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THESIS

**Safe Adventure Programming
for Outdoor Associations**

Paddling in Suomen Latu ry

Emma Lehto

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ABSTRACT

Humak University of Applied Sciences
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Authors: Emma Lehto

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Supervisor of the thesis: Kai Lehtonen, HUMAK

Commissioned by: Susanne Blomqvist, Suomen Latu ry

Recreational paddling has become a popular activity during the past years. Canoeing, kayaking and SUP-boarding are great ways to explore nature in a sustainable and easy manner. Suomen Latu – The Outdoor Association of Finland – wanted to be among the leading organizations to promote paddling as one option to experience outdoor life. Suomen Latu operates through its 184 member associations and over 90 000 individual members all over Finland.

Paddling had been chosen to be one of the new activities to be developed during the next strategy season of Suomen Latu. Since the paddling activites weren't currently organized nor monitored by the head organization, they urgently needed to find out what kind of paddling activites were run by the member associations and what were their challenges and needs. Based on this information a development plan for paddling in Suomen Latu was to be created.

To find out the status of paddling in member associations, an online questionnaire was planned and executed. Two online interviews were held to deepen the data. The survey showed a lack of skilled instructors that held back the growth of paddling. Aging, lowered motivation and difficulty to certify paddling competency were some of the main challenges. Safety documents were seen as a monster that makes leisurely paddling a serious business. Safety in outdoor services and in paddling were studied to highlight quality and professionalism in paddling activities on associational level. Good paddling activities are firstly fun and recreational, but Suomen Latu could make the impact deeper by offering also educational and developmental approaches to their processes.

To make the development plan to serve both Suomen Latu as the head organization and the member associations and the members, a three level adventure programming principle was applied. Individual level certified paddling competency, associational level concentrated on safe and meaningful programs and activities and the leadership level focused on defining the safety and competency requirements for paddling.

The status of paddling in Suomen Latu was defined. A development plan for the paddling activites was offered to Suomen Latu. The plan was followed by an adventure programming chart to help any association or club to develop their activites and to set achievable goals.

Keywords: paddling, kayaking, canoeing, SUP-boarding, kayaking safety, adventure education, adventure programming, safety, professionalism, educational approach, instructor skills, development plan

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1 INTRODUCTION

Suomen Latu – The Outdoor Association of Finland - is probably one of the first things that pops into your mind when talking about promoting outdoor life in Finland. Every Finn thinks of Suomen Latu when you mention cross country skiing, or Kiilopää or Paloheinä, which are the most popular skiing locations in Finland. As a kid you participate in their activities. When you reach middle age, you start skiing actively and join one the Suomen Latu member association. Unless you already are a member and do mountain biking, hiking in Lapland or some other main activity they promote. Maybe your kids are now participating the children's and family programs.

When you think of paddling – kayaking or canoeing – you soon again run into Suomen Latu and their co-operational events like Finlandia Canoe Relay with Finnish Canoeing and Rowing Federation. Many are participating on Suomen Latu paddling activities such as Introduction to Kayaking or their weekly evening paddling events.

But there are also controversial opinions about Suomen Latu. Some are fans and members; some only think of a member as an old school skier with an antenna beanie and oranges as a snack. The Outdoor Association of Finland might suffer with an image of being a bit old-fashioned, and data shows that they are lacking new enthusiastic members and especially instructors for different activities. Yet they want to be among the leader associations for motivating people to go outdoors and stay active.

I contacted Suomen Latu to make my thesis for them. Paddling has become very popular activity during past years and Suomen Latu wants to be among the leading outdoor associations to promote paddling as one great way of experiencing outdoor life. Recreational paddling is one option of going on an adventure in nature, just as hiking, skiing and biking are. It is suitable for all ages and skill levels when it is done in a safe way. Suomen Latu needed urgently information on the current paddling activities in their member associations. Also new ideas and motivation to get the activities running more frequently and maybe even inspire new members to join the association were needed. I was asked to help with their new development plan for the paddling activities.

The main goal of this thesis is to help Suomen Latu to identify the development needs and areas of paddling activities in both organizational level and in the member associations' local activities. To make this thesis useful also for the professional and recreational field, the goal is extended to create a development plan tool for anyone to create safe, goal-oriented outdoor activities and events.

The approach to the topic comes from adventure educational studies with HUMAK UAS. There is potential in applying the goal-oriented adventure education principles into event programming on associational level. Suomen Latu wants everyone to enjoy the outdoor life. They inspire people to go to nature to find their own way of enjoying outdoor activities. By getting active, one can find new communities and feel included. One can also act and make a difference by promoting the outdoor life to everyone they meet. These goals are very similar to outdoor education.

2 SUOMEN LATU RY

Suomen Latu ry – The Outdoor Association of Finland is a non-profit organization “promoting an active outdoor lifestyle since 1938” (Suomen Latu, 2022a). Suomen Latu focuses on getting people active and advocating for the interests of outdoor enthusiasts. Suomen Latu head office employs 22 full time workers in their premises in the Olympic Stadium in Helsinki with the help of 30 seasonal workers. They want to have an impact on outdoor life both on national and local levels. Acting on national level means working on law proposals, networking and creating plans for outdoor promotion. On local level the Suomen Latu’s 184 member associations work on the plans and participate for example on route planning, construction and maintenance, and organizing events and promoting different outdoor activities with over 90 000 individual members. (Suomen Latu ry, 2022e).

Suomen Latu wants everyone to have a possibility to be active outdoors in a meaningful manner. Their main activities are hiking, geocaching, skiing, snowshoeing, winter swimming and Nordic walking. These activities are run by the local member associations. They run on a voluntary base. All the activities can well be practiced on all levels of age, skills and society – in non-competitive manner. (Suomen Latu, 2022c).

Suomen Latu’s values are that everyone has a right to go and be outdoors, respecting the environment. Their knowledge and activities are open for everybody. They want to be courageous, curious and forward looking, and they value voluntariness in their activities. (Suomen Latu, 2022b).

Suomen Latu is also very actively promoting children’s wellbeing and interest in nature. They have many outdoor educational programs, activities and training in the field of early childhood education. Suomen Latu is also known for the educational promotion of Finland’s Everyman’s Rights and the Outdoor Etiquette. (Suomen Latu, 2022a).

2.1 Strategy

Suomen Latu’s strategy raises three topics up in their slogan “get some fresh air, get involved, act” (Suomen Latu, 2022). On their Operating Plan for 2022, they want to increase the communication between the head organization and the member associations. The main focus is to concentrate on the training of the instructors. The focus activities remain hiking and skiing; established activities are winter swimming, trail running and mountain biking. Most interestingly

regarding this thesis, the areas of development will be paddling, nature wellbeing and mushroom picking. (Suomen Latu 2022d, 3 - 4).

According to their Operation Plan, Suomen Latu will concentrate on the paddling instructor training programs and in increasing technique training. Suomen Latu will be active in local and national paddling events throughout the year and promote the #iampaddler (#olenmeloja) concept together with Finnish Canoeing and Rowing Federation. “Olen meloja” -concept is a part of a low threshold paddling development project that aims to attract 10,000 new paddling enthusiasts over a three-year period (MeSo, 2020). To provide all these actions includes making a development plan for the coming strategy season 2022 – 2028. (2022d, 4)

Suomen Latu has made two interesting surveys during the past few years. First one is a survey concentrating on paddling activities within the member associations (Melontakysely Latuyhdistyksille). Made in year 2017, 110 member associations took part in the survey, showing quite small interest in paddling. The activities are arranged mainly for members and the training level of the instructors is mostly based on their own skills and long experience. Lack of instructors is the main challenge. There would be interested participants to join the paddling activities, but member associations don't have either enough instructors, or the instructors aren't either competent enough or enthusiastic to run the paddling programs anymore. (JYÖ 2017).

Four years later in 2021 the second survey shows increase in paddling activities. The questionnaire concentrated in adult activities in general (Aikuisliikunnan nykytilan kartoitus). It was made to find out which activities the member associations are interested in and what kind of support they need from Suomen Latu. Results show among other things that 50% of the participated associations see paddling as 6th most interesting activity after different hiking and skiing activities. The biggest challenge to increase the paddling activities is the lack of paddling instructors. Finding active persons-in-charge is found difficult. Especially instructor training and support from Suomen Latu is needed. (Köcher, 2021).

It is difficult to estimate the number of paddlers in Finland, but especially kayaking and SUP-boarding have been growing activities past almost ten years. In 2014 Yle estimated that there were some 26 000 paddlers in Finland in 2010. Many belong to different paddling associations and clubs but also many paddle just for fun and never really enroll on any club. Kayaking courses are often full, and rental locations have been popping up here and there. (Yle, 2014a).

Since that and partially due to Covid-19, outdoor recreation has grown very fast during the past few years. Metsähallitus tells that over 4 million visitors were counted only in the Finnish national parks in 2020, which means an increase of 23% to the previous year. (Yle, 2021).

Suomen Latu wants to be among the leading associations offering safe paddling activities, differentiating them from clubs that rent equipment without any guidance to technique. Therefore they are putting effort in developing a plan on improving and increasing paddling as one of their main activities.

2.2 Member associations

There are 184 member associations under Suomen Latu's central organization. Over 90 000 individual members are active in these associations. In 2020 44 member associations informed that they have some paddling activities among the 6200 paddlers taking part in different paddling events. In 2021 the number of active paddling associations was already 53. (Suomen Latu, 2021).

Each member association forms their own boards, creates their own action plans and raises money to finance their activities through membership and participation fees. Each of the member associations organizes activities and events based on their own local skills and interests. Suomen Latu as the central organization provides information, guidance, training and courses for the member associations. Each association also has the possibility to train a certain number of new instructors per year free from costs, supported by Suomen Latu.

During the discussions with the commissioner, it was found out that currently the paddling activities are not monitored, controlled or lead by Suomen Latu, as the paddling hasn't been a focus activity. There is a need to find out the status of paddling activities in the member associations. This includes finding out what kind of resources, needs and challenges there are.

The main activities such as hiking, mountain biking and skiing are well organized and followed up by Suomen Latu. There are training programs and additional courses for instructors, manuals and templates for planning events and making safety documents. Supportive groups for different activities exist and Suomen Latu has correspondent persons for many of the main sports. These sources could be used as the base for also paddling activities, but it would need quite a lot of effort and even expertise for each paddling member club to create their own sufficient plans and documents. Therefore a plan to build a stable and safe base for paddling activities is

urgently needed. This kind of development plan should come from the central organization to maintain same requirements and goals throughout all member associations.

2.3 Goals

The knowledge base of my thesis concentrates on paddling safety, and adventure educational concepts of safety, professionalism and educational approach.

There are two goals on this thesis. First is to find out the status of paddling activities in the member associations through a survey and to use the achieved data and my knowledge base to make a development plan for paddling activities in Suomen Latu. The plan should serve both Suomen Latu as a central organization and the local member associations.

Another goal is to find out how to create safe operating methods for paddling following the existing requirements of Finnish Safety and Chemicals Agency TUKES, paddling safety instructions, and adventure programming principles. Despite of the different skill levels and activity contents this process could help any association, club or even hobby group to create their own safe operating methods.

3 SAFETY

In this chapter the definition of safety in this thesis is described. The definition of safety starts from the laws and regulations for outdoor services and goes deeper into the safety of paddling.

Safety never takes a holiday! - Unknown

In adventure and outdoor education studies one topic has risen very high: safety. There are different levels of outdoor activities from leisurely walk in the forest to high-risk adventure experiences. Adventure is described to be an exciting or unusual experience. “What makes an experience adventurous, is the outcome that is unknown”. And when there is a possibility for something unknown, there is risk. (Priest & Gass, 2005, 18).

As the outdoor recreation has expanded during the past years, also more outdoor organizations, agencies and companies have emerged. Priest and Gass state that the leader of an outdoor activity holds legal and moral responsibility for the participants, including the guiding itself and also the safety and protection of the surroundings (2005, 3).

Therefore, the safety requirements for program and adventure services by Finnish Safety and Chemicals Agency TUKES are referred to next in this thesis. Going deeper into activity-based safety, paddling safety is explained through Finnish Canoeing and Rowing Federation’s (Suomen Melonta ja Soutuliitto, MeSo later on) instructions. Then the theory of adventure education principles of safety, professionalism and educational approach are applied into the creating of the development plan.

3.1 Safety in program and adventure services

Finnish Safety and Chemicals Agency TUKES is the authority that supervises the safety and reliability of products, services and industrial activities in Finland. They guide businesses and entrepreneurs towards correct operating methods. Consumers, properties and the environment must be safe to all. Each service provider is also responsible for the safety of their program services. (TUKES, 2022a).

TUKES maintains instructions for promoting safety in program services. The Finnish Consumer Safety Act (kuluttajaturvallisuuslaki 920/2011, later KuTuL) commands that programs

for consumers can not cause any danger to the participants. This act is valid every time there is a fee for participating a service program. Therefore, the act must be followed by all associations and non-profit organizations that offer services to non-members. When offering services only for members, the consumer safety act is not valid, but to operate responsibly, all clubs and associations should follow the instructions given by TUKES. The TUKES Safety Instructions 2/2015 can be found from TUKES' website under Program and experience services (TUKES, 2022b)

From the safety instruction of TUKES three points are highlighted in this thesis: basic requirements for the personnel, obligation to ensure safety and safety documents.

3.1.1 Basic requirements for personnel

TUKES says that a service provider must ensure safety by having enough trained and qualified personnel, taking in consideration the quality of the services and number of participants. The instructor participant ratio is part of risk management. (2015, 24). This ratio is examined more in Chapter 3.2.

