

Huttunen Heta-Kaisa

Orientation Manual for Camp School Hyvärilä Youth and Holiday Centre



Bachelor's Degree
in Tourism
Autumn 2021



KAMK • University
of Applied Sciences

Abstract

Author: Huttunen Heta-Kaisa

Title of the Publication: Orientation Manual for Camp School Hyvärilä Youth and Holiday Centre

Degree Title: Bachelor of Hospitality Management, Tourism

Keywords: Orientation manual, orientation, manual, instructor, Youth Center, camp school

The purpose of the thesis was to plan and accomplish an orientation manual for Hyvärilä Youth and Holiday Centre for the camp school employees. The main target of the orientation manual is to help the camp schools' new employees understand what a camp school is and what kind of activities can be produced in Hyvärilä Youth and Holiday Centre.

During the thesis process, the idea arose to discover new games for camp school use in Hyvärilä Youth and Holiday Centre. The author obtained the materials for the instructor orientation manual from the Head of the Youth Work at Hyvärilä Youth and Holiday Centre.

The theoretical framework consists of literature on orientation. The theory of orientation is to describe how to implement induction for new employees to familiarize them with their duty in the organization. This includes the form of orientation is needed, the process of orientation, and the theory of designing an orientation manual. The theory of orientation also promotes an understanding of what should be included in an orientation manual. It also sets out the responsibilities of instructors in youth work because camp school instructors work with youths.

The orientation manual for Hyvärilä Youth and Holiday Centre contains information that a new employee will need to work in camp schools. There are over 50 pages of information and additional games in the manual that the instructor can use in camp schools.

Tiivistelmä

Tekijä: Huttunen Heta-Kaisa

Työn nimi: Leirikoulun perehdytysopas Hyvärilä Nuoriso- ja matkailukeskus

Tutkintonimike: Restonomi (AMK), Matkailun koulutusohjelma

Asiasanat: Perehdytysopas, perehdytys, opas, ohjaaja, nuorisokeskus, leirikoulu

Opinnäytetyön tarkoituksena oli suunnitella ja toteuttaa perehdytysopas Hyvärilän Nuoriso- ja matkailukeskuksen leirikoulun työntekijöille. Perehdytysoppaan päätavoitteena on auttaa leirikoulujen uusia työntekijöitä ymmärtämään, mitä leirikoulu on ja millaista toimintaa Hyvärilän Nuoriso- ja matkailukeskuksessa voidaan tuottaa.

Tämän opinnäytetyöprosessin aikana yhtenä ideana oli tutkia, voisiko löytää Hyvärilän Nuoriso- ja matkailukeskuksen leirikoulukäyttöön uusia leikkejä. Materiaalit ohjaajan perehdytysoppaaseen tekijä sai Hyvärilän Nuoriso- ja matkailukeskuksen nuorisotyönohjaajalta.

Teoreettinen viitekehys koostuu perehdyttämistä käsittelevästä kirjallisuudesta. Perehdyttämisen teoria kirjoittaa, miten uudet työntekijät perehdytetään tehtäväänsä organisaatiossa. Tämä sisältää perehdyttämisen muodon, jota tarvitaan, perehdyttämisen prosessin ja teorian perehdytysoppaan suunnittelusta. Perehdyttämisen teoria edistää ymmärrystä siitä, mitä perehdyttäjät tarvitsevat perehdytysoppaassa. Siinä esitetään myös ohjaajien vastuu nuorisotyössä, koska leirikouluohjaajat työskentelevät nuorten kanssa.

Hyvärilän Nuoriso- ja matkailukeskuksen perehdytysopas sisältää tietoa, joka koostuu siitä, mitä leirikouluissa työskentelevä uusi työntekijä tarvitsee. Käsikirjassa on yli 50 sivua tietoa ja lisäleikkejä, joita ohjaaja voi käyttää leirikouluissa.

List of Contents

1	Introduction.....	1
2	Client of the Thesis	2
2.1	Purpose and objectives of the thesis from Hyvärilä's point of view.....	2
2.2	Introduction of Hyvärilä Youth and Holiday Centre.....	3
3	Camp School.....	4
3.1	Camp school benefits individually and as a school class.....	4
3.2	Finnish Youth Centre.....	5
4	Instructors with Youths	7
4.1	Instructor's work.....	7
4.2	The instructor and the participants	8
4.2.1	Learning.....	8
5	Orientation to work-life.....	10
5.1	The objective of orientation.....	11
5.2	Induction training supervisor	11
5.3	Orientation styles.....	12
5.3.1	Supervised induction training orientation	13
5.3.2	Model orientation	13
5.3.3	Quality orientation.....	14
5.3.4	Customized orientation.....	15
5.3.5	Dialogue orientation	15
5.4	What Kind of Orientation is needed in the employment contract	15
6	Planning of the Orientation	18
6.1	Orientation process.....	20
6.2	Orientation manual.....	21
7	Orientation Manual Hyvärilä Youth and Holiday Centre.....	23
7.1	Planning and Development of the manual	24
7.1.1	Wilderness skills.....	25
7.1.2	Games in the manual	25
7.2	Future Development of the manual.....	26
7.3	Hyvärilä Youth and Holiday Centre feedback.....	26

8	Conclusion	28
9	Sources	31
	Appendix	

1 Introduction

Orientation is needed in an organization as new employees are recruited for a duty. Orientation helps the new employee to adjust to new responsibilities through induction and with an orientation manual. The purpose of the thesis is to make an orientation manual for Hyvärilä Youth and Holiday Centre. The manual contains what is necessary for new employees who will work in the camp schools. The topics included in this thesis are orientation, induction training supervisor, orientation styles, what kind of orientation is needed depending on the work contract, and orientation manual. Also, additional topics in the thesis were added concerning instructors who work with youths, their work responsibilities when working as an instructor with youths, and camp schools of Finland.

Planning and implementing the orientation manual involved discussion with the client, the Head of Youth Work. The client shares materials that covered topics included in the orientation manual. The client's topics suggested by the client are those which the new employee or camp instructor needs when delivering camp schools for the participants and how to find camp equipment (for example, balls, ropes, harnesses for climbing, snowshoes, skis). Also, the author gained knowledge during the orientation research, such as the topics needed in an orientation manual and what should be considered when doing an orientation manual. During the orientation process, the author researched games for the manual games for the camp school activities. The games are related to nature, and they are not usually played in schools. The games were added to the orientation manual to help the instructor in the camp schools.

The reason for investigating the orientation is to learn more about orientation, how to plan orientation, and who will implement the orientation for the new employee. The objective is that at some point in my work career, I can use what I have learned during the orientation thesis to provide orientation to the new employees who will become to the organization. Researching orientation got more knowledge of what camps schools are and the purpose of Youth Centres in Finland.

2 Client of the Thesis

The purpose of the thesis is to make an orientation manual for the client Hyvärilä Nuorisokeskus ja Matkailukeskus (Hyvärilä Youth and Holiday Centre). The research problem of the thesis is that the current induction manual for Hyvärilä Youth and Holiday Centre has become outdated. The client's reason for commissioning this thesis is to obtain an updated staff induction manual for their instructors and new employees in the camp school. Hyvärilä Youth and Holiday Centre provides new camp instructors with induction. Therefore the client requires a manual for the instructors with the information of Hyvärilä Youth and Holiday Centre and instructions on the activities produced in the camp schools.

The research questions for the thesis are: What is a good orientation? What is a good orientation manual for camp school instructors?

2.1 Purpose and objectives of the thesis from Hyvärilä's point of view

The research problem of this thesis is that the Hyvärilä Youth and Holiday Centre requires an orientation manual for when new employees of the camp school season are hired. These new employees receive an orientation of the work. Nevertheless, Hyvärilä Youth and Holiday Centre requires an updated written orientation manual. The orientation manual contains instructions on the games which are played in the camp school activities. The purpose is to obtain an updated version of the orientation manual, which Hyvärilä Youth and Holiday Centre can use in their orientation period.

The orientation principle is that the new employees receive the orientation, which presents information about the organization. In the orientation presentation, the instructors receive information on the daily tasks assigned to the instructors during the weeks of the camp schools. In the orientation session, the camp school instructors are given an orientation manual with information about the company, safety instructions, and how to instruct the activities produced during the camp school. The daily task of camp school instructors is to be presented in the manual and the games played with the participants. Therefore, they require instructions on how to implement such activities with the participants of the camp school. The objective of the orientation is to help

the new camp school instructor learn the activities of the camp school. Also, orientation helps the company be profitable by acquiring more camp school customers.

2.2 Introduction of Hyvärilä Youth and Holiday Centre

Hyvärilä Youth and Holiday Centre is located in North Karelia in the municipality of Nurmes. Hyvärilä Youth and Holiday Centre is one of nine Youth Centers in Finland. It provides youths camp schools to develop their learning, welfare, and self-improvement. Camp schools in Hyvärilä Youth and Holiday Centre support learning and school operations offer many activities for young people and those who are working and are involved in youth work. Hyvärilä Youth and Holiday Centre also provides different kinds of events and holiday weeks for other customers. (Hyvärilä 2021).

Hyvärilä Youth and Holiday Centre before, a youth and holiday Centre it was a retirement home. Hyvärilä Youth and Holiday Centre was at first municipal retirement home for the rural community of Nurmes, with the main building completed in 1920. In the municipal retirement home, the staff took care of senior people, farm animals. There was also an asylum. The asylum took care of mentally disabled patients. The municipal retirement home also accommodated people who had nowhere else to stay, including paupers and vagabonds. Fields and forests surrounded the municipal retirement home. In addition, the municipal retirement home owned a barn, pigsty, and stable. The staff of the municipal retirement home took care of the farm and, some of the patients who lived in the municipal retirement home were able to help. The staff lived in the retirement home complex in buildings assigned for the faculty. In late 1970 Hyvärilä decided to establish Hyvärilä youth center, and the renovation of the facilities began. The renovation project began, with the conversion of the barn into a course center and, office building and, in 1980, a campsite was transferred from Kötsinmäki Hill to Hyvärilä. The asylum for chronically ill patients was discontinued in early 1980. The municipal retirement home was closed in 1986. In 1979 Loma-Nurmes Oy was accomplished Youth center Hyvärilä began operation in 1982, in 2015 Loma-Nurmes Oy was renamed Hyvärilä Youth and Holiday Centre. (Hyvärilä 2021).

3 Camp School

Camp school is a learning environment outside of the regular school facilities. The programs to camp schools are implemented with the teacher, students, and the students' parents. These camps schools combine the time in the camp and the time in the schools. Also, the camp school integrates the theory and the practices of learning. In camp schools, the participants learn practical matters which are taught in school. In camp schools, the crucial elements are social skills and being together. The camp schools are situated in a different municipality from the school. The camp school duration can vary however camp school durations are commonly from two to five days. The learning done in a camp school has an impact on the students. The experience of a camp school gives the students motivation and boosts the class spirit. Also, the teacher has a considerable opportunity to learn more about the students individually. (Suomen leirikouluyhdistys 2021).

