

**M A S A R Y K O V A
U N I V E R Z I T A**

FAKULTA SPORTOVNÍCH STUDIÍ

**Nordic Friluftsliv and
Education for
Sustainable
Development in
Norwegian Schools: An
Interview Study with
Norwegian Teachers**

Bakalářská práce

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Brno 2026

MUNI
SPORT

Bibliografický záznam

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Název práce:	Nordic Friluftsliv a vzdělávání pro udržitelný rozvoj na norských školách: Studie založená na rozhovorech s norskými učiteli
Studijní program:	Tělesná výchova a sport
Vedoucí práce:	doc. PaedDr. Emanuel Hurych, Ph.D.
Rok:	2026
Počet stran:	106
Klíčová slova:	Nordic Friluftsliv, vzdělávání pro udržitelný rozvoj, rozhovor, příroda, kultura, Norsko, norští učitelé, venkovní vzdělávání, střední škola

Bibliographic record

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Title of Thesis: Nordic Friluftsliv and Education for Sustainable Development
in Norwegian Schools: An Interview Study with Norwegian
Teachers

Degree Programme: Physical Education and Sport

Supervisor: doc. PaedDr. Emanuel Hurych, Ph.D.

Year: 2026

Number of Pages: 106

Keywords: Nordic Friluftsliv, Education for Sustainable Development,
Interview, Nature, Culture, Norway, Norwegian Teachers,
Outdoor education, Secondary school

Anotace

Tato bakalářská práce zkoumá společnou implementaci nordického Friluftsliv a vzdělávání pro udržitelný rozvoj na norských středních školách. Data byla získána polostrukturovanými rozhovory se třemi učiteli ze západního Norska a analyzována metodou tematické analýzy. Výsledky ukazují, že všichni tři učitelé vnímají mezi oběma tématy smysluplnou souvislost, avšak kurikulární podpora zůstává nedostatečná a integrace závisí převážně na individuální iniciativě učitelů. Společná implementace již probíhá, avšak nesystematicky.

Abstract

This bachelor's thesis examines the joint implementation of Nordic Friluftsliv and Education for Sustainable Development (ESD) in Norwegian secondary schools. Data were collected through semi-structured interviews with three teachers in western Norway and analysed using thematic analysis. The findings show that all three teachers perceive a meaningful connection between the two topics, though curricular guidance remains vague and integration depends largely on individual initiative. Joint implementation is already occurring, but in a fragmented and unsystematic manner.

Declaration/Prohlášení

Prohlašuji, že jsem bakalářskou práci na téma **Nordic Friluftsliv and Education for Sustainable Development in Norwegian Schools: An Interview Study with Norwegian Teachers** zpracovala sama. Veškeré prameny a zdroje informací, které jsem použila k sepsání této práce, byly citovány v textu a jsou uvedeny v seznamu použitých pramenů a literatury.

Při zpracování práce jsem využila AI aplikaci Kontexta (<https://www.kontexta.cz/>) za účelem jazykových a stylistických úprav textu a konzultace struktury práce. Po použití tohoto nástroje jsem provedla kontrolu obsahu a přebírám za něj plnou zodpovědnost.

Brno April 23, 2026

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Alžběta Juříčková

Acknowledgements

First, I would like to thank my thesis advisor, doc. PaedDr. Emanuel Hurych, Ph.D., for his guidance, patience, and valuable feedback throughout the writing process. Special thanks also go to the three Norwegian teachers who gave me their time and shared their professional experiences; without them, this study would not have been possible.

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Glossary

ESD	– Education for Sustainable Development
SDGs	– Sustainable Development Goals
UN	– United Nations

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1 Introduction

“Even in an age when information is widely available and its role is changing, teachers remain key figures who support students on their journey toward a sustainable way of life” (UNESCO, 2021, p. 30).

This bachelor’s thesis examines the joint implementation of *friluftsliv* and Education for Sustainable Development (ESD) in the context of Norwegian secondary education. *Friluftsliv*—a term that cannot be directly translated but is most often rendered as “life in the open air”—is deeply rooted in Norwegian national identity and has been part of the country’s educational tradition for decades. ESD, on the other hand, is a relatively new international policy framework that has gained increasing institutional significance since the adoption of the UN 2030 Agenda for Sustainable Development. The connection between these two areas is not obvious, yet it is precisely this tension—between a culturally rooted philosophy of nature and a globally oriented educational mission—that makes their intersection a productive and as yet under-explored topic.

The relevance of this topic extends beyond the Norwegian context. Around the world, schools are increasingly expected to prepare young people for a future shaped by ecological instability, resource scarcity, and the consequences of unsustainable consumption patterns. As Grund and Brock (2020; 2021) argue, this task cannot be reduced to the transmission of factual knowledge about climate change; it requires the cultivation of values, attitudes, and behavioral dispositions that are most effectively developed through direct, embodied experience. *Friluftsliv*, with its emphasis on holistic sensory engagement with the natural environment, offers precisely this kind of experiential foundation. The question of whether and how it can be meaningfully combined with the more explicitly political and transformative ambitions of ESD is therefore not merely a matter of local interest—it speaks to broader debates about the role of outdoor and nature education in the pedagogy of sustainability.

The motivation for this work is both academic and personal. A semester spent in Norway in 2025 allowed me direct contact with the cultural reality of *friluftsliv* and its presence in everyday life, in schools, and in teacher training. This experience allowed me to observe firsthand how Norwegian teachers navigate the space between cultural tradition and curricular obligations—and how rarely these two dimensions are brought into explicit dialogue. As a future teacher specializing in physical education and geography, the question of how to teach students to engage with the natural environment in a way that is both experientially meaningful and ecologically responsible is not an abstract one. It is a practical challenge that will shape my professional practice from the very beginning.

The existing literature on *friluftsliv* in education is extensive, particularly in Scandinavian scholarship, and addresses issues of pedagogical quality, experiential

learning, and the role of teachers as leaders of outdoor activities (Hofmann et al., 2018; Brügge et al., 2021; Gurholt, 2014). The literature on ESD in Norwegian schools is also well-developed, with several studies documenting the persistent discrepancy between the rhetorical emphasis on sustainability in national curricula and the uneven quality of its practical implementation (Sætre, 2016; Andresen et al., 2014; Lauzon & Seo, 2021). What is significantly lacking, however, is empirical research that examines the intersection of these two areas from the perspective of practicing teachers. This study aims to fill this gap.

The main research question guiding this work is: To what extent can friluftsliv and ESD be implemented together in Norwegian secondary schools, and how do practicing teachers perceive this? This overarching question is specified through four sub-questions that address the connection teachers perceive between these two topics, the curricular requirements that frame their teaching, the practical forms that joint implementation takes, and the potential teachers identify in combining both approaches. These questions were explored through semi-structured interviews with three secondary school teachers working in western Norway, which were conducted via video call and analyzed using thematic analysis according to the framework described by Miles, Huberman, and Saldaña (2014).

The choice of a qualitative case study as a methodological framework reflects the nature of the phenomenon under investigation. The joint implementation of friluftsliv and ESD is deeply rooted in the institutional, cultural, and geographical context; it cannot be meaningfully abstracted from this context and subjected to extensive quantitative measurement without losing precisely those characteristics that make it interesting. The aim is not to formulate generalizing claims about Norwegian education as a whole, but to develop a contextually grounded understanding that can serve as a basis for both future research and pedagogical practice.

The thesis is structured as follows. Chapter 2 develops the theoretical background in two main sections: Section 2.1 traces the historical development and pedagogical dimensions of Nordic friluftsliv, including its role in formal education and the challenges associated with its institutionalization; Section 2.2 examines ESD as a concept and policy framework, with particular attention to its implementation in Norwegian curricula and the documented gap between policy intent and classroom reality. Chapter 3 formulates the research objective and the main research question, together with the four sub-questions that guide the empirical inquiry. Chapter 4 presents the methodological framework, including the rationale for the case study design, and a description of data collection and analysis procedures. Chapter 5 presents findings from three interviews, organized thematically into four areas: personal conceptions of friluftsliv, pedagogical integration and curricular frameworks, ESD implementation, and a synthesis of both topics, including teachers' reflections on future potential. Chapter 6 discusses these findings in relation to the theoretical framework developed in Chapter 2,

and Chapter 7 draws conclusions, formulates answers to the research questions, and outlines directions for further research and practical recommendations.

2 Theoretical Background

2.1 Nordic friluftsliv

In the following paper, friluftsliv and Nordic friluftsliv are used as synonyms. The term Nordic friluftsliv specifies that it is a form of Scandinavian friluftsliv, as in this paper, Norwegian friluftsliv. While the term Nordic friluftsliv predominates in Scandinavian literature, English publications use only the term friluftsliv (Hofmann et al., 2018).

Literally translated, friluftsliv means ‘open-air life’. However, the concept encompasses significantly more than merely being outdoors. The Norwegian Ministry of Climate and Environment defines the term as follows: ‘Leisure activities and physical exercise in the open air during free time with the aim of changing the environment and experiencing nature’ (Klima- og miljødepartementet, 2016, p. 10).

There is no uniform definition for this term, as it is often argued that every Norwegian possesses a personal interpretation (Hofmann et al., 2018). For the purposes of this research, the aforementioned official definition was chosen. Furthermore, the Norwegian term friluftsliv itself remains untranslated to avoid a loss of conceptual meaning.

Norwegians use the term friluftsliv to characterise their relationship with nature, which is reflected in an ‘emotional, existential and almost spiritual connection with nature’ (Hofmann et al., 2018, p. 23). It describes a cultural and social phenomenon that shapes everyday life and constitutes a significant part of Norwegian identity. This is particularly evident in the fact that friluftsliv activities are planned and organised by the government at both regional and national levels. Another unique feature is the friluftsliv years, which are organised every ten years (1993, 2005, 2015, 2025) by the umbrella organisation Norsk Friluftsliv in cooperation with the Norwegian Ministry of Climate and Environment (Hofmann et al., 2018). The central objective of these years is to promote enthusiasm for environmentally friendly friluftsliv activities and to ensure they are accessible to all sections of the population. Various platforms, including events, websites, and social media campaigns, provide insights into the importance of a nature-oriented outdoor lifestyle (Norsk Friluftsliv, 2024).

In principle, any outdoor activity can be considered friluftsliv, provided it is performed with the appropriate mental attitude. Hofmann et al. (2018, p. 23) identify five guiding principles:

1. Experiencing nature
2. No use of technical means of transport
3. Holistic (sensory) experience of nature
4. No competition between participants
5. Living in harmony with nature, specifically avoiding harm to the environment

The second principle remains a subject of debate among traditional and modern proponents of friluftsliv, particularly regarding the extent to which equipment such as skis or mountain bikes constitutes a 'technical means of transport'. However, there is a consensus that sporting performance or competition must not take precedence (Gurholt, 2014). To understand these principles and their origins, the history and development of friluftsliv must be examined. Hofmann et al. (2018) discuss five distinct historical approaches that have shaped the contemporary understanding of the concept.

Romanticised nature and nationalism

The beginning of the 19th century and the Romantic era marked the onset of the romanticisation of nature. During the Enlightenment, the idea spread that nature should serve purposes beyond agriculture, being perceived as a source of joy and relaxation. This shift was also reflected in the arts (Hofmann et al., 2018).

Henrik Ibsen (1826–1906), the Norwegian playwright, was the first to use the term friluftsliv in a poem in 1859. His work addressed a profound connection to nature and the feeling of being an integral part of it. Ibsen's writing touches upon aspects still found in modern definitions: being at one with nature and the explicit perception of one's feelings within it (Hofmann et al., 2018). Following independence in 1905, Norway sought a distinct national identity. Influenced by romanticised ideals, friluftsliv became an essential expression of a perfect way of life and a cornerstone of national identity (Hofmann et al., 2018). During industrialisation in the mid-19th century, the relevance of friluftsliv grew as people in cities longed for rural regions to escape the 'lack of fresh air' (Gurholt, 2014). This phase led to the founding of the Norwegian Trekking Association (DNT) in 1869.

Discovery, expedition and experience

The founder of this approach was Fridtjof Nansen (1861–1930), a polar explorer and national hero. Nansen emphasised simplicity, the acceptance of risk, and direct contact with nature (Hofmann et al., 2018). He integrated discovery and adventure into friluftsliv, expanding the meaning originally coined by Ibsen. Nansen is also credited with establishing skiing as a primary friluftsliv activity in Norway (Hofmann et al., 2018). His crossing of Greenland on skis in 1888 remains a definitive example of what would later manifest as extreme friluftsliv.

Existential approach

This approach is based on the assumption that humans naturally crave activities that once ensured survival, such as making fire, fishing, or hiking. In modern society,

friluftsliv serves as a balance to stressful and monotonous everyday lives (Hofmann et al., 2018). This perspective gained importance during industrialisation when large portions of the population moved to cities and lost direct contact with the natural environment.

Friluftsliv as a philosophy of life

During the 20th century, friluftsliv significantly influenced the work of philosophers Peter Wessel Zapffe (1899–1990) and Arne Næss (1912–2009). Zapffe examined existential questions through the lens of the human relationship with nature (Hofmann et al., 2018). Næss is recognised as the founder of deep ecology, a philosophy formulating principles for sustainable living by acknowledging humans as part of the Earth's ecosystem rather than its owners (Breivik, 2021; Gurholt, 2014).

Nils Faarlund (born 1937) takes a similar view, serving as a pioneer of academic research into friluftsliv. He criticises the use of friluftsliv merely as therapy or a weekend break, arguing instead that it represents a fundamental lifestyle and a moral compass (Hofmann et al., 2018).

Outdoor life and nature recreation

This approach introduces a social and political dimension to the discourse. It questions whether outdoor activities can truly be considered friluftsliv if they harm nature, for instance, through the construction of ski lifts or resorts (Hofmann et al., 2018). In an educational context, this perspective is often used to foster environmental awareness as prescribed by political agendas, linking friluftsliv directly to the broader mission of sustainability.

These five historical approaches illustrate why a single, uniform definition of friluftsliv remains elusive. The concept takes many forms and serves various functions, from promoting social exchange and recreation to fostering a deep relationship between humans and nature. The specific role of friluftsliv within the Norwegian educational system is discussed in the following chapter.

2.1.1 Nordic Friluftsliv in education

This chapter focuses on the educational relevance of Friluftsliv in Norway as it has developed over the last few decades. It examines the multifaceted possibilities as well as the positive and negative aspects of Friluftsliv education. For a complete overview, informal learning settings are also considered. However, the focus is on formal education, as school as a formal educational institution is a central element of this work. Likewise, the diversity of perspectives on friluftsliv is also reflected in the variation in meanings and perceptions of educational goals and intentions, so that only a limited selection can be presented and considered in this work.

Although friluftsliv education is now firmly established in Norwegian schools and teacher training, the underlying pedagogical and didactic concept is based on a relatively young tradition. For a long time, friluftsliv activities were carried out without any conscious pedagogical reflection or explicit educational goals.

