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THESIS

Pedagogical goals presented in program cards

Youth Centre Marttinen

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Bachelor´s Degree in Adventure and Outdoor Education

(Community Educator, Bachelor of Humanities, 210 ETC)

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ABSTRACT

Humak University of Applied Sciences
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The Youth Centre Marttinen is a part of the Finnish Youth Centre Network, which is the biggest school camp organizer in Finland. They are following their own the Youth Centres´ Pedagogical Approach and getting goals from the Youth Act (1285/2016). The Youth Centre Marttinen have created program cards for all their activities which includes pedagogical goals.

The commission was to examine more closely the way the pedagogical goals are presented in the program cards. There were five example cards which are the most popular activities with school camps.

The data was collected by conducting interviews with people who have previous working experience in the Youth Centre Marttinen. There were five interviews which were semi-structured and held with using online methods. All the interviews were recorded, transcripted and translated into English.

The main finding is that the current way of presenting the pedagogical goals is enough for professionals with a pedagogical background. However, the message from interviews were that the program cards are the most needed with seasonal staff and trainees, which may not have strong knowledge of pedagogical instructing styles and methods.

After the interviews, there are multiple suggestions for the Youth Centre Marttinen about how they can improve their way of presenting pedagogical goals. This same information can be adapted to other organizations too, depending on their needs.

Keywords: adventure education, camp school, youth work

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TIIVISTELMÄ

Humanistinen ammattikorkeakoulu
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Nuorisokeskus Marttinen on osa Suomen nuorisokeskuksia, joka on Suomen suurin leirikoulujen järjestäjä. Suomen nuorisokeskukset noudattavat omaa nuorisokeskusten pedagogista työotetta ja tavoitteet tulevat Nuorisolaista (1285/2016). Nuorisokeskus Marttinen on luonut ohjelmakortit jokaisesta aktiviteetista, ja näissä korteissa mainitaan pedagogiset tavoitteet.

Tehtävänä oli tutkia tarkemmin, kuinka pedagogiset tavoitteet on esitetty ohjelmakorteissa. Apuna oli ohjelmakortit viidestä suosituimmasta aktiviteetista leirikoulujen parissa.

Tieto kerättiin haastattelemalla ihmisiä, joilla on aiempaa työkokemusta nuorisokeskus Marttisessa työskentelystä. Haastatteluja oli viisi ja ne olivat puolistrukturoituja ja toteutettu verkkoympäristöissä. Jokainen haastattelu nauhoitettiin, litteroitiin ja käännettiin englanniksi.

Päälöydös oli, että nykyinen tapa esittää pedagogiset tavoitteet on tarpeeksi ammattilaisille, joilla on pedagogista osaamista. Kuitenkin haastattelut toivat esille, että ohjelmakortteja tarvitsevat eniten kausiluonteiset ohjaajat ja harjoittelijat, joilla ei välttämättä ole vahvaa osaamista eri pedagogisista ohjaustyyleistä ja -tavoista.

Haastattelun jälkeen lopputulos on useita ehdotuksia, kuinka kehittää ohjelmakorttien pedagogisten tavoitteiden osiota. Samaa tietoa voi käyttää myös muut organisaatiot heidän tarpeidensa pohjalta.

Keywords: seikkailukasvatus, leirikoulu, nuorisotyö

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1 INTRODUCTION

The Youth centre Marttinen is one of the nine National Youth Centres in Finland. Surrounded by beautiful nature, it is providing pedagogical programs for various groups. People and groups from near and far are warmly welcomed. (Marttinen 2021.)

As Marttinen is part of the National Youth Centre Network, all the operations are based on their own pedagogical background called the Youth Centres´ Pedagogical Approach. It has influence from the humanistic view of man, experiential learning, and youth centres´ as operating environment. (Suomen nuorisokeskusyhdistys ry 2022b.) All these aspects are more closely examined later this thesis.

Employees of Marttinen have created program cards for all the activities and programs they offer. One part of it is a list of the pedagogical goals and aims of that specific activity, and the goals are from the Youth coming Centres´ Pedagogical Approach. These program cards are mostly used during the high seasons of school camps. However, there are groups coming all year around and activities must maintain unity, meaning they are in use all the time and with all kinds of groups.

The commission for this thesis is to examine more closely the way how pedagogical goals are presented in the program cards. They wish to know if there is a need to improve them and how. To help this process, there are five example activities used which are the most popular activities with school camps.

The research material is gathered by conducting interviews with people who have previous working experience as instructors in Youth Centre Marttinen. The assumption is that instructors have carried out programs and activities multiple times, and they are able to create an opinion or suggestion about the current way of displaying pedagogical goals.

With this study, the goal is to seek viewpoints if this current way of presenting pedagogical goals the most suitable or if there are improvement suggestions. In the end, all these findings will be displayed to Marttinen staff, and they can implement these findings how they see the most suitable. It is agreed that they will make possible changes by themselves since they are the ones using the program cards and it is important to keep them suitable for them.

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2 COMMISSIONER AND THE GOALS OF THE THESIS

2.1 Youth Centre Marttinen

In Finland, there are nine youth centres and together they make up the National Network of Youth Centres. The Ministry of Education and Culture is in charge to supervise and subsidised youth centres. Youth work operations are following the current Youth Act (Nuorisolaki 1285/2016). (Suomen nuorisokeskusyhdistys ry 2021a; 2022c.)

