Rachel Cogbill
18061737

Title of Dissertation

A mixed methods study exploring parents' perspectives on outdoor risky play in childhood.

Title of Award

BSc (Hons) Childhood Development

Student Name and Number

Rachel Cogbill – 18061737

Dissertation Supervisor

Dr Alexis Jones

Submission date

02/05/2022

Word count

10,000

Rachel Cogbill
18061737

University of South Wales
Prifysgol De Cymru

Faculty of Life Sciences and Education

School of Psychology & Therapeutic Studies

Plagiarism and Unfair Practice Declaration

2021-22

By submitting this assessment, I declare that this is my own work, and that the sources of information and material that I have used (including the internet) have been fully identified and properly acknowledged as required. Additionally, this work presented has not been submitted for any other assessment. I also understand that the faculty reserves the right to investigate allegations of plagiarism or unfair practice which, if proven, could result in a fail in this assessment and may affect my progress.

Student Number: 18061737

Signature: R.Cogbill

Date: 01/05/2022

Rachel Cogbill
18061737

Acknowledgements

There are a few people that I would like to thank as without their continued support and encouragement, the completion of this dissertation would not have been possible.

I would firstly like to thank my supervisor Dr Alexis Jones, for her continued support and guidance throughout writing this dissertation, and over the last 3 years. She has pushed and encouraged me, and always been available for a chat, which has been greatly appreciated. I would also like to thank Dr Klara Price, for never allowing me to feel like a nuisance with my constant emailing and self-doubts I have shared with her. She has been there for me, supporting my wellbeing, encouraging and reassuring me consistently throughout my time at university. As well as Jamie Torrance, who I would like to thank for all his help, support and guidance throughout drafting my ideas and questions for this dissertation.

I would also like to thank my family, for their continued support throughout the last 4 years, I would not have been able to do it without them. My friends Niamh and Charlotte, for always motivating me, not letting me slack, always making me laugh and making my university journey so much better! My partner Oliver, we began our university journeys together almost four years ago, which has felt extra special. He has been my biggest supporter, pushing me to be the best version of myself throughout.

A big thank you to everyone who participated in this research study, and my daughter Izzabella and nephews Bodhi and Forest, for their love of adventures and play, being my visual aids for this research project.

And lastly, a special thank you to my daughter, Izzabella. My inspiration, motivation and driving force always.

Rachel Cogbill
18061737

Abstract

Despite outdoor risky play being shown to have many benefits for children's development (Harper & Obee, 2020). It has been found that due to society becoming more risk averse, children do not have the opportunities to engage in this type of play that they need (Armitage, 2011). The aim of this research study was to explore parents' perspectives on the importance of outdoor risky play in childhood, with the research question being, 'What are parents' perspectives and feelings towards their children engaging in outdoor risky play?'. This research question was aimed to be answered by exploring what fears and barriers parents have, what benefits they believe risky play has, and whether there is a difference between mothers and fathers' perspectives. 41 parents participated in this research study, 31 being females and 10 males. The results found that there were no clear differences between mothers and fathers' perspectives, and that participants rated playing with/near fire the riskiest activity, and rough and tumble/play fighting the least risky activity. The results support the existing research, as although parents reported having fears and barriers, and their children needing to be supervised, they still understand the importance of this play, and the majority allow their children to engage in it.

Key words

Outdoor risky play, risky play activities, childhood, development, parents' perspectives.

Rachel Cogbill
18061737

Contents

Rachel Cogbill
18061737

1. Introduction

The term risky play usually refers to a specific type of play, which is often outdoors, adventurous, physically challenging and is both thrilling and exciting for children (Sandseter & Kennair, 2011). Brussoni et al. (2012) state that risky play is an umbrella term, that is used for a wide range of activities and interactions that children have, including climbing trees, walking home alone and building dens. Risky play is often reported to consist of six different categories including playing at great height, playing at great speed, playing near dangerous elements such as water and fire, playing with dangerous tools such as hammers and saws, playing where there is a chance of getting lost and rough and tumble play (Brussoni, Ishikawa, Brunelle & Herrington, 2017). There is a substantial amount of research that suggests that children engaging in these types of activities, can result in a wide range of benefits. Harper and Obee (2020) discussed in their paper how risky play can work as a protective factor for children. By supporting their wellbeing and mental health, as well as promoting the development of resilience, self-regulation, emotional expression and creativity skills. Risky play has also been found to support children's cognitive, social, physical and emotional development, as it encourages children to use critical thinking skills, risk management, promotes self-esteem and facilitates socialising interactions with others (Brussoni et al., 2021).

Harper (2017) states that for children to develop and evolve, they need to experience risks, as children are unable to learn how to walk and run, without first falling, tripping and experiencing failure. Taking risks during play is an important factor in children developing an understanding of the world around them, and encouraging them to explore their natural environment (Brussoni, Ishikawa, Brunelle & Herrington, 2017). Research has found that children have an evolutionary need, to be able to engage in unstructured, free, exploratory play opportunities (Spencer et al., 2021). Positive risk-taking experiences during outdoor play, have been found to be an important factor in promoting children's optimal development and health (Little, Sandseter & Wyver, 2012). With it also being found that playing in an outdoor environment offers special high quality play experiences, that are beneficial for children's development, that an indoor environment cannot offer (Spencer et al., 2021).

Due to the amount of research that suggests how beneficial playing in an outdoor environment is for children's development, forest and nature schools were introduced. Harper (2017) states how these schools are well known for their inclusion of outdoor play and risk taking in childhood. They are also well known for aiming to change societies unreasonable perceptions and beliefs surrounding risk taking during childhood. The amount of forest schools in the UK is steadily growing (Murphy, 2021) with mainstream schools also implementing outdoor learning experiences for their pupils, whether

that be outdoor classrooms or mindfulness walks (Gull, Bogunovich, Levenson Goldstein & Rosengarten, 2019; Mahfouz, 2018). But, despite this increase shift in children having experiences with the outdoors through education, such as forest schools, outdoor classrooms, etc. research shows that outdoor risky play overall, is rapidly declining. Research by Gray et al. (2015) found that children nowadays play outside for shorter durations and less frequently than their parents did. This has been found to be due to children's physical activities being more likely to take place indoors, in a structured and supervised environment, whereas their parents would have been more likely to engage in outdoor unstructured and unsupervised activities. Also, a systematic review by Brussoni et al. (2018) highlighted the importance of children's mobility, which refers to children being able to travel around their neighbourhood without parental supervision. Independent mobility is a type of outdoor risky play, which is important for the development of children's independence skills and risk management. This systematic review showed that there has been a decrease in children being able to engage in independent mobility over time. Data shows that in England 7–11-year-olds in 1971 who were able to travel to school alone was 86%, but in 1990 this decreased to 35%, and then in 2010 decreased again to 25%. It was also found in Australia that 12% of 8–12-year-olds were not able to go anywhere without their parents' supervision, and only 32% of children were able to independently travel to a range of less than one block.

Rachel Cogbill
18061737

2. Literature review

Despite research stating how important outdoor risky play is, and how beneficial it is for children's overall development, there has been a rapid decrease found in children having opportunities to engage in this type of play. This is because societies perspectives on children engaging in outdoor risky play poses a risk, as over time society has gradually become more risk averse, labelling anything that may be risky as negative, and encouraging children to avoid it at all costs (Armitage, 2011). Research by Brussoni, Olsen, Pike and Sleet (2012) state that too many restrictions on outdoor risky play, that prevent children engaging in it, can hinder their development. This is because limiting children's play can have a negative impact on their physical development, which can lead to obesity, and a negative impact on their wellbeing, resulting in potential mental health problems. Brussoni, Olsen, Pike and Sleet (2012) also discussed how it was discovered that through a lack of risky play opportunities, children were found to lack independent skills, and a decrease in perception, learning and judgement skills was found. There are many factors that influence children being unable to engage in this type of play, that will now be explored.

2.1. Lifestyles

A significant social trend that has been identified through research, is that children have a lack of contact with the natural environment and lack opportunities to engage in outdoor play. A cause of this has been said to be due to the growing number of children being raised in the city, parents' negative perspectives towards outdoor play and the media (Harper, 2017). In Whitebread, Basilio, Kuvalja and Verma's (2012) systematic review, they found that parents reported during a survey for one of the studies, that due to their hectic work schedules and general busy lifestyles, that they did not have enough time to spend playing with their children, to have high quality play interactions with their children or for their children to have high quality play time overall. Another study that was reviewed during this systematic review found that due to the increase in urbanised lifestyles, children do not have as much free time to spend playing as they used to. This was found to be because their lives are continuously heavily scheduled. Other research has also found this trend, where children's lifestyles and daily routines are more likely to be associated with sedentary indoor activities, than they used to be, resulting in children having less opportunities to play outdoors (Sandseter, Kleppe & Sando, 2020).

2.2. Cultural differences

Research by Lavrysen et al. (2017) outlines the importance of risky play activities being implemented into educational settings for children, to encourage opportunities to increase risk assessment, management and competence. This is because some countries such as Nordic countries, do not have

a cultural heritage of children spending time in nature, meaning that these children will not have the risky play opportunities that are needed for healthy development. This indicates the need for risky play opportunities to be implemented into settings that these children attend.

Whitebread, Basilio, Kuvalja and Verma (2012) reviewed multiple studies investigating the importance of risky play opportunities in childhood and found that different cultures have different views on childhood and play. These views were related to gender, religious beliefs and social structures. Some examples of what was found through the review of these studies were, that some cultures focus heavily on preparing children for their gender roles, for when they become adults, and do this through the toys that they provide the children with. For example, girls are provided with dolls, tea sets and pots and pans, whereas boys are provided with dangerous tools, and their play is more physically challenging. This prepares girls for motherhood and household chores, and boys for dangerous and physically challenging work. Another study that was reviewed found that in certain pre-industrial societies, children playing is tolerated by adults, but it is discouraged and thought of to be limited in value. It was found that in Yucatan, any type of play that was associated with fantasy or fiction, was believed to be the children telling lies, rather than them being thought to be using their imagination. But parents in these societies also believe that play can be used as a tool, to keep children busy until they become a certain age where they are of use to the family. These children are likely to play unsupervised, in environments that are not structured for children to play in, and not with manufactured toys suitable for children, but with natural objects that are available to them, such as sticks.

2.3. Educational settings

There is a growing body of literature suggesting that nurseries and mainstream schools have become too safe, too cautious and too risk averse for children (Harris, 2021). Nurseries and schools have been found to focus heavily on traditional education, and getting preschool children ‘school ready’, with it being a priority that children learn to read and write (Dyment & O'Connell, 2013). Due to this heavy focus, children often do not have enough time or access to playful experiences (Gull, Levenson-Goldstein & Rosengarten, 2020). With it often being said that school is where creativity goes to die (Suciu, 2014) due to the lack of playful and creative experiences children experience.

Interestingly, despite research indicating that children favour play opportunities in outdoor learning environments, and school/nursery staff understanding the importance of outdoor risky play in terms of children’s development, they are unable to facilitate these opportunities (McFarland & Laird, 2017). This has been found to be due to the general fear of children being injured, and health and safety measures. Research on outdoor preschools examined and observed children’s play

experiences in different zones of the preschool, including a manufactured, mixed and outdoor zone. This research found that the children preferred the outdoor and mixed zones, as they offered a more diverse spectrum of play opportunities, that were supportive of different types of learning styles. It was also found that the manufactured zone was perceived as predictable, unexciting and a tedious environment for the children (Zamani, 2016). The outdoor environment has been found to be more stimulating for children and can offer more natural learning experiences than an indoor environment can, such as allowing children to explore and feel rocks, feel the wind blowing and smell flowers (Norling & Sandberg, 2015). Research also shows that school staff understand the importance of the outdoor environment for children's learning. In a study by Norðdahl and Jóhannesson (2014) that was investigating Icelandic teachers views on using the outdoor space as a part of education, found that teachers reported that they were not afraid to take the children outdoors, and that they valued what opportunities the outdoors could bring for the children more than they feared the risk of injury. They also stated that they believed the outdoors had the potential to facilitate the children with opportunities to promote their health, courage and wellbeing and could enhance their learning and play.

2.4. Health and safety barriers

McFarland and Laird (2017) discuss in their paper, that due to an increasingly controlled and regulated society, health and safety concerns have resulted in a significant decrease in opportunities for children to participate in risky play activities, due to the potential risk of injury. Sandseter and Kennair (2011) state that due to this exaggerated health and safety focus on children's play, it has become problematic. This is because although things are becoming safer for children, attempting to avoid the risk of injury, they need to experience challenges and a variety of stimulation in order for them to develop normally and healthily. A systematic review by Whitebread, Basilio, Kuvalja and Verma (2012) found that society has become more risk averse over time, resulting in children spending more time playing indoors, being supervised more than ever before, or that children spend time playing in their private gardens and/or in parks that are specifically designed to be safe. This review found the general cause of this increase in risk aversity to be because of urbanised societies. This is because these societies are more likely to view the natural environment as dangerous and not appropriate for children to play in and explore, which has resulted in safe environments such as parks and playgrounds being created. Cetken-Aktas and Sevimli-Celik (2021) state that ironically the implementation of risk-free environments, or safe spaces for children to play in, have been found to lead to children engaging in more dangerous activities, as they are seeking risks and challenges, which has resulted in more interventions and monitoring being implemented to keep children safe.

Health and safety policies and measures that have been implemented into educational settings are also acting as a barrier to children engaging in risky play. As already discussed in the education settings section of this literature review, school and nursery staff understand the benefits of children engaging in outdoor risky play, but due to these health and safety measures they are unable to facilitate these play opportunities. An example of an outdoor risky play opportunity is tree climbing. Despite tree climbing being associated with supporting resilience, and having a positive impact on children's overall development, many schools do not allow it, due to the risk of injury (Gull, Levenson-Goldstein & Rosengarten, 2016). Some schools, such as forest schools, have tree climbing policies that explain the benefits of tree climbing and how it can be done safely, step by step (Stocks Wood Outdoor Centre, 2022). But it has been found that a substantial number of schools, parks, summer camps, cemeteries, home-owner associations, etc. have a 'no tree climbing' policy (Gull, Levenson-Goldstein & Rosengarten, 2016).

2.5. Parents perspectives

Parental fears regarding external fears, have been found to have a strong influence on children either being able to engage in outdoor risky play activities, or not able to engage in them, with worries and fears including traffic safety concerns, children being near strangers, fears of children seriously harming themselves and children's independent mobility posing too much of a risk (Brussoni et al., 2018). Karaca (2020) states that although parents reported understanding the benefits of outdoor risky play, they discussed how they rarely provided opportunities for their children to engage in these activities. This was found to be because it is more convenient for them to direct their children to watch TV, use a computer, etc. than it is to encourage and facilitate risk taking opportunities. Research by Brussoni et al. (2021) explored parental fears and attitudes, especially mothers, towards children engaging in risky play during childhood, and found that parents had reported having fears of traffic abduction and serious injury, as well as them having the belief that children spending too much time outdoors has minimal value to academic achievement. Is has also been found that there is a certain parenting trend, which is mostly common among middle class parents, where academic achievement is prioritised, and that these parents are more likely to engage in 'concerted cultivation', enrolling their children in multiple extra-curricular activities, which results in the children not having much free time for unstructured play opportunities (Gray et al., 2015). Another paper by Brauer, Giles and Brussoni (2021) also explored parents' perspectives on risky play, and found that parents experienced barriers that were induced by fear, which included a fear of children being in too close proximity to cars and strangers, with parents also stating that they felt outdoor risky play should not result in serious injuries, but they understood that their children engaging in this type of play, can teach valuable skills, such as how to manage and assess risks.

Interestingly, a study by Cevher-Kalburan and Ivrendi (2015) found that although their sample consisted of less fathers than mothers, the results showed that mothers were more likely to consider risky play-based activities as inappropriate, when they were compared to fathers. The study also found that mothers were unsupportive of risky play, whereas fathers were more likely to engage in rough and tumble play, and physical play with their children. The discussion of these results suggested that mothers' unsupportive feelings towards risky play were induced by social pressures, as other studies have found that mothers are pressured by their social environment to keep their children safe and protect them, which in turn encourages them to feel reluctant to allow their children to engage in risky play opportunities that offer them developmental benefits. Another study by Creighton, Brussoni, Oliffe and Olsen (2014) that investigated fathers' perspectives on play, found that fathers who participated in the study strongly understood that risk taking is beneficial to promote development, self-efficacy and confidence, but the activities in which they discussed as being risky play activities were all very well supervised and organised, such as skating and swimming in community centres and playing in public parks. This was due to the concern of stranger danger, resulting in tighter supervision on the children. Bauer and Giles (2018) also conducted research on fathers, specifically single, stay-at-home and gay fathers, which explored their perspectives on outdoor risky play. They stated that fathers have an important role in introducing their children to risky situations and activities, and that fathers have been found to be more likely to encourage their children to take risks, when compared to mothers. This study found that fathers understood the importance of outdoor risky play, stating that it facilitates unique learning opportunities, and that it should be encouraged, but they discussed how they would always protect and supervise their children, whilst enforcing limits for their children.