When a school class of students wants to go to a camp school, the students and their legal guardian raise funds to go to the camp school. When fundraising for a camp school trip, it should be voluntary for the students and the legal guardian. If the students and legal guardians do not do any fundraising for the camp school, they can participate in the implementation. (Opetushallitus 2021). Camp schools can be arranged domestically or abroad. When having camp school abroad, the camp schools co-operate together with other camp school centers. For the students who do not want to go to a camp school, the teacher must arrange for the students' lessons with another class when the rest of the students are in camp school. The students who do not want to go to the camp school have their teaching in some other classes in the schools. (Suomen leirikouluyhdistys 2021).

3.1 Camp school benefits individually and as a school class

Benefits of a class of the students and the teacher are when the group, goes to a camp school. Individual students undergo an emotional boost in motivation, social and physical experiences. Benefits of the entire class of students, the student's ability to co-operate together and, improve the class spirit. When the students work together, they learn to resolve conflict, make compromises, and solve disagreements. Having activities in the camp school encourage the students to have activities in their leisure time also improves the wellbeing of the students and prevents

bullying. The benefits of camp school for the teacher. The teacher has a chance to evaluate the students differently and, the teacher can receive more information and knowledge of the students. (Suomen leirikoulu yhdistys 2021).

3.2 Finnish Youth Center

Finland Youth Centers is the largest camp school organization in Finland. Youth Centers are supported by the Ministry of Education and Culture of Finland. The Finnish Youth Centers Association coordinates the cooperation, services, and development of national youth centers mentioned in the Youth Act. The Youth Centers' special task is to promote internationalization, sustainable development among young people and coordinate a nationwide adventure education network. The values of Finnish Youth Centers which they operate on are valuable youth work, respect for life and nature, authentic experience, and evolving community. (Suomen nuorisokeskusyhdistys ry 2021).

Youth workers encounter groups of young people from schools, municipalities, parishes, sports clubs, and organizations. Youth center youth workers help to organize camp schools. The goals of education programs support camp schools. In every program in camp school, there is an educational goal. For example, they are working together in a canoe or exceeding themselves. The main goal in camp schools is to strengthen social skills in young people with emphasis, supporting young people's self-esteem, interaction skills, and inclusion. In a guided program, the group helps to understand the matters learned internalization, identification of emotions, and assessment of achieving goals. (Suomen nuorisokeskusyhdistys ry 2021).

Youth Centers are involved in the implementation of environmental and implementation of sustainable development education. In addition to training youth workers in the field. Most of the Youth Centers in Finland are involved in a nature school or environmental school. Young people learn from school experiences and performance, and most of the learning is done outside in nature regardless of the seasons. The target group of the Youth Centers are clubs, adults, professional educators, and students, and the Youth Center also provides for every target group a nature- and environment school program. (Suomen nuorisokeskusyhdistys ry 2021).

Youth Centers are located in Finland from the south to the north of Finland. The area of the Youth Center differs from each Youth Center. Youth Center is different from the young people's home community regardless of where the young people are. Whether the young people are going to

camp schools, an international camp, Nuotta-coaching, or some other camp, it is different from their home community. The young people who visit Youth Centers can break away from their daily lives and have new challenges to experience some new matters. (owalgroup 2019, 10, 26).

4 Instructors with Youths

The word "instructor" has a lot of different meanings in the professional scope. In the professional scope, the instructors' work is to instruct the clients. The professional scope of an instructor includes working as youth workers, leisure activity instructors, or physical education instructors. In other professional scopes of work, giving instruction is part of the job. However, it is not central to the work in the professional scope. An instructor can have a day job and wants to work outside of regular working hours as a volunteer in an activity or hobby. The traits of an instructor are the same for those who work as professional instructors or volunteers. The essential characteristics of the instructor are the possession of individual or group instructing skills. The skills to encounter people, self-knowledge, planning skills, people skills, and the ability to evaluate one's own activities are also important. A person develops and grows as an instructor, and from work experience, the instructor has acquired professionalism. As a professional instructor desires to learn more and to become established, the instructor never stops learning. (Kalliola, Kurki, Salmi, & Tamminen-Vesterbacka 2010, 7-8).

Being an instructor, the person is working with their personality, and every instructor is different. All instructors are different, and there is no 'instructor template' to become an instructor. It is necessary to know oneself and one's values and attitude. Instructors must remember to take care of themselves. In the work of instructing, workload and the challenges of the work have some effect on the professional instructor's wellbeing. (Kalliola, Kurki, Salmi, & Tamminen-Vesterbacka 2010, 10-11).

4.1 Instructor's work

When instructing, whether it is volunteering or a professional instructing, the content of the activity changes. It is diverse and goal orientated. It also determines where the activity will be occurring and who the participants in the activity are. The activity can happen anywhere, and the place can change depending on the action. Planning the activity is not the plan of the action it becomes implementing the activity. The instructor in the activity encounters people, listens to people, has a conversation, is present, interaction, and give educational support. An instructor who works with children and with youth is essential to provide academic support. The instructor's work is not about instructing the participants. It is a small part of instructors' diverse work. The

instructor knows how to make changes to the activity as necessary. Even though the instructor is giving the instructions, the instructor is essential to be a part of the activity and sometimes be an inspirer. The instructional situation is part of instructing, which are commonly plans and goals. Planning an activity or event starts from setting goals. The participants want to achieve, and then the goals are set, drafting the activity or event. The instructor creates to form the content of the activity or event by the targets of the participants. After all the drafting, the instructor implements the activity or event according to the draft instructor has drawn up. In some situations, the instructor gets a draft on how to do the activity or event. The goals are agreed, by someone else than the participants. In this kind of situation, the instructor implements the activity or event by the draft. (Kalliola, Kurki, Salmi, & Tamminen-Vesterbacka 2010, 8-9).

The instructor has to maintain the skills they have learned and use the skills. The skills that the instructor must maintain are knowing yourself and developing yourself. Also, the perceptual ability is essential to notice the requirements to instruct the activities and understand how to teach in their way. The instructor knows how to plan, implement the activity, and estimate various fictional entities. The instructor uses the methods mentioned before, and the instructor also uses different techniques and rational applications. (Kalliola, Kurki, Salmi & Tamminen-Vesterbacka 2010, 12).

4.2 The instructor and the participants

Instructing is an essential matter when instructing the participants in this concept. The target group can be children, youths, members of a club, either youth or even a camper from a camp. The instructor can have two different types of groups to instruct: an individual person or a group of children or youths. (Kalliola, Kurki, Salmi & Tamminen-Vesterbacka 2010, 10).

4.2.1 Learning

These days learning is more of guidance than teaching the matters to students. Describes the concepts of learning and knowledge changes shifting from sharing knowledge and skills to supporting learning and exploratory. The learning of a subject is on the learner's self-direction and achieving learning objectives. However, the learner cannot be left alone to master the subject. The instructor must have knowledge of the learning process and substantive competence

in handling it. In the instructor's work, it is necessary to have interaction skills, while instructing the instructor must be all ways present and available. The instructor has knowledge about the learning process and the learning styles for the individual student. Also, have different groups to instruct such, as a school classroom with multiple students or a smaller classroom with fewer students. In a classroom, the group shapes as one, and the development of becoming a class takes some time. (Karjalainen, Lindroos, Matero & Tanja 2020, 36).

5 Orientation to work-life

Orientation is to produce help to the new employees. To learn what the work involves in the organization and to adapt to the new work environment. A good orientation is valuable and uses the resources of the organization. Moreover, it can be an advantage to the organization by distinguishing it from competitors. New employees are expected to adapt to new skills and to adapt to unfamiliar practices in an organization. The new employee cannot master these skills and unfamiliar techniques in a moment, and it takes time. Also, the new employee has to become part of the organization's workforce and co-operate with the other employees. (Eklund 2018, 25-26).

In orientation, there are multiple ways to give an orientation. But also, numerous different kinds of new employees come to the organization to get an orientation to the duty. Orientation is a working process for orientating. The orientation structure can be the same, but on the other hand, the orientation structure can be changed, depending on the situation. The new employee coming to the organization receives a great deal of information. Work-related matters can be learned rapidly, although mastering the work takes time. They start to learn the skills within several weeks to months. The orientation manual is good backup information for employees who are returning to the workforce from a long period of absence for various reasons. Have a great deal to learn the matter as the information changes in a few years. Simplifying an orientation can help people with difficulty with the language. The orientation can have pictures, and simple words, so the employee can understand the matters. (Kangas & Hämäläinen 2007, 2-3).

Having a well-maintained orientation in the organization helps the organization with the new employee. The new employee receives a considerable amount of information and skills from the workforce. They can start working by themselves without any other employees' help. Also, how many mistakes there are and rework are minimized with well-maintained orientation. The new employee quickly makes a subconscious decision to stay at the organization or not to stay. A positive first impression of the organization helps the new employee to feel welcomed their work motivation grows. If the new employee feels they have not been unwelcomed to work, work motivation drops. An unmotivated employee can lead to absences from work can lead to costs for the organization by having a poor-quality orientation. The expenditure is from a wide range of issues of the organization. A good-quality orientation does not cost that much as a poor-quality orientation does. Orientation effects of the appearance of the organization when the orientation is positive students, friends, or students' teachers get a positive image of the organization. The

eager students want to apply for the organization the teacher and the organization as joint partners for the school. Good or unacceptable orientation can indicate many matters in the present and the future. (Kangas & Hämäläinen 2007, 4-5).

Finland's labor law states that every employee must be provided with appropriate instruction.

“Employers shall give their employees necessary information on the hazards and risk factors of the workplace and ensure, taking the employees’ occupational skills and work experience into consideration.” (L No. 738/2002) (Ministry of Social Affairs and Health 2021).

5.1 The objective of orientation

The orientation process is one method of leading the organization to achieve its goals. Introducing new employees to their job is time-consuming, and it uses the resources of the organization. However, the organization is worth doing well on the orientation to ensure that new employees commit to the organization. Because it is difficult to find and acquire a suitable labor force for the organization, new employees should receive the same quality of induction as a previous employee, thus providing a similar opportunity to succeed in their new job. (Eklund 2018, 31).

While the organization provides the new employee with the orientation to their work tasks efficiency of the organization is on hold because new employee needs time to learn. A good orientation plan ensures that this downtime is minimized and that the new employee acquires the required skills and practices needed in the organization. Therefore, a good orientation plan can help to increase efficiency and maintain operations while new employees undergo induction. In extreme conditions, if an organization poorly planned the orientation, the new employee cannot learn the organization's skills and practices. The new employee will be lay-offed, or the employee wants to be dismissed from the organization. (Eklund 2018, 25, 31-32).

5.2 Induction training supervisor

The responsibility of giving an orientation is the manager of the organization. Although, the manager can delegate the orientation to an individual employee who knows the particular duty. The induction training supervisor can be anyone for the organization. It can be a co-worker,

another manager, an appointed educator, or someone outside of the organization who provides the orientation of a particular duty. (Eklund 2018, 140).

When orientating, the responsibility of the orientation is on the induction training supervisor. It should be clear who is going to give the orientation of a particular duty. When delegating an induction training supervisor delivers an orientation of the task, the manager can concentrate on their job. As for the induction training supervisor, who has chosen to orientate the new employee can start sharing their knowledge and guide the new employee of their duties. In a situation where the new employee has multiple induction training supervisors delegated by the manager. By having different co-workers give the orientation to the new employee, the new employee can start networking with the new employees. (Eklund 2018, 140-141).