The personnel must be trained both in leading of the activities but also the safety instructions. The service provider is obligated to verify the skills and competence of the instructors, following for example the skill requirements defined by sports associations. Also trainees and seasonal workers must have sufficient requisites to perform in safe manner. (TUKES, 2015, 24). In this case, the recommendations of MeSo should be followed to define the needed skills for a paddling instructor. See more in Chapter 3.2.

First aid training and safety training are recommended to offer to all staff at least once a year. When the provided activities expand or increase, TUKES also emphasizes continuous training to be offered for the instructors and staff. Emergency instructions must be given to staff in written, and a plan for evacuation and leading an accident scene should be done in advance. First aid mediums and rescue equipment should be carried on all activities, and they need to be maintained regularly. (TUKES 2015, 25-28).

Considering paddling as an activity under the safety regulations of TUKES, it is also important to notice that the service provider needs to give instructions to the participants about procedures in case someone gets lost (29). This could be possible on longer paddling trips, or even paddling in poor weather, like heavy wind, rain or fog.

3.1.2 Safety in all operations

The Consumer Safety Act points out that each service provider has an obligation to ensure safety in all its operations (KuTuL 920/2011, section 5). The service provider must know its' services thoroughly and have sufficient training, experience and knowledge to provide the service in a safe manner. Safety must be maintained during the whole program. This means that a service provider must take in consideration among other things the size of the customer group, their age and fitness level; the terrain, weather and environmental circumstances; number of instructors; equipment; and instructions for the participants. The risks included in the activity must be defined and also explained to all participants. (TUKES, 2015, 9-10).

3.1.3 Safety documents

Section 7 of the Consumer Safety Act points out that a service provider must make safety documents that include a risk analysis and risk management plan, and also a plan in communicating these plans to all participants, both the personnel and the participants (KuTuL 920/2011). This safety document is meant to be a simple tool to guide a service provider to take the safety issues in consideration in a practical manner. The minimum for the safety document to fill the requirements of the Consumer Safety Act are to list the risks and consequences of the activity, and instructions on how to prevent those risks. The whole recommended contents of the safety document are presented clearly on the TUKES Safety Instructions 2/2015.

Each program includes different kinds of risks. Therefore each service provider must make the safety plans based on their own activities and conditions. It is important to notice that each activity should have its own plan, and every time there is a change or an update on the activity, the plan must also be updated. (TUKES 2015, 11-12).

3.2 Safety in paddling

Recreational paddling as an activity is suitable for all, despite of age or skills. It increases both physical and mental wellbeing. Routes, length, and duration of the paddling trip can be varied according to skills, conditions and mood. Paddling is a great way to explore nature from another angle, and to visit places that could otherwise be hard to reach. Paddling can be used also for building strength and stamina. Touring combines paddling and hiking, and the length of a tour can vary from a day-tour to overnight and several days. (Karttunen, 2013, 9-10). In this thesis

paddling as term is focused on recreational and touring kayaking both on lakes, rivers and the sea. White water kayaking and competing are ruled out in the scope of this study.

Paddling in general is a safe activity. Professional paddlers estimate that 1 or 2 paddlers die in paddling accident each year, most often even less than that (Yle, 2014b). Severe injuries are rare even in white water kayaking. Yet it is important to remember that water as an element is always a risk, and it should be respected, especially when the weather changes. Fast running water such as rivers, rapids and waves can also raise the level of risk. One should never go paddling alone unless one is competent and well equipped and prepared. Fresh water areas such as small lakes and ponds and slow rivers are best for beginner paddlers and families. Paddling on vaster lake areas and the sea requires more preparation and skills, as winds and waves can cause challenges, especially to unexperienced paddlers. Rain or fog can also cause extra risks, and sudden weather changes are typical to water areas. Correct safety gear – personal flotation device and a spray skirt – should always be worn and used! (Lindqvist 2014a, 34-38).

But accidents do happen. RNLI – Royal National Lifeboat Institution operating in UK and Ireland – made audience profiling research on paddlers in 2013, as that year the lifeguards took part in coastal rescue operations 422 times, and on average seven of them are fatal each year. RNLI and British Canoe Union (BCU) wanted to understand why and to whom these incidents happen to be able to target safety instructions better to each audience. The analysis of the research indicated that there are six different paddler types in the target audience (coastal paddlers): 1. Messing around in boats, 2. Learners, 3. Ambitious novices, 4. Relaxing and keeping fit, 5. Explorers and nature enthusiasts, 6. Sports and thrill seekers. (RNLI, 2013).

In Suomen Latu's case it is important to understand to whom the paddling events are aimed at. An adventurous paddling weekend trip for members with good paddling skills includes slightly different risks than a short beginner paddling by the shoreline. Thrill seeking or ambitious goals to reach a certain place or point during the trip can raise unexpected and unintentional risks such as wanting to go further than the skills or one's powers allow.

The findings from the above-mentioned RNLI research show that over 80% of these paddlers took safety precautions before going out paddling; they checked the weather forecasts, informed others about their plans, used PFDs and carried a mobile phone with them. The risk elements raised from the skills and ambitions of the paddlers: beginners, learners and those just wanting to relax were at a low risk, wanting to improve their skills whereas the more ambitious novices

underestimated their skills. Explorers ended up to medium risks based on paddling demanding waters and new locations. Medium risk level means the attitude of the paddler. With a low risk there is no risk based on the paddler's intentions and skill level, and high risk means strong urge to challenge oneself in new or unpredictable situations. Medium risk is naturally involved within the thrill seekers as they want to learn from their mistakes. (RNLI, 2013).

Sam OBrien is talking about kayaking safety in his article “Is kayaking dangerous? 13 real kayak dangers and how to avoid them” (2022). He has noticed that those who are new to kayaking tend to have many misconceptions about kayaking. Among describing potential hazards of kayaking, such as getting lost in fog, waves and tides, capsizing, hypothermia and drowning, Obrien mentions one crucial risk: inexperience. A boost of overconfidence due to own expectations or peer pressure can cause going beyond one’s own skill levels, and he highlights also recognizing also pure luck from expertise. There is a fine line between perceived risk and actual risk.

“There’s a fine line – one that’s crucial but often hard to draw – between perceived risks and the real dangers of kayaking”. – Sam OBrien

According to Finnish Canoeing Instructors there were 14 paddling accident in Finland in 2019 that required help from the Finnish Border Guard. The main reasons for rescues were getting lost and capsizing. The reasons behind the accident were human: weather, poor skills or illness. (Suomen Melontakouluttajat, 2019).

In general, water and weather conditions and the paddlers’ skill levels are the most common things causing risks and affecting the safety of paddling. To increase paddling safety, The Committee for Paddling Safety in Finland has given Safety Guidelines for Paddling in 2002, and it has been updated in 2012. The instructions are applied for commercial and non-commercial paddling, including rentals, touring, training and service programs. The contents of the instructions summarize the elements and precautions that are to be taken in consideration in safe paddling: the equipment, safety equipment, number of participants per instructor, safety plans, operators’ responsibilities and also those of the participants. (Paddling Safety, 2012).

In brief a well-planned paddling activity according to the Safety Guidelines is built as follows: Organized paddling is done with appropriate equipment including safety approved kayaks or

canoes, paddles, approved personal flotation devices, bailing equipment, spray skirts and grab loops. Instructors are advised to have extra equipment such as low lines, first aid kits, repair kits and rescue equipment. (Paddling Safety, 2012). TUKES instructs that those who are leading any activities should be easily recognized, for example by wearing certain clothing. (Tukes, 2011, 24). Paddlers themselves are to use a PFD and prepare with spare clothing according to weather. Paddlers should also be visible to others in all weather conditions. The participants are to follow all given instructions. (Paddling Safety, 2012).

The number of participants, or so-called instructor – participant ratio is 1 to 16 paddlers or 10 canoes. For bigger groups, more competent instructors are needed to fulfill the ratio. In demanding conditions, a smaller group size is advised. A safety plan including a risk analysis must be done and also presented to each participant. Statistics of close-calls and incidents must be kept. (Paddling Safety, 2012).

The service provider or executor of the paddling activity must have “sufficient personal qualifications, skills, experience and knowledge necessary for the position”. Paddling Safety, 2012

The qualifications for paddling safety include a certificate of paddling instructor or guide, evidenced by Finnish Canoeing and Rowing Federation (MeSo) or similar. The Finnish paddling certificates are called Meloja (Paddler), and there are 3 levels on the training system: Meloja 1 is recommended to all individual paddlers, and it covers basics of paddling. Meloja 2 trains for paddling on longer trips and in more demanding conditions, like wind. Meloja 2 is the base requirement to participate on a paddling instructor course. With the Paddling Instructor certificate, one is allowed to assist a paddling guide or trainer on training, courses and trips, and also certified to guide easy and short paddling trips on his/her own. Meloja 3 gives competence to paddle in demanding water and conditions. After passing this third level, one is accepted to take the Paddling Guide course and test. All these three certificates are equivalent to Euro Paddle Pass system. (MeSo, 2022).

3.3 Safety in Suomen Latu

"Even if not required by law, the quality and security of transactions are paramount." - Suomen Latu ry 2015

Suomen Latu requires all the member associations to follow the Consumer Safety Act whenever there are activities for participants that aren't members. But even if the law and act aren't valid, Suomen Latu wants to guarantee the quality and safety of their activities. They require all associations to make necessary safety documents, including a safety plan, risk analysis and an accident report. (Suomen Latu 2015). There is a library of exemplar documents for some activities on Suomen Latu's website under the responsibility program. Other helpful tools such as the Instructor Club for the instructors of member associations are in use online. Especially for mountain biking there is a vast information bank for the instructors and bikers to use and to study. But for paddling this is basically missing – only a risk analysis example is provided, and it is very minimal.

For example, Vantaan Latu ja Polku has made their safety document in 2014. It is general, covering overall views on safety, and has templates to be filled for each activity. According to the safety document each new instructor needs to be informed about the contents of the safety documents and they need to show their competences by operating as a co-instructor at least once before running own activities. They aim to use qualified instructors that have reasonable competence to run the programs (Vantaan Latu 2014, 5). Number of participants per instructor is advised, as well as necessary equipment for an instructor; responsibility division between several instructors, advisory durations of events and use of accident reports are suggested and guided in the safety document. Updates and follow-ups are not advices nor mentioned anywhere in the safety document.

The above-mentioned example does fulfill the basic requirements for the safety documents described in Chapters 3.1.3 and 3.2. But there is no evidence if all member associations have done written safety documents. Based on the paddling related questionnaire made for Suomen Latu in the making of this thesis, 27% of the member associations that participated in the questionnaire say they don't have safety plans! See more about this in Chapter 5.2.

Even if Suomen Latu as the head organization advices the member associations to make plans for each activity, it all leaves a lot of preparing and responsibility for the association itself. This becomes easily the responsibility of the person in charge of the activity, for example paddling, and the instructors. Usually, each member association has a group of active instructors, who end up making the actual safety and program plans.

4 ADVENTURE EDUCATIONAL PRINCIPLES AS THE BASE FOR SAFE ACTIVITIES

In this chapter some of the core principles of Adventure Education that are essential to this study are presented.

4.1 Adventure Educational principles

Adventure education is a branch of outdoor education that uses adventurous activities to improve the participants' own capabilities. Adventure and certain amount of risk go hand in hand, just like Priest & Gass have described. (2005, 17-18). Anyone can participate on an adventure, but adventure education provides experiences in guided, goal-oriented and safe ways and it is always professionally planned and organized. The goal can be for example a better identification of one's ability to cope with challenging situations. For example, a wilderness trip or climbing can help you identify your own resources, need for help, or to tolerate uncertainty. (Suomen nuorisokeskusyhdistys SNK ry, 2022).

Mere information assimilation doesn't lead to experiential learning. Knowledge can be built on data, and learning can happen during school class lectures. By acting and observing one can understand the causes and effects, and understanding the acts leads to deeper learning. Experiential learning can be more motivating than gathering data, as the learning process is more emotional. Learning by doing, failing and exploring builds information of previous knowledge without external pressure such as learning things by heart and getting good grades. (Priest& Gass 2002, 15-16). Adventure education has been found to develop physical, mental and social self-awareness and to strengthen co-operational skills, one's initiative and responsibility, identity building and courage (SNK ry, 2022).

The following three aspects from adventure education – safety, professionalism and educational approach – are chosen to create the development plan for paddling in Suomen Latu. These three elements build the foundation of creating meaningful experiences. (SNK ry, 2022). Suomen Latu's principles of going out, getting involved and acting are supporting similar values as those of adventure education.

4.1.1 Social, mental and physical safety

Adventurous activities, such as paddling, provide groups and individuals possibilities to challenge themselves through problem-solving tasks. To be able to learn through an activity, the learner needs to be motivated and able. Also the learning environment needs to be suitable to offer genuine experiences. (Priest& Gass, 2005, 20).

Security and safety involve appreciating and considering the overall security of the participant, on a physical, mental and social level (Widenius, 2017, 53). Physical safety comes from among other things using proper equipment, such as PDFs, and knowing the safety procedures and instructions. Both the instructor and participants need to know these, as TUKES highlights (see Chapter 3.1). Training in safe and suitable environment promotes physical safety. A socially and mentally safe group allows experimenting and accepts also mistakes and failures both as a group and on individual level. (Priest& Gass, 2005, 24).

Timothy C. Clapper (2010) emphasizes the importance of safe and positive learning environment. “All learners must feel that they can safely take those risks that are part of the exploration”, he says. Physical safety is obvious and important, but also freedom to be yourself, to ask funny questions or to make mistakes is needed for the learning to effective. Social safety in a group that meets for the first time is very important. (Clapper, 2010). Fear of being judged can cause a situation where someone hides their true feelings and takes unnecessary risk by for example keeping on going among the group even when they feel tired or can’t keep up with the paddling speed. Open communication, offering alternatives and keeping all activities voluntary help to create socially and mentally safe learning opportunities (Clapper, 2010).

