Experiential Results of Nature Camp Training *

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Abstract

Nowadays, nature which is almost forgotten or almost unknown by the new generation with technology and constructions is a value that should be given importance to increase awareness. As it's known, it is extremely important for students to be active in outdoor activities at their leisure time in terms of their development. From this point of view, the idea is to create awareness by directing students to outdoor activities. This study was aimed to examine within Erikson's theory of psychosocial development the opinions of students about their expectations and experiences before and after nature camp. Before the camp, opinions were taken of students' expectations and after the camp were taken students' experiences. In this context, the students who participated in the camp were made preliminary interviews before the camp and final interviews after the camp using the case study design. The study group of the research is composed of 41 students who study in the 4th grade in a private elementary school in the academic year 2014-2015. Camping in Eğriova National Park in Ankara in Turkey was held as a weekend activity outside school time. According to convenience sampling method was selected nine students (seven boys and two girls) for the sample. Individual interviews were conducted with the semi-structured interview form to obtain information about the expectations and experiences of the students. The obtained data were analyzed by content analysis method. In line with the opinions of the participants, a total of six main themes were formed before the camp and after the camp. Main themes of preliminary interviews are three themes: psychosocial expectation, activity ability expectation and expectation about the environment. Main themes of final interviews are three themes: psychosocial outcomes, activity ability outcomes and outcomes about the environment. Fifteen sub-themes and various codes for this main theme have been identified. In this study, it was observed that the students who expressed their expectations before from the camp were met their expectations positively at the end of the camp. By making a significant

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contribution to the psychosocial development of children's camping experience, it has enabled children to learn about camping and to experience it. After nature camp, students expressed the awareness that physical activity in nature is more fun than playing video games and they can also spend time without a tablet or a computer. The support of children in the industry versus inferiority has led them to develop their competence, to become aware of themselves and to increase their self-esteem. Within Erikson's theory of psychosocial development, these activities which were promoted and guided to increase children's sense of achievement, have been positive results with the feedback from the students.

Introduction

Due to unplanned construction in the cities children's playgrounds are restricted. Increasing use of technology in today's world, children spend time and play games in outdoor areas are negatively affected. In addition, the nature-insensitive education system, urbanization, declining nature areas keep children away from nature and outdoor day by day (Kahyaoğlu, 2016; Kahyaoğlu & Yetişir, 2016). Considering that 69.9% of the Turkish population actively use the internet (Internet World Stats, 2017), children who are following the existing technology environment are shifting towards passive life; they do not care about moving and using their leisure time efficiently (Çelebi, 2016). Children's playing tools, playgrounds, an angle of view to nature and thoughts of outdoor activities are changing. Children are increasingly interested in technology-based games and internets. In modern and technological life, children are alienated nature and against themselves and move away from nature even though they are a part of nature (Karataş & Aslan, 2012).

Children who usually communicate via the internet spend time away from interpersonal activities and face-to-face communication (Giedd, 2012). However, by keeping the children away from the real game culture, it draws the child from reality into an isolated life, reduces his awareness, creativity, and isolate from the child's environment (Akbulut, 2013; Hazar & Hazar, 2017; Uğurlu, 2010; Şenol, 2006). In this sense, it is thought that parents and school administrators should make the right guidance to support children's healthy development and to make the most efficient evaluation of their time. Schools, as a social environment, occupy a large part of their social lives if it is thought that most of children spend their time in school. Besides the academic education of provided, both individual and social education should be encouraging, engaging and appealing to the students. In-school and out-of-school activities must be mutually supportive. Out-of-school activities support students' cognitive, emotional and social development positively (Okur Berberoğlu & Uygun, 2013; Özen, Özen, & Tiryaki Sönmez, 2014; Selanik Ay & Erbasan, 2016). In addition, these activities affect the academic achievement of children positively, gain experience and improve communication skills (Ertaş, Şen, & Parmaksızoğlu 2011; Sturm & Bogner, 2010; Şentürk & Özdemir, 2014; Tatar & Bağrıyanık, 2012; Tortop & Özek, 2013; Yavuz, 2012). Therefore, nature is a place where children's interest, curiosity and discovery emotions are activated in the realization of the learning (Atasoy, 2005; Güler, 2009).

The education provided in nature can provide a permanent resilience to behavior changes through learning by experience. This can have an impact on the child's sense of success and failure, where the taught concepts are taught in different places, in different forms, and by whom. The scope of learning by experience, camp training is at the head of the trainings given as encouraging qualities by experts and timely. Aydede Yalçın (2016) also emphasis on active learning and state that science camp activities increased the scientific processes and skills of the students. In nature camp, there are many positive effects on the developmental processes of children in nature and outdoor activities. Camping training one of the most popular outdoor programs in the world, is a good educational tool when

appropriate environment and conditions are met (Guthrie, Cavins, & Gabriel, 2012). Camping training can create environments in which children can perform their independent learning as much as it supports formal education in their schools. It is thought that the experience of the child in his academic life is important that raising the child as a healthy individual and gaining community.

Activities carried out through school camps in nature, it is known that students can develop many psychosocial features (Ardahan & Yerlisu Lapa, 2011; Özen et al., 2014) such as individual decision making, responsibility development, leadership, socialization by learning to spend more time with their friends and acquiring communication (Taşkıran, Selçuk, & Doğar, 2010), develop peer relations, experience different social experiences, learn to act as a group (Smith, Steel, & Gidlow, 2010). In nature camps, children gain the habit of working together, cooperate with leisure activities and sports activities and at the same time develop the skills of self-confidence (Tanesen, 2008). The education in nature brings out the freedom and different feelings of the people while offering different teaching programs to the children. Participants are able to move away from the boring environment and technology of the city and discover themselves in a natural environment (Esentaş, Güzel, Özbey, Kılınç, & Çelebi, 2016; Gürer, 2012). In this context, it is foreseen when studies about physical activity and game in nature camps have provided positively benefit from physical, mental, social and psychological aspects (Cengiz & Ince, 2013; Çelik & Şahin, 2013; Demirezen, Saçlı Uzunöz, & Arslan, 2016; Hekim, 2016; Kuru & Köksalan, 2012; Medwell, Grimshaw, Robertson, & Kelso, 2012; Meydanlıoğlu, 2015; Yücel, Kılıç, Korkmaz, & Göral, 2015).