5.3 Orientation styles

In a situation when a new organization is producing a service or a product. The entrepreneur, the owner of the business, is the manager and needs new employees. The entrepreneur hires new employees to the organization. The new employees who are coming to work for the organization employees are taught individually to work tasks. The manager of the organization is then an induction training supervisor. Who shows how the work is done, and the new employee observes the task. When the organization is expanding, new employees are coming, or employees are frequently changing. The new employees will be orientated to the job. The orientation becomes more of a mass orientation. In this situation is preferred to have the entire team or the organization's employees be part of improving the orientation structure for the new employees. The organization will adapt to the orientation of a model orientation style. In the next phase, when the organization has expanded, new employees arrive in the organization orientations are more of a dialogue orientation. In dialogue orientation, the employer and employee discuss. What kind of orientation is essential for the employee. The orientation plan is by the needs and skills of the new employee. The last phase is the dialogue orientation style. The induction training supervisor and the new employee co-operate together. To make a suitable orientation plan for the new employee that is in the organization. (Kupias & Peltola 2009, 36).

5.3.1 Supervised induction training orientation

Supervised induction training is one way of orientating new employees. The induction training supervisor can be anyone from the organization, or it can be the manager of an organization or a “suitable” person from the organization. The manager has selected a person to deliver the information on the task to the new employee. The induction training supervisor tells the new employee about the duties which will be theirs in the organization. The induction training supervisor does the work by showing the task. While giving the induction training supervisor orientation to the new employee, the new employee observes the work. Doing the orientation as supervised induction training allows the new employee to receive a personalized orientation from the induction training supervisor. As the orientation is ongoing during the workday, it takes time for the new employee to learn. When the organization is hiring new employees, the induction training supervisor is required to start from the beginning to orientate the new employee. (Kupias & Peltola 2009, 36-37).

A supervised induction training can produce a high-quality orientation or poorly orientation training. In a high-quality orientation, the induction training supervisor is helping the new employee to understand the duties that will be theirs. The instructions and skills of the induction training supervisors help the new employees to understand and learn the skills. Also, to feel welcomed to the organization. In a poorly orientation training the induction training, the supervisor does not want to help the new employee. The new employee needs to learn the skills by themselves, or the induction training supervisor is uncertain about their expertise and does not know how to instruct the new employee. (Kupias & Peltola 2009, 37).

5.3.2 Model orientation

Model orientation is to standardize the orientation plan to mass production. As the organization has expanded, more services or products are sold to consumers. The organization needs more employees. The organization wants to become a standardized organization and to have a model orientation. The model orientation has a specific person for being the induction training supervisor. In the model orientation, work and responsibility are equally defined. Some materials are assembled, the materials are in the network of the organization. In the model orientation, responsibility is commonly in the human resource team. However, a manager can have the responsibility of producing an orientation. The human resource team or a manager orientates the

employees and develops the orientation plan. The quality of the orientation is the same for every new employee who arrives at the organization. Employees acquire the standard materials of the orientation when the orientation has been held to the new employees. The introduction of the work is transferred from the human resources or from the manager to the work community. Introduction of the work assigned to the work community where there can be differences. Compared to what was in the orientation which was held to the new employees. (Kupias & Peltola 2009, 37-38).

In the model orientation, there are risks of the induction training supervisor. The induction training supervisor can give a poor orientation, does not know how to give instructions or, does not want to present orientation instructions. In a qualitative model orientation, the materials help the induction training supervisor to do the instructions and have support. However, when giving an orientation, the induction training supervisor can give quality orientation and has the materials to support the orientation guide. The model orientation style combined with the supervised induction training to orientate the new employee. (Kupias & Peltola 2009, 38).

5.3.3 Quality orientation

At some point of an orientation implementation, the orientation has gone to controlled central management with all materials to produce the orientation to a new employee. The orientation has been stiffened in the organization, then the manager or human resource team cannot consider suggestions to adjust the orientation plan. Then it is better to give the orientation to the work community. When the orientation changes to the work community, the manager must delegate the responsibility of the orientation to one or multiple people in the organization to produce and develop the orientation plan. If there is not an appointed person or no one has the time to have the responsibility of the orientation. Then the manager of the team is the induction training supervisor. When the responsible person has been appointed, this person can develop the orientation plan, and the work community can help with the orientation structure. The person who has been appointed gives the orientation has the responsibility to instruct the new employees to the duty. (Kupias & Peltola 2009, 39).

5.3.4 Customized orientation

Customized orientation has a specific induction training supervisor who knows how to instruct the new employee to their duty. Also knows how to engage the new employee's skills in their new work. The induction training supervisor knows the organization, organization orientation plan, the services of the organization. The induction training supervisor knows how to build a conversation with the new employee. Customized orientation is not that all new employees who come to the organization receive the same orientation as the previous employee. However, a customized orientation is when the induction training supervisor has a conversation with the new employee about how to implement the orientation to their needs to receive a customized orientation. The employee is part of implementing the orientation suitable for themselves. (Kupias & Peltola 2009, 40-41).

5.3.5 Dialogue orientation

Dialogue orientation is when the orientation is prepared and planned for the new employee. Who is coming to a specific work and needs particular instructions for the duty. The new employee might make some changes to the work before they start working in the organization. In some cases, the new employee brings new information, methods, or skills to the organization. When the organization and the new employee co-operate and learn from each other. Dialogue orientation is planned with the new employee and the organization. The knowledge of a new employee is used, planning and implementation of the orientation. The is responsible for the new employee. In the orientation phase, the organization tells the new employee the information that will be the same, with no changes to the information. (Kupias & Peltola 2009, 41-42).

5.4 What Kind of Orientation is needed in the employment contract

Orientation is necessary to the organization when needing more workers, new employees, for a certain period in a year. The employees can come from a recruiting agency, or the organization itself recruits new employees for a specific time. There is no difference when orientating an employee who comes from a recruiting agency or the organization recruits. For an employee who comes from a recruiting agency, the employer in the recruiting agency can deliver the information

about the organization where they are going to work. Or the organization itself presents the information of the organization to the employees. Orientating is essential for the new employees, who are coming from recruiting agencies. Also, equally important to employees who the organization recruits into the workforce. (Lahden ammattikorkeakoulun 2007).

In some cases, in a long work contract, the organization recruited employees to the organization. Informs information to the new employee effortless than those who came to the organization from a recruiting agency. In an orientation execution, the organization can use the help of the employees who work in the organization. Especially in a case, the employee is coming from a recruiting agency. (Lahden ammattikorkeakoulun 2007).

A week of work contract is a short work contract. In the week of the contract, the orientation is brief. The orientation plan includes only the essential information in a specific time frame of the work. The organization can have a brief orientation brochure to support the employee's memory. The orientation brochure includes the working hours, how many breaks are in the workday. Where are the recreation room, information about safety, and instructions on how to use possible machinery. Also, the orientation brochure includes some information about the organization for the new employees. Inside the organization, it is good to have a delegated co-worker who will help the new employee in their work. The specific time when the employee is working in the organization. (Lahden ammattikorkeakoulun 2007).

Under a month-long work, the contract is when the work contract is month-long. The worker receives information about the organization, and the organization gives an in-depth orientation of what is included in workdays a month. Also, to have a delegated co-worker from the organization to help the new employee. (Lahden ammattikorkeakoulun 2007).

Seasonal work contract, seasonal work lasts the entire season. In this case, the organization has to take some time to orientate the new employee. In the orientation, the induction training supervisor gives information about the organization, methods which are used in the organization, handling in-depth the timetables, the products, and services the organization provides. (Lahden ammattikorkeakoulun 2007).

Long-term or a permanent work contract. In a long-term work contract or a permanent work contract. The induction training supervisor orientates the new employee. The induction training supervisor explains the work broader. What is included in their duties and talk about the organization. The orientation process of a long-term contract is good to keep the orientation continuity

also in a situation when the employee is from a recruiting agency to keep its continuity. (Lahden ammattikorkeakoulun 2007).

Changing duties inside of the organization. When the employee shifts from work to another work inside of the organization. The orientation plan only includes the information about the work and eliminates the information about the organization when the employee is changing. The induction training supervisor should also focus on the employee to learn out of old habits. (Lahden ammattikorkeakoulun 2007).

6 Planning of the Orientation

When planning orientation, the plan has three phases: before employment, during employment, and after employment (Kupias & Peltola 2009, 102).

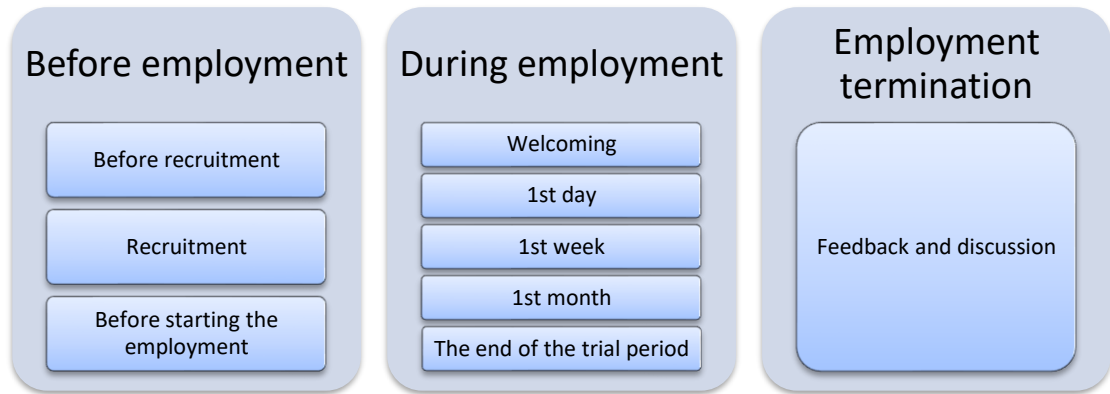


Figure 1 Orientation phases (Modified from Kupias & Peltola, 2009)

Orientation starts *before recruitment*. At this point, the organization is recruiting new employees to the organization. The organization has to know or is thinking about the work. What kind of work and skills are necessary for the work the organization is recruiting. *The recruitment* phase is critical. The organization tells in the application about the work and the standards of the work. The organization, at this point, can acquire some information about the applicants about their thoughts, potential and, know-how. *Before starting employment*, the organization has chosen the applicant to work at the organization. The organization coordinator contacts the applicant, the new employee, the coordinator tells the new employee what time to meet, where to meet, and what to take with them. The coordinator can be the induction training supervisor to meet the new employee. Also, it is easier for the new employee to have a familiar person to meet them. (Kupias & Peltola 2009, 102-103).

Welcoming is vital to give a positive impression to the new employee. A positive image can lead a long way, however. A negative impression can be hard to fix. It is vital to have a good impression of the organization to the new employee. On the *first day*, it is critical to have all the necessary information, an introduction to other employees, and knowledge of the workplace. In the *first week*, the new employee achieves the material of the work. Such as a sort of a “first aid kit” that helps the new employee start working. The orientation plan should cover all the necessary skills

of the work. Have guidance on the skills that the new employee lacks on. During the first week, the new employee knows the task. (Kupias & Peltola 2009, 103-106).

