

## FARE TALE ORIENTEERING: DEVELOPING ART WORD BY LETTERBOXING EVENT

Pirita Ihamäki  
University of Turku

---

*Special events have grown in the tourism industry as indispensable product alternatives to many urban destinations. This case study describes a unique Art Word by Letterboxing – event, which was organized in Pori, Finland. The event was fruitful in terms of adventure tourist products and introduces opportunities art word workshops and is an example special tourist event. This study presents a concrete letterboxing application and describes comprehensively the contents and goals of Art Word by letterboxing -event. The study is empirical case study, which passed on 12 participators evaluation. Most outstanding result is the social interaction with word of art amateur in group conversation bring up ideas for create this kind of events for new places example inside of school or middle of forest. Users find the event refreshing, motivating and highly suitable as a concluding event for their art word workshops. Experiences and feelings inspire to embark on future adventures.*

---

**Keywords:** *Special Events, Adventure tourism, Art Word, Letterboxing, Treasure hunt games*

JEL Classification: *L83, M1, O1*

### INTRODUCTION

How can we develop a creative art word by letterboxing event for children to instil a spirit of innovation, inquiry, entrepreneurship and a sense of power to change things in them? Art word by letterboxing event is a new way of developing treasure hunt game and art word support written and orally communication. Event was new, small pilot of children outdoor event, which organize for couple of years working children art word group (12 children), impulse group called Mutant and Wings, by spring 2006 glory for last get together time. Central of Pori situated natural beauty park called Kirjurinluoto. The idea is to create a repertoire

---

© University of the Aegean. Print ISSN: 1790-8418, Online ISSN: 1792-6521



Except where otherwise noted, this work is licensed under  
<http://creativecommons.org/licenses/by-nc-nd/3.0/>

of enrichment opportunities and services that challenge all children's. Art word can be understood as a certain form of linguistic expression that can be observed also in connection to the system of language. Art word and its theory are part and shape of societal practices. Practice is then understood as the kind of action that is directed toward the natures of phenomena, that controls and chances them and also people and their needs. Art word reflects the free work of a human and their self-fulfillment. In different eras, art word should be seen as a part of living cultural heritage. (Karkama, 1979: 33, 17, 22, 38.) Art word accentuates personal freedom of expression and playing with words. Art word comes from inside of a person, and thus is also about getting to know oneself (Ihamäki, Turtiainen, 2006). Letterboxing is puzzle solving, treasure hunting, orienteering, and finding new places and also art, if need be (Niku, 2005). Outdoor adventure activities have increased as free time, a greater awareness of health and wellness, advances in technology, media exposure, the search for unspoiled nature and authentic experiences are often coupled with a higher level of environmental awareness. (Courdell et al., 1999.) Creative and innovative designs, and portable events, will continue to be developed, along with entry into new program niches. In addition, reliable research and evaluation models, techniques, and methods need to be established to empirically measure the benefits and outcomes of the challenge course experience. (Attarian, 2002.)

Special events are always planned, always arouse expectations, and always motivate by proving a reason for celebration. According to Getz (1997), a special event can be defined as a one-time or infrequently occurring event outside the normal program or activities. To the customer or here leisure, social or cultural experiences outside the normal everyday experience. Types of events can have varied widely; they include festivals, fairs, exhibitions and shows, meetings and other business and educational events, sports events or art events. To summarize, events can be anything that is planned by destination to attract and satisfy customers, and that is out of the ordinary. One of the greatest benefits of special events is that they are, by definition, flexible. They can change over time to reflect changing consumer needs; they can be adapted to specific target markets, and to reflect today's needs, fashions, and trends. (Dimance, 2002: 73-74.). This approach allows art word by letterboxing event to develop a school and adventure tourist services game culture that takes advantage of resources and appropriate decision-making opportunities to create meaningful, high-level and potentially creative opportunities for children to develop their talents. The central idea of the event was to use treasure hunt game in outdoor adventure education and teach children

how to use their creativity through the cache assignments. Adventure education entails both media education and environmental education. Media education content was used in the exercises found inside the caches. Environmental education was emphasized when the participants compared the clue poem for letterboxing with their perceptions of the surrounding environment. The children had to observe and compare the real environment when solving the clue in the poem; this brought up environment education themes. Main research questions are:

- What is Art word by letterboxing -even all about?
- And how did the Art word course participants, experience the event?
- How to create enjoyable outdoor adventure tourist events for children?

