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The role of joy in outdoor adventure educational programs:

Exploring the relationship between risk management, joy and learning outcomes within outdoor adventure educational programs.

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The role of joy in outdoor adventure educational programs: Exploring the relationship between risk management, joy and learning outcomes within outdoor adventure educational programs.

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Academic year: **2015/2016**

Study program: **Transcultural European Outdoor Studies**

Course unit code: **MAS427**

Course name: **Master's thesis in Transcultural European Outdoor Studies**

Abstract

This thesis was designed to answer two questions. The first aim was to establish the role of joy within OAEP. A definition of the term joy was required and its role within OAEP. Joy was established as a positive emotion, with a function related to self-preservation, therefore contributing to well-being. Furthermore, it is a supportive aspect in terms of learning outcomes achievement, facilitating and strengthening the relationship between participant and attributes of OAEP. The second research question found no evidence that risk-management directly affects the presence of joy within OEAP, but it is the inappropriate application of its elements. This is perhaps triggered by over-thoroughly attempts to apply protocols, caused by fear of lawsuits after potential occurrence of misadventure (Mortlock, 1984; Furedi; Barton 2007).

The thesis assumed from the beginning a direct influential link between risk-management and limited opportunities to experience joy. The research discovered not enough evidence to assert this statement and therefore rephrased the question to seek the relationship between them.

Critical paradigm and deep democracy were used to define the researchers' view on social world. This in-depth exploration and review of OAEP, Risk, Risk Management and its formulation led to creating a tentative solution to what it is perceived as a negative factor of risk management, in relation to the possibility of opportunities to experience joy. The strict following of properly formulated risk management could diminish potential for joy to occur. At the same time, this link is not direct but influenced by other factors forming the backbone for its occurrence. A pictorial representation of the relationship between risk management and joy was used to highlight the extrinsic factors influencing this relationship.

The hypothetical solution 'The risk vs. risk' strategy was created in order to offer a model which, in collaboration with other risk-management strategies, could help to identify situations with potential to develop the participant of OAEP via non-limiting occurrences of joy. Finally, this thesis hopes to open the doors for further research on the topic, offering some recommendations.

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Acknowledgements

Tusen takk to the whole TEOS family! Guys each of you are worthy of having your name on a separate sheet with a list of all of the good you have done for me. I would never have finished without you. You are my biggest support, the best educators and beautiful friends.

If my acknowledgement to this dissertation should include a pair of names, it would have to be Louise – Enormous Thanks Louise! and Chacho – Muchisimas Gracias hermano!

I also have to acknowledge my thanks to the academics namely my supervisors Ivar Mytting and Richard Ensoll who helped me to submit this work in a form as seen.

I would like to give direct thanks to the library staff and friends who helped me to polish my English performance in the work.

Thanks also for the support of my Grandma, my biggest sponsor.

Special thanks to my supportive extended family and the tireless patience of my gorgeous girlfriend.

Introduction

The following introduction outlines the personal narrative story of the author in relation to the research topic and examines the current situation in OAEP within Western societies.

It explains what lead the researcher to the research topic and gives multiple examples from the personal narrative which are drawn on later in the Analysis and Discussion sections. The author uses footnotes for the curious reader to illustrate additional thoughts concerning specific situations in the author's home country, which are out of scope of this research.

 In March 2015 I attended a lecture by Bob Henderson about joy within Outdoor Adventure Educational Programmes (OAEP) at Norges Idretthogshole Oslo. It was due to his presentation on *Adventure for joy, safety, and citizenship* that the initial hypothesis about this dissertation came about. The talk triggered turmoil in me and made me realise what upset me about a time when the scout camps in Slovakia were defined as a "recreational event for youth".

Since 1997 I have been a member of scout groups and participated in their outdoor activities and summer camps, initially as a scout participant and later as a leader. Summer camps were always the time when I and all my scout friends grew closer with nature and we felt we were truly at one with it. We had to learn how to deal with all of the challenges and all of the possibilities that nature provided during this time. These times were enjoyable and educational in understanding how resourceful nature is and why we have to respect it. It might be said that we "dwelt" (Ingold, 2000). This concept will be elaborated on further in the theoretical framework.

These experiences are hard to describe adequately unless one has been there. But as this is important in understanding my passion for this topic, I will describe some of these summer camps in more detail.

Description of Summer camps

The lorry carrying all our equipment arrived at the closest accessible point to the camping spot. From there we had to carry all of our equipment deep into the woods until we arrived at the empty meadow. There was no back and forth and only essential things were taken such as tents, kitchen utensils, field kitchen and tools for different kinds of crafting. The stream was our fridge and bathroom, the forest was our shade, wood/timber provider and playground. The hole in the earth was the recycling centre for all organic matter. Nature springs provided us with our ''tap water'' and different plants and sand served as detergent to clean our kettles after self-made food. At night our night light was the moon and the stars.

Fig.1 Setting of the scouts' summer camp in the nature (M. Brodansky, 2015)

At the end of these summer camps my friends and I felt enlightened and confident, that we could live without a house all year long. We felt we could live without the majority of things and modern inventions that modern society considers essential.

We felt happy without them. We enjoyed learning new things each day and we started to understand that we had to behave in harmony with nature in

order to be able to remain at the same place, or to return next year. At the end I always felt the same as my companions; ''that it is way too early and unfair to take us away from here.'' We felt that we belonged to the land and to the whole situation of scout summer camp. Some of my fondest and most enjoyable learning memories from outdoor adventure originate from these times. When I became a scout leader I was able to provide these opportunities to young scouts and watch them enjoy their summer camps and learn about nature the way I did many years before.

Fig.2 Atmosphere while erecting the flag pole M. Brodansky (2015)

Impact of legislation

But something changed and affected this enjoyable experience, and it limited the ability to provide the same opportunities to the younger generation.

In 2007 the Slovakian government implemented a new public health law no. 355/2007 § 25 (NR SR, 2007). This law about 'recreational events of youth' stated that the organisers are obliged to ensure that:

- Participants under the age of fifteen will not sleep less than 40cm above the ground

- Food will be stored at a consistent temperature

- Food is prepared only by people licensed and/or competent to do so

- At each camp there must be a professional/qualified paramedic or doctor present

- The path to the toilets from the camp will be illuminated

- The 'sanitary clean drinking water' will be provided

- Participants will have access to a warm shower

These and other rules were unfulfillable for the vast majority of the Slovakian scout groups. It was evident that, leaving aside staffing, the implementation costs in terms of equipment and infrastructure (e.g. electricity in wilderness) would be prohibitive. Finding suitable qualified staff in order to maintain cooking and first aid was challenging as these were not required for outdoor activities previously, and so there existed a 'gap in the market' in that respect.

These new regulations caused the Slovakian scout leaders to consider:

1. Suspending the summer camps, (at least for few years until the requirement could be fulfilled)

2. Running them illegally in 'secret' without declaring to the authorities,

3. Taking the risk of declaring the camps to the authorities and hoping that there would not be a control-check from the county authorities (or by a sympathetic inspector who would overlook the breach).

It started to be questioned how the summer camps could be managed with electricity, showers, chemical toilets and professionals in the kitchen tent and still lead to the same values and provide the same experiences for the participants.

How to provide the feeling that was comparable to when everyone from the camp is eating the soup they contributed to by peeling and chopping the potatoes or sourcing the firewood and water? How could the same feeling of pride and achievement be gained as when the scouts were brave enough to keep the night-guard in the darkness of the night? How could one provide the feeling of freshness of the water running down your skin while taking a bath in the stream during a sunny summer day or the pleasure of being at

one with nature when you feel that Nature is your home and the way you live and use her resources is not harmful to you or to her.

Law no. 355/2007 is still valid today. Fortunately, in 2011, four years after the issue of this law, the Public Health Authority agreed that the scout summer camps are not recreational events in character, as the scout movement is essentially following a specific educational aim. The Public Health Authority has acknowledged that scouts' summer camps are the climax of a year-round program in nature. Due to this, scouts' summer camps were excluded from the obligation to follow the rules of 'recreational events for youth' and scouts' leaders were able to return to the unlimited opportunities of learning and providing the joy as before.

The situation that arose in Slovakia for four years due to this law, raised multiple questions for me at the time. How is it possible that the rules became suddenly so strict? How did they come about and why?

Was it because of health issues caused by low hygiene or were there falls and injuries while walking to the toilet at night? Did the sleeping conditions cause physical harm? Did such incidents start to appear? Was there such an increase in these incidents that it was decided the rules had to change?[1]

Returning back to the lecture by Bob Henderson I realised that while the rules and how they came about intrigued me these were not what really

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[1] In case of Slovakia there might be other reasons responsible for sticker rules. These are rooted in the pacts between Slovakia and EU.

The candidate country, which wants to join EU, has to be able to follow the rules and practices of EU. In process of joining it is required that the county is going to create conditions for integrating the rules of EU in to the national law structures, while it is taken into the consideration that there is potential for the control of the newly implemented rules within justice and powers of authorities (Fukas,2011).

The transformation of Slovak law to maximal compatibility with European one should undergo with preservation on national specifics (Corba, 2003). It might be discussed if the implementation of the rules took in to consideration national specifics, in case that these European requirements were the reason for creation of the law no.355/2007.

upset me about the situation. It was a fear that we, the scout leaders, would be not able to provide the same 'joy' for the young scouts which I had experienced in my youth years. I realised that my learning was enhanced by the joy I experienced in these summer camps and I was worried that this was going to be taken away by the new rules and restrictions. Henderson's presentation 'Adventure *for joy, safety, and citizenship'* was the stimulus for this dissertation and the motivation to investigate the influence of risk management on outdoor programs. It is my personal experience and reflection as highlighted in this personal narrative that incorporates the aspect of joy into my dissertation and led to the following research questions;

What is the role of joy in OAEP?

Does risk management decrease the presence of joy within OAEP?

Aims:

The current study will explore social situations and practices within OAEP in a more generalised way in the Western societies. The aim of this dissertation is to establish the role of joy in OAEP and the relationship between risk management and occurrences of joy within OAEP, using social research and a critical paradigm epistemology. In the long-term it is hoped, that this dissertation will raise awareness in the importance of the role of joy in the planning of OAEP.

Epistemological Dimension

Within certain approaches to social research the trigger that leads researcher to a new project is inner anger or dissatisfaction with common practices in a certain field (Salzborn, Davidov and Reinecke, 2012). Similarly, the catalyst for this dissertation was the introduction of stricter practices of risk management and its consequences limiting the possibility of activities in OAEP, as was outlined in the personal narrative.

The methods and epistemological stance intend to deal with the two questions (of this dissertation) which are:
- What is the role of joy in OAEP?
- What is the relationship between risk management and occurrences of joy within OAEP?

There are clearly no simple affirmative answers to these questions. Sloan(2011) argued that joy is an underestimated concept, in a philosophical sense. In the field of OAEP, the concept of joy is also notably absent from the literature. A literature search revealed an absence of quantitative data and field research in relation to the research question. Therefore, paradigms such as positivism and logical mathematical procedures are not applicable (Horkheimer, 1976). Due to this being a social research project within the area of outdoor education, what is deemed suitable and accurate epistemology and methods is based on a deeper investigation of the published work on these topics, which at times may be limited. The qualitative data will be critically appraised and explored in depth to extract materials relevant to the research question. Further, in the epistemology chapter, researcher's bias will be explored.

