Tools for reframing parents’ perception of risk to promote children’s outdoor risky play

Mariana Brussoni, Takuro Ishikawa, Christina Han, Ian Pike, Anita Bundy, John Jacob, Juan Tellez, Kevin Quach, Fahad Hasany, Anita Bundy, Guy Faulkner, Louise Masse,
What is risky play?

... thrilling & exciting forms of play involving uncertainty and the chance of physical injury

Sandseter, 2009, J Adv Educ & Outdoor Learn
Risky Play

- Play with heights
- Play at high speeds
- Play with tools
- Play near elements
- Play with a chance of getting lost
- Rough and tumble play

Sandseter, 2009, J Adv Educ & Outdoor Learn

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Review

What is the Relationship between Risky Outdoor Play and Health in Children? A Systematic Review

Marina Bruissoni 1,2,n, Rebecca Gibbons 3, Casey Gray 4, Takuro Ishikawa 5,
Ellen Beate Hansen Sandseter 6, Adam Bienenstock 6, Guybaine Chabot 7,8, Pamela Fuselli 5,9,
Susan Herrington 8, Ian Janssen 10,11, William Pickett 11,12, Marlene Power 11,12, Nick Stanger 11,9,
Margaret Sampson 14 and Mark S. Tremblay 4,15

www.mdpi.com/1660-4601/12/6/6423
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Learn more at lawson.ca
Social Cognitive Theory  
(Bandura, 2001)

Observational learning  
Knowledge  
Outcome expectations  
Behaviour skills  
Self-efficacy  
Social support  
Barriers/Opportunities  
Reinforcement/Punishment

Attitudes:  
Tolerance of risk in play

Intentions  
Goal attainment

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**Behaviour Change Techniques**  
(Michie et al., 2013)

1. Goals & planning  
5. Natural consequences  
6. Comparison of behaviour  
8. Repetition & substitution  
9. Comparison of outcomes  
13. Identity  
15. Self-belief

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CHAPTER 1 - THINK OF A CHILD
Do you ever struggle with letting your child take risks and have the same play experiences that you had? Think of a child close to you and remember back to your childhood. Remember some of the things that were great about your childhood and see if there is anything missing from your child’s life.

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CHAPTER 2 - WHAT WOULD YOU DO?
Put yourself in the shoes of these parents and see what you would have done in their situation. What are some of the things going through your mind? How do these will impact what happens in the story? Reflect on what influenced your decision and see what you could have done differently.

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CHAPTER 3 - CREATING YOUR ACTION PLAN
A personalized plan to help make changes in your life that can help you promote more risky play activities for your child. See what you were able to learn on your journey, restate goals and the steps needed to reach them. Sample recommendations can give you some ideas.
Evaluation

• Randomized Controlled Trial
• 3 conditions
  1. OutsidePlay.ca
  2. In person workshop
  3. Control group: Position Statement on Active Outdoor Play
• Mothers of children 6-12 years

RCT Data Collection Period
December 1, 2017 – September 30, 2018
(10 months)

<table>
<thead>
<tr>
<th></th>
<th>Control</th>
<th>Online</th>
<th>In-Person</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>145</td>
<td>121</td>
<td>85</td>
<td>351</td>
</tr>
<tr>
<td>T2 1 week</td>
<td>136</td>
<td>119</td>
<td>85</td>
<td>340</td>
</tr>
<tr>
<td>T3 3 months</td>
<td>123</td>
<td>106</td>
<td>84</td>
<td>313</td>
</tr>
</tbody>
</table>

Adherence rates:
- Control: 93%
- Online: 98%
- In-Person: 100%
- Total: 97%
Participant demographics

- Mean age = 40.4 years
- 76% married/common-law
- 76% university educated
- 73% employed
- 35% $103,000+ household income
- 14% below $44,000

Chapter 1

REFLECTION

Think about a child you care about (between the age of 6 - 12 if possible). This is the child you’ll be thinking about during your journey, and could be your son or daughter, a student, or another child close to you.

<table>
<thead>
<tr>
<th>Child’s First Name/Nickname</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s Age</td>
</tr>
<tr>
<td>Child’s Gender</td>
</tr>
<tr>
<td>I am the child’s...</td>
</tr>
</tbody>
</table>

Begin Journey
Think about a child you care about (between the ages of 6 - 12 if possible). This is the child you’ll be thinking about during your journey, and could be a child close to you.

Child’s First Name/Nickname
Child’s Age
Child’s Gender
I am the child’s...