This paper is organized as follows. First we start introduction, which describe study purpose and research questions. Second section present briefly related work. Third sections go through methodology. Forth section present art word by letterboxing event. Section 4.1 go through for event media educational part and 4.2 section present art word event in environmental education perspective. Fifth section present empirical findings art word by letterboxing event. Sixth section present discussion part. Seventh section will draw picture of conclusions and future work.

## **LITERATURE REVIEW**

Special events are a unique form of tourism activity, but they should not be views narrowly as attractions for exploitation in tourism development schema. (Getz, 2002.) Jago and Shaw (1998) address definitional framework term 'special events' based upon an extensive review of the published literature on special events. Most of the research that examined special events has focused on the economic impact (Thrane, 2002). Also reasons and motivations for people to attend special events has been studied (Nicholson, Pearce, 2001.) In addition, sociology literature suggests that the main purpose collective celebrations in special events is to build social cohesion by reinforcing ties within the community (Rao, 2001.) Special events play important role in communities' lives, such as in art word community because they provide important activities. They usually have unique travel attractions because they do not rely upon expensive physical development. The success of a special event is more dependent upon the (art word) enthusiasts of the

local community and event organizers than upon natural or built attractions (Getz, 1993). Numerous communities have developed new events as leisure and cultural pursuits for residents, as well as for community (art word amateur) development benefits. (Getz, 1993) The benefits attached to events have created a platform for communities to develop events to attract visitors and create cultural images in the host destinations. Events provide an opportunity for local communities to create a sense of value and belief (by individuals) in the community; it also provides opportunities to exchange experiences and information. (Esu, et al., 2011: 336) Perception of tourism is based on the evaluation of the local community's attitude (including the environment, infrastructure and events); the participation model of people in the local community exerts a powerful influence on the tourists experience and tourism planning effects the community as a whole. (López-Guzmán, et al., 2011: 72-73.) This research introduces a series of research questions regarding event Art Word by Letterboxing and special events, and the dynamics of locally organized art word amateur community events. New competing destinations are emerging and there is the growth of alternative forms of tourism. Prosser (1994) compare for tourism the decentralization and removal of tourist activities. (Papanis, Kitrinou, 2011: 320) The specific destination product does not necessarily motivate tourist, but the experience they will derive from it does. (Dimance, 2002: 75.) Ritchie and Ritchie (1998) suggested that there is an overall trend away from product attributes towards lifestyle or value system. In addition, the consumer of today makes choices based on whether or not a product fits into his or her lifestyle; whether it represents on exciting new concept desirable experience. This study extend for special event studies by present empirical findings of children art word by letterboxing special events. This study brings pedagogical especial environmental and media educational point of in special events.

## **METHODOLOGY**

This case study is a qualitative study, carried out as an enquiry for art word hobbyists. This event was a small pilot case, demonstrating how treasure hunt game such as letterboxing could be used in special events in the future. The purpose of the study is to evaluate how letterboxing could be methodologically used in teaching adventure education in outdoor events. In adventure education, comprehensive individual growth is supported by target-oriented and challenging group activities. According