According to Popper (1971) the research/ scientific work does not start with observation or data collection but from a problem. The researcher is on a search to resolve it or to add a contribution which could lead to the solution

(Popper, 1971). Popper explored those options via creating critical rationalism.

A critical paradigm is deemed suitable for the current study because of the nature of the problem researched and the intentions to lead to a resolution which are parallel with the aims of the critical paradigm.

In the current study, the author sees a problem involving rules limiting the provision of OAEP and wants to add a contribution in order to support the resolution of this problem. Therefore it was concluded that the most suitable epistemology to apply was Critical Paradigm and Discourse.

The methods to obtain the data will be qualitative methods for collecting and analysing documents, while setting out search criteria and parameters to limit search bias. How the literature was selected will be explained below. The aim of this study is to look at the data that already exists about this topic and pool it together, extracting and critically appraising the information to create data which could will contribute to answering the research questions.

Critical Paradigm

Critical paradigm was developed as a contra philosophy to Positivism or rather as an endeavour to counteract the limitations of Positivism (Held, 1980) and other theoretical approaches such as Pragmatism, Phenomenology or Neo-Kantianism (Horkheimer, 1982). Before the World War II, Critical theory and Critical Rationalism, which are the two components under Critical paradigm, were the answer to a call for philosophy and research approaches which would be applicable for social sciences and qualitative methods of research. Horkheimer (1982) states that the approaches, which are used for understanding and interpreting natural sciences, cannot be directly applied to social sciences. Horkheimer (1982) continues, to say that these approaches for natural sciences use 'logic-mathematical' procedures which separates the examination (experiment) from the life-reality and that would be inappropriate to apply to society (social research) as it needs to

consider the dynamics of humanity and social structures. As Horkheimer (1976) stated, the proper reply to this problem was creating and developing of a critical theory (in Rasmussen, 1996).

According to Taylor and Medina (2013) Critical Paradigm allows the researcher to conduct an inquiry by addressing the question while practicing 'deep democracy' (Kincheloe & McLaren, 2000).

The primary objective of deep democracy is to help resolve 'gross power imbalances' in society (Taylor and Medina, 2013). The authors see the gross power imbalances as a

> '*'fuel for ethically questionable profit-making activities that contribute to systemic inequalities and injustices such as social and economic exclusion of some sectors of society, loss of cultural capital and cultural identity amongst ethnic minorities, and loss of biodiversity*''

Research using a deep democracy approach focuses on highlighting socially unjust structures, practices, policies and beliefs.

Relevance of Deep Democracy & Critical Theory

This concept of deep democracy might sound inappropriate or an overly political purpose of this dissertation. But what needs to be taken into consideration is that the critical philosophy arose from socio-political situation around the time of WWII. This work shows that the inappropriate application of restrictions could result in similar scenarios as mentioned above, namely; the loss of cultural capital and cultural identity, or even loss of biodiversity.

Critical theory employs normative and practical thinking in order to *"explain what is wrong with current social reality, identify actors to change it, and*

provide clear norms for criticism and practical goals for the future." (Bohman, 1996: in Rasmussen p. 190). *"*

The dilemmas that triggered this dissertation questions show that this topic needs to be researched with extra emphasis on the sociological issues. Practically each term: adventure, hazard, joy, education carries meaning only in human society as the terms are socially–constructed. Hence each of the terms represents a set of values influenced by the socio-historical background of each individual within the society around him.

Limitations

Therefore while this epistemology is appropriate for the analysis of qualitative data within the social field of research, it can have its limitations and biases (Silverman, 2013), such as the search parameters and criteria set by the researcher. But mainly the critical paradigm was developed and is generally based on the ontology of Western society. The research is bonded to Western ontology and it is assumed that the majority of prospective readers will be from or are familiar with Western society ontology.

Western society

The Western ontology implies which lenses are used by the individual as filter when looking through, and how world problems, society, terminology, soul, beliefs and business are perceived. The lenses emerged from the social background where the individual grew up. The Western world-view is rooted in Judaism, Greek and Roman philosophy which has shaped Europe (Malik, 1996). Later Christianity contributed to the forming of Western ontology following colonialism, and the spread of western philosophy further to America, Oceania, Australia and parts of Africa and Asia. The key facets of Western society are democracy, emphasis on the individual and his

self-actualization, separation of the human world from the natural world, the desire to be wealthy, and consumerism (Malik, 1996). Western society carries some key assumptions about education: the emphasis on knowledge as facts rather than ways to create them, and the exposure to challenge can be beneficial (Sheard and Golby, 2006).

Discourse

Discourse in academic field represents a methodological position of dealing with data. Even though in common language it refers to verbal form, the meaning is wider in social research, where it might include text. Worrall (1990) describes that the discourse method goes beyond the content of the document by searching for the author's motivation's background and looks for reasons behind their statements. It searches for the audience of the content of the document and the intention of the whole action and its aim.

> *''Discourse encompasses ideas, statements or knowledge that are dominant at a particular time among particular sets of people* (in case of this work the outdoor educators and practitioners) *and which are held in relation to other sets of individuals* (participants of programs and rule makers). *Such knowledge, ideas and statements provide explanations of what is problematic about the* participants practices around, *why it is problematic and what should be done about it (Jupp,1996; p.300) ''* (edited)

The aim of the discourse in case of this dissertation is to enable the authority of the rule-maker, to accept and share the ideas represented by the voice of the researcher.

> *''Included ways of seeing, categorizing and reacting to the social world in everyday practices, such as policing practices (Jupp, 1996, p. 300).''*

The practice of discourse is applied in the current study through the criteria for the selecting of the literature, rather than in the analysis of data.

Following Scott (1990) and Sapsford & Jupp (1996), documents have to be able to undergo analysis in order to be data for sociological research and to be listed as academic works. The authors Sapsford and Jupp (1996) refer to documents which could be a source of data for sociological research, including 'research reports.' This dissertation understands that each academic work is predated by research.

Scott (1990) continues stating that a research report as a type of document contributes to raising the validity, authenticity and credibility of the documents implemented in research as it is an official, authored and open-published document, according to Scott's classification of documents (1990).

> *''A critical analysis of particular research reports is important in instances where such reports have a high profile or hold an influential position in the public domain (Jupp, 1996 p. 310).''*

Influential position in the public domain is definitely an issue in objectives of this dissertation as all selected authors are the leading representatives of the field. And their works are practically reports of social, educational, or other research they have contributed to. Why these authors were used and selected will be described in more detail in the selection of criteria and setting of search parameters in methods.

Ontology and use of language

Throughout the dissertation analysis, processes, practices, statements, suggestions, critical inquiries and statements are from the Western perspective. This has been done to avoid any confusion, as nowadays the voices of transculturality arise even in the academic field (Flüchter & Schöttli, 2014). The use of language can also be seen as bias as, together

with paradigms and ontology, the whole work is written within Western world views, standards and policies. This is done deliberately, as using different world views can muddle the waters of the interpretation of social research. It can also be seen as positive for the future as it may open doors for further research in different perspectives. More on this subject will be discussed in the conclusion.

Gender issues

There are other issues about language and terminology that need to be clarified. This may be seen as a limitation, but by its full declaration it will make it clearer and show that this is not researcher bias on the gender.

The use of gender may be confusing for the reader, especially one who has an interest in social sciences and the research of gender issues. Throughout the work reference is made to "participants". In cases of the use of the singular form, it is meant as a genderless or better gender-equal participant, so even if the participant is referred to as ''him'' it is linked to a person involved in program whether is he or she as suggested in *A New Grammar* by grammarian Ann Fisher (in Tieken-Boon van Ostade, 2008).

Writing style and use of language

The work uses APA citing style as suggested by NIH (2016), Oslo. As APA does not provide rules for citing pictures, the work follows instructions for citing the figures according to APA. The author did not succeed to obtain the requirements for structuring of the desk-based dissertations at NIH and the ratio of volumes of chapters. This is the reason that the work follows the *Framework for a review dissertation* as required by researchers' host university: University of Cumbria (2016).

Under language and terminology it is important to acknowledge that the author of this thesis in not a native English speaker. This declaration is made

for the purpose of the reader to understand why the text is occasionally in a longer descriptive format as some words and situations in one language and culture do not have the exact meaning in the other. The aim is to preserve the essence of some of these without disrupting the flow of the work. While this may pose some challenges it does not affect the author's ability to defend his critical position and arguments formulated in this thesis.

Methods

Answering the research questions in this dissertation requires the use of qualitative data and methods for qualitative research, as there is a wish to understand interpretations and meanings of beliefs and values (Wisker, 2008)

Qualitative research is concerned with the depth rather than the breadth of the research topic. It uses lower amounts of instances in comparison to quantitative research (Blaxter, Hughes and Tight, 2010).

The authors stated that qualitative research might lead to generating a theory rather than the testing of it.

Types of data

One can use primary or secondary data within research (Flick, 2015). In terms of this dissertation the data is not created by the author of the dissertation, as no field work was done. One of the other reasons why it was decided not to create questionnaires for participants but to search for answers to the research questions from practitioners in OAEP was based on Zink's (2013) contribution in the book Outdoor Adventure and Social Theory. Zink states that participants are objects as well as instruments of the rules within the group. The rule making within the group is very variable but the participant has low influence in determining the rules. According to Zink (2013), instructors are the ones who have the power in relation to the group. Due to the hierarchal difference in proximity to actual rule making on the level of company codex and national law, it would seem this data would add more credibility to the research. Therefore data used for analysis is secondary data.

Sapsford and Jupp (1996) present that the use of secondary data is profitable from the point of view that there is no need to create it. As the data is already created and the researcher does not have influence on its creation, it

raises the internal validity (Sapsford, Jupp, 1996) and it can also eliminated researcher bias when creating a questionnaire; for example it could lead to the researcher only asking the questions they want to hear. On the other hand lack of primary data and only use of secondary data, might not include the necessary or relevant information to answer the research question (Flick, 2015). Sources analysed as secondary data were not created for the purpose of being the source of data and precise answers to my questions, such as the case of reports or statistics of a national body. This means that the data needs to be extracted from the content of sources, where the form of elaboration could be an issue. This illustrates the need for it to be done randomly and objectively. The solution is an application of selectivity to the sources.

Selecting Criteria for Data Search

When using secondary data in social research using secondary data there is a need to set clear search parameters and define criteria before the data search is applied. There are many reasons why there may be a need to implement discriminate sampling. (Mayring, 1983). This relates to the researcher expanding or selecting his sample by changing the parameters and criteria as the theoretical understanding highlights new important phenomena while under research, such as among others choosing documents or persons to help him draw conclusions to complete the study (Flick, 2015).

In order to maximise the trustworthiness of this research, the method chapter provides the exact process of selection of the sources of data and the strategy of analysis. The selection procedure is graphically illustrated by adapted Model of Systematic Approach to Desk-top research by Rolfe (2014) Fig. 3. The exact process consisted in using electronical search engines provided by a host university via 'Onesearch' database for finding articles in recognized journals and academic works in order to identify authors whose works might serve as a source of data and for finding the literature based on which was feasible to illustrate social situations and terms within the field of OAEPs.

