is understanding participation, user involvement, individualisation, power, influence, and self-realisation. The individual level of empowerment includes focusing on strengthening individuals' control over their own lives, increasing their level of self-perception and self-confidence as well as improving their skills and knowledge (Fernandes, 2015). Finland has an integration policy that provides measures and services for immigrants and their families, supporting them in obtaining skills and knowledge to work towards gaining control over their own lives. An integration plan may involve basic or vocational education, language training and labour market training according to the needs of the individual in question (Laki kotoutumisen edistämisestä (1386/2010)).

A sense of belonging is one of the goals of refugee integration into a new host country. Without an opportunity to participate actively in society, an individual's sense of belonging is unlikely to develop (Mecheril, 2003 cited in Burrmann et al., 2017). Pfaff-Czarnecka (2013 cited in Burrmann et al., 2017) defines belonging as a position in social structure that is experienced through identification, embeddedness, connectedness, and attachment.

Hagerty et al. (1992 cited in Kitchen, Williams and Gallina, 2015) define sense of belonging as personal involvement experience of an individual in a system or environment, which makes the individual feel that he or she is integrated into the system or environment. It is recognized as an important factor of psychological and physical wellbeing which is related to a better social and psychological functioning (Hagerty et al. 1996). In our context, sense of belonging in immigrants means that they see themselves as an integral part of society. Our guide can be used as a tool to organise activities promoting integration in order to enhance immigrants' sense of belonging through participation in nature-based activities.

5.1.3 Photo elicitation

A method that can be applied in the nature-based activities supporting integration is photography as a tool to enhance participation. Photo elicitation is a method that has for a long time been used in anthropology, education, community health, psychology, and sociology researches (Carlsson, 2001, Harper, 2002 and Wang, 2003 cited in Loeffler,

2004). Photo elicitation may help with memories of an experience as well as bridge the gap between cultures (Harper, 2002 cited in Hurly and Walker, 2019).

The idea of using photo elicitation during nature excursions is to create fun and meaningful experiences for participants. Each participant can use their own mobile phone to take photos of nature, animals, signs of the seasons, etc. They can then choose their favourite photo for a group discussion at the end of the activities. This can help the participants remember the good times they have had together, foster discussion and aid in the process of getting to familiarise themselves with both the nature settings in their new neighbourhood and new people. This method can also be used in feedback collection. Research on outdoor experiences using photo elicitation as a method shows that photography helps participants remember and reflect on their experiences because photographs capture moments, emotions, connection, and celebration (Carlsson, 2001 cited in Loeffler, 2004).

5.2 Creating a supportive environment for interaction

5.2.1 Positive interaction

The main goal of our thesis was to create a tool for supporting immigrant integration through interaction with local Finnish families in the nature setting. Orton (2012) states that interaction refers to the process in which an individual engages in dialogue or activities with different individual or groups. Immigrants, refugees, and asylum seekers can encounter negative attitudes, discrimination, and other forms of oppression and exploitation, which may lead to conflict and social exclusion. Positive interaction for immigrants includes empowering them by building confidence, skills, and access to opportunities as well as promoting healthy social relationships with others.

One of the most important things to consider when trying to enable interactions is to create suitable space and time for them to take place (Orton, 2012, p.14). In our guide, the activities done together in the natural environment will act as a Common Third, i.e. a concept of social pedagogy meaning ‘a mutual focus and the medium in which relationships are formed’ (Cameron et al., 2011). It has been said that nature can provide opportunities for inter-ethnic understanding when people meet one another (Kloek et al., 2012).

Cultural awareness is an important approach in interaction between the participants. According to Goldiamond (2002) and Vanden-Berghe (2008), as cited in Fong et al. (2016), cultural awareness is important because certain problematic behaviours in one culture may be the norm in other cultures. Immigrants integrate into a new society and learn about the new culture and norms of the host country, whereas the local population learn to respect the diversity of other cultures.

The excursions suggested in our guide follow the concept of *kohtauttaminen*, which is a rather new Finnish word that can be described as an activity in which people from different backgrounds, such as immigrants and local population, encounter and participate in the same activities to gain new experiences and to learn together (Piekkari, 2016, p.5). It is a combination of the terms *kotouttaminen* (to integrate) and *kohtaaminen* (to encounter). In the excursions, the aim is to get immigrant families and local Finnish families to participate in the activities together. Via the activities, immigrants have opportunities to meet Finnish families and learn Finnish language, obtain new knowledge about Finnish nature and culture, and gain the courage to spend time in nature in the future. Finnish participants will also acquire knowledge about nature and immigrants' cultures. The nature excursions can be beneficial for all participants. Spending time together in nature is expected to enhance participants' wellbeing as well as allow them to spend quality time with their family members and other families.

5.2.2 Role of the excursion facilitator

The people who are leading nature-based activities play an important role in the whole process of supporting and enhancing positive interaction between the participants. In our thesis, we refer to this person as the excursion facilitator. Facilitation is a non-authoritarian and group-oriented method. The role of a facilitator is to find out the needs of the group, to motivate them to participate in the activities and to help them to reach their goals while carrying out the activities. (Piekkari and Räsänen 2015, p.7.)

According to Korpela and Salmenkangas (2018, p.16), facilitators who are working with immigrants and use the Finnish language also act as a language guide to them. They recommend using *selkokieli* (plain language) with immigrant families. Plain or easy language means that the content, structure, or vocabulary has been adapted to be easier to understand for special target groups who have difficulty with reading or understanding standard language (Selkokeskus 2019).

In the beginning of the activities, the excursion facilitator helps participants break the ice by leading the suitable games to help the participants get to know each other. The facilitator is also responsible for building trust among participants, supporting a learning environment and securing a commitment of the participants to the activities. Showing a genuine interest in the participants enhances participation and trust. Facilitator's role is to facilitate a comfortable atmosphere for activities and to be a supporter (*kannustaja*) of participation and interaction in the activities. They also act as a language guide (*kieliopas*) helping immigrants understand and learn the language as well as being a support partner (*kanssakulkija*) who finds out the participant's wishes and expectations. (Korpela and Salmenkangas, 2018, p.12.)

6 Implementation of the developmental task

6.1 The Kohdataan luonnossa guide as our developmental task

As a result of this functional thesis, a nature-based activity guide for the Capital Region of Finland was created. The purpose of this guide is to support the integration of immigrant families in this area and it is aimed at those working with immigrants. This developmental project originated from the needs of our partner, All Our Children, where the main needs for the clients of their Kohdataan kotona project are to find Finnish friends, learn the language and get to know their surroundings. We decided to name the guide *Kohdataan luonnossa* (Let's Meet in Nature) to describe the purpose of the planned nature excursions and to align it with the name of the project itself.

Supporting the main objectives of the Kohdataan kotona project, it was expressed by our working life partner that there is a need for a simple, yet comprehensive guide to help organise nature-based activities for their clients in the future. The goal of these nature-based activities is to: promote integration through positive interaction between immigrants and local people, increase immigrant families' sense of belonging to the Finnish society, provide opportunities to experience natural environments in their local region, introduce different ways that people can use nature in their daily lives, promote feelings of safety in natural environments, and encourage communities to participate in common activities supporting integration.

6.2 Functional thesis

With a functional thesis, students produce a concrete output which is a new or improved innovation. This can be for instance a model, a guide, an event, or a description of a process. This developmental task is done in dialogue with one or multiple working life partners and takes place in their everyday working environments. The different phases of the developmental task of a functional thesis are the following: initiation, planning, moving onto the field, processing or implementation, revision, finalising and producing an output. (Salonen, 2013, pp.5-6, 16-19.)

The primary criteria for the output are its usability for its target user group and in that particular user environment, relevance of its content, visuality, informativeness, clarity and coherence. When producing a guide as a result, source criticism and evaluating information sources are critical. (Vilkka and Airaksinen, 2003.)

6.3 The process of creating the Kohdataan luonnossa guide

When creating the Kohdataan luonnossa guide and planning its excursion locations and activities to be implemented during those excursions, the concept of Green Care services and their provision has been considered. Nature acts as a platform for all activities chosen, and they promote human-nature connection. We selected the locations for each excursion carefully considering different seasons, weather conditions, facilities, and the characteristics of each location and how these would support interaction between the participants. We chose the suggested activities based on the concept of participation and with the goal to enhance empowerment and sense of belonging.