There are many factors adding to the decrease in children's opportunities to engage in outdoor risky play, that have been discussed throughout this literature review. A reoccurring factor, that ties in with a lot of the other factors and reasons behind this decline in outdoor risky play is parents. As stated by McFarland and Laird (2020) adults work as a gatekeeper of nature based risky play opportunities for children, with them either restricting or promoting these experiences. This means that the adults surrounding the child, such as early years practitioners, teachers and most importantly parents, have an important role, as they are the individuals who can influence and promote children's experiences and interactions with risky play and the outside world (Lavrysen et al., 2017). Parents have been known to have the most influence over their children's education, and lives (Ceka & Murati, 2016) meaning that their attitudes and perspectives of different interactions and experiences children have, are the most important. This highlights the importance of this current research study, as it is important to understand parents' perspectives on outdoor risky play, as they are who will encourage

or discourage outdoor risky play. This literature review shows different factors that have been found to be causing the decrease in outdoor risky play, which have been majorly influenced by health and safety concerns and society, leading to heightened safety restrictions being implemented in schools and nurseries. But despite this, parents still can facilitate opportunities for children to engage in outdoor risky play, dependent on their cultural views, fears and barriers, lifestyles, and overall attitudes.

3. Current study

This current research project is a mixed methods study, which consists of qualitative and quantitative data. This data was collected through an online survey, created on Jisc (2022). The aim of this study is to explore parents' perspectives and feelings regarding their children engaging in outdoor risky play. It also aims to add to the existing body of literature and research that has already been conducted on this topic. An identified gap in the research was, that there are limited research studies examining whether there are any differences between mothers and fathers' perspectives on outdoor risky play. This is due to most of the research being aimed at mothers' perspectives. A study by Cevher-Kalburan and Iverndi (2015) found that fathers were more accepting of risky play activities, and that they were more likely to engage in rough and tumble play with their children, than mothers were. Due to this finding, this current study aims to further this research, by investigating whether there are any differences between mothers and fathers' perspectives.

Another identified gap in the research was that there are limited research studies that have used images as a part of their methodology. This current research study has included images as a part of the methodology, as the use of images has been found to help and encourage individuals to visualise things/scenarios better (Parkinson, 2012). This is designed to encourage the participants to visualise their own children engaging in the risky play activities, aiming for them to provide more personal and honest responses. These images will help to compare whether the participants were more likely to report that they would allow their child/children to engage in the risky play activities demonstrated in the images (playing near fire, playing in water, etc.) than the activities that are unsupervised (playing outdoors, playing in the street on a bike, etc. unsupervised). It was hypothesised that the participants would be more likely to allow their children to engage in the photographed activities, than the ones that were stated to be unsupervised. This is because research suggests that the general fears parents have regarding risky play, surround car safety issues, stranger danger, serious injury and the risk of getting lost (Brussoni et at., 2021). Although the risky play activities demonstrated in the images provided within the survey pose a risk of physical harm, they have the potential to be done in a safe and supervised manor (i.e.., children playing near a controlled fire/children playing in a supervised swimming pool), whereas playing unsupervised outdoors and in the street cannot be done supervised.

The research question of this current research project is 'What are parents' perspectives and feelings towards their children engaging in outdoor risky play?'. To answer this overarching research question, more specific research questions were asked, including:

Rachel Cogbill
18061737

- Are there any differences between mothers and fathers' perspectives and feelings towards their children engaging in outdoor risky play?
- Do parents understand the benefits outdoor risky play has on children's development?
- Do parents have any fears regarding their children engaging in outdoor risky play?
- What types of risky play activities do they allow their children to engage in?
- Which type of risky play activity will they score the riskiest?
- What are the implications of this research?

Rachel Cogbill
18061737

4. Methodology

4.1. Design

The design of this current research project is a survey-based study, which consisted of a convenience sample. The project is a mixed methods study, as both qualitative and quantitative data has been collected, and will be used throughout the results section. The qualitative data will be analysed using thematic analysis (Braun & Clarke, 2013) and the quantitative data being analysed using IBM SPSS, using an unrelated t-test and a one-way repeated measures ANOVA test.

4.2. Participants and recruitment

The inclusion criteria for the participants to partake in this research study, was that they needed to be over the age of 18, be parents of children aged 0-8 years old and live in the UK. This was because research by Schoepp et al. (2015) discovered that when children reach the age of 8 years old, parents become more likely to allow them to be more independent and unsupervised, due to them beginning to understand their child's cognitive and physical abilities.

Participants were recruited through convenience sampling, which is a common sampling method used, as it is convenient for researchers (Farrokhi & Mahmoudi-Hamidabad, 2012). The online survey was advertised across social media platforms such as Facebook, Twitter, Instagram and on parenting groups and school parent-teacher association (PTA) groups that were on Facebook, inviting parents who met the inclusion criteria to participate in this research study. A total of 41 participants participated in this research study, by completing the online survey. Their demographic information is presented in the below tables.

Gender	Number	Percentage %
Female	31	75.6%
Male	10	24.4%

Age	Number	Percentage %
18-24	11	26.8%
25-34	16	39%
35-44	10	24%
45+	4	9.8%

Level of education	Number	Percentage %
GCSE level	8	19.5%
NVQ/Level 3	11	26.8%
University educated	22	53.7%

Number of children participants have	Number	Percentage %
1 child	14	34.15%
2 children	20	48.78%
3 children	4	9.75%
4 or more children	3	7.32%

The participants also disclosed their children's ages and genders. 42% (n=23) of these children were female, and 57.41% (n=31) were male. Due to an error made on the online survey, participants were only able to state if they had one female child, and one male child, rather than being given the option to state if they had more than one female child, or more than one male child. This error will be addressed further in the limitations section, as due to this some of the children's genders cannot be determined. But due to the nature of this present study, and the research question and aims, this error will not affect the results.

Participants also stated their children's ages, with 2.70% (n=2) being under 1, 6.76% (n=5) being 1 years old, 17.57% (n=13) being 2-year-olds, 8.11% (n=6) being 3-year-olds, 8.11% (n=6) being 4-year-olds, 5.41% (n=4) being 5-year-olds, 13.51% (n=10) being 6 years old, 6.76% (n=5) being 7 years old and 8.11% (n=6) being 8 years old.

22.9% (n=17) of the children were over the age of 8. These children were included in the data collection, as they are siblings to the children aged 0-8 years old. But as they do not fit the inclusion criteria (as they are over the age of 8) any information throughout the survey regarding these children, will not be included in the results section.

4.3. Materials

The materials and instruments used to complete this research project were access to an electronic device, the internet and Jisc Online Surveys (2022). As well as access to social media platforms to

advertise the present study. An online survey was used to reach a wider audience (Bernstein, Bakshy, Burke & Karrer, 2013). Images were also used within the online survey, acting as visual aids, of children engaging in different risky play activities. These images were taken by the researcher, and verbal consent from the children's parents was obtained.

The online survey began by asking the participants six demographic questions (see appendices 3). These questions included asking participants their gender, age, highest level of education, how many children they have, how old their children are, and their children's ages. Following this, a definition of outdoor risky play was provided, to ensure participants understood what was meant by the term 'outdoor risky play'.

There were then six questions, that included six images of children engaging in different types of risky play (see appendices 3). These activities were playing in/near water, playing with/near fire, playing at great height, playing with dangerous tools, playing hide and seek/playing with the risk of getting lost and rough and tumble play/play fighting. Sando, Kleppe and Sandseter (2021) categorised risky play into eight different activities; rough and tumble play, playing near dangerous elements (water and fire), playing with impact (crashing into things), vicarious play (watching other children engage in risky play), playing with dangerous tools (hammer and saw), playing at great speed, playing at great height and playing with the chance of getting lost. The activities demonstrated in the visual aids were taken from this list, but play at high speed, play with impact and vicarious play were not easily demonstrated in the images, so were not included. Participants were provided with a scale, asking them to rate how risky they felt each activity was (not at all risky, risky, neutral, moderately risky and very risky). They were also asked if they would allow their child/children to engage in this type of activity, and to explain why. By adding the images to the survey and asking the follow up questions, it was aimed a more meaningful insight into the parents' perspectives would be provided. As Parkinson (2012) states that the use of images can help individuals visualise things/scenarios better, it was aimed that the participants would visualise their children engaging in these activities.

The survey ended with three additional questions, which were asking whether they allow their children to play unsupervised outdoors and why, whether they allow their children to play unsupervised in the street (playing with friends, playing football, etc.) and why, and lastly whether they have any fears concerning their children engaging in outdoor risky play, and why. These last three questions were asked, to explore whether the participants were more likely to report that they would allow their children to engage in the risky play activities that the visual aids demonstrated, than reporting that they would allow their children to play unsupervised outdoors or in the street.

This is because the activities demonstrated in the images, can potentially be done in a safe and supervised environment (i.e., playing near a controlled fire, playing in a supervised swimming pool), whereas playing unsupervised outdoors means the children would be unsupervised. This is because research states that parents are more likely to allow their children to engage in risky play, in a safe and controlled environment (McFarland & Laird, 2018). The last question was asked to explore what fears parents may have, or barriers they face when it comes to outdoor risky play.

4.4. Measures

Unrelated t-test

An unrelated t-test was used via IBM SPSS, with the aim to explore whether there was a significance between how the male and female participants scored on the risky play activities scale (questions 1-6). This was an appropriate statistical test to use, to determine whether there was significant difference of not, as unrelated t-tests are used to compare the means of two independent groups and investigate whether there is a significant difference between them (Gerald, 2018).

ANOVA

A one-way repeated measures ANOVA test was also used, to investigate whether there was a significant difference between how risky the participants scored the risky play activities (questions 1-6). This was also an appropriate test to use, as it is used to compare the mean of usually three or more groups, to look at whether there is a statistical significance between the groups (Bakdash & Marusich, 2017).

Thematic analysis

Thematic analysis (Braun & Clarke, 2013) was used to analyse the qualitative data that was collected through the online survey. Thematic analysis has been found to be an appropriate and successful way to analyse data, and to determine the relationship between variables (Alhojailan, 2012). A thematic analysis table was created, to present the themes that were found throughout the participants response.

4.5. Procedure and ethical considerations

Following ethical approval being granted by the University of South Wales ethics committee, verbal consent was obtained from the parents of the children who featured in the visual aids within the survey. The survey was then created on Jisc (2022) and distributed across social media platforms including Facebook, Twitter and Instagram, with an invitation to partake in the study. The invitation invited individuals who met the inclusion criteria (being parents over the age of 18, living in the UK and having children aged 0-8 years old) to participate. When participants accessed the link to the

survey, they were provided with an information sheet (see appendix 1) which fully informed them of what the study was, why it was being conducted, their involvement and right to withdraw. They were then provided with a consent form (see appendix 2) which included six statements and asked them to click next if they consented to participate in the study. Following this, participants were asked to create a unique personal identifying code (Garcia, 2022). This code was created so that if participants wished to withdraw after submitting their responses, they could do so by emailing the researcher and providing this code. They then completed the survey questions. Once the participants had completed the survey, they were then provided with a debrief sheet (see appendix 4) which reiterated their right to withdraw. After this, the data was analysed. Firstly, the two statistical tests were used to analyse the quantitative data, and then the qualitative data was analysed using thematic analysis (Braun & Clarke, 2013).

All the information that was collected through the survey was stored securely through Jisc Online Surveys (2022). When the data is transferred across to AWS within Jisc, where it is stored, it is transferred safely and encrypted. The data has also been kept on a password protected laptop. To ensure participant anonymity, any names that were mentioned throughout the survey have been removed when the data was analysed, and all the data will be appropriately terminated after the submission of this project. Also, a slight risk of emotional distress was identified whilst completing the online survey, if for example a participant had a negative experience related to outdoor risky play. This risk was clearly disclosed to the participants through the information sheet, and they were advised not participate if they had had a negative experience. The information sheet and debrief sheet also had links to the Mind (2022) website page, that participants could access, that discussed traumatic events and had support and guidance available.

5. Results

5.1. Unrelated t-test analysis

An unrelated t-test was conducted, using IBM SPSS, to explore whether there was a significant difference between the male and female participants responses to survey questions 1-6 (see appendix 8).

Question 1: Playing in/near water

The results (see appendix 9) show that, equal variance is not assumed for Q1, as (F=0.54). On average males rated Q1 2.8 on a scale from 1-6 (m=2.8, sd=1.14) and on average females rated Q1 2.9 (m=2.9, sd=1.2). Despite the mean difference of 1.4, these results are not considered statistically significant (t=.33, df=15.47, p=.748, two-tailed).

Question 2: Playing with/near fire

On average males rated Q2 4.4 on a scale from 1-6 (m=4.4, sd=.97) and on average females rated Q2 3.74 (m=3.74, sd=1.39). Despite the mean difference of .66, these results are not considered statistically significant (t=1.46, df=39, p=.154, two-tailed).

Question 3: Playing with/using dangerous tools

On average males rated Q3 4.1 on a scale from 1-6 (m=4.1, sd=.86) and on average females rated Q3 3.5 (m=3.5, sd=1.09). Despite the mean difference of .65, these results are not considered statistically significant (t=1.70, df=39, p=0.96, two tailed).

Question 4: Playing at great height

On average males rated Q4 3.8 on a scale from 1-6 (m=3.8, sd=1.03) and on average females rated Q4 3.4 (m=3.4, sd=1.26). Despite the mean difference of .41, these results are not considered statistically significant (t=.94, df=39, p=.353, two-tailed).

Question 5: Rough and tumble/play fighting

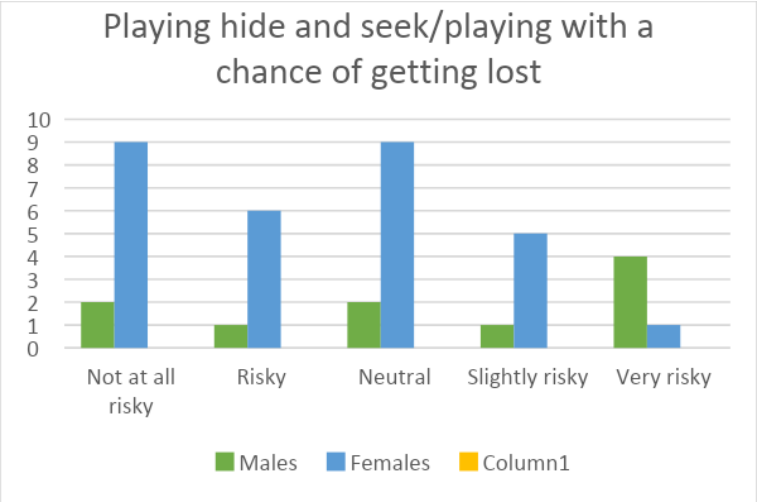
On average males rated Q5 2.1 on a scale from 1-6 (m=2.1, sd=.99) and on average females rated Q5 2.3 (m=2.3, 1.19). Despite the mean difference of .19, these results are not considered statistically significant (t=.46, df=39, p=.651, two-tailed).

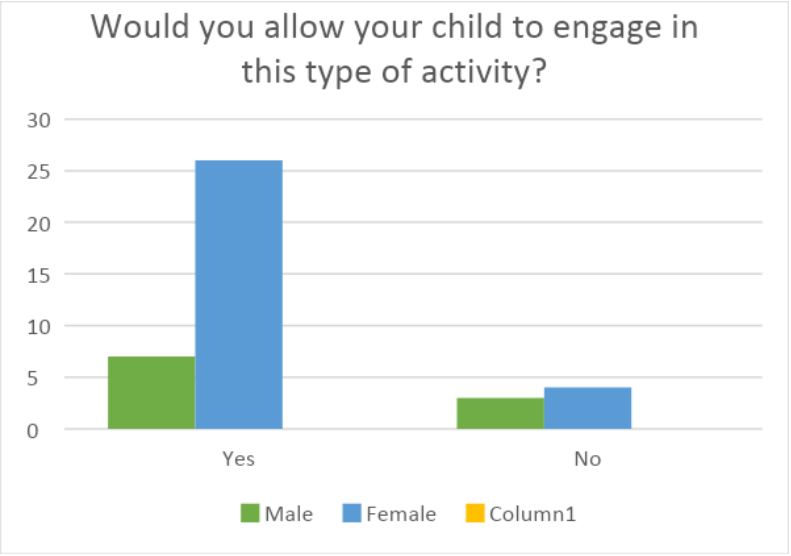
Question 6: Playing hide and seek/playing with a risk of getting lost

On average males rated Q6 3.4 on a scale from 1-6 (m=3.4, sd=1.6) and females rated Q6 2.3 (m=2.3, sd=1.30) with the mean difference of 1.08. These results are considered statistically significant (t=2.13, df=39, p<.039, two tailed).