For electronical searches the keywords were used which described the main terms. In practice: 'risk management' in order to provide its explication, 'risk; fear and safety' in order to show the social situation. The search was done in the advanced search with a request to search in the 'outdoor and adventure' field. The keyword 'joy' was used in order to find sources which deal with this concept focused in the field of philosophy, curricular education and outdoor education. These three fields were chosen after a primary search which was held exclusively in 'outdoor field' and ended with an unsatisfactory amount of findings to illustrate the role of joy.

That is why the related field of curricular education and philosophical field were implemented additionally in the search. Research follows Rolfe's (2014) model of systematic approach to desk-top research (Fig. 3). Rolfe argues for contacting experts from the field in order to find relevant sources for the topic. In case of this research was suggested by experts from the field to enrich the amount of relevant results by accessing two specialized periodicals available online: *Horizons* and *Journal of Adventure Education and Outdoor Learning*. The articles available online are used as sources for analysis. To contact experts means to collect data purposefully as suggested by Morse (1998).

Even if the search for data was made in above-described manner it does not exclude other works to be implemented for further development of arguments and supportive thoughts or creation of theoretical framework in order to show the social context and explain the key terms used in the work.

This work was aware of theoretical saturation, which implies gathering of data until it can no longer find new data that may be of relevance to that topic or until that particular topic is well validated. Josselson, Lieblich & McAdams (2003) state that saturation can stop data collection as results start to be redundant and that sample size may be a key determinant. The authors do however go on to state that true saturation should never occur as every new researcher and contributor has something unique to contribute to the research and studies. They also noted that it is the researcher who becomes

overwhelmed and saturated and therefore there is a need to set clear criteria to aid the collection of sufficient data that also incorporates breadth and depth of the phenomenon (Josselson, Lieblich, & McAdams, 2003).

When setting the criteria there is a necessity to acknowledge the need for adequacy and appropriateness of data (Morse, 1998). Morse outlines that adequacy ensures sufficient power in the amount of data collected in a qualitative study by demanding an "adequate number of participants in a quantitative study (1998, p. 227)". This is achieved when the data collected confirms the previous pooled data and it is understood.

She then describes appropriateness as choosing the data purposefully and sampling the information rather than random selection to meet the theoretical needs of the research. There is still a need for the use of multiple sources to obtain and provide saturation and to confirm the emerging theory.

Relevance for research question

Everything mentioned above leads to the criteria set for this research and collecting data in view of answering the two questions set out in the aim.

1. Use of academic literature only. This is purposefully chosen to meet the theoretical need of research in terms of credibility and representativeness (Scott, 1990) of data and appropriateness (Morse, 1998).

2. The literature has to represent the Western society view. The retrieval had to be specific and selective to ensure that the literature would include the research topic but be written in and have a Western world view. This includes for example the Norwegian contribution, where there are already cultural differences in the perception of outdoor education, but it is still within the Western worldview. The limitations of the Western world view are already discussed in epistemology.

3. The data has to be available within electronic and printed sources. These are available via the University of Cumbria licensing provider and the Ambleside campus library and their research paper subscriptions. Under the criteria of availability covering the need of language availability, only sources accessible in English are selected. There are limitations to this approach which will be discussed in the data collection section.

4. The author of the sources of data for this dissertation has to be a practitioner from the practical field of outdoor education and have experience in planning OAEP in order to keep ''authenticity'' (Flick, 2015) of data. This criterion is not applicable for authors used for illustration of the aspects of wider social context which are relevant to the current study.

5. The author has to be active in the publishing world and considered as ''influential'' in OAEP and related fields. This means that the authors' previous publications have been quoted in other research or used to create new theories and practices as well as respected in the field. This requirement ensures that the author is familiar with terminology and understands the terms in the exact way as they are accepted and perceived in the field. These limitations aid in ensuring that the creators of the sources of data and the data collected is relevant to answering the research question and ensure validity and plausibility (Supsford & Jupp 1996, p.283).

For the purposes of this research, following Rolfe's Model of systematic approach to desk-top research (2014), contacted academics from the field while searching for literature which could provide data to illustrate the social situation and links between the phenomena being investigated. The suggested literature was chosen without conflict with selectivity and appropriateness (Scott, 1990).

Collecting data

Coffey (2014) and Flick (2015) state that most of qualitative research is in a documented form and that various forms such as self-documenting in social settings can open up vast opportunities in studying the realities of social worlds.

Coffey (2014) continues that a wide variety of documents, textual and non-textual, can be included in social research. The author pointed to the spectrum of official documents from organizations and state or authorities which are official records of their actions and activities, as well as everyday public records, as being suitable material for the researcher. Public records such as personal notes, blogs, e-mails that can be semi-public, can be an indicator of everyday practice. However, the use of these documents comes with implications for ethical issues such as privacy, permission for use and its intent. From the point of view of research it may impede validity and plausibility.

This type of analysis of data, research and epistemology is appropriate for use in order to answer the questions set in the dissertation. Now, it can be stated that data is collected in order to reach a conclusion and satisfy the question of causes and potential solutions for imbalances in society. This research collects and analyses secondary academic data that satisfies the other criteria set out above.

There are limitations to this collection of data created by the availability of access to resources via university licenses. To overcome these in the future one might look at a wider expansion of sources such as writing to certain OAEP groups and known authors to enquire, if they have other literature on this topic that may have been published but is not available via university resources.

It is important to acknowledge that the strict selection of criteria and collection of this type of data ensures internal validity, quality of data, expert reviews and prevents saturation.

Analysis of Data

Secondary analysis of data is interpreted as analysis of documents which are not originally intended for the purposes of further research (Flick, 2015). Therefore the exact data is presented in an unstructured form for the researcher and has to be searched for meaningful and relevant data to answer the research question within. They are named as unobtrusive measures (Webb, 1966). An unobtrusive measure of observation is a method where the researcher is not involved in the creation of the data, so they do not influence the results of the data produced or of its conclusion (Denzin, 1978). It is accepted that this method eliminates the effects of the researcher on the data, so that it improves the internal validity of the research (outcomes) itself (Jupp, 1996).

Harvey (1990) states that critical research is not confined to the analysis of documents. But analysis of data and epistemology intertwine causing us to focus on critical analysis of documents, especially in terms of academic work. To process the data drawn out of the literature critical paradigm and discourse are applied to draw theories and conclusions. In social sciences critical analysis examines assumptions that are based in each document while taking into consideration potential that other issues should be incorporated or excluded, it does not ignore the stated facts in the document and what is often assumed to be "knowledge".

Critical analysis could go further behind the boundaries of documents' realms to analyse the structures of institutions or the society which produced them (Jupp, 1996).

> *Critical analyses can involve being censorious or fault-finding,*
> *perhaps in terms of rejecting in-built assumptions of documents or*
> *seeking to overturn institutions or systems within which they are*

produced. However, this is not a necessary part of critical analysis. (Jupp, 1996, p, 298).

In critical analysis there are no clear protocols and guidelines on the analysis of data as there would be in a scientific design of an experiment. In general it digs deeper on what is assumed as knowledge by highlighting what is not treated as knowledge and examining the outcomes (Jupp, 1996).

This type of data analysis has its limitations. Mainly it is very time consuming to draw out the information relevant to the question set out and the interpretation of the content by the researcher will vary (Flick, 2015). But on the other hand because this data is secondary and not contributed to by the researcher's biases and ideas, it does not influence the data extraction but the conclusions drawn from this. Based on Jupp (1996) that critical analysis does not have clear protocols and guidelines, the current study proposes for the interested reader a graphical scheme to illustrate the process of the research based on The Systematic Approach to Desktop research model by Rolfe (2014).

Fig. 3.: Model of Systematic Approach to Desktop research (Adapted from Rolfe, 2014)
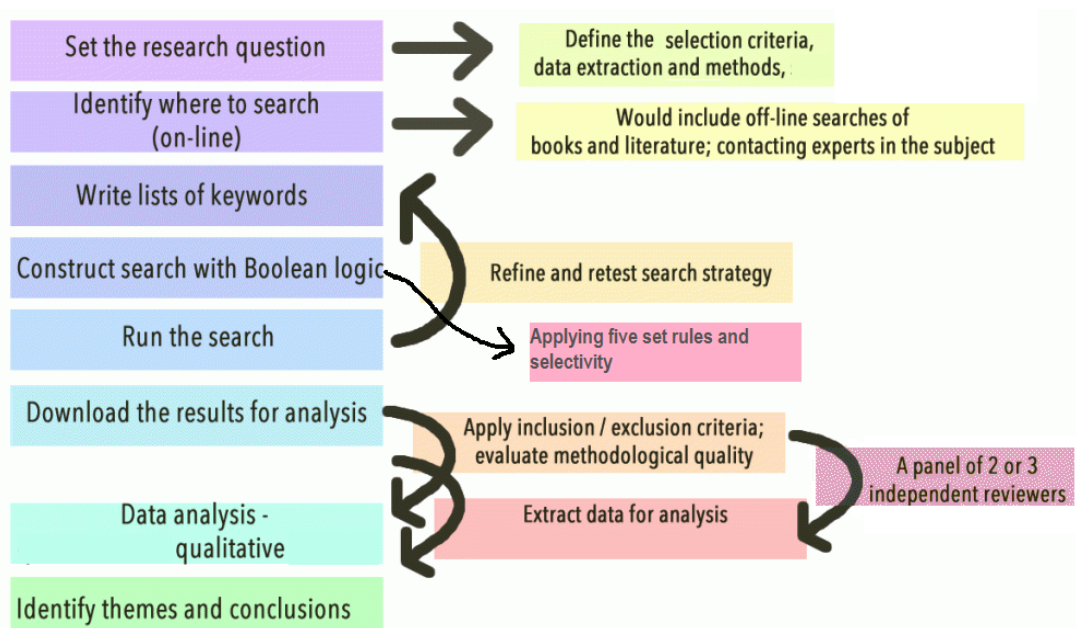
Theoretical Framework

The aim and focus of the theoretical framework is to provide an explanation for the reader of the basic social context of terms and phenomenon which are examined later in the literature review, with the outlined method described in the previous section.

The theoretical framework will also outline issues concerning practices of rule-making. In order to illustrate wider connections and describe the basic terms used in the work, it goes beyond the limitations of the sources and authors which are selected for data analysis. The focus on the selected literature to be used as data is outlined in the Discussion and Analysis chapter.

This section also serves the purpose of explaining the key terminology used in the work. Even terms which are commonly used within the field of Outdoor education might be understood differently from different perspectives. This is because we perceive our own personal ontologies and biases differently. As stated in the Epistemology chapter, in the explanation of each term we need to include the human and their interpretations of the world (Horkheimer 1976). This is why there is a need to clarify the terms which are used in my research questions, and the context of the use of them within this work.

Outdoor education (OE)

Priest (1985) describes outdoor education as an educational process achieved by using natural settings and adventure activities as an environment for learning.