In the *first month*, the new employee can raise their vision and ideas about the issues regarding the work. The organization has received feedback on the task which, can make some changes to the job if needed. The orientation continued during the month. However, the new employee has the responsibility of the orientation plan. The orientation gradually passes from the induction training supervisor to the employee itself. During the month or two months, it is good to have a feedback discussion with the employee. It is possible to see if the orientation was enough and if the new employee can succeed in the work. *During the trial period*, it can be four months. Employees can work independently, and they can find information about the work by themselves. The employees in the organization have taken the new employee as part of the workforce. The employee feels a part of the organization and the workforce. The continuity of the orientation can be extended as planned, or the orientation is needed to continue further than planned. The manager of the organization and the new employee have a conversation about the evaluation before the trial period ends. The evaluation conversation consists of what went well in the orientation implementation. Does the new employee need to have another orientation implementation of the work. After the evaluation conversation, the manager thinks, has the recruitment been successful. Will the employee continue working in the organization, or does the employee need to be dismissed from the organization. *At the end of the trial period*, employment termination can have various reasons. The termination reasons can be known as temporary work or summer job. However, some employment termination can be unexpected as the employee terminates the employment on short notice. In an employment termination, it is good to have a feedback discussion of the work generally. In long-term employment, the feedback discussion is valuable as the employment employee has the experience. The information from the long-term employee organization should consider using it. (Kupias & Peltola 2009, 106-107, 109-110).

When planning an orientation, it is advised to think about the orientation plan. The workforce of the organization can help with the orientation, or an induction training supervisor can help. In the orientation plan, it is vital to have induction training supervisors. Who has responsibility for the specific area of the orientation be in the meeting as well. As many induction training supervisors, there are, in the meetings, ideas and points of view delivered in the discussion on how to plan orientation and achieve it. In the meeting, the induction training supervisors can have agreed on the same opinion or disagree on how to implement and present the orientation to the new employee. Also, what kind of mental image does the organization want to give the new employee

about themselves. The orientation plan usually starts from the existing orientation plan. In this case, the induction training supervisor or organization thinks of the benefits of the current orientation plan. What could be saved from the orientation plan. Also, what could be added to the orientation plan. If the current orientation plan cannot help with the remaking of the new orientation plan, it is probably time to make a new orientation plan and not to use the existing orientation plan. (Eklund 2018, 74-75).

6.1 Orientation process

When the planning of the orientation is ongoing, it takes time to start drafting the orientation plan. The organization cannot generalize the orientation beforehand considering what is required in the plan of the orientation, who is responsible for delivering the orientation. When, how, and in what order will the orientation process be presented to the new employee. In the planning process, it has to be thought through every new employee receives a personal orientation which is suitable to them, however, to be equally the same. (Eklund 2018, 76).

Who	What	When	How	To whom
<ul style="list-style-type: none"> • Human Resources • Manager • Co-worker 	<ul style="list-style-type: none"> • Assignment • Methods • Rules 	<ul style="list-style-type: none"> • Date • Order • Duration 	<ul style="list-style-type: none"> • Training • Conversation • Making of the orientation 	<ul style="list-style-type: none"> • Knowledge • Know-how • Motivation

Figure 2 What to consider when planning an orientation (Modified from Eklund 2018)

Who refers to the induction training supervisor who is responsible for orientating the new employee to the task. The induction training supervisor can be anyone from the organization's human resource team, manager, or a person who is authorized to orientate. The organization's manager has the responsibility to conduct the orientation, but the manager can delegate the orientation forward. The authorized person of the orientation is important to know who the induction training supervisor is to avoid confusion in the organization. When the induction training supervisor has been selected, it is crucial to inform the other employers who is authorized. The induction training supervisor delivers the orientation to the new employee. (Eklund 2018, 76-77).

What refers to what to go through during the orientation with the new employee. What to teach to the new employee, what are the assignments, methods, rules, systems, and how to use the equipment safely. The orientation implementation has presented the framework of the orientation. The new employee has to learn the skills, and the framework is in the orientation plan. By having written instruction of the orientation plan, the orientation has the same quality for the following employee to be orientated. (Eklund 2018, 77).

When refers a date to deliver orientation. When is the suitable day to have the orientation. What time will the orientation start, and when will it end. When presenting orientation, it is good to have a plan for how long it will take to explain the tasks. What is the correct order to teach and explain the duties for the employee. The orientation plan does not need to be strict. However, some kind of schedule is good to have. With a strict schedule, no one knows how long it takes for the new employee to learn the skills and methods. (Eklund 2018, 78).

How refers to how to deliver the orientation. There are multiple ways of providing orientation. However, the most general delivery of orientation is training events or supervised induction training. Also, new employees can do some orientations by having a conversation, independently learning orientation by reading books, or watching videos. Digitalization is growing in the future, and orientations are changing toward digitalization. There are online courses, games, and webinars. Working in the digitalized workplace is not the same as working in a workplace, and interaction will change how other employees interact. (Eklund 2018, 78-79).

To whom refers to the new employee. The orientation can be created to be customized for the new employee coming to the organization. To produce a customized orientation to the new employee has the possibility to learn from the new employee beforehand during recruitment. (Eklund 2018, 79-80).

6.2 Orientation manual

An orientation manual assists the new employee to have some knowledge of the organization, the duties, and workplace safety. Later, when having the orientation, they can go through the orientation manual. As a reminder, they can investigate the orientation manual material by themselves. By doing an orientation manual, it takes time to make it. However, having an orientation manual saves time from the presenting of orientation and understanding the materials. When planning and writing the orientation manual, consider having someone from the organization

have a look at the orientation manual. Is it up to date, and how often should the manual be checked thus the manual does not get out of date. In the orientation manual, when it is complete, there should be a date when the manual was updated last time. Having an orientation manual is to help the employee to remember what orientation consists of and to remember the matters. On the first day for the employee, they obtain a great deal of information, and they have a better time to embrace the information in the orientation situation when they have read the manual first. (Kangas & Hämäläinen 2007, 7,10).

7 Orientation Manual Hyvärilä Youth and Holiday Centre

Hyvärilä Youth and Holiday Centre has an orientation manual for the entire company. My thesis work was to do an orientation for new employees who will work in the camp schools. Hyvärilä Youth and Holiday Centre had an orientation manual for the camp school employees. However, the manual was out of date, and the information was invalid. Before starting to make the manual for Hyvärilä Youth and Holiday Centre, I asked my client, the Head of Youth Work what information would be essential to include in the orientation manual. The materials received from the Head of Youth Work for the making of the manual. In the manual, the information requested by the client is the pedagogical approach to Youth Centers, information about anti-bullying, information about camp schools in Hyvärilä Youth and Holiday Centre, and program services in camp schools. One most significant matter is the safety of the participants as well as instructors. The materials collected from the client these documents were from the Youth Centers of Finland. The materials gathered for making the manual were from my client to read and the information to write in the manual.

When all the necessary materials were written, I started to observe the activities in Hyvärilä Youth and Holiday Centre and research games that camp school participants can play in camp schools. When monitoring the activities, I took notes and pictures of the activity equipment. After the activity, I would ask the instructor about the activity and the rules for the activity. By having notes of the activity, it was easier to write about the activities in the manual. In the summary of the activities, I could write the rules and instructions of the activity in the manual. Next to the instructions, pictures were added to show what equipment is needed, including how the activity is presented.

The activities which I observed were activities in which an instructor does not need to have a certification. Any instructor can produce the activities for the camp school participants. In Hyvärilä Youth and Holiday Centre has activities in which the instructor needs to have a certification to deliver the activity to the camp school participants. These activities I did not need to observe as the instructor needs to have a valid certificate.

7.1 Planning and Development of the manual

The planning and the development of the orientation manual to Hyvärilä Youth and Holiday Centre started by using the figure of Eklund. In chapter 6.1 Orientation process contain who, what, when, how, and to whom. Modification to the needs of Hyvärilä Youth and Holiday Centre. The stages of the figure of Eklund were in mind when developing the manual for Hyvärilä Youth and Holiday Centre.

Who	What	When	How	To whom
<ul style="list-style-type: none"> • The Head of Youth Work • Co-worker of youth work 	<ul style="list-style-type: none"> • Activities of the camp schools in Hyvärilä • Rules • Safety issues 	<ul style="list-style-type: none"> • Date • Duration 	<ul style="list-style-type: none"> • Observing • Conversation • Orientation manual 	<ul style="list-style-type: none"> • Seasonal instructors • The European Solidarity Corps volunteers

Figure 3 What to consider when planning an orientation (Modified from Eklund 2018)

Who refers to the Head of Youth Work who will give the orientation or the co-worker of youth work.

What refers to what the orientation consists of activities. The activities in the camp school, safety issues, rules in Hyvärilä, and the equipment location

When refers to a date when it is suitable to present the orientation to the new employee, the orientation day and duration of the orientation implementation can vary from person to person. As some instructors have worked in Youth Centers in Finland, others have no experience in instructing youths.

How refers to how the new employee will receive the orientation. By observing the activities on how to present the activity to the camp school participants. Having conversations with the induction training supervisor Head of Youth Work, or with the co-worker of the Head of Youth Work.

To whom refers to the employee who will be working in Hyvärilä Youth and Holiday Centre. The new employees are the seasonal workers, The European Solidarity Corps volunteers, and trainees.

7.1.1 Wilderness skills

On one of the activities in the camp school, my client said I could implement the activity this was the wilderness skills. In the wilderness skills, I researched everyman's rights to apply in the activity. To teach the camp school participants about what can be done when camping. In addition, research of herbs that could be used as tea when using the Trangia. In the wilderness skills, I took notes for wilderness skills contained in the activity. Two instructors produced wilderness skills for the camp school participants. After the activity, I asked what was included in wilderness skills and would the instructor have the same content to a different camp school participant. The activity the instructors said would change depending on the camp school participants and the season.

7.1.2 Games in the manual

When researching games, the games investigated were about nature games related to nature. The client gave some suggestions on websites that might be some nature-related games. The websites were Mappa.fi and Leikkipankki.fi had pastime games and nature-related games. In Mappa.fi and Leikkipankki.fi were nature-related games. I had to look through multiple game suggestions to find a suitable game that was nature-related. While researching nature-related games, some facts had to be studied when writing the game to the manual. When I found a game nature-related, the thought process of the game was there a possibility for no need to run if needed, is the game easy that the instructor can understand the game. Additional to the thought process was also the game possible to play inside a sports hall just in case the weather is terrible outside. When the game fulfilled the procedure, it was written in the manual. Also, if the game instructions had pictures, I added the pictures to the manual with the instructions. I found all the games written to the manual in Mappa.fi and Leikkipankki.fi.

After researching nature-related games conducting another research was on game pallets. These games are played on a bigger scale, played in the camp school. Researching, the details of the games needed to be studied are the games easy to understand, and there is no need to run if needed. Additional to the thought process was also the game possible to play inside a sports hall just in case the weather is terrible outside. If the game succeeded in the steps, it was written to the manual. Instructions of the game, if there were pictures or video clips, were added with the instructions in the manual to help the instructor understand the game.

Additionally, games were added to the manual, games which I played in primary school. For the games I have played, I wrote the rules in the manual research was done to find missing rules of the games. With the instructions, added pictures to help the instructor produce the game. Using PowerPoint was made pictures of the games, and a screenshot of the game showed the process and put the image in the manual.

In the manual, I selected the activities and the games. If there were any extra materials, the materials were added to the manual in the appendix. The research of games also included researching problem-solving tasks. I found the problem-solving task using Peda.net and other research word problem-solving tasks. The process was to investigate problem-solving tasks. Are the problem-solving easy to be understood by the instructor as the instructor will produce the problem-solving to the camp school participants.

