Risk Averse verses Risk Aware Culture and its effect on experiential approaches in the Outdoor Environment

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Statement of Originality

This study is the result of my independent work in which I have acknowledged the sources of my material.

Abstract

An investigation of risk in the outdoor environment, with the aim of the research 'To investigate the Risk Averse versus Risk Aware Culture and its effect on experiential approaches in the outdoor environment' The key research question being 'Is the UK Risk Averse or Risk Aware'? Within this dissertation the literature review considered the views of a range of theorists who identified that in the UK there is predominantly a risk averse culture. Primary research was conducted through online questionnaires where there were 149 respondents and one informal interview. the majority of the responses supported the view that the UK is very risk averse. Furthermore, the other key findings were that the parents' attitude to risk is negative, but the data was collected from the educators and teachers' points of view. Also, it was identified that risk can impact learning in various ways notably through social, mental and physical development. The research was a small-scale study so it will need to be repeated to make it more valid, reliable and to have more standing.

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Introduction

My initial motivation for undertaking this dissertation topic came from my time living and working in Canada and whilst I was reflecting on my time there, I became aware that Canada is very risk aware. This mainly stood out for me whilst I was working with Nature Kindergarten where children are allowed to partake in risky activities and the educators allow them to do so. When I looked more into this field I learnt that the Nature Kindergarten view is 'this program also seeks to explore the impact of early learning using the natural environment as a place where curiosity, play, problem solving and calculated risk taking can take place in a safe way' (Parkland School Division, 2020). This then fuelled my interest in allowing children to have risk but in the UK, risk is not as well accepted.

This is what led me to research and create the title of 'Risk Averse versus Risk Aware Culture and its effect on experiential approaches in the Outdoor Environment'. This title leads to the working question of 'Is the UK Risk Averse or Risk Aware?' This is the view I will be trying to support throughout my dissertation. I chose this title as it will allow me to explore research from both sides of the argument. Lindon (2011) believes that we should 'be more risk aware rather than risk averse' and this is echoed by Bundy (2009) who supports this by suggesting 'the biggest risk is that there is no risk'. The research focus will consider both sides of the argument by allowing a range of teachers and educators from Forest School (FS) or an outdoor setting (OS) to answer questions regarding risk within the education system. However, it should be noted that this is a small-scale research, so it will need to be repeated to make the results more reliable and relatable to the real world of education.

The literature review will consider literature surrounding risk with the aim of providing a definition of risk after considering the views of various theorists. Another key area that will be examined in the literature review is the benefit of risk on learning. The methodology will outline the ethical guidelines and the data collection methods which are both quantitative and qualitative. It will also consider different data collection tools that will enable me to conduct my research. The findings and discussion will be outlined from the research to

analyse and identify my key findings, and then linked back to the real world and identifying if they support the literature considered in my literature review.

Literature Review

Introduction

This literature review will consider the definition of risk before examining benefits of risk on learning, finally it will identify various pieces of legislation and policies developed around risk within education. It will further outline theory in relation to risk to frame a clearer understanding of the importance of identifying risk in a learning environment. One of the main models of Educational and Outdoor Settings (EOS) that will be examined through FS; according to Allen and Rapee (2005) 'FS provide ample opportunities for children to experiment and learn outdoor play with its inherent risks'. FS is trying to change the historic view of risk for children within the education system. According to Waite (2017, p.257) concerns in society which has 'emerged over the last twenty years or so has prevented children from developing the experience and competences to identify and manage their own risk- a vital skill for late life'. Hope and Oliver (2017, p3) states that 'society is more dangerous, and more people have got more risk obsessed with normal mundane places becoming riskier.' Added to this Dickson and Gray (2012) states 'undeniably, risk is part of human experience'. This chapter will review literature supporting or developing the ideas for this research project.

Definition of Risk?

According to Hope and Oliver (2017, p5) 'Risk refers to the probability of damage, injury, illness, death or other misfortune associated with a hazard. Hazards are generally defined to mean a threat to people and what they value'. This may seem like an extreme definition, but it shows the scope of risk; within the world of education risk does not necessarily lead to death, injury or illness. However, Harper (2017) states that risk is 'the potential for loss or harm, yet risk can also present opportunities for gain' suggesting that risk is not all bad and some level of risk can in fact be good for children and for learning. Tremblay *et al.* (2015) supports this by stating 'that some efforts to protect children may in fact be in conflict with necessary elements of child development such as certain risk taking during outdoor play'. An

abstract view of a definition of risk can be found from Gill (2007, p.19) as he suggests that adults can be careless at times and this should be the case for children. Allowing them to experiment and try out new ideas in a controlled environment means that they do not make the same mistakes in adulthood when the consequences may be more serious. Linking this back to the risk, it allows children to make mistakes in a controlled environment which is good for their development and learning.

One of the key themes within the definition of risk is the idea of a 'Risk Society' which Beck (1992) states is ' a conceptual frame… which claims today's Western institutions and their subsequent philosophical belief systems were established during post-industrial society and marked a turning away from the guidance of nature and tradition.' However, this is a dated view, as Giddens (1999) states it 'reminds us to separate risk from hazard or danger. Risk is a modern social construction based on the notion of control, the practice of predicting and controlling future events.' One of these main ideas supporting this view is that the media only portrays negative reports of risk and risky activity. An example within the industry would be the Lyme Bay disaster that killed a number of children due to the instructor not being aware of the surroundings and the operating procedures. This resulted in a negative press around the Outdoor Education (OE) sector. However, Ball, Gill and Spiegal (2008) suggests that risk can be beneficial if it is 'good'. He believes 'Good risks and hazards are acceptable and hold few surprises. Bad risks offer no obvious developmental or other benefits'. This view opposes Giddens as it suggests we should have risk and it is acceptable to have experienced it, within unexpected situations. Furthermore, Bathnes (2012) has developed this idea further stating that there is fair risk which children can see, understand and then can have control of themselves with support from their educators.

Finally, when looking at a school perspective of risk, the Alberta Centre for Injury Control and Research (ACICR) (2013) state 'all activities, regardless of the complexity or simplicity of the action, have an inherent level of risk'. This suggests that all school activities may involve risk even if it is not initially perceived. An example of this a Primary school banning tag because it was too rough (Gill, 2007, p.10); this proves the point that risk is everywhere and can be found in many situations. However, the ACICR (2013) further states that 'variable factors such as cognitive ability and development maturity, skill level, previous experience of the students

and teacher, weather conditions, facilities and available equipment may all affect the level of risk of any activity'. This suggests that risk management should be viewed through making a sensible decision to allow children to have some risk in the classroom and within OE, once all aspects of risk have been taken into consideration and a sensible decision can be made.

Benefits of Risk for Learning?