In our activities, we considered the three pillars in nature-based integration practice as mentioned earlier which are identity, experiences, and capabilities. Those pillars of good practice focus on the promotion of participation, interaction between local Finnish people and immigrants, providing memorable experiences through activities in the nature and supporting skills, learning and wellbeing for immigrants.

6.3.1 The planning phase

The content of the Kohdataan luonnossa guide is based on the needs of our working life partner. While planning the content of the guide, we focused on their needs by promoting meaningful activities for their clients, supporting integration and giving professionals and volunteer workers a tool to organise nature excursions. In the beginning of our guide-creation process, we sat down with our working life partner and considered their needs and wishes for the whole process and the final result. After this, we studied literature on the topic of nature-based activities and immigrant integration, as well as had a look at nature guides that already existed.

According to feedback previously collected by Kohdataan kotona, most of their client families hope to expand their social circles by meeting local people. Therefore, creating

opportunities for this kind of positive interaction was one of our main focuses when planning this guide. In addition to reviewing literature and studying the topic, we visited certain nature sites to explore different opportunities for arranging nature excursions for families. It was decided, together with our working life partner, that these excursions would focus on the Capital Region, to narrow down the different options for locations listed in the guide.

Together with the workers of Kohdataan kotona, we decided on the general themes, content, and structure of the guide. It was agreed that the guide should be compact, user friendly, clear and that the excursions should be easy to implement with suggestions of several activities and locations. After considering the need for this guide and its main user group, we started planning the content of the guide in more detail. We agreed with our working life partner that a summary of our guide would be added to their project handbook published in August 2020 and the full version of our guide would be added to their website in October.

6.3.2 Information collection

We collected information on nature sites and activities from different sources. The Helsinki, Espoo and Vantaa cities' arranged excursion programs proved to be useful for finding suitable locations for families with children. We visited nature sites, such as the Fallkulla domestic animal farm, Villa Elfvik and Suomenlinna, to assess the accessibility of these locations and their suitability for our aims. By visiting some of the sites, we discovered ideas regarding excursion planning. Practical information about different nature sites was collected, and the weather conditions of each season were considered. The guide includes recommended games and activities for each excursion and for those, we considered their level of difficulty, materials needed, time consumption and the setting of each site.

The draft version of the guide was sent to the Kohdataan kotona project workers for comments in the beginning of August, and it was edited according to their wishes and suggestions. A copy of the guide was also sent to a Rehabilitation Foundation worker, who has previously worked with Kohdataan kotona and organised nature excursions. We also carried out a small interview with All Our Children volunteer workers, who have arranged excursions for asylum seekers to some of the locations included in our guide. The purpose of this was to hear about their experiences on planning excursions from

scratch without the help of a guide and what they would need help with when planning and arranging future excursions.

6.3.3 Criteria for the content of the guide

The criteria for choosing the different locations in our guide were the following:

1. **Safety:** Safety was a priority to both excursion organisers and participants. We chose the locations listed in our guide using the environmental units of Helsinki, Espoo, and Vantaa as references, as they organise guided nature excursions between spring and autumn. The chosen excursion locations are popular amongst residents of the Capital Region area, family-friendly and mostly accessible by prams and wheel-chairs. The characteristics of different seasons were taken into consideration.
2. **Free of charge:** None of the recommended locations have an entrance fee. However, travelling often requires time and money spent on transportation. Accessing some locations, such as Mustasaari or Vartiosaari, may require an extra boat fare.
3. **Accessible by public transportation;** All locations are accessible by public transportation and take less than two hours from the Helsinki city centre.
4. **Facilities:** Most locations for autumn and winter excursions have indoor space to allow participants to stay inside and take part in group activities. All the locations have rest areas for a group to stop and take a break. Most chosen locations have public restrooms.

The locations suggested in the guide were chosen using the criteria above. Accessibility, settings, and condition of each location were considered carefully to promote participation of everyone, including those with obstructed mobility challenges or with prams. The locations and activities in our guide highlight the concept of Green Care, whereby nature is used as a backdrop for activities that promote wellbeing. As mentioned earlier, nature has positive effects on human health and wellbeing, including physical health, cognitive abilities, psychological wellbeing, and social cohesion (Keniger et al., 2013, p.930). Moreover, outdoor programs with group activities in natural surroundings provide an important socio-ecological approach to increasing holistic health and wellbeing (Pryor, Carpenter & Townsend, 2005 cited in Carpenter & Harper, 2016).

The activities included in the guide have been adapted from sources such as the Kepeli project and the game bank by the Mannerheim League for Child Welfare's the game bank. These activities can be applied to situations in which local Finnish people and immigrants interact and participate in the activities together. The criteria for choosing

activities and games for the guide was that they promote interaction, take less than forty minutes, and are suitable for both locals and immigrants and for families with children.

6.3.4 The three themes for each set of excursions

In the beginning of our guide-making process, we agreed with Kohdataan kotona that the suitable number of excursions per each set would be three excursions. It gives participants a chance to experience different kinds of activities and settings together. According to our working life partners' previous experience, having three excursions is an appropriate number of excursions for people to commit to. The aim is to provide a feeling of continuity for the participants about all activities and to give enough time for them to get to know each other. As most people work or study from Monday to Friday, we recommend that nature excursions are organised during the weekend so that people can participate with their whole family.



Figure 1. Structure and themes of the planned nature excursions.

The first excursion in a set of three is animal themed and the purpose of it is for the participant families to get to know one another. This will take place in a location where one can observe and/or interact with animals. Participants will meet each other for the first time, and in this setting interacting with animals can act as a commonly shared situation over which the families can get to know one another. Close contact with domestic farm animals often creates calmness and can be beneficial while spending time with new people or in new places (Ylilauri and Yliviikari, 2019).

The second excursion is a guided excursion by an expert. This can be, for instance, bird watching, mushroom picking or ski-practice. These kinds of activities were the most interesting group activities based on feedback received by Kohdataan kotona and their

clients' experience from the previous year. The guided excursions act as a highlight and can potentially persuade people to participate in all three excursions. This excursion can potentially offer immigrants an opportunity to participate in guided nature trips, which they might not have been able to find information on by themselves due to lack of language skills or social networks. These kinds of excursions by an expert can also make it easier to promote these excursions to local families.

The main purpose of the second excursion is to provide opportunities for participants to get more information on nature from a professional guide, familiarise themselves with nature settings close to their homes, learn new skills, and gain new experiences. In the guide, seasonal activities related to everyman's rights are recommended, some of which are bird watching and picking mushrooms and berries. Participating in these activities with experts can help participants gain knowledge about nature and environment and can be considered environmental education. Environmental education is a learning process in which individuals gain awareness of their environment and acquire knowledge and skills which ultimately will lead to their action towards the environment (UNESCO, 1978 cited in White, Eberstein & Scott, 2018).

The third and final excursion allows participants to spend more time in nature and interact with each other. The purpose of this excursion is also to provide an opportunity to reflect more on the memories created during the three excursions and to collect feedback. During this excursion, the trip organisers or facilitators collect feedback from participants and the group can discuss what they have learned, go through their experiences from previous excursions, relax and spend time together.

6.3.5 Excursion locations

For the first excursion we chose locations that provide opportunities to see and interact with animals, such as the Fallkulla Domestic Animal Farm, Haltiala farm, Villa Elfvik and Mustasaari. The suggested activities for the first excursion are ice breaking activities to help the participants get to know each other. These activities and any additional games can be animal themed with a fun and safe environment created to help immigrants learn new words together with their children.

Suggested locations for the second excursion, depending on the activity, are nature sites for bird watching such as Viikki or Laajalahti Nature Reserve, as well as Uutela nature

trails and Mätäoja. The expert of each activity can be found from different associations such as Bird life Finland or from each city's environmental unit.

The third and final excursion has various opportunities for the participants to enjoy nature freely, and some of these locations are Seurasaari and Suomenlinna. The facilitator should spare more time for this excursion to allow more time for socializing, group discussion and feedback collection.