As mentioned in the section above, friluftsliv was not originally associated with any educational purpose. However, over time and with the increasing recognition of friluftsliv as a lifestyle, educational and didactic approaches were added. As early as the beginning of the 20th century, specific educational methods can be identified that were supported by advocates, including those from nature lovers' and life philosophers' circles (Hofmann et al., 2018, p. 46). At that time, Nansen laid the foundation for the educational approach to friluftsliv with his conviction that nature and friluftsliv have a positive influence on character development (Hofmann et al., 2018, p. 28). It was not until the 1970s that the development of a theory-based educational concept began, triggered by calls for basic training in friluftsliv, which Nils Faarlund had already made in 1967. Today, this is regarded as the beginning of academically and pedagogically based friluftsliv (Hofmann et al., 2018, p. 48).

However, it was not until the late 1980s that a clear pedagogical orientation of school education with regard to friluftsliv became apparent (Hofmann et al., 2018, p. 46). Hofmann et al. (2018, p. 46) point out that even in the 1990s, formal education in the field of friluftsliv was still considered strange and completely superfluous. However, education in the field of friluftsliv experienced a significant increase in popularity at this time, and various approaches to practical implementation were developed (Hofmann et al., 2018).

After conducting a comprehensive review of the literature, Tordsson (2014) describes the pedagogical quality characteristics of friluftsliv education as follows:

- Richness, depth and intensity of experience
- Versatile and holistic personality development
- Ability to act independently
- Holistic and networked recognition and understanding
- Individual, personal understanding of nature and social experiences
- Acceptance of cultural identity and communication of cultural heritage
- Experiencing and understanding values associated with nature.

These characteristics and their methodological implementation are examined in more detail below. Since the seven characteristics are not mutually exclusive and are sometimes promoted by the same methods, a summary explanation follows. Several of the quality characteristics are therefore repeated in some of the sections.

As already described in section 3.1.1, friluftsliv can create a connection between nature and people. Being in nature and understanding oneself as part of it can enable individuals to have a holistic experience. The diverse friluftsliv activities create a

connection to nature, which can inspire people to want to live in harmony with it and to appreciate it. This often also implies a desire to protect nature, as friluftsliv makes the value of nature particularly clear.

In addition to the ability to live in harmony with nature, friluftsliv always has an experiential value that is described pedagogically as a social-emotional-affective learning aspect (Hofmann et al., 2018, p. 49). There is always something to learn from friluftsliv activities. This often happens in an informal and unconscious way. For example, you can learn how to dress appropriately for the weather, how to find your way around and move around in nature and the countryside, as this knowledge can be life-saving. Other learning experiences are cognitive or physical in nature, such as learning basic knowledge about nature, gathering and processing fruit, or using natural resources.

The social-emotional-affective aspects of learning also include the promotion of personal development. Through a variety of physical activities and a simple yet enriching lifestyle in nature, participants are expected to gain numerous experiences, both on a personal and social level. The idea of leading a fulfilling life with simple, 'natural' means allows people to strive for a quality of life that is independent of material standards (Hofmann et al., 2018, p. 46). Friluftsliv inspires young people to consider nature as something worth protecting.

For them, it is natural to follow principles such as 'leave no trace' when participating in outdoor activities (Gurholt, 2014). In view of changing living and environmental conditions, it is increasingly a social and educational policy task to introduce younger generations to this perspective and form of quality of life. In this regard, Gurholt (2014, p. 52) emphasises that friluftsliv education, which is intended to have a lasting effect on attitudes and behaviour, must always take into account the reality of the learners' lives and biographies.

Furthermore, group experiences and processes also play an important role in Friluftsliv activities in terms of social-emotional-affective learning aspects. Working in a group initially serves a pragmatic purpose, as cooperation is essential for overcoming challenges in nature. This strengthens group cohesion and promotes social skills within the group, such as empathy, identity formation and the ability to temporarily put one's own needs aside (Brügge et al., 2021). In extreme situations, a coordinated strategy and mutual trust prove to be essential and can be lifesaving (Hofmann et al., 2018). This underlines that cooperation in a group is not only a method used in friluftsliv, but also a special form of work and educational method. Each group member is dependent on the community and vice versa. From an educational perspective, this form of cooperation is not only a necessary way of working, but also offers valuable opportunities for the personal development of the individual. This potential is emphasised in almost all publications on friluftsliv (Brügge et al., 2021, p. 50; Hofmann et al., 2018, p. 58).

Nevertheless, friluftsliv education is not exclusively about personal development. It also imparts knowledge about nature, its components and interactions. This includes, for example, practical environmental knowledge (plant growth, composting, recycling), ecology in general and various cycles of our ecosystem (water cycle, etc.).

In addition, knowledge about one's own body and its health, as well as sustainable development, also play an important role (Brügge et al., 2021, p. 52). However, this does not take place through traditional classroom teaching, but rather through experience-oriented learning, among other things. According to Hofmann et al. (2018, p. 54), this form of learning is characterised by the following features:

- Increased ability to act
- Expansion of the experience of physical movement
- Improvement of perception and ability to work in a team
- Increased health awareness and an individual search for the meaning and significance of one's own actions

Some of these characteristics are found both explicitly and implicitly in the pedagogical quality features of Friluftsliv education (see above). It is therefore not surprising that experiential learning is one of the most prominent methods in this field. Another central principle of friluftsliv teaching is that learning takes place not only through content, but also through the method of learning (Hofmann et al., 2018). It can even be argued that the nature of the learning process is the decisive factor. The way in which content is taken up, tested and processed is often more important and effective than the specific product of the knowledge or skills acquired. In the process of acquisition, which often takes place unconsciously, predispositions, preconceptions and values also play a role, influencing and shaping people's behaviour, thinking and development (Brügge et al., 2021). Hofmann et al. (2018, p. 53) summarise this in the well-known saying 'the journey is the destination'. Although this statement may seem vague at first glance, it nevertheless captures the essence of experiential learning and Friluftsliv pedagogy in equal measure.

A special approach to experience-based learning is 'learning through sensory experience' (Brügge et al., 2021; Hofmann et al., 2018). This is not primarily about teaching content-related and subject-specific skills, as is the case in mathematics lessons, for example. 'Learning through sensory experience' illustrates the educational goal of friluftsliv in a concise and comprehensible way: friluftsliv can be seen on the one hand as a specific, clearly defined area of learning – and thus as a teaching goal – but on the other hand also as a methodological principle.

For 'learning through sensory experience', Friluftsliv activities are often carried out in Norwegian schools as part of interdisciplinary teaching. The aim is to experience nature holistically with all the senses. This form of learning encompasses four different perspectives (Hofmann et al., 2018, p. 54):

- Getting to know nature
- Learning from nature
- Learning with the help of nature
- Learning about nature

To better understand the four perspectives and their effects, here is an example based on a classic Friluftsliv skill: gathering wood for a fire. This example scenario could be carried out with learners of different age groups, depending on their previous experience.

The learners are in the forest and thus directly in nature. Even the journey there ensures that the pupils get to know the local nature. This usually happens implicitly. An important principle of friluftsliv is that no harm is done to nature. Therefore, the learners are looking for broken branches or dead wood. They know that they need to find dry wood, as they learned in the last lesson about nature and through their own experience that wet wood is not flammable. Learners can use their senses to determine whether the wood is dry: What does it look like? How does it feel? How does it sound when I tap on it? Does it smell damp? On their way through the undergrowth away from the paths, physical movement also promotes coordination and balance with the help of nature. After the wood has been collected, the pupils try out which wood burns best. The teacher teaches the pupils about nature: why certain types of trees burn better, which types are still dry at their core even after a lot of rain, and why this is so, etc.

It should be noted that the four perspectives of 'learning through sensory experience' cannot be viewed as distinct, separate categories. As a rule, they occur simultaneously. In some cases, different weightings of the individual perspectives can be observed in the various teaching phases, or they are promoted implicitly rather than explicitly by the respective situation. The same applies to the senses used (Hofmann et al., 2018). When the teacher provides verbal information about tree species, the auditory sense is primarily addressed. Nevertheless, there are also situations in which several senses are equally required.

'Learning through sensory experience' is practised in a particularly outstanding form in Norway's so-called 'outdoor schools' (uteskole). There, learning takes place largely outside the classroom and focuses on gathering first-hand experience and intensive, practical learning (Hofmann et al., 2018). In this context, the term 'outside the classroom' refers in particular to the primary importance of the natural environment as a place of learning and experience. With its diversity and consistency, despite constant change, nature offers almost limitless opportunities for experiential learning that engages all the senses (Hofmann et al., 2018).

The possibilities and perspectives of friluftsliv listed above, together with its high status in Norwegian culture, generate significant pressure to integrate it into school education (Hofmann et al., 2018). The Norwegian core curriculum also offers a wealth

of opportunities for this. However, empirical evidence from school research shows that the actual implementation of the intended concepts and methods often does not correspond to the original intentions. The implementation of friluftsliv teaching is often not based on the intended guidelines. In addition, the quality of teaching is not sufficient to achieve the set goals (Leirhaug & Arnesen, 2016). There is a significant discrepancy between the official and actually implemented curricula. On the one hand, organisational challenges and a lack of skills are cited as reasons, while on the other hand, the formal pedagogisation of friluftsliv is often considered ineffective (Hofmann et al., 2018; Lund, 2022).

Gurholt (2014) points out that the institutionalisation of friluftsliv does not necessarily have positive effects and is still in a process of development. There is a lack of informal education and training. It advocates a natural method of learning through outdoor activities that involve being outside, enjoying exercise in nature and developing simple, flexible solutions to challenges. However, the institutionalisation of friluftsliv as an academic subject in the school system has led to the formation of expert groups. As a result, knowledge, skills and equipment have become standardised and specialised. Gurholt (2014) questions whether people with formal training, such as teachers, despite their knowledge of the principle and effectiveness of experiential learning, may be too concerned with teaching things correctly right away.

Experiential learning includes the trial and error method as an important, problem-oriented principle. This fundamental part of experiential learning would thus be completely lost. She therefore notes that the earlier, flexible and experience-based approach, which was sensitive to the requirements of specific situations, may have lost its significance. Lund (2022) supports this view and notes that friluftsliv is sometimes used in formal education merely as a means to an end, to convey sustainable and environmentally conscious values. In doing so, friluftsliv is increasingly reduced to outdoor activities and skills.

However, Gurholt (2014) also points out that learners themselves often underestimate the influence of school on their friluftsliv activities. Since friluftsliv is usually practised at local sites during school hours and is already anchored in their lives through family and national identity, pupils are less aware of the importance of formal education with regard to friluftsliv.

The following section deals with the very people who are responsible for communicating the perspectives and characteristics of friluftsliv listed above.

The role of teachers

The basic idea, which is also reflected in progressive pedagogies and humanistic learning theories, is that learning and development depend to a large extent on good relationships, a pleasant learning environment and situationally appropriate guidance (Hofmann et al., 2018, p. 56). In schools, supervision during Friluftsliv activities is considered essential and indispensable. It is of central importance for individual

development, group dynamics and the search for meaning for each individual. The educational challenge therefore lies in providing trustworthy and reliable support that encompasses not only social relationships but also the relationship between humans and nature (Brügge et al., 2021). In Norway, friluftsliv education is often referred to as 'leader education', which essentially means guiding someone on their path through life. The educational success of friluftsliv depends largely on the leadership qualities and social skills of the group leader (Brügge et al., 2021). Outdoor activities in groups have established themselves as the predominant method of teaching friluftsliv. Due to the special importance of the team and teamwork, the group structure and group leadership play a special role. The main task is to guide the group's activities in the natural environment and not only to monitor current events, but also to reflect on the past and anticipate the future (Hofmann et al., 2018, p. 59). Since nature is unpredictable to a certain extent, this requires educational responsibility that includes forward-looking measures such as checking the weather forecast before setting off, preparing equipment, observing cloud formation and anticipating possible group dynamics. Ideal group leadership involves guiding and leading the group with a sense of duty without dominating it, while at the same time demonstrating restraint and belonging to the group. If necessary, the leader must be able to take control. With regard to responsibility, it should first be noted that the leader is responsible for the entire group, but should also give the group space to take on responsibility and support them in exercising it (Brügge et al., 2021, p. 56ff). As an experienced person, the Friluftsliv leader draws the participants' attention to special conditions, prepares them for challenges and trains them in the necessary skills. In this way, the skills required for Friluftsliv are learned and acquired in a casual yet purposeful, 'natural' and appropriate manner (Hofmann et al., 2018, p. 57).

Horgen (2010), drawing on Nils Faarlund, formulates the following skills and qualities of a good outdoor or friluftsliv leader:

- Knowledge of the learning objectives set, the group to be led and the skill levels of the individual members
- Good friluftsliv skills and specific knowledge of the planned activities
- Responsibility for the group combined with the ability to delegate this responsibility to the group in a spirit of trust
- Ability to observe, evaluate and give feedback
- Safety awareness and the ability to implement this

In order to learn these skills and qualities as a teacher, Priest and Gass (2018) divide the skills of an outdoor leader into hard, soft and meta skills. Hard skills are concrete, measurable and, in many cases, easier to assess, as they represent the 'medium' of leadership. They include skills relating to technical knowledge, safety and risk

management, and the environment. In contrast to hard skills, soft skills are more abstract, more difficult to grasp and even more difficult to assess.

They represent the 'method' of leadership. In this context, organisation, instruction and moderation are particularly important for outdoor leaders. Soft skills build on hard skills, as successful organisation, instruction and moderation depend on them. Finally, meta-skills include the ability to combine the hard and soft skills that have been learned. These include, for example, a flexible and situation-dependent leadership style, communication skills and problem-solving abilities (Priest & Gass, 2018, p. 23).

With regard to school education, Brügge et al. (2021) consistently emphasise the role model function of the friluftsliv leader. Children and young people in particular learn a great deal by 'imitating what they see'. Teachers must be aware that they are being observed. This should be understood in a positive sense and can be used implicitly as a teaching method.

The interdisciplinary potential of Friluftsliv extends well beyond physical education. Jordet (2010) argues that outdoor settings — including the school's immediate natural surroundings — provide a natural framework for integrating multiple subject areas simultaneously, as the natural environment offers mathematical, ecological, historical, and social dimensions of learning within a single experience. A forest excursion, for instance, need not be confined to movement skills; it can equally serve as a context for estimating distances and areas, examining local land-use history, or analysing the ecological consequences of human settlement patterns. This cross-curricular dimension is precisely what makes Friluftsliv a pedagogically versatile tool, capable of connecting subject content that would otherwise remain isolated within the boundaries of individual disciplines.

Section 2.1 discussed the various perspectives, problems and potential of friluftsliv education. Despite criticism of its instrumentalisation, friluftsliv offers a wide range of opportunities to promote the individual development of pupils with the help of the right methods and trained leaders. The following sub-section will now address education for sustainable development as the second major topic of this research paper.

2.2 Education for sustainable development

This section takes a closer look at selected aspects of education for sustainable development. First, the term is defined and described. Then, the current international guidelines are explored in greater depth through the ESD 2030 programme. In a further sub-section, the requirements for school education are formulated and discussed. Finally, Norway's curriculum guidelines for ESD are examined in more detail.