This study was designed to determine the opinion of children about nature camp an event that has been forgotten by the new generation and then to examine the experiences after camping. By providing and increasing awareness, it is thought that children's perspective on outdoor activities will change. For this reason, the study was conducted in order to examine expectations and experiences of the students before and after the camp within the framework of Erikson's psychosocial development theory. Within the scope of this aim, the following questions were searched:

- How are the students' expectations before the camp and experiences after the camp?
- How are the students' perceptions before and after the camp?
- What do students think about technology before and after the camp?
- How do the students interpret friendship relationships before and after the camp?
- What do students think about camp activities before and after the camp?

Theoretical Framework

Erikson's theory of psychosocial development consists of eight stages that resemble a path in which people walk throughout their lives. The fourth from these stages, the sense of industry versus inferiority coincides with elementary school, middle and late childhood. At this stage, children develop a sense of curiosity about how and why something is done or studied. They enter into competition with other children and compare their talents and skills. Some of the topics they entered into the competition are loved by friends, wish to win and succeed in the sport, interests of family and teacher (Burger, 2016; Santrock, 2014). Children in this stage first begin to think at a level where they can draw some conclusions from their experience. When considering the importance of the individual's past experiences in human development, the family and social environment are influential in the development of the sense of competence against the emotions of achievement, hard work of the individuals in this age (Santrock, 2014). Having an encouraging, guiding, innovative, inspiring and supportive environment for children who are learning, causes the child a successful, hard-working person; having an insulting, obstructive, critical, and blunting environment causes the child to develop unsuccessful, lazy and inferiority (Gander & Gardiner, 2010). Successful experiences are a powerful factor in overcoming the developmental crises experienced by people. Environmental factors are also known to have a great influence on the psychosocial development of people (Gallahue, Ozmun, & Goodway, 2014; Sevimay Özer & Özer, 2012). In this sense, educational environments which are a social

environment are gaining importance in encouraging children to curiosity about something to encourage them to work (Santrock, 2014).

When examined within this framework, the camp is seen as an environment that strongly influences children's development and enables them to explore strategies that go out children from home, participate in a wider social environment and improve their performance by learning (Eccles, 1999). Since the impact point is skill, camps which aim to reveal their skills in the sense of seeing what children can do (Varahrami, 2001), offer different environments where children can have the opportunity to evaluate their own achievements, safely explore independence, peer relations and leadership, and learn about themselves and the world. Successful experiences in a different environment can help the child to have a positive view of his or her competence and a positive attitude to learning about and participating in activities and challenges in life (Eccles, 1999).

Experimental outcome is one of the most basic social benefits derived from outdoor activities. Experimental outcomes that emanating from mental health-based exercise, physical and mental relaxation, skill development, play and learning experiences, such as being with family or friends are the source of happiness and satisfaction in the experiences provided in outdoor activities (Harris, 1981; Hordyka, Duludeb, & Shem, 2015). Because to interact with nature teaches co-operation with others, fulfillment of individual responsibilities, succeed, proved their own skills, discovered nature, overcome different condition of living, accepted to peer relations, approved, loved, recognized the world of outside the family and learned to respond to challenges (Eccles, 1999; Kleiber & Rickards, 1981). Learning by experience provides that the difficulties of being in nature, how they will succeed in activities, how to communicate with each other and how they can come from above disagreements with the peer group. In these camp environments, the child playing in a game participating in the activities of their social surroundings will both cooperate and compete by finding opportunities to explore their abilities and boundaries. At the same time, it provides confidence, social skills, language and communication, motivation, concentration, physical skills, leadership skills and interaction with the natural world, thereby increasing confidence and ultimately developing the sense of identity (Gander & Gardiner, 2010; Hordyka et al., 2015; Kleiber & Rickards, 1981; Yazgan İnanç, Bilgin, & Kılıç Atıcı 2004).

Outdoor activities in nature play a major role in the development of industry (Kleiber & Rickards, 1981). Industry refers to the effort to acquire new skills and make meaningful work. These school-age children, by nature, look for opportunities to show their personal skills, abilities and achievements. However, the child's self-description and success can vary greatly according to the comments. Experience can encourage or hinder the child's attempts to gain an enhanced mastery and self-efficacy. Family, peer and community support can enhance the growing competence of the child, the lack of such support diminishes this idea (Charlesworth, Wood, & Viggiani, 2011). As external evaluations, when the child is praised for his new skills, encouraged for innovations, and encouraged and gave support, he develops a sense of diligence, achievement and value (Charlesworth et al., 2011; Gander & Gardiner, 2010; Yazgan İnanç et al., 2004). On the other hand, if the child encounters failure, or if they are exposed to too much expectation and negative criticism, they will not be able to discover their own abilities and skills by experiencing the sense of inadequacy and worthlessness (Berk, 2013; Burger, 2016; Gander & Gardiner, 2010; Yazgan İnanç et al., 2004).

It regards something as significant for the development period as camp environments support the child's sense of accomplishment, industry and innovative perspective. In the camp environment, the child who has a sense of success leads towards success that will play an important role in becoming an industry individual and shaping their lives (Eccles, 1999). Since the greatest gain of children in this age is the ability to gain experience (Kleiber & Rickards, 1981); in this study, experiential consequences for children's expectations and participation in the camp have been examined within the framework of Erikson's theory of psychosocial development.

In this study, it is thought that the literature will gain a different perspective in terms of the findings were obtained immediately before the camp and immediately after the major interactions and experiences in the camp and students expressed their opinions with their own words and examined within the framework of Erikson's theory of psychosocial development. This study emphasizes that students need such activities and how much they really need to be in nature, remote from the technology, interacting with friends and contributing to the development of the child with environmental support.

Method

Research Approach: The study was dealt with in the scope of qualitative research approaches in order to examine in detail the opinions of the students who participated in the camp before and after the nature camp. The students who participated in the camp were made preliminary interviews before the nature camp and final interview after the nature camp, the case study was used. Case study is a research design that assesses an event, program, situation, action, process, or individual's current and ongoing real-life situations (Creswell, 2016). It focuses on how people are affected by the situation (Yıldırım & Şimşek, 2013).