7.2 Future Development of the manual

The instructor manual was written in Finnish. Therefore, Hyvärilä Youth and Holiday Centre will translate the manual into English for the volunteers. The English instructor manual will be translated by Hyvärilä Youth and Holiday Centre's employees. The manual is to help the volunteers of the European Solidarity Corps who have applied to the Hyvärilä Youth and Holiday Centre for volunteering. The European Solidarity Corps volunteers can use the manual to produce the activities for the camp school participants.

“There is likely to have a development of the instructor manual which will serve a basis for an online training with the theme of orientation. The online training is done with collaboration with an adult student.” Head of Youth Work.

7.3 Hyvärilä Youth and Holiday Centre feedback

“Heta-Kaisa made good use of the existing old material and updated the information and structured the chapters well. Heta-Kaisa compiled the manual from the perspective, completely new to the instructor needs - what we were looking for when we started to get the manual to meet the needs of the new instructor. The manual now includes more examples of games and illustrated locations and of equipment. There are also numerous links where you can find more

information. Heta-Kaisa was also a trainee in Hyvärilä Youth and Holiday Centre and got a good idea of the practices and it was also passed on from the instructor's guide." Head of Youth Work.

8 Conclusion

The process of the functional thesis began with contacting the Hyvärilä Youth and Holiday Centre to see if they had any topics for research. The client suggested topics within the fields: accommodation, restaurant, or program services camp school. The topic which was interested was the program services of the camp schools. The Head of Youth Work wanted a manual for the instructors who will work in the camp schools. The first meeting with the head of youth work discussed the topic of the required manual wanted. Research on orientation was conducted, and a thesis plan was compiled and presented in March. In the thesis plan, there was a timetable indicating which tasks should be implemented every week. The schedule also registered when the author would done the thesis. Due to Covid-19, the author created the schedule alternation of the thesis plan. Otherwise, the author would have visited three camps school weeks. However, the author was only able to visit just one camp school week which, was not enough to finish the thesis in June. During the spring and autumn, the author was able to visit camp schools to acquire a better understanding of the activities served in the camp schools.

Changes in the thesis plan were due to the cancellation of the camp schools. There were changes due to the author finding suitable materials for the theoretical background of orientation. Also, reading and understanding the material had challenges. The author's progress in reading the materials took more time than it was attended. Also, understanding the materials took more time than it was attended to take. As mentioned earlier, the background information was challenging to find—literature of orientation, making of an orientation manual, and instructor's work. The theoretical background of an orientation manual as one source was a suitable source. The author did not find other literature on the orientation manual due to the difficulty of finding it. The theoretical background sources were difficult to find in English and Finnish.

The author was disappointed in the thesis plan as the author was unable to keep on time with the timetable planned of March of 2021. On the other hand, these changes were positive as the author had more time to observe the activities of the camp school in Hyvärilä Youth and Holiday Centre. From the perspective of the manual of the changes, it was positive. As the manual is what the client Head of Youth Work preferred to have in the manual and the author was satisfied with the work of the manual. Illustrations of the activities and theory about essential matters in Hyvärilä Youth and Holiday Centre.

However, the author had practical training in Hyvärilä Youth and Holiday Centre. The author had more time to observe the activities which are produced in the camp schools. Also, by observing the activities, the author had the opportunity to see multiple instructors present the activity to the camp school participants. The camp school started at the beginning of May until the end of May, the spring season. Camp school started in the autumn beginning of August which the author was able to observe those camp school activities.

The author sent the manual to the Head of Youth Work via email, and the manual form was a PDF file, and Word as the manual can have changes in the future. The perspective of the author development of the manual in the future is needed. The continuing development of the orientation manual to have more of the activities produced in Hyvärilä Youth and Holiday Centre camp schools. In addition, to have more instructions on the activities is to translate the manual to English and for Hyvärilä Youth and Holiday Centre to keep the manual up to date. Also, to add new activities descriptions to the manual when new activities are produced in camp schools. Also, the development of the online training.

The research questions for the thesis were: What is a good orientation? What is a good orientation manual for camp school instructors? The answers to the questions were found in the process of researching the topic of orientation.

What is a good orientation? A good orientation is when the orientation is planned excellently. From the beginning of hiring a new employee to the duty which the organization needs. Until the end of an employee's responsibility in the organization. The second research question of the thesis is: What is a good orientation manual for camp school instructors? A good orientation manual for instructors who are working in camp schools is to have clear instructions as simple as possible as the instructor can understand. Also, to have pictures to illustrate the instructions which are written.

In the process of making the thesis, what was learned in the process was about orientation. What goes into when planning orientation to a new employee who will join the organization. During the process of the thesis, my professional competence expanded. However, there is still learning to be done on orientation. In addition to learning about orientation, and need to learn more is about instructors who work in a professional field of instructor. The outcome of the thesis is that the author is pleased with the manual and the thesis. Although, the author could have completed more research on the theoretical background of orientation and orientation making of a manual.

The development of an instructor manual for Hyvärilä Youth and Holiday Centre the client is satisfied with the work. Also, the author is pleased with the work of making the manual. On the other hand, in the making of the manual, there could have been more of the activities produced in the camp schools, and in these activities, the author would have needed more time to understand the activity. Additionally, the development for Hyvärilä Youth and Holiday Centre concerning the manual is to have a follow-up. To have a follow-up with the workers who will use the manual to make suitable changes to the manual when invalid information is false or in which Hyvärilä Youth and Holiday Centre acquire new activities in the camp school programs. Further research of the manual in the future to find an opportunity for additional improvements to the manual.

9 Sources

- Eklund, A. (2018). *Tervetuloa meille! : uuden työntekijän perehdytys*. Helsinki: Impact.
- Hyvärilä. (2021, 2 17). *Leirikoulut nuorille*. Retrieved from <https://www.hyvarila.com/nuorisolle/leirikoulut>
- Hyvärilä. (2021, 9 6). *The history of Hyvärilä*. Retrieved from <https://www.hyvarila.com/english/info/history>
- Kalliola, T., Kurki, A., Salmi, M., & Tamminen-Vesterbacka, T. (2010). *Matkalla ohjaajuuteen*. Helsinki: Kirjapaja.
- Kangas, P., & Hämäläinen, J. (2007). *Perehdyttämisen suunnittelu ja toteutus*. Helsinki: Työturvallisuuskeskus TTK, palveluryhmä.
- Karjalainen, M., Lindroos, S., Matero, M., & Tanja, S. (2020). *Kasvatus-ja ohjausalan käsikirja*. Helsinki: Sanoma Pro Oy.
- Kupias, P., & Peltola, R. (2009). *Perehdyttämisen Pelikentällä*. Tampere: Gaudeamus Helsinki University Press/Palmenia.
- Lahten ammattikorkeakoulun. (2007). *Hyvä perehdytyd- opas*. Lahti: Esa Print Oy. Retrieved from [LAMK_2007_B_4.pdf \(theseus.fi\)](https://theseus.fi/LAMK_2007_B_4.pdf)
- Ministry of Social Affairs and Health. (2021, 2 17). *L No. 738/2002 Occupational Safety and Health Act*. Retrieved from https://www.finlex.fi/en/laki/kaannokset/2002/en20020738_20060053.pdf
- Opetushallitus. (2021). *Koulun retket ja leirikoulut*. Retrieved from <https://www.oph.fi/fi/koulutus-ja-tutkinnot/koulun-retket-ja-leirikoulut>
- owalgroup. (2019). *Nuorisokeskustoiminnan arviointi*. Retrieved from [Nuorisokeskusten-arviointi_raportti_valmis.pdf \(tietoanuorista.fi\)](https://tietoanuorista.fi/Nuorisokeskusten-arviointi_raportti_valmis.pdf)
- Suomen leirikouluyhdistys. (2021). *Leirikoulun yksilön, ryhmän ja yhteiskunnan kannalta*. Retrieved from <https://www.leirikoululahettilas.fi/fi/leirikoulu/leirikoulu-yksilon-ryhman-ja-yhteiskunnan-kannalta>
- Suomen leirikouluyhdistys. (2021). *Mikä leirikoulu?* Retrieved from <https://www.leirikoululahettilas.fi/fi/leirikoulu>

Suomen nuorisokeskusyhdistys ry. (2021). *Luonto- ja ympäristökoulut*. Retrieved from <https://www.snk.fi/palvelut/leirikoulut/luonto-ja-ymparistokoulut/>

Suomen nuorisokeskusyhdistys ry. (2021). *Nuorisokeskukset*. Retrieved from <https://www.snk.fi/keskukset/>

Suomen nuorisokeskusyhdistys ry. (2021). *Tietoa meistä*. Retrieved from <https://www.snk.fi/tietoa-meista/>

8.11.21

Turvallisuus

Ohjaaja vastaa turvallisuudesta, ohjaajalla on oltava päivitetty ja voimassa oleva ensiapu (EA) koulutus. Ohjaajan on tunnettava rajansa ja taitonsa. Jos muutat toimintaa paljon, keskustele ensin Tuijan kanssa. Ohjaajan puuttuva tilanteisiin riittävä ajoissa esimerkiksi, jos hän havaitssee väsymystä, riitatilanteita, sääntöjen rikkomisesta tai muuta epäasianlaista käytöstä. Turvallisuuden kustannuksella ei saa olla "liian kiltti" aina ohjaajista ei tykätä.

Turvallisuus reiteillä ja liikkessa

Välit tulee valita liikuntatavasta riippuen, olipa sitten käytössä vaeltaminen maalla, tai vesillä sup-lauta, kanootti tai kirkkovene. Vesillä liikuttaessa on kaikilla oltava yllään pelastusliivit jopa kesäkuun ja aurinkoisina päivinä. Pelastusliivit tulee säätää henkilön mukaan ja ne on oltava kiinni koko vesilläolo ajan! Kanoottiryhmä on pidettävä yhtenäisenä joukkona ohjaajan valvonnan alaisena. (Ohjaaja liikkuu ryhmän kanssa kajakilla, mikäli ohjaajalla on kokemusta sekä kajakilla liikkumisesta ja pelastuskokemusta). Kirkkoveneessä ohjaaja on kippari, hän toimii veneen kipparina.

Vaeltaessa ja vesillä liikkessa ryhmillä oltava ensiapulauku, vesistö- tai maastokartta (reittikartta) mukana. Maastossa sekä vesillä ryhmä pidetään kasassa, vaikka retki sisältäisi myös ryhmätehtäviä.

Hvylä maastokartta puhelimella on mm. infogis.fi joka näyttää reitit. Jos joiain sattuu vaelluksella huolto voi toimittaa apua koska puhelimessa on paikannin ja pystyt ottamaan ja lähettämään näyttökappauksen huololle.

Tapaturman sattuessa

Muista täyttää yhdessä potilaan ja opettajien kanssa tapausilmoituslomake ja toimita se Tuijalle, ohjaaja on vaitolovelvollinen.

7

8.11.21

Aluekartta Hyvärilä

Unholassa (5) ja Navetassa (6) on leirikouluihin tarvittavat varusteet. Navetan (6) varusteet löytyvät, kun menet Navetan pääovista sisään vasemmanpuoleiseen tilaan. Tarvittavat varusteet on säilytetty rakennuksen päädyssä, olevan keskimäisen oven takana olevaan tilaan.



