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Outdoor Education
Also a way to work with
Group Development?
Scouting and School
in Sweden

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Outdoor Education Also a way to work with Group Development? Scouting and School in Sweden

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I will present some voices from the fields of scouting as well as from outdoor focused schools and tell about their feelings for outdoor education and how they think it can be useful to help children develop a sense of belonging in a group. With a hermeneutic perspective on research I have aimed to show that there is a difference in how teachers and scout leaders look upon the effective use of outdoor education and how they use it both as an instrument for learning and as a tool for group development. I have been looking upon the questions with a holistic point of view and with progressive thoughts of education on my mind.

I visited and participated in three school groups and three scout groups during some hours. The children were in the year span of 3 – 11 years. I interviewed the four teachers that works with outdoor education in different forms and five leaders active in three different scout groups/scout organisations. My pre knowledge and my preconceived notions has been my platform in this research. This research is a bit to small to prove anything but I state that my research show that there is benefits to gain from using the outdoors in a higher degree in learning situations. Also group development through leadership could give large benefits in Swedish schools if there is a conscious awareness about cooperative learning and leadership skills.

Keywords:
Scouting, outdoor education, school, leadership, group development
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INTRODUCTION

I think you have to accept everyone for their differences and appreciate them and not discriminate and we can all get together and just forget that we are different races or minorities. And that we are all people that God created, and we can get on together well in this world. (Ehrenfors et.al. 2002, p.20)

In this day and age, in the early 21st century, it is in (hip) to be out – outdoors. In Sweden there are a lot of research made and books written about the good use of outdoor education in the school work. A lot of research show at the same time that teachers are worried that the children will not aquire enough theoretical knowledge being outdoors and that there are too big groups of children in the classes and not enough teachers to be outdoors. In the same time our society is getting tougher to live in and it is not unusual today to hear about bullying in school and children that feels like they are not accepted as they are with in the school society. Since outdoor education is a quite new method in Swedish schools and when used, I believe mostly used to reach a certain goal in a specific subject to work with a specific task hands on, and not as an overall method. I want to show through this thesis that there are benefits to gain for all groups of children in every school by using the outdoors and outdoor education. The holistic way to look upon individuals in context is important to use, to be able to see the individuals development within the group. To this comes also the question about leadership.

What are the most important skills being an outdoor active teacher or scout leader? How do Swedish school use and introduce the outdoors as a tool for group development to the pupils compared to how the Swedish scout movement is doing it? Can Swedish teachers learn anything from the way Swedish scout leaders are working with developing a group? What are the differences and similarities in how outdoor education is used within Swedish schools and Swedish scouting, also when it comes to group development through leadership? These are some questions I want to try to get an answer to.

As a scout leader I believe, that built in, within the structure of scouting is a respect for each persons knowledge and a willingness to acknowledge the strengths and weaknesses of each individual. All grown ups and children are welcome just as they are and will be a part of the group on their own terms, and in this lies the fact of inclusion as I see it. When I then turn and look at school from a teachers point of view I can see that the whole system with individual
grades and tests makes the children compete with each other instead of working together towards a joint goal. Integration is described as to bring some things together and in Sweden all children has to go to school so they are all integrated into the Swedish school system. Inclusion and integration has somewhat been discussed within the school system in Sweden, especially when it comes to children with special needs. I think that, that question can be raised about all children in school or rather all individuals in every group situation.

I believe that no individual can obtain new knowledge if there is a situation in their life where they feel insecure and without respect for their own being from themselves or from others. I also believe that working together in groups and doing learning hands on are the best way to learn new things. Outdoor education and conscious group development through leadership can be a way to do that.

Pedagogical Creed of Nature
I believe in a learning life,
where I go out to take in,
in the sun, water and wind,
I believe in a walk out,
into the unpredictable and real.
I believe in a wind;
an unexpected breeze of intensive presence.
I also believe in the reflection of the reflection;
the shadowlike relief of consideration.
I believe in a learning life,
I go out to take in.

(Sellgren, 2003, p.8, Nilsson translation)
1 AIM, QUESTION AND HYPOTHESIS

Here I present my scientific questions that I will try to answer. My aim and my hypothesis is presented too, to more deeply explain my thoughts around and within this thesis.

1.1 Aim

My aim in my work is to show the differences and similarities in how outdoor education is used within Swedish schools and Swedish scouting, also when it comes to group development through leadership.

1.2 Questions

- What, if anything can Swedish schools learn from the Swedish scout movement when it comes to a holistic view on children and group development?
  - If there is anything to learn from the Swedish scout movement when it comes to group development. What can Swedish teachers learn from Swedish scout leaders when it comes to leadership?

1.3 Hypothesis

I suppose that Swedish schools do not use the full potential of outdoor education by focusing on the method of outdoor education as a pure practical way of obtaining theoretical knowledge. I also assume that the scout movement in Sweden has a high level of awareness when it comes to group development through leadership.
Common words

Here I will explain the meaning, here used, of some words in this thesis.

- **Curriculum** – *Lpo94* is the central guidelines for education written for Swedish schools to follow. (Skolverket 2006)

- **Ideology** - (Boräng 1989) One can compare the idea of a collage and a weave to try to explain how an ideology should work if it is well functioning in a movement based on an ideology. A collage is several pieces put together making a pattern but the pieces is not connected to each other. In the weave the strong threads are the interconnecting base with all the colourful pieces put in to make a whole weave. This should be the ideology form. A strong interconnecting base with underlying believes to make impact on the participants and the different subjects are put in to fill up the space in between. (a.a. 1989).

- **Inclusion** – means that school shall make it possible for children to be a part based on the children’s own conditions. School as a whole shall be organised in a way that shows awareness of that all children are special. There is an ongoing discussion in the world of pedagogical research if there is a difference between inclusion and integration. (Nilholm 2006) This terminology is mostly used when there is a discussion about children with some kind of disability but I find the term of inclusion suitable when it comes to all children.

- **Integration** – can be interpreted as a piece being adjusted to fit the whole part, this translated to school terms could be the child with special needs put into a regular group of children without any extra support. The child is supposed to adjust to the group. (Nilholm 2006) This word is often used as “inclusion” when there is a discussion about children with disabilities. To me the word integration can be about any individual that is part of a group.

- **Scout** – A member of the Scout Movement anywhere in the world, no matter what organisation they belong to or if the person is a girl or a boy. (Web 1)

- **Syllabus** – A working plan for each subject in school. It is written guidelines for Swedish teachers to follow. (Skolverket 2000)
2 THEORETICAL BACKGROUND

In the theoretical background I begin with a short presentation of some theories about outdoor education that many of the acknowledged outdoor educationists of today stands for as well as a presentation of theories about leadership and group development. There is a chapter about the Scout movement with emphasis on the Swedish way and a description of how the Swedish school can look upon group development and leadership through outdoor education.

2.1 Theories of Outdoor education

The experiential dimension of outdoor education adds to the foundation of a more active knowledge according to our findings. A combination of sensing, doing and thinking characterize the strong pragmatic and action oriented education perspective of the outdoor education. (Dahlgren & Szczepanski, 1998, p.50-51)

It is not only the words, written or spoken out, that counts but also the tacit knowledge, the kind that you sometimes cannot put words to, that is important. This Brügge & Szczepanski¹ says and they try to explain even more as they continue in the text:

> in the muscles tension, in the scent of the apple, the rhythm in the body, the sense of proportions and the richness of a language beyond grammar and the perfection of the wordlist. In this perspective of education, outdoor education is focused to the place of learning, the where. (Brügge, Glantz & Sandell, 2002, p.27, Nilsson translation) ii

Hammerman et.al. (2001) on the other hand describes outdoor education as something that can be very many different things depending upon how one interpret the different perspectives. A numerous of activities can be called outdoor education. Some examples: Camping out for a week, a cross-curricular thematic work both indoors and outdoors, a half-a-day trip along a path with exercises connected to nature. Higgins and Nicol (2002) describes outdoor education as a construction in culture that takes place outdoors. It can be called learning out of doors, education out of doors, authentic learning in the landscape and outdoor learning among others. They say that all these different ways to name outdoor education shows that it can contain so much different things and that it connect to the sense of place rather than subject. That the connecting item in outdoor education is that teachers and pupils reaches larger and different results than if they had only been in the classroom. That some

¹ Brügge et. al., 2002
practical education is better to do outdoors to give the right sense of place to the theoretical understandings. Outdoor education is based upon a holistic view of education. There is according to Higgins and Nicol (2002) a description from European Institute for Outdoor Adventure, Education and Experiential Learning that contains three different dimensions in the whole content of outdoor education. They are outdoor activities, environmental education and personal & social development. The part that contains all three of these dimensions is to be called outdoor education.(a.a.2002)


Bilton (2002) then writes that the outdoors is a place where children can use the possibilities to work with their present interests, having space, fresh air and freedom. The outdoor is a complete environment for play, learning and individual development in many areas as physical, emotional, social and cognitive (a.a. 2002). But Lundegård et.al. (2004) says that outdoor education not only is to go outdoors but to use the conditions in the outdoors to change the education methods. Outdoor didactics can therefore be used as a way of looking at schooling and upbringing in a different way through research and practical experience. An attitude to reflection and experience as used in education. The outdoor education can be used as a cross scientific method in both the area of education as well as research, according to Björk (2005). Finally Gair (1997) means that outdoor education is an cross-curricular way to work with education that gives the benefits of both personal as social development to young people.

2.2 Scouting what does it stand for?

In this chapter I will try to describe the parts of scouting relevant for this research. But I begin with a very short presentation of the Scout movement.

Scouting in a wide perspective

Lord Baden-Powell of Gilwell started scouting at a test camp in 1907 in England. It was a social project aiming to teach boys from different classes within the British hierarchy to cooperate and have fun together. This was the start of scouting and soon it was spread all over
the world and after just a couple of years the girls wanted to join. This year scouting celebrates 100 year anniversary. (Web 2) According to Boräng (1989) the following is describing scouting also in an international way. It is voluntary, non-political, open for everyone to join, works for spiritual development and consideration to one another. Works for an international cooperation and understanding, development of the society, expect the members to join the standard in how to behave: law and promise, uses learning by doing, uses the small group – the patrol system to develop responsibility and cooperation. Has a program where the level of difficulties enhance as the scout grows older and get more skilled and works in and with nature. (a.a. 1989)

There are 5 different scout organisations in Sweden. (Web 3)

- SSF - Svenska scoutförbundet (The Swedish Guide and Scout Association) about 63500 members today.
- SMU – Svenska Missionsförbundets ungdoms, barns och ungdomsverksamhet (The Guide and Scout Organization of the Mission Covenant Youth of Sweden) about 21000 members today
- KFUK - KFUMs Scoutförbund (The Swedish YMCA – YWCA Guide and Scout Organisation) about 12500 members today.
- NSF – Nykterhetsrörelsens scoutförbund (The Temperance Guide and Scout Association) about 5000 members today.
- FA – Frälsningsarméns scoutförbund (FA - The Salvation Army Guide and Scout Association) about 1400 members today.

**The Ideology of scouting**

Boräng (1989) writes that scouting has an ideology, is a movement for young people and this means that there are some basic values that glues everything within the act of scouting together. Westberg (2003) writes that The Swedish guide and Scout Association (SSF – Svenska scoutförbundet) want to spread the feelings for nature through outdoor life as well as put the convention about human rights into effect and work for children’s rights, to give the scouts an international awareness. Another way to explain scouting could be the way the Swedish scout counsel says according to Westberg (2003) that scouts do things together, exist over the whole world, is adventure, teach each other, is outdoors in nature, care, knows how. Boräng (1989) asks the question what makes scouting to scouting? And in the following text
he tries to answer through describing three factors that matters when a national scout program is made. These are the needs and interests of young people, the needs of the society and the fundamental values within scouting as goals, principles and methods. The first two, needs of the society and young people can change but the fundamental values stands unchanged always. Therefore Boräng (1989) writes, scouting changes over time and the programme must contain different things but as long as the basic values are not questioned as the outdoor life, the patrol system as well as the spiritual guidance it is still scouting. The Swedish Scout council has the following aim for Swedish scouting:

The aim of the Swedish Scout Council is to make it possible for young people to develop to responsible citizens of the whole world by the values expressed in the Scout law and promise. (Elmström, 2005, p.11, Nilsson translation) iii

2.2.1 Methods used in scouting

Here I will in short present some of the methods used to reach the goals set in scouting. All the different methods are Law and promise, The patrol system, Woodcraft, Learning by doing, Ceremonies and traditions, Engagement in the society locally and globally and Leadership. Here I will describe some that can be of importance when it comes to what scouting is as well as for the comparison of the process of group development between scouting and school in Sweden using outdoor education as a tool.

Woodcraft – “Friluftsliiv”

Woodcraft is the skill to be able to manage outdoors with the things the scout bring in his backpack and finds in nature. The scouts were a head when it came to “friluftsliiv” and being outdoor in nature. The system of patrols was used to teach the scouts to cooperate and to give responsibility to a many as possible at the same time according to Janson (2006). Woodcraft is a method as well as a goal in it self that teach us about consideration, cooperation and comradeship as well as knowledge about the nature and how to take care of it. When one live together the way we do we learn that everyone is important for everyone’s welfare writes Ek (1985). She continues to explain “friluftsliiv” as a possibility to help and to be considerate to others – also the person that is slow is needed. When you perform “friluftsliiv” you need to be reliable because others depend on you. But also that “friluftsliiv” gives you experiences of nature and fun activities. Puke (1982) develops the thoughts about woodcraft saying that it is
based upon three parts: the ability to take care of yourself everywhere, love to nature and knowledge about nature.