Participants: The research was conducted in a private primary school in which a total of 41 students were educated in the 4th class branches in the 2014-2015 academic year. Ten students from two branches (4-A and 4-B) in the school were selected according to convenience sampling method. Convenience sampling is a method continues until the desired sample size is reached among the persons who agree to participate in the study (Altunışık, Coşkun, Bayraktaroğlu, & Yıldırım, 2012). However, a student was removed from study because she did not attend final interview. The study was completed with the participation of nine students. The students who participated in the study are seven males and two females. They are all nine years old.

Preliminary interviews were held on the students' expectations before the nature camp. The last interviews were held on the students' experiences after the nature camp. The students who were interviewed before the camp were also present for the final interviews after the camp. Tree and flower names were used as nicknames in order not to decipher the names of the students in the study findings. The names of the boy students are tamarisk, juniper, plane tree, fir, picea, judas tree, satinwood tree; the names of the girl students are tulip and acacia.

Data Collecting Tools: The nature camp was held on the weekend in Ankara Eğriova National Park in Turkey as an activity outside the days' students were learning. The camp was held in May 2015 for two nights over three days in the lead of eight teachers and five leaders in the camp. In this context, semi-structured individual interviews were conducted to obtain the views of the students. Semi-structured interview questions were prepared for the purpose by the researcher. The semi-structured interview questions were prepared by the researcher, taking the literature survey into consideration and considering Erikson's psychosocial theory and suitability for the purpose of the study. In addition, related to interviews physical education and sports specialists, physical education and sports teachers and guidance counselors and psychological counseling teachers were consulted and arrangements were made. Six questions were asked to the students before and after nature the camp. These questions were asked to get students' expectations and experiences, their perceptions of nature, ideas of life without technology, friendship relations and their thoughts about activities.

Data Collection: The researcher did not go to the campsite and obtained study data only by an individual interview the students. Preliminary interviews of the camps were carried out one day before the students went camping. Final interviews of the camps were carried out one day after camp. All interviews were conducted face to face and individually by the researcher. Interviews were held between 10 and 21 minutes. Before the interviews, the necessary permissions were obtained from the school administration and a confirmation form was obtained from each student. Interviews were held in an empty classroom at school. Interviews were recorded with a voice recorder in order to analyze in detail.

Activities and rules that should be obeyed regarding the camp: The students were informed about the camp by the physical education and sports teachers in the school before the camp. Students have been given a strict prohibition on taking electronic items such as tablets, telephones, cameras, cameras, etc. to the campsite. Students were given information about the camp activity program, a list of items that may be needed in the camp, information about accommodation and the identification of tents friends.

Sweepstakes were made between the branches before the camp with the thought that the students would be able to make new friendships. It has been determined who will accommodate the students. Thus, he/she was prevented from staying with his/her close friends.

The students have been paired with the chance to prevent the students from moving alone and to take each other's responsibilities. It is called the forest fellowship in the name of the pairings. In the camping process, forest fellowships have always acted together.

During the camp, students participated in activities twice a day for an average of 40 minutes by turns. These activities are handline fishing, climbing, knot and fastening, archery, dart, trekking, safely fire-extinguishing. Apart from these, the students have spent time with table games and outdoor activities their leisure time left to them according to their wishes. Night events were made the gathering of all the students over the fire. The firewood to be burned in the fire was collected by the students in the field accompanied by the teachers, and the camp life was also taught. They were required to prepare sketches in the direction of the themes given to the students before over the fire activity. Individual and group presentations were made over the fire and active participation of all students was ensured. At night events, two events were held, depending on whether students should move on their own and be able to keep up with difficult conditions in nature. On the first night, the activity of walking to the light source of the dark corridor was made with forest fellowship. The second night, night walks were held with those who could complete this activity and those who were willing to do it without a light source. These activities were chosen within the framework of the facilities provided by the camping environment, were considered to be beneficial to the pupils and permitted by the weather conditions. It is aimed to give individual awareness to students and to contribute to self-development, to realize oneself in a social environment, to gain features such as self-confidence, socialization and communication. There are also activities that play an important role in the emergence and development of the sense of courage of the students. In their leisure time, it is aimed to be able to play, to strengthen communication and to use time efficiently.

In the last night of camp, a joke was given by the teachers of the school to the other students that two students had disappeared in the campsite. It has been reported that the joke is related to the responsibility of the students, to make educational consequences about the consequences of not complying with the rules.

Analyzing Data: Firstly, the data was taken from the voice recorder to the computer environment. The obtained data were analyzed by content analysis method. Content analysis is to bring together and interpret similar data within the framework of specific concepts and themes (Yıldırım & Şimşek, 2013). The data were individually coded and themed by the three-person research team. Then the working team came together. The data are read over and over again to determine the common codes and themes. An academician outside the research has checked the suitability of codes and themes in a holistic approach. Finally, the identification and interpretation of the findings were carried out and the analysis procedures were completed.

Validity and Reliability
Validity: For internal validity, it is thought that a deeply focused data gathering period has been implemented in terms of preliminary interviews made with the students, final interviews, the environment in which the data are obtained and time. While the questions are being prepared to ensure this quality, expert opinions and literature were consulted. It was also confirmed by the students after the interview to see if what they were saying was reflected correctly. By sharing the data with the school

administration and the relevant teachers, the results have been further evaluated. For external validity, the method section was tried to be explained in detail. The scope and limitations of the research have been mentioned and tried to provide evidence that it is valid for other studies.

Reliability: In order to ensure internal reliability in terms of the consistency of the study, by a team of three experts in qualitative research and in the field of sports sciences the data is coded. Then the common codes and themes are determined and finalized. In addition, an expert in qualitative research and in the field of sports sciences was reanalyzed. She provided a holistic approach to checking whether the codes and themes presented represent each other. In addition, students' views are conveyed with a descriptive approach and direct quotations. To ensure the external reliability of the study, the researcher's position in the data collection process, the general method of study (sampling, data collection tools, data collection process and analysis process), the camp environment and the conceptual framework have been tried to be explained in detail.