6.3.6 Games and activities in the guide

In the Kohdataan luonnossa guide, one can find suggested activities according to each theme, such as ice breaking games for the first excursion for people to introduce themselves and get to know one another (*tutustumisleikki*). We have listed three different options which are *Nimi ja liike* (Name and movement), *Tutustu minuun* (Getting to know me) and *Tervehdin sinua* (I'm greeting you) for the excursion facilitator to choose from. According to the Kepeli – Integration through bodily and game related methods project (2016-2018), the purpose of these easy and fun games is to help participants get to know each other and to create a feeling of safety, as well as to increase the energy and enthusiasm of a group in a learning situation (Piekkari, Ahlstrand and Rahmel, 2018). We found simple games to support people engaging with each other in a natural way, without having to put too much pressure on anyone. During these activities, the whole family can participate, and the language used is clear and simple (*selkokieli*) for people with Finnish as a foreign language or who have only just started learning it.

During each of the planned second excursions, the participants will be occupied by a guided activity, such as bird watching or mushroom picking, and this will be led by an expert in each topic. In the Kohdataan luonnossa guide, we have recommended activities for those excursions. For instance, *Harjoita havaintoja* (Practice observations) is a practice that can be used during all four seasons, in order to experience and perceive nature, use different human senses and reflect on the feelings and emotions evoked. Another recommended practice is *Kiteytä hetki* (Cover the moment) for wintertime, during which individuals can see and feel snowflakes in their hands and the cool breeze of winter (Arvonen, 2017, p.333).

Some of the animal-related activities chosen to be implemented during the nature excursions are *Poikanen ja emo* (Baby and mother) and *Hämähäkki ja perhonen -hippa* (Spider and butterfly tag), the purpose of which is to support the participating immigrants to learn new words and engage in positive interaction with the rest of the group. Active movement will be used to motivate children to participate in these activities. The idea is to get all family members to participate in these games and activities together, to play, move actively and have fun together.

6.3.7 The final product

We planned the themes and content of the nature excursions based on the needs of Kohdataan kotona and Yhteiset Lapsemme ry. Their clients, immigrant families, have expressed their wishes to get familiar with their surroundings in their current municipalities of residence and interact with local people. The 21-page guide which is written in Finnish includes introduction, background and instructions for use, suggested seasonal excursions, as well as locations, activities, and additional information.

The first part of the guide: Introduction and background

The first pages of the guide include an introduction and background information on the themes and content of the guide. Page 1 includes the various benefits of nature to physical, mental, and social wellbeing. On page 2, information can be found on the importance of nature-based activities as a method to support the integration of immigrants. Page 3 includes a list of symbols with their explanations and instructions on how to use the guide. The content of the guide is also explained more in detail on this page.

The second part of the guide: Information about seasonal excursions

On pages four through eight, details have been provided for the set of excursions in each season: Page 4 – Spring (three excursions), Page 5 – Summer (three excursions), Page 6 – Autumn (three excursions) and Page 7 – Winter (three excursions). The excursions are planned to be organized a month apart from one another. The guide users can choose any set of excursions or any suitable seasons to implement these excursions. The purpose is to arrange a set of three excursions for the same group of participants, in order to get create a feeling of continuity and to get them to interact and get to know each other.

The information for each of the four sets of excursions includes locations, suggested activities to implement during each excursion, suggested use of time, and some remarks. For each excursion, two suggested locations are mentioned, and the guide user can find more information about each of these locations on pages 11-12. These pages are marked with the relevant page number and section: for example, 11A means page 11 section A. The suggested games and activities also have more information provided on pages 8-10.

Spring: recommended to take place in March, April, and May. In spring, participants can observe signs of spring: melting snow, budding trees and migratory birds returning to Finland.

Locations for the spring excursions were chosen to be the Fallkulla Domestic Animal Farm, Villa Elfvik and Seurasaari. The Fallkulla Domestic Animal Farm in Tapanila, Helsinki was chosen for it being suitable for families with children, having possibility to see animals and having suitable space available for group activities. Villa Elfvik is located in Laajalahti Nature Reserve area in Espoo where the participants can observe migratory birds on the bird watching tower and along the trails. The nature building has an exhibition and game points that are suitable for children. The whole area is also accessible by prams and wheelchairs. The last location for spring is recommended to be Seurasaari, which is easily accessible with easy trails, and has facilities for BBQing, picnic, and group activities.

Summer: recommended to take place in June, July, and August. During summertime, a variety of nature excursions are organized, and people can enjoy nature settings and participate in many different activities. Helsinki and Espoo have many islands which are easily accessible by boat. In the guide, the butterfly and bird watching excursions are recommended as the second excursion because of their suitability for summertime. Research conducted by the Environmental Sustainability Institute at the University of Exeter have found that bird watching can make people feel relaxed and connected to nature (Cox and Gaston, 2017).

The chosen locations for summer excursions are Mustasaari, the Uussilta park and Suomenlinna. Mustasaari has different possibilities for activities with domestic animals and observing local nature and is suitable for family with children and is accessible by a short boat ride. The second location is the Uussilta park for butterfly observation, or Mätäoja

for bird watching. The last excursion is recommended to be Suomenlinna, because of its beautiful nature, long history and possibilities for large groups of people to spend time together and explore the island.

Autumn: recommended to take place in September, October, and November. Autumn can be seen as a time of transition from summer to winter, with many changes happening in nature. Participants can observe such changes in nature, pick mushrooms and play with fallen leaves.

The suggested location for the first autumn excursion is Haltiala farm, which offers many different opportunities for interacting with animals and wandering in the surrounding nature. The location chosen for the second trip, Sipoonkorpi, is a National Park with opportunities for mushroom and berry picking and observing the colours of autumn. The Uutela nature trails as the final location provides a range of possibilities for trip organisers with its fields, forests, meadows, and lakes.

Winter: recommended to take place in December, January, and February. Winter can be a challenging time for immigrants because of the climate, unfamiliar surroundings and different clothing needed. On the other hand, winter can be a time to learn about nature and local way of life. From early childhood onwards, children in Finland are encouraged to spend time outside. Winter excursions with excursion facilitators can help immigrants feel safer in nature. The excursion facilitators should inform the participants about clothing needed for the excursion. During the excursion, there are many activities that immigrants may not have experienced before in their home countries, such as sledding or skiing.

Suggested locations for winter turned out to be challenging, as a place is needed with indoor space nearby to allow groups to keep warm in case of bad weather and to organise group activities. Talvipuutarha (the Winter Garden) is recommended to be the first location, because of having quick access to Töölönlahti (the Töölö Bay) and plant exhibition. Paloheinä recreational area is the second location, where one can enjoy winter outdoor activities with the whole family. Nature trails and facilities nearby also serve the purpose for guided group activities. Oittaa recreational area in Espoo is the third location chosen and there the participants can walk along the trails and in the snow. There are also indoor facilities nearby for groups.

The third part of the guide: Locations, activities and additional information

Page 8 includes a list of ice breaking activities for the first excursion to help people get to know one another. On pages 9-10, information has been provided on all suggested activities in the guide with links to their original sources and materials needed for such activities. The guide user can click on the hyperlinks which will lead directly to the websites. The purpose of this section is to help the facilitators prepare the activities and needed materials in advance.

Pages 11-12 have information on all the suggested locations. It includes a table with details of each location such as accessibility, opportunity for BBQing, nature trails, campfire, restrooms, indoor space, café, and a possible extra fare for boat ride. The guide users can also click on the hyperlinks which will lead directly to the websites of each location.

Page 13 has a checklist for excursion facilitators and includes important details on what needs to be considered when planning and implementing excursions. This list can help the facilitator with practical arrangements when the time and budget are limited.

On Page 14, information on the role of excursion facilitators is provided. Their role as the person creating an inclusive and welcoming environment and fostering immigrants' comfort with the natural environment is emphasised. The role of the facilitator is also to support participants interacting with each other, and act as a language guide who helps with language learning and clearly explains the instructions for each activity. This page of the guide reminds the trip facilitators to use plain language (selkokieli) and to consider each individual's needs and interests.

Page 15 includes Finnish vocabulary divided into four seasons. Simple words were chosen based on the characteristics and activities of each season.

