



ecosource

Growing a Green Community

# Everywhere Nature

A toolkit for engaging in the outdoors  
with children in Peel Region

# ACKNOWLEDGMENTS

In the Region of Peel, we live on the traditional territory and treaty lands of the Mississaugas of the Credit First Nation. We would like to acknowledge the first inhabitants of these lands and those who continue to live in these regions, including the Anishinaabek, Haudenosaunee, Huron-Wendat, Ojibway/Chippewa and Métis peoples.

We occupy colonized First Nation territories and it is our responsibility to recognize our colonial histories, their present-day implications, and to work together to honour, protect and sustain Indigenous rights, and this land.



This toolkit is designed to support educators and facilitators in bringing nature into their space to help foster positive outdoor connections among children. The information provided in this resource is comprised of evaluative data from diverse stakeholders who work directly with children and families in the Region of Peel as well as public literature on the topic of outdoor engagement. We would like to acknowledge the leadership of the Peel-Halton Nature Collaborative for advocating for nature play in Peel and for informing the content of this toolkit.

This resource was created as part of Ecosource’s Sustainable Peel – Education and Action for Change project, which aimed to encourage children’s outdoor, self-directed play in public spaces to foster a lifelong connection to nature. We are grateful to the Ontario Trillium Foundation for funding the project activities.



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## Context

Playing outdoors in nature is linked to many benefits for children. However, access to green space and its associated benefits is disproportionately distributed in urbanized populations<sup>1</sup>. In addition, equity-seeking groups face a variety of barriers to accessing natural spaces and nature-based programming<sup>2</sup>. With the rapid urbanization of the Region of Peel and with just over half of Peel's neighbourhoods identified as low-income<sup>3</sup>, it is critical to re-think the use and accessibility of our green spaces to build more connected communities with equitable opportunities for nature engagement.

In addition to these challenges, we know children in Peel are becoming increasingly inactive and spending more time on screens. According to Peel Public Health, almost two-thirds (64%) of children aged 0 to 4 years and more than a third (36%) of children aged 5 to 12 years exceeded the recommended amount of screen time in 2018<sup>4</sup>. In 2017, 51% of Peel students did not participate in at least 20 minutes of physical activity over the course of a week at school<sup>5</sup>. Though this rate is similar to Ontario students (45%), it is indicative of a worrying trend toward less physical activity among children, including less engagement in outdoor play.

At the time of publishing this toolkit, the COVID-19 pandemic was profoundly impacting communities in Peel, increasing inequities that already existed and creating new challenges for families. As more families face barriers, it is more important than ever to advocate for equitable access to outdoor play and its health benefits. With an emphasis on physical distancing and getting outdoors, the pandemic has also highlighted what we already know to be true – that green spaces are a vital part of our communities and essential to our collective health and well-being.

With this context in mind, now is the time to work together to ensure all children have the opportunity to connect with nature everywhere in Peel.



## Considerations

It is important to acknowledge the multiple ways power and privilege have shaped the conversation on nature play – how it is defined, who has access to it, and what voices are centred in environmental education. This history is important to name as we work to integrate an anti-oppression lens into our nature play programming in Peel, one that accounts for different values, worldviews and knowledges about nature and play, and their role in learning.

One of the key limitations of this toolkit is the lack of Indigenous consultation during its development. Our consultation with those who work and participate in outdoor play landscapes in Peel revealed a strong interest and commitment to integrating Indigenous perspectives into policies and programs. It is crucial to centre Indigenous knowledges in outdoor play programs and policies in an intentional and non-token way that engages Indigenous and non-Indigenous practitioners in meaningful dialogue<sup>6</sup>. We recognize this is necessary and important work and are committed to continuing to build relationships with Indigenous communities across Peel through our future work, as well as other groups that have diverse perspectives on nature play and its role in childhood development.

Another limitation is that our consultation did not collect demographic or geographic information from respondents, meaning we do not know whether the perspectives shared in this toolkit are representative of the community. To contextualize the information we gathered, we reviewed recent literature on nature play to integrate diverse voices, but more work needs to be done to ensure nature play programming is grounded in and reflective of the diversity of Peel. A strategy to achieve this is to ensure that nature play programming is led by equity-seeking groups in our community, and that leadership opportunities are defined in collaboration with these groups so they are accessible and designed to eliminate barriers for participation. We hold these considerations at the top of mind as we continue to move this work forward and we encourage those working with children and families to do the same. Some key guiding questions to ask when planning, evaluating and redeveloping activities include:

- **Whose voices are reflected in our nature play programs and policies?  
Whose voices are missing and what work needs to be done to surface and centre these perspectives?**
- **Are activities informed and/or led by individuals that reflect the diversity of the communities they serve?**
- **What mechanisms are there for feedback to ensure accountability to the community?**

## The Importance of Engaging in Nature

### What is Nature Engagement?

Unstructured play outdoors and in nature, with its inherent fun and risks.

