WILD ADVENTURE SPACE FOR YOUNG PEOPLE

Document WASYP 2

INDIVIDUAL LITERATURE REVIEWS

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by

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(NOTE: The additional reference list contains all extra citations used within the systematic review.)

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Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title

1   TAKING ACCOUNT OF SOCIETAL CONCERNS ABOUT RISK: FRAMING THE PROBLEM

Authors	John Adams and Michael Thompson
Date	2002
Publisher	Health and Safety Executive
Published	Http://www.hse.gov.uk/research/rrpdf/rr035.pdf
Keywords	Risk, societal concerns, risk management
Summary	The authors describe risk as subjective, referring to 'a future that exists only in the imagination'. The task of taking into account societal concerns about risk is challenging because society and its concerns are heterogeneous, consisting of diverse groups of stakeholders or social solidarities and their concerns are often in conflict with each other. This report:

- Characterises risk management as a balancing act involving uncertain rewards and goals
- Describes the different groups with which the Health and Safety Executive (HSE) must content in performing its balancing act
- Notes the significance of the different types of risk about which they are concerned
- Concludes that attempts to manage risk that a) ignore the rewards of risk taking and /or b) exclude significant stakeholders and/or c) fail to appreciate the type of risk they seek to manage are unlikely to succeed.

The report discusses a typology of risks and its perceptions, aspects of risk management and concludes with a series of recommendations for risk management.

Background	This report was commissioned by the HSE
Objectives	To frame societal concerns about risks
	To provide guidelines for risk management
Methodology	
Data collection/ analysis	

1   TAKING ACCOUNT OF SOCIETAL CONCERNS ABOUT RISK: FRAMING THE PROBLEM

Main results	***Three framing devices***

There are 3 types of risk that can helpfully be distinguished:
Directly perceptible
Perceived with the help of science

Virtual

These 3 types of risk can be further subdivided into risks that are voluntary and those that are imposed.

Risk management is a balancing act in which the potential rewards of getting it right are weighted against the potential costs of getting it wrong. Risk management that pursues only the objective of reducing the costs of getting it wrong will be oblivious to significant opportunity costs.

The rewards and costs of risk taking are viewed through perceptual filters. A typology of filters includes individualist, egalitarian, fatalist and hierarchist. The HSE is characterised as a statutory hierarchist and cautioned in the exercise of its duties against excluding the other three perspectives from its deliberations.

Robust risk management

An insightful institutional risk management will seek to take into account, to the maximum extent possible, the perspectives of all the stakeholders concerned with the risk he seeks to manage.

The process by which this is done should be integral to the management process and not merely bolted on to traditional forms of risk management.

This will involve the adoption of constructivism and the abandonment of objectivism.

This will rule out the single metric methods such as cost-benefit analysis and require the adoption of typology-based discourse analysis.

If it is to take account of societal concerns about risk the HSE must transform itself into a "clumsy institution" –i.e. one that abandons the goal of optimality and listens intently to its stakeholders.

Author's conclusions Therefore the HSE should:

Be clear about the nature of the risks it seeks to manage

Hesitate to seek to manage voluntary risks taken by adults

Avoid the costs of excessive risk aversion

Eschew optimising, single-metric methods; they cannot embrace all stakeholders

Be aware of, and seek to accommodate, diverse societal concerns about risk

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title

2   NATURE-BASED EXCURSIONS: SCHOOL STUDENTS' PERCEPTIONS OF LEARNING IN NATURAL ENVIRONMENTS

Summary   Increasingly, environmental educators are incorporating visits to natural areas into their environmental learning programmes for school students. This paper investigates school students' expectations regarding environmental education experiences in natural areas and the attitudinal and behaviour changes they report as a result of their involvement in such programmes. Questionnaire responses from 580 students aged 8-17 years confirmed that learning in natural environments is attractive to students and has an important impact on their attitudes towards the environment, their desire to look after the environment, their behaviour in natural areas and their household environmental practices. It is concluded that combining observation with instruction is a powerful teaching strategy, especially when this allows students to understand the impact of human action on wildlife and natural habitats.

Background   Recent research has demonstrated that one of the most effective ways to reach school children with an environmental message is to engage them in experiences in the environment, particularly experiences which enable them to observe the evidence of environmental problems and the impacts of these on wildlife, habitats and human being (Ballantyne et al., 2001a,b)

2 NATURE-BASED EXCURSIONS: SCHOOL STUDENTS' PERCEPTIONS OF LEARNING IN NATURAL ENVIRONMENTS

Objectives	To answer the following questions: What are students' expectations regarding environmental education experiences in natural areas? What impacts do these experiences have on their understanding of, attitudes, values and behaviour towards the environment? What aspects of nature-based learning experiences contribute most to students' environmental learning?
Methodology	Qualitative and quantitative (questionnaire survey) **Data collection/ analysis** 580 student (aged 8-17) visitors to 5 environmental education programmes in S-E Queensland Pre- and post-visit questionnaires
Data collection/ Analysis	
Main results	**Students' expectations regarding environmental education experiences in natural areas:**

- Most students were looking forward to their visit
- Primary school students tended to be more enthusiastic than secondary school students
- The aspects that students were most looking forward to varied markedly with the age of the students. Primary school students tended to focus on specific features, whereas secondary school students gave a more varied range of responses.
- 10% primary and 21% secondary school students indicated that they were looking forward to learning about the environment
- Most students wanted to see/interact with wildlife (57%) and see/learn about forests (20%)
- The things students were least looking forward to were specific learning activities such as 'boring' talks, worksheets and assignments; the bus trip or walking involved in getting to the site; the dangers and discomforts associated with the bush; and the walking involved in the excursion itself

Students' enjoyment of, and learning from environmental education experiences in natural areas

- Most students enjoyed their visit 'very much' or 'quite a lot'
- Primary school students tended to be overall more enthusiastic

2   NATURE-BASED EXCURSIONS: SCHOOL STUDENTS' PERCEPTIONS OF LEARNING IN NATURAL ENVIRONMENTS

Main results

- The opportunity to see wildlife and forests were the most enjoyable aspects
- Children also enjoyed a range of programme-specific features that were not directly related to the environmental education programme, such as a low rope course, games and outdoor activities.
- Only a small number of students mentioned learning as the thing they most enjoyed
- 33% of students reported that they had not had the opportunity to touch plants, animals and birds and 31% reported that they had not had the opportunity to choose what to do during the excursion
- The items students enjoyed least were using activity sheets to help learn about the environment and listening to, or reading stories about the environment
- Students of all ages reported having learned new information about the environment and what they personally could do to look after the environment

Impact of environmental education experiences in natural areas on students' attitudes, values and behaviour towards the environment

- 41% of students indicated that they had changed the way they felt about the environment as a result of the excursion
- Change was more often reported in programmes that placed emphasis on human impacts on wildlife
- Students reported having changed in relation to:
1. their attitudes toward the environment
2. their desire to look after the environment
3. their behaviour in natural areas
4. their household practices

Aspects of environmental education experiences in natural areas that contribute nost to students' environmental learning

- Observing and experiencing the animals or the environment
- Instructors or guides
- Seeing the consequences of environmental mismanagement

2   NATURE-BASED EXCURSIONS: SCHOOL STUDENTS' PERCEPTIONS OF LEARNING IN NATURAL ENVIRONMENTS

Author's conclusions	• Learning in natural environments is attractive to students and encourages them to think about their environmental attitudes and behaviours • Specialist environmental educators and school teachers should capitalise on this interest by ensuring that information regarding, and if possible encounters with, local wildlife are incorporated into their programmes • One of the most powerful ways of communicating an environmental message to young people is to demonstrate the consequences of environmental mismanagement and the impact humans have had on the habitats of other species • Environmental educators should be wary of over-structuring the learning activities they design. Students would like to be given greater freedom of choice in what they do during the excursion. • If one of the aims of learning in natural environments is to stimulate students to reconsider their environmental attitudes and behaviour there may be more to be gained by allowing students to engage emotionally by the environment than by attempting to enforce a more cognitive response. In particular, the opportunity to touch and interact with wildlife is an emotive experience for young people that is likely to have significant impact • Pre- and post-excursion activities are very important • It is important that rangers and guides are knowledgeable, enthusiastic and well trained in educational and communication techniques
References	Ballantyne, R., Fien, J., and Parker, J., 2001a. Programme effectiveness in facilitating intergenerational influence in environmental education: Lessons from the field. *Journal of Environmental Education*, 32(4), 8-15. Ballantyne, R., Fien, J., and Parker, J., 2001b. School environmental education programme impacts upon student and family learning: A case study analysis. *Environmental Education Research*, 7(1), 23-37.

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

3	**WHY ADVENTURE? THE ROLE AND VALUE OF OUTDOOR ADVENTURE IN YOUNG PEOPLE'S PERSONAL AND SOCIAL DEVELOPMENT**
Authors	John Barrett and Roger Greenaway
Date	1995
Publisher Published	Foundation of Outdoor Adventure
Keywords	Outdoors, outdoor adventure, young people, young people at-risk, sport, physical education, outdoor education, personal development, social development
Summary	A wide-ranging review of the research on the role and value of outdoor adventure in young people's personal and social development. It reviews research from the UK and abroad, empirical studies, theoretical studies and findings form research in related fields to explore key ingredients of outdoor adventure (adventure itself, its group dimension, the influence of staff, sport and physical education, the environment) and the role of outdoor adventure for young people at risk (reducing recidivism, enhancing positive self control, improving self-efficacy, improving social development, encouraging responsibility, improving internalisation of locus of control, improving constructive use of leisure, enhancing participant/staff relationships) and concludes with implications of this review for research and evaluation of outdoor adventure
Background	
Objectives	What is the value to young people of adventure activities? Can such activities contribute to young people's development? What constitutes and effective outdoor adventure? How might the quality of young people's experiences be improved? What are the tools for effective evaluation?
Methodology	Literature review

3	**WHY ADVENTURE? THE ROLE AND**

VALUE OF OUTDOOR ADVENTURE IN YOUNG PEOPLE'S PERSONAL AND SOCIAL DEVELOPMENT

Data collection/ analysis	• Research from the UK and abroad • Empirical studies • Theoretical studies • Findings form research in related fields
Main results	**1. Key Ingredients of outdoor adventure** • Adventure itself • Group dimension • Influence of staff • Sport and physical education • Environment of outdoor adventure. The review lists key results regarding each of the above ingredients **2. Aims and outcomes of outdoor adventure interventions for young people at risk** • Reducing recidivism • Enhancing positive self control • Improving self-efficacy • Improving social development • Encouraging responsibility • Improving internalisation of locus of control • Improving constructive use of leisure • Enhancing participant/staff relationships The review lists key results regarding each of the above aims and outcomes
Author's conclusions **References**	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
4	**THE SIGNIFICANCE OF PARKS TO PHYSICAL ACTIVITY AND PUBLIC HEALTH: A CONCEPTUAL MODEL**

Authors	Ariane L. Bedimo-Rung, Andrew J. Mowen and Deborah Cohen
Date	2005
Publisher	
Published	*American Journal of Preventive Medicine*, 28, 159-168
Keywords	Parks, outdoors, physical activity, public health
Summary	Park-based physical activity is a promising means to satisfy current physic activity requirements. However, there is little research concerning what park environmental and policy characteristics might enhance physical activity levels. This study proposes a conceptual model to guide thinking and suggest hypotheses. This framework describes the relationships between park benefits, park use and physical activity and the antecedents/correlates of park use. In this classification scheme, the discussion focuses on park environmental characteristics that could be related to physical activity, including park features, condition, access, aesthetics, safety, and policies. Data for these categories should be collected within specific geographic areas in or around the park, including activity areas, supporting areas, the overall park and the surrounding neighbourhood. Future research should focus on how to operationalise specific measures and methodologies for collecting data, as well as measuring associations between individual physical activity levels and specific park characteristics. Collaboration among many disciplines is needed.
Background	
Objectives	To provide a conceptual model linking park environmental and policy characteristics with physical activity levels.
Methodology	Conceptual model
Data collection/ analysis	
Main results	The model proposed here links park characteristics with park benefits, park use and physical activity and the antecedents/correlates of park use.
Author's conclusions	
References	

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WAS ref:	Project Title
5	**CONTESTED VIEWS OF FREEDOM AND CONTROL: CHILDREN, TEENAGERS AND URBAN FRINDGE WOODLANDS IN CENTRAL SCOTLAND**

Authors	Simon Bell, Catharine Ward Thompson and Penny Travlou
Date	2003
Publisher	
Published	*Urban Forestry and Urban Greening*, **2**, 87-100
Keywords	Children, freedom, teenagers, urban fringe, urban woodlands, outdoors, Scotland, UK
Summary	Use of informal greenspace, such as urban fringe woodlands, by children and teenagers is potentially an important aspect of their development, allowing opportunities for free play and for experiencing nature at close quarters. The ways is which children and teenagers make use of woodlands can be classed as either positive (use) or negative (abuse) by landowners, managers and by different groups of children and teenagers themselves. As part of a wider study, examining local use and social inclusion in woodlands close to towns in central Scotland, qualitative research techniques, including focus groups and site observations, were used to explore in depth the contested views of freedom and control as expressed by site managers, adults, children and teenagers. The results give further support to findings in the literature about the importance of access to natural areas for children and society's ambivalent attitude towards teenagers in public places. It also uncovered aspects of the attitudes of older teenagers and the ways in which their perceptions conflict with those of managers. In particular, older teenagers' needs and the opportunities woodland can provide are poorly understood or tolerated by managers. Further research is proposed, including more detailed examination of the degree to which children's and teenagers' engagement with nature today is restricted by comparison with previous generations, and the likely consequences of such restriction.

5   CONTESTED VIEWS OF FREEDOM AND CONTROL: CHILDREN, TEENAGERS AND URBAN FRINDGE WOODLANDS IN CENTRAL SCOTLAND

Background	The research was commissioned by the British Forestry Commission in order to explore issues of open space and social inclusion.
Objectives	• How important is woodland to local people (teenagers, children and older people)? What proportion of the population and which segments of the population use woodlands?
	• Which woodlands do people choose to use or abuse? What do they do? How do people use woodlands and what counts as use or abuse?
	• Why do they choose these woodlands; are there some characteristics which determine which woodlands people choose to use or abuse? Do communities with different characteristics choose different types of woodlands?
	• What are the design and management implications for woodland and forest managers?
Methodology	Qualitative (focus groups and site observation)
Data collection/ analysis	• Scoping study discussions with woodland and park managers
	• Identification of case study communities
	• Focus group discussions with children and adults
	• Site visits to woodlands identified by focus group participants for observation of activities
	• Analysis of results (transcription and textual analysis)
Main results	• The scoping survey suggested that there are a number of categories of woodland abuse identified by site mangers (litter, vandalism, fly tipping, fires, car burning, damage to trees, motorcycles).Their views also reflected the ambiguous nature of adult attitudes towards adolescents. Children and teenagers are seen as the main perpetrators of many categories of abuse.
	• Older and retired people reported worries about entering woods. Groups of teenagers in parks were perceived as threatening or off-putting and preventing other people from using the areas freely.
	• The focus groups in schools revealed that teenage children do go into the woods by themselves; they simply don't tell their parents.
	• Site observations confirmed that children have regular access to some parts of the woodlands.

5 CONTESTED VIEWS OF FREEDOM AND CONTROL: CHILDREN, TEENAGERS AND URBAN FRINDGE WOODLANDS IN CENTRAL SCOTLAND

Main results	• Focus groups drew attention to the issues of concern to children. Younger children enjoy visiting woodlands for the adventure, thrills and mystery there and thy feel safe even if their parents are worried about safety. Once they get to adolescence they loose interest unless they have a specific outdoor interest. Later some of them start to use woodlands again, this time as places to escape from the adult world and the controls on their behaviour it brings. • Parents (mostly mothers) interviewed did not let their children into woodlands alone. Irrespective of where they live or which woodlands they visit parents reported that children, including young teenagers, are not let out of their sight and are not allowed to go and play by themselves. It was considered that children were at risk from peer groups (other children or youths) and adults. • Younger children accessed parts of the woodland closer to home whereas older teenagers used the deeper, remoter parts of the woods.
Author's conclusions	**Importance of woodland** Woodland is important to children and teenagers, though t different degrees at different times in their development. A notable group, who are also very interested in using woodlands is the 15-17 age range. **Choice of woodland** The choice of which woodlands to use and abuse is determined by location: close to home for smaller children, a little further away for older children and remoter areas for late teenagers. Even younger children can undertake activities which they see as play and others see as abuse (e.g. building dens and swings). **Reasons for choice** For younger children their parents make the choice: they choose woods nearer home (accessible, easy to supervise). In more rural areas primary school children may be allowed more freedom to roam further afield. Late teenagers choose woodlands that are quiet, dense and unmanaged, where they can escape the gaze of adults.

5 CONTESTED VIEWS OF FREEDOM AND CONTROL: CHILDREN, TEENAGERS AND URBAN FRINDGE WOODLANDS IN CENTRAL SCOTLAND

Author's conclusions	**Implications for design and management**
	The managers tended to see certain activities as abuse without being aware of the social forces at work amongst the age groups most often cited as abusers (late teenagers). Woods that appeared to be unmanaged were the main targets for abuse but otherwise the choices for use seem to be focused on those close to where people live. Tree species or woodland types appear to be less important for children.
	The focus group discussions provided a wealth of anecdotal evidence that experiences of woodlands and other outdoor landscapes as a child are very vividly remembered and often associated with a sense of freedom and discovery that is rarely found elsewhere in the urban or near-urban environment.
	Three elements stand out: the tensions between parents and children in terms of protection versus the need to play freely; the tensions between different age groups of children/teenagers over their desires to use woodlands for play and social activities; and the tensions between adults and children/teenagers over the kind of activities falling into the categories of use and abuse.
	Managers may need to accept that a controlled level of woodland damage is an acceptable price to pay for the social benefits achieved by provision for, and tolerance of, a greater range of users.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
6	**EFFECTS OF A THERAPEUTIC CAMPING PROGRAM ON ADDICTION RECOVERY**

Authors	Bennet, L. W., Cardone, S. and Jarczyk, J.
Date	1998
Publisher	Elsevier Science
Published	Journal of Substance Abuse Treatment 15 (5): 469 - 474.
Keywords	Adventure therapy, relapse prevention, therapeutic camping.
Summary	13 men and women in substance abuse treatment participated in a 3-day residential program based on integrated principles from adventure therapy, therapeutic camping, and relapse prevention.
Background	
Objectives	
Methodology	Experimental group compared with 18 men and women who received the usual relapse prevention program. Pre- and post-intervention questionnaires. Interviews 10 months later.
	Measured drinking-related locus of control, stress arousal, confidence in problem solving, frequency of negative thoughts, and craving.
Data collection/ analysis	
Main results	Significant improvements in autonomic arousal, frequency of negative thoughts, and alcohol craving.
	Relapse after 10 months = 31% for experimental group, 58% for comparison group. Study very preliminary.
Author's conclusions	Application of adventure therapy programs has received limited empirical attention (p. 469). Wilderness therapy, therapeutic camping, experiential education, and stress-challenge programs have an intuitive appeal when it comes to children and adolescents with problems.
	Similar programs are being used with adults who abuse alcohol and drugs.

6	EFFECTS OF A THERAPEUTIC CAMPING PROGRAM ON ADDICTION RECOVERY

Author's conclusions	Enthusiasm is high but evaluation of effectiveness is limited (p. 470).
	These sorts of therapies have been used with emotionally disturbed teens, incest victims, couples and families, psychiatric patients, and adolescents in the child welfare system.
	Algonquin-Haymarket relapse prevention program Collaborative effort of 2 non-profit agencies (p. 470). 115 acres near Fox River, 50 miles NW of Chicago.
	Built during fresh air movement of 19th C and has been a pastoral retreat since 1907.
	Evaluated a 3-day intervention program

- community meetings round camp fire and 'in the field': process activities and application back home
- journalling: facilitate introspection
- dream-catcher project
- wellness/relaxation workshop

teams course

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
7	**CLIMBING TREES AND BUILDING DENS: MENTAL HEALTH AND WELL-BEING IN YOUNG ADULTS AND LONG-TERM EFFECTS OF CHILDHOOD PLAY EXPERIENCE**

Authors	Amanda Bingley and Christine Milligan
Date	2004
Publisher Published	Institute for Health Research, Lancaster University
Keywords	Children, young adults, free play, mental health, wellbeing, outdoors, woodlands, methodology

Summary

The study focused not only on young people's present everyday experiences but also on their childhood memories, imaginings and embodied sensory experiences –particularly as recalled from around the ages of 7-11 years.

Key research questions included:
- Where do young people from urban and rural communities recall playing as children?
- What kind of benefits and disadvantages do young people recall in their opportunities to play in natural/woodland environments in comparison to indoor recreational spaces?
- To what extent do young people feel their different childhood play experiences support or constrain the development of their inner mental, emotional resources?
- To what extent does childhood experience influence a young adult's choice of recreational environment?

The report concentrates on rural and urban experiences of childhood play space, the extent of supervised or structured play in woodland and other outdoor spaces, adult influence of attitudes towards play in woodland areas, childhood visits and play in woodland areas, influences of current and childhood experience on young people's relationship to woodland and mental health and woodlands. It also makes a series of recommendations about the promotion of woodlands as therapeutic landscapes.

7	**CLIMBING TREES AND BUILDING DENS: MENTAL HEALTH AND WELL-BEING IN YOUNG ADULTS AND LONG-TERM EFFECTS OF CHILDHOOD PLAY EXPERIENCE**
Background	Research commissioned by the Forestry Commission to complement its 'Newlands' project, which aimed to identify wasteland urban areas or abandoned rural woodland that can be developed into accessible, recreational woodland and maintained over time by supported local community groups (Jones 2002). There is a critical knowledge gap about the relationship between childhood play space and the long-term implications for young people's mental well-being (Burgess 1996; Macnaghten et al. 1998).
Objectives	• To identify the long-term influences of outdoor play in woodland areas and other natural settings on young people's mental health and well-being • To identify factors that encourage a lifelong and positive, sustaining relationship with woodland environments in urban and rural areas • To contribute to out conceptual understanding of the developmental stages in childhood in relation to play-space, location, type and content of play • To explore the long-term impact of different kinds of play on mental health and how everyday therapeutic landscapes that promote the health and wellbeing of young people could be developed • To develop innovative methodologies with which to explore embodied memories, feelings and awareness that usually remain at the fringes of everyday consciousness
Methodology	Standard qualitative techniques; psychotherapeutic methods Focus groups, one-day workshops, woodland walks, coppice craft sessions, play and modeling sessions, in-depth interviews
Data collection/ analysis	27 young people (16-21 years old) initially recruited; 16 participated in the entire programme. Most were from rural backgrounds and still lived in rural or semi-rural communities. Variable socio-economic backgrounds; ethnicity entirely white.

7	**CLIMBING TREES AND BUILDING DENS: MENTAL HEALTH AND WELL-BEING IN YOUNG ADULTS AND LONG-TERM EFFECTS OF CHILDHOOD PLAY EXPERIENCE**
Main results	**Young people's perceptions of woodland:** • Range from woodland as therapeutic and a place for adventure and fan to woodland as a fearful place full of potential dangers • Depend upon parental attitudes and childhood experiences regardless of whether childhood was urban or rural based • Are influenced by gender • Are strongly influenced by good and bad myths and stories and media images of woodland • Can change if young people are given opportunities for new kinds of interaction with woodland **Relationship between stress and use of outdoor spaces including woodland** • 75% of 16-21 years old participants reported significant stress from study, family or personal problems. Of this number 25% reported moderate to severe physical or mental health problems, which led to them seeking support from a counsellor or their GP. • The most common stress-relieving strategies included being alone and going outdoors to seek privacy and space • There are important links between safe childhood play space and subsequent choice of outdoor spaces when stressed • Two distinct views emerged of woodland as a therapeutic space if stressed: • It is safe to visit only if accompanied • It is safe to visit alone only if childhood memories of woodland are good **Woodland use as play and recreation** • Three common types of woodland visits undertaken by young adults were evident: Accompanied by friends or family –all ages Accompanied by dog or horse-riding –usually over 10 Alone –only if perception of woods as safe and secure –from early teenage years

7   CLIMBING TREES AND BUILDING DENS: MENTAL HEALTH AND WELL-BEING IN YOUNG ADULTS AND LONG-TERM EFFECTS OF CHILDHOOD PLAY EXPERIENCE

- These types of woodland experience are strongly influenced by childhood patterns
- Woodland is most commonly visited in childhood as part of family walks or outings
- The more opportunity for unstructured, less supervised but safe play in woodland as children, the greater the subsequent enjoyment of woodland as young adults
- The more secure a young person feels in woodland they more likely they are to visit woodland in times of stress, when seeking recreation, or as an inspiration for work
- The greater their knowledge of woodland natural history and management, the more likely it is that young adults will visit for recreation and interest.

Woodland interaction: some theoretical observations

- Childhood games include den-building, making traps and climbing trees
- Some young adults use the woodland for walking, sitting or reading and to enjoy peace and quiet
- Some young people occasionally went into woodland to 'play like kids again'
- The interactions observed in this study support psychotherapeutic theories concerning:
    The development of a creative, facilitating relationship of shelf to an outdoor, non-human 'Other'
    The development and empowerment of agency (Self) though play

Effective research methods

- Research methods based on practical 'hands-on' experience of woodland arts and crafts proved to be a highly effective means of exploring the research questions
- Practical exercises encourage young people to engage at a multi-sensory level with trees and other elements of woods
- Methods drawing on psychotherapeutic approaches are effective and sensitive in facilitating recall and perceptions, past and present

7   CLIMBING TREES AND BUILDING DENS: MENTAL HEALTH AND WELL-BEING IN YOUNG ADULTS AND LONG-TERM EFFECTS OF CHILDHOOD PLAY EXPERIENCE

Main results

- The methods proved inspiring and educational for the participants, encouraging some of them to re-consider their perceptions of woodland and others to ask for details of woodland craft training day courses
- Participants were unanimous in their enjoyment of the workshops

Author's conclusions

- Young people's experience of childhood play-space does have an impact on their mental health and well-being in young adulthood
- Woodland and forest can provide certain 'therapeutic' qualities that a young adult may use to alleviate stress and mental health problems

Authors' recommendations:

- Positive promotion of urban and rural woodland spaces as safe and accessible for all age groups, at both local and national level, may help counteract fears and negative perceptions gained from literature media and other sources.
- 'Woodland for health' campaigns targeted at parents, schools, community health teams and local and national government could help raise awareness of the beneficial effects of play and recreation in woodland areas on mental health and wellbeing, both at different stages of childhood and in young adulthood.
- Encourage schools to include woodland as paces for children and young people to visit on a regular basis for play (both structured and unstructured), creative, educational activities and physical exercise.
- Seek to develop safe but 'wild places' in woodland, where children can enjoy less supervised, unstructured play without fear of harm.
- Promote knowledge and awareness of woodland holistically. That is to promote woodland as an important natural resource, which can be used not only as a recreational, therapeutic environment, but also as a working environment with potential careers in traditional coppicing and management.

7	**CLIMBING TREES AND BUILDING DENS: MENTAL HEALTH AND WELL-BEING IN YOUNG ADULTS AND LONG-TERM EFFECTS OF CHILDHOOD PLAY EXPERIENCE**
Author's conclusions	• Increase opportunities for more children and young people to engage creatively in practical, hands-on woodland activities and skills. This can be achieved by building links with existing, local craftspeople, skilled in teaching traditional craft activities. • On the basis of the above recommendations built on existing guidelines (Tabbush and O'Brien 2002) that seek to encourage different types of play for children and acknowledge the need for recreational or work opportunities for young adults in natural woodland areas.
References	Tabbush, P. and O'Brien, L. (2002) Health and well-being: trees, woodlands and natural spaces: outcomes from expert consultation held in England, Scotland and Wales. Forestry Commission.

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WAS ref:	*Project Title*
8	**ENVIRONMENTAL SOCIALIZATION. QUANTITATIVE TESTS OF THE CHILDHOOD PLAY HYPOTHESIS**

Authors **Date** **Publisher**	Robert D. Bixler, Myron F. Floyd and William E. Hammitt 2002
Published	Environment and Behavior, *, 795-817
Keywords	Adolescents, children, environment, environmental socialisation, play, environmentalism
Summary	Two studies with adolescent youth (N=1,376,N=450) help clarify the relationship between childhood play experiences in wild environments and later environmental preference in the life domains of work, leisure, and school. Respondents reporting having played in wild environments had more positive perceptions of natural environments, outdoor recreation activities, and future indoor/outdoor occupational environments. No significant differences were found for preferences for environmental sciences activities conducted in schools. Results suggest that childhood play in wildland environments is related to environmental competencies and preferences but not necessarily an intellectual interest in environmental sciences or environmentalism.
Background	Previous studies have identified childhood play in natural environments a key socialisation process that contributes to a committed concern for natural environments. This study examined whether such childhood experiences have effects broader than merely stimulating environmentalism.
Objectives	To test the relationship between frequency of childhood play in different physical settings and environmental preferences within the life domains of education, recreation and work.
Methodology	Quantitative (structured questionnaires)
Data collection/ analysis	Measurement of the frequency of childhood play in different environments plus environmental perception and preference values. 2 data sets were collected from middle and high school students (N=1,337 and N=450)
Main results	

8   ENVIRONMENTAL SOCIALIZATION. QUANTITATIVE TESTS OF THE CHILDHOOD PLAY HYPOTHESIS

Author's conclusions	Childhood play influences later interest in wildlands, environmental preferences, outdoor recreation activities and occupations in outdoor environments
	There is little indirect evidence among the results for a relationship between childhood play in wildlands and environmentalism
	Play in woodland environments has a significant effect on environmental preferences and activities but not necessarily on environmentalism
	Additional conceptual and empirical work needs to be conducted on the social worlds of children with differing play experiences and adults in different vocational, political and recreational pursuits
	From an applied standpoint, the findings support the benefits of providing childhood play experiences in wild environments for anyone wishing to instill an interest in children in outdoor activities, including those that may not garner the approval of mainstream environmentalism
References	

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WAS ref: *Project Title*

9   **CHILDREN'S OUTDOOR ENVIRONMENT – A REALITY WITH DIFFERENT INTERPRETATIONS. AN INTERNATIONAL COMPARATIVE STUDY**

Authors	Pia Björklid and Maria Nordström
Date	2004
Publisher	IAPS
Published	Proceedings of IAPS 18, Vienna - Austria
Keywords	Children, outdoors, urban environment
Summary	Presentation of an international comparative study of the outdoor environment of children growing up in cities. Because the history of urbanization as well as the cultural attitudes towards children's needs, up-bringing and independence, the authors believe that there are many interesting similarities and differences that will be made clear from comparisons made in this project. Empirical research is going to be carried out in Sweden, Italy and Finland.
Background	This research project emerged from a symposium called "North-South Dialogues on Child-Friendly Environments, Children's Mobility and Participation in the New Millennium"
Objectives	Research project presentation
	The project intents to investigate and compare what are child-friendly environmental qualities as valued by the children, their parents and grandparents as well as by people professionally occupied with the children in specific housing areas in Rome, Helsinki and Stockholm.
Methodology	Qualitative and quantitative Interviews and participant observation
Data collection/ analysis	
Main results	
Author's conclusions	
References	

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WAS ref: *Project Title*

10   PARENTS' CONCEPTIONS OF SOCIAL DANGERS TO CHILDREN IN THE URBAN ENVIRONMENT

Authors	Kim Susan Blakely
Date	1994
Publisher Published	Children's Environments, *11*, *20-35*
Keywords	Neighbourhood, social dangers, children, parents, risk, urban environment, New York, USA
Summary	This study explores parents' conceptions of dangers in their changing neighbourhoods in relationship to the activities of their 9-11 year old children. It was designed as exploratory research, base on the traditions of grounded theory, to discover the sociophysical qualities that a sample of New York City parents viewed as dangerous to their children, how parents from different ethnic and racial backgrounds cope with their concerns, and the impact of their beliefs on their children.
Background	Part of a larger study of parents' conceptions of danger in their neighbourhood for their children as related to their fear of crime, strangers, city traffic, and other qualities of their neighbourhood settings (Blakely, 1993).
Objectives	To document parent's fears of social dangers and the effects of these fears on parents' and children's behaviors.
Methodology	Qualitative: interviews with parents from two multiethnic urban communities in Queens, NYC.
Data collection/ analysis	Structured interviews with 42 parents (32 mothers/10 fathers; 37 households from Hispanic and non-Hispanic backgrounds) Content analysis
Main results	**Parents' conceptions of urban dangers: emotional effects on children** The greatest threat to their children safety and well-being stemmed from social qualities of their neighbourhoods, which subjected them to the threat of moral injury or physical assault (e.g. exposure to anti-social behavior, kidnapping, or sexual molestation. The presence of these threats generated fear and worry for most parents and children.

10 PARENTS' CONCEPTIONS OF SOCIAL DANGERS TO CHILDREN IN THE URBAN ENVIRONMENT

Main results

- To what extent children's fear of strangers, kidnapping, or other forms of social crimes were acquired from their parents could not be ascertained from the data, but should be considered as a possibility.
- Greater fear pr worry appeared in children whose mothers worked full-time.
- More male Hispanic children appeared worried compared with non-Hispanic children.
- Some Hispanic and non-Hispanic parents believed that their children's fears were exacerbated by the constant barrage of information on crime.
- Some parents' fear of danger appear to influence their children's outdoor play. However, many parents believed that the restrictions they imposed on their children's reluctance to go outside and play caused their children to miss valuable types of play experiences.
- Most parents, particularly Hispanic mothers and fathers, believed that the safest place for the child to play was in the home.
- Hispanic female children had limited access to the street without an adult directly present.
- It is possible that parents from different cultural backgrounds did not understand the concept of either being alone or hanging out or did not condone these types of behaviors for their young children.

Conceptions of urban dangers: effects on parents

- The consequences of parental fear of social dangers appeared to manifest emotionally in tension, anxiety, and fear for their male and female children if they were not in visual access.
- Many parents described feelings of worry and concern about where their child might be playing, with whom they might be talking and the possibility of loosing sight of them in public spaces.
- Parents from all ethnic backgrounds had in common the places that caused them the most fear. Almost all children were forbidden to go alone to the playground or park because of fear of drug addicts, rapists, and kidnappers. These places were visited only with a trusted adult escort.

10 PARENTS' CONCEPTIONS OF SOCIAL DANGERS TO CHILDREN IN THE URBAN ENVIRONMENT

Main results	• Most parents were suspicious of local convenience stores (bodegas) because of the men hanging around and drinking or taking drugs. Most children were forbidden to go on errands to these places. Sidewalks in front of homes also represented potential danger because of strangers in cars who roamed through the neighbourhood. Children's walking to school was a serious issue for parents who worked. Parents knowledge of social dangers sprang from a variety of sources (local newspapers, television, world of mouth).
Author's conclusions	• For the parents in this research an amalgam of environmental sources appears to trigger conceptions of risk or possible threats to their children's well-being. • For many parents the presence of strangers or unfamiliar people in their neighbourhoods represented a variant of danger that was unpredictable, and consequently posed a risk to their children and themselves. • For most parents the fear of random physical assault by a stranger superseded all other fears of violation or harm. The prospect of injury inflicted on their children in both an unpredictable and violent manner by an unknown assailant appeared to undermine the belief that they could control their children's interaction with their socio-physical environment and ultimately protect them from harm. • Neighbourhood experiences educate children about society, culture and give them the freedom to explore. If these experiences are curtailed the end result may be children with memories of home, but not of a community.
References	Blakely, K., 1993. *Parents' Conceptions of Urban Dangers: The Effects on Parents and Children.* Doctoral Dissertation, The Graduate School and University Center, City University of New York, New York.