OE facilitates creating relationships between the participant and nature, the participant and the group, individual relationships between participants, and the participant with himself (Priest 1986).This definition by Priest does not acknowledge the formation of the relationship between participant and leader and its importance in the process of gaining learning outcomes.

Hopkins and Putnam (1993) put emphasis on personal growth and development as important outcomes for Outdoor education. According to the authors, OE uses the relationships, involving the senses and meaningful activities to facilitate the learning of curricular and extra-curricular knowledge, and sensual and emotional experiences which are profitable for spiritual well-being and mental development (Hopkins and Putnam,1993).

The definitions above emphasise the formation of relationships, and meaningful learning experiences but do not explicitly mention the importance of positive emotions such as joy.

Outdoor adventure educational programs (OAEP)

By using the term OAEP, practices of OE which involve adventure Priest (1999) are understood as being planned purposely to gain certain pre-defined outcomes. OAEP has different lengths of duration from a few moments to several days. So in this work OAEP is understood to include multiple-week expeditions as well as outdoor school lessons which implement adventure activities.

Risk

Risk can be expressed statistically but not numerically calculated as the potential of an occurrence of bad luck/unpleasantness: incident, harm, injury, starving, loss (Aven,2012).

The key issue is that the occurrence of particular scenarios is uncertain (Priest, 1999). Historically risk was excluded from any possibility of being managed by humans. It was understood as being a purely natural act of God (Lupton,1999).

Hale (1983, in Attrian 2013) explains that terms such as 'objective risk' for natural causes and 'subjective' for risk manageable by humans or caused by

humans decisions are used and at least the objective risks can be considered manageable (Mortlock, 1984; Bernstein,1996).

Adventure and Risk

One of the most interesting insights in to the linguistic history of the words Adventure and Risk are found in the works of Becker(2016) and Lupton (1999). Oxford dictionary omits the 'risk' and says that adventure is: "*An unusual, exciting, and daring experienc*e'' which excitement arises from. Some of the current authors e.g. Henton (1996), Wolfe & Samdahl (2005), Brown & Fraser (2009) separate adventure (education) from risk. They contest that risk should be included in characteristics of adventure (education) and they eventually state that there is no need for risk to be present in order to gain outcomes in OAEP. It is not going to be argued if this argument is correct or not at this point. But in Lupton's work we could note that risk was a known term as a threat that could compromise a voyage as far back as the Middle Ages. Becker (2015; 2016) provides insight into Latin's ad-venire (adventure) as a time of expecting profit in relation to trading journeys at the very end of the Middle Ages and in the first 200 years of modern times. So according to Becker (2015), sailors might say that they were going on an adventure or that they had come back from an adventure to describe their journey. The terms adventure and risk clearly have an origin from a common area which tends to conclude that risk stays in the nature of adventure.

Many other authors as Attarian (2012), Miles & Priest (1999), Gass & Priest (1997) especially of earlier date openly connect adventure with risk. In addition authors like Pokorny (2011), Mortlock (1984) includes terms such as 'spontaneous', 'challenge', 'decision to go into the outdoor' in to the definition. The correct definition in such a philosophical issue has to be that, what is accepted by the majority of people, and so becomes a common understanding.

White (1998) suggests a different perspective, stating that it is necessary to include people in the definition of adventure as well as land in the widest sense and water (i.e. sea or fresh water). That is how he strongly connected adventure with culture. He claims that we have to respect song-writers and poets who contribute to our cultural heritage. This is according to White (1998) just as valuable as academic sources.

Henton (1996) presented another approach to adventure in the book Adventure in the classroom. The book denies the common approach to adventure. Firstly, it tries to apply adventure out of its common environment – inside, which is very unusual. But adventure is characterized and limited as a "matter of significance, support, stimulation and satisfaction." Hence she changes the characteristics for purposes of her own publication and makes it inapplicable for other purposes.

 The relevance of such a long description of adventure is that adventure is one of the key aspects of OAEPs and, as many relevant authors agree, adventure cannot be separated from risk. Similarly joy cannot be separated from risk because in order to preserve occurrences of sources of joy, there is a need for open possibilities of actions by the leader as well as by the participant (Eckert, 2016), which are not restricted by following risk management or rules.

Risk management

Risk management represents the process of recognition, naming, analysing and either the undertaking or mitigation of the risks being investigated. The need of the process of risk management is rooted in the uncertainty of results created by natural causes and human actions. (IRM, 2016; Aven, 2012).

Risk management was invented for business purposes in order to make safer investment decisions (Aven, 2012; IRM, 2016). In applications to OAEP risk management's aim is in avoiding the risks of death and physical harm to participants (AALA, n.d.). Later the awareness of issues of mental and emotional harm was highlighted and it is finding its way to risk analysis (Svatos, 2012).

It is self-evident that the aim of risk management is to avoid the risks and not to avoid the activities as may be a practice in some OAEP as a result of incorrect application of strategies for managing risk or applying strategies which do not consider benefits.

Joy

As expected from the research questions of this work, to define joy would need deeper exploration in comparison to other terms. The most solid reasons for it are:

- The concept or meaning of joy itself. Joy is kind of a feeling, a perception, perhaps a state of mind for a short time (Haybron, 2001). It is definitely nothing solid or measureable that is easily described straight away. One could say joy is in the eyes of the beholder.

- In addition, joy is not commonly dealt with within academic works in the field of OAEP, nor in the philosophical field (Sloan, 2011).

In order to find the answers to the first research question of the work: 'What is the role of joy in outdoor adventure educational programs? ' there is a need to introduce joy itself. The meaning of joy has to be illustrated with the support of authors from fields other than just outdoor education. The philosophers themselves agree that there is less attention given to joy within philosophy (Sloan, 2011). Joy is rarely highlighted in any work, it is more often seen to be connected to hedonism, happiness or religion (Sloan,2011). There has been more written about joy in the field of compulsory education in the last few years than there has been in the field of outdoor education field (Engel, 2015; Wolk, 2008; Eckert, 2016).

There is general agreement that joy is always perceived only as a positive item. Spinoza (1994) believes that joy, in its nature, is caused accidentally so an exact way to achieve it cannot be identified. With this claim Spinoza (1994) supports the statement from the current study that outdoor educators have to keep in mind the preservation of situations which could lead towards the natural and accidental occurrence of joy.

"*By understanding the nature, role, and importance of joy, we can see that joy is an intense, positively toned emotion*" with "*connection to the desire for self-preservation*" (Sloan, 2011, p. 419).

Joy and Outdoor Education

Baile (2004) states that OE preserves many lives in the long-term by enhancing the quality of participant's lives. Sloan's statement shows that joy is potentially the tool used for the achievement of this goal.

Joy is, according to Sloan, frequently described as a kind of "*happiness, pleasure, and a fleeting feeling*"(2011, p.419). But the author also argues that these concepts are not sufficient to describe joy completely as the terms do not capture the complexness of joy.

Feldman (2004) distinguishes between two kinds of pleasures: sensual pleasure and attitudinal pleasure. Drawing from Feldman's characteristics of pleasure this work deals primary with joy rooted in sensual pleasure. But if Feldman's attitudinal pleasure will be present at the same time as the sensual one, that might be considered as joy. To conclude, if one experiences sensual pleasures (feels pleasurable sensations) and he is glad for the overall ''setting'' or ''situation'' (attitudinal pleasure), he might be reasonably called joyful.

The joy in this dissertation is not perceived as an outcome of OAEP, but rather as an aspect which has to be present in order to achieve the expected outcomes. Mortlock (1984) states there are various stages of adventure which are necessary to facilitate learning outcomes. In a similar way, the author examines the occurrences of joy in adventure, as they are helpful for

learning outcomes. The next section analyses his concept of 'state of adventure' and its relation with joy

Bringing participants to the state of adventure and relation with joy

Mortlock (1984) describes four categories surrounding adventure – Play, Adventure, Frontier Adventure and Misadventure. These stages are placed on a scale according to a rising level of:

- Involvement
- Perceived and real risk
- Skills required in a crisis relative to the actual skill level of the participant
- Potential for mishap

Mortlock (1984) and later Martin & Priest (1986) in a model adjustment, pointed out that the best range for learning is at the level of frontier adventure (peak adventure for Martin & Priest) or ideally as close to the border of misadventure as possible. So in this scenario, to gain potential for learning situations, there is a need to escalate the criteria outlined above i.e. the perceived risk.

State of Adventure is similar but also different to joy. Joy has many different sources of occurrence which differ from individual to individual (Sloan, 2011; Wolk, 2008; Hvenegaard & Asfeldt, 2007).

In order to maximise the possibility for participant's experiencing joy, it is important to include many and diverse activities, due to individual differences in the sources of joy. The author is making the argument, that in contrast to Mortlock's model of escalating factors such as risk, during adventures, there is a need to simply increase the frequency of opportunities which may generate joy.

It could be proposed that similarly in OAEP the experience has to have a certain level of joyfulness in order to attract participants and draw their attention and, through enjoying the activity or the whole experience of nature and summer camp, it leads to desired outcomes.

Joy and Flow

In searching the literature for concepts linked to joy the author found support not exclusively in the philosophy field, represented by happiness or pleasure, but in psychology represented by concept of flow by Ciskszentmihalyi (1996) which share certain links with joy. "Flow can be characterised by a satisfying, often exhilarating feeling of creative accomplishment and heightened functioning" (Boniface, 2000). Micro flow and deep flow controls situations where prolonged activities can be achieved without exhaustion. To gain flow it is expected that a specific level of competency is first obtained. At the same time constant and unclear demands made in an adventure situation will not allow the flow of mind (Csikszentmihalyi, 1996; Boniface, 2000).

It may be harder to gain flow in today's world due to the complexity of human inventions and social structures which are incorporated in any activity. The inventions and social structures disturb the brain by overloading its capacity (Csikszentmihalyi, 1996; Boniface, 2000). Similarly in the case of outdoor activities, if participants are not allowed to experience pure nature and its challenges, then the whole setting of ''only me and nature'' is tarnished and it might be less probable that they could experience deep flow or joy. To be specific, it could be assumed that each rule with which the participant is familiar, and each artificial component around him, will cause barriers to enable flow or experience joy. This idea is not new and it is directly connected to the sources of joy or happiness which are named by Mortlock (1984, 2009), as will be discussed in the following paragraph.

Multiple Possible Sources of Joy

Mortlock presents four sources of happiness in his book T*he Adventure Alternative* (1984), based on the findings of Chapman (1945) as

1. 'Element of danger' which strongly emphasise the central aspect of adventure itself. Mankind has to deal with danger and accept the challenges to not let the potential of danger be unfolded. The source of joy might be called the exposure to challenge and its 'get-through'.
2. 'Degree of companionship' that reflects to the social structures which are most likely much less complicated in between 'simple' tribes.

Elaborating on these social structures, participants of OAEP might be under pressure to stay within the rules, as their peers might pressure them to maintain the rules, creating a potentially stressful situation for them (Zink, 2013). Henderson (2012) speaks about seeking 'simplicity to preserve complexity'. Simplicity in this case might be represented by a simple degree of companionship and social structure.