to Clarke (1994), adventure education is about individuals finding new areas both in themselves and in the environment. As a consequence, it leads to feelings of success, many experiences and surprises. According to Vainikainen (1994), adventure education is a method, which enables to be in contact with young persons. Adventure education gives an opportunity to achieve feelings of success, unforgettable experiences and safe risks. First of all, it is a method of teamwork. In adventure education, individuals and groups are challenged with concrete aims. These aims emphasize the commitment of each member of the group to the common goal. The exercises require problem-solving skills, which, in turn, require skills of decision-making, evaluation, cooperation and communication and in the involved group. (Fossi, Jokinen, 1997) Kurt Hanh has introduced the concept of experience pedagogy, defining it as “comprehensive education, which combines nature, surrounding community and potentiality of physical education. It is also pedagogy of arts, music, cultural experiences and technical skills.” The aim of experience pedagogy is to create circumstances for creative and experiential activities, whereby young people could find new resources in them and learn to know their own skills. Experience pedagogy emphasizes strategies, with which, skills and knowledge are increased by doing concrete things and learning from those experiences. In adventure education and experience pedagogy, different kinds of experiences, taking chances, working in groups and learning to recognize the limits of one’s own resources are emphasised. Like experience pedagogy, the educational ideas of “Learning by doing” by John Dewey (1963) are also based on recognition of children’s experiences of life as a resource for individual growth. (Fossi, Jokinen, 1997) This art word by letterboxing event used learning by doing method in teaching media education and environment education in the special event. Art word amateurs group was 12 children in event, their age be between 6 and 13 years old. There were three boys and nine girls participate in event. Event has also two primary art word guidance’s and one researcher. Participants field out for questionnaire with help of art word guidance’s after the happening. This case study analyses a part of the two-page survey material and includes a small number of the 12 total participants.

## **ART WORD BY LETTERBOXING EVENT**

The goal of Art Word by Letterboxing Event was to connect art word with media education and environmental education by the help of a treasure hunting game, letterboxing. The event was also an experience for

word art hobbyists. In this article, experience means an emotional experience that has a positive impact. Experience is unavoidably connected to a person, an individual. We're talking about human experience, where stimuli from the environment are processed in the consciousness and translated into suitable action. (Borg, et al., 2002: 25.) The event itself gave tools for learning art word with a different method. Art word can be used to strengthen the esthetical sides of the hobbyists' mental systems. In the event, letterboxing e.g. treasure hunt was a tool to get the art word hobbyists excited about art word classes in a new way. The beautiful Kirjurinluoto nature park is a great location to set up a letterboxing route with art word assignments. The event begun with a get-together, where we divided the participants in three groups. We explained the hobbyists their assignments. They would have to find four letterboxes with the help of clue poem, within each letterbox there was an exercise of media education. Clue poem was as follows: Starting point at the cafeteria of Kirjurinluoto:



**PICTURE 1.** Art Word hobbieist find the first cache.

## 2. Letterbox

With a brisk step proceed to the next box indeed. Follow the edge of the line, keep your eyes open wide. With a care cross the road, to make it to the map board.

## 1. Letterbox

We go across the bridge and little more to the left. Continue walking for a while, but don't hurry a mile. In front of you is a stage. For a letterbox you gaze.



**PICTURE 2.** Art word hobbieist find the second cache.



**PICTURE 3.** Art word amateurs looking for the third cache.

### 3. Letterbox

Aim for the bridge of wood, turn to the left, that's good. From the third birch to the right You have to climb the hills' height. After 50 stop your steps at the small memento woods.

### 4. Letterbox

Return towards the same track, it will take you back. Continue towards the sign post, it is next to you, almost. Head for the playground. Find there Viksu's home. Now the reward for your toil to the pirate ship, ahoy!



**PICTURE 4.** Viksu's home.

At each letterbox, the participants had 15 minutes to do the assignment. At the end of the route, they arrive at the starting point, where they had a questionnaire to fill in. We had three guides and 12 children. When the first group left for the route, the others wrote a poem titled "Don't litter the nature". Thus 8 year old Enni Nevala's poem "Don't litter the environment" came into being:

*"There's rubbish on the ground, I picked up because I found,  
Garbage makes the ground ugly, garbage makes people edgy. Flatten  
out rubbish and put it in a dust bin".*