The instructor is in charge of using safe locations, planning safe activities and promotes positive group dynamics. (Widenius, 2017, 67). Safety is in very close context to professionalism. A professional instructor masters safety skills taking into account mental, physical and social safety, as well as method-specific skills and related safety skills (65).

“Taking responsibility is not only about your duties and obligations as a leader. It’s about taking full charge of your impact on other people, and about forming fair and positive relationships.” - John Graham

Graham (1997, 84) states that “leadership is a contract”. A leader is responsible for the safety and well-being of the group and for helping it towards the set goal, he continues. This includes both preparing for physical, mental and social obstacles. A good leader knows how and where the group members are, shares insights on technique and location and nature. He or she builds relationships by sharing stories and by being a leader but also a coach, leaving space for individual learning.

Safety includes also responsibility for the surroundings. Safe environment for learning was explained above, but everyone operating in nature, must also protect the environment. This means for example hiking only on marked trails, not creating new campsites and fireplaces. In paddling one should respect private properties and not paddle too close to the shoreline. Also keeping the groups voices low allow comfort both for the participants and other people and wildlife. (Priest& Gass, 2017, 126). Suomen Latu has made an etiquette for paddlers, and it contains these aspects among safety aspects of paddling (Suomen Latu, 2022x).

4.1.2 Professionalism

How to tell if a program or service provider is good or bad? There are outdoor rental companies, clubs and associations that work on voluntary base, non-profit organizations and commercial companies that offer activities, programs, courses and experiences. Some of these providers aim to fill up the customers’ needs fast, but it often leaves the customers hungry. Ineffective programs can affect the image of the whole industry, if the customers can’t tell good providers from bad ones. A good program or service provider explains clearly what they are offering for the customer. Based on this information, the customers can choose the activity that suits best their interests, needs and skill level. Other means of evaluating a good program provider are different accreditations that indicate the safety, ethics and experientiality of the offered activities. The activities are safe, data collection confidential, programs flexible and personalized and they can be evaluated, most of all enjoyable. (Priest & Gass, 2005, 308).

“A well-organized, well-prepared and well-informed group will not only be more likely to reach its goals and avoid accidents, it’s also far more likely to have a good time.” - John Graham

Widenius (2017) defines professionalism as the criterion of quality operations. She describes a professional leader or instructor to have the necessary pedagogical guidance skills as well as good psychosocial skills. A professional can apply different instructing styles in a variety of ways as required by the situation and the group. The instructor masters safety skills, taking into account mental, physical and social safety. He or she considers the principles of sustainable development and environmental protection aspects (65).

The definition above can sound intimidating when operating on associational level, but Graham (1997) explains, that good outdoor leader is simply well-prepared. A leader knows his/ her skills, competence and personal limits. He or she has all the necessary equipment ready and in good condition and order. A plan for the activity or trip has been made in advance, including plan Bs and knowledge of the participants and environment. Key factors, such as bookings, weather, equipment check and person in call are double-checked. Most of all, a professional leader always expects the unexpected! (32).

4.1.3 Goal oriented and educational approach

Priest & Gass (2005) bring out the need of effective outdoor leaders and proper program planning. With the vast industry of outdoor program and service providers out there operating in various manners, it is inevitable that at some point something goes wrong. Lack of information, carelessness, ignorance or just being too eager to go and do things lead to unnecessary risks and hazards. “Something has been missing”, say Priest& Gass, incomplete base elements have been used, wrong proportions or processes have been applied. With new technology and gear, it has become much more easier for basically anyone to start new hobbies and to offer services for those who seek them. Buses take us to national parks, and maps are replaced with GPS and all sorts of hiking apps. A safe approach provided with knowledge, experience and skills is needed. There are outdoorsy people eager to lead others, but they need to be turned into “golden outdoor leaders”. (2).

Technical skills, safety skills and environmental skills and competences define a good outdoor leader, continue Priest& Gass (2005). A good leader can organize and instruct different groups with different needs. He or she is a good communicator and can solve problems and make decisions even under pressure. (3-5).

“Good adventure education is a goal-oriented and pedagogical activity”.

- Suvia Widenius

When Widenius (2017, 64) started defining the core principles of Finnish outdoor education, she wrote that the goal of adventure education is the “holistic development and growth of man”. It includes activities that contain elements of adventure and are safe and purposeful. Goals are set and those always derive from the needs of the group and individuals at hand.

Outdoor leadership and organizational leadership have similarities between them (Graham, 1997, 146). As the head organization in Suomen Latu needs to be the inspirer that keeps the vision clear and sharp. Get some fresh air! Get involved! Act! The slogan of Suomen Latu is clear and simple, but the organization or some of the member associations might suffer from combat fatigue. Activities are run by a few only active instructors, who are becoming over-booked and over-stressed, clear plans are missing, and the participants are complaining about lack of enthusiastic instructors. Visioning exercises are needed. Creating a clear picture in member associations’ minds of an ideal co-operation and activities could build excitement, says Graham.

The goals should rise from the vision, and they should guide the common policies and programs. Training courses, leader qualification standards and even political initiatives can be brought to life through building interest and commitment and offering support. (149).

“See that new policies are implemented; send newsletters; keep meetings and people talking; get as many people involved as you can. The more the members feel they have a stake in what’s going on, the more likely they will support and publicize the club.” – John Graham

4.2 Adventure Programming

Adventure program or product can have different goals: it can be cognitive, physical or affective. Facts can be acquired through studying and courses; skills can be learned and improved

through physical training; emotional and social skills can be developed on excursions and variable experiences. (Priest & Gass 2005, 19). “When adventure is deliberately used to achieve - - benefits - - it is called adventure programming” (23).

Priest & Gass continue defining adventure programming by saying it can be recreational; the main purpose can be to enjoy the experience and to learn a new skill that might someday lead into lifelong pursuits. Educational adventure programming enriches knowledge and generates new awareness, and it means learning through adventure. When adventure causes improvement and interaction, builds communication and trust, it is called developmental adventure programming, and it shows in rich transfer effects from the experience to everyday life. Adventure programming can also be therapeutic, when it is used to change behavior and to help coping in challenging situations. (2005, 23).

A product of adventure programming can be cognitive, physical and/or affective. A cognitive program is based on fact acquisition, and it can be for example courses, trying new activities or learning about safety. Physical programs show technical skill development, and can also be courses, training and test, that show the skill growth. Affective activities such as trips, experiences or recreational content can enhance emotional and social development. (19).

When planning a program in a professional manner, Priest & Gass suggest considering if the activities are at least some of the followings: active, exciting and emotional, novel and equal to all, structured, custom-tailored, based on voluntary participation, motivational and holistic to all senses. (24).

After defining adventure programming, and planning goal-oriented programs to match the strategy of development, a good outdoor leader can help the participants to get most of the content of an event, course or training. First of all, never force a participant in any activity, but encourage. Voluntary participation gives freedom to the participant, and that creates motivation. Recognize individual needs and skill levels, and let everyone learn on their own pace, making their own decisions, creating their own sense of competence.

Secondly, give participants some responsibility, don't just rescue them from tricky situations. A leader can empower the participants by giving them roles in a group or an activity, and then support and supervise them in the changing situations. Allow natural outcomes happen, as they are part of the adventure. Negative outcomes, such as getting wet or paddling in darkening

evening, or positive consequences like learning from mistakes and gaining new views and feeling the sense of accomplishment make the learning much deeper than just having a nice trip outdoors. All of this is naturally to be done by minimizing the risks by careful safety procedures and leader's own competence. Arranging perceived risks instead of misadventure can make even a small, easy evening paddling a very meaningful program both to the participants and the instructor! (Priest& Gass 2005, 24).

Suomen Latu's activities are mostly recreational, aiming to offer new and fun experiences to all participants. But following the slogan of Suomen Latu – get some fresh air, get involved and act – they have full potential to offer also educational and developmental content. This they already do by offering training to the instructors, sharing information on Outdoor Etiquette and having an impact on national politics to increase the ecologically sustainable recreational use of nature in the long term to mention some. (Suomen Latu, 2022g). In the context of this thesis, Suomen Latu has found a professional way to share information, increase knowledge and develop the instructor skills. These should be visible and easy to follow regardless which activity is at hand. Paddling is one the activities that needs concentration to become as clearly structured activity as the other focus activities like mountain biking.

5 PADDLING IN SUOMEN LATU RY

“Golden outdoor leaders – something has been missing” – Priest & Gass

5.1 Research methodology

This study is applied research that focuses on finding a solution for a certain problem in a particular organization (Mligo, 2016). As mentioned in Chapter 2, Suomen Latu needed to find out the status of paddling activities within the member associations to understand the current levels of skills and needs to start creating a development plan for paddling activities. To gather this data and form a development plan, the following methods are used.

The chosen research model is to use quantitative research in a form of a questionnaire and then enrich the data through semi-structured interviews. A qualitative questionnaire is created to study the member associations and current paddling activities. The questions are built by using the previous Suomen Latu’s surveys. A discussion with the commissioner is arranged to find out wanted areas of focus. A certain numerical data is needed to define the scope of paddling within the member associations. The questionnaire is made by using Webropol, an online questionnaire tool that gathers data to be researched and reported in useful ways.

The questionnaire (see Appendix 1) includes 30 questions in four areas that also create the spine for the development plan:

- What is the status of paddling activities now?
- How well trained are the paddling instructors?
- Are safety matters taken well enough in consideration?
- What are the needs and wishes of the member associations for conducting more paddling activities in future?

After the questionnaire, two semi-structured interviews are conducted online with 5 to 7 member associations that confirm their interest on deeper discussions on the topic after taking part in the questionnaire. The pros of using a semi-structured interview are the flexibility of the

interview, getting a structure from predetermined questions and getting more depth with additional questions. The cons on the other hand are how to keep the discussion on track and how to analyze the variable data content. (Tucker, 2013).

The first interview concentrates on the needs and challenges found in the questionnaire, and then solving them together (see Appendix 2). The second interview concentrates on a future vision, imagining a situation where everything is possible (Appendix 2). A storytelling aspect is used to simulate an equal position to share new ideas, following the concept of MEBS (Method of Empathy-Based Stories) by Wallin& Koro-Ljungberg& Eskola in 2019. Typically, in MEBS situation a scenario is given to the participants to ponder on and to create their own responses on what has happened or what will happen (Wallin et al, 2019). Just like Graham mentioned about the organizational leadership (see Chapter 4.1.3) this kind of visioning can help participants to get excited and involved.

To collect the interview data, a recording of the online meetings is done. The chosen platforms for conducting the interviews are Google Meet and Flinga Whiteboard. The first is used merely to give everybody an easy access to the online meeting without downloading any apps. Flinga Whiteboard is an online tool to show data and pictures, and to gather comments on a shared platform, where every participant can add notes themselves. Flinga is used firstly to help the interviewees to follow the discussion better by showing them the interview questions and to allow them also a visual or written possibility to take part in the discussion. Secondly it is used to collect data and comments just as they are made by the interviewees, without any editing or proofreading by the interviewer. Thirdly, Flinga can be used to write up commonly agreed notes and to re-arrange the given comments into themes or under certain topics.

“A development plan documents the goals, skills and competency development and the objective to accomplish continuous improvement and development.” – Duke University

The development plan is made based on the theory base of this study and by using the gained data from the questionnaire and the interviews. The structure of the development plan follows the slogan of Suomen Latu: Get some fresh air, get involved, act. This helps set goals on recreational, educational and developmental levels. Also the three dimensions of membership are

taken in consideration: Suomen Latu as the Outdoor Association of Finland; member associations as the operating part and then individuals and members as the participants of the activities. Professionalism and safety run through the whole development plan as a spine or the trunk of the development tree.

5.2 Current status of paddling in member associations

The survey results show among other things the two far ends of the member associations: a beginner level association and an expert level association. The data in the middle presents a typical member association with the most common size, activity and skill level among the associations that participated in the survey. Incidents and close calls in paddling are found out as well as a need to develop the safety aspects of paddling in associational level. Needs and challenges show common need for leading the activities and policies on national level.

The questionnaire was made in Webropol and it was open for participation for two weeks in October 2021. Invitation to join was sent by e-mail to all those 53 member associations of Suomen Latu that had informed to have at least some recent activity in paddling in 2021. Responses from 31 associations were received within the opening time of the survey, making the return rate 64% according to Webropol. Each member gave their answers and comments representing the local association, so no personal data or background information was gathered. The questions, both closed, multichoice and open, can be seen in Finnish in Appendix 1.

From the responses it was easy to notice that there are associations that are very active and organized when it comes to paddling, and then there are those associations, that are only starting to think about arranging more paddling activities or have been active before but nowadays the lack of enthusiastic instructors has almost stopped the paddling as an activity. These two types of associations have very different views on needs and challenges; the active and competent clubs have enough equipment and trained instructors, facing problems only on answering to growing requests on paddling activities to fit everybody in; whereas the kayaking beginners or previously active clubs have no instructors that are willing to spend time on voluntary work, or aren't competent enough to run activities for non-members.

A typical association offers at least weekly evening paddling and kayaking trips for both members and non-members. Renting equipment for both is also done quite vastly. Where own skills

or resources aren't ideal, shared events are arranged with other local associations or paddling clubs (see Figure 1).

