



University of South-Eastern Norway
Faculty of Humanities, Sports, and Educational Science
Department of Sports, Physical Education and Outdoor Studies

Master's Thesis

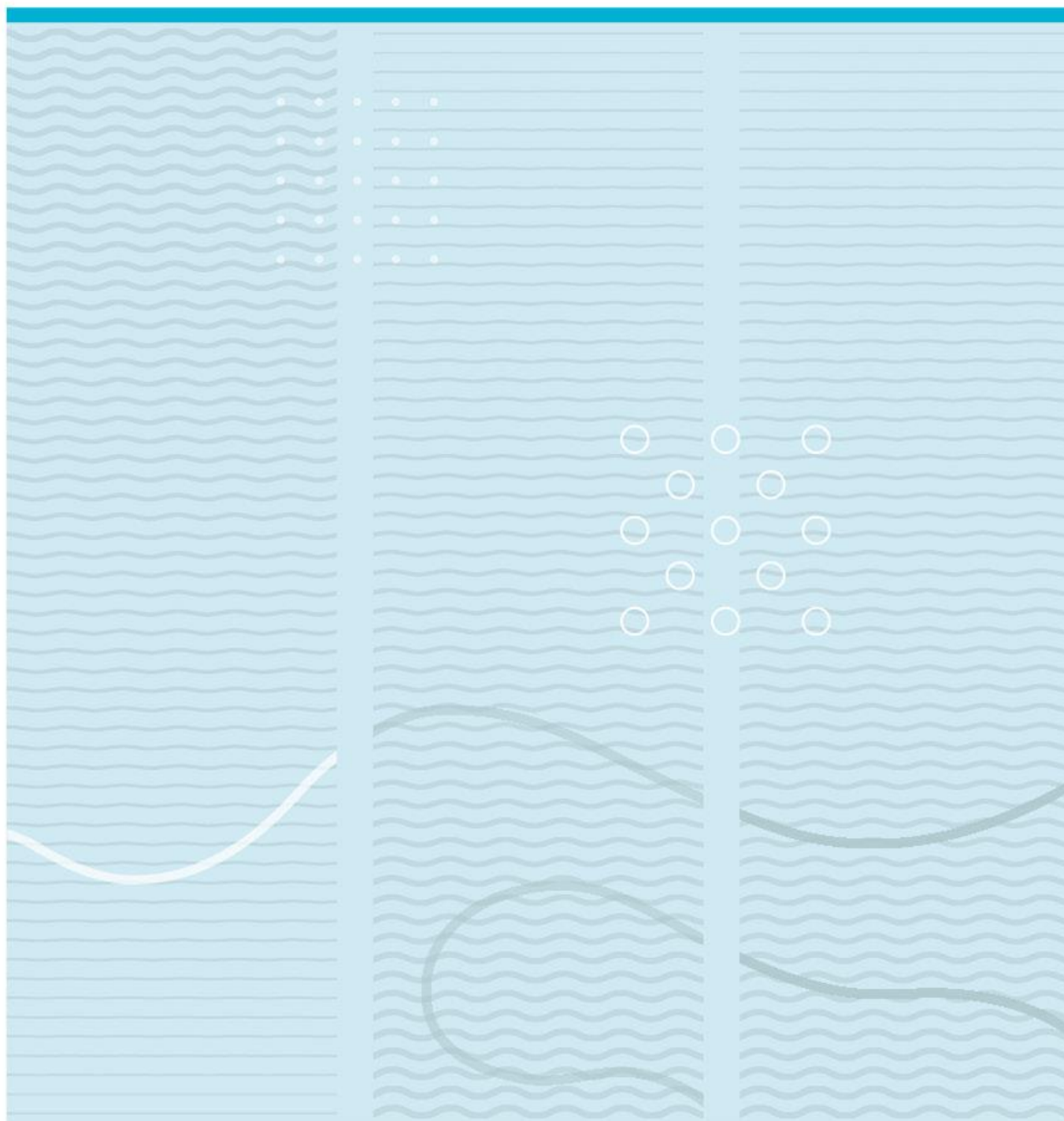
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The Young Explorer experiment

Reconnecting families with nature through prescription, for the sustainable future of their children.



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This thesis is worth 30 study points

Abstract

The importance of nature connection for children should not be disregarded. With industrialization and urbanization, people of modern societies worldwide are becoming disconnected from nature, influencing both their mental and physical well-being. The study aims to explore and understand the meaning of participation in prescribed family-based outdoor activities. The theoretical background is a pragmatic approach, the intra-play between theory and action. The study is inspired by the Deweyan ontological and epistemological framework and is based on John Dewey's reflective thought and action model. Semi-structured interviews, a focus-group interview and participant journals were used to collect data and reflect on the experiment. The sample consisted of 6 Icelandic families from the capital area of Reykjavik. Data was collected and transcribed verbatim and an inductive coding method was used for analysis, resulting in three categories, *nature as a motivator for outdoor activity*, *the parental ability for outdoor activity*, and *prescribed assignments as triggers for outdoor activity*. Findings demonstrate that prescribed outdoor assignments positively affect families and nature connection. Participating families were content with the experiment. They claimed that the prescribed outdoor assignments triggered them with new ways to connect to nature through simple activities in the vicinity of their home. However, due to limited time for the study and a sample that was already very active outdoors, it was difficult to determine how prescribed assignments might change their behaviour in the long run. Therefore, further research needs to be done with a revised program, a larger sample, and a longitudinal research.

Keywords: Nature connection, parental role, experiment, outdoor prescription, behavioural change.

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Foreword

The work on this master's project has been an exciting and demanding journey through rough terrain and steep climbs. Some days were sunny, but on others I wandered through foggy mountains and snowstorms. I lost my way many times, but with the help of a good map and compass (literature and framework), I found my way again and kept on. It was not easy, and there were times when I thought I should find the shortest way home and quit the journey. However, I finally got to the end of the trail, completing the journey. I know different routes could have been taken, but I chose my way, and I have to say I have learned a lot from this experience.

Being an outdoor enthusiast, a mother of two, and grandmother of one, the author has used nature as an arena for play and experiential learning for half a decade as a co-teacher. Jickling et al. (2018) state that humans must open themselves up to nature for nature to be able to educate and be the co-teacher. Realizing the situation of NDD, the author aims to find a way to help families connect with nature and hopefully change their behaviour of being more outdoors in the long run. That is how the idea of the Young Explorer program gradually formed, where the focus is on simple prescribed assignments for parents and children to connect with nature in the vicinity of their home. Through experiments on real families, I like study if and how prescribed assignments can affect the value of nature and if such a program can change the family behaviour towards spending more time together outdoors. According to Tordsson (2007), humans experience the values of nature by taking in all its qualities and impressions and transforming them in correspondence with their own emotional life.

Coming from a professional background of design and tourism, my focus during the study went in totally different directions, focusing on nature-connection and families. This resulted in praxeology as a participatory paradigm for nature-connection. My final assignments have been more hands-on projects in my previous studies, so this was a real challenge to take, conducting research and writing a thesis for the first time. As I like to deal with things practically, pragmatism was the choice of method. Unfortunately, during the project, the worst winter storms passed over the capital of Iceland, affecting my outdoor experiment as families could not be out. Also, the coronavirus epidemic affected the work plan as participating families got infected, and the author as well. As a result, interviews were rescheduled, and experiments were delayed.

Nevertheless, I finished the project with hard work, enthusiasm, and constant motivation from my husband, Stefan. In addition, I want to thank my supervisor, Jonas Mikael, for all the support, interest, and encouragement he showed me during the project and all the good tips and guidance during the writing process. Finally, I want to thank my daughter Signy for her suggestions, support, and project review.

This final project is written by me, the undersigned. I have studied the University's Code of Ethics and adhere to the standards of research ethics. I have conducted myself with the utmost integrity in procurement and dissemination of information and interpretation of results. I refer to all material I use from others, whether pictures, theories, models, or wording. I thank everyone who has helped me in one way or another, but I am solely responsible for this project. I confirm this with my signature.

Reykjavík, May 13th, 2022



“Encourage your child to have *muddy, grassy or sandy feet* by the end of each day,
that’s the *childhood they deserve.*”

(Whitehouse, n.d.)

1 Introduction

The focus on access to natural and cultural landscapes is essential for public health and welfare in the Nordic societies and around the globe to benefit present and future generations (Nordic Environmental Action plan, 2013-2018). Most Nordic countries share similar regulations providing public access to nature and landscapes. The regulations are the ground for human beings to connect to the more-than-human world through the framework of ecological ontology or ecocentrism, as humans are part of the natural world. In the Nordic countries, this is called Fri-lufts-liv, outdoor activities distinguished by simplicity, hands-on experiences, and responsible direct encounters with nature (Gurholt, 2008).

Unfortunately, the human-nature relationship has changed due to adopting Western lifestyles (van den Bosch & Bird, 2018). With urbanization and industrialization, humans have gotten disconnected from the natural environment. The change in people's daily lifestyle, anxiety, long working hours, and busy schedules is challenging health worldwide, resulting in the so-called non-communicable diseases (Frumkin, 2018). According to the World Health Organization (WHO), research shows that diabetes, cancer, cardiovascular and pulmonary diseases, obesity, and mental disorders have surpassed infectious diseases as the main health issues globally (WHO, 2013).

The use of Physical Activity on Prescription (PAP) by general practitioners (GPs) is said to be a successful intervention for increasing physical activity among patients with a sedentary lifestyle (Peerson et al., 2013). However, according to Peerson et al. (2013) study shows that the GPs think PAP should be administered by someone else in the health care system and that there is a need to create routines and arrangements for the method to gain validity. Possibly prescribed outdoor assignments could be part of this transformation? Therefore, the purpose of this study is to examine and understand the impact of participation in prescribed outdoor activities through family engagement. Furthermore, the aim is to investigate if outdoor activity prescription can serve as a pathway for reconnection with nature through experience, resulting in behaviour change. Therefore, the following research questions are proposed for this research:

Can prescribed outdoor assignments motivate parents to spend more quality time with their children out in nature? Is it possible to change family behaviour with regular prescription?

1.1 Subject matter and purpose of the study

The focus of this qualitative action research is to examine and understand the impact of participation in prescribed outdoor activities through family engagement. Exploring if outdoor activity prescription can serve as a pathway for reconnection with nature through experience and reflective thought and action. After reviewing outdoor programs online, very few programs seem to include the whole family. Therefore, the objective of this study is to find parents with preschoolers to take part in an experiment. Exploring if prescribed outdoor assignments can motivate them to spend more time out in nature. Furthermore, if extended prescription can possibly result in behavioural change, so being out in nature will become part of the family routine. According to Chawla (2007), it is believed that shared experiences aid in the transmission of values, attitudes, and behaviours toward nature among the family, as well as in the development of a social identity and care for nature. In this study a praxeological approach is used to connect families with nature with the intra-play of theory (mind/thinking) and practice (body/acting) (Halldorsdottir, 2013). Through the study of praxis, theory and action is put hand in hand in a problem-solving solution to better understand the social relations with nature.

The research idea originates from Richard Louv's thoughts of how to save our children from Nature-Deficit Disorder¹ (NDD), a problem that is linked to a rise in obesity, anxiety, and unhappiness (Louv, 2009). Several studies show that the lack of nature connection is resulting in depression and stress in the modern society (Chawla & Gould, 2020; Martin et al., 2020; van den Bosch & Bird, 2018). This serious problem humanity is facing is the main concern of this study. By prescribing outdoor encounters in different places and habitats close to the home of participating families, the aim is to connect parents and children with nature and each other. According to Somerville and Green (2012), humans are connected to places and nature through materiality which changes constantly due to weather and season as well as by the activities of all the living organisms, including the members of the human race.

¹ Nature Deficit Disorder (NDD) is a term that Richard Louv (2009) formed, describing the idea that humans are spending less time outdoors compared to the past, resulting in wide range of problems. The NDD is not known in the medical world as a disorder.

1.2 The importance of the study

According to Chawla (2007), human contact with nature is critical today. Studies show that those active in environmental protection in adulthood grew up spending much time in nature. However, who is responsible for reconnecting children with nature? The schools often get blamed for not using nature and the outdoors enough in their curriculum. One assumption underpinning this study is that if humanity wants to reconnect their children to nature, the focus should be on parental engagement outdoors with their children (Louv,2009). According to Ives et al. (2017), the nature connection is a new research topic. Izenstark and Ebata (2016) state that the value of nature engagement for families remains under-researched and short of theoretical underpinnings. Therefore, this study focuses on engaging parents and children with nature through prescription, possibly a key element in sustaining children's relationships with the natural world. In Louv's book, *Last Child in the Woods*, they state that the focus should be on educating parents about the importance of nature for the healthy development of children. Louv (2009) claims that the time parents spend with their children in nature is an excellent investment in their health, not just a way to pass the time. As the family plays the primary role in forming the moral principles of a child, the responsibility for nature connection should be by the parents.

1.3 The structure of the project

The thesis is divided into five chapters. In the introduction, the subject/issue, the purpose, and the importance of the study are presented. The second chapter covers the theoretical background of the study. The focus will be on the three main issues, nature, family, and the experiment. At the end of the second chapter, the theoretical framework for the study will be explained. In the third chapter, the study's methodology will be discussed, its implementation and ethical issues, and the limitations of the method used. The fourth chapter will present the findings of the study, showing the value of nature connection in parents' minds and the evaluation of the experiment. The findings are discussed in a theoretical context in the fifth chapter, their significance, and possible future studies. Finally, the research and its contribution to the research world will be summarized in conclusion.

Halldorsdottir (2013) states that one of the essential requirements for successful action research is a good action plan. The plan for this action research can be found in the Annex 1. To enforce the action plan, the following steps were taken to complete this study:

1. Studying the issue, NDD, the importance of nature connection, and PAP.
2. Finding the proper method for the action research.
2. Finding the sample, parents with pre-schoolers. Snowball sampling method.
3. Designing the Young Explorer experiment, four assignments.
4. Interview #1 with each family to position the participants in the situation.
5. The experiment, four assignments over four weeks. Families write journals on each of the assignments to reflect on their experience.
6. Interview #2, a focus group interview to evaluate the experiment.
7. Transcription of data, coding, and analysis.
8. Writing of the thesis on the study and its findings.

Let us now investigate the theories and concepts used for the study in the next chapter on the issue and the conceptual and theoretical framework, followed by a description of the methods used for the research process. The remainder of the thesis focuses on the data analysis, discussion of the findings, and implications for future studies and possible projects.

2 Issue – Theoretical background

Providing theoretical background and a review of the main theories and concepts that form the base for the research is the focus of this chapter. The issue, Nature Deficit Disorder (NDD), the lack of human-nature interaction, is the focal point of the research. The lack of connection to nature results in children spending extensive time indoors, in front of screens, causing sedentary behaviours, obesity, depression, and anxiety (Rhodes et al., 2020). Studies have shown that if there is no connection to nature during childhood, children grow up with an unconscious mind that is less aware of nature protection and sustainable thinking (Mannion & Lynch, 2013). Almost 30 years ago, Robert Pyle described a phenomenon he called extinction of experience of nature (Clayton et al. 2017). This phenomenon has been presented as having a disturbing impact on human well-being and health and affecting people's emotional, behavioural, and interest in outdoor life and exercise is shaped by the social and cultural context in which the individual grows up in. The theoretical background was based on the ideology of socioecological systems, considering the social, societal, and cultural factors that influence people's decisions to spend their leisure time outdoors depending on their interests and abilities. With the ideology of socioecological systems and a pragmatic approach, a more relational understanding is presented (Halldorsdottir, 2013). The intra-play between theory and practice, between thinking and acting (mind and body), and emphasizing purposive and consequential understanding gives a comprehensive conception (Halldorsdottir, 2013). According to John Dewey, one of the founders of pragmatism, we learn not only from doing but also from reflecting on the doing, which is a praxis (Dewey, 1938/2000).