Rachel Cogbill
18061737

The t-test results show that there were no significant differences between how the male and female participants scored questions 1-5, but there was a significant difference of how they scored question 6. This can also be seen in the figure below.





5.2. One-way repeated measures ANOVA analysis

A one-way repeated measures ANOVA test was conducted, again using IBM SPSS, to investigate whether there was a significance between how the participants scored each risky play activity questions 1-6 (see appendix 9). There was a significant difference found between how the questions were answered (Wilks' Lambda=.34, f=13.82, p<.001, multivariate partial eta squared=.66).

A pairwise comparisons test indicated that there was a significant difference between the risk level ratings between questions. Q2: Playing with/near fire showed significance for 'slightly risky' (md=1.66, p<.001) and 'very risky' (md=1.37, p<.001). This shows that Q2: Playing with/near fire was rated the riskiest activity. Q3: Dangerous tools showed significance for 'slightly risky' (md=1.37, p<.001) showing that Q3 was rated the most as 'slightly risky', and Q5: Play fighting showed significance for 'risky' (md=1.32, p<.001) and 'neutral' (md=1.37, p<.001) showing that Q5 as rated the least risky activity.

Overall, these results show that playing with/near fire was rated the riskiest, playing with dangerous tools was rated the most as 'slightly risky', and play fighting was rated the least risky activity. This can also be seen in the figure below.

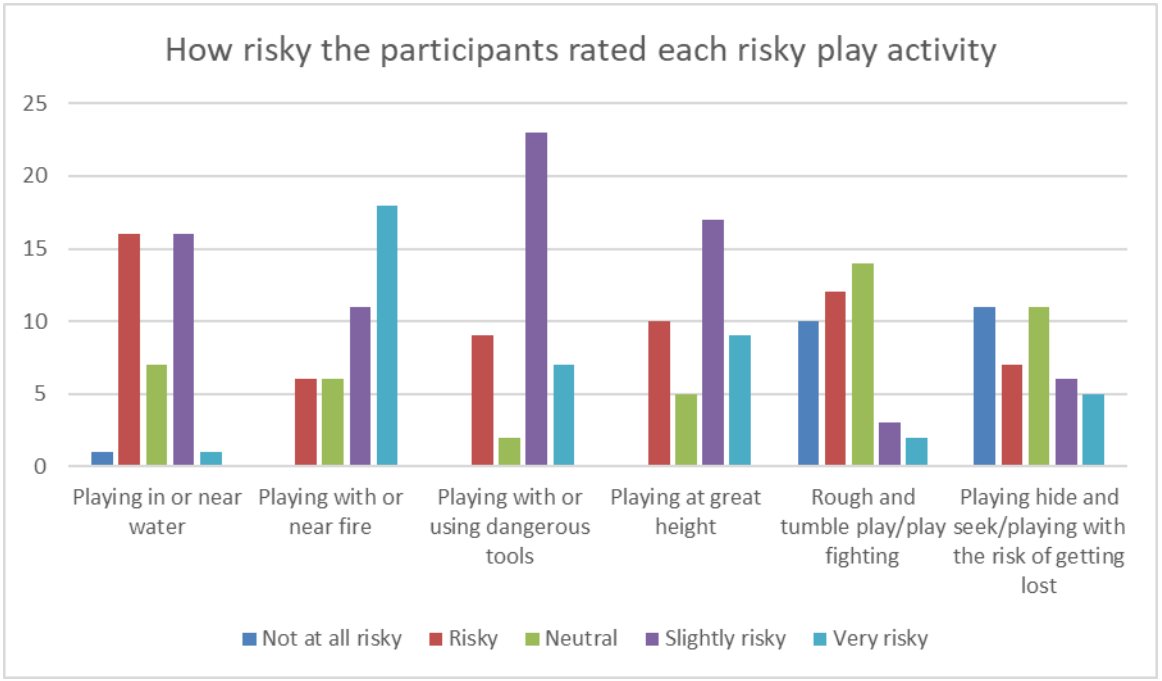
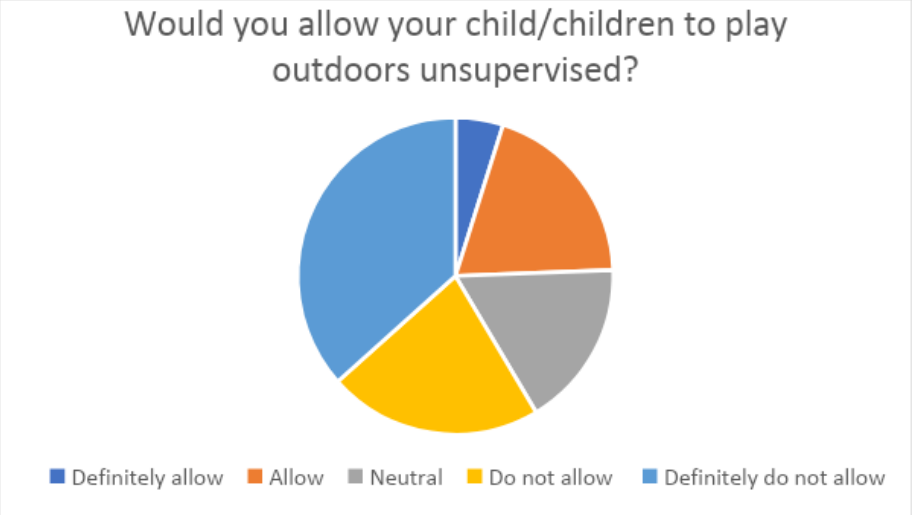


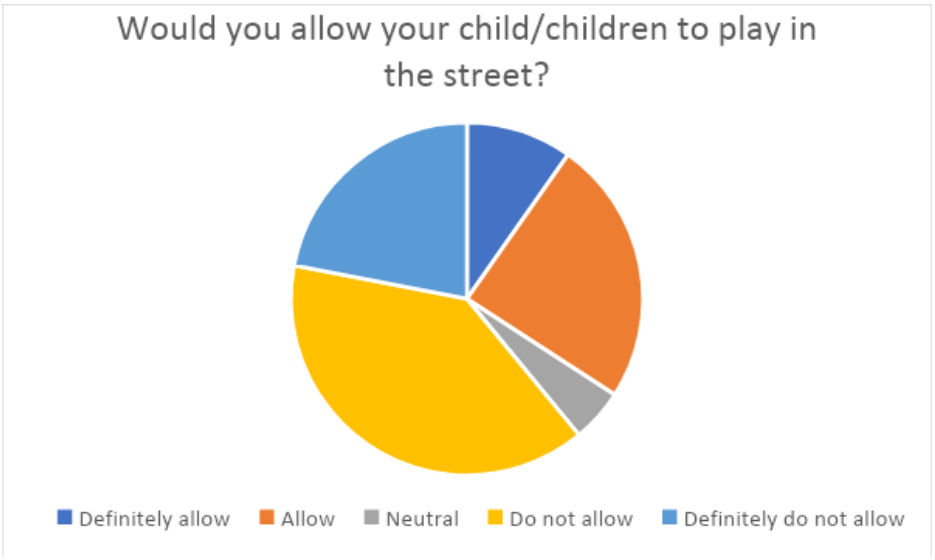
Figure 3: How risky participants scored the play activities

5.3. Frequencies

For question 16 and 17, participants were asked whether they would allow their child/children to play outdoors unsupervised, and would they allow their child/children to play in the street unsupervised. The results (see appendix 11) show that for Q16, 4.9% (n=2) said 'definitely allow', 19.5% (n=8) said 'allow', 17.1% (n=7) said 'neutral', 22% (n=9) said 'do not allow', 36.6% (n=15) said 'definitely do not allow'. This can be seen in the pie chart below.



For Q17 which was playing in the street unsupervised, the results (see appendix 13) show that 9.8% (n=4) said 'definitely allow', 24.4% (n=10) said 'allow', 4.9% (n=2) said 'neutral', 39% (n=16) said 'do not allow' and 22% (n=9) said 'definitely do not allow'. This can be seen in the pie chart below.



5.4. Thematic analysis results

The results following conducting a thematic analysis (Braun & Clarke, 2013) using the qualitative data collected through the survey, will be presented throughout this section. A total of five themes were identified in total and were separated into two larger themes (see appendices 14 and 15). These two larger themes were parental fears and barriers and parents understanding the benefits of outdoor risky play. The themes identified for parental fears and barriers were independent child factors, fears

of injury and external factors, and the themes found for parents understanding of the benefits were benefits for children's development and skills and encouraging children to explore.

5.4.1. Parental fears and barriers

Theme	Sub-theme	Quote
Independent child factors	Self-awareness	"*I do not allow my child to play outdoors unsupervised as he doesn't have the greatest understatement/awareness of what risks comes to playing outdoors alone."* (Participant 3).
	Age dependent	*"He is 2, maybe when he is older and able to understand."* (Participant 4).
	Individual needs	*"My sons age and developmental needs. My son is autistic and the other is 1 therefore it is not appropriate."* (Participant 8).
Fears of injury	Drowning	"The risk of drowning" (Participant 35).
	Risk of disease	*"Risk of injury and disease from foreign"* (Participant 39).
	Animal dangers	*"I live in a flat and strangers walk around outside with their dogs.. I don't want my kids going outside and getting butten by a dog that should be on a lead or falling into the duck pond or getting into the field with the animals and getting trampled by a cow... lots of things could happen and when they are old enough and understand a bit more about danger they can go out unsupervised but until that day... Nope."* (Participant 31).
	Poisonous plants	*"I encourage my child to explore the outdoors and engage it slight risky play, but only if it is safe for him to do so and he is supervised at all times. Some fears I have include my son falling and injuring himself, coming into contact with something that may bring him harm i.e poisonous plant/wild animals etc."* (Participant 3).
	Risk of burning	*"Playing near an open flame, risk of being burnt."* (Participant 10).

	Risk of falling	"*Playing unsupervised or if he runs ahead, especially at the beach near the rock pools. He can easily fall over and get an injury in the wet, stoney and slimey areas."* (Participant 40).
External factors	Car danger	*"It's all about cars giant murder machines speeding along residential streets. It's so sad and catastrophic for children's well-being but no one cares!"* (Participant 18).
	Getting lost	*"My kids getting lost"* (Participant 34).
	Stranger danger	*"My biggest concern is kidnapping. I also don't want my child to get hurt and try and teach her how to be safe and support her when there is danger."* (Participant 41).
	Environment	*"I always prefer to supervise if the place of play is somewhere unfamiliar/something she's not done before, however playing in the house/garden/places we've visited several times I think is fine as she's well aware of the certain risks and knows the consequences of not being cautious within those places."* (Participant 11).

Independent child factors

The first identified theme was independent child factors, that were specific to an individual child. Many participants reported barriers to allowing their children to engage in outdoor risky play, were age dependent and due to individual needs and the child's lack of self-awareness. The participants

discussed how they would allow their children to partake in specific activities when they are older or would not allow them to due to individual needs such as diabetes.

> *"He is 2, maybe when he is older and able to understand."* (Participant 4).
>
> *"Daughter is only 8 and diabetic so always with me but I want her to stay safe."* (Participant 9).
>
> *"I do not allow my child to play outdoors unsupervised as he doesn't have the greatest understatement/awareness of what risks comes to playing outdoors alone."* (Participant 3).

Fears of injury

Most participants, both male and female, disclosed that they had fears surrounding injury, when it comes to allowing their children to engage in outdoor risky play. These injuries included the risk of drowning, risk of disease, animal dangers, encountering poisonous plants, the risk of burning and risk of falling.

> *"I live in a flat and strangers walk around outside with their dogs.. I don't want my kids going outside and getting butten by a dog that should be on a lead or falling into the duck pond or getting into the field with the animals and getting trampled by a cow... lots of things could happen and when they are old enough and understand a bit more about danger they can go out unsupervised but until that day... Nope."* (Participant 31).
>
> *"Mainly injury related, and worst case scenario something catastrophic happens. I have had to learn to allow them some freedom to judge their own capabilities, but under a watchful eye."* (Participant 16).
>
> *"I encourage my child to explore the outdoors and engage it slight risky play, but only if it is safe for him to do so and he is supervised at all times. Some fears I have include my son falling and injuring himself, coming into contact with something that may bring him harm i.e poisonous plant/wild animals etc."* (Participant 3).

External factors

External factors were also a theme that was identified through both male and female participants responses. Participants discussed how they feared their children getting lost, encountering strangers and being worried about car dangers, as well as the environment being a barrier to encouraging outdoor risky play.

"I think cars is my biggest fear, there is such a high chance of getting run over if they are out playing in the street. Also abduction, falling and hurting themselves, getting lost." (Participant 37).

"I have a lot of fears surrounding stranger danger, my kids getting lost and car danger. I am always happy for them to try new things and explore the outdoors but as long as it's in a safe and supervised environment." (Participant 34).

"It's not the play aspect I'm concerned about as such, but the risk of other harms - "stranger danger", speeding traffic, simply getting lost etc." (Participant 28).

"I always prefer to supervise if the place of play is somewhere unfamiliar/something she's not done before, however playing in the house/garden/places we've visited several times I think is fine as she's well aware of the certain risks and knows the consequences of not being cautious within those places." (Participant 11).

5.4.2. Parents understanding of the benefits outdoor risky play has for children's development

Theme	Sub-theme	Quotes
Beneficial for children's development and skills	Physical development	*"Because he is learning balance, fine and gross motor skills and furthering his understanding"* (Participant 8).

	Confidence	*"Encourages them to be brave and they will gain confidence"* (Participant 33).
	Development of boundaries	*"Important to learn boundaries."* (Participant 4).
	Independence	*"Some risky play is important for them to learn about consequences, learn how to do things and learn how to be independent."* (Participant 22).
	Risk assessment	*"I think it's important for children's development because they can learn how to assess dangers and risks."* (Participant 34).
	Understanding	*"Great for knowledge and understanding of the world."* (Participant 2).
	Key skills	*"An immersive range of skills, social and emotional skills."* (Participant 27).
Encourages children to explore	Sensory	*"Sensory activities such as playing in water are beneficial for children."* (Participant 20).
	Explore the natural environment	*"I also feel it's very important for children to explore the outdoors*." (Participant 3).
	Textures	*"Allow him to feel how the rocks and water feel underneath his feet, to explore and learn how to react in shallow water and with different textures under his feet."* (Participant 36).
	Fun	*"It's fun and I loved doing it as a kid"* (Participant 19).

Beneficial for children's development and skills

Most of the participants understood the benefits that outdoor risky play has for children's development. They discussed how they felt outdoor risky play was important for children's physical development, the development of confidence, boundaries and independence, as well as encouraging them to risk assess situations, have a good understanding of risks and learn key skills.

> *"It allows them to explore the outdoors which I feel is very important. It also gives parents the chance to show/tell the children of the benefits of outdoor risky play and also the dangers/risks that may come with it, therefore, leading to the children having an improved understanding and awareness of risky play in the outdoors."* (Participant 3).

> *"It's important for children to spend time outside anyway, but I think it's good for them to learn boundaries, assess risks without adults being too involved, also teaches them limits of the natural environment like my boys know not to go too deep into the sea as there is a risk of drowning or being pulled out by the current."* (Participant 37).

> *"Engaging in risky play allows children to learn that they are capable of taking on challenges and can overcome adversity. Each time my child engages in risky play I tell them that they are brave and take the opportunity to teach them how to be safe."* (Participant 41).

Encourages children to explore

The theme was also identified through most of the participants responses, where they discussed how outdoor risky play can encourage children to explore. They reported how they felt risky play encourages children to have fun and explore the natural environment, as well as risky play facilitating sensory activities and encouraging children to explore textures.

> *"Allow him to feel how the rocks and water feel underneath his feet, to explore and learn how to react in shallow water and with different textures under his feet."* (Participant 36).

> *"Sensory activities such as playing in water are beneficial for children."* (Participant 20).