There are many benefits of nature engagement for children, their families and society at large. These include health, social and learning benefits:

**Improved health:** When children engage in nature, they are more active and tend to play for longer<sup>7</sup>, both of which are associated with physical, mental and social health benefits.

**Strengthened social skills:** Minimally structured outdoor engagement with peers facilitates socialization<sup>8</sup>, reduces feelings of isolation and builds interpersonal skills.

**Greater concentration, resilience and self-regulation:** Children demonstrate improved resilience<sup>8</sup> and self-regulation when engaging outdoors in addition to experiencing better focus and a reduction in symptoms of ADHD<sup>9</sup>.

**Long-term impacts:** Time in nature supports both physical and social-emotional development, contributing to a wide range of long-lasting health benefits such as a reduced risk of obesity and stress<sup>10</sup>. In addition, it encourages pro-environmental behaviours<sup>11</sup> that can lead to stewardship later in life.



## Risky Play

According to the Position Statement on Active Outdoor Play<sup>7</sup>, nature engagement should incorporate risk-taking, which is fundamental to children’s exploration. Risky play is thrilling, exciting and involves uncertainty. Risk-taking during play provides children the opportunity to recognize risk and respond accordingly.

The International School Grounds Alliance published a Call to Action<sup>12</sup> for educators, caregivers and those who plan school environments to create school grounds that are “as safe as necessary” to give children the freedom to recognize and evaluate challenges based on knowledge of their own abilities and limitations.

### RISK-BENEFIT ASSESSMENT:

In 2019, the Child and Nature Alliance of Canada released the Risk-Benefit Assessment for Outdoor Play: A Canadian Toolkit<sup>13</sup> to support those who encourage outdoor play in their work with children. This resource is intended to help educators, community agencies and those working at various levels of government in taking a balanced approach to risk and safety as it relates to playing outdoors. In it, readers can find forms and checklists to evaluate and manage risks while also taking into account the experience and benefits of engaging in particular activities.



## Findings from Participants

Nature engagement stakeholders across the Region of Peel were surveyed in June 2020 on their thoughts about nature engagement, including its importance for children as well as any barriers and opportunities to promoting it within their various contexts. 35 individuals from diverse learning environments responded, including elementary school teachers, Early Childhood Educators from daycares as well as classrooms, EarlyON facilitators and parents.

They identified the following top 10 reasons why nature engagement is important for children:

- 1 Facilitates an appreciation and connection to nature**
- 2 Promotes self-regulation and is grounding/calming
- 3 Develops imagination and creativity**
- 4 Provides health benefits through fresh air and physical activity
- 5 Allows for limitless exploration and choice**
- 6 Develops and satisfies curiosity
- 7 Fosters connection with natural materials**
- 8 Allows for problem-solving
- 9 Cultivates empathy and a sense of responsibility for others and the environment**
- 10 Supports classroom learning

*“Being connected to nature allows children to grow in their understanding of how to care for their world, become better global citizens and grow a personal responsibility for the health of our earth now and in the future.” - Survey Participant*

# Identifying Barriers

## SYSTEMIC BARRIERS

Access to nature is not equitably distributed across urban/suburban environments and many residents face systemic barriers to engaging children in nature. These issues of access are correlated with race, income and other factors and require solutions that tackle the root causes of inequities in our society, including systemic racism, poverty, and more<sup>14</sup>. To address solutions, these factors must be contextualized based on an intersectional understanding of these issues, particularly one that accounts for historic and ongoing systems of oppression.

The current COVID-19 pandemic has exacerbated these ongoing social inequities<sup>15</sup> making this an important moment to rally together to push forward child-centred solutions that address these pervasive systemic barriers and promote equity across our communities.

## Further Considerations

An evaluation synthesis of nature-based initiatives in Peel Region and recent literature in understanding equitable access to nature point to common factors that influence outdoor engagement. It is important to remember that these issues are impacted by the inequities mentioned above and there are important social, cultural, and economic dimensions to each that need to be considered when thinking about solutions.

