

PRESCHOOL CHILDREN'S PREFERENCES TO TAKE RISKS IN OUTDOOR PLAY: TURKISH SAMPLE

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ABSTRACT

The current research aims to investigate 60-66-month-old preschool children's preferences for risky play. Qualitative research method was utilized and 100 preschool children enrolled in five different early childhood centers in Mersin were included in this research. For the purpose of gathering data, semi-structured interview questions were used by the researcher. The interview questions were accompanied a series of drawings, which are created by an illustrator with regard to the six categories of risky play. As data analysis process, children's risky play preferences were calculated descriptively and the obtained frequency distributions were represented. Also, the reasons for children's risky play preferences were examined by the content analysis method. The findings of the research showed that children are not willing to engage in risky play. The most obvious reason why children do not prefer risky play was determined as children's possibility of physical injury or harm. Children also indicated that they do not prefer to engage in risky play because of parental reactions. These findings were discussed with similar research findings; in particular, focusing on the effect of culture on individuals' preferences for risky play. It is suggested that children's risky play should be supported by preparing outdoor environments with optimum safety standards. Children should be encouraged to engage in risky play to get maximum benefit from this kind of play opportunities. Lastly, the finding of the research suggested that in order to increase risky play opportunities for children, parents' knowledge and awareness about the importance of risky play on their children's learning and development should be increased.

Keywords: Risky play, risk-taking, risk-averse culture, early childhood education, children's preferences

INTRODUCTION

Play has a central role in children's learning in early years. Children have a natural tendency to take risks in play. Therefore, risk-taking cannot be considered separate from the normal development of children. The current research mainly focused on one of the specific types of play in early childhood years; risky play, which mostly occurs outdoors.

Risky play is defined as an exciting and thrilling forms of play which may end up with a physical injury (Sandseter, 2009b). Outdoors are primary places for children where they can take risks since such environments often offer adventurous and challenging activities which may result in children experiencing feelings of excitement, being out of control, and fear (Stephenson, 2003; Waters & Begley, 2007). By taking risks, children tend to feel and experience more thrilling emotions rather than feelings of fear. Stephenson (1999) explained this with children's 'hunger' for taking risks and tendency to engage in activities offering physical challenges. Children as young as four years old can recognize that risk is a part of their activities and that they could have more fun than they would performing activities having less risk (Stephenson, 1999).

Children's natural desire and need to engage in risky play, including some challenges to test their own strengths and limits (Ball, Gill, & Spiegel, 2008; Green & Hart, 1998; Little & Wyver, 2008), might be turned into advantages in terms of their development and learning. Research on risk taking in play has revealed that there are many benefits of children's engagement in risky play. Many researchers emphasized the contribution of risk-taking in play to foster children's holistic development (Ball, 2002; Mitchell, Cavanagh, & Eager, 2006). Others also highlighted the role of risky play in children's development of problem-solving skills (Greenfield, 2004) as well as risk assessment and risk management skills (Adams, 2001; Christen & Mikkelsen, 2008; Gill, 2007; Little, 2006). Children also have a chance to improve their self-confidence by learning to defend their judgements, to respect and believe in their own talents, to test their physical limitations, to see the consequences of their actions (Ungar, 2008). According to Bundy et al. (2009) taking risks in play might enhance children to develop their social skills, emotional well-being, and resilience. In addition to contribution to children's social development, risk-taking also promotes children's physical development and independence (Stephenson, 2003). Smith (1998) asserted that children's risk-taking situations in any area may both contribute to their development and encourage other risk-taking initiatives which also support different developmental areas. According to Kennair, Sandseter, and Ball (2018), once children's physical development is promoted, their social competence and problem-solving skills would be supported then.

Although there are many benefits of risky play for children's development and learning, risk often has a negative connotation and is mainly associated with danger (Furedi, 2001). This has led to the idea that it is safer for children to play in risk-free environments (Waters & Begley, 2007). There have been many research findings revealing that children's risk-taking activities are restricted by adults based on their safety concerns (Lester & Russell, 2008; Tovey, 2010). Adults' safety concerns were basically associated with the possibility of children's

physical injury in risky play (Bijttebier, Vertommen & Florentie, 2003). The fact that adult attitudes/perceptions toward risk are the most important obstacle that restricts children's engagement in risky play may prompt us to realize that risk is or could be closely related to culture (Yılmaz, 2017). According to Little (2010), the beliefs of parents regarding children's risk-taking directly impact what and where children play outdoors. Keeping this in mind, Yılmaz (2017) pointed out that Turkish mothers have risk-averse tendencies that might eliminate risks in children's natural play environments.