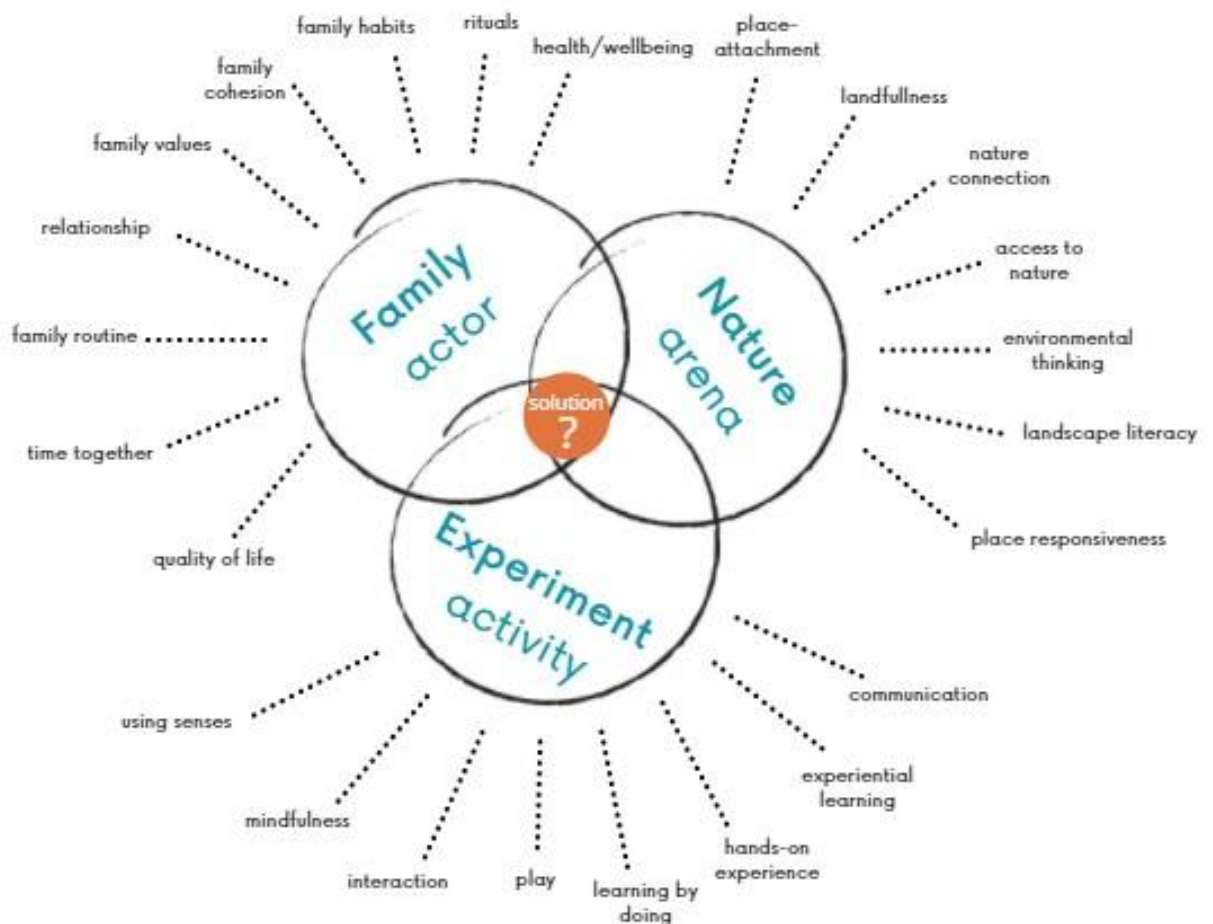
According to Latour (1996), *friluftsliv* is, as a matter of fact, about activities. Humans are the actors doing a particular activity in a setting or arena. According to Latour's Actor-network theory, anything that plays a role in the activity is an actant. For example, when hiking, an actant is the ground one walks on, the weather, the boots, the vegetation. This also includes the immaterial world, your thoughts, your past experiences, and your words. In phenomenology, *lifeworld* is the relationship of the Actor, Activity, and the Arena (AAA). It is all around us, just there, influencing and controlling. Combining the self, meaning, and object forms the essence, the core meaning

of what you are doing. The activity includes motives, means, and meetings as a form of the lifeworld, the social world we live in (Latour, 1996).

The following mindmap was created based on Latour's (1996) Actor-network theory to focus on and help to frame the research. The theoretical part focuses on the three main issues: nature as an arena, the family as the actor, and the experiment (prescription) as the activity. Possibly the interplay of the three issues can form the essence. A possible solution to the problem humanity is facing the lack of nature connection?

Figure 1

Mindmap: Actor + Activity + Arena = solution?



The following sections in this chapter will focus on each of the main issues; nature as an arena, family as the actor, and the experiment as the activity and some of the concepts related to each of them.

2.1 Nature

People's connection with nature represents how much nature forms part of their identities. For a good relationship with nature, Lumber and Sheffield (2017) described three components that make up the nature connectedness: *Cognitive*, referring to the feeling of being at one with nature. *Affective*, an individuals' sense for nature and *Behavioural*, realizing that protecting the environment is an individual's responsibility. Nature connection is subjective, and Lumber and Sheffield (2017) relate the human relationship with nature through nine values of biophilia. Proposedly, biophilia has been looked at as the motivator for the desire to connect with nature and the benefits nature provides to a person's well-being. Studies are showing that the natural environment provides enhanced health and well-being, therefore the importance of nature connection is gaining increasing recognition (Townsend et al., 2018).

2.1.1 Landfullness

The focus of the Young Explorer program was for families to explore the nature around their home, based on Baker's (2005) theory of Landfullness and Stewart's (2008) theory of landscape literacy. A landfull experience contains the following steps 1) being deeply aware, 2) interpreting land history and natural/cultural history, 3) sensing place in the present, and 4) connecting to home (Baker, 2005). It is not just physical means that matter, but also philosophical and cognitive principles that determine what is seen and realized (Stewart, 2008). The program's focus was on reading the landscape and seeing the different opportunities for nature experiences in the different habitats around the home of the participants.

2.1.2 Place attachment

Place Attachment, the emotional bond between a person and a place, is one of the main concepts in environmental psychology (Lewicka, 2010). The relationship to a place is subjective and multi-dimensional. It cannot be explained simply through cause-and-effect relationships as individual emotions, feelings, and personal experiences influence outcomes (Hammit & Oh., 2009). If all the senses are engaged when one experiences nature, it increases awareness, clarity of thought, and mental well-being (Crain, 1997). Nevertheless, not all parents know what to do out there. Therefore, the

focus of the Young Explorer program was to provide families with prescribed outdoor assignments. To delve into their neighbourhood, visit different habitats, and learn about the landscape and culture around them. By exploring the close surroundings to the home on foot or by bike, the outdoor experience became sustainable as there was no need to drive a car or take the bus. This resulted in families experiencing the biodiversity of their neighbourhood and realizing that they did not have to venture to faraway places and have specific equipment to be outdoors (Beames & Brown, 2016).

2.2 Family

The family, a fundamental unit of society, is perhaps the oldest and most influential institution of humanity (Freeman & Zabriskie, 2002). Lifestyle trends are primarily determined by the influence of the family, which is at the center of all social arrangements that value equality, happiness, and prosperity for all members (Rhodes et al., 2020). The family plays the primary role in forming the moral principles and values of the child. Unfortunately, research shows that one of the biggest problems that reduce family unity is that family members do not spend time together (Bayirli & Keskin, 2019).

Parents are children's first tutors and have the most decisive influence on children. When children are born, parents have a big responsibility to ensure they eat healthily, sleep enough, dress appropriately, and learn good behavior and life values. One of those responsibilities is to teach them to value the environment and treat all beings equally. Our children are the future, and if we want to focus on sustainability for the future, we must focus on the reunion of children and nature. An exploratory journey with children creates a sense of intrigue for meaningful interaction between parent and child and the environment (Anggard, 2016). Therefore, the focus of the Young Explorer program was to prescribe the little things in nature that people so often overlook but are all around us.

2.2.1 Mindfulness

Practicing mindfulness outdoors allows for connection, appreciation, and a relationship with the natural world. Mindfulness is the practice of paying attention to feelings and how the mind and body experience them in the present moment (Howell et al., 2011; Aldridge, 2015). By bringing mindfulness into their routine, humans can become more aware of physical sensations. They will notice how their bodies respond to emotions

and develop greater compassion towards other beings (Jonsdottir, 2019). The idea of mindfulness is of Buddhist roots. A context in which awareness of the present moment is combined with acceptance of one's feelings, thoughts, and bodily sensations without judgement (Kabat-Zinn, 2003; Aldridge, 2015). Mindful practices often include all senses, like vision, hearing, feeling, smell, and taste (Moore, 1997). Mindful walks are potential activities that parents can use with their children when outdoors, as one of the best places to practice mindfulness is out in nature. Nature is a place for learning, resilience, mental and physical relaxation, restoration, and escape from the busy world (Jonsdottir, 2019). The rhythm of nature's sights and sounds helps one focus on the here and now and reduces stress and worry about our human-made world and problems (Aldridge, 2015). One of the benefits of practicing mindfulness in nature is empathy. Families are taught to focus intensely on the natural world's rhythm with the Young Explorer program. To create more awareness of their relationship with other living things and feel more part of the natural world than its centre. Empathy and the ability to put themselves in others' shoes are crucial for children to form relationships with the natural world and others later in life. (Howell et al., 2011).

2.2.2 Learning by doing and reflecting

An American educational philosopher, John Dewey, was the most famous advocate of hands-on learning and one of the first to define experiential education formally (Dewey, 1938/2000). Learning by doing is one of Dewey's educational paradigms, a hands-on approach to learning, which means that to adapt and learn, participants must engage with their surroundings. He emphasized the importance of experience as a component of education in his classic book, *Experience, and Education*, published in 1938 (Dewey, 1938/2000). Dewey believed that education should be linked to a child's experience, providing real-life problems, and educators should provide children with a hands-on activity to learn the solution. Education involves making a connection between what we do and what happens. As a result, the value of an experience lies in the perception of the action (Dewey, 1938/2000). According to Dewey (1938/2000), it is not enough to learn from everyday experience; individuals also benefit from a continuous process of reflection.

2.3 The Young Explorer experiment

According to Clayton et al. (2017), nature experiences should be a process with interactions of humans and natural elements, taking place in social and cultural contexts and promoting new skills, knowledge, or behavioural changes. The focus of the Young Explorer program, an intervention created by the author for the action research project, is based on this. The project was designed with Dewey's (2000) learning by doing as focus, where hands-on learning requires participants to engage with their surroundings to adapt and learn. The participating families are encouraged to read the landscape close to their home and find different habitats to explore based on Baker's (2005) theory of Landfullness. By becoming deeply aware of the nature in the vicinity of their home, the families bond with the surrounding nature, and attach to the places (Lewicka, 2010). The prescribed assignments inspire them to sense the place with mindful practice as they ground themselves with nature at the beginning of each task (Jonsdottir, 2019). The assignments motivate them to use their senses and hands-on experiences by touching, smelling, looking, and listening to nature on their exploratory journey (Dewey, 1938/2000).

Many studies indicate a strong connection between successful families and family participation in outdoor leisure activities (Izenstark & Ebata, 2016; Freeman & Zabriskie, 2002). Most of these studies focus on intensive programs, family camping over a weekend, or adventure day programs with action and adrenalin activities. Families go out of their comfort zone, test their limits, and aim at family bonding. This research is different as the focus is on providing families with assignments, prescribing the little things in nature close to the participants' homes. Their aim is to get participants to realize that there is no need to drive faraway places with gear and goretex, as nature is around the corner. In Iceland, most people live close to the ocean and have access to biodiversity nearby their homes, as the island is only inhabited around the coastline. The Young Explorer experiment was designed to research if prescribed outdoor assignments can affect families. Testing if such a program can motivate families to spend more time outdoors and possibly change the family behaviour with regular prescription. As Freeman & Zabriskie (2002, p. 131) ask in their study *The role of Outdoor Recreation in Family Enrichment*, "Can recreation and leisure professionals play a more proactive role in addressing the social condition of our globalized society through such outdoor recreation

programming?”. As the time for the research was limited, the experiment was planned over four weeks in February 2022. Doing an outdoor experiment in the wintertime in Iceland with snowstorms and limited sunlight hours can be challenging. We will reflect upon that later in the findings and discussion chapter.

2.3.1 The Assignments

The Young Explorer program was designed for this action research project. Due to the limited time for the study, it was decided that the experiment should only take four weeks, with one assignment per week. The focus of each assignment was for the families to visit a new habitat every week, practicing mindfulness and learning about biodiversity. This also provided the children with opportunities for increased physical movement, as well as supporting cognitive, physical, social, and emotional development. Through hands-on experiences and active play, the outdoor activities provided a holistic development opportunity and space for family bonding and nature connection by using all senses. Two of the assignments were longer, taking 1-2 hours each, and two assignments were shorter, taking place very close to the home of the participating families, about 30 minutes each. Before the participating families started the experiment, the author met them at their homes and interviewed them about their outdoor habits and connection with nature. Then, all assignments were explained in detail, and they got the four individual assignment packages for each week, as well as the following information:

The Young Explorer experiment is part of a study in Nordic Master in Friluftsliv Studies (Outdoor Studies) at the University of South-eastern Norway. The project consists of 4 outdoor assignments that the family carries out over four weeks. The emphasis is on the family exploring their immediate surroundings (close to home) and visiting different habitats in the peri-urban and urban community. Senses are activated and children are allowed to learn from the experience. They control the pace while parents’ guide the projects and assist as needed. Above all, the experience should be a good quality time for the family. Each project takes 30-90 minutes. After spending time outdoors, the family should get together inside the home, discuss the experience, and evaluate the assignment in a journal. Outdoor activities can strengthen the child socially, physically, and mentally. Being

together outdoors creates communication and conversation within the family, but each assignment focuses on different ecosystems and basic movements to strengthen the child's intellectual development and motor skills. It is essential to dress for the weather and experience nature in different weather conditions. Do not let the wind or rain affect the experience but enjoy the diversity of the proper clothing (Introductory Letter and Consent Form in Annex 6 and 7).

The families had four weeks to complete the four assignments. Let us now investigate the tasks of the prescribed assignments. The first assignment was a trip to a forest close to the participant's home. Parents allowed the child/children to find a place in the forest where they performed the first task, connecting with nature through mindful exercise. First, the family formed a circle, holding hands and closing their eyes. Then, through senses, they grounded themselves with the natural elements around, feeling the earth underneath and calming their mind by listening to the sounds of birds, feeling the wind, breathing in the air and smell of nature. After the grounding, they played a game in the forest called *I am the bear*, a hide and seek game where one family member acted like a bear looking for the others hiding in nature. The next task was gems of nature, where the family discussed what was alive around them, like the trees growing, the birds singing, and possibly a worm crawling on the ground or a fly buzzing around. The children then got an empty egg carton and were supposed to fill it with different gems of nature they found lying on the ground, natural things that had fallen off trees or rocks on the surface. After the carton was filled, the family brought it home for further examination with a magnifying glass. While the family was on the journey, they looked out for rubbish, collected everything they saw that did not belong to nature and disposed of it in the garbage bin when back home. Finally, they had a song related to nature to sing together before leaving the habitat, but the prescription program provided the text. The trip was supposed to take 60 – 90+ minutes.