Letterboxing event is an outdoor activity, which generally takes place in an unusual, exotic, remote or wilderness setting and tends to be associated with low or high levels of physical activity. Adventure tourism is growing around the world. Tourists are seeking new and more enriching experiences related to adventure, nature and culture. These travelers are becoming more demanding, looking for highly specialized guiding services as well as personalized service. Most often, adventure involves an element of doing or experiencing something new. That means most travellers are seeking an element of adventure in their travel experience. The term adventure travel is often used both in the literature and in the industry as an alternative to adventure tourism. Addison (1999) defines adventure tourism as “any activity trip, which is close to nature with unfamiliar place and people, with the purpose of exploration, study, communication, recreation, sport or sightseeing and tourism”. That means adventure tourism includes goals, which are related to professional activity. (Swarbrook, et al., 2003: 12, 6.)

## **EVENT MEDIA EDUCATIONAL PART**

Media education was our point of departure when building the Art Word by Letterboxing event, because art word generally is about making stories. Media is strongly present in the everyday life of modern children and we wanted art word hobbyists to learn to look for stories in media texts. Important to them is know about narrative structures, which could be transferred to numbers of media types and to all kinds of media texts. On the other hand, many differences in media forms can be extensively explained with different narrative structures, that is why the group for art word has to process problematic of stories to understand the important basic differences between media forms. Most important is to bring up the basic idea of media education, the quality of natural experiential process. In other words, paying attention to the texts as stories, emphasizing who is telling the story, used technique, value choices and the target audience. (Masterman, 1989: 134-135.) For the first letterbox exercise we used a strip, which can be seen as a basic technique in narrative research. The exercise is based on sequencing the story. The group’s assignment was to write a story based on the comic strip. They learned to complement a ready-made comic strip through their own expression. The idea was to observe the skill of the hobbyists in making a new story from a ready made comic strip. The hobbyists had a chance to show their capabilities, of which they often did not know themselves. The group had to discuss with the comic strip, reflect their own thoughts and

how the text fits the picture. Result we get many kinds of story about comic strip. The second letterbox exercise was to make up a news story, which happened somewhere in the areas shown on the Kirjurinluoto map. (The second letterbox was located next to the map) Ilmo Setälä's (12 years) news story "Lokki-Stage fell apart"

*"Yesterday afternoon certain boy kicked the Lokki-stage, which was deeply rotten and it fell apart. The boy was not hurt at all and is not held responsible for the stage's falling apart, because the stage was already very rotten. A new stage is going to be built in the near future."*

The news story topic was defined by the location names of the places on the map, which also limited choosing subject. For example Ilmo's story, which could analyse from the perspective of media education. Newspaper news should not be considered as traditional stories. They do not proceed in a linear manner, but they are snatches. News do not help to interpret the world as a whole, in this case they are the opposite of many narrative types. (Masterman, 1989: 139-140) Ilmo's story can be seen as a news story belonging to free time event accident category. The person in the news story is an interesting choice, because makes clear that the target group has been considered, who would be interested in this story, such as, young people, families, mothers and fathers.

The third letterbox exercise was to tell what kind of imaginary creature lives in the memento woods. The exercise was to describe the creature's appearance, characteristics or qualities. In addition, they should make up an explanation why the imaginary creature was living in the memento woods and what he/she usually does. Karoliina Iivonen has made up a story about her creature:

*"In this wood lives a fairy, who is pondering if she is going to be good or bad and the result is that she is good. Her statement about her appearance is that she has long eyelashes and smiling mouth. Her smile reaches from ear to ear. I live in this forest here, because I love Finland's nature."*

The exercise was to use imagination freely. In addition, the exercise was situated near a memorial plaque close to the memento woods. Central in teaching of media education is to show how ideas and not-ideas connect, and the ways by which they penetrate with other. In this exercise, the aim was to see the impact of media to the texts of the group via using imagination and ideation. The goal was to observe ideological analysis of texts through media education. We wanted the students to see through their own texts, in what way ideologies are inscribed in certain everyday forms of expression (Masterman, 1989: 149, 147). As one can observe from Karoliina Iivonen's text, her imaginary creature, fairy, is

girl-like, as well the creature's qualities, such as long eyelashes. The influence of media can be seen as very gender-specific, especially in advertising and programs aimed for children. They offer information about the world, also ways to see and understand it (Masterman, 1989: 3-4.).