6. Discussion

The aim of this research study was to explore parents' perspectives on outdoor risky play in childhood. This research topic is important to investigate, as the research reviewed throughout the literature review showed, that there has been a decrease in children having opportunities to engage in this type of play (Armitage, 2011). With it being found that a lack of risky play opportunities can

have a negative impact on children's development and wellbeing (Brussoni, Olsen, Pike & Sleet, 2012). This current research study aimed to add to the existing research on this topic, with the overarching research question being 'What are parents' perspectives and feelings towards their children engaging in outdoor risky play?'. With the aim to answer this overarching research question, more specific questions were asked, which consisted of investigating whether there were any differences between the male and female participants responses, exploring whether parents understand the benefits of outdoor risky play, what fears and barriers they have, what activities they allow their children to engage in, and what type of risky play activity they felt was the riskiest. It is important to ask parents what their perspectives and fears regarding outdoor risky play are, as already mentioned in the literature review, Lavrysen et al. (2017) discuss how due to societies perception of risk, and the increase in health and safety measures, parents play an important role in ensuring that they provide and facilitate outdoor risky play opportunities for their children. This means that their attitudes towards outdoor risky play are the most important. The findings of this current study will now be presented and discussed throughout this section.

The hypothesis of this research study was, that the participants would be more likely to report that they would allow their children to engage in the risky play activities, that were demonstrated in the photographs provided throughout the survey, than allowing them to play unsupervised outdoors or in the street. This was because the risky activities that were demonstrated in the images, had the potential to be done in a safe way. Such as children playing in a supervised swimming pool, playing hide and seek indoors. Whereas playing unsupervised outdoors or in the street, specifically used the word 'unsupervised'. The results from the data collection support this hypothesis, as most of the participants reported that they would allow their children to engage in the risky play activities, that were demonstrated in the images. But most of the participants reported that they 'definitely do not allow' their children to play outdoors unsupervised, and 'do not allow' their children to play unsupervised in the street. These results correlate with the existing research, as a study by Jelleyman, McPhee, Brussoni, Bundy and Duncan (2019) found that parents reported allowing their children to participate in risky play activities, such as messy play, rough and tumble play, climbing trees and using adult tools. But the parents stated that they would not allow their children to play unsupervised outside or roam the neighbourhood unsupervised. Bauer and Giles (2018) found similar results, where parents discussed that they allow their children to engage in risky play activities, as long as they are in a safe, well supervised and child friendly environment.

The results from the unrelated t-test showed that there was no statistical significance between how the male and female participants rated questions 1-5. But the test did show statistical significance

between how the male and female participants rated question 6, which was 'playing hide and seek/playing with the risk of getting lost'. The results for question 6 showed that although there were fewer male participants than females, males were more likely to rate question 6 riskier than females. Even though more than half of the male participants reported that they would allow their children to engage in this type of activity, the majority stated that they would allow them to only if it was in a safe and supervised environment. For example, Participant 3 stated *'I would play hide and seek with my child so long as it is in a safe place where they cannot escape, such as a home or in a park with fencing etc.'* Participant 34 stated something similar, *'Yes, but only indoors. Outdoors poses too many risks of them getting lost/wandering off.'* These results are interesting, as although most of the males stated that they would allow their child to engage in this activity, they had conditions, such as it needing to be in a safe, supervised and controlled environment. These findings are similar with research that was conducted by Creighton, Brussoni, Oliffe and Olsen (2014) who found that although fathers stated that they had a strong understanding of risk taking, and that they allow their children to take risks, the risky activities that they reported allowing their children to engage in, were all very well organised and supervised activities, such as swimming in community centres and playing in public parks.

The results from the one-way repeated measures ANOVA test showed a statistical significance between how the participants rated the risky play activities, that were demonstrated in the images provided. Participants rated question 2 'playing with/near fire' the riskiest risky play activity, and rated question 5 'rough and tumble play/play fighting' the least risky, risky play activity. Previous research by Peterson, Madsen, San Miguel and Jang (2016) found that rough and tumble play, which can include wrestling, chasing and fighting behaviours, is a well-accepted risky play activity. They stated that rough and tumble play is fun and helps with socialising with others, and that playgrounds in school settings are often appropriate for this type of play. A study conducted by StGeorge, Godwin and Fletcher (2018) investigated fathers' perspectives on parent-child rough and tumble play. This study found that fathers understood the importance of this type of play, for forming and strengthening bonds, with fathers stating that they found this father-child interaction to foster closer relationships, that it helped them be more playful with their children and that they believed it helped build their child's confidence. Whereas playing with fire in childhood is often thought to be a negative thing, or that a child is misbehaving, with this perspective being said to be caused by experts having categorised 'fire-play' as fire being deliberately set for no purpose or for destructive purposes (Fessler, 2006). Rosin (2014) discussed how children playing with fire is often viewed by society as an indicator of a 'troubled' child. But goes on to discuss how playing with fire can be beneficial for children, as it encourages the development of risk assessment and teamwork skills

when lighting the fire. Rosin (2014) also states that it offers special socialising opportunities for children, as they can sit around the fire talking with friends, etc. allowing children to relive their evolutionary pasts. Coates and Pimlott-Wilson (2018) also discuss in their paper how forest schools allow children to light fires, as it encourages them to develop their cooperation and problem-solving skills, as well as it helping to build self-esteem, self-motivation and confidence. This research shows that when children play near fires, or light fires in a safe environment, it can have a range of benefits for their development and does not necessarily have to be viewed as dangerous and something children should avoid.

Adding to the statistical findings above, although playing with/near fire was rated the riskiest activity, 58.5% of the participants stated that they would allow their children to engage in this activity, and 41.5% said that they would not. The qualitative data shows that the participants discussed how they would teach their children not to be too close to the fire, that they would teach them about fire safety and would allow them to toast marshmallows over a controlled fire. Participant 36 stated that fire *'allows you to explain and show the potential dangers of Fire but also helps the children develop safety with fire',* and participant 3 stating *'I would be happy for my child to play near a controlled fire, so long as he is constantly supervised by an adult.'* Interestingly, none of the participants discussed whether they would allow their children to light the fire or play with it. Whereas when discussing allowing children to play in/near water, 92.5% of participants said that they would allow their child to engage in this activity, and 7.5% said no. Most participants discussed how important water play is, for different aspects of children's development. This was an interesting comparative finding, as both playing with/near water and playing with/near fire are categorised as 'playing with dangerous elements' (Brussoni, Ishikawa, Brunelle & Herrington, 2017). But parents' perspectives of each activity are very different, with fire being somewhat accepted, but with the condition that the child is taught how dangerous it is, and water being viewed as a fun activity with many benefits. But water can be just as dangerous as fire. Centers for Disease Control and Prevention (2021) state that the leading causes of unintentional injury and deaths in childhood worldwide include, motor vehicle crashes, drowning, suffocation, fires, falling and poisoning. Although participants identified the potential risks of children playing with fires, the only potential risk they identified of children playing in water was 'slipping and falling', and not drowning.

The thematic analysis (Braun & Clarke, 2013) also correlated with previous research in this area. Two larger themes were identified, which were parental fears and barriers, and parents understanding of the importance of risky play in childhood. One of the aims of this research study was to investigate whether there were any differences between male and female participants perspectives on outdoor

risky play, and the results from the thematic analysis show that there were no clear differences. Both mothers and fathers understood the importance of outdoor risky play, with both grounds reporting similar statements such as it being important for children's development. Participant 34, who is a father to two children stated, *'I think it's important for children's development because they can learn how to assess dangers and risks, it also helps with physical development because they are more likely to be active outside and social because they could be with their friends.'* And participant 27, a mother to also two children stating that risk play provides *'An immense range of skills, social and emotional skills, promotes independence, better understanding of risks and assessing dangers and their own abilities. Working with others, physical development, problem solving.'* Research by McFarland and Laird (2018) also found that parents understood that taking risks during play is crucial for children's development and stated that they understood that it supports risk assessment, free exploration of the environment and supports large motor skills development.

The thematic analysis also found that both mothers and fathers reported having similar fears and barriers, when it comes to allowing their children to engage in outdoor risky play. These fears and barriers surrounded stranger danger, children getting lost, car danger and the environment. Participant 28, who is a father to two children stated, *'it's not the play aspect I'm concerned about as such, but the risk of other harms – "stranger danger", speeding traffic, simply getting lost etc."* and Participant 1, a mother to two children stating *'Only because I feel playing in the street isn't the same as when I was a child. I'd be scared of abduction if I wasn't there or if they went too far.'* Similar results were found by Jelleyman, McPhee, Brussoni, Bundy and Duncan (2019). They found that the parents who participated in their study, reported having neutral feelings towards the risk of injury to their children during play, but were more concerned about external factors, such as road safety and stranger danger. Gray et al. (2015) also discussed in their paper how parents are becoming more likely to encourage their children to spend time indoors, due to the heightened concerns for their children's safety, for example injuries, gangs, strangers and other hazards.

Another interesting find from the thematic analysis was that some discussed having barriers, that were related to the individual child. The barriers included the child's age, the child's awareness and individual needs, with Participant 2, a father of one stating, 'I do not allow my child to play outdoors unsupervised as he doesn't have the greatest understatement/awareness of what risks come to playing outdoors alone.' and Participant 36, a father of two stating 'as my child is too young to be outdoors unsupervised'. A study by Jelleyman, McPhee, Brussoni, Bundy and Duncan (2019) also found that parents opinions and feelings towards risky play were dependent on the child's age. Little (2010) discussed in their paper how other research and studies have found, that perspectives on

risky play are influenced by the individual child. The factors that influence these perspectives include the child's age, temperament, gender and experience with the activity. Another barrier that was specific to the individual child was learning difficulties and autism. Research by Grady-Dominguez et al. (2021) suggests that neurodivergent children can benefit from risky play, more than their typically developing peers, as risky play offers them the opportunity to make low impact decisions, encourages social skills and provides them with access to fun physical activities. Participant 8, a mother to two children, stated that a barrier to allowing her children to engage in outdoor risky play, was due to her child having autism, 'My sons age and developmental needs. My son is autistic, and the other is 1 therefore it is not appropriate'. But Participant 8 still reported that they allow their children to engage in 'rough and tumble play, using drills and hammers, hide and seek, climbing independently and playing in woodland areas'. Participant 17, a mother to four children, also stated that a barrier to risky play was learning difficulties, 'Because of learning difficulties', but did not state what risky play activities they allow their children to engage in. This shows that for Participant 8, although they stated that their child's developmental needs were a barrier, they still provided and facilitated risky play activities for them to engage in, which will positively impact their overall development (McFarland & Laird, 2018).

The findings from this study indicate that, both male and female participants understood the importance of outdoor risky play, and the benefits it has for children's development. Despite the many fears and barriers that were reported during the online survey, and reoccurring comments about children having to be in a safe and supervised environment, most participants stated that they facilitate different risky play activities. When the participants were asked whether they allow their children to engage in risky play activities or not, 92.7% said yes, and only 7.3% said no. The participants reported a wide variety of risky activities that they allow their children to engage in, including playing in lakes, streams, rivers, water and the sea. Making hot drinks, ironing, playing with dangerous tools and sharp objects. Playing in wooded areas, climbing trees, making dens and climbing mountains. Participating in martial arts, play fighting and rough and tumble play. These activities provide children with valuable lessons and opportunities, whether they are done in a safe and supervised environment, or not (Brussoni, Olsen, Pike & Sleet, 2012). Most of these activities that the participants that they allow their children to engage in, also take place outdoors. The activities stated, provide opportunities children to use natural elements such as water and trees, and involve heights, speed and the potential risk of injury, such as climbing trees and riding bikes (Spencer et al., 2021). These findings show that although most of the participants stated that they would allow their children to engage in different risky play activities, as long as they were done in a safe and supervised environment, they are still facilitating risky play opportunities for their children,

as most of the activities stated above have the potential risk of the child getting injured, which has been found to have positive effects on children's development (Brussoni et al., 2015).

6.1. Implications of research

The findings of this study are important, as already stated throughout this paper, there has been a significant decrease in children having opportunities to engage in outdoor risky play. Parents perspectives have been found to be the most important, as they have the ability to facilitate these opportunities. The findings of this study are important, as most research studies, that were discussed throughout this paper, emphasise parents' negative perceptions towards outdoor risky play (Brussoni et al., 2018). Whereas this study shows, that despite parents discussing fears and barriers, they showed that they had positive perceptions of outdoor risky play, that they understand the benefits and that they do facilitate and encourage these opportunities. This is also important as, due to the heightened health and safety restrictions that have been implemented into educational settings and public areas, i.e., parks. the majority of this sample, do have risky play opportunities with their parents. This study also supports the previous statement made by McFarland and Laird (2020), that parents act as a gatekeeper to children, and that their negative or positive perspectives of risky play are what will encourage or discourage these interactions. Perhaps the growing decrease in risky play, indicates a need for parents to be provided with more information, regarding the benefits and importance of outdoor risky play, and different activities that they can facilitate for their children. Which may increase children engaging in this type of play more with their parents.

6.2. Limitations

Multiple limitations of this research study have been identified. The first being the inequality of male and female participants. The results exploring which questions were rated the riskiest/least risky, would have been clearer, if there was an equal amount of male and female participants. The results of this question found that males were more likely to rate question 6 hide and seek, riskier than females, but this could have perhaps been due to the inequality of participants. Another limitation of this study was the error that occurred on Jisc online survey. The participants were not given the option to state if they had more than one child of each gender. Although this did not affect the results of this study, as genders of the children were not considered, it would have been beneficial to have had this information, for the demographic information. Also, it could have been made clearer to the participants, that the children in the images were engaging in risky activities, that could have been done in a safe and supervised way. By perhaps stating it clearer that 'these activities can be done in a supervised environment', and by including images of the children engaging in unsupervised

outdoor play/playing in the street. This would have strengthened the hypothesis and made the findings clearer.

6.3. Recommendations for future research

Following the findings of this research study, some recommendations for future research have been identified. Firstly, it would be interesting to explore parents' perspectives on outdoor risky play, across different age groups. This is due to the findings from the thematic analysis, that identified a substantial number of participants stating that a barrier to risky play, was their children being too young. Many participants discussed how they would allow their children to engage in these risky play activities when they are older. It would be interesting to conduct a longitudinal study, where participants would be asked questions regarding outdoor risky play, and then asked the same questions again when their children were older. The results would be compared, to explore whether parents become more accepting of outdoor risky play, as their children get older.

Another suggestion for future research is, to explore whether parents allow their children to play unsupervised at home, i.e., in their bedrooms or playrooms, and compare the responses for unsupervised play indoors and outdoors. This is because a substantial amount of research shows that, parents are unlikely to allow their children to play unsupervised outdoors (Brussoni et al., 2018). But research, such as a study by Morrongiello, Kane and Zdzieborski (2011) found that parents were satisfied to allow their children to play unsupervised at home. It was found that 4-5-year-olds spent approximately 8% of their time at home unsupervised, and 7-10-year-olds spending 35% of their time unsupervised. It would be interesting to compare responses for unsupervised play indoors and outdoors, as although many accidents in childhood do occur outdoors, RoSPA (2022) state that many childhood accidents occur at home, when children are unsupervised. It was stated that these accidents included falling down the stairs, accidents in the kitchen area, burns and poisoning.

7. Conclusion

To conclude, this research study aimed to investigate parents' perspectives on outdoor risky play in childhood. The literature review highlighted the importance of this, as there has been found to be a rapid decline in opportunities for children to engage in outdoor risky play. The literature review also

identified how important parents' perspectives are, as they are what will influence parents encouraging or discouraging risky play. The research question, which was 'What are parents' perspectives and feelings towards their children engaging in outdoor risky play?', was answered throughout this research study. The findings showed that almost all participants understood the importance of outdoor risky play and allowed their children to engage in risky activities including playing in streams, climbing trees and playing with dangerous tools. It was also found that parents had similar fears and barriers to allowing their children to engage in this play, to what the existing research has found. These barriers included external factors such as strangers and cars, risks of injury, and individual child factors such as age. Another aim of this study, after identifying a gap in the literature, was to explore whether there were any differences between males and females' responses. The quantitative findings found that males were more likely to rate the activity, 'hide and seek', riskier than females were. But the thematic analysis found no differences between the participants response. Both male and female participants reported having similar fears and discussed similar benefits. The findings also supported the hypothesis, that participants would be more likely to report allowing their children to engage in the photographed activities, than the activities that were stated to be unsupervised. This finding also supports the existing literature, that parents are accepting of risky play activities, such as rough and tumble play, playing with dangerous elements, etc. than they are of unsupervised outdoor play. The findings of this study are important, as they show that although parents did discuss that they had fears and barriers, and that the majority stated they felt uncomfortable allowing their children to engage in outdoor unsupervised play. They still stated that they understand the benefits of outdoor risky play, and almost all stated that they facilitate and encourage their children to engage in these activities.

8. References

Alhojailan, M. I. (2012). Thematic analysis: A critical review of its process and evaluation. *West east journal of social sciences*, *1*(1), 39-47.

Rachel Cogbill
18061737

Armitage, M. (2011). Risky play is not a category–it's what children do. *ChildLinks. Children's Risky Play*, *3*, 11-14.