About Experimental Group
[n=206]

Girls: 94 (45.63%)
Boys: 112 (54.37%)

Child age (6-12 years old)

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 y.o</td>
<td>22.34%</td>
</tr>
<tr>
<td>7 y.o</td>
<td>17%</td>
</tr>
<tr>
<td>8 y.o</td>
<td>17%</td>
</tr>
<tr>
<td>9 y.o</td>
<td>17%</td>
</tr>
<tr>
<td>10 y.o</td>
<td>12%</td>
</tr>
<tr>
<td>11 y.o</td>
<td>7%</td>
</tr>
<tr>
<td>12 y.o</td>
<td>4%</td>
</tr>
</tbody>
</table>

Some of important attributes mothers want for their child:

Confident (99)
Kind (66)
Resilient (56)
Compassionate (50)
Independent (38)
Makes good decisions (37)
Self-content (20)
Curious (17)
Imaginative
About Experimental Group [n=206]

Some of mothers’ activities:
- Playing in the neighbourhood (108)
- Biking (106)
- Meeting up with friends (102)
- Reading (98)
- Playing in the yard (73)
- Watching TV (62)

About Experimental Group [n=206]

Some of children’s activities:
- Drawing and Coloring (93)
- Reading (99)
- Watching TV (82)
- Playing video games (80)
- Playing in the neighbourhood (71)
- Playing in the yard (55)
Some of things they got out of it:

**Independence** (127)
**Imaginative** (77)
**Confidence** (77)
**Curious** (66)
**Learned from mistakes** (56)
**Sense of belonging** (47)
**Joyful** (42)
**Courageous** (39)

**SAME OR DIFFERENT?**

How do Mathias’ activities compare to what you remember doing at that age?

**MY CHILDHOOD ACTIVITIES**

**ACTIVITIES WE SHARE**

**MATHIAS’S ACTIVITIES**

**WHAT I GOT OUT OF IT**

- Confident
- Curious
- Independent
- Resilient

**WHAT I WANT FOR MATHIAS**

- Confident
- Independent
- Makes good decisions

Next
11/2/18

**CLIMBING**
Imagine you and your daughter are in the park.
You decide to take a break and watch

**Intervene: 21**
**Not intervene: 183**
**Blank: 2**

**About Experimental Group [n=206]**

**WALKING HOME**
Imagine you and your friend are walking

**Intervene: 40**
**Not intervene: 164**
**Blank: 2**

**About Experimental Group [n=206]**
Intervene: 24
Not intervene: 180
Blank: 2

Some of common concerns:

- I am concerned my child is going to get seriously hurt (97)
- I am worried that someone is going to harm my child, either kidnapping or assault by an adult, or bullying by other children (33)
- I think my child does not know how to stay safe (17)
- I am concerned Mathias going to get seriously hurt (97)
- I am worried that someone is going to harm my child, either kidnapping or assault by an adult, or bullying by other children (33)
- I think my child does not know how to stay safe (17)
About Experimental Group

[n=206]

Things that helped them let go:

**It is important to me that my child has opportunities to learn, build skills and try new challenges** (183)

I know my child really wants to do this and I think it is a good learning opportunity (165)

I believe my child really wants to do this and I want to give my child my support (164)

I've seen my child manage things like this before and trust that my child can handle it (159)

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Journey Map

This is a summary of your journey through the Go Hing Outside app. If you haven’t completed certain sections, you can do so by clicking on the relevant section. To get back to the page at any time, click the navigation bar at the top right of the screen and go to Journey Summary. At the bottom of the page, you can begin creating an action plan to help make progressive steps towards your goals.

Chapter 1 - Reflection

Think about a child you care about (between the age of 4-10 if possible). This is the child you’re thinking about during your journey, and could be your son or daughter, a student, or another child close to you.

**Child’s Name:** Mathias

**Child’s Age:** 9

**Child’s Gender:** Boy

I am the...: Mother

**Value & Traits**

What are some of the most important attributes I want Mathias to have when he grows up?

**Mathias’s Activities**

What are some of Mathias’s favourite things to do on his own or with friends?
Chapter 3 - My Plan of Action

As you revisit what you want most for Mathias when he grows up, think about what you are doing to promote those things. Is there anything you want to change?
### Setting Goals

You have the opportunity to make a change based on your journey. Set yourself one goal. It can be whatever you like, as long as it is realistic and doable for you. For your goal, think about the different steps that can help you make the change.

**My Goal Is To:**

- Letting my child climb up a tree

### Steps I Would Take to Achieve My Goal Are:

- Share this goal with my partner and talk about the importance of risky play
- Guide my child through new activity while coaching on safety
- Watch without interfering
- Take away supervision gradually

*Add your own step*

**I Will Begin My Plan...**

Sep 05, 2017

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### Summary of Goals:

- **Allow/encourage my child to be more independent** (e.g., let my child walk to school alone; teach how to use the stove/oven; trust my child's decisions and privacy).
- **Allow/encourage my child to do more risky play** (e.g., use more tools).
- **Make time for my child to play outside every day** (e.g., less screen time).

About Experimental Group  

[n=206]

---

**About Experimental Group**

- [n=206]

**Summary of goals:**

- **Allow/encourage my child to be more independent** (e.g., let my child walk to school alone; teach how to use the stove/oven; trust my child's decisions and privacy).
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Thank you!

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