2.2.1 Definition

The Federal Ministry of Education and Research (2023) defines education for sustainable development, or ESD for short, as follows: ESD aims to create a world in which individuals can live in accordance with the principles of sustainability, both now and in the future. It should enable individuals to realise their needs and talents within the limits of the planet. This goal requires a fundamental transformation of society. This is to be achieved through the establishment of institutional structures, participatory decision-making processes, effective conflict resolution mechanisms and the promotion of knowledge, technology and adaptive behaviour patterns.

Present and future generations are facing challenges that were unthinkable a few decades ago. Worsening environmental problems require an urgent transition to more sustainable development models in order to promote human well-being (UNESCO & Education International, 2021). The most well-known definition of sustainable development comes from the 1987 Brundtland Report, 'Our Common Future.' It describes sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs (UNESCO & Education International, 2021, p. 17).

The implementation of ESD empowers individuals to develop future-oriented ways of thinking and acting. It is 'a holistic educational concept for learners of all ages' (BMBF et al., 2023, p. 5). It raises questions that deal with the long-term effects of individual actions on future generations, whether at the local or global level. Among other things, it addresses ecological, social, political and economic aspects, such as equality and climate protection (BMBF et al., 2023, p. 12).

Overall, ESD highlights the need for individuals to understand the consequences of their actions for the world and, based on this understanding, to be able to make responsible and sustainable decisions.

Greater cooperation between countries and regions can help strengthen humanity's ability to respond effectively to global and local environmental threats. In this context, the 2030 Agenda for Sustainable Development, or ESD 2030, was adopted. The countries of the United Nations (UN) have agreed on 17 Sustainable Development Goals to achieve sustainable progress worldwide. The fourth goal (SDG 4) focuses on education. The countries have agreed on a concrete action plan to achieve this sub-goal and are committed to working with their partners to put these goals into practice (UNESCO, 2016). The ESD 2030 framework programme is explained in more detail in the following section.

2.2.2 Curriculum guidelines and their implementation in schools

This subchapter takes a closer look at the development of Norwegian curricula up to the latest version from 2020. ESD was already a familiar term in curricula before the

introduction of the ESD 2030 Agenda in 2019. However, it received less attention before that. As there is often a discrepancy between curriculum theory and practical implementation, the state of research on the concrete implementation of ESD in the school context is also considered. A decisive milestone for ESD in Norway was the introduction of the 1992 curricula for teacher training for grades one to nine, even though ESD itself was not yet an official international term at that time (Sætre, 2016). These curricula introduced a compulsory, interdisciplinary half-year module called 'Natur-Samfunn-Miljø'. The main objective of this module was to train prospective teachers in environmental education and sustainable development, thereby enabling them to promote ESD more strongly in Norwegian schools.

NSM was an integral part of Norwegian teacher training for ten years but was removed from the curriculum following a reform of teacher training in 2002. This shift from a central to a non-existent component of teacher training probably represented a significant setback for ESD in Norway (Sætre, 2016).

Sætre (2016) has examined the geography curriculum in more detail with regard to the integration of ESD. This shows that many geographical topics are viewed from an ecological perspective. Geography traditionally deals with the relationships between humans and nature at various geographical levels, which is why an ecological approach is consistent with the nature and content of the subject (Sætre, 2016). Nevertheless, the geography curriculum has hardly evolved since the introduction of the ESD concept. Although ESD is mentioned in the curricula, there is a lack of detailed explanations or concrete implementation guidelines. Even though the core objectives in the national curricula point towards a development towards ESD, this is not reflected in the geography curricula (Sætre, 2016). In Norway, there are no significant differences in this regard between compulsory schooling (grades 1–10) and upper secondary education (Sætre, 2016).

Within the same decade, Andresen et al. (2014) analysed the learning process and its outcome of the UN Decade, a predecessor of ESD 2030. Due to Norway's history, the connection to nature has long been anchored in the national culture, which is why it was already implemented in Norwegian schools before the UN Decade. This culture and the general framework conditions support the implementation of ESD in the Norwegian education system (Andresen et al., 2014, p. 242).

In Norway, schools are administered by local authorities, which means that local curricula can be developed that are tailored to the local environment and opportunities. This provides an excellent basis for implementing ESD (Andresen et al., 2014, p. 243). Nevertheless, analysis of the UN Decade projects revealed that this basis was not sufficiently exploited. Andresen et al. (2014, p. 254) conclude that it was crucial to work closely with teachers and schools during the UN Decade to find ways in which Norway could optimise the implementation of ESD in schools. Although the overall framework for ESD, including the national ESD strategy and the core curriculum, provides schools with clear instructions and opportunities for ESD, it was found that actual

implementation in schools is challenging and not yet anchored in the majority of local core curricula. There is an urgent need to promote cooperation between schools and local authorities in order to develop a stable and sustainable structure for ESD. Such a system should ensure that local sustainability issues and student learning are integrated into the overarching goals of education and regional development for ESD. To facilitate the transition from traditional outdoor education and primarily science-based approaches to ESD, it is necessary to align local curricula with the ESD strategy and the national core curriculum. In order to prioritise this topic in schools, it is necessary for the national authorities to introduce a system for reporting and evaluation. However, there are also positive practical examples of successful ESD projects. Scheie and Korsager (2014) present one such project from the UN Decade in their analysis: the programme, called 'The Sustainable Backpack', was introduced in around 600 Norwegian primary and secondary schools. This initiative allows schools to receive funding for the implementation of ESD in their school community, which includes teacher training, curriculum development, school projects and external partnerships (Scheie & Korsager, 2014). Scheie and Korsager (2014) found that the implementation of the 'Sustainable Backpack' programme led to an increase in environmental awareness among pupils. As ESD is becoming increasingly important, the programme plans to intensify its measures in order to achieve widespread participation by teachers in courses on sustainable development (Scheie & Korsager, 2014). With the introduction of support programmes such as 'The Sustainable Backpack', Norway has demonstrated that targeted incentives are necessary and effective in successfully integrating ESD into the school system. This programme underlines the growing importance of sustainable development and facilitates the implementation of relevant content in school curricula.

In a five-year period following the UN Decade, the Norwegian Ministry of Local Government and Modernisation (2021) writes in its report on the implementation of the SDGs from 2016 to 2021 with regard to sub-goal 4.7: 'Norway must [...] implement valid indicators for measuring, evaluating and reporting on target 4.7, that includes non-formal sectors' (Norwegian Ministry of Local Government and Modernisation & Norwegian Ministry of Foreign Affairs, 2021, p. 63). However, no further statements are made about sub-goal 4.7. It can therefore be concluded that the Norwegian government considers the integration of the SDGs into school education to be sufficient and merely wishes to develop measurement tools for this goal. Apart from Andresen et al. (2014), many researchers do not share this opinion, as the following section shows.

Witoszek (2018) shows that although ESD is highly valued in the Norwegian curriculum, there is also a cultural cognitive dissonance that accepts the country as a "virtuous" oil economy. This discrepancy between the goals of ESD and Norway's economic reality leads to a paradoxical relationship in which cognitive recognition is necessary for Norwegians to understand their current status and influence in relation to environmental issues and change. Popular textbooks used in schools fail to portray

Norway as both an environmentally conscious and a wealthy oil country (Andresen et al., 2014; Straume, 2016).

Teaching materials typically focus on either the social or economic aspects of environmental protection, sustainability and the Norwegian economy, but often fail to make the connection to ESD (Lauzon & Seo, 2021). However, this connection is necessary in order to link social and economic aspects. For example, the science textbook for grades eight to ten from the popular Tellus series presents a predominantly positive portrayal of Norwegian oil and gas production (Witoszek, 2018). Although the textbook presents the process of oil production as predominantly positive, the associated negative environmental impacts are only briefly addressed. There is no critical examination of oil and gas production or of the opportunities for pupils to contribute to solving such problems as active citizens (Lauzon & Seo, 2021). The new core curriculum provides teachers with a framework for working with ESD and creates opportunities for its implementation, but resources such as teaching materials are still limited. Lauzon and Seo (2021, p. 29) are nevertheless quite positive: if teachers work together in the coming years to adapt Norwegian classrooms to the new curriculum, the implementation of ESD will, according to the researchers, continue to improve over time. Furthermore, in their comparative study between Canada and Norway on ESD in schools, Lauzon and Seo (2021) come to a rather positive conclusion about Norway's implementation: the implementation of environmental and sustainability policy at the national level is improving as political forces work together to positively change the country's environmental impact. Changes in ESD within the education system are easier to implement because the written core curricula support the efforts of schools and teachers to promote experiential outdoor education and sustainable teaching and learning methods. Despite controversial discussions about economic policy and agendas in the field of environmental protection and sustainability, Norway is taking a leading role in ESD and environmental policy. This is made possible by the growing importance that the population attaches to climate change and by Norway's traditionally naturalistic identity (Lauzon & Seo, 2021, p. 17).

Analysis of the curriculum shows that it focuses primarily on providing practical learning experiences for pupils (Lauzon & Seo, 2021). In the area of environment and sustainability, the curriculum emphasises three main principles (Norwegian Directorate for Education and Training, 2020):

- Enjoyment of creating, engaging and exploring
- Respect for nature and environmental awareness
- Integration of interdisciplinary topics such as sustainable development into various subject areas, including natural and social sciences

In this context, reference should be made to the remarks of Sætre (2016), who sees the Norwegian school system as characterised by a three-stage system of environmental education. The first and most fundamental stage focuses on the acquisition of scientific knowledge. The second stage expands this knowledge to include goals for promoting environmentally friendly values and attitudes. The third and final stage deals with the causes of environmental problems in our society and measures to solve them. This corresponds to the concept of ESD as outlined in ESD 2030 (UNESCO, 2021). It is evident that Norway had already addressed sustainable development to some extent before this agenda was introduced. The inclusion of the above approach provides Norwegian teachers with a good basis for comprehensively addressing ESD-related topics and facilitates implementation in practice. The success of this practical implementation was controversially discussed in this subchapter. The following short section deals with the current national core curriculum.

Current core curriculum

Norway has a national core curriculum, on the basis of which local curricula are developed by the municipalities. The redesigned core curriculum introduced in August 2020 comprises three main elements. The second element, 'Principles for education and all-round development', includes a specific subsection on sustainable development within the interdisciplinary topics to be taught from the first to the tenth grade (Norwegian Directorate for Education and Training, 2020).

ESD should therefore be firmly integrated into everyday school life, as teachers have the task of implementing the expectations of the core curriculum and interdisciplinary topics in all subjects. As stated in the curriculum, sustainable development aims to 'protect life on earth and provide for the needs of people who live here now without destroying the possibilities for future generations to fulfil their needs' (Norwegian Directorate for Education and Training, 2020, p. 17). The aim of this interdisciplinary approach is to teach pupils the skills they need to make environmentally conscious decisions. It is essential to consider the long-term impact of their actions on the environment and the world (Norwegian Directorate for Education and Training, 2020).

After this chapter has explained the theory and state of research on friluftsliv and ESD in detail in the selected subchapters, the questions addressed in this thesis will be formulated in Chapter 3.

3 Research Objective, Question and Hypotheses

The main objective of this study is to examine, from the perspective of practicing teachers, the extent to which the friluftsliv and Education for Sustainable Development programs can be implemented together in Norwegian secondary schools. The study does not seek to make generalizations about the Norwegian education system as a whole but aims to develop a contextually grounded understanding of how these two educational orientations — one rooted in cultural tradition, the other shaped by international policy — intertwine in teachers' daily professional practice.

Given the exploratory nature of the study and the relative lack of empirical research on the joint implementation of these two themes, no directional hypotheses are formulated. The study does not aim to confirm or refute pre-established theses; instead, it seeks to develop a conceptual understanding that can serve as a foundation for both future research and pedagogical practice. This approach is consistent with the interpretive epistemological framework adopted throughout the study, in which meaning is understood as contextually constructed rather than objectively measurable.

The research is guided by four sub-questions:

- What connection do Norwegian secondary school teachers perceive between friluftsliv and ESD?
- What curricular requirements frame the teaching of friluftsliv and ESD in secondary school?
- What does the practical implementation of joint friluftsliv and ESD instruction look like in the classroom and outdoors?
- What potential do teachers see in combining these two topics in their teaching practice?

4 Methods

4.1 Methodology

For the purposes of this research, a qualitative case study — also known as a casuistry — was chosen as the most appropriate methodological framework. A case study is a form of empirical inquiry that focuses on a specific phenomenon in its natural context with the aim of understanding the case as thoroughly as possible — not to draw generally applicable conclusions (Stake, 1995). Merriam (1998) describes qualitative research in education as an approach whose essence lies in an interest in "understanding the meaning of the phenomenon for the individuals involved" (p. 22). This concept is also adopted by comparable qualitative studies in the field of outdoor education: Liu et al. (2025) explicitly refer to this formulation in their case study of kindergarten teachers' perceptions of outdoor play, as do Kelly et al. (2026) in their study of outdoor learning pedagogy in Irish elementary schools.

The research is situated within an interpretivist epistemological framework. Knowledge is understood as socially constructed and contextually conditioned; the meanings that teachers ascribe to their professional practice are shaped by their individual biographies, the institutional environment, and broader cultural traditions — in the Norwegian context, including a deeply rooted relationship with nature and outdoor life that extends beyond the scope of formal education.

4.2 Description of the methods used in the case study

Data were collected through semi-structured individual interviews conducted via video call on the Microsoft Teams platform. This format was chosen deliberately: it provides sufficient structure to ensure that relevant topics are covered in all three interviews, while also allowing the interview to follow the participant's own logic and enabling the exploration of unexpected or particularly striking dimensions of their experience. This balance between structure and flexibility is considered a key advantage of the semi-structured interview in qualitative research (Merriam, 1998). The same format was chosen by Kelly et al. (2026) in their study of outdoor education pedagogy in Irish elementary schools, where ten semi-structured interviews lasting between forty-five minutes and one hour yielded rich, practice-based data. McCoy and Shih (2016) also relied on semi-structured interviews in their case study of a teacher-focused program, finding that this format allowed participants to articulate motivations, barriers, and experiences that would not have been accessible through questionnaire-based instruments.

The interview guide included ten open-ended questions organized into four thematic areas: personal conceptions of friluftsliv; curricular requirements; practical implementation of both topics; and perceptions of their interconnection and potential. Each interview lasted approximately twenty to forty minutes and was conducted in English. Using the automatic transcription feature of the Microsoft Teams platform, each interview was transcribed in real time; the resulting transcripts are included in the appendix of this paper.

4.3 Reasons for Selecting the Case Study

The choice of the case study as a methodological framework is based on several inter-related reasons. The phenomenon under investigation — the joint implementation of friluftsliv and ESD in Norwegian secondary schools — is deeply rooted in its institutional, cultural, and geographical context. It cannot be meaningfully removed from this context and subjected to experimental manipulation or a large-scale questionnaire survey without losing precisely those characteristics that make it interesting. Stake (1995) states that a case study is the method of choice when a researcher seeks to understand the particularities and complexities of a specific case — and this very orientation is characteristic of the present work.