Kuva 2 Hyvärilä Nuorisokeskus ja Matkailu kartta. Noudettu Hyvärilä Nuorisokeskus ja Matkailu.

Reittiohjeet

Bomba

Näppärin ja turvallisen reitti Bomballe alkaa Kartanohotellin nurkalta. Ryhmien on helppoa ohjata keltaisen goffihalliin (17), läheiselle polulle, joka menee golfkentän halki ja joka on hiekka/sora pohja. Polku on talvella hiihtolatuuna. Matkan varrella on kaupungin matonpesupaikka, tämä on hyvä maamerkki. Bomban spa kylpylä tulee ensin vastaan (1,0 km). Kylpylän ja hotellin välistä matka jatkuu Bomba talolle (1,5 km).

Mannen Ratsutila (Okkosen ponitalli) osoite: Lieksantie 83, 75500, Nurmes

8

8.11.21

Nuorisokeskusten pedagoginen työote

Nuorisokeskusten yhteinen näkemys on hyvä nuorisotyö sen omassa toimintaympäristössä. Lähtökohdana on yhtenäisten toimintakeskusten sanoittaminen. Nuorisokeskusten työntekijöiden yhtenäinen ammatillinen nuorisotyön sanasto, ja käyttämään samoja puhekielen termejä sekä pyrkiä samoihin tavoitteisiin. Varmistamalla nuorisokeskusten tehtävä on nuorisotyö yhdenmukaisuus sekä laadukkuus. Pedagoginen työote on osa nuorisokeskusten vakituisen työntekijöiden ja kausityöntekijöiden perehdytys. Nuorisokeskuksessa on periaatteena, että "koko talo kasvattaa". Nuorisolaki ohjaa ensisijaisesti nuorisokeskusten toimintaa, joka määrittää toiminnallaan suuren linjan tavoitteita. Kuten lasten ja nuorten osallisuuden ja vaikuttamismahdollisuuden, itsenäistymisen, ja kasvun tukeminen, sekä yhteisöllisyyden edistäminen, ja taitojen oppiminen. Kansainvälistyminen ja kestävä kehityksen edistäminen on nuorisokeskusten erityinen tehtävä. (Eischer.)

Kasvatuksellinen perusta

Humanistisen ihmiskäsityksen ja kokemuksen oppimisen toimintaympäristö perustuu nuorisokeskusten pedagogisen työote kasvatukselle ajatteluun.

Toimintaympäristöllä tarkoitetaan fyysisen ympäristön lisäksi, toiminnan perustana olevia arvoja, jotka ovat: Elämän ja ympäristön kunnioittaminen, yhteisöllisyys ja yksilöllisyys, yhdenvertaisuus ja osallisuus. (Eischer.)

Video klippejä nuorisokeskuspedagogiikan taustalla olevista kasvatuksellisista näkemysistä. !!!!

Arto Tiilinen; luentosarja "kokemus" 1/3 - YouTube

Mitä on seikkailukasvatus, Pekka Lyytinen? - YouTube

3

8.11.21

Suomen nuorisokeskusten kiusaamisenvastainen ohjeistus

Tehokkain tapa toimia kiusaamista vastaan on ennaltaehkäisy. Kiusaamisen vastaisen työn tavoite on lasten ja nuorten taitojen tukeminen kaverisuhteen ja ryhmä toimintaan. Kiusaaminen on tekoja, jolla loukataan tai vahingoitetaan toista, kiusaamista tapahtuu kaikenikäisissä ja se voi olla ryhmälliä. Kiusaaminen voi olla esimerkiksi hyönteinen, yksin jättäminen, haukkumista, ilkeitä puheita ja katseita selän takana. Kiusatuksi joutuminen on merkittävästi yleisempää johonkin erityisryhmään kuuluva lapsi tai nuori. (Suomen nuorisokeskusten kiusaamisenvastainen ohjeistus.)

Kuten maahanmuuttajataustaiset, seksuaalisen vähemmistön, kodin ulkopuolelle sijoitettu, sekä lapset, jotka tarvitsevat erityistä tukea tai heillä on oppimisvaikeuksia. Nuorisokeskusten tulee puuttua kaikenlaisiin epäkohtiin, häiritsevissä käytöksessä vaikka tilanne ei vaikuttasi olevan kiusaamista. (Suomen nuorisokeskusten kiusaamisenvastainen ohjeistus.)

Kiusaaminen ehkäisy. Aikuiset voivat vaikuttaa lasten ja nuorten keskeisiin suhteisiin mutta suurin osa kiusaamisesta jää aikuisilta piiloon. Kiusaamisen vähentämiseen on pyrittävä ensisijaisesti lähestymään keskeyttämällä kiusaaminen. Keskeyttämällä hyvinvoinnin tukemiseen voidaan ehkäistä kiusaaminen. Kiusaamista ehkäistään tukemalla koko ryhmää ja yhteisöä hyvällä ilmapiirillä, sekä tunne ja vuorovaikutustaitojen opettelulla. Kaikki yhteisöt ja ryhmät voivat omilla toiminnollaan vaikuttaa minkälainen vuorovaikutus leirillä muodostuu, millainen on sopiva käytöstä ja miten muita kohdellaan. (Suomen nuorisokeskusten kiusaamisenvastainen ohjeistus.)

4

8.11.21

Ellun Maja

Majan parvella on muutama patja ja alakerrassa yksi sänky. Kaksi sänkyä on myös ison saunan pukuhuoneessa. Ellulla ei ole peittoja, tyyjiä eikä lakanointa. Kun lähdet, nosta patjat pystyyn, jotta ne kuivuvat helpommin.

Ellun siivous: jät maja ja sauna siistiksi seuraavalle käyttäjälle. Siivousvälineet löydät tuvan nurkassa, seinällä, lakaise lattiat ja tarvittaessa luuttua lattiat. Täytä kaikki polttopuiden säilytysastiat ja tee sytykkeet seuraavalle. **Roskat pitää jokaisen viedä itse pois!**

Keittössä on kaasuhella, -uuni ja -jääkaappi. Sammuta kaasuhanat ja kaasupullon liittokappale on hyvä irrottaa myös kaasupullost, kun lähdet. Ellulla on sankoja ja vateja, jotka sijaitsevat päätalossa.

- Valkea sanko ja kansi sekä harmaa kauha vain tarkoitettu juomavedelle, säilytä ne puhtaana pöydän päällä.
- Kaksi punaista sankoä rosiksille sekä siivoukseen, nämä sankot pitää säilyttää lattialla.
- Kaksi harmaata sankoä käytetään vain järivedelle, säilytä sankot tulisijan vieressä keittössä.

Valurauta/lettupannut, säilytä pannut seinällä puhtaana ja rasvattuna (pese vain vedellä/ rasvalla). Vältä pannujen ja kattiloiden kuivattamista/ säilyttämistä puuhellan päällä koska silloin pannut ruostuu.

Kaikki muut Ellun astiat säilytetään muovilaatikoissa kuivattuna ja puhtaana.

Muovilaatikoissa olevien keittövarusteiden luettelo: muovikauha, puulasta, paistinlasta teräs, teräskauha, muovilasta, kuorinaveitsi, tölkinavaaja, juustohöylä, 2x pientä hedelmäveitsiä, vispilä, pieni Fiskarsin yleisveitsi, iso Fiskarsin leikkuuveitsi, 3 erikokoista muovikulhoa (salaatti, leivonta), muovinen leikkulauta, 7L kattila+ kansi, mitallinen muovikannu.

Seinällä säilytetään: valurautapannu, 2 lettupannua pese vain vedellä ja rasvaa lopuksi ruokaöljyllä/ leivin rasvalla.

Hellalla/ hellan vieressä: 3L kahvipannu, pieni alumiinikattila.

11

8.11.21

Ellun Sauna

Ennen saunomista huolehdi, että lämminvesivaraajassa/ lämminvesisäiliössä on aina vettä ennen lämmittämistä. Saunoessa käytä peflettä sekä käytä saunassa tarkoitettuja saaveja, sankoja sekä vateja. Muista pitää tulta uunissa ja lämminvesivaraajassa lisää vettä lämminvesivaraajaan muille saunojille. Saunomisen jälkeen tyhjennä vadit, sangot ja käännä ne nurin lauteille nosta pukuhuoneen matto kuivumaan.

Kun lopetat saunomisen laita pari kalikkaa uuniin, jotta sauna kuivuu. Suorita loppusiivous, tee seuraavalle sytykkeitä, täytä puun säilytysastiat, lakaise lattiat, kun kiuas on jäähtynyt riittävästi, tyhjennä kiukaan vesisäiliö sekä muut saunan vesiasiat, ja lopuksi tyhjennä roskis. **Älä polta kynttilöitä saunassa.**

12

29.10.21

Ukko Koli osoite: Koli, 83960 Lieksa

Ruunaan Tupa: Ruunaantie 129, 81750 Ruunaa, jossa tavataan koskenlaskuyrittäjä ja varustaudutaan koskenlaskuun. Sieltä myös jatko-ohjeet lähtöpaikalle, taukopaikalle ja lopetuspaikalle

Varusteet ja huolto

Unholasta ja Navetasta löytyy kaikki tarvittava välineet leirikouluhin. Ohjaajan tehtävänä on itsenäisesti tutustua Unholan ja Navetan varusteisiin, jotta yksittäinen ohjelma sujuu ongelmitta. Navetasta löytyy mm. trangiat sekä leipomiseen tarvittavat välineet ja ohjeet löytyvät karjalanpiirakka paja. Tarvikkeet tulee palauttaa käytön jälkeen takaisin paikoilleen, huollettuina jotta ne ovat käyttövalmiina seuraavalle käyttäjälle.

Ohjaajan varusteet

Ohjaajan on huolehdittava itse jaksamisesta, riittävästä unesta ja että on syönyt riittävästi ja terveellisesti. Ohjaajan on tutustuttava päivän tulevaan ohjelmaan ja hänen on valmisteltava se. Ohjaajalla on oltava repussa mukana puhelin sekä (varavirtalähde puhelimelle ja varmistettava varavirtalähteen varaustila riittävyys). Jos kyseessä on pidempi retki turvaohjeet, kynää ja paperia, ensiapulaukun sisältö ja ensiapulaukun laastareitten määrä.

Omat varusteet on valittava säänmukaisesti (varavaatteet), erävarusteet toiminaan mukaan esim. puukko, tulentekevälaineet, tulitikut, kompassi, reppu, juomapullo, karttalaukku, makuupussi, taskulamppu/ otsalamppu ja kuivamuonaa sekä varaenergiaa. Ulkoiluun sopivat varusteet riippuen vuodenajasta sekä sääolosta, vaihtovaihteita on oltava mukana tarvittava määrä.

Huolla ja palauta toiminnoissa tarvittavat välineet paikoilleen, ilmoita mahdollisista puutteista, katoamisista, rikkoutumisista huollolle.

9

29.10.21

Ryhmävarusteet

Ruutat, trangiat, polttimet, sprii, naruja, ensiapulaukku, kompassia ja kartta ja materiaalia, jota tarvitset leiryönä.