All the nine National Youth Centres are located near nature which provides opportunities for different activities. Services are offered for example to school camps, nature and hobby camps, diverse training sessions and courses. Operations are happening all year around for young people and youth workers. In international matter, youth centres are coordinating international youth exchange programs, and are developing international youth work with suitable partners. (*Ibid.*)

Above all National Youth Centres, there is the Finnish Youth Centre Association. The meaning of this association is to manage the cooperation between all Finnish Youth Centres and develop educational work happening there. On adventure educational side, they are developing and coordinating the Finnish Adventure Education Network, for all professional working in this field. It is open community for anyone interested in this topic or having profession with it. (*Ibid.*)

The Finnish Youth Centres are the biggest school camp organiser in Finland. They are following their own pedagogical school camp process, aiming to provide high-quality camps. The process is highlighting the Youth Centres´ Pedagogical Approach which is one of the main themes in this thesis. This next part is giving a glance through to this process. (Suomen nuorisokeskusyhdistys ry 2021b.)

The school camps are one or more day pedagogical process, including accommodation, meals and activities in the youth centre. School camps are aiming to meet objectives from primarily school curriculum. Some of the goals are to support the growth of individual, promote being part of democracy society and promote healthy living style. The surrounding nature is giving possibilities to create a positive nature relationship and strengthening it. Participants have opportunity to learn and see the importance of rules and trust. (*Ibid.*)

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All the school camps are custom-made. Their time in the youth centre is planned with the help of groups´ own wishes and needs. It is important part of the process that children or young people are heard. They should have an active role of setting goals and planning the program for themselves. The youth centre is providing tools for helping that process. The school camp will be a combination of their goals and the Youth Centres´ Pedagogical Approach. Youth centre needs information about group dynamic and goals before arrival, and to know if there are any physical, mental, or social limitations. (*Ibid.*)

During their stay, the youth centres are using the ideology of the whole centre is taking part. There is this famous quote which they have given new meaning: "it takes the whole centre to raise a child". This means everyone in a house are part of their experience and are supporting their school camp process. All the activities carried out with instructor(s) are based on agreed goals and the Youth Centres´ Pedagogical Approach. The school camp process aims to develop the group and its members. (*Ibid.*)

At the end of their school camp, all participants are filling up online feedback form. There are different forms for young people and adults. Development needs are considered in order of urgency. There must be a meeting considering feedbacks in regular manner in all Finnish Youth Centres (*Ibid.*) For example, Marttinen is gathering feedback during the high season of school camps, and after the season all the instructors have meeting together, and they will go through these feedbacks. This way is possible to hear multiple opinions and try to find implement suggestions together.

2.2 Development need

Youth Centre Marttinen commissioned this thesis during my final practical training there. They are curious to know if there would be other, more beneficial way to present pedagogical goals in program cards. They explained that they do not know the answer to that, and they are satisfied if someone spends time to examine this matter.

The program cards are mostly used during the high seasons of school camps and because of that, it was decided that focus will be on the five most popular activities among the school camps. As mentioned in previous chapter, the Finnish Youth Centres have a pedagogical school camp process which is based on the Youth Centres´ Pedagogical Approach and program cards are presenting these goals.

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The ideal aim is to find out new perspectives how to develop the program cards. This is done by gaining knowledge from literature and by conducting interviews. The findings will be presented to permanent and seasonal instructors in Marttinen at the beginning of high season of school camps in the spring of 2022. With this timeline, they cannot make quick changes, but they can start focusing on how to develop program cards and what kind of needs staff may have. The way how to use collected information is up to them.

Even this thesis and data gathering is only focusing on Youth Centre Marttinen, the information can be used in other organizations too. Of course, it is easy for other eight Finnish Youth Centres since they use the same pedagogy. In the end, the Youth Centres´ Pedagogical Approach has a lot of similarities to adventure education in general and findings can be used elsewhere too. Adventure education has the pedagogical side and general observation is that program cards in many forms are used in this field.

3 ADVENTURE EDUCATION AND YOUTH WORK

3.1 Adventure education

There are many terms when speaking about adventure education. The term Adventure education is the most used one in Finland, translated exactly as seikkailukasvatus. For example, in EU and Europe, the head organisation is called European Institute for Outdoor Adventure Education and Experiential Learning (EOE) and their general way to express this field is as their name says, Outdoor Adventure Education and Experiential Learning. This term includes the two main aspects. There is educational side about learning through outdoors and adventure, along side pedagogical side of experiential learning. (Karppinen & Latomaa 2015, 40-41.)

The next theories are used in adventure education, and the reason to choose them is to bring out some new and fresh aspects to known theories and methods.

Experiential learning is part of adventure and outdoor education, and it has impact to the Youth Centres´ Pedagogical Approach too. Tiihonen (2022), the current chairperson of The Finnish Adventure Education Network, has made training material which is used in National Youth Centres. He is giving the examples of four different experiences which people can have in youth centres.