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WAS ref: *Project Title*

11	**THE DYNAMIC, EMERGENT, AND MULTI-PHASIC NATURE OF ON-SITE WILDERNESS EXPERIENCES**

Authors	William T. Borrie and Joseph W. Roggenbuck
Date	2001
Publisher	
Published	*Journal of Leisure Research*, **33**, 202-228
Keywords	Leisure experiences, wilderness recreation, recreation experience phases, human-nature transaction, experience sampling method
Summary	Feelings and cognitions of leisure may not only be dynamic during the course of the total outdoor recreation engagement, they may be dynamic, emergent and multi-phasic during the on-site phase. Experience Sampling Method data were collected from a sample of wilderness visitors multiple times during a visit to the Okefenokee National Wildlife Refuge. Four modes of environmental experience (focus on self, others, task, and environment) and four aspects of wilderness experience (a combined oneness/primitiveness/humility variable, timelessness, solitude and care) were measured. Univariate and multivariate repeated measures analyses demonstrated significant change from the entry, though immersion, to exit phases of the wilderness experience. This experiential change included greater focus on the environment and on self/introspection at the exit compared to the entry phase and less focus on others/social acceptance during the immersion phase. Scores on humility/primitiveness/ oneness were higher at both the immersion and exit phases than during entry, and care for the wilderness was higher during the exit phase than during entry. Implications of findings for understanding the complex nature of nature experiences are provided.
Background	Recent research on the lived experience has made 4 important contributions: It has contributed researches on emotion, mood, attention states, feelings of connection with others and nature, attitudes, and cognitions; It has begun to measure the ebb and flow of on-site experiences in real time;

MULTI-PHASIC NATURE OF ON-SITE WILDERNESS EXPERIENCES

Background	It is suggested that changes in leisure states of mind during the on-site experience are partly due to such contextual variables as level of personal activity, type of environment encountered, and time into the experience
	It is hinted that there might be distinctive phases within the on-site experience
Objectives	This study answers the following research questions:
	What leisure states of mind are measurable during a wilderness experience?
	Are these leisure dynamic and evolving during the course of a wilderness experience?
	Can the leisure states of mind be characterised as multi-phasic during the on-site experience? More specifically, are there distinct entry, immersion and exit phases that occur during the experience?
Methodology	Quantitative (Experience Sampling Method)
Data collection/ analysis	The study was carried out in Okefenokee National Wildlife Refuge, a wilderness area with complex and diverse environments. Study participants were a convenience sample of visitors in 23 days.
	Data analysis involved scale confirmation (reliability and factor analysis), analysis of variance (repeated measure analysis) and planned comparisons (Helmert comparisons)
Main results	Wilderness experiences involved multiple states of mind and both the mode of experiencing wilderness and feelings of connection to fundamental qualities of wilderness were dynamic across time during a wilderness visit.
	These changes had a multi-phasic pattern.
	All three constructs, primitiveness, wildness and humility, collapsed into one wilderness idea.
	Okefonokee visitors did not experience wilderness as a source of transcendence. Instead, their highest focus was on other members of their group, followed by midlevel focus on the environment and the task. Focus on self/introspection was on average low. Feelings of oneness/primitiveness/humility were only of midlevel importance.
	Scales measuring mode of environmental experience and different aspects of wilderness varied significant across the phases of the experience.
	Focus on the environment gradually increased across the trip phases, almost reaching statistical significance during immersion, and reaching such significance during the exit phase.

11   THE DYNAMIC, EMERGENT, AND

MULTI-PHASIC NATURE OF ON-SITE WILDERNESS EXPERIENCES

Main results	Focus on self/introspection, while low throughout, gradually increased to reach a significant level at exit phase. Feelings of primitiveness/oneness/humility grew significantly across all tip phases.
Author's conclusions	This research suggests that the wilderness experience is dynamic, complex and evolving. More importantly, there is evidence that the experience is multi-phasic. After a period of time (the entry phase), visitors tended to attune more to certain aspects of the wilderness environment and to feel greater connection with some core wilderness values. Contrary to expectations these changes tended to build throughout the experience and not decline during the exit phase. Much more research is necessary before we can describe the dynamic lived experience with great certainty.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

12	**APPROACHES TO MEASURING QUALITY OF THE WILDERNESS EXPERIENCE**

Authors	William T. Borrie and Robert M. Birzell
Date	2001
Publisher	
Published	USDA Forest Service Proceedings RMRS-P-20, 29-38
Keywords	Wilderness, wilderness experience, measurement, methodology
Summary	Wilderness is a special place that provides opportunity for unique and profound experiences. An essential task for the maintenance of these recreational opportunities is the definition and monitoring of experience quality. Four approaches to the measurement of the wilderness experience have developed in over 30 years of research: satisfaction approaches (which focus on evaluation of on-site conditions), benefits-based approaches (focusing on psychological outcomes), experience-based approaches (describing cognitive states experienced in wilderness), meanings-based approaches (documenting socially constructed meanings ascribed to the experience) Each approach has its strengths and weaknesses. Given that the wilderness experience is a multifaceted phenomenon, it is not surprising that no single method adequately serves the needs of managers trying to perceive the quality of the wilderness experience in the context of rising use density levels. However, a linear and direct relationship between use density conditions and experience quality should not be assumed.
Background	
Objectives	To describe and discuss 4 approaches for the measurement of wilderness experience
Methodology	Literature review
Data collection/ analysis	

12 APPROACHES TO MEASURING QUALITY OF THE WILDERNESS EXPERIENCE

Main results

Author's conclusions   While each approach can offer useful information, each is best suited to answer particular kinds of questions.

The customer service measures seem to be especially appropriate for front country recreational areas. Their focus on facility and service provision is most suited to situations of intensive site and infrastructure management. However this approach might not be as effective in the context of wilderness.

The benefits approach comes one step closer to describing the nature of the wilderness experience. By conceptualising recreation as experience rather than activity, it recognises the dynamic nature of recreational engagement. This approach also recognises that people may choose to participate in certain activities in certain settings for a variety of different reasons. Motivations for the wilderness experience, however, continue to elude. Experience-based approaches have exploited the dimensions of various emotional and cognitive states within the context of wilderness. Evaluation of the experience does not necessarily follow a rational/logical expectancy-valence model. Recreationists' conceptions of quality and satisfaction may be so subjective and individual-dependent that they defy prediction. Thus experience-based approaches that focus on aspects such as mood and degree of social interaction offer less guidance for managers in the provision of quality experiences. However, the potential for development of indicators and standards based upon other measurable dimensions of the experience that are more wilderness-dependent holds much promise.

The meanings-based approaches also seem well suited for capturing the unique elements of the wilderness experiences. The complexity that is assumed in these approaches reflects the idea that wilderness experiences are special merely because they occur in wilderness. Understanding the multiple meanings that people have for wilderness can help us to identify the activities, benefits, and experiences that managers should aim to provide. However, the development of quality indicators for those meanings provides one of the most challenging tasks for recreation researchers.

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
13	**INVOLVING YOUNG PEOPLE IN THE DESIGN AND CARE OF URBAN SPACES. WHAT WOULD YOU DO WITH THIS SPACE?**

Authors	CABE Space
Date	2004
Publisher	CABE Space and CABE Education
Published	
Keywords	Children, young people, public space, urban space, design, participation, UK
Summary	A practical guide to involvement of young people in the design of urban public space, aimed at architects, landscape architects, local authority officers, community groups, youth and play workers, regeneration agencies, children and young people and also policy makers, funding bodies and decision makers. Acknowledging that given the right support and opportunities children and young people are capable of playing a major role in creating inspirational and thriving public space, this guidebook addresses the key issues that promote or hinder this involvement and provides a number of case studies of participatory design of parks, playgrounds, skate parks, teenage spaces, wild spaces and gardens across the UK.
Background Objectives Methodology	Practical guide
Data collection/ analysis	
Main results	What particularly distinguishes a rural upbringing, however, is the sharp distinction between the symbolism and expectation of the Good Life (the emblematic) and the realities and experiences of growing-up in small, remote, poorly serviced and fractured communities (the corporeal).
Author's conclusions References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
14	**CRIME PREVENTION THROUGH SPORT AND PHYSICAL ACTIVITY**

Authors	Margaret Cameron and Colin MacDougall
Date	2000
Publisher Published	*Trends & Issues in Crime and Criminal Justice*, 165
Keywords	Youth, youth at risk, crime, crime prevention, sports, outdoors, wilderness, adventure therapy, wilderness therapy, Aboriginal communities, Australia
Summary	Crime prevention is not the primary objective of sport and physical activity, but it might be an extremely positive byproduct. This paper examines a variety of sporting activities that appear to have had a beneficial effect in helping people steer away from trouble. It examines wilderness programs, programs in which youth participate and learn skills, and programs in which the sense of belonging reduces vandalism and develops other pro-social behaviours.
	Of particular interest are sports carnivals in Aboriginal communities. When the carnivals (organised and run by Aborigines for Aborigines) are held, they act as catalysts for social and traditional cohesion. Harmful behaviours such as petrol sniffing, heavy drinking, and violence are prohibited for the duration of the carnival and the prohibitions hold in the short term.
	At another level, elite sporting clubs can reach out into their communities. The example in this paper is the (British) Liverpool Football Club, which has had successes in quit smoking programs, coaching, truancy, reduction, and even reducing the number of hoax calls to the local fire brigade.
	This is the first exploratory paper for a project in conjunction with the Australian Sports Commission. The Australian Institute of Criminology would welcome comments on this paper, and would like to learn about any activities that may have an implicit or an explicit crime prevention outcome.
Background	
Objectives	To examine whether sport and physical activities can be used as strategies for crime prevention.
Methodology	Literature review

CRIME PREVENTION THROUGH

14	**SPORT AND PHYSICAL ACTIVITY**

Data collection/ analysis

Main results

Author's conclusions
- Sport and physical activity can combine with other interventions to reduce crime in particular groups and communities
- Sport and physical activity can reduce crime by providing accessible, appropriate activities in a supportive social context. In other words, sport and physical activity must be connected positively within the social fabric of groups and communities
- Sport and physical activity-based interventions must be conducted in collaboration with a range of other strategies and sectors
- Elite sporting bodies can be involved in programs directly aimed at particular crimes and communities
- It is essential to consider how the design, location, and funding of sporting and recreational infrastructure contributes to social cohesion, and avoids taking sport and physical activity out of its social context
- The cases do not suggest "one size fits all" strategies. Instead, they represent the value of community development approaches to tailor programs to particular needs. Nevertheless this should not prevent us from suggesting common strategies and processes, and collecting examples of good practice
- Recreation and sport programs established for the explicit purpose of crime prevention should be subject to rigorous evaluation

References

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

15	**WILDERNESS ATTRIBUTE MAPPING IN THE UNITED KINGDOM**
Authors	Steve Carver, Andy Evans and Steffen Fritz
Date	2002
Publisher	
Published	International Journal of Wilderness, 8(1), 25-29
Keywords	Wilderness, wilderness continuum, attribute mapping, GIS, UK
Summary	A wilderness continuum concept can identify the wilder areas of Great Britain. Geographical Information Systems are used to present information on these areas and solicit public opinion as to which factors are perceived to be important wilderness quality indicators. Consensus maps are compiled from the composite individual responses and the results compared to Britain's network of protected areas.
Background	Most definitions of wilderness stress the natural state of the environment, the absence of human habitation, and the lack of other human-related influences and impacts. Clearly, few such areas exist in Britain today. The wilderness continuum concept, instead states that true pristine wildness is one extreme on the environmental modification spectrum (Hendee et al., 1990), with the totally urbanised environment at the other end.
Objectives	To map the wilderness continuum of the British Isles
Methodology	Quantitative (Multicriteria evaluation, GIS)
Data collection/ analysis	Internet-based survey of public perceptions
Main results	Wilderness continuum map Map of the wildest areas
Author's conclusions	A significant proportion of the wildest areas of the country are not formally protected by conservation area status The majority of Britain's wildest areas are within private rather than public ownership. Notably, the majority of Britain's wildlands occur in the northwest Scottish Highlands. Many of these landscapes may be regarded as secondary wilderness, created during the "clearances" and maintained subsequently by land management practices focused on deer stalking, grouse shooting, sport fishing and sheep farming.

15	**WILDERNESS ATTRIBUTE MAPPING**

IN THE UNITED KINGDOM

Author's conclusions

The landscape of Britain is constantly changing, so vigilance is required concerning land use pressures affecting the wildest parts of the country.

Those areas that are already the most wild stand the best chance of success in any rewilding program.

The arguments in favor of bringing the wildest areas to the close attention of conservationists and policy makers, together with the educational benefits from wilderness recognition programs, far outweigh the risks from overuse. Internet-based wilderness attribute mapping could prove very useful in drawing public attention to the status of wild places and, therefore, simulate discussion about protection in the United Kingdom.

Wilderness preservation is heavily dependent on good education. The internet GIS approach outlined here may go some way toward providing the public with the opportunity not only to learn about wilderness and its position within the landscape but also to interact with the geographical context and actively contribute to the process of policy making, planning and conservation.

References

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

16   THE DELIVERY OF BETTER PLAY PROJECTS IN PUBLIC SPACES

Authors	Children's Play Council
Date	2003
Publisher	Children's Play Council
Published	Briefing 2
Keywords	Children, play, outdoors, outdoor play, public space, play projects
Summary	This briefing reports on the work of the 18 organisations funded by Better play to deliver play projects in public spaces. It covers the achievements (outcomes), the service that they provided (outputs), the issues tackled by organisations utilising public spaces, the next steps and identifies the key messages.
Background	The organisations involved in the delivery of Better Play projects focused primarily on promoting play in green public spaces, including parks and neighbourhood green spaces as well as playing fields. Some projects were delivered directly by the funded organisations, some in partnership with other service providers and some in partnership with local community groups.
Objectives	Project report
Methodology	
Data collection/ analysis	
Main results	Key outcomes of the funded projects included: More play opportunities for children and young people in parks and other open spaces; More inclusive play opportunities for children and young people in parks and other open spaces; Engagement of children, young people, families and communities who normally do not take part in play activities for reasons of cost, accessibility and exclusion; Increased awareness of the importance of open public spaces for children's play amongst service providers and communities and increased engagement with other service providers, plans and strategies;

16   THE DELIVERY OF BETTER PLAY PROJECTS IN PUBLIC SPACES

Main results	Increased aspirations and employment and training

opportunities for young people and adults;
More young people and adults trained in play work;
Improvements to open public spaces including a reduction in the levels of vandalism and crime.

Key outputs of the funded organisations included:
Delivery of play provision and activities in public spaces by play rangers/play workers and volunteers;
Development and promotion of play areas in public spaces;
Development and promotion of inclusive play areas so that disabled children can access and use public spaces and play alongside non-disabled children;
Consultation with and engagement of children and young people, families and communities in the development and delivery of projects;
Partnership work with other service providers in the delivery of projects;
The production of consultation tool kits and activity packs for use with children and young people and the wider community when developing public spaces.

Key challenges faced by the organisers included:
- The state of public spaces
- Working with communities
- Participation
- Staffing
- The weather

Author's conclusions — Public spaces are important to children, young people, families and whole communities for play and recreation – the use of public spaces is good for physical, mental and social well-being;
Public spaces promote an opportunity for children to take risks and develop risk assessment skills. It is therefore important for organisations to facilitate and manage risk taking rather than eliminating it;
The presence of suitably qualified and experienced play staff increases the use of public spaces for play and recreation. Service provision can be enriched with the use of volunteers but volunteers must not be expected to deliver the provision in place of paid staff;

16   THE DELIVERY OF BETTER PLAY PROJECTS IN PUBLIC SPACES

Author's conclusions — Inclusive play provision is achievable without incurring huge additional costs and can be the norm for all services

The present state of public spaces unacceptable and further investment must be made to not only improve the quality of public spaces but to thereafter maintain high standards. In respect to parks, parks departments need to be actively involved in ensuring high standards are achieved and maintained;

Community development work lies at the heart of a successful project as this leads to trust, community involvement and long-term sustainability

Community development work requires long-term investment and cannot be achieved with short-term funding initiatives which conversely can lead to community apathy;

For those working with community groups to develop and deliver their own projects it is important to be clear about what organisations are expecting of community groups and the extent to which community groups are able to and actually want to deliver on the expectations;

Partnership working is pivotal for future sustainability of public spaces and the promotion of play and recreation in public spaces.

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
17	**THE DELIVERY OF ENVIRONMENTAL PLAY PROJECTS BY THE BETTER PLAY FUNDED ORGANISATIONS**

Authors	Children's Play Council
Date	2005
Publisher	Children's Play Council
Published	Briefing 4
Keywords	Children, play, environmental play, Better Play

Summary

This paper reports on the work of the 14 organisations funded by Better Play to deliver environmental play projects and focuses specifically on engagement with the natural environment and the natural elements. A distinction has been made between public green spaces such as sports fields and parks and natural greenspace, such as woodland. This paper addresses the achievements of projects promoting play in natural environments (referred to as outcomes), the services provided (outputs), the issues tackled in delivering the projects and identifies the key messages.

Background
Objectives   Project report
Methodology

**Data collection/
analysis**

Main results   **Key outcomes of the projects include:**
- More environmental play opportunities for children and young people within, about and around the outdoor environment using natural elements
- More inclusive environmental play opportunities for children and young people within, about and around the outdoor environment using natural elements
- Increased environmental awareness amongst children, young people, adults and service providers
- Increased confidence and self-esteem amongst volunteers, playworkers and others in undertaking environmental play activities

17	**THE DELIVERY OF ENVIRONMENTAL**

PLAY PROJECTS BY THE BETTER PLAY FUNDED ORGANISATIONS

Main results	• Increased understanding between play and environmental organisations of each other's work and enhanced partnership working • Increased partnership working amongst service providers in the delivery of environmental play initiatives **Key outputs included:** • Delivery of environmental play provision and activities for children and young people in a diverse range of environments by environmental play workers and volunteers • Consultation with and engagement of children and young people, volunteers and service providers in the development and delivery of projects • Delivery of education/training for play workers and others interested in delivering environmental play activities • Delivery of local and regional seminars and conferences for both playworkers and practitioners • Facilitation of learning and sharing of ideas through the creation of networks of organisations interested in environmental playwork • The production of environmental activity packs and training materials • Outreach, development and promotional work • Partnership work with other service providers in the delivery of projects
Author's conclusions	• Environmental play is important for children's and young people's physical, emotional and social well-being • Risk-taking is an important part of childhood and natural environment is a place where it is possible for children and young people to take risks and this should be encouraged and facilitated. • Environmental play can be enjoyed by all children and both disabled and non-disabled children can be supported in accessing the natural environment without incurring huge additional costs and can be the norm for all services. • Partnership working is important in developing environmental play services and sustaining these services.

17	**THE DELIVERY OF ENVIRONMENTAL PLAY PROJECTS BY THE BETTER**

PLAY FUNDED ORGANISATIONS

Author's conclusions	• The opportunity to play in the natural environment and with the natural elements enables children and young people to develop an awareness of ad respect for the environment • Concerns about litigation need to be taken into seriously as these can prohibit service providers from engaging with the natural environment and the increasing litigation culture needs to be addressed by policy makers • • If funding bodies want to fund success and invest in future sustainability they must be willing to invest funding for a longer period of time
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
18	**THE VALUE OF CHILDREN'S PLAY AND PLAY PROVISION: A SYSTEMATIC REVIEW OF THE LITERATURE**

Authors	Issy Cole-Hamilton, Andrew Harrop and Cathy Street
Date	2001
Publisher	New Policy Institute
Published	
Keywords	Children, play, play provision
Summary	A systematic review of published literature and unpublished data concerning the value of children's play and children's play provision in the UK. The focus is on school age children. Main themes of the report include: Introduction and background The value of play: individual child The value of play: socialisation and citizenship Government initiatives and play case studies Ongoing research and unpublished data Conclusions Appendixes, including data base searches and keywords and study methodologies
Background	• The implementation of the UN Convention on the Rights of the Child • The recently introduced Out of School Care National Standards • The National Childcare Strategy All three mention play specifically within the articles, standards and/or recommendations they set out
Objectives	• To assess the published data relating to the UK's progress in meeting Article 32(2) of the UN Convention of the rights of the Child regarding the rights of children and young people and the provision of opportunities for their cultural, artistic, recreational and leisure activities. • To create an up-to-date record of the evidence that exists to substantiate the arguments for play, on the basis of wide-ranging review of the literature

18	THE VALUE OF CHILDREN'S PLAY AND PLAY PROVISION: A SYSTEMATIC REVIEW OF THE LITERATURE
Objectives	• Establish an initial consensus on the benefits of play and the value of play provision that can link specialists, both practitioners and researchers, and non-specialists, including civil servants both within the DCMS and elsewhere in the government. Identify a small number of exemplar play projects that have been developed to support the government's policy objectives.
Methodology	Literature review Consultation with government departments and units, specialist play and leisure organisations, national charities, university departments and research centers
Data collection/ analysis	
Main results	**1) The value of play: the individual child** **Health benefits:** • Much of the existing research has focused on levels of physical activity and on sport. Such activities might not be the same at all as play freely chosen by the child and therefore considerable caution is needed in interpreting the benefits identified in these studies in terms of play. • Research indicates positive views among children and young people towards undertaking physical activities –ut that lack of local play facilities may be one reason why children are unable to participate. • New research on brain activity based on animals is suggesting that play may activate higher cognitive processes and that there may be links between brain building and play. Other research, on physical activity levels, is also examining brain formation. • In the mental health field, the importance of unsupervised play, enabling children to take risks, to think through decisions and to gain self-confidence, has been emphasised. The increasing restrictions on children's free time are thus a cause for concern and require further research in terms of their effects on children's mental health. Overall research focused on the role of play in promoting mental health among school-age children is lacking, with much of the existing data focused on the use of play therapy with children already experiencing mental health difficulties.

18	**THE VALUE OF CHILDREN'S PLAY AND PLAY PROVISION: A SYSTEMATIC REVIEW OF THE LITERATURE**
Main results	• No literature on play and the health benefits for disabled children and children from ethnic minority groups of school age was identified during the literature review. This is an important omission given the particular concerns about the mental health needs of these groups and the research findings suggesting that these groups experience more restricted access to their local environment, including to play and recreational provision. • There is a reasonable body of data concerning the use of play for helping children who are sick and require hospital care to feel less anxious about treatment – although again this often refers to specialist adaptations of play or play therapy which are not freely chose or personally directed. **Education benefits:** • Much of the literature has focused on the value of play in the learning of social skills and the formation of peer relationships and friends. As researchers in this field acknowledge, even though the information which has been gathered is generally positive, caution is needed since many of the studies are quite descriptive in their approach. • Studies which have examined the effects of play periods on children's attention span in ensuing lesson suffer from that these are examples of experimental deprivation studies and thus deprivation of play may not be the only factor influencing results which are in any event contradictory. • Analysis of teachers' perspectives of play in reception classes indicates that teachers value play within the curriculum. Play is seen as important in terms of language development and socialisation and can also reveal valuable information about a child's developmental stage, needs and interests. There is a tension in meeting the demand of the National Curriculum however, and other factors also play a role in constraining play opportunities at school, most especially large class sizes. The increasing use of play as a time management tool by the teachers, and the reasons why they value play, require more extensive research.

18	**THE VALUE OF CHILDREN'S PLAY AND PLAY PROVISION: A SYSTEMATIC REVIEW OF THE LITERATURE**
Main results	• In two quite separate areas, firstly folklore studies of children's play and secondly, research into the effects of exposure to arts and cultural learning activities, it appears that there is some useful recent data emerging which may support the importance of play activities in children's learning.

• No literature on the benefits of play and education for children with special educational needs, disabled children and children from ethnic minority groups was identified during the review, a deficit which should be addressed as a part of any future research in this area.

2) The value of play: socialisation and citizenship
Factors impacting on children's opportunities for free play and socialisation include:
• Trends towards increasing commercialisation of playscapes and the growth of organised out of school provision, both of which reflect a shift towards a more organised, adult-led forms of activity.
• Limited progress in involving young people in planning for their environment an indeed, some suggestions that young people are being conceptualised as 'a problem' and further marginalised, which in turns creates a perception of a hostile environment with no spaces for them.
• Parental safety fears, in particular fears about traffic, are leading into parents exerting more control over their children's activities and opportunities to play out.
• For children from ethnic minority groups, a range of factors are serving to limit their use of play provision, including fears of assault when travelling, racism and concerns about safety; girls especially are restricted by these concerns.
• For children with disabilities, there are concerns about lack of suitable resources –however in this area particularly, good research data is lacking.
• Despite all of the above, information on children's play preferences indicates a strong wish to play outdoors, in green and open spaces which are visible to those around them.

18	**THE VALUE OF CHILDREN'S PLAY AND PLAY PROVISION: A SYSTEMATIC REVIEW OF THE LITERATURE**
Main results	• The provision of roads with reduced speed limits and a cul de sac layout enhance the chances of physically active outdoor play – to which end the limited available research on the positive effects of reducing speed limits warrants further attention. • An overwhelming argument running through this literature is of the importance of effectively consulting with people and young people, in listening to their views and aspirations and in involving them in planning, particularly in urban areas.
Author's conclusions	This review paints a picture of strong support for play in a number of different dimensions. Throughout a substantial body of literature (disciplines including child psychology and child psychotherapy, human geography, anthropology, studies of children's folklore) a range of benefits are set out. Traditionally these have focused on the individual child; more recently the focus has been on benefits to society as a whole. At the practical level, the process of consultation has indicated not only a strong belief in the value of play, but also concern about some of the trends identified in the review. These include: restrictions of children's access to their local environments, the loss of free time and, particularly for children with disabilities or from ethnic minority groups, shortages of appropriate play provision. From the case studies, however, it is clear that there is considerable activity at the project level and that under a number of national policy initiatives, opportunities for play and recreation, albeit on a fairly structured basis, are emerging. What remains problematic, however, is that the evidence for the benefits of play is complex, often inconclusive, and there are a number of areas where data is seriously lacking and research is needed (e.g. health, education, social benefits). The authors' suggestions for ways forward include: Building up the knowledge basis, based on the established consensus of those working in the play field Evaluation of play projects Further research
References	

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

19   WILD ATTITUDES

Authors	Community Heritage Initiative
Date	2004
Publisher	Leicestershire County Council
Published	
Keywords	Wilderness, children, young people, outdoors, countryside, Leicestershire, Rutland, attitudes, perceptions
Summary	
Background	The Community Heritage Initiative (CHI), supported by the Heritage Lottery Fund and Rutland County Council is helping people record and celebrate the natural heritage of Leicestershire and Rutland. Wild attitudes was the first of the youth projects run by CHI
Objectives	To gauge young peoples feelings and attitudes towards the countryside
	To determine practicalities such as how and where young people get information or get involved in the countryside
Methodology	Quantitative (questionnaire distribution, focus groups with and by pupils)
Data collection/ analysis	2355 questionnaires were distributed; 125 were returned by children and young people aged from 7 to 20 (49% females, 51% males)
	Focus groups were also conducted
Main results	**Meanings of wildlife and the countryside**
	The words wildlife, nature, countryside or environment elicited mainly positive or neutral responses. 18% of the responses had negative connotations (wasps of boredom). Most responses relate to objects (67%).
	Most respondents reported positive feelings when out in the countryside. The main positive feeling was 'being relaxed'. The main negative feeling was boredom.
	63% of the participants said that wildlife and countryside are important to them
	The main reasons for the importance of countryside and wildlife to participants are because they are relaxing, and peaceful and quiet (74% and 70%).
	Wildlife and countryside was viewed as important to other people (family, teachers, friends, etc.) for its activity based benefits (exercise, learning, hobbies) and also for its peace.

19   WILD ATTITUDES

Main results	**Young people's access to the countryside**

Participants reported that they see wildlife and countryside in a wide variety of places, including at home. Only 7% stated that they don't see countryside at all
Too far/no transport, weather and no one to go with were the most frequently cited reasons for not going to see wildlife and countryside. 4% stated that nothing stopped.

Young people's involvement in countryside and wildlife-based activities
42% of participants were members of a group with some wildlife and countryside input. It is likely that this figure is biased because many of the questionnaires were distributed though groups rather than individuals.
Games were the favourite activity in the countryside (70%), followed by watching wildlife and art and craft.

How young people get informed about the wildlife and the countryside
Most participants were mainly informed by television/radio and books/magazines, followed by local information points, guided walks with wardens, friends and family.
Preferred future sources of information included the internet, books, television, post, leaflets, visiting wildlife areas/watching nature, going and finding out themselves, magazines and school

Wildlife and countryside preferences
Animals was the most frequently selected category, followed by rivers, trees, woodlands, birds

Project suggestions by participants included Andy Goldsworthy-style nature art, a wildlife documentary, practical conservation tasks, wildlife gardening, monitoring garden wildlife, making a nature reserve, walks, a scavenger hut, habitat restoration, a puppet show and site visits.

19	WILD ATTITUDES
Author's conclusions	Most young people feel positive and happy in the countryside. Projects should avoid introducing new physical and psychological barriers, while delivering new information and challenges. Young people will only join if they feel that their opinions are valued and that they are in some sense making a difference. Young people and youth workers would welcome wildlife and countryside information and youth workers would value clear and easy to use guidance in including wildlife and countryside in programmes. A wide range of methods, including modern technology,

should be used to deliver information and carry out projects.

More active involvement in the countryside could be promoted through projects run by CHI, with promotion of other groups and opportunities, such as practical conservation work parties.

Many young people are very aware of wildlife around them. Projects should focus on the wildlife in the back garden, highlighting local wildlife, sites and issues and fostering connections with wildlife on the doorstep, rather than taking focus away to distant sites or overseas wildlife issues.

Environ's research found weariness amongst youth workers about the sort of education that young people would receive (too much lecturing and not enough involvement). Wild attitudes found that young people value wildlife and countryside for experiences of peace and solitude

References

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

20   **EVALUATION OF WILDERNESS AND ADVENTURE THERAPY PROGRAMS FOR YOUNG PEOPLE**

Authors	Conway Jane
Date	2002
Publisher	The Outdoor Experience/Jesuit Social Services
Published	
Keywords	Wilderness, outdoor experience, wilderness therapy, adventure therapy, young people, at-risk, substance abuse, evaluation, methodology, Melbourne, Australia

Summary   The Outdoor Experience program (TOE) is a Melbourne based wilderness and adventure therapy program targeted to young people experiencing problematic substance use. In 2000 Turning Point Alcohol and Drug Centre was commissioned by the Drugs Policy and Services Branch of the Victoria Department of Human Services to conduct a project evaluation of the TOE program. External to this, TOE undertook an ethnographic based evaluation in conjunction with the LaTrobe University Department of Outdoor Education and Nature Tourism, Bendigo.
These two distinct approaches to evaluating wilderness therapy programs is discussed, with reference to the service needs of the TOE program. The focus is to compare and contrast both the inherent value and limitations of each approach. The vital need for evaluation to be responsive to the specific needs of the service is examined and strategies are suggested to better achieve this goal. Issues associated with resource limitations and the practicalities of service involvement in ongoing data collection are also discussed. Drawing on a review of recent literature in the field, alternative approaches to evaluation are explored, addressing the issue of wilderness therapy as part of a holistic alcohol and drug treatment approach.

Background

20   EVALUATION OF WILDERNESS AND ADVENTURE THERAPY PROGRAMS FOR YOUNG PEOPLE

Objectives	To discuss two distinct approaches in evaluating a wilderness therapy program To explore alternative approaches to evaluation of wilderness therapy programs.
Methodology	Literature review
Data collection/ analysis	
Main results	The two evaluations of the same program differed in a number of important points: Aims of the evaluations Who drove the evaluations Time periods Who was the evaluator (background, training, personality) What was needed from the staff Key issues to be considered when a wilderness therapy program is evaluated include: 1. What is the purpose in evaluating? Who is it for and who is its audience? 2. What questions is it intended to answer? 3. What are its resource limits? 4. How are the questions going to be answered? 5. What impact could the data collection have on the program operation and participants? 6. What is going to be done with the end product? What is the best utilisation of the evaluation report? 7. What further questions have arisen from the evaluation?
Author's conclusions	Both evaluations contributed to TOE's understanding and development of its wilderness therapy programs and provided a useful basis from which further investigations can develop. Each approach evaluated different aspects of the program (model for drugs treatment, wilderness journey) The synthesis of the two lenses (drug treatment and outdoor education) provides a sound start from which to analyse, understand and develop the kaleidoscope which is wilderness therapy.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
21	**DISCONNECTED CHILDREN**

Authors	Geoff Cooper
Date	2005
Publisher	
Published	*ECOS*, 26(1), 26-31
Keywords	Children, play, outdoors, nature, risk
Summary	This article states that children are leading more restrictive and protected lives and loosing out on opportunities for play, adventure contact with nature. These losses are detrimental to the children's physical, emotional and cognitive development
Background	
Objectives	Position paper
Methodology	
Data collection/ analysis	
Main results	
Author's conclusions	Barriers to children's outdoors play include: • A culture based on fear and risk aversion • The more structured and prescriptive character of formal education • Teacher's attitudes to taking children outdoors • Controlled environments and lifestyles • The attraction of TV and computer games Change represents challenging the dominant values in society
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*

22   IF YOU GO DOWN TO THE WOODS TODAY

Authors	Crowe, L. And Bowen, K.
Date	June 1997
Publisher	Landscape Design Trust/Landscape Institute
Published	Landscape Design 261: 26-29
Keywords	Children's perception of woods, children's maps, urban parks

Summary

This paper is a summary of a research project undertaken at Sheffield Hallam University to investigate how children themselves feel about woods, and examine their experience of woodland in the nineties. It also attempts to establish if there is such a thing as an 'ideal wood' for children and how existing woodland might be better managed to approach this ideal.

Background
Objectives
Methodology

Based on a research project carried out by Sheffield Hallam University. The study involved 100 children, aged seven to ten years old, from four primary schools with Sheffield. Three techniques were used to explore their perceptions and use of local woodland:

- a questionnaire survey
- discussion groups
- creative artwork exercise.

The discussions were held with groups of between four and six children from each school. In the artwork exercise, the children were given an A3 sheet of white paper showing an outline of a wood with a path through it. They were asked to draw a map or picture of their ideal world; the teachers encouraged them to add things which might make the wood a place they would particularly like to visit and play in. Each drawing, then, was analysed to produce a list of the different components and these were aggregated - only first appearances were included in the aggregated list (e.g. trees, grass area, people, stream, pond).