To get a better understanding of Risk in EOS, FS and the OE sector it is important to identify the benefits of allowing children to take on risk throughout their education. According to Gill (2013, p.4) 'Outdoor Environments are comparatively safe places and learning and playing outdoors is safer than taking part in many other sports or leisure pursuits', so it is important for children to have the opportunity to go outside as it is beneficial to them. If children are kept inside, they will start to believe that physical, emotional or intellectual risks are to be avoided, so in future life they will not face risk head on and just avoid it (Barton, 2007, p.2). Therefore, children need to have risk as it is necessary for their normal development (Kennair and Sandseter, 2011). These developments can either be physical, cognitive or even social developments. This can be reinforced with Stephenson (2003) stating 'young children will often test the possibilities of their actions and push physical and mental boundaries through play and other hands on experiences'. This is beneficial because the child is developing through different avenues.

Within the OE sector risk taking is seen as a pleasurable activity as it creates excitement (Hope and Oliver, 2017, p.14), this is what children are looking for, it provides an adrenaline rush which can be a positive for the development of the child. Bilton (2010, p.28) believes that children should be taking risks but be successful at them so it is a positive learning experience, and next time that child comes up against the same form of risk they will overcome it. This is supported later in the book where Bilton (2010, p.30) states 'Children need to be outside to take risks and rise to the challenge to become more able and confident children and adults. According to O'Brien and Murray (2007) one of the biggest positives of risk is that it 'improves confidence, social skills, motivation and concentration'. This allows some children to flourish when they may not get these benefits from inside the classroom so opening the door and

showing them how to use the outside environment and face risks, allows them to improve confidence, social skills and motivation. On this same note Kennair and Sandseter (2011) believes that 'an exaggerated safety focus of children's play is problematic because while on one hand children should avoid injuries, on the other they might need challenges and varied simulation to develop normally both physically and mentally'. This is an interesting point as it suggests that some children need the risk-taking approach, whereas others will not, but the ones that do are going to grow mentally and physical as a result, so are going to benefit from the enrichment of the outdoors.

On a final point Waite (2017) states that children have had an over protected or 'cotton wool culture' (Jenkins, 2006) so this has prevented 'children from developing the experiences and competences to identify and manage their own risks- a vital skill for later life'. This is a positive step as the world is starting to change to allow children to experience more risk; it may be just perceived risk, but it is a starting point as it allows children to develop in different ways.

Policy/Law

The law and policy in relation to risk taking in the world of education and the outdoors are the most important element when considering risk. This can be seen within The Early Year Foundation Stage (Department for Education, 2014) as it allows the opportunity for risk taking within the curriculum. However, although the working practices allow there to be risk taking within an enabling environment, this must be eliminated or reduced by means of risk assessments. This means that an activity cannot be too risky otherwise it will not be allowed to take place. This is supported by the idea of Duty of Care within the settings in which the educators are working. According to Forest School Canada (2014) 'educators have a duty of care towards young people and therefore have responsibility not only to keep young people safe, but also to enable them to learn to manage appropriate risks for themselves.' This means that safety is paramount for the children but also for the educators, as it helps them to develop the risk management tools needed for the specific environment in which the learning with take place. The Health and Safety Executive (HSE) published a document about children's play and leisure and tried to get the fine balance right between risk and enjoyment of the

outdoors. The statement was 'HSE want to encourage a focus on the sensible and proportionate control of real risks and not on unnecessary paperwork. HSE's primary interest is in real risks arising from serious breaches of the law and our investigations are targeted at these issues' (HSE, 2012). Therefore, Adventure Activities Licensing for mainly OE centres is required because there is often an activity which they state, 'should allow young people to experience exciting and stimulating activities outdoors without being exposed to avoidable risks of death or disabling injury' (HSE, 2020). However, these guidelines only cover OE centres within the UK and do not cover Forest Schools. The risky activities include rock climbing and water sports; these are subject to an annual inspection to ensure risk taking is dealt with appropriately.

Conclusion

This Chapter has considered the key literature relating to supporting safe practices and assessing for risk. However, there is much support for allowing risk to be more used within the education system and within forest schools. One of the main reasons why risk is controlled to such as extent is the legislation in place to protect children and the duty of care all educators must have for the welfare of the children in their care.

Methodology

Introduction

Within this chapter the method of the research will be considered whilst looking into the ethical issues, type of data and the collection of data whilst analyse the pros and cons of the method. The method shown in this chapter will be described and evaluated to why they have been used in this research.

Methodology is important because it is more of a discussion of the methods that will be used to gather the data and looking into the reasons for choosing that way (Thomas, 2017, p.104). Also, according to Sikes (2004) it is more to do with the theoretical and philosophical process to gain new ways to gain knowledge rather than just the practical considerations of the methods that will be used to gather the data. The most important part of the research process is the exploring of and the rationale for the methods to be able to get appropriate data for the research (Sikes, 2004).

Research Approach

The approach that I adopted in my research is the interpretivism method. This approach can be summed up as giving and developing an alternative view (Thomas, 2017, p.110) so looking from all angles to get the best viewpoint of the research information. The interpretivism method of research would be most appropriate for this title as it focuses on the subject title as well as considering both sides of the argument. The whole of the research design would be naturalistic (Thomas, 2017, p.114) as it allows the gaining of the participants' perceptions, feelings and viewpoint of the topic of risk from the research. The interpretivism research involves both the participants and researcher bringing their own interpretation to the data and to the question being asked (Willis, 2007).

To get that interpretivism approach we need to use both the main two types of data collection methods which are quantitative and qualitative. Quantitative data is when the researcher collects data through the medium of questionnaires which enables the questions to be open or closed that will allow the researcher to get 'relationships of one set of facts to another' (Bell, 2014). This is a positive to my research as I am aiming to use questionnaires to get the data required to be able to analyse it through the findings and discussion. The biggest reason for including this type of data collection method is that it will allow me to collect a large amount of data and then I will be able to analyse it to find possible trends and relationships through the results. However, one the main stumbling blocks maybe the wording of the questions as they both have to be open and closed to allow me to get the data required.

The other form of data collection is qualitative data which allows the researcher to understand experiences, ideas, beliefs and values through the use of questionnaires, interviews and focus groups. According to Bell (2014) qualitative data collection is 'more concerned to understand individual's perception of the world'. This would be included in my research as I aim to use interviews to get a better data set and understanding through my research and findings. However, the research would employ a mixed methods approach where I will collect and analyse both quantitative and qualitative data within the same research question or study.

Collection of Data

The collection of the data is really important and the method in which it is collected. As I will be using both qualitative and quantitative data I will need to use a range of data forms to get the triangulation of the data as it gives a the same perspective from different viewpoints (Kulkami, 2014) also Creswell (2009) states 'qualitative researchers typically gather multiple forms of data', making the data valid and reliable to be fit for purpose (Sharp, 2012).