The choice is further justified by the exploratory nature of the research. The joint implementation of friluftsliv and ESD is a relatively unexplored area, and the study does not aim to test pre-established hypotheses but rather to generate conceptual understanding that can inform future research. Liu et al. (2025) adopted the same logic in their qualitative case study of kindergarten teachers' perceptions of outdoor play, where they similarly aimed to bridge the gap between theoretical positions and practical reality in a context where empirical evidence was scarce. Guerra et al. (2024) make a similar argument regarding ESD research more generally, noting that the complexity of teachers' professional agency — encompassing intrapersonal, action-oriented, and environmental dimensions — requires methodological approaches capable of capturing individual beliefs and opinions in their full contextual specificity.

5 Results

This chapter presents data collected through semi-structured interviews conducted online via Microsoft Teams. All interviews were recorded, and the automatic transcription feature was enabled during the sessions. A total of three teachers working at secondary schools in western Norway were interviewed, each of whom teaches at a different school.

The first respondent is a teacher referred to as Teacher A, who has twenty years of teaching experience. In addition to teaching at the high school level, he also works at the university level, which adds a broader professional context to his perspective. The second respondent is Teacher B, who has been in the teaching profession for only five years. In this case, the shorter length of experience is seen as an asset — Teacher B brings a contemporary perspective reflecting current teaching approaches and trends that resonate with the younger generation of educators. The third respondent is Teacher C, whose professional profile is enriched by extracurricular activities: on weekends, he works as a mountain guide. He transfers the experience gained in the field to his teaching practice, thereby linking practical knowledge of nature with instruction in the school setting.

Question 1 (Q1) serves as a casual opening to the interview. Although the guidelines for interviewing experts do not focus on individuals, the first question should elicit the interviewee's personal definition of the term "friluftsliv." As noted in Section 2.1.1, there is no single definition of this term, but every Norwegian has their own. The main phase follows. Here, targeted questions are asked that are necessary to answer the main question and sub-questions from Section 3. The key element of the guide is divided into three thematic areas in this study. First, questions Q2–Q4 gather more detailed information about friluftsliv in school. Subsequently, the same is done in questions Q5–Q7 for ESD. In the main phase III, questions Q8–Q10 combine both thematic areas.

5.1 Friluftsliv: Personal Perspectives and Definitions

Phase	Questions
Warm-up Phase	1. Tell me something about your personal definition of Friluftsliv. What does Friluftsliv mean to you?

Table 1: Interview guide – Warm-up phase (adapted by the author)

Teacher A defines friluftsliv as a fundamental experience for people who enjoy spending time in nature. His definition is characterized by a high degree of reflexivity,

particularly with regard to what he calls the "friluftsliv paradox." This concept points to the tension between the human desire to use nature for beneficial purposes and the ecological reality that many natural areas thrive best without human intervention. As a result, his personal definition is inextricably linked to the idea of sustainability and the responsible use of resources, such as minimizing the environmental impact of travel or equipment. For Teacher A, friluftsliv serves a dual purpose: a personal, recreational dimension that leads to a "richer life" through local activities such as skiing, climbing, or fishing, and an educational dimension where various pedagogical approaches are used to demonstrate the diversity of this practice to students.

Teacher B offers a definition that focuses on a "relationship with nature" and direct contact with the surrounding environment. Unlike traditional views that prioritize remote wilderness, Teacher B argues that friluftsliv can also be experienced in more accessible settings, including urban parks or private gardens. His perspective shifts the emphasis from the environment to the quality of interaction. Furthermore, he views friluftsliv not only as a set of physical activities — such as hiking or canoeing — but also as an educational method. In this context, this activity serves as a means to achieve broader educational goals, including personal development, self-awareness, and the promotion of a responsible approach to the environment. He firmly believes that regular contact with nature is an essential prerequisite for developing the values needed for a more sustainable future.

For Teacher C, friluftsliv is above all about being present in nature that has not been shaped by human hands — a landscape without roads, buildings, or other signs of infrastructure. What matters is not the activity itself, but the quality of the environment in which it takes place. Whether one is hiking, sitting quietly, or simply walking, the experience becomes friluftsliv when the surroundings remain largely free from anthropogenic influence. In this sense, Teacher C's definition is less about doing and more about being — in a place where nature, rather than human design, sets the terms.

5.2 Pedagogical Integration and Curricular Frameworks of Friluftsliv

Phase	Questions
Main phase	2. How is Friluftsliv integrated in your lessons? / What function does Friluftsliv fulfil in your teaching practice? Can you set an example for that? 3. What curricular requirements for your subject(s) from the government are there? 4. Are you implementing Friluftsliv in your classes beyond that? Can you give me an example?

Table 2: Interview guide - Main phase (adapted by the author)

5.2.1 Teacher A's answers

Teacher A integrates friluftsliv into their lessons primarily through backcountry skiing (fjellski), which serves as a means for students to engage with the natural environment in a sustainable and physically demanding way. The central aim of this practice is to develop technical skills and safety awareness in unregulated terrain. A characteristic example is the so-called "over the mountains" trip, during which students travel off-trail, carry all necessary equipment, and spend the night in self-built snow shelters, such as snow caves or Quincy structures. These experiences place students in direct contact with the Norwegian wilderness and require them to draw on both physical competence and sound judgement.

The framework within which Teacher A operates reflects his dual position at both a secondary school and a university, and his account of curricular requirements therefore addresses both institutional contexts. At the university level, teachers retain considerable freedom in selecting literature and defining subject focus; however, this autonomy is bounded by specific legal obligations, most notably the Norwegian Outdoor Recreation Act, which governs the right to free movement in nature, and mandatory regulations concerning safety and risk management during practical outdoor activities. At the secondary school level, the situation is somewhat different — teachers are expected to follow a government-aligned curriculum, though its guidelines leave substantial room for individual interpretation. Each school develops its own curriculum within this framework, which in practice allows teachers to incorporate a wide range of content at their own discretion.

It is within this space of curricular flexibility that Teacher A extends his teaching beyond the purely physical dimensions of friluftsliv into its socio-cultural aspects. Through the concept of "ski play", his students take on the role of mentors for children

from local primary schools and kindergartens. The activity combines theoretical instruction in movement with hands-on outdoor practice — students lead younger children, aged five to ten, through outdoor play and bonfire cooking, drawing on traditional Norwegian outdoor culture. This approach not only deepens students' own understanding of friluftsliv as a lived cultural practice, but also connects secondary school education with the broader local community.

5.2.2 Teacher B's answers

Teacher B incorporates friluftsliv into instruction in two ways: first, as a physical activity, and second, as a pedagogical method. While students engage in activities such as hiking or canoeing, the main goal is to foster their personal development, self-awareness, and self-confidence. A typical example is a week-long trip to the forest. This experience aims to change the students' daily routine and deepen their connection to nature and to their peers.

This practice is shaped, at least in part, by the curricular context in which Teacher B operates. The Norwegian national curriculum includes guidelines for the subject "friluftsliv." However, these guidelines are more in line with general competency goals and can be interpreted to suit local conditions. Among the topics to be covered, he mentioned everyone's right to free access to nature, planning trips, foraging in nature, and orientation. In school subjects, Teacher B says there is no obligation to teach friluftsliv, but he also notes that it feels natural to do so, because it is important today.

Given this flexibility, Teacher B goes beyond formal requirements and applies the principle of friluftsliv by emphasizing immersion in the local environment. He argues that it is not necessary to travel to remote wilderness areas to have meaningful experiences. His approach involves the long-term use of the immediate forest environment to build a specific "relationship with nature" that goes beyond mere activity. He considers this ongoing contact with the local environment to be an essential complement to the core curriculum. In his teaching practice, friluftsliv serves both as a setting and as the primary tool for achieving educational goals.

5.2.3 Teacher C's answers

Teacher C favors longer field trips, often involving overnight stays in tents for one or two days. The purpose of this immersion is to isolate students from urban distractions and digital connectivity. He observes that the lack of cell phone signal significantly increases students' concentration, allowing nature's "learning arena" to become the focal point of engagement.

The curricular context supports this approach in a meaningful way. Teacher C points out that friluftsliv is deeply rooted in Norway's educational identity and appears as a distinct concept in curricula from preschool through high school. While there is a

clear mandate in secondary schools to educate graduates capable of teaching these values, the government provides general statements rather than detailed guidelines. This systemic integration reflects a national policy that views friluftsliv as a fundamental part of leisure time and cultural heritage.

Yet Teacher C does not limit himself to what the curriculum prescribes. In addition to the formal requirements, he applies a philosophy of responsible stewardship of the environment. He views the natural environment not only as a classroom but as a space that must be actively protected. This involves fostering a sense of responsibility in students for preserving the integrity of the places they use and ensuring that this "learning space" remains viable for future generations.

5.2.4 Comparison of Teachers' Approaches

All three teachers share a common understanding of the concept of "friluftsliv" as something that goes far beyond mere physical activity, yet their approaches differ in focus and scope. Teacher A focuses most strongly on developing technical skills and safety in challenging terrain and views friluftsliv as an activity that requires preparation and competence. Teacher B, on the other hand, places the greatest emphasis on personal development and the educational potential of nature and argues that distant destinations are not necessary for meaningful experiences—the local forest is sufficient. Teacher C takes a middle ground regarding distance and prefers overnight trips, but his defining characteristic is the explicit environmental ethics he brings to his teaching: nature is not merely an environment, but a space for which students are responsible to protect. A notable point of agreement is their shared criticism of excessive regulation and appreciation for curricular flexibility, which all three teachers use to expand their practice beyond formal requirements. The most obvious difference between them lies in their primary motivation—Teacher A is driven by cultural traditions and technical proficiency, Teacher B by relational and developmental goals, and Teacher C by a sense of ecological responsibility. These differences suggest that friluftsliv, despite shared cultural roots, functions as a concept broad enough to encompass entirely different pedagogical philosophies.

5.3 Implementation of ESD in Education

Phase	Questions
Main phase	5. How is ESD integrated in your classes? Do you have a situation, for instance? 6. What are the curricular guidelines for ESD for your subjects at your school? 7. Are you educating your pupils in ESD beyond that? If so, may you tell me an exemplary situation?

Table 3: Interview guide - Main phase (adapted by the author)

5.3.1 Teacher A's answers

Teacher A integrates ESD through practical environmental management and logistics. He emphasizes the "Leave No Trace" principle, which has evolved from simple litter prevention to managing the physical overuse of specific locations by rotating excursion sites. Furthermore, he focuses on sustainable logistics, such as utilizing existing electric bus routes for student transport and experimenting with organic materials, like cotton tarps, to replace chemical-heavy synthetic gear. ESD is not explicitly incorporated into lessons by individual teachers in isolation.

This fragmented integration is reflected in the curricular framework as well. Teacher A states that it is difficult to do justice to this topic due to the many different opinions and perspectives. Furthermore, no direct discussions or reflections on this subject take place in lessons.

Despite this curricular ambiguity, Teacher A extends ESD education into the realms of lifestyle and political awareness. He encourages students to reflect on the "friluftsliv paradox," in which nature enthusiasts often consume significant amounts of resources (e.g., high-tech equipment, heated cabins, or air travel). A prime example is a discussion on the necessity of political engagement and systemic change, in which students learn that individual behavior must be accompanied by broader political "green changes" to be truly effective.

5.3.2 Teacher B's answers

Teacher B does not explicitly use the term "ESD" in his teaching, but he operates on the assumption that frequent contact with nature naturally fosters ecological attitudes. His primary method of integration involves guided reflective tasks that build on experiences gained from spending time in nature. During these lessons, students analyze

their personal relationship with nature and consider the extent to which their values align with a sustainable future.

This implicit approach corresponds, in a way, to the curricular reality Teacher B describes. He characterizes guidelines for ESD in secondary education as essentially "non-existent." Although sustainability is cited as one of the key values of schools, there are no specific government requirements or practical frameworks that define how it should be taught. The inclusion of ESD in the curriculum therefore depends entirely on the interest and initiative of individual teachers.

It is perhaps unsurprising, then, that Teacher B does not systematically teach students about ESD. He mentions a brief introductory course in which he touches briefly on this topic but emphasizes that the depth of ESD instruction is not uniform and varies significantly depending on individual teachers and their personal pedagogical focus.

5.3.3 Teacher C's answers

Teacher C claims that ESD is integrated into a specific subject called "Nature Studies." As part of this course, he leads discussions on how human presence affects ecosystems and addresses the philosophical evaluation of nature — specifically, whether nature has intrinsic value or merely instrumental value for human use. In practice, this is reinforced by the "Leave No Trace" principle, under which students learn to minimize their physical impact, for example when building and managing campfires.

Beyond this dedicated subject, Teacher C integrates ESD both theoretically and practically across multiple areas of his teaching. From very general topics such as sustainable destination development to litter-picking campaigns around the school, ESD takes place in his everyday teaching. Local construction projects for wind turbines or the impact on nature-based religions were also discussed. With older pupils, the connections between three different definitions of sustainability (environmental, social, economic) were discussed in Business and Economics. In addition, regional debates between landowners and hiking associations regarding the construction of mountain huts, hiking trails, etc. are also addressed in lessons. Alongside other international topics, Teacher C emphasises the importance of consistently incorporating all facets and levels of sustainability into lessons and discussions.

This breadth of engagement extends into the area of practical resource management as well. Teacher C extends ESD to the area of practical resource management. An example of this is when students learn how to repair and maintain their own equipment. By advising students on purchasing durable, high-quality equipment and showing them how to extend its lifespan through regular maintenance, he addresses the "consumerist" aspect of modern outdoor culture and promotes a more sustainable approach to equipment ownership.

5.3.4 Comparison of Teachers' Approaches

These three teachers differ significantly in how consciously and systematically they approach ESD. Teacher C stands out for having the most structured approach, incorporating the topic of sustainability into a wide range of subjects and addressing it simultaneously at the environmental, social, and economic levels. Although Teacher A does not work within the formal ESD system, he demonstrates thoughtful practical engagement—he varies the locations of field trips, chooses sustainable transportation, and critically examines the contradictions inherent in the very culture of spending time in nature through the concept of the “friluftsliv paradox.” Teacher B takes the least explicit stance and relies on the assumption that contact with nature is sufficient to foster ecological values, without necessarily naming or structuring it as ESD. The common denominator in all three cases is the absence of strong curricular guidance—all teachers confirm that formal requirements for ESD are either vague or practically nonexistent, meaning that their approaches reflect personal convictions rather than institutional obligations. This is perhaps most evident in the contrast between Teacher C’s broad, multi-layered integration and Teacher B’s largely implicit approach. What unites them, however, is a shared conviction that sustainability cannot be taught purely theoretically—all three base their ESD practice, to varying degrees, on direct experience with the natural environment.

5.4 Synthesis and Future Potential

Phase	Questions
Main phase	8. To what extent do you see a connection between Friluftsliv and ESD? Please describe this connection to me. 9. Are you implementing ESD and Friluftsliv together in your classes? Can you tell me examples? 10. In what manner do you perceive potential in the joint implementation of these two topics?