Results

In this section, findings of the content analysis of the study are included. In the data analysis results, three main themes of the preliminary interviews (psychosocial expectation, activity ability expectation and expectation about the environment) and three main themes of the final interviews (psychosocial outcomes, activity ability outcomes and outcomes about the environment) emerged.

Preliminary Interviews (Expectation)

As a result of the preliminary interviews, three main themes and seven sub-themes emerged. Under the main theme of psychosocial expectation, psychological expectation and sociological expectation were sub-themes. Under the main theme of activity ability expectation, previous achievement and expected level were sub-themes. Under the main theme of expectation about the environment, activity, use of technology and physical environment were sub-themes. Table 1 contains showing the codes for this sub-theme.

Table 1. The Main Themes, Sub-Themes and Codes of the "Expectations" Interviews

		Sub Themes	Codes
Main Themes	Psychosocial Expectation	Psychological	Ambition to show in activities, struggle, excitement, psychological preparation for activity, feeling good, freedom, responsibility, curiosity, escape from family and education responsibility, imagination, worry about failure, success expectancy
		Sociological	Fun, conversation, liaising, tent share, dream together, accommodation in different places
	Activity Ability Expectation	Previous Achievement	The idea that the activity that he has experienced before will be successful
		Expected Level	Thought to succeed in the activity interested in, thought to fail because of physical inadequacy, thought to accomplish easy activities
	Expectation About the Environment	Activity	Pre-planned events within the program and activities that students plan to do in their leisure time
		Use of Technology	Desire to play in electronic environment and spending/not spending time without technology
		Physical Environment	Physical characteristics of nature camp and tents, material information to be taken to the camp, weather

Some of the participants' opinions on sub-themes and codes in Table 1 are given below.

The opinions of students belonging to sub-themes psychological expectations are as follows: It is understood from the expressions that students are excited about the camp before they go camping. Juniper says these to express his excitement: *"I will stay in nature for the first time, I will camp for the first time. There are so many activities we can do. I am very excited to try all of them, so I am very happy."* Satinwood trees said that the reason for being excited is the activities. As follows, *"The thing that excites me the most is the activities, activities we will perform there."* Picea is also excited in the same way, *"I get more excited when I'm on the same room with my favorite friends. I will stay with my friends for the first time in another place."* Tamarisk tells his dream with excitement; *"I've always started imagining myself as I watched Survivor. I thought, what can I do if I fall to the island one day, how can I manage myself? I am very excited for tomorrow."*

Tamarisk says, about staying away from his family, *'I am very excited to stay in a separate place for the first time in my life from my mother, my father and my brother. I do not think I'm afraid. If I'm afraid I will go to the teacher directly."* He also expresses the thought of coping with it. For this matter, Acacia says, *'I am very excited. I am a bit unhappy because I am away from my parents, but I do not think it will be too much trouble because it will not last that long.*

The opinions of students belonging to sub-themes activity ability expectation are as follows: In terms of being successful in the activities "I feel good about climbing myself. We were going with my dad when we were on vacation. I have such experiences about climbing." Satinwood tree thinks because of the previous experience that will be successful.

Acacia considers her physical characteristics and thinks that only the canoe will fail from the planned activities. And she says: *"When I look at the activities I only doubt about the canoe. Because I'm not a strong girl. I think I will fail only the canoe."*

Picea says *"It's a place to climb. I think I will be success there."* and Juniper says, *"Even if I fail in the games, I will fight until the end. If I'm losing, I will be ambitious."* They demonstrate their claims for success in the activities.

Juniper voiced his interest, "*I think I will be most successful in archery training. I have not done archery before, but my cousin does it and it is always interested me.*" He expresses positively towards archery education. Plane tree's plan is as follows: *God willing! We will burn a huge campfire. The camp will be big too. There will be a field for cycling, I will always be cycling."*

The opinions of students belonging to sub-themes expectation about the environment are as follows: Satinwood tree, who has no idea about the physical environment about the camp, said, "*I do not know what happens in a camp. Obviously, I should not comment because I have never been. So camping is fun and we learn something, I think it could be that kind of environment.*" Acacia, who is in anticipation of being with friends in nature, said, "*We will play games with our friends in camp, we will do some walks, we will do different mountain walks. How can I say? We are all together with our teachers."* Satinwood tree, referring to the event plans, "*We have plans in the evening. For example, we will play games, we will keep a diary when everyone sleeps. After that we would do pillow fight, said our teacher. It would be fun.*" said. Tulip is on the expectation of activity, "I am excited, we will do different activities there. For example, for the first time in my life, I will do canoe. I am excited to do different activities. We also have to stay in the tent ..." She expresses her enthusiasm for the events. Judas tree, about the camp environment, *"It looks like a very fun camp. We will learn different things with different activities. We will keep a diary in the evenings. I think it will be fun too. I suppose we will talk about how our day is going today."* expresses his thoughts.

Tulip, towards to the lack of technology and to use in the camp, said, "*I think it's better not to have technology because it's like we cannot do anything without technology. We will stay away from the technology for 3 days, we will be confused with natural life. I think it will be more beautiful for me ...* ". Judas tree, *''Actually, I would not want to take my tablet because I wanted to do something different there because I'm nested with the tablet every day. There is nothing to do with the tablet every day, I do the same thing every day.''* Picea, *"It's better not to have the technology. I can spend more time with my friends. If I had the technology, I would not be able to spend time with my friends, everyone would be at home."* Judas tree and Picea said that it will not be disturbed by the lack of time in technology's life. However, Juniper is a bit hesitant about not having the technology and he said *"I will be sorry for not having the technology. There will be other activities but they will be in nature so technology will not even go through my mind. Because there is a lot of activity there. We have a program, but at some time I will still remember the tablets."*

Final Interviews (Outcomes)

In the final interviews, three main themes and eight sub-themes emerged. Under the main theme of psychosocial outcomes, psychological outcomes and sociological outcomes were sub-themes. Under the main theme of activity ability outcomes, a reflection of the previous achievement, negative feedback and reached level were sub-themes. Under the main theme of outcomes about the environment, activity, use of technology and physical environment were sub-themes. Table 2 contains showing the codes for this sub-theme.