**Learning by doing**

The terminology “Learning by doing” is from the beginning a dialectic thought expressed by Dewey (2004). He saw learning by doing as a way to reflect upon the human being as an active participant in the world around. Where development is a task for the humans. Learning by doing in the Scout Movement is used to give the scouts training in different skills as for instance swimming, cooking and woodcraft says Janson (2006). According to Boräng (1989) learning by doing is to do something for real. And If we look at the concept of learning by doing and let it expand to also contain the leaders we can say that it is a way to learn how to be a leader together with the young scouts. Another word for learning by doing is activity education and the goal is to allow mistakes through experience and through that, the scout learn how to do. “Together we study the reality and learn new things all the time” (Boräng, 1989, p.35, Nilsson translation) iv

Learning by doing is not only to do practical things but also to learn a spiritual and normative way of life. Dewey (2004) talks about “Intelligent Action” - thought and activity together. This way of thinking leads to an ethical demand on the individual to live as one learn. By this one can call learning by doing within scouting as a way of life. (Boräng 1989) Ek (1985) says that learning by doing is a way to train the practical skills needed when one is outdoors but also a way to try to understand more abstract thinking through being together with other people and talk and work together. Learning by doing also prevents the leaders from keeping a distance to the children. When you work together the way you do in the scouts you must be on the same level. So this method prevents the leader to be the one who knows the best and the most all the time. (a.a. 1985)

### 2.2.2 Achievements and goals within scouting

Baden-Powell² wrote that scouting is neither a sciences nor a military system. No, scouting is a jolly game played out in goods nature where one learn to become a healthy, happy person who is skilled in woodcrafts and is helpful. Scouting is a way to give people peace and happiness all over the world. The shirt is a way to make people equal. Ek (1985) writes that

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² Jansson 2006
the aim for scouting is to give the scouts skills and knowledge that makes them ready to meet the world. A possibility to grow as human beings on your own as well as together with others. Scouting shall increase the level of international understanding as well as knowledge. Scouting shall be fun and make us try to bring the law of scouting into our lives as a reality. Elmström (2005) then says that the goals for scouting over the world is to help young people to develop their full potential and become responsible citizens of the world as well as to be educated and to play a constructive role within the society. This through a value system that is based on the scout law and promise. We all have responsibilities as well as rights according to the human rights writes WAGGGS (2006). Most of us knows what they want to do and who they want to be. The most important must be to be allowed to be the individual one is and not try to be as everyone else. We are equal according to the law and should then have the same right to legal advice and so one. But is it so? This is some questions a group of scouts can work with during meetings. (WAGGGS 2006)

**Democracy**

In the Swedish scout movement all members, young and old has a right to say what they think and believe in and can be a part of different kind of decisions. To work in a democratic way is about showing respect to human rights and the scouts learn how to manage the responsibilities and the power within a democracy Gerhardsson & Martinsson (2004) says. There are five criteria to show if a organisation can be called democratic or not according to WAGGGS (2006) and they are:

1. All members have a possibility to tell their opinion.
2. All members shall have a right to vote and all votes are equal.

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3 The Swedish scout law contains the following:

1. “A scout find his/hers own faith and respect others. *(This is yet not acknowledged by the international scout groups WAGGGS and WOSM)* *(A scout shows reverence to Good and his words) is the present paragraph 1* (Gerhardsson & Martinsson 2004)
2. A scout is trustworthy and reliable.
3. A scout is friendly and helpful.
4. A scout shows consideration and is a good comrade.
5. A scout meets difficulties in a good mood.
6. A scout learn about and takes care of nature.
7. A scout feels responsibility about him/her self as well as others”.
   (Janson, 2006 p.20, Nilsson translation, see ending comments (appendix 4))

The Swedish scout promise:

"I promise to do my best to follow the Scout law” (Elmström,2005, p.32, Nilsson translation see ending comments (appendix 4))
3. All members shall have the right to have enough time to understand questions that shall be decided in.

4. All members shall have an influence over the agenda.

5. All members shall have all the rights from the four criteria’s above. (WAGGGS 2006) Janson (2006) writes that scouting is a kind of training in practical democracy. To use the patrol system to teach cooperation and consideration will always be one of the foundations in the scout movement. This Puke (1982) agrees with when she writes that practical democracy is a basic element in scouting. The membership where everyone is included as an individual and with a demand to develop knowledge both practical and theoretical with the goal to use it all to benefit all and everything. Democracy is something that needs to be practised constantly Ek (1985) writes. It is not just to make a decision but also to take responsibility for the decision made. Within scouting there is an organised way to work with this matter through meetings within the patrol to large assemblies in the districts as well as the whole country.

2.3 Outdoor education in school, what does it stand for?

Sellgren (2003) writes that the Swedish curriculum Lpo 94 is based on four different forms of knowledge. Facts, skills, understanding and familiarity. Skills can be to know how to use a compass. Facts can be how many needles a hedgehog has got. Through reflection one get deeper understanding about the hedgehog, through experience one get familiar with the tacit knowledge that can be hard to explain, as how to make fire. Skolverket (The National Agency for education) (2006) says that it is important for the school to give children the opportunity to get knowledge in many different ways and to get the big picture in different subjects in a general but coherent way. To provide with possibilities for individual development of abilities, as being responsible, independent and to solve problems. The complex concept of knowledge and its expressions interact with each other in accumulated experience, facts, skills and understanding. Therefore school must put focus on the expression of the learning process so that it provides a harmonious and balanced development in the work for the pupils.

The school should stimulate each pupil towards self-development and personal growth. It should focus not only on intellectual but also practical, sensual and aesthetic aspects (Skolverket, 2006, p. 7).

Tiller & Tiller (2003) is talking about “the second day” as it lies in the thoughts of preschool. A thematic work of an interdisciplinary form without the strict demands of learning from the
curriculum and syllabus as in school. The sun of learning that is shining is really containing four suns of knowledge according to Tiller & Tiller (2003) and they are a way to explain context within learning. All four suns are dependent of each other and if one stops shining the rest will too eventually. The suns are called:

To learn to know  
To learn to do  
To learn to be  
To learn to live  
(Tiller & Tiller, 2003, p. 143, Nilsson translation)

To learn to know is about remembering, making connections and understandings among other things. To learn to do is about activities and to understand physically how to do something. To learn to be is all about being valued everywhere both in private as in work, to appreciate multitude skills. To learn to live is about safety, happiness, comfort and dignity. All these four are needed to be able to grow as an individual both within school and in spare time. If one of the four suns is taken out, the feelings within will change the possibilities to learn. No learning is outside context or room and all learning comes from the inside, but needs the right time and place to connect. (Tiller & Tiller 2003)

2.3.1 Methods in school

How do Swedish school do outdoor education? Of course outdoor education is something used more or less on many schools in Sweden. What I will present here is a short overview of different more organised ways to work with outdoor education as a method to reach different goals in the regular Swedish schools. But to begin with I present how the ordinary school can work. Going outdoors, often staying on the school yard working with practical mathematics, experiencing the different seasons alone or in small groups, doing geography, and work with “the body” in biology. Some schools have more or less integrated outdoor education in their daily school work with the result of having a school that is more fun than before. The teachers only “worry” is that it can be hard to follow all the pupils when they all are outdoors experiencing and that one has to be so flexible. This you can get better at though with some training says Södergren (2005a, 2005b).
Nature centres and Outdoor Schools

Outdoor education shall be a complement to theoretical education and that contains the following:

- “The educational room is moved to the society, nature and cultural landscape.
- The interconnecting variation between sensory experience and literary education is emphasized and
- The importance of location for learning is raised as an important fact” (Web 4)

Outdoor education is meant to give firsthand experiences and is also a way to through action learn things and to understand the messages given from different places and times. The experiential situations of learning is based on connections, creativity as well as understanding. Since the education in itself is based on sensory experience one as an individual analyses and interprets and this makes memorizing easier. To look at the wholeness through the landscape and use all senses in learning to get memories that is connected to our bodies. That is a way to remember and learn for life. Also the stress levels are lower when one learn outdoors according to research says the website of Naturskolan i Eskilstuna (The Nature school in Eskilstuna). (Web 5) In Karlstad their goals for the Nature school is to give the children and young adults a possibility to experience nature through activities, games, research and practical tasks. They say that their classroom does not have any walls or roof but contains the whole of nature. They also say that nature school education can be expressed as follows:

1. Walk
2. Watch
3. Think
4. Understand

One always have to start from the beginning and the goal is to make the children understand their place in nature. (Web 6)

Skogen I skolan (Forest in School)

Skogen i skolan (Forest in school) is a national programme between Swedish schools and the Swedish forestry sector. The aim is to cooperate and to connect theory and practices as far as possible. All activities are connected to the national curriculum of The Swedish comprehensive school and the goals are to give more interest in and knowledge about the
values of the forest. (Web 7 ) A School forest is a specific area that schools can use for education and recreation. The school and the landowner makes an agreement that allows the school to go beyond the rights of common access so that they can build some permanent shelters or a fireplace for instance. (Web 8)

**Certified Green Flag**
Green Flag is an environmental certification for schools and preschools. It is a tool to use for environmental- and nature work. About 1000 preschools and schools in Sweden are engaged in this work and when a school has got the flag that proves that environmental work as well as a conscious work for a sustainable development is prioritised. The Green Flag is the national part of an international distinction within environment. To join Green Flag the school apply for it and choose one of five subjects to work with. These five are Environmental circulation, Water, Energy, Forest and Lifestyle and health. When the school has been working for at least half a year with the chosen subject a report is written and if it is accepted the school gets its Green Flag. (Web 9)

**I ur och skur skolor (Outdoor Pedagogy)**
Drougge (2001) describes Ur och skur skolor (Outdoor Pedagogy) as a kind of school that is tied to Friluftsfrämjandets local groups around Sweden but stands economical and administratively on their own. This kind of schools is known for their engagement within environment, nature and “friluftsliv” and also for high quality. To guarantee quality within practice all leaders have to do a special studies to become an outdoor leader and then follow the pedagogical thoughts through practice. Drougge (2001) writes that the profile of each Outdoor Pedagogy school is as said above, friluftsliv, nature and the environment. And a goal is that everyone shall have fun each day whether they are at the mountain, the meadow or the at the lake. The Outdoor Pedagogy schools work with different ages integrated together because it is believed to be a good way to use all pupils different knowledge within the group. The basic idea is to give children knowledge, fellowship as well as movement outdoors in nature. Since 1892 there has been a possibility to join Friluftsfrämjandet - The Association for the Development of Skiing and Outdoor Life in Sweden, in Sweden. Friluftsfrämjandet is an non-profitable organisation which main goals are and always has been to give people a more valuable spare time and give a better health to each individual and more happiness in life. (Web 10)
2.3.2 Achievements and goals in school

Dewey (1997) says that all education needs a framework and that it is necessary to be able to continue to experience. One way to look upon experience is that it is important to know as a teacher about social and cultural structures as well as what one can use to give children the most amount of experience first hand. (a.a. 1997) So what do schools want to achieve doing outdoor education? Is there some specific goals to reach or is it just another method to use like many others. I will look upon the curriculum and the syllabus as well as the work of democracy and the foundations of value, to see what they say in the matter. But first Dewey’s (2004) thought of knowledge. To choose what knowledge to acquire he says, one has to look upon the value of the knowledge. What is true and what has any value? That is what we need to learn. (a.a. 2004)

Goals to reach

Tiller & Tiller (2003) says that the words in the syllabus and curriculum are written as a basic text for the teachers to follow. The texts are compromises politically and are phrased very widely. This way the texts can be interpreted in many different ways in the practical work. The curriculum Lpo94 (Skolverket 2006) describes among many other things the work of democracy as something that not only is to be told but also used in the daily work at school. So that the children will be prepared for life outside school later. Also the fact that it is important with creative activities as well as play to develop the active learning and it is important with new methods to reach skills and knowledge. In the Swedish curriculum (Lpo94) it says:

The school shall strive to ensure that all pupils: show respect and care for the immediate environment as well as for the environment in a wider perspective.
(Skolverket, 2006, p.8).

In the Syllabus (Kursplaner och betygskriterier 2000) it says:

School shall in teaching the subject physical exercise strive towards the goal that the pupil is […] Getting knowledge in the sport and outdoor education history and get to know different kinds of games, dances and forms of athletics in different cultures.
(Kursplaner och betygskriterier, 2000, p. 22 - 23, Nilsson translation) vi

School shall in teaching the subject of nature science strive towards the goal that the pupil is […] developing their skills in seeing how the human culture affects and
The foundations of value

What are the foundations of value? asks Zackari & Modigh (2002). It is a concept that might be hard to explain in an easy way. Especially for young people and children. But it can be explained as a feeling, as well, the values that is presented in school to the pupils. The foundations of value lets the pupils grow and let them be able to leave school feeling trusted upon and respected. School shall educate the pupils in what is preferable when it comes to realise rights and duties within the civil rights. Knowledge, experience and engagement the children has got, must be taken care of at the same time as their judgements, ignorance and un-interest must be challenged. The education must give the children a possibility to participation and own influence. Social structure and how they are met and treated. (a.a. 2002)

According to Skolverket (2006) education must be adapted to every pupil’s needs, earlier experiences and knowledge but also the further learning for the individual. Especially school has got a responsibility for pupils who are in need of extra support to be able to reach set goals of different reasons. “For this reason education can never be the same for all”. (Skolverket, 2006, p.4) But education also involves to learn about the cultural heritage says Zackari & Modigh (2002). School also has got a responsibility to support and cooperate with the families, create possibilities for active learning and offer physical activities each day. Life in school is not only about getting good grades but also about being able to understand social relations and power structures. (a.a. 2002)

There are two different levels of structures within school continues Zachari & Modigh (2002) both informal and formal. The informal structures must be acknowledged and challenged. Ethical values are developed within the group but that is not a guarantee that there will be a development containing democratic values. Ethic values are mostly about human values. There is a need of pedagogical competence to be able to work with the foundations of value. Not only to talk about it but most of all show the basic values in practice. (a.a. 2002)
Democracy is built upon all inhabitants free will to co-operate. This kind of activity must then be built upon free personalities. Schools most important task is to foster to democratic humans […] School should consciously foster to independence and a critical thought […] The task the democratic school has got is to foster free independent humans, for whom co-operation is a need and a happiness. (Zackari & Modigh, 2002 p. 48, Nilsson translation)

**Democracy**

The democratic values and respect for the individual, as well as the importance of the environment is some of the most important values in the Swedish school interprets Tiller & Tiller (2003). Democracy in Swedish schools is a question of value, to learn about democracy and to use it. Pupils shall have influence over their learning environment as well as teachers over their work. The basic values shall be involved in the whole work and aim to foster citizens of the society in democracy and that everyone has the same rights and is worth as much as every one else. Basic values are really about relations between people and how we treat each other it say in the publication “En skola för alla” (A school for everyone) from Skolverket, Rydman (2000) (Web 11). It quotes the Swedish School law by saying that everyone that works within in school shall value each humans individual worth and show respect to our joint environment. School shall work for equality between sexes and work against insulting behaviour.(Rydman 2000)
2.4 Group Development and leadership

In this chapter I will try to explain the overall view on leadership and group development, as well as express the school and scout perspective in this matter. There will be theoretical structures given from well known authors in the subjects.