3. 'Simplification of objects of life' which Henderson (2012; 2010) sees in the need for absence of technology in OAEP.
4. 'Beautiful surroundings' which based on the vision of romantics can be represented only by pure nature.

Connection between joy and freedom

An attentive reader may come to the conclusion that rules which regulate OAEPs may gradually lead to inaccessibility of these sources of joy outlined above and consequently to the absence of joy. Engel (2015), Wolk (2008) and Eckert (2016), authors from the field of formal education see the source of joy as being present in a number of factors including in the flexibility and freedom of action. They advocate for liberty for students to choose what they want to experience or to learn about and for teachers to have permission to be flexible by leading the learning process.

Connection between Joy and Friluftsliv

To illustrate the role of joy in OAEP in current times, the work found support in the Norwegian concept of Friluftsliv.

Dahle (2007) wrote that, "*friluftsliv, first and foremost, is about feeling the joy of being out in nature, alone or with others, feeling pleasure and experiencing harmony with the surroundings (p.23)*". Hvenegaard & Asfeldt (2007) have searched to find similarities between Canadian educational expeditions and Norwegian friluftsliv. The authors see the similarities in the joy which is crucial for friluftsliv and the joy they provide via leading the canoe trips in Canada. They identify four sources of joy relevant for their programs: joy of knowing the place, joy of discovering the place, joy of feeling at home and joy of living simply. Hvenegaard & Asfeldt ideas are in accord with the ones of Henderson (2012, 2015), Mortlock (1984) and Dahle (2007). Faarlund (2002) contribute to this topic by saying that joy is the starting point of friluftsliv and the requirements for the presence of this joy are free nature, confidence and awareness.

To conclude the previous paragraphs, joy has many different sources which, according to some authors, have similar characteristics. The most frequent characteristics might be summarised as: simplicity, a non-facilitated natural environment and freedom in their wider understanding.

Joy in planning of OAEP

In an article about the process of risk and benefit analysis in OAEP, Morton (2011) offers two example-tables for this strategy. The author puts joy of primary importance in both instances, in outlining benefits of OAEP. He uses the word 'pleasure' which is in accord with Sloan's (2011) statement that other authors may describe the joy, by using different words.

Other works, e.g. in Adventure Programming (Miles & Priest, 1999), numerous authors in the field of OAEP failed to highlight joy as an issue in

planning OAE programmes. Henderson (email, the 30th of July, 2016) notes that it is indeed difficult to think about joy and risk at the same time in the field of OAEP. He expands the idea that firstly, when planning educational programmes, safety must be prioritised at all times. Secondly the intention to avoid the risk must be present, as must joy. Hence it is important to accept the inherent risks to a certain degree, in order to allow the participants to experience joy.

Literature review results

The reviewing of literature linked to risk management has already shown the attentive reader that there is no direct influential link between RM and presence of joy within OAEP. It is evident that the aims of RM are to control risk, not to directly exclude certain activities and create rules.

Therefore, the question regarding the influence of risk management in the presence of joy within OAEP, has to be adjusted, in order to provide a more accurate scope for the purposes of this study. Subsequently, the question would be reformulated to 'What is the relation between risk management and occurrences of joy within OAEP'.

Findings

Investigation of the sources from the philosophical fields concerning joy reveals that some authors might refer to joy as 'pleasure' or 'happiness.' This extended definition broadened the search of suggested keywords and subsequently enriched the file of sources to be analysed. (See 'Graphical illustration of process of obtaining data sources' in Appendix no. 2)

Based on the criteria listed in the data selection process described above, and following the ''Systematic approach to desk-top research'' by Rolfe (2014) (Fig. 3.) the search has found nineteen works that are suitable for data extraction and analysis. From these works, ten mention joy, while the other nine mention risk analysis. These texts will be analysed and presented in the Analysis section.

'Risk, safety and risk management' key-word search showed thousands of findings. After confining the requirements for search in outdoor and adventure field only and written in English, there were sixty-one items available. As the time limit of the research did not allow exploring all of the sources, the extra restriction related to publishing year 1980 or newer was added, in order to explore the social situation nowadays and the requirement of physical accessibility via the library. The search narrowed down to

twenty four items which were undergoing the selection applying discourse. In order to keep only literature which will correlate with the five pre-defined criteria for selection of authors, nine items were identified, three of being them edited books. The selection was narrowed down to those authors who are dealing with relevant issues to the research question and meet the selection criteria (See 'Table of authors selected for research' in Appendix no. 1. and 'Graphical illustration of process of obtaining data sources' in Appendix no. 2).

A different situation appeared in the case of Joy. The quest using Onesearch database enquiry resulted an insufficient number of items to include in the literature review in order to answer the first research question; what is the role of joy in OAEP? The advanced search in the field of outdoor and adventure education showed 1 result. At the point where the search failed to provide a satisfactory amount of results it was decided to widen the scope of the search to a philosophical and compulsory education field, and to use external search engines, e.g. google scholar. For this study, experts in the field were contacted, in order to use their knowledge to find appropriate literature, following the recommendations from the Model of Systematic Approach to Desk-top Research (Rolfe, 2014). Processes described in the Epistemological section resulted in the selection of three authors from the philosophical field, three authors from the compulsory educational field and thirteen authors from the outdoor field to implement their works in the research in order to answer the research questions concerning the joy.

This result supports and demonstrates the statement from the theoretical framework, that joy is underestimated in the outdoor as well as in the philosophical field (Sloan, 2011). The results add value to this research, as it could be taken as proof that the work is contributing to common knowledge by adding a new exploration to a not yet deeply investigated issue (Wisker, 2008).

Society and rules

One of the most problematic issues was the unclear understanding of how rule-setting processes work in connection to OAEP. How is it possible that the rules (as illustrated on the example from introduction) get stricter if reasonably low incidence of deaths, injuries or health issues occur within the range of OAEP (Baile, 2004) including summer camps and residential programs?

Frank Furedi (2006) provides us with an insight into rule-making in his book Culture of fear. He makes us familiar with the Culture of Fear by referring to the current Western social mind setting. Furedi explains that believing in 'something must be done' is the mind-set of current society after each accident highlighted by the media (Baile, 2004). The response to this call from the side of the authorities is to take control over certain areas (in this case outdoor programs and activities) via the creation of stricter rules. The voice of wider society is muted after this process of creating new rules, perhaps as a result of satisfaction with the new measures taken. Another possible reason is that attention is drawn to a new issue which raises the call for 'something must be done' in other area of concern.

Societal influences on risk management

Specifically talking about the area of outdoor programs, if an accident was heavily publicised in the media (Gill, 2007; Mortlock,1984), the area of outdoor programming would go through the same process. Due to the actions of the media, society, and authorities the end of the process leads to new rules and has a direct effect on outdoor educators who have to deal with new situations within the field as they have to implement the control of the rules. The consequences of new rules could in some cases extend to: not providing certain activities or providing them in another environment e.g. indoors; or providing them in a changed format e.g. with an eliminated amount of risk factors.

In the theoretical framework the links between risk and adventure are discussed and shown. The similarities of this can be applied to joy also, as by removing the possibility of risk we reduce the opportunities to gain certain learning outcomes and experience joy. This is also supported by Bailie(2004) and Pike & Beames (2013) who raise the point that there is some value of positive outcomes within Outdoor programing, and that there is a need to consider not only short-term, but also mid- and long-term consequences as well. Bailie (2004) points out that outdoor programs save more lives in the long term at least by way of enhancing the quality of life of participants. The role of joy in the life-saving process backs up philosopher Sloan (2011) who argues that exposure to joyous moments raises the desire for self-preservation. Perhaps the most serious disadvantage of today's rule making is the absence of crisis in its original meaning.

Crisis as described by Becker (2016) is the comparison of two variables, in process of decision making, in a similar way as on a balanced scale. Based on current biases of society, risk is balanced on the outcome of bad (Cuskelly & Auld, 1989) and not good in the strategies for managing risks.

In accord with Bailie (2004) and Barton (2007) it is necessary to accept some level of risk if the outcome is worth the risk involved. And this is not only from the short-term perspective.

Background to rule making

It could be expected behind creation and implementation of each law there are experts who evaluate every possible influence caused by its application. That is the way it is supposed to be (Bonfield, 1991), but politicians are under pressure from a society which shouts 'something has to be done' (Furedi,2006) and the experts are under pressure from the politicians (government) who pay them. One might see the problem from the point of view of politicians, because they are 'obliged' to serve the people who voted them into power. An example of such a behaviour in history is to be found

in the Bible (Lk, 23, 1-25) when Pontius Pilate saw he was getting nowhere to mute the crowds' call 'something must be done' represented by request to crucified Jesus and washed his hands of a crucial decision. He let Jesus be crucified in order to satisfy the crowd wishes and demands, and mute the call of 'something must be done'

The rulemaking policy without evaluation by professionals from the field and under pressure of society could be changed if the media would not promote a culture of fear (Furedi, 2006). A shift in perspective could be achieved if independent correspondents from the media promoted advantages as well as disadvantages of particular issues, including long- and short-term outcomes (Bailie, 2004; Pike & Beames, 2013). Plus it would help if the media would focus on the statistical rareness of occurrences of serious injuries within outdoor programs (Baile 2004, Mortlock 1984). Additionally the voice of outdoor practitioners must be taken into consideration in relation to rule making, as they are the professionals who would be influenced by the new laws. There are an expanding number of academics in the field, who are can prove the benefits of outdoor education, and can reflect how the rules would change the outdoor educational programmes. This in turn allows the inclusion of the practitioner's voice in rule-making.

But still as stated by Pike and Beames (2013) outdoor adventure is influenced by and for society. Based on this one has to acknowledge that wider society is always going to have a voice that affects its rules.

Collin Mortlock adds: *''Faint-hearted bureaucrats who are totally removed from the outdoor experience and who have no concept of its value in helping young people grow up, should have no powers in these matters* (1984, p. 37).*''* Indeed, and the professionals who are involved have to be part of that process in order to do proper evaluation of implementation of rules.

Rules interpretation

Each year a number of publications within the outdoor field are issued which clarify the profitable outcomes of OE for the participants and the ways in which outdoor educators can gain them (Mortlock, 2009). Let us compare the contemporary rule making with the development of lenses and glasses. A big effort might be made to create glasses and lenses which could serve both far- and near-sighted people at the same time. But, at some point, the government might create some law de facto banning the wearing of glasses for example because it could make identification of people via CCTVs difficult.

The world would become safer as the authorities would be able to more easily catch criminals who were captured by the cameras. But on the other hand there would be thousands of people whose quality of life would be hindered as they would not be able to see clearly. The Government would argue that people are allowed to use a magnifying glass. But at the same time the MPs would feel the pressure from the companies which manufacture glasses as their businesses would also be compromised by such a law. These pressures can be influential on rule making and society from the aspect of the financial world and advertising. There is no reason why outdoor educators should not similarly place MPs under pressure in order to protect the OAEPs, their outcomes and joy instead of financial interest. . The main point is that implementation of some rules might unintentionally influence the quality of common life.