In this risk-averse culture where children grow up, it is important to understand the children's preferences for risky play. Coster and Gleave (2008) conducted research with children and young people about what type of risky play they prefer. They found that children prefer to take risks in traditional free play, structured play activities, and in some cases, commercially offered risks (ex., roller coasters), while they were aware of the adults' concerns about risks. Although children generally agreed with adults in terms of fears about risk, they indicated that they would take more risks without adult supervision. Similarly, Yurt and Keleş (2019) found that risk levels preferred by children in terms of variety of risky play categories differ from what mothers' desire for their children. Children's approach to risk-free environments can give us a little more information about how much risk they should have in their play environments. According to Stephenson (2003), children are more likely to explore risky situations that may include real risks for them if there is no risk in their play environment, since risk-free environments make them feel bored. Gill (2007) also argues that children are deprived of the benefits of taking risk in play which contribute to their development and learning, by excluding risk in their play environments. This reminds us that there should be a balance to keep children safe and to create developmentally appropriate outdoor environments where they can take risks (Brock, Dods, Jarvis & Olusoga, 2009).

Research on risky play has been accepted as a growing research topic in the field of early childhood education in Turkey. Researchers have mainly focused on the following topics: a) defining risky play and why it is important, determining the characteristics of risky play and what factors affect risk play, (Cevher-Kalburan, 2014), b) determining pre-service teachers' reactions to risky play (Cevher-Kalburan, 2015) and in-service teachers' perceptions and views on risky play (İpek-Güler & Ergül, 2016), c) exploring the possible relationship between parenting styles/parenting attitudes and children's risky play (Cevher-Kalburan & İvrendi, 2016; Sicim-Sevim and Bapoğlu-Dümenci, 2020), d) examining how outdoor play environments afford children's risky play (Banko, Akdemir, Koşar & Sevimli-Çelik, 2018), e) investigating children's desired risk levels and their perceived mother surveillance (Yurt & Keleş, 2019), f) the reasons why children desire to take physical risks (Keleş & Yurt, 2018), g) revealing the existing situation related to the research on risky play in Turkey and identify their common aims and findings (Yalçın & Tantekin-Erden, 2018).

Yurt and Keleş (2019) investigated 103 preschool children's desired risk levels and their perceived mother surveillance. The researchers used semi-structured interview method and 12 drawings representing different levels of risk situations based on the four categories (great height, great speed, playing near dangerous elements, and playing with dangerous tools) determined by Sandseter (2009). The results of the study revealed that

children had high risk level in the category of high-speed whereas they had low risk levels in playing near dangerous elements.

There has been a growing body of foreign literature about risky play; however, there has been limited research on this topic in Turkey (Yalçın & Tantekin-Erden, 2018), and most likely no research exploring young children's preferences for risky play with their reasons. In fact, little is known about preschool children's preferences for risky play and why children are/are not likely to prefer taking risk in play. In order to fulfill this gap in the literature, this research aims to investigate 60-66-month-old Turkish preschool children's preferences for participation in risky play and to determine the reasons for their preferences. Based on this aim the following research question was addressed:

What are the 60-66-month-old preschool children's preferences for risky play and their reasons for choosing those preferences?

METHOD

Research Design

This research was conducted with the basic qualitative research method which is one of the qualitative research methods. According to Merriam (2009), observational data, interview records, or documents are used as data in the basic qualitative research to describe a phenomenon. This research method, which is widely used in the field of education, has been preferred in this case since it aims to understand children's perspectives on risky play by investigating their preferences about the topic.

Participants

The current study was conducted with 100 children whose ages varied between 60 and 66 months old attending five independent preschools in the Mezitli district of Mersin province, in 2018-2019 academic year. Half of the participating children were male and the rest of them were female (See Table 1). Since a goal was to collect the data quickly with the easily accessible sample (Merriam, 2013), the convenience sampling method was carried out in this research. Institutional ethical committee approval had been obtained prior to study. The administrators of the school where the participating children attended, the children's teachers and the parents were informed about both the purpose and the data collection process of the research prior to the study as well. After necessary permissions were obtained, the researcher considered children's participation in the data collection process on a voluntary basis. At the beginning of the data collection process, the children were informed that they could leave the study at any point that they did not want to continue.