Experience is something which is nice, you can enjoy, you are having a great time, for example in nature. During identity experience, you are doing something you are unfamiliar with, you maybe need to push yourselves. Experience can be challenging but not too much. You are learning to do your best and be brave enough to fail. In participation experience, you are feeling togetherness with the group and community. It is learning to be in the group, in different roles and pay attention to others and their strengths. Experience of agency means you are taking care of yourselves and your tasks. It is helping others and doing something for others´ sake, it can be other person, whole group, or nature for example. There is meaning what you are doing. (Tiihonen 2022.)

Adventure education is many times including different levels of risks. One way to describe needed skills for an adventure educator is to use Bowles (1999) word JISKS (Judgement, Imagination, Skill, Knowledge and Sympathy). **Judgement** is something that adventure educator is using. For example, it can be analysing risks or different options. **Imagination** is used to

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figure out the best ways to do something, it can be an obstacle to tackle or planning. (Bowles 1999, 36-37; Pulkamo 2007, 515.)

In adventure education, skills are typically divided into 3 different parts, hard, soft and meta-skills. In JISKS, **Skill** means hard skills, which are technical skills, such like kayaking, climbing or first aid skills. **Knowledge** includes both soft and meta-skills. Soft skills have something to do with organizing and instructing, such as planning, reflection and pedagogy. Meta-skills are about leadership, communication and evaluation. (*Ibid.*)

The last part is **Sympathy**, simply meaning that instructors should be able to put themselves to groups´ shoes and understand their feelings. (*Ibid.*)

3.2 Adventure education and youth work in Finland

Adventure and outdoor education in Finland have similar and the same characteristics as elsewhere. This part is covering first the historical view and later values and characteristics, especially in Finland.

In historical matter, the roots of adventure and outdoor education are coming from the Middle Ages when living in hard and nature was wild, and people must adjust and survive. Wilderness skills were essential. The journey from there to the modern way is eventful. One step closer was the Finnish national romantic pedagogy, and activities were strengthening national identity. Anglo-American Scout movement bough new perspectives to youth work, now camping and excursion experiences were pedagogically based on peer work and moving in nature. Later more youth work organisations started creating their own programs, with more adventurous elements. When moving to 1980´ there were need to make changes to how youth work and adventure where combined. During this reforming, these before mentioned traditions were not on it anymore. (Karppinen 2020, 28, 30 32; Nieminen 2020, 36-39; Nieminen 1999, 71, 74-80; Suomen nuorisokeskusyhdistys ry 2022a.)

The modern adventure education in Finland came from abroad, mixing different theoretical and methodological trends, such as “Kolb´s model” of experiential learning and from people like Kurt Hanh. The big boom happened in the 1990s during economic recession. Adventure education was seen as method in order to help young people’s social problems, and work was done in cooperation with youth work, social work, and schools. The boom continued with different

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organisations offering courses related to adventure education. (Karppinen 2020, 30-32; Nieminen 2020, 39-40.)

The modern adventure education has its roots in youth work. It is not official part of it anymore, but there are different operators who are using adventure and outdoor education in their actions. Along side the Finnish National Youth Centres, KOTA ry and Outward Bond Finland are some the most visible organisations in this field.

KOTA ry, is one of the biggest operators in this field. It states to be "Expert and non-governmental organisation of general interest in social and education" and its operations are based on adventure education. Their target group is children, young people and families in need of support, and mission to promote their participation and agency with adventure educational methods. (KOTA ry 2022.)

Outward Bond Finland (OBF) is national part of international organisation which is a pioneer in adventurous education. Its operations are focusing on more experiential learning than to adventure education. Their offered courses and programs to professionals, young people and trekkers, and they are including outdoor activities. Their pedagogical background comes from founder Kurt Hahn. (OBF 2022; Räty 2011, 11-14.)

Also, municipalities are still using adventure education. One good example is the city of Helsinki. They have House of Adventure, which is supporting environmental and nature education for young people in their area. Other similar is their Meriharju Nature House and Camp Centre. (Karppinen & Latomaa 2015, 165-169; Nuorten Helsinki 2022a; 2022b.)

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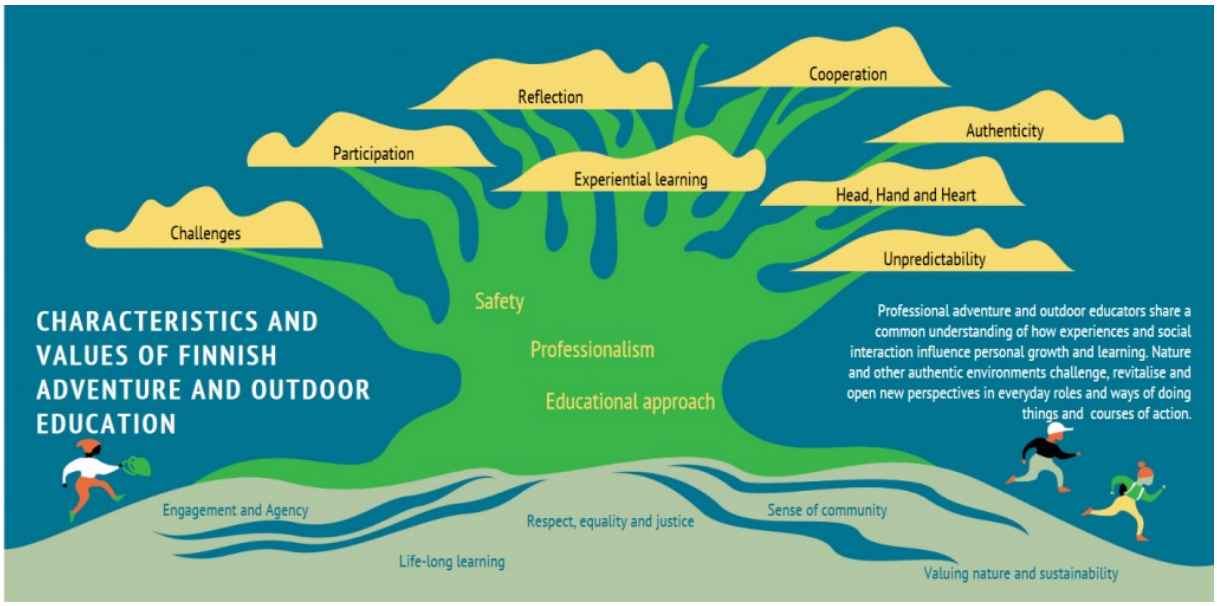