Data collection/
analysis

22   IF YOU GO DOWN TO THE WOODS

TODAY

Main results	The results of this research as the authors claim, attempted to draw together the findings concerning children's feelings about woods, their current use of woodland, and their rich interpretations of their ideal type of wood. The research has emphasised the following points: • children generally share a perception of woods as fun places to visit and play. Even if woods could be 'scary' they are good for people. • children hardly ever visit woodlands on their own. However, the authors points out that it is difficult to assess from this research whether the use of woods by children is declining. • as with other users, children's perception of woodlands is greatly affected by the use or abuse of woods. It is clear that litter and vandalism make children think that the particular area is uncared for and potentially dangerous. • children viewed the woodland environment on a functional level: woods with a variety of activities were better than those with just trees. • most children could be kept happy in a woodland area with minimum facilities. «Just a few trees in a very urban area can turn a park into a wood in a child's mind» (p29).
Author's conclusions	This article is based on the findings of a study carried out in four primary schools in Sheffield in which 100 children participated. According to both quantitative and qualitative research data, the children generally felt that woods were happy places which were a treat to visit. They enjoyed talking about woodlands and about their experiences with nature. They associated woodlands with freedom and adventure, running free, climbing trees, balancing on roots and finding dens. Woods appeared to provide them with opportunities to be creative and active. Generally speaking, this research emphasises the importance of woods as enjoyable and creative places for children to visit and play. The authors also suggest that further research is needed to examine if today's children are losing out on such creative and beneficial experiences in comparison to previous generations.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
23	**IN THEIR OWN WORDS: WILDERNESS VALUES OF OUTFITTER/GUIDES**

Authors	Julia Dawn Parker and Bill Avant
Date	2000
Publisher	USDA
Published	*USDA Forest Service Proceedings*, *RMRS-P-15*, **3**, 196-201
Keywords	Outdoors, wilderness, wilderness values, outfitters, guides, USA
Summary	A case study of conflict between outfitter/guides and the USDA Forest Service was conducted in the summer of 1996. This research found variations in wilderness values among outfitter/guides operating in the Sierra Nevada region. Results from the interviews conducted in this study show divergence between two types of guides. The stock-based guides (also known as packers) had a more utilitarian view of wilderness, disregarding some ecological considerations and emphasising the wilderness experience as the most valuable asset to wilderness. The mountaineering guides focused on the wilderness experience as well as preserving the wilderness resource. Both packers and mountaineering guides wanted to act on their wilderness values through volunteer work for the resource management agencies. Mountaineering guides also imparted their wilderness values to their clients through education.
Background	
Objectives	To document the wilderness values of outfitters/guides in the Sierra Nevada region.
Methodology	Key informant interviews, semi-structured interviews, review of published reports
Data collection/ analysis	Semi-structured interviews with 9 outfitters/guides
Main results	**Existence of wilderness values among outfitters/guides** Interviews made clear that outfitters/guides have wilderness values. Differences existed between packers and mountaineering guides in terms of their utilitarian or biocentric views.

23	**IN THEIR OWN WORDS: WILDERNESS VALUES OF OUTFITTER/GUIDES**

Main results	**Value of wilderness** All outfitter/guides felt that wilderness recreation was positive for people. Within their commonly held value of wilderness experience, differences existed between ecological considerations and the social values of wilderness. Packers tended to believe that the social values weighted more heavily; ecological values weighted more heavily for mountaineering guides. Both packers and mountaineering guides suggested that wilderness recreation promotes support for wilderness among the public. **Non-use values** Outfitters/guides mentioned a mirror for comparison to developed society, spiritual value, existence value. **Environmental values** Both mountaineering guides and packers had strong connections to the environment. Mountaineering guides conventionally differentiated themselves from packers on the basis of their commitment to environmental principles. **Changing values** Packers frequently discussed feeling left behind in terms of environmental values and described themselves as the 'real environmentalists'. **Ecological and aesthetic values** Neither the mountaineering guides nor the packers initiated much discussion regarding the biological aspects of wilderness. Emphasis was paced on aesthetics. By contrast with mountaineering guides, packers do not appear to be current with the ecological theories that now direct wilderness management. **Individual development** Outfitters/guides felt that wilderness held values for individual development, including: Self awareness through intense experience Development of youth Peacefulness Escape

23	**IN THEIR OWN WORDS: WILDERNESS VALUES OF OUTFITTER/GUIDES**
Main results	**Financial self interest** For some outfitters/guides, especially packers, wilderness preservation was valued because it had financial benefits. Sometimes self-interest or economic interest took precedence over wilderness. **Personal interest** Like many people working in natural resources, outfitters/guides are attached to the outdoors, the wilderness and their specialised recreational pursuits. **Acting on wilderness values** Outfitters/guides acted on their wilderness values mainly through wilderness education and volunteering time and service to the Forest Service. Mountaineering guides and packers had a very different approach to wilderness education: while packers concentrated on rules, mountaineering guides talked more about imparting the wilderness values onto their clients.
Author's conclusions	Outfitters/guides value wilderness in multiple ways: for the experience it provides, for the fact of its existence, for individual and youth development and for its financial and vocational benefits. Outfitters/guides should not be treated as a homogenous group: there were many gradations of values evident between the packers and mountaineering guides. Outfitters/guides in the Sierra Nevada want to work with natural resource management agencies to maintain wilderness. Common wilderness values provide common ground from which agency personnel can work with outfitters/guides.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
24	**YOUTH MATTERS: NEXT STEPS. SOMETHING TO DO, SOMEWHERE TO GO, SOMEONE TO TALK TO**

Authors	Department of Education and Skills
Date	2006
Publisher	Department for Education and Skills
Published	www.everychildmatters.gov.uk
Keywords	Children, young people, Every Child Matters, Youth Matters, government, policy, consultation, legislation, UK
Summary	This is a report on the results of consultation for the government's proposals about the new shape of services for children and young people in the UK and the government's response to this consultation exercise.
Background	
Objectives	To present results of the consultation exercise on Youth Matters. To present government policy on Youth Matter.
Methodology	Consultation exercise
Data collection/ analysis	Response from over 19,000 young people –the largest ever for a government consultation. Response from over 1000 organisations, professionals, parents.
Main results	**Things to do and places to go**
	68% of young people would like to help decide how local councils spend money on providing activities for young people
	71% of young people said they would to up to 4 hours of activities in their spare time if they had the opportunity
	73% of young people thought that having more places for people to go would stop some teenagers getting into trouble
	83% of adults/organisations and 85% of young people supported proposals for empowering young people to shape local services
	83% of young people thought that a card that gave discounts and money to spend on activities would encourage them to do more in their spare time
	33% of adults/organisations agreed with the proposal to introduce an opportunity card but 46% were unconvinced

24	**YOUTH MATTERS: NEXT STEPS. SOMETHING TO DO, SOMEWHERE TO GO, SOMEONE TO TALK TO**
Main results	The government's response Statutory duty and national standards Youth Opportunity Fund and Youth Capital Fund Youth Opportunity Card **Volunteering** 60% of young people would get involved in the community if it was recognised in some way The government's response Russell Commission Implementation Body Peer mentoring **Information, advice and guidance** 90% of adults/organisations supported new national quality standards for information, advice and guidance (IAG) Young people said that they mostly went to parents (60%) and friends (51%) for information, help and advice. Some went to teachers (25%), Connections (19%) and youth workers (16%) 66% of young people thought that IAG was good or very good 63% of young people wanted to receive information and advice on education and career choices face to face; 45% through work experience; 30% via a web site; 25% by visits form young adults already in work 26% of adults/organisations agreed with the proposals to devolve responsibility for IAG to children's trusts, schools and colleges; 31% disagreed; 43% were not sure The government's response Wider access Quality standards Partnership

24	**YOUTH MATTERS: NEXT STEPS. SOMETHING TO DO, SOMEWHERE TO GO, SOMEONE TO TALK TO**
Main results	**Targeted support** 70% of adults/organisations supported bringing together within children's trusts responsibility for commissioning different services which provide support tot young people

with additional needs
62% of young people would like one professional person to go to for advice and information

The government's response
Test the delivery of integrated targeted support

Author's conclusions
References

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
25	**WILD PLAY: HELPING CHILDREN AND YOUNG PEOPLE DISCOVER THEMSELVES AND THE ECOLOGY**

Authors	Do or Die DTP Team
Date	2003
Publisher	*Do or Die*, 10, 236-242
Published	
Keywords	Play, children, wild play, wilderness, outdoors, environmental education, outdoors education, earth education.
Summary	This paper discusses the priorities of ecological education for young children within its wider social and ecological context. Unless we act to stem alienation of people from the environment and illustrate the connections between ecology and everyday life each generation will multiply the problems we face. If we are not to engage in ever more widespread and futile battles against destruction we need to start at the beginning –with the children. .
Background	
Objectives	Position paper
Methodology	Literature review
Data collection/ analysis	
Main results	• Three steps towards a basis for radical ecological sensibility can be defined as : Nurturing a relationship with the natural world Developing an understanding of our planet's basic ecological processes • Encouraging and supporting participation in caring for, and developing in partnership with, our environment. • Children's relationship with the natural world is becoming increasingly more difficult. Working class and ethnic minority children are increasingly excluded from participating in nature-related activities. Girls and young women also need additional support in feeling comfortable in the natural world.

25	**WILD PLAY: HELPING CHILDREN**

AND YOUNG PEOPLE DISCOVER THEMSELVES AND THE ECOLOGY

Main results	• Direct first hand contact of children with the natural world needs to be facilitated. Facilitation does not only include providing access to natural areas, but breaking down psychological barriers about contact with the natural world. This may require targeted and focused activities.
	• Education should progress through understanding of basic ecological concepts to involvement in carrying for the environment.
	• Ecological education should involve stimulation of the senses through activities within a natural setting. Adventure and story telling allow children to make the landscape their own.
	• Solitude is a simple, yet very powerful experience – increasingly among children subjected to constant audio and visual bombardment Specific activities (magic spots, night watchers) are designed to provide experiences of solitude.
	• Rites of passage, developed through camps and expeditions that encompass challenging activities, are of immense importance during the difficult period of adolescence.
Author's conclusions **References**	.

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
26	**ADVENTURE-BASED INTERVENTIONS: THE CASE FOR SUPPORT**

Authors	Chris Dunning
Date	1994
Publisher	
Published	Adventure-based Interventions with Young People in Trouble and at Risk. Proceedings of a National One-Day Conference "Adventure-Based Interventions" (April 22, 1994) and a Study Weekend "Enabling Troubled Youth" (Ambleside, England, United Kingdom, April 22-24, 1994)
Keywords	Adolescents, adventure education, agency co-operation, at-risk persons, therapeutic recreation, outdoor education, Rank Foundation.
Summary	The Rank Foundation's director of youth projects for northern England, Scotland and Northern Ireland presents personal views on at-risk youth and the ways that adventure-based interventions can meet their needs. Young people today suffer from the constant bombardment of advertising campaigns promoting material consumerism as the criterion of success. There is little in young people's lives to help them question such messages or develop their own values and spirituality. The adventure-based experience contains an extremely strong spiritual component, not only in the outdoor element but also in the sharing of oneself with something or someone else. The varieties of agencies and professionals who work to help young people reach their potential must overcome their conflicts of interest and begin networking. Competition among agencies for work, sometimes trying to be all things to all people, does harm the public perceptions of such developmental programs. Three programs that demonstrate a flexible networking approach link urban and rural communities to the previously isolated outdoor centre experience, incorporate creative a d performing arts to complement the experiential process in their work and network with a range of agencies to provide follow-up opportunities.

SUPPORT

Summary

Over the years, the Rank Foundation has provided funding for various capital items of outdoor programs, for training of outdoor program staff and related community workers and for long-term progress and agency development.

Background

Objectives   Position paper

Search Strategy

Data collection/ analysis

Main results

Author's conclusions
References

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

27	**RESEARCH INTO THE EFFECT OF PARTICIPATION IN OUTDOOR ACTIVITIES ON ENGENDERING LASTING ACTIVE LIFESTYLES**

Authors	Bertie Everald, Martin Hudson, Graham Lodge
Date	2004
Publisher Published	English Outdoor Council
Keywords	Outdoors, outdoor experiences, lifestyle change
Summary	This is a review of research on the links between participation to outdoor activities and lasting active lifestyles. As there has not hitherto been a pressing need to establish unmistakably a causal relationship between participation in outdoor activities and forming the habit of subsequently leading an active lifestyle, none of the research attempting to make this connection is really robust.
Background	
Objectives	To review research in the causal relationship between participation in outdoor activities and forming the habit of subsequently leading an active lifestyle
Methodology	Literature review
Data collection/ analysis	
Main results	
Author's conclusions	There is ample circumstantial evidence and a chain of logical inferences that, even when the engendering of active lifestyles is not the primary purpose of the activity, it is more likely to result in more active lifestyles than if the activity had not taken place If outdoor programmes were to be designed with the express purpose of bringing about an enduring change of behaviour, to wit, a more active lifestyle, then unmistakable evidence of a casual relationship would be obtained by research.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

28   GROWING UP IN THE INNER CITY

Authors	Faber Taylor, A., Wiley, A., Kuo, F.E. & Sullivan, W.C.
Date	1998
Publisher	Sage Publications Inc
Published	Environment and Behavior 30(1): 3-27
Keywords	Inner-city neighbourhoods, barren spaces, green spaces, outdoor space vegetation, children, play.

Summary

This study provides a descriptive snapshot of growing up in the inner city focusing on children's everyday activities and experiences outdoors. This research was conducted as part of a larger study in a public development in Chicago, Illinois.

This study also investigated the effects of the presence of vegetation on children's outdoor play behaviour and access to adults in urban public housing. Three research questions were addressed:

1. If the amount of vegetation in a neighbourhood outdoor space encourage play behaviour in that space?
2. If it encourages creative play
3. If it promotes greater access to adults for children

Multiple comparable outdoor spaces with varying levels of vegetation were observed in one public housing development on four separate occasions. On each case, the number of adults and children present, their specific activities, and their locations within the space were recorded.

Background

Objectives

Methodology

Sixty-four urban public housing outdoor spaces -27 low vegetation, 37 high vegetation- were observed on four separate occasions. To avoid confounding level of vegetation with other environmental features, spaces were selected such that architecture of surrounding buildings, vacancy rate of surrounding buildings, and distances from busy streets were approximately balanced across levels of vegetation.

28 GROWING UP IN THE INNER CITY

Methodology

In all, 377 groups were observed in outdoor spaces. Of these, 114 groups contained children (262 in total). To increase the chances of finding children outside, observations were made on weekdays during afternoon, when children were home from school, and on weekends. Observers walked from one space to the next following a route map designed to lead them past each space one time. In addition, two urban public housing residents from another development were hired to assist in developing an ecologically sensitive observation protocol and to conduct actual observations. The input of these key informants permitted the creation of an efficient and appropriately detailed observational-recording form. Each these forms consisted of a detailed map of the researched place and a table for entering information about each person observed in the space. Using information about adults' and children's locations and activities recorded on the form, each group of children's access to adults was coded by researchers.

Data collection/ analysis

Main results

From the descriptive findings of this study, it became apparent that the vast majority of children in outdoor spaces were involved in a rich variety of play and had some degree of supervision. Furthermore, the vegetation findings showed that the amount of trees in outdoor spaces was related to both the amount of play and the kind of play in which children engaged in those places. There was more creative play in spaces that had more trees.

Author's conclusions

This paper focuses on the role of the physical environment in development, specifically the role of neighbourhood outdoor spaces in supporting the everyday activities important for children's healthy development. Following previous theories and studies, the authors examined two components of children's everyday activity which believed to be key factors of children's development: play and access to adults. On the one hand, play is very crucial for both social and cognitive development of children as it provides opportunities to children to acquire and practice social skills and prosocial behaviours (Garvey 1977; Greiff 1977), as well as develop their linguistic comprehension and production (Reynolds 1972; Lovinger 1974; Collier 1979).

28   GROWING UP IN THE INNER CITY

Author's conclusions

On the other hand, it is through interaction with adults and adult supervision that children learn the values and appropriate interpersonal communication skills of their community (Miller and Sperry 1987).

The findings showed that the majority of children in outdoor spaces were involved in creative activities and had some degree of supervision.

References

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Miller, P.J. & Sperry, L.L. (1987) The socialization of anger and
aggression, in *Merrill-Palmer Quarterly* 33(1): 1-31.

Reynolds, P.C. (1972) *Play and the Evolution of Language*. New
Haven: Yale University Press.

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*

29	**WHAT IS A FOREST SCHOOL?**
Authors	Forestry Commission
Date	2006
Publisher	Forestry Commission
Published	http://www.forestry.gov.uk/forestry/infd-5czhlp
Keywords	Outdoors, forests, outdoors education, forest school
S'ummary	A brief description of the forest school programme. A typical forest school programme involves: The forest school leader talking to the participants about the programme Finding and ensuring the safety of an appropriate local woodland site The forest school leaders get to know the participants and gain their confidence before taking them to the woodland The group (typically up to 12) visit the same local woodland site on a regular basis (once a week or fortnightly) ideally throughout the year except in extreme conditions Tasks such as building a shelter are broken down into smaller sessions. Since the sessions are learner-led, they go at the pace of the learners so that everyone is included and no one is left to fail The forest school model id suited to people of all ages
Background	
Objectives	Project presentation
Methodology	
Data collection/ analysis	
Main results	
Author's conclusions	
References	

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

30	**MANIFESTO FOR OUTDOOR ADVENTURE FOR YOUNG PEOPLE**
Authors **Date**	Foundation for Outdoor Adventure
Publisher **Published**	Foundation for Outdoor Adventure
Keywords	Young people, outdoors, outdoor adventure
Summary	Our society is changing rapidly ad this calls for new approaches to learning, working and living together. The FOA identifies 5 areas of development for young people. In each of these, individual learning and development needs can be addressed through the empowering experience of outdoor adventure.
Background	
Objectives	Position paper
Methodology	
Data collection/ analysis	
Main results	
Author's conclusions **References**	

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
31	**STUDIES IN THE USE OF WILDERNESS FOR PERSONAL GROWTH, THERAPY, EDUCATION AND LEADERSHIP DEVELOPMENT: AN ANNOTATION AND EVALUATION**

Authors	Gregory T. Friese, J. Taylor Pitman and John C. Hendee
Date	1995
Publisher	University of Idaho Wilderness Research Center
Published	
Keywords	Wilderness, outdoors, adventure, personal growth, wilderness therapy, wilderness education, leadership, evaluation, review
Summary	Annotations are given for a total 187 pieces of research based literature, including published material with ideas and facts pertinent to an enhanced understanding of the use of wilderness for personal growth, therapy, education and leadership development. Documents were also evaluated for the type of publication, the source of the data on which they were based and the principal research method utilised.
Background	
Objectives	To compile an annotation of published material about the uses of wilderness for personal growth, therapy, education and leadership development.
Methodology	Literature review
Data collection/ analysis	187 publications
Main results	
Author's conclusions	Findings tend to support the notion that participation in wilderness experience programs results in positive benefits, such as enhanced self esteem and sense of personal control. Negative results from participation are virtually non-existent. Much of the research in the field is reported in non-peer reviewed outlets and 'gray' literature, with less than expected in scientific journals and serialised professional outlets.

31	**STUDIES IN THE USE OF WILDERNESS FOR PERSONAL GROWTH, THERAPY, EDUCATION AND LEADERSHIP DEVELOPMENT: AN ANNOTATION AND EVALUATION**
Author's conclusions	Much of the research in the field is reported in non-peer reviewed outlets and 'gray' literature, with less than expected in scientific journals and serialised professional outlets. A lack of rigor was noted in the sources of data on which the findings are based (heavy on surveys) and the principal research methods used (few experiments or comparative studies) There are very few long term studies.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
32	**GROWING ADVENTURE. FINAL REPORT TO THE FORESTRY COMMISSION**

Authors	Tim Gill
Date	2006
Publisher	Forestry Commission
Published	
Keywords	Children, young people, adventure, woodland, wilderness, free play, outdoors, UK
Summary	This report sets out the activities, lessons, recommendations and outputs of the project 'Growing Adventure'. Central to the project are two connected ideas: • That nature, adventure, challenge and even a little danger are part of the essence of woodland sites and make them ideal places for children to play • That free play is a valuable developmental and learning process The report includes a strategic overview of the developmental significance of free play, continues with case studies of play provision in British forests and abroad, model integrated strategy, views of children and young people and parents, future developments, and finishes with a list of resources and further information.
Background	The year-long project Growing Adventure was commissioned by the Forestry Commission with the aim to develop the Commission's activity around children's play and leisure.
Objectives	Project report
Methodology	Literature review, market research protocols, empirical methods (unspecified)
Data collection/ analysis	Case studies of good practice of play provision in British woodlands and abroad Views of children, young people, parents
Main results	**The importance of outdoor and nature play** Limiting children's outdoor play experience is likely to damage their physical, mental and emotional development and to live them less likely to be concerned about the environment. Children and young people are increasingly spending their time indoors and away from nature settings, mainly as a result of risk anxiety and changing domestic and social circumstances.

32   GROWING ADVENTURE. FINAL REPORT TO THE FORESTRY COMMISSION

Main results

Forestry Commission's support for play

The Forestry Commission is heavily engaged in supporting children and young people' play and leisure in a number of distinct ways, including on-site provision of play spaces, structures and trails, supervised play and leisure schemes, activities for families and local groups, liaison with informal user groups including children and young people, provision of structured adventurous activity, forest schools and children's spontaneous, independent self-play.

Key themes for development

Woodland sites are unsurpassed in their potential for engaging children of all ages in outdoor activities. Children and young people are a key user group for the Forestry Commission, representing, together with their parents, around 40% of all visitors. Children are the 'sleeping giant' in the FC's portfolio

Not all children and young people are conformable visiting woodlands. Growing Adventure's vision is that sites offer 'ladders of engagement', with graduated opportunities to stimulate and extend young visitors' self-directed interactions with woodlands.

The Growing adventure approach has focused on 3 key areas:

- Nature play spaces
- Environmental play programmes
- Independent play in woodlands

The ultimate goal of the Forestry Commission should be to encourage free play in woodlands, with nature play spaces and environmental play programmes as stepping stones on the way.

The play of children and young people who already play in woodlands should be legitimised. Risk management guidance on den-building, rope swings and fires has been drawn up.

COMMISSION

Main results

Delivery and partnership

The central role of the Forestry Commission is to make the FC estate as a whole as available for play as possible and increase the level and extent of play activity in, and playful engagement with, woodland landscapes. FC-managed, unsupervised, free-of-charge play spaces are the most common form of play in the FC estate. There are strong arguments for keeping such spaces free of charge and under the direct management of the FC.By contrast, with play programmes and activities it is suggested that the FC aims to stimulate and support externally-run provision.

Model integrated play strategy

Any play strategy will need to take the following steps:
- Form a project/programme team
- Agree vision and values
- Find out existing Forestry Commission activity and territory to be covered
- Identify development opportunities and priorities
- Draw up and carry out an action plan, covering play areas and structures, activity programmes, site practices and procedures, costs and funding, people and partners, inclusion/diversity, time and how to review progress
- Review progress

Views of children, young people and parents

Parents want their children to have the opportunity to play outdoors and are worried about the impact of an indoor, sedentary lifestyle. They value play provision and feel safe in the forest
It would be valuable to target groups of children that rarely or never visit woodland settings to explore what would encourage them to come and help them to feel confident
Teenagers are the most challenging to attract and some drop-off in levels of interest from this age group is inevitable.

Efforts to engage children should start as young as possible.

| 32 | GROWING ADVENTURE. FINAL REPORT TO THE FORESTRY |

COMMISSION

Main results

Future development

The Growing Adventure vision is likely to be achieved and to mesh with other FC initiatives if it receives strong central support.
The FC should identify opportunities for discussing and sharing ideas on outdoor and nature play with other agencies.
The Growing Adventure approach should be kept under review to assess its impact. Reviewing should cover evaluation of site-specific initiatives, monitoring of accident and play inspection records, market research (including reviewing of market research protocols)
The new approach to children's play put forward in this report will need a cultural shift within some parts of the FC, as the Growing Adventure approach prioritises increase of the level of use of FC woodlands by external agents. The FC should develop different partnership models, including site-based partnerships.
If taken too far, the approach to risk management implied could allow or encourage poor risk management. Clear guidance, staff support and monitoring will help to reduce this.
There may be conflicts with environmental management and conservation work at some sites; these can be resolved by informed, constructive discussion and negotiation.
The Growing Adventure approach will need new skills and ways of working. This will need further guidance, staff training and development, and possibly more resources. The FC will need to decide whether or not some critical functions are carried out in-house or bought from outside, and whether this new approach needs a greater central focus than what is now available.

Author's conclusions

The Plot was a hugely successful project for all the participants involved as well as for Studi3 Arts.
It initiated ideas that have the potential to create a long-term regeneration project on Heaton Ward.
It generated many new links between a diversity of groups and participants.
It enabled Studio3 Arts to explore a wide variety of new art forms, including marrying aspects of nature therapy with the arts.
It created artwork that has an ongoing life beyond the plot and which will continue to be enjoyed by the community.

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
33	**IF YOU GO DOWN TO THE WOODS TODAY**

Authors	Tim Gill
Date	2005
Publisher	
Published	The Ecologist website
Keywords	Children, play, outdoors, nature, wilderness, risk
Summary	Fear of traffic risks and 'stranger danger' are holding our children captive indoors. For the sake of their health and development, and for the environment they will one day need to protect, we have to find ways of getting them into the wild.
Background	
Objectives	Position paper/review of outdoor play projects
Methodology	
Data collection/ analysis	
Main results	- Playing outdoors is beneficial for children's physical health (e.g. against childhood obesity), mental health and emotional well-being and allows them to form a spiritual bond with landscapes and living things. - The main factor that inhibits children's outdoor play is the 'culture of fear': a generalised anxiety about all manner of threats that found fertile ground in turn-of-the-millennium families, even though children are statistically safer from harm now than in any point in human history. - Restrictions in car use can also help to increase the amount of time children spend playing outdoors.

33   IF YOU GO DOWN TO THE WOODS TODAY

Main results
- Steps that would loosen children's restrictions and extend their territory would start with the spaces and places children find themselves in every day: playgrounds, parks, schools and streets. If what best feeds children's bodies, minds and spirits is the frequent, free-spirited, playful engagement with nature, we need to go with the grain of their play instincts and put our efforts into creating neighbourhood spaces where they can get down and dirty in natural outdoor settings, free of charge and on a daily basis.

Author's conclusions

We need:
- A national programme to upgrade the thousands of parks and public play areas that many councils will otherwise leave to rust and rot.
- Housing developers to be required by law to create attractive, playful green spaces within easy reach of every child and family, and to ensure that the streets are designed as home zones.
- Politicians to get the message that a speed limit of '20' really is plenty in streets where children live.
- To tell Government that it's not acceptable to built schools with postage stamp-sized playgrounds devoid of greenery, or to warehouse children in nurseries with no outdoor space.
- To involve children themselves in creating an maintaining play spaces, so that their views can be taken into account and they feel ownership of the results.

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title

34   REVIEWING FOR DEVELOPMENT

Authors	Roger Greenaway
Date	2004
Publisher	www.review.co.uk
Published	
Keywords	Development, reviewing, outdoors, adventure

Summary

This paper advises on reviewing (debriefing) after development activities. The author believes that the experience of the review is at least as important as the experience of the event being reviewed and can be used as integral part of the development experiences. The quality of the experience during reviews can have a significant impact on growth and development. If participants feel valued, respected, responsible, listened to, cared for the experience of reviewing is likely to be contributing to their growth and development. The author summarises and reviews a range of models of development from the literature.

Background

Objectives

Methodology   Literature review

Data collection/ analysis

Main results

Author's conclusions

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
35	**IN SEARCH OF RESPECTABLE ADVENTURE**

Authors	Roger Greenaway
Date	1998
Publisher	
Published	Horizons
Keywords	Children, outdoors, wilderness, adventure, outdoor education, theories of development
Summary	This article advocates the importance of theories of development for the design and evaluation of adventure-based courses of personal development. Courses that aim to provide 'development' of some kind are more likely to be effective if they are linked to a down to earth theory of development. 'Learning cycles' are not theories of development, although they may have a useful but limited role even when the priority is development. Programme design and activity can be greatly improved if they are informed by suitable theories of development.
Background	
Objectives	
Methodology	Position paper
Data collection/ analysis	
Main results	
Author's conclusions	If we simply rely on providing 'new experiences' and following 'learning cycles' or 'processing sequences' we may be doing very little to enhance the quality and effectiveness of courses that are intended to provide 'development'.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*

36	**WILDERNESS EDUCATION; AN UPDATED REVIEW OF THE LITERATURE AND NEW DIRECTIONS FOR RESEARCH AND PRACTICE**
Authors	Kari Gunderson, Christopher V. Barns, William W. Hendricks, Leo H. McAvoy
Date	2000
Publisher	
Published	*USDA Forest Service Proceedings RMRS-P-15,* 4, 253-259
Keywords	Wilderness, outdoor education, evaluation, USA
Summary	Many scientists, managers and advocates for wilderness consider education key to promoting appreciation and understanding of the cultural, environmental and experiential values of wilderness. Despite the large variety and diversity of wilderness information and education techniques, little research exists on the design and application of wilderness education programs and how effectively they influence levels of knowledge, attitudes and beliefs about wilderness. Most research conducted on wilderness education programs focuses attention on adult and young adult participants, and only a few have focused on wilderness education programs for school-age children. Wilderness education needs to expand beyond instructing visitors to teaching a shared understanding of the role and value of wilderness to society.
Background	
Objectives	An up to date review of studies of the effectiveness of wilderness education programs for various age groups.
Methodology	Literature review
Data collection/ analysis	
Main results	
Author's conclusions	
References	

OPENspace Research Centre, Edinburgh College of Art

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title

37	**PHOENIX HOUSE THERAPEUTIC CONSERVATION PROGRAMME: UNDERPINNING THEORY**

Authors	Jon Hall
Date	2004
Publisher	English Nature
Published	English Nature Research Reports, No 611
Keywords	Wilderness therapy, eco-therapy, outdoors, wildlife, conservation, theory, substance misuse, Phoenix House, UK
Summary	A report on the underpinning theory of the Phoenix House programme, a wildlife therapeutic programme for substance misusers run in partnership with English Nature. The project's objectives are to: Provide an eco-based therapy treatment programme to improve the mental and physical well-being of individuals Promote and assist in conservation to jointly benefit wildlife and people undergoing recovery Disseminate best practice in the field of eco-therapy Build on local experience to develop a national programme. The report discusses critical conditions for change, cognitive behavioural therapy, the learning objectives of the Phoenix Conservation Programme, some principles and ideas on individual initial state and goal setting, an analysis of focus groups, interviews and observation and learning process that takes place during the conservation programme.
Background	The Phoenix House and English Nature partnership exists to help substance misusers challenge themselves as individuals to build self-esteem, self-confidence and motivation through the power of activity in wildlife rich environments.
Objectives	Project report.
Methodology	
Data collection/ analysis	
Main results	
Author's conclusions	
References	

Wild Adventure Space: Systematic Review of Research

WAS ref: **38**	*Project Title*

WHERE WE PLAY AND WHO WE ARE

Authors	Hansen, L.A.
Date	March/April 1998
Publisher	Illinois Parks & Recreation
Published	www.illinois-parks.com
Keywords	childhood experiences with natural settings, children's geographies
Summary	A short analysis about the positive effects of greenspaces to children and how this contact would affect them later in their life.
Background	
Objectives	
Methodology	Literature review and auto-biographical account
Data collection/ analysis	
Main results	The overall conclusion of this short article is that children who miss out on their 'earth period' may be losing a critical chance to bond with nature in adulthood.
Author's conclusions	Using a variety of studies as reference about children's experiences with nature, the author concludes that today, play is increasingly confined to the backyards, basements, playrooms and bedrooms as a very small percentage has frequent exposure with woodlands.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
39	**ROPE SWINGS, DENS, TREEHOUSES AND FIRES. A RISK BASED APPROACH FOR MANAGERS FACILITATING SELF-BUILT PLAY STRUCTURES AND ACTIVITIES IN WOODLAND SETTINGS**

Authors	Paddy Harrop
Date	2006
Publisher	Forestry Commission
Published	
Keywords	Woodland, play, play structures, risk, guidance, management
Summary	An issue confronting Forestry Commission managers is whether they need to respond to children and young people making their own play spaces. Woodlands are great places for children to make their own choices about play and to create their own play environments without the intervention of adults. Provision of spaces where children are allowed to make their own choices in a natural setting helps to deepen their engagement with, and understanding and appreciation of, those settings, is beneficial to mental wellbeing and counteracts the commodification of childhood. Care needs to be taken when intervening in den building or other creative activities as the secret, 'no adult control' aspects of the activity may well be as important as the output, the den, swing, or fire.
Background	
Objectives	Project report
Methodology	
Data collection/ analysis	
Main results	

39	**ROPE SWINGS, DENS, TREEHOUSES AND FIRES. A RISK BASED APPROACH FOR MANAGERS FACILITATING SELF-BUILT PLAY STRUCTURES AND ACTIVITIES IN WOODLAND SETTINGS**
Author's conclusions	The most common form of structures and facilities developed by children are: Dens and tree houses Rope swings Fires The guidance set out in this document aims to support management of these types of play structure and facility whilst minimising any unnecessary or undesirable risks.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
40	**CHALLENGING BIKE AREAS: GUIDANCE FOR MANAGERS (JUMP SPOTS, DOWNHILL, DUAL SLALOM, SELF BUILT ROUTES)**

Authors	Paddy Harrop
Date	2002
Publisher	Forestry Commission
Published	
Keywords	Woodland, outdoors, adventure, risk, management, bike areas, UK

Summary	A guidance note for managers of challenging bike areas (downhill, jump spots, dual slalom, self built routes). Challenging bike areas are becoming increasingly popular across the Forestry Commission land and cause concern due to the high likelihood of accidents occurring to active participants and also to people who accidentally wander into the area on foot, bike or horse. These challenging areas are highly valued by their users; trying to stop this kind of use is likely to drive it further underground making it more difficult to manage and more dangerous for the participants. This guidance note advocates a risk identification and management approach.

Background
Objectives
Methodology

Data collection/ analysis

Main results

Author's conclusions
References

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
41	**PAPER 2: DEMAND FOR OUTDOOR RECREATION. A REPORT FOR 'NATURAL ENGLAND'S' OUTDOOR RECREATION STRATEGY**

Authors	HenleyCentreHeadlightVision
Date	2005
Publisher	HenleyCentreHeadlightVision
Published	
Keywords	Outdoors, countryside, outdoor recreation, wilderness, demand, UK
Summary	This reports on a study assessing the future demand of outdoor recreation over the next 20 years. This study identified the key drivers of change, the barriers, uncertainties and crucial questions that surround the future of demand.
Background	A study commissioned by the Outdoor Recreation Study Board, made up by representatives of the Countryside Agency, English Nature and the Rural Development Service.
Objectives	To assess the future demand of outdoor recreation over the next 20 years
Methodology	Quantitative and qualitative methods (questionnaires, focus groups)
Data collection/ analysis	
Main results	Principal drivers of demand for outdoor recreation Increasingly affluent society: greater financial stability, leading to a greater ability to spend on leisure and experiences. Wellbeing: a heightened interest in quality of life, encompassing health, physical activity levels and connection with nature. Reconfiguring age; an ageing population, increasingly less inclined to be stereotyped, combined with the changing lifestyles of children and young people.