To enable me to get these different types of data collection I will compile a questionnaire and then follow it up with informal interviews (Appendix 6 for hyperlink to questionnaire). I am planning on approaching two settings that are a forest school and nature kindergarten within Worcestershire enabling me to get that comparison. I would distribute questionnaires to all

the staff to complete and once completed, I will be able to follow up with an informal interview. This would be a good method of data collection as it enables me to have two forms of data from the participants; I am focussing on teachers and educators. Therefore, the questionnaire needs to be a self-administered questionnaire (Gary, 2009), it is a commonly used research method with the use standardised questions in order to help the participants answer all the questions. As regards the layout of the questionnaire, it needs to be pleasing to the eye so it has a good layout, with questions ordered (Opie, 2004). As the second approach, I chose informal interviews as it would allow the participants to talk more freely and honestly and hopefully would allow me to gain more in depth information from them. According to Mukherji and Aldon (2010) informal interviews can be used as it is a flexible approach with responsiveness to the question, the main drawback would be the bias as all questions are open and could be interpreted differently by each person.

However, within the current climate most educational and outdoor settings are closed or do not have the quantity of staff working therefore my methodology for collecting the data changed from above. The data collection changed to be an online questionnaire using my own social media groups I am members of. This new method would allow me to get a larger cross section of the OE Industry as well as access to a greater number of job roles and may open up an International perspective. However, there are some drawbacks which Wright (2017) suggests that people do not know much about the characteristics of the online community so some of the information that has been answered may be slightly more questionable. To this note it was the most appropriate method to get the data at the present. As regards the informal interviews I will aim to speak to the participants I was going to use in the original data collection to gain different perspectives.

Ethical Considerations

Ethical considerations are the most important part of any research to eliminate the wrong principles of conduct. Throughout this process I have been considering the ethical considerations which according to Kvale and Brinkmann (2009, p.62) states 'potential ethical concern should be taken into consideration from the very start of an investigation to the final report'. This means I need to be aware of the key ethical considerations and problems that arise throughout the research. But before any research can take place, I needed a completed and signed Ethics Form (Appendix 1) from the University showing that I have considered all the ethical issues and how I am going to eliminate them. Through the creation of, and conducting, the research I will need to follow the University of Worcester's Research Ethics Policy (2018) as well as referring back to my Dissertation Supervisor if clarification was needed. The key elements of the ethical consideration are; avoidance of harm, informed consent, withdrawal/withholding of consent, anonymity and confidentiality.

However, before I discuss the other key ethical considerations the main area is integrity and reputation of the educational research. I have considered this in the first part of this section, and by following the University of Worcester (2018b) Research Ethics Policy and using the British Educational Research Association (BERA) Guidelines (2018) to get a better-rounded knowledge of the ethics of research. According to the BERA Guidelines (2018) research should be conducted with respect for 'the person, knowledge, democratic values, the quality of academic research and academic freedom'. With all this in mind these are the two ethic policies I will follow throughout the research and when creating the research collection.

Throughout the research I will not be including the children's viewpoint instead it will be the teachers and educators' views but throughout the ethical process we need to be mindful that if we do use the children's viewpoint we get the right consent. However, we need to discuss the key elements of ethical considerations for the avoidance of harm so this would relate both to the questionnaire and informal interviews to make the research and interviews questions sensitive to the participants, so not making them feel uncomfortable. Informed consent is the

most important ethical consideration according to Kvale and Brinkmann (2009) it relates to informing the participants fully about the research and any potential risks and benefits. The consent I will obtain conforms to Article 12 of the United Nations Convention Reference (United Nations, 2020). However, I will use a participant information sheet (Appendix 2) to inform the participants about the details of the research and then ask them to sign to consent. As the research changed to online surveys the consent was different as the participants had to read the participant information sheet and then consent by clicking yes to carrying on and complete the study. The next key element is the withdrawal/withholding of consent, this means any participant of the study has the right to withdraw from the data or research that has been collected with a simple email to me. This would mean that their information and research would not be included in any research or analysis or included within the final results. Anonymity is another key consideration as it means the identity of the participants will be protected throughout the research so the participants will be known by number or by code only. However, with the online surveys all the results come through anonymously and only identified by a code. The last key consideration is the confidentiality, all data collected will be maintained by using the University of Worcester's (2018a) GDPR Policy so meaning all data collected will be saved on a password protected area such as the University's One Drive and then once of the research is completed the data will be destroyed within the designated time frame after the deadline.

Throughout this section we have looked into the key ethical considerations of research and how to eliminate the principles of poor conduct.

Conclusion

Throughout this chapter I have discussed the method I will use to gather my data, so it is now time to collect that data but being mindful of all the ethical issues to use the online questionnaires to the best use possible. Also, hopefully I will be able to conduct some informal questionnaires to get the triangulation of the data.

Findings

Introduction

Within the research I was able to gather both qualitative and quantitative data sets which allowed an interpretative approach to research gathering. According to Thomas (2017, p.110) 'an alternative view can be developed' when using an interpretive approach, research can incorporate both from literature including social theories and perspectives and from informal interviews and reading the online questionnaires. The online questionnaire had 149 participants that were from a range of Educational Outdoor Settings (E/OS) and from different countries. The analysis and results will be considered using a thematic approach and will be divided into the main themes based on the results from the data and the key question. According to Sharp (2012) all the data collected will need to be valid and reliable to be fit for purpose in order to be used for research. According to Kulkami (2014), using more than one form of data collection method and then using different viewpoints to look at the same subject gives a clearer perspective of the data. This increases the chance of control through cross verification.

The data has been collected ethically according with the University of Worcester's Ethical Guidelines (2018b) and British Educational Research Association (BERA) Ethical Guidelines (2018). All research conducted had informed consent to collect the data in accordance with the signed ethics form. The main themes considered as a result of the data are: types and roles in the OS, types of activities and class of risk from those activities, different definitions of risk, the impact of risk on learning, should children have risk within their education, parents' view of risk and the law. The data collected will frame the research and my findings to see if we live in a risk averse or risk aware culture within the education and outdoor settings.

Types and roles of Educational/Outdoor Settings (E/OS) participants work within

The type of places that the participants worked in were varied from international settings to Higher Education. Most participants were from Primary schools with 22% providing Forest Schools (FS) within the school week (see Figure 1). This echoes Coates and Pilmott-Wilson (2019) who suggests that FS is increasing in popularity in the UK allowing more children to take part and experience it. Outdoor Education Centres were the next highest making up 18% of the participants and, as these are areas that encourage adventure and discovery, this means there will be a good perspective of what risk is and if it should be adverse or aware. Participants were also asked about the type of role they have in the E/OS. Of the participants, 54% classed themselves as outdoor educators, which is over half the respondents. According to Donaldson and Donaldson (2013) 'Outdoor educators have no quarrel with the idea that match subject matter about the outdoors' thereby linking what the subjects are in the classroom to the outdoor environment. The subsequent most popular role for the participants is teachers with 28%. Within the type of setting the participants worked it was collectively 33%; I would have excepted to have seen more teaching roles in this category however, some of the teachers may have classed themselves as outdoor educators due to their work in FS's or OS's, or even just outside the classroom.