Table 1. Demographic Information of the Participants

The number of schools	Age	Gender	
	60-66-month-old	male	female
1 st preschool	22	10	12
2 nd preschool	20	10	10
3 rd preschool	20	10	10
4 th preschool	20	11	9
5 th preschool	18	9	9

Data Collecting Material

The data collection tool of this research was determined to be an interview form developed by the researcher. The first part of the form included questions regarding demographic information, such as gender and age, of the participants, whereas the second part asked questions about their preferences for risky play with a space for explaining their reasons. The section on risky play was based on Sandseter's (2007a, 2007b) definition of risky play in six categories. These categories with the example activities for each of them were represented in Table 2. There were three sample illustrations for defining each of the six categories of risky play. There was a total of eighteen illustrations representing each category. Considering that the illustrations may /may not accurately reflect the types of risky play, a detailed draft interview form was prepared and presented three researchers from the field of early childhood education in order to obtain their expert opinions. The suggestions and opinions expressed by the experts were considered, and necessary changes/arrangements were made by the researcher on the content of the visuals to be drawn. The illustrations were prepared on computer by an illustrator of children's books. The purpose of using the illustrations is to ensure that children see the risky play situations in a concrete way, which, in turn, increases the reliability of the data. The final version of the data-collecting material included a demographic information section, illustrations, and written descriptions of all eighteen risky play examples representing each of the six categories.

Table 2. Six Categories of Risky Play and Example Activities Belonging to Each Category

Categories of risky play	Example activities for each category
Play with great height	Climbing trees, balancing on high objects, and hanging on/swinging from a high tree brunch
Play with high speed	Swinging/running/biking at high speed
Play with dangerous tools	whittling with knife, using fret saw/hammer
Play near dangerous elements	Playing near a burning fire/deep lake or pond/sharp cliff
Rough and tumble play	Wrestling, playing with sticks and fencing
Play where children have potential to disappear/get lost	Playing alone/out of sight in an unfamiliar settings/environment such woods

Data-Collecting Process

During the application of the instrument, each participating child was shown three samples of risky play illustrations belonging to the same category at once. Children were given sufficient time to examine the visuals. Afterwards, the written descriptions of the visuals were read by the researcher and each child was asked to indicate whether or not s/he would prefer to engage in such type of play to explain the reason for their preferences. Children's answers for their preferences, and non- preferences, were coded as 1 and 0, respectively. Children's any preference of three examples (even if they did not prefer to engage in one or two types of risky play represented in illustrations) of risky play for each category was coded as 1 as well. Interviews were conducted individually with each child in a quiet room provided to the researcher at the school. The participating children's answers for each question were audiotaped by the researcher. The duration of time for interviewing a child was almost 15 minutes, and all of the data collection process took approximately 150 minutes.

Data Analysis

At the beginning of the data analysis process, whether or not children preferred risky play was calculated descriptively and frequency distributions were obtained. Afterwards, children's recorded data was transcribed by the researcher. The written documents were examined by content analysis method and codes and themes were determined (Yıldırım & Şimşek, 2011). Data analysis was carried out by two experts from the early childhood education field independently. Firstly, the codes were determined by two independent researchers, then they were compared with each other by the researcher (Creswell, 2007). After the researchers reached consensus on codes, the process for creating the themes began and the themes were determined in the same manner. Research findings were represented with the interpretation of the themes and the direct quotations of the participants.

FINDINGS

In this section, the research findings obtained by the responses of the participants' risky play preferences and their reasons are included by representing the frequencies (see Table 3). With consideration for the confidentiality principle, abbreviations were used and each participant was represented as "P" and with the number between 1 and 100 in the lower right corner of the letter (ex: P₈; P₅₆). Although the total number of children is 100, the frequencies of children's explanations for each of the six categories is over 100. The reason is because when a child explains the cause behind the risky game preference, he or she tells multiple reasons.

Table 3. The Frequencies of Children’s Risky Play Preferences and the Reasons for Their Preferences