The second assignment, experiencing the darkness, took place close to the home in a dark spot in nature where streetlights were not affecting too much. Parents were supposed to choose an evening when the sky was clear, and the weather was calm. The family went on an exploration close to home, in the darkness, just after dinner with flashlights. The children invited their best teddy bear or doll to join, and their parents

brought a blanket and a short storybook to read. After choosing a good spot, they sat down on the blanket and grounded themselves in the area with a few minutes of mindfulness, closing their eyes, breathing in the air, and calming their minds. Then a parent read them the story using the flashlight, surrounded by darkness and nature. After the reading, the lights were turned off. Lying on the blanket, the family looked at the gems of nature in the sky, counting all the stars above. Before returning home, they sang a lullaby together while watching the glittering stars in the sky. This assignment was planned for 30+ minutes.

Figure 2

Examples of some of the assignments. See Annex 3.



The third assignment was a journey to the coast close to the participants' homes. As in the former assignments, the family began by grounding with nature through the mindful exercise, and then they played a game, *Shark Attack*, a chase game on the beach. Family members were encouraged to wear rubber boots so they could wade in puddles

and step into the ocean on the coast and play with the waves. Again, an empty egg carton was used to collect gems on the beach, seashells, rocks, and other natural things to examine back home with the magnifying glass. The family collected all rubbish they found in a bag and brought it back home to dispose of in the garbage bin. Families enjoyed a picnic on the beach, and when it was time to return home, they concluded by singing together a song about sharks. The journey took about 60-90+ minutes.

The final assignment of the Young Explorer experiment took place in the family's snow-covered garden. They started with the mindfulness exercise on the ground with the surrounding nature. Next, the family members found the artist within and created artwork in the snow. The family turned their garden into an art gallery using watercolours and food colouring, spray cans, and brushes. The gems of nature were not collected this time in an egg carton, but instead, senses were used for tasting, touching, and feeling the snow. Testing how the snow melted from the heat of their hands and tasting the different colours of food coloured snow, was there a different taste? Finally, families built a snowman and created snow angels and sang together before they returned home for dinner. This task took about 30+ minutes. For more details on each of the assignments, they can all be found in Annex 3.

2.3.2 Theoretical framework

The research is a qualitative action research, a participatory and practice-led study. According to Pascal & Bertram (2012), this discipline has gained more popularity in recent social studies and is gaining more acceptance in the research world. The theoretical background is a Praxeological approach. The intra-play between theory and practice, thinking and acting, emphasizing purposive and consequential understanding and meaning (Halldorsdottir, 2013). The research is grounded in the Deweyan ontological and epistemological framework. It is based on Dewey's reflective thought and action (Miettinen, 2000) and structured by the SPIRE model (Haukeland & Kristensen, 2019). These models and frameworks will be further explained in the next chapter on methods.

Chapter 2 has discussed the problem of NDD and the importance of reconnection with nature, focusing on parental responsibility and the concepts related to the three main issues: nature, family, and the experiment. As reported by Izenstark & Ebata (2016); Ives et al. (2017); and Chawla (2007), the value of nature engagement for families

remains under-researched and short of theoretical underpinnings. Due to this gap in research, we want to focus on an intervention that harnesses nature's beneficial impacts and bestows a powerful effect on social health. Therefore, this qualitative action research aims to examine and understand the impact of participation in prescribed outdoor activities through family engagement. Furthermore, it aims to investigate if outdoor activity prescription can serve as a pathway for reconnection with nature through experience and reflective thought and action. The following research questions were formulated to guide the research process:

Can prescribed outdoor assignments motivate parents to spend more quality time with their children out in nature? Is it possible to change family behaviour with regular prescription?

The first objective of the research was to understand parents' current value and importance of nature connection. Whether they spend time with their children in nature, how often, and what they are doing. To establish their perspectives on nature-connection and experience, as well as general information on the families, the author met the parents face-to-face in their homes and conducted semi-structured interviews. The second objective was to find out if prescribed outdoor assignments could motivate parents to spend more time in nature with their children. Therefore, an experiment was conducted, and participating families were introduced to the Young Explorer program, consisting of four outdoor assignments that had to be completed within four weeks. The assignments were based on the theories of 'mindfulness' (Kabat-Zinn, 2003) and 'learning-by-doing' by John Dewey (Dewey, 1938/2000) and focused on human senses and intra-play with natural elements in different habitats of nature. According to Kaplan and Kaplan (1989), the nature experience is more prolific when multiple senses are used, such as smell, hearing, and visual sensations. The choice of methods used for this action research will be discussed in the next chapter.

3 Methods

Finding a way to ease Nature Deficit Disorder (NDD) was the focus of this study. By putting the idea of the Young Explorer program, a family-focused outdoor experiment into practice, the aim was to find out if this type of program could motivate families to spend more time together outside and possibly change their behavior of being more out in nature, in the long run. The primary goal of the research is rooted in social change and the participating families accepted the responsibility to help solve issues around a focus of inquiry. Therefore, action research was the method chosen, an approach in which theory and practice are explored to solve a problem or situation (Whitehead & McNiff, 2006). This chapter is divided into seven subsections, covering the methodology of the study. The first section will describe the research design. The second section will discuss the participants, the sample of the study. The third section is a discussion on data collection and the implementation of the study, and the fourth section covers data management. In the fifth section the analysis and processing of data is discussed. Section six will discuss the ethical issues of the study and finally, in the seventh section, limitations of the method are reviewed.

3.1 Research design

This qualitative action research used three different methods to collect data as this was a study of praxes and phenomena that focused on the relationship between nature, society, and experience (Halldorsdottir 2013; Kumar 2018). By studying the intra-action of humans (self) and nature (ecology) through experiment, humans and nature can be thought upon as mutually intra-active agents (Barad, 2003). Semi-structured interviews with open-ended questions were used at the beginning to situate the participating families in the problem. Then action research was used for the experiment part, where participants got prescribed outdoor assignments to perform. Participants then wrote journals for reflection of each of the assignments they completed. Finally, a focus group interview was conducted for the evaluation of the experiment. Action research is a methodology that is commonly used in social sciences especially when the research is focusing on transformative change. A problem-based investigation, an empirical process where the goal is both to create and share knowledge in the social

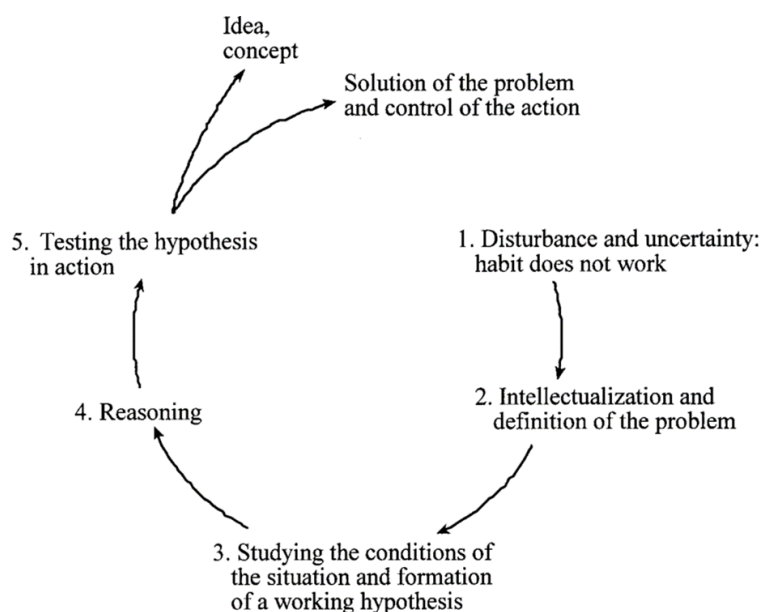
sciences (Halldorsdottir, 2013). The study was based on John’s Dewey concept of inquiry (Dewey, 1938/2000), a philosophy that is foundational in designing innovative educational approaches and programs. The pragmatic method of inquiry is a continuous, social process of reflection on the action performed. Pragmatism is out there to change something, to transform the situation and studies the relationship and social interaction of everyone included, in this case the actors/families, the activity/assignments and the arena/nature (see mindmap on pg.13). The structure of the project was based on Dewey’s model of reflective thought and action (Miettinen, 2000) and the SPIRE model (Haukeland & Kristensen, 2019). According to John Dewey, one of the founders of pragmatism we learn not only from doing but reflecting on the doing, that is praxis (Miettinen, 2000). Experiential learning has been used in variety of contexts, including training programs in which participants learn by actively participating, reflecting on that experience, and linking it to theory to create behaviour change (Dewey, 1938/2000).

3.1.1 Theory of thought and action

John Dewey refined his conception of experience in his book *Experience and Nature* in 1925. A few years later in another book of his *Logic, Theory of Inquiry* from 1934 his conception of reflective thought and learning was presented. His approach is a naturalistic one, taking the adaptation of the organism to its environment as its starting point (Dewey, 1938/2000).

Figure 3.

Dewey’s model of reflective thought and action (Miettinen, 2000).



Individuals form habits or routine ways of adapting to the environment. When the habits do not work anymore, a problem or situation emerges and calls for reflective thought and investigation into the issue (Miettinen, 2000). The fundamentals of Dewey's theoretical description of reflective thinking are divided in the following stages: A problem arises from a certain situation. Ideas for a solution come to mind. Relevant data is observed, and a hypothesis is formed. Hypothesis is acted upon. Hypothesis is tested and evaluated (Dewey, 1938/2000).

3.1.2 SPIRE model

SPIRE model is a model that was introduced in the class of Nature, Experience and Meaning at the University of South-Eastern Norway, in the spring of 2021. This model was used in a Norwegian study “Den Livskraftige barnehagen” in 2019 (Haukeland & Kristensen, 2019). Dewey’s model of Inquiry – reflective thought and action is the base for the SPIRE model, which is focusing on inquiry in friluftsliv (outdoor studies). The SPIRE steps were used to frame this study on family-focused nature connection (Haukeland & Kristensen, 2019).

Figure 4

Dewey’s model (Miettinen, 2000) and SPIRE model (Haukeland & Kristensen, 2019) intertwined; figure made by the author for this project.



Framing the study with the SPIRE model, the research is divided into the following steps:

Situation (S) - who/what in friluftsliv? The problem humanity is facing is the disconnection from nature or Nature Deficit Disorder (NDD). Described in chapter 1 and 2 of this paper.

Positioning (P) - why friluftsliv? Positioning Icelandic families in the situation/problem, through a semi-structured interview with the participating families, to realize how the situation of the sample is. An idea is then formed to deal with the problem using the relations/social interaction to envision a solution, focusing on the benefits of intra-play with nature and quality family time together in the outdoors. Idea of an intervention is formed to transform/solve the problem. Interview guide can be found in Annex 2.

Inquiry (I) - critically/constructively where-when in friluftsliv? Integrating (Inquiry) a solution to try out. Intervention, the program Young Explorer is designed (Chapter 2.3 and Annex 3) to experiment if such program can help to ease the issue.

Realization (R) - how friluftsliv is expressed in praxis. The experiment/program is put into action. Participants test out the experiment, the program of Young Explorer. Families write journals after each assignment for reflection on the assignments conducted.

Evaluation (E) - friluftsliv as an action. Through a focus group interview, where one parent from each family takes part in a discussion, the experiment is evaluated. This final part is about lessons learned. The learning potential of the procedure and the results of the new situation. Is the new concept/action a solution to the problem? Did the new idea/concept work or not? Interview guide can be found in Annex 4.

These 5 steps of SPIRE became the framework for the project and each of the steps gave input into the study of theory and action, referred to as praxis.

3.2 The sample

The participants of this research project consisted of parents with pre-schoolers, from the capital area of Iceland. To identify the participants, a snowball sampling method was used (Morse, 1991). This sampling method is a nonprobability technique where existing study subjects nominate potential future subjects that fit the study (Halldorsdottir, 2013). In this study the researcher shared information about the research

on social media, through her son (age 33) and daughter (age 28) and asked them to share the info to their friends on Facebook, that could suggest families that would fit the sample description. The families that sent personal messages were randomly contacted, and 6 families were selected to take part in the study. The average parental age was around 35 years and the average age of children 3-4 years (excluding a teenager aged 13, as the teenager did not participate in the outdoor assignments with the family). See the following table on the participants age in the study.

Table 1

Gender and age

Families - gender and age		
male	female	child(ren)
36	31	3
33	34	5&1
47	45	6&13
34	33	5&3
38	31	3&1
33	30	7&4

3.3 Data collection process

As previously stated, three different methods were used for the data collection process. In the first meeting with each family at their individual home, semi-structured face-to-face interviews were conducted to position the families in the situation (problem). The main goal of this first interview was to gather general information about the families, such as gender, level of education, employment status, family form as well questions regarding their outdoor behaviour and nature connection. The second method was the Young Explorer experiment that the families participated in. It consisted of four outdoor assignments that the participating families completed over four weeks. These prescribed assignments focused on using the nature around participants home as an arena for mindful nature encounters. Engaging all senses in the different habitats visited, for hands-on experiences and sustainable thinking. After each assignment the families reflected on their experience when back home and documented their findings in a journal. These journals were collected at the end of the four-week program and used for

secondary data. The third method was a focus group interview, where one parent from each family attended. With this method the researcher was seeking an understanding of how the parents experienced the Young Explorer experiment, evaluating the program through discussion. Data generated by discussions are rich in viewpoints, since participant interaction provokes more spontaneous opinions than individual interviewing does (Morgan, 1998).

The meeting was held in a relaxed informal atmosphere and the researcher provided coffee, soda, and some snacks. The meeting was homogeneous with 6 parents of pre-schoolers from the capital area of Iceland. The researcher was the moderator and asked open questions about their experiences of the program and the parents discussed and reflected on the experiment. All interviews were recorded, using iPhone 13, owned by the researcher and safety recording was done on iPhone 8 also belonging to the researcher. The use of the three different methods for data collection developed a more comprehensive understanding of the issue, a data triangulation. This strategy used in qualitative research, gives validity of the study through the merging of information from different sources.

3.4 Data management

All data collected was saved on to the researcher's personal HP Probook laptop. This computer is solely used by the researcher and kept private. Audio files from interviews (individual families and focus group), recorded and saved on iPhone were saved on phone, transcribed, and saved to the laptop as well. Regularly, files were saved to a back-up drive at researcher's personal office. Journals collected were kept on paper in a file system, as well as signed consent forms from participants. For confidentiality of the participating families, each family was labelled with a code A-1, B-2, C-3, D-4, E-5 and F-6 and documents were saved under each code without any names of individuals. When data was transcribed from the family interviews, the interview was labelled with said family code of the family and parents were anonymously labelled as male or female. At the focus group interview, no names were transcribed just the phrases from participants with no distinction whether male or female. At the completion of the project, with author's graduation from the master's program, all data will be deleted from the laptop

and back-up drive and all data on paper will be destroyed. The researcher has kept all data private, to ensure confidentiality and security of data collected.

3.5 Data analysis

In this study a thematic analysis with an inductive approach was used to analyse the data. Thematic analysis is about interpreting people and activities (Braun & Clarke, 2013), and the inductive approach means that the researcher moves from a specific observation to broad generalization (Kumar, 2014; Halldorsdottir, 2013). The data was threefold, as the data collection consisted of three different methods.

The first set of data was received through semi-structured interviews with each of the six families. The focus of this data collection was to position the families in the issue of NDD and find out if nature motivated them to go outdoors, how their connection with nature was before the experiment and what factors hindered their ability to go outdoors. This data was considered as secondary data as it studied their behaviour before the experiment and gave general information about the families, but the main research aim was to find out if the prescribed assignments were triggering parents to go outdoors. After completing the interviews and recordings with all families, the 6 audio files were transcribed (verbatim) manually by the researcher. Transcriptions of the interviews were sent to the participating families, for them to verify the transcriptions of their individual interview. The transcriptions were read over repeatedly, and audio files were listened to, for the researcher to become acquainted with the data. The data was then coded, and themes started emerging relating to the three categories, nature, family, and experiment.