2. Describe the paddling activities in your association.

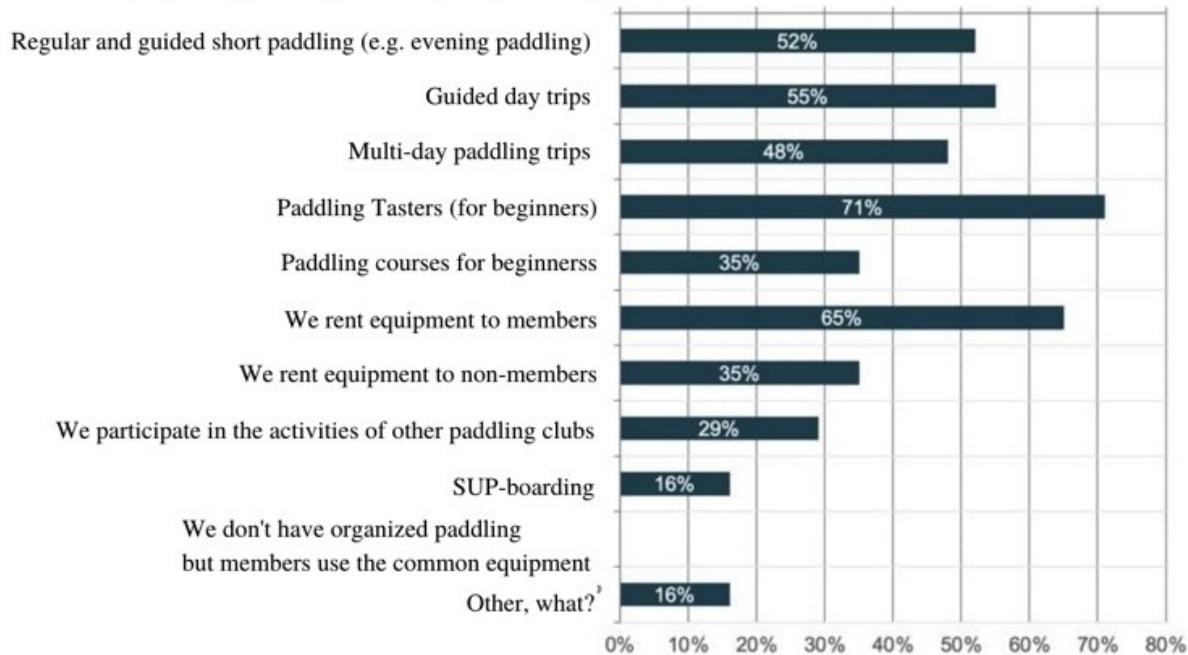


Figure 1. Question 2. Most common paddling activities.

The most common paddling surroundings are rivers (77% of respondents) and lakes and ponds (74%). In average there are 2-3 paddling instructors in a club, and approximately 10 participants per event. The level of instructor skills is quite variable, many paddling with strong own experience only or combined to Paddling Instructor Certificate, see Figure 2.

Interestingly the Paddling Instructor Certificate (Melontaohjaaja) gives skills to instruct short and easy paddling trips on safe and calm water surroundings. The responsibilities include *assisting* the leader or guide of the activity. To enter the course, one needs to have Meloja 2 or equivalent EPP2 certificate. (MeSo, 2022). The three levels of paddling skill levels – Meloja or EPP – are explained in Chapter 3.2.

16. Describe the paddling competency of each of the paddling instructors in your association.

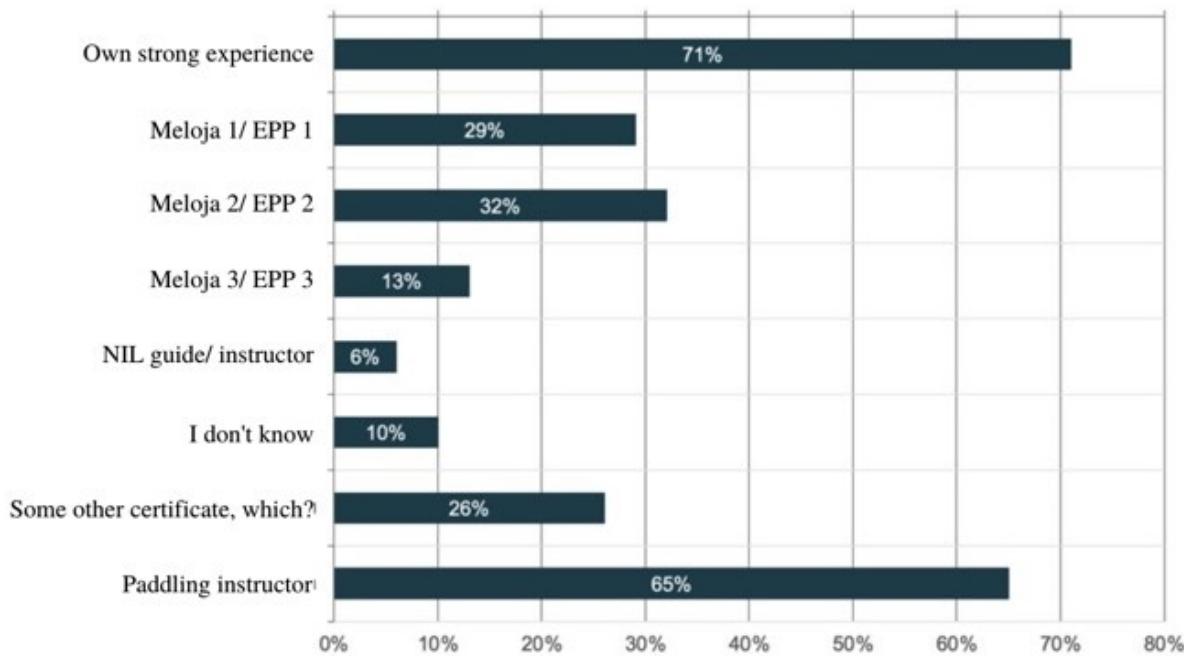


Figure 2. Question 16. Competencies of the paddling instructors.

The same above-mentioned skills or requirements were also considered sufficient skills for a paddling instructor: 58% of the answers mentioned the own strong experience and 52% thought that the paddling instructor course gives enough competence to lead paddling activities (see Figure 3). When asked about the member associations' thoughts on what is a sufficient skill level for an instructor, variable results were given. Ability to anticipate risks, rescue skills and leadership skills were highly valued. Only about half of the respondents thought knowledge on equipment is needed. Activity planning skills and motivation were respected by half of the associations. Only a third of the responded indicated that actual paddler instructor certificate is needed, and almost half partially agreed on it.

18. Do you agree or disagree with the following claims: A paddling instructor should have:

	fully disagree	partially disagree	not relevant	partially agree	fully agree
Good paddling skills and technique	3,2%	3,2%	0,0%	35,5%	58,1%
Good knowledge of equipment	3,2%	3,2%	0,0%	42,0%	51,6%
Activity planning skills	3,2%	3,2%	3,2%	35,5%	54,9%
Risk management skills	6,4%	0,0%	0,0%	6,5%	87,1%
Paddling Instructor certificate	3,2%	9,7%	3,2%	51,6%	32,3%
Instructor skills	3,2%	3,2%	0,0%	22,6%	71,0%
Good rescue skills	3,2%	3,2%	0,0%	12,9%	80,7%
Need and motivation to stay up-to-date & to develop	0,0%	6,4%	0,0%	35,5%	58,1%

Figure 3. Question 18. Needed skills of a paddling instructor.

The participants were also asked how they evaluated the instructor skills after answering the question 12, and 48% of the responses said that the skills of their paddling instructors aren't sufficient. The main reason for this is the severe lack of skilled instructors.

“Everyone's skills are adequate for a slow paddling on a calm summer evening. Technical knowhow and rescue skills are the ones that need attention! “– Respondent of the questionnaire

Interest on paddling training and courses was high; over half of the member associations wanted to participate on the instructor course, safety and rescue skills course and also to proceed on the paddler's path (Meloja/ EPP 1-3) from level one (Paddler, 12 hours of training) to levels 2 and 3 that deepen rescue skills, open and white-water paddling and canoeing specific skills. One third of the clubs were interested in learning more skills on technique, planning and running events, and paddling in more challenging surroundings.

21. Does your association have the following safety documents:

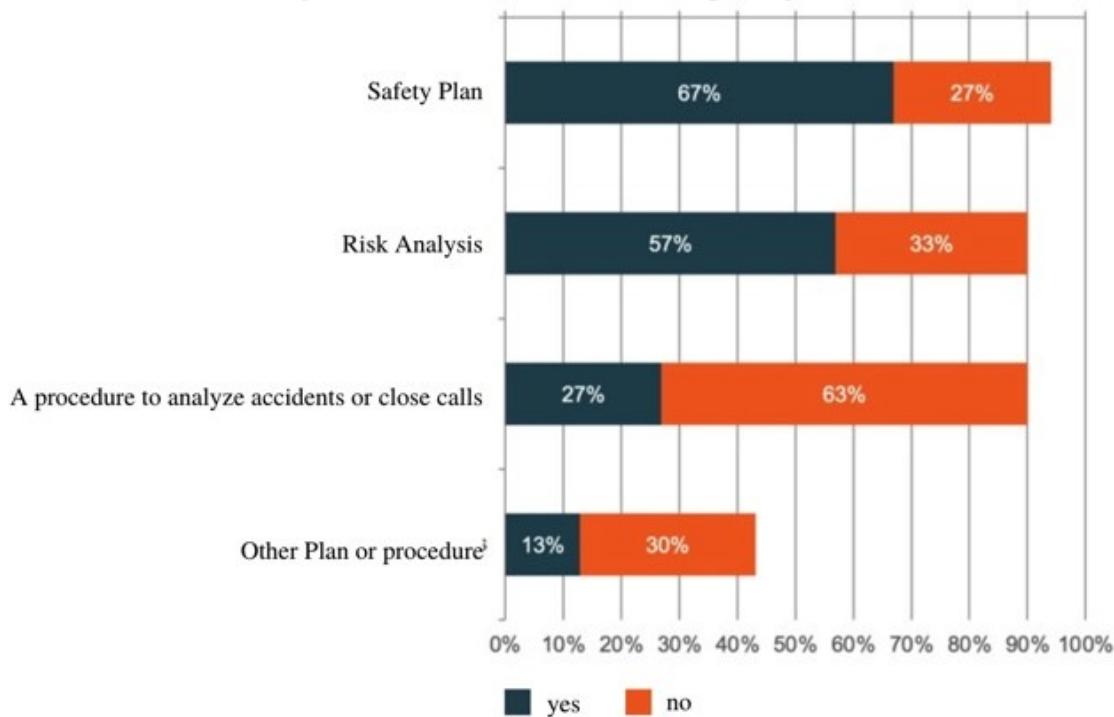


Figure 4. Question 21. Safety documents and procedures.

Regarding safety, over half of the associations had made the safety plan and risk analysis, but most were missing further procedures on how to deal with accidents and to make accident reports (see Figure 4). Mild accidents and close calls had been faced quite many times, varying from dislocated shoulders, capsizing, getting into currents and facing motorized vehicles on water, although many also noted that capsizing and getting wet is a natural part of the activity. Safety issues did raise concern among many of the responders, and on open feedback many mentioned that after participating on this survey, they need to reconsider their operations and especially the safety documents, procedures and skills.

“The return from evening paddling was deliberately left to dusk. On the last stretch, a considerable head wind arose, sky darkened, and it started raining. The paddling crew split up, distances between paddlers grew big and it became dark. One kayaker needed to be towed, and we could have missed

other incidents due to weather conditions and distances.” – Respondent of the questionnaire.

For future the member associations wished for more support from Suomen Latu as the head organization in form of information sharing, training and courses to get and to engage more and new qualified paddling instructors. Also support from other associations and paddlers was accepted, and a need for contact information for other paddlers and clubs was shown to increase co-operation between the member associations and other local paddling clubs. Help in both planning the events and making valid safety documents was mentioned several times. A general guideline for paddling in member associations was asked for as well as knowledge on liability, insurances and updates on laws and regulations. Overall inspiration and motivation sharing was seen as one of Suomen Latu’s responsibilities as the head organization.

When asked about which activities were seen as needed and wanted for the members and non-members, all activities from introduction to paddling to overnight paddling trips for members are more interesting than those for non-members. Only introduction to paddling, evening and family paddling events were seen as interesting to be offered for non-members.

The main challenge to offer more paddling and to expand the paddling activities was again the lack of skilled instructors, see Figure 5. Interestingly also lack of participants was regionally found a challenge (Joensuu area/ East Finland). Plans or examples of paddling activities and events were needed by roughly one fourth of the associations, as well as support for the plans and instructing in general.

26. We would be able to offer more paddling activites, if our association had the following:

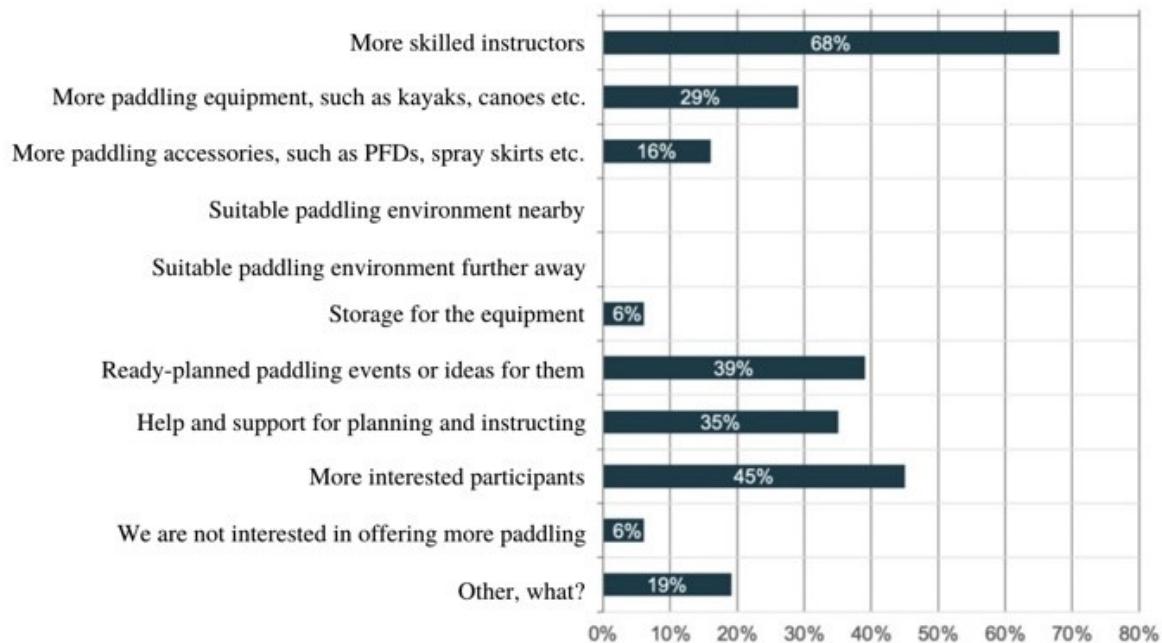


Figure 5. Question 19. Expanding the paddling activities.