Table 4: Interview guide - Main phase (adapted by the author)

5.4.1 Teacher A's answers

Teacher A views the connection between friluftsliv and ESD as a dynamic, parallel development. He highlights the “friluftsliv paradox” and points out that while outdoor enthusiasts profess a love for nature, their behavior — such as high resource consumption in mountain huts or the use of synthetic materials — often contradicts the

principles of sustainability. For him, the connection between these two fields lies in the "embodiment" of sustainability values. He argues that if students engage with friluftsliv from an environmental perspective from an early age, a sustainable lifestyle will become a natural and integral part of their identity, rather than a set of external rules.

This conviction is reflected directly in how Teacher A approaches the joint implementation of both topics in practice. He actively seeks to put both topics into practice by focusing on specific changes in habits and logistics. Practical examples of this joint implementation include the transition to organic materials for equipment and the strategic use of existing public transportation for field trips, with the aim of minimizing the carbon footprint of educational activities.

Looking further ahead, Teacher A sees potential in the synergy between friluftsliv and technological innovations. He suggests that modern technology enables a more sustainable "outdoor" lifestyle, for example through remote work, which reduces the need for commuting. However, he also warns of new challenges, such as the high energy demands of artificial intelligence. Ultimately, he believes that the potential lies in maintaining faith in systemic change; for example, preserving the possibility of winter friluftsliv (such as skiing) serves as a strong motivation for students to engage in the "green shift" necessary to combat climate change.

5.4.2 Teacher B's answers

Teacher B highlights the historical and psychological connection between friluftsliv and the environmental movement. He argues that direct experiences of nature serve as a catalyst for a responsible approach to the environment; by forming a personal connection to a specific natural site, people are more inclined to protect it. A significant aspect of this connection is friluftsliv's ability to localize global environmental issues. Instead of discussing abstract concepts such as climate change in distant regions, friluftsliv allows students to see with their own eyes the impact of human activity on their immediate surroundings, thereby making the need for sustainability more tangible and personally relevant.

Despite this clear conceptual alignment, Teacher B acknowledges that he does not explicitly use the term "ESD" in his teaching nor does he refer to the UN Sustainable Development Goals. Although his lessons promote environmentally friendly attitudes and values, he does not formally link them to the ESD framework. He believes that this lack of explicit integration is likely due more to an absence of tradition within the discipline of friluftsliv than to a lack of intent. His teaching continues to focus on generally strengthening environmental awareness through contact with nature.

When asked about potential, Teacher B sees the greatest promise in "low-threshold" or "everyday" friluftsliv. He suggests that joint activities should move away from idealized, long-distance trips into the wilderness, which are often resource-intensive and exclusive. Instead, he advocates an "in and out" pedagogical model: brief, frequent

interactions with nature (e.g., touching a tree or observing the local soil) followed by reflection in the classroom. This approach makes sustainability education more inclusive and demonstrates that caring for the environment begins in one's immediate surroundings.

5.4.3 Teacher C's answers

Teacher C highlights a fundamental contradiction between friluftsliv and sustainability, citing research that suggests outdoor enthusiasts may often be the least sustainable individuals due to their high consumption of equipment and frequent car trips to remote areas. He views this connection as an opportunity for education; friluftsliv provides a context for discussing these contradictions and for promoting more sustainable behaviors, such as using public transportation or starting trips directly from home. The collaborative project involves students learning to become aware of their ecological footprint through various activities.

This awareness is not left at the level of discussion alone. Teacher C uses field trips as a platform for discussing sustainable logistics. For example, he advocates the principle that vehicles should be filled to maximum capacity before additional vehicles are deployed, thereby demonstrating in practice how to reduce the carbon footprint associated with accessing natural areas.

Looking beyond current practice, Teacher C sees considerable potential in formalizing these two themes. He argues that if sustainability were more explicitly incorporated into the curriculum, it would likely attract more resources and institutional support. He envisions a future in which a "culture of repair" will be a standard part of the friluftsliv curriculum — for example, dedicated time during which students repair their own tents rather than outsourcing maintenance. He argues that integrating these disciplines is a "smart and important" step toward helping students truly realize their impact on the natural world.

5.4.4 Comparison of Teachers' Approaches

All three teachers recognize a meaningful connection between friluftsliv and ESD, yet they frame this connection quite differently. Teachers A and C both identify what might be called the "outdoor paradox" — the observation that people who love nature are often among its least sustainable users — and both treat this contradiction as a productive starting point for education rather than a problem to be avoided. Teacher B, by contrast, approaches the connection from a psychological angle, emphasizing that personal attachment to a specific place in nature is what motivates people to protect it. In terms of practical implementation, Teacher C is again the most concrete, using field trips to model sustainable logistics directly, while Teacher A focuses on material choices and transport planning. Teacher B remains the most implicit, acknowledging openly that he does not formally link his teaching to ESD frameworks at all. The

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question of potential reveals perhaps the sharpest divergence: Teacher C calls for greater formalization and institutional support, Teacher A places his faith in systemic and technological change, and Teacher B advocates for a simpler, more accessible model of everyday nature contact. What all three share, however, is the conviction that the connection between friluftsliv and ESD is not merely theoretical — it must be lived and experienced to be meaningful.

6 Discussion

The findings of this study offer a contextually grounded picture of how three Norwegian secondary school teachers understand, practise, and connect friluftsliv and ESD. As outlined in Chapter 3, the study did not operate with directional hypotheses; given its exploratory character and the relative scarcity of empirical work on the joint implementation of these two topics, the aim was to generate conceptual understanding rather than to confirm or refute pre-established propositions. The four sub-research questions are addressed in turn below, with the empirical findings situated within the theoretical framework developed in Chapter 2.

The first sub-question concerned how Norwegian secondary school teachers perceive the connection between friluftsliv and ESD. All three teachers pointed to a significant relationship between these two concepts, although they described it in different ways. Teachers A and C identified what could be described as the "friluftsliv paradox" — the observation that people who profess a deep love for nature often behave in ways that are resource-intensive, including the use of synthetic high-performance gear, heated mountain cabins, and traveling by car to remote areas. This tension resonates with Lund (2022), who, from an ecocritical perspective, argues that friluftsliv in formal education is increasingly being reduced to a set of outdoor skills, thereby losing its deeper philosophical and ecological dimensions. Teacher B approached this connection from a psychological angle and argued that direct and repeated contact with a specific natural site creates an emotional bond that subsequently motivates protective behavior. This is consistent with Carmi et al. (2015), who demonstrate that environmental emotions function as a mediating variable between knowledge and pro-environmental behavior, and with Gurholt (2014), who emphasizes that education within friluftsliv must be sensitive to students' biographical realities if it is to bring about lasting attitudinal change. The common conclusion of all three cases — that friluftsliv and ESD are not only compatible but mutually reinforcing — aligns with the position taken by Brügge et al. (2021), who describe friluftsliv as an approach capable of simultaneously addressing the cognitive, affective, and behavioral dimensions of sustainability education.

The second sub-question concerned the curricular requirements that frame the teaching of friluftsliv and ESD. A picture of structural ambiguity emerges here. All three teachers confirmed that the Norwegian national curriculum framework provides a general mandate for both topics; however, this mandate is formulated at such a level of abstraction that it leaves considerable room — and responsibility — for individual interpretation. Teacher B characterized ESD guidelines for secondary education as essentially non-existent in any practically applicable sense, while Teacher A described the curricular framework as offering considerable freedom, bounded primarily by legal obligations such as the Norwegian Outdoor Recreation Act. These observations are

consistent with findings reported in the theoretical literature. Sætre (2016) identified a persistent discrepancy between the rhetorical emphasis on ESD in Norwegian curricula and the absence of concrete implementation guidelines, particularly in geography. Andresen et al. (2014) reached a similar conclusion, noting that actual implementation in schools is challenging and has not yet been embedded in most local curricula. This study offers a teacher's perspective on how this ambiguity is perceived in practice: rather than functioning purely as a constraint, the flexibility of the curriculum appears to act simultaneously as both a support and a source of uncertainty, allowing a committed teacher, such as Teacher C, to develop rich, multi-layered ESD programs, while Teacher B can apply his largely implicit approach within the same institutional framework without formal accountability.

The third sub-question addressed the practical implementation of joint friluftsliv and ESD instruction. Several common features emerged in all three cases. The most frequently cited was the application of the "Leave No Trace" principle, which both Teacher A and Teacher C referred to as a fundamental element of environmentally responsible behavior in nature. This principle translates the abstract value of ecological responsibility into a concrete behavioral norm that students can observe and internalize during field activities — it is a form of experiential learning that Hofmann et al. (2018) describe as a central element of the pedagogical quality of friluftsliv instruction. Beyond this common ground, the teachers' views differed significantly. Teacher A focused on sustainable logistics, including the use of electric public transportation, rotating excursion sites to prevent their overuse, and gradually replacing synthetic materials with organic alternatives. Teacher C expanded this into a broader "culture of repair," encouraging students to maintain and extend the lifespan of their equipment and directly addressing the consumerist dimension of modern outdoor culture. Teacher B took the least explicit approach: rather than proposing specific group activities, he relied on the assumption that sustained contact with nature would naturally foster ecological values. This reflects what Waltner et al. (2020) describe as a common pattern among teachers who hold strong personal convictions about sustainability but lack formal training or institutional support for the structured implementation of ESD. The contrast between Teacher C's deliberate cross-curricular approach and Teacher B's intuitive approach illustrates a tension that runs through much of the literature: Andresen et al. (2014) and Scheie and Korsager (2014) emphasize that successful ESD implementation typically requires thoughtful design and institutional support — conditions that, as this study confirms, are not uniformly present in Norwegian secondary schools despite the country's generally favorable policy environment.

The fourth sub-question concerned the potential teachers saw in linking these two topics. Teacher C explicitly called for greater formalization, arguing that if sustainability were more specifically embedded in the curriculum, it would attract institutional resources and become a standard rather than an optional component of friluftsliv education. His vision of a "culture of repair" as a curricular norm reflects a sophisticated

understanding of the consumerist contradictions within outdoor culture and aligns with the ecocritical critique presented by Lund (2022). Teacher A placed his trust in systemic and technological changes and suggested that innovations such as remote work and renewable energy could make the sustainable friluftsliv lifestyle more accessible, while also warning that new technologies bring new ecological costs. Teacher B advocated for a simpler, more democratic model: short, frequent encounters with local nature with a low barrier to entry, accessible to all students regardless of physical ability or socioeconomic background. This "inside-out" model resonates with Gurholt's (2014) argument that friluftsliv education must be grounded in students' real-life conditions, and with Eriksen's (2013) observation that early and sustained contact with nature is a prerequisite for developing the values necessary for sustainable living. Its particular strength lies in its scalability — it does not require remote wilderness, specialized equipment, or long excursions, and is therefore more equitably accessible than the models favored by Teachers A and C.

Overall, these findings suggest that the joint implementation of friluftsliv and ESD in Norwegian secondary schools is already taking place, albeit in a fragmented, teacher-dependent, and largely unsystematic manner. The absence of clear curricular guidelines means that the depth and coherence of this integration depend almost exclusively on the knowledge, motivation, and professional identity of individual teachers — a finding with direct implications for teacher education. If these two orientations are to be taught together in a meaningful and consistent manner, pre-service and in-service teacher education programs must explicitly address their intersection, rather than treating them as separate curricular domains. Further research is needed in several areas: a larger and geographically more diverse sample of teachers would allow for a more nuanced understanding of how the institutional context shapes this integration, and longitudinal studies tracking students' attitudes toward the environment after joint instruction would provide empirical evidence for or against the assumption shared by all three teachers that experiential learning in nature leads to lasting pro-environmental attitudes.

7 Conclusions

This study examined the extent to which friluftsliv and Education for Sustainable Development can be jointly implemented in Norwegian secondary schools, drawing on semi-structured interviews with three practicing teachers. As the research was designed as an exploratory qualitative case study without directional hypotheses, the conclusions are formulated as answers to the four sub-research questions rather than as confirmations or rejections of pre-established propositions.

All three teachers perceive a genuine and substantive connection between friluftsliv and ESD, though they articulate it through different lenses. Two of them frame it around what they call the "friluftsliv paradox" — the contradiction between a declared love of nature and resource-intensive outdoor behaviour — while the third emphasises the psychological pathway from place attachment to environmental responsibility. Despite these differences, a common thread runs through all three perspectives: direct experience in nature is understood not merely as a recreational activity but as a precondition for developing sustainable values.

Regarding curricular requirements, the findings are unambiguous. The Norwegian national core curriculum provides a general mandate for both topics, yet this mandate remains too abstract to offer meaningful practical guidance. All three teachers described the formal ESD framework as either vague or effectively absent at the secondary level. The integration of both topics therefore rests almost entirely on individual teachers' initiative rather than on institutional obligation — a structural gap that the study consistently brought to light.

In terms of practical implementation, the "Leave No Trace" principle emerged as the only consistent point of overlap across all three cases. Beyond that, the approaches diverged: one teacher focused on sustainable logistics and material choices, another on a philosophy of repair and critical reflection on consumerism, and the third on an implicit model in which nature contact alone was assumed to generate ecological awareness. Joint implementation is thus already happening — but in a fragmented and largely unsystematic way.

As for the potential teachers identify in combining the two topics, all three expressed conviction that the connection is meaningful and worth developing further, though their visions differed. One called for greater formalisation and dedicated curricular space; another placed his hopes in technological and systemic change; the third advocated for low-threshold, everyday encounters with local nature as the most inclusive and scalable model.

These findings carry clear implications for practice. Teacher education programmes should explicitly address the intersection of friluftsliv and ESD, rather than treating them as parallel but separate domains. At the institutional level, clearer and more actionable curricular guidelines would help ensure that the quality of this

integration does not depend solely on individual motivation. For future research, a broader and geographically more diverse sample of teachers would allow for a richer understanding of how school culture and regional context shape these practices. Longitudinal studies tracking students' environmental attitudes following joint instruction would further strengthen the empirical basis for what the teachers in this study described as a deeply felt but as yet underexplored pedagogical potential.

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Appendix A Interview with Teacher A

This is a file that was automatically generated after a video or audio call via the Microsoft Teams app. It is a verbatim transcript that contains errors. The most common error occurs in the word "friluftsliv," which the program does not recognize, so it replaces this word with other words.

27 March 2026, 10:07 AM

31 min 29 s

Alžběta Juříčková 0:08

Okay, now it should be ready if you will just try to say something.

Teacher A 0:14

Yeah, I hope you hear me clear and loudly. And if there are some technical issues with not hearing me speaking or something, you can just write in the chat or if the camera has some problems.

Alžběta Juříčková 0:14

Quickly.

Teacher A 0:32

Yeah.

Alžběta Juříčková 0:33

Mhm.

Yeah, it is working perfect. So I will just say that my work or my...

My thesis are about, how I already said, it's about primitive and I will just use the short version of education for sustainable development. It's just shortcut ESD. It's okay.

Teacher A 1:04

Yeah, yes, the end, that's education. Can you repeat it? Educational for...

Alžběta Juříčková 1:10

sustainable development.

Teacher A 1:12

It's sustainability development. Okay, I got it.

Alžběta Juříčková 1:15

Yeah, okay, and it's...

Personal, so it's just like your answers and your opinions of every for everything, so it doesn't have to be like how it is it correct, but how is it actually for you, how you are using everything.