Image 1: Characteristics and values of Finnish adventure and outdoor education (Suomen nuorisokeskusyhdistys ry 2022d)

This model of tree shows the characteristics and values of Finnish adventure and outdoor education. The roots are Engagement and Agency, Life-long learning, Respect, equality and justice, Sense of community and Valuing nature and sustainability. The trunk is Safety, Professionalism and Educational approach. Eight leaves are Challenges, Participation, Reflection, Experiential learning, Cooperation, Authenticity, Unpredictability and Head, Hand and Heart.

This model is made by the Finnish Youth Centres Association which coordinates the National Adventure Education Network. All parts of this model can be seen in operations on the Finnish Youth Centres. Apart from the youth centres, these same characteristics and values are the base on this field in Finland.

4 YOUTH CENTRES´ PEDAGOGICAL APPROACH

4.1 The Youth Centres´ Pedagogical Approach

The Youth Centres' Pedagogical Approach is the National Youth Centres' shared perspective of what good youth work is in the centres' own operating environment. All permanent and seasonal staff in all nine Finnish Youth Centres´ are introduced and trained to use this working method. This is done to ensure the conformity and quality in carried out youth work. (Suomen nuorisokeskusyhdistys ry 2022b.)

As Finnish Youth Centres are following and trying to achieve goals set by the Youth Act, they have created their own approach to help this. The Youth Centres´ Pedagogical Approach is their shared idea about good youth work on their own operating environment. It is following guidelines from the Youth Act and has pedagogical ideology based on a humanistic view of man and on experiential learning. Also, youth centres as operating environments has been taken on account. (*Ibid.*)

The pedagogical foundation is coming from a humanistic view of man, as it is highlighting the uniqueness and creativity of individual. The Youth Centres´ Pedagogical Approach states that every individual has own abilities and will to grow and develop, and it can be seen in all the operations on youth centres. Everyone is equally valuable, seen and heard. (Byman 2001, 22; Suomen nuorisokeskusyhdistys ry 2022b.)

Other significant pedagogical theory is experiential learning theory. The base comes from the humanistic theory of learning. It is an active learning method, and the learning happens during and after experience. All the activities in youth centres includes reflection, during and/or after activity. Reflection is a key part of experiential learning, as reflecting is a way to process their experience and learn. (Suomen nuorisokeskusyhdistys ry 2022b.)

The last important character in the Youth Centres´ Pedagogical Approach is the youth centre as operating environment. All centres are located near nature and nature is important earning environment and providing learning material. They are promoting healthy living and strengthening the nature relationship. The youth centre as operating environment not only narrowed to physical environment, but also to the common values, which are listed below. (*Ibid.*)

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Youth centre values

• By respect for life and the environment, we mean improving life management, healthy lifestyles, sustainable development, and strengthening our relationship with nature.

• By sense of community and individuality, we mean respect for both a sense of community and individuality. Spending time together, caring, and safety while respecting the individual and his or her needs are important things in a community.

• By equality, we mean genuine and respectful encounters with others regardless of an individual's background and characteristics.

• By participation, we mean the opportunity for all to be heard and to have an influence. We believe that children and young people have the abilities and resources to solve their own issues, if they are given the necessary support.

(Suomen nuorisokeskusyhdistys ry 2022b.)

This list of values in youth centres are factors all their operations are based on. Respecting life and the environment, can be seen in the activity called Smoothie bar, which Marttinen is providing. Part of that activity is to talk about local food, fair trade, recycling and promoting smoothies as healthy snack which can be done easily. Community and individuality have big part during activities but outside them too. Children and youth must live together during their camp, they have to come to certain places in a right time and act if they see something harmful happening. All the youth centres are discrimination-free zones, which is promoting equality (Suomen nuorisokeskusyhdistys ry 2022c). It is common to meet international guest and volunteers in youth centres. The idea of participation is clear, children and youth have opportunity to be heard and decide their level of participation on different things. Many times conflict can be solved with help from adults. It is common that teachers are trying to help solve problems which are meant to be solved by the children and youth.