Table 2. The Main Themes, Sub-Themes and Codes of the "Outcomes" Interviews

		Sub Themes	Codes
Main Themes	Psychosocial Outcomes	Psychological	Coping with fears, self-direction, self-confidence, responsibility, interest in activities, learning to lose, be happy with new information, boast of success, feeling of success, coping with family longing, be happy with the feeling of adventure
		Sociological	Tent share, togetherness, strengthened of friendship, group solidarity, forest fellowship, act with the group, new friendship skills, increased awareness of friends in the face of bad events
	Activity Ability Outcomes	Reflection of Previous Achievement	Reflection of negative and positive experienced
		Negative Feedback	Physical problems, psychological problems
		Reached Level	Effort, be the 'best' of the activity
	Outcomes About The Environment	Activity	Joke for education, cannot meet expectations for some activities, some activities are better than imagination and night walking
		Use of Technology	Comparing activities to tablets, feeling of restriction, ability to act independently from technology
		Physical Environment	Weather, physical properties of the camp, security, tent

Some of the participants' opinions on sub-themes and codes in Table 2 are given below.

The opinions of students belonging to sub-themes psychological outcomes are as follows: Juniper who is thought to have gained positive awareness about his friends talks about friendships the camp has earned him. He said *"I understand that there is no difference between 4-A and 4-B. There was a child in the side class, and I was not even talking to him at all. Then in the evening, we started joking each other. There was a campfire, and my friendship relations got stronger as I was preparing for it."* Tulip found in the

expression "*I like to have a good time with my friends*" is laughing in this situation by saying "*I forgot my family*".

After the joke on strengthening friendship relations in the camp, Tulip said that "*We saw how much we were up to each other. Two people were missing from 4-B, but everybody from 4-A was crying, so we figured out how much our friendship is dependent.*" In the same way Judas tree, "*in that joke, I learned that everyone is up to each other. So I learned that 4-A class 4-B class is a very big chain of friends when they are angry with each other.*" He emphasizes that friendship relations are strengthening. "*I learned -Never leave your friends!- It was already made for joke, we had our tent friends, never to leave them.*" says Plane tree who is in the expression, seems to have taken a lesson from this joke.

Acacia who made the deduction from the camp to overcome his fears said that "*I got rid of my fears a few. I understand that we can do anything but we cannot do it if we are afraid of it. Then we should never leave our friends. Otherwise, there might be something like a joke. A friend might get lost. I learned these.*" Tamarisk said, "*... I never left my forest fellowship. I started to pick myself up, and now I'm not afraid of the dark. I trusted the forest fellowship very much.* He talks about both his success with his fears and learns to trust his friend.

Satinwood tree, apparently unable to overcome the excitement of the camp, said that "*The camp was very beautiful. Actually, there was such an adventure. Surprises were waiting for us. I can say adventure feeling and a little bit of action. It was exciting.*" as he said his thoughts about the camp. Tamarisk also expresses positive thoughts towards the camp in the same way: "*I wanted to go to a camp again. Because for the first time in my life I went to something like this and I want the continuation of it to come.*"

The opinions of students belonging to sub-themes activity ability outcome are as follows: It has been observed that the students have various expressions about the activity ability. Juniper tells what he was experiencing during that activity: "*It was a surprise to me that we had a game on the evening of Friday afternoon as the fear tunnel because we walked in the forest without light. The teachers came out behind the trees. They were scaring us. I feel like a character in a game. My heart was standing in fear of him. I hit the dirt at that place.*" Judas tree said that "*We did a lot of different activities. I have done activities that I have never done before. We cannot do canoe. Mountain bike twisted. Some of them did not grow up because they did not grow up ... We went to the forest and learned the methods of burning fire in the forest.*"

Acacia refers to the activity that she did best among the activities. "*The best activity I think is archery. Because when I do it for the first time, I think I get good results. For example, when I first threw it, I threw it yellow, which made me very happy. This is the first time I made it ... I would like to do archery again. ... Sometimes my mom asked me for it but archery was not suitable for girls.*" Plane tree talks about the success of the activity like that "*We went to the forest and walked as far as the forest, in the forest. I burned my own wood and I was very successful at it. We played an animation, told a story and I was very successful too.*" Picea emphasizes that the events are fun: "*It was pretty fun, we always had an activity. I said luckily I had gone. I would go again anyway. It was fun, I wanted to never end.*" Satinwood tree also talks about his ability to discover archery. "*I especially liked archery education very much. The teacher there said to start the archery course. I think I can do better than my other friends.*"

Juniper is also hit by a bad experience of trekking activity. "*I was so tired of trekking, I wish I did not. So we walked for four or five hours in the forest, in the wild forest. My feet were painful, I could not sleep that night.*"

The opinions of students belonging to sub-themes outcome about the environment are as follows: Regarding the environment and activities, Fir is complaining about the air being cold during the camp and telling that this reflects negatively on the activities. "*The fear tunnel was beautiful. And we cannot ride a canoe. I hated morning activities and outside activities because the air was so cold. Other than that, the camp was nice and fun.*"

Being in nature "*It gives a joy to be there. Because if you live in such cities, such noise is crowded but if you live in nature with nature, bird sounds are in a more natural environment, that's why.*" says Satinwood

tree, speaking of the positive aspects of being in nature. Judas tree also emphasizes nature as well, "*I relaxed in nature, so my eyes awaken. At first, there are so many different things around us that we never see them. Playing with the tablet, my eyes are tired now, so it's good to go camping.*" and he pointed out that he was aware of what he had missed while playing the tablet.