2.4.1 Theories

Brügge et.al. (2002) say that an outdoor leader must be flexible because outdoors there are no walls limiting the children so a set programme may well not stand through the whole outdoor visit and that is the exciting and fun part of being an outdoor leader. It is the leader who decides in what extent a trip can be performed because of the responsibility of taking care of the individuals lies on him or her. Some advice to an outdoor leader is to show that you like being outdoors, show interest and engagement, use your imagination. Use the situation, divide a big group into small ones, stop and gather everyone around you if you want to show something: Do not talk against the wind, stand with your face to the sun so that everyone else can see you, take a rest in a sheltered place. Stick to the time plan also when it comes to meals, make sure everyone is dressed enough, some games are always good to have planned as extra. Have some extra candy or fruit to serve during the day, make a trip that suits everyone, go back before it is too late – before the participants gets tired and remember that people do as you do and not as you say. (a.a. 2002)

There is many ways to look upon leadership and how the leader should lead the group in each situation. One of the ways can be described as four different ways to look upon the situated leadership. They are directing, coaching, supporting and delegating. As a leader you choose between these four in different combinations depending on how developed the group you are working with is. So to be able to choose leader style you need to know the group or the persons within the group a little bit according to Boräng (1989). These different styles are connected to different development levels as: low competence but high interest – directing (R1 – S1), some competence but low interest – coaching (R2-S2), high competence and some interest – supporting (R3-S3), high competence and high interest – delegating (R4 – S4).(Drury et.al., 2005) Look at the image on the following page for an visual explanation.
Oglive (2005) is talking about the leader in comparison with leadership. There is a distinct difference. And he describes it as a leader is a description of how a person are or what qualities they have and leadership is what a leader does and how they do it. According to Priest & Gass (2005) leaders make people do things as create, share mutual goals, achieve things and work towards something among other things. “Leadership is a process of influence.” (Priest & Gass, 2005, p. 3) Priest & Gass (2005) also describe some skills that they see as essential when one is a leader and those are in short: Technical skills, safety skills, environmental skills, organizational skills, instructional skills, facilitation skills and professional ethics. There is also the flexible leadership style, experience based judgement, problem solving skills, decision making skills and effective communication. (a.a. 2005)
“… enables them to weigh up all the various factors of a problem situation and come up with:

- The right response
- For a particular group
- With a particular job or task to do
- In a specific situation”

(Oglive, 2005, p.130)

Schutz is then talking about the Firo – model (Fundamental Interpersonal Relationship Orientation) as an often described basic theory about group development in literature about scouting. It contains three different fazes that a group of people has to go through while a group is under construction. These fazes are:

- The joining faze – members investigate if they shall and want to belong to the group,
- Role seeking faze – who is the leader?, what kind of influence do I have in the group?, what kind of competence is there in the group?
- Belonging faze – relations, cooperation and connection is developed.

According to Schutz there are fears as well as needs connected to the FIRO - model. We want to feel needed and we fear to be neglected in the joining faze. Through the faze of role seeking we want to feel competent but fear to feel humiliated. In the faze of belonging we want to be liked and we fear to be rejected. Our personality and awareness of our selves makes us behave in different ways in different fazes. When there are changes in a group the development goes back again to earlier stages within the cycle because every group is unique.
and therefore is working differently together. This model makes it easier to understand what happens in a meeting between people and in human behaviour. (a.a.)

But what is a group Stiwne (1998) asks. Is it as it is, so easy to say, just a group of people gathered in the same place at the same time or does the subject of a group contain more? Stiwne (1998) say that a group can be a part of a social structure or a system among other things. When a scientist describes a group as a system they describe it as something that has a joint goal. To be able to function and motivate its survival it must be an open system that can relate to other groups. An explanation of the visible group as a social structure is that it contains a certain amount of individuals, is defined in place as well as in time, have norms and goals and each individual has a role in the group. The invisible group as a social structure contains aspects as sub-groups, individual relations as well as role relations. This group is a part of the visible group or is the whole one. (a.a. 1998) A group is at least two persons and between these persons there is a dynamic interconnection according to Boräng (1989).

2.4.2 Leadership within scouting

One task the leaders have is to let the participants feel safe and secure within the group and to help them develop both as a part of the group and personally writes Elmström (2005). She continues, citing one leaders opinion that a leadership can not be copied and must come from the heart. “A leader must prove him or her self every day”. (Elmström, 2005, p.61, Nilsson translation) Hedljung (2005) says that one important thing of being a leader within scouting is to teach the scouts to ask questions more than to have the correct answer. This is not easy made and not always done today but should be the aim for the future. (a.a.2005) Gerhardsson & Martinsson (2002) say that it is not easy to describe a good leadership because it depends on how you as a leader look upon other people and how you relate to them. As a leader one needs to be able to show consideration both to the individual needs within the group as to the joint needs of the group. One can say that leadership can be performed from some different points of view as push or inspire, use power or good will, fear or love, use the word I or the word we, tell about who is doing wrong or showing what is wrong, know how everything is supposed to be done or what is supposed to be done and demand respect or gain respect. (a.a. 2002)

Elmström (2005) points out that it depends on the group how the leader can be as a leader, taking care of the group and lead them. A good leader should be a role model says Boräng
(1989) – that does not mean that scout leaders should be perfect but a human being that tries to follow the scout laws as good as possible. Give and show respect - take the children serious, be open minded, evaluate the work within the group, try new ideas and be willing to try new ways of learning. Hedljung (2005) also talks about personal leadership as a content in scouting beside the supporting leadership and democratic leadership. Personal leadership is about being able to lead one self and by that create a foundation to stand firmly on. So that one will be trustworthy and able to lead others. Personal leadership is about knowing what is the right thing to do. And do that even if ones friends say that one should do something else or one is too tired or too comfortable to do the right thing. Personal leadership is about having an opinion and stand by it. By knowing what you as a person stand up to, you can evaluate and change behaviours, yours and others. (a.a. 2005)

It is important that leaders in the scout movement has been reflecting about the ideology and can tell what the movement stands for says Boräng (1989). He also says that leadership contains parts of how a person is as an individual but also how a person looks at learning and individual development. Within pedagogical leadership there is different ways to be as a leader as the auctorial leader who is the top boss, a laissez–faire leader is the one who do not participate and the democratic leader who is the group oriented leader which inspire and support. In scouting in Sweden we want to use the democratic leader when we look at pedagogical leadership Boräng (1989) says.

2.4.3 Group development within the Scout Movement

The small group – the patrol system is and has always been a basic element within scouting. And one way to explain it is to say that the scout movement is a sum of all scout groups says Janson (2006). For human beings it is natural to make groups of different kinds and we do it with people similar to us writes Elmström (2005) In the scouts, people are put together in groups – patrols based only on the facts that everyone is a scout and that they are within an age span of about 2 – 3 years. Many times it can be suitable to have groups with mixed ages and different kinds of knowledge. This is good for both the less skilled as for the more experienced because of the different learning –teaching situations that occurs. The leader is important for the group at all times but it is the group it self or rather the members of the group that makes the developments. (a.a. 2005)
The FIRO – model earlier described (Gerhardsson & Martinsson, 2002) is a common way to express group development within scouting. One can also use the words: the shaping-faze, the storming-faze, the normative faze and finally the accomplishing faze. These fazes contains in many ways the same terminology as in the FIRO – model but they are put together in a little bit different way according to Gerhardsson & Martinsson (2002). The shaping-faze contains getting to know each other, the group needs the leader and obvious goals to reach. The storming-faze starts when the members of the group are getting to know each other and there is questions about how the work is done between the members of the group. Also the leaders are questioned. During the normative fase the uneasiness from earlier fazes turns into a feelings of solidarity and affinity within the group. Each member knows about their role and the relations deepens within the group. In the final faze, when the group has reached the accomplishing faze the members can start to work towards the goals and put energy into practical things. Within a group there are several individuals that take on different individual roles to handle the norms within the group depending who that person is and what he or she stands for. A person can also get an expected role from the rest of the group. (a.a. 2002)

Many times says Elmström (2005) the patrol is built of children who does not know each other before they are put into the same patrol. This can be good because the children gets to know other people and they learn to appreciate different persons. But it can also be difficult for some children who needs the safety from friends. (a.a.2005) It is important to belong to groups especially when you are young and the group often want to show the surroundings that they belong together through some kind of symbol. Boräng (1989).

We take care of each other, We do things together
The team is the strength, We manage the task
Every scout is unique, Every scout is needed
The patrol is the whole, and more than the parts together

(Ehrenfors et.al., 2002, p.58, Nilsson translation) xi

2.4.4 “Teachership” within Swedish schools

Marton & Booth⁴ means a teacher is someone who has a mission. A mission to transform young people who are ignorant to grown ups that are experienced is a mission the teacher gets because he or she is a member of an older generation. Wennberg & Norberg (2004) writes

⁴ Carlgren & Marton (2001)
that it is necessary for teachers to understand that they are the leaders in the classroom. “Leadership makes it possible to make the classroom situation work” (Wennberg & Norberg, 2004, p.19, Nilsson translation) xii School is supposed to offer a possibility to development as well as learning, to the pupils according to Buaas (2002) by helping them find knowledge and intrinsic order. The children come to school with individual rules and plans for the future and it is the teacher who is supposed to help them along towards as positive process. This by using the goals in the curriculum as well as the knowledge of the importance of leadership as the oil that keeps the learning in focus. Today focus lies on the creative, experimenting, researching and cooperating pupils. In that lies for the teacher an extra dimension in the cooperation with the child. It is important that the teacher is flexible and willing to play. All humans, grown ups and children are scientists and together they do research on life. Theory and practice belongs together and one can not be without the other according to Buaas (2002)

2.4.5 Group development in Swedish schools

Andersson & Isaksson (2003) say that the group is an important part of our daily life. When a group is well functioning the children in the group develop a better self confidence and feel more motivated to do school work. A problem with group work can be that silent and weaker pupils is ignored on the more active pupils behalf. Not every child find it easy to work together with others. For some children it is very important with whom they are working.

Wahlström (1993) writes about the group as a breeding ground for the self confidence every child needs to grow as a human, as well as learn anything in school. If the pupil is feeling safe, believe in its own abilities and like it self, then learning can take place without hindrance. The main task for the obligatory school is to give the pupils basic values of respect and an ethical and moral compass. Teach freedom of the individual as well as an optimism for the future. Learn the children to take care of each other when in need so that no one in school should be afraid of going to school or being exposed to insults. As well as to teach the pupils the lesson of integrity. (a.a. 1993)
3 THEORETICAL PERSPECTIVE

Here I will explain the perspective I am using when I work with my thesis - the hermeneutic perspective. I aim to use it to describe and interpret the facts and points of views that I come across during my research. I will explain my standpoint further down in this chapter and also tell about my knowledge that I use to stand on during this research.

Hermeneutic perspective…..what is that?

Bryman (2006) says that the hermeneutic perspective from the beginning came from theology and is used within social science as a way through theory and method understand peoples actions. Ödman (1998) on the other hand explains the hermeneutic perspective as a philosophy of knowledge. A way to make some kind of order in a constructive chaos of knowledge. The hermeneutic perspective helps the scientists hopefully to become aware of how their pre knowledge and their interpretations of new knowledge interact and makes them realise when there is preconceived notions to become aware of. From this very fragile construction of our own knowledge there will be efforts made to construct new knowledge – wholeness’s and this should be possible to present to others. (a.a. 1998)

But the hermeneutic perspective is more than just a way to approach a certain text or subject. It is a special perspective that I as a writer with pre knowledge can use to interpret my specific subject by using my experience as a part of the research. According to Kvale (1997) there are seven principals when it comes to use the hermeneutic perspective – in short one can say that they are a) about the constant change between small parts and the whole picture, b) the inner connection of a text, c) examination of a text in relations to the parts of a statement, d) analyse the text in relations to its autonomy, e) understanding the thematic interpretation of a text, f) the awareness of the researchers understandings and interpretations and finally g) that every interpretation is new and creative. The hermeneutic circle or spiral is a way to use a text, to interpret and understand it, then form a new text from the former understanding, interpret again and further understand in a continuum. But only until there is a reasonable interpretation of the subject (Kvale 1997).

Kvale (1997) continues to write that the hermeneutic perspective is used to understand texts in a way that the text is interpreted into a commonly accepted interpretation. Also the words spoken in an interview turns into a text that can be interpreted in this way when the scientist
make a transcript of a tape containing a interview. The hermeneutic perspective is in this way relevant in two levels to the research using interviews. Both through the dialogue created by questions from an interpreted scientific text to the process where the interview dialogue is parsed by talking to the dialogue within the text. (Kvale 1997)

3.1 Pre-interpretations

I look upon group development through leadership, outdoors with my firm belief that this is something that school misses out somehow. Many friends that I have talked to who are teachers like me say that there is no possibility to compare scouting and school. I ask why? And they answer me that it is two different things. One is voluntary and one is mandatory, one is done at the children’s free time now and then and the other during regular daytime, everyday. One is lead by parents or grown ups, sometimes without any pedagogical education and one with educated personnel. I say yes its true, but still when I compare there are so many similarities within our guidelines and we take care of the same children. One could say that the scouts can choose who are allowed to join and school cannot, but I have never heard of a scout group refusing anyone to be a part of the programme. School has a law supporting them within their work – the children must be there. The scouts have to have a fun and inspiring programme or they loose the children to other free time activities.

Experience tells me that within scouting the leaders try to show the children a way to accept everyone as they are. That everyone is needed in the group. Leaders strive towards letting everyone feel part of the group. In real life this might not always work and one can always twist the question back and forth about acceptance in the scout group. Is there full acceptance for everyone or are the members of a scout group, people who fit in, in this specific type of group? This also Liljestrand (2004) brings up as a question of critique against scouting. Scouting is a volunteer activity and everyone can choose to join in or not. School on the other hand is mandatory. All children has to be there whether they want to or not. The classes are made not in relations to whether the children will be able to work together or not and the classes are so big that there will be subgroups within the big group. My experience say that there is a certain amount of bullying in many Swedish schools today and not all children feel as if they are accepted as the one they are within the school society.

In this I believe that outdoor education can be a help. It is a fairly new method to use in Swedish schools at least as a discussed tool. Outdoor education in Swedish schools, according to me, is used to do a specific task, to reach a goal but not to use in an organised way for
group development. When I as a scout leader look upon scouting I see that each individual are counted in, into the group. That differences are accepted and that they can be used as strengths. Therefore I believe that there is a higher degree of inclusion within the scout society even though I am aware of the fact that we all are just humans and nobody is perfect.

But to be able to work with group development I state that there has to be a leader. And I believe that many teachers does not reflect over the fact that they are leaders within the classroom. The leadership is the means to make the classroom situation work as well as possible. Wennberg & Norberg (2004) say that it is important to ask yourself as a teacher or leader each day if you have taken your responsibility or if you have blamed others for things that did not work out?

But what is leadership and group development to me? To me these two words contain a lot of feelings. To be a part of a group can be both rewarding and hard. If you are integrated you might feel a bit set aside even though you are physically in the same place as the rest of the group. If you are included on the other hand you should feel welcome and respected within the group. My believes are that this is something that the teacher and leader can have some influence over. Also the group it self can have an effect on situation, the participants well being and ability to connect to each other and become an inclusive group. To be a part of an well functioning, inclusive group I believe is the best foundation for a child’s development both intellectually and socially.