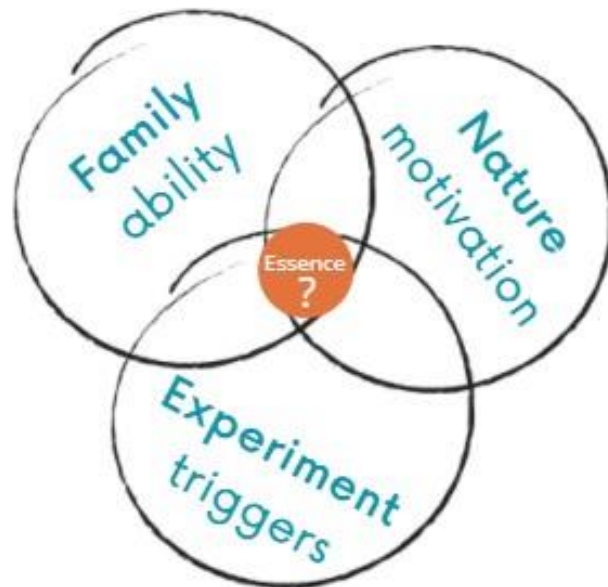
The second set of data to analyse were the journals that families wrote after each of the assignments in the experiment. These were collected to get reflection on each of the assignments from the family's point of view. This was also considered as secondary data, helping to confirm the findings. The journals were read over several times and then coded focusing on the categories of nature, family, and experiment.

Finally, the last set of data came from a focus group interview that was carried out. The semi-structured interview, the study's primary data, was transcribed without any referral to individuals or gender, just verbatim text. The transcription was read over several times, and audio file was listened to while researcher went on her daily walk. The transcription was coded, resulting in three categories; *nature as a motivator for outdoor*

activity, parental abilities to do outdoor activity with their children and experiment as trigger for outdoor activity. Each of the categories were studied in detail to interpret the main findings.

Figure 5

The essence? Possible solution to the problem?



The data for this study has been collected as carefully and sensitively as possible but the findings are solely the researcher's interpretation of the data collected and could have been interpreted in many ways. The main findings of the analysis will be discussed in the next chapter but first, a quick reminder of the research questions:

Can prescribed outdoor assignments motivate parents to spend more quality time with their children out in nature?

Is it possible to change family behaviour with regular prescription?

Before we turn to the findings let's investigate ethical issues and limitations of the methods used.

3.6 Ethical issues

Ethical approval was granted by the Norwegian centre for research data (reference number 624905, see Annex 5), before data collection was commenced. Qualitative research necessitates the consideration of several ethical issues that must be

addressed to deliver sound participation and results. The main ethical concern in this study was confidentiality, gaining trust from the participants by the researcher practicing honesty and integrity and addressing voluntary participation and informed consent. To address this the participating families received an introductory letter (Appendix 6), including the following:

- a. Information about the research, giving all necessary information about the research stating the aim and purpose and that the participation was voluntary.
- b. Information about the researcher, contact details for questions or concerns.
- c. Assurance of confidentiality by using codes and not names for each family, explanations about recordings and reporting of data and a statement that all material would be destroyed by the end of the study.
- d. Interviews were conducted in the homes of the participants for their convenience.
- e. As semi-structured interviews with an open-question format can develop into situations that might cause discomfort, it was stated at the beginning of all interviews that participants had the right to decline answering any particular questions.
- f. Consent form (Appendix 7), participants signature, stating that they were willing to take part in the research and agreed on the procedure with their signature.

3.7 Limitations of method

The choice of using the snowball sampling method to find participants for the study had both advantages and disadvantages. The advantages of using social media, like Facebook, resulted in a quick and cost-effective way to find families that were willing to participate in the study. The main disadvantage realized of using the snowball sampling method was that it can lead to oversampling a particular network of peers, which has a potential sampling bias. As the research was advertised through the authors "active" children (33 years & 28 years of age), their peers that are active and fitted the sample description got interested in taking part in the research. This resulted in a sample that was almost too active in the outdoors as they are mountain biking, skiing, hiking, and spending a lot of time in nature already.

4 Findings

The purpose of the study was to examine and understand the impact of participation in prescribed outdoor activities through family engagement. Testing if outdoor activity prescription can serve as a pathway for reconnection with nature through experience, resulting in parents spending more time outdoors with their children. Participating parents in the study, born in the years 1975-1992, all have in common that they grew up in Iceland. They have all graduated from university, been married for a long time, and have their children together. All parents (12) work outside of the home, except two mothers that are on maternity leave with their one-year-old child, but their older children (3/5) go to kindergarten during the day. Parents in the study place a great emphasis on outdoor activities in their lives and the lives of their children.

Looking at what parents were saying about nature as a motivator and their ability to go out with their children, the data showed that there were certain factors that hindered their ability, and nature was not always motivating them to be outdoors. The key findings are based on the three categories that emerged from the data, the first being *Nature as a motivator for outdoor activity*, the second category was *Parental ability for outdoor activity*. The last one, *Prescribed assignments as triggers for outdoor activities* focused on the experiment itself and answered the research question; can prescribed outdoor assignments work as an incentive for parents, to spend more quality time with their children out in nature. Furthermore, is it possible to change family behaviour with regular prescription?

4.1 Nature as a motivator for outdoor activity

The first part of data collection was interviewing the individual families to position them in the issue of NDD. The data revealed 3 codes, the value of nature and outdoor recreation, main restrictions for families to go outdoors and finally how parental experience of outdoor activities in their childhood reflected their outdoor interest in adulthood. This gave broad information on their views of nature as a motivator. The shared view of the participants was that being out in nature is essential for their physical and mental well-being. After interviewing all the families, the author realized that the participating families were very active people and for all of them nature was accepted as

an arena for outdoor pleasure and fun. In their view being out in nature was mainly action driven but they also found restoration from being in nature, as one father stated:

“Skiing, being in the mountains in fresh air, great experience and restoration”.

Interestingly all families except one replied that skiing was their favourite winter activity and in summer they loved cycling as another father said:

“What we do most of the time, is skiing in the winter and cycling in the summer. Also camping, travelling in the mountains. Outdoor life is a big part of our life”.

4.1.1 Value of nature and outdoor recreation

When parents were asked about how they value the nature for outdoor activities they all mentioned that family bonding and making memories with their children had the biggest value. One parent replied when asked about values:

“Being together outdoors, in fact being together without interruption, there is no whining about screen time, just everyone enjoying themselves on their own terms. Also, to break up the everyday life and get out of this modern environment where everything is about being on the phone or watching TV” the father added *“You feel the difference in the children, they become more relaxed as being outdoors releases energy and anxiety”.*

All parents mentioned the feeling of well-being after being outdoors with their children even though the weather was not the best, and one parent said:

“Pleasure, it is always a feeling of well-being when you come back in after being outdoors. As it is sometimes difficult to get going and go out no matter what the weather is like ... coming in is always a good feeling. Even if you're drenched or icy cold or something”.

Another parent also stated that *“being together outdoors was very important for everyone’s mental wellness, just be outdoors”.*

Another family said that free play was also important and that they value the outdoors enormously but also allow their boy to play freely in the garden and have designed the garden to motivate motor skills and adventurous play:

“We try to go out every day, but our son is also enthusiastic about playing by himself out in the garden, we allow him to be alone there and when friends come over, they always want to go out in the garden and play. The garden has big rocks and nature that allows for adventures”.

One mother of two active boys said that she needed to go out with the boys before dinner time, otherwise they would be too energetic when they were supposed to sit still for dinner.

“Restoration and release of energy, it somehow gives them a way for expansion. They also learn about their environment and get to know it better. It’s also so good for their motor skills. Seeing the younger boy following the older, running on the uneven ground”.

Being together outdoors also results in family cohesion and one father mentioned that everyone benefits from the experience:

“After being outdoors, they are tired, and they sleep better and that means we (the parents) also have a better sleep. Being outdoors creating memories strengthens the relationship between us. Love when they are experiencing something for the first time, and we get to experience it together”.

One parent mentioned that when outside with the children the parents (the couple) had closer relationship with each other and the children, as they themselves were not on their phone or doing housework, as they might have been doing at home:

“Well-being and rejuvenation. It’s quality time, often on walks we parents chat about the day and we are present for the children and closer together. We are not on the phone and not piling the dishwasher or washing machine. We are not doing other work, just out there all together”.

4.1.2 Natural restrictions for outdoor activities

Very often parents mentioned the weather as a limiting factor for going out but as mentioned before the weather in February was very bad with heavy wind and snow here in Iceland, especially in the capital area. Unfortunately, this was during the time that interviews and experiments were performed, but according to a meteorologist at the Icelandic Met Office this was the worst weather since the year 2000. The month of February of 2022 was unusually stormy. Transportation was disrupted many times during the month due to both strong winds and heavy snow. This surely affected the outdoor experiment and can be regarded as a limiting factor to the results of the program. Although the season was tough, the participating families considered it important to go outdoors and accepted different weathers and conditions as will be described in the following sections.

Parents admitted that often it was their own mentality that was the reason of not going outdoors when their children wanted to. They were also surprised how they kept on postponing going out to do the assignments. One parent reported in the focus group interview, that because of snow and darkness, it felt like all the habitats visited looked the same, black, and white:

“The weather had a big effect; the season made the world a bit black and white”.

One parent admitted that the bad weather affected the willingness to go outdoors with the children even though the children wanted to go:

“I mean, the kids are ready to go out even though the weather is shitty, rather just us (the parents) who did not want to go out and we postponed the assignments. I mean we all have warm clothes and everything, we (parents) are just lazy”.

And another parent kept on waiting for the snow to melt to be able to go to the beach (where the tides melt of the snow and therefore there is no snow on the beach – author’s comment):

“I think the snow and the weather really affected our ability; I was always waiting for the snow to go so we could go to the beach even though there may not be snow on the beach itself. The weather held us hostage”.

Parents also admitted that their mentality was one of the biggest factors preventing outdoor action:

“I think it has a lot to do with our mentality, it’s us that are preventing the family from going out and not using our imagination for play and joy”.

It was not only the stormy weather in February, in Iceland there are only 3-5 hours of daylight in winter, resulting in very short days. This also affected the experiment and as one mother stated about the conditions:

“I also think that when we started in February it was just dark right after work and school, it got better every day and you feel better every day. But the first two weeks were just black darkness after we came home from the kindergarten. It was just hard to go out and do something after school when the daylight was gone”.

4.1.3 Childhood experiences in nature

There is an old saying in Icelandic “*það læra börnin sem fyrir þeim er haft*” meaning that children learn from what they grow up with, see and hear. The behaviour

and habits of parents have great effect on them. When parents were asked about their childhood and the outdoor activities they grew up with, it became apparent that it influences their focus on outdoor activities now as adults. One set of parents answered a question about their childhood outdoor activities. The father replied skiing was the main activity in his childhood, but the mother said she was mainly camping and hiking in the mountains, they now say that their main outdoor activity with their children is skiing and camping, so their children are influenced from both parents. They also stated:

“What we are doing is more diverse than in our youth. We practice more varied outdoor activities together with the kids. We are clearly doing more outdoor activities than our parents were doing”.

Another couple said that when they were growing up, they were frequently camping with their parents and spent summers in a summer cabin but in winter they mostly went skiing. When asked what the main activity is, they now do with their children they replied skiing in winter and spending weekends at the family’s summer cabin. Similar answers came from three more couples, resulting in five out of six families showing that there is a relationship of childhood experiences and outdoor activities in adulthood. Parents were also asked what they thought was the biggest difference between their childhood and their children’s youth. They all replied that access to screens was the biggest difference resulting in competition for attention and time:

“Access to television and media is much more today, so it can be difficult to get them away from tv shows and they like to play games on our phones. It’s harder to get their attention and focus”.

Parents also mentioned that what they like to do in the outdoor influences the emphasis of what they do with their children. Like one father said:

“We are focused on our hobbies that we enjoy, for example we like to go out cycling and then we expect our children to enjoy it also”.

Another parent agreed and replied:

“It would be ok to ask the children what they like to do, not just decide that now we shall go skiing or cycling. Maybe they just want to go out and pick flowers or something. We should listen more to their opinions and interest”.

4.1.4 Summary – nature as a motivator for outdoor activities

The families participating in this study are very active people and most of them go skiing in winter and cycling in summer. They all share the same view of nature as an arena for outdoor pleasure and fun. In their view, being out in nature is mainly action driven. Parents value nature and outdoor activities for family cohesion, well-being, restoration and making memories with their children. Weather and short daylight hours are limiting factors for spending more time outdoors in winter, especially in the month of February when the experiment was done. Outdoor activities that the parents experienced in their childhood affected their outdoor interest as adults, resulting in them influencing their children with the same outdoor activities without necessarily asking their children what they want to do. Finally, they all stated that screen time is the biggest difference from parents' childhood and their children's youth.

4.2 Parental ability for outdoor activity

Parents are the children's best mentors as well as having the most decisive influence on their children. Therefore, it is interesting to study what it is that affects parental ability to go out in nature with their children. In this study lack of time seems to be one of the biggest factors affecting parents' ability to be out in nature. Parents are working long hours; they have other duties, but maybe it also has to do with bad time management. Some of the parents in this study ended up finishing two or three of the four assignments in the last week of the program when the weather was very bad. Some admitted that it was due to lack of planning, others had busy schedules, but few were lacking time due to the corona virus, that got the family sick.

4.2.1 Time

Due to work and busy schedules, some parents forgot about the outdoor assignments, like the family where the children were training alpine skiing 3-4 times a week, the father stated:

“We were rather busy working and such but then suddenly we just shi., what about the assignments. So, the day before yesterday we went to the beach doing that assignment and then we finished the snow painting yesterday in snowy weather, but it was fun we enjoyed it a lot and I was surprised how the boy loved being out in this kind of weather”.

Other families were hit by the corona virus, some more severely than others. All members of one family got sick, one after another, so two of the four weeks for the assignments passed without them being able to do any tasks:

“We all got sick, it took almost two weeks first us and then the boys got sick. After that the weather went crazy. It is interesting as I had already said in the first interview that we would not let the weather stop us from going outside, but then in the end it stopped us so what you say is not necessarily true”.

Same thing happened to another family; corona pandemic got them as well:

“The beach assignment and the snow painting assignment we did in a hurry now during the last week. The reason was that right at the beginning we got covid so the first week was gone, then the kids got sick one after another, so time was not working with us nor the weather”.

4.2.2 Parental planning

Planning the time for the assignments was not always good, therefore families ended up completing some of the assignments in really bad conditions, weather warnings, strong wind, rain, or snowfall:

“I think that if we would have started the program right away and we would have finished one assignment a week as we were supposed to, it would have been ok. But we ended up doing it all during the last week and a half when the weather was not too bad and the kids not too tired from school”.

As mentioned before, storms and snow blizzards raided Reykjavík in February at the same time the assignments were supposed to take place. This resulted in some of the families going out in crazy weather, but this was not necessarily disappointing for the children:

“It is of course different to go outside in a yellow or red weather warning. I was most surprised at how excited my daughter was when she realized she was out playing in a weather warning, she thought it was so cool. She was on my phone checking the weather app for the alert, seeing if it was a yellow or red warning”.

This family experienced positive and negative feelings when they went to the beach on a stormy day:

“The beach trip was very demanding it was cold, raining, snowing, and windy. We went in the afternoon, and it was high tide, and it was snowing. The girl absolutely loved this extreme weather until we got down by the ocean, the waves were so big and powerful, she was really scared. This came as a surprise that the daughter got so afraid, but we can blame it on us (the parents) as we have not been very often to the beach with the children”.

4.2.3 Summary – parental ability for outdoor activity

Lack of time due to work and other undertakings as well as bad planning affects parental ability for outdoor activities the most. But on some occasions, it resulted in the children having even more fun when finally, out there, no matter the weather.