It has been seen that almost all the students after the camp had expressions that it was good for them to spend time without technology. Some of these statements are as follows:

Juniper: "*It was fun to be in nature. We were away from the tablets, but we hardly felt the tablet at all. So normally after finishing my homework, I always play the tablets but the activities seem to be playing the tablets. It's a bit hard to live without technology, but you feel a little bit of them.*"

Satinwood tree: "*Especially in the summer months it is more fun to play outside than to play inside the technology. In fact, technology is causing me to close down. If you go outside and play games with your friends, you prefer to stay at home but that is not true. I have friends. Why do not you play with them? Playing becomes more effective, it becomes more beautiful.*"

Tamarisk: "*I was playing a lot of games too, and I'm very glad that we were away from technology. We are no longer a technology addict, we are playing for five to ten minutes a day. We do not use anything other than that. We learned that we can live without technology.*"

Picea: "*I think it's good not to have the technology. I learned that there is a lot we can do in nature. Normally it sounds like we cannot do much, but we did a lot there. Since the place we live in is not like nature, we have to use the tablet.*"

Tulip: "*It's the first time we've been away from technology. We spent time with our friends. A life without technology, better. Because we are very dependent on technology. Something like that we cannot live without technology. We lived there for three days without technology. It was nicer, it was better without technology.*"

Acacia: "*I am both happy and unhappy because there is no technology. I've never been away from technology for so long. I actually learned that we can live without technology.*"

Positive / Negative Benefits of Expectations

According to the opinions of the students about their expectations and experiences, it has been observed that some anticipations are experienced positively in the educational process and others are experienced negatively. Figure 1 shows the cases that occur and do not occur within the framework of expectations and outcomes.
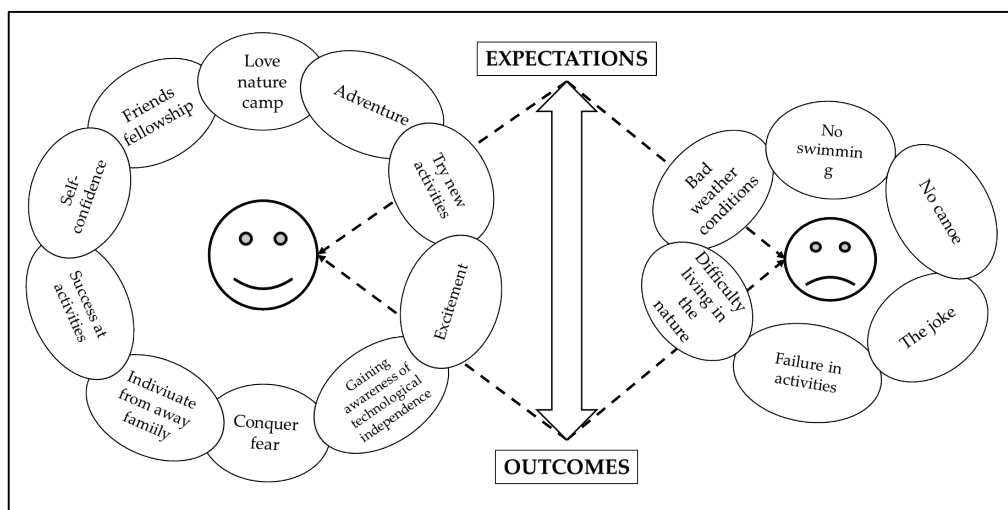
Figure 1. In the Frame of Expectation and Outcome, Positive/Negative Cases and Unrealized Cases

According to opinions from students, the processes that play a role in turning expectations into outcomes are shown in Figure 1. In the positive experiences of the students, grouping was done taking into consideration the opinions mentioned by the students. Students stated that they love nature camp, experience adventure and excitement, try new activities, confuse their fears, gain self-confidence, be away from their family, be independent of technology, and strengthen friendship relations. The students stated that they are successful according to their physical characteristics and that they are successful according to their own and/or friends. It has been observed that if students are unrealized and/or experience negative experiences, expectations are not met as they imagine. They stated that students could not perform some activities in a way they could imagine due to adverse weather conditions, that swimming and canoeing activities did not happen despite the existence of a plan, that they failed at some activities in relation to themselves and / or friends, that the joke made them adversely affect them, and they learned negative aspects of being in nature.

Some of the expressions from the students regarding the experience of the expectations, the preliminary interview and the final interview are as follows: Satinwood tree, feeling good about climbing, he did not get the result expecting about climbing from after the camp and he shared the following words: *"It may not be my self-confidence, it looked very loud on the wall. I tried hard to climb, but I'm out. I had four stages and I came to the last and then I quit. I did not get tired, my leg was slipping, I was hit by muscles and then I tried to hold my foot again but I could not."* Again, confident about climbing Picea said *"I did not pass until the first half of the climb, but the second time I climbed to the end. The second time I think I think I made it more comfortable than I once tried."* He has learned from the failure of the first trial that he can do the second better.

Acacia said about the archery which is the first-time activity, "I am very glad that I made archery and darts for the first time." Juniper said, *"I really liked the archery. My only goal is to hit the middle yellow but I cannot make it*." He laughs. It is believed that the reason for the smile is that he does not create negative emotions on him and thinks he can succeed in trying again.

Plane tree tried to manage himself by saying "I will not cry now anymore ..." about separating from his family before the camp. After the camp, he said that he did it and he said, "I just missed them. There was no trouble, crying or something."

Tulip shares the idea of being separated from the family before the camp, laughing, *"I'll get rid of my brother, I'll rest my head."* After the camp, *"I liked to have a good time with my friends. I forgot my family."* and she laughs again.

All students have joined the camp for the first time. Then they liked the camp very much and they wanted to go the camp again. Among these students, after camping, Satinwood tree said, "*It was very beautiful. There was a sense of adventure. The sense of adventure can be called a little bit of action. It was exciting*." He said that the camp welcomed the anticipation of "I am excited about the activities we will do most of the time" with adventure.

Most of the students stated that swimming, canoeing and cycling activities they were expecting to be done could not be done due to adverse weather conditions and they could not experience these activities in the camping environment. Throughout the camp, students faced various fears and learned to deal with them. Tamarisk and Tulip, after the camp that they were no longer afraid of insects. Satinwood tree, diminishing the darkness of the night after the event of walking in the night "*I was afraid of darkness at home, but now I'm afraid"* has been expressed. Acacia is an interpreter of the feelings of her friends. *"I understand my fears, I know that we can accomplish everything*." Picea is glad that he did not come across with a bear in nature. He says "I did not come across a bear, I coped with my fear" and he laughs.

All the students who participated in the study mentioned that friendship relations strengthened and made new friendships after camping. In this regard, it has been observed the effect that activities take place together, teamwork, stay in the same tent and especially forest fellowship. It is thought that the joke made by teachers is also the effect of this issue.