41	**PAPER 2: DEMAND FOR OUTDOOR RECREATION. A REPORT FOR 'NATURAL ENGLAND'S' OUTDOOR RECREATION STRATEGY**
Main results	Increased availability of information: the role of clear and accurate information in informing and empowering people Social inclusion: the current under-representation of low-income and ethnic minority groups and the political will to reverse this trend. Risk averse society: an increasingly risk sensitive society Convenience culture: a growing premium placed on convenience, fuelled by the increasing pressures of time.
	Barriers to demand A number of barriers mirrored some of the principal drives. Added to these were the effects of time pressure, difficulties of logistics, unreliability of facilities, lack of significant appeal of the outdoors, perceptions of cost and the overall image of outdoor recreation.
	The most uncertain drivers (i.e. those that both influence and were influenced by the greater number of other drivers) are: Retuning to nature: the growing desire to engage with the natural world Drive to physical activity and health Experience economy: the focus on experience over material goods Changing lifestyles of children and young adults: the increasingly urban, sedentary and technology-led lives of young people
Author's conclusions	As a consequence of this research the following critical issues have emerged –these address areas where the future of outdoor recreation could be influenced and directions which it may take over the next 20 years: How can nature and physical activity be linked more closely? How can the 'value of recreation' be marked in the convenience culture? What scope is there for outdoor recreation in an 'experience non-economy' ? (i.e. seeking experience which you do not pay for) How can outdoor recreation move beyond its traditional image? What other channels can be used as a level of engagement? Are the teenagers and young people of today a lost cohort?
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
42	**THE ROLE OF MYSTERY IN PERCEIVED DANGER AND ENVIRONMENTAL PREFERENCE**

Authors	Herzog, T.R. and Miller, E.J.
Date	1998
Publisher	Sage Publications Inc.
Published	Environment and Behavior 30(4): 429-449
Keywords	Environmental preference, danger, forests, alleys

Summary	This paper explores the relationships among mystery, danger, and preference as well as between them and two physical features of settings, openness and pathway curvature in urban alleys and forests containing paths.

Background	
Objectives	
Methodology	Review of environmental preference literature and questionnaire survey based on place photographs. In particular, the sample consisted of 446 undergraduate students at Grand Valley State University who participated into 31 sessions of 4 to 22 people each. In single-variable rating sessions, participants rated each of 36 slides of settings (urban alleys and forests) on the same one of five variables.
Data collection/ analysis	
Main results	The major finding was that mystery was a positive predictor of both danger and preference even though the latter two variables were negatively related to openness. Setting category was also a significant predictor of both danger (greater for alleys) and preference (greater for forests). The analysed data indicated that danger was a more common reaction than mystery for alleys, but the reverse was true for forest settings. The authors assumed that the two affective reactions, preference and danger/fear are generally incompatible and that one or the other would typically dominate in a given situation. This does not imply that fearful situations are not fascinating: situations of danger/fear could hardly be anything other than fascinating.

42	**THE ROLE OF MYSTERY IN**

PERCEIVED DANGER AND ENVIRONMENTAL PREFERENCE

Author's conclusions	Based on the findings in the environmental preference literature, the authors examined how mystery could be positively related to preference (Herzog 1989; Kaplan & Kaplan 1989). According to them, mystery refers to the promise of further information if one could penetrate more deeply into a setting. Curving pathways and shadows are the kinds of features that enhance mystery (Hammitt 1980). This serious challenge to the generally positive role of mystery has arisen from research in environmental psychology.

Findings from this research suggested that some of the same features known to enhance mystery, such as vegetation may also enhance perceived danger/fear in certain situations (Shaffer & Anderson 1983; Fisher & Nasar 1992; Nasar & Upton 1997). In sum, the above theories assume that mystery can contribute to both preference and fear of danger. This is exactly where the present study focused on: to explore this double - negative/positive- character of mystery. |
| **References** | Fisher, B.S. & Nasar, J.L. (1992) Fear of crime in relation to three exterior site features: Prospect, refuge, and escape, in *Environment and Behavior* 24: 35-65.

Hammitt, W.E. (1980) Designing mystery into landscape-trail experiences, in *Journal of Environmental Psychology* 5: 225-241.

Herzog, T.R. (1987) A cognitive analysis of preference for urban nature, in *Journal of Environmental Psychology* 9: 27-43.

Kaplan, R. & Kaplan, S. (1989) *The Experience of Nature: A Psychological Perspective*. New York: Cambridge University Press.

Nasar, J.L. & Upton, K. (1987) Landscapes of fear and stress, in *Environment and Behavior* 29: 291-412.

Shaffer, G.S. & Anderson, L.M. (1983) Perceptions of the security and attractiveness of urban parking lots, in *Journal of Environmental Psychology* 5: 311-323. |

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title

43	**RACE, RURAL RESIDENCE AND WILDLAND VISITATION: EXAMINING THE INFLUENCE OF SOCIOCULTURAL MEANING**

Authors	Cassandra Y. Johnson, Patrick M. Horan, and Wilson Pepper
Date	1997
Publisher	*Rural Sociology*, **62**, 89-110
Published	Rural Sociological Society
Keywords	Outdoors, race, rural residence, wilderness, wildland, sociocultural meaning, sociology, USA
Summary	Previous studies have shown that African Americans have less favourable impressions about wildlands and recreate on wildland areas less frequently than do whites. However most of these investigations have been conducted on non-rural populations. Rural perceptions of wildlands and visitation to such areas have received relatively little attention. In this exploratory study the authors propose that race operates on wildland recreation visitation though the different meanings rural blacks and whites attribute to wildlands. We examine this hypothesis with a structural model which specifies wildland meaning as an intervening factor between race and visitation. Single equation results show that blacks visit wildlands less and have less favourable definitions of wildlands, compared to whites. However, when wildland meaning is included in the structural model, racial differences become insignificant. This suggests that the meanings different racial groups attach to wildlands help explain visitation. Both sex and age are also significant predictors of both wildland meaning and visitation
Background	Previous studies have shown that African Americans have less favourable impressions about wildlands and recreate on wildland areas less frequently than do whites.
Objectives	To test the hypothesis that differences in visitation result from different meanings attributed to wildland by rural blacks and whites.
Methodology	Quantitative: rural household mail survey

43   RACE, RURAL RESIDENCE AND WILDLAND VISITATION: EXAMINING THE INFLUENCE OF SOCIOCULTURAL MEANING

Data collection/ analysis	427 usable surveys –303 white and 124 African American Regression analysis Construction of structural model
Main results	There were significant black/white differences in both visitation to and meaning of wildlands. African Americans reported fewer visits and had less favourable impressions of wildlands.
Author's conclusions	'Wildland aversions' reported for urban blacks may be generalised to rural blacks as well. Differences in reported visitations correspond in part to differences in how respondents perceive wildland areas. Sex and age were also important predictors of wildland visitation.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

44   IN THE NATURE OF THINGS: THE ENVIRONMENT AND EVERYDAY LIFE

Authors	Cindy Katz and Andrew Kirby
Date	1991
Publisher	
Published	*Transaction of the Institute of British Geographers*, N.S., 16, 259-271
Keywords	Nature, society, everyday life, Antarctica, Yosemite, Central Park, New York, USA

Summary

This paper addresses the silence that surrounds nature within social science, the discipline of geography included. It begins by connecting the modernist project to the domination of nature, using the example of Scott's race to the South Pole. In addition, it examines the degree in which the externalization of nature is built into our concepts of science. The third part of the paper deals with the resuscitation of society-nature links. In particular, the authors examine those linkages within everyday life that, where a place for nature is revealed to be most crucial. We explore this theme via the example of natural simulacra – notably parks, in both wilderness areas and cities. We argue that by comprehending nature, we reassert our power to reconstitute social nature, a power that is immanent in the practices of everyday life.

Background

Objectives

Methodology

Data collection/ analysis

Main results

Author's conclusions
References

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WAS ref:	*Project Title*
45	**WALKING THE LAND**

Authors	Richard Keating
Date	2005
Publisher	
Published	*ECOS*, 26(1), 41-46
Keywords	Walking, nature, outdoors, education, environmental education, experiential learning, art
Summary	A short description of Walking the Land, a participative arts and landscape initiative. It developed in the Stroud Valleys in Gloucestershire and focuses on:

How a combination of walking and drawing, photography and digital arts is being used to help people to understand and respond to landscape;

How these responses are being used to collect and map landscape values;

How this information and process can be integrated into decision making about landscape change and management;

The project also explores the relationship between the nature within as and the nature around us;

Walking the Land's main goals are to;

Walk as a group, reflect, and then produce work as a response to these walks;

Show work as a catalyst for community engagement

Develop a range of appropriate items such as maps and post cards;

Store images, sounds and words about the work on the web;

Invite local people and other participants to walk the land with us, encouraging to produce work;

Run workshops to develop this work, curate and exhibit on the web and other appropriate venues;

Engage with other landscapes initiatives and projects.

Walking the Land will run holiday projects through which participants will:

Develop their artistic skills and abilities through a direct and informed appreciation of the countryside;

Exercise critical judgement to select material suitable for the we and other exhibitions of resulting work;

45

WALKING THE LAND

Summary
Select media to create images, events, or video to communicate their ideas;
Crate images and material that display an inventive ability and the possible development of a personal style;
Have fun in the process;

A former mill site (Capel Mill) is being developed to provide increased opportunities for landscape experience through:
Visits and tourism;
Skills training and development;
Education –schools out and creative approaches to understanding the natural environment;
Providing space for rural social enterprises;
Demonstrating the links between town and country.

Background

Objectives
Project description

Methodology
Qualitative/artwork

Data collection/ analysis
The various ways the local landscape is valued were explored through:
Valued walks: a number of volunteers took the researcher on their own favourite walk and were asked questions relating to haw they experienced and valued the landscape being walked through
A landscape festival: a number of walks with artists, whereby local writers and painters led personal walks and described how they were inspired by the local landscape and how it played a part in their work.

Main results

Author's conclusions
References

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

46	**ORDINARY NATURE: THE VALUE OF EXPLORING AND RESTORING NATURE IN EVERYDAY LIFE**
Authors	Steven Kellert
Date	2004
Publisher	
Published	Shaw et al. (eds)*, Proceedings, 4th International Urban Wildlife Symposium,* 9-19
Keywords	nature, wildlife, urban wildlife, conservation, restoration, management, city, biophilia
Summary	This paper advocates the importance of urban wildlife conservation, restoration and management –often overlooked by urban public decision makers and developers. The Greater New Haven Watershed Study is an interdisciplinary exploration of feedback between ecological and social systems. The study focuses on how the structure and function of natural systems, human values, and socioeconomic behaviours affect each other. The central hypothesis of the study is that the health and integrity of natural ecosystems causes, and in turn, is the consequence of enhanced human performance and productivity; conversely, that damaged and degraded natural systems precipitate and, in turn, foster diminished human performance and productivity.
Background	
Objectives	- Description of the Greater New Haven Watershed Study - Exposition of the links between ecosystem health, human environmental values and socioeconomic benefits.
Methodology	Various quantitative and qualitative methods (not explained)
Data collection/ analysis	
Main results	Preliminary results suggest a limited and initial corroboration of the hypothesised relationship between the relative health and disturbance of natural systems, varying levels of human relationship to nature and physical and mental well-being in urban and non-urban areas.

NATURE IN EVERYDAY LIFE

Main results	Natural systems characterised by relative states of health and integrity encourage values and benefits to people. The concept of biophilia, postulating a "weak" biological dependence and affinity of humans with nature provides the link between the state of natural and social systems. Values that manifest human's dependence on nature include:
	• **Utilitarian** (material and commodity advantage derived from exploiting nature)
	• **Scientific** (nurturing of intellectual capacity through study and observation of natural processes and diversity)
	• **Aesthetic** (nature as an essential source of beauty and physical attraction)
	• **Humanistic** (a powerful source of emotional bonding and attachment, especially through companionship with other creatures, but also through strong attraction to certain plants and landscapes)
	• **Dominionistic** (honing of physical and mental fitness through subduing and mastering nature)
	• **Moralistic** (nature as a source of moral and spiritual inspiration)
	• **Symbolic** (source for developing our unique human capacity for communication and thought)
Author's conclusions	• The results of Greater New Haven Watershed Study and the various dimensions of biophilia intimate the extraordinary subtlety of ways humans benefit from a complexity of associations with the natural world.
	• Cities will elicit the greatest loyalty, commitment and stability when they function as places where people can confidently and consistently encounter satisfying connections with natural as well as economic and cultural wealth.
	• The current lack of meaningful and adequate contact with healthy natural processes and diversity in the modern city constitutes a design deficiency rather than an intrinsic flaw of urban life.

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Author's conclusions	• Effective environmental design includes not just material sustainability that seeks to minimise natural resource use or the export of adverse impacts from the

built to the natural environment. It also must include inspired organic design where the integration of nature or nature as a design metaphor becomes powerfully manifest. It should still further include a kind of vernacular design where the city celebrates its spirit of place through meaningfully connecting with both its culture and local ecology.

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
47	**WHY OUTDOOR ADVENTURE**

Authors	Simon Knight and Dave Anderson
Date	2004
Publisher	
Published	Generation Youth Issues website
Keywords	Children, youth, outdoors, outdoor adventure, adventure education
Summary	This article discusses outdoor adventure in times of increased restriction to young people's access to the outdoors. It focuses on the benefits outdoor adventure brings to participants and areas of debate in relation to outdoor adventure.
Background	
Objectives	Position paper
Methodology	Literature review
Data collection/ analysis	
Main results	The benefits of outdoor adventure to participants include: Change of environment Facilitative leadership A supportive group Overcoming a fear
	Areas of debate include: Viewing outdoor education as social panacea Viewing outdoor education as social vaccine
Author's conclusions	Despite outdoor adventure's new found popularity fear of litigation is pushing youth workers away from taking young people away. Young people are going to miss out big time unless there is some form of organised resistance to this trend.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
48	**NATURE'S DANGERS, NATURE'S PLEASURES: URBAN CHILDREN AND THE NATURAL WORLD**

Authors	Kong, L.
Date	2000
Publisher	London: Routledge
Published	S.L. Holloway & G. Valentine (eds.) *Children's Geographies: Playing, Living, Learning*. Ch. 15, pp.257-271.
Keywords	Childhood experiences, nature, environmental experiences, play, fear
Summary	In this chapter, the author focuses on children in highly urbanised setting and explores their constructions and experiences of nature, using Singapore as a case study. The specific attention in this research to children was grounded on the assumption that there are long-term implications of childhood experiences with nature. Three experiential and conceptual categories were researched: playing, learning and caring.
Background	
Objectives	
Methodology	This chapter draws its material from interviews with twenty children about interaction with and feelings with nature, as well as focus groups with youths (students in their late teens or early twenties), mid-teen students, users of neighbourhood park in a public housing estate in Singapore and an all-women group.
Data collection/ analysis	
Main results	The data on which this chapter is based, point to three types of involvement with nature. Specifically, through playing in, learning from and caring for nature, children are engaged socially, intellectually and emotionally. The particular research in Singapore showed that children there have limited interest in and affinity for nature. This situation is mainly the result of a few factors:

48	**NATURE'S DANGERS, NATURE'S**

PLEASURES: URBAN CHILDREN AND THE NATURAL WORLD

Main results	• growing up in a highly urbanised environment in which contact with nature is limited; • over-protective parents who worry about the dangers children are exposed to when playing in natural settings; • and the abundance of other recreational and entertainment options.
Author's conclusions	In this chapter, the author makes some interesting observations about the relationship of Singapore children with nature which may possibly be apparent in other case studies. Children are curious about nature. They readily enjoy it and become fascinated with natural processes, especially if their contact is guided by adults who can answer questions. The author suggests that nature can thus function as 'a living classroom'. On the contrary, unanswered question quickly lead children to boredom and disappointment. Adults affirmed their children's need for 'healthy fun in nature', drawing from their own childhood experiences, of a less urbanised environment. Nevertheless, 'their conception of nature as a safe and healthy recreational place was not unmediated' (p. 261). Parents worried about accidents, and other mishaps, emphasising the potential dangers of nature. This negative attitude, that tended to restrict children's access to nature, is attributed to the urbanisation of the island.
References	

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WAS ref:	Project Title
49	**THE CONSTRUCTION AND EXPERIENCE OF NATURE: PERSPECTIVES FROM URBAN YOUTHS**

Authors **Date** **Publisher**	Lily Kong, Belinda Yuen, Navjot S. Sodhi, and Clive Briffett 1999
Published	*Tijdschrift voor Economie en Sociale Geografie*
Keywords	Young people, construction of nature, experience of nature, environmental education, urban setting, Singapore
Summary	A preliminary understanding of young peoples' constructions and experiences of nature within the context of a highly urban setting (Singapore). The paper discusses constructions of nature as "familiar" and "other", unpredictable/dangerous and safe/fun by Singaporean youth and compares them with similar constructions in a British context (e.g. Burgess 1993). It demonstrates how young Singaporeans adopt the instrumentalist rationality of the state when faced with the dilemma of development of conservation.
Background	Part of a larger project studying green corridors and human-nature relations in totally urbanized Singapore. Not much empirical work available on young people's constructions of and relationships with the natural world
Objectives	To document young Singaporeans' constructions of and relationships with the natural world.
Methodology	Focus-group discussions
Data collection/ analysis	5 focus-group discussions with green corridor users, youths (university students), mid-teen students and an all-women group.

Main results	Nature is constructed as familiar (in parks and gardens: orderly and manicured, accessible and comfortably small-scale) and as the other (endless open spaces) Nature is constructed as unpredictable and dangerous and as safe and fun. Unlike the British context natural areas are not associated

	with a fear or assault and other crime
	Enjoyment of nature is common 1) among those who have some childhood experience of less urbanized settings, and 2) in situations of control over other life forms
	Young people in general display little enthusiasm for nature
	When faced with the dilemma of development or conservation they reflect the state line opting for the former
	Nature is perceived as something of secondary, instrumental value, worth conserving if it can be translated to profit
Author's conclusions	Young people's experiences of their environment may differ from those of the adult world and they deserve to be understood, first, as a separate group, and then, as a group which in itself is differentiated according to varied characteristics, such as gender, race and context.
	Young Singaporeans interviewed have little interest in and affinity for nature.
	This results from their growing up in a totally urbanized environment with limited opportunities for contact with nature and the overprotective attitudes of Singaporean parents, and abundance of other entertainment opportunities.
	They are predisposed to adopting the rationality of the state when confronted with conservation/development dilemmas
	Natural areas that remain are viewed as serving instrumental goals
	For children to develop an appreciation for nature encounters with nature away from grown ups and parental control must be encouraged
References	Burgess, J. 1993. *Perceptions of Risk in Recreational Woodlands in the urban Fridge*. Community Forest Unit, Countryside Commission.

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
50	**NATURE AND NURTURE, DANGER AND DELIGHT; URBAN WOMEN'S EXPERIENCES OF THE NATURAL WORLD**

Authors	Lily L.L. Kong, Belinda Yuen, Clive Briffett, and Navjot S. Sodhi
Date	1997
Publisher	
Published	profile.nus.edu.sg/fass/geokongl/womenpap.pdf
Keywords	Women, outdoors, nature, planning, policy, Singapore
Summary	This paper addresses a research lacuna in the area of human experience and interaction with nature. It focuses on women in an urbanised setting, exploring their actual and desired experiences of the natural world, using Singapore as a case study. The authors' intention is to contribute to both the evolving theoretical and empirical discussions on this subject. Based on data collected from focus group discussions and household questionnaires, they conclude that women's relationships with nature in Singapore are underscored by a strong inclination towards nurturing: teaching, tending and caring, in a way that is not apparent in men's relationship with nature. Women's relationships with nature may also be conceptualised in terms of 'danger' and 'delight', a fine balance between ambivalent experiences of fear and enjoyment. In comparing results based on the Singapore context with those in Britain, sources of enjoyment appear to be similar, but the different social situations have resulted in different sources of fear. We conclude by putting forward some recommendations for planning and designing green areas that may enhance women's use and enjoyment of nature areas.
Background	Only a small fraction of the literature delves into the relationship between women specifically and nature. This paper is part of a larger research project that uses green corridors as the site of study, to explore human relationships with nature in Singapore, where few nature areas in their original remain.

50	**NATURE AND NURTURE, DANGER AND DELIGHT; URBAN WOMEN'S EXPERIENCES OF THE NATURAL WORLD**
Objectives	To contribute to both evolving theoretical and empirical discussions on the relationship between women and nature.
	To develop conceptual categories that explicate women's relationship with nature.
	To put forward planning recommendations for the specific Singaporean context.
Methodology	Quantitative and qualitative: focus group discussions, household surveys
Data collection/ analysis	5 focus group discussions (12 persons in each group)
	300 respondents to the household survey
Main results	**Nature and Nurture**
	Women's (in particular mother's and grandmother's) relationships with nature are underscored by a strong inclination towards nurturing: teaching, tending and caring.
	Nature as a living classroom
	One of the most pervasive themes is the women's role as teachers to their children of knowledge about the natural world.
	In contrast men (fathers and grandfathers) either did not express at all or in as animated and committed ways their view of the role of nature as living classroom for their offspring.
	Nature as recreational space
	Mothers also spoke of the opportunities for recreation that nature afforded to their children. In this they share their views with fathers
	Women emphasised the importance of being able to 'let go' and allow their children to take physical risks, acknowledged as an important part of growing up. However they admitted their tendency to worry.
	The worries of women in Singapore are much less, if at all, with the problems that British mothers worry about: delinquency, glue sniffing and male sexual violence.
	Non-mothers
	The construction of nature as classroom and playground for children is not obvious among non-mothers. Some did, nevertheless, acknowledged the importance of such a role. Non-mothers also perceived and enjoyed a relationship with nature that was built on bonds of nurturation.

50	**NATURE AND NURTURE, DANGER AND DELIGHT; URBAN WOMEN'S EXPERIENCES OF THE NATURAL WORLD**
Main results	**Danger and Delight** While commuting with nature is exciting and provides an almost transcendental link to creation, the experience can also be threatening and frightening. Such ambivalence was apparent in many women in the discussion groups. Only the 15.5% of the respondents felt unsafe in the Ulu Pandan green corridor. Some degree of fear does exist although its is not pervasive. The fears that Singapore women confront are more varied than in the British context, and encompass both socially and naturally based fears. Socially based fears are evident as fear of personal (particularly sexual) and property crime. Nature based fears are evident as fear of wildlife and other aspects of nature.
Author's conclusions	The low level of socially based fears as compared with Britain opens up possibilities for women from Singapore to engage in activities in nature areas provided that nature based fears are addressed as well. Nature based fears can be addressed through more information about types and habits of wildlife. Presence of rangers in nature reserves could address both socially and nature based fears and also provide information to visitors. Introduction of activities (e.g. tree-planting, educational visits) can draw more people to nature areas. Improved landscape design (e.g. lighting) can also ameliorate women's fears.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
51	**RESTORATIVE EXPERIENCE, SELF-REGULATION AND CHILDREN'S PLACE PREFERENCES**

Authors	Kalevi Korpela, Marketa Kytta, and Terry Hartig
Date	2002
Publisher	Elsevier Science
Published	*Journal of Environmental Psychology*, 22, 387-398
Keywords	Children, place preferences, restorative experience, self-regulation, environmental psychology, Finland

Summary	The authors examine the role of restorative experiences and self-regulation in the formation of place preferences by Finnish children. Girls and boys (n=55) aged 8-9 or 12-13 and living in downtown Tampere or Helsinki answered open- and closed-ended questions in a structured interview. The authors did not find any statistically significant associations between age or gender and type of favourite place, nor was a particular type of favourite place named disproportionately often, independent of age and gender. The latter result contrasts with previous findings with young adults. However, like young adults over half of the children appeared to use their favourite places for cognitive restoration. One-third of the children reported using their favourite places for emotion-regulation. Use of the favourite place for restoration and emotion-regulation did not necessarily imply visiting the favourite place alone; however, 12-13-year-olds were more likely than the younger age group to visit the favourite place with friends. Surprisingly, many parents did not know their child's favourite place.

Background	Environmental processes of self-regulation (the process by which people maintain a balance between pleasant and unpleasant emotions and a coherent experience of self) involve the use of places and place cognitions and affects.

51	**RESTORATIVE EXPERIENCE, SELF-REGULATION AND CHILDREN'S PLACE PREFERENCES**

Objectives	To address the following questions: Do natural and residential environments predominate in the place preferences of children as in previous studies of

young adults?
Do children of different ages and gender have different preferences for particular types of places, especially natural places?
Do parents know their children's place preferences?
Do children of different ages and gender use favourite places for emotion-regulation and restoration to a different degree?
Do children of different ages and gender use favourite places for private and social purposes to a different degree?
How does the use of favourite places for private and social purposes correspond to their use for emotion-regulation and restoration?
Are parental restrictions on independent movement associated with the type of the favourite place and the distance of the favourite place form home?

Methodology	Structured open- and closed-ended interviews
Data collection/ analysis	55 boys and girls; 8-9 and 12-13 year olds from Tampere and Helsinki.
Main results	All children could identify a favourite place. Favourite places were predominantly sport settings and residential settings and not nature settings as in previous studies of young adults. In contrast to the notion that favourite places serve emotion-regulation only 33% went to their favourite place after emotionally taxing situations. 12-13 year-olds were more likely to visit their favourite places with friends, whereas 8-9 year-olds were more likely to visit the place alone. The children were generally very free to move around independently on foot.
Author's conclusions	
References	

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WAS ref:	*Project Title*
52	**CHILDREN'S DENS**

Authors	Maria Kylin
Date	2003
Publisher	
Published	*Children, Youth and Environments*, vol. 13 (1)
Keywords	Play, dens, landscape design, child sociology
Summary	Based on research of children aged 9-13 in a Swedish small town the aim of this paper is twofold. First, to describe dens as physical objects in a physical context in which children choose to make dens, in this sense an adult/professional perspective; second to portray children's understanding and experiences of a den, thus a child's perspective. The paper also comments on how planners can use these different perspectives t make environments child-friendly.
Background	Part of PhD study examining children's experiences of their outdoors environments and how these experiences are supported by municipal plans Previous studies have described different aspects of dens, enclosures, or own places. One approach (e.g. in design and planning) (e.g. in design and planning) is to focus on dens as physical objects. Another approach (e.g. in psychology and sociology) focuses on the children's own way of experiencing and understanding dens (e.g. as a place for special games, or as a secret place of retreat).
Objectives	To reflect on the intersection between the physical and the experiential approach in describing dens and their relevance in understanding children's points of view in planning and design
Methodology	Pilot-study and case-study in housing areas in the small town of Eslöv (14,000 inhabitants, S. Sweden). Participating children are 9-13 years old, from middle income families Methods included interviews with children, children's essays on the topic, documentation of children's dens (method triangulation)

52	**CHILDREN'S DENS**

Data collection/ analysis	9 recorded and transcribed interviews 38 essays (29 about dens)

	a number of documented dens
	Analysis focused on recurring patterns (differences, contradictions or similarities) in children's description of the dens.
	Phenomenographic approach
	A child's perspective
	Researcher's observations were used to document dens as objects
Main results	**I. The den as a physical object in a physical setting** **Character of outdoor environment:** areas that resemble forests and untrimmed bushes, thickets or hedges with mixed species. The environment offers a place hidden from view and has space defining qualities. **Distance from home:** Younger children had dens near their homes (or other safe places); older ones construct them further off. **Materials and building elements:** There is a fluid boundary between different times of materials which children use to construct dens **II. Children's understanding and experience of dens** **The den as a social place:** The den can be described as a meeting place where the children themselves influence who is allowed to be there. It can also be described as a place of common games. Children create a sense of fellowship, strengthen their previous relationships and gain social competence **The den as a secret place:** Hideouts where children can escape from the control of adults and peers and feel free, uncontrolled and independent **The den as a process:** dens are built more for the joy and challenge of the process than for their use as finished artifacts. **III. Age and gender differences** 9-10 year olds played actively in dens. 12-13 year olds talked about dens as an experience of the past Girls emphasized what they did inside the dens; boys put emphasis on their construction. There was a greater difference in the appearance of the dens according to the age of children than there was between dens built by boys and girls

52   CHILDREN'S DENS

Main results	**IV. Different types of dens** Classified according to elements used, process of building, and age differences
Author's conclusions	The den is created as a physical manifestation of

children's activity to transform the environment in to a meaningful place.
It is necessary to see planning as an opportunity where adults together with children create the conditions for areas with physical frames for children's own creativity.

References

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WAS ref:	Project Title
53	**NATURE AND ADVENTURE**

Authors	Ian Lewis
Date	2005
Publisher	
Published	*ECOS*, 26(1), 14-19
Keywords	Adventure, outdoors,
Summary	An exposition of the Campaign for Adventure, publicising the benefits that stem from an adventurous approach to life and the role of natural environment as a setting for adventure. The article's thesis is that understanding and learning through the natural environment is itself at risk.
Background	
Objectives	Position paper
Methodology	
Data collection/ analysis	
Main results	
Author's conclusions	The spirit of adventure is so present in a realised human being that it is very difficult to see how an educational system for all, in a society which wants itself to evolve, can ignore or leave to chance the origin of being fully human
References	

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WAS ref:	*Project Title*
54	**REFLECTIONS: NATURE FOR PEOPLE AND PEOPLE FOR NATURE**

Authors	Judy Ling Wong
Date	2005
Publisher	www.interenvironment.org/pa/jlwong.htm
Published	In Ted Trzyna (ed), The Urban Imperative, California Institute of Public Affairs, Sacramento, California
Keywords	Nature, outdoors, social inclusion, Urban Imperative, UK
Summary	This paper presents the Urban Imperative workshop, looking at how connections can be built between urban populations and protected areas. The workshop hosted a diversity of strategic approaches, and looked at: The range of extant opportunities to engage urban people with nature The barriers to be overcome The potential of those who haven't yet benefited from engagement with nature The immensity of resources that can be unlocked.
Background	The Urban Imperative is a worldwide network of activists brought together to discuss connections between cities and protected areas
Objectives	Workshop presentation
Methodology	
Data collection/ analysis	
Main results	**Range of extant opportunities to engage urban people with nature** Two things are especially important: • Nurturing community champions particularly young people, to stimulate interest and organise activities relevant to the needs of their peers • Creating a range of green spaces, including urban farms, parkland and activity centres within neighbourhoods that luck such amenities.

54	**REFLECTIONS: NATURE FOR PEOPLE AND PEOPLE FOR NATURE**
Main results	**Barriers to be overcome**

Practical barriers (lack of information and peer group experience, distance, cost)
Barriers of perception (prejudice against different socio-economic/ethnic groups, negative images of protection agencies)

Potential of those who haven't yet benefited from engagement with nature
They are probably going to find the experience more powerful than those already involved.

Immensity of resources that can be unlocked
By building awareness at higher political levels the protected area community has the potential to unlock greatly increased funding and other resources.

Author's conclusions	It is only through a deepened and informed understanding that the protected area community can gate the right kind of support and action for protected areas from the urban powerhouses where most vital decisions are made.
References	

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WAS ref:	*Project Title*
55	**LAST CHILD IN THE WOODS: SAVING OUR CHILDREN FROM NATURE-DEFICIT DISORDER**

Authors	Richard Louv
Date	2005
Publisher	Algonquin Books of Chapel Hill
Published	
Keywords	Children, childhood, nature, outdoors, play, environment, USA

Summary	Young Americans' perceptions of nature are shaped by the third frontier, characterised by five trends: a severance of the public and private mind from food's origins; a disappearing line between machines, humans, and other animals; an increased intellectual understanding of our relationship with other animals; the rise of a new kind of suburban form. Children's unstructured outdoors play (natural play) is restricted and often criminalised. Sources of constriction include private government (community associations), public government, the desire to protect nature from human population pressures and the fear of litigation. All these contribute to a de-naturing of childhood (what the author calls nature-deficit disorder).
	Contact with nature in the form of gardens, pets, and unstructured natural landscapes, has a therapeutic potential, as expounded by the concept of biophilia and the emerging discipline of ecopsychology.
	In the most nature-deprived corners of the world we can see the rise of what might be called cultural autism, manifest with symptoms of tunneled senses and feelings of isolation and containment. Primary experience of nature is being replaced by the secondary, vicarious, often distorted, dual sensory (vision and sound only), one-way experience of television and other electronic media.
	There is evidence that there exists a 'naturalist intelligence' whose development is promoted by early contact with nature.

Background	
Objectives	
Methodology	

55	**LAST CHILD IN THE WOODS: SAVING OUR CHILDREN FROM NATURE-DEFICIT DISORDER**
Data collection/ analysis	
Main results	
Author's conclusions	Children's and young people's experience of wilderness is the only means to prevent and cure 'nature-deficit disorder': deprivation that can result in a 'cultural autism', manifest with symptoms of tunnelled senses and feelings of isolation and containment. Outdoor adventure and, particularly, adventurous outdoor play, is vital for children and young people, fostering their personal and social development.
References	

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WAS ref:	Project Title
56	**LEARNING THROUGH LANDSCAPES: AN ORGANIZATION'S ATTEMPT TO MOVE SCHOOL GROUNDS TO THE TOP OF THE EDUCATIONAL AGENDA**

Authors	Bill Lucas
Date	1995
Publisher	
Published	*Children's Environments,* 12, 84-101
Keywords	Children, school grounds, education, formal curriculum, informal curriculum, hidden curriculum, UK
Summary	This article describes the development of Learning through Landscapes (LTL) form a research initiative into an independent national organization promoting the widespread development of school grounds. It outlines LTL's philosophy and suggests a model for managing the process of developing school grounds. It explores LTL's innovative program of activities in some detail by describing its publications, research, and projects. It outlines its various membership schemes for the 8,000 or so schools it serves in the United Kingdom.
Background	LTS grew out of a research initiative into an organization promoting the widespread use of school grounds. Its principles are the following: Schoolgrounds are extremely important places that provide a safe refuge from traffic and adults in an increasingly dangerous world and have a huge impact on the development of a child's and young adult's emotions and outlook. Anything that is going to happen to school grounds needs to involve children if it is to be successful.