Risky play category	Children’s risky play preferences	(f*)	The reasons of children’s preferences	(f*)
Play with great height	I don’t prefer...	74	Possible physical injury/harm Possible parental reactions	74 53
	I prefer...	26	Having fun Parental support Picking up fruits Loving trees	26 10 6 3
Play with great speed	I don’t prefer...	47	Possible physical injury/harm Possible parental reactions	47 43
	I prefer...	53	Previous experience Having fun Parental support	38 15 8
Play with dangerous tools	I don’t prefer...	73	Possible physical injury/harm Possible parental reactions	73 62
	I prefer...	27	Having fun Previous experience Parental support	20 7 5
Play near dangerous elements	I don’t prefer...	47	Possible physical injury/harm Possible parental reactions	47 21
	I prefer...	53	Having fun Parental support	53 20
Rough-and-tumble play	I don’t prefer...	62	Possible physical injury/harm Possible parental reactions	62 48
	I prefer...	38	Having fun	38
Play where children could disappear/get lost	I don’t prefer...	70	Possible physical injury/harm (based on animals)	52
			Possible parental reactions	50
			Possibility of kidnapping	50
	I prefer...	30	Possibility of getting lost	43
			Boring to play alone	10
			Having fun	30

*Frequency of children who prefer/do not prefer playing risky play and the reasons of their preferences

The results showed that most of the participating children (n=74) would not prefer playing with great height. All of the children associated their reasons for why they would not prefer playing with great height with the possibility of physical harm or injury. Also, the possible parental reactions (n=53) was the second reason that

prevented children from engaging in play with great height. On the other hand, some of the children (n=26) indicated that they would prefer playing with great height. All of these children's reasons for playing with great height included it is a fun activity. 10 out of 26 children indicated that if they would prefer playing with great height, their mothers would not get angry with that. 6 out of 26 children also explained their preference for playing with great height with possibility of picking up fruits, whereas 3 of them expressed that they love trees.

"If I climb a very high tree, I will fall and hit my head on the ground." (P₁₂)

"I cannot walk on the tree trunk! I slip and my foot will be broken/ I break my foot. Then my mom gets pissed off!" (P₂₆)

"My mom does not let me swing on the tree branch, very high. If I fall and it hurts and I will cry." (P₉)

"I love trees, I climb them and play on them. I can climb high. My parents let me do it." (P₃₄)

"It is fun climbing high trees. I pick and eat apples." (P₄₁)

According to the results, more than half of the children (n=53) indicated that they would prefer playing with great speed. They explained the reason why they would prefer playing with great speed with either previous experience (n=38) or having fun (n=15). 8 out of 53 children indicated that if they would play with high speed, their mothers would not get angry with that. On the other hand, almost half of the participating children (n=47) indicated that they would not prefer playing with great speed. All of these children explained it with the possibility of physical injury or harm during such kind of play. In addition, 43 out of 47 children also stated that they would not prefer playing with great speed due to their parents' possible reactions to them.

"I swing when we go to a park. I always tell my mom to push stronger. I love flying." (P₁₂)

"I ride a bike in my grandmother's neighborhood, ride my bike downhill so very fast." (P₅₃)

"Sometimes I play tag with my friends. I run so fast no one can catch me. So fun! (P₆₂)

"If I run very fast, I fall, my knee bleeds, I will cry. My mom will get angry and say do not run next time." (P₅₇)

The results of the study revealed that most of the children (n=73) would not prefer playing with dangerous tools. All of these children's basic reason for not being willing to play with dangerous tools was related to physical injury or harm. Moreover, more than half of the children (n=62) also explained their reason for not preferring to play with dangerous tools with their parents' possible reactions to them. On the other hand, the number of children who would prefer playing with dangerous tools was 27. Most of these children (20 out of 27) indicated that they would have fun when they engage in playing with dangerous tools. Very few of the children (n=7) also said that since they had previous experience they would prefer playing with dangerous tools. 5 out of 27 children indicated that if they play with dangerous tools, their mothers would not get angry with that.

"If I play with a sharp knife, I will cut my hand. It bleeds. It is painful." (P₃₀)

"If I play with a hammer, I hit my hand instead of a nail, my finger will be broken. My mom will say "Haven't I told you? Do not play with that!" and she gets angry." (P₄₅)

"My mom does not let me play with a saw and she gets angry. If I cut my hand, it is painful." (P₅₂)

"Once, my dad and I made a toy car from wood. I drove nails. My dad helped me. It was fun." (P₉₃)

According to the results of the current research, more than half of the children (n=53) indicated that they would prefer playing near dangerous elements such as a burning fire or a deep lake/pond and sharp cliff. All children who would prefer engaging in such kind of play indicated that it would be fun to play near a dangerous element. 20 out of 53 children indicated that their parents give permission for them to play near a dangerous element. Almost half of the children (n=47), on the other hand, stated that they would not prefer playing near the dangerous elements. All of these children explained their reasons for not being willing to play near a dangerous element with the possibility of physical injury or harm. Some of the children (n=21) also asserted that they would not prefer playing near a dangerous element because of the possibility of the parents' reactions to them.