Teacher A 1:31

Yeah.

Alžběta Juříčková 1:35

The first question is, tell me something about your personal definition of Freud's live. What is Freud's live to you?

Teacher A 1:44

It's a big question, and I should try to kind of...

Nail it down, it's...

It's a concept of a...

Enjoying being outside in nature as a human person, a human being, and it's... you kind of use the nature on a beneficial way. But I also aware of the field sleep paradox. Very often it's best for the nature that there's no man or people. That's kind of like the best. But some of the field sleep you can do quite.

The sustainability, and without using too much nature, and there is other side of the Friedrich sleeve that is more demanding because we're using a lot of resources of travelling and using a lot of resources of...

For example, plastic, making a sea kayak, and so on, and but what I'm kind of glad is that there is this debate how to do it in a...

Goodbye and let people to know about.

How to do good activities that is good for people, but also good for the nature, so that's kind of, yeah.

Alžběta Juříčková 3:13

Mm.

Teacher A 3:15

And then just to just to add on a little bit is that I have kind of like a personal first leave that I can use in my recreational time. And what that kind of first leave is surplus in my life, get a richer life. And in that field, I am.

More.

concern about doing it locally and I'm very glad I'm here in Song because we're having the four season. I can ski, I can climb, I can use the fjord, I can go fishing, I can do hikes in the mountains. So there's a kind of good variety of previously activities I can do.

like to do. And then there is the educational part, being the teacher at the university. And on this side, I think it is nice or it's important for my job to show several kinds of free sleeve and we can do it in.

Alžběta Juříčková 4:01

Yeah.

Teacher A 4:19

Several ways, and we can educate it with the different data, data, pedagogical approaches.

Alžběta Juříčková 4:28

Yeah, yeah.

Teacher A 4:30

Yeah.

Alžběta Juříčková 4:33

Yeah, that was also a little bit my second question: Uh, how is Prior Slave integrated in your lessons?

Teacher A 4:40

Can you?

Alžběta Juříčková 4:40

What function does frequently fulfil in your teaching practice? If you can set that example.

Teacher A 4:50

There is kind of like the big, big picture. My project in the last year since Alžběta Winter started was to integrate fjell ski or backcountry skiing into the program.

and see how the students react on that. And I also try to do some research on that topic now. So see, is this a good approach to meet nature for students in a sustainability way?

And what I like with the shell ski is that you can use the ski lift for some of the, for example, technique skills, but then later on when the students getting a bit more skills, we can kind of go on hiking and like we are doing like the over the mountain excursion where we go without.

tracks and we navigate a little bit like being on a sailboat and we carry everything with us and we making even living in tent. We're living in a snow cave or this year they're using Quincy.

Making this.

Um...

Yeah, kind of structure that is kind of similar to Igloo and slept in them. So that project I find very interesting because there is a good variety of how you can ski with the field skis and how you can meet nature and you don't.

Need that much.

facilitation of nature, or constructions in nature, you can kind of, and now is good and firm and stable. You can kind of walk very easy all over the mountain. And you can also learn about safe terrain and avalanche terrain. So when you get some knowledge, you can stay safe in the mountain.

Yeah, so that is that kind of an answer for you?

Alžběta Juříčková 6:53

Yeah.

Yeah, yeah, definitely. It's perfect.

Teacher A 6:58

Yeah.

Alžběta Juříčková 6:59

The next question is what curricular requirements for your subjects from the government are?

If they are.

Teacher A 7:11

Yeah, as a university.

We are allowed as a teacher on the programmes to kind of do the selection of the literature that we use.

And...

So, there is few documents that we need to do that we are that is mandatory for the for the governments, but there is some laws, for example, there is the law of free to slave, how we use nature, and we teach that, but we also need to practise that.

When we're doing the excursions, and then they are also literature we cannot use, and then there is like safety and risk management, and there's also laws how a company, how a university should deal with safety within.

their workers and within the students and pupils that are participating in this educational activity.

Yeah.

Alžběta Juříčková 8:18

Mhm.

Yeah, um, are you implementing in your classes beyond that?

Teacher A 8:29

Can you repeat that question? Is...

Alžběta Juříčková 8:34

If are you implementing free root slave in your classes beyond that?

Teacher A 8:41

For the teaching of theory, you think?

Alžběta Juříčková 8:44

Yeah, yeah.

Teacher A 8:45

Yeah, and we break it down to kind of topics, and we're making a course plan, and the way we are working is that we get the resources for running the university course, and there we're making a plan with the colleagues where we can of breaking up.

into smaller packages. For example, I mentioned safety and risk is 1, but if you're still working with the previously winter is about the history of the activity. There is about regulation of using the nature.

And then there is about terrain as a topic. And then you're having about avalanche terrain, how to recognise that. And a next topic, for example, will be snow and stable snow and stable snow. And what kind of creating avalanche should get that was theoretical.

perspective. And we also practise that with the practical part, how we can recognise avalanche terrain when we are outside. How can we recognise avalanche terrain when we are doing trip planning on the computer? What kind of programmes or sources can we use?

to get updated information and so on. And then we have a free lives culture and society part of it. What kind of do this skiing activity do for the population of Norway? How many percent is doing the activity?

how to implement skiing in elementary school, in kindergarten, in junior high. And as you probably remember, here in Songdal we had this ski play concept, so teach about the theory of the ski play concept and then

you're going out and we meet, we're making ski play and then the day after we meeting the kids from the local school, was it 8 years old and the 10 years old, we meet them and they are using it and we are mentors for them and see how they are playing with the skis and we can of facilitating for the skiing.

But we also make it cosy with making the bonfire and making the lunch and so on. So it's kind of baking it. So that's kind of like we are working. So within the resources, we are kind of...

doing a mixture of theory and with the practical part of it. Yeah.

Alžběta Juříčková 11:36

Mhm.

Okay, now it was more about just the free slave and now the next questions are more about the education for sustainable development.

Teacher A 11:49

Hurt.

Alžběta Juříčková 11:51

And the next question is, how is ESD integrated in your class situation for instance?

Teacher A 12:01

I say it's more and more, but we have some history. We also having a culture of Leave No Trace in Norway, what we call Spoolers Fatsel.

A simple way to kind of understand that is if you're eating a chocolate, take with you the paper and don't throw anything in nature. That's kind of like the simple part of it. But nowadays, it's more. For example, if you're doing Freelio's Leave schools, if you're making a concept of taking...

first grades, first year students out and using the same location, we kind of using up the nature at that spot because we are doing it too frequently. So the nature has not been able to kind of repair itself.

And one example of that is that when we did the forest excursion, we kind of used almost the same location for 10 years. And then we kind of overused it and we understood it by ourselves. So now we are spreading out and we're trying to kind of that. So in that way, we also

See, or leave no trace with different perspective, and nowadays we know that travelling and...

the problems with logistics. Logistics is huge and that's have a big impact globally. So travelling is kind of something we try to do. So we do stuff closer to the university and we, for example, using more local buses and we kind of try to build an excursion. to close to a bus routes that already is operating. So we don't do any extra transportations. We already use existing transportations. So that's, and then the buses in Norway now is starting to become electric. So you can see

that there's a change. And we're also having the debate about what kind of fabrics the clothing is. We know, for example, Gore-Tex has a lot of chemicals into it. Can we

replace it? And we also

For example, with the tarps, we are now starting to trying out more organic cotton dived tarps instead of the nylons. Of course, it's a little bit more heavy and so on, but I think we need to kind of try it out. So yes, we do it in several ways.

Alžběta Juříčková 14:54

Yeah.

What and are they even the curricular guidelines for ESD for your subject at your school?

Teacher A 15:08

Yeah, and our university having a strategy that is kind of pointing.

for the next 10 or 15 years. And sustainability within education is one of the keystones that we are working for. And then each programme and each institute kind of debating how can we do it more sustainability.

And I gave you just recently some examples that we on the previous team has kind of changed direction a little bit and we are aware about the impact we do on nature and we try to kind of that. And we also

Alžběta Juříčková 15:51

Yeah.

Teacher A 15:54

Give sustainability.

In A broader context, a bigger place on the curriculum and in classes, instead of having two lectures, we now we have like 3 to 4, and we also would like to do.

Alžběta Juříčková 16:09

Okay.

Teacher A 16:11

assignments or like written paper that students have to assign.

in the program. So I am kind of getting old. I've been here 20 years. And if you cannot divide that in two parts from 2000 to 2010.

There was not this focus, it's more like this simple form of school like Fertel that we

didn't.

pollute when we were out in nature. Last 10 years, from 2005 to or 15 to 2025, there's a kind of different content on understanding of sustainability educational-wise. Yes.

Alžběta Juříčková 16:53

Yeah.

Teacher A 16:58

Hurt.

Alžběta Juříčková 16:58

Are you educating your pupils in ESD beyond that?

If so, we can just say some examples.

Teacher A 17:05

Yeah, I we also talked to students about kind of lifestyle.

That it not necessary only when we're doing the job with the, for example, the freely sleep school that we should behave like this, but also kind of behave it in life, and we also are aware that if you're gonna do some changes.

kind of have to be political. The students have to kind of be organised and we have to kind of believe in change it within bigger structures. And that one is a bit tricky, the last two years globally. And you see what the superpowers are doing now. And that doesn't really seem that they have.

and sustainability as one of the main concerns. But I think for us, we need to believe in it and hopefully the...

The global power will kind of change within a few years. I don't think it's hard for me to understand that, for example, the U.S. will continuing the line that I'm doing now. I think that's hopefully the Americans understand that they need a different way of running their politics, and that's...

Starting having more focus on what previous politics have done, and kind of the green change, yeah.

Alžběta Juříčková 18:28

Yeah.

Teacher A 18:36

So, that's kind of my answer on that.

Alžběta Juříčková 18:41

To what extent do you see a connexion between print slip and ESD? Please describe this connexion to me.

Teacher A 18:50

Can you repeat the question was a little bit?

Alžběta Juříčková 18:52

Oh yeah, sorry. To what extent do you see between frame of slave and ESD?

Teacher A 19:03

Uhh.

I'm not sure if I have any, I feel I have kind of touched it a bit or maybe you have to ask it the question a little bit differently to kind of get me started on that one.

Alžběta Juříčková 19:16

Okay, so, like, I want to know, like...

If, or of course, that there is like connexion between free roads leave and the education for sustainable development.

Teacher A 19:30

Yeah.

Alžběta Juříčková 19:33

And, like, if you...

can just extend it.

Like...

Ahh.

Teacher A 19:42

You're thinking with out of class or without of the programme or with inside the programme and how to kind of build it deeper in the educational part of it.

Alžběta Juříčková 19:43

Thinking how to extract.

Yeah, it's like in the in the education, like when you are teaching the favourite slip and you are thinking and see the ESD.

What is the connexion between these two if it's going like too much against each other or if it can be like go next to each other and teaching both in the same time?

Teacher A 20:24

In general, they're going kind of side by side, and it's developed, and I also kind of show you with an example that there's been changes last 10 years and for 20 years ago.

Alžběta Juříčková 20:29

Uh-huh.

Teacher A 20:38

And it's also a little bit about the knowledge that is kind of produced, and it's also a little bit about the research in the field that kind of show that, for example,

We know something, but we don't change behaviors. I can give you a little bit example, a little bit on the side. People in Norway in general are kind of proud of being in nature.

and they are proud of having cabins. But when they are in the cabins, they have their old habits. They don't recycle, for example. They are using high...

A lot of resources, for example, instead of thinking they need to kind of come to or to arrive to a cold cabin, they just putting on the electricity the whole time, so you can when they are visiting the cabins, it's hot, but the house they are living in in daily uses, they kind of recycle.

Kind of regular temperature through the day within the flat or in the house.

But on the cabin, it's kind of like the old system. So a little bit like vacation park. It's still a little bit the same habits.

back home, you're buying a new electrical car, you're doing more cycling, you're

using electrical buses when you commute, but when you go on vacation, you are flying. And yeah, so there you will see. So I think that it takes some time to kind of

Alžběta Juříčková 22:17

Yeah.

Teacher A 22:24

Get the knowledge and get used to change, and I think this is a tricky part of changing the way we are living as human people. It's a little bit like smoking; everybody knows it is.

It's not good for you, and if you decide to kind of stop, it's kind of hard to do it.

Yeah, so...

Alžběta Juříčková 22:50

That was true.

Teacher A 22:52

Yeah.

So that therefore I think it is important as an extension of that is that people or students or pupils meet free to sleep and sustainability and sustainability living and we do it in an environmental good way.

Alžběta Juříčková 22:54

And.

Teacher A 23:13

early so they can kind of learn it and it's kind of embodied into their mind and their body as young and as young adults. And hopefully then it will be easier and again growing up.

Yeah.

Alžběta Juříčková 23:32

Yeah.

And now it was like more overall, but now are you implementing ESD and Railslift together in your classes?

Teacher A 23:41

I try to, and I try to kind of having...

a focus on it, and then I, of course, I understand there is some biases that I have some old habits, but I kind of try to change. And I also see that a younger colleague has a different focus on it compared

to myself and they are digging deeper into it. We're having Gustav, I'm not sure if you remember him. He is a PhD student now. He's almost close. And he had been writing a PhD on this topic about environmental sustainability into education.

Alžběta Juříčková 24:26

Mhm.

Teacher A 24:27

Of free to slave and free to slave culture, and how the free to slave culture can do more sustainability.

Vice of living.

Yeah.

Alžběta Juříčková 24:42

Could you say maybe some strengths and also some weaknesses of...

Free root slave and ESD.

Teacher A 24:55

Yeah, I think I have mentioned it a little bit more like summing up what I already have said. I think first leave is an arena where we can use sustainability and sustainability education. But I have a colleague.

from a different university back in about 2006 to 2009, she wrote her master thesis about the hypothesis that the Fields Nesvačilová people are more aware about nature.

And then she did interviews, and her mind finding was that, yeah, they like nature, but compared to a normal person.

they were kind of using more resources and behaving not better. So if we believe that free sleep can change, we have to be aware of the challenges. And we don't, I'm thinking, I think that we have to be aware of our bs.

That, that we think we are better.

doing sustainability, living than others. And then I think we have to rethink and then I think we have to be more proactive to find good solutions for doing this activity that we like. And we have to do it in a better way.

Concerns to nature.

Yeah.

Alžběta Juříčková 26:34

And do you think that, in some point or in some context, these two things conflict that they are like going against each other?

And the SD.

Teacher A 26:49

For example, as you probably remember, and what is part of the educational programmes is this freely paradox that we teach.

We didn't do that for 10 years ago, so this is kind of a newer kind of chapter of Fillers Live is the awareness of the Fillers Live paradox, and we can see that in several ways with the cabins is one example, clothing is another example of the Fillers Live paradox, and that...

The and skiing, there's coming a new ski with some nanotechnology and a different color, and of course you want to have these skis, but these skis are not better than.

the old one. So that's kind of the tricky part with human beings. We are not that smart. We are a smart species, but we are also a bit dumb. And so, yeah.

Yeah.

Alžběta Juříčková 27:54

No, definitely agree.

Teacher A 27:56

Yeah.