Page 16 suggests questions for feedback collection both for the immigrant participants and local Finnish families. The purpose of feedback collection is to find out how individual participants feel about their experience in nature with others. In addition, the purpose is to see if there have been any changes in their wellbeing or in their everyday lives. It would be interesting to know whether participating in nature-based activities has encouraged them to spend more time in nature. Feedback can also be collected on whether the

activities changed the perspective or perceptions of local Finnish families towards immigrants and it can be used to develop these activities further. During the excursions, photo elicitation can be used as a method to help foster discussion and trigger positive memories at the end of the program and during a feedback discussion.

Page 17 includes useful links which provide information about nature destinations, activities with nature-related topic and producing materials for the games and activities.

Page 18 lists all the references of the sources we used for the theory, locations, and suggested activities included in the guide.

6.3.8 Design and visuality of the guide

In an initial discussion with the Kohdataan kotona project workers during the planning phase of our work, we agreed that the guide needs to be easy to use, compact and user-friendly, with clear information and graphics. The guide is uploaded to the Yhteiset Lapsemme ry website and a summary of the Kohdataan luonnossa guide is included in the end-of-the-project manual for Kohdataan kotona.

The Canva graphic design platform has been used to design the visuality of our guide. The following colour schemes were chosen to represent each season: yellow for spring, green for summer, orange for autumn and blue for winter. Simple graphic symbols represent the activities for each season and the details of nature locations. The guide is in PDF format, which can be uploaded onto our working life partner's website or can be easily opened on a mobile phone and used on site by excursion facilitators. The different URLs listed in the guide are linked to the actual websites so that guide users can follow the links for more information. The process of creating the content and visuals for the guide took the month of July.

7 Evaluation

7.1 Feedback on the guide

During the process of creating a guide, we have sent a draft version of the guide to our working life partner for improvement suggestions. The Kohdataan kotona project workers have given us comments on the content of the guide and the final version has been approved by them. According to the project workers, the guide includes all the necessary information, the suggested locations and activities are useful, and the checklist and vocabulary meet their needs. They liked the visuality and the design of the guide. In their opinion, all the information provided in the guide is necessary and it responds to their needs.

For our thesis, we interviewed volunteer workers who organised excursions for asylum seekers in the summer of 2020, with the purpose of finding out about their experience on planning and organising excursions. According to the volunteer workers, they did not use a guide or implement any activities. Instead, they spent time in nature or playground because the sizes of the groups were small. They mentioned that it is important to find trip locations with no entrance fee or with a reasonable entrance fee, which turned out to be challenging for them. They also mentioned that the places should be accessible by prams and should not be too far from the city centre. We have considered these points when creating our guide to make it more user friendly.

A worker from the Rehabilitation Foundation (Kuntoutussäätiö), who Kohdataan kotona project worker have previously collaborated with and who has organised trips previously, commented that a section about the impact of nature excursions for people's integration, health, and wellbeing would be useful. It was recommended that feedback is collected in a fun and easy way and the excursion facilitators explain the questions to the participants. The worker said that they would like to get a link to our guide and use the guide with their clients in the future. We made some final changes to the guide according to all feedback received, and a page emphasising the benefits of nature to human wellbeing was added.

7.2 Our views on the developmental task

The process of planning and gathering information for the content of our guide proved somewhat challenging. We had to compare different sources and went to survey some of the chosen locations to see the actual condition of the places. We visited the Soltorppi nature trail in Vantaa to survey the location to implement our excursion in the spring before the restriction to organise group activities. It was a location that our working life partner had chosen as a destination for their groups earlier. Once we got there, the nature trail was not accessible by prams, rainwater has caused flooding and there was a warning sign about damaged trees that may fall. From this, we learned that it is important to survey the sites before implementing excursions.

After planning and collecting information for the content, we started the implementation of the guide design in July. Creating the content and the visual design of the guide took around two months. There were many small details to consider and our aim was to create a simple and coherent design. During the process of making the guide, we realised that there was a lot of information that we considered important to add, when, on the other hand, we had to keep the guide compact and easy to use. The structure for the content of the guide was made clear with graphic design and symbols. We received a good feedback from our working life partner, and they were happy with the content and visuality of the guide.

Our aim was to create a user-friendly guide for workers and volunteers who work with immigrants in the Capital Region to help them with organising nature-based activities. There have been similar projects about making a guide for nature-based activities for immigrants in different parts of Finland, but apparently, there has not been any guide material that is planned particularly for immigrants to interact with local Finnish people. Our guide is planned to serve this purpose: to promote integration of immigrant families by including Finnish families in the same activities where they can interact and enjoy the nature setting together. However, without implementing the activities ourselves, we have not been able to measure the influence of the guide, apart from the feedback received. However, we are very satisfied with the guide and pleased with the positive feedback.

7.3 Ethical considerations

During the writing process of our functional thesis, we have tried to ensure the reliability of the information included in the guide and in our thesis. The information on the suggested locations is based on updated information provided by the environmental units of the cities of Helsinki, Espoo and Vantaa and the website for each location. In addition, we visited some of the locations to assess their actual condition and accessibility. We have acknowledged that, as time passes, some of the information provided may change or become outdated. The guide users should check the website of each location they plan to visit in advance for updated information and let them know about their planned visit beforehand. It is also recommended to visit the places before the actual date of the excursion to assess their condition. The theories and concepts used in our thesis are based on previous studies on the same topic.

While planning the guide, we have also considered the ethical aspects related to providing Green Care services. The code of ethics by Green Care Finland ry looks at this from three different points of view: environmental responsibility, client responsibility and social responsibility (Luke, THL & GCF ry). Environmental responsibility consists of considering and taking care of the safety and wellbeing of the environment and animals, moderate use of natural resources, waste management, utilizing public transport and appreciating one's relationship with nature. Client responsibility includes preventing social exclusion and promoting social inclusion, acknowledging human rights, equal treatment and autonomy, confidentiality, focusing on creating long-term wellbeing, setting customer-oriented goals, and having a clear and honest description of services. Social responsibility includes being aware of the relevant laws and regulations, responsible use of methods, appreciating local resources and culture, professional competence, cooperation, and quality management.

The concepts of environmental responsibility, client responsibility and social responsibility have guided us when choosing the locations and content for our guide, for instance in the section about what needs to be taken into consideration by the excursion facilitator. Activities breaking the Finnish or the EU laws or causing obvious harm to participants, animals or the environment have not been included in the guide. While choosing the locations for the nature excursions, we have considered accessibility for those with limitations to movement, such as wheelchair users or those with prams.

In our work, we have also followed Talentia's ethical guidelines for social welfare professionals. The main principles of all the activities and planned locations are based on the ideas of recognising diversity, equality, and the promotion of inclusion through participation, which are important ethical principles for professionals of social services (Talentia, 2019). In our guide, the aim was to highlight the importance of creating a respectful, accepting, and inclusive atmosphere for all who participate in the excursions.

8 Discussion

Immigrants can feel rejected and turn more towards their own ethnic groups partly due to misconceptions and prejudices by the mainstream population. More information about the immigrant population can help to lessen the negative stereotypes some have towards them. (Säävälä, 2011.) Facilitating activities where Finns and immigrants can meet and interact can give them a chance to get to know each other and enhance immigrants' sense of belonging. At the same time, this can provide an opportunity for local people to get to know more about different ethnic groups or immigrant populations.

For immigrants, getting to know the municipality they live in and spending time in the natural environments of their new home country supports their integration into society and enables them to gain control over their own lives. To become familiar with nature, one needs to spend time in nature. Pitkänen (2019 cited in Vallinkoski & Oja, 2019) compares people's relationship with nature to language learning, as both take time and have a lot of content to learn. Having a relationship with nature and learning the local language can also help the immigrants understand the Finnish culture and way of life. Interacting with local people and participating in activities is a way to prevent social exclusion. However, there are many factors and limitations to consider, such as language barriers, age of the children participating and weather. The most important thing to remember is the goal of these activities: to create meaningful memories with other people during mutual activities while experiencing the value of nature.

We hope that the guide will be widely used by different organisations. Once the guide is used as a tool to help professionals organise and implement these kinds of nature excursions, it is important to collect feedback from the people who participate in the excursions, in order to get ideas to develop methods to support integration. Feedback from the guide users who implement excursions is also very important. As time passes, the

information in the guide may become outdated. Having the guide in electronic form makes updating the information in the guide easier compared to a hard copy.