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Image 2: The Youth Centres´ Pedagogical Approach (Villa Elba 2022)

Youth-oriented operations are supporting children´s and youths' participation. It is coming from the humanistic view of man, and by that to belief in an individual´s abilities. Guidance from youth centres´ instructors is professional. They are using their knowledge to change the style of guidance to match on the situation and safety perspective. In the ideal situation, guidance style brings out different strengths and notices everyone in group as important participant. (Suomen nuorisokeskusyhdistys ry 2022b.)

Parallelism between activity and dialogue is based on experiential learning. Activity is seen as a tool in the Youth Centres´ Pedagogical Approach, it is helping to understand and guide children and youth. Dialogue part is coming from the reflection side. Using reflection during and after activity, supports and makes learning possible. The instructor has an important role by creating an environment which is supporting and giving space. They are leading the participants to understand what they have experience and learned, and how to transfer them to their own life. (*Ibid.*)

Youth centres´ are aiming to be safe, diverse, and skilled operating environment for their customer groups. Youth centres are offering different activities and instructors' job is to support group´s needs and goals, by making experience and participation safe for everyone. (*Ibid.*)

This is how the main three, humanistic view of man, experiential learning and youth centres as operating environment are combined and the results of that. All the above are aiming to meet

the objectives set by the Youth Act (Nuorisolaki 1285/2016) such as the promotion of children´s and young people participation and influencing opportunities, support growth and achieving independence, and learning skills to promote a sense of community. (*Ibid.*)

4.2 Program cards in Youth Centre Marttinen

Employees of Marttinen have written program cards for all the activities they are offering for groups. All of them are written in Finnish but many of them are translated into English. The layout of the program cards is simple and the same for all. For example, see Appendix 1. First comes basic information such as the name of the activity, place, time, max group size and requirements. Next part is a table including information about the activity itself, starting from **preparations**, continuing to needed **gear**, **start** of the activity, **description/step by step** of the activity with group and **reflection/ending**. Bold text is the headline in the program card. This table is the main part and should include all needed information to know what to do with the group.

The program card continues with small headline Youth centre pedagogic working aims, following with a list of themes and goals for the activity. Depending on activity, some of them include the human rights perspective. This small part is the part this thesis is focusing on. More about it in Chapter 4.3.

In the last part of the program cards, there is Summary of safety plan and possible appendix (such as the description of games if activity is about them and it would make description/step by step -part unnecessary long).

The program cards are the most used by instructors during the high seasons of school camps. Even through Marttinen is running programs all year, there are couple high peaks of customer groups. During high seasons, they are hiring more instructors for that time. Other user group are international volunteers, so they can understand and instruct groups. It is also helpful to all the staff have possibility to read it in English before facing international group.

For this thesis, the program cards of five most popular school camp activities are more closely examined. These activities are Archery, Stand-up paddling, Smoothie bar, Room escape and Top rope course with Smart Belay. Each of activities are different and their goals are varying. For example, room escape is more about cooperation and problem-solving skills. Top rope course deals more with emotions such a fear and how to overcome it.

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4.3 Youth centres´ pedagogical working aims

Between the table about details of activity and summary of the safety plan, there is small part focusing on goals from youth centres´ pedagogical approach. This is how it looks in English and Finnish, from Smoothie bar program card.

Youthcenterpedagogic working aim(s)
Fair trade, organic products and near food. Group dynamics, making fair decisions and alternatives on making healthy snacks.

Nuorisokeskus pedagogiset tavoitteet:
Reilu kauppa, luomu, lähiruoka. Ryhmän valinnan perusteet, oikeuden mukainen päätöksen teko, terveellisen välipalan opettelu.

First it has been written in Finnish and later translated into English. In this example, there is all the same information, only in another language and different words chosen but meaning is the same. This is the mostly used layout, four out of five of examined program cards had it like this. Part of the program cards were in both languages.

The time stamps of the cards are from 2018 to 2020. The newest one, Top rope course with Smart Belay has it differently than others. It is only in Finnish, and stating Opetukselliset tavoitteet, in English Pedagogical goals. It is put in the same place as the "old" Youth Centres´ Pedagogical Approach goals are, which is indicating it is the same thing in new words. The problem is partly different meaning, originally it is stating that pedagogical goals come from the Youth Centres´ Pedagogical Approach, now it is only pedagogical goals without further explanation.

After examining the program cards from the five most popular activities, this part seems easy to skip. Details of the activity/step by step part is covering most part of the page and after it is this small list of some goals without further explanations.

Some of the problems regarding to the program cards are from grammar mistakes. It looks less professional when the headline of important pedagogical goals is wrong. There are also mistakes happened during translation of the goals. These mistakes are small, such like lähiruoka

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is translated to near food, but it should be local food.

Overall, the program cards are well made, and they provide useful information for instructors. They are in regular use and there is no reason not to continue developing them.

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5 INTERVIEWS

The research material is gathered by conducting interviews. The target group for interviews are people who have previous working experience as instructors in the Youth Centre Marttinen. Therefore, they are familiar with activities, program cards and the Youth Centres´ Pedagogical Approach. They know working methods and styles commonly used in youth centres. They are professionals in this work field and should provide useful information and ideas about the topic. The desired and still possible number of interviews is 5.