The last exercise was made by also thinking of letterboxing place itself. The participants were meant to write a letter to Viksu the crow, and to tell a story about the event wildly exaggerating. This was a group exercise. Each group did this in a slightly different way, in my group one begun the story, other one continued it and the last one writes the concluding sentence. This worked very well. This way, the whole group was in dialogue with the text. In our letterboxing exercise the meaning of group work was emphasized. The exercise teaches communality, underlining the importance of joint action and the social character of learning. The group of hobbyists learned to work in a group and dialogue between texts and the group. Art word by letterboxing event was fruitful from the media education perspective and event gives ideas for developing media education in art word workshops, schools and for example in tourist products.

## **ART WORD BY LETTERBOXING EVENT IN ENVIRONMENTAL EDUCATION PERSPECTIVE**

Environmental education has been an emphasis on citizenship, problem-solving and issues identification. Environmental education has mainly been established in the formal education, however, its importance has been recognized in the forms of non-formal and informal education as this study represent. (Skanavis, Sakellari, 2011: 240-241.) This study the art word hobbyists had to observe their environments while reading treasure hunt poems and pictures. Letterbox poem gave hints about nature and the cache places. Poem was a kind of an adventure-like prelude to the environment. Letterboxing as treasure hunting actions gave an opportunity for the art word hobbyists make their own observations and analysing experiences, which is related to thinking and thus constructing and modifying their own understanding and knowledge. While making observations of the environment the hobbyists described the qualities and functions of the target and tried to relate them to the poem (Aho, Havu-Nuutinen, Järvinen, 2003: 22, 46).

The first letterbox or cache was situated on the verge of the Lokki-Stage. The stage reflects the constructed landscape in the beautiful nature park; the stage is the identification mark of Kirjurinluoto area. They had

to observe and finding letterboxes, so this environmental experience brought a new perspective into their everyday experience in Kirjurinluoto.

The environmental experiences of this art word group support inquiring, problem-centred method, in which our point of departure was the art word group themselves and their environment, phenomena and happenings related to them as well their earlier know-how and experiences (Aho, et al. 2003: 30). (Opetushallitus, 2003.) A good example of this was the “Don’t litter the environment” -poem, where they reflected their own relationship to the nature.

One of the letterbox locations was a big map board; the letterbox was hidden on the side of small bridge. Naivistic map board was an essential part of the first letterbox exercise, the same time the art word hobbyists learned practise with environment and natural science describe and explain for word a way, which are harmony for natural science imagine with news exercise. (Aho, et al., 2003: 32.)

The Memento woods exercise was to make up an imaginary creature, which lived in the woods and describe the creature. The hobbyists paused to reflect while writing stories, why was this kind of memorial plaque brought into the Kirjurinluoto Park. On the other hand, a large number of trees were felled there. In addition to the exercise, the participants were thinking about changes in landscape, especially from the perspective of people’s wishes. The art word group discussed amongst themselves and got a chance to present and give reasons for their own understanding and ideas. This made them re-think and take a different angle on the subject, compare ideas and consider their relevance in relation to their own understanding. In this way, their story about the imaginary creature in the woods interacted with evaluation of the environment. Furthermore, also social interaction helped the group to see their own understanding in a new light. (Aho, et al., 2003: 41-42.)

At the last letterbox the whole group together wrote a letter to Viksu the crow. The art word groups’ descriptions of their adventures illustrated their understanding of the subject matters. The art word hobbyists’ thinking and action is based on concrete sensory perception of their treasure hunt adventure, categorization is a strategy that enhances inductive reasoning while learning new concepts, which helps to conceptualize concrete perceptions of the event and forms a base for abstract thinking simultaneously. (Aho, et al., 2003: 48.) In the event, the children were able to modify their real adventure into an exaggerated one using their real observations. Environmental education was brought forth when comparing their own perceptions to the concrete environment. During the exercises they also questioned their own environmental values.