Bakdash, J., & Marusich, L. (2017). Repeated Measures Correlation. *Frontiers In Psychology*, *8*. doi: 10.3389/fpsyg.2017.00456

Bauer, M., & Giles, A. (2018). Exploring Single, Stay-at-Home, and Gay Fathers' Perspectives of Masculinity and the Influence These Have on Their Understandings of Their 4- to 12-Year-Old Children's Outdoor Risky Play. *The Journal Of Men'S Studies*, *27*(1), 108-125. doi: 10.1177/1060826518787491

Bauer, M., & Giles, A. (2018). The need for Inuit parents' perspectives on outdoor risky play. *Polar Record*, *54*(3), 237-240. doi: 10.1017/s0032247418000360

Bauer, M., Giles, A., & Brussoni, M. (2021). "I've Seen What Evil Men Do": Military Mothering and Children's Outdoor Risky Play. *Leisure Sciences*, 1-17. doi: 10.1080/01490400.2021.1920521

Bernstein, M. S., Bakshy, E., Burke, M., & Karrer, B. (2013). Quantifying the invisible audience in social networks. In *Proceedings of the SIGCHI conference on human factors in computing systems*

Brussoni, M., Gibbons, R., Gray, C., Ishikawa, T., Sandseter, E., & Bienenstock, A. et al. (2015). What is the Relationship between Risky Outdoor Play and Health in Children? A Systematic Review. *International Journal Of Environmental Research And Public Health*, *12*(6), 6423-6454. doi: 10.3390/ijerph120606423

Brussoni, M., Han, C., Lin, Y., Jacob, J., Pike, I., & Bundy, A. et al. (2021). A Web-Based and In-Person Risk Reframing Intervention to Influence Mothers' Tolerance for, and Parenting Practices Associated With, Children's Outdoor Risky Play: Randomized Controlled Trial. *Journal Of Medical Internet Research*, *23*(4), e24861. doi: 10.2196/24861

Brussoni, M., Ishikawa, T., Brunelle, S., & Herrington, S. (2017). Landscapes for play: Effects of an intervention to promote nature-based risky play in early childhood centres. *Journal Of Environmental Psychology*, *54*, 139-150. doi: 10.1016/j.jenvp.2017.11.001

Brussoni, M., Ishikawa, T., Han, C., Pike, I., Bundy, A., Faulkner, G., & Mâsse, L. (2018). Go Play Outside! Effects of a risk-reframing tool on mothers' tolerance for, and parenting practices associated with, children's risky play: study protocol for a randomized controlled trial. *Trials*, *19*(1). doi: 10.1186/s13063-018-2552-4

Rachel Cogbill
18061737

Brussoni, M., Olsen, L., Pike, I., & Sleet, D. (2012). Risky Play and Children's Safety: Balancing Priorities for Optimal Child Development. *International Journal Of Environmental Research And Public Health*, *9*(9), 3134-3148. doi: 10.3390/ijerph9093134

Ceka, A., & Murati, R. (2016). The Role of Parents in the Education of Children. *Journal of Education and Practice*, *7*(5), 61-64.

Centers for Disease Control and Prevention. (2021). Injuries Among Children and Teens. Retrieved 12 April 2022, from https://www.cdc.gov/injury/features/child-injury/index.html#:~:text=More%20than%207%2C000%20children%20and,Child%20injury%20is%20often%20preventable.

Cetken-Aktas, S., & Sevimli-Celik, S. (2021). Examining opportunities for risky play in preschool outdoor play areas. *International Journal Of Play*, *10*(3), 285-301. doi: 10.1080/21594937.2021.1959227

Cevher-Kalburan, N., & Ivrendi, A. (2015). Risky Play and Parenting Styles. *Journal Of Child And Family Studies*, *25*(2), 355-366. doi: 10.1007/s10826-015-0236-1

Clarke, V., & Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The psychologist*, *26*(2).

Coates, J., & Pimlott-Wilson, H. (2018). Learning while playing: Children's Forest School experiences in the UK. *British Educational Research Journal*, *45*(1), 21-40. doi: 10.1002/berj.3491

Creighton, G., Brussoni, M., Oliffe, J., & Olsen, L. (2014). Fathers on Child's Play. *Men And Masculinities*, *18*(5), 559-580. doi: 10.1177/1097184x14562610

Davies, G. (2017). Climbing Trees (and rocks) | Forest School Association. Retrieved 8 April 2022, from https://forestschoolassociation.org/climbing-trees-and-rocks/#:~:text=The%20benefits%20of%20tree%20climbing,trees%20also%20stimulates%20the%20senses.

Dyment, J., & O'Connell, T. (2013). The impact of playground design on play choices and behaviors of pre-school children. *Children's Geographies*, *11*(3), 263-280. doi: 10.1080/14733285.2013.812272

Farrokhi, F., & Mahmoudi-Hamidabad, A. (2012). Rethinking Convenience Sampling: Defining Quality Criteria. *Theory And Practice In Language Studies*, *2*(4). doi: 10.4304/tpls.2.4.784-792

Rachel Cogbill
18061737

Fessler, D. (2006). A burning desire: steps toward an evolutionary psychology of fire learning. *Journal of Cognition and Culture*, *6*(3-4), 429-451.

Garcia, C. (2022). Unique Identifier (UID): A Crucial Aspect of Survey Design - Atlan | Humans of Data. Retrieved 25 March 2022, from https://humansofdata.atlan.com/2017/08/unique-identifier-uid-survey-design/

Gerald, B. (2018). A Brief Review of Independent, Dependent and One Sample t-test. *International Journal Of Applied Mathematics And Theoretical Physics*, *4*(2), 50. doi: 10.11648/j.ijamtp.20180402.13

Grady-Dominguez, P., Ragen, J., Sterman, J., Spencer, G., Tranter, P., Villeneuve, M., & Bundy, A. (2021). Expectations and Assumptions: Examining the Influence of Staff Culture on a Novel School-Based Intervention to Enable Risky Play for Children with Disabilities. *International Journal Of Environmental Research And Public Health*, *18*(3), 1008. doi: 10.3390/ijerph18031008

Gray, C., Gibbons, R., Larouche, R., Sandseter, E., Bienenstock, A., & Brussoni, M. et al. (2015). What Is the Relationship between Outdoor Time and Physical Activity, Sedentary Behaviour, and Physical Fitness in Children? A Systematic Review. *International Journal Of Environmental Research And Public Health*, *12*(6), 6455-6474. doi: 10.3390/ijerph120606455

Gull, C., Bogunovich, J., Levenson Goldstein, S., & Rosengarten, T. (2019). Definitions of Loose Parts in Early Childhood Outdoor Classrooms: A Scoping Review. *The International Journal Of Early Childhood Environmental Education*, *6*(3). Retrieved from https://files.eric.ed.gov/fulltext/EJ1225658.pdf

Gull, C., Levenson-Goldstein, S., & Rosengarten, T. (2016). Benefits and risks of tree climbing on child development and resiliency. *International Journal Of Early Childhood Environmental Education*, *5*(2). Retrieved from https://files.eric.ed.gov/fulltext/EJ1180021.pdf

Gull, C., Levenson-Goldstein, S., & Rosengarten, T. (2020). Early Childhood Educators' Perspectives on Tree Climbing. *The International Journal Of Early Childhood Environmental Education*, *8*(1). Retrieved from https://files.eric.ed.gov/fulltext/EJ1280474.pdf

Harper, N. (2017). Outdoor risky play and healthy child development in the shadow of the "risk society": A forest and nature school perspective. *Child & Youth Services*, *38*(4), 318-334. doi: 10.1080/0145935x.2017.1412825

Harper, N., & Obee, P. (2020). Articulating outdoor risky play in early childhood education: voices of forest and nature school practitioners. *Journal Of Adventure Education And Outdoor Learning*, *21*(2), 184-194. doi: 10.1080/14729679.2020.1784766

Harris, R. (2021). Risk aversion in a performativity culture – what can we learn from teachers' curriculum decision making in history?. *Journal Of Curriculum Studies*, *53*(5), 659-674. doi: 10.1080/00220272.2021.1884294

Jelleyman, C., McPhee, J., Brussoni, M., Bundy, A., & Duncan, S. (2019). A Cross-Sectional Description of Parental Perceptions and Practices Related to Risky Play and Independent Mobility in Children: The New Zealand State of Play Survey. *International Journal Of Environmental Research And Public Health*, *16*(2), 262. doi: 10.3390/ijerph16020262

Jisc Online Surveys. (2022). Online surveys Security | Online surveys. Retrieved 24 March 2022, from https://www.onlinesurveys.ac.uk/security/

Karaca, N. (2020). Development Process of "Scale for the Attitudes towards Risky Play at Early Childhood (SATRPEC) - Parent Form". *International Journal Of Contemporary Educational Research*. doi: 10.33200/ijcer.657518

Lavrysen, A., Bertrands, E., Leyssen, L., Smets, L., Vanderspikken, A., & De Graef, P. (2017). Risky-play at school. Facilitating risk perception and competence in young children. *European Early Childhood Education Research Journal*, *25*(1), 89-105.

Little, H. (2010). Relationship between parents' beliefs and their responses to children's risk-taking behaviour during outdoor play. *Journal Of Early Childhood Research*, *8*(3), 315-330. doi: 10.1177/1476718x10368587

Little, H., Sandseter, E., & Wyver, S. (2012). Early Childhood Teachers' Beliefs about Children's Risky Play in Australia and Norway. *Contemporary Issues In Early Childhood*, *13*(4), 300-316. doi: 10.2304/ciec.2012.13.4.300

Mahfouz, J. (2018). Mindfulness training for school administrators: effects on well-being and leadership. *Journal Of Education Administration*, *56*(6). Retrieved from https://www.emerald.com/insight/content/doi/10.1108/JEA-12-2017-0171/full/html?skipTracking=true

McFarland, L., & Laird, S. (2017). Parents' and Early Childhood Educators' Attitudes and Practices in Relation to Children's Outdoor Risky Play. *Early Childhood Education Journal*, *46*(2), 159-168. doi: 10.1007/s10643-017-0856-8

McFarland, L., & Laird, S. G. (2018). Parents' and early childhood educators' attitudes and practices in relation to children's outdoor risky play. *Early Childhood Education Journal*, *46*(2), 159-168.
McFarland, L., & Laird, S. G. (2020). "She's Only Two": Parents and Educators as Gatekeepers of Children's Opportunities for Nature-Based Risky Play. *Research Handbook on Childhoodnature: Assemblages of Childhood and Nature Research*, 1075-1098.

Mind. (2022). Information and support. Retrieved 2 May 2022, from https://www.mind.org.uk/

Morrongiello, B. A., Kane, A., & Zdzieborski, D. (2011). "I think he is in his room playing a video game": parental supervision of young elementary-school children at home. *Journal of pediatric psychology*, *36*(6), 708-717.

Murphy, N. (2021). Benefits of Forest Schools. Retrieved 26 April 2022, from https://cpdonline.co.uk/knowledge-base/safeguarding/forest-schools/

Norðdahl, K., & Jóhannesson, I. (2014). 'Let's go outside': Icelandic teachers' views of using the outdoors. *Education 3-13*, *44*(4), 391-406. doi: 10.1080/03004279.2014.961946

Norling, M., & Sandberg, A. (2015). Language learning in outdoor environments: Perspectives of preschool staff. *Nordisk barnehageforskning*, *9*.

Parkinson, M. (2012). The power of visual communication. *Billion Dollar Graphics*.

Peterson, S., Madsen, A., San Miguel, J., & Jang, S. (2016). Children's rough and tumble play: perspectives of teachers in northern Canadian Indigenous communities. *Early Years*, *38*(1), 53-67. doi: 10.1080/09575146.2016.1219844

Rosin, H. (2014). The Overprotected Kid. *The Atlantic*. Retrieved from https://www.theatlantic.com/magazine/archive/2014/04/hey-parents-leave-those-kids-alone/358631/

RoSPA. (2022). Accidents to children - RoSPA. Retrieved 12 April 2022, from https://www.rospa.com/home-safety/advice/accidents-to-children

Sando, O. J., Kleppe, R., & Sandseter, E. B. H. (2021). Risky play and children's well-being, involvement and physical activity. *Child Indicators Research*, *14*(4), 1435-1451.

Sandseter, E. B. H., & Kennair, L. E. O. (2011). Children's risky play from an evolutionary perspective: The anti-phobic effects of thrilling experiences. *Evolutionary psychology*, *9*(2), 147470491100900212.

Sandseter, E., & Kennair, L. (2011). Children's Risky Play from an Evolutionary Perspective: The Anti-Phobic Effects of Thrilling Experiences. *Evolutionary Psychology*, *9*(2), 147470491100900. doi: 10.1177/147470491100900212

Sandseter, E., Kleppe, R., & Sando, O. (2020). The Prevalence of Risky Play in Young Children's Indoor and Outdoor Free Play. *Early Childhood Education Journal*, *49*(2), 303-312. doi: 10.1007/s10643-020-01074-0

Schoeppe, S., Duncan, M. J., Badland, H. M., Alley, S., Williams, S., Rebar, A. L., & Vandelanotte, C. (2015). Socio-demographic factors and neighbourhood social cohesion influence adults' willingness to grant children greater independent mobility: A cross-sectional study. *BMC public health*, *15*(1), 1-8.

Spencer, R., Joshi, N., Branje, K., Murray, N., Kirk, S., & Stone, M. (2021). Early childhood educator perceptions of risky play in an outdoor loose parts intervention. *AIMS Public Health*, *8*(2), 213-228. doi: 10.3934/publichealth.2021017

StGeorge, J., Goodwin, J., & Fletcher, R. (2018). Parents' Views of Father–Child Rough-and-Tumble Play. *Journal Of Child And Family Studies*, *27*(5), 1502-1512. doi: 10.1007/s10826-017-0993-0

Stocks Wood Outdoor Centre. (2022). Tree Climbing Policy — Stocks Wood Outdoor Centre. Retrieved 7 April 2022, from https://www.stockswoodoutdoorcentre.co.uk/tree-climbing-policy

Suciu, T. (2014). The importance of creativity in education. *Bulletin of the Transilvania University of Brasov. Economic Sciences. Series V*, *7*(2), 151.

The British Psychological Society. (2021). BPS Code of Human Research Ethics. *The British Psychological Society*. Retrieved from https://www.bps.org.uk/sites/bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Human%20Research%20Ethics.pdf

Whitebread, D., Basilio, M., Kuvalja, M., & Verma, M. (2012). The importance of play. *Brussels: Toy Industries of Europe*.

Zamani, Z. (2016). 'The woods is a more free space for children to be creative; their imagination kind of sparks out there': exploring young children's cognitive play opportunities in natural, manufactured and mixed outdoor preschool zones. *Journal Of Adventure Education And Outdoor Learning*, *16*(2), 172-189. doi: 10.1080/14729679.2015.1122538

9. Appendices

Appendices 1: Information sheet

Information sheet

Title

A mixed methods study exploring parents' perspectives on the importance of outdoor risky play in childhood.

Rachel Cogbill
18061737

Invitation paragraph

You are invited to participate in this research study that will be exploring parents' perspectives on the importance of outdoor risky play in childhood, by completing an online survey. The term outdoor risky play refers to thrilling and challenging types of play that have a potential risk of physical harm (Harper & Obee, 2020). Before starting the online survey, it is important that you understand why the research is being done, and what your involvement will be. Please take your time reading the following information and ensure that you ask questions if anything is not made clear or you would like some more information.

What is the purpose of the study?

The purpose of this study is to explore parents' perspectives, thoughts and feelings regarding their children engaging in outdoor risky play, for the researchers University Dissertation project, for the course BSc Childhood Development, at the University of South Wales.

Why have you been invited?

You have been invited to participate in this research study because you are an adult, a parent to a child aged 8 and below, and reside in the UK.

Do I have to take part?

Your participation in this study is completely voluntary, so you do not have to participate if you do not wish to.

What will happen to me if I take part?

Once you have finished reading this information page and consented to participating, you will begin the online survey. Firstly, you will be asked to provide some demographic information, there will then be a series of images of children engaging in different risky activities for you to rate and write your thoughts and feelings about, followed by some questions about risky play and what your perspective

is on the topic, what are your experiences, and if there are any barriers/worries you have about your child engaging in risky play.

After submitting, you will be provided with a debrief sheet that will provide you with further information regarding outdoor risky play and contact details of the researcher and supervisor for if you have any queries or would like some further information.

This survey will take you approximately 10-15 minutes to complete

Once you have completed this online survey, you will not be asked to participate in any other surveys.

Cost, reimbursement, and compensation

Participating in this research study is voluntary, meaning you will not receive any compensation or reimbursement of any kind for participating.

What are the possible disadvantages and risks of taking part?