According to Pitkänen et al. (2017), some of the main knowledge and information needed by professionals in planning activities to support nature-based integration were getting to know the perspectives, wishes and needs of immigrants, organisations already organising these kinds of activities, concrete examples of best practices, more resources and shared knowledge, and having access to supporting materials for these activities. Therefore, we believe that it is important to trial and develop these methods and activities in order to see what works and what does not.

We hope that nature-based activities will be implemented more in integration training for immigrants both in public and third sectors in the future. These integration training programmes should include local Finnish people to participate in the activities as well. In this way, the important principle of two-way integration can be fulfilled.

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The guide





Oppaan tarkoitus

Tämä Kohdataan luonnossa -opas on tarkoitettu henkilöille, jotka haluavat järjestää retkiä ja luontoaktiviteetteja maahanmuuttajaperheille pääkaupunkiseudulla. Opas on tehty yhteistyössä Yhteiset lapsemme ry:n Kohdataan kotona -hankkeen kanssa.

Näiden retkien tarkoituksena on tutustuttaa maahanmuuttajaperheet paikalliseen luontoon, esitellä tapoja viettää aikaa luonnossa sekä luoda mahdollisuuksia tavata samalla alueella asuvia paikallisia perheitä. Retkien aikana perheet saavat tilaisuuden tutustua toisiinsa erilaisten kommunikaatiota ja tutustumista tukevien aktiviteettien avulla. Samalla he tutustuvat suomalaiseen lähiluontoon, jakavat luontokokemuksia omasta kotimaastaan ja löytävät erilaisia tapoja käyttää luontoa hyödyksi harrastuksissa ja ajanvietteenä.

Luonto toimii toiminnan taustalla perheitä yhdistävänä tekijänä, luoden tilan toisiinsa tutustumiselle. Tämä voi kasvattaa maahanmuuttajien kokemaa kuulumisen tunnetta ympäristöön ja yhteiskuntaan. Suosituksena on, että kaikki perheenjäsenet osallistuvat retkille, jolloin sekä lapset että aikuiset saavat osallistua ja viettää aikaa yhteisen tekemisen parissa. Retkien tavoitteena on paikallisten perheiden ja maahanmuuttajaperheiden välisen vuorovaikutuksen lisäksi suomen kielen oppiminen sekä se, että maahanmuuttajaperheet saavat ideoita ja rohkeutta luonnon hyödyntämiseen myös retkien jälkeen.

- Sajiphan Koponen ja Tuulia Simulainen, 2020





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Luontolähtöinen toiminta kotoutumisen tukena

Kotoutumisella tarkoitetaan maahanmuuttajan ja yhteiskunnan vuorovaikutusta, jonka kautta maahanmuuttaja kokee olevansa osa yhteiskuntaa ja omaksuu siinä tarvittavia tietoja ja taitoja, samalla ylläpitäen omaa kieltään ja kulttuuriaan (Kotouttamisen osaamiskeskus n.d.). Se on kaksisuuntainen prosessi, jossa maahanmuuttajan lisäksi myös vastaanottavalla yhteiskunnalla on tärkeä rooli (Faehnle ym. 2010). Paikallistason kotoutuminen on tärkeä osa kotoutumisprosessia ja se tapahtuu arkielämässä. Tämän vuoksi lähialueisiin ja -palveluihin tutustuminen, naapurien kohtaaminen ja osallistuminen uuden kotipaikkakunnan järjestämiin tapahtumiin korostuvat (Saukkonen 2013).

Luontolähtöiseen kotoutumiseen pohjautuvassa toiminnassa kaikkia neljää kotoutumisen eri ulottuvuutta (rakenteellinen, kulttuurinen, identifioiva ja vuorovaikutuksellinen) on mahdollista tukea (Uusitalo & Jokela 2019):

- Luontolähtöinen toiminta edistää maahanmuuttajien rakenteellista kotoutumista tutustuttaen heidät erilaisiin luontoon liittyviin harrastuksiin ja ammatteihin, mikä voi johtaa kouluttautumiseen tai työllistymiseen.
- Kulttuurinen kotoutuminen toteutuu luontolähtöisessä toiminnassa, kun maahanmuuttajat oppivat lisää paikallisesta yhteiskunnasta, tutustuvat luontoon, kerryttävät luontosanastoaan ja oppivat jokamiehen oikeuksista ja -velvollisuuksista.
- Identifioiva kotoutuminen ja sen myötä osallisuuden tunne kasvavat maahanmuuttajien luontosuhteen syventyessä ja paikkaan kiinnittymisen myötä. Osallisuuden ja yhteiskuntaan kuulumisen tunne sekä onnistunut kotoutuminen voivat ehkäistä syrjäytymistä ja tukea henkilön hyvinvointia (THL 2019).
- Toiminta luonnossa voi myös tukea vuorovaikutuksellista kotoutumista ja antaa maahanmuuttajalle mahdollisuuksia tutustua paikallisiin ihmisiin sekä ylläpitää sosiaalisia suhteita.

Retkien järjestäminen

Seuraaville sivuille on koottu ehdotuksia luontoretkien järjestämiseksi. Nämä retket on jaettu neljään kolmen retkikerran pakettiin eri vuodenaikojen mukaan. Jokaisen paketin retkien teemat noudattavat samaa kaavaa: ensin on vuorossa eläinteemainen retki, seuraavaksi asiantuntijan vetämä retki ja lopuksi vapaamuotoisempi lopetuskerta.



Kuukauden välein tapahtuvat luontoretket kattavat koko vuoden, mutta luonnollisesti niistä voi asiakasryhmän tarpeiden ja mielenkiinnon mukaan järjestää esimerkiksi vain kevään retket tai vaikkapa syksyn ja talven retket. Tapaamiskertojen määrä on kolme, jotta perheet ehtivät tutustua toisiinsa ja voivat sitoutua retkille osallistumiseen. Luontoretket suositellaan järjestettävän viikonloppuisin, jotta mahdollisimman moni perhe vanhempineen ja lapsineen pystyy osallistumaan.

Oppaan sivuilta löytyvät lisäksi suositellut retkikohteet, ehdotetut leikit ja aktiviteetit sekä sulkuihin merkittynä viittaus lisätietoihin. Esimerkiksi (8A) tarkoittaa, että lisää tietoa löytyy sivun 8 kohdasta A.

Oppaan käyttäjä voi klikata kuhunkin kohteeseen liitettyä hyperlinkkiä, joka vie suoraan kyseiselle verkkosivulle.

Käytetyt symbolit

Kohde	
Leikki/aktiviteetti	
Suositteltu aika	
Hyvä huomioida	
Kahvila	
Grillausmahdollisuus	
Eväspaikka	
Nuotiopaikka	
Esteetön	
Sisätila	
Lastenvaunuille sopiva	
Luontopolku	
Latu	
Merimatka	
Mahdollinen pääsymaksu tai muu kustannus	



1. Kohdataan eläimiä Fallkullassa

 Fallkullan kotieläintila (11A)

- Vaihtoehtona kevään seurantarvetki Viikkiin (11B)

 Vierailu eläintilalle, kevätseuranta

Leikit:

- Nimi ja liike (8A)
- Poikanen ja emo (9D)

 • **Maaliskuussa**

- Matkustaminen 1h/suunta
- Leikki n. 30 min., välipala 45 min.
- Vierailu 2 h (12.30-14.30)

 Selvitä osallistujien eläinallergiat ja -pelot etukäteen



2. Lintujen bongaus Villa Elfvikissä

 Villa Elfvik (12N)

- Vaihtoehtona Mätäoja (12R)

 Opastettu lintujen katselu, luontotaloon tutustuminen

Aktiviteetti:

- Linturetki (9E)

 • **Huhtikuussa**

- Matkustaminen 1h/suunta
- Leikki n. 30 min., välipala 45 min.
- Vierailu 2 h (13-15)



3. Piknikille Seurasaareen

 Seurasaari (11C)

- Vaihtoehtona Harakan saari (11D)

 Piknik, ryhmäkeskustelu, annetaan osallistujille pieni muisto retkistä ja kerätään palautetta (16)

 • **Toukokuussa**

- Matkustaminen 1h/suunta
- Grilli + vapaa-aika 1,5h
- Kävely 45 min.
- Ryhmäkeskustelu + palaute 1h

 Tälle lopetusretkelle on hyvä varata enemmän aikaa!