Social interaction in groups stimulated ideas of new places, where Art Word by Letterboxing event might take place. These children have begun to engage in structured team play. In child development literature, it is well accepted that social interaction plays a crucial role in child development. In Verhaegh et al. (2006) research result was that most favourite games are rich in physical activity e.g running and chasing in tag. Hide and seek is an exciting game that children love. (Verhaegh et al. 2006.) That is one reason to use treasure hunt games in adventure education and as adventure tourist service for children.

## **EMPIRICAL FINDINGS ART WORD BY LETTERBOXING EVENT**

Children that attend the Art Word by Letterboxing event commented that art word by letterboxing happening is a so-called “a kind of orienteering event” (Henrik Kurittu). “Finding assignments by letterboxing cues, assignments that are related to art word” (Ilmo Setälä). Eva Marin suggested a new name for Art Word by Letterboxing -event; “Fairy Tale Orienteering”. As a new idea Eva Marin also suggested that there should be a clue that should be solved and the answer written in a crossword. The word that results from a completed crossword would be the pre-requisite for getting to the last letterbox. The children thought the route was long enough, as for the smaller ones any longer would be too much. The most interesting part of the adventure was finding letterboxes, which the children found pleasurable. They also thought the clue poem was clear and good. The older children would maybe have liked the letterboxes situated at more challenging locations in the environments. In the experience of the participants, the assignments found in the letterboxes were good and their completion timed suitably. The assignments were similar to those that the children in our group had done on their art word classes. The participants of art word group were truly excited about Word Art by Letterboxing -event and were ready to participate again, like Eva Marin answered, “You don’t have to ask!” Nea Kulola proposed that this kind of activity would also be good in schools, for example at classes of physical education.

The art word group suggested, that a similar event could be organized in woods resembling Kirjurinluoto park or challenging would be to organize happening in middle of the city (Nea Kulola). Sonja Helppolainen recommends that this kind of event could be organized inside school premises. These word art hobbyists’ suggestions led to the development of the event and taking new perspectives into account and

developing the ideas even further, into new kinds of outdoors events for children and into tourism products.

## **DISCUSSION**

When reflecting Art Word by Letterboxing –event, this study bring up with different application instances. One opportunity to utilise letterboxing is within tourism products. In travel and tourism, adventure has always appealed to people, especially this has gotten young people back to the nature adventuring, and at the same time it has expanded environmental awareness. Tourism, activities and hobbies have come closer to each other, and because of that the product array has become multi-faceted. One tourism application for letterboxing could be to represent the past, for example at archaeological excavation sites. Also letterboxes could contain historical information about excavations and discoveries. Furthermore, some letterboxes could contain some kind of exercises, at some excavation sites one could really try out or practise archaeology. This might get the young people interested in archaeology and to understand its value.

In addition, letterboxing would be suitable in presenting local cultural history for the whole family, such as creating a letterboxing route for different culture historic sites. Adventure games have always been an interesting new game application area. The intention is to present utilisation of woods and environment also in tourism, through a treasure hunt game, letterboxing. Despite the critical role played by the quality of the destination experience in determining whether tourist are satisfied and whether their expectations have been met, most nature-based studies focus on tourist demand rather than on destinations. As this form of tourism continues to grow, areas such as national parks will be placed under increasing pressure. The development of a formal evaluation and rating system for protected and natural areas is worthwhile for several reasons. (Marzuki et al., 2011: 282-283.) This study offer for nature-based event, which art word amateurs expectations met for satisfaction by their have creative role of the make them experience for pleasurable. Art word amateurs have evaluated for event itself and bring new ideas to develop event itself.