EDUCATIONAL AGENDA

Background	The business of developing school grounds is a holistic one: this suggests the widest possible ownership and involvement in the development process and a wide definition of education including the formal, the informal and the hidden curriculum. School grounds development is a multi-professional activity. School grounds need to be developed in a sustainable way.
Objectives	Description of the Learning though Landscapes organization
Methodology	Project description
Data collection/ analysis	
Main results	
Author's conclusions	
References	

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WAS ref:	Project Title
57	**SHIFTING TRENDS IN WILDERNESS RECREATIONAL USE**

Authors	Robert C. Lucas and George H. Stankey
Date	1988
Publisher	
Published	Watson, Alan E.(ed) Outdoor recreation benchmark 1988: Proceedings of the national outdoor recreation forum, 1988 January 13-14; Tampa, FL. Gen. Tech. Rep. SE-52. Asheville, NC: USDA For. Serv., Southeastern Forest Exper. Stn. 357-367pp.
Keywords	Wilderness, recreation, recreational use, wilderness allocation, management, USA
Summary	Wilderness recreational use grew rapidly during most of the post World War II era, but growth has slowed or reversed recently. National Park background use begun declining in the 1970's and national forest use slowed or declined in the 1980's in many areas. Reasons are unclear, but an aging population and changing interests are the most apparent causes. This change has implications for wilderness allocation and management.
Background	
Objectives	To present and interpret trends in the use of wilderness in the USA
Methodology	
Data collection/ analysis	Wilderness use data from records of the Forest Service and the National Park Service.
Main results	Forest wilderness use increased sevenfold from 1946 to 1964 Lately growth has slowed: 2 1/2-fold from 1965 to 1986; only 5% from 1981 to 1986, whereas during the 1980's year to year changes have been negative more often than positive In recent years part of the increase in forest wilderness use stems form the addition of new wilderness National park backcountry wilderness use grew over 100% from 1971 to 1976. This was followed by a long decline. Reported use in 1986 was less than 1973
Author's conclusions	
References	

OPENspace Research Centre, Edinburgh College of Art

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WAS ref:	Project Title
58	**GEOGRAPHIES OF EXCLUSION. YOUNG PEOPLE'S PERCEPTIONS AND USE OF PUBLIC SPACE**

Authors	Karen Malone and Lindsay Hasluck
Date	1998
Publisher	Australian Institute of Family Studies
Published	*Family Matters*, 49, 20-26
Keywords	Young people, public space, perceptions, exclusion, cities, Growing up in Cities, Australia
Summary	At a time when many societies perceive young people to be 'intruders' and a 'threat' in public spaces, there is a need to understand the impact of exclusionary practices on young people's experiences of urban life. This article looks at the factors young people themselves identify as affecting as affecting their use of public space in their local neighbourhood. It focuses on four issues that young people in the current 'Growing up in Cities' project have indicated marginalise and in extreme cases exclude them from public spaces: • Physical form of the neighbourhood • Commercialisation of youth spaces • Restricted mobility • Personal safety dangers and fears
Background	A 3 year research contacted in Australia from 1997 onwards to replicate and extend UNESCO's 'Growing up in Cities' study (early 70's)
Objectives	Project report
Methodology	Diverse methods of data collection: focus group interviews, participant observation – contextualised through physical data from land use, aerial maps (current and historical), photogrids, spatial flow charts, photographs and videos, behaviour observation notes, council reports, meeting notes, demographic data.
Data collection/ analysis	18 young women and 26 young men from different cultural groupings and ages were invited to participate to the interviews and workshops. The site of the study is a housing estate in the western suburbs of Melbourne.

58 GEOGRAPHIES OF EXCLUSION. YOUNG PEOPLE'S PERCEPTIONS AND USE OF PUBLIC SPACE

Main results

Four issues were identified by young people as affecting their use of public space:
Physical form of the neighbourhood
Commercialisation of youth spaces
Restricted mobility
Personal safety dangers and fears

Physical form of the neighbourhood
Most young people interpreted neighbourhood in social rather than physical terms.
Young people generally described the area as boring and dangerous.
The favourite and most frequented place for young women was the home or home sites.

Commercialisation of youth spaces
Without legitimate status as consumers most young people felt harassed or labeled as troublemakers if they hang around commercial centres.
The commercialisation of community facilities and the exorbitant prices charged by commercial recreation centres position young people as 'consumer identities'. This positioning serves to disadvantage young people who do not have access to a disposable income, therefore acting as an exclusionary practice by denying them access to public places.

Restricted mobility
The greater concern young women expressed about using commercial, community or open spaces was the possibility of encountering physical or verbal abuse. Even though community facilities were identified as a favourite place by one-third of young women they visited them infrequently. Favourite sites for young men included community and commercial facilities, although community rather than commercial facilities were used more frequently.
Frequenting a place could include not actually entering but meeting friends there en route to another venue or just hanging around outside.

58 GEOGRAPHIES OF EXCLUSION. YOUNG PEOPLE'S PERCEPTIONS

AND USE OF PUBLIC SPACE

Main results	**Personal safety, dangers and fears** Concerns for personal safety were found to have an almost symbiotic relationship to issues of restricted mobility. To describe the physical form of neighbourhood is to overlook a significant aspect: how it *feels* to be there. Drug use and drug-related violence was by far the major concern of young people in relation to their personal safety. Up to 81% of males and 89% of females believed there were dangerous places in their neighbourhood. 1 in 10 females believed that everywhere in the neighbourhood was dangerous. Young people's images of danger and the enculturation of fear have evolved through a number of mediums: lived experience, harassment and policing of young people by regulatory agencies, parents projecting fears as a mechanism for scaring young people into containment, legends, media, stereotypes of young people as perpetrators of violence, videos, television and games. The enculturation of fear seems to be manipulated by regulatory bodies as a means of 'keeping the kids off the streets. When young people voice their concerns for their physical safety it is difficult to determine through which medium these fears have manifested themselves and whether the danger is actual or is a product of manufactured or recycled stories. The relationship between fear and mobility is omnipresent. The source of fear is inconsequential to its impact.

58 GEOGRAPHIES OF EXCLUSION. YOUNG PEOPLE'S PERCEPTIONS AND USE OF PUBLIC SPACE

Author's conclusions	Widespread support for clear boundaries and separate spaces to diffuse public space use conflicts (e.g. Sebba and Churchman 1993) is representative of the style of exclusionary rhetoric that is becoming common place in Australian society. Positioned as the 'other' in the social and physical architecture of our cities is young people are portrayed through media and police campaigns as deviant, barbaric and unclean –a threat to social and physical order.

Media campaigns and myths have led to an increased call fro regulating young people in public space.

The politics of exclusionary practice represented by these campaigns illustrate the desires of regulatory agencies to eliminate ambiguity in borders between categories of adult/child and public/private spaces. Young people find themselves located in an ambiguous zone –too old for playgrounds and too young to be valued consumers. When they transgress between these categories it becomes a source of anxiety for the boundary makers.

Boundaries are not just constructed at a metaphysical level. Built environments, in the politics of border maintenance, assume symbolic importance as policing boundaries.

Contrary to common belief, the majority of young people between 10-15 spent limited time in public spaces. With the exception of a small group of 'streetwise younger boys' most young people in this neighbourhood have positioned themselves as 'invisible' in the public domain, spending most of their time close to or in their homes, or the homes of friends. This is possibly the result of the exercise of exclusionary practices.

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*

59 — GROWING-UP IN THE CONTRYSIDE: CHILDREN AND THE RURAL IDYLL

Authors	Hugh Matthews, Mark Taylor, Kenneth Sherwood, Faith Tucker, and Melanie Limb
Date	2000
Publisher	Pergamon
Published	*Journal of Rural Studies*, 16, 141-153
Keywords	Children, countryside, geography of children, rural idyll, socio-spatial exclusion, Northamptonshire, UK
Summary	This paper the authors begin to address this hidden geography by reporting on a study undertaken in rural Northamptonshire. They explore some of the ways in which children encounter the countryside through their own experiences, and (re)examine the 'rural' from their own viewpoint. They uncover an alternative geography of exclusion and disenfranchisement. Rather than being part of an ideal community, many children, especially the least affluent and teenagers, felt dislocated and detached from village life. Yet socio-spatial exclusion of this kind is also typical of many childhoods away from the rural and can relate to children almost anywhere. What particularly distinguishes a rural upbringing, however, is the sharp distinction between the symbolism and expectation of the Good Life (the emblematic) and the realities and experiences of growing-up in small, remote, poorly serviced and fractured communities (the corporeal).
Background	The recent surge of interest in the study if children and childhood has brought with it a keener recognition of the diversity of growing-up. In this emerging geography, most attention has been given to the experiences and behaviours of urban children. Few studies have explicitly focused on what it is like to grow-up in the countryside, particularly within the United Kingdom today.
Objectives	To explore the ways children encounter the countryside through their own experiences. To (re)examine the rural from the children's own viewpoint.
Methodology	Qualitative: doorstep questionnaire survey, semi-structured interviews; in-depth discussions.
Data collection/ analysis	Survey in 28 villages across rural Northamptonshire. 372 questionnaires. Children aged 9-16.

59	**GROWING-UP IN THE CONTRYSIDE: CHILDREN AND THE RURAL IDYLL**
Main results	**Adult places/childhood (cultural) spaces**

- For many young people, rural childhoods are not necessarily distinguished by a closer affinity to nature.
- Children's access to their surroundings was restricted by fencing off of private land and parental fears. Younger children's accounts reveal how their spatial movements are often contained to places within the village.
- In the event of these restrictions, young people moved into places that had been left vacant by adults, especially at times when they were able to congregate together, after school and during the evening. Like many of their urban peers the 'social' is more important than the 'natural'. It is almost as if these children were trying to occupy, even create for themselves, mini-urban spaces where they could perform a sociability akin to that depicted regularly in television soaps, films and magazines.

Myths, stereotypes and (re)presentations of the rural childhood

- The children in this study were not sealed off from a range of influences from elsewhere and certainly were not the natural innocents of an isolated rural state.
- In their attempts to find social places where they can meet and hang out with friends, collisions and confrontations with others are frequently recalled. Village space is contested.
- Clashes with adults were particularly commonplace. There was a clear sense that many children felt unwelcome and under scrutiny when out and about. Adults frequently intervened to (re)impose control and order.
- Social tensions were also evident between groups of young people. Rather than living in social harmony with all around them, for some children their daily round was fraught with anxiety and concern. More than 50% recalled a range of social fears, principally a fear of older children and gangs (30%) and bullying (13%). A complex turf politics was evident – especially in the larger villages - whereby territory and social identity went hand in hand.

59	**GROWING-UP IN THE CONTRYSIDE: CHILDREN AND THE RURAL IDYLL**
Main results	• Children of all ages from rural villages do not roam as

widely as their counterparts from edge-of-town estates and up until the age of 15 their free range shows little distinction from urban children.

- When no parental permission has been sought, girls are bound closer to their homes than boys. When permission has been gained there is little difference in the distances ranged between by both sexes.

The rural idyll and the 'other' countryside

- 53% of those interviewed thought that the village is a good place to live. However there is a strong variation with age: positive views are more frequent among younger boys and girls. For a significant residual of teenagers, their lived experience of the countryside often contradicts the social construction of the idyll.
- Having 'nothing to do' was the principal dislike across the age range. Fear of others is high among younger respondents (9-10 years) and inaccessibility is a common complain of older children (15-16 years).
- Only a minority (18%) felt part of a community. The reasons for this profound sense of disaffection are stereotyping and scapegoating of teenagers as troublemakers and young peoples' resentment about their lack of involvement in public affairs.

Author's conclusions	- Young people's voices reveal a geography of exclusion and disenfranchisement, alternative to the myth of rural idyll. - Rather than being part of an ideal rural community, many children, especially the least affluent and teenagers, felt dislocated and detached from rural life and there was a strong sense of alienation and powerlessness. - Socio-spatial exclusion of this kind is typical of many childhoods away from the rural and can relate to children almost anywhere. What particularly distinguishes a rural upbringing, however, is the sharp distinction between the symbolism and expectation of the Good Life (the emblematic) and the realities and experiences of growing-up in small, remote, poorly serviced and fractured communities (the corporeal). - Young people were provided with little opportunities to engage in discussions about their local environments.

References

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WAS ref:	Project Title

60   THE PLOT REPORT

Authors	Andy McGeeney
Date	2004
Publisher	
Published	
Keywords	Children, young people, arts, community, environment.
Summary	A report of the Plot, a community, environment and arts project that celebrated the four seasons and four elements through a series of events (Summer Earth, Autumn Fire, Winter Air, Spring Water) by creatively engaging local people. An allotment plot on a housing estate was rented for a year and activities and installations centred around the use of the plot to explore various artistic and environmental themes. A community ecologist from Essex Wildlife Trust, a story teller, sculptors, writers and other specialists were used to increase the diversity of experience as they worked with school children, young people, mental health users and local families.
Background	The project was managed by Studio3 Arts, a local community arts company, with substantial financial support from Therapi.
Objectives	Project report
Methodology	
Data collection/ analysis	
Main results	
Author's conclusions	The Plot was a hugely successful project for all the participants involved as well as for Studio3 Arts. It initiated ideas that have the potential to create a long-term regeneration project on Heaton Ward. It generated many new links between a diversity of groups and participants. It enabled Studio3 Arts to explore a wide variety of new art forms, including marrying aspects of nature therapy with the arts. It created artwork that has an ongoing life beyond the plot and which will continue to be enjoyed by the community.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*

61   THE DANGERS OF SAFE PLAY

Authors	John H. McKendrick
Date	2000
Publisher	ESRC
Published	Children 5-16 Research Briefing, 22
Keywords	Children, play, playgrounds, safety, risk, Greater Manchester area, England
Summary	This briefing outlines findings of a research on issues of safety in commercial play provision. Safety is an important issue for all play providers. However, when play is a commodity that is purchased –such as when children and their parents visit a commercial playground- the question of safety acquires heightened significance.
Background	This research briefing is part of the Business of Safe Play project, a collaboration between Glasgow Caledonian University and the University of Manchester, reviewing developments in the commercial provision of playgrounds for young children in north west England.
Objectives	To investigates questions of social exclusion, children's role as clients and consumers of services, family leisure and children's place in the built environment in relation with commercial playground provision
Methodology	Questionnaire surveys, interviews, field observations, video recordings
Data collection/ analysis	6 commercial providers were profiled Research conducted in 10 field sites 872 families surveyed 30 families interviewed
Main results	Commercial playgrounds are considered to be safe play environments: 89% of parents agree that their play equipment is safe and 74% consider that the environment enables them to supervise their children at ease. Not all parents are equally satisfied. Middle-class parents and parents of younger children are more likely not to be satisfied with safety in commercial playgrounds. Not all playgrounds are equal. More parents find it difficult to supervise their children and more parents are not satisfied with the safety equipment of indoor adventure playgrounds than in the play areas attached to family pubs.

61   THE DANGERS OF SAFE PLAY

Main results

Safe play is not just about equipment and the layout of the playground environment. Safety concerns of both adults and children revolve around 'who should play' and 'who should be kept away' from playgrounds.

Great concern is raised over the staffing arrangements in commercial playgrounds. Parents are of the opinion that a significant proportion of staff are not interested and are ill-equipped for their position while children question both the very need for play centre staff and the job that they do.

Younger children think that older children are a danger in the playground and older children think that younger children are a danger in the playground.

Children enjoy playing in commercial playgrounds, although they argue that they would enjoy themselves more if the play equipment was more challenging: adults are more concerned with making playgrounds safer.

Author's conclusions
References

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title

62

ADVENTURE AS THERAPY: USING ADVENTURE AS PART OF THERAPEUTIC PROGRAMMES WITH YOUNG PEOPLE IN TROUBLE AND AT RISK

Authors	Brendan McNutt
Date	1994
Publisher	
Published	Adventure-based Interventions with Young People in Trouble and at Risk. Proceedings of a National One-Day Conference "Adventure-Based Interventions" (April 22, 1994) and a Study Weekend "Enabling Troubled Youth" (Ambleside, England, United Kingdom, April 22-24, 1994).
Keywords	Adolescent development, adolescents, education, at risk persons, rehabilitation, therapeutic recreation, Wales.
Summary	This paper defines "adventure-based intervention", "young people" and "trouble and risk" in light of the therapeutic work done at Bryn Melyn Community (Bala, Wales), a therapeutic treatment center. Bryn Melyn provides intensive individualized therapy to young people aged 15-18 who are in the care of social services departments. Each teenager has an individualized program involving cycles of adventure abroad and consolidation-preparation in Wales. During adventure phases of up to 90 days each client and a therapeutic "guide" pursue an adventure activity of the client's choice in a new environment conductive to emotional and behavioral change. This intervention engages the teenager, fosters development of a very close client-therapist relationship and offers conditions within which change can begin. The special nature of adolescence lies in its position as the first life stage in which an individual must review or recycle previous life stages and their outcomes. Poor outcomes of earlier stages, such as lack of trust, lack of self-control and feelings of inferiority are found among many young people identified as at risk.

RISK

Summary	These young people share such characteristics as past physical and sexual abuse, neglect or abandonment, dysfunctional families, multiple placements, and resulting offending behaviors. Bryn Melyn's innovative adventure-based intervention engages young people where other approaches have failed and is effective in altering attitudes and behaviors, as demonstrated by the low rate of offenses among programme completers. Includes a chart of Erikson's eight life stages and favourable and unfavourable outcomes.
Background	
Objectives	Position paper
Search Strategy	
Data collection/ analysis	
Main results	
Author's conclusions	Bryn Melyn Community's intervention is effective in improving the quality of life for abused teenagers and changing offending behavior. Adventure is integral to this therapeutic approach. 80% of young people who leave Bryn Melyn do not offend
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
63	**HAVING A PLACE OR NOT? YOUNG PEOPLE'S EXPERIENCES OF RURAL AND URBAN ENVIRONMENTS**

Authors	Karren Nairn, Jaleh McCormack, and Ruth Liepins
Date	2000
Publisher	NURIS 7
Published	
Keywords	Children, young people, experiences, urban, rural, methodology, New Zealand
Summary	This project is an investigation of young people's accounts of their experiences in rural and urban contexts in New Zealand. Its research design sought to disrupt sub-disciplinary boundaries between rural and urban geographies and to question the ways in which young people's knowledges are constructed. This paper reports young people's use and knowledge of public informal spaces such as main streets, shopping malls and parks in one rural and one urban location. It draws on data collected via informal street interviews, observation at key informal sites where young people gather and focus group discussions. It analyses the methodological and ethical challenges for researchers working with young people in informal contexts. It also describes how young people were recruited and trained as interviewers thereby passing on the researchers' skills and making a contribution to the skill base of young people.
Background	
Objectives	• To outline young people's use and knowledge of informal public spaces (e.g. main streets, shopping malls, parks) in one rural and one urban location in New Zealand. • To analyse methodological and ethical challenges for researchers working with young people in informal public spaces.
Methodology	• Informal street interviews, observation at key informal sites, focus group discussions in a rural and an urban location.
Data collection/ analysis	

63	**HAVING A PLACE OR NOT? YOUNG PEOPLE'S EXPERIENCES OF RURAL AND URBAN ENVIRONMENTS**
Main results	**Experiences of inclusion and exclusion** • 55% of young people in Dunedin (urban) and 38% in Alexandra (rural) felt included in their communities. • Young people associate inclusion with a range of spaces that provide a sense of ease and recognition; these spaces are of a social nature. • The lower levels of inclusion reported by young people in Alexandra challenges the idealisation of rural communities as inclusive environments. • Young people experience both inclusion and exclusion in their communities. These experiences are shaped by social relations of space, in turn shaped by a variety of actors and discursive practices (adults, peers, popular groups, the construction of young people as trouble and problem, belonging dependent on the length of residence). • Some people's responses indicated that they did not find questions of inclusion and exclusion particularly meaningful. **Dynamic negotiations: Mobility** • Young people's negotiation of public space is dynamic: young people are mobile and active participants in negotiating public space. • Cars and skateboards were recurrent themes.
Author's conclusions	• The research demonstrates how important it is to find out young people's own views and experiences of public spaces because they challenge any deterministic accounts of young people as automatically excluded from public space. • At the same time, young people's accounts indicate that they do experience exclusion and that this exclusion is not always by adults but by other young people. • Young people's agency, however contingent, was clear enough throughout the research. Young people construct their own knowledge about the places they live and these knowledges contradict any simplistic delineation of inclusion or exclusion. • It was important to take the research into the streets, to where the young people are, to engage with them on their terms, in their groups, in their words.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
64	**OUTDOOR EDUCATION IN THE SCHOOLS: WHAT CAN IT ACHIEVE?**

Authors	James T. Neill
Date	1997
Publisher	
Published	10th National Outdoor Education Conference, Sydney - Australia
Keywords	Education, outdoor education, evaluation, methodology
Summary	Although outdoor education has become firmly established in many school curriculums, it remains unclear what this has achieved. This paper reviews the current state of research on a wide range of school outdoor programs. The surprising lack of good quality studies prompted this paper emphasize a rational for research and evaluation and to provide a strategies for implementing more systematic study outdoor education programs.
Background Objectives	• To provide an overview of the claims, aims, and evaluation practices used by outdoor education programs with school students • To present the research trends and highlight some relevant studies which point towards the positive and negative potentials of outdoor education for school students • To discuss some strategies for, and benefits of, overcoming the barriers to research and evaluation in outdoor education
Methodology	Literature review
Data collection/ analysis	
Main results	

| 64 | OUTDOOR EDUCATION IN THE SCHOOLS: WHAT CAN IT ACHIEVE? |

Author's conclusions

Contrary to common belief, the research evidence does not show that outdoor education is inherently good. Overall, there is evidence for a great deal of variability in outcomes between different studies, different programs, different individuals. The potential value of outdoor education for school students is indicated by some studies which demonstrate highly positive learning outcomes. There are many more studies, however, which show that low to moderate changes are achieved. A further concern is that an unknown number of studies with less than positive findings are simply not published.

Returning to the question "Outdoor education in the schools – what can it achieve?", the answer is that we don't yet know. What's more, unless research and evaluation is included as a fundamental component of outdoor education, we will continue not knowing.

To date, the vast majority of outdoor education programs have been sustained by an act of faith. We can choose to continue walking along the path of faith, however, this will require praying harder than ever that schools, teachers, parents, and funding bodies don't dare question the evidence for that faith.

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
65	**THE STONELEIGH PROJECT – VALUES AND VISION IN OUTDOOR EXPERIENTIAL LEARNING**

Summary	A description of a residential project that offers an outdoor approach to spiritual awakening for young adult volunteers. The programme develops a greater sense of identity by providing a values-based retreat. The Stoneleigh Group includes the Arthur Rank Centre, Endeavour Training, Weston Spirit, Mobex, Eden Community Outdoors, and the Prince's Trust.

The Stoneleigh Project encourages the development of values such as peace, love, compassion, respect and generosity. Attempting to live such core values was seen as the 'right living' in relation to oneself, the others and the environment.

The Stoneleigh Group believes:

That participating young people in the age range 18-25 years can with help become agents of change in themselves and their communities

That in order to achieve this each person must be internally motivated and have a sense of his or her values, purpose and direction

The group also aims to offer opportunities for young people to express their citizenship through personal development and social action.

The group has so far carried out 3 pilot projects, in Camas (Isle of Mull), Cae Mabon (Snowdonia) and Gillerthwaite (Enerdale).

The role of facilitator is crucial for the success of these projects and the training of facilitators a key undertaking of the Group.

VALUES AND VISION IN OUTDOOR EXPERIENTIAL LEARNING

Summary	The group has been keen to disseminate outcomes of its projects. Dissemination takes place through the Stoneleigh Group Forum, and participation in conferences. Wherever possible young participants have been involved with these presentations.
Background	The project stems from a 1998 workshop: Living Values and Right Living, organised by the then Foundation for Outdoor Adventure in conjunction with the John Muir Trust, the Rank Foundation and Brahma Kumaris, World Spiritual University.
Objectives	Project description
Methodology	
Data collection/ analysis	
Main results	
Author's conclusions	
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
66	**WHY WILDERNESS AND ADVENTURE EXPERIENCES IMPACT YOUTH? A FIELD WORK STUDY OF HONEY ROCK CAMP**

Authors	Heather K. Pancake and Rebecca M. Haver
Date	2001
Publisher Published	Wheaton College Graduate School
Keywords	Young people, adventure, wilderness, outdoor education, USA
Summary	This research investigates factors that contribute to the impact that wilderness and adventure experiences have on the lives of youth. The researchers interviewed a sample of seven staff at Honey Rock Camp, located in northern Wisconsin. The qualitative field work study identified eight reasons that these experiences are effective: change of environment, spending time in nature, living in community and relationship, the characteristics of temporary systems, learning experientially, setting and accomplishing goals, the process of debriefing and reflection, and the power of memories.
Background	
Objectives	To investigate why wilderness and adventure experiences impact youth
Methodology	Qualitative
Data collection/ analysis	Interviews with 7 staff at an Christian adventure experience program
Main results	
Author's conclusions References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
67	**OUTDOOR ADVENTURE CAMPS: PERSONAL DEVELOPMENT THROUGH CHALLENGE**

Authors	Bob Pearson
Date	1991
Publisher	Julia Vernon and Sandra McKillop (eds)
Published	Preventing juvenile crime : proceedings of a conference held 17-19 July 1989, Canberra : Australian Institute of Criminology, (AIC Conference Proceedings; no. 9)
Keywords	Young persons, young offenders, persons at-risk, rehabilitation, outdoor adventure, outward-bound, Tasmania
Summary	The paper presents Tasmanian initiatives where structured outdoor adventure is used in conjunction with community programs to effect rehabilitation on young offenders (Project Hahn).
Background	
Objectives	
Methodology	Project report
Data collection/ analysis	
Main results	Some fundamental lessons from the Tasmanian Project Hahn:

- Groups with a mix of gender, social, economic, cultural and geographic backgrounds are more effective than homogeneous groupings
- The value of female leaders in activities
- The value of continuous and sensitive communication and negotiation between leaders and participants and between participants themselves
- Feasible yet challenging activities that are within the capabilities of participants (to the outdoor pursuit enthusiast the degree of risk/challenge often seems incredibly low)
- Development of course content with the participants results in greater commitment

67	**OUTDOOR ADVENTURE CAMPS: PERSONAL DEVELOPMENT**

THROUGH CHALLENGE

Main results	• Importance of progress. Activities are a means not an end. The aim is not to turn out bushwalkers or rock climbers. If an individual wishes to continue an activity it is merely a bonus • The inability of decision makers to see the program as a personal development program as opposed to a recreation program and the tendency to see such activity as a potential replacement for employment (that is a form of entertainment or social control) • The importance of instructors as good role models • Interpersonal skills are the number one requirement of staff. Outdoor pursuits skills are of secondary consideration • As offender rehabilitation is 'negatively geared' as a political issue there is a tendency and a temptation to sell such program to the community as a form of punishment to justify the public expenditure involved • Instructor 'burn-out' has been a problem. Being away from home for long periods in an incredibly demanding environment combined with the uncertainty of continued funding has resulted to the turnover of three sets of staff
Author's conclusions	Although total number of probationers referred to outdoor adventure courses in Tasmania is small there is sufficient encouraging evidence to suggest that a positive impact on their own development has been made. There is no simple measure to quantify this, measurement of recidivism rates, for instance, is fraught with difficulties and ultimately over-simplifies the issue. Anecdotal evidence indicates that in the short term changes have been made which in the long term may lead to less offending behaviour.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

68	**YOUNG CHILDREN AND THE NATURAL WORLD**
Authors	Lillian A. Phenice and Robert J. Griffore
Date	2003
Publisher	
Published	*Contemporary Issues in Early Childhood,* 4(2)*, 167-171*
Keywords	Children, nature, environmental education, psychology, ecopsychology, childrens' development, perceptions of nature
Summary	A concept associated with ecopsychology is that children are born with a sense of relatedness to their environment, and through the processes of socialization they acquire a sense of separateness from environments, including the natural environment. Young children were asked about their views concerning several aspects of the natural environment. The data suggest that the young children are constructing understandings concerning the relationship of humans to the natural world. This implies that their educational experiences can shape and augment their conception of relatedness to the natural world.
Background	The child's developing sense of self becomes disconnected from the natural world, and the growth of the self is the growth of an independent psychological self, separate from nature. If this intrapsychic outcome of individuation is maintained and strengthened as the child grows then nature comes to be something to be controlled and dominated. Therefore it is important to educate young children so that their natural sense of relatedness with nature is nurtured.
Objectives	To gauge young children's perceptions of, and relationship with nature.
Methodology	Qualitative (interviews)
Data collection/ analysis	Interviews with 123 pre-school age children (32-72 months); urban setting; various ethnic backgrounds.
Main results	• Most children identified trees and animals as parts of nature • Fewer children included plants as parts of nature • Even fewer perceived people as part of nature

68	**YOUNG CHILDREN AND THE**

NATURAL WORLD

Main results	- Most children perceived nature as being outside the building - Only half perceived nature as being inside the building
Author's conclusions	Young children's understanding of the place of nature is partially complete and under construction. Therefore young children's educational experiences can foster the conception of the child as part of the natural world. Young children's conception of humans as part of nature is an essential part of cognitive and moral development. Children should, if socially reinforced, continue to see themselves as part of nature (ecological understanding of the interconnectedness of the natural world). Preschool professionals have a crucial role in fostering this.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
69	**MANAGING RISK IN PLAY PROVISION: A POSITION STATEMENT**

Authors	Play Safety Forum
Date	2002
Publisher	CABE Space and CABE Education
Published	Children's Play Council
Keywords	Play, playgrounds, children, risk, risk management
Summary	Children need and want to take risks when they play. Play provision aims to respond to these needs and wishes by offering children stimulating, challenging environments for exploring and developing their abilities. In doing this, play provision aims to manage the level of risk so that children are not exposed to unacceptable risks of death or serious injury.
Background	The Play Safety Forum is a grouping of national agencies involved in play safety.
Objectives	Position statement
Methodology	
Data collection/ analysis	
Main results	

Acceptable and unacceptable risk

- In any human activity there is an element of risk. The factors determining whether or not the level of risk is acceptable tolerable are:
  - The likelihood of coming to harm
  - The severity of that harm
  - The benefits, rewards or outcomes of the activity
- Judgments about the acceptability of risk are made on the basis of risk-assessment, based on the understanding of the balance between risks and benefits.
- Almost any environment contains hazards or sources of harm.

Children and risk

- All children both need and want to take risks in order to explore limits, venture into new experiences and develop their capacities.
- It is the job of all those responsible for children at play to assess and manage the level of risk so that children are given a chance to stretch themselves without exposing them to unacceptable risks.

69	**MANAGING RISK IN PLAY PROVISION: A POSITION STATEMENT**

Main results	• Exposure to the risk of injury and experience of injuries is a universal part of childhood. Such experiences have a positive role in child development.
	• It is important to give children appropriate controlled environments where they can learn about risk.
	
	Play provision and risk
	• Risk-taking is an essential feature of play provision and of all environments in which children legitimately spend time at play. Play provision aims to offer children the chance to encounter acceptable risks as part of a stimulating, challenging and controlled learning environment.
	• It is acceptable that in play provision children may be exposed to the risk of minor and easily-healed injuries (e.g. bruises, grazes, sprains).
	• It may be occasionally unavoidable that play provision exposes children to the very low risk of serious injury or even death. This would only be tolerable in the following conditions:
	    The likelihood were extremely low
	    The hazards were clear to the users
	    There were obvious benefits
	    Further reduction of the risk would remove the benefits
	    There were no reasonably practicable ways to manage the risk
	
	Good Practice
	Clear, well understood policies, and procedures that put these policies into practice are the key to good practice in risk management in play provision.
	One valuable approach is to make the risks as apparent as possible to children, by designing spaces where the risk of injury arises from hazards that children can readily appreciate and where hazards that children may not appreciate are absent.

69	**MANAGING RISK IN PLAY PROVISION: A POSITION STATEMENT**
Author's conclusions	• Safety in play provision is not absolute and cannot be addressed in isolation. If play provision is not exciting and attractive to them it will fail, no matter how safe it is.

- Judgments should be based on both social attitudes and broadly based expert opinion informed by current best practice. They should be firmly rooted in objectives concerned with children's enjoyment and benefit. And they should take into account the concerns of parents.
- The basis of these judgments should be made clear in the policies of the play provider as written down policy documents. These policies should be understood and embodied in practice by all the key stakeholders.

References

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WAS ref:	*Project Title*
70	**A COUNTRYSIDE FOR HEALTH AND WELLBEING: THE PHYSICAL AND MENTAL HEALTH BENEFITS OF GREEN EXERCISE. EXECUTIVE SUMMARY**

Authors	Jules Pretty, Murray Griffin, Jo Peacock, Rachel Hine, Martin Sellens and Nigel South
Date	2005
Publisher	Countryside Recreation Network
Published	www.countrysiderecreation.org.uk
Keywords	Countryside, outdoors, exercise, green exercise, physical health, mental health, wellbeing
Summary	This is an executive summary of research on the benefits exercise in natural settings can confer to physical and mental health and wellbeing. The authors use the term 'green exercise' to describe physical activities in natural settings; green exercise facilitates a synergy between activity and setting.
Background	There is substantial evidence that links the natural environment with good physical health and psychological wellbeing. Today stress and mental ill-health are becoming more common; in addition many urgent physical health challenges, including obesity and coronary heart disease are also connected to sedentary lifestyles.
Objectives	To explore the benefits of green exercise: the synergy of adopting physical activities whilst being directly exposed nature.
Methodology	Literature review Quantitative (questionnaire) Qualitative (narratives)
Data collection/ analysis	263 questionnaires 10 case studies
Main results	The amount of activity varied from 100 to 650 calories per hour and from 330 to 3,500 calories per visit. There was a significant improvement in self esteem in 9 out of 10 case studies. Self esteem was significantly correlated with an individual's body weight: the heavier the body weight the poorer the self esteem.

70   A COUNTRYSIDE FOR HEALTH AND WELLBEING: THE PHYSICAL AND MENTAL HEALTH BENEFITS OF GREEN EXERCISE. EXECUTIVE SUMMARY

Main results	Self esteem was significantly correlated with an individual's body weight: the heavier the body weight the poorer the self esteem.
	Self-esteem was not affected by the intensity of green exercise activities, though it did appear to rise over very long visits.
	Most projects resulted in significant positive changes in mood.
	The average duration of exercise was equivalent to 58 minutes a day.
Author's conclusions	Green exercise has important implications for public and environmental health: increased support for and access to a wide range of green exercise activities for all sectors of society should produce substantial and public health benefits.
	The authors make a number of policy recommendations hoped to encourage green exercise.
References	

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WAS ref:	*Project Title*
71	**PARTICIPATION PROJECT TOLLPLATZ IN FREIBURG-STÜHLINGER**

Authors	Rehbein, H.
Date	2003
Publisher	
Published	
Keywords	Children, cities, play, playgrounds, participatory design, public space, Freiburg, Germany
Summary	A report of the project Tollplatz in Freiburg, a successful urban playground which was reconstructed with the participation of schoolchildren in all stages of the project, from conception of ideas to construction work. The starting point was a two-day "workshop for the future" for children that encouraged children to release their creative potential and experience day-to-day democracy and express their criticism of their surroundings. The "fantasy phase" that followed, converted some of their criticisms into wishes. This was followed by three weeks of building work, which allowed children to "learn with their head, hand and heart" as one the participating teachers remarked.
	This report brings together reflections and recollections of project facilitators and participants: children, teachers and parents.
Background	
Objectives	Project report
Methodology	
Data collection/ analysis	
Main results	
Author's conclusions	
References	

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WAS ref:	*Project Title*

72	**ADVENTURE THERAPY: EXPLORING THE HEALING POTENTIAL OF THE OUTDOORS.** **AN UPDATE OF A UK SEMINAR 14-15 DEC, 2002**
Authors **Date** **Publisher** **Published** **Keywords**	Kaye Richards 2002 Brathay website Adventure, outdoors, adventure therapy, healing, UK
Summary	A summary of a 2-day national seminar on adventure therapy held at Brathay Hall, in partnership with the MA in Developing Training at St Martins College and the International Adventure Therapy Working Party. The seminar started to set out an agenda for determining a future direction for adventure therapy practice both in the UK and internationally. Themes and perspectives of the seminar included: International perspectives Ecological perspectives to healing nature Practice and partnership perspectives to developing therapeutic adventure practices Research and practice dilemmas in developing adventure therapy
Background	
Objectives	To examine the current practices and perspectives of adventure therapy; To explore the therapeutic potential of healing outdoors; To identify key issues being faced in developing adventure therapy practices; To provide a platform from which to map out and develop further a UK identity to adventure therapy; To continue to an international exploration of current practices in adventure therapy.

72	**ADVENTURE THERAPY: EXPLORING THE HEALING POTENTIAL OF THE**

OUTDOORS.