4.3 Prescribed assignments as triggers for outdoor action

Praxeology is the logic of human action, a framework for understanding the purposeful behaviour of human beings. The aim of the Young Explorer program is to change the family’s behaviour, get them outside, and put in practice activities that can create new potential for a transformative change. The four-week experiment with the participating families gave a chance to test the four assignments of the Young Explorer program, where families visited different habitats of nature in the vicinity of their home. Let’s have a closer look at what our participants said about the prescribed assignments.

4.3.1 Facilitator

The prescribed assignments were intended to act as a facilitator, helping parents and their children to connect with nature. The prescription or assignments focused on experiencing the little things in nature close to the home of the participating families, visiting different habitats, being mindful and learning about biodiversity. When realizing that the study sample were all very active families, the author was afraid that the participants would not find these simple assignments interesting, as there might not be enough action. Therefore, it was very rewarding when data showed that the little things in nature interested them, and they found the assignments enjoyable so close to home: *“This was so simple, just going out. You don’t need to go far or drive somewhere it was all in the neighbourhood”.*

Families also got to realize different things in common places they had often visited and felt closer to nature by performing the tasks provided:

“Go and do something different, although we are used to go to the forest at Hvaleyrarvatn to hike, play and climb in the trees... this was different. We studied the nature more and we understood the environment better”.

The assignments also got them to visit new habitats, go different places and out of their common grounds:

“The assignment was helpful to get us out, we had fun. We enjoyed the forest most, it was out of our comfort zone, we had never been walking in the forest before this program... it was very pleasurable”.

(Note from author, in Iceland we do not have a lot of forest)

Even for some families the tasks to perform got them far out of their comfort zone as this parent stated:

“This was something we had never done or had no imagination to do... sitting down in the forest like some yoga guru, holding hands and connect with nature.... something...eee.. but it was totally fine, something we had never done. It was good for the kids and for us”.

4.3.2 Assignments in different habitats and tasks

The assignments seemed to spark new ideas and the children really loved some tasks more than others. Parents said they would use some of the tasks for future journeys in nature. The following statements parents wrote in their journals right after being outdoors doing the assignments:

“We felt good after being outside, there was this connection, and we had a great discussion about the colours (paint), how they changed when they were painted on the snow in the garden. We must do this task more often”.

Some of the tasks, created mixed feeling and questions like this parent said:

“The boy was very surprised when we were tasting the coloured snow (used food colouring), especially tasting the yellow snow as that is normally something that is forbidden. The snow tasted not like water, there was a touch of sandy taste”.

Assignments also resulted in restoration, social resilience, and family bonding:

“We felt good after being outside, we were happier and more connected, having fun

together. I (mother) was more patient helping the boy to do the homework after coming back in from being in the forest”.

While writing the short journals they had conversations and explored the natural gems they had found on the ground and collected to take home for further inspection:

“We found all kinds of gems in the forest, pinecones, tree bark, leaves and branches and would have found more if the snow was not covering everything. The kids loved to view the cones with the magnifying glass when we got home, found it very interesting”.

Another parent agreed on the family bonding and the conversations during inspection of the natural gems:

“We felt incredibly well, after the trip to the beach. We enjoyed the family bonding and the chat we had about the hidden gems we found on the beach”.

The outdoor painting assignment was the task that most families enjoyed the most, no matter how the weather was. Being together out in the snow worked magic:

“The painting task was fun; we had never done anything like that... had never thought of painting the snow with watercolours outside... the girl loved it. We must do that again”.

It was interesting when the parents were asked about the hands-on assignments, if they felt that the assignments were physically demanding, they said no. But then they replied that the assignments made them realize that being out in nature doesn't necessarily have to be so physically demanding:

“Not at all demanding, but it made me think and I will incorporate some of those into daily life, like when we walk to kindergarten every morning, we will look for rubbish and collect it, this really opened my eyes for plucking on our way to school”.

A typical kid's game became a hit, when a “bear” was included in the game:

“We cycle so often through the forest and next time we will not necessarily rush through on our bikes but stop and play the “I am the Bear” hide and seek game again, it was fantastic. You know the boy almost cried when we stopped the game, he wanted to play longer although we had already been playing the game for half an hour”.

The same happened on the beach when a typical chase game was called Shark Attack:

“Next time we cycle by the beach, we will definitely stop and collect some gems from nature and play the Shark chase game again”.

Three out of six couples (parents) said the most physically demanding task was to dress the kids in all the winter clothes and boots before going out in the snow:

“Getting the kids dressed for the outdoors is probably the most difficult part” and another parent said: *“I think we will use many elements from the program in the future, like using the senses more”*.

The only difficulty beside nature not motivating parents for being out in bad weather (see 4.1.2) was the assignment of singing out in nature which was part of all four assignments. The text was provided in the assignment and a link to YouTube. In some cases, it was because the parents didn't know the song, although having the text and link on YouTube, or that they rarely sing with their kids and never outdoors:

“We have never been singing outside, it felt weird”.

Parents felt awkward, like this father that said:

“It didn't work for me to sing, my son thought I was really stupid when he saw me trying to sing, but I normally do not sing”. Another parent agreed and complained:

“This shark song was difficult; I tried to google it and sing the song, but the kids looked at me and thought it was horrible. This was not baby shark song, it wasn't”.

Every assignment started with a mindfulness task, families were supposed to come to the habitat, get acquainted to the area, make a circle, and hold hands. Then they were supposed to close their eyes, keep silence for a short time, listen to sounds in the nature, smell the air, and feel the wind and each other with the touch of their hands. This, parents found strange, at least for the first time. Then they started to like it. None of the parents had ever thought or tried being mindful in nature, as they are always focused on action:

“It felt weird at the beginning, just not being in action but stop and listen with closed eyes. Afterwards it created interesting conversations and was really fun”.

Another parent replied:

“It felt weird to stand in a circle and hold hands, because normally the play starts right away when you come to a place. Always everything in action and we rarely give ourselves time to be and enjoy the place we are at.... except maybe when we sit in the chairlift on the way to the top of the ski slope, the only time we are singing or something like that because we are stuck there for some minutes”.

4.3.3 Summary – prescribed assignments as triggers for outdoor activity

The Young Explorer program, the four-week experiment seemed to work as a facilitator for the participating families, even though they can be considered very active people already. Prescribing the little things in nature close to the home of the families, visiting different habitats and learning about biodiversity, resulted in fun outdoor activities for the whole family. Parents realized that there is no need to go far and beyond, because it's all in the close vicinity of their home. The geography of the capital area of Iceland, Reykjavík, offers good biodiversity for ecological approach. Assignments sparked new ideas and families visited old and new places, went out of their comfort zone, felt restored and had great conversations. Parents also realized that being out in nature doesn't necessarily have to be physically demanding and action driven, instead opening their eyes to the little things resulted in family cohesion and well-being.

5 Discussion

The issue, Nature Deficit Disorder (Louv, 2009), the lack of human-nature interaction was the focal point of this study. The importance of solving this situation is much needed as research is showing that if children grow up without connection to nature, their mind is less conscious and aware of sustainable thinking and nature protection (Mannion & Lynch, 2013). Izenstark & Ebata (2016) state that the value of nature engagement for families remains under-researched and short of theoretical underpinnings. Therefore, the study focus was to engage Icelandic parents and their children with nature through outdoor prescription. This experiment was performed to answer the following research questions:

Can prescribed outdoor assignments motivate parents to spend more quality time with their children out in nature?

Is it possible to change family behaviour with regular prescription?

Structuring the project around Dewey's model of reflective thought and action (Miettinen, 2000) and the SPIRE model (Haukeland & Kristensen, 2019), facilitated a way to learn from the doing as well as reflecting on it (Miettinen, 2000). First, the sample was chosen and positioned in the situation, Nature Deficit Disorder. Six Icelandic families participated in the study, all very active families in the outdoors. Secondly, a program was designed as a possible solution to the issue, prescribing outdoor assignments to the families, focusing on the intra-play of nature, families, and experiences. The program was then put into action to test if prescribed outdoor assignments could serve as a pathway for reconnection with nature. Finally, qualitative action research was used to evaluate and understand the impact of participation in prescribed outdoor activities through family engagement, possibly resulting in behavior change. Findings demonstrate that structured outdoor family programming had a positive effect on nature connection. Participating families were content with the experiment. They claimed that the prescribed outdoor assignments triggered them with new ways to connect to nature through simple activities in the vicinity of their home.

This study shows that nature is likely a motivator for outdoor activity as all the participating families highly valued nature for family bonding and making memories with their children. Even though the weather was not always motivating, parents realised that it affected their mindset more than the children's willingness to be outdoors. As Anggard

(2016) states, going on an explorative journey with children creates curiosity for meaningful intra-action between the parent/child and the environment. The prescribed assignments encouraged the families to explore the vicinity of their home, attaching to the place through emotional bonds between the person and place (Hammit & Oh, 2009; Baker, 2005), *“This was so simple, just going out ...it was all in the neighbourhood”*. The different habitats that families had to visit, required them to read the landscape (Steward, 2008) around and by dwelling in the nature, doing the different tasks they became deeply aware of the environment (Baker, 2005). *“... this was different. We studied the nature more and we understood the environment better”*. Introducing mindfulness to the families, they became more aware of physical sensations and developed greater compassion towards other beings (Jonsdottir, 2019). Although many of them felt awkward at the beginning of the mindfulness practice, they realised that they have always been so action driven, they forget to pay attention to the nature around. After the four assignments, however, they started to feel the benefits of mindfulness and sensing the place in the present (Baker, 2005). *“This was something we had never done or had no imagination to do... sitting down in the forest like some yoga guru, holding hands and connect with nature.... something...eee.. but it was totally fine, something we had never done. It was good for the kids and for us too”*.

In my study, I realized that our sample’s ability for outdoor activity was above average. All the families were already active in nature and not at all affected by NDD. Therefore, I was a bit unsure if it would work to apply the prescription program to such an active sample. Results showed though, that prescribing the little things in nature found in their close neighbourhood was an eye opener for them. They realized that outdoor activity does not always need to be physically demanding and action driven, nor do you need to go far away from home with expensive equipment like skis or bicycles, to experience and have fun in nature (Beames & Brown, 2016). Time seems to be one of the biggest factors affecting the families to go out, due to long working hours and busy schedule. Another component was bad planning of the time, as the study showed that some of the parents ended up finishing a few of the assignments in the last week of the program. Yet, I must mention that weather and the coronavirus affected their ability for outdoor action.

When reflecting on the second research question about the prescription resulting in behaviour change for more outdoor time in nature, I have realized that a four-week experiment period is not long enough study to answer that question. The participating families, however, stated that they would use many of the tasks for their future nature excursions and would have liked to continue getting assignments every week, but that does not fully answer the question. With a bigger and less active sample it would be interesting to do another, longitudinal research (6-12 months) to find out how regular prescription could affect the family behaviour. This I will discuss further in section 5.2, future research, and possible projects, but first I shall consider strengths and limitations of the study.

5.1 The strengths and limitations of the study

The strength of this study was being able to do primary research with a target group. It allowed for testing different tasks to find weaknesses and solutions, to improve the Young Explorer program. With this study, I applied a hands-on experiment and tested it on real families in their natural environment. Using qualitative research methods allowed the researcher to open a window into the minds of the participants to get a more grounded understanding of their experiences and through subjective questioning the participants were able to explain the rationale behind their behaviours.

On the other hand, it is important to note that due to the research qualitative and exploratory nature, the findings from this study should not be generalized and should only be used within the context of the present study. Another limitation to the study was our recruitment methods, as stated earlier the snowball sampling. In this case it resulted in oversampling of active families, all educated and well off. The study would have had more value if the sample had been more socially disperse and less active. The limited time that could be allowed for the experiment also resulted in a time shortage to study if prescribed outdoor assignments would result in behaviour change. As noted before, the weather, season and the coronavirus also had a big impact on the experiment, resulting in participants having trouble finishing all assignments within the limited timeframe. At last, we must mention language as a limitation, as the interviews were conducted and transcribed in Icelandic, but then had to be translated for the analysis and writing of the thesis. There is always some friction in bringing ideas from one language to another, it

can be hard to translate certain slang and wording from an interview where people are expressing feelings and experiences. It can be assured that the author has done her best to get the points through, but this could be considered as a research bias.

5.2 Future research and implications

For future research, it might be interesting to apply a similar experiment to vulnerable families through social care services. This might be the social group that is in need for motivation to get outdoors, and prescription might encourage them. The author has been looking into a cooperation with her local municipality and possible future project/research through their social services. As the experiment was an eye opener for the active participating families, one would suppose that this might be worth testing on less active families through social care to see if they would find the prescription motivating them to be more outdoors.

While working on the analysis, I came across a very interesting study on behaviour change and a behaviour change model created by B.J. Fogg (Fogg, 2020). Fogg is a renowned behaviour scientist and founder of the Behaviour Design Lab at Stanford University in the United States of America. His recent book on behaviour change through tiny habits is an interesting philosophy and needs closer attention before the author continues with further research or implementation to other social groups. This book has just recently arrived through Amazon to the author and is waiting to be thoroughly studied for further projects. But after a quick look through the book, I realise that my assignments were focused on simplicity factors for the participants, like B. J. Fogg emphasises (Fogg, 2020). Without knowing Fogg's philosophy of behaviour change, at the time, I designed the assignments to be low cost, possible to incorporate into family routine, not too time consuming, not physically or cognitively difficult, nor being socially deviant (Fogg, 2020). But I also realized that I should have sent the families one assignment per week to trigger them every week, instead of handing them all four assignments right at the beginning of the experiment because they forgot and a reminder every week might have been more inciting.

Finally, during the pandemic, online shopping, and subscription for almost everything has been on the rise. In a recent study on trends in digital fitness from Lincoln International, it is noted that consumers are increasingly consuming on-demand services

and subscription models, like Netflix and Spotify (Lincoln International, 2020). The world as we know it has had to adapt to continue functioning amid the pandemic, and it is inevitable that people's behavior and perspectives have changed. This shift will influence the way sellers communicate and engage with their clients, as well as the services they offer. Realizing this change in consumer habits and getting it confirmed by the participants of the study, we see a marketing potential for the Young Explorer program through web subscription. This could become an interesting platform for families to engage in and adapt to new habits and lifestyles. A subscription program with outdoor assignments where parents and children engage in outdoor fun, with opportunities for sustainable learning and behavior change (Sommerville & Green, 2012).

6 Conclusion

This study has described the use of a pragmatic approach, where theory and action are put hand in hand in a problem-solving solution, to better understand the relations in a society. The purpose of the study was to examine and understand the impact of participation in prescribed outdoor activities through family engagement. Furthermore, the aim was to investigate if outdoor activity prescription could serve as a pathway for reconnection with nature through experience, resulting in behaviour change. The following research questions were formulated to guide the research:

Can prescribed outdoor assignments motivate parents to spend more quality time with their children out in nature? Is it possible to change family behaviour with regular prescription?

Based on Dewey's theory of thought and action, and reflection and through inquiry an experiment was designed and implemented to a small sample in Iceland. The focus was on connecting families with the nature in the vicinity of the home, through prescription, for the sustainable future of their children. Satisfying outcomes of the experiment resulted in an increase in family cohesion and nature connection in the close environment of participant's home as well as families realizing that being out in nature does not have to be action driven or require fancy equipment. The participants stated that the Young Explorer program was an eye opener for them, to look at the little things in nature that are so often overlooked. Incorporating place-responsive pedagogy into the household through routines, parents can teach their children to appreciate the outdoors and adapt an environmental perspective for life and create lasting habits (Hill & Brown, 2014). As Aristotle stated (Bernacer & Murillo, 2014):

"We are what we repeatedly do. Excellence, then, is not an act, but a habit"

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Annexes

Annex 1: Action plan for the research

Family-focused outdoor program (FFOP); Incorporating family routines with a focus on experiential learning.