New ideas for development were shared in the open questions about future wishes and improvements. Some clubs offered paddling testing by going to local summer houses instead of organizing events to gather people up. Local sights and even other outdoor companies and locations were visited by paddling. Existing co-operation between other member clubs was found frequent and inspiring. Co-operation and sharing resources – both equipment and instructors – was also seen as an answer to the lack of qualified instructors. All year paddling was seen as an option to increase paddling activity, by using training sessions and courses in indoor pools. In general, it was also highlighted that paddling should be part of outdoor activities, and not to be too serious – at least as a nationwide activity. Recreational paddling was seen as the answer on how paddling should be seen in as one of Suomen Latu's activities.

From this survey a lot of detailed information was gained about the challenges and needs of different member associations, and the support and development plan need to serve both the competent paddlers and beginners of the activity. The commissioner of this thesis also commented and valued the results of the questionnaire as it gave Suomen Latu plenty of insight on how the member associations see the importance of Suomen Latu's example and lead as the head organization.

5.3 Needs and challenges

To go deeper into the local challenges and needs of the member associations, two rounds of online interviews were conducted. The participants were invited from among those clubs that indicated their interest in deeper conversations on paddling, especially after the survey results were introduced to all the clubs on an open webinar in December 2021. Five associations from all around Finland took part in both interview sessions in February 2022.

Flinga Whiteboard was used to introduce the interview questions, and to allow each participant a chance to comment the topic and to write up any ideas or examples on their side. The participants were again representing their own local club and their needs in paddling. All questions of both interviews were sent to the invitees in advance, and some of the participants even responded on some of the questions before the actual interviews.

From the challenges and needs found out through the survey, three major issues in current paddling activities were highlighted during the first interview:

- 1) severe lack of instructors and resources such as time,
- 2) lack of enthusiastic and new instructors and lack of instructor support both physically and mentally,
- 3) low skill levels, needed training and certificates; actual skill tests (Meloja 2) being the major bottleneck problem in gaining more certified instructors.

The interview situation was very open and active discussion with all the associations happened naturally. Sharing local ideas was inspirational to other participants, and also support from one association to another was offered in the free discussion. As the survey material is very vast, the discussion carried away as expected all the way to instructing and different activities in general. This discussion was inspirational for the possible suggestions to be added in the development plan. For example, the safety documents were seen as a monster, making the fun and easy paddling a serious activity with responsibility that can be hard to carry.

Aging was considered a challenge too: there is a lot of skills, knowledge and experience within the paddling instructors that have been operating for even decades in the associational work, but as they are getting older, they don't have the enthusiasm or stamina to carry on. New in-

structors on other hand might come along and get their certificates through the member associations and Suomen Latu trainings but are soon lost to more advanced clubs or are burdened with too many activities. Motivational approach and physical and mental support from the member association was seen as an answer to these challenges. Instructor pearls, those who are enthusiastic and active, were seen valuable resources that need to be taken good care of.

5.4 Development ideas

On the second interview round, the interviewees were gathered again around a new Flinga board, that invited everyone to use a bit of their imagination.

"It is 2028. You represent a Suomen Latu's member association in which the paddling activities are still quite new. Imagine that everything is possible: you have many competent paddling instructors and all the equipment needed. Describe how your club is operating and how did you achieve this level of activity." – Introductory question for the interview on future visions in paddling.

This second interview showed how organized these member associations are even if the paddling activities are not guided by Suomen Latu currently. The clubs had followed the examples and knowhow from other activities and made yearly plans on how paddling will be conducted in their area. Co-operation with other member associations and kayaking clubs is frequent and open; equipment and expenses are shared between several participants and clubs. It was clear that an active association works almost by itself, whereas a beginner level association needs more support, or those who are lacking inspiration and re-enlightenment. Training materials and first aid courses for paddlers were requested from these active and competent member associations.

When discussing how these clubs had reached a stable and active status, the answers were quite similar to each other. "Wouldn't it be nice to do kayaking" had been the trigger of the paddling activities in many associations. Some enthusiasts had built the paddling program out-of-nowhere, slowly but steadily. Again the challenge of keeping up the energy and enthusiasm was raised into discussion, the line between kayaking as a hobby or a passion and association level voluntary work is very fine, and many members will reach the point when they want to have

their own equipment and kayaking trips. Mere sharing the good for free isn't seen a motivational compensation for using one's own time to plan and instruct paddling activities. How to improve engagement in voluntary work? Also a platform for paddling inspiration and discussion between the member associations and paddling instructors was wanted, but clear concern was risen when asked about who would be responsible for building up and maintaining this kind of virtual environment.

One eye-opening topic discussed in the vision was the meaning and focus of kayaking. Are Suomen Latu and the member associations kayaking clubs or should paddling be seen as one mean of recreational outdoor activity among hiking, camping and backpacking? In Finnish language the word "retki" is very descriptive and it lack exact translation in English. The image includes an idea of very casual, easy-going time spent outdoors in nature, long or short. In English the words *outing* or *field day* could describe the Finnish synonym (suomisanakirja.fi/retki). Paddling in this manner is also more explanatory than *recreational* paddling, "retkeilymelonta". This was seen as the balanced and reasonable direction on focus that Suomen Latu and the member associations should concentrate on. This would affect and include all kinds of people from young to old, active trainers to nature enthusiasts, single persons to families with kids.

Traditional paddling activities such as weekly evening paddling, beginner courses and Introduction to Paddling -evenings, as well as Finland paddles -event and alike were considered good events. Great ideas of new kinds of paddling events were introduced. These were for example being visible in local summer events, arranging canoe trips for families, paddling to see lighthouses and other local outdoor sights, "coach paddling" where the past paddling season is revisited through photos and memories, various paddling themed webinars, and building up paddling instructor clubs and a mentoring system to support beginner paddlers or those who are lacking inspiration or ideas. Yearly planning and schedule were seen as an integral part of the operations within the member associations and their paddling divisions. A plan also for non-member paddling helps to prepare and reserve enough resources for the paddling season, instead of temporary ad hoc events.

Canoeing was seen as one possibility to ease and increase family paddling and events with kids in general. Canoeing and SUP-boarding as recreational paddling is also more and more visible in social media. In general, some of the respondents of the survey highlighted the differences

between kayaking and canoeing, as for example the safety instructions and techniques are very different depending on the equipment used in paddling.

Discussion about paddling conditions and creating new paddling routes was briefly discussed on the second interview. Knowledge of the routes seem to be quite local and broader networking on both connecting existing paddling routes and building new routes were seen as one development action. This would be mainly the task of Suomen Latu as the head organization to manage and guide. At the same time knowledge for example on route planning and the storage of equipment could be shared and developed.

6 SAFE ADVENTURE PROGRAMMING FOR OUTDOOR ASSOCIATIONS

Based on the knowledge base of this thesis and the survey made for Suomen Latu, this chapter will explain which skills and elements are needed for professional, safe and goal-oriented operation including planning and implementation. After these, a development plan for the paddling activities of Suomen Latu will be presented.

“It would be desirable for the training to achieve, in addition to paddling skills, the ability to further teach these skills to the other members.”

“It would be desirable for the volume of training to be sufficient, as too many trainees disappear somewhere after training, and the actual running of the activity remains on the shoulders of a small population.” – Respondents of the questionnaire

Suomen Latu is the biggest outdoor association in Finland with over 90 000 members. Its visibility and position in Finnish outdoor culture is so big that it cannot offer unprofessional programs especially to non-members. The member associations can offer any activities for their members and it's all about recreation and enjoying the activity. But when there are participants that pay a fee to enter an activity, or an open event for all – Suomen Latu and the member associations are responsible for the safety. On all occasions Suomen Latu and the member associations should act in a professional manner, no matter which activity or event is at hand. When talking about paddling, Suomen Latu cannot afford a single accident to happen, especially now when the paddling activities are not monitored and controlled by anyone. To ensure safety through all operations, it should be considered as a fixed element alongside professionalism.

As the head organization Suomen Latu is a national outdoor life promoter. By presenting clear visions and offering adaptable processes Suomen Latu can motivate and encourage the member associations and individual members to take part in both planning and organizing meaningful events to all. Allowing open communication, participation and also by sharing trust and responsibility new goals can be achieved.

“Keep the flame bright: vision, momentum and values. Make a plan and start implementing it. Have a sound process for identifying, encouraging, training and developing future leaders. Maintain and improve the quality of leadership at all levels.” – John Graham

6.1 Planning skills sand goal setting

Suomen Latu

Visions are the leading thoughts of an organization. Suomen Latu’s vision is “everyone will find a meaningful way to be outdoors and enjoy nature” (Suomen Latu, 2022b). As the head organization Suomen Latu communicates the vision clearly and it is visible in all operations.

Paddling operations are planned, documented and monitored in same structured way regardless of activity type. Common goals for the paddling activities as well as the development needs are shared to member associations in hands-on mindset. Laws and safety requirements are studied with paddling in mind and then explained to members, so that it is easy to follow. Paddling instructor skill and competency requirements are defined by the head organization. Help on organizing enough Meloja 2 tests is provided, so that all willing to become a paddling instructor can participate on the course and prove their competencies. Also the requirements for co-instructors should be defined.

Information of paddling conditions is gathered nationwide to maintain, connect and develop new paddling routes and promoting paddling as a recreational activity that is suitable for all. Local knowledge and support from member associations is asked for. Co-operation with MeSo and other paddling clubs could be advisable as well. Suomen Latu can be the main promoter of this project and gain a lot of visibility through it.

Member associations are taken more and more into decision making and innovating new approaches to outdoor activities, such as paddling. Training tours are organized and operated regularly, and the focus is on obtaining and maintaining paddling and instructor skills, and continuous development is aimed at. Both technical and theoretical guidance is offered. Exemplar safety documents are provided alongside with proper training on how to use the documents on

local levels. Support is aimed to both those member associations that are starting new activities or need motivation or new ideas. Support and inspiration from competent and active member associations is encouraged and welcomed. A mentoring program can divide the workload from Suomen Latu to member associations through a contact list or some paddling instructor platform.

Outdoor Etiquette and in the scope of this thesis especially the Paddling Etiquette is shared and emphasized in all events. Paddling as activity is presented on the Suomen Latu webpage in similar scope as the other main activities are. #iampaddler -concept is explained to the member associations and promotion of it is encouraged at all paddling events and activities. So-called “paddler’s path” should be presented as recommended skill development. Starting from Meloja 1 and proceeding to Meloja 2 and 3 and then completing the paddling instructor course could be a yearly program run by Suomen Latu.

Member associations and individual members

When planning a new paddling program or analyzing an existing one, it is good to note that a good outdoor program is cognitive, it offers information and inspiration. It can be a short evening paddling, a paddling course, lecture or training. Introduction to Paddling from Suomen Latu’s programs is great example of a cognitive and fun activity. It is also physical and contains learning new skills. Each activity can be affective in many levels. Operating outdoors in various nature environments is both exciting and raises emotions. Positive experiences help learning and can be remembered longer. If the activities are structured, they usually meet ne needs and expectations of the participants.

All activities and processes start from a plan. Consider the following point when planning or evaluating a paddling activity:

- What is the activity, is it independent or guided, what is the purpose of it?
- To whom is the activity aimed for: members, adults, youth, families, small kids?
- Which skills are needed to participate? What skills and information are to be taught?
- Where is the activity taking place, what equipment is needed and what are the conditions for the activity today?
- Does the activity contain something more than just paddling?

Once the activity or event is planned, safety documents including risk analysis must be made. A simple plan includes info and knowledge of the group, environment and conditions as well as a plan what to do in case something sudden happens. More about safety skills in the following chapter 6.2.

A good instructor is always prepared for everything in advance. The equipment is maintained and checked, plans are pre-made and updated. A route is planned and schedule set. Extra instructors are asked to join if the group size is bigger. Responsibilities and roles between the instructors are discussed and agreed on. Someone at shore knows what your plans are. When these are done both the participants and the instructor can enjoy the experience. Also debriefing after the activity should be done. Improvements and developmental points can be written up to be executed and followed later.

6.2 Safety skills

According to the Consumer Safety Act the following points must be considered when offering any paddling activities for members and especially for non-members of any Latu association:

- There must be enough trained and qualified instructors to ensure safe activities.
- Recommended ratio between instructors and participants is 1 to 10, but depending on the circumstances, smaller group size is strongly advised.
- Safety must be maintained through all operations including the maintained equipment and proper use of them, paddling environment, paddling conditions especially weather changes, participant safety and understanding one's own skills.
- Safety documents with risk management plan must be done before arranging any paddling activities.
- Safety should be extended to cover also the human factors, such as underestimating own skills or strengths, inexperience and search for excitement.