**Prohibitive rules & regulations** - certain components or entire activities are not permitted in certain settings like daycares and schools

**Lack of funds & resources** - materials are needed to implement nature-based activities or bring nature into the learning environment

**Not enough time** - more planning time is needed for educators; families feel they do not have enough time in their schedules to bring children outdoors regularly

**Activity ideas** - not knowing what to do when outdoors, including what to bring and how to facilitate children's play

**Weather** - not having the equipment or attire to engage safely outdoors in all weather and a reluctance to take children outside in rainy, snowy, and cold conditions

**Risk-taking** - aversion to activities or materials that are perceived as being "too risky" for children

**Mess** - hesitation in activities that would dirty clothes, hands, footwear and surrounding environment

**Safety** - perceived and/or experienced dangers of letting children play freely outside

**Value of nature engagement** - different levels of understanding of the benefits of engaging in outdoor activity

**Lack of inclusivity of outdoor spaces** - racism and other forms of oppression play a role in residents' experience of outdoor space<sup>14</sup> and work needs to be done to dismantle systems of power and privilege in public spaces to ensure they are welcoming spaces for everyone<sup>16</sup>

**Where to access nature** - assumptions about where nature is and how to engage in nature-based activities, in addition to the inequitable access to nature across communities as described above



# Approaches to Supporting Nature Play in Peel

The following list of actions was informed by our consultation with those who work in the outdoor play landscape and feedback from participants who have engaged in nature-based programs. These suggestions highlight opportunities to increase access to the outdoors on a regular basis as well as promote more inclusion in play environments. To continue this work, it is vital to create and foster more partnerships to better understand the diverse needs of the communities served.

## 1 PLAY DESIGN

Create play spaces with natural elements in parks and school yards.

## 2 INDIGENOUS LEARNING

Partner with Indigenous organizations to centre Indigenous Ways of Knowing.

## 3 PARENT EDUCATION

Offer parents resources to support them in engaging their children in nature play.

## 4 MULTI-LINGUAL MATERIAL

Ensure educational resources about nature play are available in multiple languages.

## 5 PROFESSIONAL DEVELOPMENT

Improve and enhance PD opportunities related to nature engagement.

## 6 EQUITABLE FUNDING

Advocate for more funding for nature engagement, focusing on communities with inequitable access to nature.

## 7 ACCESSIBILITY

Make nature play programs free and accessible so everyone can participate.

## 8 COMMUNITY-LED AND CULTURALLY INFORMED

Ensure programs are led by and reflective of the cultural diversity of the communities they serve.

## 9 RISK LITERACY

Work with institutions to address concerns about risk and encourage more diverse and challenging play experiences for children.

## 10 DIVERSE LEADERSHIP

Centre the perspectives of equity-seeking groups in nature play strategies and programs as well as during the development of outdoor play environments.



# Designing for Play

In the Region of Peel, opportunities for families and classrooms to access outdoor environments with vibrant natural systems are limited. Through it is possible to organize day trips to visit ecological destinations, it is important to remember most of children’s outdoor experiences happen in nearby settings, such as school grounds or local parks.

Any space can be re-imagined as a place of wonder and nature connection. When designing for play, it is crucial to consider the diverse ways that children’s experiences become meaningful through interacting with the environment. There are many ways to foster nature connection by creating an outdoor play space intentionally and with a small budget. The following considerations can be used to plan how to create space for natural curiosity.

## ENVIRONMENTAL CONTEXT

*What existing environmental features can be used as points of exploration?*

## RESOURCES NEEDED

*What existing materials can be re-used for nature play? What loose parts can be added? What resources would you like to advocate for?*

## LOGISTICAL CONSIDERATIONS

*How can you create space for going outdoors on a regular basis? What curriculum connections can you make to integrate learning when outside?*

## DEVELOPMENT OPPORTUNITIES

*How can these activities be used for leadership and mentorship? How can they build on and expand the knowledge base of parents and other educators?*

## PLAY VARIETY

*Can the materials and features be used in a multitude of ways and with varying degrees of challenge?*

## CULTURAL DIVERSITY

*Do the activities respect and reflect the cultural diversity of the participants? How can you centre the history of the land and Indigenous cultural practices and teachings in a meaningful way?*

## COMMUNITY ENGAGEMENT & LEADERSHIP

*How can you build a community of support with other individuals and groups to sustain the activities in the long run?*

## Local Leadership

Success stories from other jurisdictions tell us that we need commitment from stakeholders across sectors to promote nature connection among children. To help bring together these diverse perspectives, community-led networks often function as the collective voice on nature and outdoor engagement and advocate for important policies and programs. An example of a local network like this is the emerging Peel-Halton Nature Collaborative.