5.1 Interview plan

The original plan was to narrow target group to them who has been working part-time or seasonally in Marttinen. In the end, that would have been only couple interviews and would not give enough information. The original research plan included a survey also, but reasons of the same kind it was forgotten. It would not be possible to find enough people for the survey and interviews.

Since the plan changed, the materials obtained from the interviews were wider. There were people who had been writing those program cards, developing the Youth Centres´ Pedagogical Approach, have only worked seasonally and have even work experience from other Finnish Youth Centres.

For research purposes, there was an option to conduct survey interviews, which would have compensated the survey. In the end, for this research, it was decided to conduct qualitative interviews, which are focusing on individuality and interviewees´ points of view and opinions, instead of trying to find quantitative data from them. (Leinonen, Otonkorpi-Lehtoranta & Heiskanen 2017). Interviews are semi-structured, which allows asking specifying questions regarding on their answers. This is important since the point of doing interviews is to find out personal perspectives and possible new ideas for the program cards. For interviewees, it is easier to ask if they do no understand something or they want to add something (Hirsjärvi & Hurme 2008, 36).

Interviews were held using online methods. Four out of five interviews were held as Microsoft Teams -meetings, one interview was a phone call. All interviews were recorded and transcript, and later translated. The used language was Finnish since that is their main working language.

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Because the target group did not only include people who are currently working in the Youth Centre Marttinen, the most efficient way was to choose online methods.

Interviewees agreed and understood that their answers can be used in this thesis in an anonymously way. It is possible that they can guess or know who has said something, because Marttinen is small work community, and some answers can be such that they have addressed them already at some point.

5.2 Interview questions

I have personal experience working in the Youth Centre Marttinen, first I had my final practical training there, during low season, and later as seasonal instructor during a high season of school camps. These following themes are viewpoints I have heard from co-workers, and they are included in interview questions.

The staff is finding hard to implement all the goals for activities or to match them with goals from the group. The most typical situation is to have school camp, they have goals group has set and goals set by their teacher. These goals can vary but some of the most popular are themes about group dynamic, bonding, making memories, taking responsibility, and getting to know new people.

One other viewpoint heard was that it is easy just to glance through goals and trust you know what you are doing and goals where to aim. Also, in many times, not even read the whole card since they have done it many times before.

Therefore, interview questions are divided into four different themes: basic information, the Youth Centres´ Pedagogical Approach, program cards and own experience. See Appendix 2.

Basic information consist of only question about how long interviewee has been working as instructor in the Youth Centre Marttinen.

Questions about the Youth Centre´s Pedagogical Approach are focusing on three different things. First question is about telling briefly what is the Youth Centres´ Pedagogical Approach and where it is based on. Other questions are does the interviewee feel like that he/she has received enough training and information about the approach at the beginning of their work. The next question is focusing on how this approach appears in operations in Marttinen.

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The next interview theme is program cards. Before questions, interviewees will be introduced which part of program cards questions are regarding, which is called the youth centre´s pedagogical working aims. The first question is the current section enough to provide information on how the goals are affecting instructing situation. The next question is about is the interviewee trying to take into action each of the mentioned pedagogical aim. The last part is in which cases they read through the entire program card.

Interview ends with two questions based on their own experience. First one is who benefits most about program cards. The last one is opinion about the current way, and possible their ideas about how to change it.

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6 RESULTS

The following chapter will be displaying the interview question and answers gained from them and possible quotes from interviewees. The first question is about their basic information.

- How long have you been working as an instructor at Marttinen?

The answer varying from couple years on off working to over 10-year experience. Some interviewees have mostly worked during high seasons and some full time too.

The next 3 questions are regarding the Youth Centres´ Pedagogical Approach.

- Briefly tell in your own words the Youth Centres´ Pedagogical Approach and where it is based on.

This question brought a lot of variations. The "right" answer is that there are three background theories which are the humanistic view of man, experiential learning, and youth centres´ as operating environment. Only one answer included all these, but there were answers which were close but not mentioning exactly these. One of the interviewees said that they do not know at all. It was more typical to mention working methods commonly used in youth centres, such as participating young people. Participation is a kind of right since it is coming from the foundation pedagogical theories. Also, the idea of "the whole centre is taking part" was mentioned multiple times. This means that pedagogical work is not only narrowed to instructors, but the whole house should also take part when needed. Other couple times mentioned was the youth centres´ values, which are part of youth centres´ as operating environments. To the same foundation theory, nature was mentioned, and interviewees told how it is used in different activities.

- Do you feel that you have received enough training about the Youth Centres´ Pedagogical Approach at the start of work?

This question did not work as planned. Some interviewees have worked there so long that the Youth Centres´ Pedagogical Approach has been developed during their employment. People who have started working later, answered that they did not, received the training elsewhere,

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learned from other people and kind of received enough training. One of the interviewees started as a trainee and worked during high season and described that experience like this:

> "When I was in training, on the one hand, yeah, but on the other hand I also got to study a lot myself. But then when it was terribly busy, as it was really busy. That´s the way. … You have to know how to demand it, if you want more guidance on it, then it must be requested and demanded."

- How the Youth Centres´ Pedagogical Approach appear in operations in Marttinen?