Alžběta Juříčková 27:57

The last question is, in what manner do you perceive potential in the joint of these two topics?

Teacher A 28:07

And...

As I said, I still believe in it, and I also see the interplay with new knowledge, and it's kind of like the way we are developed, and then we also have innovations that kind of make...

thing different. For example, this technology we do now. Ten years ago, if you should kind of do something like this, we had to kind of travel. Now I can be here talking with you about these topics and the same way if you're thinking about...

Norway, and we don't need that everybody's living in the cities now. Now people that like to outdoorsy people, freely sleep people, can live in smaller towns with these kind of nature types that I kind of like to use for freely sleep activities.

And they can do it more sustainability because they're having a home office or the community can making office landscapes. So people can, from different brands, can just meet in the same building because everybody is more or less working in the same technology.

We're sitting with a computer and using systems like Teams, so we don't need physically to be on the same spot, so this is kind of will opening up some things, so the technology side is also...

a part of it. But then we're having the dark chapter, for example, the AA, artificial intelligence, that means that we suddenly use a lot of energy again. So now, for example, here in Song, they want to building these plants.

For power to run AA, so then we are new taking a new bait of nature to get enough energy to do the new technology, so...

Alžběta Juříčková 30:13

No.

Teacher A 30:15

Yeah, it's difficult to be a human being. So we kind of start solving one problem, and then there's a new one coming up.

Alžběta Juříčková 30:24

Yeah, yeah.

Another is coming.

Teacher A 30:28

Have to believe in it, and if we don't believe in it, we should take concern.
Yeah.

Alžběta Juříčková 30:35

That's true, that's true.

Teacher A 30:38

So, if you like skiing, we need snow.

Alžběta Juříčková 30:43

Mhm.

Teacher A 30:44

You should be glad that you're not here this winter. This is the worst winter for 60 years.

We have hardly, we have hardly had snow in Songdal.

Alžběta Juříčková 30:51

Yeah, yeah.

He.

Teacher A 30:55

No snow in general in February.

Alžběta Juříčková 30:58

Ohh.

Teacher A 31:00

It's barely open the ski lift.

Alžběta Juříčková 31:03

Oh, okay.

Teacher A 31:05

Yeah, yeah.

And, for example, we have not been able making snow caves because snow depth is not deep enough.

Alžběta Juříčková 31:14

Ohh, so no, no game this year.

Teacher A 31:15

Tereza.

Mm.

Alžběta Juříčková 31:19

No snow cave this year.

Teacher A 31:21

Now, we're doing this, um, Twin C, like the Indians buildings, the igloos, yeah.

Alžběta Juříčková 31:26

Okay.

Teacher A 31:29

Yeah.

Yeah.

Alžběta Juříčková zastavil(a) přepis

Appendix B Interview with Teacher B

This is a file that was automatically generated after a video or audio call via the Microsoft Teams app. It is a verbatim transcript that contains errors. The most common error occurs in the word "friluftsliv," which the program does not recognize, so it replaces this word with other words.

26 March 2026, 8:59 AM

26 min 36 s

Teacher B 0:04

Oh, I haven't used that. That's handy.

Yeah, should I say something? Talk, talk, talk.

Teacher B 0:22

Betty, Betty, Betty, OK, yeah.

Alžběta Juříčková 0:23

It is working.

Hmm.

Perfect.

Oh, I'm writing a bachelor thesis about Frail Slave.

and education for sustainable development in a region school.

Teacher B 0:41

Ohh.

Alžběta Juříčková 0:41

And...

I have some questions for you.

Teacher B 0:48

Yeah.

Alžběta Juříčková 0:49

Um...

Yeah, I don't know if I should say something more into it or is it like this enough?

Teacher B 0:53

Yeah.

Oh, that, that I, yeah, sort of free to leave.

Alžběta Juříčková 0:58

Hey.

It's like that I want to just say that like how much is like the key words or the goal of my thesis is like how much previously is like part of education in Norway.

Teacher B 1:22

Mm.

Alžběta Juříčková 1:23

As, like, for the for the education for sustainable development, how, like, is possible to...

Put it into the daily.

Teacher B 1:40

Mm.

Alžběta Juříčková 1:41

Without losing the the education development, if you do understand.

Teacher B 1:51

Yep, yep.

Alžběta Juříčková 1:52

Thanks.

Teacher B 1:54

Yeah, I hope I can help, yeah.

Alžběta Juříčková 1:54

Okay, so...

It's just really personal or it depends like on every person. So it's just your opinion about everything. It's now, it's not like how it should be or.

Teacher B 2:08

Yeah, yeah.

Alžběta Juříčková 2:14

How it is actually, but how is it?

Teacher B 2:17

Yeah, makes sense.

Alžběta Juříčková 2:19

Okay, so the first question is, tell me something about your personal definition of free slave and what is free slave for you?

Teacher B 2:30

Oh, Petr, this is my research question.

Alžběta Juříčková 2:36

Yeah.

Teacher B 2:36

Uh, oh.

So, yeah, I don't think I have a sort of a definition that's just a one sentence thing. But to me, it's

Sort of.

Some sort of contact with nature, so, so it can be sort of in in.

Sort of wilderness, sort of far away, but also I think free to sleep can be experienced in a park or in a garden.

Uh, yeah, so to me, it's just a, just a sort of...

Hmm, I guess contact with nature.

I think I would just say that that's it for me, yeah.

Alžběta Juříčková 3:28

Okay.

Okay.

Teacher B 3:32

Contact, is that the right word?

Yeah, relationship with nature, yeah.

Alžběta Juříčková 3:35

Yeah.

Thank you.

Teacher B 3:38

Yeah.

Alžběta Juříčková 3:41

Um, and how is free slip integrated in your lessons? Like, what function does free slip fulfil in your teaching practice? Can you set an example for that?

Teacher B 3:54

Yeah.

So, free to leave is of both the activity we do, so we do free to leave as we go hiking or kind of, so that's our free to leave, but I think also free to leave is sort of a method to learn something else. So not to learn how to make a fire, but making a fire to learn personal development. So how to become more self-conscious and confident, I guess. So I also think...

Free lives, and I hope there's discussions in Norway at the moment, but I have to believe that free lives live can be.

Sort of a way to work on this of sustainable education for sustainable development that it's.

To me, I have to believe that fearlessly can lead to more environmental friendly.

People.

Alžběta Juříčková 5:06

Yeah.

Teacher B 5:07

Yeah, so, so that's why I sort of...

And go with it, uh, but we do sort of the activities to go to get there, yeah.

Alžběta Juříčková 5:16

Yeah.

Okay, and what curricular requirements for your subjects from the government are?

Teacher B 5:30

So, once more, Betty, I stopped up a bit.

Alžběta Juříčková 5:32

Oh, sorry. It's like if there is or if there is not like some part of curricular requirements for your subject from the government.

Teacher B 5:49

Yeah. So, so it would be a bit different in higher education than it would be in the sort of regular school, because they have a like a curriculum that's nationwide. Whereas we have, so of course plans are

Curriculum that's.

Made by us, and then approved sort of nation on the government level, so...

There doesn't actually doesn't seem to be much.

Um, sort of um, oh, criterias for...

what we need to achieve with the free loosely of education.

So it's quite open for us to put in what we feel like, what we are interested in.

Alžběta Juříčková 6:48

Mhm.

Teacher B 6:49

So that's my sort of understanding that it's very flexible, very open.

for educators in higher education to make their own courses and sort of have their meaning of free to sleep and their intentions with it.

Yeah.

Alžběta Juříčková 7:08

Okay.

Teacher B 7:09

Whereas in school, it would be very different with more, a little bit more clear directions. Yeah.

Alžběta Juříčková 7:09

Okay.

Yeah.

The 4th question is my question. I already know the answer, but I have to say it for Bachelor's thesis. Are you implementing free slave in your class? Can you give me an example?

Teacher B 7:36

Yeah.

So, of course, the outdoor education class is the best example, but we also have a bachelor in free lives live, so, but I like, I like the forest excursion as the best example of what free lives, what I think free lives live.

can be, so it's not only these sort of far away things, but we have this forest excursion for a week, sort of just don't throw us away from Songdal and

With that time in nature, something happens with...

with our sort of rhythm and how we interact with nature and each other. So I think that's a good example of what Fearless Live can be.

In that case, we're not going away far, we're so close by, but of course we have a long time, which is not easy to do in normal school.

But yeah, so we do a lot of free to sleep different.

Alžběta Juříčková 8:46

Yeah.

Teacher B 8:52

Calls with it, different reasons to do it.

But yeah, big variety and every week, free of sleep in some sets, yeah.

Alžběta Juříčková 9:07

Mhm.

How is education for the sustainable development integrated in cloud? Do you have a situation, for instance?

Teacher B 9:23

Yeah, so this is.

Yeah.

I haven't really used that term, but...

My goal is to...

As I said, I believe and I hope to feel asleep can be.

A place where we can come more.

more sustainable, more environmental friendly.

Um...

Yeah, so in part, I believe just doing a lot of free, doing a lot of nature, having a lot of nature contacts will lead to that. But I've also started doing more and more directed reflection tasks after that.

nature experiences with classes, thinking about how's my experience with nature, how's my relationship with nature, is it developing and so on, to, yeah, become more aware of our own values, I guess, and then

Moving towards a more sustainable future is the the hope, I guess, yeah.

Alžběta Juříčková 10:47

Mhm.

Teacher B 10:48

But where it's hard because I have some intentions and then

We don't meet the class.

that much, so it's really up to the student if they're willing to change or willing to investigate further. If they're not, then nothing will happen. I think.

Alžběta Juříčková 11:06

Yeah.

And if you would say like some strength and weaknesses, like teaching thrilled

slaves.

Um...

Teacher B 11:20

Yeah.

Alžběta Juříčková 11:22

In school.

Teacher B 11:24

Mm.

Alžběta Juříčková 11:24

And compared to that, like, not just about this, but okay, you can say like strengths and weaknesses, but also when you look at it like for the education for sustainable development.

Compared to that.

Teacher B 11:39

Yeah.

So a strength is, I think, that you get personal, like, bodily experiences with nature. And I think that can be sort of a place where you can get

Alžběta Juříčková 11:44

Yeah, yeah.

Teacher B 11:59

an emotional connexion with nature. And so it's not just something out there that you talk about, but it's something you experienced. And then if there's a change to that nature, like a new power line being built, then that will.
make something happen with you to identify with nature in a sense.
So I think that's by far the biggest strength going towards sustainable development, that you get that personal experience.

Alžběta Juříčková 12:32

Mm.

Teacher B 12:33

The weakness is just time and logistics, that it doesn't fit into the schedule. You would prefer to have more time to get sort of meaningful experiences and relations with nature.

So I think that's just by far the biggest weakness or the...

The reason why not everyone is doing it everywhere.

Mm.

Yeah, and then there's also things like big differences in the class, so it's making sort of 1 experience to fit all can be difficult, but yeah, I think sort of time is the big one.

Alžběta Juříčková 13:23

Yeah.

What are the curriculum guidelines for? I will just use the FSpS. It's just the shortcut of the education for system development.

Teacher B 13:37

Mm.

Alžběta Juříčková 13:37

So maybe I will say one more time, what are the curriculum guidelines for ESD for your and your school?

Teacher B 13:50

Ohh.

Let's say...

Non-existing, so there's no, yeah, there's not really any guidelines.

for us, as far as I'm aware. So that means it in practise doesn't work. Sustainability was a core value of our university. I think it's actually changed, but that was something that was

like a value, that's what we're working towards, but in practise it didn't really.

Affect us, we we didn't make any changes to to make that happen.

There's nothing from the government, so it's really...

me and my colleagues, if that's a value we want to have in our education, then that's something we do. If not, then we could...

I think we could just not focus on that at all and we could still do our education.

But in in in the normal school, like.

grades 1 to 13, there's this cross-subject thing about sustainability.

But in higher education, in our way, that's not something that's present.

Alžběta Juříčková 15:25

Mhm.

Teacher B 15:29

Yeah.

Alžběta Juříčková 15:29

Do you think it's good or do you think it would be better if something was there?

Teacher B 15:37

Yeah, I mean, if it's supposed, like the UN says, and like it's supposed to be like the big project we all work towards and it's supposed to be in every step of society, yeah, we should be more aware of it and maybe

We could show how our courses work towards a more sustainable future.

I think there's been done some attempts on it at HVL, but not really something that's been sort of what we're all working with, so...

Yeah, I think it would be good to have that more, be more conscious of it.

Not sure.

Yeah, some changes would happen at the free of leave courses, but I think we are, since free of leave and the environmental movement have a connection, we have that tradition with us, I believe. So there's some connexion there already, but

Yeah, we could probably benefit with a more.

top-down like you have to do this focus.

Alžběta Juříčková 16:57

Yeah.

Teacher B 16:58

Now, now it's very much up to the teacher if they are interested or not.
to sort of focus on sustainable developments.
So, that's that's a negative, I think, yeah.

Alžběta Juříčková 17:14

Hurt.

Okay, next question. Are you educating your pupils in ESD beyond that? If someone might tell me an exam situation.

Teacher B 17:29

If I'm educating them to beyond.

Alžběta Juříčková 17:33

To the to the education department.
Vanda.

Teacher B 17:41

I'm not, I'm not sure if I you're jumping out a bit with the with the recording and everything. So, once more, Betty, ask me once more.

Alžběta Juříčková 17:48

Sorry, so...

If are you educating your pupil?
ESD beyond that.

Teacher B 18:02

Beyond that, like beyond the with the what we have the little we have in Felix Leave.

Alžběta Juříčková 18:09

Yeah, yeah.

Teacher B 18:10

Yeah. No, not really. Well, in our bachelor studies, we have...
A short course when they begin, where we touch on it, but that's then it's like one of

nine subjects, and it's a big...

big topic, so they touch on it, but not really. No, I think for us here, it's really... what each teacher choose to do in the previous live study. And some focus more on skills, some focus more on personal development, some focus more on sustainability. I think we all do a little bit of each, but it's, yeah.

Alžběta Juříčková 18:46

Mhm.

Teacher B 18:59

Very much up to the teachers to decide.
how much focus there should be. Yeah.

Alžběta Juříčková 19:06

Yeah.

One of the last question, to what extent do you see a connexion between free root slip and ESD? Please describe the connexion to me.

Teacher B 19:22

Yeah, I think it's.

Well, it's always debated a bit if how strong this connexion is, but there's a connexion which are free of sleep and the environmental movement and this idea of using nature, starting to care for nature and then

Wanting to protect nature that I...

That might have been simplified, oversimplified a bit, but I still believe there's a potential there, so...

Uh, I think that, like...

The sort of connexion comes from this nature experiences, and...

So then you can go inside and you can talk about sustainable development and then...

You can talk about what's happening to that environment that you were in and sort of got a connexion with instead of talking about climate and global things, which is too far away to really engage people with. So I think that's the sort of the potential that we can get.

Sort of connexion to a specific place and we can talk about that place and how.

Serve.

The society is infecting that player, affecting that place.