3.2 Pre-knowledge and experiences

I have been an active scout back and forth in my life since I was eight years old. I took a break from an active scout life between 20 and 33 because of studies and starting a family. I have during this time called myself a scout even though not active. I have since four years worked actively as a leader again. In a total I have been an active leader during approximately nine years of my scout life. I have worked as a teacher in leisure and recreation as well as in school for fourteen years since my studies at university ended the first time. I believe this give me many years of experience in how to work with children from both sides of my research.

I have down below written down some typical examples of what I have done with children as a leader and as a teacher together with my colleagues both in the scouts and in school.
**Patrol activities within Scouting**

The following activities described are activities that I have performed with young scouts. These exercises can be levelled to fit all ages. The children work in their patrols. A patrol is usually about 5 – 7 persons.

- The patrol gets a task to pass through a “spiderweb”. Everyone in the group has to pass without touching the threads in the web. If they do everyone has to begin again. The level of difficulty is adjustable by the creator of the web so that the members of the group has to help each other but that it still is possible to go through. The group is reminded to help each other out and also to be aware of how they address one another within the group so that no one will say something negative to another member of the group.
- Start a fire and make the soapy water boil. This activity the leader can level with dry material or not, a timeframe or not and more or less help. The patrol gets the task and decides how to perform it. At least some of the children in the patrol might need to know some basics when it comes to making a fire but it depends on how the leader plan the activity.
- Putting the patrol tent up. Here everyone is needed and it is necessary for the children to listen to each other. Some knowledge might be needed in how a tent is set up or at least how the tent should look like when it is up. Some guidance can be good from an older and more experienced scout or a leader.

**Group activities outdoors in School**

These following activities aims to children approximately between 5 – 12 years. In some cases the children needs to be able to read or write. The children are put into groups. The class is split in about 4 – 5 groups with about 5 – 6 pupils in each group. I have performed these activities together with my teacher colleagues.

- The pupils get the task to find out how many swings there are at the playground, how many steps they can take along side of a specific lawn and try to figure out approximately how high up (in metres) the windows on the next building are set.
- The group gets the task to find out something specific about the area we are in, in a couple of minutes. Examples could be – specific trees, flower they know the name of,
other specific things to describe the area – take some notes if you need to. Gather around in a circle and tell each other about your findings.

➤ Geography lesson in groups. Let the children in groups make their own “copy” of their town or area around their school. Let the groups present their “picture” of reality for the other groups.
4 EARLIER RESEARCH

I have not found any research that exactly matches my research about comparing scouting and school, their view on outdoor education as well as how to use outdoor education to develop group processes. The fact that I have not found any research similar to mine does not mean that there is none, but just that I have not been able to find it. Still there is some quite new research that touches my subject but in different ways.

Scouting

Jarman (2005) tells about a research she made about children’s learning science through scouting. She says that scouting is an informal learning environment that gives the scouts a lot of opportunities to do science learning experiences. She is also talking about the incidental learning when learning science is not a main intention but the scouts learn science anyway by constructing or cooking outdoors. She quotes Baden – Powell “For those who have eyes to see and ears to hear, the forest is at once a laboratory, a club and a temple” (a.a. p.429)

The main aim within scouting Jarman (2005) says is to have fun otherwise the scouts will not be able to develop as much as they could. Maybe some of the experiences made of the young scouts can be “discovered” and explained later in life by scientific principles or processes. Jarman (2005) say in her conclusions that learning is a process that is best described in a holistic way, all experience that is made can connect together and make knowledge complete. She quotes Stocklmayer and Gilbert (2002) saying “experience is everything”. (a.a. 2005)

Frilufts liv – Outdoor life

Tordsson (1994) is talking about different perspectives on “frilufts liv”. Outdoor life is something you can adjust to fit your plans. Therefore scouting uses outdoor life as a tool to foster individuals, leadership-training courses uses outdoor life for their goals and today outdoor life is more and more going towards the environmental education view. Tordsson (1994) continue his report talking about different traditions in how to give knowledge about the outdoor and frilufts liv. He is talking among other theories about the Naturism Rousseau was talking about – the child has an inner natural lust to do things and the teacher is supposed to arrange situations for the child to experience the reality. The experiential learning – one learn best doing things on ones own, the sensory experiences are basic knowledge, a holistic

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5 Jarman 2005
view is important, respect for each individual is really important, love and understanding. Outward bound – a way to develop personally by being outdoors. A way to develop ones character by pushing ones owns boundaries. A way to solve acute problems that one is unprepared for. But also about the nature and traditional upbringing children met in the pre industrial society – where knowledge of nature was essential and natural because of the life one lived then. (a.a.1994)

Knutsson & Laestadius (2005) show in their report that engaged teachers see the following motivating factors working with outdoor education: practical as well as theoretical knowledge, another room/place to learn in, the health aspects, the specific interest within the educator, the response from the children as well as shared responsibility within the teachers team. Factors of hindrance are: the weather, the daily time-plan at school, the pupils (a big group), the teachers experiences, verification that each child reach the set goals. Ottosson & Packendorff (2006) writes also in their report about the positive and negative things about outdoor education. They talk about how outdoor education is a way to connect to nature again, has a good health aspect, promotes teamwork, connects learning to the reality and promotes the individual development of each child. When it comes to negative things with outdoor education they say that many teachers are afraid of going outdoors with the children because they do not know about the outdoors themselves. Ottosson & Packendorff (2006) also point out that since Swedish schools work towards a school for all children, outdoor education can be segregating because a child can have problems with coordination or with its psychological development and therefore not being able to do outdoor education. (a.a. 2006)

Inclusion

Wilmshurst (Web 13) is talking about inclusion of people with disabilities of any kind and access to outdoor education and recreational programs as something that should not be a problem really. As an instructor one has to have the same high security levels as if there was any group, the differences lay in the implications of the activity for the disabled. “It must be remembered that education is a life long process that goes across all environments, it doesn’t just occur at school during your youth.” (a.a. page 3 of 9, Web 13) He continues his writing saying that the outdoor environment can make individuals socially and culturally equal if they are not used being outdoors any of them. To be able to include disabled when doing outdoor activities and programmes it is important that the programmes are structured, organised and
having an instructor who is updated on both the disabilities and goals as well as resources within the programme. There is some factors Wilmshurst say all participants in an outdoor activity is able to develop: a feeling of self worth, independence, empowerment of their abilities as well as over their lives, friendship networks and trust, a sense of adventure.
He ends his article with “Outdoor education programmes can be made available to everyone” (a.a. page 7 of 9, Web 13)

**Leadership and group development**

Also leadership and group development is discussed in Tordssons report (1994). He is discussing what makes the group become a group and not just a bunch of people. He is also talking about the important difference between the small group used within scouting and the big group that teachers more often work with. How difficult it is to bring the big group together and make all members to participants. The members in a big group does not engage in the group fully, there can be sub-groups and very often the participants get some kind of anonymity. In the small group on the other hand, there is an intimacy that can give the members an increased self awareness. In the small group it is also easier to become the more informal leader that can be so important for the development of the participants. (a.a. 1994)

Cooperative learning is an other way to work with group work according to Andersson & Isaksson (2003). It contains some of the following description of differences between the regular way to work with a group and the way to work with a group through co-operative learning:

<table>
<thead>
<tr>
<th>Regular group work:</th>
<th>Cooperative learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Individual work within the group</td>
<td>The group is dependent of each other, one for all – all for one</td>
</tr>
<tr>
<td>➢ No individual responsibility</td>
<td>No one can use anyone else</td>
</tr>
<tr>
<td>➢ Individual responsibility</td>
<td>Everyone in the group has a responsibility for the work within the group</td>
</tr>
<tr>
<td>➢ The group is gathered only for the specific task</td>
<td>The group is working together regularly</td>
</tr>
</tbody>
</table>
The work in the group is not evaluated  The work is regularly evaluated

The teacher does not take part  The teacher is a part of the group and observes and regulates the work

A leader is appointed  Joint, shared leadership

(Andersson & Isaksson 2003)

Gröning et.al. (1997) also talk about cooperative learning as something that can contain a wide range of ways of working together as pupils. This way of working in groups has proved it self effective when it comes to the relations between the children in school. To solve problems together are good for the pupils cognitive development as well as for their social development. To be able to make something positive of the cooperation it is important that the teachers are aware of the dynamic forces within the group and can control this so that there will be no negative reactions. There has to be an consciousness about how to construct groups and how often the groups are changed. When it comes to how big a group can be there are some different opinions but something between three to six pupils is often a good choice. Gröning et.al.(1997) continues their report with telling about how the teacher should work with the different roles in the group. They describe the different tasks the teacher should manage: train the pupils for cooperation, stimulate independent thinking by the pupils. observe and govern as well as analyse the group processes, give the pupils suitable tasks and delegate authority to the groups. (a.a. 1997)
5 METHOD
Under this headline I will present my way to find answers to my questions and to explain my process. I will argue for why I use the methods I do. As well as if I rely on the study to present facts that is indisputable and if I through my research truly has looked at what I aimed for, reliability and validity. I will also present my thoughts on the ethical side of research.

Search word I used to find literature was: Outdoor education, scouting, barn utomhus (children outdoors), scouting + ideology, scout, FIRO, gruppunteckling/group development.

5.1 Research structure
I started my work with thinking of my pre knowledge and my assumptions that made me interested in the subject. Then I searched for literature and made a theoretical background. The research questions I wanted to have answered has changed throughout my work from a more general idea of looking at outdoor education from two different sides to what they are today. This possibly because of the hermeneutic spiral and my interpretations of literature and making new understandings until I really understood what I was looking for. During my work I have rewritten my research question as well as my interview questions several times.

Preparations
In an attempt to find participants to my research I have used the internet to search for interesting groups and their addresses. I have talked to a scout advisor within the region who is familiar with the different scout groups to look for suitable groups to visit. When it came to schools to visit I used the same technique. I first looked around at the internet and then talked to a teacher who knew about different schools. At first there was a problem with two of the school visits but it was solved along the way by looking for new schools. A letter of information, a missive was sent out to the participating scout groups and schools to inform them about my research and my underlying reasons to do research the way I do. (Appendix 1) Together with this letter I sent the basic questions that I planned to ask during my interview. I also put a letter of information to the parents in this missive so that the scout leaders and teachers could inform them about my visit. (Appendix 2)
Interview

I chose to use a semi-structured interview technique and visits-observations as methods to answer my questions. I visited three Swedish scout groups, joined their meetings, had a semi-structured dialogue with a leader or a group of leaders. The scout groups belonged to different scout organizations in Sweden. SSF (The Swedish Guide and Scout Association) is the biggest scout organization in Sweden, KFUM-KFUK (The Swedish YMCA–YWCA Guide and Scout Organisation) is the third biggest scout organization and NSF (The Temperance Guide and Scout Association) that is the second smallest scout organization in Sweden. I also visited three Swedish schools that works with outdoor education in different ways, joined their work-observed, had a semi-structured dialogue with one of the teachers or groups of teachers. I decided to visit two regular schools where one is influenced of the Outdoor Pedagogy schools and the other has chosen an outdoor education profile and is certified with Green flag and a Nature Centre that meets different schools during thematic work.

The questions were first written and then tested in a small scaled pilot study. I let a person who both is an experienced scout leader as well as teacher answer my questions and comment on them. Because of the results from that pilot study I chose to change some of the questions a little bit and then sent the final questions to the participants. The questions with alterations can be read in Appendix 3. The reason to why I choose to ask just one person to answer the questions from both sides of the subject I defend with the result. My questions were developed into what I believe is more advanced and as the same person saw the same subject from two sides there was a balance in the comparing part of the questions.

Visits

My visits all started with me meeting a teacher or scout leader somewhere, at a school yard or outside at a scout house. Sometimes after quite some travelling. A presentation of me and a little bit of my work without telling too much about my points of view to my informants and then the active observation began when the teacher or leader took his or her place in the group of children. I was a part of the visits but tried not to take an too active role. I let the teacher or leader organise and structure the whole activity and I did not give any ideas of what to do or how to do things even when there was moments that this could have been appropriate. I was trying to be just a participant. During the time the leader was working with the children I was just looking and participated in the peripheries. I was talking socially and asking questions.
about the group and the activities that were performed and also about the area and localities. When there was an opportunity to talk undisturbed I asked my interview questions to the teachers or scout leaders during a pause for the children or while the children were proceeding with a certain activity I did so but in some cases I chose to do the interview after ending the activity with the children.

My interviews I sometimes taped and I took notes at some times. Since the interviews were semi-structured there was also a possibility to ask questions to deepen the answers and for me to explain my questions further to my informants. Some scout leaders at my first visit asked me if they could answer my questions more exact via e-mail and since I had had a possibility to talk to them, but not interview them, I felt that it was a good idea for them to present their thought in writing too. After that decision I gave all teachers and leaders that choice, but only after my visit and only if they wanted to. There was only one who chose to answer the questions this way. During my visits I observed the group and the adults (both leaders and teachers) but also the activities and localities in a unstructured way. I took some notes during my visits but mostly directly after my visits. Most of my notes I took verbally to my tape recorder on my way back home. After my visit I listened to the tape and took notes again.

**Final work**

After all my visits and interviews I read my notes again and I sent them to the participants to see if they wanted to add anything. I gave them all 7 days to reflect upon my notes and their answers. Some of my informants got back to me with very short comments and corrections about pure facts as a name spelled wrongly or things like that and one of my informant added some details that we had talked about but I had missed to put into my observation notes. I then proceeded with my result. I chose to present facts in different layers of a short presentation of each scout group and school I visited, short notes about what activities we did during my visit together with my observations in short. I then presented the answers to the questions. I wrote this in two different chapters, one about the scout groups and one about the school visits. This so that it would be easy to see what each part had answered. Finally I analysed my facts. I chose to arrange my result under the following headlines: Why and for what do scouts and school, use outdoor education?, Why and how do scouts and schools work with groups?, What is a good teacher – leader? and Final thoughts.
The headlines are based upon the interview questions and my findings during my observations. Reflections of different kinds that was not really important to my thesis but still was important to how interaction occur between adults and children I put under the headline Final thoughts. During my analysis I again used the hermeneutic spiral (Kvale 1997), came up with inspiration to a discussion that in the final chapter ended up in a conclusion.

5.2 Methodological approaches and techniques

I used a hermeneutic perspective as an approach in my research and I found this approach very appropriate because I wanted to, through the work try to interpret what different authors said in this matter of outdoor education and group development through leadership as well as to understand what my informants told me about their view of the subject in participation of my fore knowledge. In the fore knowledge that I claimed to have and also in my opinions lied a risk, big or small that I would make assumptions that was not well grounded and this risk is still here. In this I believe that it can benefit my research that I have a pre knowledge of both sides of my study in an overall perspective as long as I am aware of the fact that I never truly knows what content a word has got for a single person if I do not discuss it with this person.