Trangian käyttö: rei'itetty astia alimmaksi, reiät tuulta päin, poltin pohjalle, hakaset alas ja kattilat hakasten päälle. Käsittele hanskat kädessä, sprii pilaa ruuanmaun. Kun sytytät poltinta, tuli ei näy, vaan kokeille se varovasti kämmenellä. Polta neste aina loppuun, valkaike kiehutettavaa olisikaan. Jos lisäät kesken nestettä, niin anna polttimon jäähtyä, kosketuskylmäksi, lisää neste ja sytytä.

Trangian huolto: Oppilaat pesevät oman ryhmän trangioiden uessa eri vedessä, vadeissa tai sankoissa ei lavaareissa! Trangiat tulee palauttaa samassa kunnossa kuin ne on otettu varastosta käyttöön. Vadit ja pesutarvikkeet löytyy Navetan varastosta.

Ellun Kallio Maja ja Sauna

Kun saavut majalle laita palovaroittimet kattoon ja muista lähtiessä ota ne pois. Varmista sammutuspeitteen ja sammuttimen sijainti lisäksi varaa vettä sankoihin mahdollista sammutustarvetta varten. Jos poltat sisällä kynttilöitä, käytä vain sisälle tarkoitettuja kynttilöitä ja älä jätä kynttilöitä palamaan yksin missään vaiheessa. Älä polta lyhtykynttilöitä.

Ulkona liikkua huomioli, että kalliot voivat olla liukkaista, varsinkin sateen jälkeen. Yksin ei saa mennä uimaan ja pidä huolta itsestäsi ja ystävistäsi.

Koska **Ellulla ei ole kalvoa**, juomavesi pitää tuoda itse. Juomavettä säilytetään kahdessa valkoisessa sankoissa. Ellun kallion majalla on ulko -WC, jossa on (yleensä) vessapaperia sekä kuivikkeita. Lisää vessapaperia löytyy keittöstä. Pidempiaikaisen majoituksen ja suurille ryhmille ohjaajan tulee varata riittävästi vessapaperia mukaan. Ellun majan avain (iso puninen avaimenperiä) käy majaan ja molempiin saunoihin. Puuiliiterin avain löytyy rantasaunan pukuhuoneen naukakosta sekä pukuhuoneesta löytyy myös kirves, joka tulee palauttaa pukuhuoneeseen, kun majalta poistutaan.

Tarkista, että kaikki ovet menevät kunnolla lukkoon, **myös yläkerran sisäistä salvattava ovi kun poistut majalta!** Ilmoita mahdollisista puutteista Hyvärilälle.

10

<p style="text-align: right;">8.11.21</p> <p>Villihevosten kiinniotto</p> <p>Tarvitset: naru jos haluat käyttää</p> <p>Ryhmä jaetaan kahteen joukkueeseen; villihevosin ja karjapaimeniin. Karjapaimenille jaetaan narut. Ohjaaja kuiskaa numeron villihevosille, villihevoset juoksevat preerialla peli alueella. Karjapaimenet saavat vastaan numeron, jotta he voisivat pyydystä oikean villinhevosen. Ohjaaja antaa merkin villihevoset juoksevat ympäriinsä huutaen koko ajan numeroansa. Jokainen karjapaimen etsii oman hevonsa, ottaa sen kiinni taputtamalla sitä ja sitoo sen kiinni etujalastaan ranteesta tai olla käsikynkässä. Seuraavalla kierroksella roolit vaihdetaan ja annetaan uudet numerot. Pelialueen voi rajata. (Klemettinen, 2021.)</p> <p>Kissa ja hiiri</p> <p>Tarvitset: -</p> <p>Pelaaja tarvitaan parillinen määrä. Pelaajat seisovat pareittain käsikynkässä. Yksi pelaajista valitaan hiireksi ja toinen kissaksi. Hiiri juoksee karkuun ja kissa ajaa häntä takaa. Hiiri pääsee turvaan niin, että hän tarttuu joihinkin paikallaan seisovan pelaajan käsikynkään. Paikallaan seisovasta parista se, joka jäi laitaan, lähtee uudeksi hiireksi, jota kissa jahtaa. Kun kissa saa hiiren kiinni, vaihtuvat osat toisinpäin. Pelialueen voi rajata. (Klemettinen, 2021.)</p> <p>Neliän tuulen leikki</p> <p>Tarvitset: 4 kartiota</p> <p>Ulos laitetaan kartiot ristimäiseen malliin, kompassimuotoon. Kartiot ovat neljä pesää: itä-, länsi-, etelä- ja pohjoispesä. Jokaiseen pesään valitaan yksi pelaaja, joka on kiinnioittaja. Ohjaajan merkistä kunkin pesän valtiaat lähtevät ottamaan pesiinsä vangiksi ympärillä juoksevia pelaajia. Kiinnioittaja sanoo, kun saa pelaajan kiinni, mikä pesän valtaaja hän on. Pesän valtiaan kosketus riittää vangiksi joutumiseksi. Kun kaikki pelaajat on saatu kiinni, katsotaan, missä pesässä on eniten pelaajia. Pelialueen voi rajata. (Klemettinen, 2021.)</p> <p style="text-align: right;">19</p>	<p style="text-align: right;">8.11.21</p> <p>Ravintoketjuhiippa</p> <p>Tarvitset: kolme eriväristä korttia tai merkkiä. Vihreä, keltainen ja punainen. Voit käyttää esimerkiksi pahvikortteja tai pyykkipoikia, jotka ovat kasvit, kasvisyöjät sekä pedot. Että pelaajat tunnistaisivat toisensa värin perusteella. (Luontokoulu, 2021.)</p> <p><i>Ravintoketjuhiippa auttaa ymmärtämään ravintoketjun merkityksen ja selvittää pelaajille eliöiden vuorovaikutussuhteita. Lisäksi leikissä tulee esille tuottajien, kasvisyöjien ja petojen määrät suhteessa toisiinsa. (Luontokoulu, 2021.)</i></p> <p>Pelaajat jaetaan kolmeen ryhmään arpomalla jokaiselle vihreä, keltainen tai punainen kortti. Vihreän kortin saaneista ovat "kasveja". Keltaisen saaneet ovat "kasvisyöjiä", punaisen kortin saaneet ovat "pedot". Kasvit saaneet kortin menevät pilloon tai ovat kaukana toisistaan, kun kasvisyöjä saa/loytää kasvin, kasvi antaa korttinsa kasvisyöjälle kasvit poistuvat peli alueelta. Pedot ajavat takaa kasvisyöjiä ja jos peto saa kasvisyöjän kiinni, peto saa ottaa itselleen kaikki kasvisyöjällä olevat kortit (vihreät ja keltaiset). Kun leikki vihelletään poikki, voidaan tarkastella tilannetta: ketkä jäivät eloon, ketkä tulivat syödyiksi, kuka sai eniten saalista. Leikki toistetaan ja katsotaan, tapahtuiko oppimista, keksikö joku esimerkiksi hyvän strategian pedoilta säästymiseen. Pelialueen voi rajata. (Luontokoulu, 2021.)</p> <p>Haukka ja metsähiiri</p> <p>Pelaajista valitaan yksi haukaksi ja yksi metsähiireksi loput pelaajat ottavat parit ja asettuvat peli alueelle käsikädessä vastakkain seisomaan, he ovat suojaajikkoja metsähiirelle. Haukka yrittää saada metsähiiren kiinni, metsähiiri voi "piiloutua" suojaajikaansa eli metsähiiri juoksee jonkin parin luo, menee parien käsien alta ja se pari lähtee, joka jää metsähiiren taakse. Tästä pelaajasta tulee uusi metsähiiri. Kun haukka saa metsähiiren kiinni osat vaihtuvat. Pelialueen voi rajata. (Leikki Pankki, 2021.)</p> <p>Linnut, Madot, Kissat</p> <p>Tarvitset: hernepusseja ja hylkykyyzi</p> <p>Pelaajista osa on lintuja, osa kissoja. Lintujen pesä on jossain pelialueella merkitty, pelialueella on viiva, jonka takana on matoja (hernepusseja). Linnut hakevat matoja pesään, kissat heräävät ohjaajan merkistä ja lähtevät ottamaan lintuja kiinni. Kun kissa saa linnun kiinni linnusta tulee kissa ja kissasta tulee lintu. (Leikki Pankki, 2021.)</p> <p style="text-align: right;">20</p>
--	---

<p style="text-align: right;">8.11.21</p> <p>Leirikoulu ohjelmat</p> <p>Erätaidot</p> <p>Erätaidoissa opetetaan lähinnä perusasioita. Esimerkiksi</p> <ul style="list-style-type: none"> • nuotion eri muodot • puukonkäsitteilyä (itsestä pois päin, terävä puukko turvallinen puukko jne) • trangian kokoaminen • kirveen käsittely <p>Jokamiehenoikeus</p> <p>Jokamiehenoikeus kortit on opetusmateriaali joilla lapsille ja nuorille opetetaan jokamiehenoikeuksista. Kortteja on yhteensä 15, joista 10 korttia kuvaa joihain jokamiehenoikeuksien mukaan sallittua asiaa, 3 korttia kuvaa jotain rajoitettua tai luvanvaraista ja 2 korttia kuvaa joihain kiellettyä. (Julkaisut.metsa.fi, 2021.) Liitteet 1 ja 2 on kuvat korteista sekä niiden käyttöön ohjeistus. Kortit voi laminoida ja käyttää esimerkiksi laittamalla kortit puuhun kiinni, jos on menossa laavulle. Laavulla voi keskustella näistä korteista mitä saa tehdä, mitkä ovat luvan kanssa ja mitä ei saa tehdä luonnossa.</p> <p>Veden keitto kisa</p> <p>Ohjaat osallistujat ryhmiin, ohjaat trangia kasaaminen ja sitten annat ryhmien kasata trangiat kun trangiat on kasattu, kaadat osallistujille polttoainetta. Kisa alkaa, kun ohjaaja valitsee veden määrän, ja ryhmät hakevat määrätyn vesimäärän, jonka he sitten keittävät trangialla. Se joukkue, joka on saanut ensimmäisenä veden kiehumaan, on voittaja. Ohjaajan pitää tietää milloin vesi kiehuu ja eikä hän anna muita neuvoja, kuten pitäisikö kansi olla astian päällä, kun vettä keitetään.</p> <p style="text-align: right;">13</p>	<p style="text-align: right;">8.11.21</p> <p>Teltan, trangia ja nuotion käyttö</p> <p>Tässä ohjelmassa voi olla useita ryhmiä, jotka tekevät yhtä aikaan töitä. Näytät trangia kasaaminen sekä muut oheistukset trangian käyttöön. Käy läpi, miten nuotio kasaaminen/tehdään ja miten tehdä kiehiisiä eli sytytteitä. Ryhmät tekevät kiehiisiä ja sytyttävät nuotion. Kun ryhmät ovat saaneet nuotion sytytettyä voit käydä läpi mitä pitää tietää enne kuin sytyttää nuotion, ja missä nuotion voi tehdä. Kun nuotioon tekemisen tarkoitetut asiat ovat käyty läpi, voidaan siirtyä, miten teltta pystytetään. Annat ryhmille teltat ja trangian ryhmät kasaavat teltat itsenäisesti sekä kasaavat trangian. Ryhmät voivat kiehua vettä trangialla. Telttoja voi olla samanlaisia tai sitten erilaisia perustelttoja, riippumatta, sekä tentsile teltta.</p> <p>Hyvä linkki muistutuksen mitä ja missä voi tehdä nuotion: https://www.luontoon.fi/retkeilynabc/tulenteko</p> <p>Linkki luonnossa liikkumiseen ja retkeilyyn: https://www.luontoon.fi/retkeilytietti</p> <p>Linkki trangian/retkeilyn käyttö: Retkeilytietti - Luontoon.fi</p> <p style="text-align: right;">14</p>
--	---

8.11.21

Pelipaletti

Savolainen pesäpallo

Tarvitset: jumppapallon ja neljä kartiota

Savolaisessa pesäpallossa, pelin voi pelata nurmikentällä tai ulkokaukalossa.