The Peel-Halton Nature Collaborative is a volunteer network of cross-sectoral professionals and community stakeholders who exchange knowledge, ideas and expertise about incorporating nature into the everyday lives of children and families across the Peel and Halton regions. Many members work at the community level in schools, daycares, conservation authorities, EarlyON centres and other charitable organizations to support children and families in fostering a connection to nature and the environment. The Collaborative is co-led by Ecosource, alongside other community partners.

The Collaborative stemmed from Ecosource's Dig into Play program, which encouraged self-directed nature play at local community gardens to foster positive outdoor experiences and was funded by the Lawson Foundation's Outdoor Play Strategy. Modeled on the York Region Nature Collaborative and the Children and Nature Network's Community Action Guide, the Collaborative continued through Ecosource's Sustainable Peel - Education and Action for Change program, funded by the Ontario Trillium Foundation. Today, the Collaborative continues its work in raising the profile for nature connection among children and families as a standalone volunteer-run organization.

The next section of the toolkit includes interviews from collaborative members to highlight perspectives of nature play in various settings - at school and daycare, at home, and in the community.

### THE PEEL-HALTON NATURE COLLABORATIVE

An emerging local network working to advocate for nature play

#### Vision

Children, youth and families in our community develop meaningful connections to the environment through nature and outdoor engagement.



#### Mission

To build and empower a collaborative network of cross-sectoral partners through the exchange of knowledge, ideas and expertise about nature and outdoor engagement.



Collaborative Member Interview:  
**Nature at School & Daycare**

Meet

# Dawn Hall.

Dawn is a registered ECE working in a kindergarten classroom for the Peel District School Board. Dawn is a founding member of the Peel-Halton Nature Collaborative and is passionate about getting students into nature.

**Q: What kinds of experiences in a school setting do you believe build a strong connection to nature for children?**

A: Making sure that some of their time is spent outside as part of their learning, and once you're outside you bring nature back in.

**Q: What are the biggest impacts you believe that nature engagement has had for the children and families you work with?**

A: Kids are healthier when they engage with nature. Also, learning can happen anywhere and everywhere, and I think that's another thing that jumps out at me. Just by walking through a forest there can be so much learned. You don't have to go home and write a test about it. It will just happen naturally.

**Q: What are the greatest opportunities that you see as an educator relating to promoting nature play in Peel Region specifically?**

A: Making sure that schools in the Region of Peel have safe outdoor places to play. There are so many schools that only have a tarmac and bikes. I know they're getting outside but where is the nature part of it? Continued funding for schools to build better outdoor play nature-based environments.

**Q: What are the biggest barriers to promoting nature play for families in Peel Region specifically?**

A: It's the rules and regulations based on risk assessments that hinder this kind of nature engagement that our students deserve and are entitled to. Children need to learn about the risks that they take. I'm a big proponent of risky play.

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*Just by walking through a forest there can be so much learned... It will just happen naturally.”*



**Q: Can you share a fun nature engagement activity or idea that you tried with students?**

A: There's a million of them. Loose parts play: the fact that you can go out and collect rocks and stones and have those either outside or inside. There are multiple ways of using rocks and stones and I don't have to prescribe how they're used. As long as those materials are there, the children will come up with their own ideas. That's one activity that I love doing. We do rock stacking, that's another great one. I go down to Lake Ontario and get some smooth stones. We had a competition in the outdoor play space about how many stones can you stack, and somebody got up to 18! And it was because the child picked the ones that wouldn't tip over, they were really learning from it.



## Collaborative Member Interview: Nature at Home

### Say hello to **Micki Bry.**

Micki is a mom of 2 young children and a founding member of the Peel-Halton Nature Collaborative. She is passionate about getting her kids outside. Micki shared how to engage in nature at home as a family.

**Q: What kinds of experiences at home do you believe build a strong connection to nature for children?**

A: Getting outside as much as possible, in a natural way. Not forced or planned. It's routine. It doesn't have to be a special occasion or special event. It's just going outside is part of your life.

**Q: What are the biggest impacts that nature engagement has had for your children?**

A: An increased level of comfort in nature. Not being afraid to explore. Finding their own limits and boundaries.