Eliasson (1995) talks about being more or less aware of what choices of perspective one choose in a research. I choose in this research to look upon my subject through the teachers and leaders perspective as well as the authors of the literature I have used but of course with my own eyes too. All my experiences and preconceived notions are there when I interpret the reality.

Observations

Observations are a specific method to use on its own or together with other research methods says Veal (2006). It can very well be used during sociological research to build explanations of different ways to behave but there has to be an ethical awareness of how the observations are made and for what purpose. (a.a. 2006) Patel & Davidson (1994) talks about unstructured observations as a way to tell more about an specific area of research that the scientist has a relatively good knowledge of both in theory and empirically. In the unstructured observations the researcher notes “everything” but are able to adjust the observations so that there is an maximal intake of information during the observation period. It is important to decide beforehand about what kind of information I as an observer needs to take notice of as
localities and all persons in the room and so on. Patel et.al. (1994) also writes that to be able to make good observations the researcher needs to take more detailed notes at least once every second hour. Bryman (2006) talks about ethnographic or participatory observations. These observations he explains can be to a good use when the scientist wants to look upon things the informants does not reflect upon – things they take for granted. He also says that one as a researcher can be in an open or concealed situation within observation. A difficulty doing open observations are that the participants does not fully react naturally. There is also an reactive effect upon the situation and the participants when the scientist comes into the group and watch the actions as well as talk and ask questions. This makes the open observations a little bit problematic. (a.a. 2006)

*Interviews*

Kvale (1997) writes that the meaning of proceeding with an interview from the angle of the scientist is to try to understand the informants perspective in a subject that is a part of the informants life. If one look upon the qualitative interview in a technical perspective one can say that it is semi structured and that the questionnaire is used to help the interviewer to stay within a certain theme during the dialogue to get answers to the specific questions asked within the research. It is very common that the interview is put on tape and then transcribed into a paper form and then interpreted. (Kvale 1997) To use a semi structured interview makes the process flexible writes Bryman (2006). The emphasis is put on how the interview person understands the cores of events and questions as well what is the most important in an explanation, in behaviours as well as different patterns. I choose to send the questions to the participants ahead so that they had a possibility to prepare themselves a little bit.

5.3 **Ethics**

To start this chapter I will begin with some thoughts from Veal (2006) about general research ethics. Competence, literature review, plagiarism and falsification of results. Competence means according to Veal that the scientist should have good enough knowledge about the subject so that the research will not be damaging to the subject, to the goodwill from the subject, damaging to the reputation of research and a waste of time. The part of literature review contains the fact that there must be a good review of all important literature so that it can be as sure as possible that no one else has made the exact research earlier. Plagiarism – copying without telling about it is unethical. Finally when it comes to falsification of results...
this is very unethical and is when the researcher is misleading the readers. Bryman (2006) is
talking about ethics in another way, the ethics of research. How to behave towards informants
and how to engage them in the research, what information to give to them and how to protect
the informants interests among other things. He is talking about basic ethical questions as the
demand of confidentiality, the demand of information, the demand of consent and the demand
of use of the information given from the informants. When it comes to the demand of confidentiality Bryman (2006) says that information about the participants shall be kept in a
safe way. Within the demand of information the researcher must inform the participants of the
reason of the study and what elements the study contains and also that the participation is
voluntary and that the informant can abort their participation at any time. The demand of
consent contains the right to say yes or no to participate. Finally within the demand of use of
information the information given to the researcher can only be used for the specific research
if the informant does not gives consent to use it in an other way. (a.a. 2006)

5.4 Validity and Reliability

Veal (2006) explains validity as how much the gathered information is explaining the subject
that is examined. When it comes to doing this kind of research within leisure and tourism,
validity can be hard to guarantee because it involves attitudes, feelings as well as behaviour.
And these phenomenon is not always easy to explain and measure. Veal (2006) also say that
reliability is when the findings of a research is possible to be the same if the research would
be repeated at another time.

As an alternative to validity and reliability within qualitative research Bryman (2006) talks
about other authors describing specific methods and terminology to explain the quality within
qualitative research. These would be trustworthiness and authenticity. Within the criteria of
trustworthiness there is four parts. One that corresponds to internal validity - called credibility
is when the observations made is well connected to theories created by the scientist, external
validity – called transferability that contains the possibility to transfer the findings to another
social environment or study, reliability – called dependability that describes in what extent the
study could be repeated and objectivity – called confirmability that is pointing at the fact that
no research can be completely objective but also that the scientist consciously is aware of
personal values and theories and do not let it interfere in the research. Authenticity contains
among other things that the research shall give a fair picture of all sides within the research.
(Bryman 2006)
5.5 Methodology analysis
In this chapter I describe my thoughts about the choices I have made during my work. I try to reflect upon my underlying reasons to why I chose to do the way I did and to a certain extent I also want to bring up the question of how could it have worked if I had made other choices.

Theoretic perspective
I wanted to use the hermeneutic perspective because I wanted to understand what the authors meant with their texts in relations to what my informants meant when they answered my questions from their point of view. The questions I made from my pre knowledge and my former experiences both from my practice as a scout leader as a trained teacher as well as all literature I read and somewhat referred to in my theoretical background. I believed that I would be able to interpret this research from an hermeneutic perspective since I had some earlier experiences and fore knowledge from both sides of my research. Bryman (2006) say that a hermeneutic perspective is suitable to use when research is made in an attempt to understand what earlier research or literature described within context of the authors perspective, as well as interpret social actions. Arfwedson and Ödman (1998) means that using an hermeneutic perspective is a way to make sense of knowledge that one get and that one need to connect with former knowledge to make new knowledge. This is a natural behaviour for us all but taken into a more specific subject and in a much a more structured way when doing research this way.

The choices of groups
The reasons why I chose the scout groups I did are that SSF is the largest organization and that it calls it self free from any specific values that you as a member has to acknowledge, KFUM-KFUK has a Christian background and connections to the big international organization YMCA-YWCA. NSF is a small organization connected to the temperance movement that was very strong in Sweden in the early 1900s. In this way I hoped to be able to get a wide perspective on what scouting can be and what the specific core within the ideology is about. I chose the specific schools because I believed that they also were able to give me a wide perspective on how outdoor education is performed within Swedish schools today. I believe I did not get any differing perspectives from the different scout groups as I thought I would and when it came to the schools maybe there could have a good idea to also meet
schools and teachers that were not so used to be outdoors to see how they were working with both outdoor education as a subject and group development through leadership.

**Used techniques**

Bryman (2006) say that during qualitative research there are some different methods to use as observations, interviews both unstructured and semi – structured, focus – groups and just literature review. I say that my chosen techniques were the right ones to reach the result I was aiming for. I have openly come into the groups as a participants in their activities but have not used the word observation to the participants. To do visits and through unstructured observations I got an extra dimension to my knowledge how the teachers and leaders were working with the children and the group development. Also to see what kind of activities they were doing gave me an idea of what they saw as important in the outdoor education. I also saw things they did not because it is so common that it is taken for granted (Bryman 2006). The semi – structured interviews is also a good way to do research I believe. To have some questions already gives a feeling of security to me as the scientist but still there is a possibility to go deeper into a subject or to more easily explain a question. I can also see the good use of connecting the two different methods, observations and interviews because of the fact that I could use situations that occurred to connect to my questions right when it happened or afterwards during the more proper interview. Of course answering my questions via e-mail I found as a good idea, but not without being able to talk to the informants face to face too. What I could have done, if there had been more time, could have been to do two visits to each school and scout group. This would have given me more information about the subject and I would have got a closer relationship to my informants and that could have given me a deeper knowledge of how the informants were thinking. Also there could have been more possibilities to follow things up that I got information about the first time.

**Credibility, dependability, ethics and more**

When it came to ethics and my specific research I cannot see that a participation could really be delicate as in some other kinds of research, but of course I needed to protect my informants and I especially had to think about the demand of information, consent and usage. Especially when it came to my thoughts of joining classes and meetings for some kind of activity including outdoor education with the children. I needed to, in an appropriate way inform the parents about my visit and make sure that they would be able to ask questions. I could not see
that there was a necessity to have the parents written consent in this matter because nothing involving the children as individuals will be taken into the thesis. But information was a must. When it came to the more general ethics of research Veal (2006) is talking about as competence, literature review, plagiarism and falsification of results, I can just say that I have no reason to believe that my competence in the subject is not big enough. During my search for appropriate literature to my theoretical background I have not found any research that my research would be a perfect copy of. When it comes to plagiarism I can not see that I have missed to tell about references in my texts and I can also say that if there is at any place such missing information that is an mistake. Finally I state that I have no reasons to make falsifications within the result because I have here been writing something that I hope might make a difference to someone. That makes it is important that I am true to my readers.

The amount of participants gave me a quite small numbers of answers to the questions I had. I do not believe that that is a bad thing. If some more of the participants had used the possibility to use e-mail to answer my questions that would have given me an even bigger amount of answers to my result. And that could have made my research even easier to transfer to other situations. Credibility could maybe have been stronger and confirmability would have been much more secure if the answers given were alike within the groups but not necessarily between the two different research groups. I can never know if this is correct thinking because of the way my research turned out but I still hope that the authenticity can be considered to be ok because I have tried to see all sides of the research, both from the scouts and the teachers point of view. On the other hand if the teachers and leaders would have used their possibility to answer my questions via e-mail there would have been a larger discrepancy in the amounts of answers from the teachers and leaders. There has been a larger amount of leaders present in the scout groups than teachers in the school classes. So I state that even though there was a small amount of informants this is what I was aiming for and I want this thesis not to be the truth but rather a contribution to some new thoughts. I claim to be clear in my description of how I have done my research so therefore I say that the dependability is ok.

Arfwedson & Ödman (1998) writes that by using an hermeneutic perspective on research there must be a conscious knowledge about fore knowledge and an awareness that one as a scientist never really can understand in what extent that fore knowledge is putting its imprints on you. Because of this it can be wise not to expect too much of the facts that we produce and instead realise that the writing we present is just a small part of human knowledge. (a.a. 1998)
6 RESULT
Here I will present the results of my visits and interviews with both leaders in three different scout groups within three different Scout organisations in Sweden as well as teachers from three different schools with different approach to outdoor education in Sweden. I present my results in a qualitative way by telling about the different results I got. The hermeneutic perspective I chose using is present here also as I have interpreted the informants answers and put them into a context that I have constructed. Even my observations can be seen with a hermeneutic perspective because everything I see, do and experience I interpret from my earlier knowledge and make new knowledge from that and then I present it here. I present the different objects and a short observation and the answers to the questions. I chose to present the scout groups first and then the schools in the same way.

I will in the end of this chapter compare the results put together to an analysis under some headlines that contains both the answers from the interview questions as well as information gathered through my observations and I have chosen to analyse my methods too.

6.1 Information about the scout groups
I have during my visits been to three different scout groups that in the same time represents three different scout organisations in Sweden, SSF - (The Swedish Guide and Scout Association), KFUM - KFUK (The Swedish YMCA – YWCA Guide and Scout Organisation) and NSF (The Temperance Guide and Scout Association). I have decided to tell about the activities they have performed during my visit and the answers to my questions without presenting which scout group said what. I choose to present my results this way of at least two reasons. One, my aim was never to look at what differences there are between the different scout organisations in these matters and two because I want to protect their anonymity fully.

But at first I give some very short information about the specific groups I met.

SSF - (The Swedish Guide and Scout Association)
A scout group formed just a couple of years ago. Some of the leaders have been active since they were children and some are recruited from parents. They do not have their own house or locality but use some rooms at a school. They use the schoolyard to a lot of their activities. They feel that it is a bit difficult to feel relaxed using the schoolyard because it is important
that there is no remains after fires for an example or other scout activities. They can not put posters and other things up either because of this. A positive thing with using this area is that it is quite close for all the attending children to get there. I visited the youngest scouts, 8 – 10 years. 24 children and 6 adults, 4 leaders and 2 parents. They work with different themes during each semester. They use this theme to make a programme for each meeting. This semester they worked with cooking.

NSF - *(The Temperance Guide and Scout Association)*

A scout group that has been active in 25 years. The promise about not using alcohol is nothing that is influencing the scout activities but the life of the leaders. Right now quite a small amount of leaders work in the scout group but they have a lot of parents attending the meetings. They have their own small house near the woods but also uses a well heated house nearby during wintertime. They had a close relationship with a “meadow” in the back yard that were used to all kinds of different activities. They also had a scout house outside the village to use mostly for the older scouts. This scout group were active in larger camps both regionally and locally. I visited the youngest scouts 6 – 10 years. This time there was 20 children and 4 adults, 2 leaders and 2 parents (they were always engaged in this group).

KFUM-KFUK - *(The Swedish YMCA – YWCA Guide and Scout Organisation)*

This scout group had their own locality in a house of a Parrish in the middle of a larger city. But also a small house in the woods outside the city. This scout group has been active for about 50 years. They feel they often end up being indoors with the younger scouts because there are just some smaller parks in the neighbourhood to use during the weekly meetings even though they often use the parks with the older children. I attended one of their outdoor activities during this semester. The group contained 7 children in the ages 8 – 11 years, 4 leaders and 3 parents.

6.1.1 Activities during my visits and my observations

During all my visits to the different scout groups we have been outdoors, working with different activities. The meetings has been between 1½ hours to 3 hours. Two of the scout groups were using fire during their meeting – cooking with the children. One of the groups were making waffles and the other “magbröd” – “Stomach bread” - bread that had been rising through the heat of a persons body temperature – rising in a bag under the sweater and jacket.
In one of the groups they also made some chemical experiments with bicarbonate. The third scout group made a walk through a nature preservation area during the day and they were working a lot with eyesight and a positive feeling to being outdoors during this day. There was a theme for the day that was robbers in the woods. In the first group I saw a very clear structure in how to handle social interactions in a group. The children were supposed to listen to the leaders at the same time as there was a happy, cordial feeling. There was a rule spoken out that one who is cold did not dress properly – a responsibility for one self having a good time outdoors. They signalled – we are scouts and we live a scout life. My feeling from this evening was a sense of structure but still caring about each single child in the group. The second scout group had a organised leading team with clear structures and points of view of how a scout shall behave and how to give a safe feeling to the children. Also here was an obvious structure in how to behave in the meeting circle. The leaders told the children in a strict manner to be quiet when they were talking during information. The third scout group I felt were more influence by the fact that there was some younger men in the leading team. There was some more acts of competition throughout the day but there was still an informal feeling of the group being important. There was never individual competition and there was no prizes to win. Here structure of gathering circles were used too but it felt a little bit more informal.

