

Children in school-age educare centres make meaning in unedited places

Abstract

Children enrolled in school-age educare centres spend their time in different locations outdoors close to their school-age educare centres. Some of these places can be described as unedited places. A green area, a wild meadow of a place outside of the edited schoolyard, the forest, an old football field that nature has taken over, natural places who nobody takes care of, are some examples of unedited places where school-age educare children can stay.

The focus of this study is directed towards school-age educare children's constructions of meaning in unedited locations close to school-age educare centers. The study gives a contribution of knowledge to teachers in general but especially to teachers in school-age educare centres, decisions-making politicians and other people who are interesting and who are in a position where they can represent school-age educare children. The research questions from the study point towards what school-age educare children describe about what they do in unedited locations outdoors close to school-age educare centres and in what ways they believe that unedited locations outdoors have significance in their making of meaning.

Qualitative method was used to search understanding for school-age educare children's actions and their making of meaning. The method Grounded Theory was used because it is about making a theory in a practice which is built by people together in a specific context (Glaser, 1998). I have used "walk-and-talk"-observations (Haudrup Christensen, 2004), Klerfelt & Haglund, 2011) and used two non-participation observations (Alvehus, 2013).

The study showed that some of the school-age educare children mostly prefer to do, was to play in the unedited places. They played traditional games, team games and their own fantasy games. The result of the subcore categories showed that school-age educare children gives fantasy to the games taking place outdoors. Unedited places became both an activity- and a playing environment. Unedited places encourage the school-age educare children's to execute bodily motor skills, feel emotions and associate with nature things.