AN UPDATE OF A UK SEMINAR 14-15 DEC, 2002

Objectives	Questions posed at the seminar included: What is the definition of adventure therapy? What historical developments underpin current practices and issues in adventure therapy? Where and how do psychotherapy and the outdoor meet? What are the differences between UK based practices and international based practice? What theories of change underpin adventure therapy? What issues are we faced with as we search for professionalism in adventure therapy?
Methodology	Seminar report
Data collection/ analysis	
Main results	There are two camps - adventure practitioners and therapists There is a need for a professional community We need to develop professional integrity and validity –this needs to be validated somehow We need to develop ways to share our skills We need some depth to what we do We have to be aware of the tension of working professionals having to justify their work Psychotherapy (hence adventure therapy) should be connected to Earth We need an adequate programme of training We need a respect for divergence rather than convergence as we continue in our explorations Many practitioners do elements of incident therapy in adventure Adventure therapy is more than just another branch of therapy Adventure therapy provides triggers into therapy but is more than this – an earth based process We need to bring into awareness what is happening in adventure therapy We need clarity about what we do, including role clarity We have to develop our own language to do this sharing – the word therapy is different to the word therapeutic.

72	**ADVENTURE THERAPY: EXPLORING THE HEALING POTENTIAL OF THE OUTDOORS.**

AN UPDATE OF A UK SEMINAR 14-15 DEC, 2002

Main results	We need to be cautious and recognise that taking people into the outdoors may not necessarily be good for everyone
	There seems to be some agreement that we are using adventure therapy
	Is we are to be considered professional we need more clarity about what a professional adventure therapy practitioner does
	We need to develop the critical aspect of training, development and evaluation
	We need deep understanding of self through personal exploration, therapy and other processes
	We need professional supervision
	We need to shape the nature of what we do so as to be useful and acceptable to the culture and the people we work with.
Author's conclusions	The UK now has the opportunity to contribute more fully to the international community of adventure therapy, and the international community has a better road into supporting developments in the UK.
	It seems important that adventure therapists continue with their explorations of the therapeutic and healing potential of the outdoors and integrate such explorations within international developments.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*

73   DIRT IS GOOD

Authors	John Richer
Date	2005
Publisher	Persil & Co.
Published	
Keywords	Dirt, children, adolescents development, play, outdoors, sports, psychology
Summary	This paper argues that dirt is good.

Many activities that are necessary for our growth and development, for our well being and happiness involve getting dirty –children's exploration and play promotes their flexible adaptation to the world they will meet, their ability realistically to appraise risks; and to balance proper independence with social understanding; the mental and physical benefits of sports are well known; gardening has taken on a new role as a source of exercise as much as of flowers and vegetables. Being dirty is often taken as a sign of having done an honest day's work. There is even evidence that when men get dirty in certain circumstances it is attractive to women since it signals their biological fitness –they can be healthy and successful even though covered in microbe containing dirt.

Dirt has its negative side. It is often seen as a sign of low status and failure, even a sign of disrespect in some situations. It can also be a carrier of pathogens. But against these pathogens we have evolved sophisticated mechanisms, both in our immune system and our behaviour, to deal with those that can reside in dirt. It may even be that reducing contact with microbes, possibly including those in dirt, has encouraged the rise in allergy, one of the main epidemics in the developed world. There is no evidence though that the reverse process is taking place, in other words getting dirty is not a treatment for an established allergy.

73   DIRT IS GOOD

Summary	

Getting dirty is part of a child's successful and happy development, of adults enjoying a fulfilling life and keeping healthy. We have evolevd to be able to deal with most of the risks of disease which dirt can bring. Equally, well-targeted hygiene measures such as handwashing, laundry, food and toilet hygiene, and avoidance of areas contaminated by sewage, are also vitally important, and

everywhere, but in the developing world in particular, good, well-targeted hygiene saves countless lives. As in much of biology, a balance is required. Dirt may have a bad face, which we must deal with, but it also has a good one which is to be appreciated.

Background

Objectives   Position paper
Methodology
Data collection/
analysis
Main results
Author's conclusions   Getting dirty in the course of exploration and play, sport or gardening or other everyday activities is part of a way of life that has evolved over millennia. It is healthy for both our bodies and minds.
Equally, good hygiene, well targeted on the times, places and situations that really matter, is an appropriate way to minimise the risk of infection.
There is a balance to be struck between the proper avoidance of dirt and disease and not obsessively avoiding dirt to such an extent that creative and adaptive human activity is seriously impaired.
There is also a metaphorical meaning. Dirt is part of the soil in which the human spirit can creatively grow. Getting in touch with dirt is getting in touch with reality, in all its messiness and danger, and dealing with it adaptively. Many ceremonies, rituals and rites of passage involve getting dirty, and so reflect this truth. The danger is that in searching for an ever more sanitised and safe world, we loose touch with the real world. Getting dirty is a metaphor for staying in touch with the real world, with ourselves and a means to allow human potential to flourish.

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
74	**A REVIEW OF RESEARCH ON OUTDOOR LEARNING**

Authors	Mark Rickinson, Justin Dillon, Kelly Teamey, Marian Morris, Mee Young Choi, Dawn Sanders and Pauline Benefield
Date	2004
Publisher	National Foundation for Outdoor Research
Published	Field Studies Council
Keywords	Outdoors, outdoors education

Summary

A summary of the key findings of the a review of research on outdoor learning undertaken by the National Foundation for Education Research on behalf of the Field Studies Council and several partner organisations (Rickinson et al., 2004).

Background

Objectives

To review research in the impact of 3 main types of outdoor learning:
Fieldwork and outdoor visits
Outdoor adventure education
School grounds/community projects

Methodology

Literature review

Data collection/ analysis

150 publications, from 1995 to 2003

Main results

Impact of fieldwork and outdoor visits

- Fieldwork, properly conceived, adequately planned and taught and effectively followed up, offers learners opportunities to develop their knowledge and skills in ways that add value to their everyday experiences in the classroom.

- Fieldwork can have a positive impact on long-term memory due to the memorable nature of fieldwork setting. Effective fieldwork, and residential experience in particular can lead to individual growth and improvements in social skills. There can be reinforcement between the affective and the cognitive, with each influencing the other and providing a bridge to higher order learning.

- The amount of fieldwork that takes place in the UK and in some other parts of the world is severely restricted, particularly in science.

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| Main results | • The number of studies that address the experience of particular groups (e.g. girls) or students with specific needs is negligible. Those that have draw conclusions that are important in terms of both policy and practice. Some students are more likely to take part in fieldwork than others for a range of reasons.
 • Poor fieldwork can lead to poor learning.

 Outdoor adventure activities
 • Strong evidence of the benefits of outdoor adventure education is provided by two meta-analyses of previous research. These studies identify positive effects on the long term and continued gains in the long term. Within these broad trends there can be considerable variation between different kinds of programmes and different types of outcomes.
 • Outdoor adventure programmes can impact positively on young peoples' attitudes, beliefs and self-perceptions (e.g. gaining independence, confidence, self-esteem, locus of control, self-efficacy, personal effectiveness and coping strategies), interpersonal and social skills(e.g. social effectiveness, communication skills, group cohesion and teamwork)
 • The evidence base for cognitive and physical/behavioural benefits is less strong than for affective and interpersonal/social outcomes. However, there are examples of outdoor adventure programmes yielding benefits in terms of: the development of general and specific academic skills, as well as improved engagement and achievement the promotion of positive behaviour and reduced rates of re-offending, and improved physical self-image and fitness
 • The evidence for a positive link between outdoor adventure and environmental understanding and values is not strong. There seems to be a strong case for questioning the notion that nature experience automatically contributes to environmental awareness, commitment and action.

 School grounds/community progress
 • School grounds/community progress have the capacity to link with most curriculum areas (examples: science process skills, design and technology-related issues) |

74   A REVIEW OF RESEARCH ON OUTDOOR LEARNING

Main results	• In the affective domain, the most important benefits include greater confidence, renewed pride in community, stronger motivation toward learning, and greater sense of belonging and responsibility.
	• Social development and greater community involvement can result from engagement in school grounds projects. Students develop more positive relationships with each other, with their teachers and with their wider community through participating in school ground improvements.
	• Few studies have focused on physical and behavioural impacts of school grounds/community projects. There is some evidence that such projects improve children's physical being through better quality play and through an increased motivation to eat more healthily and to take more exercise.
	• There is a need for a greater number of rigorous in-depth studies on outdoor learning in school grounds and community settings.
	Factors influencing outdoor learning and its provision:
	• It is helpful to distinguish between factors that can influence the provision of outdoor learning by schools, teachers and others factors that influence the nature and quality of young people learning in outdoor settings.
	• Barriers to provision of outdoor learning at schools and universities:
	fear and concern about health and safety
	teachers' lack of confidence in teaching outdoors
	school and university curriculum requirements limiting opportunities for outdoor learning
	shortages of time, resources and support
	wider changes within and beyond the education sector
	• Opportunities for outdoor learning provision include:
	new legislation and regulation (e.g. safety at outdoor activity centres) recent curriculum developments and initiatives (e.g. the revised National Curriculum in 2000)
	developments in UK higher education that have provided scope for innovation in university fieldwork teaching policy makers, practitioners and others who are seeking
	• to increase and improve young people's access to learning beyond the classroom are faced by complex challenges

74   A REVIEW OF RESEARCH ON OUTDOOR LEARNING

Main results	• Factors that can facilitate and/or impede learning in outdoor settings include:
	    programme factors (structure, duration and pedagogy)
	    participant factors (characteristics, interests and preferences of learners)
	• place factors (nature and novelty of the outdoor learning setting)

Author's conclusions	Against the backdrop of calls for educational practice and policy to become more evidence-based, there is much in this review that is of relevance and use to practitioners, policy makers and researchers. It is important that the findings in this review are considered not just in terms of how they might help to prove the value of outdoor learning, but also in terms of how they might help to improve its quality.
References	Rickinson, M., Dillon, J., Teamey, K., Morris, M., Choi, M., Sanders D., and Benefield, P. (2004). *A Review of Research on Outdoor Learning*. Shrewsbury: Field Studies Council.

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
75	**OUTDOOR EXPERIENCES FOR YOUNG CHILDREN. ERIC DIGEST**

Authors	Mary S. Rivkin
Date	2000
Publisher	ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Published	
Keywords	Children, young children, outdoors, outdoor experience, outdoor education, play, USA
Summary	Much professional thought and long-standing tradition emphasise the value of outdoor experiences for young children. Despite the conventional wisdom however, many children today spend very little time outdoors. This digest considers the rational for outdoor experience among young children and the reasons for its decline in popularity. It also presents arguments for enhancing school and center playspaces and provides guidelines for developmentally appropriate outdoor design.
Background	
Objectives	• To consider the rational for outdoor experience among young children and the reasons for its decline in popularity • To present arguments for enhancing school and center playspaces • To provide guidelines for developmentally appropriate outdoor design
Methodology	Literature Review
Data collection/ analysis	
Main results	**Value of outdoors experience** • Most children appear to benefit from being outdoors. Not only is being outdoors pleasant, its richness and novelty stimulate brain development and function. Cognition is rooted in perception and the outdoors is a prime source of perception. • The knowledge children gain is foundational to literacy and science learning.

75   OUTDOOR EXPERIENCES FOR YOUNG CHILDREN. ERIC DIGEST

Main results	• Benefits from being outdoors are lasting (often as happy childhood memories). Also children can learn to care for the environment if provided with positive outdoors experiences under the tutelage of suitable role models

Endangered activity?

- Children now spend most of their time inside buildings and vehicles. Children 5 and under seldom experience unsupervised outdoor play; even the 5-10's tend to be supervised.
- Children are tend to be kept indoors due to adult fears
- The attractions of staying inside when not in school (amusement, comfort, homework) are strong
- During the school day the demands of academic learning increasingly encroach on outdoor time.

Enhancing school and center playscapes

- National movements in Europe and Canada as well as some local U.S. efforts have recently focused on improving school grounds.
- School ground improvers emphasise several benefits:
  Enhancement of the school curriculum
  Easing environmental degradation and teaching the value of stewardship and activism
- Opportunities for children to acquire first-hand, multisensory knowledge of the natural world
- Safer school yards are more likely to be used by teachers and children

Developmentally appropriate outdoor environments

- A developmentally appropriate space is a major element of the curriculum.
- Infants need modulated sensory information and increased physical opportunities.
- Toddlers require places and spaces for acting out prepositions, because their physical development is paramount and fuels their cognitive development.
- Preschoolers continue rapid physical development and with increasing social and language skills require a yard with many opportunities.
- Primary children need much of what preschoolers need but also require places to sit, read, talk, draw and do homework. Provision for group activities is also desirable.

75   OUTDOOR EXPERIENCES FOR YOUNG CHILDREN. ERIC DIGEST

Author's conclusions

Although we evolved largely in the outdoors, of late children have been increasingly indoors. Respecting our history and knowing the benefits of outdoor experiences, educators may wish to provide young children with both richer environments and extended time in them.

Playspaces for children of all ages need to be more than just playgrounds. They should be "habitats" –places where children can live.

References

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WAS ref:	Project Title
76	**AN INTERVIEW WITH RICHARD LOUV ABOUT THE NEED TO GET KIDS OUT INTO NATURE**

Authors	David Roberts
Date	2006
Publisher	
Published	www.grist.org/news/maindish/2006/03/30/louv/ondex.html
Keywords	Children, outdoors, wilderness, unstructured play, Last Child in the Woods, Louv
Summary	An interview with Richard Louv, the author of 'Last Child in the Woods', who talks about the importance of to encouraging children to play outdoors.
Background	
Objectives	
Methodology	Interview
Data collection/ analysis	
Main results	
Author's conclusions	
References	

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WAS ref:	Project Title
77	**LANDSCAPE MEANINGS AND PERSONAL IDENTITIES: SOME PERSPECTIVES OF EAST ANGLIAN CHILDREN**

Authors	Margaret Robertson, Rex Walford and Alison Fox
Date	2003
Publisher	
Published	*International Research in Geographical and Environmental Education*, 12, 32-48
Keywords	Landscape, perceptions, young people, regionalism, national identity, values, children, outdoors, UK
Summary	Landscape meanings raise questions about the relationships between people and place. The extent to which a given view can be associated with long-term residence in a particular locality is a matter of considerable curiosity for environmental education. In 1996 as part of the Land Use UK project (Robertson and Walford 2000) young surveyors of the British landscape displayed quite distinct landscape preferences that were partly national but also to some extent specific to their regional location. To further test these findings a subsequent study has been conducted which focuses on children in one UK region – East Anglia. While there are notable response differences associated with age and school location, the overall trends suggest personal geographies strongly linked to traditional cultural values.
Background	A local follow-up of the national 1996 Land Use UK project
Objectives	To identify children's opinions of the British landscape and thereby offer a theory of landscape meaning grounded on their life's experience
Methodology	Quantitative: open-ended questionnaire and Likert scale semantic differential
Data collection/ analysis	21 schools –mainly 11-18 comprehensives; 796 individual pupils Statistical analysis

77	LANDSCAPE MEANINGS AND PERSONAL IDENTITIES: SOME PERSPECTIVES OF EAST ANGLIAN CHILDREN
Main results	The five things identified as unique to the British landscape are: Nature/wildlife (21%) Landscape/environments (14%) Agriculture (14%) Specific places (10%) Aesthetics (10%) Weather/climate (7%) Other minor entries, including non-response (10%) The five most valued landscape features are: Nature/wildlife (20% -of which plants 43%) Countryside (9.4% -of which unspecified 57%) Leisure activities (9.4% -of which urban and personal activities 35% each) Landscape aesthetics/views (9% -of which openness 50%) Specific places (7.1% - of which whole areas 32%) Avoidance of reference to urban-related terms in the above list is worthy of reflection. A summary view of Britain revealed by all data-gathering tools is: Largely green, with many trees, usually as mixed rather than deciduous woodlands and rich in wildlife Diverse and steeped in tradition Ordered, with signed access to the countryside Largely well maintained and peaceful
Author's conclusions	The complexity of the responses highlights the layering effect of personal experience as well as the juxtaposition of material objects and subjective opinion regarding place. Significant variations in their opinion makes hard and fast conclusions difficult; however there do appear to be some shared views. Landscapes of Britain contain a multitude of natural environments, heritage sites and famous buildings that these young people value. At the same time they see the negative side of the country from the perspective of the weather, pollution, overcrowding and dereliction. A well defined aesthetic appears to exist in the minds of the pupils about how they 'see' or would like to promote the country.

77	**LANDSCAPE MEANINGS AND PERSONAL IDENTITIES: SOME PERSPECTIVES OF EAST ANGLIAN CHILDREN**
Author's conclusions	There is a need for more analysis of community views, especially those of our future decision-makers, in other settings and places
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title

78	**LEISURE GEOGRAPHIES OF YOUNG PEOPLE: CROSS-CULTURAL PERSPECTIVES**
Authors	Margaret Robertson, Ashley Kent, Taina Kaivola, John Lee
Date	2002
Publisher	International Geographical Union (IGU)
Published	Proceedings of the Regional Conference of the International Geographical Union
Keywords	Leisure, leisure geographies, young people
Summary	This paper reports on progress with an ongoing cross-cultural research project (Asia, Europe, Australia) undertaken by the IGU Commission for Geographical Education. The aim of the project is to assess the influence of globalisation on the lives of young people who may live in culturally diverse settings but who almost universally have access to the Internet and homogenising influences in their daily lives such as food, music, and clothing outlets Based on their leisure and recreational pursuits including favourite places, this cross-cultural research has the possibility of offering a tentative theory of adolescent thinking and development –especially the personal geographies of young people and their related sense of place.
Background	Key themes of this research include: 1. Globalisation, leisure and information and communication technologies (ICT) 2. Gender differences 3. Structured activities: home/parent influences Cross-cultural impact of ICT
Objectives	This research aims to offer a cross-cultural perspective of young people's geographies in the times of globalisation Major quest ions explored in the research are: • To what extent has globalisation penetrated the lives of young people? • What kinds of spatial constructions shape the social identities of young people? • What are their reference systems?

78	**LEISURE GEOGRAPHIES OF YOUNG PEOPLE: CROSS-CULTURAL**

PERSPECTIVES

Objectives	• How do they use private and public spaces? • How valid are the traditional reference systems of home, family and neighbourhood? • Crossing borders, how homogenised is the voice of youth?
Methodology	Case study research in 6 countries (Europe, Asia and Australia), including: Survey questionnaires Interviews with open-ended questions
Data collection/ analysis	
Main results	Analyses reveal global, national and local dimensions of growing up in the post-modern, globalised world. Important themes emerging from this research: • Having personal space and privacy, including one's own bedroom. This theme has been common in all interviews conducted, regardless of place and cultural background. Young people seek 'quiet' time away where it is possible to reflect and interact with friends away from adult supervision • Time for friends and 'being cool', 'hanging out' and visits to favourable places occupy a large slice of heir waking hours • Nature and peace and quiet. Especially in Finland this place category has been shown to be very important and perhaps reflective of a desire for relief during the summer from the high density living during the long winter months • Family –not surprisingly, the importance and security provided by family is universal. 'Home' is commonly the 'favourite place' of young people • Surface pursuits versus more deeply embedded beliefs and activities. This category is perhaps the most likely to reveal dimensions of local values that may separate communities from global and national forces. One aspect revealed in interviews relates to censorship, which may have religious origins.
Author's conclusions **References**	

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
79	**MEANINGS OF WILDERNESS EXPERIENCES IN THE 21ST CENTURY**

Authors	Joseph W. Roggenbuck
Date	2000
Publisher	
Published	International Journal of Wilderness, 6(2), 14-17
Keywords	Wilderness, wilderness experience, nature, new nature, commodification, USA

Summary

The article discusses the changing meanings attributed to, and visitors' expectations from nature and wilderness at the beginning of the 21st century. The definition of wild nature in the USA is undergoing rapid change, especially among its youth and young professionals.

This change is mainly shaped by the virtual reality of television, the mall, Disney and the web. As shopping is now a dominant leisure activity, and consumerism is a primary means to build, test, and augment self-identity, the mall has become a teacher of nature, providing an opportunity to purchase a piece of it for home display and worship. The new nature, taught by TV, the web, the mall and Disney, is packaged and convenient, and divorced from time and place, clean, comfortable, safe and sanitised, increasingly vivid and exciting. It has the proper level of stimulation and arousal, it is entertaining and commodified.

Easy access to virtual nature is expected to increase the demand for wilderness protection. Actual wilderness visits are not expected to decline in the foreseeable future. The wilderness experiences, however, are going to change. The prototypical wilderness experience will be one that can be bought and sold at the spur of the moment. It will be long on image and identity-formation potential. Repeat visits will drop drastically as the new wilderness clientele struggles with the slow rhythms of nature and seeks even more novel and adventurous experiences.

79   MEANINGS OF WILDERNESS EXPERIENCES IN THE 21ST CENTURY

Summary	Future wilderness visitors will demand greater service quality: convenient, fast, efficient care. New wilderness visitors will also expect their tour operator, leisure counselor, outfitter or guide to mediate or interpret wild nature. Outfitters and guides will lead a greater and greater percentage of wilderness visitors through the experience and mediate their clients' adventure. They will assess their clients' interests and abilities, match challenges with their competencies and lead them beyond boredom and anxiety. The nature experience of the 21st century will be clean, comfortable and safe. The market will increasingly demand quick, convenient intense, scenic and sanitised experiences in wilderness. Public land managers will tend to respond to the market by charging fees, promoting LNT (Leave No Trace), and cleaning up when nature or people leave a mess.
Background	
Objectives	Position paper
Methodology	
Data collection/ analysis	
Main results	
Author's conclusions	A new or revised wilderness ideal may be needed to serve as a guide for the future management of wild nature experiences. The wilderness community needs to actively engage in dialogue about its qualities. Any change or revision in wilderness ideals should recognise and promote nature as evolutionary and ecological. How future recreational visitors develop deeper ecological and evolutionary connections with nature in wilderness is a matter the profession must discuss and debate.
References	

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WAS ref:	*Project Title*
80	**WATER-BASED OUTDOOR RECREATION AND PERSONS WITH DISABILITIES**

Authors	Jo-Ellen Ross
Date	2003
Publisher	University of Chicago
Published	
Keywords	Outdoors, recreation, water, boating, fishing, persons with disabilities, inclusion
Summary	People with disabilities have long been hindered from participating in outdoor recreation activities like fishing and boating because of structural and social barriers. Within the past decade significant progress has been made to include people with disabilities in outdoor recreation programmes and improve access to related facilities and lands. This paper summarises important terminology, legislation and leisure involvement related to people with disabilities. Using appropriate terminology conveys a sense of inclusion for programmes and facilities. Understanding and meeting legal requirements for access to programmes, facilities and services by people with disabilities will further ensure an inclusive environment. Finally, research on people with disabilities shows how they have the same motivations and educational needs with other participants in outdoor recreation activities. By using assistive devices and some additional planning, boating, fishing and stewardship education programmes can become inclusive and provide benefits to all segments of the population.
Background	
Objectives	To summarise terminology, legislation and leisure involvement related to people with disabilities
Methodology	Literature review
Data collection/ analysis	
Main results	

80   WATER-BASED OUTDOOR RECREATION AND PERSONS WITH DISABILITIES

Author's conclusions   There is a lack of research available concerning methods of providing individuals with disabilities with water-based outdoor recreation and outdoor education experience.

It is unclear what (a) the relationship is between outdoor education, recreation and stewardship and (b) what the best context and methods are for providing outdoor education experiences for persons with disabilities.

The author also makes a series of recommendations for research.

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
81	**'YOU MAKE IT YOUR OWN ENVIRONMENT': CHILDREN'S ADAPTATION OF THE ENVIRONMENT IN THEIR PLAY**

Authors	Nicola Ross
Date	2004
Publisher	OPENspace Research Centre
Published	Proceedings of the International Conference "Open Space – People Space"
Keywords	Children, play, environment, outdoors, children's geographies, Fife, Scotland, UK
Summary	This paper focuses on children's capacity to appropriate spaces in their local area, transforming and adapting the environment in their play. Findings from research conducted on children's geographies in a range of rural and urban settings in Fife, Scotland are drawn upon. The study employed a multi-method approach, combining interviews and questionnaires with children (aged 10-12) and their parents, with children's self-directed photography, mapwork, writings and drawings. Most children conveyed strong attachments to their local area, naming and describing many favourite places, relating a definite sense of belonging and an ability to make their own space. It was clear that children were not limited to traditional play spaces and were able to make use of much of the local area in their play and socialising. Attention is drawn to the enduring significance of natural, unkempt and street space for children, communicated clearly in their mapwork, photographs, and accompanying commentary, examples of which are included in this presentation. Children's physical and imaginative manipulation of environments are discussed, highlighting the importance of features such as trees, and making reference to activities such as rollerblading, where aspects with given functional meanings, kerbs, ledges and railings, are transformed through play. The paper concludes by making reference to conflicts arising from expectations of the 'appropriate' use of space and children's transgression of these in their play. This links to debates on the regulation of childhood and to the commodification, privatisation and sanitisation of children's play experiences.

81 'YOU MAKE IT YOUR OWN ENVIRONMENT': CHILDREN'S ADAPTATION OF THE ENVIRONMENT IN THEIR PLAY

Background

Objectives — To examine children's capacity to appropriate space within their local area, transforming and adapting the environment in their play.

Methodology — Qualitative and quantitative methodologies (questionnaires, children's self-directed photography, mapwork, writings and drawings).

Data collection/ analysis — Children (aged 10-12) and their parents
Content analysis of photographs and maps.

Main results — **Children's localities**

Most children conveyed strong attachments to their local area, naming and describing many favourite places, relating a definite sense of belonging and an ability to make their own space

Children's 'unstructured play'

Parks, gardens and local grassy areas accounted for half of the responses about places children liked, emphasasing the importance of traditional child spaces to children's experience of place. An eighth of children's responses centred on natural and unkempt areas, stressing the importance of unplanned areas, areas not specifically planned for children, which children nevertheless value. Walking (or other non-motorised means of travel) was used for getting to most places liked (90% of responses). The places which children likes were within walking and cycling distance from their homes. This emphasises the very localised nature of children's communities. Homes, gardens, parks and play areas feature strongly in both the location and subject of photographs taken, across settlement type and gender. This is corroborated by findings from the range of methods used. This indicates commonalities in childhood values and experiences, with traditional child spaces prominent in children's social and environmental geographies. Children in this study did take part in much 'unstructured' play.

81   'YOU MAKE IT YOUR OWN ENVIRONMENT': CHILDREN'S ADAPTATION OF THE ENVIRONMENT IN THEIR PLAY

Main Results

Children played in gardens, in the streets, playing football, with buggies, and taking part in a range of traditional games. The street was still constructed as a social and play space for children. Children still played a broad range of traditional games, 'hide and seek', 'chappy', 'skipping', chasing games and variations of these.

The street as a play environment

Children are able to make use of streets when streets are constructed in local parenting discourse as safe for children: roads not dominated by passing traffic and parked cars. It is the unplanned nature of events on the street that attracts children, with talking of 'walking around', 'hanging about' seeing what unfolds. Children's engagement with features present in the environment defines their meaning: grassy hills for cycling down, walls for climbing and jumping from, tarmac roads for sliding and skating on, kerbs, railings and various concrete features for rollerblading along. Children demonstrated intricate knowledge of their local area, revealing an awareness of minute physical forms and their relationship to these. Natural and unkempt areas as play environments. Children are fascinated with 'unofficial play spaces' (unkempt areas or abandoned waste ground, derelict buildings and marginal spaces) for the greater freedoms these environments permit. Children utilise found objects, such as sticks to whack stones and bits of broken wood for ramps. The process involved in the creation appeared of paramount importance rather than the finished product. Children appreciated woods and trees as places to explore and as areas which facilitated imaginative play. Children's appreciation is clearly linked to their physical and imaginative manipulation of environmental features in their everybody play experiences. Part of the attraction of woods and trees lies in their marginal status: they are part of their local environment, however they are often disregarded by adults in their everyday routine and as such are outwith adults' gaze.
Appropriation v. appropriate

81 'YOU MAKE IT YOUR OWN ENVIRONMENT': CHILDREN'S ADAPTATION OF THE ENVIRONMENT IN THEIR PLAY

Main results	Conflicts arise from expectations of the 'appropriate' use of space and children's transgression of these in their play. Children adapt, colonise and appropriate spaces through their routines and practices.
Author's Conclusions	Children in this study were not limited to traditional play spaces and made use of much of the local area in their play and socialising, many playing in natural and unkempt environments, streets and the local area in general. Emerging strongly was the tendency for children to colonise whatever natural, abandoned, derelict or marginal spaces were available in their local area and reconstruct these as 'unofficial play spaces'. In comparison to research conducted elsewhere in the UK, children in this study had a high degree of freedom in their local area. Children had time and space to use their local area in an 'unstructured' way and conveyed strong neighbourhood attachments and social networks Natural and unkempt areas facilitated children's active and imaginative play The fabric of their everyday environments was incorporated into their play, as children improvised with available resources and characteristics Children were adept at adapting the environment to their own needs, making use of whatever natural, abandoned, derelict or marginal spaces were available in their local area and reconstructing these as 'unofficial play spaces'. Simultaneously viewed by children as attractive, stimulating, dangerous and scary, natural and unkempt areas triggered multiple emotions in children and provided a rich array of experiences As they were often marginal spaces, outwith the gaze of adults, children were able to appropriate natural and unkempt areas and make these their own spaces for play and socialising

References

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

82	**WILD BY NATURE: ACTIVATING THE WILD PSYCHE**
Authors	David Russell
Date	2005
Publisher	
Published	*ECOS*, 26(1), 20-25
Keywords	Wild, wilderness, nature, psyche, environmental management, free running
Summary	The article explores the edge within our essential wilderness and freedom of spirit, which when absent is an extinction of experience. It discusses the significance of wild environments and wild activities as fostering freedom and humanity. The author advocates that, contrary to common practices of environmental management and policy making, nature should be understood and related to as being of itself.
Background	
Objectives	Position paper
Methodology	
Data collection/ analysis	
Main results	
Author's conclusions	Nature should be understood and related to as being of itself. It is more often possible to leave nature completely alone. Inner cities do not need more policemen but poets, modern day wildmen: they can give us the impudence to ignore all the trivial bits of silly authoritarianism, the insight to see into the soul and what moves it, an the inspiration to celebrate our individual unique human-ness. It is our wild nature that contains the energy we need if we can dare to maintain our individual unique human-ness. Free-running is an example of individual-affirming urban wilding.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
83	**SOCIAL AND ECONOMIC BENEFITS OF A WILDERNESS EXPERIENCE PROGRAM FOR YOUTH-AT-RISK IN THE FEDERAL JOB CORPS**

Authors	Keith Russell, John C. Hendee, and Steve Cooke
Date	1998
Publisher	
Published	International Journal of Wilderness, 4(3): 32-38.
Keywords	Youths-at-risk, wilderness experience, outdoor education, adventure, rehabilitation, cost/benefit analysis, US Federal Job Corps, USA
Summary	A cost/benefit analysis of a wilderness experience program attached to the wider job-corps program (employability for youths-at-risk)
Background	Founded in 1964, the US Federal Job Corps is a billion dollar annually funded program "aimed at alleviating the severe employment, education, and social problems faced by disadvantaged youth –especially those who live in poverty areas". The major goal of the Job Corps is to prepare unemployed high school dropouts for future employment by providing the opportunity to stay at one or more than 130 residential centers. Wilderness Discovery is a low risk, low stress, soft skills wilderness experience program "aimed at making Job Corps more efficient by enhancing student performance through heightening self esteem and sense of personal control, as well as developing the social skills necessary to participate in the mainstream economy.
Objectives	What are the projected net social benefits of Wilderness Discovery as an adjunct to the Job Corps program?
Methodology	Qualitative and Quantitative
Data collection/ analysis	Types of data include: Student journals (content analysis) Exit interviews Termination rates of student participants compared with non-participants over a four month period Focus groups of Job Corps staff Cost/benefit analysis

83	**SOCIAL AND ECONOMIC BENEFITS OF A WILDERNESS EXPERIENCE**

PROGRAM FOR YOUTH-AT-RISK IN THE FEDERAL JOB CORPS

Main results	Wilderness Discovery enhances the following employability skills: Communication (listening and oral) Problem solving Interpersonal, negotiation and listening skills Self-esteem and goal setting Motivation and personal career development Organizational effectiveness and leadership The simulated increase in social and economics benefits from participation in Wilderness Discovery ($740 per corps member per year) suggests that WD, as adjunct to JC would pay for itself through the surplus of simulated benefits to society from participants over estimated costs.
Author's conclusions	The WD program generated benefits twice as great as its operational cost Wilderness experience programs can be strategically deployed to help prepare economically and socially disadvantaged youth for enhance life prospects by developing their social, problem solving and goal setting skills, as well as enhancing self-esteem and confidence to help them get an keep a meaningful job
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
84	**HOW WILDERNESS THERAPY WORKS: AN EXAMINATION OF THE WILDERNESS THERAPY PROCESS TO TREAT ADOLESCENTS WITH BEHAVIORAL PROBLEMS AND ADDICTIONS**
Authors **Date** **Publisher**	Keith C. Russell, John C. Hendee, Diane Phillips-Miller 2000
Published	*USDA Forest Service Proceedings RMRS-P-15,* **3**, 207-217
Keywords	Wilderness, adolescents, youth-at-risk, wilderness therapy
Summary	This paper summarizes findings from a detailed study of the processes employed by four leading wilderness therapy programs, focusing on how wilderness therapy works, the kinds of behavioral problems to which it is commonly applied, expected outcomes and the role of wilderness in the intervention and treatment process (Russell, 1999). Thirty-eight known programs serve an estimated 12,000 clients annually, generating 350,000 visitor days of wilderness use and 143 million dollars annually.
Background	Wilderness therapy is an emerging intervention to help adolescents overcome emotional, adjustment, addiction, and psychological problems. Wilderness therapy is often confused with the broader field of wilderness experience programs of which it is a part. Wilderness therapy features therapeutic assessment, intervention and treatment of problem behaviors and assessment of outcomes. Young people aged 12-17 are the most frequent clients.
Objectives	Comprehensive definition of wilderness therapy Construction of a comprehensive model of wilderness therapy To summarize findings about processes involved in 4 leading wilderness therapy programs (how wilderness therapy works, the kinds of behavioral problems to which it is applied, expected outcomes, the role of wilderness in the intervention and treatment process)

84	**HOW WILDERNESS THERAPY**

WORKS: AN EXAMINATION OF THE WILDERNESS THERAPY PROCESS TO TREAT ADOLESCENTS WITH BEHAVIORAL PROBLEMS AND ADDICTIONS

Methodology	Qualitative
Data collection/ analysis	Participant observation at 4 wilderness therapy programs Interviews with key practitioners Focus group interviews
Main results	**Definition of wilderness therapy:** There are two types of WT programs: expedition and base camp. Expedition programs remain in the field for the duration of the treatment process. Base camp programs have a structured base camp, leave on an expedition for a period of time and return to the base camp for follow-up activities. Expedition WT programs are further organized into contained and continuous flow programs. Contained programs are shorter, up to 3 weeks in length, in which clients and treatment team stay together for the duration of the trip. Continuous flow programs are longer, up to 8 weeks in length and have leaders and therapists rotating in and out of the field. **A model of wilderness therapy:** This model address aspects of theoretical foundations, role of wilderness, process and practice of wilderness therapy, common reported outcomes The wilderness therapy process is guided by phases defined as: 1. Cleansing phase, addressing clients' chemical dependencies by removing them from the destructive environments that perpetuated their addictions. 2. Personal and social responsibility phase: natural consequences and peer interaction help clients to learn and accept personal and social responsibility. Self care and personal responsibility are facilitated by natural consequences in wilderness and not by authority figures whom troubled adolescents are prone to resist. 3. Transition and aftercare phase: clients prepare to return to the environment from which they came. Staff work with them to process what they have learned and how to take these lessons home with them.