6.1.2 The answers from the Scout leaders

Here I will present what the different scout leaders have answered to my questions. I have visited three different scout groups but I have been talking to five leaders in a total. I have sometimes talked to them together and I have not separated their answers. Since I did not see any different approaches from the different scout groups depending on what organisation they belonged to within the scout movement I chose to present the scout groups one by one but without telling who is who. The answers will not come in the same order throughout the questions.

What is scouting to you?

- An experience to me but also a possibility to give an experience to others and to children. A possibility to come outdoors, ethics together with natural experiences, a way to interconnect grown ups together with children and a way to live and use nature, comradeship
Scouting is very important to me as a person. I have been a scout always almost and scouting contains a fellowship that keeps you young.

Scouting is something special, a sense and a way to be. A special organisation that really special. It does not suite everyone.

**What do you want to accomplish with scouting?**

- Children of today need to be outdoors more and on conditions of nature. Children are a bit egoistic and we want to take that away – to teach them that we do things together. Everyone is good at something – everyone in the group is important to be able to reach the set goal.
- I want to foster children to help each other out. Give knowledge of what to think of and how to act being outdoors.
- I want to give the scouts a feeling of me taking care of them.

**What do you think of the method of Friluftsiv? How do you do friluftsiv?**

- I think it is fun to be outdoors and I really miss camps if there shouldn’t be one a year. Usually we do at least one camp where we stay outdoors for a couple of days to a week. But we always prepare the smaller children for outdoor camps by having over night staying in our scout house first.
- We don’t just do “traditional” scouting here in our scout group. We do bowling sometimes and go swimming. But of course we do woodcraft as knots and rope work, games and other activities both indoors as well as outdoors. We think it is important to be outdoors every night during our meetings even during winter time even though we don’t stay out the whole time then. “Friluftsiv” is an important part of scouting – it is healthy and makes a lesser amount of conflicts within the group of children. “Friluftsiv” is independent from weather but dependent of the time of the year.
- I think that “friluftsiv” is a basic stone in scouting both for adults and children. It is important to learn through your own experiences and to learn through hands on. Camps and hikes are fun. When the scouts get a little bit older one as a leader put in some of the ideology and the politics too. Everything is simpler when you are outdoors – one can just be.
How do you look upon the patrol-system? Is it important?

- Already when you start with the youngest scouts “Miniors” the patrol system is important. To feel belonging, learn cooperation, work together with everyone also with people you don’t know, be able to meet other people and let others into the group, put groups together can sometimes be hard. To me the patrol system not always is positive. The positive parts is that you can work in smaller groups, the negative if a child ends up in the wrong group or that a group doesn’t work effectively. As a leader you need to know about group development and group dynamics. I know some about this but I’m not sure how to apply it on children. It is important that this part works for a positive outcome of scouting. A group should be about 6 – 7 children. If they are about 8 – 9 the group is too big and it is hard to give everyone a task within the group. It is important that the children have friends and schoolmates in their groups so that they feel safe but sometimes you as a leader have to separate children who are not good for each other.

- In the lowest ages within scouting we don’t use the patrol system very much but through the years we gradually let the children work more and more in patrols. When they are “patrol – scouts” (12 – 15 years, Nilsson comment) they have their own meetings. We don’t have the time to do patrol – leader – meetings as we should but that is the way it is. Sometimes the children are not mature enough to take the responsibility it takes to be a part of a patrol by themselves. Then we help out of course.

- I don’t think that the patrol system is so important really. Not today. Many years ago there was so many different tasks one had to do to get ones grades and marks and the patrol leader had so much responsibility towards the leaders to ensure the order in the patrol. There was so many demands upon the individuals in the patrol. I think it is better now, more human.

What is the abilities of an effective scout leader?

- A scout leader should be engaged, experienced, happy and optimistic.

- Like what you do – even love it, like children, being flexible and be able to meet the children at their level. Setting boundaries so that you as a leader can be sure that the children will listen to you if there is a dangerous situation.
Being able to set firm boundaries, being able to really see the children, be a good example – also be aware how one as a leader use words among the young scouts, organisational skills are good to have and that you really do what you promise to. Like and believe in scouting. Engagement, auctorial to a certain extent – I have to be able to be listened to when it is really needed but in between these situations the young scouts should be able to have fun. One must be keen and able to understand the children. I like to show enthusiasm and I usually tell about how things work out (if I know how). But instead of telling about specific ways to build a fire as pyramid and pagoda I just build a fire!

6.2 Information from visits at schools

I have during my visits been to see three different schools who work with outdoor education, maybe not in different ways but from a little bit of different angles. One of the schools are influenced by the Outdoor pedagogy style from Friluftsfrämjandet - The Association for the Development of Skiing and Outdoor Life in Sweden and the other chosen school works with an outdoor education profile and is certified with Green flag and finally a Nature Centre that meets different schools during thematic work.

All the meetings and activities took place outdoors. But I had a possibility to see the indoor localities of two schools too. I have also here chosen to present the results I have found in one text without telling what school or teacher said what because I do not find it interesting to prove who said what but instead what did they say. Also here I find it important to protect all teachers anonymity. I first present some information about the different schools.

Green flag certified – school

A school that has been active for more than 150 years. 1999 they applied to be a green flag certified school. This school has a very active cooperation with one of SLUs (The agricultural university in Sweden) experimental stations. At this station there is people very interested in the learning process of children and how they preferably learn outside. There are mathematical activities to do, and growing different kinds of plants but also taking care of hens. The “green flag – certification” is a parallel track beside the outdoor education that is taking place here working with composting and the circle of life. The class I visited was usually 13 children but today only 11. It was 3rd graders and there was 1 teacher.
Outdoor pedagogy influenced school

A private school working a lot with being outdoors. Had taken influence from a lot of different theories about learning including how each person prefer to learn things in different ways. Had a good environment to use according to the teachers as the forest, the lake and the seashore. 12 children in the ages 3 – 8 years together with 2 teacher went off to the park just across the road the day I was there, usually they were about 20 children in the actual age but there was illness and trips going on in the group. They go out at least two days a week with the younger children. They also have activities that is done everyday with all children at the school as for instance the short walk they do each morning.

Nature centre

A teacher at a nature centre often visits different schools doing activities that are connected to the regular school work the children do other days. This day the nature centre teacher visited a group of thirty 6 year olds at a school that of a necessity had had to work a lot with their outdoor environment. The school buildings was damaged in a fire that left the school with no gymnasium, no handicraft localities and no dining room for the children. Instead the school forest has been a place to do these things many times, even though they did not eat outside every day. Handicrafts and PE though was made outside most of the time. This forest is a part of the “Forest in School – programme” arranged in many cities in Sweden today. There was 3 teachers and a parent plus the nature centre teacher.

6.2.1 Activities during my visits and my observations

During my school visits we have been outdoors with the children at all times. There has been different activities as playing games, looking at leave-buds, doing the multiplication table, making music, working with opposites, having something to eat, just explore the area and more. The outdoor activities has been between 1½ hours to about 2½ hours. With all the groups we gathered on the school yard and then transported us by foot to an outdoor area more or less close nearby. To all the groups the areas were well known. At the site there was another gathering with more detailed information about the specific activity and then it started. There was different ways to do the circle. One group never really had one, one group sat on benches and one group were gathered around a fireplace. Also the rules about how to act standing in the circle were quite different. There was in one of the groups no or very few comments to what can be considered as bad behaviour during a gathering when commented
there was with a low voice and just spoken out in passing. In one of the other groups there were very strict comments to this and also physical reactions as lifting children up to a standing position and in the third group there was a more strict telling and reminding of the rules. At one of the schools I visited there was quite some time for social interactions in groups chosen by the children themselves. At another school there was two shorter periods of time for free time and a free choice of activities. The children were playing in different groups. At the last school there was a short period of time at the end of the outdoor session that were used to the children’s own choice of activity.

6.2.2 Answers from Teachers

Here I will present the different answers I got to my questions from the four teachers I met. I have visited three different schools active in outdoor education in different ways. I have at the one school with two teachers talked to them together and I have not separated their answers. I have chosen to present the schools one by one but without telling which school is which. This because I cannot see any big and obvious differences in their work and interpretation of what outdoor education can be. The answers will not come in the same order throughout the questions.

What is outdoor education to you?

- A pedagogy where the pupils are at the centre. One goes out into the real world and the children are discoverers. The adults are co-discoverers. To do outdoor education you have to be outdoors but you can stay on the school yard if it benefits your purposes.
- One has to be open for the children’s lust to learn new things. That one learn outdoors in whatever weather. One can also say that it is a different strategy to learning where the children doesn’t have to wait so much.
- The thing one can do better outside one should do outside. But at the same time do the things that are better done inside, inside. To use the whole body when learning. One have to be outdoors to do outdoor education.

What do you want to accomplish using the outdoors?

- Give more children a possibility to learn things their own way, use the three dimensions to learn things not only to read about things.
Should one use anything but the outdoor environment? We want the children to learn the way they do best.

I want the children to create their own feeling towards the nature and get the knowledge that can give them a possibility to choose to be outdoors when they grow up. Outdoor education can be used to introduce new knowledge or to repeat knowledge already presented to the children indoors.

**What do you think of the method of outdoor education? How do you do it?**

There is no real limitations in the subject of outdoor education only one really and that is how to use pen and paper outdoors, for the children who prefer that way to learn. Otherwise we think that the most important is to acknowledge outdoor education as a way to work as any else. It is impossible to be able to make them both (indoors and outdoors) equally much and we think that it is bad for both the children and the pedagogy form itself if there had to be repetition indoors afterwards. We work a lot with feelings and thematic experiences and try to get as much as possible of different kinds of experiences into our work. Sometimes though we just go out with the children and let them lead us out into experience. Snow is a useful tool working outdoors and movement of different kinds as some examples.

Outdoor education is important. It is a practical way to work where one as a teacher can make history come to life – the forest smells and sounds more or less the same as a long time ago. One can use all senses during learning. But one need to work regularly with being outdoors. At least once a week for the children to be able to establish a contact with nature and not only use it as a play ground.

I do a lot of mathematics outdoors – growing plants, natural sciences but also some Swedish. A mission of mine is to teach the children to like to be outdoors. Let the body experience knowledge as for instance when the children are supposed to estimate distance by jumping over a ditch. But also create a feeling of rest, piece and quiet. Having a classroom outside too. We work with our compost, the circulation within life and our growing of plants. Every year in our school has got specific plants to grow. Our theme this year is “Linné” but other years it has been “the forest” or “the air”
How do you use group work? Is it important?

- Group development is important but something natural when we work outdoors. Outdoors I have to be able to trust the pupils, the WHOLE group and I have to know that they can work with anyone in the class. Often I put them together in groups of 3 – 4 and they do different activities together. It is also good sometimes to put them together in groups because they have to in a natural way solve their disagreements.

- Outdoors we feel that the children are more connected to their groups. Indoors the groups are too close to each other and there are much more conflicts. Outdoors there is a natural space between the groups. One can use the groups to any work but often we use them to train different shades of colours, height, age and the months of a year. We work intensively for two weeks in the beginning of each school year to make the classes work together as a group. We have seen that the children really are part of a group because when the children have free time they do not choose activity by who is playing a specific game but rather what they want to do themselves.

- Both the group processes and group dynamics are important. There are qualities within a child that not always shows indoors. Some of these children might even have true difficulties with disruptive behaviour and difficulties in waiting and so on indoors. These problems, these walls of hindrance might be lesser or even totally disappear outdoors if there is a regularity in the outdoor activities.

What is the abilities of an effective teacher?

- One has to trust the specific situation, see the possibilities and being flexible. There has to be a active action together with the children. Above all one has to like being outdoors.

- As a outdoor active teacher one has to be able to let go of the steering wheel and trust that it is ok not to know everything. To recognise that all that knowledge even can be a hindrance. Otherwise I think that the most important is to be aware of how one plan the lessons and make sure that one work with different sizes of the groups several times during each outdoor lesson.

- Engaged, firm, warm, settled, having humour, being enthusiastic, curious and wanting to know new things. A little bit of a “scout leader”-feeling maybe or at least feeling a bit as a “frilufts”-person. To be able to be outdoors it is important not to be afraid to get dirty and worry about ones appearance. One have to willing to carry around stuff
like outdoor boots and extra clothes. But also to be prepared enough and organised enough to plan a little bit ahead. In the same time it is important to be willing to go outdoors – otherwise one stay indoors because that is more comfortable.

6.3 Analysis of result

To be able to easily follow my thoughts I have chosen to present my results under four headlines: Why and for what do scouts and school, use outdoor education?, Why and how do scouts and schools work with groups?, What is a good teacher – leader? and Final thoughts. This structure I also use in the later coming discussion. When I look at many of the parts in my result there is small differences but still a common way to look upon certain things in the work outdoors from both scouts and schools.

*Why and for what do scouts and schools use outdoor education?*

I can see that both scouting and school wants to use outdoor education and “friluftsliv” to let the children learn through their own experiences and to learn hands on – using their bodies as a tool for learning. Both schools and scouts want the children to get positive feelings towards the outdoors and getting used to be outside so that they will continue to do so when they grow older.

Also the aim of the skills the adults expected the children to learn was as I said a little bit different between scouts and school. School wanted to rehearse earlier knowledge or present new theoretical knowledge to the children when they were working outdoors. But give them another way to learn these skills. The scouts wanted to give the children practical knowledge that could come in handy in the future being able to take care of themselves and being able to manage outdoors.

*Why and how do scouts and schools, work with groups?*

Both teachers and leaders say that they use the group to develop the children’s skills but there is a difference in the aim of these skills as well as what a group really is. The group and the group development have some similarities even though there is a certain difference too when it comes to the size of a group. Regular group size of 6 – 8 persons all agree with, even though school often talk about the whole group – the class with about 15 – 20 up to 25 – 30 children, and using small groups of approximately 3 – 4 persons preferably. The scout leaders always talk about the group as a group of about 6 – 8 persons even when I saw that there was
approximately 20 – 24 children present but at one occasion. This amount of children were never really worked with in the scout groups I visited, just a short gathering and then split the big group, the whole group up in smaller parts. If there was a possibility even instructions were never given in this big group. To give instructions in the whole group was more common in the school activities. Letting the big group stand in a circle, taking instructions in or never gather the children in a circle at all but still give instructions to the whole group at once was a standard situation at the schools I visited. The groups I visited at the schools was not so very big (11 – 12 pupils), but one of the groups (30 pupils), still the whole groups were in size of two regular/standard groups of 6 – 8 persons.