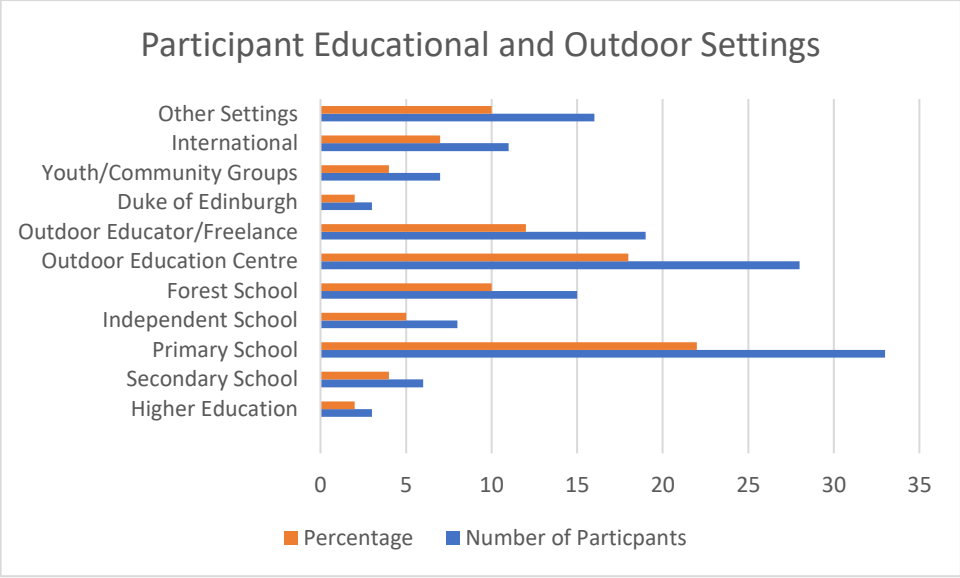

Figure 1 showing number of participants and their overall percentage of participation in E/OS

The research showed that the number of children at each E/OS is a major factor affecting how risk is perceived and what is being taught. The majority of the participants (57%) had 40 or more children at their setting, these were the outdoor education centres and the schools. Whereas, 19% of participants identified that they had 10-20 children in their setting, these were mainly FS trained leaders who were running FS for the local schools or privately. Davies (2015) in partnership with Forest School Association, conducted a survey to identify the number of practitioners in the UK. Only 108 were shown to be qualified. However, this data may not have included all practitioners in its research and therefore the result may be biased as it only represented those who chose to participate in the research. Furthermore, this research was undertaken in 2015 and may now be outdated. Forest schools and outdoor education centres provide the children with a more fulfilling experience as they allow them to be in the outdoor environment for longer periods and allow them to experience risk in a controlled environment which the school environment would not be able to provide.

Types of Activities on site and classification of risk

When asked to indicate which activities the participants provided for the children within their E/OS, there was a substantial response confirming participation in the riskier activities. According to the research 72% of the participants said they run fire building/lighting within their setting. Linked to this 70% also said they participate in campfire cooking. This shows that the practitioners are willing to run the riskier activities with the children which make it more memorable for the children. According to Waite (2010) 'memories associated with outdoor teaching and learning for both practitioners and children are associated with social benefits, challenge and risk, creativity and sensory engagement'. Linking this back to the data, there is a great sense of challenge and risk associated with fire building/lighting. This allows the participants to have a better awareness of how fire is made, and the potential risks associated to fire building such as burns. This can be linked with one of my informal interviews as there was a programme for year 10 students that had been involved in arson on their housing estate. This allowed the children to have a better understanding of the risks associated with fire, how to safely build fire for the right reasons and how much it is an art form so changing their attitudes. The data also showed that 55% of the responses, the majority of which were

from OE settings, had activities such as watersports, mountaineering or even winter sports. Also, incorporated within these activities were standard classroom subjects such a Maths or English. This supports Mortlock (1984, p.19) who states that 'To adventure in the natural environment is consciously to take up challenge that will be demand the best of our capabilities-physically, mentally and emotionally'. This links to the ideas that adventure activities classed as 'other' will increase the personal development of the child, this can even be linked to the activities of fire building and outdoor cooking.

When asked 'Which of these activities do you class as risky and why?' the responses were of interest because they were so varied. Some of the responses that were provided are below:

Yes, I would class tool use, fire work and tree climbing/playing at heights as risky, however also very beneficial for children.

Tool use- schooled children are largely unused to the self-discipline of assessing their own risk and are less likely to be understand the risks. I think this is because they are generally being told what to do and how to learn.

All experiences carry some element of risk taking- falling over, bruises, grazes, cuts from tools, falls from natural elements, as they learn to make judgements and self-assess their own capabilities, most are classified as learning injuries, part of acquiring developmental milestones and stretching their abilities and knowledge.

All of these responses present the view that undertaking risky activities will help the children to learn. This supports Dewey's idea of hands on experiential learning. According to Audrey and Riley (2016, p.8) 'Progressive Education, on the other hand, was much more of a liberal experience, with the child at the centre of the process. Learning was very much an active experience'. This suggests that best way for children to learn is to have hands on experiences that are challenging; the process of overcoming that challenge will allow them to develop their skills and risk judgement.

Different Definitions of Risk

When the participants were asked about the definition of risk there were many different definitions provided, similar to the literature review. The definitions varied according to what type of job the participant worked in. An example of this from the research is '*stepping out of one's comfort zone, either in a safe or unsafe manner. Most risks can be made safe with proper planning and safety procedures. I encourage students to take those risks to push themselves beyond what they think they can do while also helping them see what risks are unsafe and why'. (P4)* Ball, Gill and Spiegal (2012, p.4) identified that good risks and hazards are beneficial for effective learning and development, so this is participant supports Ball, Gills and Spiegal's viewpoint. If we link this back to the question about the definition of risk, this suggests that it allows the participants' to be more risk aware whilst trying something risky.

However, amongst the range of different responses, one participant stated '*risk is trying something new or not knowing the outcome of the steps you taken to achieve something. It carries a possibility of a success but also a possibility of a failure.'* This supports Harper's (2017) view as it is stating there is learning gained from risk even if it is a failure. In practice this could be for example a natural shelter building session where the shelter fails but the participants' have learnt from their mistakes and are now aware of the risk of the branches and sticks falling on them.

One of important response was '*taking risk is what is gives our children the opportunity to push themselves. It is a chance to test their own capabilities safely. Risk is what helps the children to move forward in development'.* This can be linked to some of the benefits of learning with risk and it links into the ideas of Gill (2007), as he suggests that children should be allowed to experiment and try out new ideas in a controlled environment. Linking it back to the question it would tend to lead more to the risk aware side as the participants are trying new things that could be risky. An idea of this would be risky free play within the FS setting as they are allowed to design their own play, and it would allow the participants' to engage with the risks and develop their awareness for them.

How does risk impact learning?

Within the questionnaire the participants were asked about the extent to which risk impacts on learning, and whether they had a negative or positive point of view (see Table 1). This was interesting because there were many varied answers with the majority of the teachers stating, 'better to be safe than sorry'. But most of the other educators said it would help the child's learning because it makes it more interesting and they can learn from their failure.