There is a slight risk of some emotional distress when completing this survey, as it will be asking participants to discuss their thoughts and feelings towards risky play, and different types of risky play activities, so if you have had a negative experience with risky play, then it may not be in your best interest to participate in this survey. If you need additional support, please visit the Mind website that has been linked below.

https://www.mind.org.uk/information-support/types-of-mental-health-problems/trauma/about-trauma/

https://www.mind.org.uk/information-support/types-of-mental-health-problems/post-traumatic-stress-disorder-ptsd-and-complex-ptsd/about-ptsd/

What are the possible benefits of taking part?

There may not be any direct benefits from completing the survey provided, but the information provided on the debrief sheet may be beneficial for participants, as it provides parents with information on outdoor risky play and why it is important.

Rachel Cogbill
18061737

What if there is a problem?

If there are any problems you face when completing the survey please contact the researcher: Rachel Cogbill (1861737@students.southwales.ac.uk) or the research supervisor Alexis Jones (Alexis.jones@southwales.ac.uk). If you have any concerns, or wish to make a complaint about the study, then please contact the University's Research Governance Manager, Jonathan Sinfield: jonathan.sinfield@southwales.ac.uk

Data Protection Privacy Notice

The data controller for this project will be the University of South Wales. The University Compliance Manager provides oversight of university activities involving the processing of personal data. The University of South Wales Compliance Manager is Mr Rhys Davies (rhys.davies@southwales.ac.uk).

Your personal data will be processed for the purposes outlined in this information

Sheet. Standard ethical procedures will involve you providing your consent to participate in

this study by completing the consent form that has been provided to you. However, the legal

basis on which this task is being performed is public interest, approved by the Faculty

Research Ethics Committee.

If you are concerned about how your personal data is being processed, please

contact Compliance Manager, Mr Rhys Davies (rhys.davies@southwales.ac.uk).

Details of your individual rights are available on the ICO website at:
https://ico.org.uk/fororganisations/data-protection-reform/overview-of-the-gdpr/individuals-rights/

All information provided throughout the survey will be kept anonymous, and you will not be asked for any information that may reveal your identity (such as your name).

Will my taking part in the study be kept confidential?

Once you have submitted your responses, they will be transcribed into a word document, and stored on a password safe computer. The responses will also be stored on Online Surveys, with all responses

being anonymous and only the researcher being able to access them. Once the responses provided have been transcribed, all information provided during the survey will be destroyed accordingly. When the survey responses are used in the transcripts, no personally identifying information will be used, and if any real names have been used, they will be replaced with pseudonyms.

What will happen if I do not carry on with the study?

If you wish to not participate in this research study, you can do so by closing the browser. If you decide to participate in the research study but wish to withdraw when completing it, then you can do so by exiting the browser or closing the page. Participants will also be asked to use the unique personal identifier, before completing the survey, which will ask them to use letters and numbers that they are unlikely to forget, such as letters of their address, a combination of certain mobile phone digits, Etc. This is so that if you wish to withdraw from the study after submitting your survey, you can email the researcher: Rachel Cogbill (18061737@students.southwales.ac.uk) and provide your unique combination for the researcher to be able to remove your responses. You will be able to withdraw from this study up until March 1st 2022.

What will happen to the results of the research study?

When you have completed the survey, your responses will be transcribed into a word document and then analysed using Thematic Analysis, and the scoring on the images provided will be turned into percentages.

Once they have been analysed, themes throughout responses will be identified and used within the research study. If you wish to know the outcomes of this research study, you can email the researcher: Rachel Cogbill (18061737@students.southwales.ac.uk) and request for a summary of the study's findings.

This research project is being organised by the University of South Wales, as a Dissertation project for the course BSc Childhood Development.

Further information

If you would like more information regarding outdoor risky play, please visit the website below. This website outlines the importance of risky play for children's development and provides parents with free resources for different play activities.

https://www.playwales.org.uk/eng/outdoorplay

Or if you have experienced any emotional distress, please visit the Mind website page, that can offer support.

https://www.mind.org.uk/information-support/types-of-mental-health-problems/trauma/about-trauma/

https://www.mind.org.uk/information-support/types-of-mental-health-problems/post-traumatic-stress-disorder-ptsd-and-complex-ptsd/about-ptsd/

Appendices 2: Consent form

Consent form

Title of Project: A mixed methods study exploring parent's perspectives on risky play in childhood.

Name of Researcher: Rachel Cogbill

Rachel Cogbill
18061737

Name of Supervisor: Alexis Jones

To consent to participating in this survey, please read and check the following statements, and then click next.

☐ I confirm that I have read and understand the information sheet dated [13/01/2022] (version 1) for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

☐ I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without any consequence to myself.

☐ I agree to my responses being recorded and it's been explained how this data will be stored, destroyed, anonymised. Who will have access to it, and how long it will be kept.

☐ I give permission for my data to be stored and processed in accordance with the GDPR (2018)

☐ I agree to my anonymised data being used in study specific reports and subsequent articles that will appear in academic journals as part of this study.

☐ I agree to take part in the above study.

Appendices 3: Survey questions

Survey Questions

1. Age range **(18-24, 25-34, 35-44, 45+, Prefer not to say)**
2. Gender **(Male, Female, Other ___, Prefer not to say)**
3. Highest level of education **(Less than secondary school diploma, GCSE level, NVQ/Level 3, University educated)**
4. How many children do you have aged 0-8 years old? **(Open text box answer)**

Rachel Cogbill
18061737

5. Age and gender of child **(Age – Open text box answer. Gender - Male, Female, other___.)**
   Option provided to add more than one child

The term outdoor risky play refers to thrilling and challenging types of play that have a potential risk of physical harm (Harper & Obee, 2020).

*You will now be asked to look at some images of risky play activities and rate them. You will also be asked to write down your thoughts and feelings towards each activity, whether you would allow your child to participate in the activity, and what barriers you might face. *

Rachel Cogbill
18061737

How risky would you rate this activity? (Playing in or near water)

Not at all risky, slightly risky, neutral, moderately risky, very risky

Would you allow your child to engage in this activity? **(Y,N)**

Why? **(Open text box answer)**

How risky would you rate this activity? (Playing near fire)

Not at all risky, slightly risky, neutral, moderately risky, very risky

Would you allow your child to engage in this activity? **(Y,N)**

Why? **(Open text box answer)**

Rachel Cogbill
18061737

How risky would you rate this activity? (Playing with a risk of getting lost/hide and seek)

Not at all risky, slightly risky, neutral, moderately risky, very risky

Would you allow your child to engage in this activity? **(Y,N)**

Why? **(Open text box answer)**

How risky would you rate this activity? (Playing/using dangerous tools)

Not at all risky, slightly risky, neutral, moderately risky, very risky

Would you allow your child to engage in this activity? **(Y,N)**

Why? **(Open text box answer)**

Rachel Cogbill
18061737

How risky would you rate this activity? (Play fighting/rough and tumble play)

Not at all risky, slightly risky, neutral, moderately risky, very risky

Would you allow your child to engage in this activity? **(Y,N)**

Why? **(Open text box answer)**

How risky would you rate this activity? (Playing at great height)

Not at all risky, slightly risky, neutral, moderately risky, very risky

Would you allow your child to engage in this activity? **(Y,N)**

Why? **(Open text box answer)**

Rachel Cogbill
18061737

You will now be asked to answer 6 questions all related to outdoor risky play

1. Do you feel you allow your child/children to engage in risky play activities? **Y/N**
2. **(If yes to above)** What risky play-based activities do you allow your child/children to engage in?
3. Do you think outdoor risky play is important for children's development? (Definitely important, Important, Neutral, Unimportant, Definitely Unimportant)
   Can you please explain why? **(Open text box answer)**
4. Do you allow your children to play unsupervised outdoors? (Definitely Allow, Allow, Neutral, Do Not Allow, Definitely Do Not Allow)
   Can you please explain why? **(Open text box answer)**
5. Do you allow your children to play in the street unsupervised? (Definitely Allow, Allow, Neutral, Do Not Allow, Definitely Do Not Allow)
   Can you please explain why? **(Open text box answer)**
6. Are there any fears you have concerning your child and engaging with outdoor risky play? Please discuss them **(Open text box answer)**

Rachel Cogbill
18061737

Appendices 4: Debrief sheet

University of South Wales
Prifysgol De Cymru

Debrief Sheet

Dissertation Project Title: A mixed methods study exploring parents' perspectives on outdoor risky play in childhood.

Thank you

Thank you for taking the time to complete this survey and participating in this research study. The responses that you have provided will be used within a research project that is exploring parents' perspectives on outdoor risky play in childhood.

Project overview

This project is a mixed methods study, that will be exploring parents' perspectives on outdoor risky play, which will be furthering the existing research that has been done on this topic area. The main aims of the study are to investigate what barriers parents may have when it comes to allowing their children to engage in outdoor risky play, what their experiences of this type of play are, what their thoughts and feelings are towards risky play, and if there are any differences between how mothers and fathers respond.

Existing literature

Existing literature shows that despite research being done on this topic showing that risky outdoor play is crucial for children's overall development (Sandseter, Kleppe & Sando, 2020), contradictory research has found that some parents are reluctant to allow their children to engage in this type of play, for reasons such as being in too close physical proximity to cars and strangers (Bauer, Giles & Brussoni, 2021) as well as parents being worried about their children injuring themselves (McFarland & Laird, 2018).

Rachel Cogbill
18061737

Due to the general worry about children participating in risky play, there has been a rise on restrictions put on outdoor play areas, which has been identified as a public health concern (Bauer, Giles & Brussoni, 2021). Brussoni, Olsen, Pike and Sleet (2012) suggest that too many restrictions put on outdoor risky play for children can hinder their development, because it is limiting children's play, which can have a negative impact on their physical development, leading to obesity and a reduction in wellbeing, which can result in mental health problems. Other problems that have been discovered through a lack of risk opportunities were a lack of independence, and a decrease in perception, learning and judgement skills (Brussoni, Olsen, Pike and Sleet, 2012).

Ethics

You still have the right to withdraw from this study if you wish to. Please make a note of the special word you entered in the questionnaire. If you would like to withdraw from the study please email the researcher: Rachel Cogbill (18061737@students.southwales.ac.uk) quoting your unique personal identifying combination. You will be able to withdraw from this study up until March 1st 2022. All information that has been provided will be kept anonymous and will be stored securely on a password safe laptop.

Contact details

If you have any queries regarding the survey and research study, would like more information, or would like to receive a summary of the results from this research study, please contact the researcher: Rachel Cogbill (18061737@students.southwales.ac.uk) or the research supervisor: Alexis Jones (Alexis.jones@southwales.ac.uk).
If you have any concerns, or wish to make a complaint about the study, then please contact the University's Research Governance Manager, Jonathan Sinfield: jonathan.sinfield@southwales.ac.uk

Rachel Cogbill
18061737

Further support

If you would like more information regarding outdoor risky play, please visit the website below. This website outlines the importance of risky play for children's development and provides parents with free resources for different play activities.
https://www.playwales.org.uk/eng/outdoorplay

Or if you have experienced any emotional distress, please visit the Mind website page, that can offer support.
https://www.mind.org.uk/information-support/types-of-mental-health-problems/trauma/about-trauma/
https://www.mind.org.uk/information-support/types-of-mental-health-problems/post-traumatic-stress-disorder-ptsd-and-complex-ptsd/about-ptsd/

Rachel Cogbill
18061737

Appendices 5: Ethics form

School of Psychology & therapeutic studies ethics Approval Form
Name: Rachel Cogbill
Project/Research Title: A mixed methods study exploring parents' perspectives on outdoor risky play in childhood.
Name of Supervisor: Alexis Jones
Summary of planned research Indicate the purpose of your planned project/research, background research and theory, your aims, main research question and research design.

Rachel Cogbill
18061737

This research project is going to be a mixed methods study, consisting of an online survey with the intention of exploring parents' perspectives, thoughts, feelings, and barriers regarding their children engaging in risky outdoor play.

Risky play is a term that refers to a type of play that usually takes place outdoors, that is often adventurous and challenging physical activities, that are both thrilling and exciting (Sandseter & Kennair, 2011). Despite research being done on this topic showing that risky outdoor play is crucial for children's overall development (Sandseter, Kleppe & Sando, 2020), contradictory research has found that some parents are reluctant to allow their children to engage in this type of play, for reasons such as being in too close physical proximity to cars and strangers (Bauer, Giles & Brussoni, 2021) as well as parents being worried about their children injuring themselves (McFarland & Laird, 2018).

Due to the general worry about children participating in risky play, there has been a rise on restrictions put on outdoor play areas, which has been identified as a public health concern (Bauer, Giles & Brussoni, 2021). Brussoni, Olsen, Pike and Sleet (2012) suggest that too many restrictions put on outdoor risky play for children can hinder their development, because it is limiting children's play, which can have a negative impact on their physical development, leading to obesity and a reduction in wellbeing, which can result in mental health problems. Other problems that have been discovered through a lack of risk opportunities were a lack of independence, and a decrease in perception, learning and judgement skills (Brussoni, Olsen, Pike and Sleet, 2012).

This research study will be furthering the research on this topic, looking at different barrier's parents have when allowing their children to engage in outdoor risky play, what their experiences are, and what their feelings are towards outdoor risky play. Also, a literature search showed that there is limited research that looks at whether there are any differences between mothers and fathers' perspectives of outdoor risky play, and limited research studies that have used images as part of their methodology to gain an insight into parents' perspectives.

The design of this research project is a survey-based study that will consist of an online convenience sample.

The research question of this project is going to be exploring what parents' perspectives and feelings towards outdoor risky play are, by asking the following questions:

- Asking parents to rate different risky play activities

Rachel Cogbill
18061737

School of Psychology & therapeutic studies ethics Approval Form
● Asking what barriers parents have when it comes to allowing their children to engage in outdoor risky play ● What they think the benefits of outdoor risky play are ● What types of risky play they allow their children to engage in ● And if there are any differences between mothers and fathers' perspectives and feelings when it comes to outdoor risky play
METHOD Give a detailed account of the methodology you propose to use including instruments and procedure.

Rachel Cogbill
18061737

School of Psychology & therapeutic studies ethics Approval Form

This research project will be advertised across social media platforms, such as Facebook and Twitter, asking for suitable participants who are over the age of 18, are parents to children aged 0-8 years old, and live in the UK to participate.

A link will be provided that will take participants to a survey created on Online Survey (Online Survey, 2021). An online survey has been chosen to target a wider audience of potential participants, and to ensure that covid-19 guidelines are followed (social distancing, etc.). When participants access this link, they will be provided with an information sheet, telling them about the study, what their involvement will be, etc. they will also be asked to give consent before starting the survey.

The survey will consist of a series of questions, firstly ones asking participants for demographic information, such as their age, gender, and information about their children, such as their age and gender. There will then be images of different outdoor risky play activities. These images have been taken by the researcher and show children engaging in different types of risky play such as play at great height, play near dangerous elements such as water and fire, play fighting, playing with a risk of getting lost, and playing with dangerous tools, such as a saw. The participants will be asked to score (Not at all risky, slightly risky, neutral, moderately risky, very risky). They will then be asked their thoughts and feelings towards each activity, and whether there are any barriers to them allowing their children to participate in these activities. Following the images, there will be some questions asking participants about their experiences of risky play, what activities they allow their children to engage in, if they have any worries about risky play, etc.

After completion, the participants will be provided with a debrief sheet, providing them with some more information about the study, what to do if they want further information, and will be signposted to a play website and contact details of the researcher and research supervisor.

Once all responses have been collected through the online survey, they will be transferred into a word document and analysed using Thematic Analysis (Braun & Clarke, 2012). The results of the thematic analysis will be used with in the research project.

The materials/instruments that are needed for this research project are, access to social media to advertise the project, a laptop and access to online survey.

Rachel Cogbill
18061737

School of Psychology & therapeutic studies ethics Approval Form
PARTICIPANTS Double click on the relevant box and select 'Checked' then 'OK'.

Rachel Cogbill
18061737

My participants are:	**Give details of participants in this box. Why you have selected this sample, how you will gain access to the participants. State your inclusion and exclusion criteria and how you will express this to participants on the information sheet.**
☐ Early years/Pre-School children ☐ School age children ☐ Young people aged 17-18 ☐ Vulnerable people ☒ Adults ☐ Unknown at this stage	The participants chosen for this research study are adults who are parents, as this research project is based around parents' perspectives on outdoor risky play in childhood. Access to participants will be gained through advertisement of the project across social media, meaning the sample of this study will be a convenience sample. The inclusion criteria for participants is for them to be over the age of 18, to be parents of children aged 0-8 years old. This age range has been chosen as research has shown that when a child reaches the age of 8 years old, parents tend to allow them to be more independent and unsupervised, as this is the age that parents begin to understand their child's cognitive and physical abilities (Schoeppe et al., 2015). Participants must also be living in the UK. This information will be expressed to the participants through the information sheet that they will be provided with.