## **CONCLUSSIONS AND FUTURE WORK**

Art word by letterboxing event was an outdoor event for children, where art word was joined with letterboxing. The event gave an

opportunity to do art word with letterboxing, while accentuating media and environmental education. The event itself was a small pioneering experiment, which produced many developable ideas how to design art word by letterboxing -events for both adults and children, while emphasizing different focuses. The art word hobbyists saw the event as a kind of orienteering event. Eva Marin suggested a new name for the event, “Fairytale orienteering”. Event was a unique, where we utilised the local Kirjurinluoto Park at Pori and especially those features that attracted children there. This model of making Art word by letterboxing event provides additional important learning path for creative students who achieve academic success in more traditional learning environments but long for opportunities for innovation in art word education. The absence of opportunities to develop creativity in children and especially in talented them. As children pursue enrichment opportunities, they learn to acquire communication skills and to enjoy creative challenges.

Social interaction with art word amateur in-group conversation bring up ideas for create this kind of events for new places example inside of school or middle of forest. This case study result presents that word art amateur get good experiences for this pilot event and they recommend happening for also art word workshops. Children showed real interested in developing the art word by letterboxing event. They found the event refreshing, motivating and highly suitable as a concluding event for their art of word workshops.

The main outcomes of this study shows of this type of special events is assessed the local art word enthusiasts positive way, because it is perceived as a way generating media and environmental education benefits and same time, creating new event style for children. In this sense, it is important to highlight the role of art word enthusiasm that children had in developing an event to please them and their friends. They came up excellent suggestions how to carry out Art word by letterboxing event. This led to the idea of developing similar events and carry out future research. Similarity, the development of special events would mean the creation of resources (such education, game culture and health services) for the community itself.

Finally, one major conclusion can be drawn from this case study: Art Word by Letterboxing Event (for children) was pilot model, which tested for usability. This adventure brought new experiences for participator, some of which will remain as a resource in the good memories and part of lived life. Experiences and feelings inspire to embark on future adventures.

## REFERENCES

- Aho, L., Havu-Nuutinen, S. & Järvinen, H. (2003). *Opetus, Opiskelu ja oppiminen ympäristö- ja luonnontiedossa*, WS Bookwell Oy, Porvoo.
- Attarian, A. (2002). Trends in Outdoor Adventure Education, *16th Annual International Conference on Outdoor Recreation and Education, ICORE 2002*.
- Borg, P., Kivi, E. & Partti, M. (2002). *Elämyksestä elinkeinoksi – Matkailusuunnittelun periaatteet ja käytäntö*, WSPY, Juva.
- Cordell, H.K., Betz, C.J., Bowker, J.M., English, D.B.K., Mou, S.H., Bergstrom, J.C., Teasley, R.J., Tarrant, M.A. & Loomis, J. (Principal Investigator) (1999). *Outdoor recreation in American life: A national assessment of demand and supply trends*. Champaign, IL, Sagamore.
- Dimanche, F. (2002). The Contribution of Special Events to Destination Brand Equity. In Karl W. Wöber (Eds.), *City Tourism 2002*, Springer Economics, Springer-Verlag: Wien, Austria.
- Esu, B.B., Arrey, V.M-E., Bási, G. & Eyo, E.E. (2011). Analysis of the economic impacts of cultural festivals: The case of calabar carnival in Nigeria. *Tourismos: An International Multidisciplinary Journal of Tourism*, Vol. 6, No.2, pp.333-352.
- Getz, D. (1993). Festivals and special events. In M.A. Khan, M.D. Olsen & T. Var (Eds.), *Encyclopedia of hospitality and tourism* (pp. 789-810), New York, NY: Van Nostrand Reinhold.
- Getz, D. (1997). *Event Management and Event Tourism*. Cognizant, Elmsform, NY.
- Getz, D. (2002). Special events: Defining Events: A Conceptual and Definitional Framework. *Festival Management and Event Tourism*, Vol. 5, No.1-2, pp.21-32.
- Fossi, R. & Jokinen, S. (1997). *Mitä on seikkailukasvatus? Katsaus seikkailukasvatuksen perusteisiin*, Kasvatustieteen Pro gradu-tutkielma, Opettajakoululaitos Jyväskylän yliopisto.
- Hall, R. (2004). *The Letterboxer's Companion*, Falcon Guilford Connecticut Helena Montana, Manufactured in the United States of America.
- Ihamäki, P. & Turtiainen, R. (2006). article Sanataidetta lodjaten. Magazine, *Peili Lasten- ja Nuorten mediakulttuurilehti 3/06*.
- Karkama, P. (1979). *Sanataiteen suhde todellisuuteen, Materiaalisten sanataideteorian perusteet*, Kustannusosakeyhtiö Pohjoinen, Oulu 1979.
- López-Guzmán, T., Sánchez-Cañizares, S. & Pavón, V. (2011). Community-Based Tourism in developing countries: A case study. *Tourismos: An International Multidisciplinary Journal of Tourism*, Vol. 6, No.1, pp.69-84.
- Marzuki, A., Hussin, A., A., Mohamed, B., Othaman, A., G., Mat Som, A., P. (2011). Assessment of Nature-Based Tourism in South Kelantan, Malaysia. *Tourismos: An International Multidisciplinary Journal of Tourism*, Vol. 6, No.1, pp.281-295.