It is possible to illustrate a situation similar to 'lens fiction' in OAEP with the story about scouts' summer camps from the introduction, if the same situation as outlined above was applied to the general law created: the obligation providing of 'sanitary clean drinking water' (NRSR, 2006). Providing sanitary clean drinking water in a wider sense, will include water from natural sources/springs. The water just has to be tested and evaluated as being 'sanitary clean' by the examination center of the public

health prior to the camp (Public health autority, 2005). Bad interpretation of this law or fear of being exposed to legal complications in case of certain health issues of participants (Henderson, 2015) could lead to the implentation of even stricter rules by companies or organizations providing OAEP.

The result of such an action would be that participants would be not allowed to drink anything other than pre-packed water as a result of a culture of fear and compensation culture (Gill, 2007; Furedi, 2006). In case of excessive application of this law, all of the effort of practitioners would be similarly useless as the efforts of the lens-makers. Result: the OAEPs would become safer , but the programs would be restricted in providing something valuable for the participant. Even worse, the quality of their life would be lower because the opportunity to raise the quality of life, or develop the participant, was missed. Also, in the culture of fear as described above, the potential of the participant of OAEP to become sick is highlighted more than the potential of positive outcomes.

How rule interpretation might influence the OAEP, the learning outcomes and presence of joy will be investigated at a later point. Within OAEP, the implementation of some rules might unintentionally influence the quality of outcomes and the presence of joy in OAEP.

Paths to Learning Outcomes in OAEP

While having in mind the sources of joy presented in theoretical framework and based on the assumption of the adventure experience paradigm (Martin & Priest, 1986); each program has some planned outcomes, e.g. education for sustainability, aesthetics and building self-confidence. There are a variety of methods used to achieve these outcomes. Marshall & Thorburn (2014, p.130) argue, from an outdoor educators perspective, that *"engagement with the natural world can stem from the most every day experiences and our sense of being in-the-world"*. In order to contribute to this, they refer to engagement and to the relationship between individual and

nature, similarly to Priest (1999). The authors also provide insights into the outdoor learning experience and its crucial role in creating well-rounded values.

Importance of simplicity in OAEP

As a part of achieving well-rounded values the aim of OAEP is also to raise self-confidence, in seeing how capable and successful one is in achieving a certain aim or dealing with particular obstacles (Leather, 2013). Also, being in a natural environment surrounded by the conveniences of everyday life, such as when technology is incorporated, might lead to a lower level of challenge and in effect the individual would not see the result of his efforts as his own, but as a process where he gains achievement only as a result the conveniences available to him. Critique on this concept is made by Henderson's (2012, min.19) point on 'seeking simplicity to preserve complexity' as discussed in the theoretical framework under Joy wherein simplicity might be seen as the facilitation of settings and sources available for one's achievements. Similarly the picture of a landscape and nature-set campsite with a view to chemical toilets and warm showers is somehow an aesthetically- disturbing concept which does not match with Henderson's ideal of simplicity.

Embodiment & Dwelling

Bonnett (2004) is an Environmental educator who strongly supports direct experience of landscape as this leads to informed judgement and decision making , rather than *"simply endorsing naively overconfident versions of environmental issues"* (p.553). Gill (2007) and Becker (2012) support him as both of them defend primary experiences. Gill (2007) advocates that risky play in direct contact with nature is important for a child to develop its essential skills and reflexes.

If outdoor educators want to lead one to awareness of sustainability they most likely have to do it through feelings and by creating a relationship with Nature. Allowing the participant to feel engaged in the processes of nature and letting him experience nature through the senses and through embodiment allows an experience of the state of mind which Ingold (2000) calls 'dwelling'.

 ''Dwelling includes feeling a sense of the land, ancient rhythms and curiosity for its human traditions (Henderson, 2005, p. 24).''

 In the Epistemology chapter the key facets of Western society are characterised and one of them is: *"separation of human world from natural world."* But Ingold (2000), while describing dwelling" argues that humans are part of nature and dwell the same way as animals do. Ingold agrees that humans adjust their natural space for dwelling, but so do animals (2000).

This approach is now commonly used by younger writers as immersing oneself in nature by "*dwelling and enjoying the here and now, through self-organized games and hikes*." This approach is also referred to as 'playful dwelling' (Gurholt, 2014).

To dwell, the individual needs to create a relationship between nature and the participant. This would be the point from where personal understanding of the need for sustainability, leaving no trace, etc., can arise from. Education to gain these types of learning outcomes comes from a relationship with the great outdoors/nature and the participant (Priest, 1999). In order to explain the limitations of raising self-confidence through using OAEP the work once again follows Henderson's ''simplicity to complexity'' idea. The present world is too complex to be able to judge if one did achieve something on his own or received assistance. Being in nature and having clearly limited resources would clarify that the credit for any achievement has to be given to the participant himself and may be worth more.

So to achieve an intensity of experience and learning outcomes, we need to keep the paths to learning simple along with the rules as obstacles on this way.

Visual summary of the literature review

The following paragraphs, will outline the consequences of strict risk management practices and how they connect to multiple factors that in turn lead to limited occurrences of joy. This connection is outlined in the flow chart below.

It is clear from this chart, and from the findings of the literature search, that there is a spectrum of factors which influence the possibility of limited occurrences of joy in OAEP. So in proceeding to investigate the research topic, the work will move beyond focusing on just risk management to referring to this spectrum of factors.

Fig. 4 Relationships between Risk management, Joy and Learning Outcomes
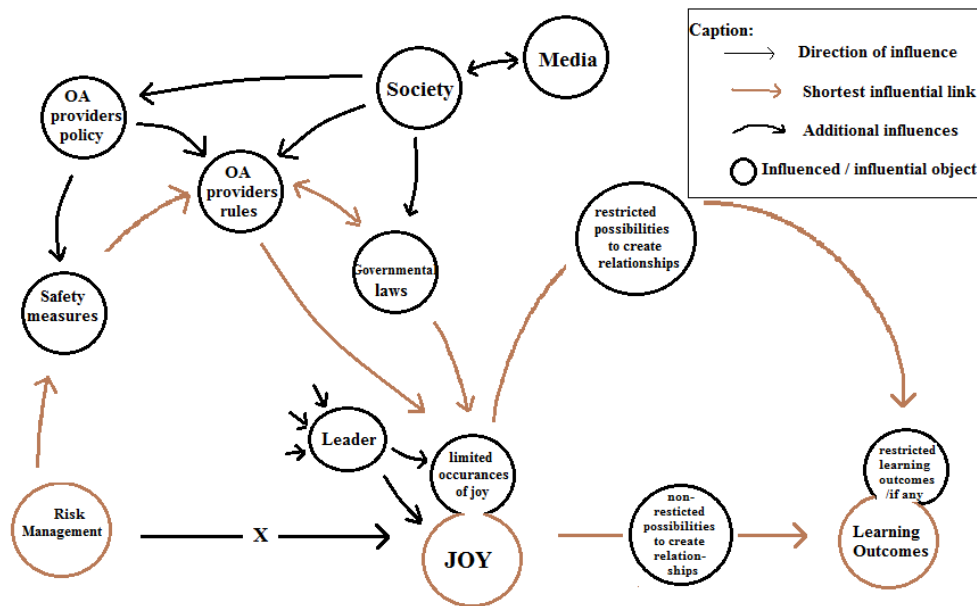
The current research started with an assumption that it is possible to research the relationship between joy and risk management in OAEPs as it was assumed that there are direct influences. This assumption, after appropriate literature review and research, demonstrated that it is not that simple. The work uncovers that the link exists but it is not direct as there are numerous other aspects contributing indirectly to the influential link which are summarised in the depiction above. The whole schema starts with risk management and shows the multiple directions of influences which lead to the most direct (brown lines) pathways to joy and learning outcomes. The leading to learning outcomes might be seen as one of the roles and important part steps which joy plays in OAEP. Black lines represent other links which contribute to the relationship but are linked externally. The work recognises that the scheme is not comprehensive and some of the influential links might be bidirectional. The purpose of the depiction is to graphically illustrate the findings of this work in a summary and not to conclude the entire situation in OEAP.

Discussion

Examples of consequences of strict risk management

Returning to the author's personal narrative, in the introduction three scenarios of how to deal with the situation of new rules about recreational events for the youth in Slovakia were discussed; not to provide summer camps and two options on how to provide them at the edge of legality. If there were no financial and personal restrictions, there would be a fourth option; providing the summer camps legally by meeting the legal requirements given for recreational events. Applying this generally to OEAP and new rules we find that each change of rules requires its implementation, which might mean an inevitable change in practice. When implementing rules, cultural considerations must be taken into account, in order to preserve cultural traditions, and 'national specifics' (Corba, 2003).

For example the application of the illuminated path to toilets rule could change the physical face of the campsite. At night the permanently present light might represent an obstacle to the potential joy of gazing at stars. Similarly, the requirements of having sanitary water as mentioned above, has the potential to change the face of OAEP through discouraging direct sensory contact with nature and as the author speculates, less potential for joy. One may be able to list many more potential risks of the loss of experience or omitted possibilities for occurrence of joy. These risks are at the cost of not contributing to the development of an individual which is weighed against the benefit of the permanent presence of light at the camp

Impact of strict risk management on relationship with nature

This paragraph summarises some of the possible connections between strict risk management practices and the relationship of humans with nature. It might be argued that humans cannot be aware of sustainability issues if they

do not have a direct sensory relationship with nature. Henderson (2015) can hardly imagine creating relationship with nature when one cannot enjoy a bath in the river, cannot experience the joy of quenching the thirst via a sip of the water straight from the spring. Unfortunately it would be an incredibly hard job, if not an impossible one, to facilitate someone becoming 'one' with nature, while telling him what he cannot do and arguing that he cannot do it because it could harm him.

As stated in the Epistemology chapter: practicing deep democracy and discourse seeks to rectify imbalances and injustice in society, which could lead to a loss of bio-diversity (Taylor and Medina, 2013). Indeed if society cannot succeed in building a positive, non-instrumental relationship between nature and the individual, it is impossible to expect that individuals lacking a relationship with nature can be motivated to protect it.

Potential consequences of risk management for OAEP leaders

The statement that risk management is not entirely responsible for negative influences on joy and learning outcomes of OEAP has become evident from the theoretical framework and the above discussion. Evidently other aspects could be influential, such as the guide and his approach to leadership (Dickson and Terwiel, 2012). But there is a need to acknowledge that the implementation of new rules (as in the example from Slovakia) can prohibit certain aspects which would allow the leader to create and the participants to experience particular joy. Eckert (2016) finds that the guide's enjoyment of leading is a precondition for the enjoyment of the participants.

Strategies for managing risks

According to The Royal Society for the Prevention of Accidents (2016) statistically, accidents consistently appear across all sectors of society, as part of any activity. The areas where accidents occur differ as well as the

results of the accidents. Some accidents have global consequences, and some have minor consequences. To give an example, the global risk of failure at a tank containing poisonous liquid is much higher than the failure of a raft-boat tube, although, both could cause immediate harm as a result. It is understandable that there have to be different measures to avoid the risk of an accident in relation to its potential seriousness. Hence, it may be argued that attempts to manage risk should be relative to the seriousness of the consequences of the potential accident. The rule-makers should consider 'calming down' attempts to manage risks in OAEP to some extent, so that positive outcomes can also prevail.