Kevään retket

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metropolia.fi/en


Metropolia
 University of Applied Sciences

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Kesän retket







1. Koko perheen seikkailu Mustasaarella

 Mustasaari (11E)

- Vaihtoehtona Fallkullan kotieläintila (11A)

 Eläinten katselu, hiekkaranta, luontokävely

Leikit:

- Nimi ja liike (8A)
- Tervehdin sinua (8C)

 • **Kesäkuussa**

- Lautta kulkee tunnin välein.
- Vierailu iltapäivällä 2-3 tuntia, leikki n. 30 min./leikki

 Selvitä lautan aikataulu etukäteen, maksullinen aikuisille, rattaita mahtuu n. 10 kpl. Ilmoita Helsingin seurakunnalle ryhmän tulosta

2. Perhosretki Uussillan puistoon

 Uussillan puisto (11F)

- Vaihtoehtona linturetki Kylmäojalla (12S)

 Opastettu perhosretki, luontokävely (tai linturetki)

Leikit:

- Hämähäkki ja perhonen -hippa (9F)
- Harjoita havaintoja (10G)

 • **Heinäkuussa**

- Matkustaminen 1h/suunta
- Leikit n. 30 min./leikki
- Ryhmäharjoitus n. 10 min

 Ilmoita kaupunkiympäristölle ja varaa asiantuntija etukäteen

3. Nautitaan luonnosta Suomenlinnassa

 Suomenlinna (11G)

- Vaihtoehtona Vartiosaari (11H)

 Piknik, ryhmäkeskustelu, annetaan osallistujille muisto, kuten kuvakortit, ja kerätään palautetta

 • **Elokuussa**

- Matkustaminen 1,5 h. (lauttamatka 20 min.)
- Ruokailu + vapaa-aika 1,5h
- Ryhmäkeskustelu + palaute 1h

 Tälle retkelle on hyvä varata enemmän aikaa!

Selvitä lautan aikataulu ja hinta etukäteen (Vartiosaari (11H))

Syksyn retket

6

**1. Tervehditään eläimiä
Haltialan tilalla**

2. Sieniretki Sipoonkorpeen

3. Perheretki Uutelaan

Haltialan tila (11I)

- Vaihtoehtona Fallkullan kotieläintila (11A)

Eläinten katselu, luontokävely

Leikit:

- Tutustu minuun (8B)
- Poikanen ja emo (9D)

• **Syyskuussa**

- Leikit n. 30 min/leikki

Muista ilmoittaa tilalle ryhmän tulosta, selvittää osallistujien allegiat etukäteen

Sipoonkorpi (12T)

- Vaihtoehtona ruskaretki Haltialan luontopolulle (11I)

Opastettu sieniretki, ruskan ja syksyn merkkien seuranta

Aktiviteetti:

- Sieninäyttely (10H)

• **Lokakuussa**

- Leikki n. 10-20 min
- Kierroksen pituus 3-4 km
- Kävely 1,5-2 h, vapaa-aika 1h

Ilmoita Vantaan ympäristökeskukselle ja varaa asiantuntija etukäteen

Uutelan luontopolku (11J)

- Vaihtoehtona kaamosretki Elfvikissä (12N)

Luontokävely, grillaus, ryhmäkeskustelu, retkimuiston osallistujille (esim. kuvakortit) ja palautteen kerääminen

• **Marraskuussa**

- Matkustaminen 1h/suunta
- Grillaus + vapaa-aika 1,5h
- Kävely 45 min
- Ryhmäkeskustelu + palaute 1h

Tälle retkelle on hyvä varata enemmän aikaa!
Mahdollisuus sisäaktiviteettiin Meriharjun luontotalossa (12M)

Talven retket



1. Talvipuutarhasta Töölönlahdelle sorsia katsomaan



Talvipuutarha (11K)

- Vaihtoehtona Seurasaari (11C)



Vierailu Talvipuutarhassa,
luontokävely

Leikit:

- Nimi ja liike (8A)
- Tervehdin sinua (8C)



- Joulukuussa

- Kävely Rautatientorilta Talvipuutarhaan 40 min
- Leikit n. 30 min./leikki Hesperian puistossa ja kokoontuminen Oodissa



Varaa Oodin ryhmätila
etukäteen



2. Paloheinän pulkkamäki



Paloheinän ulkoilumaja (12L)

- Vaihtoehtona linturetki Laajalahdelle (12P)



Opastettu pulkkamäen lasku,
hiihtokokeilu tai lumikenkäily
Aktiviteetti:

- Kiteytä hetki harjoitus (5min)
(10l)



- **Tammikuussa**

- Matkustaminen 1h/suunta
- Pulkkamäki/hiihto n. 2h
- Latu 3 km
- Eväiden syöminen 1h



3. Talvikävely Oittaalla



Oittaaan ulkoilukeskus (120)

- Vaihtoehtona Kattilajärven ulkoilualue (12Q)



- Talvikävely, nuotio, ryhmäkeskustelu, retkimuisto osallistujille (esim. kuvakortit tai yhteinen valokuva) ja palautteen kerääminen



- **Helmikuussa**

- Matkustaminen 1,5h/suunta
- Vapaa-aika 1,5h
- Kävely 45 min.
- Ryhmäkeskustelu + palaute 1h

Tutustumisleikit

LEIKKI	SELITE	LISÄTIEDOT	MATERIAALIT
A Nimi ja liike	Jokainen sanoo vuorotellen nimensä ja tekee jonkin eleen tai liikkeen. Muut toistavat liikkeen tehneen henkilön nimen ja hänen tekemänsä liikkeen.	www.leikkipankki.fi/Leikit/Tiedot/792	
B Tutustu minuun	Ohjaaja antaa esineen kiertoon henkilöltä toiselle, kunnes hän yhtäkkiä sanoo "stop". Se, joka pitelee esinettä, kertoo nimensä ja jotain pientä itsestään esimerkiksi luontoon liittyen.	www.leikkipankki.fi/Leikit/Tiedot/442	Jokin kevyt esine, esimerkiksi kuvakortti tai hernepusi
C Tervehdin sinua	Osallistujat kävelevät ympäri aluetta ja pysähtyvät toistensa kohdalla, tervehtien toista omalla kielellään. Pari toistaa tervehdysten. Samalla kerrotaan toiselle oma nimi. Leikin lopuksi ryhmässä voidaan yhdessä miettiä, millaisia tervehdysiä juuri kuultiin ja opittiin.	www.leikkipankki.fi/Leikkipäivä/Leikit/Tiedot/30	

Muut leikit ja aktiviteetit

LEIKKI	SELITE	LISÄTIEDOT	MATERIAALIT
D Poikanen ja emo	Jaa osallistujille kuvakortteja, joissa on erilaisia eläinlajeja ja emon sekä poikasten kuvia. Osallistujat etsivät pareja (esim. ankaemo on ankanpoikasen pari). Kun kaikki ovat löytäneet parin, kerrotaan muille miten eläintä kutsutaan sekä suomeksi että henkilön omalla kielellä. Pienimmät lapset voivat leikkiä vanhempiensa kanssa.	Voit tulostaa eläinten kuvia esim. osoitteesta: www.papunet.net/matetiaalia/kuvapankki	Kuvakortit
E Linturetki	Pyydä osallistujia kirjaamaan ylös kaikki lintuihin liittyvät havainnot. Millaisia lintuja näkyi? Entä mitä ääniä kuului? Näkyikö muita eläimiä?	www.leikkipankki.fi/Leikit/Tiedot/278	Kynä ja paperia, lintukirja (esim. Lapsen oma lintukirja, Titta Kuisma, Laila Nevakivi, 2012, Minerva)
F Hämähäkki ja perhonen -hippa	Yksi osallistuja valitaan hämähäkiksi ja muut osallistujat ovat perhosia. Hämähäkki yrittää napata perhosia. Perhonen tulee syödyksi, kun hämähäkki koskettaa kädellä perhosta, perhonen muuttuu hämähäkiksi ja ottaa kiinni toisen hämähäkin apuna loppuja perhosia. Leikki loppuu, kun kaikki perhoset on syöty.	www.ilokasvaaliikkuen.fi/files/tiedostot/lasten_60_idea_ideaopas_web.pdf	

Muut leikit ja aktiviteetit

LEIKKI

SELITE

LISÄTIEDOT

MATERI- AALIT

G Harjoita havaintoja

Ryhmä pysähtyy ja tarkkailee ympäristöä. Keskittyminen näkö-, kuulo- ja hajuaistien avulla tarkkailemaan luontoa. Huomion kiinnittäminen kiinnostavaan kohteeseen ja keskittyminen yhteen aistiin hetkeksi. Miltä keskittyminen tuntui? Miltä hetkessä oleminen tuntui?