84   **HOW WILDERNESS THERAPY**

WORKS: AN EXAMINATION OF THE WILDERNESS THERAPY PROCESS TO TREAT ADOLESCENTS WITH BEHAVIORAL PROBLEMS AND ADDICTIONS

Main results	**Common reported outcomes of WT include**:
	Development of self concept
	Knowledge and skills gained
	Realizations of personal behavior
	Strengthened family relations
Author's conclusions	Wilderness therapy is a sophisticated treatment intervention based on an integrated theory of wilderness programming and eclectic therapeutic techniques
	The social importance of wilderness poses challenges and opportunities for wilderness conservation.
	The data indicate a substantial and growing amount of wilderness use from at least 38 WT programs.
	Enhanced communication and cooperation is needed between agency managers and wilderness therapy leaders to coordinate use and address impacts with new strategies how wilderness therapy works, the kinds of behavioral problems to which it is commonly applied, expected outcomes and the role of wilderness in the intervention and treatment process
References	Russel, K.C., 1999. How wilderness therapy works, the kinds of behavioral problems to which it is commonly applied, expected outcomes and the role of wilderness in the intervention and treatment process. Unpublished doctoral dissertation, University of Idaho, Moscow, ID.

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WAS ref:	Project Title
85	**CONSTRUCTING THE COUNTRYSIDE: DIFFERENCES IN TEENAGERS' IMAGES OF THE RURAL**

Authors	Johan Frederic Rye
Date	2004
Publisher	
Published	XI World Congress in Rural Sociology, Trondheim – Norway, July 25-30 2004
Keywords	Rurality, rural youth, social constructions, class, Bourdieu, Norway
Summary	Following the cultural turn within the social sciences, recent debates on how to conceptualize the 'rural' have focused on 'rurality' as a phenomenon produced by processes of social construction. This paper presents an empirical account of the 'outcome' of these social construction processes through an analysis of how teenagers in a remote rural area in Norway reflect on the concept of 'rurality'. What do they perceive as the key characteristics of 'rurality'? Contrary to most previous studies in the field, the data presented in this paper is collected form a large sample and through quantitative methods. This enables a more thorough description of the variety of images of the countryside, as well as an assessment of the degree to which they are representative in statistical terms. Importantly, the research design also allows for an analysis of how these images are related to structural variables such as social class position, gender and migration trajectory. The results indicate that the majority of rural youth keep a view of the countryside that is in accordance with the 'rural idyll/rural dull' –these two images of the rural being complementary rather than contradictory. However, there is a huge diversity in the rural youth's images of the rural, the predominant view being far from hegemonic. These differences follow to some extent structural lines, e.g. those on the top *and* the bottom of the social ladder keep more positive views of the rural than others.

TEENAGERS' IMAGES OF THE RURAL

Background	The variety of rural images is addressed by making use of the social theories of Pierre Bourdieu. Drawing on Bourdieu's Distinction (1984) the paper discusses how lay people's individual and collective interpretations of social phenomena are embedded in (but determined by) structural properties of their everyday life context. Bourdieu's key analytical tools in his attempt to account for the relationship between social constructions and structural forces are those of habitus, economic and cultural capital, and class structure.
Objectives	What are the dominant images of the rural among rural youths? To want extent do rural youth hold differing images of the rural? Are rural youth's images of the rural related to structural properties of their everyday life contexts, such as social class position, gender and migration trajectory?
Methodology	Quantitative Qualitative data from the literature were also used
Data collection/ analysis	Questionnaire distributed among upper secondary school pupils (653 responses – 78% response rate)
Main results	The dominant conceptualisations of rurality comprise 'nature', 'strong social ties' and 'a bit boring' Rural images are diverse The concept of rurality includes two dimensions: the 'rural idyll' (the countryside as a place where people stick together and care for each other in quiet and peaceful surroundings) and the 'rural dull' (the unsophisticated redneck homeland, where social relationships are reactionary and social control prevents innovation) Rural youth's images of rurality reveal structural differences, reflecting class (youths with high economic and cultural capital have more positive images), gender (boys have more positive images) and migration trajectory (youths who come from the city have more negative images).

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TEENAGERS' IMAGES OF THE RURAL

Author's conclusions	For rural youths, The rural idyll/rural dull images are not mutually exclusive mages of the rural, but two more or less independent dimensions of rurality.
	Also, conceptions of rurality are more diverse and nuanced than the idyll/dull dichotomy implies
	Actor's social constructions of rurality are embedded in structural properties of their everyday life context. At a general level, rural youth's images of the rural are not randomly generated but follow structural divides. These differences may be interpreted as reflections of the different habituses of rural youth. However, this does not amount to saying that these differences account for all, or even most, of the diversity in the rural images held by rural youth.
	The findings reflect the sample's context and cannot be generalised.
	Of wider application, however, is the conclusion that people's images of the rural are heterogeneous. There are dominant images of rurality but these are not hegemonic.
References	Bourdieu, P., 1984. *Distinction. A Social Critique of the Judgement of Taste.* Routledge, London.

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WAS ref:	*Project Title*

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86 **"WHERE DID YOU GO?" "THE FOREST". "WHAT DID YOU SEE?" "NOTHING".**

Authors	Schneekloth, L.H.
Date	1989
Publisher	
Published	
Keywords	environmental perception; environmental education; anthropocentrism.
Summary	Schneekloth considers that the tendency to value vegetation as insignificant background, as "nothing", is rooted in our cultural background. She suggests that in some forms of discourse, in drawing and literature for example, there are different systems of placing value. The article discusses the roots of attitudes to vegetation and the implications for children's perceptions and experience.
Background	
Objectives	
Methodology	The article explores the author's belief that vegetation has been consigned to the background in our perception of the environment. She explores with reference to literature and philosophy attitudes to vegetation.
	She uses information, drawn from her own short study of drawings by adults, to explore human perception of vegetation. Two groups of people (15 architecture students; and 83 academics in environmental education who were attending a conference) were asked to draw pictures of an experience, place or event that was important in forming their relationship with nature, and then talk about them.
	Reference is also made to studies of children's drawings and observations of play to draw inferences on what children perceive and what they are being taught both implicitly and explicitly.
Data collection/analysis	

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Main results	Schneekloth identified a difference in content between the drawings and narratives in her study. She concluded that "when people drew their experience, they located human beings as part of the picture; when they talked about place/event, the human action was central. (p16)." "Vegetation is 'something' as is revealed in the discourse of drawing; it is given form" (p15), she concludes.
Author's conclusions	This is a thought provoking article raising issues concerning the way we perceive the environment and the in the way we express those experiences of the environment in different media. Schneekloth considers that as a society we have become anthropocentric, viewing vegetation as an 'undifferentiated utilitarian resource' and disassociating experience and knowledge. In her opinion adults "see little" and the dominant message being given to children is that "vegetation is nothing". She suggests that we should discover more about the way children perceive the environment and understand what they are being taught both explicitly and implicitly.
	Although this article is not of direct application to empirical research it does indicate the need for more information about variations in environmental perception with age; the differences in the ways we express environmental evaluations; and our response to different elements within the natural environment.
	Some work has been done in measuring aesthetic response to vegetation. Hull and Harvey (1989) noted that pleasure heightens as tree density increases. Thayer, and Atwood (1978) also linked pleasure to planting. Balling (1982) concluded that people showed preference for grassland and groves of closely planted trees because these related to the savannah origins of early man.
	The relation of age to environmental preference is also discussed in the review of Lyons (1983).

86	**"WHERE DID YOU GO?" "THE FOREST". "WHAT DID YOU SEE?" "NOTHING".**

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WAS ref:	*Project Title*
87	**THE LANDSCAPES OF CHILDHOOD: THE REFLECTION OF CHILDHOOD'S ENVIRONMENT IN ADULT MEMORIES AND IN CHILDREN'S ATTITUDES**

Authors	Rachel Sebba
Date	1991
Publisher	Sage
Published	*Environment and Behavior*, 23, 395-422
Keywords	Children, sense of place, adults, memories, environmental attitudes, environmental preferences, Israel
Summary	This article deals with children's relation to the environment from actual and retrospective points of view, delineated in empirical research and by theoretical analysis. The empirical research investigated the environmental preferences and the nature of the experience of being outdoors as reflected in adult's (N=198) and in children's (N=174) actual approach. Among the findings was that almost all adults identify the most significant place in their childhood with the outdoors. The children's preference of place is dependent on their personal needs on one hand and on the properties of the pace associated with these needs on the other. Children experience the natural environment in a deep and direct manner, not as a background for events but rather as a factor and stimulator. There is a connection between the quality of the child's experience and the way it is engraved in memory as he or she matures: (a) An experience in which the child is actively involved, with his body, his senses, his awareness, is likely to be etched in memory for a long time; and, (b) the sympathetic attitude the child displays towards nature is likely to accompany the experience even when recalled in memory. The theoretical analysis suggests that the environment in which an adult remembers as significant in childhood was personally experienced without adult mediation and the related experiences were only found in childhood.

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Summary	The child's sensory perception remains in adult memory as a central childhood experience because its relative importance is at its peak at this stage in life. The adult recalls the natural environment due to qualities that are substantially different form those of the man-made environment.
Background	
Objectives	To answer the following questions: Is the memory of childhood landscapes a form of documentation of past facts or the interpretation given them (or to childhood itself) over time? Is the meaning given to the memory of past surroundings connected with its physical aspects or to the manner in which we absorbed it as children?
Methodology	Interviews and written descriptions of environmental preferences of adults and children. Children's drawings. Theoretical analysis
Data collection/ analysis	198 adults; 174 children
Main results	• 95.5% of adult participants indicated the outdoor as the most significant environment in their childhood. • Descriptions focused on the physical characteristics of the environment and the manner in which the child "associated" with them. In this context it can be said that the environmental features were presented as active factors in the childhood experience and not as background. • The places described were not necessarily the closest or the everyday environments of the participants. In all these cases the children could not have reached their chosen places on their own • The places described were not necessarily the closest or the everyday environments of the participants. In all these cases the children could not have reached their chosen places on their own • In 97% of the sketches of the chosen places and in 84% of the written descriptions, elements of nature appeared.

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Main results	• The social situations described in these places were not uniform: in most cases the participants described situations in which they were alone or with other children; in the remaining cases they were accompanied by parents or grandparents.
	• No clear difference in the character of the chosen site was found which could be connected to the age of the participants, that is to the distance from which the adult sees childhood and to the changes that have meanwhile occurred in the environment.
	• The overwhelming explanation given by adults for their choice was: "there I see myself as a child" or "there I was a child".
	• The main differences in the perceived qualities of the natural and the man-made environment are:
	• The stimuli of the natural environment simultaneously assault the senses at an uncontrolled strength.
	• The natural environment is characterised by a continual change of stimuli (over time or across area) that are spread over a relatively large range.
	• Compared with the built-up environment, the external environment is characterised by instability, which requires alertness and attention.
	• The natural environment is one from which life springs and which exerts forces that cause inanimate objects to move.
	• The shapes of the natural environment are usually soft and rounded, mostly ambiguous, and infinitely varied.
Author's conclusions	The return to the landscapes of childhood was perceived by adults as an experience that links the meaning assigned to the concept of childhood, in their eyes, with the physical features of the surroundings to which they were exposed in childhood. The voyage to the landscapes of childhood is not a return to objective features but rather a journey as the adult self into the childhood self. The environmental features found to engage the interest of the child, stimulate him/her to action and light up the imagination are the features of the natural environment. The special place occupied by the environment in the mental world people of all ages is expressed in painting, music, song, literature, philosophy and the curiosity that motivates research into the natural sciences.

References

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WAS ref:	*Project Title*

88   YOUTH MATTERS

Authors	The Secretary of State for Education and Skills
Date	2005
Publisher	HSMO
Published	
Keywords	Young people, services, empowerment, citizenship, policy, consultation, legislation, UK
Summary	A policy proposal presented to Parliament by the Secretary of State for Education and skills. The report looks at the broader context of young people and services today, describes the government's approach to reform, issues of young people's empowerment, citizenship, information advice and guidance, targeted support to improve achievement, proposed reforms to the service system and consultation arrangements.
Background	
Objectives	Consultation paper on policy proposal
Methodology	
Data collection/ analysis	
Main results	**Young people and services today**
	The teenage years are a exciting time, full of learning, new opportunities and new experiences
	The teenage years are also a time of transition and many young people face difficult challenges.
	Most young people deal successfully with these challenges; a minority can face more serious problems.
	A minority of young people can get involved in behaviour that is a serious problem for the wider community.
	Parents are the strongest influence in young people's lives; however, publicly funded services also have a key role to play.
	We need to provide the right mix of challenge and support to young people who are involved in anti-social behaviour and crime and to their parents.

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Main results	It is acknowledged that services do not always meet the needs of individual young people, various organisations do not work together as effectively as they should, not enough is being done to prevent young people from drifting into a

life of poverty and crime, services are failing to exploit the full potential of new technologies, teenagers and their parents do not have enough say in what is provided

Vision, challenges and principles: the government's approach to reform

The government's vision is to see services integrated around young people's needs helping all teenagers achieve the five *Every Child Matters* outcomes to the greatest possible extent.
The proposals aim to address four key challenges:
 How to engage more young people in possible activities and empower to shape the services they require

- How to encourage more young people to volunteer and become involved in their communities

- How to provide better information, advice and guidance to young people to help them make informed choices about their lives

- How to provide better and more personalised intensive support for each young person who has serious problems or gets into trouble.

The governments approach to reform is based on six underpinning principles:
- Making services more responsive to what young people and their parents want
- Balancing greater opportunities and support with promoting young people's responsibilities
- Making services for young people more integrated, efficient and effective
- Improving outcomes for all young people, while narrowing the gap between those who do well and those who so not
- Involving a wide range of organisations from the voluntary, community and private sectors.
- Building on the best of what is currently provided.

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Main results

Empowering young people: things to do and places to go

The 2012 Olympic and Paralympic Games in London is tremendous incentive for all young people to participate in a whole range of activities.

Teenagers, their parents and communities all want more positive things to do and better places to go for young people; this involvement can help to keep them out of trouble.

The government's first challenge is to put young people themselves in control of the things to do and places to go in their area.

It is proposed that buying power is put directly in the hands of young people in two ways:

Local Authorities will be supported to develop and pilot 'opportunity cards', which will provide discounts on a range of things to do and places to go.

Each Local Authority will be provided with an 'opportunity fund' to be spent on local projects that young people want.

It is proposed that legislation clarifies Local Authorities' duty to secure positive activities for all young people and that statutory guidance is provided for LA's setting out a new set of national standards for the activities that all young people would benefit from and that each LA develops an annual local offer to communicate clearly the national standards to young people and the range of activities available locally.

It is proposed that a line of capital funding of £40 million over two years is established to enable LA's to develop, in conjunction with young people, new approaches to strategic investment in youth facilities.

Additional central government support will be provided to schools, to increase sporting opportunities for older teenagers and those not in school.

Young people should have more opportunities to be involved in the planning and delivery of services and more opportunities to express their views during local inspections.

Young people as citizens: making a contribution

The new body being established to implement the recommendations of the Russell Commission on volunteering will be tasked with achieving a step change in the level of volunteering for young people.

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The government also want to promote peer mentoring, sustained civic service and a stronger culture of volunteering in educational institutions and explore rewards for young people's volunteering.

Supporting choices: information, advice and guidance

It is intended that young people are helped to make the right choices as they approach the age of 14, a time of increasingly complex decisions.

It is intended to provide good, impartial and accessible advice, free from stereotyping and, on health issues, confidential.

It is proposed that there should be clear expectations of the information, advice and guidance (IAG) that each young person and their parents should receive. This should be:

At age 11-12: an introduction from a variety of people, including other pupils, to what is on offer within secondary school.

At age 13-14: support in considering post-14 choices and a personal session with an adviser if their parents need or want it.

Throughout the teenage years: better help to think through post-16 options, personal social and health issues and career choices.

An easy-to-access, innovative and independent ICT service through which young people can access national and local information from a variety of sources.

Schools and colleges should be accountable for ensuring the wellbeing and maximum progression of all their pupils and students, including those with severe and complex learning difficulties.

It is proposed that responsibility and funding for commissioning IAG is devolved to Las, working through children's trusts, schools and colleges.

LAs would be responsible for commissioning IAG for young people who do not attend school or college.

All young people achieving: reforming targeted support

It is intended that tailored and intensive support is provided to each young person who has serious problems or gets into trouble.

The government wants every young person who needs support to have a nominated lead professional who will be a single point of contact and make sure support is provided in a co-ordinated convenient and integrated way.

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Main results

It is proposed that a range of existing government funding programmes that currently focus on specific issues merge, so that LAs can use the funding more flexibly.

A reformed system: delivering the proposals

LAs working through children's trusts will be given the necessary responsibility, resources, authority and incentives to lead the way towards a more responsible and integrated service for teenagers and their parents.
A single body will be responsible and accountable for youth policy and the Every Child Matters outcomes in each area. This will lead to an integrated youth support service, focused around young people's needs and involving a wide range of providers including voluntary and community organisations.
These changes will be made in the context of wider reforms to universal services, including schools.
To support integration, funding streams will be merged and a single revised system for performance management will be developed.
The service most affected by these reforms is Connections. Connections had pioneered innovative approaches to supporting young people, especially those at risk. It is important that Connections are integrated with a wider range of services at local level.
Managing the transition to these new arrangements will be complex. It will be important to maintain a focus during an interim period on an effective delivery of these objectives by services affected by the changes, such as Connections and Youth Services.

Consultation arrangements

The consultation period for these proposals finished in November 2005.

New national standards

Access to 2 hours per week of sporting activity, including formal and informal team and individual sports; outdoor and adventurous sports, other physical activities such as aerobics and dance.
Access to 2 hours per week of other constructive activities in clubs, youth groups and classes, including pursuing interests and hobbies, activities that contribute to personal, social and spiritual development, encouragement of creativity, innovation and enterprise, study support, informal learning, residential opportunities.

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Main results	Opportunities for volunteering, including the full range of ways young people can make a contribution to their local communities, such as leading action, campaigning and fundraising. A wide range of other recreational, cultural, sporting and enriching experiences, including less structured activity that nonetheless contributes to a rich and varied life outside school or work, such as somewhere safe to hang out with friends, travel, visits to music, arts, heritage and sporting events. A range of safe and enjoyable places in which to spend time. **Local offers** It is proposed that each children's trust will develop their own annual local offer about things to do and places to go in the area. The local offer will be made up of: A high-level summary of the local offer which will tell young people about national standards and provide a training on the delivery of high quality sporting opportunities. The government also wants to explore the scope for giving more young people the opportunity to take part in summer residential events, which enable young people to learn through active adventure, to mix with other teenagers with a range of different backgrounds and other experiences and to provide a productive context in which to develop new skills.
Author's conclusions **References**	

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WAS ref:	Project Title
89	**URBAN CHILDREN'S PREFERENCES FOR NATURE: LESSONS FOR ENVIRONMENTAL EDUCATION**

Authors	Deborah A. Simmons
Date	1994
Publisher	
Published	*Children's Environments*, 11(3), 28-40
Keywords	Environmental education, urban, nearby nature, landscape preference
Summary	A part of child's environmental education experiences may well involve spending time in a natural environment. But too little is known about how children and urban children in particular perceive nature. Consequently, all too often these experiences have been designed on the basis of best guesses. This paper reports on interviews conducted with 8 and 9 year old children from the Chicago metropolitan area. The children rated a set of black and white photographs of nature scenes for preference. In addition, they were shown groupings of photographs and asked a series of questions about the photographic settings, including what they liked/disliked about the setting and what they would do should they visit the setting. The research attempts to describe how urban children view natural settings, what seems to interest them most, how they differentiate environments, and what seems to worry them most about visiting nature.
Background	This study is built on previous research that explores urban teachers' perceptions and preferences for natural settings (Simmons 1993).
Objectives	• To gauge how urban children view natural settings • what interests them most in natural settings • how they differentiate natural environments • what worries them most about visiting nature.
Methodology	Qualitative and qualitative (rating of photographed settings, group interviews)
Data collection/ analysis	8-9 year olds from 8 schools from the urban Chicago metropolitan area.

89	**URBAN CHILDREN'S PREFERENCES FOR NATURE: LESSONS FOR ENVIRONMENTAL EDUCATION**

Main results	**Setting Preferences and Descriptions**

School sites and urban nature were the two most highly preferred settings, followed by open fields and country parks, interpretive paths, rivers ponds and marshes. Deep woods were the least preferred settings.

School settings were appreciated for the availability of playground, its openness and the presence of trees. Dislikes focused on the size of buildings, scarcity of trees and safety concerns.

Urban nature was appreciated for the presence of buildings and disliked for its perceived hazards.

Open fields were appreciated for the presence of animals, trees, grass and open space, and the peacefulness of the setting. Dislikes focused on fear of dangerous animals and accidents.

Country parks were liked for their combination of open space, trees and amenities for play and recreation. Few dislikes focused on the scarcity of trees, quality of amenities and fear of animals, poisonous plants and accidents.

Interpretive paths were liked for their natural setting and the exploration possibilities encouraged by a marked trail. Negatives included fear of animals, absence of open space for play, fear of other people and the presence of 'too many trees too close'.

Rivers, ponds and marshes were liked for the presence of water, animals and trees and the recreation possibilities these offer. Negatives included fear of animals, water quality and water hazards.

Deep woods were liked for the opportunities for hiding and climbing they provide. They were disliked because of the fears associated with their wilderness: dangerous people, accidents, animals.

Affordances of Natural Settings

School sites were perceived as affording organised team sports (41%), followed by general play (29%) and other organised games (10%).

Urban nature was seen as inviting organised games (33%), quiet unstructured activities, such as reading or drawing (18%), picnic and lunching (14%), sightseeing in the city (13%), and some nature related activities (9%).

Open fields were seen as good for team sports (29%) and nature-related activities (22%), followed by organised games (20%) and quiet unstructured activities (15%).

89 URBAN CHILDREN'S PREFERENCES FOR NATURE: LESSONS FOR ENVIRONMENTAL EDUCATION

Main results Country parks were seen as good for organised games and

	nature related activities (both 27%), picnic and lunching (17%), followed by quiet unstructured activities (10%). Interpretive paths were perceived as affording nature-related activities (36%), quiet unstructured activities (33%), and organised games (10%) Rivers, ponds and marshes were viewed as god for outdoor recreation (46%) and nature-related activities (29%), followed by general play and quiet unstructured activities (both 7%) Deep woods were perceived as good for nature related activities (54%) and quiet unstructured pursuits (33%), followed by organised games (7%)
Author's conclusions	Children perceive distinct differences in nature settings. The school site and urban nature photographic groups elicited the highest ratings and were by far the settings which most exemplified the built environment. Deep woods, which illustrated wild nature, was given the lowest preference ratings. Children do like and are fascinated by nature. However their perceptions of nature are not all positive. They expressed a great deal of fear and concern directly related to the nature depicted in the scenes. Worries center on 3 broad categories: potential natural hazards, people, inconveniences. Scenes communicate the appropriateness of particular activities. Across the setting, nature activities are mentioned most often, followed by quiet, unstructured activities and organised games. The children recognise and appreciate the opportunities for interacting with a variety of nature. It is important to help students to develop appropriate imagery of possible nature-oriented activities that can be done in built environments. Likewise it seems critical to develop school yards in a way that would facilitate children's natural tendency for exploration. Preferences are coupled with perceived opportunities for activity. Perceived 'goodness' and 'badness' of a setting was related directly with these opportunities for activity. It would seem prudent to capitalise on this relationship. When orienting students to an upcoming environmental education trip the teacher/environmental educator should provide students with imagery of the types of activities they may be expected to experience.

89	**URBAN CHILDREN'S PREFERENCES FOR NATURE: LESSONS FOR ENVIRONMENTAL EDUCATION**
Author's conclusions	It is important to understand how a particular nature area is

perceived and in return be aware of how one presents that nature area to children, The onus is on the teacher/environmental educator to provide the necessary imagery, building on the overall positive views of nature held by the children while also allaying any untoward fears.

References

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WAS ref:	Project Title
90	**DESIGN INITIATIVES FOR CHILDREN PLAY IN URBAN ENVIRONMENT**
Authors	Tanja Simonic, Robert Gostincar, Spela Recer, Janja Luznik
Date	2005
Publisher	
Published	*International Conference for Integrating Urban Knowledge & Practice,* Gothenburgh, Sweden, May 29-June 3 2005
Keywords	Children, play, urban environment, design initiatives, Maribor, Slovenia
Summary	Urban sustainable development considers different aspects of quality living in a sustainable city. One of the important issues in this respect is provision for a range of possibilities for children to play in the city. But do children in a modern city really have these desired and needed opportunities? The reality shows and entirely different picture. Not only there is a lack of urban open spaces of required qualities, but also the existing playgrounds are in poor and degraded condition. This paper presents the analysis and evaluation of the condition children playgrounds in Maribor, Slovenia and proposes an approach of incremental minimal design initiatives which could promote a diversity of play in an urban landscape. The aim is to provide for comprehensive experinece of urban and natural landscape in an urban context.
Background	
Objectives	To perform a thorough investigation and inventory of all playgrounds in Maribor, Slovenia To describe and analyse the existing conditions in regard to a number of quantitative and qualitative spatial and other factors of the sites, which affect children's play To analyse potentials for new play sites in the city, formal or informal, in particular more natural areas To propose a system of interconnected paths, designed playgrounds and potential sites for informal play in the city to improve possibilities for children play in the urban environment
Methodology	Spatial analysis Qualitative

90	**DESIGN INITIATIVES FOR CHILDREN**

PLAY IN URBAN ENVIRONMENT

Data collection/ analysis	Spatial analysis and evaluation of playgrounds Distribution of questionnaire to children Content analysis of children's drawings and writings
Main results	Poor general design of playgrounds Low functional diversity Poor condition of materials Relatively good accessibility Low level of maintenance Lack of other spatial qualities Poor provision of additional urban equipment Different play facilities for different age groups are rarely considered
Author's conclusions	Although there is a considerable number of playgrounds in Maribor, they are inappropriately situated, poorly equipped and poorly maintained. The reasons for this situation are the following: Urban open spaces, which provide for children's play are not considered and designed as part of a complex green system. Playgrounds are not adjusted to children's physical and mental abilities, needs and scale; they lack creativeness and inventiveness, they are boring. In the design of play services as well as play facilities of existing playgrounds, modern understandings of children's development and needs are not taken into consideration. They lack possibilities for imaginary play, creative play and a variety of sensory experiences of natural environment. Children are becoming more sedentary. Motoric abilities in children are decreasing and obesity is growing due to children spending less and less time outside. These facts are totally disregarded, with the result of inadequate quality and location of play spaces in the urban environment. Changes in legislation and political system are also probable causes for this neglect. Privatisation of once public open spaces results in confusion about who holds responsibilities for maintenance of existing playgrounds. The authors also include a proposal for minimal design initiatives that can improve the quality of playground facilities in Maribor.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref: *Project Title*

91

OUT AND GET DIRTY – LEARN ABOUT NATURE THE REAL WAY

Authors	Andy Simpson
Date	2005
Publisher	
Published	*ECOS*, 26(1), 33-37
Keywords	Children, education, outdoor education, environmental education, nature, real world learning, UK
Summary	This paper describes the Real World Learning campaign, a partnership between several British conservation bodies aiming to get children out of the classroom to discover the world around them. Between them the organisations host visits from around 1 million schoolchildren a year at their centres across the UK, yet this number has declined by 10% in the last 5 years and many sites are now operating below capacity. The campaign partners wanted each political party to make a commitment to include out-of-classroom learning in their election manifestos and much of the work has focused on lobbying MPs to secure that commitment.
Background	
Objectives	Campaign description
Methodology	
Data collection/ analysis	
Main results	
Author's conclusions	School visits to conservation centres have declined because schools are facing an increasing battle over where to place their emphasis (league tables, literacy and numeracy targets, school inspections) and fears of litigation. One prominent school union urges its members not to support school visits amid health and safety fears and the UK's increasing compensation culture.

91	**OUT AND GET DIRTY – LEARN ABOUT NATURE THE REAL WAY**
Author's conclusions	The media has in times been unhelpful. It becomes accepted as the norm that children have accidents during school visits which creates perceptions and barriers that are difficult to break down. The hope is that out of classroom learning moves up the political agenda and that more children have the opportunity to experience nature first hand.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
92	**A PLACE IN THE WORLD: ADULTS' MEMORIES OF CHILDHOOD'S SPECIAL PLACES**

Authors	David Sobel
Date	1990
Publisher	
Published	*Children's Environments Quarterly*, 7, 5-12
Keywords	Children, adults, outdoors, special places, memories
Summary	Qualitative research with children and adults in numerous cultures seems to suggest a predisposition to creating special places (e.g. dens, forts, playhouses) during middle childhood. Using extensive interviews and written recollections, this article present the attributes of special places, their meaning for their creators and the role the creation of special places plays in the evolution of the self. A few curricular extensions for elementary school age children are suggested.
Background	
Objectives	To present • the attributes of children's special places • the meaning of special places for their creators • the role the creation of special places plays in the evolution of the self.
Methodology	Interviews Interpretation of written recollections Interpretation of children's maps and drawings
Data collection/ analysis	
Main results	
Author's conclusions	The roots of a sense of place are established during middle childhood. Early childhood's 'sense of wonder' gets transmuted in middle childhood into a sense of exploration'.

92	**A PLACE IN THE WORLD: ADULTS' MEMORIES OF CHILDHOOD'S SPECIAL PLACES**
Author's conclusions	• One way to harmonise education with child development is to acknowledge the world making tendencies of the individual. During middle childhood this means allowing the child to find and create private worlds. • If people are allowed to shape their own small worlds during childhood they will grow up knowing and feeling they can participate in shaping the big world tomorrow.
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title
93	**'IF I DON'T KNOW THEM, I'LL GET KILLED PROBABLY'. HOW CHILDREN'S CONCERNS ABOUT SAFETY SHAPE HELP-SEEKING BEHAVIOUR**

Authors	James C. Spilsbury
Date	2002
Publisher	SAGE Publications
Published	Childhood, 9, 101-117
Keywords	Children, risk, safety, help-seeking behaviour, cities, neighbourhoods, Cleveland, USA
Summary	Violence has eroded the childhood environment of many children in US cities. This study examined 60 7- to 11-year old children's neighbourhood perceptions and help-seeking bahaviour in Cleveland, Ohio (USA) neighbourhoods with different levels of violence/crime. Results showed that children of neighbourhoods of both low and elevated levels of violence were exposed to violence and expressed concerns about victimisation. In light of these concerns, children described strategies to maintain personal safety while seeking help. Such strategies illustrate children's interactions with their local environments, interpreting environmental features and acting accordingly. Future work should examine the larger social forces shaping the environments in which these help-seeking strategies operate.
Background	For many children's neighbourhoods 'danger replaces safety as the organizing principle' (Garbarino et al. 1992). Initial results from a study of children's perceptions of violence and risk and their help-seeking behaviours in Cleveland, Ohio.
Objectives	To determine how neighbourhood conditions might influence help-seeking behaviour.
Methodology	Qualitative (ethnographic): neighbourhood walks guided by children; interviewing during walks; follow-up interview
Data collection/ analysis	60 children aged 7-11: 35 children living in low-violence/crime neighbourhoods; 25 children living in elevated-violence/crime neighbourhoods.

93   'IF I DON'T KNOW THEM, I'LL GET KILLED PROBABLY'. HOW CHILDREN'S CONCERNS ABOUT SAFETY SHAPE HELP-SEEKING BEHAVIOUR

Main results	• A majority of children, regardless of neighbourhood level of violence, age or gender, expressed concerns about violence. • In response to these concerns, children utilised specific strategies to ensure their own safety, while simultaneously seeking help for neiighbourhood problems. • Help-seeking strategies included the following: Ask someone you know Don't let strangers help Ask 'safer' people (e.g. women with children) Limit the assistance
Author's conclusions	• Use of an ethnographic approach revealed that regardless of the level of neighbourhood violence and crime, sizeable numbers of children were exposed to acts of violence and expressed concerns about becoming victimised. These concerns were manifested in their repertoire of help seeking behaviour. • The help-seeking strategies revealed in this study illustrate the active role children play in their neighbourhoods, interacting with their local environments, interpreting characteristics or features of these environments (including persons located therein) and acting accordingly. • To understand children and their childhoods, researchers need to explore the participatory experiences of children in their environments.
References	Garbarino, J., Dubrow, N., Kostelny, K., and Pardo, C. (1992) *Children in Danger*. San-Francisco: Josey-Bass.

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title

94	**WILD-FIRE: INSPIRATION IN THE WILDERNESS**
Authors	Daniel Start
Date	2005
Publisher	
Published	*ECOS*, 26(1), 63-67
Keywords	Outdoors, wilderness, wilderness experience, vision quest, leadership
Summary	A description of wilderness experience project in Snowdonia. By combining vision quest, life coaching and creativity techniques this project encourages leadership qualities in ourselves and in our organisations.
	Vision quest (a native American term) involves isolation in the wilderness, as part of a rite of passage. The wilderness quest comprised severance (letting go of the old), threshold (moving into a sacred space of vision and intuition in the wilderness) and incorporation (bringing in the new elements).
	The project is inspired by 3 overlapping elements:
	A wilderness rite of passage
	Creativity and play
	Life-coaching
	The project attracted young people at or around the age of 30: environmentalists, social entrepreneurs, teachers and even the occasional management consultant.
Background	
Objectives	Project description
Methodology	
Data collection/ analysis	
Main results	
Author's conclusions References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title

95	**REFLECTIONS BY YOUTH FOLLOWING A WILDERNESS CHALLENGE PROGRAM**
Authors	Sveen, R. and Denholm, C.
Date	1993
Publisher	
Published	*Criminology Australia,* 5.
Keywords	Youth-at-risk, delinquency, rehabilitation, wilderness, adventure, outward-bound, Tasmania
Summary	A study of participants in the Outward Bound program (wilderness experience for youth-at-risk) in Tasmania aiming to evaluate the impact of the program. The study focuses on the importance of volunteering, the impact of the program on participants' career focus, effects of stress-arousing activities on self-efficiency and applied learning, impact of arousal on participants' memory, relationship with probation and rates of reoffending and the diversity of experience among peer subgroups within the participants' sample.
Background	Project Hahn is a wilderness experience that attempts to address the needs of a range of young people in a manner that offers them the opportunity to develop personally and in relation to group dynamics. The program does not aim specifically to reduce offending behaviour but rather to facilitate learning and development. The focus of the program is preventive rather than rehabilitative. The majority of attendees thus far have been disadvantaged youth referred directly from schools, support agencies for at-risk individuals and community-based agencies.
Objectives	To document the effects of the program on participants who had completed the program
Methodology	Questionnaire survey Interviews Demographic information

95	**REFLECTIONS BY YOUTH FOLLOWING A WILDERNESS**

CHALLENGE PROGRAM

Data collection/ analysis	The survey included subjects who had attended the program from 1983 to 1992 (115 participants) 46 interviews Demographic information included employment and activities following the project, current living situation, peer relationships
Main results	**Importance of volunteering:** participants who felt they were coerced to attend had a lower level of commitment to the process of personal development and has a negative impact on group dynamics as observed by the leaders. **Impact of the program on career focus:** successful completion of the program was linked with positive employment orientation. This relationship appeared to be connected to the participant's development of independent living skills, positive self-efficacy and enthusiasm for new individual and group recreation options. **Effects of stress-arousing activities on self efficacy and applied learning:** A cluster of successful components of participants reactions to the program showed an association with their competition of stressful events**.** **Impact of arousal on participant memory:** Analysis of participants' experiences fails to gauge changes of emotion before, during and after activities. 83% of the participants were able to describe in detail the most stressful events of the course. **Relationship with probation and rates of reoffending:** Only 12% of participants received an unsuccessful probation officer rating upon completion of their supervision. 54% of those interviewed had reoffended. The 17 and 18 year olds where found most at risk of reoffending after the course; non-offending participants were likely to be over 19. **Participants were clustered into four peer sub-groups:** followers (12%), cooperative leaders (45%), domineering leaders (21%), no peer influence (21%) Followers rated the program as a powerful experience but this had little impact on their behaviour post course. Cooperative leaders were most likely to continue risk-recreation activities post course, unlikely to engage in impulsive behaviour and the least likely to reoffend Domineering leaders also tended not to reoffend No peers showed a positive orientation to post career direction and positive impact from the program

95	**REFLECTIONS BY YOUTH FOLLOWING A WILDERNESS**

CHALLENGE PROGRAM

Author's conclusions   The Project Hahn model encourages social connectedness through instilling positive self-efficacy within an environment of positive group dynamics, thus reinforcing the individual's heightened abilities in relation to their social structure. It also serves to increase stamina and endurance in their participant's later approach to seeking employment and generalises coping responses to other facets within the context of their personal environment.