Safety document requirements must come from Suomen Latu as the head organization, but they can be filled together with the board of the associations, or even more interestingly in open seminars or webinars on safety, where the details and risks can be discussed and analyzed together. Different local insights might help other member clubs to see some hidden risks they have not yet thought or encountered. Mentoring is highly recommended in making and updating

the safety documents as this might help the idea of seeing the safety issues as a monster and something complicated. Also if a smaller instructor – participants ratio is followed, for example 1 to 5-6, the risk management and safety maintaining becomes less stressful.

The safety documents should also include advice on how to act in case an accident happens, and the paddling instructors should always prepare for any paddling event by agreeing the responsibilities and tasks on an accident scene. Other participants need to be taken care of too. If you are instructing 10 participants alone, and one capsizes suddenly, all your attention is tied to the rescue situation! Co-leaders are good to ask to join even if the number of participants is within the recommended ratio. Debriefing even close calls is an important thing to do, and all participants should be included on this.

To maintain the safety and rescue skills, regular training should be arranged and maintained. It would be wise to plan a year clock to remember when and where to stop to analyze past season and to plan the coming season. The yearly plan should include all trainings, events, maintenance and also developmental goals for the season. Once a good plan is made, it is easier to keep following it, and keep the activities running all season.

6.3 Instructor skills

Skill and competency requirements for leading paddling activities are defined by the head organization as mentioned in chapter 6.1. A standard for paddling instructor training must be created, and then followed up, so that the competency and safety of paddling activities can be maintained within member associations. Technically skilled paddling instructors may also need support on instructing and leading groups and building mentally and socially safe activities and events. Technique training and tours as well as Meloja 2 tests must be arranged or offered for the member associations to increase the number of competent instructors.

Suomen Latu offers the instructors own platforms for communicating about paddling and instructing. They are and can be activity specific, especially when a new activity is raised on focus, or they can be common to all instructors. Moderating different platforms can be a lot of work, but the responsibilities can be shared with member associations. Students can be used on planning and creating new platforms and updates on the communication forums.

A good instructor understands both technical aspects of paddling but also the human factors. We are all individuals who paddle for different reasons: for fun, for sports, for exploration. All

guidance and instructing should always be encouraging and motivating, supporting voluntary participation. An observational instructor notices the need and skills of the different participants. He/ she allows everyone to proceed at their own pace, offering different options and creating safe learning opportunities to all. Safety shows in technical skills of paddling. Mental and social safety is maintained by open communication, individual support and allowing both funny questions and mistakes.

A personal goal setting creates motivation for an instructor. A mentoring system can help both common paddlers to start developing their skills towards instructing and new instructors to deepen their technical and instructor skills. Developing from a paddler to verifying own skills in for example on Meloja 2 test or proceeding to a paddling instructor build both skills and self-confidence. Taking part in instructing opportunities strengthens instructor and leadership skills. Support from and to other instructors build team-working. Keeping in contact with other instructors can help innovate new activities or ways of instructing.

Creating a paddling network with other member associations or paddling clubs opens new possibilities and conditions for paddling. Joint paddling trips, courses or training build co-operation and are a great way to offer support to one another. All-year activities in paddling can be planned together and costs can be shared. Beginner associations and paddlers can learn and get inspired by competent paddlers.

6.4 Development plan

A development plan documents the goals, skills and competency development as well as how to achieve those goals and skills. At simplest a development plan lists the wanted achievements and actions needed. To add more to the planning phase, roles and responsibilities can be added to the plan by answering who is doing, what is the action, and how it is done. Also a schedule and follow-up process can be created.

Chapters 6.1 to 6.3 express suggestions for Suomen Latu and the member associations to note and act on based on the result of the questionnaire and interviews. These help to clarify the roles between Suomen Latu and the member associations. They can also function as process starters for both.

To gather the above-mentioned suggestions together, a three-level development plan was made for Suomen Latu as the product of this thesis, see figure 6. A bigger version of the full plan in

Finnish can be seen on Appendix 3. Excel was used to make to use of the plan easy, for example adding information is simple by adding rows to the chart. The three levels of development are based on adventure programming and Suomen Latu's slogan.

MELONNAN KEHITYSSUUNNITELMA 2022 - 2028						
AMMATTIMAISUUS	TURVALLISUUS	ULKOILE! Nauti selkkailusta!				
		KUKA?	MITÄ?	MITEN?		
		Melontaetiketti	Suomen Latu	Retkimelonta -tapahtuma / kiertue Melontaolosuhteet ja niiden kehityssuunnitelmia Perhemelonta Tutuksi -tapahtuma	Melonta on yksi retkelyin muotoi Reitit, rantauteimpalat, opasteet.. Melonta sopii kaikille; kanoottien helpous	Informaatio ja inspiraatio
		Tapahtumasuunnitelma	Jäsenyhdistys	Tutustu melontaan -tapahtumat Säännöllinen ilta- ja viikkomelonat Perheet mukaan (perhemelonta, seikkailleet perheet jne)	Suunnitelmallisuus, mainonta Suunnitelmallisuus, mainonta Kanootit, kaksikot, SUP	Aktiivinen toiminta
#olenmeloja		Jäsen	Kokeile rohkeasti utta Innosta ja jaa innostusta Koko joukkola mukaan!	Lähde retkelle meloen Meloja 1 #olenmeloja	Nautil	
OSALLISTU! Opi selkkailun kautta!						
AMMATTIMAISUUS	TURVALLISUUS	KUKA?	MITÄ?	MITEN?		
		Ohjaajan koulutustason määrittely	Suomen Latu	Tekniikkakiertueet alalajeittain (kajakki, kanootti, SUP) Ohjaajaklubi; tukiryhmät kuntaan ja käynti mentorointin avulla Melonnan verkkosivut ja #olenmeloja -konseptin kirkastus	Jäsenaktiivit mukaan suunnittelua ja toteutukseen Vastuu ja kammen jäsenyhdistyksille Luonti; selkeyks, kenelle tarkoitettu	Koulutus, päivitys, tuki
		Tarkempi riskianalyysi ja onnettomuuden sattuessa ohjeet	Jäsenyhdistys	Osallistu ja osallista jäseniä; retket, kurssit, tapahtumat Kannusta ja tue (vastuvetäjät, ohjaajat ja apuohjaajat, uudet ohjaajat) Muista eri lajituji Yhdistä, vieraile ja kutsu kylään.	Hallituksen ja jaoston tuki Ohjaajaklubi ja paikallinen yhteistyö Paikallinen yhteistyö	Toimintasuunnitelma
		Meloja 2	Jäsen	Osallistu aktiivisesti! Harjoittele ja häästa itsäsi Kouluttaudu	Katetta jäsenmaksulle! Säännöllinen osallistuminen Harjoittele ja osallistu kursseille	Henkilökohtainen suunnitelma
VAIKUTA! Selkkailu kasvattaa!						
AMMATTIMAISUUS	TURVALLISUUS	KUKA?	MITÄ?	MITEN?		
		Vesiturvallisuuslaki	Suomen Latu	Taistotestit ja päivitykset osamiseen; vesipalastus; vesiturvallisuus Turvallisuusdokumentti -workshopit Lait & säädökset (vesiturvallisuuslaki, vuokraustoiminta, TUKES melonnan osalta)	Koulutus- ja kiertuesummittelma Webinaari tai koulutuspäivä Tiedotus	Vastuu, tiedottaminen
		Vesipalastustaidot	Jäsenyhdistys	Tapahdumasyntiinit ja -ideat; vuosikelloon käytöö Turvallisuusdokumentti kuntoon; taidot ajantasalle Kanootit vesille, Ruskalentona, Sohvalentona jne.	Aktiivinen jäästö/ ohjaajapooli Yhdessä tehdä saa enemmän aikaaan Rohkeasti ideoineaan ja kokeilemaan	Strategial Ideo, suunnittele, päivitä!
		Melontaohjaaja	Jäsen	Rekisteröidy ohjaajaksi Kannusta ja kutsu uisia mukaan Tue muita ohjaajia ja yhdystyksen toimintaa	Liljy ohjaajakubilin ja rekisteröidy Hanki ohjaajakokemusta #olenmeloja	Jaa oppimisen iloa!

Figure 6. Development plan for paddling activities in Suomen Latu.

The first level – Get some fresh air – is the recreational level, that is focused on inviting both members and individuals to try paddling as a fun activity. The first level goal is broken into smaller sub-goals between the leadership level, meaning Suomen Latu as the head organization; the member associations that provide the actual programs and activities; and the individual members and participants of the events and activities. These sub-goals answer to the question of why and the define the desired end result. If this part cannot be answered or fulfilled by the actions (see below), the goal is not reasonable and should be revised.

The sub-goals under the recreational main goal of enjoying the adventure are sharing information and inspiration about paddling on organizational level and making paddling a regular activity in all paddling member associations. For members and non-member participants of the paddling activities the main and sub goal is to have fun and enjoy paddling.

Once the main goal and sub-goals on the recreational level are defined, safety aspects are listed by each responsibility level. For example, on recreational level Suomen Latu is responsible of

sharing knowledge about the Paddler Etiquette and emphasizing the importance of following it in all paddling events. The etiquette also contains safety factors. The member associations then follow the etiquette in their plans for the activities.

After the safety goals and tasks are set, the actions and how to execute them are added to the chart. More actions can be added under the first main goal, according to needs and wanted results. The work can also be started by listing activities and defining how they are done. After this they can be arranged according to who should be responsible for it.

The following of the three main levels and goals for Suomen Latu is the educational approach. It is called “Get involved” and it means learning through adventure. Same structure to define the responsibilities and actions if followed as on the recreational level.

The third level is developmental goal “Act!”. It focuses on continuous development and transfer effect from paddling skills to life skills. These can be self-motivation and self-leadership or being able to function in a changing world among many others. On organizational level Suomen Latu has the power of influencing politics, laws and regulations when it comes to for example respecting the nature and developing the recreational environments in Finland.

In this thesis the three main goals are chosen from the Suomen Latu slogan as they fit the adventure programming levels of recreation, education and development. The findings from the survey made for the member associations are gathered under these three topics. The most common needs and challenges are meant to be improved or even solved by these actions. For example, lacking competent instructors is solved by increasing the training, and defining the competency level of a paddling instructor. Keeping up the motivation and also keeping the competent paddling instructors within the associational work, mentoring system is created and instructor club for paddlers is founded. All suggested actions for Suomen Latu to develop their paddling activities can be read in Finnish from the appendix 3. All points are not explained in this thesis because the plan is presented in Suomen Latu’s spring meeting only after the returning of this thesis. It is on Suomen Latu’s judgement, which parts and actions of the plan they want to follow, or if they want to use the created chart to make their own plan. A blank chart in English can be found on Figure 7 and Appendix 4, with instructions to use on Appendix 5.

This adventure programming chart (see Figure 7) can be used by anyone to define goals on associational work. It can also be used to make a personal development plan. It can work as a development plan to analyze and improve existing programs and services. Or it can be used to

create new programs and events. The number of main goals can be varied. Some inspirational or descriptive slogans or notes can be added to the chart. The number of actions can be increased or decreased according to the needs. It is important to note that professional attitude and safety planning should run through all the planned actions and activities.

ADVENTURE PROGRAMMING / DEVELOPMENT PLAN				
PROFESSIONALISM	SAFETY	GOAL: recreational Enjoy the adventure!		
		WHO	WHAT	HOW
		LEADERSHIP		
		PROGRAM		
		INDIVIDUAL		
GOAL: educational Learn through adventure!				
		WHO	WHAT	HOW
		LEADERSHIP		
		PROGRAM		
		INDIVIDUAL		
GOAL: developmental Transfer effect!				
		WHO	WHAT	HOW
		LEADERSHIP		
		PROGRAM		
		INDIVIDUAL		

Figure 7. Adventure Programming Chart

The three-level system of recreation, education and development are suggested to follow to create programs, services and activities. This makes fun activities both meaningful and satisfying. When even small goals are set for any activity, the participants can feel they have achieved something, for example gained a new skill or improved their self-confidence. When an activity builds for example group dynamics or helps to fulfill a dream, such as a longer multiday paddling trip, both the participants and instructors gain joy and motivation to keep on being active outdoors. By setting well thought goals, even therapeutical results can be achieved.

7 CONCLUSIONS

Making the survey for Suomen Latu to understand the paddling activities now and how they should be developed in future was interesting. Good background information was given, and the definition of the wanted results was clear: conducting a survey and a development plan. Co-operation with the commissioner was open, and feedback was asked and received during the process both ways.

Applying adventure educational theory to this process was at first difficult, as the goals and results from the commissioner were so clearly defined. After analyzing the previously made surveys, it was obvious to apply safety and professionalism in the making of this thesis. Understanding Suomen Latu's vision and especially the slogan helped to see the similarities with adventure education. Both aim at offering safe and meaningful experiences to all kinds of people.

Survey planning and making was interesting and motivating. The participation level for the questionnaire was high, over 60% of the associations invited to participate on it returned the questions in full. Interest for the interviews was also high and both interviews could be held as planned. There was a lot of material and data to go through, but it was easy to find common needs and challenges that needed solving. The interviews clarified and summarized the results of the questionnaire.

There is a possible bias within the interviews though. The interviewed associations were all quite competent in paddling and also very proactive. They had organized all kinds of paddling events and kept up a regular training program. Together with the commissioner it was decided to alter the second interview a bit because of this. The original MEBS story was about the future of these associations that participated in the interview. The new story defined a situation where the answers should be given based on an imaginary beginner status of an association. It is not completely sure, if the given scenarios and comments were based on beginner level association's point of view or not. If there would have been more time, it would have been wise to consult and include those associations who are just starting paddling in the interviews.

The questionnaire can be repeated as it is to follow the progress and measure the development of paddling activities in the member associations. See Chapter 7.3 for more recommendations for Suomen Latu.