Action research based on John's Dewey concept of Inquiry, a philosophy that is foundational in designing innovative educational approaches and programs. The pragmatic method of inquiry is an ever-ongoing, self-correcting, and social process seeking to combine intelligent reflection with intelligent action. Pragmatism is out there to change something, to transform the situation and studies the relationship and social interaction of everyone included (the actors - families, the actant – the assignments and the arena – the nature).

One of the most important requirements for a successful action research is a good action plan.

Action plan:

1. The fundamentals of the researcher's plan:
Finding a way to ease Nature Deficit Disorder (NDD) by putting the idea of "Young Explorers" a family-focused outdoor program (my invention) into practice to find out if this type of program can work as an incentive for families to spend more time together outside. The aim with the experiment is to "make the ground" for my next step of the "Young Explorer" program (after graduation) as an on-line subscription program for families to join for their future adventures and family bonding.
2. The reason for the chosen subject:
Research is showing that people of modern societies around the world are becoming disconnected from nature, influencing both their mental and physical well-being. As this continues this might result in the coming generations which may lead to less interest in environmental protection. As parents are children's best tutors, it's essential to establish nature connection in their early childhood, the earlier the better. The aim of the study is to explore if Icelandic parents value the outdoors as an arena for their intra-action (Barad, 2003) with their children. Also, if prescribed outdoor assignments can act as an incentive for parents to spend more time out in nature with their children, resulting in more mindful nature connection. According to Chawla (2007), it is believed that shared experiences aid in the transmission of values, attitudes, and behaviours toward nature among friends and/or family, as well as in the development of a social identity and care for nature.

3. Goals:

The program is based on hands-on experiential learning, a holistic perspective which includes experience, perception, cognition and behaviour. The aim of the program is to show and teach families that it's possible to enjoy the outdoors in the vicinity of the home. No need for long journeys and special equipment. Only dress according to weather and enjoy the outdoors together. The program will be easy to follow, and the adventures will provide the families with fun hands-on assignments in different habitats of nature.
4. Research Questions:

Can family-focused outdoor programs, possibly act as an incentive for more time spent out in nature?
What is the value and significance of the outdoors, in the mind of parents when it comes to spending time together with their children?
Has the shared experiences of the outdoors affected the parenting role?
What is the influence of the 'Young Explorer' program on parents with pre-schoolers and their nature connection perspective, before and after 4 weeks of practice?
5. What data should be collected to answer the research question:
 - a) Pre-Interview with families – how is the situation right now. How often are they outdoors, what are they doing, what kind of activities do they value as quality time spent together.
 - b) see #6 - Applying the experiment "Young Explorers", 4 assignments and reflection in journals the family writes in after each assignment.
 - c) see #7 - Evaluating the program through Focus group interview (1 adult from each family).
6. Inquiry:

Applying the experiment "Young Explorers", 4 assignments and journals.
7. Evaluation of the program:

Focus group interview – 1 adult from each family
8. Legitimacy and intentions to exploit the results:

This study will produce in-depth knowledge about the relationships between parent-child-nature connection and how prescribed assignments can affect time spent in nature. Depending on the results of the experiment, this might "make the ground" for the next step of the "Young Explorer" program (after graduation), an on-line subscription program for families to join for their future adventures and family bonding – one assignment a week for the 52 weeks of the year.

Family Interview Questions

"Young explorer's experiment". A family-focused outdoor program (FFOP) incorporating family routines through experiential learning.

Research on parents' and children's outdoor activities: Can prescribed outdoor assignments help parents plan more quality time with their children in nature, in the vicinity of the home. Prescribed activities for parents and children to explore nature near the home in a conscious way, with all the senses and experiential exercises.

Good morning, my name is Eyrún. This research is part of my master's program in Outdoor Studies at the University of South-eastern Norway. The study focuses on Icelandic families: the family and their quality time outdoors.

In Iceland, we have many terms for being outdoors, such as outdoor life, outdoor recreation, outdoor activities, but my focus is on the family being active outdoors in the immediate vicinity of the home, so I use the word outdoors and outdoor activities in my research and this interview.

The family:

1. Outdoor activities, what comes to mind?
 - a. What does being outdoors mean to you?
2. What is the value of the outdoors for the family?
 - a. Is being outdoors important and why?
3. Does the family spend time outdoors?
 - a. What kind of outdoor activities?
 - b. Is playing in the outdoors a regular part of the family life?
4. What do you think are important values, when it comes to family quality time together?
5. What do you imagine when I say, 'quality time outdoors'?
 - a. What is the family's favourite activity together (indoors or outdoors) that is a regular part of each week?
6. At what time of the week does the family enjoy the outdoors? After school? On weekends? On vacation?
7. What is the main motivation for going out together?
8. What is the family's favourite outdoor spot? Certain ecosystems such as forests, beaches, mountains, lakes ...?
9. Do you think being outdoors gives any benefits?

10. Is there a big seasonal difference in what you do in your free time as a family?
11. What are the main restrictions for the family to go outdoors for activities?
 - a. The main reason?
 - b. How does weather affect the family and their outdoor activities?
 - c. It's raining outside; is this an opportunity to go out to jump in the puddles or stay indoors and cuddle?

Parents:

12. What kind of activities do you enjoy the most with your children?
13. What do you think the child finds most enjoyable to do with you in your free time?
14. Do you parents do outdoor activities / outdoor sports without the children?
 - a. What kind of outdoor activities/sport? How many times a week?
 - b. Why?
 - c. Does the parent go alone or in a group, with friends?
15. How was the youth of the parents and their outdoor activities?
 - a. Was being outdoors a big part of your youth?
 - b. Did you go with your parents or were you just out by yourself?
 - c. Looking back on your childhood, is there anything that stands out about family quality time together?
 - d. What would you say is the biggest difference between your childhood and your child's youth?
16. For you parents, how has your outdoor activities changed over time?
 - a. What are the main reasons?
17. Do you think the environment / neighbourhood you live in affects the outdoor life of the family? Have you lived in the same neighbourhood for a long time?

The children:

18. What is the favourite activity of your child / children?
19. Do the children go out alone to play? How many times a week? Are there certain places where they can be alone outside? Do you consider your neighbourhood to be a safe place for your child to play alone outside?
20. Is it common for the child to prefer to play indoors?
 - a. What do you think is the main reason?
21. Are the children involved in organized sports or leisure activities?
22. Are there animals in the home?
23. Is there anything you think I should have asked or is there something else you would like to add?

Background questions:

Age of parents

Are parents: married, registered as cohabiting, or just living together

Education

Employment

Wages - joint wages of the couple/month:

() Under ISK 1,000,000 () 1,000,000 - 2,000,000 () over 2,000,000

THANK YOU FOR YOUR TIME

Ungir landkönnuðir

Ungir landkönnuðir – tenging við náttúruna í gegnum útileik

Útiverkefni fyrir foreldra og börn til að kanna náttúruna nálægt heimilinu á meðvitaðan hátt, með skilningarvitum og reynslumiðuðum æfingum.

Ungir landkönnuðir er hluti af rannsókn í Útivistarfræðum (Nordic Master in Friluftsliv Studies/Outdoor Studies) við Háskólann í Suðaustur Noregi (University of South-Eastern Norway).

Verkefnið samanstendur af 4 útiverkefnum sem fjölskyldan framkvæmir yfir 4 vikna tímabil. Áhersla er á að fjölskyldan kanni nærumhverfi sitt (stutt frá heimilinu) og heimsæki mismunandi vistkerfi í borgarsamfélaginu. Skynfærin eru virkjuð og börnum leyft að læra af reynslunni og stjórna ferðinni en foreldrar leiðbeina við verkefni og aðstoða eftir því sem þörf er á. Umfram allt skal upplifunin vera jákvæð gæðastund fjölskyldunnar úti í náttúrunni. Hvert verkefni tekur 30-90 mínútur. Að lokinni útiveru skal fjölskyldan koma saman inni á heimilinu og ræða upplifun verkefnis og skrá endurgjöf (sjá nánar í umslagi verkefnis).

Útivera fjölskyldunnar getur styrkt barnið félagslega, líkamlega og andlega. Útiveran skapar samveru og samræður innan fjölskyldunnar en í hverju verkefni er unnið með mismunandi vistkerfi og grunnhreyfingar til að efla vitsmunabroska og hreyfifærni barnsins. Mikilvægt er að klæða sig eftir veðri og upplifa mismunandi veðráttu og finna fyrir náttúrunni. Láta ekki rok eða rigningu hafa áhrif á útiveruna heldur njóta fjölbreytileikans í réttum fatnaði. Það sem fjölskyldan þarf að hafa fyrir verkefni er listað undir hverju verkefni en þetta þarf að hafa fyrir öll verkefni:

Útifatnað/regnfatnað, húfu og vettlinga og skófatnað við hæfi.

Lítinn bakpoka fyrir áhöld sem hafa þarf með í ævintýrið, poka fyrir plokk.

Gott að hafa vatn í brúsa og eitthvað smá snarl eins og hnetur eða eplabáta með í lengri ferðirnar (60-90mín).

Góða skemmtun!



Ungir landkönnuðir

FJÖLSKYLDAN ÚTI SAMAN

Skógarferð

VERKEFNI #1



Lýsing

Vistkerfi: skógur

Tími: 1-2 klst

Útbúnaður: Nesti, vatnsbrúsi, eggjabakki, poki/hanskar fyrir plokk/rusl sem finnst

Verkefnið

Fjölskyldan velur skóg í nágrenni heimilisins (t.d Fossvogsdalur, Elliðaárdalur, Öskjuhlíð, Guðmundarlundur, Heiðmörk eða annað skóglendi). Ferðin er undirbúin (nesti og áhöld) og ákveðið hvort ganga eigi í skóginn eða hjóla (ákjósanlegast) eða taka strætó eða aka á bíl. Athugið að yfirleitt er skjólsælla inni í skógi, því skiptir veðrið ekki svo miklu máli.

Þegar komið er í skóginn má nota steina og trédrumba til að príla upp á og hoppa niður til að æfa jafnvægi og hreyfiproska, Þrautakóngur er góður til að hvetja til æfinga.

Einnig má taka einhvern hluta stígsins og leika Kanínur sem hoppa eftir stígnum. Leyfið barninu/börnunum að finna gott rjóður til að dvelja í, leika og skoða. Gott að það sé svolítið pláss svo fjölskyldan geti myndað hring og hreyft sig.



1) tenging við staðinn

Fjölskyldan myndar hring og helst í hendur (munið að setja síma á þögn). Allir loka augunum og anda 3 sinnum djúpt niður í maga en leyfa svo andardrættinum að flæða inn og út í smá tíma í þögn. Allir hafa augun áfram lokuð meðan eitt foreldri segir fjölskyldunni að finna fyrir jörðinni undir fótunum, tengingunni við hvort annað í gegnum hendur, vindinum/loftinu sem leikur um ykkur og að hlusta eftir hljóðum í skóginum (vindur, tré, dýr ofl). Gefið ykkur nokkrar mínútur í að tengjast staðnum og róa hugann, takið meðvitaða ákvörðun um að næstu 60-90 mínúturnar ætlið þið fjölskyldan að hafa gaman saman og njóta leiks og samveru úti í náttúrunni.

2) leikur – skógarbjörninn er hann!

Skógarbjörninn er hann – feluleikur

Byrjið á að afmarka svæði í kringum skógarjórðið þar sem feluleikurinn fer fram og það má fela sig (má ekki hlaupa lengst í burtu). Sá sem byrjar að leita er Skógarbjörninn og telur hann hægt upp í 10 áður en hann byrjar að leita. Hinir í fjölskyldunni fela sig á meðan, best er að eitt foreldri byrji að vera Skógarbjörninn og hinir fela sig. Gott er að nota leikræna tilburði við að vera Skógarbjörninn, ganga þunglamalega og klóra sér á bakinu upp við tré o.þ.h. Það foreldri sem er ekki Skógarbjörninn getur hjálpað barninu/börnunum að fela sig. Skógarbjörninn leitar svo að öllum og þegar allir eru fundnir leyfið þið barni að vera hann næst og svo koll af kolli þar til allir hafa fengið að vera Skógarbjörninn.



3) gersemar náttúrunnar

Gersemar náttúrunnar: setjist öll niður í hring í rjóðrinu og takið fram eggjabakkann. Gott er að byrja að ræða um náttúruna í kring. Hvað annað er lifandi í kringum okkur? Reynið að fá barnið til að sjá hvað annað er lifandi s.s tré, gróður er kannski fugl uppi í tré eða ormur að skriða á jörðinni. Gott er að ræða við börnin um að við lifum öll saman á jörðinni og þurfum að gæta hvers annars og vernda náttúruna. Nú er komið að því að leita að fjársjóði úr náttúrunni til að taka með heim til nánari skoðunar. Ítrekið að börnin mega bara safna því sem fallið hefur á jörðina s.s lauf, könglar, greinar en einnig steina eða hvað sem þau finna á jörðinni. Reynið að fylla í öll hólf eggjabakkans. Þegar heim er komið er mjög gaman að skoða gersemarnar með stækkunargleri, það er ýmislegt sem lítur þá öðruvísi út.

4) Þlokkun á rusli

Þlokkun á rusli – gott að taka umræðuna um hvað á ekki heima úti í náttúrunni, hvetja barnið/börnin til að hafa augun opin fyrir dósum, plasti ofl. sem á heima í ruslatunnunni. Safnið ruslinu sem þið sjáið í plastpoka, gott að hafa hanska/vettlinga sem geta svo farið í þvottavélina þegar heim er komið.



Þetta á ekki heima úti í náttúrunni. Er það?



5) Lag dagsins



Lag dagsins: áður en haldið er heim er gott að fá sér sæti í skóginum, fá smá hressingu og syngja saman eftirfarandi lag:

Kalli litli kónguló

Kalli litli kónguló klifraði upp í tré
þá komi rigning og Kalli litli datt.
Upp kom sólin og þerraði hans kropp,
Kalli litli kónguló klifraðu upp í topp.

(sjá Youtube – Kalli litli kónguló)

Þá er kominn tími til að kveðja skóginn og halda heim á leið!

Ungir landkönnuðir

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Í dag fór fjölskyldan í skógarferð:

1) Hvað fannst ykkur skemmtilegast (spyrjið barnið/börnin líka)?

2) Komu upp einhver vandamál?

3) Hvernig var veðrið?

Ungir landkönnuðir

ENDURGJÖF



4) Fannst mikið af gerselum? Tilgreinið fjársjóðinn í eggjabakkanum. Fannst eitthvað sérstakt við nánari skoðun með stækkunargleri þegar heim var komið?

5) Fannst eitthvað rusl sem átti ekki heima úti í náttúrunni?

6) Hvernig leið ykkur eftir útiveruna (líkamlega, andlega og sem fjölskylda)?



Ungir landkönnuðir

FJÖLSKYLDAN ÚTI SAMAN

upplifum myrkrið

VERKEFNI #2



Lýsing

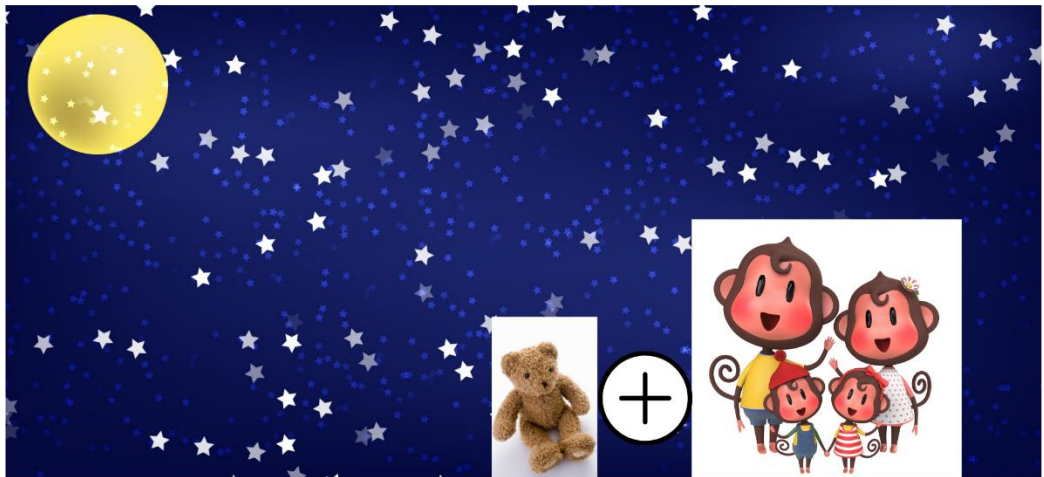
Vistkerfi: garðurinn heima eða nágrenni þar sem ekki er mikil lýsing (ljósastaurar)

Tími: 30 mín, fyrir kvöldmat þegar komið er myrkur úti og helst heiðskýrt í lofti

Útbúnaður: Vasaljós fyrir börnin, uppáhalds bangsi/brúða, sögubók (finna stutta sögu eða lesa næsta kafla í bókinni sem þið eruð að lesa á kvöldin), teppi, poki fyrir plokk.