Table 1 showing the positive and negative impacts to learning

Positive impact to learning	**Negative Impact to Learning**
Risk is absolutely key to learning- should be positively embraced	Students may feel overwhelmed or potentially even experience trauma relating to it
Risk even if only perceived is vital for growth	In UK, very adverse to risk possibly due to the increase of law
Learning from mistakes	Inappropriate risk can put people off learning
Pushes children out of comfort zone	Fact it can cause harm to them or another child
Consequences of action	Risk aversion for senior leaders no perception of activity
Can learn about themselves	If we don't take risks, we risk not learning
It helps provides guide for future	Affect them mentally
Push themselves	UK risk aversion by UK education system had rendered many kids unable to identify dangers in front of them
People form stronger memories of times when the perceived level of risk is higher	It is the teachers that can create a higher risk or negative experience

Risk accelerates learning	Entering panic zone of the comfort zone model
Children need to experience risk in order to stay safe	Promote fear of trying
Can focus the mind of participant	More anxious about the activities
Doing more risky stuff makes it fun and safe for them	Pupil behaviour is a risk for my group
Comfort zone model	Fear of potential risk can be barrier to learning
Leads to creativity, resilience and confidence	The learners have actively extreme responses to low level risk due to the exposure of risk

The keys themes that have emerged from the impact of learning are risk should be embraced so it provides a more risk aware society and it is more beneficial for children. However, in the research the same participants state that it allows the children to have transferrable skills which are useful for later life. However, another idea is that it pushes the participants outside their comfort zone which enables them to learn better. An example of this could be being outside in the rain within the FS setting.

The key themes from the negative impact on learning is that the UK is risk averse, this supports the research question but the same participant stated further on that 'we live in a risk averse society where many of the children's parents grow in a world which did not have much real adventure.' But the interesting thing about this is that the participant's role was a FS leader and Primary School Teacher so it is interesting that they are stating that this is a risk averse country. Also, another key theme is that it can promote negative wellbeing effects that may not be good for learning, and put off children, so giving them risk may not be the best thing as it will not benefit them. However, linking it back to the question it would promote a risk averse culture instead of a risk aware culture which would be better for learning.

Parents' View of Risk

The parents' view of risk is important to consider because it could be enlightening to see if we live in a risk averse or risk aware culture. Most of the research collected mainly states that the parents have a negative view of risk until they understand what it involves. However, linking to this the main theme, often it is noted that when the children come back from an experience parents change their attitude. One of the most relevant statements from the research is 'maybe due to their lack of exposure (rules, teachers strikes, circumstances) they are averse to allowing a variety of levels of risk to their child and are often exceptionally questioning which is expected'. This is an important statement as it opens up the idea of risk and the perception of risk, as the parents' concerns are more to do with provider's qualifications and safeguarding rather than the child's positive experience. This is more relevant to the legal aspects of risk and can elevate the pressure on providers, as the perceived risk from the parents is more evident once the questions have been asked. One participant who is an OE states in regard to parents 'it scares them. For example most children's parents tick the non-swimmer box despite the school staff knowing they can swim'. This idea is that the parents are trying to protect their children and minimise the risk that their children are going to encounter. This attitude may be underpinning the risk averse culture because it is the children's upbringing and parental influence that is causing a reluctance to get involved with risk as a result of parents' fear of the activities being too risky for their children, even if the child is in safe hands with an instructor.

Conclusion

Throughout this chapter I have identified key themes and information to develop in the discussion and analysed the data to identify whether it supports the research question which is Risk Averse verses Risk Aware culture and its effect on experiential approaches in the Outdoor Environment. I will develop some of the ideas throughout my discussion as this will provide a wider scope to expand the research and relate it to what happens in the real world.

Discussion

Introduction

The discussion is the most important part of the dissertation as it makes the findings relate back to the real world and identifies whether the data collected, and findings link back to the research question. The research question asks is the UK risk averse or risk aware and its effect on experiential approaches within outdoor environments? Throughout the data analysis and write up of the results I have needed to be ethically aware, objective and respectful (Mukherji and Aldon, 2010). Within the discussion I will be looking at how the results link to the literature, limitations of the study, implication of the findings within the education system and the next steps for research in this area.

Findings linked to literature

Most of the research in the literature review revealed parents' view of risk. Jenkins's (2006) 'Cotton Wool culture' identifies how risk alarms parents due to their lack of exposure to the activities leading to a lack of understanding. This has a negative impact on the children not being allowed to participate in activities outside which is echoed in Barton (2007, p.2) which suggests that children will not meet the risk head on but just avoid it. Linked to this idea of the parents being risk averse is the idea of a Risk Society outlined by Beck (1992). It suggests in the research and findings that parents are often not comfortable with allowing their children to take risks. One of the main factors for this is that parents are too protective and want to minimise their children's exposure to risk. This idea is supported by Bilton (2010) who stated that risks should be taken but the risky activity must be a positive learning experience so the child will know how to overcome that risk if it comes up against it again.

The research and findings also identified that risk should be embraced as it has a positive impact on learning. This was a main theme running throughout the research suggesting that children should have more risk in the education and outdoor settings. Harper (2017) supports

this by stating that there may be a 'potential loss or harm but risk can present opportunities for gain'. This supports the idea that risk should be embraced as, although some risk can be potentially harmful, if properly managed it can provide a positive experience and will allow children to benefit from the risk. This idea is also supported by Gill (2007) as he suggests that children should be able to experiment and try out new ideas in a controlled environment. This would open up the idea of risky play and embracing risk so children will develop and learn from it. However, Ball. Gill and Spiegal (2012) states that the risk needs to be a positive experience but can hold surprises, and this would also be beneficial for learning as it allows children or participants to have learning opportunities linked to that risk.

This section has identified that the parents' view of risk and the impact of the parents' views on learning is a concern linking the literature together. The impact of parents on a child's view of risk is an area where further research could be undertaken.

What do the results show

The main outcome from the research is that the UK is very risk averse compared to other countries. Within the research 50 participants referred to this independently in their answers to the questions which is a large portion for the sample size. Lindon (2011) states that people should be more risk aware than risk averse, but it is hard to be risk aware when there are many factors involved such as social or legal factors. However, most of the participants stated that risk is beneficial for learning as it allows children to learn about risk for later in life.