Society's approach to nature

In the history according to Becker (2014), nature as an environment was perceived within different philosophies. In the times before the Renaissance it was referred to as 'natura lapsa', the wild, dangerous nature. During that time it was linked to myths. Villages were considered as safe places in the wilderness of *natura lapsa* (Becker, 2014). It took a while until people started to perceive nature through the lens of the philosophy of resourcefulness, or later as a romantic philosophy of aesthetics and purity. Subsequently the philosophy of aesthetics in relation to nature was left behind and changed to the instrumental perception of nature (Marten, 2001), which considered humans as superior in order to use resources of nature without respect of consequences.

Society's relationship with nature and connection to joy

Governmental rules about OAEP, including the ones about public health and 'recreational events for youth' (Narodna Rada Slovenskej Republiky [NRSR],2007), carry some of the worst elements of the philosophy of *natura lapsa* and its instrumental use (Vikka,1997). Mortlock (1984) states

that modern society tends to use nature for its own means, and is careless in its preservation. The rules influencing OAEP enable nature to serve us as an environment for activities, but the same rules put boundaries between individuals and nature itself by restricting the use of its natural resources. And as a result these rules put boundaries for experiencing joy as well. For example the use of stoves or chemical toilets could be perceived simply as aids to facilitate life outdoors and not a restriction even though the use of them is as a consequence of rules. While one may argue chemical toilets and stoves can facilitate life outdoors, Henderson (2012) argues that the use of that which is opposite to traditional practices impedes the possible engagement with nature.

Possible links between risk management and relationship with nature

It will be outlined, how strict rules in relation to risk management can send a message to participants on OAEP about how the natural environment should be interpreted and how leaders may influence this process. Lippard (1997) introduces the fact that humans analyse the environment where they are placed. This might be applied not exclusively to physical, but to social and legal environment as well. The rules carry a message to participants. People search for reasons why they are restricted in some actions and why the rules were implemented. Outdoor educators have to respond to the questions of participants. It is hard to imagine that there is a way to inform participants of OAEP about legal restrictions without saying: 'because it is dangerous' which is simplified to 'safety reasons'. Hence, the messages which are covered in the rules are represented by the leaders saying: all around is *natura lapsa*. A participant with common sense might say: once something is forbidden to engage with, then it has to be bad.

Origins of Outdoor activities and connection with joy

Outdoor activities started as an act of joy and joy was, and is, the reason which draws us outside (Dahle, 2007). To go and find adventure and joy was so important for some enthusiasts that they considered it worth providing to more people (friends, family and school class). Mark Twain (1897) stated that; to get the full value of joy you must have someone to share it with. Over the years, other advantages of OAEP were discovered in addition to joy. The advantages were enhanced well-being, self-esteem, fitness, curricular learning outcomes, teambuilding, outdoor therapies and following Mortlock (1984, 2009), a potential to develop different aspects of one's personality. The review of literature shows how these advantages started to become the main purpose, and the original joy which was the purpose at the beginning was forgotten, or at least no longer promoted.

Intrinsic value of joy

In the previous paragraphs, it was discussed the instrumental role of joy in OAEP. Joy was not yet discussed as having value in its own right, but purely how it serves to achieve outcomes. Loynes (2013), based on the ideas of Weber (1947), warns us not to succumb to the biases of society in relation to such instrumentality. Loynes (2013) argues that the simple experience itself has value. So joy itself has value as well and it must be worth protecting joy's occurrences for its intrinsic value. To agree with him, this work explains that the worthiness of experience itself would also be restricted by over-limiting RM practices, and not only the outcomes of experiences of joy. So the work does acknowledge the intrinsic value of joy.

To illuminate the above point, the work will provide an example of the experience of a recreational climber. What would the answer of a recreational climber be to the question; why do you do climb? Money? – only to spend. Prestige? – nobody sees. Fitness? -there are other ways to gain fitness where you are not exposed to danger. Looking back on any

interviews with climbers which the author can recall, 'joy' would be the answer. Sloan (2011) agrees that joy might be called by other words as pleasure or happiness and in this case the sense of joy may be connected with a feeling of adrenaline rush.

Influence of society on rule-making

In the following paragraph, it will be outlined how the intrinsic value of joy described above is not common in the aspects of wider society which influence how rules are developed. The position of modern society's parents in relation to OAEP is appreciation that nothing 'bad' happened to the child on a programme (Blenkinsop & Beeman, 2012). This approach contrasts with the possibility, that nothing 'good' or enjoyable happened either. This concept of emphasising safety may be representative of a wider societal trend which emphasises on potential injuries, instead of potential positive outcomes. If there was a shift in the Western society's view of litigation, there would also be a shift in mind-set in relation to safety and fewer complaints connected with injuries. Once more experiences would be experienced about the absence of joy, and less about injuries, it would be a sign of a shift in the mind-set of society. A mind-shift of society which would concern more about 'good' than 'bad' as noted above, would possibly lead to higher quality of OE. The child may have simply overcome other strictly conducted untraditional curricular lesson in another environment (Wolk, 2008), if the 'good', represented by joy, was not present.

Society's emphasis on quantitative measurement

While the actual position of wider society's mind-set leads to higher safety, which is positive, this safety is possibly at the price of lower quality in OAEP. The quality in OAEP is measured subjectively in the case of joy, as it cannot be measured and expressed numerically. It is far easier to count the number of accidents in OAEP then it is to measure the quality of

experiences of joy. That's why comparing these two elements is at the very least ''tricky'', though not impossible. Doran (1981) created a formula for setting managements aims. Each aim has to be specific, measurable, achievable and time based. The rules for setting the aims reflect what society expects nowadays; aims and outcomes which are able to be summarised numerically as a result of a quantitative approach (Blenkinsop & Bleeman,2012).

In daily life each person makes decisions based on numerically unmeasurable basis via crisis. For instance, when sitting in cars with the risk of being stuck in a traffic jam (unmeasurable/hardly measurable) in order to gain e.g. eight minutes of commuting time (numerically measurable). The same occurs with the possibility of being responsible for causing the traffic jam. Which means; there is a risk of being involved in an accident. What is the probability of being directly affected, experiencing harm or material loss? Which numerically measurable value is applicable? Individuals have the inner capacity to weigh up risks and benefits; for using the car and gaining time, as these are familiar issues. Humans have developed a deep understanding of situations and outcomes through experience.

It could be argued that the physical risk is more measurable than the mental one. Hence, there is a tendency to put the risk of physical injuries in any analysis ahead of the risk of mental harm. As physical harm, illustrated above, is more measurable and people have trust towards measurable magnitudes.

Risk and benefits analysis as described by Morton (2011) suggests evaluating the beneficial outcomes which could provide certain activity, and comparing them with the risk of harm which the activity involves. This work argues that there should be a new principle which would make it appear that the previous rules of risk analysis are being turned inside out. Rather than expressing the mental risk as the risk of mental harm, it should

be expressed as a risk of the participant missing out on the opportunity to develop himself. Two sources that have helped to draw these conclusions from the data analysed will now be outlined.

Firstly, William Unsold (in Blenkinsop & Beeman. 2012) said that to succeed in guaranteeing the safety of a boy in his early life and in OAEP would guarantee the death of his soul.

Secondly, Tim Prince (in Barton, 2007) stated; 'anyone can make adventure training safe by taking all the adventure out of it.'

As previously discussed Gill (2007) advocates that, risky play is important for a child to develop skills and reflexes. Equally important is the need to accept the risks in OAEP and to let the joy be experienced by participants in order to create a meaningful relationship with nature (Dahle, 2007; Henderson, 2015) and maintain well-being (Sloan,2011). It could be argued that OE educators have a commitment to provide joy. It should be the basic right: the right to joy (Barton 2007).

Suggestions for Practice

Critical paradigm, deep democracy and discourse methods recommend making suggestions of how to resolve the research problem observed in society. Accordingly, the author will outline the current use of two models which are used for risk management in OAEP. The author will then proceed to propose an alternative model which could be used in cooperation with these models, in order to maximise occurrences of joy in OAEP.


Reasons for the need to manage risk

Barton (2007) describes that there were intentions to implement zero risk policies into the OAEPs. At the same time he argues that it is rather impossible to achieve this goal, although it is also inevitable in order to retain the element of adventure. Becker (2012) explains that there is a way

to experience the adventure without risk. Becker sees this option in secondary experiences e.g. via storytelling. He explains that to be a storyteller or listener allows one to re-experience the adventure in a responsible-free way. But in order to understand fully the actions in the story, one had to experience something similar in the past. That is why primary experience is still crucial to make transition from the story to the experience, the secondary ''reality'' in the mind. Within primary experiences the idea of zero risk is idealistic, but completely unrealistic. This is why strategies for managing risk in OAEP are needed.

Selected strategies for managing risk

One of these strategies for managing risk is the 'frequency and severity loss model' by Cuskelly & Auld (1989). Using this model, an organisation, based on reports from its own programs, is able to identify a point during the activities where some injuries appeared and with which frequency and severity. Based on this model it is possible to decide whether to retain, transfer, reduce or avoid the activity in further programs.

Fig. 5 **Potential frequency and severity of loss model** (Cuskelly & Auld, 1989) author's modification.
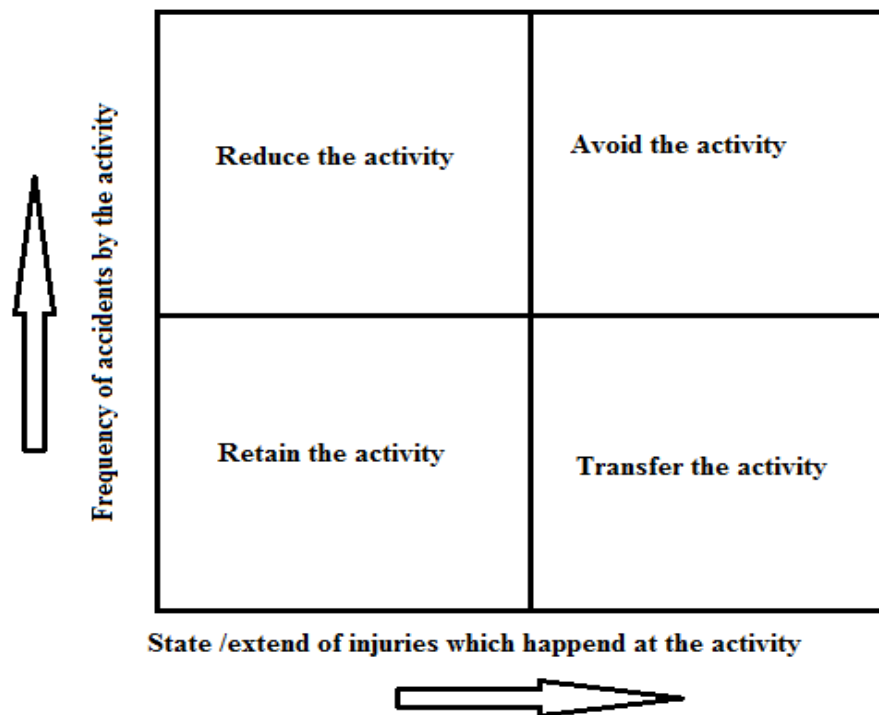
While the 'Potential frequency and severity of loss' model leads only to limiting adventure via limiting the risk (which is essential for adventure) or avoid activity, it does not take into consideration the outcome of the activity.