- Masterman, L. (1989). *Medioita oppimassa – mediakasvatuksen perusteet*, Kansan Sivistystyön Liitto, Paino Hakapaino, Helsinki.
- Nicholson, R.E. & Pearce, D.G. (2001). Why do people attend events: A comparative analysis of visitor motivations at four south island events. *Journal of Travel Research*, Vol. 39, pp.449-460.
- Niku, M. article *Lodjausohjeet*, [Http://www.lilja.partio.fi/lodjaus/ohjeet.html](http://www.lilja.partio.fi/lodjaus/ohjeet.html). Accessed the 26 th of October 2011, at 14:45.
- Papanis, E. & Kitrinou, E. (2011). The Role of alternative types of tourism and ict-strategy for the tourism industry of Levos. In *Tourismos: An International Multidisciplinary Journal of Tourism*, Vol. 6, No.2, pp.313-331.
- Rao, V. (2001). Celebrations as social investments: Festival expenditures, unit price variation and social status in rural India. *The Journal of Development Studies*, Vol. 38, No.1, pp.71-97.
- Ritchie, B. & Ritchie, R. (1998). The Branding of Tourism Destination: Past Achievement and Future Challenges. In Destination Marketing. Scopes and Limitation. (Eds.) *Peter Keller, 48<sup>th</sup> Congress Report*. Editions AIEST, St Gall, Switzerland.
- Skanavis, C. & Sakellari, M. (2011). International Tourism, Domestic Tourism and Environmental Change: Environmental education can find the balance. In *Tourismos: An International Multidisciplinary Journal of Tourism*, Vol. 6, No.1, pp.233-249.
- Standeven, J. & De Knop, P. (1998). *Sport Tourism*. Human Kinetics, United States of America.
- Swarbrooke, J., Beard, C., Leckie, S. & Pomfret, G. (2005). *Adventure Tourism, The new frontier*, Composition by Genesis Typsetting Limited, Rochester, Kent, Printed in Great Britain by Biddles Ltd, King's Lynn, Norfolk.
- Thrance, C. (2002). Jazz festival visitors and their expenditures: Linking spending patterns to musical interest. *Journal of Travel Research*, Vol. 40, pp. 281-286.
- Verhegh, J., Soute, I., Kessels, A. & Markopoulos, P. (2006). On the design of Gamelot, an outdoor game for children, *IDC '06*, June 7-9, 2006 Tampere, Finland.

*SUBMITTED: FEB 2011*

*REVISION SUBMITTED: MAY 2011*

*ACCEPTED: JUN 2011*

*REFEREED ANONYMOUSLY*

**Pirita Ihamäki** (pjiham@utu.fi) is a Researcher at the University of Turku, Degree Program Cultural Production and Landscape Studies, Siltapuistokatu 2, P.O. Box 124, FI 28100, Pori, Finland.