One of the main outcomes from the educator's and teacher's point of view is that the parents' view of risk is very negative. This negative attitude can be summed up with what can be observed in the media or in the world's view. Niehues *et al.* (2013, p.244) echoes this idea as adults tend to be overprotective and risk is perceived differently by parents, rather than as the child perceives it. Another idea from the parents view of risk is that there needs to be qualified staff to run the activities and then the parents will feel happier allowing their children to get involved in the activity. The literature showed that Adventure Activities Licensing Authority (ALAA) (HSE, 2020) inspect OE centres for safety, and this allows the

parents peace of mind as it ensures that the school have chosen the right centre. However, when it comes to FS, most parents are happy for their children to participate as it takes place within the school grounds and is organised by the teaching staff, so it is considered to be safer as they will be aware of the children who are participating and the environment in which the activity will take place. This is supported by Sackville- Ford and Davenport (2019, p.112) who suggests that having a permanent member of staff trained at Level 3 for school is necessary for the school to be effective in influencing the school's own curriculum and learning. This means it is both beneficial for the school and the children and makes it safer and improves confidence for parents as it is all in house instead of going to external providers. Furthermore, children should have more risk in their live as it is good for their development and allows them to gain an experience to overcome the challenges or risks in later life. Kennair and Sandseter (2011) supports the idea that children need to have risk as it is necessary for their normal development which can be either physical cognitive or social development.

The results also supported the theory of the Comfort Zone Model. According to Brown (2008) the Comfort Zone Model is 'based on the belief that when placed in a stressful situation people will respond by overcoming their fear and therefore grow as individuals'. However, when relating this back to the research the majority of the respondents said that pushing the children outside the comfort zone will allow them to develop as people and they will learn from the risk they encounter. Conversely, if the risk or perceived risk is too much it could be too stressful for the child so it will have a negative impact on their learning.

This section has identified what the result show in relation to key themes, namely that the UK is very risk averse, in general parents' view of risk is negative and the comfort zone model is important to identify the impact of risk on learning.

Limitations to Study

There were a few limitations to the study mainly linked to the research collected. The research questions have been too open ended, so they have not been specific enough to give a clear answer to the research question. This has made it difficult to identify findings and trends to answer the question. The responses to the questionnaire were very broad and not specific enough for the field investigated because some participants were law enforcement officers or from the medical profession, this meant that the responses may have been biased due their professional interest. One other limitation is that the data collected was mainly online with one informal interview instead of being face to face which would have allowed an informal interview with the participants to allow more in depth questions to be asked making the research and findings more reliable, through the use of more than one method of data collection.

Impact of the Findings as a whole

The impact of the findings in the real world are really important as it makes the results and findings more relevant. The greatest impact shown in the results is that if children are allowed to encounter risk, it will develop them as young adults. This can be seen through the ideas of Dewey (Audrey, 2016) who supported a hands on approach as children will learn more by doing things with their hands, as it allows them to develop in different ways; having experience of risk means that they can take on risk in later life. Another idea is that FS in this country is very risk averse which is supported by Sackerville-Ford and Davenport (2019, p.167) who states, 'but when we look at our own experience, allowing this to happen may be beyond our comfort level'. This idea means that the educator is not allowed or willing for that activity of risk to take place because it is beyond their comfort level. With more and more educators and teachers taking this view, this will create the whole education system, which is tame and very risk averse, instead of being risk aware like other countries. However, the Early Years Foundation Stage (EYFS) is the forerunner of this by suggesting that there should be opportunity for risk taking in the curriculum (Department for Education (DfE), 2014). This would allow all children to experience risk through their education so leading to have a more

risk aware attitude and want to participate in more risky activities. Within the FS there should be more chance of allowing risky play to take place such as play at high speed, playing out of sight and the use of tools (Sandseter,2009). This would allow more children to take on risk without even knowing it and will help them to overcome risks in later life.

Conclusion

This Chapter has looked at the research findings and have linked them back to relevant literature. The key themes that have emerged have been that children need risk in their lives as the country as a whole is very risk averse, and the attitudes of parents need to change to allow that risk aware attitude to emerge. However, this was a small-scale study and if it were going to be undertaken again, it would be more beneficial to carry out a large-scale study that would make the data more reliable and valid. It would also provide the ability to find relationships and trends throughout the results and findings. Linking into a large-scale study would mean that it could be made into international research so it would allow views from other countries to be considered, again making the results and findings more valid and reliable. I believe that the results would have been different if without the constraints of the current situation, as I would have been able research within actual FS and conduct informal observations and interviews making my findings more reliable and the triangulation of the data would improved.

Conclusion

This dissertation has looked into whether the UK is risk averse or risk aware, and the experiential approaches used within outdoor environment. With the use of literature and empirical data collected during this study, it has been found that the UK is risk averse, with the main impact shown to be as a result of the parent's attitudes to risk being negative, and that this should be changed to allow children to be more open to risk in a controlled environment. However, this is seen only from the educators or teachers' point of view. This can be supported by Moss (2012) who states 'the lack of experiential outdoor learning leads to a child's inability to assess risk to themselves and to others'. The findings identified that risk is beneficial for learning as it allows children to develop in different ways outside their usual experience. These include social, mental and physical development. This vie is supported by Gill (2007, p.16) who believes that risk is more beneficial for learning and has long term benefits allowing children to build their character and personality through facing risk. To summarise the key findings, they suggest that the UK is risk averse, that parents' views of risk are negative, and children should be able to understand and experience risk to provide a richer learning experience.

Future research in this area should consider more specifically the UK's attitude to Risk Aversion and how it impacts on the learning of children within the education system. Furthermore, by having an international perspective this would provide a clearer idea of the world view regarding risk in education. Due to the constraints of the current pandemic it is not possible to extend the research beyond the UK, where more forms of data collection such as informal interviews and observations that would allow the research to be more reliable could be undertaken. Also, the researcher would have the opportunity to build up a rapport with the staff and educators which would have allowed further in-depth research and findings.

One of the standout quotes from the literature is that 'There is growing recognition that the damaging consequences of excessive risk aversion need to be tackled' (Gill, 2007, p.76).This highlights that the UK needs to adopt a more risk aware attitude, but this will be hard to

change from the mindset of parents and stakeholders. However, within my practice I will allow the children that I teach to tackle risk head on and to allow them to learn from that risk and to develop themselves as a result of it. Also, within my practice I will be an advocate for being risk aware and sharing that view with other teachers and educators I encounter. This being said it will be hard to change the risk averse culture in the UK, but I will be an advocate of being risk aware and allowing children to experience risk to promote the development of their learning.

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Appendices

Appendix 1- Signed Ethics Form

Appendix 2- Tutorial Record Sheets

Appendix 3- Consent Form for handed out Questionnaires

Appendix 4- Participant Information Sheet for Handed Out Questionnaires

Appendix 5- Consent and Participant Form for Online Questionnaires

Appendix 6- Hyperlink to Online Questionaire

Appendix 7- Acknowledgement for Educational Use

Appendix 1: Signed Ethics Form

University of Worcester

Application for Ethical Approval (Student except PGR students)

To be completed by students proposing to undertake ANY research involving humans [that is research with living human beings; human beings who have died (cadavers, human remains and body parts); embryos and 36oetuses, human tissue, DNA and bodily fluids; data and records relating to humans; human burial sites] or animals.