Arvonen, S. 2017. Metsämieli: Mielen ja kehon taskukirja. Helsinki: Metsäkustannus. s. 64.

H Sieninäyttely

Osallistujat keräävät yhdessä erilaisia heitä kiinnostavia sieniä, jotka yritetään ryhmässä tunnistaa ja nimetä näyttelyä varten. Sienet kerätään kokonaisina ja ne puhdistetaan isoimmista roskista. 2 sientä/laji riittää.

www.luontokoulut.fi/ilves/sieni.html

- Kori/astia
- Sieniveitsi
- Liina
- Kynä ja paperia
- Hanskat

I Kiteytä hetki

Osallistujat pysähtyvät hetkeksi talvikävelyllä. Jokainen katselee, miten oma hengitys huuruaa, ja seuraa hengityksen rytmiä muutaman hengenvedon ajan. Lumikiteiden tai -hiutaleiden tarkastelua. Mitä ajatuksia lumihiihtäjänsä matka ilmasta maahan herättää?

Arvonen, S. 2017. Metsämieli: Mielen ja kehon taskukirja. Helsinki: Metsäkustannus. s. 333

Retkikohteiden tiedot												11
Helsingin kohteet											WC	
A Fallkullan kotieläintila www.fallkulla.munstadi.fi	✓		✓	✓	✓						✓	✓
B Viikki www.hel.fi/static/ymk/esitteet/viikki.pdf		✓	✓			✓	✓				✓	✓
C Seurasaari www.hel.fi/helsinki/fi/kulttuuri-ja-vapaa-aika/ulkoilu/mantereella-helsingissa-espoossa-ja-vihdissa/seurasaari	✓	✓	✓	◐		✓					✓	◐
D Harakan saari www.harakansaari.fi	✓		✓	◐	✓	✓		✓	✓	✓	✓	◐
E Mustasaari www.mustasaarentoimintakeskus.fi	✓	✓	✓	◐	✓	✓		✓		✓	✓	◐
F Uussillan puisto www.hel.fi/static/liitteet/kaupunkiymparisto/asuminen-ja-ymparisto/luonto/lumoava-helsinki.pdf			✓	✓		✓						✓
G Suomenlinna www.suomenlinna.fi	✓		✓	◐	✓			✓			✓	◐
H Vartiosaari www.vartiosaari.fi/uudet_sivut	✓	✓	✓	◐	✓	✓		✓		✓	✓	◐
I Haltialan tila www.hel.fi/helsinki/fi/kulttuuri-ja-vapaa-aika/muu-vapaa-aika/lemmikki-ja-kotielaimet/haltialan-kotielaintila	✓	✓	✓	✓		✓					✓	✓
J Uutelan ulkoilualue www.hel.fi/static/ymk/esitteet/uutela.pdf	✓		✓			✓	✓		✓		✓	
K Talvipuutarha www.hel.fi/helsinki/fi/kulttuuri-ja-vapaa-aika/muu-vapaa-aika/seikkaile/talvipuutarha/talvipuutarha	kesällä		✓	◐	✓						✓	

◐ Ei täysin esteetön

Retkikohteiden tiedot													12
Helsingin kohteet											WC		
L Paloheinä www.hel.fi/helsinki/fi/kulttuuri-ja-vapaa-aika/ulkoilu/mantereella-helsingissa-espoossa-ja-vihdissa/paloheina	✓		✓	⦿		✓	✓				✓	⦿	
M Meriharjun luontotalo www.luontokoulut.fi/palveluntarjoaja/meriharjun-luontotalo/			✓			✓					✓		
Espoon kohteet													
N Villa Elfvik www.espoo.fi/fi-fi/asuminen-ja-ymparisto/ymparisto-ja-luonto/villa-elfvikin-luontotalo	✓		✓	✓	✓	✓	✓				✓	✓	
O Oittaaan ulkoilukeskus www.retkipaikka.fi/oittaaalla-riittaa-monipuolista-tekemista-koko-perheelle	✓	✓	✓		✓	✓	✓					✓	
P Laajalahden luonnonsuojelualue www.luontoon.fi/laajalahti			✓	⦿		✓	✓					⦿	
Q Kattilajärven ulkoilualue www.espoo.fi/fi-fi/kulttuuri-ja-liikunta/ulkoilu/ulkoilualueet		✓	✓			✓			✓			✓	
Vantaan kohteet													
R Mätäoja www.vantaa.fi/instancedata/prime_product_julkaisu/vantaa/embeds/vantaa/wwstructure/130293_mataojan_luonnonsuojelualue.pdf			✓			✓	✓						
S Kylmäoja www.virho.fi/kylmaoja			✓			✓	✓						
T Sipoonkorpi www.luontoon.fi/sipoonkorpi	✓	✓	✓				✓					✓	

⦿ Ei täysin esteetön

Ota huomioon luontoretkeä järjestäessä

Retkipaikka

- Tarkista aukioloajat.
- Kysy ryhmäkoon rajoituksista ja selvitä tuleeko paikka varata etukäteen.
- Mikäli mahdollista, vieraile retkikohteessa ennen sen valitsemista. Näin voit tarkistaa paikan saavutettavuuden, paikan kunnon kyseisenä vuodenaikana, ovatko kaikki retkikohteen alueet auki vierailijoille, sopivuuden eri-ikäisille osallistujille, lastenrattaille, huonommin liikkuville jne.
- Ilmoita retkikohteelle hyvissä ajoin ennen retkeä ryhmän sinne tulosta ja sen koosta.

Osallistujat

- Osallistujamäärän asettaminen tavoitteiden, vetäjien ja retkikohteen mukaan.
- Potentiaalisten osallistujien tavoittaminen ja tiedottaminen esim. sosiaalisen median tai järjestön omien kanavien kautta.
- Osallistujien on hyvä ilmoittautua etukäteen, jotta retken järjestäminen ja suunnittelu helpottuu.
- Kerro osallistujille etukäteen retken kuluista, aikataulusta ja ilmoita heille mukaan tarvittava varustus ja vaatetus, paikan mahdollinen esteellisyys jne.
- Voi olla hyödyllistä järjestää maahanmuuttajaperheille ennen retkeä pidettävä info, jossa käydään tulkin avustuksella läpi retkipäivän suunnitelma, tarkoitus, sään mukaiset varusteet jne.
- Käy turvallisuusasiat tarvittaessa osallistujien kanssa läpi tulkin avustuksella jo ennen retkeä.

Aktiviteetit

- Aseta budjetti retken kuluja varten: matkat, materiaalit, eväät jne.
- Suunnittele aktiviteetit etukäteen ja varaa niihin tarvittavat materiaalit.
- Muista valita erityisesti ensimmäiselle tutustumisretkelle sellaiset aktiviteetit, jotka tukevat perheiden välistä kommunikaatiota ja auttavat rentoutumaan.
- Valmistelee ensisijaisen suunnitelmasi lisäksi myös toinen vaihtoehto, mikäli kaikki ei sujukaan odotetusti.
- Muista ottaa turvallisuus huomioon: pakkaa mukaan ensiaputarvikkeet, tarkista turvalliset reitit paikasta pois/ulos ja valmistaudu kertomaan sijaintinne, jos joudut hälyttämään apua.
- Huolehdi, että ohjeet hätätilanteessa toimimiseen ovat saatavilla myös muille ryhmän jäsenille (mikäli järjestäjä ei avun kutsumiseen jostain syystä kykene).
- Huolehdi ryhmän jälkien siivoamisesta.