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*

96   A CHILD'S PLACE: WHY ENVIRONMENT MATTERS TO CHILDREN

Authors	Guy Thompson
Date	2005
Publisher	
Published	*ECOS*, 26(1), 9-12
Keywords	Children, public space, open space, environment, children's attitudes, risk, outdoors
Summary	This paper summarises the findings of research undertaken in 2004 by the Green Alliance and Demos on children's attitudes to the environment. The findings suggested that, although children retain their innate enthusiasm for playing outdoors, fear of risk and danger, poverty, a decline in out-of-school learning, and deteriorating public space are inhibiting children's connections to the environment.
Background	This project was undertaken by the Green Alliance and Demos in 2004.
Objectives	To gauge children's attitudes towards the environment and how the environment affects them
Methodology	Qualitative
Data collection/ analysis	Interviews with 10 and 11 year olds in 4 locations (middle class rural backgrounds in SW England and disadvantage inner city backgrounds in London and Huddersfield)
Main results	• **Risk, danger and crime:** A strong sense of risk emerged as the spontaneous reaction of children when asked about their outdoor environments. Danger (fear of traffic, strangers, getting lost, bullying and even terrorism) was the first priority for children when thinking about different environments and their preferences within them. Whilst these concerns are presumably inherited from parental restrictions and the media, it was clear that children associate open spaces with a sense of risk and danger. For many children, the only outdoor space where they could feel completely safe was the garden.

CHILDREN

Main results	• **Inequality of space:** Children were highly loyal to the environment with which they were most familiar, with rural children expressing deep distrust of urban spaces and vice versa. Most importantly, there is a big gap in equality of access to high quality natural environments between children from rural backgrounds and children from disadvantaged urban backgrounds. Poverty is clearly the biggest barrier to children getting access to quality space for outdoor play. • **Learning and well-being:** Many children showed a surprisingly good grasp of environmental issues, developed though school and media. However, it was clear that they gained richer learning from direct experience though exploration of their own natural environment. A number of children spontaneously said that playing outside and exploring new spaces contributed to their learning and overall wellbeing. The idea of secret or special places in the outdoor environment also emerged as a strong theme. The unofficial nature of such places enabled children to imbue them with their own meaning. • **Desire for the outdoors:** On the one hand, children retain their latent desire to play in the outdoor environment. On the other hand, the increasing array of barriers that lie in the way of children gaining access to the outdoor environment is cause for deep concern. There is a danger that we could be fostering a generation of children whose experience of outdoor environment is becoming increasingly limited.
Author's conclusions	Recommendations for policy-makers: • We need to provide for children's innate sense of exploration and self-discovery through out-of-school learning and green school design • Children's voices should be heard early on in the design and maintenance of public space through regeneration strategies and land-use planning • The links between environmental policy and children's well-being must be embedded into national policy to ensure delivery at local level • Public policy needs to address the problem that children from disadvantaged backgrounds have fewer opportunities to access safe, clean public space • The links between children's health and environmental problems need to be recognised at the national policy level and, through strategic partnerships, at local level

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WAS ref:	*Project Title*
97	**'THEY DON'T LIKE GIRLS HANGING AROUND THERE': CONFLICTS OVER RECREATIONAL SPACE IN RURAL NORTHAMPTONSHIRE**

Authors	Tucker, F. And Matthews, H.
Date	2001
Publisher	Institute of British Geographers
Published	Area 33(2): 161-168
Keywords	Youth, rural myths, girls, local environment, recreational space

| **Summary** | This paper provides an insight into girls' use of recreational spaces within rural areas. According to the authors, teenage girls have rarely been studied outside of the context of home spaces and domestic relations. The authors draw upon data from in-depth discussion work with teenage girls undertaken in rural Northamptonshire to show how conflict between adults and children, rival groups of children, and boys and girls influences the social ownership of recreational spaces. |

Background	
Objectives	
Methodology	In-depth discussion conducted with girls between ten and fourteen years old and collected as part of a three-year project on children's experiences of growing in rural Northamptonshire. These discussions were carried out with friendship groups, usually of three or four girls, and these took place in the girls' own homes. The groups met on three occasions: a) on a semi-structured interview, b) on child-taken photographs, and c) on child-led video tour of the home settlement.

Data collection/ analysis	
Main results	The authors suggest that in contrast to common myths, rural places are not necessarily setting in which children, whether girls or boys, can grow up in innocence, free from conflict. In particular, the paper showed that in three occasions some young girls' experiences of place are not idyllic:

97	**'THEY DON'T LIKE GIRLS HANGING AROUND THERE': CONFLICTS OVER**

RECREATIONAL SPACE IN RURAL NORTHAMPTONSHIRE

Main results

1. Girls are often victims of the adult gaze, with vigilant adults often viewing their use of recreational space as a problem. A number of girls reported feeling unwelcome in the very spaces set aside by adults for their use - recreational grounds, parks and woods.
2. The lack of recreational space in rural areas may create a keen rivalry between groups over place-use. The authors draw attention to the conflict that frequently arises between mixed sex groups and groups of young girls over the social ownership of these spaces.

The ways in which the rural landscape is gendered combine to exclude girls from particular opportunities. As a result, girls are often marginalised, compelled to stay outside the boundaries of 'boys places'.

Author's conclusions

This paper is a critical insight into young girls' experience of rural outdoor spaces. In brief, the research findings showed that girls are restricted from using many of the outdoor spaces due to their age and gender. It was found that where girls occupied public spaces they were seen by adults as being the 'wrong' gender in the 'wrong' place, being exposed to risks in such unsafe spaces. Besides this assumption, vigilant adults were seeing teenagers' presence in these recreational spaces, particularly after dark, as also unacceptable since only young people who cause trouble go there at that time. According to the authors, while for adults the experience of children moving provides a sense of recovery, for children, their continual movement into these same places represents the reclaiming of social space (p165).

References

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WAS ref:	*Project Title*
98	**CHILDREN'S OUTDOOR PLAY: EXPLORING PARENTAL CONCERNS ABOUT CHILDREN'S SAFETY AND THE CHANGING NATURE OF CHILDHOOD**

Authors	Valentine, G. and McKendrick, J.
Date	1997
Publisher	Elsevier Science Ltd.
Published	Geoforum **28**(2): 219-235
Keywords	Children, childhood, parenting, play, safety, fear, neighbourhood
Summary	This paper uses the evidence of research conducted in North-West England to explore the extent to which parents consider that there are adequate public facilities and play opportunities in their neighbourhoods for their children. It also considers whether children's experiences of outdoor play is changing comparing contemporary children's play with both previous academic work of children's geographies and with parents' accounts of their own childhoods
Background	
Objectives	
Methodology	The paper is divided into two sections. In the first part, the authors describe the existing geographical literature on children emphasising the importance of play to children's quality of life and to their geographical and social development. They also suggest that children's access to outdoor play is mediated by class, gender and environmental location. In the second part, they use the evidence of research conducted in North-East England to explore the extent to which parents consider that there are adequate public facilities and play opportunities in their neighbourhoods for their children. Specifically, they conducted a two year study using a range of research methods to explore parental concerns about children use of public space. The research portrayed the opinions and experiences of parents with a child aged between eight and eleven years old. The study consisted of two stages:

98	**CHILDREN'S OUTDOOR PLAY: EXPLORING PARENTAL CONCERNS ABOUT CHILDREN'S SAFETY AND THE CHANGING NATURE OF CHILDHOOD**
Methodology	a) a self-completion questionnaire with cover letter and return envelope which was distributed to parents through primary schools (nearly 400 questionnaires were completed and returned) b) on the basis of the responses to the questionnaire, 70 households were selected to take part in semi-structured in-depth interviews. The interviews were used to develop issues explored in the survey, to cover additional themes of local importance that were not addressed in the questionnaire.
Data collection/ analysis	
Main results	The findings presented suggest that the vast majority of parents are dissatisfied with the public provision of play facilities in their neighbourhood. Spatio-temporal changes also appear to have occurred in patterns of children's outdoor play over the last three decades. Fewer children play outdoors and the location of most outdoor play is now closed centred on the home rather the street. In other words, a significant amount of children's outdoor play takes place in 'private' space, rather than 'public' space, so that although children are spending a considerable proportion of their leisure time outdoors most have very limited opportunities to play in or explore the public environment independently of adult supervision (p227). The evidence of this paper is that the most significant influence on children's access to independent play is not the level of public provision of play facilities but parental anxieties about children's safety and the changing nature of childhood. Focusing on the latter, the evidence of this paper showed that the majority of parents when asked about their childhood memories, they recalled that they played more often than their children in the same age. Many of the parents interviewed represented their own childhood in nostalgic terms, as a time of innocence whey they were able to explore the countryside or the nearby woods without fear of accident or crime.

| **98** | **CHILDREN'S OUTDOOR PLAY: EXPLORING PARENTAL CONCERNS ABOUT CHILDREN'S SAFETY AND THE CHANGING NATURE OF CHILDHOOD** |

Author's conclusions

Along with the case study analysed in the paper, the authors provide a substantial overview of the existing geographical literature on children.

They conclude that the most of academic studies agree that contemporary children are being denied the outdoor play opportunities afforded in previous generations. Aitken (1994), for instance, has argued that the growth of modern apartment blocks, and middle class suburban housing developments is diminishing children's access to space for autonomous play. This argument is also shared by Ward (1990) stressing that also children in rural areas are increasingly being denied access to open spaces (e.g. woods, forests, fields). Part of the literature on children also focuses on young children's safety and the concerns of parents about violent adults and in particular, unruly teenagers in public space (Valentine 1996a). Parents seem to be anxious that older children may become the perpetrators of violence and vandalism or become embroiled in delinquent acts (i.e. drug taking, underage sex) and therefore seek to control teenagers' outdoor space in order to minimise the possibility that their children would participate in such activities (Valentine 1996b).

References

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production and transgression of adults' public space, in *Urban
Geography* 17: 205-220.

Ward, C. (1990) *The Child in the Country*. London: Bedford Square Press.

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WAS ref:	Project Title

99	**SOCIAL CLASS AND WILDERNESS USE**

Authors	Walker, G.J. and Kiecolt, K.J.
Date	1995
Publisher	Taylor & Francis
Published	Leisure Sciences, 17: 295-308.
Keywords	Outdoor recreation, semiautonomous class, social class, socioeconomic status, territoriality, wilderness.

Summary	Using social class and social inequality theories and concepts, this paper re-examines previous studies of recreation participation in designated wilderness. The authors suggest that members of the semiautonomous class - highly educated professional-technical and craft employees who have limited control over what work they do but a great deal of control over how they do it – have appropriated wilderness and continue to dominate wilderness use. The authors suggest an explanation of how and why this occurred.

The analysis of the arguments is organised as follows:

1. A brief discussion on theories of social inequality and social class typology and how social class relates to lifestyle.
2. A discussion on how social inequality relates to recreation in wilderness settings. Using the concept of semiautonomous class, the paper reinterprets studies of the characteristics of wilderness users.
3. An explanation for how and why the semiautonomous class has come to dominate wilderness use.

Background	
Objectives	
Methodology	Literature review.
Data collection/ analysis	
Main results	Based on their analysis, Walker and Kiecolt come to the conclusion that social class seems much more promising a predictor of wilderness use than socioeconomic status. In particular, they argue that the semiautonomous class dominates wilderness use.

USE

Main results	Typical wilderness users have educational levels, occupational characteristics, and incomes much like those of semiautonomous workers. In addition, members of this class are likely to share lifestyle preferences, including a preference for wilderness-based recreation. Moreover, their job conditions make wilderness recreation especially attractive to them. Wilderness offers them opportunities for mastery and creativity, as well as physical challenges not found in the workplace.
Author's conclusions	This paper is frequently cited along with Erik Olin Wright's social class typology and particularly, his semiautonomous class. According to him, the members of the semiautonomous class have more control over their work than proletarians. Semiautonomous employees include highly educated craft and professional-technical wage-earners such as research scientists, university professors, industrial engineers, and social welfare counsellors (Wright 1978). Wright's typology also may prove useful -as suggested by the authors- for investigating trends in wilderness use. For example, is the semiautonomous class growing or shrinking, and if so, will this affect future wilderness use?
	Concluding their analysis, the authors stress that they do not claim a perfect association between social class and wilderness domination. They believe that there are important limitations on the control of wilderness by the semiautonomous class. Then, they point out that not all wilderness users belong to the semiautonomous class, as well as not all members of the semiautonomous class are wilderness users. What is more important, however, to note is that they do not claim (p305) that:
	"social class is the sole or the primary determinant of wilderness use. Other social characteristics such as gender, life-cycle stage, and ethnicity may effect wilderness use even more. Nevertheless, including social class as a predictor may increase our understanding of wilderness use."
References	Wright, E.O. (1978) *Class, Crises and the State.* London: New Left Review.

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WAS ref:	*Project Title*
100	**NOBODY PLANTED IT, IT JUST GREW! YOUNG ADOLESCENTS' PERCEPTIONS AND EXPERIENCES OF NATURE IN THE CONTEXT OF URBAN ENVIRONMENTAL EDUCATION**

Authors	Arjen E.J. Wals
Date	1994
Publisher	
Published	*Children's Environments,* 11(3), 1-27
Keywords	Teenagers, adolescents, experiences of nature, urban education, environmental education, Detroit, USA
Summary	This article discusses young adolescents' perceptions of nature in the context of urban environmental education. The role of nature experiences in environmental education, the concept of nature from a historical perspective, students' perceptions and experiences of nature, and their implications for environmental education are also discussed. The first part of the article is based on a literature review, whereas the second part is the result of a three-year qualitative study that took place in four middle schools located in the Detroit metropolitan area. A main thesis is that it is crucial for environmental educators to elicit and build upon student's perceptions and experiences of nature, especially when these students grow up in predominately urban settings.
Background	At the center stage for this study are young adolescents (12-13 years old) from some of the poorest neighbourhoods from the city of Detroit, along with their peers from tow suburban Detroit neighbourhoods. The focus is on urban Detroit students.
Objectives	To discuss the construction of our concept of nature To illustrate young urban adolescents' (12-13 years old) perceptions and experiences of nature
Methodology	Literature review Qualitative

OF NATURE IN THE CONTEXT OF URBAN ENVIRONMENTAL EDUCATION

Data collection/ analysis	Action research and phenomenological participant observation 32 unstructured interviews Content analysis of interviews and student's journals
Main results	Young adolescent's perceptions of nature: Nature is flowers, animals, trees and it's alive Real nature is pure, peaceful, pristine, and not human made Nature is freedom Nature is solitude Nature is self-supporting, wild, and spontaneous Young adolescents' experiences of nature: Nature as entertainment Nature as a challenging place Nature as a reflection of the past Nature as a threatening place
Author's conclusions	Nature as a concept exists in our mind as a result of our own interactions with the physical, social, and cultural world of which we are part. Although we share some elements of our construction of nature, as a result of common experiences and shared meanings, we do not have all elements in common. In order for nature to play a role in education, environmental educators will have to be sensitive to the different experiences and perceptions that the learner brings to the classroom. Even though students growing up in an inner-city environment are limited in their opportunities to explore nature in their own community, they have developed a wide range of images of nature. Nature as a threatening place appears to have an important role among many of the city's students' perceptions and experiences of nature. The lack of safety in the community greatly limits students' possibilities to go outdoors. To strengthen these students' other experiences and perceptions of nature and to provide students with new experiences, nature experiences will have to be brought to the school grounds and into the classroom. Nature experiences form a good transition to learning about environmental issues.

100   NOBODY PLANTED IT, IT JUST GREW! YOUNG ADOLESCENTS' PERCEPTIONS AND EXPERIENCES

OF NATURE IN THE CONTEXT OF URBAN ENVIRONMENTAL EDUCATION

Author's conclusions	Even in the classroom, teachers can create nature experiences and link these experiences with broader environmental issues.
	Some of the students view nature as a threatened place; for these students the transition to environmental issues might be particularly easy.
	However, although it might be an important phase in becoming environmentally conscious, perceiving and experiencing nature as a threatened commodity could become problematic when this perception comes to dominate all other perceptions of nature.
References	

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WAS ref:	*Project Title*
101	**OPEN SPACE AND SOCIAL INCLUSION: LOCAL WOODLAND USE IN CENTRAL SCOTLAND**

Authors	Catharine Ward Thompson, Peter Aspinall, Simon Bell, Catharine Findlay, JoAnna Wherrett and Penny Travlou
Date	2004
Publisher	
Published	Forestry Commission
Keywords	Open space, woodland, social inclusion, Scotland, UK
Summary	A report of project focusing on the use of woodland by local people in central Scotland.
Background	The study was commissioned by the Forestry Commission
Objectives	How important is forest use to local people? What proportion of the population and which segments of the population use forests?
	Which forests and woodlands do people choose to use or abuse? Why do they choose these forests? Are there some characteristics which determine which determine which forests people choose to use or abuse? Do communities with different characteristics choose different types of forests?
	How do people use forests and what counts as use of abuse? What do they do?
	What are the design and management implications for forest managers?
Methodology	Qualitative and quantitative methodologies (scoping meetings, focus groups, questionnaires, on-site observation)
Data collection/ analysis	The project proceeded in three phases:
	Phase I: literature search and interviews with forest managers,
	Phase II: data collection, through focus groups with different age and gender groups, questionnaires, on-site observations Phase III: synthesis of data and analysis

USE IN CENTRAL SCOTLAND

Main results	• The key finding is the central importance of childhood experience –the frequency of childhood visits to woodlands is the single most important predictor of how often people visit woodlands as adults. Those who visited woodlands often as children are more likely to go walking alone in woodlands as adults. This raises questions about use of open space by those who do not get the opportunity as children to experience woodlands.
	• In order for people to visit woodland regularly, woodlands need to be close to homes (within walking distance) and accessible. Easy access by car, bicycle or good public transport are the second best option. These findings reinforce the value of community and urban woodlands.
	• In the areas oft his research project, most people visit woodlands at least once a month and many visit more frequently. Regular visitors say that they feel at home and at peace in the woodlands.
	• For all ages of users, access to woodlands give the potential for health benefits, both physical and psychological. Walking is the most popular activity.
	• People's perceptions of woodlands influence whether and how they use them. People use woodlands in different ways at different stages in their lives: women have different attitudes and patterns of use form men; people who feel vulnerable or fear accidents are less likely to use woodlands and, if they do visit, they are less likely to go alone.
	• Woodlands can make an important contribution to 'quality of life capital'. Assessing the 'social health' of woodlands through woodland and landscape managers recording and evaluating the benefits and services they offer is a way of determining the current and potential contribution of woodlands to quality of life.
	• The qualities which define a place (physical attributes, people's behaviours and activities, and people's perceptions) must all be taken into account when analysing existing patterns of woodland use and when planning for future use.

101	**OPEN SPACE AND SOCIAL INCLUSION: LOCAL WOODLAND USE IN CENTRAL SCOTLAND**

Author's conclusions	• Physical site qualities matter most to people who rarely visit woodlands
	• One person's use is another's abuse
	• Issues of social inclusion include teenagers who find woodlands attractive as places to hang out and unemployed people who use woodlands to escape the social pressures of their situation.
	• Targeting particular groups for outreach and involving other professionals may be most effective.
	• Effective information dissemination is important as well as clear signage that lets people know what to expect in the way of provision and accessibility
	• Management needs to be flexible and allow locals and groups more control
References	

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
102	**LIVED EXPERIENCE IN OUTDOOR EDUCATION: EXPLORATIONS FOR THE EDUCATIONAL PRACTITIONER/RESEARCHER**

Authors	Brian Wattchow
Date	2004
Publisher	La Trobe University, Australia
Published	Proceedings of International Outdoor Education Research Conference
Keywords	Outdoor education, lived experience, phenomenology, research methodology
Summary	Within outdoor education, researcher's and author's representations of 'nature', 'the outdoor environment', 'the outdoor classroom', and 'wilderness' are presented as unproblematic phenomena to be encountered, learned 'in', 'about', and sometimes 'for'. This approach continues despite the emergence within environmental discourse of arguments suggesting that the human experience of relations with these 'places' are far more complex and ambiguous. This paper critiques phenomenology as a research methodology, specifically its potential to produce 'plausible insights' (van Manen, 2001) into the lived experience of embodied relations between people and outdoor places. Hermeneutic phenomenology involves both the writing and careful interpretation of texts that allow the researcher and the reader to interact with the essence of the phenomena being studied. For van Manem (2001), this offers a way inside the apparent mystery of human experience and can deliver us to "a critical pedagogical competence … [a] knowing how to act tactfully in pedagogic situations on the basis of carefully edified thoughtfulness" (van Manen, 2001, p.8). Key examples from research studies drawing upon this methodological approach are presented and examined.
Background Objectives	Critique of current approaches and studies of the outdoor educational experience. Discussion of emerging methodologies of phenomenological research
Methodology	Critical review of published literature

102	**LIVED EXPERIENCE IN OUTDOOR**

EDUCATION: EXPLORATIONS FOR THE EDUCATIONAL PRACTITIONER/RESEARCHER

Data collection/ analysis
Main results
Author's conclusions

Research that enters into being-in-conversation-with-the world is likely to have the following qualities.

1. To reinvigorate a focus on the nature of human experience
2. To rethink how we might inquire into human experience and how we might best represent it
3. To recognise that researchers can write a text that is deeply reflective of experience, but that this retelling can never be complete. It must remain an ongoing humble gesture
4. That the research can lead into worthwhile insights that will make us more careful, thoughtful and knowing in our practice as educators (and as researchers) –but equally it may lead us to silence and surprise as we discover that which cannot be spoken, anticipated or controlled
5. That the research text is more valid when it is the result of a participatory process (between researcher, participants and their places) of interpreting / writing / reinterpreting / rewriting, until an acceptable level of consensus be reached for the researcher and participant in that kind of place
6. That this approach to research is best understood as a sustained meditation and reflection where the researcher comes to live within the research question with participants and place, and where methodology becomes a path to being-in-conversation-with the world

If there is a divide between theory and practice, and if research cannot renew its efforts to represent and legitimise experience and our embodied relations with the world, then we will continue to wander blindly in a terrain that always shifts beneath our feet, leaving us out-of-balance and out-of-place. What we need is an understanding of the *insider* of experience, and paradoxically this will not be gained by further introspection as outdoor education researchers, but first by looking out and around ourselves at those who have already realised the imperative of this work.

102   **LIVED EXPERIENCE IN OUTDOOR**

EDUCATION: EXPLORATIONS FOR THE EDUCATIONAL PRACTITIONER/RESEARCHER

References

Van Manem, M. 2001. *Researching lived experience: Human science for an action sensitive pedagogy.* London, Ontario: The Althouse Press.

Wild Adventure Space: Systematic Review of Research

WAS ref:	*Project Title*
103	**MANY VOICES SPEAK THE RIVER: EDUCATION IN AN ADEVNTURE-RIVER-LANDSCAPE**

Authors	Brian Wattchow
Date	2004
Publisher	
Published	*Educational Insights*, 9(1), available at http://www.ccfi.educ.ubc.ca/publication/insights/v09n01/articles/wattchow.html)
Keywords	Education, adventure, wilderness, phenomenology
Summary	The paper discusses how the places we encounter in educational practice are presented and structured into learning experiences, and how these places work on us as we work on them. It begins with a brief analysis of some of the meanings of the meanings of landscape and adventure. It introduces phenomenology as an inquiry approach into explaining the meaning of human experience and specifically discusses the aims and processes of hermeneutic writing and the ability of the texts it produces to orient the reader to a critical pedagogical competence (van Manen 2001, 8). A poetic hermeneutic text, Many Voices Speak the River, is presented in a way that constitutes a novel approach to researching the complex and contradictory ways that we encounter and socially construct rivers in adventure experiences. The text is presented with an end-in-view: to apply a committed orientation to the pedagogical issues that surface in a river adventure education. It concludes with a sample and a lesson (van Manen 2001, 9) that are intended to serve other researchers and practitioners in their effort to comprehend the adventure education experience.
Background	The author spent 6 weeks working and traveling in the South Island of New Zealand where commodified adventure experience constitute a major industry
Objectives	To introduce hermeneutic phenomenology as an inquiry into the meaning of human experience of wilderness To apply a committed orientation to the pedagogical issues that surface in a river adventure education
Methodology	Literature review Hermeneutic phenomenology

103	**MANY VOICES SPEAK THE RIVER: EDUCATION IN AN ADEVNTURE-RIVER-LANDSCAPE**
Data collection/ analysis	Text resulting from anecdotes from the field trip, observation, and tourist promotional material
Main results	
Author's conclusions	*Many Voices Speak the River* is a way of questioning how the part of the world is experienced and it reflects a desire to now the world in a certain kind of way. Being immersed in the text and seeing what springs forth is a lesson could serve as a lesson for adventure educators Every phenomenological encounter will demand a unique hermeneutic response if it is to lead towards an authentic discovery of the meaning of experience. As challenging as the task might seem, the entry point to it is as natural as breathing, and breathing gives us voice. After our initial suspension of belief (our listening in a state of humility before the land) we are compelled to return to speak and write the words that make the hermeneutic text. When we do so, we locate ourselves deep in the world of pedagogy, struggling to both embrace and comprehend the nature of our educational experiences.
References	Van Manen, M., 2001. *Researching lived experience: Human science for an action sensitive pedagogy*. The Althouse Press, London, Ontario.

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WAS ref:	*Project Title*
104	**DO OUTDOOR ADVENTURE PROGRAMS ALLEVIATE NEGATIVE BEHAVIOUR AMONG AT-RISK YOUTH? A REVIEW OF EMPIRICAL LITERATURE**

Authors	Stephanie T. West and John L. Crompton
Date	1999
Publisher	
Published	
Keywords	Young persons, young offenders, persons at-risk, rehabilitation, outward bound, outdoor adventure, outdoor education, experiential learning

Summary	Outdoors adventure programs are a form of experiential learning that positively impacts at risk youth. These programs have been part of the renaissance of interest that has occurred over the past decade in the use of recreation programs for the instrumental purpose of alleviating negative behavior in youth. After describing the characteristics of these programs and their perceived benefits, the paper reviews empirical findings reported in the literature which have evaluated whether the instrumental goals are attained. The research falls into two categories: studies that measure the recidivism rates of juvenile delinquents and those that assess the psychological benefits of participation.

Background

Objectives

Data collection/ analysis

Methodology	Literature review (empirical literature)
Main results	• The results from studies evaluating recidivism rates were generally positive, with eight out of thirteen studies reporting reduced rates of recidivism in their experimental groups.

DO OUTDOOR ADVENTURE PROGRAMS ALLEVIATE NEGATIVE

104	**BEHAVIOUR AMONG AT-RISK YOUTH? A REVIEW OF EMPIRICAL LITERATURE**
Main results	• Thirteen out of fourteen studies investigating changes in the self-concept of participants also reported significant positive changes. The cumulative consistency of the findings adds credence to the notion that outdoor adventure programs can contribute to alleviate negative behaviors among youth. • However, this support can only be tentative because an analysis of the individual studies designs indicated that the internal validity of the majority of them was suspect. Other factors contributing to the tentativeness of the support included the different operationalizations used for recidivism and self-concept, a tendency to develop hypotheses ex post facto instead of a priori, and the myopic focus on self-concept rather that measuring the impact on multiple protective factors.
Author's conclusions	• A review of these studies revealed frequent misapplication of theory development and subsequent research practice, despite the majority of findings indicating the positive outcomes from outdoor adventure programs. • In addition to methodological flaws, a limitation of the findings presented in this review of the literature is that the objectives pursued are narrow in scope. They addressed only self-concept or a similar social-psychological construct and ignored the full set of protective factors that emerged in the 1990's from Jessor's (1991) work. • The self-concept-recidivism link is likely to be viewed as simplistic today and future work needs to incorporate additional protective factors to be convincing.
References	Jessor, R., 1991. Risk behavior in adolescence. A psychosocial framework for understanding and action. *Journal of Adolescent Health*, 12, 597-605

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WAS ref:	*Project Title*

105	**RESEARCH ABOUT YOUTH BENEFITS FROM NATURE AND FOREST EXPERIENCES**

Authors	Wolf, K.L. et al.
Date	2004
Publisher	University of Washington, College of Forest Resources
Published	
Keywords	Youth, forests, nature, benefits, outdoors, psychology
Summary	A summary review of recent research on the benefits on youth of nature and forest experiences. The focus is 3 youth research themes: abnormal or dysfunctional development, positive youth development, and the psychology of nature experience. There have been many studies in mainstream psychology to understand the abnormal or dysfunctional behaviors of adolescents, and possible interventions. More recent psychological research about human development has turned its focus to positive psychology, or the personal attributes and behaviors that are associated with people that are happy, mentally healthy and productive. In addition, there has been a modest amount of research about how nature experiences, particularly in wilderness settings, have benefited young people.
Background	
Objectives	To review recent research in 3 research themes: abnormal or dysfunctional development, positive youth development, and the psychology of nature experience
Methodology	Literature review
Data collection/ analysis	
Main results	

FOREST EXPERIENCES

Author's conclusions   There is still much to learn. For instance, there is little empirical evidence about how forest experiences in cities and towns benefit young people. In addition benefits evaluations of wilderness or outdoor adventure studies have not included attention to the broader scope of outcomes hinted at by recent psychology research.

Nature-based experiences are rarely mentioned in mainstream psychology discussions of healthy human development. Understanding more about the human relationship with nature may generate extensive benefits for adolescents, and the landscapes on which they are working.

References

Wild Adventure Space: Systematic Review of Research

WAS ref:	Project Title

106   NO PARTICULAR PLACE TO GO? CHILDREN, YOUNG PEOPLE AND PUBLIC SPACE

Authors	Ken Worpole
Date	2003
Publisher	Groundwork
Published	www.groundwork.org.uk
Keywords	Children, young people, public space, cities, UK

Summary

This report provides an overview of current government and community initiatives around children's and young people's need and use of public space. It discusses the wider regeneration context, the representation of children in public policy and media debates, the 'lost community' of childhood, the condition of young people today, creating a diversity of spaces, school and playground projects, case studies from the UK and abroad, ways to involve young people in decision-making and the formulation of a public realm strategy that respects the needs and interests of children and young people and concludes with 10 guiding principles for public space strategies.

Background

Objectives

To provide an overview of government and community initiatives around children's and young people's use of public space

To make clear that planning for play and the need to create safe street networks and spaces for children and young people is a precondition of a healthy community life and 'liveability'

Methodology

Overview of project and review of literature and project reports

Data collection/ analysis

Main results

106	**NO PARTICULAR PLACE TO GO? CHILDREN, YOUNG PEOPLE AND PUBLIC SPACE**
Author's conclusions	10 guiding principles for incorporating the needs and interests of children and young people in regeneration, urban design and public space strategies emerge from this overview:

1. All urban and rural regeneration strategies should embody within them clear public space strategies; in turn these should spell out clearly and precisely how the needs and interests of children and young people for safe, accessible play and recreational use are to be incorporated, costed, managed and maintained.

2. Public space strategies should also be coordinated and integrated with local play and local parks strategies, as well as local 'safe routes to school' programmes and with parks, playground and school playground care and management programmes.

3. The views of children, their parents and carers and other professionals involved in children's well-being should be actively sought in the development of such strategies and forms of continuous consultation should be developed in order to adapt or change provision as new demands arise.

4. Creating a sense of ownership of public and community spaces is a precondition of successful use, care and maintenance.

5. Because of the low status and suspicion with which many children and young people are viewed, as well as the lack of skills for working with young people currently demonstrated by planners, designers and regeneration professionals, it is important to recognise the vital role played by intermediate organisations and individuals experienced in working with children and young people.

6. In the design and maintenance of new or established play areas and playgrounds, priority should be given to site-specific landscaping and design which responds to local identities, topographies and social patterns, even if standardised equipment is also used.

7. The supervision and maintenance of playgrounds, play areas and public spaces amenable to children should take the form of regimes of 'conspicuous care': visible, daily, attention to detail, preferably by local people who feel a sense of ownership of the site and budgeted for appropriately.

8. Local parks strategies need to ensure that there is a wide range of secure, challenging play and recreational environments available to meet all interests, ages and levels of physical and mental ability.

106	**NO PARTICULAR PLACE TO GO? CHILDREN, YOUNG PEOPLE AND PUBLIC SPACE**
Author's conclusions	9. With regard to public parks, the whole of the park and its landscape should be managed and maintained to be child-friendly. 10. Child-friendly policies for the public domain cannot be developed while still employing crude stereotypes of children as either victims or incipient miscreants.
References	

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WAS ref:	Project Title

107   DESIGN GUIDANCE FOR PUBLIC SPACES

Authors	Roger Worthington, Lindsay Houston, Paddy Harrop
Date	2006
Publisher	Forestry Commission
Published	
Keywords	Public spaces, outdoors, woodlands, play, play spaces, design, guidance
Summary	This guidance note sets out the principles for developing play spaces on Forestry Commission land. Key elements of this process are forming a multi-disciplinary team and considering the needs of people who will use the space.
Background	
Objectives	Project report
Methodology	
Data collection/ analysis	
Main results	
Author's conclusions	The aim is to create naturalistic play spaces that act as a springboard for children's engagement with forests and woodlands as a whole. They should encourage children to explore the natural environment and to take part in active play where they have the opportunity to create their own play environments and activities.
References	