7.1 Applicability

The development plan made for Suomen Latu serves all three levels of the organization: Suomen Latu itself, its member associations and individual members. Both those associations that are starting to develop paddling activities or those who have organized them but are maybe lacking instructors or enthusiasm, can find new ideas from the plan. They can also see that Suomen Latu wants to help them by offering them tools to create and improve their paddling activities. Co-operation between member associations will grow closer, and the roles of head organization and member associations become clearer.

For advanced and competent member associations the development plan can be applied to evaluate existing activities and safety procedures, and they can also use the blank version to create their own goals and to follow the development of the activities. This could also be meaningful for the paddling instructors, old and new, to motivate them to participate also in the planning and keeping paddling an active activity.

The second goal of this thesis was to make the development plan so that any association, club or even an individual could follow it to set goals or develop ones' skills or actions. It reminds the user of the plan to think about the activities in a holistic manner: safe and systematic planning helps organizing either oneself or the operations of an association or a club. Goals can be set on just recreational level to enjoy any activity or to learn new skills. But by setting more goals and working somewhat systematically towards them by using sub goals, anyone can deepen their skills and develop from beginner level to competent, or from a hobby paddler to an instructor, mentor or a leader.

7.2 Limitations and critical evaluation

Questionnaire question 31 asked for any open feedback from the contents of the survey. Many said the questions were good and helped to consider the current activities again with new insight. Some critique was expressed about the survey being too superficial. This could mean that the survey didn't serve the expert level paddlers and associations that have a strong foundation for paddling activities.

The questionnaire results were shared with the commissioner and presented to Suomen Latu staff in a webinar. Feedback received was mixed: some saw the results interesting for further studying but some criticized the background studies of paddling as an emerging activity. The

scope and goal of the questionnaire wasn't discussed nor presented in detail for the Suomen Latu staff, and this might have caused the misunderstandings.

When presenting the results in an open webinar to all Suomen Latu's member associations, the attendance was good, and feedback expressed the importance of giving the member associations a chance to speak and take part in planning. The coming development plan was seen as a positive thing, and it is looked forward to.

It was agreed that the results are free for Suomen Latu to analyze deeper by themselves. For this thesis the questionnaire was used to define what is a general and common member association like when it comes to paddling. The needs and challenges were defined both from the beginner level point of view and also from the aspect of competent paddlers in the associations. To expand and grow the paddling activities within Suomen Latu, it is important to concentrate on making paddling accessible to all and keep up the aspect of recreation. It is up to the individual associations if they want to direct their skills into more difficult conditions or specialize in for example canoe polo or whitewater rafting. These will certainly promote paddling as a versatile activity that offers a lot of options!

If something was to be done differently in the making of this thesis, the interviews could have been changed into participative workshop meetings. Those would have been more successful in gathering data from different kinds of member associations as more participants could have been invited to join. Now some of the associations that showed interest on the further interviews couldn't take part, as the number of interviewees was limited to maximum 7 persons. This was done to keep the interview session manageable timewise.

Another improvement would be to test the adventure programming chart with some other association to see if it is easy enough to use and does it help planning and developing activities.

7.3 Recommendations

As mentioned in chapter 6.4 the further use of the development plan made remains in the hands of the commissioner and Suomen Latu. For further development it would be important to receive feedback for the plan from Suomen Latu. Timewise the feedback was limited only to the draft of the plan. The preliminary feedback was positive but required more clarification on how to read the chart. After this the plan was made clearer and instructions for filling it was created, see Appendix 5.

It would be interesting to test the adventure programming chart with other associations or clubs as well, to see the functionality and effectiveness of it. This could be done also for example in HUMAK, when the students are planning their activities or individual trips.

Re-opening the questionnaire would be a powerful way to see the effects of the plan. It would show how the number of instructors and paddling activities has increased, and how the safety matters have been taken care of. Further research on the actions made according to the development plan will show the impacts on developed skills, new events, number of new members and instructors.

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APPENDIES

1. QUESTIONNAIRE FOR SUOMEN LATU RY

Kysely Suomen Ladun jäsenyhdistysten melontatoiminnasta ja sen kehittämisestä

Tämän kyselyn tavoitteena on selvittää, millaista toimintaa melontaa tarjoavilla jäsenyhdistyksillä on tällä hetkellä, minkälaisista yhdistysten kalusto ja tarpeet ovat, minkälaisista on ohjaamisen taso, ja miten sitä voidaan kehittää. Kysymme myös, miten melonnan tarjontaa voidaan kehittää ja edistää sekä yleisellä tasolla että paikallisesti. Käytämme kyselyn tuloksia melonnan kehitysuunnitelman rakentamiseen. Julkaistavat tulokset esitetään anonymisti jäsenyhdistyksille avoimessa webinaarissa.

Kyselyyn menee noin 20 minuuttia, ja toivomme teidän vastaavan vähintään jokaiseen *:llä merkittyyn kysymykseen (pakollinen kysymys). Toivomme teidän vastaavan avoimiin kysymyksiin mahdollisimman tarkasti. Jokaisesta onnistuneesta palautuneesta kyselystä lähetämme teille kuivapussin!

Vain yksi kysely/ jäsenyhdistys.

Lisätietoja kyselystä antaa

Susanne/ Suomen Latu

ja kyselyn laatija Emma Lehto/ Humanistinen ammattikorkeakoulu

Taustatiedot

1. Valitse alasvetovalikosta oma yhdistyksenne:

Yleisesti melonnasta (=kajakilla tai kanootilla melominen, SUP-lautailu)

2. Millaista yhdistyksenne melontatoiminta on? * (monivalinta)

- säännöllisiä lyhyitä ohjattuja melontoja (esim. iltamelontat)
- ohjattuja päiväretkiä
- usean päivän melontaretkiä
- lajikokeilua (aloittelijoille)
- melontakursseja uusille harrastajille
- vuokraamme kalustoa jäsenillemme
- vuokraamme kalustoa ulkopuolisille

- osallistumme muiden seurojen melontaohjelmiin
- SUP-lautailua
- meillä ei ole ohjattua melontatoimintaa
- muuta, mitä?

3. Kuinka usein yhdistyksellänne on melontatoimintaa? * (monivalinta)

- muutaman kerran kaudessa (alle 3 kertaa)
- useamman kerran kaudessa (yli 4 kertaa)
- viikoittain/ säädöllisesti
- tällä hetkellä ei ollenkaan (kesä/syksy 2021)

4. Kuinka paljon kalustoa teillä on käytössä? Vastaa numeroin! Jos teillä ei ole jota-kin alla mainituista, vastaa 0 (nolla).*

- kajakkiyksiköitä
- kajakkikaksikoita
- avokanootteja
- vuokraamme kalustoa muita toimijoilta
- SUP-lautoja

5. Ketkä voivat osallistua melontatoimintaanne? * (monivalinta)

- jäsenet
- ei-jäsenet

6. Millaisessa ympäristössä melotte? * (monivalinta)

- järvet tai lammet
- suuret järvialueet
- joet
- meri
- kosket

7. Onko teillä perhetoimintaa melontaan liittyen? Millaista? * (avoin kysymys)

8. Onko teillä kiinnostusta tarjontaa melontaa myös muille kuin jäsenille? Kenelle? * (avoin kysymys)

Yhteistyö muiden yhdistysten ja toimijoiden sekä Suomen Ladun kanssa

- 9. Onko teillä yhteistyötä paikallisten melontatoimijoiden kanssa (melontaseurat, -yritykset, muut Suomen Ladun yhdistykset jne.)? Jos on, niin keiden?**
- 10. Onko teillä mahdollisuutta ja kiinnostusta tehdä yhteistyötä jonkin toisen toimijan kanssa? Jos on, niin keiden? (avoin kysymys)**
- 11. Olisitko kiinnostuneita toimimaan yhdessä toisen Suomen Ladun jäsenyhdistyksen kanssa? Mainitse myös mahdollinen lähiyhdistys.**
- 12. Jos teillä on vakiintunutta melontatoimintaa omassa yhdistyksessänne, oletteko kiinnostuneita tukemaan muiden yhdistysten melontatoimintaa? Jos on, millaista tukea toivotte Suomen Ladulta yhteistyön aloittamiseen?**
- 13. Kiinnostaisiko teitä kummi- tai tutortoiminta Suomen Ladun kanssa, niin että kehitäisitte paikallista toimintaanne oman yhteyshenkilölle kanssa?**

Ohjaajien koulutustaso ja turvallisuus

- 14. Kuinka monta melontaohjaajaa yhdistyksessänne on? *** (numerovastaus)
- 15. Kuinka monta osallistujaa per ohjaaja teillä on yhdessä melontatapahtumassa? *** (numerovastaus)
- 16. Millaista koulutusta melontaohjaajille on? Ilmoita jokaisen ohjaajan koulutustaso! *** (monivalinta)
 - oma vahva kokemus
 - Meloja 1 tai EPP1
 - Meloja 2 tai EPP2
 - Meloja 3 tai EPP3
 - NIL guide/ instructor
 - en osaa sanoa
 - joku muu, mikä?
 - melontaohjaaja

17. Mikä on mielestänne riittävä taso ohjaajalle? * (monivalinta)

- vahva oma kokemus
- Meloja 1 tai EPP1
- Meloja 2 tai EPP2

- Meloja 3 tai EPP3
- NIL guide/ instructor
- en osaa sanoa
- joku muu, mikä?
- melontaohjaaja

18. Mitä mieltä olette seuraavien väittämien kanssa? * Valitse sopivin vaihtoehto: täysin samaa mieltä/ osittain samaa mieltä/ ei merkitystä/ osittain eri mieltä/ täysin eri mieltä

Melontaohjaajalla tulee olla

- hyvä melontataito ja –tekniikka
- hyvä välinetuntemus
- taitoa suunnitella tapahtumia
- taitoa ennakkoida riskejä
- melonnan ohjajakoulutus
- ohjaamistaitoa
- hyvät pelastustaidot
- tarve ja motivaatio kehittyä ja pysyä ajan tasalla

19. Vastattuanne edelliseen kysymykseen: onko kaikkien ohjaajienne taidot mieles- tänne riittävät? * (kyllä/ ei; miten tai miksi?)

20. Oletteko kiinnostuneita lisä/täydennyskoulutuksesta ja mihin osa-alueisiin? * (monivalinta)

- tekniikka
- olosuhteet ja kalusto
- tapahtumien suunnittelu
- tapahtumien ohjelma ja toteutus
- turvallisuus ja vesipelastustaidot
- melontaohjaajakoulutukset
- melontaohjaajien jatkokoulutukset
- meillä ei ole kiinnostusta lisäkoulutukseen
- muu, mikä?

21. Onko yhdistyksellänne melontatoimintaan liittyen* (kyllä/ ei)

- Turvallisuussuunnitelma
- Riskikartoitus
- Käytäntö onnettomuuksien tai läheltä piti -tilanteiden raportointiin
- Muu suunnitelma tai kartoitus, mikä?

22. Onko teillä ollut koskaan onnettomuuksia tai läheltä piti -tilanteita? Kuvaile tapahtumaa ja miten se vaikutti a) osallistuihin, b) ohjaajiin, c) toimintaan? * (avoin kysymys)

Melonta on suosittu laji ja se nousee Suomen Ladun seuraavalla strategiaaudella yhdeksi päälajeistamme. Keräämme jäsenyhdistyksiltä ideoita melonnan kehityssuunnitman luomista varten. Seuraavat kysymykset koskevat tulevia kehitystoimia.

- 23. Yhdistyksemme haluaa tarjota jäsenille melontaan liittyen* (monivalinta)**
- lajitusustumista
 - päiväretkiä
 - iltamelontaa (1–3 h)
 - pidempiä melontaretkiä (yöpymisineen)
 - mahdollisuksia osallistua valtakunnallisiin melontatapahtumiin
 - perhemelontaa
 - melontakursseja
 - vuokraustoimintaa
 - emme halua tarjota enää melontaa yhdistyksessämme
 - muuta, mitä?

- 24. Yhdistyksemme haluaa tarjota ei-jäsenille melontaan liittyen* (monivalinta)**
- lajitusustumista
 - päiväretkiä
 - iltamelontaa (1–3 h)
 - pidempiä melontaretkiä (yöpymisineen)
 - mahdollisuksia osallistua valtakunnallisiin melontatapahtumiin
 - perhemelontaa
 - melontakursseja

- vuokraustoimintaa
- emme halua tarjota enää melontaa yhdistyksessämme
- muuta, mitä?

25. Yhdistyksellämme on käytössä* (kyllä/ei)

- Suoja kalustolle (kontti, vaja tms.)
- Suoja melontavarusteille
- Sopiva melontapaikka (joki, lampi, järvi, meri)
- Haasteellinen melontapaikka (joki, lampi, järvi, meri)
- Useampi melontapaikka
- Rantautumispaikkoja taukoja varten
- Sopivia ja vaihtelevia melontareittejä
- Yksipuolisia melontareittejä

26. Tarjoaisimme enemmän melontatoimintaa yhdistyksessämme, jos meillä olisi seuraavia:

- lisää koulutettuja ohjaajia
- lisää kalustoa (kajakkeja/ kanootteja)
- lisää melontavarusteita (melat, melontaliivit, aukkopeitteet jne.)
- sopiva melontapaikka lähellä
- sopiva melontapaikka kauempana
- säilytystilaan kalustolle
- valmiita ohjelmasuunnitelmia tai ideoita toimintaan
- tukea ohjaamisen tai sen suunnitteluun
- kiinnostuneita osallistujia
- emme ole kiinnostuneita lisäämään melontatoimintaa
- muuta, mitä?