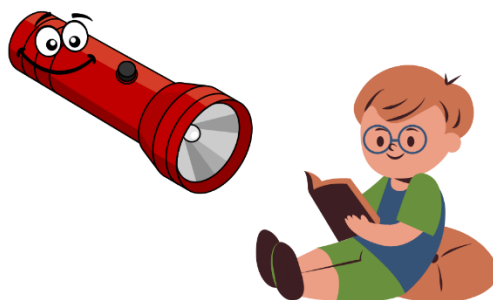
Verkefnið

Fjölskyldan velur garðinn sinn (ef gott myrkur er þar) eða svæði nálægt heimilinu þar sem ekki er mikið af ljósastaurum sem lýsa í myrkrinu. Leyfið barninu/börnunum að bjóða uppáhalds bangsanum/brúðunni í ævintýraferð. Afhendið þeim vasaljós og leyfið barninu að leiða ævintýraferðina og sýna bangsa/brúðu þá leið sem fyrir valinu verður. Þegar þið hafið fundið góðan stað í myrkrinu og getið séð stjörnur/tungl á himni þá er gott að stoppa og byrja á tengingunni (1), gott að slökkva á vasaljósum á meðan (augun venjast myrkrinu).



1) tenging við staðinn

Tenging við staðinn (munið að setja síma á þögn). Fjölskyldan myndar hring og helst í hendur. Allir loka augunum og anda 3 sinnum djúpt niður í maga en leyfa svo andardrættinum að flæða inn og út í smá tíma í þögn. Allir hafa augun áfram lokuð meðan eitt foreldri segir fjölskyldunni að finna fyrir jörðinni undir fótunum, tengingunni við hvort annað í gegnum hendur, vindinum/loftinu sem leikur um ykkur og að hlusta eftir hljóðum í skóginum (vindur, tré, dýr ofl).



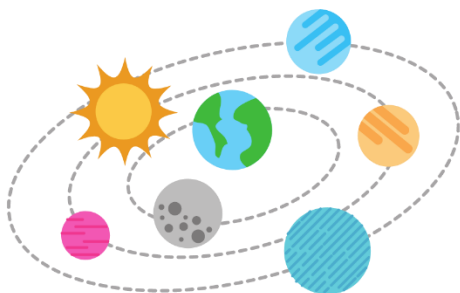
2) lesið í myrkrinu!

Lesið í myrkrinu – finnið ykkur góðan stað til að setjast niður, leggið teppið á jörðina og setjist í hring. Annað foreldrið tekur upp bók og les stutta sögu með því að nota vasaljósið, hinir sitja í myrkrinu og hlusta. Eftir að sögunni lýkur má taka smá spjall um sögupersónurnar og það sem gerðist, hafa börnin svipaða sögu að segja. Leggið við hlustir, heyrðið þið einhver hljóð í myrkrinu?



3) gersemar náttúrunnar

Gersemar náttúrunnar – þegar lestri er lokið er gott að standa upp og líta til himins. Hvað sjáið þið margar stjörnur á himninum? Ræðið um geimin, tunglið og sólkerfið. Reynið að telja stjörnurnar! Sjáið þið tunglið, hvernig er það í laginu? Eins og bolti eða eins og eplabátur?





4) Þlokkun á rusli

Þlokkun á rusli – munið að hvetja börnin til að setja rusl sem þau sjá á leiðinni í pokann hjá ykkur.

5) Lag dagsins



Lag dagsins: áður en haldið er aftur heim/inn er skemmtilegt að syngja þetta lag:

Vögguvísa

Dvel ég í draumahöll
og dagana lofa.
Litlar mýs um löndin öll
liggja nú og sofa.
Sígur ró á djúp og dal
dýr í hvílu ganga.
Einnig sofna skolli skal
með skottið undir vanga.

(sjá Youtube – Vögguvísa, Dýrin í Hálsaskógi)

Þá er kominn tími til að halda heim á leið!

Ungir landkönnuðir

ENDURGJÖF



Í dag fór fjölskyldan í ævintýraferð í myrkri:

1) Hvernig fannst ykkur að lesa sögu úti í myrkri (spyrjið barnið/börnin líka)?

2) Komu upp einhver vandamál? Var barnið/börnin óörugg í myrkrinu?

3) Hvernig var veðrið?

Ungir landkönnuðir

ENDURGJÖF



4) Hvað sáuð þið margar stjörnur? Var tunglið sjáanlegt, hvernig var það í laginu? Hafið þið skoðað stjörnur og tungl saman áður?

5) Var bangsinn/brúðan partur af ævintýrinu?

6) Hvernig leið ykkur eftir útiveruna (líkamlega, andlega og sem fjölskylda)?



Ungir landkönnuðir

FJÖLSKYLDAN ÚTI SAMAN

fjörufærð

VERKEFNI #3



Lýsing

Vistkerfi: fjara við sjóinn

Tími: 1-2 klst

Útbúnaður: Nesti, vatnsbrúsi, eggjabakki, fata og skóflur, poki/hanskar fyrir rusl sem verður á vegi ykkar.



Verkefnið

Fjölskyldan velur fjöru í nágrenni heimilisins (t.d Fossvogur, Kópavogur, fjörur á Álftanesi, Hafnarfirði, Grafarvogi, Skerjafirði eða Gróttu). Ferðin er undirbúin (nesti og áhöld) og ákveðið hvort ganga eigi í fjöruna eða hjóla (ákjósanlegast) eða taka strætó eða aka á bíl. Athugið að gott er að allir séu í stígvélum svo hægt sé að sulla í pollum og flæðarmáli.

Þegar komið er niður í fjöru er sniðugt að teikna línu í sandinn og má æfa að ganga á línunni og hoppa yfir línuna til að æfa jafnvægi og hreyfifroska, Prautakóngur er góður til að hvetja til æfinga. Leyfið barninu/börnunum að finna góðan stað í fjörunni til að dvelja á, leika og skoða. Eins og í fyrri æfingum þá byrjar fjölskyldan á að tengjast staðnum.

1) tenging við staðinn

Tenging við staðinn (munið að setja síma á þögn). Fjölskyldan myndar hring og helst í hendur. Allir loka augunum og anda 3 sinnum djúpt niður í maga en leyfa svo andardrættinum að flæða inn og út í smá tíma í þögn. Allir hafa augun áfram lokuð meðan eitt foreldri segir fjölskyldunni að finna fyrir jörðinni undir fótunum, tengingunni við hvort annað í gegnum hendur, vindinum/loftinu sem leikur um ykkur og að hlusta eftir hljóðum (sjórinn, öldur, vindur, fuglar t.d mávar og endur).

2) Leikur – hákarl, hákarl

Leikur: Hákarl Hákarl – eltingaleikur

Byrjið á að afmarka svæði í fjörunni þar sem eltingarleikurinn fer fram, hægt að strika með skóflu í sandinn útlínur svæðisins (má ekki hlaupa lengst í burtu). Nauðsynlegt er að það séu einhverjir stórir steinar eða klappir innan svæðisins sem verða að eyjum í leiknum. Útskýrið fyrir barni/börnum að hægt sé að klifra upp á/standa upp á þessum stóru steinum/klöppum og þá sé maður stikk-frí og má telja upp á 10 áður en maður happar aftur út í sandinn (sem er ímyndaður sjór) og reynir að hlaupa (synda í ímyndaða sjónum) yfir á næstu eyju. Sá sem er hann breytist í Hákarl, gott að eitt foreldri byrji að vera Hákarlinn og svo þegar hann nær einhverjum þá verður sá sem hann náði Hákarlinn. Gott er að allir fái tækifæri á að vera Hákarlinn. Um að gera að nota leikræna tilburði við að vera Hákarlinn, gera ugga með hendinni upp á höfði eða krækja höndum saman fyrir framan og synda í gegnum ímyndaða sjóinn (sandinn).



3) Gersemar náttúrunnar

Gersemar náttúrunnar: setjist niður í sandinum eða á klöpp, í hring og takið fram eggjabakkann. Gott er að byrja að ræða um náttúruna í kring. Hvað annað er lifandi í kringum okkur? Reynið að fá barnið til að sjá hvað annað er lifandi s.s fuglar í flæðamáli, þari í fjörunni eða marflær í grunnum pollum. Gott er að ræða við börnin um að við lifum öll saman á jörðinni og þurfum að gæta hvers annars, vernda náttúruna. Nú er komið að því að leita að fjársjóði úr náttúrunni til að taka með heim til nánari skoðunar. Ítrekið að börnin mega bara safna því sem liggur í sandinum s.s steina, skeljar, þara ofl. Reynið að fylla í öll hólf eggjabakkans. Þegar heim er komið er mjög gaman að skoða gersemarnar með stækkunargleri, ýmislegt sem lítur þá öðruvísi út.

4) Þlokkun á rusli

Þlokkun á rusli – gott að taka umræðuna um hvað á ekki heima úti í náttúrunni, hvetja þau til að hafa augun opin fyrir dósum, plasti ofl. sem á heima í ruslatunnunni. Safnið ruslinu sem þið sjáið í plastpoka, gott að hafa hanska/vettlinga sem geta svo farið í þvottavélina þegar heim er komið.

5) Lag dagsins



Lag dagsins: áður en haldið er heim er gott að finna stað í fjörunni, moka smá í sandinum, sulla í pollum og fá hressingu. Áður en haldið er heim er tilvalið að syngja saman eftirfarandi lag.

Hákarla-lagið (pabbi hákarl: da-da-da-da-da-da-da-da!)

Það var stelpa da-da-da-da-da-da-da-da! Það var strákur da-da-da-da-da-da-da-da! Þau fóru að synda da-da-da-da-da-da-da-da! Þau syntu lengra da-da-da-da-da-da-da-da!

EN, það voru HÁKARLAR í sjónum! (foreldri segir þessa setningu hátt)
"Waaaaaaa!" (Allir öskra)

Pabbi hákarl: da-da-da-da-da-da-da-da!
Mamma hákarl: da-da-da-da-da-da-da-da!
Litli hákarl: da-da-da-da-da-da-da-da!
Afi hákarl: da-da-da-da-da-da-da-da!
Amma hákarl: da-da-da-da-da-da-da-da!
Diskó hákarl: da-da-da-da-da-da-da-da!
Vítlaus hákarl: da-da-da-da-da-da-da-da!
Feiti hákarl: da-da-da-da-da-da-da-da!

Þeir bitu í hönd: da-da-da-da-da-da-da-da!
og aðra hönd: da-da-da-da-da-da-da-da!
Þeir bitu í fót: da-da-da-da-da-da-da-da!
og annan fót: da-da-da-da-da-da-da-da!

Af því að þetta voru... (foreldri segir þessa setningu hátt)
...HÁKARLAR!

"waaaaaaa!" (Allir öskra)

(sjá Youtube – Hákarlalagið)

Þá er kominn tími til að kveðja fjöruna og halda heim á leið!

Ungir landkönnuðir

ENDURGJÖF



Í dag fór fjölskyldan í fjörufarð!

1) Hvað fannst ykkur skemmtilegast (spyrjið barnið/börnin líka)?

2) Komu upp einhver vandamál?

3) Hvernig var veðrið?

Ungir landkönnuðir

ENDURGJÖF



4) Fannst mikið af gersemum? Tilgreinið fjársjóðinn í eggjabakkanum. Fannst eitthvað sérstakt við nánari skoðun með stækkunargleri þegar heim var komið?

5) Fannst eitthvað rusl sem átti ekki heima úti í náttúrunni?

6) Hvernig leið ykkur eftir útiveruna (líkamlega, andlega og sem fjölskylda)?



Ungir landkönnuðir

FJÖLSKYLDAN ÚTI SAMAN

listsköpun

VERKEFNI #4



Lýsing

Vistkerfi: garðurinn heima

Tími: 30 mín, eftir vinnu/leikskóla. Helst þegar er kominn snjór úti (a) en annars er önnur útfærsla ef enginn snjór í garðinum (b).

Útbúnaður: vatnslitir, penslar eða fljótandi vatnslitir (fást í Tiger) eða matarlitur og nokkrir úðabrusar, poki fyrir plokkið.



Verkefnið

Nú skellum við okkur út í garð og sköpum falleg listaverk í náttúrunni. Notum vatnsliti, pensla, úðabrusa til að skapa og snjórinn er bakgrunnurinn eða þá að við notum náttúruna allt um kring (sjá a eða b í lýsingunni hér að neðan). En við byrjum á tengingunni eins og alltaf til að koma okkur í gírinn og róa hugann.

1) tenging við staðinn

Tenging við staðinn (munið að setja síma á þögn). Fjölskyldan myndar hring og helst í hendur. Allir loka augunum og anda 3 sinnum djúpt niður í maga en leyfa svo andardrættinum að flæða inn og út í smá tíma í þögn. Allir hafa augun áfram lokuð meðan eitt foreldri segir fjölskyldunni að finna fyrir jörðinni undir fótunum, tengingunni við hvort annað í gegnum hendur, vindinum/loftinu sem leikur um ykkur og að hlusta eftir hljóðum í garðinum (marrinu í snjónum).

2) leikur – tæver útfærslur a) ef snjór b) ef enginn snjór

a) Snjór þekur garðinn:

Við tökum vatnsliti, pensla og/eða fljótandi vatnsliti og blöndum þá í úðabrúsa. Einn litur í hverjum brúsa. Einnig má blanda matarlitum í vatn og nota það í úðabrúsa, þá er líka hægt að borða snjóinn eftir að búið er að sprejja í snjóinn. Við finnum góðan stað í snjónum og hefjum listsköpunina, gott að byrja á að mála regnboga í snjóinn. Leyfið barninu/börnunum að nota ímyndunaraflíð og mála/sprejja í snjóinn það sem að þeim dettur í hug. Saman breytið þið garðinum í fallegt listagallerí. Endilega takið myndir af listaverkunum áður en þið hættið.

b) Enginn snjór:

Týnið laufblöð, köngla, steina eða hvað þið finnið úti í náttúrunni. Málið laufblöðin og steinana, sprejið könglana og útbúið listaverk úr náttúrunni (mandölur, þar sem mismunandi hlutum úr náttúrunni er raðað í hring). Allir í fjölskyldunni búa til sitt listaverk eða þið hjálpist að að búa til eitt stærra verk saman. Takið mynd þegar listaverkið er klárt.