"When we go to a picnic, my father always burns a barbecue. Sometimes it also burns fire on the ground to cook tea. They put something on it, I forgot the name. But I always play near him. My father lets me." (P₈₂)

"We went to a lake shore in the village of my grandfather and I played there. That was so fun. We made a boat race and buoyancy race in the water." (P₄₈)

"I would like to play on the edge of the cliff, I would look at the people down from a very high place and I would have fun. (P₂)

"I was so scared; I never go to the edge of the cliff. If I fell, I'd be broken everywhere. If my leg was broken, my father and mother would get angry." (P₃₃)

"I never get close to the burning fire. My mother gets angry. "Your hair will burn, do not approach the fire," she says." (P₆₃)

The results of the study pointed out that most of the participating children (n=62) would not prefer participating in rough-and-tumble play. All of these children (n=62) indicated that they can get hurt or face physical injury during such kind of play. Also, almost half of the children (n=48) indicated that because of their parents' possible reactions to them, they would not prefer engaging in rough-and-tumble play. 38 out of 100 children, on the other hand, asserted that they would prefer playing rough-and-tumble play because they would enjoy it.

"If I play swordsmanship with sticks, I will get blind." (P₇₆).

"We can hurt each other when we wrestle with my brother. One part of my body hurts. My mother gets angry and says: I'll tell your father." (P₉₃)

"I struggle with my brother at home sometimes. It is fun, but we don't hit each other." (P₁₁)

The results of this study revealed that more than half of the children (n=70) would not prefer risky play where they have potential to disappear or get lost. Their explanations for this are again, mainly related to the possibility of experiencing harm or physical injury. However, this time, in addition to the possibility of getting physically harmed or injured, mainly based on animals (n=52), children also mentioned their possibility of kidnapping

(n=50), possibility of getting lost (n=43), and the thought that it is boring to play alone (n=10). Furthermore, children who would not prefer playing away from their parents explained it with their parents' potential reactions to them. On the other hand, some of the children (n=30) asserted that they would prefer playing and discovering the environment without adult supervision.

"If I go away by myself, my mother will get angry. Don't go away, the wolves will get you, she says." (P₇₂)

"If I walk away from my parents, someone will kidnap me, I will shout, but if my parents don't hear me." (P₁₆)

"If I go alone among the trees, my mother can't see me and I'll disappear, maybe I can't go back." (P₈₀)

"I get bored if I walk away. I can play ball with my brother, father, or with my parents." (P₁)

"I'll go away and see what's out there. If I see a different flower, I'll take it to my mother and surprise her. Mom never gets mad." (P₆₆)

CONCLUSION and DISCUSSION

The results revealed that children are not likely to engage in risky play. They explained the most important reason why they did not choose to play risky play as the possibility of getting physical injury or harm and concern that their parents would get angry with them. Children who prefer to engage in risky play often mentioned that such kind of play is fun. It is also noteworthy that children who are more likely to prefer to engage in risky play even mentioned their parents' support and allowance for them to engage in risky play.

To begin with the reasons why children do not willing to participate in risky play, parallel to the findings of the current study, there are several research findings in the literature. For instance, Pitner and Astor's study (2008) children talked about dangerous situations, mainly based on environmental and physical factors related to risk. Similarly, another research finding revealed that children's unwillingness to engage in risk play was related to the possibility of getting physical harm because of falling down from some altitude, using dangerous tools, hitting somewhere, and fire (Cever-Kalburan, 2014). According to Kellert (2002), the basic reason why children would not prefer engaging in risky play can be explained by both their avoidance of threats and dangerous elements, and desire to feel safe. Considering this finding, it is necessary to consider optimum safety standards by eliminating the real dangers of the environment (Cevher-Kalburan, 2014). It is also necessary to inform children about the difference between risk and danger, what danger is, and the importance of preventing themselves from being in danger (Adams, 2001; Cevher-Kalburan, 2014).

This study also revealed that children are not willing to participate in risky play because they thought that their parents will get angry. There are many other research findings supporting this result (Cevher-Kalburan & İvrendi, 2016; Sandseter, 2009; Tovey, 2007). The reasons for children's unwillingness to engage in risky play might be

explained through the possible reactions of their parents, which is accepted as cultural effect (Rice & Torquati, 2013; Yılmaz, 2017). The research findings suggested that parent education seemed to be effective for promoting parents' awareness and knowledge about the benefits of risky play on children's learning and development (Cevher-Kalburan & İvrendi, 2016; Sicim-Sevim & Bapoğlu-Dümenci, 2020; Yılmaz & Olgan, 2017).