Risk and benefits model

The risk and benefits analysis model is a strategy of comparing risk involved in activity with the benefits which the activity may lead to (Morton, 2011).

The disadvantage of the risk and benefits model is the crisis [as seen by Becker (2016)] of two hardly comparable magnitudes where, as stated above, risks are somehow measurable, while benefits are more difficult to measure. In addition this model is useful only in cases of repetitive

programmes, because in order to follow it, data is needed in order to base decisions on avoiding, retaining or transferring activities.

Proposal of alternative risk management strategy

There is no evidence that anyone on the field has tried to compare risk with risk, in a similar way that risk is compared with benefit in risk benefit analysis. Thus for this work, an imperative concept is comparing risk with risk as two equal measures. However, it is difficult to measure these concepts and the measuring process is equally difficult for both, so the result of this type of crisis is more accurate. It is suggested that outdoor educators would arrive at more results if they would place on a scale the risk of the physical harm and the risk of not developing the soul of the participant through the experience of joy. The work is aware of the gap in this theory – the control group. One could argue that providing joy in OAEP is not a fundamental need and it is not the only situation in the world where joy or the development of one's soul is to be gained. In other words, it cannot be stated that people who did not ever participate in OAEP are not developed.

Risk vs. Risk

This thesis' proposal involves the 'risk of physical harm' vs. 'risk of missed opportunity' analysis. It is considered that this would be more appropriate and to some extent easier to practice then classical risk and benefits analysis (Morton, 2011) and of more common use than the 'Potential frequency and severity of loss model' (Cuskelly and Auld, 1989). As previously discussed, the importance of missing the opportunity to develop one potential can be equally as harmful as physical risk.

Fig. 6 **Risk of physical harm vs. risk of unused developmental potential model**

Risk of physical harm

Risk of mental harm

represented by unused potential for
development of participant
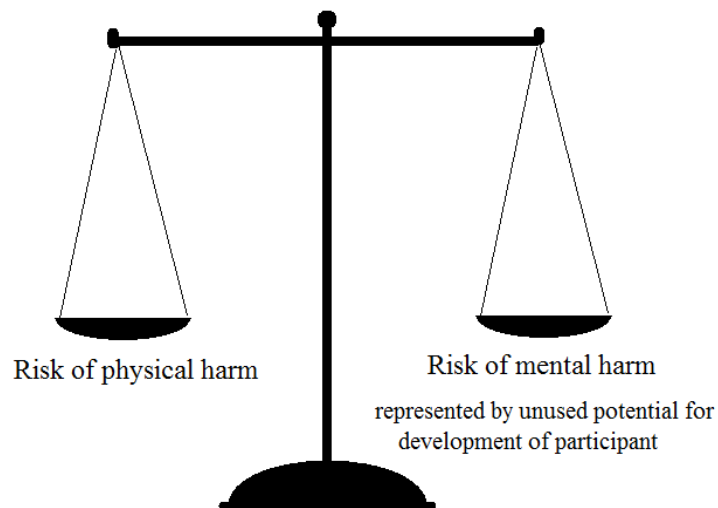
If further supported by the AALA, this model would ensure that activity providers follow good safety management practices. These practices should allow young people to experience exciting and stimulating activities outdoors without being exposed to avoidable risks of death or disabling injury. (AALA, n,d). It is important to note for the future that the scales remain flexible for contributing factors and outcomes that could be placed on each side. The reader should realise these scales do not have to be used in replacement of typical analyses risk vs benefit, for it is not the one and only solution, given the subjectivity of each person's approach to risk. Therefore, attention should be paid to how risk is interpreted and measured.

Furthermore, the graphical method for evaluating and maintaining the risks and potential for injuries, the Potential frequency and severity of loss model by Cuskelly & Auld (1989) is not the ideal one for the purpose of managing the potential of occurrences of joy as it doesn't acknowledge joy. This work recommends a further development of Morton's (2011) Risk-benefit

analysis with support of ''Risk vs. Risk'' model in order to gain decisions in planning OAEP which would lead to the preservation of joy.

Conclusion

This research shows that joy is underestimated and rarely appears as a central point of academic discussions within the field of outdoor adventure educational programs.

The first aim of the work was to establish what the role of joy is within OAEP. The work attempted to present what joy is and what its role is in OAEP. Joy is presented as an exclusively positive emotion, which has value in its own right, not just in serving to achieve learning outcomes while this is a very important aspect of it. Joy plays a role in OEAP by achieving the desire of self-preservation, which subsequently contributes to well-being. What was discussed the most within the work, is the supportive role of joy by achieving learning outcomes via facilitation of the creating of the relationships between participant and attributes of OAEP, namely: participant with himself, with other participants, guides and with the environment.

The work starts with the assumption that a direct influential link exists between risk management and limited possibilities to experience joy. This research uncovers that following strictly-made risk management could to some extent influence the potential occurrences of joy. At the same time, the work discovered that this link is not direct as it is influenced by other factors which are the links of the imaginary chain which represent the relationship between risk management and joy. The factors influencing the relationship are: safety measures, OAEP providers´ rules, governmental law and leadership. In addition the research shows that there are other factors, (external to the relationship, but still inseparable) which connect to the chain, such as society, media, OAEP policies and the personality of the leader and the leadership approach. All of these findings are to be found in Figure no.4 where they are clearly presented.

The aim of the social research is set in the critical paradigm and by following the deep democracy and discourse approach, helps to resolve the problem which the researcher perceives in the social world.

This research points outlines how joy is often neglected in case of risk management and other processes in which the aim is to manage risk and benefits within OAEP.

The work, after dealing with the two research questions, continues to acknowledge that society tends to put the risk of physical injuries in analysis ahead of the risk of mental harm. As physical harm, illustrated above, is more measurable and people have trust towards measurable magnitudes, it then demonstrates a new principle of expressing risk of mental harm as a missed opportunity to develop one self.

This lead to the formulation and presentation of ''the risk vs. risk'' strategy, which, in collaboration with other strategies for managing risks, could help to identify and protect the situations which has the potential to develop the participant of OAEP via non-restricted occurrences of joy.

It is important to comment further on the character of this work. The entire thesis is based on Western-world views, standards and policies.

This might open doors for further research through analysis of the same texts from a new critical perspective, in another cultural setting where any potential/further conclusions or advices for practice could be investigated from a new angle. This could lead to other suggestions which would be more socially acceptable and applicable with regard to standards, ethics, religious laws, common philosophy and other cultural conditions. The benefit of critical analysis is that it allows flexibility in the type of critical lens that is used in any particular study.

Implications for the field

In developing the concept of joy, the current study examines an under-researched topic in the field of OAEP. An approach to OAEP which incorporates the protection and acknowledgement of the intrinsic value of joy through sensory experiences of nature, would most likely contribute to heightened environmental awareness in participants. Each time a young person engages in OAEP they are learning whether they are part of the environment, or separate from it. In other words, nature may be experienced as wild and dangerous, as in 'natura lapsa,' or a place to experience pure, unbridled joy. It is down to the facilitator of each OAEP experience to lead the participant in either of these two worldviews. The present study makes the case for the latter worldview.

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Appendix 1. Table of authors selected for research

Author	Work (names of the works are shortcuts, see references for whole titles)	Criteria applied to select the source of data		Key contributions of author which were used in order to answer research questions
		Criteria to select sources	Practice-changing/influential	
			Author* - practitioner	
			Availability	
			Western view	
			Academic Literature	
		Strategy to find the source	Suggested by experts from the OE field	
			Extended key word search	
			Keyword search : joy	
			Key-word search: safety, risk, risk management	

Author	Work						?	Role of RM, use of RM in OAEP
Attarian, A.	*Risk management in OAP*	x		x	x	x	X	RM strategies, risk analysis
Barton B.	*Safety, Risk and Adventure in O. Activities*	X		x	x	x	x	Maintaining safety in OAEP; Learning outcomes; Risk measuring
Morton, T.	*Risk-benefit analysis*	X		X	X	X	X	Risk- benefit analysis, measuring ''worthiness'' of OAEP; exploring of social situation
Bailie, M.	*Rewards from risk*	x		x	x	x	x	Risk evaluation, benefits evaluation, rules making
Gill, T.	*No fear*		x	x	x	n/a	x	Social aspects of perceiving risk
Furedi, F.	*Culture of fear*		x	x	x	n/a	x	Social situation and rules making
Blenkinsop & Bleeman	*The Benefits of Ad. Prog.*	x		x	x	n/a	x	Society's hat,s measurable, risk benefits outweigh

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Author	Work								Description
Mortlock, C.	*The Adventure Alternative*			x	x	x	x	x	Safety, adventure, social context, learning outcomes
Mortlock, C.	*The spirit of adventure*		x		x	x	x	x	Joy and its occurrences, pleasure, happiness in OAEP
Henderson, B.	*Multiple sources, see ref.*	x			x	x	x	x	''Seek simplicity to achieve complexity'' (of LO) Joy in OAEP
Hevenegaar, G. & Asfeldt, M.	*Embracing Friluftsliv joys*								Sources of joy/occurrences of joy within OEAP
Priest S.	*Multiple works*	x+	x+	x	x	x	x	x	OAEP –characteristics, use and role of adventure in it. Aims of OAEP, LO of OAEP, extensions of Mortlock's ideas
Sloan, H.	*Joy*	x		x	x	x	n/a	n/a	Towards definition of joy from philosophical perspective
Spinoza	*The Ethics*		x	x	x	x	n/a	x	Perspectives of joy, building of happiness towards to joy

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Engel, S.	*Joy: A subject Schools lack.*	**x***			**x**	**x**	**x**	**n/a**	Joy seeded in activities of children
Eckert, J.	*Bring Joy Back Into the Classroom*	**x***			**x**	**x**	**x**	**n/a**	Educator's relation to joy, participants engagement resulted by joy
Wolk, S	*Joy in school*	**x***			**x**	**x**	**x**	**n/a**	Sources of joy in education

RM- Risk management

LO – learning outcomes

n/a – not applicable

*- search via google engine

Appendix 2. Graphical illustration of process of obtaining data sources

Keywords search: ''risk, safety and risk management''

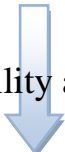Using 'One search' engine access via University of Cumbria

Over 14.000 results

Advanced search in ''Outdoor and Adventure'' field only

61 results

Conditions of availability and language implemented

9 results

3 results excluded as articled were edited with multiple contributions

6 results fitting the 5 selection criteria

Keywords search: ''Joy''

Using ''One search'' engine access via University of Cumbria
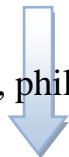
1378 results

Advanced search in ''Outdoor and Adventure'' field only

1 result

Extended search, philosophical field added

3 results

Extended search of words ''happiness'' and ''pleasure''

4 results