27. Minkälaisia uudistus- tai kehitysideoita teillä on melonnan suhteen? Kerro lyhyesti. * (avoin kysymys)

28. Miten Suomen Latu voisi tukea yhdistyksenne melontatoimintaa? Kerro lyhyesti. * (avoin kysymys)

29. Onko teillä tarpeita tai haasteita, joiden vuoksi ette voi järjestää melontaa haluamallanne tavalla? Kerro lyhyesti. * (avoin kysymys)

30. Perhemelonta: onko teillä tarvetta tai toiveita perhetoiminnan ideoointiin, kehitykseen ja järjestämiseen? Kerro lyhyesti. * (avoin kysymys)

31. Haluaisitteko vielä kysyä tai kertoa jotakin muuta, tai jättää palautetta tästä kyselystä?

Pyydämme tähän kyselyyn osallistuneista yhdistyksistä muutaman lisähaastatteluihin, jotka pidetään loppuvuoden 2021 ja kevään 2022 aikana. Haastatteluja on yhteensä kolme ja niiden tavoitteena on ratkoa olemassa olevia haasteita ja löytää jäsenyhdistyksiä kiinnostava tapa suunnitella ja järjestää erilaisia melontatapahtumia. Haastattelut voidaan järjestää yksittäisinä tai yhteisänä tapaamisina verkossa. Ilmoitattehan kiinnostuksenne haastatteluihin jättämällä yhteystietonne alle!

Lisätietoa haastatteluista saa Emma Lehdolta

(p. 045 185 1726, emma.lehto@humak.fi)

32. Yhteystietojani saa käyttää*: (kyllä/ei)

- haastattelujen sopimiseen
- kuivapussin lähetykseen

33. Yhteystiedot (täytä vain jos haluat kuivapussin ja/tai osallistua haastatteluihin). Yhteystietoja käytetään vain näihin kahteen tarkoitukseen.

Etunimi:

Sukunimi:

Matkapuhelin:

Sähköposti:

Osoite:

Postinumero

Postitoimipaikka:

Kiitos osallistumisestanne, arvostamme näkemystänne aiheeseen ja toivomme kaikille merkityksellisiä ja iloisia melontatapahtumia!

2. INTERVIEW QUESTIONS PART 1 & 2

Sähköpostikutsu 28.1.2022 Google Meet

Hei!

Kiitos mielenkiinnostanne Suomen Ladun melontatoiminnan kehittämiseen liittyviä haastatteluja kohtaan! Tässä kutsu ensimmäiseen haastatteluun, joka tavoitteena on pohtia syvemmin toiminnan haasteita ja ideoida niihin ratkaisuja!

Haastatteluja on kaksi:

- 9.2. klo 18: Melontatoiminnan haasteet ja niiden taklaaminen (tämä kutsu)
- 14.2. klo 18: Melontatoiminnan visio (saat toisen kutsun pian)

Toivomme, että pääsette osallistumaan molempien haastatteluihin; osallistuminen haastatteluun on vapaaehtoista. Haastattelu-webinaari nauhoitetaan tulosten käsittelyä varten. Tuoksia käytetään minun (Emma Lehto) opinnäytetyöni tekemiseen ja Suomen Ladun melontatoiminnan kehityssuunnitelmaan. Haastatteluun osallistutaan jäsenyhdistyksen (melontavastaavan) näkökulmasta.

"Ennakkotehtävä"

Tutustu Melontatoiminnan kyselyyn täällä: Melontakyselyn tulokset 23.11.2021.pptx

Tutustu haastattelun apuna käytettävään Flinga-tauluun täällä <https://flinga.fi/s/FVZDR9K>

Flinga: Liityymisavain FVZDR9K. Huomaa käyttöohjeet vasemmalla. Voit jo halutessasi ennakkoon testata pohjaa ja myös kirjata ajatuksiasi pohjaan!

Lisätietoja saat Emmalta emma.lehto@humak.fi

"Tavataan" pian!

Emma Lehto/ Humanistinen ammattikorkeakoulu

Susanne Blomqvist/ Suomen Latu

Kohderyhmähaastattelut melontatoiminnan kehittämiseksi

9.2.2022 1. haastattelu

a) Haasteet.

Aineisto: Flinga <https://flinga.fi/s/FVZDR9K>. Ohjeet Flingan käyttämiseen vasemmalla.

Pohjautuen melontoiminnan kartoituskyselyyn, kirjoita Flingaan kohtaamianne haasteita yksittäin (yksi lappu per haaste).

Mitkä nousevat suurimmaksi haasteiksi, miksi? Ovatko ne konkreettisia vai teoreettisia?

Tukikysymyksiä: Taustat ja nykyinen toiminta. Ohjaajat ja taidot. Turvallisuus. Olosuhteet. Muut haasteet, rajoitteet ja tarpeet. Toiveet, onko uusia tullut esille kyselyn jälkeen.

b) Ideat ja ratkaisut

Pilkotaan haasteet yksittäisiksi ja ratkotaan ne yksi kerrallaan ja valitaan esim. kolme suurinta. Tavoitteena määritellä tulevat rungot, koulutukset ja tuki Suomen Ladulta. Löytyykö jotain uutta näkemystä tai lähestymistapaa?

Tukikysymyksiä: Kalusto, säilytys, kuljetus; toiveet, jotka kasvattaisivat toimintaa. Melontateknikka, taidot ja siihen liittyvät koulutukset ja toiveet. Melontapaikat ja -ajankohdat (lyhyet, pitkät, toistuvat?). Tapahtumien suunnittelu. Tapahtumien toteutus. Turvallisuus-asiakirjat. Ohjajakoulutus. Kummitoiminta. Out-of-the-box?

Muistuta lopuksi toisesta haastattelukerrasta ja sen aineistosta, kaikki ovat erittäin terve-tulleita osallistumaan myös seuraavaan osioon! Jaa linkki seuraavaan Flingaan: <https://flinga.fi/s/FWLAHWE>

14.2.2022 2. haastattelu

Visio: Tulevat tapahtumat ja toiminnan organisointi.

Aineisto: Flinga <https://flinga.fi/s/FWLAHWE>. Ohjeet Flingan käyttämiseen vasemmalla.

Ennakkotiedot: “On vuosi 2028. Edustat yhdistystä, jossa melontatoiminta on vielä aluillaan. Kuvittele, että kaikki on mahdollista: Yhdistyksellänne on useita kokeneita melonnan ohjaajia ja riittävästi kalustoa.”

Kysymykset: Kuinka paljon teitä ja kalustoa on? Millaista melontatoimintaa tarjoatte, missä ja kenelle? Kuka suunnittelee, ohjaa, toteuttaa? Miten kulut katetaan? Kuinka suuri merkitys melonnalla on yhdistyksessänne verrattuna muihin aktiviteihin? Mitä tapahtui viimeisen viiden vuoden aikana yhdistyksessänne, niin että kaikki on nyt mahdollista?

Tukikysymykset: Millaisia ohjelmia, ideoita tapahtumia teillä on? Miten löydätte uusia jäseniä ja ohjaajia mukaan toimintaan?

Kiitos osallistumisesta! Jos mieleen tulee vielä jotain, voi palata Flingaan tai meilata E-malle!

3. DEVELOPMENT PLAN FOR SUOMEN LATU ry

MELONNAN KEHYSSUUNNITELMA 2022 - 2028				
ULKOILE!				
KUKA?	MITÄ?	MITEN?	MIKSI?	
AMMATTIMAISUUS		Nauti selkkailusta!		
Melontaoetikkeli	Suomen Latu	Retkimelonta - tapahtuma / kiertue Melontaloosutteet ja niiden kehityssuunnittelu Perhemelonta Tukkusi - tapahtuma	Melonta on yksi retkeilyyn muotoinen Reitti, ranta-autumisparkat, opasteet...	Informaatio ja inspiraatio
Tapahtuma-suunnitelma	Jäsenyhdistys	Tutustu melontaan - tapahtumat Säännölliset itä- ja viikkomelonat Perheet mukaan perhemelonta, selkkalievat perheet (me)	Melonta sopii kaikille; kanottien helppous Suunnitelmailsuus, mainonta Kanoottit, kaksikot, SUP	Aktiivinen toiminta
#tolenmeloja	Jäsen	Innostu ja luo innostusta Koko joukolla mukaan!	Lähde retkelle melon Meloja 1 #tolenmeloja	Nauti!
OSALLISTU!				
KUKA?	MITÄ?	Opi selkkailun kautta!	MITÄ?	MIKSI?
Ohjaajan koulutusaseman määritely	Suomen Latu	Teknillikkakiertuet alajaljeittain (kalakkia, kanottoi, SUP) Ohjaajaklubi; tukiympäristö, kuntoon ja käytäntöön mentyoroinnin avulla	Jäsenaktiivit mukaan suunnitteluteen ja toteutukseen Vastuu ja käsittely jäsenyhdistyksille	Koulutus, päävitys, tuki
Tarkempi riskianalyysi ja omettomuuden sattuessa ohjeet	Jäsenyhdistys	Osallistu ja osallista jäseniin; reket, kurssi, tapahtumat Karinusta ja tue (vastuvettijät, ohjaajat ja apuohjaajat, uudet ohjaajat)	Luonti; selkeät, konkreettiset tarkoitetut Hallituksen ja jäoston tuki Ohjaajaklubi ja paikallinen yhteisö	Toimintasuunnitelma
Meloja 2	Jäsen	Osallistu aktivisesti Harjoittele ja haasta itsesi! Kouluttaudu	Palkallinen yhteistyö Katetta jäsenmaksulle! Säännöllinen osallistuminen Harjoittele ja osallistu kursselle	Henkilökohainen suunnitelma
VAIKUTA!				
KUKA?	MITÄ?	Selkkailu kasvattaa!	MITÄ?	MIKSI?
Vesiturvallisuuslaki	Suomen Latu	Taistotestit ja päivitykset osaamiseen; vesipelaustyö, vesiturvallisuus Turvallisuuskäytäntö - workshopit Lait & sääköset (vesiturvallisuuslaki, vuokraustoiminta, TUKESt melontaan osalta)	Koulutus- ja kiertuesuunnitelma Webinaari tai koulutuspäivä Tiedotus	Vastuu, tiedottaminen
Vesipelaustuotot	Jäsenyhdistys	Tapahtumasaununihit ja -ideat; vuosikelloon käännytö Turvallisuuskäytäntö - kuntosarja, taidot, ajantasale Kanottoi vesille, Ruskamelonta, Söhvelamelonta jne.	Aktiivinen jaosto/ ohjaajapooli Yhdessä tehdään saat enemmän aikaa Rohkeasti ideoimaan ja kokeilemaan Liity ohjaajaklubiin ja rekisteröidy	Strategial ideoi, suunnittele, päävitä!
Melontahajaaja	Jäsen	Kannusta ja kutsuu usia mukaan Tue muita ohjaajia ja yhdistykseen toimintaa	Hankki ohjaajakomennusta #tolenmeloja	Jaa oppimisen iloa!

4. ADVENTURE PROGRAMMING CHART

ADVENTURE PROGRAMMING / DEVELOPMENT PLAN				
PROFESSIONALISM				
SAFETY				
GOAL: recreational Enjoy the adventure!				
WHO	WHAT	HOW	WHY	
LEADERSHIP				
PROGRAM				
INDIVIDUAL				
GOAL: educational Learn through adventure!				
WHO	WHAT	HOW	WHY	
LEADERSHIP				
PROGRAM				
INDIVIDUAL				
GOAL: developmental Transfer effect!				
WHO	WHAT	HOW	WHY	
LEADERSHIP				
PROGRAM				
INDIVIDUAL				

1 ADVENTURE PROGRAMMING / DEVELOPMENT PLAN

PROFESSIONALISM		SAFETY		GOAL: level *	
WHO	WHAT	WHO	WHAT	Slogan!	HOW
LEADERSHIP	*	INDIVIDUAL	*		WHY
4	PROGRAM	5			

REMEMBER: Professionalism and safety run through all operations and phases of the plan!

- 1 Define your work: are you making new programs, services, products, or a development plan?
 - 2 Set goals on different levels. For example recreational, educational, developmental, therapeutic and so on.
 - 3 Break goals into operator level goals: what are the goals on leadership level, program wise and on individual level?
 - 4 Define safety on all operator levels! Who is responsible for which operations? What documentation and training is needed?
 - 5 Define what are doing and how! Be as detailed as you want or make separate action plans for each action.
- * Make as many goal levels as you want following the instruction. Add rows for more actions ("what") if needed.

KEHITYSSUUNNITELMA

AMMATTIMAISUUS		TURVALLISUUS		1	
KUKA	MITÄ	KUKA	MITÄ	Slogan!	2
JOHTAUUS	*	OHJELMA/ YHDISTYS	*		3
4		5			
YKSLÖ	*				

MUSTA: ammattimaisuus ja turvallisuus kulkevat läpi kaikkien vaiheiden!

- 1 Otskois suunnitelma: oletko luomassa uusia toimintoja, tuotteita, palveluja tai kehityssuunnitelmaa?
 - 2 Aseta tavoiteet eri tasolle. Esimerkiksi tapahtumasta nauttiminen, tapahtumasta oppiminen, ja miten tapahtuma kehitetä sinua tai toimintaa.
 - 3 Aseta pääavoitteille väittövoitetta: mitkä ovat tavoitteen johtotasona, yhdystasolla ja jäsentasolla? Voit myös määritellä omat tasot..
 - 4 Määrittele turvallisuus kaikilla tasoilla. Kuka vastaa turvallisuudesta; mitä dokumentteja tarvitaan turvalliseen toimintaan?
 - 5 Kuvalle, mitä teet ja miten! Voit myös tehdä erillisen toimintasuunnitelman jokaiselle toiminnolle.
- * Aseta suunnitelmaan niin monta tasoa ja tavoitetta kuin haluat. Lisää/ poista rivejä tarvittaessa.