Answers to this question were versatile. Interviewees told about their own experiences and which things they prefer as pedagogical work. Two answers brought out the school camp process which has been introduced shortly in Chapter 2.1. There were concrete examples of instruction moments, such as how to promote participation during forest trips. Children and youth have possibility to influence which path to take, what to do and when. Other example was construction work done in Marttinen, it can be done together with local youths. They can be part of planning and executing that project. Other many times mentioned were reflection, youth centre values, problem-solving skills, goals from group and nature aspect. One of the interviewees described their own work experience how it is changing between workplaces:

> "Reflections brings out the most that pedagogical side compared to program services company where you give instructions, let´s go, come back and then bye bye."

To find out more about program cards, there are three questions about them. Before asking questions, it was introduced which part questions are focusing on. During interviews held as Teams-meeting, it was also possible to see Archery program card for example.

- Is the current section about the Youth Centres Pedagogical Approach enough to provide information on how the goals affect the instruction moment?

All the answers started as "maybe no" variations. The most of the interviewees started thinking that maybe it is enough for people who have previous instructing experience but for new instructors not. It is up to instructor own knowledge to make it happen. It is not giving any tools

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how to achieve goals, for example how to change style or what to do. One suggestion was to rewrite all of them, or just update them to present-day.

This next comment summons up all the answers about how instructors own experience do matter and how they are seeing the current way. The interviewee is talking about goals set in Archery program card. These goals are introduced after the comment.

> "That is, it has not been told that how to achieve these goals. They've been put in and they're just ok for people who know how to instruct, who have experience. But then if you consider that there will be a new instructor who has no experience yet, how, for example, you bring up that knowledge of history or that training of concentration, and how to bring it to that instruction moment, that hasn't been told."

For reference, for previous comment and to other comment later, this is the list of goals from Archery program card.

Youthcenterpedagogic working aim(s)
Increases perception, opens up new hobbies. Also increases knowledge on traditions (hunting, bowman ship). Requires concentration and waiting for ones turn. Team building exercise. Being glad if someone else succeeds and following rules

Archery was used as example other time too. This answer is giving an example how to make it better as their own opinion.

> "In archery, when you have a goal of learning to focus or other such, it could just open up there, how to get it to action and what kinds of ways and styles could be used there."

- In the instruction moment, are you trying to take into account each of the pedagogical aims mentioned?

Not any of the interviewees told that they can do it every time. There are many things which have to be taken into account, such as the group. Some answers told for the reason that there is not always time for that. By this they can mean that time is running short or that they have planned to add them to the end reflection, but for some reasons it does not happen in those

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lengths they thought. One example was water sports, participants may ask their teacher can they go now, and the teacher says yes. From the instructor side, there should be reflection once everyone is ready, but part of the group is gone at that point. One interviewee thought that they have not read them regularly anymore and do not remember them. It would require reading them before instruction moment and then think are they working towards the goals. One comment included the main thought from all the answers:

> "I don't think that's exactly the point, that all of them would always be included in it. One group might find the other better, and apply them to the group's own goals as well. ... And take that into account, but not all by any means."

- In what situations do you read through the entire program card?

This part most of the interviewees told similar things. Not any of them read them regularly or always before the program starts. In other hand, the most of them read them when they feel they must, for example before program they have not instructed in a while, or the program is new. One of the interviewees told that they have maybe read them when the work started but not much since then. The gear list in the program card is the reason for many to read at least that part of it.

The last two questions are finding out interviewee's personal experiences and opinions.

- Who do you feel to have the most benefit from program cards?

The answers were simple, it is the most important for new and seasonal instructors, also trainees were mentioned multiple times. Even the answers were right away about new instructors, many continued that they are useful for everyone. It is good paper to read before the first time going to instruct that program or after not doing it in a while. One answer reminded that even the base is the same, every instructor makes it unique. This comment is basically telling the same as all the answers:

> "Of course, for new instructors, high season instructors. And for young people who have just graduated, not have instructed yet anywhere, so to them. And then everyone at the point when you see that it's been a year since I've instructed something like a crafting workshop, so how it goes."

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- What do you think generally about the current way of presenting the youth centres pedagogical approach in program cards?

In many interviews, this question leaded to give examples of how that section would be better in their mind. One example was to make an Excel table which would be examples of how to meet the goal, which kind style to take and that would help new instructors to get there. One interviewee said it is plain and simple and would need to refresh. There are goals which may be unnecessary. The same person thinks that goals need justifying. Other example from a different person was that there should be concrete examples of how to accomplish the goals, that is the thing people would the most benefit. One concrete idea was to make a paper with all the goals and explain them more, this way own section on program cards would be unnecessary. This paper would go to first in a folder which contains all the program cards.

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7 ANALYSIS

Youth Centre Marttinen has a strong knowledge on adventure and outdoor education. They are utilizing their own the Youth Centres´ Pedagogical Approach in all their operations. The commission was to find out are there a need for change something in their way of presenting pedagogical goals in program cards. According to interviews, there is a need for that. When asking who are benefiting most of the program cards, the answer was new, seasonal instructors and trainees. However, the result is that interviewed professionals think that they are not enough for them. There must be knowledge and skills to change instruction style to be able to match the goals to real instruction moment.

The concrete ideas about how to make them better varied. The most radical thought was to erase them and redo again. Partly using that idea, there was suggestion of making front paper to folder which includes program cards. This paper would have all (or the most common) pedagogical goals described in more open way which was suggested in multiple answers.