I also saw things that I probably have done myself through my teaching and leading years as working hard making everyone in the circle stand up properly and make sure that no one gets any benefits from anyone else in placement within the group. Standing beside as I did, watching, I saw that it probably had no positive effect on the adults making order in the group or the children who were told to change position. I do not believe either that it would have made any difference to children standing nearby if not revealed by the adults. The only effect it really had was to disturb the information and give signals to the ones standing correctly that there were children who were not. This can then maybe lead to a situation where the correct behaving children feel that they can instruct and correct the others in a negative way I think.

If I then turn to the obvious differences in the result it turns really interesting I think. There are some quite big differences when it comes to conflicts but most of all how teachers and leaders look upon the responsibility in how a group is behaving especially during instructions. A conflict situation can occur anywhere and the teachers say that it is easier to avoid conflicts between children outdoors because there is a larger area to be at and a bigger distance between the different groups of children or individuals. The scout leaders say that it is easier to solve conflicts within the groups outdoors. The leaders say that they try to have the same children in the same group – patrol during the year. The teachers say that all children has to be able to work with anyone in the whole group.

*What is an effective teacher - leader?*

There is a connecting view about some of the skills one need leading children whether you are a scout leader or work as a teacher as being flexible and engaged in the work, being firm and set boundaries for the children. But in the same time the scout leaders more actively points out
that it is important to lead the children and accept them as they are to be able to be an adult standing up for the children in a loving way. The teachers more talk about trusting the learning situation and letting go of the steering wheel sometimes. The teachers also talk about being more organised and a willingness to be a little bit uncomfortable when one is outdoors. Also structural thoughts as how do we do schoolwork outdoors if we need pen and paper. Also when it comes to the responsibility in making children listen to the adults instructions there was a stunning difference. One teacher say that: I as a teacher has to trust the children to listen to me in a specific situation. A scout leader said that: I have to have the authority to be able to make the children listen to me if it is necessary. Maybe there is not so much to say about these single lines taken out of their context but the fact that the teachers answer was a part of how they work with children and groups and that I saw how the teachers were working with the groups together with this answer gives me a feeling that the teachers put the responsibility on the children to listen to the teachers. The scout leader on the other hand gave this answer in the part where the scout leaders tell about what abilities a leader should have. So in this case the leader expect to be an authority to the children when needed.

**Final thoughts**

I can see that there is a larger amount of adults in the scout groups compared with the school classes and there are a variation of ages on the children in all the scout groups but in just one of the school classes. There is an aim within the scout groups to work with things that is good to know always and there is a connection made to the context. There is a conscious work done with showing everyone respect but also to tell about each individuals own responsibility towards themselves and towards the others in the group. In school there is a lot of thematic work done outdoors and indoors that contains theoretical knowledge in a practical way. There is also an aim to teach everyone to be able to work together with all members of the group.

Finally in the analysis of the results I can present some thoughts of reflection that I met during my six observations and interviews. Three places of six did not present me to the children. This was both schools and scout groups. I was not there to meet the children but still I was a part of their work for 1½ to 3 hours. I was on my way several times to present myself but the activities started so there was no time. I did not want to interrupt and disturb the work I was there to observe so I ignored it. I was though presented to the adults before activities started. Maybe this is a sign of not knowing what to do with a visitor or maybe a way to control the
situation so that it will take no time from the planned activity. Maybe it was just forgotten. Maybe it is a sign of how we as adults many times look upon children as in need of lesser amount of information. But all these parts I will continue to discuss in the following chapter.
7 DISCUSSION
Under this headline I will talk about the result I found during my research through my informants. Compare it with literature and tell about my thoughts of the facts presented. What is my believes of this and what is the final outcome from this work? A conclusion will be presented in the end of this chapter and also some ideas of what to do further research about within the subject. I have chosen to use the same headlines in the discussion as in the analysis to make it more structured. But first I will very short reflect upon my result.

A reflection over the result
I present my results in a qualitative way. This means that I analysed the answers from the participants from the interviews and my observations without making any remarks about how many in numbers had answered in a specific way. The observations were made of two reasons, to give my results an extra dimension but also to give a sense of my impressions so that the readers of this research will able to find it easier to understand the “picture” that I try to describe in the result. I believe that this way to present my result is the proper way to do it in this specific research. Because I wanted to tell about feelings towards the questions and facts found in relations to each informants own thoughts. Even though I specifically emphasised in my contacts with my informants, that I needed a short while after the activities to do the interview, that has been difficult to arrange sometimes. I felt that it was quite difficult to do the interviews in the middle the activities. There was a need for focus because of the deepness in the questions. I have though been able to take at least one teacher or leader to the side for about 15-20 minuets to ask my questions at each visit. My aim was to talk to at least three teachers and three leaders and that goal I well reached. The others I think is a bonus. But of course there is more content in the result because of the fact that more individuals answered my questions. Also the interactions between the adults answering my questions together I believe gave the answers an extra dimension. The possibility for all leaders and teachers to answer my questions via e-mail was not used as I thought it would. This was an spontaneous idea given to me from one of the scout leaders and I thought it was really good.

Why and for what do scouts and schools use outdoor education?
When I look at the result I see some really interesting things. Some of them are obvious and some of them are more diffuse. I can see that there is a difference in how schools are using the
outdoors compared to how scouts are using the same area. The aim is different just as literature earlier in this work points out. Jarman (2005) say in her conclusions that the process of learning within scouting is best described in a holistic way and that all experience that is made can connect together and give the individual the possibility to obtain complete knowledge. What my research show is that these schools I visited are using outdoor education not only for theoretical knowledge and practising but to a large extent still so. Just as Södergren (2005a, 2005b) writes there is a basic level of going outdoors, working with practical things within mathematics, doing geography, and work with “the body” in biology, also experiencing the different seasons alone or in small groups on the school yard or in a close by forest. (a.a. 2005a, 2005b) Here the teachers mention lessons in natural sciences, language, geography and mathematics.

But the teachers I met to some extent had a higher level of consciousness about what the outdoor education could give and were prepared to challenge themselves to a certain extent. Some schools had more or less integrated outdoor education into their daily school work with the result of having a school that was more fun than before. Scouts on the other hand see more the outdoors and the outdoor activities as a possibility to make the children feel as a part of something and to give them a responsibility of both themselves and of friends. There are of course things the children need to learn but that is often expressed in a more holistic way as “hikes and camps are most fun” or “handicrafts-evenings” but also “knots”. Elmström (2005) writes that one of the goals for scouting is to help young people become responsible citizens and to make them develop full potential. In the document from WAGGGS (2006) it says that an important part of scouts are to be allowed to be the individual one is and not try to be as everyone else. (a.a. 2006).

To me this was one of the more obvious differences between schools and scouting, that there was a difference in how, what and why these two groups were using the outdoors and the “friluftsLiv”. Of course I cannot be certain that this result would stand firm if I visited a larger amount of schools and scout groups but I actually think that it would become even clearer then. If I had chosen to visit regular schools that was just doing some outdoor education now and then and who was without this strong conviction that the outdoor active schools or rather teachers I visited have, I am convinced that there would be hardly any thoughts of anything but practical rehearsing or introducing of theoretical knowledge.
Why do scouts and schools work with groups?
I can see when I look at the result that there is a basic similarity in what a group is according to both scouts and schools. That the group is important but that the aim of the group work is different. According to Stiwne (1998) a group is some individuals that have a joint goal. The group must be able to work with other groups to be motivated. If we then look at what scouts say is one of the essences about groups. The fact that it is usually good to mix different ages and skill levels to maximize learning for everyone. (Elmström 2005) Also the well know facts about how a group develops and grows through several stages before it is completely well functioning – the FIRO-model is used as a working method within the scouts. It is the members in the group making the group. (Elmström 2005)To this we can add the question about inclusion or integration. Wilmhurst (Web 15) say that outdoor education can make people with or without a disability both culturally and socially equal. Schools often let the children change groups with the good thought that everyone must be able to work together. If a child is high functioning socially that might not be a problem but some children finds it hard to change co-workers. One very interesting thing I found while looking for facts about the group was co-operative learning. Co-operative learning is a model of how to work with group work in school or in any other group says Andersson & Isaksson (2003). The most interesting things with this model is that I finally found the “scout – model” in writing according to my point of view. Grönning et.al. (1997) says that the ability to solve problems together gives the pupils a good cognitive development and is also good for their development socially. But to be able to use cooperative learning the teacher must be aware of dynamics within the group so that there will be positive reactions from the whole group (a.a. 1997). I think that this is what the core of group development is about. The teachers or leaders awareness of the group joined together with a method to develop cooperation.

There is also a difference in how school and scouts think about how outdoor education or “friluftsLiv” can be a tool to solve conflicts within groups and between groups according to my research. I did not get a lot of details in this subject but still I can see that scout leaders and teachers show a difference in how they look upon this issue. How the interaction between the children within the groups and between the groups are handled. Can these differences have anything to do with the fact that there is a constant group of children being together in a patrol with about 6-8 individuals in the scouts? That they have to solve problems together and that they have to take care of each other? And in schools the children are supposed to be able to know everyone and be able to interact with anyone within a group of 15 – 30 persons. I do
believe that this is the way it is but I have not enough research to really discuss and prove this matter. I cannot tell if I have really understood the teachers point of view that there is less or no conflicts between the children or the groups. And then compare it with the scout leaders saying that it is easier to solve conflicts within the patrols/groups of scouts. Do they mean the same thing or do they look upon the matter totally opposite? Within the school class there are a large amount of children that have to accept each other and have to be able to interact. Put to this the fact that everyone is put together randomly more or less and that no one can quit. At least not in an easy way. Within the scouts there is smaller groups and everyone stays there by free will. But I also believe that there is a possibility to make the big school class develop a bigger group feeling and that it can be made through a conscious work from the teachers. I say that I saw this in at least one of the three schools I visited, a conscious work with the group regularly. But still not the scout way with the more or less permanent groups, the patrol system. If we look at the FIRO-model (according to Gerhardsson & Martinsson 2002) there is normal development within a group to go through conflicts in certain stages. When these levels have passed then there can be a deeper sense of belonging to the group.

What is an effective teacher - leader?

Scout leaders say in my research that there has to be leading involved in the process of being a leader for the young scouts together with love and care. This I see as connected to the intelligent action that Dewey (2004) is talking about. That one should live as one learn. To teach anyone how to behave you have to behave in that way. There is a common saying in Sweden that express this in a good way: “Children do as you do and not as you tell them to” (unknown source, Nilsson translation xiii). When it comes to the teachers point of view on what an effective teacher is, they talk more about the their own feelings of how they should proceed with their work. The pedagogical need of getting a result from the activity. The differences in how scout leaders and school teachers look upon how they should lead children I think has its core in the fact that scout leaders look upon themselves as leaders. Not every scout leader has a pedagogical background and therefore they use their knowledge as adults and parents instead. A teacher has a pedagogical degree and a lot of methods to use when working with the children. This should give them a head start but since they also have a pressure upon them to teach the children provable things they miss out on the leading I believe. Since outdoor education in its essence is a social activity, often in groups, together with a certain amount of aquiring knowledge – sometimes tacit, there lies a difficulty in this to
prove what each child has learnt. As fore instance “[… ] how the human culture affects and reform nature” […] (Kursplaner och betygskriterier, 2000, p.47, Nilsson translation) xiv Marton and Booth⁶ writes that teachers shall teach children to become well educated adults and the teachers can do so because they are adults already. There is also an importance to remember that all children needs to cooperate with grown ups to develop and that the teachers should use creative and experimenting ways to give learning an extra dimension says Buaas (2002).

Another difference that I saw and heard of was how teachers and leaders looked upon communication. Trusting the feeling of being an authority to the children and having the possibility make them listen or put that responsibility at the children. - They must listen to me when I say so. Here I also think that the difference of how teachers and leaders look upon themselves show. Elmström (2005) wrote that leadership is something that comes from the heart and that one as a leader have to show him- or her-self worthy of the scouts respect everyday. Inspire, show love and respect to gain respect. (a.a. 2005) With this I do not mean that teachers refuse showing the children respect but there is a difference in the relation of power that is possible to feel stronger I think within the walls of the school than within the scout organisation. But this power balance within school I believe is changing but it goes slowly. As being a teacher there where earlier a built in respect from parents and children. This is changing and more and more I believe that also the teachers need to prove themselves just as Elmström (2005) is saying about the scout leaders.

Final thoughts

When I then very subjectively looks at the way leaders and teachers give information to a group I can see the feelings that I was looking for to express. The respect for each individual whether they are six years or forty. To see the connection in the holistic point of view of leaders in the scouts wanting to be adults leading the children. The meeting that occur when the small group is informed of their task and you as a grown up can keep eye contact with each child in the group and making sure that they understood what to do. Compared with the big group getting information without the possibility to make sure that everyone understood and there is no possibility to stay in contact with them all at the same time. I acknowledge the fact that the teacher very often is alone with the class and that there is a larger need of a joint

⁶ Carlgren & Marton (2001)
information then but maybe it is still easier to give information in smaller groups? Also the benefit of not having all these small disturbances earlier mentioned is to add here, “Stand still”, “stand up”, “listen”, “don’t interfere with your neighbour” and so on.

Is it then so, that the fact of school being mandatory and regulated by economics when it comes to group sizes and the amount of personnel dictates the way to work with group development for the children? That the scout movement has an easier task because there is no regulations in the same way, of how many grown ups there shall be and that the whole programme is voluntary? Maybe, at least theoretically that is the way it is. I know based upon what I saw when I was on my visits, there is a higher number of adults within the scout groups when one look at the number of children and that of course must make it easier to split the children in smaller groups - patrols. But maybe that is not so every where and not always. Maybe it does not have anything to do with the amount of children and adults but rather of the fact that the scout groups really have to do fun things and to accept everyone as they are to keep the children. Westberg (2003) writes that scouting is to do adventures, teach each other and to take care of each other. School does not have to think like that, at least not yet even though there of course is a aim to do fun things too. Just as Tiller & Tiller (2003) is talking about the four suns of learning that is interconnected and dependent of each other, the knowledge – sun, the doing – sun, the being – sun and the living – sun. These can be connected together with having fun every day where ever the school class with its teacher is and what ever they are doing.