Rachel Cogbill
18061737

School of Psychology & therapeutic studies ethics Approval Form	
Disclosure and Barring service check **Do you have Disclosure and Barring Service (DBS) clearance? Tick the relevant boxes.**	
☐ Yes, I have attached a copy of my DBS clearance certificate	
☐ No, I need to apply for one*	☒ Not applicable for this research
☐ I have applied for a CRB certificate*	Application date:
*You must submit a copy of your DBS clearance certificate to the ethics panel before you commence data collection.	
ETHICAL ISSUES **Consider each of the ethical issues below. Details of the 'Code of Human Research Ethics' and the 'Code of Ethics and Conduct' are available on the course Blackboard site or from www.bps.org.uk). You should read both these documents before completing this aspect of the form. Failure to address all of these issues fully may result in ethical consent being declined.**	

Rachel Cogbill
18061737

School of Psychology & therapeutic studies ethics Approval Form

Risk: How will you ensure participant's well-being during the research? Are there any issues around researcher safety and if so how will you address those?

To ensure participants wellbeing throughout this research project they will be given information regarding the project prior to participation, ensuring that they are fully aware that they only share information that they are comfortable with sharing.

They will also be able to take as much time as they need to answer the survey questions.

There are no risks to the participants safety during this research project, but there is a slight risk of emotional distress if a participant has had a negative experience regarding outdoor risky play. This will be mentioned in the information sheet, advising that if someone has had a negative experience that has caused them stress, it may not be in their best interest to participate in the survey.

Participants will be signposted to the Mind website, that provides help and support for people who experienced traumatic events traumatic experiences.
https://www.mind.org.uk/information-support/types-of-mental-health-problems/trauma/about-trauma/
https://www.mind.org.uk/information-support/types-of-mental-health-problems/post-traumatic-stress-disorder-ptsd-and-complex-ptsd/about-ptsd/

Rachel Cogbill
18061737

School of Psychology & therapeutic studies ethics Approval Form

Valid consent: Make sure you understand the meaning of the term "valid" here as detailed in the BPS Code of Human Research Ethics. Also consider whether participants will be given adequate time to think about the information before being asked to agree to participate.
Please confirm that all participants being asked to provide sensitive personal data will have the following statement on the consent form or on the bottom of their questionnaire 'I consent to the processing of my personal information for the purposes of this research study. I understand that such information will be treated as confidential and handled in accordance with the Data Protection Act 1998.'

Participants will be provided with an information sheet prior to completing the online survey, where they will be given information about the study, what their involvement will be, and their rights. They will also be told to take time to read this information carefully.

Valid consent will be gained by participants reading statements and checking boxes if they agree to each statement. The above statement: *'I consent to the processing of my personal information for the purposes of this research study. I understand that such information will be treated as confidential and handled in accordance with the GDPR 2018.* Will also be included. Once participants have read all the statements and checked the boxes, they will be prompted to click next. By clicking next they are agreeing/consenting to participate in the research study (The British Psychological Society, 2021).

All data that will be collected through the surveys will be stored safely on a password safe laptop.

Participants will be made aware that this is a voluntary participation and that they will not be offered a reimbursement or any finance for participating.

Rachel Cogbill
18061737

School of Psychology & therapeutic studies ethics Approval Form

Confidentiality, anonymity and the right to withdraw: How will you ensure the confidentiality and anonymity of research participants? How will ensure the data protection of collected research data? Consider how you will inform participants of their right to withdraw and how this process will work in practice and what the limits of this might be (e.g. when the report is written and submitted).

Participants will be informed of the nature of the research project prior to participating, they will also be made aware that they are not obliged to take part and that they have the right to withdraw before completing the survey, or at any point during the survey by clicking the exit button.

Participants will also be asked to use the unique personal identifier, before completing the survey, which will ask them to use letters and numbers that they are unlikely to forget, such as letters of their address, a combination of certain mobile phone digits, Etc. They will do this, so that if they wish to withdraw from the study after they have submitted their responses, they are able to email the researcher providing their unique personal identifying combination, so that the researcher can remove the responses that they have given.They will be able to withdraw from the study up until March 1st 2022.

All information that participants choose to provide during the survey will be anonymous.

Giving advice: How will you deal with requests for advice from participants? Again make sure you refer to the BPS Code of Human Research Ethics before completing this section.

If a participant asks for advice, the researcher will explain that they are unable to give them advice and will either ask the participant to contact the research supervisor or will signpost them to an organisation that will be able to give them the advice and support that they seek.

Rachel Cogbill
18061737

School of Psychology & therapeutic studies ethics Approval Form
Deception: Explain how your study informs participants and whether this results in any deception. If your study involves deception, how will you respect the dignity and autonomy of participants? **No deception will be used within this research project.**
Debriefing: What information will you provide to participants at the end of their involvement in the study? How will research findings be revealed to the research participant? **The participants will be provided with a debrief sheet. This sheet will thank the participants for taking the time to participate in the survey, reiterate the purpose of the study, and remind participants that if they wish to withdraw after they have submitted their responses, they can do this by emailing the researcher with their memorable word that they would have set up prior to starting the survey (The British Psychological Society, 2021) the researcher can then remove the information that has been given.** **Participants will also be provided with the researcher and supervisors contact information for if they have any queries or would like some more information. They will also be informed that if they wish to receive a summary of the results from the project, then they can email the researcher.** **Participants will also be signposted to the Play Wales website https://www.playwales.org.uk/eng/outdoorplay which provides parents with information and guidance regarding play and how important risk taking is for children during childhood.**
Student DECLARATION
I have checked this form and believe that all the necessary information has been given

Name: Rachel Cogbill	Date:13/01/2022

Rachel Cogbill
18061737

School of Psychology & therapeutic studies ethics Approval Form				
SUPERVISOR SECTION Double click on the relevant box and select 'Checking' then 'OK'.				
Use this form as part of the review process for undergraduate ethics application. Indicate, by ticking the appropriate boxes, whether each element has been completed satisfactorily.				
Summary and methodology				**Areas requiring work**
Has the rationale for the research been adequately expressed?	☐ Yes	☐ No	☐ N/A	
Are the methods clearly explained?	☐ Yes	☐ No	☐ N/A	
Risk				**Areas requiring work**
Have all the risks been identified by the student (e.g. vulnerable participants; sensitive topics or illegal activities; procedures that cause stress/anxiety/ humiliation; deception; labeling; risks to the researcher)?	☐ Yes	☐ No	☐ N/A	
Are adequate protocols in place for dealing with all risks?	☐ Yes	☐ No	☐ N/A	
Informed consent				**Areas requiring work**
Does the study involve participants who are particularly vulnerable or unable to give informed consent (e.g. children under 16, people with learning disabilities)?	☐ Yes	☐ No	☐ N/A	
Are good ethical procedures in place for gaining consent (e.g. consent from children as well as adults where appropriate; avoiding possible coercion; renewal of consent)?	☐ Yes	☐ No	☐ N/A	
If applicable, do they have an up-to-date Criminal Records Bureau Check?	☐ Yes	☐ No	☐ N/A	
If applicable, are they aware of how to respond if they have concerns about the child/young person in relation to safeguarding?	☐ Yes	☐ No	☐ N/A	
Confidentiality				**Areas requiring work**
Is the student aware of the confidentiality and anonymity issues their project raises?	☐ Yes	☐ No	☐ N/A	
Do they have procedures for dealing with data securely?	☐ Yes	☐ No	☐ N/A	

Rachel Cogbill
18061737

School of Psychology & therapeutic studies ethics Approval Form				
Where research involves children/ young people /illegal activity have they informed participants of the limits of confidentiality?	☐ Yes	☐ No	☐ N/A	
Giving advice				**Areas requiring work**
Has the students considered when participants might ask for advice?	☐ Yes	☐ No	☐ N/A	
Have they devised a plan for dealing with these questions?	☐ Yes	☐ No	☐ N/A	
If applicable, has the student identified where they might gain evidence that the participant has a psychological or physical problem which they are currently unaware of?	☐ Yes	☐ No	☐ N/A	
If applicable, has the student prepared a protocol to deal with this risk?	☐ Yes	☐ No	☐ N/A	
Deception				**Areas requiring work**
Have they explained the need for any deception?	☐ Yes	☐ No	☐ N/A	
Have they considered whether revealing deception is likely to cause any discomfort/anger from participants?	☐ Yes	☐ No	☐ N/A	
Have they put a protocol in place for dealing with this which protects the dignity and autonomy of participants?	☐ Yes	☐ No	☐ N/A	
Debrief				**Areas requiring work**
Do they have a clear idea of the information required at debrief?	☐ Yes	☐ No	☐ N/A	
Do they have plans in place for participants to retrospectively withdraw after debrief?	☐ Yes	☐ No	☐ N/A	
Where providing a description of the nature of the investigation is not sufficient to eliminate all possible harmful effects have they devised additional protocols (e.g. induce happy mood)?	☐ Yes	☐ No	☐ N/A	
SUPERVISOR DECLARATION **If this is missing the application should be rejected**				

Rachel Cogbill
18061737

School of Psychology & therapeutic studies ethics Approval Form
I can confirm that this research is: ☐ Low risk: *Supervisor tick this box if research is UG and conforms to USW Low Risk Eligibility Criteria. Please note that research with vulnerable participants can be considered low risk if the researcher takes place "in an accredited setting and accompanied by a carer or professional with a duty of care" (USW Low Risk Eligibility Criteria).* ☐ Low risk: Does not conform to *USW Low Risk Eligibility Criteria* but referred to School Ethics Subcommittee for consideration. ☐ High risk: Complete and submit the Faculty Ethics Committee high risk form. **I have checked this form and my recommendation is:** ☐ Approved: *supervisor to submit to dissertation coordinator.* ☐ Resubmit: *student should work on the areas outlined above and resubmit the form.* ☐ Check this box if the supervisor has approved any conditions raised below.

Supervisors name: Alexis Jones	Date: 10.11.21

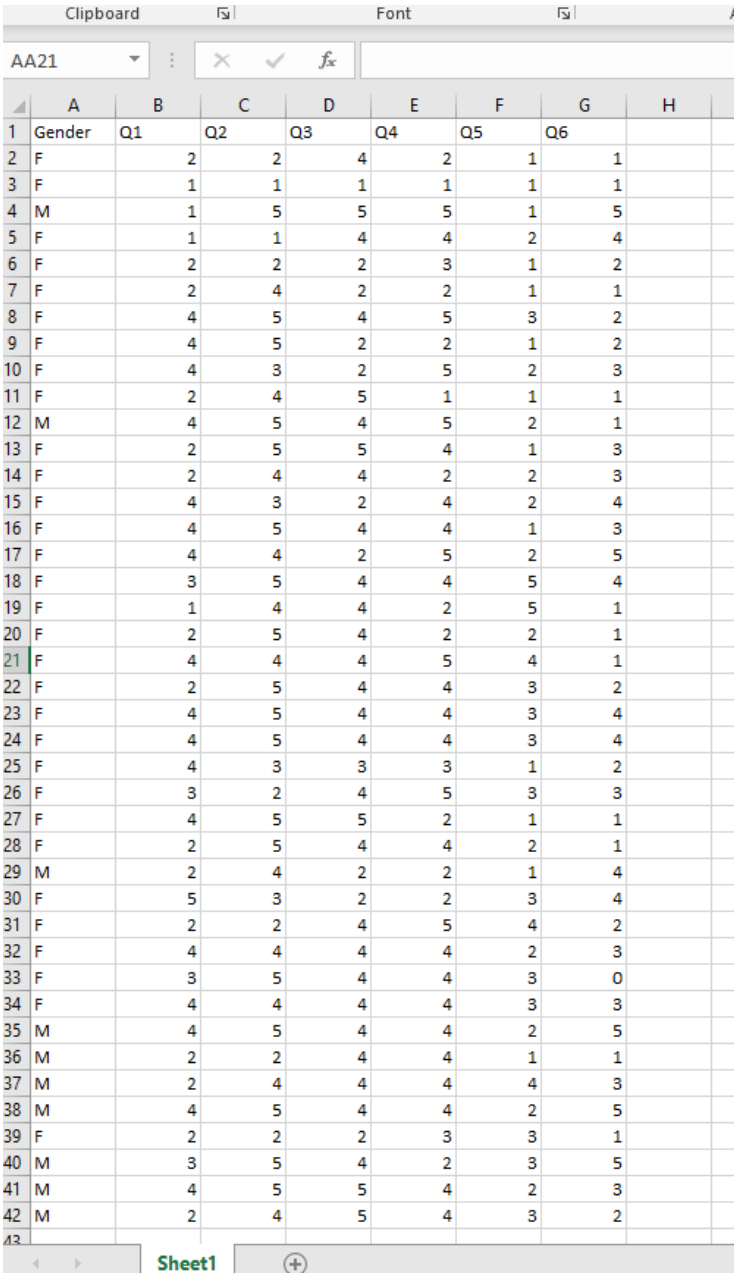
TO BE COMPLETED BY DISSERTATION COORDINATOR
Dissertation Coordinator: I have checked this form and my recommendation is: ☐ Approved: form can be returned to the supervisor and data collection can proceed, subject to the supervisor signing of participant information/consent/debrief, communications with participants and all instruments of data collection. ☐ Conditionally approved: subject to changes requested below (to be Approved by supervisor before data collection begins, see "Approved" conditions above). ☐ Resubmit: work on the areas outlined below and resubmit to your supervisor who will forward to the dissertation coordinator. ☐ Referred to School Ethics Subcommittee.

TO BE COMPLETED BY SCHOOL ETHICS SUBCOMMITTEE
☐ Approved: form can be returned to the supervisor and data collection can proceed. ☐ Conditionally approved: *subject to changes requested below (to be signed off by supervisor).* ☐ Resubmit: *work on the areas outlined below and resubmit to your supervisor who will forward to the dissertation coordinator who will then refer to the subcommittee.*

Signed: Dr K. Price	Date: 20/12/2021

Rachel Cogbill
18061737

Appendices 6: Raw quantitative data



Clipboard Font

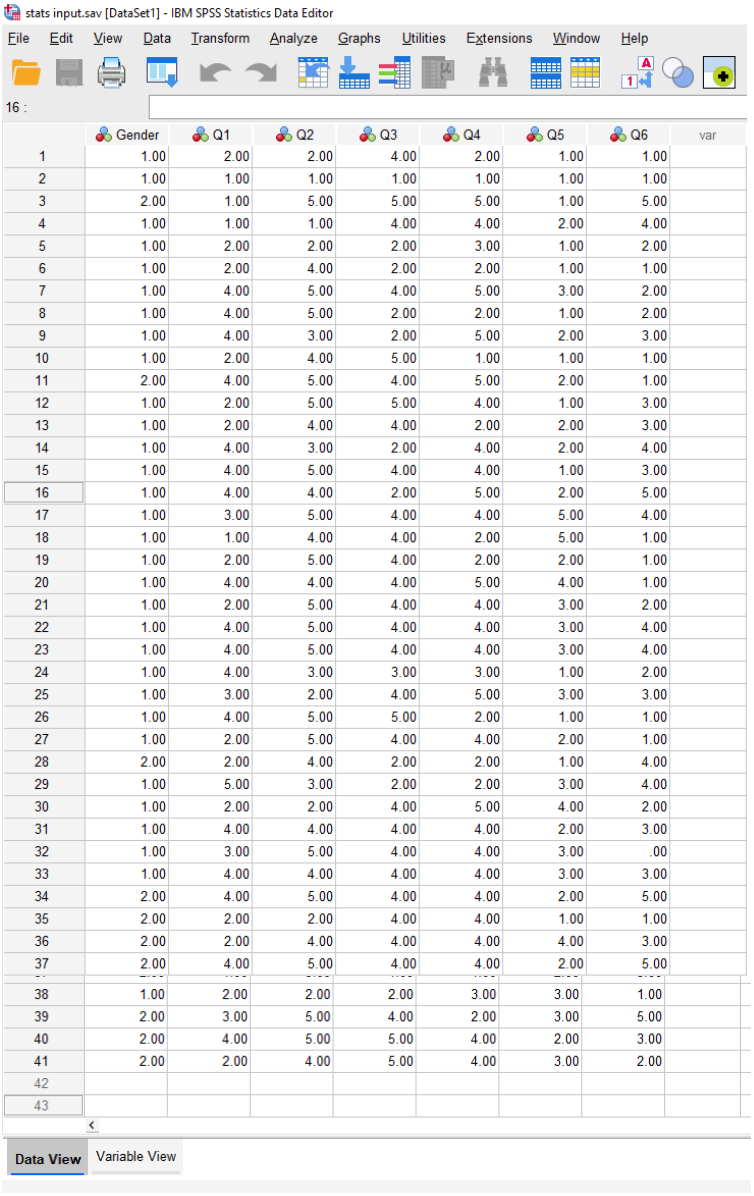
AA21

	A	B	C	D	E	F	G	H
1	Gender	Q1	Q2	Q3	Q4	Q5	Q6	
2	F	2	2	4	2	1	1	
3	F	1	1	1	1	1	1	
4	M	1	5	5	5	1	5	
5	F	1	1	4	4	2	4	
6	F	2	2	2	3	1	2	
7	F	2	4	2	2	1	1	
8	F	4	5	4	5	3	2	
9	F	4	5	2	2	1	2	
10	F	4	3	2	5	2	3	
11	F	2	4	5	1	1	1	
12	M	4	5	4	5	2	1	
13	F	2	5	5	4	1	3	
14	F	2	4	4	2	2	3	
15	F	4	3	2	4	2	4	
16	F	4	5	4	4	1	3	
17	F	4	4	2	5	2	5	
18	F	3	5	4	4	5	4	
19	F	1	4	4	2	5	1	
20	F	2	5	4	2	2	1	
21	F	4	4	4	5	4	1	
22	F	2	5	4	4	3	2	
23	F	4	5	4	4	3	4	
24	F	4	5	4	4	3	4	
25	F	4	3	3	3	1	2	
26	F	3	2	4	5	3	3	
27	F	4	5	5	2	1	1	
28	F	2	5	4	4	2	1	
29	M	2	4	2	2	1	4	
30	F	5	3	2	2	3	4	
31	F	2	2	4	5	4	2	
32	F	4	4	4	4	2	3	
33	F	3	5	4	4	3	0	
34	F	4	4	4	4	3	3	
35	M	4	5	4	4	2	5	
36	M	2	2	4	4	1	1	
37	M	2	4	4	4	4	3	
38	M	4	5	4	4	2	5	
39	F	2	2	2	3	3	1	
40	M	3	5	4	2	3	5	
41	M	4	5	5	4	2	3	
42	M	2	4	5	4	3	2	
43								