Valmistaudu ohjaamaan retkiä

Ohjaajan roolit



- **Fasilitaattori**
Luo viihtyisän ja yhteenkuuluvan ilmapiirin ryhmälle
- **Kannustaja**
Kannustaa ryhmäläisiä osallistumaan ryhmätoimintaan
- **Tukija**
Tukee ryhmäläisiä vuorovaikutustilanteessa
- **Kieliopas**
Auttaa kielen oppimisessa ja ohjeiden selittämisessä
- **Kanssakulkija**
On mukana ryhmän kanssa

Vinkit



- **Käytä selkokieltä**
Puhu selkeästi. Jaksota ja toista puhetta.
- **Ole läsnä**
Kysy osallistujien mielipidettä ja ole mukana toiminnassa.
- **Ota kaikki osallistujat huomioon**
Kannusta ryhmäläisiä mukaan toimintaan mutta anna myös tilaa niille, jotka eivät halua osallistua. Järjestä ja ohjaa toimintaa, joka ottaa huomioon maahanmuuttajaperheiden ja paikallisten perheiden tarpeet ja joka sopii sekä lapsille että aikuisille.

Retkillä käytettävä sanasto

Luontoretkien aikana pyritään vahvistamaan maahanmuuttajaperheiden suomen kielen taitoja vuorovaikutuksen ja luontoon tutustumisen lisäksi. Esimerkiksi seuraavia luontoon liittyviä sanoja voi käyttää vuodenaikojen mukaan järjestettävillä retkillä ja tarvittaessa ottaa puheen ja eleiden tueksi kuvakortit.

KEVÄT

- Kukka
- Sulaa
- Emo
- Poikanen
- Maatila
- Navetta
- Pelto
- Muuttolintu

KESÄ

- Aurinko
- Lämmin
- Perhonen
- Luontopolku
- Saari
- Uimaranta
- Mansikka
- Helle

SYKSY

- Lehti
- Ruska
- Haravoida
- Sataa
- Sieni
- Marja
- Lätäkkö
- Mustikka

TALVI

- Lumi
- Jää
- Kylmä
- Lumihiutale
- Pulkka
- Hiihto
- Sukset
- Mäki

Palaute osallistujilta

Retkien aikana ja niiden jälkeen on tärkeää kerätä palautetta osallistujilta ja mahdollisilta yhteistyökumppaneilta. Tätä palautetta voi kerätä kirjallisesti, suullisesti tai sanattomasti vaikka leikkiä apuna käyttäen, ja sitä voi käyttää tulevien retkien kehittämiseen ja toiminnan arvioimiseen. Luontoretkien järjestäjien on hyödyllistä kerätä palautetta retkien aikana osallistujia havainnoimalla ja heidän kanssaan keskustelemalla ja tarkemmin esimerkiksi palautelomakkeen avulla viimeisen retken lopussa. Tapa kerätä palautetta tulee valita osallistujien mukaan ja tarvittaessa käyttää tulkia apuna keskustelussa. Tässä listattuna muutamia kysymyksiä ja keinoja palautteen keräämiseksi.



• Maahanmuuttajaperheet:

- Mitä opit suomalaisesta luonnosta?
- Mitä uusia tapoja hyödyntää luontoa opit?
- Tutustuitko paikallisiin perheisiin retkien aikana?
- Mikä oli retkillä hyvää?
- Mikä olisi voinut toimia paremmin?

• Paikalliset perheet:

- Mikä retkillä oli onnistunutta?
- Opiteko retkillä jotain uutta? Mitä?
- Tutustuitko retkien aikana muihin perheisiin?
- Miten retkiä voisi parantaa?

• Ehdotuksia:

- Valokuvien ottaminen retkien aikana, palautekeskustelu kuvien avulla sekä eri hetkien muisteleminen
- Vastausvaihtoehtojen esittäminen janalla maahan piirrettynä, väittämien esittäminen ja osallistujien siirtyminen haluamansa vastausvaihtoehdon kohtaan
- Lista väittämiä tai kysymyksiä sekä valmiit vastausvaihtoehdot, jotka voivat olla vaikka sanoja, kuvia tai eri ilmeitä

Hyödylliset linkit ja materiaalit

Tietoa luontokohteista ja aktiviteeteista

- **Luontokohteita Helsingissä**
www.myhelsinki.fi/fi/näe-ja-koe/luonto-helsingissa
- **Metsähallituksen luontopalvelujen sivu**
www.luontoon.fi
- **Luontoliitto**
www.luontoliitto.fi
- **Birdlife Suomi**
www.birdlife.fi/opettajille/retkivinkit
- **Helsingin luontotietojärjestelmä kartalla**
www.kartta.hel.fi/?link=874DM7
- **Green Care Finland ry - luontolähtöisen toiminnan järjestämisestä**
www.gcf Finland.fi/

Leikit ja harjoitukset

- **Kepeli - kotoutumista kehollisilla ja pelillisillä menetelmillä**
www.kepeli.metropolia.fi
- **Leikkipankki - leikkejä hauskaan yhdessäoloon**
www.leikkipankki.fi/haku
- **Metsän oppimispolku**
www.kulttuurinvuosikello.fi/metsan-oppimispolku-leikkejä-ja-tehtäviä-varhaiskasvatukseen-ja-esiopetukseen
- **Pihapelit ja luontoaiheiset leikit**
www.sll.fi/jyvaskyla/toiminta/luontonurkka/pihapelit-ja-luontoaiheiset-leikit

Materiaalit leikkejä varten

- **Kuvapankki**
www.papunet.net/materiaalia/kuvapankki
- **Luontoelämyksiä eri vuodenaajat**
www.luontosivusto.fi
- **Kepelikassi**
www.kepeli.metropolia.fi/wp-content/uploads/2018/11/Kepelin-virtuaalikassi.pdf
- **MAPPA - ympäristökasvatuksen materiaalipankki**
www.mappa.fi
- **Luontoajanviete**
www.vantaa.fi/vapaa-aika/luonto_ja_ulkoilu/otokkavuosi/luontoajanviete

Lähteet

Kuvat ja symbolit

www.canva.com

Kohteet

www.hel.fi/static/ymk/esitteet/luontoretikikalenteri.pdf

Luonnon vaikutus hyvinvointiin

www.mielenterveystalo.fi

Leikit ja aktiviteetit

www.leikkipankki.fi

www.kepeli.metropolia.fi

www.liikkuvavarhaiskasvatus.fi

Arvonen, S. 2017. Metsämieli: Mielen ja kehon taskukirja. Helsinki: Metsäkustannus

Luontolähtöinen toiminta kotoutumisen tukena

Faehnle, M., Jokinen, J., Karlin, A. & Lyytimäki, J., 2010. Kaupunkiluonto ja monikulttuurisuus – maahanmuuttajat luontoalueiden kokijoina ja käyttäjinä. Helsinki: Suomen ympäristökeskus. Saatavissa: https://helda.helsinki.fi/bitstream/handle/10138/37992/SY_1_2010_kaupunkiluonto_ja_monikulttuurisuus.pdf

Kotouttamisen osaamiskeskus. N.d. Keskeiset käsitteet. Työ- ja elinkeinoministeriö. Saatavissa: <https://kotouttaminen.fi/keskeiset-kasitteet>

Saukkonen, P., 2013. Mitä on kotoutuminen? Kvartti 4/2016. Saatavissa: <https://www.kvartti.fi/fi/artikkelit/mita-kotoutuminen>

THL, 2019. Kotoutuminen ja osallisuus. Saatavissa: <https://thl.fi/fi/web/maahanmuutto-ja-kulttuurinen-moninaisuus/kotoutuminen-ja-osallisuus>

Uusitalo, M. & Jokela, L., 2019. Luontolähtöinen kotoutuminen. Teoksessa: Jokela, L. & Uusitalo, M. (toim.), 2019. Yhteinen

luonto kotouttaa – Polut-hankkeen kokemuksia ja tuloksia luontolähtöisestä kotoutumisesta. Lapin amkin julkaisuja. Sarja B. Tutkimusraportit ja kokoomateokset: 14/2019. s.13-18. Saatavissa: <https://www.lapinamk.fi/loader.aspx?id=07ddc146-9729-4180-9147-0d33888541a3>

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www.yhteisetlapsemme.fi



facebook.com/YLapsemme



[instagram.com /yhteiset_lapsemme](https://instagram.com/yhteiset_lapsemme)



[@YLapsemme](https://twitter.com/YLapsemme)