So then we can talk about how we can make a more positive impact instead of talking about climate change and what's happening in Bangladesh or Brazil or places far away. Then it's always like, it doesn't matter what we do here as long as China or the US keeps doing what they are doing. So

I think we need to bring it up more local and personal and...

So, what's happening to the planet, to nature?

through human action is affecting our environment around us.

And I think that's where free loose live can be.

Sort of have the potential to experience that.

Alžběta Juříčková 21:35

Mm.

Teacher B 21:37

Yeah, yeah, so I think that's the the power of it, yeah.

Alžběta Juříčková 21:38

Yeah, yeah.

And are you implementing ESDN previously together in your classes?

Teacher B 21:53

Not really, not.

Not in those terms. I'm not necessarily using that term. I'm not showing the UN sustainability goals and making that link. I think we've been talking a bit more.

general about sort of environmental friendly behaviour and attitudes and values, but not really connecting it to that.

Term and topic directly.

And as you ask, I'm wondering why not? And it's, yeah, I don't have a good answer for why not.

But...

Because that's a topic that a lot of...

Alžběta Juříčková 22:39

Okay.

Teacher B 22:42

Kids have throughout school now, so, so it could be an easy connection, but just not a tradition for it, and freely sleep, I guess.

Alžběta Juříčková 22:51

Yeah.

Okay.

And the last question is, in what manner do you think perceive potential in the joint implementation of these two topics?

Teacher B 23:09

So, once more, in what way?

Alžběta Juříčková 23:12

Sorry, in what manner do you perceive potential in the joint implementation of these two topics?

Teacher B 23:22

Previously, then sustainable development up to education for, yeah.

Alžběta Juříčková 23:24

Yeah.

Teacher B 23:29

Yeah, I think it's, and it's not necessarily free of sleeve as you have experienced it here with the sort of a four-day canoeing trip or skiing or like this wilderness big experiences, but I think free of sleeve in the sense of the close by and small and And sort of everyday experience with nature, I think, can be very important, but I think it's...

Very difficult and maybe a mistake to try to think of.

previously was this romanticized, like, move a long way away from culture and you're going to do that in school, but these are small things.

get those experiences hands-on with nature and then go inside the classroom and talk about, yeah, topics and sort of more about nature knowledge and how these

things are affected by climate change or...

sort of local changes and then go out again and experience it again and sort of that in and out a bit so we can, when we talk about sustainable development, that we understand and have a connexion with the nature we're trying to be.

Sort of more protective towards instead of.

Yeah, learning about it inside the classroom, and then...

never going out or going out on massive excursion. If we can have those sort of in and out of it, I think it's a more.

sustainable way of doing that sort of education. So I think there's a potential for free of sleep or sort of nature experiences and education for sustainable development.

But I think we need to...

As I said, the the the.

The difficult thing with this is time in a school schedule.

So then I think it's just that sort of half hour experience, the 15 minutes go outside and touch a tree, hug a tree.

Touch some dirt.

I think that's maybe where the power can be, because then we can get everyone involved instead of just a few that have the...

resources to go on these long excursions in the wilderness.

So I think that's the potential for changes in that sort of everyday small interactions, and then that can inspire to the bigger experiences, but that's going to be maybe outside of school time, I think.

Alžběta Juříčková 26:24

Yeah.

Yeah, I agree.

Teacher B 26:30

Yeah, good.

Alžběta Juříčková 26:33

OK, this is all I would say. I don't have any other question.

Teacher B 26:36

Yeah.

Yeah.

Alžběta Juříčková zastavil(a) přepis

Appendix C Interview with Teacher C

This is a file that was automatically generated after a video or audio call via the Microsoft Teams app. It is a verbatim transcript that contains errors. The most common error occurs in the word "friluftsliv," which the program does not recognize, so it replaces this word with other words.

16 April 2026, 8:59 AM

15 min 40 s

Alžběta Juříčková 0:04

Okay, so I'm really sorry one more time for this delay, but I think or I hope it should work right now.

Teacher C 0:13

Yeah.

Alžběta Juříčková 0:15

So I'm doing research or I'm writing my bachelor thesis about free slave and education for sustainable development.

Teacher C 0:27

Yeah.

Alžběta Juříčková 0:28

And I got a few questions for you if you can reply.

Teacher C 0:36

Yeah?

Alžběta Juříčková 0:37

or answer this question. And it's just not, it's just your personal opinion. It's not like how it should be or how it's supposed to be, but it's just how you do it and it's more about you specifically. So first,

Teacher C 0:52

Yeah.

Alžběta Juříčková 0:56

If we can start, first question is, if you can tell me something about your personal definition of free route slave, what is free route slave to you?

Teacher C 1:08

Um...

Teacher C 1:10

Seriously, to me, is...

Teacher C 1:13

being outside in nature. And when I say nature, I prefer nature that is...

Teacher C 1:25

that humans have not been that, has not any buildings or roads, so undisturbed nature helps me a lot to what I consider to be Friedrich slave. But the activities doesn't really matter. It's most about just being outside.

Teacher C 1:45

in nature.

Teacher C 1:47

I think.

Alžběta Juříčková 1:49

Okay. Okay, thank you. Second question is like, how is thrilled slave integrated in your lessons? What function does thrilled slave fulfil in your teaching practice? Can you set an example for that?

Teacher C 2:07

Could you please repeat the last part of the question?

Alžběta Juříčková 2:09

Ohh, wait, sorry, what function does Fruit Sylva fulfil in your teaching practice?

Alžběta Juříčková 2:16

If you can set that example.

Teacher C 2:17

Well...

Teacher C 2:19

Yeah, well, most of my teaching, especially in field, is outdoor. And then we seek nature or terrain that is most suitable for, depending on which, what we are going to talk about or learn about.

Teacher C 2:40

So, I use a lot and find spots that is good for that specific.

Teacher C 2:53

goal we want to achieve in the teaching. So often we stay out in tents.

Teacher C 3:01

Because when we get away from...

Teacher C 3:05

from the school, from the city, they stay more focused. So I use it quite a bit. I prioritise staying.

Teacher C 3:17

more than one or two days outside, because that helps me a lot with getting the focus of the students. Preferably where there's no reception for cell phone also, that helps a lot too.

Alžběta Juříčková 3:30

Yeah, yeah.

Alžběta Juříčková 3:33

Is there or what curricular requirements for your subjects from government are there?

Teacher C 3:42

This is a bachelor building. So there are the reason why we have this in higher education in Norway is that is a part of the back all the way back to preschool, the private kindergarten. And

Teacher C 4:00

through the whole school system. Firsliv is mentioned by name in the curricula. So those students that goes takes Firsliv Bachelor, a very

Teacher C 4:18

good at those teachings in the schools. So, the first live has a big part of every government statements that goes towards how to spend your leisure time. The first live is a big part of it.

Teacher C 4:35

So it's in the school all the way from the start in kindergarten till they go to high school or college in Norway.

Alžběta Juříčková 4:46

Yeah.

Alžběta Juříčková 4:48

This is a question I already like know the answer because I was there for half of the year, but it's part of the research. So the 4th question is, are you implementing free slip in your classes beyond that?

Alžběta Juříčková 5:01

If you can just set an example.

Teacher C 5:04

You have to repeat the question again.

Alžběta Juříčková 5:06

Oh, sorry, if you are implementing free root slave in your classes beyond that.

Teacher C 5:13

Beyond that, yeah.

Alžběta Juříčková 5:14

Beyond like the curriculum and government requirements.

Teacher C 5:21

Yes.

Teacher C 5:23

I would say that because one of the things we do is to try to preserve the nature because that's our teaching arena. So yes.

Alžběta Juříčková 5:24

Yeah.

Alžběta Juříčková 5:33

Yeah. Now the next question are more about the ESD. It's just the short version for the education, sustainable development.

Teacher C 5:47

Yeah?

Alžběta Juříčková 5:48

And the next question is, how is ESD integrated in your classes? Do you have a situation, for instance?

Teacher C 6:01

ESD was short for.

Alžběta Juříčková 6:05

Education for sustainable development.

Teacher C 6:08

Just sustainable development, yeah. Yeah, I have with the Norwegian students, I have something called Nature Knowledge. And then we have both classes, classroom teachings, lectures about how

Alžběta Juříčková 6:10

Yeah.

Teacher C 6:29

How do we affect the nature as we go and how can we preserve the nature? And we also talk about how we...

Teacher C 6:39

how we look at and value nature. Has nature value in itself, or it's just a value for us to use? So it's about how you look at nature and what you think of it. That's part of the teaching there.

Teacher C 6:58

We also do the leave no trace.

Teacher C 7:04

rule in practise how not to leave in a trace when making a bonfire and so on.

Teacher C 7:11

So, we try to implement it as much as we can, and we try to affect the students to see.

Teacher C 7:21

how we can preserve, how we can work with preserving the nature, and what is good for nature.

Alžběta Juříčková 7:31

Yeah, thank you. What are the curriculum guidelines for ESD for your subjects at your school?

Teacher C 7:43

Well, I don't get to remember them in my head, but...

Alžběta Juříčková 7:50

If there are some, because for example, when I got this question for Tomášková, he said that there are almost none of them.

Teacher C 7:51

BP.

Teacher C 7:55

The.

Teacher C 7:59

Yeah.

Alžběta Juříčková 8:00

Uh, regard was talking about some, so if you know about at least one.

Alžběta Juříčková 8:09

Some guidelines.

Teacher C 8:09

No, in.

Teacher C 8:11

There are not any guidelines that I'm aware of in my teachings, but we...

Alžběta Juříčková 8:12

For the ESD.

Teacher C 8:19

not in the educational system, but on a national level, there are changing the way we think about nature by preserving more and more, but at the same time building more and more in nature. So

Teacher C 8:36

We try to adapt what the government says about how to preserve the nature into our curriculum, into our teaching and subjects, but there is no guidelines, as I'm aware of, that says something about this.

Alžběta Juříčková 8:51

Okay.

Alžběta Juříčková 8:54

And exactly you specifically in your classes, are you educating your students in ESD beyond that?

Alžběta Juříčková 9:05

like telling them something about the education for sustainable development. Are there something, some parts of the lessons?

Teacher C 9:19

Yeah, in some ways I would say it is. We tried to...

Teacher C 9:25

We use sometimes learning the students how to fix equipment and fix their own equipment and take care of the equipment so it lasts longer. We advise them to, when they are to buy new equipment, that to buy this kind of equipment because we know that this will last longer. So we...

Teacher C 9:46

We try to.

Teacher C 9:49

To implement it.

Teacher C 9:51

In some ways.

Alžběta Juříčková 9:55

Okay.

Alžběta Juříčková 9:58

Like, do you see, or in what extent do you see a connexion between Fieldslave and ESD?

Alžběta Juříčková 10:08

If you can just describe the connection.

Teacher C 10:13

Yeah.

Teacher C 10:17

There, there's been done some research that...

Teacher C 10:21

Those who are active in Nesvačilová usually are some of the worst person in the sustainable way, because they often buy the newest equipment, especially in Norway this is, and they often use their cart.

Teacher C 10:40

To get to the places they want to enjoy the nature, so we have a talk a little bit about how to avoid.

Teacher C 10:51

doing this so much, but one way is to help them with fixing the equipment and buying

the right equipment that lasts longer and to take collective transportation or to just start walking from where you want to go. And

Teacher C 11:11

And we also, when we go out on trips, we have to use car to get to one point. We either drive, we fill up one car before taking the next. So we try to make them...

Teacher C 11:25

We try to enlighten them in that way that we...

Teacher C 11:28

People that is found obviously of not some of the persons that doesn't think sustainable when they're doing their activity, but they want to be.

Teacher C 11:40

That matter.

Alžběta Juříčková 11:42

Yeah.

Alžběta Juříčková 11:43

Yeah.

Alžběta Juříčková 11:45

Um, and are you implementing ESD and free slip together in your classes?

Teacher C 11:53

Yes, we do. And a little bit the same response as in the last question. We try to make them aware how to do this.

Alžběta Juříčková 12:01

Yeah, it's, yeah.

Alžběta Juříčková 12:06

Yeah.

Alžběta Juříčková 12:10

I think probably one of the last question I have here is in what manner do you perceive potential in the joint implementation of these two topics?

Teacher C 12:26

Well, if there had been some more guidelines, and when we get guidelines, we also get resources to develop it. And that, I think for us, is a big step in the right direction. If I can put in the sustainable...

Teacher C 12:45

the word in the curricula more, like we can implement it both in previously as part of it and as of its own, to say so. We can have more time fixing the tense, for instance, so we don't have to send them back and forth. We can do it ourselves.

Teacher C 13:07

And we had talked a lot about this, but we haven't gotten any...

Teacher C 13:11

Any help from the management yet for doing this, but I think that it's a it's would be smart and important to integrate those two more.

Alžběta Juříčková 13:25

Yeah, and if you should say like one or two like things, what are strengths for Freud's live and some weaknesses for ESD as well for both?

Teacher C 13:41

Or, you have to repeat that one more time.

Alžběta Juříčková 13:43

Oh, sorry. Like, if you, yeah, we were talking about the education for sustainable

development, and then for your sleep, and now we were talking about the connection. And do you see like some strengths or weaknesses?

Teacher C 13:57

Yeah?

Alžběta Juříčková 14:03

When...

Alžběta Juříčková 14:06

You would like to put these two together and talk about it and using it more in your lessons?

Teacher C 14:13

Well, I pretty much see the positive effect of it. I can't see as much of the negative one, because probably that's the way I view nature and so on, but I think it would be really positive to

Alžběta Juříčková 14:20

Yeah.

Teacher C 14:32

To implement those two more and more, and especially make the students aware of.

Teacher C 14:39

or how they impact nature by their living.

Teacher C 14:44

and how they are buying new things instead of repairing and always wanting the "newest equipment, the best equipment and driving pretty far to go to that snow and to that climbing field or whatever they want to do. So trying to, if those were implemented, I think we could

Teacher C 15:05

Make the students more aware of how to how they impact lecture.

Teacher C 15:12

in a sustainable or non-sustainable way.

Alžběta Juříčková 15:17

And.

Alžběta Juříčková 15:19

Okay, thank you very much.

Teacher C 15:21

No problem.

Alžběta Juříčková 15:22

This is like everything from, like, from the question I got prepared for this short interview, so thank you very much.

Teacher C 15:36

You're happy, you're satisfied?

Alžběta Juříčková 15:38

Yeah, yeah, it's perfect.

Appendix D Informed consent to participate in an interview

Consent to Recording and Processing of Personal Data

I, Alžběta Juříčková, consent to the following:

- The interview conducted on was recorded via the Microsoft Teams platform.
- Automatic transcription was enabled within the Microsoft Teams platform during the interview. For the purpose of preparing a bachelor's thesis on the topic Nordic Friluftsliv and Education for Sustainable Development in Norwegian Schools: An Interview Study with Norwegian Teachers.

The author undertakes that:

- **The recording and transcript will be used exclusively for the aforementioned purpose.**
- **In the final text, all data will be anonymized so that the respondent cannot be identified.**
- **The original recording will be deleted no later than the thesis defense.**

I grant this consent voluntarily and acknowledge that I may revoke it at any time.

In on

..... (Respondent's name) (Respondent's signature)