Another finding of this research was that children are not willing to engage in risky play, playing where they have potential to disappear/get lost, was related to the possibility of getting physical injury/harm by animals. This result can be explained by children's genetic origins; in other words, from an evolutionary perspective (Heerwagen & Orians, 2002). Researchers indicate that children who cannot establish an effective and sufficient bond with nature or do not support their innate tendency to affiliate with nature by continuing to interact with nature could develop biophobia (Kahn, 1997; Stokes, 2006). The development of biophobia in children pushes them to fear a number of things in nature, including animals (Appleton, 1975). Therefore, some of the participating children's reasons for having no preference for risky play might be explained by inadequate experience in nature, which may cause them to be afraid of animals. Children's participation in risky play can be influenced by continuous and regular interaction with nature; which in turn, enhances development of biophilia rather than biophobia.

According to the another result, children also asserted that they would not prefer to engage in risky play, playing where they could disappear/get lost, due to the possibility of kidnapping, and finding it boring to play alone. These types of children's expressions could be supported by relevant research findings. Several researchers (ex., Castonguay & Jutras, 2009; Van Andel, 1990; Yılmaz, 2017) found that children do not prefer to play in outdoor environments having social and physical dangers. According to Yılmaz (2017), while a falling tree might be a physical danger arising from nature, kidnapping might be a social danger. Moreover, parallel to the findings of this research, many research findings indicated that one of the important factors making children play outdoors is playing with friends rather than playing alone (Holt, Lee, Millar & Spence, 2015; Valentine & McKendrick, 1997).

On the other hand, the main reason of children's preferences for risky play was related to its being fun. Similar to this finding, Müderrisoğlu and Gültekin (2013) found that an outdoor environment enhances children's opportunities for a variety of activities during which they have fun. Since children's risky play is considered in an outdoor environment (Stephenson, 2003), this finding supports the current research findings. Moreover, outdoor environments offering facilities for unstructured play could support child-oriented play with the feelings of enjoyment and fun (Steampfli, 2009; Yılmaz, 2017; Yılmaz, Olgan & Öztürk-Yılmaztekin, 2016). Therefore, the participating children might be considered in a similar way for explaining their risky play preferences. In order to make children participate more in risky play, in particular in their local outdoor environments could be designed and easily accessible for children to use with their parents and friends. According to Knight (2012), universities, early childhood education institutions, local governments and media should work in collaboration to design outdoor play environments for children.

In addition to being fun for children, risky play was preferred by children since children can benefit from such kind of play in some cases. In fact, the participating children asserted that they would prefer risky play because of the feeling of love for trees and the opportunity of picking some fruits from trees. Such kind of children's preferences could be explained by ecocentric and anthropocentric perspectives. Children who love trees could have an eco-centric point of view whereas children who like to pick some fruits by climbing great heights could have an anthropocentric point of view (Thompson & Barton, 1994). According to Kahn (2002), preschool children basically adopt an anthropocentric perspective, but they could also develop eco-centric perspectives. There are several research studies proving children's ecocentric points of view and attitudes in literature (Faris, 2011; Yilmaz, Kubiak, and Topal, 2012). Therefore, encouraging children to play in natural outdoor environments might be a good choice for increasing risky play opportunities, since natural elements have potential for promoting children's engagement in risky play (Yalçın & Tantekin-Erden, 2018).

RECOMMENDATIONS

There have been certain limitations that need to be addressed in the current research. This research has only conducted with the particular group of children belonging to the same culture living in an urban city. Therefore, cross-cultural studies might be suggested to investigate children's perceptions for risky play in different cultural communities across the countries. This topic could also be suggested to be investigated within Turkish culture including children living in rural and urban part of the country. In addition, this research aimed to investigate children's perceptions for risky play by using semi-structured interview accompanied by some visual materials. In order to see to what extent children's perceptions for risky play would change, further research could be conducted to investigate children's preferences for risky play by using observation method together with interview questions. Observation method, in particular, during children's outdoor free play time in/out-of-school environment may give some more ideas to researchers if children practice/not practice risky play in real play settings.

ETHICAL TEXT

The researcher are followed several rules related to ethics, including journal writing rules, publishing principles, research and publishing ethical rules. The responsibility belongs to the author for any violations associated with the article.

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