**Q: What are the greatest opportunities that you see as a parent relating to promoting nature play in Peel Region specifically?**

A: The fact that Peel has more paths and trails than people realize and how easy it is to connect with nature. One of my favourite trails is by the University of Toronto Mississauga. The forest feels old. There's a stream, and nice old trees, and it's very quiet. You don't feel like you're in the city. You are, but you really feel surrounded by forest there. It's wonderful.

**Q: What are the biggest barriers to promoting nature play at home in Peel Region?**

A: One of the biggest factors is time. People have a lot on the go. You have to make it part of your routine, something that you do all the time because if it feels like something you have to schedule, then it's going start to feel stressful. Another barrier is the weather. A lot of families say they're afraid of cold weather and don't get out. It's knowing what you need and that it's ok to go out in cold weather even when it's cold and snowy.

**Q: Can you share a fun nature engagement activity or idea that you tried with your kids?**

A: Bury an item and draw a treasure map. Make leaf rubbings. But mostly, let your children explore! Be open minded with things they want to try.

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*Peel has more paths and trails than people realize and [it is easy] to connect with nature...You don't feel like you're in the city.”*



Collaborative Member Interview:  
**Nature in the Community**

*This is*  
**Elizabeth Wren.**

Elizabeth is Supervisor of Community Learning in Peel for the Toronto Region Conservation Authority. Elizabeth shared her thoughts on promoting nature engagement for kids at a community level.

**Q: What kinds of experiences do you believe build a strong connection to nature for children in a community setting?**

A: Definitely hands-on immersive experiences. Ones in which children feel safe but are also allowed decision-making and are able to interact with other children of different ages. Role modelling is important: seeing adults in the community engaged in nature play sends a strong signal to kids that this is okay. A coordinated approach amongst organizations and adults in positions of authority is key so there is consistent messaging and modelling to get out and explore, whether it's in a backyard or a local park.

**Q: What are the biggest impacts you believe that nature engagement has had for the children you work with?**

A: I think self-confidence is a huge one. Nature engagement also builds a sense of community when there are opportunities for youth to share their experiences. I think kids intuitively know how interdependent nature is and the more they engage, the more they understand that we are part of that system which also relates to human-to-human interaction. I don't think they would ever express it overtly but you see it in the way in which they interact and support one another.

**Q: What are the greatest opportunities that you see relating to promoting nature play in Peel Region?**

A: The scale and the diversity in Peel is both a challenge and an opportunity. There are so many groups that are deeply invested in their communities creating these wonderfully connected networks. The challenge with this is that these networks are complex and have many interests and nature play may not be top on their list. We need diverse strategies to engage different communities within Peel. One of the main opportunities to engage and promote nature play is access to natural spaces; trails such as The Etobicoke Trail, Heart Lake and Albion Hills Conservation Area are natural assets that are relatively accessible to residents.

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***We need diverse strategies to engage different communities within Peel.”***



**Q: What are the biggest barriers to promoting nature play for families in Peel Region?**

A: People perceive that there is a lot of risk in nature play. Some residents are used to a different context for nature play where it isn't safe which could be due to vastly different contexts to political instability or poisonous animals, or they have simply never had exposure growing up and it is the unknown. If parents are not used to being in these natural areas and allowing kids to play it can be difficult because they don't feel that they have control over the space. The other barrier is time. Families are just so stretched for time and it may not be feasible for them to schedule outdoor play on a regular basis. If they're working and then rushing home for dinner and homework and then bedtime it can be really challenging. I think this highlights the need for a community approach to nature play, where caregivers, daycares, schools and families all feel supported in getting kids outside.

**Q: Can you share a fun nature engagement activity or idea that you tried with kids?**

A: One of my favourites is building a giant sized birds' nest using found natural materials which kids can play in and pretend they are the birds or a "shopping centre" for birds to gather natural materials for their nests and hang it outside a window so you can watch them take the materials. These are simple, no cost activities that can provide opportunities for discovery and discussion.



## Moving Forward

We are humbled by the amount of work that remains to be done to promote nature play in our communities. More coordinated cross-sectoral support is needed to advance the policies and programs that will make nature play a daily experience for all children in Peel. We also know we need to centre the perspectives of equity-seeking groups and promote their leadership on collaborative tables that are working to promote nature engagement, including the Peel-Halton Nature Collaborative, to ensure the strategies we collectively develop are informed by and work to dismantle systemic barriers families face in engaging outdoors with nature. Addressing these barriers is key to bringing about meaningful and lasting change in our communities and ensuring children can access nature everywhere they are.

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