The subject of the most experience with the experience is technology. Most of the students have realized that activities can be done *(the activities came to me like playing a tablet-Juniper)* and time can be spent without technology *(I actually learned that we can live without technology-Acacia)* and physical activities are realized *(I learned that there is a lot we can do in nature-Picea)*. It was understood that spending time without technology and tablet makes them happy *(I'm so glad we're away from technology-Tamarisk)*.

Discussion

Preliminary and final interviews were conducted for the purpose of the study and the expectations and experiential processes of the students were examined. Erikson's theory of psychosocial development, which is the theoretical framework of the study, participants in a stage of industry versus inferiority provided a useful framework because it is a structure that directions and encourages participants to camp activities and supportive students.

During the preliminary interviews, it was observed that the students adapted an excited, curious and eager manner about camping. It has been seen that the idea of staying away from school, having a different activity and staying away from the family together with their friends made them excited and curious. While the teacher was giving information about the camp, it was noticed that the students were happy, excited, started planning immediately with their friends, and even made accommodation plans together. It has been determined that the items to be brought to the camp and the games to be played were fictionalized. It was found that while the physical education and sports teacher told the rules about the camp (technological items cannot be taken away and tent friends will be determined by lot), it caused a sadness and frustration throughout the class. However, since there will be a different activity and life, new plans within the rules were started by the students enthusiastically within a short time. From the point of view of the theory, it was that the students were excited and enthusiastic about seeing what they could do in the framework of development periods, taking responsibility and experiencing success.

The presence of excitement, curiosity and enthusiasm is also clearly understood from the expressions of the students. They thought about what they could do in order to discover themselves by doing those planned activities in terms of physical and psychological aspects. It was also observed that they had planned what activities they could do during their leisure time. Sharing the dreams of the students with each other and making the activity plans revealed the importance of solidarity, association and teamwork for children. In nature with their psychosocial developmental stage, children tend to spend time with their peers independent of their parents (Gander & Gardiner, 2010) and do teamwork (Esentaş et al., 2016) in the phase of feeling industry versus inferiority where social interaction is of great importance. It was seen that the students who attended the camp with these expectations were welcomed in favor of the interviews and expectations made after the camp. These results are proof that activities in nature education are exciting and very fun for children (Esentaş et al., 2016). As curiosity is a tool for children to develop scientific knowledge and directs them to do research, writing and observation, children prefer activities that stimulate their interest, desire and curiosity for their learning by experience (Tatar & Bağrıyanık, 2012). Children are spontaneously motivated when it comes to playing games for a long time in environments about plant and animal lives. Therefore, outdoor that directs children to nature and curiosity provides an ideal environment for children's development (Jacobi-Vessels, 2013).

Guidance and encouragement of children's orientation towards nature are the elements that must be realized by the family and the school. The level of participation in environmental activities of

children, who are not guided, can be low (Uluçınar Sağır, Aslan, & Cansaran, 2008). It is important for teachers, who would educate children in nature or about nature, to get training, and it is also important that first the teachers/school should be conscious about nature and then they can reflect it to the students. Since the teaching environments associated with nature, special teaching methods and techniques must be developed in order to be able to adapt the concept of nature to children, teachers need more appropriate and up-to-date training programs in which they can handle the concept of nature education in their lessons (Kahyaoğlu & Yetişir, 2016). Gülersoy (2013) also emphasized that the existing educational programs in schools cannot meet the need for nature education. In this context, Kahyaoğlu and Yetisir (2016) have expressed that, in the framework of the meaning teachers put into nature, their nature education qualifications have been shaped and for this reason, the teachers were informed about nature education and expressed their opinions about increasing nature education qualifications. Köşker (2013), has the view that activities should be organized in nature, rather than the classroom environment. According to these ideas, the inability of the children's educational environment to be associated with nature leads them to move away from nature (Kahyaoğlu & Yetişir, 2016). Within the framework of psychosocial development theory, it can be said that students are guided to nature camps and that with their participation they realize what they can do in nature, they discover their own talents and thus their self-esteem increases. In this context, it is believed that it is important for children to have a positive experience and a sense of accomplishment and while achieving this, their cooperation and communication with peers are also very important factors (Berk, 2013; Gander & Gardiner, 2010; Yazgan İnanç et al., 2004). It is thought that camping activities have an important part in supporting the developmental periods of the children, creating self-sufficient, productive individuals and that creating opportunities for participation of all students by spreading camp activities will be beneficial for children's developmental periods (Özen et al., 2014).

In the scope of this study; as a result of families' allowing students to participate in the camp, the school administration and the teachers organized the camp, where different activities were organized to create a different learning environment. Family and environment are being encouraging and directive reflected positive results on the study. Positive interactions in the family, school and society have contributed to the development of a sense of worthiness and sense of success in children (Berk, 2013; Gander & Gardiner, 2010; Yazgan İnanç et al., 2004). When children are encouraged by their family and surroundings to research, ask questions, seek solutions, they start to rely on their own beliefs (Jacobi-Vessels, 2013). It is also known that activities held in nature camps give students psychosocial characteristics such as problem-solving skills (Özen, 2015; Yükseltürk, Altıok, & Üçgül, 2016), self-efficacy perception (Özen et al., 2014), self-perception skills (Güler, 2009), risk-taking skills, confidence, and positive attitudes about themselves (Esentaş et al., 2016). On the other hand, participation in less environmental education activities is thought to cause children to be inadequate in terms of identifying and solving their problems (Uluçınar Sağır et al., 2008). Studies show that students, who receive positive feedback, experience a sense of success when encouraged. Within the framework of psychosocial development theory; it is considered that the students who are encouraged and supported and have positive experiences about the environment will gain a positive attitude towards diligence and valuableness. It is thought that some parents may cause a negative experience for the child with a discouraging or humiliating sentence such as "archery is not suitable for girls". These negative experiences can cause children to refrain from activities by triggering fear of failure and indirectly lead to the feeling of worthlessness and the feeling of inferiority with thoughts such as "you can't do it" and/or "I can't do it".