Sheet1

Rachel Cogbill
18061737

Appendices 7: SPSS input


stats input.sav [DataSet1] - IBM SPSS Statistics Data Editor

File Edit View Data Transform Analyze Graphs Utilities Extensions Window Help

16 :

	Gender	Q1	Q2	Q3	Q4	Q5	Q6	var
1	1.00	2.00	2.00	4.00	2.00	1.00	1.00	
2	1.00	1.00	1.00	1.00	1.00	1.00	1.00	
3	2.00	1.00	5.00	5.00	5.00	1.00	5.00	
4	1.00	1.00	1.00	4.00	4.00	2.00	4.00	
5	1.00	2.00	2.00	2.00	3.00	1.00	2.00	
6	1.00	2.00	4.00	2.00	2.00	1.00	1.00	
7	1.00	4.00	5.00	4.00	5.00	3.00	2.00	
8	1.00	4.00	5.00	2.00	2.00	1.00	2.00	
9	1.00	4.00	3.00	2.00	5.00	2.00	3.00	
10	1.00	2.00	4.00	5.00	1.00	1.00	1.00	
11	2.00	4.00	5.00	4.00	5.00	2.00	1.00	
12	1.00	2.00	5.00	5.00	4.00	1.00	3.00	
13	1.00	2.00	4.00	4.00	2.00	2.00	3.00	
14	1.00	4.00	3.00	2.00	4.00	2.00	4.00	
15	1.00	4.00	5.00	4.00	4.00	1.00	3.00	
16	1.00	4.00	4.00	2.00	5.00	2.00	5.00	
17	1.00	3.00	5.00	4.00	4.00	5.00	4.00	
18	1.00	1.00	4.00	4.00	2.00	5.00	1.00	
19	1.00	2.00	5.00	4.00	2.00	2.00	1.00	
20	1.00	4.00	4.00	4.00	5.00	4.00	1.00	
21	1.00	2.00	5.00	4.00	4.00	3.00	2.00	
22	1.00	4.00	5.00	4.00	4.00	3.00	4.00	
23	1.00	4.00	5.00	4.00	4.00	3.00	4.00	
24	1.00	4.00	3.00	3.00	3.00	1.00	2.00	
25	1.00	3.00	2.00	4.00	5.00	3.00	3.00	
26	1.00	4.00	5.00	5.00	2.00	1.00	1.00	
27	1.00	2.00	5.00	4.00	4.00	2.00	1.00	
28	2.00	2.00	4.00	2.00	2.00	1.00	4.00	
29	1.00	5.00	3.00	2.00	2.00	3.00	4.00	
30	1.00	2.00	2.00	4.00	5.00	4.00	2.00	
31	1.00	4.00	4.00	4.00	4.00	2.00	3.00	
32	1.00	3.00	5.00	4.00	4.00	3.00	.00	
33	1.00	4.00	4.00	4.00	4.00	3.00	3.00	
34	2.00	4.00	5.00	4.00	4.00	2.00	5.00	
35	2.00	2.00	2.00	4.00	4.00	1.00	1.00	
36	2.00	2.00	4.00	4.00	4.00	4.00	3.00	
37	2.00	4.00	5.00	4.00	4.00	2.00	5.00	
38	1.00	2.00	2.00	2.00	3.00	3.00	1.00	
39	2.00	3.00	5.00	4.00	2.00	3.00	5.00	
40	2.00	4.00	5.00	5.00	4.00	2.00	3.00	
41	2.00	2.00	4.00	5.00	4.00	3.00	2.00	
42								
43								

Data View Variable View

Rachel Cogbill
18061737

Appendices 8: Unrelated t-test results

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Q1	Female	31	2.9355	1.15284	.20706
	Male	10	2.8000	1.13529	.35901
Q2	Female	31	3.7419	1.31574	.23631
	Male	10	4.4000	.96609	.30551
Q3	Female	31	3.4516	1.09053	.19586
	Male	10	4.1000	.87560	.27689
Q4	Female	31	3.3871	1.25638	.22565
	Male	10	3.8000	1.03280	.32660
Q5	Female	31	2.2903	1.18866	.21349
	Male	10	2.1000	.99443	.31447
Q6	Female	31	2.3226	1.30095	.23366
	Male	10	3.4000	1.64655	.52068

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Q1	Equal variances assumed	.054	.817	.324	39	.374	.747	.13548	.41779	-.70958	.98055
	Equal variances not assumed			.327	15.470	.374	.748	.13548	.41444	-.74555	1.01651
Q2	Equal variances assumed	2.578	.116	-1.455	39	.077	.154	-.65806	.45234	-1.57301	.25688
	Equal variances not assumed			-1.704	20.762	.052	.103	-.65806	.38624	-1.46185	.14572
Q3	Equal variances assumed	3.717	.061	-1.706	39	.048	.096	-.64839	.37999	-1.41698	.12021
	Equal variances not assumed			-1.912	18.845	.036	.071	-.64839	.33916	-1.35865	.06188
Q4	Equal variances assumed	2.952	.094	-.940	39	.177	.353	-.41290	.43949	-1.30185	.47604
	Equal variances not assumed			-1.040	18.387	.156	.312	-.41290	.39697	-1.24565	.41985
Q5	Equal variances assumed	1.089	.303	.456	39	.325	.651	.19032	.41704	-.65323	1.03388
	Equal variances not assumed			.501	18.057	.311	.623	.19032	.38009	-.60803	.98868
Q6	Equal variances assumed	1.353	.252	-2.134	39	.020	.039	-1.07742	.50491	-2.09869	-.05614
	Equal variances not assumed			-1.888	12.834	.041	.082	-1.07742	.57071	-2.31198	.15715

Appendices 9: One-way repeated measures ANOVA test results

Rachel Cogbill
18061737

Multivariate Tests

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's trace	.658	13.823[a]	5.000	36.000	<.001	.658
Wilks' lambda	.342	13.823[a]	5.000	36.000	<.001	.658
Hotelling's trace	1.920	13.823[a]	5.000	36.000	<.001	.658
Roy's largest root	1.920	13.823[a]	5.000	36.000	<.001	.658

Pairwise Comparisons

Measure: MEASURE_1

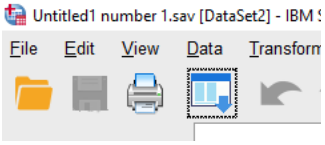
(I) Risk	(J) Risk	Mean Difference (I-J)	Std. Error	Sig.[b]	95% Confidence Interval for Difference[b] Lower Bound	Upper Bound
1	2	-1.000*	.212	<.001	-1.663	-.337
	3	-.707	.252	.117	-1.495	.081
	4	-.585	.218	.158	-1.266	.095
	5	.659	.243	.150	-.102	1.419
	6	.317	.243	1.000	-.442	1.076
2	1	1.000*	.212	<.001	.337	1.663
	3	.293	.192	1.000	-.307	.892
	4	.415	.254	1.000	-.379	1.208
	5	1.659*	.251	<.001	.875	2.442
	6	1.317*	.271	<.001	.470	2.165
3	1	.707	.252	.117	-.081	1.495
	2	-.293	.192	1.000	-.892	.307
	4	.122	.216	1.000	-.552	.796
	5	1.366*	.220	<.001	.678	2.053
	6	1.024*	.283	.012	.142	1.907
4	1	.585	.218	.158	-.095	1.266
	2	-.415	.254	1.000	-1.208	.379
	3	-.122	.216	1.000	-.796	.552
	5	1.244*	.215	<.001	.574	1.914
	6	.902*	.251	.013	.118	1.687
5	1	-.659	.243	.150	-1.419	.102
	2	-1.659*	.251	<.001	-2.442	-.875
	3	-1.366*	.220	<.001	-2.053	-.678
	4	-1.244*	.215	<.001	-1.914	-.574
	6	-.341	.279	1.000	-1.211	.528
6	1	-.317	.243	1.000	-1.076	.442
	2	-1.317*	.271	<.001	-2.165	-.470
	3	-1.024*	.283	.012	-1.907	-.142
	4	-.902*	.251	.013	-1.687	-.118
	5	.341	.279	1.000	-.528	1.211

Based on estimated marginal means

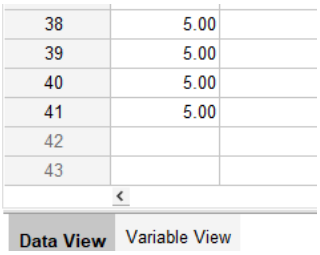
*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.

Appendices 10: Frequencies data 1



Rachel Cogbill
18061737



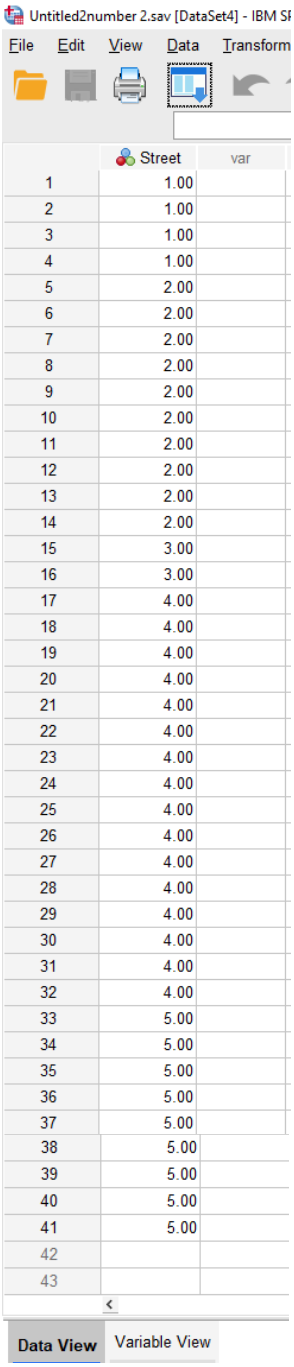
Appendices 11: Frequencies results 1

Outside

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	allow	2	4.9	4.9	4.9
	definitely allow	8	19.5	19.5	24.4
	neutral	7	17.1	17.1	41.5
	do not allow	9	22.0	22.0	63.4
	definitely do not allow	15	36.6	36.6	100.0
	Total	41	100.0	100.0	

Rachel Cogbill
18061737

Appendices 12: Frequencies data 2



Rachel Cogbill
18061737

Appendices 13: Frequencies results 2

Outdoors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely allow	4	9.8	9.8	9.8
	allow	10	24.4	24.4	34.1
	neutral	2	4.9	4.9	39.0
	do not allow	16	39.0	39.0	78.0
	definitely do not allow	9	22.0	22.0	100.0
	Total	41	100.0	100.0	

Rachel Cogbill
18061737

Appendices 14: Thematic analysis results: Fears and barriers

Theme	Subthemes	Quotes
Independent child factors	Self-awareness	• "I do not allow my child to play outdoors unsupervised as he doesn't have the greatest understanding/awareness of what risks come to playing outdoors alone" (Participant 3)
	Age dependent	• "He is 2, maybe when he is older and able to understand" (Participant 4) • "Too young at the moment" (Participant 15) • "Not at the age she is now" (Participant 41)
	Individual needs	• "daughter is diabetic so always with me" (Participant 9) • "No, because of my sons age and developmental needs. My son is autistic" (Participant 8) • "because of learning disabilities" (Participant 17) "As long as I monitor them due to additional needs" (Participant 8)
Fears of injury	Drowning	• "risk of drowning" (Participant 35)
	Risk of disease	• "Risk of injury and disease from foreign objects" (Participant 39)
	Animal dangers	• "I live in a flat and strangers walk around outside with their dogs.. I don't want my kids going outside and getting bitten by a dog that should be on a lead or falling into the duck ponds or getting into the field with the animals and getting trampled by cows... lots of things could happen" (Participant 31) • "trampled by cows" (Participant 35)
	Poisonous plants	• "some fears I have include my son falling and injuring himself, coming into contact with something that could bring him harm i.e poisonous plan/wild animal etc." (Participant 3)
	Risk of burning	• "fire is dangerous as it can cause significant harm" (Participant 32) • "fire can be very dangerous and can have terrible consequences" (Participant 41) • "Children can easily get burnt if they fall over it or play near it" (Participant 40)
	Risk of falling	• "I think falling from a great height would be too much of a risk particularly on rocks as could cause serious injury" (Participant 20)

Rachel Cogbill
18061737

		• "I wouldn't allow in case he slipped from a height and could cause a traumatic injury" (Participant 30) • "I have a personal fear of heights and would be too afraid that the kids may fall and seriously injure themselves" (Participant 37)
External factors	Car danger	• The traffic is far to dangerous with cars speeding up the street" (Participant 35) • "too many cars including giant SUVs! Horrendous" (Participant 18) • "its all about cars giant murder machines speeding along residential streets" (Participant 18)
	Getting lost	• "running off, hiding so I cant find them" (Participant 31) • "My kids getting lost" (Participant 34) • "I would let them play hide and seek in the house, but not outside as shown in these photos as there is a high chance of them getting lost" (Participant 37)
	Stranger danger	• "I'd be scared of abduction if I wasn't there or if they went too far" (Participant 1) • "I have a lot of fears surrounding stranger danger" (Participant 34) • "I'd also be worried about 'stranger danger'" (Participant 28)
	Environment	• "I always prefer to supervise if the place is somewhere unfamiliar/something shes not done before, however playing in the house/garden/places we've visited several times I think its fine" (Participant 11) • "I don't have a safe space for this" (Participant 5)

Appendices 15: Thematic analysis: Understanding the benefits of outdoor risky play

Theme	Subthemes	Quotes

Beneficial for children's development and skills	Physical development	• "Excellent life skills, motor skills" (Participant 27) • Great for physical gross motor movements" (Participant 2) • "Good for dexterity and physical development" (Participant 18) • "Great for their cognitive and physical development" (Participant 2) • "Fantastic opportunity to explore own strengths, explore how the world feels to their feet, balance practice" (Participant 23)
	Confidence	• "It helps build a child's confidence and skills" (Participant 2) • "Encourage them to be brave and they will gain confidence and life skills" (Participant 33)
	Development of boundaries	• "Important to learn boundaries" • "Risky play can teach children skills, rules and their own boundaries" (Participant 4)
	Independence	• "Some risky play is important for them to learn about consequences, learn how to do things and learn how to be independent" (Participant 22) • "It teaches them their limits, and independence" (Participant 16)
	Risk assessment	• "Talking about risks will give children the understanding they need and allow them to think about risks" (Participant 2) • "But I would let them explore because they learn risk in their own play" (Participant 8) • "I think it's important for children's development because they can learn how to assess dangers and risks" (Participant 34)

	Understanding	• "Great for knowledge and understanding of the world" (Participant 2) • "Because he is learning balance, fine and gross motor skills and furthering his understanding" (Participant 8)
	Key skills	• "An immerse range of skills, social and emotional skills, promotes independence, better understanding of risks and