Other idea was to continue with original layout and add there Excel table with the goal and how to get there, which styles to use and examples. Overall interviewed professionals said that there is a need for examples, rather than current style of listing only words and goals.

Adding to the concrete ideas how to change program cards, there are other suggestions too. It would be beneficial to encourage and remind “old” staff to read again the whole program card before going to instruct. There can be a little time when school camps come but being aware the pedagogical goals are ensuring the conformity and quality, which is important part of working in National Youth Centre.

When there is time, it would be good to make sure all the program cards have the same layout. During that process, it is possible to check and correct grammar mistakes, which will add more professional touch.

These findings will be displayed to seasonal staff working in Marttinen, at the beginning of the high season of school camps this spring. It is up to them how they will continue from here.

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8 CONCLUSION

After examining the program cards and conducting interviews, there is a lot of information gained for the Youth Centre Marttinen.

Their current way of presenting pedagogical needs improvement. The most important finding is that they need to adapt their way to be more beginner friendly. This current way is suitable for professionals, for people who have pedagogical background and experience working with different groups. The program cards lack information about how to achieve goals, which would be needed according to interviews.

In general matter, the other organizations can take a cue from the current way, if they have permanent staff with pedagogical knowledge. But if the situation is more similar with Marttinen, meaning they have seasonal staff, trainees or young professionals, it could be better to deeper the way to present and explain the pedagogical goals.

Altogether, the program cards are useful tool in this field of adventure and outdoor education. Program card can help to be more organized and help plan what to do and when. Of course, adventure has an unexpected side, but with good preparations, adventure educators and instructors can be prepared and have plan for different outcomes. It does not matter if the nature of work is more about individual programs or the same programs for different groups. If the program is unique, the material gathered to the program card before and after activity, can help the planning process in the future. And with organizations like Marttinen, it is a part of their quality that the same program has always the same base, and group and instructor make it unique to them and meet their needs.

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APPENDICES

Appendix 1: Empty program card

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Activity card 20.4.2022
Name of the activity

1 (2)

Name of the organization

Duration:		Place:	
Group max size:		Instructor(s):	
Period of activity:		Requirements:	

Preparations:	
Gear: (If needed check specific list)	
Start:	
Description/step by step:	
Reflection/ Ending:	

Youthcenterpedagogic working aim(s)

Age group(s):

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Summary of the safety plan 2 (2)

Name of the organization

Description of activity:	
First aid equipment:	
Client(s) informing:	
Important numbers:	

Safety issue	ODD	SER	Action(s)

Events **odds** (ODD): 1= Unlikely 2 = Possible 3 = Presumable

Effects **seriousness** (SER): A = Non-harmful B = Harmful C = Serious

Making an emergency call

Emergency call is made to the national emergency number **112** and it's made immediately when an injured or ill person needs professional help

MAKE THE CALL WITH THE 112 APPLICATION ON YOUR PHONE IF YOU HAVE IT SO THE HELP CAN COME DIRECTLY TO YOUR LOCATION!

How to make an emergency call

1. Make the call yourself if you can. Ask the person answering your call to use English.

2. Tell what has happened.

3. Tell specific location and municipality.

4. Answer to the questions you are asked.

5. Do as you are told.

6. End the call **only** when **you are told** you can do so.

Using a mobile phone you **don't need** an area code (+358).

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Appendix 2: Questions for interview

Basic information

- Kuinka kauan olet tehnyt ohjaajana töitä Marttisessa? / *How long have you been working as an instructor at Marttinen?*

The Youth Centres´ Pedagogical Approach

- Kerro lyhyesti omin sanoin millainen on nuorisokeskusten pedagogisen työote ja mihin se pohjautuu. / *Briefly tell in your own words what the Youth Centres´ Pedagogical Approach and where it is based on.*
- Koetko saaneesi tarpeeksi perehdytystä nuorisokeskusten pedagogiseen työotteeseen työn alkaessa? / *Do you feel that you have received enough training about the Youth Centres´ Pedagogical Approach at the start of work?*
- Miten nuorisokeskusten pedagoginen työote näkyy Marttisen toiminnassa? / *How does the Youth Centres´ Pedagogical Approach appear in operations in Marttinen?*

Program cards

- Riittääkö nykyinen osio nuorisokeskusten pedagogisesta työotteesta antamaan tarpeeksi tietoa kuinka tavoitteet vaikuttavat ohjaustilanteeseen? / *Is the current section about the Youth Centres´ Pedagogical Approach enough to provide information on how the goals affect the guidance situation?*
- Pyritkö ohjaustilanteessa ottamaan huomioon jokaisen mainitun pedagogisen tavoitteen? / *In the guiding situation, are you trying to take into account each of the pedagogical aims mentioned?*
- Missä tilanteissa luet koko ohjelmakortin läpi? / *In what situations do you read through the entire program card?*

Own experience

Keille koet olevan eniten hyötyä ohjelmakorteista? / *Who do you feel to have the most benefit from program cards?*

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Mitä mieltä olet yleisesti nykyisestä tavasta esittää nuorisokeskuksien pedagogiset tavoitteet ohjelmakorteissa? / *What do you think generally about the current way of presenting the Youth Centres Pedagogical Approach in program cards?*

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