At the interviews after the nature camp, it was observed that the students had become aware of the activities they had learned or the subjects they had experienced. It was also found that they expressed positive verbal statements about the concepts of technology, friendship, activity, camp, nature in general. In another study, students participating in the summer science camp stated that they had fun in the interviews after the camp, they were not bored, they were happy to perform activities for

different disciplines every day, and their expectations were met. It is stated that students' thoughts after the camp may change when compared to before the camp, and their attitudes towards informing have also improved in the positive direction (Tekbıyık, Şeyihoğlu, Sezen Vekli, & Birinci Konur, 2013). In the study of Kruse and Card (2004), they also stated that students who had previously attended the camp had a higher level of knowledge and attitude than students who did not attend. Smith et al. (2010) reported as a result of their interviews with students returning from two-week school camps that students attended a camp with activities with complex and technical processes, they had leisure time, slept in bedrooms, spent time over campfire and played games on their own and enjoyed their time. In their study carried out by transforming video games into exercises İnan and Dervent (2016) emphasize that students can develop relationships, socialize, support each other and have fun at the same time.

When the findings of this and the other studies were examined, it is seen that one of the factors that will enable the children, who are competing and comparing themselves with their friends in social interaction, to get out of their phase is their peer relationship. In the study, it has been seen that children who interact with each other through camping, social activities in this environment and spend time sharing together, have developed successful communication and relationship building skills. The study shows that the camp is a fun experience for children, which is why it is a social experience that allows them to socialize with their peers through time (Smith et al., 2010). In the context of this study, it was concluded that thanks to the camp, children who have not been contacted before start to relate to these social environments and those existing relationships are strengthened, it is a very useful camping process in terms of friendship relations. Within the framework of psychosocial development theory, it was observed that friendship relations, which is one of the factors that enable this phase to proceed with solid steps, has been positive in terms of social environment gains.

Jacobi-Vessels (2013) notes that the hours spent to play hide-and-seek in the neighborhoods are now spent watching television and playing video games by children. In support of this, Kahyaoğlu and Yetişir (2016) stated that children are moving away from nature as a result of increased interaction with technology and virtual environment. It has been shown that from the very early ages the habits of using technological tools such as computers, television, internet and mobile phones are related to the situation that caused this. Within the scope of the study, it was observed in the interviews after the camp that the students were aware of the fact that they were able to spend time without technology and the importance they gave to technology decreased. It was seen that playing games by interacting with their friends and the activities make them happy. Uhls et al. (2014) found that non-verbal behaviors of students who were not allowed to use technology for five days were more developed than the control group using technology. Spending time in nature, as reflected in the results of the study and as Jacobi-Vessels (2013) points out, improves children's imagination and vocabulary, leading to an increase in social skills. It also makes children more successful in coping with distressing situations (Corraliza, Collado, & Bethelmy, 2012). When children participate in nature and environmental education outside of school, they have direct communication with nature (Palmerg & Kuru, 2000), developing emotional closeness and ecological perceptions towards nature (Collodo, Staats, & Corraliza, 2013) and responsible behavior towards the environment (Erdoğan, 2011). In camping events, especially games and physical activities are more important for children (Tanesen, 2008). Children playing games can also control their negative emotions in this way (İnan & Dervent, 2016). The reason why the positive effects on nature surplus in similar studies as well are thought to be caused by the awareness of nature and environment of the students who come out of the technology circle. As stated in the studies, nature camps enable students to develop environmental awareness, increase levels of environmental awareness, establish positive relationships with nature, and develop a positive perspective on nature. In addition, it gives educational outputs on sport and sports activities by positively affecting the physical and social development of the individual (Yıldız, Güzel, Çetinöz, & Beşikçi 2017).

The camping process is regarded as a beautiful and breath-taking break for the routine urban life that students are not found in nature. The fact that the expectations of the students in the camping process have been met positively and that they have made a positive deduction shows that the camping period is sufficient. Undoubtedly, the length of the camping period will leave more positive output on children. However, it should not be considered that only the camping period is effective in this process alone. The efficient and effective use of time during the camp has also made an important contribution to the students' changing perceptions positively. The point that is important for the researcher, is not the period, but the activity and efficiency of the camp which is the content of the process. In a short period of time, students have had a process that sheds light on their development and perspective. It is thought that this active and effective time is more precious for children. From a literary perspective, it has been observed that the camps subject to the research have varied in duration from five days to fifteen days or even ten weeks depending on their purpose (Aydede Yalçın, 2016; Kruse & Card, 2004; Collodo et al., 2013; Çelebi, Alkurt, Mirzeoğlu, & Şemşek, 2005; Erdoğan, 2011; Tekbıyık et al., 2013). Therefore, in the framework of the aim to be developed for children, the length and content of camp periods may vary.

Conclusion and Suggestions

In this study, it was observed that the students, who expressed their expectations before the camp, were met their expectations positively at the end of the camp. It has been seen that the camping experience has contributed significantly to the psychosocial development of children and that children have the opportunity to learn and experience the camping experience and enabled students to understand that technology is not actually an important part of their lives. After the nature camp, students expressed the awareness that physical activity in nature is more fun than playing video games, and that they can also spend time without a tablet or a computer. Supporting children who are in the sense of industry versus inferiority has led them to develop their competence, to become aware of themselves and to increase their self-esteem. Within Erikson's theory of psychosocial development, it was seen that these activities, which were promoted and guided to increase children's sense of achievement, had positive results with the feedback from the students.

This study is limited only to the views of the students taking part in the camp, the duration and the environment of the camp. In order to be an example of other studies and to obtain more comprehensive results from new studies, it may be advisable to go to different campsites, to work with different classes, to have longer camps, to interview with more participants, to conduct an action survey by camping or to study with mixed methods.

It is expected that the results of the study will be an example for other educational institutions. It is believed that there should be opportunities in every institution that can shed light on the psychosocial development of the students and enable them to experience the activities for the first time. It is believed that the educational institution at each level should organize training camps outside of school and in touch with nature. In this process, it is thought that it will contribute to both leisure time participation and awareness of nature and activity relation. In this context, cooperation with the Ministry of National Education, the Ministry of Youth and Sports and universities will make the process of cooperation more comprehensive and widespread. It is seen that scientific, social and communal education can be realized with planned and well-organized activities in which education is not only within the school boundaries.

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