But the fact that three leaders and teachers out of six forgot to present me to the children startled me. I was introduced to all the grown ups. I feel now afterwards ashamed that I did not interfere and presented myself but in the same time there would have been a disturbance in the work that I was there to observe. I cannot say if I made the right or the wrong decision. There was a Tv - program the other day. I have forgot who was talking and what day it was. It was on the Swedish channel 2, midday a weekday in April 2007 and it was about how we as adults behave towards out our children compared to how we behave towards other adults. An example: Some friends are invited for dinner and some come earlier than others. To be a polite hostess you present them to each other if they do not know each other beforehand. If your child meet a stranger together with you as a parent you often say to your child – tell your name (introduce yourself). And when the child refuses, you smile and call him or her shy. Maybe it is time to look upon each individual as equal and behave like that?
7.1 Conclusions
I think that it is important not to throw everything out and start all over again just because we want to, but to look upon what works in this specific group with this specific teachers and then build new things and activities on the firm base of good things we feel comfortable with. To create new knowledge and ideas. To me this is the spiral of hermeneutic thinking in its more practical form. A form that can be used in small things and in larger. In my final conclusions there are some new levels of knowledge, deeper knowledge to me at least, about the difference between how leaders within scouting act in their work with the children making groups – patrols and how schools in Sweden work with their group work. I can also see a difference in the work about values how we as adults act towards children.

If I try to use my holistic perspective and keeps my own thoughts of progressive education on my mind when I look at my scientific questions, I believe that there is actually some things to learn for the Swedish school from the Swedish scout movement when it comes to group development through leadership, when using outdoor education. I say that this research is too small to prove anything, this because it is to small to transfer to a larger context really. I do believe though that a larger, long term study with a larger amount of informants could show that there could be more inclusion within a group. And added to that a higher degree of group development for everyone if there were a higher degree of conscious leadership for the teachers within school. Also by using the outdoors not only for practical education to a larger extent, I think could benefit the schools in the future. Each child and adult in the school system could benefit from the changes if the schools used the conscious leadership skills that the scout movement is using, together with the co operative learning and using the outdoors to an even larger extent. This could finally lead to, I believe, a stronger feeling of belonging and in the extension more knowledge, tacit as well as well know, for each individual in Swedish schools.

7.2 Next step in research
There is so many new questions arriving through this work that I feel I should have gotten an answer to. Things that touches my actual work or maybe even is a part of it but is not developed enough to get a result from. As foreinstance dig deeper when it comes to the question of how leaders and teachers look upon how they make children listen to them. Also the part about conflicts – is it really such a big difference between the scouts saying that conflicts are easier solved outdoors or school teachers saying that there are a lesser amount of
conflicts outdoors? It could also be interesting to do a similar research as the one Jarman (2005) did. Do some research on what more exactly children really learn in the scouts. But look at the Swedish scouts instead. Are there cultural differences within the scout programs? What subjects are trained and what skills do they actually get via the scout organisation. Also the question of how scouts and schools in Sweden look upon and work with democracy and foundations of value would be really interesting because when I see how the work is the done and talk to active teachers and leaders I see and hear of differences that might not show in the documents of goals and achievements that are present in both school and within the scout movement.

I think that everyone is
good at something
and that one shall not
say that you are good and you are bad

Because if one say that
You are good and you are bad
The bad turns even worse
And the best even better
Nina 11 years

(Ek, 1985, p.97, Nilsson translation) xv
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**Web links:**

- Web 2: The Swedish Guide and Scout Association : [http://www.ssf.scout.se/o.o.i.s/433](http://www.ssf.scout.se/o.o.i.s/433) (070124)
- Web 5: Nature Centre in Eskilstuna: [http://www.eskilstuna.se/templates/Page_____18790.aspx](http://www.eskilstuna.se/templates/Page_____18790.aspx) (070122)
- Web 7: Forest in school: [http://www.skogeniskolan.se/om/index.cfm](http://www.skogeniskolan.se/om/index.cfm) (070122)
- Web 8: Forest in school: [http://www.skogeniskolan.se/skolskogen/index.cfm](http://www.skogeniskolan.se/skolskogen/index.cfm) (070122)
Letter of contact

To Scout leaders:

Hello!

My name is Mickaela Nilsson and I am doing my Master in Outdoor Education at Linköping University. I am a Recreation Instructor and a Special Educationist to be very soon as well as a Scout leader within The Swedish Guide and Scout Association (SSF). For my research I want to learn more about the differences in how scouting and school looks upon outdoor education. Therefore I want to visit your scout group and I would like to be part of a meeting and then be able to ask some questions afterwards to one leader or a team of leaders.

I will use the following questions as help through our discussion:

1. What is scouting to you?
2. What do you want to accomplish with scouting?
3. What do you think of the method of Friluftsliv? How do you do friluftsliv?
4. How do you look upon the patrol-system? Is it important?
5. What is the abilities of an effective scout leader?

When one do research of this kind it is important to follow certain rules according to research ethics and therefore I tell you now that the information I will gather will be anonymously presented in my thesis and all material will be held in a safe way. I send to you also a letter of information to give to the children’s parents so that they will be informed about my research and assured that the children will not be mentioned in the research as individuals in any way. I also want to point out that the participation in this research is completely voluntary on your behalf and if you chose to participate from the beginning, you can still make the decision to leave this survey at any time.

To contact me you have the following possibilities:

Telephone: 0493-21171
          070-5972597

e-mail: micka.odensvi@telia.com
To Teachers:

Hello!
My name is Mickaela Nilsson and I am doing my Master in Outdoor Education at Linköping University. I am a Recreation Instructor and a Special Educationist to be very soon as well as a Scout leader within The Swedish Guide and Scout Association (SSF). For my research I want to learn more about the differences in how scouting and school looks upon outdoor education. Therefore I want to visit your school and I would like to be part of a meeting and then be able to ask some questions afterwards to one teacher or a team of teachers.

I will use the following questions as help through our discussion:

1. What is outdoor education to you?
2. What do you want to accomplish using the outdoors?
3. What do you think of the method of outdoor education? How do you do it?
4. How do you use group work? Is it important?
5. What is the abilities of an effective teacher?

When one do research of this kind it is important to follow certain rules according to research ethics and therefore I tell you now that the information I will gather will be anonymously presented in my thesis and all material will be held in a safe way. I send to you also a letter of information to give to the children’s parents so that they will be informed about my research and assured that the children will not be mentioned in the research as individuals in any way. I also want to point out that the participation in this research is completely voluntary on your behalf and if you chose to participate from the beginning, you can still make the decision to leave this survey at any time.

To contact me you have the following possibilities:
Telephone: 0493-21171
070-5972597
e-mail: micka.odensvi@telia.com
Letter to parents with children in a scout group

Hello!
My name is Mickaela Nilsson and I study Outdoor Education at Linköping University. I am both a teacher in leisure and recreation, special educationist to be and scout leader within The Swedish Guide and Scout Association (SSF). I am right now writing a Master Thesis in the subject of what differences there is in how school and scouting is doing Outdoor Education in Sweden. Because of my research I will visit your child’s scout group during a meeting and join the activities and then I will talk to the leaders and ask some questions.

I just want to tell you that your child will not in any time be photographed or asked questions that I will bring up in my report. I will just be part of some activities to feel in the atmosphere of the work they are performing. The whole research will be based upon what the teachers in school and scout leaders think of their way of doing Outdoor Education.

If there is any questions you can contact me on telephone number 070-5972597 or e-mail me on micka.odensvi@telia.com
Letter to parents with children in school

Hello!

My name is Mickaela Nilsson and I study Outdoor Education at Linköping University. I am both a teacher in leisure and recreation, special educationist to be and scout leader within The Swedish Guide and Scout Association (SSF). I am right now writing a Master Thesis in the subject of what differences there is in how school and scouting is doing Outdoor Education in Sweden. Because of my research I will visit your child’s school during a lesson and join the activities and then I will talk to the teachers and ask some questions.

I just want to tell you that your child will not in any time be photographed or asked questions that I will bring up in my report. I will just be part of some activities to feel in the atmosphere of the work they are performing. The whole research will be based upon what the teachers in school and scout leaders think of their way of doing Outdoor Education.

If there is any questions you can contact me on telephone number 070-5972597 or e-mail me on micka.odensvi@telia.com
Actual and previous Questions:

Actual questions to scout leaders:

1. **What is scouting to you?**
2. **What do you want to accomplish with scouting?**
3. **What do you think of the method of Friluftsliv? How do you do friluftsliv?**
4. **How do you look upon the patrol-system? Is it important?**
5. **What is the abilities of an effective scout leader?**

Previous questions to scoutleaders:

1. **What is scouting to you?**
2. **What do you want to accomplish with scouting?**
3. **Why does the scouts use friluftsliv in their program?**
4. **What do you think about the method of friluftsliv and what is your way of doing it?**
5. **How do you look upon the patrol system? Is it important?**
6. **How does a good scout leader function? What is good abilities of a good leader?**

Actual questions to teachers:

1. **What is outdoor education to you?**
2. **What do you want to accomplish using the outdoors?**
3. **What do you think of the method of outdoor education? How do you do it?**
4. **How do you use group work? Is it important?**
5. **What is the abilities of an effective teacher?**

Previous questions to teachers:

1. **What is outdoor education to you?**
2. **What do you want to accomplish using the outdoors?**
3. **Why does school use outdoor education?**
4. **What do you think about the method of outdoor education and what is your way of doing it?**
5. **How do you look upon group work? Is it important?**
6. **How does a good teacher function? What is good abilities of a good teacher?**


Ending comments

Different translated texts Swedish versions

1 Sellgren, 2003, p.8:

**Naturpedagogisk credo**

"Jag tror på ett lärande liv
där jag går ut för att lära in
i sol, vatten och vind.
Jag tror på en vandring ut,
i det oförutsägbara och verkliga.
Jag tror på en vind;
En oväntad bris av intensiv närvaro.
Jag tror ock på reflexionens återsken;
Eftertankens reliefartade skuggbild.
Jag tror på ett lärande liv,
Jag går ut för att lära in:"

2 Brügge et.al. (2002) p.27:

"i muskeln spänning, i äpplets doft, i kroppens rytm, i sinnet för proportioner, i språkets rikedom bortom
grammatikens och ordlistans korrekthet. I detta bildningsperspektiv fokuseras utomhuspedagogiken till platsen
för lärandet, till dess var".

3 Elmström (2005) p.11:

"Svenska Scoutrådets syfte är att möjliggöra för unga människor att utvecklas till ansvarsfulla världsmedborgare
utifrån de värderingar som uttrycks i scoutlagen och scoutlöftet".

4 Boräng (1989) p.35:

"Tillsammans studerar vi verkligheten och lär oss hela tiden nya saker"

5 Tiller & Tiller (2003) p.143:

"Att lära sig att veta
Att lära sig att göra
Att lära sig att vara
Att lära sig att leva"
Kursplaner och betygskriterier (2000) p.22-23:
"Skolan skall i sin undervisning i idrott och hälsa sträva efter att eleven […] får inblickar i idrottens och friluftlivets historia samt lär känna olika former av lekar, danser och olika idrottsformer i olika kulturer,"

Kursplaner och betygskriterier (2000) p.46-47:
"Skolan skall i sin undervisning i de naturorienterande ämnena sträva efter att eleven […] utvecklar sin förmåga att se hur den mänskliga kulturen påverkar och omformar naturen, utvecklar omsorg om naturen och ansvar vid dess nytjande,"

Zackari & Modigh (2002) p. 48:
"Demokrati bygger på alla medborgares fria samverkan.
En sådan verksamhet måste i sin tur bygga på fria personligheter.
Skolans främsta uppgift blir att fostra till demokratiska människor[…]
Skolan bör medvetet fostra till självständighet och kritiskt sinnelag[…]
Den demokratiska skolans uppgift är alltså att fostra fria självständiga människor, för vilka samarbete är ett behov och en glädje."

Gerhardsson & Martinsson (2002) p.83:

"En ledare måste kvala in varje dag."

Ehrenfors et.al. (2002) p.58:
"Vi tar hand om varann
Vi gör saker ihop
Laget är styrkan
Vi klarar uppgiften
Varje scout är unik
Varje scout behövs
Patrullen är helheten
och mer än helheten tillsammans"
"Ledarskapet gör det möjligt att få klassrumssituationen att fungera."

Okänd källa/Traditionellt uttryck
"Barn gör som du gör och inte som du säger"

Kursplaner och betygskriterier (2000) p. 47:
"[...] hur den mänskliga kulturen påverkar och omformar naturen [...]"

Ek (1985) p.97:
"Jag tycker att alla är
Bra i något
Och att man inte skall
Säga att du är bra och du är dålig
För om man säger att
du är bra och du är dålig
så blir den dåliga dåligare
och den bästa bäst"
Nina 11 år

Translations from the foot at p. 15
Janson (2006) p.20:
1. ”En scout söker sin tro och respekterar andras. (Denna nya lydelse väntar på ett godkännande av flick- och pojkscouternas världsförbund) ((En scout visar vörndad för Gud och hans ord) är den nuvarande paragraf 1) (Gerhardsson & Martinsson 2004)
2. En scout är ärlig och pålitlig.
3. En scout är vänlig och hjälpsam.
4. En scout visar hänsyn och är en god kamrat.
5. En scout möter svårigheter med gott humör.
6. En scout lär känna och vårda naturen.
7. En scout känner ansvar för sig själv och andra”.

Elmström (2005) p.32:
"Jag lovar att efter bästa förmåga följa Scoutlagen."
For me, it is a good opportunity to read a thesis that concerning the differences Outdoor education between the scout movement and the Swedish schools because it is a research that explore the aspects of outdoor education in the different conditions such as leaders, aims and achievement, organization as well as only outdoor education as itself.

Not least, I can realize that the writer of this thesis has thorough viewpoint and sincere faith on a group development through the outdoor education based on her long experiences with children as a scout leader. I think that group development and moreover social development of individual as a member of group can be her important subject to solve through her carrier as an outdoor educator.

In the beginning of the paper, the part “common words” allows readers to know the terms writer used in the thesis clear, actually easily ignored by researcher. As a researcher, I even feel guilty about carelessness when using special words in my thesis.

In terms of methodology she had applied in the thesis, pilot study is outstanding trial to make a good question for participants. Moreover, her final work to confirm the answers that the participants gave show how hard she tried to obtain pure opinion of participants. I can see her efforts to make clear between her interpretation and perception and those of participants.

In addition, this thesis gives us good analyses of some part of syllabus of Swedish school curriculum and present situation outdoor education in Swedish school with 3 categories. As a teacher, I can get substantial information of outdoor education in the context of formal school curriculum.

From now, I want to ask some questions to writer.
Most of all, in hypothesis you set from the beginning, what makes you think Swedish scout movement is superior to Swedish school regarding a holistic view and group development?

Second, among many effects on student in outdoor education as a way of learning, why do you choose group development?

Third, I could not find the actual connection between group development and leadership. Through asking the abilities to teachers and scout leaders, do you want to know the role of leaders who make it possible desirable group development?

I will appreciate that the answers you will give to me.
I firmly believe that your thesis is good resource both school teachers and scout leaders when they concern about the group development and cultivate individual social ability.

11th of May, 2007
Hyesoo, Moon