Section A: Researcher and Project Details

Student:	Jacob Vick
Email:	Vicj1_17@uni.worc.ac.uk
Institute:	Education
Student Status:	Undergraduate
Supervisor/Tutor	Jacqueline Hines/Stephen Pickering
Course:	Primary and Outdoor Education
Module:	Independent Study (POED3002)
Project Title:	Risk Averse Verses Risk Aware Culture and its effect on Experiential Approaches in the Outdoor Environment

Section B: Checklist

		Yes	No
1.	Does your proposed research involve the collection of data from living humans?	☒	☐
2.	Does your proposed research require access to secondary data or documentary material of a sensitive or confidential nature from other organisations?	☐	☒
3.	Does your proposed research involve the use of data or documentary material which (a) is not anonymised **and** (b) is of a sensitive or confidential nature **and** (c) relates to the living or recently deceased?	☐	☒
4.	Does your proposed research involve participants who are particularly vulnerable or unable to give informed consent?	☐	☒
5.	Will your proposed research require the co-operation of a gatekeeper for initial access to the groups or individuals to be recruited?	☐	☒
6.	Will financial inducements be offered to participants in your proposed research beyond reasonable expenses and/or compensation for time?	☐	☒
7.	Will your proposed research involve collection of data relating to sensitive topics?	☐	☒
8.	Will your proposed research involve collection of security-sensitive materials?	☐	☒
9.	Is pain or discomfort likely to result from your proposed research?	☐	☒
10.	Could your proposed research induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?	☐	☒
11.	Will it be necessary for participants to take part in your proposed research without their knowledge and consent at the time?	☐	☒
12.	Does your proposed research involve deception?	☐	☒
13.	Will your proposed research require the gathering of information about unlawful activity?	☐	☒
14.	Will invasive procedures be part of your proposed research?	☐	☒
15.	Will your proposed research involve prolonged, high intensity or repetitive testing?	☐	☒
16.	Does your proposed research involve the testing or observation of animals?	☐	☒
17.	Does your proposed research involve the significant destruction of invertebrates?	☐	☒
18.	Does your proposed research involve collection of DNA, cells, tissues or other samples from humans or animals?	☐	☒
19.	Does your proposed research involve human remains?	☐	☒

20.	Does your proposed research involve human burial sites?	☐	☒
21.	Will the proposed data collection in part or in whole be undertaken outside the UK?	☒	☐
22.	Does your proposed research involve NHS staff or premises?	☐	☒
23.	Does your proposed research involve NHS patients?	☐	☒

If the answers to any of these questions change during the course of your research, you must alert your Supervisor/Tutor immediately.

Signatures

By signing below we declare that we have answered the questions above honestly and to the best of our knowledge:

Student:	J Vick	**Date:**	13/01/2020
Supervisor / Tutor		**Date:**	13.01.20

If you have answered **NO** to all questions you should now submit this form to your Institute Ethics Coordinator.

If you have answered **YES** to one or more questions you must now complete **Section C** (below) and submit to your Supervisor / Tutor.

Section C: Full Application

Details of the research Outline the context and rationale for the research, the aims and objectives of the research and the methods of data collection
The context of the research came from my time working in Canada and seeing how outdoor education was completely different to how it is in the UK. This sparked my interesting into looking at the differences within Risk in the outdoor environment. The UK is very risk averse whereas Canada is very much risk aware so it would make it interesting to see if the Canadian way would be beneficial for the UK schooling. Aim and objective of the research to get a sense of what the participants feel about the field and if it should change or not which would apply both to the UK and Canada. The research in Canada would take place in an elementary school and then in a Nature Kindergarten whereas in the UK it will take place in a primary school and an outdoor setting. Method of data collection would be through quantitative and qualitative data mainly using questionnaires, face to face interviews, informal discussions, formal and informal observations of the settings.
Who are your participants/subjects? (if applicable)

The participants to the research would mainly be educators so teachers, head teachers, forest school practitioners and outdoor educators

How do you intend to recruit your participants? (if applicable)

This should explain the means by which participants in the research will be recruited. If any incentives and/or compensation (financial or other) is to be offered to participants, this should be clearly explained and justified.

Participants to the research would be recruited by asking friends who are teachers in Canada to able to recruit teachers and educators within the country. Within the UK I will email various different schools in the local area to me asking for participants and in return for helping me with my research I will offer some of my Outdoor Education experience and try and get the children outside.

How will you gain informed consent/assent? (if applicable)

Where you will provide an information sheet and/or consent form, please append this. If you are undertaking a deception study or covert research please outline how you will debrief participants below

I will write a letter and then email out to schools or outdoor settings within the local area. As regards with Canada most of the people taking part in research I will know professionally from my time of working in the country. Most of the consent from the participants will be overtly and will be asked at the start of the questionnaire or interview.

Confidentiality, anonymity, data storage and disposal (if applicable)

Provide explanation of any measures to preserve confidentiality and anonymity of data, including specific explanation of data storage and disposal plans.

Anonymity- this means that identities of the participants will be protected throughout the research. Confidentiality- the University of Worcester GDPR policy will be applied to ensure that confidentiality is maintained. This means saving data on a password protected area such as the university one drive so it would coincide with the Data Protection Act (1998). Once the research is complete and the data will be destroyed within a designated time frame after the deadline for the dissertation.

Potential risks to participants/subjects (if applicable)

Identify any risks for participants/subjects that may arise from the research and how you intend to mitigate these risks.

Avoidance of Harm- this means that the research questions and interviews will need to be sensitive to the interviewees as well as not making them feel uncomfortable. Withdrawal/Withholding of Consent- this means the participants have the right to withdraw the data or research collected.

Other ethical issues

Identify any other ethical issues (not addressed in the sections above) that may arise from your research and how you intend to address them.
Published ethical guidelines to be followed Identify the professional code(s) of practice and/or ethical guidelines relevant to the subject domain of the research.
University of Worcester Ethical Guidelines (2018), BERA Ethical Guidelines (2018) and the University of Worcester GDPR Policy.

Student Declaration

I have read the University's Ethics Policy and any relevant codes of practice or guidelines and I have identified and addressed the ethical issues in my research honestly and to the best of my knowledge and by signing this I confirm that I have a data management plan in place in accordance with the policy for the effective management of research data.

Signature: J Vick **Date:** 13/01/2020

Supervisor / Tutor / Module Leader Declaration

(Tick as applicable)

☒ I am satisfied that the student has identified and addressed the ethical issues and grant ethical approval for this research.

☐ I refer this Application for Ethical Approval to the Institute Ethics Panel.

Signature:  **Date:** 13.01.20

Appendix 2: Tutorial Record Sheets

Primary and Outdoor Education Independent Study ~ Tutorial record sheet 1- 14/01/2020

a)	**Progress so far.**
	Background reading in the field of risk Looked at titles and avenues to go down
b)	**Issues you would like to discuss.**
	To get a good title that covers everything that I would like to discuss in my dissertation Have a look into the sample size and what data collection to use

Sections c) and d) to be completed at the end of the tutorial.

c)	**Summary of discussion during tutorial.**
	Came up with title that is 'Risk Averse verses Risk Aware Culture and its effect on experiential approaches in the Outdoor Environment' Data collection methods- informal interviews and questionnaires
d)	**Action to be taken.**
	Get my ethics form in to get approved Write the questionnaire and participant information sheet and consent form

Signed Student ……J Vick……..……..