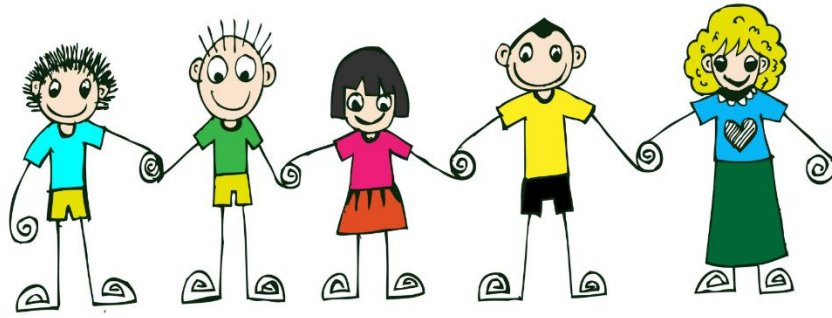


3) gersemar náttúrunnar

Milli listaverka er um að gera að nota skynfærin:

a) Smakka snjóinn (hreinan) eða ef matarlitur var notaður. Prófa að setja berar hendurnar í snjóinn og finna hvað hann er kaldur og hvernig áferðin er einnig sjá hvernig snjóinn bráðnar frá hita líkamans. Þegar allir hafa fengið nóg og tími til kominn að fara inn og huga að kvöldmat þá er gaman að enda á að allir í fjölskyldunni leggist í snjóinn og búi til sinn snjóengil, ræðið muninn á stærð englanna og einnig má nota vatnslitina til að mála augu, nef og munn á þá, eða sprejja þá með litaúða. Látið hugmyndaflugið ráða.

b) Ef enginn snjór, notið þá skynfærin í að finna mun á mjúkum laufum, hörðum steinum, mun á heitu og köldu eru steinarnir kaldari en laufblöðin, en könglar. Finnið líka hvernig tréstofnar eru viðkomu eru þeir harðir eða mjúkir. Notið líka virka hlustun, prófið að loka augunum og hlusta. Hvað heyrið þið? Finnið þið einhverja lykt?



4) Þlokkun á rusli

Þlokkun á rusli – munið að hvetja börnin til að taka upp rusl ef eitthvað hefur fokið inn í garðinn ykkar eða þau sjá eitthvað sem á heima í ruslatunnunni.



5) Lag dagsins

Lag dagsins: áður en haldið er inn, er skemmtilegt að syngja þetta lag.

Við erum vinir

Við erum vinir, við erum vinir,
Ég og þú, ég og þú.
Leikum okkur saman, leikum okkur saman.
Ég og þú, ég og þú.

(Lag: Meistari Jakob)

Þá er kominn tími til að fara inn og borða kvöldmat!

Ungir landkönnuðir

ENDURGJÖF



Í dag gerðum við listaverk í garðinum heima!

1) Hvað fannst ykkur skemmtilegast (spyrjið barnið/börnin líka)?

2) Komu upp einhver vandamál?

3) Hvernig var veðrið? Var snjór á jörðu?

Ungir landkönnuðir

ENDURGJÖF



- 4) a - Hvernig smakkaðist snjórinn? Var hann kaldur en bráðnaði við hendur?
b - Hvernig gekk að mála á hluti úr náttúrunni? Hvernig gekk að gera mandöglur?

5) Fannst eitthvað rusl sem átti ekki heima úti í náttúrunni?

6) Hvernig leið ykkur eftir útiveruna (líkamlega, andlega og sem fjölskylda)?

Annex 4: Interview guide – focus group

Focus group interview:

Meeting March 1st at 8:30 pm in the cafeteria at GJ Travel – relaxed informal atmosphere

Will provide coffee/soda and some snacks

Approximately 1,5 hr. Meeting

Homogeneous – parents of young children in the capital area of Iceland (5-8 persons)

Meeting will be audio recorded

I (the researcher) will be the moderator

Discussion guide:

Research Question is - **“Young Explorer’s Experiment”. A family-focused outdoor experience (FFOE): Incorporating family routines with a focus on experiential learning.**

Can prescribed outdoor assignments work as an incentive for parents, to spend more quality time with their children out in nature: a praxeological approach to nature connection.

Interview questions will be categorized (a-e) around the title of the research question. This interview is focusing on the evaluation of the whole experiment (4 weeks/4 assignments).

- a) The experiment
- b) The outdoor experience/nature connection
- c) Family routines/family bonding
- d) Experiential learning/hands-on assignments/using senses
- e) On-line purchase/subscription

a. The experiment

1. How did you experience the experiment? 1 assignment/week, too much?
Isl: Hvernig upplifðuð þið verkefnið í heild sinni? 1 verkefni/viku, of mikið?
2. What are your thoughts on the 4 assignments? Shorter vs. Longer?
Isl: Hvað fannst ykkur um verkefnin 4? Styttri/lengri?
3. What was the most enjoyable regarding the experiment?
Isl: Hvað fannst ykkur skemmtilegast í tengslum við verkefnið í heild sinni?
4. The biggest problems regarding the experiment?
Isl: Hver voru helstu vandamálin sem komu upp?

b. The outdoor experience/nature connection

1. What did you think of the different habitats visited? How did you choose the places to visit?
Isl: Hvernig upplifðuð þið mismunandi vistkerfi? Hvernig völduð þið staðina til að heimsækja?
2. Reflect on the grounding at the beginning of each assignment?
Mindfulness/breathing, new to the family or regularly used?
Isl: Hvað fannst ykkur um tenginguna við staðinn, fyrsti liður í hverju verkefni? Núvitund/öndun, nýtt eða er þetta notað reglulega hjá fjölskyldunni?
3. In what way did weather affect the experience?
Isl: Á hvaða hátt hafði veður áhrif á upplifunina?

c. Family routines/family bonding

1. What are your thoughts on fitting outdoor assignments into your family routine?
Isl: Hver er skoðun ykkar á úti verkefnum inn í rútínu fjölskyldunnar?
2. Reflect on the family bonding in the outdoors? Conversations & relationship?
Isl: Getið þið lýst fjölskyldutengslum í útiveru? Samtöl & tengsl?
3. Did you feel that singing together outdoors provoked some family bonding?
Isl: Að syngja saman í náttúrunni í lok verkefna, hafði það áhrif á tengsl?

d. Experiential learning/hands-on assignments/using senses

1. How did you experience the use of senses in the different assignments?
Isl: Hvernig var upplifunin á því að nota skynfærin í verkefnunum?
2. Your thoughts on the assignment in the darkness? Exciting/scary?
Isl: Hvað fannst ykkur um verkefnið „upplifum myrkrið“?
Spennandi/hræðsla?
3. Did the „plucking“ of trash wake up some thoughts within the family?
Recycling?
Isl: Vakti plökkun á rusli upp einhverjar þælingar hjá fjölskyldunni?
Endurvinnsla?

e. On-line purchase/subscription

1. Does the family purchase something on-line?
Isl: kaupir fjölskyldan eitthvað á netinu?
2. Are you subscribers to something on the internet? Yoga classes, music, TV etc.
Isl: Eruð þið í netáskrift á einhverjum hlutum á vefnum? Jóga tímar, tónlist, sjónvarp ofl.
3. Would you consider subscribing to receive outdoor assignments every month? 1, 2, 3 or 4 assignments/month? Do you know families that would consider it?
Isl: Mynduð þið kaupa útivistarverkefni í netáskrift í hverjum mánuði?
Þekkið þið fjölskyldur sem myndu spá í það?
4. How much would you pay for each assignment, if you were subscribing to 2-4 assignments/month through an app?
Isl: Hvað mynduð þið borga fyrir hvert verkefni, ef þið væruð í áskrift og fenguð 2-4 verkefni/mánuði á appi?

Notification form / "Young Explorer Experiment". A family-focused outdoor program incorporating family routines through experiential le... / Assessment

Saved to this PC

Assessment

 Print

Reference number

624905

Project title

"Young Explorer Experiment". A family-focused outdoor program incorporating family routines through experiential learning.

Data controller (institution responsible for the project)

University of Southeast Norway / Faculty of Humanities, Sports and Educational Sciences / Department of Outdoor Life, Sports and Physical Education

Project leader (academic employee / supervisor or PhD candidate)

Jonas Mikael, jonas.mikaels@gih.se, tel: 0812053787

Type of project

Student project, Master's thesis

Contact information, student

Eyrún Björnsdóttir, eyrun69@gmail.com, tel: +3547754411

Project period

21.02.2022 - 15.05.2022

Assessment (1)

23.02.2022 - Assessed

Data Protection Services has carried out an assessment of the processing of personal data in this project. Our assessment is that the processing will comply with data protection legislation, as long as it is carried out in accordance with what is documented in the Notification Form and attachments, dated 23.02.2022, as well as in our message correspondence.

Are you interested in taking part in a research project?

The Young Explorer's Experiment: A family-focused outdoor program (FFOP) incorporating family routines through experiential learning.

This is an inquiry about participation in a research project on parents' and children's outdoor activities. In this letter we will give you information about the purpose of the project and what your participation will involve.

Purpose of the project

The purpose of the project is research for master thesis. The aim of the study is to explore if Icelandic parents value the outdoors as an arena for their intra-action with their children. Therefore, I want to propose the following research question: *“Can pre-scribed outdoor assignments, act as an incentive for more time spent in nature?”* Other sub-questions within the topic are: What is the value and importance of the outdoors, in the mind of parents when it comes to spending time together with their children? Has parents experience of the outdoors affected the parenting role? What is the influence of the ‘Young Explorer’ program on parents with pre-schoolers and their nature connection perspective, before and after 4 weeks of practice?

The first objective of the research is to understand parents’ current value and importance of the outdoors. If they spend time with their children in nature, how often and what they do. To establish their perspectives on nature-connection and experience as well as general information I will meet the parents face-to-face at their homes (depends on Covid situation) and conduct semi-structured interviews.

Then to test out if pre-scribed outdoor assignments work as an incentive for more time spent in nature, an experiment will be performed. The families participating in the research will be introduced to the ‘Young Explorer’ program, consisting of four outdoor assignments that must be completed over four weeks’ time. The assignments are based on the theories of ‘mindfulness’ (Kabat-Zinn, 2003) and ‘learning-by-doing’ by John Dewey and focus on the human senses and intra-play with natural elements, in different habitats of nature. According to Kaplan & Kaplan (1989), the nature experience is more prolific when multiple senses are used such as smell, hearing, and tactile sensations. Parents will get description of each of the assignments and an evaluation form to reflect on their experience in a journal. After the experiment is finished these journals will be collected and analysed.

To reflect on the experiment, one parent from each family will attend to a ‘Focus Group’ meeting after they have all finished the program. There a semi-structured interview will be conducted asking parents about their experiences, having them discuss and reflect on the program. Get to know their opinion on the mindfulness approach and nature experience in the different habitats.

The collected personal data will only be used for this project.

Who is responsible for the research project?

This study is a part of a master's research in the Nordic Master of Friluftsliv / Outdoor Studies at the University of South-Eastern Norway. The research is solely conducted of me, Eyrún Björnsdóttir as a researcher and student of the master's program. There is no cooperation to other institutions or external entities.

Why are you being asked to participate?

The sampling group of the research will consist of parents with children, attending kindergarten, living in the capital area of Iceland. To identify the participants a snowball sampling method (Morse, 1991), will be used, this means to find one person interested in the research who refers someone else having similar interest (Halldórsdóttir, 2013). The researcher will share information about the research on social media and ask people if they can suggest parents/friends that fit the sample description. Then families will be randomly contacted, and 5-6 families chosen for the research. Families that contact the researcher and are chosen to take part, will then receive further information on the research with information letter and consent form. In the representation of data, each family will be labelled with a letter and number as A-1, B-2, C-3, D-4, E-5 and F-6 for protection and privacy of data.

What does participation involve for you?

In this study on mindful approach for nature-connection a qualitative research method will be used (Halldórsdóttir 2013; Kumar 2018), using semi-structured interviews combined with action research for the experiment part and focus group interview for reflection of the program tested. This is a study of praxes and phenomena that focuses on the relationship between nature, experience, and meaning, studying the intra-connection of humans (self) and nature (ecology). Humans and nature can be thought upon as performative mutually intra-active agents (Barad, 2003). The research is designed as experimental research with the three different methods, semi-structured interviews, experiment, and focus group interview. By using the three methods it's possible to get a triangulation which means to gain good understanding from different perspectives of an investigated phenomenon. It increases the level of knowledge about the phenomenon and can strengthen the researcher's standpoint from various angles.

The focus of the study is three folded:

- a semi-structured interview, asking questions about the family's outdoor life and connection with nature, now at the beginning of the study (total time 1 hour). The purpose of the interview is to get basic information about parents' views on outdoor life, how the family's outdoor life is organized and how often outdoor life is part of the family's quality time together.
- "Young Explorer's Experiment" - 4 outdoor assignments that the family carries out over a 4-week period, journal feedback (total time 4-6 hours). The emphasis is on the family, exploring the nature in the vicinity of the home by visiting different ecosystems in the urban and peri-urban community. Senses are activated and children are allowed experiential learning and lead the way while the parents' guide the activity and assist

when needed. Above all, the experience should be a positive quality time for the family out in nature. Each assignment takes 30-90 minutes and 15-20 minutes for feedback; journal writing.

- a semi-structured group interview (one parent from each family - on zoom), reflections and feedback of the experiment over the 4 weeks (total time 1 hour).

Interviews and journals will be among the data that will be used in this study on parents and children's outdoor activities in the urban and peri-urban community, and how prescribed outdoor assignments can contribute to more quality time for the family out in nature.

Participation is voluntary

Participation in the project is voluntary. If you chose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw.

Your personal privacy – how we will store and use your personal data

We will only use your personal data for the purpose(s) specified in this information letter. We will process your personal data confidentially and in accordance with data protection legislation (the General Data Protection Regulation and Personal Data Act). Only the student/researcher will have access to the personal data. All names are replaced with codes and collected data only stored on a private computer of the student/researcher.

Interviews will be transcribed manually by the student/researcher and families referred to as A-1, B-2, C-3, D-4, E-5 and F-6 for protection and privacy of the data.

What will happen to your personal data at the end of the research project?

The project is scheduled to end in May 2022. All personal data, recordings of interviews, transcriptions and journals will be deleted as soon as the research and thesis are completed.

Your rights

So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

What gives us the right to process your personal data?

We will process your personal data based on your consent.

Based on an agreement with University of South-Eastern Norway, NSD – The Norwegian Centre for Research Data AS has assessed that the processing of personal data in this project is in accordance with data protection legislation.

Where can I find out more?

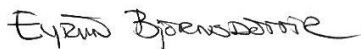
If you have questions about the project, or want to exercise your rights, contact:

University of South-Eastern Norway via Eyrún Björnsdóttir (eyrun69@gmail.com) or via the supervisor of the project Jonas Mikael (jonas.mikaels@gih.se)

The Data Protection Officer of University of South-Eastern Norway: Paal Are Solberg (paal.a.solberg@usn.no)

NSD – The Norwegian Centre for Research Data AS, (personverntjenester@nsd.no) or by telephone: +47 55 58 21 17

Yours sincerely,



Eyrún Björnsdóttir

Consent Form

Consent form for participants, parents/guardians

I have read the Introductory letter concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage. I agree to have my family interview recorded and transcribed for analysis purposes.

I know that:

- 1) The participation of my family in the project is entirely voluntary.
- 2) My family and I are free to withdraw from the project at any time without any disadvantage.
- 3) Personal identifying information (audiotapes and transcriptions) will be destroyed at the conclusion of the project.

This project involves a semi-structured technique where the precise nature of the question which will be asked, have not been determined in advance. It will depend on the way in which the interviews, experiments/journals and focus group interviews develops and that in the event I feel hesitant or uncomfortable I may decline to answer any question(s) and I may also withdraw from the project any time without any disadvantage.

- 4) The results of the project may be published/available in the university library but with assurance of anonymity, by using numbers and not names for each of the families.
- 5) I can request a copy of the final project report and/or summary sheets.
- 6) I understand that reasonable precautions have been taken to protect data transmitted by email but that the security of the information cannot be guaranteed.

My family and I agree to take part in this project.

(Signature of participant)

(Date)

This project has been reviewed and approved by the University of South-East Norway.