Neljä kartiota asetetaan nelikoksi ja ryhmä jaetaan kahteen joukkueeseen, ja joukkueet asetetaan kasvoittain jonoon neljän ulkoreunalle. Yhdellä joukkueen pelaajilla on jumppapallo käsissään, jonka se heittää ylös neljän sisällä ja toinen osapuolen pelaajista lyö jumppapalloa käsiinsä. Kun jumppapallo lentää se henkilö, joka heitti pallon ylös, käy hakemassa jumppapallon sieltä, minne se menee ja juoksee pallon kanssa oman joukkueen jonoon perään. Jumppapallo menee jokaisen jonossa olevien henkilöiden jalkesta välistä myös sen henkilöön, joka kävi hakemassa jumppapallon, haara-asento. Kun jumppapallo on ensimmäisen henkilön käsissä kartion edessä hän huutaa seis. Toisen joukkueen henkilö, joka löi jumppapalloa, juoksee oman joukkueen ympäri niin monta kertaa, kunnes kuulee huudon seis. Niin monta kierrosta, kun tuli niin monta pistettä tulee joukkueelle. Kaikki käy vuorollaan heittämässä ja lyömässä jumppapalloa sitten osapuolet vaihtuvat.

Pidä oma puoli puhtaana

Tarvitset: pallon eri kokoisia palloja. Pelä voi pelata kaukalossa.

Ryhmä jaetaan kahteen joukkueeseen. Molemmiin puoliin kenttää on saman verran palloja, palloihin ei saa koskea ennen kuin peli alkaa. Palloja saa vaan heittää tai vierittää mutta palloja ei saa potkia. Pelin aikana joukkueet heittää tai vierittää palloja toiselle puolelle pelialuetta. Peli alkaa ohjaajan merkistä ja peli loppuu ohjaajan merkistä. Lasketaan pallojen määrä molemmiin puoliin. Voittaja joukkue on se, jolla on vähiten palloja pelialueella. Voi olla aikaraja.

23

8.11.21

Norsupallo

Tarvitset: jumppapallon

Ryhmä jaetaan kahteen joukkueeseen. Pelä pelataan kuin jalkapalloa, jumppapalloa potkitaan vain jaloilla, maalivahtia ei ole, vaihto pelaajia voi olla, käsillä voi suojata kasvoja. Joukkueelle tulee piste, kun saavat pallon maalin. Voi olla aikaraja.

Vyörypallo

Tarvitset: jumppapallo, kartioita, pieniä palloja

Ryhmä jaetaan kahteen joukkueeseen, jotka ovat vastakkain pelialueen päädyissä. Pelialueen rajataan kartioilla tai sitten peli pelataan kaukalossa. Lisäksi merkitse maalialue kartioilla, joka on 1-1,5 metriä päätyrajan edessä. Keskellä aluetta on jumppapallo, jonka joukkueet yrittävät saada vastakkaisen joukkueen maalialueelle heittelemällä jumppapalloa pienemmillä palloilla. Jokaisella pelaajalla on oma pallo, kun pallo on heitetty pallon voi pelaaja käydä hakemassa mutta jumppapalloon ei saa koskea eikä heittää vaan pitää tulla omalle pelialueelle heittämään. Heitettävät palloet voivat olla pingispallo, jalkapallo, tennispallo, koripallo tai pehmeitä palloja. (Huovinen;Remah; & Turunen, 2009.)



Kuva 7 Vyörypallo peli rakenne. Nuudettu Kouluikuntaliitto KLL ry.

24

8.11.21

Pulmat

Missä on mun kana? Where is my chicken?

Tarvitset: koiraileu anka (vihreä)

Ohjaaja menee kanan kanssa kauemmaksi osallistujasta, osallistujat ovat viivan takana. Ohjaaja laittaa kana eteensä maahan ja alkaa hitaasti kääntä ympäri, lausuen samalla, missä on mun kana. Ohjaaja pyörii ympäri paikallaan samalla ohjaaja sanoo missä on mun kana. Kun ohjaajalla on kasvot osallistujain päin osallistujat pitää pysähtyä. Osallistujat yrittävät saada kanan takaisin viivan taakse, ettei ohjaaja löydä/näe sitä. Ohjaaja kysyy yhdeltä osallistujalta onko hänellä ohjaajan kanaa.

Idea hieman sama kuin Pellissä (suomalainen pihapeli). Kun ohjaaja on kasvot pelaajia kohti, pelaajien pitää jäähmettyä ja kun ohjaaja kääntyy, eikä näe pelaajia, voivat he liikkua. Tässä pelissä he pyrkivät pääsemään ohjaajan luo ryöstämään kanan itselleen. Ohjaaja jatkaa pyörähtelyään ja ryhmä kuljettaa kanaa aina, kun ohjaaja on selin heihin. Ryöstö on onnistunut, kun joukkue saa kanan lähtöviivansa taakse ilman:

- että ohjaaja näkee heidän liikkuvan (jos näkee, peli alkaa alusta)
- että ohjaaja näkee tai arvaa kenellä kana kulloinkin (jos arvaa, peli alkaa alusta)
- kun **kalikki** joukkueen jäsenet ovat päässeet takaisin lähtöviivan taa (ei vain kanaa hallussaan pitävä eli on toimittava ryhmänä)

Ohjaajalla on jokaisen pyörähdyksensä jälkeen, yksi mahdollisuus arvata kenellä kana on. Jos arvaus osuu oikeaan, alkaa peli alusta.

Lentävä matto

Tarvitset: maton

Ryhmä seisoo maton päällä. Ryhmän tavoite on kääntää matto ylösalaisin niin, etteivät ryhmäläiset poistu maton päältä, kun mattoa käännetään. (MAST, 2021).

29

8.11.21

Solmu

Tarvitset: hylyköyden

Annat ryhmälle köyden, josta he pitävät kiinni tasavälein, ryhmän tavoite on saada solmu siihen kohtaan, mihin ohjaaja on pyytänyt. Ryhmäläiset eivät saa irrottaa otettaan köydestä solmun teko aikana. (MAST, 2021.)

Köysikuviot

Tarvitset: hylyköyden

Annat ryhmälle köyden, josta he pitävät kiinni tasavälein ja muodostavat köydestä ohjaajan luettelema geometrisia kuvioita. Ryhmä voi jutella keskenään tai ei ollenkaan. Köysi ei saa osua maahan. (MAST, 2021.)

Samassa veneessä

Tarvitset: hylyköyden

Aseta hylyköysi maahan tekemällä pieni vene. Ryhmän pitää mahtua ohjaajan tekemään veneeseen. Venettä voi pienentää pariin kertaan, jolloin ryhmän on mietittävä, miten ryhmä kokonaisuudessaan mahtuu veneeseen. (MAST, 2021.)

Tullista läpi

Tarvitset: -

Pelin tarkoituksena on keksiä, miten tullista pääsisi läpi. Ohjaaja valitsee aihealueen tai alkukirjaimen, jolla turistit pääsevät tullista läpi. Ohjaaja aloittaa kertomalla, mitä hänellä on matkalaukussa, jotta ohjaaja pääsee tullista läpi. Sen jälkeen jokainen osallistuja "turisti" vuorollaan saa kokeilla onneaan. Ohjaaja sanoi, kun hän luetteloi, mitä oli matkalaukussa pääsevänsä tullista läpi esimerkiksi, jos hänellä on mukana leipää, hammasharja, ja tietokone. Tällöin "turisti" pääsevät läpi tullista, jos on esimerkiksi, jotakin ruoka-ainetta on ohjaajan matkalaukussa. (MAST, 2021.)

30

8.11.21

Leirikoulu turnaus

Leirikoulu turnaus on yleensä leirikoulun lopussa. Leirikoulu turnauksessa ryhmä jaetaan joukkueisiin, opettajalta voit kysyä onko joukkueet ok. Turnauksen aikana tarvitse paperin tai pahvilapun, kynän ja puhelen, jolla voit suorittaa laskemisen sekä suorittaa ajanottoa. Paperiin/pahvilappuun kirjoitat ne lajit, mitä haluat tehdä. Kun ryhmä on jaettu joukkueisiin he itselleen valitsevat joukkueelle nimen, että ohjaaja itse tietää antaa oikean määrän pisteitä joukkueelle. Jos joukkueissa on epätasainen henkilömäärä, muista antaa toisille joukkueille yksi ylimääräinen vuoro, jos sellaista tarvitaan. Muista sanoa joukkueille, kun joukkue on saanut tehtävänsä tehtyä. Heidän on ilmoitettava kovalla äänellä joukkueen nimi. Jos sattuu niin, että joku joukkue saa saman sijoituksen annat vaan sen saman sijoituksen molemmille joukkueille tai voit pitää toisen erän joukkueille, joilla on sama sijoitus, menetelmän saat itse ratkaista.

33

8.11.21

Aika kävely

Tarvitset: sekuntikellon

Joukkueet aloittavat aika kävelyn Jostakin Navetan seinän vierestä tai Rantasaunan lähetyiltä. Joukkueet kävelevät sen rakennuksen ympäri arvioiden ohjaajan tavoiteajan esim. kolme minuuttia niin tarkkaan kuin pystyvät. Joukkueet aloittavat lähdön samanaikaisesti lähtöviivalta ja lopettaa aika kävelyn samaan kohtaan kuin maali. Joukkueet eivät saa käyttää puhelimia tai kelloja. Joukkueiden on pysyttävä koossa koko matkan ajan – pitämällä esim. kiinni käsistä/olkapäistä/vyötäröltä/ käyttää hulavannetta.

Aika kävelystä on kaksi eri vaihtoehtoa, miten toteuttaa. Joukkueet saavat laskea äänen ryhmänsä kesken tai yksi joukkueen jäsenistä laskee ja hän arvioi, milloin ohjaajan tavoite aika on mennyt. Kun joukkue on ylittänyt maaliviivan he sanovat kovaan äänen heidän joukkueensa nimen. Tässä vaiheessa ohjaaja ottaa ylös sen ajan ja ei sano mikä joukkueen aika oli. Pisteytys perustuu siihen minkä ajan kukin joukkue on saanut. Se joukkue, joka on lähempänä tavoite aikaa minkä ohjaaja on antanut, joukkue on saanut ensimmäisen sijan. Seuraavaksi lähempänä joukkue saa toisen sijan ja niin edelleen. Esimerkki sijoitus taulukosta. Tavoite aika oli kolme minuuttia.

	Joukkue yksi	Joukkue kaksi	Joukkue kolme	Joukkue neljä
Aika kävely	2.45 4 sija	2.56 2 sija	3.03 1 sija	3.10 3 sija

34