Tutor ……J. Hine…….……

Date ……14/01/20……..…….

Primary and Outdoor Education Independent Study ~ Tutorial record sheet 2- 3/03/2020

a)	**Progress so far.**
	Ethics Form approved Data Collection ready to go Started Lit Review
b)	**Issues you would like to discuss.**
	Original going to compare Canada to UK Change of methods

Sections c) and d) to be completed at the end of the tutorial.

c)	**Summary of discussion during tutorial.**
	Just do the UK- easier to link to the Lit review Online questionnaire can be used
d)	**Action to be taken.**
	Write my online questionnaire Finish Lit review and methods

Signed Student ……J Vick……..……..

Tutor ……J.Hine…….……

Date ……3/03/20……..…….

Primary and Outdoor Education Independent Study ~ Tutorial record sheet 3- 27/04/2020

a)	**Progress so far.**
	Got all research from Online questionnaire Finished- lit review, methods
b)	**Issues you would like to discuss.**
	Debrief of findings and lit review

Sections c) and d) to be completed at the end of the tutorial.

c)	**Summary of discussion during tutorial.**
	Findings- more of what and than so what Discussion- bigger picture, link back to literature and so so what Include parents point of view
d)	**Action to be taken.**
	To write and amend discussion and amend lit review, findings Complete Dissertation

Signed Student ……J Vick……..……..

Tutor ……J.Hine……..……

Date ……27/04/20……..……..

Appendix 3- Consent Form for Handed Out Questionnaires

Risk Averse verses Risk Aware culture and its effect on Experiential Approaches in the Outdoor Environment

Consent to take part in research

- I…….. voluntarily agree to participate in this research.
- I understand that even if I agree to participate now, I can withdraw from the research at any time or refuse to answer any questions without any consequences.
- I understand that I can withdraw my data from questionnaires and informal face to face interviews at any time.
- I have had the purpose and nature of the study explained to me in writing (Participant Information Sheet) and I have had the opportunity to ask questions about the research.
- I understand that participation involves answering questions on the questionnaires and have an informal face to face interview.
- I understand that I will not benefit directly from participating in this research.
- I understand that all information I provided for this research will be treated confidentially.
- I understand that the results I have given will remain anonymous for identify within the dissertation.
- All data collected will be saved on a password protected area that will coincide with the Data Protection Act (1998) and University of Worcester GDPR Policy.
- I understand that under freedom of information legalisation I am entitled to access the research I have provided at any time while it is in storage as specified above.
- I understand that I am free to contact Jacob Vick to seek further clarification and information about the research.

Name of Researcher: Jacob Vick, email: vicj1_17@uni.worc.ac.uk

Signature of research participant

……. ……

Signature of participant Date

Signature of Researcher

I believe the participant is giving informed consent to participant in this research

……. ……..

Signature of Researcher Date

Appendix 4- Participant information Sheet for Handed Out Questionnaire

Risk Averse verses Risk Aware Culture and its effect on experiential approaches in the Outdoor Environment.

Before you decide to take part in this research it is important for you to read all the information on this sheet, so you get a better understanding of the research and what is involved and how the research is being done. I can be contacted at any time throughout the research if something is not clear or you would like to withdraw your data. Contact details are at the end of the letter.

The purpose of my research has come from my past experiences of outdoor education in Canada and the UK. I feel that Canada is very much Risk Aware whereas the UK is Risk Averse so I would like to prove this within my research. The aim of the research is to get a sense of what participants feel about the field of risk and if it should change or not which would apply

both to the UK and Canada. The research will be completed by the end of February 2020 with the hand in of my dissertation on 30th April 2020. I have chosen teachers and outdoor educators because these are professionals at the frontline at looking at risk and it would allow me to get the point of views from these teachers and outdoor educators. This research is completely voluntary, and you can refuse or withdraw from the research at any point of the research. The research will be done through questionnaires and some face to face informal interviews to get a better understand of the viewpoint of risk in the outdoor environment.

The data that I collect from research will be saved on a password protected area that would coincide with the Data Protection Act (1998) and the University of Worcester GDPR Policy. All data will be identified only by code. Once the research is completed, the data will be destroyed within a designated time frame after the deadline for my dissertation. The results of the data will be used in my undergraduate dissertation and will be used within the results and analyse section of my dissertation.

The dissertation has been reviewed by the University of Worcester, School of Education. If you need to contact me at any time or withdraw data from the study please do not hesitate to contact me through my university email: vicj1_17@uni.worc.ac.uk. Thank you for taking part in my research.

Appendix 5- Online consent form for the Online Questionnaire

Risk Averse verses Risk Aware culture and its effect on experiential approaches in the Outdoor Environment

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Participant Information Sheet

Risk Averse verses Risk Aware Culture and its effect on experiential approaches in the Outdoor Environment.

Before you decide to take part in this research it is important for you to read all the information on this sheet, so you get a better understanding of the research and what is involved and how the research is being completed. I can be contacted at any time throughout the research if something is not clear or you would like to withdraw your data. Contact details are at the end of the letter.

I am a student of University of Worcester studying Primary and Outdoor Education. As part of my dissertation I will need to collect research. The purpose of my research has come from my past experiences of outdoor education in Canada and the UK. I feel that Canada is very much Risk Aware whereas the UK is Risk Averse so I would like to investigate this within my research. The aim of the research is to get a sense of what participants feel about the field of risk and if it should change or not which would apply both to the UK and Canada. The research will be completed by the end of March 2020 with the submission of my dissertation on 30th April 2020. I have chosen teachers, outdoor educators and other professionals who work with children because these are professionals at the frontline of risk. This research is completely voluntary, and you can refuse or withdraw from the research at any point. The research will be carried out through questionnaires which should take no longer than 10 minutes.

The data collected will be saved on a password protected area that would coincide with the Data Protection Act (1998) and the University of Worcester GDPR Policy. All data will be identified only by code. Once the research is completed, the data will be destroyed within a designated time frame after the deadline for my dissertation. The results of the data will be used in my undergraduate dissertation and will be used within the results and analyse section of my dissertation.

The dissertation has been reviewed by the University of Worcester, School of Education. If you need to contact me at any time or withdraw data from the study please do not hesitate to contact me through my University email: vicj1_17@uni.worc.ac.uk or my dissertation supervisor: j.hines@worc.ac.uk

Thank you for taking part in my research.

I confirm that I have read the participant information sheet.

- ◯ yes
- ◯ no

Appendix 6- Hyperlink to Questionnaire

Link to the online questionnaire: https://www.esurveycreator.co.uk/s/4de41ac

Appendix 7- Acknowledgement to allow for Educational Uses

I acknowledge and agree that this dissertation may be used with appropriate acknowledgements by University of Worcester Staff